



## Equity Statement

### **CAN is Committed to Equity and Justice**

CAN is not neutral on issues of equity, social and racial justice. We acknowledge neutrality as complicity in perpetuating injustice.

The Quality Standards for Expanded Learning in California highlight that quality programs create an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. **As leaders in our field we seek to perpetuate these conditions for children, families, OST professionals, and communities.**

CAN acknowledges a history of white supremacy, racial injustice, patriarchy, hetero-normativity, capitalism, environmental injustice, and oppression that has resulted in inequitable outcomes for children, youth, families, and communities. **Serving as CAN Leaders requires us to acknowledge our history and to act intentionally as geographically, culturally, and professionally diverse allies to bring about a more just and equitable future.**

CAN acknowledges that our current systems are designed to produce the outcomes they are producing. These systems can be redesigned. CAN applies equity design principles to *how* CAN works, and integrates equity-driven principles into *what* CAN does. **CAN actively works to create a NEW WAY OF BEING, one that is human-centered, socially just, and anti-racist. We recognize that this approach supports the success of all people, and devalues none.**

We understand that the culture is steeped in norms and patterns of white dominance, patriarchy, hetero-normativity, etc. that are often difficult to recognize (like a fish recognizing water). **It is incumbent upon us as CAN Leaders to be open and inclusive of a diversity of perspectives, engage in personal reflection, and examine how our biases show up in our leadership.**

While CAN advocates and lobbies for policies supportive of Out-of-School Time (OST) access and quality, we also acknowledge that OST programs exist within a broader context that impact the lives of the children, youth, families, and communities we serve. **Therefore, we advocate and lobby for just and equitable human-serving systems including and beyond OST.**