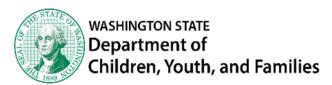


## Early Learning Advisory Council Essential Racial Equity Questions

- ➤ Is this policy, decision or practice good for kids, families and early learning educators of color?
- ➤ Do some kids, families and early learning educators benefit more or less than others?
- Do kids, families and early learning educators of color have access, and if not, why?
- What data and information is missing?
- Are there any unintended consequences?



# **Early Learning Advisory Council Essential Racial Equity Questions**

## **Equity Questions**

### Related to Impacts and Unintended Consequences

- 1. What will an equitable OUTCOME look like? How will we KNOW we have made progress? When do we expect to see results? What is our timeframe?
- 2. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
- 3. How does the investment or resource allocation advance racial equity?

#### Related to Disproportionality and Disparities

- 4. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
- 5. What are the specific disparities/inequities we seek to eliminate through this collective focus and action?

## Related to Barriers and Accessibility

- 6. What barriers stand in the way of achieving more equitable outcomes?
- 7. How will we modify or enhance our strategies to ensure each learner and communities' individual and cultural needs are met?

## Related to Data and Information

- 8. How is data on race, ethnicity, and native language being collected?
- 9. What evidence is missing or needed?

### Related to Community Voice

- 10. How have we intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation?
- 11. Have stakeholders from different racial/ethnic groups especially those most adversely affected been informed, meaningfully involved and authentically represented in the development of this proposal? Who's missing and how can they be engaged?
- 12. Who are the people affected by the current structure of oppression? Are they at the table?
- 13. Who shapes the dominant narrative about those being served at any given moment? How are different constituents described? How would they tell their story is there a counter-narrative coming from those being served?

## Related to Individual Actions for Equity

- 14. How safe is it for different people to share their truths here, and how can we foster a culture of safety and relational trust to move forward?
- 15. How can we build the alliances to move forward in making decisions that interrupt regressive practices?
- 16. How can we build our practice as leaders for equity, starting with who we are and how we understand our own experiences around oppression?

#### Related to Awareness

- 17. What level of consciousness do colleagues, partners and affiliates possess about the forces underlying inequity?
- 18. How does this decision contribute to P-20 professionals learning for equity? What resources are being allocating for training in cultural responsive instruction?