NCECQA Licensing Professional Development Series – Session 2

Role and Responsibility of Licensing in Achieving Equity in the Early Childhood System

February 10, 2022
AGENDA

◆ Check-In Poll
◆ Key Presentation: Role and Responsibility of Licensing in Achieving Equity in the Early Childhood System
  ◆ Guest Presenters:
    ◆ Dr. Sherri Killins Stewart, BUILD Initiative
    ◆ Dr. Kelly Maxwell, Child Trends
    ◆ Niki Gill Adams, M. Ed, Institute for Racial Equity & Excellence
◆ Panel Conversation & Questions and Reflections
◆ Upcoming Opportunities
◆ Participant Feedback
Taking Action to Advance Equity in Licensing

February 10, 2022
Agenda

• Shared Commitments
• Goals and Features
• The Opportunity
• Frameworks
• Process for Leading for Equity
The BUILD Initiative

- Provides tailored and timely technical assistance to state agency leaders and the Leadership Team as defined in partner states.

- State liaison who is an expert in early childhood systems building and, other experts in the field, on the range of the early childhood system.

- Supports state agencies and division or departmental leaders working to ensure diversity and equity in all aspects of early childhood systems building.

- Supports states in using the qualitative and quantitative data to inform and drive decision making, quality improvement, removal of barriers, and monitoring and distribution of state resources.

- Informs and influences state and national conversations and policy decisions by highlighting emerging issues, innovative approaches, best practices, and results from the field.

- Facilitates learning communities that share the latest research and promising practices.

- Serves as a knowledge broker by shining a light on promising early childhood systems efforts and highlighting new ideas and successful innovations.
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)

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.
Features

• Linked to existing roles, responsibilities and areas of influence within organizations and coalitions
• Intended to accelerate, advance or implement current work
• Agreements with leadership and coalitions
• Identify and work across multiple sectors including health, early learning, and economic supports Share ideas with others in the wo(e.g., TANF, WIC, and SNAP, Parks and Recreations, Employment and Training, Child Care etc.)
• Share the concepts and ideas with your team after the session
• Situated in local context e.g., community, department, division, coalition
The Opportunity

The opportunity is to practice equity by defining excluded or marginalized populations of children and their families and determine how licensing programs, policies and structures can be shifted or modified to benefit children and their family's wellbeing.
Diversity, Inclusion and Equity

Diversity of people, perspectives

Inclusion: power, voice, organizational culture

Equity = results from policy, practice, position

https://medium.com/greater-good-studio/tips-to-operationalize-diversity-equity-inclusion-practices-in-your-non-profit-organization-ed2c7c09a7cf
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.
What is your Why?
The Average Black Family Would Need 228 Years to Build the Wealth of a White Family Today

Just as past public policies created the racial wealth gap, current policy widens it.

By Joshua Holland

AUGUST 8, 2016
How to Decimate a City
Syracuse thought that by building a giant highway in the middle of town it could become an economic powerhouse.

Source: The Atlantic
The Thomas Indian School: A Forgotten Tragedy

Source: WGRZ

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.
Leaders Know and Listen to Those They Serve

Getting to know the people and communities who are served and affected by programs, policies, and regulations:

• Recognizes community strengths and **assets vs. deficits and problems**.
• Listens to **community voices and stories**.
• Learns about the **history, agency, and culture of communities**.
• Reveals what families want/their goals and aspirations.
• Appreciates community knowledge.
• Involves family and community members in evaluation and monitoring of services and programs.
Use **quantitative** data to get you started

**Multiple sources**
- State
- Local
- Population level
- Program/Services Delivery (health, early learning, economic)

**Multiple angles (economic, health, housing)**
- Young child healthy development
- School readiness and success
- Children have access to healthy food
- Young children are safe
- Healthy and economically secure families
- Community conditions

**Multiple views**
- Disaggregate race, geography
- Sort by states, counties, cities, neighborhoods or towns
Visualizing the map by race/ethnicity reveals disparities among racial/ethnic groups

Source: https://www.diversitydatakids.org/maps
Trends in disparities continue with the Area Deprivation Index

<table>
<thead>
<tr>
<th>Domain</th>
<th>Variable</th>
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<tbody>
<tr>
<td>Education</td>
<td>% Population aged 25 years or older with less than 9 years of education</td>
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<tr>
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<td>% Population aged 25 years or older with at least a high school diploma</td>
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<td></td>
<td>% Employed population aged 16 years or older in white-collar occupations</td>
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<tr>
<td>Income/employment</td>
<td>Median family income in US dollars</td>
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<tr>
<td></td>
<td>Income disparity</td>
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<tr>
<td></td>
<td>% Families below federal poverty level</td>
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<tr>
<td></td>
<td>% Population below 150% of federal poverty level</td>
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<tr>
<td></td>
<td>% Civilian labor force population aged 16 years and older who are unemployed</td>
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<tr>
<td>Housing</td>
<td>Median home value in US dollars</td>
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<td></td>
<td>Median gross rent in US dollars</td>
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<td></td>
<td>Median monthly mortgage in US dollars</td>
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<tr>
<td></td>
<td>% Owner-occupied housing units</td>
</tr>
<tr>
<td></td>
<td>% Occupied housing units without complete plumbing</td>
</tr>
<tr>
<td>Household characteristics</td>
<td>% Single-parent households with children younger than 18</td>
</tr>
<tr>
<td></td>
<td>% Households without a motor vehicle</td>
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<td></td>
<td>% Households without a telephone</td>
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<tr>
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<td>% Households with more than 1 person per room</td>
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</tbody>
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Source: https://www.neighborhoodatlas.medicine.wisc.edu/mapping
Interlocking Deep Structural Factors that Support Inequality and Opportunity in Early Childhood Systems

• 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
Multiple Frames
Racial Justice and Racial Equity Require Understanding

Source: Cracking the Code Conversation Guide
Facing Our Country’s History is Essential Racial Equity Work

• Race is a **social construction** without significant biological significance.

• Inequality is **grounded in historic disenfranchisement and exclusion of groups**, especially Blacks, American Indians, Latinx people, Asian Americans and Pacific Islanders.

• The legacy of this history in the present is **reflected in higher levels of poverty, segregation, and barriers to opportunities** (e.g., high quality child care and education, adequate health care).
Both Racial Equity and Equality Are Important for Young Children and Families

• Both equality and equity are important in addressing inequality.
• Equality is a powerful cultural idea in the U.S. It is a “universal goal.” We profess to believe that all people are equal and should have an equal chance to succeed in society.
• But inequality is an US reality—especially for many children and families.
• Inequality is grounded in our troubled national history and current social, economic, and political circumstances.
• Equity is a targeted strategy to achieve a universal goal.
• To achieve equality of opportunity for all, especially those furthest from opportunity, equity processes must drive policy, practice, and our own thinking and actions.
Characteristics of a Racial Equity Process
Five Characteristics of the Process for Leading for Equity

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

Source: System leaders’ Processes Leading for Equity have been developed by The BUILD Initiative through the leadership of Sherri Killins Stewart Ed.D., Aisha Ray Ph.D., and Michelle Stover Wright M.S.
Taking Action
Leaders Know that Systems Change Involves Four Levels

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.
## Federal-Tribal Relationship/Policy

<table>
<thead>
<tr>
<th>Policy</th>
<th>Relationship</th>
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<tbody>
<tr>
<td>• International Sovereign to international Sovereign</td>
<td>• Protectorate</td>
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<tr>
<td>• Removal</td>
<td>• Government to Government and trust</td>
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<tr>
<td>• Reservation</td>
<td>• Guardianship</td>
</tr>
<tr>
<td>• Assimilation</td>
<td>• Renewal of Government to Government</td>
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<tr>
<td>• Self Rule</td>
<td>• Termination of trust</td>
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<tr>
<td>• Termination (assimilation)</td>
<td>• Renewal of Government</td>
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<tr>
<td>• Self Determination</td>
<td>• Government to Government and trust</td>
</tr>
<tr>
<td>• Self Governance</td>
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Tools for Taking 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 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)**
Critical Racial Equity Behaviors of Leaders related to Beneficiary Voice and Early Childhood Systems

- **Consistently listen to stakeholders** including beneficiaries furthest from opportunity.
- **Actively, consistently engage families and communities most affected** by racial inequities by substantively developing, critiquing, and assessing policies and practices intended to support positive outcomes and advance racial equity.
- **Ensure that processes and mechanisms are in place to determine who is advantaged and disadvantaged** by initiatives, policies, and programs designed to ensure racially equitable outcomes and remove barriers for children, families, and communities.
- **Understand that within their roles, responsibilities and authority, leaders’ actions can remove barriers** to programs, services, and initiatives and distribute resources in ways that do not exacerbate inequities.

System leaders’ characteristics resources have been developed by The BUILD Initiative through the leadership of Sherri Killins Stewart Ed.D., Aisha Ray Ph.D., and Michelle Stover Wright M.S. (version 3)
“Once social change begins, it cannot be reversed. You cannot un-educate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore.”

Cesar Chavez
Contact

Sherri Killins Stewart Ed.D
Director of System Alignment and Integration

Co-Director of State Services
skillins@buildinitiative.org
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:


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
New Resource

◆ Developed by the National Center on Early Childhood Quality Assurance

◆ Focused on early care and education licensing and equity

◆ Purpose: To provide questions to help licensing administrators and staff identify and consider possible inequities in the licensing system

One Definition of Equity

“the consistent and systematic fair, just, and impartial treatment of individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LBGTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality”

--paragraph 4 of the federal Executive Order on Advancing Racial Equity and Support for Underserved Communities
Topics Covered in the Resource

- Licensing leadership
- Licensing staff
- Communication
- Provider and family voice
- Data and evaluation

- Regulations
- Pre-licensure/initial support for providers
- Provider training and technical assistance
Licensing Staff

- How do licensing staff account for cultural variation when considering provider compliance with licensing regulations?
- How does licensing guidance help licensing staff understand the range of evidence demonstrating compliance with regulations, particularly for regulations like cultural awareness and appropriateness?
- Do patterns of violations (e.g., number, severity) differ across priority subgroups of providers? If so, how might licensing staff be contributing to these differences (e.g., implicit bias)?
Communication

◆ Are the licensing unit’s key messages (e.g., regulations, policy changes) available in multiple languages and in multiple formats (e.g., website, brochures)?

◆ How does the licensing unit help providers understand licensing regulations?

◆ How does the licensing unit share information about licensing reports with families (e.g., website, hard copy reports)?

◆ How does the licensing unit help families interpret the information in licensing reports?
Pre-Licensure/Initial Support for Providers

◆ What barriers do providers face when trying to become licensed (e.g., costs, local zoning laws)?

◆ How can the licensing unit reduce barriers and provide supports to encourage individuals from priority subgroups to become licensed?

◆ How can the licensing unit provide supports and reduce barriers to increase the likelihood that newly licensed providers remain licensed?
Provider Training and Technical Assistance

◆ Do different subgroups of providers (e.g., rural providers of color, providers primarily serving families with low-income who do not speak English as their first language) have equal access to training and technical assistance opportunities offered by the licensing unit?
  ▪ If not, how could the licensing unit support improved access?

◆ How are the licensing unit’s provider training and technical assistance activities informed by provider needs?
A Few Resources


Interested in strengthening your licensing data to examine potential inequities in your licensing system?

Technical assistance can help you determine what equity-related questions you can address with your existing data and how to collect new data on provider race and ethnicity.

Email QualityAssuranceCenter@eccetta.info for more information.
Who is IREE?

The mission of the Institute for Racial Equity & Excellence is to change the hearts and practices of those working with communities to ensure equity and social justice at all levels of society.

Advocacy: Social Justice and Equity

Early Childhood Health and Wellness

Culturally Responsive Community Based Licensing
IREE’s Goals

• To support children, families, and communities by addressing inequities that result from implicit and explicit biases.
• To partner with agencies and organizations to enhance awareness of biases and take action to prevent, reduce, and eliminate inequitable practices.
• To identify and eliminate practices and policies that privilege ‘some’ at the expense of ‘others’.
• To dismantle the preschool to prison pipeline.
CULTURALLY RESPONSIVE COMMUNITY BASED LICENSING
A REGULATORY SYSTEMS APPROACH THAT IS EQUITABLE
Culturally Responsive Community Based Licensing focuses on providing licensing services using four C’s:

- COMPETENCE
- CARE
- COMPASSION
- WHILE ENSURING LICENSING COMPLIANCE
We ensure the needs of child care providers using Culturally Responsive practices that are:

RESPECTFUL  
RECIPROCAL  
INFORMATIVE
This is accomplished by:

1. **Building Authentic Relationships**
2. **Creating Connections with Providers**
3. **Recognizing Issues of Power, Privilege, and Authority**
How is this accomplished?

*Intention and Attention*

- Licensing Leadership Team
- Licensing Staff
- Providers & Community Members
- Families
Licensing Leadership Team

• Create, Maintain, and reinforce the **culture and approach**
  • Onboarding new staff
  • Creating a brave and safe space
  • Reframing bias
  • Trainings
  • Including our Providers, Community and Families
Licensing Staff

“\textit{The way we choose to see the world creates the world we see.}”
<table>
<thead>
<tr>
<th>Licensing Staff</th>
<th>Reinforce culture and approach</th>
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<tbody>
<tr>
<td>Hiring practices</td>
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<tr>
<td>Trainings</td>
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<td>First Friday’s Lunch and Learns</td>
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<td>Consistency Meetings</td>
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<tr>
<td>Data driven decision making: Recognizing patterns</td>
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</table>
Providers, Community & Family Members

- Communication: Newsletters, Website, Cell Phones, Emails
- Community Open Forums
- Directors, Owners, Teachers of Color Healing Space
- Licensing 101 Training
- Licensing Refresher Trainings
- Individual Trainings
- Pre-Licensing Training
- Consultations
- Provider Survey’s and Phone Calls
- Administrative/Interpretive Guides
- Family Advocacy
- Rule Revision
- Data driven decision making
Community

- Stake holder meetings
- Community Open Forum
- Data driven decision making: Recognizing patterns
Families

• Community Open Forums
• Family Advocacy
• Rule Revision
• Data driven decision making: Recognizing patterns
THANK YOU!

Niki Gill Adams
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Coloradoofficeofearlychildhood.com
www.ireeinc.com
Panel Conversation
Would you like to continue this conversation?

- Open Space with our Presenters
  - Date: Tuesday, March 1, 2022
  - Time: 2:00 – 3:00 pm ET
  - Registration Link
Questions & Reflections
Upcoming Opportunities

◆ Licensing Community of Practice
  ▪ Date/Time: March 24, 2022 - 2:30 – 4:00 pm ET
  ▪ Topic: “Equity and Implicit Bias”
  ▪ Registration Link

◆ License-Exempt Monitoring Community of Practice
  ▪ Date/Time: April 14, 2022 - 2:30 – 4:00 pm ET
  ▪ Topic: “Locating, Identifying, and Support License-Exempt Programs”
  ▪ Registration Link
Upcoming Opportunities - continued

◆ Embracing Inter-Rater Reliability Strategies
  ◆ April – Professional Development Session
  ◆ May – Licensing Community of Practice

◆ License-Exempt Monitoring Community of Practice
  ▪ Date/Time: June 23, 2022 - 2:30 – 4:00 pm ET
  ▪ Topic: “On-going Support and Technical Assistance for License-Exempt Programs”
  ▪ Registration Link
We Want To Hear From You

https://www.surveymonkey.com/r/2NYLGR6