

Washington State Arts Commission – Arts in Education (AIE) Grants

Resources to support Equity and Access Goals for AIE Grant Applications

The purpose of this document is to provide support for applicants and grantees in deciding how to develop and pursue goals related to equity and access. Please refer to the application guidelines and review criteria for specific application requirements and expectations.

Goals should be authentic and reasonable for your community and your program.

We do not expect that all applicants are at the same point on the continuum of addressing issues of equity and access. Propose plans that are relevant and realistic for your community. If you are at earlier stages of this work, trying to do too much too quickly could backfire, so take manageable steps. If you have been doing this work for years, then what's next? What do you need to do to maintain or expand the level of work you have achieved?

In addition to figuring out the appropriate scope of this work, you may also choose the most relevant focus area within the broad umbrella of equity and access. We believe that addressing racial equity is a critical need in our society, and encourage all applicants to consider this focus. However, it is also important to address biases and inequities based on gender, sexual orientation and gender expression, religion, and physical abilities. One of these areas might present a particular concern in your community, and therefore would be an appropriate focus.

Consider how you will report on your progress.

All grantees will need to report on this element of your work as part of the final report. As you design your goals, think about the measurable parts of the process that you will be able to document, and how you will use this information to determine what next steps you might take.

Options to Consider:

- **Training.** We encourage all applicants to consider professional development needs for teaching artists, classroom teachers, and staff at participating schools and arts organizations. There are many topics and approaches that could address this requirement. Applicants could bring a trainer to your team, send a group to a local training, send one individual to a non-local training, or any other variation or combination that makes sense. Keep in mind that addressing issues of bias and inequity in K-12 settings is not a simple task. There is no single training that will cover it; engaging with these issues is an ongoing process and groups may envision many stages of trainings. There are some training resources included in this packet, and we encourage you to investigate other resources offered by districts, ESDs, colleges, or non-profits in your region.
- **Organizational Self-Assessment.** Taking a look at how your organization functions with regards to race, equity, diversity, and inclusion could be a good step in understanding what next steps you might take with training or updating policies. There are some assessment resources included in this packet, and many more are available online.
- **Study Group.** If you are at earlier stages of this work, you might consider a community “book club” approach before pursuing more formal training. There are dozens of excellent books, articles, and movies that address systemic inequities in our society, which could

provide a good foundation for conversation among your program leaders and partners. With a study group approach, it will be important to design a specific process to hold people accountable and to provide data for reporting: what will you read/watch, when will you meet, what kind of discussion process will you use, and how will you document outcomes and plan for next steps? There are a number of resources included in this packet, and there are many other appropriate resources not listed here.

- **Addressing classroom curriculum.** You may choose to look at your arts learning curriculum in terms of cultural competency, or incorporating social justice and equity work with students, or more directly addressing the opportunity gap. You may have the expertise to develop this work within your partnership, or you may want to hire a consultant to support this work. Reporting on this work might include submitting lesson plans, assessment outcomes, or documentation of student work.
- **Consider populations served.** If you are an arts organization in an area with multiple possible school partners, you may wish to review school needs and assess where you can have the greatest impact from an equity and access standpoint.

Additional Resources

We are sharing a few resources here as a starting point. The resources provided below and on the following pages are by no means comprehensive, nor are there any benefits to applicants for using resources included on this list versus other appropriate resources.

An excellent resource called “Talking to Kids About Racism and Justice: a list for parents, caregivers & educators” has been curated by the *Oakland Library*. It includes recommendations for different age groups as well as websites for further exploration:

<https://docs.google.com/document/d/1s0lCA3FluVhK6DFE2d3uYCipc6ApY8Gn2rMwm6fYqw/mobiledbasic?pli=1>

The *Western States Center* is a Portland-based non-profit that supports organizations in achieving racial, gender, and economic justice. They have a robust section of tools and resource:

<http://www.westernstatescenter.org/tools-and-resources/Tools>

To learn more about implicit bias, check out the information and online tests developed by psychologists at Harvard, the University of Virginia and the University of Washington. The *Teaching Tolerance* website also has a variety of professional development resources with a classroom focus.

<http://www.tolerance.org/Hidden-bias>

Need further assistance?

Please contact AIE Program Manager, Lisa Jaret, at lisa.jaret@arts.wa.gov or 360-586-2418.

Social Justice and Racial Equity Resources

*Prepared for the
Washington State Arts Commission
Arts in Education Grantee Convening
October 10, 2016*

From Puget Sound Educational Service District:

- Racial Equity Tool
- Principles that Guide Our Culture
- PSESD Equity in Education Resources

From heArtWork Collective:

- Training Opportunities
- Social Justice Resources

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.

RACIAL EQUITY TOOL

Racial equity tool: programs, practices, policies and procedures aimed at racial equity will employ the following **racial equity best practices criteria:**

- **Educate on racial issues and raises racial consciousness**
 - How does the program, policy or procedure educate about the history and current realities regarding race, racism, opportunity gap and/or culture?
 - How does the program, policy or procedure educate and encourage sharing about race and racism, including the connections between individual feelings and experiences and race-related systemic issues?
- **Promote racially inclusive collaboration and engagement**
 - How have people of color affected by the policy, program or procedure been involved in its development, implementation and evaluation?
 - How does the program, policy or procedure foster greater engagement in the PSESD community?
- **Assess community conditions and set goals for affecting desired community impact.**
 - Are community conditions, including racial inequities, clearly documented? If not, what is the plan for doing so?
 - How will goals be adjusted regularly to keep pace with changing community needs and racial demographics?
Note: to be anti-racist, the assessment and goal-setting should be a process driven by the community. People using the tool should be working with the community.
- **Expand opportunity and access for individuals**
 - How does the program, policy or procedure increase opportunity and/or access for those who historically have been excluded? This means, more explicitly, who benefits from and/or who is harmed by the program, policy or procedure?
 - What are the strategies to improve access for immigrants and refugees, including appropriate interpretation and translation policies?
- **Affect systemic change**
 - How does the program, policy or procedure make changes within the organization to eliminate institutional racism (including the promotion of accountability)? How are issues of internalized racial oppression and internalized racial superiority acknowledged and attended to?
 - How does the program, policy or procedure work to address structural racism?
Note: to be anti-racist, an analysis of power and gatekeeping is critical.
- **Develop and implement strategies for eliminating racial inequity**
 - What are the overall goals and outcomes of the program, policy or procedure? What are the specific strategies for decreasing racial inequity? How do the specific strategies work to decrease racial inequity?
 - How will strategies be adjusted regularly to keep pace with changing community needs and racial demographics?

After conducting the analysis, think about:

What are the lessons learned?

What resources are needed to make changes?

What are the next steps?

Our Culture

These **principles and practices** form our culture and commitment to becoming an **antiracist, 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 equity.

We trust and are trustworthy.

We foster joy, laughter, celebration, and health.

We are responsible, accountable, and results-focused.

We resolve conflict in a professional and timely manner.

We act with integrity and treat all stakeholders with respect.

We value and seek diversity and the participation, initiative, and opinions of all stakeholders.

We communicate regularly and encourage feedback to foster personal growth.

We take risks and view unexpected results as opportunities to learn.

We work in cooperation with each other and depend on teamwork.



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.

Equity in Education



EQUITY IN EDUCATION



Achieving Educational Racial Equity through Policy and Beyond, Resources

- [Racial Equity Convening Pt. III PowerPoint](#)
- [Book Resources – Equity in Education Coalition](#)
- [Equity Lens Bookmark](#)
- [Glossary – Seattle Public Schools](#)
- [MPS Equity and Diversity Policy 1304](#)
- [MPS Equity Framework Executive Summary](#)
- [PPS Equity Policy](#)
- [PPS Five Year Equity Plan Narrative](#)
- [Seattle Racial Equity Policy](#)
- [St. Paul – Racial Equity Policy](#)
- [WSSDA 4218Policy – Language Access](#)
- [WSSDA 4218Procedure – Language Access](#)
- [WSSDA Road toward Equity Policy](#)
- [Equity Community-Based Organizations Participating in Community-School Partnerships Through Race to the Top](#)

The Principles That Guide Our Culture and our commitment to becoming an Anti-Racist, Multi-Cultural Organization is the established values-based framework of Puget Sound Educational Service District (PSESD). We hold each other accountable to sustaining these Principles to meet the Agency END: Success for Each Child and Eliminate the Opportunity Gap.

In service of reaching our goals, the agency has chosen to “Lead with Racial Equity” in order to eliminate racial inequities that impact student achievement and implement strategies that result in racially equitable outcomes. The PSESD has developed the Equity in Education department to work collaboratively with our regional partners to provide each and every student with equitable access to educational opportunities by enhancing and supporting racially equitable and culturally responsive approaches among staff, students, parents and communities. We believe that the development of these approaches and systems will contribute to creating strong, educational systems and academics for every student.

The following menu is a list of services we provide to our district and educational partners:

Leadership Coaching for Equity: Leading change initiatives within organizations is often challenging for staff, administrators, directors and superintendents. Training and Coaching can be provided to build leadership capacity for district leaders to “champion” and advocate

for system reforms with a key focus on strategic approaches to communication and program development.

Professional Development for Equity: Professional development opportunities can be made available to teachers, building principals and other staff. The focus of the staff development will be tailored to meet the needs and goals of the building or district. The project's professional development will be designed to specifically focus on racial equity issues and cultural responsiveness.

Equity Advisory Committee Development: PSESD staff can support the development of Equity Advisory Committees in districts/buildings for the purposes of implementing district equity strategies and plans at building, district and community levels.

Data Coaching for Equity: District staff can be supported by PSESD Data Coaches to utilize the cycle of inquiry, various data protocols and strategies in program development, decision-making, policy development and different approaches to service delivery. Data coaching will be designed to develop capacity to eliminate racial inequities that impede student achievement.

Racial Equity Tool Implementation: Utilizing the city of Seattle's Racial Equity Tool, which has been adapted by PSESD, educational partners will be able to develop and/or review policies, practices and programs, that result in increasing racial equity. Through use of this tool, the voices of stakeholders from communities of color are considered and encouraged and result in the creation of systems that incorporate racial equity best practices. PSESD staff will provide guidance and assistance in the use of the PSESD [Racial Equity Tool](#).

PSESD Professional Development Workshop Fees

Length of Workshop	Base Fee
2-hour workshop	\$600
Half day (3-4 hours)	\$900
Full day (4-7 hours)	\$1,500

View the PSESD Racial Equity Toolkit:

- [Racial Equity Tool](#)
- [Racial Equity Policy Review Worksheet](#)
- [Racial Equity Policy Review Guide](#)
- [Racial Equity Worksheet](#)

View the [PSESD Racial Equity Policy](#).

For more information, please contact:

Melia LaCour

mlacour@psed.org

(425) 917-7848

(253) 778-7848

heArtWork Collective

HEART because radical love is the only way / **ART** because reimagining takes creativity / **WORK** because the journey takes commitment and perseverance / **COLLECTIVE** because we're stronger together

Teaching for Equity: Interrupting Bias and Oppression (*can be modified to 90 min or 3 hr*) How do social position, bias and systemic oppression (e.g. racism, classism, ableism, sexism, etc.) play out in our educational institutions? What levers do each of us have to create equitable and inclusive learning environments for all? Using foundational concepts of social identity and oppression, participants will self-reflect and unpack challenging classroom dynamics and develop a deeper understanding of their power to build equity into their teaching environments. Take away best practices and tools that are student-centered and rooted in social justice pedagogy.

Exploring Culture and Identity (*can be 2 hours or included with Teaching for Equity workshop for a longer session*) Let's grapple experientially with what culture means and how it overlaps our social identities (gender, race, ethnicity etc.) Participants begin to understand the culture we carry with us consciously and unconsciously and how that can positively and negatively affect our interactions at home, our work relationships and our teaching. We consider culturally relevant teaching and learning strategies and tools to be more intentional about engagements with students and community.

Courageous Conversations We are committed to honest dialogue. We model ways to cultivate and create safer space for critical conversation. Explore group expectations, generate shared agreements, and learn simple and effective tools to share and receive feedback or opinions. **Note:** This workshop can focus on issues particular to a school or community or be connected to pre-assigned shared readings or be paired with facilitated screenings of some of our favorite educational films. Great for Parent Teacher Associations, or Board and Staff retreats.

Courageous Conversations with your Kids about Race Geared towards parents to aid them in how, when and in what ways to discuss the complex issues of and surrounding race with their children. Participants will address their own levels of awareness and understanding of social identity and oppression in its different forms, engage in self reflection and analyze real life scenarios to learn strategies to take home.

Arts and Social Justice Institute Our 2-day Institute packs in history, personal exploration and handy classroom tools to up your teaching game. This is intentional creative engagement in courageous conversation and reflection about our teaching practice. The overall goals are:

- A shared understanding and language around educational inequity, the arts and social justice.
- To practice using tools for building anti-oppressive and socially just foundations for our classrooms and communities.
- To look at social justice ideas and liberation strategies through a creative lens.

Co- Facilitators:

Tina LaPadula Over the past 2 decades Tina has poured much of her creative energy into teaching artistry and equitable arts access efforts with Seattle Public Schools and especially with Arts Corps, the award winning arts education non-profit she helped found in 2000. Tina is a catalyst and connector, adept at building spaces for diverse communities to create and learn together. As a teaching artist she has taught residencies and out of school time classes. Tina created and led experiential learning courses called "Making Student Learning Visible" through the University of Washington and regularly facilitates workshops on social justice and arts learning for Seattle Public Schools, the Seattle Mayor's Office of Arts and Culture, Parks and Recreation and local and national conferences.

Daemond Arrindell is a poet, performer, and teaching artist. Faculty member of Freehold Theatre and co-facilitator of poetry and theater residencies at Monroe Correctional Complex for men for ten years; Writer-In-Residence through Seattle Arts & Lectures' Writers in the Schools Program; and Seattle University's first course in Slam Poetry. He has performed in venues across the country and has been repeatedly commissioned by both Seattle and Bellevue Arts Museums. He is a 2013 Jack Straw Writers program fellow, a 2014 VONA Voices Writers' workshop fellow and is a faculty member of the Washington State Teaching Artist Training Lab.

Negotiable sliding fee of \$200 to \$400 per hour, plus travel expenses is applicable.

For information and scheduling contact: tina@speakeasy.net

References:

Andrea Drake, Principal of Emerson Elementary School Seattle 206.252.7100 andrake@seattleschools.org

Kayti Bouljon, Education Director of Pacific Northwest Ballet 206.441.2432 Kayti@PNB.ORG

Allison Tigard, Programs Director Young Audiences of Oregon and SW Washington 503.225.5900 x225 allison@ya-or.org

heArtWork Collective

Social Justice Resources:

Groups / Organizations / Conferences

- Theater of the Oppressed: mandalaforchange.com
- People's Institute NW: pinwseattle.org
- Cultures Connecting: culturesconnecting.com
- Western States Center: westernstatescenter.org
- Coalition of Anti Racist Whites: carw.org
- White Privilege Conference: uccs.edu/~wpc
- Colorlines: colorlines.com/back-to-school
- Beyond Diversity: beyonddiversity.org/index.html

Books:

"All the colors we are: The story of how we get our skin color" by Katie Kissinger

"Shades of People" by Shelly Rotner

Other People's Children: Cultural Conflict in the Classroom by Lisa Delpit

"Why Are All The Black Kids Sitting Together in the Cafeteria?" And Other

Conversations About Race by Beverly Daniel Tatum, Ph.D.

"The Only Black Student" by Lull Mengesha

"Beyond Fear: Twelve Spiritual Keys to Racial Healing" by Aeshah Ababio-Clotney & Kokomon Clotney

"The Great White Elephant: A Workbook on Racial Privilege For White Anti-Racists" by Robin Parker and Pamela Smith Chambers

"The New Jim Crow" by Michelle Alexander

Podcasts:

If You See Racism Say Racism.

Comedian [W. Kamau Bell](#) has two daughters, and tries to figure out just how much about the violent history of racism and oppression his four-year-old can handle.

http://www.thisamericanlife.org/play_full.php?play=557

Hear Something, Say Something: Navigating The World Of Racial Awkwardness

<http://www.npr.org/sections/codeswitch/2016/09/28/494881057/hear-something-say-something-navigating-the-world-of-racial-awkwardness>

Articles:

Curriculum for White Americans to Educate Themselves on Race and Racism—from Ferguson to Charleston

<http://citizenshipandsocialjustice.com/2015/07/10/curriculum-for-white-americans-to-educate-themselves-on-race-and-racism/>

The Anti-Bias Framework - school-based scenarios/standards showing what anti-bias attitudes and behavior may look like in the classroom and how they can make schools more safe.

<http://www.tolerance.org/anti-bias-framework>

White Privilege: Unpacking the Invisible Knapsack
www.nymbp.org/reference/WhitePrivilege.pdf

Decolonizing The Classroom by Wayne Au
http://www.rethinkingschools.org/archive/23_02/deco232.shtml

Tim Wise
<http://redroom.com/member/tim-wise/blog/this-is-your-nation-on-white-privilege-updated>

Where White Privilege Came From
<http://www.agjohnson.us/essays/whiteprivilege/>

Talking to Kids About Race
<http://racerelations.about.com/od/raceconsciousparenting/a/ChildRaceTalk.htm>

Black Lives Matter: a syllabus - Race, Resistance and Populist Protest
<http://www.blacklivesmattersyllabus.com/wp-content/uploads/2016/09/Syllabus.pdf>

Videos

5 tips for how to be an ally
https://youtu.be/_dg86g-QIM0

Race the Power of an Illusion (3 part documentary)
www.pbs.org/race/000_General/000_00-Home.htm

Jay Smooth – How To Tell Someone They Sound Racist
www.youtube.com/watch?v=b0Ti-gkJiXc

Jay Smooth - How i learned to stop worrying and learned to love discussing race
<https://youtu.be/MbdxeFcQtaU>

Jane Elliot - How can we not be racist?
<https://youtu.be/z8ZC5JaK0dA>

Ask a Slave - comedy web series hosted by Azie Mira Dungey as Lizzie Mae, housemaid to George and Martha Washington. Based on the actress' time working as a living history character at the popular historic site, George Washington's Mount Vernon.
www.askaslave.com

The Unequal Opportunity Race
https://youtu.be/vX_Vzl-r8NY

Conversation – strangers describing the faces of other strangers. <https://vimeo.com/3106729>

AC 360 Black or White – Kids on Race
www.cnn.com/2010/US/05/18/doll.study.parents/index.html

White Boy Privilege - a slam poem
<https://www.youtube.com/watch?v=g4Q1jZ-LOT0>