Community-Based Equity Audit

The first component of a community-based equity audit is a self-audit designed to reveal one's own implicit biases and how these biases affect one's racial equity work. Please respond to the statements below by either agreeing or disagreeing. If you disagree with a statement, note things you might work on in order to move closer to agreement.

SELF-AUDIT	AGREE/DISAGREE	IF DISAGREE, WHAT MIGHT YOU TRY TO MOVE TOWARD AGREEMENT?
I am aware that implicit biases exist and that an individual's perceptions and decisions are impacted by them.		
I engage in daily critical reflection to better understand my own implicit biases and to examine how they impact my behavior, decisions, and perceptions.		
I engage in cultural humility, placing myself in the role of learner to better understand the perspective of others.		
I practice "not knowing" to learn from children, families, and communities.		
I refrain from relying on "deficit model thinking" to explain inequities.		
I make every effort to refrain from engaging in colorblind ideology.		
I am comfortable talking about race, privilege, oppression, and whiteness.		
I read books and articles to learn more about historical, structural, and institutional racism.		
I understand the difference between diversity, inclusion, and equity.		
I am ready to engage in authentic dialogue, honoring all voices.		
I am aware of my cultural background and how it has shaped my values and perceptions.		

The second component of a community-based equity audit involves understanding perspectives that shape collective decision-making. Again, please respond to the statements below by either agreeing or disagreeing and adding reflective comments.[1]

EQUITY NORMS IN COMMUNITY-BASED WORK	AGREE/DISAGREE	IF DISAGREE, WHAT MIGHT YOU TRY TO MOVE TOWARD AGREEMENT?
I accept every stakeholder as equally intelligent.		
Community knowledge and inclusion is honored and valued, including: • Lived experiences; • Noticing who is included and excluded; and • Intentionally including those with differing perspectives.		
The topics and questions addressed in your work are designed with the input of community stakeholders, and: • Quality time is spent in the community; and • Interests are shared with the community.		
Initiatives addressed in your work result in improvements across early childhood and community spaces.		
The results of your work are made public in transparent, collaborative, and creative ways.		

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[1]The following sections are based on Terrance L. Green's "Community-Based Equity Audits: A Practical Approach for Educational Leaders to Support Equitable Community-School Improvements," *Educational Administration Quarterly* (October 2016).

A third component to the community-based equity audit involves using a racial equity lens to examine the different phases of your community-based work. The phases of your work may include putting together a project team; understanding community strengths and needs; taking specific actions to address needs; and deciding how to measure progress toward the project goals. Please indicate whether you or your team has engaged in the activities below. Regardless of your answer, brainstorm about what constitutes success in each area and what indicators would measure success.

PHASE I: LEADERSHIP	YES/NO	INDICATORS OF SUCCESS
A leadership team is created with members from diverse backgrounds and perspectives, including age, social class, and gender. Membership includes a variety of positions such as farmers, cooks, teachers, assistants, and parents.		
The leadership team's work aims to dismantle deficit views of the community.		
The leadership team's work supports equitable community outcomes.		
The leadership team's work solves problems related to equity.		
The leadership team engages in studies and discussions related to equity and oppression, and identifies ways to improve their equity practices.		
The leadership team puts in place asset-based perspectives prior to working with the community.		
The leadership team defines asset- and equity-based core beliefs as they relate to community engagement.		
The leadership team addresses myths, assumptions, and stereotypes about the children, families, and communities being served.		
The leadership team assesses the effectiveness of current community practices.		
The leadership team addresses unequal power dynamics by creating spaces for collective power, and offering opportunities to co-produce agendas, initiatives, and solutions.		

PHASE II: BUILDING COMMUNITY RELATIONSHIPS	YES/NO	INDICATORS OF SUCCESS
The leadership team spends time in the community listening, learning and developing community partnerships.		
An asset map is created to identify the skills and capacities of individuals, associations, and institutions.		
Key organizations, including places of worship, social service organizations, local farms, financial organizations, and nonprofits, are examined to better understand their: • Leaders and leadership • Mission • Proximity to and connection with ECE providers and/or parents.		
The leadership team identifies the assets of each organization and how they might provide racial equity among ECE providers and the community.		
The leadership team conducts interviews with formal (elected) and informal community leaders.		
Experiences are viewed as opportunities to learn and develop deep, trusting relationships within the community.		

PHASE III: ACTIONS TO BUILD COMMUNITY CAPACITY	YES/NO	INDICATORS FOR YOUR PROJECT
The leadership team supports the development of a community stakeholder group that includes both formal and informal leaders and that reflects the demographics of the area.		
The leadership team encourages the stakeholder group to respect the asset and equity core beliefs.		
The leadership team ensures every person's contribution is treated equally.		
Leadership of the community stakeholder group rotates regularly to ensure equity and diversity of voices and perspectives.		
ECE leaders are open to new ideas about partnering with local leaders for promoting equity in ECE.		

PHASE IV: EVALUATION	YES/NO	INDICATORS FOR YOUR PROJECT
Data and information are collected on the history of early childhood programs in the community in order to: • Understand people's experiences in the community; • Learn about the most pressing inequities; and • Ensure people are encouraged to propose solutions to community concerns.		
Opportunities for the community to support and en-hance initiatives are analyzed.		
Information is collected on the community's perception of ECE including concerns about inequity.		
Critical community dialogues are conducted.		
Evaluation reinforces the asset and equity core beliefs.		
Evaluation ensures every person's contribution is treated equally.		
Evaluators are open to new ideas about partnering with local leaders for ECE equity.		