



Washington Center for Deaf and Hard of Hearing Youth (CDHY) Equity Analysis Tool

The purpose of this tool is to engage stakeholder members (specifically staff, parents, and students) involved with CDHY to critically think, learn and address how equity and race impacts choices in policy, programming, staffing, and funding. All members of the CDHY community should strive to improve equity awareness and anti-racist practices through all of our activities and choices. We encourage the use of this tool in any decisions that affect students, staff and families of CDHY and WSD.

Before a Decision

Section A: Pause and examine YOU—who are you (as an individual and as a decision-making team)

1. Who is involved in making a decision? Who is at the table right now making this decision? What are your layers of intersectionality? Deaf? Hearing? Racial composition?
2. What other dimensions of diversity are represented here (ex: gender, class, sexuality, gender identity, culture, age, ability, immigration status, etc.)? Who is not?
3. Based on our group membership, what inherent biases do we bring to the table?
4. What institutional power within the organization do we have? What powers do we not have?

Section B: Who is affected?

1. What is the hearing/deaf composition of the impacted groups? Who is affected?
2. What is the racial composition of the impacted groups?
3. If known, what are the existing disparities we are trying to address? What is the data source?
4. What dimensions of diversity beyond hearing status and race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are in the impacted group?
5. What are the power dynamics or disparities between YOU and those affected?
6. In which ways is the impacted group involved in the decision-making? Why that method?

Section C: What are the impacts?

1. How will the decision of this group advance equity in our school/agency/system?
2. What evaluation tools and measures do we need to determine the impacts of our decision?
3. In what ways could the decision fail to advance equity?
4. What are the necessary resources to make this an equitable decision?
5. What are the potential challenges, structural barriers, or unexpected blind spots?

After the Implementation of the decision: Reflection

Section D: What do you think happened?

1. Did you succeed in advancing equity? To what degree? How do you know? (What evaluation tools and measures were used to determine the impacts of our decision?) If no, what steps are we taking to ensure equity is still achieved?
2. Who helped you in ways you did not expect?
3. What are the unintended consequences, positive or negative?
4. How have we invited authentic feedback (especially from those most impacted) on our process and our outcomes?