

QRIS Beyond The Matirx: Leadership Development and Racial Equity In ECE

F5 Summit, Glendale, CA
April 10, 2018

Visioning the Future: How Leadership & Education Policies Impact Equity

Today's Outcomes:

- Deepen your understanding on the intersectionality of Leadership, Race Equity, and Student Outcomes
- Learn about an 18 month project and impact on systemic change
- Come away with an action plan to address equity and leadership in your community [Living Document: Action Planning](#)

Mind the Gap: How Leadership & Education Policies Impact Equity

https://www.youtube.com/watch?v=u_HJM5mF0Ec



ELAN Project

The ELAN Project addressed the **racial equity problem** focused on the **leadership achievement gap** for people of color working in early learning programs and **policy and practice inequities** for the children and families served.

The **lack of diverse** early childhood **leadership** (reflective of the community served), places **children and families** at a **disadvantage** for **success**.

Alameda County is a diverse community. Over **67% of families are non-white**. However, **nearly 40% of the leadership population is white**. This problem not only influences the early learning workforce with regards to **earning potential**, it impacts family systems with respect to **access, child outcomes** and **equitable policies and procedures**. It influences **all children** who do not have opportunities to experience anti-bias environments.

Planning - Stakeholders

- This project focuses on **developing leadership** and **administrative skills** steeped in an **equity lens**.
- A multicultural, **racially diverse infrastructure team** was formed to provide direction, outreach and diverse perspectives **to the development** of the project, utilizing data and research.
- Lead to the **fellowship**, an intense, 18 month community of practice.
- **Facilitators** and guest **presenters** - **racially** and **culturally diverse**
- A total of 11 **racially diverse emerging leaders** and 5 embedded **mentors** were selected through an **application** and **interview process**. [Alameda Co. ELF Application](#)
- **Activity**: Word, Sentence, Phrase

Data Collection: Planning, Collecting Impact, Evaluation

- **Racial inequities** were identified through various methods.
 - Literature reviews, documentaries, journal reflections, examination of workplace policies and procedures, identification of an individual's own lens and perspectives, coupled with discussion, video recordings, and interviews, and mainly through their own short term equity projects.
- **Success** is measured by attitudes and behaviors.
 - **Attitudes** - people speaking up and saying they want more time in fellowship, more belief in self
 - **Behaviors** - taking sick leave, leaving an oppressive job
- Pre/post evaluations

Collective Evolution

As a result of participant readiness, we **adjusted**:

- Rate of progression of planned sessions
- Mentors increased their own participation
- Mentor developed presentations and lead groups focused on their own administrator expertise
- Added fellows' own project development

If we were to do this project again, we would:

- Include and clarify supervisor's roles
- Implement the program through stages: individual, program, and systems.
- Capture & Strengthen Video Documentation (Stages)

Fellows' Projects

Their projects were designed to support **racially equitable early childhood systems**. They focused on overcoming barriers to program policies, practices, family relationships, colleagues, including school administrators and teachers.

Fellows reported **utilizing new strategies** towards behavior guidance, parent conferences, and staff meetings, and as a direct result of their **newly acquired knowledge**, they focused on **systemic racism**. Some identified and developed a **common language** which supported their ability to express their own observation and experiences.

SEQUAL: Impact on Leadership

George Philip, UC Berkeley's Center for the Study of Workforce
Development

- Introduction- Overview
- An overwhelming response to impact are reports of **“finding one’s voice,” changes in approaches and perspectives** with regards to families and behavior policies.
- Fellows developed and implemented their own projects for **equity impact.**
- Fellows feel more empowered to **challenge systems of marginalization, oppression and racial inequities.**

Emerging Leaders Fellow Video

Where are the fellows today?

- Most remain in the classroom as teachers, advocates and change makers
- Promotions
- A few have moved on to different positions and remain in ECE
- Adjunct Faculty
- One left the field

Facilitators: Reflection of Thought

- We learned the fellows were **stronger** than they realized, they only **needed the language to name and label** racial inequity.
- They are the **next emerging leaders** in the **county** who **will disrupt inequity and injustice** for our **younger generation**.
- Our Own **Growth**: College Faculty, Trauma, Prek-3rd Alignment
- **System's Change** and **Equity** as our throughline

Lessons Learned & Next Steps

- While believing we were grounded in **identifying inequity** and **systemic racism**, we learned it is critical for us to **look at our own blind spots** and be willing to **accept that we have them**, and **work harder to address them**.
- Working for racial equity is a **process** and one must continue to **be a keen listener**, and **to use that to inform future *action* in equity and social justice**.
- **Advocate for system's change and integration into the CA QRIS, CA Mentor Program**

Feedback Carousel: Moving Into Action

- Activity: Utilizing your Action Plan
 - Take time to sketch out action plan
 - In small groups discuss plan using protocol
 - Report Out ONE plan from group
 - Identify Your Next Steps
 - What was this like for you?

Feedback Carousel

Questions and Reflections

We are proud of the graduate
leaders and the mentors who
supported their learning through this
intensive program!

