



Washington State Department of

Early Learning

Early Learning Advisory Council Essential Racial Equity Questions

- Is the policy, decision or practice~~it~~-good for kids, families and ~~providers~~early learning educators of color?
- Do some kids, ~~and~~ families and early learning educators benefit more or less than others?
- Do kids, ~~and~~ families and early learning educators of color have access, and if not, why?
- What data and information is missing?
- Are there any unintended consequences?



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Equity Questions

Related to Impacts and Unintended Consequences

1. What will an equitable OUTCOME look like? How will we KNOW we have made progress? When do we expect to see results? What is our timeframe?
2. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
3. How does the investment or resource allocation advance racial equity?

Related to Disproportionality and Disparities

4. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
5. What are the specific disparities/inequities we seek to eliminate through this collective focus and action?

Related to Barriers and Accessibility

6. What ~~are the~~ barriers stand in the way of ~~to~~ achieving more equitable outcomes?
7. How will you+we modify or enhance your+our strategies to ensure each learner and communities' individual and cultural needs are met?
8. ~~What barriers stand in the way of achieving more equitable outcomes?~~

Related to Data and Information

- 9-8. How is data on race, ethnicity, and native language being collected?
- 10-9. What evidence is missing or needed?

Related to Community Voice

- 11-10. How have you+we intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation?
- 12-11. Have stakeholders from different racial/ethnic groups – especially those most adversely affected – been informed, meaningfully involved and authentically represented in the development of this proposal? Who's missing and how can they be engaged?
- 13-12. Who are the people affected by the current structure of oppression? Are they at the table?
- 14-13. Who shapes the dominant narrative about those being served at any given moment? How are different constituents described? How would they tell their story is there a counter-narrative coming from those being served?

Related to Individual Actions for Equity

- 15-14. How safe is it for different people to share their truths here, and how can we+ foster a culture of safety and relational trust to move forward?
- 16-15. How can +we build the alliances to move forward in making decisions that interrupt reproductive-regressive practices?
- 17-16. How can +we build my+our practice as a leader_s for equity, starting with who we+ are+em and how we+ understand our+my own experiences around oppression?

Related to Awareness

- 18-17. What level of consciousness do colleagues, partners and affiliates possess about the forces underlying inequity?
- 19-18. How does this decision contribute to P-20 professionals learning for equity? What resources are being allocating for training in cultural



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	responsive instruction?
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