

Example Racial Equity Principles

Principles	
<p>Principles for Individuals</p> <p><i>(Modified from The Importance of Critical Judgment by National Equity Project)</i></p>	<p>When using a racial equity lens, we must exercise critical judgment before taking action. Key principles of critical judgment that we seek to embody:</p> <ol style="list-style-type: none"> 1. I will take responsibility for what I don't directly control – structural racism, systemic oppression, and all forms of bias – and attempt to influence transformative change within seemingly entrenched systems. 2. I will act within my 'zone of proximal development' or stretch zone, to model the types of discourse and decisions that I want adults to enact with young people. I understand that positive behavior and modeling have a reproductive effect and thus hold every moment with partners as sacred and teachable. 3. I will rigorously and flexibly apply my racial equity lens to assess the current culture, conditions, and competencies needed to best serve children, families and early learning professionals. 4. I will engage in a cycle of action and reflection, what Paolo Freire called <i>praxis</i>, that allows me to learn from both successes and failures. 5. I will set personal learning goals that bring into high relief my growth areas while committing to continuous professional development that cultivates my will, skill, knowledge, capacity and emotional intelligence.
<p>Principles for Institutions</p> <p><i>(Modified from Oregon Dept. of Human Services Service Equity Framework: Guiding Principles)</i></p>	<ol style="list-style-type: none"> 1. <u>Engaging Communities</u>: Strengthening relationships with community partners and advocates allows us to see and access our diverse populations through their lens. We demonstrate true partnership with our local communities by listening to the voices of families and stakeholders with humility and respect while integrating it into our advice and recommendations. 2. <u>Data and Evidence-Based Practices</u>: Our recommendations for policies and programs are informed by data, while identifying current gaps and disparities and highlighting what works best for different communities. What we mean by data is broad. It is more than just the numbers – we involve communities in identifying relevant data to ensure the collection and analysis is culturally appropriate and informed. 3. <u>Customizing Services for Individuals and Communities</u>: Ensure that individualized services are provided to all children, families and early learning professionals at their specific need level. Community needs inform and guide services. This customized approach at service delivery builds capacity to advance individual and community goals. 4. <u>Creating Dialogue</u>: Maintaining an open dialogue with intentional efforts focused on education, communication and partnership ensures the elimination of former barriers and disparities. Internal and external communication efforts are centered on inclusion and outcomes.
<p>Principles for Systems</p> <p><i>(From BUILD's Racial Equity Point of View)</i></p>	<p>A racially equitable early childhood system will:</p> <ol style="list-style-type: none"> 1. Ensure that all children have an opportunity to develop and reach their full potential, without experiencing discrimination or bias within the early childhood system. 2. Ensure that early childhood systems provide equitable opportunities and resources for excellent educational and developmental outcomes for children from groups historically discriminated against due to race. 3. Take action to correct or respond to discrimination in other arenas that negatively impact young children and their families. 4. Intentionally build leadership at all levels that reflect the racial diversity of the population served. 5. Ensure systems recognize and provide culturally and linguistically responsive services contoured to the needs of the child in the context of the child's family and community. 6. In a racially equitable early childhood system, race and place will no longer be predictive of children's healthy development and readiness for success in school and life.