

# 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 are 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.

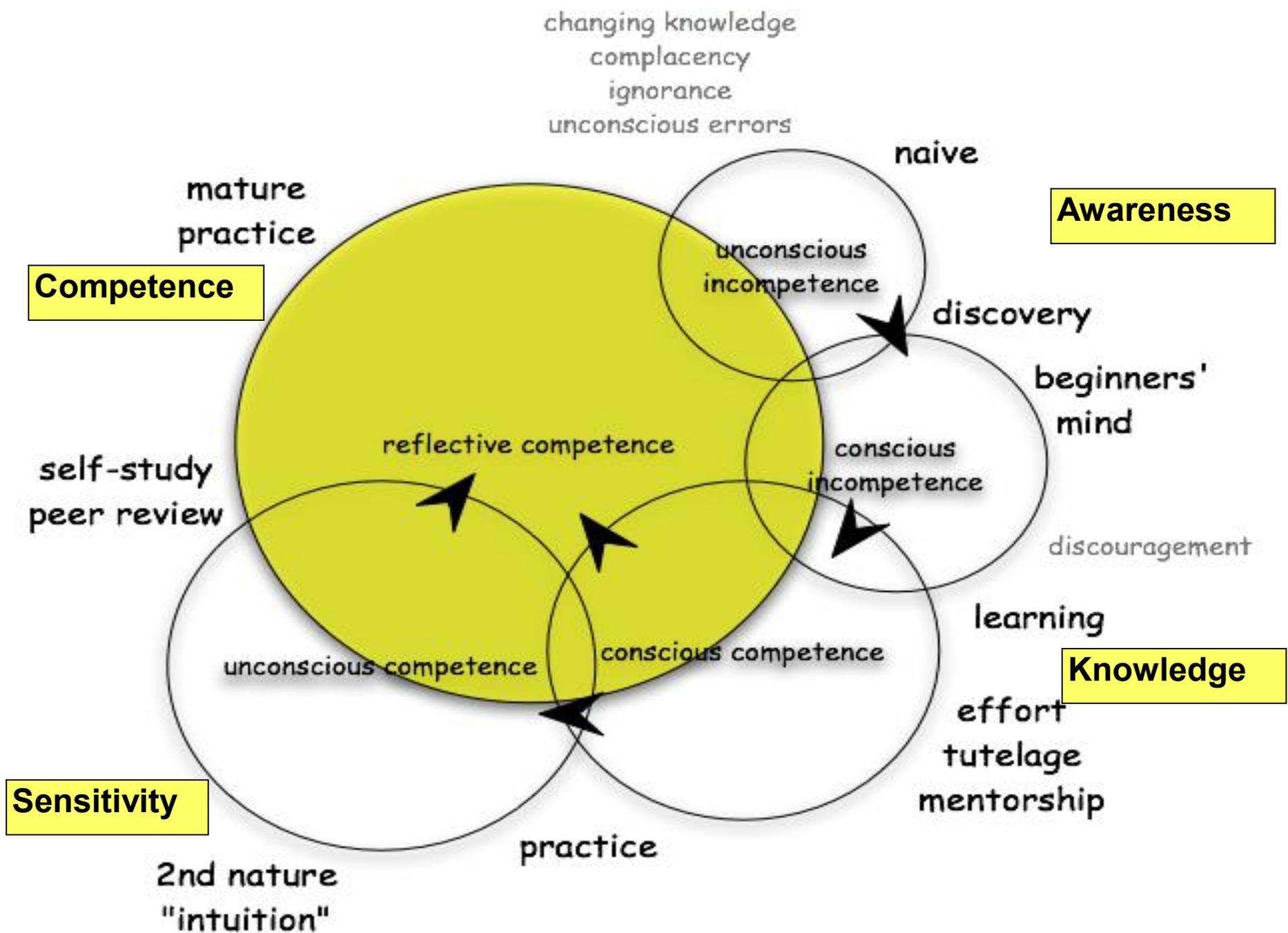
**On-goingly** making decisions throughout the program day that **influence** children, families, the program, other professionals as well as self.

**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

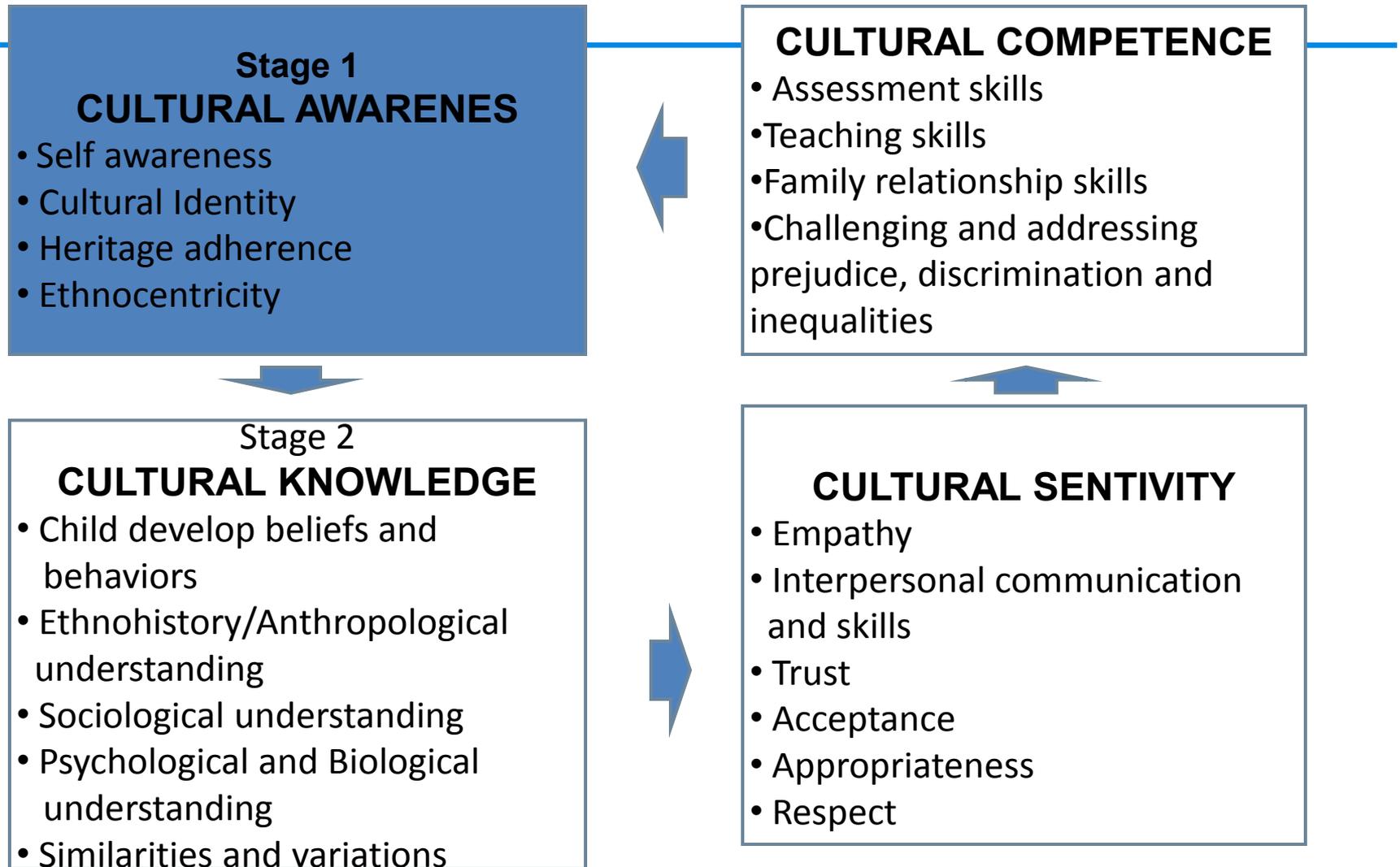


# Cultural Competency

- 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;

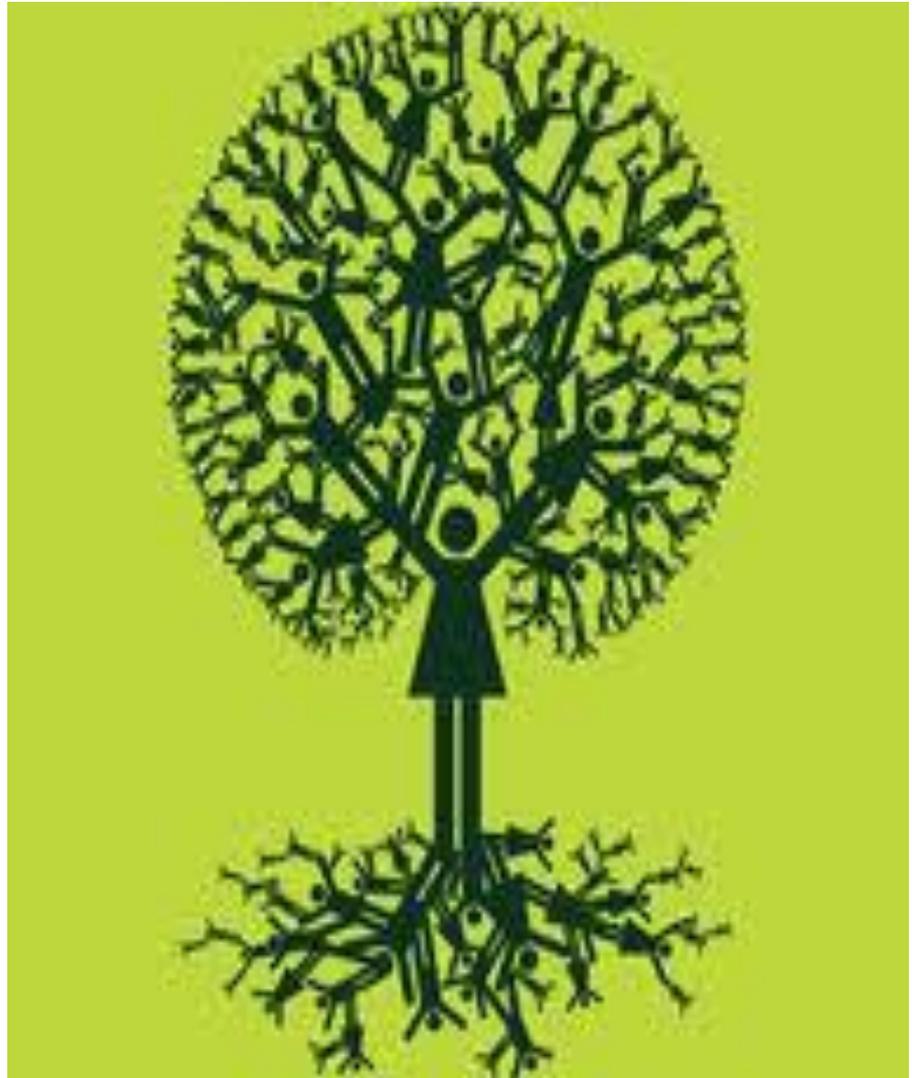
Concept 6: Ensure decisions and policies embrace home languages and dialects;

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***



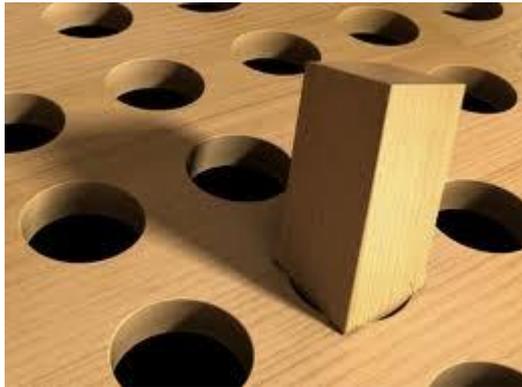
# Culturally Competent Services for Families of Color



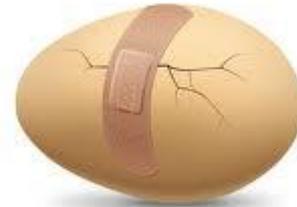
- Program Mission Statement
- Program Policies
- Program Procedures
- Program Human Resources/Personnel
- Program Quality Assurance
- Program Partners
- Program Reputation

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

**One Size Fits All**



**Quick Fix**



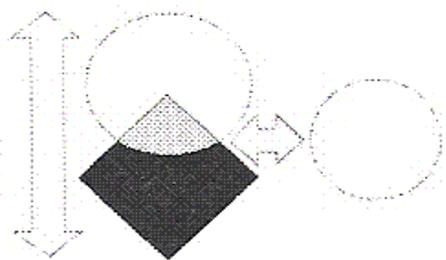
# Strength Based vs. Deficit Based

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

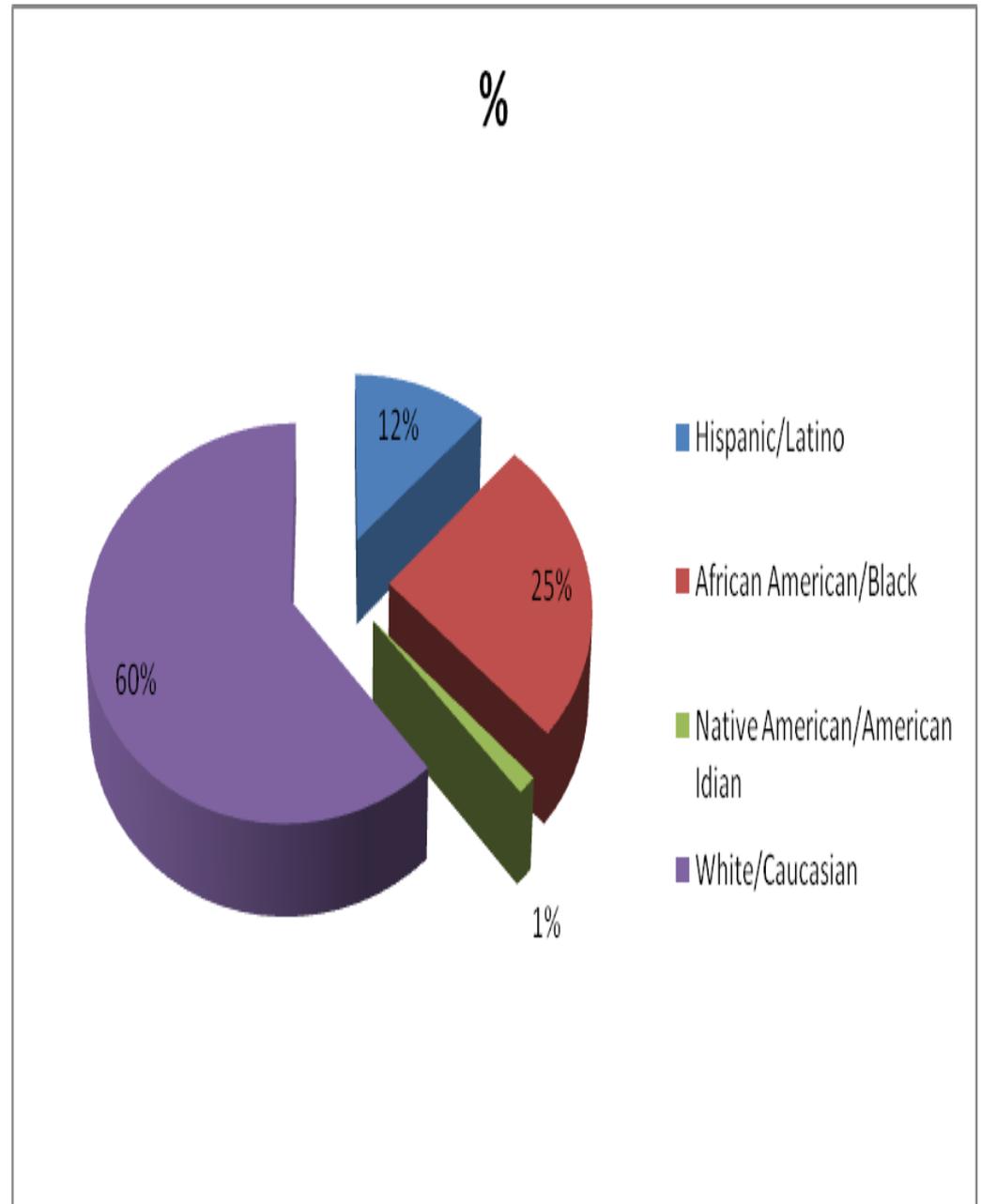
60% of children are White/Caucasian

# 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

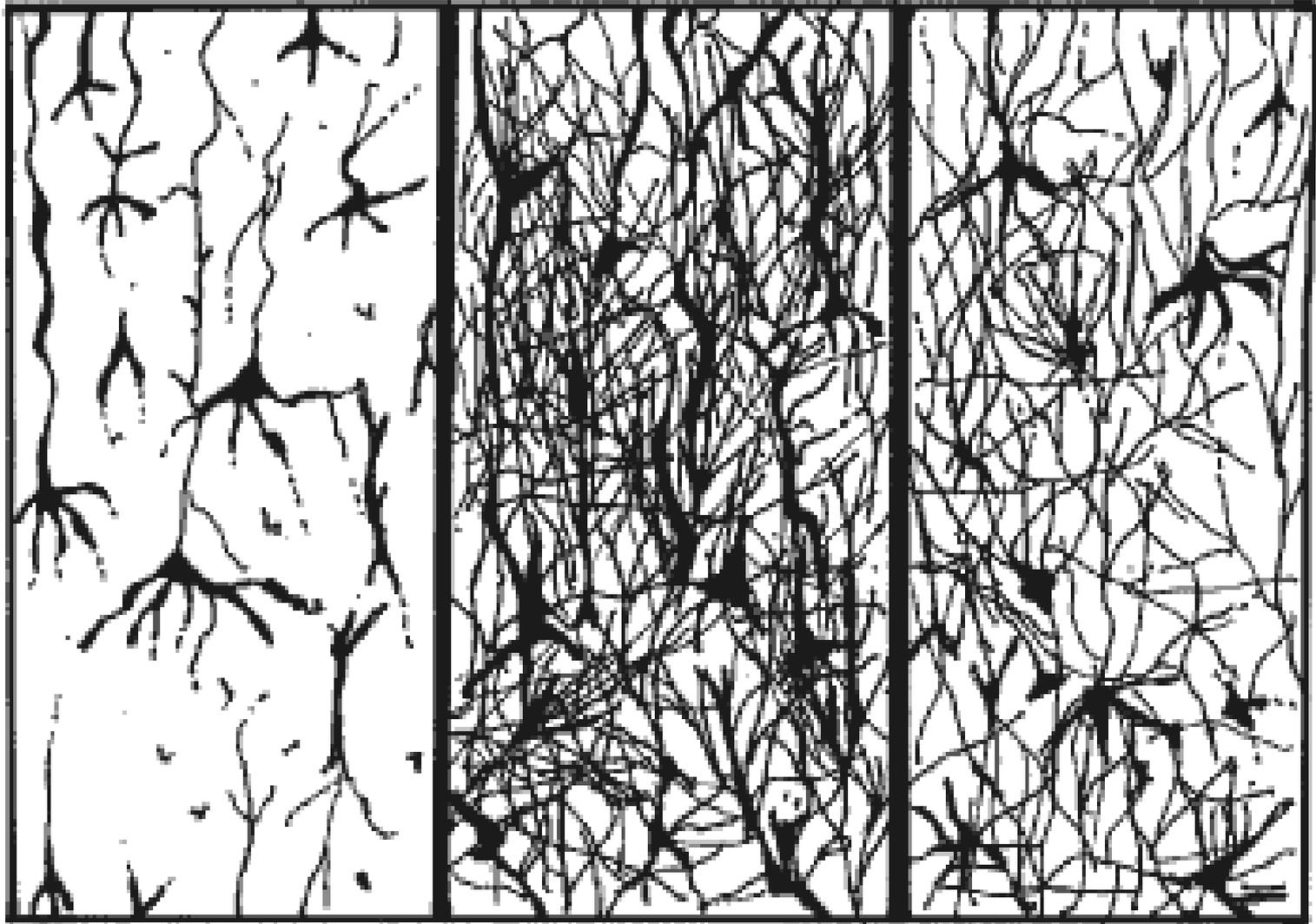


## Time in Child Care



- 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

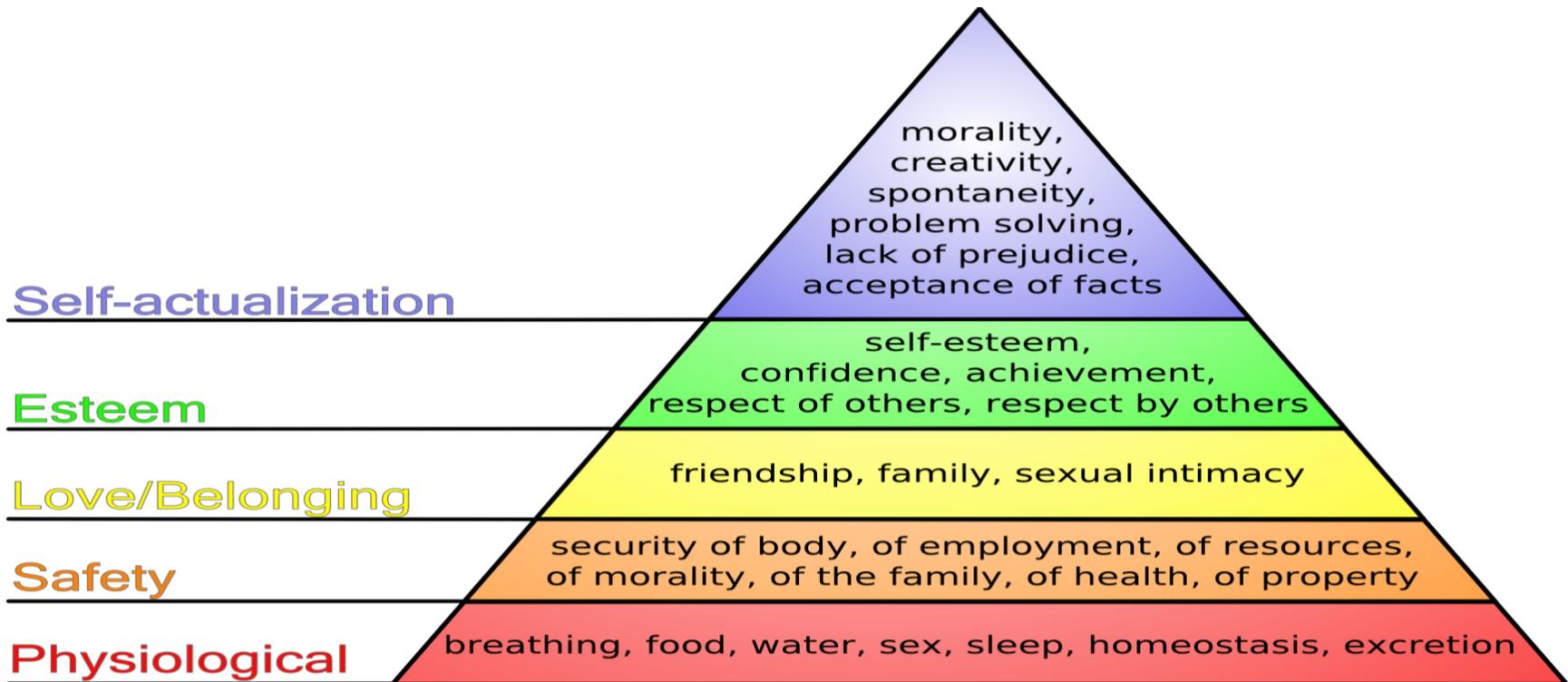
ITERS-R

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](http://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**

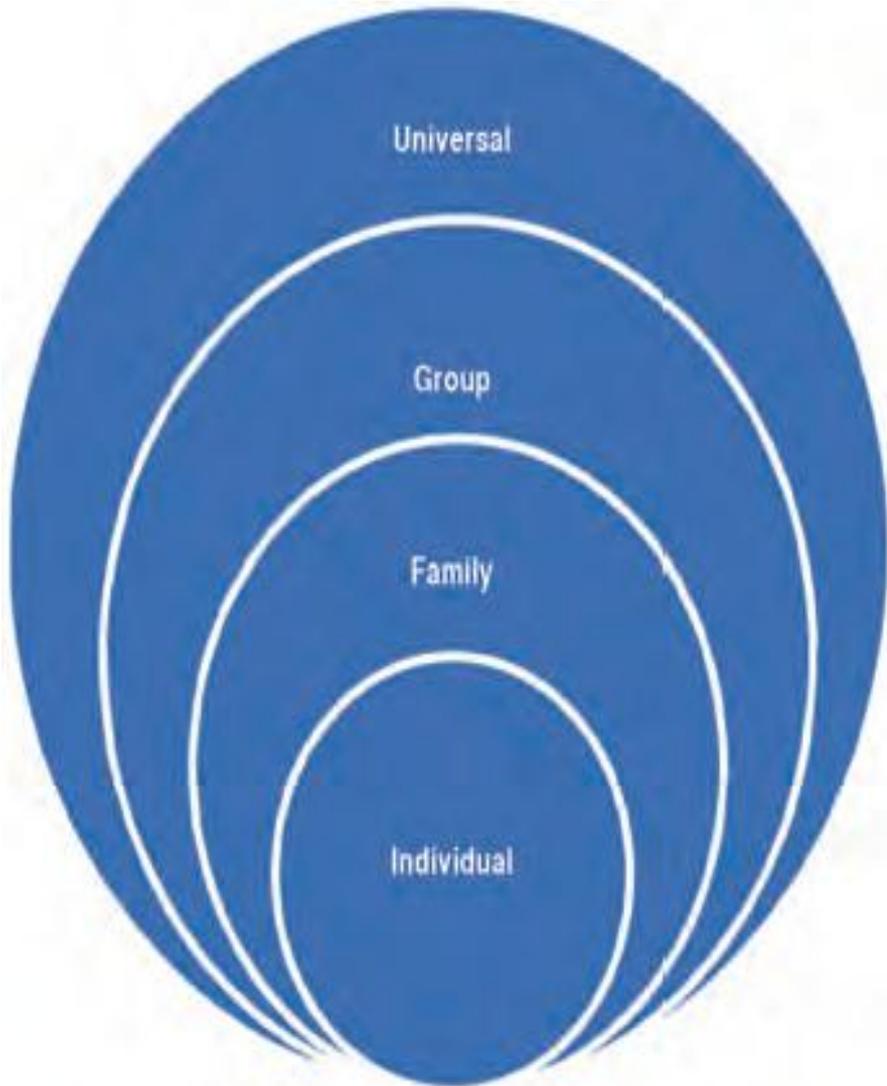
# National Education Goals Panel (NEGP)

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

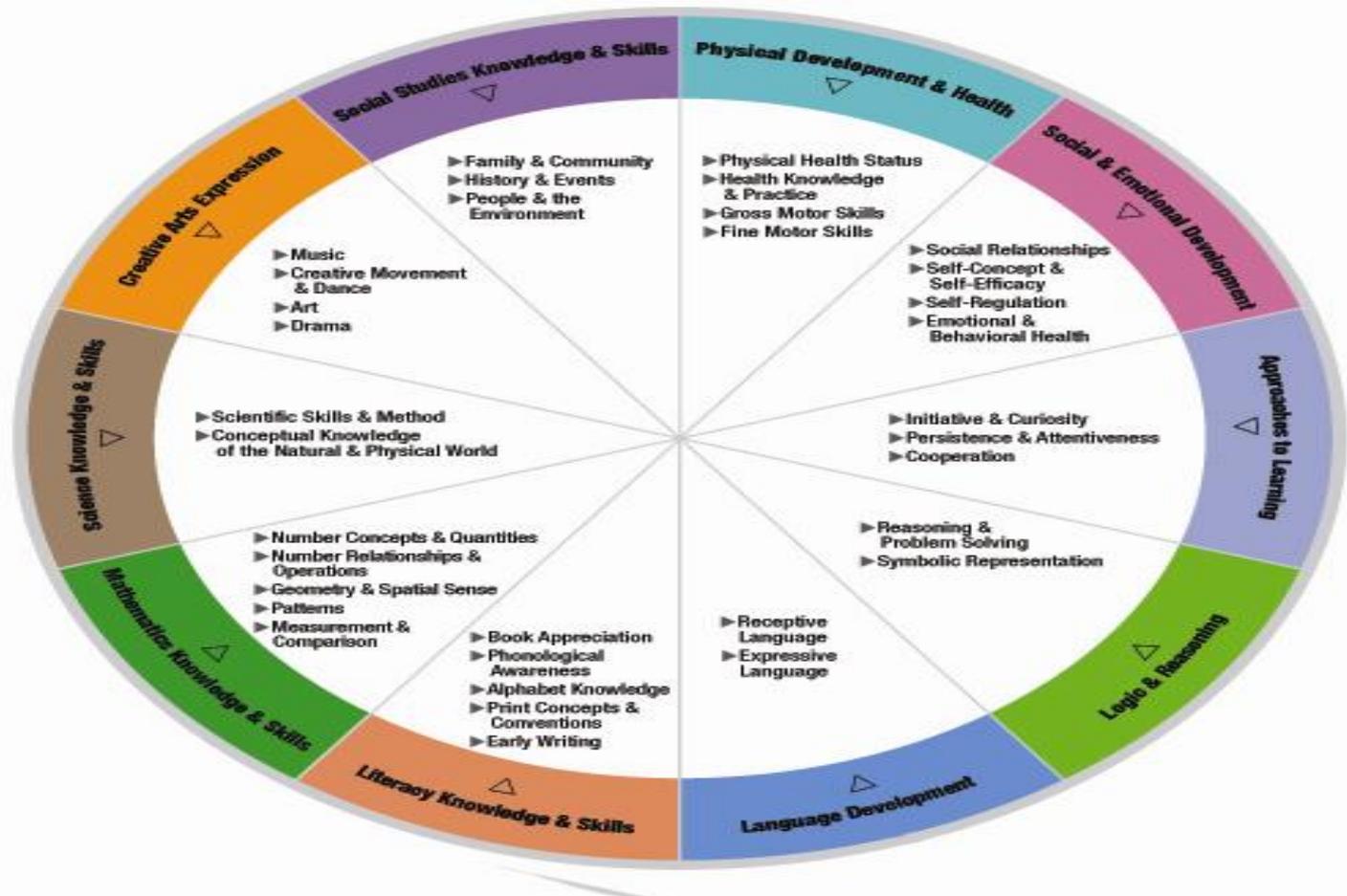
# Get “ready for children”



- 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...**

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a family who.....

Family Level –**Our family...**

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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.

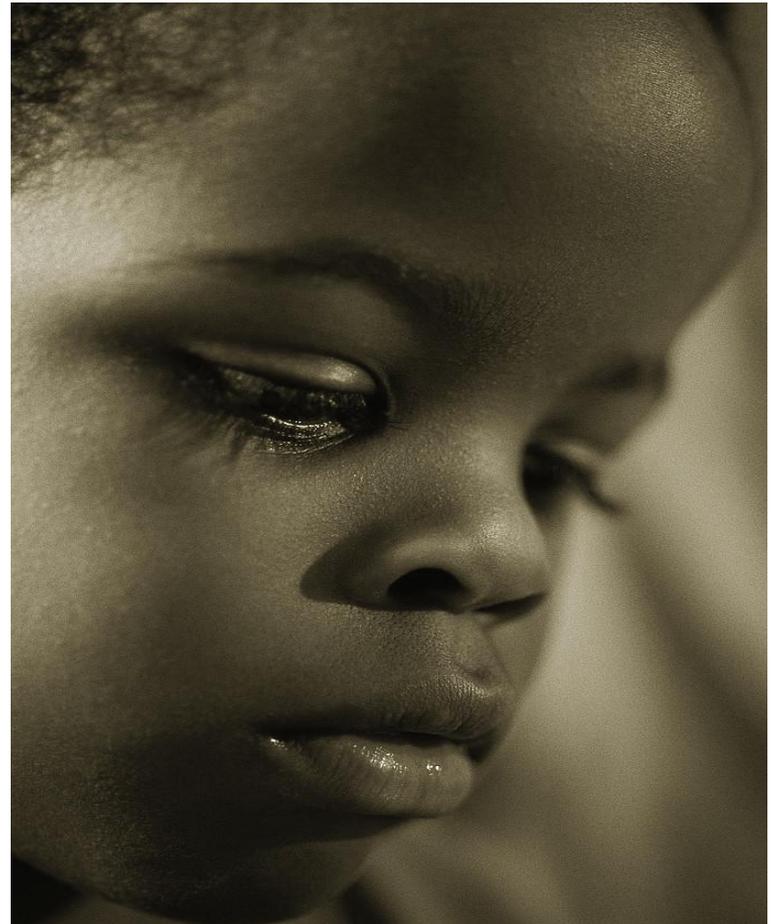


# Black Children and the Face of Poverty

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

### Multi-Cultural World

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Rich language and literacy environment

Rich language and literacy environment supporting dual-multiple language learning

Age-appropriate social and emotional development

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

Intentional learning environment/curriculum

Intentional learning environment in context and building on cultural backgrounds

Parent involvement

Family/village involvement

Skilled teachers

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 they 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 New 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](http://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](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



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