The Early Learning Council has directed the Early Learning Council Equity Subcommittee to align all early learning policy and practice with the Oregon Equity Lens through the development of an early learning equity toolkit. The report includes recommendations that fall in three categories; culturally responsive practice, operating systems, and data & resource allocation.

Early Learning Council Equity Subcommittee

Toolkit

March 18, 2015

Prepared for the Early Learning Council

Prepared by the Early Learning Council Equity Subcommittee

EQUITY TOOLKIT TABLE OF CONTENTS

a. The Protocol for Culturally Responsive Organizations
b. The Tool for Organizational Self-Assessment Related to Racial Equity
6. **Professional Development**
a. The People's Institute for Survival and Beyond
b. VISIONS, Inc.
c. Qualified Training Registry for Diversity, Inclusion & Health
7. **Web Resources**

Draft

THE SELECTION PROCESS

This resources identified to be included on this toolkit we selected based off of the ELC Equity Subcommittee Report & Recommendations. In researching effective practices to include in the Equity Toolkit, it was necessary, given the time constraints, to consider examples that might most be applicable. As such, every effort was made to identify examples within the field of education. Further, examples were identified specifically from the states of Maryland because of their national ranking based on performance and policies. Focus was also given to Anne Arundel County, due to their intentional work (since 2006) to eliminate achievement and discipline gaps.

Draft

CHARACTERISTICS OF A SOCIAL CHANGE LEADER

COMMITMENT TO SOCIAL JUSTICE

- Committed to social justice, equality, inclusion and the empowerment of disenfranchised communities
- Seeks to work across difference including, but not limited to, race, ethnicity, class, gender and sexual orientation
- Willing to identify and share resources and skills with members of historically disadvantaged groups
- Incorporates social change including transparent dialogue about power and privilege into organizational development strategies
- Accepts responsibility for social change outcomes

EMPHASIZES COLLABORATION & RELATIONSHIP-BUILDING

- Focuses on relationship-building to support many leaders rather than directing all resources to a handful of charismatic "heroes"
- Embraces the intersectional nature of individuals' identities, including race, ethnicity, class, gender and sexual orientation
- Collaborates with partners to design, implement, and evaluate initiatives to achieve common social justice goals
- Understands and consciously works to address imbalances in power within individual and group relationships
- Regularly assesses individual and group accountability for social change goals

ENGAGES HOLISTIC & SYSTEMIC STRATEGIES

- Recognizes that discrimination is often institutionalized and requires holistic, systems strategies
- Promotes the ability to work from a multi-group perspective, understanding the needs of each group and bridging them to work toward a greater good for everyone
- Includes those most affected by an issue to participate in designing the strategies to address the issue
- Evaluates the potential impact of plans on historically disadvantaged groups before making final decisions as a way to maximize equitable systemic change

The Role of the Facilitator - Understanding What Facilitators Really Do

By Robert Bacal

In this classic and often referenced article, Robert Bacal offers some basic explanations about the role of facilitators in the modern workplace, and what they actually can do and bring to the table. The article is a good primer for managers or human resources staff considering hiring a facilitator.

Most people associate the word "facilitator" with the training environment. Often, the person at the front of the room leading a training sessions is referred to as the course facilitator. While it is true that some seminar leaders do "facilitate", the facilitation role is often important in other areas. For example, the chairperson at a meeting often takes on the responsibility for facilitating the meeting, rather than "running it". A government employee involved in mediation of disputes between other parties is also a facilitator. Human resources staff members often facilitate discussions in various contexts. And staff that work with groups of stakeholders and members of the public may be well advised to take on a facilitating role rather than a directing one.

For those of you who are already involved in facilitating, or those of you that may do so in the future, we are going to look at what the facilitation role entails.

Basic Definition

A facilitator is an individual whose job is to help to manage a process of information exchange. While an "expert's" role is to offer advice, particularly about the content of a discussion, the facilitator's role is to help with *how* the discussion is proceeding. In short, the facilitator's responsibility is to address the *journey*, rather than the *destination*.

When Facilitation is Appropriate

A facilitation approach is appropriate when the organization is concerned not only with the decision that is made, but also with the way the decision is made. For example, an organization may be moving away from an autocratic style of management to a participatory one. So, to encourage staff to embrace more involvement, the manager may choose to act as a facilitator rather than an expert or the final arbiter for the decision. In this situation longer term process goals become as important as getting a good decision.

As another example, let's envision a government employee whose task is to communicate with members of a public/interest group regarding legislation and regulation. Since one purpose of this communication is to reduce resistance to legislation and regulations, the employee can choose a more facilitative, consultative role, rather than being a simple "bearer of information". In this case, the facilitation role is more likely to encourage others to be more cooperative.

Competencies & Characteristics

If you are involved in facilitation (even if you've never called it that), or may be involved, you might want to consider the competencies and characteristics of an effective facilitator as outlined by the Institute of Cultural Affairs.

Competencies
The facilitator:
- distinguishes process from content
- manages the client relationship and prepares thoroughly
- uses time and space intentionally
- is skilled in evoking participation and creativity
- practiced in honoring the group and affirming its wisdom
- capable of maintaining objectivity
- skilled in reading the underlying dynamics of the group
- releases blocks to the process
- adapts to the changing situation
- assumes (or shares) responsibility for the group journey
- demonstrates professionalism, self-confidence and authenticity
- maintains personal integrity

Characteristics
The facilitator commits to a style of:
- asking rather than telling
- paying personal compliments
- willing to spend time in building relationships rather than always being task-oriented
- initiating conversation rather than waiting for someone else to
- asking for other's opinions rather than always having to offer their own
- negotiating rather than dictating decision-making
- listening without interrupting
- emoting but able to be restrained when the situation requires it
- drawing energy from outside themselves rather than from within
- basing decisions upon intuitions rather than having to have facts
- has sufficient self-confidence that they can look someone in the eye when talking to them
- more persuasive than sequential
- more enthusiastic than systematic
- more outgoing than serious
- more like a counselor than a sergeant
- more like a coach than a scientist
- is naturally curious about people, things and life in general
- can keep the big picture in mind while working on the nitty-gritty

Conclusion
If you have a natural task-oriented style you may find it difficult to be thrust in a situation where facilitating is a more effective approach. It isn't always easy to give up the "expert" position in a group. You may find it useful to examine your involvement in group activities, whether as a formal leader or group member, and determine if you can translate the above characteristics and competencies into changes in your behavior that will allow you to contribute more effectively to the group, and to achieving your organization's goals.

DIFFERENCES BETWEEN TRAINING
AND FACILITATION

TRAINERS	FACILITATORS
Give information and skill	Provide nurturance
Direct learning	Guide interaction
Operate from specified outcomes	Operate from an overarching goal and a vision of possibilities
Have an established timeframe	Have an undetermined timeframe
Plan the sequence to achieve	Have a repertoire to draw from
Are cognitive	Are intuitive
Use a *priori design* (pre-established plan with specific outcome)	Use an in *media res design* (in the middle of things; during the process)
Move from known to known	Move from known to unknown

SWOT Analysis Worksheet

Name of organization: _____

STRENGTHS	WEAKNESSES
What do you do well? What unique resources can you draw on? What do others see as your strengths?	What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses?
OPPORTUNITIES What opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?	**THREATS** What threats could harm you? What is your competition doing? What threats do your weaknesses expose you to?

Community Engagement Framework

ORGANIZATION

PEOPLE

PLACE

PROGRAMS

PUBLIC

PROCESSES

PROMISES

HISTORICAL AND SOCIOCULTURAL CONTEXT

COMMUNITY ASSETS

SECONDARY ASSETS

PRIMARY ASSETS

VISION
VALUES
GOALS
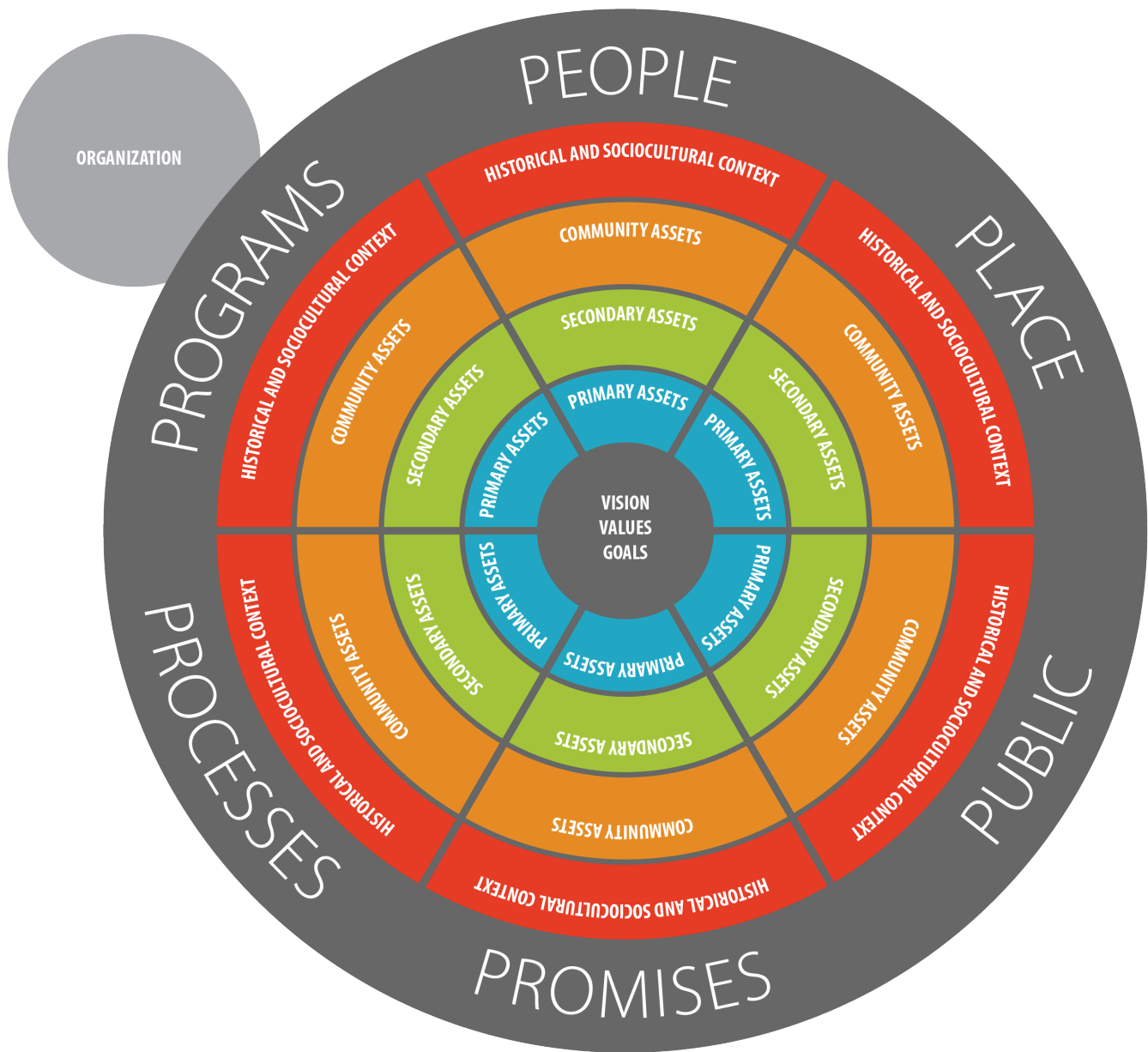
Equity, Transparency, Collaboration, Integrity, Self-reflection

Community Engagement Framework
An Asset-Based Approach

This community engagement framework centers the strengths of the organizations instead of started from a needs based approach. The strengths are then used to forge sustainable relationships between group and individuals. Integrity, transparency, collaboration, equity and self-reflection are the values that create the foundation for the framework.

THE VALUES

Integrity. The framework is based on relationship-building which means one must lead with humility and respect. Acting with integrity means always being cognizant of the power in exploitation.

Transparency. The framework strives to embrace potential conflicts, histories of actions/inaction, power dynamics, and the history of limited resources.

Collaboration. This framework is shift from a paradigm of seeking feedback on programs to an effort indicative of an authentic co-construction of ideas and plans based on assets.
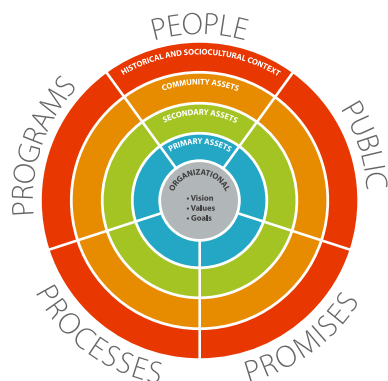
Equity. This framework will align with current educational standards of equity which means intentional examination of organizational practices in both a historical and sociocultural context.

Self-reflection. This framework is meant to be a living document that will undergo multiple iterations through the tenure of current relationships as well as shift with the evolution of the organization.

THE ELEMENTS

Asset Dimensions
 Primary assets. The structures and strengths of the organization
 Secondary assets. Other organizational strengths and structures that are leveraged regularly
 Community Assets. Existing partnerships and connections in the community that might assist in reaching the goals of the organization or be leveraged at a later time
 Historical and sociocultural assets. The organization's history and sociocultural context for the type of work going on in the partnership

The 6 Ps
 People. Individuals or organizations who form the structures and strengths of the organization
 Place. The geographic features of the land, physical spaces (offices, meeting spaces, locations etc.), climate, plants, and animals (and the stories/knowledge about them) that are primary assets for your organization?
 Public. The citizens who stand to benefit from the services of the organization
 Promises. Allocations of time or other resources and the outcomes to which the organization is accountable
 Processes. Theoretical frameworks and theories of action that guide the work of the organization
 Programs. Existing programs and projects that structure the work of an organization
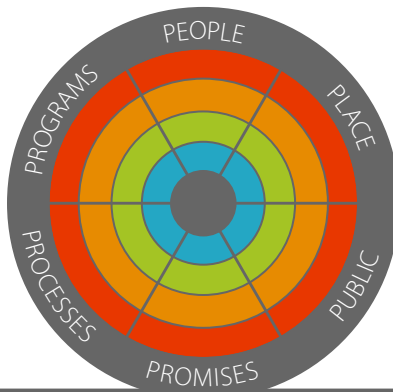
ORGANIZATIONAL ▪ ▪ ▪ ▪

Mission, vision, values, goals of the organization overall and in the context of the relationship.

	OVERALL	RELATIONSHIP SPECIFIC
MISSION	What is the overall mission/vision of the organization?	Is there a specific mission/vision for the relationship/project
VALUES	What values structure the work of the organization?	How do these values manifest in this project?
GOALS	What are the stated and implied goals of the organization?	What are the goals specific to this relationship?

PRIMARY ASSETS — The organizational aspects that will be most immediately present with regard to the relationship/project

SECONDARY ASSETS — Other organizational strengths that might be leveraged for use in the relationship

COMMUNITY ASSETS — Existing relationships and connections in the community that might assist in reaching goals of the partnership, or be leveraged at a later time

HISTORICAL & SOCIOCULTURAL CONTEXT — The organization's history and sociocultural context for the type of work going on in the relationship
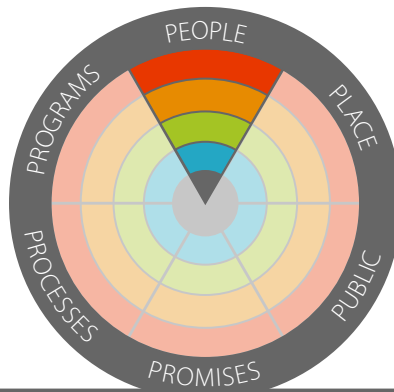
PEOPLE

PRIMARY — Who are the people involved who will have the most direct influence on the project/relationship?

SECONDARY — Who else is in the organization that might be leveraged to support the work of the relationship?(i.e. HR Support, finance, planning, graphic design, technology, other programs etc.)

COMMUNITY — Who are some people in your community you already partner with or whose knowledge and expertise might be leveraged to support the relationship?

HIST / SOCIO — Who are the people that started your organization? Are they still around? Who traditionally has been a part of designing and developing relationships?
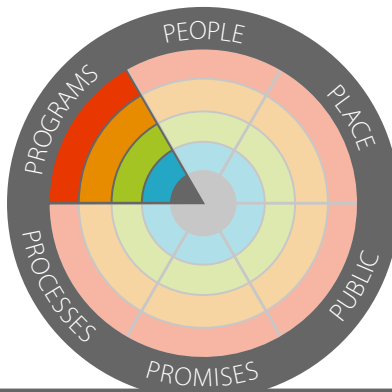
PROGRAMS

PRIMARY What programs are part of the relationship?

SECONDARY What are the other programs that exist within the organization? Where does this project fit within the larger organizational structure?

COMMUNITY What are some programs in the community that might serve the needs of the relationship? (i.e. mentoring programs, arts-based organizations, churches, colleges and universities etc.).

HIST / SOCIO What programmatic efforts have been made in the past with regards to the project/relationship? What are some examples of success or failure regarding such programs?
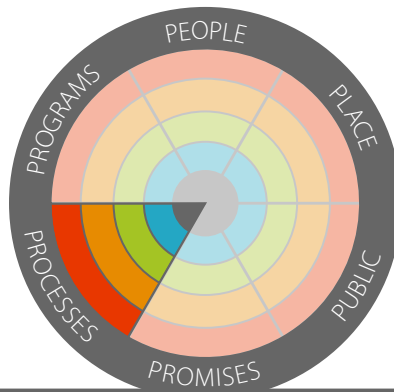
PROCESSES

PRIMARY What theoretical frameworks, theories of action etc. guide the work? (i.e. 4 Keys, ESP Pyramid)

Are there other frameworks or theories of action that might inform the relationship?

COMMUNITY Are there theoretical models or methodological approaches that you know of that may serve the project/relationship? (i.e. culturally responsive practices, research or evaluation models etc.).

HIST / SOCIO What processes have been used in the past? How have they been successful? Where have they been challenged? What is the process for evaluation and reflection? How has the organization's knowledge grown or changed across time with regard to the theoretical frameworks and theories of action that they choose?
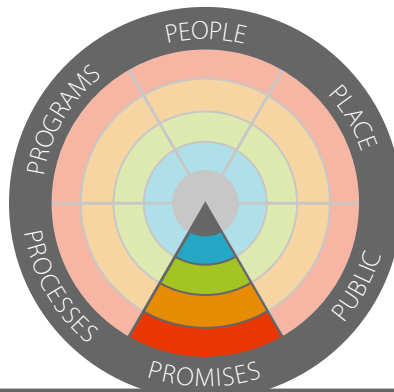
PROMISES

PRIMARY What does the current allocation of funding and resources look like for the relationship?

SECONDARY What are the other main allocations of resources in the organization? How might these be used to support the relationship?

COMMUNITY Does the organization have other commitments in the community? To who? How are resources allocated to these other relationships?

HIST / SOCIO Is the current allocation of time and resources a departure from the way the organization has approached partnerships in the past? What is new or exciting about the relationship?
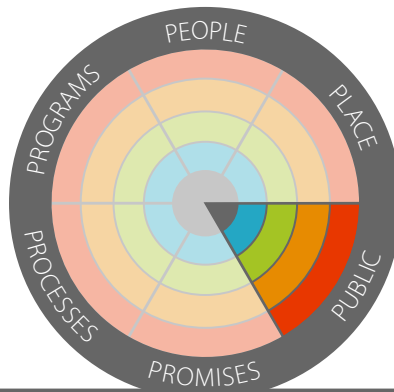
PUBLIC

PRIMARY Who are the clients targeted for service as part of the project? How are they being included?

SECONDARY Who are other clients you serve who are not targeted by the project/relationship, but might benefit from it?

COMMUNITY Who are some people in the community that might use your services but do not?

HIST / SOCIO Who has the organization typically served? How would the organization like that to grow or change? What efforts have been made to reach out to potential clients, customers, and stakeholders, especially those from underserved communities?
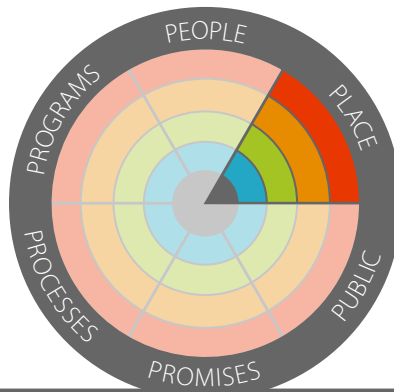
PLACE

PRIMARY What are the primary geographic features of the land, physical spaces (offices, meeting spaces, locations etc.), climate, plants, and animals (and the stories/knowledge about them) that are primary assets for your organization?

SECONDARY What are the secondary geographic features of the land, physical spaces (offices, meeting spaces, locations etc.), climate, plants, and animals (and the stories/knowledge about them) that are primary assets for your organization?

COMMUNITY What are the physical features and characteristics of the local area that might inform the work of the relationship (i.e. resources that exist in the community that might serve as assets)? are some people in the community that might use your services but do not?

HIST / SOCIO How has the organization used the physical spaces in the past? Why is the office located where it is? What is made possible by your place in the context of larger social and cultural influences.

TO EQUALIZE POWER AMONG US

Tools for Change

We can make active choices to create the space for transformation. For those of us who bring the pattern of privilege, here are some guidelines to help us equalize relations. Privilege is invisible to those who have it. To create a context which embraces diversity, in which no one is marginalized, a conscious and ongoing effort is required. Noticing and changing what we take for granted, we make room for everyone's contribution. From a place of Fair Witness, with a desire to examine our sensitivity to respecting boundaries in the presence of power imbalances, **Consider the following questions**

In The Ways We've Been Oppressed

Chaos theory and study of complex adaptive systems teaches that the richest innovations and learning happen at the margin. Yet, we tend to ignore the margins, those with privilege have never needed to understand the experience of others. Offending behaviors may not be calculated to protect power but simply a reflection of ignorance reinforced by complacency.

For all to survive, we can't afford to collude with our own marginalization or oppression by being silent. It is precisely our experience at the margins that is needed to inform and shape decisions. So, in addition to keeping ourselves in check regarding whatever ways we possess privilege, it is vital that we stop constraining ourselves—despite the fierceness of the force and fear that push on us in the particular ways that relate to how we have experienced being an "outsider." We have to take the risk of putting our experience into the center.

Do I tend to always speak first, interrupt or take more than my share of space?
Do I unilaterally set the agenda?
Do I assume I'm more capable?
Do I trivialize the experience of others?
Do I challenge or question the tone, attitude or manner of others?
Do I make assumptions about what someone is more "suited" for?
Do I take responsibility for, think for, or speak for others?
Do I assume an individual speaks for others from their group?
Do I control the organization's resources?
Do I reduce difficulties to personality conflicts, ignoring history or power factors?
Do I assume the root of a problem is misunderstanding or lack of information?
Do I ask others to explain, prove, or justify themselves?
Do I mimic other cultural traditions or religious practices?
Do I expect to be treated as an individual outside of my group's history?
Do I ignore or minimize differences by emphasizing similarities?
Do I equate all oppressions as equal?
Do I expect others to be grateful?
Do I defend mistakes by focusing on good intentions?
Do I take things personally and miss the systemic aspects?
Do I assume everyone has the same options I do?
Do I assume that the visible reality is the only one operating?
Do I expect "others" to educate me about their group's history, or sensibilities?
Do I assume someone is exceptional compared to the "average" person of their group?
Do I always expect to be trusted?

Am I willing to do the following?

Remember that others speak about more than the conditions of their own group.
Take responsibility to learn about the history, culture and struggles of other groups as told by them.
Notice what I expect from and assume about others, and note what experiences formed my ideas.
Address accessibility, include such things as money, space, transportation, child-care and language.
Make sure the context welcomes everyone's voice and listen.
Regard people as whole human beings with families, interests and ideas.
Name unacknowledged realities to include everyone's experience.
Expect discomfort when relating to people different from myself.
Take responsibility for equalizing power.
Name dominating behavior when I see it.
Encourage pride in my own and other's ancestry and history.
Understand individuals in the context of their social history.
Ask questions and respect disagreements.
Struggle over matters of principle and politics.
Make all information accessible so others can decide if they are interested.
Appreciate efforts that point out my mistakes or lack of awareness
Appreciate the risk a person takes in sharing their experience with me.
Take risks, trust others.

A Practical Guide to Accelerating Student Achievement Across Cultures

Strategies for Administrators, Teachers, Students, and Parents

Developed by the
Education That Is Multicultural and Achievement (ETMA) Network

In collaboration with the
Achievement Initiative for Maryland's Minority Students (AIMMS) Steering Committee

And the
Maryland State Department of Education (MSDE)

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

September 2008

Education That Is Multicultural and Achievement (ETMA) Network

The ETMA Network, with representatives from all 24 Maryland local school systems, the Maryland State Department of Education (MSDE), and higher education provides leadership at the local school system and state levels to implement multicultural education programs and policies related to student achievement, curriculum, instruction, school climate, staff development, and instructional resources. Some of the members listed below assisted in the original drafting of this document, while others listed below provided input into the development and revisions of this document.*

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Judith Smith
Director, Curriculum and Instruction, Multicultural Education, and Diversity
Baltimore City Public School System

MSDE Representatives

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Linda Shevitz
Renée Yarbough-Williams
Supreet Anand

School System Representatives

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Baltimore City	Malcum Dates	**Montgomery**	Donna Graves
			Lola Crawford
Baltimore	Cheryl Brooks	**Prince George's**	Pam Harris
Calvert	Cheryl Johnson		Rita Robinson
	Karen Phelps	**Queen Anne's**	Cynthia Chirumbole
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	A. Maria Whittemore	**Wicomico**	Judylynn Mitchell
Garrett	Jim Morris	**Worcester**	Wynnette Morris
Harford	Michael Seymour	**Higher Education**	Susan Arisman
	Cathy R. Price		Theresa Filbert

Achievement Initiative for Maryland's Minority Students (AIMMS) Steering Committee

The AIMMS Steering Committee, which includes members from elementary through postsecondary education, provides assistance to the Maryland State Department of Education and local school systems in eliminating student achievement gaps. The individuals listed below contributed to the development of this guide.*

Dr. Barbara Dezmon, Chair
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Ms. Natalie Woodson
Mr. Michael T.S. Wotorson

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* All affiliations are as of the development of this Guide.

MESSAGE FROM THE STATE SUPERINTENDENT

Maryland's public school population is one of the most ethnically diverse in the nation, and we appreciate the richness that this diversity brings to our classrooms and our communities. Maryland has therefore taken the lead in improving student achievement across cultures by implementing Education That Is Multicultural, a state regulation promoting positive school environments that are conducive to learning and free from bias, harassment, and discrimination. The regulation affects instruction, curriculum, staff development, and instructional resources in all subjects and in all grades.

Maryland's foremost educational goal is to prepare students to be lifelong learners and productive citizens in our increasingly global society. We celebrate our commonalities as well as our uniqueness, and we acknowledge the many factors that play a part in shaping our lives. Marylanders from many faiths and cultural backgrounds contribute to the rich human fabric of our state, and just as we affirm the democratic values that support our shared beliefs, we pay tribute to the differences that characterize our families, our schools, and our neighborhoods.

A Practical Guide to Accelerating Student Achievement Across Cultures was developed for Maryland school administrators, teachers, and families, as they strive to help learners from diverse backgrounds reach their true potential. I am indebted to all the educators who contributed innovative ideas, activities, and strategies to the Guide. When we work together to prepare students to know others, we help them bridge worlds. And when we work together to prepare them to achieve, we help them build a bridge to their future.

Sincerely,

Nancy S. Grasmick
State Superintendent of Schools

Acknowledgements

Table of Contents

RATIONALE FOR THE GUIDE

Judith Smith, Ed.D.
Baltimore City Public School System

The basis for the strategies identified in this guide is the premise that education through cultures, the idea that multicultural elements should permeate all aspects of schooling, is an approach that views culture as a powerful yet often invisible factor that influences the outcomes of schooling. (George Gheverghese Joseph, *Multicultural Mathematics*, 1993) (COMAR 13A.04.05.01-.04)

Dr. James Banks reports in the conclusion of a four-year research study by a panel of interdisciplinary scholars, that it is important for teachers to "understand the complex characteristics of ethnic groups within the United States' society and the ways in which race, ethnicity, language, and social class interact to influence student behavior." He further states that a school's organizational strategies should ensure that "members of the school community learn collaborative skills and dispositions in order to create a caring environment for students" (*Diversity Within Unity,* Center for Multicultural Education, College of Education, University of Washington, Seattle). In that vein, Dr. Paul Gorski identified "Six Critical Paradigm Shifts (Questions) for Multicultural Education." Paradigm Two asks the question, "Is it possible to make shifts in student outcomes working within a system that is inherently racist, sexist, classist, etc?" (www.mhe.com/multicltural)

The key factor to support the focus on cultural context for instruction is linked to the goal of student self-direction. In this guide, the aim of self-direction develops the whole child as per the *Holistic Learner Framework*. A sense of self-direction, the ability for students to work independently and collaboratively in any academic arena and on any assessment, is attained by developing the student's own personal, cognitive, and social dimensions. This ability is lacking in many children of poverty, children from unstable living environments, and some children of diverse cultural experiences. Many students from diverse backgrounds lack the prior instructional, social, and cognitive experiences that positively affect their sense of academic self-direction. Thus, this guide includes strategies and activities to develop all three of these dimensions simultaneously.

A cognitive foundation is needed to provide students the experiences to connect to the instructional strategies and learning activities used in the classroom. Many students receive this foundation from their parents and guardians. Many do not. Dr. Ruby Payne indicates that cognitive input strategies frame the quality and the quantity of data as gathered by the student and are necessary prerequisites for the efficient use of data and communication in learning situations (*Framework for Understanding Poverty*). For example, before a student can understand cause and effect, he/she must be provided an experience with which a connection to a cause and effect situation can be made and internalized. Students from various cultures and diversities (race, gender, religious preference, socioeconomic status, language group, or disability) who have had experiences that differ from those experiences as expected in school, may need special assistance to "match the method of instruction to their learning characteristic" to assure that they can access the curriculum and achieve high standards. Parents and guardians can assist educators in this process by knowing what experiences to provide and providing access to these experiences for their children.

Professional development for educators and administrators must include the development of cognitive mediation strategies for implementation with students. Mediation strategies build structure and organization into the learning process for students with diverse backgrounds who still lack a sense of academic self-direction and focus. (Eleanor Renee Rodriquez and James Bellanca, *An Instructional Guide for the Urban Educator/ What is it About Me that You Can't Teach?*, 1996).

Professional and human development experiences will also provide pragmatic actions that advocates (students, teachers, parents/guardians, and administrators) can implement to promote the holistic growth of the learner.

During effective professional development, educators should experience the following:

- Explore their own cultural experiences and identify how they impact the learning environment of students

- Develop sensitivity to cultural bias in instructional materials and texts, in classroom patterns of thinking, in modes of communication, and in teaching/learning strategies (cultural bias refers to diversity factors, including but not limited to race, national origin, ethnicity, gender, disability, socioeconomic status, religion, and region)

- Enhance the understanding of how the construction of knowledge, learning styles, and multiple intelligences impact teaching and learning on diverse groups of students

- Articulate and model high expectations that result in achievement for all students

- Enhance their ability to differentiate instruction using diverse strategies

Educators must also explore culture as a collection of customs, rituals, beliefs, tools, mores, etc. possessed by a group of people who may be related to one another by factors such as common language, religion, geographical contiguity, or socioeconomic class.

The Maryland Teacher Professional Development Standards call for effective professional development that ensures that all teachers have the "knowledge, skills, and dispositions to meet the diverse learning needs of all their students."

Educators that incorporate the pragmatic strategies and learning activities in this guide, will increase their cultural proficiency, their ability to be cognitively and affectively successful with all students notwithstanding cultural and economic background. A workforce that has attained cultural proficiency possesses the ability and the will to:

1. increase student achievement toward the standards across all diverse learning groups;

2. ensure equitable access and support for all students to participate in the highest level of teaching and learning programs;

3. prepare students academically and socially to participate successfully in a diverse society;

4. strengthen students' pride in themselves and their cultural identities and achievements; and

5. increase awareness and understanding of commonality and diversity among individuals and groups. Developing a culturally proficient workforce will have positive outcomes for the student population of the State of Maryland. This guide provides a means toward this end.

INTRODUCTION TO THE GUIDE

Susan Arisman, Ph.D.
Frostburg State University; former
Dean of the College of Education

This document, *A Practical Guide to Accelerating Student Achievement across Cultures: Strategies for Administrators, Teachers, Students, and Parents*, was developed to provide action steps that can be taken by teachers, parents, administrators, and students themselves to develop the personal, cognitive, and social dimensions of students. These advocates are identified in *The Holistic Learner Framework: A Culturally Responsive Approach to Accelerating the Achievement of Low Performing Students*.

The Guide is divided into four sections, one section for each advocate. Within each section, the five Cultural Competencies, previously developed by the Education That Is Multicultural and Achievement (ETMA) Network, are delineated by goal and strategies for each competency. These five core competencies and goals are as follows:

1. **Participating in Intercultural Communication**

    Goal: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity

2. **Reducing Prejudice**

    Goal: Eliminate racism and other forms of prejudice and discrimination within the learning environment

3. **Establishing Culturally Supportive Learning Environments**

    Goal: Determine and implement appropriate strategies that allow all students to learn

4. **Designing and Implementing Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement**

    Goal: Establish and maintain high expectations for achievement for all students

5. **Designing Tests, Measurements, and Assessments for Achievement Equity**

    Goal: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning

Also included in the guide are twelve strategies, with one to four strategies stated per goal. These strategies are followed by specific recommendations for action. In this way, the competencies may be utilized by the practitioner and parent alike.

The Guide incorporates scientifically based research on minority achievement as well as best practices as compiled by the members of the ETMA Network. Therefore, the strategies incorporate what is known about setting high expectations, delivering instruction for student achievement, monitoring and assessing progress, as well as creating a culture and climate in which all students feel safe and valued.

The Guide is designed to be self-selective for the user. The beginning administrator or a senior staff member may use it; the novice teacher or the master educator will find it equally valuable. Parents and students may focus on the support strategies and the actions they could take to advocate for meeting the needs of each child from the perspective of the family.

HOLISTIC LEARNER FRAMEWORK

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Overview

The Holistic Learner Framework: A Culturally Responsive Approach to Accelerating the Achievement of Low Performing Students is a graphic representation of the interrelationship among three dimensions of human development–personal, cognitive, and social. The dimensions interconnect and reflect the academic focus on each domain (academic identity, curriculum mastery, and classroom community-oriented learning) leading to the ultimate objective of on/above grade level achievement.

The Holistic Learner Framework in practice presents dimension parameters that are predicated on the theoretical works of different scholars, researchers, and practitioners. *The Guide to Competencies for Accelerating Student Achievement Across Cultures: Strategies for Administrators, Teachers, Students, and Parents* provides a method for incorporating these parameters into strategies, activities, and interventions that will help teachers, principals, parents, and students, themselves, accelerate achievement away from low academic performance.

Both *The Holistic Learner Framework* and *The Guide to Competencies* address the personal, cognitive and social contexts in which teaching and learning occur. *The Guide to Competencies* provides concrete actions for those primary advocates who are most responsible for the teaching-learning process. The primary advocates to accelerate student achievement are teachers, students, parents, and principals (administrators). They are identified as "primary" because of their direct contact and influence on the development of the student.

The Holistic Learner Framework Dimensions: Personal, Cognitive, and Social

The Holistic Learner Framework addresses the whole child by focusing on the personal, cognitive, and social dimensions of development. There are numerous ways that the dimensions of *The Holistic Learner Framework* could interrelate. However, since the main objective of education is to strengthen the cognitive dimension, this framework highlights the influence of the personal and social domains on the cognitive dimension. In other words, all dimensions are simultaneously strengthened, but the goal of working on the personal and social dimensions is to help accelerate the cognitive domain and ultimately achievement.

Using more educationally oriented terminology, the personal dimension focuses on building a student's academic identity. The cognitive dimension focuses on achieving curriculum mastery. Finally, the social dimension focuses on strengthening a student's skill as a classroom community-oriented learner.

Academic identity focuses on student factors that facilitate high levels of school success. Academic identity pertains to:

1. a student's sense of self as an achiever and the understanding of strengths/assets that contribute to his/ her success;

2. school success skills such as persistence, resilience, and the use of formal registers of language;

3. a future orientation and an academic purpose;

4. establish long and short-term goals; 5) a sense of academic efficacy and learning to attribute successes to personal work habits.

Curriculum mastery focuses on helping students utilize preferred ways of knowing and learning and helping them to develop and strengthen the cognitive functions that are necessary for efficiently mastering content. Curriculum mastery also includes developing the following acceleration preparation skills:

1. knowing the target and being familiar with exemplary work;

2. knowing current level of performance and what must be done to improve; and

3. setting goals for monitoring academic growth.

Classroom community-oriented learners are students who have a sense of collective responsibility and work collaboratively in the classroom community. These learners have skills that allow them to:

1. work interdependently;

2. use their personal, cognitive, and social assets to facilitate high levels of achievement for the group; and

3. participate in the types of academic discourse required for standardized assessments and successful classroom negotiation in the academy.

Primary Stakeholders: Students, Teachers, Parents, and Administrators (Principals)

Students as Learners

The conceptual framework for holistic learning is generated from a learner-focused acceleration approach. The learner-focused approach is based on the consumer–oriented marketing techniques used by the business and medical professions. These professions usually begin by identifying and studying their consumers and developing plans/marketing strategies that specifically target identified needs. Education is one of the few professions that does not systematically operate by a learner (consumer) focused approach.

Underlying the learner-focused approach to acceleration are strength-based and asset-based educational paradigms which promote the belief that every child brings cognitive, social, emotional, ethnic, gender, and socioeconomic resources to the learning process (Boykin, 2000; Jaegers & Carroll, 2002). These assets and resources can be used by the teacher and the student (and all others who are advocating for the student) in accelerating achievement through the teaching and learning process. In addition, research in this area has demonstrated significant educational benefits in helping students become aware of their personal, cognitive, and socioemotional resources (Hrabowski, Maton, & Greif, 1998; Hrabowski, Maton, Greene, & Grief, 2002; Zins, Elias, Greenberg, & Weissberg, 2000). Essentially, students who are aware of their strengths and possess the skills to utilize them in the classroom become a valuable resource in shaping their learning and the learning of their peers.

Teachers as Stakeholders

Academically low performing groups of students increase their chances of achieving when placed with educators who ensure that the personal, cognitive, and socio-emotional needs of their students are incorporated into the instructional process (Au, 1993; Brown, 1998; Foster, 1997; Gay, 2000; Ladson-Billings, 2001). In addition, teachers who are grounded in the foundational knowledge bases for diversity are primed for facilitating achievement among marginalized student groups (Smith, 1998). While there are some teachers who embody these skills at the beginning of their academic tenure, most are the products of effective professional development. Effective professional development for teachers who will help eliminate the achievement gaps must be relevant and target the acceleration of low performing students across cultural groups (Gueskey, 2004; Smith, 1998).

There is a growing body of professional development research on the benefits of helping teachers learn by connecting and reflecting with colleagues in their schools (Bambino, 2004; Routman, 2004; Willis, 2004). This approach, of professional growth into the orientation and complexities of teaching, provides structures for teachers to improve their teaching by examining

the work of their students and fellow teachers and giving and receiving feedback. This teaching and learning process is relevant and facilitates teaming to collaboratively improve day-to-day progress for low performing students. *The Guide to Competencies* provides the substance for this successful daily implementation and interaction.

Administrators (Principals)

The concept of holism is a human development parameter and, therefore, applies to adults as well as to children. The personal, cognitive, and social dimensions of human development can be used by administrators to help teachers successfully implement and meet the objectives of the *Holistic Learner Framework*. For example, to address the personal dimension, administrators can help their staff adopt a set of personal and behavioral characteristics that promote academic excellence across cultural groups. Interventions at the cognitive level might include professional development on the foundational knowledge bases that support acceleration among ethnically and economically diverse student groups. Another cognitive level intervention includes creating a professional climate that supports teacher flexibility and creativity in the development and implementation of effective acceleration strategies for low performing students. Finally, support at the social dimension level should include creating an environment where teachers feel a sense of communalism, interdependence, and support in their efforts to learn and effectively teach diverse student groups.

Parents (Family and Guardians)

Most often parents or guardians are the first adults to frame the learning process and cognitive development for their children. These adults lay the foundation in preparation for school and can provide the support for a successful school experience. Individuals who assume the parental role for children assume a central and critical role in mediating their learning (Haywood, 1993). Mediated learning is a process based on the belief that all individuals are learners who can learn beyond what we ever thought possible. The philosophy behind mediated learning states that the mind has an unlimited capacity to grow and change. This philosophy suggests that cognitively low performing students do not always know how to think, where to start or what to do when new information is given to them. Mediated learning experiences teach children to develop the "learn how to learn" skills for school and subsequently help students to develop into strategic thinkers who are better able to understand and solve problems in school and in life. Mediated learning experiences are thought to be essential for the adequate cognitive development of children (Haywood, 1993; Jensen, Feurerstein, Kaniel, &Tzuriel, 1988). Parents can play a significant role in facilitating mediated learning experiences. The strategies and activities for parents outlined in *The Guide* provide a springboard for supporting the cognitive development of children throughout their years of growth.

A PRACTICAL GUIDE TO ACCELERATING STUDENT ACHIEVEMENT ACROSS CULTURES

STRATEGIES FOR ADMINISTRATORS, TEACHERS, STUDENTS, AND PARENTS

ADMINISTRATORS

Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

	Personal Dimension	Cognitive Dimension	Social Dimension
Administrators	STRATEGY A ~ *Institutionalize behaviors and activities that promote positive learning environments for all students.* 1. Monitor your personal beliefs regarding cultural, ethnic, and linguistic diversity and their impact on your school's culture. 2. Develop a process to get feedback from faculty/staff/community on the effectiveness of your communication across cultures.	STRATEGY A ~ *Institutionalize behaviors and activities that promote positive learning environments for all students.* 1. Seek information from faculty/staff/community on ways in which they have been effective in communicating across cultures. 2. Engage faculty/staff/other administrators in ongoing professional development to improve the effectiveness of cross-cultural communication. 3. Provide opportunities for staff and students to learn about formal and informal communication styles across cultures.	STRATEGY A ~ *Institutionalize behaviors and activities that promote positive learning environments for all students.* 1. Facilitate conversations among staff regarding effectiveness of cross-cultural communication. 2. Infuse staff meetings with "ice breakers" or activities that promote awareness and the valuing of diversity. 3. Implement student programs (curricular, co-curricular, and extra-curricular) that promote communication across cultures.

ADMINISTRATORS
Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

	Personal Dimension	Cognitive Dimension	Social Dimension
Administrators	STRATEGY B ~ *Recognize and affirm commonalities and differences among various cultures represented in schools.* 1. Respect and appreciate the various cultures represented in the school. 2. Be aware of your own interactions with various cultural groups ensuring bias-free interactions.	STRATEGY B ~ *Recognize and affirm commonalities and differences among various cultures represented in schools.* 1. Provide materials that support multicultural awareness and encourage their use throughout the school. 2. Provide information on multicultural connections and events during announcements and other regular communication channels. 3. Ensure the creation of bulletin boards and hallways with multicultural themes displaying the diversity of the student body in the school.	STRATEGY B ~ *Recognize and affirm commonalities and differences among various cultures represented in schools.* 1. Invite and support the involvement of families in sharing cultural experiences. 2. Seek ways to reach out to cultural groups in the school community. 3. Be approachable to all cultural groups.

ADMINISTRATORS
Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

	Personal Dimension	Cognitive Dimension	Social Dimension
Administrators	STRATEGY C ~ *Recruit, hire, and retain trained staff/faculty members from diverse backgrounds.* 1. Reflect on your interactions and relationships with staff/faculty from diverse backgrounds. 2. Ensure that the retention and recruitment process is bias free. 3. Recognize the talents and gifts that diverse staff members bring to the learning environment.	STRATEGY C ~ *Recruit, hire, and retain trained staff/faculty members from diverse backgrounds.* 1. Provide peer partners and other supports to staff/faculty members from diverse backgrounds. 2. Expand your knowledge of diversity by doing research, accessing websites, and contacting organizations. **Examples: Name, Brown University sites, etc.**	STRATEGY C ~ *Recruit, hire, and retain trained staff/faculty members from diverse backgrounds.* 1. Develop relationships with historically Black colleges and universities (HBCU's) and with organizations and associations that focus on diversity. 2. Initiate activities, such as simulations, that promote positive dialogue around culture and race. 3. Have advocates complete Introspective assessments related to personal cultural proficiency. **Examples: Name, Brown University sites, etc.**

ADMINISTRATORS
Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of prejudice and discrimination within the learning environment.

	Personal Dimension	Cognitive Dimension	Social Dimension
Administrators	*STRATEGY A ~ Implement policies and procedures that address discrimination, bias, and prejudice in your school.* 1. Learn the role that bias, discrimination, and prejudice have played in the historical experience of groups and individuals in the United States. 2. Reflect upon the inequities that still exist in our society and efforts to address them. 3. Continually examine personal beliefs and school policies, practices, and procedures to detect institutional racism, sexism, classism, etc.	*STRATEGY A ~ Implement policies and procedures that address discrimination, bias, and prejudice in your school.* 1. Revise documents and practices to ensure equitable educational opportunities for all students. 2. Provide opportunities for staff and students to understand how expectations, stereotyping, and bias have a negative effect on cross-cultural and race relations and student achievement. 3. Provide time and experiences that assist staff to self-reflect on personal behaviors that unintentionally promote inequity in the learning environment.	*STRATEGY A ~ Implement policies and procedures that address discrimination, bias, and prejudice in your school.* 1. Structure opportunities for a diverse group of stakeholders to have ongoing opportunities to examine bias in school practices and policies. 2. Ensure that all stakeholder representatives have a voice in revising documents and practices to reflect equity. 3. Challenge bias in the language and behavior of adults and students. 4. Follow policies in place that address bias and discriminatory behavior. 5. Include your school system antidiscrimination statements on all school publications.

ADMINISTRATORS
Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of prejudice and discrimination within the learning environment.

	Personal Dimension	Cognitive Dimension	Social Dimension
Administrators	STRATEGY B ~ *Promote a school/class environment that is free from bullying, harassment, and intolerance.* 1. Observe co-curricular and extracurricular programs, specifically, to detect how students from different racial/ethnic groups interact with each other. 2. Observe and reflect upon how staff is helping students to acquire the collaborative and interpersonal skills needed to live, learn, and work with students and adults from other racial/ethnic groups. 3. Observe and reflect upon how staff responds to incidents of bias and harassment based on diversity factors such as race, gender, national origin, disability, religion, physical appearance, etc. to determine the needs for professional development.	STRATEGY B ~ *Promote a school/class environment that is free from bullying, harassment, and intolerance.* 1. Develop co-curricular and extracurricular programs that provide all students with opportunities to interact meaningfully with peers from racial and cultural groups other than their own. 2. Ensure that staff has ongoing opportunities to become skillful in teaching students collaborative and interpersonal skills needed to live, learn, and work with students and adults from other racial and cultural groups. 3. Develop staff capacity and skill to effectively address bias and stereotyping through an array of staff development experiences.	STRATEGY B ~ *Promote a school/class environment that is free from bullying, harassment, and intolerance* 1. Implement co-curricular and extracurricular activities and experiences for students to ensure that membership and participation is interracial and cross-cultural and reflective of the school's demographics. 2. Model the use of effective cross-cultural interaction and communication skills with students, staff, and families. 3. Ask students, staff, and parents for constructive feedback about administrative handling of instances of bias and stereotyping to model the need for lifelong learning toward cultural competence. 4. Disseminate school and school system policies about bullying and harassment to staff, students, and parents. Provide information in different languages as needed. 5. Investigate or appoint a designee to investigate allegations of harassment. 6. When appropriate, refer cases of harassment to designated central office

ADMINISTRATORS
Competency III: Culturally Supportive Learning Environments

GOAL: Determine and implement appropriate strategies that allow all students to learn.

	Personal Dimension	Cognitive Dimension	Social Dimension
Administrators	STRATEGY A ~ *Institutionalize behaviors and activities that promote positive learning environments for all students.* 1. Reflect on the unique ways that cultures represent themselves and on cultural assets and strengths related to student learning. 2. Seek information on culture and learning styles and complementary instructional approaches. 3. Be thoroughly knowledgeable about the skills students from diverse backgrounds need for school success.	STRATEGY A ~ *Institutionalize behaviors and activities that promote positive learning environments for all students.* 1. Encourage students to demonstrate their learning in a way reflective of their culture (i.e., music, art, literary genre). 2. Expect all teachers to use a variety of approaches to ensure that all students from diverse cultures learn in ways best suited to their learning styles and multiple intelligences. 3. Identify and teach the school success skills underlying academic learning to diverse families and staff as tools for working with students. 4. Ensure that high levels of academic opportunities are offered equitably to all cultural groups. 5. Ensure equitable access to instructional technology for all students. 6. Provide staff development on the effective use of instructional technology and current learning resources.	STRATEGY A ~ *Institutionalize behaviors and activities that promote positive learning environments for all students.* 1. Structure teacher-student interactions that take cultural backgrounds into account. 2. Establish and maintain professional learning communities in which teachers can share what they know about culturally-influenced learning styles and classroom applications of that knowledge. 3. Provide ongoing opportunities for families and staff from diverse backgrounds to develop collective responsibility for school success skills. 4. Use professional learning communities to examine student work, determine evidence of student learning, and develop indicators for high-level performance.

ADMINISTRATORS

Competency IV: Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement

GOAL: Establish and maintain high expectations for achievement for all students.

	Personal Dimension	Cognitive Dimension	Social Dimension
Administrators	STRATEGY A ~ *Convene stakeholders to develop expectations for students and provide staff development that promotes acceleration of achievement for diverse student populations.* 1. Assure that the vision, mission, goals, and school improvement plan emphasize high expectations for all students. 2. Assess your actions on a continuing basis to assure that they communicate high expectations for all students and staff. 3. Clarify your thinking about how high expectations are operationalized in the classrooms.	STRATEGY A ~ *Convene stakeholders to develop expectations for students and provide staff development that promotes acceleration of achievement for diverse student populations.* 1. Communicate the vision, mission, goals, and school improvement plan related to high expectations to all stakeholders. 2. Require that all teachers know and understand what high expectations look like and sound like in the classroom.	STRATEGY A ~ *Convene stakeholders to develop expectations for students and provide staff development that promotes acceleration of achievement for diverse student populations.* 1. Hold public forums in which all stakeholders work together to support high expectations for student achievement. 2. Observe regularly and give feedback to teachers on how they demonstrate high expectations for all students, especially diverse students.

ADMINISTRATORS

Competency V: Tests, Measurements, and Assessments for Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

	Personal Dimension	Cognitive Dimension	Social Dimension
Administrators	STRATEGY A ~ *Identify patterns of achievement associated with ethnicity, gender, or socioeconomic status to promote awareness of and eliminate student achievement gaps in these areas.*	STRATEGY A ~ *Identify patterns of achievement associated with ethnicity, gender, or socioeconomic status to promote awareness of and eliminate student achievement gaps in these areas.*	STRATEGY A ~ *Identify patterns of achievement associated with ethnicity, gender, or socioeconomic status to promote awareness of and eliminate student achievement gaps in these areas.*
	1. Use disaggregated achievement data to reflect on the effectiveness of the school in meeting the needs of all students, especially gender and racial groups, English language learners, students from low socioeconomic backgrounds, and students with disabilities.	1. Work with faculty/staff to develop and implement a process to analyze and report achievement and participation data in a disaggregated format.	1. Provide a safe environment in which faculty/staff can discuss reasons for disparities in achievement.
		2. Identify and implement needed instructional changes.	2. Provide opportunities for staff to share a range of effective assessment strategies.
		3. Use data as diagnostic and prescriptive tools for improving student achievement and modifying teaching practices, not as the only criteria for promotion, retention, or access to academic programs.	
		4. Use disaggregated data to determine level of participation by gender/race/ etc., in gifted and talented classes, special education programs, and advanced and AP classes in your schools; develop strategies to address disparities in these areas.	

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ADMINISTRATORS

Competency V: Tests, Measurements, And Assessments For Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

	Personal Dimension	Cognitive Dimension	Social Dimension
Administrators	STRATEGY B ~ *Utilize assessment tools that take into consideration the affective and cultural domains of the child.* 1. Develop personal knowledge about a range of assessments.	STRATEGY B ~ *Utilize assessment tools that take into consideration the affective and cultural domains of the child.* 1. Set standards for teaching that include assessment of the affective and cultural domains in addition to the cognitive domain. 2. Through professional development, provide teachers with a multiplicity of testing formats to help students demonstrate their achievement. 3. Have teachers design and use in-class assessments to monitor individual student progress on a daily or weekly basis, thereby providing a basis for early intervention. 4. Ensure that students from diverse backgrounds receive equitable resources to achieve success in all courses, including higher level courses.	STRATEGY B ~ *Utilize assessment tools that take into consideration the affective and cultural domains of the child.* 1. Facilitate the discussion of a range of assessments and how they can be used to verify achievement. 2. Provide case studies that allow staff and faculty to work with a range of assessments.

TEACHERS

Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

	Personal Dimension	Cognitive Dimension	Social Dimension
Teachers	STRATEGY A ~ *Develop and apply strategies for communicating across cultures, including the cultures of gender, and poverty.*	STRATEGY A ~ *Develop and apply strategies for communicating across cultures, including the cultures of gender, and poverty.*	STRATEGY A ~ *Develop and apply strategies for communicating across cultures, including the cultures of gender, and poverty.*
	1. Infuse multicultural perspectives in your classroom.	1. Identify the demographics of your school's population.	1. Require students to examine events and situations from multiple perspectives.
	2. Understand the role of cross-cultural communication to increase academic achievement.	2. Identify the components of surface and deep culture and their implication in instruction.	2. Analyze and affirm commonalities and differences between and among cultures within your classroom.
		3. Engage in professional development activities and/or courses in the field of Education That is Multicultural.	
		4. Understand principles of multicultural education as set forth in the ETM Bylaw.	
		5. Incorporate principles of multicultural education in daily and long-term lesson planning.	

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TEACHERS
Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

	Personal Dimension	Cognitive Dimension	Social Dimension
Teachers	STRATEGY B ~ *Use cultural communication styles as tools to enhance student achievement in the written, taught, and accessed curriculums.* 1. Monitor your own verbal and non-verbal communication for sensitivity towards others. 2. Identify and understand your personal communication style and make modifications as needed to better communicate with students and colleagues.	STRATEGY B ~ *Use cultural communication styles as tools to enhance student achievement in the written, taught, and accessed curriculums.* 1. Teach the formal register of language (the language of school and work/standard English) through the informal register of language. 2. Teach students how, when, and why to code switch (depending upon the audience) without disrespecting the home language.	STRATEGY B ~ *Use cultural communication styles as tools to enhance student achievement in the written, taught, and accessed curriculums.* 1. Use culturally responsive communication with students and parents. 2. Clarify student non-verbal communication to dispel misunderstandings. 3. Avoid sarcasm, condescension, put downs, and other verbal abuse. 4. **Where appropriate**, incorporate the student language and communication style to inform and enhance instruction. 5. Incorporate the culture of the home in instruction to activate prior knowledge. 6. Identify and understand students' personal communication styles. 7. Identify and appreciate the discourse patterns for both parents and students.

TEACHERS
Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of prejudice and discrimination within the learning environment.

	Personal Dimension	Cognitive Dimension	Social Dimension
Teachers	STRATEGY A ~ *Create a bias and harassment free learning environment by learning and practicing techniques for combating prejudice, harassment, and/or discrimination in the learning environment.* 1. Reflect, self-assess, and claim ownership of your own prejudices and biases. 2. Identify strategies to overcome your own prejudices and biases.	STRATEGY A ~ *Create a bias and harassment free learning environment by learning and practicing techniques for combating prejudice, harassment, and/or discrimination in the learning environment.* 1. Use instructional materials that are bias and stereotype free. 2. Use disaggregated data to develop and address patterns of concerns related to climate and achievement. 3. Use climate inventories, periodically, in the classroom to monitor the learning environment.	STRATEGY A ~ *Create a bias and harassment free learning environment by learning and practicing techniques for combating prejudice, harassment, and/or discrimination in the learning environment.* 1. Build a relationship with every child through positive daily personal interactions. 2. Foster an environment of high expectations with support for success for every student. 3. Challenge biases and stereotypes that inhibit student achievement. 4. Develop the capacity, skill, and will to challenge biases and stereotypes that inhibit inter-group understanding within your school and your classroom.

TEACHERS
Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of prejudice and discrimination within the learning environment.

Teachers	Personal Dimension	Cognitive Dimension	Social Dimension
	STRATEGY B ~ *Identify and use strategies that foster inter-group understandings and positive academic and social relationships.*	STRATEGY B ~ *Identify and use strategies that foster inter-group understandings and positive academic and social relationships.*	STRATEGY B ~ *Identify and use strategies that foster inter-group understandings and positive academic and social relationships.*
	1. Create an environment in which all students see themselves and others in traditional, non-traditional, and non-stereotypical ways.	1. Recognize and reward students who display positive academic behavior and social relationships.	1. Incorporate cooperative learning strategies into instruction.
	2. Understand your own evolving cultural identity.	2. Assist students in documenting, monitoring, and adjusting current levels of performance.	2. Establish and nurture a classroom climate of inclusiveness, affiliation, and mutual support.
	3. Examine your beliefs and expectations for the students you teach.		3. Help students use problem solving and conflict resolution.
			4. Provide students with activities that build persistence and resilience.
			5. Build a community of learners in your classroom.
			6. Foster a sense of collective responsibility for all members of the school community.
			7. Help students identify their personal, cognitive, and social assets and those same assets in others.

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TEACHERS
Competency III: Culturally Supportive Learning Environments

GOAL: Determine and implement appropriate strategies that allow all students to learn.

	Personal Dimension	Cognitive Dimension	Social Dimension
Teachers	STRATEGY A ~ *Organize the educational environment in ways that support diverse learning styles and multicultural perspectives.*	STRATEGY A ~ *Organize the educational environment in ways that support diverse learning styles and multicultural perspectives.*	STRATEGY A ~ *Organize the educational environment in ways that support diverse learning styles and multicultural perspectives.*
	1. Understand the rationale for using a variety of flexible grouping strategies.	1. Provide classroom opportunities so that students become aware of the stereotypes associated with various cultural groups and understand the negative impact of stereotyping.	1. Create an environment that increases students' willingness to take intellectual risks.
	2. Commit to achieving equity by addressing the individual needs of each learner.	2. Motivate students to work towards their fullest potential.	2. Provide students with guidance in identifying their purpose for being in school.
	3. Believe that you are capable of making a difference in your students' learning.	3. Teach the formal register of language as a way of negotiating the school system and the work environment.	3. Teach students to connect academic success to personal efforts.
	4. Understand that the level of teacher expectations directly correlates to student achievement.	4. Assess student learning styles and make appropriate instructional accommodations.	4. Foster an environment to support a "can do" attitude.
	5. Take ownership for students' learning.		5. Help students understand their individual and collective role in the interdependent classroom community.
	6. Reflect on teaching practices in relationship to teacher expectations.		6. Assist students in discovering and maximizing their learning styles.
	7. Complete a self-assessment of your teaching practices.		7. Share student learning styles with parents seeking their perspective and input.
			8. Use a variety of grouping strategies.
			9. Communicate high expectations to every student and provide supports for success.

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TEACHERS
Competency IV: Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement

GOAL: Establish and maintain high expectations for achievement for all students.

	Personal Dimension	Cognitive Dimension	Social Dimension
Teachers	STRATEGY A ~ *Design and implement curriculum and instruction that expands teaching efficacy in Education That is Multicultural.* 1. Identify your own teaching style and understand the impact of your teaching style on students with varying learning styles. 2. Vary your teaching style to match the diverse learning styles of your students.	STRATEGY A ~ *Design and implement curriculum and instruction that expands teaching efficacy in Education That is Multicultural.* 1. Reflect multicultural education components in curriculum and instruction. 2. Identify deficits in instructional practice that may negatively impact student achievement. 3. Develop and implement interdisciplinary units integrating multicultural approaches. 4. Include school success skills in your curriculum. 5. Review existing instructional materials for possible bias and report to appropriate person. 6. Select culturally relevant, bias-free instructional materials for use in the classroom.	STRATEGY A ~ *Design and implement curriculum and instruction that expands teaching efficacy in Education That is Multicultural.* 1. Teach students to work cooperatively with specific roles, individual responsibilities, and accountability for a finished product/performance.

TEACHERS

Competency IV: Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement

GOAL: Establish and maintain high expectations for achievement for all students.

	Personal Dimension	Cognitive Dimension	Social Dimension
Teachers	STRATEGY B ~ *Design and implement curriculum and instruction that expands teaching efficacy in accelerating Minority Achievement.* 1. Employ effective classroom management where student dignity is maintained. 2. Provide fluid, flexible grouping and movement of students to avoid the negative impact of tracking.	STRATEGY B ~ *Design and implement curriculum and instruction that expands teaching efficacy in accelerating Minority Achievement.* 1. Vary instructional strategies in order to bridge gaps in academic achievement. 2. Teach students to use self-questioning and think-aloud techniques to unpack their thinking. 3. Accelerate rather than remediate students. 4. Consider gender differences in curriculum and instruction. 5. Make career connections whenever possible. 6. Teach students to be precise and accurate. 7. Provide exemplary work samples for students.	STRATEGY B ~ *Design and implement curriculum and instruction that expands teaching efficacy in accelerating Minority Achievement.* 1. Build relationships of mutual respect. 2. Help students learn to reflect on their own academic successes and failures and set goals in order to make progress. 3. Use proximity as a tool to enhance instruction. 4. Add humor to student interactions. 5. Teach students how to share intellectually.

TEACHERS

Competency V: Tests, Measurements, and Assessments for Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

	Personal Dimension	Cognitive Dimension	Social Dimension
Teachers	STRATEGY A ~ *Select testing and assessment tools that have been normed on a variety of ethnic, gender, and socioeconomic populations to document instructional effectiveness.* 1. Understand how data informs instruction. 2. Use summative and formative assessments to make instructional decisions. 3. Adjust instruction (re-teaching) based on achievement patterns. 4. Focus on acceleration rather than remediation to improve achievement.	STRATEGY A ~ *Select testing and assessment tools that have been normed on a variety of ethnic, gender, and socioeconomic populations to document instructional effectiveness.* 1. Disaggregate student data. 2. Select and use assessments that are bias free. 3. Use disaggregated data to inform instruction. 4. Identify and eliminate programs and practices that are ineffective as evidenced by data. 5. Provide students with a multiplicity of opportunities and formats to show what they know.	STRATEGY A ~ *Select testing and assessment tools that have been normed on a variety of ethnic, gender, and socioeconomic populations to document instructional effectiveness.* 1. Provide diverse members of the school community with ready and user friendly access to achievement data.

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TEACHERS

Competency V: Tests, Measurements, and Assessments for Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

	Personal Dimension	Cognitive Dimension	Social Dimension
Teachers	STRATEGY B ~ *Design instruction that results in breakthrough acceleration of minority achievement.* 1. Develop personal knowledge about a range of assessments. 2. Utilize assessments to monitor academic growth and to inform the design of focused instruction for acceleration of minority achievement. 3. Based on the achievement data for each student, make a personal commitment to adjust instructional objectives so that every child reaches his/her learning goals.	STRATEGY B ~ *Design instruction that results in breakthrough acceleration of minority achievement.* 1. Use differentiated instruction which means that content, process, and student products are based on student learning profiles (cultural identity, learning styles, and multiple intelligences), readiness, and interest. 2. Use assessment tools and instructional delivery that takes into consideration the affective and cultural domains of the child. 3. Based on analysis of data, update and adjust objectives to reach learning goals. 4. Use data to identify achievement patterns and gaps. 5. Design and use in-class assessments to monitor individual student progress on a daily or weekly basis, thereby providing a basis for early intervention. 6. Demystify testing formats and modalities for students as part of their testing preparation.	STRATEGY B ~ *Design instruction that results in breakthrough acceleration of minority achievement.* 1. Foster a classroom community that includes a sense of collective responsibility, interdependence, and intellectual sharing. 2. Teach students how to work as a community of learners. 3. Collaborate with other professionals in reviewing data and making programming and instructional decisions. 4. Share and utilize disaggregated data to attain stakeholder support for equitable program development throughout the school community.

STUDENTS

Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	STRATEGY A ~ *Learn about and appreciate cultural, ethnic, and linguistic diversity.* 1. Learn about your own cultural heritage, both current and historic. 1. Monitor the cultural diversity in school organizations.	STRATEGY A ~ *Learn about and appreciate cultural, ethnic, and linguistic diversity.* 1. Discuss multiple perspectives on current and historical issues. 2. Demonstrate an appreciation of the cultural diversity in the United States while recognizing common values, beliefs, and customs. 3. Analyze and evaluate social issues. 4. Propose solutions to contemporary social problems (local, national, and global).	STRATEGY A ~ *Learn about and appreciate cultural, ethnic, and linguistic diversity.* 1. Learn about the cultural heritage of others, both current and historic. 2. Involve family, friends, and other students in learning about your cultural heritage. 3. Discuss the wide range of diversity within cultural groups. 4. Discuss stereotyping and its negative impact on inter-group understanding. 5. Participate in inter-cultural groups and organizations in your school and community. 6. Participate in a social action project to address a current issue in your school or community through school and community groups (such as student government, clubs, etc.). 7. Extend invitations to students of all cultural groups to join organizations to some which you belong.

STUDENTS
Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	STRATEGY B ~ *Access information to expand knowledge of the history and culture of diverse groups.* 1. Read materials in school and at home which reinforce the concept of the United States as a society of people from many different backgrounds with common goals as a nation.	STRATEGY B ~ *Access information to expand knowledge of the history and culture of diverse groups.* 1. Critically review the media (television, movies, music, newspapers, radio, magazines, etc.) for examples of cultural bias, misrepresentations, and stereotyping. 2. Identify examples of positive and accurate portrayals of diversity in the media. 3. Access information from computer resources, texts, the media, music, art, etc. related to diverse cultural groups. 4. Utilize classroom resources, the school media center, and the public library to expand your knowledge of your own and others' cultures. 5. Learn another language and read stories and information about other cultures in that language.	STRATEGY B ~ *Access information to expand knowledge of the history and culture of diverse groups.* 1. Participate in visits to sites in your community to expand your knowledge of diversity (museums, historic sites, community centers, art galleries, faith-based sites, etc.).

STUDENTS

Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	STRATEGY C ~ *Develop communication strategies to eliminate cultural conflict.* 1. Examine your own non-verbal communication.	STRATEGY C ~ *Develop communication strategies to eliminate cultural conflict.* 1. Develop oral communication and writing skills to clearly share your thoughts and knowledge. 2. Know and be able to use "home" language and "school" language appropriately in different settings. 3. Learn information about the home culture with other students and teachers. 4. Learn to speak **a language other than your native** language. 5. Recognize the impact of non-verbal communication on cross-cultural understanding.	STRATEGY C ~ *Develop communication strategies to eliminate cultural conflict.* 1. Assist English language learners to acquire written and spoken language skills. 2. Facilitate communication between your home (family) and your school community. 3. Share information about your home culture with other students and teachers. 4. Appreciate the diverse ways that others share their ideas and thoughts. 5. Participate and assume a variety of roles in different learning and social groups. 6. Interact with others who are native speakers of other languages.

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STUDENTS
Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of prejudice and discrimination within the learning environment.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	STRATEGY A ~ *Demand your rights as a person living in the United States, while assuming the responsibilities of citizenship.* 1. Understand your right to be a respected member of your home and school families and communities.	STRATEGY A ~ *Demand your rights as a person living in the United States, while assuming the responsibilities of citizenship.* 1. Learn about your rights reflected in federal, state, and local laws pertaining to diversity factors such as gender, race, national origin, disability, language, homelessness, and age. 2. Learn about the history of past laws and events related to discrimination based on a range of diversity factors in both the United States and around the world.	STRATEGY A ~ *Demand your rights as a person living in the United States, while assuming the responsibilities of citizenship.* 1. Assume a leadership role in presenting information about educational and civil rights in your school publications and activities.

STUDENTS
Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of prejudice and discrimination within the learning environment.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	STRATEGY B ~ *Promote a school/class environment that is free from bullying, harassment, and intolerance.* 1. Be respectful to the diverse individuals in your school and community. 2. Refrain from behaviors that harass, bully, or "put down" others.	STRATEGY B ~ *Promote a school/class environment that is free from bullying, harassment, and intolerance.* 1. Know your school and school system policies related to bullying, harassment, and intolerance. 2. Learn the impact that bullying and harassment have on others. 3. Learn about individuals who model and promote peaceful interactions.	STRATEGY B ~ *Promote a school/class environment that is free from bullying, harassment, and intolerance.* 1. Seek assistance from adults and peers at school and home when you are a target of harassment, bullying, intolerance, or discrimination. 2. Help or seek help for others who are the targets of bullying and harassment for any reason or factor (such as race, sexual orientation, gender, physical appearance, economic level, disability, religion, language, etc.). 3. Make new students feel welcome in your school. 4. Establish or participate in school activities or organizations that work to eliminate discrimination, harassment, bullying, and intolerance.

STUDENTS

Competency III: Culturally Supportive Learning Environments

GOAL: Determine and implement appropriate strategies that allow all students to learn.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	STRATEGY A ~ *Develop a sense of collective responsibility for learning.* 1. Demonstrate resiliency and perseverance in facing challenges and adversity. 2. Be willing to make mistakes and to learn from them. 3. Develop a "Can Do" attitude for school and life. 4. Understand the relationship between personal effort and success.	STRATEGY A ~ *Develop a sense of collective responsibility for learning.* 1. Be an academic risk-taker in asking questions, participating in class discussions, and expressing your own ideas. 2. Learn and use coping strategies for dealing with challenges and adversity.	STRATEGY A ~ *Develop a sense of collective responsibility for learning.* 1. Communicate and interact positively with peers and adults to promote a sense of community. 2. Contribute to the advancement and success of the classroom community. 3. Use your personal strengths and abilities to help the school community.

STUDENTS
Competency III: Culturally Supportive Learning Environments

GOAL: Determine and implement appropriate strategies that allow all students to learn.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	STRATEGY B ~ *Contribute to a safe and orderly classroom and school environment that promotes achievement and success for all students.* 1. Maintain a lifestyle free of disruptive, violent, or criminal behaviors. 2. Maintain a healthy lifestyle free of drugs and alcohol.	STRATEGY B ~ *Contribute to a safe and orderly classroom and school environment that promotes achievement and success for all students.* 1. Learn when and how to appropriately approach adults regarding school concerns. 2. Learn and understand the positive and negative consequences of your actions. 3. Learn and know how to deal positively with conflict.	STRATEGY B ~ *Contribute to a safe and orderly classroom and school environment that promotes achievement and success for all students.* 1. Understand and obey school and classroom rules and regulations. 2. Demonstrate respect for yourself and for the rights of others. 3. Treat educators and peers with respect. 4. Choose productive and positive friends and role models.

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STUDENTS
Competency IV: Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement

GOAL: Establish and maintain high expectations for achievement for all students.

Students	Personal Dimension	Cognitive Dimension	Social Dimension
	STRATEGY A ~ *Develop skills and competencies to enhance achievement.*	STRATEGY A ~ *Develop skills and competencies to enhance achievement.*	STRATEGY A ~ *Develop skills and competencies to enhance achievement.*
	1. Attend school regularly and on time.	1. Complete all class and home assignments on time.	1. Find out how you learn best. Work with your teachers or counselors to identify your preferred learning style(s) and multiple intelligences.
	2. Develop a plan to organize your time effectively to complete tasks.	2. Find out what work was missed when you are absent and make it up promptly.	2. Access learning through your preferred style(s) while developing other modes of learning.
	3. Organize your class work to help you prepare for future lessons.	3. Improve note-taking, research, and organizational skills.	3. Learn to work both independently and collaboratively.
	4. Acquire and practice effective study habits.	4. Organize your class work to help you prepare for future lessons.	4. Actively participate in classroom activities such as discussions and projects.
	5. Learn to work both independently and collaboratively.	5. Acquire and practice effective study habits.	
	6. Recognize and use learning and organizational strategies that are the most effective for you personally. Find out what works best for you and do it.	6. Clarify expectations for lessons and assignments.	
	7. Identify your personal strengths, abilities, and interests.	7. Use exemplary work as a model for your own work in school and in the community.	
		8. Use learning resources available in your school, community, and home.	
		9. Work to become proficient in English, while maintaining your home language.	
		10. Become proficient in the use of computer technology.	

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STUDENTS
Competency IV: Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement

GOAL: Establish and maintain high expectations for achievement for all students.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	STRATEGY B – *Support a climate of commitment to education.* 1. Make academic success an important and valued goal for you and your friends. 2. Take responsibility for your own learning. 3. Set short-term and long-term achievement and career goals. 4. Develop habits of working hard to achieve desired goals. 5. Stay in school and graduate from high school. 6. Plan, prepare for, and enroll in higher level and advanced courses. 7. Become a life-long learner.	STRATEGY B – *Support a climate of commitment to education.* 1. Develop critical thinking skills. 2. Make connections between educational success and preparation to earn a living in society. 3. Participate fully in appropriate special school academic programs to meet your own needs (such as ELL, Reading Recovery, summer learning activities, etc.). 4. Read a variety of materials in school and at home to improve your reading skills and to learn more about the world. 5. Obtain information about credits and courses needed for graduation, admittance into higher education, and the world of work. 6. Continue math instruction throughout your academic years to better prepare you for the world of work and college. 7. Encourage your school, media center, and school system to expand their resources (texts, videos, computer programs, etc.) to reflect the history and culture of people of different backgrounds.	STRATEGY B – *Support a climate of commitment to education.* 1. Encourage your friends to strive for academic success. 2. Discuss with family members, teachers, and guidance counselors plans to attend college and prepare for the world of work. 3. Serve as a tutor or mentor for peers or younger students. 4. Participate actively to complete state Service Learning requirements for graduation. 5. Participate in school and community activities that expand your talents and skills (academic clubs, music groups, math-science programs, debating teams, video production groups, drama programs, and athletics).

STUDENTS

Competency IV: Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement

GOAL: Establish and maintain high expectations for achievement for all students.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	STRATEGY C ~ *Actively seek support from others to assist you in reaching your goals.* 1. Seek guidance from others as you determine your purpose for attending school regularly.	STRATEGY C ~ *Actively seek support from others to assist you in reaching your goals.* 1. Learn about and take advantage of academic assistance available in your school and community (tutoring, after-school help, teacher conferences, etc.).	STRATEGY C ~ *Actively seek support from others to assist you in reaching your goals.* 1. Encourage family members, guardians, and community members to share their knowledge, skills, and cultural heritage with you and other students. 2. Ask family members to visit school and attend conferences and special events. 3. Seek assistance from adults in your school related to their roles and responsibilities (counselor, school nurse, etc.). 4. Identify an adult you relate to in your school setting to serve as a mentor and a role model. 5. Reach out to community leaders from diverse cultural backgrounds to participate in school activities and to help solve problems related to their areas of interest. 6. Help organize and participate in student academic recognition ceremonies and activities.

STUDENTS
Competency IV: Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement

GOAL: Establish and maintain high expectations for achievement for all students.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	STRATEGY D – *Develop knowledge and skills to become a self-sufficient contributing member of a global society.* 1. Determine your career interests and find out what academic and skill preparation is required for jobs in your area of interest. 2. Vote in student elections as preparation for voting as an adult in local, state, and national elections.	STRATEGY D – *Develop knowledge and skills to become a self-sufficient contributing member of a global society.* 1. Learn about and discuss local, national, and global issues in the news to be able to make informed decisions. 2. Identify ways in which individuals can play a role in school, local, state, national, and global decision-making. 3. Identify the requirements for United States citizenship for people born in other countries who come to the United States.	STRATEGY D – *Develop knowledge and skills to become a self-sufficient contributing member of a global society.* 1. Interact with students from other cultures/countries/regions to gain appreciation and understanding of other cultures/countries/regions.

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STUDENTS

Competency V: Tests, Measurements, and Assessments for Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	STRATEGY A ~ *Prepare physically, emotionally, and academically for tests, measurements, and assessments.* 1. Visualize yourself achieving success on tests and assessments. 2. Be well rested and have a nutritious meal before taking classroom, state, and national tests. 3. Take preparation courses for PSAT, SAT, and AP exams. 4. Take PSAT and SAT exams. 5. Enroll in AP and Honors courses.	STRATEGY A ~ *Prepare physically, emotionally, and academically for tests, measurements, and assessments.* 1. Study in advance for tests. 2. Use resource materials to help you learn information (flash cards, study outlines, etc.).	STRATEGY A ~ *Prepare physically, emotionally, and academically for tests, measurements, and assessment.* 1. Form peer study and support groups to prepare for assessments.

STUDENTS

Competency V: Tests, Measurements, and Assessments for Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	STRATEGY B ~ *Use tests, measurements, and assessments to evaluate your progress and to set academic goals for improvement.* 1. Develop new learning goals based on the analysis of your test results. 2. Develop a personal portfolio of sample school work to demonstrate what you have learned and what skills and abilities you have developed. 3. Actively monitor progress toward achieving learning goals.	STRATEGY B ~ *Use tests, measurements, and assessments to evaluate your progress and to set academic goals for improvement.* 1. Work to meet achievement standards at or above grade level. 2. Learn to understand and interpret test results. Ask teachers for clarification as needed. 3. Use tests, measurements, and assessments to identify your academic strengths and areas for improvement. 4. Identify your current level of performance and determine ways to improve it.	STRATEGY B ~ *Use tests, measurements, and assessments to evaluate your progress and to set academic goals for improvement.* 1. Acquire your test and assessment results and discuss them with your teachers and school staff. 2. Discuss grades, report cards, and assessment results with your family and teachers on a regular basis.

PARENTS
Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	STRATEGY A ~ *Participate in activities that enhance communication between schools and families.* 1. Identify your interests, assets, talents, language, and cultural heritage that you can share. 2. Identify any personal needs for expanding your communication skills.	STRATEGY A ~ *Participate in activities that enhance communication between schools and families.* 1. Suggest topics for school/parent discussion groups. 2. Seek resources to learn written and spoken English.	STRATEGY A ~ *Participate in activities that enhance communication between schools and families.* 1. Work with translators as needed to help you communicate questions and concerns if English is not your first language. 2. Utilize a range of communication systems, including notes, phone calls, web sites, list serves, e-mail, and newsletters. 3. Post information about intercultural events or resources on school bulletin boards and at community, faith-based, and work sites. 4. Offer support to other parents in parent discussion groups. 5. Share your interests, assets, talents, language, and heritage at school activities.

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PARENTS

Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	STRATEGY B ~ *Enhance school programs, classroom activities, and teacher-student interactions.* 1. Assess the needs of the school and determine how you can help advance an understanding of your culture.	STRATEGY B ~ *Enhance school programs, classroom activities, and teacher-student interactions.* 1. Hold meetings in community centers, libraries, faith-based centers, and other community sites to increase community involvement. 2. Collaborate with cultural institutions or libraries to provide family-friendly multicultural guides to the areas (maps, activity packs, or guided tours). 3. Share information about cultural holidays and traditions.	STRATEGY B ~ *Enhance school programs, classroom activities, and teacher-student interactions.* 1. Hold multicultural events, i.e., informational sessions and multicultural focus groups to increase cross-cultural understanding. 2. Establish parent focus groups to help school staff better understand families and their heritage. 3. Assist with parent-led language classes or clubs.

PARENTS
Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of bias, prejudice and discrimination within the learning environment.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	STRATEGY A ~ *Communicate regularly with the school, with other parents, and with children, the concerns and issues related to bias, prejudice, and discrimination in school settings.* 1. Identify areas of concern related to bias, prejudice, and discrimination in your child's school. 2. Identify positive intercultural aspects of your child's school.	STRATEGY A ~ *Communicate regularly with the school, with other parents, and with children, the concerns and issues related to bias, prejudice, and discrimination in school settings.* 1. Teach children to recognize bias and to refrain from bias, prejudice, and discriminatory behavior. 2. Teach children to report any bias or harassment incidents to responsible adults.	STRATEGY A ~ *Communicate regularly with the school, with other parents, and with children, the concerns and issues related to bias, prejudice, and discrimination in school settings.* 1. Participate in parent discussion groups/study circles related to bias, prejudice, and discrimination. 2. Model bias-free behaviors. 3. Share bias-free literature with children. 4. Report to school officials any incidents of bias, prejudice, and discrimination.

PARENTS
Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of bias, prejudice and discrimination within the learning environment.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	STRATEGY B ~ *Share cultures, careers, and traditions to assist schools to better understand students and families to create bias-free learning.*	STRATEGY B ~ *Share cultures, careers, and traditions to assist schools to better understand students and families to create bias-free learning.*	STRATEGY B ~ *Share cultures, careers, and traditions to assist schools to better understand students and families to create bias-free learning.*
	1. Identify multicultural literature and resources about your cultural heritage to share with your child's school.	1. Encourage schools to hold meetings in locations such as community centers, libraries, faith-based centers, and other sites.	1. Share information on your cultural heritage to reduce bias and stereotypes.
	2. Identify personal aspects of cultures and traditions that could be shared with schools.	2. Prepare a list or collection of resources (books, music, etc.) that reflect your culture.	2. Partner with staff and parent groups to hold multicultural events where families share traditional customs and foods.
		3. Identify role models and speakers reflecting your culture.	3. Volunteer to assist with cultural clubs and activities, language classes and summer programs, and after-school care.
			4. Share cultural heritage information at school in your children's classes, at assemblies, special programs, and clubs.
			5. Participate in a career fair at school.

PARENTS
Competency III: Culturally Supportive Learning Environments

GOAL.: Determine and implement appropriate strategies that allow all students to learn.

Parents	Personal Dimension	Cognitive Dimension	Social Dimension
	STRATEGY A ~ *Participate in out-of-school or community activities that enhance learning.*	STRATEGY A ~ *Participate in out-of-school or community activities that enhance learning.*	STRATEGY A ~ *Participate in out-of-school or community activities that enhance learning.*
	1. Use out-of-school or community services and resources to strengthen your skills and the learning potential of children.	1. Make tutoring available for children at faith-based institutions or other community sites.	1. Participate in academic nights for parents and students that focus on the school's curriculum (Family Math, etc.).
	2. Seek leisure time activities that can enhance your child's academic achievement.	2. Involve community organizations and work-site partners in supporting and enhancing learning through academic challenges, special mentoring projects (Black Saga Competition, etc.), or tutoring.	2. Attend community activities that promote or extend academic achievement and cultural diversity.
	3. Support your child's participation in extra-curricular activities.	3. Post information about community learning resources on school bulletin boards and at community, faith-based, and work sites.	
	4. Ensure that your child is engaged in productive activities after school.	4. Promote reading by involving students in summer reading programs, access to technology, read-a-thons, family read-ins, and other activities.	
	5. Monitor the quality and quantity of your child's TV use.	5. Develop reading fairs or plan used book sales with public libraries, schools, etc.	
	6. Learn English skills to be able to assist your children with their school work.		

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PARENTS
Competency III: Culturally Supportive Learning Environments

GOAL: Determine and implement appropriate strategies that allow all students to learn.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	*STRATEGY B ~ Communicate information that will help the school better understand your children's needs, enhance school programs, classroom learning activities, and teacher-student interactions.* 1. Provide information to the school about your child's special needs and abilities, interests, and learning styles.	*STRATEGY B ~ Communicate information that will help the school better understand your children's needs, enhance school programs, classroom learning activities, and teacher-student interactions.* 1. Research and learn about specific topics related to your child's needs and abilities, interests, and learning styles in order to share with school. 2. Gather facts and all perspectives when your child reports problems at school.	*STRATEGY B ~ Communicate information that will help the school better understand your children's needs, enhance school programs, classroom learning activities, and teacher-student interactions.* 1. Ask questions and express concerns to school staff about learning activities and student behavior. 2. Share interests, assets, talents, and information about your cultural and language heritage.

PARENTS
Competency III: Culturally Supportive Learning Environments

GOAL: Determine and implement appropriate strategies that allow all students to learn.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	STRATEGY C ~ *Participate in parent groups and projects related to supporting your child's learning.*	STRATEGY C ~ *Participate in parent groups and projects related to supporting your child's learning.*	STRATEGY C ~ *Participate in parent groups and projects related to supporting your child's learning.*
	1. Seek information about parent programs offered at your child's school or in the community.	1. Suggest topics for parent organizations. Read about those topics to become better informed.	1. Attend workshops on topics such as parenting, literacy and numeracy skill development, etc.
	2. Seek information about school and community programs related to diversity and cultural heritage.	2. Write a parent column for the school newsletter.	2. Become involved in school committees having parent representation.

PARENTS
Competency III: Culturally Supportive Learning Environments

GOAL: Determine and implement appropriate strategies that allow all students to learn.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	STRATEGY D ~ *Engage students in learning at home and create home environments that support academic success.* 1. Gather learning materials from sources such as libraries and community groups for use in your home. 2. Model step-by-step processes to help your child problem solve and control impulses. 3. Create home environments that foster learning, designating a regular time and place to complete homework, etc. 4. Model skills at home such as time management and organizational skills.	STRATEGY D ~ *Engage students in learning at home and create home environments that support academic success.* 1. Encourage reading by providing reading materials, maintaining a list of new words, and establishing daily family reading time, during which you read to children or listen to children read. 2. Develop children's thinking and problem-solving skills through participation in music and artistic activities, completing puzzles and playing mental games involving sorting, finding patterns, sequencing, and hand/eye coordination activities.	STRATEGY D ~ *Engage students in learning at home and create home environments that support academic success.* 1. Involve children in home activities like following recipes, completing chores, counting money to pay for groceries, writing letters, playing games of skill, and establishing hobbies. 2. Express high but realistic expectations for your child's achievement. 3. Take your child to educational events at libraries, museums, and other community or faith-based institutions. 4. Read to and with your child every day including multicultural materials. 5. Talk daily with your child about school activities and progress. 6. Talk with children about their plans for future education and employment and the skills they will need to attain their goals. 7. Talk with children every day, during daily routines and family meals, and give everyone a chance to talk and be heard.

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PARENTS
Competency IV: Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement

GOAL: Establish and maintain high expectations for achievement for all students.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	STRATEGY A ~ *Communicate regularly with the school about instruction and curriculum.* 1. Review your school's curriculum for cultural diversity and an expression of high expectations for all students.	STRATEGY A ~ *Communicate regularly with the school about instruction and curriculum.* 1. Co-sponsor and attend academic nights for parents and students that focus on the school's curriculum. 2. Volunteer to serve as a parent representative on your school system's Curriculum/Textbook Review Committee.	STRATEGY A ~ *Communicate regularly with the school about instruction and curriculum.* 1. Share information and learning resources about your heritage for teachers to use in the curriculum. 2. Discuss with school staff any lack of inclusiveness/diversity in the curriculum.

PARENTS
Competency IV: Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement

GOAL: Establish and maintain high expectations for achievement for all students.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	STRATEGY B ~ *Participate in events designed to help other parents support school readiness and ongoing achievement in children.* 1. Seek information about school readiness programs. 2. Find out what school services are available for English Language Learners if English is not your first language. 3. Find out what services are available to evaluate or assist your child with special learning needs.	STRATEGY B ~ *Participate in events designed to help other parents support school readiness and ongoing achievement in children.* 1. Assist the school in surveying parents to determine appropriate topics for workshops and help to secure speakers from diverse cultural backgrounds	STRATEGY B ~ *Participate in events designed to help other parents support school readiness and ongoing achievement in children.* 1. Participate in read-aloud and storytelling workshops to enhance literacy practices at home. 2. Share examples of multicultural literature and reading materials that reflect your heritage.

PARENTS

Competency IV: Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement

GOAL: Establish and maintain high expectations for achievement for all students.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	STRATEGY C ~Increase school and classroom visitations. 1. In preparing for a school visit, consider the following: textbook and classroom materials; class size; school appearance (physical facilities, cleanliness); curriculum; teacher behavior, attitudes, expectations for learning and behavior; classroom management; curriculum and instructional skills; and achievement goals.	STRATEGY C ~ Increase school and classroom visitations.	STRATEGY C ~ Increase school and classroom visitations. 1. Visit your child's school and classroom in addition to attending Parent Conference Days, PTAs, etc. 2. Provide information to the school staff about what you learn during your school visits that will help your child succeed.

PARENTS

Competency IV: Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement

GOAL: Establish and maintain high expectations for achievement for all students.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	STRATEGY D ~ *Develop relationships with school administrators and teachers to improve the achievement of students.* 1. Make a commitment to develop and maintain working relationships of mutual respect with teachers and school administrators via school visits, telephone conversations, and written communications.	STRATEGY D ~ *Develop relationships with school administrators and teachers to improve the achievement of students.* 1. Attend parent workshops or parent meetings to learn specific roles of school staff related to student achievement.	STRATEGY D ~ *Develop relationships with school administrators and teachers to improve the achievement of students.* 1. Immediately respond to any notices from teachers or the school. 2. Discuss with principals, teachers, and staff the special needs, learning styles, talents, and behaviors of your child. 3. Volunteer at your child's school or provide other means of support.

PARENTS
Competency V: Tests, Measurements, and Assessments for Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	STRATEGY A ~ *Seek information about the tests, measurements, and assessments used in your child's classroom/school/school system.* 1. Regularly review your child's report cards, progress reports, daily assignments, and homework. 2. Note patterns of achievement and areas needing improvement.	STRATEGY A ~ *Seek information about the tests, measurements, and assessments used in your child's classroom/school/school system.* 1. Learn from meetings and/or websites that present information about local and state assessments. 2. Ask school staff to explain what test scores mean as related to your child and what progress your child is making toward achievement. 3. Find out what procedure is being used to measure your child's progress if English is not your child's home language. 4. Acquire information to access special programs such as English Language Learner, Special Education, and Gifted and Talented.	STRATEGY A ~ *Seek information about the tests, measurements, and assessments used in your child's classroom/school/school system.* 1. Meet with your child's teachers, counselors, or administrators to discuss assessment results and academic plans for success.

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PARENTS

Competency V: Tests, Measurements, and Assessments for Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

	Personal Dimension	**Cognitive Dimension**	**Social Dimension**
Parents	STRATEGY B ~ *Based on tests, measurements, and assessments, determine ways to enhance your child's achievement.* 1. Note the areas in which your child is making progress on tests, measurements, and assessments. 2. Seek assistance from school/ community resources to help your child.	STRATEGY B ~ *Based on tests, measurements, and assessments, determine ways to enhance your child's achievement.* 1. Learn about tutoring and other resources available in the community to support achievement.	STRATEGY B ~ *Based on tests, measurements, and assessments, determine ways to enhance your child's achievement.* 1. Celebrate your child's progress as measured on tests and assessments. 2. Volunteer to tutor and/or mentor students who need assistance in making progress on tests, measurements, and assessments. 3. Seek the assistance of family members or others for tutoring or mentoring of your child.

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INTRODUCTION

Professional competencies for enhancing teacher efficacy in implementing Education That Is Multicultural and accelerating minority achievement

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Life in the 21st Century requires citizens who are skilled and comfortable in handling a multiplicity of perspectives in order to solve universal human problems and to advance the common good for all people. Such a citizenry must have a very special educational grounding. Education That Is Multicultural is the foundational pedagogy that allows students to experience knowledge in a humanistic and inclusive manner. Minority achievement speaks to the belief that there are no expendable children when it comes to excellence in education.

Education That Is Multicultural and Minority Achievement are major priorities of the Maryland State Department of Education and of the U.S. Department of Education. In effect, they are the will of the State Board of Education, the will of the State Superintendent of Schools and the will of the nation. Where there is a will, there must be a way. The way to ensure educational excellence for all of our children is to equip our teachers and administrators with the skills needed to make the written, taught, and assessed curriculum and instructional practices reflective of the tenets of Education That Is Multicultural. Our teachers and administrators must also have the instructional skills to effectively educate students from diverse ethnic, gender, socioeconomic, and language groups. Every child counts!

The Professional Competencies for Enhancing Teacher Efficacy in Implementing Education That Is Multicultural and Accelerating Minority Achievement were developed by the ETMA Network to assist educators in the State of Maryland to more fully implement the Education That Is Multicultural Regulation. The competencies were also created to assist educators in significantly accelerating the academic achievement of minority

and lower socioeconomic students in Maryland. These competencies are a beginning. They come from an established body of knowledge from the theories and research on multicultural education and minority achievement. Review of pertinent literature yielded the following five core competencies as essential to success in effectively teaching minority and low-income students.

- Intercultural Communication

- Prejudice Reduction

- Establishing Culturally Supportive Learning Environments

- Designing Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement

- Tests, Measurements, and Assessments for Achievement Equity

These competencies will certainly help in shaping professional development offerings for administrators, teachers, support staff, and education paraprofessionals. Objectives within the competencies can also inform certain aspects of teacher and administrator evaluation. Most important, these competencies, when implemented, should benefit all children.

PROFESSIONAL DEVELOPMENT COMPETENCIES
FOR ENHANCING TEACHER EFFICACY
IN IMPLEMENTING EDUCATION THAT IS
MULTICULTURAL AND ACCELERATING MINORITY
ACHIEVEMENT

CORE COMPETENCIES

- Intercultural Communication
- Prejudice Reduction
- Establishing Culturally Supportive Learning Environments
- Designing Curriculum and Instruction For Education That Is Multicultural and Accelerating Minority Achievement
- Tests, Measurements, and Assessments for Achievement Equity

Intercultural Communication

Education That Is Multicultural Key Objectives	Minority Achievement Key Objectives
Participants will be able to:	Participants will be able to:
Define vocabulary of the field. The definitions of culture and multiculturalism to be inclusive of the diversity represented in ETMA, including the mainstream culture of the United States.	Develop communication strategies to eliminate cultural conflict between the home and school environment.
Analyze and affirm commonalities and differences within and among cultures.	Develop instructional strategies that bridge the verbal and non-verbal communication styles of students and the preferred communication styles of educators.
Articulate and implement principles of multicultural education in the written, taught, and assessed curriculum.	Develop instructional strategies that use the language, communication styles, and culture of the home as vehicles to accelerate student achievement in academic subject areas.
In order to: Develop and apply strategies for communicating across cultures, including cultures of gender and poverty.	**In order to:** Use cultural communication styles as tools to enhance student achievement in the written, taught, and assessed curriculum.

Prejudice Reduction

Education That Is Multicultural Key Objectives	Minority Achievement Key Objectives
Participants will be able to:	Participants will be able to:
Self-assess and claim ownership of their own prejudices and biases, and identify strategies to overcome them when teaching.	Demonstrate an understanding of prejudice and discrimination and the negative effects of both on the academic achievement of minority students.
Develop the capacity and skill to challenge biases and stereotypes which inhibit intergroup understanding.	Develop an action plan that demonstrates instructional strategies, which proactively avoid and eliminate bias and stereotyping, prejudice and discrimination from the instructional process.

In Order to:

- Learn and practice techniques for combating prejudice, harassment, and/or discrimination in the learning environment.

- Identify and use strategies which foster intergroup understanding and positive academic and social relationships.

- Create bias- and harassment-free learning environments for all students.

Establishing Culturally Supportive Learning Environments

Education That Is Multicultural Key Objectives	Minority Achievement Key Objectives
Participants will be able to:	Participants will be able to:
Describe and implement communal and cooperative learning strategies that establish and nurture a classroom climate of inclusiveness, affiliation, and mutual support.	Recognize and reflect on their own teaching practices in relationship to the Teacher Expectations/Student Achievement (TESA) research.
Create a physical environment in which all students see themselves and others in traditional, non-traditional, and non-stereotypical ways.	Examine their beliefs and expectations for students of various social, ethnic, and economic groups in order to modify their teaching behaviors to ensure they hold the same high expectations for all students.
Describe and help students use problem solving and conflict resolution strategies.	Identify a repertoire of teacher behaviors that increase students' willingness to take intellectual risks and develop self-efficacy in academic achievement.
Provide classroom opportunities for students to become aware of the stereotypes associated with various cultural groups and understand the negative impact of stereotyping.	Describe an array of grouping practices that students should experience daily in order to maximize academic achievement.
Commit to achieving equity for all students and believe that they are capable of making a difference in their students' learning.	Use strategies that help all students to be motivated to work toward the highest degrees of academic achievement.
Describe their own cultural identities.	
Understand and appreciate how expectations have a profound impact on the self-confidence and educational outcomes of all learners.	
Demonstrate an understanding of how cultural assumptions and biases influence knowledge construction and contribute to educational inequities.	
In order to: Organize the educational environment in ways that support diverse learning styles and multicultural perspectives.	

Designing Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement

Education That Is Multicultural Key Objectives	Minority Achievement Key Objectives
Participants will be able to:	Participants will be able to:
Identify diversity factors that should be reflected in curriculum and instruction for education that is multicultural.	Vary instructional communication strategies in order to bridge gaps in academic achievement.
Identify cultural disparities that may exist in curriculum and in instructional practice that may impact student achievement for diverse student populations.	Use a variety of instructional grouping strategies in order to accelerate minority achievement and avoid tracking students in low performing groups.
Demonstrate an understanding of the impact of diversity factors on teaching style.	Demonstrate instructional behaviors that communicate high expectations for all students to achieve at high levels of academic performance.
Develop and implement interdisciplinary units integrating multicultural approaches.	Identify and implement instructional interactions that specifically result in acceleration of academic achievement for low performing ethnic, gender, and socioeconomic student groups.
Commit to achieving equity for all students and believe that they are capable of making a difference in their students' learning.	Use strategies that help all students to be motivated to work toward the highest degrees of academic achievement.

Education That Is Multicultural Key Objectives	Minority Achievement Key Objectives
Identify the tenets and infusion goals in the Education That Is Multicultural By-law in order to review existing curriculum for ETMA infusion and to infuse ETMA into curriculum where it does not exist.	
Review existing instructional materials for possible bias across ethnicity, gender, and socioeconomic class.	
Select culturally relevant instructional materials for use in the classroom.	
Understand Theory and Practice for: • Education That Is Multicultural • Accelerating Academic Achievement for Diverse Student Populations • Asset-Based Education • Multiple Intelligences • Culturally Relevant and Responsive Instruction • Mediated Learning • Dimensions of Learning • Communal Learning • Differentiated Instruction • Cooperative Learning	
Use James Banks' four levels of curriculum transformation to analyze existing curriculum and develop multidisciplinary lessons at the transformational and social action levels.	
Develop and implement units and lesson plans which are reflective of the tenets of Education That Is Multicultural.	
Evaluate the effectiveness of ETMA based lesson plans on accelerating minority achievement.	
Demonstrate an understanding of how cultural assumptions and biases influence the ways in which knowledge is constructed, understood and expressed.	
In order to: Design and implement curriculum and instruction that expand teaching efficacy in Education That Is Multicultural and results in accelerating minority achievement.	

Tests, Measurements, and Assessments for Achievement Equity

Education That Is Multicultural Key Objectives	Minority Achievement Key Objectives
Participants will be able to:	Participants will be able to:
Analyze and report achievement and participation data in a disaggregated format.	Ensure widespread awareness of achievement gaps through identification of patterns of achievement associated with ethnicity, gender, or socioeconomic status.
Increase capacity to provide diverse members of the school community with ready and user-friendly access to achievement data.	Utilize disaggregated data to attain stakeholder support for equitable program development throughout the school community.
Select and use assessments that control for the documented needs of diverse student learner groups.	Use assessment tools that take into consideration the affective and cultural domains of the child.
Develop the capacity to analyze disaggregated data and to identify programs and practices that are ineffective in reducing and/or eliminating achievement gaps.	Utilize assessments to monitor academic growth and to inform the design of focused instruction for acceleration of minority achievement.
Provide students with a multiplicity of opportunities and formats to show what they know.	Demystify testing formats and modalities for students as part of their testing preparation
Select testing and assessment tools that have been normed on a variety of ethnic, gender, and socioeconomic populations.	

In order to:
Provide equitable, fair, and accurate measures of student achievement that will allow teachers to:
- Document instructional effectiveness, and to
- Design instruction that results in breakthrough acceleration of minority achievement.

Stages of Racial Identity Development

People Of Color

Pre-encounter: This person has absorbed many of the beliefs and values of the dominant White culture, including the notion that "White is right." Though the internalization of negative stereotypes may be outside of his or her conscious awareness, the individual seeks to assimilate and be accepted by Whites, and actively or passively distances themself from others in their own racial group.

Encounter: This stage is typically precipitated by an event or series of events that force the individual to acknowledge the impact of racism in one's life. Faced with the reality that they cannot truly be White, the individual is forced to focus on their identity as a member of a group targeted by racism.

Immersion/Emersion: As individuals enter the Immersion stage, they actively seek out opportunities to explore aspects of their own history and culture with the support of peers from their own racial background. Typically, White-focused anger dissipates during this phase because so much of the person's energy is directed toward their own group and self-exploration. The result of this exploration is an emerging security in a newly defined and affirmed sense of self.

Internalization: Secure in one's own sense of racial identity and while still maintaining their own connections with peers of color, the internalized individual is willing to establish meaningful relationships with Whites who acknowledge and are respectful of

White People

Contact: This stage is characterized by a lack of awareness of cultural and institutional racism, and one's own white privilege. Often includes a naïve curiosity about or fear of people of color based on stereotypes.

Disintegration: At this stage, the bliss of ignorance or lack of awareness is replaced by the discomfort of guilt, shame, and some anger at the recognition of one's own advantage because of being White. Attempts to reduce discomfort may include denial.

Reintegration: At this point, the desire to be accepted by one's own racial group may lead to a reshaping of the person's belief system to be more congruent with the acceptance of racism. The guilt and anxiety associated with Disintegration may be replaced by fear and anger directed toward people of color who are now blamed as the source of discomfort.

Pseudo-Independent: At this stage the individual is abandoning beliefs in White superiority, but may still behave in ways that unintentionally perpetuate a racist society. Looking to those targeted by racism to help him or her understand racism, the

her/his new self-definition. This individual is also ready to build coalitions with members of other oppressed groups.

Internalization-Commitment: Those at this stage have found a way to translate their personal sense of racial identity to a plan of action or broader commitment to the concerns of their entire racial group, which is sustained over time. One's racial identity now becomes a point of departure for discovering a universe of ideas, cultures and experiences.

White person often tries to disavow his or her own Whiteness through active affiliation with people of color.

Immersion/Emersion: White people seek to replace racially related myths and stereotypes with accurate information about what it means and has meant to be White in the U.S. Learning about other Whites who have been anti-racist allies to people of color is a very important part of this process.

Autonomy: This stage is characterized by a newly defined sense of oneself as White. Positive feelings associated with this redefinition serves to energize the person's effort to confront racism and oppression in their daily life. Alliances with people of color can be more easily forged at this stage of development than previously because the person's anti-racist behaviors and attitudes will be more consistently expressed.

Though the process of racial identity development has been presented here in a linear form, in fact it is probably more accurate to think of it in spiral form. Often a person may move from one stage to the next, only to revisit an earlier stage as a result of a new encounter. The image that some often find helpful in understanding this concept of recycling through stages is that of a spiral staircase. As a person ascends a spiral staircase, she may stop and look down at the spot below. When she reaches the next level, she may look down and see the same spot, but the vantage point has changed.

Adapted from Beverly Tatum's Talking About Race, Learning About Racism: The Application of Racial Identity Development Theory in the Classroom.

M E M O R A N D U M

To: Karen Twain, Harriet Adair, Dana Hepper, Megan Irwin, Daniel Ledezma, David Mandell
From: Albert Wat, Senior Policy Analyst, Education Division
Re: Integrating cultural responsiveness standards into Oregon's TQRIS
Date: December 12, 2014

My scan of existing research and discussions of best practices on improving cultural responsiveness or competency in early childhood education led to the following resources that can inform an effort to integrate such standards and criteria into states' tiered quality rating and improvement systems (TQRIS):

- NAEYC's Accreditation Standards
- Research from the BUILD Initiative
- NAEYC Quality Benchmark for Cultural Competence Project
- Head Start's Program Preparedness Checklist
- Strengthening Families Self-Assessment Tools

The BUILD Initiative compiled a resource list that contains additional publications that may be helpful.

This memo provides analyses of these resources that can inform Oregon's efforts to integrate cultural responsiveness in its TQRIS. Additional insights came from conversations with Camille Catlett at the Frank Porter Graham Institute and Deb Mathias at the BUILD Institute. The memo covers the following areas:

- Quality standards and criteria
- Documentation of evidence
- Supports for programs to reach standards

1. Quality Standards and Criteria

Based on a review of these resources, below is an analysis of the types of standards that can be integrated into a TQRIS. I also have a few general observations based on the review.

- Few existing TQRIS appear to include cultural competency standards and criteria related to instructional practice or what happens in the classroom. Any attempt to develop standards for this area will likely require more research and some experimentation.
- Based on the study of NAEYC's accreditation process, it appears that cultural competency standards related to family engagement and curriculum – especially those that are related to staff's skills and behaviors – are relatively more challenging to achieve. Family engagement standards are also tend to distinguish accredited programs from non-accredited ones. These findings can inform the relationship between such standards and quality ratings.
- The family engagement standards from the California model may be instructive.[1] They are placed on a continuum of "tiers" from basic engagement to more meaningful activities. The five tiers are communicate, educate, involve, engage, and partner. (For more details, see the

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[1] This model was in place before California won the Race to the Top – Early Learning Challenge grant. The "tiered" approach to family engagement does not appear in current descriptions of the state's TQRIS strategy. Still, it may be a helpful framework for conceptualizing program standards for this area.

) This could be a helpful framework for developing cultural competency standards for family engagement that are "tiered" for various levels of quality.

Below is my categorization of the types of quality standards which can incorporate culturally competent or responsive practice. Please keep in mind that what you see below are intended to be generic statements rather than specific standards or criteria that can be included in TQRIS. For examples of actual TQRIS standards and criteria, review the resources listed at the beginning of the memo.

Materials and learning environment
- Reflect diversity of cultures, traditions, and languages
- Classroom/teacher observation takes into account best practices with children from diverse cultural and linguistic backgrounds

Curriculum and assessment (including screenings)
- Program uses appropriate curriculum for diverse population of children, especially DLLs and children with special learning needs
- Curriculum supports both first and second language development and acquisition
- Appropriate assessment tools and strategies used for diverse population of children, especially DLLs and children with special learning needs
- Curriculum reflects the experiences, language, traditions of diverse cultures and communities

Supporting DLLs – general learning and development, and in language and literacy
- Curriculum provides educators support and guidance for working with DLLs on English language acquisition as well as on other domains of learning and development.
- Staff support the development and maintenance of children's home language whenever possible.
- Home language is used appropriately to help DLLs engage in the curriculum and classroom activities to the fullest extent
- Staff uses appropriate strategies to help DLLs understand spoken or written English if using home language is not possible.
- DLLs have opportunities to experience rich interactions in English with peers and adults (e.g., quality and quantity, responsiveness)
- DLLs are provided explicit instruction in vocabulary in developmentally-appropriate ways (e.g., through play, authentic/everyday interactions, storybook reading)

Staffing – training and diversity (cultural, linguistic, etc.)
- Staff are required to receive certification or PD in working with culturally and linguistically diverse children and families across different domains of learning and development, including English language acquisition.
- Staff are required to have bilingual skills and/or certification
- Program provides training in cultural competence
- Program has a PD plan or other processes in place to ensure staff have the necessary knowledge and skills related to cultural competence
- Staff recruitment strategies demonstrate commitment to cultural and linguistic diversity (e.g., job descriptions, interview questions, job posting strategies)

Family engagement/interactions
- Strategies to communicate effectively with LEP families (e.g., use of home language in outreach materials, "intake," home visits, surveys, meetings and workshops, etc.)

- Strategies to engage and partner effectively with LEP families in the learning and development of their children (including conferences, assessments, workshops and parent education – like family literacy programs, referrals to services, home visits).
- Program engages diverse families to incorporate their experiences, language, traditions, expectations, etc. into the classroom environment and curriculum.
- Program communicates with LEP families about the importance of maintaining home language while their child develops English skills.

The process through which New Mexico developed its TQRIS standards for cultural competency may be instructive. Stakeholders first developed guiding principles for "the full participation of young children in New Mexico's Early Learning System." They, then, identified four areas that define "full participation": family engagement, inclusive practices for children with disabilities or delays, cultural and linguistic support for children, and promoting social relationships. Each of these areas include criteria that programs have to meet to demonstrate whether they are at a beginning level, intermediate to advanced, or can be considered high quality. Importantly, some of their criteria related to cultural and linguistic support for children do speak to instruction and teachers' ability to help maintain their home language while support their English language acquisition.

2. Documentation of Evidence

Programs can demonstrate the extent to which they meet standards for cultural competency through policy statements, self-reports on surveys or checklists, portfolios, and observations or assessments of actual practice. Some of these strategies have certain drawbacks. Policies alone provide no assurance that programs and professionals do what they are supposed to or demonstrate culturally-competent practice. Self-reports can also be unreliable. These methods of documentation should be supplemented with other sources of evidence that get closer to actual practice and its impact on children and families. For example, self-reports can be supplemented with and validated by parent surveys.

Another possible way to structure the TQRIS' strategy for documenting evidence for quality is to increase the rigor of the evidence as programs achieve higher ratings. If the theory of improvement is that *policies* should impact *staff's awareness, attitudes, and beliefs*, which lead to better *practices and learning environment*, which results in *outcomes for parents and children*, then the types of evidence demanded at different quality levels can reflect this "chain of events." For example, programs at the base of the TQRIS may only need to provide evidence of their policies related to cultural competency (e.g., program manuals, written plans for professional development, etc.). At the next level, programs may have to submit self-reports by staff and directors.[2] (In New York, one of the criteria through which a program can demonstrate culturally-competent practice is by completing a self-assessment and using the results for program improvement.) Higher levels still would require portfolios documenting classroom practice and environment (e.g., lesson plans, photographs of the classroom, recordings of lessons and interactions). Evidence for the highest-rated programs can require validated assessments of classroom practice related to cultural responsiveness, or even measures of improved outcomes in children or families. (See chapter by Castro, Espinoza, and Paez for a discussion about instruments that evaluate classroom practices and environments that are responsive to DLLs.) Of course, the more rigorous the evidence, the more resources (time, people, funding) are required to collect it.

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[2] For examples of self-reports or self-assessments, see: NAEYC Quality Benchmark for Cultural Competence Project, Head Start's Program Preparedness Checklist, Strengthening Families Self-Assessment Tools, and the National Center for Cultural Competence.

3. Supports for Programs to Reach Standards

The previously-mentioned brief from the BUILD Initiative includes a few examples of the kinds of supports that states provide to help programs reach TQRIS standards for cultural competency. (See pp. 7-8.) New Mexico has developed a course on "full participation" for early childhood teachers and directors. They also have an "anchor consultant" for each of the four aspects of full participation who can provide more ongoing support to early childhood programs.

Quality standards for cultural responsiveness and competency are only useful if programs have access to supports that help them achieve them. As Oregon stakeholders moves forward on its work on TQRIS, they will need to keep in mind the extent to which the state's program improvement and professional development systems (e.g., professional preparation programs; coaching and other ongoing supports; funding for materials, curriculum, assessments, etc.) have the capacity to keep up with higher standards in these areas. The resource list from the BUILD Initiative may be helpful in attending to these larger systems issues.

Tools and Strategies for Building Systems That Support Young Children who are Culturally, Linguistically, and Ability Diverse

Camille Catlett	Debi Mathias	Eva Marie Shivers
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I. Need for an Explicit Emphasis

II. Questions for Examining the Intentionality of Your Approaches

III. Resources to Support a More Explicit Emphasis

- From BUILD/QRIS National Learning Network **http://www.buildinitiative.org**
- BUILD Diversity Learning Table **http://build.fpg.unc.edu/**
- BUILD Searchable Database **http://www.buildinitiative.org/Resources.aspx**

IV. Lessons Learned About Supporting Intentionality

- Diversity and Equity Project findings
- Oregon standards   **http://www.wou.edu/tri/QRIS/portfolio.html**
- Georgia definitions and guiding principles (posted with handouts for this session)
- Higher education examples (pages 9-10)

V. Small Group Discussion

VI. Next Steps

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Policies	• Bruner, C., Ray, A., Stover Wright, M., & Copeman, A. (2009). *Quality rating and improvement systems for a multi-ethnic society*. BUILD. **http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/181/Quality-Rating-and-Improvement-Systems-for-a-Multi-Ethnic-Society.aspx** • BUILD. (2012). *Young children's healthy development and learning in a diverse society: An outline for designing a culturally and linguistically relevant, responsive and competent early childhood education system.* A working document**.** Posted at **http://www.fpg.unc.edu/presentations/tools-and-strategies-building-systems-support-young-children-who-are-culturally-lingui** • DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).* Chapel Hill: The University of North Carolina, FPG Child Development Institute. **http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion/** • Landing Pad on the Importance of Intentionality **http://build.fpg.unc.edu/session-1-why-do-it** • Landing Pad on Measuring Quality for Each Child **http://build.fpg.unc.edu/session-2-measuring-quality** • National Association for the Education of Young Children (NAEYC). (2009). *Where we stand on responding to linguistic and cultural diversity*. Washington, DC: Author. **http://www.naeyc.org/files/naeys/file/positions/diversity.pdf**
Family Engagement	• CONNECT Module 3: Communication for Collaboration **http://community.fpg.unc.edu/connect-modules/learners/module-3** • CONNECT Module 4: Family-Professional Partnerships **http://community.fpg.unc.edu/connect-modules/learners/module-4** • Derman-Sparks, L., & Olsen Edwards, J. (2010). *Anti-bias education for young children and ourselves*. Washington, DC: NAEYC. • Halgunseth, L. C., Peterson, A., Stark, D. R., & Moodie, S. (2009). *Family engagement, diverse families, and early childhood education programs: An integrated review of the literature.* Washington, DC: National Association for the Education of Young Children. **http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf** (publication) • Harvard Family Research Project –Informing Family Engagement Policy **http://www.hfrp.org/family-involvement/informing-family-engagement-policy** • Landing Pad on Family Engagement **http://build.fpg.unc.edu/session-3-landing-pad** • National Center on Parent, Family and Community Engagement **http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family** • Ray, A. (2010). *Parent priorities in selecting early learning programs: Implications for Minnesota's Quality Rating and Improvement System*. Minneapolis, MN: Minnesota Early Learning Foundation. **http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/173/Parent-Priorities-in-Selecting-Early-Learning-Programs-Implications-for-Minnesota-s-Quality-Rating-a.aspx**

Programs/ Practices	• Bruner, C., Hanus, A., & Stover-Wright, M. (2012). *Starting point: State actions to incorporate issues of race, culture, and language into quality rating scoring systems*. **http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/246/Starting-Point-State-Actions-to-Incorporate-Issues-of-Race-Culture-and-Language-into-Quality-Rating.aspx** • CONNECT Module 1: Embedded Interventions **http://community.fpg.unc.edu/connect-modules/learners/module-1** • Delaware Guide to Supporting Inclusion in Early Care and Education **http://www.dhss.delaware.gov/dms/epqc/birth3/files/growingtogether.pdf** • Delaware Meaningful Access, Participation and Supports **http://www.dhss.delaware.gov/dms/epqc/birth3/files/de_maps_inclusion.pdf** • Derman-Sparks, L., & Olsen Edwards, J. (2010). *Anti-bias education for young children and ourselves*. Washington, DC: NAEYC. • Educational Services, Inc. (2000). *A creative adventure: Supporting development and learning through art, music, movement and dialogue: A guide for parents and professionals*. Alexandria, VA: Head Start Information & Publication Center. **http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Video%20Presentations/ACreativeAdvent.htm** • Landing Pad on Improving Experiences **http://build.fpg.unc.edu/session-3-landing-pad-2** • National Center on Cultural and Linguistic Responsiveness **http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center**
Professional Development	• Chang, H. (2006). *Getting ready for quality: The critical importance of developing and supporting a skilled, ethnically and linguistically diverse early childhood workforce*. Sacramento, CA: California Tomorrow. **http://www.californiatomorrow.org/media/gettingready.pdf** • Coffman, J., Green, M. W., Bruner, C., & Daniel, Y. (2010). *Reaching for quality: Lessons from New Jersey on raising preschool teacher qualifications while maintaining workforce diversity.* **http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/261/Reaching-for-Quality-Lessons-from-New-Jersey-on-Raising-Preschool-Teacher-Qualifications-While-Maint.aspx** • Landing Pad on Professional Development for Early Childhood Professionals **http://build.fpg.unc.edu/session-5-growing-capacity** • Landing Pad on Professional Development for Professional Development Providers **http://build.fpg.unc.edu/session-6-professional-development-providers** • National Professional Development Center on Inclusion. (2008). *What do we mean by professional development in the early childhood field?* Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. **http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_ProfessionalDevelopmentInEC_03-04-08_0.pdf** • Ray, A., Bowman, B. & Robbins, J. (2006). *Preparing early childhood teachers to successfully educate all children: The contribution of four-year undergraduate teacher preparation programs, Final Report to the Foundation for Child Development.* New York, New York. **http://www.erikson.edu/wp-content/uploads/Teachered.pdf**

Learning Table

Evidence-Based Approaches to Building Quality for Diverse Young Learners in State Quality Rating and Improvement Systems (QRIS)

From March to August 2012, BUILD and the QRIS National Learning Network supported a sequence of professional development (PD) and planning related to building quality services and supports for young children who are culturally, linguistically, and ability diverse and their families. Teams of leaders from seven states participated. The sequence was called a **Learning Table**.

The **Learning Table** was organized in six content segments. Each segment included:

- A **Live Session** (webinar) to facilitate learning about and discussion of evidence-based approaches to a specific aspect of supporting young children who are culturally, linguistically, and ability diverse
- Access to an electronic collection of resources related to the topic of each interactive event (known as a **Landing Pad**)
- Access to a discussion area to support exchanges among state team members, Learning Table staff, and invited speakers.

Learning Table resources (**Landing Pads**, **Live Session** PowerPoints and recordings) are all available at http://build.fpg.unc.edu. Individual URLs are listed on the following page for each specific resource.

These resources were developed to assist states, regions, and communities in bringing an intentional emphasis on diversity into their early childhood quality efforts. The materials are also available to help leaders, administrators, professional development providers, and others to use evidence-based methods and models to increase the ways in which their work is reflective of and responsive to the needs of children who are culturally, linguistically, and ability diverse and their families. For additional information about the Learning Table, please contact Camille Catlett at (919) 966-6635 or camille.catlett@unc.edu.

Learning Table Content Segments	Learning Table Resources
Session 1: What evidence do you have for how well your state is doing in serving young children who are culturally, linguistically, and ability diverse? This session focused on differences in outcomes that may be achieved for young children through an intentional emphasis on cultural, linguistic, and ability diversity. Resources and examples focused on evidence-based practices and models.	**http://build.fpg.unc.edu/session-1-why-do-it** • Landing Pad • PowerPoints
Session 2: How are you measuring quality in outcomes for young children who are culturally, linguistically, and ability diverse? This session focused on the methods states are using to measure quality in the settings serving young children who are culturally, linguistically and ability diverse. Attention was focused on what we can (and can't) learn from those instruments. New ways of looking at child outcomes and early childhood environments were presented, including options for using current measures in new ways to achieve a more intentional emphasis on issues related to diversity.	**http://build.fpg.unc.edu/session-2-measuring-quality** • Landing Pad • PowerPoints • Live Session Recording
Session 3: How are you improving experiences for young children who are culturally, linguistically, and ability diverse? This session offered examples of how states can use their data to discover whether they are achieving the desired outcomes of their quality rating and improvement system. One segment explored effective approaches for engaging families. A second segment focused on improvements to the experiences of young children. The focus on environments, curricula, and classroom practices included an example of how one state used data to evaluate and redirect their QRIS to more effectively support each young child.	**http://build.fpg.unc.edu/session-3-improving-experiences** • Landing Pad on Family Engagement • Landing Pad on Improving Experiences • PowerPoints • Live Session Recording
Session 4: How are you improving experiences for young dual language learners (DLLs)? This session highlighted evidence-based practices for supporting young DLLs in early childhood settings. The importance of all early childhood personnel being grounded in evidence-based practices related to language acquisition was emphasized. Examples of system components (e.g., competencies) and effective models for supporting young DLLs were shared.	**http://build.fpg.unc.edu/session-4-dual-language-learners** • Landing Pad • PowerPoints • Live Session Recording
Session 5: How are you growing the capacity of your work force to support young children who are culturally, linguistically, and ability diverse? This session examined current approaches to shaping what teachers know and are able to do. Evidence-based professional development (PD) practices were highlighted, as well as strategies for developing teachers who reflect, respect, and understand the families and communities they serve. State examples for increasing staff capability to support diverse young learners were shared, along with effective PD methods and sequences.	**http://build.fpg.unc.edu/session-5-growing-capacity** • Landing Pad • PowerPoints • Live Session Recording
Session 6: How are you growing the capacity of your PD providers to support people who work directly with young children who are culturally, linguistically, and ability diverse? This session addressed the importance of intentionally growing the capacity of PD providers to be knowledgeable about cultural, linguistic, and ability diversity. In the pre-service context, recent evidence of the lack of preparation of faculty to support diverse young learners was presented, followed by examples of effective practices for addressing this challenge. The session also high-lighted evidence-based practices and strategies for increasing the ways in which PD professionals are both reflective of and knowledgeable about diversity.	**http://build.fpg.unc.edu/session-6-professional-development-providers** • Landing Pad • PowerPoints • Live Session Recording

INTENTIONAL APPROACHES TO SUPPORTING DIVERSITY IN SCHOOLS AND INSTRUCTIONAL SETTINGS	
Ask yourself…	**What are examples of intentional practices?**
Do your policies reflect your intentionality?	• *Do your efforts have an explicit and intentional emphasis on students who are culturally diverse (includes racial, ethnic, socio-economic, and other aspects of diversity)?* • *Do your efforts have an explicit and intentional emphasis on students who are dual language or ESL learners?* • *Do your efforts have an explicit and intentional emphasis on students with disabilities?* • *Do you have agreed upon definitions of key terms to use in your work (e.g., cultural competence, inclusion)?* • *Do you have guiding principles to underscore your shared commitment to diversity in all aspects of your work?* • *Are you intentional in recruitment and retention of staff from diverse cultures?*
Do your family/community engagement efforts reflect your intentionality?	• *Have you incorporated an explicit and intentional emphasis on authentically engaging families who are culturally and linguistically diverse? Are you also engaging families who have students with disabilities?* • *Is input from family/community members shaping the quality of your work? Are you building the capacity of diverse families to support the capability and success of their children?* • *Are family members helping you to intentionally and effectively support practices that connect home cultures and experiences to their learning through PTA or parent/school organizations?*
Do your programs and practices with DLL and ELL students reflect your intentionality?	• *Are you intentionally and effectively supporting practices that connect student's cultures and experiences to their learning?* • *Are you shaping teachers' personal capacities and attitudes to support each student's achievement?* • *Do program characteristics (e.g., teacher instruction, time for small groups or one-on-one interactions, materials in multiple languages) support individual students?* • *Do environments authentically reflect the students, families, and communities you serve?*
Are you intentionally growing the capacity of teaching professionals to support students who are culturally, linguistically, and ability diverse?	• *Do teaching professionals have a strong knowledge base about evidence-based practices for supporting students who are culturally, linguistically, and ability diverse? For example, do they understand the process of second language acquisition and first language literacy development? Are they familiar with evidence-based practices that support inclusion? Promoting bilingual development of all DLL and ESL students.* • *Have you identified specific competencies related to evidence-based practices for supporting students who are culturally, linguistically, and ability diverse?* • *Do you have explicit requirements for teaching professionals in developing their capacity to support students who are culturally, linguistically, and ability diverse?*

CROSSWALKS: An Evidence-Based Approach
to Supporting Diversity in Preservice Programs

CROSSWALKS is an evidence-based model for supporting preservice programs in increasing the ways in which they are reflective of and responsive to specific constructs in early childhood (EC), early intervention (EI), and/or early childhood special education (ECSE). The original randomized experimental design studied the effectiveness of the CROSSWALKS model in supporting changes in the emphasis on cultural and linguistic diversity in blended (EC/ECSE) preservice Birth-Kindergarten higher education programs.

Based on the success of the model as applied in the original research study,[1] a modified version of the CROSSWALKS approach is currently being used at community colleges in 7 states to support targeted changes (IA, IL, NC, OH, PA, VA, WA). Typically changes focus on an increased emphasis on cultural, linguistic, and ability diversity and alignment with state and national

standards in EI/EC/ECSE.

Current use of the model typically targets enhancements to coursework, field experiences, and program practices that respond to shared priorities for change (e.g., integration of early learning standards). The typical sequence of steps for a higher education program engaged in the CROSSWALKS process is listed below.

Sequence
- Identify priorities for change
- Deconstruct/reconstruct courses to consistently and intentionally reflect priorities identified
  - Develop syllabus rubric to guide changes
  - Examine course objectives / learning outcomes
  - Analyze and adjust course assignments to reflect both knowledge/skill/disposition *acquisition* and *application* related to priorities
  - Adjust instructional resources (content and process) to support objectives and assignments
  - Examine alignment with state, national, and/or campus standards
- Examine revised courses to determine gaps and overlaps in overall instructional sequence; adjust
- Examine sequence of field experiences for scope, sequence, and variety; adjust
- Examine program practices (e.g., program website, practicum manual, recruitment) vis-à-vis priorities
- Identify and provide a sequence of professional development to support changes in content and process
- Evaluate all components of the model to determine needs at program and individual levels, monitor change and impact on faculty, staff, and students

Specialized approaches to professional development have been developed to support participants in the CROSSWALKS model. These include "Master Classes" that actively engage faculty members in discovering new instructional resources (readings, media, websites) and instructional methodologies (e.g., dilemmas of daily practice) tailored to making desired changes in the courses they teach.

For additional information about the CROSSWALKS model, contact Camille Catlett (919/966-6635; camille.catlett@unc.edu) or Susan Maude (515/294-2370; smaude@iastate.edu).

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[1] Maude, S. P., Catlett, C., Moore, S., Sanchez, S. Y., Thorp, E. K., & Corso, R. (2010). Infusing diversity constructs in preservice teacher preparation: The impact of a systematic faculty development strategy. *Infants & Young Children, 23*(2), 103-121.

Syllabus Deconstruction/Reconstruction Checklist for Cultural, Linguistic, and Ability Diversity (CLAD) for Higher Education Courses

✔	Step	Considerations	Supports
	Establish the context for the course	• Who takes this course? Where does it fall in the sequence of the program?	• Program Values • Graduate of the Future
	Describe the gist of the course	• What are the major concepts or values students should take away from this course?	Discuss and capture key points
	Review the course title and description	• Does the course title match the gist? • Does the course description match the gist? • Do the course title and description match the values for **CLAD**? • Do they clearly articulate the ages of children to be addressed?	Current course description
	Review the objectives/ learning outcomes	• Do the objectives/outcomes match the gist? • Do the objectives/outcomes reflect the values for **CLAD**? • Are the objectives/outcomes measurable? Are they reasonable?	Student learning objectives/outcomes
	Review the assignments	• Do the assignments provide opportunities to measure achievement of each learning objective/outcome? • Do the assignments incorporate opportunities for both knowledge acquisition and knowledge application? Do any of them presume prior knowledge or experience? • Do the assignments occur in a logical sequence? • Do the assignments match the gist? Reflect the values for **CLAD**? • Do the rubrics incorporate an emphasis on the content and the values for **CLAD**?	• Assignments • Chart to diagram alignment between all course objectives/ outcomes and assignments
	Instructional sequence and resources	• Does the sequence of instruction flow logically? • Is the content thoughtfully distributed across the course? • Do the instructional resources (activities, readings, handouts, guest speakers) consistently reflect program values for **CLAD**? • If there is a text, does it support the objectives/outcomes and the values? • Are field experiences thoughtfully aligned with course experiences to promote discussion, reflection, and evidence-based practices?	SCRIPT-NC course landing pads **http://scriptnc.fpg.unc.edu/ resource-search** HEIP resources **http://www.hcc.cc.il.us/heip/**

POLICY

BOARD OF EDUCATION
OF ANNE ARUNDEL COUNTY

Related Entries: Policy 605.04
Responsible Office: CURRICULUM AND INSTRUCTION/EQUITY AND HUMAN RELATIONS

ETHNIC AND CULTURAL EDUCATION

A. PURPOSE

To enhance all students' educational experiences and prepare them for life in a global society by valuing the perspective, influence, and contributions of all ethnic and cultural groups. To ensure ethnic and cultural education is embedded in students' social development, in school culture, curricula, instructional practices, and professional learning.

B. ISSUE

The Anne Arundel County Board of Education (Board) recognizes the need to build a school environment of inclusiveness that values the contributions, perspective, and influence of ethnic and cultural groups and its impact on students' dispositions, attitudes, and approaches to learning and as valued content to be taught in the formal curriculum. The Board recognizes the strength of the diversity of our students and workforce to enhance learning.

C. POSITION

1. The Board believes in a multicultural program that promotes understanding of the lifestyles and experiences of all ethnic and cultural groups, particularly, as they impact teaching and learning. It is the intent of the Board that the:

    a. school environment is conducive to demonstrating high expectations for all children regardless of differences in which students learn to value their own and others cultural heritage;

    b. school environments affirm diverse backgrounds, promote equity in access and achievement, and makes connections between students home and school experiences;

    c. instructional process incorporates multicultural content, resources, and materials, fundamental knowledge, practices, and dispositions characteristic of a pedagogy that is responsive and relative to all diverse learners in all the subjects and skills routinely taught in schools; and

      d.   general curriculum conveys the qualities, similarities, and differences of all people.

2.   In accordance with Maryland laws and regulations, Anne Arundel County Public Schools (AACPS) shall include in its program of studies, either as a part of current curricular offerings or as separate courses, appropriate instruction for developing understanding and appreciation of ethnic and cultural groups.

3.   AACPS shall comply with Maryland State Department of Education's guidelines as they pertain to the development of curricular offerings and criteria for evaluating and selecting instructional materials that ensure proper recognition of ethnic and cultural groups.

D.   IMPLEMENTATION

The Superintendent is authorized to develop curricula, promote positive classroom climates, student-teacher relationships, and expectations for all employees to address ethnic and cultural education that shall meet or exceed the requirements of Maryland laws and regulations.

Policy History: Adopted on 04/23 /14.

Note previous policy history: Policy 605.04, Revised 01/17/90.

POLICY   BOARD OF EDUCATION
OF ANNE ARUNDEL COUNTY

Related Entries: 100
Responsible Office: Board of Education

PHILOSOPHY AND MISSION

A**.**   PURPOSE

To establish the philosophy and mission for the Board of Education of Anne Arundel County.

B.   ISSUE

The Board of Education of Anne Arundel County (Board) believes that all students have a right to educational opportunities of a quality and caliber which will develop their potential as individuals and citizens.

C.   POSITION

1.   Acting on the belief that every individual is valuable and should have the opportunity for a sound education, the public schools have an obligation to serve all students. Programs will be provided for students regardless of their gender, sexual orientation, disability, or cultural, social, economic, racial, religious, or ethnic heritage. Students will master standards that are rigorous, rich, and relevant to the real world, so that they gain the knowledge and skills necessary for success in college and careers.

2.   The mission of the Board is to provide leadership, vision, and support to the public school system that ensures an equitable, world class education that creates a culture of lifelong learning by

− promoting community collaboration,
−developing responsive policies, and
− holding itself accountable for the results.

3.   The education provided must be efficient, effective, conducted in a humane and disciplined environment, and accomplished at a cost in keeping with the best principles of financial management and responsibility to the taxpayers.

4.   In pursuit of this philosophy, the Board is committed to offer each student the following opportunities:

a. to develop a strong sense of self-respect and a commitment to respect the rights of others;

b. to master the intellectual skills of reading, writing, mathematical problem solving, speaking, and listening;

c. to acquire the knowledge and habits of mind necessary to understand both cultural and scientific heritage and the contemporary world;

d. to develop skills and attitudes that will promote success in college and careers;

e. to develop creative abilities and cultural interests;

f. to develop the wise and productive use of leisure time;

g. to develop those habits of good health and physical activity that are conducive to a productive life; and

h. to become stewards of the environment.

5. In pursuit of its philosophy and mission, the Board will foster:

a. a safe and supportive learning environment where students can experience success and develop a sense of individual worth and dignity;

b. cultural enrichment through the arts;

c. a wide range of extracurricular activities;

d. diversified programs for the development of 21st century skills;

e. educational opportunities in the community through work study and internship programs;

f. motivation and assistance, including instruction, for students to develop effective work and study habits;

g. programs for students with special needs;

h. programs for English language learners;

i. programs to create an awareness of the interrelationship of disciplines;

j. effective methods of maintaining community awareness of school programs and curricula

k.   opportunities for students to identify, analyze and propose solutions to problems;

l.   opportunities and encouragement for creativity, self-expression, and critical thought, and;

m.   programs of choice, as space allows and at designated locations, including, but not limited to, magnet and signature programs, AVID and Centers of Applied Technology Programs.

6.   Additionally, the Board will task the Superintendent with the responsibility to:

a.   establish a consistent grade reporting system throughout the county;

b.   develop efficient and cost-effective methods of instruction;

c.   require the streamlining of records, reports, rules and regulations in an effort to increase the portion of time available for instructional purposes;

d.   conduct systematic reviews of school system policies, regulations and operations to ensure that they are congruent with changing needs and requirements;

e.   work diligently for the introduction and enactment of legislation that maintains and improves quality education;

f.   increase public awareness of the functions, needs and aspirations of the school system by utilizing clear and effective means of communication;

g.   increase public participation in school affairs in order to extend and amplify the strengths present in the school system;

h.   encourage effective participation of citizen volunteers in the pursuit of program excellence;

i.   encourage participation of board members and school system personnel in state, regional and national educational organizations;

j.   provide adequate staff, facilities and materials to meet educational goals;

k.   promote a respect for the dignity of work and an appreciation for achievement, and;

l.   promote the attitude that learning is a life-long process.

7.   The Board recognizes that the mandate for equality in rights and opportunities

cannot guarantee absolute equality of educational outcome. Personal, social and political factors that are beyond the influence and control of the school system all play roles in the modeling of our students. Nevertheless, within these constraints, the Board is committed to the achievement of excellence and to the furtherance of these goals. The Board recognizes its obligations under state and federal law and is cognizant of its burden of trust and responsibility to the citizens of Anne Arundel County.

8. The Board reaffirms its desire to encourage free and open expression of concern by citizens, staff and students; to conduct its affairs under public scrutiny; to base its decisions on the discovered needs of the entire system rather than narrow self-interest; and to comport itself with dignity and fairness in all its business.

Policy History: Adopted on 09/05/12.
Note previous policy history: Replaces Policy 100, adopted 01/04/78 and revised 10/16/89. Policy 101 is hereby rescinded, having been incorporated herein.

Goals
Purpose

HOUSTON INDEPENDENT SCHOOL DISTRICT

PURPOSE

The Houston Independent School District exists to strengthen the social and economic
Foundation of Houston by assuring its youth the highest-quality elementary and secondary education
available anywhere.

STRATEGIC INTENT

To earn so much respect from the citizens of Houston that HISD becomes their pre-kindergarten through
grade 12 educational system of choice.

2014-2015 BOARD OF EDUCATION

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A Declaration of Beliefs and Visions

The importance of a high-quality education in an individual's success cannot be overstated. The world is
changing rapidly, and students must be prepared to live and work productively in a new economy with new
technology, new competition, and new expectations. The Houston Independent School District is
recognized as one of the premier large urban school districts in the nation; therefore, in light of its past
record of progress, we believe that it can and must do even more to keep pace with change. Many of our
schools are not yet performing to the high academic standards we expect them to meet.

Our diverse, vibrant student population, reflecting Houston's international standing, is an asset. We must
ensure that every student, regardless of culture, ethnicity, language, or economic status, has both equal
opportunity and equal access to high-quality education evidenced through results of growth and
accountability ratings.

That promise is based on the beliefs that:
- The overall student-achievement level must be improved so that after each school year, every
  student makes, at a minimum, one year of instructional progress.
- There can be no achievement gap between socioeconomic groups and/or children of ethnic
  diversity.
- Recruitment and retention of highly effective teachers are the keys to enhancing the quality of
  education and increasing student achievement.
- The dropout rate is unacceptably high and must be reduced.
- Our schools must be able to earn autonomy.
- The level of meaningful parental engagement must be increased.
- The community has a legitimate voice in reform, and responsiveness to community concerns must
  be improved.

These beliefs shape our vision of what the Houston Independent School District should be-an educational
system that:

- Empowers schools to be autonomous and accountable for performance.
- Offers school choice while ensuring equity of resources.

- Values and cultivates the knowledge and skills of personnel in all major decisions.

It will require an unwavering commitment to a shared course of action to make our beliefs and visions a reality. Above all, the results of all reform must have a positive impact on the important relationship between the teacher and the student.

Strategic Direction

Over a six-month period in 2010, HISD has worked to develop a plan for transforming the district to align with the board's *Declaration of Beliefs and Visions* and to meet the needs of HISD's students and parents and the broader community.

Its purpose is not to list all of the district's current activities or past accomplishments. Rather, it is to describe as clearly as possible the major areas of focus for HISD over the next several years. Thousands of people-parents, students, employees, and community members-have participated in the process, recognizing the stake that we all have in the success of the district. With their help, we have identified five core initiatives that will together enable us to transform HISD.

- Effective Teacher in Every Classroom
- Effective Principal in Every School
- Rigorous Instructional Standards and Supports
- Data-Driven Accountability
- Culture of Trust through Action

The bottom line for the success or failure of this plan will be student achievement. More specifically, our goal is to ensure that all HISD students graduate from high school ready to succeed in the college and career of their choice. If we do that, we will become the best school district in America.

Transforming HISD is a multiyear effort, and it will require our patience and collective vigilance to stay focused on the issues that have the greatest potential to improve the academic performance of our students.

Germantown Elementary School
Language Policy
SY 2012-13

Purpose
The Germantown Elementary School community recognizes the essential role that language plays in any child's education. We believe that it is therefore also essential that the beliefs, expectations, and practices of the community are documented, shared, and understood by all stakeholders. The goal of this policy is to clearly state those shared beliefs, expectations, and practices to ensure that the mission of guiding all leaners through the process of language acquisition and development can be achieved.

Philosophy: Reading, Writing, Listening and Speaking
The Germantown Elementary School community recognizes the following:
- all learners, regardless of their linguistic background or profile, are engaged in a process of acquisition and development of language;
- language acquisition and development involves multiple distinct but interdependent processes, generally described as reading, writing, listening and speaking;
- the goal of all learners is to progress towards mastery, that this goal is a life-long pursuit, and that the foundation for this is set in the earliest years of language learning;
- we share a set of beliefs, expectations and practices to enable all learners to progress in their language development.

English Language Instruction
- In order to be successful as a student and as a citizen of the United States, a high degree of proficiency in written and spoken English is essential;
- Continuous practice in reading, writing, speaking and listening is essential for the development of a high degree of language proficiency;
- English is the medium of instruction for all classes at Germantown Elementary;
- All teachers and all students will engage cooperatively in activities that will strengthen English-language proficiency across disciplines;
- All teachers will differentiate their engagement strategies to facilitate independent growth in English-language proficiency based on students' needs;
- All teachers will utilize research-based instructional practices to improve English-language proficiency.

Support for English Language Learners (ELL) & Mother Tongue
- Students whose dominant language is not English will receive cross-curricular support for their English-language development;
- Students acquiring a new language learn best when the target language is presented in multiple contexts that are appropriate and relevant to the student;

- Teachers who are certified in English for Speakers of Other Languages will provide support to ELL students using a co-teaching model within the context of the unit of inquiry, with small-group push-in for intensive support of highest-need students in the classroom;
- All teachers will provide accommodations in their instruction and assessment practices to enable ELL students to engage with the learning process;
- Mother tongue mastery and maintenance is important in developing a high degree of proficiency in another language;
- Germantown Elementary School does not currently provide explicit support during the school day for any mother tongue besides English;
- All school staff will stress to students and their parents the importance of continued mother tongue practice and development in the home;
- Through our Bilingual Outreach Facilitators, Germantown Elementary School provides opportunities outside of the school day to families whose mother tongue is Spanish to better enable parents to support their children's mastery of Spanish.

Italian Language Instruction
- Exposure to a language other than one's native or dominant language is beneficial in a wide variety of ways, not limited to language issues;
- Italian language instruction will be offered to all students beginning at least in grade 2;
- Engagement with the Italian language will be available to students in grades Pre-K through 1 in a variety of school-based activities, such as displays announcements, presentations, etc.;
- Italian language instruction will be connected to the units of inquiry;
- Italian language instruction will focus on authentic engagement with the language;
- Italian language will be integrated into daily situations and visible throughout the school;
- All teachers will model language learning by engaging with the lessons as a learner;
- Italian language instruction will be differentiated by age groups in the earliest stages of implementation, with further differentiation for proficiency in the future.

Roles & Responsibilities
The Germantown Elementary School community believes that all teachers are language teachers, and that all students are capable of achieving a high degree of proficiency in English, in their mother tongue if it is not English, and in Italian. It is therefore the responsibility of every member of the community to support a culture of language that values multiple languages, language traditions, language identities, and language abilities.

Regulation ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

Related Entries: Policy GAMM
Responsible Office: Division of Human Resources

WORKFORCE DIVERSITY

A.   **PURPOSE**

To establish regulations to implement the policy on Workforce Diversity.

B.   **DEFINITIONS**

1.   Diversity is recognizing, valuing, and taking account of people's different backgrounds, knowledge skills and experiences, and encouraging and using those differences to create an effective workforce.

2.   Equal Employment is employment of individuals without consideration of race, color, religion, age, sex, sexual orientation, national origin, and/or disability.

3.   Workforce Diversity Monitoring Team is a team comprised of the Director of Human Resources, Director of Equity Assurance and Human Relations, Director of Employee Relations, Director of Professional Growth and Development, Chief Facilities Officer, Chief School Performance Officer, or their designees.

C.   **PROCEDURES**

1.   Upon issuance of this regulation by the Superintendent, the following shall occur by November 15 of the issuing year and updated annually every November 15 thereafter:

a.   An Analysis and Evaluation of AACPS Workforce and Labor Pool, which includes:

(1)   A definition of "occupational categories," "employee units," and "career path ladder" within AACPS;

(2)   Analysis of job descriptions to identify those that accurately reflect job functions and those that are in need of revision, with a timetable to make such revisions; and

(3)   Statistical data regarding current AACPS employees reflective of the makeup of the workforce and hiring trends, broken down by race, ethnicity, and gender for each employee unit, significant position classification, and grade levels.

b.   Annual Recruitment Plan, which includes:

(1)   A framework to identify employment priorities to attract, develop, and retain a diverse workforce of the highest quality.

(2)   Increasing advertisement in a cost effective manner to attract the widest pool of qualified applicants;

(3)   Identifying AACPS as an equal opportunity employer in all recruitment materials and other employment publications;

(4)   Using uniform formatting for job announcements for classified and professional employees;

(5)   Developing and maintaining recruitment sources in colleges/universities (including Historically Black Colleges and Universities and the Hispanic Association of Colleges and Universities) and facilities and resources of organizations serving underutilized groups, Maryland state employment services offices, government agencies, and local special interest groups;

(6)   Encouraging the employment of former military personnel who complete the requirements for teaching;

(7)   Using trained recruiters who reflect the diversity of staff and students;

(8)   Using interview panels which reflect the diversity of staff and students;

(9)   Encouraging employees, underutilized groups, and other special interest groups to refer qualified applicants; and

(10)   Offering career counseling to assist employees in identifying promotional, opportunities, training, and educational programs to enhance promotions and opportunities for transfers.

c.   Annual Workforce Diversity Staffing Targets, which include:

(1)   Minority teachers at all levels, male elementary school teachers, and teachers with unique skills or certification;

   (2) Minority administrative, supervisory, and higher-level supporting services positions;

   (3) Females in maintenance trades; and

   (4) Any other job classification for which personnel data show a significant imbalance or under-represented area that reasonably can be addressed in the current labor market.

 d. Community Outreach

   (1) Publicize AACPS' commitment to workforce diversity and nondiscrimination to promote understanding among employees and employee organizations and the community in general.

   (2) Publish and distribute information regarding workforce diversity and nondiscrimination policies in publications.

   (3) Build partnerships with colleges/universities, governmental and employment agencies, and special interest groups to promote workforce diversity and equal employment opportunity.

 e. Monitoring

   The Workforce Diversity Monitoring Team shall be responsible, under the leadership of the Director of Human Resources, to develop the annual report, to review the Workforce Diversity Program on an on-going basis, and to:

   (1) Monitor the diversity of the workforce within appropriate categories, in particular under-representation of a designated group in any area of hiring, assignment, promotion, training and professional development opportunities, or involuntary transfer;

   (2) Identify objectives or targets that are used to measure progress toward achieving equal employment opportunity; and

   (3) Make recommendations for improvement.

 f. Annual Report

   An annual report shall be presented to the Board of Education to include:

   (1) Evaluation of personnel activities, including applicant pools, hires, termination, promotion, recruitment, literature, forms, interview

processes, and other personnel activities to determine whether there are disparities in employment practices;

(2) Profile of workforce, broken down by race, ethnicity, and gender in each employee unit;

(3) Reflections on success and failure in recruitment, hiring, and staffing of a diverse workforce; and

(4) Recommendations for achieving a diverse workforce.

Anne Arundel County's Five Year Strategic Action Plan for Improving School Readiness

Prepared by the Anne Arundel County Early Childhood Coalition

Formerly the Anne Arundel County Leadership in Action Program

Vision Statement:

Every child in Anne Arundel County has the optimal opportunity to begin learning at birth and to build, in his or her first five years, a solid foundation for his or her success.

Mission Statement:

The Anne Arundel County Early Childhood Coalition engages the community on behalf of children to make school readiness a priority in Anne Arundel County.

Executive Summary

I n October 2006, the Anne Arundel County Local Management Board for Children, Youth, and Families (LMB), in partnership with the Annie E. Casey Foundation, launched the Anne Arundel County Leadership in Action Program, also known as A-LAP. A-LAP's goal was to accelerate Anne Arundel County's efforts to ensure that all children enter school fully ready to learn by developing a comprehensive five-year strategic plan to help guide those efforts.

While the Maryland Model for School Readiness (MMSR) data available for the 2007-2008 school year shows that 72% of children in Anne Arundel County entered school fully ready to learn, it also shows that 28% of Anne Arundel County's kindergarten students were assessed as not being fully ready to learn. To quantify the impact of its plan to accelerate school readiness, A-LAP selected the Work Sampling System (WSS) as the indicator to measure progress toward meeting its goal.

A-LAP developed the strategies and actions herein to achieve measurable gains in school readiness while holding itself and others accountable for implementing the plan. The strategies presented are grounded in best and promising practices, and are intended to be used as a "roadmap" to guide policymakers, legislators, parents, caregivers, the business community, early care and education providers, healthcare providers, and other concerned citizens. Everyone has a role to play in ensuring that all of our children enter school fully ready to learn.

The goals presented in the plan are adapted from the school readiness objectives set forth by the Maryland's Early Care and Education Committee, and highlight the importance of the relationship between school readiness and the following: good physical and mental health; parental involvement in the education process; parental empowerment; and, access to high-quality and developmentally appropriate early care and education programs; A-LAP's goals are as follows:

- All Anne Arundel County children, birth to age five, will have access to quality early care and education programs that meet the needs of families.

- All Anne Arundel County parents of young children will succeed in their role as their child's first teacher.

- All Anne Arundel County children, birth through age five, and their families will receive the necessary income support benefits and health and mental health care to ensure that they arrive at school with healthy minds and bodies.

- All Anne Arundel County early care and education providers will be appropriately trained in promoting and understanding school readiness.

- All Anne Arundel County residents will understand the value of quality early care and education, and what it means to achieve school readiness.

- Anne Arundel County will have an infrastructure that promotes, sufficiently funds, and holds accountable its school readiness efforts.

A-LAP's goal is that Anne Arundel County will continue to see the percentage of kindergartners assessed as fully ready to learn maintain its upward trend toward the 100th percentile as the strategies presented in this plan are implemented over the next five years.

Leadership in Action—Background and Overview of A-LAP

In October 2006, the Local Management Board of Anne Arundel County, in partnership with the Annie E. Casey Foundation launched the Anne Arundel County Leadership in Action Program, also known as A-LAP. A-LAP's goal was to accelerate Anne Arundel County's efforts to ensure that all children enter school fully ready to learn.

To achieve this goal, a group of 40 leaders were invited to participate in the A-LAP process—leaders who were identified as being the most able to affect school readiness. Those leaders, representing various areas of the public and private sector, State and local government, and advocacy and service-providing organizations, committed themselves to developing a plan to guide Anne Arundel County's efforts to make a measurable difference in the number of kindergarteners entering school fully ready to learn by November 2007.

The process of developing this plan occurred over an 18-month period during which A-LAP members participated in nine two-day planning sessions to accelerate progress with meeting the objectives established by the A-LAP.

As a result of the A-LAP process, the following objectives were met:

- Immediate actions were identified and implemented to increase the number of kindergarteners assessed as fully ready to learn during the 2007-2008 school year.

- Interagency collaboration and leadership increased significantly to create and implement a school readiness agenda for Anne Arundel County.

- A five-year strategic plan was developed to guide Anne Arundel County's efforts to ensure that all children enter school fully ready to learn.

To maintain consistency with the school readiness agendas that were established for the State of Maryland through the Maryland Leadership in Action Program and for Baltimore City through the Baltimore Leadership in Action Program, the A-LAP consulted the strategic plans developed through those respective planning processes to guide the development of Anne Arundel County's school readiness agenda.

In doing so, the A-LAP presents its goals, strategies, and action items in a way that will address and eliminate the barriers that often impede a child's ability to acquire the skills needed to be successful in school—barriers that are consistently documented through ongoing data and research, and are presented in the aforementioned plans as well. When fully implemented, this plan will strengthen Anne Arundel County's impact on school readiness for all children.

While the A-LAP members came together with the intent to create a plan that will ensure that all children enter school fully ready to learn, its members recognize that this result will not be easily achieved. However, it is because of the A-LAP process that a strong foundation has been built for school readiness in Anne Arundel County—a foundation that will have a lasting, long-term impact on generations of families to come.

The Importance of the First Five Years

Children typically acquire the skills necessary for achieving success in school during the first five years of their lives. Research on brain development shows that ninety percent of brain growth occurs before age five. This period of human growth and development has been cited as being the time during which a child has the greatest opportunity to acquire the cognitive and social skills needed for success in school and in life.

Research also shows that children who enter school not fully ready to learn continue to struggle for the remainder of their academic careers. This can have an irreparable impact on their ability to become productive, self-sufficient adults because they have not acquired the basic foundational skills necessary to make a successful transition through all stages of human growth and development.

Furthermore, children who are assessed as not fully ready to learn often result in higher placement in special education programs, increased rates of juvenile delinquency, higher high-school drop-out rates, lower enrollment in higher education programs, and decreased readiness to meet the cognitive demands of the workforce—critical issues that will have a negative impact on Anne Arundel County's economy—which is why school readiness must remain a priority.

Understanding and Measuring School Readiness

The Maryland Model for School Readiness (MMSR) defines the early learning standards and indicators of what children should know and should be able to do before they enter school. The MMSR includes the Work Sampling System (WSS) as its assessment component, which helps teachers evaluate the skills, knowledge, behavior, and academic accomplishments of their students across a variety of curricular areas[ii].

The WSS measures a kindergarten student's readiness using 30 indicators that are organized in seven domains—Social and Personal Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, and Physical Development and Health. Through ongoing observation, recording, and evaluating everyday classroom experiences and activities, teachers gain a better understanding of what their students know, are able to do, and the skills they need to work on.

After the teachers have completed the assessment process using the WSS, they are required to report the data collected to MSDE for further review, analysis, and compilation. The data is reported and analyzed according to the following domains: Race and Ethnicity; Gender; Prior Early Care; Special Education; Limited English Proficiency; and, Enrollment in the Free and Reduced Meal (FARM) Program[iii].

The assessment results reported reflect the percent of students who have reached one of the following levels of readiness: Full, Approaching, or Developing[iv]. Once compiled and reported, the WSS data is then used as an indicator to help educators assess the knowledge, skills, and abilities of young children, and to understand the systemic needs that must be met in order to ensure all children will be successful.

To quantify the impact of its plan to accelerate school readiness, the A-LAP selected the WSS as the indicator to measure progress with meeting its goal. A review and analysis of the WSS data available for Anne Arundel County shows that although the percent of children entering school fully ready to learn is increasing, there is still a considerable amount of work to do to reach our goal of ensuring that all children enter school fully ready to learn.

As illustrated in the chart below, 72% of kindergarten students were assessed as being fully ready to learn during the 2007-2008 school year. During the 2007-2008 school year, 5,281 kindergarten students were screened using the MMSR, and 72% of those students were assessed as being fully ready to learn while 28% (approximately 1,478) were assessed as either approaching or developing readiness.

The chart also shows assessment outcomes for the 2006-2007 school year when 4,455 kindergarten students were assessed using the MMSR, and 69% of those students were assessed as being fully ready to learn while 31% (approximately 1,380) students were assessed as being either approaching or developing readiness. It is equally important to note that children in Anne Arundel County are entering school ready to learn at rates higher than the State average.

Why Invest In School Readiness?

Investing in high-quality early childhood education not only benefits children and their families; it also benefits Anne Arundel County as a whole. A growing body of longitudinal research studies clearly document the return to the public on investments in high-quality early care and education.

Perhaps the most frequently cited research that supports the importance of investing in early childhood education is the High/Scope Perry Preschool Study, which illustrates the economic, educational, and social benefits of comprehensive early childhood development programs. Recently released data associated with this study indicates that the total benefit cost-ratio is $17 for every dollar invested, and that the benefit cost-ratio, with respect to the benefits that went to the general public, is $13 to $1[vi]. Further evidence of the benefits of investing in school readiness is highlighted in the assessment and evaluation of the Abbott Preschool Program in New Jersey and in the Oklahoma Pre-K Program.
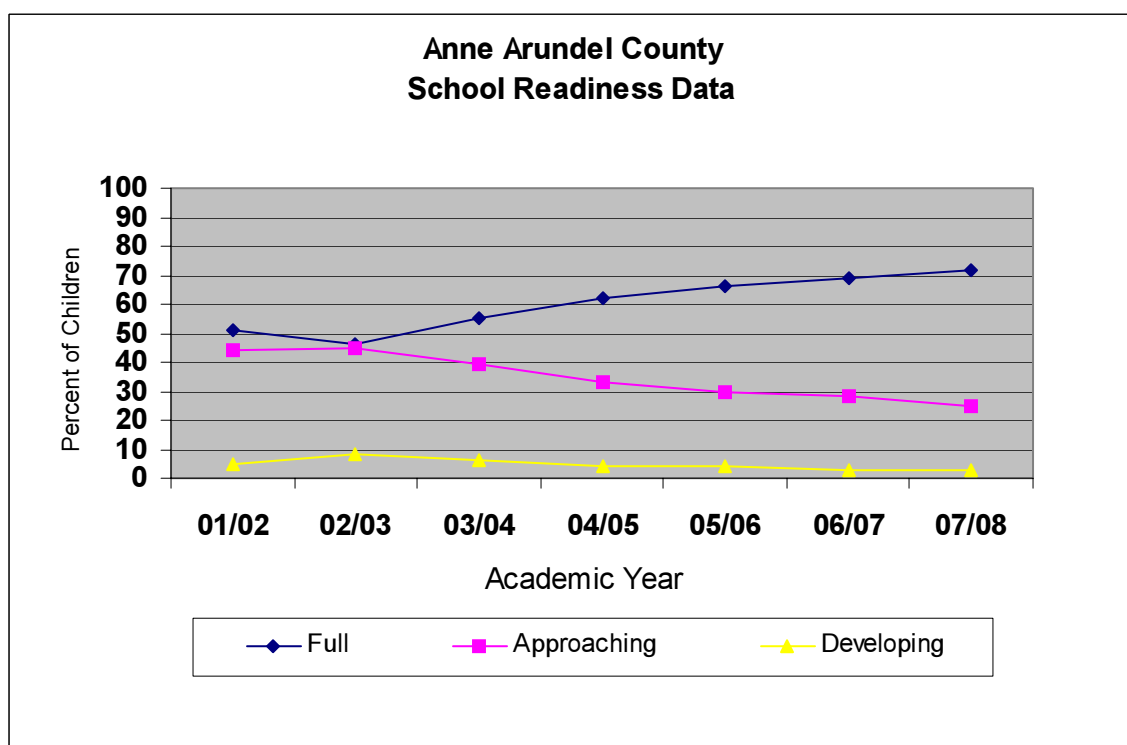
Source: Ready at Five Partnership, 2007-2008

Additionally, a recent assessment of kindergarten students in New Jersey's highest poverty school district, the Abbott District, showed marked improvement in the 2003-2004 school year compared with previous years. In 1999, the Supreme Court of the State of New Jersey mandated that the Abbott District provide preschool programs for the three- and four-year old children residing there. The results of this program illustrate that language scores were significantly higher during the 2003-2004 school year compared with scores from four years earlier, and that the percent of children scoring "very strong" in early reading skills increased to 47% from 42% in the preceding year[vii].

An evaluation of Oklahoma's Pre-K Program, which is available to all four-year old children in the state of Oklahoma, showed very strong gains, as evidenced by the 31% increase in cognitive skills as well as by the 18% increase in language skills. Latino children demonstrated a 54% increase in test scores[viii].

While support for investing in school readiness has traditionally been associated with the disciplines of early childcare and education, bankers and economists are now speaking out on the economic and social benefits of investing in early childhood development. In 2003, the Minneapolis Federal Trade Reserve reviewed the research available on investments in early childhood development programs and concluded that the public could expect a 16% return on investments in early childhood education programs—a stronger rate of return than from traditional urban economic development investments.

In a report issued in 2004 on the benefits of investing in school readiness, the Economic Policy Institute stated that "the United States should be investing in high-quality early childhood development programs to improve the quality of life for millions of children, reduce crime, make the workforce of the future more productive, and strengthen the overall economy. The resulting budget relief gained by providing early childhood development services to poor children will ultimately contribute to funding some of the nation's most pressing future needs"[ix].

While citing every research study that addresses the importance of the investment in school readiness is beyond the scope of this narrative, all of the findings cited in this text clearly show a strong correlation between investment in school readiness and positive outcomes and returns. Even more poignant is the strong correlation between poor school readiness and the negative outcomes that can have a detrimental impact on a child's quality of life well into adulthood. However, having the opportunity to impact economic return through collective investment in school readiness is promising.

Where Are We Now?

Current MMSR data shows that the number of Anne Arundel County kindergarteners entering school fully ready to learn has steadily increased over the past five years, yet it also shows that Anne Arundel County still has a considerable way to travel on the path of achieving its goal of having all children entering school fully ready to learn. It is also important to note that over the past four years, the number of children entering school fully ready to learn was higher than the State Average.

Anne Arundel County School Readiness Data Compared to Statewide Results

Source: Maryland State Department of Education
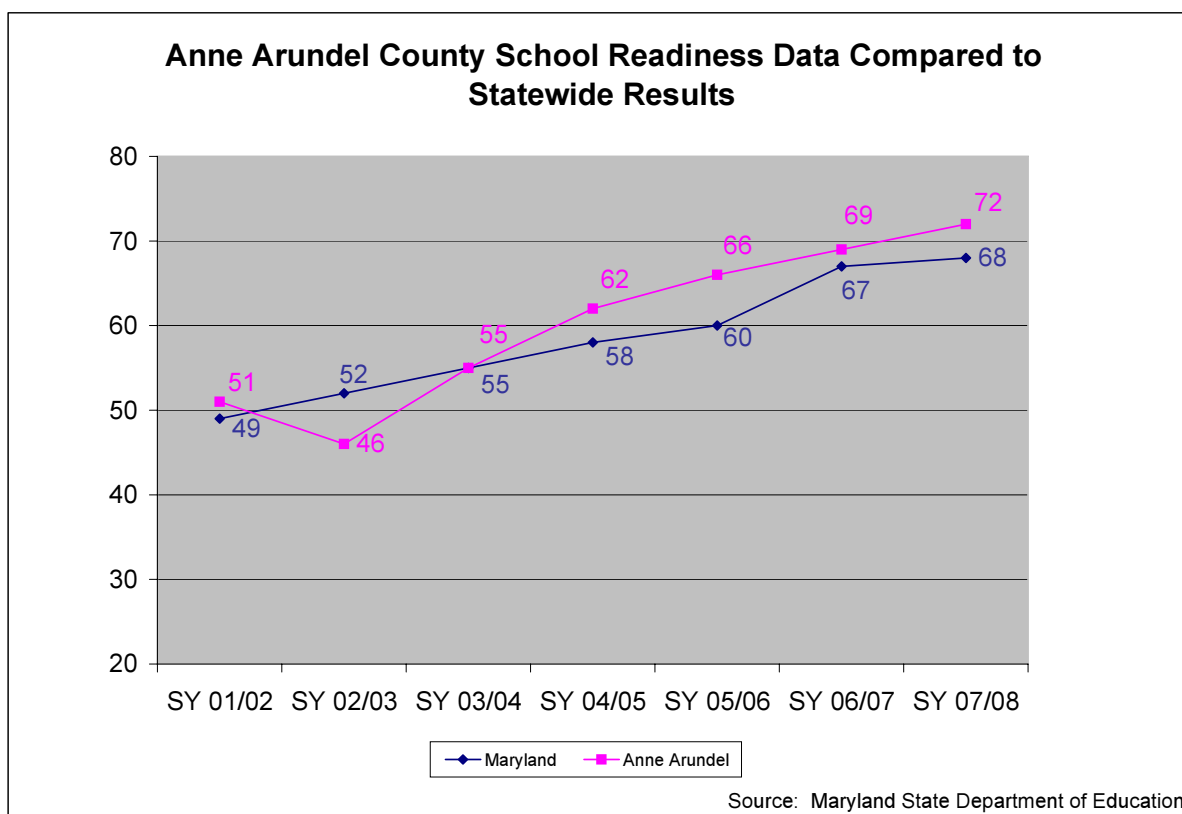
MMSR data released by MSDE for the 2007-2008 school year indicates that 28% of all children who entered Kindergarten were assessed as not being fully ready to learn—approximately 1,478 students. While many factors contribute to differences in readiness levels among students, A-LAP has played a vital role in increasing communication among the key stakeholders who have a role to play in ensuring school readiness in Anne Arundel County. This collaboration has created a forum for A-LAP to identify several factors believed to contribute to those differences.

Perhaps the most notable of the factors identified include the following:

- Lack of high-quality early childcare and early childhood education programs for all children.
- Lack of knowledge of resources and supports to families with young children.
- Lack of transportation to access available resources and services.
- Lack of training opportunities and incentives offered to childcare providers to maintain a quality childcare labor force and reduce high rates of staff turnover.
- Lack of culturally and linguistically competent services to meet the needs of Anne Arundel County's rapidly growing diverse population.
- Lack of knowledge and understanding of what school readiness means.
- An underlying "turf battle" among service providers when delivering services.
- Lack of support to parents who require additional assistance and support in parenting.

Sadly, these factors reverberate throughout Anne Arundel County's continuum of children and family services, particularly within the service delivery models for social programs and early educational services—services that are designed to help the very children who most often do not receive their full benefit due to chronic under-funding, which often results in decreased access to services for all who are in need.

Even more troubling is the strong correlation between the number of students who were assessed as not being fully ready to learn and socio-economic status, as indicated by enrollment in the Free and Reduced Meal Program (FARM), coupled with other identifying indicators such as race, gender, prior early care, special education, and limited English Proficiency[x].

Anne Arundel County's Systemic Strengths

Even in the midst of the ongoing societal issues and systemic challenges that have had some impact on the 28% of kindergarteners who were assessed as not having the skills needed to be successful in school, Anne Arundel County has been engaged in ongoing efforts to ensure the success of all children entering school.

In 2000, the LMB, through its Early Childhood Community Partnership Agreement with the then Governor's Office for Children, Youth, and Families, identified early childhood education as a priority for Anne Arundel County. As a result of that partnership, funding provided to the County to support initiatives focused on early childhood development and education, the Local Planning Team, a local group of stakeholders vested in improving outcomes associated with early childhood education, was convened to provide oversight of the process of identifying and implementing strategies funded through this agreement with the State.

This increased interagency collaboration, as well as the increased number and quality of programs that were available to provide support for children aged birth to five years have sigficantly impacted Anne Arundel County's ability to turn the curve. Examples of the programs that have consistently demonstrated their leverage to turn the curve for Anne Arundel County children are the BEST Program, Infants and Toddlers Autism Project, Early Literacy programs, Tots Line Live, and Home Visiting.

Perhaps Anne Arundel County's biggest strength is its existing leadership on Early Childhood Education and Early Childhood Development Programs. The LMB, through its Community Partnership Agreement with the State of Maryland, remains positioned to provide leadership on the local level around this very important issue. Maintaining very close and successful working relationships with the key stakeholder agencies represented on the Local Planning Team, especially with the Arundel County Public School System, the LMB has been able to continue to serve as the interagency convener of and facilitator of this process.

It is because of the collective results that have been achieved through the Community Partnership Agreement that the LMB was able to secure additional funding to support the continuation of the early childhood programs that demonstrate results.

What Will It Take to Improve School Readiness In Anne Arundel County?

While the A-LAP made considerable efforts to increase the number of students entering school fully ready to learn, there is still a significant amount to be done to reach the goal of ensuring full school readiness for all students in Anne Arundel County. In developing this plan, members of the A-LAP explored possible answers to the following questions—What are the best strategies to pursue? What efforts can guarantee the best return on investment, considering the limited resources that are available to support this work? What best practices have demonstrated gains in school readiness?

Perhaps the most valuable lesson learned during the A-LAP process was that there is no single solution or best way to answer any of those questions. One of the most notable accomplishments achieved as a result of the A-LAP process is the development of Anne Arundel County's first coordinated plan for improving school readiness—a plan that was informed by key stakeholder agencies, organizations, and community members who have a role to play in improving school readiness.

In creating this five-year strategic plan, the A-LAP developed strategies that were grounded in the school readiness objectives set forth by the Maryland's Early Care and Education Committee. Those objectives speak to the following—that children need to be in good health, both physically and mentally, to actively engage in learning; that parents must be encouraged and supported to fulfill their role as their child's first teacher; and that children must have access to high-quality and developmentally appropriate early child care and education programs that aid in their preparation for school[xi].

To that end, the A-LAP identified the following goals to drive Anne Arundel County's collective efforts to ensure that all children enter school fully ready to learn:

- **Goal 1:** All Anne Arundel County children, birth to age five, will have access to quality early care and education programs that meet the needs of families.

- **Goal 2:** All Anne Arundel County parents of young children will succeed in their role as their child's first teacher.

- **Goal 3:** All Anne Arundel County children, birth through age five, and their families will receive the necessary income support benefits and health and mental health care to ensure that they arrive at school with healthy minds and bodies.

- **Goal 4:** All Anne Arundel County early care and education providers will be appropriately trained in promoting and understanding school readiness.

- **Goal 5:** All Anne Arundel County residents will understand the value of quality early care and education and the means to achieve school readiness.

- **Goal 6:** Anne Arundel County will have an infrastructure that promotes, sufficiently funds, and holds accountable its school readiness efforts.

Understanding A-LAP's Five-Year Strategic Plan for Improving School Readiness in Anne Arundel County

The strategies and action items that complete A-LAP's Five-Year Strategic Plan for Improving School Readiness in Anne Arundel County are laid out in greater detail in the pages that follow. For every strategy, there are action steps that detail the major activities to be completed to implement the strategy, and a time frame for noting when those action steps should occur.

Additionally, each action step is coded in two ways:

Level of Investment – The approximate level of funding needed to implement each action step within a strategy:

$	=	$0-$25,499
$$	=	$25,000-$49,999
$$$	=	$50,000-$74,999
$$$$	=	$75,000+

Degree of Difficulty – Indicates the degree to which new or different methods of working together or collaborating are required.

☆	=	Requires no change in how we work together toward Implementation.
☆☆	=	Requires moderate changes in how we work together.
☆☆☆	=	Requires significant new approaches to working together.

Goal 1: All Anne Arundel County children, birth through age 5, will have access to quality early care and education programs that meet the needs of families.

Strategy	Action Steps	Degree of Difficulty / Cost	Timeframe
Decrease financial barriers to enrolling children in quality early care and education programs so all working parents have access to full-day, full-year child care	Advocate for increased funding for child care subsidies to decrease parent co-payments, increase parent income eligibility, and increase provider reimbursement rates	☆ $	2007/ongoing
	Conduct outreach to ensure all eligible children are receiving child care subsidies	☆ $	2007/ongoing
	Investigate the possibility of creating a county-level child care subsidy program	☆ $	2007/ongoing
Increase the supply of quality child care by increasing the number of accredited early care and education programs and the number of credentialed providers	Advocate for continued funding and incentives for accreditation and credentialing programs	☆ $	2007/ongoing
	Conduct outreach to increase enrollment of providers in the Maryland Child Care Credential and state and national accreditation programs	☆ $	2007/ongoing
	Provide support to enable providers to become credentialed and for programs to become accredited	☆☆ $	2007/ongoing
	Identify and advocate for additional incentives for providers to seek advanced level child care training and higher education in ECE, including college scholarships, loan forgiveness and paid leave or paid substitutes	☆ $	2007/ongoing

Strategy	Action Steps	Degree of Difficulty / Cost	Timeframe
Expand the supply of high quality early care and education programs that provide services for all children, including non-English speakers and children with special health and mental health needs, and support existing programs to keep them in operation	Identify areas with an inadequate supply of high quality Early Childhood Education (ECE) slots and recruit and recruit new providers, including non-traditional child care employees (such as retired persons and men) and non-English speakers	☆☆☆ $$	2008
	Create incentives for new providers and for providers who have been in the field to continue to improve their skills	☆☆ $$$	2009
	Provide technical assistance to persons interesting in starting a child care business	☆☆ $$	2007/ongoing
	Support MSDE's efforts, as outlined in their strategic plan, to develop an orientation kit for new providers	☆ $	2007/ongoing
	Continue to support providers who provide care during non-traditional hours	☆ $	2007/ongoing
	Increase informal child care providers participation in training and technical assistance in an effort to improve the quality of care	☆☆ $	2007/ongoing
	Develop a regional plan that identifies and strengthens underserved areas and populations identified through data collection and a needs assessment	☆☆ $$$	2007/ongoing
	Provide training and technical assistance to early care and education programs to provide culturally competent outreach and accommodations for families in their home language and culture and to recognize diverse learning styles	☆☆ $$$	2007/ongoing
	Advocate for expansion of early childhood mental health consultation services to support providers caring for children with behavioral or mental health needs	☆☆ $$	2007/ongoing
	Increase the availability of child care options for children with mental health needs (explore the possibility of bringing a Therapeutic Nursery to Anne Arundel County)	☆☆ $$$	2007/ongoing
	Make health consultations available to ECE programs	☆ $	2007/ongoing
	Advocate for expansion of Early Head Start programming in Anne Arundel County and partner with existing child care programs following the Early Head Start model, including family child care	☆ $	2007/ongoing
	Advocate for family support models	☆ $	2007/ongoing

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Strategy	Action Steps	Degree of Difficulty / Cost	Timeframe
Expand full-day, full-year options for children currently in part-day programs during the school year	Promote partnerships among the school system, Head Start and child care to create collaborations that blend services to create developmentally appropriate full-day options for families	☆☆ $$$	2009
Increase compensation for early care and education providers as a means of attracting and retaining highly trained staff to the field	Create new incentives and means of compensation for providers	☆☆ $$$	2007/ongoing
	Participate in "Worthy Wage Day" activities and educate the public about the issue of provider compensation	☆ $	2007/ongoing
	Increase awareness about the turnover-rate and its connection to low wages	☆☆ $	2007/ongoing
	Advocate for health care benefits for ECE providers	☆ $	2007/ongoing

Goal 2: **All Anne Arundel County parents of young children will succeed in their role as their child's first teacher.**

Strategy	Action Steps	Degree of Difficulty / Cost	Timeframe
Conduct outreach to and education of parents regarding school readiness, and promote school readiness strategies they can employ	Support fairs/events where parents of young children might be in order to promote school readiness	☆ $	2007/ongoing
	Seek opportunities (e.g. fairs, libraries, physicians' offices, clinics, media) throughout the county to provide parents and caregivers with information about child development and early care and education programs and school readiness resources	☆ - ☆☆ $ - $$	2007/ongoing
	Identify agencies, faith communities, doctors, and community organizations to engage them in school readiness activities	☆ $	2007/ongoing
	Promote resources, such as Tots Line and the Public Library, where parents can go for advice, information, and referrals	☆ $	2007/ongoing
	Increase the number of Parents as Teachers home visitors to parents with young children	☆☆ $$	2007/ongoing
	Provide Parents as Teachers training for existing early childhood home visitors	☆☆ $$	2008

Strategy	Action Steps	Degree of Difficulty / Cost	Timeframe
Coordinate early learning and social development activities in a variety of settings	Partner with the public library system in providing programming to promote school readiness for pre-school children	☆ ☆	2007/ongoing
	Provide parent/child activities in a variety of settings at times that are convenient for all parents	☆ - ☆☆ $$	2007/ongoing
	Continue to reach out to families from all backgrounds, especially those that are at risk of not being ready for school, and distribute appropriate school readiness materials	☆ $	2007/ongoing
	Identify and promote reading programs that encourage reading to children at home, such as Reach Out and Read	☆ $	2007/ongoing
	Promote positive language, communication, and developmentally appropriate play	☆ $	2007/ongoing
	Create and expand book donation and book recycling programs to provide books to low-income parents	☆ - ☆☆ $ - $$	2007/ongoing
Empower families to advocate for their own children and to participate in policy development and family involvement activities	Connect parents with existing agencies who may be seeking parent involvement	☆ $	2007/ongoing
	Expand opportunities to involve families as partners in early care and education policy development	☆ $	2007/ongoing

Goal 3: All Anne Arundel County children, birth through age five, and their families will receive the necessary income support benefits and health and mental health care to ensure that they arrive at school with healthy minds and bodies.

Strategy	Action Steps	Degree of Difficulty / Cost	Timeframe
Increase access to and awareness of income support benefits and resources, to include health and mental health care benefits, for which a family may be eligible	Identify all programs in Anne Arundel County that provide services to the targeted population	☆ $	2007/ongoing
	Collect information on the current income support benefits and resources for which a family may be eligible	☆ $	2007/ongoing
	Develop fact sheets that will include websites and phone numbers for children and families in Anne Arundel County	☆ $	January 1, 2008
	Coordinate the distribution of the fact sheets and sample resources through multiple points of entry along the continuum of children and family services (e.g. child-serving agencies, Faith Based Community Organizations (FBCO)s, Community Based Organizations (CBO)s, medical offices, emergency rooms, etc.)	☆ $	2007/ongoing
Increase knowledge and awareness of resources available to children and families within the service provider community	Educate and inform health care practitioners, child care providers, and service providers regarding the importance of providing information about income support benefits and health and mental health care benefits to un-/underinsured families	☆ $	2007/ongoing
	Coordinate, develop, and implement "Resource Briefings," to serve as a medium through which information on income support benefits and health and mental health care benefits are made available to children and families in Anne Arundel County	☆☆ $	2007/ongoing
Increase access to appropriate substance abuse treatment programs available to pregnant women and family members/ caregivers of children aged birth to five years	Work with Anne Arundel County's Alcohol and Drug Council to address the issue of providing substance abuse treatment options for pregnant women and for parents in its 3-Year Strategic Plan	☆ $	2007/ongoing
	Research funding opportunities and identify potential accountability partners to support the expansion and implementation of substance abuse treatment programs/services for pregnant women and parents	☆☆ $	2007/ongoing
Improve the identification of maternal depression and other parental mental health issues	Promote and advocate for maternal depression screenings as a component of prenatal care and in pediatric primary care sites	☆ $	2007/ongoing
Build an integrated system of care for early childhood mental health by providing an array of consultative and clinical services to children and families	Conduct a needs assessment/gap analysis to determine the level of need for early childhood mental health services	☆☆ $$	2007/ongoing

Strategy	Action Steps	Degree of Difficulty / Cost	Timeframe
Increase parental awareness of the value of consistent, quality medical care by a primary care provider and its relationship with improved health outcomes	Identify funding sources and potential accountability partners to support the implementation of all recommendations for building the integrated system of care for early childhood mental health for children and families in Anne Arundel County to ensure the sustainability of existing programs that have programs that have proven to be effective (e.g. BEST, Maryland Infants and Toddlers, etc,)	☆☆ $$	2007/ongoing
	Distribute information to parents that will explain the benefits of choosing a primary medical care provider	☆☆ $$	2007/ongoing
	Sponsor community events designed to provide a forum for primary care providers, community members, and service providers to learn more about programs and resources available to children and families	☆☆ $$	2007/ongoing
	Develop best practices that help coordinate and facilitate the referral and follow-up process between primary medical care providers and community-based programs/service providers	☆☆☆ $	2007/ongoing
Increase routine developmental screenings conducted by primary care providers	Educate parents on the types of developmental screenings their children should receive and at what age thereby empowering them to request the appropriate screenings, as needed	☆ $	2007/ongoing

Strategy	Action Steps	Degree of Difficulty / Cost	Timeframe
Increase parental knowledge about the health issues that affect young children	Partner with ECE programs, CBOs, FBCOs, and child-serving agencies to conduct educational seminars that increase awareness about childhood asthma	☆ $	2007/ongoing
	Partner with ECE programs, CBOs, FBCOs, and child-serving agencies to conduct educational seminars to increase awareness about dental screenings and dental treatment options available for children aged birth to five years	☆ $	2007/ongoing
	Partner with ECE programs, CBOs, FBCOs, and child-serving agencies to conduct educational seminars to increase awareness about good nutrition, obesity, and obesity prevention among children aged birth to five years	☆☆ $$	2007/ongoing
	Initiate a public information campaign targeting parents that increases awareness about childhood obesity and its impact on school readiness	☆☆☆ $$$	2007/ongoing
	Advocate for the integration of physical fitness activities into the daily schedule of all ECE programs	☆ $	2007/ongoing
	Require that all licensed childcare providers obtain training in childhood fitness and nutrition	☆☆ $$	2007/ongoing
	Ensure that all ECE programs, FBCOs, CBOs, and child-serving agencies provide information to parents about childhood nutrition and physical fitness	☆☆ $$	2007/ongoing
	Partner with ECE programs, CBOs, FBCOs, and child-serving agencies to conduct educational seminars that raise awareness about the importance of childhood immunization	☆ $	2007/ongoing
	Develop targeted strategies focused on providing outreach and information to the parents of homeless children on the importance of childhood immunization	☆☆ $$	2007/ongoing
Improve rates of identification and service delivery for children aged birth to five years with developmental disabilities	Expand awareness of current programs and services available throughout Anne Arundel County that provide services to children aged birth to five years with developmental disabilities such as the Infants and Toddlers Program and Child Find	☆ $	2007/ongoing
	Support the expansion/replication of effective service delivery models and programs focused on serving children aged birth to five years with developmental disabilities	☆☆ $	2007/ongoing
	Increase the number of qualified professionals and paraprofessionals who are qualified to conduct developmental screenings of children aged birth to five years	☆☆ $	2007/ongoing
Improve partnerships with healthcare providers to get all children, aged birth to five years, ready for school	Provide healthcare providers with resources to address the developmental issues that affect school readiness	☆☆ $	2008/ongoing

Strategy	Action Steps	Degree of Difficulty / Cost	Timeframe
Coordinate and expand professional development opportunities for Anne Arundel County early care and education providers	Support pre-service training increases proposed by MSDE's Department of Early Childhood Development Strategic Plan for child care center staff and family child care providers	☆ $	When released
	Make Maryland Model for School Readiness (MMSR) training available for all early care and education providers	☆☆☆ $$	2012
	Fully implement the articulation of training hours to college credits based on the existing agreement with Anne Arundel Community College	☆☆ $$	2012
	Expand participation in the Maryland Child Care Credential program	☆☆ $$$	2007/ongoing
	Provide support for professional development activities, including training, mentoring, technical assistance and accreditation support	☆ $$	2007/ongoing
	Promote providers' skills in early literacy through collaboration with Anne Arundel County Public Library	☆ $	2007/ongoing
Establish opportunities for joint staff development activities for early care and education professionals	Expand early care and education staff development activities offered by the local school system and other child serving agencies to include participants from regulated early care and education programs	☆☆ $	September 2008
Establish opportunities for early care and education professionals to improve their knowledge of services supporting school readiness	Link Kindergarten teachers with early care and education professionals in feeder programs for networking and sharing of school readiness information and expectations	☆☆ $	September 2008
Provide school readiness training to parents and informal providers in community-based settings	Train early care and education professionals to align curricula between early care and education programs and Kindergarten	☆☆ $$	September 2008 / ongoing
	Partner with Arundel Child Care Connections to provide an annual orientation session for early care and education providers on existing child services in the county	☆☆ $$	September 2008
	Develop an on-line resource guide for child care professionals on county services that support school readiness	☆☆ $$	September 2008
	Provide school readiness training and material appropriate for parents and informal providers and conduct outreach to local community groups to form partnerships	☆☆ $$	December 2008

Goal 5: All Anne Arundel County residents will understand the value of quality early care and education as the means to achieve school readiness.

Strategy	Action Steps	Degree of Difficulty / Cost	Timeframe
Develop a public awareness and engagement campaign for Anne Arundel County on the link between quality early care and education & school readiness	Coordinate with the statewide Countdown to Kindergarten Campaign. Disseminate Countdown to Kindergarten information to local media and county residents	☆☆ $	December 2007
	Connect with appropriate agencies to develop a media plan to promote the value of quality early care and education programs in improving school readiness	☆ $	January 2008
	Partner with local newspapers and other media outlets to deliver our message	☆ $	February 2008
	Develop a logo for all campaign materials denoting the importance of early learning in school readiness and ask partners to promote it when they distribute material	☆ $	March 2008
	Partner with anyone who works with families with children birth to five to promote the link between quality early experiences and school readiness	☆☆ $	2008/ongoing
	Agencies will partner to encourage administrators and teachers to participate in Countdown to Kindergarten activities, to disseminate school readiness information to parents of preschool children with kindergarten registration packets and to collaborate with feeder early care and education program staff	☆☆ $	January 2008
	Celebrate successes in improving school readiness in Anne Arundel County	☆☆ $	Annually
	Cultivate non-traditional champions to deliver the message of the importance of quality early care and education programs	☆☆ $	April 2008
	Educate tax-payers about the importance of investing in programs that support families with young children	☆☆☆ $	April 2008
Encourage employers to adopt family friendly employee practices	Coordinate with Arundel Child Care Connections to hold trainings for employers on the Maryland Child Care Resource Network's Employer Tool Kit for implementing work/life programs	☆☆ $	2008 / ongoing
	Determine what incentives may be available to encourage the adoption of family friendly policies in Anne Arundel County and what new policies could be implemented	☆☆ $	2008 / ongoing
	Review public and private employers' policies to determine whether they support employees' work/life needs	☆☆ $$	December 2008

Goal 6: Anne Arundel County will have an infrastructure that promotes, sufficiently funds and holds accountable its school readiness efforts.

Strategy	Action Steps	Degree of Difficulty / Cost	Timeframe
Create an Anne Arundel County School Readiness Advisory Council to promote school readiness efforts through collaboration and to monitor implementation of this school readiness plan	Develop committee's roles and responsibilities Include all stakeholders with particular attention to removing barriers that would inhibit participation by representatives of families in need of quality school readiness improvement Review plans to improve school readiness and monitor implementation	☆☆ $	2008/ongoing
Create a staff position for an ECE Coordinator in the Anne Arundel County Executive's office	Provide staff support to the Advisory Council and facilitate collaboration efforts to improve school readiness	☆☆ $$$	July 2008
Promote county-wide knowledge about creating and sustaining ready schools	Provide information on characteristics of "Ready Schools" as outlined in the report Supporting Partnerships to Assure Ready Kids (SPARK) project, funded by the W.K. Kellogg Foundation	☆☆ $	December 2007
Identify sustainable funding streams to support quality ECE programs and improve compensation of ECE staff	Work to identify public and private resources for school readiness efforts	☆☆☆ $	December 2007/ongoing
Conduct an economic impact study to determine the value of quality ECE programs	Identify a county economic impact manager Review economic impact studies in other states Identify funding to conduct a study of the impact of the ECE delivery system on AA Co economy	☆☆☆ $$	July 2008
Assure accountability and integrity in the implementation of this plan through ongoing evaluation and oversight	Use results-based accountability, decision making and budgeting Review annual progress on goal of *All Children in Anne Arundel County Entering School Fully Ready to Learn* and issue progress report on results	☆☆ $	March 2008/ongoing

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ENDNOTES

[i] Children Arrive in This World with a Powerful Appetite for Learning: Maryland's Early Care and Education Committee

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Moving toward Equity in School Funding within Districts

School Communities that Work:
A National Task Force on the Future of Urban Districts

SCHOOL
COMMUNITIES
THAT WORK

An Initiative of the Annenberg Institute for School Reform at Brown University

School Communities that Work: A National Task Force on the Future of Urban Districts

was established in 2000 by the Annenberg Institute for School Reform at Brown University to examine an element of the public education system that has often been overlooked: the urban school district. Its primary goals are to help create, support, and sustain entire urban communities of high-achieving schools and to stimulate a national conversation to promote the development and implementation of school communities that do, in fact, work for all children.

To help imagine what high-achieving school communities would look like and how to create them, the Task Force convened influential leaders from the education, civic, business, and nonprofit communities to study three critical areas: building capacity for teaching and learning; developing family and community supports; and organizing, managing, and governing schools and systems.

The following Task Force members guided the development of this article.

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For more information on the School Communities that Work Task Force, visit our Web site at www.schoolcommunities.org

R eform efforts of the past three decades involving school finance have focused on the state's role in equalizing expenditures across all districts within a state. Researchers have used district-level expenditures to show disparities among districts; lawyers have argued in court that these disparities violate state constitutional guarantees of equal access to quality education for all children.

The result of these reform efforts has been to force states to rethink policies that distribute tax dollars across locales; and, in many cases, states have assumed a greater role in funding basic education. Federal and state governments have also instituted new reporting codes, requiring districts to classify expenditures by function and object. Researchers now have much better information on what kinds of items are purchased with education dollars (e.g., teachers, benefits, librarians, utilities, texts, lunch programs). Policy-makers had hoped that this additional information would help researchers understand the relationship between purchased goods and student achievement.

Despite these efforts to equalize distributions across districts, little attention has been given to differing expenditures among schools *within* districts. Even with more current methods of cost accounting, districts do not have accurate information on costs separated out by schools or categories of students.

As part of the work on alternative school-funding mechanisms undertaken by the SCHOOL COMMUNITIES THAT WORK task force, we analyzed differences in spending across schools and students within three urban districts – Cincinnati, Seattle, and Houston. We also explored the impact of a nearly universal budgeting policy among school districts – basing per school allocations on average teacher salaries.

What we found was an eye-opener, primarily because major inequities were lurking in places where many district leaders had not expected them.

Our analysis demonstrated that traditional "staff-based" budgeting practices had created substantial inequities among schools in each district.

All three of the districts we chose had recently adopted student-based-budgeting policies, enabling us to examine financial data after the new budgeting policies were implemented and to explore the changes that this strategy brought about. Student-based budgeting has many advantages. One of the most important is its potential as a tool for improving equity among schools and categories of students. Student-based budgeting also provides a foundation for serious conversations about where district dollars are spent and the reasons for these spending patterns, allowing district leaders to be more strategic in their investments and to measure progress against those investments.

We present our methods and results in briefing-chart form, also available as a PowerPoint presentation on the Web.[1] Our intention is to provide policy-makers, researchers, and interested citizens with a succinct overview of these complex budgeting issues and with a practical way to share the evidence we gathered from districts that have implemented student-based budgeting. By offering our analysis template, we hope to inspire other districts to investigate their own spending patterns and inequities and to increase their efforts to focus money more strategically and equitably toward improved achievement for all students.

Marguerite Roza and Karen Hawley Miles

[1] A PowerPoint presentation of "Moving toward Equity in School Funding within Districts" is available at <*www.schoolcommunities.org/ resources.html*>. The presentation may be updated from time to time after its initial posting in September 2002.

Moving toward Equity in School Funding within Districts

A Comparison of Traditional Funding Policies and More Equitable Formulas

Marguerite Roza and Karen Hawley Miles

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NOTE   A PowerPoint version of the material in this booklet is available
at the School Communities that Work Web site,
<www.schoolcommunities.org/resources.html>. Information in
the slides and notes on the Web may from time to time be updated
from this printed version.

Goals of this Presentation

♦ Describe the funding inequities that exist among schools within districts

♦ Show spending patterns under traditional budgeting in a few districts

♦ Introduce new budgeting approaches that foster more equitable and strategic spending

♦ Motivate district leaders, researchers, and activists to investigate spending patterns within their own districts, and provide them with tools to do so

Contents

♦ Introduction to equity in school funding

♦ Hidden inequities: The problem with traditional (staff-based) budgeting

♦ Uncovering inequities
  • Analyzing the impact of staff-based budgeting
  • Analyzing the impact of teacher salary averaging

♦ Moving toward more equitable school funding
  • Analyzing the impact of student-based budgeting
  • Lessons and recommendations

Introduction

Equity in School Funding

Equity: What does our research show about district spending patterns?

- Research to date has focused on inequities across districts or states. Here we analyze spending inequities within districts.

- We analyze the differences in district spending patterns under traditional budgeting policies and under newer approaches.

- We show the impact of these differing spending patterns on different schools and categories of students.

- We show that a district's choice of budgeting policies has a major impact on how dollars are invested and on the district's long-term fiscal strategy.

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NOTE Our analysis of the school-funding patterns in three districts shows that we cannot assume that dollars get distributed fairly and equitably across all schools in a district. Schools serving the lowest-income communities and those with the largest numbers of minority students are usually the most affected.

Equity:
What does "equitable school funding" mean?

Equity does <u>not</u> mean that every child in a district receives equal dollars. Instead, we look for *horizontal* and *vertical* equity as appropriate measures.

- Horizontal equity: Do students with similar characteristics receive equal resources?
- Vertical equity: Do students with dissimilar characteristics receive appropriately dissimilar resources?

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Hidden Inequities

The Problem with Traditional (Staff-Based) Budgeting

Hidden Inequities:
How do districts traditionally fund schools?

♦ Most districts use **staff-based budgeting formulas** to allocate resources in the form of staff FTE (full-time equivalent) to each school.

♦ Based on the number of students, additional staff or programs are added on a school-by-school basis.

♦ Assignment of teachers is driven almost exclusively by seniority rules and teacher preferences.

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Hidden Inequities:
How do districts traditionally fund schools?

♦ Expenditures for teachers are quantified by using an **average teacher salary** which masks variations in teacher costs from school to school.

♦ Central offices deliver additional resources in the form of services or centrally funded special programs such as special education or bilingual programs.

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Hidden Inequities:

Why do some schools get more than others?

1. School size
2. Special-needs students
3. Strategic investments at certain levels, e.g., middle schools
4. Magnet or other special programs
5. Physical plant differences
6. Higher paid/more experienced teachers at some schools
7. Central-office-controlled resources

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NOTE

1. Some staff positions (principals, librarians, etc.) are allocated regardless of enrollment; at larger schools these costs are distributed over more students, resulting in lower per pupil expenditures.

2. Additional resources are provided for bilingual education, special education, etc.

3. Includes funds for strategic initiatives such as class-size reduction in the primary grades.

4. Many of these programs have historical roots and target only a few schools.

These four sources of variation are generally included in individual schools' budgets.

5. Some schools cost more to maintain than others; physical plant costs can appear either in the central-office or school budgets.

Most districts maintain almost no accounting of how other variations in central-office budgets impact individual schools. Inequities in how central office dollars are used were not analyzed here.

6. Schools with experienced staff (and thus higher salaries) use up more district funds than those with predominantly newer teachers. Since school budgets reflect only districtwide average salaries, they do not show these variations.

7. Between 40 and 60 percent of districts' general funds do not appear in school budgets; they are used by the central office to deliver services or resources to schools for professional development, special-needs students, etc.

Hidden Inequities: How much do per pupil dollars vary under traditional budgeting?

Per pupil dollars vary dramatically among Cincinnati's schools.

Variation in Total Dollars per Pupil among Cincinnati Schools
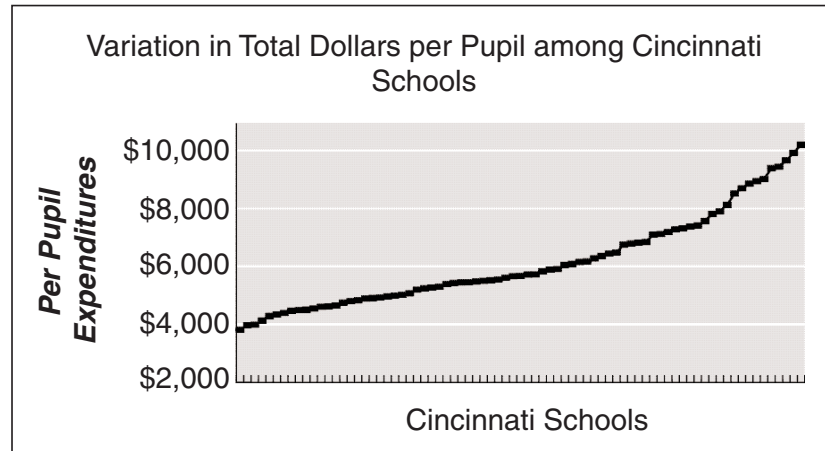
NOTE   The graph shows enormous variation in raw dollars per pupil. Some schools were funded at less than $4,000 per pupil, whereas others received more than $10,000 per pupil.

What this graph does not show is how the schools at one end differed from those at the other end. How do we know how equitable or inequitable this distribution of funds is?

School Communities that Work designed the formulas and analytical methods described in this presentation to answer these kinds of questions.

Uncovering Inequities

Analyzing the Impact of
Staff-Based Budgeting

Uncovering Inequities:
How is equity analyzed?

This three-step analytical method shows the magnitude and location of funding inequities among schools in a district.

Step 1: Compare funding levels across schools with different student populations.

- Calculate what each school would expect to receive if it were allocated the district averages for its mix of students (*weighted average expenditure*).
- Compare the actual allocations the school receives with this expected allocation (*weighted index*).

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NOTE   We would expect a high-poverty school with many bilingual education students to receive more resources than a low-poverty school with no bilingual students. But, we need a measure that takes into account different funding levels for the actual students in a given school. We developed a weighted index for this purpose (see slide 16).

The three-step analytical method described in slides 13–15 was developed by School Communities that Work. Terms used are defined in slide 16. For more detail on this process, see *Assessing Inequities in School Funding within Districts: A Tool to Prepare for Student-Based Budgeting* (Annenberg Institute 2002).

Step 2: Look for variation.
- Calculate the average variation of the actual allocation from the expected allocation over all the schools in the district (*coefficient of variation*).
- A small variation indicates equitable distribution among schools and students with similar needs. A large variation shows that there are many extremes (low and high) of certain schools and students compared to others with similar needs, indicating inequities.

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NOTE   In analyzing variation, we compared:
- The minimum, maximum, and range
- The percent and number of schools above 110% and 105%, and below 90% and 95%.

The coefficient of variation (see slide 16) shows whether the differences in funding from one school to another are extreme or whether the values for different schools are acceptably close to the district averages.

Uncovering Inequities:
How is equity measured?

Step 3: Analyze funding levels by category to see who is getting more or less than their share.

- Break out the calculations by type or region of school and by student characteristics.
- This shows which schools, programs, and students the district is investing in and which are getting shortchanged.

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NOTE   This step is similar to Step 2 (see slide 14), with the difference that the coefficients of variation are calculated for subgroups of schools (type of school, region of schools, type of program, student characteristics, etc.) rather than for the whole district.

Uncovering Inequities:
What measurements do we use?

♦ **Weighted average expenditure (a dollar amount)**
Calculated for each school: Multiply the total number of students at the school by the district's basic per pupil dollar allocation, then add the number of students in one category (e.g., ESL) times the *additional* per pupil allocation for that category, and so on for each category of interest (special education, high-poverty, etc.)

♦ **Weighted index (a ratio of two dollar amounts)**
Calculated for each school: Divide the actual dollar allocation the school receives from the district by the weighted average expenditure for that school.

♦ **Coefficient of variation (a fraction between 0 and 1)**
Calculated for each school: Divide the *standard deviation* across all the schools' weighted indexes by the *mean* of all the schools' weighted indexes.

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NOTE   The concepts and terminology *weighted average expenditure* and *weighted index* and the formulas used to derive them were developed by School Communities that Work as part of the three-step analytical method described in slides 13–15.

Uncovering Inequities

Looking for Evidence in Cincinnati and Houston

SCHOOL COMMUNITIES THAT WORK

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NOTE   See slides 13–15 for a description of the three-step analysis process.

Cincinnati Public Schools is a midsized district with fewer than 100 schools, characterized by substantial variations in wealth and performance within the district. Data were analyzed for the 1998–1999, 1999–2000, and 2002–2003 school years.

Houston Independent School District is a large district with a historic commitment to equity. The district has over 250 schools and substantial high-poverty and ESL populations. Data were analyzed for the 1998–1999 and 1999–2000 school years.

Uncovering Inequities:
Looking for evidence in Cincinnati

Cincinnati's data showed substantial inequities.

Variation in Weighted Index among Cincinnati Schools with Staff-Based Budgeting
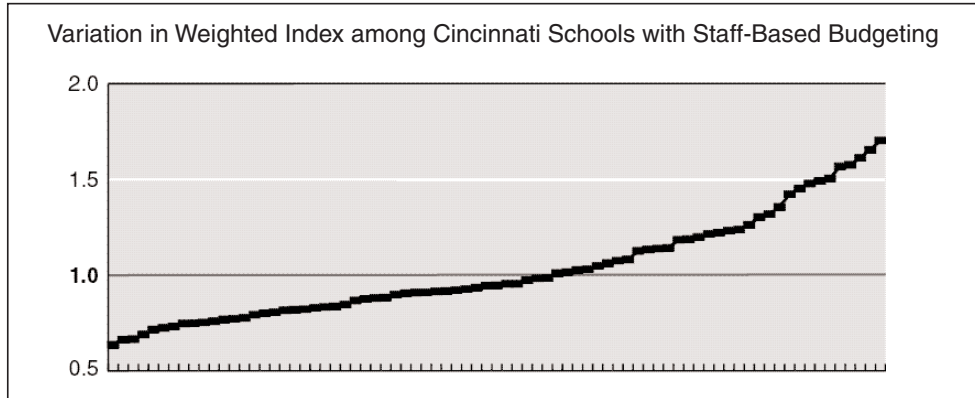
Weighted indexes		Coefficient of variation	Schools receiving over 110% of weighted average expenditure	Schools receiving under 90% of weighted average expenditure
Maximum	Minimum			
1.7	0.6	0.26	25 schools (32%)	27 schools (35%)

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NOTE   Slide 11 showed the variation in per pupil expenditures in dollars,
which cannot capture variations due to different categories of students.
In slides 18–21, we apply the first two steps of the three-step analytical
process described in slides 13–15. We use a weighted index – the ratio
between the district's actual dollar expenditures on a given school and
what the dollar expenditure would be if the school received the dis-
trict's average dollar expenditure for the numbers of students of differ-
ent characteristics at that school. Using this index, we are able to
compare across different kinds of schools with different student popu-
lations and even across different districts.

Uncovering Inequities:
What Cincinnati's data mean

1. The maximum index (1.7) shows that the most highly funded school received 70% more than the weighted average expenditure. The minimum index (0.6) shows that the school with the lowest funding received only 60% of the weighted average expenditure.

2. Cincinnati's coefficient of variation (0.26) shows inequities – an unacceptably large variation.

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NOTE   1. The average index is 1.0.

2. The coefficient of variation is the standard deviation divided by the average. It measures how extreme the high and low values are compared to the average. Generally, researchers agree that variation above 0.1 is unacceptable.

3. The percentages indicate that a third of the district's schools receive funds in excess of 110% of the weighted average expenditure and a third are short-changed by more than 10% under the traditional staff-based budgeting system.

Uncovering Inequities:
Looking for evidence in Houston

Variation in Weighted Index among Houston Schools

Weighted Indexes		Coefficient	Schools receiving over 110% of	Schools receiving under 90% of
Maximum	Minimum	of Variation	weighted average expenditure	weighted average expenditure
2.91	0.46	0.11	57 schools (22%)	16 schools (6%)
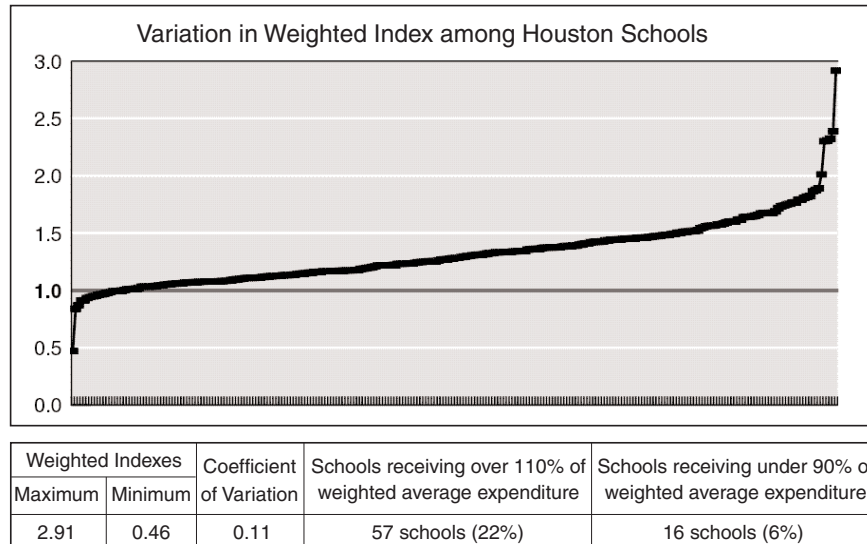
NOTE   Not all districts have the same equity issues. The pattern of inequity was different in Houston than in Cincinnati.

Houston's distribution shows much greater extremes (with a maximum index of 2.91 and a minimum of 0.46) but many more schools near the average.

As a result, the coefficient of variation is much lower at 0.11.

While 22% of the schools still receive resources over the 110% level, only 6% were severely disadvantaged (funding levels under 90% of the weighted average expenditure) by staff-based budgeting policies.

Uncovering Inequities

SCHOOL COMMUNITIES THAT WORK

Who Wins, Who Loses
with Staff-Based Budgeting

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Uncovering Inequities:
How many schools are shortchanged or favored?

Cincinnati (77 Schools)

30 schools			18 schools			29 schools		
10	12	8		6	3	20
13%	16%	10%	23%	8%	4%	26%
<15%	10-15%	5-10%		5-10%	10-15%	>15%

LESS than weighted average expenditure | Within 5% of weighted average expenditure | MORE than weighted average expenditure

41%
Within 10% of weighted average expenditure

Houston (243 Schools)

51 schools			120 schools			72 schools		
6	7	38		30	15	27
2%	3%	15%	49%	12%	6%	11%
<15%	10-15%	5-10%		5-10%	10-15%	>15%

LESS than weighted average expenditure | Within 5% of weighted average expenditure | MORE than weighted average expenditure

77%
Within 10% of weighted average expenditure

NOTE The number of schools receiving less than 95% (or 90%) of the weighted average expenditure shows how many schools suffer from the current unequal distributions under staff-based budgeting.

Those receiving greater than 105% (or 110%) of the weighted average expenditure are favored by the current distribution, and therefore would lose the most in a more equal distribution of funds.

A redistribution in Cincinnati would impact a greater percentage of schools than in Houston, including twenty schools currently receiving at least 15% more than the weighted average expenditure.

In Cincinnati, the *majority* of the schools showed equity disparities (either positively or negatively) under staff-based budgeting.

In Houston, more of the schools received funding close to the weighted average expenditure.

Uncovering Inequities:
Which schools and students are affected?

	Average weighted index for each group of schools under staff-based budgeting*	
	Houston	*Cincinnati*
Small Schools	1.12	1.07
Large Schools	0.99	0.90
Elementary Schools	1.02	0.99
Middle Schools	1.15	1.30
High Schools	0.89	0.99
Alternative/ Magnet Schools	1.80	1.17
High-poverty Schools	1.04	1.00
Low-poverty Schools	1.16	1.00

* A value of 1.0 represents funding that exactly matches the district's average expenditures for a school's particular mix of students.

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NOTE   Inequities can be hidden in certain kinds of schools or sectors of the district. Examining the average weighted index for subsets of schools (step 3, slide 15) reveals systematic investment patterns (even if unintentional) among certain kinds of schools. For instance:

> Alternative and magnet schools in both districts were funded at much higher levels than the rest of the schools, with an average index of 1.80 in Houston and 1.17 in Cincinnati.

> In Houston, a greater share of the resources were also being devoted to low-poverty schools, with an average weighted index of 1.16.

> Middle schools also received more than their share.

Further examination of the coefficients of variation for each subset (not shown here) also tells us how much variation there is within that subset. For instance:

> In Cincinnati, much of the variation was among the high schools (which had a high coefficient of variation). Some received unusually large budgets compared with the weighted average expenditure, and others received much less.

> In Houston, a high coefficient of variation for the low-poverty schools (0.34) indicated that while some wealthier schools got much more than their share, the pattern did not extend to all wealthier schools.

Analyzing just the basic education dollars shows how deep some inequities are buried. In both districts some schools received appropriate added levels of funds for special programs (like bilingual education), but funding for the basic education program was inadequate.

Uncovering Inequities:
What's the impact of staff-based budgeting?

♦ Districts look different – inequities are in different places and to different degrees.

♦ Some features were common to Houston and Cincinnati:

- Under staff-based budgeting, there were many variations that followed no clear plan. History, not district strategy, drove district resource distributions.
- Statistical analysis showed that a third of the variation was unexplained by any recognizable district variable.
- Each district had to examine its numbers carefully to find out where its inequities were.

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Uncovering Inequities:
What's the impact of staff-based budgeting?

♦ Often districts direct special funds to selected student populations (special education, bilingual education, etc.), but don't realize that these children receive less than their share of regular education dollars.

♦ Districts can use the vertical equity concept to help address the needs of certain groups of students or as part of a reform effort, but only after base funding has been equalized.

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Uncovering Inequity

Analyzing the Impact of Teacher Salary Averaging

Uncovering Inequities:

How are teachers' salaries traditionally allocated?

- ♦ Most districts use a fixed average salary to compute the staffing costs in each school, but real salaries vary substantially from school to school.
- ♦ The effect of this policy is that schools with less-experienced, lower-paid teachers receive fewer real resources than their budgets indicate.

Uncovering Inequities:
To what extent do real salaries vary?

Variation in Teacher Salary Costs Among Schools

		Cincinnati	*Seattle*
Average percentage of impact among schools		5.9%	4.9%
Average variation among schools	Per pupil	(+/−) $189	(+/−) $144
	Per school	(+/−) $106,974	(+/−) $72,576
Maximum benefit	Greatest per school benefit from salary averaging	$522,495	$238,539
	Percent of average school teacher costs	15.6%	11.0%
	Per pupil dollars	$497	$322
Maximum loss	Greatest per school loss from salary averaging	$959,730	−$263,622
	Percent of average school teacher costs	−19.2%	−21.8%
	Per pupil dollars	−$613	−$637

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NOTE   For information on Cincinnati, see slide 17.

Seattle Public Schools is a midsized district with fewer than 100 schools, characterized by substantial variations in wealth and performance within the district. Data are from the 1999–2000 school year.

On average, each school gained or lost 5% to 6% of its budget due to salary averaging practices.

In Cincinnati, one school lost nearly $1,000,000 from this policy.

Uncovering Inequities:
Who benefits and who loses from salary averaging?

SCHOOL COMMUNITIES THAT WORK

Weighted Salary Index

Type of School	Cincinnati	Seattle
Elementary Schools	0.99	1.00
Middle Schools		0.96
High Schools	1.06	0.94
High-poverty Schools	0.96	0.97
Low-poverty Schools	1.07	1.02
High-Performing/Achievement Schools	1.02	1.03
Low-Performing/Redesign Schools	0.94	0.95

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NOTE   In this slide we apply the weighted index described in slide 16 to the policy of averaging teachers' salaries.

The weighted salary index tells us how salaries in a given school (or set of schools) compare to the district averages. Indexes over 1.0 show higher than average salaries.

High-poverty, low-performing schools in both districts lose out, as more highly paid teachers tend to end up in more desirable schools.

Uncovering Inequities:
What's the impact of salary averaging?

♦ Most researchers agree that salaries are not a perfect indicator of teacher quality, because salary is dependent on a scale that does not accurately reflect quality.

♦ Equalizing salaries without reforming salary scales will not fully remedy inequities in teaching resources.

♦ However, equalizing schools' ability to purchase quality teaching resources is vitally important.

Uncovering Inequities:
What's the impact of salary averaging?

♦ The nearly universal practice of averaging salaries masks the inequities in teacher quality that hurt the worst schools.

♦ Variations in teacher salary are real and consistently impact high-poverty and low-performing schools.

Moving toward More Equitable School Funding

SCHOOL COMMUNITIES THAT WORK

Analyzing the Impact of Student-Based Budgeting

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Moving toward Equity:

How does student-based budgeting work?

Student-based formulas distribute dollars based strictly on a student-based formula. Each student is allocated a base amount plus added funds in fixed increments for ESL, poverty, special education, etc.

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NOTE   A formula of this type is given and explained in *Assessing Inequities in School Funding within Districts: A Tool to Prepare for Student-Based Budgeting* (Annenberg Institute 2002).

Moving toward Equity:
Cincinnati after four years of student-based budgeting

Data from Cincinnati showed more equitable distribution of funding after four years of student-based budgeting.

Variation in Weighted Index Among Cincinnati Schools Using Projected 2002–2003 Data: Year 4 of Student-Based Formula
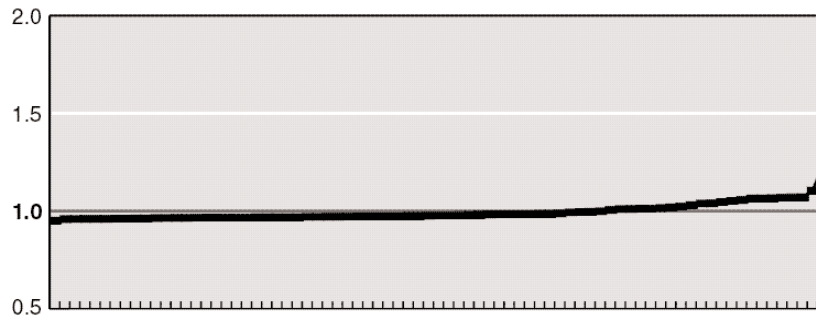
NOTE   Compare this chart with the chart for the same district under staff-based budgeting (Slide 18). Under student-based budgeting, the funds received by the district's schools are grouped much more closely around the weighted average expenditure, indicating greater equity.

Moving toward Equity: Student-based budgeting helps districts achieve equitable funding

- ♦ Student-based budgeting allows districts to experiment with formulas.

- ♦ Districts can analyze which changes in resource allocation have the desired impact on different types of schools and groups of students.

- ♦ These adjustments allow districts to improve funding equity over time even if their original funding patterns were extremely inequitable.

- ♦ Districts can also adjust formulas to reflect strategic decisions – for example, implementing higher weights for middle schools to support a middle school initiative, etc.

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Moving toward Equity: Student-based budgeting allows more equitable allocations

		Percent of schools that had allocations within 5% of the weighted average expenditure	Percent of schools that had allocations within 10% of the weighted average expenditure
Houston	Traditional staff-based budgeting	49%	77%
	New student-based formula (Year 1)	72%	82%
Cincinnati	Traditional staff-based budgeting	23%	42%
	New student-based formula (Year 1)	23%	49%
	New student-based formula (Year 4)	87%	97%

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NOTE   As these districts implemented student-based budgeting formulas, resources were reallocated among schools, creating substantial improvements in equity (more schools receiving allocations near the weighted average expenditure).

In Houston, the student-based formula equalized distributions substantially, with only 1 in 4 schools deviating from the weighted average expenditure by more than 5%.

Cincinnati initially used a more complicated formula that accommodated a larger range in the distribution of dollars. The Year 1 result was only a modest move toward equity. The district continued to adjust the formula, and the Year 4 data show much more equitable distributions.

Moving toward Equity:
Challenges to implementing student-based budgeting

- ♦ Some schools will most likely lose funds in the transition, making the change a delicate and politically charged move.

- ♦ Initial formulas often reflect the old funding disparities as districts try to phase in larger changes over several years.

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NOTE   For the three districts we studied, the transition to a student-based formula has been gradual, with incremental changes each year following implementation.

Moving toward Equity: What is the short-term impact of student-based budgeting?

The impact after one year was different for Cincinnati and Houston.

Movement of Resources in Transition to a Student-Based Formula				
	Change in	Average Change	Largest Gain	Largest Loss
Houston Year 1	Per pupil revenues	$250	$3,661	−$1,240
	Total school revenues	$174,406	$507,154	−$991,480
	Percent of school revenues	9.1%	16.8%	−33.8%
Cincinnati Year 1	Per pupil revenues	$266	$1,131	−$1,546
	Total school revenues	$120,170	$730,881	−$595,316
	Percent of school revenues	4.2%	16.8%	−16.4%

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NOTE   These data reflect changes after the first year of implementation.

For each district, many schools experienced substantial changes in their funding levels.

Success in the first year depends on previous inequities and on the particular formula adopted.

Moving toward More Equitable School Funding

Lessons and Recommendations

Moving toward Equity: What we learned about the impact of student-based budgeting

- ♦ Greater equity comes gradually, even during the implementation of the new formula.
  - Districts used non-formula dollars to supplement formula funds in some schools, sometimes for several years.
  - Districts limited how many resources they dedicated to the formula. Non-formula dollars were less equitable.
  - Districts chose formulas initially that reflected their old distributions to mitigate the immediate impact on all schools.

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Moving toward Equity: What we learned about the impact of student-based budgeting

- ♦ Not all weightings were related to equity; some were strategic decisions to concentrate more resources, such as making a strategic investment in the middle grades.
- ♦ With student-based formulas, investments are clear and intentional and can be deliberately modified from year to year.

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Moving toward Equity:
Recommendations

- Each district should monitor variations in funding levels among its schools.
- Districts should commit to a student-based budget that allocates resources based on students, not schools or staff.
- Districts can use funding decisions as part of their strategy, directing resources consistently across the district (e.g., primary grades initiative, etc.).
- To achieve a more equitable distribution of teacher talent, districts should uncover variations in teacher quality throughout the district and investigate new policies for compensating teachers and budgeting their salaries.

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SCHOOL
COMMUNITIES
THAT WORK

*A National Task
Force on the Future
of Urban Districts*

Pennsylvania's Public School Funding: The foundation of the Commonwealth

Pennsylvania's Public School Funding: The foundation of the Commonwealth

For Pennsylvania to compete effectively in a 21st century economy, it must enable all of its citizens to develop their creative and productive abilities to their fullest. Studies have shown the significant contribution of education to individual growth, social progress and economic prosperity.[1] In the global, knowledge-based economy, it is critical for every community in the Commonwealth to have top-notch public schools in order to compete for business investments and prepare their children to be successful individuals. It is also essential that state and local taxpayers are treated fairly, with their tax rates based on their real abilities to pay.

Pennsylvania students' dramatic gains in a whole range of standardized test scores is further evidence of the impact public education funding can have on student learning. When highly skilled and talented educators, like PSEA's members, have appropriate resources in the classroom, they can provide the Commonwealth's students with the skills they need to fuel local, state, and national economic growth.

Pennsylvania must invest in the entire spectrum of public education services to provide economic prosperity for individuals and for the Commonwealth as a whole. Policymakers must commit to working with school districts, educators, parents, local communities, and other advocates to provide high-quality educational opportunities to every child in the Commonwealth, regardless of family background, economic status or the neighborhood in which they reside. *Full and fair state funding is absolutely essential to ensure these goals are met.*

After largely ignoring this essential objective for over a decade, the Commonwealth has made significant strides in the past several years. Investments in programs that are proven to work, like small class size, full-day kindergarten and pre-kindergarten, have produced results. Even more important, the enactment of Act 61 of 2008, which for the first time since 1991 includes a statewide basic education funding formula, will make funding for public education in Pennsylvania more adequate, equitable, and predictable.

Now, the challenge is to sustain those achievements, fund them appropriately and maintain the fiscal discipline necessary to make them work for our students. PSEA envisions a public school funding system that continues and expands upon these essential proven investments. Fulfilling that vision will provide our teachers with the tools they need to educate our next generation of leaders, will promote the economic development of our communities, and will ensure that

Pennsylvania's state and local taxpayers are treated fairly and taxed based on their relative abilities to pay.

PSEA Recommendations

Make full and fair state funding a priority, so that:

- Every child has an opportunity to achieve academic success through a quality, public education regardless of the wealth of his or her community.
- Every public school employee has fair and adequate compensation and appropriate working conditions.
- Every taxpayer has reasonable, equitable, and transparent local and state taxes.
- School district officials may rely on a predictable statewide funding formula that allows for long-term planning and multi-year budgeting.

In order to accomplish these objectives, policymakers must base state school funding on the following five key principles:

- **Adequacy:** Ensure that all schools have the educational resources they need to provide every student with the opportunity to at least meet statewide academic standards.
- **Equity:** Ensure that state funds are distributed so that every district can achieve adequate spending levels based upon the Costing Out Study[2] with reasonable local tax efforts.
- **Efficiency:** Utilize state and local resources appropriately and effectively toward student achievement.
- **Accountability:** Provide the necessary financial resources and technical assistance for educators to fulfill their obligations to students and for school districts to achieve desired student outcomes through effective stewardship of taxpayer funds.
- **Predictability:** Provide state funding in a manner that allows school districts to plan their budgets and programs to maximize learning opportunities.

Specifically, PSEA recommends the following to ensure full and fair state funding in Pennsylvania and that schools have the tools they need to provide all students the opportunity for meeting their academic potential:

- Continue to implement the new Basic Education funding formula as established under Act 61 of 2008, which makes significant progress toward implementing the principles above.
- Improve the efficiency of state funding for education by including successful categorical aid (for example: Accountability Block Grant, Dual Enrollment, Education Assistance Program, Science: It's Elementary, etc.) in the Basic Education funding formula.

- Identify methods for continuing to improve the equitable distribution of state funds by assuring local tax efforts considered for state funding are commensurate with the local community's ability to pay them.
- Identify mechanisms for improving local tax fairness to individual taxpayers through property assessment reforms and re-evaluating how a local's "fair share" of funding is determined (currently, the state determines a locality's ability to pay "fair share" via the aid ratio which is based on market value but another option would be to determine "aid ratio" by personal income or personal wealth of individuals within the school district).
- Continue funding investments in early childhood care and education.
- Fully fund the state's share of special education costs as identified in the Costing Out Study and distribute those funds in accordance with the Act 61 funding formula.
- Fully fund the state's share of career and technical education according to the existing funding formula.
- Increase the accountability of charter and cyber charter school funding.

The Pennsylvania Constitution calls for a "thorough and efficient system of public education" (Article 3.B). Pennsylvania, however, has fallen short of this constitutional requirement. Decades of insufficient and inequitable state funding have forced Pennsylvania public school districts to a system of choices – either fail to make key educational resources available to their students *or* seek significant property tax increases to provide the appropriate education for the children of their communities. This lack of state support and over-reliance on local property taxes for funding, particularly in those school districts with the least amount of local resources, creates inequitable academic opportunities for students and undermines the ability of local communities to meet their full economic potential because of higher local taxes and, at times, struggling public schools.

SHIFTING THE LOAD SINCE THE EARLY 90's:
$9.9 BILLION FROM STATE TO LOCAL PROPERTY TAXPAYERS
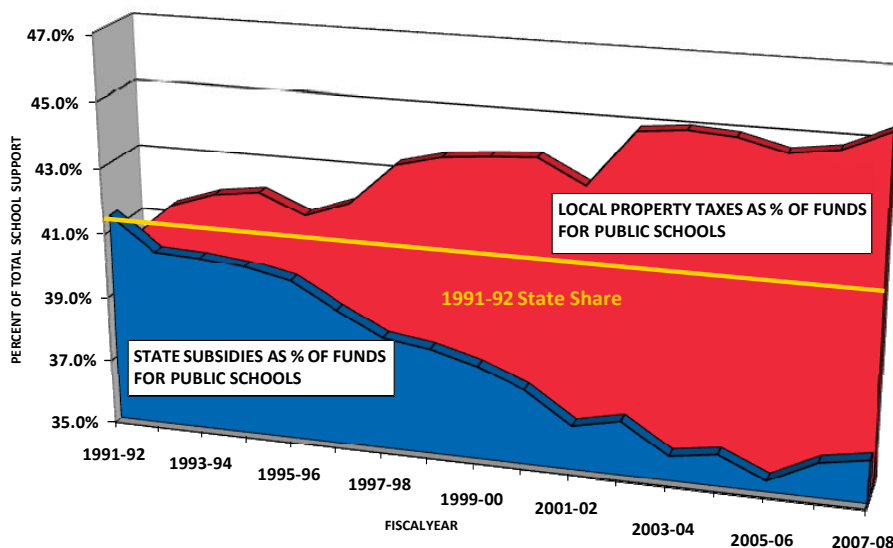
Despite claims to the contrary, money *matters* in determining the quality of a child's education. The Campaign for Fiscal Equity, Inc., provides an extensive review of research on the link between school spending and student performance.[3] For example, Hedges, Laine, and Greenwald analyzed the results of several prior studies and found that spending and performance were positively correlated.[4] A subsequent study by Wenglingsky specifically demonstrated that higher per pupil expenditures were correlated with higher measures of student performance when those expenditures reduced teacher-student ratios.[5] Pennsylvania's Costing Out Study, however, found that in 2005-06 Pennsylvania's schools spent $4.5 billion *less* than needed to meet state and federal standards. [6]

SCHOOL DISTRICT REVENUES BY MAJOR TYPE
2008-09 BUDGETS

Federal Sources
3%

Other
0%

Other State
Sources
17%

Property Taxes
45%

Basic Education
Funding
22%

Other Local
Sources
13%
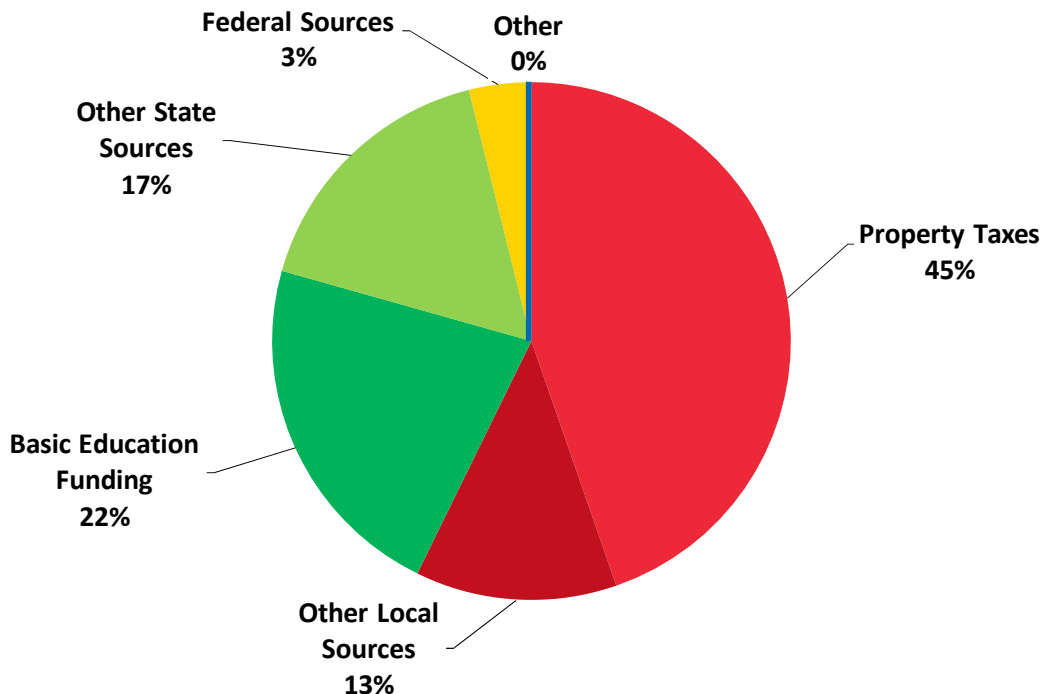
PSEA believes that if Pennsylvania is to improve public education for children and reduce the current over-reliance on local property taxes, education funding must increase and the *state share* of that funding must be increased as well. Recent polls indicate that 85 percent of Pennsylvanians support increasing the state share of education funding, and that a majority support increasing state taxes to sustain increases in funding for education.[7]

There is also evidence to demonstrate that when individuals are educated, there is a decreased need or reliance on other public funds such as drug treatment, corrections, subsidized health care, and income assistance.[8] In order for this wise and prudent investment in public education to be sustainable, policymakers must evaluate and reform the current tax structure for Pennsylvania.

The Commonwealth needs to develop a tax system that provides sufficient revenue growth to meet its constitutional obligations. The current tax structure is overly burdensome on those households least able to afford to pay, eroding the state's capacity for sustained investments in public services necessary to promote equitable economic growth.[9] Broadening the tax base, closing loopholes, and examining the widespread use of tax credits that hamper both the state's level of revenue and the overall fairness of the system are essential public policy changes needed in Pennsylvania.[10]

Act 61: A research-based approach to school funding

For the first time ever in Pennsylvania, Act 61 of 2008 established a school funding formula actually based on the costs of providing students the necessary instructional resources for meeting state academic goals. In addition, the formula accounted for various factors such as student poverty, English proficiency of the student, school district size, and geographic location.

The Act 61 formula is rooted in the research-based findings of the Costing Out Study, commissioned by the General Assembly in Act 114 in 2006, overseen by the State Board of Education, and released in 2007.

The Study combined four different methods for measuring adequate resources in schools – a successful school district analysis, a professional judgment analysis, an evidence-based analysis, and a cost function analysis. In terms of "adequacy" – or the level of funding needed by school districts to provide the opportunity for students to meet academic goals – the study concluded that Pennsylvania school districts required an additional *$4.3 billion* for students to meet these goals. The study included means for calculating *adequacy targets* for spending for each school district based on student needs. This was a critical component of the study and is a key element of the Act 61 formula.[11] The authors of the study also concluded that the adequacy shortfalls are greatest in those districts least able to raise resources locally – precisely the situation the state's funding system must be designed to avoid.

The Basic Education subsidy formula contained in Act 61 includes computations aimed at achieving these adequacy targets in each school district over a period of years. The General Assembly made significant appropriations to fund this progression in FY 2008-2009 and FY 2009-2010. In 2008-09, the state required districts to use increases above inflation under the new formula on innovations to improve student performance of proven value. As a result, following the first year of implementation of Act 61:

- An additional 46,000 students statewide received tutoring or other programs to extend classroom time;
- Nearly 300,000 students benefited from further professional development opportunities for their teachers;
- 312,000 students enrolled in new courses such as foreign language and advanced math and science, receiving the most up-to-date curriculum and hands-on learning;
- Nearly 2,000 additional children attended pre-kindergarten or full-day kindergarten; and
- 6,300 additional students learned in smaller classes.

Continuing to phase-in the state share outlined in Act 61 of the school districts' adequacy targets is essential to begin to repair decades of inequity in the educational opportunities afforded students across the state, to prepare a workforce capable of competing in a knowledge-based global economy, and to improve living standards for everyone.

(01/10)

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[2] Augenblick, Palaich and Associate. (2007). "Costing Out the Resources Needed to Meet Pennsylvania's Public Education Goals." Report presented to the Pennsylvania State Board of Education. http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?a=3&q=130714.

[3] Rebell, M. A., & Wardenski, J.J. (2004). "Of Course Money Matters: Why the Arguments to the Contrary Never Added Up. The Campaign for Fiscal Equity, Inc."

[4] Hedges, L.V., Laine, R.D. & Greenwald, R. (1994). "Does Money Matter? A Meta-Analysis of Studies of the Effects of Differential School Inputs on Student Outcomes," Education Researcher.

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[6]

School funding – appendix: definitions

Aid Ratio (Market Value/Personal Income Aid Ratio – MV/PIAR) is the state's measure of the relative wealth of a school district based on a district's market value and personal income wealth per pupil compared to the per pupil values for the state as a whole. In theory, it is the percentage of a district's Actual Instructional Expense per pupil (AIE/WADM) that should be reimbursed by its Basic Education Funding (Subsidy) to the district.

AIE (Actual Instruction Expense) is an official state measure, calculated by the Pennsylvania Department of Education, to reflect classroom expenditures by school districts not reimbursed by subsidies other than Basic Education Funding.

Assessed Value is the total value of property, as determined by the county, upon which the district levied property taxes in the current year.

ADM (Average Daily Membership) is the mean number of pupils attending classes in the district in a day.

Local Tax Effort is calculated by dividing the total taxes collected by the market value, and multiplying the result by 1,000. The resulting figure is total local taxes in terms of "equalized mills" on market value.

Market Value is estimated by the State Tax Equalization Board (STEB) for every school district and certified each June 30. STEB adjusts market value in odd years (e.g. 2001, 2003) only for changes in the tax rolls, while in even years (e.g., 2002, 2004) it adjusts Market Value to reflect change in real estate values (inflation).

MV/WADM (Market Value per WADM) The district's Market Value per Weighted Average Daily Membership (WADM) is calculated by dividing the school district's market value of taxable real property (as certified by the State Tax Equalization Board, or "STEB"), by the district's WADM. This figure is used to calculate the district's market value aid ratio (MV/PI Aid Ratio).

PI/WADM (Personal Income Per WADM) The Personal Income per WADM is calculated by dividing the personal income for the school district, certified by the Pennsylvania Department of Revenue, by the WADM. The figure is used to calculate the personal income aid ratio. As of 1988, the personal income used in the Personal Income per WADM computation does not include income earned by Pennsylvania residents in another state.

WADM (Weighted Average Daily Membership) is the daily count of pupils (weighted by grade level) divided by 180 days. For each 180 days membership, secondary students (grades 7-12) are counted as 1.36; elementary pupils (grades 1-6) are counted as 1.00; and one-half time kindergarten students are counted as 0.50.

Protocol for Culturally Responsive Organizations

Ann Curry-Stevens, Marie-Elena Reyes &
Coalition of Communities of Color

Communities of color have long been marginalized in mainstream service delivery – invisible in terms of their access to resources and services, the adequacy of such services, and in the types of interventions available to members of the community. When available, organizations have been ripe with inequitable outcomes. Today, greater attention to racial equity exists, with local leaders of color having been able to leverage influence to ensure that stronger accountability exists among mainstream organizations in terms of how well communities of color are served, with heightened emphasis on the cultural responsiveness of the entire organization. At the request of the Coalition of Communities of Color, the Center to Advance Racial Equity was asked to conduct this research, with this product being a concrete offering to mainstream organizations to assist their assessment and improvement process to advance their cultural responsiveness.

Thank you to our funders!

Contents

September 2014

Dear Friends, Fellow Leaders and Grantors,

On behalf of the Coalition of Communities of Color and the Center to Advance Racial Equity at Portland State University, we are pleased to share a new open source tool, the Protocol for Culturally Responsive Organizations.   Historically, we have had the honor of creating and sharing some significant data and other open source tools; data and content captured in the 'Unsettling Profiles' series, Racial Equity Policy templates, and last year, the tool for Organizational Self-Assessment (OSA). The Organizational Self-Assessment offered a broad and wide 'snapshot' view for school districts, nonprofits, corporations, foundations, and others. Our next level of work was how to assess cultural responsiveness in social service provision. Much time and research has been provided to create the right tool, mechanisms to measure, characteristics to review, and to identify an effective format.

In short, the Protocol for Culturally Responsive Organizations is designed to assist organizations and granting bodies to assess an organizations practice and commitment to integrating cultural responsiveness across the organizations' policies, practices, culture, and data collection and evaluation mechanisms.

This new tool will make the work of our service community more transparent. It will encourage the development of improved consciousness about our work, increases in and/or reallocation of resources, and improve forward planning for enhanced equity and cultural responsiveness. This confluence of action will help us to grow, learn, and 'stay the course' towards social justice and racial equity. We hope this new tool will raise our aligned and progressive collective efforts toward building a healthy and prosperous community. We believe it will empower us to play a meaningful and intentional role in creating an Oregon where race and ethnicity no longer predict a community member's chance for success.

In enclosed documents you will learn how this tool was borne, rationale for this work, process by which it will be implemented and, of course, the tool itself.

Welcome to yet another part of our journey together. We look forward to the momentous and important work we will do together in insuring the best care and outcomes for our communities. To quote an African proverb, "Alone we may go fast but together we will go far." Let us go together!

Sincerely,

Carmen Rubio   Gerald Deloney

Executive Director, Latino Network   Director of Program Advancement, Self Enhancement, Inc.
Co-Chair, Coalition of Communities of Color   Co-Chair, Coalition of Communities of Color

Ann Curry-Stevens

Director, Center to Advance Racial Equity
Associate Professor, School of Social Work, Portland State University

Goals of the Protocol

This Protocol was created to assist organizations improve their ability to serve communities of color. It is a deep dive – covering the full arena of an organization's governance and operations, integrating nine different domains, a set of 99 standards to establish the ideals for our work, and a set of 109 pieces of "evidence" that support an organization to assert its capacity to well-serve communities of color. This evidence will allow an organization to respond to the question, "Where's the equity in your organization?" and you'll be able to say, "Here it is." You'll be able to go further than that, being able to say, "Here's our Protocol assessment, and here's our Improvement Plan, and here are all the details that show you how far we've gotten in our efforts to be culturally responsive."

We have also developed a resource that we hope is useful for funding bodies (foundations and government departments) as they pay attention to how to ensure that their grantees and contractors are meeting the needs of clients and communities of color. While it would be ideal to require grantees to implement the Protocol, such depth might not be feasible or desirable for imposition by funding bodies. A less onerous – but still significant – performance metric is integrated into the "Interview Questions for Funding Bodies."

The originators of this tool are the Health and Human Services Committee of the Coalition of Communities of Color (CCC). Members of the committee represent a range of culturally specific organizations aiming to eliminate racial disparities in health and human services, by advancing racial equity and culturally responsive services. With this goal as their priority, they approached the Center to Advance Racial Equity at Portland State University seeking research support to (a) learn of best practices in the field, through a comprehensive review of the literature in both the academic arena and in publications by public agencies and institutes – many of which have integrated an assessment approach to help interested organizations in becoming more culturally responsive, and (b) to work in deep partnership with the CCC to develop a Protocol which has become an assessment tool that helps both culturally specific and mainstream organizations in their work.

In addition to the main Protocol tool, we provide you with an integrated set of resources to take an organization from the assessment phase to the action phase:
- Grading matrix to "diagnose" one's status
- Recommended next steps to review options for inclusion in your Improvement Plan
- Documentation list to help organize the evidence that organizations might collect
- Organizational model for a culturally responsive organization that highlights the structures that we perceive to be important for carrying the work

We then also provide a set of resources that might be helpful for an organization that is doing the heavy lifting of undertaking specific action items. These are not prescriptive but rather our compendium of suggestions for several important areas of practice:
- Interview questions for funding bodies (explained above)
- Racial equity policy
- Terms of reference for an Equity Team
- Supervision policy
- Performance appraisal process

- Risk assessment tool
- Client satisfaction survey
- Climate survey
- Resources for deepening your journey

We hope that the Protocol and its resources are helpful to your journey towards greater cultural responsiveness.

Persistent racial disparities compel us to take action. For too long, however, many organizations have has few expectations placed on them for ensuring that they are able to provide evidence of how well they serve communities of color. We hope this Protocol and the resources contained within are able to provide you direction, skills, tools and impetus to act. Simultaneously it offers the Coalition of Communities of Color an opportunity to be proactive – working with organizations and providing a road map. We are excited by the possibility that this Protocol offers enduring directionality for our collective efforts, and our collective wellbeing.

Background Information on the Impacts of Racial Inequity

As organizations prepare themselves for improving their cultural responsiveness, there are some pieces of compelling research that are important foundations for action. Research descriptions that follow illustrate the impact of racism on the employee of color, the impact of diversity of workforce in the workplace, and the desirability of organizations that have successfully integrated diversity into their operations. While there are few studies explicitly about the impacts of anti-racism organizational change, diversity expansion has been well studied, with positive results illustrated for problem solving, hiring and retention, market share and performance.

As background, Title VII of the Civil Rights Act provides protected classes (by race, color, religion, sex and national origin, with disability protections added in the 1990 Americans with Disabilities Act) assurances against discrimination. The organization itself is typically held liable for employment practices that discriminate against workers of color.

Accordingly, it is in the interests of the organization to ensure that its managers and supervisors are equipped to notice inequities, to take action to address them, and ensure that their staff are able to work unimpeded by hostility and inequities. This is part of "risk management" that supports the business interests of the workplace.

So too, workforce composition is described as critical for achieving cultural competence and for delivering culturally responsive services.[1] Staff that reflects the local community are considered essential for connecting with service users from the community. A study of a culturally specific domestic violence agency serving African American survivors[2] cited that a majority of staff members were African American and representative of the clients served. All clients interviewed found this helpful because they related better to African American staff and because of the employment opportunities being provided to their community. A second study of the Latin American Cancer Research Coalition (LASRC)[3] found that gender, ethnic, and language matching of community clinic staff to service users was important for recruiting Latino subjects to participate in their clinical research. A third study[4] reported on interviews with 22 service providers from large urban centers and case studies were collected from Aboriginal Housing Providers in Western Canada demonstrated the value of culturally responsive shelter and support services for Aboriginal peoples. All of the Aboriginal Housing Providers cited had employed Aboriginal staff as they were considered more capable of supporting residents' cultural and spiritual needs and held stronger potential to reduce at least one cultural barrier in the healing process.

For workers of color who are employed in non-culturally responsive mainstream organizations, there is high potential for damage. The presence of racism and other forms of marginalization is likely to affect one's work performance and how one is perceived in the workplace. Research tells us that racism inside the workplace is likely to result in lowered morale, higher absenteeism, heightened stress, and higher staff turnover. Racism in the workplace affects mental and physical health[5] with an impact on:

- Biology – stress levels, heart rate, and blood pressure… increasing risk levels for heart disease, diabetes, hypertension, allergies, and asthma… by reduced immune system efficiency.[6]
- Emotional health – self-esteem, sense of wellbeing, psychological adjustment… and all are linked to mental health, particularly depression. The impact on mental health begins at birth and "assail a person's integrity, producing humiliation."[7]

- Cognition – conflicting interpretations of events (stereotyping and racism, as opposed to "innocent" incidents) serve to undermine confidence and increase self-deprecation. This can cause isolation, mistrust and externalizing blame.[8]

Such an organization is also likely to build a reputation as being an unwelcoming and inhospitable place to work, and workers of color are likely to avoid seeking employment in such organizations. In one study, two different job calls were posted, one of which communicated a colorblind approach to diversity and the second which clearly demonstrated affirmation for diversity. African Americans did not apply for the former, expressing distrust in such an environment and they anticipated being treated more frequently in a biased manner.[9]

Research also tells us that diversity is a considerable asset for an organization. A leading study[10] determined that diverse groups "became more effective on the task elements of identifying problem perspectives and generating solution alternatives" than did white homogenous groups, meaning that while homogenous groups might start more strongly, they underperform in the long run in problem solving. Regularly, organizational leaders are tapped for their insights on the link between diversity, organizational productivity and performance, with the results aligning with stock performance. In one study, average returns improve from 7.9% to 18.3% per annum when moving from the bottom of companies (100 of them) in embracing diversity to the top 100 companies on diversity practices.[11] Another study[12] shows that benefits also accrue to non-minority groups: white students benefit from working closely with students of color, as they gain exposure to culturally-derived forms of problem solving and coping strategies. The assets of communities of color cannot be shared if racial divides remain pronounced.

Introducing Culturally Responsive Organizations

Mainstream organizations have faced abundant critiques about their shortcomings in serving communities of color, with conventional approaches severely lacking over the generations: assimilation, colorblindness, diversity and cultural competence are those in our most recent memory. While there have always been a few exceptions to the norms, these initiatives have failed. A quick review of their deficiencies might help build an improved foundation for moving forward:

- *Assimilation* – required obliterating one's traditional culture and adopting mainstream values and practices served as a modern-day form of genocide, only this time it was cultural.
- *Colorblindness* – the phrase, "I don't see you as a person of color – I see you as a human being" might sound attractive (and such an approach still rests in our collective psyche as desirable) but it does untold damage to communities of color. By not seeing color (or at least pretending that you do not), the approach strips people of color of their identity, their experience and their cultural assets, and signals that they do not matter to the practitioner. An additional damage is that such beliefs simultaneously signal that it is not acceptable to name racism or white privilege as part of the dynamics occurring in the lives of people of color and in the organization itself.
- *Diversity* – while an improvement over the absence of diversity (or "mono-culturalism"), diversity suggests that by simply adding more color to an organization, its problems will be solved. While some gains will be made, danger comes in not naming racism and white privilege. If the organization's leadership and staff have not built the skills for moving racial equity forward, then diversity becomes simply "window dressing" giving the appearance of real change but without such change occurring.
- *Cultural Competency* - Over the last two decades, "cultural competency" has been the term of choice to name the work of practitioners (and occasionally organizations) that embark on ways to better meet the needs of clients and communities of color that they serve. Critiques are numerous, with the most challenging being the field's unfortunate drift away from the centrality of racism, into that of "difference" meaning that some cultures are simply "different" than other ones, without naming the foundational power hierarchies embedded in their relationships. Second, cultural competency has been approached as individual skills that aim for practitioners and administrators to learn skills for understanding self and other, and omit focus on systems, organizations, cultures, discourses and institutions. Its lens has been too narrow. Other problems with the "competency" framework is that it presupposes that people of color are "knowable" by mainstream white practitioners, and that such knowledge is static – if we assume a community is knowable, then we presume that it does not change, nor change depending on the context of our engagement with that community.

Like the fish that cannot notice the water it swims in, most mainstream organizations have been unable or unwilling to notice their centrism – meaning that they do not notice the ways in which people of color are rendered marginal by the organization's culture, policies, and practices, and have not taken steps to identify the barriers that clients of color experience in getting access to the organization and in the quality of services received while there. In response, the framework of "cultural responsiveness" has been adopted by the Coalition of Communities of Color as the goal for mainstream organizations. Seminal work in this area has developed in Australia, aiming to promote the inclusion of Indigenous communities of color.

Our definition is:

> *Culturally responsive services* are those that are respectful of, and relevant to, the beliefs, practices, culture and linguistic needs of diverse consumer/client populations and communities whose members identify as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or

ethnic origin, religion, preferred language or language spoken at home. Cultural responsiveness describes the capacity to respond to the issues of diverse communities. It thus requires knowledge and capacity at different levels of intervention: systemic, organizational, professional and individual.[13]

A culturally responsive organization is thus one that has comprehensively addressed power relationships throughout the organization, from the types of services provided and how it maximizes linguistic accessibility, to its human resources practices – who it hires, how they are skilled, prepared and held accountable, to its cultural norms, its governance structures and policies, and its track record in addressing conflicts and dynamics of inclusion and exclusion, to its relationships with racial groups in the region, including its responsiveness to expectations. Furthermore, a culturally responsive organization is one that is dynamic, on a committed path to improvement and one that is hardwired to be responsive to the interests of communities of color, service users of color and staff of color.

This Protocol is comprehensive: contained are nine domains, with a total of 99 standards that identify how culturally responsive organizations will illustrate their ability to serve clients and communities of color. We have taken this work a step further, and crafted these standards in "evidence-based" terms, identifying the concrete ways in which cultural responsiveness will be illustrated. These become the metrics for assessing one's own organization. We also hope that funding bodies will integrate these metrics into their assessment of the ability of mainstream organizations to serve communities of color.

Each organization will rate itself on their evidence, with the requisite elements being undertaken and evidence gathered and stored by executive staff (or readily available from organizational files). Tracking progress is recommended to occur continually, with an annual Improvement Plan developed. This will be a work in progress, and we encourage organizations to continue their efforts. Our investments are in ensuring that communities of color are well served by the full array of organizations in the region.

In short, we are hoping that this Protocol becomes a well-accepted road map for the motivated mainstream organization to turn its good intentions into tangible results, and in doing so ensure that the services and activities of the organization result in positive outcomes for communities of color.

Theories of Change that Root this Initiative

Embarking on a serious effort to improve an organization's cultural responsiveness is rooted in more than a leap of faith – although there is benefit to the guiding importance of faith: if we signal that our goal is to advance cultural responsiveness and racial equity, then this becomes a guiding principle for practice. When such a commitment is visible to staff and also to clients and the community, expectations are heightened that tend to form the foundations for decisions from that point onwards, and staff in turn generate their creative capacity to build more responsive organizations.

Assessments: Normative for Responsive Change

The theories that underlie these change efforts begin with the value of conducting the assessment. The last two decades of efforts in "cultural competency" development have over-relied upon training, with an abundance of this work being "unlikely to have sustained positive effects if implemented in the absence of broader organizational accountability mechanisms and leadership" (p.12, Trenerry and Paradies, 2012).[14] Conducting an evaluation is integral to the change process for the following four reasons: first, it ensures that the organization is thoroughly assessed – gathering insights on needs and strengths, and providing an evidence base that problems exist. The results of the assessment create impetus for serious reforms, and avoid tokenistic responses. Second, it sustains a focus on the organization itself, in tandem with including the practices of individuals in the organization. Third, it creates organizational accountability to determine needs, build interventions and allocate resources. Fourth, it raises expectations inside and outside the organization that improvement efforts are forthcoming, and in this way, creates momentum for change.

The foundations for this Protocol are thoroughly documented in the accompanying literature review that was conducted prior to embarking on this undertaking (Reyes and Curry-Stevens, 2013).[15] The literature review draws upon a total of 18 similar documents, and more than 50 articles. This review is summarized in this text, organized along the same domains as the tool itself. Please know that a solid research base underlies the development of this Protocol, and similarly know that its precursor, "Tool for organizational self-assessment related to racial equity" (Eliminating Disparities in Child and Youth Success Collaborative, 2013) emerged from a review of more than 15 tools and an additional four meta-analyses of the efficacy of organizational assessment tools. The development of the tool itself involved more than ten leading racial equity advocates and practitioners, adding community-validation to the final product contained in these pages.

Transformative Learning

When we move to a 30,000 foot gaze at the change processes we embed the Protocol within, we can see that there are more fundamental theories of change. Here we aim for the work to catalyze transformative learning, meaning that there is a shift in one's world view from one that is more individually-oriented and merit-based (meaning we tend to assume that if individuals face challenges it is of their own doing and they are responsible for finding a way to make things better) to one that is more collective and appreciative of the influences of racism, white privilege and related dynamics of exclusionary cultures, microaggressions, and the degree to which respect (and disrespect) is communicated in white mainstream settings. Completing the Protocol should awaken staff to the full range of issues that influence outcomes for clients and staff of color.

Conflict Theory: Oppression Infuses Organizations and Deepens Exclusion

A second fundamental theory is that of conflict theory, with the specific issue being that the consequences of holding a marginalized identity as a person of color pose difficulties for mainstream organizations – and that

without deep, intentional and remedial interventions, the organization will not adequately serve communities of color. Clients of color have distinct experiences that need to be affirmed for services to have equivalently positive gains with white service users. Young (1990) identified the commonalities of oppression to be violence (and the threat of violence), exploitation, powerlessness, marginalization and cultural imperialism.[16] While not all elements are present in a given organization, the key message is that there are distinct features of one's experience that are worsened by the practices of mainstream organizations: when one comes seeking support and care, the experience of powerlessness, imperialism and marginalization deepen the sense of being an outsider. Accordingly, mainstream organizations need to double down on their efforts to promote the meaningful inclusion of communities of color.

Making the Invisible Visible: Receding Whiteness and Euro-Centrism
Third, the very interventions that the organization relies upon to improve the lives of clients and their communities are likely to have been developed in the context of whiteness, with white participants and relying on western, Eurocentric beliefs and foundations. Most youth development programs are founded on the desirability of independence, most counseling practice theories are devoid of recognizing the debilitating effects of racism, most health therapies ignore the value of traditional healers, and spiritual integration, and most educational practices rely on conventional textbooks that render invisible the histories and contributions of people of color. And the service environment typically relies on a form of imperialism where the "service provider knows best" which is a particular form of marginalization that relegates all service users to the status of consumer of what the provider has to offer, without shaping the services.

Engagement with the "system" thus is one that again invalidates one's community, worldview and culture, rendering one's identity and experiences invisible. Accordingly, it is incumbent on the organization to ensure that its inventions are reoriented to be "culturally responsive" which is more than a technical task (though it is also that) – it is one that requires the organization to consider the multitude of ways that it is imperial and marginalizing, and requires redevelopment of its interventions in ways that have been validated (and that continue to be validated because cultures are not static) by the community and by service users.

Democratization and Inclusive Governance
Fourth, we draw from the idea that organizations are most responsive when they are democratized. If service users of color, staff of color, and their communities are afforded real power in the organization, then they will be able to catalyze course corrections if reforms are too slow in the making, or if people of color are tokenized in their involvement, or if changes just occur in practice or policy (take your pick – relying exclusively on just one orientation will be likely to fail), then people of color – including service users – will have the ability to hold the organization accountable and demand real change. These democratizing practices (sometimes referred to as "inclusive governance"[17]) show up in board membership, creating specific roles for community members on an advisory board, having a complaint process with teeth, and client satisfaction surveys so that people of color can provide direct feedback about their experiences in the organization. Decision making methods are a part of this governance process, with consensus processes being desirable.

Implementation Process for Culturally Responsive Organizations Protocol

The organization's leadership will decide to implement the Protocol, and commit itself to integrating a cultural responsiveness across the organization's policies, practices, culture and assessment. Below are the concrete steps to implement the Protocol (which might be adapted depending on the organization's size and/or structure):

1. Ideally, this process will be led by a pre-existing Racial Equity Team that includes membership from across the organization with strong executive participation. Embedding the Protocol assessment process (p.22-35) and developing of an Improvement Plan (p.36-39) in this Team is recommended as it will root its members in the details of the organization that will support its mandate. Alternatively, for culturally specific organizations, the relevant Protocol tools are to be used: assessment (p.46-58) and Improvement Plan (p.61-64). Racial diversity on this team is important, with people of color making up not less than 20% of the Team.

2. If such a team does not exist, an interim team is recommended, with a likely action outcome being to entrench such a team into the organization's structure.

3. Complete the rating scales for each part of the Protocol assessment. This assessment process should take approximately 80 hours (total) of staff time. For example, if your team has 8 people on it, the assessment process should take the team about 10 hours of committee time, likely broken up into 3-4 sessions of about 2 hours each. We suggest that the time period over which this is done be not more than 3 months as you will want to get to the Improvement Plan while energy and interest is high. In subsequent years, the assessment will take much less time.

4. Part of this assessment is to gather "evidence" that helps define your degree of adherence to the standards, so please allocate some time for collecting these pieces of evidence and develop a plan for where they should "live" should they be requested by funders or other stakeholders.

5. The Racial Equity Team will then move into the Improvement Plan stage, and build a commitment that will stretch over the following year, with concrete performance improvements specified.

6. Once drafted, the Improvement Plan will move through the relevant approval steps for implementation. Ultimately, your governing body will need to see the Plan and endorse its content.

7. Once endorsed, the Protocol Assessment and Improvement Plan should be communicated across the organization to signal intention and expectations for implementation and adherence.

Please keep track of suggested improvements for the Protocol as it is anticipated that the resource will be updated approximately every 5 years.

Synopsis of the Best Practices Literature on Culturally Responsive Organizations

To launch this initiative, the Coalition of Communities of Color approached the Center to Advance Racial Equity at Portland State University to help prepare them for creating resources designed to help mainstream organizations become better at serving communities of color, and at the same time provide standards and metrics for assessing their status in such work. The project began with a literature review (Reyes and Curry-Stevens, 2013) that can be found at www.centertoadvanceracialequity.org. Exerts of this literature review are included in this section of the Protocol. We illustrate how this literature review that has guided our development of the Protocol. At the same time, we have added examples of how to take action in each domain, as well as some suggestions for key elements that can help you build organizational improvements.

1. Organizational commitment, leadership & governance

Organizations that effectively lead with and integrate racial equity are able to influence the organization most significantly. The ways that organizations influence the entire organization are through publicly expressed commitments, which influence both the culture and the performance of the organization. When this leadership influence is backed up by cohesive governance structures to ensure that the commitment to racial equity is enacted throughout the organization, it is most fully able to create an equitable organization. The levers available to governing bodies include policies and procedures, role definition, accountability practices, and governing and management structures. Organizational leaders are also able to ensure that resources are allocated to ensuring that cultural responsiveness is maximized, and that priorities for action can be sufficiently resourced. Community leaders are engaged in planning, review, assessment and improvement through a Community Advisory Board or an alternate body. Organizational leadership and Board membership reflects the racial diversity of the constituency served by the organization.

What can you do to make these commitments and implement them?
- Create a policy that expresses your commitments to being a culturally responsive organization.
- Ensure that the governing body and upper leadership supports this policy, and that they understand that success depends on implementation of the full spectrum of domains included in this protocol.
- Recruit leaders who have experience with these issues and can assist in governing and managing to advance cultural responsiveness.
- Given the governing body's role in approving organizational budgets, it must ensure that budgeting reflects cultural responsiveness and racial equity (in general), and that it ensures sufficient resources exist to implement the Improvement Plan (that is built on the Protocol Assessment).
- Invite community of color leaders to help your organization develop a Community Action Board.
- Complete a review of the organization's integration of this Protocol on an annual basis, including the Improvement Plan. Generate sufficient revenues for implementing your Improvement Plan, and that such resources are a priority across time.
- Ensure that the Protocol Assessment is conducted accurately.
- Have your annual Protocol Assessment and Improvement Plan reviewed and verified by the Community Action Board, the community of service users of color and their advocates.

LOCAL EXEMPLAR: Sisters of the Road

Sisters of the Road has long been committed to the meaningful integration of community members in the organization's leadership and staffing, and gives priority to upstream advocacy work on issues of importance to its members. Policy priorities have included a living wage for staff and creating a shared governance model.

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2. Racial Equity Policies and Implementation Practice

The goals of racial equity policies are threefold: to ensure that progress is not lost when leadership changes; to make a clear and direct commitment of intention to advance racial equity; and to establish lines of accountability for the effectiveness of the policy. In the area of systems change work that is typically incorporated within health and human services, there are a set of reform elements around vision and policy, data systems, training, human resource improvements, budgeting, service-based practice competencies, community engagement and accountability structures. In child welfare disparity reduction efforts the following implementation practices have emerged[18]:

      a. Accurate data systems
      b. Leadership development
      c. Culturally competent workforce
      d. Community engagement

Action Options

- Develop a policy that clearly identifies the rationale for cultural responsiveness and for racial equity, allowing all staff and volunteers to understand the benefits to service users, the community, the organization and to wider society that can emerge from the initiative.
- Appoint lead staff with responsibilities added to their job description, to ensure that progress on cultural responsiveness and racial equity is monitored.

EXAMPLE – RACIAL EQUITY POLICY IN MULNOMAH COUNTY SCHOOLS

Most school districts in Multnomah County have adopted a racial equity policy, indicating that they are committed to eliminating disparities. Elements of their policies include a vision of racial equity, justification for the need for the policy, the importance of leading with race, recognition of the role of partnerships, the importance of the role of resource allocation, and offer concrete next steps and accountability mechanisms. These policies also provide relevant definitions.

EXAMPLE – UNDOING INSTITUTIONAL RACISM

In 2010, Multnomah County Chair Cogen sent a letter to all staff indicating support undoing institutional racism. In the letter, he expressed that "our vision is to eliminate the barriers that preclude staff, service users and the community from being full and equal contributors to our collective wellbeing."

EXAMPLE – EQUITY INITIATIVE

The City of Portland, in the Portland Plan that sets priorities for the next 25 years, asserted that "equity is the foundation of the Portland Plan, and it will be a central focus of all the strategies in the plan. Equity objectives and actions are built into all of the Portland Plan strategies. The Equity Initiative focuses on objectives that have to do with the way the City does business, including human resources, contracting, access, funding and decision-making." It set the following as explicit goals: reduce disparities across all plan areas, starting with the most severe inequities, ensure accountability and implementation of equity initiative, and ensure that the City does business in an equitable manner.

> **Local Exemplar: Northwest Health Foundation**
>
> The NWHF has led efforts to define racial equity and to commit itself to advance both upstream and downstream interventions that improve the lives of the region's most vulnerable communities. Equity features prominently in its presence through its mission statement, its guiding principles, and its board and staff composition. Equity also is prominent in its funding practices and leadership among local and national foundations.

Organizational Climate, Culture and Communications

While climate is a challenging element to modify, it can be directed by a set of policies, vision, and practices that promote inclusion and acceptance of communities of color. Organizations that understand cultural perceptions of services, respect and quality have the greatest prospect of being responsive to the communities they serve. Cross-cultural communication policies and training within the organization will enhance interactions and build trust with served communities while improving effective relationships and collaboration with community members.

Action Options…

- Develop service satisfaction surveys, suggestion box, small group discussions, and other methods to regularly collect feedback from users about organizational responsiveness to community. Use results to inform organizational planning and training programs to progress responsiveness.
- Review brochures, reports, meeting minutes, and other documents to find evidence of this responsiveness to community.
- Ask the Community Advisory Board to review satisfaction survey results to validate this culture.

> **EXAMPLE – Developing Trust**
>
> Program staff providing services for homelessness among Aboriginal communities in Canada emphasized the importance of "knowing cultural ways rather than cultural facts" including understanding the "names, histories, and politics of local bands" for developing trust. Clients reported that working with Aboriginal staff meant "one less cultural barrier to overcome in the healing process" and staff that were more capable of supporting residents cultural/spiritual needs. [19]

3. Service-Based Equity & Relevance

The most direct experience that service users have with the organization is when they receive services. It is here that they might experience barriers to getting services, and the degree to which their needs are held central in service provision, and the degree to which quality outcomes occur. It is also the place where workers exert direct influence over experiences such as respect, inclusion, responsiveness and trustworthiness. Two key elements of services deserve our attention because of the significance of the barriers they create: language accessibility and integration of cultural perspectives and practices. Organizations should provide language assistance through competent interpreters at no cost to the service user. Resources and materials should be translated into relevant languages to improve awareness of available services. Staff workers are more effective when interacting with service users with the respect that evolves from a deeper understanding of the community being served. Training programs that include the history, cultural beliefs and values, discrimination experiences, policy barriers, and assessment of biases will positively impact accessibility of services for all users.

Action Options…

- Ask organizations that represent the communities you serve about what knowledge of their communities workers should understand. Pay attention to culture, history and customs, as well as the local experiences that are likely to include discrimination, exclusion and marginalization. Include learning about the community's strengths and assets.
- Discuss these standards with the higher education units that prepare your staff for employment. Ensure that they understand the imperative to train providers to these standards and that they recruit a student body that is representative of the communities who you serve.
- Assess your organizations plan for language accessibility. Are competent interpreters available when needed? Are materials and resources **printed in languages relevant t**o **local communities**?
- Welcome feedback from community about:
  - Welcoming culture of the organization (represented in materi**als, website, office, pictures**)
  - **Respect by relevant staff**
  - Understanding by staff of culture, history, **policy barriers, discrimination**
  - Experience of being valued by the organization and abs**ence of disparaging discourses**
  - Cultural interpretation of needs and st**rengths and have these affirmed**
  - **Quality of services**
  - Exp**erience of interpreter services**
  - Barriers in **seeking and receiving services**
  - Degree to which service provision desires are adhered to.

EXAMPLE – Language Assistance

Patient satisfaction and significant improvements for participants "in select clinical outcomes, behavioral outcomes and diabetes-related knowledge" were documented when competent language assistance was provided. The National Initiative for Children's Healthcare Quality (NICHQ) project provided interpreters resulting in "better communications, more appropriate diagnosis, and a deeper understanding of patient needs".[20]

EXAMPLE – Cultural Influences for Service Provision

The Aboriginal Health and Wellness Center of Winnipeg was designed in response to expressed needs within community forums and Elder Circles for a blending of both Traditional and Western approaches for healing. Cultural and spiritual activities, Aboriginal staff, community involvement, and community capacity building are considered important elements of their culturally responsive programs.[19]

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4. Service User Voice and Influence

Service users influence policy, practice, environment and service delivery through service user voice. While client satisfaction surveys or interviews have provided client perceptions of quality and culturally sensitive service, we can do more to assure that the services received are culturally responsive. Service users involved in an annual Protocol Assessment and development of an Improvement Plan have the potential to influence the organization at multiple levels with culturally based values and perspectives. When perceptions of quality and culturally responsive service are gathered through client satisfaction surveys and shortcomings are addressed in the subsequent Improvement Plan the organization is exemplifying true commitment to be culturally responsive. Development of a complaint process that is culturally responsive and effective will include a plan for disaggregating satisfaction data results (by community, language, refugee status or other important cultural grouping) and reporting out to the community will foster in racial equity.

Action options...

- Ensure that service users participate in the annual Protocol Assessment process and in the development of the Improvement Plan
- Create culturally responsive policies and procedures on how to file a complaint including protection from penalties for complaining; ask service user or CAB to review policies and procedures
- Share culturally responsive policies and procedures with new service users, in writing (in relevant languages) and in person
- Report on client satisfaction survey results and complaints with results disaggregated by relevant communities and include remedies for addressing shortcomings.

EXAMPLE – Student Voice

When educational leaders in schools provide concrete roles for enabling student voice, and ensure these perspectives influence curriculum design and school climate improvements, students of color have particularly benefited and the achievement gap has narrowed. Strong student voice has been found to be best supported both through improved structures (creating places for student voice to be collected, voiced and responded to), larger institutional reforms and pedagogical shifts (with greater student-centered education and integration of the principles of adult education).[21]

Example – Consumer Voice in Health Services

The creation of a service user advisory group   in a mental health clinic resulted in the following achievements: extended day care hours, the appointment of a policy advocate who aimed to advance their priorities for reforms outside of the organization, the availability of better information about services (via a booklet), and enhanced self-advocacy and communication skills.[22]

Local Exemplar: Multnomah Youth Commission

Local teens have been tapped for their policy voice, and for their ability to both organize and gather the insights of youth in the region. Their work has been instrumental in naming issues related to violence, building a platform of advice for service providers seeking to reduce bullying and other school-based violence, and in pressing local leaders to listen to youth and to share power and influence with such youth, as they are the ultimate stakeholders in anti-violence work.

5. Workforce Composition and Quality

Service users are most comfortable when organizations reflect the demography of the communities being served in racial, ethnic, and cultural dimensions and in proportionality. Tokenism will never achieve the impact of having a workforce that represents proportionally all of the communities being served. Compliance/collaboration and quality of service improves when the service provider shares the same language as the service user. Providing opportunities to hire, promote and integrate workers who share the racial, ethnic, cultural, and language as the community being served demonstrates cultural responsiveness.

Action options…

- Direct Human Resources to report the racial, ethnic, and cultural composition of the organization and corresponding demographic profile of community served, on a cyclical basis.
- Develop Human Resources and/or training department plans for equity-based and community-representative workforce development.
- Seek community review of documents, programs, and assessment regarding workforce composition and quality; that is: organizational policy statement, job description, training program plans and assessment of training outcomes.

EXAMPLE – Representative Workforce

The Latin American Cancer Research Coalition (LASRC) found that gender, ethnic, and language matching of community clinic staff to service users was important for recruiting Latino subjects to participate in their clinical research.[23]

EXAMPLE – Worker/Advocates

Worker/Advocates recruited from within a Native American community were intensively trained on Indian Child Welfare Act (ICWA) as child welfare specialists (scholarships were provided for training). Advocates (under the supervision by a licensed social worker, LCSW) would assess whether cases were compliant with ICWA and that services being provided were culturally responsive. The Worker/Advocate acted as a resource to service users and the non-Native caseworker or agency by gathering information on the service user's tribal affiliation, traditional values, beliefs, traditions, and rituals as well as facilitating tribal reunification of children and families.[24]

Local Exemplar: Metropolitan Family Service

Many job postings of MFS integrate a focus on diversity, which includes the following elements: (1) values working in a multicultural, diverse environment, (2) values and supports inclusion and program access for clients, and (3) supports agency goals for enhancing diversity within program. Metropolitan Family Service has gained the respect of many culturally specific organizations for the work it does with service users of color and the partnerships it forms with them.

6. Community Collaboration

Community collaborations are essential resources for organizations in the progression towards becoming culturally responsive organizations. For it is within the community collaboration that cultural values, needs, strengths, history are shared and also where the potential impacts on service are explored. Community elders who advise on the design of a building that would encourage use by their respective community members will positively impact the delivery of culturally specific program by a mainstream organization. Collaborations that are true partnerships require the organization to value and promote community voice in assessment, planning, program delivery, and evaluation.

Action Options…

- Create a Listening Circle (led by CAB in collaboration with organization) to hear and collect community voice through focus groups, listening sessions, surveys, and advisory councils.
- Develop a process of incorporating suggestions and recommendations from the community into the organizational Improvement plans for policy, assessment, planning, program delivery, and evaluation.
- Develop performance-based outcomes that hold the organization and its representatives accountable to the community.

EXAMPLE – Consulting with Local Native Leaders

Planning for a new community clinic brought together architects, tribal elders, and health providers to discuss "What does the community need for wellness?" Recommendations for modeling buildings after traditional Native American homes of the local community were incorporated into the building design of a new community clinic center. [25]

EXAMPLE – Family Group Conferencing

Focus groups comprised of professionals, service providers, lay community members, and service users explored important themes in family conferencing for African-Americans, Latinos/Hispanics, and non-Hispanic whites. Rather than finding a common model to use with all ethnic groups, the serving organization developed a unique process for engaging community members from each ethnic group, leading to greater acceptance and involvement within each of the communities. [26]

Local Exemplar: Center to Advance Racial Equity (CARE), Portland State University

CARE has developed from the experience of a research project between the Coalition of Communities of Color and Portland State University. PSU has committed, through this center, to respond to community requests for research support. In this exemplar, the institution of PSU has developed an innovative design for research projects, inviting community groups seeking to advance racial equity to make requests of it, and committed itself to finding ways to address these needs. In this way, community collaboration created a new center, and all subsequent research projects are then undertaken in partnership with the requesting group, involving it in the ways that make sense to that community group.

7. Resource Allocation and Contracting Practices

Resource allocation and contracting practices can be used to achieve heightened performance in equity arenas and also concrete methods for financial accountability – or "budgeting for equity." The trend toward "performance based budgeting" reflects the same elements of ensuring that budgets reflect the strategic priorities of an organization. Similarly "minority contracting", prevalent since 1972, ensures that governments stretch beyond their "business as usual" contracting practices and reach historically disadvantaged businesses and that public dollars are used strategically to support such sectors, of which "minority-owned businesses" is one (joining women and emerging small businesses).

Action options…

- Learn more about equity-based and performance-based budgeting to see how your organization can assess efficiency and outcomes for equitable resource allocation. A model performance-monitoring framework for education, health, housing, and community services was developed for the Council of Australian Governments (COAG; see: www.pc.gov.au/gsp).
- Review your contracting practices (and those of other organizations with whom you contract) to find if your organization can do more to engage with to minority-owned businesses, women-owned businesses, and emerging small businesses.
- Develop a mentoring program with minority-owned businesses, women-owned businesses, and emerging small businesses to promote their success in proposal submission and awards.

EXAMPLE – Budgeting for Equity

The Portland Development Commission (PDC)[27] has adopted an equity policy for investments, projects, and programs including: 1) applying an equity lens to activities, projects and investments of PDC as well as increasing equity and diversity awareness within PDC; 2) expanding and aligning the definition of "certified firms" to federal designation of Disadvantaged Business Enterprises; and 3) expanding the authority of the PDC Executive Director to implement the equity policy without prior approval from the governing Board. The Equity Policy will require that new program proposals address disparities in access or outcomes (including "community benefit agreements for all significant projects"), strategies for recruitment, retention and training; cultural competency and inclusionary plans; and annual work plans that are reflected in performance evaluations.

EXAMPLE – Contracting Practices

The Alameda Corridor Transportation Authority (ACTA) in California, initiated a rigorous Disadvantages Business Enterprise (DBE) program with the equity goal of engaging, at a minimum, 22% professional services and construction work from DBEs (that includes minority contractors). Effective outreach and supports to strengthen minority contractors' ability to compete for subcontracts was instrumental in their success. ACTA contracted 22.3% of its contract dollars, 29% of professional contracts, 39% of construction management contracts and 20% of construction contracts to 155 DBE companies. [28]

Local Exemplar – Portland Public Schools

Portland Public Schools has created an "Equity Allocation" of 4% of its annual budget to be directed to schools that have high percentages of historically underserved communities, with expectations that these resources will be deployed to reduce educational disparities. Putting budgetary commitments to address racial equity is essential for both demonstrating commitment and making essential resources available for racial progress.

8. Data Metrics and Continuous Quality Improvement

Organizations need to assess their compliance with the Protocol for Culturally Responsive Organizations on an annual basis as well as gauge progress on their Improvement Plan, developed during the previous year in collaboration with the CAB. Collection of demographic data on clients are important for understanding population shifts among service users signaling potential changes in needs or services (including competent language assistance). Regular and consistent demographic data collection of staff, leadership, and boards are also important for ensuring equitable representation within the organization at multiple levels. Stakeholder satisfaction surveys will assist in determining the organization's effectiveness in serving the communities they wish to reach. Transparency through public reporting of compliance with the Protocol and progress on the annual Improvement Plan will signal the Organization's commitment to the communities they serve.

Action Options…

- Create a set of assessment tools that might include
  - Service users satisfaction assessment
  - Demographic change monitoring template
  - Needs assessments for services useful to communities of color
- Conduct annual assessments that include the following
  - Service user satisfaction (including experiences of inclusion/exclusion)
  - Comparisons of patient care outcomes between English speakers and non-English speakers (health chart audits might include treatments, prescriptions, recommended tests, etc.)
- Create resource lists that will be useful for staff that includes
  - Cross-cultural communication resource network
  - Reflexive tool for auditing self about bias and differences in treatment of communities of color with goal of adapting practice to eliminate disparities
  - Health literacy protocols

EXAMPLE – PATIENT SATISFACTION

Patient satisfaction was impacted by the quality of interpretation (higher satisfaction with language concordant physicians). The National Initiative for Children's Healthcare Quality (NICHQ) project provided interpreters resulting in "better communications, more appropriate diagnosis, and a deeper understanding of patient needs".[29]

Local Exemplar: Visibility Initiative of the Department of Human Services, Multnomah County

Inspired by the work of the Coalition of Communities of Color, local administrators sought to improve data collection practices to ensure that the communities of color represented by the CCC were visible to the organization. The development phase included presentations and consultation with the CCC and the product was the implementation of a data collection form that included the racial categories preferred by local communities.

Community Advisory Board (CAB)

Roles for CAB
- Ensures community informs policy, programs, and assessment
- Reviews reports related to racial equity and cultural responsiveness such as the Protocol assessment and the disparities report
- Contributes to the Equity Plan, with key focus on access barriers and client disparities
- Reviews surveys and data collection tools
- Reviews and validates the appropriateness of the interventions used by the organization
- Validates (from community perspective) or identifies required revision of tools
- Gathers new information from community to inform organization, informally as needed and formally every 5 years (such as Listening Sessions that might be done for a strategic plan)
- Assist staff to advocate with community organizations on behalf of clients
- Resource training for staff on the histories and backgrounds of clients served
- Tracks all approvals and input to equity work in their minutes
- Vet contractors

Roles for ED
- Ensures all equity and culturally-responsive standards are allocated to relevant staff, and holds staff to account for adherence to standards
- Responsible for implementation of all policies related to equity and cultural responsiveness
- Responsible for implementation of Equity Plan and reporting progress and lack of progress

Governing Body or Board of Directors

Racially diverse (at least 25% people of color and more if the organization's community is more diverse)

Executive Director

- Ensures budgeting includes equity priorities , and resources for CAB stipends & the Equity Team
- Minority contracting/subcontracting policy development & adherence
- Compiles relevant documentation and shares with funders and the public as requested

Roles for Governing Body
- Approves all organization-wide reports and plans related to cultural responsiveness and racial equity
- Responsible for ensuring progress towards cultural responsiveness
- Assist staff to advocate with other organizations to improve service availability or quality
- Ensures that racial equity and cultural-responsiveness policies exist and are followed
- Maintain minutes to document efforts to improve equity and cultural-responsiveness
- Participates in related trainings
- Recruits staff and volunteers for the Board/governing body, CAB and executive staff with skills to provide such leadership

Research and Evaluation

Roles for Research
- Analysis of service output, outcomes and impacts—disaggregated by race, language, refugee and immigrant generation
- Data systems improved to collect & analyze relevant data
- Client data collection form & annual review of client outcomes
- Client satisfaction survey
- Analysis of disparities in workforce, services (access & outcomes), contracting, translation, volunteers
- Conducts culturally-responsive research and evaluation
- Track translation supports that are used by clients
- Demographic tracking and forecasting

Human Resources

Roles for HR
- Workforce diversification plan (including volunteers)
- All job descriptions include cultural responsiveness and racial equity
- Annual training plan to ensure responsiveness and equity
- Performance reviews—include roles in equity and responsiveness
- Creates client and staff complaint procedures

Program Staff

Roles for Program Staff
- Ensures clinical and non-clinical services are culturally-responsive
- Report annually to Equity Team and then to Board on service strengths and challenges in the area of cultural responsiveness

Racial Equity Manager

Roles for Equity Manager
- Provides staffing support to Equity Team and CAB
- Reviews complaint processes
- Addresses staff and client complaints related to equity
- Consults to departments & committees on tools and surveys
- Provides technical assistance on equity issues across the organization
- Attends Board/governance meetings

Equity Team

Members from across organization and two CAB members

Roles for Equity Team
- Conduct Protocol Assessment
- Draft Equity Plan
- Review reports from Research & Evaluation
- Reviews reports from Human Resources
- Establishes process to assess contractor capacity
- Review organizational communications for language accessibility

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Scoring & "Diagnosing" Matrices

We aim for organizations to determine their profile and identity along a continuum (shown below) of degrees to which the organization is and is not culturally responsive. Akin to "diagnosing" health, determining the degree to which one meaningfully serves communities of color is required for internal and external purposes. The internal function is to help determine our starting place, and to identify options for concrete improvements. By conducting this equity assessment, our hope is that you (1) gather insights on needs and strengths, and providing an evidence base that problems exist, (2) create impetus for serious reforms, and avoid tokenistic responses, (3) sustain a focus on the organization itself, in tandem with including the practices of individuals in the organization, (4) create organizational accountability to determine needs, build interventions and allocate resources, and (5) raise expectations inside and outside the organization that improvement efforts are forthcoming, and in this way, creates momentum for change.[30]

From the external perspective, the Protocol (through both its assessment and improvement plan elements) provides accountability to communities of color who have long suffered considerable racial inequities in services. The Protocol also offers accountability to funders who make investments on the basis of a belief that communities of color can be well served by an organization, and to the general public who contribute through their tax dollars and through foregoing the tax base of untaxed investments of charities.

The following continuum provides a framework for assessing the degree to which an organization is reflective of equity and cultural responsiveness. By extension, it simultaneously reflects the degree to which people of color are likely to be meaningfully served by the organization.

Mono-Cultural Organization	Diversity-Oriented Organization		Culturally Responsive Organization			
Status Quo	Satisfied	Considering	Inquiring	Aspiring	Acquiring	Achieving
Not willing to undertake work on racial equity or on cultural responsiveness.	Understands the value of building racial diversity into the organization. Unwilling to address racial equity or power sharing with communities and consumers	One or more organizational leaders are considering implementing the Protocol	We have conducted an equity assessment	We have completed our Protocol Assessment and have a community-validated Improvement Plan	We are making progress by implementing standards, addressing inequities & increasing responsiveness of services	We have few disparities and inequities in services, validated by the communities we serve. We continue to learn and strengthen our capacity in this area.

This diagnosis matrix will again show up in the "Scoring Summary" section of the Protocol where organizations will be asked to assess how well their scores in the nine domains align with this diagnostic matrix.

Scoring Metric

For each piece of evidence that demonstrates commitment to racial equity and becoming a culturally responsive organization, we use a six-point rating scale. Organizations are to rate themselves in each element, tally the score in each standard. These scores are integrated into the "Scoring Summary" chapter of the document so that a profile of the organization can be established and potential action items brought forward and assessed from a variety of perspectives.

This rating scale is used for the evidence elements in each standard. Circle your score for each item in each domain:

- **0** Not yet thinking about this
- **1** Thinking about this
- **2** We are assessing this feature in our work
- **3** We have an initial improvement effort underway
- **4** Benefits are in evidence from implementing this approach/element
- **5** This is entrenched across the organization

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Domain #1: Commitment, governance and leadership

Standards – Here are the standards to which culturally responsive organizations are expected to be held accountable:

- Organizational governance and leadership promotes racial equity and cultural responsiveness through policy, practice, and resource allocation.
- The organization's commitment to racial equity is publicly declared.
- Resources are dedicated to building the organization's cultural responsiveness across all domains to ensure progress on all standards.
- Resources are dedicated to building the organization's cultural responsiveness to ensure progress on all standards.
- A Community Advisory Board (CAB), or alternative community governance model, ensures that community members are involved in planning, improvement and review of services on an ongoing basis. If the organization decides on an alternative structure, the same functions need to be assured, and that relevant community groups provide input that influences the development of culturally responsive services. Tokenistic involvement is precluded.
- An Equity Team is responsible for consolidating input gathered through implementation of this Protocol assessment and Improvement Plan, providing leadership to the organization's work on racial equity and cultural responsiveness, while the Board/governance body is responsible for assuring the caliber and usefulness of its services.
- Stay up-to-date on the wider social and political content that affects the communities you serve, including public policy. Participating and/or leading advocacy efforts builds stronger relationships with communities of color, expresses solidarity and, when successful, works to improve the wellbeing of communities of color.
- Decisions made on behalf of the organization reflect a commitment to racial equity and cultural responsiveness (and the related specific improvement goals). Use of an "equity lens" may help guide the decision making process.
- Internal equity council or committee ensures internal review of racial equity practices within the organization and monitors progress on racial equity outcomes.
- Organization's leadership reflects the racial diversity of the constituency served by the organization.

Evidence – In a culturally responsive organization, evidence of this equity commitment and practice should be available. You need to assess your progress on each element, assessing the degree to which such practices are integrated into the organizations' standard practices, and their integration across all departments in the organization (required for a score of 5).

1. An ability to document a narrative about how the organization attains racial equity.	0 1 2 3 4 5
2. Public statement, signed by executive leadership that reflects the commitment to racial equity.	0 1 2 3 4 5
3. Mission statement that incorporates racial equity.	0 1 2 3 4 5
4. Budgeting practices that are performance-based, and tied to equity investments so that racial equity can be achieved.	0 1 2 3 4 5
5. Organizational structure formalizes community roles in assessing equity achievements and needed improvements, ideally by an ongoing body such as a Community Advisory Board.	0 1 2 3 4 5
6. Job descriptions for organizational leaders (including governance volunteers) include community engagement responsibilities, and responsibilities for progress towards racial equity.	0 1 2 3 4 5
7. Organizational structure supports racial equity and cultural responsiveness via an Equity Team with senior leadership included. Body is responsible for making recommendations for the organization's Equity Plan each year. Senior management is accountable for implementation. At least two members of the CAB should be part of the Equity Team.	0 1 2 3 4 5
8. Membership in coalitions and advocacy bodies that press for social justice in public policy and institutional reforms.	0 1 2 3 4 5
9. Statistical reports on the composition of the racial and linguistic diversity of the Board, in comparison with persons served by the organization.	0 1 2 3 4 5
10. Organizational minutes or proceedings (including annual reports) reflect the actual equity work being conducted.	0 1 2 3 4 5
11. Use of an "Equity Lens" framework to ensure major organizational decisions, including budgets are oriented towards improving cultural responsiveness.	0 1 2 3 4 5
12. To ensure the organization's ability to fulfil the requirements in this Protocol, recruitment of governance volunteers, CAB members and executive staff must ensure these skills are internally available to lead the organization in equity & cultural responsiveness, as shown in job descriptions.	0 1 2 3 4 5

Rating: Tally your score on this standard. Score = _____ out of a possible maximum of 60 points.

Domain #2: Racial Equity Policies and Implementation Practices

Standards – Here are the standards to which culturally responsive organizations are expected to be held accountable:

- A cultural responsiveness and racial equity policy is endorsed by the governing body, including the annual Protocol Assessment and Improvement Plan and monitoring of progress on standards that are contained within this Protocol.
- The policy clearly identifies the rationale for cultural responsiveness and for racial equity, allowing all staff and volunteers to understand the benefits to service users, the community, the organization and to wider society that can emerge from the initiative.
- The governance body holds responsibility for the organization's improvements in cultural responsiveness and racial equity across all domains and that the annual assessment and planning process to ensure such progress occurs in a timely and comprehensive manner.
- Portfolio responsibility ensures that services are culturally responsive. Each standard within this Protocol is allocated to a responsible management staff, and the Executive Director holds responsibility for reporting progress to the governance body on an annual basis (at least).
- Lead staff on each standard must have these responsibilities added to their job description, and ensure that appropriate elements are integrated into the job descriptions of all relevant staff, and progress on these responsibilities is reviewed as part of the performance review procedures.
- The Improvement Plan must include goals, staff responsibilities, timelines, accountability and reporting practices.
- The Improvement Plan must lead to greater attainment of these standards, and specifically to reduced racial disparities in services and increased cultural responsiveness
- The organization must implement sufficient monitoring methods to ensure that progress on these standards can be measured accurately.
- Ongoing implementation efforts integrate communities of color fully and intentionally.
- Progress towards adherence to standards is rewarded through an array of mechanisms.

Evidence – In a culturally responsive organization, evidence of this equity commitment and practice should be available. You need to assess your progress on each element, assessing the degree to which such practices are integrated into the organizations' standard practices, reinforced via policy, and integrated across all departments in the organization (required for a score of 5).

	Rating
1. Racial equity policy is endorsed by the governing body.	0 1 2 3 4 5
2. The policy clearly identifies the rationale for cultural responsiveness and for racial equity, asserting the benefits to service users, the community, the organization, and to wider society that can emerge. The policy also identifies the importance of leading with race, the role of partnerships, the importance of resource allocation, accountability mechanisms and definitions.	0 1 2 3 4 5
3. The governing body holds responsibility for the organization's improvements in cultural responsiveness and racial equity.	0 1 2 3 4 5
4. Annually, a progress report is prepared on progress towards these standards.	0 1 2 3 4 5
5. Annually, an Equity Plan is prepared that identifies key goals for the coming year.	
6. Governing bodies (executives, board members, managers) have written responsibilities for racial equity and cultural responsiveness.	0 1 2 3 4 5
7. Job descriptions identify responsibilities for implementation of adherence to these standards, and for implementation of the annual Equity Plan.	0 1 2 3 4 5
8. The organization has a policy about ensuring that all job descriptions reflect specific roles for adherence to these standards, and for coverage of roles in the Equity Plan.	0 1 2 3 4 5
9. Program managers and executive staff are evaluated for their ability to implement racial equity and culturally responsive services.	0 1 2 3 4 5
10. Equity Plans and progress reports are publicly available to consumers, partners and the public.	0 1 2 3 4 5
11. The CAB participates in the development and monitoring of the Equity Plan and progress reports.	0 1 2 3 4 5
12. The organization has a recognition and reward system to reinforce adherence to these standards.	0 1 2 3 4 5

Rating: Tally your score on this standard. Score = _____ out of a possible maximum of 60 points.

Domain #3: Organizational Climate, Culture and Communications

Standards – Here are the standards to which culturally responsive organizations are expected to be held accountable:

- Service users are valued as the center of the organization. The organization consistently expresses appreciation for service users, and eliminates disparaging discourses, including those that expect service users to be grateful for the organization and its staff.
- The organization views the knowledge and experiences of service users as essential to the wellbeing of the organization. Their perceptions of services, culture, respect and quality are given primacy in the assessment of the organization's cultural responsiveness.
- The organization's commitment to racial equity and cultural responsiveness is visible in your physical locations through signage (in multiple relevant languages), art, and pictures that are welcoming to and representative of the communities being served.
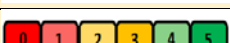- Staff training complements policies and procedures to advance cultural responsiveness, allowing staff to build awareness and develop skills to intervene effectively. Staff training is expected to occur across the organization, with attendance mandatory when training addresses an element of staff job descriptions and the organization's Improvement Plan.
- The governing body is included in training opportunities.
- Organizational materials and website are assessed and reviewed for racial bias.
- The organization's work on cultural responsiveness (including policies, summary of the Protocol Assessment and the annual Improvement Plan) is publicly available to staff, service users and community members.

Evidence – In a culturally responsive organization, evidence of this equity commitment and practice should be available. You need to assess your progress on each element, assessing the degree to which such practices are integrated into the organizations' standard practices, reinforced via policy, and integrated across all departments in the organization (required for a score of 5).

1. Brochures, reports, meeting minutes, and other documents show that service users are deeply valued and respected across the organization.	0 1 2 3 4 5
2. Satisfaction survey results show that service users affirm that the culture is respectful and inclusive.	0 1 2 3 4 5
3. Service user provide feedback to the organization through client satisfaction surveys, suggestion box, small group discussions, and other methods, collected regularly, analyzed and used for planning and training.	0 1 2 3 4 5
4. Signage in multiple languages and artwork on walls reflects local races and backgrounds.	0 1 2 3 4 5
5. The organization addresses barriers to access that are tied to culture.	0 1 2 3 4 5
6. Positive attitudes and conversations occur about the communities served.	0 1 2 3 4 5
7. Staff talk positively about people who are not being served but should be.	0 1 2 3 4 5
8. Board members' job description includes attending training sessions on racial equity and inclusion.	0 1 2 3 4 5
9. At least one staff person is assigned to review every publication and online resource. A procedure exists for this.	0 1 2 3 4 5
10. The organization has a community-endorsed strategy to assess its culture.	0 1 2 3 4 5

Rating: Tally your score on this standard. Score = _____ out of a possible maximum of 50 points.

Domain #4: Service Based Equity

Standards – Here are the standards to which culturally responsive organizations are expected to be held accountable:

On Access

- Service barriers are routinely identified and remedied, via an accepted procedure that the community has validated.
- Staff advocate effectively with service providers in other organizations to ensure access is available to all who need the service.
- Flexibility in service provision occurs to reduce barriers, including seeing clients in their homes, providing group-based and self-help and para-professional based interventions (as an alternative to conventional expert providers), limiting requirements to come to the office, providing childcare and transportation, reducing treatment costs and providing incentives to attend (such as gift certificates).

On Language Accessibility

- Each service user has a qualified interpreter if they so need.
- Language assistance is provided at no cost to service users, in a timely manner and without diminishment of service comprehensiveness or quality.
- All individuals providing language assistance are competent to provide services (requires certification and resource allocation).
- Resources (print, signage, and multimedia) are made available in the languages used by service users and those used in the local community.
- The organization ensures that service users know how to access interpreters at all levels of engagement with the organization: seeking service, initial encounters, substantive services, complaints and research participation.

On Service Responsiveness and Effectiveness

- The organization serves all service users with equitable results. It does not "skim" low needs clients, referring more challenging clients to culturally specific organizations.
- Services provided by the organization have been validated as useful, relevant and likely to promote health and wellbeing by the communities being served.
- The organization uses what in health settings are called "universal precautions" in providing instructions and resources to service users to ensure they understand how to manage their own care and wellbeing. This approach requires providers to avoid assumptions about capacity to understand, and instead asks all clients to reflect their understanding of what is being advised/required.
- Staff adapt conventional practices and interventions to the local cultures and contexts facing clients, ensuring that services are relevant.
- Service roles are extended in ways deemed useful by the user – and likely to include advocacy, education, advising, and information sharing – stretching beyond conventional professional interventions in health and human services.
- Evaluation research is conducted by the organization to ensure the identification and elimination of bias in assessment and intervention practices.
- Service providers understand the service user's "explanatory model for need" (identifying, for example, the spiritual and cultural beliefs about illness of the community).

On Respectful Recognition by Providers
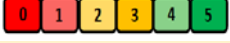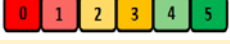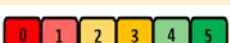
- Staff understand the communities they serve, in a non-static manner, including their culture, values, norms, history, customs, and particularly the types of discrimination, marginalization and exclusion they face in the USA. This knowledge needs to be applied in a responsive, non-limiting and non-stereotyping manner.
- Culture-bound issues are understood to include constructs of individualism, collectivism, private property and the permission-granting process.
- Community members confirm that staff practice with respectful recognition, meaning that they consistently affirm the dignity of who one is and one's entitlement to the very best of services. Conditions for the relationship are not limited
- Wherever possible, the organization interacts with service users according to their preferred cultural norms including social greetings, family conventions, dietary preferences, welcoming culture, healing beliefs, and spiritual needs.
- Staff know the resources available in the community that best support service users, including the strengths and weaknesses of these services, and particularly the conditions to access the services.
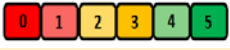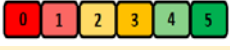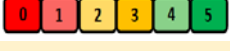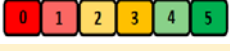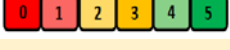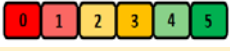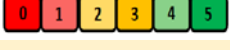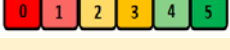
- The entire organization works to build a climate that promotes acceptance, inclusion and respect.
- Respect is maximized under conditions of solidarity, and advocacy for social justice is a part of the core work of the organization.
- Staff are effective in building purposive relationships with service users. Working cross-culturally typically requires deep listening, reciprocity, cultural respect and commitment to trustworthiness.
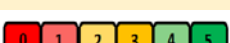
On Staff Awareness
- Staff know the disparities facing local communities of color, particularly those that limit (1) service users' ability to improve their health and/or wellbeing and (2) the specific health and wellbeing risks faced by the community.
- Staff engage in continuous learning about their own biases, assumptions and stereotypes that limit their ability to be culturally responsive, and to understand how these biases affect their work with service users.
- Staff review their profession's cultural norms and standards, updating these to eliminate the racial bias embedded within, and replacing them with knowledge about culturally responsive approaches.
- Staff understand the dynamics of inclusion within US society for immigrants and refugees, and the barriers typically experienced by these communities.
- Staff are held accountable to the performance levels to which they are trained.

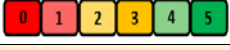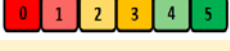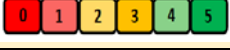**Evidence –** In a culturally responsive organization, evidence of these equity practices must be tangible. Assess your progress on each element, assessing the degree to which such practices are integrated into the organizations' standard operations, reinforced via policy, and integrated across all departments in the organization (required for a score of 5).

Access	1. The CAB reviews staff reports such as: client satisfaction survey, climate survey, translation survey, demographic survey, disparities analysis, and complaint summary reports (client and staff). The goal of their analysis is to identify prominent access barriers, remedies for disparities, and make organizational recommendations and priorities for action. These reports are presented to the Board/governing body, and decisions are documented in such minutes.	0 1 2 3 4 5
	2. Staff advocate with other organizations to improve access for the communities and clients they serve. Staff may request advocacy support from the CAB and/or the Board/governing body. Client perspectives on this role is included in the client satisfaction survey.	0 1 2 3 4 5
	3. Client tracking systems allow for "dashboard" of the services that clients are involved with. Composites can be created to identify priority organizations for improvements.	0 1 2 3 4 5
	4. Program managers report annually on the service improvements and ongoing challenges that exist in the quality of their services. This report is filed with the Equity Team and available to the Board/governing body on request.	0 1 2 3 4 5
	5. To ensure that all customers understand the advice they are given, "universal precautions" are implemented, with this approach (and typical details) published online.	0 1 2 3 4 5
	6. Program staff are evaluated for their effectiveness in implementing "universal precautions" and their redress of service barriers over which they have control, with such assessments included in their performance evaluations.	0 1 2 3 4 5
Language Accessibility	7. The organization tracks translation supports made available at each point of service, and compliance is based on the percentage of contacts that are supported by professional translators and language provision in clients' preferred language. This metric is made available by the research and evaluation staff, and submitted to the relevant staff and the Equity Team.	0 1 2 3 4 5
	8. Policy guiding translation services includes an assurance that no fees are charged to the client for translation, that timely provision exists and that service quality and quantity is preserved.	0 1 2 3 4 5

	9. Research and evaluation staff report annually on disparities experienced by service users speaking different languages. If disparities are high, they are expected to be a priority in the work of the Equity Team, and show up in both minutes and the annual Improvement Plan.	0 1 2 3 4 5
	10. The contract/s for translation services include quality assurance measures.	0 1 2 3 4 5
	11. All print, signage and multimedia resources across the organization reflects the prominent languages used by customers, and is annually reviewed and updated as needed by the Equity Team. Their minutes reflect this effort.	0 1 2 3 4 5
	12. The adequacy of how clients are made aware of translation services is a section in the Client Satisfaction Survey.	0 1 2 3 4 5
Service Responsiveness and Effectiveness	13. The types of interventions provided are review by and validated by the Community Advisory Board, in order to determine their appropriateness for the communities of color being served by the organization. Details of this validation process and required/recommended reforms to interventions are filed with the Equity Team, and become part of the Protocol documentation.	0 1 2 3 4 5
	14. The results of these consultations (and there may be several) are shared across the organization and with other organizations. Local practices are likely to generate useful insights of value to other services and other jurisdictions.	0 1 2 3 4 5
	15. Clients are asked to share their beliefs of the usefulness and cultural appropriateness of services available to them as part of the client satisfaction survey.	0 1 2 3 4 5
	16. Non-clinical services (advocacy, organizing, education, information sharing, community development, client advising, case management) are similarly assessed for their cultural responsiveness, with revisions approved by CAB, again with the results broadly shared.	0 1 2 3 4 5
	17. Intake forms for customers include the risk factors they face for various forms of distress (such as mental health, homelessness, involvement in child welfare) and an "average" client profile is determined, and can be compared with the profiles of other service providers. This data is provided to funding bodies and can be used to assess whether or not the organization is "skimming" the easiest to serve clients of color (as is believed a dominant practice).	0 1 2 3 4 5
	18. Service providers seek and validate the customer's "explanatory model for illness/distress" (encompassing spiritual, cultural and social factors) and integrate these perspectives in service provision, partnering with culturally specific service providers when they cannot improve services in a timely way. This ability is assessed in the client satisfaction survey, and in the performance evaluation of staff. Related knowledge is shared across the organization.	0 1 2 3 4 5
Respectful Recognition by Staff (see definitions section for further explanation)	19. Staff are knowledgeable about the histories and backgrounds of those who they serve, as confirmed by their clients through the client satisfaction survey and relevant trainings are supported by CAB, and reflected in minutes.	0 1 2 3 4 5
	20. Negative racial bias and micro-aggressions exist inside organizations. They are particularly damaging when unchallenged and when accountability for such behavior does not exist. They can be directed at clients of color, and also at staff of color. Monitoring their prevalence occurs through an annual client satisfaction survey and in an organizational climate survey (to be done every two years), and also showing up in complaint summaries.	0 1 2 3 4 5
	21. Training to identify and "unlearn" harmful racial bias needs to be universal across all staff and volunteers and needs to be integrated into the training plan for the organization.	0 1 2 3 4 5
	22. Respectful recognition of all customers and community members is to written into job descriptions and adherence is expected to be reinforced in performance evaluations and reward/disciplinary systems.	0 1 2 3 4 5

		Rating
	23. Staff create and maintain a centralized database of community resources, including client and staff comments on the strengths and weaknesses of these resources, including access barriers and conditions of respect.	0 1 2 3 4 5
	24. A "Climate Survey" is conducted every two years by the Equity Team to identify patterns of inclusion and exclusion, of the degree of respect afforded to all communities of color, and of trends over various years. Results are shared across the organization and recommended improvements integrated into the Improvement Plan.	0 1 2 3 4 5
	25. Staff and the organization are valued when they take on advocacy roles that address some of the root causes of client distress. Reporting these advocacy and solidarity roles is captured by a narrative that is submitted annually to the Equity Team, and summarized in the annual report.	0 1 2 3 4 5
Staff Awareness	26. Staff know the racial disparities faced by communities of color across the lifespan, and particularly (1) those that limit clients' abilities to improve their health and/or wellbeing, and (2) the specific health and wellbeing risks faced by the community. Staff also need to be aware of the specific disparities within their own organization and the Improvement Plans to address them. Diverse communications strategies (including training) are designed and used to build awareness, and efforts are recorded as part of the tracking system of the organization. Human resource staff are likely charged with this responsibility.	0 1 2 3 4 5
	27. Job descriptions of all service providers include expectations for "unlearning" biases and expanding skills in cultural responsiveness. Supervision, evaluation and training reinforces the importance of this critical self-learning.	0 1 2 3 4 5
	28. Human resource staff assess the effectiveness of its training and development programs, stretching beyond participant satisfaction and including improved performance.	0 1 2 3 4 5
	29. The organization prepares and submits strongly worded letters to relevant institutions of higher education about the shortcomings of professional credentialing processes to prepare their workforce for effectiveness in racial equity and cultural responsiveness.	0 1 2 3 4 5
	30. Staff are evaluated for their ability to practice and implement policies and procedures for racial equity and cultural responsiveness.	0 1 2 3 4 5

Rating: Tally your score on this standard. Score = _____ out of a possible maximum of 150 points.

Protocol for Culturally Responsive Organizations
Curry-Stevens, Reyes & Coalition of Communities of Color
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Domain #5: Service User Voice and Influence

Standards – Here are the standards to which culturally responsive organizations are expected to be held accountable:

- Service users are included in the team that conducts assessment of Protocol standards and development of the Improvement Plan.
- Input from service users is gathered to confirm the relevance of programs and services. The organization responds to shortcomings.
- Service users affirm that the organization is culturally responsive, and high satisfaction exists across communities of color, including disaggregation by language, refugee status and generational time in the USA.
- Service users have access to a complaint process that itself is culturally responsive and effective.
- Service users or former service users are present at all levels of the organization, including staff and governance positions.

Evidence – In a culturally responsive organization, evidence of these equity practices must be tangible. You need to assess your progress on each element, assessing the degree to which such practices are integrated into the organizations' standard operations, reinforced via policy, and integrated across all departments in the organization (required for a score of 5).

1. "Service User Inclusion Policy" allocates membership slots in the governing body of the organization, as well as concrete roles to review the organization's compliance with these standards, as well as the annual Equity Plan and its achievements.	0 1 2 3 4 5
2. Policy on conducting a Client Satisfaction Survey requiring that it be conducted at least annually, and including the following elements: attitude of and treatment by service providers, barriers to service access, cultural-responsiveness of services, organizational climate, translation services, organizational welcome, effectiveness of complaint process, staff advocacy roles with other organizations, and quality of services provided.	0 1 2 3 4 5
3. Client satisfaction survey report is disaggregated by race, refugee status, language and for first and second generation immigrants, and endorsed as valid by CAB, as reflected in their minutes.	0 1 2 3 4 5
4. Results of the client satisfaction survey are posted online for staff, community, consumers and potential consumers to review.	0 1 2 3 4 5
5. Policy and procedures for a client complaint process includes protections from retaliation and an annual review process, and has been confirmed by the CAB and the Equity Team as important to resolving inadequate service provision, and reflected as such annually in their minutes.	0 1 2 3 4 5
6. Information on how to file a complaint exists in paper form and is given to clients as they begin services.	0 1 2 3 4 5
7. Annual Equity Plan includes a section that reviews the complaints made by consumers and defines actions to address the structural elements of these complaints, as well as summarizing the staff punitive and remedial actions that arise from complaints.	0 1 2 3 4 5

Rating: Tally your score on this standard. Score = _____ out of a possible maximum of 35 points.

Domain #6: Workforce Composition and Quality

Standards – Here are the standards to which culturally responsive organizations are expected to be held accountable:
- Workforce of the organization reflects the racial composition of service users or the community (whichever holds a larger portion of people of color).
- The organization retains, promotes and integrates workers who share the racial identity of service users.
- The organization has an internal structure and entity responsible for workforce diversity.
- Staff are supported to build their capacities to develop culturally responsive practice and to advance racial equity through provision of training that advances learning and practice regarding racial equity, cultural responsiveness and corresponding service provision capacity in these areas.
- The organization adheres to the rules within House Bill 2611 requiring professional to adhere to cultural competency continuing education.
- Racial equity and cultural responsiveness goals are incorporated into performance objectives and evaluations of staff, and the organization's board-endorsed strategic plan.
- Complaint procedures for staff to report race-related complaints exist, have been shown effective, and are clearly accessible to the workforce.
- Former service users can gain employment in the workforce, with clear pathways for these opportunities accessible to them.

Evidence – In a culturally responsive organization, evidence of these equity practices must be tangible. You need to assess your progress on each element, assessing the degree to which such practices are integrated into the organizations' standard operations, reinforced via policy, and integrated across all departments in the organization (required for a score of 5).

1. Lead organizational staff have responsibility for workforce alignment with the community served, with such responsibility integrated into job descriptions, including performance expectations in achieving such alignment.	0 1 2 3 4 5
2. Human resource staff file a report on the composition of its workforce and its alignment with the racial composition of its service users or the community (whichever is greater), and files this report with the Equity Team who reviews and analyzes the findings, submitting it to the governance body annually. Disaggregation by organizational units and rank is incorporated.	0 1 2 3 4 5
3. Human resource staff develop a plan to diversify the workforce (based on the workforce composition report), present it to the Equity Team and the CAB, and integrate their feedback into a Diversification Plan that is filed annually with the Board/governance body.	0 1 2 3 4 5
4. Policy that commits the organization to racial equity and community representation of service users in its workforce, including the hiring of former service users.	0 1 2 3 4 5
5. Organization-wide training plan to expand abilities of all staff and volunteers to cultural responsiveness that is submitted annually to the Equity Team and the CAB to gather their input before submitting it to the Board/governing body. Minutes of these consultations are attached to the training plan when submitted.	0 1 2 3 4 5
6. Annual training is conducted to ensure that staff and volunteers understand the specific challenges, policy issues, assets and histories facing communities of color currently served by the organization and those emerging in the region who might not yet be served by the organization. Curriculum on such training content is retained by the Equity Team, HR staff and line supervisors to ensure that practice standards are heightened to reflect new learnings.	0 1 2 3 4 5
7. Recruitment practices emphasize the goal of hiring staff and volunteers who have a proven track record in culturally responsive practice, as evidenced in all job calls and job descriptions.	0 1 2 3 4 5
8. A complaint process for staff is written into policy and its ability to address issues of discrimination, micro-aggressions, and patterns of exclusion and inclusion is determined in an annual review of complaints and their resolution, with a synthesis being forwarded to the Equity Team and the CAB for input before being filed with the Board/governing body. Minutes of these consultations are attached to the review.	0 1 2 3 4 5

Rating: Tally your score on this standard. Score = _____ out of a possible maximum of 40 points.

Domain #7: Community Collaboration

Standards – Here are the standards to which culturally responsive organizations are expected to be held accountable:

- Functions as a collaborative partner with communities of color, supporting community voice in building cultural responsiveness in assessment, planning, program delivery, and evaluation.
- The organization understands the priorities of local communities being served by the organization, particularly the improvements they would like to see from the organization's services.
- Human resources works with community advocates to support leadership recruitment and selection, and performance reviews.
- Resources are dedicated to support engagement with communities of color (including payment for their expertise and time).
- The organization has a long-term practice of partnering effectively with organizations and leaders of color.
- The organization actively supports the policy issues of importance to communities of color.
- The organization is well respected by the communities of color that it currently serves or intends to serve.
- Leaders of color, clients and community identified as part of the community to be served recognize the organization as a culturally responsive provider.

Evidence – In a culturally responsive organization, evidence of these equity practices must be tangible. You need to assess your progress on each element, assessing the degree to which such practices are integrated into the organizations' standard operations, reinforced via policy, and integrated across all units in the organization (required for a score of 5).

1.	Unit-based annual reports (usually tied to a budget cycle) include a major section on community input into the operations of the unit, identifying how specific partners have been included, and the reach of their contributions, and the units' responses to this input.	0 1 2 3 4 5
2.	At least every five years, the organization hosts a series of listening sessions with local communities being served or potentially served by the organization, regarding desired improvements to services. This report is authored by the CAB, with recommendations highlighted in their report which is filed with the Board/governing body.	0 1 2 3 4 5
3.	Hiring committees for all Executive positions include community leaders of color to ensure that community voice and priorities is reflected in hiring decisions. Composition of these hiring committees is filed as part of the annual progress report on cultural responsiveness. Such standards are integrated into organizational policy.	0 1 2 3 4 5
4.	Letters of support from communities of color about the nature of their relationship with the organization, including highlights of its actions to improve racial equity and cultural responsiveness are kept on file.	0 1 2 3 4 5
5.	Annual reports include the list of supporters who formally represent communities of color.	0 1 2 3 4 5
6.	Ally practices are documented in the annual progress report on racial equity and/or the annual report, identifying the concrete ways in which policy priorities of communities of color have been acted upon.	0 1 2 3 4 5
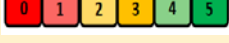
Rating: Tally your score on this standard. Score = _____ out of a possible maximum of 30 points.

Domain #8: Resource Allocation and Contracting Practices

Standards – Here are the standards to which culturally responsive organizations are expected to be held accountable:

- The organization prioritizes spending to achieve cultural responsiveness, including the elimination of disparities in service experiences and outcomes. Funding is allocated proportionately to communities that experience the greatest disparities.
- The organization develops funded partnerships with culturally diverse community-based organizations and individuals to help develop, implement and evaluate the organization's programs and policies to meet the needs of culturally diverse communities.
- The organization has a minority contracting and subcontracting policy, and collects appropriate disaggregated data to assess effectiveness of the policy. Where disparities in funding are identified, targeted outreach occurs and any potential policies (or lack of policies) that are creating barriers for communities of color to access funding are removed (or added).
- The organization ensures that its contractors and subcontractors adhere to the culture and practice of cultural responsiveness. Where contractors deliver services to communities of color, they are held to the standards contained within this Protocol.

Evidence – In a culturally responsive organization, evidence of these equity practices must be tangible. You need to assess your progress on each element, assessing the degree to which such practices are integrated into the organizations' standard operations, reinforced via policy, and integrated across all units in the organization (required for a score of 5).

1. Annual budget report outlines how funding is allocated to reduce specific disparities.	0 1 2 3 4 5
2. Annual report outlines funded partnerships with community based organizations.	0 1 2 3 4 5
3. The policy on minority contracting/subcontracting requires annual reporting by dollars and # of contracts awarded disaggregated by race, and includes expectations for annual improvements, and consultation with the CAB on setting priorities and improvement plans, with these minutes attached to the annual report that is filed with the Board/governing body.	0 1 2 3 4 5
4. All contractors/subcontractors have key elements of cultural responsiveness and racial equity integrated into their contracts, with performance expectations specified in the contract. Language for such contracts is to receive input from the Equity Team and the CAB, with minutes of these consultations being filed with the organization.	0 1 2 3 4 5
5. The Equity Team creates an assessment process for interpreting the ability of a contractor or subcontractor to serve communities of color, with the process filed with the Board/governing body	0 1 2 3 4 5
6. Vetting of applicants by the CAB during the award process occurs when various applicants are being considered so that community perspectives are available on the track record that applicants have for racial equity and cultural responsiveness. Notes of these consultations exist in the minutes of the CAB.	0 1 2 3 4 5
7. Contractors and subcontractors report on their outcomes disaggregated by race and language.	0 1 2 3 4 5
8. Financial compensation is provided for members of the CAB to support their roles with the organization, and is an amount not less than minimum wage, with this being a line item in the organization's annual budget.	0 1 2 3 4 5

Rating: Tally your score on this standard. Score = _____ out of a possible maximum of 40 points.

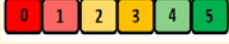**Domain #9: Data, Metrics and Quality Improvement**

Standards – Here are the standards to which culturally responsive organizations are expected to be held accountable:

Evaluation Research

- Annually, the organization will assess its compliance with these standards and progress made on its Improvement Plan.
- Required data collection and analysis is integrated within a staff portfolio and data collection systems established to support review of progress on standards.
- Research practices themselves are culturally responsive, with the CAB (or equivalent) reviewing the data collection tools, methods of analysis, and representation of the results.
- The portion of service users who need and who receive interpreters is tracked and reported.
- Racial disparities are assessed across the organization at each point of service and change in service, and updated annually.
- Data are collected on the race, ethnicity, and linguistic makeup of all Boards, Administration, and Staff, with policies guiding its frequency and composition.
- The effectiveness of training in creating desired outcomes is assessed.
- Tools to assist staff to assess their own practice competencies and biases are made available. This Protocol may serve as a starting basis.
- Disparities are available at the level of individual practitioners as part of a performance review process when outcomes are unacceptably low, and become part of an individual improvement plan.

Service User Identification

- The race and origin of service users is collected via local best practices, drawing from local expertise. In 2013, this includes self-definition of race (or origin), refugee status, preferred language of communication, and generational time in the USA.
- The rules of House Bill 2134 (Uniform Standards for Race, Ethnicity and Language Data) are adhered to, including the specific racial identifiers to be used, and updated as the rules are modified.
- Service user satisfaction data is collected, assessed and publicly reported routinely. All domains identified in the Protocol are assessed, including satisfaction with the organization's policy and practice of racial equity.
- The languages spoken by service users and potential service users is collected and updated annually.
- The use of untrained individuals or minors as interpreters is tracked (and avoided).

Continual Quality Improvement

- An Equity Team of staff and community representatives leads the assessment and improvement process, staying engaged throughout the year to strengthen progress across the organization. This group receives support, training and recognition for their role in advancing cultural responsiveness in the organization.
- At least one staff person is identified to support the quality improvement process and resource the Equity Team.
- Changing demographic information is tracked, along with emerging community needs and priorities.
- Conduct regular assessments of the needs and assets of service users and potential service users so as to support the advancement of the health and wellbeing of local communities of color.
- The completion of this Protocol Assessment is comprehensive, and illustrates transparency, rigorous self-reflection, and accuracy.
- Recognizing that this Protocol will need updating every 3-5 years, the organization will provide advice to the convening body (anticipated to be the Coalition of Communities of Color) as to how improvements can be made, and will adopt the new Protocol when available.

Evidence – In a culturally responsive organization, evidence of these equity practices must be tangible. You need to assess your progress on each element, assessing the degree to which such practices are integrated into the organizations' standard operations, reinforced via policy, and integrated across all units in the organization (required for a score of 5).

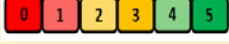| Category	Standard	Rating
Evaluation Research	1. The results of compliance with these standards (the results of having conducted this Protocol Assessment) as well as the coming year's Improvement Plan, and annual updates, is filed with the Board/governing body and reflected in the minutes.	0 1 2 3 4 5
	2. Responsibility for data collection and analysis of the workforce and client outcomes, of completion of this Protocol assessment, of service outcomes, of translation services, of demographic trends, and of required data systems (and needed reforms) are assigned to specific staff, and reflected in their job descriptions.	0 1 2 3 4 5
	3. Data collection and analysis is done annually to document progress and accountability on Protocol standards, reviewed and endorsed by the Equity Team and the CAB (with minutes attached to the plan), with the final plan submitted to the Board/governing body and reflected in their minutes. A narrative of how data systems and evaluation practices achieve these standards is part of the plan.	0 1 2 3 4 5
	4. Workforce and volunteer profiles are prepared and submitted to the Equity Team (workforce) and CAB (volunteers) for review and integration into their own planning documents. Meeting minutes reflect these reviews.	0 1 2 3 4 5
	5. Analysis of services provided, disaggregated by race and language of customers, at all major points of service, and particularly for outcomes achieved, is consolidated in an evaluation report, to be filed with the Equity Team, the CAB and the Board/governing body for their review and integration into future planning. The evaluation report and minutes reflecting filing with the three bodies reflects compliance.	0 1 2 3 4 5
	6. Policy defines the research practices (documentation and analysis) that support racial equity and cultural responsiveness and specifies those responsible.	0 1 2 3 4 5
Service User Identification and Experiences	7. A client data collection form includes race and origin of service users, as well as refugee status, indigenous status, preferred language of community, and generational time in the USA. Variations from the "Research Protocol" standards recommended by the Coalition of Communities of Color are explained with a rationale.	0 1 2 3 4 5
	8. Policy reflects the details to be included in the data collection form, and the specific form being used, and is endorsed by the Equity Team and the CAB.	0 1 2 3 4 5
	9. Analysis of languages spoken, alignment with languages provided, and quality of interpreters provided is conducted annually and submitted to the Equity Team and CAB for review, and filed with the Board/governing body annually. Recommendations for improvement are part of the final submission to the Board.	0 1 2 3 4 5
Quality Improvement	10. The Equity Team's and the Community Advisory Board's composition, goals, roles and accountability practices are written into policy.	0 1 2 3 4 5
	11. The Equity Team and CAB are allocated budgets to fulfil their roles, and clearly apparent as operational budget lines.	0 1 2 3 4 5
	12. The Equity Team and CAB is resourced by at least one staff person (or portion of an FTE depending on the size of the organization) also responsible for liaising with other units in the organization, and who ideally reports to the Executive Director (and *not* to Human Resources) and routinely attends Board/governance meetings, and reflected in the job description. Portfolio responsibility for cultural responsiveness in specific organizational units still rests with the managers responsible for these units.	0 1 2 3 4 5
	13. Demographic changes are tracked, and forecasts for emerging service needs are identified by the evaluation/research staff (ideally) and shared with the CAB and Equity Team. Minutes of such presentations are available.	0 1 2 3 4 5
	14. Management and the Board/governance body is responsible for cultural responsiveness and racial equity. Board minutes reflect efforts to strategize improvements, and this role is written into policy. The Equity Team is responsible for tracking the achievements and barriers to racial equity and cultural responsiveness, and being a resource to management and the Board/governance body.	0 1 2 3 4 5
	15. The Executive Director compiles relevant materials to document efforts to improve responsiveness, with materials available to funders and to the public as requested.	0 1 2 3 4 5
	16. The Equity Team will provide input to the external convening body responsible for improving this "Protocol for the Provision of Culturally responsive Services" when so invited, and thus maintains a working document for such advice.	0 1 2 3 4 5

Rating: Tally your score on this standard. Score = _____ out of a possible maximum of 80 points.

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Scoring Summary & Locating your Mainstream Organization

In the chart below, enter your raw scores in each domain. Then take out your calculator and convert each number to a percentage value. Each figure will need to be converted according to the instructions in the brackets.

Domain #1: Commitment, governance and leadership	_____ out of 60.	Equals _____%	(divide by 0.6)
Domain #2: Racial Equity Policies and Implementation Practices	_____ out of 60.	Equals _____%	(divide by 0.6)
Domain #3: Organizational Climate, Culture and Communications	_____ out of 50.	Equals _____%	(divide by 0.5)
Domain #4: Service Based Equity	_____ out of 150.	Equals____%	(divide by 1.5)
Domain #5: Service User Voice and Influence	_____ out of 35.	Equals_____%	(divide by 0.35)
Domain #6: Workforce Composition and Quality	_____ out of 40.	Equals ____%	(divide by 0.3)
Domain #7: Community Collaboration	_____ out of 30.	Equals ____%	(divide by 0.3)
Domain #8: Resource Allocation and Contracting Practices	_____ out of 40.	Equals ____%	(divide by 0.4)
Domain #9: Data, Metrics and Quality Improvement	_____ out of 80.	Equals ____%	(divide by 0.8)

Now plot the percentage figures in the chart below, and link each point on the chart together. This is your "footprint" for cultural responsiveness.

Organizational Profile
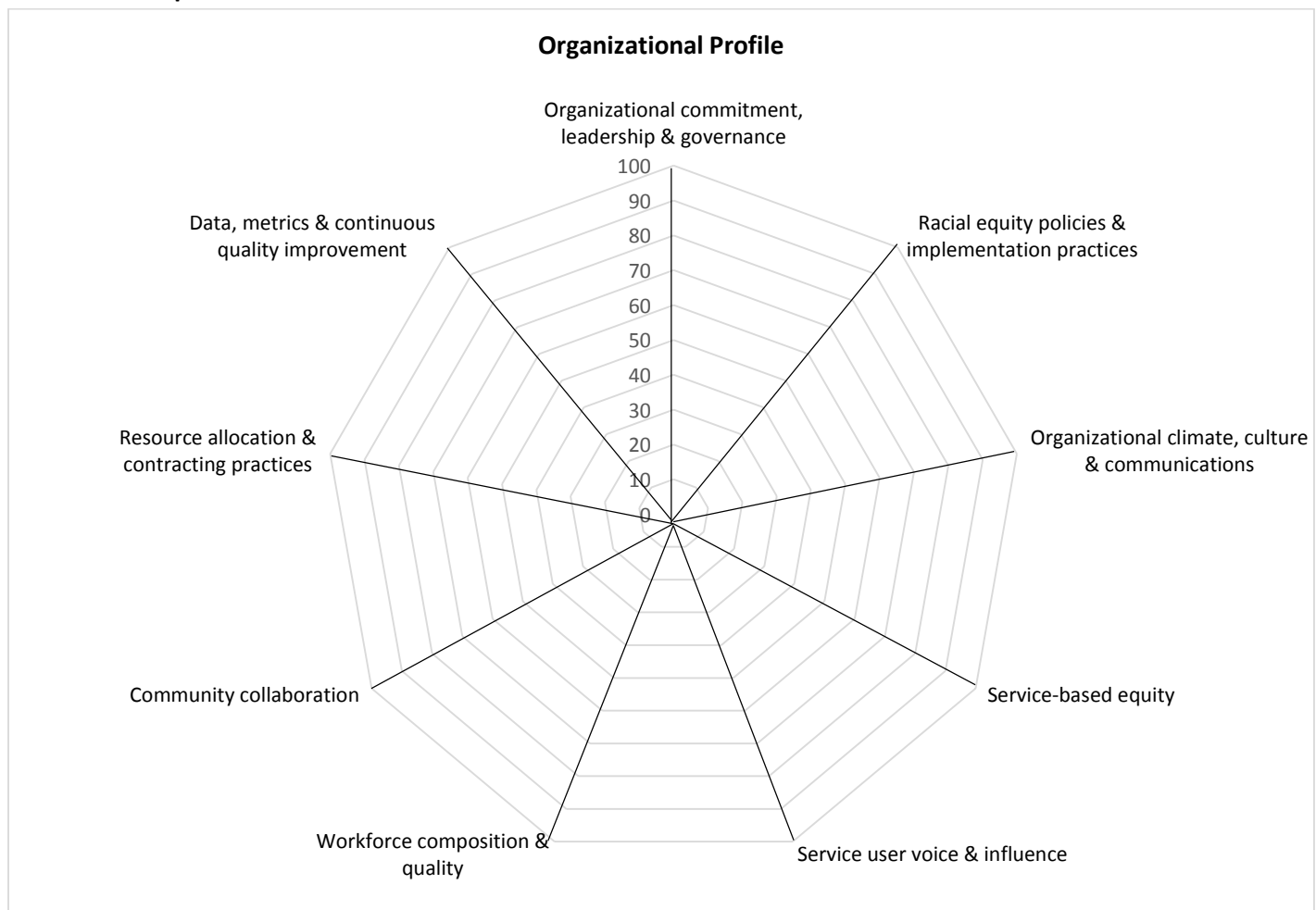
You've done it! You have completed your assessment of your organization's cultural responsiveness. That was a lot of details, gathered by your team. We hope that despite the heavy lifting you needed to do to complete the tool, you have learned a lot and opened up important conversations and wonderings about how to improve your organization. Turn to the next page to see the concrete advice we have for moving forward.

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Recommended Next Steps

Here are suggested avenues for building your Improvement Plan. Review the image above and identify the areas of weakest performance.

1. Look over your footprint chart and identify the weakest three domains. Then go back to your data for the domain and identify three actions you could undertake that would improve your results.

   a. Weakest Domain: _____

      i. _____

      ii. _____

      iii. _____

   b. Next Weakest Domain: _____

      i. _____

      ii. _____

      iii. _____

   c. Third Weakest Domain: _____

      i. _____

      ii. _____

      iii. _____

2. Now review your selections. You are going to rate them according to the following criteria:

   a. Which are your "low hanging fruit" meaning that they are relatively easy to accomplish?

   b. Which are the most important, meaning that they hold the potential to reduce racial disparities the most significantly?

   c. Which would achieve the greatest buy-in from your staff, meaning that you could most easily generate enthusiasm and the resistance would be lowest?

   d. Which would impress your stakeholders (including clients, community leaders, funders or potential funders), meaning that this action signals that you are serious about becoming a culturally responsive organization?

   e. Which are relatively low cost to implement, meaning that you can do this without compromising the organization's existing commitments?

   f. Which could generate important gains within a year, meaning that you could have gains by the time you update the Protocol next year?

   Use the worksheet on the next page to help track this review.

Enter your domains and action options, and then rate each action on the five factors described above. On each factor, give the action a score according to the following scale:

1 = No chance that getting involved in this action will meet this goal (of, for example, it being easy to implement)
2 = Weak prognosis
3 = Fair prognosis
4 = Good prognosis
5 = High prognosis for meeting this goal

Domain	Action	Low hanging fruit?	High impact?	Staff buy-in?	Impress stakeholders?	Low cost?	One-year returns?	TOTAL SCORE
Domain:	1.							
	2.							
	3.							
Domain:	1.							
	2.							
	3.							
Domain:	1.							
	2.							
	3.							

You now have reviewed your optional actions through lenses that are frequently chosen to help organizations set strategic priorities. On the basis of these scores, which actions are most appealing to you?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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3. Now look forward to the organizational chart on Page 25. Look at the degree to which your organization aligns with this chart. Are there significant omissions in your organization's structure to carry forward the work embedded in this Protocol? If you need to add structural supports for your work on culturally responsive services, please identify them here. What additional structures do you need to maintain cohesive work on inequities?

    _____

    _____

4. Now is the time to determine your priorities for the coming year, consolidated into an Improvement Plan. Here is a suggested framework for your report.
    a. Here are areas where we are already doing well and we want to affirm…
    b. Here are the priorities we have chosen for our organization to implement in the coming year…
    c. Here is why we have selected these…
    d. Here are the organization's structural improvements we see as important for our ongoing work on becoming culturally responsive, and here is what we will do to implement these changes…
    e. Here are ways in which just completing this Protocol have been important to the organization…
    f. We encountered some difficulties in using this Protocol which are important to pass along to the Coalition of Communities of Color when they do a review of the Protocol in 3-5 years from now…

Diagnosis of Location on Continuum

Returning to our promise to assist organizations to identify their location on the continuum, we invite participating organizations to translate their scores from the "scoring summary" into the grid below. Place a checkmark in the space where you have scored in each domain. Given that this is a new approach to providing a diagnosis to one's organization, we are not certain as yet whether or not our guidelines are appropriate. You may override the guideline to portray your organization as you see as appropriate.

Type of Organization	Mono-Cultural	Diversity-Oriented		Culturally Responsive			
Domain	**Status Quo**	**Satisfied**	**Considering**	**Inquiring**	**Aspiring**	**Acquiring**	**Achieving**
Guidelines	**Not Done**	**Not Done**	**Not Done**	**Not Done**	**> 0% & < 20%**	**≥ 20% & ≤ 85%**	**> 85%**
1. Commitment, governance & leadership							
2. Racial Equity Policies & Implementation Practices							
3. Organizational Climate, Culture & Communications							
4. Service Based Equity							
5. Service User Voice & Influence							
6. Workforce Composition & Quality							
7. Community Collaboration							
8. Resource Allocation and Contracting Practices							
9. Data, Metrics and Quality Improvement							

Interpreting the profile creates a varied set of diagnoses. Here is our evocative position: our capacity for equity is only as good as our weakest position, and that any weak performance area needs to be tended before affirming the strengths that we have. While this might be a discouraging position, it is worthy of contemplating.

We ask for organization who have completed the tool to provide us with feedback on utility of this approach and whether such diagnosis is helpful to your work. Feedback can be provided through the links at the Coalition of Communities of Color's website.

Documentation to Confirm Ratings

This list consolidates the documentation identified in the tool and it can be used as a checklist for tracking progress. It can also be used as the organization's way to respond to the question, "where is the racial equity in your organization?" By maintaining a list of the elements the organization has incorporated, one would be able to point to these elements and say, "here it is."

Purpose	Document	Completed?	Updated Annually?
Intention and commitment documentation	Narrative of how Protocol is committed to at highest organizational levels		Yes
	Organization's mission statement		No
	Union commitment (if applicable)		No
	Racial Equity Policy		No
	Protocol adherence policy		No
	Protocol Assessment, including relevant documentation		Yes
Content that shows plans for moving forward	Improvement Plan – including goals, responsibilities, timelines, accountability and reporting practices		Yes
	Written plan to diversify your workforce (called Diversification Plan)		Yes
	Document that maps responsibilities for standards and also how adherence and performance will be tracked		No
	Creation of CAB and its roles (also in policy section)		No
	Written Racial Equity Plan (required in Organizational Assessment Tool)		No
	Annual report includes report on larger policy and cultural context, systems change advocacy involvement, funded partnerships with CBOs, and budget support for disparity reduction		Yes
	Staff training plan – to adhere to Standards, and to evaluate effectiveness		Yes
	Contracts with interpreters and with contracts and subcontracts – requiring them to adhere to racial equity and relevant elements of Protocol		Yes
	Reference letters from culturally specific organizations to assert "skimming" is not occurring		Kept updated
	Centralized data base of appropriate referral sources		Kept updated
	Narrative of social justice and racial equity involvement		Yes
	Sample of performance evaluations to illustrate accountability and focus on racial equity and cultural responsiveness		Kept updated
Standardized forms	Customer data collection form		No
	Service tracking sheet		No
	Client (or stakeholder) Satisfaction Survey (and translated into relevant languages)		No
	Climate Survey		No
	Client Risk Assessment		Ongoing
Organizational policies	Adherence to Protocol		No
	Protocol implementation		No
	Roles and responsibilities of governance body and staff, identifying portfolio responsibilities		No
	Community Advisory Board – roles (including in the Protocol and Improvement Plans), membership, reporting lines		No
	Equity Team – roles [double check this… carry forward from other tool]		No
	Budget policy on how you are "budgeting for equity"		No
	Committee minute taking on decisions, documentation review, membership and attendance, and retention of minutes in organizational files		No
	Client/Customer satisfaction survey and analysis		No
	Customer complaint policy and procedure		No
	Human Resources Policies		No

	1. Job descriptions – equity responsibilities, training, self-evaluation, individual learning plans 2. Job descriptions for volunteers and board members – includes knowing local resources, policy issues, partnership opportunities, participation in training 3. Job descriptions for managers – report on improvements to services 4. Responsibility for the elimination of service disparities ***Performance review process*** • Includes self-appraisal of skills and self-improvement plan • Includes assurance of practicing to level at which one is trained • May include individual level of disparities generated by practitioner ▪ Reward system for progress		
	Methods to confirm cultural relevance of services provided (customized for the organization's services)		Updated
	Service user involvement on governance bodies, CAB, and as staff		No
	Equity lens used to assist in decision making		No
	Minority contracting and subcontracting		No
	Adherence with HB 2134 (uniform data reporting) and HB 2611 (cultural competency training)		No
	Data collection and analysis policy to illustrate adherence to standards		No
	Translation and interpretation policies		No
	Review and updating process every 3-5 years		No
Research and reporting documentation	Disparities reports on all points in services, and disaggregated by language and additional specified variables, including level of need		Yes
	Narrative of culturally responsive data practices		Yes
	Client tracking system – services received, location of services, referrals made, additional resources secured, interpreters provided at each point of service		Yes
	Report on preferred language use and actual languages used, and percent by qualified interpreters		Yes
	Report on racial equity in contracting and subcontracting		Yes
	Summary of client/customer satisfaction survey, disaggregated by community being served (origin, language)		Yes
	Workforce and Board (possibly also volunteer) composition disaggregated by race and language		Yes
	Calculation of disparity in staff-to-community served		Yes
	Collecting information from those who don't use services, or who leave early		Yes
	Scan of signage and other relevant literatures and communications for inclusion, respect and also for language and interpretation, and information on complaint procedure		Yes
	Effectiveness of training programs in building awareness and services		Yes
	Synthesis of complaints and resolution		Yes
	Progress towards goals set within Improvement Plan		Yes
	Reporting on quality of interpreter services		Yes
	Climate survey report		Every 2 years
	Report that consolidates contracts' and subcontracts' adherence to Protocol		Yes
Other	Please identify additional materials you have found useful to your work:		

Resources

Interview Questions for Funding Bodies

Granting bodies are encouraged to integrate high expectations for grantees to deliver racial equity and cultural responsiveness in their services. While we encourage funders to consider requiring their grantees to adopt the Protocol and to share with them their Protocol assessment and Improvement Plan, we anticipate some funders will be reluctant to press for such a magnitude of commitment. To adjust to these conditions, we encourage funders to implement the following "key expectations" for assessing the organization's ability to serve communities of color.

Accordingly, we have reviewed the full content of the Protocol and asserted the following elements reflect the intersection of what is most important, overlapped with what is reasonable to expect from organizations without additional resources, and that which is most evident in the literature. Remember this is not complete for assuring the path towards becoming a culturally responsive organization or an evidence-based culturally specific organization, but believe these to be key features for such progress.

Funders can use this guide in two ways:

1. Take the "evidence base" content and embed it in your RFP process, asking for the potential grantee (or contractor/subcontractor) to provide this evidence, and the RFP process will review the evidence assessing the degree to which the standards are reflected in the submission.
2. During a site visit or a "due diligence" visit, ask the questions of the applicant.

In both cases, funders will want to recommend that that applicants review this Protocol to become familiar with why these questions are being asked and the fuller picture of how these key elements fit into a larger organizational improvement process.

Grant reviewers should receive sufficient information from submitted proposals and other attached documentation in order for the grantor to be able to rate the grantee on these elements. Look for the adequacy of narratives, the specifics of initiatives cites, and the degree to which evidence exists to confirm the organization's ability to serve clients and communities of color.

Turn the page to see the grid which contains the "evidence base" as well as interview questions. These are cross-referenced with the relevant standards and domains, showing both where to turn for more information and specifics, as well as providing indicators of how high a bar is being set for what this evidence might show. In essence, the standards can help the funder operationalize what it might be looking for in answers to the questions and in the evidence provided.

Evidence Base to be provided by applicant	Interview Questions to be asked of applicants	Standards reflected by the evidence	Domains
1. Narrative of how racial equity and cultural responsiveness is committed to at governance and top leadership levels	• What are the explicit racial equity commitments of the organization and how are these demonstrated? • How does the organization ensure that the leadership and governance processes uphold to racial equity? • Is the organization well-regarded as an authentic contributor to racial equity? How do you know this?	• Organizational governance and leadership promotes racial equity and cultural responsiveness through policy, practice, and resource allocation.	Organizational commitment, leadership and governance

2. Racial equity policy	• Do the organization have a racial equity policy and does it include the following elements:
	  - Vision of racial equity?
	  - Justification for the need for the policy?
	  - The importance of leading with race?
	  - Recognition of the role of partnerships?
	  - The importance of the role of resource allocation?
	  - Concrete next steps?
	  - Accountability mechanisms?
		• Racial equity policy is endorsed by the governing body.
		• The policy clearly identifies the rationale for cultural responsiveness and for racial equity, allowing all staff and volunteers to understand the benefits to service users, the community, the organization, and to wider society that can emerge.
		• The governing body holds responsibility for the organization's improvements in cultural responsiveness and racial equity
			Racial Equity Policies and Implementation Practice

3. Narrative of social justice and racial equity involvement	• Are advocacy efforts part of the organization's work? If so, what advocacy efforts are they engaged in? Does this reflect the priorities of communities of color? • How does the organization characterize its solidarity with the diverse community it serves and the struggles these communities may face on a regular basis? Does the community value the roles taken on and how is this known?	• Respect is maximized under conditions of solidarity, meaning that advocacy for social justice is a part of the core work of the organization.	Service Based Equity and Relevance
4. Customer data collection form	• How do you know the racial and ethnic identity of those you serve? • Are you able to accurately disaggregate your client base to identify local communities of color?	• The race and origin of service users is collected via local best practices, drawing from local expertise. In 2013, this includes self-definition of race (or origin), refugee status, preferred language of communication, and generational time in the USA. • The rules of House Bill 2134 (Uniform Standards for Race, Ethnicity and Language Data) are adhered to, including the specific racial identifiers to be used, and updated as the rules are modified.	Data Metrics and Continuous Quality Improvement
5. Client satisfaction survey	• How do you gather feedback from clients about your organization's delivery of culturally responsive services? • How do you know that all the communities you serve equivalently value the organization's services?	• Service users are valued as the center of the organization. The organization consistently expresses appreciation for service users, and eliminates disparaging discourses, including those that expect service users to be grateful for the organization and its staff. • The organization views the knowledge and experiences of service users as essential to the wellbeing of the organization. Their perceptions of services, culture, respect and quality are given primacy in the assessment of the organization's cultural responsiveness. • Service barriers are routinely identified and remedied • Staff advocate effectively with other service providers to ensure access is available to all who need the service. • Flexibility in service provision occurs to reduce barriers • The organization ensures that service users know how to access interpreters at all levels of engagement with the organization:	Organizational Climate, Culture and Communications AND Service Based Equity and Relevance AND

Evidence Base to be provided by applicant	Interview Questions to be asked of applicants	Standards reflected by the evidence	Domains
		seeking service, initial encounters, substantive services, complaints and research participation. • Staff adapt "universal interventions" to ensure they are relevant for the community and individuals being served. • Service roles are extended in ways deemed useful by the user – and likely to include advocacy, education, advising, and information sharing – stretching beyond conventional professional interventions in health and human services. • Service providers understand the service user's "explanatory model for illness" (identifying the spiritual and cultural beliefs about illness of the community). • Staff understand the communities they serve, in a non-static manner, including their culture, values, norms, history, customs, and particularly the types of discrimination, marginalization and exclusion they face in the USA. This knowledge needs to be applied in a responsive non-limiting and non-stereotyping manner. • Culture-bound issues are understood to include constructs of individualism, collectivism, private property and the permission-granting process. • Community members confirm that staff practice with respectful recognition. • Staff know the resources available in the community that best support service users, including the strengths and weaknesses of these services, and particularly the conditions to access the services. • Staff understand the dynamics of inclusion within US society for immigrants and refugees, and the barriers typically experienced by these communities. • Input from service users is gathered to confirm the relevance of programs and services. The organization responds to shortcomings. • Service users affirm that the organization is culturally responsive, and high satisfaction exists across communities of color, including disaggregation by language, refugee status and generational time in the USA. • Service user satisfaction data is collected, assessed and publicly reported routinely. All domains identified in the Protocol are assessed, including satisfaction with the organization's policy and practice of racial equity.	Service User Voice and Influence AND Data, Metrics and Continuous Quality Improvement

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Evidence Base to be provided by applicant	Interview Questions to be asked of applicants	Standards reflected by the evidence	Domains
6. Narrative and/or policy of methods used to confirm cultural responsiveness of services provided (customized for the organization's services)	• How does the organization demonstrate the cultural relevance and responsiveness in its services? • What organizational self-assessments has the organization completed in the last 5 years? • What improvements emerged from these? • How is racial equity embedded in research and evaluation?	• Services provided by the organization have been validated as useful, relevant and likely to promote health and wellbeing by the communities being served. • The organization serves all service users with equitable results.	Service Based Equity and Relevance
7. Narrative of how the budget reflects priorities for improvements in cultural responsiveness	• How does the organization's budget support your efforts to deliver stronger cultural responsiveness?	• Resources are dedicated to building the organization's cultural responsiveness across all domains to ensure progress on all standards.	Organizational commitment, governance and leadership

8. Narrative with supplemental human resources policies and job descriptions that details how an effective workforce is recruited, retained, monitored, supported, trained and held accountable for racial equity and cultural responsiveness.	• How does the organization ensure that staff are:
	  - Committed to cultural responsiveness?
	  - Have the skills to practice to these standards?
	  - Demonstrate this capacity throughout their work tasks and responsibilities?
	• What recruitment processes are used to ensure racial diversity of the board and community membership from the communities served?
		• Lead staff on each standard must have these responsibilities added to their job description, and ensure that appropriate elements are integrated into the job descriptions of all relevant staff, and progress on these responsibilities is reviewed as part of the performance review procedures.
		• Staff are effective in building purposive relationships with service users. Working cross-culturally typically requires deep listening, reciprocity, cultural respect and commitment to trustworthiness.
		• Staff know the disparities facing local communities of color, particularly those that limit (1) service users' ability to improve their health and/or wellbeing and (2) the specific health and wellbeing risks faced by the community.
		• Staff are supported to build their capacities to develop culturally responsive practice and to advance racial equity through provision of training that advances learning and practice regarding racial equity, cultural responsiveness and corresponding service provision capacity in these areas.
		• Racial equity and cultural responsiveness goals are incorporated into performance objectives and evaluations of staff, and the organization's board-endorsed strategic plan
			Service Based Equity and Relevance
			
			AND
			
			Workforce Composition and Quality

9. Share the equity lens or alternative used to support racially equitable and culturally-responsive decision making	• How do you ensure that your decisions both support your movement towards being culturally responsive and that they do not block such progress? • Are there tools that you use, such as an equity lens, to assist in your decision making?	• Decisions made on behalf of the organization reflect a commitment to racial equity and cultural responsiveness (and the related specific improvement goals). Use of an "equity lens" may help guide the decision making process.	Organizational commitment, governance and leadership
10. Translation and interpretation policies	• What policy does the organization have to ensure that every service user has access to a qualified interpreter? • How do you monitor compliance with this policy? • What is your success rate?	• Each service user has a qualified interpreter if they so need. • Ensure competence of individuals providing language assistance (requires certification and resource allocation). • The organization ensures that service users know how to access interpreters at all levels of engagement with the organization: seeking service, initial encounters, substantive services, complaints and research participation.	Service-Based Equity and Relevance (elements of "access" and of "language accessibility")

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Evidence Base to be provided by applicant	Interview Questions to be asked of applicants	Standards reflected by the evidence	Domains
		• The portion of service users who need and who receive interpreters is tracked and reported. • The use of untrained individuals or minors as interpreters is tracked (and avoided).	
11. Disparities reports on all points in services, and disaggregated by race, refugee status, language and additional specified variables, including level of risk.	• How well are communities of color served? • How is this confirmed? • What documentation does the organization have that identifies disparities across all points of service?	• Racial disparities are assessed across the organization at each point of service and change in service, and updated at least every two years. • The organization serves all service users with equitable results. It does not "skim" low needs clients, referring more challenging clients to culturally specific organizations	Data Metrics and Continuous Quality Improvement
12. Workforce and Board composition disaggregated by race and language	• What is the racial, ethnic and linguistic composition of the staff, leadership, and Board? • How is racial equity embedded in: - Hiring and training? - Staff orientation and performance evaluations (clear job descriptions, onboarding process, probationary reviews, work plans, annual evaluations, corrective actions, etc.)? - Professional development and promotional opportunities?	• Data are collected on the race, ethnicity, and linguistic makeup of all Boards, Administration, and Staff. • Workforce of the organization reflects the racial composition of service users or the community (whichever holds a larger portion of people of color). • The organization retains, promotes and integrates workers who share the racial identity of service users. • The organization has an internal structure and entity responsible for workforce diversity.	Data Metrics and Continuous Quality Improvement
13. Calculation of disparity in staff-to-community served	• How well do your staff reflect the communities or color served or the demographics of the community in which the organization is based (whichever is bigger)?	• Racial disparities are assessed across the organization at each point of service and change in service, and updated at least every two years.	
14. Organizational chart that shows responsibilities for racial equity and cultural responsiveness	• Does the organization have structures and capacities to support its path to becoming a culturally responsive organization?	• Organizational governance and leadership promotes racial equity and cultural responsiveness through policy, practice, and resource allocation.	Organizational commitment, governance and leadership

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Racial Equity Policy

This document provides an overview of suggested components for a successful racial equity policy. The components were developed after reviewing a set of similar policies, discerning the elements that are important for setting directions, expressing need, identifying roles and establishing accountability. In this policy guide, we provide the substantive elements, the key features of each element, and samples from three organizations.

Substance Recommendations
1. Provide a vision of racial equity
2. Justify the need for the policy
3. Lead with race
4. Recognize the role of partnerships
5. Recognize the role of resource allocation
6. Offer concrete next steps and accountability mechanisms
7. Provide definitions
8. Add ratification date

1. **PROVIDE A VISION OF RACIAL EQUITY.** Begin the Policy with a positive strengths-based vision of what your organization is trying to achieve and what successful advancement of racial equity will mean. Include a connectivity to the community or communities targeted by your organization. Ensure a specific focus on racial equity while highlighting that improved outcomes for communities of color improves outcomes for all.

   Examples

   Oregon Education Investment Board (OEIB): The OEIB has a vision of educational equity and excellence for each and every child and learner in Oregon. We must ensure that sufficient resource is available to guarantee their success and we understand that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. The attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live, and make progress towards become a place of economic, technologic and cultural innovation.

   Portland Public Schools (PPS): The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

   City of Portland: The Portland Plan declares a vision for Portland where: all Portlanders have access to a high-quality education, living wage jobs, safe neighborhoods, a healthy natural environmental, efficient public transit, parks and green spaces, decent housing and healthy food; the benefits of growth and change are equitably shared across our communities, and no one community is overly burdened by our region's growth; all Portlanders and communities fully participate in and influence public decision-making; and Portland is a place where your future is not limited by your race, ethnicity, gender, sexual orientation, disability, age, income, where you were born or where you live.

2. **JUSTIFY THE NEED FOR THE POLICY.** Outline current and/or historical racial, ethnic and linguistic inequities related to the populations that your organization serves or engages. List specific communities experiencing inequities. Utilize culturally-appropriate data and research and cite the research. Use the most local and specific data available to you. Ensure that discussion of inequities is not solely broad-based, but includes

specific inequities in the organization or entity adopting the policy. Connect inequities with organization and system structures, including those identified in the Assessment Tool developed by the collaborative.

Examples
OEIB: Oregon faces two growing opportunity gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent achievement gap between our growing populations of communities of color, immigrants, migrants and low income rural students with our more affluent white students. While students of color make up over 30% of our state – and are growing at an inspiring rate – our achievement gap has continued to persist. As our diversity grows and our ability to meet the needs of these students remains stagnant or declines – we limit the opportunity of everyone in Oregon. The persistent education disparities have cost Oregon billions of dollars in lost economic output and these losses are compounded every year we choose not to properly address these inequalities.

The second achievement gap is one of growing disparity between Oregon and the rest of the United States. Our achievement in state benchmarks has remained stagnant and in some communities of color has declined while other states have begun to, or have already significantly surpassed our statewide rankings. If this trend continues, it will translate into economic decline and a loss of competitive and creative capacity for our state. We believe that one of our most critical responsibilities going forward is to implement a set of concrete criteria and policies in order to reverse this trend and deliver the best educational continuum and educational outcomes to Oregon's children.

PPS: Portland Public Schools' historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predicator of student achievement and success.

In PPS, for every year we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, PPS must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

City of Portland: Portland has become more diverse. Communities of color and immigrant and refugee communities are growing. Today, approximately 1-in-2 students in Portland's public schools are students of color. Data presented by the Urban League of Portland's State of Black Oregon and the Coalition of Communities of Color's Communities of Color in Multnomah County: An Unsettling Profile, shows that racial and ethnic disparities are pervasive and worsening over time. In poverty, employment, and education measures, Portland's communities of color have outcomes between 15% and 20% worse than white communities.

3. **LEAD WITH RACE.** The collaborative committed to develop *racial* equity policies, not catch-all equity policies. Addressing issues of race brings significant benefits to other communities facing inequities. Inequities that exist within oppressed communities are most severe when people of color hold multiple oppressed identities. We want to support initiatives that address all forms of oppression, while at the same recognizing that one-

size-fits-all equity initiatives end up inadequately addressing any community. Maintaining an explicit focus on race is essential to advancing equity across our community. Note that improving outcomes for people of color will improve outcomes for everyone in our community.

Examples
OEIB: The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.

PPS: Recognizing that there are other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between White students and students of color.

City of Portland: The City recognizes the need to eliminate disparities based on race, ethnicity, national origin, English language proficiency, gender, gender identity, sexual orientation, religion, socio-economic status, source of income, geographic location of residence, familial status, disability, age, physical and mental illness, and other factors. Data indicates that racial and ethnic disparities and those for people with disabilities are vast across all indicators, supporting the need for the City to lead with race and ethnicity as a starting focus and also for disabilities to be an initial priority for the City and the Office of Equity and Human Rights.

4. **RECOGNIZE THE ROLE OF RESOURCE ALLOCATION.** Policies should set the expectation at the outset that the advancement of racial equity will require resource differentiation or reallocation. Too often, racial equity is advanced as long as it does not require the differentiation of resources. Resource allocation is required for successful implementation of a racial equity policy: if you can't see it in the budget, then you aren't serious about it.

Examples
OEIB: We believe that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

PPS: To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

City of Portland: Advancement of equity may require resources to be shifted and reallocated.

5. **RECOGNIZE THE ROLE OF PARTNERSHIPS.** Organizations adopting racial equity policies do not need to advance racial equity by themselves and, in fact, the ideal is to partner with others, particularly those communities most impacted by inequities.

Examples
OEIB: We believe that communities, parents, teachers and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen – and have the courage to share decision-making, control and resources.

PPS: The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments

that reflect and support racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally specificexpertise – including government agencies, non-profit organizations, businesses, and the community in general – in meeting our educational outcomes.

City of Portland: Advancing equity for and protecting the human rights of all Portlanders will require coordination with other equity and human rights work not only in government but also in private business, nongovernmental organizations, academia, community groups, and the media.

6. **OFFER CONCRETE NEXT STEPS AND ACCOUNTABILITY MECHANISMS.**
   Typically, this section includes the creation of a timeline (including yearly reporting requirements), as well as the mandatory creation of an Equity Plan (or its equivalent), alongside who is responsible for developing it, and the manner in which it is to be submitted for approval (typically to organization's governance body)

   Examples
   OEIB: [After creating a racial equity lens . . .] OEIB will apply the equity lens to strategic investment proposal reviews, as well as its practices as a board.

   PPS: [After listing the goals . . .] The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

   City of Portland: [After establishing the Office of Equity & Human Rights . . .] The draft work plan of the Office of Equity and Human Rights attached as Exhibit C is an outline of the potential work of the Office. The Office of Equity and Human Rights will finalize an initial work plan after it is staffed and begins operations . . . The Commissioner in Charge will provide a progress report to Council and the community within six months from the date of adoption of this Ordinance. This report will include the structure of an advisory system for the Office of Equity and Human Rights, including community members and City staff . . . .

7. **PROVIDE DEFINITIONS.** Have individuals and organizations review the draft policy for words or terms that they do not understand. Potential words or terms for definition include the following: achievement gap, culturally responsive, disproportionality, educational equity, embedded racial inequality, equity, opportunity gap, race, underserved students, and white privilege.

8. **RATIFICATION DATE.** Include the ratification date in the policy document itself.

Terms of Reference for an Equity Team

Mandate

This permanent organizational committee shall ensure that the organization's commitment to racial equity is incorporated into and reflected throughout the organizational culture and operational practices of the organization. While the Board of Directors and Executive Staff are responsible for ensuring this commitment is increasingly actualized in the organization, the Equity Team is the vehicle for operationalizing this work in the organization, and ensuring that expectations and accountability becomes embedded structurally across the organization in operations such as job descriptions, training, program evaluations, and data systems. Nothing that the Equity Team is responsible for is removed from the Executive or Board leadership roles.

Responsibilities

a. *Core Activities*
- At the onset of this process, the Equity Team is responsible for conducting an assessment of the organization's cultural responsiveness by competing the Protocol Assessment or other comprehensive equity assessment. This team of approximately 8-10 people needs to include the following:
    - Executive-level staff, including the Executive Director (or equivalent) and ideally one or two Board Members who will likely benefit from participating in the process.
    - A breadth of representatives from across the organization with each department ideally represented.
    - Mostly senior and administrative staff, with at least two non-management staff included to ensure that input into the assessment is not solely that of management perspectives.
    - Racial diversity with at least three staff of color participating. This number is designed to resist tokenism and marginalization through the process.
- Annually prepare two reports:
    - A progress report on racial equity that identifies the achievements and challenges of the organization. This will involve reviewing reports provided by departments including Human Resources, Research and Evaluation, Programs and Services, and Finance that is likely to cover contracts and subcontracts. Additional areas of focus may not be embedded in a specific department (such as community partnerships) and will need a customized tracking process. Each year, the work done in depth may shift in focus as priorities transition.
    - A draft Equity Action Plan that identifies priorities for the coming year, submitted for approval by the Board of Directors or other governing body.

b. *Equity Promotion and Capacity Development*
- Participate in relevant Committees such as Human Resources, Operations and Strategic Planning. Within these committees, it is expected that the Equity Team members will join hiring processes, performance evaluations, revisions of job descriptions and any other function where racial equity performance is below the standards established in the *Protocol for Culturally Responsive Organizations*.
- Participate in and/or provide input into Board orientation, volunteer training, and staff orientation and training.
- Consult with the Executive Director (or equivalent) to identify internal barriers to advancing racial equity and provide advice on addressing barriers and advancing a culture of racial inclusion and respect.
- Assist the organization in staying up-to-date with improvements in the field of "equity in organizations."
- Resourcing staff of the organization – the team will develop and communicate resources for staff in advancing equity work in their own units, and provide consultation as needed.
- Develop and maintain a list of resources including consultants and trainers, books, videos and web links.

c. *Accountability and Transparency*
- Transparency measure – the two reports are to be posted on the agency's website and remain posted until the next report is available. These reports are to be archived and available on the public use areas of the website.

Decision Making

The Equity Team shall support and whenever possible use a consensus decision making model. Consensus shall be formally confirmed at the end of any given discussion and/or decision-making process. In those instances when any one team member chooses to pass and/or stand aside from the process, it is understood that they will support the consensus the group achieves. In order to ensure that consensus is achieved in an efficient manner, discussions and decision-making will likely need to be time limited.

Membership and Composition

The Equity Team shall have a minimum of 5 members, including:
- The Racial Equity manager (or equivalent staff person who holds expertise in this field and is appointed the lead staff person for the Equity Team). If the Racial Equity Manager reports directly to the Executive Director, the ED does not need to sit on the committee but will likely be frequently invited to these meetings. If s/he does not report to the ED, it is advisable for the ED to be a member of the team.
- Depth and breadth of organizational participation of staff who are motivated to be an important part of movement towards cultural responsiveness
- At least three staff of color should be members of the Team. Every effort shall be made to ensure that the composition of the Equity Team reflects the diversity of our local and national communities.
- Where the organization has an established Community Advisory Board, two members would ideally be cross-appointed to the Equity Team. Given, however, that the CAB members are less likely to be available during regular workday hours, this may prove difficult to coordinate. Electronic participation is an appropriate venue for participation, and stipends to support such participation may promote ongoing engagement.

Meeting Schedule

This team should meet at least 12 times per year. Meetings should be scheduled to ensure the majority of members can attend and participation needs to be a paid work activity.

Racial Equity in Strategic Planning and Program Planning

Organizations often approach strategic planning whereby they intend to map out the next five years of their organization with clear goals to achieve greater sustainability, relevance and innovation, often seeking to update somewhat tired approaches to human need, or seeking to address specific newer needs, or reflect emerging local priorities and opportunities. These efforts are geared at providing a unifying direction for the organization, detailing a vision that allows the organization's many parts to align with and embody in policy, practice and culture.

Racial equity, particularly in Oregon and Multnomah County, is at the top of human needs, as inequities are pronounced and pervasive across health, human and education services. For organizations moving into a strategic planning process, an important query is on how to implement an "equity lens" in this process, supporting focus on racial equity and social justice from start to finish. This resource aims to provide insights on how to implement racial equity throughout the initiative.

1. **General considerations**
    a. ***Will racial equity be a domain of this plan, or infused throughout?*** It is recommended that "both" be the answer so that there is concrete efforts to move racial equity forward as an explicit agenda item, as well as expecting various units and working groups to enact this approach to their work.
    b. ***Will "racial equity" be explicit or implicit?*** Clarity and directness is recommended, instead of embedded in race-devoid terms such as "diversity" or the more global construct of "equity" in general. Remember that "colorblind" approaches to equity do not work, and that they frustrate communities of color for communicating an unwillingness to directly commit the organization to racial equity.
    c. ***Among equity issues, will it lead with race?*** Arguments for leading with race include
        i. Direction setting: Clarity of objectives and centrality of expectations
        ii. Improved outcomes: Historic pattern of race being obscured when other features are added, as frequently the toughest issues "fall off the table" when (a) it is a crowded table, and (b) starting elsewhere is easier.
        iii. Community expectations: Communities of color want assurance that institutions will improve racial equity in their operations and outcomes. Note that when multiple forms of equity are centered, the implicit message for communities of color is that they must continue to wait for a better time for racial equity.
    If the organization insists that it cannot ethically organize around race, it is advised that a racial equity lens be used explicitly, and that a second equity lens be applied to other equity issues. A multifaceted equity lens has not been deemed effective to reduce racial disparities.

2. **Leadership commitment:** Given the importance of leadership positions to advance racial equity, it is important to have clear, direct and visible commitments and intentions from organizational leaders to guide the work of various units and planning groups. Ideally, this would exist as a "racial equity policy" that is already in place inside the organization. If it does not exist, the following is recommended:
    a. That the organization embeds a racial equity principle into the strategic planning process and outcome guidelines that reads something like this:
        i. "Racial equity is a central goal for this strategic plan. We live in a region where racial disparities are pronounced and where communities of color have been historically marginalized in civic engagement. As a public institution, we hold responsibility to address our

roles in this marginalization. We understand our contributions to include the following….
[here the organization names specific ways it has contributed to racial disparities].

ii. "We are guided by this principle in setting a vision for the organization, in implementation, in the plan itself and in accountability metrics that will tell us if we are improving racial equity in our future actions. Accordingly, all units involved in the strategic plan are expected to use a racial equity lens in conducting their strategic planning work, and we expect that all submitted documents will include details on how this has been conducted and how racial equity is reflected in the contributions."

3. **Promoting a Culture of Inclusion and Respect:** The most fertile foundation for effective racial equity work includes a welcome and affirming environment. That said, organizations can still change simply by requiring altered and improved policies, practice and accountability requirements. The time needed to move an organization towards racial equity through the former construct, where the culture shifts and the staff are amenable and even catalysts for a racial equity agenda, are, however, considerable, and reforms should not be limited or activities curtailed until the environment is "ready." Quite simply, it is unreasonable to ask communities of color to wait while mainstream organizations undergo a culture shift. The best alternative is something in the middle: In response to how one promotes, but is not dependent, on such a cultural shift include:

   a. Create a cadre of aligned leaders and equity champions, who have organizational supports and resources for moving the work forward.
   b. Simultaneously, provide training and support for allies and potential allies, providing them with a more in-depth understanding of equity issues and opportunities in the organization,
   c. Provide technical assistance for the leaders to strengthen their leadership of racial equity throughout strategic and program planning.
   d. Using a "training-for-trainers" model, provide some organizational leaders with the skills necessary to in turn provide technical assistance for allies who might be participating at various levels in strategic planning.
   e. Provide comprehensive "onboarding" of new staff to ensure they clearly understand how and why racial equity features prominently in the organization.
   f. Consider a long-term development of training for all staff in racial equity, particularly as tied to the dissemination of the strategic or program plan once it has been approved.

4. **Data systems and data gathering:** A principle about data that infuses directions for the organization need to be disaggregated by race. Without this, we do not know which communities are well served by the organization and those that the organization is failing. Organizations need to know their own racial disparities and hold themselves accountable for knowing this and acting to eliminate disparities. This would apply to several domains:

   a. "Access" profiles such as who is served by the organization, and who is blocked from access
   b. "Service" profiles such as who are the service providers (staff, disaggregated by unit and level of authority) and who are the decision makers (Board composition, leadership composition)
   c. "Outcome" profiles such as who gets through the services successfully, and what is their ability to manifest the benefits that the organization has endeavored to prepare one for. This typically includes both routine service outcomes data (according to whatever metric the organization uses to assert its "success"), and longer term tracking of those served and how well they are able to benefit from the services provided. For an employment program, it would include long-term follow up regarding employment status, income and length of time in the position. For an education program, it would include student dropout patterns, graduation rates (ideally measured for the cohort of those who

entered at the same time), debt loads on graduation, type of employment gained on graduation (is it
related to what one prepared for?), length of time one stays in the job, and wages paid at the job.
It is likely that organizations will not have the requisite data systems in place to do this disaggregation by the
categories included in the following section. Because of the importance of the visibility of communities of
color, it is highly recommended that data system improvements be included in a strategic and/or program
plan. Invisibility signals that the institution does not care about the community.

5. **Racial identifiers:** Without sufficient details about racial identity, entire communities are typically invisible in
   the organization, and more broadly in society. There are emerging "best practices" regarding racial identifiers.
   Know that racial categories are not static and that they have regional character (for example, in Oregon the
   Slavic community is recognized as a community of color). Accordingly racial identifiers will need updating over
   time.
   a. **Data categories.**
      i. Ensure that every data form has an open-ended racial identifier section where service users
         are able to enter their identity as they wish to describe it. Following this open-ended section,
         close-ended and drop-down boxes can be used.
      ii. Use the most current racial categories that are deemed vital to understanding communities of
          color. In Oregon, this is the racial identity categories embedded in House Bill 2134. Note that
          these racial identifiers can be rolled up for institutions that are required to report their
          activities according to federal requirements. No limitations are provided by federal bodies for
          organizations that wish to provide their communities with additional information.
      iii. Ensure that multiple races to be identified, and service user selection of a prime racial identity
           if one is required.
   b. **Identifying practices:**
      i. Ensure that those collecting data are properly trained for this role, and that ideally they be
         members of communities of color. People of color are more likely to self-identify as minority
         racialized when they are asked these questions by workers of color.
      ii. Obvious (we hope) is that service users are asked to identify themselves as opposed to staff
          interpreting their racial identify for them.
      iii. The Census Bureau practice of omitting a category called "multiracial" is recommended and
           that people enter as many categories as they wish to accurately identify themselves.
   c. **Organizational data coding:** Coding practices need to retain the full details that the service user has
      provided. We also want to ensure that multiple categories for identity are retained in the database
      and not amalgamated into a "multiracial" category. Sufficient details need to be preserved so that
      two different extractions can be calculated: "alone" and "alone or in combination with other races"
      reviews of the data.
   For more information, please see Curry-Stevens & Coalition of Communities of Color (2014).[31]

6. **Inclusion during the process:** The very process of how the strategic or program planning development unfolds
   is ripe for dynamics of inclusion and exclusion to occur. In anticipation, the organization is advised to tend to
   an array of practices so that (a) missteps are minimized, (b) the organization demonstrates its commitment to
   "walking the talk" on racial equity, and (c) the organization provides a culturally-responsive set of input
   practices that maximizes the likelihood that the best information is gathered and the most fertile ideas
   forwarded. For this to be actualized, the processes need to be highly inclusive.
   a. **Decision making procedures:** Decision making processes are where the "rubber hits the road" and
      they reflect either conventional hierarchical decision making (majority rule votes, by a conventional

body that is made up the organization's leadership) or more egalitarian models which formally support greater pluralism and emphasis on equity.

  i. Ensure communities of color have real influence in the process of strategic planning – as leaders of team, as holding real influence in the organization's process of discerning priorities, and as holding the authority to make decisions about the matters that affect them.

  ii. Decision making methods that are well recognized for equalizing power include the following: consensus, modified consensus, participatory decision making (such as dot-mocracy) and stratified representative decisions (where communities get to appoint their own representatives who take their positions forward into a smaller body).

b. **Time for process:** Too often, processes are narrowed when time is short, and the first narrowing occurs with community and the second with service users, and the third in staff who hold marginalized identities. Time for decent process must not be curtailed. Recognize that different community groups have different assets and constraints for participation and that these must be factors in planning and carrying out participatory activities.

c. **Resources for inclusion:** Sufficient resources to support participation are required. Consider issues tied to time of day, location, transportation, culture, child care, food and payment for expertise.

d. **Empowerment-oriented processes:** There are numerous opportunities for racial equity in the practices that lead up to the development of a strategic or program plan. Here are recommendations:

  i. Ensure that facilitators of events understand power dynamics that are tied to participation and that the facilitators have the ability, confidence and motivation to equalize participation.

  ii. Ensure that the right people are invited to the event and that this is considered at the onset instead of a later add-on. Joining a moving train is much more disempowering than getting to configure the tasks at the onset.

e. **Inclusion of community members:** Build processes that ensure that the perspectives of communities of color infuse the initiative, and that these processes are empowering (with the discourse being that this is the organization's opportunity to strengthen its relevance and responsiveness being desirable, as opposed to "something one has to do"). Complaint mechanisms can support where infractions to this principle occur.

f. **Recognizing that power exists hierarchically, increasing the power of communities of color is needed:** While the organization may not have concrete methods to achieve this already in place, long-term commitments to building the formal power of communities of color need to be expressed in the organization's strategic plan. Strategies can include:

  i. Creating policies to ensure that ¼ (at least) of governance bodies are held for communities of color, which would increase if communities of color hold a larger portion of those in the community (Multnomah County is currently 28.5% minority racialized).

  ii. Community Advisory Boards are effective vehicles to ensure that communities are able to imprint on the organization's operations and that they have a protected space to raise issues of relevance to them, and that they serve as an advisory body for the organization itself.

  iii. Employee Support Groups are effective for providing a protected space for workers to reflect together on shared issues and advance a shared opinion, request or demand to administration. The best ESGs are also treated as resource experts for management to draw upon for understanding employee needs and who can also provide links to their communities.

7. **Equity Lens for Strategic Planning Decisions:** An array of equity lenses exist across many sectors. The updated version from Multnomah County (2014) forms the basis for this customized tool that has been adapted for use in strategic and program planning, when a variety of options are being considered. The set of questions

would be asked of each unit doing specific strategic/program planning assessments and discernment of viable steps forward.

a. **Considering options**: Among the proposed ideas being forwarded,
   i. Who is positively and negatively affected by the options and how? Who has validated these impacts? Ideally they will have been affirmed by communities of color themselves.
   ii. What are the effects of these situations on various communities of color?
   iii. What might be harmful or traumatic effects of moving forward? Consider physical, spiritual, emotional and context-specific effects.
   iv. What are the differential impacts of different decisions on various communities of color?
   v. With as much prediction as possible, identify the options that potentially generate harmful impacts.
   vi. What are differential impacts on communities' emotional and physical safety, and their need to be productive and feel valued?
   vii. What can be done that is within your reach to mitigate the negative impacts on communities of color? Are there participation barriers that can be removed, or service adaptations to improve relevance?
   viii. Can the positive impacts be amplified to improve outcomes?
   ix. What customizing for various communities of color is possible to ensure that (a) benefits are maximized and (b) negative outcomes are minimized?
   x. Which support the leadership development of people and communities of color?
   xi. Which hold potential to have positive community-wide benefits?
   xii. What are geographic distributions of positive and negative outcomes? Different parts of the region are inhabited by different communities and thus geographically-oriented investments are likely to have differential impacts on communities of color.
   xiii. What is the quality of data you are drawing on to assess outcomes? What divergence of opinion exists about the likely outcomes?

b. **Making decisions:** Once options have been assessed as the questions above are answered, narrowing the range of options can be more formally guided by the questions below. There are obviously additional priorities for informing decisions; the ones below reflect racial equity. Consider which options:
   i. Have the highest benefits for communities of color (in comparison with benefiting mainstream communities)?
   ii. Respond most thoroughly to communities with the highest needs?
   iii. Have the potential to reduce racial disparities the most?
   iv. Have the highest level of support from communities of color?

8. **Communications:** Assuming the organization commits to transparency of the process, communications are needed to share how the following have been addressed within the initiative:
   a. Who is included in the process? Who has been invited and who has participated?
   b. How is community voice and influence incorporated in both process and product?
   c. How are service users of color included? How are their perspectives gathered?
   d. How are decisions being made?
   e. When can communities expect to learn about the process and substance of the initiative?
   f. What weight will each set of inputs from communities of color hold? What accountability does the organization have to the input gathered? At the very least, the organization should share the information gathered, and how it will incorporate the information, and if the information is not incorporated, then the reasons for such an omission are shared back with the community.

g. How will the organization ensure that inputs are not tokenized and that they carry real weight? Input gathered from community groups need champions for bringing forth these insights and expectations. These champions should sit at the major decision making tables throughout the initiative.

Recruitment Policies and Strategies

Explicit attention during a hiring procedure to racial equity supports the recruitment of candidates and employees of color. In this section, we share advice for several dimensions of the hiring process.

When a Hiring Request is Proposed

The organization needs to be aware of the specifics of their own racial disparities in their workforce, and be aware of the composition of the organization's disparities overall (across the organization), in the specific sector needing a new employee (such as the custodial staff), and within the specific level of the position (example, senior management). It also needs to understand the ways in which its workforce profile falls short of reflecting the racial composition of those it serves. Hiring workers of color provides an opportunity for the organization to increase its representation – and simultaneously increase its relevance to, respect for, and connection to the communities it serves.

Foundational Advice: Take your time! When time pressures exist, and people feel rushed, attention to equity will be narrowed. The organization is likely to reduce expectations for distribution, careful posting language, and for recruiting a diverse pool. When the hiring committee is time pressed, implicit bias and stereotypes will likely be in stronger evidence. A hiring process that is denied time to be "thorough, deliberate and self-correcting … [is prone to reach] unsound conclusions about colleagues and potential colleagues."[32]

The Job Description

- Does the job description appropriately emphasize the skills in cultural responsiveness required for the position?
    a. In working with colleagues and teams?
    b. In concrete roles and responsibilities?
    c. In communication skills (including conflict resolution) with all service users, colleagues, community groups and stakeholders?
- Has the job description been reviewed by HR managers skilled in understanding embedded biases within job descriptions, and revised the position to eliminate such bias? Job descriptions should not seek American labor market credentials or work experience unless absolutely necessary to perform the role. Job descriptions should also aim to reduce the education level required for the position – again, unless absolutely necessary. The pool of candidates of color will be larger if there are reduced educational requirements.

Sample Posting Language[33]

Know that when organizations portray themselves as "colorblind" with terms such as "we value all our employees" and "we advance humanism and believe we equivalently share responsibility for an inclusive environment" they dissuade candidates of color from applying. One study compared the impact of two different job calls – one colorblind and one that valued diversity. African Americans expressed distrust of the colorblind organization, and decided not to apply for the positions. The perception was that this language communicated a threat to their racial identity and they anticipated being treated more frequently in a biased manner.[34] In response to such insights, three explicit elements of a posting are suggested: one that explicitly invites the participation of candidates of color, the second that names equity as a service goal, and the third that names equity as a concrete organizational objective:

- Candidates of color are encouraged to apply. The organization is committed to building a culturally diverse and inclusive environment.
- Successful candidates must be committed to working effectively with diverse community populations, and expected to strengthen such capacity if hired.

- The organization is committed to racial equity across the organization: in its services to clients, in our workforce composition and practices, and in our organizational culture. While still seeking to improve our demonstration of this commitment, candidates should know that racial equity is a cornerstone of our commitment to all communities in the region.

Sample Job Description Elements

The following are suggestions for additions to a job description. Know that these are not limited to managerial or executive positions, and can be used for all positions in an organization.

- Demonstrated commitment to racial equity, with experience in racially diverse settings or working with diverse communities.
- Deep understanding the culture, history and current disparities that certain communities of service users may face more broadly in society and within the organization.
- Demonstrated success at working effectively in a diverse, collaborative team environment, with skills in promoting inclusion and cultural responsiveness.
- Skilled in assessing all areas of one's sphere of influence for cultural responsiveness, and with concrete ideas and experiences in improving conditions for both service users and staff of color.
- Experience in collaborating with community partners to identify shortcoming in the organization and in building partnerships to improve outcomes.

Recruitment Efforts and Effectiveness

Before you begin, learn your reputation in the community as an attractive place to work for candidates of color. Often our reputation discourages strong candidates from applying. If you are serious about improving racial equity and cultural responsiveness in the organization, you will be able to communicate this to potential candidates. For candidates who might previously not considered applying, get on the phone and share the work you are doing to improve the conditions of the organization.

Here are advice for steps to improve recruitment activities:

- Learn where candidates of color get their employment news and post in these spaces.
- Use community networks and distribution lists to get the position in front of potential candidates of color. This can include making requests of members of such networks to distribute electronic versions of your posting.
- Work upstream – contacting universities and colleges who might be doing workforce development in your sector. Ask for two things: (1) to distribute the position to potential candidates, and (2) to ask for a handful of recommendations for you to connect with directly.
- Use your existing employees to assist with distribution, particularly if they are well connected to a community where you are under-represented.
- Ask your employees and your community leaders for advice on how to reach strong candidates. Get on the phone and personally invite them to apply.
- Has a racially diverse pool of candidates been recruited for the position? If not, the hiring should be delayed until the pool is diversified.
- Is a racially diverse pool being interviewed for the position? Again, delay until this can be achieved.

The Hiring Committee Composition

Candidates of color will be interested in understanding the culture of the organization and its racial diversity and dynamics of racial equity. Insights from OHSU (2014) identifies the pressing concerns for candidates of color considering employment in an organization:

  - Will I fit in here and be accepted?

- Are there role models for me?
- Can I become a part of a network of employees?
- Will I have support here?[35]

Additional insights are provided by Sue (2010):
- Will I be able to move up in the organization?
- Will I be welcomed and wanted here?
- How will the organization respond if I am disrespected?[36]

These concerns have impacts on both the hiring committee's composition as well as its practices. In composition, the following are advised:

- Is the interview team racially diverse?
- Does the interview team have expertise in racial equity and culturally responsive organizational practice?
- Does the interview team understand the importance of ensuring that the workforce composition needs to reflect the community being served or the population composition in the local region (wherever diversity is greatest)?
- Does the hiring committee understand the expectations to hire a candidate skilled for the tasks s/he needs to perform? Two cautions are urged:
  - Finding candidates able to "hit the ground, running" are likely to favor those who already have access to the organization, usually obtained through informal channels that are likely to favor conventional candidates who already reflect the organization's culture
  - Hiring committees need to be urged to avoid hiring candidates with the most "bells and whistles" who are seen as having "value-added" beyond the skills and experience for the position. Candidates with the most "bells and whistles" are more likely to be mainstream white candidates who have had greater employment opportunities in preceding years.

The Hiring Committee Preparation

One piece of recent research advice is for the hiring team to address their own internalized racial bias to prepare for this task. One suggestion is to schedule a training on unconscious bias for the committee.[37] Anticipating that racial bias will exist in hiring deliberations and decisions should cue the committee (or those administering the hiring) to prepare for this possibility. Practice advice is for a combination of approaches that include:

- Reviewing the specifics of the job description so as to stay grounded in the details of the job and job performance, as opposed to drifting into more cultural elements such as whether or not the candidate will "fit in" with the organization's culture
- Being exposed to counter-narratives of people of color prior to entering interviews and deliberations. Such an approach can involve watching videos of exemplary leaders of color, historic figures, and local current employees, reading their stories and learning about their contributions. Dialogue about this issue and intentional surfacing of counter-narratives can also be made available for the hiring committee. The intention is to interrupt stereotypes, with this approach being shown to have a significant impact on reducing implicit bias.[38] The strongest impact is likely problematic to introduce intentionally: to link the positive features of people of color with negative features of white people. The contrast leads to a stronger reduction in implicit bias that works to the benefit of white candidates.
- Such an exposure program would benefit from the research on diversity – that diverse workplaces have stronger creativity and problem-solving capacities, even though such team effectiveness can take longer to build than a mono-cultural white environment.
- Human Resources needs to hold the hiring committee accountable to the expectations that hiring practices will advance racial equity and eliminate racial disparities. The committee should justify decisions

and actions taken in the interviews, deliberations and decisions. The committee needs to be advised of this in advance of their process.

Recommended interview questions to assess cultural responsiveness:[39]
Vetting your interview questions before you begin allows you to gain feedback from Human Resources and, ideally, the organization's Equity Team, about two things: (1) biases that might be embedded in the questions that the hiring committee was unable to identify, and (2) advice on how issues that are tied to the organization's culture should be handled. Work from the assumption that the hiring committee is an important site for racial equity to be advanced and that it is simultaneously a site for mistakes and missteps to be made.

Here are sample questions for an interview:
- Provide a frank assessment of your own equity skills and challenges.
- How has your culture influenced you? (Listen to see if the candidate is aware of their cultural influences and how it has shaped their perspective.)
- How do you see yourself contributing to the organization's effort toward cultural competency? (Listen to see if the candidate has past experiences that will add to or enhance the organization's efforts.)
- Describe how an organization you were part of challenged racial inequities. Share its challenges and successes and describe your role in this work.
- Please describe a situation in which you worked on a project with people who were from cultural backgrounds other than your own. What was challenging for you in this work? What did you do to make your work together successful?
- Our organization is working hard to become more culturally responsive. How would you contribute to that work?
- Our organization has been on this path for a few years and some interest is lagging in a few departments. What are key steps you would take to address this slowing interest in racial equity?

Tips for Interviewing Multicultural Candidates
Advice has been collated by OHSU for attention to cultural norms and appropriate accommodations for successful hiring conditions for candidates of color. Cultural norms are reflected in some of the tips, and language challenges might also be well addressed by these tips. We have adapted the list here:
- Provide a written outline of the interview process and the general topics to be covered.
- Tune in to the culture embedded in your questions. Examples might be expecting a certain approach to conflict, or anticipating one wants to move up a ladder, or expecting a certain cultural characteristic such as assertiveness to be in evidence for some position functions.
- Avoid jargon and culturally specificmetaphors.
- Avoid colloquialisms and acronyms.
- Train interviewers in legal issues such as protected personal questions.
- Allow time for casual chit-chat that can help put candidates at ease.
- Learn a bit about the cultures of those you are likely to interview such as degree of formality, the appropriateness of eye contact, and how to pronounce candidates' names.
- If accents are thick and you do not understand what was said, ask for clarification. Do not interrupt the candidate in mid-sentence.

- Ask interview questions that can be interpreted within a group context so that candidates who are not aligned with an individualist orientation to work achievements can respond fully. In cultures that are more collectively oriented, "bragging or taking credit for successes may not be perceived as appropriate."[40]
- When an interview includes the development of a work product onsite, provide some of the content ahead of time so that candidates who need more preparation time do not feel the pressure to perform in a context they are unfamiliar with.
- Provide feedback for unsuccessful candidates so they can improve future interviews.

Supervision Policy

Sample[41]

The following content is appropriately housed in an organizational policy on supervision. Sections may be added to job descriptions of each employee with supervision tasks.

A. **The supervisor is to have leadership skills to promote the effective hiring of employees:**
    *   The supervisor is to effectively promote and participate in hiring environments that illustrate commitment to racial equity, meaning that s/he:
    *   Ensures equitable recruitment and hiring practices.
    *   The job posting identifies the specific responsibilities for culturally responsive practice, and the expectations for experience in this practice.

B. **The supervisor is required to provide workers with key elements for culturally responsive supervision, including:**
    *   Sustain respectful and appreciative relationships, which includes preserving supervision time as an important investment in the employee.
    *   Provide both task and process supervision to workers in ways that integrate one's racial and cultural identity.
    *   The supervisor is to regularly seek feedback from those s/he supervises on the following:
        o   The adequacy with which one provides supervision, along with concrete recommendations for improvement
        o   What activities of the supervisor would most support the work life of supervisees, including what they want the supervisor to learn about, how the supervisor should invest their resources (including time) and the supervisees priorities for action
    *   The supervisor emphasizes that workers be accountable to their clients – as much as, if not more, that "up" the organizational ladder to one's supervisor. Elements of this accountability include maximizing one's availability to clients, including prompt return of phone calls, sharing information about decisions, resources and opportunities, and being responsive to the priorities of the client.
    *   The supervisor advocates for improvements in working conditions that supports the employee to perform his/her job, including noticing and responding to the ways in which the worker's social identities influence working conditions.

C. **Related personal development skills include:**
    *   Be on a learning path about her/his own identity, embedded biases, and deep awareness of one's own privileges and oppressions, along with growing awareness of this this identity influence the supervisory relationship, and relationships with colleagues, clients and communities.

D. **Related organizational capacities include:**
    *   The Human Resources department will make available resources to assist when some skill deepening is required. HR is not expected to provide all training in this area; the supervisor is expected to be hired with such skills already in place.
    *   The organization's ability to demonstrate racial equity offers its employees working conditions that takes microaggressions seriously, including when they are imposed on the employee by its clients. Fairness in retention practices, promotions and developmental opportunities will support the employee in his/her performance of work responsibilities.

Performance Reviews

Introduction
Performance appraisals are opportunities for all staff to receive feedback on the ways in which an employee's performance is experienced by those around them – up, down and laterally in the organization, including clients and communities – plus a self-evaluation. The forte of such an approach is in gathering different perspectives about performance, particularly those "down" the hierarchical ladder which are often ignored in performance reviews. Input should be gathered on all elements of capacity for and evidence of culturally responsive practice. For organizations that are more conventional and have not yet integrated a 360° evaluation process (meaning that one collects organizations akin to a full circle around the staff person begin evaluated).

Key elements of such an evaluation includes the ability of the staff to become skillful in working (a) across racial differences and (b) to dismantle power hierarchies that marginalize communities and individuals of color (both as service users and as staff), and (c) understanding of how the organization is moving forward on its racial equity commitments and of one's role in supporting this commitment.

Suggested Performance Review Questions
1. Review the standards from this "Protocol for Culturally responsive Organizations" that apply to the areas of work for which you are responsible. Identify 3-5 areas in which you are skilled and can demonstrate such skills, and 3-5 where you have yet to develop such skills and practice. Bring these forward into your performance review as a place to begin the assessment process. Also review your job description which ideally has formal roles for your work in cultural responsiveness. If such roles do not exist, bring forward roles that could appropriately be integrated into your job description.
2. What formal or informal learning have you engaged in that has increased your capacity to (a) lead, and (b) practice with heightened cultural responsiveness?
3. What actions have you taken with this increased capacity? Provide specific examples.
4. What are the outcomes of these actions? In your opinion, what have been the concrete client/community gains from your actions? Which of these can be formally documented as of benefit to the communities served?
5. How has the work environment supported/impeded your work performance in general?
6. How has your work environment supported/impeded your culturally responsive practices?
7. Describe your ability to notice and assess your own cultural responsiveness and the improvements that have occurred in this review period. Also describe your ability to process this capacity in supervision.
8. What goals do you have for the next review period?
9. What feedback do you have for the organization for ways it can support your activities in this area?
10. What priorities do you think are important for the organization to set for its movement on cultural-responsiveness?
11. How should you be held accountable for enacting your commitments on cultural responsiveness?

The Manager responsible for conducting the performance review is expected to be skilled in noticing inequities in the ways in which workers and clients provide feedback (eg. Such as how workers of color receive negative feedback for bringing equity issues forward, while white workers are applauded for such engagement), and be fully committed to improving the organizational environment in order to eliminate discrimination and inequitable treatment. S/he needs feedback on their advocacy effectiveness for those sincerely working to improve their cultural responsiveness. Responsibility needs to rest with management for enhancing the conditions under which staff fulfil their roles and the conditions under which clients and service users engage with the organization.

Risk Assessment Tool
Sample Content

Note that these do not need to be collected upon entry to the organization's services but should be completed prior to reporting the profile of those served to funding bodies.

1. **Social identity** (so intake profile and outcomes evaluation can be conducted for various populations)
    a. Racial identity, language and origins
    b. Disability status
    c. LGBTQ identity
    d. Poverty and low income
        - Family Income and sources of income
        - Employment status
        - Family size (how many are supported on this income?)
2. **Risk factors for adult employment**
    a. Education – particularly not graduated high school
    b. Foreign credentials not recognized
    c. English language skills
    d. Literacy
    e. Criminal record
    f. Housing stability
    g. Transportation availability
    h. Responsibility for young children
    i. Physical, oral and mental health
    j. Work history – long term unemployment is most challenging
3. **Risk factors for youth success**
    a. Family stability
        - Family income and sources of income
        - Employment status
        - Single parent status
        - Parents who are/were teenaged
        - Family size
        - Involvement in child welfare
        - Drug and/or alcohol use/abuse
        - Juvenile justice system involvement
        - Domestic violence
    b. Academic challenges
        - Test scores that do not meet passing level
        - Attendance – more than 10% of kindergarten missed is tied to being a year behind in reading by G.3; same level in high school means being unlikely to graduate[42]
        - Discipline
        - On-time promotion
        - Language skills and ELL status
        - Special education status
    c. Housing stability

- Number of moves in last 12 months – moving during the school year can reduce graduation rates by 30%[43]
- Housing costs as portion of income (over 50% highly imperiled, over 30% housing burdened)

d. Physical, oral and mental health

e. Social factors
- Racism, exclusion and marginalization
- Future prospects limited
- Weak peer structure
- Few supportive adults
- Low life skills

f. Time and structured activities
- After-school educational supports
- Meaningful community connection – sports, faith, community activities

g. Character
- Absence of perseverance or "grit"
- Without future goals

Improving Cultural Responsiveness of Interventions

The vast majority of health and human service interventions have been created and researched among mainstream populations. What this means is that assertions of their usefulness have rarely been demonstrated via research among communities of color. Such is also true for "evidence based practices" that have come into prominence over the last 15 years. Today, Oregon requires that 75% of many services funded by the state be "evidence based practices" meaning that such services form the basis of services provided for drug and alcohol treatment, mental health, adult corrections, and juvenile justice and related prevention programs. This directive has been voided for Oregon's Tribes as an exception was made on the basis of the cultural mismatch that is embedded in EBPs for working with Native Americans. Instead, what is called "practice-based evidence" is instead entrenched in policy, allowing the Tribes to build and conduct their own research and evaluation agenda to illustrate and discover the effectiveness of the services used within these communities.

Rising from this "whiteness bias" in interventions is the emergence of excellent contributions on how to review and adapt interventions to improve their relevance for communities of color. The best and most accessible of these efforts is from Samuels, Schuldrich and Altschul (2009) on how to assess "evidence based practices" and improve their cultural responsiveness (or in their framework, cultural competence).[44]

The logical place to start is to identify the intervention and the foundations on which it is based. This is a "deep dive" into an assessment of the cultural appropriateness of the intervention. The task is basically one of determining the degree to which white-centric or euro-centric norms and culture have infused the model.

What are we looking for?

The first two steps can be conducted by staff who are familiar with the model and its implementation. Sometimes a consultant or researcher will be of value to assist in this investigation – other times, staff can do it alone. Once completed, it is strongly advised that the results be reviewed by both the Equity Team and the Community Advisory Board in order to have an equity perspective and cultural perspective in the foreground of the review.

STEP #1: Assessing Ethics and Values. What types of ethics and values are embedded in the intervention?[45] These identify potential areas of incongruence between what is provided and the cultural norms of those who use the services.

Innate Predisposition
- o Are there perspectives on spirituality integrated into the service? Whose spirituality?
- o Are clients perceived as able to be self-determining, able to define their own path in the world? Is the value of making good choices given priority?
- o Is human accomplishment a measure of self-worth?
- o Who is encouraged to make decisions? Are individuals, family, close friends, or communities supported to make decisions?
- o Whose definition of the "problem" is centered in the approach?
- o What is the dominant perspective of the problem? Is it one of biology, psychosocial, structural (as in tied to inequality and inequity), punishment by a higher power, magical and mysterious, or one of chance?

- o Is it presumed that one's locus of control is external or internal?
- o Is individualism emphasized over collectivism? Is the individual's need to be given preeminence or it is to be subordinate to the family's needs or the community's needs?
- o Is it presumed that there is an optimistic, pessimistic or realistic view of the world?

Social Justice & Racial Equity
- o How do experiences of racism and white privilege factor into the intervention? These can limit (or if white, expand) one's ability to self-define a pathway through the world.
- o Is racial identity affirmed in the model? Is positive racial identity development integrated?
- o Is there any explicit attention to the different issues faced by clients who live in different skins and who hold different social identities? Or are all clients presumed to be equivalently challenged by their identities?
- o Is there heightened focus on the presenting problem – typically individual and local, rather than systemic and social (or population based)? Is there explicit attention to the "personal is political"?

Relationship to Nature and Spirituality
- o What is the relationship between humans and the natural and/or spiritual world? Is there a focus on mastery over one's path through the world?
- o What religious beliefs are expected to exist? What adherence to spiritual guidance is expected? Normalized? Rejected?
- o Is there attention to the value of harmony and sustainability? Some cultures focus on harmony with nature while others ignore such expectations.
- o Is there an absence of control over nature – and clients are perceived as holding no influence over nature, described as being "at the mercy of fate and genetics"
- o Are natural healers, spiritual guides or elders provided a role in the intervention?

Health
- o What norms about drugs and alcohol are embedded in the intervention? Abstinence, risk reduction, experimentation, and rejection are all approaches that are tied to substance use and that tend to vary by culture.
- o What specific health issues are addressed? Anticipated? Understood in their cultural context and racial disparities are also well understood?

Time Orientation
- o What is the orientation towards time? Is the emphasis of preparing for the future pronounced? And that one should sacrifice now for the future? Or is living in the here-and-now emphasized. Or is there a stronger orientation to the past, to history and tradition, and an embrace of what is at the traditional roots of the culture?
- o How are prior commitments respected? Do staff make their commitments early, or do they make them with little notification?
- o How available are staff to respond to the immediate and pressing needs of clients?
- o Are clients expected to be highly accountable for time and appointments? What flexibility exists?

Modality of Relationship
- o What type of family structure and extended kinship roles is typically expected to exist?
- o What type of discipline is expected of parents with their children?
- o How strongly is hierarchy legitimated in the intervention? Is the power of the service provider pronounced? Is one to be deferential to experts? To an external power? To a boss or other organizational or community leader?

- What are implicit and explicit perspectives within the model about sex, sexual orientation, gender identity, marriage and divorce?

STEP #2: Assessing Implementation Practices

- ***What modality is used?***
  - Is it group, individual or family? What cultural norms underlie these decisions?
  - Are trained experts, para-professionals, peers, or natural healers from the culture providing the services? What cultural norms are reinforced by the organization's decision to deliver services through the selected provider/s?
  - Who of the client's kin included? Are families and/or natural supports included? What cultural bias is represented in the decision to include and exclude?
- ***What accessibility barriers exist and are likely to require adaptations?***

  Stigma and shame
  - What cultural messages need to be first overcome to consider seeking services?
  - Who should be messaging acceptance of the person needing support? Who will the individual and his/her community listen to and be supported by?
  - What subgroup attributions pose extra challenges in seeking services?

  Linguistic – for those without strong English language skills
  - Is promotional material translated and signage appropriate for accessing the location?
  - Are materials translated?
  - Are interpreters available?
  - Are interpreters credentialed?
  - Are service providers able to speak the language of clients?

  Physical
  - Where are services provided? What types of barriers exist for entering these spaces?
  - Can one physically get to the space?
  - Is the location and space psychologically "safe" for the client?
  - Are hours of operation convenient?

  Financial
  - Are costs prohibitive?
  - Do costs stress the individual and family in damaging ways?
  - Are costs a deterrent for seeking regular service?

STEP #3: Determining Areas of Convergence and Divergence

Once these have been answered, the task is to then assess the degree of congruence or incongruence with the cultures of those who use the services. Doing this task, however, is likely beyond the skills of most service providers. To assess this, a group approach is advised, drawing in members of the community, and inclusive of those who have experienced the service. This can be a task of the Equity Team (if such expertise or insider perspectives exist) or the Community Advisory Board, with a number of invited guests to assist in the review process.

It is suggested that staff do a presentation of their insights and then, working sequentially or circuitously through the content, cover the variations that exist in the main cultures who are served by the organization. You are looking to uncover the patterns of convergence and divergence with what is being offered.

Remember that no community or culture is monolithic and all change across time. In response, staff need to explore both the main forms of divergence and convergence with the model, and also the ways in which subgroups vary from these norms. For example, it is likely that women have different cultural norms from men, and that their roles in the home vary also by income and education. Pay close attention to these variations, particularly if service is being provided to as subgroup in the population, for example, Somali mothers who arrived as refugees. Inquire as specifically as possible about the ethics, values and implementation practices that are potentially mismatched for the community.

Conclusion of this step involves writing a clear report of the model and the areas of convergence and divergence with the culture of those being served.

STEP #4: Determining Alternatives
Areas of greatest divergence are likely to impose the greatest limitations on the effectiveness of the intervention, and likely a good place to begin your identification of alternative services or modifications of the service.

Again working with a team that includes heavy representation by the communities being served, the task is to gather insights about needed modifications to the intervention. Gather from the team their insights about what has worked in the past with this community. Gathering these indigenous insights is both a signaling of respect as well as an opportunity to explore integrating indigenous approaches to local needs.

Tapping what has been written about his issue elsewhere in the USA and around the globe is also an important contribution. At this point, it would be useful to have a researcher able to conduct a literature review about alternative approaches that might be considered by the team.

This task is likely to take the team a few months of information gathering and discernment of what is likely to generate strong results. It is recommended that narrowing down to a set of 3-5 intervention modifications been developed.

STEP #5: Selecting the Path Forward
At this point, it makes best sense for the community of service users to select the interventions that they perceive will best address their needs. This can be accomplished with a "town hall" type of gathering that allows community members to come together, to have discussions about the options and to work (ideally) towards consensus. With the community's input on discerning the best interventions to make available to their community, the community will have "validated" the interventions and been afforded the visibility and respect of determining their own pathways towards wellbeing.

STEP #6: Evaluating the Improved Intervention
It is important to ensure that the hoped-for results actually materialize. Developing and implementing a program evaluation or organizational evaluation that is able to determine the benefits of the intervention will be helpful for clients, staff, funders and the community.

Client Satisfaction Survey
Sample Content

Part 1: Introduction

We are asking you to complete this survey to gather information about how well we are serving you. We will make use of the information you give us, learning about our strengths and weaknesses, and how well we serve people from different communities.

Our commitment to you: We promise that our results will be shared with you, along with the improvements we are going to make to our work. We aim to get better every year and want you to know how we have made use of the information that you provide to us.

Part 2: Questions about our cultural responsiveness

1. How welcome do you feel when:
   - You walk in the door?
   - You talk to the staff at the front desk?
   - You wait for service?
   - You get together with service staff?
2. What improvements would you like to see made?
3. How easy was it to get served by our organization?
4. What barriers did you face in getting served?
   - Location and getting here?
   - Cost of transportation to get here?
   - Eligibility requirements?
   - Paperwork or documentation requirements?
   - Cost of services?
   - Language?
   - Culture?
   - Reputation?
   - Knowing that the service exists?
   - Days of the week we are open?
   - Hours we are open?
   - Waiting list?
5. Would you have preferred to have been seen at home? In your neighborhood? In a less formal setting?
6. How many different practitioners have you seen? How many of them share your background?
7. Would you have preferred to have had more practitioners who share your background?
8. How useful are the services that you have used so far?
9. What are additional services that you wish we provided? [open ended]
10. Let's hear more explicitly about how our service providers work with you. Please give us a grade in the following areas:
    - The level of respect provided by staff
    - How well they understand your culture, your community's history, and the types of challenges those from your community face in Portland
    - How well you were listened to
    - Encouraged to take the time you need with the service provider (and not rushed)
    - Being invited to share your own assessment of what is wrong and what you need

- Coordinate services with traditional healers from your own culture
- The staff's willingness to explore your experiences of racism and other forms of discrimination
- The staff's willingness to meet with other members of my family and friends
- The staff's willingness to include family and community members in decision making about your care
- Providing you with as much extra information that you want
- The clarity of the instructions you received in what to do next

11. Our staff try to make sure your needs are met. Please give us a grade in the following areas:
    - Knowledge about other services available to you
    - Advocacy on your behalf with other organizations or service providers
    - Providing you with helpful information about what you are going through
    - Navigating the array of service providers and getting what you need

12. We have a few additional services that try to improve your overall experience in our organization. Please grade us on these resources:
    - Interpreter services
    - Follow up services
    - Complaint processes
    - Helping me get my basic needs met for food, shelter and money
    - Making sure I am safe and not being harmed by others
    - Referrals for additional services

13. What level of respect to you experience here?
    - Everyone treats me with the utmost of respect
    - I never feel like I am an outsider
    - Sometimes people look down on me
    - Sometimes people treat me like I should be more grateful for the service I'm getting

14. Do you think you would receive better support and care here if you were white?

15. Please make recommendations for how we can improve our work with you [open ended]

16. Overall, please grade us on your overall experience of the following:
    a. Feeling like you belong
    b. Feeling like your wellbeing is our highest priority
    c. Getting useful services that help improve your life

Part 3: Identifying Information

1. Please share your race, ethnicity, ancestry, country of origin, and/or Tribal affiliation in any way you wish [open-ended question]

2. What is your race?

3. What languages do you communicate in?

4. Please check off all statements that apply to you
    o I was born in the USA
    o I arrived in the USA as a refugee or asylum seeker
    o I am an immigrant to the USA
    o My parents were immigrants to the USA
    o I am an indigenous person (meaning your ancestors are original peoples of a nation conquered or colonized by others)

Climate Survey
Sample content

Part 1: Introduction
We are conducting this tool to gain understanding on the ways in which the organization has been able to "walk its talk" on racial inequities. As you know, the organization is committed to improving our cultural responsiveness in tandem with efforts to undo institutional racism, particularly as it affects the racial disparities facing our clients of color. Part of that effort needs to detail how we well we are creating a workplace that is equitable and appealing to staff and volunteers who spend their work lives (or portions of it) with us. Accordingly, we ask you to provide us with feedback on your experiences inside the workplace. Please answer as accurately as possible as we are committed to take action on the collective responses that we receive.

Part 2: The substance of your experience
1. In your relationships with colleagues, how well are you:
    a. Respected?
    b. Listened to?
    c. Valued for the contributions you make?
2. What is the frequency with which you experience the following:
    a. Ignored?
    b. Talked down to?
    c. Presumed incompetent?
    d. Made fun of?
    e. Been treated in an intentional way to isolate you or make you feel like an outsider?
    f. Unintentionally made to feel like an outsider?
3. How many times in the last two years while at work did the following occur?
    a. Harassed?
    b. Discriminated against?
    c. Threatened?
4. In your experiences with your supervisor and with higher up administrators, please indicate your agreement with the following statements:
    a. I am valued by the organization
    b. I am treated as though I am a difficult person to work with
    c. I am treated as though I am capable of taking on higher levels of responsibility
    d. I have received feedback that suggests I would be seriously considered for a promotion
5. How well do the organization provide you with the necessary resources to complete you job tasks?
6. How skilled are your colleagues at responding to acts of marginalization when they occur?
7. How confident are you in the complaint mechanisms in the organization to deal with issues of oppression?
8. How supportive are colleagues when you are faced with adversity in the workplace?
9. What recommendations do you have for the organization to improve its climate?

Part 3: Demographic information
1. What department do you work in?
2. Of the following, what best describes the role you have in the organization?
3. What is your race?

4. Other identifying information that may be valuable to the organization? (LGBTQ, disability, age, etc.)

Additional Web Resources

We have reviewed many different web resources and recommend the following to assist deepen an understanding of specific issues related to the nine domains of the Protocol. This is not a complete list of resources but a good place to start!

1. Organizational commitment, leadership & governance
   - http://www.costi.org/whoweare/equity.php
   - http://centerfornonprofits.wisc.edu/scholars/documents/UttalMakingOrganizationsandProgramsCulturallyCompetent.pdf

2. Racial Equity Policies and Implementation Practice
   - http://coalitioncommunitiescolor.org/wp-content/uploads/2014/02/2014-Assement-Tool-Final.pdf
   - http://www.museumwales.ac.uk/46/

3. Organizational Climate, Culture and Communications
   - http://www.joe.org/joe/2001june/a1.php
   - http://ethnomed.org/culture
   - http://www.p12.nysed.gov/dignityact/resourceguide.html
   - http://www.schoolclimate.org/climate/

4. Service-Based Equity & Relevance
   - http://www.diversityrx.org/
   - http://www.dvinstitute.org/media/pubs/SuperVisitBook.pdf
   - http://www.immi.gov.au/about/charters/_pdf/culturally-diverse/practice.pdf
   - http://www.mhima.org.au/framework/supporting-tools-and-resources/key-concepts/culturally responsiveness
   - http://www.counseling.org/Publications/FrontMatter/78082-FM.PDF
   - http://ethnomed.org/clinical/mental-health/Culturally-Competent-Care-Boynton.flv/view
   - http://ethnomed.org/cross-cultural-health/interpretation/access-report.pdf/view
   - http://www.aoa.gov/AoARoot/AoA_Programs/Tools_Resources/DOCS/AoA_DiversityToolkit_full.pdf

5. Service User Voice and Influence
   - http://www.mhima.org.au/framework/supporting-tools-and-resources/key-concepts/consumer-and-carer-participation
   - https://www.apa.org/news/press/releases/2013/08/behavioral-health.pdf
   - http://www.easternhealth.org.au/app_cmslib/media/umlib/about/eh_comm_part_resp_plan_2014-16.pdf

6. Workforce Composition and Quality
   - http://vimeo.com/65814104
   - http://www.asph.org/userfiles/StrategiesforImprovingDiversityinthHealthProfessions.pdf
   - http://diversity-executive.com/articles/view/10-ways-to-diversify-your-workforce
   - http://www.saintpaulfoundation.org/_asset/rbvgqv/hiring_guide.pdf

7. Community Collaboration
   - http://www.mcwh.com.au/downloads/MCWH_Strategic_Plan_2012-2015.pdf

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- http://education.alberta.ca/admin/fnmi/collaborativeframework.aspx
- http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/hp19.pdf

8. Resource Allocation and Contracting Practices
- http://www.unicef.org/socialpolicy/index_43058.html
- http://www.uclg-cisdp.org/en/observatory/inclusion-indigenous-women-local-participatory-budgeting-process
- http://www.funderscollaborative.org/partners/contractor-and-workforce-inclusion

9. Data Metrics and Continuous Quality Improvement
- http://www.cssp.org/publications/constituents-co-invested-in-change/customer-satisfaction/customer-satisfaction-framework-improving-quality-and-access-to-services-and-supports-in-vulnerable-neighborhoods.pdf
- http://www.hpc-uk.org/assets/documents/10003FC9Serviceuserfeedbacktools-anevidencereviewandDelphiconsultationfortheHealthProfessionsCouncil.pdf

Definitions

Coalition for Communities of Color (CCC) – The Coalition of Communities of Color was founded in 2001 to strengthen the voice and influence of communities of color in Multnomah County, Oregon. The CCC's mission is, "*The communities of color unite as a coalition to address the socioeconomic disparities, institutional racism, and inequity of services experienced by our families, children and communities. The Coalition will organize communities for collective action resulting in social change to obtain self-determination, wellness, justice and prosperity.*"

Climate Survey – Employee climate surveys are studies of employees' perceptions and perspectives of an organization. Surveys address attitudes and concerns that help the organization work with employees to instill positive changes.

Communities Of Color (and local communities of color) – Communities of color are identity-based communities that hold a primary racial identity that describes shared racial characteristics among community members. The term aims to define a characteristic of the community that its members share (such as being African American) that supports self-definition by community members, and that typically denotes a shared history and current/historic experiences of racism. An older term for communities of color is that of "minority communities" which is increasingly inaccurate given that people of color are majority identities on a global level. That term has also been rejected for its potential to infer any inferior characteristics. The community may or may not also be a geographic community. Given that race is a socially-defined construct, the definitions of these communities are dynamic and evolve across time. At present, in Multnomah County, the Coalition of Communities of Color defines communities of color to include Native Americans, Latinos, Asian and Pacific Islanders (further disaggregated according to local preferences), African Americans, African Immigrants and Refugees, Middle Eastern, and Slavic communities. [46]

Community Advisory Board – Advisory Board made up of representatives from the communities being served, who are involved with planning, improvement and review of programs and services on an ongoing basis.

Community based organizations (CBOs) – A community based organization is one that is driven by community members in all aspects of its existence. By that we mean:
- The majority of the governing body and staff consists of local community members
- The main operating offices are in the community
- Priority issue areas are identified and defined by community members
- Solutions to address priority issues are developed with community members
- Program design, implementation, and evaluation components have community members involved in non-tokenistic leadership positions[47]

Constituents – Members of an organization and those whose interests are represented by it. This typically means clients of the organization, their families and kin, and sometimes community members who are involved in the organization.

Cultural competency – A set of congruent behaviors, attitudes and policies that come together in a system or agency or among professionals that enable that system, agency or those professionals to work effectively in cross-cultural situations. [48]

   Cultural competence requires that organizations: have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally; have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics

of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve; incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities. Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum.[49]

Cultural proficiency – is a transformational approach and an inside-out perspective on change, involving making the commitment to lifelong learning for the purpose of being increasingly effective in serving and integrating the needs of cultural and ethnic groups. Employees and leavers who embody cultural proficiency
▪ recognize and value professional development
▪ hold a value for social justice
▪ advocate for students and community groups as a par to their professional responsibility[50]

Culturally responsive organizations – A culturally responsive organization comprehensively addresses power relationships throughout the organization, from the types of services it provides and how it maximizes language accessibility to its human resources practices – who it hires, how they are skilled, prepared and held accountable, to its cultural norms, its governance structures and policies, and its track record in addressing conflicts and dynamics of inclusion and exclusion, to its relationships with racial groups in the region, including its responsiveness to expectations. Furthermore, a culturally-responsive organization is one that is dynamic, on a committed path to improvement and one that is hardwired to be responsive to the interests of communities of color, service users of color and staff of color.

Culturally responsive services – are services that have been adapted to maximize the respect of and relevance to the beliefs, practices, culture and linguistic needs of diverse consumer/client populations and communities. Cultural responsiveness describes the capacity to respond to the issues of diverse communities. It thus requires knowledge and capacity at different levels of intervention: systemic, organizational, professional and individual.[51]

Culturally specific organizations – The Coalition of Communities of Color's 2014 definition of a culturally specific organization includes the following:
• Majority of members and/or clients must be from a particular community of color (6 specified, plus pan-immigrant/refugee)
• Organizational environment is culturally focused and the community being served recognizes it as a culturally-specific organization
• Staff must be majority from the community being served, and the leadership (defined to collectively include Board members and management positions) must be majority from the community being served
• Organization has a track record of successful community engagement and involvement with the community being served
• The community being served recognizes the organization as advancing the best interests of the community and engaging in policy advocacy on behalf of the community being served

Equity Team – an organizational leadership group that is responsible for determining and moving a racial equity agenda forward in the organization. Membership usually includes upper executives, equity staff, and representatives from the breadth of the organization and different levels in the hierarchy. The typical team is about 10-12 people and at least 3 people of color. This level of at least 25% minority racialized staff resists isolation, increases support for surfacing tough topics, and minimizes tokenism.

Equity and Empowerment Lens (E&E Lens) - A tool that can be widely used to intentionally examine and address root causes of inequities and specifically highlight the importance of integrating racial justice

principles and practices. The E&E Lens in Multnomah County, OR, was developed through the combined efforts of county staff, policy makers, and community members.

Evidence-based practice (EBP) - EBP is the integration of clinical expertise, patient values, and the best research evidence into the decision making process for patient care. Clinical expertise refers to the clinician's cumulated experience, education and clinical skills. The patient brings to the encounter his or her own personal preferences and unique concerns, expectations, and values. The best research evidence is usually found in clinically relevant research that has been conducted using sound methodology.[52]

Generational time in the USA – Rather than asking about the number of years someone is in the USA, we instead seek to know whether they are a first or second generation immigrant. A first generation immigrant means they were born in another country. A second generation immigrant means one's parent(s) were born in another country, and they were born in the USA.

Improvement Plan – Following completion of the Protocol assessment, the organization develops a written plan that spells out the goals for the coming year (including concrete actions, timelines, and responsibilities) that addresses shortcomings identified in the Protocol assessment.

Performance-based budgeting - involves explicitly defining outcomes from intended services (outputs), collecting evaluation data on performance indicators of services delivered, and using the relevant data to inform future budgetary decisions was recommended to improve efficiency and effectiveness.

Practice-based evidence - a range of interventions and supports that are derived from, and supportive of, the positive cultural attributes of the local society and traditions. Practice based evidence services are accepted as effective by the local community, through community consensus, and address the therapeutic and healing needs of individuals and families from a culturally specific framework. Practitioners of practice based evidence models draw upon cultural knowledge and traditions for treatment and are respectfully responsive to the local definitions of wellness and dysfunction.[53] For examples see: http://www.dimensionsofculture.com/category/cultural-health-beliefs-behaviors/

Practitioner – refers to the professional or paraprofessional service provider who delivers services to individuals, families, groups and/or communities.

Protocol Assessment – details the organization's status regarding integration of each standard in the Protocol. Part of this assessment is to gather "evidence" that helps define its degree of adherence to the standards.

Qualified interpreter - Bilingual staff who communicate directly with clients/consumers in their preferred language must demonstrate a command of both English and the target language that includes knowledge and facility with the terms and concepts relevant to the type of encounter. Ideally, this should be verified by formal testing. Research has shown that individuals with exposure to a second language, even those raised in bilingual homes, frequently overestimate their ability to communicate in that language, and make errors that could affect complete and accurate communication and comprehension. Prospective and working interpreters must demonstrate a similar level of bilingual proficiency. Interpreters must be assessed for their ability to convey information accurately in both languages before they are allowed to interpret.[54]

Race and ethnicity - Race is a social construct. Racial classifications are rooted in the idea of biological classification of humans according to morphological features such as skin color or facial characteristics. An individual is usually externally classified (meaning someone else makes the classification) into a racial group rather than the individual choosing where they belong as part of their identity. Ethnicity refers not to physical characteristics but to social traits that are shared by a human population. Some of the social

traits often used for ethnic classification include: nationality; tribe; religious faith; shared language; and shared culture and/or traditions. Unlike race, ethnicity is not usually externally assigned by others. The term ethnicity focuses more upon a group's connection to a perceived shared past and culture.[55]

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 root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.[56]

Racial equity policy – An organizational policy that confirms the importance of an explicit focus on the eradication of racial inequities to improve the lives of people of color. See the sample guidelines in this text.

Respectful recognition – is a service philosophy for providers requiring them to consistently affirm the dignity of who one is and one's entitlement to the very best of services. Conditions for the relationship are not limited by conventions such as gratitude, appreciation or politeness – clients are accepted in the fullness and complexity of who they are, and staff are expected to be respectful and affirming of the histories of client's communities, including the full range of oppression and suffering they have faced and continue to face. Recognition means that one seeks to understand the full range of who one is, and the experiences they have faced, without invalidating any part of it, making assumptions, or imposing bias on the interpretation of these experiences.

Staff – This term refers to the full range of employees in an organization and is extended to include volunteers, students, interns, and sometimes extended to include contracted and subcontracted service providers if they primarily work at the organization's main sites.

Universal interventions - a program or approach that promotes the mental health and wellbeing of everyone in the group or community, rather than just a particular individual or group, e.g. a whole school program to prevent bullying or to promote resilience.

Universal precautions – An emerging best practice to ensure health and service literacy is understood by all, and thus clarity is emphasized in communicating health assessments, care instructions and follow up advice. Rather than screening for those who need such clarity, best practice suggests that all patients and clients can benefit from basic, clear and repeated instructions, with practice that requires clients reflect what they heard from the practitioner.

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Tool for
Organizational Self-Assessment
Related to Racial Equity

January 2014

From the Eliminating Disparities
in Child & Youth Success Collaborative

August 6, 2013

Re: Tool for Organizational Self-Assessment Related to Racial Equity

Dear Friends and Fellow Leaders,

On behalf of the Coalition of Communities of Color and All Hands Raised, we are pleased to present the enclosed Tool for Organizational Self-Assessment Related to Racial Equity. We prepared this tool because we, like you, want to live in a healthy, prosperous community – and because we believe that all our organizations have a role to play in creating an Oregon where race and ethnicity no longer predict an individual's chances for success.

The Tool is designed to help you, as an organizational leader, gather a holistic snapshot of your organizations' practices and policies as they relate to racial equity. The Tool is evidence-based and grounded in the belief that no single organization, program, or strategy will remedy our community's inequities.

We believe that lasting change will result when organizations across our community 1) publicly commit to racial equity; 2) self-assess their current work as it relates to racial equity; and 3) build a plan to strengthen and improve in areas that they self-identify, with support from a community of leaders that are also engaged in equity work.

There are two important things for you to know about this process:

1) **It's flexible and adaptable.** The process is designed for organizations both large and small, including school districts, nonprofits, corporations, foundations, and others. The process will unfold differently in different organizations.

2) **It's not about right or wrong.** It's about gathering facts and insights about your organization that will be helpful to you as a leader who is driving organizational change. It's about starting from where you are today. And it's ultimately about building your own plan, grounded in your organization's unique assets, commitments, and mission.

Welcome to this next step of the journey. Together, we will arrive at a more equitable future.

Sincerely,

Carmen Rubio
Executive Director, Latino Network
Co-Chair, Coalition of Communities of Color

Gerald Deloney
Director of Program Advancement, Self-Enhancement Inc.
Co-Chair, Coalition of Communities of Color

Carole Morse
President, PGE Foundation
Chair, All Hands Raised

Lee Po Cha
Associate Director, Immigrant & Refugee Community Organization
Immediate Past Chair, All Hands Raised
Immediate Past Chair, Coalition of Communities of Color

Overview

Welcome to the Tool for Organizational Self-Assessment Related to Racial Equity. The Tool was designed, piloted and refined by the Eliminating Disparities in Child & Youth Success Collaborative. The Collaborative is a cross-sector partnership between local institutions and the communities most impacted by racial inequities, co-convened by the Coalition of Communities of Color as part of the All Hands Raised Partnership. We are committed to ensuring that race ceases to predict future success of children and youth. Collaborative members have committed to a shared agenda that includes completing a self-assessment and implementing an organization-specific equity plan. While the Tool arose out of the work of the Collaborative, we invite any organization to share our journey.

The purpose of the Tool is to

- Help organizations gather baseline data and information in order to self-identify areas for organizational change and improvement, including specific actions and targets that will lead to improved outcomes for children of color.

- Spur dialogue within organizations that leads to greater understanding and commitment to address issues of racial equity.

- Facilitate the sharing of information, resources, mutual support, and improvement tools.

- Build shared accountability across organizations.
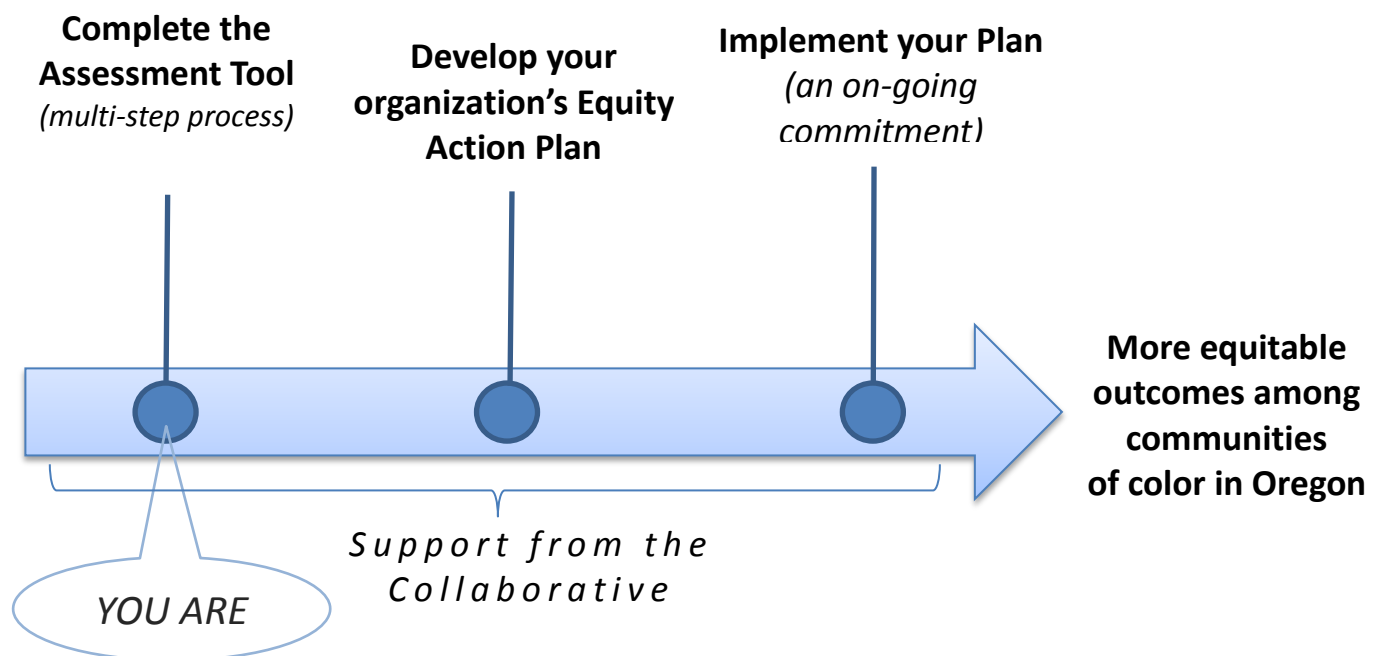
Why focus on race?
The voices of leaders in our community have led to our focus on racial equity:

"The persistent disparities facing our communities of color have cost Oregon billions of dollars in lost economic output, and our losses are compounded every year we choose to not directly address the inequities in our communities."
Gregg Kantor, CEO, Northwest Natural & Sarah Mensah, Director of Strategic Planning, Brand Jordan
2013 Co-Chairs of the All Hands Raised Partnership Council

"More than family income, more than language proficiency, more than disability and giftedness, race is the single most predictive factor in our students' success. In a time of ever-tightening resources it is all too possible for some to portray this equity work as a tradeoff. Instead, I believe that by confronting our biggest shortcomings, we will be more accountable as a community to all our students."
Carole Smith, Superintendent, Portland Public Schools
Eliminating Disparities in Child & Youth Success Collaborative Member

Instructions

- Meet with a representative of the Collaborative to discuss the process and answer any questions you have.

- Complete the Organizational Readiness Reflection.

- Begin and complete the Assessment Tool between 1-3 months.

    - The Assessment Tool is comprised of a series of questions organized by subject area *and* level of difficulty or depth of the questions. This stepped version offers an organization the option of moving from easier to more detailed narrative questions that require more analysis.

- Call upon Collaborative members with any questions or needed support throughout the process.

- Complete one-page summary of results of tool with strengths, challenges, and 3-5 action areas.

- For additional support or questions, contact Inger McDowell at ingerm@coalitioncommunitiescolor.org or Julia Meier at juliam@ coalitioncommunitiescolor.org

<u>Who should complete the Tool within an organization?</u>

We recommend that the organization's chief executive and senior management team take the lead responsibility for completing the Tool. The chief executive may also opt to appoint a multi-level team to support the process; however, the Tool is not intended as a mechanism for engaging all staff in a given organization. Instead, a thoughtful process of staff engagement may be seen as one possible element of the action plan to be developed following the completion of the Tool. The chief executive should inform and engage the organization's board leadership as appropriate before, during, and/or after completion of the Tool.

STEP 1 ORGANIZATIONAL READINESS REFLECTION

<u>Directions:</u> Fill in the blanks with the number that best describes where your organization is in relation to the organizational characteristics and workforce competencies listed below. Then look at the reflections section for recommendations about next steps.

Haven't started work in this area yet	Plans exists to use in planning and implementation	This is in place and we have evidence of its use	This is part of our routine, and we model it for others
(1)	**(2)**	**(3)**	**(4)**

Organizational Characteristics:

1.____Institutional commitment to addressing/eliminating racial and ethnic inequities

2.____Hiring to address racial and ethnic inequities, prioritizing the hiring of employees who represent communities of color, immigrant and refugees

3.____Structure that supports authentic community partnerships that are empowering and more fluid than hierarchical

4.____Supporting staff to address racial and ethnic inequities

5.____Inclusive and culturally-responsive internal communications

6.____Institutional support for innovation to better meet the organization's mission

7.____Creative use of categorized funds that (supporting programs/policies vital to or disproportionately needed by particular disadvantaged racial/ethnic communities)

8.____Data and planning practices that are accessible to and, as appropriate, driven by community stakeholders, incorporating community narratives and experience.

9.____Effective and coordinated administrative processes

Workforce Competencies:

1.____ Knowledge of racial equity components (e.g. public policy development, advocacy, data practices)

2. ____ Understanding of the social, environmental and structural determinants of racial and ethnic inequities

3.____ Knowledge of affected community (can be developed by building and maintaining authentic relationships with communities of color, analysis of community-driven data, etc.)

4.____ Courageous leadership that is consistent around applying a racial equity lens and understanding of power and privilege

5.____ Community organizing and engagement skills (community organizing skills based on the principles and practices espoused by communities of color, immigrants and refugees)

6.____ Problem-solving abilities

7.____ Cultural responsiveness and humility

Reflections: If you notice that your answers tend toward the one and two range, we recommend that you next complete The First 20 Questions. If you notice that your answers tend toward the three and four range, we recommend that you next complete the entire Organizational Self-Assessment Tool.

STEP 2 THE FIRST 20 QUESTIONS

Directions: Please answer the questions below. Put a "Y," "N" or "?" in the blank to indicate yes, no, I don't know.

Organizational Commitment, Leadership & Governance:

1._____Has your organization made a public commitment to racial equity?

2._____Does your organization have a mission statement that incorporates racial equity?

3._____Does your organization have an internal structure whose goal is to address issues of racial equity, for example an equity committee?

4._____Do you collect the racial, ethnic and linguistic makeup of your board?

Racial Equity Policies & Implementation Practices:

5._____Does your organization have a racial equity policy?

6._____Does your organization have a written racial equity plan with clear actions, timelines, people responsible for each action, indicators of progress and processes for monitoring and evaluation?

Organizational Climate, Culture & Communications

7._____Does your organization visibly post materials in languages other than English?

Service-Based Equity

8.____Do you collect racial, ethnic and linguistic data on your clients or constituents?

9.____Do you provide language interpreter/translator services for people who speak languages other than English?

Service-User Voice & Influence

10.___ Do you collect data on service-user or constituent satisfaction with your organization regarding racial equity?

Workforce Composition & Quality

11.___ Do you collect the racial, ethnic and linguistic makeup of your workforce?

12.___ Does your organization have written procedures to increase the recruitment, retention and promotion of people of color?

13.___ Does your organization have an internal structure or position dedicated to promoting workforce diversity?

14.___ Are racial equity and cultural competency training and capacity building made available to your workforce?

Community Collaboration

15.___ Does your organization have formal partnerships with organizations of color?

16.___ Does your organization allocate resources for engagement and outreach in communities of color?

Resource Allocation & Contracting Practices

17.____ Does your organization have a Minority, Women & Emerging Small Business (MWESB) policy?

18.___ Does your organization routinely collect data on MWESB utilization?

Data, Metrics & Continuous Quality Improvement

19.____Does your organization have a written policy or formal practice regarding the collection of race and ethnicity data?

20.____Does your organization meet regularly with leaders from communities of color specifically to discuss racial equity within your organization?

STEP 3

<u>Directions:</u> Please answer the questions below. Put a "Y," "N" or "?" in the blank to indicate yes, no, I don't know.

Organizational Commitment, Leadership & Governance:

1._____Is advocacy on behalf of racial equity seen as part of the organization's work?

2.____ Does the organization have a systematic review of racial equity? (Refers to a planned and periodic gathering of facts and governing body discussion with community participation regarding the implications of the facts for the organization).

Racial Equity Policies & Implementation Practices:

3._____ If you have developed, or are developing, a written racial equity policy and/or plan, were representatives, or are representatives, from communities of color participants in development?

Organizational Climate, Culture & Communications

4._____Are there visible signs of your organization's commitment to racial equity in your primary physical location, e.g. signage that states your commitment and/or physical representation of diverse communities?

5._____ Do you encourage or support difficult conversations about race in a safe, confidential, private space?

6._____Are organizational materials assessed for racial bias and reviewed to ensure reflection of your community's diversity?

Service-Based Equity

7.____Do you collect race and ethnicity data on each of the following:

   ___ those who request service

   ___ those who receive service

   ___ those referred for specific interventions

   ___ those who succeed and those who don't in your programs/services/schools?

8.___When you make evidence-based decisions regarding communities of color (either collectively or as individual communities) do you review the decision with the impacted community?

Service-User Voice & Influence

9.____ If you collect data on service-user or constituent satisfaction with your organization regarding racial equity, do you share the findings with communities of color?

Workforce Composition & Quality

10.____ Are racial justice knowledge, skills and practices incorporated into performance objectives (such as job descriptions and work plans) and appraisals/evaluations for staff?

11.____Do performance appraisals/evaluations include progress on racial equity and cultural competency goals?

12.____ Are there effective formal and informal complaint procedures for staff regarding race-related complaints?

13.____ Is your organization unionized?

14.____ If you are subject to Title VI (which prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance), has the federal government ever found your organization non-compliant?

15.____Are racial equity and cultural competency training voluntary or mandatory?

16.____ Do communities of color in your area participate in the development and evaluation of racial equity and/or cultural competency trainings available for your staff?

Community Collaboration

17.____ Do you have a method in place to assess the overall satisfaction of communities of color with your organization?

Resource Allocation & Contracting Practices

18.____ If your organization has equity practices and policies, do you require your vendors and contractors to adhere to the same practices and policies?

Data, Metrics & Continuous Quality Improvement

19.____If you collect race and ethnicity data (either workforce or constituency), are you able to disaggregate your data into the following communities: African, African American, Asian, Pacific Islander, Latino, Native American and Slavic?

20.____ If you collect race and ethnicity data, are individuals able to self-identify their race and ethnicity?

21.____If you collect race and ethnicity data, are individuals allowed to designate multiple races and/or ethnicities?

22.____ Do you reveal race and ethnicity data in a way that is accessible to your staff?

23.___ Do you reveal race and ethnicity data in a way that is accessible to the public?

STEP 4 QUESTIONS (short answer)

Organizational Commitment, Leadership & Governance:

1. If you organization has made a public commitment to racial equity, please describe how the commitment was made and who made it.
2. If you organization has an internal structure, e.g. an equity committee, responsible to addressing racial equity, please describe the structure including its scope of work and composition.

Racial Equity Policies & Implementation Practices:

3. If you have a written racial equity policy and/or plan, how are communities of color incorporated into ongoing implementation efforts?

Organizational Climate, Culture & Communications

4. Describe your organization's primary physical space and what it may communicate to diverse stakeholders. Is it welcoming and accessible? Consider the use of height, open spaces, natural or artificial light, art, signage and visual representations.
5. Describe whether, and how, the organization's entrance area is welcoming and supportive of diverse individuals and families, e.g. is there comfortable seating and supports for those with children.
6. Please provide a couple of examples of how your organizational meetings are conducted in a manner that supports equity and inclusion, and values diverse ways of speaking, thinking, debating, reflecting and making decisions.
7. What practices or structures does the organization have in place to support employees of color, e.g. mentoring, employee support groups, comprehensive orientations? Are there supports for employees of color to move into positions with low diversity?
8. How does your organization market, brand and/or message your equity initiatives?

Service-Based Equity

9. Please provide a couple of examples of how race and ethnicity service-user data has informed your service delivery practices and decision-making regarding services.

10. How do you ensure that language services (translation/interpretation) are adequately aligned with community needs?

Service User Voice & Influence

11. Please list organizational structures that ensure service-user participation by communities of color (e.g. service delivery, evaluation, quality improvement, hiring practices, performance appraisals, service-user satisfaction).

Workforce Composition & Quality

12. If your organization is unionized, please describe the role of the union in promoting workforce diversity.

13. Please list your organization's key priorities related to cultural and linguistic competencies for staff and leadership.

Community Collaboration

14. In what ways are communities of color formally recognized as key stakeholders in organizational decision-making?

15. How do you ensure that your community engagement practices with communities of color are culturally-appropriate for particular communities of color? Please include some specific practices.

Resource Allocation & Contracting Practices

16. Please provide a couple of examples of how racial justice values influence your organization's investments.

Data, Metrics & Continuous Quality Improvement

17. Please provide a couple of examples of how race and ethnicity data from within your organization has affected your services, investments or employment practices.

STEP 5 QUESTIONS (narratives)

Organizational Commitment, Leadership & Governance:

1.   Do the senior leaders of your organizations act consistently around racial equity by, e.g., allocating sufficient resources for equity initiatives, making racial justice a standing agenda item at key meetings, and ensuring people of color are decision-makers? Provide 2-3 specific examples.
2.   How do you actively engage your union leadership (if applicable) around racial equity efforts?

Racial Equity Policies & Implementation Practices:

3.   If you have a written racial equity policy and/or plan, how does the governing body monitor progress?

Organizational Climate, Culture & Communications

4.   How is your organization's internal culture of inclusion and equity communicated? Practices may include noticing barriers to participation, planning that incorporates participation supports, public appreciation of "out loud" interrupting or naming of inequities, and encouragement when difficult topics are surfaced.
5.   Please describe how the organization actively builds a culture of inclusion and equity.
6.   What processes and practices intentionally include or exclude community members?
7.   How does the organization support an authentic and early process for noticing, naming and addressing dynamics of racism within the organization?

Service-Based Equity

7. How do you incorporate goals of service equity and culturally-appropriate service delivery? Provide a couple of examples of how this is codified in policy or implemented in practice.

8. Please describe how your organization evaluates the quality and effectiveness of interpretation and translation services it either contracts for or provides.

Service-User Voice & Influence

9. Please provide a couple of examples of how service user voice of communities of color has influenced your organization.

Workforce Composition & Quality

10. If your organization has an internal structure responsible for workforce diversity (e.g. an officer or office of diversity), please briefly describe the structure or role, and the scope of work.

11. How do racial justice and cultural competency goals inform the organization's investments in training and professional development?

12. How do you evaluate the effectiveness of racial equity and cultural competency trainings available for staff and leadership?

Community Collaboration

13. How do you ensure that your organization is responsive to current and emerging issues in communities of color?

14. How does your organization formally collaborate with community-based organizations of color to determine and address your organization's responsiveness to the needs of communities of color?

Resource Allocation & Contracting Practices

15. In what ways are your organization's budget allocations aligned with racial equity goals, plans, policies and/or values?

Data, Metrics & Continuous Quality Improvement

16. Please describe how your programs are evaluated in terms of their impact on communities of color and racial equity goals? You may include internal and external evaluation processes.

Assessment tool: Integrated Version (un-stepped)
This tool contains the same content as the "stepped" version of the assessment. Some organizations are interested in seeing the full set of questions on each domain of the assessment, and thus we have reproduced the tool here without the steps that separate content questions into different layers of questions.

Organizational Commitment, Leadership & Governance
1. Has your organization made a public commitment to racial equity? If so, please describe how the commitment was made and who made it.
2. Does your organization have a mission statement that incorporates racial equity? If so, please attach.
3. Does your organization have an internal structure whose goal is to address issues of racial equity, e.g. an equity committee or council? If so, please describe the structure's scope of work and composition.
4. Do you collect the racial, ethnic and linguistic makeup of your board? If so, please attach.
5. Do the organization's senior leaders act consistently around racial equity, e.g. by allocating sufficient resources for equity initiatives, making racial justice a standing agenda item at key meetings, ensuring people of color are decision-makers? Please provide 2-3 specific examples.
6. Is your organization unionized? If so, how do you actively engage union leadership around racial equity efforts?
7. Is advocacy on behalf of racial equity seen as part of the organization's work?
8. Does the organization have a systematic review of racial equity? A systematic review refers to a planned and periodic gathering of facts and governing body discussion with community participation regarding the implications of the facts for the organization.

Racial Equity Policies & Implementation Practices
9. Does your organization have a racial equity policy? If so, please attach.
10. Does your organization have a written racial equity plan with clear actions, timelines, people responsible for each action, indicators of progress and processes for monitoring and evaluation? If so, please attach.
11. If you have developed, or are developing, a written racial equity policy and/or plan were representatives, or are representatives, from communities of color participants in development?
12. If you have a written racial equity policy and/or plan, how are communities of color incorporated into ongoing implementation efforts?
13. If you have a written racial equity policy and/or plan, how does the governing body monitor progress?

Organizational Climate, Culture & Communications
14. Does your organization visibly post materials in languages other than English?
15. Are there visible signs of your organization's commitment to racial equity in your primary physical location, e.g. signage that states your commitment and/or physical representation of diverse communities?
16. Do you encourage or support difficult conversations about race in a safe, confidential, private space?
17. Are organizational materials assessed for racial bias and reviewed to ensure reflection of your community's diversity?
18. Describe your organization's primary physical space and what it may communicate to diverse stakeholders. Is it welcoming and accessible? Consider the use of height, open spaces, natural or artificial light, art, signage and visual representations.
19. Describe whether, and how, the organization's entrance area is welcoming and supportive of diverse individuals and families, e.g. is there comfortable seating and supports for those with children.
20. Please provide a couple of examples of how your organizational meetings are conducted in a manner that supports equity and inclusion, and values diverse ways of speaking, thinking, debating, reflecting and making decisions.
21. What practices or structures does the organization have in place to support employees of color, e.g. mentoring, employee support groups, comprehensive orientations? Are there supports for employees of color to move into positions with low diversity?

22. How does your organization market, brand and/or message your equity initiatives?

23. How is your organization's internal culture of inclusion and equity communicated? Practices may include noticing barriers to participation, planning that incorporates participation supports, public appreciation of "out loud" interrupting or naming of inequities, and encouragement when difficult topics are surfaced.

24. Please describe how the organization actively builds a culture of inclusion and equity. What processes and practices intentionally include or exclude community members?

25. How does the organization support an authentic and early process for noticing, naming and addressing dynamics of racism within the organization?

Service-Based Equity

26. Do you provide language interpreter/translator services for people who speak languages other than English?

27. Do you collect racial, ethnic and linguistic data on your clients or constituents? If so, please attach.

28. Do you collect race and ethnicity data on each of the following:

___ those who request service

___ those who receive service

___ those referred for specific interventions

___ those who succeed and those who don't in your programs/services/schools?

29. When you make evidence-based decisions regarding communities of color (either collectively or as individual communities) do you review the decision with the impacted community?

30. Please provide a couple of examples of how race and ethnicity service-user data has informed your service delivery practices and decision-making regarding services.

31. How do you ensure that language services (translation/interpretation) are adequately aligned with community needs?

32. How do you incorporate goals of service equity and culturally-appropriate service delivery? Provide a couple of examples of how this is codified in policy or implemented in practice.

33. Please describe how your organization evaluates the quality and effectiveness of interpretation and translation services it either contracts for or provides.

Service-User Voice & Influence

34. Do you collect data on service-user or constituent satisfaction with your organization regarding racial equity? If so, do you share the findings with communities of color?

35. Please list organizational structures that ensure service-user participation by communities of color (e.g. program planning, service delivery, evaluation, quality improvement, hiring practices, performance appraisals, service user satisfaction).

36. Please provide a couple of examples of how service user voice of communities of color has influenced your organization.

Workforce Composition & Quality

37. Do you collect the racial, ethnic and linguistic makeup of your workforce? If so, please attach.

38. Does your organization have written procedures to increase the recruitment, retention and promotion of people of color? If so, please attach.

39. If your organization is unionized, please describe the role of the union in promoting workforce diversity.

40. Does your organization have an internal structure or position dedicated to promoting workforce diversity, e.g. an officer of diversity or office of diversity? If so, please briefly describe the structure or role, and the scope of work.

41. Are racial justice knowledge, skills and practices incorporated into performance objectives (such as job descriptions and work plans) and appraisals/evaluations for staff?

42. Do performance appraisals/evaluations include progress on racial equity and cultural competency goals?

43. Are there effective formal and informal complaint procedures for staff regarding race-related complaints?
44. If you are subject to Title VI (which prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance), has the federal government ever found your organization non-compliant?
45. Are racial equity and cultural competency training and capacity building made available to your workforce?
46. Are racial equity and cultural competency training voluntary or mandatory?
44. If you are subject to Title VI (which prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance), has the federal government ever found your organization non-compliant?
45. Are racial equity and cultural competency training and capacity building made available to your workforce?
46. Are racial equity and cultural competency training voluntary or mandatory?
47. Do communities of color in your area participate in the development and evaluation of racial equity and/or cultural competency trainings available for your staff?
48. Please list your organization's key priorities related to cultural and linguistic competencies for staff and leadership.
49. How do racial justice and cultural competency goals inform the organization's investments in training and professional development?
50. How do you evaluate the effectiveness of racial equity and cultural competency trainings available for staff and leadership?

Community Collaboration
51. Does your organization have formal partnerships with organizations of color?
52. Does your organization allocate resources for engagement and outreach in communities of color?
53. Do you have a method in place to assess the overall satisfaction of communities of color with your organization?
54. In what ways are communities of color formally recognized as key stakeholders in organizational decision-making?
55. How do you ensure that your community engagement practices with communities of color are culturally-appropriate for particular communities of color? Please include some specific practices.
56. How do you ensure that your organization is responsive to current and emerging issues in communities of color?
57. How does your organization formally collaborate with community-based organizations of color to determine and address your organization's responsiveness to the needs of communities of color?

Resource Allocation & Contracting Practices
58. Does your organization have a Minority, Women & Emerging Small Business (MWESB) policy? If so, please attach.
59. Does your organization routinely collect data on MWESB utilization? If so, please attach and disaggregate if possible into minority, women, and emerging small business.
60. If your organization has equity practices and policies, do you require your vendors and contractors to adhere to the same practices and policies?
61. Please provide a couple of examples of how racial justice values influence your organization's investments.
62. In what ways are your organization's budget allocations aligned with racial equity goals, plans, policies and/or values?

Data, Metrics & Continuous Quality Improvement
63. Does your organization have a written policy or formal practice regarding the collection of race and ethnicity data? If so, please attach.
64. If you collect race and ethnicity data (either workforce or constituency), are you able to disaggregate your data into the following communities: African, African American, Asian, Pacific Islander, Latino, Native American and Slavic? If you collect race and ethnicity data, are individuals able to self-identify their race and ethnicity?
65. If you collect race and ethnicity data, are individuals allowed to designate multiple races and/or ethnicities?
66. Do you reveal race and ethnicity data in a way that is accessible to your staff?

67. Do you reveal race and ethnicity data in a way that is accessible to the public?

68. Does your organization meet regularly with leaders from communities of color specifically to discuss racial equity within your organization?

69. Please provide a couple of examples of how race and ethnicity data from within your organization has affected your services, investments or employment practices.

70. Please describe how your programs are evaluated in terms of their impact on communities of color and racial equity goals? You may include internal and external evaluation processes.

Please collect the attachments that are included on page 15 of this package.

ATTACHMENTS

Directions: Please provide the following attachments if they are available and applicable to your organization.

- Organization's mission statement that
- Completed governing body racial diversity template
- Racial Equity Policy
- Written racial equity plan
- Completed client or constituent racial diversity template
- Any written standards your organization has that guide language accessibility, including translation and interpretation practices.
- Written plan to diversify your workforce
- Minority Women-owned and Emerging Small Business policy.
- Minority Women-owned and Emerging Small Business utilization disaggregated, if possible, into M, W, and ESB.
- Any written practices or standards your organization has regarding racial and ethnic data collection or usage
- Any written document your organization has that outlines how racial equity outcomes are monitored and evaluated

Assessment & Accountability Tool Summary Document
Eliminating Disparities in Child & Youth Success
A Collaborative of the All Hands Raised Partnership

This one-page summary should be completed after an organization completes the Assessment & Accountability Tool.

Organizational Overview (Please provide a 5-10 sentence description of your organization):

Strengths (Based on the results of the Tool)

Opportunities for Growth (Based on the results of the Tool)

Possible Action Areas (Based on the results of the Tool these are three actions that we will take in the next 12 months)

Reflections (Based on your use of the tool provide feedback that can help improve the tool's usability)

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PROFESSIONAL DEVELOPMENT

1. **The People's Institute for Survival and Beyond**

   601 N Carrollton New Orleans, LA 70119

   (504) 301-9292

   Email: tiphanie@pisab.org

   www.pisab.org

The People's Institute provides a well-known *Undoing Racism* training. Their training modules lead with the centrality of race. Their core belief is that racism is at the root of all other forms of oppression. They provide information and training resources that they support without equivocation. Very few aspects of their training model is open-ended which is why many individuals find the training experience very impactful. They have highly skilled facilitators.

2. **VISIONS Inc.**

   48 Juniper Street

   Roxbury, MA 02119

   PO Box 190797

   Roxbury, MA 02119

   (617) 541-4100

   office@visions-inc.org

By contrast VISION take a more open-ended approach to with their training methodology. Their sessions are highly interactive. While they focus on race, they also address other issues such as gender, ability, and sexual orientation. They also have highly skilled facilitators.

3. **Qualified Training Registry for Diversity, Inclusion, & Health**

Qualified Training Registry of Diversity, Inclusion and Health Equity Trainers

Your directory for diversity, inclusion and health equity training resources

Are you looking for trainers and consultants to help you and your staff learn about diversity, inclusion and health equity?

The Qualified Training Registry can help.

The trainers and consultants in this registry have all been qualified in their specialized fields by the OHA Office of Equity and Inclusion. This registry is for use by any organization – government or private – that wants to develop or enhance its equity and inclusion practices and policies. Be sure to follow applicable rules and procedures if you issue contracts to one or more of these trainers or consultants.

Local training organizations

Certification Key

DBE: Disadvantaged Business Enterprise
ESB: Emerging Small Business
MBE: Minority Business Enterprise
WBE: Women Business Enterprise

Figure 8 Consulting, LLC

Contact: Carol French or April Lewis
604 SE 33rd Avenue
Portland, OR 97214
Phone: 503-231-4829 | **Fax:** 503-232-3671
Emails: carol@fig8consulting.com or april@
 fig8consulting.com
Website: http://fig8consulting.com
Certifications: WBE, ESB

Areas of expertise

▪Building cultural agility: individuals, teams and organizations; ▪Recruitment, selection, retention of your multicultural work force; ▪Unconscious bias in service delivery: symptoms, diagnosis and cures; ▪Emotional intelligence and empathy: the antidote to unconscious bias; ▪The intersection of health disparities, health literacy and health equity; ▪Communicating across differences: difficult conversations at work (discrimination, harassment, cultural conflict); ▪Leadership: co-mentoring, managing change, ERGs, diversity committees and building effective teams; ▪Across the ages: maximizing generational differences; ▪Building inclusion for all: race, ethnicity, gender identity, age, disabilities, sexual orientation; ▪ Class matters: classism and poverty; ▪Intercultural assessment tools, cultural audits and evaluations.

Kristin Lensen Consulting

Contact: Kristin Lensen
P.O. Box 18217
Portland, OR 97218
Phone: 503-281-5544
Email: klensen@pacifier.com
Certifications: MBE, WBE, ESB
Areas of expertise:

Diversity, equity and inclusion; ▪Organizational assessment; ▪Review and evaluation; ▪Visioning and strategic planning; ▪Action planning; ▪Program development; ▪Coaching (executive, team and individual); ▪Facilitation; ▪Conflict resolution; ▪Workshop design and delivery; ▪Training; ▪Qualified administrator, intercultural development Inventory (IDI); ▪Cultural diversity/change management; ▪Intergroup dialogue and facilitator training.

About the OHA Office of Equity and Inclusion

The Office of Equity and Inclusion is a leader and catalyst in helping the Oregon Health Authority promote equitable health and human services for communities of color, Indian tribal governments and other multicultural groups. The office uses culturally specific and culturally competent approaches to working with state and local government and community partners. Our mutual goal is to improve health and human services programs and policies for underrepresented populations in Oregon.

For specific help and consultation about the Qualified Training Registry, contact

Charniece Tisdale
Equity and Inclusion Training Coordinator
Phone: 971-673-1341
Fax: 971-673-1128
Charniece.tisdale@state.or.us

Oregon Health Authority
OFFICE OF EQUITY AND INCLUSION
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This document can be provided upon request in an alternate format for individuals with disabilities or in a language other than English for people with limited English skills. To request this publication in another format or language, call 971-673-1240 or 971-673-0372 (TTY), or fax 971-673-1128.

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Local training organizations

Lillian A. Tsai

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Phone: 971-327-0628
Email: lillian@tsaicomms.com
Website: www.tsaicomms.com
Certifications: MBE, WBE, DBE
Areas of expertise:
- Asian American culture; ▪Coaching for leaders, managers and supervisors who supervise professionals of color; ▪Coaching professionals of color; ▪Cross-cultural competency; ▪Diversity and inclusion training; ▪Facilitation of focus groups and diversity, inclusion or equity councils; ▪Health equity training; ▪Team interventions; Train the trainer.

MVM Consulting Services LLC

Contact: Miguel Valenciano, President
937 NE Going Street
Portland, OR 97211
Phone: 503-349-1836 |Fax: 503-460-0278
Email: mvalenciano2@aol.com
Certifications: MBE, ESB
Areas of expertise:
- ▪Addressing ouches in the workplace; ▪Building fierce and courageous dialogues; ▪Building teams; ▪Change process; ▪Coaching and mentoring; ▪Cross-cultural communication; ▪Cultural competency; ▪Diversity, inclusion and equity; ▪English as a second language; Generational differences; ▪Global inclusion; Second language acquisition; ▪Small acts of inclusion; ▪Strategic planning; ▪Surveys, focus groups, cultural audits; ▪Training of trainers; ▪Unconscious bias; ▪Understanding and examining the impact of micro aggressions; ▪Understanding privilege; ▪Working with diverse populations.

Ann Curry-Stevens

Contact: Ann Curry-Stevens, Consultant
3000 NE 31st Avenue
Portland, OR 97212
Phone: 503-477-7297 | **Fax:** 503-477-7297
Email: currya@pdx.edu
Website: www.curry-stevens.com
Areas of expertise:
- ▪Being an ally — the intersection of privilege and disenfranchisement; ▪Community-specific cultural considerations in service delivery; Culture of poverty; ▪Data analysis and metrics; ▪Diversity/inclusion return on investment; ▪Health equity; ▪Health equity grant making; ▪Historical roots and legacy of oppression in Oregon and the U.S.; ▪Implicit bias; ▪Inclusive human resource practice; ▪Micro aggressions; ▪Power, privilege and social justice; ▪Service equity; ▪Undoing institutional racism; ▪Using a health equity lens in policy, program, budget and strategic planning.

John Lenssen and Associates

Contact: John Lenssen and Associates
39533 Santiam Bluffs Road N.E.
Albany, OR 97322
Phone: 541-905-3292
Email: lenssenj@mindspring.com
Areas of expertise:
- ▪Professional development and training on issues of equity and inclusion; ▪Training on issues of diversity, inclusion and health equity.

Littledeer-Evans Consulting

Contact: Sonya Littledeer-Evans, Director
1479 SW Highland Lane
Culver, Oregon 97734
Phone: 541-610-5006
Email: slittled@cbbmail.com
Website: littledeerevansconsulting.com
Areas of expertise:
- ▪Cultural competency, equity and inclusion.

Nonprofit Association of Oregon

Contact: María Lisa Johnson, Consulting Director
5100 SW Macadam Avenue, Suite 360
Portland, OR 97239
Phone: 503-239-4001, ext.119|
Fax: 503-236-8313
Email: mjohnson@nonprofitoregon.org
Website: www.nonprofitoregon.org
Areas of expertise:

Diversity, equity and inclusion organization development:
- ▪Organizational assessments; ▪Executive coaching; ▪Group facilitation ▪Managing difficult conversations; ▪Leading for equity and inclusion; ▪Strategic initiative/plan development.

General organization development:
- ▪Strategic planning; ▪Board development/developing volunteer leaders; ▪Effective supervision; ▪Executive transition support/placement of interim executives; ▪Training on various OD-related topics.

National training organizations

Global Policy Solutions, LLC

Contact: Dr. Maya Rockeymoore, CEO
1300 L St., NW, Suite 975
Washington, DC 20005
Phone: 202-265-5111 | **Fax:** 202-265-5118
Email: maya@globalpolicysolutions.com
Website: http://globalpolicysolutions.com
Areas of expertise:
- ▪Advocacy and outreach; ▪Coalition building; ▪Curriculum development; ▪Evaluation services; ▪Policy analysis and research; ▪Policy-related event planning; ▪Program design and implementation; ▪Strategic communications; ▪Strategic planning.

JJA Consultants, Inc.

Contact: Wanda Savage-Moore, Senior Vice President and General Manager
3970 Chain Bridge Road
Fairfax, VA 22030
Phone: 703-359-5969 | **Fax:** 703-359-5971
Email: wsavagemoore@jjaconsultants.com
Website: www.jjaconsultants.com
Areas of expertise:
- ▪Civil rights; ▪Equal employment; ▪Equity; ▪Leadership development; ▪Organizational development; ▪Training and consulting services in diversity and inclusion.

Laurin Mayeno

Contact: Laurin Mayeno
2829 35th Avenue
San Francisco, CA 94116
Phone: 415-682-8427 | **Fax:** 415-682-8427
Email: Laurin@mayenoconsulting.com
Website: http://mayenoconsulting.com
Areas of expertise:
- ▪Multicultural communication; ▪Leadership in a multicultural context; ▪Multicultural organizational development; ▪Developing frameworks and strategies for multicultural change; ▪Developing a common language to address culture, power and difference.

Race Matters Institute

Contact: Joanna Shoffner Scott, Ph.D., Program Director Race Matters Institute
1701 St. Paul Street
Baltimore, MD 21202
Phone: 410-244-0667 ext. 107 |
Fax: 410-244-0670
Email: jscott@racemattersinstitute.org
Website: www.racemattersinstitute.org
Areas of expertise:
- ▪Racial equity with solid data, comprehensive strategies; ▪Knowledge of national and local settings.

WEB RESOURCES

1. **Resources Related to Culturally Responsive Practice**
   a. Responding to Everyday Bigotry: SPEAK UP!
      http://www.splcenter.org/get-informed/publications/speak-up-responding-to-everyday-bigotry
   b. Culture Counts: Engaging Black and Latino Parents of Young Children in Family Support Programs
      http://www.childtrends.org/?publications=culture-counts-engaging-black-and-latino-parents-of-young-children-in-family-support-programs-report

2. **Resources Related to Early Learning Operating Systems**
   a. The Protocol for Culturally Responsive Organizations
      http://www.centertoadvanceracialequity.org/
   b. The Tool for Organizational Self-Assessment Related to Racial Equity
      http://coalitioncommunitiescolor.org/culturally-appropriate-data-research/

3. **Resources Related to Data & Resource Allocation**
   a. Youth and You: Oregon Youth Development Funding Allocation Plan
      http://www.ode.state.or.us/wma/ydd/oydc-2014-policy-and-funding-model-final.pdf