What Does Equity and Justice Look Like in Early Childhood?
“Love takes off the masks that we fear we cannot live without and know we cannot live within. I use the word “Love” here not merely in the personal sense but as a state of being or a state of grace—not in the infantile American sense of being made happy but in the tough and universal sense of quest and daring and growth.”

James Baldwin
Social justice work is holy work.

holy = to become whole
About Today’s Session

1. We’re going to provide a lot of content today.
2. There will be opportunities lots of discussion. The more the better!
3. Please type any questions and comments in the chat box. We will answer as we go.
4. Thank you for your patience!
Participant Objectives

At the conclusion of this training, participants will be able to:

1. Define implicit bias, equity, and racism;
2. Describe key barriers within Parts B and C that perpetuate racial disparities; and
3. Identify ways in which systems can work to address equity and barriers in early childhood.
Assumptions

We all believe that a child and family’s color should not fate them to negative outcomes.

Discussing equity and race is uncomfortable.

Creating discomfort without providing effective strategies is not productive.

In discussing equity and taking steps, we will make mistakes.
Establishing Our Group Norms

- Brave spaces to discuss, exchange, learn and be vulnerable
- Speak your truth
- Lean into the discomfort and lean into each other for support
- Commit to non-closure
- Assume positive intent
- Seek intentional learning
Reminders for Discussing Race and Racism

Racism goes beyond individual intentions to collective group patterns.

A strong opinion is not the same as informed knowledge.

There is a difference between agreement and understanding.

For some, there is a deep interest in denying those forms of oppression which benefit some.

We do not have to be aware of oppression for it to exist.

Our racial position will greatly affect our ability to see racism.

Putting our effort into protecting rather than expanding our current worldview prevents our intellectual and emotional growth (Sensoy & DiAngelo, 2017).
Equity efforts so far........

- Reliance on punishment vs discipline
- Focus on implementing isolated interventions
- Educational practices based on White European values – including early childhood education
- New emphasis on “trauma-informed care”
- Siloed efforts within communities
- Focus on kindness, compassion, and empathy
Addressing the Root Causes

• We *ALL* must move beyond examining biases, becoming culturally competent, and implementing culturally relevant teaching strategies.

• To achieve racial equity and create socially-just programs for all children, we must address the root causes of inequities by:
  • Refocusing our attention on challenging racism and inequitable structures, policies, and practices;
  • Deconstructing Whiteness as the norm in education;
  • Confronting issues of power and privilege in our society; and
  • Engaging in efforts to heal from racial trauma - especially the damage to children’s sense of self because of racism (York, 2016).
Defining Racial Justice

- **Racial Justice:** the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.

- **Indicators of Racial Justice:** equitable impacts and outcome across race is the key indicator of racial justice.
What Racial Justice is Not

Racial Justice ≠ Diversity

Racial Justice ≠ Equality

Racial Justice = Equity

Fairness, Justice
# Diversity, Inclusion, and Equity

## Diversity

Includes, but is not limited to race, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.

## Inclusion

Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy-making in a way that shares power and ensures equal access to opportunities and resources.

## Equity

The guarantee of holistic treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of any group.
Internalized Racism

- Lies within individuals
- These are our private beliefs and biases about race and racism, influenced by our culture.
- Internalized racism can take many different forms, including racial prejudice toward other people of a different race (Center for Social Justice).
Interpersonal Racism

• Occurs between individuals
• These are biases that occur when individuals interact with others and their private racial beliefs affect their public interactions.
• Examples include racial slurs, bigotry, hate crimes and racial violence (Center for Social Justice).
Institutional Racism

- Occurs within institutions and systems of power
- Unfair policies and discriminatory practices of particular institutions (e.g., schools, workplaces, the criminal justice system, child welfare system) that routinely produce racially inequitable outcomes for people of color and advantages for White people (Center for Social Justice)
Structural Racism

• Racial bias among institutions and across society

• Involves the cumulative and compounding effects of an array of societal factors that systematically privilege White people and disadvantage people of color (e.g., history, culture, ideology and interactions of institutions and policies) (Center for Social Inclusion)
Unpacking Structural Racism

• **History** - provides the foundation of white supremacy (e.g., slavery, colonization, and Jim Crow)

• **Culture** which exists all around our everyday lives, providing the normalization and perpetuation of racism

• **Values** – valuing of whiteness as the norm

• **Social structures** - interconnected institutions and policies, the key relationships and rules across society providing the legitimacy and reinforcements to maintain and perpetuate racism.
SYSTEMIC RACISM
Power

• Power must be understood as a relational term between human beings in a specific historical, economic, political and social setting.

• Power is control of, or access to, those institutions sanctioned by the state.

• Power is ownership and control of the major resources of a state; and the capacity to make and enforce decisions based on this ownership and control.

• Power is the capacity of a group of people to decide what they want and to act in an organized way to get it.

• Power is the ability to define reality and to convince other people that it is their definition.
Power in Relation to Racism

• When these forms of power are exercised against people based solely on “race,” the result is a system of racial oppression.

• In the United States, the most significant manifestations of racial oppression are:
  • Individual racism
  • Structural racism
  • Institutional racism
  • Cultural and linguistic racism
  • Environmental racism
  • Economic racism
  • Health system of racism
RACISM
=
PREJUDICE + POWER
Power Relations in Early Intervention

Blanchard et al. 2021
Power Relations in Early Intervention

Blanchard et al. 2021
**Children under 3**
_by race and ethnicity, 2017_

*Note: Native Hawaiian and Pacific Islander children total less than 1 percent of the population.*
Racial Disparities in Identification

• Black children receive autism diagnosis one year later than White children.
• Black, Hispanic, and Asian children are under-represented in early intervention.
• Children with externalizing behaviors and who were low birth weight more likely to be referred for evaluation
• Black children are under-identified for communication and attention/learning difficulties.

• At 9 months assessment, 18% Black and 82% White I/T were presumed eligible for EI.
• At 24 months, 27% Black and 73% White I/T were presumed eligible for early intervention.
Racial Disparities in Identification and Access

At 9 months of age, there are no Black-White racial differences in receipt of services.

At 24 months of age, Black children were 5 times less likely to receive services than White children.

Black children who qualified for services at 24 months based on developmental delay alone were less likely to receive services. No differences by race among children who qualified based on established medical conditions.

These disparities were found most consistently among children who qualified for services based on developmental delay alone.

Feinberg, et al., 2019
Racial Disparities in How Families View Early Intervention

• Parental social support, parental spiritual connection, healthy parental childhood experiences with disability, parental comprehension of early intervention policy, and involvement of the child's father were significant findings identified by the mothers as contributors to positive attitudes about child disability and early intervention services.

• Reasons for not accessing services include feeling that their children are not much different from other children they observed, the belief that children develop in their own time, and feeling overwhelmed with other social and financial stressors.

• Children with public insurance have less access to intensive speech therapy – unable to access additional services because of limited income.
Exhibit 13. Percentage of children ages 3 through 5 served under IDEA, Part B, by disability category: Fall 2018

- Speech or language impairment (41.4%)
- Developmental delay(a) (37.7%)
- Autism (11.4%)
- Other disabilities combined(b) (9.4%)
What exactly is implicit bias?

- Activated involuntarily (i.e., individual not aware of biases)
- Pervasive and robust
- Does not necessarily align with our declared beliefs
- Media often reinforce negative stereotypes and prejudices
- Malleable, but can be unlearned and replaced with new mental associations
“Black people **looting** for food, while white people **find** food”!
Cannot discuss implicit racial bias without understanding its relationship to structural racism.
EI as the Entry Point for Disproportionality: Special Education in K-12

• Black students are 40 percent more likely, and American Indian students are 70 percent more likely, to be identified as having disabilities than are their peers.

• The overrepresentation of particular demographics varies depending on the type of disability, and disparities are particularly prevalent for so-called high-incidence disabilities, including specific learning disabilities and intellectual disabilities.

• Black students are twice as likely to be identified as having emotional disturbance and intellectual disability as their peers.

• American Indian students are twice as likely to be identified as having specific learning disabilities, and four times as likely to be identified as having developmental delays.
Social Determinants of Health

- Social determinants of health (SDOH) are the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks.

- Five SDOH:
  - Economic stability
  - Education access and quality
  - Health care access and quality
  - Neighborhood and built environment (e.g., exposure to community violence, lack of clean water and air)
  - Social and community context (e.g., positive relationships at home, support)
Native American infants and toddlers are most likely to be uninsured.

Share of children under 3 by race and ethnicity who are uninsured\textsuperscript{21}

- AIAN: 14.5%
- NHPI: 6.0%
- Hispanic/Latino: 5.9%
- White: 3.9%
- Black: 3.8%
- Asian: 3.4%

Black infants and toddlers have the highest infant mortality rates.

Infant mortality rates (per 1,000 births) by race and ethnicity, 2016\textsuperscript{22}

- Black: 11.4%
- AIAN: 9.4%
- NHPI: 7.4%
- Hispanic/Latino: 5.0%
- White: 4.9%
- Asian: 3.6%
Children of color experience many types of adversities at higher rates than white children

Estimated percentage of children from birth through age 3 who have experienced individual adverse childhood experiences (ACEs) at any time in their life, by race/ethnicity

- Hard to cover the basics, like food or housing, on family’s income: 15%
  - White: 4%
  - Non-Hispanic Black/African American: 5%
  - Hispanic: 6%
  - Asian American: 7%
  - Non-Hispanic other: 8%
- Parent or guardian divorced or separated: 25%
  - White: 10%
  - Non-Hispanic Black/African American: 12%
  - Hispanic: 15%
  - Asian American: 17%
  - Non-Hispanic other: 19%
- Lived with anyone who had a problem with alcohol or drugs: 20%
  - White: 7%
  - Non-Hispanic Black/African American: 10%
  - Hispanic: 12%
  - Asian American: 14%
  - Non-Hispanic other: 16%
- Lived with anyone who was mentally ill, suicidal, or severely depressed: 15%
  - White: 4%
  - Non-Hispanic Black/African American: 5%
  - Hispanic: 6%
  - Asian American: 7%
  - Non-Hispanic other: 8%
- Parent or guardian served time in jail: 10%
  - White: 3%
  - Non-Hispanic Black/African American: 4%
  - Hispanic: 5%
  - Asian American: 6%
  - Non-Hispanic other: 7%
- Saw or heard parents or adults slap, hit, kick, punch one another in the home: 20%
  - White: 7%
  - Non-Hispanic Black/African American: 10%
  - Hispanic: 12%
  - Asian American: 14%
  - Non-Hispanic other: 16%
- Parent or guardian died: 5%
  - White: 2%
  - Non-Hispanic Black/African American: 3%
  - Hispanic: 4%
  - Asian American: 5%
  - Non-Hispanic other: 6%
- Was a victim of violence or witnessed violence in his or her neighborhood: 30%
  - White: 10%
  - Non-Hispanic Black/African American: 12%
  - Hispanic: 14%
  - Asian American: 16%
  - Non-Hispanic other: 18%
- Treated or judged unfairly because of his or her race or ethnic group: 25%
  - White: 10%
  - Non-Hispanic Black/African American: 12%
  - Hispanic: 14%
  - Asian American: 16%
  - Non-Hispanic other: 18%
**Economic difficulty is the most commonly reported form of adversity**

Estimated percentage of children from birth through age 3 who have experienced individual adverse childhood experiences (ACEs) at any time in their life

<table>
<thead>
<tr>
<th>Experience</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Hard to cover the basics, like food or housing, on family's income</td>
<td>20%</td>
</tr>
<tr>
<td>Parent or guardian divorced or separated</td>
<td>9%</td>
</tr>
<tr>
<td>Lived with anyone who had a problem with alcohol or drugs</td>
<td>4%</td>
</tr>
<tr>
<td>Lived with anyone who was mentally ill, suicidal, or severely depressed</td>
<td>4%</td>
</tr>
<tr>
<td>Parent or guardian served time in jail</td>
<td>3%</td>
</tr>
<tr>
<td>Saw or heard parents or adults slap, hit, kick, punch one another in the home</td>
<td>2%</td>
</tr>
<tr>
<td>Parent or guardian died</td>
<td>1%</td>
</tr>
<tr>
<td>Was a victim of violence or witnessed violence in his or her neighborhood</td>
<td>1%</td>
</tr>
<tr>
<td>Treated or judged unfairly because of his or her race or ethnic group</td>
<td>1%</td>
</tr>
</tbody>
</table>

Share of infants and toddlers in poor and low-income households
by race and ethnicity, 2017

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>&lt; 100% FPL</th>
<th>100-200% FPL</th>
</tr>
</thead>
<tbody>
<tr>
<td>All infants and toddlers</td>
<td>20%</td>
<td>22%</td>
</tr>
<tr>
<td>White</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>Black</td>
<td>33%</td>
<td>28%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>27%</td>
<td>31%</td>
</tr>
<tr>
<td>Native American</td>
<td>38%</td>
<td>28%</td>
</tr>
<tr>
<td>Asian</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>Native Hawaiian Pacific Islander</td>
<td>31%</td>
<td>33%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>25%</td>
<td>22%</td>
</tr>
</tbody>
</table>

*Note: Native Hawaiian and Pacific Islander children total less than 1 percent of the population.
Black vs. White Wealth

• Black Americans own approximately 1/10 of the wealth of White Americans.

• Black households have fewer and are in greater need of personal savings than their White counterparts.

• Black Americans have less access to emergency savings.

• The wealth gap persists regardless of Black households’ education, marital status, age, or income.
The Role of Historical and Racial Trauma

Adapted from Adverse Childhood Experiences Study
Addressing Equity in Education

• We are entrenched in “first generation” equity work.
  ▪ Isolated or ‘band aid’ interventions
  ▪ Based upon a *blame the victim* mentality (Black children and families are at-risk and in need of fixing)
  ▪ Unwillingness to identify and address root causes
First Generation Equity Work®

- Makes us feel like we are doing something meaningful
- Allows us to stay in a place of comfort
- Maintains the opportunity and achievement gaps
- Does little to address root causes
Second Generation Equity Work

• Borrowed from Guralnick (1993):
  ▪ Early intervention was in the midst of a rapid period of change
  ▪ Marked by a movement away from superficial analyses regarding the effectiveness of services and supports for young children with disabilities
  ▪ Researchers and policy makers were being pushed to ask more specific questions and develop a more nuanced understanding about how to meet the needs of young children and their families.
Moving Into Second Generation Equity Work

• Will require a unique commitment and determination
• Let go of the traditional ‘band aid’ approach to education and intervention
• Push through some discomfort to understand the structural barriers and root causes as well as our own role in perpetuating disparities
• Keen understanding of how our systems were set up and how they have morphed over time
“Not everything that can be faced can be changed, but nothing can be changed until it is faced.”

James Baldwin
Timeline of White Supremacy

- Slavery
- Reconstruction
- New Deal Exclusion
- FHA Redlining
- War on Drugs
- Mass Incarceration
- Jim Crow / Segregation
- Convict Leasing
- Debt Peonage
- Felony Disenfranchisement
- White Terrorism & the KKK

1619 - 1700 - 1800 - 1865 - 1900 - 1965 - 2016
13th Amendment

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.
“In this country, American means white. Everyone else has to hyphenate.”

Toni Morrison
What is Whiteness?

• Whiteness is viewed as the norm, the standard for universal human values by which all others are viewed and to which they are compared (Roediger, 1991).

• “Authority of experience” vs. “oppression of experience”

• Affluent White whiteness
Whiteness as Property

The phrase Whiteness as Property was coined by Cheryl Harris in 1993. The phrase has been used to capture the social and economic advantages of Whiteness.

The phrase captures the reality that being perceived as White carries more than a mere racial classification. It is a social and institutional status and identity with legal, political, economic, and social rights and privileges that are denied to others (Sensoy & DiAngelo, 2017).
What is white supremacy?
White Supremacy

The inherent belief that white people are superior to all other racialized groups and should therefore dominate society (Roediger, 1991).

White supremacy is a racist ideology that assigns value, morality, goodness, and humanity to the white group while casting people and communities of color as (worth less) criminal, and inhuman and "undeserving."
Pyramid of White Supremacy

Genocide
- Mass Murder
- Unjust Police Shootings
- Lynching
- Hate Crimes
- Police Brutality

Violence
- Burning Crosses
- KKK
- The N-Word
- Confederate Flags
- Swastikas

Calls for Violence
- Mass Incarceration
- Racial Profiling
- School-to-prison Pipeline
- Hiring Discrimination
- Redlining
- Anti-Immigration Policies
- Fearing People of Color
- Reverse Racism

Discrimination
- Funding Schools Locally
- Predatory Lending
- English-only Initiatives
- Euro-Centric Curriculum
- Tokenism
- Bootstrap Theory

Veiled Racism
- Victim Blaming
- Racist Jokes
- Paternalism
- White Savior Complex
- Cultural Appropriation

Minimization
- We all belong to the human race
- “Post-Racial Society”
- False Equivocation
- “It doesn’t matter who you vote for”
- Denial of White Privilege

Indifference
- “Politics doesn’t affect me”
- Avoiding Confrontation with Racist Family Members
- “It’s just a joke!”
- “Get over slavery”

In a pyramid, every brick depends on the ones below it for support. If the bricks at the bottom are removed, the whole structure comes tumbling down.

Adapted from Ellen Tuzioilo and Safehouse Progressive Alliance for Nonviolence’s diagram
White Supremacy Culture

White supremacy culture refers to the dominant, unquestioned standards of behavior and ways of functioning embodied by the vast majority of institutions in the United States.

These standards are seen as mainstream, dominant cultural practices; they have evolved from the United States’ history of white supremacy.

THE LONGER YOU SWIM IN A CULTURE, THE MORE INVISIBLE IT BECOMES
False Narratives of White Supremacy

- Whiteness places value on certain experiences within society, including social, educational, financial, etc.
- Whiteness tells us that superior education, wealth, and materialism are the gold standard of success in our society.
- Whiteness dictates dress, hairstyles, attractiveness, tone of voice, behavior, how to show respect, etc.
- Whiteness tells individuals what it means to be a boy/man or girl/woman within society.
Understanding Education within the Context of a White European Ideology

• Who are some of the foundational theorists within early childhood education?

• What are some of the behavioral expectations that we have for children within early learning programs?

• What social skills are important?

• How do we expect children to interact with teachers?

• What do we mean when we say “school readiness?”
False Narratives of White Supremacy within Education

• Whiteness dictates how and what children are taught.
• Whiteness tells us what achievement looks like (e.g., early learning standards, grades, test scores).
• Whiteness determines what high-quality education looks like (i.e., teacher as purveyor of knowledge, child as recipient of knowledge).
• Whiteness does not allow for the acknowledgement of multiple intelligences.
• Whiteness dictates what behaviors are acceptable/not acceptable in school.
The educational system was set up to enable and perpetuate white supremacy.

- Who could learn
- Who got funding/resources and how much
- Where children learned
- Forced(s) Black children to learn in an educational system that was not set up for them
- Myth of meritocracy
- Use of curricula, teaching methods, assessments, and environmental scales designed by White people
- Controlling of bodies, emotions, knowledge, access
How the Educational System Perpetuates White Supremacy

- What curricula do we use? Who designed them? Do they represent a strengths-based approach or a deficit model?
- How do we determine academic achievement? What assessments do we use? What worldview do they represent?
- How do we determine high-quality education? What worldview does the instruction represent?
- What ideal of achievement are we promoting? The right college? The right job? What school readiness skills are important?
- How do we educate future teachers?
- Is academic achievement the primary goal of education?
- Does our educational system promote conformity?
- Does our educational system, knowingly or unknowingly, perpetuate hierarchies within our society (e.g., patriarchy, class, race)?
Envisioning a Transformed Educational System

• Focusing on the intellectual and spiritual growth of our children

• Schools as places for healing – children, families, teachers, staff

• Providing meaningful connections between content and real-life experiences

• Altering what we teach and how we teach it

• Revising our ideals for academic achievement and life success – “true revolution of values” (MLK, 1968)
What This Means for the Educational System.....

- Revised academic/learning standards and how we measure achievement
- New curricula that are focused on providing culturally responsive anti-bias practices
- Replace false narratives about our history and society
- New definitions of high-quality and ways for measuring it
- Provide a holistic education that is focused on mind-body-spirit for children, families, teachers, and staff
- Building community – within schools and within classrooms
- Include and empower a diverse set of voices to guide the transformation
Education is one of the greatest tools for promoting upward mobility.
Achieving Equity and Social Justice

• Focus on outcomes is important, but we also must:
  • Examine the root causes of inequities, including what they look like in everyday practice.
  • Eliminate policies, practices, and attitudes that perpetuate disparate outcomes.
  • Enact policies and practices that address the root causes of inequity and promote better outcomes.

(National Council of Teachers of English, 2016)
What is Needed Right Now

• Focus on addressing the root causes of social problems

• Fundamentally alter the components and structures that perpetuate inequities

• Shift the circumstances that are holding a problem in place (e.g., policies, practices)

• Alter the power dynamics that maintain the current barriers and structures
Center the Voices of Those Most Affected

• Counter to what has been traditionally done

• Empower communities and shift control from the system back into the community

• Individuals closest to the problem are actively involved in addressing the problem.

• Those in positions of power must give up some control and voice in determining the path forward.
The Path Forward

- Organization or coalition should be the “keeper of the vision”
- Coming together of system leaders, grassroots activists, and those most affected
- Collaborative, ongoing relationships as the context for changing systems
- System leaders take a backseat and allow community members to lead the way.
Vision for Educational Equity

Drivers of Change
- Public/political awareness and buy-in
- Policy alignment/development
- Professional development

Short-Term Inputs and Outcomes
Activities and resources needed to direct the course of change at the community level

Outputs
Evidence that the activities were performed (e.g., what does an accomplished goal look like?)

Long-Term Outcomes
Outcomes or impacts of the activities toward the overall goal

Barriers to Change
- Lack of buy-in from sector leadership
- Inadequate policies
- Systemic racism

Context, Needs of the Community
# Barriers to Change

<table>
<thead>
<tr>
<th>The status quo of entrenched systems</th>
<th>Power and control</th>
<th>Self-interest (e.g., individuals, communities, system leaders, funding organizations)</th>
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<tbody>
<tr>
<td>Siloed systems and services</td>
<td>‘Check the box’ mentality</td>
<td>“White saviorism,” “White guilt,” and “White complacency”</td>
</tr>
</tbody>
</table>
Blanchard et al., 2021

Child born into systems

**Adults in equity-empowered systems believe:**
- Young children may qualify for special education and related services.
- In the uniqueness and assets inherent within every child.
- In the influence of social position variables (e.g., race, social class), the impact of systemic inequities and racism, and existence of social stratification mechanisms. Seek and name root causes, work to dismantle them.
- We should use existing systems and laws to identify and diagnose children with disabilities.
- We should provide services, intervention, programs that reduce trauma and bias.

**Adults in equity-empowered systems decide:**
- Child may qualify for early intervention or early childhood special education.
- Child may benefit for EI/ECSE and related services.
- Children and families are individuals, valuable and worthy of respect, love, and celebration.
- Systems and settings should adjust to include child and center experiences of disparity groups.
- Systems and settings are in need of skills, strategies, and habits of mind that lead with empathy and focus on rebuilding systems.
- Systems should have diverse stakeholders and staff.
- Systems should share power and redistribute resources for programmatic and systemic work and decision-making.
Things to Consider

Resistance to change comes from within systems and communities.

Generating a paradigm shift about why policy and practice changes is needed to achieve equity in early intervention.

Relationship building and repeated open, honest conversations about the ‘why’.

Think outside the box about data collection (e.g., research questions, how/why data are collected).
We all have power.

“Everyone has the power for greatness, not for fame but greatness, because greatness is determined by service.”

-Dr. Martin Luther King, Jr.
In what ways do you have power to bring about change?
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thank you