

A Recap of the W. Clement & Jessie V. Stone Foundation Grantee Convening 2017



Stone's Early Childhood, Youth Development and K-12 Grantees Explore
Challenges and Strategies for Moving Toward Equity

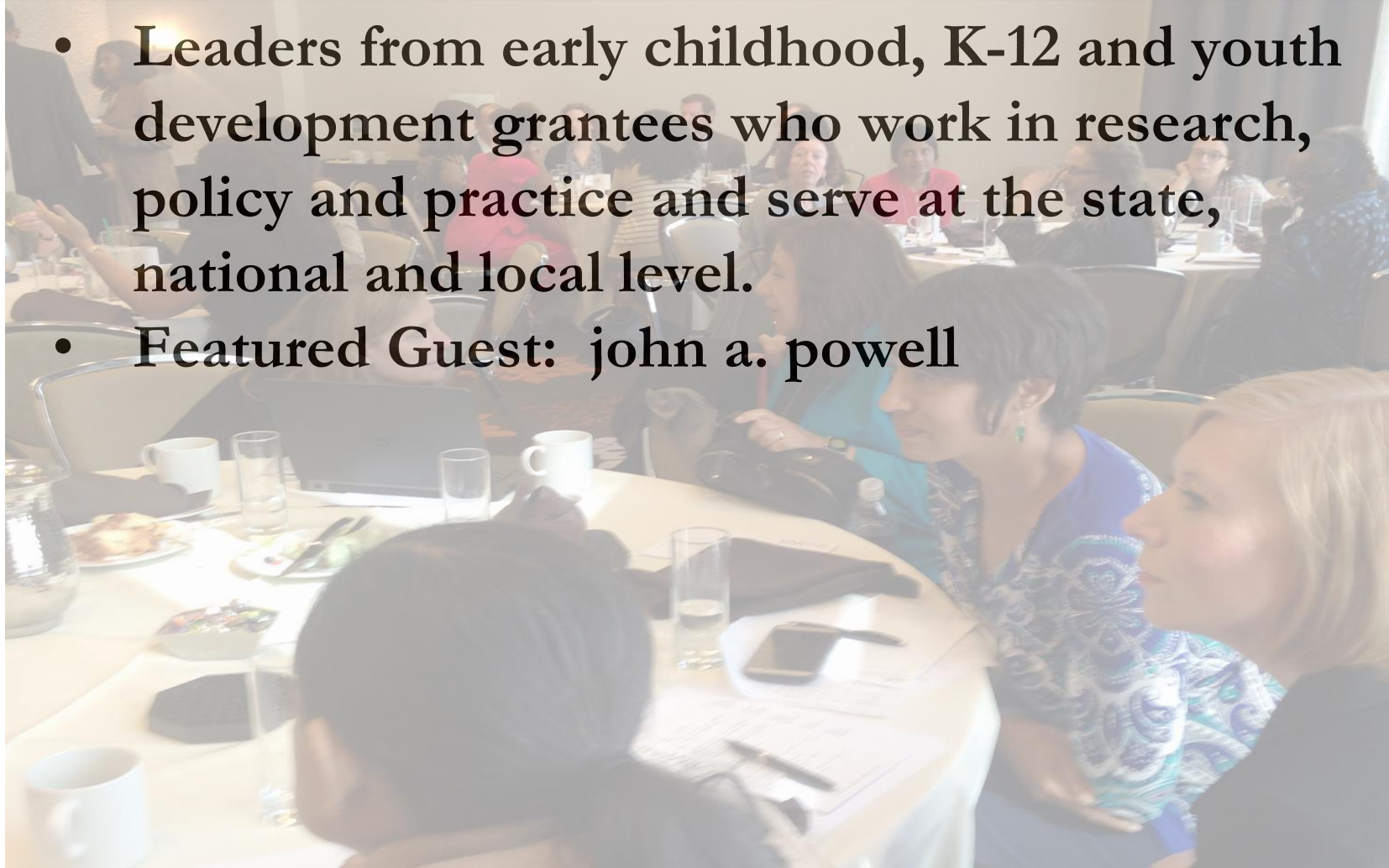
Purpose of the 2017 Convening

The W. Clement & Jessie V. Stone Foundation values equity across its portfolios. In order to advance its mission, the Foundation has identified several levers for change and has chosen to fund organizations that have made important contributions to these levers. Twenty organizations representing early childhood, K-12 and youth development were invited to a cross sector convening. The group's work spanned policy, practice, and research.

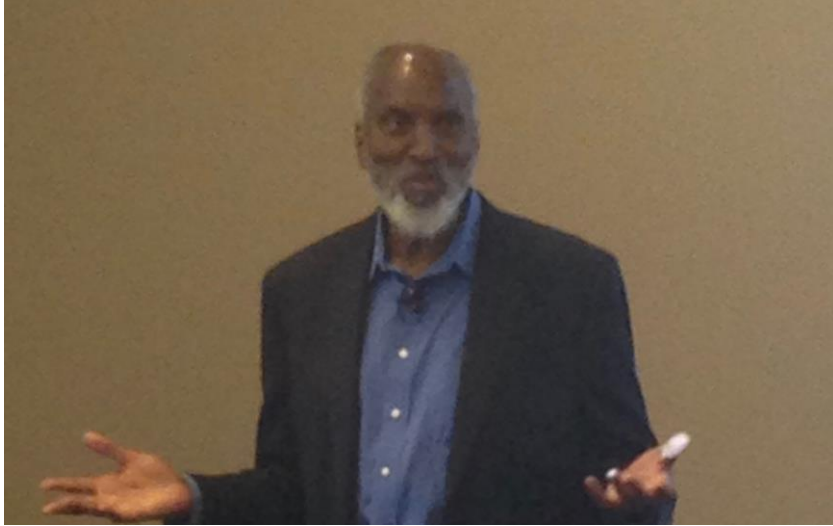
- **Advance** the long-pursued goal of **equity**.
- **Reduce silos** between early childhood, K-12, and youth development grantees through discussions of shared values around the outcomes for children.
- **Create a learning community** bringing early childhood , K-12 and youth development grantees together.
- **Reflect with K-12, early childhood, and youth development grantees on equity**, specifically the challenges and opportunities around effective and experienced teachers, leaders, and other professionals so that our children may achieve equitable outcomes.

Participants

- Leaders from early childhood, K-12 and youth development grantees who work in research, policy and practice and serve at the state, national and local level.
- Featured Guest: john a. powell



About the Featured Guest: john a. powell



Director, Haas Institute for Fair and Inclusive Society

- Professor of Law
- Professor of African American Studies and Ethnic Studies
- Robert D. Haas Chancellor's Chair in Equity and Inclusion

Professor powell is a leader on research and scholarship related to race, structural racism, racialized space and opportunity. He generates specific policy and practice recommendations that address disparities related to race, ethnicity, gender, sexual orientation, disability, and socioeconomics nationwide.

Key Concepts – john a. powell

Click [here for a full video](#) of 2017 Convening presentation

- **Opportunity Structures** (e.g. education, housing, transportation, employment) can lead to inequities in how children, families, and schools are related to other services and supports
- **Bridging and Breaking**
 - Belonging and “othering” are American and global issues that impact every level of society including communities, institutions, homes, and schools
 - We need to build a bigger “we” to include everyone: lack of belonging is at the heart of race and immigration in America, and our history has been built on efforts of exclusion
- **Targeted Universalism**
 - To reduce inequities, policies should be universal, but must include targeted pathways for groups who are situated differently
 - Moving forward, we must realign structures to **target universal policies** toward people who experience inequities

Opportunity Structures



Opportunity Structures



Life changes are shaped by opportunity structures, and those structures are just as important—if not more so—than the choices that individuals make.

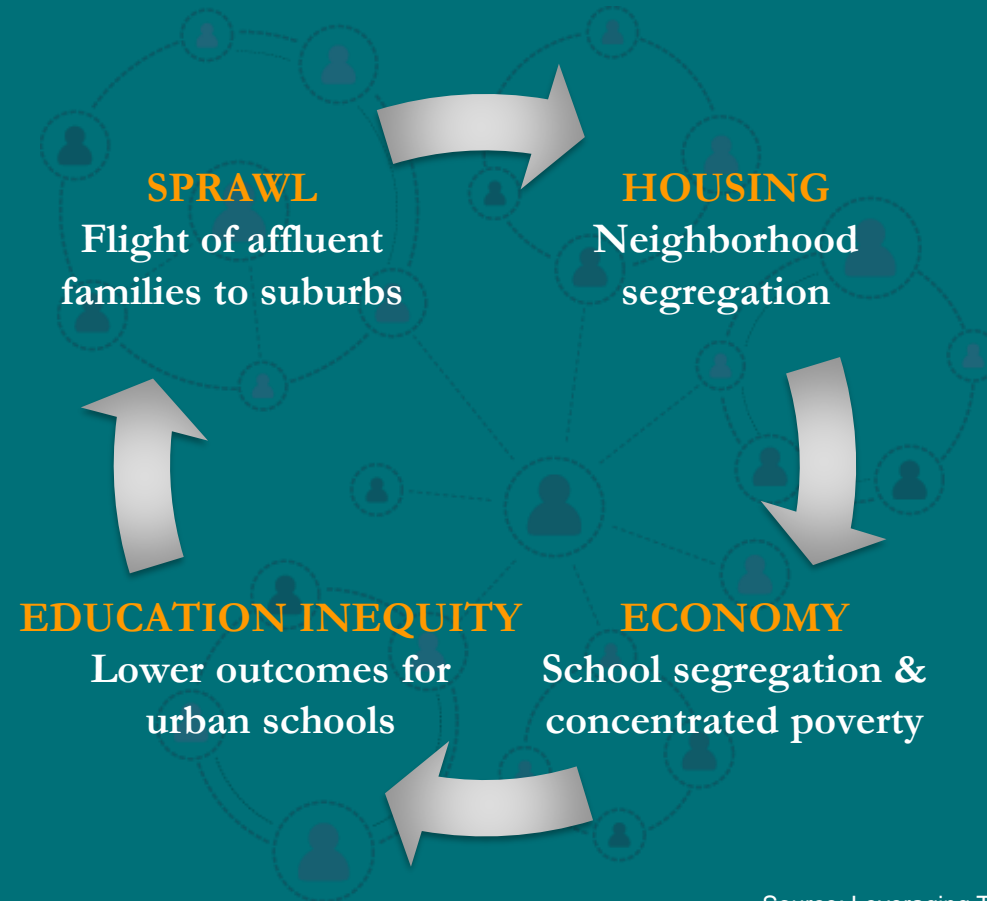
These factors combine to form the web of influences beyond our control that enhance and constrain our ability to succeed and excel.

Source: Leveraging Targeted Universalism for Racial Equity & Structural Change
Presenter: john a. powell Research support: Darren Arquero; Stone Foundation Grantee Convening 2017

Structures can create opportunity-deprived networks

Concentrated poverty, racial/economic segregation, and sprawl lead to school disparities in:

- Achievement gap
- Graduate rates
- Funding disparities
- Discipline rates

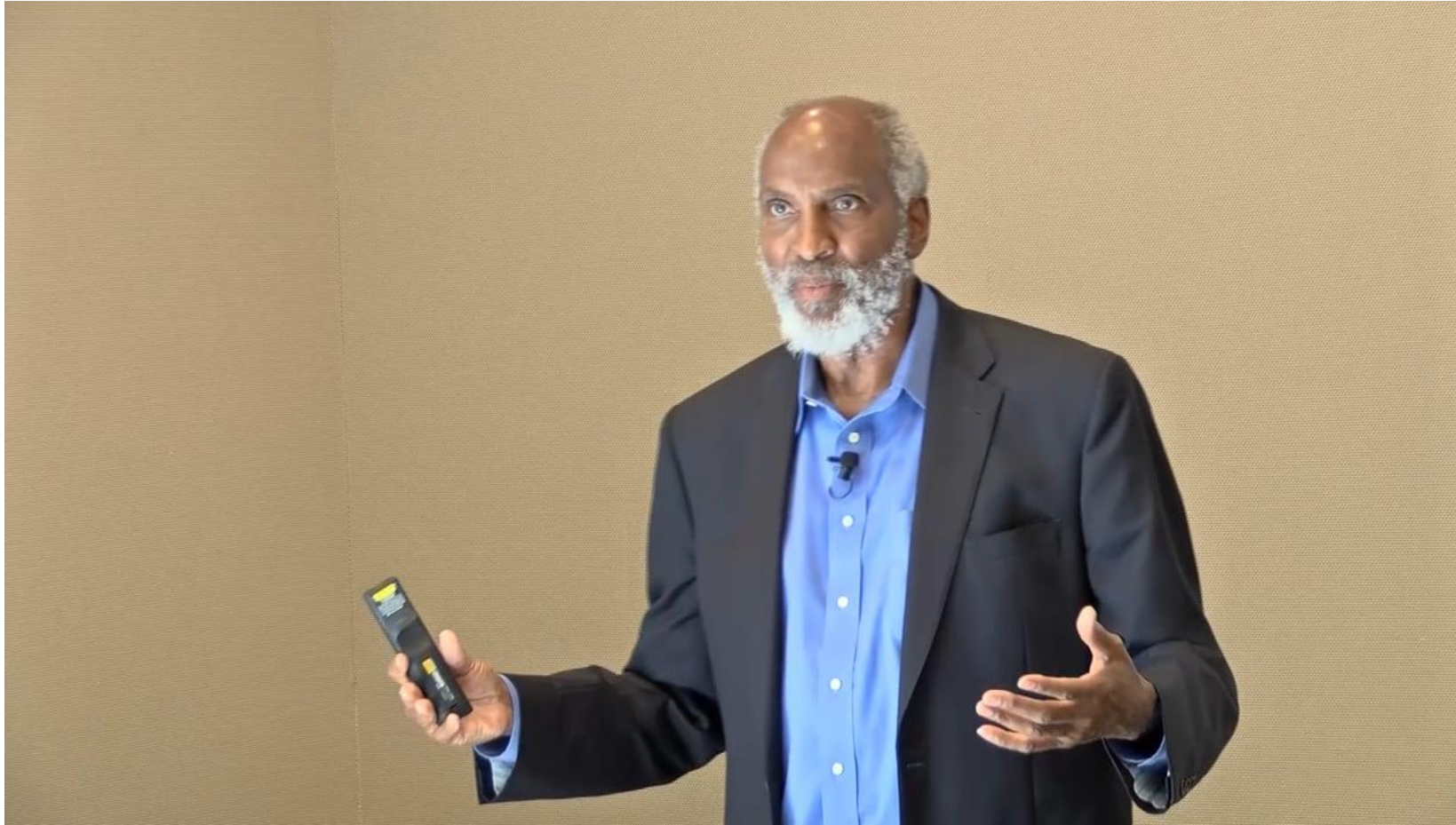


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Creating Equitable Opportunity Structures



Bridging and Breaking



Breaking, bonding, and bridging defined



BREAKING

When a group turns inwards and explicitly pushes away from other groups who are seen as dangerous or a threat.



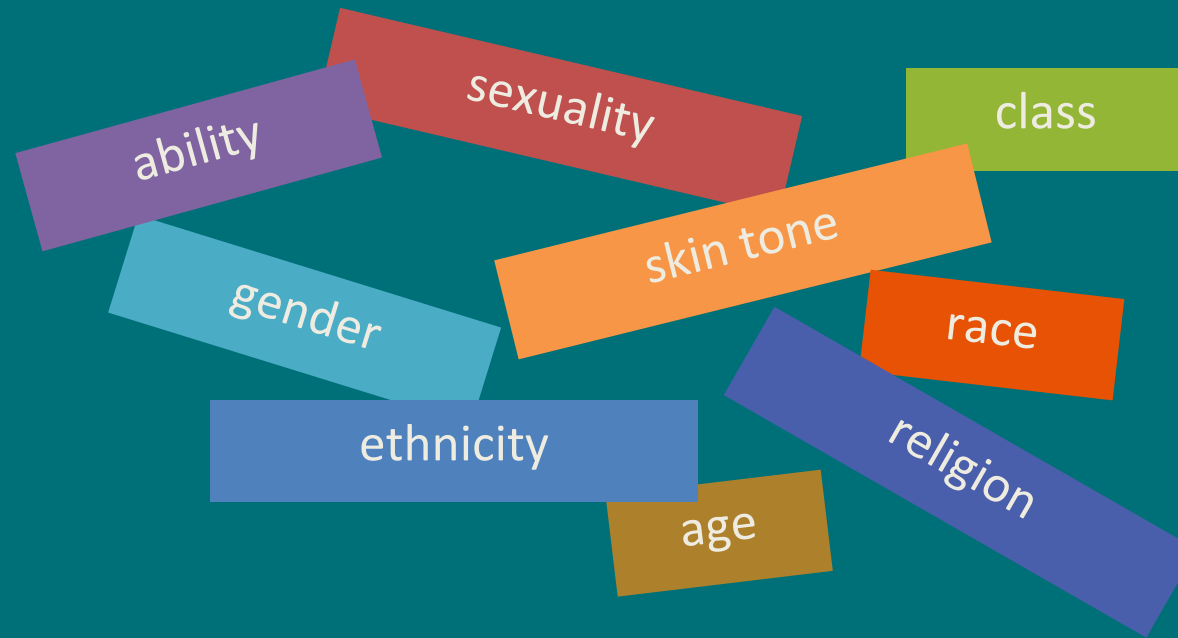
BONDING

Connecting to individuals who are similar to you in some important way.



BRIDGING

Ties to people who are unlike you in some important way through stories, structures, and contact.



Othering is a set of processes, structures, and dynamics that engender marginality and persistent inequality across any of the full range of human differences. Othering and marginality can occur on a group basis or at the individual level.

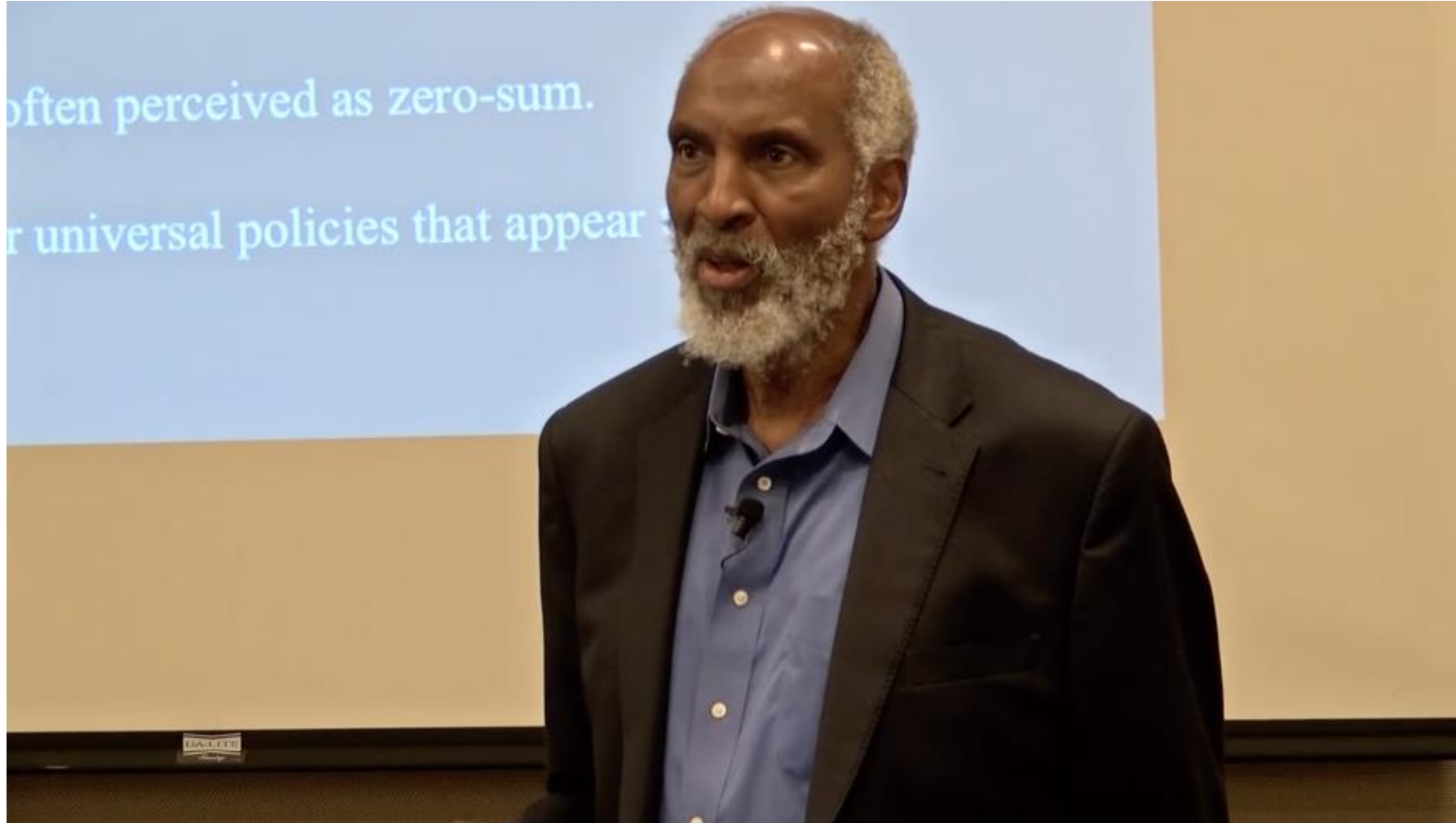
Othering and the circle of human concern



Who is inside the circle of concern?

- Everyone should be in the circle
- Othering leads to marginality
- Separation is a destructive process

Targeted Universalism



We can define opportunity as access to:



EDUCATION



ECONOMY



TRANSPORTATION



FOOD



HOUSING



HEALTHCARE



JUSTICE



COMMUNICATIONS

5 steps to targeted universalism — it takes a village!

To “do” targeted universalism—to realize the potential of an equity analysis— requires cooperation and collaboration:

1. Articulate a particular goal based upon a robust understanding and analysis of the problem at hand.
1. Assess difference of general population from universal goal.
1. Assess the divergence of particular geographies and population segments from goal.
1. Assess barriers to achieving the goal for each group/geography.
1. Craft targeted processes to each group to reach universal goal.

Bringing it Home



**Grantees Reflect on Challenges and Strategies
in Moving Toward Equity**

Selected Universal Goals from Participants

- Access to **high quality early childhood and K-12 education** for all children
- Access to **high quality teaching** workforce
- Ensure schools are inclusive **to eliminate social injustices** that students and children experience in programs and schools (e.g. more equitable school discipline policies using restorative, rather than punitive practices, which impact students of color at higher rates)
- In collaboration with the partners and institutions, **close the existing opportunity gaps** in early childhood and K-12 education

Barriers Identified by Stone Grantees

- **Allocation of wealth** leading to structural inequities (e.g. underfunded schools in specific communities)
- **Lack of community, student, and family voice in decision making**
- **Lack of consistent training and education** to support the learning needs of all children (e.g. culturally appropriate, dual language learners, etc.)
- **Access, affordability, and supports for completion of higher education**
- The challenge in early childhood, K-12 education, and youth development is the widely held belief that **the problem is located in the child** versus the structures and the systems

More Barriers Identified by the Group

- A **monolithic narrative of the workforce** that hides inequities experienced by racial & ethnic minorities in early childhood, youth programs and services, and K-12 education
- **The system is made up of multiple silos** and individual parts of the system do not have all the tools to shift the structure to support students, families, and communities

What Grantees Can Do Together

Include the voice of communities, families and children in the design and development of policies, practices, and structures intended to benefit them

Use the stories of communities, children, youth, and families to provide a foundation for solutions

Break down the multiple silos of early childhood, K-12 education, and youth development to develop the tools to address structural issues faced by students, families, and communities

Design and support equitable school funding formulas

Grantees Identified Possible Strategies to Address Barriers

- Ensuring children have **teachers who are equipped** with the knowledge and skills to provide linguistically and culturally responsive instruction
- Create policies and practices that reduce/eliminate school expulsions/suspensions and **support teachers and students** (e.g. restorative justice)
- Ensure that we **recruit, prepare, and retain effective teachers** who come from diverse backgrounds and reflect the makeup of our schools

Grantees Continue to Explore Challenges and Strategies

If we seek targeting while working toward universal goals, will traditionally underserved children and youth have a delay in needed services and supports ?



Would universalism reduce the targeting of funds and support for those most vulnerable?



Will strategies that focus on universal goals create bridges, and build awareness and support to address structural and historical inequities?

Partnership between Grantees and W. Clement & Jessie V. Stone Foundation to Advance Equity

- The Foundation and its grantees remain committed to strengthening their own practices, connecting with others across early childhood, K-12 and youth development to reduce silos and decrease racial inequities
- The conversations and learning continue as we move toward the goal of equity...

Reference and Contact Information

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Slides 7 & 8, 11-13, 15 & 16 are excerpts from **Leveraging Targeted Universalism for Racial Equity & Structural Change** presented at Stone Foundation Grantee Convening; 2017

Presenter: john a. powell; Research support: Darren Arquero. Click [here for full video](#)