



# Research about Black Families to Advance Early Care and Education Policy and Practice

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# AGENDA



Purpose and Background



Overview of Black Families' Cultural Assets



Black Family Trends and Shifts



Implications & Next Steps





# PURPOSE AND BACKGROUND



## CONVERSATION GOALS

### GOAL #1

Understand themes in historical and contemporary research and demographic trends and shifts related to Black families with children

### GOAL #2

Understand how to think about and use research and data to inform the development of policies and practices that have the potential to shape early care and education practices and strengthen Black families with children



## HISTORICAL RESEARCH PERSPECTIVES

### PERSPECTIVE #1

Black families are disorganized, pathological, and unstable, in large part because of their history of enslavement in the United States.

### PERSPECTIVE #2

Black family challenges are a result of living within a society that is affected by historical and structural issues such as systemic racism, oppression, and discrimination, and family strengths help to navigate these barriers.

### PERSPECTIVE #3

Black families experience structural racism as a result of the country's history, but may react to and attend to these issues differently based on income, social standing, or other factors.



HISTORICAL  
EXPRESSION OF  
BLACK  
FAMILIES'  
CULTURAL  
ASSETS



## HISTORICAL EXPRESSION OF BLACK FAMILY CULTURAL ASSETS

### EXTENDED KIN AND SOCIAL NETWORKS

Extended kin and social networks refer to close ties among Black family members—especially among consanguineal (blood) relatives and among friends integrated into the family as “fictive” or voluntary kin.

### OPTIMISM

Optimism refers to “the penetrating belief held by most Black families that conditions will improve.”

### RELIGIOSITY AND SPIRITUALITY

Religiosity and spirituality refer to the role of faith and a belief in and connection to a higher power that is external from the individual.

### ROLE FLEXIBILITY

Role flexibility refers to the idea that an individual’s responsibilities in a family adapt and change based on circumstances and/or need.



A close-up photograph of a Black hand holding a white child's hand against a black background. The Black hand is positioned horizontally, with the index finger pointing towards the left. The white child's hand is wrapped around the Black hand's index finger. The lighting is soft, highlighting the textures of the skin. A semi-transparent dark blue horizontal band is overlaid across the middle of the image, containing the title text in white.

# BLACK FAMILY TRENDS AND SHIFTS



# BLACK FAMILY TRENDS AND SHIFTS



An increase in the number of individuals identifying as Black, including those who are multiracial



A rise in different types of family structures



Growth in the number of Black immigrants



Differentials between Black men and women in interracial marriage rates

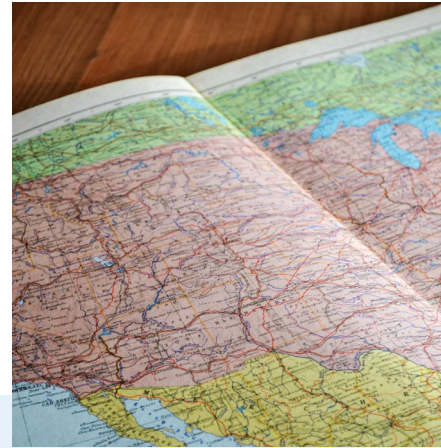
# BLACK FAMILY TRENDS AND SHIFTS



Changes in religious  
worship preferences for  
younger generations of  
Black people



Varied religious  
preferences among Black  
immigrant populations



Shifts in the residential  
locations of Black people



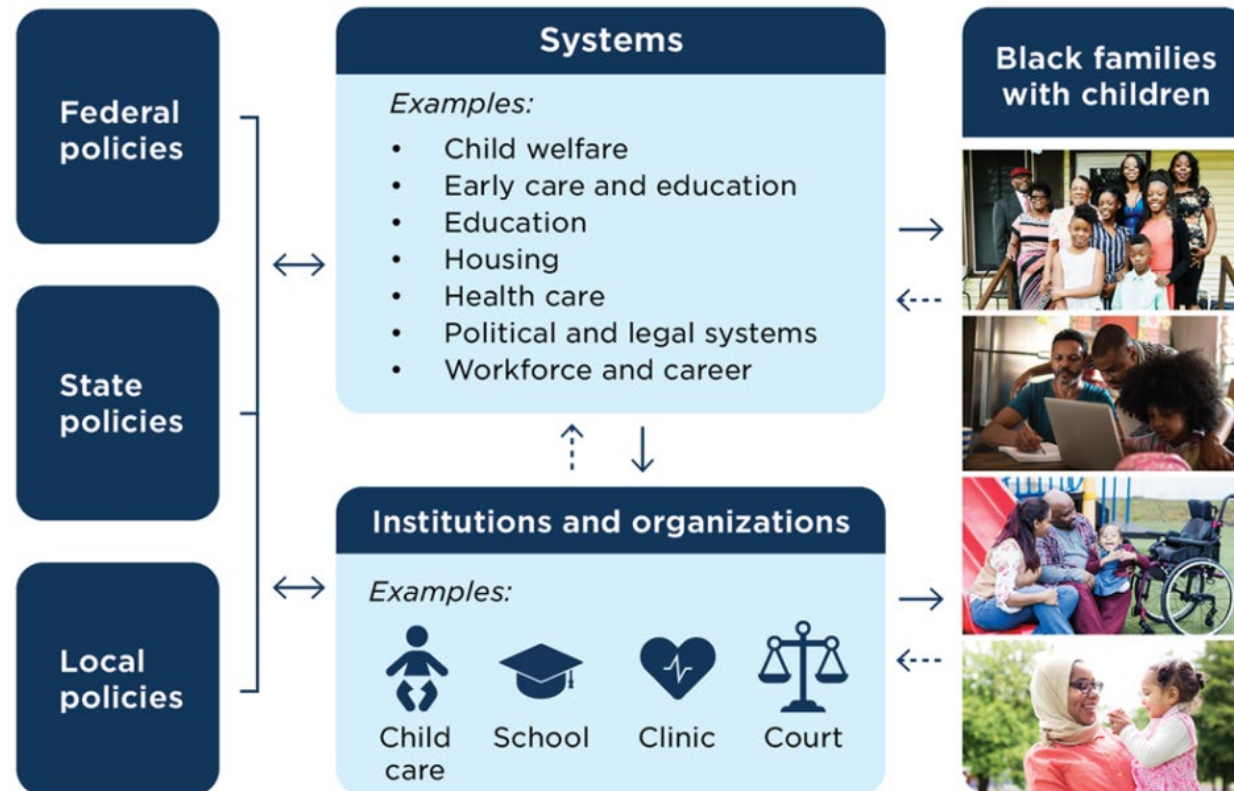
Improved educational  
attainment, moderate  
incomes, and low levels  
of wealth for Black  
people living in America

A close-up photograph of a pregnant woman's belly. Two hands are gently touching the skin: one hand is light-skinned and positioned higher, while the other is dark-skinned and positioned lower. Both hands have rings on their fingers. The woman is wearing a light blue top. A semi-transparent dark blue banner is overlaid across the middle of the image, containing white text.

# IMPLICATIONS AND NEXT STEPS



# CONCEPTUAL MODEL GUIDING THE CHILD TRENDS APPLIED RESEARCH AGENDA ON BLACK FAMILIES WITH CHILDREN



**Note:** A solid arrow (→) represents a stronger level of influence than a dashed arrow (⇌)

MAINTAIN A CURIOUS  
AND CRITICAL  
STANCE ABOUT  
RESEARCH AND DATA  
ON BLACK FAMILIES  
THAT ARE USED TO  
INFORM PROGRAM  
POLICIES AND  
PRACTICES

- Data sets do not adequately capture race and ethnicity
- There is limited inclusion of strengths-based variables in large-scale data sets, including those relevant to specific cultural assets
- It is challenging to compare across existing data sets

EXAMINE ASSUMPTIONS  
AND BIASES—INCLUDING  
HOW PERSONAL  
EXPERIENCES, VALUES,  
AND ORGANIZATIONAL  
CULTURES MAY AFFECT  
APPROACHES TO  
COLLECTING DATA,  
PROVIDING SERVICES,  
AND MAKING POLICIES.

- Use frameworks that combat anti-Black racism in policy
- Dedicate the time and resources to critically think, question and reflect on biases, experiences values and cultures



ENSURE THAT ANALYSIS  
PROCESSES IN EARLY  
CARE AND EDUCATION  
PROGRAMS AND POLICY  
ARE STRENGTHS BASED  
AND ASSET FOCUSED.

- Utilize a non-comparative lens when planning research, programs and policies for Black families
- Include, investigate and report on intra and inter-family context

THANK YOU

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# Black Californians

UNITED FOR

# Early Care & Education

We are a powerful coalition intentionally  
organizing our influence to serve

California's young Black  
children and their families.





# We Recognize

## Stolen Land



## Stolen Labor



We live on stolen land in a country that has  
built a legacy on stolen labor.

# The beginning of child care in America



# And it continued





**And then there was  
my Nana**

# Who We Are

**Black Californians United for Early Care and Education (BCUECE) is a powerful coalition of:**

- Advocates
- Policy-Influencers
- Civil Rights Organizations
- Researchers
- University Faculty
- Early care and education (ECE) professionals
- Caregivers/providers
- Families
- Community-Based Organizations
- Nonprofit Leaders



# Black Overcoming

The BCUECE policy framework intends to disrupt and abolish over 400 years of purposely designed institutionalized racism.

## The Legacy of Childcare

- The child care system is rooted in the legacy of enslaved Black women.
- Our education system was founded on racial hierarchies and social constructs that underserve and underrepresent people of African descent.





# Where We Want to Go

**Our 10-Point Policy Plan holds California accountable for its participation in causing racial harm in the early learning system.**

- We demand a Black “whole child,” whole family,” “whole ECE workforce,” and “whole community” approach. We will no longer tolerate a generalized approach to the needs of Black ECE constituents.
- We demand a shift that results in California using policies and resources to address anti-Blackness in its structures while also investing in, affirming and advancing the cultural assets of Black people.





# Our **10**-Point Policy Plan

# Our 10-Point Policy Plan

## Black Children:

- 1 We want Black families to have options to choose from when determining which setting will work best for their children.
- 2 We want Black children to receive an additional \$500 in their CalKids account.
- 3 We want Black children to be engaged in culturally affirming care and education.

# Our 10-Point Policy Plan

## Black Families:

- 4 We want Black families with varying experiences to be intentionally included in state-level input convenings and working groups.
- 5 We want Black advisories established and adequately funded at the local, county, and state level.
- 6 We want basic universal income for Black families, especially women and mothers.

# Our 10-Point Policy Plan

## Black ECE Workforce:

- 7 We want Black early educators to receive stipend payments to address the racial wage gap.
- 8 We want a pipeline for Black educators to work across settings, job roles, and to provide Black children access to Black caregivers and educators.
- 9 We want state grants and contracts for early care and education services to prioritize independently and Black-owned ECE programs.



# Our **10**-Point Policy Plan

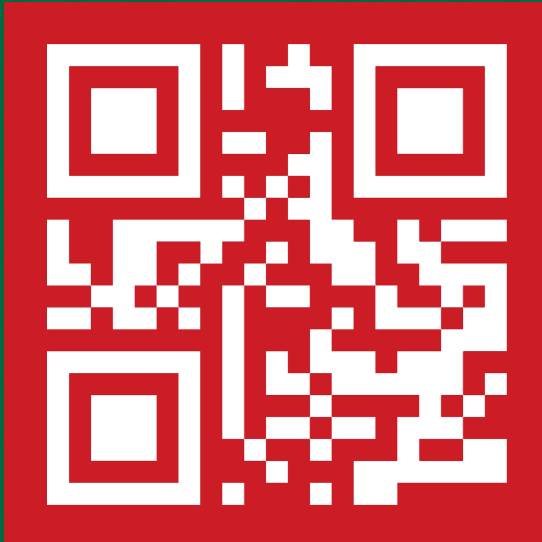
## **10** REPARATIONS!

Unfinished business



**Yesterday is already too late and tomorrow is not soon enough** knowing every day Black children in California lack equitable opportunities to thrive academically and socially.

# Contact Us



**Website:** [BlackECE.org](https://blackece.org)

**Email:** [contact@blackece.org](mailto:contact@blackece.org)



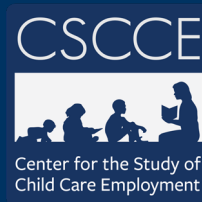
# Juneteenth to Today

## The State of Black Early Educators

**Center for the Study of  
Child Care Employment**

University of California, Berkeley  
email@berkeley.edu | cscce.berkeley.edu

**Lea J.E. Austin, Ed.D**  
Executive Director  
June 21, 2022



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# Entrenched Oppression

Racism and oppression have long been part of the legacy of child care

- **Enslaved Black women:** our nation's first child care providers, were forced to care for White children with priority over their own
- **Domestic workers:** Black women shifted from one form of oppression to another, and were joined by Native, Immigrant and other women of color
- **Training Opportunities:** Early distinctions between White women engaged in nursery school education and training to ensure Black women had the skills to take care of White children and families





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# Entrenched Oppression

## Roots of oppression run deep in current child care system

- **Racialized pay penalties:** in California, Black educators experience poverty at double that of their peers; in Marin County center-based teachers of color paid \$6,136/yr less than their White peers
- **Racialized opportunities:** Most early educators in California are women of color and immigrant women, yet the majority of center directors are White women
- **Systems reinforce oppression:** QRIS rewards inequitable distribution of resources, punishes scarcity; CA Master Plan excludes recommendations to address basic needs of workforce and racial inequities



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# Economic Insecurity & Disparities

**98%**

of other occupations are paid more than child care workers

**8x**

is how much higher the rate of poverty is for early educators when compared to K-8 teachers

**\$4,406**

is the wage gap between Black center-based teachers and their peers; a wage gap persist across levels of education

**\$9,542**

is the wage gap between infant and toddler teachers with a bachelor's degree and their peers working with preschool age children; Black educators are more likely to work with infants and toddlers



# California's ECE Workforce

Racial/Ethnic Identity	FCC	Center Teaching Staff	Center Directors
Asian	12%	10%	9%
<b>Black</b>	<b>12%</b>	<b>5%</b>	<b>6%</b>
Latina	37%	39%	20%
Multiethnic	6%	8%	7%
White	29%	34%	55%
Other	4%	3%	3%

Source: [Demographics of the California ECE Workforce \(2022\)](#) | © Center for the Study of Child Care Employment





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# A Closer Look at the Consequences

**1/3**

of family child care providers in California were behind on rent or mortgage payments; among Black FCC providers 42% had been unable to pay

**43%**

of family child care providers were unable to pay themselves; 31% took on credit card debt to cover program costs

**1/3**

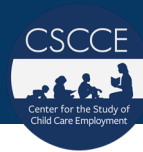
of family child care providers and center teachers experienced food insecurity. Educators of color, immigrants, and those who were unpartnered were most impacted

**< 15%**

of family child care providers and center teachers would be able to pay for a \$400 emergency expense without assuming debt



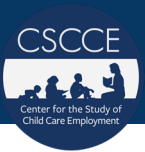
# Centering Black Educators in Change



# Follow us @CSCCEUCB



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# Questions? Please get in touch.

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