



# Being Black Is Not A Risk Factor: Georgia

February 2, 2018



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# Being Black Is Not A Risk Factor: Georgia Webinar

- I. NBCDI Overview
- II. Being Black Is Not A Risk Factor Publication Series
- III. Presentations from Being Black Is Not A Risk Factor: Georgia
- IV. Question and Answer



@NBCDI | @NBCDICemere



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# National Black Child Development Institute (NBCDI) Overview



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# Our Mission



For 47 years, the National Black Child Development Institute (NBCDI) has been committed to our mission “to improve and advance the quality of life for Black children and families through education and advocacy.”



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# Our Focus Areas

Our efforts focus on:

- ◆ Early Childhood Education
  - ❖ NBCDI supports increased access to effective education by providing professional development scholarships for early childhood educators.
- ◆ Health and Wellness
- ◆ Family Engagement
- ◆ Literacy
- ◆ Child Welfare
- ◆ Policy and Advocacy



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# Our Affiliates

Albany, NY  
Atlanta, GA  
Chicago, IL

Charlotte, NC  
Cleveland, OH  
Dallas, TX  
Denver, CO

Des Moines, IA  
Detroit, MI  
Greater Tampa Bay, FL  
Greensboro, NC

Fort Lauderdale, FL  
Hampton Roads, VA  
Houston, TX  
Jackson, MS

Los Angeles, CA  
Metropolitan, DC  
Miami, FL  
Mid Hudson, NY  
Milwaukee, WI  
Nashville, TN  
New York, NY  
Paramus, NJ  
Pasadena, CA  
Philadelphia, PA  
Sacramento, CA  
Seattle, WA



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# Our Programs



## ◆ Health and Wellness

- ❖ *Good for Me!*
  - Includes *Good for Me!* Cookbook
- ❖ *Grow Green Get Fit™*

## ◆ Literacy

- ❖ *Read to Succeed*
- ❖ *Raising A Reader\*\**

## ◆ Family Engagement

- ❖ *Family Empowerment Program*

## ◆ Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood®, Washington DC)

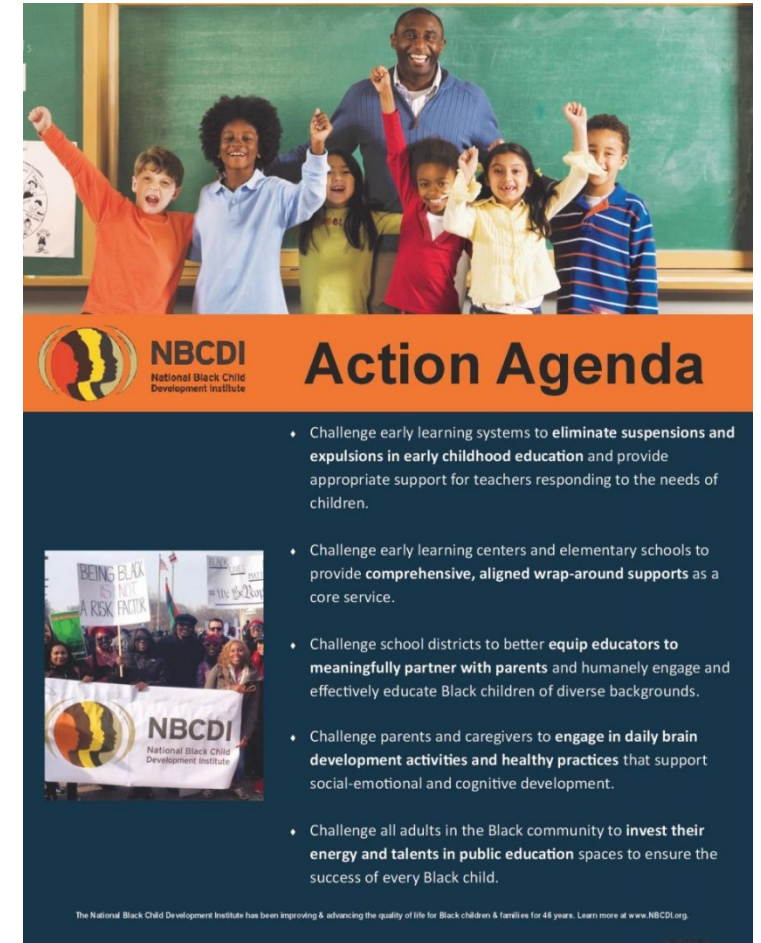
*\*\*This program is implemented in partnership with Raising A Reader.*



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# NBCDI's Action Agenda

- ◆ Challenge early learning systems to **eliminate suspensions and expulsions in early childhood education** and provide appropriate support for teachers responding to the needs of children.
- ◆ Challenge early learning centers and elementary schools to provide **comprehensive, aligned wrap-around supports** as a core service.
- ◆ Challenge school districts to better **equip educators to meaningfully partner with parents** and humanely engage and effectively educate Black children of diverse backgrounds.
- ◆ Challenge parents and caregivers to **engage in daily brain development activities and healthy practices** that support social-emotional and cognitive development.
- ◆ Challenge all adults in the Black community to **invest their energy and talents in public education** spaces to ensure the success of every Black child.



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# “Delivering on the Promise” Campaign

## Addressing Disparities in School Discipline for Black Children

- ◆ Promoting inclusive, culturally-responsive early learning environments
- ◆ Ending suspensions and expulsions in early childhood education

*\*\*To learn more and get involved, please contact Ameshia Cross, [across@nbcdi.org](mailto:across@nbcdi.org).*



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# Responsible Transformation of the Early Childhood Education Workforce

## Increasing access to high-quality early childhood education for all children

- ◆ Examine the impact of education requirements on Black educators and early childhood education programs
- ◆ Implement education requirements while strengthening and not displacing the current workforce

*\*\*To learn more and get involved, please contact Ameshia Cross, [across@nbcidi.org](mailto:across@nbcidi.org).*



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# Our Events

- ◆ **National Black Child Development Week (NBCDW)**
  - ❖ May 14 - 19, 2018
- ◆ **National Black Child Development Institute's Annual Conference**
  - ❖ October 13-16, 2018
  - ❖ Dallas, TX



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# "State of the Black Child"



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# NBCDI “State of the Black Child” Initiative Overview

NBCDI's “State of the Black Child” initiative is focused on creating resources that draw upon the considerable **strengths, assets, and resilience** demonstrated by our children, families, and communities.



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# “Being Black Is Not A Risk Factor” Publication Series Timeline

- ◆ **State of the Black Child Publication (1970)**
- ◆ **State of the Black Child 25<sup>th</sup> Anniversary Report (1995)**
- ◆ **Being Black Is Not A Risk Factor**
  - ◆ **National Publication:** “Being Black Is Not A Risk Factor: A Strengths-Based Look at the State of the Black Child” (2013)
  - ◆ **State Publications**
    - ❖ “Being Black Is Not A Risk Factor: Statistics and Strengths-Based Solutions in the State of...”
      - **Wisconsin** (2014)
      - **Michigan** (2014)
      - **Illinois** (2015)
      - **Pennsylvania** (2015)
      - **Florida** (2016)
      - **Georgia** (2017)



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# “Being Black Is Not a Risk Factor”

## Publication Goals



**Support policymakers, advocates, principals, teachers, parents, and community leaders by:**

- ◆ Highlighting successful programs and policies,
- ◆ Identifying cutting-edge research about Black children’s strengths, and
- ◆ Developing recommendations for a future research and policy agenda.



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# Did You Know?



- ◆ 86% of Black children in Georgia spend time reading for pleasure each week.
- ◆ 93% of Black children nationwide spend time reading for pleasure each week.



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# “Being Black Is Not a Risk Factor: Georgia”




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# "Being Black Is Not A Risk Factor: Georgia" Publication Content and Structure

BEING BLACK IS NOT A RISK FACTOR: Statistics and Strength-Based Solutions in the State of Florida

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<b>34 Point of Proof: The Children's Forum: Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Scholarship Program</b> Tallahassee, Florida		
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- ◆ **Section 1: Health and Well-being**
- ◆ **Section 2: Education**
- ◆ **Section 3: Family and Community Engagement**



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# Foreword



Being Black Is Not A Risk Factor: Georgia features a foreword from **Congressman John Lewis.**



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# Overcoming Stereotypes and Biases: Making Classrooms and Therapeutic Spaces Safer for Young Black Children



*Dr. Dina Walker-DeVose, Georgia Southern University*  
*Dr. Delton DeVose, Veterans Administration*



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# Stereotypes & Biases

- ◆ **Stereotypes** – oversimplified generalizations about a category of people that are often used to predict and explain behavior
- ◆ When negative,
  - ◆ Reinforce the imbalance of power between White and non-White groups
  - ◆ Support the maintenance of an “us” vs. “them” mentality within society
  - ◆ Create the belief that the stereotype is a natural, inherent, or biological factor
- ◆ **Biases** – attitudes that affect our understanding, actions, and decisions in both a conscious and unconscious manner – **implicit bias**
- ◆ Often relate to the historical perceptions derived from slavery and Jim Crow era and passed down through generations
  - ◆ Boys/men – aggressive, menacing, engaged in criminal behavior
  - ◆ Women/girls – angry, emasculating, sexually inhibited/uninhibited



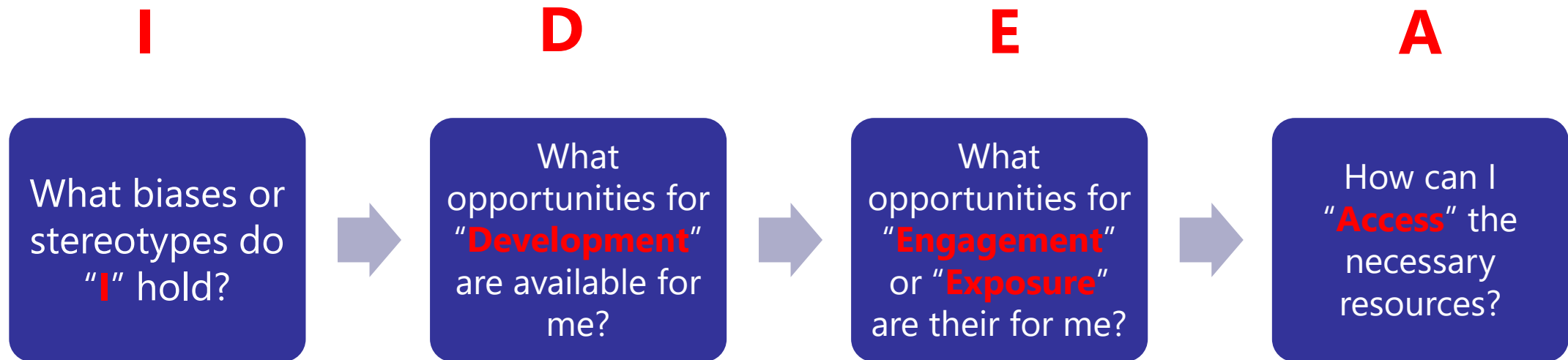


***Preschool discipline  
issues are about adult  
decisions and not child  
behavior.  
-Dr. Walter Gilliam***



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# Overcoming Stereotypes & Bias – The Big I.D.E.A.





# PREMIER ACADEMY, INC.: CHILDHOOD ACUTE MENTAL HEALTH PRACTICES PROGRAM (CAMP)

**Cindra Taylor, Executive Director**



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# Cindra Taylor, Premier Academy



## **CAMP:** Childhood Acute Mental Health Practices

- ◆ Teacher Training on Developmentally-Appropriate Practice
- ◆ Strengthening Parents Mental Health Literacy
- ◆ Play Therapy: Reaching Children with Fun Activities
- ◆ Puppetry for All Children



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**“Providing professional development for educators helps us identify when we need to improve classroom management and when children and families truly need additional services.”**

**—Cindra Taylor**



# Implications for Early Childhood Education Systems

- ◆ **Continuity of Services:** Children and families need coordinated and aligned wraparound supports.
- ◆ **Expand Home Visitation Programs**



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# ADVANCING THE EDUCATIONAL OPPORTUNITIES OF AFRICAN AMERICAN EARLY CARE PROVIDERS

**Raynice Jean-Sigur, PH.D.**, Associate Professor of Early Childhood  
Education, Kennesaw State University



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**Early care providers are the backbone of the education workforce laying the foundation for lifelong learning. When we recognize, value, and support the vital work they do with our youngest learners, we invest in the betterment of our children, our families, and our communities.**



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# Understanding Culture, Climate and Providing Support

- ◆ Develop a culture on campus that values, supports, and welcomes African American early care providers.
- ◆ Universities offer professional development and summer institutes led by faculty and staff.
- ◆ Higher education programs in early learning should proactively seek feedback from nontraditional students.



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# Understanding Culture, Climate and Providing Support



- ◆ Colleges, universities, and state agencies must develop programs and pathways that encourage and promote advancement in higher education while addressing the unique needs of African American early care providers.
- ◆ Faculty members can serve as mentors to help students understand the culture of the institution and navigate academic processes and systems, including advisement and field placement.



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# SHELTERING ARMS: TWO GENERATIONS AT EDUCARE ATLANTA

**Blythe Keeler Robinson, President and CEO**



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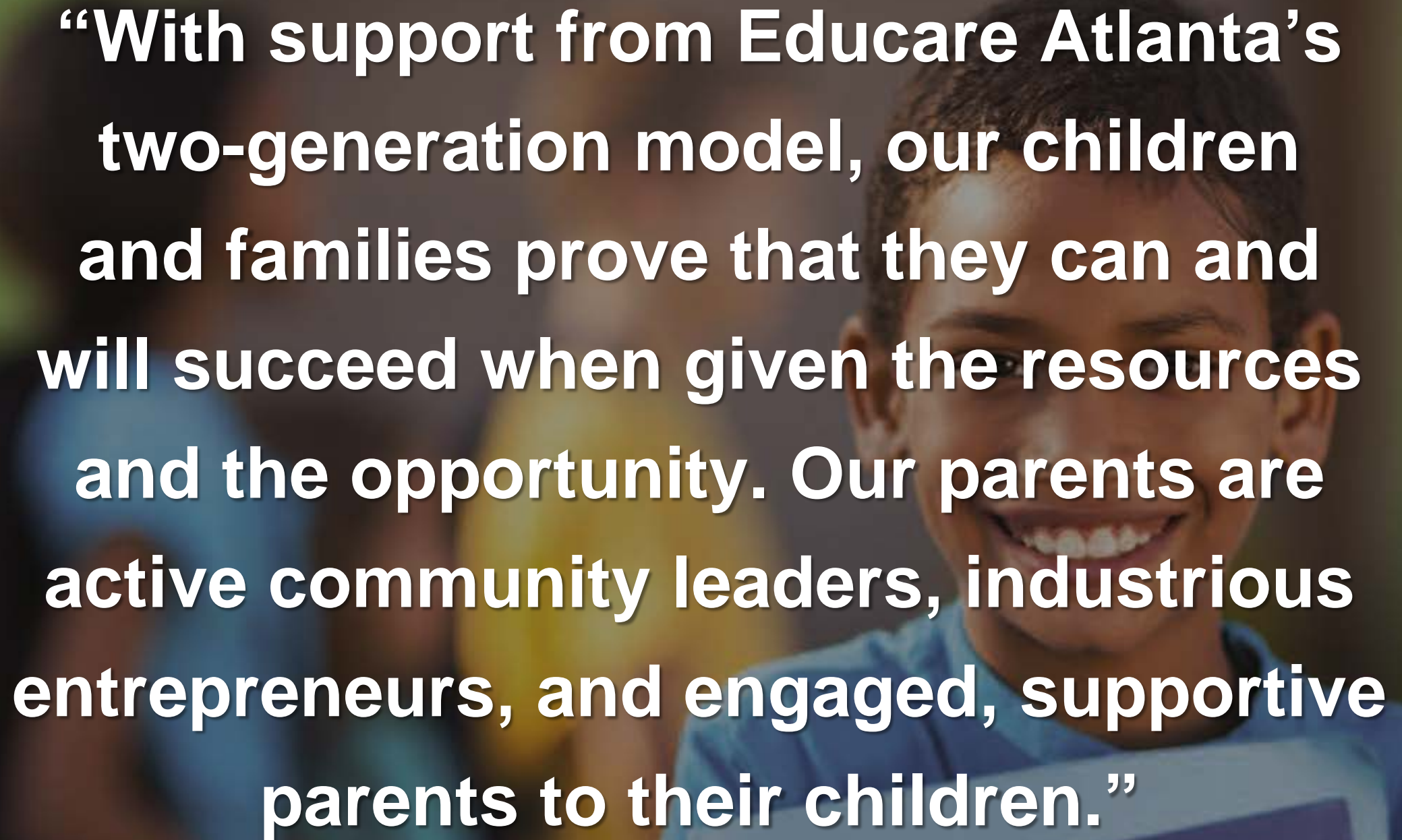
# Blythe Keeler Robinson, Sheltering Arms

## **We believe that children learn best when:**

- ◆ They are supported by sensitive, responsive, trusted adults who create nurturing environments and encourage exploration and independence.
- ◆ Teachers are intentional in offering choices and responding to their changing interests and abilities.
- ◆ Their home language and cultural backgrounds are respected and parents are engaged in their child's early learning experience.
- ◆ Their day includes a balance of teacher-facilitated and child-initiated activities.
- ◆ They are engaged in activities that build on prior knowledge, designed to build self-confidence and capability as self-directed learners.



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A young boy with dark skin and short hair is smiling broadly, showing his teeth. He is wearing a blue shirt and holding a book with a blue cover. The background is blurred, showing other children in a classroom or school setting.

**“With support from Educare Atlanta’s two-generation model, our children and families prove that they can and will succeed when given the resources and the opportunity. Our parents are active community leaders, industrious entrepreneurs, and engaged, supportive parents to their children.”**

# Implications for Two-Generation Programs

## “It Takes A Village”

- ◆ Children and families need comprehensive aligned wraparound supports.
- ◆ Community partnership are essential. One organization cannot meet all families' needs.
- ◆ Children need continuity of services as they enter kindergarten.



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# Questions?



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# Get Involved!



- ◆ **Delivering on the Promise: Addressing Disparities in School Discipline for Black Children**
- ◆ **Responsible Transformation of the Early Childhood Education Workforce**

*\*\*To learn more and get involved, please contact Ameshia Cross, [across@nbcdi.org](mailto:across@nbcdi.org).*



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# Thank You



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