



"The diverse and challenging needs of today's children far outstrip the ability of any one institution to meet them. Yet one of the richest resources for understanding a child's...learning experiences--the parent--is quite often the most frequent one overlooked."

A PATH TO FOLLOW: LEARNING TO LISTEN TO PARENTS

DR. PATRICIA A. EDWARDS

The Black family is multi-faceted and multi-dimensional. As a means to addressing the achievement and opportunity gaps that persist in the U.S. with Black children, it is important that in addition to addressing the academic and social-emotional needs of children, the role of the family must be authentically acknowledged and valued. This would require examining the social, political and historical

contexts of families' lives. Black families have many resources that are valuable to children's learning and development. However, more attention and intention is needed to incorporate these resources into children's early care and education experiences.¹

Ways to intentionally engage African American families in educational settings:

Capitalize on the strengths of African American culture.: aspirational, navigational, social, linguistic, familial, and resistant.

Aspirational: "resilience": affirm parents in their ability to be advocates for their children in the educational setting.

Navigational: provide mentors to navigate through the educational system from preschool eligibility at age three in the public school system, special needs advocates and kindergarten readiness preparation

Social:educators need to make their families aware of organizations that have mentor programs, tutoring

¹ IRUKA, I. U. (n.d.). *The Black Family: Re-Imagining Family Support and Engagement*. Retrieved May 26, 2022, from https://www.nbcde.org/sites/default/files/resource-files/Being%20Black%20Is%20Not%20a%20Risk%20Factor_0.pdf

programs, STEM programs and college and career readiness programs(sororities and fraternities, churches, urban leagues)

Linguistics:storytelling: As children tell stories, they gain practice in using the same type of language that is used in written text, which can help them as they learn to read

Familial: educators should encourage families to involve all members of their families in their education for example: cousin reading buddies, museum excursions monthly with grandparents and family stem focused nights.

Resistance: provide parent coffee and chats as support systems to give parents support in navigating the inequalities of the educational system.



A Letter from Our President, Gloria Blevins, MMG, SHRM-CP

"What is the most underused resource in education today? Parents."
-Lauren Tripp Barilis

A statement that is often repeated, uttered, or acknowledged is, 'A parent is a child's first teacher,' yet it is an acknowledgment that is sometimes found unsupported, overlooked, or quickly dismissed due to implicit biases. The power, strength, resilience, and skillset of Black parents and caregivers is one to be valued and viewed as a strong contributing component to the growth and development of children. Successful and intentional parent engagement can foster collaborative relationships among parents and teachers that will empower children and families. The Black Child National

Agenda recognizes in our commitment to Black children we must preserve Black children's cultural heritage, language, traditions, and positive racial pride. As educators foster inclusive parent involvement, he/she must consider several components as they approach intentional engagement with parents. Black parents stem from various economic backgrounds, culture, language, and environments and it is important for educators to learn about the various backgrounds of children which will assist educators in understanding the cultural relevance within the classroom. Parents want their children to thrive, therefore it is important to sharing learning strategies that parents care facilitate at home to support their children. Lastly, implement various modes of communications as parents are extremely busy and we must meet parents where they are. BCDI Cleveland is committed to empowering parents and caregivers as they are to be valued as they are the core to a child's development.



Greetings!

As adults we may thank our lucky stars how resilient we have been over the years. Many of us can look back and say "I've been through a lot but I've made it through".

When we think of building resiliency in children we have to remember that we can be the guiders of this resilient trait. We are the adults in their lives that can help them navigate through challenging situations. The ultimate goal is to help them problem solve and not stay stuck in situations that will ultimately change. Building resiliency builds hope and plants the seed of optimism and tenacity. As we continue to parent, educate and support our young black children we must not forget the critical ingredient of building social and emotional skills and honing in on resiliency. Many of our children are in a constant state of trauma, adversity and stress but if we help children develop a competent mindset, be independent explorers and become confident in their own capabilities we'll see them through these times and help them to build on them for their own futures.

The alternative unfortunately for many of our black children will be the cycle of lack of resilience and young adults who may find it problematic to deal with challenging situations including stress and obstacles in life. We know that there's no magical wand that makes problems go away, especially in our black communities but by consciously building resiliency in children we are helping children have a positive impact on their health and well being.

Some key things that you can do to help children build a strong sense of resilience includes:

Build trustworthy relationships with children.

Model and help children understand empathy

Allow and encourage children to think creatively

Speak optimistically to children during challenging times.

Connect as parents and teachers to engage in conversations about raising resilient children.

Best Regards,

Robyn Gibson, M.Ed
BCDI CLEVELAND Vice President

Introducing BCDI Cleveland's Policy Advisor : State Representative Shayla Davis. She represents House District 11.



A book that everyone should read? Why

We Should All Be Millionaires: A Woman's Guide to Earning More, Building Wealth, and Gaining Economic Power Hardcover - Rachel Rodgers. This book is a must read for Black women. With the known financial wealth gap among Black's and our counterparts this book is a powerful guide that delivers wealth growth in a very logical and practical way. I will tell you this, this book changed my life and is one of the most powerful books I have read in a long time. This book taps into systemic racism, motherhood, relationships (friends and mates) and real accountability.

It's a growth book and I believe in all women growing. It's a book that I read twice in one month and I couldn't stop talking about it with my friends.

What inspires the work you are doing right now?

I am inspired by my ancestors. I am an ascendent from which they died in suffrage. We are all given life with purpose. It has been made clear that my life's work is being fulfilled through my commitment to service. Everything about democracy is rewarding, even the challenges. I do not take the opportunity to serve lightly. As my ancestors yearned for more it's important that I carry that torch throughout my lifetime too.

What are you most excited about at this time in your role as Representative for the Ohio House - District 11?

People are yearning for a more well intended government. We are thirsting for quality in our government. They seek to see government that is truly reflective of the people, by the people, and for the people, a government working for us. As State Rep. I am honored to be

afforded the opportunity to show up in a place where I get to bring my passion, my sense of responsibility, my commitment and my talent knowing that I am fighting to make a difference and serve people. People who otherwise would not have access nor opportunity to advocate for themselves. I am one of 99 individuals that make laws for the State of Ohio I am representation that is generally ignored or denied. Our government has never equitably reflected those that we serve- my presence diminishes this true by one.

What legacy would you like to leave for your family and constituents?

The reality of what happens when we are absent from the body and present with the Lord is quite difficult to quantify. The legacy of service is what I would like to leave. I want people to remember that I was here and that my absence will be missed. Remember that I fought daily to impact people's lives for the better. That I believed, that I hoped and dreamed. I want them to know that I cared. And most importantly, that in such an unjust world I learned to love every fabric of being a Black woman. It is my hope

that I have in some small way that I will be able to inspire many generations after me. As the saying goes "inspire before you expire".

Share your favorite quote or affirmation that motivates you daily?

My all-time favorite quote is "Injustice anywhere is a threat to justice everywhere" -- Martin Luther King. I have a few daily affirmations that I live by and keep during my most difficult times. "If not now than when, if not here then where, if not you then who...". I have always felt a sense of responsibility to do more so I try.

BLACK CHILD JOURNAL

Call for Papers Spring - Summer 2022

Culture and the Black Child

The submission deadline is June 1,
2022 at 11:59 p.m. (Eastern)

The National Rites of Passage Institute (ritesofpassage.org) and The Black Child Journal (blackchildjournal.com) Spring - Summer 2022 issue focuses on Culture and the Black Child. Without a doubt culture is the greatest influence on the lives of Black children, that is, children of African descent. Herein, we use the terms Black and African American as interchangeable. Culture is everything. It is in the air we breathe, the water we drink and the food we eat. Culture is in us and on us and all around us while at the same time we create and cause our culture to adapt and to

evolve. We invite papers that speak to the question of how Black culture in the 21st century has changed over time and how it now affects our children. Culture is defined as a large, diverse set of mostly intangible aspects of a people's life. It consists of the values, beliefs, language and other nonverbal forms of communication, customs, arts, mores, habits, and all of our unique capabilities. Black culture defines us as a collective people even as we acknowledge the presence of great diversity and individual differences among us. We acquire basic foundational aspects of our modern Black culture through a common history and identity that can be traced back to ancient African societies from across the continent and through all the manifold ways we have evolved and adapted over some 400 years of Maafa.

We invite submissions that address the following:

Discuss and/or demonstrate the importance/effectiveness of an Afrocentric perspective in our work with children?

Are there Africanisms in our current lives such as the way we use the arts, language, even family structures and processes that are important to a child's development?

What is the most vital, life sustaining cultural knowledge and practice that we can impart to our children? In other words, what are the most crucial aspects of our cultural heritage that we want to be sure to effectively impress upon our children and future generations to come?

In educational settings, is it possible to instill cultural awareness across the curriculum (e.g. in the classroom, in a school within a school or in the entire school or district context). How can this concept be applied to community programs and services for children and other contexts of child development work?

What is your understanding of how developing children's cultural awareness is different today compared to what it was like for past generations. What's been your experience of culture - throughout your life? How has that experience influenced your work with children?

Can imparting knowledge of our history and culture help insulate our children from the deleterious effects of racism and white supremacy?

What aspects of culture have you identified or practiced that you think we would want to explicitly impart to our children that might have practical implications that you would share with others, especially during escalating anti-Black sentiments in large swaths of

society and the post-pandemic precariousness that has disproportionately affected our communities?

Culture is the way we move, walk, talk, dress, the way spirit and worship manifests in our communities. It is our heritage bequeathed to us by our ancestors. All these things and more inform and are simultaneously informed by a worldview, a way of seeing and being in the world that cannot be erased and instead continues to influence other peoples and cultures throughout the world. We look forward to your submissions on this important topic.

As always, we invite parents/guardians raising children, teachers, practitioners, community activists, researchers, administrators and policy makers working with children; as well as poets, creative expressionists, and artists of any medium to submit their works for publication in the Spring - Summer 2022 edition of the journal.

Members of the editorial staff of the Black Child Journal and the National Rites of Passage Institute will manage the peer review process. Manuscripts should be prepared according to the Publication Manual of the American Psychological Association, Sixth Edition (2009) - one (1) to twenty (20) pages, one-inch margins, Times New Roman 12 pt. font. All parts of the manuscript should be submitted electronically as an attachment to email ("Manuscript Submission" in the subject

box) to: blackchildjournal@gmail.com.
Submissions should be in MS Word documents (.doc) format, not converted to PDF's, and without embedded commands or special formatting. All photos should be submitted as separate JPEG files. References, tables, charts, other texts, art-graphics, and appendices should be included at the end of the document. Authors are asked to submit a short bio and a black and white JPEG photo as a separate attachment. **We are more concerned with content that addresses the topic as opposed to any special formatting. We invite submissions at all levels, in all areas and from all perspectives**
including the literary and expressive arts
The deadline for submission is June 1, 2022 at 11:59 p.m. (Eastern).

Bring Me a Book® LITERACY
ADVOCACY TOOLKIT Knowing the
Reader by PATRICIA A. EDWARDS

"If a child comes from a reading family where books are a shared source of pleasure, he or she will have an understanding of the language of the literacy world and respond to the use of books in a classroom as a natural expansion of pleasant home experiences." —Ellen Mahoney and Leah Wilcox

**LITERACY CHAMPION:
PATRICIA A. EDWARDS**

Patricia A. Edwards, a member of the Reading Hall of Fame and a NCRL (National Conference on Research in Language and Literacy) Distinguished Scholar, is a Professor of Language and Literacy in the Teacher Education Department at Michigan State University. She is an internationally recognized expert in parent involvement, home, school, community partnerships, multicultural literacy, early literacy, and family/intergenerational literacy, especially among poor and minority children. Pat is the first African American president of the Literacy Research Association, and the

2010-2011 President of the International Literacy Association. She developed two nationally acclaimed family literacy programs: Parents as Partners in Reading and Talking Your Way to Literacy. She has authored or co-authored numerous publications and books including *A Path to Follow: Learning to Listen to Parents*, *Bridging Literacy and Equity: The Essential Guide to Social Equity Teaching*, *Change Is Gonna Come: Transforming Literacy for African American Students*, *Tapping the Potential of Parents: A Strategic Guide to Boosting Student Achievement Through Family Involvement*, *Children's Literacy Development: Making It Happen Through School, Family, and Community Involvement*, *New Ways to Engage Parents: Strategies and Tools for Teachers and Leaders*, and *Partnering with Families for Student Success: 24 Scenarios for Problem Solving with Parents*. She received her B.S. in Elementary Education from Albany State University (Albany, Georgia); the M.S. in Elementary Education from North Carolina A&T University, her Educational Specialist in Reading Education from Duke University; and her Ph.D. in Reading

Education from the University of Wisconsin-Madison. Copyright © by Patricia A. Edwards, 2021. *Bring Me A Book National Collaborative*
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One to Know: Knowing the

Reader According to Margaret Mooney (1996), attitudes, understandings, and behaviors can be grouped into three broad phases of reading development: emergent, early, and fluency (see adapted version below). Some of the characteristics of readers at each phase are listed below. These characteristics are not included as checklists, nor are they definitive or exhaustive. It is most unlikely that any child will display all of the characteristics listed. It is likely, however, that each will show evidence of competence in some characteristics from more than one phase at any one time. Some of the attitudes, understandings, and behaviors of previous phases and levels will continue to be evident as children become more skilled. These become the launching pads for further learning.

The Emergent Phase

Attitudes • Enjoys “playing” with the rhythm and rhyme of language and is keen to hear and use new language. • Is keen to listen to and participate in stories, rhymes, and poems. • Expects to make sense of what is read to him/her and what he/she reads. • Is keen to return to and respond to some books and stories. • Wants to read and sees him/herself as a reader. • Is confident in asking an attempt and responds to feedback.

Understandings • Know how stories and books work; understands that the text, as well as the illustrations, carry the story. • Recognizes book language and sometimes uses this in speech, retellings, writing, or play. •

Demonstrates the importance of background knowledge and uses it to predict and construct meaning. • Experiences success which drives the child on to further reading. • Is aware of some print conventions, especially those relevant to directionality, capital letters, and full stops.

Behaviors • “Plays” at reading; handles books confidently—interprets pictures, uses pictures to predict text, retells a known story in sequence; and develops a memory for text. • Finger-points to locate specific

words and focuses on word after word in sequence—finger, voice, and text match; uses some letter-sound links. • Explores new books and returns to favorite books. • Chooses to read independently at times.³ Copyright © by Patricia A. Edwards, 2021. Bring Me A Book National Collaborative

The Early Phase

Attitudes • Is eager to listen to and to read longer stories. • Expects to be able to get meaning from text and is willing to work at getting meaning. • Shows confidence in taking risks and making approximations. • Is confident in sharing feelings about and responses to books. • Is keen to read to others and seeks feedback.

Understandings • Shows increasing knowledge of print conventions. • Associates sounds with letter clusters as well as individual letters. • Understands the importance of a self-monitoring and improving system in developing oneself as a reader. • Understands how real and imaginary experiences influence the meaning gained from books. • Increases sight vocabulary rapidly. • Understands the role of prediction in meaning-making.

Behaviors • Makes greater use of context and illustrates for more accurate predictions. • Selects and

integrates appropriate strategies more frequently. • Reads on as well as rereads to regain meaning and confirms meaning by cross-checking to known items. • Chooses to read more frequently and enjoys a greater variety of genres and themes, more characters, scene changes, and episodes. • Frequently explores books independently.4Copyright © by Patricia A. Edwards, 2021. Bring Me A Book National Collaborative

The Fluency Phase

Attitudes • Expects to meet reading challenges but is more confident of overcoming them; is eager to extend reading interests. • Is keen to take initiative in responding to books. • Expects others to consider his/her responses to books. • Does not expect to agree with everything that is read but regards books as providing answers to many questions. • Expects books to be a part of daily life and seeks time to read.

Understandings • Knows to focus on details of print only when meaning is lost. • Understands that taking risks and making approximations are an essential part of reading. • Is aware of a variety of genres and can identify elements. • Understandings that authors and illustrators have

individual voices and styles. • Understands how to adjust reading pace to accommodate purpose, style, and difficulty of material. • Know how to use the library.

Behaviors • Samples text rather than focuses on every detail; uses increasing knowledge of letter clusters, affixes, roots, and compound words to confirm predictions. • Uses strategies of sampling, predicting, confirming, and self-correcting quickly, confidently, and independently. • Sets own purpose for reading; chooses to read for pleasure as well as for information; uses the table of contents. • Makes inferences from text and illustration; maintains meaning over longer and more complex structures. • Can read for longer periods of time; handles more complex characters and less predictable texts. • Summarizes text for retelling; responds in various ways, including critically.

What to Know and Do Learning to read, like all human endeavors, is developmental. And while there are developmental patterns and touchstones among all children, each child also follows his or her own learning pathway. Literacy researcher

Margaret Mooney never intended educators to use her Developmental Reading Continuum as a checklist; rather, it provides an overview of the developmental terrain young readers typically travel as they enter the exciting world of reading. Of paramount importance is meaning—because without comprehension there is no reading. Above all, do children understand that reading is 1) supposed to make sense? And 2) supposed to sound like language? And then, if meaning is lost and the language of the text becomes nonsensical, do they have strategies to regain meaning and get back on a meaningful text track? Consider using Mooney's Developmental Reading Continuum as a guide for your anecdotal record-keeping. Use her phases of learning to track, monitor, and document the attitudes, understandings, and behaviors you observe in your children's development, noting their engagement with and enjoyment of reading, especially since engagement builds confidence and confidence enables the risk-taking that's always entailed in successful learning. Confident readers are willing to "have a go" with a wide range of texts, trusting that as

they plunge forward in the pages, they will be able to usher forth the skills and strategies they need to make predictions about the text at hand and read for meaning with increasing pleasure and enjoyment.

More to Know and Do A child's progress through the various phases of reading development is enhanced when they are able to enjoy books "that are rewarding and have meaning." The plethora of books on the market and books already available in schools means we should identify those which have the best potential for helping children to become successful and satisfied readers. Each book needs to be considered for the supports and challenges it offers children. However, teachers need to remember that the supports and challenges in any one book will differ from child to child and, for any one child, from time to time. This will affect which books teachers select and how they present them. In other words, the books and reading material we provide our children to read is not incidental to their learning process—it's essential!

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<https://en.wikipedia.org/wiki/Patricia>

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11AM - 1PM
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Black Child Development Week

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BCDI
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**The Week of the
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Activities all week!
Follow us for more details.

**6/7- Family Night -
Dinner & A Book**

Share Your Photos with BCDI!

**6/11- Black Child National Agenda
Webinar with Dr. Ihoema Iruka**

Register on Eventbrite:

BCDICLE-BlkChildAgendaWebinar

6/11- Community Baby Shower

11AM-1PM @ 3949 Lee Rd.

Call to Register: 216.233.4716



Black Child Development Week



BCDI

Black Child Development Institute
Cleveland

June 9

Race, Place, Class or Ability

should not determine a child's trajectory, opportunity, and eventual life success. It is critical that we address the impact of structural racism on the lives of Black children, families, and communities...

Join the Webinar

June 9, 6:30-7:30pm

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Black Child National Agenda:

America Must Deliver on Its Promise

with Iheoma U. Iruka, Ph.D.



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