



# Leading with Race Equity:

## Increasing Our Awareness and Knowledge of Race

Starting Strong  
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Puget Sound Educational Service District

# Today's Learning Objectives

1. Gain an understanding of how the opportunity gap manifests itself in the educational outcomes in Washington State.
2. Increased awareness and knowledge on racial equity and ways to disrupt the patterns to improve outcomes for children of color.



# Five Agreements to Guide our Courageous Conversations:

## Stay Engaged

Don't Let your heart and mind check out!

## Experience Discomfort

Agree to experience discomfort so that we can deal with issues of race in an honest way.

## Speak your truth

Be honest about your thoughts, feelings and opinions. Say them in a way that is true for you.

## Expect and accept non-closure

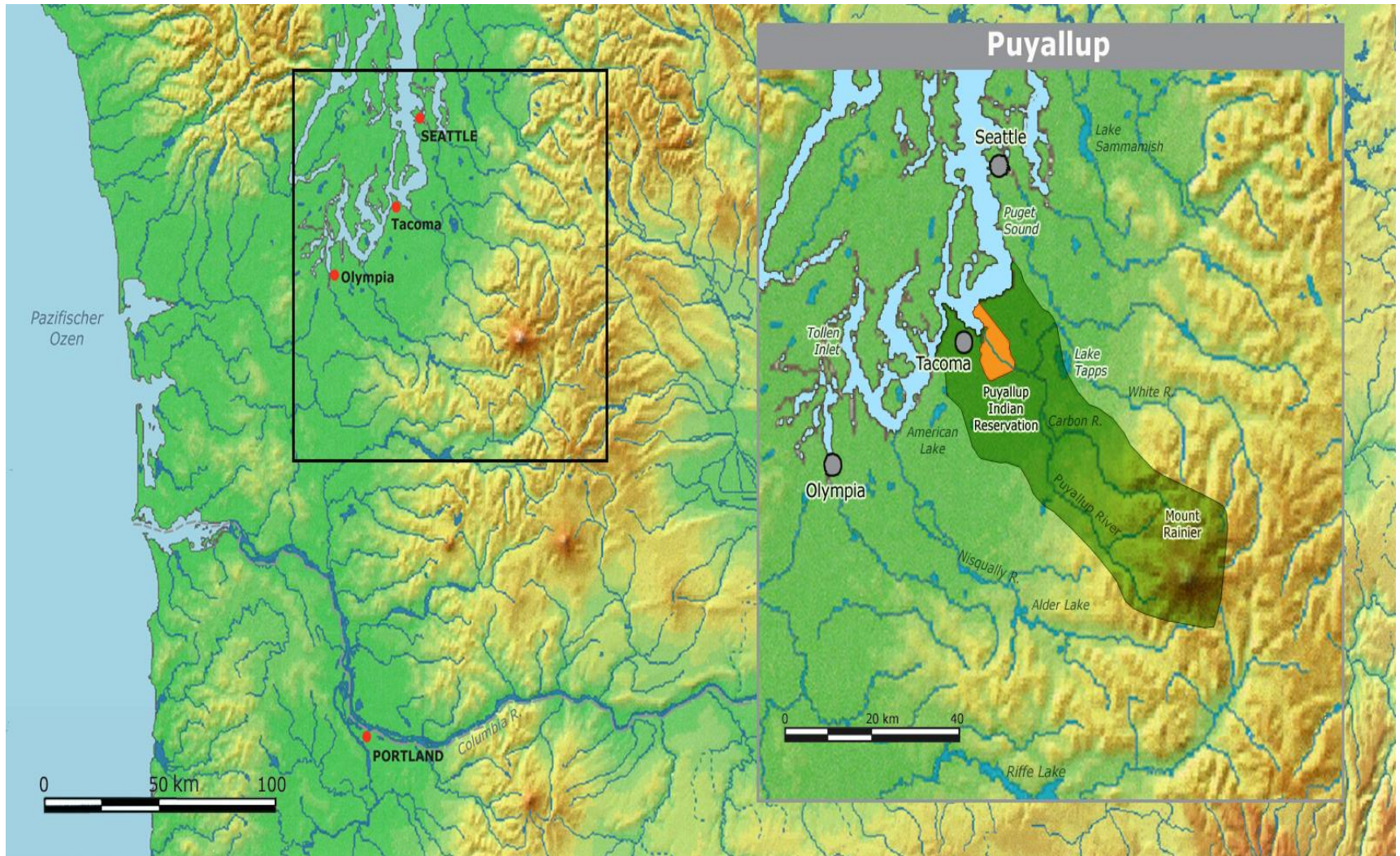
Accept that you will not reach closure in your understandings about race and race relations. There is no such thing as a "quick fix."

## Intent and Impact

Recognize that what we say may have an unintended impact, even though we may have positive intent. We need to own the impact.



# Who's Land Are We On?



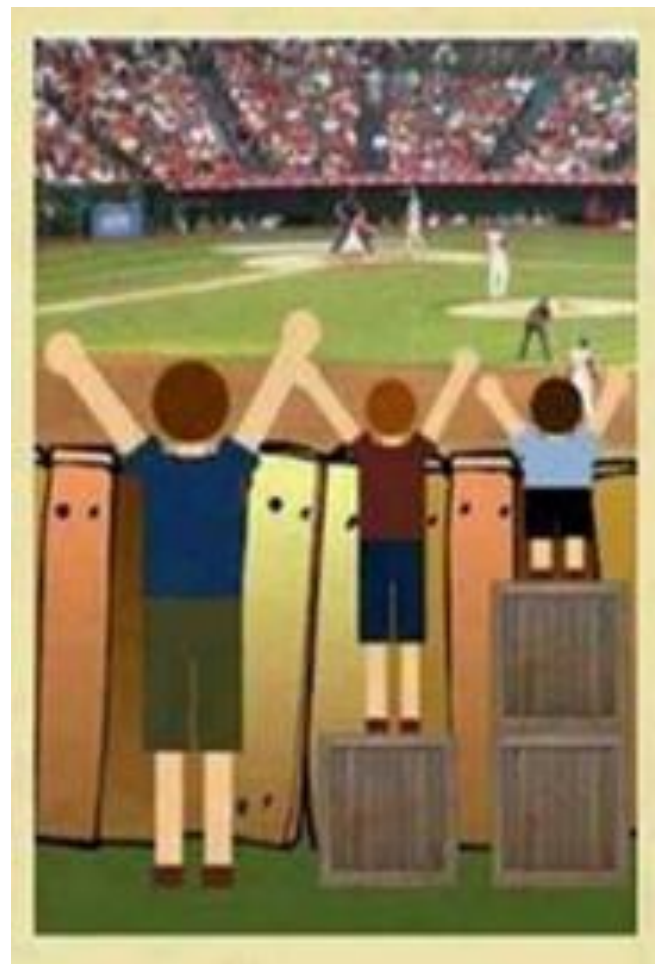
# Who's Shoulders am I standing on? Who is Standing on My Shoulders? Who Am I Lifting Up?



# Equality



# Equity



# Three Types of Racial Inequity

## Individual

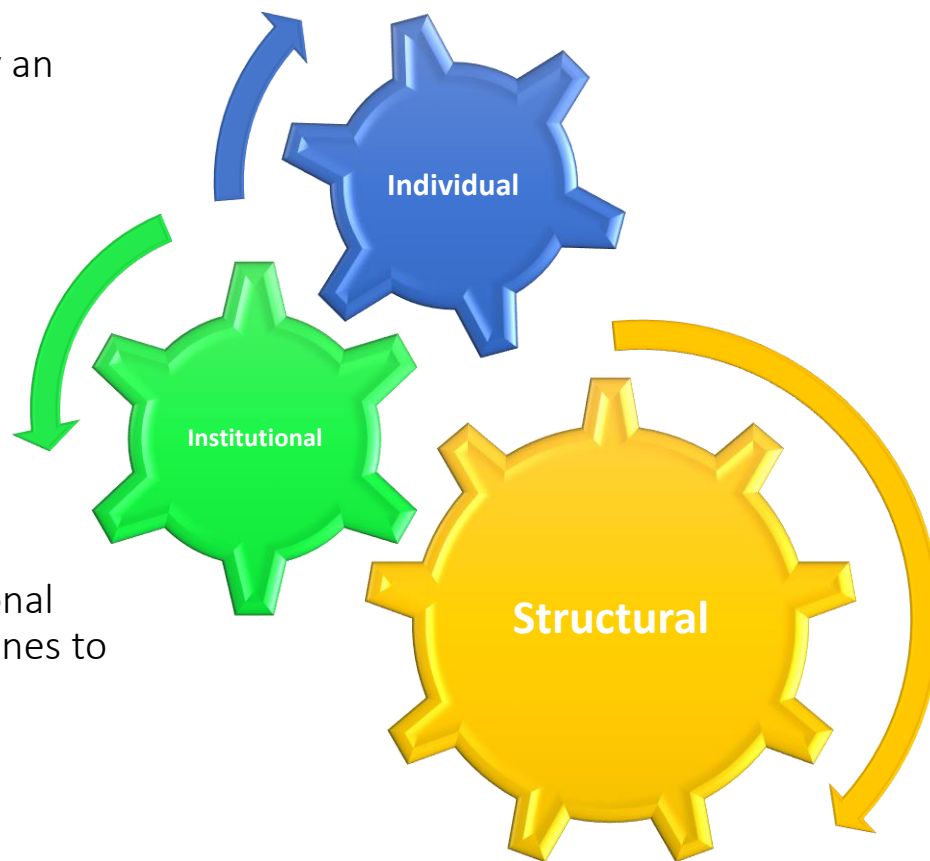
Pre-judgment, bias, or discrimination by an individual based on race.

## Institutional racism

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

## Structural racism

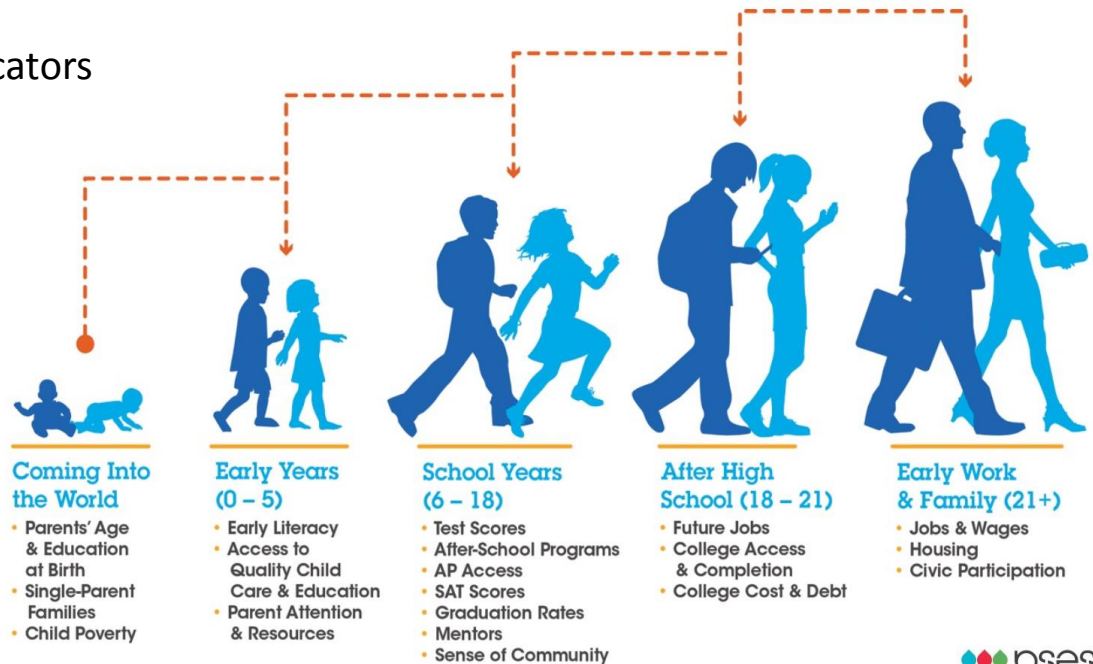
A history and current reality of institutional racism across all institutions. This combines to create a system that negatively impacts communities of color.



# Opportunity Gap

The Opportunity Gap speaks to the lack of access many students have to resources that lead to academic success, such as:

- quality early childhood programs
- positive role models in education who racially and ethnically reflect the students
- highly-qualified, experienced educators
- culturally-relevant curriculum





# OSPI Office of Civil Rights Reports:

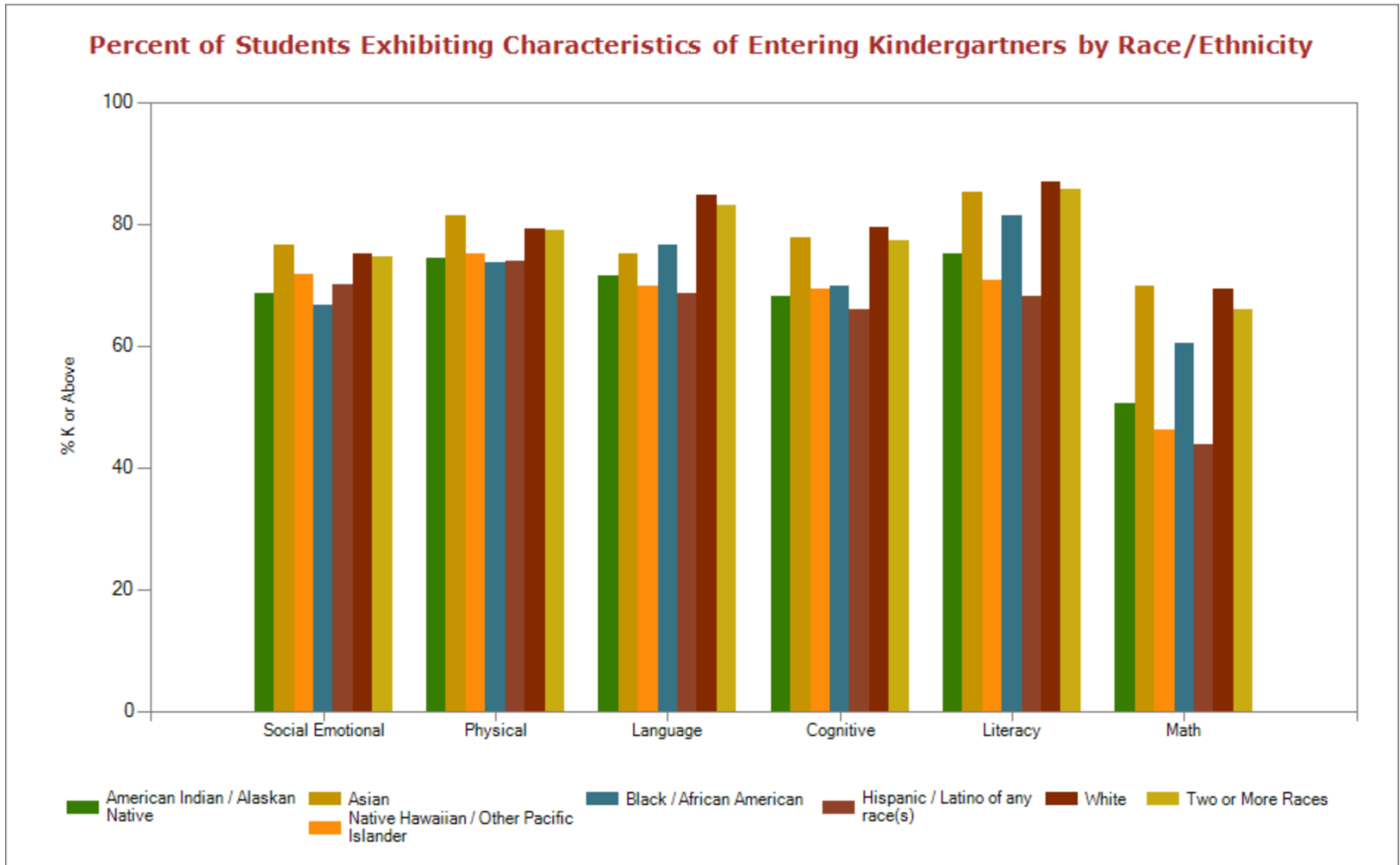
Racial and ethnic achievement/opportunity gaps exist in almost every area of the educational continuum. Below is a sampling of the areas the gap has been identified in the research:

- ✓ Drop out
- ✓ On-time completion
- ✓ Discipline magnitude
- ✓ Health
- ✓ Access to technology
- ✓ College readiness
- ✓ Special Education
- ✓ Access to experienced and highly qualified teachers
- ✓ Access to teachers trained in their subject areas
- ✓ Advanced placement and gifted and talented
- ✓ Course rigor
- ✓ Representation in the curriculum
- ✓ Representation in teaching and administrative staff

**“Achievement gaps are the symptoms of a public school system that consistently provides different and unequal educational opportunities to students of color.”**

*- 2016 Annual Report from Educational Opportunity Gap Oversight and Accountability Committee*

# WAKIDS DATA: Fall 2015



**The opportunity gap is evident in the first few weeks of Kindergarten.**

# WAKIDS DATA: Fall 2015

| Subgroup                                | Social-Emotional | Physical | Language | Cognitive | Literacy | Math  |
|---|------------------|----------|----------|-----------|----------|-------|
| American Indian/ Alaskan Native         | 68.7%            | 74.4%    | 71.4%    | 68.1%     | 75.1%    | 50.6% |
| Asian                                   | 76.7%            | 81.5%    | 75.2%    | 77.7%     | 85.2%    | 69.8% |
| Native Hawaiian/ Other Pacific Islander | 71.8%            | 75.1%    | 69.9%    | 69.4%     | 70.8%    | 46.2% |
| Black/African American                  | 66.8%            | 73.8%    | 76.6%    | 69.7%     | 81.4%    | 60.5% |
| Hispanic/ Latino of any race(s)         | 70.1%            | 73.8%    | 68.7%    | 65.9%     | 68.0%    | 43.8% |
| White                                   | 75.2%            | 79.2%    | 84.7%    | 79.5%     | 87.0%    | 69.4% |
| Two or More Races                       | 74.7%            | 79.0%    | 83.0%    | 77.2%     | 85.7%    | 66.0% |

Statewide % of students who demonstrate Characteristics of Entering Kindergarteners

| Social-Emotional | Physical | Language | Cognitive | Literacy | Math  |
|------------------|----------|----------|-----------|----------|-------|
| 73.2%            | 77.4%    | 78.9%    | 74.6%     | 80.9%    | 60.8% |

# Reflection Questions: Knowledge

## New knowledge:

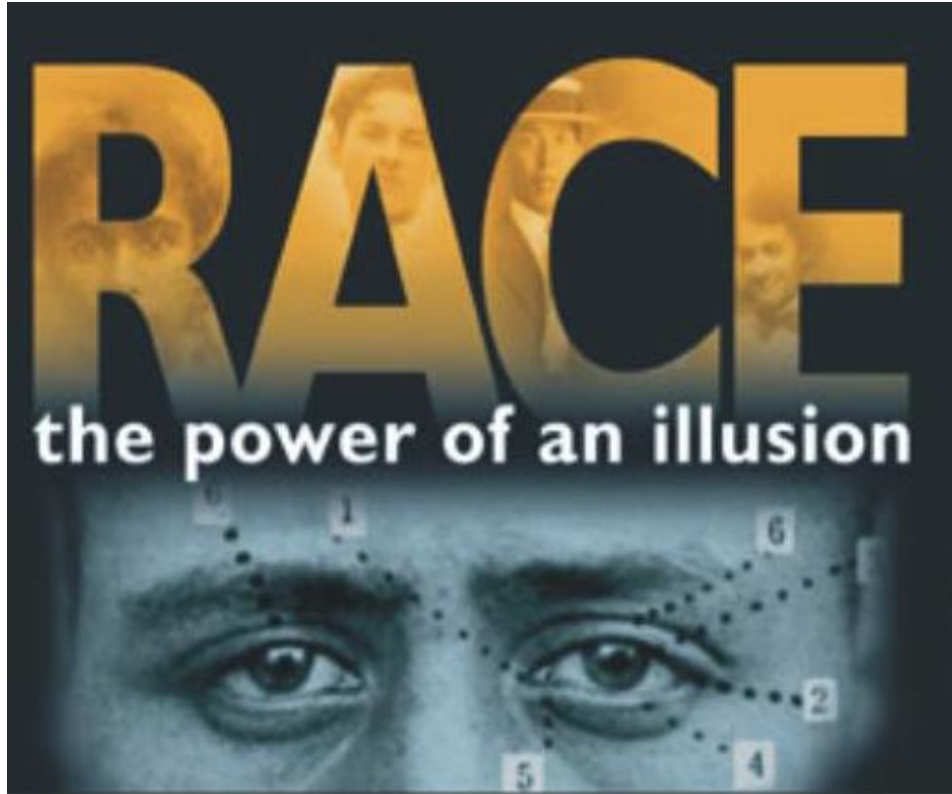
- What is one idea that has stuck with you from the information presented thus far?
- How does the information presented impact you in your work/role/position?

## More knowledge:

- What questions do you still have?
- What do you want more information about?

# Race: The Power of an Illusion

## “The House We Live In”

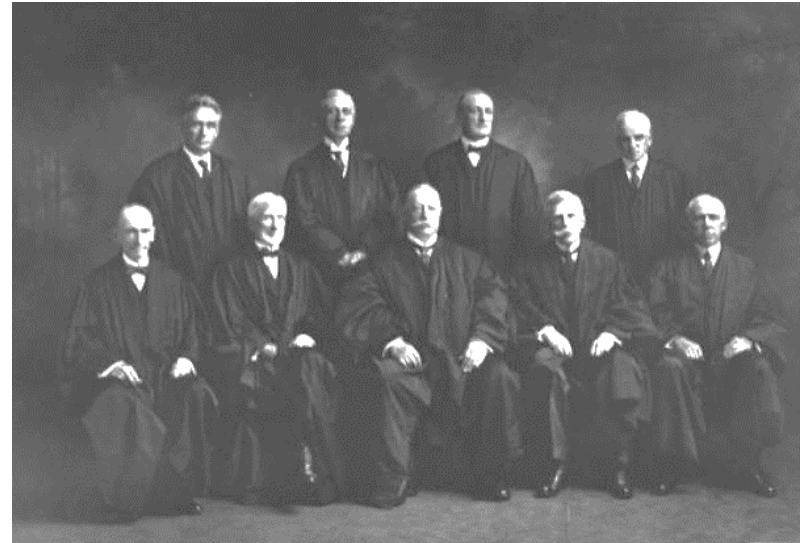


*California Newsreel*  
[www.pbs.org/race](http://www.pbs.org/race)

# Race: The Power of an Illusion – Individual Reflections

## Based on the video:

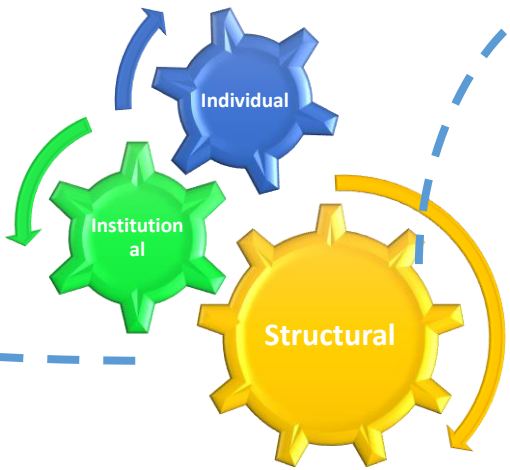
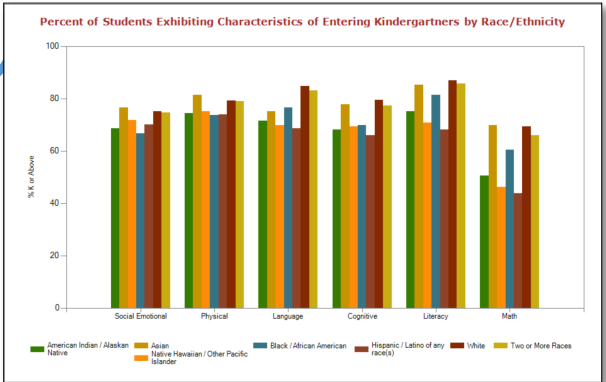
- Q1 - What did it mean to be white?
- Q2 - What were the privileges/advantages that went along with being white?
- Q3 - What did it mean to be non-white?





# Connecting the Dots

- Reflect on your responses to the questions at the start of the session? Who are you lifting up?
- How does this connect to your work as an early learning professional?



# PSESD Race Equity Strategies

## **Policy**

- Committed to becoming an Anti-Racist Multicultural Organization
- Adopted a Race Equity Policy and Implementation Plan
- Created a Transformation Team

## **Equity in Education Department**

- Leadership Coaching

## **Human Resources:**

- Equity & Inclusion Programs: Diversity Coaches, Agency Caucusing
- Reporting data on staff hiring and retention disaggregated by race

## **Early Learning**

- Race Equity Tool to analyze policies, procedures, etc.
- Extensive training on Race and the Opportunity Gap with Parent Policy Council



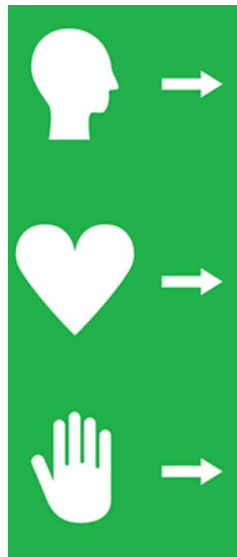
# Review and Reflect

## Review today's learning outcomes

1. Gain an understanding of how the opportunity gap manifests itself in the educational outcomes in Washington State.
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## Final Reflections:

What do I want to carry in my head, my heart, and my hand?



**What is a key idea/concept I want to remember?**

**Ideas you want to share with someone else, with who?**

**What is something I can do next?**

# Resources

## **Books & Organizations**

***Courageous Conversations about Race: A field Guide for Achieving Equity in Schools***

– Glenn E. Singleton

**Crossroads Antiracism Organizing and Training:** <http://crossroadsantiracism.org/>

## **Washington State Data & Reports:**

**Washington State Report Card:** [www.reportcard.ospi.k12.wa.us](http://www.reportcard.ospi.k12.wa.us)

**Educational Opportunity Gap Oversight and Accountability Committee Annual Report,  
January 2016**

<http://www.k12.wa.us/Workgroups/EOGOAC/pubdocs/EOGOAC2016AnnualReport.pdf>

## **PSESD Race Equity Policy & Tools:**

Puget Sound Educational Service District (PSESD 121)

<https://www.psesd.org/services/equity-in-education/>

**Education is the most  
powerful weapon which you  
can use to change the world.**

**—Nelson Mandela**

