LEADING FOR EQUITY SESSION

MUCH OF TODAY'S SESSION WILL ENGAGE YOU IN CONVERSATION AT YOUR TABLE –

PLEASE INTRODUCE YOURSELF TO YOUR NEIGHBORS AND LET THEM KNOW WHAT BROUGHT YOU HERE

Leading for Equity: Ensuring a Competent Workforce that Supports All Children

San Francisco, CA | NAEYC PLI

GOALS FOR TODAY

- Consider the results and outcomes of the BUILD-CEELO LT on Teaching and Learning
- Consider why equity matters in developing an EC workforce that can effectively educate and care for _all children_
- Consider your own mental models and implicit biases
- Identify your role in improving teaching and learning
- Compare your own state and community contexts
- Reflect on the successes and challenges
- Examine these contexts through several exercises
- Develop personal and systems objectives for their efforts

Commitments for Challenging Conversations

- Stay engaged

- Experience discomfort

- Speak your truth

- Expect and accept non-closure

- Assume positive intent

- Own your own learning

- We are responsible for each other

- Understand multiple means of interaction must respect others "methods"

- *Other commitments?*

Do you have racial biases? VIDEO https://youtu.be/cykcpqSpVZo

BUILD-CEELO Learning Table on *State Policy and Supports to Promote Effective Teaching and Learning*

Purpose of the Learning Table

- Engage a state level community of practice

- Apply research and best practice to generate solutions to common policy problems

- Develop actionable plans to shift early childhood policy to better promote effective teaching and children's development

Theory of Change

Figure 1. Theory of

Moving Toward Solutions: Research – Policy – Practice

What are effective teaching practices that result in significant learning outcomes for young children?

- High quality learning environments coupled with highly intentional and developmentally appropriate instruction

How do we move these practices into policy and practice?

- Implementation factors
  - Evidence-based Approaches
  - State and Local Capacity
  - Policy Coherence

Four Problems of Practice

1. Ensuring Racially, Culturally, and Linguistically Competent Teaching for *Each and Every* Child

2. Focusing Professional Development Policies on Effective Teaching Practices

3. Integrating Teaching Conditions into States' Professional Development and Accountability Structures

4. Equity in workforce development

How?

The process is just as important as the product

- Leadership development
- Stakeholder engagement
- Data-driven strategic planning
- Peer consultation

THE LUNCH DATE VIDEO

https://www.youtube.com/watch?v=epuTZigxUY8&t=9s

Activity 1: The Lunch Date

- Find a partner and discuss the following 3 questions (10 minutes):
  - 1. What judgments were you making about the lead characters?
  - 2. What moments in the story made you question your own assumptions and judgments?
  - 3. What assumptions did you make about the motivations of the three characters—why did they act as they did?

- Table Report Out

Equity, Quality and the Workforce: Why Focus on Racial Equity, Teaching and Learning?
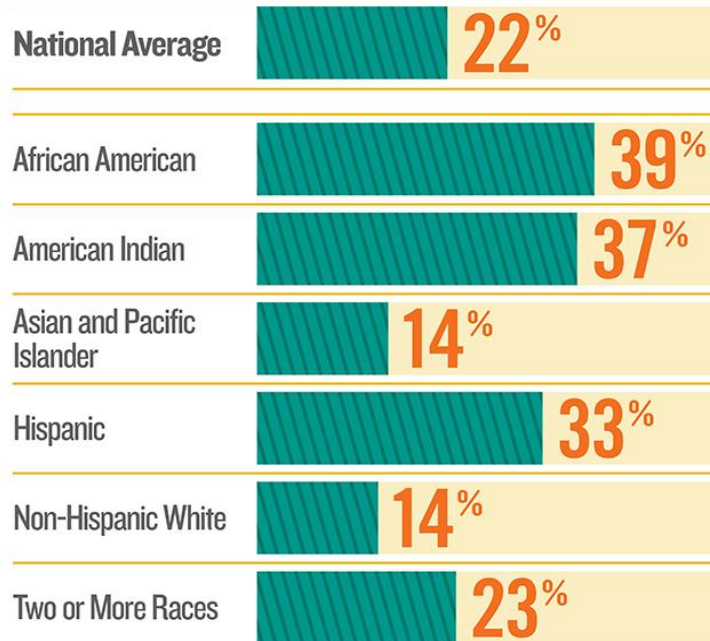
Ask yourself…

- Why is the greatest degree of racial/ethnic diversity in the early childhood workforce situated in the sector of the field with the lowest rate of compensation, specifically child care and family-based programs (Park et al., 2015)?

- Why are school-based preschool programs characterized by deep racial/ethnic segregation (Frackenberg, 2016)?

- Why is the U.S., a nation with a highly developed system of higher education, unable to develop a substantial early childhood workforce that is bilingual and bi-literate and able to effectively support children who do not speak "school English"?

Child poverty and race

2015 KIDS COUNT DATA BOOK   www.aecf.org

PERCENTAGE OF CHILDREN IN POVERTY BY RACE AND HISPANIC ORIGIN: 2013

National Average	22%
African American	39%
American Indian	37%
Asian and Pacific Islander	14%
Hispanic	33%
Non-Hispanic White	14%
Two or More Races	23%

SOURCE U.S. Census Bureau, 2013 American Community Survey.

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National Data on ECEC Workforce* Diversity: Race, Language, Immigration Status

- 49% of children under the age of 5 are non-White

  _____

- 44% of <u>family-based child care workers</u> are culturally, racially, and ethnically diverse;

- 35% of <u>preschool</u> teachers are culturally and racially diverse;

- 31% of program directors are racially diverse;

- 18% of the ECEC workforce is made up of immigrants (Park et al., 2015).

- 17% of K-12 teachers are racially diverse (Boser, 2014).

*refers to Government Office of Accountability definition (2012): all workers in all sectors who provide or direct care of young children

Ecology of disparities experienced by children of color, diverse ethnicities, and those in poverty are shaped by 3 unique systemic and <u>structural factors</u>

- **Social stratification** by race, ethnicity, class, gender and other socially constructed factors

- **Ideologies**, such as racism, xenophobia, misogyny, bias against those in poverty, that justify social stratification

- **Segregation** so that resources (e.g., housing, good schools) are unevenly distributed and unavailable or less available to some compared to others

(Source: Garcia-Coll et al., 2001)

Interlocking Deep Structural Factors that Support Inequality in the EC Workforce

- 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

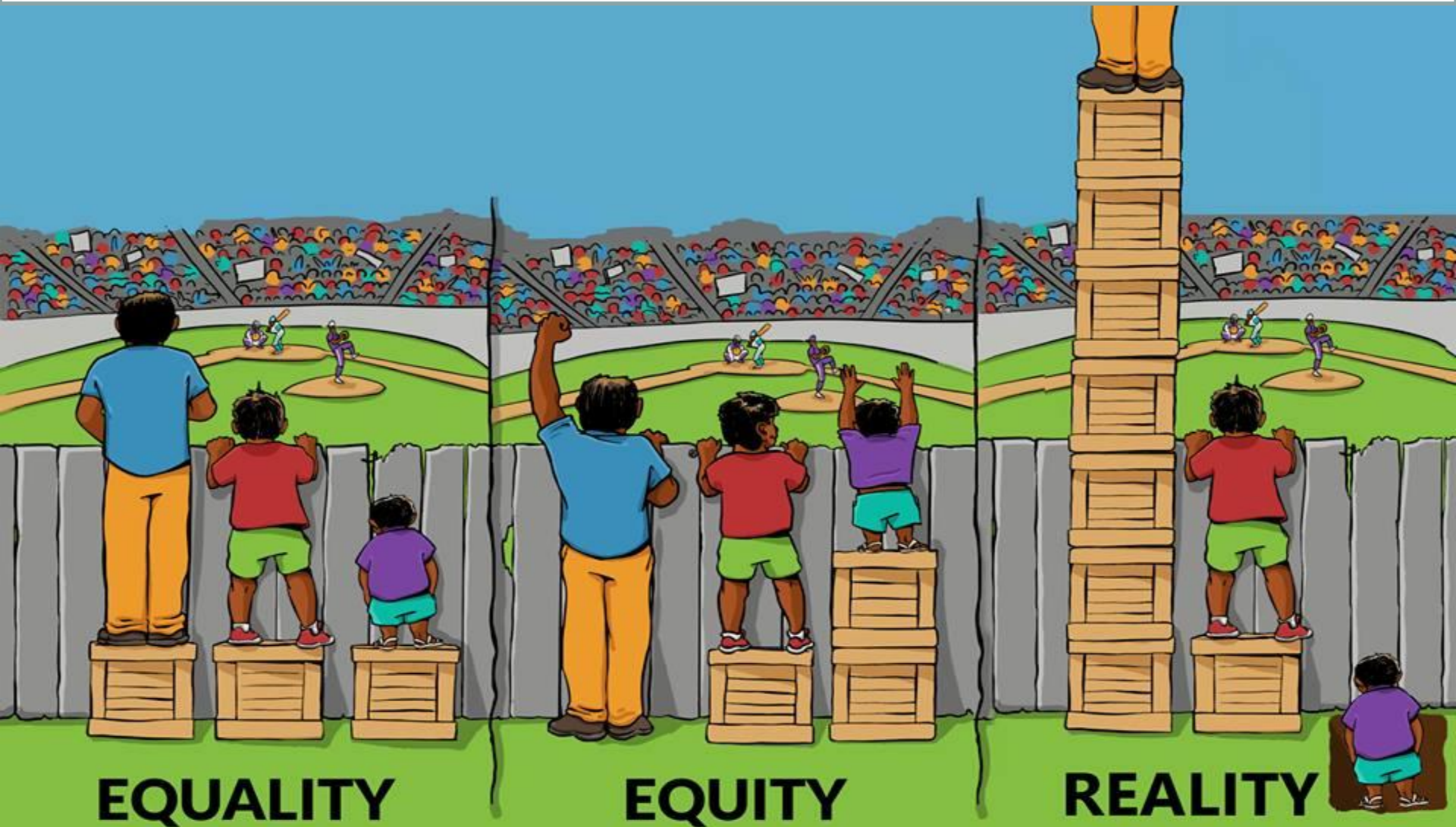*Source– Roosevelt Institute, 2016*

Treating <u>communities</u> who are situated differently as if they were the same can result in much greater inequities." john a. powell

All members of the early childhood workforce are not situated similarly

Treating people who are situated differently as if they were the same can result in much greater inequities." john a. powell

Activity 2: What is racial equity?

- Turn to your neighbor and discuss the images. What does <u>racial equity</u> in the early childhood workforce mean to you? Does either image reflect your thinking? Why? Why not?

- Time: each participant has three minutes to talk without interruption while her/his partner listens; when time is called, switch the speaker and listener roles

A racial equity perspective in early childhood workforce development

- Addresses racism and racial inequality explicitly, but not necessarily exclusively

- Impact and outcomes matter more than intentions

- Focuses on structural racism and systemic inequality

- Makes equity an ongoing priority

- Actively educates others about these issues

- Uses transparent assessment processes and data to assess progress

- Address workforce issues: diversity plus quality, competence, compensation and conditions

- Involves those most affected by policy and programs in all aspects of the work

High Quality Professional Learning Systems: How close is your state system to this standard?

- All early educators receive professional learning across their careers:
  - Aligned to standards;
  - Clear career pathways;
  - Portable meaningful credentials;
  - Support (e.g., coaching, communities of practice);
  - Content of PD focuses on developing deep knowledge of child development; bilingual/ESL skills; robust learning and teaching knowledge and practice; and self-knowledge and reflection especially regarding bias.

- **Available:** funded adequately; delivery considers diverse needs (e.g., location, language, literacy; online and center-based) to reduce barriers.

- **Access:** Barriers to access (e.g., cost; location; scheduling; requirements; funding) are reduced significantly or eliminated.

- Funded fully or adequately to address disparities (targeted vs. universal)

Actions for Addressing Disparities, Professional Learning and Systemic Factors that Influence Effective Teaching Practice

Actions to Tackle an Equity Problem

- Understand the problem's ecology and the system in which it lives
- Focus on *system components and their interactions*
- Focus on aspects of the *opportunity structure, participation, and access* to reduce disparities
- Inclusion of partners and stakeholders—not only the usual partners
- Planning and implementation processes occur with all stakeholders
- Assessment, reframing and reform processes involve stakeholders

Actions vs. levels that may influence your work for racial equity

- Actions:

Those factors that may influence or contribute to a desired outcome regarding systems change, (e.g., data, assessment, inclusion of those most affected, knowledge, distribution of resources)

- Four Levels of change:

Particular targets of change that individually may influence disparities, but together may have a greater affect

1. personal,
2. interpersonal,
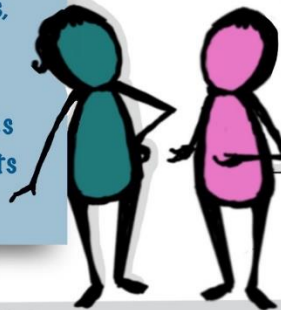3. institutional and
4. structural

Racial Equity in Early Childhood Systems
Four Levels of Change

equityleaders ACTION NETWORK

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.

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.
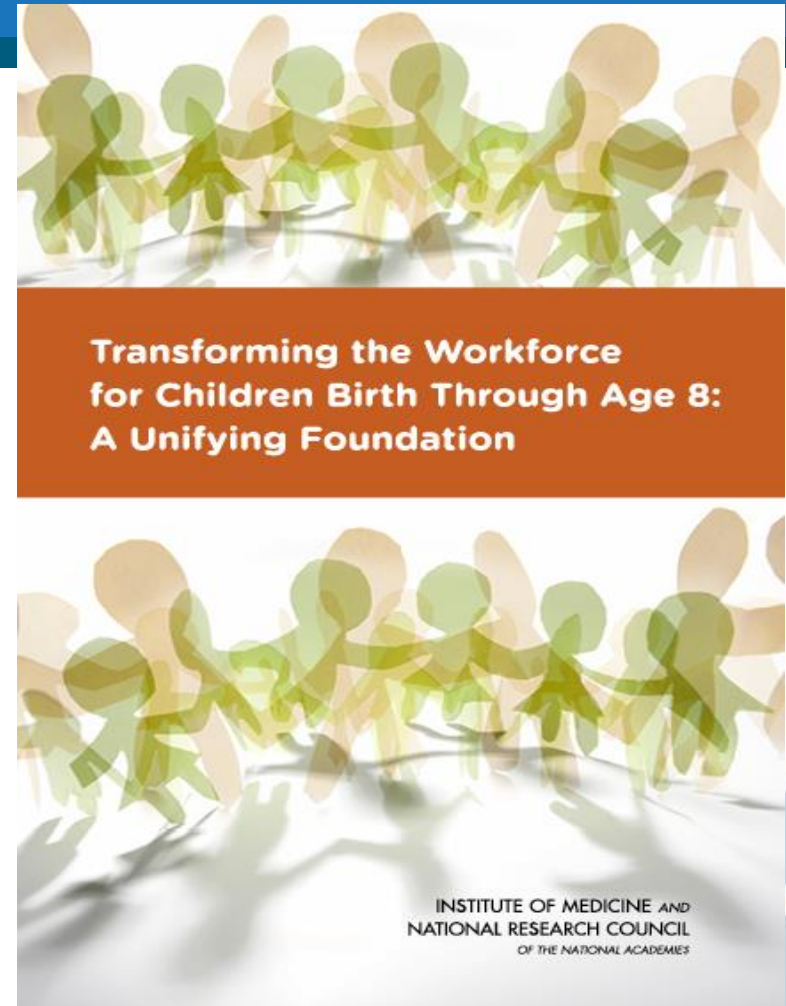
STRUCTURAL

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.

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.

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

A Quality and Diversity Focus (or Equity?)

Institute of Medicine and National Research Council

- Focus on
  - Birth to age 8 continuum
  - Systems building and alignment
    - Complexity and cohesion
  - Foundational knowledge
  - B.A. degree for lead educators
  - Workforce compensation, conditions, and well-being
  - Professional learning systems and PD providers

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

INSTITUTE OF MEDICINE AND NATIONAL RESEARCH COUNCIL OF THE NATIONAL ACADEMIES
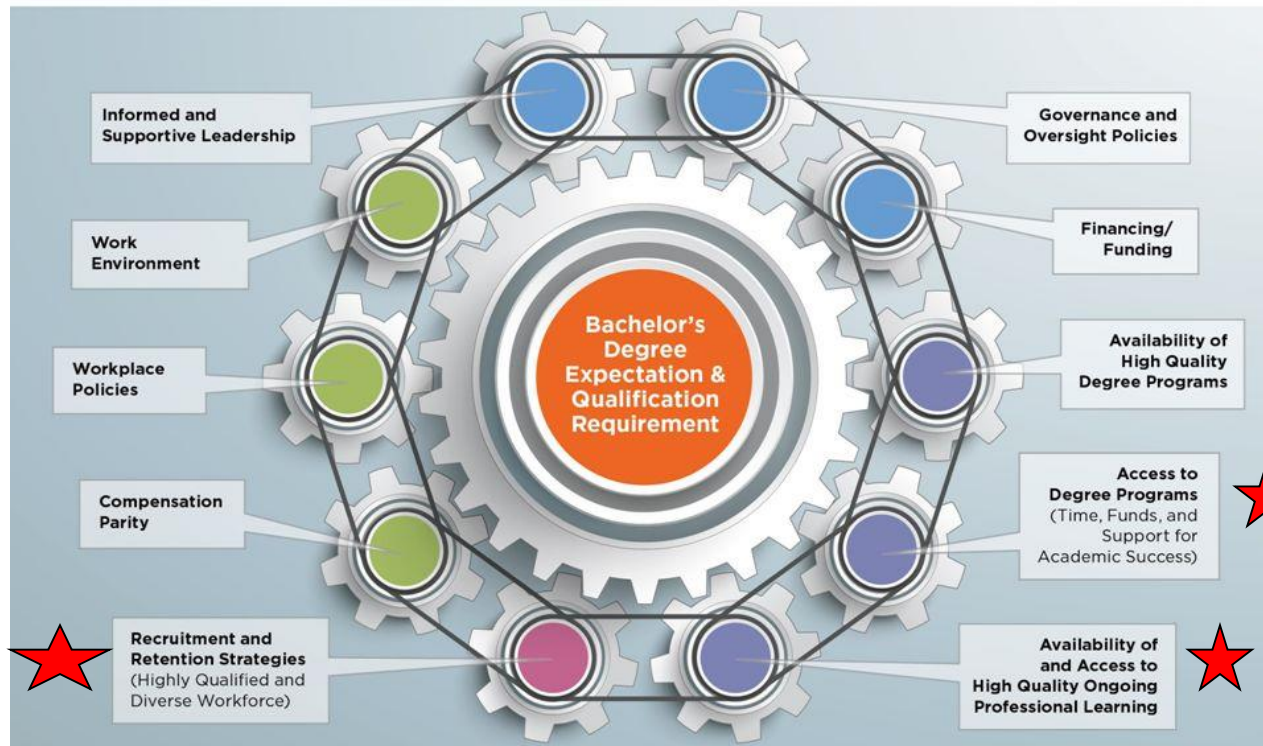
Activity 3: Examples of EC Workforce Inequities in Your Work?

- What are 3 examples of EC workforce inequity related to early learning that you see in your work?

- Work as a dyad—describe to your partner the 3 inequities (10 minutes—2 minutes identify inequities; 2 minutes each to take turns talking and listening; 4 minutes to discuss what you heard from each other)

10 Interrelated Components in the PD Subsystem

Figure 12-4.
Interrelated components involved in implementing a minimum bachelor's degree requirement.

Informed and Supportive Leadership

Governance and Oversight Policies

Work Environment

Financing/ Funding

Bachelor's Degree Expectation & Qualification Requirement

Workplace Policies

Availability of High Quality Degree Programs

Compensation Parity

Access to Degree Programs (Time, Funds, and Support for Academic Success)

Recruitment and Retention Strategies (Highly Qualified and Diverse Workforce)

Availability of and Access to High Quality Ongoing Professional Learning

Transforming the Workforce for Children Birth Through Age 8 (2015)

INSTITUTE OF MEDICINE AND NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Are all early educators in your state or area "similarly situated" to take advantage of PD?

- Credentials

- Financial cost/debt

- Compensation

- Workforce conditions

- Transportation

- Access to high quality PD

- Advising re. career

- Family circumstances

- Career pathways

- Portability of degrees

- Bias, prejudice, internalized oppression

Recruitment and Retention Strategies to Build a Diverse Workforce

- Credentials are coherent, tied to career pathways, portable
- Scholarships
- Student debt relief
- Academic advising across the career pathway
- Mentoring and coaching with vetted professional trainers
- Leadership development
- Recruitment
- Compensation/Working conditions:
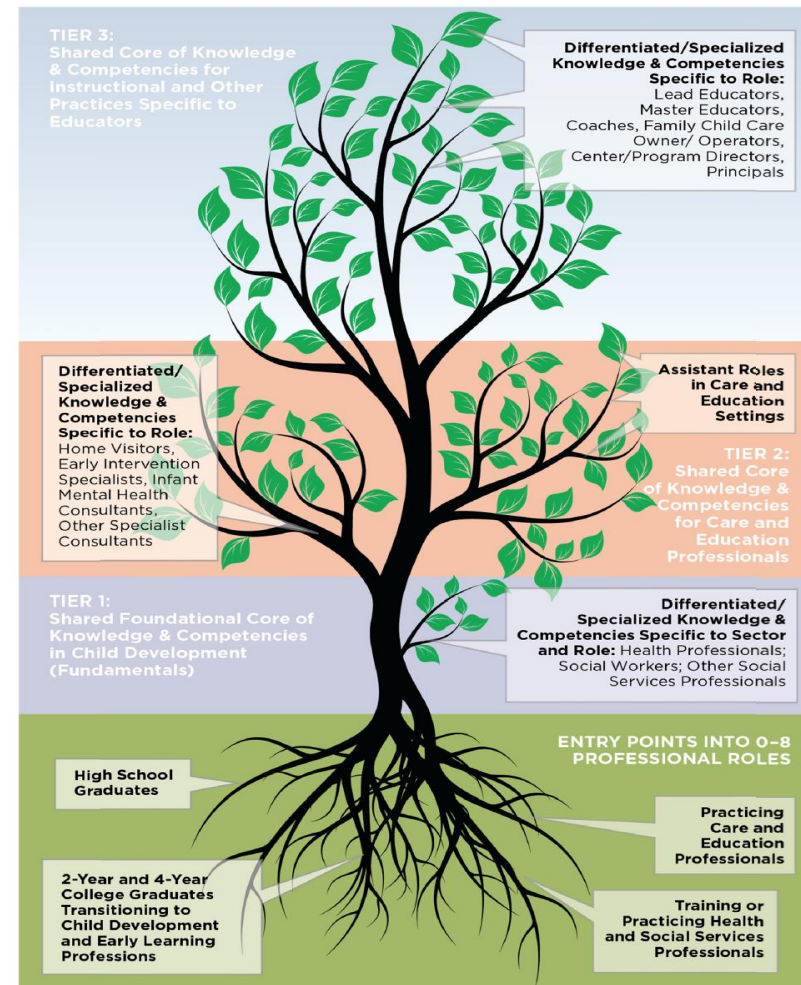
Availability of High Quality Degree Programs

- "Quality" benchmarks for AA and BA degree programs in your state/area? How many are high quality? What data do you have?

- How many successfully educate graduates for the <u>diversity</u> in classrooms/programs? How do you know?

- What are strategies are being employed to improve "poor" quality degree programs?

- How many successfully prepare early educators to effectively educate children of color, including boys; and DLLS?

- Are faculty and administrators engaged with state early childhood system leaders to create or strengthen early childhood degree programs?

Access to High Quality Degree Programs

In your state:

- Do you have good data on access to degree programs? What do you need to know?

- Access of different workforce sectors

- PD needs of novice vs. veteran early educators

- How are disparities (e.g., race, ethnicity, class) in access to high quality EC higher education programs addressed? What has worked?

- What are the barriers (e.g., literacy, cost, transportation, language, internet access, race/ethnicity, rural population) that may limit equity of access?

A BLUEPRINT FOR ACTION

TIER 3:
Shared Core of Knowledge & Competencies for Instructional and Other Practices Specific to Educators

Differentiated/Specialized Knowledge & Competencies Specific to Role: Lead Educators, Master Educators, Coaches, Family Child Care Owner/ Operators, Center/Program Directors, Principals

Differentiated/Specialized Knowledge & Competencies Specific to Role: Home Visitors, Early Intervention Specialists, Infant Mental Health Consultants, Other Specialist Consultants

Assistant Roles in Care and Education Settings

TIER 2:
Shared Core of Knowledge & Competencies for Care and Education Professionals

TIER 1:
Shared Foundational Core of Knowledge & Competencies in Child Development (Fundamentals)

Differentiated/Specialized Knowledge & Competencies Specific to Sector and Role: Health Professionals; Social Workers; Other Social Services Professionals

ENTRY POINTS INTO 0–8 PROFESSIONAL ROLES

High School Graduates

Practicing Care and Education Professionals

2-Year and 4-Year College Graduates Transitioning to Child Development and Early Learning Professions

Training or Practicing Health and Social Services Professionals

- Refer to your 3 examples of EC workforce inequity related to early learning that you see in your work.

- Work as a dyad—Take the one inequity you feel is most important and consider what data you have and what additional data would need to address this disparity. Share your perspective with your partner.
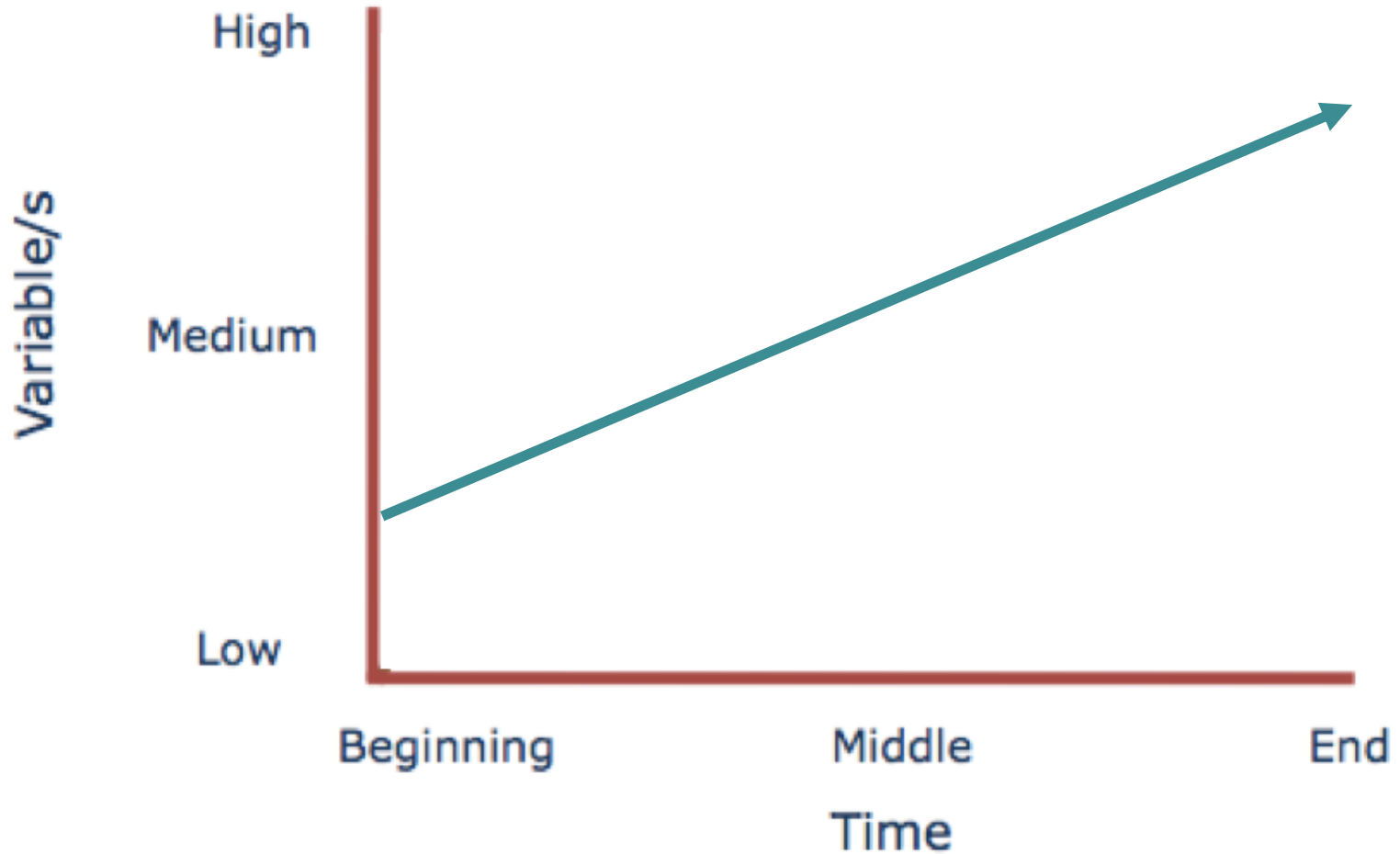
Data Matters in Addressing Workforce Development and Equity

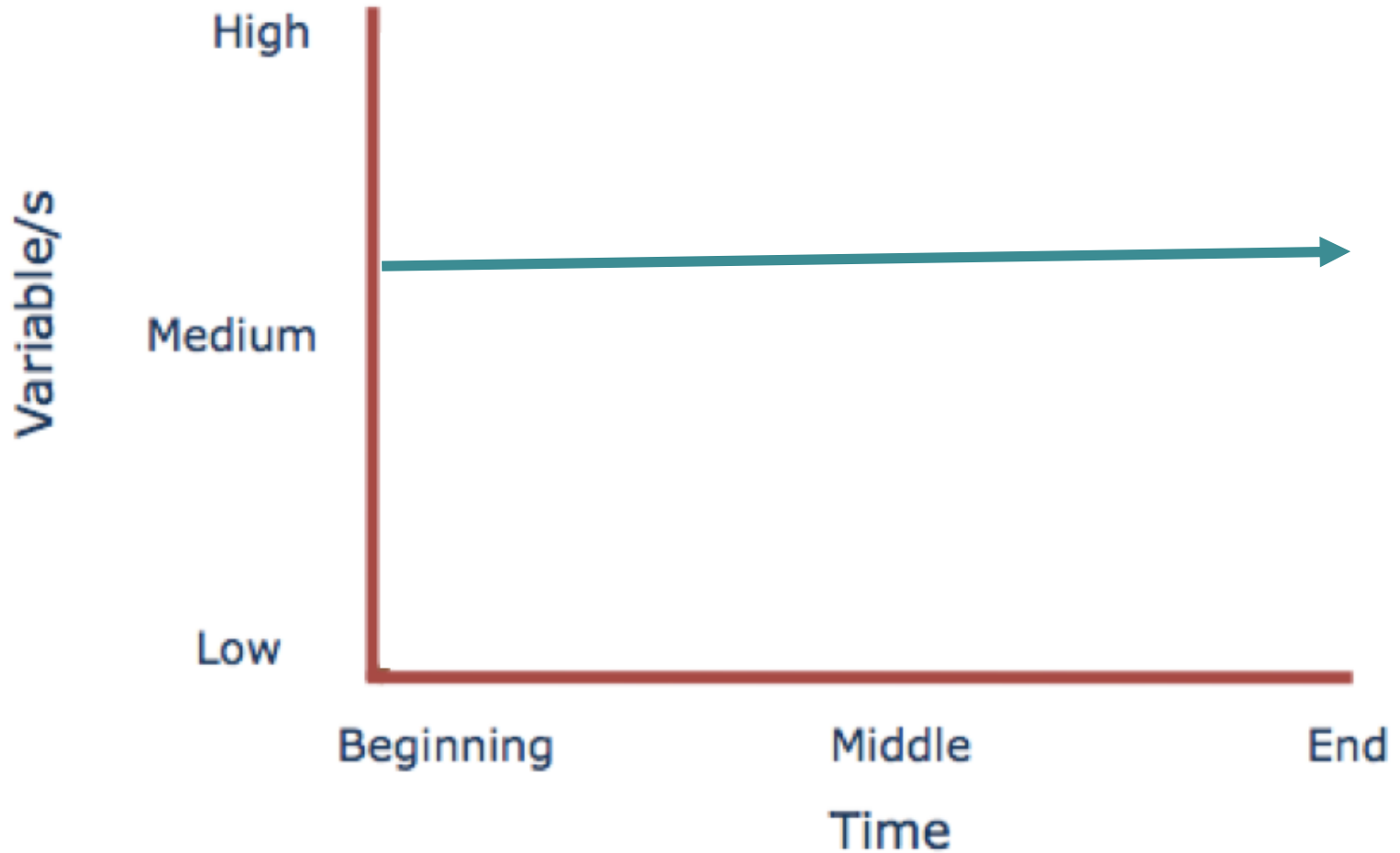# Data helps us answer critical questions about equity, professional learning and the workforce

- Demographics
- Sectors (e.g., child care)
- Credentials earned
- Employment history
- Languages spoken
- PD completed
- Frequency of PD offered
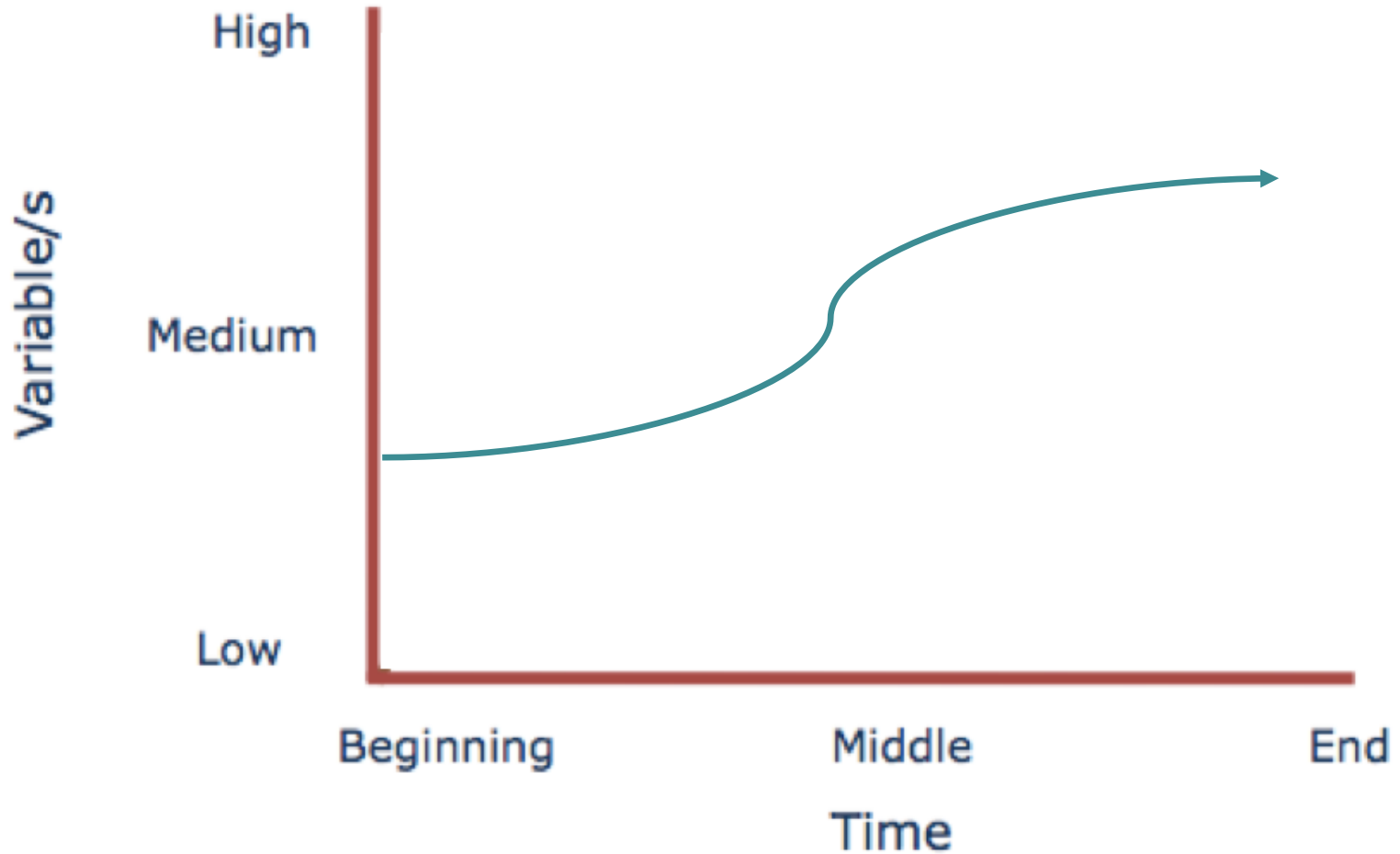- PD providers (PDTs) qualifications

SPEED DATA-ing

SPEED DATA-ing

SPEED DATA-ing

QUESTIONS, COMMENTS, REFLECTIONS?

Mental models
Perspective taking
VIDEO

https://www.youtube.com/watch?v=F-TyPfYMDK8

THE VIDEOS IN TODAY'S SESSION

- The Implicit Bias Tests – https://youtu.be/cykcpqSpVZo

- The Lunch Date – https://www.youtube.com/watch?v=epuTZigxUY8&t=9s

- The Photographers' Mental Models – https://www.youtube.com/watch?v=F-TyPfYMDK8

Resources

- Bonilla-Silver, E. (2014). *Racism without racist: Color-blind racism and the persistence of racial inequality in American.* Lanham: Rowman& Littlefield.

- Flynn, A., Holmberg, S., Warren, D., & Wong, F. (2016). *Rewrite the racial rules: Building an inclusive American economy.* New York: Roosevelt Institute.

- Fullan, M. (2011). Choosing the wrong drivers for whole system reform. Center for Strategic Education. www.cse.edu.au

- Frackenberg, E. (2016). *Segregation at an early age.* Center for Education and Civil Rights, Pennsylvania State University, University Station, PA.

- Gilliam, W. S., Maupin, A. N., Reyes, C. R., Accavitti, M., Shic, F. A, (2016). *Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions? Research Study Brief 1,* Yale University Child Study Center, New Waven Connecticut.

Resources

- Ingersoll, R. M., & May, H. (2011). The minority teacher shortage: Fact or fable? Kappan Magazine, *93*(1), 62-65.

- National Black Child Development Institute (June 2011). A Framework that Works: How PreK-3rd Can Be a Smart Strategy for Black Kids, Families and Communities. Washington, DC: NBCDI.

- Park, M., McHugie, M., Zong, J., & Batalova, J.(2015). *Immigrant and refugee workers in the early childhood field: Taking a closer look.* Washington, D.C.: Migration Policy Institute.

- Whitebook, M., & Ryan, S. (2011). *Degrees in Context: Asking the Right Questions about Preparing Skilled and Effective Teachers of Young Children*. Preschool Policy Brief, NIEER.

Thank You

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Landing Pad:

http://buildinitiative.org/OurWork/LearningCommunity/LearningTablesArchive/2016StatePolicyLearningTable/2016StatePolicyLearningTableITSession2.aspx