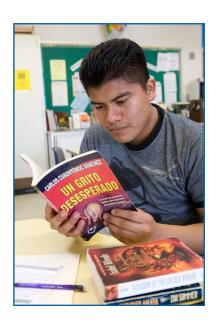# RACIAL EQUITY ANALYSIS TOOL

FACILITATOR'S GUIDE

Seattle Public Schools Racial Equity Analysis Tool
FACILITATOR'S GUIDE

It is the moral and ethical responsibility and a top priority for Seattle Public Schools to provide Equity Access and Opportunity for every Student, and to eliminate racial inequity in our educational and administrative system. Research indicates that racial disparities exist in virtually every key indicator of child, family, and community well-being. The Racial Equity Analysis Tool lays out a clear process and a set of questions to guide the development, implementation and evaluation of significant policies, initiatives, professional development, programs, instructional practices, and budget issues to address the impacts on racial equity. To do this requires understanding one's own culture and history in relationship to the community, in order to end individual racism, institutional racism and structural racism.

We agree:

► That in order to eliminate racial inequities, we must first address and be transparent about the experiences and backgrounds of our decision-making group. We must build relationships and form bonds with each other, with which we can then "do the work."

► That in order to eliminate racial inequities, it is essential that race be clearly called out and institutional and structural racism be addressed within our own organization, as well as in the broader systems with which we interact.

► That the importance of training and skill building within our organization, schools, departments, and programs is paramount. Increasing the number of trained and skilled employees, including leadership, staff, board members, etc. will not only help to make improvements supporting racial equity, but will also help to develop an anti-racist culture within our organization.

► To explore and develop a shared understanding of racial equity. We recognize that we are all at different places as individuals, schools, programs, and departments. However, we are committed to move forward with a focus that is intentional and strategic within our organization and with our students, families, staff and community partners. We will openly share challenges, successes and lessons learned to help move the sum of our race equity work forward.

► To have collective buy-in to racial equity best practices. We will each take responsibility for using the racial equity tool.

► That how the racial equity tool is implemented and used will differ from school to school, program to program, department to department and across our organization. Accountability for implementation and use within our own organization and to our respective communities (children, students, families and schools) will be essential.

► To approach racial equity analyses from a continuous improvement perspective, as opposed to a check list. We will seek to strengthen schools, programs, policies and procedures until racial inequities and the predictability of student academic achievement based on race, background or circumstances are eliminated.

► That if the intentional and transparent strategies, practices, policies, or procedures work for our most vulnerable communities, they work for everyone. The reverse however, is not true.

► That we will not let the perceived barriers such as (time, agendas, schedules, etc) prevent us from interrupting patterns of racial inequity.

► That use of the tool may not be linear. For example, users may want to start with question 3 in order to ensure they have a clear understanding of the community conditions that may by impacted by the implementation of this policy.

Step 1: Pre-meeting Tasks

Racial Equity Tool - Set Outcomes, Identify and Engage Stakeholders

Leadership sets key racially equitable outcomes and engages Stakeholders
(SPS staff and community members.)

LOOK-FORS

1. **What does your department/division/school define as racially equitable outcomes, related to this issue?**

2. **How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?**

3. **How will leadership Identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?**

RACIAL EQUITY BEST PRACTICES

1. **Explore how leadership can be explicit, in defining what a racially equitable outcome looks like,** as it relates to this decision; presenting clear documentation of current community issues and enumerating specific goals related to reducing racial disparities.

2. **Consider what insights the stakeholders can provide** as to how the policy outcomes might contribute to racial equity/inequity? Will the policy have unintended consequence for people of color and how will leadership communicate this to stakeholders?

3. **Identify the specific communities of color who are potentially affected by this policy.** Identify how many community members you serve who are "of color;" who have traditionally not been involved in the development, implementation and evaluation of decisions in this school/program/division. Which racial groups do they represent? What percentage of which racial groups are accessing your services successfully?

   a. Gather quantitative and qualitative data about the demographics of those impacted by this decision. Who are the students, families and staff most directly affected by this proposal/decision?

   b. Decide how you will share, collect information from the community in a culturally competent manner. Ensure the community voice guides the policy work. Keep them informed of progress and stay accountable to the community. Collaborate and maintain two-way communication from start to finish.

   c. How will you engage this community? Develop a plan for how to meet with communities of color.

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RACIAL EQUITY BEST PRACTICES

... Continued

Key pieces to consider in engaging and meeting with communities of color:

*   Communicate the purpose for meeting: to collaborate with communities/staff of color to create/revise, to close the opportunity gap and eliminate racial inequity, or

*   Decide - is this a meeting? Forum? Listening session? How will the process be set up for honoring various cultures? Consider meeting time and location as potential barriers for certain communities.

*   Create an agenda with leaders of color.

*   Make sure people have access to the proposed decision/policy in advance so they can come prepared.

*   Internal Community: Send email invites or phone calls to staff of color to participate.

*   External Community: Set up a process for inviting communities: identify specific Community Based Organizations (CBO's) who support communities of color (ie. The Ethiopian Community Center) might want to be a part of the meeting, these organizations can also help spread the word among their communities and assist in identifying key leaders from each community; send invitations to families/students from the district, etc.

*   Provide food and child care at the meeting/session.

Step 2: Meeting with Stakeholders

Racial Equity Tool - Engaging Stakeholders in Analyzing Data

Stakeholders (SPS staff and community members) gather and review quantitative and qualitative disaggregated date and specific information to determine possible impacts or consequences.

LOOK-FORS

1. **How will you collect specific information about the school, program and community conditions and determine if this decision will create racial inequities that would increase the opportunity gap?**

   a. What evidence will reveal what racial/ethnic groups of students, families and staff are currently most advantaged or most disadvantaged by the issues this proposal/decision seeks to address?

   b. What qualitative and quantitative evidence of equity or inequity exists? What evidence is missing? *(e.g., we discovered that we do not have access to school discipline data disaggregated by specific ethnicity so therefore, we will create a new system for collection)*

2. **Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?**

RACIAL EQUITY BEST PRACTICES

1. **Collect information about the school/ community conditions that might contribute to racial inequity generally** (e.g., data revealing trends in housing, employment, health care, criminal activity, workforce diversity, school discipline, graduation, achievement, attendance, etc.)

   a. Include language about how the school/ program recognizes the current realities of institutional racism and seeks to create or strengthen racial equity by this decision/ policy/proposal. Include any definitions that might be helpful *(e.g., institutional racism, structural racism.)*

   b. Ask the stakeholders you have convened for their perspective regarding community conditions, especially as they relate to this proposed decision. *(e.g., some people of color feel they don't have a voice in decision-making processes).*

2. **Determine what demographic groups might be negatively impacted by this decision. Why and how?**

   a. Determine what factors might be producing and perpetuating racial inequities associated with this proposal/decision?

   b. How did the inequities arise?

   c. Does this proposal/decision address those root causes? If not, how could it?

Step 3: Ensuring Educational and Racial Equity

Racial Equity Tool - Determine Benefit or Burden

Stakeholders (SPS staff and community members) collaborate to analyze how this policy/decision/proposal/initiative/budget issue will increase or decrease educational and racial equity.

LOOK-FORS

1. **What are the potential benefits or unintended consequences?**

   a. How does the policy increase opportunity and/or access for those who historically have been excluded?

   b. How might this policy limit opportunity, or negatively impact, students and families who have historically been underserved?

2. **What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?**

   a. What strategies will you use to achieve racial equity? What are the specific strategies for decreasing racial inequity?

   b. Will this policy align with other school goals for creating institutional equity or closing the opportunity gap. *(e.g., the school has data revealing a disproportionate number of students of color are failing Algebra 1 compared to white students, and has developed a plan to address this issue.)*

RACIAL EQUITY BEST PRACTICES

1. **State the positive impacts, adverse impacts or unintended consequences on equity and inclusion.**

   a. What positive impacts on equity and inclusion, if any, could result from this proposal? Which racial/ethnic groups of families and students could benefit? Are there ways to maximize equitable opportunities and impacts?

   b. What adverse impacts or unintended consequences could result from this proposal/decision? What racial/ethnic groups of families and students could be negatively affected? How could adverse impacts be prevented or minimized?

2. **Define what racial equity looks like for this decision.**

   a. State how you see the decision/policy contributing to more opportunity and access *(e.g., more students of color will have access to transportation opportunities as a result of this policy.)*

   b. What are the strategies to improve access for ethnically diverse communities, including immigrants and refugees? *(e.g., interpretation and translation support as a result of this policy.)*

Step 4: Success Indicators

Racial Equity Tool - Evaluate Success Indicators and/or Mitigation Plans

Stakeholders (SPS staff and community members) identify ongoing meansures of success or mitigation plans for negative impacts.

LOOK-FORS

1. **How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?**

   a. What are the indicators and benchmarks?

   b. What is the timeline?

   c. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?

   d. How will the level, diversity and quality of ongoing community engagement be assessed?

2. **What will your next steps be if your solution is not furthering racial equity?**

RACIAL EQUITY BEST PRACTICES

1. **Decide how impacts will be documented and evaluated.**

   a. Decide what you are measuring and when you will measure it.

   b. Set a timeline for when the committee of stakeholders will meet again to document impacts of the decision. *(e.g., what percentage of historically underserved students are coming to the after school tutoring program? Look at attendance records in Sept. Jan. and May.)*

   c. Document the stakeholders' names/ race/gender and relationship to the school/ program.

   d. Ensure communities of color remain ongoing essential partners with power in collaborative decision-making.

2. **Based on feedback from the community, or on the impact of the decision or policy, new practices may emerge** *(e.g., We discovered that we do not have access to school attendance data disaggregated by race so therefore, we will create a new system for collection)*

Step 5: Reflections/Lessons Learned

Racial Equity Tool - Stakeholders evaluate decision-making process

What strategies for eliminating racial inequity does the policy suggest?

LOOK-FORS

1. **What are the overall goals and outcomes?** What are the specific strategies for decreasing racial inequity and/or increasing student achievement? How do the specific strategies work to decrease racial inequity and increase student achievement?

2. **How will strategies be adjusted regularly** to keep pace with changing community needs and racial demographics?

RACIAL EQUITY BEST PRACTICES

1. **Overall goals and outcomes:** Include in the policy any strategies, from the community, that will decrease racial inequity as it relate to the policy (See STEP 1).

2. **Strategies adjusted:** Continue meeting with communities of color and ensure you have access to current data regarding community conditions mentioned in STEP 4.

    a. State how you will continue to collect data on community conditions/racial inequities so that policy adjustments can be made.

    b. Meet with communities of color on a regular basis.

REFLECTION:

1. What was the group learning from engaging in this process?

2. What challenged the group?

3. What could you suggest might address this challenge?

Thanks to Puget Sound ESD, WA, Multnomah County, OR, City of Seattle- Office of Civil Rights, WA

Glossary:

Race: Race is a powerful social idea that gives people different access to opportunities and resources. Race is not biological but is real. Race affects everyone, whether we are aware of it or not.

Individual racism: Pre-judgment, bias, stereotypes about an individual or group based on race. The impacts of racism on individuals include members of certain racial groups internalizing privilege and people of color internalizing oppression.

Institutional racism: When organizational programs or policies work to the benefit of certain racial groups and to the detriment of people of color, usually unintentionally or inadvertently.

Structural racism: The interplay of policies, practices, and programs of multiple institutions which leads to adverse outcomes and conditions for people of color compared to members of other racial groups. This occurs within the context of racialized historical and cultural conditions.

Accountable: Responsive to the needs and concerns of those most impacted by the issues you are working on, particularly to communities of color and those historically underrepresented in the civic process.

Educational and Racial Equity: Providing equitable access to opportunities, resources and support for each and every child by intentionally recognizing and eliminating historical barriers, as well as the predictability of personal and academic success based on race, background and/ or circumstance.

Racial Inequity: When communities of color do not have access to opportunities and a person's race can predict their social, economic and political opportunities and outcomes.

Stakeholders: Those student, families and community groups impacted by proposed policy, program or budget issue who have potential concerns or issue expertise. Examples might include: specific racial/ethnic groups, other institutions like Seattle Housing Authority, schools, community-based organizations, staff and families.

Culture: The ways that we each live our lives; including values, language, customs, behaviors, expectations, ideals governing childrearing, the nature of friendship, patterns of handling emotions, social interaction rate, notions of leadership, etc.

Expected Outcomes: A measurable result that is planned for, using the racial equity tool.