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## Pro-Equity Anti-Racism (PEAR) Strategic Action Plan Template

Complete and submit this document to [PEAR@equity.wa.gov](mailto:PEAR@equity.wa.gov) by September 1, 2022 (Executive Order 22-04 Section 2f).

## Contact Information

Agency/Department/Board/Commission Name:

Agency Leader/Head Name:

Telephone number:

Email address:

## PEAR Team Information

**Has your Agency/Department/Board/Commission established your complete PEAR Team (Executive Order 22-04 Section 2c)?**

Tip: Revisit the PEAR Team Orientation Session guidance on establishing a complete PEAR Team.

* Answer: Yes/No/In progress/Have not started

Provide the name and email address of all PEAR Team members:

Agency Executive Leaders:

Agency Equity Officer:

Employees:

External Customers:

Agency Partners:

Experts for Key Business Lines:

## Baseline Equity Impact Assessment (EIA) Completion

**Has your Agency/Department/Board/Commission completed the Baseline Equity Impact Assessment (EIA) of your agency’s key business lines to determine where the needs are greatest?**

* Answer: Yes/No

Baseline EIAs must be completed by August 1, 2022 (Executive Order Section 2e).

## PEAR Readiness Checklist

**Directions:**

1. Use the PEAR Readiness Checklist below to indicate actions you have already taken to prepare your agency for PEAR Strategic Action Plan development and implementation and/or
2. Identify actions your agency still needs to take to increase your agency’s readiness for PEAR Strategic Action Plan development and implementation. Identify target date to complete all PEAR Readiness Steps.

Note: This checklist outlines minimum steps agency leaders should take to increase PEAR Readiness. Agency leaders can and should take more steps as needed to prepare their agency for successful PEAR Strategic Action Plan development and implementation.

**Has your Agency/Department/Board/Commission completed all PEAR Readiness Steps below?**

* Answer: Yes/No/In progress/Have not started
* Date your agency completed all PEAR Readiness Steps:
* Or target date of completion:

**PEAR Readiness Steps:**

Agency leader and all PEAR Team members attend a live PEAR Team Orientation Session hosted by the Office of Equity or watch the recordings:

[Dr. Johnson Welcome Video](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DwIJ-MjMa_j4&data=05%7C01%7CCarolyn.Cole%40equity.wa.gov%7C9b7108a12d15486c7c5908da596e7914%7C11d0e217264e400a8ba057dcc127d72d%7C0%7C0%7C637920628253241171%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=KJfM9QoBWzGKTVdReB04a0HiiGwostmDgib87wxDG0Q%3D&reserved=0)

[2022 PEAR Team Orientation Recorded Session](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DQ1nkn5SVKUU%26t%3D1s&data=05%7C01%7CCarolyn.Cole%40equity.wa.gov%7C9b7108a12d15486c7c5908da596e7914%7C11d0e217264e400a8ba057dcc127d72d%7C0%7C0%7C637920628253241171%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=OKnZQPrMLDMstO%2Bdl4yYKMmyl%2FT0aEkyJegDozNE4C0%3D&reserved=0)

Agency leader and PEAR Team members meet to debrief the PEAR Team Orientation Session and discuss next steps.

Create an agency Pro-Equity Anti-Racism (PEAR) Statement signed by the agency leader outlining the agency’s commitment to implementing Executive Order 22-04 and expectations for employees.

Note: We recommend translating the Statement into a **minimum** of top 6 languages of the populations your agency serves. If data is unavailable, translate the Statement into a minimum top 6 languages identified using [best available Office of Financial Management (OFM) data](https://ofm.wa.gov/washington-data-research/population-demographics/population-estimates/special-subject-estimates): Spanish, Vietnamese, Russian, Ukrainian, Tagalog, and Somali. Provide translations in other languages if requested. The PEAR Statement and translations should be posted on your agency landing page and shared internally with employees and external partners.

Create a video of the agency leader and PEAR Team sharing information about the agency’s PEAR Statement.

Note: American Sign Language (ASL) interpreting, captioning, and transcript should be provided for the video. Agencies should post the video on their agency’s landing page and share internally with employees and external partners.

We recommend translating the transcript into a **minimum** of top 6 language populations your agency serves. If data is unavailable, translate the transcript into a minimum top 6 languages identified using best available OFM data: Spanish, Vietnamese, Russian, Ukrainian, Tagalog, and Somali. Provide translations in other languages if requested.

Establish a stand-alone agency administrative policy that outlines the agency’s roles and responsibilities for implementing Executive Order 22-04.

## PEAR Strategic Action Plan Investments

Based on the results of the Baseline EIA, describe the three (3) PEAR Strategic Action Plan Investments your agency is going to make over the next year.

**Use your Baseline EIA Worksheet responses to answer the questions below.** **Appendix A of this document includes a PEAR Strategic Action Plan Investment example.**

### **PEAR Strategic Action Plan Investment 1**

Agency Key Business Line(s):

PEAR Service Line where the needs are greatest:

PEAR Service Line Priority where the needs are greatest:

PEAR Strategic Action Plan Investment 1 description - Summarize the policies, processes, practices, and procedures related to this investment:

What disparities do you seek to decrease or eliminate with this investment?

Which people groups and/or places, with the greatest need, does this investment focus on?

Did your agency consult with tribal governments and Recognized American Indian Organizations (RAIOs)? How does this investment address the consultation they provided? Indicate N/A if not applicable.

What did impacted communities/employees/other interested parties identify as the root causes of the disparities? How will your investment address the root causes?

* Root causes of disparities identified:
* We will address root causes by:

How does your investment address concerns and priorities identified by impacted communities/employees/other interested parties?

* We will address concerns by:
* We will address priorities by:

How will/could your investment increase or decrease benefits for communities/employees/other interested parties?

How will/could your investment increase or decrease burdens?

How will your agency identify and minimize any unintended harms?

PEAR Determinants of Equity supported by this investment:

PEAR Determinants of Equity Group(s) [Community Support Systems (Trunk), Family Support Systems (Branches), Community Infrastructure (Root System), Government Practices (Soil & Nutrients)] supported by this investment:

Desired PEAR Outcome(s):

PEAR Habit(s) needed to achieve desired PEAR Outcomes:

PEAR Strategic Action Plan Investment 1 Lead or Team - Who is responsible for leading the actions?

Collaboration needs - Who does the agency need to collaborate with to make the investment?

What are the potential barriers, challenges, and/or risks of this investment?

Solution(s) identified to address resource needs and barriers/challenges/risks:

PEAR Strategic Action Plan Investment 1 Start Date:

PEAR Strategic Action Plan Investment 1 Target End Date:

PEAR Performance Measure(s) - What measures will be used to determine effectiveness of investments? Were these measures informed by impacted communities/employees/interested parties? Choose a **minimum** of 1 outcome measure used to evaluate effectiveness of the investment in achieving the desired PEAR Outcome. Choose 1 process measure used to evaluate whether investment activities have been accomplished.

* Outcome Measure 1:
* Process Measure 1:

PEAR Goals - What exactly will your agency achieve in the first 3 months (Quarter 1) after investment start date? Were these goals informed by impacted communities/employees/interested parties? Choose 1 goal for each outcome and process measure.

* Outcome Measure 1 Quarter 1 Goal:
* Process Measure 1 Quarter 1 Goal:

What data sources will your agency use to measure success? Consider data sources created by impacted communities/employees/other interested parties if available.

Describe the plan to partner, share, listen, adjust, and learn with impacted communities/employees/other interested parties during investment implementation:

Describe the plan to partner, share, listen, adjust, and learn with impacted communities/employees/other interested parties during investment evaluation:

### **PEAR Strategic Action Plan Investment 2**

Agency Key Business Line(s):

PEAR Service Line where the needs are greatest:

PEAR Service Line Priority where the needs are greatest:

PEAR Strategic Action Plan Investment 2 description - Summarize the policies, processes, practices, and procedures related to this investment:

What disparities do you seek to decrease or eliminate with this investment?

Which people groups and/or places, with the greatest need, does this investment focus on?

Did your agency consult with tribal governments and Recognized American Indian Organizations (RAIOs)? How does this investment address the consultation they provided? Indicate N/A if not applicable.

What did impacted communities/employees/other interested parties identify as the root causes of the disparities? How will your investment address the root causes?

* Root causes of disparities identified:
* We will address root causes by:

How does your investment address concerns and priorities identified by impacted communities/employees/other interested parties?

How will/could your investment increase or decrease benefits for communities/employees/other interested parties?

How will/could your investment increase or decrease burdens?

How will your agency identify and minimize any unintended harms?

PEAR Determinants of Equity supported by this investment:

PEAR Determinants of Equity Group(s) [Community Support Systems (Trunk), Family Support Systems (Branches), Community Infrastructure (Root System), Government Practices (Soil & Nutrients)] supported by this investment:

Desired PEAR Outcome(s):

PEAR Habit(s) needed to achieve desired PEAR Outcomes:

PEAR Strategic Action Plan Investment 2 Lead or Team - Who is responsible for leading the actions?

Collaboration needs - Who does the agency need to collaborate with to make the investment?

What are the potential barriers, challenges, and/or risks of this investment?

Solution(s) identified to address resource needs and barriers/challenges/risks:

PEAR Strategic Action Plan Investment 2 Start Date:

PEAR Strategic Action Plan Investment 2 Target End Date:

PEAR Performance Measure(s) - What measures will be used to determine effectiveness of investments? Were these measures informed by impacted communities/employees/interested parties? Choose a **minimum** of 1 outcome measure used to evaluate effectiveness of the investment in achieving the desired PEAR Outcome. Choose 1 process measure used to evaluate whether investment activities have been accomplished.

* Outcome Measure 1:
* Process Measure 1:

PEAR Goals - What exactly will your agency achieve in the first 3 months (Quarter 1) after investment start date? Were these goals informed by impacted communities/employees/interested parties? Choose 1 goal for each outcome and process measure.

* Outcome Measure 1 Quarter 1 Goal:
* Process Measure 1 Quarter 1 Goal:

What data sources will your agency use to measure success? Consider data sources created by impacted communities/employees/other interested parties if available.

Describe the plan to partner, share, listen, adjust, and learn with impacted communities/employees/other interested parties during investment implementation:

Describe the plan to partner, share, listen, adjust, and learn with impacted communities/employees/other interested parties during investment evaluation:

### **PEAR Strategic Action Plan Investment 3**

Agency Key Business Line(s):

PEAR Service Line where the needs are greatest:

PEAR Service Line Priority where the needs are greatest:

PEAR Strategic Action Plan Investment 3 description - Summarize the policies, processes, practices, and procedures related to this investment:

What disparities do you seek to decrease or eliminate with this investment?

Which people groups and/or places, with the greatest need, does this investment focus on?

Did your agency consult with tribal governments and Recognized American Indian Organizations (RAIOs)? How does this investment address the consultation they provided? Indicate N/A if not applicable.

What did impacted communities/employees/other interested parties identify as the root causes of the disparities? How will your investment address the root causes?

* Root causes of disparities identified:
* We will address root causes by:

How does your investment address concerns and priorities identified by impacted communities/employees/other interested parties?

How will/could your investment increase or decrease benefits for communities/employees/other interested parties?

How will/could your investment increase or decrease burdens?

How will your agency identify and minimize any unintended harms?

PEAR Determinants of Equity supported by this investment:

PEAR Determinants of Equity Group(s) [Community Support Systems (Trunk), Family Support Systems (Branches), Community Infrastructure (Root System), Government Practices (Soil & Nutrients)] supported by this investment:

Desired PEAR Outcome(s):

PEAR Habit(s) needed to achieve desired PEAR Outcomes:

PEAR Strategic Action Plan Investment 3 Lead or Team - Who is responsible for leading the actions?

Collaboration needs - Who does the agency need to collaborate with to make the investment?

What are the potential barriers, challenges, and/or risks of this investment?

Solution(s) identified to address resource needs and barriers/challenges/risks:

PEAR Strategic Action Plan Investment 3 Start Date:

PEAR Strategic Action Plan Investment 3 Target End Date:

PEAR Performance Measure(s) - What measures will be used to determine effectiveness of investments? Were these measures informed by impacted communities/employees/interested parties? Choose a **minimum** of 1 outcome measure used to evaluate effectiveness of the investment in achieving the desired PEAR Outcome. Choose 1 process measure used to evaluate whether investment activities have been accomplished.

* Outcome Measure 1:
* Process Measure 1:

PEAR Goals - What exactly will your agency achieve in the first 3 months (Quarter 1) after investment start date? Were these goals informed by impacted communities/employees/interested parties? Choose 1 goal for each outcome and process measure.

* Outcome Measure 1 Goal:
* Process Measure 1 Goal:

What data sources will your agency use to measure success? Consider data sources created by impacted communities/employees/other interested parties if available.

Describe the plan to partner, share, listen, adjust, and learn with impacted communities/employees/other interested parties during investment implementation:

Describe the plan to partner, share, listen, adjust, and learn with impacted communities/employees/other interested parties during investment evaluation:

## Appendix A – PEAR Strategic Action Plan Investment Example

Below is an example of a PEAR Strategic Action Plan Template entry based on hypothetical EIA results. Note: This example does not include all of the details that an agency might include in their PEAR Strategic Action Plan.

* **Agency Key Business Line:** Student Support Programs
* **PEAR Service Line where the needs are greatest:** PEAR Public Communications and Education Service Line
* **PEAR Service Line Priority where the needs are greatest:** Quality Education (a PEAR Determinant of Equity) – We will proactively promote education that is high quality and culturally appropriate and allows each student to reach their full learning and career potential.
* **PEAR Strategic Action Plan Investment description - Summarize the policies, processes, practices, and procedures related to this investment:** Family/Teacher Huddles – Families and teachers meet in huddles periodically throughout the year to build a relationship and trust. Discussions take place from a strengths-based perspective. Supports that are working well for the student are identified and increased at home and in the classroom. Activities and supplies are shared with families that they can use to help build their student’s skills at home.[Additional investment details would be included here].
* **What disparities do you seek to decrease or eliminate with this investment?** Our EIA results show that English learner students and students with disabilities are the groups with the lowest proficiency rates in math statewide. Within these groups, there is data to support that there are disparities related to race and ethnicity, particularly for Native American/Alaskan Native, Pacific Islander, Black/African American, and Hispanic/Latino students, and students in low-income neighborhoods. Recent data shows that math proficiency is lowest in 6th grade and 11th grade and initial racial disparities in math proficiency occurs before kindergarten and they continue to widen over time.
* **Which people groups and/or places, with the greatest need, does this investment focus on?** This specific investment will focus on Native American/Alaskan Native, Pacific Islander, Black/African American, and Hispanic/Latino English learner students and students with disabilities in low-income communities in pre-kindergarten, sixth grade, and 11th grade.
* **Did your agency consult with tribal governments and Recognized American Indian Organizations (RAIOs)? How does this investment address the consultation they provided?** [Agency would confirm here whether they consulted with tribal governments and RAIOs and describe how this investment addresses the consultation they provided or indicate N/A if not applicable].
* **What did impacted communities/employees/other interested parties identify as the root causes of the disparities? How will your investment address the root causes?**
  + **Root causes of disparities identified**: Lack of communication access for students and families with disabilities and limited English proficiency; lack of accessible, culturally and linguistically appropriate, responsive, and relevant learning materials; lack of opportunities for teachers and families to build strength-based relationships and trust; homelessness and housing instability; lack of access to affordable, reliable internet, devices, and assistive technology; and students did not gain proficiency in foundational math skills in earlier grade levels (e.g., students cannot do algebra without having proficiency in basic multiplication and division).
  + **We will address root causes by:** holding Family/Teacher Huddles in accessible locations in the community to support families who may be homeless for experiencing housing instability; providing language and communication services at no cost to participate in Family/Teacher Huddles (e.g., interpreting, translation, large print, etc.), at-home learning activities and supplies that are accessible for students with disabilities and English learners at no cost, access to affordable, reliable internet, devices, and assistive technology at no cost, at home activities that support building proficiency in foundational math skills, and learning materials that are accessible, culturally and linguistically appropriate, responsive, and relevant.
* **How does your investment address concerns and priorities identified by impacted communities/employees/other interested parties?**
  + **Priorities** expressed by families that are addressed by this investment: increasing student proficiency; effective and meaningful communication with teachers without language and communication barriers; more accessible educational at-home supports at no cost.
  + **Priorities** expressed by teachers that are addressed by this investment: increasing student proficiency; families as partners in student learning; increasing student engagement.
  + **Concerns** expressed by families that are addressed by this investment: education is not accessible for students and families with limited English proficiency and disabilities; communications with teachers and schools are not accessible; families are not notified about a student's performance early enough to provide support; families are not given information or tools to help their student increase proficiency; families are not seen as partners in their student's education.
  + **Concerns** expressed by teachers that are addressed by this investment: lack of support to help increase student proficiency; lack of compensation for time spent outside of the classroom that supports student learning; lack of family and student engagement.
* **How will/could your investment increase or decrease benefits for communities/employees/other interested parties? Increase or decrease burdens? How will your agency identify and minimize any unintended harms?** Capacity burdens may be increased for teachers. Teachers will need time and additional support to lead Family/Teacher Huddles in a way that achieves PEAR outcomes. Harms could result if teachers are not provided adequate support. Differences in teacher resources, skills, and abilities could result in differences in outcomes for students. We could identify potential harm of this investment by comparing math proficiency levels for each student in the program before, during, and after their participation in the program and compare data from students in the program with students who did not participate in the program. Feedback from students and families in the program will be collected regularly to identify potential unintended harms of the program.
* **PEAR Determinants of Equity supported by this investment:** Quality Education; Early Childhood Development; Digital Equity
* **PEAR Determinants of Equity Group(s) [Community Support Systems (Trunk), Family Support Systems (Branches), Community Infrastructure (Root System), Government Practices (Soil & Nutrients)] supported by this investment:** Community Support Systems (Trunk); Community Infrastructure (Roots)
* **Desired PEAR Outcome(s):** Families and schools are trusted partners in decision-making and they interact consistently to support the student inside the classroom and at home to improve student performance.
* **PEAR Habit(s) needed to achieve desired PEAR Outcomes:**
  + **Voice Amplification -** Center student, parent, and teacher voices in educational policy, program, procedure, and practice design and decision-making.
  + **Early and Often Support –** Prioritize upstream approaches that provide supportive family services during early childhood development for the communities where the needs are greatest.
  + **Strengths-Based Approach -** Shift from a deficit perspective to identify and increase student strengths. Use strengths as a foundation to connect and improve upon other skills.
  + **Sustained Partnerships –** Develop partnerships with families through consistent, sustained interactions over time, and initiate for reasons beyond student behavior and performance in order to build trust.
* **PEAR Strategic Action Plan Investment Lead or Team - Who is responsible for leading the actions**? [Insert appropriate agency staff and teams], school administrators, educators
* **Collaboration needs - Who does the agency need to collaborate with to make the investment?** Tribes, school district leaders, administrators, educators, families, culturally and linguistically responsive education subject matter experts, students, community groups, non-profit organizations, language and communication services vendors, and other businesses.
* **What are the potential barriers, challenges, and/or risks of this investment?** COVID-19 safety for in-person Huddles. Teachers and schools may not want to participate in this program because of capacity. Teachers may need more incentives to participate. Teachers need assistance securing language and communication services. Family/Teacher Huddles may be difficult to convene with families who are experiencing homelessness or housing instability.
* **Solution(s) identified to address resource needs and barriers/challenges/risks:**
  + Provide stipends to teachers to compensate them for time outside of classroom and travel and encourage program participation.
  + Partner with community organizations to identify accessible public locations in the community to hold Family/Teacher Huddles (recreation centers, libraries, churches, parks, etc.).
  + Establish COVID-19 safety procedure following federal, state, and local guidelines.
  + Provide virtual Huddle option. Provide families with devices and internet hotspots to participate.
  + Pilot this program first with a sample of volunteer schools with the greatest need.
  + Leverage non-profits and private partnerships to acquire donated technology and supplies.
  + Utilize existing student support and early childhood learning program funding.
  + Submit decision package requests and secure grant funding as needed.
  + Establish a program procedure for coordinating and purchasing language and communication services for Huddles.
* **PEAR Strategic Action Plan Investment Start Date:** Pilot program starts 9/1/2022
* **PEAR Strategic Action Plan Investment Target End Date:** Pilot program ends 9/1/2023
* **PEAR Performance Measure(s) - What measures will be used to determine effectiveness of investments? Were these measures informed by impacted communities/employees/interested parties? Choose a minimum of 1 outcome measure and 1 process measure for each investment.** 
  + These measures were informed by feedback received from impacted communities/employees/interested parties**.**
    - **Outcome Measure:** Score of 80% or higher on math skills tests based on "math at home" activities shared with families at Family/Teacher Huddles disaggregated by race, income, disability, and English proficiency for pre-kindergarten, 6th grade, and 11th grade program participants.
    - **Process Measure:** Attendance rate of teachers, families, and students at Family/Teacher Huddles.
* **PEAR Goals - What exactly will your agency achieve in the first 3 months after investment start date? Were these goals informed by impacted communities/employees/interested parties? Choose 1 goal for each outcome and process measure.**
  + 100% of students in the Family/Teacher Huddle program score an 80% or higher on first math skills test.
  + 100% attendance rate of teachers, families, and students for scheduled Family/Teacher Huddles in Quarter 1.
  + These goals were informed by feedback received from impacted communities/employees/interested parties.
* **What data sources will your agency use to measure success? Consider data sources created by impacted communities/employees/other interested parties if available.** Test score and attendance data collected and tracked by schools and reported to the agency.
* **Describe the plan to partner, share, listen, adjust, and learn with impacted communities/employees/other interested parties during investment implementation:** At each Huddle, teachers, families, and students will share student's progress and debrief about any concerns or suggestions. Adjustments will be agreed upon to support student's learning. Teachers and families will have the opportunity to provide their comments and suggestions to the Huddle program leader directly throughout the year for continuous improvement.
* **Describe the plan to partner, share, listen, adjust, and learn with impacted communities/employees/other interested parties during investment evaluation:** Students and families will have the opportunity share their evaluation of the impact of the program and whether it helped them meet their needs and goals via exit surveys. The survey will also ask their suggestions for program improvement. Families and students will receive a report that summarizes performance on the math skills tests throughout the year.