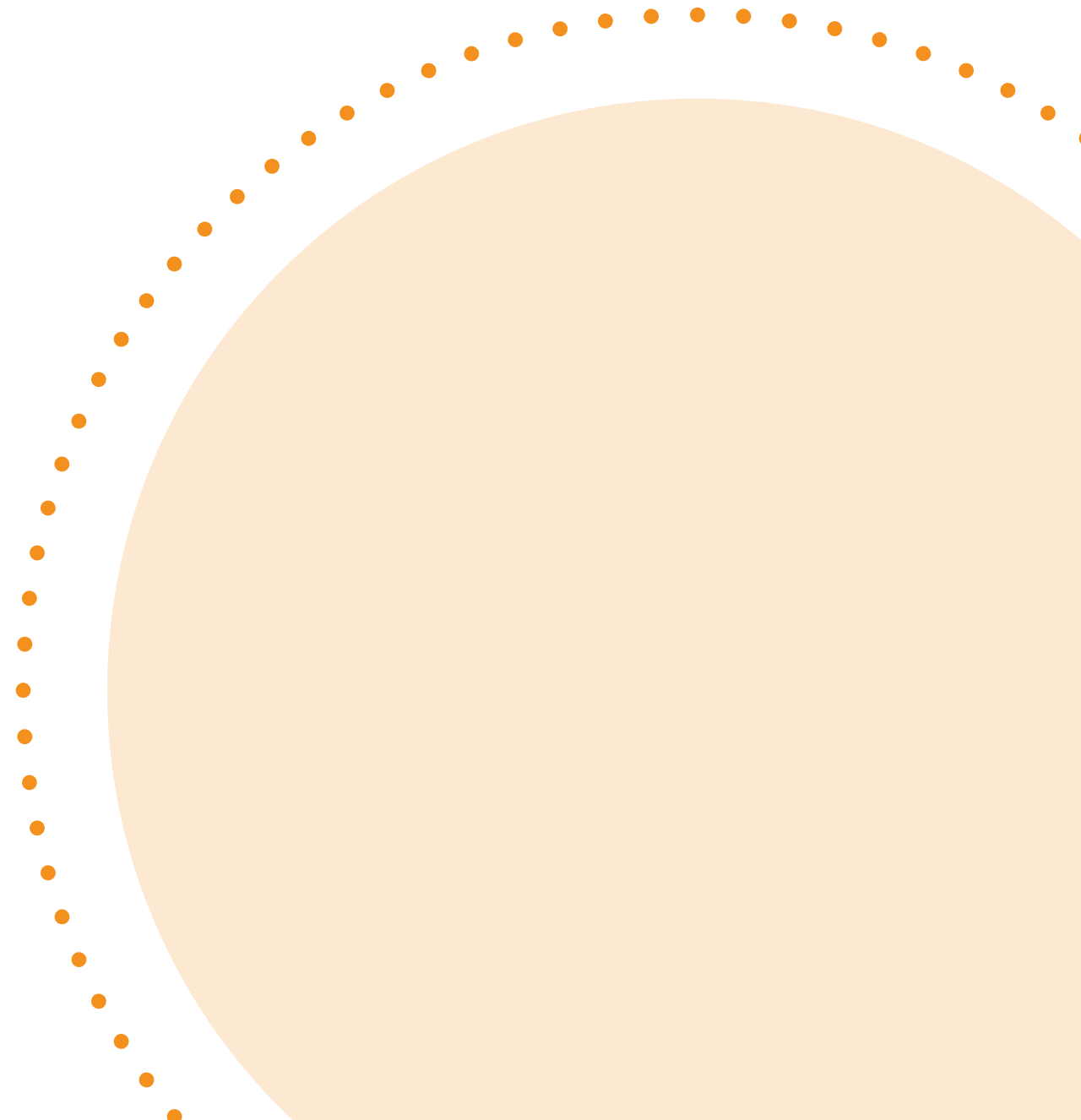




# Early Childhood Systems Collaborative

Impact Project Technical Working Group

Wednesday, March 16, 2022



# Agenda



1. Catalytic Conversation:  
Article Discussion



2. Overview of Equity  
Approach



3. Overview a Beneficiary  
Process



4. Discussion: Taking Action

# 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*



“Looking for day care in Boise? You’re not alone. Lack of providers means a ‘crisis’”

Source: [Idaho Statesman](#)





“Meridian day care provider: 'We have to turn away parents on a daily basis'”

Source: [Idaho News](#)





# State Report: Housing, Child Care Shortages Among Challenges For Rural Wisconsin Communities

Source: Wisconsin Public Radio

<https://www.wpr.org/state-report-housing-child-care-shortages-among-challenges-rural-wisconsin-communities>



# “The Curb Cut Effect”

Source: [https://ssir.org/articles/entry/the\\_curb\\_cut\\_effect#](https://ssir.org/articles/entry/the_curb_cut_effect#)



# “The Dawn of Systems Leadership”

Source:  
[https://ssir.org/articles/entry/the\\_dawn\\_of\\_system\\_leadership](https://ssir.org/articles/entry/the_dawn_of_system_leadership)





# Capacities of Leaders

- Seeing the larger systems in which organizations are embedded
- Fostering reflection and generative conversation
- Shifting collective focus from reactive problem solving to co-creating the future
- Re-Orienting Attention - seeing that the problems are not just “out there” but “in here,” and that the two are connected
- Creating the space for change - enabling collective intelligence and wisdom to emerge
- Tools Matter - especially those that shape tool users
  - Seeing Systems
  - Fostering Reflection and More Generative Conversation
  - Shifting the focus from Problem Solving to Co-Creation

# Pathway

- On the Job Training
- Balance Advocacy and Inquiry
- Learn how to engage people across boundaries and see reality through other eyes
- Let go of agendas and sense more deeply the larger system and emerging possibilities
- To be successful, system leaders need other system leader

# Chat

Select one of the following 6 capacities that would be most important for the team to develop in order to advance the work?

1. Seeing the larger systems in which organizations are embedded
2. Fostering reflection and conversation
3. Shifting focus from reactive problem solving to co-creating the future
4. Seeing problems as not just “out there” but “in here”
5. Creating the space for change - enabling intelligence and wisdom to emerge
6. Tools Matter - especially those that shape tool users

# Discussion Questions

- What struck you, what surprised you, what resonated with you?
- How did the segment inform your thinking regarding access to programs for marginalized communities or populations?
- How does the clip advance your thinking regarding your current job responsibilities about more equitable policies, practices and programs?
- How will you use the insights or ideas from the article to inform partners or colleagues?

# 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.**



# Diversity, Inclusion, and Equity



(Schexnider, 2017)

# 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.



# 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.



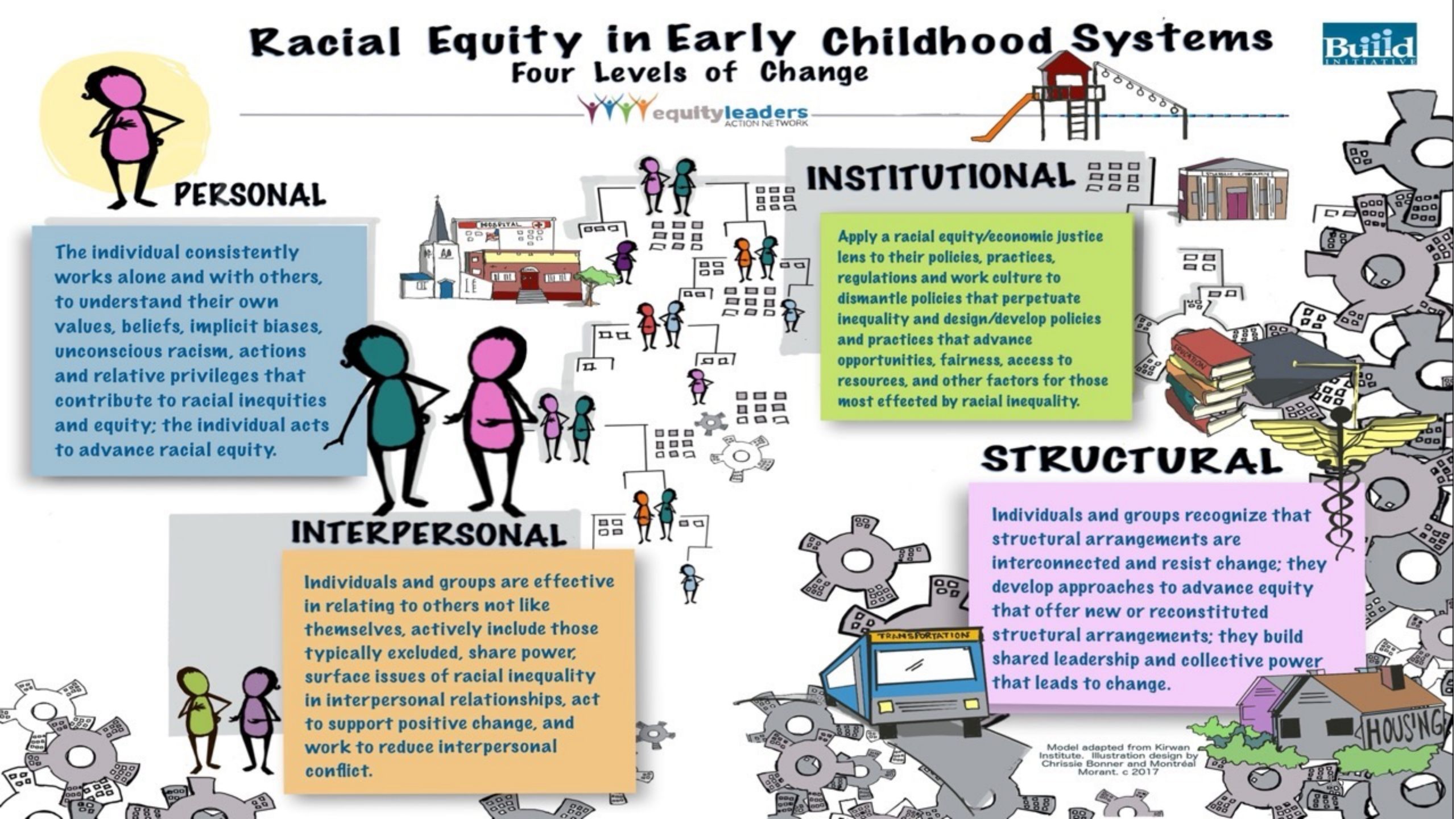
### INSTITUTIONAL

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. c 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

# Five Characteristics of the Process for Leading for Equity

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



# People Programs and Structures: 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.

# Child Care Ecosystem: ECE Collaborative



# 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)**

# Moving Forward

In your action plans who are you centering in your work?

What structures do you have in place to listen and respond to the voices of programs, children, families and communities?

How are decisions made about who is included or benefits from programs, policies and initiatives?

*How will you take action to reduce inequities and increase access and opportunity? Can identify a specific policy, practice or program that excludes specific communities, children, families or providers?*

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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., (March 16, 2022). *Leadership and Racial Equity: Building Inclusive and Racially Equitable Systems* [PowerPoint Presentation]. Equity Leaders Action Network, the Build Initiative, [www.buildinitiative.org](http://www.buildinitiative.org)

Also, please note that we cite sources and authors of materials we use. Please acknowledge those authors if you also use their work.

Thank You

