

Policies:

- How does your school's organizational policies support or hinder efforts to achieve health equity and address SDoH?
- What is motivating people within your school to take on racial justice work?
- How does the course work and practical experience in your school support or hinder learning opportunities for students, staff, and/or faculty around health equity and SDoH?

Practices:

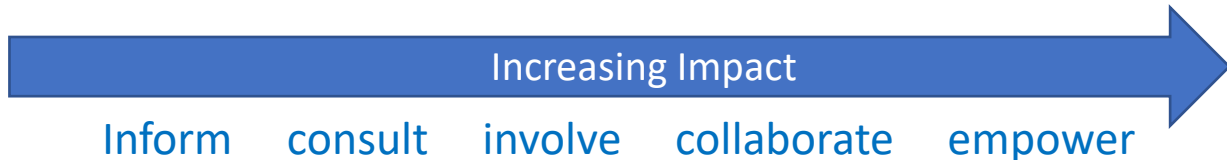
- How does your school's program evaluate what's working in terms of the overall curriculum?
- How does your school's program decide which activities/resources/modules to implement?
- What is stopping your school from building structures that promote and support equity?

Resource Flows:

- How does your school appropriately resource equity efforts? (time, money, personnel, power, priority)
- How does your school support community-based research, community-based collaborations, working with people with lived experience?
- How does your school support the student's practicum and work experience?

Relationships & Connections:

- What is and has been your school's relationships with minority, especially BIPOC-led organizations in developing training materials?
- Where does your school fall in terms of the Public Participation Spectrum in working with communities: *



* IAP2's Public Participation Spectrum

Power Dynamics:

- What is hindering or promoting your school from centering racial and health equity across all programs?
- Who is currently committed and interested in taking on racial justice work in your school?
- How are people with lived experience and community-rooted organizations valued as central to the work of your school?
- How are the practical learning opportunities supporting or hindering students' opportunities to center racial equity and health equity?

Mental Models:

- How does your school speak about racism, structural racism, and white supremacy (within the classroom, committee meetings, staff meetings)?
- What risks/consequences are you and your school_or aren't you and your school_willing to face to achieve equity?
- What resistance may be seen in the future as the school takes on more explicit racial justice work?