



The Virtual Infant/Toddler & School-Age Child Care Institute

# Quality: An Equity Lens Across the Age Continuum

October 2, 2019



National Center on Afterschool and Summer Enrichment  
Child Care State Capacity Building Center

# Welcome



# Session Facilitators



**Melanie Brizzi,**  
Program Director,  
Child Care State Capacity  
Building Center



**Katari Coleman,**  
Project Director,  
National Center on Afterschool  
and Summer Enrichment



# Agenda

- ◆ Welcome:  
Shannon Christian
- ◆ Plenary:  
Dr. Aisha Ray
- ◆ Discussion
- ◆ Next steps and closing



# Shannon Christian

Director of the Office of  
Child Care,

Administration for Children  
and Families,

U.S. Department of Health  
and Human Services



# Dr. Aisha Ray

Professor Emerita of  
Child Development at  
Erikson Institute,

Distinguished Fellow at  
the BUILD Initiative





# Quality: An Equity Lens Across the Age Continuum

Aisha Ray, Ph.D.

BUILD Initiative

ITSACC Virtual Institute 2019

October 2, 2019, 1:00–2:30 p.m. ET



# Goals

- Understand that high quality, equity, and cultural and linguistic competence are **interdependent elements** of effective state systems, policies, programs, and practices.
- Understand that equity and equity processes may contribute to improving outcomes for children (birth to age 13) and families.
- Understand that cultural competence is an equity strategy that is necessary in all aspects of early childhood systems (including workforce, policies, and programs).
- Consider how to begin or continue to advance equity in your state's work to build high-quality, culturally responsive programs for children from birth to age 13 and their families.

# Suggested Agreements for Today's Webinar

- Come as a learner, not as an expert.
- Look for what challenges your thinking, not for what confirms that you are right.
- Express your truth.
- Expect and accept lack of closure.
- Trust in others' contributions.
- Respect others' ways of knowing.



# Poll Question: Answer One or Both

- What is the most significant equity gap that your state, territory, or tribe faces in serving children from birth to age 3?
- What is the most significant equity gap that your state, territory, or tribe faces in serving school-age children from 5 to 13 years old?

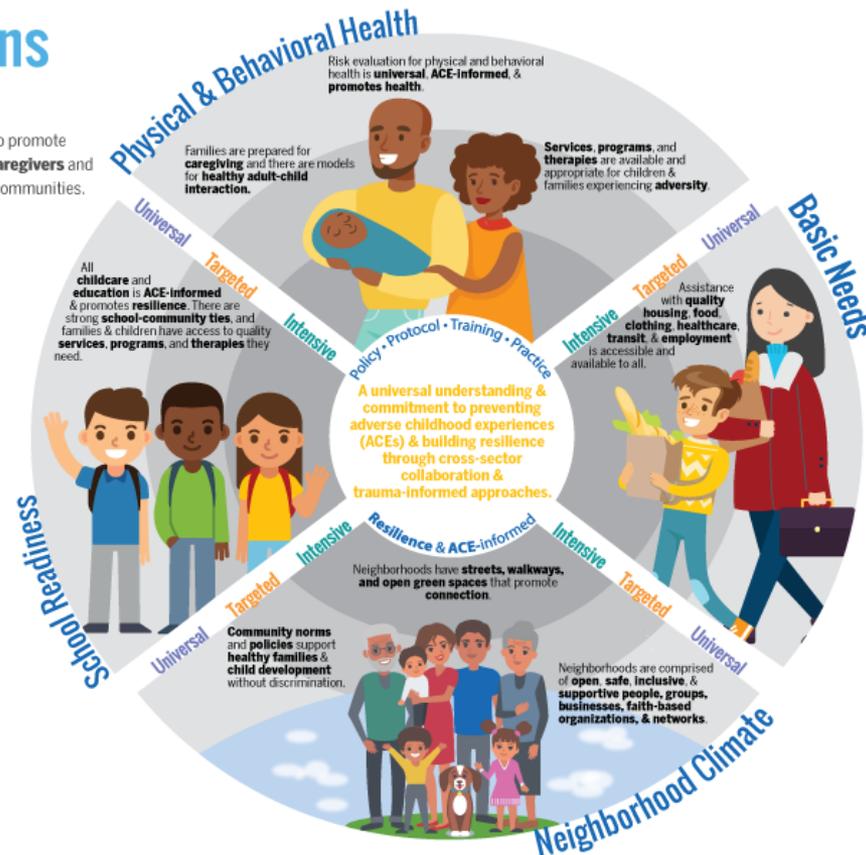
“Treating people who are situated differently as if they were the same can result in much greater inequities.” —john a. powell



# Desired Outcomes for Children and Families

## Foundations To Thrive

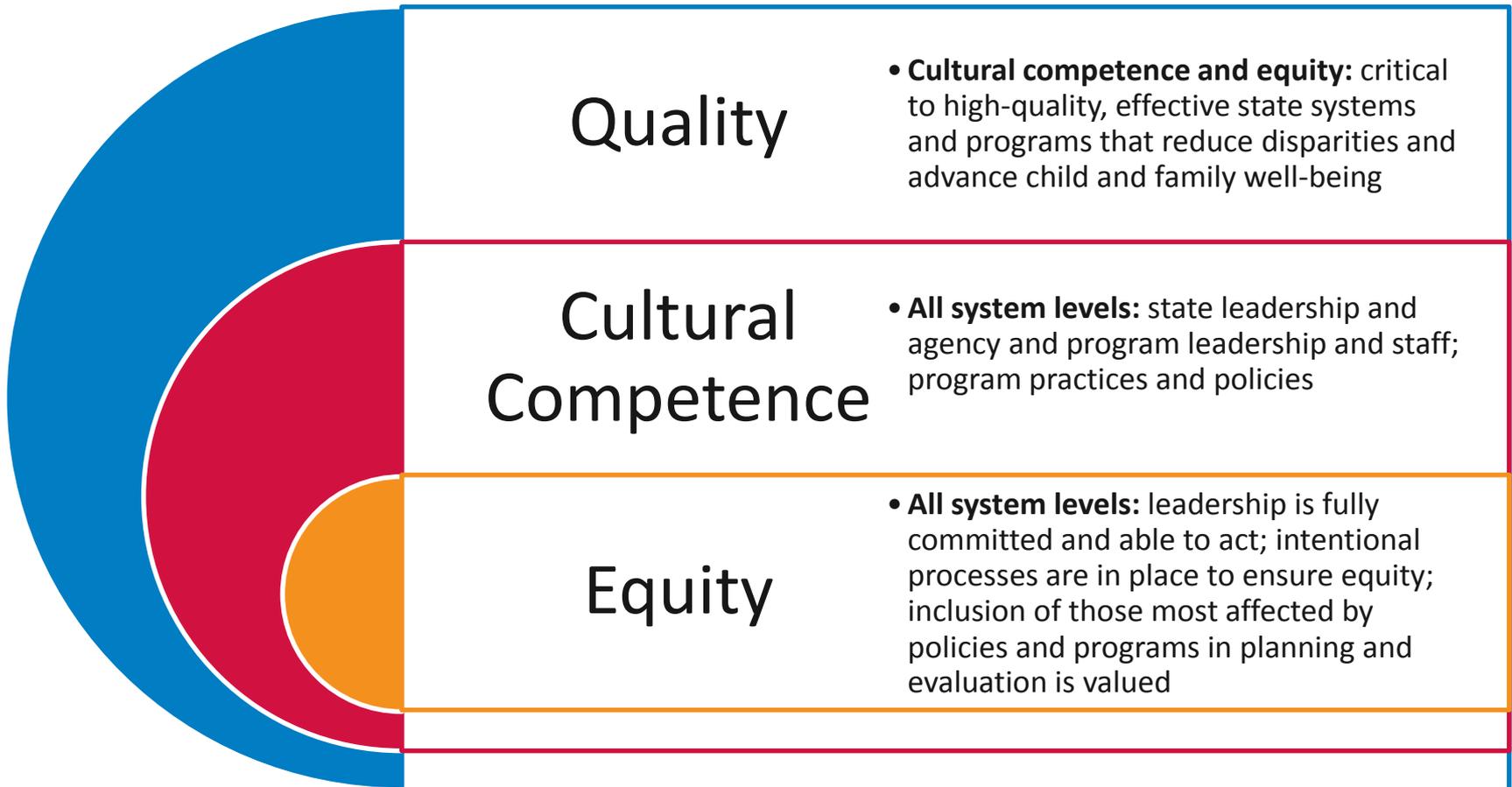
A framework of ideal conditions to promote **thriving children, supported caregivers** and **healthy, equitable & resilient** communities.



Source: Gerlach, B., Morris, M., Barczyk, A., Van Diest, H., Faulkner, M., & Larkin Holloway, H. (2017). *Foundations to thrive: A Travis County asset mapping project*. Retrieved from

<https://txicfw.socialwork.utexas.edu/wp-content/uploads/2018/06/Foundations-to-Thrive-Report5.17.18.pdf>

# Assumption



# Assumption

Federal policies and programs targeted at inequality are equity initiatives:

- Child Care and Development Fund
- Head Start and Early Head Start
- Home visiting
- Title V Maternal and Child Health Services Block Grant Program
- Individuals with Disabilities Education Act, Parts B and C, Early Intervention
- Early childhood comprehensive systems
- Supplemental Nutrition Assistance Program, U.S. Department of Agriculture

# Reasons Why Quality, Cultural Competence, and Equity Matter in Developing Systems and Programs to Improve Child Outcomes (birth to 13 years of age)



# 1. Association of Poverty and Race and Ethnicity with Poorer Child Outcomes

- Unequal childhoods threaten development and educational success.
- “In 2017, the proportion of children in poverty, by race/ethnicity, is highest among Black and Hispanic children (29 and 25 percent, respectively, compared with 11 percent among White children).”

Child Trends. (2019). Children in poverty [Web page]. Retrieved from <https://www.childtrends.org/indicators/children-in-poverty>

## 2. Between Birth and Age 7, Critical Brain Development Occurs

- All children are born ready for relationships and learning.
- During the first years of life, the brain builds important connections that are essential for early learning and development.
- Positive brain development depends on the quality of nurturing relationships and healthy communities.

National Research Council, & Institute of Medicine. (2000). *From neurons to neighborhoods: The science of early childhood development*, p. 4 [Consensus study report]. J. P. Shonkoff and D. A. Phillips (Eds.). Washington, DC: National Academy Press.

### 3. Growing Diversity: Children Under Age 15 Are the Drivers (2018)

- 50.1 percent of children under age 15 are children of color: Alaska Native, American Indian, Asian American, Black, Pacific Islander, and other “nonwhite” groups.
- 49.9 percent of children under age 15 are White children (non-Latinx).
- 25 percent of children under age 15 are Latinx children.

Frey, W. H. (2019). *Less than half of US children under 15 are White, census shows* [Report]. Retrieved from <https://www.brookings.edu/research/less-than-half-of-us-children-under-15-are-white-census-shows/>

## 4. Language Diversity of Children is Increasing

The population of young children who speak two or more languages has tripled in the last several decades, and these children now account for 25 percent of all young children in the U.S.



Park, M., Zong, J., & Batalova, J. (2018). *Growing superdiversity among young U.S. dual language learners and its implications* [Report]. Retrieved from <https://www.migrationpolicy.org/research/growing-superdiversity-among-young-us-dual-language-learners-and-its-implications>

## 5. Persistence of Achievement Gaps in Reading Associated with Ethnicity and Race, Grades 4 and 8

Race or Ethnicity	4th Grade	8th Grade
Asian American	57%	54%
White	46%	44%
Two or more races	40%	38%
Native Hawaiian and Pacific Islander	28%	24%
American Indian and Alaska Native	21%	22%
Latinx	21%	21%
Black American	18%	16%

Data source: The Nation's Report Card. (n.d.). 2015 mathematics and reading assessments: National results overview [Web page]. Retrieved from [https://www.nationsreportcard.gov/reading\\_math\\_2015/#reading?grade=4](https://www.nationsreportcard.gov/reading_math_2015/#reading?grade=4)

# 6. High-Quality Early Childhood Education Has Lifelong Benefits



New Research

## Perry Preschool: Intergenerational Effects

Children who receive high-quality early childhood supports have significantly better life outcomes and pass the positive effects on to their children.

EDUCATION  
AND HEALTH

UNEMPLOYMENT  
AND CRIME

LEARN MORE AT [HECKMANEQUATION.ORG](https://heckmanequation.org)

Source: Heckman, J. (n.d.). Perry preschool: Intergenerational effects. Retrieved from <https://heckmanequation.org/resource/perry-preschool-midlife-toolkit/>

# 7. High-Quality Afterschool Programs Benefit Children

“A decade of research and evaluation studies ... confirms that children and youth who participate in afterschool programs can reap a host of positive benefits in a number of interrelated outcome areas—academic, social-emotional, prevention, and health and wellness.”

Quality programs are characterized by the following:

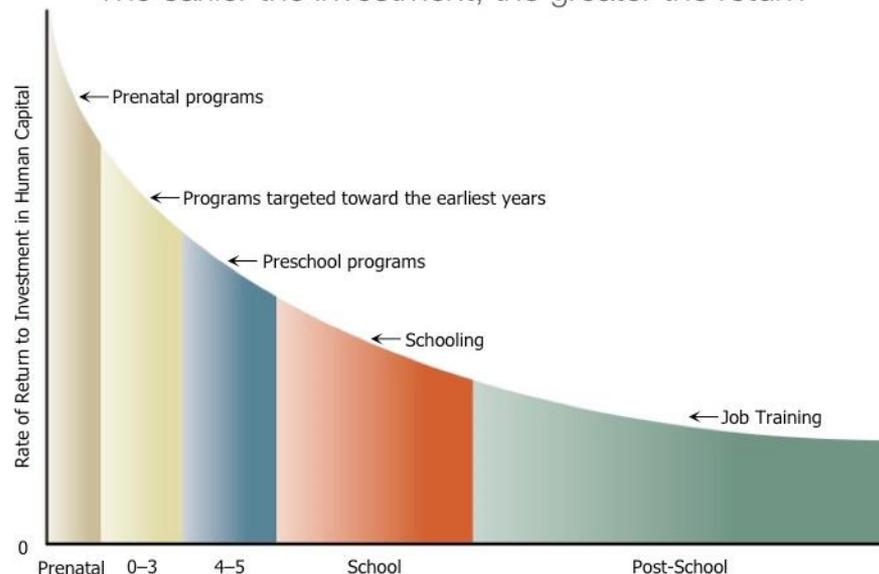
- Quality programming and staff (for example, program structure and supervision)
- Access to the program and sustained participation
- Strong partnerships among the program and other places where students are learning, such as their schools, their homes, and other community institutions

Little, P., Wimer, C., & Weiss, H. B. (2008). *After school programs for the 21st century: Their potential and what it takes to achieve it*, p. 2 [Brief]. Retrieved from <https://archive.globalfrp.org/evaluation/publications-resources/after-school-programs-in-the-21st-century-their-potential-and-what-it-takes-to-achieve-it>

# 8. The Importance of Investment in Children's Development

## EARLY CHILDHOOD DEVELOPMENT IS A SMART INVESTMENT

The earlier the investment, the greater the return



Source: James Heckman, Nobel Laureate in Economics

Source: Heckman. (n.d.). The Heckman curve [Web page]. Retrieved from <https://heckmanequation.org/resource/the-heckman-curve/>

# Equity Strategies Matter in Developing High-Quality Systems and Services for Children from Birth through 13 and Their Families



# Poll Question

How true is this statement?

My state, territory, or tribe has a written **equity plan** designed to reduce ethnic, racial, and social class disparities for infant to school-age children (birth to 13 years of age).

1. True
2. Somewhat true
3. Not true at all
4. Not sure

# Disparities and Inequalities in Children's Circumstances (birth to 13 years of age) Exist in Every State

- Access
- Program availability
- Program affordability
- Eligibility to receive programs
- Culturally responsive practices
- Programs that do not adequately serve all non-English speakers and families
- Access to a highly prepared workforce that is culturally and linguistically competent
- Comprehensive wraparound services

# Equity Provides All the Resources Children, Families, and Communities Need to Succeed; It Intentionally Targets and Dismantles Systems That Support Inequality

- Every family and child of color, in poverty, has everything they need so that they develop optimally.
- Resources, opportunities, rewards, and burdens are fairly distributed across groups and communities so that those with the greatest challenges are adequately supported and are not further disadvantaged.
- Policies designed to support families and children are fair and just.

Falk, J., Hampton, G. R., Hodgkinson, A. T., Parker, K., & Rorris, A. (1993). *Social equity and the urban environment: Report to the Commonwealth Environment Protection Agency*. Canberra: Australian Govt. Pub. Service.

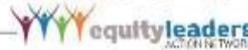
# Structural Inequality

- Gender, race, ethnicity, and other social categories are used to divide people into groups.
- Resources, benefits, and opportunities (for example, good schools, safe housing) are not equally distributed among these groups (for example, men earn, on average, more than women).
- Inequality of opportunities and benefits creates and recreates inequalities through institutions and policies.
- Inequalities affect all members of a society.



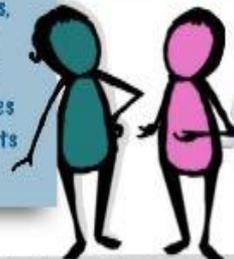
# Racial Equity in Early Childhood Systems

## Four Levels of Change



### PERSONAL

The individual consistently works alone and with others, to understand their own values, beliefs, implicit biases, unconscious racism, actions and relative privileges that contribute to racial inequities and equity; the individual acts to advance racial equity.



### INTERPERSONAL

Individuals and groups are effective in relating to others not like themselves, actively include those typically excluded, share power, surface issues of racial inequality in interpersonal relationships, act to support positive change, and work to reduce interpersonal conflict.



### INSTITUTIONAL

Apply a racial equity/economic justice lens to their policies, practices, regulations and work culture to dismantle policies that perpetuate inequality and design/develop policies and practices that advance opportunities, fairness, access to resources, and other factors for those most effected by racial inequality.

### STRUCTURAL

Individuals and groups recognize that structural arrangements are interconnected and resist change; they develop approaches to advance equity that offer new or reconstituted structural arrangements; they build shared leadership and collective power that leads to change.

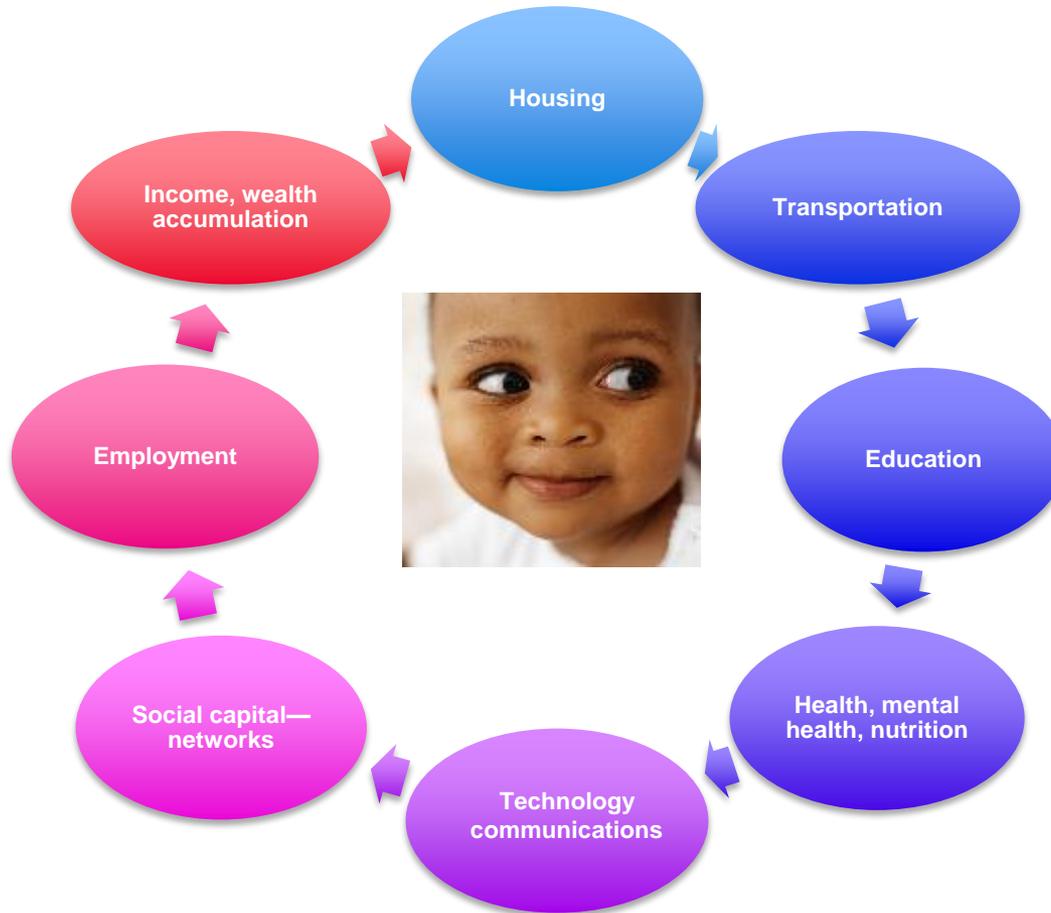
Model inspired from Kevin Williams' illustration steps of Claude Demer and Montreal Marant, c 2017

# Opportunity Structures, Pathways to Society's Benefits, Are Inequitable

Opportunity structures (OS) are racialized and interconnected.

Not all children, families, and communities are similarly situated in relation to OS.

OS must be monitored and assessed in order to reduce or eliminate their impact on disparities.



Segregation and OS reinforce unequal childhoods and disparities in child outcomes.

Engagement between individuals and communities furthest from opportunity and systems leaders can help to provide access to opportunity structures.

# Data Considerations

Typically, public institutions and systems report data on whole populations. However, greater access to and breakdown of racial data help underscore racial trends and disparities more clearly and will provide greater accountability in policymaking.



Annie E. Casey Foundation. (2016). *By the numbers: Using disaggregated data to inform policies, practices and decision-making* [Case study]. Retrieved from <https://www.aecf.org/m/resourcedoc/aecf-ARaceForResultsCaseStudy2-2016.pdf>

# Poll Question

How true is this statement?

My agency, department, or organization disaggregates child data by race and ethnicity to help us target our efforts more effectively at disparities.

1. True
2. Somewhat true
3. Not true at all
4. Not sure

# What Is Your Role in Ensuring Equity, Cultural Competence, and Quality for the Families, Children, and Communities You Serve?



# A Critical Part of Equity Is Culturally Responsive Birth to School-Age Systems and Programs

The ability of your state's child-serving systems at all system levels (for example, administrative) to successfully match the cultural and linguistic needs of children and families with diverse values, practices, and beliefs and to deliver services that demonstrate that they increase quality, improve desired outcomes, and advance equity.

# Poll Question

How true is this statement?

In my agency, department, or organization, **most staff** have received **ongoing training** and support on cultural competence and how to work effectively with children and families from diverse racial, ethnic, and cultural groups.

1. True
2. Somewhat true
3. Not true at all
4. Not sure

# Two Challenges

1. Create equitable, high-quality care and education **systems** (birth to age 13) with
  - appropriate policies, programs, and accountability systems in place; and
  - the capacity to support and sustain optimal developmental and educational outcomes for the workforce, children in poverty, children with disabilities, and children who are culturally, racially, and linguistically diverse.
2. Creating a **workforce** at all levels that is able to
  - provide equitable, high-quality, culturally and linguistically responsive, intellectually rigorous, and emotionally supportive care and education for children in poverty, children with disabilities, and children who are culturally, racially, and linguistically diverse.

# Equity Tools: Does Your State, Department, Organization, or Agency Have ...

- A written position statement on equity (such as racial equity) related to achieving its goals for children, families, and communities?
- Leadership *visibly* committed to achieving equity?
- Ongoing training for all staff in equity practices?
- Accountability structures to ensure that equity work is advancing state goals?
- Data disaggregated by race and ethnicity that guide the equity work?
- Mandates that require cross-agency and departmental alignment to achieve equity benchmarks and goals?
- Ongoing involvement of those communities most impacted by racial inequities?
- Ongoing support of the workforce to gain cultural and linguistic competence?

# The Workforce Serving Children Birth to 13 Years of Age Must Be Culturally and Linguistically Competent

Culturally responsive teaching and care means teaching to and through the strengths of a child's culture. Teachers are validating and affirming the child by using the child's cultural knowledge, prior experiences, frames of reference, and performance styles so that the learning experiences are effective and relevant. Teachers effectively partner with families.



Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press.

# Is the Workforce Prepared to Deliver High-Quality Culturally and Linguistically Responsive Care and Education?

- Regardless of experience, early childhood (EC) teachers feel unprepared to educate culturally, linguistically, racially, and ethnically diverse children.
- EC teachers report that they learn to work effectively with diverse groups of children from the children themselves and through conferring with colleagues, not through professional preparation.
- Of EC bachelor's degree programs in U.S. colleges and universities, 1/3 do not sufficiently address diversity in their coursework, and only 7 percent require student teachers to practice teaching in diverse settings.

Ray, A., Bowman, B., & Robbins, J. (2005). *Preparing early childhood teachers to successfully educate all children: The contribution of four-year undergraduate teacher preparation programs* [Report to the Foundation for Child Development]. Retrieved from <https://www.erikson.edu/wp-content/uploads/Teachered.pdf>

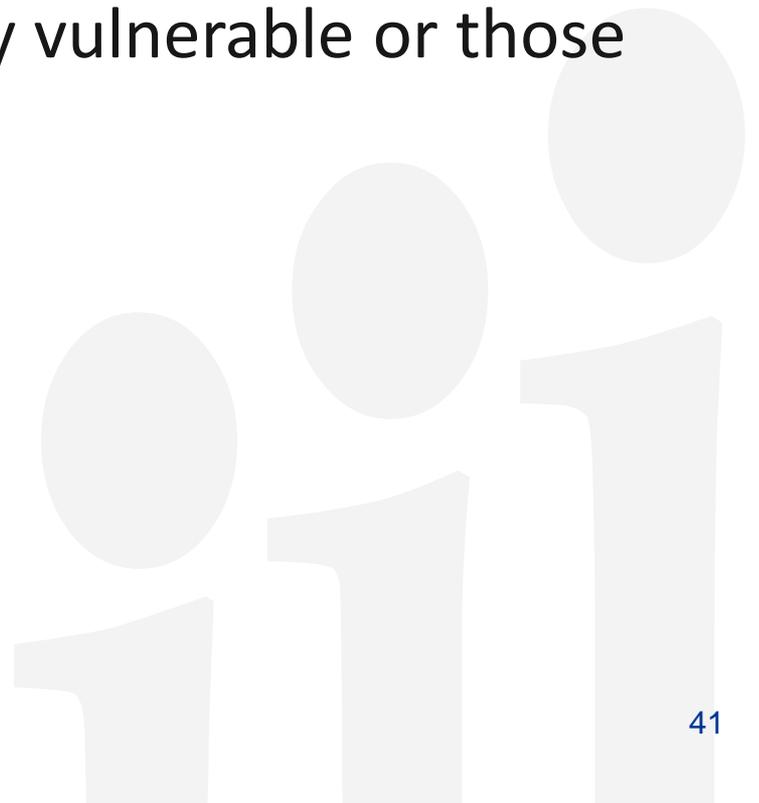
# Equity Issue: The Workforce Pays a Wage Penalty for Working with Children Ages 0–3

- At every level of education, infant/toddler teachers earn less than their peers who teach preschool children.
- Of center-based infant/toddler teachers, 86 percent earned less than \$15.00 an hour, and more than half earned less than \$10.10 per hour.
- Infant/toddler teachers with no college degree earn \$1.05 less per hour than preschool teachers with no college degree.
- Black women earn less, on average, than their White peers with similar jobs and educational preparation.

Austin, L. J. E. (2018, July 11). Supporting the infant-toddler workforce: A multi-pronged approach is urgently needed [Blog post]. Retrieved from <https://cscce.berkeley.edu/supporting-the-infant-toddler-workforce/>

# Equity Issue: Workforce Credentials

Do changing expectations related to workforce credentials (for example, bachelor of arts degree) disproportionately disadvantage members of the workforce who are economically vulnerable or those who are people of color?



# How Do We Create Pathways for a Successful Career Working with Children Ages 0 to 13?

What are the barriers to supporting every teacher, caregiver, director, family support worker, and the entire workforce, including those who are racially, linguistically, and culturally diverse?

- Cost and educational debt
- Lack of scholarships
- Location of programs
- Scarcity of high-quality teacher training programs targeted at teachers of color and second language speakers
- Higher education—curriculum, lack of faculty of color, lack of academic advising targeted at students of color and second language speakers
- Instruction in English
- Previous experience in school and formal education; first in family to attend college
- Access to advising, coaching, and mentoring for educational success
- Inequalities in Internet access
- Child care, health status, poverty

# Focus on Equity, Quality, and Cultural Competence in Your Work for Children and Families

## Individual change

- Get out of your comfort zone
- Learn, read, study
- Stay open
- Diversify your network
- Take action
- Assume that your perceptions of injustice need to be fine-tuned
- Seek equity training and mentoring

## Institutional change

- Examine policies and practices
- Look at impacts
- Include those most affected by policies
- Use data
- Take action
- Develop a diverse staff
- Work with external experts

# Who Is Invited to Policy and Planning Tables, and Who Is Missing?



# Resources

- Bonilla-Silver, E. (2014). *Racism without racist: Color-blind racism and the persistence of racial inequality in America*. Lanham, MD: Rowman and Littlefield.
- Flynn, A., Holmberg, S., Warren, D., & Wong, F. (2016). *Rewrite the racial rules: Building an inclusive American economy* [Report]. New York, NY: Roosevelt Institute.
- Frackenberg, E. (2016). *Segregation at an early age* [Report]. University Station, PA: Center for Education and Civil Rights, Pennsylvania State University.
- Fullan, M. (2011). *Choosing the wrong drivers for whole system reform*. East Melbourne: Centre for Strategic Education.
- Gilliam, W. S., Maupin, A. N., Reyes, C. R., Accavitti, M., & Shic, F. A. (2016). *Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions?* [Research study brief]. New Haven, CT: Yale Child Study Center.
- Little, P., Wimer, C., & Weiss, H. B. (2008). *After school programs for the 21st century: Their potential and what it takes to achieve it* [Brief]. Retrieved from <https://archive.globalfrp.org/evaluation/publications-resources/after-school-programs-in-the-21st-century-their-potential-and-what-it-takes-to-achieve-it>



**Aisha Ray, Ph.D.,**  
Distinguished Fellow,  
BUILD Initiative,  
[aray@buildinitiative.org](mailto:aray@buildinitiative.org)

Professor Emerita of  
Child Development,  
Erikson Institute,  
[aray1968@gmail.com](mailto:aray1968@gmail.com)

# Questions



# Upcoming Topical Webinars

- ◆ **Webinar 1.**

*Family Child Care (FCC): Supporting Quality*

November 13, 2019, 1:00–2:30 p.m. ET

- ◆ **Webinar 2.**

*Quality Improvement Systems That Support Children across the Age Continuum*

December 11, 2019, 1:00–2:30 p.m. ET

- ◆ **Webinar 3.**

*Trauma and Resilience:*

*The Role of Child Care Providers*

January 8, 2020, 1:00–2:30 p.m. ET



Thank  
You!

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