

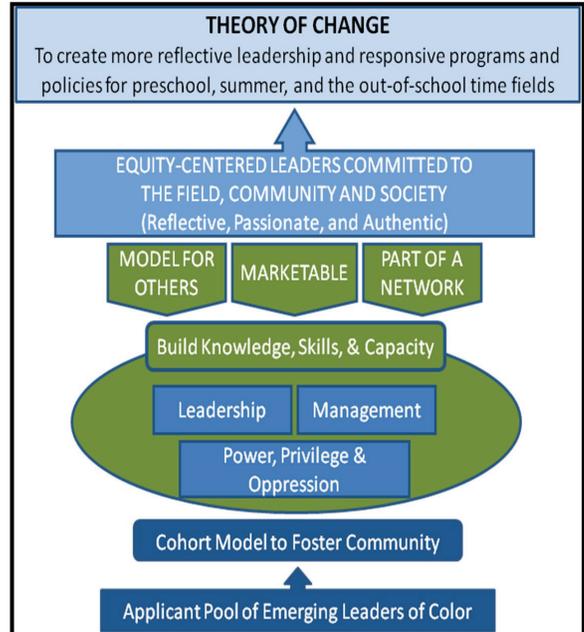
# CalSAC Leadership Development Institute

Cohort-based fellowship for emerging leaders of color



LDI enables fellows to explore issues and uncover healthy ways to challenge, navigate, and flourish in leadership roles in spite of the realities of power, privilege and oppression.

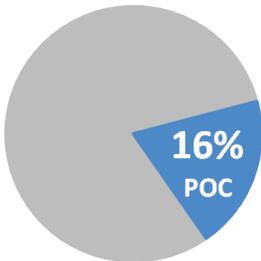
The goal of LDI is to create more responsive programming, policies and services that reflect the racial, ethnic and cultural diversity of California.



## The Need and Opportunity

While frontline staff reflect the diversity of the young people they serve, **often senior staff, executive directors, and board members do not.**

### NONPROFIT EXECUTIVE DIRECTORS

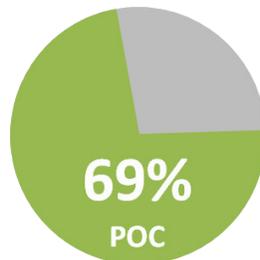


Nonprofit Leadership Alliance

Possible reasons range from institutional racism to cultural barriers to advancement. One thread often heard is that frontline staff **are not ready to be successors because they are ill-prepared** with the skills necessary for advancement, management, and leadership.

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.

### AFTER SCHOOL FRONTLINE STAFF



California Employment Development Department (EDD)\*

## Beliefs that Guide the LDI:

- Graduates of the LDI will gain mastery of skills if they are given opportunities to demonstrate their competencies and apply their learnings in their day-to-day work.
- LDI will develop a community of learners who build from personal, social and political will
- Transformation is a choice, not a mandate. We believe that participants who choose to apply, rather than those mandated, will more likely experience the full benefits of the program.
- We are developing the value of mentoring, connections, and other relationships that create community among diverse professionals – often times these professional communities don't include large numbers of people of color.

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



## What makes LDI unique?

- LDI is the only leadership development program designed for emerging leaders of color in the out-of-school time and early learning fields.
- LDI uses a multicultural leadership framework to equip Fellows with the management and leadership skills needed to address the myriad of challenges faced by systems of power, privilege and oppression.
- LDI is a cohort-based program that engages a wide variety of culturally diverse leaders with an array of experience from across California.
- LDI builds the capacity of leaders of color to respond to the diverse needs of staff and organizations, coupled with ongoing coaching and technical assistance.
- LDI was designed in partnership with  **LeaderSpring**, a nonprofit that works with leaders and organizations to transform the systems in which they work, with funding from the David and Lucile Packard Foundation, W. Clement & Jessie V. Stone Foundation, Stuart Foundation and SF Foundation.



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

## What does LDI provide?

- Knowledge of professional opportunities and challenges in the out-of-school time and early education fields.
- A support network of leaders who face similar challenges and are equipped with the coaching skills to support peers.
- Increased knowledge of leadership concepts such as strength-based and adaptive leadership, as well as an understanding of management, supervision, and coaching.
- A year-long learning cohort that engages in monthly meetings and assignments. Fellows build leadership plans to guide the development process that culminates with a portfolio presentation and recognition from leadership within the field.



## What is the impact?

- Leaders with a stronger skill set and deeper commitment to their work in the field.
- Leaders with an increased awareness of the interplay between power, oppression and leadership.
- Leaders who are equipped to create more responsive programs and policies for out-of-school time and early education fields.

*"While I do not propose to be a perfect leader, my understanding of myself as one has changed the way I am at work, and in my community."\*\**

\*\*As reported by a Fellow in a post-program survey.

