

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Solidifying our Villages: *Ensuring Racial Equity Through Research- Action*

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- Racism is part of our everyday lives from the interactions we have to the environments we are part of. **Racism is the air we breathe.**
- Anti-racism for children centers **protection, affection, expectation, and connection.**
- We must engage in **R.I.C.H.E.R. actions** through our self-inquiry and collective networks to combat racism.
- We are on a **journey** so continue to read, engage, lean in, and be accountable...doing nothing is condoning racism.



**Take
home message*



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RACISM ALSO DIRECTLY HARMS CHILDREN

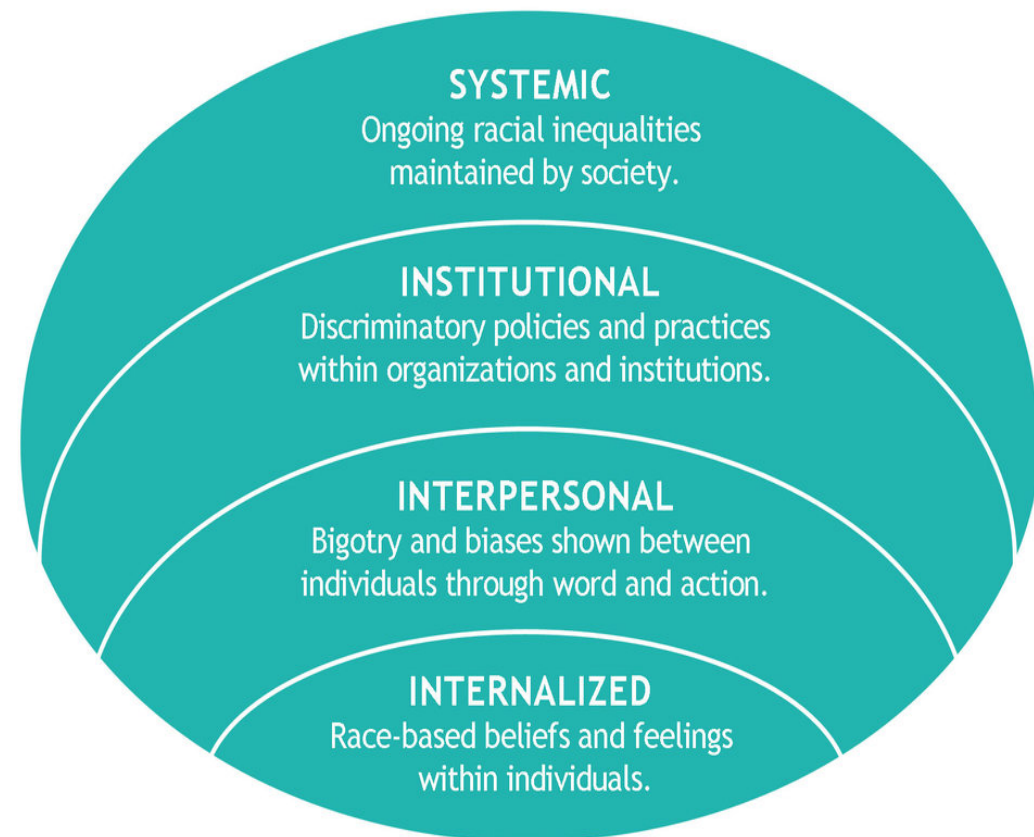
Racism exists at multiple levels

Racism is the use of **institutional power to organize around white supremacy** AND the **oppression, denigration, and dehumanizing based on skin color**. This means that white people, people who look white, or whiteness based on language and culture benefit from this system and arrangement of power, privilege, and resources.

Whiteness is then regarded as beautiful, intelligent, worthy, and something to aspire to; thus maintaining the racist system.

- Adapted from Crenshaw, 1995; Lee, 1996

LEVELS ON WHICH RACISM EXISTS



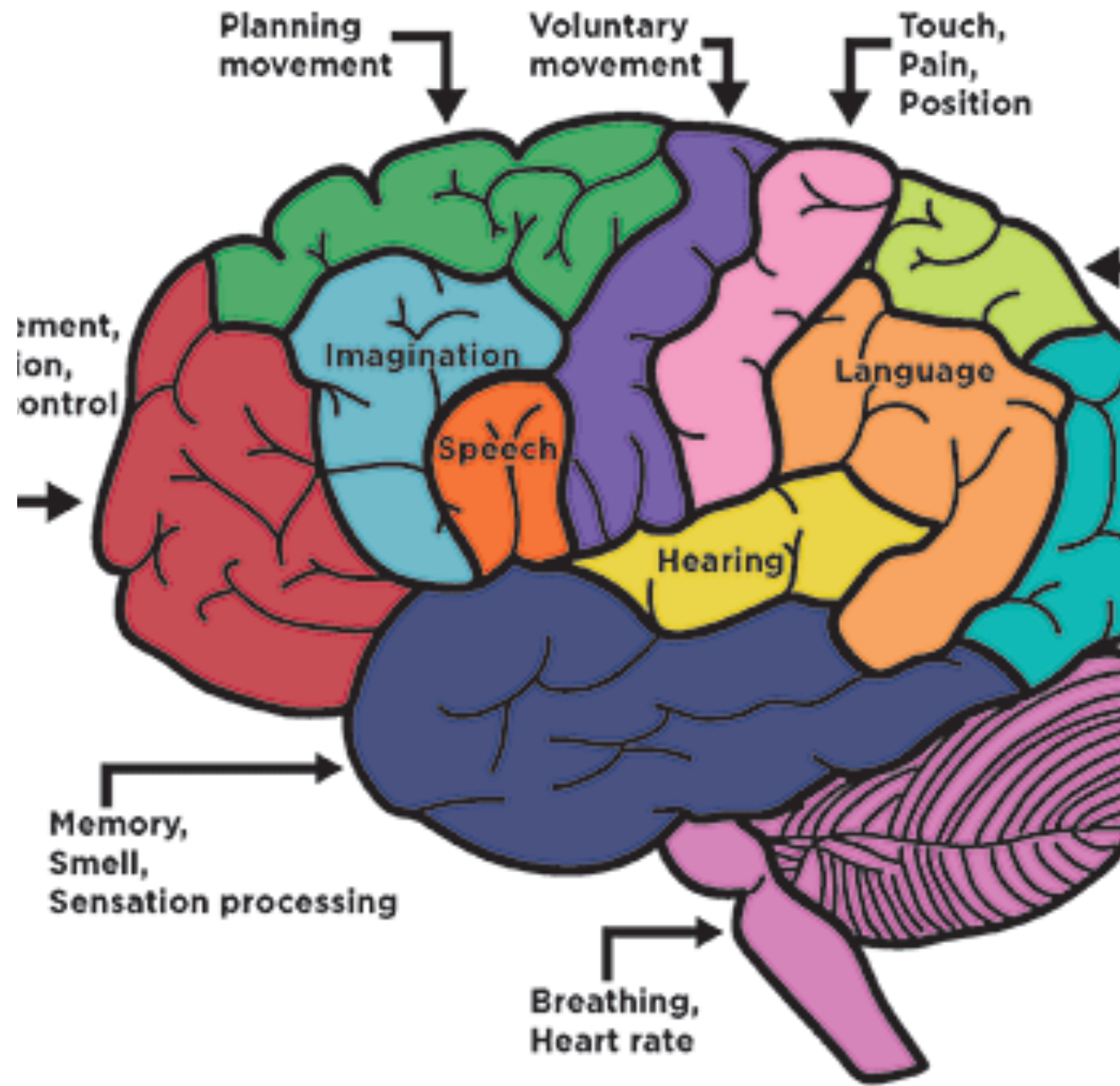
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Implicit Bias

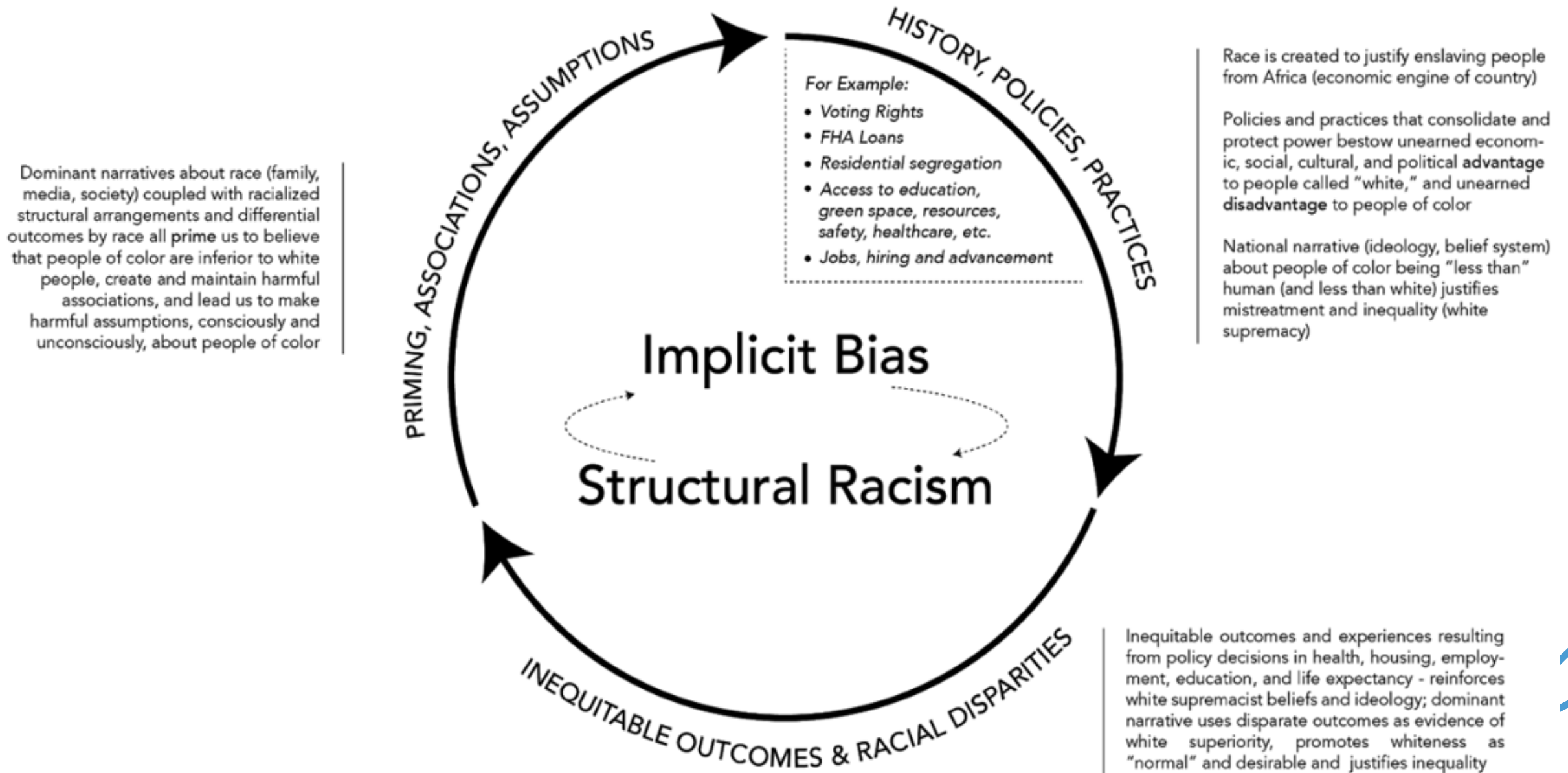
A set of **automatic and uncontrolled** cognitive processes that affect our attitudes toward others. These biases are thought to be involuntary and not under the conscious control of the individual and can lead to either favorable or unfavorable characterizations of others.

SOURCE: IRUKA, I. U., CURENTON, S. M., DURDEN, T. R., & ESCAYG, K.-A. (2020). DON'T LOOK AWAY: EMBRACING ANTI-BIAS CLASSROOMS. GRYPHON HOUSE.



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"Implicit Bias and Structural Racialization," By Kathleen Osta & Hugh Vasquez, National Equity Project.

WE MUST HAVE SHARED VISION, PRINCIPLES, AND MINDSETS.

Anti-racism Research Action Coalition



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HOW DO WE KNOW WE HAVE REACHED IT?

What is our vision for collective impact?



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Equity



**EVERYONE HAS A FAIR AND JUST OPPORTUNITY TO THRIVE
AND REACH THEIR POTENTIAL BY REMOVING OBSTACLES.**



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Racial Equity



EVERYONE HAS A FAIR AND JUST OPPORTUNITY TO THRIVE AND REACH
THEIR POTENTIAL REGARDLESS OF THEIR **RACE** AND **SKIN COLOR**.

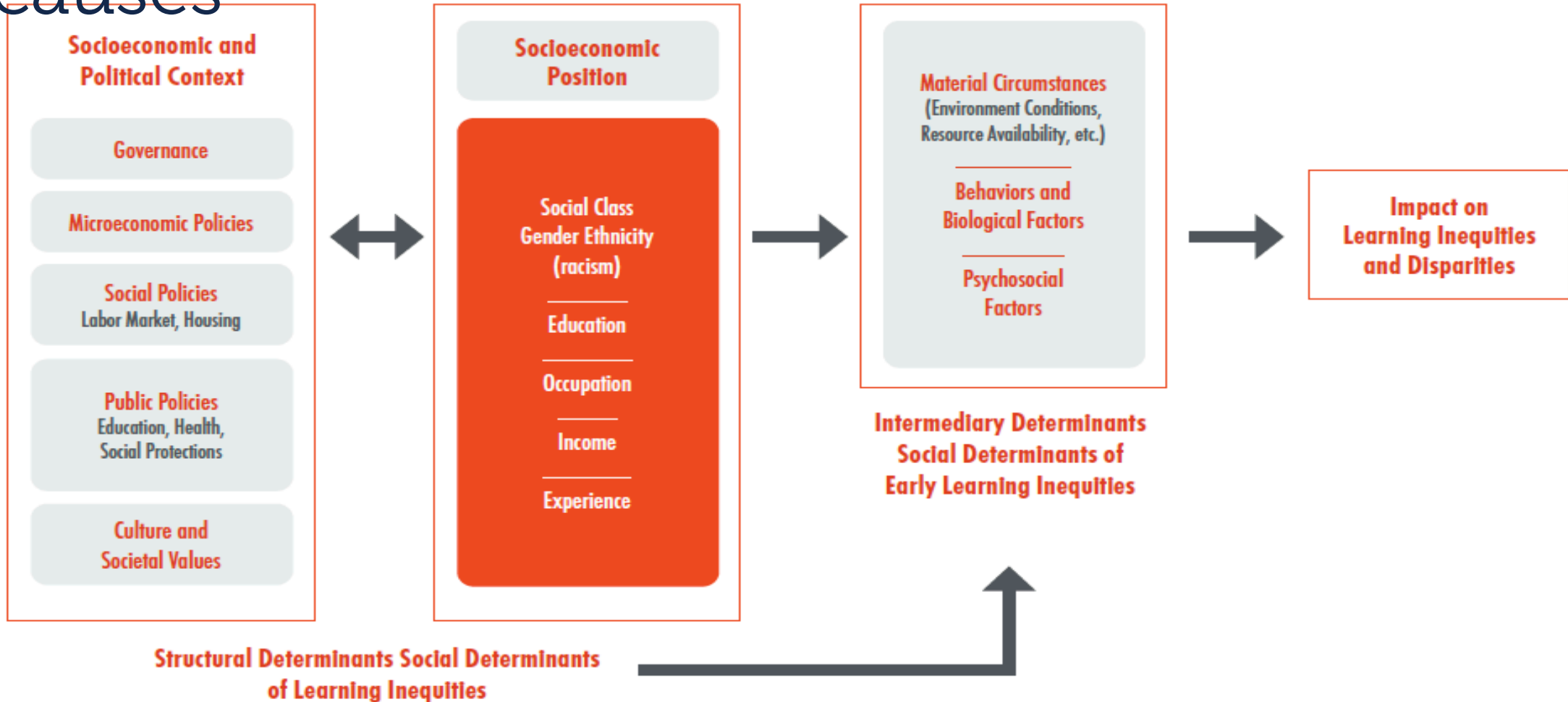


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MUST UNDERSTAND HOW OUR WORK ADDRESSES SDOEL

Structural determinants of early learning: Root causes



HOW DO WE KNOW WE HAVE REACHED IT?

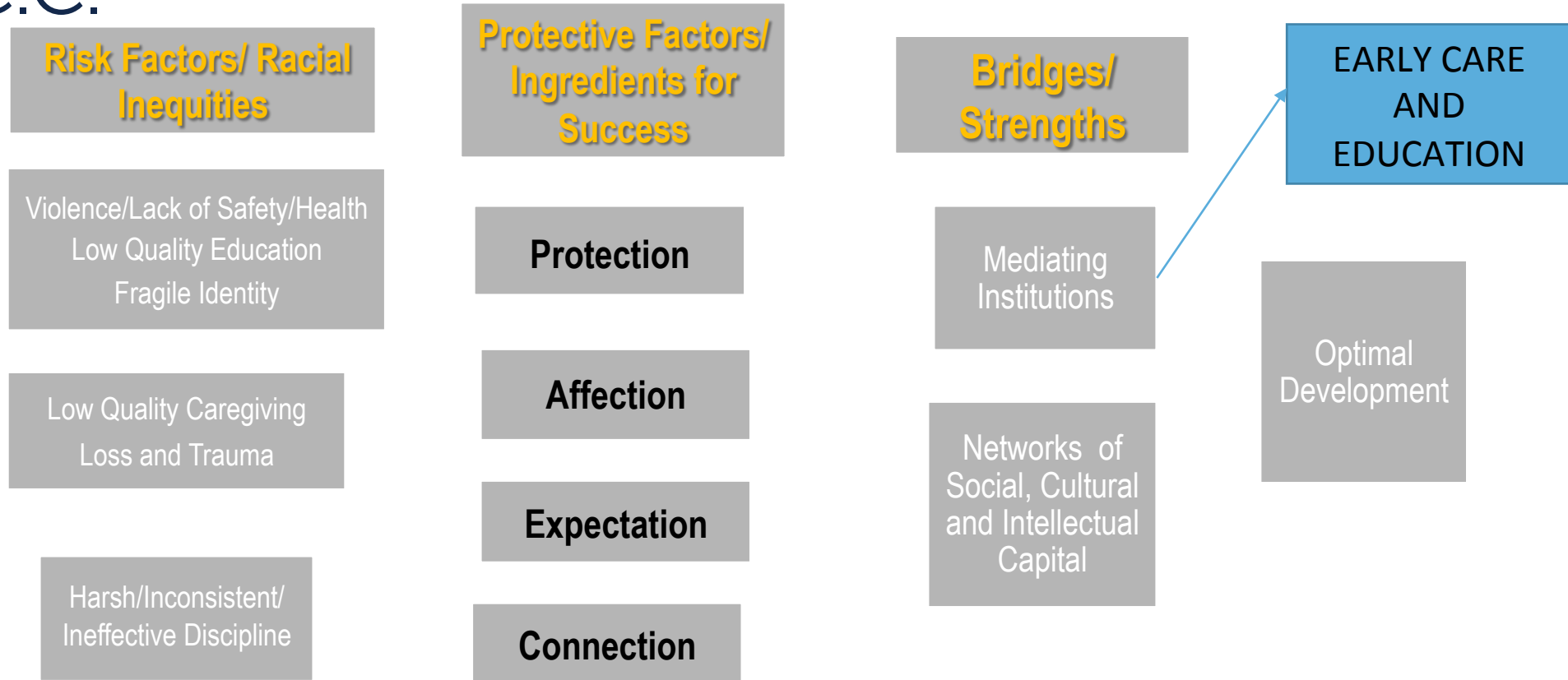
What principles guide our child-centered work?



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Principles for Supporting Minoritized Children: P.A.C.C.



*Adapted from Stevenson, Davis, Abduk-Kabir, 2001; Winn & Stevenson, 2005



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Protection

- **Harm**
- **Violence**
- **Psychological Trauma**
- **Concentrated Disadvantage**



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Affection

- **Intentional Affirmation**
- **Caring**
- **Nurturance**



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Expectation

- **Support for Adaptive Behaviors**
- **Reconciliation**
- **Humanity**



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Connection

- **Belonging**
- **Value**
- **Uniqueness**



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USING THE RICHER FRAMEWORK

Anti-racism mindset necessary



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Work must be **RICHER!**

- ☐ **R**e-educate about history
- ☐ **I**ntegrate rather than just desegregate
- ☐ **C**ritique everything
- ☐ **H**umility of privilege
- ☐ **E**rase racism
- ☐ **R**e-vision new ways, approaches, theories, teams...

Our country will be **enriched** by limiting the dehumanization of people and eradication of racism and bias in all aspects of our world, including programming, policy, & research.



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Re-educate about racism

- ❑ A journey of re-education and self-inquiry is necessary
- ❑ Can engage in multiple ways:
 - Asking for and engaging in this webinar!
 - Google resources – books, videos, audios
 - Social media engagement
- ❑ Live and interacting with the discomfort



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Critique everything you know and do

- ❑ Question EVERYTHING: from how you became part of the organization to the house you live in
- ❑ Think CRITICALLY about your workplace, community and even where you shop
- ❑ Examine your work and underlying frame with regards to power and resources and interface with race, history and privilege.
- ❑ Engaging in critical discourse with a multi-racial network is crucial for decolonizing your work



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Humility is how we should approach this journey

- ❑ Many leaders are brilliant and have good intentions!
- ❑ Be clear about our privilege and how privilege and profession have been weaponized to maintain racist frameworks, policies, programs, and institutions, as well as outcomes.
- ❑ Be ok with critiquing current knowledge, and be humbled and empowered



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Erase racism

- ❑ Expand process and teams that also shows the strengths and assets of BIPOC
- ❑ What is the purpose and value of your work and how much does it call attention to historical atrocities, injustices, and inequities
- ❑ Must make racism visible to eradicate it
- ❑ Must hold ourselves **ACCOUNTABLE!!**



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Re-envision anti-racist programming,

- ☐ Examine whether your work is inclusive and anti-racist, as well as strengths-based
- ☐ Are there existing theories and approaches especially from BIPOC peers that have not been elevated in your work?
- ☐ Work on creating the condition to be anti-racist in all aspect of your life



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#IDontKnowIsNotAnOption

START WITH AND CENTER EQUITY

Anti-racism ECE Policies



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NEED FOR SIMILAR FOCUS ON ANTI-RACISM AS WE HAVE DONE WITH ANTI-POVERTY.

Policies due to the research on impact of poverty on children's development and wellbeing.

- 1 Supplemental Nutrition Assistance Program helped 1.4m children
- 2 Earned Income Tax Credit and other credits helped 4.7m children
- 3 1m Used housing subsidies
- 4 800k used the National School Lunch Program
- 5 ~500k were helped with the Supplemental Security Income (SSI)
- 6 216k with Temporary Assistance for Needy Families and other assistance (TANF)
- 7 169k with Special Supplemental Nutrition Program for Women, Infants and Children (WIC)
- 8 Medicaid and CHIP provided health care for 37m children
- 9 32 states and DC have expanded Medicaid to very low-income families
- 10 13% a year for every dollar invested in high quality early childhood programs and services

Source. Children's Defense Fund (2020). *The State of America's Children*. Washington, DC: Author
<https://www.childrendefense.org/wp-content/uploads/2020/02/The-State-Of-Americas-Children-2020.pdf>

Starting with Equity: 14 Priorities to Dismantle Systemic Racism in Early Care and Education

- 1. Equitable funding**
2. Authentic Integration
3. Equity in Monitoring & Accountability
- 4. Workforce Equity**
5. Equity in Workforce Prep & Dev
6. Equity in QRIS/QI
7. Culturally Responsive Curriculum & Pedagogy
8. Equity in Global Quality Assessments
- 9. Eliminate Harsh Discipline**
10. Equity in EI/SPED ID
11. Equity in CQI
- 12. Family Leadership**
13. Center FCC
14. Equitable access/ expansion to DLL

Source: <https://fpg.unc.edu/publications/start-equity-14-priorities-dismantle-systemic-racism-early-care-and-education>



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**CHILDREN'S EQUITY
PROJECT**



IT TAKES A VILLAGE OR COALITION!

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“Speaking like this doesn’t mean that [I am] we’re anti-white, but it does mean [I am] we’re anti-exploitation, [I am] we’re anti-degradation, [I am] we’re anti-oppression.”

~ Malcom X



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THANK YOU FOR YOUR WORK!!

Thank you!

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