Equity Leaders Action Network: Emergent Leaders for Racial Equity Fellowship Pilot

Build QRIS Conference, San Diego, CA
July 16, 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

• Peek at 2 day Induction
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)
Check

Reflect

Questions

Check
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’s video & audio
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?
Check

Reflect

Questions

Check
Questions and Reflections

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