




EQUITY LEADERS ACTION NETWORK STATEWIDE EQUITY CAFES RECORDING FORM RESPONSES

Questions	Rogers-April 11, 2017	Helena-April 13, 2017	Little Rock-April 18, 2017	Blytheville-April 22, 2017	Texarkana-May 6, 2017
<p>What are the specific disparities/inequities that you seek to eliminate in your early childhood program?</p>	<ul style="list-style-type: none"> • Suspension and expulsion • Educate teachers about behavior. • Participant agreement-still doing • Money to improve inequities and keep children in early childhood program. • Mandatory training for teachers and parents with teacher evaluations to submit to state on behavior management. • Parent orientation on behavior • Would like to see providers educate their teachers about preventing suspension/expulsion. • No more three strikes rule. • Culture/money reputation of program affects whether or not a child stays in a program-they need to stay in a program-especially when they are already vulnerable to a problem with behaviors. • Parent orientation-behaviors and policies need to be addressed on the front end. • Mandatory training for teachers and training evaluations. 	<ul style="list-style-type: none"> • Have predominately white/black programs/classrooms. • Had to get parents involved-not easy work. • When I was in the classroom-I know parents, teachers/staff had to know what was going on with children and families. • Don't call a kid "bad". • Be aware of the younger generation-A lot of our parents are younger now (high school) have to get on their level. • Provide more activities for younger generation-Literacy night/Parent activities. • Help the parents more involved. • Get the teachers and staff more attentive and build relationships. 	<ul style="list-style-type: none"> • Few minority contractors-trainers/technical assistance. • South Arkansas programs needing help with grant writing, training, technical writing. • Suggestion: check state schools (colleges/universities for free training. • Leadership inequality issue-we should be working to empower all races to be leaders and especially child care programs. • The template for discipline and curriculum. • Keeping the classroom simple for children with sensory issues. • Eliminate waiting lists to enter a facility. 	<ul style="list-style-type: none"> • Discipline/timeout-take certain kids to stand on the wall and not play or stand in the corner in the classroom (3 years old-3 minutes). • Dual-language learners-teachers are trained to respect dual language learners. • Working with parents-generational • Ebonics is part of the language. Ex. Dropped the ball (drop). • Academic level • Income level-how the child is dressed. • Family • Staff Ratios of males 	<ul style="list-style-type: none"> • Looking at ways to keep kids all day and eliminating half days. • Training and more staff • Therapeutic services • More one on one with children • Coop intervention
<p>What barriers stand in the way of achieving more equitable outcomes?</p>	<ul style="list-style-type: none"> • Money-not enough (2) • Parental involvement (2) • Teacher retention and child retention (2) • Drop in enrollment • Language barriers-child will act out. • Children with disabilities-child will act out. • Discussion on culture and backgrounds. • How do you teach people to... • Cultural shift-discussion about how to ask for help. 	<ul style="list-style-type: none"> • Veteran staff set in their ways. • Don't understand you have to get down at the parents level. • Teachers don't see fault in themselves (2). • Testing for special education/disabilities/mental health issues (especially with African American community) makes parents think something is wrong with their child. If addressed early may no longer have problems. • Need to offer more activities for kids dealing with incarcerated parents-grandparents raising children, death divorce, same sex marriages-some children grieving or not understanding. • Attitudes from young folks. • Language barrier. • Offer more activities-lack of activities for young folks. 	<ul style="list-style-type: none"> • More inspectors go to programs instead of TA providers-harder for directors to open up about problems until trust is developed. • Not enough places to stay (hotels) in Southeast Arkansas. • Implicit biases-using your own "lens"-may not even be aware of them. • Some teachers don't feel they have the cultural knowledge to work with children from another culture-"like learning a different dance". • Difficult to find qualified early childhood providers regardless of race and to attract individuals to the areas with the greatest need. • Access to training. • Lack of resources in areas of greatest need. • Lack of support for staff-not paid for training hours. • Lack of awareness of cultural differences. • Comprehension by the staff about the needs of the children-Know your children and their background so you know what is going on in their life. • Loving all the kids even the difficult children. • Getting out of our comfort zones and speak out. • How children are taught (ex. Dyslexia) (equality versus equity). 	<ul style="list-style-type: none"> • Dual-language-finding someone to teach and the time and cost to do it. • Planned language approach-trained time-factor. • Staff being able to take constructive criticism. • Procedures to address issues. • Do in advance (policies and procedures). • Young parents barrier-need to build relationships with teachers. • Training and not enough knowledge. • Exclusion • Parents make request. • Wanting family members in the same classroom. 	<ul style="list-style-type: none"> • Funding, training, staffing • Build stronger relationships and partnerships with parents. • Fears that as a teacher-not having skills to deal with parents.



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<p>What solutions do you have for solving these barriers?</p>	<ul style="list-style-type: none"> • Training (2) • Open discussions (2) • Shift in our society • More infant toddler training and training for parents • Certification on bilingual education • Building bond with families and teachers. • Relationship with parents-building it. • Parent/teacher social events-breaking down barriers. 	<ul style="list-style-type: none"> • Welcome the children trainings (2) • Hillary Clinton-It Takes a Village to Raise a Child-community coming together with grants, etc. (schools closing because of numbers). • Offering education to families on mental health/education (2). • When families hear DHS-they think "police". • Make racial equity training a requirement for teaching staff (2). • Have more people to raise the children. • Observe classrooms and look at the numbers as a whole instead of just the numbers. 	<ul style="list-style-type: none"> • Important for children to see people in leadership roles who look like them. • Cultural diversity and inclusion training should be part of directors' orientation. • Films/videos/pictures should reflect diversity. • Brain development training for I/T teachers • Most experienced teachers should work with infants/toddlers. • Require training on community engagement, cultural diversity, family dynamics, and culture sensitivity for programs. • Go to where the parents are-churches, neighborhood centers. • Build relationships in communities-Identify leaders/get them to buy in/be your spokesperson. • Educate workforce in being responsive to all children-being aware of individual differences in children. • Looking at better equipping our staff in the early childhood field. Implementing education requirements for teachers. • Monitoring funding and use it for needs and adjust as needed. • The solution is not being gender specific. 	<ul style="list-style-type: none"> • Concerned parties coming together to address everyone who works with the child. • Recruitment of more men into the program. • More awareness provided on racial equity-work with the universities. • Work with the colleges and universities. • Training and Technical Assistance provided to teachers on black history and other cultures. • Include history of all races for children to learn. • Training and being aware. • Family Engagement events • Community Outreach 	<ul style="list-style-type: none"> • Establishing stronger partnerships with parents. • Providing education and skills for parents. • Listening to parents and strengthening relationships.
<p>In order to support parents, teachers, and administrators in providing quality educational services for African American males and children of color, what do you see as a need for: Parents, Teachers, and Administrators?</p>	<ul style="list-style-type: none"> • Parents... <ul style="list-style-type: none"> ✓ Trust and building relationships; and ✓ It takes a village-comprehensive services. • Teachers... <ul style="list-style-type: none"> ✓ Trust and building relationships. • Administrators... <ul style="list-style-type: none"> ✓ Trust and building relationships. 	<ul style="list-style-type: none"> • Parents... <ul style="list-style-type: none"> ✓ Racism is learned you are not born a racist. Example 8 year old white boy pushing down black boy and spitting on him; ✓ Training; ✓ Literature; and ✓ Conferences. • Teachers... <ul style="list-style-type: none"> ✓ Have the teachers' cultural competencies to be a part of the teacher evaluation. • Administrators... <ul style="list-style-type: none"> ✓ Teacher cultural competencies should be part of evaluation (2); ✓ Can't stress enough training; and ✓ Arkansas different that other states-review what's done in other states and make applicable in our state if it works. 	<ul style="list-style-type: none"> • Parents... <ul style="list-style-type: none"> ✓ Parent Education on how to form strong relationships with their children; ✓ Take time to address issues with the children; ✓ Teach children how to play the system; ✓ Get away from the blame game ✓ Learn parents' names and build a relationship with them; ✓ Intentional talk with children; ✓ 24 hour hot line for mentoring training; ✓ They need to know their rights-advocate; and ✓ A more direct way to get help for children quickly. • Teachers... <ul style="list-style-type: none"> ✓ Train Infant/Toddler teachers on how to develop strong bonds with children; ✓ Addressing issues with understanding differences; ✓ Training, education, skills-learning to differentiate between cultural differences-be cautious of "lens"; ✓ Need teachers that look like the children; ✓ Awareness level of how children see things; ✓ Diversity that the children see in their life; ✓ Make fathers feel welcome in the classroom; and ✓ Ask the why? Parents should say, "This is not good". • Administrators... <ul style="list-style-type: none"> ✓ Treat child holistically-partnership grants with Head Start. 	<ul style="list-style-type: none"> • Parents... <ul style="list-style-type: none"> ✓ Support for grandparents; ✓ Be aware of their parental rights; ✓ Provide resources/mentors for parents; ✓ Videos of the history of African American males; ✓ Get the churches involved; ✓ Training and importance of education; and ✓ Go to the community and parents. • Teachers... <ul style="list-style-type: none"> ✓ Teach teachers how to understand how to work with African American males; ✓ Provide downtime for teachers in the classroom; ✓ Teacher competency training; ✓ Get things down to the child's level –transfer to their levels; ✓ Take time to observe/offer positive discipline; ✓ Support from parents/community organizations; ✓ In classroom support through observation and activities; and ✓ Funding. • Administrators... <ul style="list-style-type: none"> ✓ Observe more and get rid of incompetent teachers; ✓ Hire the right people that match your mission; and ✓ Come in and teach classroom. 	<ul style="list-style-type: none"> • Teachers... <ul style="list-style-type: none"> ✓ More learning materials for children; ✓ Building skills; and ✓ Training on how to connect with individual children. • Administrators... <ul style="list-style-type: none"> ✓ Recognizing needs of teachers; ✓ Equipping them with the tools needed; and ✓ More effective teacher evaluation.

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What recommendations would you offer to meet the needs for Parents, Teachers and Administrator?	<ul style="list-style-type: none"> • Parents... <ul style="list-style-type: none"> ✓ Re-write the rules; ✓ Raise awareness for equity; ✓ NAEYC Accreditation; and ✓ Change policies. • Teachers... <ul style="list-style-type: none"> ✓ Put racial equity in Better Beginnings/QRIS; and ✓ Change policies-raise awareness. • Administrators... <ul style="list-style-type: none"> ✓ Policy change, awareness; and ✓ Better Beginnings-make this a requirement piece of the policy. 	<ul style="list-style-type: none"> • Parents... <ul style="list-style-type: none"> ✓ Collect social history from families and review them in order to get familiar with each child. • Teachers... <ul style="list-style-type: none"> ✓ Identify and address it! ✓ Despise home visits and same thing said to every parent (copying home visit reports; ✓ Don't want to say anything because you don't want to offend • Administrators... <ul style="list-style-type: none"> ✓ Be willing to do their part as well and follow the policies; and ✓ Support the right thing instead of people in the wrong. 	<ul style="list-style-type: none"> • Parents... <ul style="list-style-type: none"> ✓ Build relationship between parents and teachers; ✓ Getting to Know you session for parents, teachers and administrators; ✓ Organizing parent groups/organizations; ✓ Finding ways to all work together to compliment the child-have parents take ownership and organize a parent event; ✓ Keep parents involved every step of the way for all decisions; ✓ Attend parent meetings and get involved; ✓ Joint training with parents/teachers; and ✓ Communication • Teachers... <ul style="list-style-type: none"> ✓ Mental Health Support for teachers (tough job, low pay)-children pick up on mood of teachers; ✓ Teacher appreciation day; ✓ Teacher support groups; ✓ Learn to communicate; ✓ Webinars, live stream; ✓ More cultural competency training for teachers-cultural sensitivity/diversity; and ✓ More child development training. • Administrators... <ul style="list-style-type: none"> ✓ Directors are also stressed and need mental health support and stress relievers-what are the small things that can be done-30 minutes walking at school versus work out room; ✓ Rotating 1 hour lunch breaks; ✓ Evaluation; ✓ We can't let the current atmosphere continue to shape our leaders; and ✓ Make sure to evaluate and measure how they use the training; 	<ul style="list-style-type: none"> • Parents... <ul style="list-style-type: none"> ✓ Parent centers; ✓ Marketing; and ✓ Pass information on to parents; • Teachers... <ul style="list-style-type: none"> ✓ Adequate resources and materials for equipment-more money; ✓ Being more professional; and ✓ Stress Management professionally directed and not self-directed. • Administrators... <ul style="list-style-type: none"> ✓ Observe and visit the classroom so they will know and offer suggestions; ✓ Better assessment of the people you put in those positions; ✓ More interactive sessions for all three; ✓ Collaboration group with all three that has realistic discussions; and ✓ Make sure staff is trained to meet each need of the child. 	<ul style="list-style-type: none"> • Parents... <ul style="list-style-type: none"> ✓ Opportunities to gain a better understanding; and ✓ Opportunities to understand different races and education. • Teachers... <ul style="list-style-type: none"> ✓ Building relationships should be a priority between the parent and teacher; and ✓ Put time and effort into building the relationship. • Administrators... <ul style="list-style-type: none"> ✓ More training and honest conversations with parents; and ✓ Understanding that teachers' values and parents' values may not match regarding the needs of the child. • It is important to get training on racial equity to teachers, administrators, and parents. • Diana Courson is interested in resources that can be used with administrators and directors.



ARKANSAS equityleaders ACTION NETWORK

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