

START WITH EQUITY

FROM THE
EARLY
YEARS TO
THE EARLY
GRADES



CHILDREN'S EQUITY
PROJECT


Bipartisan Policy Center

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CHILDREN'S EQUITY PROJECT

- **Our Mission:** *Dismantling systemic racism in learning settings and closing opportunity gaps so that all children thrive.*
- **Our Work:** Research - Policy - Practice
- **Our Issues:** Racial equity, discipline, disability and inclusion, health equity, dual language learners, tribal



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

X Cutting Themes - What We Know

- ✓ 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

X 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

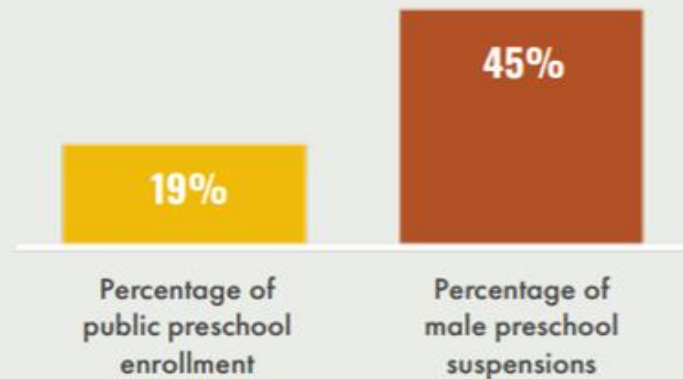
- **Corporal Punishment**
- **Expulsion**
- **Suspension**
- **Seclusion**
- **Restraint**

What We Know

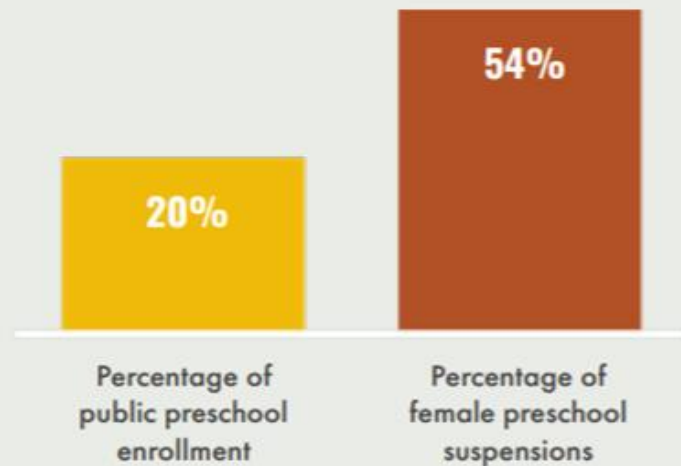
- ✓ It starts **early**, it happens **often**, and its **disproportionate**.
- ✓ Rates in preschool **dropped sharply** between 2016-17 and 2017-18, but **racial disparities remained**.
- ✓ Small research base indicates that it occurs in infant/toddler child care, and at higher rates than in preschool or K-12.
- ✓ **No** evidence that it works.
- ✓ **Abundant** evidence that it has negative effects.
- ✓ Rates and disparities vary between and within state lines & across systems
- ✓ Driven by bias (***no evidence Black children have worse behavior***); inadequate training, misguided policies, poor working conditions, lack of supportive resources & school climate
- ✓ 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, but quality of policies vary

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

PRESCHOOL SUSPENSIONS, BLACK BOYS



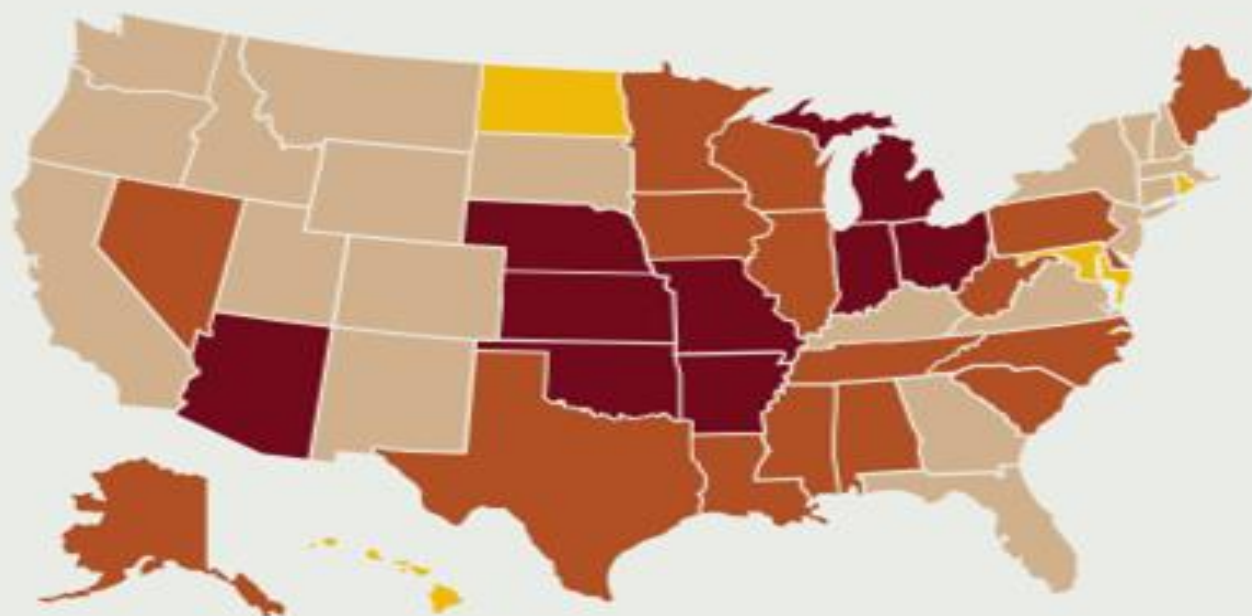
PRESCHOOL SUSPENSIONS, BLACK GIRLS



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



Restraint

- **70,833** children were physically or restrained in a single school year
- *A 2009 Government Accountability Office investigation found that a 4-year-old girl, who was restrained to a wooden chair with leather straps to resemble an electric chair, was later diagnosed with post traumatic stress disorder. The catalyst for the restraint was "uncooperative behavior."*
- **19 states** have no limits on restraint of children, and 12 states have no limits for restraint of CWD.

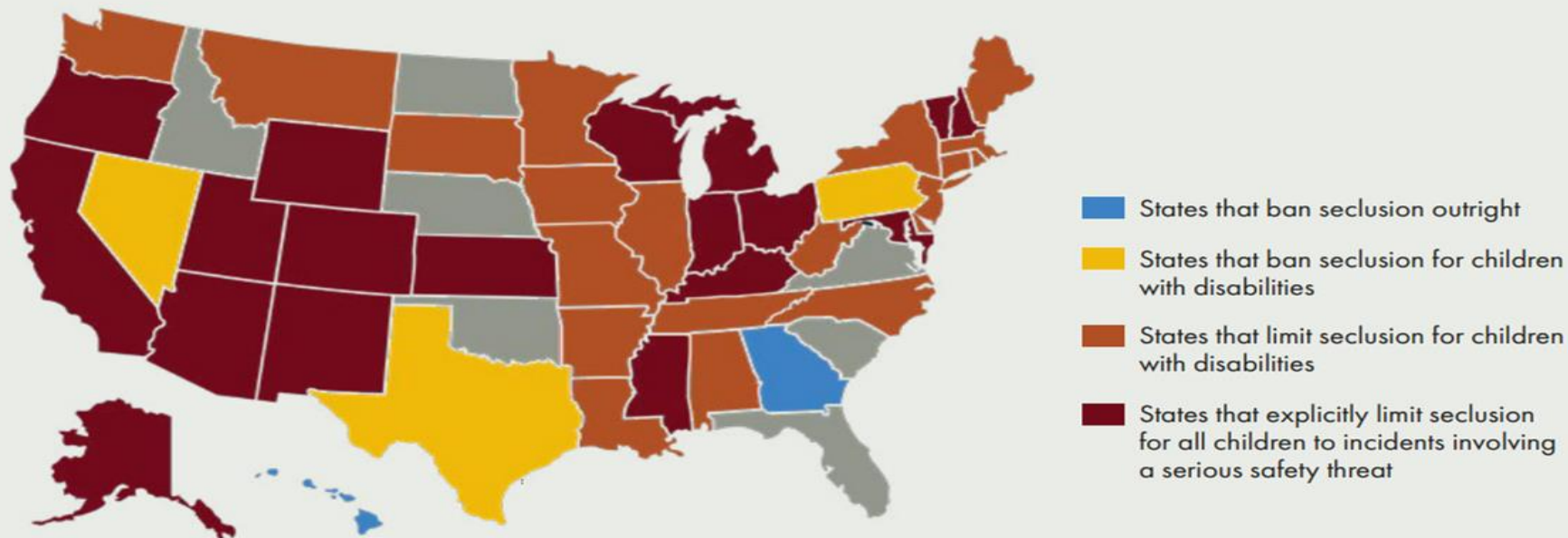


Seclusion

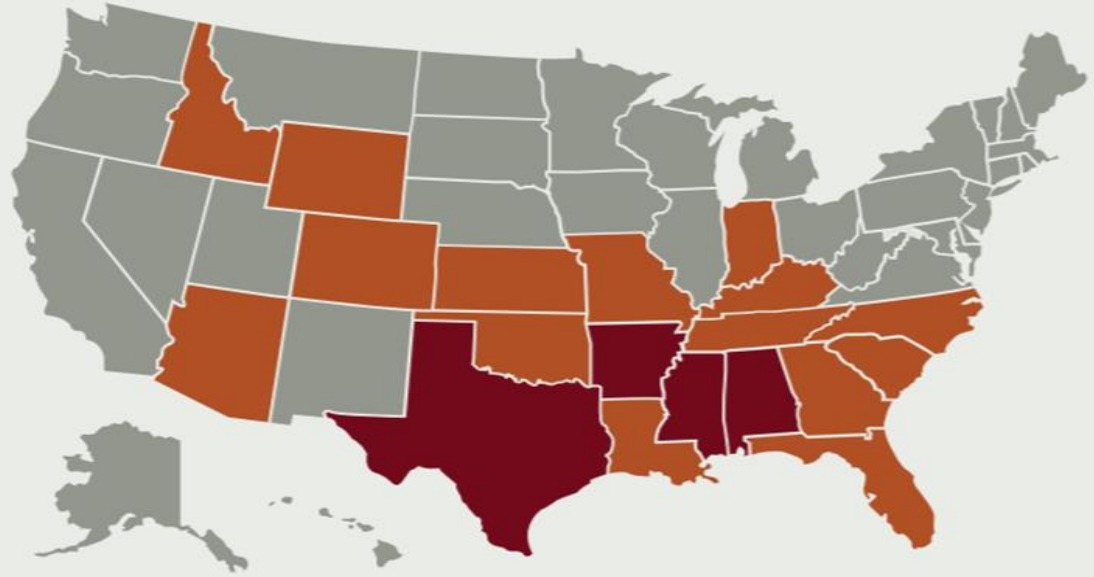


- **27,538** children were secluded in the 2017-18 school year
- Children with disabilities are vastly over-represented.
- *An elementary-school aged boy with a learning disability was locked into a seclusion room **75x** over a 6-month period for multiple hours at a time. The reasons cited for the seclusion included **whistling, slouching, and hand waving**. - 2009 GAO Investigation*

Seclusion Policy



schools in 19 states.



It is legal in private school settings in **every state in the country** except New Jersey & Iowa.

Rhode Island K-12 Discipline by Race

2017-18 Federal CRDC

	Black	Latino	White	Asian	AI/AN	2+ Races	Hawaiian /PI
Enrollment	9%	26%	57%	3%	1%	5%	<1%
Suspension	15%	34%	42%	1%	2%	6%	<1%
Expulsion	16%	16%	55%	0%	6%	6%	0
Restraint	15%	22%	54%	0%	1%	7%	0
Seclusion	13%	16%	52%	1%	0%	19%	0

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

Digging Deeper- State Recommendations

- Restrict the use of public funds by programs, districts, or schools that engage in harsh and inappropriate discipline.
- Set an appropriate minimum age for criminal liability, no younger than 14.
- Build & expand data infrastructure to collect disaggregated data on equity indicators, starting in infancy/toddlerhood through K-12.
- Sharpen focus on bias and anti-racism work in coaching infrastructure and PD systems.
- Incorporate discipline indicators into QRIS:
 - ◆ Required anti-racism training
 - ◆ Equitable access to SEL
 - ◆ Policies that eliminate harsh discipline
 - ◆ Collecting, analyzing, and using disaggregated data for CQI, policy reform, and PD.



PIVOTAL POLICY AREA 2:

SEGREGATED LEARNING

FOR YOUNG CHILDREN
WITH DISABILITIES

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

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

What We Know

- ✓ Children of color over-represented in K-12 SPED; under-represented in EI & preschool special education.
- ✓ Research + law support inclusion
- ✓ Inclusion of CWD, especially preschoolers, has not increased in decades
- ✓ *Preschool*: Less than 50% included. Varies by age, minor differences by race.
- ✓ *K-12*: Latino, Black & AAPI children spend the least amount of time in gen ed settings
- ✓ *Race x Disability*: Black children served under ID + ED categories = half of all Black CWD. ***Incidence*** vs. ***documentation*** of disability.
- ✓ *Disability category associated with inclusion*: Children w/ multiple disabilities, ID, ED, ASD, & deaf/blindness included less
- ✓ *Inclusion right + effective*: academically, social-emotionally for children w/ and w/o disabilities
- ✓ No “bad candidate” for inclusion
- ✓ Rates vary across & within states
- ✓ Barriers:
 - ✓ Ableism
 - ✓ Lack of teacher prep, skills, & efficacy
 - ✓ Perceived policy & financial barriers
 - ✓ Uncoordinated systems
 - ✓ Lack of oversight & accountability
 - ✓ Lack of will to change status quo.

THE DATA LANDSCAPE

Setting in which Part B, Section 619 services are received, by age

	Age 3	Age 4	Age 5
% of all children served	24%	35%	42%
% receiving services in home	4%	2%	1%
% receiving services in separate settings	61%	55%	46%
% receiving services in regular EC programs	35%	44%	53%

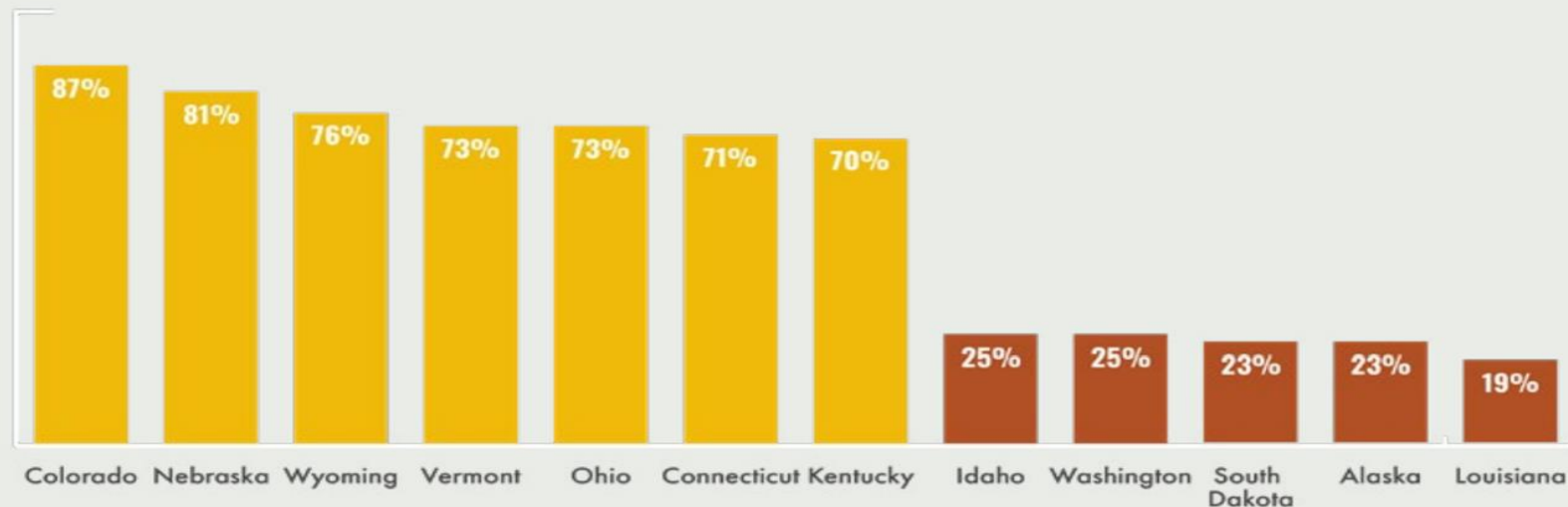
Percentages may not total 100% due to rounding

Setting in which Part B, Section 619 services are received, by race/ethnicity

	AI/ AN	Black	Latinx	Other races ^{vi}	White
% of all children served	1%	13%	27%	9%	51%
% receiving services in home	<1%	1%	2%	2%	2%
% receiving services in separate settings	46%	54%	52%	55%	52%
% receiving services in regular EC programs	52%	45%	46%	43%	46%

Percentages may not total 100% due to rounding

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.

There is no correlation between states' public Pre-K access and the % of CWD receiving services in inclusive settings.

General Access to Public Pre-K and Access to Inclusive Settings Among 4-Year-Olds

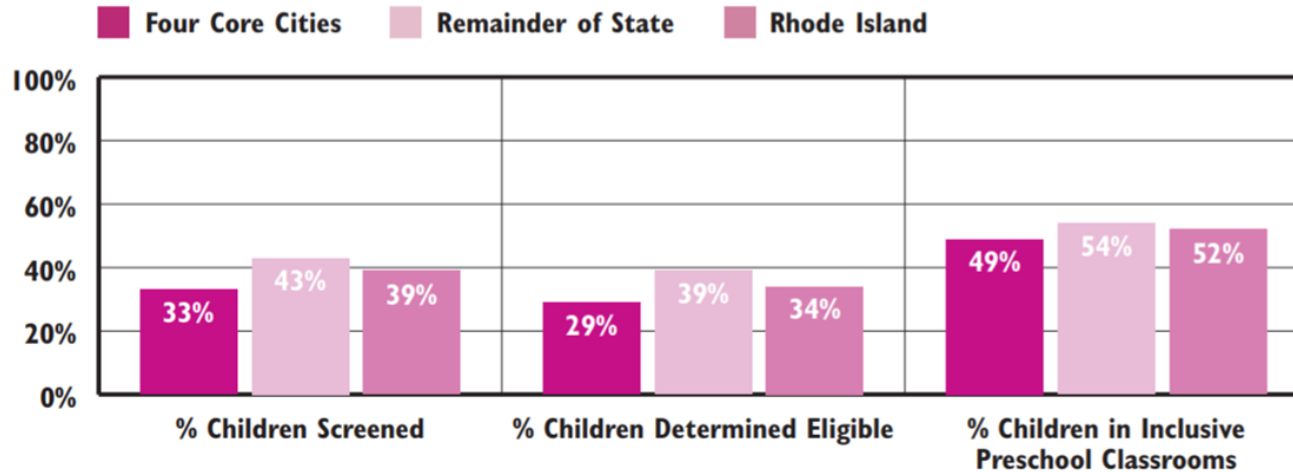
State	% of 4-year-olds enrolled in state Pre-K	% of 4-year-olds with disabilities attending a regular early childhood program
District of Columbia	85%	49%
Florida	77%	32%
Vermont	76%	76%
Oklahoma	74%	31%
Wisconsin	68%	*
West Virginia	67%	37%
Iowa	65%	43%
Georgia	61%	35%
New York	51%	46%
Texas	49%	30%
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%
Massachusetts	30%	55%
Kentucky	29%	74%
Alabama	28%	57%
New Jersey	28%	46%
Illinois	27%	42%

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%
New Hampshire	0%	57%
South Dakota	0%	24%
Utah	0%	38%
Wyoming	0%	62%

Rhode Island



Preschool Special Education Screening, Eligibility, and Inclusion Rates, Rhode Island, June 2019



Source: Rhode Island Department of Education, 2018-2019 Child Outreach Screening and Referral Rates and June 2019

SCHOOL DISTRICT	# OF CHILDREN AGES 3-5	% SCREENED 3 YEARS BEFORE K	% SCREENED 2 YEARS BEFORE K	% SCREENED 1 YEAR BEFORE K	% SCREENED AGES 3 TO 5	INCLUSIVE EARLY CHILDHOOD CLASS	INCLUSIVE EARLY CHILDHOOD CLASS %
Barrington	581	35%	64%	89%	62%	19	38%
Bristol Warren	790	21%	48%	49%	40%	40	49%
Burrillville	493	9%	50%	72%	43%	24	51%
Central Falls	1,048	22%	56%	84%	54%	85	66%
Chariho	588	25%	52%	68%	48%	43	52%
Coventry	1,009	23%	55%	64%	46%	60	65%
Cranston	2,739	12%	40%	58%	36%	102	53%
Cumberland	1,224	11%	45%	65%	41%	53	58%
East Greenwich	501	16%	49%	58%	41%	29	94%
East Providence	1,515	13%	44%	59%	38%	41	36%
Exeter-West Greenwich	339	25%	50%	56%	45%	*	29%
Foster	116	18%	49%	62%	44%	*	78%
Glocester	295	18%	49%	62%	44%	10	32%
Jamestown	114	44%	67%	80%	64%	*	63%
Johnston	886	22%	51%	74%	51%	58	78%
Lincoln	747	22%	58%	63%	49%	58	73%
Little Compton	60	10%	36%	75%	39%	*	67%
Middletown	805	13%	28%	30%	24%	16	31%
Narragansett	208	56%	77%	86%	73%	36	97%
New Shoreham	30	53%	100%	63%	66%	*	100%
Newport	922	14%	37%	44%	31%	38	75%
North Kingstown	868	29%	67%	82%	60%	51	66%
North Providence	1,073	16%	45%	57%	39%	39	38%
North Smithfield	340	29%	62%	72%	53%	17	46%
Pawtucket	2,884	13%	38%	58%	36%	158	55%
Portsmouth	517	34%	53%	76%	56%	13	37%
Providence	8,065	10%	33%	41%	28%	252	55%
Scituate	270	18%	49%	62%	44%	*	29%
Smithfield	463	32%	70%	69%	56%	22	54%
South Kingstown	648	26%	69%	76%	57%	18	35%
Tiverton	449	16%	42%	63%	41%	21	51%
Warwick	2,672	10%	38%	53%	33%	113	54%
West Warwick	1,058	20%	45%	62%	41%	64	45%
Westerly	623	39%	63%	76%	60%	67	83%
Woonsocket	1,747	8%	40%	63%	37%	53	22%

Statewide, **52%** of children receive preschool special education services in inclusive settings, slightly higher than national average.

Wide variability locally, ranging from **22% to 100%**.

Of the “Core Cities”, **Woonsocket** has the lowest level of inclusion by over 30 percentage points.

THE POLICY LANDSCAPE

Individuals with Disabilities Education Act

- ✓ Federal law has mandated free and appropriate public education in the least restrictive environment for CWD for 4+ decades.
- ✓ IDEA presumes that the 1st placement option considered is the regular classroom a child would attend if they did not have a disability.
- ✓ U.S. Department of Education monitors states for compliance, but does not include preschool indicators – including LRE- in state determinations.
- ✓ Federal government has never “full funded” IDEA. Programs for all ages are severely underfunded.

State Recommendations in ED-HHS

Inclusion Policy Statement

- ✓ Create a state-level interagency taskforce and plan for inclusion
- ✓ Ensure state policies support high-quality inclusion
- ✓ Set goals and track data
- ✓ Review and modify resource allocations
- ✓ Ensure quality rating frameworks are inclusive
- ✓ Strengthen accountability and build incentive structures
- ✓ Build a coordinated early childhood professional development system
- ✓ Implement statewide supports for children’s social-emotional and behavioral health
- ✓ Raise public awareness

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

States

1. States should monitor districts on placement patterns in the least restrictive environment, including preschool, and develop accountability structures tied to funding. They should accompany this with technical assistance to remediate deficiencies.
2. States should ensure individual education program (IEP) and individual family service plan (IFSP) teams are trained and held accountable for making inclusive placement decisions that align with the natural and least restrictive environment provisions in the law.
3. States should align their early learning systems with the Head Start Program Performance Standard that 10% of enrolled children be children with disabilities or developmental delays.
4. States should encourage Parent Training Information Centers to prioritize inclusion, which should include sharing information with families about child rights for inclusive learning and protections against segregated placement and harsh discipline.
5. States should use existing infrastructure, such as State Advisory Councils or State Councils for Developmental Disabilities to build and deploy teams that work at the community level to expand inclusive learning. These teams should prioritize communities with high rates of segregated placements, work to adjust funding models, staffing structures, and personnel training, and build and formalize connections with community-based early learning settings to expand inclusive slots.
6. States should review all written early childhood policies and integrate inclusion of children with disabilities throughout, including quality rating improvement systems, early learning guidelines, Pre-K standards, state child care subsidy policy, early care and education licensing standards, and early childhood personnel standards and credentialing/certification.
7. States should ensure that all early childhood coaches, including quality and behavior coaches, are trained in inclusion practices and work explicitly to advance the success of children with disabilities in inclusive settings.
8. States should ensure that all classrooms are assessed on inclusion practices, as part of any classroom quality monitoring, and include the results of the assessment in their accountability framework.
9. States should use state or federal funding, such as IDEA, Title I of ESSA, or child care quality funds, to transition self-contained classrooms to inclusive classrooms across systems.



PIVOTAL POLICY AREA 3:

INEQUITABLE ACCESS

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

What We Know

- ✓ 0-8 DLLs: 11 million or 32% of children under 8 y/o
- ✓ Most are U.S. citizens, identify as Latino/a, and speak Spanish
- ✓ ELs: 4.9 million or 9.6% of the total K–12 population; larger numbers in early grades
- ✓ Major data gaps exist
- ✓ Diverse by every measure
- ✓ DLLs have cultural, linguistic, & cognitive strengths, including cognitive advantages associated with bilingualism
- ✓ DLLs & ELs do better in high-quality DL or bilingual models, compared to English dominant models
- ✓ Limited data show that ELs may be under-represented in dual language models
- ✓ Segregated learning is harmful and ineffective
- ✓ Major gaps exist in child and global classroom quality assessments
- ✓ Policies and standards vary by system, state
- ✓ Head Start has the most comprehensive standards
- ✓ No state Pre-K program has comprehensive, high-quality standards for DLLs- 18 have no policies specific to DLLs
- ✓ Funding for ELs is insufficient. Title III has been stagnant & has not kept up with inflation or increase in EL population

The Bilingual Advantage

- Infants are born with the capacity to learn an unlimited number of languages
- Neuroscientists have observed advantages in bilingual children, as early as 7-months, in problem-solving, executive functioning skills, attention shifting, perspective-taking, and self-regulation
- Bilingual exposure = greater neural plasticity & grey matter density
- Grey matter contains most of the neurons in the brain & the brain regions involved in memory, emotions, speech, decision making, and other cognitive functions
- Switching back and forth between languages may explain it, in part



Dual Language Immersion (DLI): Two languages of instruction, split across day or week.

The goal is bilingual/biliterate development

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

DLI is Not a Reality for Most DLLs

- Instruction across ECE is primarily in English
- Where the home language is used, it is for behavior support, which does not confer the same benefits
- Exposure to home language in ECE generally goes down as children grow older
- More likely to have a provider who speaks home language in non-center settings - though, *providers' bilingualism does not equate to DLI instruction*



Language, Segregation, and Bias

- ✓ The history of language as a tool for exclusion & “Mexican Schools”
- ✓ Using national achievement data, a study found that ***the degree of segregation was the greatest predictor of disparities*** in achievement between EL & non-ELs
- ✓ Teachers have lower academic expectations for ELs that grew over time, ***but this is not the case in bilingual schools***
- ✓ Bilingual teachers are more effective with DLLs
- ✓ Assessment bias is prevalent
- ✓ In multilingual societies, the achievement gap between native language speakers and their peers is ***small or non-existent.***

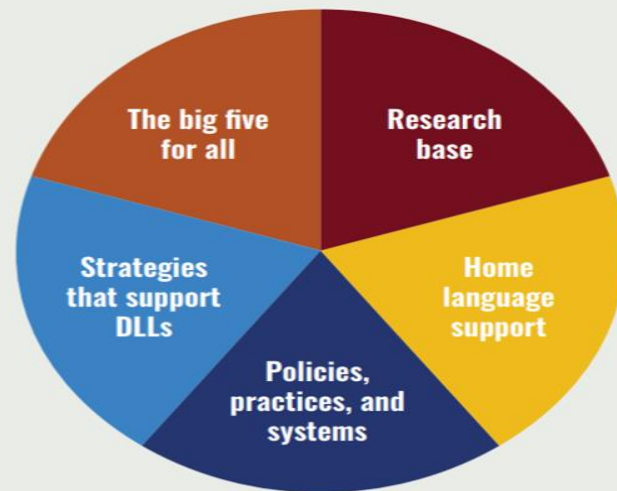


THE POLICY LANDSCAPE

HEAD START

- Most robust standards x system. They include:
 - Home language + English support for infants/toddlers
 - English + continued home language support in preschool
 - Bilingual staff who speaks children's home language if 50%+ children share same home language
 - Assessments in English + home language
 - Culturally responsive family engagement

Planned Language Approach (PLA)



Source: Office of Head Start, retrieved from [https://eclkc.ohs.acf.hhs.gov/publication/what-planned-language-approach#:~:text=A%20planned%20language%20approach%20\(PLA,dual%20language%20learners%20\(DLLs\)](https://eclkc.ohs.acf.hhs.gov/publication/what-planned-language-approach#:~:text=A%20planned%20language%20approach%20(PLA,dual%20language%20learners%20(DLLs))

Child Care

Data is scarce.

As of 2017, only 40% of **Quality Rating and Improvement Systems** included any indicators specific to DLLs.

Even when DLL indicators *were* included, the standard of quality was often low (e.g., providing resources for families in home language).



Policies and Supports for DLLs

in State Child Care Plans

State references DLLs in their professional development plans

AL, AR, CA, CO, DE, FL, NM, KA, MI, NH, NJ, OK, OH, OR, PA, RI, WA, DC

States provide trainings to workforce in languages other than English

AK, CT, DE, NE, NV, OR, WA

State requires communicating with families in the home language

AK, CT, DE, NE, NV, OR, WA

State uses bilingual caseworkers for recruitment, outreach, and support

AL, AK, CA, CT, DE, FL, ID, IL, IA, NE, NV, NJ, NM, NY, OK, PA, UT, VA, WA, WV, WI, DC

State leverages public and/or private funds to provide quality coaches who focus on DLLs and other populations with unique needs.

CA, CO, CT, IL, NJ, SC, WI

State Pre-K Systems

- Fewer than half of state Pre-K programs collect data on home language use (e.g., AZ, FL, NY)
- Of those that do, 29% of children enrolled are DLLs.



As of 2016-17, 18 states had no policy supports related to preschool DLLs specifically.

- Only Illinois explicitly requires bilingual instruction if there are 20 or more DLLs of the same home language background enrolled in the same program, although the mandate is for transitional bilingual education—not DLL or similar models;
- 14 states require monitoring of the quality of bilingual education;
- 17 states require an approved written plan for how programs will support DLLs;
- 19 state programs have policies for assessing children in their home language;
- 7 state programs require staff to have training or qualifications for working with DLLs;
- 33 state programs have a policy that specifies communicating with families of DLLs in their home language for recruitment and outreach and/or program- or child-related issues.

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

Thank You!

START WITH EQUITY

FROM THE
EARLY
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CHILDREN'S EQUITY
PROJECT


Bipartisan Policy Center

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

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