



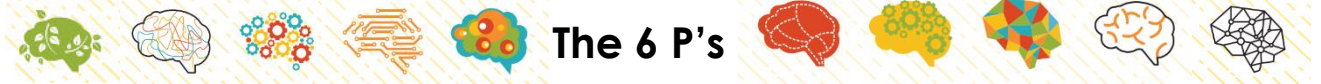
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## Port Huron + thinkLaw Tangible Equity Part II Handout



### The 6 P's

Category	Guiding Questions
<p><b>Power</b> What are 2-3 areas you have decision-making authority over?</p>	<p>-What day-to-day responsibilities do you decide how to execute? -What are important areas of your control where you can make decisions that do not require any approval?</p>
<p><b>Priorities</b> What one area can you focus on as a priority for fighting racial inequities?</p>	<p>-What opportunities (within your scope of power) do you have to make sure the policies, procedures, and practices (both written and unwritten) in your school and/or school system are color-kind instead of color-blind?</p>

<p><b>Problems</b> What roadblocks, pushback, and challenges can you anticipate and plan to overcome?</p>	<p>-What and who are the financial, policy/procedure/people-based, and structural, barriers that will make this challenging? -How can you address these challenges without compromising your priority?</p>
<p><b>Probe</b> What information, data, and/or resources do you need?</p>	<p>-Why is this priority important? Why is it urgent? -What are the root causes of the racial inequities involved? -What more do you need to know to effectively fight for this issue?</p>
<p><b>Privilege</b> How, specifically, can you leverage your privilege to make this change happen?</p>	<p>-How can you leverage your race, identity, relationships to achieve this priority? -What unique advantages, networks, and/or resources do you have that can help you achieve this priority?</p>

<p><b>People</b> Who do you need to make this happen?</p>	<p>-What colleagues, families, students, and stakeholders must be involved? -Who can you help you find and connect with the people you need? -Who can give you outside perspectives on who you are not including that needs to be included?</p>

# Additional Reflections