

California School-Age Consortium

Leading with Love and Power: *A Panel Discussion on Resisting Hate in Our Communities*

Wednesday, April 19, 2017

2:45pm – 4:45pm

#BOOSTconference

@CalSAC

Presented by:

Aleah Rosario

Director of Capacity Building Programs, CalSAC

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The California School-Age Consortium

Since 1982, CalSAC has worked to advance the out-of-school time field through training, leadership development and advocacy.

We accomplish our mission by:

Fostering **Connections**
Enhancing **Competency**
Building **Community**

All to ensure children and youth are fully supported to thrive in their communities!

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Goals

Participants will:

- Hear about and reflect on barriers young people are facing in communities across California
- Dialogue with others about how to boldly navigate social, cultural, systemic and structural oppression
- Identify strategies for self-care to practice radical leadership

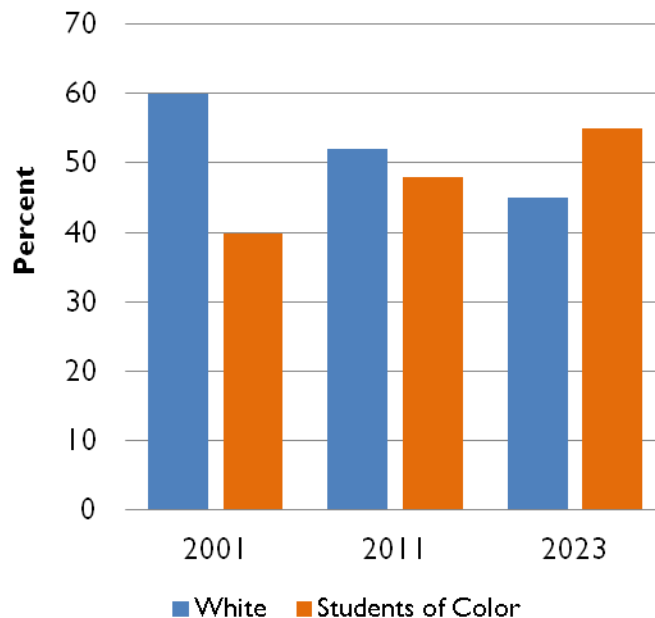
What brought you here?

- Choose a quote that resonates with you
- Share:
 - *Name and organization*
 - *Quote*
 - *Why you chose this session*



Our Children and Youth

CHILDREN AND YOUTH IN PUBLIC K-12



National Center for Education Statistics

For the first time, the overall number of students of color in the public K-12 classrooms is projected to surpass the number of non-Hispanic whites.

Implications

“The United States must vastly improve the educational outcomes for this new and diverse majority of American students, whose success is inextricably linked to the well-being of the nation.”

Center for Public Education

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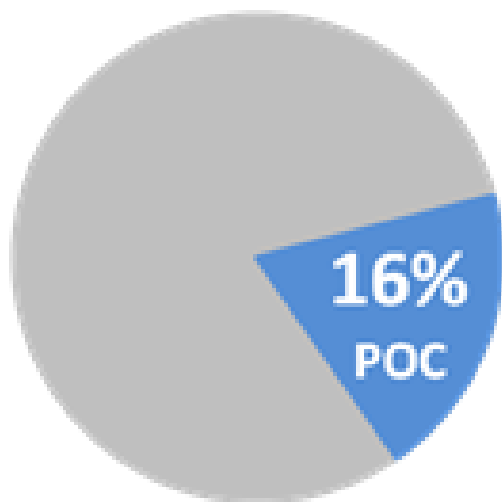
Challenges for Education Leaders

- Students living in poverty
- More who will require English-language instruction
- More whose life experiences will differ from those of their teachers, who remain overwhelmingly white
- Gaps in drop out rates, test scores, HS completion, and college entrance exams
- Parent/family outreach to POC and older citizens
- Addressing issues of equity in curricula and programming
- Preparing young people to enter workforce

Source: [*The United States of Education – The changing demographics of the United States and their schools*](#), Center for Public Education

The Leadership Gap

NONPROFIT EXECUTIVE DIRECTORS



NONPROFIT LEADERSHIP ALLIANCE

Challenges named range from institutional racism to cultural barriers to advancement.

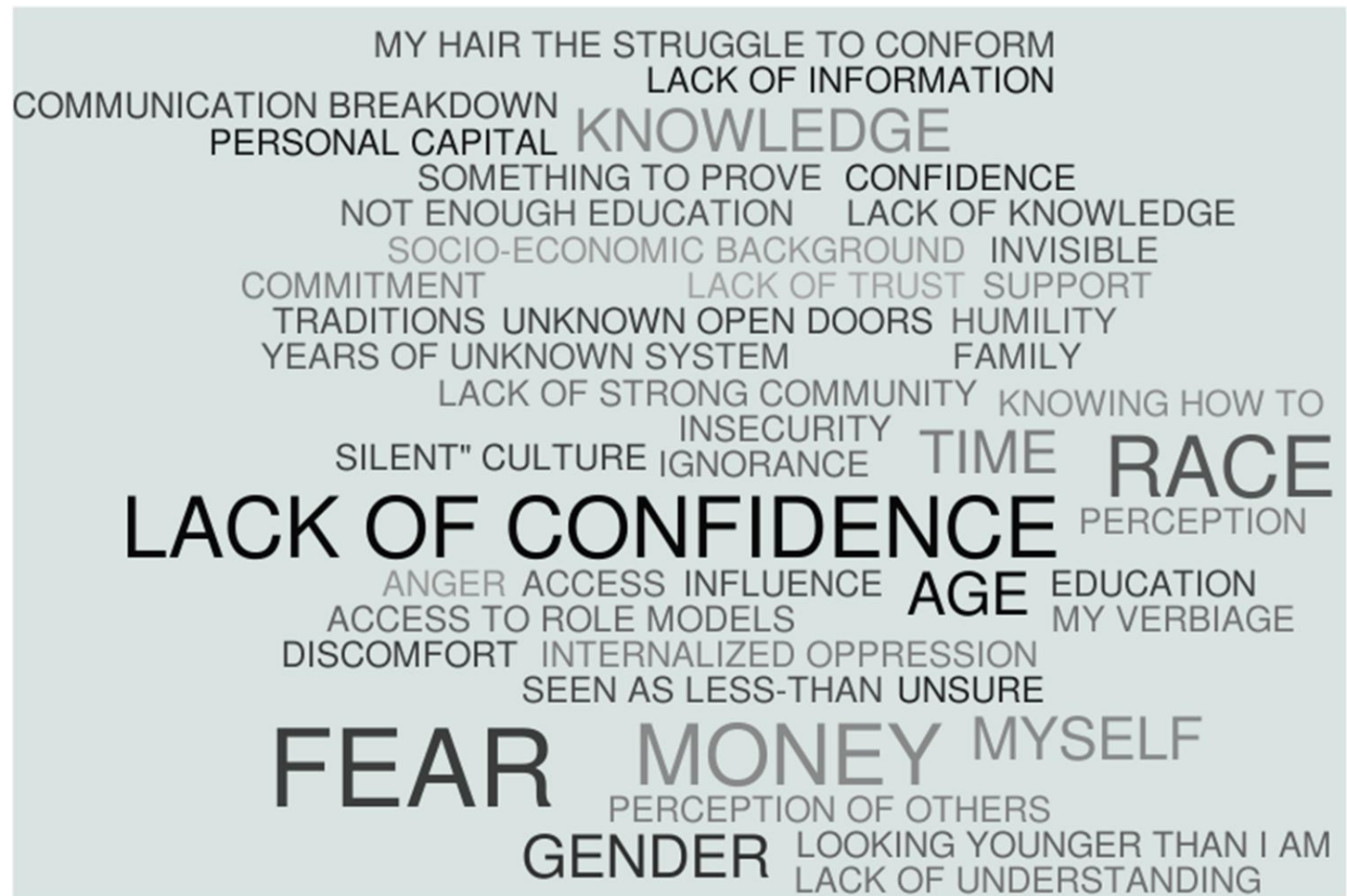
One thread often heard is that staff **are not ready to be successors because they are ill-prepared** with the skills necessary for advancement, management, and leadership.

Race Matters in Leadership Challenges

- Extra demands placed on people of color
- The difficulty in gaining legitimacy
- The need to find and support additional (younger) leaders of color

Source: [Vision for Change: A new Wave of Social Justice Leadership](#), Building Movement Project

Barriers Faced by Emerging Leaders



CalSAC Leadership Development Institute fellowship Opening Retreat (2014, 2015)

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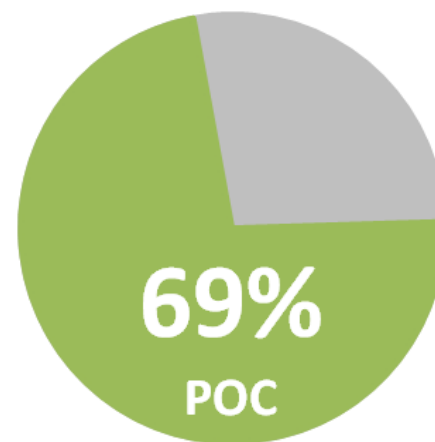
The Opportunity in OST

The out-of-school time field provides the opportunity to **diversify upper management and executive level leadership**. LDI can shape the next generation of leaders both in the **out-of-school time field and in California's broader workforce**.

POC = people of color

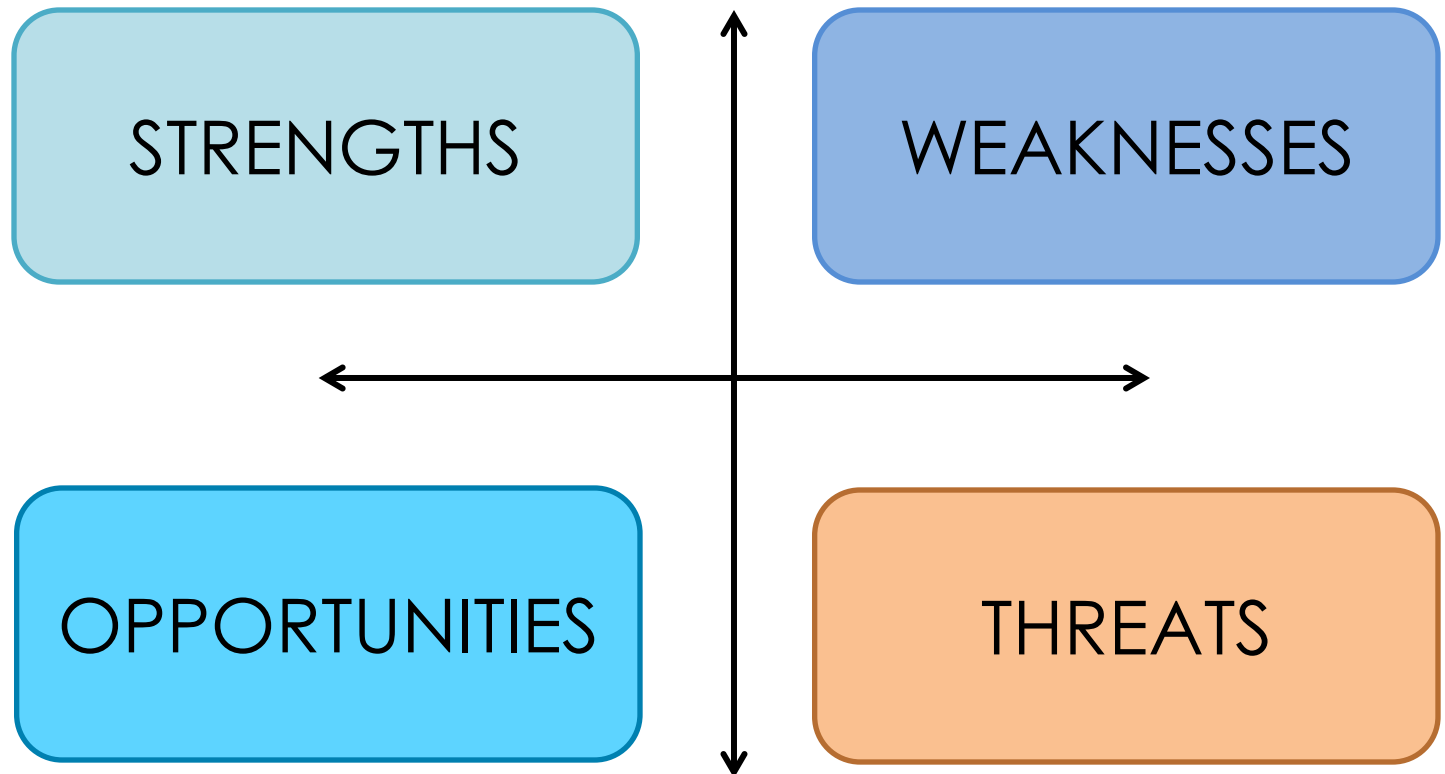
* 2012 After-School Program Survey, conducted by the California Workforce Innovation Network (CalWIN), in partnership with the EDD and the California Department of Education

AFTER SCHOOL FRONTLINE STAFF



California Employment Development
Department (EDD)*

The Opportunity in OST



The Opportunity in OST

STRENGTHS

- Staff are passionate about making an impact
- Meaningful relationships with youth and peers
- Frontline staff are majority POC*
- Training ground for teacher pathway
- Staff are educated

** 2012 After-School Program Survey, conducted by the California Workforce Innovation Network (CalWIN), in partnership with the EDD and the California Department of Education*

The Opportunity in OST

WEAKNESSES

- Investment in leadership development is low (1%*)
- Limited resources
- PD focused on working with children and youth
- Advancement based on seniority, not on skill
- Limited opportunity to advance
- Turnover

*1% of foundation support goes to leadership development in the social sector, [Stanford Social Innovation Review](#)

The Opportunity in OST

- Transferable skills that impacts broader workforce
- Build leadership ladders
- Impact on quality programs
- Diversify leadership at executive, board and policy levels
- Diversify the teacher pipeline

OPPORTUNITIES

The Opportunity in OST

- No – low public support of new demographic of children and youth
- Not seen as a profession
- Institutionalized racism

THREATS

The Opportunity in OST

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THREATS

OPPORTUNITIES

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Seizing the Opportunity

How do we cultivate
emerging leaders for
advancement,
management and
leadership?

What kind of leadership is needed....

- **Individual:** *“Leaders know best”*
- **Instrumental:** *“You are your job function”*
- **Transactional:** *“Focus on tasks”*
- **Control:** *“Do what you’re told”*
- **Dispassionate:** *“Emotions are unprofessional”*

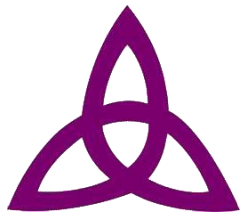
Dominant



What kind of leadership is needed....



- Restores **humanity**
- **Interrupts** patterns of domination
- Fosters the ability to imagine, envision and create new realities as a **whole person**
- Leads as a **collective**, as **collaborative**, with **compassion**, and connects to **social context**



Counter-Dominant



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Counter-Dominant



Self Model



Practicing a Counter Dominant Leadership Approach

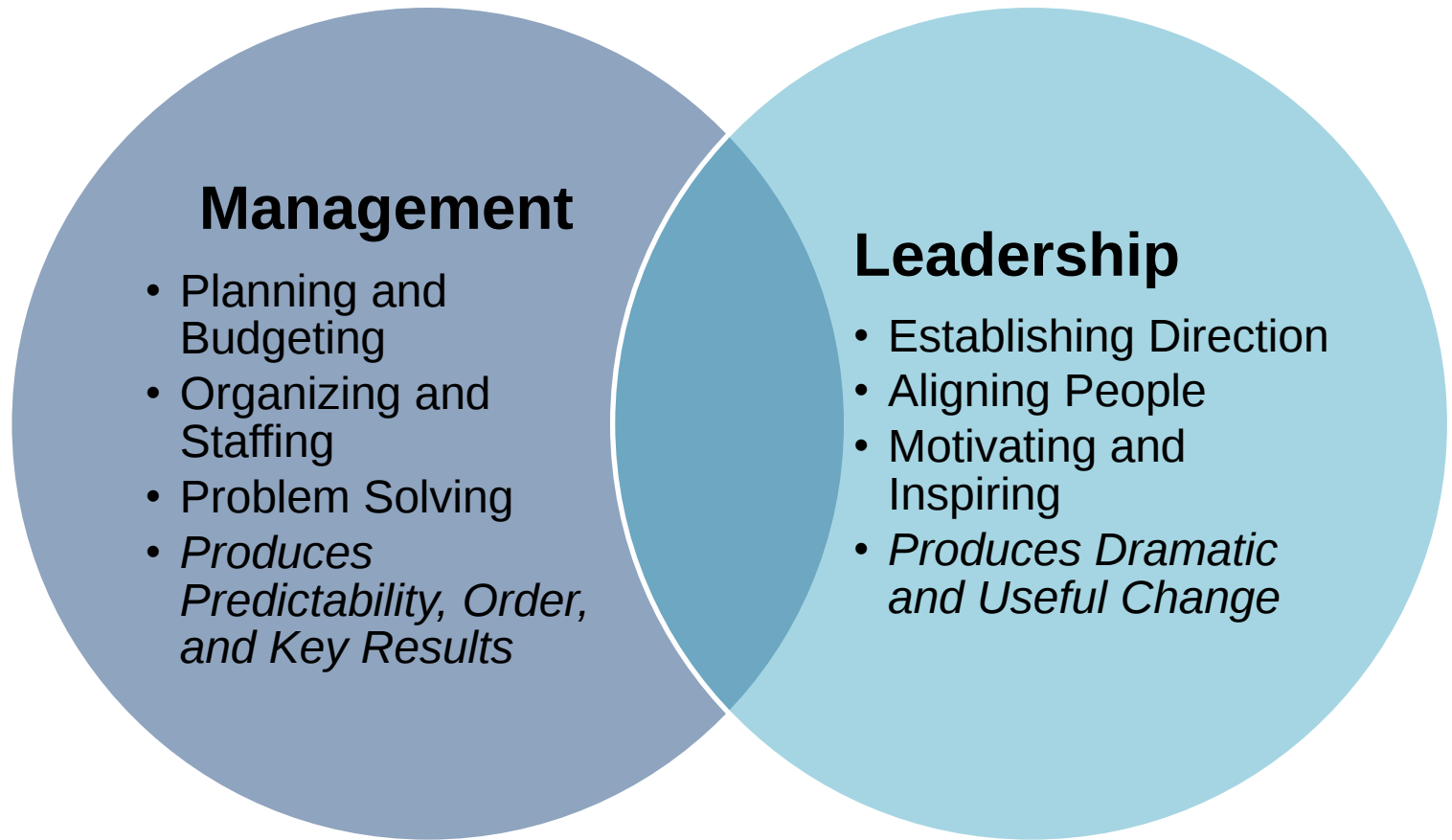
What are your **core values**?

For whom and what do you have **love and gratitude**?

For whom and what do you have **compassion and commitment**?

What lies at the **heart** of your leadership?

What kind of development is needed....



MULTIDIMENSIONAL

“At the heart of transformative social change is the intimate connection between the outer work of strategizing, organizing, and campaigning, and the inner work of who we are as human beings.”



ert Gass, *What is transformation?*

The Leadership Development Institute

To *increase the leadership capacity* of out-of-school time and early learning fields to

create more responsive *programming, policies and services*

that reflect the *racial, ethnic and cultural diversity* of California.

THEORY OF CHANGE

To create more reflective leadership and responsive programs and policies for preschool, summer, and the out-of-school time fields

EQUITY-CENTERED LEADERS COMMITTED TO
THE FIELD, COMMUNITY AND SOCIETY
(Reflective, Passionate, and Authentic)

MODEL FOR
OTHERS

MARKETABLE

PART OF A
NETWORK

Build Knowledge, Skills, & Capacity

Leadership

Management

Power, Privilege &
Oppression

Cohort Model to Foster Community

Applicant Pool of Emerging Leaders of Color

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LDI Project Components



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LDI Content Topics

Self Reflection	Peer Coaching Sessions and Peer Consultancy Protocols	Power, Privilege and Oppression
Strength Based Leadership	Management vs Leadership	Movement Building
Authentic Leadership	Performance Management Frameworks and Supervision	Adaptive Leadership
Coaching	Leadership Development Planning	Dual Bottom Line Matrix Mapping

INCREASED LEADERSHIP AND MANAGEMENT KNOWLEDGE, SKILL AND ABILITIES

46%

reported an increase in ability to determine strategies for organizational growth

over ability prior to LDI



Systems Change

"[LDI] helped me grow through having deep discussions about structures and systems."

"[I've] begun looking at experiences in my life, work and community through a social justice and equity lens."



Confidence

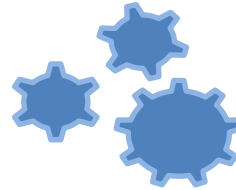
"[I'm] a more confident leader and efficient communicator."

"[I] realize that I do have the skills necessary to lead an organization."

"[It] allowed time to reflect on where I came from. What at first was shame turned in to pride."



8 of 13 Fellows said LDI had **extensive impact** on their confidence



Strategic Thinking

"[I] have developed the skills and understanding of strong organizational culture that could help me as a visionary, big-picture thinker for a program."

Strength-based Leadership

92%

Adaptive Leadership

100%

Dual Bottom Line / Matrix Mapping

67%

Percentage of Fellows that reported LDI provided **some** to **extensive** skill development in these areas



Michael Funk, Director of the CA Department of Education After School Division, recognizing Fellow Chris Tsukida at the 2012 Recognition Ceremony.





"LDI has been an experience that has increased my capacity as a leader within the field. This fellowship has pushed me to tap into strengths within myself that I would not have otherwise experienced."

-2014 LDI Fellow

A Lasting Impact

- Selected for Board of Directors positions or other decision-making committees
- Accepted into graduate program, [Harvard Graduate School of Education Ed.L.D. Program](#)
- Voiced need to address organizational issues of equity – subcommittee formed
- Modified internal hiring practices
- Successfully advocated for salary increase
- Promoted internally or position in new organization

Why did you participate?

“One of the things that’s taken for granted is how to work with people. A lot of the folks we want to develop are people of color. I really wanted to identify systems and structures to help address challenges, and not replicate problems.”

What did you gain?

“I’m starting to challenge the politics and ways we’ve done things, to push boundaries. I think the organization is benefiting, even if they’re being challenged by it.”

How did LDI impact how you work?

“I had a staff member who went through LDI, as well. We kept talking about how we would bring up power and privilege at work. We realized that in order for us to elevate the conversation, we had to model our own expectations. That’s the harsh reality – we had to have the skills and behaviors that we expected.”

3-Day Leadership Intensive

Community Building & Strength-Based Leadership	Leadership, Management, Supervision and Coaching	Coaching, Leader Clinic and Leadership Planning
Creating Community	Authentic Leadership	Peer Coaching with Feedback
Context Setting: <i>Ready to Lead? article</i>	Management vs Leadership	Leader Clinic
Leadership Journey Storytelling	Supervision and Your Triggers	Leader of the Year!
Strength-Based Leadership	Coaching	Leadership Planning
	Peer Coaching Sessions	

Dosage: 21 hours

Cost: \$315 includes materials, meals

(travel scholarships available on case by case basis)

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"It's a great opportunity to learn about yourself and your style as a leader - and best of all, learn to differentiate the difference between being a leader and being a manager."

-Participant, October 2014

Leveraging our Leadership Work: LDI 360/365

To deepen the knowledge, skill and abilities of site coordinator and supervisory level staff to *lead and manage* effective programs that build the *character of staff and students*.

The focus on character aligns with our desire to foster a *value driven field* that is rooted in *equity and social justice*, and one that unifies professionals in the field with a *collective image of integrity*.



Expanded Learning 360°/365
Skills for Success in School, Work and Life

 S. D. BECHTEL, JR.
FOUNDATION
STEPHEN BECHTEL FUND

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What did you learn and what are
you taking away?



A word cloud in the shape of a heart, composed of various words related to leadership and personal growth. The words are arranged in a circular pattern, with some words being larger and more prominent than others. The colors are primarily shades of blue, green, and yellow. The words include: LEADS, PEOPLE, COMMUNITY, INTENTIONAL, KNOWING, GOOD, RELATIONSHIPS, ENGAGING, COMMITTED, CONSTRUCTIVE, UNITES, SPACE, LOVING, DIRECT, GIVES, SUPPORTS, FAMILY, TEACHER, INSPIRING, VALUES, WORK, YES, GENUINE, PASSIONATE, SERIOUS, NEEDS, BELIEF, CONSISTENT, FLAWS, SET, VOICES, ASIDE, TAKES, HUMBLE, COACH, ASSESSMENT, EMPLOYEES, POSITIVE, POTENTIAL, SEEING, WORTH, OPEN, BELIEF, HUMILITY, UNDERSTANDS, ACCEPTS, CHALLENGES, PRIDE, ADMITS, LISTENS, HONEST, OPTIMISTIC, EFFECTIVE, VISIONARY, COLLABORATIVE, ACTION, CREATES, HONEST, LISTENS, PRIDE, ADMITS, LISTENS, HONEST, OPTIMISTIC, EFFECTIVE, VISIONARY, COLLABORATIVE, ACTION, CREATES.

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