



Leading with Equity

Early Childhood Educators Make It Personal

Summary of the
Leading and Working toward Equity
Leadership Summit

March 2019

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Education of Young Children



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National Association for the
Education of Young Children

1313 L Street, NW, Suite 500
Washington, DC 20005-4101
NAEYC.org

Leading with Equity: Early Childhood Educators Make It Personal

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- 2 Voices from the Field
- 3 Introduction: Why Equity, Why Now?
- 7 Key Takeaways
 - 8 What It Means Personally to Lead for Equity
 - 10 The Impact of Oppression
 - 12 Deepening Relationships and Dialogue
 - 14 Role of Leaders
 - 15 Addressing the Nondiscussables
- 16 Why NAEYC? What's Next
- 20 More Voices from the Field
- 23 Appendix: Equity Summit Participants

Voices from the Field

“I realized that I’ve never known how I might impact someone—for good or for bad—unintentionally. This is an important discussion, and I plan to bring some of it back to my organization. I hope I will be brave enough to continue to have these discussions with the people around me.”

“I have a new understanding of equity and a better appreciation of belonging. I really like the ‘know your *why*’ so that your *what* has more purpose.”

These were among the reflections from the more than 130 early childhood educators who participated in NAEYC’s Leadership Summit, “Leading and Working toward Equity,” in July 2018. Find more reflections sprinkled throughout this report.

Convened through the generous support of the W.K. Kellogg Foundation, the summit was hosted by the Governing Board of the National Association for the Education of Young Children. It brought together leadership from NAEYC’s governance structure—affiliates, interest forums, advisory councils, staff, and the entire national governing board. Each entity selected its representatives for the experience.

The three-day work session provided multiple opportunities for field leaders to grapple with their perspectives regarding equity and diversity and to reassess their own approaches to creating more

equitable learning opportunities for their NAEYC organizations, paid staff and volunteers, and early childhood educators—and ultimately for the children and families who depend on them for high-quality education and care.

The Leadership Summit was one part of NAEYC’s multipronged, continuous effort to become a more diverse, high-performing, inclusive organization serving a more diverse, high-performing, and inclusive field.

This report summarizes the discussions and looks at the next steps for NAEYC to take toward advancing equity and diversity.



Introduction

Why Equity? Why Now?

Creating equitable learning opportunities for young children is at the core of NAEYC's mission. These opportunities help children thrive by recognizing and building on each child's unique set of individual and family strengths, cultural background, home language, abilities, and experiences.



Our profession, however, cannot achieve this mission unless we face head-on the longstanding inequities that prevail in our field.

First, early childhood educators, like all individuals, are beset by the influence of the deeply embedded inequities in US society. Racism, sexism, classism, and other forms of bias are rooted in our social, political, and economic structures. These biases maintain systems of privilege that grant greater access and power to people who are White, male, heterosexual, English speaking, able bodied, and middle to upper income.

Many individuals—educators included—like to believe that they do not hold any biases; yet, they too react and respond to often implicit or unconscious biases embedded in all people. These implicit biases are associated with differential judgments and treatment of children by race, gender, language, and social and economic status—while neither the judgment nor the actions may be intentional, the end result is that they limit children’s potential.

Teachers of all races judge children’s play, aggressiveness, compliance, and abilities differently, in ways that frequently disproportionately and negatively affect Black and Latino children, and boys in particular. Teacher biases are associated with child outcomes that include lower academic achievement and lower rates of assignment to gifted services, along with higher rates of suspension and expulsion.

“Today is a good opportunity to have a conversation about content delivered that we previously had not talked about or not been allowed to talk about. The fact that we could have a roomful of people discuss these topics was *amazing!*”

Inequitable Working Conditions

At the same, the early childhood educator workforce itself is both undervalued and under-resourced, suffering from educators' own deep-seated and longstanding inequities, which have economically marginalized women, and especially women of color. As a result, much of the early childhood workforce, predominantly female, has been characterized by low wages (NAEYC 2018).

The workforce is also stratified, with fewer women of color and immigrant women having access to the educational qualifications needed for higher-paying roles—specifically,

- In each of the 50 states, in 2017, child care workers earned less than two-thirds of the median wage for all occupations in the state—a common threshold for classifying work as low wage.
- Between 2014 and 2016, more than one half (53 percent) of child care workers (compared to 21 percent of the US workforce as a whole) were enrolled in at least one of four public support and health care programs, such as food stamps and Medicaid.
- The disparities disproportionately affect women of color, who comprise about 40 percent of the two-million-person early childhood workforce—those working with the youngest children.
- Some 86 percent of center-based teaching staff working with infants and toddlers earned less than \$15 an hour, compared to 67 percent of those working only with preschool-age children (3- to 5-year-olds).
- Nationally, the wage penalty for early educators working with infants and toddlers disproportionately affects African Americans, 52 percent of whom work with infant and toddlers, compared to 43 percent of all center-based early educators. (Whitebook et al. 2018)

These inequities are operating within a demographically complex and changing reality. Among the center- and home-based early childhood educator populations, about 40 percent of the workforce are people of color, as are nearly half of unlisted home-based providers. The majority of the workforce, inclusive of K–3 and across settings, identifies as White. (In the K–12 teaching workforce, more than 80 percent of teachers are White.) The diversity of the early childhood educator workforce is a strength, and yet it still does not fully reflect the diversity of the children they serve.

Currently, nearly one-third of all children from birth to age 8 are growing up speaking a language other than English in the home—a percentage unmatched by the workforce. These children—known as dual language learners, or DLLs—bring deep strengths and richness to their development, but they also contend with a higher poverty rate (58 percent) compared to non-DLLs (43 percent).

Likewise, children in general are more likely to live in poverty than any other age group, and children of color are disproportionately represented among

those living in poverty. Research makes clear the explicit link between poverty, trauma, and stress and the long-term effects of cumulative adverse childhood experiences. A growing body of evidence also points to direct links between racism, trauma, and stress disproportionately affecting African Americans.

Recognizing these realities and embracing its own responsibilities, NAEYC has made it a priority to support the field as educators grapple with these challenging issues, while examining its own systems and structures, addressing barriers to full racial inclusion. The three-day Leadership Summit gave a representative cross-section of NAEYC a chance to shape the agenda, set the ground rules, listen and learn, share their own experiences, and begin to draw up mini action-plans to create more equitable learning environments at NAEYC and in their own organizations and communities.

This report summarizes participants' experiences and updates NAEYC's membership about what the association plans to do next in its multiphased approach to leading with equity.

“For the most part, there appeared to be open communication, but I did sense some ‘White defensiveness’ at my table. I had the feeling that since my tablemates hadn’t experienced racism or discrimination firsthand, they looked at it in a distant and abstract way. Much more work to be done!”

Key Takeaways

The National Equity Project (NEP) is a nonprofit organization based in Oakland, California. Its mission is to dramatically improve educational experiences, outcomes, and life options for students and families who have been historically underserved by their schools and districts. Leaders from NEP facilitated a series of conversations among the Leadership Summit participants. The exercises and discussions were designed to help participants come to terms firsthand with their personal experiences of racism, sexism, and other inequities, as well as brainstorm ways they could become agents of change within their various leadership roles. NEP facilitators stressed on several occasions that organizations can't "strategic plan their way into success in equity and diversity." For this reason, the summit was designed as a co-created, interactive series of experiences.

As the summit started, the NEP facilitators provided the following guidelines from "The Art of Conversation"—behaviors that help take conversation to a deeper realm (Arrien 2001):

- We acknowledge one another as equals
- We try to stay curious about each other
- We slow down so we have time to think, reflect, and feel
- We recognize that we need each other's help to become better listeners
- We remember that conversation is the natural way that humans think together
- We expect it to get messy sometimes

With those guidelines in mind, participants discussed the following topics: what it means personally to lead for equity, the impact of oppression, deepening relationships and dialogue, the role of leaders, and addressing the nondiscussables.

What It Means Personally to Lead for Equity

Participants started by identifying where they fit—first, geographically; second, by birth position in the family; and third, racially and ethnically.

The goal was to help participants connect both quickly and deeply with each other, while “leading from the inside out” by reflecting on their own situations. Equity work begins with each person individually confronting his or her biases, recognizing his or her privilege (where it exists), and taking responsibility for what matters most to him or her.

Leading for equity requires “leading with your *why*.” What drives you to do this work? Why are you so committed to creating equitable learning opportunities and social justice for all children in your community? What might be getting in the way? The advice: Get in touch with your heart before developing more technical strategies and tactics with your head. Share your stories (as one person said, “No one can dispute your own story”). Learn to listen closely and intentionally (“Give the gift of your attention”). And in the process, take responsibility for your own beliefs and actions.

One participant reflected, “Our collective *why* will make the difference. It will change things for children.” Said another, “Early childhood education is our strongest front for transforming inequitable systems. It’s not just individuals being nice to each other.”

Later in the process, participants had a chance to share their stories from three perspectives:

- Which descriptors best describe you?
- Which descriptors do others use to describe you, and how does that make you feel?
- What aspects of your personality (1) give you courage and (2) create self-doubt?

Again, knowing yourself—and creating space for others to have a similar experience for themselves—is central to equity work.

“I am personally wrestling with how White privilege is defined, as some of those items ‘in the backpack’ are not available to White children growing up in the context of multigenerational poverty. How to address this without diminishing the very real additional burden of racial inequity?”



The Challenge of Listening

80 percent of the time we're awake is spent communicating

45 percent of that time is listening

But 75 percent of the words we hear are ignored, misunderstood, or forgotten

Most adults actively listen for only seven seconds at a time

Note: Adapted from the National Equity Project (2006).

The Impact of Oppression

Several exercises allowed participants to better understand the various forms of oppression and bias: newspaper photographs showing Whites and African Americans doing basically the same thing but having very different captions and an American Red Cross slide showing only children of color engaged in “Not Cool” behaviors (opposite page); the long-standing patterns of different treatment related to bank loans, prison sentences, health treatments, police shootings, pay, employment interviews, school discipline, special education versus gifted/talented placements, and so on.

Participants learned that they’re wired for bias and have learned to make snap judgments and rapid-fire associations—and to make assumptions based on those associations (Black = dangerous; elderly = incompetent; female = emotional). Even when those judgements, assumptions, and actions can be monitored and made less explicit, members of communities of color and marginalized groups continue to suffer from individual and societal micro aggressions.

Coming to terms with various forms of oppression, including racism, sexism, and classism, is painful. People need time to reflect, respond, and heal. Listening closely helps speakers unlock and release emotions, free themselves to construct new meanings for themselves, co-construct new relationships, and then build alliances across differences. That is, personal storytelling and silent listening create the conditions for collective action.

“I realize that where I come from, we still have a long way to go. I stood at the Lincoln Memorial yesterday, in the spot Martin Luther King stood to deliver his ‘I Have a Dream’ speech, and had tears in my eyes as I thought, ‘How can we still be here? Why haven’t we made more progress?’”

“A young [black] man walks through chest deep floodwater after **looting** a grocery store in New Orleans...



“Two [white] residents wade through chest-deep water after **finding** bread and soda from a local grocery store, after Hurricane Katrina came through the area in New Orleans...”



Deepening Relationships and Dialogue

The discussions and exercises surfaced a number of observations and suggestions:

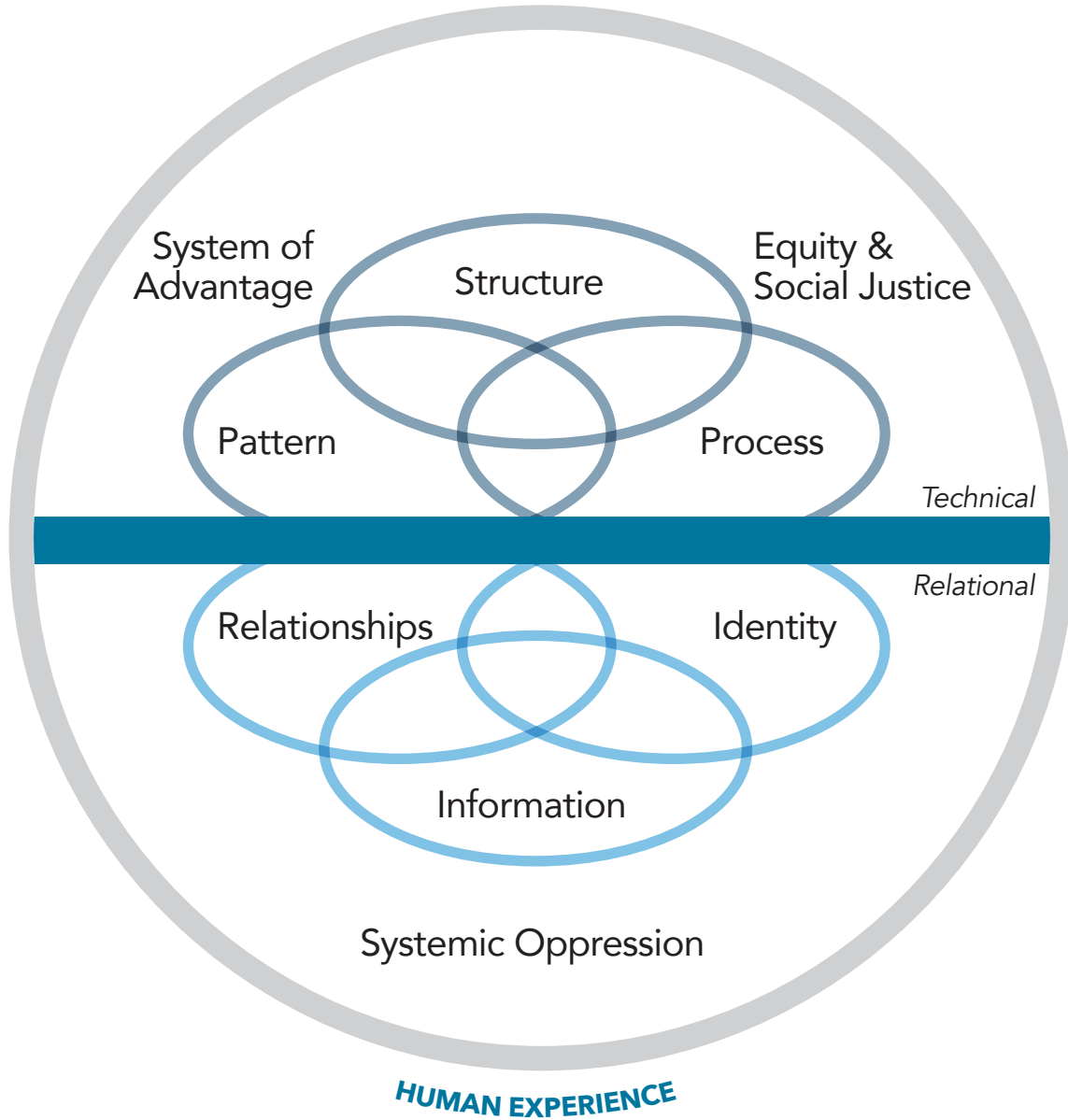
- Listen with empathy and without interjecting yourself. Even asking questions, typically seen as “leaning in,” can skew the conversation away from the speaker and toward the listener.
- Slow down and give people time to process their feelings, deal with their anger, guilt, or sadness, and collectively begin to have the honest conversations that break down barriers.
- Invite others into these conversations—staff, board members, community members, colleagues.
- Be patient. Building or rebuilding trust may take time. “Change happens fast, transition happens slow.”
- Understand that you’re working in complex systems with many actors, influencers, and external forces. Small changes can have major impacts, while comprehensive strategies may have a negligible effect. Recognize that transformation is up to you, but you’re not in control; you can only influence.

Participants learned about two different types of change to systems: *transactional change*, which tends to focus on technical fixes (like new plans, programs) and initiatives; and *transformational change*, which focuses on changing cultures, norms, practices, and relationships and tends to be more successful and sustainable.

To illustrate, National Equity Project leaders shared the six-circle model (adapted from Dalmau Network Group), with transactional-technical changes above the line and transformational-relational changes below. They then added a seventh circle, the Circle of Human Experience, to show how all the interactions are skewed by systemic oppression.

One participant concluded, “Mapping systems like this disrupts who’s in charge. It invites shared leadership, not a hierarchical organization chart. Diversifying the board and staff on the team is a strength.”

The Seventh Circle: Lens of Systemic Oppression



Role of Leaders

As the National Equity Project leaders said, “Bias is inevitable. Your interactions are not.”

Inclusive leaders, responsible for those interactions, lead as hosts, not heroes. They create the space where meaningful conversations can occur. The advice: Take an honest accounting of your strengths and weaknesses, which includes recognizing your explicit and implicit biases. Lead with your heart and your *why*. Own the work—no heroes are riding in to save the day. Show respect, curiosity, and empathy. Avoid assigning blame.

Participants brainstormed their own 15 percent solutions—the small, practical steps they can take within their own spheres of influence to help nudge their organizations toward equity. These actions can have a major impact. (The closing chapter offers some examples of what participants plan to do.)

One of the facilitators closed with a reference to the Jewish Talmud: “It’s not up to you to finish the work. But it is up to you to take it up.”

YOUR SPHERE OF INFLUENCE: THE 15 PERCENT SOLUTION

- How can your *why* influence the mission and vision of your organization?
- Who can you influence to move your organization toward greater equity?
- What do you need to change about your leadership to be more in alignment with your equity aspirations?



“I appreciated the structured format: easing into the topics, from safe to more risky.”

Addressing the Nondiscussables

Participants were asked to raise the “nondiscussables.” Those are important areas, and the group thought that if they gave the nondiscussables some attention, their work would move forward. These can be difficult areas of conversation that are often actively avoided or swept under the rug. After extensive discussion and review over two days, the group agreed that NAEYC’s leading nondiscussables are the following:



- Worthy wage initiatives should still be front and center
- NAEYC should serve as “host,” not as “hero”
- Systems of White privilege are dominant in NAEYC and its affiliates, and they feed on each other
- Too few teachers are involved with leadership at NAEYC
- There is lots of talk about diversity without a clear plan to take action

Attendees agreed that these were all topics that had to be worked on together, with shared ownership. NAEYC as an organization needs to be accountable, and accountability rests with everyone, at all levels and in all roles.

Our core values are defined in the NAEYC Code of Ethical Conduct and are deeply rooted in the early childhood profession. In addition, we seek to be a high-performing, inclusive organization that is enriched by and continually grows from our commitment to diversity, as embodied by our core beliefs.”

—NAEYC Strategic Direction



Why NAEYC? What's Next

Throughout its history, NAEYC has been committed to confronting its own biases and inequities, often reflecting back and struggling with and against the structures and systems of the times. At the organization's founding in 1926, its membership was mostly Caucasian; but through the mid-1930s on, the association openly welcomed members of all races and ethnicities, refusing to meet in segregated facilities (Copple 2001).

The 1986 position statement on developmentally appropriate practice was revisited in 1996, so that it could more adequately address considerations of social and cultural contexts (see NAEYC 2009). And in 2010, NAEYC published *Anti-Bias Education for Young Children and Ourselves*, by Louise Derman Sparks and Julie Olsen Edwards, which provides practical guidance for confronting and eliminating barriers of prejudice, misinformation, and bias.

In the early 2000s, NAEYC's National Governing Board adopted a High Performing, Inclusive Organization philosophy (HPIO) (NAEYC.org/expanded-statement-HPIO) and has strived to live these principles throughout its election process and decision making. Metrics related to the *NAEYC Strategic Direction*, including metrics on progress in advancing equity, are monitored, tracked, and reported on, and in 2016, affiliates were each required to submit an HPIO plan as part of their application. The plans are tracked annually through affiliates' annual reports.

In addition, NAEYC has strived to center diversity and equity in its policy agenda and leadership. The association has recommended a focus on inclusion, diversity, and access as a fundamental principle in state professional development systems. It has led in issuing a joint statement against suspension and expulsion in early childhood in support of the policy statement on the topic from the US Department of Health and Human Services and the US Department

of Education. Further, NAEYC has intentionally expanded and diversified its advocacy base as the membership works toward equitable access to high-quality early childhood and higher education.

Yet while these are examples of forward momentum, NAEYC has a long way to go. The leadership and membership remain predominantly White and are not representative of the early childhood education field. As the leading and largest professional association for early childhood educators, the organization has not fully leveraged its position to ensure that the field is diverse, well compensated, and effective.

We advocate for policies, practices, and systems that promote full and inclusive participation. We confront biases that create barriers and limit the potential of children, families, and early childhood professionals.

—NAEYC Strategic Direction

Promisingly, NAEYC is one of the few national organizations that is structured to be fully inclusive of its field. Through its structure—membership, 52 affiliates across the country, interest forums, advisory groups, and the National Governing Board—NAEYC has the potential to reach deeply to fully include practitioners, faculty, researchers, families, and advocates. Its model, if fully realized, can embrace the distributed leadership needed to transform a field.

The Leadership Summit was a chapter in NAEYC's story. Many participants have already made strides in bringing this work back to their communities (see "More Voices from the Field," page 20). NAEYC's Governing Board will continue to prioritize these efforts. Some recent successes and immediate opportunities include the following:

- The 2018 National Governing Board nominations process included more than 100 applicants from across the globe, with a wide variety of strengths and perspectives. The new board members will join a **highly diverse Governing Board**, in which a majority of members are non-White. NAEYC will continue to commit to fielding a diverse slate of candidates for the memberships' consideration.
- This year, with the new accreditation information system in place, we will begin to **collect and disaggregate data** to determine how deeply NAEYC accreditation is serving communities of color and children living in poverty, meeting a longstanding and long-overdue need.
- Even as NAEYC staff has continued to diversify, the association will evaluate data to observe and, where needed, amend the progress in creating a diverse applicant pool and **inclusive hiring process** for every posted position.
- NAEYC launched the initiative **Power to the Profession (P2P)** ([NAEYC.org/our-work/initiatives/profession](https://naeyc.org/our-work/initiatives/profession)) two years ago, and the membership organizations collaborating on the initiative are committed not only

to engaging deeply with racial, linguistic, and cultural groups across the field throughout the P2P process, but also to exerting political and policy leadership to address the structural and systemic barriers to achieving racial justice in the field.

- NAEYC will be releasing a **new position statement** and related materials in 2019: "Advancing Equity in Early Childhood Education."
- The association is committed to broadening the process and systems to create **inclusive leadership opportunities** within its author and editor pools.
- NAEYC has established a **HELLO platform** so that summit participants can continue to share their stories, experiences, and advice. The conversation will be expanded by featuring equity at NAEYC's Annual Conferences and at its Professional Learning Institutes.
- The Governing Board President will be convening a working group to ensure that **association-wide initiatives** are coordinated and that they build on each other.
- NAEYC will continue to seek **grant funding** to support the ideals participants experienced at the summit and to broaden the circle of those working each day, in all roles, states, and settings to advance equity throughout the organizational structure.

Finalizing the Equity Position Statement

Although equity and diversity are referenced in our core values and beliefs, we have not had a separate position statement focused solely on these issues. Now the 23-page draft statement “Advancing Equity in Early Childhood Education” outlines the professional obligations of early childhood educators to create equitable learning environments for young children. It spells out the organization’s guiding principles, defines key terms, clarifies the key responsibilities of early child educators, and offers recommendations for educators, higher education, and public-policy makers.

While recognizing the necessity of NAEYC’s leadership at the national level, participants also reflected on what might have been the summit’s most actionable takeaway:

Real change begins at home, with honest, individual reflections and local discussions fueled by empathy and with a shared commitment to improving learning opportunities for all children.

The next chapter includes a cross-section of individuals’ activities regarding equity and diversity since attending NAEYC’s Leadership Summit.

EARLY EDUCATORS’ KEY RESPONSIBILITIES

- Reflect and learn
- Create a caring, equitable community of engaged learners
- Establish reciprocal relationships with families
- Teach to promote learning and plan curriculum to meet meaningful goals
- Assess children’s learning and development
- Advocate on behalf of young children and the profession

More Voices from the Field

Back home, summit participants have been using what they learned at the summit. Here are some examples:

John Cregg reports that the Nevada AEYC Governing Board has had conversations about being more aware of how services are made available to early childhood professionals. It is asking if workshop proposals for its 2019 conference are available in languages other than English, and it plans to include equity and diversity as a topic for its board retreat in February.

Robert Gundling reports that the DCAEYC helped pass the Birth to 3 Act in the Washington, DC, City Council. This law provides the foundation for a high-quality early childhood education system in the city, including a workforce compensated at a level equal to their education, experience, and contributions to the growth of the city's economy. The bill requires that the compensation scale being developed be equitable for those working with the youngest children, birth to age 3.

Carl L. Hairston, NAEYC Governing Board Treasurer, says NAEYC'S Finance and Investment Committee has added a standing agenda item around equity and inclusion (NAEYC is a high-performing, inclusive organization [HPIO]) to ensure the association's financial priorities are aligned with its strategic framework. This commitment will help drive budgeting related to acquiring and retaining a diverse team, affiliate support, vendor management, and more.

Miranda Niemi says the Iowa AEYC is considering devoting 15 to 20 minutes in each governing board meeting to highlighting a HPIO-related topic to keep equity and diversity in the forefront. As the HPIO chair, she has also reviewed the strategic plan and participated in various committees to make sure the HPIO lens is being used throughout the organization.

Crystal Sanford-Brown, Vice President of the NAEYC Governing Board, has been sharing the word through all those who interact with her granddaughters, such as librarians, early childhood educators, pediatricians, and dentists. She changed the quote in her email signature to reflect the importance of participating in the process of implementing changes we'd like to see: "We will only grasp the staggering potential of our time if we create on-ramps that empower all people to participate."

Meghan L. Gowin reports from North Texas, "My journey as an early childhood educator committed to anti-racist and anti-bias work is in its earliest stages. Recently, I presented a session at the Texas AEYC's Annual Conference on implementing anti-bias education in rural early childhood settings. Fifteen brave early childhood educators and I spent 90 minutes discussing how we could transform our passionate words into action. We looked at how the intersections of our identities shaped our desire to disrupt systems of oppression in our centers, schools, and communities. We entered that session as strangers with a common interest; we left as partners in work that never truly ends."



Brian Silveira reports from San Francisco: “We are implementing a monthly community of practice around the theme of talking with children about race. We used some of the summit information to inform our workshop, ‘A Time for Ourselves.’ It is palpable how much the focus on equity and diversity has impacted members in positive and profound ways.”

Alejandra Ortega from Agri-Business Child Development (ABCD)—the sole migrant and seasonal Head Start agency in New York State, serving 1,200 children in 13 centers—says the organization is taking several steps to pursue “host leadership” by

- Inviting center-elected teacher representatives to be part of its monthly team
- Creating an ABCD wellness event that will involve all 350 ABCD staff and promote diverse, multicultural, multigenerational, and non-gender-specific activities
- Providing bilingual training on adverse childhood events, well-being, and gender, sexuality, and the family during its three-day, all-staff in-service program in February 2019. They also conducted exercises on open communication, like the very successful ones during the Leadership Summit.

Isauro M. Escamilla, in San Francisco, was invited to be part of EDVance’s Leadership Planning Committee, which is planning its own equity summit with a focus on early childhood educators for spring 2019. The summit’s goal is to provide the early childhood education community in the San Francisco/Bay Area with research, best practices, and implementation strategies regarding leadership and equitable practices in the classroom. The field includes early childhood educators, family child care providers, administrators, policy makers, and higher education faculty.

Kelly Ramsey, Oklahoma AIEC board member and NAEYC Affiliate Council Chair Elect, says her affiliate has made the work of diversity and equity the priority during monthly conference calls and face-to-face meetings. During its Affiliate Leadership Day in November, the group used the nondiscussables as a way to open the conversation with participants. “The response was overwhelming and began to resonant with what we experienced in July.” The affiliate leaders added additional topics, including Power to the Profession and compensation. “As we reflected on the day, we committed to continuing to drive this change by drafting a letter to the governing board about the urgent need to keep the voices elevated, looking at our application process for incoming seats on the affiliate advisory council, and being high-performing and inclusive in every aspect of our work.”

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Appendix: Equity Summit Participants

Alanis, Iliana	TX	Hile, Kimberly	AL	Rafalski, Carrie	IL
Allvin, Rhian	NAEYC	Hogan, Lauren	NAEYC	Ramsey, Kelly	OK
Barnea, Michelle	NJ	Hoisington, Cindy	MA	Recio, Lucy	NAEYC
Beasley, Lori	OK	Houser, Carol	IA	Richardson, Lara	MN
Boutwell, Julie	RI	Huss-Hage, Elisa	OH	Ricord, Katie	UT
Burrell, Jennifer	CA	Imhauser, Cynthia	MO	Riddle de Rojas, Hannah	MN
Cabiness, Monique	NAEYC	Johnson, Kristen	NAEYC	Ropelato, Chase	ID
Castleberry, Jessica	SD	Johnson, Tamara	WI	Rosa, Gilmar	NAEYC
Castro, Dina	TX	Kempe, Katherine	NAEYC	Ruger, Emily	ME
Chen, Jie-Qi	IL	Kendall, Rosemary	VA	Sanford-Brown, Crystal	MI
Chestnut, Cindy	NAEYC	Kennedy, Cathy	NAEYC	Savory, Danielle	MI
Clay, Tracey	MD	Kent, Bailey	MA	Schmidt, Ruth	WI
Cluley, Jennifer	GA	Larkin, Kelly Ann	AZ	Sell, Jacqueline	CA
Cooke, Lorraine	NJ	Lasky, Lisa	<i>Facilitator</i>	Semeneh, Derrick	NAEYC
Costanza, Vincent	NJ	Latta, Amy	NC	Shook, Rhiannon	MT
Coventry, Michael	NAEYC	Madison, Megan	NY	Silveira, Brian	CA
Craig, Josh	OH	Mann, Tammy	VA	Simmons, Gwen	NAEYC
Cregg, John	NV	Mansfield, Kimberly	CT	Siskind, Heather	FL
Daga, Erin	NAEYC	Mares, Alberto	NM	Snow, Riley	AK
Dalsemer, Kelly	FL	Mata-McMahon, Jennifer	MD	Snyder, Rose	PA
Davis, Travis	TX	McCain, Cassandra	NAEYC	Solarski, Lauren	IL
DiScala, Amanda	NJ	McDonald, Jerletha	TX	Summerville, Cody	TX
Domingue, Sebreana	LA	McFarren Aviles, Jill	VA	Sykes, Maurice	DC
Durborow, Anthony	NAEYC	McGowan, Kevin	MA	Tice, Kimberly	OH
Elliott, Rachel	OR	Melendez-Serrano, Zorivette	PR	Tipton, Stacia	DC
Escamilla Calan, Isaura	CA	Mitchell, Marica Cox	NAEYC	Vaughn, Shannon	SC
Friedman, Susan	NAEYC	Murphy, Katherine	HI	Walker, Gill	NAEYC
Futrell, Quniana	VA	Murphy, Krista	CA	Warnock, Kresha	IN
Gamble, Jerilyn	NAEYC	Mwenelupembe, Alissa	IN	Waters, Asali	<i>Facilitator</i>
Glanton, Tara	KS	Nell, Marica	PA	Wilkinson, Dawn	AZ
Gowin, Meghan	TX	Neumann, Lisa	WA	Willard, Erica	MI
Grace, Cathy	MS	Newton, David	AK	Willer, Barbara	NAEYC
Griswold, Nancy	NAEYC	Niemi, Miranda	IA	Williams, Jason	TX
Growden, Kathleen	TN	Ogren, Akane Orlandella	CO	Williams Ridge, Sheila	MN
Gundling, Robert	DC	O'Leary, Amy	MA	Wilson, Heather	DE
Gutierrez-Gomez, Cathy	NM	Olmores, Stephanie	NAEYC	Wlazlo, Michelle	MN
Hairston, Carl	MD	Olwan, Ramsey	NAEYC	Wonderlick, Mary	IL
Hansel, Lisa	NAEYC	O'Meara, Tierney	VT	Woolston, Megan	NAEYC
Harper, Kim	NAEYC	Ortega, Alejandra	NY	Wormley, Donna	NAEYC
Harrill, Mary	NAEYC	Page, Ana	CA	Yen, Shu-Chen Jenny	CA
Harris, Jill	NAEYC	Planton, Benjamin	IN	Young-Chiverton, Victoria	AZ
Herling, Stephanie	IL	Prindiville, Cara	NH	Zuchetto, Nicole	NAEYC

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