



diversity

equity

inclusion

justice

Spotlighting Pitfalls to Avoid in Institutional DEIJ Plan Design and Writing

We will begin at 12:02 p.m. Eastern
Time once everyone has joined!

Zoom Webinar Features

The image shows a Zoom Webinar interface with a white header and a blue background. The header contains the EAB logo and the text "EAB". The main content area has the text "EAB Virtual Session 2020". At the bottom, there is a dark control bar with buttons for "Audio Settings", "Chat", "Closed Caption", and "Leave Meeting". A callout box points to the "Chat" button, and another callout box points to the "Closed Caption" button, which has a dropdown menu open showing options: "Show Subtitle", "View Full Transcript", and "Subtitle Settings...".

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EAB
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2020

Use the Chat feature to send messages to all panelists or everyone

Enable Closed Captions and Show Subtitle or View Full Transcript

Show Subtitle
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Subtitle Settings...

Audio Settings ^

Chat

CC ^
Closed Caption

Leave Meeting

Meet the Research Team



Catherine Kelley



Kurubel Belay



Joe Infantino



Alyssa Buccella



Jahanara Saeed



Jane Alexander



Liz Rothenberg, PhD

This Time, Something's Different

A Year of Devastation Creates Compounding Crises



15-26M

People in the U.S. participated in **Black Lives Matter demonstrations** over the murder of George Floyd¹



150%

Increase in **anti-Asian hate crimes** between 2019 and 2020²



82

Anti-trans bills introduced in the 2021 state legislative session³



27%

Of households **with income of less than \$35,000 struggle to put food on the table** due to economic impact of COVID-19



45%

Of December 2020 **job losses comprised of Latinx women**



41%

Of adults reported **symptoms of anxiety or depressive disorder** in January 2021

- 1) In June 2020 alone
- 2) Increase from 49 in 2019 to 122 in 2020
- 3) As of March 2021

Source: Kimmy Yam, "Anti-Asian hate crimes increased by nearly 150% in 2020, mostly in N.Y. and L.A., new report says", *NBC News*, March 9, 2021; Larry Buchanan, Quoctrung Bui, and Jugal K. Patel, "Black Lives Matter May Be the largest Movement in U.S. History", *New York Times*, July 3, 2020; Wyatt Ronan, "BREAKING: 2021 Becomes Record Year For Anti-Transgender Legislation.", *Human Rights Campaign*, March 13, 2021; Ryan Zamarripa and Lorena Roque, "Latinos Face Disproportionate Health and Economic Impacts From COVID-19", March 5, 2021; Brian Root and Lena Simet, "United States: Pandemic Impact on People in Poverty", *Human Rights Watch*, March 2, 2021; Nirmita Panchal, Rabah Kamal, Cynthia Cox, and Rachel Garfield, "The implications of COVID-19 for Mental Health and Substance Use", *Kaiser Family Foundation*, February 10, 2021.

Escalating Student Activism



K-12 Students Participate in Nation-Wide Protests at Unprecedented Levels

2018: *March For Our Lives Protest*

1.2M

Participants marched for gun control in the student-led movement *March For Our Lives*

2020: *Summer of Racial Reckoning*

The New York Times

High School Students and Alumni Are Using Social Media to Expose Racism

2019: *Global Climate Strike For Future*

1M+

Activists participated in school strikes across the world urging action on climate change

npr

Young Activists Find Their Voice Organizing Protests for Racial Justice

Flashpoints of Student Activism in Recent Years

Protests against Dakota Access Pipeline and its impact on the Standing Rock Sioux tribe

Stop Asian Hate rallies in response to the increase of anti-Asian hate crimes between 2019 and 2020

Millions participate in **Black Lives Matter demonstrations** over the murder of George Floyd

Black Trans Lives Matter rally in NYC after attacks on Black trans and gender non-conforming people

Younger Generations Demand Change



Millennials

Desire more uncomfortable conversations about diversity and bias in the workplace



Generation Z

Express support and equality for Black Americans on social media with 88% in favor of BLM



Generation Alpha

Aware of current issues more than previous generations with a 50% non-white cohort

Gen Z Demands Transparency and Accountability



Students expect **more information and input** on organizational decisions



Students demand more modes and opportunities for **meaningful access to decision-makers**



Students increasingly **call out inconsistencies** in district values and practices

Source: Davis, Dominic-Madori. ["The Action Generation,"](#) Business Insider, June 10, 2020; Fry, R., Parker, K., ["Post-Millennials on Track to be Most Diverse, Best-Educated Generation Yet,"](#) Pew Research Center, November 15, 2018; ["Understanding Generation Alpha,"](#) Hotwire, 2018; Patrick, Camille, and Ella Washington. ["3 Ways Millennials Can Advance Workplace Diversity and Inclusion,"](#) Gallup, November 30, 2018; EAB interviews and analysis.

Districts Taking a More Holistic Look at DEI



Multiple Factors Lead Districts to Create Institutional DEI Plans



Mission Critical



Current Climate

Integrating Justice into Your Plan



Justice

Systematic and proactive reinforcement of public policies, institutional practices, cultural messages, and social norms to achieve and sustain equity for all

Quick Poll

Choose the Response That Best Fits Your Institution



Where is your district in the planning process?

- Assessing Readiness
- Designing Early Plan
- Finalizing Plan
- Implementing Plan
- Not Currently Engaged in DEIJ Plan Work

The Research in Brief

EAB's Institutional Plan Review Workstream

50+ DEIJ Strategic and Action Plans

Key Components:

- ▶ Making the Case
- ▶ Plan Development
- ▶ Shared Language
- ▶ Goals
- ▶ Metrics
- ▶ Accountability
- ▶ Communication

Sample of **K-12 Districts** Served

- Iowa City Schools
- Forsyth County Schools
- Ann Arbor Public Schools
- Lee's Summit R-7
- Arlington Central
- Fairfax County

Sample of **Independent Schools** Served

- Georgetown Day School
- Noble and Greenough
- Latin School of Chicago
- Windward School
- Hockaday School
- University Prep

- 1 Setting a Generic and Unclear Scope
- 2 Creating Unworkable Aspirations and Actions
- 3 Using Ineffective Accountability Measures
- 4 Focusing Success Metrics on Outputs
- 5 Failing to Outline a Communications Plan
- 6 Leaving Questions around Funding Unaddressed



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Setting a Generic and Unclear Scope

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Too Often, DEIJ Plans Sound the Same

Look Familiar?

“**Embracing diversity, equity, and inclusion is central to our mission as an institution.** Demonstrating commitment allows us to strengthen and fulfill our academic and social missions. Diversity, equity, and inclusion initiatives **lead to a more robust experience**, allowing us to **better serve our students** as well as strengthen connections with our **surrounding communities.**”

Pain Points



Generic
Goals



No Institutional
History or Context



Undefined Terms
and Populations



Vague
Language

School Distrust Growing Among Non-White Families

DEIJ Plans with vague or standard-issue language can contribute to weakening non-white families' trust in K-12 schools.

Trust Gap Among Parents:

81%

Of **white parents** believe all children receive an equal education

58%

Of **non-white** parents believe all children receive an equal education

Growing Black Distrust of K-12 Schools:

THE NEW YORKER

The Rise of Black Homeschooling: Often underserved by traditional schools, Black families are banding together to educate their children

The
New York
Times

Missing in School Reopening Plans: Black Families' Trust

Acknowledge and Build Upon Your Foundation

Burlington School District's DEI Plan Uses Data to Spotlight Current State



WHAT THE DATA SAY:

In 2019, we reported that since 2017, approximately 89 self-reported diverse candidates have been hired in a variety of positions within BSD. This number exceeded our goal of 20, initially set by the Superintendent. The positions include both non-union and union employees. Despite this concerted effort to hire more employees of color in the District, the demographics of our licensed teaching faculty do not match the racial demographics of the student body, which is **almost 40% students of color**.

RACE/ETHNICITY:

Less than **4%** are teachers of color



Just over **50%** have a Masters Degree

Less than **10%** have only a Bachelor's Degree with no additional college credits

10% have three years of teaching experience or less

64% have at least 10 years of experience

Reports data update on hiring diverse candidates

Provides data on the disparity between teachers of color and students of color

Includes data on teacher education and experience

- 1 Make the case that DEIJ initiatives are critical to future success
- 2 Leverage district-specific urgency drivers
- 3 Include assessment of the current state of DEIJ in your district
- 4 Illustrate how new DEIJ efforts build upon existing initiatives

Make Your (Unique) Case for DEIJ Progress

Minneapolis Public Schools Explicitly Defines Their Priority Populations

- 1 Cite mission and shared values around DEIJ
- 2 Link DEIJ progress with key district priorities
- 3 Define terms based on your district's context
- 4 Reflect on complicated regional history
- 5 Acknowledge responsibility in shaping society

This plan explicitly states their definition of underrepresented minorities and other marginalized identities



This Equity Framework focuses on the student demographics most impacted by societal and institutional racism. The framework stresses the priority populations below:

Underrepresented Student Populations (Race/Ethnicity):

- ▶ Black and of African Decent
- ▶ Chicano/Latino
- ▶ Asian
- ▶ Indigenous Nations or American Indian

Other Compounded Marginalized Identities with Race/Ethnicity:

- ▶ LGBTQ+
- ▶ Immigrant/Refugee
- ▶ Houseless/Highly Mobile
- ▶ Religious Minority
- ▶ Physical or Mental Disability
- ▶ Free or Reduced-Price Lunch
- ▶ English Language Learner
- ▶ Special Education



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Creating Unworkable Aspirations and Actions

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The Goldilocks Dilemma

Two Types of Goal-Setting Mistakes to Avoid in DEIJ Plans

✘ Approach 1: All Aspiration, No Substance

- Lofty goals with no sub-goals or tangible steps to achieve them

Example:

“Support diversity and inclusion in and out of schools and foster a climate of equity for all stakeholders”

Challenges:

- Doesn't define the “who” or “how”
- Difficult to measure progress

✘ Approach 2: Checklists that Add Up to Nothing Greater

- A very detailed list of action items that misses the bigger picture

Example:

116 critical tasks including:

- “Create inclusive school facilities webpage”
- “Establish key DEI success metrics regarding student recruitment and success”

Challenges:

- No sense of timeline or project owners
- Tasks span a variety of altitudes

▶ Problems with the Status Quo

- Ambitious goals with no roadmap will only **set the institution up for failure** and **raise skepticism** about the achievability of future DEIJ endeavors
- Plans that are primarily a checklist of actions raise questions about the institution's commitment to long-term change **further exacerbating the trust gap**

Make Plans Achievable Through Clear Action Items

SMART Goals Inspire Commitment and Make It Easy to Evaluate Success

S

Specific

M

Measurable

A

Attainable

R

Realistic

T

Timely



IOWA CITY
COMMUNITY
SCHOOL DISTRICT
2008-Governor • Future-Forward

“Iowa City Public School’s Four-Year Comprehensive DEI plan includes language committing to **attaining diverse and culturally proficient teachers**, administrators and staff.”

LSR7 

“Lee Summit’s R-7 district plan calls for newly hired staff and leaders to receive **training that will build cultural awareness and equity literacy by July 2020.**”



“Georgetown Day School **hired a third-party to audit policies, climate and curriculum** from a DEIJ lens. GDS is reviewing findings and recommendations to determine short- and long-term priorities.”

Applying the SMART Goals Framework

EAB's Tool for Setting Actionable Goals

DEIJ strategic plan goals often lack clear definitions, implementation steps, and success metrics. EAB recommends that a planning task force consider the SMART goal framework when outlining district-wide goals. This tabletop exercise will help a planning task force better understand SMART goals and draft more accountable plans.

Supporting Your Team With:

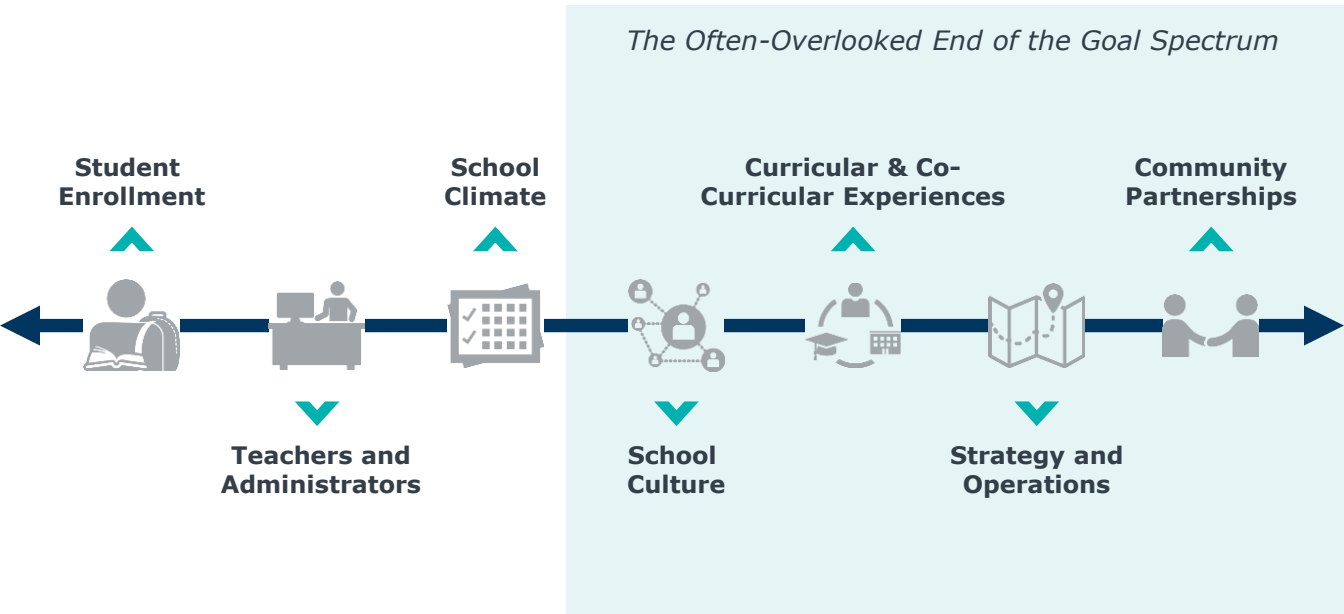
- Choosing a goal to pursue
- Identifying the current barriers to success
- Brainstorming SMART Goals to mitigate each barrier
- Assigning project owners
- Determining success measures





Set Goals with a Holistic 360 Degree Perspective

Plans Often Omit District Culture, Operations, and Local Community





Incorporate Overlooked Elements into Goals



Target Goals to Support Institution-Specific Historically Underserved Groups

"Reduce Disproportionality in Discipline: Culturally responsive policies and practices related to student behavior and discipline."



Recognize the Institution's Broader Role in the Local Community

"Create safe and braving spaces by partnering with and/or creating affinity organizations for Black, Indigenous, People of Color staff and students."



Incorporate a DEIJ Lens into Strategy and Operations at All Levels

"Select a consultant to work with the Board of Education...building/district leaders and staff to provide on-going professional learning and support the implementation of systemic equity work and decision-making protocols."



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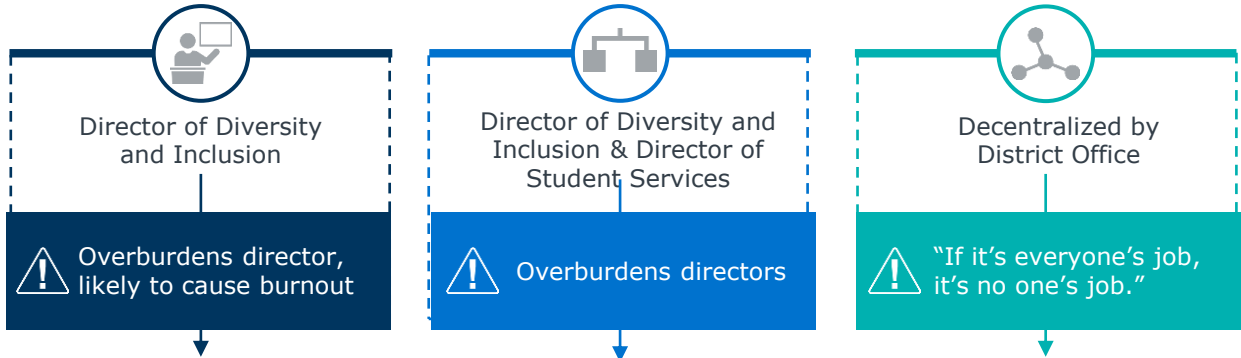
Using Ineffective Accountability Measures

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Typical Accountability Measures Fall Short

Three Common, and Flawed, Project Ownership Models...



...All Result in the Same Ineffective Action Cycle



Balancing Ownership and Action

Assigning Dual Project Owners Facilitates Collaboration and Shared Accountability



Cabinet Leader

Naming a senior leader for each item helps ensure buy-in and signals that DEIJ work is a cabinet-level priority



Unit Leader

Establishes frontline commitment and helps to translate broad strategy to the department levels



Enhancing Your Accountability Measures

Specifically Name Cabinet Champions, Frontline Owners, and Collaborators



ARLINGTON CENTRAL
SCHOOL DISTRICT

Assigning Responsibilities

- Equity Plan documents Equity Team members and their responsibilities like monitoring disparities in achievement and auditing curriculum.



Starting From the Top

- Equity Plan holds executive-level leadership accountable while also delegating responsibility to different unit-level owners.



Facilitating Collaboration

- DEI plan includes programming decisions are informed by collaborations with community partners.





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Focusing Success Metrics on Outputs

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Common Metrics in Plans Reveal Little About Impact

Status Quo Approach Yields Indicators that Measure Output, not Outcome

Sample Output "Metrics"

-  Progress reports published and distributed
-  Meet monthly to discuss DEI issues and develop programs/services
-  Webpage established and online

Elements of Outcomes Metrics

-  Connects to overarching goals rather than actions
-  Success defined as impact, structural, and/or behavioral changes
-  Provides information for new future programming

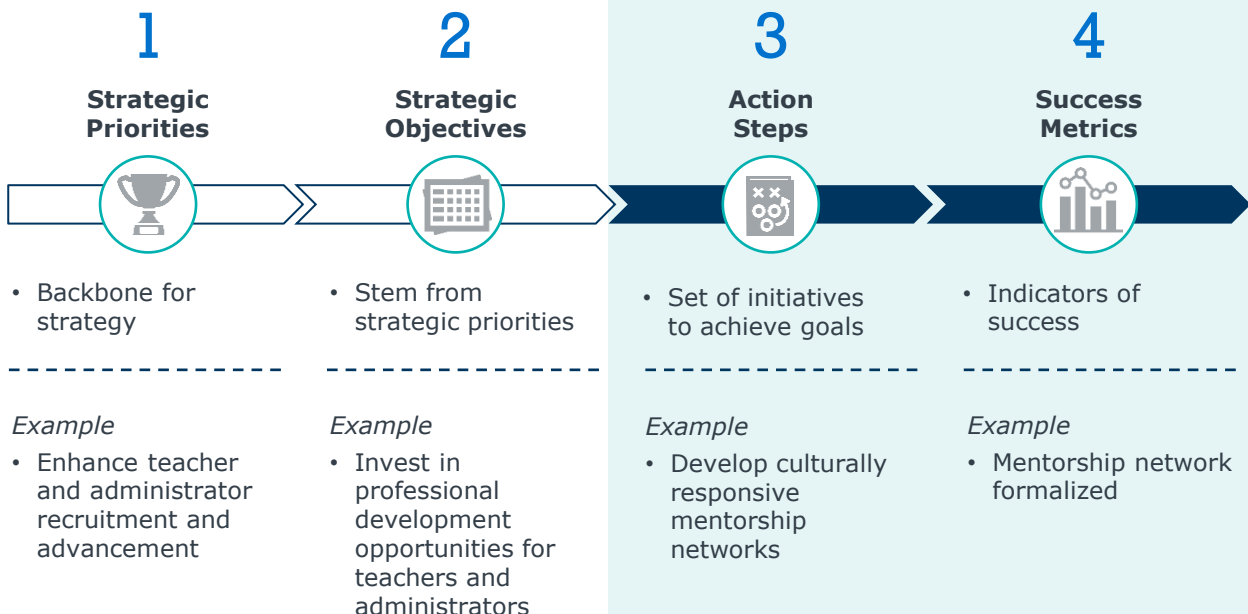
What Does an Outcomes-Focused Metric Look Like?

-  Culturally responsive student recruitment tactic is implemented
-  Change in AP enrollment rates for Black girls year-over-year



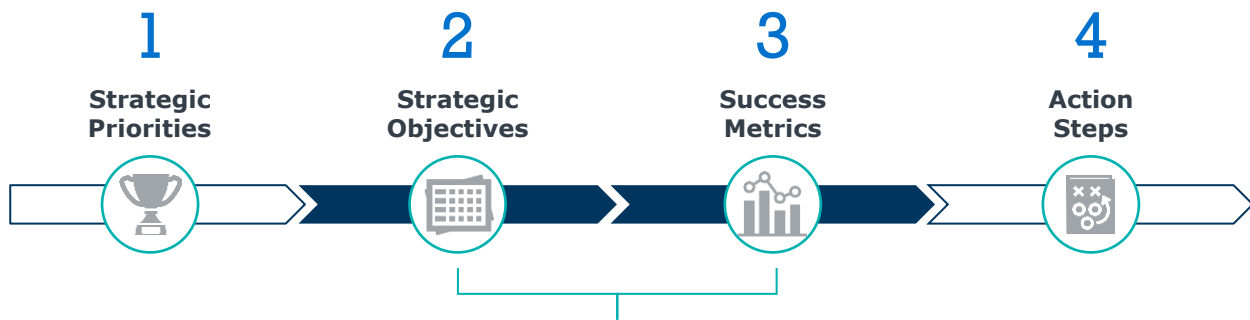
Why Do So Many Districts Track Outputs?

Metrics Don't Measure Impact When They Flow from Actions



Link to Strategic Objectives

Confirm Metrics Relate Directly to Objectives Rather than Actions



Metrics that Flow from Objectives Measure Progress on Strategic Goals

Strategic Objective: Invest in professional development opportunities for staff

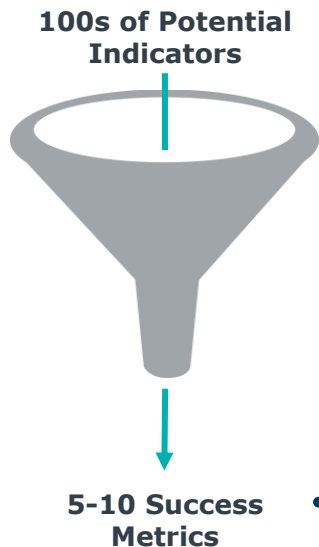
✘ Mentorship network formalized with X number of participants

Old metric measured output, said little about impact of action

✔ Time to promotion broken down by race and gender

New metric tracks progress toward strategic objectives and goals

Getting from Countless Outputs to Outcomes



Outcomes-Focused Success Metrics

are metrics that indicate progress toward strategic and operational objectives. They might include:

- **Volume indicators:** raw numbers that provide information on volume or scale
- **Relative indicators:** calculations of multiple metrics that provide relative information
- **Qualitative data:** information from reports and surveys (e.g., school climate data)

A Framework for Outcomes-Focused Metrics

Vetting Potential Metrics to Identify Outcomes-Focused Measures

Strategic Goal	<i>Sustain Investment in Recruiting, Developing and Advancing BIPOC Faculty and Staff</i>
Strategic Objective	<i>Invest in the ongoing professional development of staff and faculty and create viable pathways for BIPOC to advance into tenure-track and leadership roles</i>
✓	Metrics
<input type="checkbox"/>	Retention and advancement disparities
<input type="checkbox"/>	Time to tenure and promotion
<input type="checkbox"/>	Attrition rate by department/unit
<input type="checkbox"/>	Pay increases
<input type="checkbox"/>	Attitudes, behaviors, skills, and knowledge relating to DEI/Jare recognized and rewarded in performance reviews
<input type="checkbox"/>	Time to promotion
<input type="checkbox"/>	Total terminations (voluntary and non-voluntary)
<input type="checkbox"/>	Lateral and diagonal career switches within the institution
<input type="checkbox"/>	Pipeline stage conversions (at what state do diverse candidates fall out?)
<input type="checkbox"/>	Time to tenure
<input type="checkbox"/>	Staff distribution by level
<input type="checkbox"/>	All members of search committees complete implicit bias training
<input type="checkbox"/>	Student credit hours per faculty FTE
<input type="checkbox"/>	Promotion criteria formalized and communicated
<input type="checkbox"/>	Holistic research outputs (e.g., multidisciplinary research, scholarship and teaching)

Does this metric stem from the goal, and not an action to meet that goal?

Will we see change over time in this metric if the strategy is working?



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Failing to Outline a Communications Plan

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Communication Is a Critical Component

Districts Underinvest in Communication After DEIJ Plan Launch

Culture of Transparency

- Keeps schools and local community informed
- Builds trust with groups that have been previously disappointed by district efforts
- Provides consistent updates about district progress and implementation roadblocks



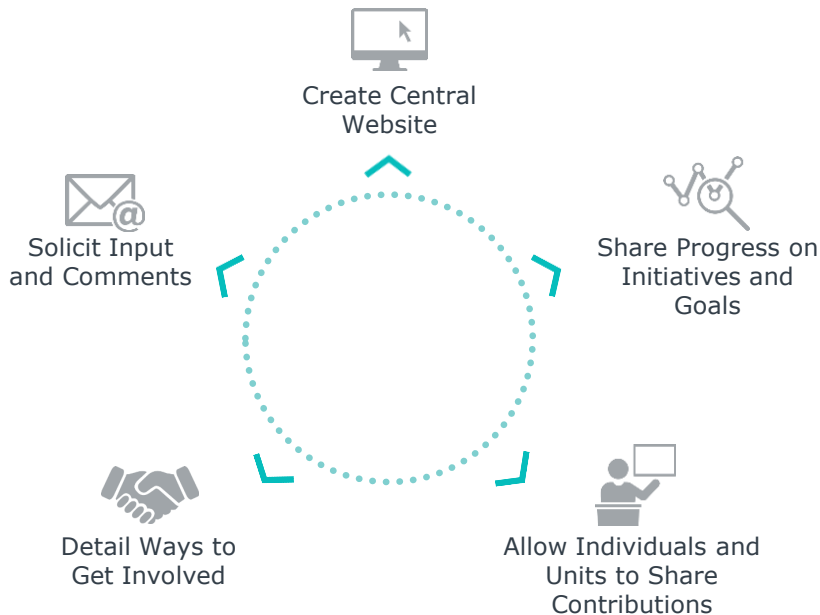
Real-Time Course Correction

- Accounts for reality that DEIJ work is a continuous improvement process
- Creates feedback loop to inform rollout and iteration
- Offers ways for students, teachers, administrators, and local community members to get involved in institutional DEIJ work

Establish an Ongoing Communication Strategy

Keep the Community Involved in DEIJ Progress and Initiatives

Key Elements of DEIJ Plan Communication



Provide the Specifics on Initiative Progress

Georgetown Day School's Detailed Progress Tracker



Updated April 7, 2021.

Ongoing Actions (4–12 months)

Immediate Actions (0–4 months)

▶ Conduct Third Party Audit of Curriculum Program and Climate with Independent Consultant

▼ Strengthen Recruitment, Hiring, Support, and Retention of Black Faculty and Staff

Use a drop-down menu to **share progress updates** on actions that have been taken to date to reach a goal.

Action	Status
Review and confirm participation of DEI office in applicant review, interview, and hiring process	Complete
Review hiring protocols to ensure culturally responsive recruitment and interview process	In Progress
Initiate 1:1 peer mentor program with goal of increased retention	In Progress
Continue work with compensation consultant related to ensuring equitable compensation practices	In Progress
Complete analysis of current data (exit interviews, surveys, retention) and conduct annual reviews of data	Planning

Specify the status of actions that are in planning phase, in progress, or completed.

Share Out DEIJ Progress and Milestones

Fairfield City School District's Centralized Website for Updates



Provide easy navigation to "Diversity" tab for parents & stakeholders to learn about Diversity plan and initiatives.

Diversity Plan

Dear Community Member,

Several years ago, the Fairfield Board of Education adopted the following belief statements to form the basis of our equity work in the Fairfield City Schools:

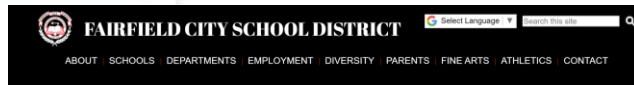
- We believe a strength of the Fairfield City School District is our expanding, culturally diverse population.
- We believe all children can learn and achieve to their full potential.



In 2011, the Board adopted the district's first Diversity Plan. Its expiration at the end of the 2014-2015 school year resulted in a review of the plan, its goals, and rationales. We want to continue our work to ensure these fundamental beliefs continue to be practiced in all of our buildings, classrooms, and in our daily interactions in the city and township communities. In 2018, we agreed to expand our plan to include economically disadvantaged students and our students with disabilities.



Offer updates on previous year's work, as well as next steps for the year ahead.



View the updated plan in the file list below and review progress reports presented at previous school board meetings regarding the original plan.

- 📄 Diversity Plan 2019-2023
- 📄 ELT Diversity Plan Progress Report 12.10.2020
- 📄 Diversity Plan Progress Report Dec. 12 2019
- 📄 Diversity Plan Progress Report Dec. 20 2018
- 📄 Diversity Plan Progress Report 2017
- 📄 Diversity Plan Progress Report Dec. 15 2016. (4)
- 📄 Diversity Plan Presentation August 18 2016
- 📄 Equity Plan Progress Report 2015
- 📄 Equity Plan Progress Report 2014
- 📄 Equity Plan Progress Report 2013
- 📄 Equity Plan Progress Report 2012.pdf



Convene the District for Updates and Reflection

Southern Oregon Education Service District Equity Summit



Equity Summit

- Provides strategies for understanding equity through a trauma-informed approach
- Features:
 - Notable keynote speakers for different equity focus areas
 - Topics like SEL, Gender Inclusivity, and Restorative Justice
 - Extensive [book list](#) for attendees

2021 SOESD Equity Summit Agenda

- Native Equity Keynote
 - Featuring Native Institute
- Breakout Sessions
- Lunch
- Equity for LGBTQ+ Keynote
 - Featuring Guest Speaker
- Breakout Sessions
- Networking
- Belonging Through Dignity Keynote
 - Featuring Guest Speaker

Quick Poll

Choose the Response That Best Fits Your District



Which of the five pitfalls is the biggest pain point for your district right now?

- Setting a Generic and Unclear Scope
- Creating Unworkable Aspirations and Actions
- Using Ineffective Accountability Measures
- Focusing Success Metrics on Outputs
- Failing to Outline a Communications Plan



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Charting a Path Forward

Next Steps in Your DEIJ Planning Process

Crafting an Institutional DEIJ Plan



EAB Resources Save Time and Support Your Team Throughout the Process

Spotlighting Pitfalls in Plan Design Webinar

Identify—and learn how to overcome—the common pitfalls in DEIJ plan writing that detract from meaningful progress



Institutional DEIJ Plan Starter Kit

Tools, templates, and examples to save time and improve decisions



Aligning Divisional Goals & Strategy Workshop

Unpack the process for cascading institutional goals and metrics to divisions and departments



Institutional DEIJ Plan Review Service

EAB experts assess your draft and/or existing university DEIJ plan and provide research-based advice and next steps



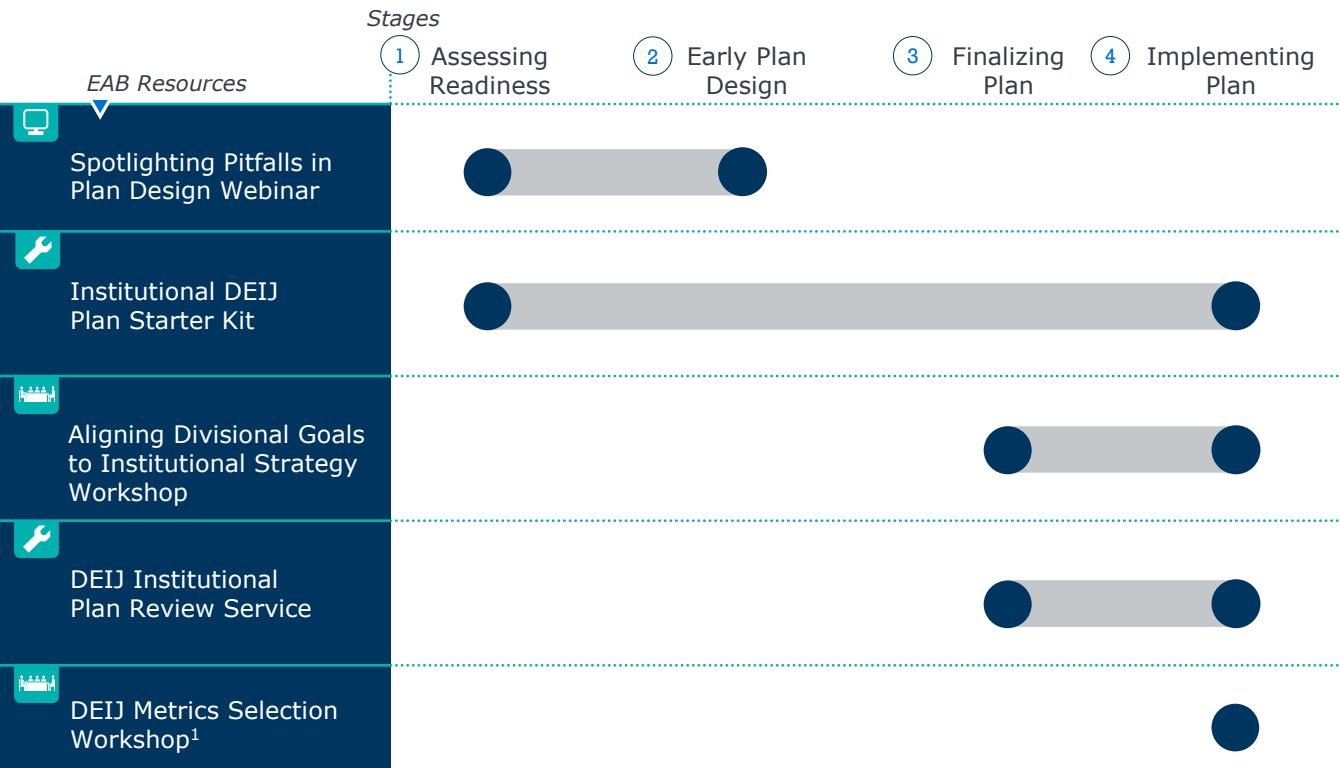
DEIJ Metrics Selection Workshop¹

Learn how to avoid common metrics pitfalls and participate in activities to identify good success metrics facilitated by an EAB expert



1) Institutions must complete the plan review before participating in the metrics selection workshop.

Introducing EAB's DEIJ Plan Design Lab



1) Institutions must complete the plan review before participating in the metrics selection workshop.

Final Thoughts

Please take a moment to answer this final poll question to provide your overall experience on today's session.

We have also shared a link to a short online evaluation in the **Chat** and we would appreciate if you could take 2-3 minutes to give us additional feedback on your experience today.



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