

PSESD: Becoming an Antiracist Multicultural Organization

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State Board of Education

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AGENCY ENDS

**Success for Each Child & Eliminate the Opportunity Gap
Become an Antiracist Multicultural Organization**



frameworks

Continuum on Becoming an Antiracist Multicultural Institution					
MONOCULTURAL		MULTICULTURAL		ANTIRACIST	
Racial & Cultural Differences Seen as Inequality					
<p>1. EXCLUSIVE A Segregated Institution</p> <p>Intentionally and publicly excludes or segregates African Americans, Arab Americans, Native Americans, Latino and Asian Americans</p> <p>Intentionally and publicly enforces the racist status quo throughout institution</p> <p>Institutionalization of racism includes formal policies and practices, teachings, and decision making on all levels</p> <p>Usually has similar intentional policies and practices toward other socially oppressed groups such as women, disabled, elderly and children, gays and lesbians, citizens of developing nations, etc.</p>	<p>2. PASSIVE A Club Institution</p> <p>Tolerant of a limited number of People of Color with "proper" perspective and credentials</p> <p>May still secretly limit or exclude People of Color in contradiction to public policies</p> <p>Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings, and decision making on all levels of institutional life</p> <p>Often declares, "We can't have a problem."</p> <p>But...</p> <p>"Not those who make waves"</p> <p>Little or no contextual change in culture, policies, and decision-making</p> <p>is still relatively unaware of continuing patterns of privilege, paternalism and control</p>	<p>3. SYMBOLIC CHANGE A Multicultural Institution</p> <p>Makes official policy pronouncements regarding multicultural diversity</p> <p>Sees itself as "non-racist" institution with open doors to People of Color</p> <p>Carries out intentional inclusiveness efforts, securing "homework of color" on committees or office staff</p> <p>Expanding view of diversity includes other socially oppressed groups such as women, disabled, elderly and children, gays and lesbians, citizens of developing nations, etc.</p> <p>But...</p> <p>Institutional structures and culture that maintain white power and privilege still impact and relatively unopposed</p> <p>Aligns with others in combating all forms of social oppression</p>	<p>4. IDENTIFY CHANGE An Antiracist Institution</p> <p>Growing understanding of racism as barrier to effective diversity</p> <p>Develops analysis of systemic racism</p> <p>Sponsors programs of antiracism training</p> <p>New consciousness of institutionalized white power and privilege</p> <p>Develops intentional identity as an "antiracist institution"</p> <p>Begins to develop socially oppressed groups such as women, disabled, elderly and children, gays and lesbians, citizens of developing nations, etc.</p> <p>But...</p> <p>Relationships and activities in society, based on antiracist commitments</p> <p>Full participation in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interests</p> <p>Aligns with others in combating all forms of social oppression</p>	<p>5. STRUCTURAL CHANGE A Transforming Institution</p> <p>Commits to process of intentional institutional restructuring, based upon antiracist analysis and identity</p> <p>Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their world view, culture and lifestyles</p> <p>Implements structures, policies and practices with inclusive decision making and other forms of power sharing on all levels of the institution's life and work</p> <p>Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities</p> <p>Antiracist multicultural diversity becomes an institutionalized asset</p> <p>But...</p> <p>Relationships and activities in society, based on antiracist commitments</p> <p>Full participation in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interests</p> <p>Aligns with others in combating all forms of social oppression</p>	<p>6. FULLY INCLUSIVE A Transformed Institution in a Transformed Society</p> <p>Future vision of an institution and wider community that has overcome systemic racism</p> <p>Institution's life reflects full participation and shared power with diverse racial, cultural, and economic groups in determining its mission, structure, constituency, policies and practices</p> <p>A sense of restored community and mutual caring</p>

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Road Map to Student Success

Success For Each Child and Eliminate the Opportunity Gap

Ready	Achieve	Succeed
Enter school ready to learn	Achieves at high levels throughout K-12 education	Be prepared to succeed in a post-secondary education and a chosen career
PROGRESS MEASURES		
<ul style="list-style-type: none"> Percent children meeting school readiness standards (Pre-K) Percent of children meeting kindergarten readiness standards (kindergarten) 	<ul style="list-style-type: none"> Percent students proficient in 5th grade reading Percent of 6th graders at risk of low commitment to school Percent students proficient in 7th grade math Percent students proficient in 10th grade math 	<ul style="list-style-type: none"> Percent students who graduate high school (extended graduation rate) Percent high school students who enroll in post-secondary education Percent high school students who take developmental education courses in community and technical colleges
TARGETED STRATEGIES (Through June 2014)		
<ol style="list-style-type: none"> Launch P-3 Campus model at Educare in partnership with Highline Public Schools Align multidisciplinary services to create seamless transitions, birth to third grade Lead implementation of P-3 "Platform for Change" policies and practices 	<ol style="list-style-type: none"> Focus on quality language and literacy instruction P-5 Focus on quality mathematics instruction P-5 Support systemic efforts to meet the needs of students who are English Language Learners/ Dual Language Learners Implement robust science, technology, engineering and mathematics (STEM) education programs Increase knowledge and expertise in blended learning models and technologies, implementation strategies, instructional practices, and methods of personalizing education. 	<ol style="list-style-type: none"> Support successful drop out prevention and reengagement policies and practices Support post-secondary access and learning efforts Ensure coordinated special education services birth- age 21
FOUNDATIONAL STRATEGIES		
<ul style="list-style-type: none"> Best Practices: Learn from each other by sharing best practices and replicating success Uphold Whole Child Tenets: Implement whole child strategies for healthy, safe, engaged, supported and challenged youth Instructional Core: Build capacity around the instructional core of effective teaching, relevant content and student engagement Lead with Racial Equity: Eliminate systemic racial inequities that impact student achievement and implement strategies that result in racially equitable outcomes. Data Informed: Understand our local educational issues and target needs 		

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Puget Sound Educational Service District

Racial Equity Policy: Implementation Plan

October 2, 2015

Dr. Stephan Blanford

Continuum on Becoming an Antiracist Multicultural Institution

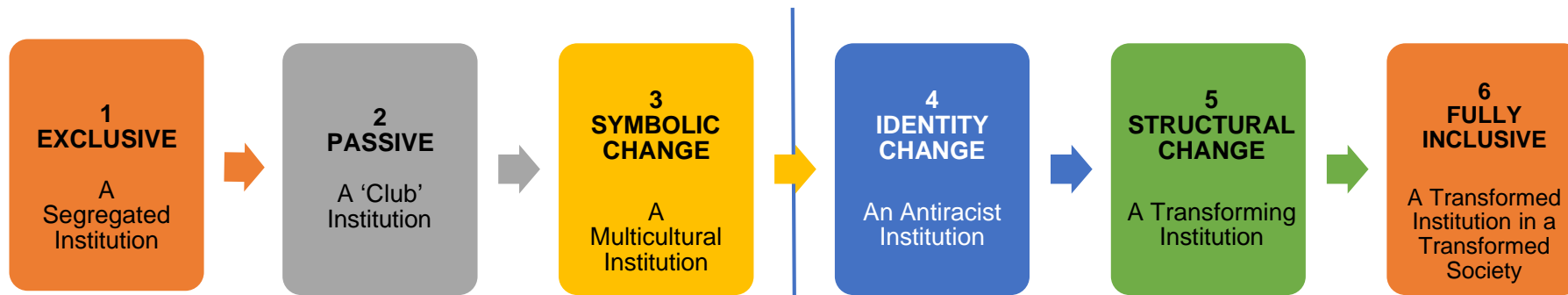


MONOCULTURAL → → → MULTICULTURAL → → → ANTIRACIST → → → ANTIRACIST MULTICULTURAL

Racial & Cultural Differences Seen as Deficits

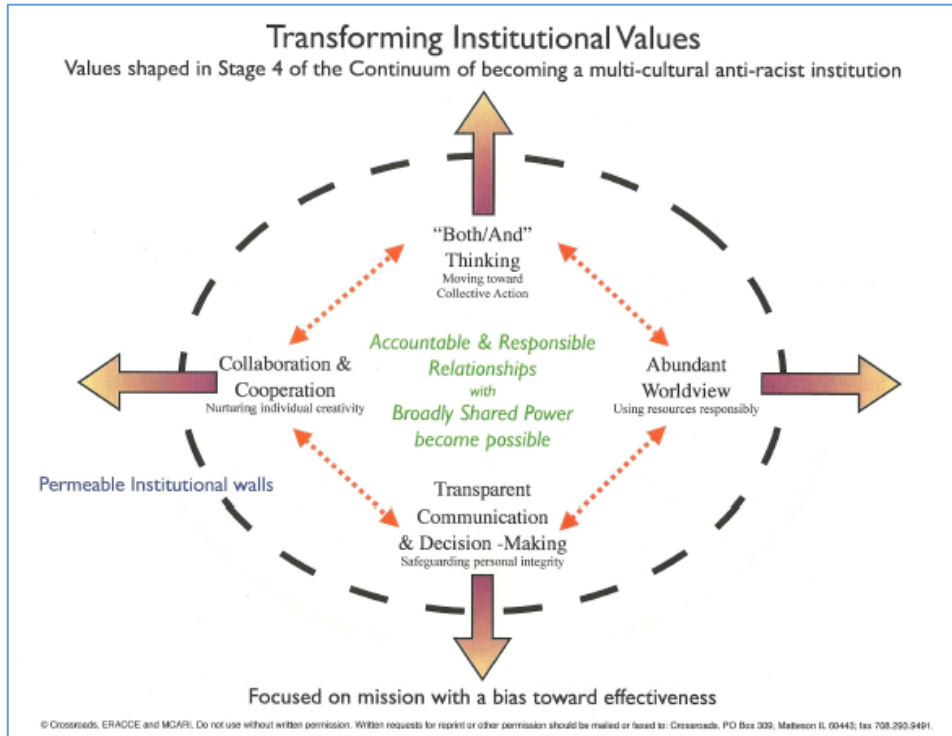
Tolerant of Racial and Cultural Differences

Racial and Cultural Differences Seen as Assets



*Crossroads Antiracism Organizing and Training

values




Our Culture

These **principles and practices** form our culture and commitment to becoming an **anti-racist, multicultural organization**. As PSESD employees, we remain accountable to these principles and practices in order to meet the **agency END**: Success for each student and eliminate the opportunity gap.

- We lead with racial equality.
- We value and seek diversity and the participation, initiative, and opinions of all stakeholders.
- We trust and are trustworthy.
- We foster joy, laughter, celebration, and health.
- We communicate regularly and encourage feedback to foster personal growth.
- We are responsible, accountable, and results-focused.
- We take risks and view unexpected results as opportunities to learn.
- We resolve conflict in a professional and timely manner.
- We work in cooperation with each other and depend on teamwork.
- We act with integrity and treat all stakeholders with respect.

- Model the Way**
Clarify values by finding your voice and affirming shared values. Set the example by aligning actions with shared values.
- Inspire a Shared Vision**
Envision the future by imagining exciting and ennobling possibilities. Enlist others in a common vision by appealing to shared aspirations.
- Enable Others to Act**
Foster collaboration by building trust and facilitating relationships. Strengthen others by increasing self-determination and developing competence.
- Challenge the Process**
Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve. Experiment and take risks by constantly generating small wins and learning from experience.
- Encourage the Heart**
Recognize contributions by showing appreciation for individual excellence. Celebrate the values and victories by creating a spirit of community.

strategies



Racial Equity Tool


Objective: To support the PSESD's goal of eliminating racial inequity, we will incorporate a racial equity analysis and best practices into program, policy and procedure decisions. Additionally, the PSESD will assist and engage our regional districts in the adoption and use of the Racial Equity Tool in order to close the opportunity gap.

We Agree:

- That in order to eliminate racial inequities, it is essential that race be clearly called out and institutional racism be addressed within our own organization as well as in the broader systems with which we interact.
- That the importance of training and skill building within our organization, departments, and internal and external programs is paramount. Increasing the number of trained and skilled employees, including leadership, staff, board members, etc, will not only help to make improvements supporting racial equity, but will also help to develop an anti-racist culture within our organization.
- To explore and develop a shared understanding relating to racial equity, and we also recognize that we and our external partners are all at different places as individuals, programs, and departments. We are committed to move forward with a focus that is intentional and strategic within our organization and our external partners. We will openly share challenges, successes and lessons learned to help move the sum of our race equity work forward.
- To have collective buy-in to racial equity best practices, we will each take responsibility for using the racial equity tool.
- That how the racial equity tool is implemented and used will differ from program to program, department to department and across our organization. Accountability for implementation and use within our own organization and to our respective communities (children, students, families and schools) will be essential.
- To approach racial equity analyses from an evaluative / continuous improvement perspective, as opposed to a check list. We will seek to strengthen programs, policies and procedures until racial inequities are eliminated.
- That if the strategy, practice, policy, or procedure works for our most vulnerable communities, it works for everyone. The reverse however, is not true.
- That we will not let the perceived barriers such as (time, agendas, schedules, etc) prevent us from interrupting patterns of racial inequity.


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Racial Equity Policy Implementation Plan




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Racial Equity Policy: Implementation Plan



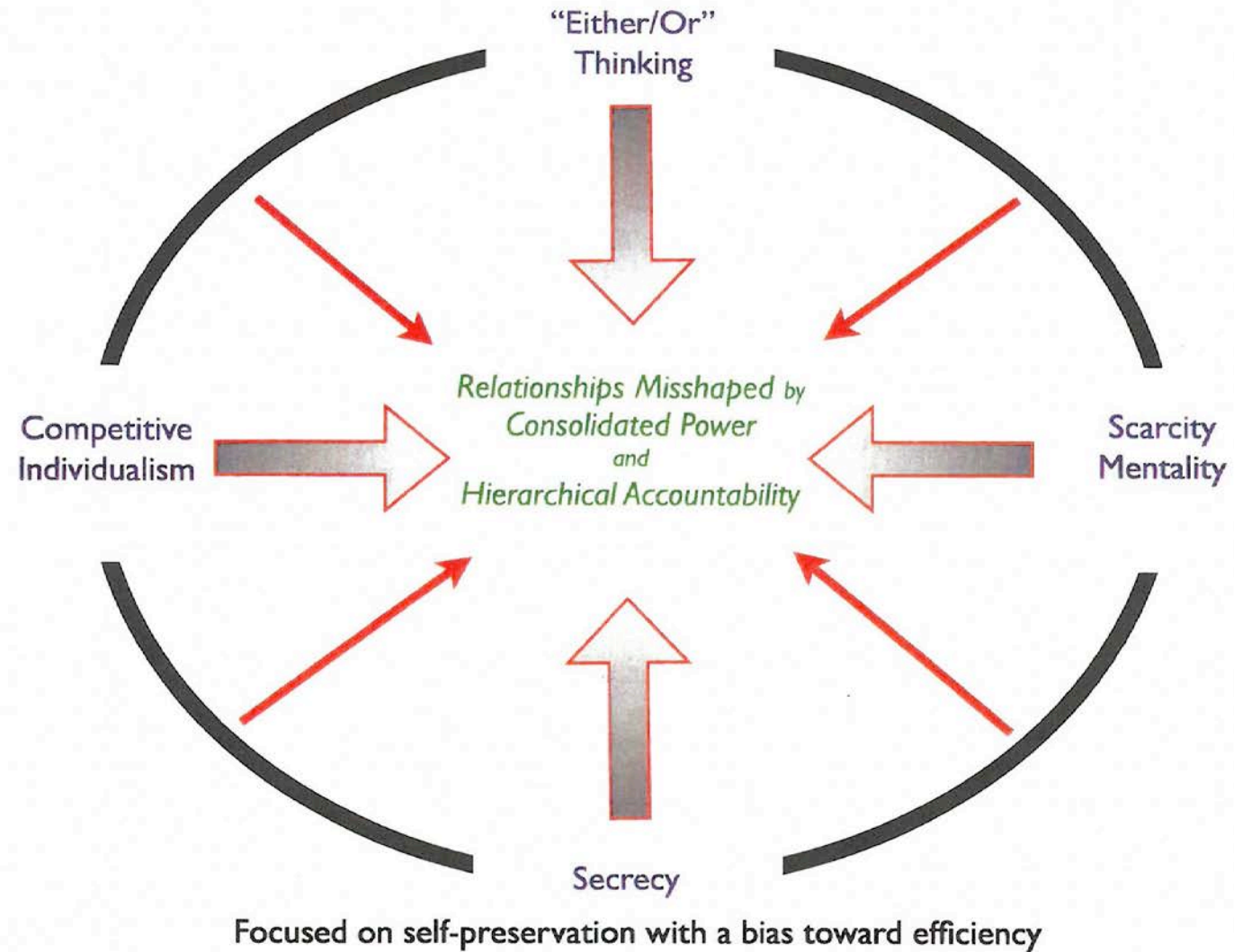
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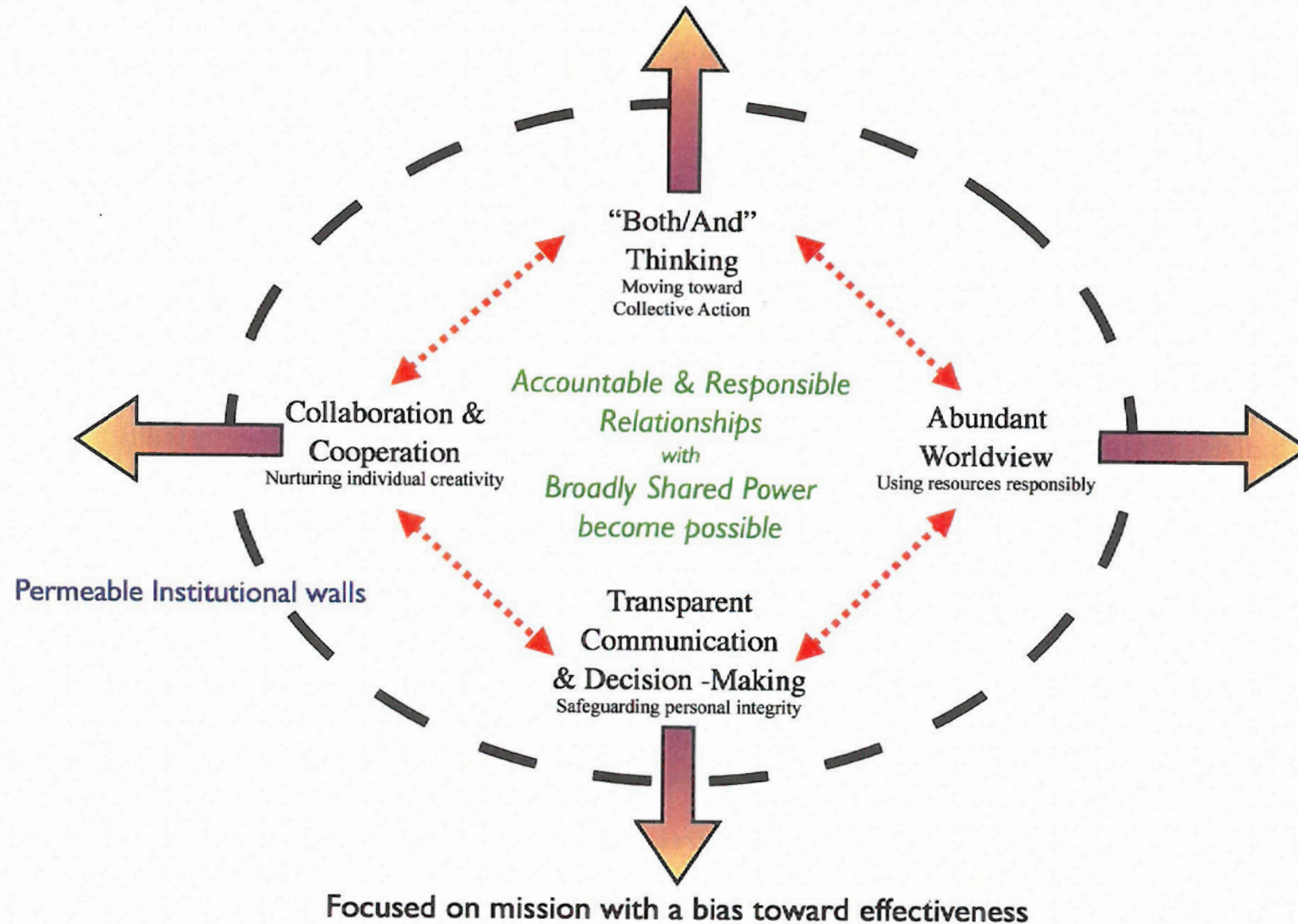
White Institutional Values

Values shaped in Stage I of the Continuum of becoming a multi-cultural anti-racist institution

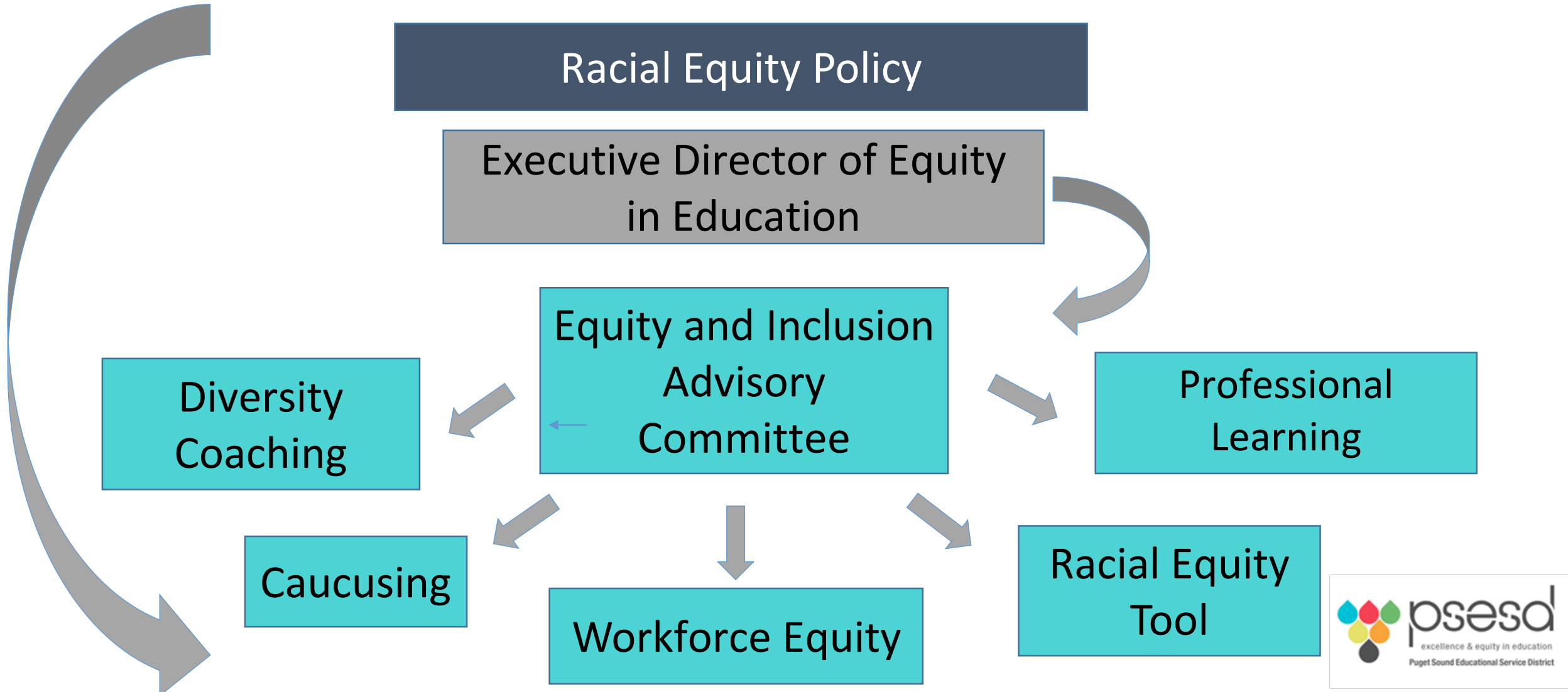


Transforming Institutional Values

Values shaped in Stage 4 of the Continuum of becoming a multi-cultural anti-racist institution



Moving the Work into the 'Bones' of the Organization



Racial Equity Policy Work

- Gathered input from staff
- Collaborated with external consultant
- Drafted administrative and Board policy
- Adopted Fall, 2014
- Modeling the way for districts



Diversity Coaching Program Important Facts

Designed to create a safe environment where employees feel supported to address and resolve experiences around culture and cultural differences.

14 employees, representing a wide variety of programs and sites throughout the PSESD, have been selected to serve as coaches.



Need more information?

<https://my.psesd.org/news/DiversityCoaching.html>

Caucusing Important Facts

Provides a safe place for discussion and exploration of institutional racism and to identify key changes to help meet our goals.

People of color and white people meet both separately and together to identify organizational patterns and barriers that contribute to disparate outcomes in the agency and in our educational system.

Meetings are open to all employees.



Need more Information?

<https://my.psesd.org/equity/CaucusingProgram.html#q1>

Ongoing Professional Development on Racial Equity

Agency staff provide ongoing professional development for all departments to ensure that staff apply a racial equity lens to their work in order to close the opportunity gap and create an AntiRacist Multicultural Organization.



Racial Equity Tool



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

Workforce Equity Plan

- ❖ Increase staff perceptions of the value of an Antiracist Multicultural Organization.
- ❖ Eliminate barriers to leadership opportunities & advancement for staff of color.
- ❖ Systematically review, revise, & develop practices & procedures that support racially equitable recruitment hiring and selection processes.

Equity in Education Services



- ❖ Provides services to districts such as:
 - ❖ Professional Learning on Racial Equity, Cultural Proficiency
 - ❖ Leadership Coaching
 - ❖ District Equity Team Development
 - ❖ Data Coaching
 - ❖ Technical Assistance

Challenges and Risks of Leading this Work

- Resistance to isolating race.
- People have various levels of understanding with regard to the impact of race on educational systems.
- People have difficulty staying engaged due to discomfort.
- Credibility in the community or other circles can be challenged.
- People need to be comfortable learning while leading.
- The work can disrupt relationships.
- The work impacts leaders of color and white leaders very





Recruit, Hire, and Retain a Racially Diverse Workforce