

# Green Book Initiative FAQs

**Q: What year marked the inception of the Green Book Initiative, and is there an accessible registry detailing the participating schools/districts along with their current statuses within the initiative?**

*A: The Green Book Initiative is a pioneering resource crafted with the sole purpose of empowering Black families and the wider community with crucial insights into the safety and inclusivity of schools and governance teams. This initiative is the fruit of research and a feasibility study conducted by the Epitome of Black Excellence and Partnership. Through a collaborative conversation with The Center for Advancing Black Excellence in Education, this work has come to life. Both organizations are at the forefront of advocating for a transformative change in educational transparency and accountability. Historically, Black motorists would use the original Green Book (first published in 1936) to navigate their local and national travel using this as a guide to find spaces they could go to dine, dorm, and gather without the threat of violence.*

**Q: Describe the evaluation process for each participating school or district.**

*A: The evaluation process for each participating school or district in the Green Book Initiative is conducted using a detailed rubric designed to assess the psychological experiences of Black students, families, staff, board members, and the broader community. This rubric measures various aspects such as the inclusiveness of the school environment, the effectiveness of communication and support structures, and the presence of policies that promote equity and address racial biases.*

*The process involves gathering both quantitative data and qualitative feedback through surveys, interviews, and focus groups to ensure a comprehensive understanding of the experiences within the institution. This data is then analyzed against the criteria set forth in the rubric to determine how well the school or district is meeting the needs of its Black community members.*

*This holistic approach ensures that the evaluation not only captures numerical data but also the nuanced personal and communal impacts of the school or district's practices and policies. The final decision on each institution's Green Book status is made based on this thorough analysis, highlighting areas of success as well as those needing improvement.*

**Q: Who is responsible for determining their final Green Book status?**

*A: The final determination of each school or district's Green Book status is made by a dedicated committee. This committee is composed of experts and stakeholders in education, community engagement, and racial equity. They collectively decide the outcome for each institution by leveraging a scoring system that ranges from 1 to 5.*

*This scale is used to evaluate the institution's adherence to the criteria outlined in the evaluation rubric, which assesses the psychological and educational impact on Black students, families, staff, and the broader community. A score of 1 indicates significant areas of concern that require immediate attention, while a score of 5 represents exemplary adherence to the principles of inclusivity and equity promoted by the initiative. All scoring is done with great intention and not taken lightly.*

*The committee's decision is based on a comprehensive analysis of collected data, including feedback from the school community and performance metrics. This structured approach ensures that the evaluation is both fair and thorough, reflecting the true state of each school or district's efforts toward achieving a supportive and equitable educational environment.*

**Q: What measures are recommended for schools that are assigned 'On Notice' or 'Exodus' status in order to address their shortcomings?**

*A: For schools that are assigned 'On Notice' or 'Exodus' status, indicating significant areas of concern regarding their environment and practices, several measures are strongly recommended. Firstly, it is advised that the schools and school boards thoroughly review their detailed scorecard provided by the evaluation committee. This scorecard outlines specific areas where the school has failed to meet the standards set by the Green Book Initiative, providing a clear guide for improvement.*

*Schools are encouraged to invest resources strategically to address these shortcomings. This may include and are not limited to:*

- *Professional Development: Implementing comprehensive training programs for teachers and staff to foster a deeper understanding of cultural competency, anti-racism, and inclusive teaching practices.*
- *Policy Revision: Revising school policies and practices to eliminate any racial biases and ensure that they promote equity effectively.*
- *Community Engagement: Increasing engagement with the Black students, families, and community members to gather insights and feedback that can guide reformative actions.*
- *Counseling and Support Services: Enhancing support services for Black students to improve their psychological and educational experiences within the school.*
- *Monitoring and Evaluation: Setting up ongoing monitoring systems to track the progress of implemented changes and their impact on the school environment.*

*By focusing on these areas, schools can work towards aligning themselves with the principles of equity and inclusivity championed by the Green Book Initiative, ultimately improving their rating on subsequent evaluations.*

**Q: Are schools or districts ‘On Notice’ or in ‘Exodus’ status encouraged to engage in specific training programs, such as those offered by The Epitome of Black Excellence and Partnership?**

*A: While The Epitome of Black Excellence and Partnership is recognized as a leader in promoting equity within our city, we do not encourage schools or school boards to engage our services solely based on their status in the Green Book Initiative. It is important for institutions to select training and development programs that not only address the conceptual aspects of equity and inclusion but also provide practical tools and strategies for enacting real change within their environments.*

*That said, we strongly recommend that schools and school boards seek out training programs that are rigorous, evidence-based, and known for their effectiveness in fostering genuine organizational change. The aim should be to move beyond theoretical understanding and ensure that all members of the school community are equipped to implement practical measures that promote a more equitable environment.*

*Furthermore, The Epitome of Black Excellence and Partnership leverages our expertise to continue to monitor whether these engagements and strategies are merely performative or if they genuinely contribute to meaningful improvements. We assess the impact of such training on the institutional culture and practices, ensuring that the efforts are sincere and lead to tangible benefits for the Black community.*

**Q: Does the initiative provide any resources, either paid or unpaid, to assist schools in amending their status and fulfilling the requirements for comprehensive anti-racism training?**

*A: The Green Book Initiative provides various resources to assist schools in amending their status and fulfilling the requirements for comprehensive anti-racism training, all at no cost. Our initial outreach to schools or districts that receive ‘On Notice’ or ‘Exodus’ status includes a detailed invitation to discuss their specific scorecard and the evaluation rubric. This discussion is designed to ensure that all parties fully understand the expectations of the initiative and the areas that need attention according to the toolkit provided.*

*Additionally, we remain open to ongoing dialogue and are available to answer any further questions that institutions might have as they begin to implement changes. This engagement is provided free of charge as part of our commitment to support educational institutions in their efforts to foster a more equitable environment.*

*It is important to note that our services are offered specifically to those institutions that demonstrate a genuine commitment to investing in the development and improvement of their practices. By ensuring that schools and school boards are actively taking steps to*

*address the issues highlighted in their scorecards, we can better support meaningful and lasting change within their environments.*