



“BEYOND DIVERSITY: EQUITY AND EXCELLENCE IN ECE”

Eva Marie Shivers, J.D., Ph.D.

Institute for Child Development Research &
Social Change

Indigo Cultural Center, Inc.



Our outline for today....



Presentation Outline

1. Self-examination: Personal histories, lenses, assumptions, triggers
2. Framing this issue in a systems context
3. Definitions and theoretical frameworks
4. Early childhood leverage points
5. Practicing: Looking through a racial equity lens
6. Reflections and moving the work forward



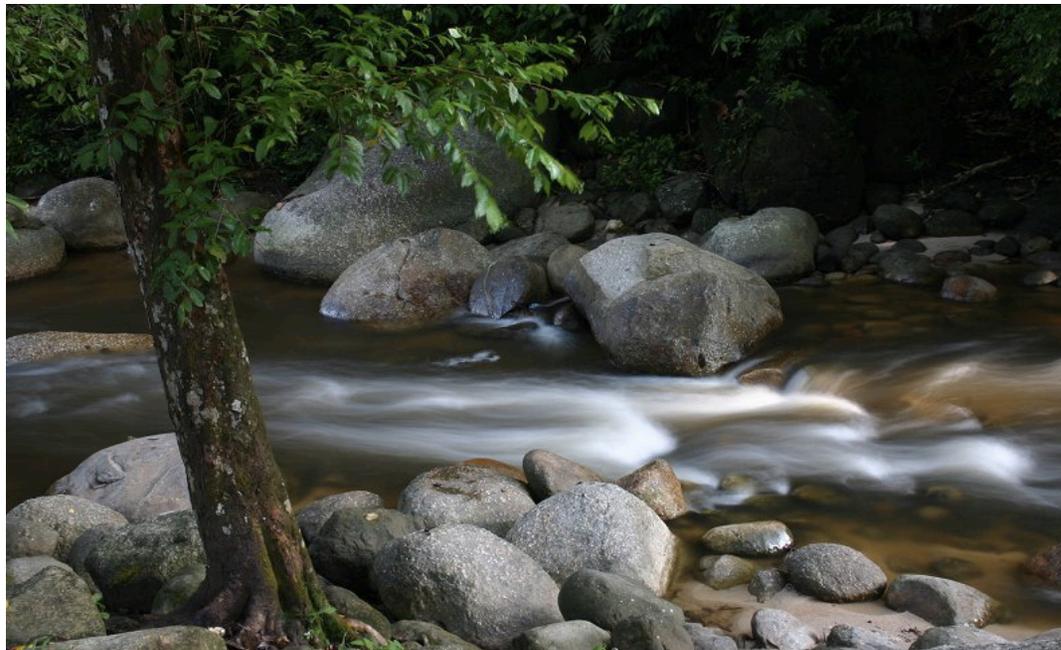
Situating ourselves in the
conversation...

Situating ourselves:

We stand on the Rocks of (history)...

We sing the Songs of (identity)...

We grow the Trees of (culture)...



My working assumptions. . .

1. Culture, race and ethnicity are distinct, but intertwined.
2. Race is a socially-derived construct that plays itself out in our institutions, communities and relationships.
3. Life in the United States is not fair for everyone. Education is not neutral.
4. Race is inextricably linked with gender, social class, culture and ethnicity. Almost impossible to truly examine race in isolation to these other constructs.
5. We do not live in a post-racial society.



Vision...

Race and place would no longer be predictive of children's health development and readiness for success in school and life.

~ The BUILD Initiative

Defining Race

- a concept that signifies and symbolizes sociopolitical conflicts and interests
- reference to different types of human bodies
- concept of race appeals to biologically based human characteristics (so-called phenotypes)
- selection of these particular human features for purposes of racial signification is a social and historical process

(Excellent video series: Race: Power of an Illusion by California Newsreel)

Understanding “Racialization”

Racialization refers to the way we are socialized to differentiate groups of people based on their physical characteristics.

- Practices, cultural norms, institutional arrangements
- Reflect, create, and maintain racialized outcomes in America.

(World Trust, Cracking the Codes, 2012)

Impact of racial socialization on child development

Messages about racial groups or the “racialized” individual

- Explicit
- Implicit



Self esteem; self concept; self awareness

Relationships with other children

Relationships with adults



Opportunities, skills and attributes needed to be successful
in Kindergarten and beyond

HISTORY

INTERNAL

Bias
Privilege
Internalized
Racism

EXTERNAL

POWER
AND
ECONOMICS

Interpersonal
Institutional
Structural

CULTURE

IDENTITY

SHIFTING FROM VICTIM ANALYSIS TO STRUCTURAL ANALYSIS

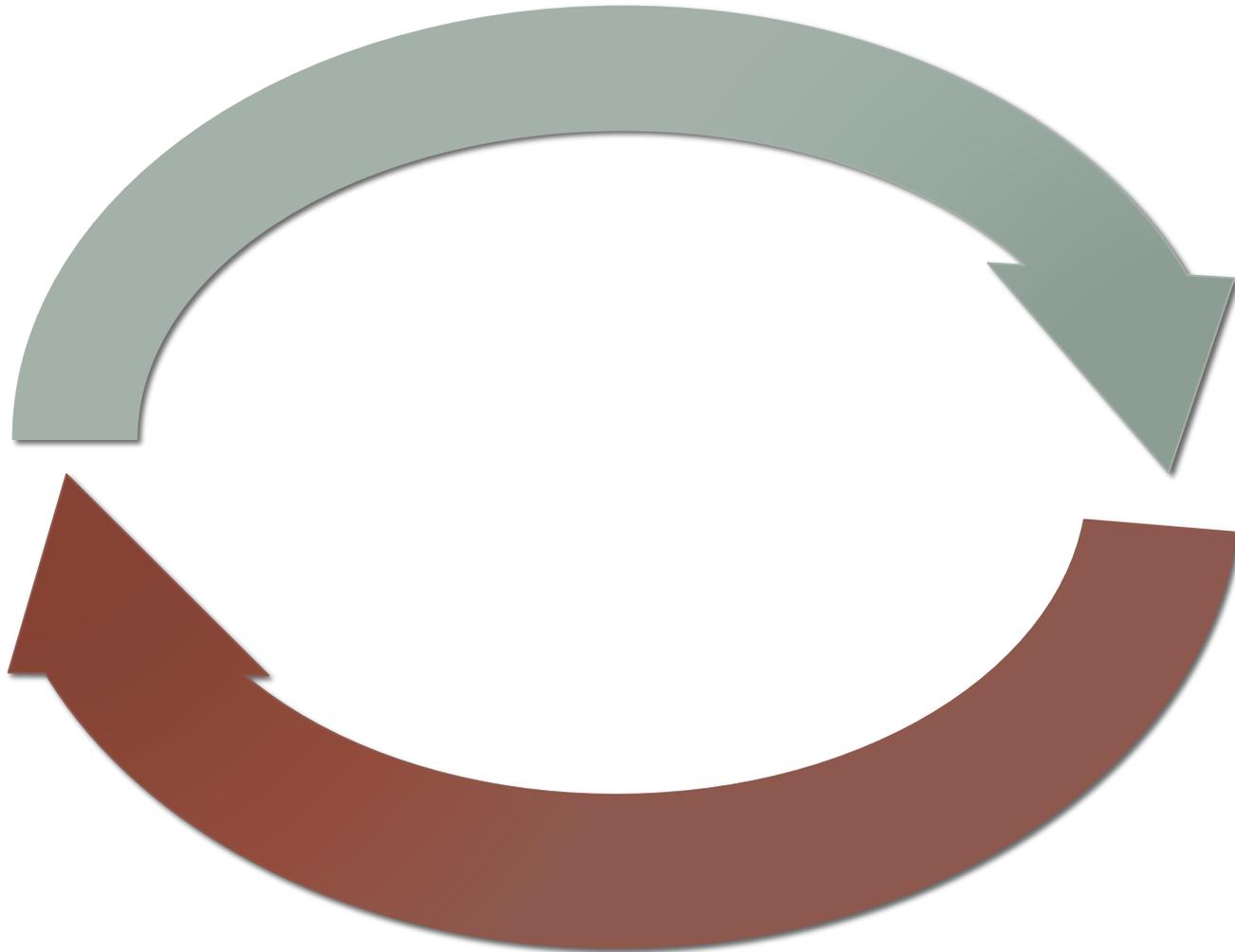


Definitions

- Diversity
- Cultural Competence
- Equity



RACIAL JUSTICE



SYSTEMS THINKING

Structural Racialization

- Joint operations of our society's institutions,
 - Health
 - Education (K-12)
 - Early education system
 - Housing
 - Law enforcement / Justice system
- produce racial disparities across space.
- Historically, marginalized people (in this country mostly people of color)
- have been spatially isolated by economic, political, education and technological power over the course of history.

Disparities by race: Child and youth outcomes

- KIDS COUNT Race for Results Index
- Arizona 1 = lowest; 1,00 = highest
- Single composite score*

African American	Latino	White	Asian and Pacific Islander	American Indian
401	356	677	744	282

Predominant frames: Understanding disparities

1. Personal responsibility and individualism
 2. Meritocracy
 3. Equal opportunity
- Advantage and disadvantage largely influenced by racialized structural arrangements;
 - however, the focus on individualism and equal opportunity fails to recognize that link.

Shifting to a Structural Equity Framework

Structural racism/racialization refers to a system of social structures that produces cumulative, durable, race-based inequalities.

It is also a method of analysis that is used to examine how historical legacies, individuals, structures, and institutions work interactively to distribute material and symbolic advantages and disadvantages along racial lines.

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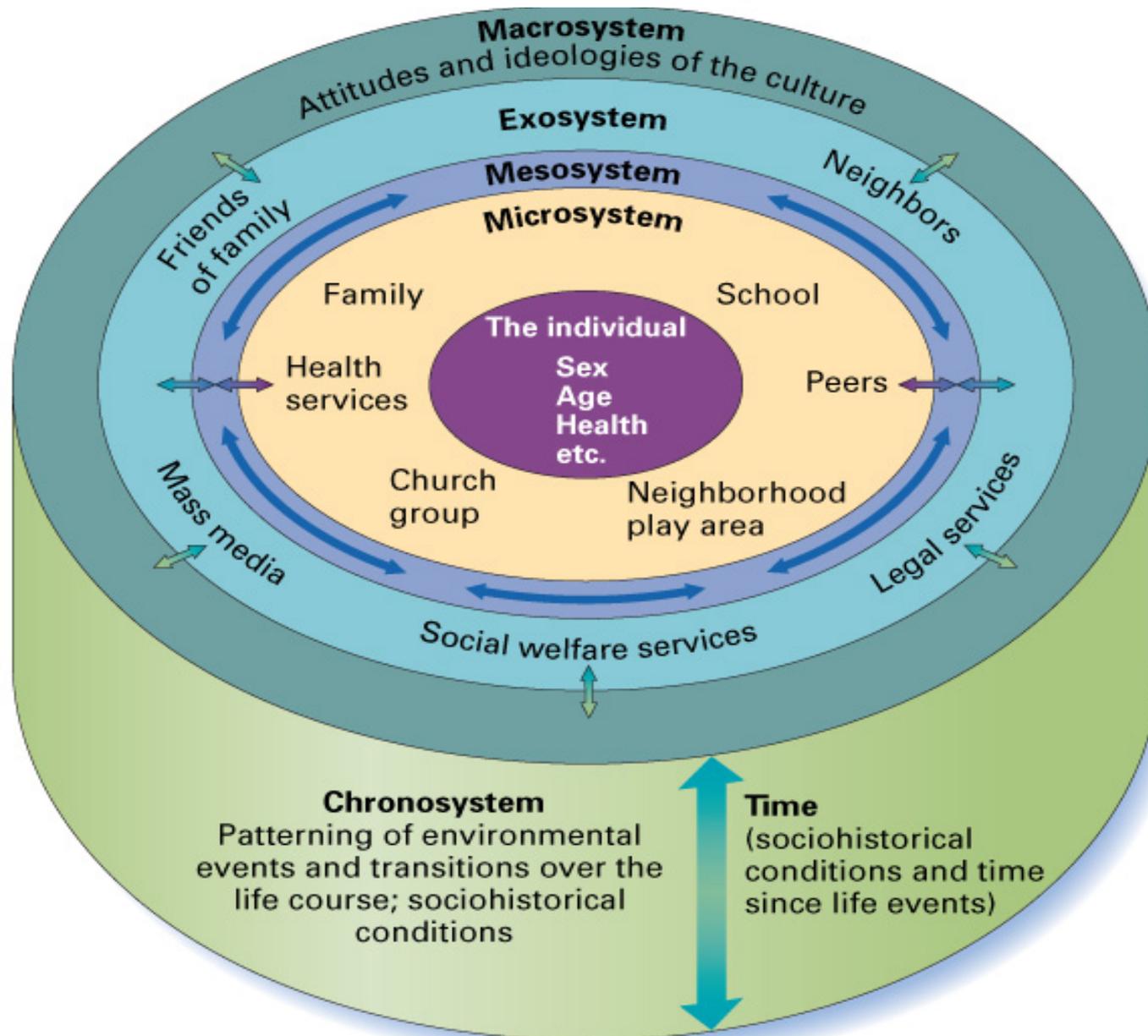
CULTURE

IDENTITY

EARLY CHILDHOOD AND EQUITY

How can we apply an equity lens in our work?

Bronfenbrenner's Ecological Model (1998)



Our field's predominant frameworks for understanding race and class

Resources



Parenting



Child outcomes

1. Investment model
2. Family stress model

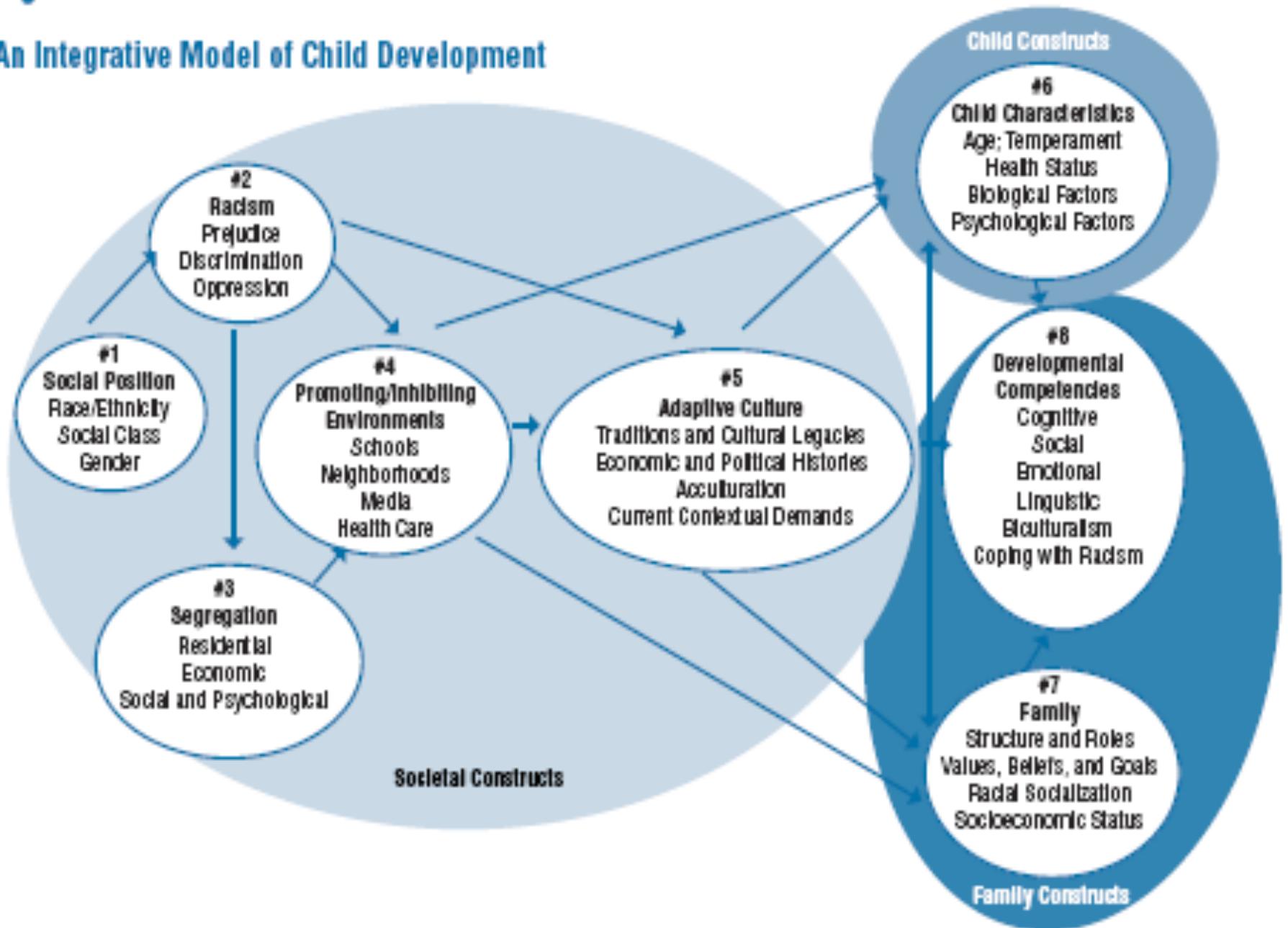
Framework: Dr. Cynthia Garcia-Coll

Integrative model for child development of minority children:

- The development of ethnic minority children cannot be judged by some universal standard, but rather must be judged in the context of children's specific ecological circumstances (1996)
- Shifts in society and community prompts people to adapt

Figure 1

An Integrative Model of Child Development



THE GARDNER VIDEO

RESEARCH ON RACE IN CHILD CARE

Preschool Expulsions

Boys of color 8-6 times more likely to be expelled from preschool (Gilliam, 2004)

- Not just expulsions!
- Disproportionate discipline
- Lower expectations
- “Older” attributions

SMART SUPPORT (ARIZONA)

Indigo Cultural Center (external evaluators)

Smart Support

Early Childhood Mental Health Consultation

Focus children (60% boys)

Reduction of disparities in positive and negative outcomes at a steeper rate for African American and Latino boys

- Closeness with teacher
- Attachment
- Initiative
- Self-Regulation
- Conflict

Negative attributions of Boys of Color

- Abusive
- Aggressive
- Angry
- Bully
- Crazy
- Cruel
- Dangerous
- Destructive
- Dirty
- Disturbed
- Explosive
- Manipulative
- Miserable
- Self destructive
- Troubled
- Unloving
- Violent
- Volatile



Why was Smart Support so effective
for African American and Latino
boys?

NEW RELATIONSHIPS STUDY (LOS ANGELES)

Carollee Howes & Eva Shivers (2004)

New Relationships Study

Finding #1

On the average, children who shared an ethnic/racial heritage with their caregivers were able to form more secure attachment relationships with their teachers.

Finding #2:

Children who did not share an ethnic/racial heritage with their teacher and engaged in more conflictual interactions with their peers were least likely to form secure attachment relationships.

“Goodness-of-fit” and Attachment Theory

This theory argues that when teachers' expectations of children are at odds with children's behaviors, then children might lose the potential support of an attachment figure.



Goodness of fit?

Or Implicit Bias?

Implications:

- Interactional misfits
- Implicit bias may lead to misjudgments
- Implications for poorer academic outcomes?
- Preschool expulsion?
- Child's internalization of poor expectations?

ARIZONA KITH AND KIN PROJECT

Indigo Cultural Center (external evaluation)

Family Friend and Neighbor Child Care

- Predominant form of child care for many children in marginalized communities
- Most infants and toddlers across SES
- Divisive issue in ECE field
- Where is the money being invested?
- Where are our children?

Quality and FFN Child Care

AZ Kith and Kin findings

- Observed increases
- Health and safety
- Communication
- Responsive interactions
- Enriched environment
- Early learning activities

Why is AZ Kith and Kin Project so Successful?

- Tailored to specific cultural communities
- Responsive facilitation
- Skilled and experienced specialists
- More than just basic knowledge training
- Ripple effect of intervention
- History with community partners
- Staff and leadership matched with participants

EARLY CHILDHOOD SYSTEM: LEVERAGE POINTS

National Example: The BUILD Initiative

The BUILD Equity Initiative

- W.K. Kellogg Foundation
 - 2 years of funding
- Internal focus
 - Equity vision statement
 - Equity rubric
 - Conferences and meetings
 - Staff development and learning
 - Organization growth
- External focus
 - Learning Tables (state teams)
 - Customized Technical Assistance to states
 - National Leadership Network



2 States leading the way...

Washington

Oregon

Early Childhood Education System

- Political Climate (funding; priorities; public support)
- Institutions (leadership; priorities; resources)
- Policies Infrastructure (standards; professional development)
- Programs
- Classrooms
- Teachers
- Families
- Children

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Discussion Activity

Practice applying an equity lens to examine ECE issues:

- Quality standards and rating system
- Professional development
 - Higher education
 - In-service training
- Coaching and consultation

Equity Impact Analysis:

1. Who are the racial/ethnic groups in the area?
For this policy/program/practice, what results are desired, and how will each group be affected?
2. Do current disparities exist by race/ethnicity around this issue or closely related ones? How did they get that way? If disparities exist, how will they be affected by this policy/program/practice?
3. For this policy/program/practice, what strategies are being used, and how will they be perceived by each group?
4. Are the voices of all groups affected by the action at the table?

~Annie E. Casey Foundation: Race Matters Toolkit



LEADERSHIP AND RACE

A couple thoughts about leadership

- Individual vs. connectedness and interdependence
- Lead where you are!
- Pay attention to who is making decisions
- Confidence to talk about issue
- Confidence to seek more guidance and support

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Thank You!

Contact us to get involved in our equity
movement:

eshivers@indigoculturalcenter.com