Committing to Anti-Racist Child Care Policies

How States Can Honor Families and Workers of Color in their Child Care Systems

Tuesday, July 21, 2020
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How to Make the Most of This Webinar

• Choose Your View.

• Nonverbal Feedback.

• Chat With Us.
What is Racial Equity?
Racial Equity Defined

• The idea of Racial Equity postulates that race or the socialized ideologies about racial differences have no direct or indirect impact on how one experiences life or has access to resources, power, and or privileges.

• Racial Equity centers the role of history and the role of race in creating equities throughout history.

• Racial Equity removes race as a determining factor within a set of outcomes.

• Racial Equity considers a Constructivist Epistemological Approach - the idea that realities are socially constructed.
framework

/ˈfræmˌwərk/

(noun)

1. an essential supporting structure of a building, vehicle, or object. "a conservatory in a delicate framework of iron."

2. a basic structure underlying a system, concept, or text.

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Racial Equity Framework

(verb)

1. An essential supporting structure that seeks to uncover systemic and institutionalized racialized impacts while also creating equitable and sustainable transformation, with the goal of undoing and remedying harm.


3. Abolition, Transformation, Liberation, and Restoration are core outcomes.
10 Key Assumptions and Principles

• **Uncover historic context** - Seek to understand the historic role of policy in creating marginalization for communities of color.

• **Openness to unlearn** - Engage in consistent negotiation of assumptions and biased approaches, thoughts, and norms.

• **Adopt an anti-racist lens** - Race-specific data, qualitative and quantitative, should be analyzed and disaggregated.

• **“Be of and in the Community”** - Representation and connection with grassroots organizations, leaders, and community members is essential.

• **Decrease the distance** between yourself (organization) and the issue.
10 Key Assumptions and Principles (continued)

- **Assess at the intersections** - Understand intersected oppressions.
- **Discontinue the use of deficit language and modes of thought** - Place responsibility on correcting systems, not people.
- **Assess and deconstruct structures or power** - The metaphorical table should be co-constructed and collaboratively built.
- **Center the Voices of People of Color** - The narratives and experiences within the community direct next steps and strategy.
- **Racism and poverty are interconnected** - You cannot eradicate socio-economic concerns without focusing on eradicating racism, which is why poverty exists within communities of color.
Community Voice in Policy Making

“Nothing About Us Without Us”
Phases of Racial Equity Progress

• Racial-Equity Literate: Building knowledge of research, policies, and program design that advances racial equity.

• Racial-Equity Fluent: Building competencies required to inform and influence people.

• Racial-Equity Effective: Building competencies required to influence systems and institutionalize change.
Racial-Equity Literate

Building knowledge of research, policies, and program design that advance racial equity.

• Examples:
  - The 30 Million Word Gap.
  - Hard to Count.

• Strengths-based approach vs. Deficits-based approach.
Black Family Research

Three significant approaches to Black family research:

• Research on the strengths of Black families in an ecology that is generally hostile to them; does not compare to a White “standard.”

• Research on Black Americans has generally focused on perceived “problems,” differences, or deficiencies relative to White Americans.

• Research on how social-class position influences Black families compared to White families.
Deficit Perspective in Research

- Deficit perspective reflects a pseudoscience based on beliefs, implicit or explicit, of inferiority due to race, social class, gender, and other forms of social stratification; it situates the causes of outcomes in the individual, not the context.

  - Example, Black students are more likely than White students to fail in school because they possess deficits that limit their ability to succeed academically, such as lack of motivation and families who do not care about their educational achievement.

Presentation from Aisha Ray, Ph.D., BUILD Initiative
Deficit Perspectives in Contemporary Research on Black Children and Families: 30M Word Gap Study

• In 1992, Hart & Risley reported on a study of 42 families, 7 of whom were Black and on welfare and 7 who were Black and low income. All the ”professional” families were White.

• Alleged that young children living in poverty heard 600+ fewer words every day compared to their middle-class peers.

• Study has been cited over 8000 times.

• Methodological flaws—sample size; “apples and oranges” re: social class and race.

• Findings cannot be replicated in subsequent studies.

Presentation from Aisha Ray, Ph.D., BUILD Initiative
Reject language such as “hard to count” and instead use language like, “historically undercounted communities.”

Communities of color are undercounted because census outreach strategies have been designed to count white, middle-class families.
Strengths Perspectives in Research

A strengths perspective situates causation in the interaction of the individual and societal factors (e.g., opportunity structures, poverty, segregation). Researchers focus on the capacities, talents, assets and agency. Key concepts are adaptation, resilience, voice, and contextual/situational (e.g., racism, patriarchy) influences on the individual.

Presentation from Aisha Ray, Ph.D., BUILD Initiative
Focus on systemic failures instead of family/community deficiencies.

Focus on strengths: How are families succeeding in spite of challenges?
Racial-Equity Fluent

Building competencies required to inform and influence people on racial equity:

• Relationship-building takes time!

• Use scripts and do your homework.

• Do hold yourself accountable to sharing your knowledge. Don’t tangle yourself in guilt for not speaking up in the past when you were not informed.
We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people.

Martin Luther King Jr.
Racial-Equity Effective

Building competencies required to influence systems and institutionalize change:

Examples

• Move from “Hard to Count/Reach” to “Effective Communications Strategies Reach Everyone.”

• Change hiring practices to advance equity.
Breakout Group Discussion

• How do you see your work and your role within the frameworks we’ve discussed so far?
• In what ways do you see yourself as literate, fluent, or competent?
• How do you feel you need to learn and grow in order to do anti-racist policy work?
Discussion: Putting it Into Practice in Policies

- What are some policy decisions states make that have implications for equity and opportunities to create anti-racist policy?
- How can you apply what you’ve learned?
- Potential policy areas:
  - Subsidy eligibility.
  - Support for settings/informal child care.
  - Workforce supports, training, professional development.
  - QRIS and other quality standards.
  - Use of child care dollars – what do they support?
  - Parent outreach and engagement.
What will you do to commit to anti-racist child care policies?

Please use what you’ve learned or experienced today to make one commitment that will move you toward anti-racist policy work.
Evaluation

Please respond to the two questions that pop up on your screen.

Also, please tell us in the chat box what was useful, significant, or new and how we can improve the webinar.