Institutional, Interpersonal, and Individual

Advancing Equity and Anti-Racism in the Early Childhood Education Profession

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Presenters

Georgia Goldburn
Director, Hope For New Haven

Lucy Recio
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Ngozi Lawal
Project Director for the Center for the Study of Social Policy's (CSSP) Prenatal to Three Initiative

Shantel Meek
Founding Director, Children's Equity Project

Expanding reach. Enhancing impact. Advancing equity.
Making Our Learning Objectives Explicit

As a result of our time together, we will:

• Unearth the racism and classism embedded in the history of this sector and how it manifests itself in our field today.

• Understand what conversations are possible in order for us to collectively chip away at racism in the early childhood education profession.

• Walk away with actionable ways to affect change at the systems level, in federal, state, and local policies, within organizations, and inside classrooms.
Advancing Equity in Early Childhood Education

National Association for the Education of Young Children
Advancing Equity in Early Childhood Education Position Statement

- One of five foundational documents NAEYC has developed in collaboration with the early childhood profession.
- Built upon a growing body of research and professional knowledge that underscores the complex and critical ways early childhood educators promote early learning through their relationships with children, families, and colleagues.
- Recognizes that these relationships are embedded in a broader societal context of inequities in which implicit and explicit bias are pervasive.
Advancing Equity in Early Childhood Education Position Statement

• The primary focus of this statement is equitable learning opportunities for young children and therefore makes recommendations for early childhood educators and administrators working in all settings.

• However, since these opportunities depend on equitable treatment of early childhood educators, the position statement also includes specific recommendations for workplaces, higher education preparation programs, and policymakers as they seek to improve equitable access to high-quality early childhood education.
What Does The Advancing Equity Position Statement Assert?

1. All children have the right to equitable learning opportunities that help them achieve their full potential.

2. All early childhood educators have a professional obligation to advance equity.

3. Early childhood educators need support to fulfill their mission.
Living Out the Advancing Equity Position Statement

One Central Goal:
• Nurture a more diverse and inclusive generation of young children who thrive through their experiences of equitable learning opportunities in early learning programs.

Executed Through:
• A commitment to continuous learning—both individually and collectively—based on reflections on how our beliefs and actions have been shaped by our experiences of the systems of privilege and oppression in which we operate.

• Actions that push us towards becoming a more diverse, high-performing, and inclusive organization serving a more diverse, high performing, and inclusive profession.
Our Perceptions Help Inform Our Realities
Structural Racism

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Race is a social construct, a classification of human beings, that is politically defined.
Race came before racism...FALSE

Racism came first. Race is the child of racism.
Reverse racism exists...FALSE
Reverse racism exists...FALSE

Reverse racism does not exist.
Reverse racism exists...FALSE

Reverse racism does not exist.
Reverse racism exists...FALSE

Reverse racism does not exist.
Poll: How old do you think he is?
The past informs the present. Memory makes the map we carry, no matter how hard we try to erase it.

Cara Black
Racism as a System of Advantage and Oppression

Racism = Social and Institutional Power + Race Prejudice.
Racism and the Construction of Race in the United States

Arrival of first enslaved Africans (1619)
Bacon’s Rebellion (1676)
Founding of the Nation (1776)
Civil War and Reconstruction (1861-1877)
Jim Crow (1865-1968)

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Dehumanization of Black Lives +
the Construction of Race

- Began with opportunism to hold power and wealth.
- Ideology to justify slavery - slavery provided wealth and power.
- Resulted in the creation of race, followed by bogus “science,” policy.
- Motivated in large part by the need to create a wedge within classes and between races to consolidate power.
- Led to widespread prejudices and biases.

Racism --> Race --> Racism

Expanding reach. Enhancing impact. Advancing equity.
Timeline of Slavery and Segregation in America

- The period of American slavery to segregation represents 88 percent of the timeline.
- The period to follow is marked by Jim Crow, mass incarcerations, and the continued fight for social justice and equality.
Discriminatory Federal Housing Policy

Section 18 of the United States Housing Act of 1937 (42 U.S.C.A. § 1437) segregated metropolitan areas with federal policy that:

- Demolished integrated neighborhoods in order to create segregated public housing.

- Refused to insure mortgages in and near African-American neighborhoods — a policy known as "redlining."
Discriminatory Federal Housing Policy

Federal Housing Administration, Underwriting Manual of 1936, Section 2

• Stated: “incompatible racial groups should not be permitted to live in the same communities.”
• Guaranteed financing for builders/developers who were mass-producing entire subdivisions for whites — with the requirement that none of the homes could be sold or resold to African-Americans.
• Recommended using highways to separate white neighborhoods from black neighborhoods.
Implications of Residential Segregation

- Prevented African-Americans from homeownership and building wealth.
  - Two generations denied of home equity benefits/appreciation.
  - African-American wealth is about 5 to 7 percent of white wealth.

- Made black neighborhoods undesirable (zoned for industrial/toxic uses).
- Employment discrimination against Black people resulted in inadequate local tax bases in Black communities leading to poorly funded schools.
<table>
<thead>
<tr>
<th>Examples of Discriminatory State Policies</th>
<th>Appeal to White Beliefs/Fear</th>
<th>Benefits to White Society</th>
<th>Consequence(s) to African Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia’s Vagrancy Act of 1866 - imprisoned the unemployed or homeless who were then forced to work for no compensation.</td>
<td>Belief that vagrants are a threat to public safety; the “idle and disorderly” would become thieves or beggars.</td>
<td>Encouraged artificially low wages by forcing freed African-Americans to accept employment with severely low wages (to avoid arrest and free labor).</td>
<td>Wages utterly inadequate for African Americans to support their families.</td>
</tr>
<tr>
<td>Aid to Families with Dependent Children - several states in the 60s enacted &quot;man-in-the-house&quot; rules, disqualified families if an adult male was present in the home.</td>
<td>Belief that African American women had questionable sexual morality and men were lazy. White widows and their children were seen as the “deserving poor.”</td>
<td>Used to make political arguments - “bring down AFDC enrollment, costs, rising taxes, and national debt.” Linked Black AFDC recipients to street crime, deteriorating neighborhoods, Black male unemployment.</td>
<td>African American families needing income support due to systemic racism and lack of work opportunities were denied the benefit.</td>
</tr>
</tbody>
</table>
Where are the Straps?
Fish in the Lake

Source: Racial Equity Institute; Artwork by Jojo Karlin (jojokarlin.com)
Three Observations of the Ground Water Metaphor

1. Racial inequity looks the same across systems.
2. Socioeconomic difference does not explain the racial inequity.
3. Inequities are caused by systems, regardless of people’s culture or behavior.
Racial Inequity Looks the Same Across Systems

Figure 1: “African Americans are 1.5 to 7 times as likely to have a bad outcome across systems” (sources in text on page 6).
Children’s Equity Project
CHILDREN’S EQUITY PROJECT

- Arizona State University
- Yale University
- Howard University
- Vanderbilt University
- Georgetown University
- Bank Street College of Education
- UCLA
- Metro State University-Denver

- University of Oregon
- University of Miami
- Trinity University
- NORC- University of Chicago
- Florida International University
- Indigo Cultural Center
- The Century Foundation

- University-based think tank focused on creating more equitable systems - early years to the early grades.

- 32 partners from 15 organizations across the U.S.

- Policy + Practice + Research

- Discipline, DLL, tribal, immigration, anti-bias anti-racism, disability and inclusion.
Breaking it Down: What do Lake and Groundwater Interventions Look Like?
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
PIVOTAL POLICY AREA 1:

HARSH DISCIPLINE

AND ITS DISPROPORTIONATE APPLICATION IN LEARNING SETTINGS
# Promoting Positive Discipline: Solutions Begin with Policy Change

<table>
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<th>States should:</th>
<th>Districts should:</th>
</tr>
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<tbody>
<tr>
<td>✅ Pass legislation to end corporal punishment, seclusion and exclusionary discipline, and limit restraint across programs that serve young children and receive federal funding.</td>
<td>✅ Raise awareness about the negative impacts of harsh discipline and family rights.</td>
<td>✅ Prohibit corporal punishment, seclusion, and exclusionary discipline in learning settings serving young children and limit restraint.</td>
<td>✅ Ban harsh discipline even in states where it remains legal.</td>
</tr>
<tr>
<td>✅ Eliminate the 10-day suspension allowance for children with disabilities</td>
<td>✅ Tie federal funds to state progress reducing harsh discipline and disparities in its use</td>
<td>✅ Invest in data systems and professional development.</td>
<td>✅ Ensure that young children never have negative interactions with school resource officers via intimidation, inappropriate restraint, handcuffing, or arrest.</td>
</tr>
<tr>
<td>✅ Increase funding for mental health interventions and personnel</td>
<td>✅ Reinstate guidance that discourages the use of exclusionary discipline and address racial disparities</td>
<td>✅ Develop infrastructure to receive, investigate, and act on parent complaints.</td>
<td>✅ Invest in systems for training, coaching, and evaluating the use of positive discipline and anti-bias approaches.</td>
</tr>
<tr>
<td>✅ Prioritize child mental health and positive school climate over punitive discipline in budgets</td>
<td>✅ Require states to report their use of harsh discipline and its disproportionate application in child care</td>
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The above image outlines various recommendations for policy changes at different levels: Congress, Federal agencies, States, and Districts. Each recommendation is aimed at reducing harsh discipline practices in educational settings and improving the overall school climate for children.
PIVOTAL POLICY AREA 2:

SEGREGATED LEARNING

FOR YOUNG CHILDREN WITH DISABILITIES
## Increasing Inclusion of Children with Disabilities in Learning Settings: Solutions Begin with Policy Change

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<td>✅ Fully fund IDEA</td>
<td>✅ Monitor and hold states accountable for placement practices that ensure students are served in inclusive settings</td>
<td>Monitor districts on inclusion and hold them accountable</td>
<td>✅ 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</td>
</tr>
<tr>
<td>✅ Increase funding for infants and toddlers with disabilities</td>
<td>✅ Increase funding for training, monitoring, and accountability</td>
<td>Increase funding for inclusion</td>
<td>✅ Increase funding for inclusion</td>
</tr>
<tr>
<td>✅ Increase funding for training, monitoring, and accountability</td>
<td>✅ 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</td>
<td>Require 10% of early childhood enrollment across programs to be for children with disabilities or delays</td>
<td>✅ Ensure IEP teams are well-trained and accountable for inclusion</td>
</tr>
<tr>
<td>✅ 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</td>
<td>✅ Incentivize inclusion through grants</td>
<td>Ensure early learning programs are ADA compliant</td>
<td>✅ Deploy teams to work on this issue locally</td>
</tr>
<tr>
<td>✅ Use federal funds to incentivize states to develop and test teaching models that support inclusion</td>
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PIVOTAL POLICY AREA 3:
INEQUITABLE ACCESS
TO HIGH-QUALITY LEARNING OPPORTUNITIES FOR DUAL LANGUAGE AND ENGLISH LEARNERS
EQUITABLY EXPANDING ACCESS TO BILINGUAL LEARNING: SOLUTIONS BEGIN WITH POLICY CHANGE.

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<tr>
<td>At least double funding for students learning English through ESSA Title III and any other relevant funding streams</td>
<td>Pilot and invest in strengths-based bilingual education and linguistically diverse workforce preparation programs</td>
<td>Discontinue segregated programs for ELs</td>
</tr>
<tr>
<td>Request a GAO study on federal funding for DLLs/ELs</td>
<td>Invest in classroom assessment tools to assess the quality of dual language approaches</td>
<td>Discontinue all “English-only” programs</td>
</tr>
<tr>
<td>Align policy with research and prioritize dual language and strengths-based approaches, and tie prioritization to federal funding. Phase out ineffective English-only approaches</td>
<td>Invest in child-level assessment tools for DLLs and ELs in languages other than English</td>
<td>Use federal funds to expand bilingual programs and prioritize DLLs and ELs in expansion</td>
</tr>
<tr>
<td>Hold hearings on best practices and funding models that optimally support ELs and DLLs and use GAO reports and hearings to inform additional investments</td>
<td>Require states to report their plans to equitably expand access to dual language programming</td>
<td>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</td>
</tr>
<tr>
<td>Fund a national effort to expand the number of qualified bilingual educators.</td>
<td></td>
<td>Improve existing—and create new—workforce preparation programs to expand linguistic diversity and knowledge</td>
</tr>
</tbody>
</table>
MOVING FORWARD TOGETHER:
CSSP's Journey to Center Equity, Inclusion, and Justice
MAY 2019
Moving Forward Together Recommendations

• Ensure openness in the process. Use data and an accountability structure.
• Identify internal and external champions.
• Shift accountability from champions to leaders.
• Create the expectation that all staff are leaders and change agents for racial equity.
• Recruit diverse staff.
• Retain diverse staff. Understand difference between diversity and inclusion.
• Prepare for sustainability if there are changes in leadership.
• Foster an inclusive and respectful environment.
• Balance internal capacity building with external work.
• Secure funding for dedicated staff time to focus on racial equity.
I. Definitions

Central to using a frame, is developing a shared language. The following breaks down individual concepts as a means to better understand what an anti-racist intersectional frame entails.

- **Anti-racism** is the active process of identifying and challenging racism, by changing systems, organizational structures, policies and practices, and attitudes to redistribute power in an equitable manner.

- **Anti-Black Racism** is any attitude behavior, practice, or policy that explicitly or implicitly reflects the belief that Black people are inferior to another racial group. Anti-Black racism is reflected in interpersonal, institutional, and systemic levels of racism and is a function of White supremacy.

- **A racist idea** is any concept that regards one racial group as inferior or superior to another racial group in any way.
CSSP’s Anti-Racist Intersectional Frame

• Recognizes the social effects of race and that omitting a racial analysis from any work allows racist systems, laws, and policies to continue operating within the status quo. The frame requires that work centers a racial analysis.

• Requires an understanding that the impact of racial oppression is not fully realized without interrogating the intersections of all forms of oppression – oppression based on SOGIE, class, immigration status, and ability. The frame requires exploration and analysis of how other forms of oppression are intertwined with and complicated by racial oppression.

• Calls out White supremacy and White privilege, understanding the historical role of the enslavement of Black people and colonization and genocide of Native and Indigenous people. The frame recognizes that historical violence has created a modern reservoir of power for White people and institutions to utilize. The frame also uses historical understandings to examine racial and ethnic groups’ relationship to power given their proximity to Whiteness and White privilege.

• Centralizes an appreciation of the human experience, recognizing the importance of individuals’ and communities’ social, cultural, political, ecological, and spiritual identities.
CSSP’s Anti-Racist Intersectional Frame

• Takes a critical approach to the development of racial identity, specifically of Blackness and Whiteness. The frame recognizes that anti-Black racist ideas depict individual Black person’s actions as representative of the race, while Whiteness is neutral and allowed the diversity of experience.

• Questions the motivations of traditional institutions, acknowledging institutions’ role in distributing and maintaining oppression based on identity. The frame asks anti-racist work to be critical of social and political institutions and systems.

• Does not divorce issues affecting historically marginalized communities from the social, political, and material conditions in which they exist. The frame rejects pathological explanations of behaviors and outcomes because such explanations mask the role institutional structures play in affecting outcomes.
Hope Child Development Center and CERCLE
The Battle Over the Christopher Columbus Statue in Wooster Square in New Haven, CT

Poor immigrants from Italy were recruited to work in New Haven factories. With no prospect of jobs, they were wooed with the promise that the streets were paved with gold. The lower income of the Italian immigrants and growing industry contributed to flight of the social elite.

By the 1930s, the Wooster Square community had lost its luster and was slated for demolition and redevelopment. Urban renewal activities in the late 50s restored the neighborhood. Subsequent investments transformed the neighborhood into its current vibrancy.

The Christopher Columbus statue was installed in the Wooster Square Park to honor Italian Americans’ contribution to the neighborhood. Wooster boasts their culture and cuisine – most notably Pepe’s Pizza.

Hope For New Haven is located in the historic Wooster Square Neighborhood.

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By the 1930s, the Wooster Square community had lost its luster and was slated for demolition and redevelopment. Urban renewal activities in the late 50s restored the neighborhood. Subsequent investments transformed the neighborhood into its current vibrancy.
The battle over the Columbus statue is an age-old story in American history, i.e., the uncomfortable and messy journey of the old and new occupants towards peaceful coexistence.

Pro and anti statue protestors clash and emotions ran high at the planned removal of the statue.
Quinnipiac Indians’ Legacy Throughout New Haven Remains Ever Present, Yet Invisible

Though they grew up most of their lives in New Haven, the majority of Hope’s staff did not know about the Quinnipiac Indians, who were the earliest settlers of New Haven.
Culturally Competent ECE Professionals Matter.

CT Core Knowledge and Competencies requires ECE professionals to:

- Understands the importance of acknowledging the diverse structures, languages, and cultures of each child’s family and community, and that they impact development.
- Designs or informs the creation of environments that are culturally, ethnically, racially, and linguistically diverse.

NAEYC Early Learning Program Accreditation Standards asserts that:

- 2J.1 Children have chances to appreciate culturally diverse visual arts in their learning environment.
- 2J.2 Children have chances to appreciate culturally diverse dramatic arts in their learning environment.
Fish Level Work:
Building Cultural Competency in the Classroom

What we do at Hope Child Development Center
We teach children to see themselves as a part of a larger family through our spiritual goals and thematic units. We create books for each classroom library that reflects the culture of children and families in their community. We teach children to love and care for each other because it is what God wants us to do. Children learn to show “Jesus love” and we teach them everyday what that looks like in their work and play.
We removed Eurocentric visual depiction of Jesus Christ. We try to stay away from any visual depiction all together and seek out bibles that provide a more geographically and culturally accurate depiction of the people mentioned in the bible.
Indirect Instruction: Connect Children to the World Around Them

Using classroom environment to connect children to the broader world and the communities around them.
Direct Instruction – Black History is World History

- We connect children and families to the rich history of people of color. We extend our instruction beyond the narrow lenses that view people of color’s history beginning in slavery and ending in the civil rights movement.

- Black history is world history and we teach it as such. It is happening every day, everywhere, and not just during the month of February.
Lake Level Work: CERCLE
(shared services through formalized networks)
In response to Dr. Walter Gilliam’s research on preschool suspension and implicit bias, Hope For New Haven co-founded CERCLE, a shared services network that supports child care providers of color in the Greater New Haven area. CERCLE’s operations and its programs are funded through a combination of public funding, private donations and grants, and in-kind donations.

One such program is the Teacher In Residence “TIR” Apprenticeship, which is designed to address the shortage of qualified ECE teachers ready for employment by creating a pathway for individuals of color interested in becoming early care educators.

CERCLE Shared Teacher Staffing Program for Family Child Care Providers aims to improve the quality and viability of at home providers by providing them with relief staff personnel and access to resources to improve their learning environments and business administration.
Supporting Providers of Color Pre- & Post-COVID

CERCLE providers:
- Participate in shared professional development and college level courses.
- Successfully secured PPP loans with help from CERCLE consultation.
- Had access to hard to find supplies and PPEs during pandemic.
- Are now a part of a statewide network of support.
Elevating the Voices of Providers to Municipal, State, and Federal Officials

CERCLE has hosted small conversations with network providers with every commissioner for the Office of Early Childhood since the inception of the agency.

CERCLE hosted a forum to discuss the future of early care and education with then Mayor Toni Harp and current Mayor Justin Elicker.

CERCLE has hosted state and federal lawmakers along with providers and families of color to talk about the impact of legislation on their communities.
Advancing the right to equitable learning opportunities requires recognizing and dismantling the systems of bias that accord privilege to some and are unjust to others. Advancing the full inclusion of all individuals across all social identities will take sustained efforts far beyond those of early childhood educators alone. Early childhood educators, however, have a unique opportunity and obligation to advance equity.

Advancing Equity in Early Childhood Education: A Position Statement of the National Association for the Education of Young Children
Contact

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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.