

**Effort Name:** YWCA Children's Center Anti Bias Curriculum

Please complete this form for your **Racial Justice Hallmark effort**

**1. Effort Description:** (Describe the effort)

The YWCA Children's Center, opened in 1987, and is the first and only full-service child care facility based on a sliding scale fee, serving children from 6 weeks to pre-school age in the Bristol community. The program is especially helpful to low income and single parent families. The Wellmont Child Development Center, opened in 1999, began with the YWCA of Bristol's partnership to develop and operate the child care facility on the Campus of Wellmont Bristol Regional Medical Center. It was developed primarily for the health care workers in the Wellmont facilities with additional openings offered to other parents in need of child care in the community. Both Centers are Three Star Quality Agencies. The Star System is a rating procedure developed by the State of Tennessee Department of Human Services Licensing Agency to provide parents with knowledge in determining a quality child care facility. A compilation of components in eight separate areas **(one area being Promoting Acceptance of Diversity)** is rigorously reviewed yearly to accumulate the three star rating. A Three Star Rating is the highest rating available to licensed child care agencies. Both centers use the "Anti-Bias Curriculum: Tools for Empowering Young Children" concept in the classrooms. This curriculum was developed in 1989 and is still the most widely used anti-biased curriculum to date.

**The focus is to provide each child in the program a consistent anti bias classroom environment.** We believe preschoolers especially, should celebrate their own uniqueness and learn to accept differences in others unconditionally. The anti-bias curriculum embraces an educational philosophy as well as specific techniques and content. **It is value based: Differences are good; oppressive ideas and behaviors are not.** It sets up a creative tension between respecting differences and not accepting unfair beliefs and acts. **It asks teachers and children to confront troublesome issues rather than covering them up.** An anti-bias perspective should be a fundamental aspect of daily classroom life.

2. **Impact:** (Explain how this effort results in **measurable, meaningful, mission-focused change** in the conditions of racial justice in the local community. What condition is the effort designed to address? What is the goal of the effort?)

The impact of a program such as this is stated in the introduction of the *Anti-Bias Curriculum*: “Children are aware very young that color, language, gender, and physical ability differences are connected with privilege and power. They learn by observing the differences and similarities among people and by absorbing the spoken and unspoken messages about those differences. Racism, sexism, and handicappism have a profound influence on their developing sense of self and others.” Both of our childcare center’s classrooms are promoting an effective learning atmosphere through hands on activities, auditory and visual environment that offers daily exposure.

**We live in a predominantly white community.** As of the census of 2000, the racial makeup of Bristol was 95.15% White, 2.97% African American, 0.31% Native American, 0.64% Asian, 0.01% Pacific Islander, 0.23% from other races, and 0.70% from two or more races. Hispanic or Latino of any race was 0.68% of the population. We are centrally located in between the TN and VA Housing Authorities and serve children who live in those residential complexes. **We serve children of teen parents, single parents and grandparents who are in need of trained educators who can model appropriate ways to handle racial injustices in the early stages of learning.** Children need consistent exposure to classroom materials, lesson plans and activities that reflect people of different races, cultures, ages, abilities, and gender in non-stereotyping/ non-traditional roles. Examples would be paints, play-dough, and crayons in multicultural colors, books, pictures and music that reflect different cultures, dolls of different races, ethnic cooking lessons with ethnic eating utensils provided, and handicap awareness pictures and projects. These themes are visible throughout the room with posters and “themed centers” as well as implemented in lesson plans/ activities.

Our goal is for our teachers to consistently teach the children we serve to be kind and thoughtful to all people, especially those who are different from themselves, and treat others like they want to be treated. Our childcare program has operated with this curriculum since 1989 and has been a tool for teachers to foster knowledge and pride of a child’s cultural identity, to foster curiosity and empathetic awareness and teaches how to overcome inappropriate responses to cultural differences of others.

**3. Evaluation:** (Explain how the **results** of this effort are or will be **measured**)

The Anti Bias concept is throughout the center from the infant- preschool rooms and is evaluated on an ongoing basis. Documentation is maintained on anti bias program themes and activities provided through the Preschool Lead Teacher's lesson plans. We feel that Preschoolers are easier to measure change in behavior and expression of what they have learned. At the end of each year parents complete a family questionnaire that includes feedback on their child's exposure to diverse and cultural environment, activities and subjects.

Annually the program is rated by the State of Tennessee Department of Human Services Licensing Agency on *Promoting Acceptance of Diversity* through the state licensure requirements. In 2004 the facility received 6 out of 7 points on the Three Star Rating in this area. The next evaluation is scheduled for March 9, 2005. (both centers need to provide the updated ratings)

**4. Results:** (Describe the status of implementation and results thus far. What are the **measurable objectives** for the coming year?)

Staff development trainings produce educated and prepared teachers in the classroom to discuss, teach and implement anti bias program themes and activities. Once teachers are exposed to the anti bias concept they understand how to apply that perception to their every day teaching skills, mannerisms and their own belief systems. **By providing a consistent anti bias classroom environment the result will demonstrate in the children's change of acceptance of all differences, they will view differences as "normal" not "abnormal"**. The children will exhibit understanding differences in others and express expanded knowledge of race, culture, gender, age, different abled/ handicapped persons, non-sexist work and leisure roles in men/women and boys/girls.

We consider the number of ongoing exposures as a way to measure developing a change in action and reaction to exposure to racial and social injustices that they will experience in the "real world".