

**Intersectionality, Quality,
and Inclusion:
The Role of Race in the
Early Childhood System**

IDIO Conference

August 24, 2022

Objectives

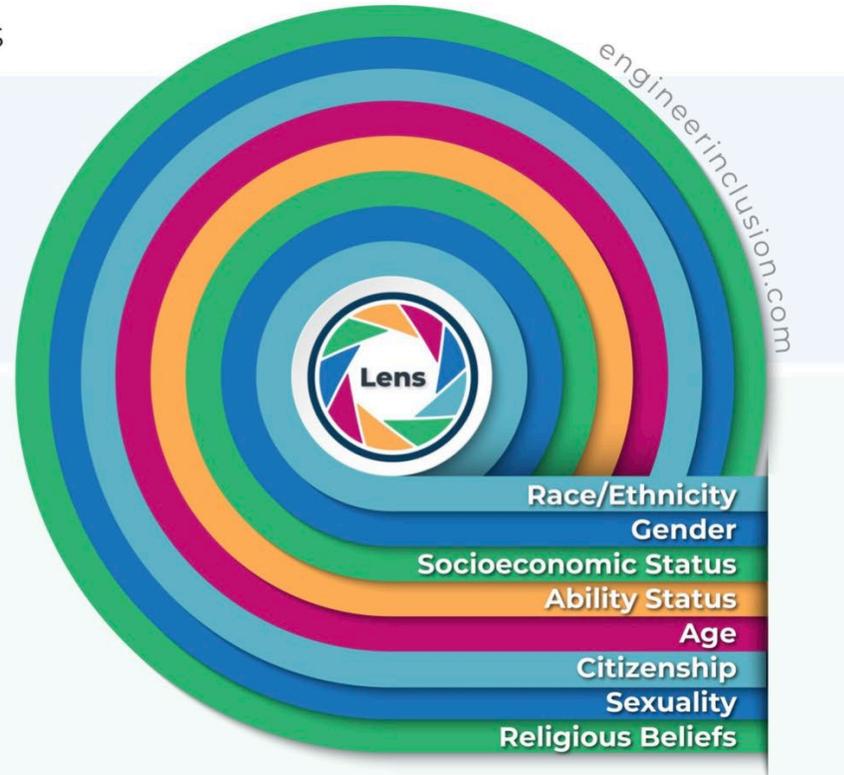
- Reflect on current data related to young children with intersectional identities
- Use the 14 Priorities (CEP, 2020) to analyze the relationship between equity and "quality"
- Engage with the BUILD Equity Action Framework to disrupt patterns in the data to improve outcomes for all children

Positionality

Positionality is

1) the social and political context that creates your identity and

2) how your identity influences and biases your perception of and outlook on the world.





ecta

***"Our humanity is worth a little
discomfort, it's actually worth a
lot of discomfort."***

- Ijeoma Oluo



Intersectionality



Kimberlé Crenshaw

American Civil Rights Advocate
Professor, UCLA School of Law and
Columbia Law School

Dr. Rosemarie Allen:

"Not **ONLY** about race but
ALWAYS about race."

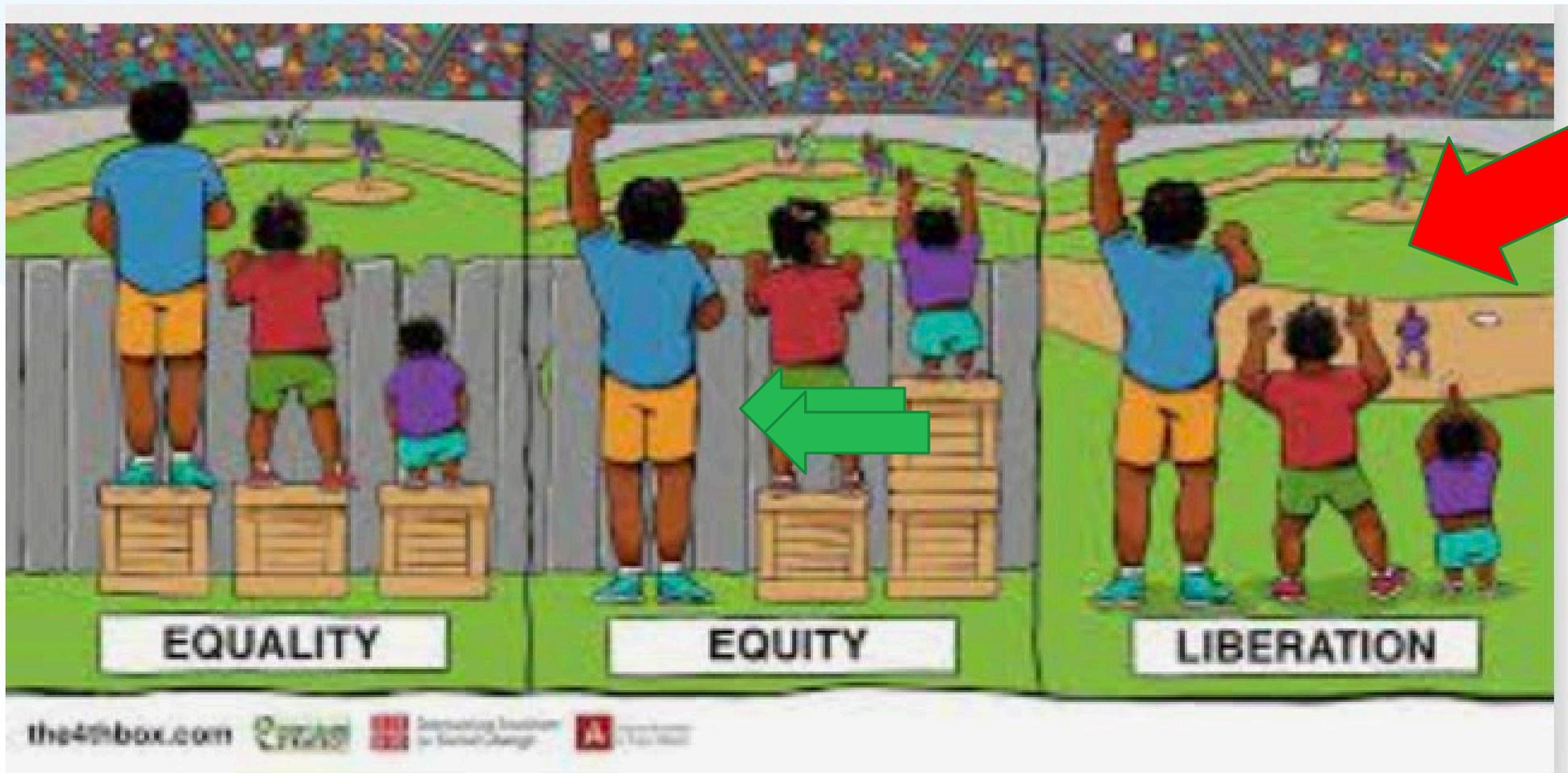
"The zero-sum story is the idea that there's this massive dividing line between Black people and white people, that they're on opposite teams, and that progress for people of color has to come at white people's expense. It's a story that's still with us because it's very profitable...."

So what that has meant in practical politics has been the kind of zero-sum rhetoric... the makers and takers, the taxpayers and freeloaders, the free stuff, the handouts, us versus them."

- **The Sum of Us- Heather McGhee**

And McGhee also shares...

a very hopeful message for how we can prosper together through what she calls the **'solidarity dividend'**. She shares multiple stories of lived experience about how people from different cultures have found a sense of **belonging, connection and community** with one another. This came from folks having an individual reason or motivation to take action to make some part of their community work better. **And as a result, they bettered themselves.**





Equity in IDEA

IDEA Statute

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

Subchapter 1(Part A) Section 1400(c)(1)

Access as a Civil Right

- **Improve results** for such children and to ensure equal protection of the law. (Section 1400(c)(6)).
- **FAPE** to prepare for further education, employment, and independent living. (Section 1400(d)(1)(a)).
- **Ensure that rights** of children with disabilities and their parents are protected. (Section 1400(d)(1)(b)).

Address Disproportionality

- **More equitable allocation** to provide equal educational opportunities for all individuals (Section 1400(c)(6)).
- **Monitor states** disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification (Section 1416(a)(3)(C)).
- **Collection and examination of data** to determine if significant disproportionality based on race and ethnicity is occurring in the state and the LEAs with respect to: identification of children, placement in particular educational settings, and the incidence, duration, and type of disciplinary actions, including suspensions and expulsions (Section 1418(d)(1)).

Intent of Part C

- enhance the development of infants and toddlers with disabilities;
- reduce educational costs by minimizing the need for special education through early intervention;
- minimize the likelihood of institutionalization, and maximize independent living; and,
- enhance the capacity of families to meet their child's needs.

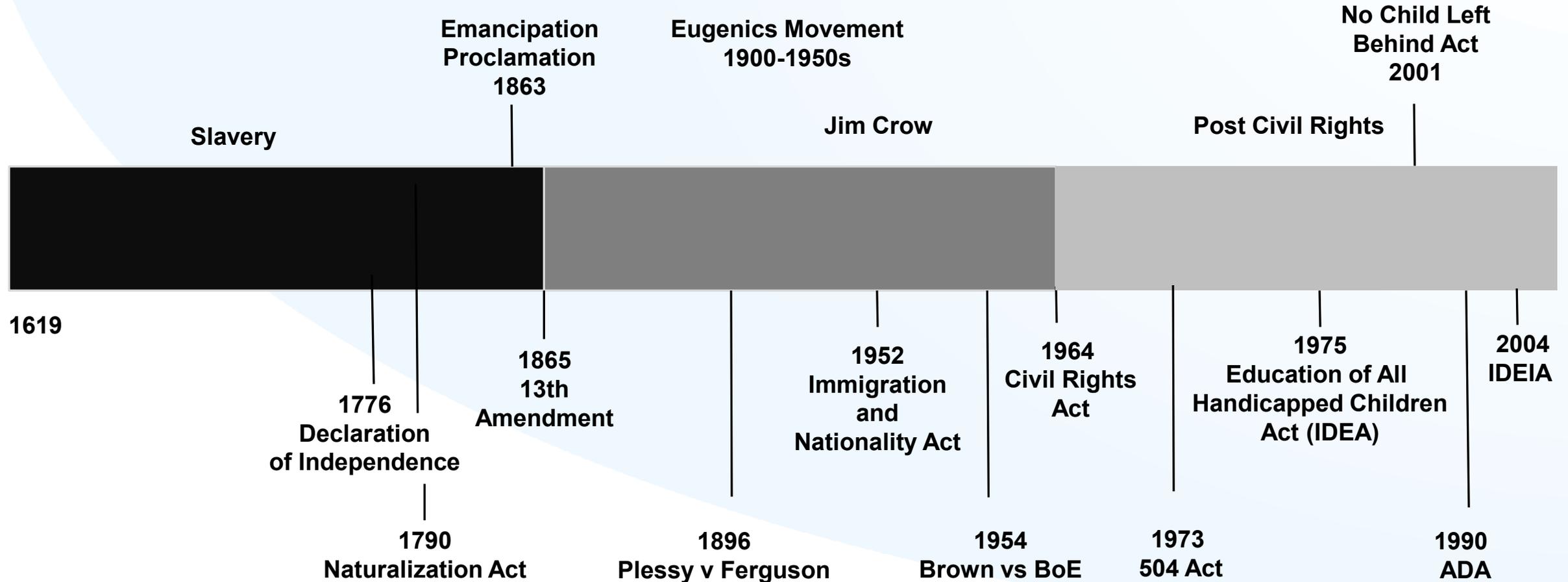
Equitable Treatment in Response to the Pandemic

States should ensure equitable treatment of all eligible students with disabilities, with a particular focus on those who are:

- from low-income backgrounds;
- racial or ethnic minorities;
- English learners; and/or
- experiencing homelessness

OSEP Policy Letter 21-05

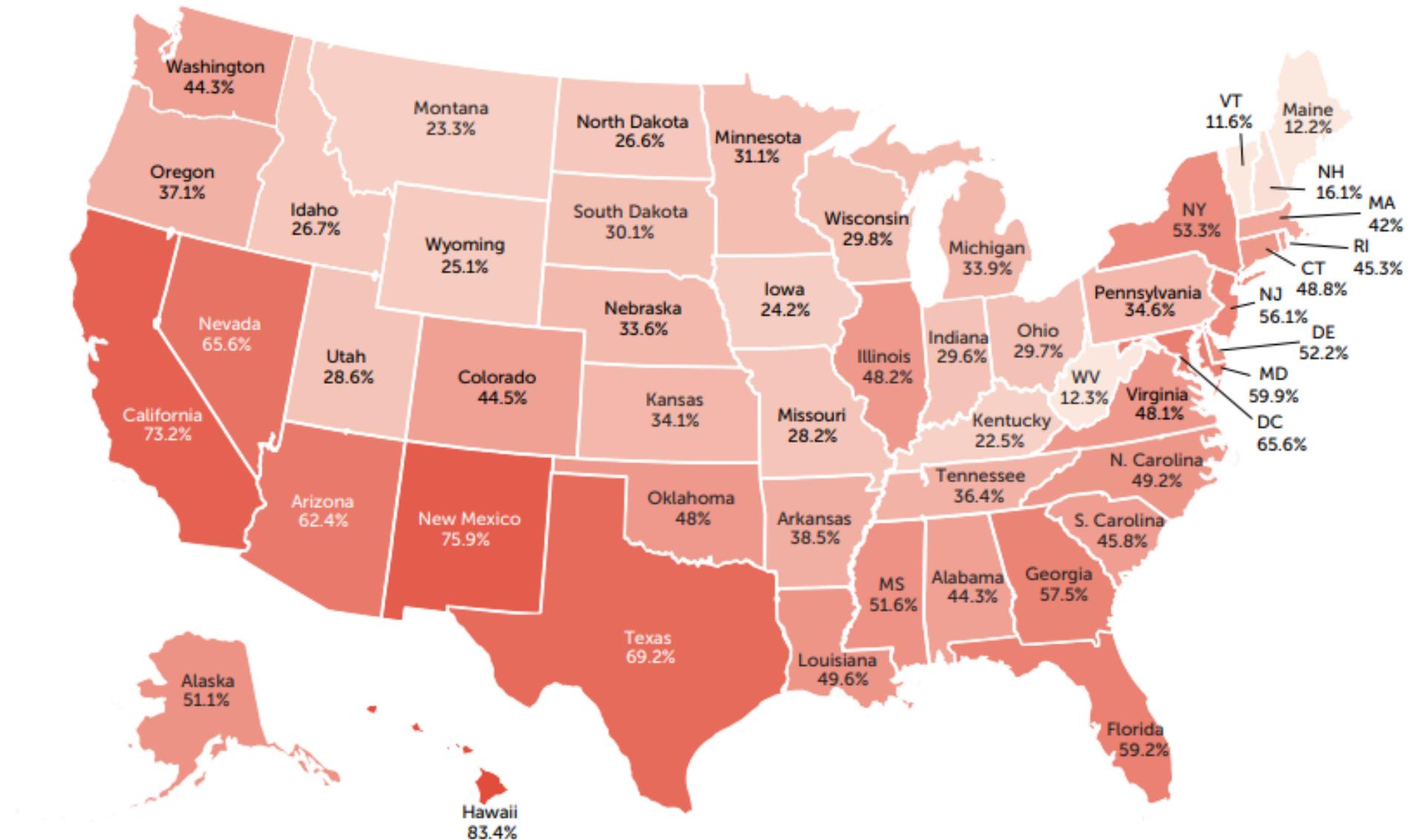
Historical Legacy of Race – Education – Disability



Show me the Data!

- Black children with disabilities are **more likely** to:
 - Be identified with intellectual disability or emotional disturbance than all children with disabilities.
 - Receive a disciplinary removal than all children with disabilities.
- White children with disabilities are:
 - More likely to be serviced inside a regular class 80% or more of the day than all children with disabilities.
 - Less likely to be identified with specific learning disability or intellectual disability than all students with disabilities.

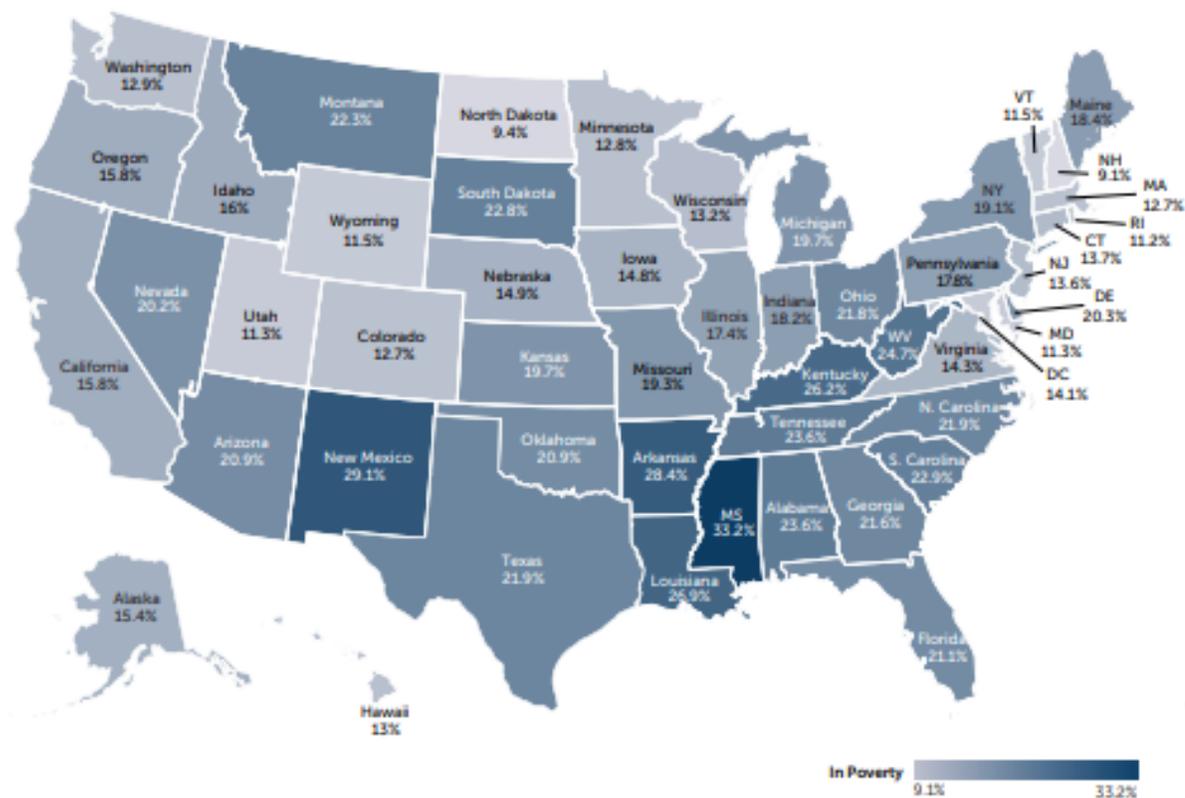
50% OF BABIES ARE CHILDREN OF COLOR Figure 2.



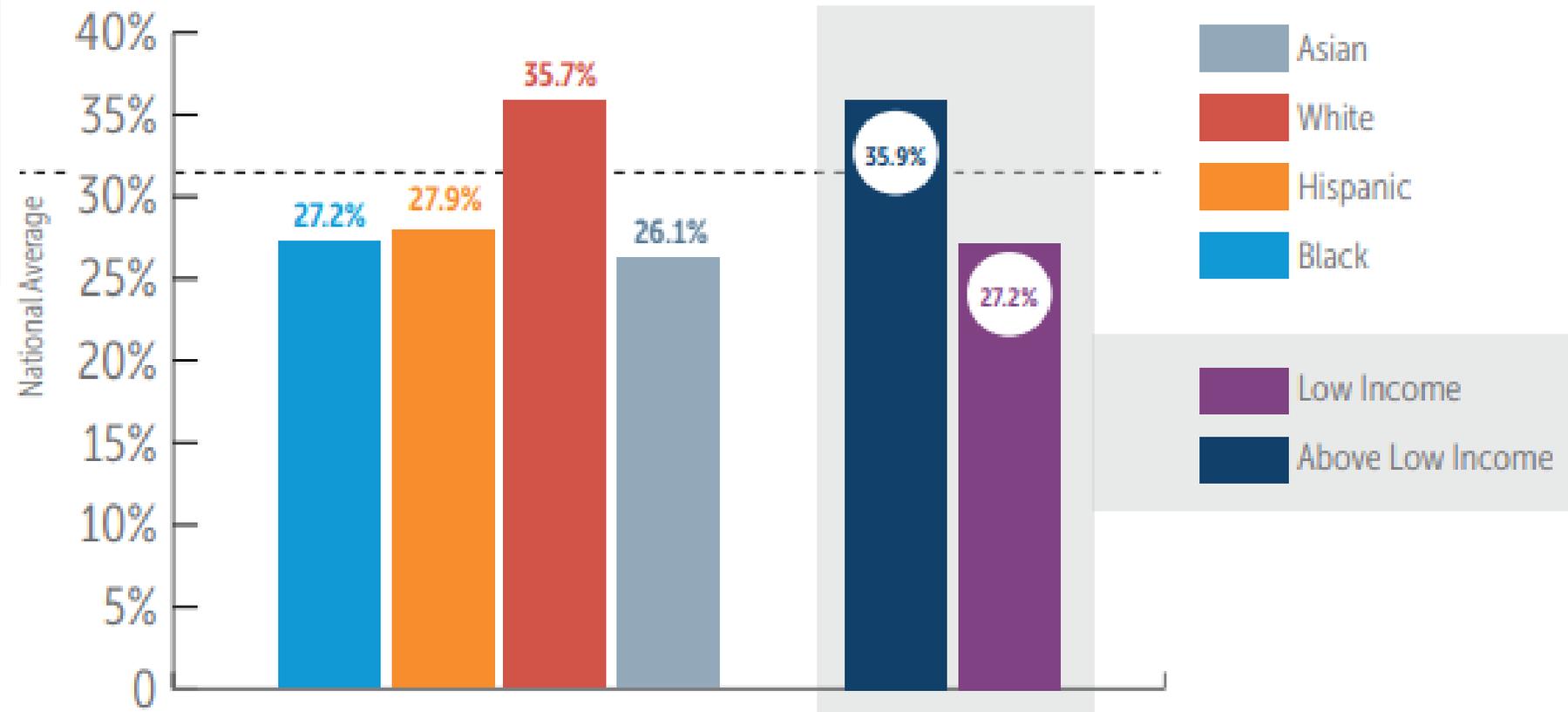
³ Throughout the State of Babies Yearbook, we use the term "Hispanic" or "Latinx" in presenting data, in keeping with the ethnicity classification used in the data source.

1 IN 5 BABIES LIVES IN POVERTY

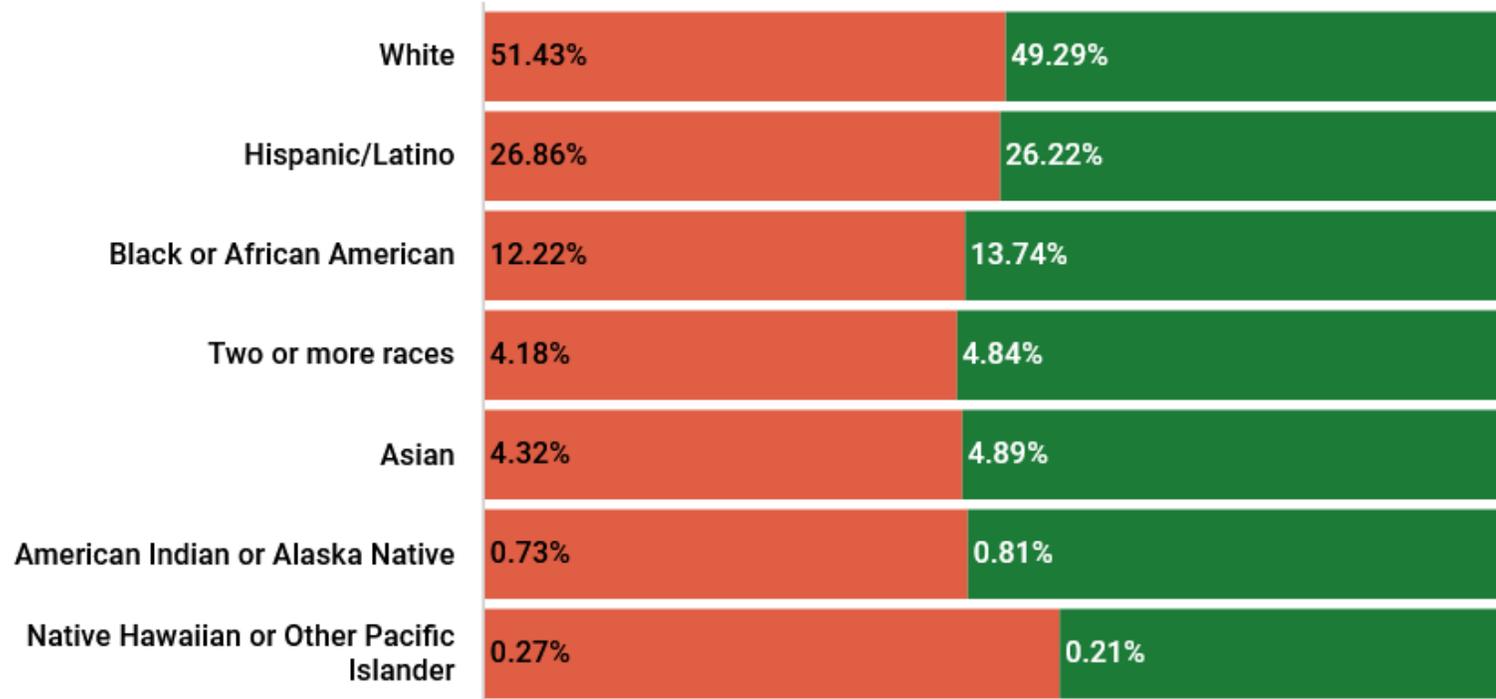
Figure 4.



Key Findings Developmental Screening



Percentage of Infants and Toddlers with Disabilities, Ages Birth Through 2, by Race and Ethnicity, Served Under IDEA, Part C, in the US: 2018-19



● Ages Birth Through 2, Served Under IDEA, Part C
 ● Population of Infants and Toddlers Ages Birth Through 2

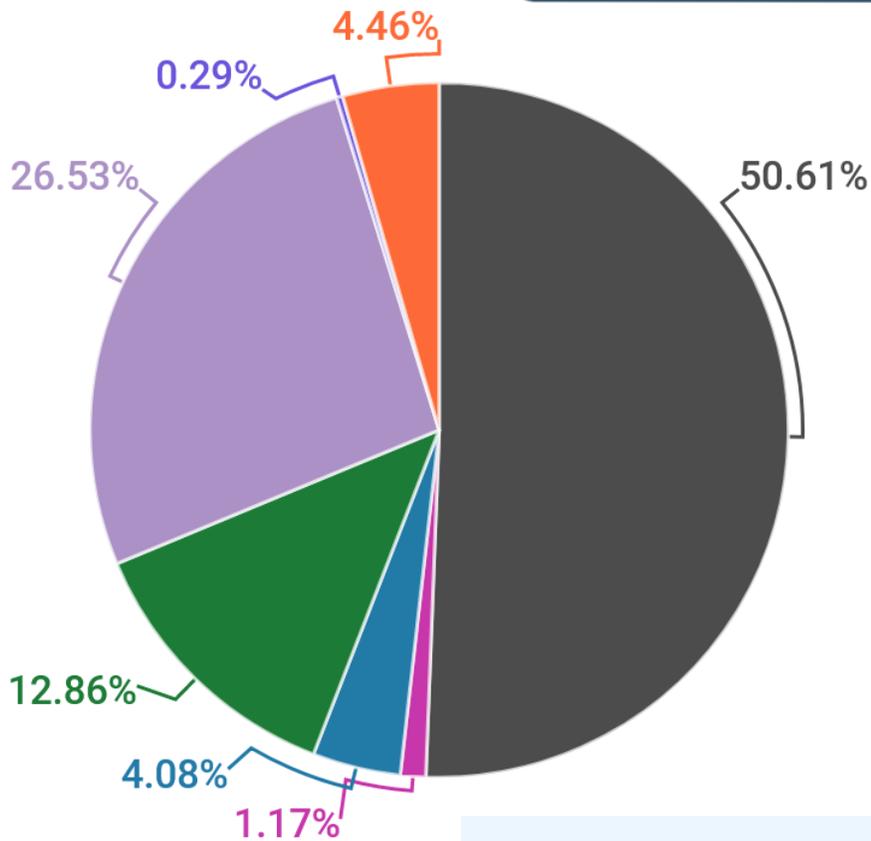
Source: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs (In press), 42nd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2020, Washington, D.C. 2020.

Percentage of Students with Disabilities and Percentage of the Population , Ages 3 through 5, by Race and Ethnicity, in the US, Outlying Areas, and Freely Associated States: 2018-19

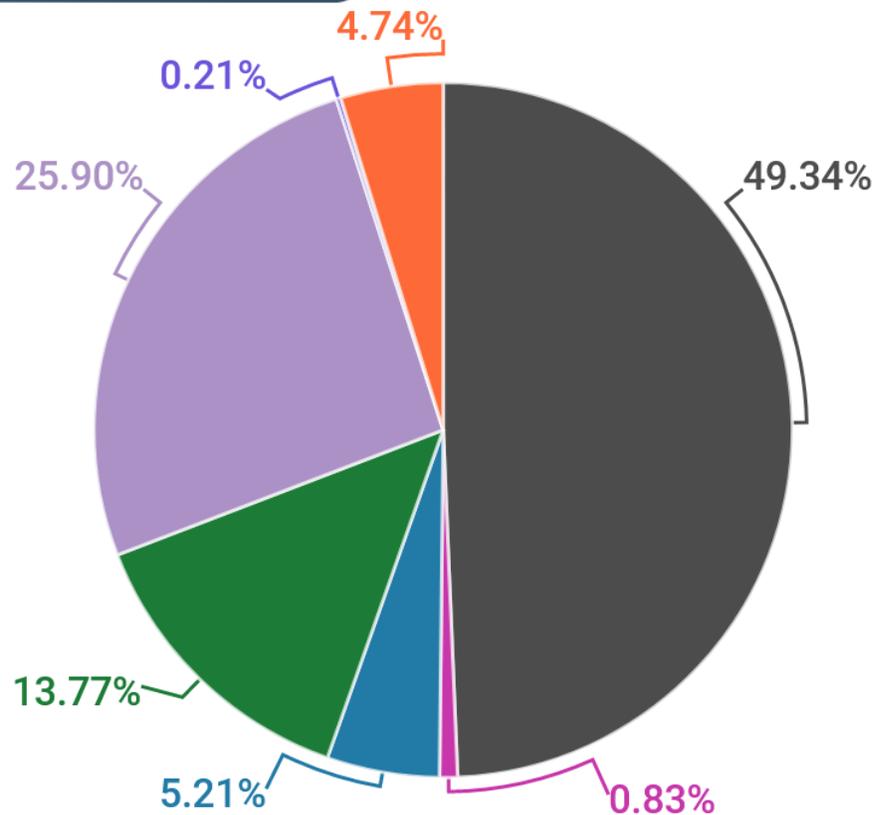
- White ● American Indian or Alaska Native ● Asian ● Black or African American
- Hispanic/Latino ● Native Hawaiian or Other Pacific Islander ● Two or More Races

National

Ages 3-5, Served Under IDEA, Part B



Population Ages 3-5



- Black children are less likely to receive early intervention AND preschool special education services.
- Latinx children are the least likely to be served under Part B, Section 619.
- Indigenous (AI/AN) children are also under represented in early intervention
- White children were more likely to be referred for early intervention for developmental delays prior to developmental screening



Black children with disabilities are **more likely** to:

- Be identified with intellectual disability or emotional disturbance than all children with disabilities.
- Receive a disciplinary removal than all children with disabilities.

White children with disabilities are:

- More likely to be serviced inside a regular class 80% or more of the day than all children with disabilities.
- Less likely to be identified with specific learning disability or intellectual disability than all students with disabilities.



Suspension and Expulsions



Who is Suspended?



K-12 Inclusion varies by Disability Category

Inclusion by Disability Category

Disability category	Spent 80% or more of day in general education classroom	Spent 40% or less of day in general education classroom
Speech or language impairment	87%	5%
Specific learning disability	73%	5%
Visual impairment	68%	8%
Other health impairment	67%	8%
Developmental delay	66%	14%
All disabilities	64%	13%
Hearing impairment	63%	10%
Orthopedic impairment	54%	21%
Traumatic brain injury	51%	20%
Emotional disturbance	49%	17%
Autism	33%	33%
Deaf-blindness	26%	36%
Intellectual disability	17%	49%
Multiple disabilities	14%	45%

Takeaways

Research says inclusion is most effective when started early

Research says that inclusion is beneficial and possible for children across disability types

Research says inclusion produces the greatest academic, social, and emotional outcomes

Decades of research find that inclusion is better



The youngest children are the least likely to be included



Children are included at *drastically* different rates based on disability category



More than half of preschoolers with disabilities are not included



Between 1985 and 2015, preschool inclusion has increased by 5.7%



Discussion and Sticky Wall

- Have you heard this information before?
- Did you hear anything different?
- How do you see these data manifested in the systems you work in?



The Relationship Between Quality and Equity

Providers have interactions with family members and children that demonstrate personal knowledge of and appreciation for the individual and intersecting identities (e.g. race and disability or gender and disability) of children and their families' experiences in their care.

(ECTA Indicators of High-Quality Inclusion in Early Care and Education Environments)

Indicators of High-Quality Inclusion

These four sets of indicators were designed by a group of [national partners](#) to support state leaders, local administrators and front-line personnel in the early care and education system providing programs and services to children, ages birth through five and their families.

 [State Indicators](#)

 [Community Indicators](#)

 [Local Program Indicators](#)

 [Early Care and Education Environment Indicators](#)

 [Glossary](#)

What We Know: Interactions and Attitudes Matter

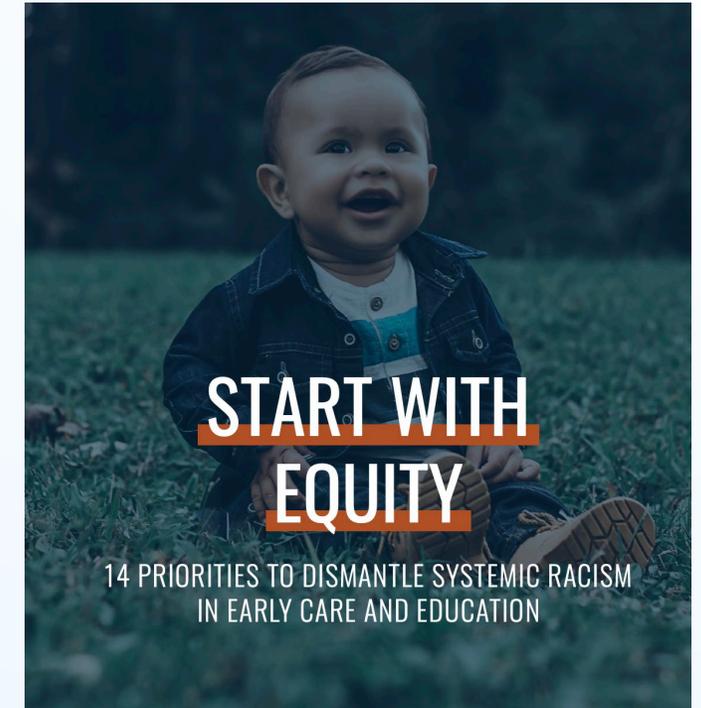
- Educators should respond to behaviors uniformly across all genders, races and ethnicities.
- Teachers should give unbiased answers to questions about gender, race, ethnicity and disability.
- School staff should appreciate the differences and similarities between students of different races, ethnicities, genders and disabilities.
- Teachers should acknowledge, not ignore, culture diversity.
- Teachers should regularly challenge their own beliefs and opinions regarding diversity, inclusion and equity.

(Creating Diversity, Equity and Inclusion in Early Childhood Education, Northwest Missouri State University)

Priority #6: Explicitly Include Equity in the Definition of Quality & Across Systems

The ECE field has typically defined "quality" as some combination of teacher credentials, research-based curriculum and assessment, ratio and group sizes, access to comprehensive services, and teacher-child interactions among others. Indicators that explicitly promote equity, via equitable experiences and equitable outcomes for children, have been almost universally excluded from this important definition and as a result, from Quality Rating and Improvement Systems (QRIS).

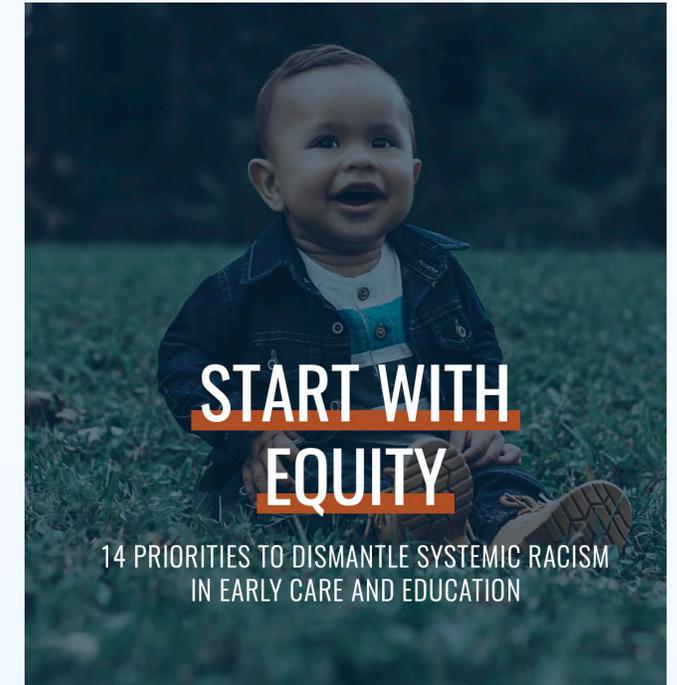
(14 Priorities to Dismantle Systemic Racism in Early Care and Education)



Priority #8: Ensure Global Classroom Quality Measurement Explicitly Assesses Equitable Experiences

Unfortunately, these observation instruments (i.e. CLASS, ERS) are limited in their attention to incorporation of equity in relationships and teacher-child interactions, and do not measure bias in any form. They also do not yield information on child experiences and leave us with the question: if a classroom is rated a 5 in quality, does that translate to every child – particularly those who have been historical marginalized – getting a "5" experience? Considering the focus on improving classroom quality in learning settings, especially for marginalized children, there is a need to modify existing tools or develop new, practical, valid, and reliable observation tools that explicitly measure equity in opportunity inside learning settings.

(14 Priorities to Dismantle Systemic Racism in Early Care and Education)

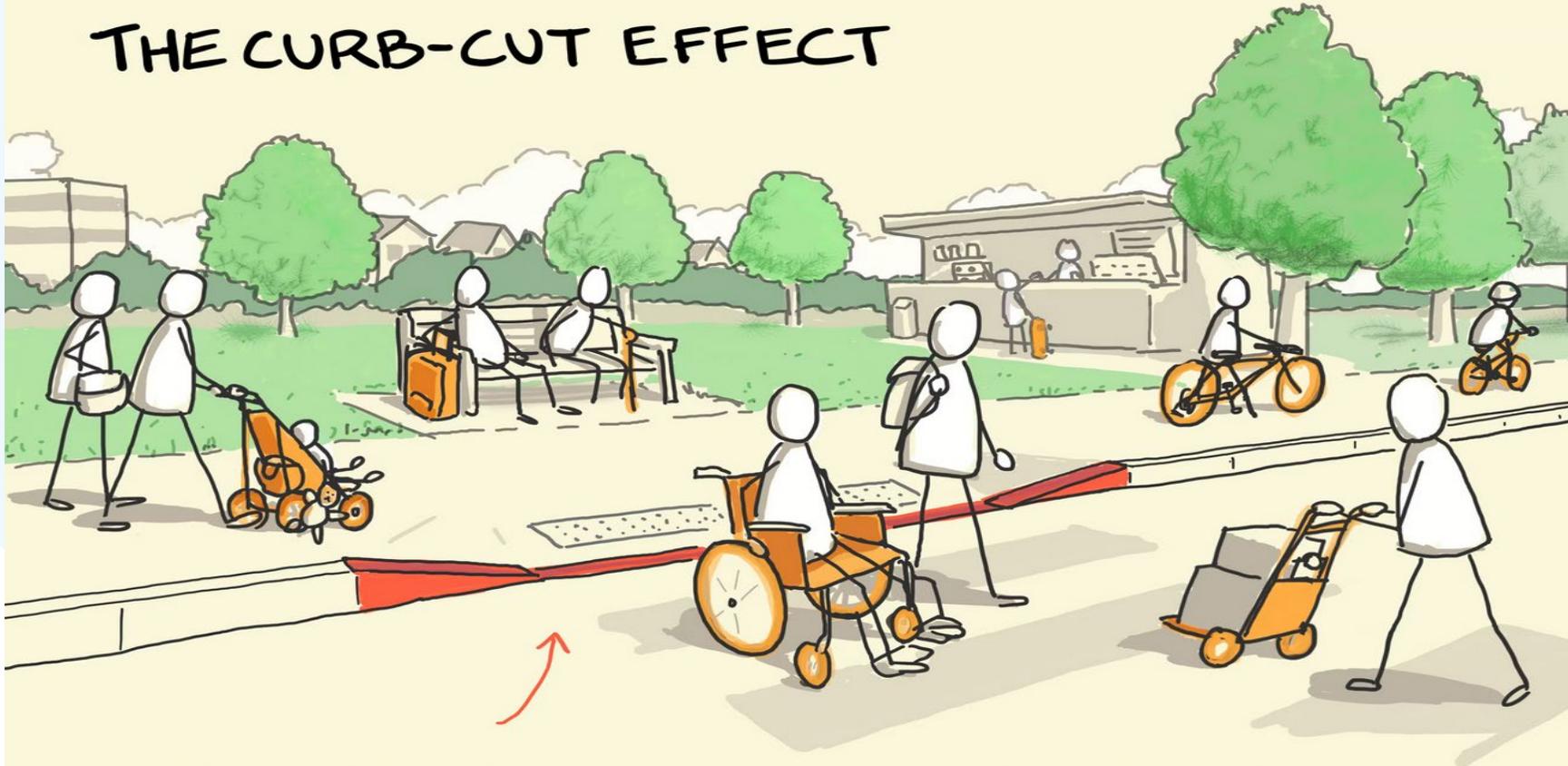


Questions to Consider

- Does your state have a definition of “Quality” early childhood settings?
- Does it address equity and/or disability?
- Does your QRIS address equity and/or disability?
- Does your district/system have a "belief" about the quality of community child care settings when making placement decisions for children with disabilities?



THE CURB-CUT EFFECT



WHEN WE DESIGN
FOR DISABILITIES

... WE MAKE THINGS
BETTER FOR EVERYONE

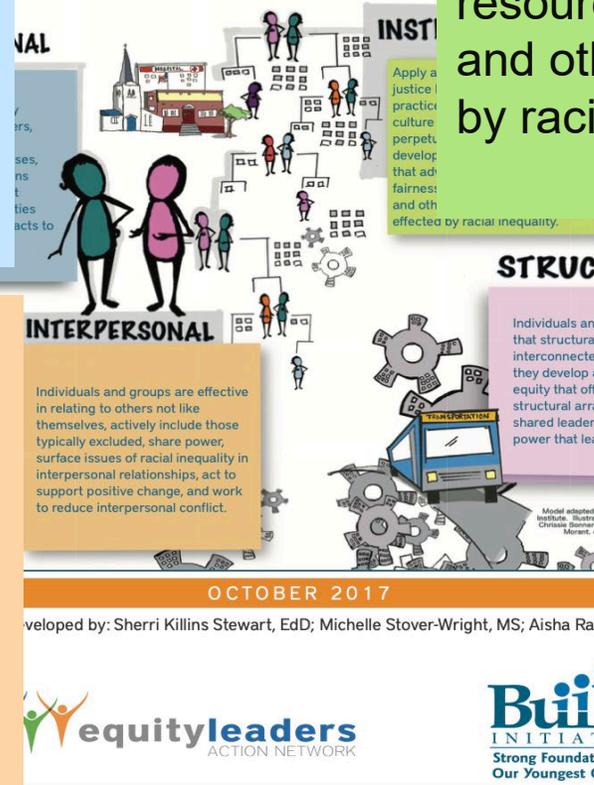
sketchplanations

PERSONAL: Individuals work alone and with others, to **understand their own** values, beliefs, implicit biases, unconscious racism, actions and relative privileges that contribute to racial inequities and equity: the individual acts to advance racial equity.

INTERPERSONAL: Individuals and groups are effective in **relating to others** not like themselves, actively include those typically excluded, share power, surface issues of racial inequality in interpersonal relationships, act to support positive change, and work to reduce interpersonal conflict.

Racial Equity Action Framework

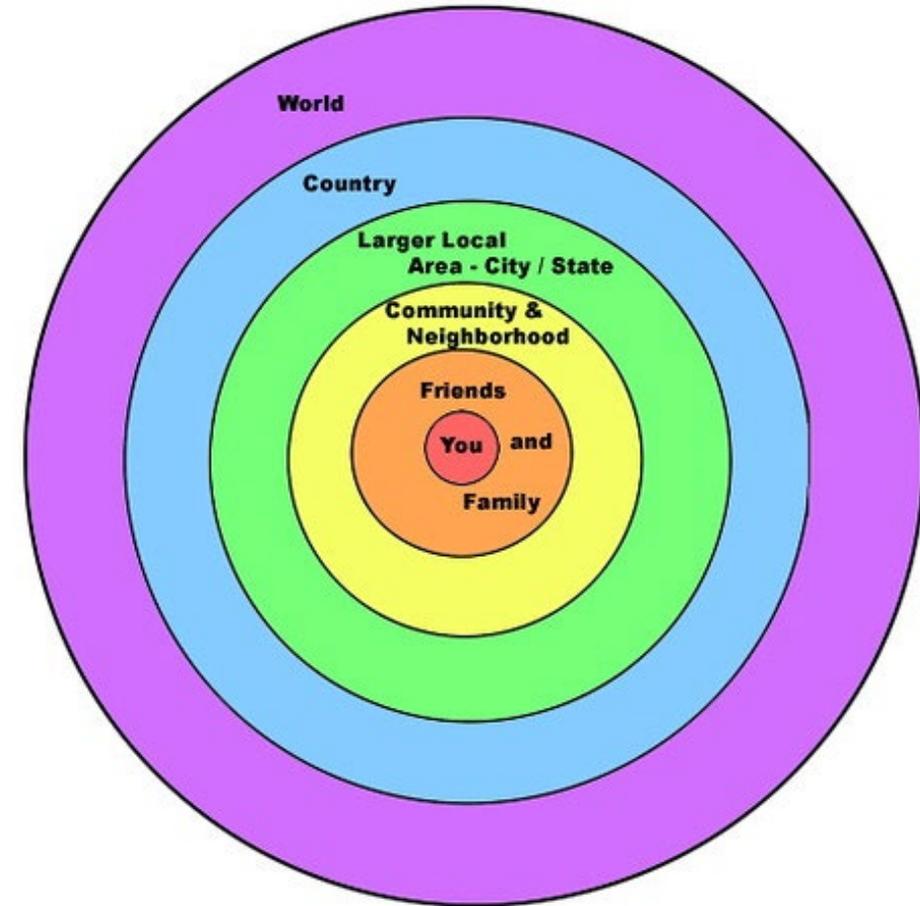
Racial Equity in Early Childhood Four Levels of Change



Sphere of Influence

- A field or area in which an individual or organization has power to affect events and developments:

Spheres of Influence and Understanding



How Can You "*Cut the Curb*"?

- What are the opportunities you have, within your sphere of influence, to improve equitable access, experience and outcomes for children of color with disabilities?

