

SAMPLE: Racial Equity Theory of Change

Step 1

What is your overarching racial equity goal?

All girls and young women have the education and resources they need to achieve their full potential.

What is your more targeted, direct racial equity goal?

All young women, regardless of background or income, graduate from high school. [*here you would add data that describes the status graduation rates for young women and other relevant data*]

Step 2

What are the pre-conditions? What needs to be in place in order for your racial justice goal to be achieved?

1. High caliber educators understand the contexts in which their students are developing.
2. Quality curricula prepares students with the knowledge they need to succeed in the 21st century.
3. Students are supported to be focused, rested and nourished both in and outside of school.

Step 3

What public policies (+/-) affect each precondition? Is there a policy that could be put in place or modified that would help achieve the goal?

1. Teachers in our school system receive only 30 minutes of online diversity training per year
2. _____
3. _____

NOTE: From here – the Sample looks at their Precondition 1. For your work, you will do this process for EACH precondition

Step 4

What social and institutional practices (+/-) affect each precondition? Are there practices that could be put in place or modified?

1. Educators in our school system suspend students of color at disproportionate rates (27% of students, 50% of suspensions.)
2. _____
3. _____

Step 5

What representations, stereotypes and belief systems (+/-) affect each of the preconditions? What alternatives could be introduced?

1. Many teachers in our school system believe that students of color do not value education and are intentionally disruptive in their classrooms.
2. _____
3. _____

Step 6

Who, and what governance bodies, have the most power and influence to shape the named PPRs that you've found most relevant to your goal?

School board, Superintendent, Head of Professional Development, Teachers Union, State Board of Education.

Step 7

What are the possible sources of resistance to and retrenchment around achieving your goal?

1. Teachers Union may resist notion of additional time being required of teachers
2. _____
3. _____

Step 8

What capacities (analytical, convening, communications, networking) will be needed? Do you have them?

Convening – to bring together the stakeholders in the education community to acknowledge the situation and commit to changing it; Communications – to prepare clear and effective messages to educators, decision-makers and other potential allies; Networking – to mobilize support for increased PD for educator so they understand the contexts in which their students are developing, the barriers they face and the most effective ways to help them reach their potential.

Step 9

What allies, partners and collaborators will you need?

Parents, students, researchers, schools of education, elected officials

Step 10

What preliminary action steps might make the most sense?

1. Prepare a strong statement of need that includes easy-to-understand data about disparities, and clear ways that allies and target audiences can contribute to achieving the goal.
2. Request meeting with superintendent and head of professional development.
3. _____