



**Dismantling Privilege and Structural  
Racism: How Implicit Bias and  
Privilege Affect Our Interactions with  
Families**

Maryland Family Engagement Summit  
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# Facilitators

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# MID-ATLANTIC EQUITY CONSORTIUM



## VISION

MAEC envisions a day when all students have equitable opportunities to learn and achieve at high levels.

## MISSION

MAEC's mission is to promote excellence and equity in education to achieve social justice.

## CORE VALUES

- ❖ Excellence
- ❖ Equity
- ❖ Integrity
- ❖ Innovation
- ❖ Synergy

## AREAS OF WORK



Early Childhood



Educational Equity



English Learners



FSCE



School Transformation



School Culture & Climate



STEM



Youth Development

# CENTER FOR EDUCATION EQUITY (CEE)

**CEE** is a project of MAEC, Inc., in partnership with WestEd and the American Institutes for Research (AIR).



*Center for Education Equity (CEE) is committed to the sharing of information regarding issues of equity in education. References to any specific publication, person, or idea is for the information and convenience of the public and does not necessarily reflect the views and opinions of CEE. The contents of this presentation were developed under a grant from the U.S. Department of Education (S004D110021). However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.*

## Equity, Excellence, and Opportunity to Learn





# OVERVIEW OF THE COLLABORATIVE ACTION FOR FAMILY ENGAGEMENT CENTER (CAFE)

- Regional Statewide Family Engagement Center for MD and PA
- Our partners include: the National Association for Family, School, and Community Engagement; Parents as Teachers; Academic Parent Teacher Teams (APTT) at WestEd; and the National Center for Families Learning.
- Five-year grant (beginning January 1, 2019)





# Objectives

- Understand why equity matters in Maryland and how it shows up in early childhood systems.
- Define culturally responsive family engagement.
- Unpack some key concepts related to equity, implicit bias, and privilege, and what they look like in the context of your work and role.
- Identify ways in which bias is shaped and how it is interconnected with power and structural racism.

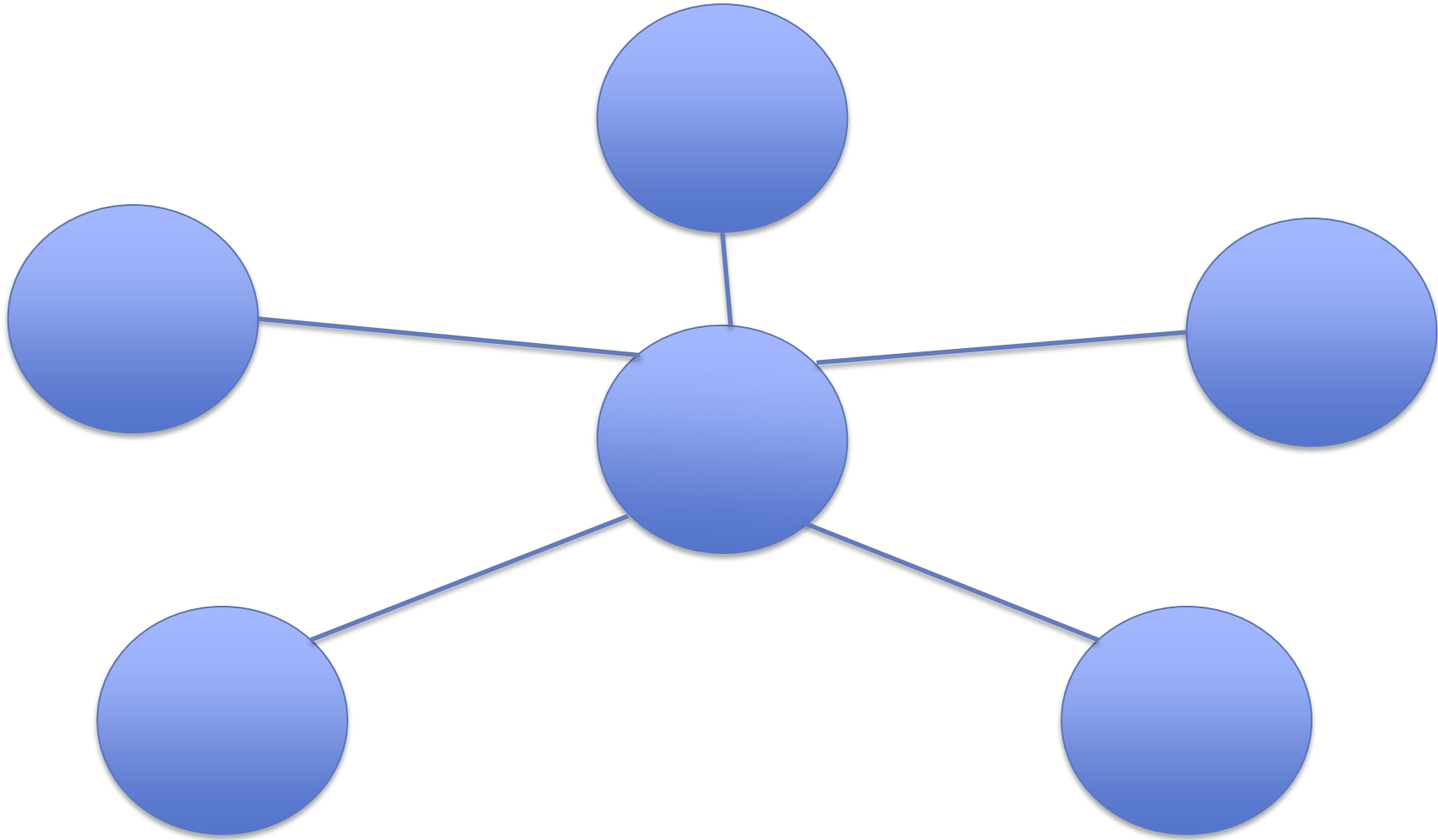
# What to Expect

- Workshop
- Dialogue Driven
- Personal Reflection
- No Quick Fixes
- Parking Lot





# Identity Molecule Activity



# Think-Pair-Share

## The Man and the Eagle

Author unknown

There was once a man who had never seen an eagle. One day a magnificent eagle landed on his windowsill, and when he saw it, he exclaimed, "What an ugly creature!" The man grabbed the eagle and pulled it into his house. "First, I'm going to fix that curved beak of yours." He used a file to remove the hook in the eagle's beak. "Those claws are vicious looking," the man said as he clipped the eagle's claws until there was little left. When he finished, the man said, "There, now you look better." And he put the bird back on his open windowsill and shooed it away. You can imagine how long the newly trimmed eagle lasted in the wild.

# New NAEYC Position Statement

- **All children** have the right to **equitable learning opportunities** that help them achieve their full potential as **engaged learners and valued members** of society.
- As a result, all **early childhood educators have a professional obligation to advance equity.**
- They can do this best when they, the early learning settings in which they work, and their wider communities **embrace diversity and inclusivity as strengths, uphold fundamental principles of fairness and justice**, and **work to eliminate structural inequities that limit equitable learning opportunities.**

# Defining Key Terms

- 1) Explain, briefly, the meaning of the term(s)
- 2) Think about how the term is relevant to your work and note what comes to mind.

## **Equity vs Equality**

Equity between who?

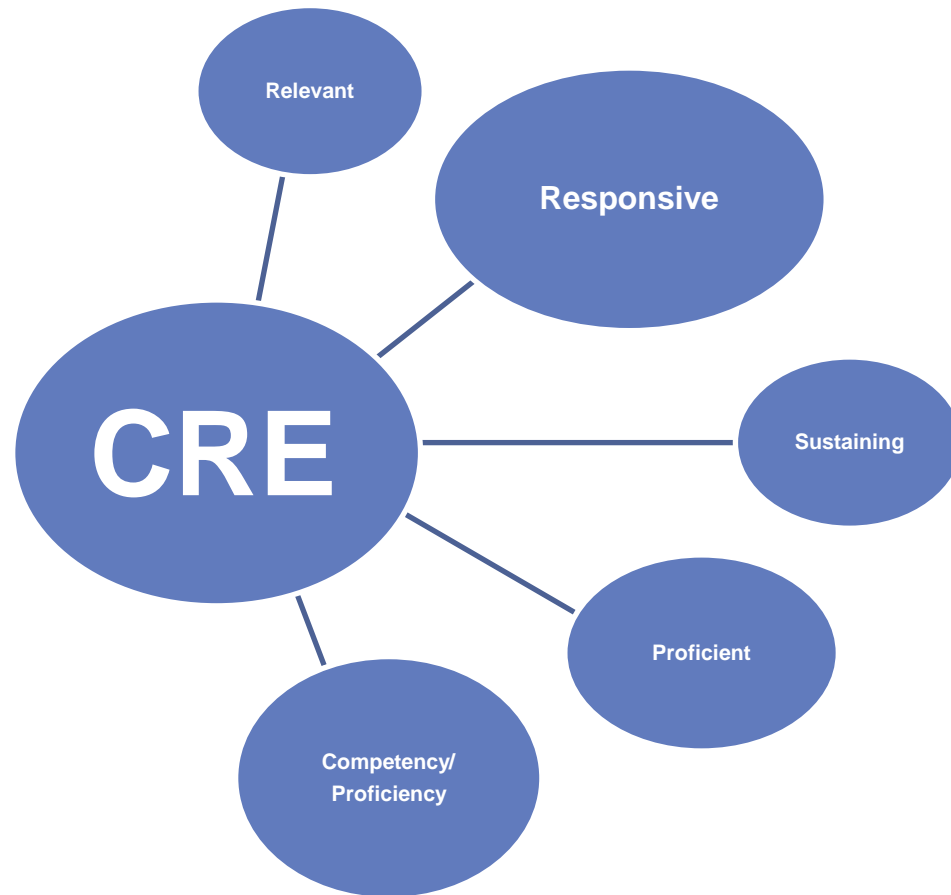
## **Privilege**

In what ways?  
How? Why?

## **Implicit Bias**

## **Culturally Responsive Education**

## Culturally Responsive Education



“Yet, in essence, they all share a common, central point: the need for children’s educators and educational contexts to understand, respond, incorporate, accommodate, and ultimately celebrate the entirety of the children they serve—including their languages and literacies, spiritual universes, cultures, racial proclivities, behaviors, knowledges, critical thought, and appearances.”

-Khalifa, et al. (2016)

# WHAT DOES IT MEAN TO BE CULTURALLY RESPONSIVE?

## **Cultural responsiveness:**

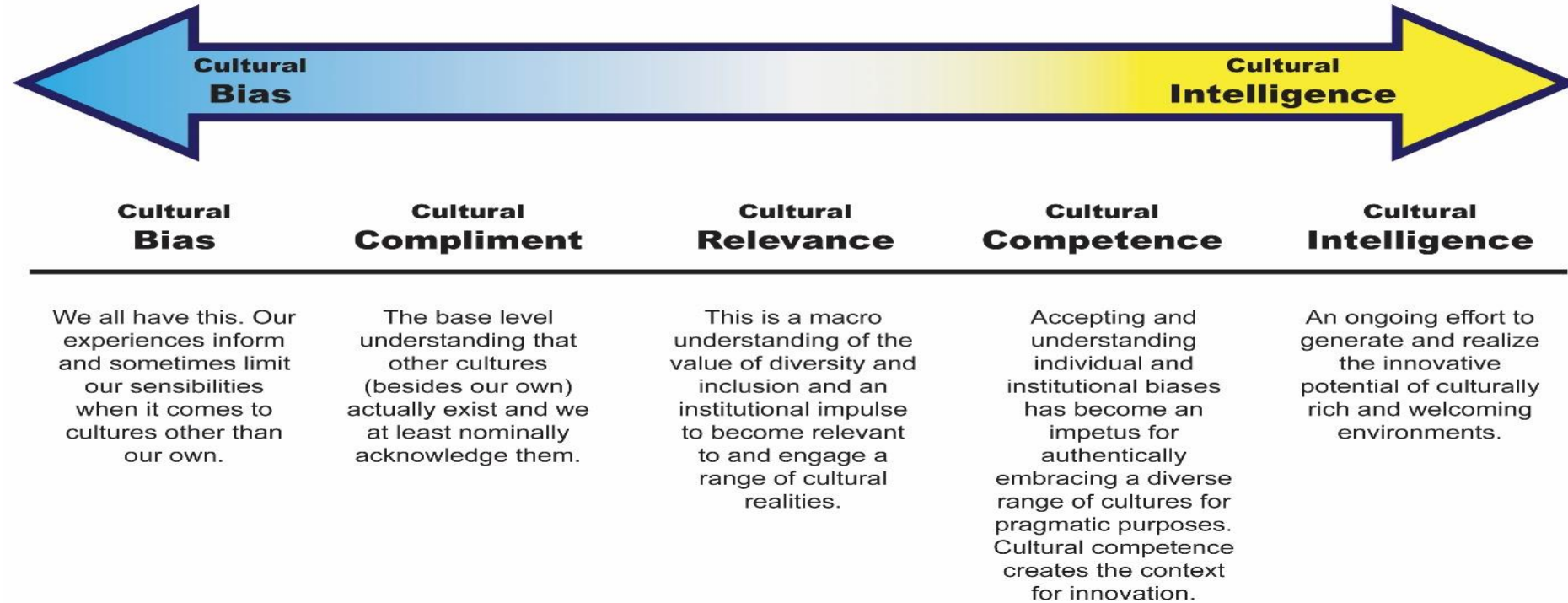
- Is a way of being, a mindset that affirms one's own culture while positively engaging with those cultures different from their own.
- Takes into consideration the differences between cultures viewing diversity as a benefit and interacting knowledgably and respectfully among a variety of cultural groups.
- Is the mediating lens through which we make sense of the world and our lived experiences.

## **As culturally responsive educators:**

- We intentionally take into account the socio-political issues that affect students and their families at each developmental stage of their lives.
- We commit to initiate transformative changes in practice and decision making with the explicit intent of improving the educational experiences and lives of diverse families and their children.



# Cultural Competence Continuum

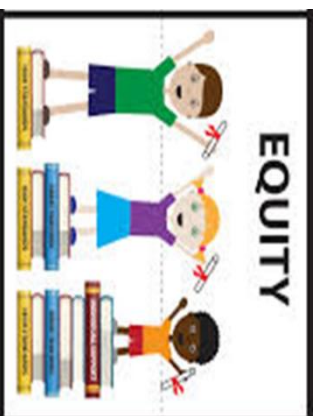
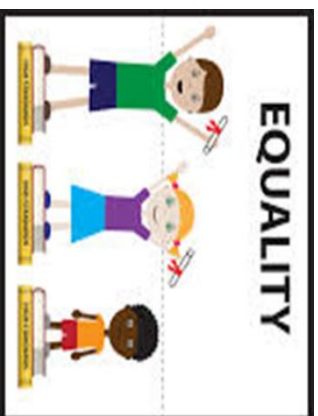


<http://www.inclusivityllc.com/lrn>

# EQUITY AND CULTURAL RESPONSIVENESS



# Defining Equity



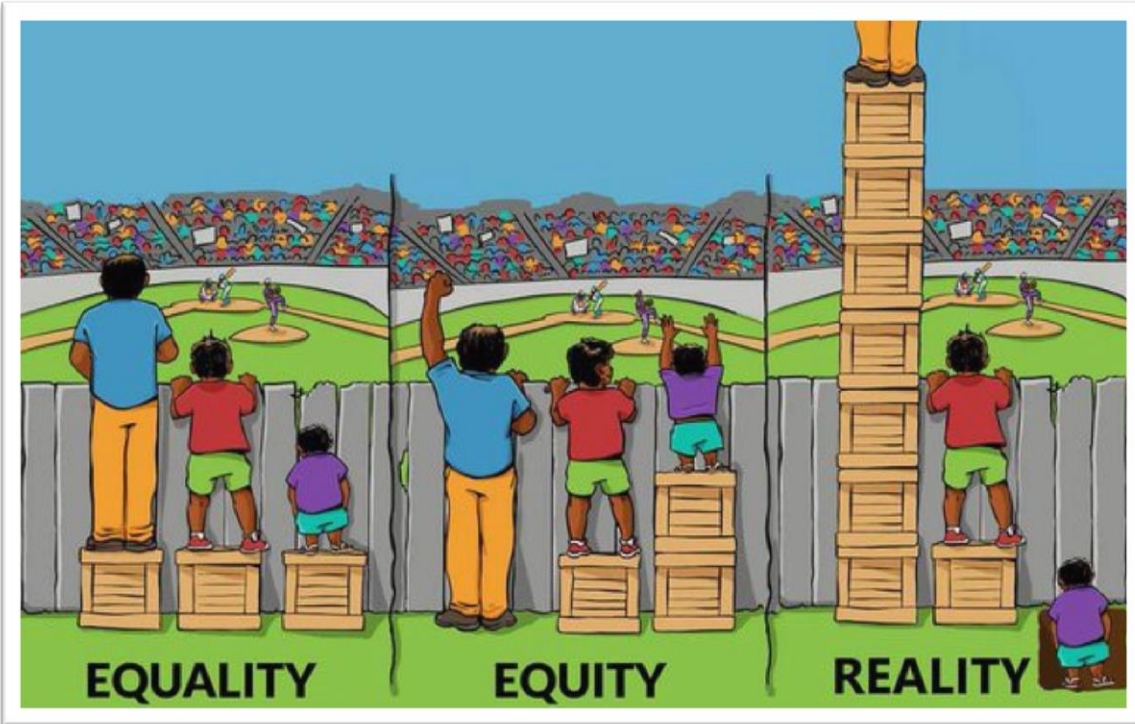
**EQUALITY** Everyone receives the same resources, opportunities and supports.

**EQUITY** Meets each person where s/he is, utilizes and builds on his/her strengths and ensures everyone receives what he/she needs to thrive.

# What Equity Means To Me...

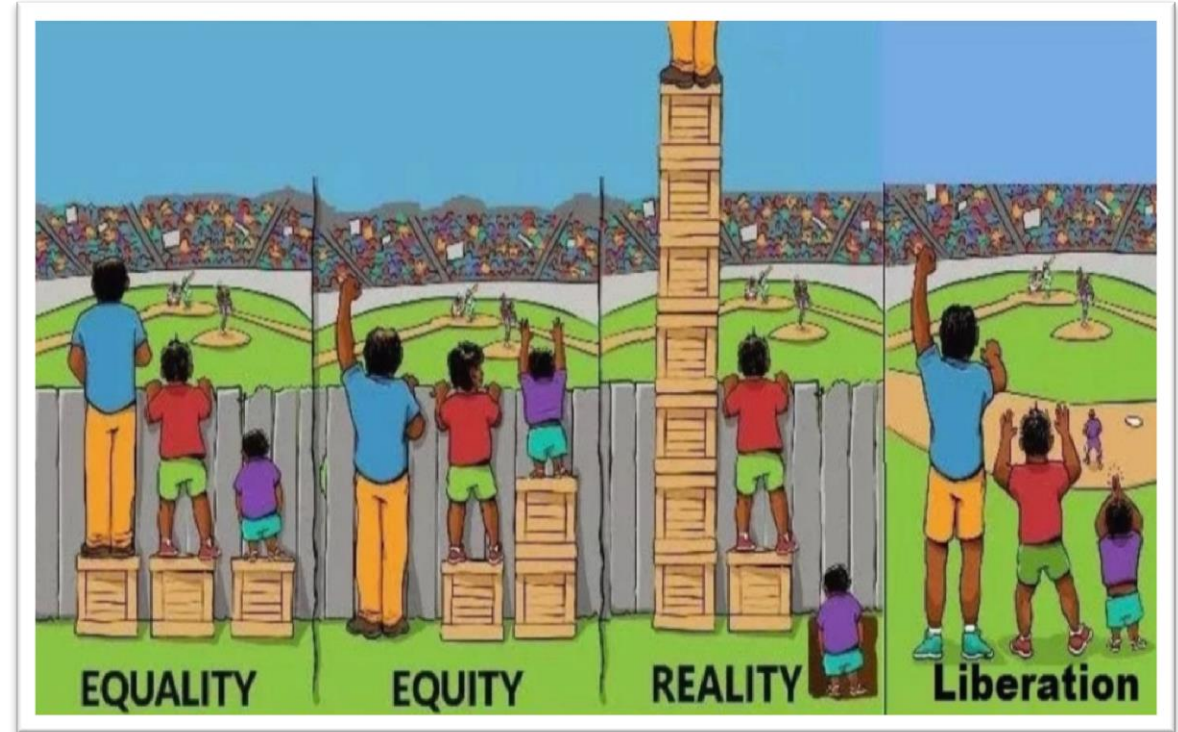


# DEFINING EQUITY- DIGGING DEEPER



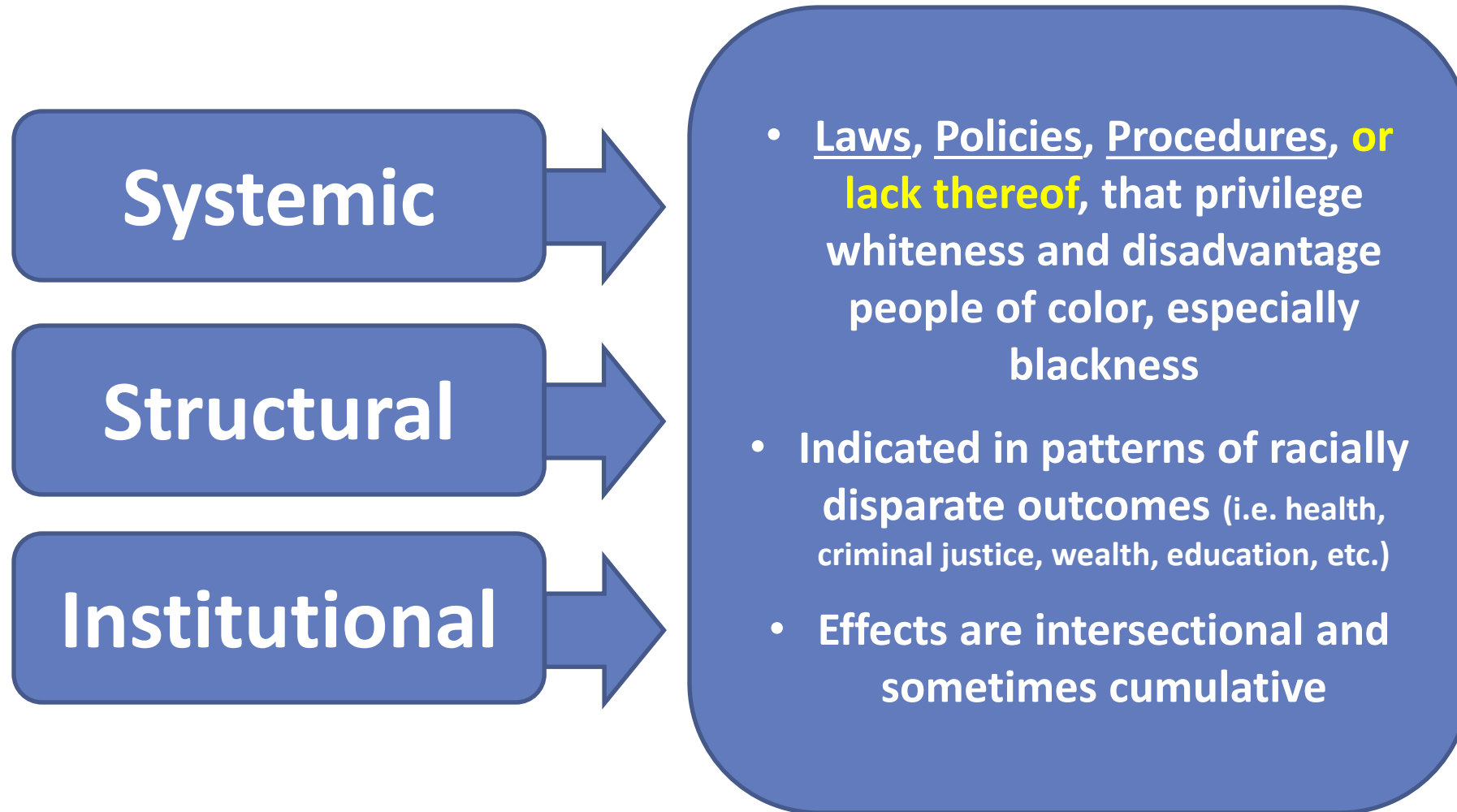
**EQUITY in REALITY** means that:

- equity intentions often do not translate into culturally sustaining, equitable impact; and
- social conditions in and out of school are neither equal nor equitable



**EQUITY through LIBERATION** means that systems are put in place that empower everyone, based on need, to thrive from a stance of self-empowerment.

# Racism





# Some Areas of Structural Racism

- [Housing](#)
- [Incarceration](#)
- [Wealth](#)
- [Employment](#)
- [Government Surveillance](#)

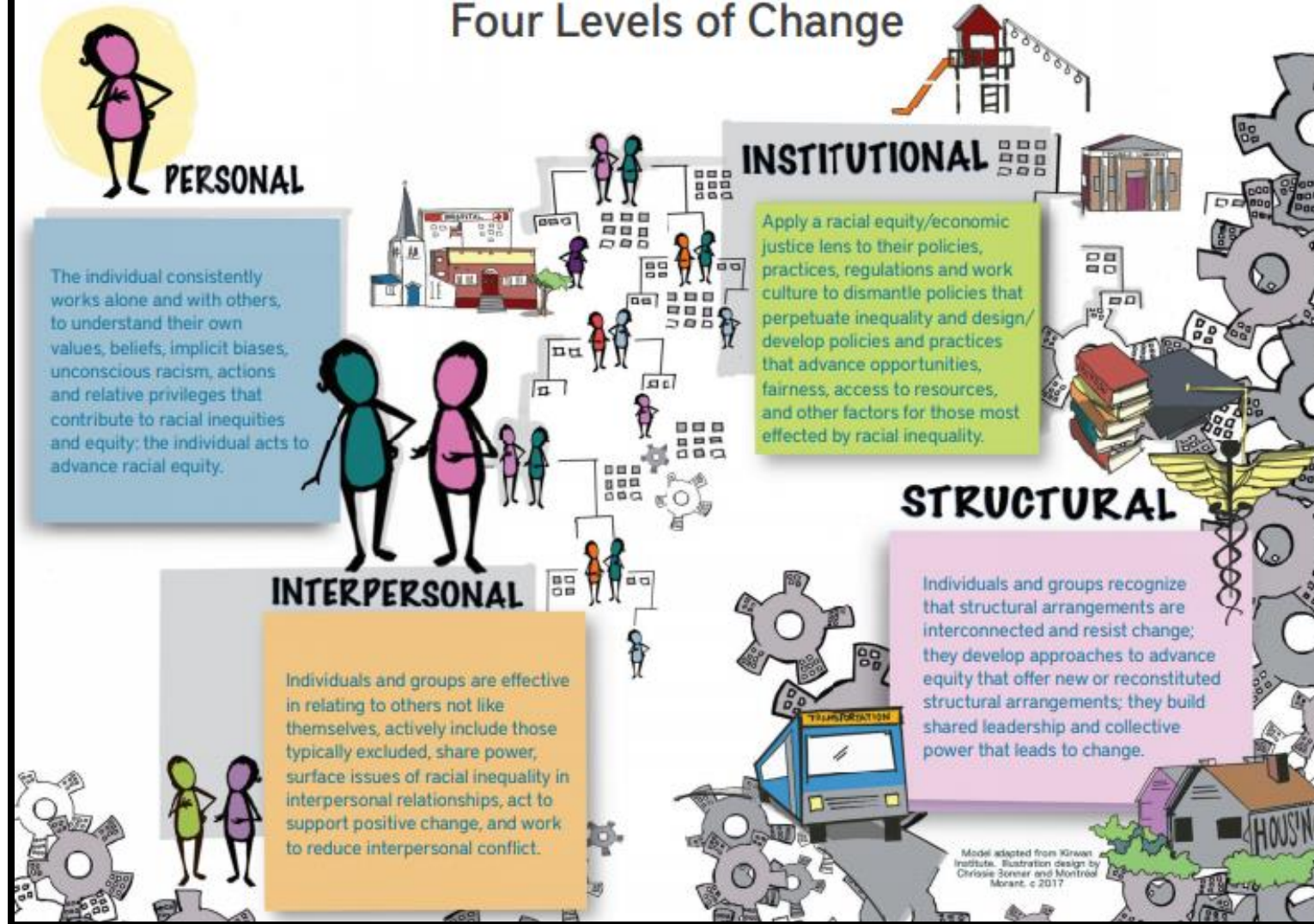


Interlocking Gears of Structural Racism , Tricia Rose, How Structural Racism Works Video, 2017



# Racial Equity in Early Childhood Systems

## Four Levels of Change



*Stewart, Stover-Wright, & Ray (2017)*  
<http://earllysuccess.org/files/EquityActionFrameworkbrochure.pdf>

# Application: Naming and Framing Equity

1. How does **equity matter** in the context of your work and role around the state?
2. Take a few minutes to **identify an equity related issue or challenge** in your current work and role that may impact children and families.



# EQUITY Plan!

- Improved educational outcomes for Maryland's most underserved learners can only be realized if the law is implemented, as it was created, with **equity and fairness** in mind.
- COMAR 13A.01.06 Educational Equity (NEW)



# Privilege Defined

- Largely unearned, social, political and economic benefits given to members of specific social groups based on identity
- Sometimes everyone should have it (eg. food security)
- Sometimes no one should have it (e.g. being automatically criminalized)
- Privilege and oppression are linked. The same systems that privilege some members of a group simultaneously oppresses others
- Systemic and thus upheld by both structures (i.e. policy, laws, organizations) and individual attitudes, beliefs & behaviors

**Gender/  
Sex**

**Religion**

**Language/  
National Origin**

**Race**

**Sexuality**

**Class**

**Ability Status**



## Privilege Defined

- **Function of Power Systems based on ideas of superiority & inferiority-** Perpetuated through different power systems along the lines of race, gender and class, to name a few
- **Rooted in Embattled History-** Part of formation of US that placed white, heterosexual (or heterosexual performing), landowning men in power.
- **It's Intersectional-** One person can be part of both an oppressed group and a privileged group



# Types of Privilege

Privilege manifests in many ways but all are based on varying ideas of superiority.

## Whose/Who's?

- ideas are valued
- allowed to make mistakes
- culture is valued
- treated with compassion and empathy
- presumed intelligent and competent
- needs are seen, understood and/or accommodated for
- presumed innocent
- seen & treated as a unique individual

Cis-  
gendered

Christian

Male

English

White

Hetero- sexual

Wealth  
Income

Able-  
Bodied



# Privilege is Reinforced By...

- Meritocracy
  - The idea that if you work hard, you will succeed.
  - Recent study found that traditionally marginalized youth who grew up believing in the American ideal that hard work and perseverance naturally lead to success show a decline in self-esteem and an increase in risky behaviors during their middle-school years (Godfrey, Santos, & Burson, 2017).
- Unconscious bias which is a result of past experiences

# Why is understanding privilege important?

**Privilege**



**Bias**

## Defining Bias

- Conscious or unconscious prejudice against an individual or group based on their identity.
- Implicit/unconscious bias is prejudice formed outside of our own conscious awareness.
- Fueled by stereotypes, privilege, and other functions of systems of social inequality
- Overcoming personally held bias involves ongoing self-reflection
- Bias against minoritized groups is upheld by individuals, institutions and organizations
- We all have hold unconscious beliefs. What matters is what we do with them.
- We sometimes don't know when it's happening

Adapted from [What is White Privilege Really?](#) by Cory Collins, Teaching Tolerance

# How Does This Impact the Preschool Classroom?



# Civil Rights Data Collection (2014)

Included number of preschool children who:

- had at least one out-of-school suspension,
- had more than one suspension,
- were expelled, and
- received corporal punishment.



## Civil Rights Data Collection (2014)

- African Americans: 18% of the preschool population, but 48% of suspensions
- Boys: 49% of the preschool population, but 82% of all suspensions





# Civil Rights Data Collection (2016)

- African American boys: 19% of preschool male population, but 45% of preschool males suspended
- African American girls: 20% of preschool female population, but 54% of preschool females suspended
- African American preschoolers: 3.6 times more likely to be suspended than their White peers



# Civil Rights Data Collection (2016)

- African Americans: 19% of the preschool population, but 47% of suspensions.
- Boys: 54% of the preschool population, but 78% of all suspensions occurring more than once.





# Activity



# Strategy: Have Conversations



# Strategy: Examine Data



Rys. 21 Histogramy przedstawiające wyniki badań z polskich hut w ramach zakładu zbieranych EPSTAL o średnicy a)  $R_p$  – granica plastyczności (min), b)  $R_m$  – wytrzymałość na rozciąganie, c)  $A_{gt}$  – wydłużenie przy maksymalnej

## Strategy: Create New Associations

Men hate each other because they fear each other, and they fear each other because they don't know each other, and they don't know each other because they are often separated from each other.

~Martin Luther King, Jr.

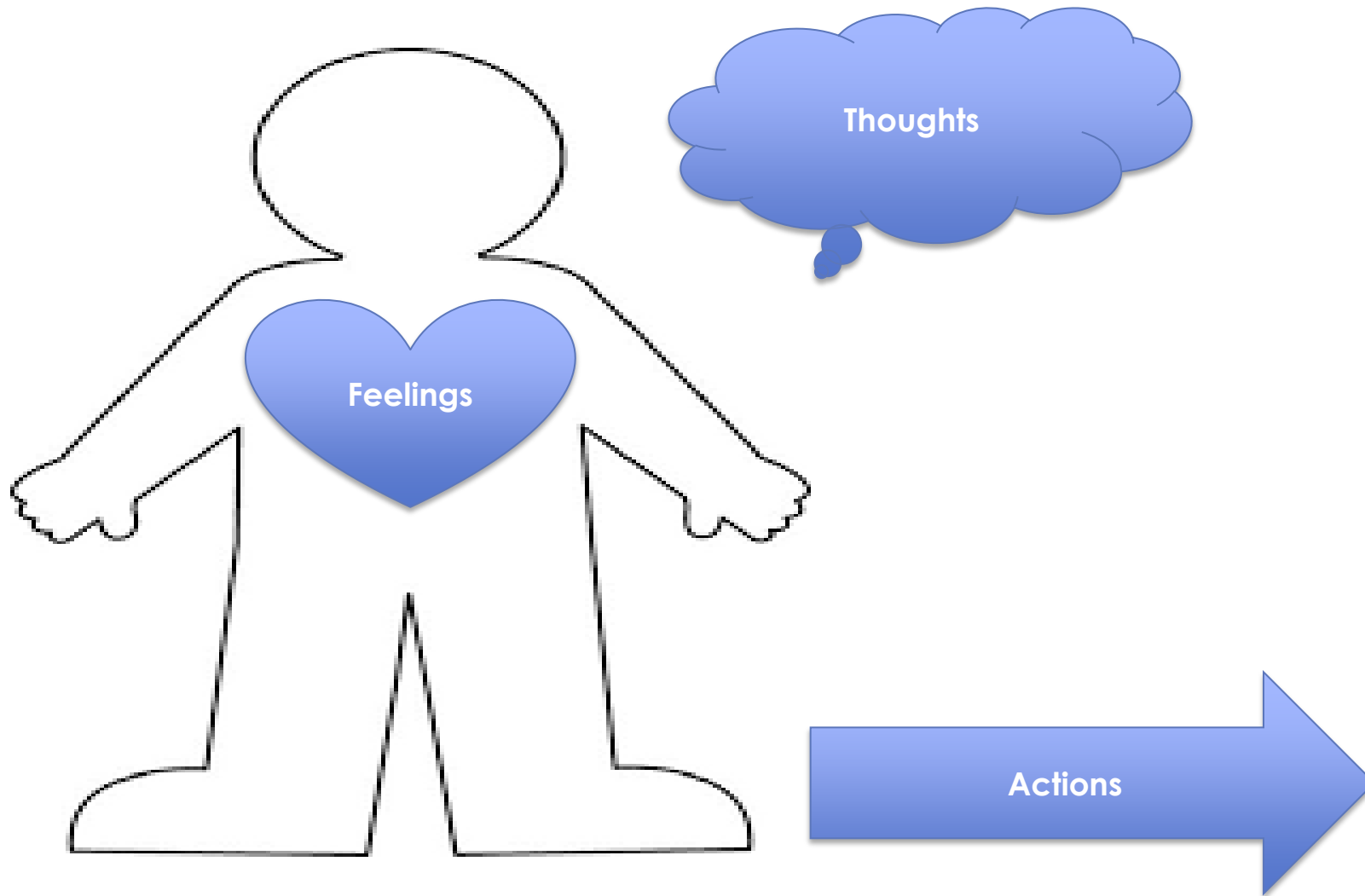




# Recommendations for Educators

1. **Create** a caring, equitable community of learners
  - Ex: Involve children & families in planning and implementation; consider how your biases contribute to relationships
2. **Establish** reciprocal relationships with families
  - Ex: Take time to learn about families; avoid stereotypes
3. **Assess** children's learning and development
  - Ex: Recognize your biases in observations, use authentic assessments, assess in child's language if possible
4. **Advocate** on behalf of children, families and the profession
  - Ex: Speak out on unfair policies or practices

# TAKE AWAYS



# Dig Deeper/Additional Resources

## Privilege Quiz

[https://www.buzzfeed.com/soniathomas/how-privileged-are-you?utm\\_term=.hu5OJ30rR#.id30KZrDG](https://www.buzzfeed.com/soniathomas/how-privileged-are-you?utm_term=.hu5OJ30rR#.id30KZrDG)

## Readings

[White Privilege: Unpacking the Invisible Knapsack](#) by Peggy McIntosh

What My Bike Has Taught Me About White Privilege (handout)

## TED Talk

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

## Project Implicit – Implicit Associations Test

<https://implicit.harvard.edu/implicit/>

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thank  
you!