



# CULTURAL COMPETENCY BASELINE

Partnership Findings and Conclusions from the  
Tool for Organizational Self-Assessment Related to Racial Equity

Partnership Council  
Marin Promise Partnership  
June 21, 2019

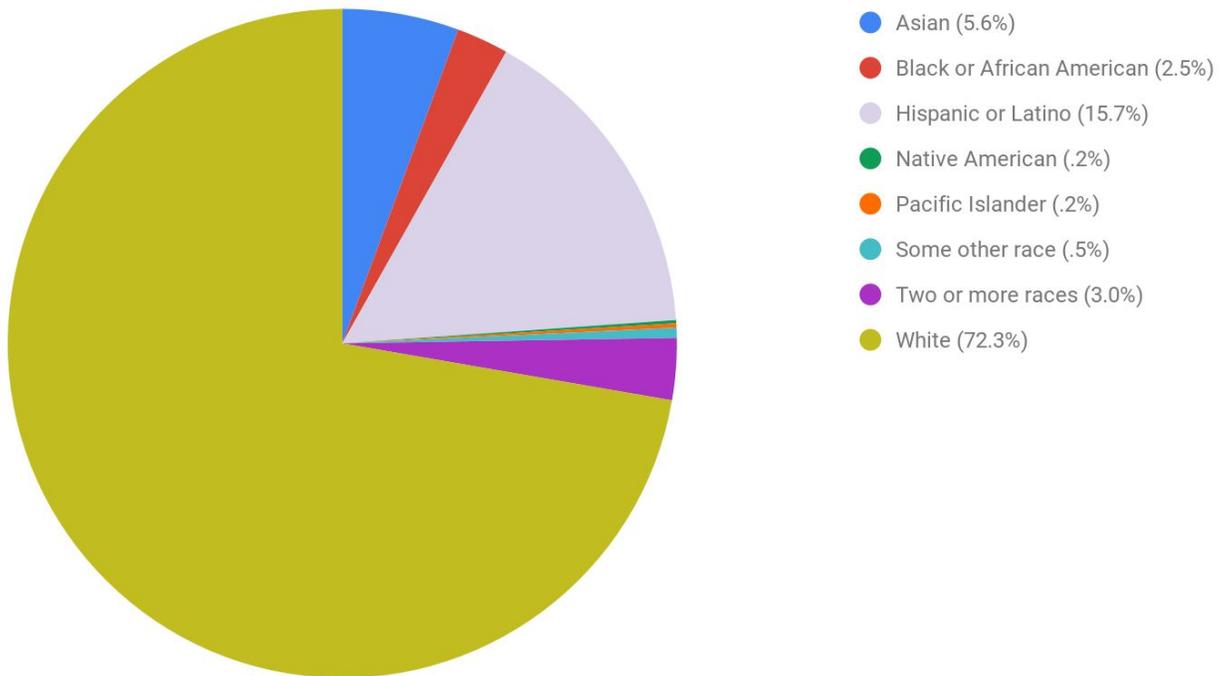


**Community Context:**

Nestled between San Francisco and Napa Valley, Marin County is often seen as affluent and environmentally diverse. 72.3% of Marin’s residents are white, and the county’s median income of \$113,908, the 13th wealthiest in the nation. Despite its reputation as a privileged suburban enclave of the San Francisco Bay Area, Marin County ranks as the 1st most racially disparate county in the state of California.<sup>1</sup> According to a survey by the Department of Housing and Urban Development (HUD), the median income is so high that households making \$117,000 or less qualify to live in low-income housing. The rapid rise in housing costs is the highest in the nation, up more than 10% from last year.<sup>2</sup>

### Population in Marin County by Race, 2017

Source: Advancement Project California; RACE COUNTS



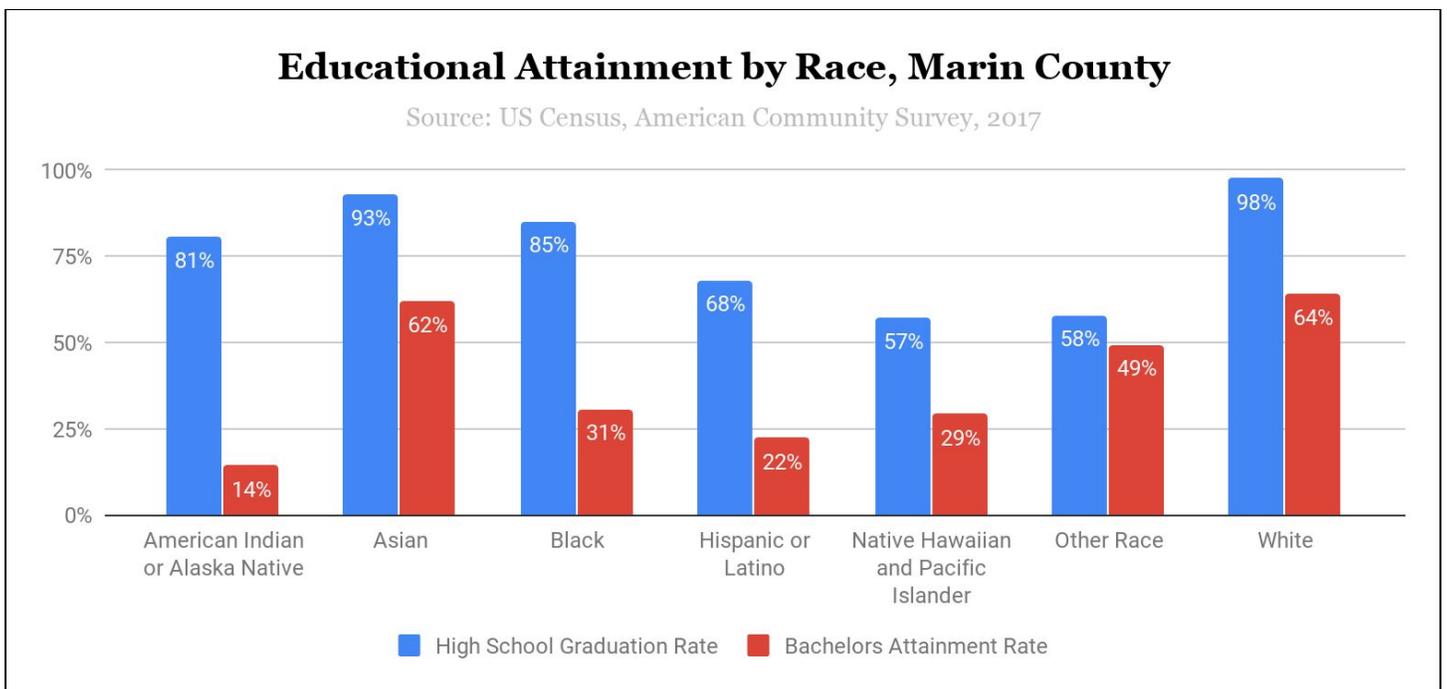
<sup>1</sup> <https://www.racecounts.org/county/marin/>

<sup>2</sup> (2018) Marin Independent Journal, <https://www.marinij.com/2018/06/24/in-marin-low-income-now-means-117k-housing-agency-says/>



### Educational Inequities:

In Marin County, there are substantial disparities in educational outcomes based on race and ethnicity.<sup>3</sup> Latinos, African Americans, Native Americans, and Pacific Islanders are less likely than white people to have a high school or bachelor degree.



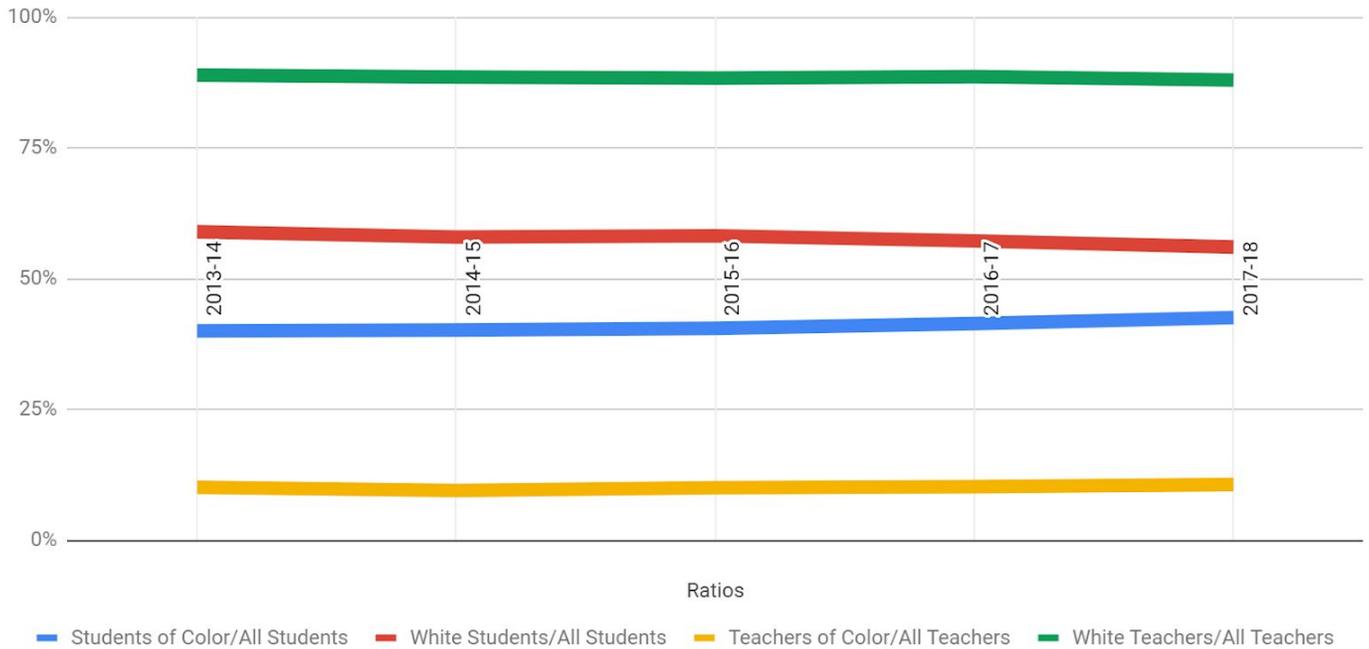
It has been well documented that increasing the diversity of teachers is an important aspect of educational equity for all students, but particularly for students of color. Teachers of color tend to provide more culturally relevant teaching and better understand the situations that students of color may face.<sup>4</sup>

<sup>3</sup> <http://worldpopulationreview.com/us-counties/ca/marin-county-population/>

<sup>4</sup> <https://www.americanprogress.org/issues/education-k-12/reports/2017/09/14/437667/america-needs-teachers-color-selective-teaching-profession/>



## Teachers of Color Gap in Marin County



Marin county has a larger percentage of white teachers than teachers of color (88% white teacher vs. 11% teachers of color). And as the chart above shows, those percentages are not moving much, even though the percentage of students of color in the county has been steadily inching up (now at 43% students of color).



## Overview:

The Marin Promise Partnership respectfully presents these community findings and potential next steps aimed at dismantling institutional racism and systemic disparities in the Marin County ecosystem. Marin Promise Partnership's policy and advocacy agenda seeks to disrupt persistent and deep disparities for students of color and from low income backgrounds by 1) implementing culturally relevant policies and practices, 2) aligning graduation requirements with statewide college and career readiness indicators, including UC/CSU eligibility requirements, 3) increasing teachers and administrators of color, 4) enabling and enacting more equitable funding in high-need schools, and 5) assuring that every child in Marin receives access to quality preschool.

After hours of meetings, rich dialogues with partners, data review, reflection and multiple report drafts, MPP submits this baseline for review and discussion at the July 2019 Partnership Council.

## Executive Summary of the Findings:

- A majority of board members in Marin County are white, with more than one school district reporting zero board members of color.
- The term *racial equity* was misunderstood by a large number of partners, who answered that a public statement committed to equity or diversity implies that an organization works to address individual, institutional, and systemic forms of racial disparities and oppression.
- More than one organization reported the value of the racial equity assessment, stating that they used it to inform meetings, planning, or next steps, and that it provided rich discussion for staff to consider. Partners who took the assessment with their broader leadership staff reported that their reflections reflected a broader view.
- A formal pipeline does not exist to attract employees of color and move them into highest positions of leadership within organizations. Informal mentoring programs do exist, but a person of color is often left with the responsibility of asking for, finding, or developing a relationship with a mentor or an internship possibility.
- Partner organizations that have engaged in reflective racial equity work were the least likely to provide lengthy justifications when they fell short of an ideal goal. For example, when an organization realized they had no mentoring or interning possibilities for people of color, leaders responded with, "We need to do this, but we haven't."



- Although many partner organizations used consultants to help support training in bias awareness and organizational equity goals and planning, it was unclear if consultants helped organizations explore strategies and solutions to disrupt systemic inequities across Marin or if they focused solely on their own organization's work.
- Most organizations do not consider the potential impact of hiring minority-owned or women-owned businesses on economic mobility for these populations. Although county agencies give points to minority-owned, women-owned, or small business vendor bids, a majority of respondents did not previously consider contracting with these types of vendors as a way to disrupt income inequities across Marin.
- Several organizations provided examples of racial and intersectional equity in creative and thoughtful ways. For example, systematizing equity pay, implementing a racial equity task force and vendor task force, conducting research to investigate youth referrals into probation, Community School, or juvenile detention, and paying employees for translation support were strategies mentioned in the "Exemplary Practices" profiles in this report.

Marin Promise Partners commit to taking on concurrent and transformative work at the individual, organizational, and systemic levels to address racial inequities in our County. It is only through this deeply reflective and richly enhancing work that the Partnership might create a better community for all children and leave a lasting legacy we can all be proud of.

## Summary

The Marin Promise Partnership (MPP) is working together to make educational excellence a reality for all students in Marin, regardless of race or family income. Marin Promise is a countywide partnership of school districts, community members, nonprofit directors, government officials, neighborhood leaders, post-secondary educators, CEOs and funders, partnering for educational equity. In 2012, Marin Promise Partnership (MPP) began the work of closing the achievement gap in Marin County by 2028. We have prioritized six Milestones that include kindergarten readiness, 3<sup>rd</sup> grade reading, 9<sup>th</sup> grade math, and three college-focused areas including readiness, enrollment, and completion.

MPPs backbone team serves as a catalyst to unify & convene the Partners to work together to achieve measurable results. The Backbone Team provides the collective impact framework and rigor. The team consolidates knowledge by collecting and reporting the county-level disaggregated data and connecting the data from specific intervention strategies to identified milestones to encourage collective learning and continuous improvement. The backbone team is the "connective tissue" that



holds the Partnership together and enables the educational equity eco-system to function more effectively and efficiently.

Marin Promise Partnership is working to change the Marin ecosystem (including all sectors) so that it works for all students, not just those from more privileged backgrounds. System change takes time and it requires all the parts of the system (individual and organizational) to make changes. After several years, we are beginning to see examples of individuals and organizations making changes towards equity. We will highlight some of these in this report; but these small incremental changes give us great hope that we are on the right track and that our 2028 goal can be a new reality in Marin County.

In October 2017, the Executive Committee of MPP determined that the approach to racial equity would begin with a baseline racial equity assessment of our partner organizations to drive discussion and take collective action. The *Tool for Organizational Self-Assessment Related to Racial Equity*, originally developed by All Hands Raised Portland (2013) and adapted for Marin Promise Partnership, was recommended for partners to gather an overview of their policies and practices as they relate to racial equity.

Partners believe that students of color and low income students in Marin will witness the closing of current racial equity gaps by 2028 when this group of cross-sector leaders respond to the urgent call to eradicate racial and educational inequalities for students across Marin and take aligned actions towards results. MPP's partners include high level representatives from key organizations who have come together and committed themselves and their organizations to the principles that drive the partnership and to its vision of education excellence for *all* of Marin's children in the next ten years. The roster of the Partnership Council is included at the end of this report.



## Statement of the Problem

Although Marin County appreciates its natural resources and prosperity, reports show that it has the highest level of racial disparities in the State of California. Race<sup>5</sup> is known to be the most predictive factor for educational success and projects similar disparities in health outcomes, the justice system, and economic mobility. An example of this is Marin’s UC/CSU eligibility gap (i.e. public postsecondary institutions’ application requirements) between white students and African American students, an astonishing 51 percentage points – making it one of the largest in the state and almost three times the size of the statewide gap of 18 percentage points.<sup>6</sup> If everyone working with, supporting, and graduating students of color continues to witness the current inequitable outcomes in our county, the social and economic consequences for our community are dire.

## Background of Policy/Advocacy Agenda

The Partnership has developed a policy advocacy agenda to guide its efforts to change local, state, or national policy to accelerate progress in closing equity gaps in each of the Cradle to Career Milestones. The agenda guides the Partnership’s policy advocacy work and is aligned with the Milestone action team and data work.

Throughout the year, Partners agreed to identify actions that they can take as individuals and actions that their organizations can choose to assure progress on each advocacy agenda initiative. The Backbone team of Marin Promise Partnership collects data on the progress and organize opportunities for Partners to learn from one another. Partners commit to identifying the impact these actions are having across Marin County and are exploring and developing practices and policies that are needed in order to ensure that effective actions are institutionalized. As the partnership learns, it will adjust its focus to assure progress towards the 2028 goal of educational equity in Marin County.

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<sup>5</sup> “We use the terms race and ethnicity throughout the report, so we want to be clear about how these terms are defined. In theory, race is an ascribed category, with a race being a group of persons with shared genetic, biological, and physical features. Using that definition, Blacks or African Americans, Whites, and Asian Americans represent different races. However, we also acknowledge that race is more socially constructed than biologically determined, in that the meaning of racial group membership changes across time and context (e.g., Helms, Jernigan, & Mascher, 2005). Ethnicity, on the other hand, is defined as a category that reflects a group’s common history, including national origin, geography, language, and culture. With common origins in Latin America or the Caribbean, Latinos/Hispanics can be of any racial group and the construct of ethnicity allows us to define their shared identity. We prefer the term Latino to Hispanic and take the position that the terms race and ethnicity are distinct but not mutually exclusive and we often use them together in this report. (2012).” American Psychological Association Presidential Task Force on Educational Disparities.

<sup>6</sup> Ed Trust West (2017). *Advancing Equity: A-G Access and Success Study Session*.



### The Partnership's Policy Advocacy Agenda has five initiatives:

1. Increase the level of cultural competency among those in our community who work with and influence youth (educators and community members)
2. Assure that all students graduate with the UC/CSU requirements
3. Increase the percentage of teachers and administrators of color
4. Advocate for equitable alignment of education funding
5. Assure that all students have access to quality pre-school

The Tool for Organizational Self-Assessment Related to Racial Equity creates a baseline for the first initiative, to *increase the level of cultural competency among those in our community who work with and influence youth (educators and community members)*. This report provides the results of the assessment and shares insights and potential next steps that come out of the process.

### Process/Methodology

The Executive Committee of MPP made a recommendation to adopt the *Tool for Organizational Self-Assessment Related to Racial Equity* after hearing about its methodology and impact and based on an endorsement from the Backbone Team and from researching multiple racial equity assessments given by collective networks across the United States. The Executive Committee put forth their recommendation at the January 2018 Partnership Council meeting. Partners were provided with the assessment to review and heard a presentation about the purpose and expectations of the assessment. Partners agreed to the assessment and to participating in a one-to-one meeting to go into detail about their initial responses.

Partners took the assessment to their organizations.<sup>7</sup> The assessments were filled out in a variety of methods. Some leaders took the assessment independently, representing the views of their staff and board to the best of their ability. Some leaders took it along with their leadership team, trying to reach consensus across each of the answers to the questions. When consensus was not possible, discussions ensued that generated rich reflection and opened dialogue with the group. One partner leader thought the answers would look very different if taken alone. There were multiple times that people who participated in the group format with this partner leader pushed back on some of the assumptions that would have been made without their input. They found certain questions to be “safe”

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<sup>7</sup> Due to transitions of partners on and off the Partnership Council, some variation of these numbers and preliminary percentages exists. For example, initially, 96% of partners had taken the baseline assessment. This number changed as members transitioned. The BBT of Marin Promise is collecting data from its current membership and considers this the body from which the baseline will be set and measured moving forward.



to answer, so it created a more meaningful exchange between all participants. There were a few times when people of color in the room said they did not feel safe answering all of the questions.

Took assessment independently	17
Took assessment along with their leadership team	8
Took the assessment independently then sent to additional leader/s to complete	4

**The Tool for Organizational Self-Assessment Related to Racial Equity consists of nine categories:**

- Organizational Commitment, Leadership, and Governance
- Racial Equity Policies and Implementation Practices
- Organizational Climate, Culture, and Communications
- Service-based Equity (considering the needs of its clients)
- Service-User Voice and Influence (asking clients to evaluate their impact/effectiveness)
- Workforce Composition and Quality
- Community Collaboration
- Resource Allocation and Contracting Practices
- Use of Data, Metrics, and Continuous Quality Improvement (to measure progress)

The assessment includes twenty yes/no questions related to the above categories. Once each question is answered within a category, the evaluator is asked to place the organization on a rubric for the entire category. The rubric uses a Likert-type scale to measure the degree to which a respondent believes their organization is meeting the category’s goals.

Haven’t started work in this area yet	Plans exist to use in planning and implementation	This is in place and we have evidence of its use	This is part of our routine, and we model it for others
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After partners participated in the assessment tool, most partners arranged for a meeting with Dr. Schiller that lasted anywhere from thirty minutes to two and a half hours. Longer meetings were usually held with an entire leadership team. These one-to-one meetings helped to clarify some of the questions and also asked for deeper reflection from each of the nine categories presented in the assessment tool. Partners were sent reminder emails, phone calls, and additional requests to participate.

*"Having this tool led to a great conversation. If we are going to be effective in moving the conversation forward, cultural competency training is recommended. This is especially needed for funders."*

Community-based partner

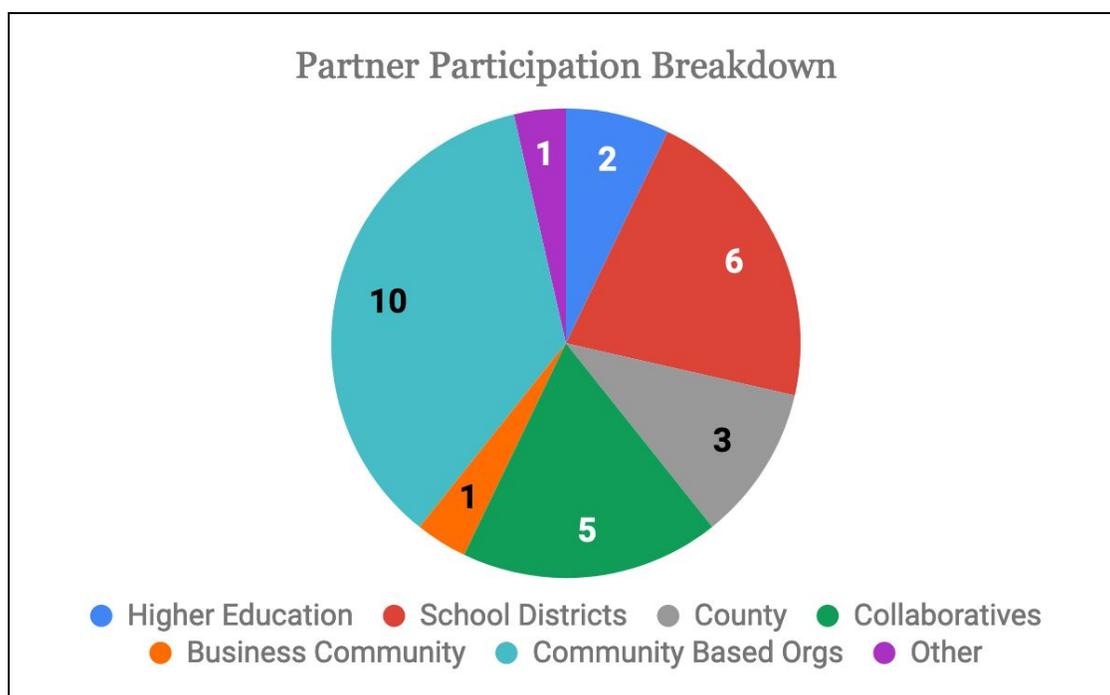


Figure 1.

Twenty-nine partners filled out the racial equity self-assessment (see Figure 1). Several of Marin Promise Partnership members have been combined into the final total as they took the assessment



together or were represented in some way (ex: trustees from school districts might be combined into an overall school district response). Therefore, of the 35 (updated, current number) partners listed in the Partnership Council roster, all but 6 took part in the assessment or were represented in some way within the assessment. Partners who have not completed the assessment include: Marin Economic Forum, Sausalito/Marin City School District, The Hannah Project, and Marin County Health and Human Services, an individual donor, and the West Marin Fund.

**Findings**

**Partnership Baseline Related to Racial Equity**

*Percent of partners who completed the assessment based on all 9 categories*

Haven't started work in this area yet	Plans exist to use in planning and implementation	This is in place and we have evidence of its use	This is part of our routine, and we model it for others
<b>30%</b>	<b>20%</b>	<b>29%</b>	<b>21%</b>

*“Moving the needle on race requires some significant risk and I have yet to see this in this County.”*

School district partne



**Category-by-Category Results**  
**Organizational Commitment, Leadership & Governance**  
*Percent of partners*

Haven't started work in this area yet	Plans exist to use in planning and implementation	This is in place and we have evidence of its use	This is part of our routine, and we model it for others
<b>7%</b>	<b>30%</b>	<b>52%</b>	<b>11%</b>

**Questions that contributed to this category:**

- Has your organization made a public commitment to racial equity?
- Does your organization have a mission statement that incorporates racial equity?

Partners do not yet have a common definition of racial equity. Many organizations pointed out that a commitment to racial equity was inferred in their broader diversity or equity statements or implied by the work they do. One organization shared that although they don't use the words "racial equity" in any public communication, it should be understood this is what they mean by the fact that 98% of their students are of color. This was common across most partner organizations, with the perception that if they work with students of color, have a large number of staff of color, or interact in spaces where they are speaking out against inequities, that it is assumed that these organizations are standing for racial equity. One partner shared that it wasn't until the staff took the *Tool for Organizational Self-Assessment Related to Racial Equity*, that they considered whether there was a specific policy or moment that led the staff to believe they were working for *racial* equity or if it was silently agreed to by all of the employees.

One school district reported that a large group of stakeholders consisting of parents, teachers, administrators, and board members agreed to five strategic initiatives and goals for the board and district focused on equity, but that ultimately, the board wasn't aware that racial equity was also included in these goals. This resulted in a high degree of pushback from the board to the district



leader. The leader asked, “If it was okay for us (the schools) to stand for racial equity, why wasn’t it okay for the board to do it?” This led to a group going to a training to learn more about intersectionality and equity and later contracting with a consultant to move forward with racial equity goals.

One county organization has racial equity questions embedded in job applications and in interviews. However, a leader at this organization reported, “Some [of the questions] are still framed as though it were a white person being asked about their views about diversity rather than a person of color being asked about relating to a person of privilege and coming from oppression.”

Most of the conversations occurring in organizations continue to focus on an individual’s understanding of racial equity. As one respondent reported, “The conversations at the structural level aren’t happening. Until we make the institutional commitment, it is just individual people bringing in their individual analysis.” Another reported, “It is the difference between racial conversations and internal work and the ways that racial justice work shows up structurally. It is really difficult to bring up things like white privilege and having difficult conversations. Often, I am the only brown person in the room and it is really marginalizing. I am not comfortable having these conversations.”

### **Potential Next Steps:**

- ❖ Since institutions have traditionally relied on definitions and approaches developed by white middle class populations, a culturally competent partnership might consider making an unequivocal commitment to be publicly accountable for racial equity and work together to take aligned actions. To become a model partnership, we might go beyond a common definition of what it means to address inequalities and exert more power by creating a collective movement toward racial justice. Cultural competency, and awareness of racial equity specifically, could be included on job applications and performance appraisals. Interview questions could include some that are focused on racial equity awareness and understanding.
- ❖ Professional development is a valuable opportunity for employees, particularly when it comes to cultural competency. In addition to contracting with professionals to explore individual bias, partners might also seek training to explore how systems perpetuate racial disparities and how to disrupt these patterns collectively and across institutions. Best practices include building collective accountability into all action steps.



### **Promising Practice: Aligning Racial Equity Goals to School District's LCAP**

One school district publishes an Equity Imperative on their primary website. The district included equity as two of its priorities in its LCAP, making it a public goal to ensure that race doesn't predict a student's outcome. Although the district began the process of talking about race as a reaction to an incident, they contracted with the National Equity Project to be more proactive around discussions of race and equity across staff and to determine that one of the traits of an ideal graduate includes cultural competency as demonstrated by having: 1) global awareness (understands various viewpoints, lifestyles, and cultures); 2) an ability to build working relationships with people from other cultures and backgrounds; 3) respects and understands multiple and diverse perspectives; 4) is bilingual, bi-literate, and bicultural; 5) contributes to solutions that benefit the larger community; and 5) is civically engaged.

### **Promising Practice: Incorporate Racial Equity Goals in Strategic Planning and Organizational Culture**

One partner made a public commitment to racial equity with their board and in their strategic plan. They worked with the National Equity Project and had staff and board together to attend professional development. "We have a set of questions, so instead of a definition we think about what equity and inclusion look like. We created questions that have us look internally in our own practice and externally to our partners. It is a clear focus in our work." This partner's definition of equity includes race but also income, language, and special education. The organization is committed to raising awareness of how race presents itself. They pay deep attention to relationships after it was discovered that there remained a lack of awareness of racial bias in some of the work they do.

### **Promising Practice: Hire an Executive Director of Color Who Comes from the Community**

One partner serving the immigrant community of Marin hired its first executive director of color in 35 years. When the executive director started his position, he and his staff started looking at racial equity starting from its board members to the frontline staff. The ED determined that when hiring any new directors, the organization would intentionally strengthen their racial diversity. Gender wasn't a problem, as he believes a large percentage of women work at the organization. "Race was the gap," he reports. More specifically, a lack of racial and ethnic diversity at director positions was the obvious gap. This organization has hired and retained 40% of its directors as people of color. The ED made bilingualism a core value of the organization, despite the job a person is responsible for. He doesn't believe an employee can be culturally competent working with the immigrant community without speaking the language of the people they represent. All board members are taking Spanish lessons



and it is an expectation to do so. All job descriptions determine the level of Spanish an employee will need to be successful.

*“Some of our equity work is word of mouth. This is a sensitive topic so we just try to engage in conversation wherever and whenever we can. We want to walk the walk rather than talk the talk.”*

Collaborative Partner

**Racial Equity Policies & Implementation Practices**

*Percent of partners*

Haven’t started work in this area yet  <b>44%</b>	Plans exist to use in planning and implementation  <b>37%</b>	This is in place and we have evidence of its use  <b>15%</b>	This is part of our routine, and we model it for others  <b>4%</b>
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**Questions that contributed to this category:**

- Does your organization have an internal structure whose goal is to address issues of racial equity, for example an equity committee?
- Do you collect the racial, ethnic and linguistic makeup of your board?
- Does your organization have a racial equity policy?
- Does your organization have a written racial equity plan with clear actions, timelines, people responsible for each action, indicators of progress and processes for monitoring and evaluation?

Boards support school districts and executive directors and help move organizations forward. Boards that are predominantly white often have blind spots when it comes to addressing racial inequities. Of the 140 board members reported across partner organizations, 69.3% identify as white<sup>8</sup>, 9% African

<sup>8</sup> Numbers rounded to the nearest tenth.



American, 12% Latino, 6% Asian American, 0.7% as Pacific Islander, 0.7% as multiracial, and 1.4% identify as “other (see Figure 2.)” 57% of board members identify as women, 43% as men. Smaller organizations have more board members of color represented in their composition. A majority of partners say their boards need cultural competency awareness and education.

*“We cannot solve a problem if we cannot fully know & understand the complexities of how systemic oppression has impacted our educational system at the individual and organizational level. To identify the various solutions, it will require the entire community to acknowledge their unique perspectives. However, it is essential that we centralize those who are most marginalized to guide and lead us.”*

Community-based Organization

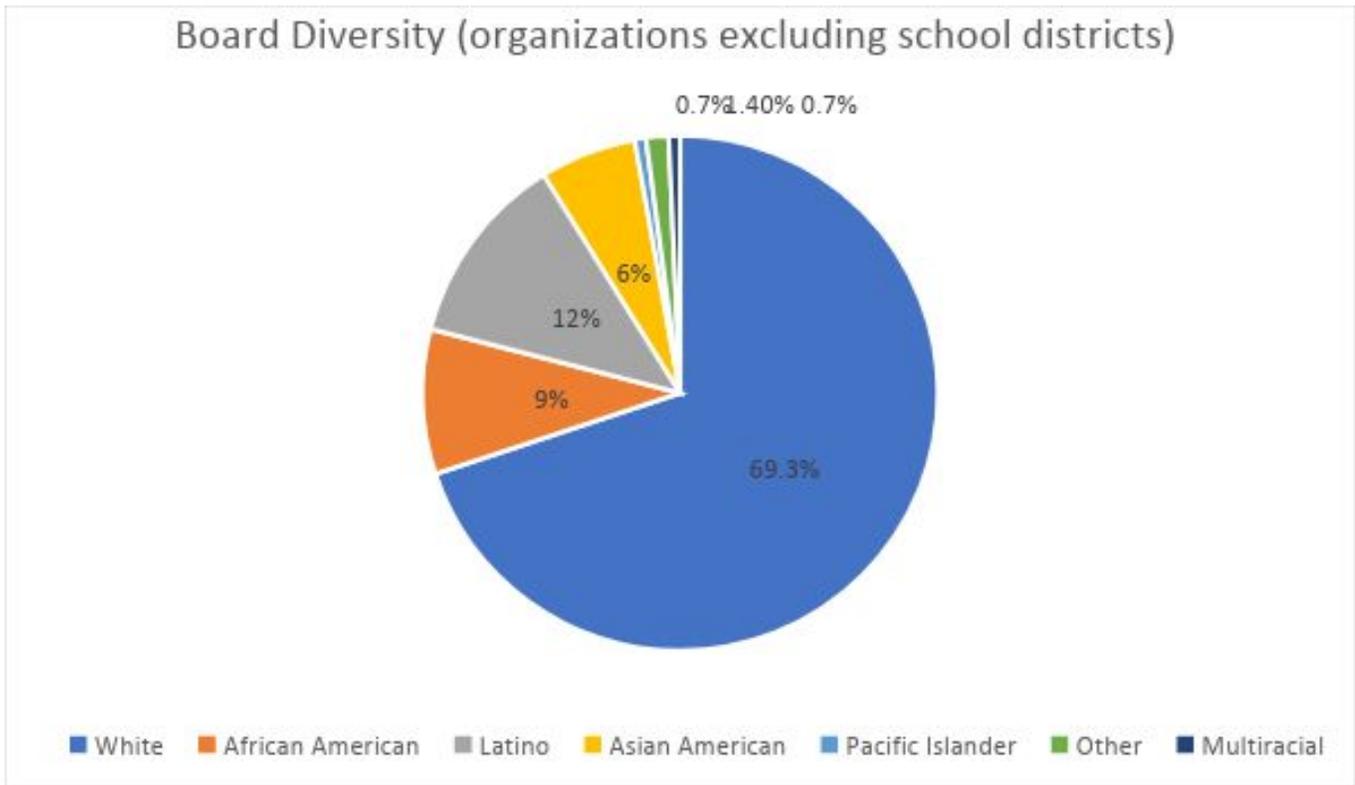




Figure 2.

Participating school districts report that board members are largely white, with two districts reporting zero board members of color and three school districts reporting one board member of color (see Figure 3.). As one leader of a school district shared, “Until Boards and unions share power and understand white privilege, no one will understand racial equity in schools.” Another school district leader reported that the only diversity that showed up on their board was related to class: people who owned houses versus people who rented.

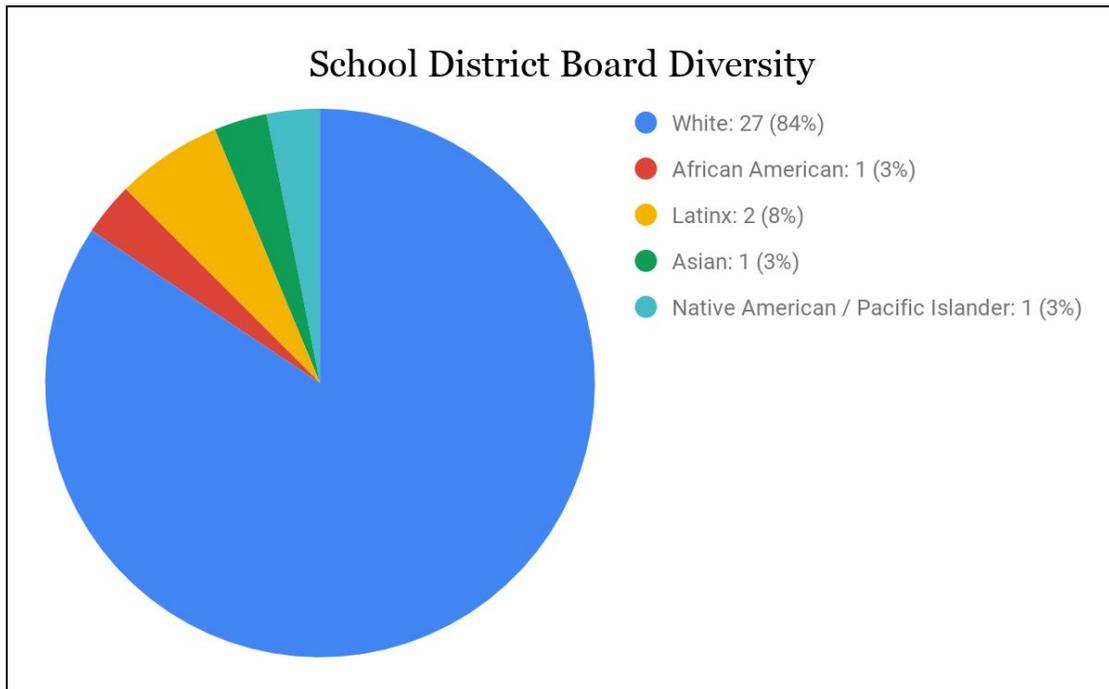


Figure 3.  
Of the Marin Promise Partners, the following provided data: SRCS, TUSD, Kentfield, RSVD, SUSD, NUSD.

At one county organization, it was reported that although there was a racial equity plan, 2/3 of the group participating in the assessment were not aware it existed or where to find it. They agreed it would be hard to implement racial equity goals if they haven't read about them first. The partner said that implementation of policies or practices are a challenge to implement unless there is an effort by a particular champion to push them forward. When the organization includes these champions for equity, there is a sense that racial equity is being considered in various and comprehensive ways.



Partners reported using the following consultants to help their organization develop goals and provide staff development and training:

Pacific Educational Group (Glen Singleton)	2
Blink Consulting (Allison Park)	1
National Equity Project	2
Systems in Equity (Shakti Butler & Epic Education)	1
Government Alliance on Race and Ethnicity	1

Table 2.

One county organization has racial equity questions embedded in job applications and in interviews. However, one leader at this organization reported, “Some [of the questions] are still framed as though it were a white person being asked about diversity rather than a person of color being asked about relating to a person of privilege but coming from oppression.”

A leader from the business community reports that their organization is a champion for equity specifically because it is an economic issue. This leader shared that they have presented to the Board of Supervisors and show data on why it is important to the economy to have equity for all populations. They also provide strategies for actions the business community can take to ensure diversity is a goal.

### Potential Next Steps:

- ❖ Partners may wish to track board membership and ask board members to self-identify in categories related to race, ethnicity, and gender. The Partnership Council might consider jointly increasing diversity in board membership and creating strategies to recruit and retain more members of color. A best practice is to invite people of color to co-create recruitment and retention strategies so that members of color remain engaged with their boards. Partners may consider barriers that have traditionally prevented people of color from participating on boards (for example, fundraising requirements). These barriers can be discussed and solutions developed.
- ❖ A majority of partners do not have a racial equity plan with actions timelines, people responsible, indicators of progress, monitoring, and evaluation. These kinds of plans are recommended based on the organization’s individual needs. Additionally, the partnership may



wish to consider a collective racial equity plan to go with a public commitment for racial equity. Planning is an important part of racial equity goal-setting, accountability strategies, and progress. However, part of the planning should consider reviewing practices for current and new employees. Onboarding could include an overview of racial equity plans, policies, and practices.

*"In 2017, we created a minimum wage in our organization to \$15 an hour because we wanted to ensure that we were paying our employees a fair wage. This was an equity issue and we passed it as a policy and did wage adjustment for those who weren't at this wage (custodians, kitchen assistants, driver, etc.). We are making an equity commitment to our community."*

Collaborative organization partner

### **Promising Practice: Invest in Employees of Color**

While restructuring the organizational leadership of one partner organization, one of the directors started by equalizing pay at each level of leadership. This was a moral stance that the leader felt truly reflected racial and income equity. The administration looked at positions and responsibilities and then determined pay based on these aspects. There is pay equity across gender and schooling at each level of responsibility. For example, all directors are paid the same, regardless of schooling, as long as the person meets the requirements for the position. The partner also believes in supporting professional growth and schooling for its staff. When one of their coordinators (a person of color) wanted to go to college, the employee was supported financially and by providing hours needed for study. The belief of this organization is that when you invest in the staff, they will feel empowered and continue in their role for the long-term.

### **Promising Practice: Align Racial Equity Across Organizations**

Equity advocacy is considered part of one organization's work in the community. They have engaged in partnership with other organizations to facilitate conversations focused on equity. People from schools, law enforcement, the probation department, Health and Human Services, and other organizations participate in these discussions. According to this partner, many of the county's agencies are deeply engaging in racial equity work, so they are trying to maintain alignment to find out what



each organization is doing to promote equity in Marin. This partner is facilitating a conversation with the author of *The Color of Law: A Forgotten History of How Our Government Segregated America* in May 2018 in collaboration with other agencies within Marin County. According to the leadership, “We need to recognize that our demographics are shifting. We need to change the way we get to serve these children and their families.”

**Organizational Climate, Culture & Communications**

*Percent of partners*

Haven't started work in this area yet	Plans exist to use in planning and implementation	This is in place and we have evidence of its use	This is part of our routine, and we model it for others
<b>15%</b>	<b>26%</b>	<b>11%</b>	<b>48%</b>

**Questions that contributed to this category:**

- Does your organization visibly post materials in languages other than English?

Almost all of the partners and school districts have materials translated into Spanish. Almost none of the organizations have materials translated into languages other than Spanish. Although some organizations thought they had interpreters for deaf and hard of hearing individuals, not all employees were certain how to access this service (the policy is enacted, but not the training).

One partner reported that when they ask for bilingualism as a preferred job skill, there is pushback from higher positions who say, “Prove it is necessary to perform the job.” There was a consensus from this organization that they shouldn’t have to put up a fight to ask for bilingualism to be a preference for job applicants. The organization did not have dual language signage for bathrooms, services, or job applications. As one leader reported, “If I did not speak English, I would be lost [in our space].”

One school district reported, “Our signage meets the needs of our primarily white community and while we are compliant with regards to access for other groups, I am not sure it is easy to navigate our



community if you are not in the position of the dominant race.” District offices were reported to cater to the dominant community members as well. If a family does not fit into that profile, district offices and their policies can be difficult to maneuver.

It was reported that families of color who wanted to attend a school outside of their neighborhood had trouble navigating the system and were denied access unless they were children of employees (and even then, children may attend from K-8 and then must attend their neighborhood high school). However, some district leaders reported that these same rules didn’t apply for white families who knew how to get through “checkpoints” to ensure their children attended a preferred school.

### Potential Next Steps:

- ❖ School districts may wish to conduct an analysis of their policies, practices, and procedures to ensure that they are culturally competent and accessible to all groups, regardless of language, status, or race. To move toward equity, these policies should be enacted fairly and across all groups, regardless of race.
- ❖ Organizational culture is an important aspect of retaining qualified employees, particularly those from young generations, first generations, and persons of color. Organizations that promoted a friendly atmosphere with food, art, and culture visible for staff and clients reported they were able to retain a higher number of people of color. School districts that had a diversity of voices and experiences (i.e. certificated and non-certificated employees along with parents, volunteers, and teachers) sitting at meetings reported high engagement while talking about various equity goals.

### Promising Practice: Organizations Create a Shared and Inviting Space

One partner leader is proud to share that every time someone comes in to their office, they love it. Students who come into the space to work or study don’t want to go home at night. The space is colorful and includes natural light and open work spaces, personalized by employees. Murals are painted by the youth and hung in highly visible locations. The ED said, “When I am not here, usually groups of students are in my office sharing meals.”



**Service-Based Equity**  
**(considering the needs of its clients)**  
*Percent of partners*

Haven't started work in this area yet	Plans exist to use in planning and implementation	This is in place and we have evidence of its use	This is part of our routine, and we model it for others
<b>15%</b>	<b>4%</b>	<b>30%</b>	<b>52%</b>

**Questions that contributed to this category:**

- Do you collect racial, ethnic and linguistic data on your clients or constituents?
- Do you provide language interpreter/translator services for people who speak languages other than English?

Most partners had translators available if they knew the need would arise prior to serving clients or families. Smaller organizations relied on volunteers from the community to assist them while school districts often had translation services available. Most translation is available in Spanish and Vietnamese. A number of partners did not know how to access an interpreter (particularly smaller organizations) if it was a sudden need.

One school district reported that 7 out of 13 of its principals speak Spanish to support community needs. They also have LCAP meetings (and written board agendas) that are translated for the community.

**Potential Next Steps:**

- ❖ Organizations might consider sharing translation services whenever possible by having a core group of employees or contracted volunteers available for specific needs (ex: translating documents versus translating at an event). This might not only be cost-effective, but build a



strong network of bilingual or multilingual persons from the community to support organizations in their work.

**Promising Practice: Compensate Employees for Their Translation**

One partner organization posts materials in Spanish, Vietnamese, and, as client needs arise, they use a translation service or have staff assist who speak different languages. The staff is compensated when they are asked to translate. Prior to meetings, the organization polls its clients and ask what language needs might be required to provide the best support.

*“Many of our families are not literate. It makes it challenging to do surveys.”*  
 Community-based organization

**Service-User Voice & Influence**  
 (asking clients to evaluate their impact/effectiveness)

*Percent of partners*

Haven’t started work in this area yet	Plans exist to use in planning and implementation	This is in place and we have evidence of its use	This is part of our routine, and we model it for others
<b>56%</b>	<b>7%</b>	<b>37%</b>	<b>0%</b>

**Questions that contributed to this category:**

- Do you collect data on service-user or constituent satisfaction with your organization regarding racial equity?



One partner organization reported having a survey and evaluation focused on their progress toward racial equity goals. They aligned these goals to their strategic plan and include cultural competency goals not only in program evaluations but in performance evaluations for staff. A second partner surveys its students and their families about whether they feel their culture is respected in the programs they deliver. 30% of partners survey their clients for satisfaction of services. School districts reported surveying families at the end of the school year but questions related to racial equity are not embedded within these surveys and it is not clear if families of color take the surveys in the first place. One partner collects data on all youth they work with. They used to use census style demographic tracking but switched to a more holistic identity-based assessment to ask them to try to identify areas they fit into.

### Potential Next Steps:

- ❖ Organizations who want to support an authentic and early process for noticing, naming and addressing dynamics of racism within their organization or district could consider embedding questions into surveys to evaluate how well the organization is progressing toward or meeting its racial equity goals. Include comment boxes with survey questions to allow for feedback to improve or keep specific practices and policies.

### Promising Practice: Asking Clients to Evaluate a Partner's Cultural Competency Progress

At one regional organization, 98% of their clients are students of color. 70% of their teachers are teachers of color (compared to the state average of 20%) to better mirror the diversity of their student population. This partner collects the demographics of their students and teachers at each of their sites. The data ties back to each site so that the site directors can set goals each year and think of ways to improve. In addition to surveys and evaluations, the organization collects the language needs of the families they serve to ensure that there are enough site staff who speak the language. 60% of their teachers are multilingual.

#### Sample of Survey Questions

##### Student Survey Questions:

- *This organization* has helped me appreciate my culture and other's cultures (Strongly Disagree to Strongly Agree)
- *At this organization*, students treat each other with respect (Strongly Disagree to Strongly Agree)



- How strongly do you agree or disagree with the following statements about *this organization*? (Strongly Disagree to Strongly Agree)
  - ...The teachers at this school treat students fairly
  - ...The people who work at *this organization* understand my family's culture
  - ...I feel like I am part of a community at *this organization/school*.
- At *this organization*, there is a teacher or some other adult who... (Not True to Very much true)
  - Really cares about me
  - Listens to me when I have something to say
  - Is a positive role model for me
  - Tells me when I do a good job
  - Always wants me to do my best
  - Believes that I will be a success

Parent Surveys (available in English, Spanish and Chinese) – These questions help an organization understand the cultural competency / potential implicit biases of staff:

(Strongly disagree to strongly agree):

- My child feels comfortable with staff.
- The staff at *this organization* truly cares about my child.
- Staff are willing to talk to me if I have any concerns or suggestions.
- Staff is fair in disciplining my child and enforcing rules.

Table 3.



## Workforce Composition & Quality

*Percent of partners*

Haven't started work in this area yet	Plans exist to use in planning and implementation	This is in place and we have evidence of its use	This is part of our routine, and we model it for others
<b>11%</b>	<b>41%</b>	<b>37%</b>	<b>11%</b>

### Questions that contributed to this category:

- Do you collect the racial, ethnic and linguistic makeup of your workforce?
- Does your organization have written procedures to increase the recruitment, retention and promotion of people of color?
- Does your organization have an internal structure or position dedicated to promoting workforce diversity?
- Are racial equity and cultural competency training and capacity building made available to your workforce?

According to several partners, high-level leadership positions within partner organizations are predominantly white. When leaders considered mentoring or internship pathways that led people of color into the highest positions of leadership, they reported that this structure was not in place. For example, although three organizations (two community-based and one county organization) reported informal or formal pathways for people of color to become managers or directors, no internal structure was reported that created a pipeline to ED, CFO, president, or vice-president.

Of the partners who do have an informal or formal mentoring or interning pathway, most reported that it was up to the individual of color to “speak up” and claim their interest or find a mentor to provide them with support. Several organizations said it was up to an individual of color to find professional development opportunities and ask about attending them during meetings, check-ins, or at their performance reviews. Partner organizations, by and large, do not provide a list of ongoing opportunities or post events or groups specific to developing people of color in their organization. One



collaborative said they try to locate opportunities for staff to grow and send them to events. One school district leader shared that there were community networks or groups for leaders of color but that if you were a person of color you'd need to find them. These groups host guest speakers and talk about leadership and pathways into more senior leadership positions.

Two leaders at a partner organization created an employee-based diversity committee that focuses on inclusion at all levels, with race as a crucial part of it. Their role is to develop recommendations that will be incorporated more into the organization's work and to consider these recommendations through the values of the organization. This committee asks itself, "If diversity is a value, how is it represented in the agency?" They are asked to do a needs-assessment of the entire organization, down to the pictures on the wall. The group develops recommendations and strategies to give to the leaders who then implement these changes.

Although racial equity and/or cultural competency training is made available to partner organizations, none of the partners make it mandatory for all employees nor do they include progress goals in written performance evaluations for employees related to racial equity and/or cultural competency.

One school district leader reported changing the way they "do" curriculum and instruction to better meet the needs of students of color as well as their white peers and build cultural competency capacity. According to this leader, "We've made moves so that teachers are having more discourse with kids and kids are talking to each other. The teachers who spend that time with kids show that those kids do better. When you sit knee to knee with a kid who is struggling, it is hard to ignore their needs. No one is getting awards, we are just trying to change a culture."

### Potential Next Steps:

- ❖ Targeted hiring practices might be improved to attract African American, Latin, Asian and Native American employees. Incentive programs could be built into organizations to attract mentors. Organizations might invest in their employees and find ways to promote professional development through trainings, conferences, workshops, and programs that are tailored for employees of color. These opportunities are more effective if they are placed or communicated so that employees of color can see them and take advantage.
- ❖ Opportunities for white employees to attend conferences, workshops, and events based on whiteness, white privilege, and ally training are strongly encouraged so that the burden of cultural competency development does not fall on people of color.



- ❖ Ensure that instruction and curriculum are both culturally relevant and responsive to the entire community and includes the voices of populations often left out of the dominant narrative. Provide multicultural books and materials in the classroom (Marin County’s library is currently compiling a list).

**Promising Practice: Discuss Racial Equity Progress at Each Meeting**

Racial equity is discussed at every leadership meeting in this district. According to the Superintendent, the district allocates a fair amount of resources to this work. This district reports that 50% of its staff (200 employees) attended cultural competency trainings and take part in racial equity conversations. The district takes the lead on the county equity team and its district and site teams work regularly on racial equity goals. These goals show up in the district’s LCAP.

*“I talk about inequities and racial disparities in the open. Sometimes I hear stereotypes and I try to head those off by saying it isn’t about students not achieving, it’s about not being given opportunities.”*

Community-based organization

**Community Collaboration**

*Percent of partners*

Haven’t started work in this area yet	Plans exist to use in planning and implementation	This is in place and we have evidence of its use	This is part of our routine, and we model it for others
<b>19%</b>	<b>4%</b>	<b>30%</b>	<b>48%</b>



### Questions that contributed to this category:

- Does your organization have formal partnerships with organizations of color?
- Does your organization allocate resources for engagement and outreach in communities of color?

Although many partners reported having a partnership with organizations of color, most did not understand what a formal partnership would look like.

Many partners reported general outreach efforts into communities of color but these efforts were not focused specifically on evaluating progress goals toward racial equity in Marin County. One partner noted that when there is a Black event and only Black people are invited, it does a disservice to the community. This organization said it was important to invite and engage the CEO or other people in power (typically white) to be there. This organization focuses on including a more strategic kind of attendance by white leaders at community meetings.

### Potential Next Steps:

- ❖ Partner organizations might consider providing specific resources for outreach with communities of color. Racial justice and cultural competency goals should inform the organization's budget. Community engagement practices with communities of color need to be culturally-appropriate. Organizations may want to ensure they are responsive to current and emerging issues in communities of color while determining how to collaborate with community-based organizations of color to ensure they are responsive to the community's needs.

### Promising Practice: Go to the Community to Meet Their Needs

At one school district, outreach has been conducted at laundromats, in the immigrant community, and generally anywhere families might be located to message equity initiatives. The district provides support so that parents learn about social emotional intelligence and how to support their children. The district hosts charla cafes regularly to communicate with families of color. Their current focus is on finding new ways to reach families that aren't coming to these types of events. The board strongly



supports their District Language Advisory Council (DLAC) and wants to hear from the families at meetings. All of the meetings are run in Spanish and include principals and the deputy superintendent.

**Resource Allocation & Contracting Practices**

*Percent of partners*

Haven't started work in this area yet	Plans exist to use in planning and implementation	This is in place and we have evidence of its use	This is part of our routine, and we model it for others
<b>78%</b>	<b>7%</b>	<b>11%</b>	<b>4%</b>

**Questions that contributed to this category:**

- Does your organization have a minority, women & emerging small business policy to contract with these groups?
- Does your organization routinely collect data on minority, women-owned, & small business utilization?
- Does your organization routinely collect data on minority, women-owned, & small business utilization?

Most organizations do not routinely seek out minority, women-owned, or small businesses to contract with when finding vendors such as caterers, builders, consultants, or similar. The County government is required to provide a point system for bids and includes points for those that are minority, women, and/or small businesses.

A majority of partner organizations do not collect data specifically to inform whether or not they contract with minority, women-owned, or small businesses from Marin County. Many did not answer the question as they were unclear what it meant to contract with a minority-owned business, women-owned business, or small business from Marin. Once examples were provided, some organizations changed their answer to state that they did not specifically seek these kinds of vendors.



One partner reported that it was unlikely they would seek vendors from the categories above as resources were generally allocated by the most vocal positions of power.

**Potential Next Steps:**

- ❖ Partners might want to create a list of minority-owned and women-owned small, medium and large businesses to meet catering, cleaning, consulting, translation, building, and similar needs to be shared across the Partnership Council. Partners might consider reviewing their contracting practices regularly to ensure that they are hiring from minority and women-owned businesses to support economic and social mobility. A model partnership would work with the business community to create goals around hiring and employment practices.

**Promising Practice: Implement Task Forces with Diverse Membership to Answer or Solve Questions**

A task-force team at one partner organization did a number of analyses trying to figure out where their dollars went with vendors. They made the decision to move from transactional banking to a community bank called “New Resource Bank,” which the organization believes is more community minded. When the partner discovered there was an insurance group that provided insurance for Black Lives Matter, it was a huge selling point and they agreed to contract with them for this reason.

**Data, Metrics & Continuous Quality Improvement  
(to measure progress toward racial equity goals)**

*Percent of partners*

Haven’t started work in this area yet	Plans exist to use in planning and implementation	This is in place and we have evidence of its use	This is part of our routine, and we model it for others
<b>26%</b>	<b>22%</b>	<b>37%</b>	<b>15%</b>



### Questions that contributed to this category:

- Does your organization have a written policy or formal practice regarding the collection of race and ethnicity data?
- Does your organization meet regularly with leaders from communities of color specifically to discuss racial equity within your organization?

Partner organizations did not report meeting with leaders from communities of color to discuss racial equity within their organizations, but did report meeting regularly with leaders from these communities to talk about strategies and services. There was a lack of clarity about what it meant to discuss racial equity progress with leaders of color or leaders from communities of color.

### Potential Next Steps:

- ❖ Partners might incorporate goals of culturally-appropriate approaches to service into their overall planning. They may wish to evaluate themselves in terms of their impact on communities of color and progress toward racial equity goals.

### What's Next? Next Steps:

The Partnership has taken the first step toward the stated goal of increasing its cultural responsiveness by assessing its organizations and creating a baseline from which to grow. Now, the Partnership has before it an opportunity to recognize, understand and address racism at its various levels: personal, institutional, structural and systemic. Lasting change will result when organizations across the community start by taking these action steps: (1) publicly commit to racial equity, (2) regularly implement a systematic review of racial equity and (3) build a plan to strengthen and improve in areas that it self-identifies on the racial equity assessment with support and guidance from others long-engaged in racial equity work.

Partners agree to take this assessment once again in 2021 with their leadership team and individuals across all levels of staffing to ensure a diversity of voices and opinions are included. The Marin Promise Partnership agrees that these action steps are intended to move away from a collection of isolated racial equity policies and practices within organizations and progress toward a coordinated, purposeful, interdependent and strategic action plan so that it can achieve collective and transformative change across Marin County.



To accelerate change and measure progress, Partners began by making action commitments. They were then asked at a subsequent meeting to update these commitments to be Specific, Measurable, Attainable, Relevant, Timely, and Equity-based (SMARTER). Below is a table of those SMARTER commitments by organization, to be measured and discussed at all future Partnership Council meetings to ensure accountability:

NAME	INITIAL ACTION COMMITMENT	"SMARTER" GOAL	Published Racial Equity Statement?
1. AIM HIGH	In progress.	In progress.	
2. BRIDGE THE GAP COLLEGE PREP	In progress.	In progress.	
3. DOMINICAN UNIVERSITY	Reach out to DUC AUSC (student senate) to find group to review report card and give feedback to MPP.	In progress.	
4. EDUCATION, EXCELLENCE, AND EQUITY (E3)	Host 2 more listening sessions of educators of color experience  Present to MPP exec. Council findings and recommendations in June.	Host a total of 4 listening sessions of educators of color experience by June 2019. Present to MPP exec. Council findings and recommendations in June 2019.	Published
5. EO	In progress.	In progress.	
6. LEAGUE OF WOMEN VOTERS	Take assessment, join PC Suggesting to Education Committee to take the organizational self-assessment and join the PC. Partner with communities of color to work on education.	LWV Board members will take racial equity self-assessment by January 30, 2019 and 90% will participate in a discussion and collectively make an action commitment.	



7. MARIN COUNTY BOARD OF SUPERVISORS /LEGISLATIVE AIDE	Hire more people of color and reach out to people of color to get involved in running for positions.	In progress.	
8. MARIN COUNTY OFFICE OF EDUCATION	Support/expand/invest educational academies for high school students interested in teaching (targeting diverse populations). Develop/identify specifics around what “equity” means and looks like at specific levels of organization, then develop common language that captures these as guiding principles. Continue to do/participate in more learning around personal white privilege.	In progress.	
9. MARIN INTERFAITH COUNCIL	Host a white privilege forum by January 2019 and commit to publicly stating that we work for racial equity.	In progress.	
10. MARIN ORGANIZING COMMITTEE	Recruit leaders of color.	In progress.	
11. MARIN HOUSING AUTHORITY	In progress.	In progress.	
12. MARIN IJ	Continue with existing base and grow it for Giving Marin partnership.	Include at least one racial equity question in our political candidate editorial board interviews by June 2019.	
13. KENTFIELD SCHOOL DISTRICT	Survey or obtain data on satisfaction with the district based on race. Look at YouthTruth. Diversity applicant pool recruitment opportunities. Increase time of interviewing by expanding pool. Develop SMART-E goals with equity lens.	In progress.	
14. PARENT SERVICES PROJECT	In progress.	Host Raising A Reader WEERead event for kids	



		of color with community leaders for color by June 30, 2019. Recruit one Latinx Board member by September 1, 2019.	
15. MARIN COUNTY BOARD OF SUPERVISORS	Hire more people of color and reach out to people of color to get involved in running for positions.	In progress.	
16. THE HANNAH PROJECT	Work with partner orgs to have seminars of racism in schools.	In progress.	
17. NORTH MARIN COMMUNITY SERVICES	In progress.	In progress.	
18. NOVATO BOARD OF TRUSTEES	DLAC meetings. Improve PTA site leader representation to equal school demographics.	In progress.	Published (NUSD site)
19. LARRY R./DONOR	In progress.	Join Marin Promise Partnership as a Partner on the Partnership Council and the Executive Committee.	
20. SHORELINE UNIFIED SCHOOL DISTRICT	Continue to bring POC into leadership roles. Have POC staff present at board meetings.	Shoreline Unified School District commits to placing at least one person of color into a leadership role into SUSD for Fall 2019. Assures at least one POC attends Feb, March, April and May Board Meetings.	
21. SAN GERONIMO COMMUNITY CENTER	Have meeting to discuss committee member composition. Discuss support for committee co-facilitation. Discuss how to bring back PD training info to everyone.	In progress.	



22. MARIN PROMISE BACKBONE TEAM	Include racial disparities in report card. Continue learning and growing as a team in our understanding of and communication around systemic racism.	In progress.	Published
23. 1 DEGREE OF CHANGE	Be explicit about our goals, mission, and vision before who we serve and the orgs that we support. Ask for their statements re: equity and include an application.	In progress.	
24. COMMUNITY ACTION MARIN	Ensure by June 30 that board-approved democratic selection process for low-income community includes pathways for at least two POCs who represent our parent community.	Ensure by June 30, 2019 that board-approved democratic selection process for low-income community includes pathways for at least two POCs who represent our parent community.	Published
25. SAN RAFAEL CITY SCHOOLS	Continue courageous conversations and holding district in the space of discomfort to change and grow.	In progress.	
26. COLLEGE OF MARIN	Provide training to governing board on the topic of equity in hiring in April 2019.	Provide training to governing board on the topic of equity in hiring in April 2019 and identify 1-3 best hiring practices.	
27. CANAL ALLIANCE	In progress.	Publish staff and board demographics by March 10, 2019. Update and put on website their equity commitment by March 10, 2019.	Published

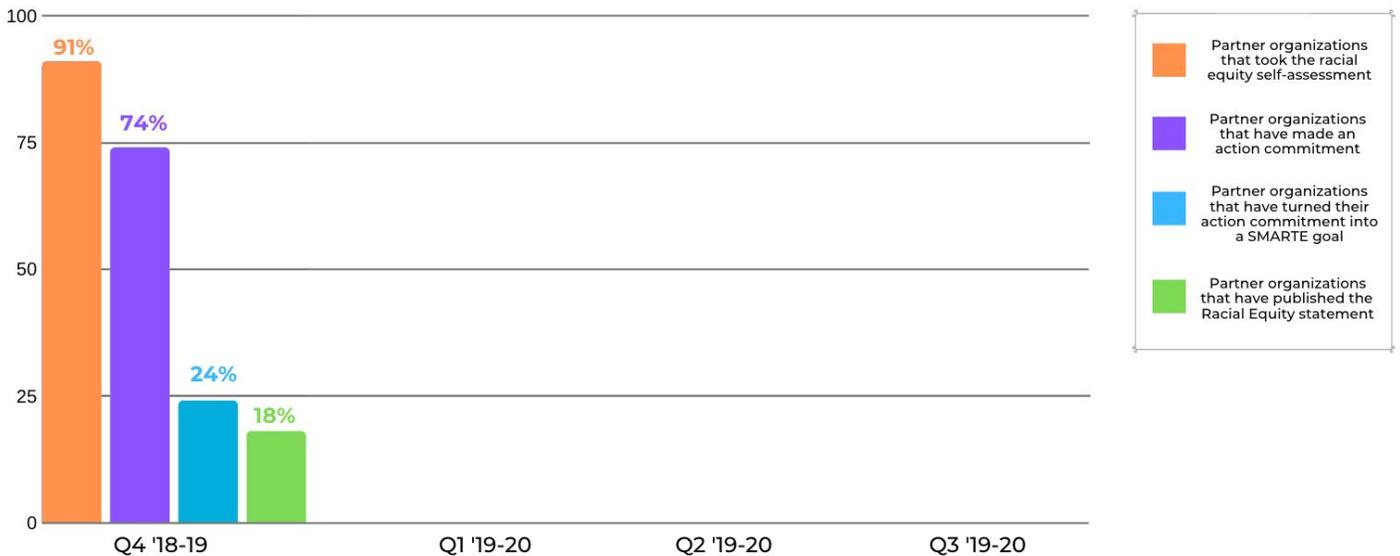


28. NOVATO UNIFIED SCHOOL DISTRICT	NUSD commits to developing an intentional written procedure including steps for recruiting, supporting, and engaging people of color to run for School Board by the 2020 election. NUSD commits to developing a pipeline for Novato students/paraprofessionals/ of color to enter the teaching profession and teach at NUSD by partnering with COM/DUC/SSU. Or commit to exploring the teaching profession by participating in the summer academy at COM. or goals with principals at staff meetings.	In progress.	Published
29. ROSS VALLEY SCHOOL DISTRICT	Have race conversations and rather than look outward, improve our work with kids by looking inward to our own practices.	In progress.	
30. PBL WORKS (FORMERLY BUCK INSTITUTE FOR EDUCATION)	Have racial equity live in our strategic plan as its own initiative as an organizational priority.	In progress.	
31. MARIN INDEPENDENT JOURNAL NEWSPAPER	In progress.	Include at least one racial equity question in our political candidate editorial board interviews by June 2019.	
32. YOUTH LEADERSHIP INSTITUTE	Explore racial equity policies and practices by forming a racial equity committee within the organization.	In progress.	Published
33. SCHOOLS RULE	Get on SchoolsRule agenda a discussion of racial equity for inclusion in our mission.	In progress.	



34. TAMALPAIS UNION SCHOOL DISTRICT	Create an action plan for supporting our faculty of color group and our SOAR program.	In progress.	
35. 10,000 DEGREES	Staff/Fellow task force council. Make equity board policy.	In progress.	
36. MARIN FREE LIBRARIES	Increase diversity by 20% within the department.	In progress.	
37. MARIN ECONOMIC FORUM	Put racial equity definition on website. Develop workforce pipeline for people of color that are a living wage.	In progress.	
38. WEST MARIN FUND	In progress.	In progress.	

## RACIAL EQUITY SELF ASSESSMENT PROGRESS





In addition to organizational action commitments, partners have agreed to a united public statement on behalf of racial equity and will publish this shared commitment in all forms of communication (including each partner’s website), demonstrating a willingness to recognize, understand, discuss, and take action against racism and create a community for students where race is no longer a predictor of his or her educational status. The statement reads:

*Racial equity for students in Marin will be achieved when race and ethnicity no longer predict the outcome of a child’s educational future. As a Marin Promise Partner, [Org Name Here] commits to identify and dismantle racial inequities, and to provide equity-based supports, so that our most vulnerable children can achieve their full potential.*

We do this because:

- The Marin Promise Partnership Council is committed to aligning and amplifying our individual efforts to promote racial equity throughout Marin, and
- We have reviewed, discussed, and worked together to synthesize, customize and summarize various existing racial equity statements, and
- We seek to develop a compelling and concise shared statement that relates specifically to education, and
- This shared statement is not intended to replace or override our individual organizational definitions or statements, and
- We believe that only by working together can we create sustainable, systemic change.

### **Conclusion:**

This work will require concurrent efforts at three different levels—individual, organizational and structural; and must begin with a unified commitment from elected officials, CEO’s, executive directors, leaders, managers, educators, and staff across Marin County. Action commitments and action steps have been created during the last three meetings of the Partnership Council and will be monitored and measured to ensure that this report is just the beginning, and that all partners are committed to making racial equity a priority.



*"I want this effort to be effective and not done because of white guilt. We need to have a deeper conversation about what this needs to look like. People are afraid to have the conversations because they don't want to step in it. And some don't know how to define an issue, understand it and then take action."*

Enter name of quoted person here

add part of partnership 2.0





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