



Who Should Read

Superintendent

Chief Academic Officer

Director of Community Engagement

Director of Student Support Services

COVID-19 Response Team

Diversity, Equity, Inclusion Leaders and Teams

Equity Self-Assessment and Implementation Guide

Addressing the Inequitable Impact of Your
District's Policies and Practices on BIPOC Students

District Leadership Forum

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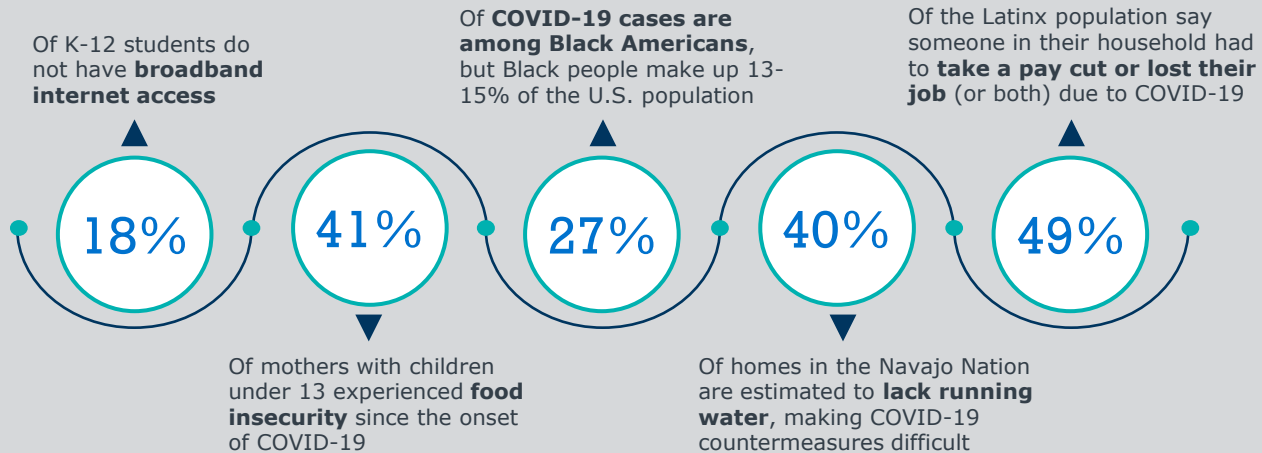
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Executive Summary

We Can't Go Back to "Normal"— It's Time for a Hard Reset

The COVID-19 pandemic has disproportionately affected and exacerbated existing inequalities for BIPOC (Black, Indigenous, People of Color) and low-income communities that will have ramifications well beyond the pandemic.



Furthermore, nationwide demands for racial justice have shed new light on racial inequities persistent between white Americans and BIPOC, which has contributed to significant inequities in education today. In schools, racial inequity is seen through self-segregated school communities from decades of failed Brown v. Board of Education integration initiatives, the persistence of the school-to-prison pipeline for Black youth, and significant barriers (such as inequitable access to advanced courses) that keep Black students from persisting in college in rates comparable to their white peers.

With the COVID-19 pandemic disproportionately impacting BIPOC and low-income communities, it is impossible for schools to go back to the "normal" from before the pandemic, in which BIPOC and low-income students were persistently behind their peers.

Keep Equity at the Center of Your COVID-19 Response and Long-Term Planning

Equality – where every student has the same access, opportunities, and resources – has long been at the center of educational strategy and planning. But, equality itself cannot address the specific needs of BIPOC and low-income students, who have been disenfranchised by decades of systemic racism and severely impacted by the COVID-19 pandemic. **Equity, where district leaders and educators recognize and meet the different needs of their students, is the key to dismantling systemic injustices prevalent in every community.**

A commitment to equity in students' school experiences and outcomes is necessary for districts to prepare for a hard reset, but it requires critical examination of institutional policies and practices that negatively affect Black, indigenous, ethnic minorities, and other historically underserved student groups.

Use this resource to determine if you have the policies and practices in place at your district to support these students and commit to next steps. Section 1 of this tool is a self-assessment meant to be a comprehensive start—not an all-encompassing audit—for district leaders to prioritize strategies that promote student equity. Section 2 provides implementation guidance.

Source: "#RealCollege During the Pandemic," *Hope4College*, June 2020.; Silber, Jeffrey M., Henry Sou Chien. "A Deep Dive: Education and the Coronavirus, Part III," *BMO Capital Markets*, May 18, 2020; Bauer, L., "The COVID-19 crisis has already left too many children hungry in America," May 6, 2020; Mental Health America, "BIPOC Communities And COVID-19;" Schultz, Heidi A., "Native American Communities And COVID-19: How Foundations Can Help," *Health Affairs*, March 31, 2020; EAB interviews and analysis.

Section 1



Part A: How is my district supporting basic needs security, access to technological and mental health supports, and promoting racial equity?

Student success doesn't occur in a vacuum; COVID-19 and the move to fully remote instruction has caused many non-academic barriers to be especially disruptive. The complex lives of students can shape their successes, but also their challenges as they struggle with access to technology and mental health care, basic needs insecurity, or racial trauma and COVID-19-related racism. Your students may also face new work obligations or increased family care responsibilities.

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Part B: Is my district prepared to create inclusive, engaging, and equitable educational environments and deliver timely academic supports?

Low-income, BIPOC, and students with special needs may require additional support as they pivot to learning and academic planning in a remote environment, elevating the need for inclusive, engaging, and equitable teaching practices and academic supports. Districts must be proactive about identifying these students to connect them with the academic resources they need to be successful and teaching educators to embed innovative teaching practices into their repertoire, regardless of modality.

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Part C: Do policies and partnerships at my district encourage college access and career readiness?

As districts determine how to meet students' academic and non-academic needs in their strategic planning, they must also prioritize equitable access to college and career readiness support and programming. Nationwide, Black and Latinx college enrollment rates are only slightly lower than their white and Asian peers, but their educational attainment by their mid-20s is significantly lower. Studies have also shown higher average unemployment and lower salaries for Black Americans.

School districts can support their BIPOC students by expanding their knowledge of, and access to, post-secondary opportunities. These opportunities can, and should, include exposure to a variety of potential career paths and opportunities for students to develop critical skills to succeed in the workplace.

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Section 2

This section will build on the results of Section 1. Use this section to examine current policies and practices in place as well as commit to clear and actionable next steps to implement and sustain equity initiatives at your district throughout this school year and beyond.

This section will need to continue to be revisited and reevaluated.

Racial Equity Analysis Protocol (REAP)	15
Equity Strategy Discussion Guide.	16
Practice Implementation Planning Exercise	17

Section 1

Assess Your District's Existing Strategies to Promote an Equitable School Experience

Instructions

Use this self-assessment section to evaluate the policies, practices, and strategies in place at your district to support historically underserved students. Please note that this assessment is meant to be used by district or school leaders with **decision-making power**, who can adequately address each equity area.

In each part of Section 1, check the box under the "Not In Progress" column for the policy, practice, or strategy that your district **has not** yet adopted. For these items, refer to the "How to Get Started" column for expert advice and sample practices.

Short- and Longer-Term Strategies

**Not In
Progress**

How to Get Started

For policies, practices, and strategies that your district has adopted or are in progress, review the "How to Get Started" column for additional ideas and examples.

At the end of this section, review the strategies you checked and identify areas to prioritize short- and longer-term strategies.

Addressing Heightened Basic Needs Insecurity

Short- and Longer-Term Strategies	Not In Progress	How to Get Started
Our district has a sustainable meal distribution plan to provide students with meal access across the district (e.g., utilizing bus routes and multiple curbside pickup sites) and through holidays and school closures.	<input type="checkbox"/>	Incorporate EAB's advice on meal delivery and distribution programs
Our district proactively connects and builds trust with homeless students through drop-in centers in schools that provide services such as food, hygiene products, laundry facilities, housing resources, and counselors.	<input type="checkbox"/>	Apply aspects of Dallas ISD's high school Drop-In Centers to your district's practices
School leaders send reminders to their school community about the availability of basic needs resources (e.g., local food banks and domestic violence helplines) and how to access them in languages that reflect the community demographic.	<input type="checkbox"/>	Apply tactics from Reynold High School in Troutdale, Oregon
Our district has provided students and families with basic school supplies (e.g., textbooks, paper, pencils, etc.) to use at home during virtual or hybrid instruction through curbside pickup sites or home delivery.	<input type="checkbox"/>	Prepare with Palo Alto USD's example
Our district offers faculty and staff guidance on recognizing and responding to trauma and student safety in a virtual or hybrid learning environment.	<input type="checkbox"/>	Assess current supports using this UNICEF checklist

Bridging the Digital Divide

Short- and Longer-Term Strategies	Not In Progress	How to Get Started
Our district surveys students and their families to assess device and internet access at different points across the school year.	<input type="checkbox"/>	Gather more from EAB's expert advice on Family Virtual Learning Profiles
Our district is proactive in assisting families that need device access and internet connectivity support (e.g., creating or expanding a 1:1 program, increasing Wi-Fi coverage).	<input type="checkbox"/>	Read EAB's expert advice on delivering virtual or hybrid instruction to students with limited access
Our teachers and other staff are trained on technology tools and take time to orient students to commonly used virtual learning platforms (e.g., Learning Management System (LMS), educational technology platforms).	<input type="checkbox"/>	Assess how Garland ISD is training educators to create safe and effective learning environments
Our district offers tutorials for parents or those responsible for facilitating students' at home instruction on commonly used virtual learning platforms (e.g., LMS, educational technology platforms) in an easy-to-understand format and in languages that reflect the community demographic.	<input type="checkbox"/>	Identify technology tutorials for parents with San Jose USD's example
Our district has considered the privacy implications students, caregivers, faculty, and staff for virtual or hybrid learning.	<input type="checkbox"/>	Incorporate these recommendations from <i>The New York Times</i> on maintaining privacy



Supporting Student Mental Health

Short-Term Strategies	Not In Progress	How to Get Started
Our district is incorporating social-emotional learning (SEL), stress management, and resiliency training into lessons for most grade levels at the outset of this school year.	<input type="checkbox"/>	Read EAB’s expert advice on building a district-wide SEL strategy and embedding SEL in the virtual classroom
Our school leaders proactively ensure that every student in their building has a strong, positive connection to a teacher or staff member.	<input type="checkbox"/>	Start with EAB’s expert advice on relationship mapping
In response to COVID-19, our district has invested in just-in-time mental health supports for students that can be accessed virtually (e.g., multilingual mental health hotline, virtual calming room, AI chatbots).	<input type="checkbox"/>	Incorporate practices from: Sacramento City USD , Northshore SD
Our district offers virtual or hybrid mental health services, support groups, and wellness events (e.g., fitness classes, mindfulness breaks, webinar on coping strategies) for students who are struggling with mental health challenges.	<input type="checkbox"/>	Evaluate EAB’s expert advice on how technological solutions can improve access to mental health resources
Our district has formed a behavioral health intervention team responsible for identifying appropriate student supports, monitoring trends in student needs and behaviors, and using data to optimize preventative programming and care at each school across the district.	<input type="checkbox"/>	Review slides 22-24 of EAB’s expert advice and watch this webconference
Our district recognizes that teacher mental health is critical to student experience. We offer mental health and burnout prevention resources, such as virtual counseling sessions, support groups, and self-care assessment to teachers and staff so they are better equipped to support our students.	<input type="checkbox"/>	Choose from EAB’s expert advice on supporting the well-being of teachers and staff

Longer-Term Strategies	Not In Progress	How to Get Started
Our district takes action to reduce mental health stigma by implementing student and family engagement initiatives year-round, such as promotional campaigns that normalize mental health issues.	<input type="checkbox"/>	Incorporate initiatives from pages 4-6 of EAB’s expert advice
Our district has established an early warning system that identifies students at risk of a mental health crisis (e.g., online monitoring, evidence-based universal screening tools for behavioral and emotional health, partnerships with community leaders).	<input type="checkbox"/>	Use section 3 of EAB’s report to prepare to support students in online environments
Our district has a process for student reintegration after a mental health crisis caused hospitalization or a leave of absence.	<input type="checkbox"/>	Refer to pages 11-13 of EAB’s expert advice
Our district trains educators, staff, and parents on trauma-informed care best practices (e.g., Positive Behavioral Intervention Supports (PBIS)) to enable better student support in-person and at home.	<input type="checkbox"/>	Use EAB’s trauma-informed practices toolkit and read PBIS at home

Embedding Anti-Racist Policies and Practices

Short-Term Strategies	Not In Progress	How to Get Started
Our district has explicitly condemned systemic racism in communications to students, families, and community members and recommitted to promoting equity – specifically racial equity – district-wide.	<input type="checkbox"/>	Address systemic racism in schools with EAB's expert advice
Our district holds regularly scheduled trainings, professional development, discussion sessions, and workshops with teachers and central office staff on racism, white privilege, and/or the intersection between race and education.	<input type="checkbox"/>	Read San Lorenzo USD's example of addressing Eurocentric bias
Our district leaders use listening tours with various community stakeholder groups (e.g., students, parents, teachers/staff) to learn about racial inequities through the perspective of the community.	<input type="checkbox"/>	Select other examples described in EAB's expert advice
Our district has developed a bias and racism response team charged with developing a plan for and preparing teachers to address incidents of bias and racism.	<input type="checkbox"/>	Share Teaching Tolerance's guide on responding to hate, bias with your team
Our district vets and compiles resources (e.g., publicly available lesson plans and activities, communications templates, suggested events/webinars) to support teachers and staff in becoming anti-racist educators.	<input type="checkbox"/>	Emulate Los Angeles Unified School District's example of teacher support

Longer-Term Strategies	Not In Progress	How to Get Started
Our district and school leaders use an equity-focused decision-making matrix or framework before policy and practice are implemented to mitigate disproportional affects on BIPOC.	<input type="checkbox"/>	Apply ideas from EAB's webinar with Jefferson County Public Schools on their Racial Equity Analysis Protocol (REAP)
School Resource Officers (SROs) and school-based police are trained to reduce racial trauma for students of color, build trusting relationships with students, and address issues and behavior with restorative practices instead of aggression, violence, or scare tactics.	<input type="checkbox"/>	Listen to EAB's webinar about how Intermediate District 287 remodeled SROs into Student Safety Coaches
Our district uses culturally relevant teaching practices to teach complex racial histories and non-Euro-American perspectives, develop student cultural competences, and increase student sociopolitical consciousnesses.	<input type="checkbox"/>	Learn from Dr. Gloria Ladson-Billings' concept of culturally relevant pedagogy and hear her advice in EAB's webinar
Our district operations prioritizes racial equity by mapping racial justice initiatives to our strategic plan.	<input type="checkbox"/>	Map initiatives to the strategic plan like Jefferson County Public School
Our district proactively recruits, retains, develops, and advances a diverse workforce, from teachers, staff, and security personnel to community volunteers, nonprofit partners, and contractors.	<input type="checkbox"/>	Test EAB's analysis on successful diversity hiring strategies
Our district has a process or tool that captures student achievement, discipline, and outcome data and analyzes them by student demographics to make racial/ethnic inequities in the district clearer for targeted action.	<input type="checkbox"/>	Use Jefferson County Public School's Equity Scorecard as an example



Meeting Students' Academic Support Needs

Short-Term Strategies	Not In Progress	How to Get Started
<p>Our district proactively shares information with students and parents on available academic support services (e.g., supplemental instruction, tutoring, writing, and math centers) that continue to operate virtually.</p>	<input type="checkbox"/>	<p>Select examples from EAB's list of peer policies and communication practices</p>
<p>Our district offers students additional academic support outside of regular instruction hours (e.g., 1:1 tutoring, Homework Hotlines, and intervention periods with teachers).</p>	<input type="checkbox"/>	<p>See slide 15 for EAB's list of academic supports to reduce teacher burnout</p>
<p>Our teachers are supporting students as they recover lost learning in the wake of school closings by streamlining the curriculum and focusing on high-value content and skills.</p>	<input type="checkbox"/>	<p>Use EAB's Curriculum Prioritization Tool to save educators time on identifying and prioritizing high-value content and skills</p>
<p>Our district scales virtual academic support services by deploying students and community members as peer tutors and advisors.</p>	<input type="checkbox"/>	<p>Watch EAB's webinar on practices to support smooth school reopening</p>
<p>Even during virtual or hybrid instruction, our district integrates time for individualized academic support into regular academic schedules to reduce barriers to enrichment and remediation opportunities.</p>	<input type="checkbox"/>	<p>Read EAB's report on academic supports to improve student outcomes</p>

Longer-Term Strategies	Not In Progress	How to Get Started
<p>Our district leverages teacher input on student support services to better align teacher resources and professional development with expressed teacher needs.</p>	<input type="checkbox"/>	<p>Reference page 15 of this EAB report for guidance</p>
<p>Our district carefully considers when paraprofessionals are the best choice to support a student (i.e., paraprofessionals are only assigned to individual students after other alternative supports and interventions have been tried, such as PBIS, assistive technology and classroom observations by a district-level teacher consultant).</p>	<input type="checkbox"/>	<p>Use EAB's expert analysis to explore paraprofessional service delivery models</p>
<p>Our district utilizes family-centric special education services to engage families during multimodal learning, such as providing home-learning versions for IEP accommodations, using parent feedback to track daily IEP progress, and virtual calming rooms for at home behavior management.</p>	<input type="checkbox"/>	<p>Learn about family-centric services, as discussed in this EAB webinar</p>
<p>Throughout multimodal learning, our district continuously monitors student learning and comprehensively assesses student achievement.</p>	<input type="checkbox"/>	<p>Create a grading and assessment policy for distance learning with EAB's expert advice</p>



Implementing Inclusive Teaching Practices

Short-Term Strategies	Not In Progress	How to Get Started
<p>If classes are administered synchronously, our teachers still record sessions so content remains accessible for students whose circumstances do not allow for synchronous learning.</p>	<input type="checkbox"/>	<p>Assess how audiovisual equipment can increase student access and engagement with virtual or hybrid learning</p>
<p>Our teachers provide learning materials in forms that enable access for all students (e.g., in multiple languages, using assistive technologies) regardless of instructional modality.</p>	<input type="checkbox"/>	<p>Bookmark this daily accommodation provision during virtual or hybrid learning and read EAB's advice to better support English Language Learners in virtual or hybrid environments</p>
<p>Teachers establish rules of engagement for each virtual or hybrid class and are transparent about expectations of attendance, class participation, and respectful dialogue, including why those expectations are in place.</p>	<input type="checkbox"/>	<p>Incorporate these virtual classroom expectations and virtual classroom etiquette ideas</p>
<p>Teachers allow students to engage in class in different ways such as virtual breakout rooms, "raising their hand," chat functions, and "reacting" to comments.</p>	<input type="checkbox"/>	<p>Compare asynchronous and synchronous student engagement strategies here</p>
<p>Our district has created a virtual or hybrid learning orientation to prepare students and parents for online learning and ensure both students and parents are aware of the expectations and policies for online learning.</p>	<input type="checkbox"/>	<p>Compare examples of virtual orientations from Houston ISD and Knox County Schools</p>
Longer-Term Strategies	Not In Progress	How to Get Started
<p>Our district mitigates teacher and staff bias in lesson planning, pedagogy, and interactions with students and actively promotes the use of inclusive teaching practices in face-to-face, hybrid, and online classes.</p>	<input type="checkbox"/>	<p>Deconstruct EAB's research on Universal Design for Learning</p>
<p>Our teachers are prepared to be well-versed in the multitude of cultures represented in their classrooms and in the curriculum.</p>	<input type="checkbox"/>	<p>Identify attributes of a culturally competent teacher through EAB's conversation with Dr. Gloria Ladson-Billings</p>
<p>Our district provides professional development on inclusive teaching best practice implementation for teachers and administrators.</p>	<input type="checkbox"/>	<p>Read EAB's research (in section 4) on sustaining inclusive classrooms</p>
<p>Our district reduces exclusionary discipline in the classroom through training teachers on de-escalation strategies, functional behavioral assessment-based interventions, or other behavior management practices.</p>	<input type="checkbox"/>	<p>Reflect on pages 16-18 of EAB's Improving Middle School Behavior report</p>

Highlighting Student Engagement

Short-Term Strategies	Not In Progress	How to Get Started
In communications with students and families, our district uses positive, asset-based language, which focuses on students' strengths or growth areas instead of their deficits or learning gaps.	<input type="checkbox"/>	Apply EAB's effective family communication strategies for COVID-19
Our district has a comprehensive process for connecting students to each other in virtual or hybrid classrooms, such as open social time before instruction begins or during scheduled lunch breaks.	<input type="checkbox"/>	Implement strategies from EdSource's article on virtual student engagement
Our teachers maximize student engagement during virtual or hybrid instruction by striving for a 1:2 ratio of instruction to processing time and utilizing cognitive science-based teaching techniques.	<input type="checkbox"/>	Adapt virtual teaching strategies from EAB's expert insight and webinar
Teachers and staff maintain open communication channels with students through weekly office hours, where teachers clarify concepts, re-teach content, and direct students to additional resources.	<input type="checkbox"/>	Distill the highlights of EAB's findings on increasing online student retention
Our district has rolled out a buddy-system for students to foster classmate relationships where virtual or hybrid learners are paired, asked to check-in with each other once a week, and have pairings shuffled every few weeks.	<input type="checkbox"/>	Test EdWeek's 3 rd strategy in this article to create buddy systems

Longer-Term Strategies	Not In Progress	How to Get Started
Our district has a method for regularly assessing school climate and students' sense of belonging.	<input type="checkbox"/>	Plan with Colorado Education Initiative's toolkit on school climate
Our district has a process for identifying chronically absentee students in an in-person learning environment, analyzing the causes behind absences, and matching interventions to student needs.	<input type="checkbox"/>	Gather insights from EAB's report on chronic absenteeism
Our district uses adult-student relationship mapping or a similar method for identifying students with the greatest risk of feeling disconnected and going unnoticed by staff.	<input type="checkbox"/>	Implement adult-student relationship mapping using EAB's expert insight
Our district tracks indicators of student engagement through our LMS, including submission of assignments, projects, and exams, and teachers' notes from teacher-student interactions.	<input type="checkbox"/>	Learn about this strategy on page 14 of EAB's report
Teachers, staff, and administrators conduct student engagement check-ins to check in on student wellbeing, connect them to resources, and catalog challenges that students are facing.	<input type="checkbox"/>	Refer to page 11 of EAB's report on student support check-ins
Our district still utilizes project-based learning during virtual or hybrid instruction to foster student engagement and intellectual curiosity in coursework.	<input type="checkbox"/>	Apply project-based learning with strategies from EAB's report



Prioritizing College and Career Readiness

Short-Term Strategies	Not In Progress	How to Get Started
<p>Our district uses student-centered counseling and technology platforms (e.g., Naviance College SuperMatch) to help guide college choice that especially support underserved, minority, and low-income students explore colleges.</p>	<input type="checkbox"/>	<p>Infer from EAB's take on college match programs such as the ideas42 College Choice Tool and the StudentUnion Tool</p>
<p>Our district tracks advanced course access and analyzes AP participation data to ensure the demographics of the courses reflect the diversity of our student body.</p>	<input type="checkbox"/>	<p>Leverage data to improve AP course placement with EAB's profile of Orange County Public Schools' example</p>
<p>Our district provides all high school students with weekly time for career reflection, where students engage with grade-specific career reflection prompts and activities that develop independent learning skills.</p>	<input type="checkbox"/>	<p>Implement strategies from EAB's analysis of Whitewater USD's Homeroom Career Learning Program</p>
<p>Our district leverages our employer network to provide students with employer-led virtual or hybrid workshops on workplace readiness skills (e.g., business etiquette, time management, internet research, spreadsheet management).</p>	<input type="checkbox"/>	<p>Outline EAB's profile of the Cristo Rey Network</p>
<p>Our district offers students resources that guide them on filling out the Free Application for Federal Student Aid (FAFSA).</p>	<input type="checkbox"/>	<p>Select from EAB's insight into higher ed examples of video tutorials to navigate the FAFSA</p>
Longer-Term Strategies	Not In Progress	How to Get Started
<p>Our district incorporates a formal curriculum or program to prepare students for the nonacademic barriers to college success and help them develop critical noncognitive skills (e.g., ability to set long-term goals, handle racism, be self-determined, etc.).</p>	<input type="checkbox"/>	<p>Highlight practice 3 of EAB's Closing the College Access Gap study</p>
<p>College-related events, initiatives, or communications reach caregivers of low-income and minority students in our district, and they fully understand the critical decision points as their children pursue college.</p>	<input type="checkbox"/>	<p>Annotate EAB's profile of Fresno USD's Parent University to successfully engage parents</p>
<p>Our district connects students to virtual or hybrid internship opportunities with employer volunteers who provide students with industry-specific mentorship and guide them on solving practical business challenges.</p>	<input type="checkbox"/>	<p>Incorporate practice 7 of EAB's Meeting the Career Readiness Imperative study</p>
<p>Our district offers ways for students to test potential majors and careers in high school, such as career clusters where students take three or more classes in the same topic area.</p>	<input type="checkbox"/>	<p>Adapt career clusters with EAB's Meeting the Career Readiness Imperative Study</p>
<p>Our district uses student outcomes data to inform college and career counseling and related programming decisions (e.g., district-sponsored college visits, college recruiting events, employer partnerships).</p>	<input type="checkbox"/>	<p>Identify indicators of postsecondary success with EAB's report</p>

Section 2

Implement and Sustain Equity Policies and Practices at Your District

Instructions

To advance student success for historically underserved students, equity must be an integrated part of your district’s strategic planning process. Equity must be embedded in how teachers and staff interact with students, identify needs, and provide services and supports to ensure all students receive equal access.

Achieving equity begins with understanding how your institutional decisions, policies, and practices affect student outcomes and often perpetuate inequities.

Use the following tools to prioritize best practices and to keep student equity at the center of your institutional decisions, mission, and strategy.

Racial Equity Analysis Protocol (REAP)	15
Equity Strategy Discussion Guide	16
Practice Implementation Planning Exercise	17



When using these tools, please keep the following questions in mind:

- Have we consulted a **diverse and representative** group of stakeholders to set district-wide goals related to equity?
- Are the voices of historically underserved groups **reflected and amplified** in our strategy?
- What is our strategy for **regularly communicating** our equity goals with our school communities?
- How will we **provide updates** on how goals are being met and what adjustments are being made in response to those outcomes?



Racial Equity Analysis Protocol (REAP)

The Racial Equity Analysis Protocol (REAP) is a framework for school leaders to use when decisions could disproportionately impact students. Use this framework to screen new and existing policies and practices that could unintentionally marginalize a group of students.

Developed by Dr. John D. Marshall, Chief Equity Officer, Jefferson County Public Schools (JCPS)



- 1 What is the overarching purpose of the proposal/initiative?
- 2 Is the initiative or policy/practice resourced to guarantee full implementation and monitoring?
- 3 Which racial/ethnic groups could be inequitably affected by this policy/practice? How?
- 4 Which racial or ethnic group may have the most concerns with this policy/practice? Why?
- 5 What unintended consequences could result from the policy/practice (racial inequities or otherwise)?
- 6 Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the policy/practice? How did the process go? What was the feedback?
- 7 What factors may be producing and perpetuating racial inequities associated with this issue? Does this policy/practice deepen these inequities or improve them?
- 8 Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular policy/practice?

Best Practices for Implementation

- Ensure multiple perspectives and team membership by using REAP with groups of at least three
- Assign a facilitator who has previously undergone REAP and can gather any necessary materials
- Use data where applicable to support responses with evidence, not assumptions
- Agree on follow-up items, discussion, or areas for improvement and develop a follow-up plan
- Restart REAP as needed with open dialogue and courageous conversations to ensure the best outcome



Equity Strategy Discussion Guide

1 What are the most important **outcomes** that we want to achieve as a result of our equity initiatives? What are the specific **measure(s)** associated with these outcomes?

2 Are there any existing initiatives we should **adjust or discontinue** because they disproportionately affect student success or are not delivering intended outcomes?

3 Where are we likely to experience **resistance to proposed changes** to policies, programs, or instructional practices? What can we do to mitigate these potential challenges or address them in advance?

4 Who are likely to be our biggest supporters and **champions of proposed initiatives**? How can we elevate their roles so they have a leadership opportunity and can carry enthusiasm for the work to and through our institution?

Practice Implementation Planning Exercise

Based on your assessment responses, circle the top 3 areas you will prioritize to improve student equity at your institution.



Addressing **Basic Needs Insecurity**



Meeting Students' **Academic Support** Needs



Bridging the **Digital Divide**



Implementing **Inclusive Teaching** Practices



Supporting Student **Mental Health**



Highlighting **Student Engagement**



Embedding **Anti-Racist Policies and Practices**



Prioritizing **College and Career Readiness**

For each priority area you selected, indicate the practices you will implement at your district along with notes on next steps. Be sure to include at least one longer-term strategy in your selection.

Priority Area #1:

Practice	Next Steps	Owner(s)	Timeline



Practice Implementation Planning Exercise

Priority Area #2:

Practice	Next Steps	Owner(s)	Timeline

Priority Area #3:

Practice	Next Steps	Owner(s)	Timeline



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