

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL
HILL

Starting with Equity

Delivering on the Promise of Equitable Access, Experiences, and Outcomes

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Presentation at NC State Board of Education Fall Planning & Work Session
November 3, 2021



Equity Research Action Coalition

UNC Frank Porter Graham Child Development Institute

About the Equity Research Action Coalition



**EQUITY
RESEARCH
ACTION
COALITION**

UNC Frank Porter Graham
Child Development Institute

- University collaborative at the Frank Porter Graham Child Development Institute at UNC-Chapel Hill
- focuses on co-constructing actionable research and evaluation with practitioners and policymakers to support the optimal development of Black children prenatally through childhood.
- works at the intersection of research, program, and practice through anti-racist and cultural wealth frameworks



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Session Objectives



- Highlights disparities in equitable access, experiences, and outcomes
- Identify avenue to advance equity through systemic and healthy equity lens
- Identify policies and strategies to ensure equitable access, experiences, and outcomes.



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Take home message



- Move beyond **gap gazing**.
- **Uncover racism** and systemic inequities in education institutions
- Equitable systems must attend to **equitable access, experiences, and outcomes**.
- **Center equity** to dismantle racism in educational institutions.
- We are on a **journey** so continue to read, engage, lean in, and be accountable...doing nothing is condoning racism.

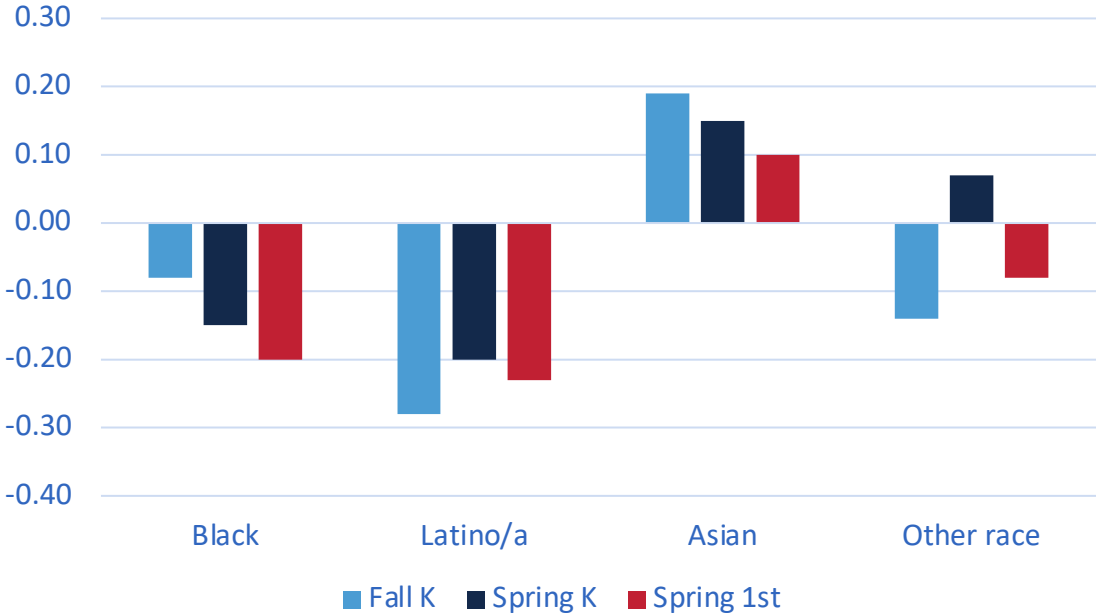


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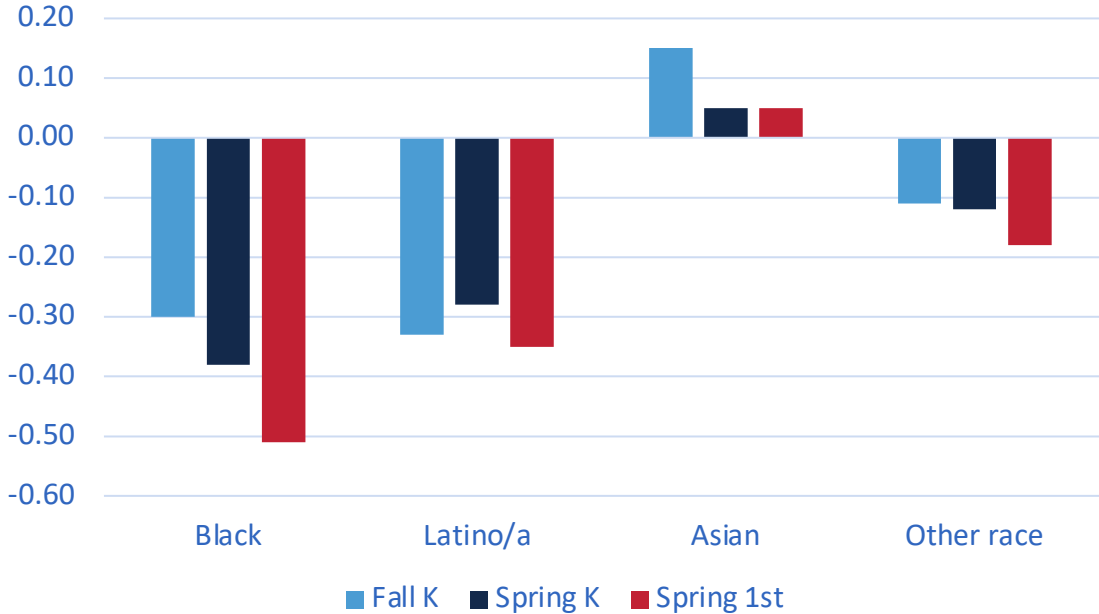
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Coefficients and Standard Errors for Racial Gaps in Achievement Outcomes, Holding Constant SES, White=Reference Group

Reading

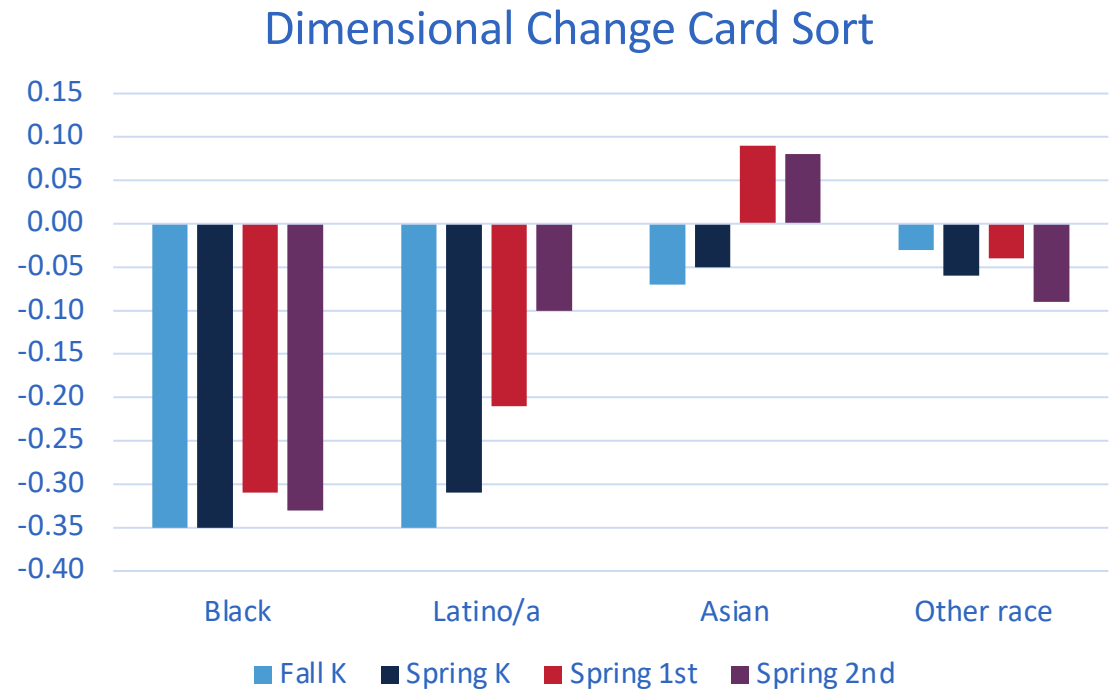
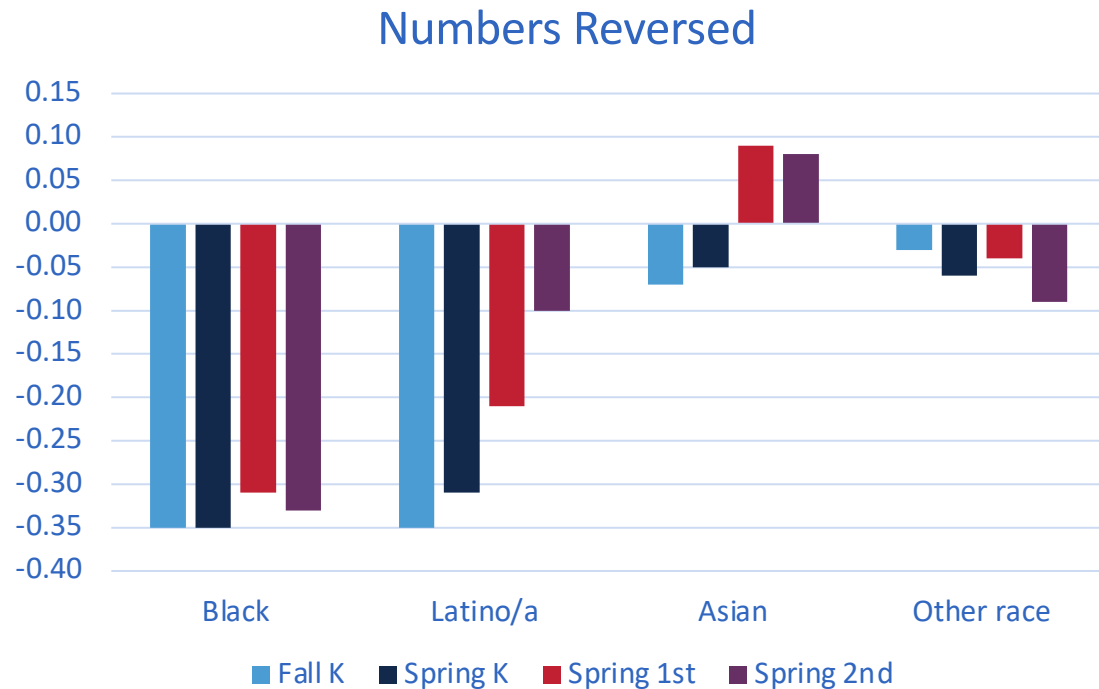


Math



Source. Little, M. (2017, 2017/03/01). Racial and Socioeconomic Gaps in Executive Function Skills in Early Elementary School: Nationally Representative Evidence From the ECLS-K:2011. *Educational Researcher*, 46(2), 103-109. <https://doi.org/10.3102/0013189X17698700>

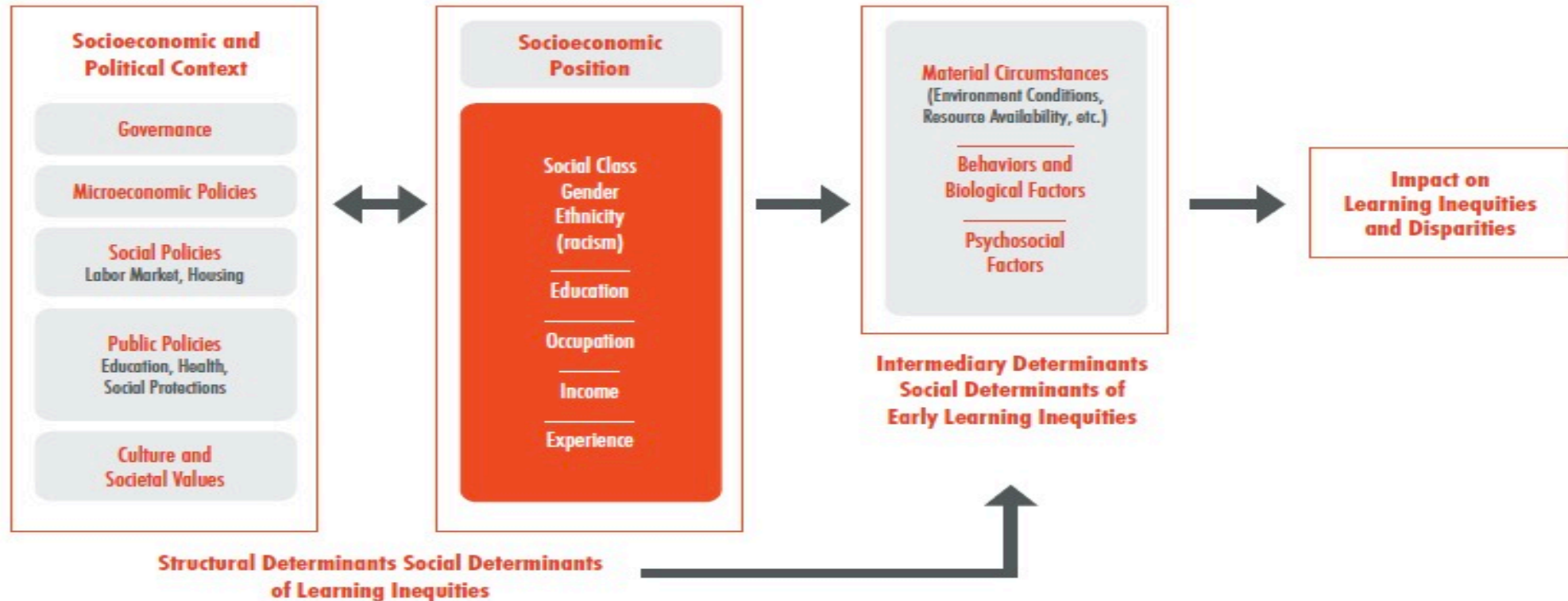
Coefficients and Standard Errors for Racial Gaps in Executive Function Outcomes, Holding Constant SES



Source. Little, M. (2017, 2017/03/01). Racial and Socioeconomic Gaps in Executive Function Skills in Early Elementary School: Nationally Representative Evidence From the ECLS-K:2011. *Educational Researcher*, 46(2), 103-109. <https://doi.org/10.3102/0013189X17698700>

Need to move beyond GAP GAZING to one that centers on: ACCESS, EXPERIENCES, & SUPPORTS

Figure 2. Social Determinants of Early Learning.



Source: Centers for Disease Control and Prevention

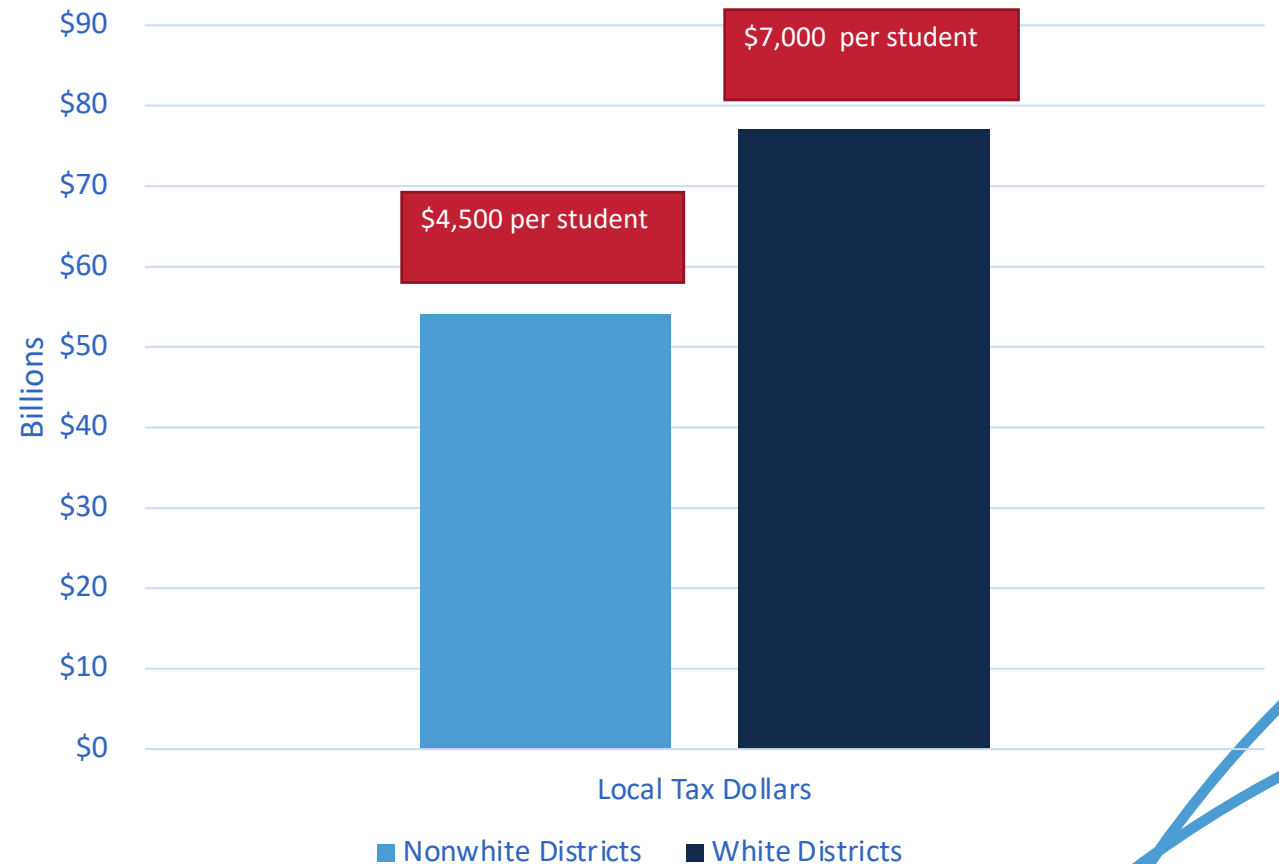


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Gap in equitable access: school funding and qualified teachers

- White school districts received \$23 billion more than predominantly nonwhite school districts in state and local funding in 2016, despite serving roughly the same number of children ([EdBuild, 2019](#))
- Students of color likely to be taught by underqualified or novice teachers ([US Dept of Education, OCR](#))



Gap in equitable access: SPED

- Black and Latine children less likely to receive special education in Kindergarten
- in contrast, Black children are overrepresented in special education for “subjective” categories (e.g., intellectual disability or emotional disturbance)

Source. Elder, T. E., Figlio, D., Imberman, S., & Persico, C. (2021). Segregation and racial gaps in special education. *Education Next*, 21(2).

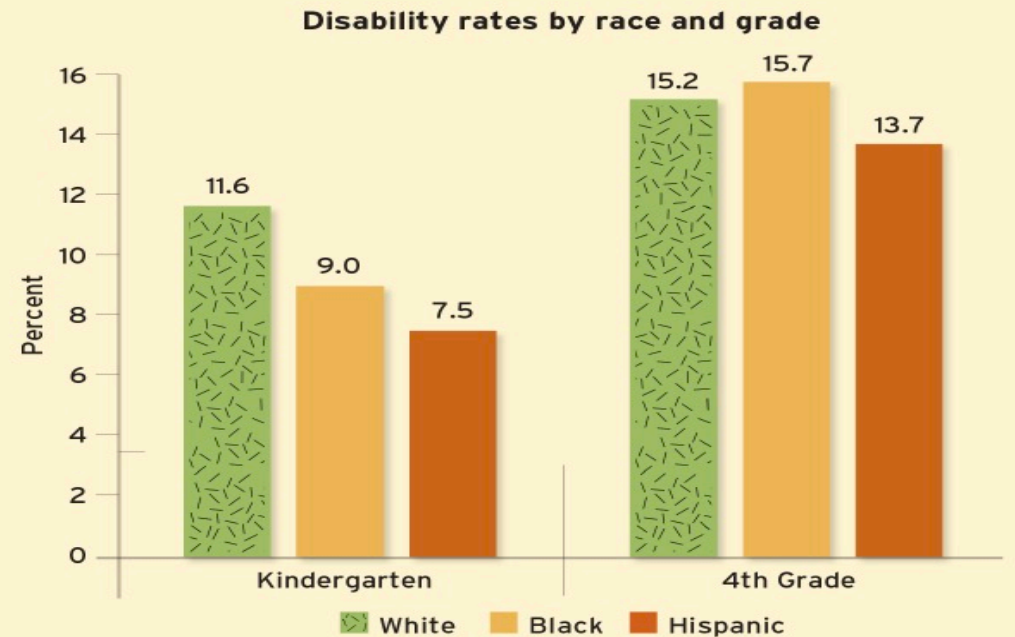


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Fewer Black, Hispanic students receiving special-education services in kindergarten (Figure 1)

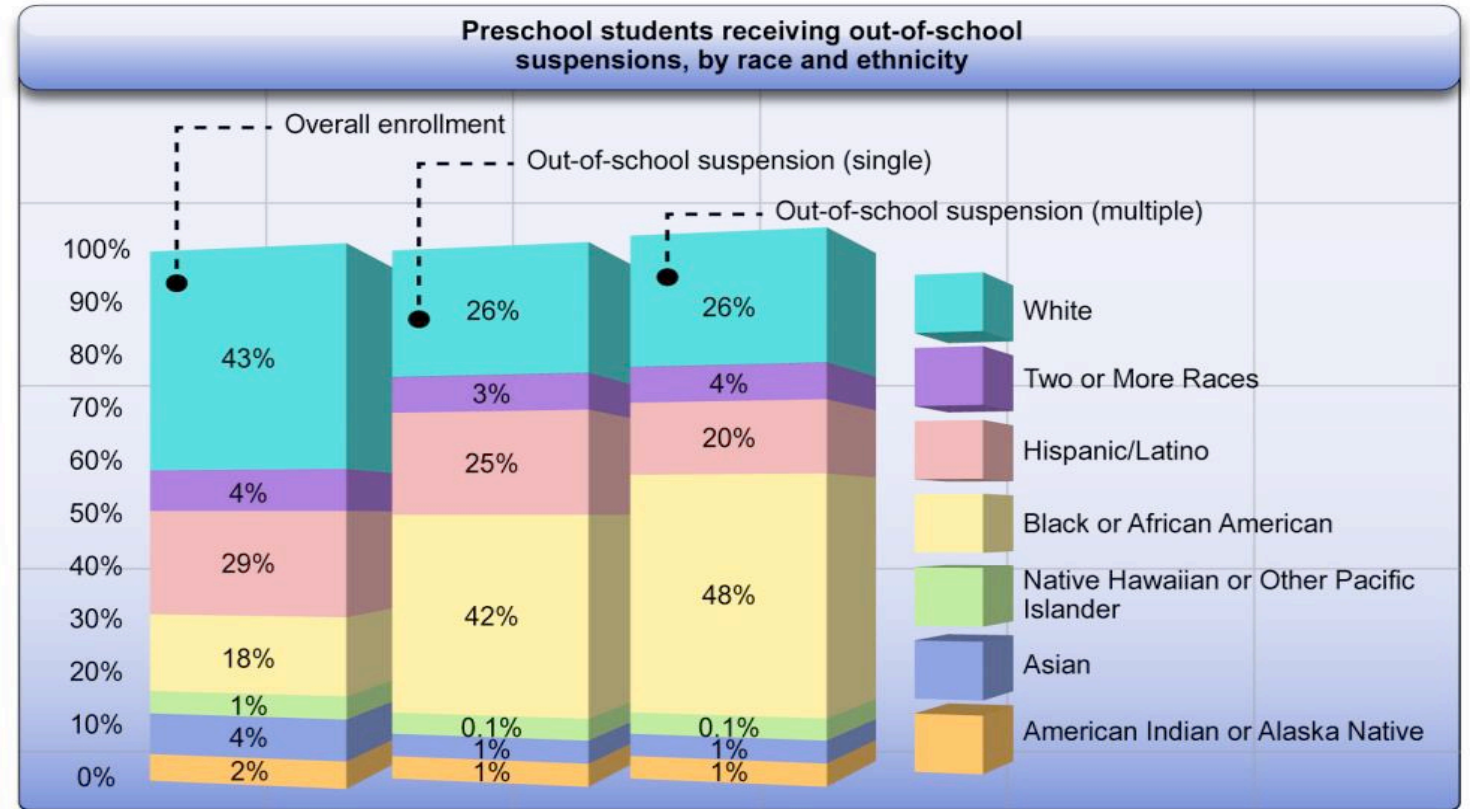
By fourth grade, white and Black students receive special-education services at roughly the same rate, with Hispanic rates slightly lower.



SOURCE: Authors' calculations, based on data from the Florida Education Data Warehouse and Florida Bureau of Vital Statistics.

Gap in equitable experiences: discipline disparities

- Black children make up 18% of public preschool but make up almost 50% of suspension/expulsion rates; information is unavailable for private programs
- suspension gap larger for Black females than males, but suspension higher for Black males



Source. Office for Civil Rights. (2016). *Data Snapshot: School Discipline, Issue Brief No. 1*. U.S. Department of Education, Office for Civil Rights. <http://ocrdata.ed.gov>

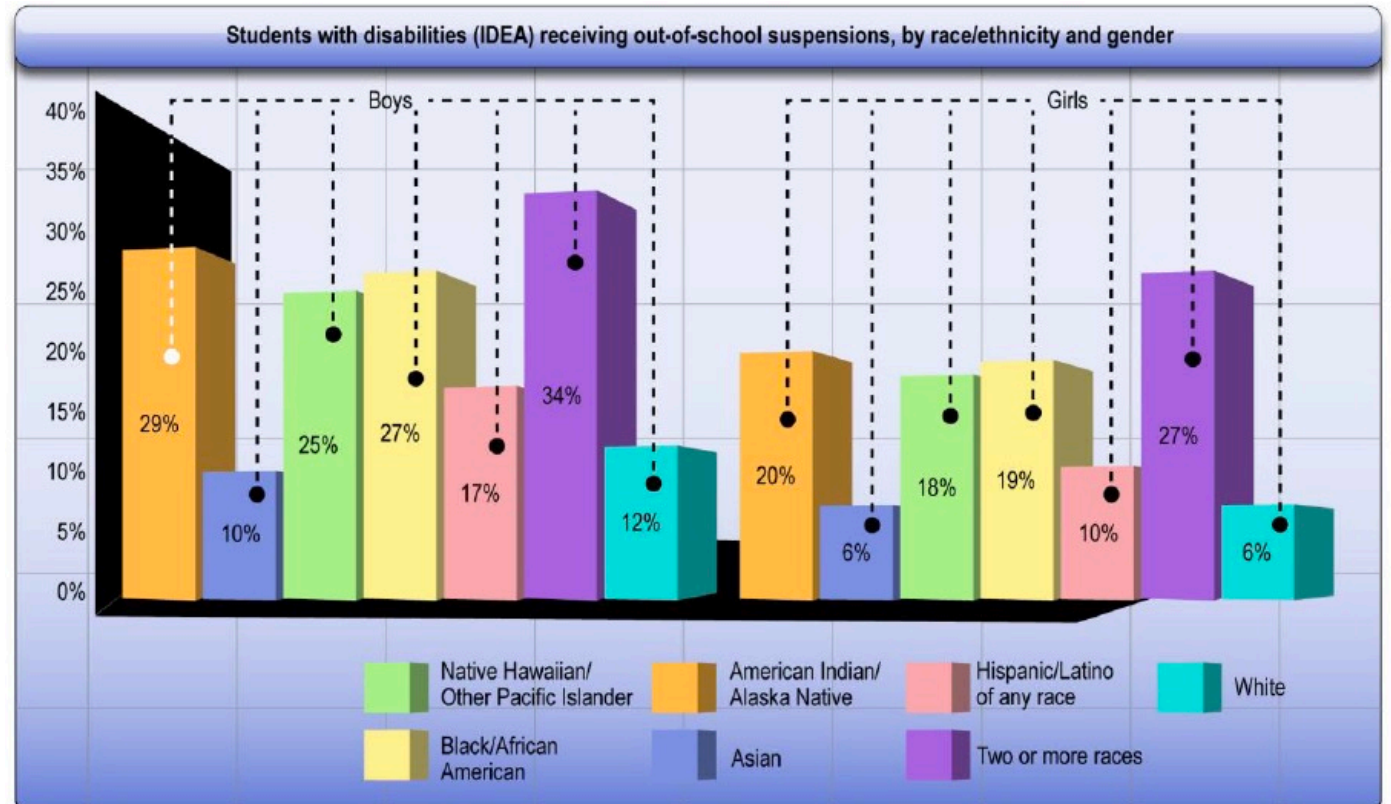


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Gap in equitable experiences: disability discipline disparities

- White, Latine, Asian students with disabilities less likely to be suspended
- Black, American Indian, Native Hawaiian, and Multi-racial children likely to be suspended
- racial and ethnic disparities seen for boys and girls



Source. Office for Civil Rights. (2016). *Data Snapshot: School Discipline, Issue Brief No. 1*. U.S. Department of Education, Office for Civil Rights. <http://ocrdata.ed.gov>



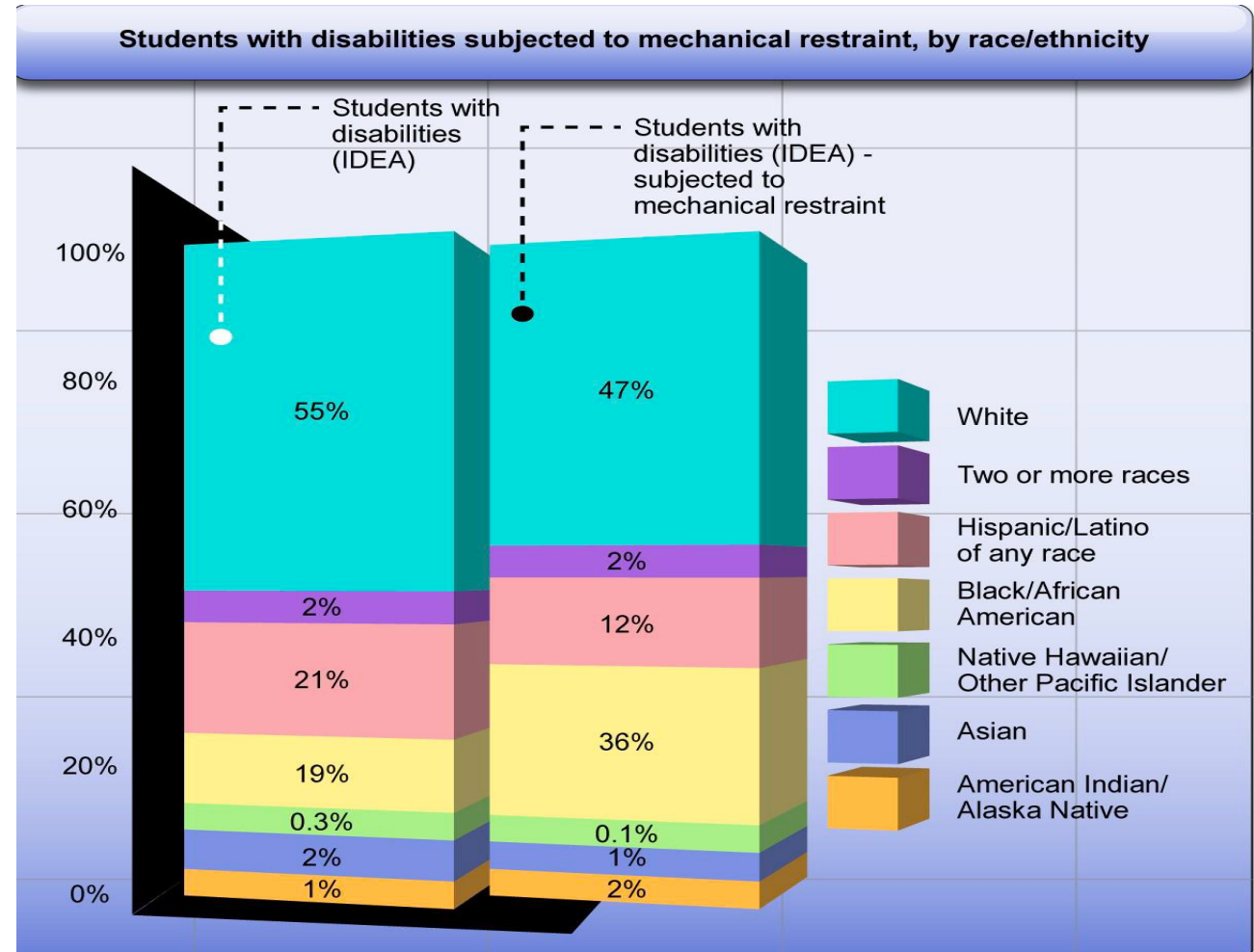
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Gap in equitable experiences: disability discipline disparities

- Black children with disability likely to be subjected to mechanical restraint
- Black children represent 19% of population for 36% of students who are subjected to mechanical restraint

Source. Office for Civil Rights. (2016). *Data Snapshot: School Discipline, Issue Brief No. 1*. U.S. Department of Education, Office for Civil Rights.
<http://ocrdata.ed.gov>



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Gap in equitable outcomes: competencies in minority children

- Oral language and story-telling (Curenton, 2008; Gardner-Neblett et al., 2012)
- Socioemotional skills such as emotion regulation and coping (Barbarin et al., 2013; Humphries et al., 2012)
- Bicultural, bilingual/bidialectal, multilingual (Garcia Coll et al., 1996)

Reflections

Dismantling the Black–White Achievement Gap Paradigm: Why and How We Need to Focus Instead on Systemic Change

Nicole Gardner-Neblett¹ , Iheoma U. Iruka² and Marisha Humphries³

Abstract

More than half a century of educational efforts have focused on eliminating the Black–White achievement gap. Yet, racial disparities persist. In this article, we describe the issues with educational discourse focused on the achievement gap and the ways structural racism drives the educational experiences and outcomes of Black students. We include a discussion of Black children’s developmental competencies and the ways educators may use culturally relevant pedagogy to capitalize upon these competencies and support higher achievement among Black students. We conclude with suggestions for specific actions to foster systemic change for Black students.

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What to do about inequities?



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Start with Equity

- Multi-institutional report led by Children's Equity Project @ ASU and Equity Research Action Coalition at FPG @UNC
- Released in partnership with many national organizations in December 2020
- Goal is to dismantle systematic racism in early care and education
- Strategies can't operate in isolation but are possible within current systems



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IN PARTNERSHIP WITH



NBCDI
National Black Child
Development Institute



The Education Trust



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Defining Equity



**CHILDREN'S EQUITY
PROJECT**

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



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14 Equity Policies

1. Equitable funding
2. Authentic Integration
3. Equity in Monitoring & Accountability
4. Workforce Equity
5. Equity in Workforce Prep & Dev
6. Equity in QRIS/QI
7. Culturally Responsive Curriculum & Pedagogy
8. Equity in Global Quality Assessments
9. Eliminate Harsh Discipline
10. Equity in EI/SPED ID
11. Equity in CQI
12. Family Leadership
13. Center FCC
14. Equitable access/ expansion to DLL



4 ADDRESS WORKFORCE EQUITY.



States and Tribes should:

- Increase the value of child care subsidies
- Track and develop plans to address racial disparities in compensation.



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5 EMBED EQUITY IN WORKFORCE PREPARATION AND DEVELOPMENT.

CHILDREN'S EQUITY PROJECT



State and Tribes should:

- Ensure racial equity training content or coursework is required as part of professional credentialing and licensing systems.
- Expand the racial literacy of all coaches in the professional development system.



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7 ENSURE HIGH-QUALITY CURRICULUM AND PEDAGOGY ARE ACCESSIBLE AND CULTURALLY RESPONSIVE.



CHILDREN'S EQUITY PROJECT

States and Tribes should:

- Provide targeted funding and technical assistance to expand access to these approaches in Pre-K and child care, prioritizing historically marginalized communities.



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9 ELIMINATE HARSH DISCIPLINE.

CHILDREN'S EQUITY
PROJECT



States and Tribes should:

- Prohibit harsh discipline, including seclusion, corporal punishment, and exclusionary discipline in all ECE programs that receive public funding.
- Collect disaggregated data on the use of harsh discipline and support local communities on using discipline data systems



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10 ADDRESS EQUITY IN EARLY INTERVENTION AND SPECIAL EDUCATION ACCESS, IDENTIFICATION, AND INCLUSION.



CHILDREN'S EQUITY PROJECT

States and Tribes should:

- Identify segregated preschool special education programs operating in the state/tribe and invest in meaningful structural reforms to expand high-quality inclusion,



14 EQUITABLY EXPAND ACCESS TO DUAL LANGUAGE IMMERSION APPROACHES FOR DLLS.



States and Tribes should:

- Adopt Head Start DLL standards in state-funded Pre-K and incorporate standards into monitoring and accountability frameworks.
- Invest in producing the workforce necessary to support DLLs



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Take home message



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Thank you!

Comments??

Questions??

<https://equity-coalition.fpg.unc.edu>



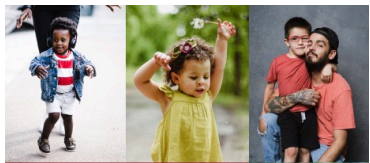
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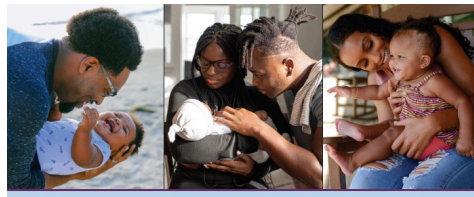
Resources



BUILDING A UNIVERSAL PRESCHOOL SYSTEM AROUND HEAD START
GUIDING AN EQUITABLE PANDEMIC RECOVERY



CHILDREN'S EQUITY PROJECT
THE CENTURY FOUNDATION
AUGUST 2021



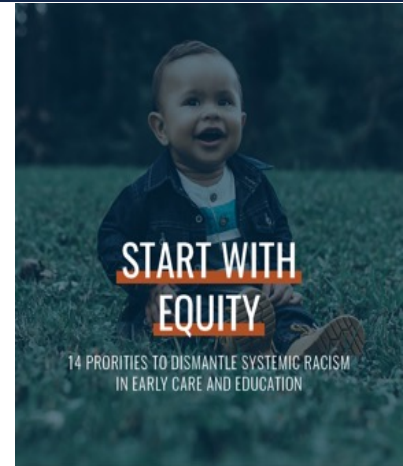
Black Parents and Their Babies: Attending to the First 1,000 Days



BLACK PARENT VOICES
Resilience in the Face of the Two Pandemics—COVID-19 and Racism




Black Child National Agenda: America Must Deliver on its Promise



START WITH EQUITY
14 PRIORITIES TO DISMANTLE SYSTEMIC RACISM IN EARLY CARE AND EDUCATION

DECEMBER 2020 CHILDREN'S EQUITY PROJECT

PDG B-5 TA CENTER



on Coalition
Development Institute

Research to Practice Brief: Delivering on the Promise Through Equitable Policies

July 2021



DON'T LOOK AWAY
Embracing ANTI-BIAS Classrooms

Beonna Inala, PhD • Stephanie Gervino, PhD • Teria Dunbar, PhD • Kerry Ann Escorp, PhD

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