

RHODE ISLAND  
READS

THE CAMPAIGN FOR  
3RD GRADE READING

# Equity Considerations for Policymakers and Practitioners

- Do we analyze **disaggregated data**?
- Are our policies and funding allocations creating **new systems centered on equity** that address historic and current imbalances of power?
- Were the parents of children we serve **deeply and authentically involved** in the creation of our policies? Were educators, **including early educators** involved in the creation of our policies?
- Do I read books to my class that **feature Black, Latinx, Native American, and Asian stories, authors, illustrators, and characters**?
- Do I have **negative feelings or perceptions** about the students and families I serve?
- Am I uncomfortable when I think about or discuss issues related to **race and racism**?





# Why It Matters

- **Policies and practices that are not racially-aware and equity-centered can exacerbate inequities.**
- The number of children affected by these inequities is **significant**.
- Schools, early learning programs, child care providers, and community organizations must adapt their practices to be more **culturally competent** to better serve Rhode Island's increasingly diverse child population.
- Many learning systems overlook the **value, contributions, and assets of families of Color**.





# Take Action

- **Right from the Start**
- **Rhode Island KIDS COUNT**
- **United Way of Rhode Island**
- **Women United**

[Right from the Start Campaign Agenda & Digital Action Center](#)  
[Rhode Island KIDS COUNT](#)

[United Way of Rhode Island: Give, Act, Volunteer, Get Involved](#)  
[Women United: Improving Childhood Literacy](#)

