

IDENTIFYING THE VALUE OF EQUITY AND APPLYING AN EQUITY LENS

Parent Center _____ Date _____

In the following activity you will identify the value/benefit of using an equity lens (taking an equity approach) in your work. You will work individually and then in a small group. After the individual work has been completed divide into groups with your specific parent center colleagues. Identify one policy/procedure or program/practice commonly identified among your fellow team members. Follow the instructions in each section. Times are provided to guide your individual work and group discussion. The facilitator will remind you when you need to move to the next section. In your group discussion you will identify common themes from Quadrants 1 & 4 and list those on the flip chart paper for your center. Each center will select someone to share out their team's results.

Definitions for the purpose of the activity:

- **Policies** are guiding/governing rules, strategies, principles, and/or plans within a parent center.
- **Procedures** are steps to implement policies, particularly within a parent center.
- **Programs** are how parent centers operationalize their work through activities as they engage with families, students, and partners. "Program" often includes program design, planning, implementation, and measurement.
- **Practices** are the direct application of knowledge or skills and can be a part of program implementation or occur as stand-alone activities with families, students, and partners.
- **Equity Lens** is the lens through which you view conditions and circumstances to assess who experiences benefits and who experiences burdens as the result of policy, procedure, program, or practice.

Proceed to Page 2

INDIVIDUAL REFLECTIVE PRACTICE

1. POLICY/PROCEDURE (5 minutes)

Think of a current policy or procedure within your organization that has implications for the FAPE of students in your state. (e.g., IEP/504 meeting attendance, training presentation formats, staff & family access to technology, diversity of staff, food insecurity, housing, education level of parents, disability of parents, employment status, family friendly offices, transportation, employee leave policy, hiring, fiscal policy, remote work policy, domestic violence workplace policies, etc.)

A. Write the Policy/Procedure you identified

B. Using the Policy/Procedure you identified above, complete the matrix below. List one or more idea(s) in each quadrant.

- (Quadrant 1) What is the value/benefit of using an equity lens?
- (Quadrant 2) What is the cost/risk of using an equity lens?
- (Quadrant 3) What is the value/benefit of not using an equity lens?
- (Quadrant 4) What is the cost/benefit of not using an equity lens?

Keep in mind that using an equity lens requires us to consider **who experiences the benefit** and **who experiences the burden** of a policy/procedure.

	VALUE/BENEFIT To/For Whom	COST/RISK To/For Whom
USE AN EQUITY LENS	1	2
NOT USE AN EQUITY LENS	3	4

INDIVIDUAL REFLECTIVE PRACTICE

2. PROGRAM/PRACTICE (5 minutes)

Think of a current program or practice within your organization that has implications for the FAPE of students in your state. (e.g., IEP/504 meeting attendance, training presentation formats, staff & family access to technology, diversity of staff, food insecurity, housing, education level of parents, disability of parents, employment status, family friendly offices, transportation, employee leave policy, hiring, fiscal policy, remote work policy, domestic violence workplace policies, etc.)

A. Write the Program/Practice you identified

B. Using the Program/Practice you identified above, complete the matrix below. List one or more idea(s) per quadrant.

- (Quadrant 1) What is the value/benefit of using an equity lens?
- (Quadrant 2) What is the cost/risk of using an equity lens?
- (Quadrant 3) What is the value/benefit of not using an equity lens?
- (Quadrant 4) What is the cost/benefit of not using an equity lens?

Keep in mind that using an equity lens requires us to consider **who experiences the benefit** and **who experiences the burden** of a policy, procedure, program, or practice.

	VALUE/BENEFIT To/For Whom	COST/RISK To/For Whom
USE AN EQUITY LENS	1	2
NOT USE AN EQUITY LENS	3	4

GROUP ACTIVITY

PLEASE READ ALL INSTRUCTIONS ON THIS PAGE BEFORE YOU PROCEED!

What policy/procedure or program/practice did your center choose? (5 minutes)

Pay special attention to ideas in **QUADRANT 1** and **QUADRANT 4**.

A. What are the values and benefits of using an equity lens that people mentioned? What themes do you notice?

NOTES:

B. What are the costs and risks of not using an equity lens that people mentioned? What themes do you notice?

NOTES:

As a group, **use the flipchart paper provided to write the themes that emerged in **QUADRANT 1** and **QUADRANT 4** regarding value/benefit and cost/risk.** (5 minutes)

As a group, **discuss how you might use this information to make a case for a more equitable approach to any policy/procedure or program/practice you discussed.** (5 minutes)

During the report out period, your group should be prepared to **share themes** from **QUADRANT 1** and **QUADRANT 4** and how you might use that information to make a case for more equitable approaches. Each report out will be limited to **2 minutes**. Identify someone who can report out for your group.