

Quality Cultural Competency for African American Children and Families

Wisdom from the Past, Our Truth for Today and
a Flame Towards our Future!

Workshop Objectives

1. Engage participants in self-reflective activities to raise consciousness about their role and responsibility in early education and care settings that supports black children and families.
2. Explore how culture is a major influence in how black children view themselves as well as the world in which they learn, play and live in.
3. Expand our lens about how our programs can be a “community link” to being a true cross-cultural representation of our community
4. Improve service delivery to all children and families enrolled in early education and care programs;
5. Elaborate to staff how NAEYC principles align toward high quality comprehensive care and education for children birth to 8 years.

Participants Perspective

- What do you hope to gain from this webinar?
- What questions, concerns or thoughts do you have?
- Why did you tune in?

I AM.....

Participants are encouraged to think and respond to the above statement “**I AM...**”



Values, Attitudes and Beliefs: Now and Then.....

My Childhood.....

- Meal
- Health
- Faith/Religion
- Dependency
- Sleeping and Bed
- Children
- Work Ethic
- Marriage
- Money
- Education
- Hygiene and personal care

My Adulthood....

- Meal
- Health
- Faith/Religion
- Dependency
- Sleeping and Bed
- Children
- Work Ethic
- Marriage
- Money
- Education
- Hygiene and personal care

Closing The GAP....

“Progress in harmony with a child’s cultural heritage and style are more likely to strengthen his sense of himself... Respect for ones own culture, values and lifestyles usually precede appreciation of those of other. “

Day Care Principles, 1972

System of The Village

Individual Level- **I AM**

Individual Level- **You are...**

Family Level- **I AM** part of
a family who.....

Family Level –**Our family...**

Group Level- **I AM** part of
a community that

The Community Expects

Universal Level- **I AM** part
of a society that.....

Society dictates.....

The Conscious- Competent Program

Establish a **consistent** high-quality environment which **supports** all children's learning and development is **rooted** in developmentally, age and culturally appropriate practices.

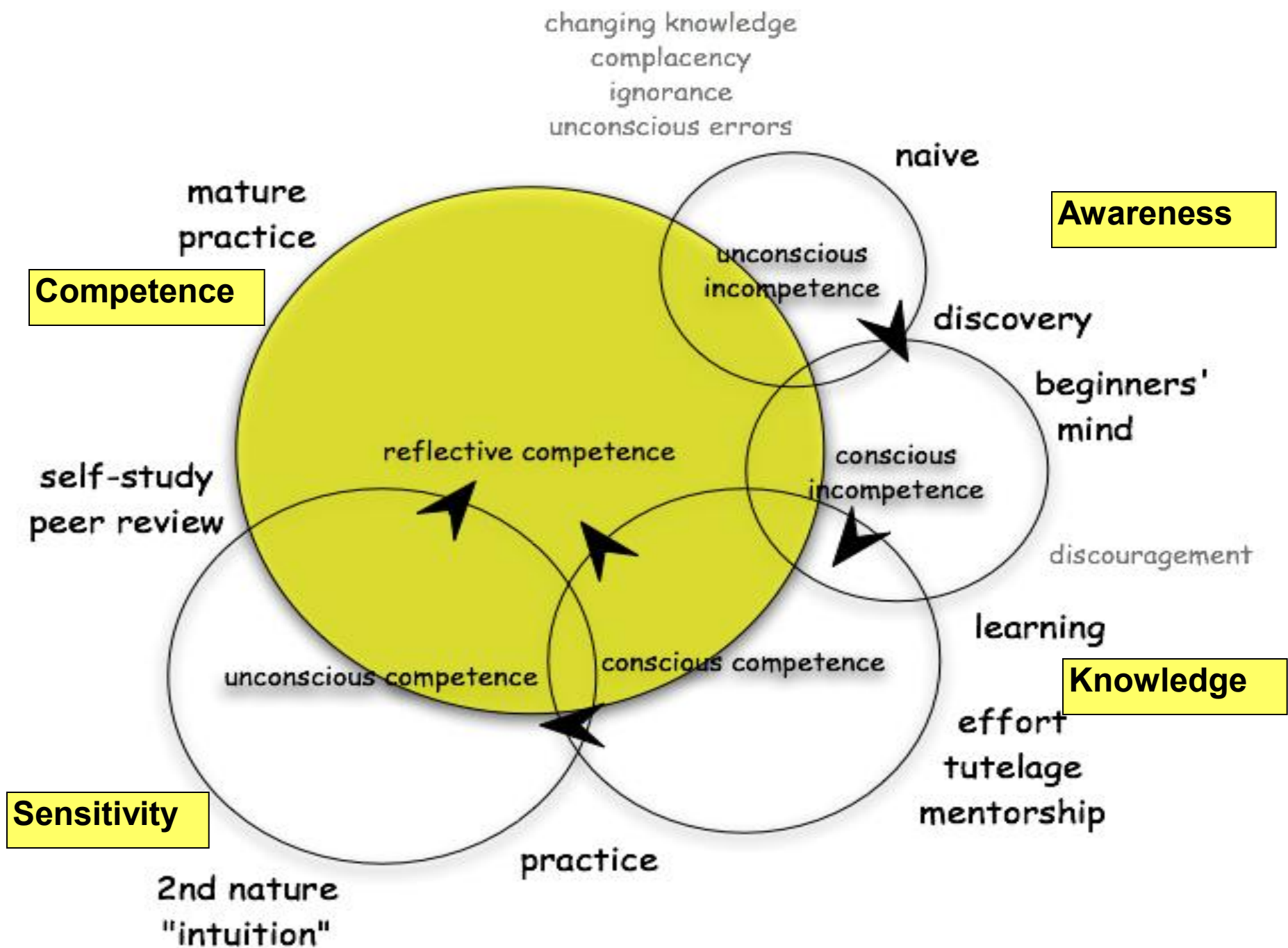
On-goingly making decisions throughout the program day that **influence** children, families, the program, other professionals as well as self.

Simple, routine decisions

Complex decisions

**All decisions
reflect five
vital components:**

- The Code of Ethics in Early Childhood Education
- National /State /Organizational Performance Standards
- State Regulations
- Program Mission Statement and Philosophy
- Program Policies and procedure

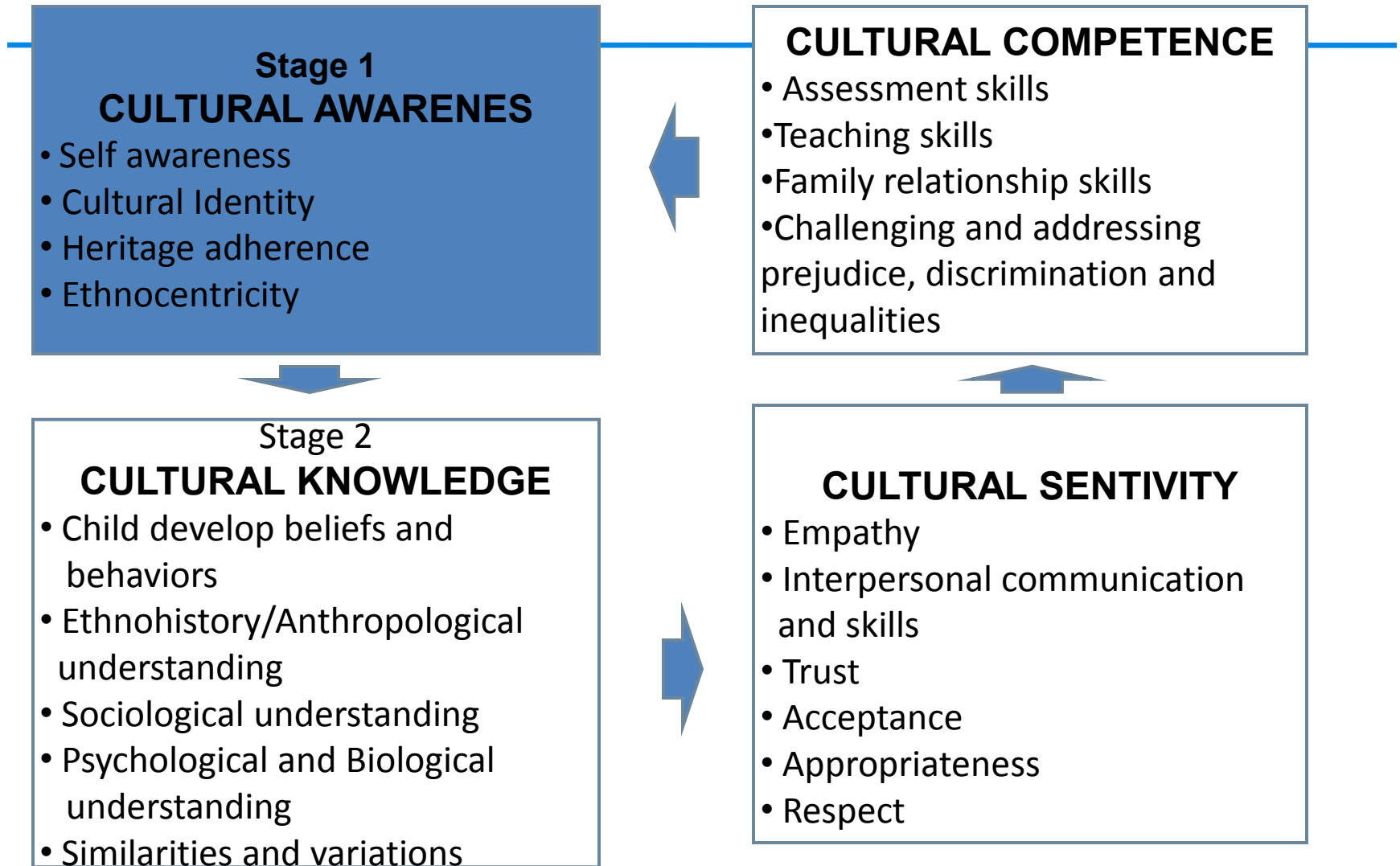


Cultural Competency

- Awareness
- Attitude
- Knowledge
- Skills



Model for Developing Cultural Competence



Something to think about....

The range of what we think and do is limited by what we fail to notice. And because we fail to notice that we fail to notice, there is little we can do to change until we notice how failing to shapes our thoughts and deeds.

-R.D. Lang



NAEYC 8 Concepts of Cultural Competence

Concept 1: Children are nested in families;

Concept 2: Identify shared goals among families and staff;

Concept 3: Authentically incorporate cultural traditions and history in the classroom;

Concept 4: Acknowledge child development as a culturally-driven, on-going process that should support across context in a child's life (e.g., school and home);

NAEYC 8 Concepts of Cultural Competence

Concept 5: Individuals and institution's practices are embedded in culture;

Concept 6: Ensure decisions and policies embrace home languages and dialects;

Concepts 7: Individuals and institutions' practices embrace and respect families cultural values, attitudes and beliefs towards learning ;

Concept 8: Equalize balance of power; counter stereotyping and bias through intentional teaching

Family

“Like branches in a tree we all grow in different directions but our roots keep us all together”-

Unknown



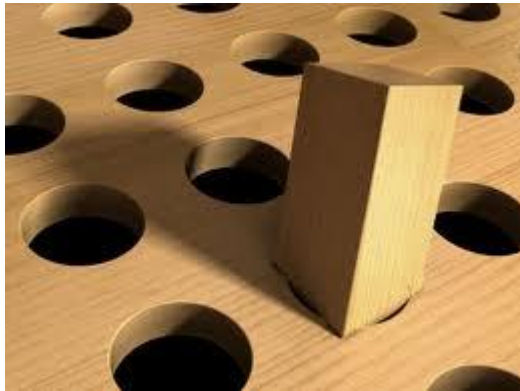
Culturally Competent Services for Families of Color



- Program Mission Statement
- Program Policies
- Program Procedures
- Program Human Resources/Personnel
- Program Quality Assurance
- Program Partners
- Program Reputation

In Working with Families of Color, there is no.....

One Size Fits All



Quick Fix



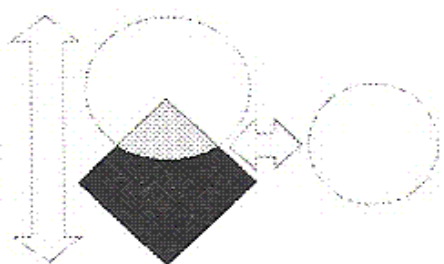
Strength Based vs. Deficit Based

The task of identifying strengths in African American families can be complicated by the lack of research and literature describing African American families in strength-based terms (Royse, Turner, 1980). Other researchers added “Unfortunately, there is minimal research on African American families and especially African American family strengths” (Littlejohn-Blake, Darling, 1993). On the contrary, the majority of literature encountered spoke to the pathology and deficit-based views of African American families and family functioning.

Strength Based vs. Deficit Based

This frame of reference must focus on the strengths of African American families as a means of effective engagement and family intervention. The worker must document the strengths of Black families as they attempt to understand these families better (Royse, Turner, 1980).





Infrastructure Domain/Function

- Organizational Values
- Policies/Procedures/
Governance
- Planning/Monitoring/
Evaluation
- Communication
- Human Resources
Development
- Community & Consumer
Participation
- Facilitation of a Broad
Service Array
- Organizational Infra-
structure/ Supports

Compatibility between
the infrastructure and
direct service functions
of an organization

Direct Service Domain/Function

Access

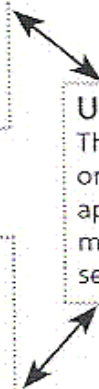
The ability to enter, navigate, and exit appropriate services and supports as needed

Availability

Having services and supports in sufficient range and capacity to meet the needs of the populations they serve

Utilization

The rate of use or usability of appropriate mental health services



“I AM” **Vitality** of The Village

Individual Level- **I AM**

How I view myself.

Family Level- **I AM** part of
a family who.....

How I perceive the world

Group Level- **I AM** part of
a community that

**Shapes how I work, play,
serve, support and
access resources for
myself, my family and
community**

Universal Level- **I AM** part
of a society that.....

Black Child Care and Education Services



- Parental and community control of preschool services
- View early education and care as a extension not a replacement of family and cultural environment
- Development and strengthening of the child's self-image;
- Education curriculum will be prepare each child's with basic skills and respect for learning;
- Qualified staff to deal with specific needs of black children; inclusion of medical , nutritional , medical , psychological and social services and special needs
- Parental and Family involvement and training

Dr. Evangline H. Ward Position Paper for National Urban League, July 1972

“The laws which are passed continue to demonstrate the inconsistencies and prejudices of this society towards blacks, and will have immeasurable impact on blacks in the near and the distant future.”

Who is making up our schools and early childhood education programs

12% of children are Hispanic/Latino

25% of children are Black/African American

1.3% of children are Native American
/American Indian

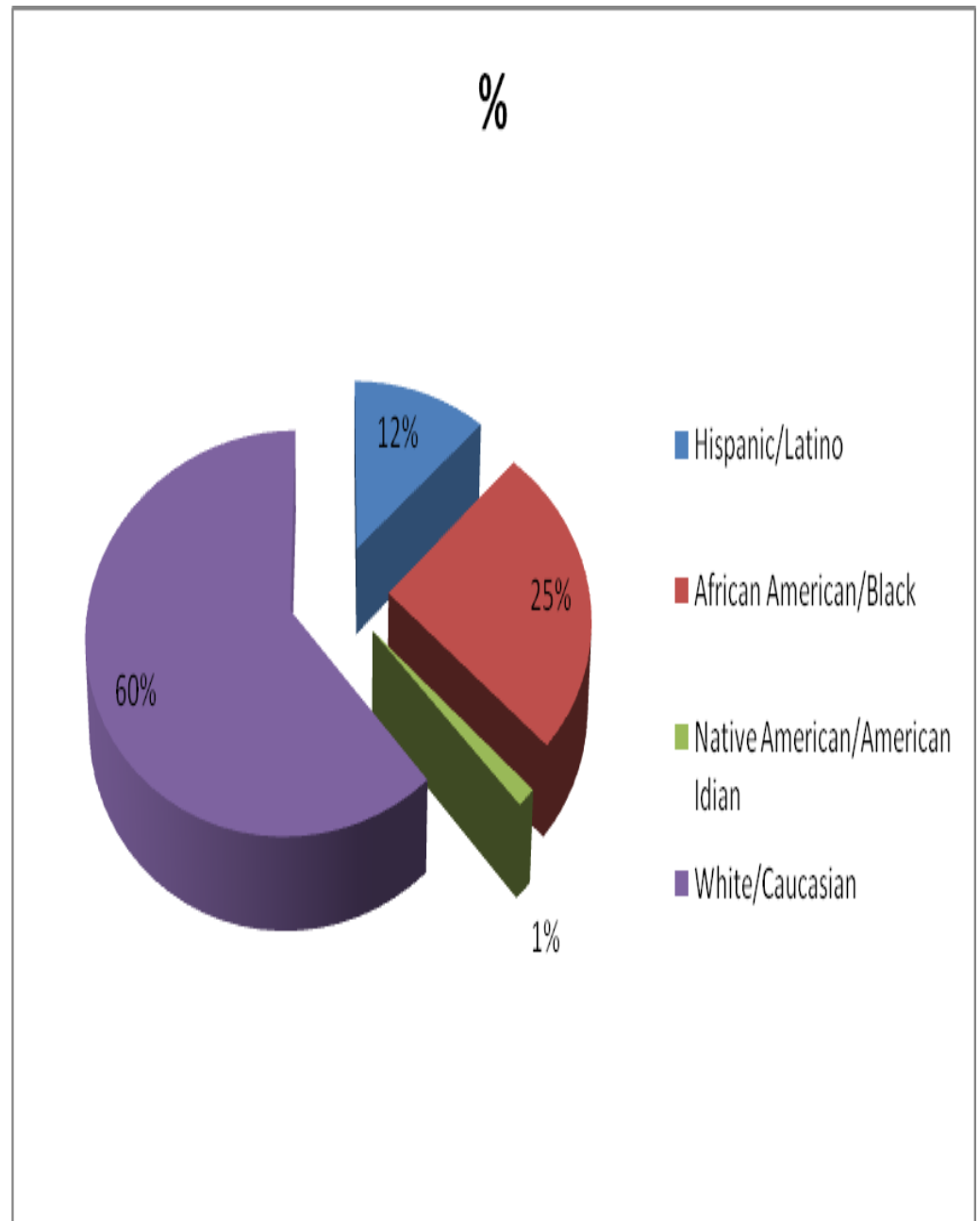
60% of children are White/Caucasian

General Demographics

North Carolina
population of
9,424,782

2,243,677 in 2008
total child
population;
Diverse group
childhood
programs and
schools.

NCDCDEE, 2010



A Closer look into Head Start

Almost 3 out of 10 children entering Head Start speak a home language other than English.

Almost 9 out of every 10 Head Start programs enroll children from families that speak languages other than English

National Head Start, 2010



Early Care and Education Programs

“Nearly two-thirds of Black 2-year olds were in regular non-parental care, compared to about half of White children. Black children were much more likely to be in day care of low quality --- for example, 61 percent were in low-quality home-based care compared to 20 percent of White children.”

Mulligan and Flanagan ECLS-B, US
Department of Education, NCES, August
2005

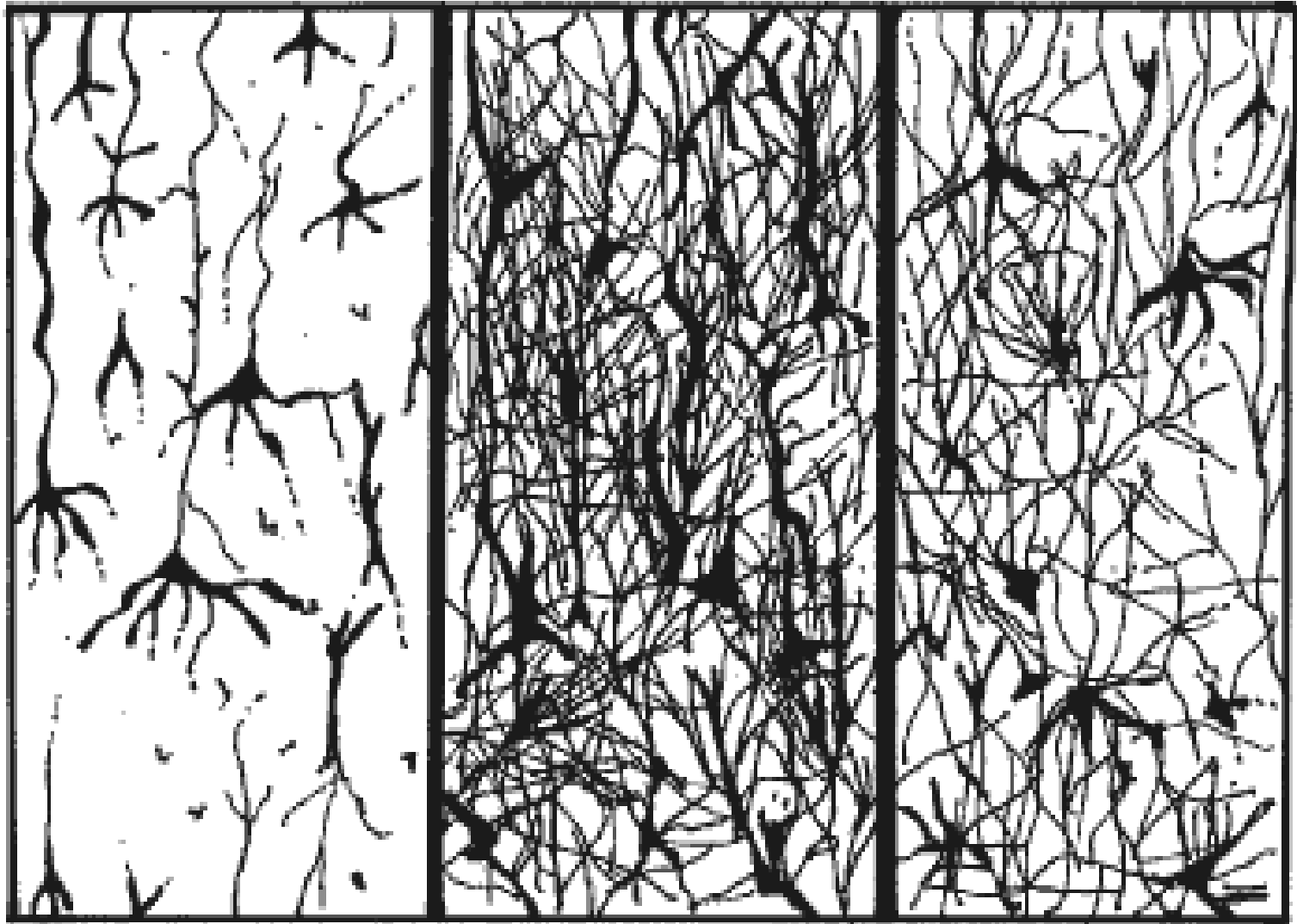


Time in Child Care



- Racial and ethnic differences are evident: both Black and Hispanic children spent significantly more time in center care each week
 - **31 hours Black Children**
 - 23 hours for Hispanic children
 - 20 hours for white children

ECLS-K Study



at a child's birth

at 7 years of age

at 15 years of age

High Quality Education
and Care

ECERS-R

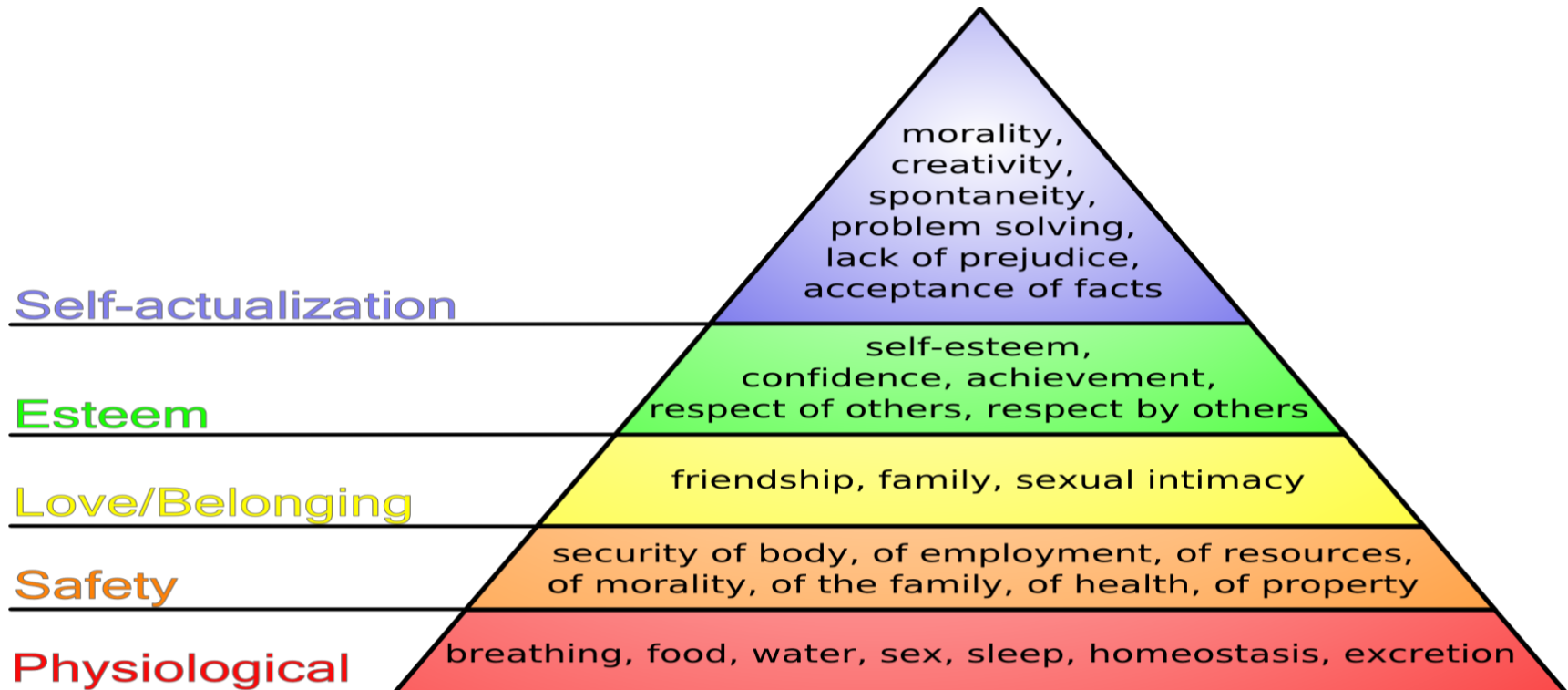
ITERS-R

CLASS

**Across all measures,
white children on
average experienced
higher-quality care than
black children, but the
differences were less
pronounced for
caregivers'
responsiveness and
sensitivity than for other
measures.**



Early Childhood Care and Education : Effect on Ethnic and Racial Gaps in School
Readiness Magnuson and Waldfogel, Spring 2005 www.futureofchildren.org



Maslow's Hierarchy

“Every child must have outside support to meet his basic physical needs, to provide a sense of security and love and to stimulate his intellectual growth and development.”

“Deprivation in any development area will cause severe barriers to the child's becoming a truly healthy adult” - Dr. E. Ward

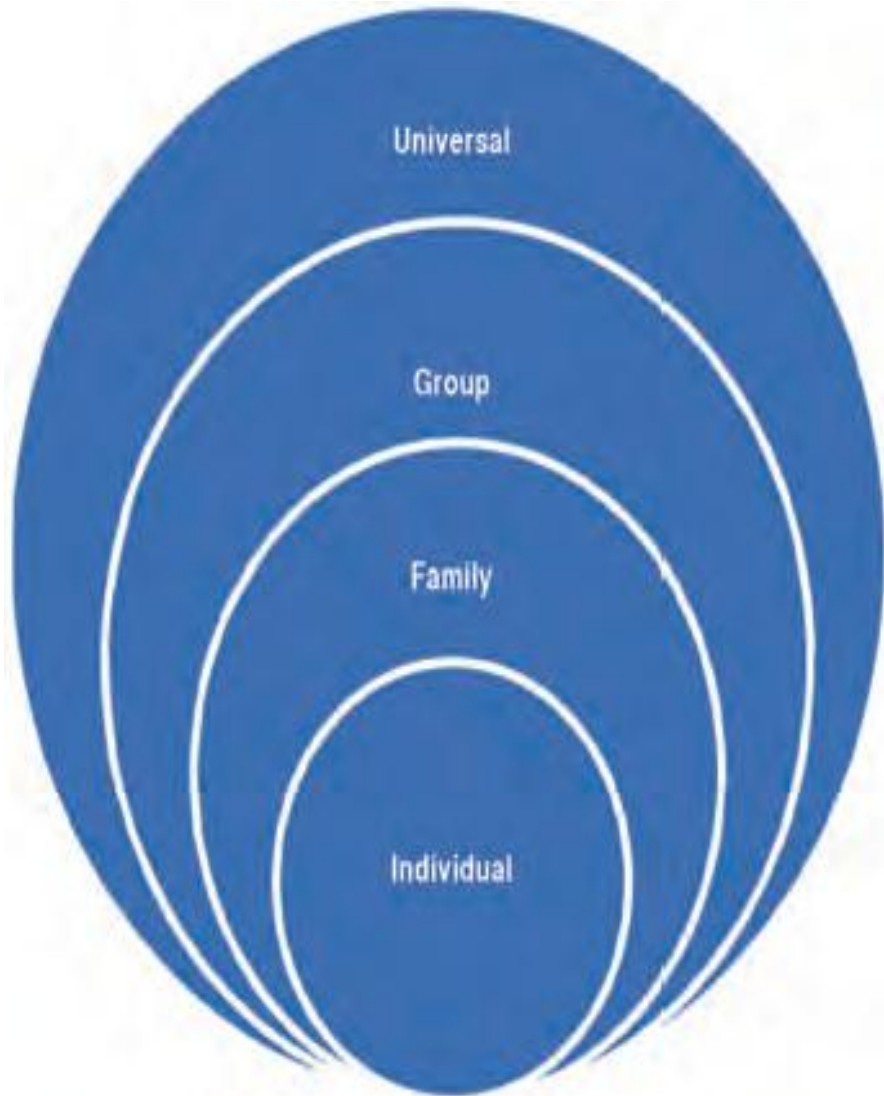
National Education Goals Panel (NEGP)

Set forth educational goals for the year 2000 which tend to guide the school readiness agenda for all children



- Physical well-being and motor development (good health, nutrition and physical capabilities).
- Social and emotional development (a healthy sense of trust, self, and competence as well as the ability to cooperate, regulate emotions, and get along with others),
- Approaches to learning (Curiosity, persistence and problem-solving),
- Language development(receptive and expressive communication skill),and
- Cognition and general knowledge

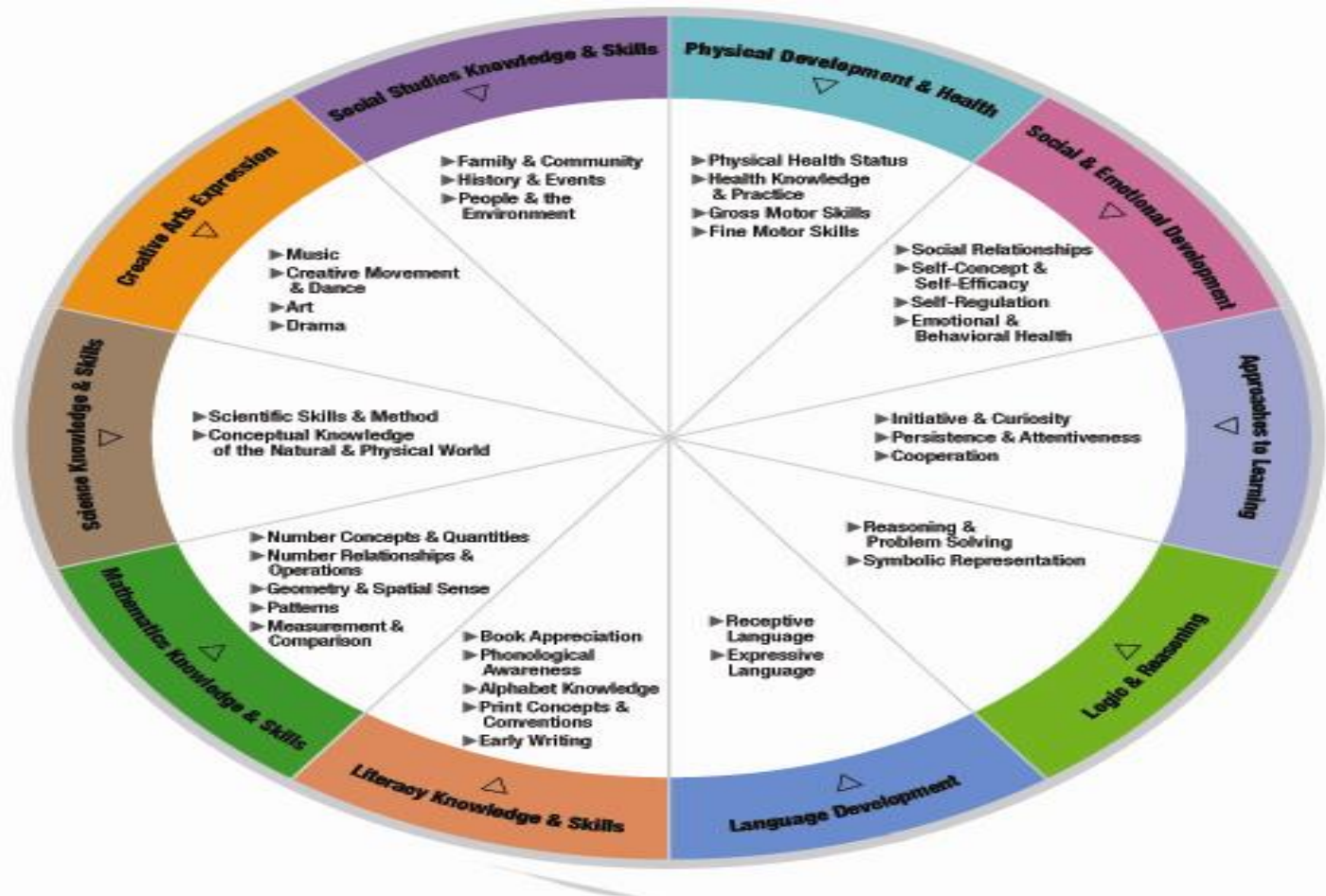
Get “ready for children”



- Environments
- Curriculum- experiences
- Serving children within the context of communities
- Smooth transitions between home and school
- Continuity of early education and care programs and elementary school

Figure 1. Culture Viewed from Four Levels. Based on text in Cohen, 1978.

The Head Start Child Development and Early Learning Framework



The Challenge

Children from diverse backgrounds, including but not limited to children of color, continue to be educated in learning environments that are not providing the diversity of experiences that reflect their cultural backgrounds and experiences, which include family values and learning styles.

Source: Developing a Framework for Culturally Responsive Early Childhood Curricula and Public Policies

The Challenge

The physical and social surroundings of a child's daily world create or destroy the atmosphere of security.

Cultural styles directly influence the security a child feels, molding the development of the security needed to venture out into the world

Source: Developing a Framework for Culturally Responsive Early Childhood Curricula and Public Policies

Culture is...?

Culture has an influence on the beliefs and behaviors of everyone.

Culture is passed from generation to generation.

Culture is dynamic and changes according to the contemporary environment.

Home language is a key component of children's identity formation

Successful programs respect and incorporate the culture of the children and families.



Culture.....

Culture influences every aspect of human development and is reflected in childrearing beliefs and practices (National Research Council and Institute of Medicine, 2000)



- Every individual is rooted in culture
- Begins at birth and throughout our life span
- Acquired through repeated daily interactions
- Acquired through the development of language, learn concepts and experiences

Support Bacteria...

.... they're the
only
culture
some people
have.

E-points to ponder



Culture is our way (ways) of living

- Our perception of culture is shaped by experiences and opportunities



“Culture is dynamic and evolves and adapts”

- Chavajay and Rogoff, 1999

Culture is IMPORTANT!

Its all about

Survival

The Voice of Wisdom...

Dr. Evangeline Ward

“Because of the importance of the early childhood period, added to the reality of a minimal national concern about young children, the black community must be fully committed to the care of its own children. “

**“No one will bear this responsibility for us:
we must bear it ourselves.”** Dr. E. Ward

The Voice of Wisdom...

Dr. Evangeline Ward

“The important ingredients for a supportive home environment are not determined by the exact shape of a family constellation. They are determined by the ability and opportunity of the family to nurture and protect each child, to instill in him self-confidence necessary to face the hostile world without succumbing to its violence and hatreds, to help him learn to overcome an educational system which often serves to destroy rather than stimulate the learning process”

Power, Privilege & Position

Those People

Who has the right to call
other "Those People?"

Who determines if you are
"Those People?"

When do you become
"Those People?"

Where can you live, if you
are "Those People?"

How do I stop being
"Those People?"

"Those People" impact" All
People!"



Ethnic Programming



“Logically the formulation, development, and implementation of any early childhood curriculum must have ethnic programming at its core... The minority group child needs to experience that is defined, designed and implemented with his ethnicity at the primary factor.... the basic proposition is that we need to adapt the curriculum to the child, instead of the reverse.”

John Dill, The National Elementary Principle, September 1971

It Takes A Village to Raise A Child

-African Proverb

**You can't educate the child without impacting,
influencing and improving the village!**

OR

**You can't deny the child without depriving,
detouring ,destroying the village!**

System of The Village

Individual Level- **I AM**

Individual Level- **You are...**

Family Level- **I AM** part of
a family who.....

Family Level –**Our family...**

Group Level- **I AM** part of
a community that

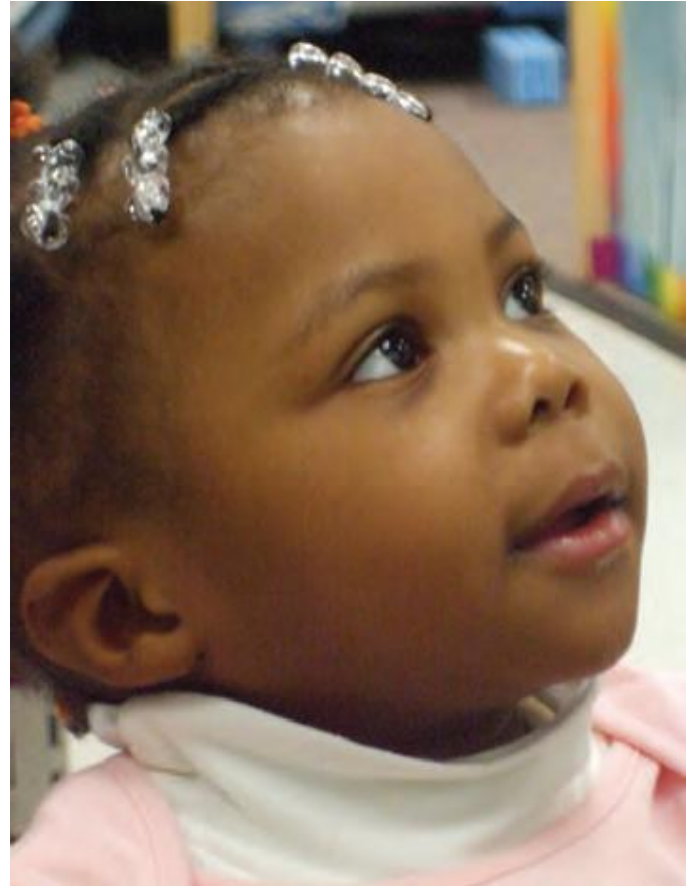
The Community Expects

Universal Level- **I AM** part
of a society that.....

Society dictates.....

Looking Ahead. . . .

The Census Bureau projects that in 2030, diverse racial and ethnic groups will comprise 40 percent (or two-fifths) of the total U.S. population (Goode, 2001)



Just A Thought:

“Where impoverished living conditions threaten the vitality of adults, they threaten the children.”

- Dr. E. Ward



Kids Counts 2010 Data Book

The infant mortality rate for Blacks is **13.2 percent**, compared with 5.6 percent whites.

The percentage of low birth weight Black babies is near **14 percent**, almost twice the rate for whites.

12 percent of Black children compared to 7 percentage of whites children are uninsured.

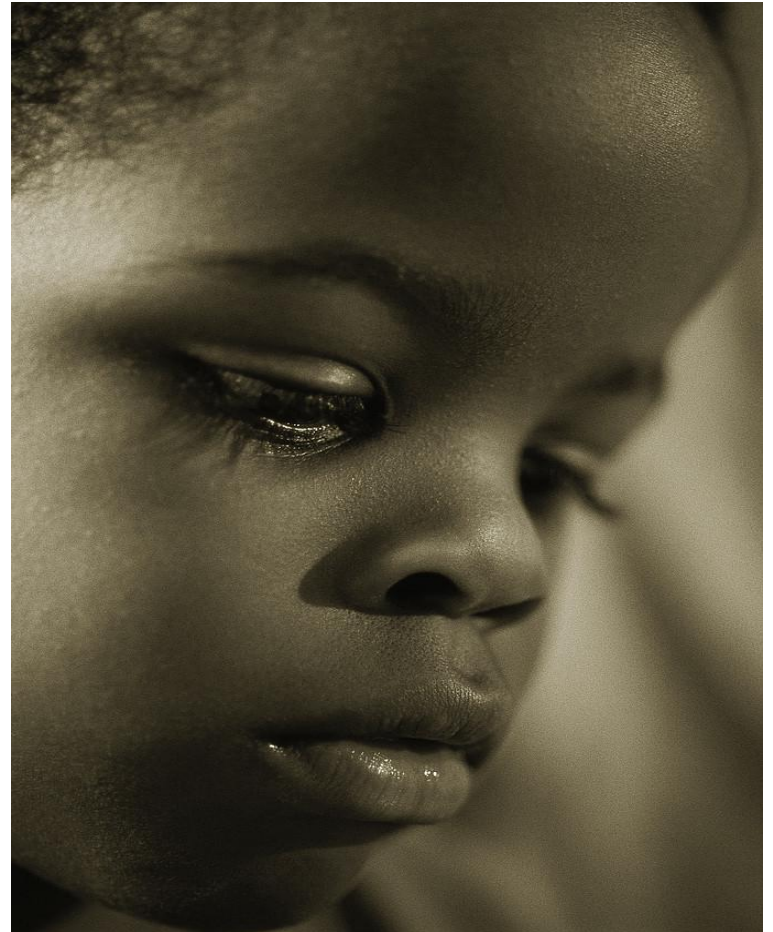


Black Children and the Face of Poverty

The poverty rate for Black children is **36 percent**, compared to 12 percent for white children.

35 percent of Black children were in “food insecure” households in 2009, compared to 17 percent of White children.

Nearly three-fourth of Black children are born out of wedlock.



Public Education and Black Students

On average, a greater proportion of children who are in special education classes come from **single-parent households(58%)** and were somewhat more likely to be of an ethnic minority. **Black children in special –education classes** were least likely to have an intact family, **70 percent** with a single parent while 16 percent lived with two parents.

<http://www.familyfacts.org>

Black students are more likely than White students to have lower-quality teachers in high schools with **50 percent or more Black enrollment, 25 percent** of the teachers have neither a college major or standard certification in the subject that is their main teaching assignment(math). The percentage for students with **White enrollment of 50 percent or more is 8 percent.**



Diversity and School Readiness: Critical Importance of the Early Years to School and Other Success

Up to half of the gap in achievement scores in school can be attributed to gaps already evident at the time of school entry.

-- Rouse, Brooks-Gunn, & McClanahan, *School Readiness: Closing Racial and Ethnic Gaps*

While schools can and should be responsible for narrowing the gap between kindergarten and third grade, eliminating the gap requires actions in the earliest learning years ... from birth to school age.

-- Rothstein, *Class and Schools*

Closing the kindergarten readiness gap is essential not only for addressing education and achievement gaps but for addressing interconnected health gaps, social and economic gaps, and justice system gaps.

-- Charles Bruner (and Iowa African Americans and Prisons report)

Culturally Competent Services for Families of Color



- Program Mission Statement
- Program Policies
- Program Procedures
- Program Human Resources/Personnel
- Program Quality Assurance
- Program Partners
- Program Reputation

Service Delivery Has to be Transformed



- **Frontline of service has to engage in a head check and heart check**
- **Services needs to occur in children most natural, familiar environment (home, classroom with peer rather than pull out and on outings and socializations).**
- **Limit the professional jargon!!**
- **Value the voice of the family.**

4 C's to Care

“No one cares how much you know until they know you care”-Theodore Roosevelt

- Consideration
- Context
- Culture
- Consistency



*Effective Relationship building yield
responsive care practices*

Culturally Aligned Services and Expectations: A Multi-Cultural as Opposed to Dominant Culture Lens

Mono-Cultural

(Dominant Culture) World

Rich language and literacy environment

Age-appropriate social
and emotional development

Intentional learning
environment/curriculum

Parent involvement

Skilled teachers

Multi-Cultural World

Rich language and literacy environment
supporting dual-multiple language
learning

Age-appropriate race, language and
culture identity development that values
child's culture and models respect for
other cultures

Intentional learning environment in
context and building on cultural
backgrounds

Family/village involvement

Teachers skilled in and reflecting the race,
language, and culture backgrounds of
children

“I would feel more comfortable as a parent if the teacher were able to attempt to find out why the child is behaving the way he or she behaves rather than saying that’s the way this particular group behaves.”

Dr. Dorothy S. Strickland



**“... that black children,
reared in large families
where thy are passed
around from lap to lap,
“are more people-
oriented”, than white
children, ... might be
reared in playpens with
toys.”**

Dr. Janice Hale-Benson and Dr. Barbara J.
Shade, The News York Times, July 08, 1988.



Running The Race....

- Families and community must be the root of serving the child.
- We are an extension, resource and advocate for children and families
- Development and strengthening of the child's self-image;
- Provide curriculum that invites children to learn academic and life skills to function within his own culture as well as worlds he/she access
- Programs must recruit, employ and compensate high qualified staff to deal with specific needs of black children; inclusion of medical , nutritional , medical , psychological and social services and special needs
- Offer on-going family and parent education that educate, enrich and empower to families to make decisions that sustain and maintain their quality of life.

When the Great Irroko Tree Falls...

—Nigerian Saying



Resource Page

- **Building Culturally & Linguistically Competent Services to Support Children, Their Families and School Readiness** Kathy Seitzinger Hepburn, M.S. May, 2004
<http://www.aecf.org/upload/PublicationFiles/HS3622H325.pdf>
- **The Young Black Child: His Early Education and Development**, Dr. Evangeline H. Ward, July 1972
- **A Strong Start: Positioning Young Black Boys for Educational Success A Statistical Profile** www.ets.org Richard Coley and The Children Defense Fund Staff, 2011
- **Quality Benchmark for Culturally Competence Tool Available online:**
http://www.naeyc.org/files/naeyc/file/policy/state/QBCC_Tool.pdf
- **The Head Start Child Development and Early Learning Framework**, 2011
[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework\(rev-Sept2011\).pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework(rev-Sept2011).pdf)

Presenter Information



Tanya Dennis

Telamon Corporation-NC
5560 Munford Road Ste 201B
Raleigh, NC 27612

919-520-7383

yayadennis2@yahoo.com

tdennis1@telamon.org

Donellia Chives

Telamon Corporation-NC
5560 Munford Road Ste 201B
Raleigh, NC 27612

919-610-6124

DChives@telamon.org