



START WITH EQUITY:

EARLY CHILDHOOD EQUITY STRATEGIC PLAN TEMPLATE

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CHILDREN'S EQUITY
PROJECT

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IN PARTNERSHIP WITH



NBCDI

National Black Child
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The Education Trust



**EQUITY
RESEARCH
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COALITION**

UNC Frank Porter Graham
Child Development Institute

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National Association for the
Education of Young Children



NATIONAL HEAD START ASSOCIATION



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In 2020, the Children’s Equity Project released two reports: [Start with Equity: From the Early Years to the Early Grades](#), in partnership with the Bipartisan Policy Center, and [14 Priorities to Dismantle Systemic Racism in Early Care and Education](#), in partnership with the Equity Research Action Coalition at UNC Frank Porter Graham, National Association for the Education of Young Children, National Head Start Association, Council for Professional Recognition, National Black Child Development Institute, National Indian Child Care Association, The Education Trust, and The BUILD Initiative.

Together, these reports present a wide-ranging, actionable equity policy agenda, organized around 14 key priorities, for early care and education systems. The central goal of that agenda is to build more equitable learning systems by ensuring 1) equitable access to high-quality early care and education; 2) positive, fair experiences within these learning systems; and 3) child and family outcomes that are not associated with demographic characteristics. Building

equitable systems requires intentional planning, progress tracking, and accountability. This warrants the development of targeted equity strategic plans, in tandem with embedding equity across all existing plans, such as Child Care and Development Fund state and tribal plans and state plans required under the Every Student Succeeds Act (ESSA).

The Early Childhood Equity Strategic Plan Template is an implementation tool that can assist states and tribes in planning for systems change, in line with the 14 key equity priorities and accompanying policy agendas.

We are hopeful that this tool will serve as a resource for states and tribal communities as they seek to leverage the historic investments that have been provided through the Coronavirus Response and Relief Supplemental Appropriations Act, the American Rescue Plan, and any forthcoming funding from the Biden Administration’s proposed infrastructure plan and the American Families Plan.

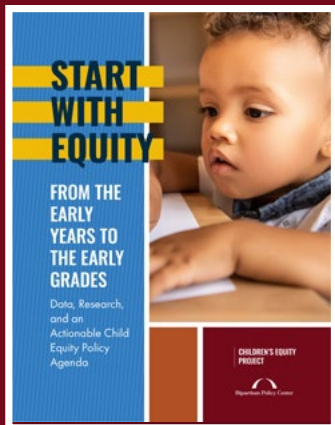
HOW TO USE THIS TOOL

The first step to embedding equity across state plans and establishing an equity strategic plan requires state and tribal policymakers to critically examine existing policy, data, and funding landscapes. To facilitate that process, ***The Early Childhood Equity Strategic Plan Template* provides a set of questions across each priority area to guide users in documenting their strengths and shortfalls in existing policy, data systems, and funding.**

Following the landscape analysis, **this tool guides users through each of the 14 priorities centered in our policy agenda with an organization structure that delineates the policy goal and accompanying benchmarks, actionable steps to achieve the goals and benchmarks, timelines, and points of contact who are responsible for each task.** Policy goals and benchmarks are pre-populated in this template, in line with the key priorities and policy recommendations articulated in the reports, and action steps, timelines, and persons responsible are left blank for states and tribes to articulate. The final benchmark box is left blank for states and tribes to establish their own benchmarks and solutions.

This tool should be used by state and tribal policymakers in partnership with families, providers, advocates, and other critical stakeholders. These key stakeholders are vital carriers of knowledge and should be carefully integrated into all conversations about equity.

ADDITIONAL RESOURCES



START WITH EQUITY:
From the Early Years to
the Early Grades

[Download now](#)



Start With Equity:
14 PRIORITIES TO
DISMANTLE SYSTEMIC
RACISM IN EARLY
CARE AND EDUCATION

[Download now](#)



OVERALL PROGRESS

As you work to embed equity across state plans and/or to establish an equity strategic plan, you should identify where more attention, funding, or supports might be needed. This table is intended to help you track your overall progress in assessing and meeting each policy priority.

	Policy priority	Several activities underway to advance goal	At least one activity underway to advance goal	Plans in place, but implementation not yet started	Plans and implementation not yet started
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, Pedagogy, and Gifted and Talented Education are Accessible and Culturally Responsive				

8	Ensure Global Classroom Quality Measurement Explicitly Assesses Equitable Experiences				
9	Eliminate Harsh Discipline				
10	Protect the Rights of Children with Disabilities and Promote their Optimal Development				
11	Implement a Data-Driven Continuous Equitable Quality Improvement Cycle				
12	Expand Family Leadership and Engagement Efforts				
13	Prioritize Family Child Care and Other Home-Based Care				
14	Equitably Expand Access to Dual Language Immersion Approaches for Dual Language Learners				

PRIORITY 1: Disseminate Public Funds Equitably

Generations of inequitable distribution of wealth and opportunity by race make it necessary to create intentional plans to ensure funding is distributed equitably. A 2018 report by The Education Trust found that nationwide, school districts serving the most students of color receive \$1,800 less per student than districts serving the least.¹ Realizing racial equity requires equitable funding, a step further than equal funding, that considers historical and current marginalization — including on the basis of race, resource gaps in communities, and disparities in outcomes.

Current Policy Landscape

Directions: In the blank cells below, provide a critical assessment of the current landscape in policy, data, and funding.

		Family Child Care	Center-Based	Pre-K	Early Grades
A	Policy				
1	What sources fund your early childhood programs?				
2	How is funding currently allocated? What factors does your funding formula consider?				
3	What are the demographics of the communities that get the most funding? What are the demographics of the communities that get the least funding?				
B	Data				
1	What data are currently being collected on funding allocation?				
2	What do these data reveal about who is getting what?				
3	What data are needed to identify, understand, and act on inequitable funding patterns?				

C Funding					
1	How can you utilize your current budget to realize this plan?				
2	Is there flexible federal, state, or local funding that can be allocated toward achieving your policy goal?				
3	What additional funding is needed?				
4	How can you use American Rescue Plan Act funding, or other recent federal funding, to support your plan?				
D Structural Barriers to Implementation					
1	What are barriers to building more equitable systems that live outside of the ECE system, but must be addressed to support implementation?				
2	What key cross-sector partnerships must you build to address these barriers?				
3	What key actions must you engage in to overcome these barriers?				

Strategic Plan and Timeline

Directions: Fill out the action steps, persons responsible, and target completion dates across each benchmark to track progress toward the policy goal. The final row is left blank for states and tribes to establish an additional benchmark.

Disseminate Equitable Funding Plan					
Policy Goal	Benchmarks	Action Steps (steps to accomplish benchmarks)	Person(s) Responsible	Target Date	
Disseminate Public Funds Equitably	1 Consider historical and current marginalization, including inequities in access to resources and experiences, and disparities in outcomes when allocating resources, including child care contracts, technical assistance, coaching, and professional development, among others. Work with tribal leaders to determine how to best support tribes in this process.	1	1	1	
		2	2	2	
	2 Provide higher reimbursement to programs serving historically marginalized communities.	1	1	1	
		2	2	2	

Disseminate Public Funds Equitably (continued)	3	1	1	1
		2	2	2

PRIORITY 2: Move Toward Holistic, Strengths-Based, and Authentic Integration

Research finds that early care and education programs are even more racially segregated than K-12 schools and are more racially segregated than the communities in which they reside. Integration efforts have fallen short, both in the basic integration of children and more importantly, in the holistic, strengths-based, and authentic integration that includes meaningful integration of teachers, leaders, curriculum, and pedagogy.²

Current Policy Landscape

Directions: In the blank cells below, provide a critical assessment of the current landscape in policy, data, and funding.

		Family Child Care	Center-Based	Pre-K	Early Grades
A	Policy				
1	What policies are in place that influence where children learn?				
2	What policies are in place that promote the integration of diverse teachers, providers, and leaders across early learning settings?				
3	What policies are in place that support the integration of children’s home language, culturally responsive pedagogy, and curriculum?				
B	Data				
1	What data do you have that demonstrate racial, socioeconomic, language, and disability composition at the program and classroom level?				
2	What do these data reveal about integration?				
3	What additional data are needed to understand holistic integration?				

C Funding					
1	How can you utilize your current budget to realize this plan?				
2	Is there flexible federal, state, or local funding that can be allocated toward achieving your policy goal implementation?				
3	What additional funding is needed?				
4	How can you use American Rescue Plan Act funding, or other recent federal funding, to support your plan?				
D Structural Barriers to Implementation					
1	What are barriers to building more equitable systems that live outside of the ECE system, but must be addressed to support implementation?				
2	What key cross-sector partnerships must you build to address these barriers?				
3	What key actions must you engage in to overcome these barriers?				

Strategic Plan and Timeline

Directions: Fill out the action steps, persons responsible, and target completion dates across each benchmark to track progress toward the policy goal. The final row is left blank for states and tribes to establish an additional benchmark.

Holistic Integration Plan				
Policy Goal	Benchmarks	Action Steps (steps to accomplish benchmarks)	Person(s) Responsible	Target Date
Holistic, Strengths-Based, and Authentic Integration	1 Develop plans to increase holistic, strengths-based, and authentic integration guided by community needs assessments.	1	1	1
		2	2	2
	2 Collect and analyze data to inform the plan, including child demographics of enrollment by classroom and program; workforce and leadership diversity; and indicators associated with culturally affirming and linguistically responsive pedagogy.	1	1	1
		2	2	2

Holistic, Strengths-Based, and Authentic Integration (continued)	3	1	1	1
		2	2	2

PRIORITY 3: Embed Equity in Monitoring and Accountability Systems

Having a monitoring system that facilitates accountability for equity is critical to closing disparities. We propose a set of example indicators that can be used across standards, rating systems, and monitoring and accountability systems as a starting point while acknowledging that there are many other possible indicators that can be tailored at the local level. Ultimately, it is critical that equity in access, experiences, and outcomes be monitored and incorporated into accountability systems, and that such systems provide supports for programs to meet equity indicators.

EXAMPLE EQUITY INDICATORS FOR INCLUSION IN STANDARDS, MONITORING, AND RATING SYSTEMS

- Required training on anti-racism and anti-bias approaches for all staff.
- Ongoing coaching and professional development on anti-racism and anti-bias approaches.
- Culturally responsive, demographically appropriate, and equity grounded curriculum and pedagogy.
- Curriculum, assessment, pedagogy, and family engagement linguistically available to families.
- Curriculum and pedagogy is delivered in a dual language model if more than a third of children share the same home language other than English.
- Assessments culturally responsive, strengths-based, and are given in children’s home language.
- Prohibition on harsh disciplinary and exclusionary practices.
- Ongoing disaggregated data collection and analysis to identify and rapidly address disparity.
- Programmatic policy on family engagement includes eliciting input from families on programmatic operations, stresses parent-teacher partnerships to support children’s learning, and promotes family leadership.
- No segregated or self-contained classrooms by funding stream that result in racial/ethnic, disability, or socioeconomic segregation.

Current Policy Landscape

Directions: In the blank cells below, provide a critical assessment of the current landscape in policy, data, and funding.

		Family Child Care	Center-Based	Pre-K	Early Grades
A	Policy				
1	What indicators related to children’s equitable access, positive experiences, and disparities in outcomes do you monitor for?				
1a	What indicators related to children’s equitable access do you monitor for?				
1b	What indicators related to children’s positive experiences do you monitor for?				

1c	What indicators related to disparities in outcomes (e.g. academic, social-emotional, discipline) do you monitor for?				
2	Does your current monitoring system include any equity indicators that specifically capture the experiences of children of color and children from other marginalized communities?				
3	Does your accountability system hold programs accountable for equity, including closing inequities in opportunity and disparities in outcomes?				
4	Is there any accountability for equitable access to programs?				
B Data					
1	What data do you <i>currently</i> collect that can enable a better understanding of equitable experiences and outcomes?				
2	What data is <i>lacking</i> to better understand equitable experiences and outcomes?				
C Funding					
1	How can you utilize your current budget to realize this plan?				
2	Is there flexible federal, state, or local funding that can be allocated toward achieving your policy goal implementation?				

3	What additional funding is needed?				
4	How can you use American Rescue Plan Act funding, or other recent federal funding, to support your plan?				
D	Structural Barriers to Implementation				
1	What are barriers to building more equitable systems that live outside of the ECE system, but must be addressed to support implementation?				
2	What key cross-sector partnerships must you build to address these barriers?				
3	What key actions must you engage in to overcome these barriers?				

Strategic Plan and Timeline

Directions: Fill out the action steps, persons responsible, and target completion dates across each benchmark to track progress toward the policy goal. The final row is left blank for states and tribes to establish an additional benchmark.

Monitoring and Accountability Systems Plan				
Policy Goal	Benchmarks	Action Steps (steps to accomplish benchmarks)	Person(s) Responsible	Target Date
Embed Equity in Monitoring and Accountability Systems	1 Incorporate equity indicators into monitoring systems, including Pre-K systems, QRIS, child care licensing, and personnel licensing and workforce development systems, among others.	①	①	①
		②	②	②
	2 Partner with tribes to ensure that tribal programs have the option to opt-in to this process and are provided with the appropriate resources to do so. Facilitate Tribal Consultation to determine how to best support tribes in this process.	①	①	①
		②	②	②

Embed Equity in Monitoring and Accountability Systems (continued)	3	1	1	1
		2	2	2

PRIORITY 4: Address Workforce Equity

Early care and education providers are overworked and under-compensated. Women of color and immigrant women are an overrepresented segment of this workforce. Research finds that they are paid lower wages than their White counterparts, are more likely to teach the youngest children, and are less likely to serve in lead teacher and administrative leadership positions.³ It is critical to identify and close these position and compensation (i.e. pay and benefits, including insurance, retirement and other benefits) gaps, and eliminate the stratification of the workforce .

Current Policy Landscape

Directions: In the blank cells below, provide a critical assessment of the current landscape in policy, data, and funding.

		Family Child Care	Center-Based	Pre-K	Early Grades
A	Policy				
1	What policies impact early care and education workforce compensation, including pay and benefits?				
2	What initiatives or policies are in place to increase the diversity of lead teachers, administrators, coaches, and others in leadership positions?				
3	What policies or initiatives do you have in place to support fair and equitable compensation? ⁴ What policies are in place that work against fair and equitable compensation?				
B	Data				
1	What workforce data are collected?				
2	What do those data reveal about workforce equity, including in position, compensation, training, and access to resources by race, language, and disability?				

3	What data are needed to identify and analyze workforce equity?				
C Funding					
1	How can you utilize your current budget to realize this plan?				
2	Is there flexible federal, state, or local funding that can be allocated toward achieving your policy goal implementation?				
3	What additional funding is needed?				
4	How can you use American Rescue Plan Act funding, or other recent federal funding, to support your plan?				
D Structural Barriers to Implementation					
1	What are barriers to building more equitable systems that live outside of the ECE system, but must be addressed to support implementation?				
2	What key cross-sector partnerships must you build to address these barriers?				
3	What key actions must you engage in to overcome these barriers?				

Strategic Plan and Timeline

Directions: Fill out the action steps, persons responsible, and target completion dates across each benchmark to track progress toward the policy goal. The final row is left blank for states and tribes to establish an additional benchmark.

Holistic Integration Plan				
Policy Goal	Benchmarks	Action Steps (steps to accomplish benchmarks)	Person(s) Responsible	Target Date
Address Workforce Equity	1 Increase the value of child care subsidies to increase fairness in compensation, including pay and benefits.	1	1	1
		2	2	2
	2 Develop plans to address disparities in compensation and career pathways.	1	1	1
		2	2	2

Address Workforce Equity (continued)	3 Use tiered reimbursement systems to provide greater compensation to bilingual providers, and those serving historically marginalized communities.	①	①	①
		②	②	②
	4	①	①	①
		②	②	②

PRIORITY 5: Embed Equity in Workforce Preparation and Development

Equity is an inadequate component of early care and education preparation (including higher education) and professional development systems, at all levels, including teachers, coaches, administrators, and systems leaders. Anyone working in the early care and education system should have comprehensive and sustained training and continuous development on the history of race and racism; implicit bias and its manifestations in decision making; culturally responsive and sustaining practices and pedagogy; dual language learning; inclusive best practices; and building positive relationships with diverse families.

Current Policy Landscape

Directions: In the blank cells below, provide a critical assessment of the current landscape in policy, data, and funding.

		Family Child Care	Center-Based	Pre-K	Early Grades
A	Policy				
1	What policy levers exist to influence the content of and access to (e.g., cost, scheduling, language, access to technology, etc.) professional development?				
2	What is the required list of topics to attain a professional credential or licensure? Are equity-related topics on the required list?				
3	Are there any required in-service professional development topics? If so, are equity topics included?				
4	How is technical assistance and training offered to programs? What providers have the greatest access? What providers face the greatest barriers to access?				
5	How do states and tribes partner on professional development planning?				

6	Do all state-funded coaches (e.g., quality coaches, mental health consultants, PBIS TA providers, pyramid model coaches) explicitly coach on issues of equity, as it relates to their issue are? If not, which do and which do not?				
B Data					
1	What data are collected on workforce preparation and development content?				
2	What data are collected about who has access to workforce development efforts?				
3	What do these data say about the content of professional development available to and/or required of the workforce?				
C Funding					
1	How can you utilize your current budget to realize this plan?				
2	Is there flexible federal, state, or local funding that can be allocated toward achieving your policy goal implementation?				
3	What additional funding is needed?				
4	How can you use American Rescue Plan Act funding, or other recent federal funding, to support your plan?				

D Structural Barriers to Implementation					
1	What are barriers to building more equitable systems that live outside of the ECE system, but must be addressed to support implementation?				
2	What key cross-sector partnerships must you build to address these barriers?				
3	What key actions must you engage in to overcome these barriers?				

Strategic Plan and Timeline

Directions: Fill out the action steps, persons responsible, and target completion dates across each benchmark to track progress toward the policy goal. The final row is left blank for states and tribes to establish an additional benchmark.

Holistic Integration Plan					
Policy Goal	Benchmarks	Action Steps (steps to accomplish benchmarks)	Person(s) Responsible	Target Date	
Embed Equity in Workforce Preparation and Development	1 Ensure racial equity content and coursework is required as part of child care, teacher, coach, and administrator professional credentialing and licensing systems, and ongoing continuing education requirements.	1	1	1	
		2	2	2	
	2 Increase the racial literacy and implementation of anti-racist, anti-bias culturally responsive practices of all coaches.	1	1	1	
		2	2	2	

Embed Equity in Workforce Preparation and Development (continued)	3 Ensure professional development and training opportunities are available to all providers, including family, friends, and neighbor child care providers.	①	①	①
		②	②	②
	4	①	①	①
		②	②	②

PRIORITY 6: Explicitly Include Equity in the Definition of Quality and Across Rating Systems

A program should not be considered high-quality if its policies and practices do not foster equity. Equity should be included across every level of quality improvement systems, including rating systems. Existing quality rating and improvement indicators should be critically examined to ensure equity is meaningfully embedded, driven by input from early educators, providers, and parents. Tribes should be included in the creation and revision of any rating system. Please see Example Equity Indicators for Inclusion in Standards, Monitoring, and Rating Systems on page 14.

Current Policy Landscape

Directions: In the blank cells below, provide a critical assessment of the current landscape in policy, data, and funding.

		Family Child Care	Center-Based	Pre-K	Early Grades
A	Policy				
1	Are diverse voices represented in the leadership of who establishes how quality is defined?				
2	Does your quality rating and improvement system explicitly include equity indicators at every level?				
3	What supports are offered to assist providers in accessing and progressing through quality rating and improvement systems and sustaining a top tier position?				
B	Data				
1	What data are currently being collected as part of the quality rating and improvement system?				
2	What do these data reveal about who is and who is not a part of the rating system?				

3	What do these data reveal about how equity is or is not embedded into each level in the system? What do the data reveal about how programs are performing on such indicators?				
4	What do these data say about the demographics of the programs and providers accessing support to enter and move up the quality rating and improvement system?				
C Funding					
1	How can you utilize your current budget to realize this plan?				
2	Is there flexible federal, state, or local funding that can be allocated toward achieving your policy goal implementation?				
3	What additional funding is needed?				
4	How can you use American Rescue Plan Act funding, or other recent federal funding, to support your plan?				
D Structural Barriers to Implementation					
1	What are barriers to building more equitable systems that live outside of the ECE system, but must be addressed to support implementation?				
2	What key cross-sector partnerships must you build to address these barriers?				
3	What key actions must you engage in to overcome these barriers?				

Strategic Plan and Timeline

Directions: Fill out the action steps, persons responsible, and target completion dates across each benchmark to track progress toward the policy goal. The final row is left blank for states and tribes to establish an additional benchmark.

Holistic Integration Plan				
Policy Goal	Benchmarks	Action Steps (steps to accomplish benchmarks)	Person(s) Responsible	Target Date
Explicitly Include Equity in the Definition of Quality and Across Rating Systems	1 Ensure QRIS and similar quality initiatives include equity indicators at every level.	1	1	1
		2	2	2
	2 Provide targeted funding to support programs and providers in accessing, moving up quality rating improvement systems, and sustaining top tier positions, especially programs serving historically marginalized communities and programs that have historically had less access to resources, including family child care and other home-based providers.	1	1	1
		2	2	2

Explicitly Include Equity in the Definition of Quality and Across Rating Systems (continued)	3 Require parent, educator, and provider input in the establishment, revision of the quality rating and improvement systems.	1	1	1
		2	2	2
	4	1	1	1
		2	2	2

PRIORITY 7: Ensure High-Quality Curriculum, Pedagogy, and Gifted and Talented Education are Accessible and Culturally Responsive

Curriculum and pedagogical approaches are the frameworks used to maximize learning opportunities for children. Unfortunately, the content of widely used pedagogies and curricula rarely addresses equity. What’s more, several pedagogical approaches and curricula that have been shown to support child development, referred to as “ideal learning approaches,” have not been accessible to young children from historically marginalized communities.⁵ This lack of high-quality pedagogical and curricula options with equity embedded, and the challenges associated with accessibility, further perpetuate historical marginalization. Inequities also exist in gifted and talented education (GATE). Scholars note various ways that GATE is steeped in inequities including how giftedness is measured, bias in referral, and availability of GATE programs in schools primarily serving Black and Latinx children and children from low-income households.

Current Policy Landscape

Directions: In the blank cells below, provide a critical assessment of the current landscape in policy, data, and funding.

		Family Child Care	Center-Based	Pre-K	Early Grades
A	Policy				
1	Are there any policies or standards that guide program curriculum or pedagogical selections?				
2	What efforts are underway in your state to promote developmentally appropriate, play-based, culturally responsive pedagogy?				
3	What investments are in place to support a high-quality and culturally responsive curriculum and pedagogy?				
4	Do you have state GATE policies? What incentives do districts have to implement GATE programs?				

B Data					
1	What data on curriculum and pedagogy are collected?				
2	What do these data reveal about what curricula and pedagogical approaches are being used?				
4	What do these data say about the demographics of the programs and providers accessing support to enter and move up the quality rating and improvement system?				
5	What do statewide data on access to and enrollment in GATE programs tell you about equity? How is opportunity proportioned by district and school, and who is most likely to have access?				
C Funding					
1	How can you utilize your current budget to realize this plan?				
2	Is there flexible federal, state, or local funding that can be allocated toward achieving your policy goal implementation?				
3	What additional funding is needed?				
4	How can you use American Rescue Plan Act funding, or other recent federal funding, to support your plan?				

D Structural Barriers to Implementation					
1	What are barriers to building more equitable systems that live outside of the ECE system, but must be addressed to support implementation?				
2	What key cross-sector partnerships must you build to address these barriers?				
3	What key actions must you engage in to overcome these barriers?				

Strategic Plan and Timeline

Directions: Fill out the action steps, persons responsible, and target completion dates across each benchmark to track progress toward the policy goal. The final row is left blank for states and tribes to establish an additional benchmark.

Holistic Integration Plan				
Policy Goal	Benchmarks	Action Steps (steps to accomplish benchmarks)	Person(s) Responsible	Target Date
Ensure High-Quality Curriculum, Pedagogy, and Gifted and Talented Education are Accessible and Culturally Responsive	1 Include equitable access to learning approaches aligned with Ideal Learning Principles in quality rating and improvement systems.	1	1	1
		2	2	2
	2 Identify communities who have been historically marginalized and have not had the benefit of developmentally appropriate, child-centered curriculum and pedagogy and prioritize funding and technical assistance to expand access to these approaches in such communities.	1	1	1
		2	2	2

<p>Ensure High-Quality Curriculum, Pedagogy, and Gifted and Talented Education are Accessible and Culturally Responsive (continued)</p>	<p>3</p> <p>Inventory schools and early learning programs currently using successful pedagogical approaches and curricula that result in closing opportunity gaps and disparities. Lift these examples up as models for other programs to visit and learn from.</p>	<p>1</p>	<p>1</p>	<p>1</p>
		<p>2</p>	<p>2</p>	<p>2</p>
	<p>4</p> <p>Invest in expanding GATE programs in historically marginalized and lower resource communities. Invest in embedding enriched learning opportunities in every classroom, starting with historically marginalized and lower resource communities.</p>	<p>1</p>	<p>1</p>	<p>1</p>
		<p>2</p>	<p>2</p>	<p>2</p>

<p>Ensure High-Quality Curriculum, Pedagogy, and Gifted and Talented Education are Accessible and Culturally Responsive (continued)</p>	<p>5</p> <p>Provide ongoing professional development opportunities to minimize the impact of bias "in teachers' and other staff's GATE identification and referral decisions.</p>	<p>1</p>	<p>1</p>	<p>1</p>
		<p>2</p>	<p>2</p>	<p>2</p>
	<p>6</p>	<p>1</p>	<p>1</p>	<p>1</p>
		<p>2</p>	<p>2</p>	<p>2</p>

PRIORITY 8: Ensure Global Classroom Quality Measurement Explicitly Assesses Equitable Experiences

The most widely used global classroom quality measures are limited in their attention to and incorporation of equity in relationships and teacher-child interactions and do not measure bias in any form. Ensuring that the tools used to measure quality explicitly incorporate the experiences of children of color and children from historically marginalized communities, including their access to positive learning opportunities and experiences with racism or bias, is critical to ensuring equitable systems.

Current Policy Landscape

Directions: In the blank cells below, provide a critical assessment of the current landscape in policy, data, and funding.

		Family Child Care	Center-Based	Pre-K	Early Grades
A	Policy				
1	Does the state or tribe measure quality with a global classroom quality measure? If so, what instrument is used? If not, what is known about the instrument/s used most commonly by programs?				
2	What is known about attention to culture, bias, and equity in the instrument/s?				
3	Does the state or tribe use a standalone instrument to assess equity, specifically, in early learning settings? If so, what instrument is used?				
4	Does the state or tribe provide guidance or direction to programs and providers in quality classroom measurement?				
B	Data				
1	What global classroom quality data are currently collected?				

2	What do these data reveal about who has access to highly-rated programs?				
3	What data are missing based on limitations in measurement tools or data collection?				
C Funding					
1	How can you utilize your current budget to realize this plan?				
2	Is there flexible federal, state, or local funding that can be allocated toward achieving your policy goal implementation?				
3	What additional funding is needed?				
4	How can you use American Rescue Plan Act funding, or other recent federal funding, to support your plan?				
D Structural Barriers to Implementation					
1	What are barriers to building more equitable systems that live outside of the ECE system, but must be addressed to support implementation?				
2	What key cross-sector partnerships must you build to address these barriers?				
3	What key actions must you engage in to overcome these barriers?				

Strategic Plan and Timeline

Directions: Fill out the action steps, persons responsible, and target completion dates across each benchmark to track progress toward the policy goal. The final row is left blank for states and tribes to establish an additional benchmark.

Holistic Integration Plan				
Policy Goal	Benchmarks	Action Steps (steps to accomplish benchmarks)	Person(s) Responsible	Target Date
Ensure Global Classroom Quality Measurement Explicitly Assesses Equitable Experiences	1 Ensure that equity is measured at the program or classroom/home level.	1	1	1
		2	2	2
	2 Ensure results are used to provide support and ensure improvement and accountability.	1	1	1
		2	2	2

Ensure Global Classroom Quality Measurement Explicitly Assesses Equitable Experiences (continued)	3	1	1	1
		2	2	2

PRIORITY 9: Eliminate Harsh Discipline

Harsh discipline, defined here as expulsion, suspensions, corporal punishment, seclusion, and inappropriate restraint, is used early, often and disproportionately on Black children, boys, and children with disabilities. A quality, equitable early care and education system requires a prohibition on these inappropriate and harsh forms of discipline, and adequate support for early educators to address bias and promote social and emotional development.

Current Policy Landscape

Directions: In the blank cells below, provide a critical assessment of the current landscape in policy, data, and funding.

		Family Child Care	Center-Based	Pre-K	Early Grades
A	Policy				
1	What are your current discipline policies?				
2	In what ways do your current policies enable the use of harsh discipline?				
3	What policies currently exist that support early educators in promoting child development and social-emotional wellness, and understanding the role of bias in discipline?				
B	Data				
1	What discipline data are currently collected? Are data disaggregated by race, ethnicity, language, gender, and disability?				
2	What do these data reveal about discipline in your state/tribe?				

3	What existing data collection efforts can be used to collect, identify, and analyze harsh discipline rates and disparities?				
C Funding					
1	How can you utilize your current budget to realize this plan?				
2	Is there flexible federal, state, or local funding that can be allocated toward achieving your policy goal implementation?				
3	What additional funding is needed?				
4	How can you use American Rescue Plan Act funding, or other recent federal funding, to support your plan?				
D Structural Barriers to Implementation					
1	What are barriers to building more equitable systems that live outside of the ECE system, but must be addressed to support implementation?				
2	What key cross-sector partnerships must you build to address these barriers?				
3	What key actions must you engage in to overcome these barriers?				

Strategic Plan and Timeline

Directions: Fill out the action steps, persons responsible, and target completion dates across each benchmark to track progress toward the policy goal. The final row is left blank for states and tribes to establish an additional benchmark.

Holistic Integration Plan				
Policy Goal	Benchmarks	Action Steps (steps to accomplish benchmarks)	Person(s) Responsible	Target Date
Eliminate Harsh Discipline	1 Prohibit harsh discipline, including seclusion, corporal punishment, and exclusionary discipline in all early care and education programs that receive public funding.	1	1	1
		2	2	2
	2 Collect disaggregated data on the use of harsh discipline and support communities on using discipline data systems.	1	1	1
		2	2	2

Eliminate Harsh Discipline (continued)	3 Invest in interventions and personnel that positively and equitably support children’s social and emotional development and wellbeing.	1	1	1
		2	2	2
	4 Invest in professional preparation and development that makes training, coaching, and technical assistance available to all providers on prevention and intervention strategies, including understanding the role of bias in discipline.	1	1	1
		2	2	2
	5	1	1	1
		2	2	2

PRIORITY 10: Protect the Rights of Children with Disabilities and Promote their Optimal Development

Protecting the rights of children with disabilities and promoting their optimal development is critical to ensuring an equitable early care and education system. This must include addressing equity in early intervention and special education access, accurate, unbiased identification, and a full and meaningful inclusion in all programming. Today, data indicate that nationally, Black children and American Indian/Alaska Native children are underrepresented in early intervention and preschool special education services.⁶ Some research also indicates that children of color are more likely to be over-identified for subjective disabilities or those based on judgment or contextual factors, as opposed to those that rely on relatively more objective criteria.⁷ Additionally, school-aged children of color with disabilities spend less time in general education settings and are disciplined at higher rates than their white peers.⁸

Current Policy Landscape

Directions: In the blank cells below, provide a critical assessment of the current landscape in policy, data, and funding.

		Family Child Care	Center-Based	Pre-K	Early Grades
A	Policy				
1	What are your current policies or processes for identifying potentially eligible children?				
2	What are your current evaluation protocols?				
3	Do your protocols attend to bias in identification?				
4	Do your protocols ensure that the identified delay or disability is not due to the child not speaking English?				

B		Data			
1	What do your data say about enrollment in <i>early intervention</i> programs? Who is under or overrepresented, considering race, language, and income?				
2	What do your data say about enrollment in <i>preschool special education</i> programs? Who is under or overrepresented, considering race, language, and income?				
3	What do your data say about the distribution of children across disability categories, considering race, language, and income?				
4	What are the inclusion rates for children with disabilities? Do these rates differ for children of color with disabilities?				
C		Funding			
1	How can you utilize your current budget to realize this plan?				
2	Is there flexible federal, state, or local funding that can be allocated toward achieving your policy goal implementation?				
3	What additional funding is needed?				
4	How can you use American Rescue Plan Act funding, or other recent federal funding, to support your plan?				

D Structural Barriers to Implementation					
1	What are barriers to building more equitable systems that live outside of the ECE system, but must be addressed to support implementation?				
2	What key cross-sector partnerships must you build to address these barriers?				
3	What key actions must you engage in to overcome these barriers?				

Strategic Plan and Timeline

Directions: Fill out the action steps, persons responsible, and target completion dates across each benchmark to track progress toward the policy goal. The final row is left blank for states and tribes to establish an additional benchmark.

Holistic Integration Plan				
Policy Goal	Benchmarks	Action Steps (steps to accomplish benchmarks)	Person(s) Responsible	Target Date
Protect the Rights of Children with Disabilities and Promote their Optimal Development	1 Identify segregated preschool special education programs and invest in meaningful structural reforms to expand high-quality inclusion, including working with local communities and districts to adjust budgets and staffing structures; promote co-training and coaching with early educators, special educators, and early interventionists with an explicit focus on equity and the intersection between disability and race.	1	1	1
		2	2	2
	2 Invest in itinerant teaching and other co-teaching models.	1	1	1
		2	2	2
	3 Facilitate formal partnerships between local education agencies and community-based early childhood programs to identify and expand the number of inclusive slots.	1	1	1
		2	2	2

Protect the Rights of Children with Disabilities and Promote their Optimal Development (continued)	4 Launch training for individual education program (IEP) and individual family service plan (IFSP) teams and provide appropriate oversight to ensure that inclusive placement decisions are made that align with the natural and least restrictive environment provisions in the law.	1	1	1
		2	2	2
	5 Track and address racial, income, disability, and language background disparities in access to services, under- or over-identification, inclusive placements, harsh discipline, and high-quality supports and accommodations for children with disabilities. Use data to inform technical assistance to districts/communities with the largest disparities.	1	1	1
		2	2	2
	6	1	1	1
		2	2	2

PRIORITY 11: Implement a Data-Driven Continuous Equitable Quality Improvement Cycle

Research indicates that continuous data-driven decision-making contributes to improvements in academic development, teacher effectiveness through professional development, and program quality.⁹ However, continuous quality improvement efforts too often lack in their focus and attention to equity. Continuous quality improvement should include the use of disaggregated data to inform practice and policy change with the goal of closing opportunity gaps and disparities in outcomes.

Current Policy Landscape

Directions: In the blank cells below, provide a critical assessment of the current landscape in policy, data, and funding.

		Family Child Care	Center-Based	Pre-K	Early Grades
A	Policy				
1	What programs are required to report data?				
2	What are they required to report?				
3	Are all data required to be disaggregated by race, income, language, and disability at a minimum?				
4	Are programs required to report disparities in outcomes by child demographics, including race, language, income, and disability?				
B	Data				
1	What <i>disaggregated</i> data are currently being collected on access, experiences, and outcomes?				
2	What data are missing to conduct an analysis on equitable access and experiences, and disparities in outcomes?				

3	If you have a data system, is it linked to the professional development system?				
4	For what communities do you have the greatest data gaps? Why?				
C Funding					
1	How can you utilize your current budget to realize this plan?				
2	Is there flexible federal, state, or local funding that can be allocated toward achieving your policy goal?				
3	What additional funding is needed?				
4	How can you use American Rescue Plan Act funding, or other recent federal funding, to support your plan?				
D Structural Barriers to Implementation					
1	What are barriers to building more equitable systems that live outside of the ECE system, but must be addressed to support implementation?				
2	What key cross-sector partnerships must you build to address these barriers?				
3	What key actions must you engage in to overcome these barriers?				

Strategic Plan and Timeline

Directions: Fill out the action steps, persons responsible, and target completion dates across each benchmark to track progress toward the policy goal. The final row is left blank for states and tribes to establish an additional benchmark.

Disseminate Equitable Funding Plan					
Policy Goal	Benchmarks	Action Steps (steps to accomplish benchmarks)	Person(s) Responsible	Target Date	
Data-Driven Continuous Equitable Quality Improvement Cycle	1 Invest in coordinated early care and education data systems and ensure that they are used to track equitable access and experience, and disparities in outcome. Ensure tribal consultation is honored throughout this process and that tribes are equal partners and have the opportunity to lead in telling their own people's stories.	1	1	1	
		2	2	2	
	2 Link state and tribal systems to local systems to ensure information feeds back to early care and education programs and districts.	1	1	1	
		2	2	2	

Data-Driven Continuous Equitable Quality Improvement Cycle (continued)	3 Link data to professional development and technical assistance systems to target resources that remedy inequities in a timely manner.	①	①	①
		②	②	②
4		①	①	①
		②	②	②

PRIORITY 12: Expand Family Leadership and Engagement Efforts

Families are children’s most important, longest lasting, and most consistent teachers. ¹⁰ Their funds of knowledge are valuable and should be meaningfully centered in early care and education systems. Family leadership and engagement is critical to ensuring equity and accountability for equity in early care and education systems.

Current Policy Landscape

Directions: In the blank cells below, provide a critical assessment of the current landscape in policy, data, and funding.

		Family Child Care	Center-Based	Pre-K	Early Grades
A	Policy				
1	What policies and state investments are in place to support both family engagement and leadership?				
2	What policies are in place that promotes the inclusion of diverse families in leadership positions?				
3	Are families represented on state early care and education boards, advisory committees, or councils? If so, are these families representative of the communities served by the early care and education system?				
B	Data				
1	What data are currently being collected about family engagement and leadership?				
2	What do these data reveal about diverse representation in family leadership?				

3	What data are needed to identify the potential gaps in the representation of families of color and multilingual families as leaders?				
C Funding					
1	How can you utilize your current budget to realize this plan?				
2	Is there flexible federal, state, or local funding that can be allocated toward achieving your policy goal?				
3	What additional funding is needed?				
4	How can you use American Rescue Plan Act funding, or other recent federal funding, to support your plan?				
D Structural Barriers to Implementation					
1	What are barriers to building more equitable systems that live outside of the ECE system, but must be addressed to support implementation?				
2	What key cross-sector partnerships must you build to address these barriers?				
3	What key actions must you engage in to overcome these barriers?				

Strategic Plan and Timeline

Directions: Fill out the action steps, persons responsible, and target completion dates across each benchmark to track progress toward the policy goal. The final row is left blank for states and tribes to establish an additional benchmark.

Disseminate Equitable Funding Plan				
Policy Goal	Benchmarks	Action Steps (steps to accomplish benchmarks)	Person(s) Responsible	Target Date
Expand Family Leadership and Engagement Efforts	1 Ensure all needs assessments include data about the strengths, needs, and social capital of families, and include family participation, voice, and reciprocity.	1	1	1
		2	2	2
	2 Ensure meaningful family engagement indicators are included in standards and quality rating and improvement systems across levels. ¹¹	1	1	1
		2	2	2

Expand Family Leadership and Engagement Efforts (continued)	3 Build robust family leadership training institutes led by and for families with attention to racially, ethnically, linguistically, economically, and culturally diverse families, and families with children with disabilities. Ensure parents are integrated into decision making processes and structures.	1	1	1
		2	2	2
	4	1	1	1
		2	2	2

PRIORITY 13: Prioritize Family Child Care and Other Home-Based Care

In many regions, home-based care¹² may be more likely to provide culturally responsive care with providers that share a home language with the families they serve.¹³ These settings may also be preferred among certain communities, particularly among certain racial, ethnic, and immigrant communities. These child care programs of varying quality are often overlooked as they are left out of quality initiatives, and do not get equal or equitable access to resources.

Current Policy Landscape

Directions: In the blank cells below, provide a critical assessment of the current landscape in policy, data, and funding.

		Family Child Care	Center-Based	Pre-K	Early Grades
A	Policy				
1	What policies or funding streams support quality and access to home-based care?				
2	Are there professional development efforts targeted specifically to the home-based care system?				
3	Do home-based care providers have equitable access to the state's quality rating system?				
4	Are there policies or funding streams supporting home-based care network hubs?				
B	Data				
1	What data are currently being collected about the supply and needs of home-based care providers?				
2	What communities are those providers serving?				

3	Do you have data on home-based care hubs in communities? What do those data reveal?				
4	Do you have data on child care deserts ¹⁴ in your community? If so, what do the data reveal?				
C Funding					
1	How can you utilize your current budget to realize this plan?				
2	Is there flexible federal, state, or local funding that can be allocated toward achieving your policy goal?				
3	What additional funding is needed?				
4	How can you use American Rescue Plan Act funding, or other recent federal funding, to support your plan?				
D Structural Barriers to Implementation					
1	What are barriers to building more equitable systems that live outside of the ECE system, but must be addressed to support implementation?				
2	What key cross-sector partnerships must you build to address these barriers?				
3	What key actions must you engage in to overcome these barriers?				

Strategic Plan and Timeline

Directions: Fill out the action steps, persons responsible, and target completion dates across each benchmark to track progress toward the policy goal. The final row is left blank for states and tribes to establish an additional benchmark.

Disseminate Equitable Funding Plan				
Policy Goal	Benchmarks	Action Steps (steps to accomplish benchmarks)	Person(s) Responsible	Target Date
Prioritize Home-Based Care, Including Family Child Care	1 Ensure home-based care are included in needs assessments, workforce development, and technical assistance efforts, and receive equitable support to access and move up quality rating and improvement systems.	1	1	1
		2	2	2
	2 Use child care quality funding to develop and grow home-based care networks where providers can access shared professional development opportunities, including on anti-bias and anti-racism programming, dual language immersion models, curriculum and assessment, social-emotional development, and family engagement supports.	1	1	1
		2	2	2

Prioritize Home-Based Care, Including Family Child Care (continued)	3 Prioritize building high-quality home-based care supply and networks in areas in need of more care.	1	1	1
		2	2	2
	4	1	1	1
		2	2	2

PRIORITY 14: Equitably Expand Access to Dual Language Immersion Approaches for Dual Language Learners

Bilingualism is associated with a host of cognitive, social, academic, and economic benefits.¹⁵ DLLs who receive instruction in their home language alongside English outperform their peers in English-only models in math and reading, in both English and the partner language. Unfortunately, the vast majority of instruction in early care and education settings is still exclusively provided in English. Instruction and assessment in children’s home language is a crucial element of an equity-centered early care and education system. Valuing and explicitly promoting children’s home language, including different English dialects such as African American English Vernacular (AAEV), is critical to building an equitable early learning system.

Current Policy Landscape

Directions: In the blank cells below, provide a critical assessment of the current landscape in policy, data, and funding.

		Family Child Care	Center-Based	Pre-K	Early Grades
A	Policy				
1	Do you currently have dual language immersion programs operating in publicly funded programs?				
2	What state or tribe policies and funding support such programming?				
3	What are your policies on assessments? Do they require multilingual assessments for dual language learners?				
4	Are there policies or investments to support the expansion of a linguistically diverse workforce, in line with the languages families in the community speak?				
5	Do you include bilingual development or early biliteracy as key outcomes you assess and value in DLLs?				

B Data					
1	What data are collected with respect to dual-language programs, including availability and enrollment by demographics?				
2	What do these data reveal about who has access to dual language instruction? Are DLLs or ELs proportionately or equitably represented in such programs?				
3	What data are needed to identify DLLs' equitable access to such programming?				
4	What data do you collect on the linguistic diversity of the workforce, by role (e.g. lead teacher, assistant teacher)? What do these data reveal about the language match between teachers and communities?				
C Funding					
1	How can you utilize your current budget to realize this plan?				
2	Is there flexible federal, state, or local funding that can be allocated toward achieving your policy goal?				
3	What additional funding is needed?				
4	How can you use American Rescue Plan Act funding, or other recent federal funding, to support your plan?				

D	Structural Barriers to Implementation				
1	What are barriers to building more equitable systems that live outside of the ECE system, but must be addressed to support implementation?				
2	What key cross-sector partnerships must you build to address these barriers?				
3	What key actions must you engage in to overcome these barriers?				

Strategic Plan and Timeline

Directions: Fill out the action steps, persons responsible, and target completion dates across each benchmark to track progress toward the policy goal. The final row is left blank for states and tribes to establish an additional benchmark.

Disseminate Equitable Funding Plan				
Policy Goal	Benchmarks	Action Steps (steps to accomplish benchmarks)	Person(s) Responsible	Target Date
Equitably Expand Access to Dual Language Immersion Approaches for Dual Language Learners	1 Establish enrollment policies that prioritize dual language and English learners in dual language immersion expansion across learning settings.	1	1	1
		2	2	2
	2 Provide sequential high-quality professional development, including coaching, on dual language learning.	1	1	1
		2	2	2
	3 Align with Head Start DLL standards in state-funded Pre-K and incorporate standards into monitoring and accountability frameworks.	1	1	1
		2	2	2

Equitably Expand Access to Dual Language Immersion Approaches for Dual Language Learners (continued)	4 Create nontraditional pathways to becoming a lead teacher for bilingual individuals to linguistically diversify the workforce.	1	1	1
		2	2	2
	5 Improve existing teacher preparation pathways to reflect research on dual language learning.	1	1	1
		2	2	2
	6 Ensure efforts on dual language include an explicit focus on workforce supports targeted at expanding capacity for Native language preservation opportunities in Tribal Nations.	1	1	1
		2	2	2

Equitably Expand Access to Dual Language Immersion Approaches for Dual Language Learners (continued)	7	1	1	1
		2	2	2

ENDNOTES

- 1 Morgan, I., & Amerikaner, A. (2018). Funding Gaps 2018: An Analysis of School Funding Equity across the US and within Each State. *Education Trust*.
- 2 Orfield, G., Frankenberg, E., Ee, J., Ayscue, J. (2019, May 10). Harming our common future: America's segregated schools 65 years after brown. The Civil Rights Project. The University of California Los Angeles. Retrieved from: <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/harming-our-common-future-americas-segregated-schools-65-years-after-brown/Brown-65-050919v4-final.pdf>
- 3 Whitebook, M., McLean, C., Austin, L. J. E., & Edwards, B. (2018). Early Childhood Workforce Index. Berkeley, CA: University of California, Berkeley, Center for the Study of Child Care Employment.
- 4 States should consider the use of the policy recommendations around workforce data included in the University of California Berkeley's Center for the Study of Child Care Employment *Early Childhood Workforce Index – 2020*.
- 5 Trust for Learning. (2020). Principals of ideal learning programs. Retrieved from: <https://trustforlearning.org/wp-content/uploads/2020/09/SHORT-Principles-of-Ideal-Learning-042821-Final-1.pdf>
- 6 U.S. Department of Education. (2020). EDFacts Metadata and Process System (EMAPS): IDEA Part C Child Count and Settings Survey.;U.S. Department of Education. (2020). EDFacts Metadata and Process System (EMAPS): IDEA Part C Child Count and Settings Survey.
- 7 Artiles, A. J., Harry, B., Reschly, D. J., & Chinn, P. C. (2002). Over-identification of students of color in special education: A critical overview. *Multicultural perspectives*, 4(1), 3-10.
- 8 Skiba, R. J., Poloni-Staudinger, L., Simmons, A. B., Feggins, L. R., & Chung, C. G. (2005). Unproven links: Can poverty explain ethnic disproportionality in special education? *Journal of Special Education*, 39, 130-144.;U.S. Commission on Civil Rights. (2019). Beyond suspensions: Examining school discipline policies and connections to the school-to-prison pipeline for students of color with disabilities. Retrieved from: <https://www.usccr.gov/pubs/2019/07-23-Beyond-Suspensions.pdf>.
- 9 Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). Making sense of data-driven decision making in education: Evidence from recent RAND research; Gullo, D.F. (2013). Improving instructional practices, policies, and student outcomes for early childhood language and literacy through data-driven decision making. *Early Childhood Education Journal*, 41, 413. <https://doi.org/10.1007/s10643-013-0581-x>
- 10 National Academies of Science, Engineering, and Medicine (2016). Parenting Matters: Supporting Parents of Children Ages 0-8. Washington, DC: National Academies Press.
- 11 See 2016 HHS-ED Policy Statement on Family Engagement or Parenting Matters: Supporting Parents of Children Ages 0-8, for examples.
- 12 For the purposes of this section, home-based care refers to both family child care homes and family, friend, and neighbor care. See <https://www.childcareaware.org/families/types-child-care/>.
- 13 Paredes, E., Hernandez, E., Herrera, A., Tonyan, H., (2020). Putting the "family" in family child care: The alignment between familismo (familism) and family child care providers' descriptions of their work. *Early Childhood Research Quarterly*, 52, 74-85. <https://doi.org/10.1016/j.ecresq.2018.04.007>
- 14 As defined by the Center for American Progress. See <https://www.americanprogress.org/issues/early-childhood/reports/2018/12/06/461643/americas-child-care-deserts-2018/>.

15 Chang, F., Crawford, G., Early, D., Bryant, D., Howes, C., Burchinal, M. ... Pianta, R. (2007). Spanish-speaking children's social and language development in Pre-kindergarten classrooms. *Early Education and Development*, 18(2), 243–269; Kuhl, P. K. (2007). Is speech learning 'gated' by the social brain? *Developmental Science*, 10(1), 110–120. <http://doi.org/10.1111/j.1467-7687.2007.00572.x>; Adesope, O. O., Lavin, T., Thompson, T., & Ungerleider, C. (2010). A systematic review and meta-analysis of the cognitive correlates of bilingualism. *Review of Educational Research*, 80(2), 207–245. <http://doi.org/10.3102/0034654310368803>; Halle, T., Hair, E., Wandner, L., McNamara, M., & Chien, N. (2012). Predictors and outcomes of early versus later English language proficiency among English language learners. *Early Childhood Research Quarterly*, 27, 1–20. <http://doi.org/10.1016/j.ecresq.2011.07.004>; Barac, R., Bialystok, E., Castro, D. C., & Sanchez, M. (2014). The cognitive development of young dual language learners: A critical review. *Early Childhood Research Quarterly*, 29(4), 699–714. <http://doi.org/10.1016/j.ecresq.2014.02.003>; Callahan, R. M., & Gándara, P. C. (2014). The bilingual advantage: Language, literacy and the US labor market. *Multilingual Matters*: Clevedon, U.K.