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| **Tool I—Learning Recovery & Redesign****Guiding Principles Self-Assessment** | **CENTER EQUITY** |

**What do we mean by “Center Equity”?**

Your ESSER decisions should reflect a commitment to meeting everyone’s unique needs and an acknowledgment that the pandemic did not affect everyone in the same way. Do the hard work to understand what individual students, staff, and schools need and then allocate your resources accordingly with specific attention to those students and communities most impacted by COVID. **Remember: equal is rarely equitable.** Also, a [truly equitable recovery](https://belenetwork.org/funding-guidelines/) must also include addressing any systems that create or perpetuate inequities. If things were inequitable before the pandemic, your recovery should not just go “back to normal.”

**How much of a priority was this Guiding Principle for your initial planning?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Low Priority |  | Somewhat Priority |  | Moderate Priority |  | High Priority |
|  |
| *Why?*  |

**Do you see look-fors like these in your current plan?**

There are opportunities to center equity in the what, who, how, and when of your plans. Below are some *illustrative* examples of how this Guiding Principle might show up in your current plan.

* **Your plan connects resources to needs, even if it means different funding levels across schools.** For example, if your plan includes passing some of your ESSER funds to schools for principals to spend, you use an allocation methodology that assigns greater weight to those student groups and communities most impacted by the pandemic.
* **Your plan centers student voice and experience.** For example, your plan establishes a student-led equity advisory committee and institutes regular [student experience surveys](https://www.perts.net/elevate) that students and school/district leaders review and identify how best to respond to the data, particularly regarding the most-impacted students.
* **Your plan tackles long standing inequities.** For example, if you have data indicating that students of color do not feel as welcome in your schools as white students, your plan includes new investments to directly address this issue, such as adopting culturally relevant curricula and instructional practices and hiring a diverse, representative staff.

**How much does this Guiding Principle actually show up in your plan?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Minimally |  | Somewhat  |  | Moderately |  | Significantly |

|  |
| --- |
| *Describe specific ways in which this Guiding Principle* ***shows up*** *in your plan*.*
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| --- |
| *Describe specific ways in which this Guiding Principle is* ***lacking*** *in your plan*.*
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**How can you integrate this Guiding Principle more?**

The following resources may be helpful as you seek more ways to Center Equity in your plans:

[**Leveraging ARP Funds to Build Equitable Learning Environments**](https://belenetwork.org/funding-guidelines/)(BELE Network) – Each of BELE’s seven essential actions provide the foundation for equitable spaces through ARP funds.

[**Using ARP Funds to Redesign Schools for Whole Child Equity**](https://5bde8401-9b54-4c2c-8a0c-569fc1789664.filesusr.com/ugd/eb0b6a_74b18156bb9147ff892987f8deb0686f.pdf) (Science of Learning and Development Alliance) – This brief includes concrete recommendations for using ESSER funds to prioritize building equitable environments aligned with the science of learning and development.

[**Districts Advancing Racial Equity (DARE) Tool**](https://learningpolicyinstitute.org/sites/default/files/product-files/RELN_DARE_TOOL.pdf) (Learning Policy Institute, Racial Equity Leadership Network) – This rubric-style tool helps you conceptualize the systems changes that are necessary to make learning environments more equitable over time. [NOTE: This is not ESSER-specific.]

[**Toolbox**](https://turnaroundusa.org/toolbox/) (Turnaround for Children) – This website includes an array of science- and equity-driven tools for whole-child school redesign including core practices, measurement tools, tiered systems of support, and a summary of the science behind the Toolbox. [NOTE: This is not ESSER-specific.]

**What will you do differently now?**

After reviewing your plans and your responses to this Self-Assessment, what changes will you make to better apply this Guiding Principle? Use the table below to identify your team’s next steps, responsible team member(s), deadlines, and resources needed to succeed.

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| --- | --- | --- | --- |
| **Action Item** | **Owner** | **Deadline** | **Resources Needed** |
|  |  |  |  |
|  |  |  |  |
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