



**“Do the best you can until you know better. Then, when you know better, do better.”**

**–Maya Angelou**

We begin with centering ourselves in “why” and the strengths each of us bring to our work of ensuring equity in education.



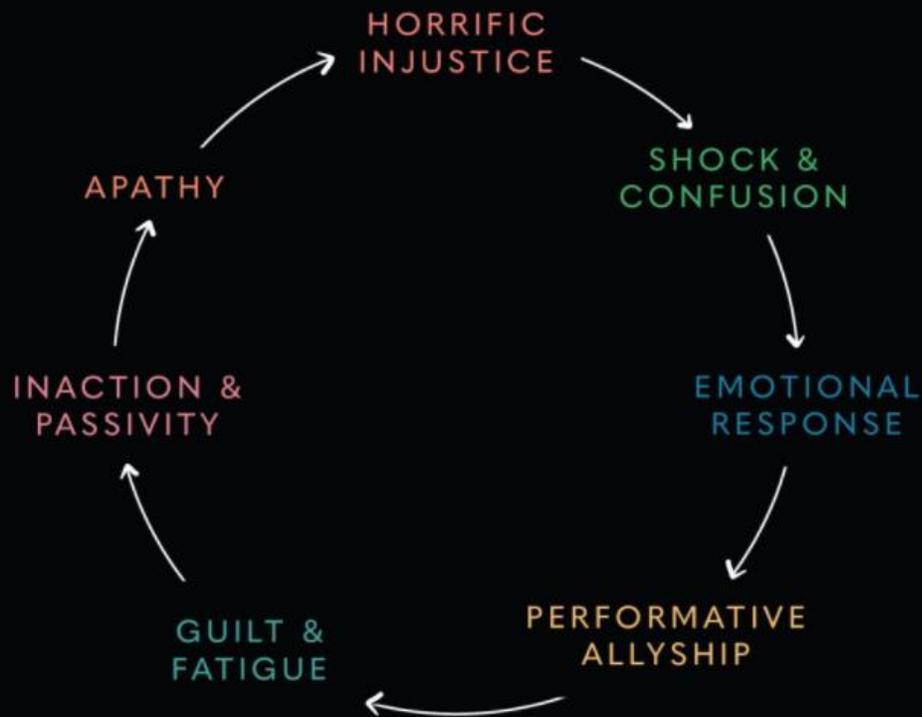
BREAK TIME

100 most interestingly

**“When you know your ‘why’, your ‘what’ has more impact, because you’re walking in or towards your purpose.”**

**Reflection Question:** What observations did you make from the video?

## THE CYCLE OF INACTION



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## THE CYCLE OF ACTION



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Where can we work together to break this cycle?

Source: ohhappydani.com for resources, art, and prints for purchase

**My “Why” for advocating for equity, especially in the area of education, is rooted in lived-in experience.**



**We have to get clear on our “why” to break the cycle.**

**Is your “Why” strong enough to power through the “cycle of inaction”?**

**Share a few of your “Whys”: Why do you feel uniting around equity, especially in afterschool and education is important?**



# How do WE stop the cycle?

1. Claim your “why”, make it personal and pair it with disaggregated data to identify trends.
2. “Unpack” the concepts (equity, diversity, inclusion, etc.) and use them as guideposts in the work.
3. Understand the 4 areas of change necessary for equity.
4. Reflect on mental models and an awareness of implicit bias as a pathway towards action at the personal and interpersonal levels.
5. Think critically, make space for courageous conversations and support change towards equity at the institutional and systemic levels.

Equality



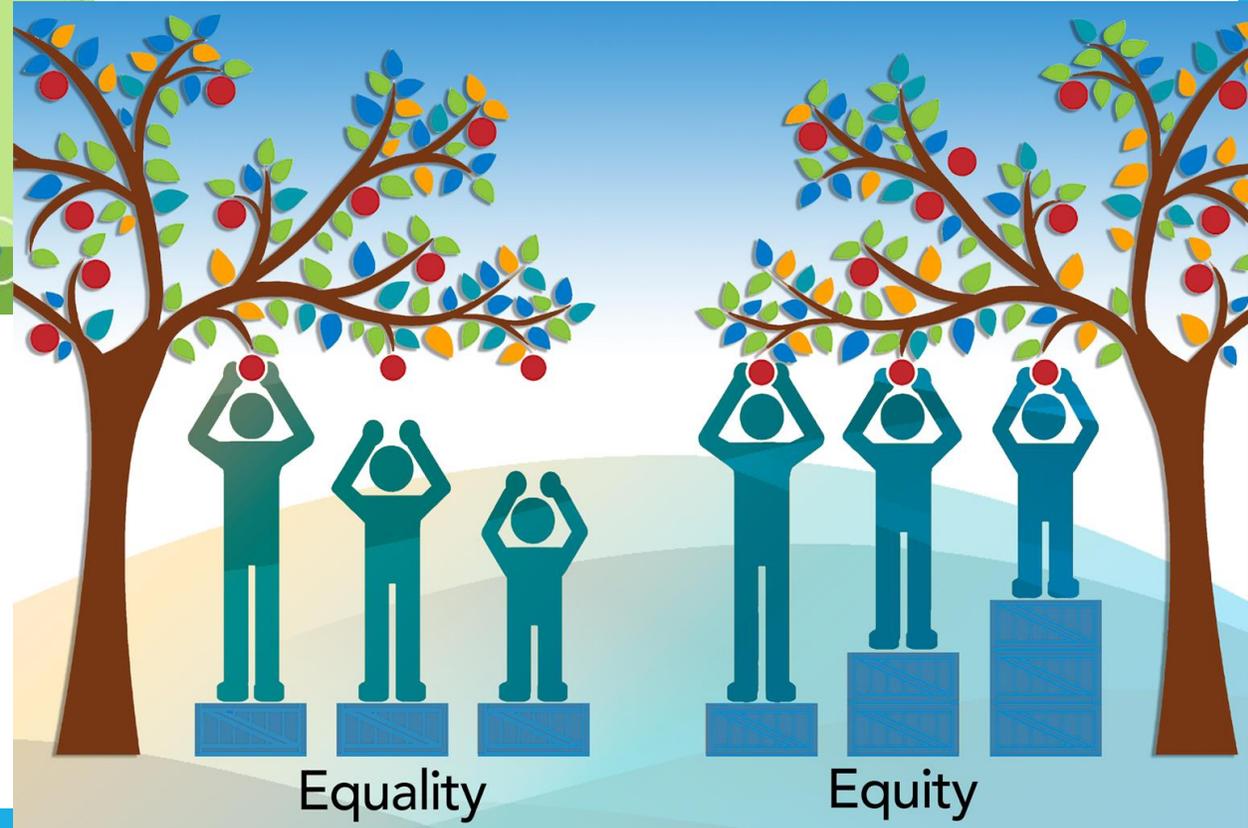
Equity



Foundation  
ation

# Words Matter

## How is equity different from equality?



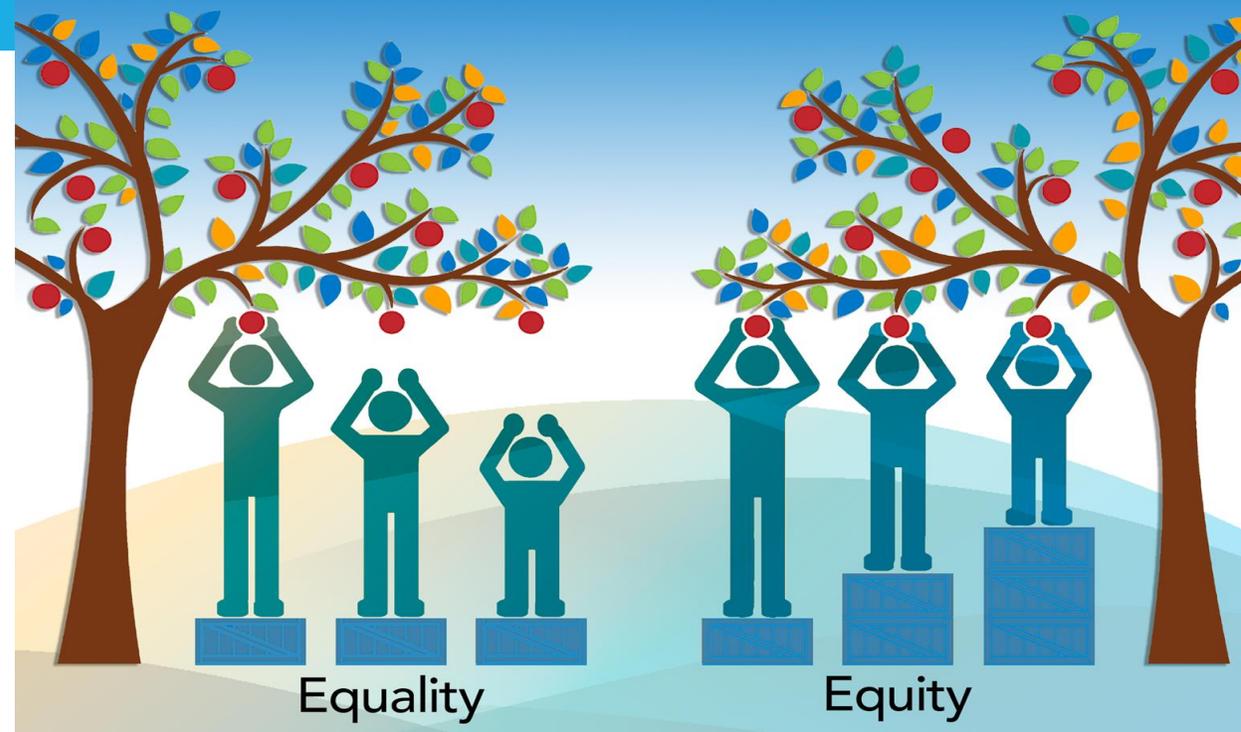
# Equity means:

Everyone has what they need to be successful without systemic barriers.

Strategies are needed in response to historical and institutional barriers that currently hold inequities in place for marginalized populations.

Equity differs from equality, which means everyone is treated the same.

Equality aims to promote fairness, **but it can only work if everyone starts from the same place.**



# Words Matter

**Implicit Bias** – **Unconscious, hidden, negative associations** people hold that are **expressed automatically**, usually without conscious awareness. Studies have indicated implicit biases affect individuals' attitudes and actions even though individuals may not be aware those biases exist within themselves. (Kirwan Institute)

**Prejudice** - **Learned pre-judgement toward others**; internal thoughts, feelings, attitudes and assumptions based on the groups to which individuals belong

**Discrimination** - **The unequal treatment** of members of various groups based on race, gender, gender identity, social class, sexual orientation, physical ability, religion, and other categories. (Institute for Democratic Renewal & Project Change Anti-Racism Initiative)

# Words Matter

**Dominant Culture** – The culture and cultural norms in a society that holds the **most power and influence**. (Equity in the Center)

**Cultural Assimilation** – The experience that occurs when people belonging to the non-dominant culture understand dominant cultural norms and **take on their characteristics either by choice or force**. (Equity in the Center)

**Inclusion** – **Quality participation** across identities and cultures (Race Forward)

**Privilege** - Social power accorded by formal and informal institutions to all members of a dominant group. (Colors of Resistance Archive)

Understanding Privilege Large Group Discussion

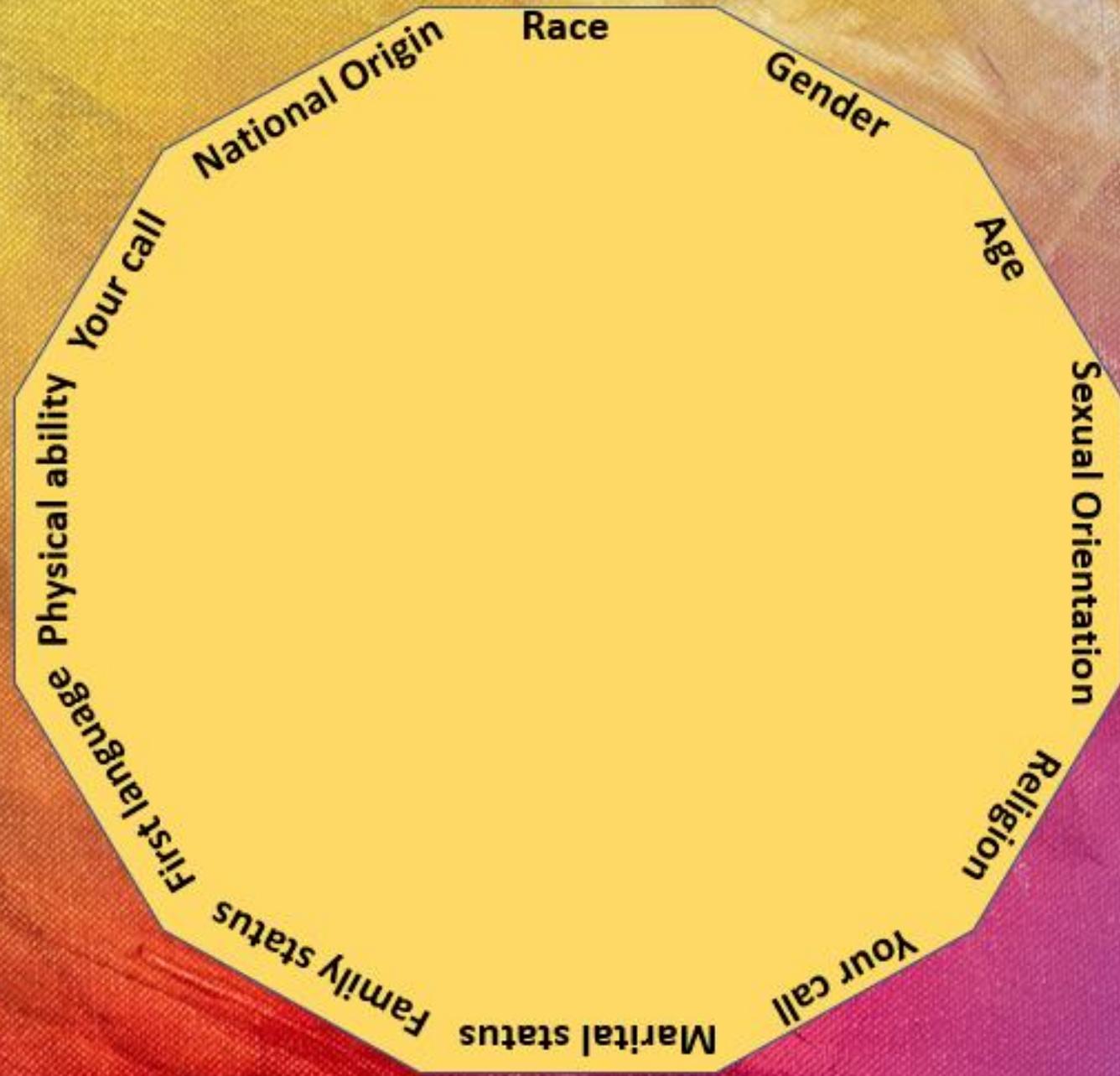
Source: Courageous Conversations, DHS Cultural Equity Alliance



*Enjoy a break*

# Identity Wheel Exercise

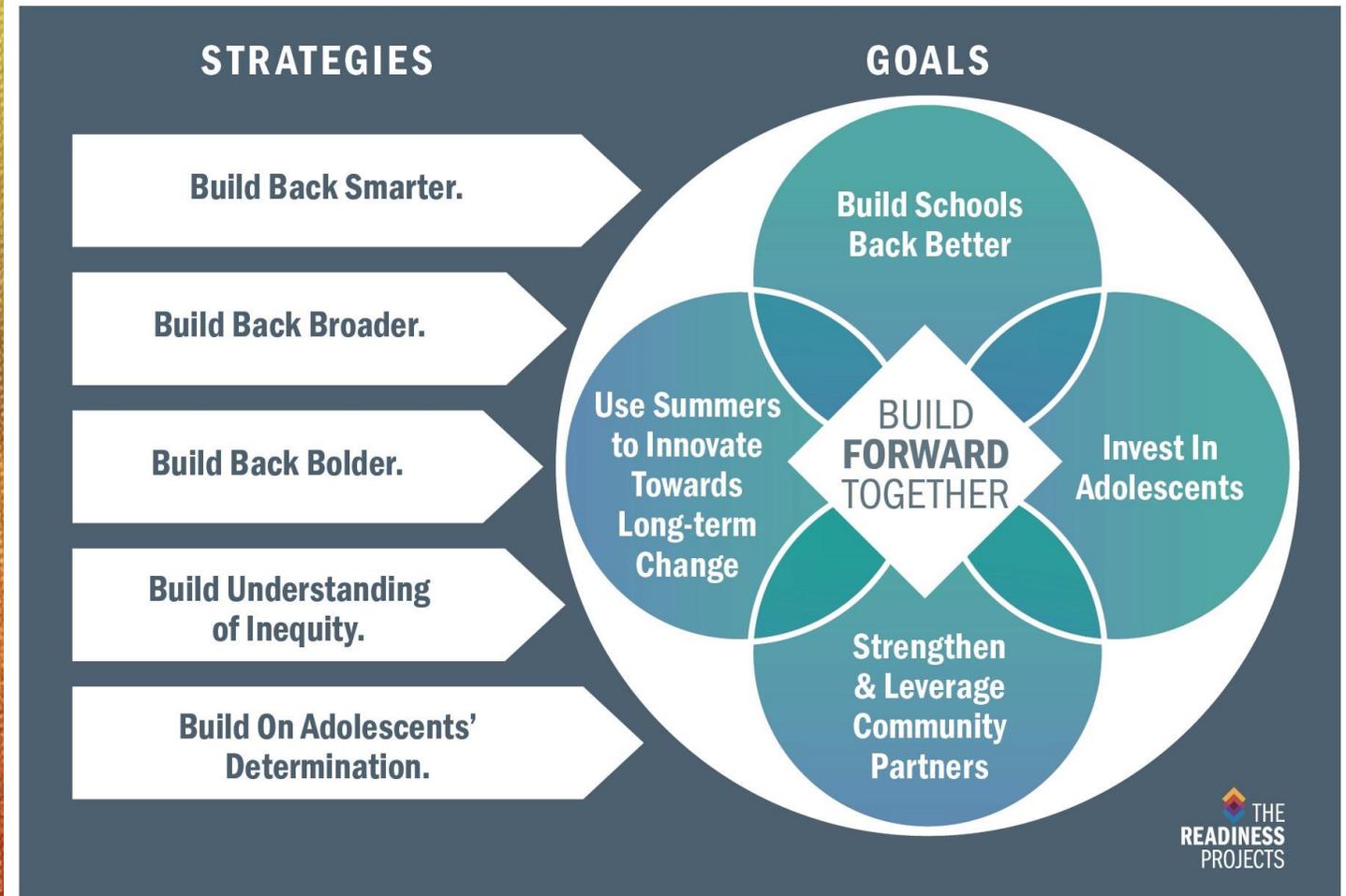
- Self identify a response for each of the areas.
- There are 2 areas “Your call” – self identify 2 areas for yourself that are not listed.
- We will divide into 7 breakout rooms for small group discussion around the questions on the Google Document – see link in the chat box.
- We will come back as a larger group and share insights from each of the small teams.



# Identity Wheel Exercise (Part 2)

Done in large group:  
Share how the identities  
you've named can be applied  
to the proposed strategies.

## Toward Equitable Learning and Development Ecosystems



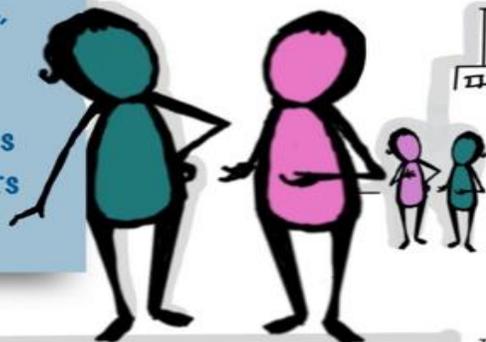
# Racial Equity in Early Childhood Systems

## Four Levels of Change



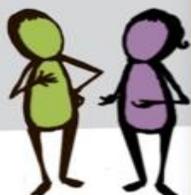
### PERSONAL

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.



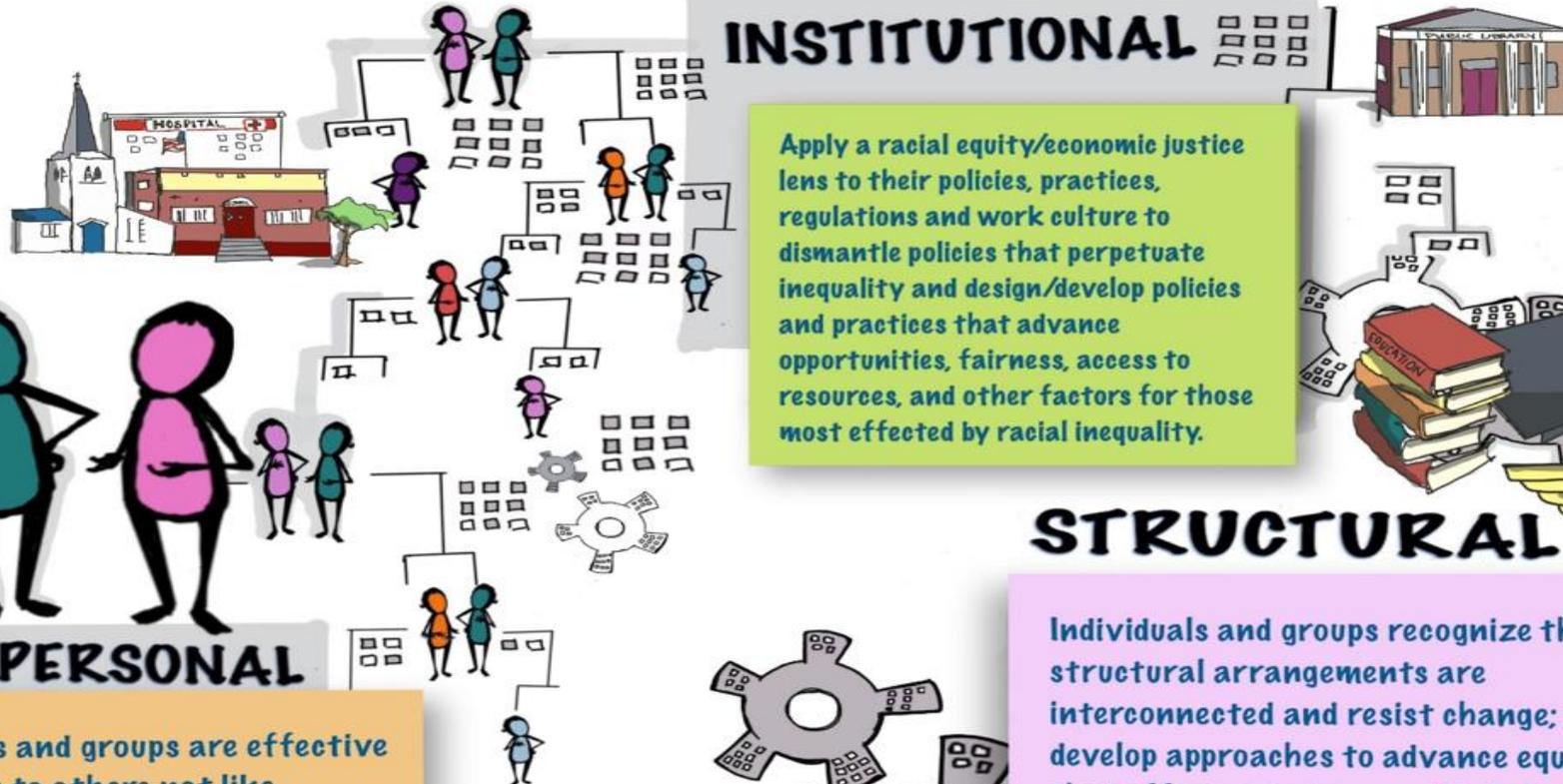
### INSTITUTIONAL

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

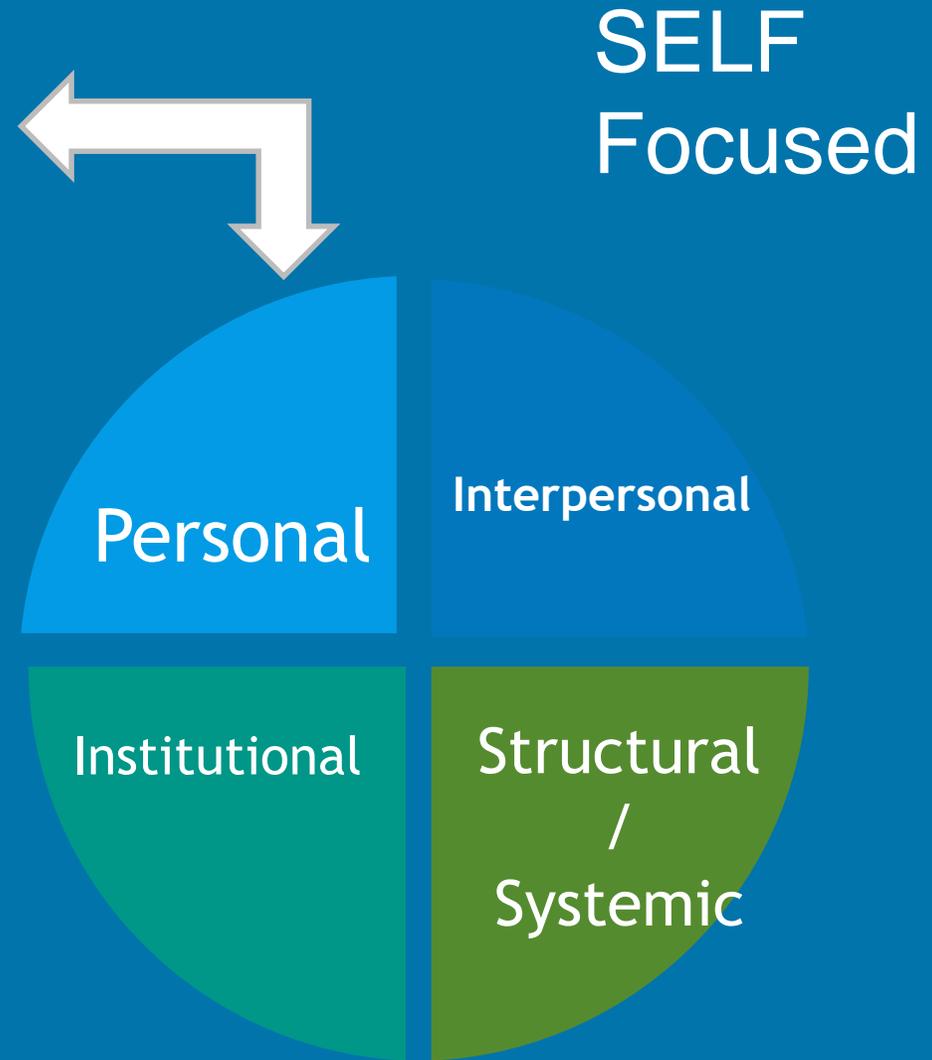
Individuals and groups recognize that structural arrangements are interconnected and resist change; they develop approaches to advance equity that offer new or reconstituted structural arrangements; they build shared leadership and collective power that leads to change.

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

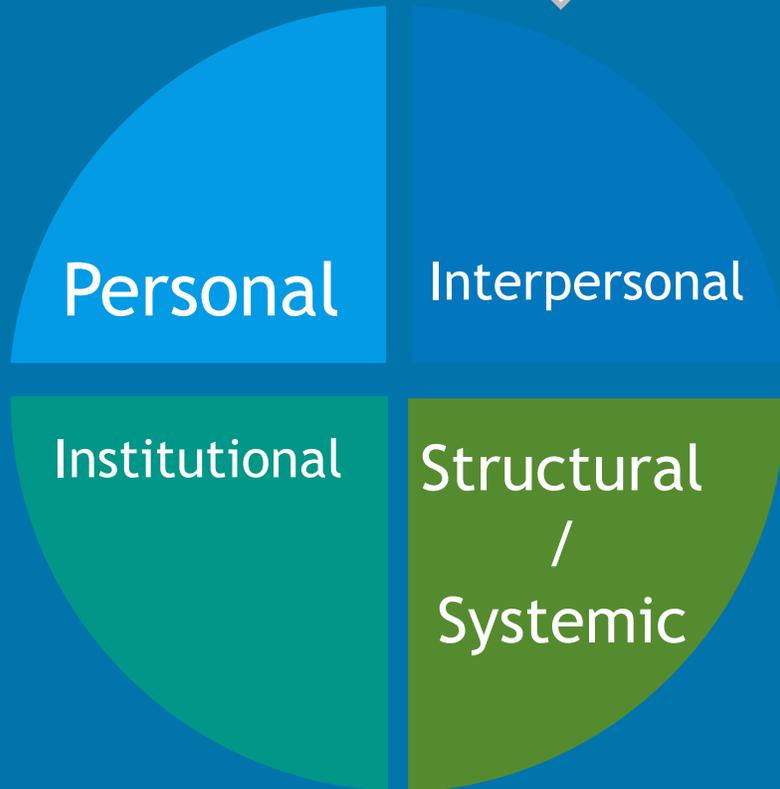




You work to understand your own values, beliefs, implicit biases, assumptions, unconscious racism, actions, and relative privileges

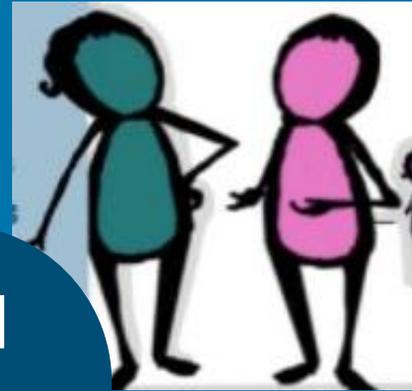


# Relationship Focused



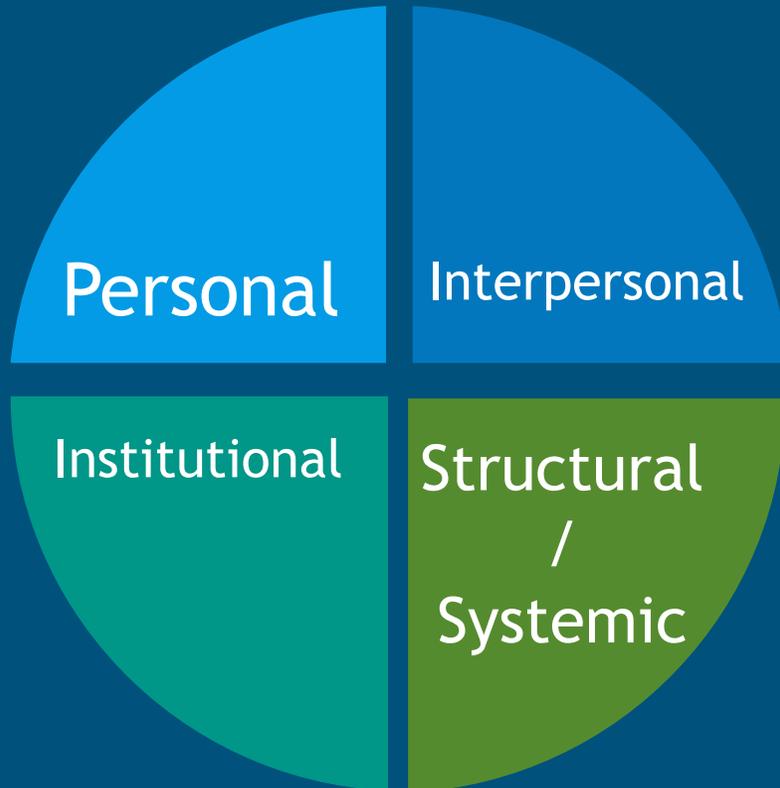
How we relate, view and treat others including those typically excluded.

How we share power, surface issues of inequity, and act to support inclusion and prioritize collective voices.





...but change towards equity can't remain only at these two levels

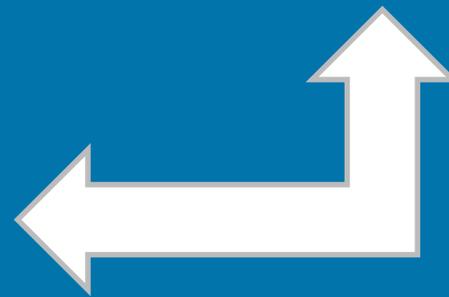
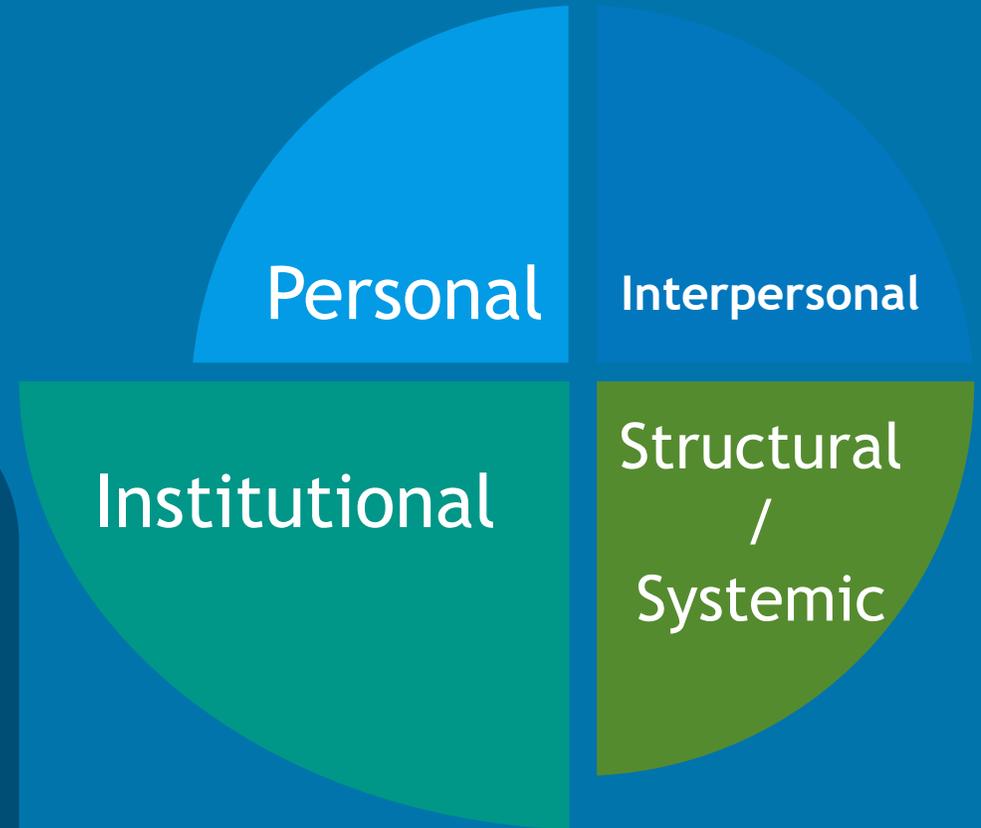


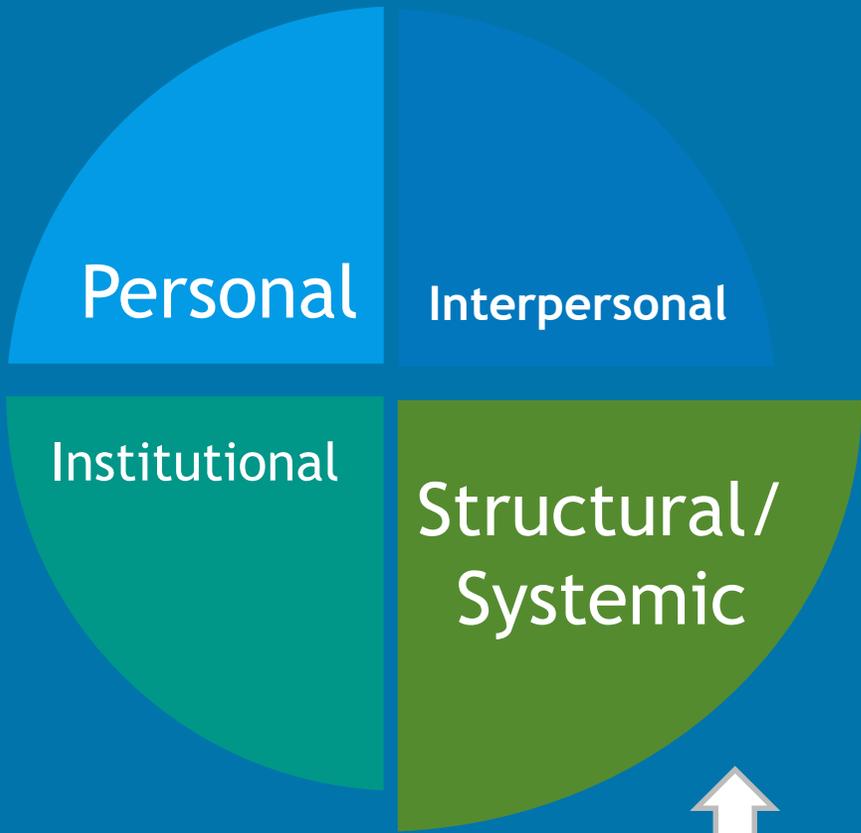
What's missing is change that addresses POWER



Applying an equity lens to policies, practices, regulations, and work culture to dismantle policies that perpetuate inequity.

Designing policies and practices that advance opportunities and access to resources for the optimal development of young children, families and communities.





Individuals and groups recognize that structural arrangements are **interconnected** and **resist change** (by nature).

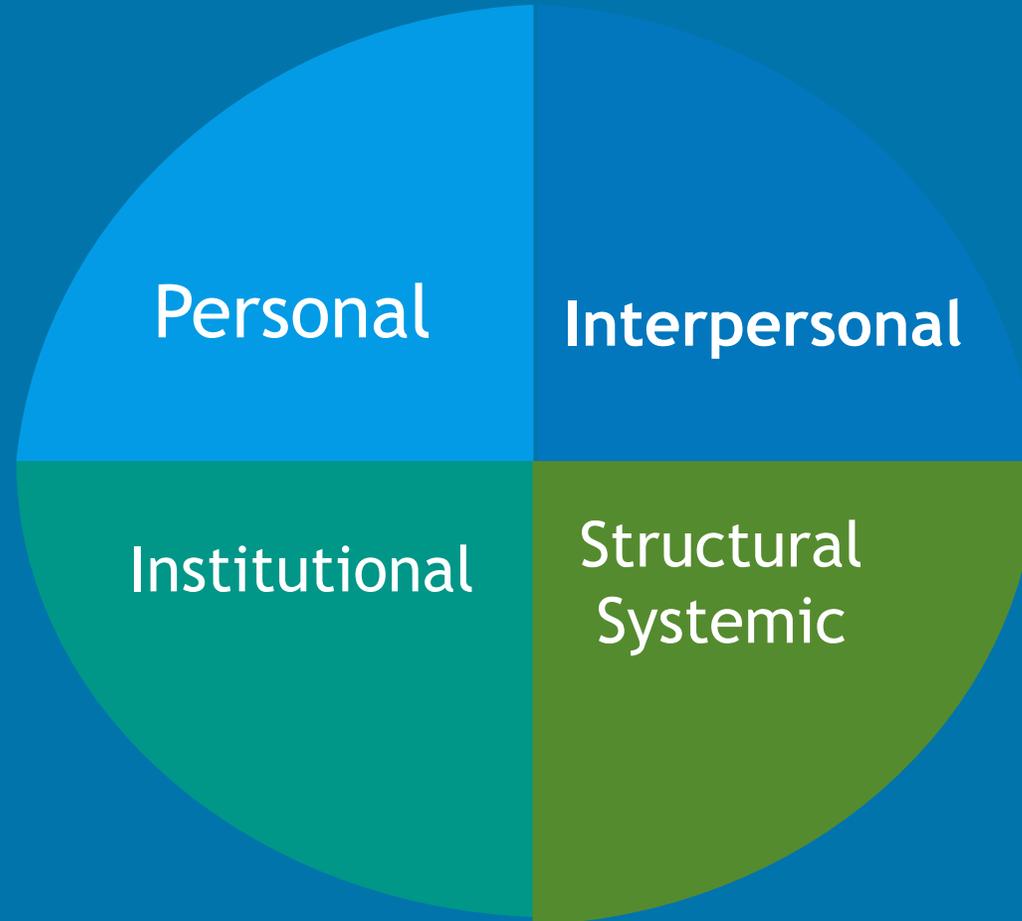
Approaches are developed to advance child, family, and community well-being that specifically addresses these connections.

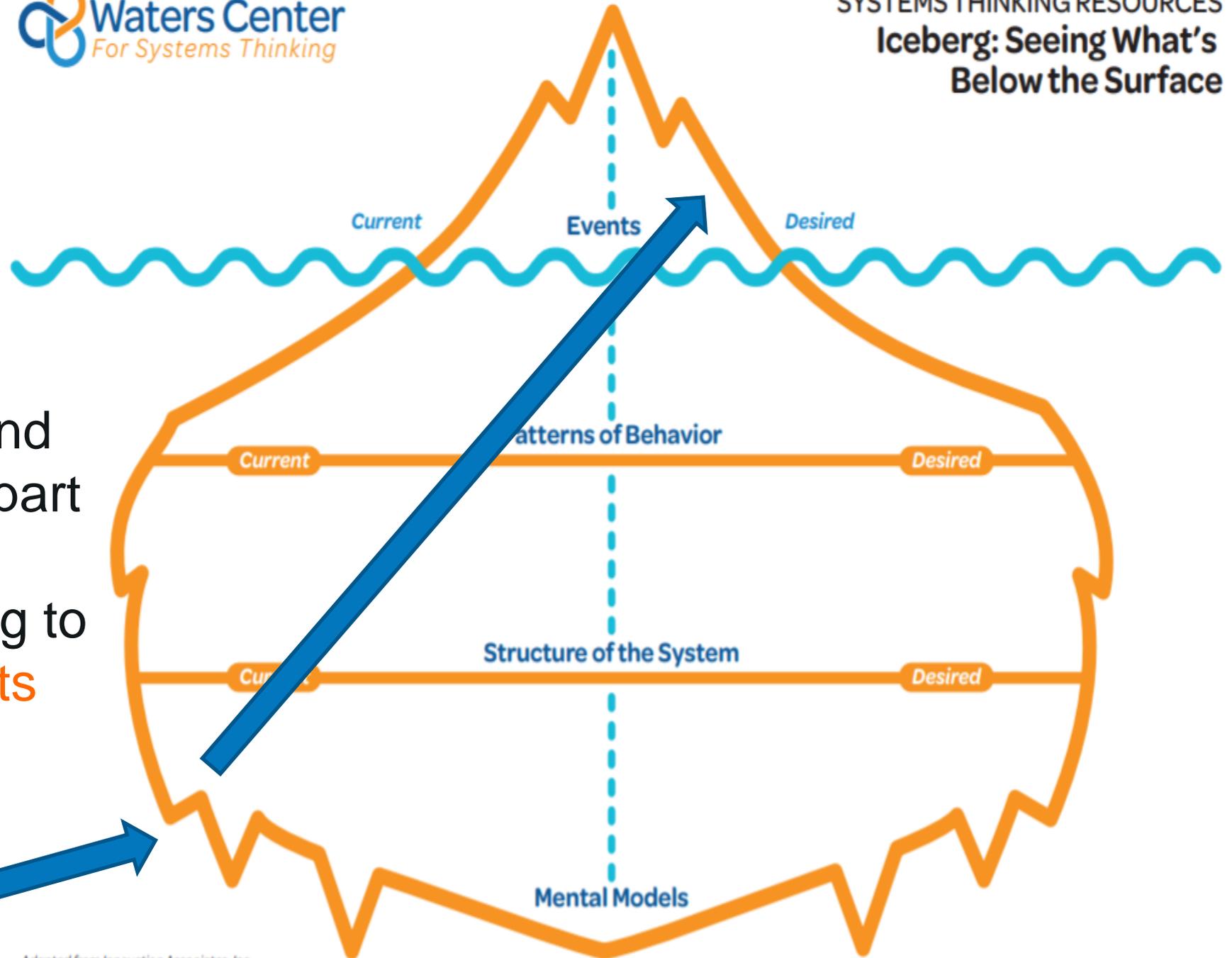
There is shared leadership and collective power.



**What do we mean by “systems” and what “systems” are connected to your work?**

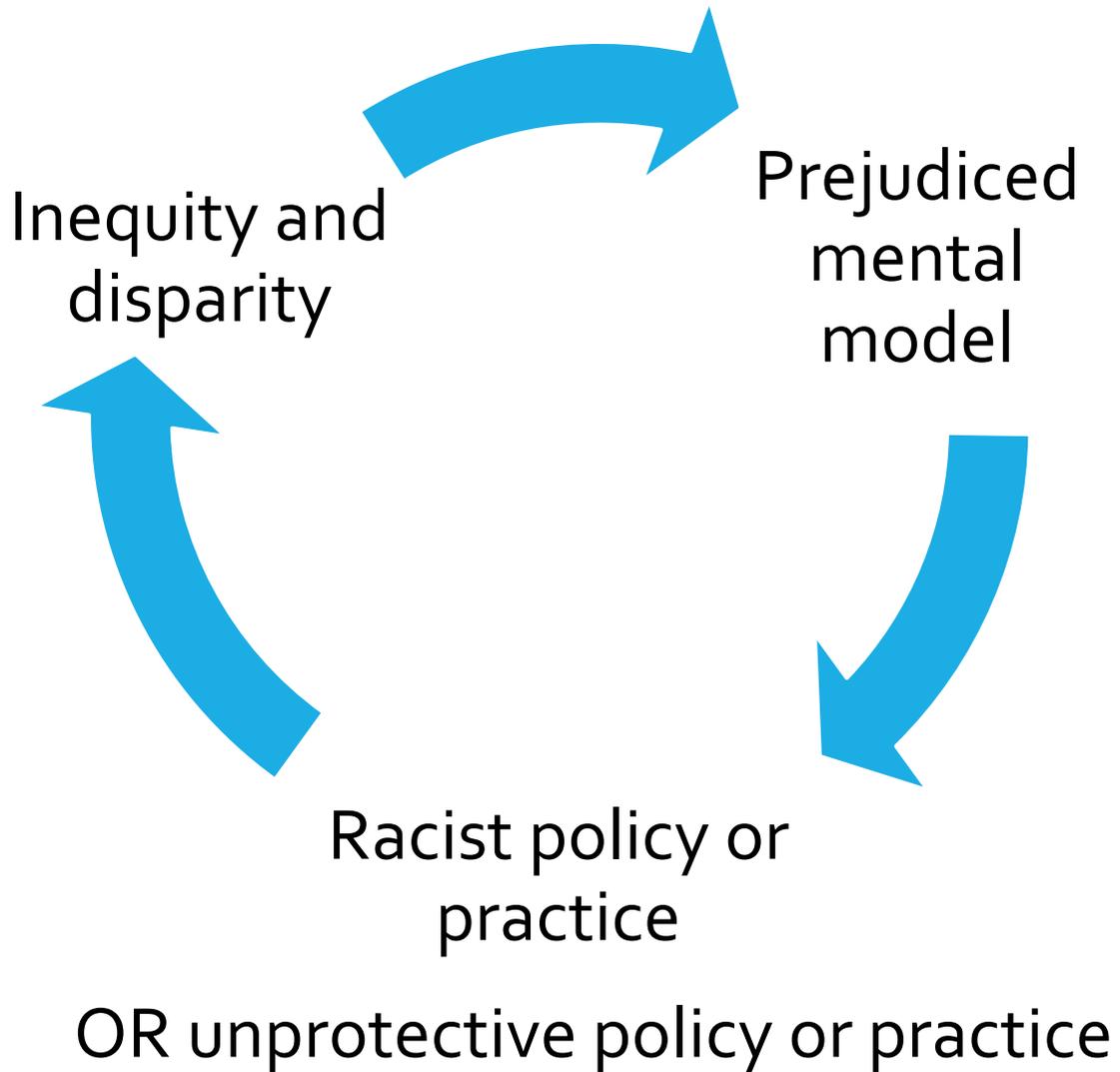
Why it's important to consider these 4 levels as a whole...





Uncovering your **mental models** and **implicit bias** is a part of fostering the conditions leading to the **desired events**

This cycle is an example of how the 4 levels are interconnected.



This video demonstrates the connections between each of the 4 areas of change. See if you can spot the connections.

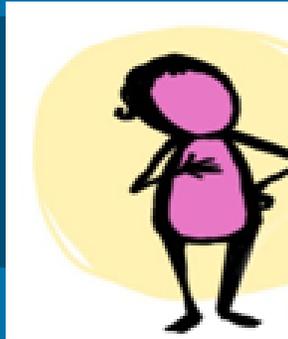


# Implicit Bias

Being aware of our internal biases is a part of the personal level of change and is crucial to ensuring equity.

*“Equitable Systems Change is not effective or sustainable without the compassion, resilience, healing from trauma, and ability to confront one’s own denial, guilt, anger, fragility, etc. that inner work makes possible.”*

- Mark Leach, *Systems Change & Deep Equity*



Personal



Interpersonal



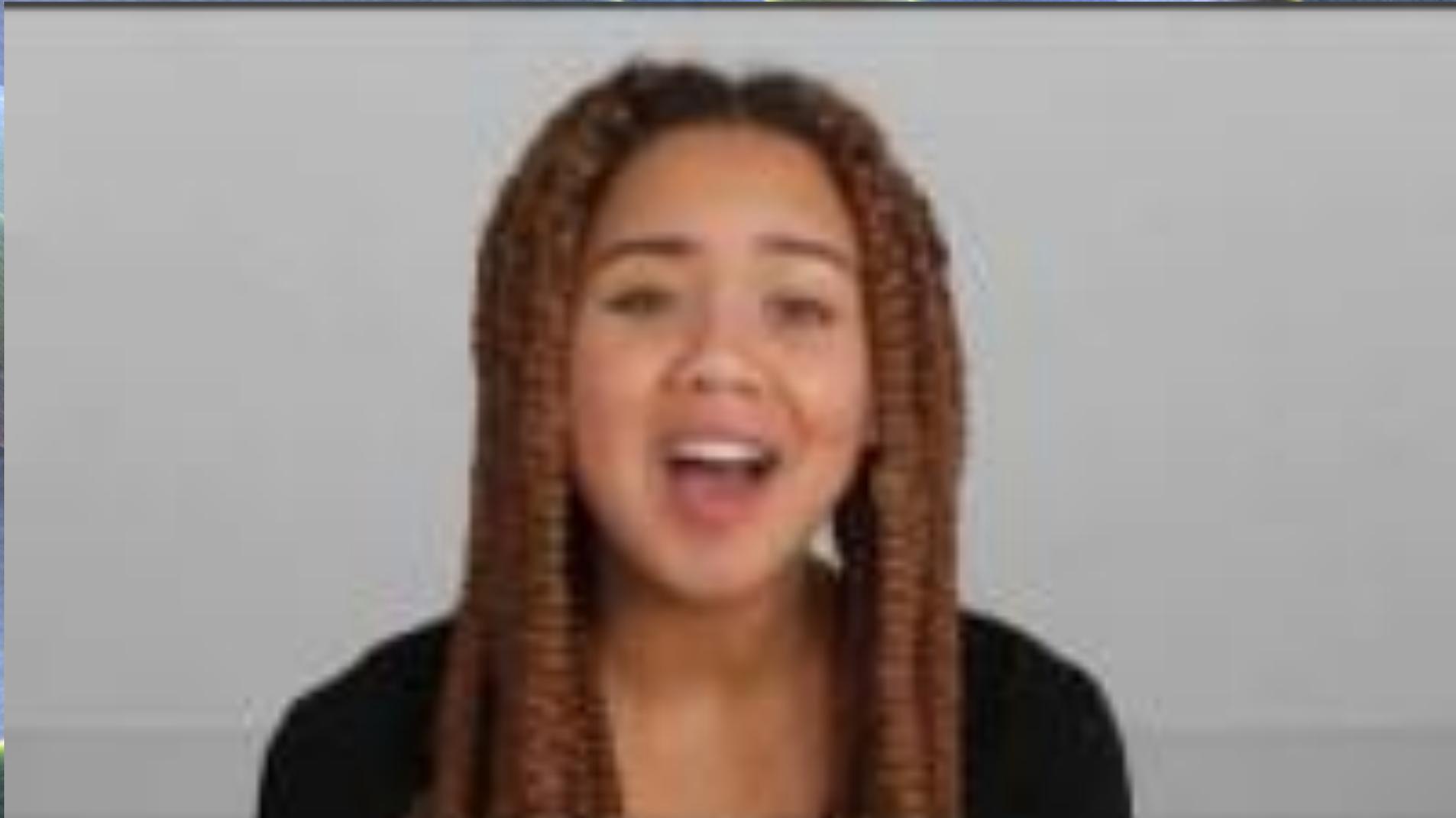
Institutional

Structural  
/  
Systemic



**What are some examples of commitments you will make at each level related to your work?**

**Session Close: Steps towards the Personal & Interpersonal Areas of Change**



**Artist: Valyn Turner**