

Pre-work & Resource Preview - Session #2: ADEI Learning Series

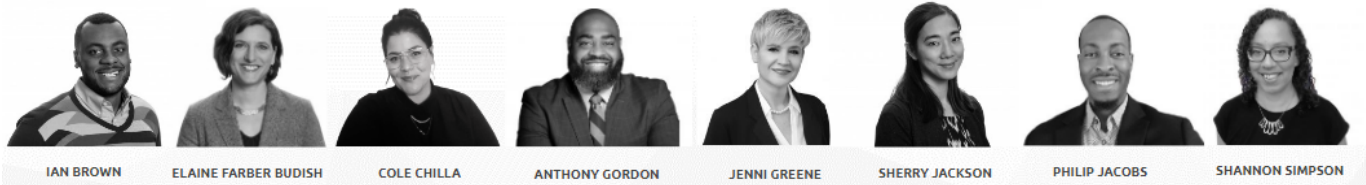
November 15, 2022 IN-PERSON at DCU in Worcester, MA from 9:00AM-4:00PM

Welcome

We are excited for you to join us next week for Session #2 where we will focus on DISCONNECTing to inequitable practices and systems by **Recognizing the Harmful Impacts of Dominant Culture in the Four Levels of Racism and Identifying Barriers to Change**. We also want to encourage you to preview this information as it will be a useful foundation for the upcoming session content. *This pre-work and preview of resources can take anywhere from 15-30 minutes of your time.* We thank you in advance for prioritizing time to prepare before attending the session.

Facilitators and Contact Information

Meet your facilitators and content creators for this session. We are excited to welcome you *in-person* to the second session in this five-part series. In the meantime, please email us with any questions at: adeitraining@updconsulting.com.



Engagement and Commitment

Preview the community agreements which serve as the foundation for our engagement in this series and consider:

- What are area/s where you feel you may need to *lean into* for continued personal and professional growth?

SPECIAL NOTE for IN-PERSON ENGAGEMENT:

COMPASSION will be a key community commitment this session. This is likely the first in-person professional workshop many of you have taken part in for a while.

Therefore, we are asking you to recognize that we are all getting accustomed to engaging in-person again. Please be mindful of your own and others needs (medical and emotional).

Community Agreements

CONNECTION: Collectively, we will keep the focus on *racism*.

- For white participants: maintain **humility** around the topic of race.
- For BIPOC participants: maintain healthy **boundaries** & practice self care.

CURIOSITY: Collectively, we will approach this opportunity as **learners** and encourage ongoing **reflection** in ourselves and others.

COMPASSION: Collectively, we will meet potential discomfort with openness rather than defensiveness by refusing to let our **heads** take over and our **hearts** to disengage.

COURAGE: Collectively, we will leverage our **heads, hearts, and hands** as we practice knowing when to step up, move back, and lean in to **taking action** and making change.

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| We engage in CONNECTION with one another, because none of us can be successful in this work alone. | We show up with CURIOSITY because none of us has all the answers. | We interact with COMPASSION because our humanity is central to all of our wellbeing. | We act with COURAGE because the changes we need to make and the actions we need to take can be hard. |

Session Learning Objectives

Consider each of the following learning objectives for our upcoming session as we view them through the Four Levels of Racism: Which are you CONNECTED to? Which are you CURIOUS about? Where will you need to tap into your COMPASSION or your COURAGE?

| In this session, participants will be able to DISCONNECT to inequitable practices and systems by: |
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| <input type="checkbox"/> I will explore how to better leverage my full self in this challenging work. Individual |
| <input type="checkbox"/> We will grow our understanding of common barriers to working together to improve racial equity. Interpersonal |
| <input type="checkbox"/> We will explore explicit and subtle ways in which organizational practices and policies perpetuate racial inequities. Institutional |
| <input type="checkbox"/> We will understand three of the most prevalent characteristics of dominant culture and how they show up in concrete ways as barriers to addressing racial equity in our classrooms, programs, and/or organizations. Structural/Cultural |

Session Resources and Points to Ponder

For each of the topics below, we have included select resources that will enable you to make the most of the upcoming ADEI learning session as well as questions to consider as you preview the resources. You can also access these resources and more in your **Participant Guide** on the [ADEI Website](#) within one week after the session.

| Topic | Resources | Questions to Consider |
|---|--|---|
| Shared Language | <p>It is important to ground ourselves in a shared language and understanding. Therefore, please review:</p> <ul style="list-style-type: none"> • UPD's ADEI Glossary (2 mins) | <p>For this session, you may want to focus on:</p> <ul style="list-style-type: none"> • <i>BIPOC, Decolonize, Dominant Culture, Oppression</i> • What terms were new to you? • What would you add or modify? |
| Review Important Resources from Session #1 - CONNECT to Institutional and Historical Truths | <p>The series builds throughout the sessions. Therefore, it is important to refresh yourself on the following that were used in the last session. (5 mins to review all)</p> <ul style="list-style-type: none"> • Four Levels of Racism • HEAD – HEART – HANDS • Garden Analogy Graphic | <p>Content</p> <ul style="list-style-type: none"> • <i>What content from Session #1 has remained on your mind or in your heart in the past few weeks? You may find it helpful to review Session #1 materials linked here and located in the ADEI website as well at the frameworks located to the left:</i> <ul style="list-style-type: none"> ○ Slide Deck ○ Participant Guide |
| Prepare for Session #2 - DISCONNECT from Inequitable Practices and Systems | <p>This session will rely heavily on storytelling, from the facilitators and from recordings of students and educators such as the METCO example below.</p> <p>Context-Specific Example: METCO</p> <ul style="list-style-type: none"> • Read this article from <i>The Atlantic</i> to further familiarize yourself with the history of this practice and the intention versus impact. (6 mins) <p>Dominant Culture Characteristics Preview</p> <ul style="list-style-type: none"> • Introduction of Dominant Culture and Preview of Either/Or Thinking, Paternalism, and Perfectionism (2 mins) | <p>METCO Article</p> <ul style="list-style-type: none"> • Consider this quote from the article: <i>“It may not be surprising, then, that Massachusetts has turned into another example of a place that once seemed poised to integrate and is now just as segregated as it was decades ago.”</i> • What factors lead to this? Consider who has/hasn't been part of these important conversations. <p>Dominant Culture Characteristics</p> <ul style="list-style-type: none"> • In addition to facilitator storytelling and video share outs, there will be opportunities for you to share some of your own stories as it relates to inequitable practices in the Adult Education setting and in your personal life. Think about: <i>What do you need from yourself to bravely show up in vulnerable, authentic, and courageous ways?</i> |

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| Bridge to Practice | <p>Each session introduces a Bridge to Practice that is meant to move the session learning into application.</p> <ul style="list-style-type: none"> Review the Bridge to Application activity and reflect on your implementation efforts. The activity can be found on pages 10-11 of the Session #1 Participant Guide. <i>Note: this is a link to a forced copy. You may already have a digital copy of the guide with your personal notes saved. Please reference your saved copy if that is the case.</i> | <p>You will be asked to share a brief summary of your practice and to share your noticings and wonderings from your implementation of your Bridge to Practice with colleagues. You can prepare ahead of time by thinking about the following:</p> <ul style="list-style-type: none"> <i>What you found rewarding and challenging about the activity?</i> <i>Where did you notice power dynamics showing up? (you can refer back to the Wheel of Power & Privilege)</i> <i>What emotions came up for you as you were planning and implementing the Bridge to Practice?</i> |
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In-Person Location Information

The event will take place at the [DCU Center](#) located at **50 Foster St, Worcester, MA 01608**.

Prior to the Event

- Please check DCU's [Visitor Information](#) page for details on directions, parking, and health, safety, and venue policies.
- Arrive early to secure parking, find your way to the ballroom, check-in and secure your seating. We will start promptly at 9:00AM.
- There are multiple parking options close by. Parking is typically around \$11. Consider carpooling with team members.
- You are encouraged to take a Covid test before attending. Please do not attend if you have symptoms or have been recently exposed to those that have tested positive. A limited number of tests will also be available on site.

During the Event

CHECK-IN

- Check-in at the tables before entering the ballroom. Sign in at the registration table and receive your name badge. Please wear it for the entirety of the session.
- The ballroom will include 10-person tables. Find the table with your organization name printed on it so that you are sitting with members of your team. Plenty of team planning time will be allotted throughout the session. If you are coming as a singleton, you will be placed at a table of other attendees unable to come as a team. So, no worries! You will still have an opportunity to learn and build collaboratively with others in the Adult Education field.
- You are encouraged to wear your mask during the session. A limited number of masks will also be available on site.

FOOD AND BEVERAGES

- We are happy to inform you that water, coffee, and tea will be provided throughout the day. Please bring your own light snacks if you would like. In addition, boxed lunches will also be provided.

MISCELLANEOUS

- Pipe cleaners will be located at each table for use as fidget toys. If you have your own fidgets, please feel free to bring, use and share with others.
- You will not need your laptops during the session. In fact, tech is discouraged as we want to fully lean into the in-person experience and focus on building community with one another. You will have breaks around 10:30AM and 2:30PM and a lunch break from 12:15-1:15 to handle outside personal and professional business if needed.

After the Event

- If you are a **staff participant**, ACLS is providing a stipend to the organization. You will not receive this at the session. Please see your ACLS Program Specialist with any questions you may have regarding support associated with attending.
- If you are a **student participant**, UPD will provide you a gift card for attending. Please see a UPD facilitator immediately following the session for your gift card.