

The background features a series of overlapping, semi-transparent green geometric shapes, primarily triangles and polygons, that create a dynamic, layered effect. The colors range from a bright lime green to a darker forest green. The shapes are positioned on the right side of the frame, extending towards the center.

# Advancing Equity in the Early Care and Education Workforce

Today...

- ▶ Is a conversation starter-  
please use the chat to  
interrupt, ask questions  
share thoughts, experiences  
and ideas.

# Who am I?

- ▶ Assistant Superintendent, Early Childhood Education  
Placer County Office of Education
- ▶ Senior Policy Advisor First 5 California
- ▶ Adjunct Professor, Sierra College
- ▶ Contributing Author, Anti Bias Education for Young  
Children (2020)
- ▶ Diversity and Equity Educator

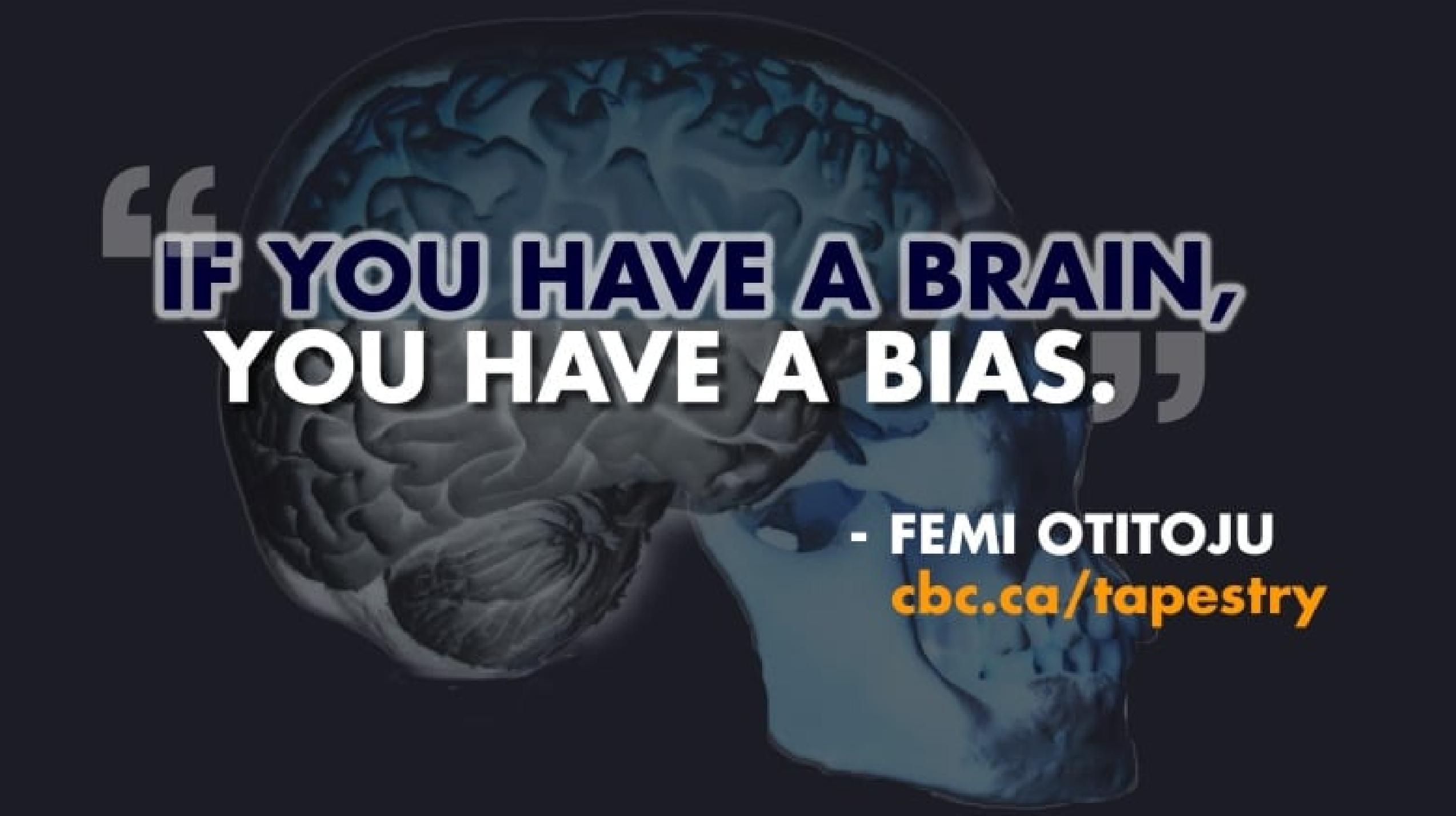
The image features a circular design with a teal, wavy border. The center is black and contains white text. The text is arranged in two lines, with the first line being larger than the second. The overall aesthetic is clean and modern, with a focus on the text.

Implicit Bias  
It's All Around Us

# IMPLICIT BIAS

WHAT WE DON'T THINK WE THINK



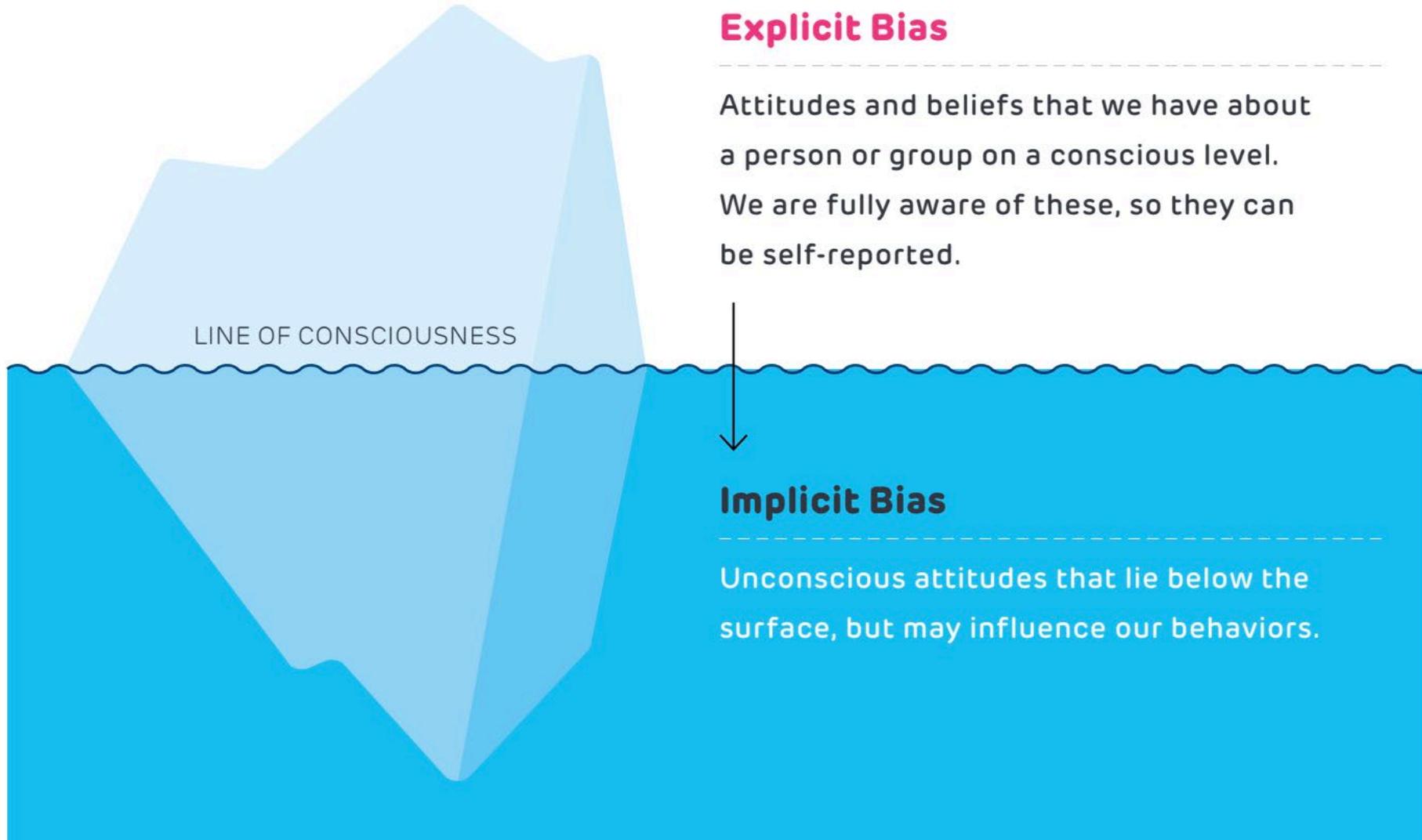


**“IF YOU HAVE A BRAIN,  
YOU HAVE A BIAS.”**

**- FEMI OTITOJU**

**[cbc.ca/tapestry](https://cbc.ca/tapestry)**

Just as COVID-19  
revealed inequities in  
housing, medical care  
and work, QRIS  
revealed inequities  
within and implicit  
bias towards our ECE  
workforce



## Explicit Bias

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Attitudes and beliefs that we have about a person or group on a conscious level. We are fully aware of these, so they can be self-reported.

## Implicit Bias

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Unconscious attitudes that lie below the surface, but may influence our behaviors.

# Implicit Bias can be favorable or unfavorable...

## Definition: Implicit Bias

Implicit Bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases can be favorable and unfavorable and are activated involuntarily, without our awareness or intentional control. They reside deep in our subconscious and are not accessible through introspection. Implicit biases develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages.

“ All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. ”

“They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities...

”

“embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and”

“

Work to eliminate structural inequities that limit equitable learning opportunities.

”

National Association for the Education of Young Children ( NAEYC) Position Statement, April 2019

“

Thus, all early childhood educators have a professional obligation to advance equity. ”

“Child Care and Early Education policies are shaped by a history of systemic and structural racism.”

CLASP, Equity Starts Early [www.clasp.org](http://www.clasp.org)

“As a result, there are major racial disparities in children’s access to quality child care that meets their cultural and linguistic needs and enables their parents to work.”

CLASP, Equity Starts Early [www.clasp.org](http://www.clasp.org)

“Early care and education workers are overwhelmingly in low-quality jobs with inadequate compensation;”

CLASP, Equity Starts Early [www.clasp.org](http://www.clasp.org)

“workers of color are often  
relegated to the lowest-paid  
positions

”

CLASP, Equity Starts Early [www.clasp.org](http://www.clasp.org)

“According to research, high-quality ECE is critical to children’s development and family economic stability, particularly for low-income families.

”

“It is critical that children of all racial, ethnic, linguistic and cultural backgrounds have equitable access to quality early childhood programs.”

“ Such programs should employ a diverse workforce with equitable access to high-quality jobs... ”

CLASP, Equity Starts Early [www.clasp.org](http://www.clasp.org)

“that include compensation reflecting the importance and difficulty of their work as well as the field’s increasing qualifications.”

“ Addressing racial inequities in the early childhood system will require increased investments at the state/federal levels and smart policy decisions about expectations for , and delivery of , child care and early education. ”

CLASP, Equity Starts Early [www.clasp.org](http://www.clasp.org)

# Placer County Office of Education

- ▶ Stage 1,2,3 and Alternative Payment Program
- ▶ Family Child Care Hones Education Network
- ▶ Local Child Care Planning Council
- ▶ Resource and Referral Network
- ▶ State Preschool
- ▶ QRIS/IMPACT
- ▶ First 5 Placer
- ▶ Head Start/Early Head Start
- ▶ Preschool Development Grant/Parent Cafes



California School  
**DASHBOARD**

Our community data did not tell a good story for many of our children African American, low-income, Latinx, foster children, single parents, teen parents or our isolated rural children.

There was a gap between our vision  
and our reality....from the  
perspective of our providers and  
families

We committed to becoming allies - advocates for and collaborative partners with our marginalized children and families and providers - rather than just doing services to them.

# Where did we start in Placer County?



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# Advancing Equity





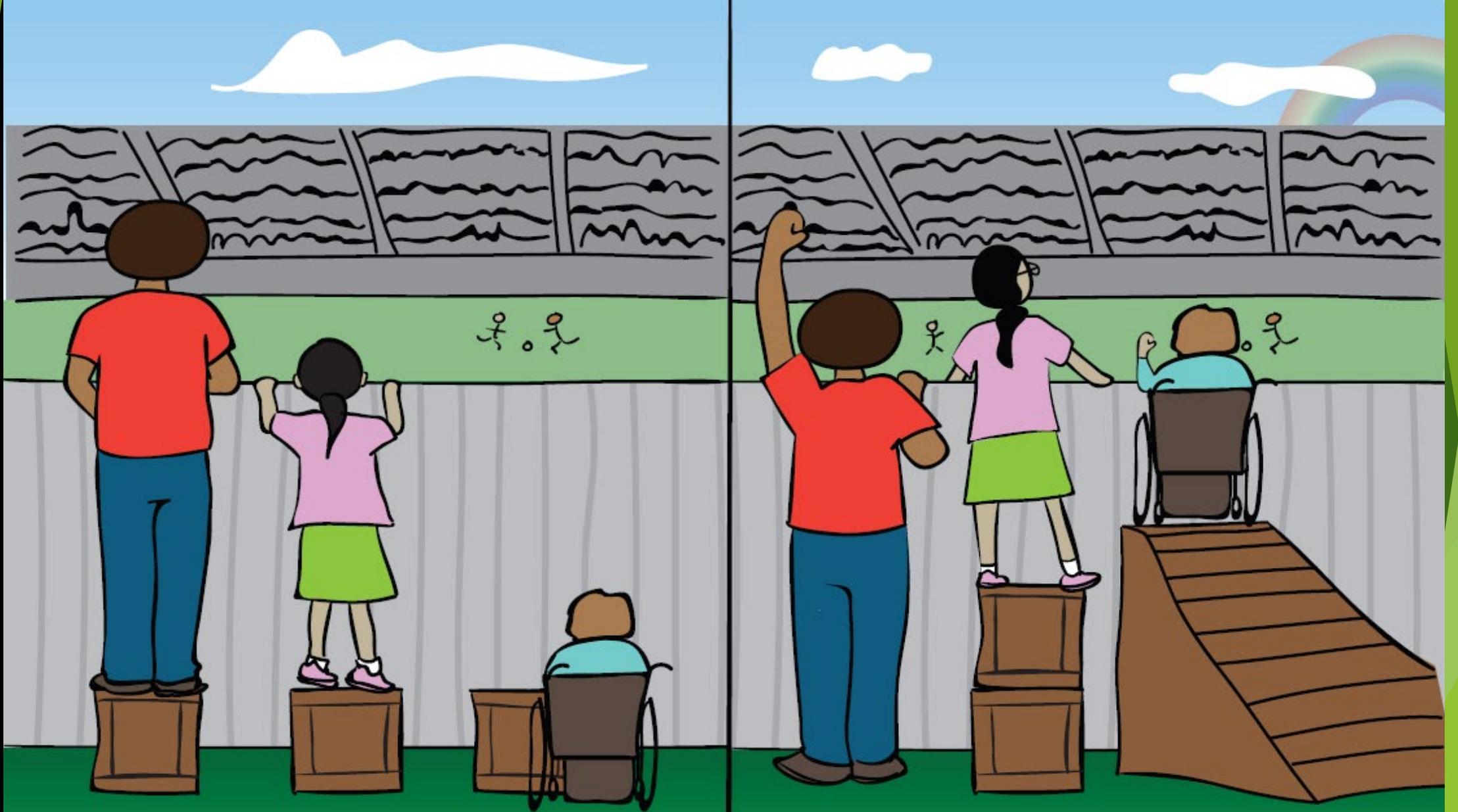
What did it mean for us to focus on equity?



We can't solve  
the problems if  
we can't see the  
problems

We can't close the  
opportunity gap  
if we can't see  
the opportunities...

Community Data...drove professional development and training and where we targeted outreach to and funding for providers



**EQUALITY**

**EQUITY**



**Diversity** of  
people,  
perspectives



**Inclusion:**  
power, voice,  
organizational  
culture



**Equity = results**  
from policy,  
practice,  
position



We had to talk about explicit and implicit bias... and what to do when we, our families or coworkers exhibited it.

# Implicit Bias is...



**Attitudes, Stereotypes, & Beliefs**  
that can affect how we treat others.

Implicit bias is not intentional, but it can still impact how we judge others based on factors, such as:



**Race**



**Ability**



**Gender**



**Culture**



**Language**

In early childhood settings, implicit biases can affect how providers perceive and respond to children, which can lead to unfair differences in the use of exclusionary discipline practices, such as suspension and expulsion.

# Explicit bias

Expressed directly

Aware of bias

Operates consciously

Example -- "I like whites more than Latinos."

# Implicit bias

Expressed indirectly

Unaware of bias

Operates sub-consciously

Example -- sitting further away from a Latino than a white individual.

Parents ( Families) are a child's first and most important teacher

With accurate information parents make the best choices for their children and its ok if we don't agree with them, we still need to support them and the caregivers they choose.

We believe that the early learning and a childcare field is a continuum, and we honor family choice of childcare setting...follow the child and support them and their caregivers in all settings

- ▶ FFN
- ▶ Family Child Care
- ▶ Private Sector
- ▶ Public Sector

We had to get money into as many of our providers as possible - which ones?



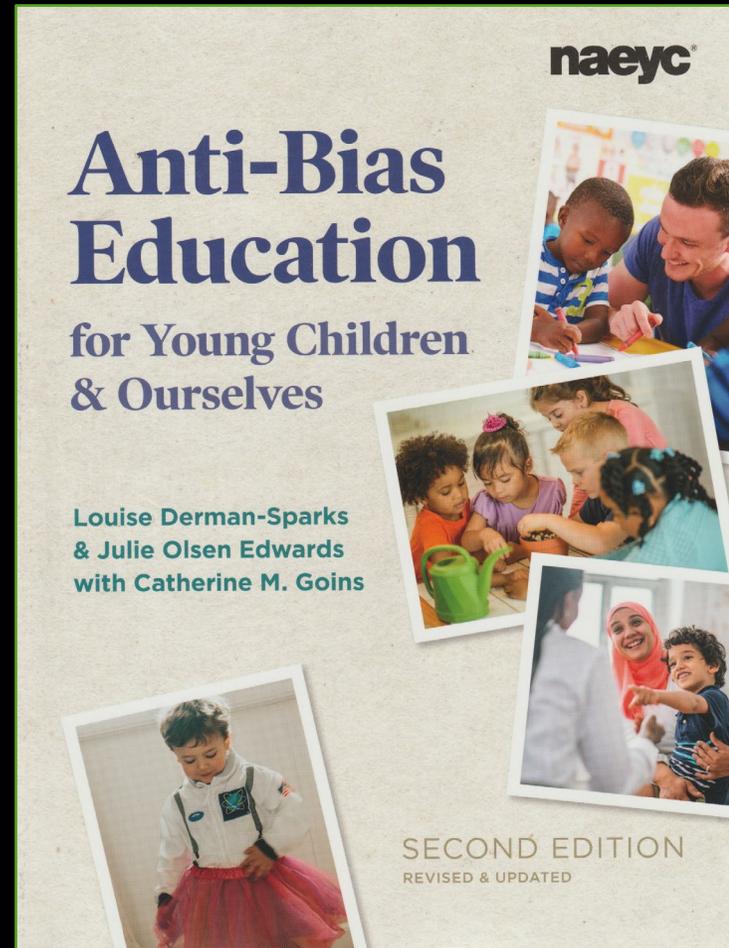
[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

We provided incentives for the process and not the outcomes and that was a game changer...

We kept the focus always, always,  
always on the children.

Anti-Bias Education - a hopeful  
approach...

2020



# 4 Core Goals of Anti-Bias Education

- ▶ Identity

- ▶ Diversity

- ▶ Justice

- ▶ Activism

# ABE Goal 1, Identity

- ▶ Children and adults will demonstrate self-awareness, confidence, family pride and positive social identities.



## ABE Goal 2, Diversity

- ▶ Children and adults will express comfort and joy with human diversity, use accurate language for human differences, and form deep, caring connections across all dimensions of human diversity.



## ABE Goal 3, Justice

- ▶ Children and adults will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts.



## ABE Goal 4, Activism

- ▶ Children and adults will demonstrate a sense of empowerment and the skills to act, with other or alone, against prejudice and/or discriminatory actions.



We had to educate ourselves about  
social identities...

# What is Social Identity?

- ▶ *Social Identity* is the assigned memberships, in groups defined by the society, and shared with many other people.
- ▶ There are many social identities, including economic class identity, gendered identity, ethnic/heritage identities, racialized identity, and religious identity.
- ▶ Social identities have great influence and power in every one's lives in society - providing social, economic, cultural advantages or disadvantages.
- ▶ *Individual identity*, another essential component of children's development, is about an individual's specific personality, interests, abilities, and beliefs about themselves as a specific person.

- ▶ Social Identities and attitudes are externally imposed on *all* children and constructed by them from the inside.
- ▶ The dynamics of systemic racism -- and the many other forms of prejudice and discrimination in each child's society -- profoundly influences all children's social identities and attitudes.
- ▶ Significant adults in children's lives play a crucial role in how children construct their social identities and attitudes.

# Social Identities Include

- ▶ Ethnicity/Heritage
- ▶ Language
- ▶ Place of Birth
- ▶ Family Structure
- ▶ Race/Racialized Identity
- ▶ Sexuality
- ▶ Religion
- ▶ Education
- ▶ Age
- ▶ Economic Class
- ▶ Able self
- ▶ Body Type/Size

# Groups defined as the norm; recipient of societal advantages

- ▶ European American
- ▶ English Speaking
- ▶ Born in the USA
- ▶ White
- ▶ Male
- ▶ Heterosexual
- ▶ Christian
- ▶ College Degree
- ▶ Ages 20-50 for women/20-60 for men
- ▶ Slim, fit
- ▶ Healthy, no apparent disability
- ▶ Middle to upper class
- ▶ Male/female married with 1-3 biological children

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# Groups that are marginalized and targets of institutional prejudice and discrimination

- ▶ Indigenous peoples and all other ethnicities besides European American
- ▶ Immigrants
- ▶ Home Language other than English
- ▶ People of color; biracial, multiracial
- ▶ Female, non-binary, transgender, etc.
- ▶ Asexual, bisexual, gay, lesbian
- ▶ Children, adolescents, women over 50, men over 60
- ▶ Large, overweight
- ▶ Any form of disability
- ▶ Poor or working class
- ▶ Unmarried, single parents, gay/lesbian parents, foster, blended, adopted, divorced

# We had to learn about the social identities of others

- ▶ FROM THEIR EXPERIENCES and STORIES
- ▶ We had to have very brave conversations
- ▶ Sometimes they were uncomfortable
- ▶ They were always necessary
- ▶ We had to talk about institutional Sexism, Racism, Classism on our profession and identify where we could interrupt/disrupt and where we needed to advocate for change
- ▶ We had to interrupt conversations, behaviors and systems that did not meet our goals for children and families

We had to talk about racism...

# Obvious Racism

Hate Graffiti    Lynching  
Racist Fliers    Hate Group  
Burning Crosses    Rallies

# America's Iceberg

The Silence of Good People

Racist Jokes    Housing Discrimination    Confederate Flags  
Hiring Discrimination    Believing That We Are "Post-Racial"  
"I'm Colorblind"  
Assuming That Good Intentions Are Enough    Not Challenging Racist Jokes  
Anti-Immigration Policies/Practices  
Racial Profiling    "I Never Owned A Slave"    Denial of White Privilege    English-Only Initiatives  
Euro-Centric Curriculum    Racist Mascots    Bootstrap Theory    Mass Incarceration  
Not Believing Experiences of POC

Below-the-water-line racism



# The problem with “color-blind” or being neutral..

When we do not “see” or acknowledge or address people’s social identities and all that it means in terms of how society sees them and how they see themselves you are invalidating their very existence. We can’t treat all children and families the same because they do not all have the same opportunities. This is the opportunity gap.



“I am color blind I don't see color I treat all the children the same”



We had to constantly ask ourselves who was not at the table, whose voice was missing, who was making the decisions...and we sometimes fell short, especially with hearing from parents, but we never gave up and we questioned everything through an equity lens

We had to identify local/state/federal policies that had unintentional consequences for the early childhood workforce

Q.R.I.S.

## Q.R.I.S. in Placer County

- ▶ Family Friend and Neighbors
- ▶ Family Child Care Homes
- ▶ Private Sector Centers
- ▶ Public Sector Centers

Providers helped us  
write the grant

Parents helped us  
define quality

Outside Facilitators  
helped us learn the  
truth about what FCC  
providers really  
thought...and we got  
better

# Lessons Learned

Family, Friend and

Neighbor

Family Child Care

Private Centers

## What worked for us

- ▶ Flexibility within the IMPACT /QRIS funding to meet local workforce needs
- ▶ Engaging parents
- ▶ Providing training AND follow up on diversity, inclusion and equity
- ▶ Listening to, Respecting, and Recognizing Providers
- ▶ Not lowering standards, raising individualized supports
- ▶ Supporting Professional Development and Higher Education - recognizing that many of our older workforce does not want to go back to school

## What did not work for us

- ▶ Lack of consensus on what school readiness means
- ▶ Limited definitions of quality from the state
- ▶ Lack of ability to track DRDP and preschool suspensions/expulsions by race
- ▶ Lack of county wide data on providers by race and their enrolled children
- ▶ Discussions on trainers needing to be “state certified”
- ▶ Building on an ECE system that reimburses so little
- ▶ Lack of multiple ways for providers to demonstrate competence and effectiveness
- ▶ Multiple funding streams

# Advancing Equity for Early Education Workforce

A journey AND a  
destination

## Contact Information

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