



National
Early Care & Education
WORKFORCE CENTER

Foundational Technical Assistance (TA) Series

Webinar 4: Networks to Advance Work Environments
and Qualifications & Educational Supports

National Early Care and Education (ECE) Workforce Center Fundors

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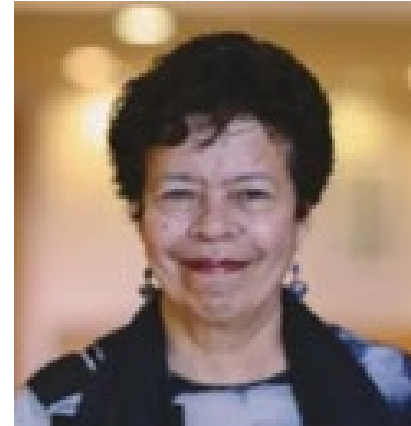
Welcome & Introductions

Foundational TA Series Facilitators



**Dr. Sherri Killins
Stewart**

Director of Systems
Alignment and
Integration
BUILD Initiative



Dr. Aisha Ray

Distinguished
Fellow
BUILD Initiative



Collaborating Partner & State Presenter



Dr. Kristi Snuggs

President

Child Care Services
Association (CCSA)


North Carolina

Poll 1

If you participated in or watched the video of Webinar 3 of the Foundational Series on January 22, 2024, did you share information with one or more colleagues or members of your networks?

1. Yes
2. Plan to do so, but have not shared yet
3. No
4. Did not participate in the webinar or view the recording





Where have We
Been and Where are
We Going?

Focusing on the Five
Policies the ECE
Workforce Needs

Webinars 4, 5, and 6

Webinar 4 Agenda: Application and Action in Two Policy Areas -- Work Environments and Qualifications & Educational Supports

- We're at the midpoint of the Series! Review where we've been and where we're going.
- Support ECE leaders to use their roles, responsibilities, and authority to develop policies, practices, and programs to increase opportunity, and remove barriers in two policy areas, specifically work environments and qualifications and educational supports.
 - Apply processes, strategies and tools we have discussed to these two policy areas; and
 - Consider multiple levels of change, build effective networks, use data, listen to the workforce, and strengthen cross-systems work in these two policy areas.
- To learn from our program partner, Child Care Services Association (CCSA) of North Carolina, from their work on behalf of the workforce, families and children, including in these two policy areas.

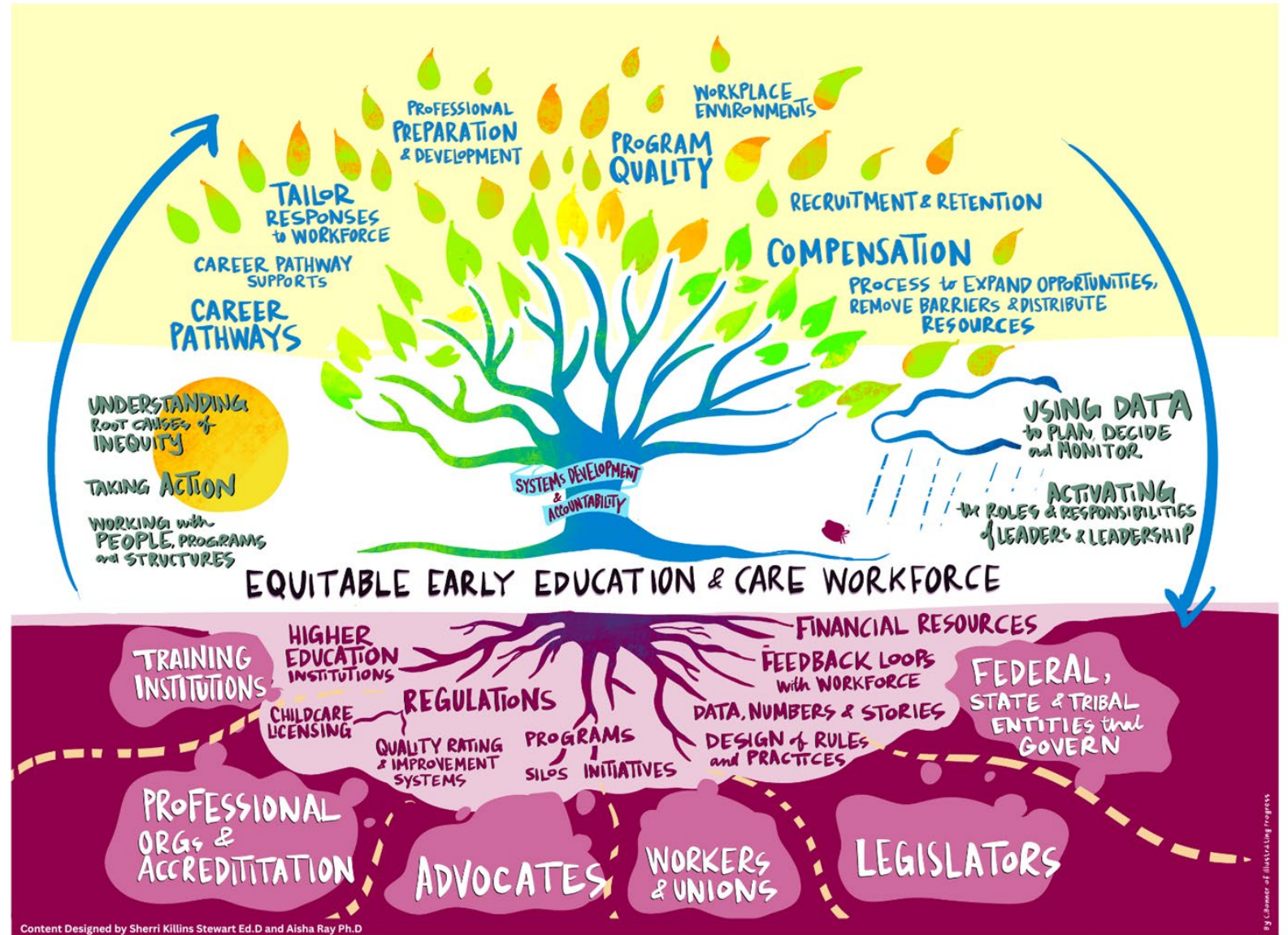
Leaders' Voice

"If you have come to save me,
you are wasting your time.
But if you have come because
somehow your liberation is
wrapped up in mine,
then let us work together."

Dr. Lilla Watson
Australian Aboriginal Group



The Universal Goal -- Build a High Quality and Equitable Early Care and Education Workforce So All Children and Families Thrive



Webinar 1

Process Elements

- Focus on leaders and what they can achieve within their roles and authority
- Understand root causes of our current workforce crisis
- Importance of data
- Work with people, programs, and structures—networks are critical
- Take action—target four levels of change

Innovative Models:

- All Our Kin
- Cook County Minnesota Health and Human Services/Childcare Licensing



*Children and Teachers of the West Oakland Free Kindergarten Class, 1894.
Oakland Public Library, African American Museum and Library.*

Webinar 2

Process Elements

- Data: qualitative and quantitative, including resources (e.g., CSCCE Index)
- Stories that data can't tell
- Status of the workforce, in leaders' specific states or areas of work (e.g., childcare)

Innovative Models:

- National Workforce Registry Alliance
- The Nevada Registry Telehealth Services



Webinar 3

Process Elements

Leaders can build and use effective networks for workforce system reform.

Innovative Models:

- Apprenticeship programs, such as Early Care and Education Pathways to Success (ECEPTS)
- The benefits of Cohort Models



Webinars 4, 5, and 6 of the Foundational Series

- Focus on the five policy areas the National ECE Workforce Center has identified as critical for leaders to address to spur progress for the workforce through innovative policy, practice, or program models.
- Each webinar will discuss how leaders and leadership use data, both quantitative and qualitative, to understand the causes of the challenge, identify and sustain partners or networks, programs, structures, and systems, to take action in policy, programs, and practice changes:
 - Qualifications & Educational Supports and Work Environments (Webinar 4)
 - Compensation and Financial Relief (Webinar 5)
 - Financial Resources (Webinar 6)

QUALIFICATIONS AND
EDUCATIONAL SUPPORTS



WORK ENVIRONMENTS



COMPENSATION &
FINANCIAL RELIEF



WORKFORCE DATA




FINANCIAL RESOURCES





Leaders and Leadership:

Improve ECE Work
Environments and
Qualifications &
Educational
Supports through
Cross-System Networks
that Use Multiple Levers



Poll 2: Current Status of Your Work on ECE Work Environments and Qualification & Educational Supports

Currently, where is your state, tribe, county, community, or program in advancing policies, practices, or services that *intentionally and consistently* address ECE work environments and qualifications and educational supports?

1. Just beginning to intentionally and consistently address these issues
2. Have been working on them intentionally and consistently for at least 12 months
3. Have been consistently and intentionally working on these issues for over 12 months
4. None of the above

Mentimeter 1

Share Your Understanding

For those of you who answered Poll 2 with 1, 2, or 3 – in your current work you are *intentionally and consistently*:

Considering work environments or qualifications and educational support – who or what entities are at the table with you making these decisions?





Mentimeter Results:

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Mentimeter 2

Share Your Understanding

For those of you who answered Poll 2 with 1, 2, or 3 – in your current work you are *intentionally and consistently*:


Considering work environments or qualifications and educational support – **who or what entities are NOT at the table with you making these decisions and should be?**

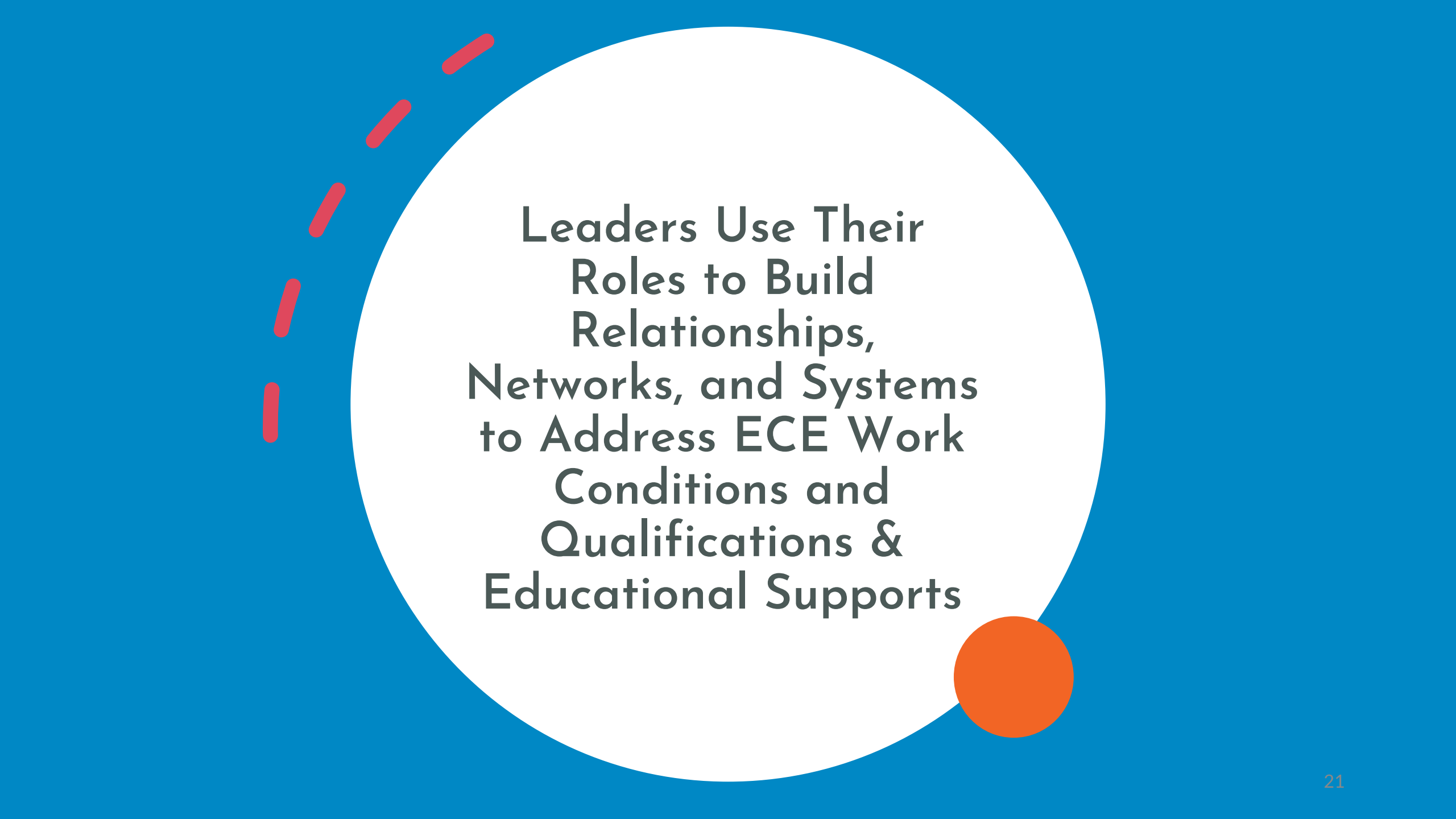




Mentimeter Results:

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Leaders Use Their
Roles to Build
Relationships,
Networks, and Systems
to Address ECE Work
Conditions and
Qualifications &
Educational Supports

Social Change Needs Engaged Communities, Not Heroes



<https://youtu.be/WdHBWL4LK88>

Poll 3: What Matters Most and Tools

Q1. What matters most in advancing the workforce? Select the top three

1. Compensation and Financial Relief
2. Qualifications & Educational Supports
3. Work Environments
4. Workforce Data
5. Financial Resources
6. Other

Q2. What tools do you have to achieve your goals?

1. Grants
2. Policy
3. Legislation
4. Scholarships
5. Program Models
6. Technical Assistance
7. Other

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. © 2017



Leadership Action At Which Level of Change?

- **Interpersonal**-- Quarterly meetings for educators to share their perspectives
- **Institutional**
 - Holding courses that credential educators in housing projects
 - Adding additional professional development day to subsidy contracts for childcare
 - Creating satellite offerings in a rural community for professional development for educators
 - Adding vacation days to subsidy contract
 - Creating a wage scale in all subsidy contracts as a requirement
 - Creating a practice of paid time off for educator education
- **Structural**
 - Expanding Tax Credit for Early Educators
 - Providing discounts in stores for early educators
 - Providing a bonus for all infant and toddler teachers and assistant teachers through county tax funding

Personal
Interpersonal
Institutional
Structural

Is Your Policy Goal Universal that will Benefit the Whole Workforce Across All Settings or Targeted to Specific Workers in Specific Settings?

1-6

A UNIFYING FOUNDATION TO TRANSFORM THE WORKFORCE

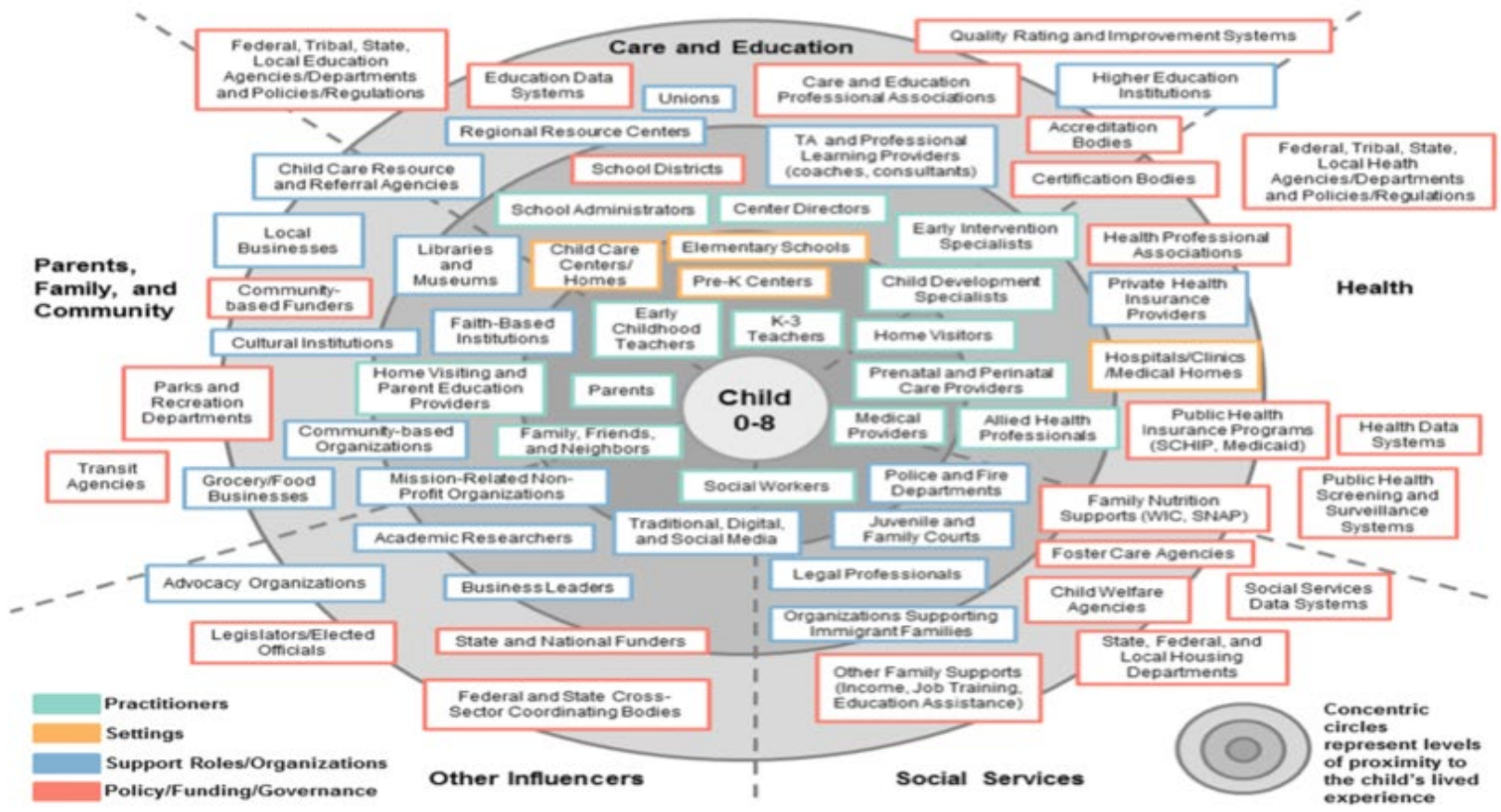


FIGURE 1-1 The complex landscape that affects children ages 0-8.


PREPUBLICATION COPY: UNCORRECTED PROOFS

Consider Who are the Critical Actors—Currently Engaged and Those You Will Need to Recruit?

Identify the Actors:

- Identify those currently associated with your workforce challenge in credentialing and work environment .
- Think about the entire “universe” of actors—go beyond the “usual suspects.”
- Which racial/ethnic groups have (and which do not have) access to the resources, programs, and services you are responsible for designing, regulating, or distributing?

Engage All Actors:

- Have actors from different racial/ethnic groups—especially those most adversely affected—been informed, meaningfully involved, and authentically represented in the development of programs, policies, and initiatives related to your equity problem?
 - Thinking about work environments or qualifications and educator supports: Who’s missing and how can they be engaged?
- 

Poll 4: Partners with You on 2 Policy Changes

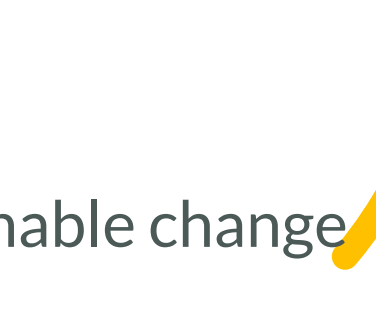
Q1. Which partners are working with you to advance policy changes regarding qualifications & educational supports? Select all that apply

1. Federal, state, tribal entities that government
2. Higher education institutions (IHEs)
3. State systems that control accreditation and training (SBE)
4. Child care Licensing
5. Advocates
6. Professional organizations
7. Legislators
8. Unions/Entities representing workers

Q2. Which partners are working with you to advance policy changes on work environments? Select all that apply

1. Federal and state, county, and tribal governments
2. Grantees, agency directors
3. Department of Labor
4. Private providers
5. Professional Organizations
6. Workers
7. Communities/Families
8. Legislators

Reflect on the Features of Leadership 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, essential to transformation of the workforce.
 - Situated in the local context, e.g., community, department, division, coalition
 - Committed to equity, fairness, and inclusion
 - Able to listen to others and build inclusive, effective, and sustainable change that supports the ECE workforce
- 

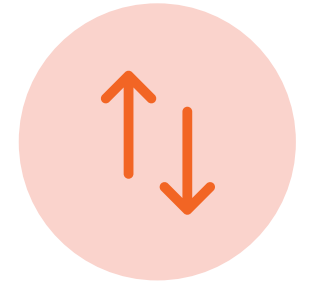
Why Leaders and Cross-Sector Teams?

Cross-Sector Teams

- You can't reduce inequities as a single leader alone—the intersecting ways inequities exist.
- Multiple ways of hearing the voices.
- Multiple methods and approaches to tackle the challenges.
- Different expertise, experiences, and resources contribute to the changes that are needed and increase awareness of what exists.



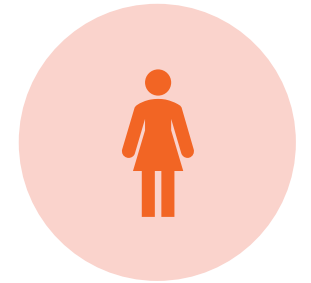
EARLY CARE AND EDUCATION SERVICES, PROGRAMS, AND INITIATIVES ARE MANY, VARIED AND TRANSACTIONAL.



POLICIES CAN BE CREATED, BUT IMPLEMENTATION NEEDS TO BE TAILORED TO MEET THE NEEDS OF THE WORKFORCE.



THE VOICE OF ADVOCATES AND LEGISLATORS NEEDS TO BE INFORMED BY MEMBERS OF THE WORKFORCE.



MANY LEADERS ARE OFTEN SEEN AS MANAGING GRANTS AND USING THE TOOLS TO SHIFT POLICY PRACTICE AND PROGRAMS.

Poll 5

Share Your Understanding

Q1. Within your role, authority, and influence, how responsible are you for policies and practices that affect work environments?

- 1 Very responsible
- 2 Responsible
- 3 Minimally responsible
- 4 Not responsible at all

Q2. Within your role, authority, and influence, how responsible are you for policies and practices that affect qualifications & educational supports?

- 1 Very responsible
- 2 Responsible
- 3 Minimally responsible
- 4 Not responsible at all

Mentimeter 3

Share Your Experience

WORK ENVIRONMENTS



How do you measure success in the next two years in the core strategy area of **work environment** for the early care and education workforce in your state, tribe, or territory?

Add a word or phrase in the Mentimeter.





Mentimeter Results:

<https://www.mentimeter.com/app/presentation/al4h18fthi2h8hbnvb7795oe665y5w9a>



Mentimeter 4

Share Your Experience

QUALIFICATIONS AND
EDUCATIONAL SUPPORTS



How do you measure success in the next two years the core strategy area of **qualifications & educational supports** for the early care and education workforce in your state, tribe, or territory?

Add a word or phrase in the Mentimeter






Mentimeter Results:

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**A Process for
Sustaining Systems
and Policy
Changes that
Benefit the
Workforce**

Process¹

- Understanding root causes of inequity in early childhood systems
- Taking action
- Working with people, programs, and structures.
- Using data: to plan, to decide, to monitor.
- Leveraging roles, responsibilities, and influence of leaders and leadership.



Your Role & Opportunities for Impact

Authority

- Decisions
- Giving directives
- Enforcing policy
- Grants Applications design and review

Responsibility

- Activities
- Programs
- Technical Assistance
- Monitoring

Influence

- Status, role, expertise
- Interdepartmental committees
- Workgroups
- Partnership

Tools for decision-making

- Budgets
 - Design rules and policies
 - Initiatives
 - Key decision-makers
 - Special Funds
- 

Identify the Problem or Challenge

What problem related to the ECE workforce do you want to solve?

- a. Qualifications & educational supports
- b. Work environments

Consider your connections to the workforce and the feedback loops you have developed or have access to.


Consider what you are responsible for or have tools for solving within your role, responsibilities, and influence.

What is the workforce problem's ecology—especially its root causes?

In relation to your workforce problem, how do you measure success in your current job?

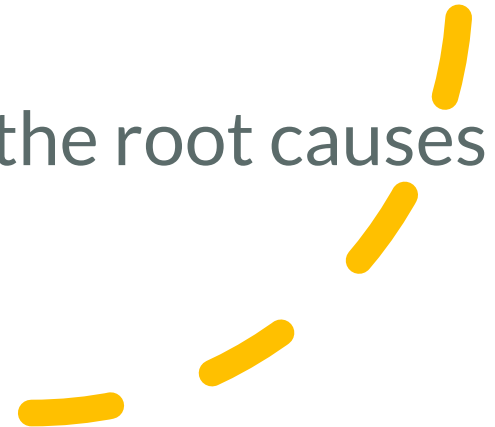


Define the population(s)

- Who benefits and who does not from current actions and solutions related to your workforce problem? Specifically, identify how they are impacted differently?
 - What quantitative/numbers and qualitative/stories evidence of inequality exists? What evidence is missing or needed?
 - Which populations receive maximum benefits and which have fewer benefits associated with access to programs, services, and opportunities for which you are responsible within policies, practices and programs to advance the workforce?
- 


Examine Causes

- What factors may be producing and perpetuating the workforce problem and its inequity?
- How did the inequities arise? Are they expanding or narrowing as a result of structures, programs, policies, and practices?
- Does the work for which you are responsible address the root causes you have defined? If not, how could it?



Leadership Strategies Responsive to Workforce Voices on Qualifications & Educational Supports

Qualifications in educational supports

- Provide **paid professional development days** for all educators in programs with subsidy for matriculation through credentialing processes
 - **Fund training and professional development** aligned with matriculation on a **career path or credentialing** coupled with investments in compensation.
 - Bias, cultural and linguistic competencies. **Offer courses in more than one language.**
 - **Changes to where and how services are delivered.** Map professional development courses that support matriculation on the career pathway to ensure they are offered in proximity to programs with subsidy.
 - Participate with a network including partners from higher education such as community colleges, workforce boards and programs to implement the **development of programs such as apprentice opportunities tied to wage increases.**
- 

Leadership Strategies Responsive to Workforce Voices on Work Environments

Work environments

- Continue **full staffing in programs without full enrollment** to reduce child-adult ratio problems and allow for educator planning time.
- **Diversity of workforce and leadership.** Build feedback loops with families, providers, and educators to create responsive practice.



"The truth is
there are no
superheroes,
there's just us."

Shiza Shahib
Malala Foundation

- In summary, policies on ECE work environments and qualifications and educational supports must be developed by leaders who:
 - Are not waiting for superheroes—they recognize that together they are capable of transforming the workforce;
 - Work with others;
 - Use effective processes, strategies, and tools (e.g., data; networks; cross systems approaches);
 - Consistently and intentionally listen to the workforce;
 - Work for equity, fairness, and inclusion;
 - Focus on comprehensive approaches to systemic change, (e.g., 5 policies; innovative models) to inform their work.



**Collaborating Partner &
State Example:
Dr. Kristi Snuggs
Child Care Services
Association (CCSA)
North Carolina**





CCSA Leadership:

Moving Policy
Levers to Improve
ECE Qualifications
& Educational
Supports

Child Care Services Association

50 years of Early Care and Education Advocacy and Workforce Innovation

Vision

All children have equitable access to affordable, high quality early care and education to lay the foundation for successful life outcomes.



**Celebrating
50 Years**



Child Care Services Association

Day Care Services
Association of Orange
County and Durham Day
care Council of Durham
County merged to form
CCSA

NC's first Child Care
Resource and Referral
Office



Infant-Toddler Educator
AWARDS\$ Plus

Child Care
WAGES\$
Program



Our Mission

CCSA leads efforts to strengthen accessible and affordable quality early care and education by providing supports for families, communities and the workforce.



Process Elements

- Focus on leaders and what they can achieve within their roles and authority
- Understand root causes of our current workforce crisis
- Importance of data
- Work with people, programs, and structures—networks are critical
- Take action-target four levels of change

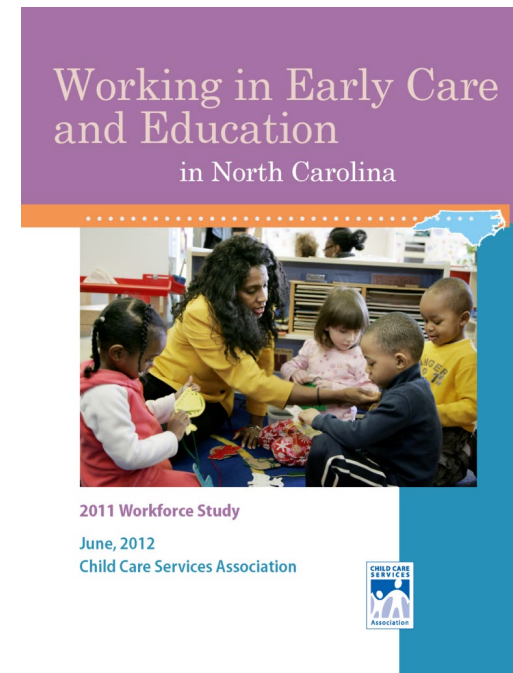


Setting the Stage... A Shared Vision

Grass Roots Effort/Engagement
Parents demanded child care
Early educators' speaking out

Data - CCSA published the first
state-level Early Childhood
Workforce Study (1990)

With the demands from parents,
early educators, and the
community, system partners
came together to find solutions



Relationships are Key!!!



You can discover more about a person in
an hour of play than in a year of conversation.

PLATO

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What Does the Data Say?

Under-
Educated
Workforce

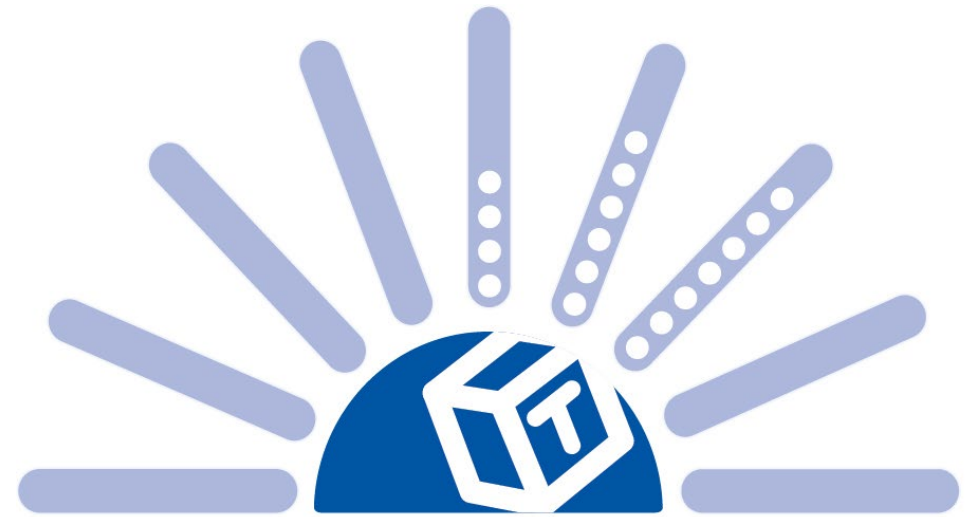
Poor
Compensation

High Turnover

Qualifications & Educational Support Strategy

In 1990, Child Care Services Association created the Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Project to address the identified issues within the early childhood workforce.

Idea piloted in Durham, Orange, and Wake counties to address workforce challenges identified



T.E.A.C.H. Early Childhood®

North Carolina

A Program of
Child Care Services Association

T.E.A.C.H. Early Childhood®

T.E.A.C.H. is an early education workforce initiative designed to provide sequenced educational scholarship opportunities for child care center teachers, directors and family child care home providers, and others within the early care and education system who work in regulated settings.



T.E.A.C.H. Scholarship Components



Scholarship--partial support for tuition, books, travel, paid release time



Commitment--requirement to remain in child care setting for specified time period upon receipt of bonus or raise



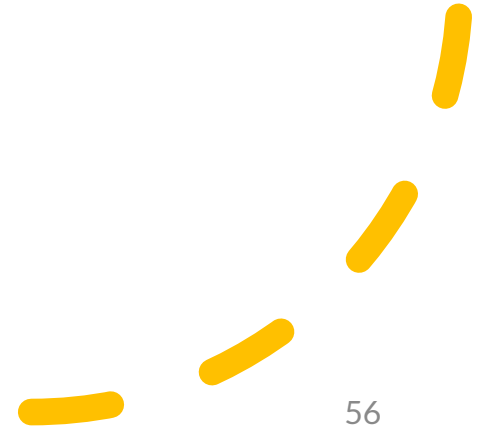
Education--requirement to complete a specified number of credit hours per contract



Specialist--dedicated scholarship support from a specialist



Compensation--required bonus or raise upon completion of required credit hours



Multi-Pronged and Comprehensive Strategies

Data from Workforce Study

- Poor Compensation
- High Turnover

Survey of T.E.A.C.H. Participants

- Lack of Respect
- Low wages
- No benefits

Workforce Trends

- Turnover was over 31%

Child Care
WAGES[®]
Program



Compensation Initiatives

CSSA's work focused on enhancing the **compensation** of the workforce and thus increasing education and retention

- Child Care WAGE\$® Program
- Infant Toddler Educator AWARD\$® Plus

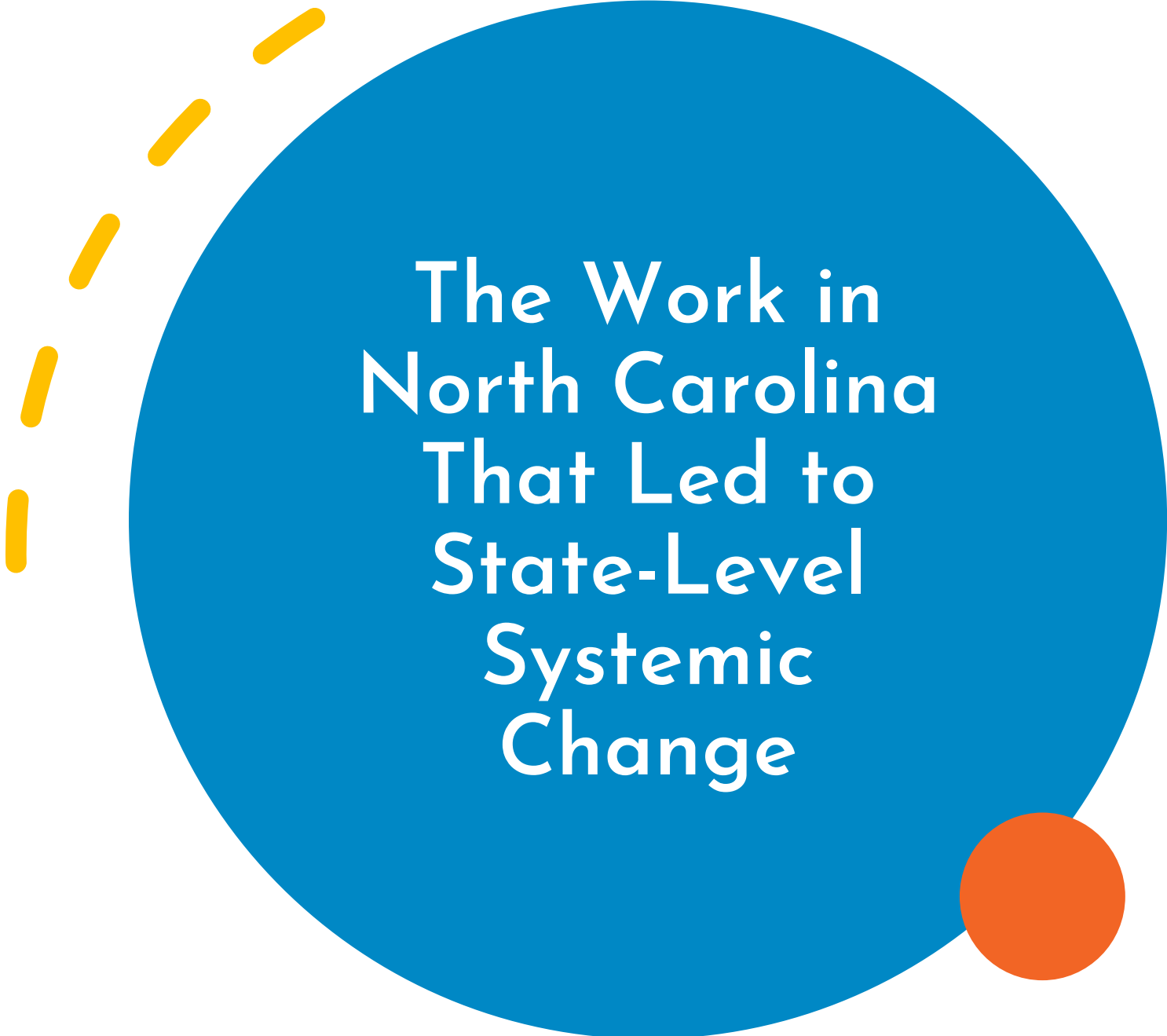


*Not all superheroes wear Capes
Some have early childhood degrees*

What are WAGE\$ and AWARD\$ Plus?

- Evidence-informed, education-based salary supplement programs for early educators
- Annual financial award issued in two six-month installments
- More education means more money
- Increase compensation, education and retention





The Work in
North Carolina
That Led to
State-Level
Systemic
Change

History of Salary Supplements

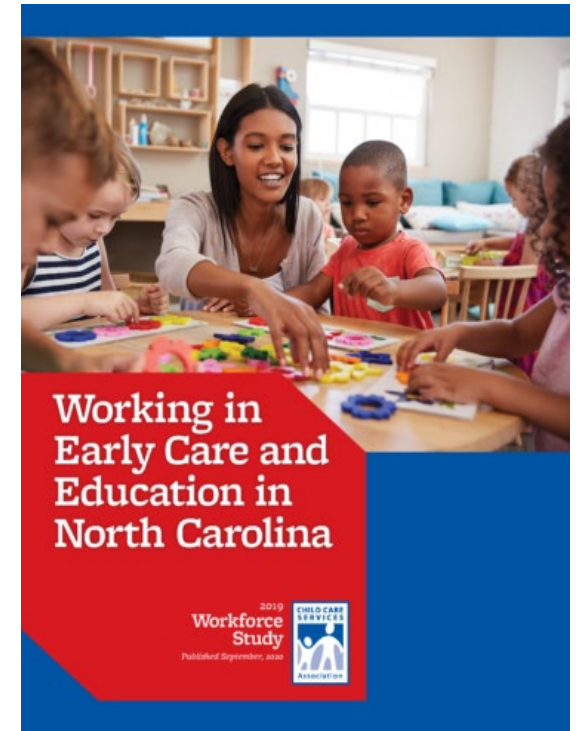
- WAGE\$ county pilot; first checks issued 1994
- Gradual growth with successful outcomes
- Statewide opportunity 1999 (**funding collaboration** between Smart Start and NC Division of Child Development and Early Education) – county choice
- Administration covered by the Division of Child Development and Early Education (DCDEE) within North Carolina Department of Health and Human Services.

Child Care
WAGES[®]
Program



What does the data say?

- Per 2019 workforce study, 21% turnover rate (pre COVID)
- Teachers earn \$12 per hour
 - **Teachers with 3-5-year-old children earn about 13% more than those working with infants and/or toddlers**
- \$35.73 needed for one adult with one child to meet basic family needs**
- Rebuild, support, and increase the early childhood pipeline



*2019 North Carolina Early Childhood Workforce Study, Child Care Services Association.

**Living Wage Calculator, Massachusetts Institute of Technology.
(See also <http://livingwage.mit.edu>)

History of Salary Supplements

- DCDEE grants made available in 2018 to enhance the experiences of infants and toddlers
- AWARD\$ based on WAGE\$ - designed to increase the compensation and retention of well-educated teachers working with our youngest children
- Entirely funded by DCDEE/CCDF
- Educational Requirements expanded: AAS Degree in Early Childhood Education
- August 2022: Infant-Toddler Educator AWARD\$® Plus

Infant-Toddler Educator
AWARD\$® Plus



WAGES\$ Results

FY23	All Participants
Turnover rate	14%*
Participants paid	4,122
Average 6-mo supplement	\$1,219
Reduced financial stress	98%

*pre-program turnover rate = 31%

Engagement of Higher Education Community

- Data from workforce studies, surveys, and the new T.E.A.C.H. Scholarship & WAGE\$ Pilots
- Voice of child care providers and parents wanting an educated workforce
- System Leaders recognizing the importance of early learning
- Statewide Curriculum Improvement Project within the North Carolina Community College System (1996)
 - Common Course Library
 - The NC Early Childhood Credential (FCCH Credential and School-Age Credential)
 - The NC Early Childhood Administration Credential

Engagement of Regulatory Agency/State Administrator

Division of Child Development and Early Education – State Administrator

- Created a Think Tank – NC Institute for Child Development Professionals
- Influenced the CCDF Plan and funding for Quality Initiatives
- Presented data at Child Care Commission Meetings – Child Care Rule Making Body
- First QRIS (Quality Rating and Improvement System)
 - Compliance History
 - **Education of Staff**
 - Program Standards

Development of Advocacy Arm

The North Carolina Early Education Coalition works to ensure that all children have access to high-quality early care and learning experiences.

- CCSA acted as fiscal agent for the Early Education Coalition (1990)

The Coalition is the only statewide advocacy coalition dedicated to promoting high quality, accessible and affordable child care in North Carolina.

- Membership includes statewide organizations, regional and local child care agencies, child care providers, and individuals committed to improving the quality of child care and early childhood education in North Carolina.
- Purpose is to share information and resources with parents, professionals, and policymakers
- Set policy agenda for all early childhood stakeholders

Engagement of Elected Officials

Governor's Office

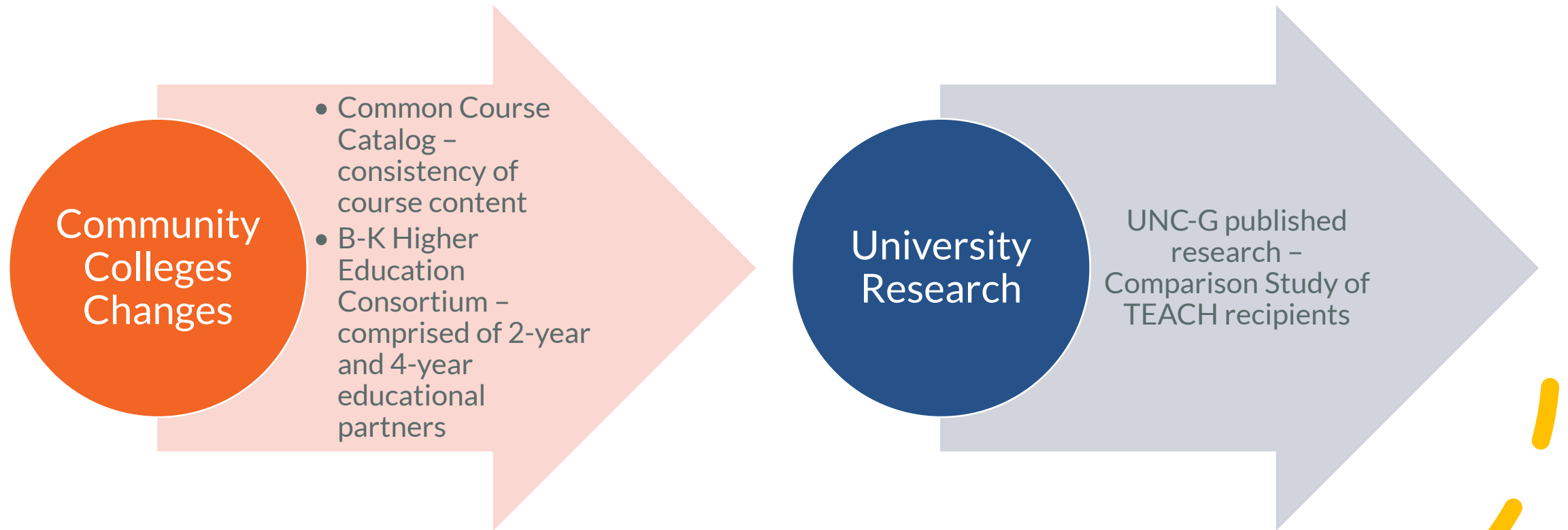
- Early Childhood Champions were elected
- Established Smart Start
- Created More at Four – State PreK Program – higher educational standards

Legislative Branch – NC General Assembly (bi-partisan support)

- Funded statewide T.E.A.C.H. Scholarship Program
- Funded Smart Start
- Funded state's Pre-K Program (At-Risk)

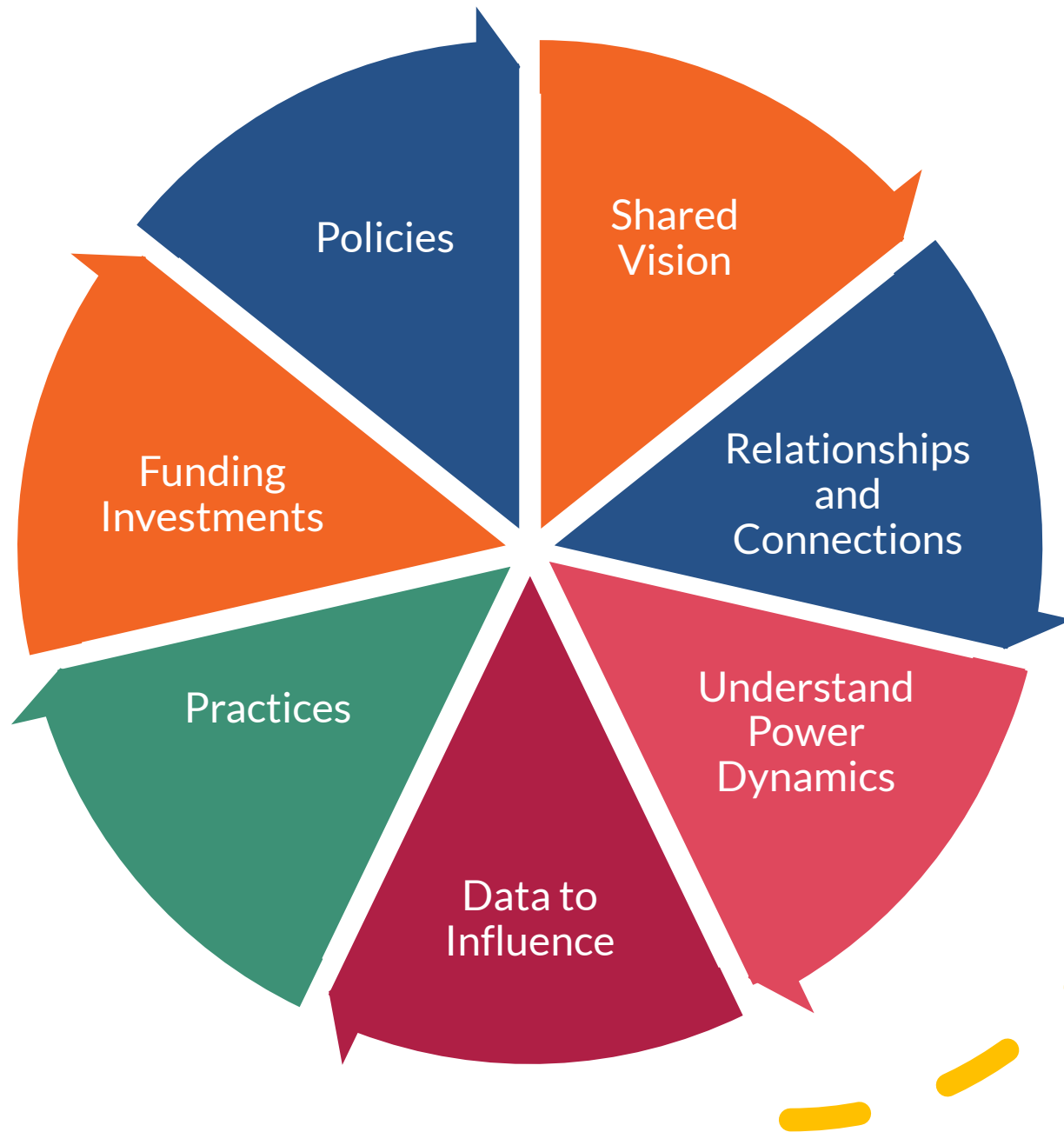


Institutional Components of Systems Change



State-Level Articulation Agreement

Elements of ECE Systems Change



Solution for the Future

A long-term solution for increasing wages, providing benefits, and expanding pathways into an early childhood career is necessary to build and sustain a strong workforce.



Early Care and Education Pipeline

Increase the early childhood teacher pipeline **by 20% (8,000 new teachers meeting higher qualifications)** over the next 3 years!!!



Strategies for Raise NC Early Care and Education

- Public Awareness Campaign – Raise NC
- More federal and state public investment
- Building the Early Childhood Provider Pipeline
 - Child Care WAGE\$ Program
 - Infant-Toddler Educator AWARD\$
 - TEACH Early Childhood Scholarships
 - Apprenticeships
- Raise Subsidy Reimbursement Rates
 - Increase rates to 2021 Market Rates
 - Alternative Market Rate Study

Enhance Secondary Technical Pathways and Build ECE Apprenticeship Program

Expand Secondary Early Childhood Career and Technical Pathways across the state

Develop Early Childhood Pre-Apprenticeship and Apprenticeship Programs

Expand TEACH Scholarships to provide support services



Develop New Community College Courses, Credential and Certificate Programs

Design **new courses** that will award college credit toward a degree based on **prior learning or work experience** (up to 9 SHC – 3 courses)

Design **new courses** that will award non-transferable college credit

Health, Safety and Nutrition Modules

Create a **fast-track certificate program** for the **Early Childhood and Infant Toddler Certificates** to reduce time to complete certificate from 4 semesters to 1 – 2 semesters

Align with TEACH Scholarships

Provide funding for substitutes

Develop **Statewide CDA program** with Teaching Strategies

Align with TEACH Scholarships

Credit for up to 7 SHC for coursework, additional credit for portfolio



Early Childhood Caucus

**HB 342/SB 292 –
Extend Stabilization
Grants**

**HB 343/SB 288 –
Child Care Subsidy –
Increase Rates and
Set Floor**

**HB 344/SB 291 –
QRIS – Star Rating
System Reform**

**HB 322/SB 293 – Tri-
Share Child Care
Pilot**

**HB 321/SB 294 –
Reduce Maternal
Morbidity, Mortality,
and Medicaid**

**HB 483 – Subsidy
Eligibility for Child
Care Teachers**

**HB 835 – Expand
WAGE\$ Program**



Closing and Introduction to the Next Webinar

Next Session: Webinar 5

Applying the process, strategies, and tools we have discussed in Webinars 1-4 (such as understanding root causes, data including workforce voice and participation in policy change, focusing on leaders and leadership, networking with programs and structures, and taking action to bring about change) we will focus on:

- Compensation and Financial Relief





Post Webinar Survey

Resources

1. [“How Leaders Create and Use Networks.”](#) (Herminia Ibarra & Mark Lee Hunter)
2. [“The Dawn of System Leadership.”](#) (Peter Senge, Hal Hamilton, & John Kania)
3. [“Lifecycle of Emergence: Using Emergence to Take Social Innovation to Scale.”](#) (Margaret Wheatley & Deborah Frieze)

References

1. Killins Stewart, S., Ray, A., Stover-Wright, M. (2020). *Leading for Equity in Early Childhood Systems*. Equity Leadership Action Network. BUILD Initiative.