

A stylized landscape illustration featuring rolling green hills in the foreground and background. On the left, there is a green tree and a purple flower. A small red bird is flying in the sky. The sky is composed of horizontal bands of blue and white. The overall style is modern and graphic.

Exploring the Board's Role in Leading for Racial Equity

Melia LaCour, MSW
Executive Director, Equity in Education
Puget Sound ESD

May 12th 2017

Whose Land are We Standing On?



Objectives for Today



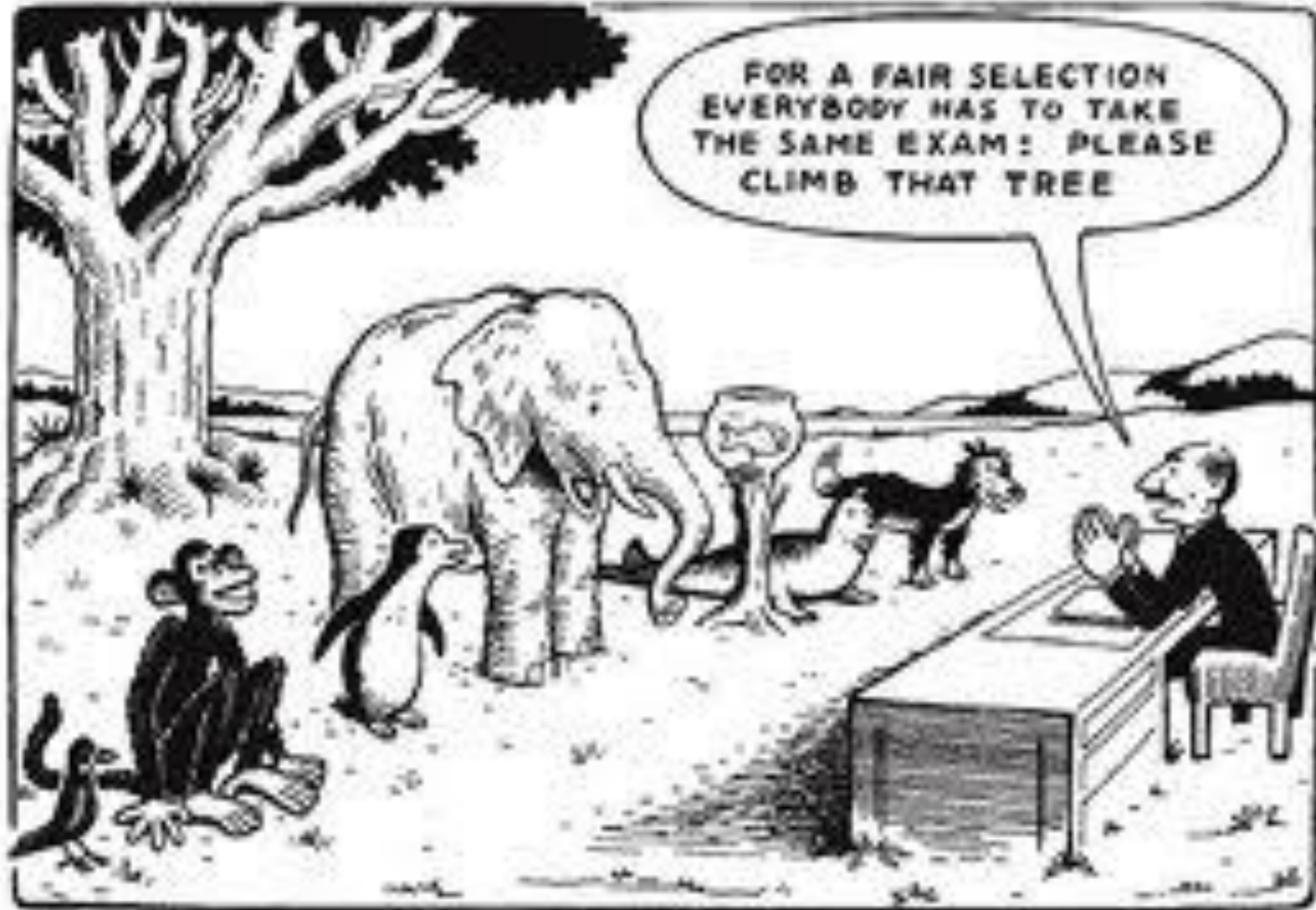
- To understand the importance of leading for racial equity.
- To understand the role and function of a Racial Equity Tool.
- To practice identifying key decision-making points to ensure an increase in racially equitable outcomes for students and families.



Board Member's Guiding Question

What leadership moves do I implement to disrupt and dismantle inequitable practices and systems so that all students have equitable access to resources and achieve at high levels?

Setting The Stage



Myths About Equity

1) Program or strategy

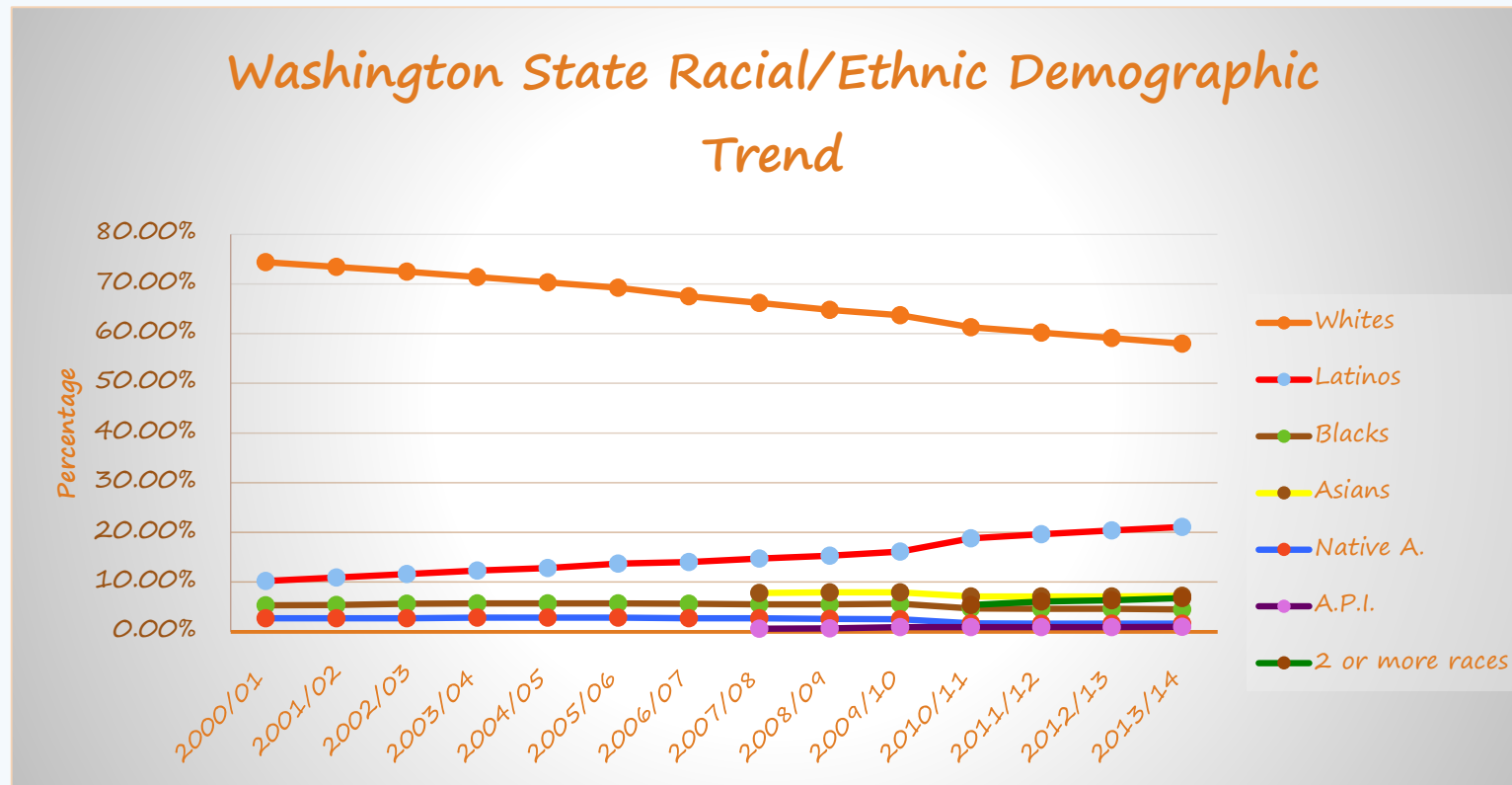
2) An “add on”

3) Content Area

4) Romantic

State Trend

Washington State Trend (OSPI)

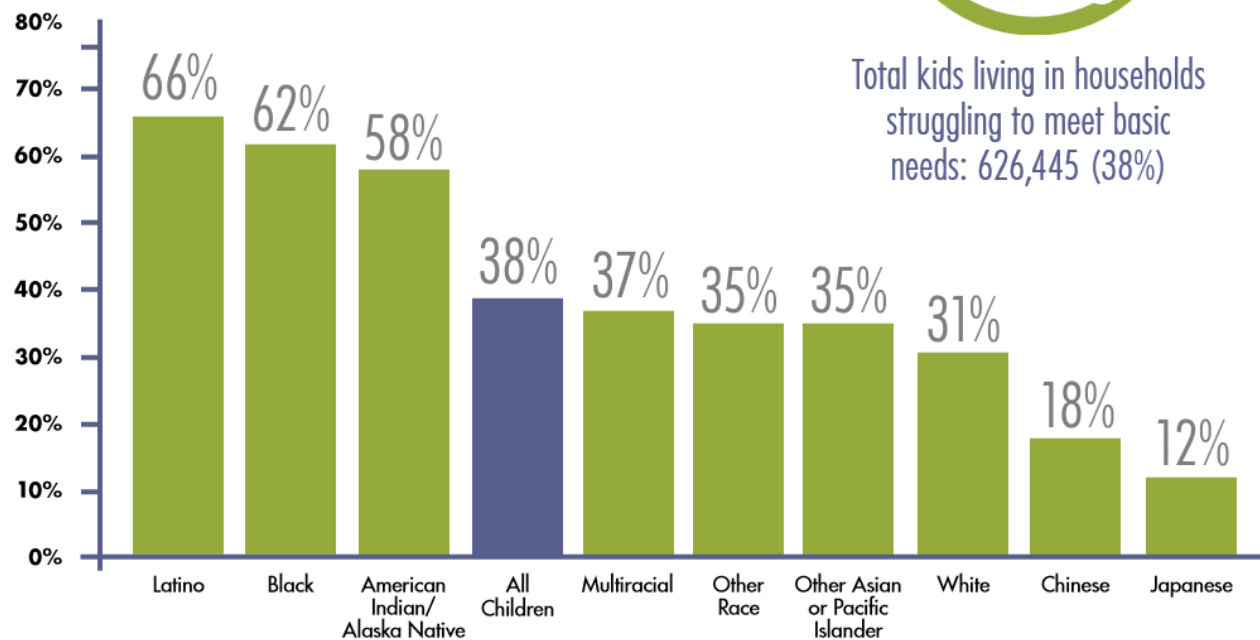


BASIC NEEDS

Children do better when their family has enough money for the basics — adequate food, health care, shelter and reliable means of getting to work.



Total kids living in households struggling to meet basic needs: 626,445 (38%)

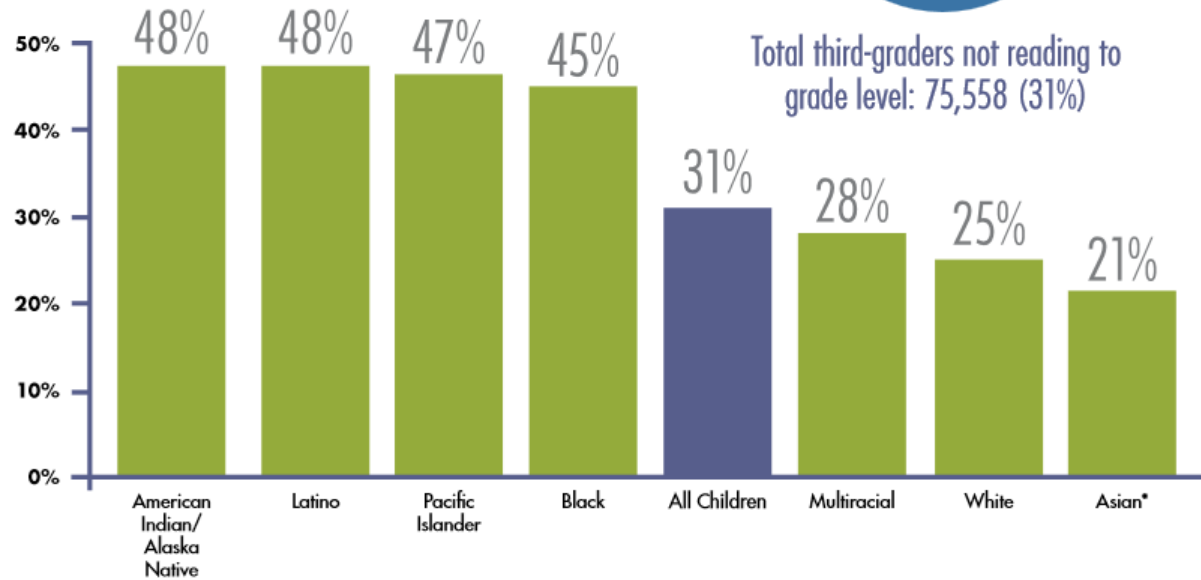


Children living in households earning less than the basic needs threshold (200% of the federal poverty level), 2011

Source: 2009-2011 American Community Survey (ACS).

THIRD GRADE READING LEVEL

Being able to read proficiently by the end of third grade improves a child's chances of success in school and beyond.



Children not meeting third-grade reading standards, 2011-2012

*In this and many other instances, data about Pacific Islander Americans is aggregated with data about Asian Americans, who trace their ancestry to more than 20 different countries. Whenever possible, KIDS COUNT is working to disaggregate numbers like these.

Source: Office of Superintendent of Public Instruction, Washington State Report Card, 2011-2012.

Student Focus Group Data

- “School lacks attention or priority for Latino students. Only when we do something wrong that we get attention”
 - Latino/a H.S. student
- “People throw around racist comments all of the time using the N-word”
 - Mixed-Race M.S. student
- “Not much bullying going on as a lot of it is teasing and name calling”
 - Self-identified LGBTQ M.S. student

What is Racial Equity?

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares.

When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation.

This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race.

Opportunity Gap Bill

- (1) Reduce the length of time students of color are excluded from school due to suspension and expulsion and provide students support for reengagement plans;
- (2) Enhance the cultural competence of current and future educators and classified staff;
- (3) Endorse all educators in English language learner and second language acquisition;
- (4) Account for the transitional bilingual instruction program instructional services provided to English language learner students;
- (5) Analyze the opportunity gap through deeper disaggregation of student demographic data;
- (6) Invest in the recruitment, hiring, and retention of educators of color;
- (7) Incorporate integrated student services and family engagement; and
- (8) Strengthen student transitions at each stage of the education development pathway.

'She's probably gonna blow us up' – how students turned Trump's rhetoric to racism





Why Lead with Race?

- ❖ Race Matters. Almost every indicator of well-being shows troubling disparities/disproportionalities by race.
- ❖ Disparities are often created and maintained inadvertently through policies and practices that contain barriers to opportunity.
- ❖ If opportunities in all key areas of well-being are equitable, then equitable results will follow.
- ❖ It's possible -- and only possible -- to close equity gaps by using strategies determined through an intentional focus on race.

Why lead with **racial equity**?

- Three quarters of state prison in-mates are drop outs. In addition, 90% of 11,000 youth in adult detention facilities have no more than a 9th grade education.
- Third grade reading score is used as a predictor to determine the number jail cells to build since 75% of students who do not pass will end up there.

Source: American Youth Policy Forum

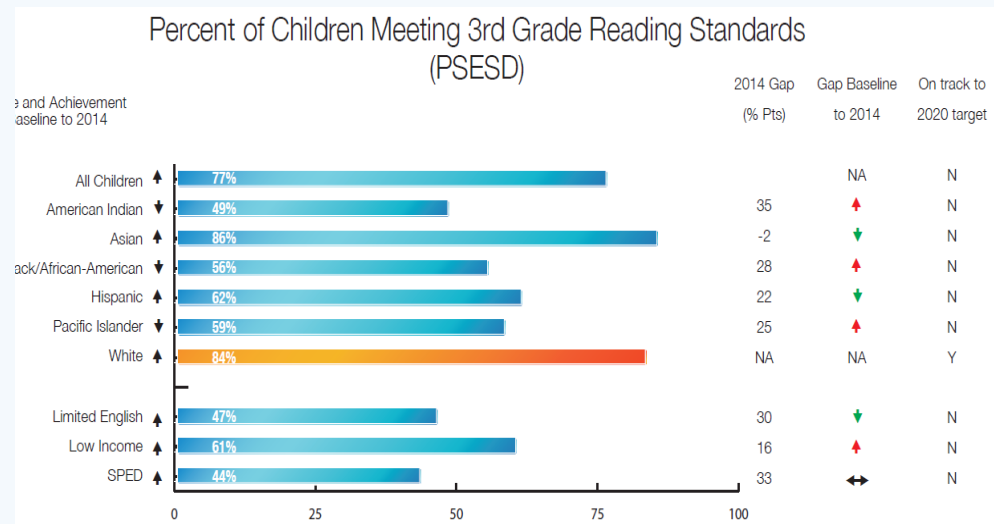
Table Talk



What does it mean for me to lead using
a racial equity lens?

Closing the GAP

- To achieve educational equity, there is a need to close the VALUE GAP not just its manifestations, the Opportunity and Achievement Gaps



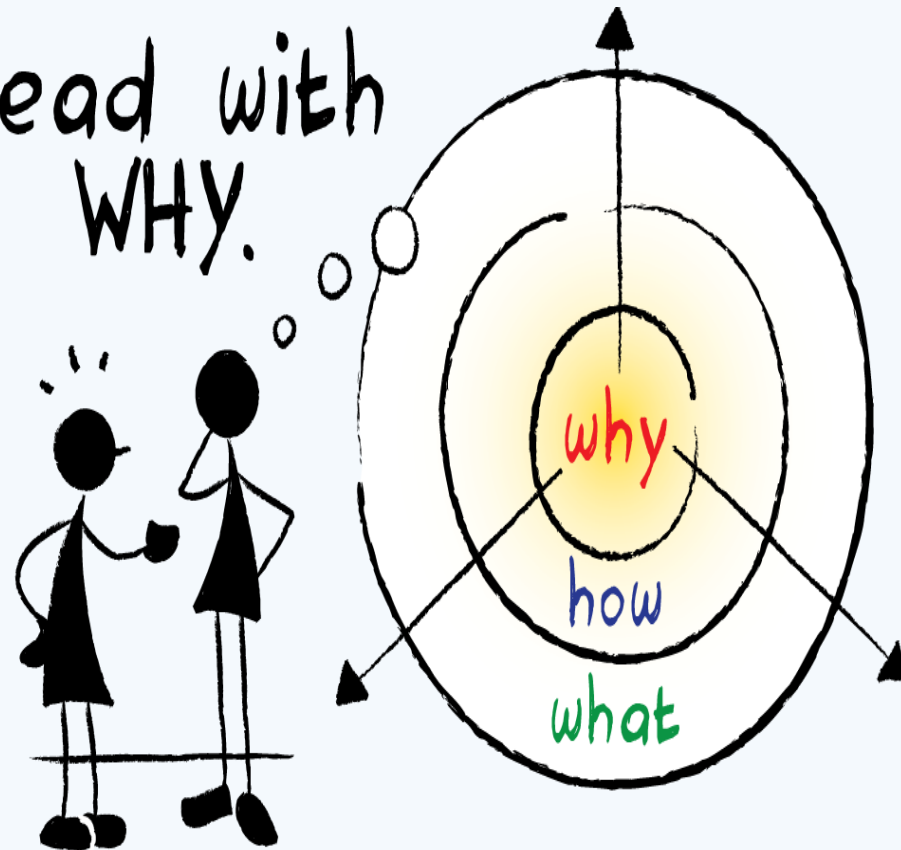
Equity Message

Systems are made up of people. If we address adult behavior change, then we change systems.

Value Gap → Opportunity Gap → Achievement Gap

What is
my
“WHY” in
this
work?

Lead with
WHY.



HOW DO YOU



≈ WORLD? ≈

Bias: Implicit/Unconscious



“The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control.”

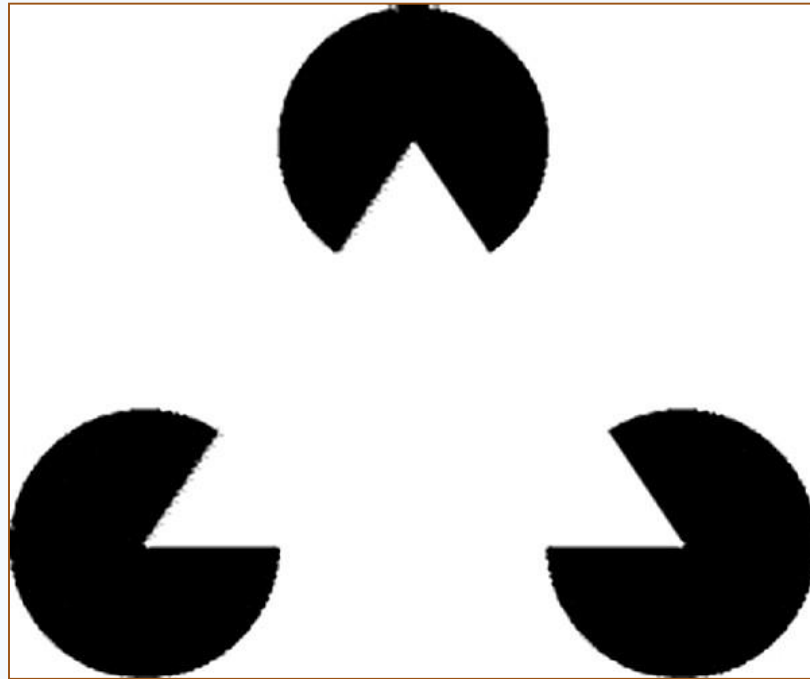
Kirwan Institute for the Study of Race and Ethnicity, *State of the Science: Implicit Bias Review 2014*, p.16, www.KirwanInstitute.osu.edu

Passing a Basketball



<https://www.youtube.com/watch?v=Ahg6qcgoay4>

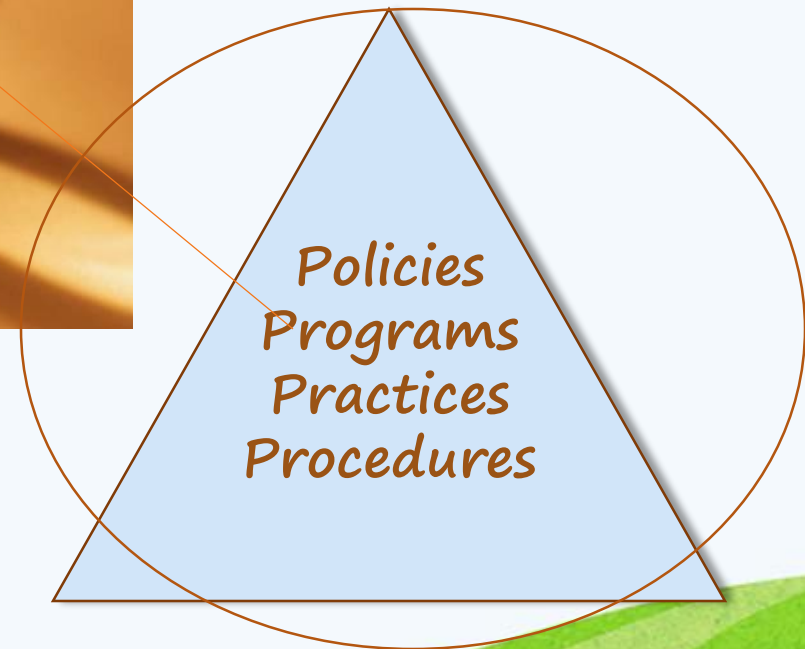
Our Brains in Action — Filling in the Gaps



~~What we do depends on what
we see.~~

What we do depends on what
we choose to see.

We must use a new lens to
move towards race equity



Three Types of Racism

Individual racism

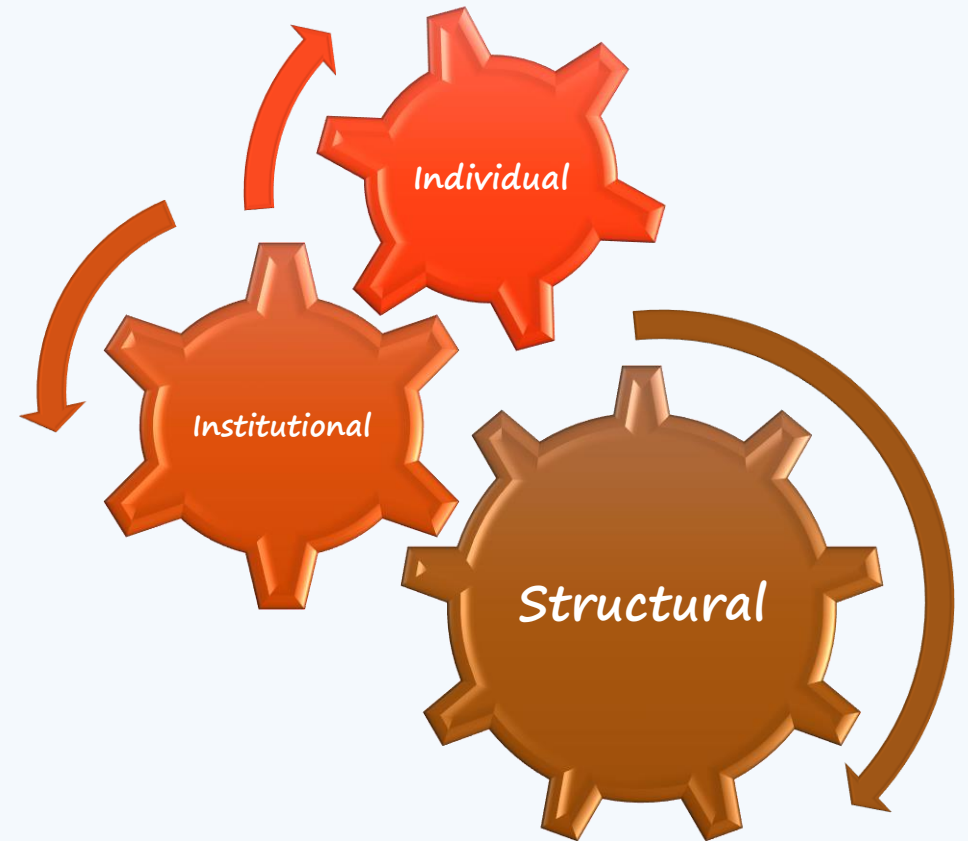
Pre-judgment, bias, or discrimination by an individual based on race.

Institutional racism

Policies, practices and procedures that work to the benefit of white people and to the detriment of people of color, often unintentionally or inadvertently.


Structural racism

A history and current reality of institutional racism across all institutions. This combines to create a system that negatively impacts communities of color.



CHOICE POINTS

- *Choice points are decision-making opportunities that influence outcomes.*
- *The cumulative impacts of many small choices can be as significant as the impacts of big decisions.*
- *When we're conscious of choice points and the related impacts, we're less likely to replicate implicit bias and the status quo, and we open new possibilities for equitable change.*
- *Racial Equity Tool helps us understand likely impacts.*

A stylized landscape illustration featuring rolling green hills in the foreground, a small tree with purple and pink foliage on the left, and blue and white wavy hills in the background.

How does creating a
racially diverse Board
benefit our students and
community

Pair/Share

A stylized landscape illustration featuring rolling green hills in the foreground, a small tree with a brown trunk and purple and pink foliage on the left, and blue and white wavy hills in the background.

Identifying Key Choice Points

*“Tips for Finding and Recruiting Exceptional
Board Members”*

Choice Points Activity: Ensuring Racially Diverse Board Membership

At your table, chart your answers to the following questions:

1. Review the “Tips for Finding and Recruiting Exceptional Board Members” by having each person at the table review one page.
2. As a group, identify a key choice point related to Board member recruitment.
3. What are the possible unintended outcomes if a racial equity lens is **not** used? If you are unsure, how might you find out? What steps might you take to find out?
4. How might you mitigate those challenges?

Choice Point Example: Advertising for Board Candidates

What are the possible unintended outcomes if a racial equity lens is not used?

- May place advertisements in outlets where few people of color have access
- Advertisements may not convey a culturally responsive message

If you are unsure about the unintended outcome, what steps might you take to find out?

- Seek input from students and families of color on development of culturally responsive advertisements using the Racial Equity Tool.

Choice Point Example: Advertising for Board Candidates

How might you mitigate those challenges?

- *If unsure, use a Racial Equity Tool.*
- *Create a racially/culturally diverse team of students, parents and community members to assist in developing culturally responsive recruitment process.*
- *Use anti-bias tools to support culturally responsive advertising.*
- *Develop ongoing, authentic relationships with community based organizations serving students and families of color*



DRIVING → **EQUITY**

Using Racial Equity Tools

What is a
Racial Equity
Tool?

Racial Equity Tool

- A careful examination of the likely impacts of a policy proposal in order to minimize disparities and foster racial equity and inclusion.
- A vital tool for facilitating race-conscious analysis of proposed policies, practices or programs.

Environmental Impact Statement

- Required by the National Environmental Policy Act of 1969, are a decision-making tool that describes the positive and negative effects of proposed actions significantly affecting the quality of the human environment,” and identifies alternative actions that can be taken to mitigate adverse impacts.
- REIA Prescription Webinat2 2012, Applied Research Center and Colorlines.com .

Why use a Racial Equity Tool?

- To engage stakeholders in decision-making, especially those most adversely affected by current or potential conditions.
- To bring conscious attention to racial inequities and impacts *before* decisions get made.
- To avoid or minimize adverse impacts and unintended consequences.
- To prevent racism from occurring in the first place—to get ahead of the curve of rapidly replicating racism.
- To affirmatively advance racial equity, inclusion and unity.

Pair & Share: Using Choice Points

1. *Identify a choice point:* What is a choice point in your own work where you have some influence on a decision or course of action that may affect racial outcomes?
2. *Generate some options:* For that choice point, use the Racial Equity Tool to identify some alternative actions that could lead to different and more equitable outcomes.
3. *Select a new course of action:* Decide which option could leverage the most equitable change.

A stylized, colorful illustration of a landscape. In the foreground, there are rolling green hills with a dark brown path winding through them. On the left, there is a green tree, a purple flower, and some orange foliage. A small red bird is flying in the sky above the tree. The background features more rolling hills in shades of blue and white.

Racial Equity Tool In Action: Case Study

<https://www.raceforward.org/practice/tools/preventing-racial-inequity-schools-and-beyond>

Institutionalizing Racial Equity

<i>Implicit Bias</i>	<i>Explicit Equity</i>
<i>Unaware of choice points</i>	<i>Builds in decision-making guides that evoke consideration of equity</i>
<i>Exclusive of stakeholders</i>	<i>Fosters active engagement and empowerment of stakeholders</i>
<i>Not attentive to race, gender, income and other inequities</i>	<i>Gives distinct, specific and sufficient attention to key disparities/inequities</i>
<i>Ignores barriers to access</i>	<i>Supports and implements strategies to remove barriers</i>
<i>Does not consider racial impacts</i>	<i>Systemically analyzes potential impacts on marginalized groups</i>

The Power of Co-Creating Racially Equitable Systems



If you have come here to help me, you are wasting our time, but if you have come because your liberation is bound up in mine, then let us work together.

Lilla Watson Gangulu, Aboriginal
Activist from Australia