



**The ECE Business
Collaboratory**



Taking Action on Equity: Facilitated Reflection on State Action Plans

Dr. Sherri Killins Stewart, Director of State
Systems Alignment and Integration, Co-
Director of State Services, BUILD Initiative



ECE Business Collaboratory Convening 2022

*Leadership and Racial Equity: Building Inclusive and Racially
Equitable Early Childhood Systems Strengthening Child Care
Systems*

Thursday, September 29, 2022

Photo by [Aditya Romansa](#) on [Unsplash](#)



Commitments to the Equity Conversation

- Stay engaged
- Experience discomfort
- Speak your truth
- Expect and accept non-closure
- Assume positive intent
- Own your own learning
- Means of interaction must respect others' "methods"
- *What else? Invite co-design*
- Critical thinking (look for what challenges your thinking rather than what confirms you are right)
- Humility (come as learner not expert)
- Dialogue (think and make meaning together)
- Hope (believe that a better future is possible)

Source: "Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools" (Chapter 4 pp. 58-65); Glenn Singleton and Curtis Linton. Corwin Press, 2006

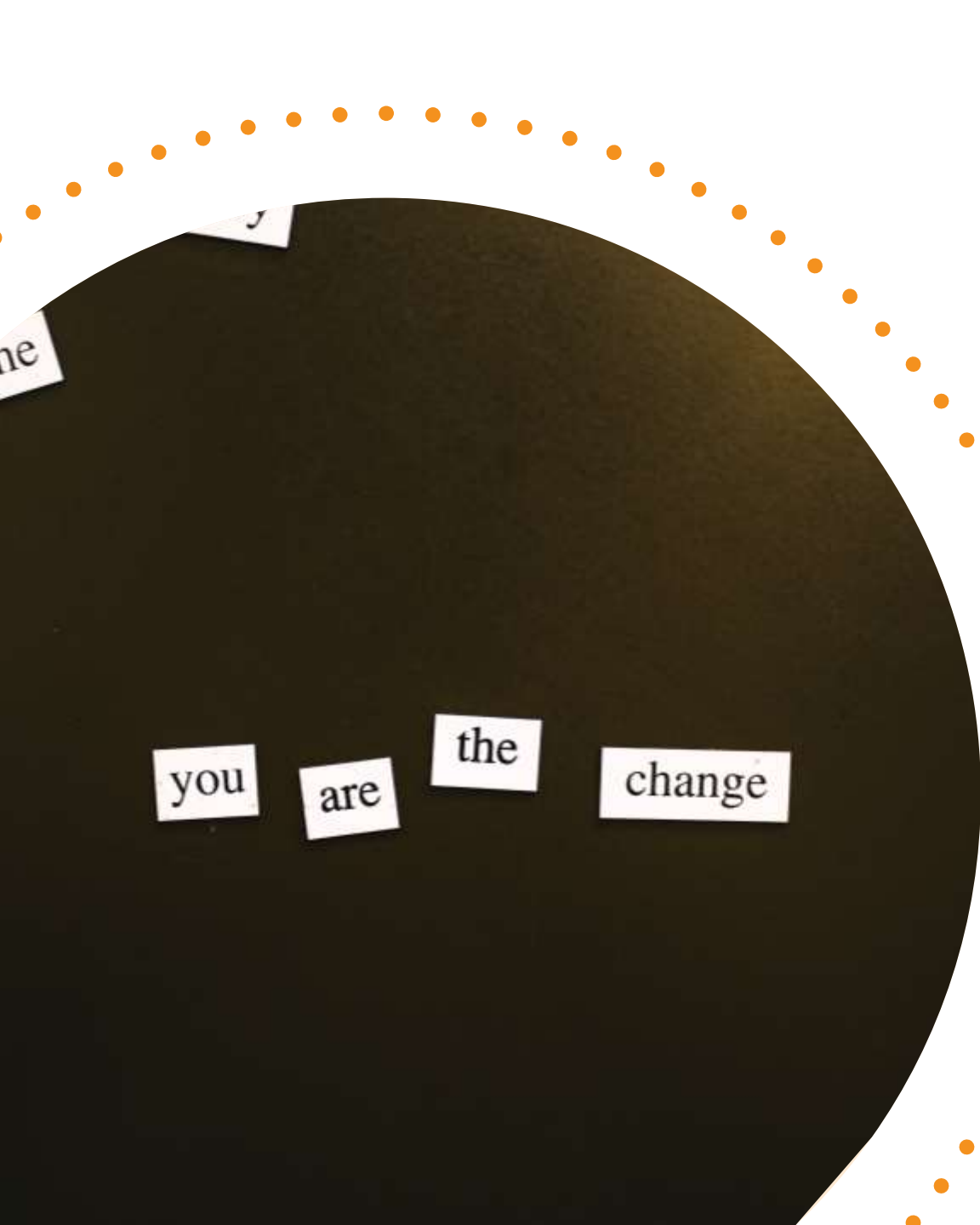
Goals of Our Work

- **Support leaders and teams from to develop the will and skill** to question personal assumptions, and institutional and structural policies and practices.
- **Support interpersonal relationships and networks** necessary to work collaboratively across systems, policies, and programs.
- **Build the capacity of leaders to identify inequities** in race, geography, and wealth through the examination of institutional and structural policies and practices that lead to disparate outcomes for pregnant and parenting families.
- **Leaders advance action to avoid disadvantaging racially and ethnically diverse** pregnant and parenting families, and the people, programs, and funding that support **marginalized** families.

BUILD's Equity Leadership Proposition

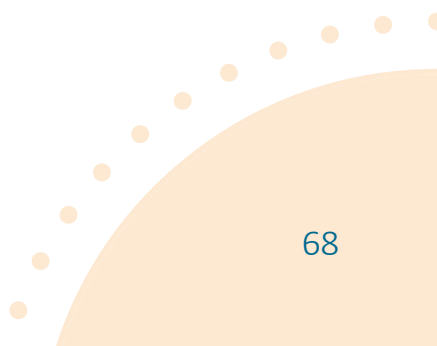
Ensuring racial and economic equity for young children including ensuring :

- (a) **Increasing opportunities** for children and adults who care for very young children of color and in poverty and
- (b) **Removing barriers to those opportunities** that support optimal growth and development;
- (c) **that resources, burdens, and rewards are distributed** in ways that remove and do not exacerbate inequities; so that those with the greatest challenges are adequately maintained and not further disadvantaged; and
- (d) **Mechanisms are in place to determine who is advantaged and disadvantaged** by initiatives, policies and programs designed to advance equity and dismantle inequities.



Why

Photo by [Kalei de Leon](#) on [Unsplash](#)



Data in the News: Local Context

MINNPOST

Childhood asthma rates are declining, but disparities persist

Daily Herald
Suburban Chicago's Information Source

How the Y Encourages Children to Respect and Embrace Differences

GoUpstate.com

Early childhood education critical for students in poverty

The Washington Post

D.C. has a high maternal mortality rate. Lawmakers want to know why.

The Oregonian

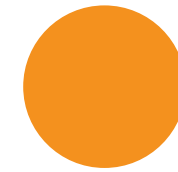
The Seattle Times

Opinion

Pre-K education lifts all children

Reading, Writing, Evicted

IN PORTLAND, SKYROCKETING RENTS AND NO-CAUSE EVICTIONS ARE FORCING CHILDREN BY THE HUNDREDS TO SWITCH SCHOOLS MID-YEAR, INFLECTING ACADEMIC AND EMOTIONAL SETBACKS



How Decades of Racist Housing Policy Left Neighborhoods Sweltering

Source: [New York Times](#)

No Progress for African Americans on Homeownership, Unemployment and Incarceration in 50 Years



No progress for African Americans on homeownership, unemployment and incarceration in 50 years.

Washington Post, 26 Feb. 2018, Jan, Tracy. Report.

https://www.washingtonpost.com/news/wonk/wp/2018/02/26/report-no-progress-for-african-americans-on-homeownership-unemployment-and-incarceration-in-50-years/?utm_term=.6e28088809ce

Overlapping Policies

Black American

Native American

Social/ Political Context

- 19th Amendment 1920 ●
- The New Deal 1933-1939 ●
- Social Security Act 1935 ●
- Fair Labor Standards Act 1938 ●
- Lanham Act 1941 ●
- Head Start Act 1965 ●
- Comprehensive Child Care Act 1971 ●
- Amendments to Fair Labor Standards Act 1974 ●
- Military Child Care Act 1989 ●
- Child Care Development Block Grant 2014 ●
- CARES Act 2020 ●
- American Recovery Act 2021 ●

Partus sequitur ventrem
1662

Black Codes, Jim Crow Laws & The Freedmen's Bureau
1865

13th (1865), 14th (1868), & 15th (1870) Amendments

Civil Rights Act
1964

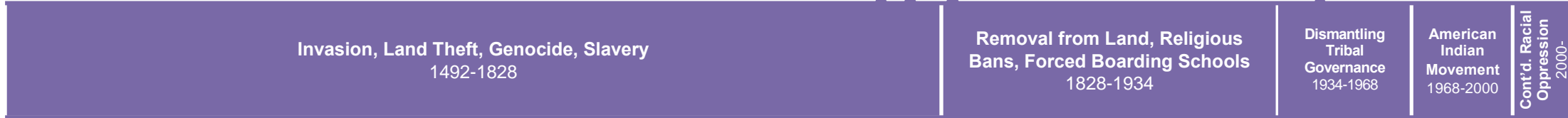


Civilization Fund Act of 1819
1819

Office of Indian Affairs
1824

Indian Removal Act
1830

Executive Order 8802
1941

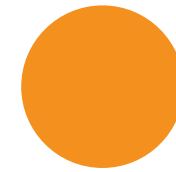


Interlocking Deep Structural Factors that Support Inequality and Opportunity in Early Childhood Systems

- Wealth gap
- Segregated communities
- Segregated, poorly resourced educational systems
- Opportunity and achievement gaps; educational attainment
- Employment structures: gender inequality in wage structures
- Immigration policies and enforcement
- Health/mental health disparities
- Child welfare policies
- Housing policies and costs – eviction and homelessness
- Criminal justice: mass incarceration
- “Strategic racism”: strategic manipulation of racial animus

<https://rooseveltinstitute.org/wp-content/uploads/2016/06/RI-RRT-Race-201606.pdf>





Taking Action

Photo by [GR Stocks](#) on [Unsplash](#)

ACF Position on Equity

Source: <https://www.acf.hhs.gov/equity>

Equity in Action: Prioritizing and Advancing Racial Equity and Support for Underserved Communities

Source:
<https://www.acf.hhs.gov/sites/default/files/documents/ACF-Equity-Action-Plan-February-2022.pdf>



POLICY EXAMPLE

White House Blue Print Addressing Maternal Health Crisis

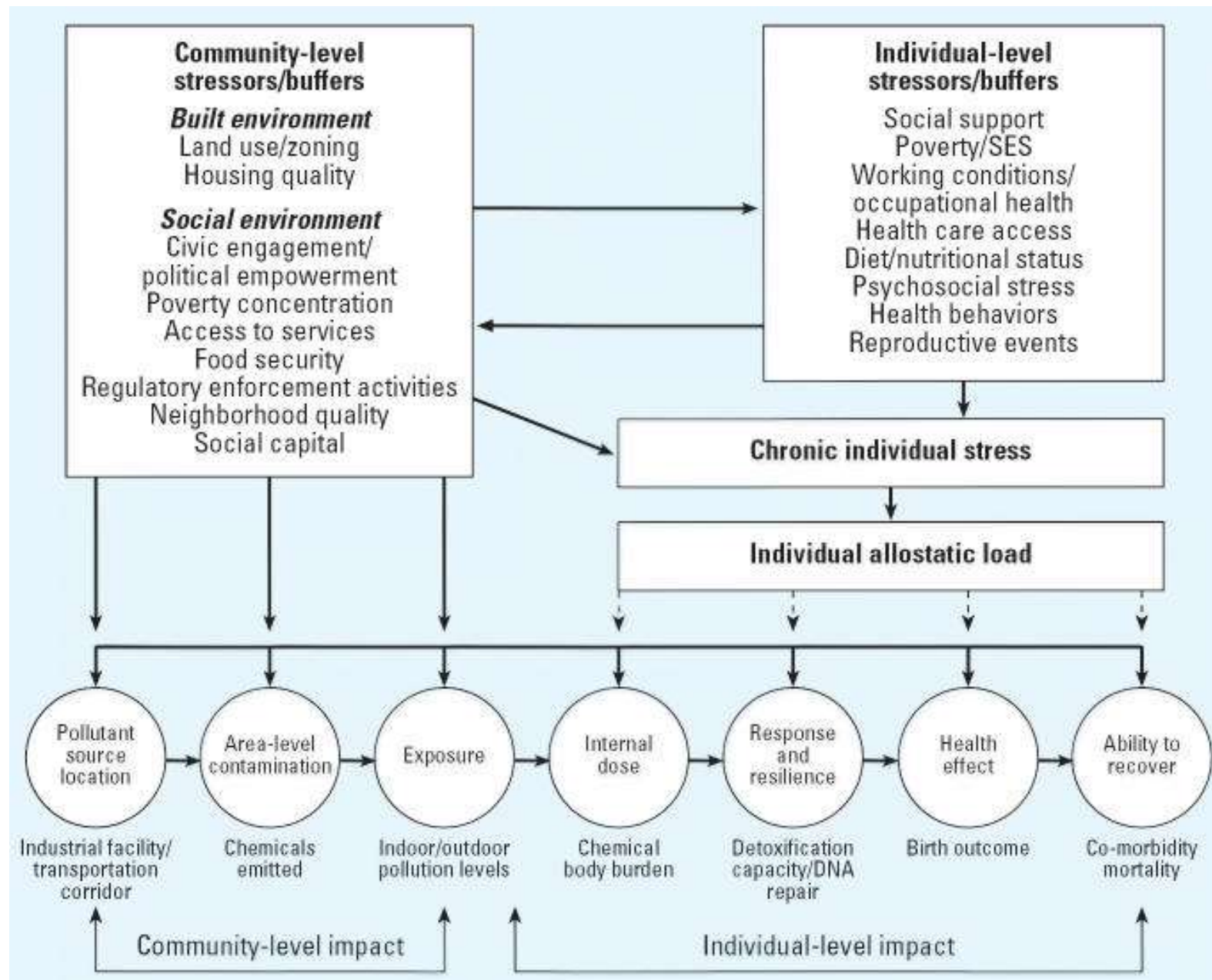
Source:

<https://www.whitehouse.gov/wp-content/uploads/2022/06/Maternal-Health-Blueprint.pdf>



The Environmental “Riskscape” and Social Inequality: Implications for Explaining Maternal and Child Health Disparities

Source:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1551987/>



Food Insecurity for Families With Children Reached Two-Decade Low in 2021.

The decline can be attributed to an expansion of government assistance for families and children.

Source: The New York Times

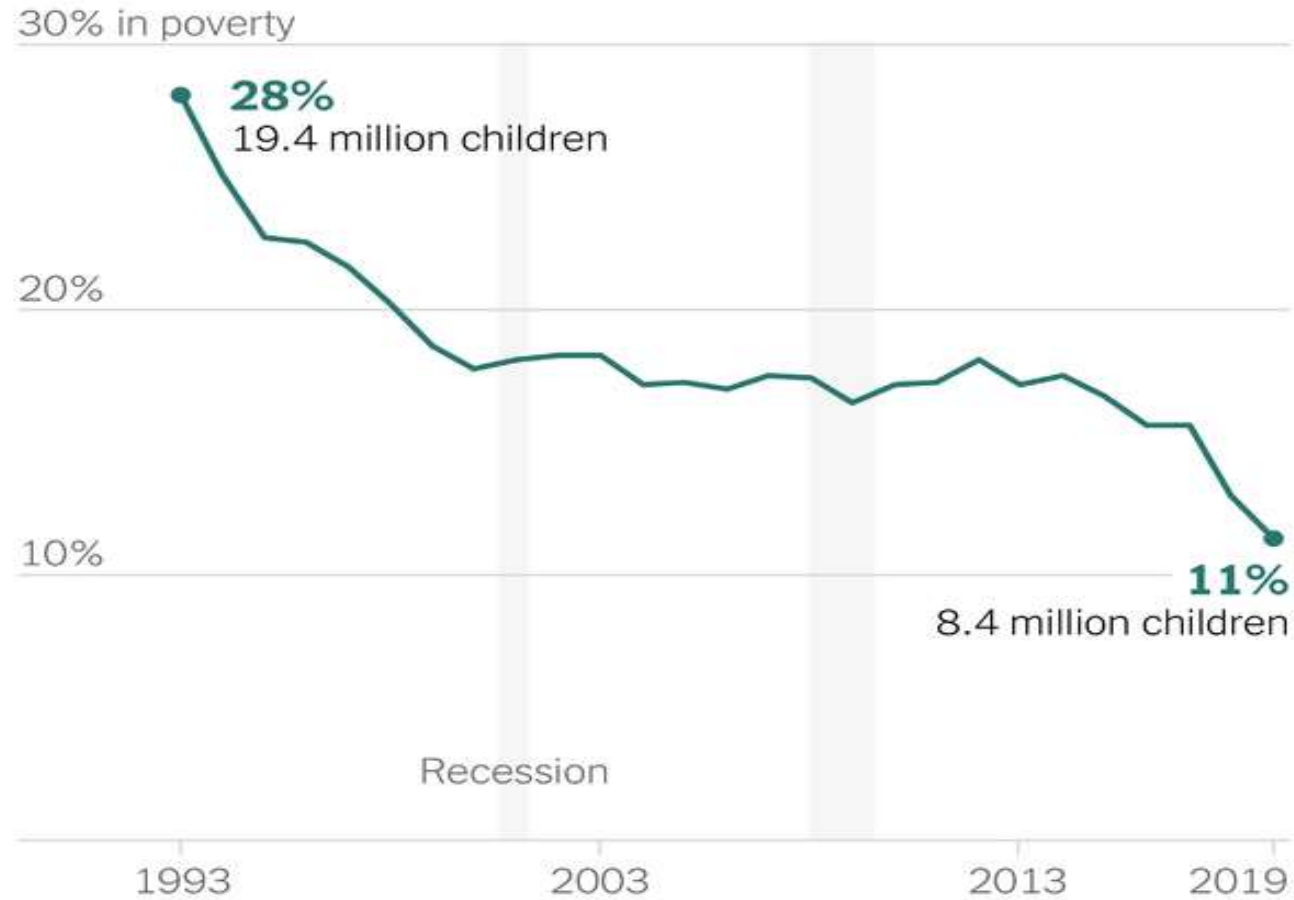
<https://www.nytimes.com/2022/09/07/us/politics/food-insecurity-families.html?smid=nytcore-ios-share&referringSource=articleShare>

Pictured: A line at a food distribution event in New York.



Expanded Safety Net Drives Sharp Drop in Child Poverty

Downward trajectory of child poverty



Source: NY Times -<https://www.nytimes.com/2022/09/11/us/politics/child-poverty-analysis-safety-net.html?smid=nytcore-ios-share&referringSource=articleShare>

Expanded Safety Net Drives Sharp Drop in Child Poverty

Source: The New York Times

<https://www.nytimes.com/2022/09/11/us/politics/child-poverty-analysis-safety-net.html?smid=nytcore-ios-share&referringSource=articleShare>

Pictured: Mishala Southwick of Okmulgee, Okla., has used a portion of the tax credits she receives to open savings accounts for her two daughters, hoping they find the upward mobility that so far has eluded her.



In your day-to-day life, how often do any of the following things happen to you?

- You are treated with less courtesy than other people are.
- You are treated with less respect than other people are.
- You receive poorer service than other people at restaurants or stores.
- People act as if they think you are not smart.
- People act as if they are afraid of you.
- People act as if they think you are dishonest.
- People act as if they're better than you are.
- You are called names or insulted.
- You are threatened or harassed.

Almost everyday
At least once a week
A few times a month
A few times a year
Less than once a year
Never

Things Happen



<https://www.menti.com/alvrheywy8i4>

”

“Few Blacks are optimistic that social justice reforms will ever be implemented.

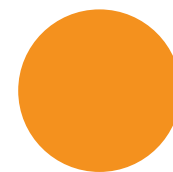
Only 13 percent said that changes are extremely or very likely.

Overall, 44 percent of Black adults said equality for Black people in the United States is a little or not at all likely.

And 38 percent said it is somewhat likely.”



Based on Pew Research Center, Oct. 2021
Poll of 3, 912 Black Americans
Source: <https://www.bet.com/article/59zx8l/poll-black-americans-dont-see-recent-focus-on-race-leading-to-change>



What actions you've taken to make shifts in policies, practices, and programs to benefit African Americans.

<https://www.americanslaveryproject.org/>

Dyad Activity: Vignette

- **Identify issues** within the vignette link to early education and care.
Strengths and Opportunities
- **Considering federal policy or philanthropic funding areas that would** respond to the family and provider situatedness.
- **Identify and discuss the modification or shifts or tailoring** which would respond and increase benefit to the situation presented in the video clip.

Each Person

- Has equal time to talk.
- Does not interrupt, give advice, or break in with a personal story.
- Does not criticize or complain about others during her/his time to talk.
- Maintains confidentiality

Diversity, Inclusion, and Equity



(Schexnider, 2017)

Racial Equity in Early Childhood Systems

Four Levels of Change



PERSONAL

The individual consistently works alone and with others, to understand their own values, beliefs, implicit biases, unconscious racism, actions and relative privileges that contribute to racial inequities and equity; the individual acts to advance racial equity.



INTERPERSONAL

Individuals and groups are effective in relating to others not like themselves, actively include those typically excluded, share power, surface issues of racial inequality in interpersonal relationships, act to support positive change, and work to reduce interpersonal conflict.



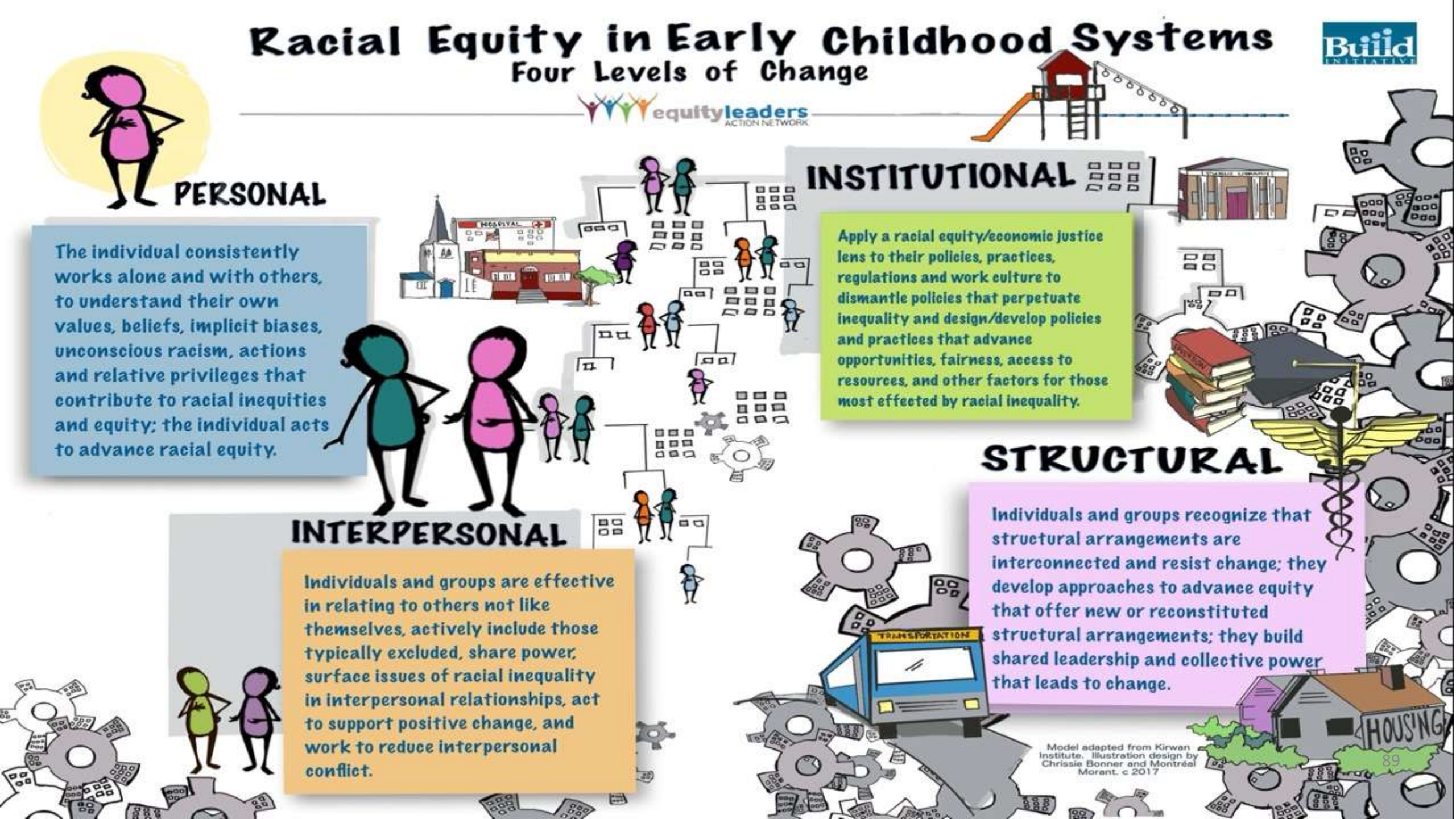
INSTITUTIONAL

Apply a racial equity/economic justice lens to their policies, practices, regulations and work culture to dismantle policies that perpetuate inequality and design/develop policies and practices that advance opportunities, fairness, access to resources, and other factors for those most effected by racial inequality.

STRUCTURAL

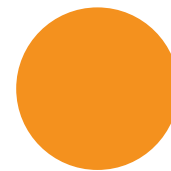
Individuals and groups recognize that structural arrangements are interconnected and resist change; they develop approaches to advance equity that offer new or reconstituted structural arrangements; they build shared leadership and collective power that leads to change.

Model adapted from Kirwan Institute. Illustration design by Chrissie Bonner and Montréal Morant. © 2017



Outcomes

- The solutions are **intended to reduce inequities** by increasing access to opportunities and improving outcomes.
- Solutions are **designed with input of the community** or communities.
- **More than one leader** at the is making a shift in policy, practice, and/or investment that can be linked to specific qualitative and quantitative data.
- The **focus of our solutions are designed are the institutions and structures, not people**



Characteristics of an Equity Process

Process

- Understanding root causes of inequity in early childhood systems
- Taking Action
- Working with people, programs, and structures.
- Using Data: to plan, to decide, to monitor.
- Roles, Responsibilities and Influence of Leaders and Leadership.

Killins Stewart, S., Ray, A., Stover-Wright, M. (2020). Working title: Leading for Equity in Early Childhood Systems. Equity Leadership Action Network. BUILD Initiative.

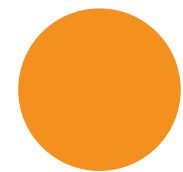


Features of Taking Action

- Linked to existing roles, responsibilities and areas of influence
- Intended to accelerate, advance or implement current work
- Agreement about efforts between, leadership, supervisor/manager and employee and cross sector team
- Recognize intersectionality - Identify and work across sectors like education and early learning, health, Medicaid, public safety, transportation, and economic supports
- Situated in local context e.g., state, county, community

Ways to Take Action

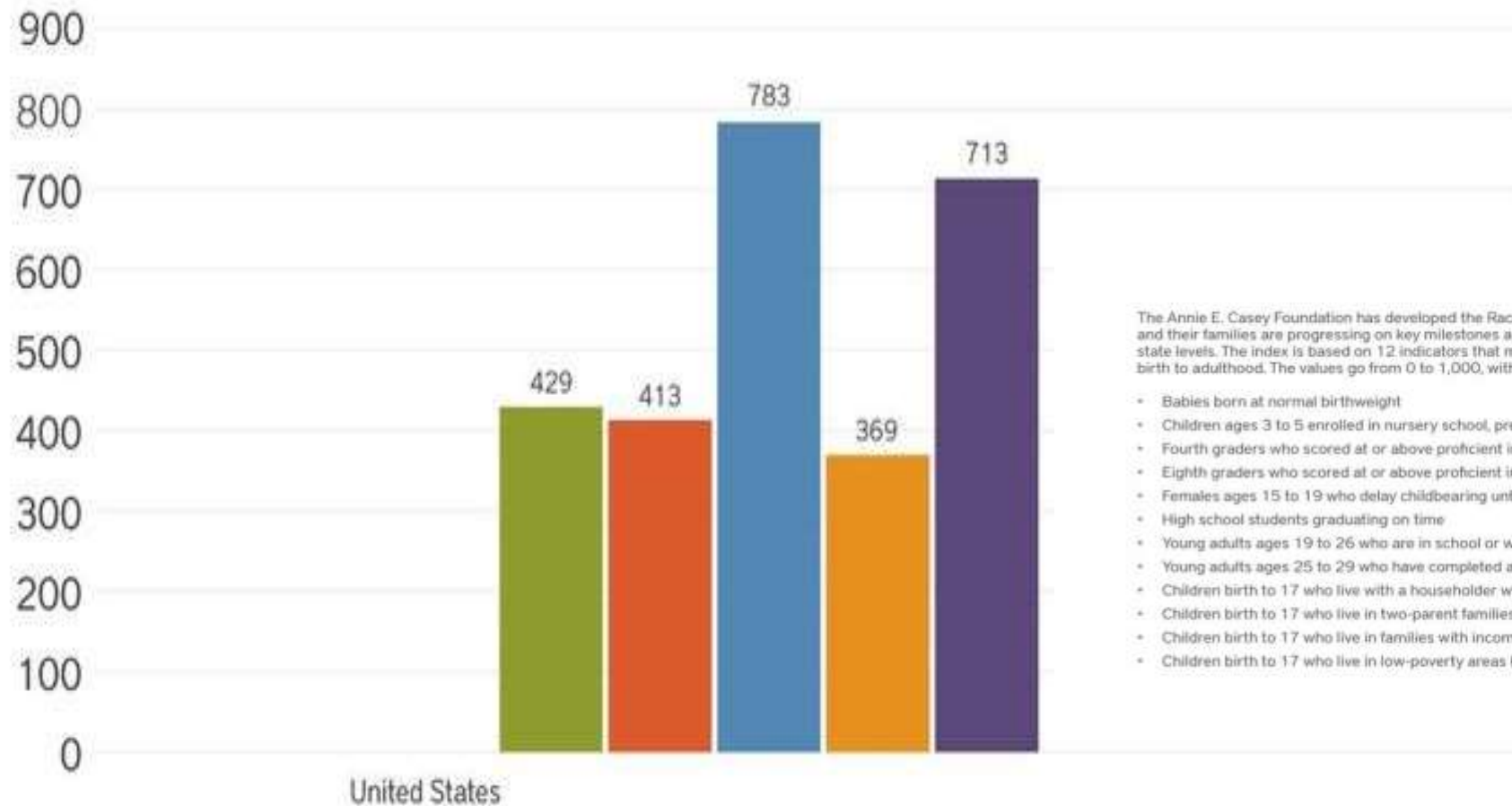
- **Interpretation of the Policy**
 - Clarification of current policy, rules, and regulations.
 - Enforcement of existing policy to ensure consistent implementation across the state.
 - Review of current investments.
- **Modifications of Policy**
 - Amendment to existing policy, rules, and regulations.
 - Development of new rules and regulations.
 - Modifications to existing resources in order to meet objectives.
- **Modifications of Practices**
 - Changes to where and how services are delivered.
 - Changes to how services are monitored.
 - Quality improvements of services.
- **Workforce/Leadership (public/private)**
 - Capacity, e.g., skills, knowledge, abilities, and/or number of actual staff.
 - Training and professional development.
 - Bias, cultural and linguistic competencies.
 - Diversity of workforce and leadership.
- **New or Modification of Legislation (statutes)**



Data

Photo by [Joshua Sortino](#) on [Unsplash](#)

2017 RACE FOR RESULTS INDEX: UNITED STATES



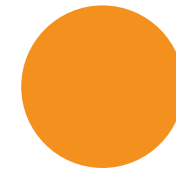
The Annie E. Casey Foundation has developed the Race for Results Index, which compares how children and their families are progressing on key milestones across racial and ethnic groups at the national and state levels. The index is based on 12 indicators that measure a child's success in each stage of life, from birth to adulthood. The values go from 0 to 1,000, with the higher numbers indicating better results.

- Babies born at normal birthweight
- Children ages 3 to 5 enrolled in nursery school, preschool or kindergarten
- Fourth graders who scored at or above proficient in reading
- Eighth graders who scored at or above proficient in math
- Females ages 15 to 19 who delay childbearing until adulthood
- High school students graduating on time
- Young adults ages 19 to 26 who are in school or working
- Young adults ages 25 to 29 who have completed an associate's degree or higher
- Children birth to 17 who live with a householder who has at least a high school diploma
- Children birth to 17 who live in two-parent families
- Children birth to 17 who live in families with incomes at or above 200 percent of poverty
- Children birth to 17 who live in low-poverty areas (poverty <20 percent)

- HISPANIC OR LATINO
- NON-HISPANIC AMERICAN INDIAN AND ALASKAN NATIVE ALONE
- NON-HISPANIC ASIAN OR NATIVE HAWAIIAN AND OTHER PACIFIC ISLANDER ALONE
- NON-HISPANIC BLACK ALONE
- NON-HISPANIC WHITE ALONE

Beneficiary Voice

- To listen, understand, and learn about families' goals for their young children, providers' goals for their work with young children, services that work or don't work well, services that exist that they can't access, and where services and opportunities which support young children's growth and development just don't exist.
- To develop experiences with populations and groups that experience racial inequities and disparities, increasing the focus on institutional and structural barriers to achieving equitable outcomes for children and their families.
- To support exploration of how historically and today, individuals and communities have fought back, resisted, and organized for self-determination, inclusion, and fairness.
- To apply lessons learned to our own practice in order to ensure ongoing communication with children and families, and providers that are served by advocacy work.



Roles Responsibilities and Influence

Photo by [Nathan Lemon](#) on [Unsplash](#)

In your work are you responsible, accountable, consulted, or informed regarding...

- Designing and developing initiatives and programs
- Developing policies, regulations, and protocols for program management and delivery
- Determining how resources are distributed at the: program, local, and state level
- Designing mechanisms to determine success or benefit of services
- Analyzing and monitoring data, utilization of programs, services or initiatives
- Assessing the impact of service design, delivery and impact on related departments or divisions

In your work are you responsible, accountable, consulted, or informed regarding...

- Engaging individuals who use programs and services in developing, delivering and evaluating program policies and practices
- Recommending new ideas for program delivery
- Oversight of organizational policies and practices
- Preparing communications (oral, written, electronic) to program staff and others
- Hiring and promotion
- Setting expectations and requirements of contractors regarding equity
- Responding to questions, critiques about policies, communications regarding program practices, policies and procedures
- Evaluating program staff
- Evaluating program operations, budget, outcomes

Your Plans

- Logic: Does your policy set explicit/implicit goals to address racial/ethnic gaps?
- Capacity: Does the policy have the capacity to meet the needs of the overall eligible populations and those of each ethnic/racial group?
- Research: Is the policy effective for racial/ethnic subgroups, and does it reduce inequities?

Available at: https://www.diversitydatakids.org/policy-equity-assessments?_ga=2.169579361.197727015.1662697314-945157709.1662697314

Leading with Race Requires Systems Leadership

While many have a vision for equitable systems or equity in their own work efforts, achieving these goals requires

- **Deep commitment** to the work of racial equity
- **Strong communication skills**
- Recognizing that problems are both **“out there”** and **“in here”** (self-awareness of being part of the solution and the problem)
- **Building and sustaining relationships**, allowing collective work and wisdom to blossom, attention to process
- **Practice, practice, fail, reassess, practice, practice . . . learn**
- **Use of tools**, e.g., systems-mapping, inquiry, consultancy, etc. (see pages 96-98 Senge et al.)
- **Open boundaries, tables** and spaces to **“outsiders”** (open dialogue and work)
- **Build networks**

”

Sherri Killins Stewart, Ed.D.

Director of System Alignment and Integration

Co-Director of State Services

BUILD Initiative

skillins@buildinitiative.org

We invite you to use this PowerPoint or any of its slides in your racial equity work. If you do use any of these materials, we only ask that you cite the source in the following way:

Stewart, S. K., (September 29, 2022). *Leadership and Racial Equity: Building Inclusive and Racially Equitable Early Childhood Systems*, [PowerPoint Presentation]. Equity Leaders Action Network, the Build Initiative, www.buildinitiative.org

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Thank You

