Glossary

Notes on Language and Style

We have made linguistic choices throughout the Durham Early Childhood Action Plan that can, and should, be scrutinized and questioned. Language is important. It is intentional and should reflect the values we hold.

Through many hours of ECAP meetings and conversations, we have had spirited discussions about the use of language when describing our early childhood systems and the families they partner with. Wherever possible, the ECAP writing team reached out to the ECAP community of parents, early childhood systems leaders, frontline providers, and community leaders to learn from them about preferred language. Lastly, a review was conducted by several volunteers who read the report specifically with language in mind.

We welcome discussion on the linguistic choices made in this report and expect the language we use as an early childhood system and as a Durham community to evolve as we crystalize our values. At the same time, we encourage us to stay focused on our shared goal of ensuring all Durham's young children can thrive.

1) Racial and ethnic descriptions

We are following the lead of the choices made by Durham's Racial Equity Task Force in their 2020 report, "[Report of the Durham Racial Equity Task Force: An Urgent and Loving Call to Action:](#)"

> "Since race is a social construction, not a biological reality, its definition changes over time; as do the words that are used to identify races. Even how people self-identify is contextual and contested. What should people be called whose lineage can be traced to Mexico, Central and South America, and the Caribbean? Latinx has attained a certain popularity as it is gender neutral, but others prefer Latino/a, Hispanic, or Brown. There is, as yet, no agreed upon consensus. Reflecting the recognition that there is no "one-size-fits-all" terminology to describe the complex human experiences of racial or ethnic identity, after much discussion, we found ourselves unable to settle on one set of terms for use throughout the report. Therefore, we use a variety of words to describe human groups and identities. In this case we generally use Latin(a)(o)(x), but sometimes use other terms. RETF invites a fuller discussion of this question.

RETF also adopted the convention of capitalizing Black but not white. We also sometimes use BIPOC (Black, Indigenous, People of Color) as an umbrella term when we are referring to people of color as a whole."

For the purposes of this report, we have chosen to use Latinx when referring to the Hispanic, Latino, and Latino communities in Durham; however, we recognize that Latinx groups together people from a wide range of countries, heritages, languages, dialects, and more. Using racial categories, in general, risks perpetuating biases and painting a diverse group of people as a monolith.

We have also chosen to capitalize Black, but not white. The journalistic standard set by the Associated Press stylebook was revised in 2020 to capitalize Black as it reflects a shared sense of identity and community, while not capitalizing white, as is done by white supremacists, as it "risks subtly conveying legitimacy to such beliefs." We do recognize that others, like author Nell Irvin Painter, have contended that capitalizing White is important as "white Americans have had the choice of being something vague, unraced and separate from race" (Washington Post, July 2020). She continues, "No longer should white people be allowed the comfort of this racial invisibility; they should have to see themselves as races." We see merit to both arguments, and have decided to follow the Durham Racial Equity Task Force's precedent to capitalize Black and not white.

2) Person-first language

Throughout the report, we chose to use "person-first" language when describing the socioeconomic status, ability, or other characteristics. For instance, we have chosen not to say "low-income parents," as the socioeconomic status of a parent does not define them and risks perpetuating biases about the parenting capabilities of people with lower incomes. In addition, one person's idea of what constitutes "low-income" might not be another's. Therefore, we have also chosen to say "parents with lower incomes," acknowledging that the term is also imprecise.

3) Gender-neutral language

Wherever possible we used gender-neutral terminology. For instance, Latinx is used intentionally when describing all our Hispanic, Latina, and Latino communities (see note 1 above) to be inclusive of all gender identities. However, we recognize there are multiple terms for which there is not yet a commonly used gender-neutral term. For example, "birthing people" describes all people who can give birth, not only cis-gender women, but the term "maternal health" is still used to describe the health of mothers and birthing people. As

language evolves overtime, we look forward to embracing the gender-neutral terminology that emerges.

4) The opposite of deficit-based language is not always asset-based language
We recognize that deficit-based language, which focuses on needs and challenges without celebrating the strengths, can unintentionally reinforce negative biases and stereotypes that we are fighting against. In Durham's Early Childhood Action Plan, we avoid deficit-based language wherever possible—but are certain we have done so imperfectly.

We do, however, think it is important to name the harm that has been done to communities who experience disparities in early childhood outcomes. When describing our early childhood systems throughout the report, we felt it was important to be honest about the disparities in early childhood outcomes (e.g. higher infant mortality rates of Black babies) and the challenges parents are facing while being clear that these are not the result of inherent characteristics, but of the systems themselves.

In the ECAP system overview reports (documents 5-5c) we lead with the strengths of a particular part of our early childhood system, but follow with the challenges—not of the populations interacting with those systems—but of the system itself. We attempt to reflect that "systematic disparities and community-wide problems have systemic causes, that harm has been done, and that those are not self-caused problems, and explicitly describe those systems whenever possible" (Shelterforce, November 2019). We have a collective responsibility to solve collective problems.

Acronyms and Definitions

AAPI
Acronym for Asian-American and Pacific Islander.

Adverse Childhood Experiences (ACEs)
Events in a child's life, such as abuse and neglect, witnessing domestic violence and growing up with family members who have mental illness or substance use disorders, that expose a child to stress. When children are exposed to chronic stressful events, their development can be disrupted. Over time, children may adopt negative coping mechanisms, such as substance use or self-harm (Substance Abuse and Mental Health Services Administration).

American Rescue Plan Act (ARPA)

The American Rescue Plan Act of 2021, also called the COVID-19 Stimulus Package or American Rescue Plan, is a $1.9 trillion economic stimulus bill passed by Congress and signed into law on March 11, 2021 to speed up the United States' recovery from the economic and health effects of the COVID-19 pandemic and the ongoing recession (ARP Fact Sheet).

Anti-Black Racism
"Policies and practices rooted in American institutions such as, education, health care, and justice that mirror and reinforce beliefs, attitudes, prejudice, stereotyping and/or discrimination towards Black and African Americans (Black Health Alliance)."

Anti-Racist
A system, institution, organization, policy, program or action that produces or sustains racial equity between racial groups (How to Be an Antiracist)

BIPOC
Acronym for Black, Indigenous, People of Color (Webster Dictionary: Blog, Durham Racial Equity Task Force).

Birthing People
"We use gender neutral language when talking about pregnancy, because it's not just cis-gender women that can get pregnant and give birth. Reproductive freedom is for *every* body (NARAL)."

Black Wall Street
Located in the historic Hayti community of Durham, the once thriving Black business and residential district along West Parrish Street was dubbed "Black Wall Street" by Booker T. Washington (Hayti Heritage Center). By the early 20th century, Black Wall Street was home to more than 200 Black-owned and operated businesses and banks which thrived, despite the racial apartheid of the Jim-Crow era in a segregated city. Black Durham became self-sufficient and fostered Black wealth, economic and political power. From 1890 to 1920, Durham County's total black property value rose by 225 percent, according to historian William Kenneth Boyd. The federal urban renewal policies of the 1950s and 60s, most notably the Federal Aid Highway Act of 1856 which enabled the construction of the Durham Freeway (Highway 147), destroyed Hayti and Black Wall Street.

Capacity Building
The process by which individuals, organizations, groups, or communities obtain, improve, and retain skills, knowledge, tools, or other resources to reach self-identified goals and objectives.

Capitalism

Caregiver
Someone who is the primary person caring for a young child.

Community
A unified body of individuals: such as:
   a.   the people with common interests living in a particular area
   b.   a group of people with a common characteristic or interest living together within a larger society
   c.   a body of persons having a common history or common social, economic, and political interests
(Source: Webster Dictionary)

In this report, we use community as a term to refer to either the groups of people most impacted by disparities in early childhood outcomes or the people who navigate through early childhood systems, but are not providers, administrators, or decision-makers within those systems.

Community Engagement
Meaningful community engagement is about having representation from the whole community, not just a small voice, but hearing from all people. It is about an open, two-way dialogue. It gives opportunities for the community to propose ideas and come up with collective solutions. It is about offering an effective, inclusive approach to seek diverse opinions. And, it is an ongoing conversation that allows the community to help define and shape the community's future. (Source: Adapted from the City of Mississauga, 2017 as cited in the City of Durham's Equitable Engagement Blueprint).

Community-Rooted Leaders
Leaders of community-rooted organizations - see definition below.

Community-Rooted Organizations (as defined by Communities in Partnership)
"Formal and informal groups that are owned, run, and operated by the people that live and work within their own communities. These organizations are not only run by the most impacted within the community context but they are directly accountable to their neighbors and members. They can operate as a non-profit, for-profit, faith community or other organized

formal or informal community group. The main identifier is that the board, staff, and mission and vision were created and owned by those living within the community they are focusing their work on or have been directly impacted by the area or context in which they serve."
(Camryn Smith, edited by Niasha Frey, MPH as cited in Durham Racial Equity Task Force Report).

Community-Rooted Programs
Social, health, or educational programs for communities that are owned, run and operated by the people that live and work within their own communities. The programs are designed by the communities impacted and are accountable to those same communities.

Culturally Affirming
Also use the terms "culturally relevant," "culturally responsive, "culturally congruent" and "culturally appropriate."

These terms refer to serving and supporting children and families within the context of their cultures and in ways that align with, affirm, and celebrate their intersecting identities.

Developmentally Appropriate
The National Association for the Education of Young Children defines "developmentally appropriate practice" as methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning (NAEYC)."

Disability Status
"Disability status identifies whether or not a person is living with a disability related to hearing, vision, cognition, ambulatory, self-care, and independent living" (U.S. Census Bureau).

We specifically use "disability status" instead of "ability," because whether one is disabled or not does not tell you about that person's abilities (Ability Maine).

Disparities in Early Childhood Outcomes
A health, social, or educational outcome that is seen to a greater or lesser extent between populations. Race, ethnicity, gender, sexual identity, age, disability, socioeconomic status, and geographic location of a child, parent, and family all contribute to a child's ability to thrive (Adapted from Office of Disease Prevention and Health Promotion).

Durham PreK (DPK)

Durham PreK is the program in Durham County to ensure more 4-year-olds have access to high quality preK, with the goal of eventually expanding to 3-year-olds. Durham PreK serves as an umbrella for the three publicly funded pre-K programs in Durham (Head Start, Durham Public Schools, and NC Pre-K) as well as slots that are funded by Durham County. Durham PreK provides a universal pre-K application that is meant to streamline enrollment for families and allow Durham PreK partners to maximize braided funding and move toward more diverse classrooms. Pre-K slots are available at sliding scale fees depending on need and family income, and are subsidized by the County to reduce costs (Durham PreK).

Early Childhood Educators or Early Care and Education Professionals
We use the term "early childhood educator" or "early care and education professionals" intentionally to honor and respect the demanding work of the people who are trained to educate and care for children from birth through age 5. Throughout the Durham ECAP, we reiterate and amplify the message that early childhood educators in our community have been saying for decades - early childhood educators are professionally prepared, so they must be professionally compensated (Power to the Profession).

Early Care and Education
Early Care and Education (ECE) is also known as child care, early learning and early childhood education. In our definition of early care and education in the Durham ECAP, we include infant-toddler care, child care and preschool. These settings include licensed and regulated full-day child care offered in child care centers or in Family Child Care Homes (FCCH); unlicensed, regulated half-day child care programs, offered by churches and in other community or home settings; and family, friend, and neighbor care, which is unlicensed and unregulated, and involves care being provided by a family member, a friend, or other caregiver in the child or caregiver's home. (Durham Early Childhood Action Plan)

Early Childhood System
Includes all the places and people that influence the experiences of children, prenatal to age eight, and their families (Early Childhood Connector).

Equity
A state in which each person has access to the opportunity, networks, resources, and supports based on their individual needs and assets. An equitable state would look like the absence of disparities in early childhood outcomes that are caused by generations of systemic racism, discrimination and bias. Achieving equity requires shifts in policies, practices, processes, values, power, dynamics, mindsets and the flow of resources that continue to hold inequities in place.

(Adapted from the Journal of Epidemiology & Community Health, Stanford Social Innovation Review, and FSG).

Family Child Care Homes (FCCH)
The business of child care and the practice of early care and education in the program provider's home (NAEYC).

Family, Friend and Neighbor Care (FFN)
Many children receive care from relatives or non-relatives in informal settings by family, friends, or neighbors. Family, friend and neighbor care (FFN) is a critical component of many families' support systems. Safety, trust, affordability, convenience, and other factors lead many families to choose or rely on FFN care, and many parents report a preference for FFN care and happiness with their current childcare arrangements (Kate B. Reynold's Foundation).

Food Apartheid
An alternative term to "food desert," which implies a naturally-occuring, empty, desolate place. "Food Apartheid," on the other hand, recognizes that the economic, political, racial, and social systems are "man-made" and result in neighborhoods with low access to fresh, healthy food. Food apartheid brings us to the more important question: what are some of the social inequalities that you see, and what are you doing to erase some of the injustices? (Adapted from an interview with food justice activist,Karen Washington).

Food Justice
"The struggle against racism, exploitation, and oppression taking place within the food system that addresses inequality's root causes both within and beyond the food chain" (Rasheed Salaam Hislop D 2014 Reaping Equity: A Survey of Food Just Organization in the U.S.A.: University of California-Davis).

Forced Poverty
Forced poverty refers to the state of living in the presence of a poverty trap - a mechanism that makes it very difficult for people to escape poverty. These poverty traps include student loans, predatory lending, discrimiation in housing and the job market, mass incarceration, fines and fees, the denial of homeowners insurance and loans, and many more. The term "forced poverty" is meant to place the blame on the systems that continue to allow people to live in poverty versus the people living in poverty.

Wilma Liverpool of Durham often says that 300-plus years of free labor set the foundation for "forced poverty" in America which cannot be eradicated until we see financial reparations to African Americans for original sin of chattel slavery (Carolina Journal).

Gentrification

A process of neighborhood change characterized by the arrival of high-income, mostly white, people in an existing urban, mostly BIPOC, neighborhood that has been historically divested from. As the demographic makeup of the neighborhood changes rents and property values increase and there are changes in the neighborhood's character and culture, often leading to the displacement of low-income, BIPOC communities by higher-income newcomers. Historic policies and practices intentionally created low-property value neighborhoods and now intentionally revitalize neighborhoods that draw whiter, wealthier people to move in. The negative results can be physical displacement, cultural displacement, political displacement, rising rent and costs of living, increased likelihood of eviction, over-policing of BIPOC residents, and increased anxiety and depression. (Adapted from Report of the Durham Racial Equity Task Force Report, PBS, and the Urban Displacement Project).

Hayti

An independent Black community established after emancipation by formerly enslaved people that was named after the first independent Black republic in the western hemisphere. Hayti established its own economic center along Pettigrew and Parrish streets which, by the early 20th century, was home to more than 200 Black-owned and operated businesses and banks. The federal urban renewal policies of the 1950s and 60s, most notably the Federal Aid Highway Act of 1856 which enabled the construction of the Durham Freeway (Highway 147), destroyed Hayti and Black Wall Street. In the end, over 4,000 families and 500 businesses were displaced. The price tag for the destruction of Hayti was $300 million in today's dollars, three-quarters of which was paid for by the federal government (Bull City 150).

Healthy

A part of the vision of the Durham ECAP is to ensure that all children, mothers and birthing people are healthy and thrive in environments that support their health and well-being. However, we want to be clear that "healthy" is a vague term that may inadvertently erase the lived realities of children and families with chronic medical conditions (congenital or acquired) that might preclude them from experiencing the widely held expectations of what a "healthy" life looks like to our society. While children who experience long-term pain or illness may not have the opportunity to grow up "healthy" in the conventional sense, this plan's vision seeks to affirm all children's right to high quality, culturally affirming care.

High Quality Early Learning

There are many components of quality in child care settings, different ways to assess the levels of quality, and some challenges and unintended consequences with those assessments. Warm, responsive interactions between children and their caregivers is arguably the single most important component of quality. Other important components include the knowledge and skills of teachers (and strong support for teachers including compensation and mentoring/coaching), developmentally-appropriate and culturally-affirming curriculum and practice, and genuine family engagement efforts. Research tells us that children, especially children from marginalized communities, receive the most benefits from child care when it is high quality. Unfortunately, children from families with lower incomes tend to have less access to high quality care because it is usually more expensive, and there aren't enough seats in subsidized programs to meet the need.

Quality Rating and Improvement Systems (QRIS; star-rating system) is the primary way that we measure quality in North Carolina, and it has been critical to driving quality improvements over time. It is important to know that QRIS is more focused on environmental and teacher credential/education factors, rather than on relational ones like child/teacher interactions. We heard from some child care providers that the standards are not always fully informed by the unique strengths and needs of smaller settings, including family child care homes, and the requirements can conflict with components of Montessori and Reggio programs. Programs that opt-out of the star-rating system, or that have lower star-ratings, are left out of many opportunities for funding and technical assistance. Overall, there is a desire in the field to expand access to high-quality early learning, and also improve how we assess quality to address barriers and to ensure that early learning settings can focus on the components of quality that benefit children most.

([Learning Policy Institute](#); [Center for American Progress](#))

Infant and Early Childhood Mental Health

Children can show clear characteristics of anxiety disorders, attention-deficit/hyperactivity disorder, conduct disorder, depression, posttraumatic stress disorder, and neurodevelopmental disabilities, such as autism, at a very early age. That said, young children respond to and process emotional experiences and traumatic events in ways that are very different from adults and older children. Consequently, diagnosis in early childhood can be much more difficult than it is in adults. (Source: [Center on the Developing Child - Harvard University](#))

Institutional Racism

Policies, practices, and procedures that work better for white people than for people of color, often unintentionally ([Government Alliance on Race and Equity](#)).

Kindergarten Readiness

The NC Early Childhood Foundation's report on recommendations for assessing population-wide child development at kindergarten entry states: "Kindergarten entry is one point in a continuum of early childhood development that is interrelated and complex. It is a critical point because it marks the transition from one setting or system to another and provides an opportunity to assess children and use data for a variety of important purposes." The NCECF report also states: "A child's early relationships, settings and experiences shape development in the key areas of cognition, approaches to learning, language and literacy, social and emotional development and physical development." These areas are commonly referred to as domains of learning. Based on a number of factors, including genetics, environmental factors, and previous experiences and relationships, children enter kindergarten with a wide spectrum of capacities in each of those domains. Parent and caregiver support of optimal child development, and encouragement of child curiosity and engagement in their own learning, are critical to optimal child development, but structural factors like racism and poverty also play a significant role.

The concept of ready versus not-ready can also be misleading, as an Education Week opinion piece by Deborah Stipek, professor and former dean of the Graduate School of Education at Stanford University, states: "The word ready suggests a dichotomous variable—children are either ready, or they are not… In reality, skills on any dimension are best measured continuously, and there is very little empirical evidence to support a particular cut-off score for kindergarten readiness. Despite being arbitrary, these scores can have significant consequences for a child…" Other concepts in the piece, including the potential harmfulness of the over-academisation of Kindergarten and the need for schools to become more ready for children, were both highlighted as important considerations by ECAP participants.

([North Carolina Early Childhood Foundation](#); [Education Week](#))

Language Justice

"Language justice creates spaces where people are invited to bring their whole selves, and the whole range of their perspectives and experiences, into the room. It demonstrates a commitment to creating a space where no one language is dominant; rather, every language in the room holds equal footing, and all participants are respectfully committed to a process of open communication and transparency (Source: [Antena Aire](#))."

Latinx

A label that has become popular in the United States within the last few years, however, there is still a lot of debate about the term and its use among Latin people. It was originally used to shed light on the experience of people from the LGBTQIA+ community who do not feel like their lived experience is reflected by the terms Latino/a either because they are gender non-conforming or gender fluid. Lately, the term is being used by those who do not identify as LGBTQIA+ but prefer a gender neutral label. Latinx is said to describe both the experience of a community that has historically been marginalized and it describes a generation of people who want more inclusive language. Although the term is now widely used to describe the Latin community on social media and by news outlets, there is some push back from people of Latin descent who do not believe the label is needed while others argue the term erases the experience of others (as cited in the [Durham Racial Equity Task Force Report])."

Liberation

The state of living free from oppression. "Collective liberation acknowledges that multiple oppressions exist, and that we work in solidarity to undo oppression in ourselves, our families, our communities, and our institutions, in order to achieve a world that is truly free. We work collectively because we recognize that each of us has a stake in ending white supremacy and all related systems of oppression. Collective liberation requires that we center the voices and lived experiences of those who have been most marginalized. Collective liberation is found in community and relationship building, and in the sharing of our stories, including our sorrow and our joy. Collective liberation depends on our communities to build shared power and accountability that foster a just and transformed world." ([Center for Racial Justice in Education])

LGBTQIA+

Acronym for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual communities [LGBTQIA Resource Center] as cited in the [Durham Racial Equity Task Force Report]).

Marginalized

To relegate to an unimportant or powerless position within a society or group (Source: Webster Dictionary). We the term "at-risk" that treats a person's situation as his or her essence. "We can use terminology that speaks to how a group is being victimized… racist ideas should not be baked into our terms as we try to undermine racism" ([Dr. Ibram Kendi, Alliance for Early Success]).

Mass Incarceration

"Mass incarceration is a massive system of racial and social control. It is the process by which people are swept into the criminal justice system, branded criminals and felons, locked up for

longer periods of time than most other countries in the world who incarcerate people who have been convicted of crimes, and then released into a permanent second-class status in which they are stripped of basic civil and human rights, like the right to vote, the right to serve on juries, and the right to be free of legal discrimination in employment, housing, access to public benefits.

It is a system that operates to control people, often at early ages, and virtually all aspects of their lives after they have been viewed as suspects in some kind of crime" (PBS).

Medical Industrial Complex
"A large and growing network of private corporations engaged in the business of supplying health-care services to patients for a profit -- services heretofore provided by nonprofit institutions or individual practitioners" (New England Journal of Medicine).

Mental Health
"Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood" (Learn About Mental Health - Mental Health - CDC).

Mental Models
"Habits of thought—deeply held beliefs and assumptions and taken-for-granted ways of operating that influence how we think, what we do, and how we talk" (FSG, The Water of Systems Change).

Non-Profit Organizations
A non-profit organization is a group organized for purposes other than generating profit and in which no part of the organization's income is distributed to its members, directors, or officers (Cornell Legal Information Institute).

Non-Profit Industrial Complex
The non-profit industrial complex refers to "the industrialized incorporation of pro-state liberal and progressive campaigns and movements into a spectrum of government-proctored non-profit organizations." The complex has been described as a "set of symbiotic relationships that link together political and financial technologies of state and owning-class proctorship and surveillance over public political intercourse, including and especially emergent progressive and leftist social movements, since about the mid-1970s" (Barnard Center for Research on Women).

"A trillion-dollar industry, the US non-profit sector is one of the world's largest economies. From art museums and university hospitals to think tanks and church charities, over 1.5 million organizations of staggering diversity share the tax-exempt 501(c)(3) designation, if little else. Many social justice organizations have joined this world, often blunting political goals to satisfy government and foundation mandates. But even as funding shrinks, many activists often find it difficult to imagine movement-building outside the non-profit model" (The Revolution Will Not be Funded: Beyond the Non-Profit Industrial Complex).

Parent
Throughout this plan, we use the term parent to refer to any individual who is parenting for a child - this can be a biological parent, grandparent, aunt, uncle, other family member, godparent, older sibling, guardian, foster parent, adoptive parent, or anyone who is the primary caretaker for the child.

Paternalism
"The policy or practice on the part of people in positions of authority of restricting the freedom and responsibilities of those subordinate to them in the subordinates' supposed best interest" (Oxford Dictionary).

Playful Learning
"Free play and guided play—together known as playful learning—are pedagogical tools through which children can learn in joyful and conceptually rich ways. A growing body of behavioral research establishes relationships between children's play and development in several areas, including language (Toub et al. 2016), executive functions (Tominey & McClelland 2011), mathematics and spatial skills (Fisher et al. 2013), scientific thinking (Schulz & Bonawitz 2007), and social and emotional development (Dore, Smith, & Lillard 2015). One reason that play might be such a valuable pedagogical tool is that it features the precise contexts that facilitate learning. An amalgamated research field called the science of learning has identified four key ingredients of successful learning: learning occurs best when children are mentally active (not passive), engaged (not distracted), socially interactive (with peers or adults), and building meaningful connections to their lives (Hirsh-Pasek et al. 2015)" (NAEYC).

Positive Childhood Experiences (PCEs)
Include experiences like feeling able to talk to family about feelings; feeling that family stands by you in difficult times; feeling safe and protected by an adult in your home; having at least 2 non parent adults who take genuine interest in you; feeling supported by friends; feeling a sense of belonging at school; and enjoying participating in community traditions (JAMA). Research shows that PCEs counter the negative biological impacts of ACEs. "Adversity and

positive experiences work together, all the time, throughout your life, in your body and in your brain, in your communities" (PACES).

Positive Racial Identity Development

"Having a positive racial identity means feeling good about one's physical features, heritage and history. This concept is vitally important to young Black children's healthy growth and development, and it's one backed by research. Studies have shown that when young Black children are socialized to see themselves in positive ways, those attitudes can lead to positive outcomes like increased test scores, better factual recall, and improved problem-solving skills" (P.R.I.D.E.).

"Developing a positive and knowledgeable racial and cultural identity is one of the primary developmental goals for African American children in a racist society. They are in a society where they are enveloped in negative messages so they definitely have to have that in order to survive and thrive in America" (Dr. Aisha White, Office of Child Development, University of Pittsburgh).

Prison Industrial Complex

"Term to describe the overlapping interests of government and industry that use surveillance, policing, and imprisonment as solutions to economic, social and political problems. Through its reach and impact, the prison industrial complex helps and maintains the authority of people who get their power through racial, economic and other privileges. There are many ways this power is collected and maintained through the prison industrial complex, including creating mass media images that keep alive stereotypes of people of color, poor people, queer people, immigrants, youth, and other oppressed communities as criminal, delinquent, or deviant. This power is also maintained by earning huge profits for private companies that deal with prisons and police forces; helping earn political gains for 'tough on crime' politicians; increasing the influence of prison guard and police unions; and eliminating social and political dissent by oppressed communities that make demands for self-determination and reorganization of power in the US" (Critical Resistance).

Protective Factors

"Five Protective Factors are the foundation of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. Research studies support the common-sense notion that when these Protective Factors are well established in a

family, the likelihood of child abuse and neglect diminishes. Research shows that these protective factors are also 'promotive' factors that build family strengths and a family environment that promotes optimal child and youth development" (Strengthening Families).

Policy
Written and unwritten laws, rules, procedures, processes, regulations, and guidelines that govern people. There is no such thing as a nonracist or race-neutral policy. Every policy in every institution in every community in every nation is producing or sustaining either racial inequity or equity between racial groups (How to Be an Antiracist, p.18).

Race
"While race is not a biological fact, it carries cultural significance to those who identify accordingly. Experiences of what we call race in America differ widely. Race as a term and its significance differs markedly across cultures. The term "race" in this report refers to a U.S. construction of the term, its history and its use, understanding that it changes over time" (Durham Racial Equity Task Force Report).

Racial Equity
"Is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them" (Center for Assessment and Policy Development as cited in the Durham Racial Equity Task Force Report).

Racism
According to the Merriam-Webster Dictionary, racism is:
1) a belief that race is a fundamental determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race
2) the systemic oppression of a racial group to the social, economic, and political advantage of another

"Racism is a marriage of racist policies and racist ideas that produces and normalizes racial inequities" (How to Be an Antiracist, p.17-18).

Redlining

Redlining was a policy under the Federal Housing Administration (established in 1934) which refused mortgages in and near African-American neighborhoods under the racist premise that the areas were deemed to be a poor financial risk. Redlining policy of the 20th century created a state-sponsored system of segregation, whose legacy shapes our neighborhoods today ([NPR](#)).

"Less than 2% of homes insured by the FHA nationally between 1946 to 1959 were available to people of color. The boundaries determined in the 1930s created patterns of unequal public and private investment that still impacts Durham neighborhoods today" ([Bull City 150](#)).

Resilience
"Reducing the effects of significant adversity on children's healthy development is essential to the progress and prosperity of any society. Science tells us that some children develop resilience, or the ability to overcome serious hardship, while others do not. Understanding why some children do well despite adverse early experiences is crucial, because it can inform more effective policies and programs that help more children reach their full potential" ([Center on the Developing Child at Harvard University](#)).

"Despite the widespread yet erroneous belief that people need only draw upon some heroic strength of character, science now tells us that it is the reliable presence of at least one supportive relationship and multiple opportunities for developing effective coping skills that are the essential building blocks for strengthening the capacity to do well in the face of significant adversity" ([Center on the Developing Child at Harvard University](#)).

We use the word "resilience" in accordance with early childhood brain development research, but recognize that the word can be triggering out of context, and risks placing blame on an individual instead of the system. We think it is important to clarify that while building individual, family, and community resilience is important, it cannot be focused on without attending to the root causes of the challenges a family faces. There is a risk with the word resilience that it assumes "the solutions reside within an individual and not their context: 'resilience skews conversations away from equity'" ([Boston Globe](#)).

Others would argue that focusing on trauma and adverse childhood experiences without centering resilience as a protective perpetuates a deficit-based view and risks ignoring the strengths within communities in the face of structural violence.

Root Cause
The primary source of a societal problem.

Savorism

Savorism, also known as the white savior industrial complex, "refers to those who work from the assumption that they know what BIPOC folks need." The work is based on an assumption that it is "their responsibility to support and uplift communities of color—in their own county or somewhere else—because people of color lack the resources, willpower, and intelligence to do it themselves" (Healthline). More on the "White Savior Industrial Complex" from author Teju Cole in the Atlantic.

Settler Colonialism

"Settler colonialism is an ongoing system of power that perpetuates the genocide and repression of indigenous peoples and cultures. Essentially hegemonic in scope, settler colonialism normalizes the continuous settler occupation, exploiting lands and resources to which indigenous peoples have genealogical relationships. Settler colonialism includes interlocking forms of oppression, including racism, white supremacy, heteropatriarchy, and capitalism" (Alicia Cox, Oxford Bibliographies).

Social-Emotional Health

The emerging ability of young children to form close and secure adult and peer relationships; experience, regulate and express emotions in socially and culturally appropriate ways; and explore the environment and learn —all in the context of family, community, and culture. (Source: Center on the Social Emotional Foundations for Early Learning)

Socioeconomic Status

"Socioeconomic status (SES) encompasses not just income but also educational attainment, financial security, and subjective perceptions of social status and social class. Socioeconomic status can encompass quality of life attributes as well as the opportunities and privileges afforded to people within society. Poverty, specifically, is not a single factor but rather is characterized by multiple physical and psychosocial stressors. Further, SES is a consistent and reliable predictor of a vast array of outcomes across the life span, including physical and psychological health. Thus, SES is relevant to all realms of behavioral and social science, including research, practice, education and advocacy" (American Psychological Association).

Star Rated License

A voluntary program administered by the North Carolina Division of Child Development and Early Education which uses star rated licenses with the number of stars reflecting indicators of a program's quality. Child care centers and family child care homes are evaluated on factors like

health and safety, staff education, and other program standards ([State of Durham County's Young Children](#)).

Many ECAP participants expressed concern that the star-rating system requires compliance in ways that may limit providers' ability to provide culturally-competent care and creates inequities in funding, which disproportionately impacts Black providers who are overrepresented as Family Child Care Home Providers. There is concern that in an effort to improve quality, there are measures that unintentionally cause child care providers to shift focus away from developmentally-appropriate, play-based, culturally competent early education.

Structural Oppression or Institutional Oppression
"Occurs when established laws, customs, and practices systematically reflect and produce inequities based on one's membership in targeted social identity groups. If oppressive consequences accrue to institutional laws, customs, or practices, the institution is oppressive whether or not the individuals maintaining those practices have oppressive intentions. Institutionalized oppression is a matter of result regardless of intent" ([What Does It Mean to Be White in America?](#)).

Structural Violence
Structural violence is a concept for a form of violence wherein some social structure or social institution may harm people by preventing them from meeting their basic needs ([Violence, Peace, and Peace Research](#)).

Structural Racism
Refers to the way public policies, institutional practices, cultural representations, and other social norms interact to generate and reinforce inequities among racial and ethnic groups ([North Carolina Institute of Medicine](#)).
A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color ([Government Alliance on Race and Equity](#)).

Systemic Racism
See "structural racism" definition above. "In many ways 'systemic racism' and 'structural racism' are synonymous. If there is a difference between the terms, it can be said to exist in the fact that a structural racism analysis pays more attention to the historical, cultural and social psychological aspects of our currently racialized society" ([Aspen Institute](#)).

Systems Change

Can include change to policies, practices, processes, the flow of resources, values, power dynamics, and mindsets (BCBS Foundation and KBR Foundation)

Toxic Stress

Extensive research on the biology of stress now shows that healthy development can be derailed by excessive or prolonged activation of stress response systems in the body and brain. Such toxic stress can have damaging effects on learning, behavior, and health across the lifespan (Source: https://developingchild.harvard.edu/science/key-concepts/toxic-stress/).

Transformative Prevention

Transformative prevention is strength based, trauma and equity rooted. "If you want to experience communities authentically; question history, embrace the unfamiliar, and challenge explanations of reality." – Dr. Wanda Boone, Durham Together for Resilient Youth

Three Transformative Prevention Gears*:

1. Recognize and include the impact of traumatic events and experiences (individual and environmental)
2. Elevate and address racism as a social context of the social determinant of health
3. Apply a community driven lens at every level

*The TP Gears apply to individuals, organizations and institutions implementing trauma informed and collective impact practices.

Trauma

- Individual trauma: "Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being" (Substance Abuse and Mental Health Services Administration).
- Community trauma: "Community trauma is not just the aggregate of individuals in a neighborhood who have experienced trauma from exposures to violence. Community trauma is the product of the cumulative and synergistic impact of regular incidents of interpersonal, historical, and intergenerational violence and the continual exposure to structural violence" (Prevention Institute).

Trauma-Informed

A program, organization, or system that is trauma-informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully

integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization. Trauma-informed care is based on the principles of safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment, voice and choice, and cultural, historical, and gender issues. In order to effectively practice trauma-informed care and build trauma-informed spaces we have to acknowledge our history of racism and commit to anti-racism (Substance Abuse and Mental Health Services Administration).

Two-Generational Approach
Two-generation approaches target low-income children and parents from the same household, combining parent and child interventions to interrupt the cycle of poverty. These approaches emphasize education, economic supports, social capital, health, and well-being to create a legacy of economic security that passes from one generation to the next (Urban Institute).

Weathering
The health effects on people of color caused by repeated exposure to socioeconomic adversity, political marginalization, racism (anti-Black racism, in particular), and perpetual discrimination (Medical News Today).

White Supremacy Culture
White supremacy culture is the idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions.

White supremacy culture is an artificial, historically constructed culture which expresses, justifies and binds together the United States white supremacy system. It is the glue that binds together white-controlled institutions into systems and white-controlled systems into the global white supremacy system (Showing Up for Racial Justice).