



RACIAL EQUITY & LEARNING DIFFERENCES

Results & Learning from Equity Assessment
Commissioned by Oak Foundation
Learning Differences Programme

July 2018

Informing the assessment

- 31 grantee respondents to survey
- 14 thought leaders interviewed
- 5 foundation team members interviewed
- Materials review
- + Our critical analysis

“To what degree does your organization incorporate an analysis of race and structural racism into your core work?”

Out of 30 responses:

- 3 (10%) – None
- 6 (20%) – Minimally
- 4 (13.33%) – Implicitly
- 12 (40%) – Explicitly, but not consistently
- 5 (16.67%) – Explicitly and consistently

LD organizations care about racial equity, but struggle to integrate into their work

	Explicit	Explicit+Consistent
➤ In understanding of LD	65%	35%
➤ Partner with RJ Orgs/POC	62%	38%
➤ In TOC, strategic framework, etc.	53%	47%
➤ Racial Diversity on Staff/Board	52%	48%
➤ Conversations about race	46%	54%
➤ Engage POC in programs	35%	65%
➤ Disaggregate data - outcomes	35%	65%
➤ Disaggregate data - constituents	26%	74%

Success strategies

- ▶ Leadership body to move the work
- ▶ Embedded across all work
- ▶ RE goals and outcomes
- ▶ RE policies and norms
- ▶ Constituents at decision-making tables
- ▶ Professional development on RE

Complex, often unconscious, barriers limit integration of racial equity into the work of LD organizations

1. Limited analysis
2. Colorblindness
3. Universalism
4. Competing oppressions
5. Unexamined bias

There is a strong desire for a **critical pedagogy** and a **community of practice** that explicitly links racial equity and learning differences.

Map race + learning differences

- Disparate Diagnosis
- Disparate Services
- Disparate Experience with Systems, particularly education and health care
- Biases in Research

Opportunities for change

- Promote integrated vision of racial equity and learning differences as co-equal strengths and values.
- Build pipeline of LD researchers, leaders, and advocates who are people of color and white allies.
- Support research on LD + RE (with some cautions).
- Confront white privilege and bias in the LD field.

Grantees note the need for some critical capacities:

- Data + Data Systems + Communications
- Best Practices
- Customized RE Training and TA
- Peer Learning

Questions? Insights?

11