

***Improving Data,
Improving Outcomes
Virtual Convening***

October 19 - 22

2020

sponsored by:



The Center for IDEA
Early Childhood Data Systems

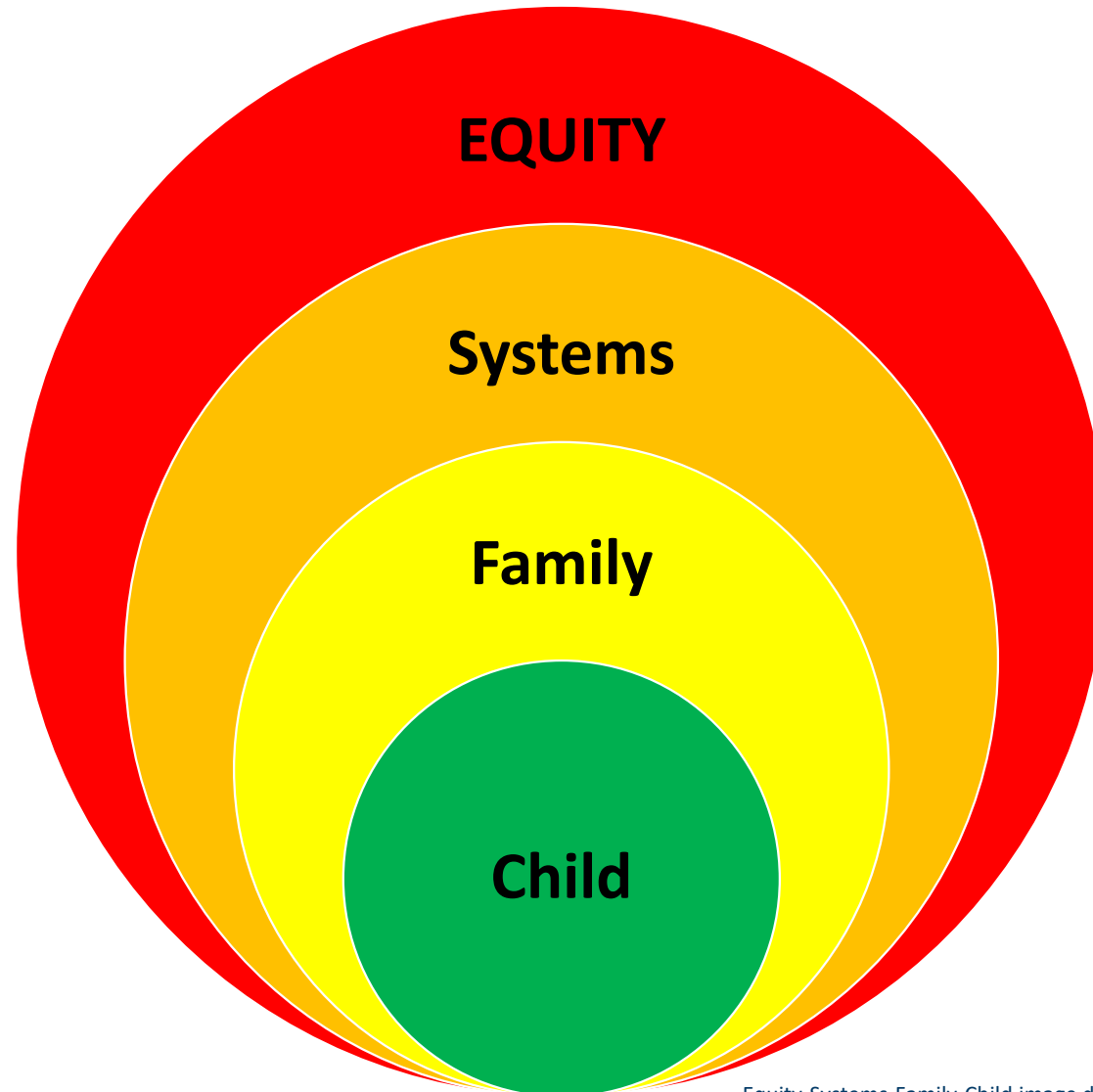


in collaboration with:




National Center for
**Pyramid Model
INNOVATIONS**

Equity First, Always.



Han mitakúyepi.
Iyuškiṇyan
wačhiyakapi.
Čhanté wašteye
čhíyuzapi ye.



We wish to acknowledge the Ancestral Lands and languages of the Indigenous Peoples who have allowed us to live where we currently do...

From different lands in what is currently called “North Carolina”:

- **Eno: Siouan**
- **Shakori: Siouan**
- **Skaruhreh: Tuscarora**
- **Tsalaguweti: Tsalagi**
- **S’atsoyaha: Yuchi**

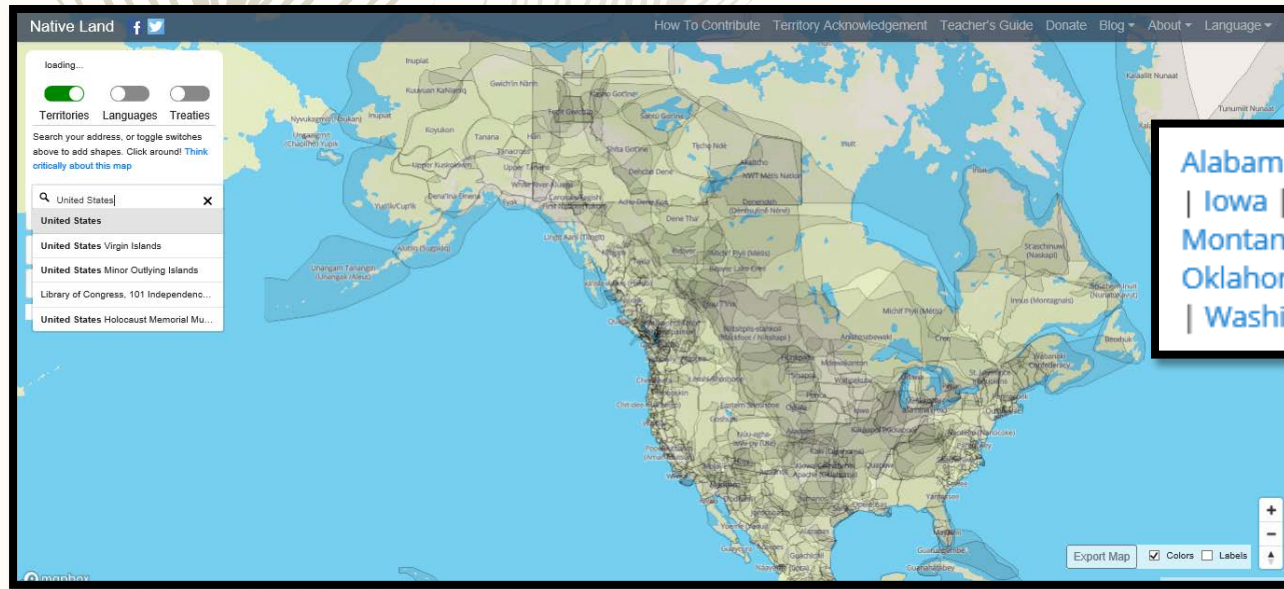
To what is currently called “Arlington County, VA” (where we would have been together in June):

- **Nacotchtank (Anacostan): Conoy**

To Land which is currently called “South Minneapolis, MN”:

- **Wahpekute (Dakota): Santee**

We all live on land that is Ancestral Homelands of Indigenous people



Alabama | Alaska | Arizona | California | Colorado | Connecticut | Florida | Idaho | Indiana | Iowa | Kansas | Louisiana | Maine | Massachusetts | Michigan | Minnesota | Mississippi | Montana | Nebraska | Nevada | New Mexico | New York | North Carolina | North Dakota | Oklahoma | Oregon | Rhode Island | South Carolina | South Dakota | Texas | Utah | Virginia | Washington | Wisconsin | Wyoming

Tribes By State*:

(*federal and state recognition)

<https://www.ncsl.org/research/state-tribal-institute/list-of-federal-and-state-recognized-tribes.aspx>

Native Land Maps:

<https://native-land.ca/>

How do we hear our Native communities?
Are we listening?



What are we doing to fulfill the treaty commitments that
allow us to reside in our space? [Treaties by Tribe](#)



Resources for Land Acknowledgement

- [Are you planning to do a Land Acknowledgement?](https://americanindiansinchildrensliterature.blogspot.com/2019/03/are-you-planning-to-do-land.html)
<https://americanindiansinchildrensliterature.blogspot.com/2019/03/are-you-planning-to-do-land.html>
- [INDIGENOUS LAND ACKNOWLEDGMENT](https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/)
[HTTPS://NATIVEGOV.ORG/AGUIDE-TO-INDIGENOUS-LAND-ACKNOWLEDGMENT/](https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/)
- [HONOR NATIVE LAND: A GUIDE AND CALL TO ACKNOWLEDGMENT](https://usdac.us/nativeland)
<https://usdac.us/nativeland>
- [Know The Land Territories Campaign](http://www.lspirg.org/knowtheland) <http://www.lspirg.org/knowtheland>



Land Acknowledgement Invitation

We invite you today to consider the land on which you live and the confluence of legacies that bring you to stand where you are — particularly through critical reflection, relationship-building, and conversations with the Tribal Nations and Indigenous Communities who allow you to live where you do.

PRONOUNS MATTER

Pronouns Matter Website:
www.mypronouns.org

- ▶ If you wish...
 - ▶ Hover over your name
 - ▶ Click “more”
 - ▶ Select “rename”
 - ▶ Add your pronouns



October 21, 2020 is International Pronouns Day

Race Equity and Leadership: Working to Strengthen Our Leadership and Build More Equitable Systems

Improving Data, Improving Outcomes Virtual Conference
October 2020

Welcome and Introductions

Purpose of the session:

- To inspire and support state Part C and Section 619 leaders in building their capacity to address issues of inequity in their systems.

Presenters:

- Kathleen Crabbs and Sterling Freeman, CounterPart Consulting
- Cat Tamminga, Minnesota Part C
- Dawn Meskil, North Carolina Section 619
- Facilitator: Christina Kasprzak, ECTA Center

Intended Outcomes:

- Better understand what it means to be a leader committed to addressing issues of equity
- Learn new action strategies you can implement in your state or territory to build individual capacity and impact your systems to promote equity for all children and families



Community Agreements

- TOGETHER we know a lot!
- Be CURIOUS
- HONOR one another
- Ask QUESTIONS
- LISTEN
- LEAN into discomfort
- Uphold what's CONFIDENTIAL
- SHOW UP as you are



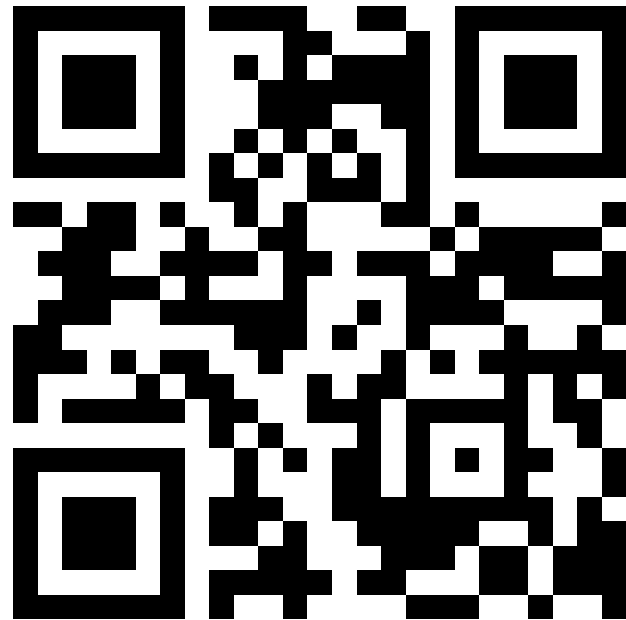
Virtual Agreements

- VIDEO is appreciated but not required
- MUTE when not speaking to alleviate background noise: put NAME IN CHAT to talk aloud
- Please SHARE RESOURCES with each other in Chat
- Chat resources will be captured and shared

Note Catcher

NoteCatcher Link:

<http://bit.ly/IDIO2020Equity>



**Race Equity and Leadership: Working to Strengthen Our
Leadership and Build More Equitable Systems**
IDIO Conference | October 2020

What excites you? What concerns you?

WELCOME: EQUITY GROUNDING

- Land Acknowledgments
- Personal Pronouns
- Menti: Introductions

SETTING THE FOUNDATION

- |

WHAT DOES IT MEAN TO BE A LEADER THAT PRIORITIZES EQUITY

- Menti: [Feeling Check](#)
-

MINNESOTA, PART C

-
-

NORTH CAROLINA, PART B 619

- -
-

What is Menti? How does it work?

To get started:

- **Smartphone or tablet users:** You will scan the QR Code posted on the slide
- **All other devices:** Click on the link posted in the Chat (+passcode)
- **Accessible Alternative:** Send answers to Cat.Tamminga@state.mn.us

Here's how Menti works:

- Enter as much or as little as you would like to share - You may submit answers more than once
- Self-paced
- Some polls have more than one question = Watch for the “thank you heart”!
- Polls will remain open until 5pm HST on Friday, October 23, 2020
- Responses are 100% ANNOYMOUS
- Links for polls and results are on your NoteCatcher!

Check-In: Let's Get to Know Each Other!



*What words describe your role?

*How many years have you been in your current position?

*What is your state, territory, and/or Tribal Nation/Self-Identification?

*How would you assess your knowledge level in the area of Racial Equity?

<https://www.menti.com/3g7r4ozg7g>

Passcode: 97 47 03 5

Setting the Foundation: A Framework for Race Equity

EQUITY

an essential path to community impact



www.opensourceleadership.com



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NoDerivatives 4.0 International License.*



LENSES

FOCUS



ASK



CHANGE



DIVERSITY LENS

FOCUS



ASK



CHANGE

COMPOSITION

“WHO IS **PRESENT**
(OR NOT)?”

REPRESENTATION



INCLUSION LENS

FOCUS



ASK



CHANGE

RELATIONSHIPS
& THE EXPERIENCE

“WHO IS **PARTICIPATING**
(OR NOT)?”

ENGAGEMENT



EQUITY LENS

FOCUS



ASK



CHANGE

OUTCOMES
& ROOT STRUCTURES

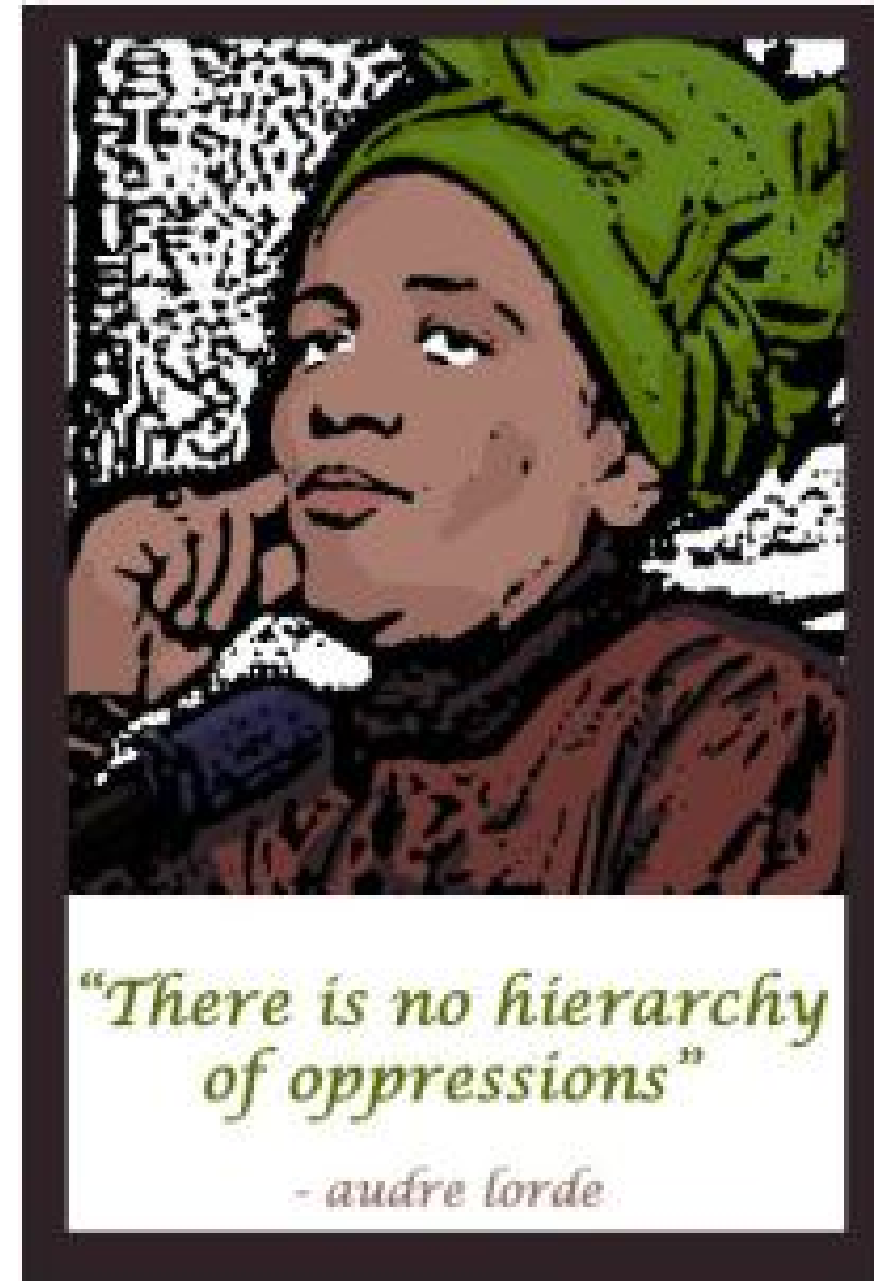
“HOW IS **POWER**
OPERATING?”

**OWNERSHIP
& AGENCY**



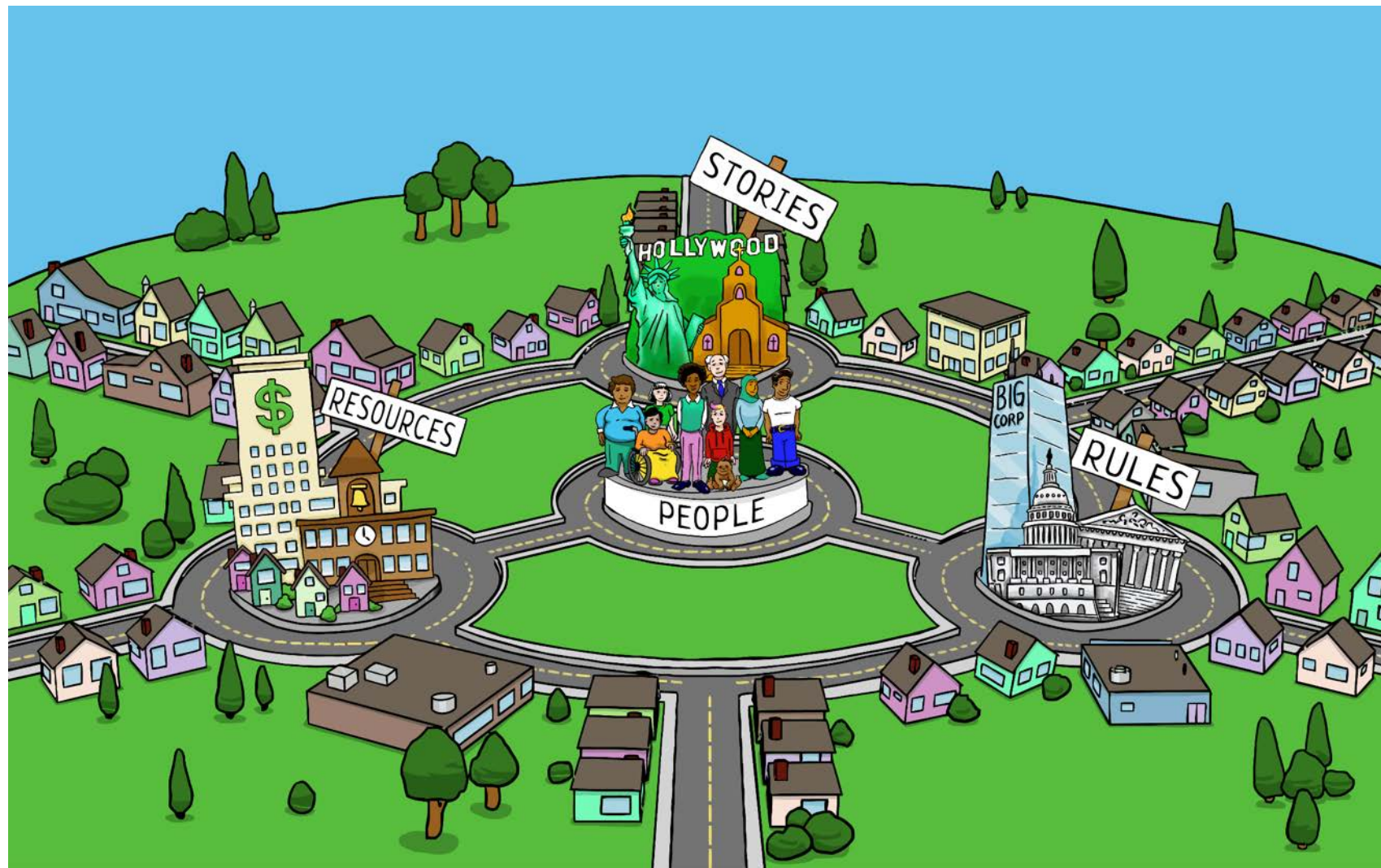
An equity lens must be explicitly anti-racist...

- **Target the greatest need for the greatest impact.** Equity doesn't trickle down... by prioritizing the needs and outcomes of BIPOC, we can close gaps and improve outcomes for everyone.
- **Build power and win.** Race has been used as an effective “wedge” tactic throughout history... develop skill and confidence to win together.
- **Solve problems.** By design, race is the most durable predictor of outcomes and facilitates injustice of all kinds...we must solve for race to solve any problem.





HOW IS POWER OPERATING?





EQUITY IS ASPIRATIONAL

An equitable society would be one in which the distribution of benefits and burdens is not determined, predictable, or disproportionate by identity or place.

Equity is when people in a society have equal chances to reach their full potential and are no more likely to encounter life's burdens or benefits just because of their identity.

*- Adapted from Aspen Institute &
Philanthropic Initiative for Racial Equity*



EQUITY IS INSPIRATIONAL

Just and fair inclusion into a society in which all can participate, prosper, and reach their full potential. Unlocking the promise of the nation by unleashing the promise in us all.

- PolicyLink, *Equity Manifesto* 2015, 2018





EQUITY IS REPARATIONAL

Equity is about restoring power and resources to the people and communities who have been most harmed by the ongoing legacy of colonization, slavery, and injustice based on white supremacy and toxic patriarchy.

- Vu Le, January 2020





EQUITY IS *OPERATIONAL*

Equity is a proactive strategic mindset and method that confronts structural differences in power, opportunities, burdens, and needs to design targeted, systemic solutions and deliver results that matter and last.



Equity is one critical path to justice & liberation.



Equity is inherently about disruption & change.

EQUITY IS A MINDSET & METHOD

- **Parity & Repair:** Produce results that people most harmed want and can feel in their lives.
- **Power Relations:** Build and shift power so people on the margins can determine, drive, and sustain change.
- **Systems Change:** Hold systems accountable and prioritize people with the greatest needs, barriers, or burdens.
- **Intersectionality:** Contribute to lasting solutions to our most persistent and vexing social problems so all people can thrive.



Some leadership lessons from the field

Leaders who center racial equity in their work are committed to:

- Deep disruption in their systems in order to create something we have never seen;
- Recognizing, naming and confronting how white supremacy is operating, internally and externally;
- Centering the realities and voices of those made most marginalized by structural racism;
- Focusing on authentic relationship building and partnerships- within and without;
- Pacing the work over the long haul –it is both constant and iterative;
- Creating an enduring investment in the culture by honoring changes along the way;
- Differentiating the work between white and BIPOC people in the system, and managing the labor so it is not overburdening BIPOC; and
- Cultivating continual, multi-layered leadership and support – from the front line to governance

Reflections on Information Shared

- Polling
 - Feeling words
 - What's one thing you want to learn more about?
- Note Catcher
 - What excited you during the presentation?
 - What concerns were raised for you?

Processing: Setting the Foundation



*Which words describe how you are feeling at this moment, with what you have seen and learned so far?

*What would you like to know more about from Sterling and Kathleen?

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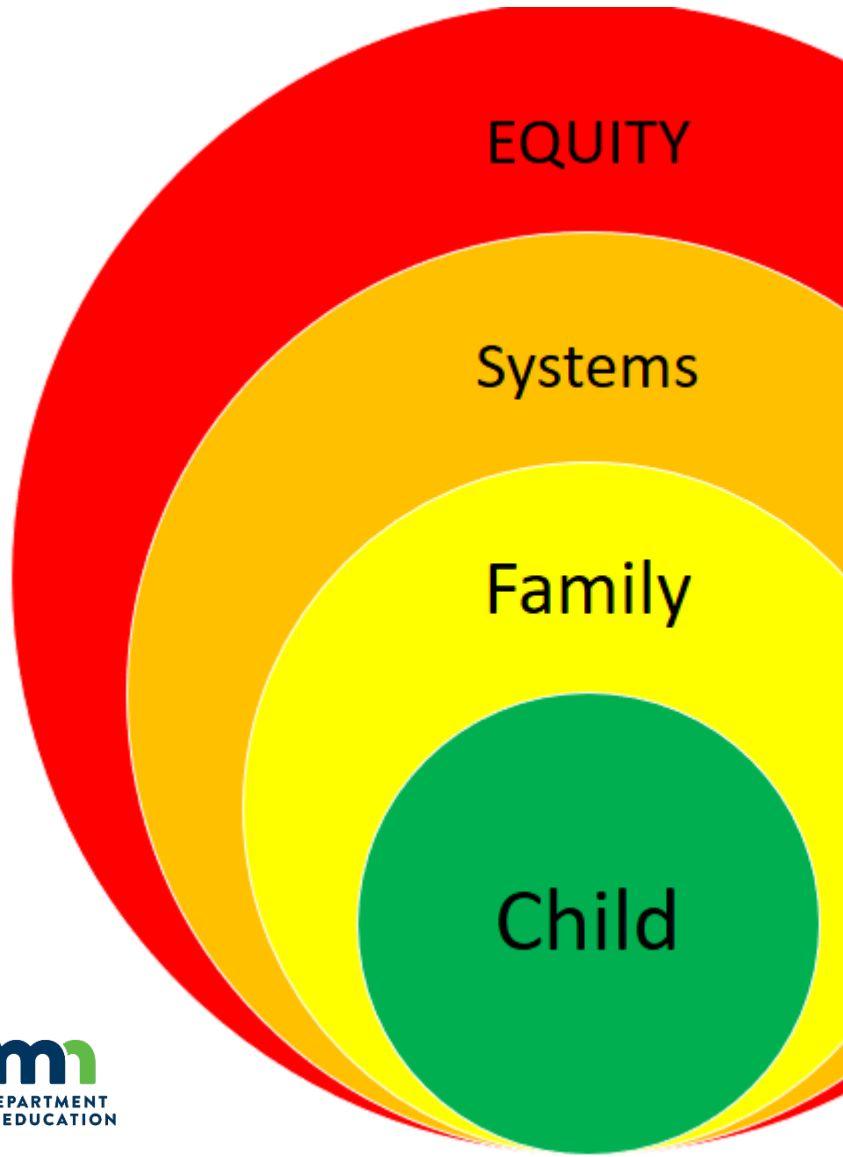
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Panel Discussion:
Cat Tamminga, Part C, MN
Dawn Meskil, Section 619, NC

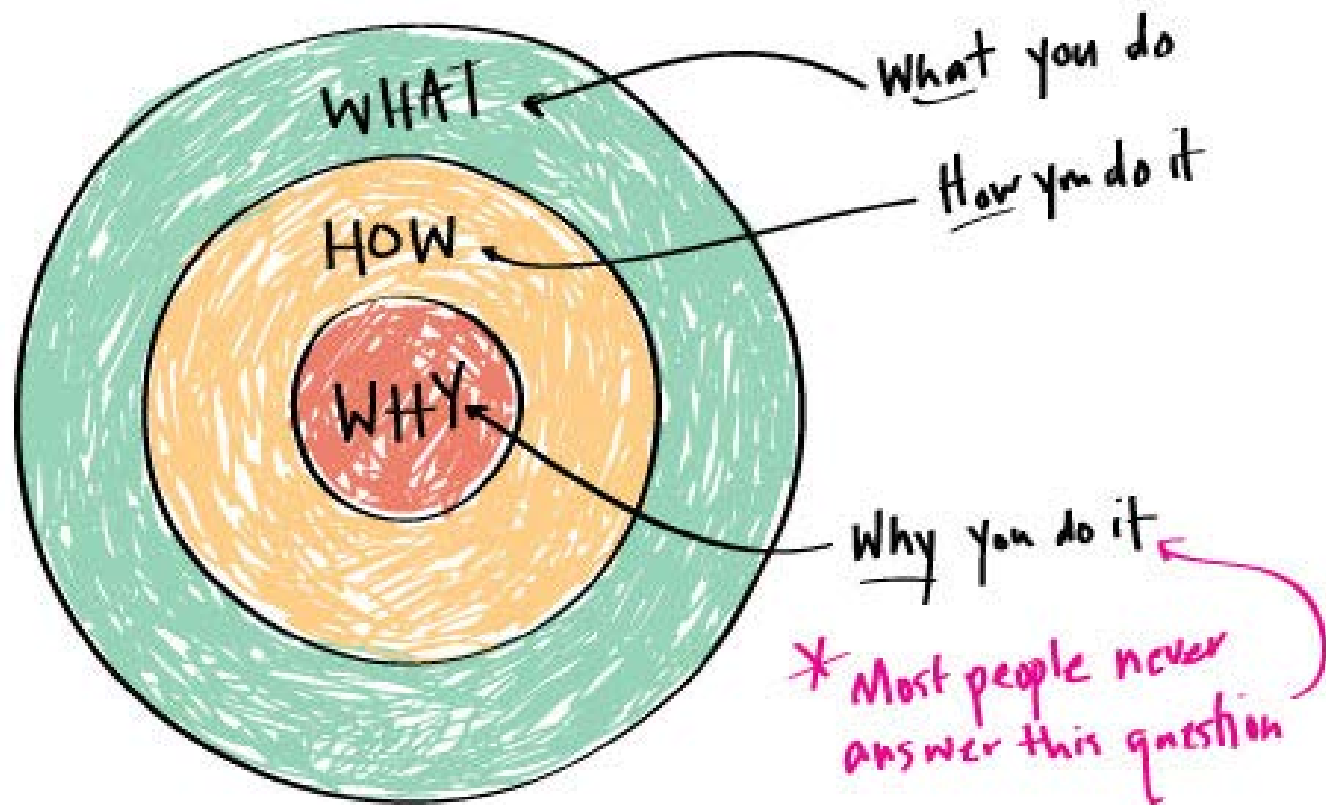
Question 1:

How do you see race equity applying to your work as a Part C/Section 619 Coordinator?

How do you see race equity application to your work as a Part C Coordinator?



Equity-Systems-Family-Child Image created by Cat Tamminga, Minnesota Department of Education, 2020; Image of Ruby Nell Bridges Hall from Uncredited Public Domain; Father and Infant photograph from Bing Images Free to Share and Use



The Golden Circle, Simon Sinek
illustration by Alice Ratterree

Race Equity & the Part B 619 Program

Question 2:

What is an example of how you are thinking differently as a leader because of these types of discussions about race equity?

Race Equity, Access & Implementation

► “Instead of working on good implementation practice, we need to work for equitable implementation, which occurs when strong equity components,... are integrated into the principles and tools of implementation science. **Equitable implementation would facilitate quality use of effective programs for a specific community or group of communities.**”

National Implementation Research Network



What is an example of how you are thinking differently as a leader because of these discussions about race equity?



Question 3:

What is an example of specific work you are planning or doing that relates to race equity? What challenges have you experienced? Anything you could share about how you've addressed those challenges?

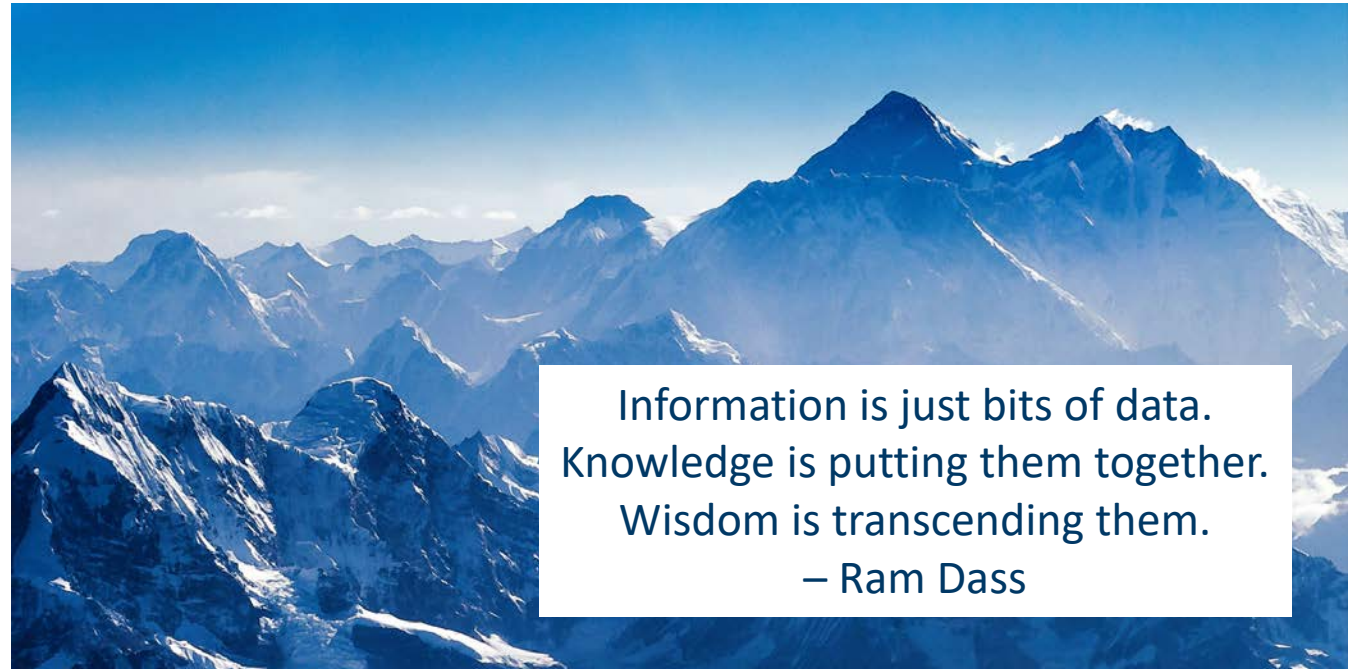
“If you are neutral in situations of injustice, you have chosen the side of the oppressor.” — *Desmond Tutu*



Image from William C. Foster, Sr. Facebook page;
Video hyperlinked for accessibility

“Being white in America is not needing to state your life matters.
And when your life matters, you have Power.”
~ Ad from P&G

“Step Up,
White
America”
~William C.
Foster, Sr.



Information is just bits of data.
Knowledge is putting them together.
Wisdom is transcending them.
— Ram Dass

Image from Bing Free to Share and Use

Start with Equity: From the Early Years to the Early Grades

Start with Equity: From the Early Years to the Early Grades Harsh Discipline Self-Assessment

This tool was drafted by a small group of state 619 coordinators motivated by the [Start with Equity: From the Early Years to the Early C](#) and specifically the *Harsh Discipline and its Disproportionate Application* brief. The goal is to create an opportunity for state level reflection in action based on the data and recommendations provided in the report.

Recommendations				
Policies	Page # or link to data	What's the Data Telling You?	Link to Related Resources or Activities	What's a Feasible Forward?
Prohibit corporal punishment and seclusion, and limit restraint across all learning settings for young children.				
Prohibit suspension and expulsion in the early years and early grades, except in very rare cases where there is an immediate and significant safety threat that cannot otherwise be remedied.				
In such cases, states should outline parameters around its use, including a maximum number of days for suspension (e.g., three days) that are used to work with parents to develop a clear intervention and support plan. Such parameters should also include timely reporting and should trigger a district- or state-level review.				
Protect young children from the school to prison pipeline by setting an appropriate minimum age for criminal liability no younger than age 14.				
Funding	Page # or link to data	What's the Data Telling You?	Link to Related Resources or Activities	What's a Feasible Forward?
Restrict the use of any public funds by programs, districts, or schools that engage in harsh and inappropriate forms of discipline for young children.				

September 2020

Link to Child and Family Success: <https://childandfamilysuccess.asu.edu/cep/start-with-equity>



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Question 4:

How are you leading various groups/stakeholders to incorporate equity in your work statewide or territory-wide?

TOGETHER

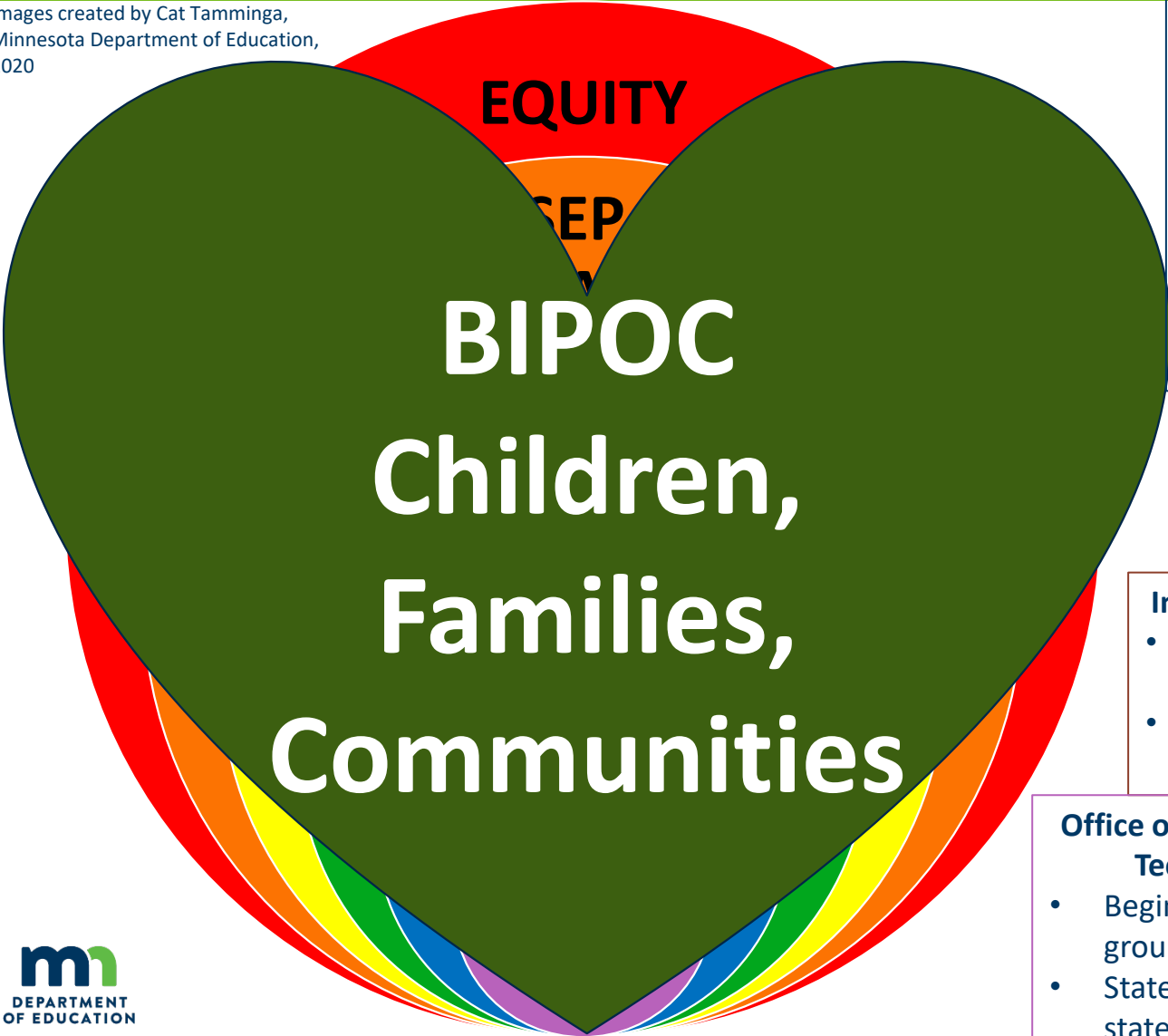
Centering Equity

- Assess Voice and Proximity
- Be Explicit
- Leverage Commitments



How are you leading various groups/stakeholders to incorporate equity in their work state/territory/Tribal Nation-wide?

Images created by Cat Tamminga,
Minnesota Department of Education,
2020



EQUITY

SEP

**BIPOC
Children,
Families,
Communities**

Across all stakeholders:

- Race Equity is EVERY DAY work
- Relationships and Time – Honor Indian Time
- Both/And: Both Implementation AND Systems,.....
- Act – even when you aren't sure how
- Challenge each other; Support each other; Work together
- “Do the best you can until you know better. Then, when you know better, do better.” – Maya Angelou

Self:

- Google! Podcast when walk
- Begin all meetings with an Equity Grounding

Interagency Coordinating Council (ICC):

- Workgroups: e.g. increase membership diversity
- Full Statute/Policy review – Equity Lens and monthly meetings

Office of Special Education Programs (OSEP)/ Technical Assistance Centers (TAs):

- Beginning OSEP TA calls with equity groundings or equity commitments?
- State Leads directly learning / supporting states' equity needs? TAs as bridges?

Interagency Early Intervention Committees (IEICs):

- Community-driven ways to do better outreach (e.g. marketing colors honoring Tribal Nations)
- Statute change in 2020: Tribal voices at every regional table

Infant & Toddler Coordinators Association (ITCA):

- Honor states are each in their own place with Race Equity
- Initial Equity Deep Dive – Menti polls
- Equity Action/Support – FOS?

Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

Reflections from Session



*Why did you choose to come to this session today?

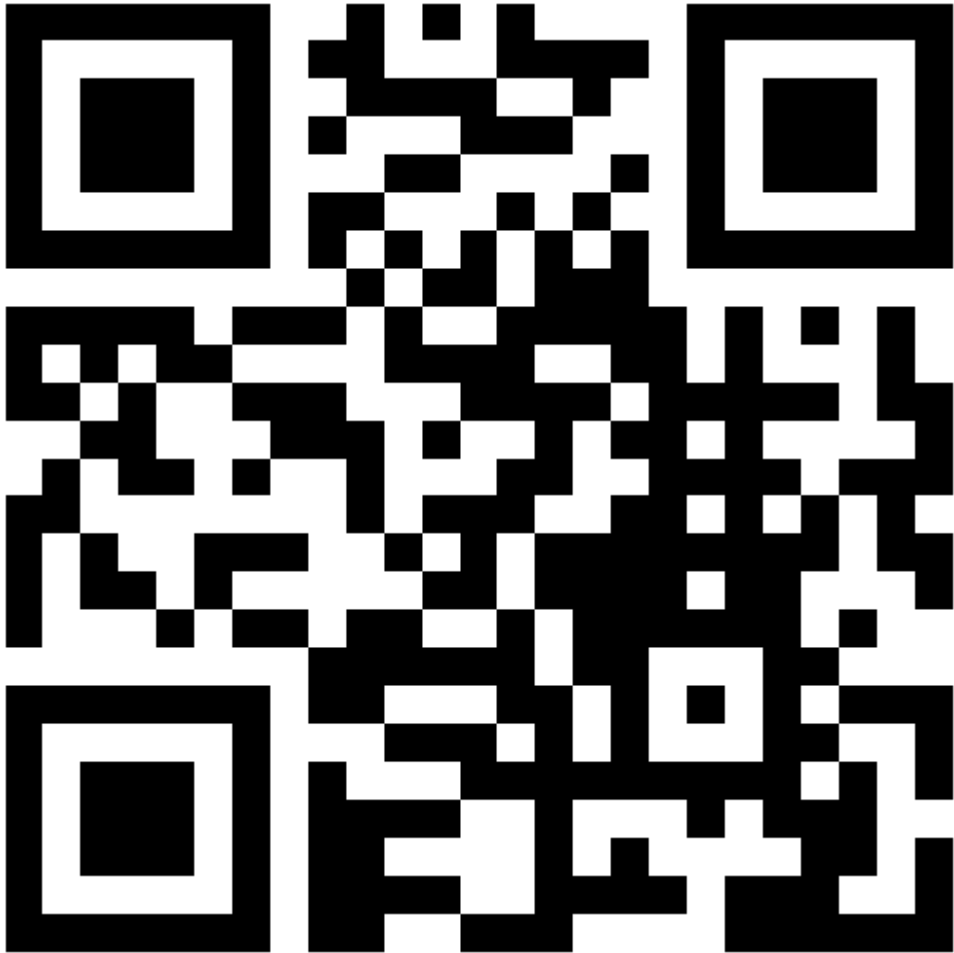
*Please share at least one idea, insight, or "Ah-ha!" from today's session.

<https://www.menti.com/dhbcbz8fnn>

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Closing Remarks

“The Heart of Change is Commitment.”
– Dr. Rose Brewer, University of Minnesota



*What is one Racial Equity Commitment you want to make today? We challenge you to share this with one other person for accountability and support.

<https://www.menti.com/ugc263ca8z>

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Dawn Mendonca Meskil, MSW, EdD

She|Her|Hers

NC Preschool Exceptional Children (619) Co-Coordinator

[Office of Early Learning](#) | Pre-K - Grade 3

State Board of Education | [Department of Public Instruction](#)

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Pronouns she, her, hers

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pronouns he, him, his

Christina M. Kasprzak, Senior Scientist

FPG Technical Assistance Division Lead

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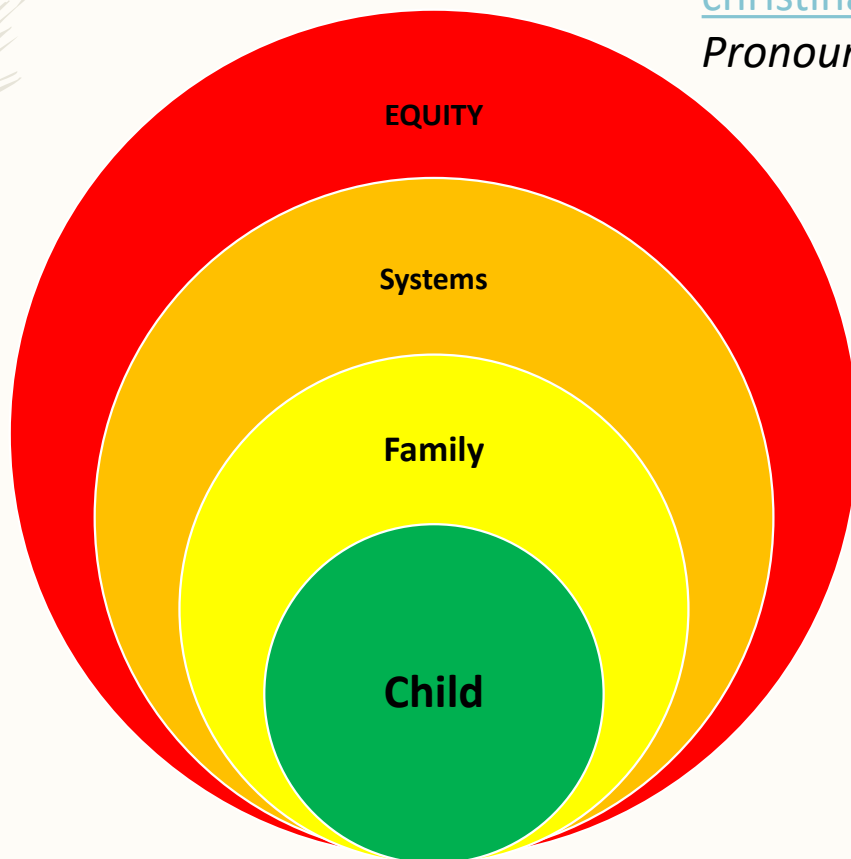
Center for IDEA Early Childhood Data Systems (DaSy)

FPG Child Development Institute, University of North Carolina at Chapel Hill

Phone: 919-962-2783

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Pronouns she, her, hers



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[She/her/hers](#)

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Find out more at ectacenter.org

The ECTA Center is a program of the FPG Child Development Institute of the University of North Carolina at Chapel Hill, funded through cooperative agreement number H326P170001 from the Office of Special Education Programs, U.S. Department of Education. Opinions expressed herein do not necessarily represent the Department of Education's position or policy.