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EQUITY AND IMPLEMENTATION

MAY 27, 2021 | 9:30 AM PST

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CEO AND FOUNDER
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LEADERS NETWORK

2021 K↗12 GLOBAL
IMPLEMENTATION
VIRTUAL SUMMIT
Presented by IMPACT Learning and Leading Group

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EQUITY AND IMPLEMENTATION

EQUITY IS AN ISSUE AT THE FOREFRONT IN EDUCATION, AND IN SOCIETY. HOW DO WE ADDRESS EQUITY AND PRODUCE REAL AND LASTING CHANGE ?

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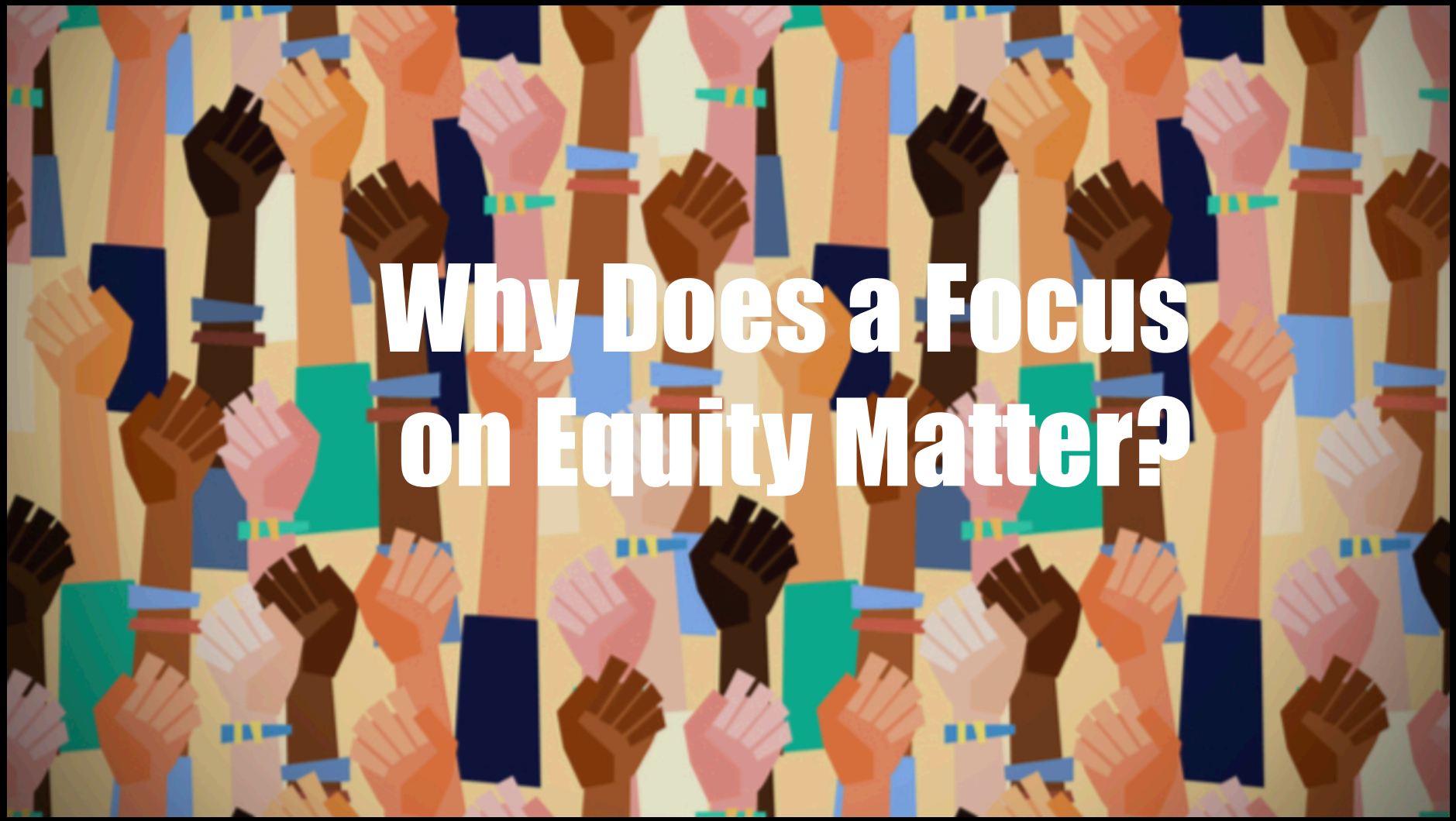
Welcome


Why Does a Focus on Equity Matter?

Already hit hard by pandemic, Black and Hispanic communities suffer the blows of an unforgiving winter storm

> Texans of color, disproportionately devastated by death and unemployment during the last year, tend to live in neighborhoods with older homes, more vulnerable pipes and fewer food options. That's made it harder to withstand the cold temperatures and power outages.

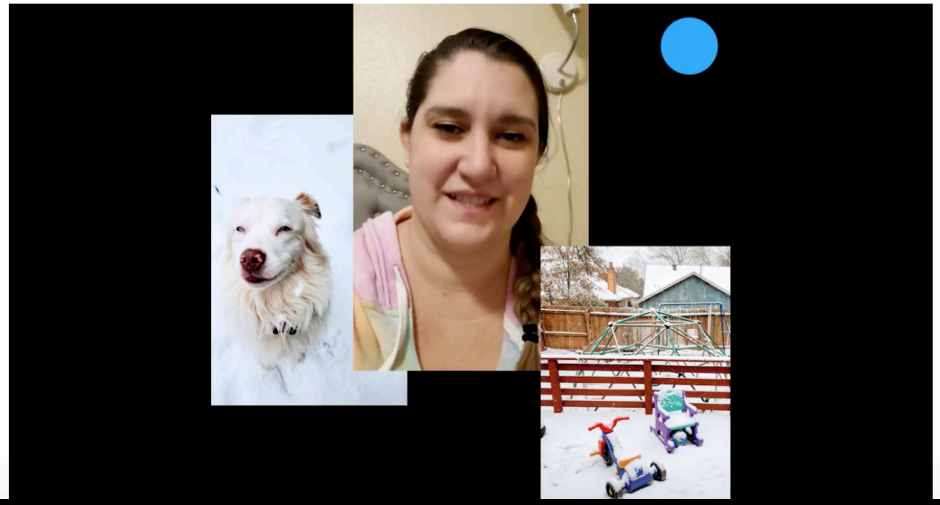
BY ALEXA URA AND JUAN PABLO GARNHAM FEB. 19, 2021 5 AM

COPY LINK REPUBLISH

Texas' winter storm could make life worse for Black and Latino families hit hard by power outages

N'dea Yancey-Bragg and Rick Jervis USA TODAY

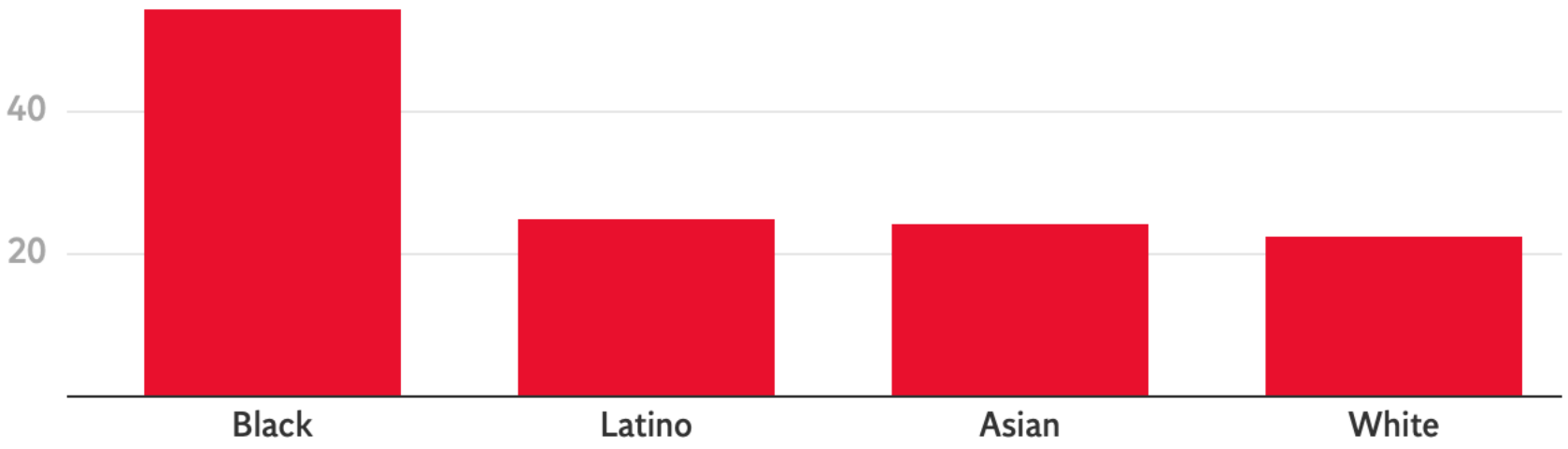
Published 5:06 a.m. ET Feb. 20, 2021 | Updated 1:21 p.m. ET Feb. 20, 2021



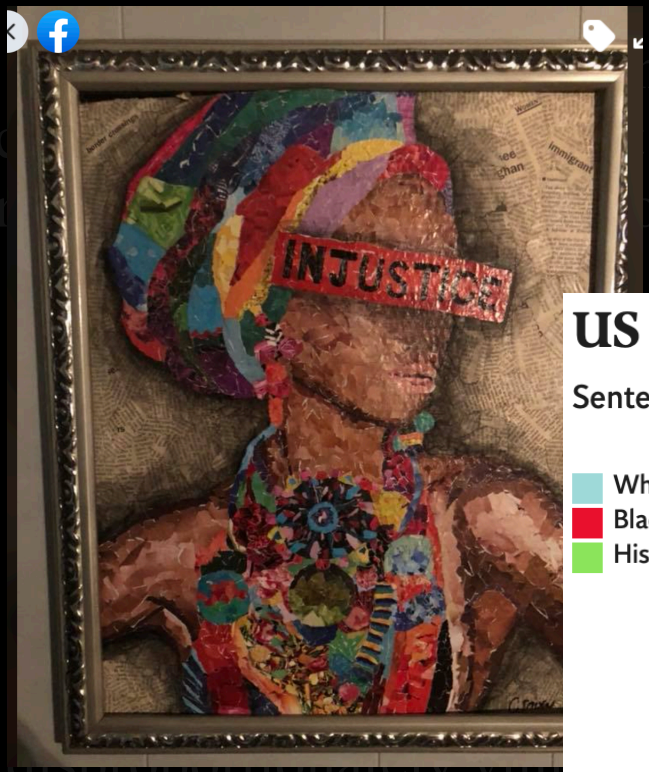
"More than a year into the coronavirus pandemic that has ravaged communities of color, the winter emergency

Covid-19 death rate per 100,000 by race/ ethnicity

About 55 out of every 100,000 Black Americans have died from the coronavirus – a mortality rate more than double the rate of Asian, Latino and White Americans.

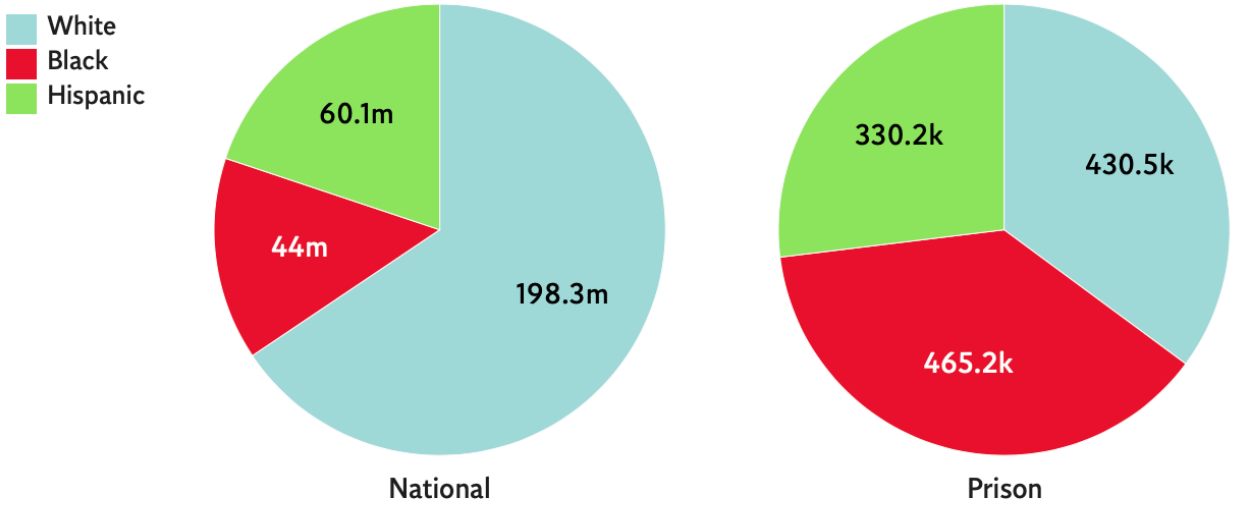


Data through 26 May from 40 states (and District of Columbia). Not calculated if fewer than 10 deaths



US prison population vs. national population

Sentenced prisoners in the US by race in 2018 compared to estimated population.



Between 2008 and 2018, the imprisonment rate of black people was around six times higher than that of white people.

Biden's push for equity faces critical test amid shifting strategies to open schools

MUSTANG
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As schools expand racial equity work, conservatives see a new threat in critical race theory

"More than a year into the coronavirus pandemic that has ravaged communities of color,

The New York Times

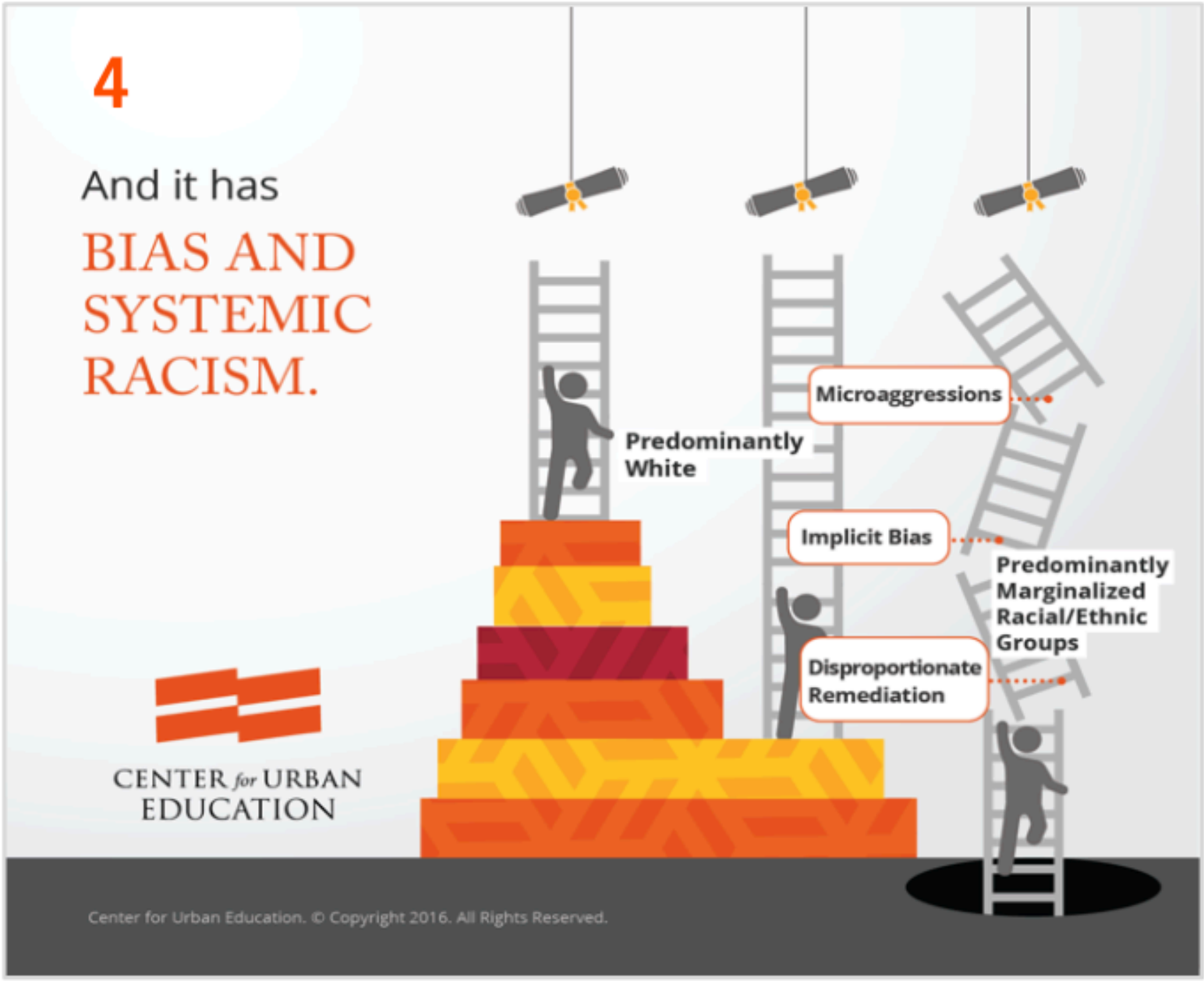
Black Lives Matter May Be the Largest Movement in U.S. History

By Larry Buchanan, Quoctrung Bui and Jugal K. Patel July 3, 2020

Black Lives Matter protests on June 6

amptoons.com
HOW BOB'S GREAT-GRAND-PARENTS GOT INTO THE USA.
OUR IMMIGRATION LAWS SHOULD MAKE IT EASIER FOR THE RIGHT KIND OF PEOPLE TO IMMIGRATE.
HOW BOB'S GRANDPARENTS BECAME HOMEOWNERS.
WE'RE HAPPY TO APPROVE YOUR MORTGAGE LOAN!
SORRY, WE CAN'T HELP YOU.
HOW BOB'S DAD BEGAN HIS CAREER.
WE LIKE YOU... YOU SEEM LIKE ONE OF US. WE'RE OFFERING YOU A FOOT IN THE DOOR.
SORRY, THE POSITION'S BEEN FILLED.
HOW BOB'S PARENTS BECAME HOMEOWNERS.
WE ONLY SHOW HOMES IN THIS NEIGHBORHOOD TO THE RIGHT SORT OF PEOPLE.
LUCKY YOUR PARENTS CAN HELP US WITH THE DOWN PAYMENT.
HOW BOB GOT THROUGH HIS TEENS.
I'M LETTING YOU OFF WITH A WARNING... BUT IF I CATCH YOU WITH DRUGS AGAIN...!
KID, YOU'RE UNDER ARREST!
BOB.
I'VE NEVER BENEFITED FROM RACISM!
Ampersand by B. Deutsch

So…why does it matter to YOU?


4
And it has
BIAS AND SYSTEMIC RACISM.
Predominantly White
Microaggressions
Implicit Bias
Predominantly Marginalized Racial/Ethnic Groups
Disproportionate Remediation
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5

In contrast, EQUITY redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.

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What scares you about equity work?

How do we actually make it deep work instead of surface level?

Racial Equity Action Planning Framework and Process

Our Framework

*adapted from Racial Equity Leadership Network and Racial Equity Alliance

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What is Equity Minded Competence?

EQUITY-MINDED COMPETENCE	LACK OF EQUITY-MINDED COMPETENCE
Aware of their racial identity	Claims to not see race
Uses quantitative and qualitative data to identify racialized patterns of practice and outcomes	Does not see value in using data disaggregated by race/ethnicity to better understand the experience of racially minoritized students
Reflects on racial consequences of taken-for-granted practices	Resists noticing racialized consequences or rationalizes them as being something else
Exercises agency to produce racial equity	Does not view racial equity as a personal responsibility
Views the campus as a racialized space and actively self-monitors interactions with racially minoritized students	Views the classroom as a utilitarian physical space

IDENTIFYING A DEFICIT, DIVERSITY OR EQUITY FRAME

	Deficit-Minded	Diversity-Minded	Equity-Minded
WHO	Students are described as deficient and race/ethnicity is alluded to, but not named: • Unprepared • Developmental • Urban • Minorities	Diverse and equal representation is emphasized without any one group being specifically or intentionally targeted: • All students • Inclusive • Diverse • Multicultural	Specific racial/ethnic groups experiencing gaps in access or outcomes are specifically named and focused on: • Latinx students • Black students • Native American students • Pacific Islander students
WHAT	The "gap" pertains to the student (under-preparation and lack of motivation, for example), and the "goal" is to fix the student: • Prepare • Develop • Remediate	The focus is solely on increasing access and representation, without mention of outcomes: • Represent • Equal • Include • Celebrate	The "gap" is found in the institution's preparation and response to historically underserved racial/ethnic groups' educational needs. The goal is to use disaggregated data to find gaps and fix the policies, practices, and mindsets that haven't been sufficient to ensure equity.
HOW	Support services that are an "add-on" to existing campus practices, are the primary intervention, and are intended to fix the student: • Tutoring • Summer programs • Remediation • Basic skills	Cultural traditions and important leaders from racially minoritized groups are celebrated, but are an "add-on" to existing campus practices: • Martin Luther King Jr. Day and Dia de los Reyes Magos are listed on the campus calendar, but are absent from course curricula • Black and Latinx student unions exist, but are under-resourced	The institution is the focus: • All institutional data is disaggregated by race and ethnicity, and any gaps are named and targeted • Faculty and staff are trained on culturally inclusive practices • Faculty and staff are expected to critically examine their practices to determine if historically underserved racial/ethnic groups are equitably served

Racial Equity
Action Planning- Part 1

1. Key Questions
2. What data is needed?
3. What questions does the data make us ask?
4. How can we get more information? Interviews ?

Racial Equity Action Planning Framework- Part 1	Action Team	TRANSFORMATION LEADERS NETWORK INSPIRE. LEAD. GROW.	TRANSFORMATION WACO
Key Questions or Problems top address			
Data Gathering- what data needs to be gathered?			
What does the data seem to say? What questions does the data make us ask?			
Engagement- how do we engage others to get more information? Who do we need to talk to? Why? What questions do we need new perspectives on?			

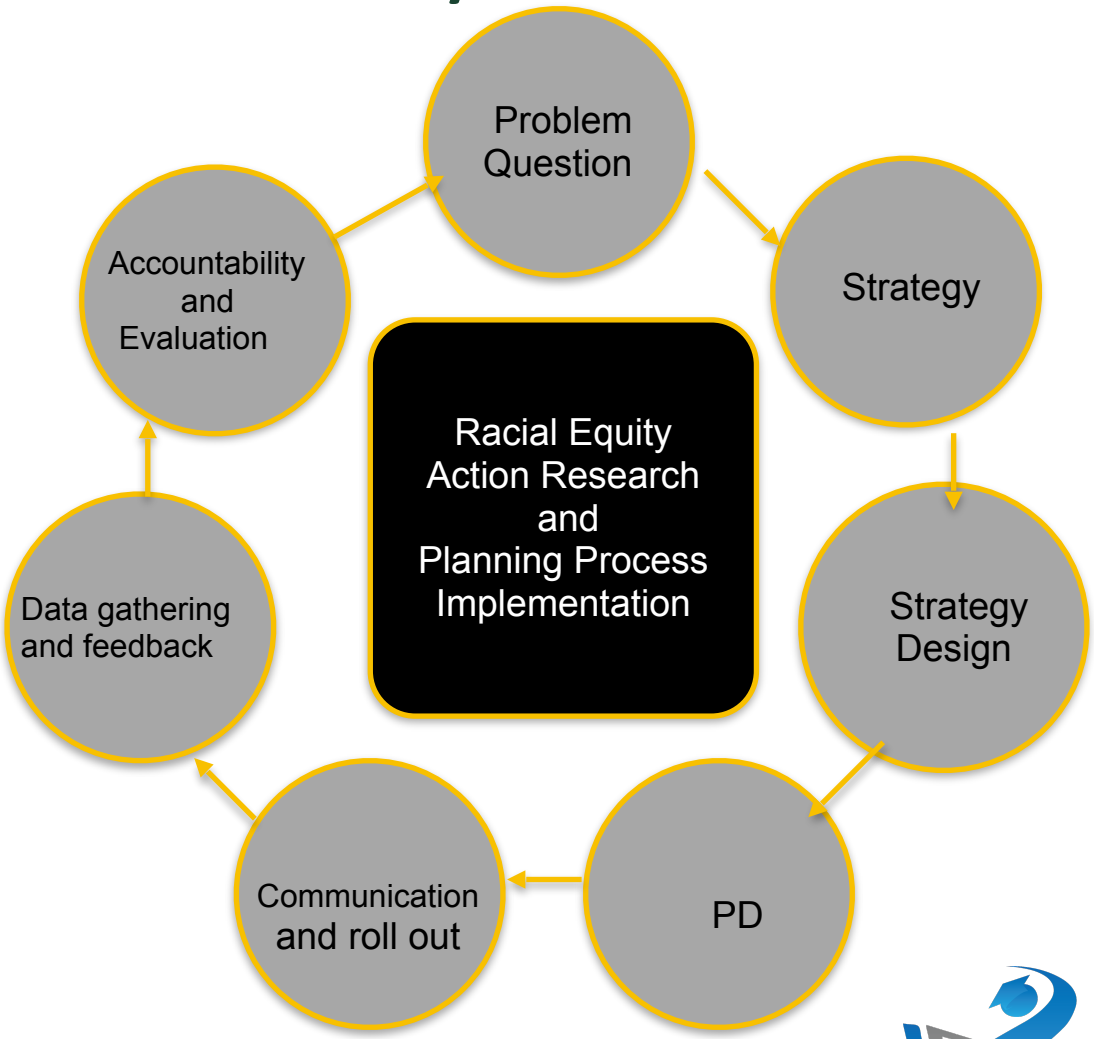
Racial Equity
Action Planning- Part 2

1. Potential Strategies
2. How can the strategy be designed to change outcomes?
3. What would the implementation cycle design look like to ensure success
4. How might we monitor, assess and evaluate our changes?

Racial Equity Action Planning Framework- Part 2	Action Team	TRANSFORMATION LEADERS NETWORK INSPIRE. LEAD. GROW.	TRANSFORMATION WACO
Potential Strategies- What potential strategies emerge from the data and re-search?			
Strategy Design- How can the strategy be designed to change outcomes?			
Implementation Cy-cle- Design of complete implementation cycle			
Monitoring, assess-ment and evaluation- how will changes be monitored and evalu-ated for success			

Why do plans succeed or fail?

Implementation Cycle



*adapted from Racial Equity Leadership Network and Racial Equity Alliance

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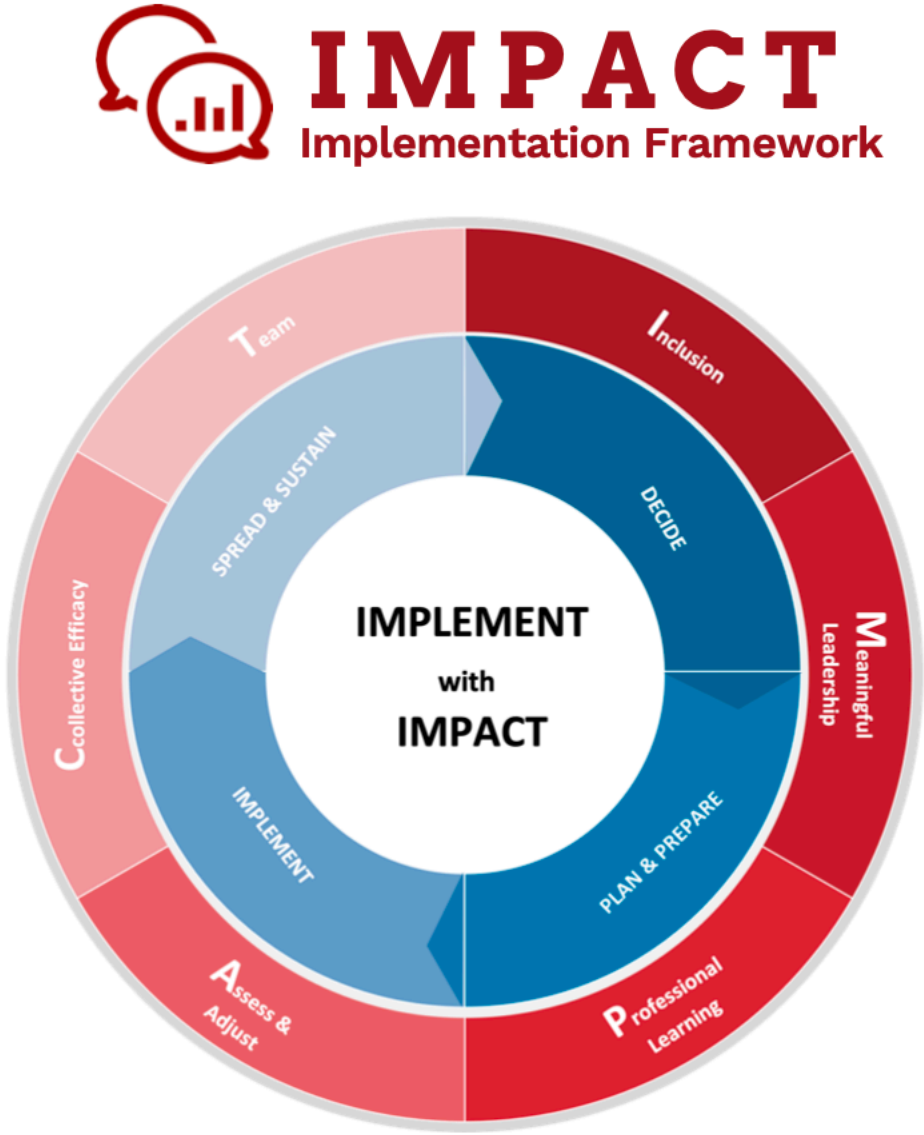
Schools….

where good ideas go

to….die?

Implementation for IMPACT requires that we be inclusive of a broad range of stakeholders as we lead teams, develop professional learning, establish monitoring systems, and work to implement with fidelity. Success is actually in the implementation.



Inclusion

Implementation team members create inclusive spaces that seek out the perspectives and contributions of all stakeholders. Inclusive implementation incorporates the needs, assets, and perspectives of their staff and community to create equity and a sense of belonging, respect, and value.

Meaningful Leadership

Implementation team members plan and develop organizational leadership expertise and systems designed to facilitate change during all stages of implementation; ensuring all stakeholders routinely engage in ongoing learning and improvement processes.

Professional Learning

Implementation team members design and plan professional learning structures that ensure implementers engage in iterative processes focused on building capacity and scaling the innovation implementation.

Assess & Adjust

Implementation team members design monitoring plans that measure the innovation implementation. They develop structures and processes that allow teams to use an improvement cycle to guide real-time planning and decision making.

Collective Efficacy

Implementation team members set the conditions that foster and support the development of collective efficacy throughout the organization.

Teams

Implementation team members build, lead, and facilitate vertical and horizontal teams that collaboratively monitor, support, and adjust innovation and implementation efforts.

Implementation Stages

Launch Implementation Process →

01 DECIDE

- Identify implementation team(s)
- Identify and decide on priority and outcome
- Explore and Identify evidence based practices
- Determine organizational readiness and fit

Innovation Decision ↓

02 PLAN & PREPARE

Implementation Team(s):

- Develop an implementation plan to include IMPACT Framework
- Evaluate organizational readiness to deliver the plan
- Prepare organization for implementation
- Infrastructure
- Initial training

← Implementation Begins

03 IMPLEMENT

Implementation Team(s):

- Provide coaching and support for all implementers
- Solve problems
- Use improvement cycles and data to monitor and adjust implementation plan

↑ Full Implementation

04 SPREAD & SUSTAIN

Implementation Team(s):

- Provide support to maintain minimum implementation criterion
- Celebrate and reward implementation success
- Develop scaling plan

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Racial Equity Action Teams	Rationale or data to support recommendation	Implementation Design	Implementation Design
Strategy Recommendation		Who needs to be on the team?	How will the implementation be monitored? What measurable targets, goals to see that it is working?
Zone level application		Who else needs to be involved?	How will feedback and coaching be provided?

Racial Equity Action Teams	Rationale or data to support recommendation	Implementation Design	Implementation Design
Campus level application		What PD needs to be developed? (Teach, model, practice, reinforce)	How will implementation teams spread the great practices vertically and horizontally?
Community level application		What systems of communication and expectation setting need to be created?	How will accomplishments be celebrated and next steps taken?

Let’s reflect!

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