

Race Equity & Early Education

Fannie Glover

Director of Equity & Inclusion

Wednesday, July 8, 2020



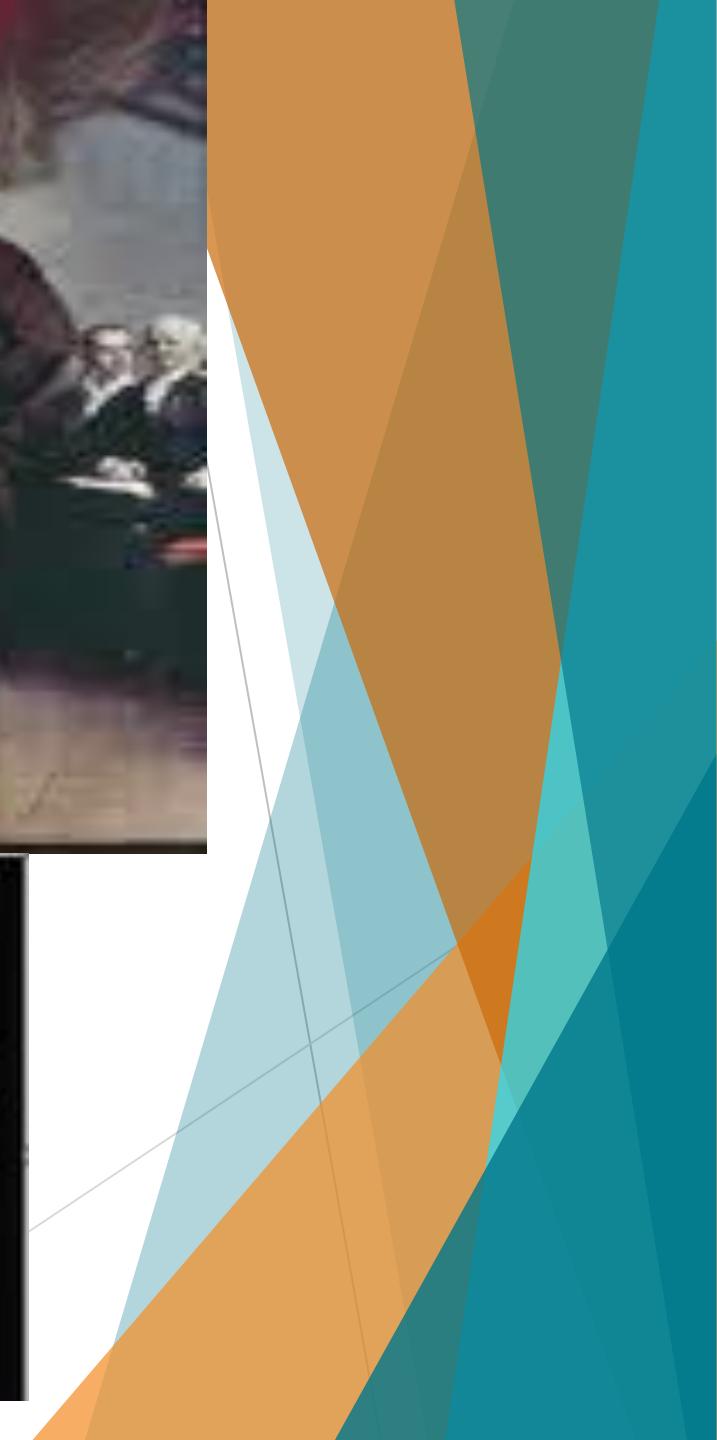
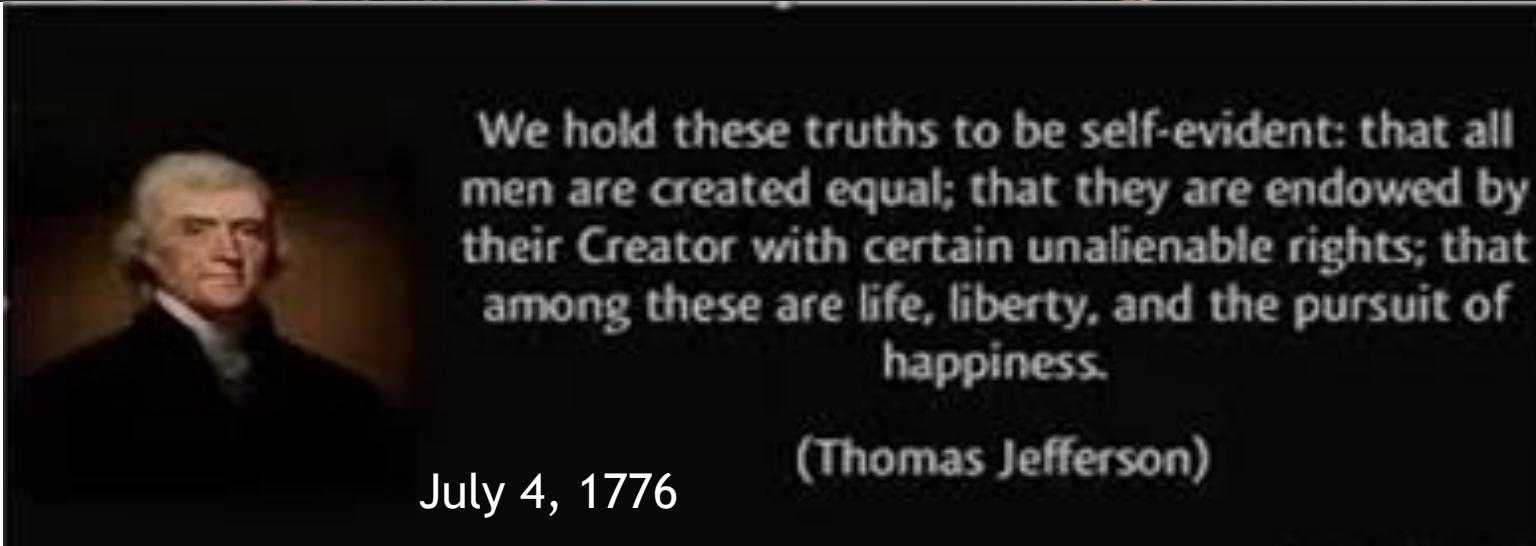
**Early Care &
Learning Council**

United to Promote Quality

“...to go beyond race, we have to go through race.”



Eduardo Bonilla-Silva





Thomas Jefferson

~~“All men are created equal.”~~

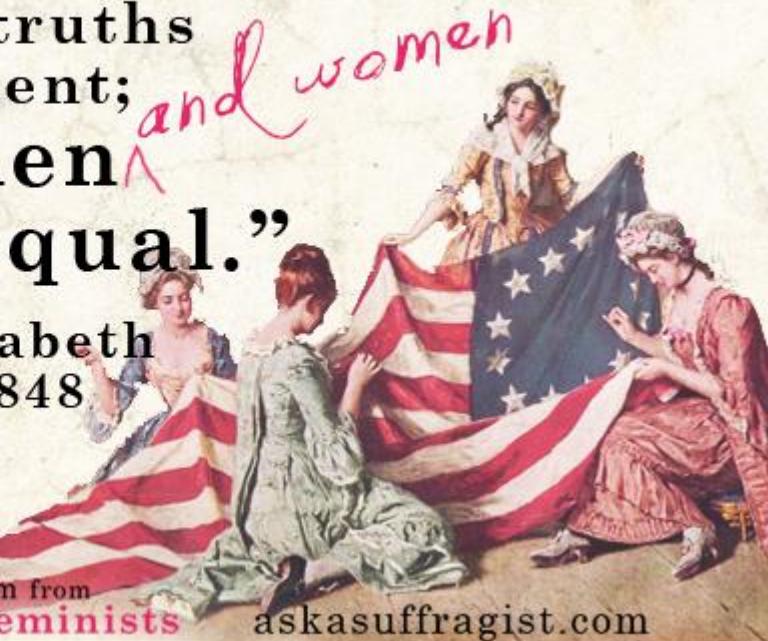
---- Declaration of Independence

“We hold these truths
to be self-evident;
that all men
are created equal.”

-as revised by Elizabeth
Cady Stanton, 1848

Ask a Suffragist
Stories and Wisdom from
America's First Feminists

askasuffragist.com





August 18, 1920





Poll taxes and grandfather clauses were devices used to deny Blacks voting rights

By the end of the Reconstruction era, most African-Americans in the United States were left out of voting with poll taxes and literacy tests

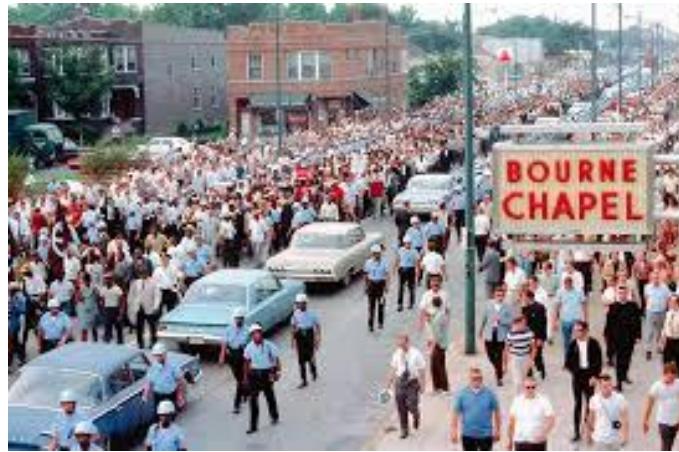
Literacy Tests, Race and Immigration in US History
A **literacy test** measures a person's proficiency in reading and writing. Beginning in the 19th century, **literacy tests** were used in the voter registration process in southern states of the U.S. with the **intent** to disenfranchise black voters





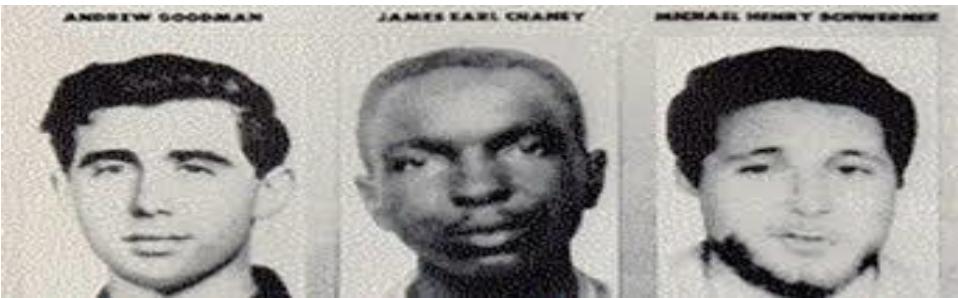
Civil Rights Act of 1964 - granted Blacks the rights to vote

Race Riots leading to Voting Rights Being Enforced





Girls' deaths served as a major catalyst for the Civil Rights Movement, and invigorated a momentum ensuring the signing into passage of the Civil Rights Act of 1964



Three Freedom Fighters Murdered



Lyndon Johnson signing Civil Rights Act, July 2, 1964

Early Education Policies

*For years, early childhood educators have recommended universal access as a key equitable practice, arguing that “**all children** deserve access to early learning opportunities that will increase their chances for success in school and life.”*

The current fragmented landscape **excludes** 54 percent of four-year-olds and 84 percent of three-year-olds from state pre-K programs and Head Start. Roughly **79 percent of eligible Black children, 92 percent of eligible Latinx children, and 95 percent of eligible Asian children under 13 years old lack access to child care subsidies**. For dual language learners (DLLs), a **minority of states** require general education teachers to receive DLL specific training, **wide gaps in data** around DLLs’ access to high-quality early learning exist, and access to bilingual education is uneven. The current approach to early education also **segregates** children by family income and race, enrolls only one percent of Latinx and four percent of Black three- and four-year-old children in **high-quality** state pre-K settings, and disproportionately disenfranchises students of color, especially Black boys, through **punitive discipline practices**.



Who is telling All our stories?



Where are teachers of color in the classroom?



Gender Biases



There are many potential sources of **bias in research**. **Bias in research** can cause distorted results and **wrong** conclusions.



[Bias in research - NCBI](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3900086/)
[www.ncbi.nlm.nih.gov › pmc › articles › PMC3900086](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3900086/)

Child care and early education policies are shaped by a history of *systemic* and *structural* racism

<https://www.clasp.org/publications/report/brief/equity-starts-early-addressing-racial-inequities-child-care-and-earl>

Systemic Inequities Facing the Early Childhood Workforce

- A Devalued Workforce Because of the historic social and political impact of systemic racism, and an historic undervaluing of caregiving and domestic work, a large portion of the child care and early education workforce has traditionally been comprised of women of color
- 40% of today's early childhood workforce is made up of people of color, who tend to be concentrated in low-level positions
- Early educators of color report that the cost of higher education is an obstacle to advancement in early childhood careers.
- Teachers of color, particularly African American women, also experience wage inequity compared to their white counterparts, receiving 84 cents on the dollar
- According to one study, increasing educational requirements and salaries for early childhood teachers leads to a higher percentage of white workers

In 2015:

50% of young children were non-Hispanic white

14 % non-Hispanic African American or Black

26% Hispanic

Children born in recent years have been “majority minority,” as racial and ethnic minorities now make up half of all children birth through five.

NYS demographics in 2010 was 29% People of Color and 71% whites; today it is 50/50.

Although Black preschoolers make up 19% of the overall preschool enrollment, they account for 47% of the suspension rates (U.S. Department of Education Office of Civil Rights, 2016)

The teachers' belief that Black males would harm other children, were less innocent, more mature, and most likely to be perpetrators of misbehavior, contributed to the action of using exclusionary discipline (Gilliam, et al., 2016). Implicit bias was also noted in how teachers viewed the child's family history.

The trajectory of being excluded from the classroom at early ages to poor educational and negative adult outcomes is better known as the "preschool to prison pipeline." The notion of the "pipeline" is related to the high numbers of incarcerated Black men who did not complete high school (Kearney, Harris, Jácome, & Parker, 2014).

There are those educators who point to significant challenges within the classroom environment. Like Adverse Childhood Experiences (ACEs) which study shows there is an association between exposure to trauma and various life-long challenges including mental, physical, and psychological health (Center for Disease Control & Kaiser Permanente, 1998).

Framing the discussion solely on trauma **removes the onus of preschool educational settings** from developing equitable discipline polices and practices. The view that all behavioral problems are as a result of ACEs maintains the perspective that the **responsibility lies solely with the child and family**.

Children Benefit from a Diverse Workforce

- Every parent, child, and caregiver experiences their role through the lens of their identity, it is important for the early childhood workforce to reflect the diversity of children and families.
- Children benefit from teachers who share their ethnicity, which can lead to stronger relationships among children, better attachment between caregivers and children, and more attentive teacher-child relationships.
- All children, regardless of race, benefit from diverse educators. Children start becoming aware of social categories of race and class in early years.
- In order for children to form positive perceptions and reduce racial bias, they need early opportunities to interact with people from different backgrounds and to see their adult caregivers respected and valued.
- Children need to see people of color in leadership and management positions within early childhood settings, reversing the concentration of people of color in low-level positions.





Board of Directors

Executive Directors



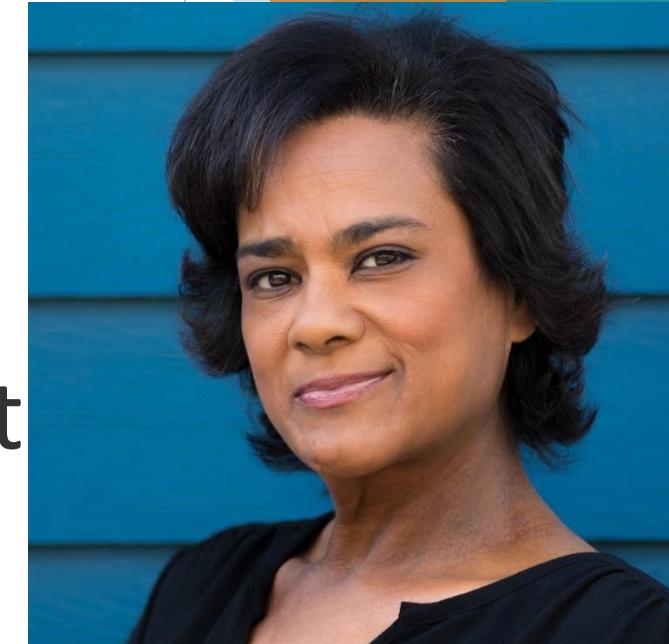
Teacher Aides



Teachers

~Establish an understanding of race equity and inclusion principles~

“We lead with race equity because we won’t succeed for all kids unless we succeed for those kids who are farthest away from opportunity.”



Paola Maranan, Executive Director of Children's Alliance/Washington State

Engage affected populations/ stakeholders- Is Key

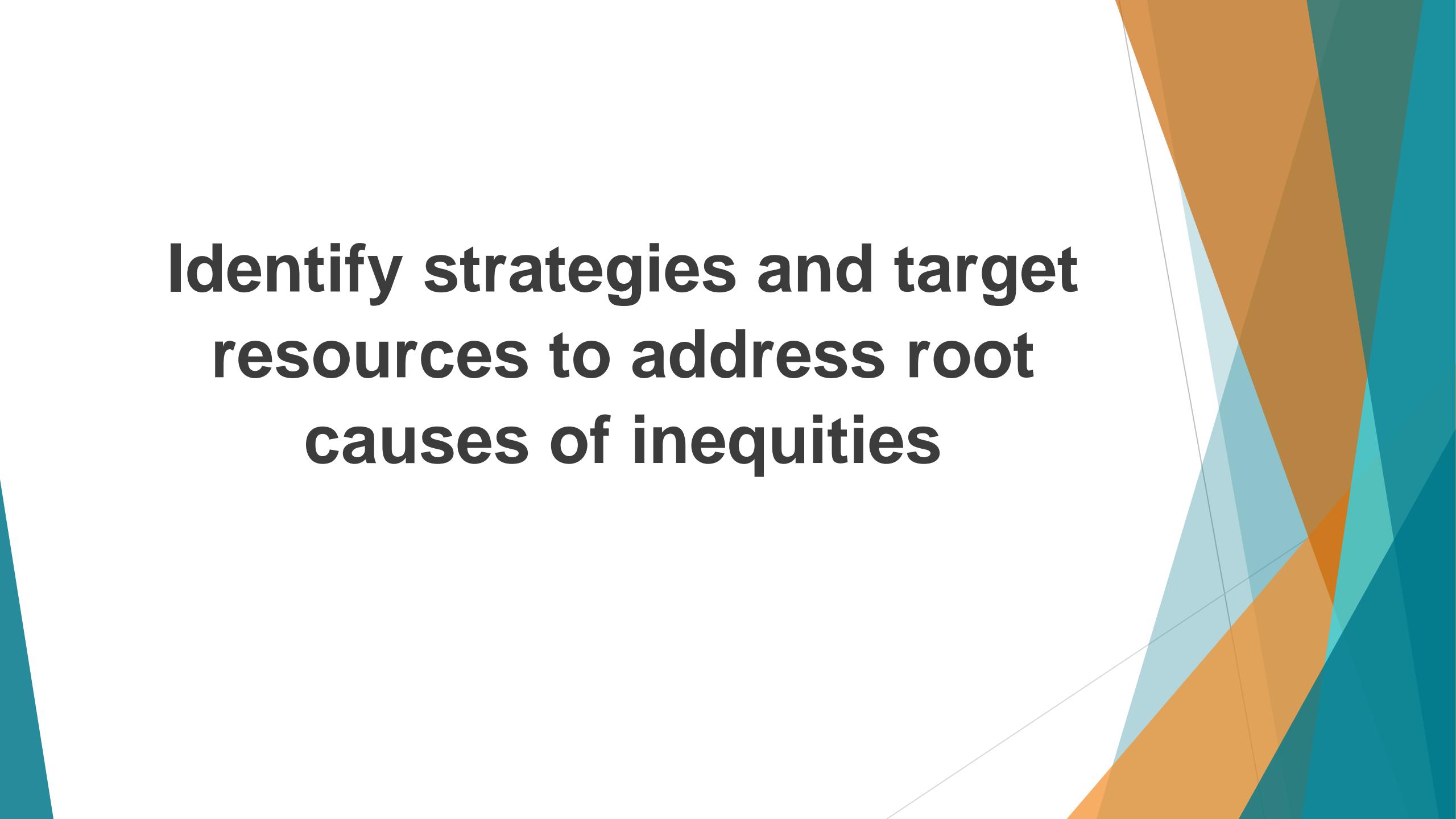
Too often, people of color are excluded from decision-making channels, civic participation and power.



Gather and analyze disaggregated data/ Conduct a systems analysis to uncover the causes of inequities

A systems analysis that considers history, culture and institutional background to uncover causes of inequities

<https://www.aecf.org/resources/race-for-results>



**Identify strategies and target
resources to address root
causes of inequities**

Conduct a race equity impact assessment for all policies and decisions

A race equity impact assessment examines how a proposed action or decision will likely affect different racial and ethnic groups. It's an invaluable tool for understanding the actual or anticipated impact of proposed policies, institutional practices, programs, plans and budgetary decisions

Continuously evaluate effectiveness and adapt strategies

Organizations should evaluate equity progress at every turn

<https://www.equitableeval.org/> (Evaluation tool)

“We have to keep talking
about our differences
until our differences
doesn’t make a
difference”



Dr. Johnnetta Cole

“Not everything that is faced can be changed,
but nothing can be changed until it is faced.”

James Baldwin



Thank you!