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**FAB Meeting #17 10/010/2019, 6:00-8:00 pm  
Morris Koppelman Center (774 Saratoga Avenue)**

**Attendance**

- 16 FAB members
- 5 UB backbone staff (Kassa Belay, David Harrington, Danielle Augustine, Dionne Grayman, and Amelia Thompson)

**Objectives**

1. Establish FAB early childhood equity priorities
2. Revisit FAB Professional Development
3. Share Zero to Three Conference experience
4. Introduce Shane's Inspiration Playground

**Meeting Takeaways**

- Brownsville's early childhood systems could be improved for residents with culturally compatible curriculum and training, local hiring, and efforts to increase access and affordability to early childhood development programs and supports.
- FAB member professional development needs to include a healing process designed to remove internal barriers to growth resulting from living under systemic racism.

**FAB Members' Views**

- FAB members identified the following feature as ideal for a playground for young children in Brownsville
  - Daycare/hired adult supervision
  - Accessible to many people
  - Reading nook for children who may get overwhelmed by sounds
  - Black padding/cushioning to prevent injuries
  - Sandbox
  - Touch and feel options for full sensory experience
  - Imaginative in design features like The Tin Man playground in Chicago
  - Made of materials other than iron/materials that are less likely to injure upon impact
  - Swings for children of different ages

**Books for Brownsville Updates**

- FAB members learned of updates regarding Books for Brownsville.
  - Currently UB is recruiting Cohort 2.
  - Dates for upcoming implicit bias training are forthcoming.

#### *Next Steps*

- FAB members may have the opportunity to help facilitate the upcoming implicit bias training training.

### **Learning Landscapes Updates**

- Learning Landscapes will launch in November at two grocery stores in Brooklyn.
  - UB is considering a partnership with Inclusion Matters by Shane's Inspiration, which builds developmentally inclusive playgrounds around the world. This will be the topic of an interim meeting and the November FAB meeting.

#### *Next Steps*

- UB is awaiting confirmations from the Nets and/or Clinton Foundation which plan to be represented.

### **Family Co-Op Updates**

- The site is currently in its fourth week of programming. Children/Caregivers are responding positively and enjoying the books and pull out sessions.

#### *Next Steps*

- In two weeks, the Co-Op will host a family storytime at the Brownsville Library.
- A follow up packing party will be planned.

### **Catering an Upcoming Meeting**

- FAB members were invited to consider catering and/or recommending potential vendors for UB to consider hiring for future FAB meetings(\$250 total is the estimated cost for the meal).

### **Early Childhood Equity Priorities**

- Eric Adams, Brooklyn Borough President, hosted a meeting on how to fix the early childhood system so children and black boys, in particular, are not left behind developmentally. FAB members offered their perspective on how to address these challenges:

*Participants were asked to share their individual responses to three questions related to Early Childhood Equity: Considerations for Policymakers. A synthesis of their responses follows:*

- A. Think about the aspirations for change listed above. If you could change or introduce one thing in the early childhood system that would position families to help their children lift off for success, what would it be?

FAB members express a range of responses to support the goals of an equitable early childhood system that fall into the following three categories:

Category	Responses
Cultural shifts	For providers: remove shaming from the experience for parents; provide more open communication between parents and schools; provide culturally sensitive communication that invites parents to discuss their goals for their children, the school's goals and the curriculum
Programmatic offerings	For families: start an endowment fund for children to receive classes that cannot be provided by governmental funding  For providers: offer access to college facilities and coursework within the community; provide prenatal providers with a resource directory mapping resources for children 0-4 years old and for grades K-12; expand access to culturally relevant literature; offer community learning spaces that allow instructors, parents, children and trusted adults to work together to instill a sense of pride and connection among participants; offer arts and language courses
Systematic responses	For providers: have a parent coordinator within the DOE responsible for identifying and facilitating outreach activities for all children and between homeschooled children and children in the standard DOE setting; provide "community curriculum" that expands the learning of service providers; offer nontraditional hours for child care to accommodate parent and guardians' work schedules; provide access to high quality programming

B. Think about some of the restrictions, inefficiencies, bureaucracies, service or communication gaps, and other impediments you face in doing your job as a provider in Brownsville's early childhood ecosystem. If you could change or introduce one thing that would help you most, what would that be?

FAB expressed interest in responding to inefficiencies, restrictions, bureaucracies and service or communication gaps in the following categories:

Category	Ideas
Parental treatment	<ul style="list-style-type: none"> <li>• Friendly and customer service-oriented environment</li> <li>• Mindfulness of cultural differences to facilitate fairness in the system</li> </ul>
Tools	<ul style="list-style-type: none"> <li>• Offer a Resource Hub to support providers' ability to make referrals</li> <li>• Additional funding to support training, supplies, and equipment needs, among others</li> <li>• Centralized location for Early Intervention referrals</li> </ul>

	<ul style="list-style-type: none"> <li>● Improved technology</li> <li>● Offer parents a range of options for how best to communicate with providers and/or schools</li> </ul>
Access	<ul style="list-style-type: none"> <li>● Evening and weekend programming offered in safe environment to accommodate parent and children’s schedules and need for safety</li> <li>● Ability to refer parents/children to different resources</li> </ul>
Human capital	<ul style="list-style-type: none"> <li>● More local community residents hired as nurses, counselors and other early childhood professionals to work in their own communities</li> <li>● Mandatory anti-bias racism training</li> <li>● Offer ongoing professional development that may be led by families</li> </ul>

C. What is the most effective thing that a policy maker or public official could do to ensure that Brownsville’s infants and toddlers were prepared for lifetimes of success? Try to imagine an early childhood “big bang”: a single change that would put into motion systemic changes.

FAB members believe a policy maker or public official could tackle issues in the following categories to ensure that Brownsville’s infants and toddlers were prepared for lifetimes of success:

Category	Examples
Overall culture	<ul style="list-style-type: none"> <li>● Policy makers who attend and participate in community meetings &amp; more frequent opportunities for constituent interaction</li> <li>● Accountability: follow through on what was promised</li> <li>● Montessori-style learning available in all interested communities</li> </ul>
Parent support	<ul style="list-style-type: none"> <li>● Incentives for parents to bring their children to early learning opportunities</li> <li>● Universal early childhood (beginning at six weeks of age)</li> <li>● After school programs accommodating parents’ working schedules</li> <li>● Improved or universal healthcare</li> </ul>
Teacher support	<ul style="list-style-type: none"> <li>● Pathways for black men to professionally transition from highschool into childhood education while pursuing college completion</li> <li>● Smaller classes to facilitate individualized instruction</li> <li>● Review of restrictions and expectations placed on teachers</li> <li>● Teacher training on cultural competence, implicit bias and systemic/institutional racism</li> </ul>

## Professional Development Updates

- FAB members discussed the lack of positive and/or loving perspectives they were inculcated to hold of themselves, especially with regard to skin color and hair.
- FAB members expressed the need to be empowered to feel more confident and develop a loving view of self-identity and esteem to in turn help their children view themselves and their identities in positive ways.
- FAB members expressed interest in self-care/healing workshops that could be facilitated by UB staff member Dionne and help FAB members develop more confidence in other domains such as public speaking and advocacy.
- FAB members will have access to an Excel workshop offered by Atiba Edwards from the Brooklyn Children's Museum.
- Brooklyn College will offer FAB members an early childhood development course that can be audited for free of charge.

### *Next step*

- UB is identifying other opportunities to leverage existing and new relationships to provide ongoing professional development opportunities to FAB members through conferences, workshops and/or trainings.
- FAB and Dionne are considering opportunities to host self-care/healing workshops.

## Zero to Three Conference

- Last week 2 UB staff and 2 FAB members attended Zero to Three, a national conference on early childhood development attended by practitioners and parents, in Fort Lauderdale, Florida. Attendees shared their impressions and experience of the conference.
  - Staff and FAB members who attended the conference mentioned this experience was one of the most helpful conferences they have attended.
  - One FAB member noted very few men and fathers participated in the event.
  - Attendees mentioned that two of the most helpful sessions focused on allowing children to lead during learning experiences (the Watch, Wait and Wonder workshop) and inequities in infancy.

### *Next Steps*

- UB wants to find out more information about the Power of Two and Healthy Steps.
- UB is considering how it's Family Ambassador role can support early intervention referrals, building on successful efforts discussed at this years' Zero to Three conference.

## Reality Check Survey Results



- Time: Arrivals were unusually late today, which cut into meeting time and limited conversation about playground planning. We will try to address this and improve for future meetings.
- Next steps: We are planning an interim meeting just to discuss inclusive playgrounds and decide next steps with Shane's Inspiration, as we did not have time to complete this at the September meeting.