

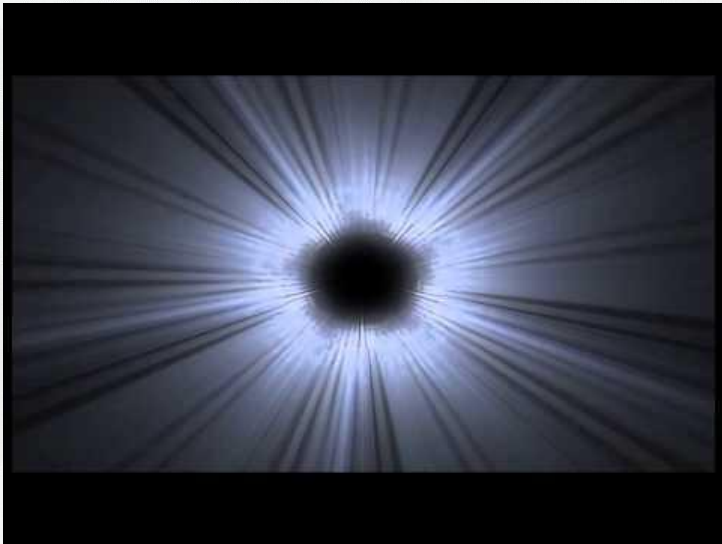
As we wait to get started, take time to pause and get grounded.



Check in with yourself [Mind/Heart/Body]

Take a minutes before we start to check in with your what your mind, heart, and body needs. This could look like...

Mindful Breathing – Stretching – Body Scan – Prayer – Setting Intentions – Journaling – Energy Clearing – Positive Affirmations – Drawing – Doodling – Singing – Humming – Dancing – Self Nourishment [water, snacks] - Any other practice that is grounding you



RECONNECT in the Creation of Liberatory Communities

**Explore People-Centered Approaches to
Addressing Barriers to Racial Equity and
to Building Liberatory Communities**

ADEI Learning Series - Session #4
February 14-15, 2023




MASSACHUSETTS
Department of Elementary
and Secondary Education



UPD CONSULTING

How ya
“Bey” doin’
today?

 **Answer
in chat**

Drop the number
in the chat



Welcome Back Your Team of Facilitators and Content Creators



IAN BROWN



ELAINE FARBER BUDISH



COLE CHILLA



ANTHONY GORDON



JENNI GREENE



SHERRY JACKSON



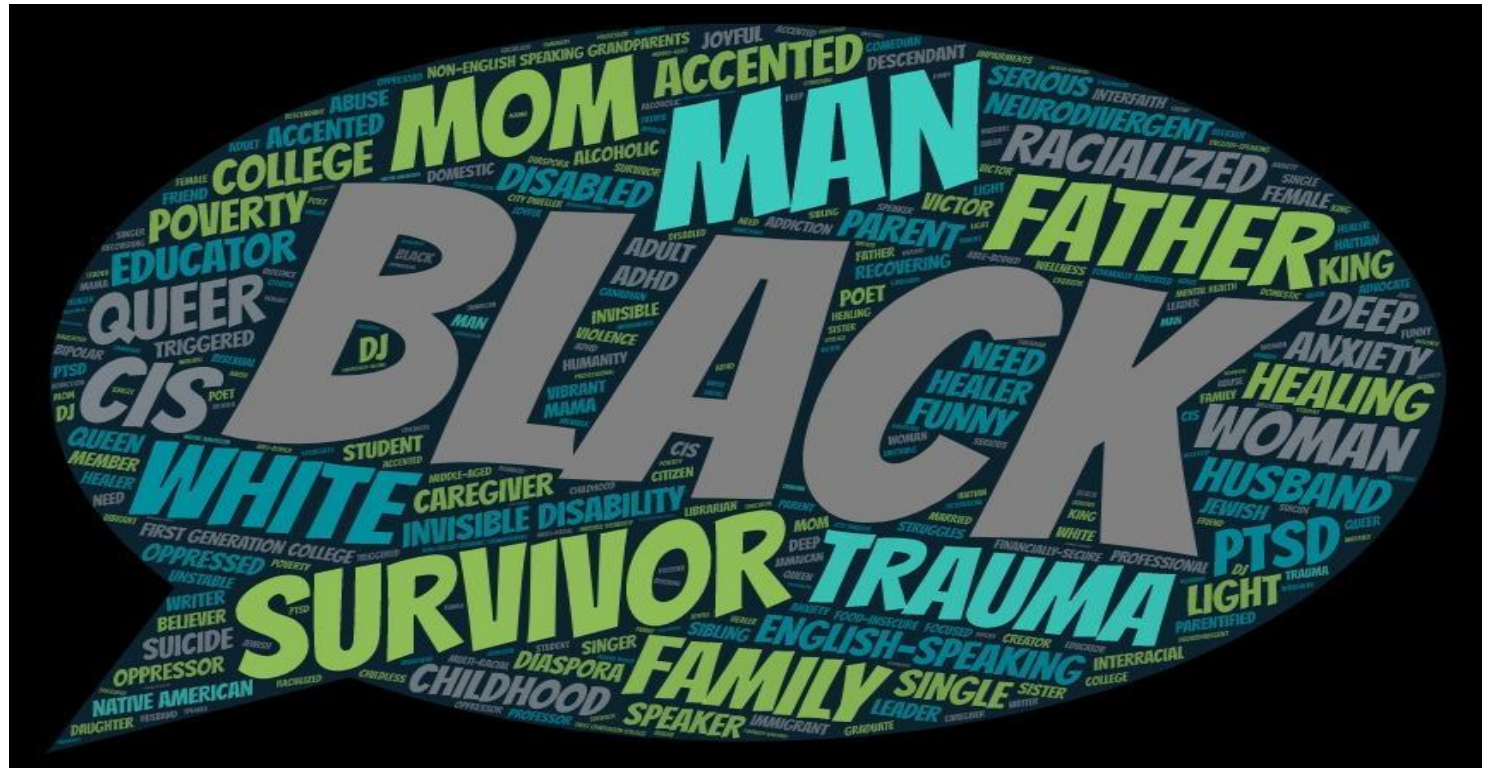
PHILIP JACOBS



SHANNON SIMPSON

This is a
BRAVE space.

Your many *identities and lived experiences* are welcome here today.



Housekeeping

1

Keep your cameras on and stay muted until ready to speak

2

Rename yourself.

Name
Pronouns
Org/Program
*Example: Phil Jacobs
(he/him) - UPD*

3

Use chat to promote community, respond & interact w/ content & others

4

Live transcript is enabled. You can turn it on and off as needed

5

Use each other and the resources provided to deepen learning



Unmute



Stop Video



Security



Participants 1



Chat



Share Screen



Polling



Record



Breakout Rooms



Reactions



More

End

Need help? private msg a facilitator or email adeittraining@updconsulting.com



Land & Labor Acknowledgement

The legacy of colonialism and slavery persists today as we continue to dismantle oppressive social systems.

We encourage you to research, acknowledge, and support your contemporary Indigenous and Black communities in actionable ways.

Session Agenda and Session Learning Objectives



35
minutes

Warm Welcome
Opening Remarks, Building Community

50
minutes

Defining Community and Liberation
DEAP Case Study and Vision Boarding

10
minutes

Brief Break
We will try to break around 10:30/2:30

40
minutes

Planning for Equity Detours
Workshopping the Bridge to Practice–Program Example

30
minutes

Importance & Impact of Design Justice
Program Team Planning

10
minutes

Optimistic Closure
Next Step & Reflection. Adjourn by 12PM or 4PM

By the end of the session...

- ❑ I will grow in my ability to navigate the challenging aspects of connecting across differences in radically human ways. **Individual**
- ❑ We will explore how the Building Liberatory Communities tool can help us to avoid harm and align impact with intention in our racial equity work. **Interpersonal**
- ❑ We will understand how a design justice approach to the work of organizational change is an antidote to dominant culture. **Institutional**
- ❑ We will explore how the Liberatory Communities approach enables us to engage fully in the work of challenging dominant cultural norms and assumptions. **Structural**

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.



BREAKOUT #1 - Building Community/Reflecting on Past Learning

DIRECTIONS

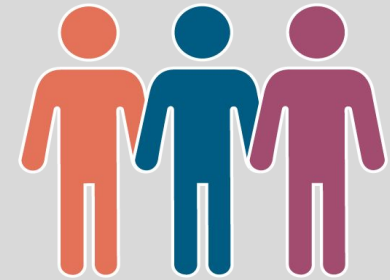
- **2 min** to individually reflect on the prompt before you're sent to breakout rooms in TRIADS
- **12 mins** for discussion (each person to share for 3 mins in a round robin style) – don't forget to introduce yourself first!

FOR DISCUSSION

Recall an opportunity you had to “speak truth” in an area of racial equity.

- Did you take “the leap”?
- Why or why not?
- What helped (or would have helped) you most in this conversation? **Think specifically about elements of the Cultivating Community Framework.*

Be Vulnerable, Authentic, & Courageous in Your Share



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.

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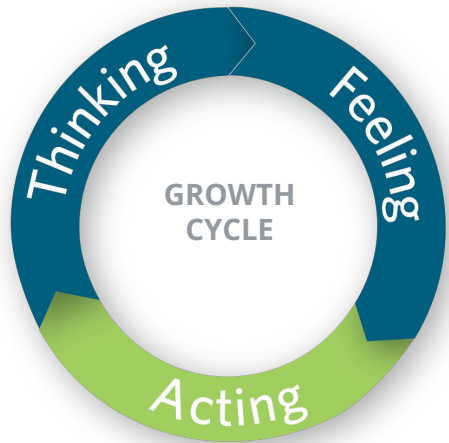
minutes

Optimistic Closure

Next Step & Reflection. Adjourn by 12PM or 4PM

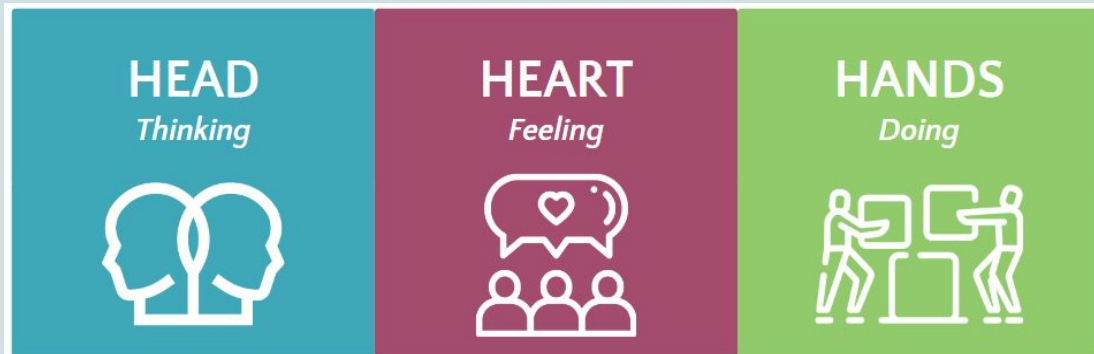


RECONNECT to Prior Learning That Leads to Action



“People like me, the professional troublemakers, should not be the only ones who are committed to being these dominoes, who are always falling out of planes, or being the first one to take this hit. People are so afraid of these acute consequences, not realizing that there are many times when we walk in rooms and we are some of the most powerful people in those rooms... and I firmly believe that our job in those times is to disrupt what is happening.” –*Luvvie Jones*

HEAD-HEART-HANDS



What does it really mean to RECONNECT as a community?

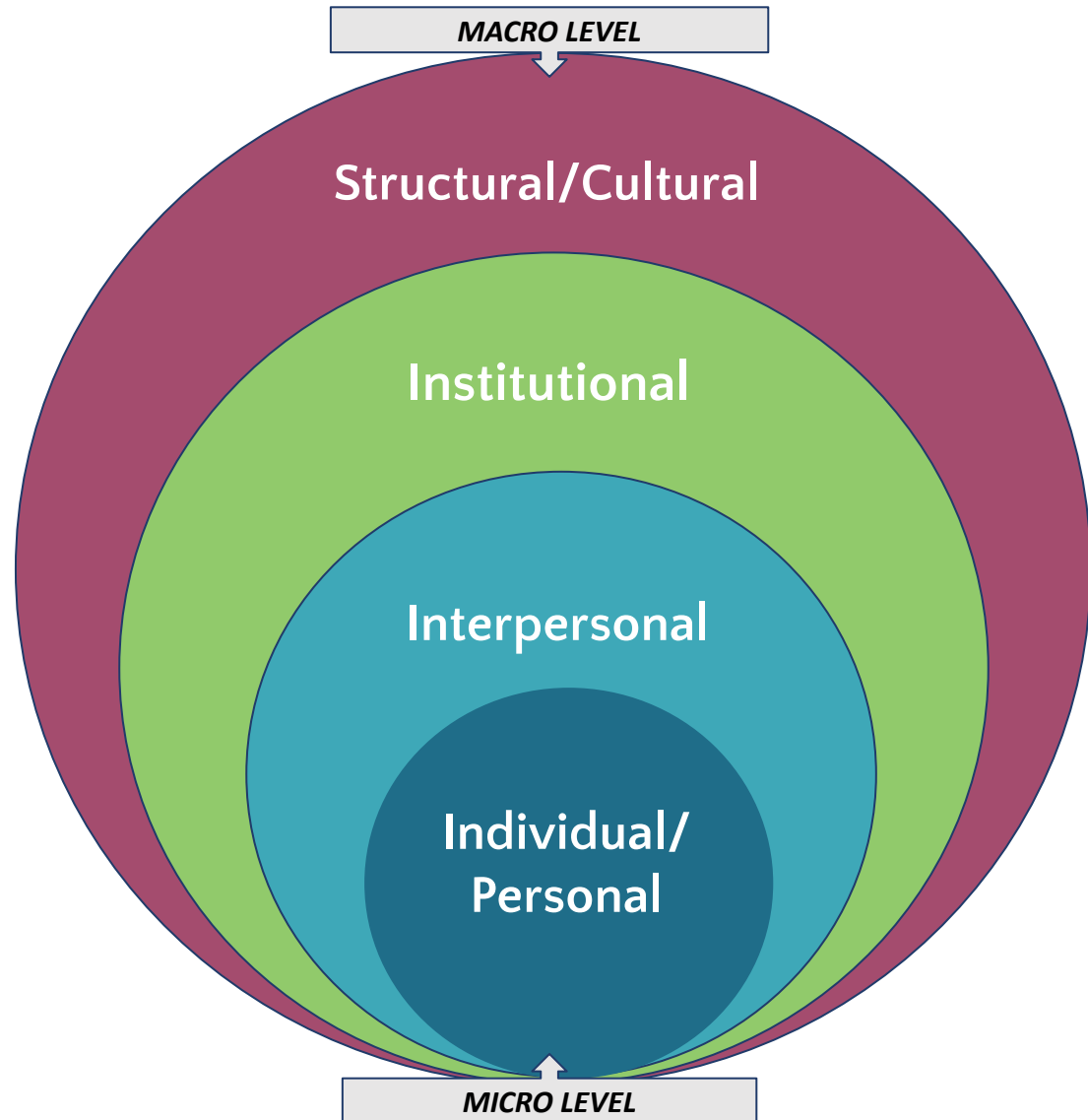
Community

- Community is not a place, a building, or an organization
- Community it is not an exchange of information online (or in a virtual PD!)
- Community is both a feeling and a set of relationships among people that connects them

Community Members

- Members of a community have a sense of trust, belonging, safety, and caring for each other
- Members have an individual and collective sense that they can, as part of that community, have the power to influence their environments and each other

Being In COMMUNITY starts a healing process that creates a ripple effect across all Four Levels of Racism



OUR EMPHASIS ON “SELF” IN SELF-CARE CAN MAKE US FEEL LIKE HEALING SHOULD BE DONE IN ISOLATION

- The trauma of living in a racialized world is not an individual experience.
- Remember Olivia Coles says, “White Supremacy comes for us all.”
- This is not an EITHER/OR decision. Choose community care AND self care.

“Everybody’s well-being is community business.” - Luvvie Jones

So What is Liberation?

healing

sovereignty

community

understanding

creativity

Liberation

transformation

radical
humanity

power sharing

self-
determination

trust

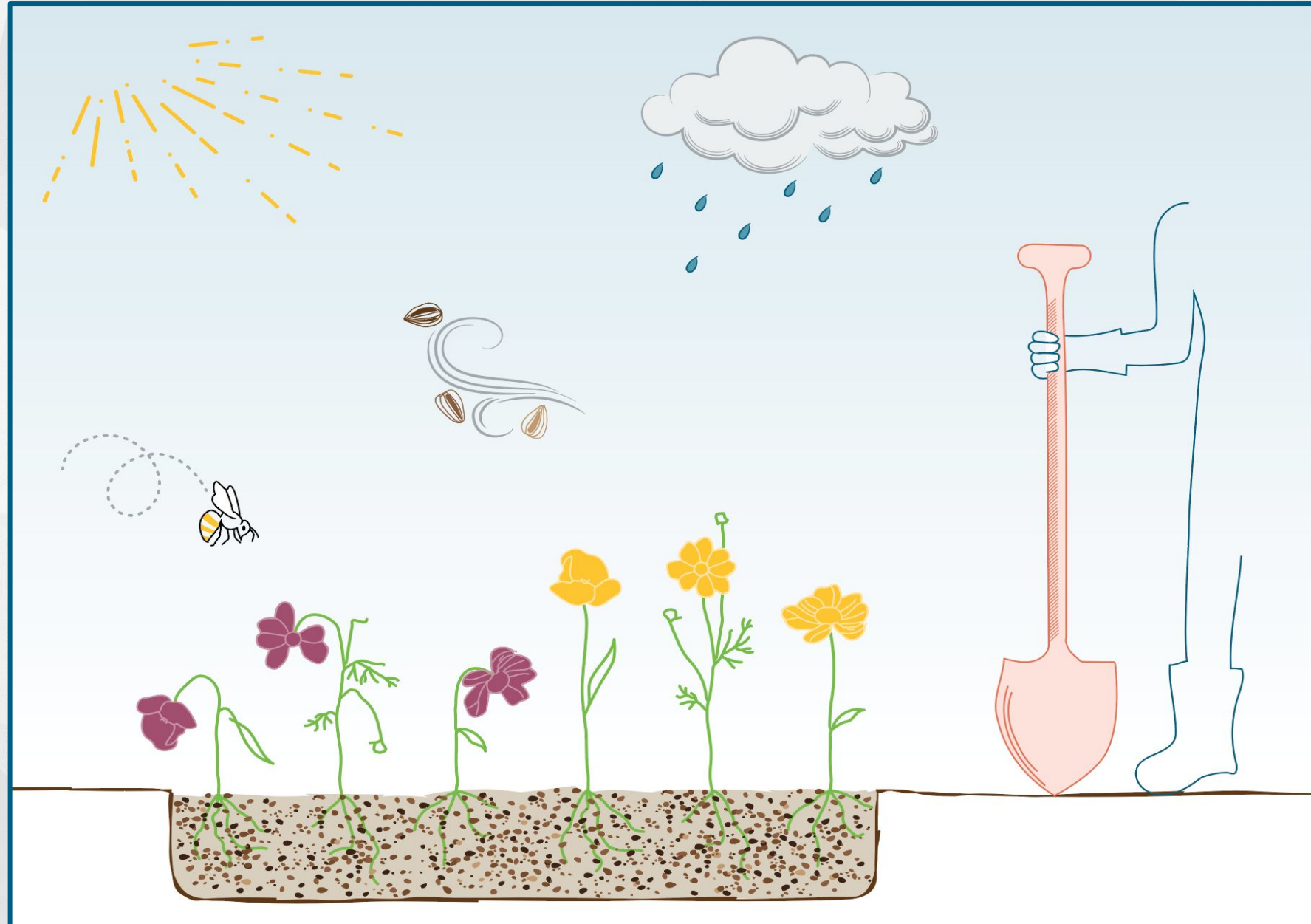
belonging

justice

What is currently poisoning the soil in our AE gardens?

What conditions must be true to create soil that is rich and ripe for liberation to occur?

What is our role in the process as the gardeners?



Student Voices: What is **LIBERATION** to a young person?

As you watch the video clip, copy down quotes that resonate with you and help you define “community” and “liberation”.

Consider how your students’ responses may be similar or different from these students’ responses.



BREAKOUT SESSION #2 – Edu Example of a Liberatory Community

DIRECTIONS

- **5 minutes** to individually read the Case Study and skim & scan DEAP's website
- **10 minutes** to discuss your noticings and wonderings in your small group breakout session

ESSENTIAL QUESTIONS

- How does the DEAP exemplar help you define liberation?
- What ideas does DEAP give you for building a liberatory space in your current AE setting?

DEAP – *Dził Ditt'ooí* School of Empowerment Action and Perseverance

Case Study: A... Liberation

	EXPLORE: Read the brief below and...
The People	DEAP is a public charter school located in Navajo Nation as a liberatory space to heal the deep wounds of...
The Intent	Education had long been used as a tool of oppression. The school was founded to be a space where students are able to reclaim confidence and pride in their identity and their community.
The Practices	In class students learn about the history of their community and the challenges they face are not due to individual failure. The school culture, teaching practices, and curriculum are integrated into the current curriculum and reciprocal learning.
The Impact	The school...

DEAP'S MISSION & FRAMEWORK

- DEAP is a public charter school located in Navajo Nation as a liberatory space to heal the deep wounds of...
- DEAP is free. There are no tuition costs.
- DEAP offers breakfast and lunch.
- DEAP classes meet Monday-Thursday from 8 am to 4:00 pm. Fridays are reserved for community events, teacher development and make-up days.
- DEAP will work with students and families to organize extracurricular activities chosen by students including sports.
- DEAP students are required to take the PARCC and NWEA assessments.
- DZIL DITL'OOÍ is the name of our sacred mountain in Navajo. The English translation is Fuzzy Mountain.
- DEAP can only accept Navajo residents at this time.

DEAP's founders sought to create a school that is driven by community needs and focus for empowering our youth and families. To identify community needs and focus, planning team members conducted several community meetings, a survey, and focus group conversations with community members. Through observation and focus group conversations, DEAP's vision for the school was developed and a strong mission and goals were established. DEAP also targets tribal families, educators, and elders. Through consultation with community members, DEAP identified the need for an education that would give students skills to transfer to the community. They identified a need for opportunities in interacting with the land and people through community service and action, land based learning, wellness and culture revitalization.

DEAP seeks to provide high-quality, relevant and meaningful learning experiences for all students. To meet our vision, we have developed a curriculum that integrates our four focus areas:

- SERVICE LEARNING FOR COMMUNITY ACTION AND LEADERSHIP
- LAND BASED LEARNING
- DINE EMPOWERMENT THROUGH CULTURAL REVITALIZATION & RELEVANCY
- WELLNESS AND PERSEVERANCE PHILOSOPHY

5:00

Vision Boarding Activity: Use words, phrases, quotes, images, memes, mind mapping, etc to creatively imagine what your liberatory space could look like

What would the vision board for your liberatory community look like?

Here are a few of our examples...

Now use the space in your Participant Guide to envision your own!



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Topic	Resources & Notes
<p>Liberatory Community Vision Board</p>	<p>Begin to build out the vision for what your liberatory community would look like if you are successful in creating it with “ya people ” through your bridge to practice. You can use any format to illustrate your vision: words, phrases, quotes, images, memes, a mind map, etc. (whatever works for you to paint the picture).</p>









DEAP'S MISSION & FRAMEWORK

DEAP education, students will be able to use their cultural, vocational, and academic skills to...
 DEAP education, students will be able to use their cultural, vocational, and academic skills to...
 DEAP education, students will be able to use their cultural, vocational, and academic skills to...



SERVICE LEARNING FOR COMMUNITY ACTION AND LEADERSHIP

WELLNESS & PERSEVERANCE

ONE EMPOWERMENT THROUGH CULTURAL REVITALIZATION & RELEVANCY



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.



Changes we need to make and the actions we need to take can be hard.



DESIGN PROCESS

"Everybody's well-being is community business."
- Luvvie Jones

35
minutes

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DEAP Case Study and Vision Boarding

10
minutes

Brief Break
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40
minutes

Planning for Equity Detours
Workshopping the Bridge to Practice–Program Example

30
minutes

Importance & Impact of Design Justice
Program Team Planning

10
minutes

Optimistic Closure
Next Step & Reflection. Adjourn by 12PM or 4PM

**Reflect. Renew.
Recharge.**



**Return in 10 minutes
with cameras on and
ready to engage.**

35
minutes

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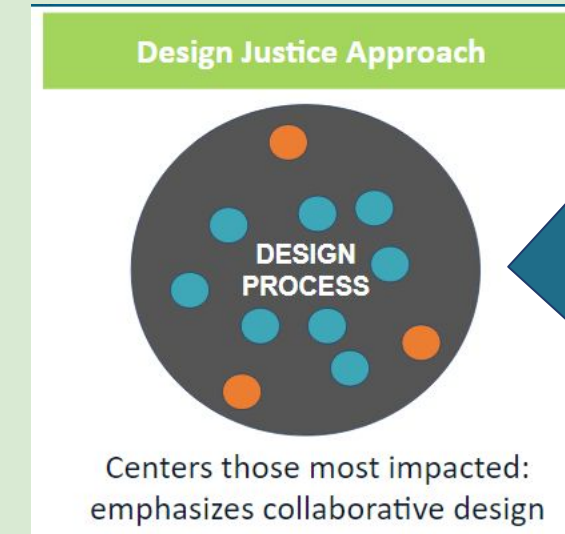
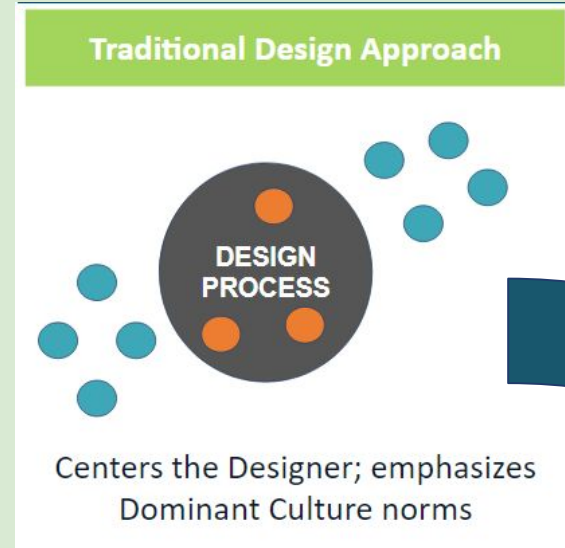
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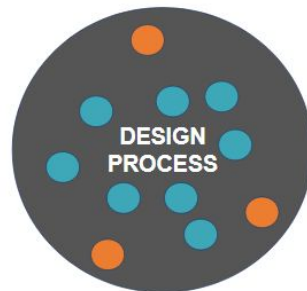


PERSONAL REFLECTION: Consider how it felt trying to address your prioritized racial equity challenge through a Design Justice lens...

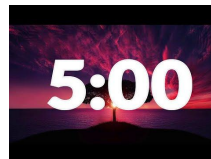
Session #3 - Bridge to Practice (Complete as a Program Team)

STEP 1	STEP 2	STEP 3
DEFINE YOUR PURPOSE. Do this by collectively identifying ONE high-priority racial equity challenge/opportunity. To help prioritize, consider: <ul style="list-style-type: none">Brainstorming at beginning of this section after reviewing the posters from Session #2What you personally may have identified and tried in the Session #2 Bridge to PracticeAny other examples that may have come to mind during Session #3	NOTICE AND SHIFT THE POWER DYNAMICS. Do this by thinking through your three design questions to ensure you're decentering yourself: <ul style="list-style-type: none">Whose voices are included, honored, and centered?Who has the (financial, policy, and organizational decision-making) power, and at what levels of racism do these types of power show up and how is it used?What are our own intersecting identities and what power do you hold?	EXPLORE POSSIBILITIES. Do this by planning for hard conversations and anticipating responses by considering: <ul style="list-style-type: none">How will we hold each other loving accountability if/when we cause harm during these convos?

Design Justice Approach



Centers those most impacted:
emphasizes collaborative design



What were highlights?

What were hindrances?

Now that you've had an opportunity to think creatively about liberated spaces in education:

What are some additional changes/modifications you might be thinking of?

Thank you to Suffolk County Sheriff's Education Department

TEAM MEMBERS PRESENT ON DAY OF INTERVIEW

JIM – Coordinator

JOEL – Teacher

MARIE –Teacher

SUZANNE – Teacher

FOREST– Librarian

JULIAN – Librarian

INSPIRATION

Because of the carceral setting in which they work, the team was particularly inspired to find ways to counter the Dominant Culture trait of **PATERNALISM** – *when those in positions of power believe they know best and begin making decisions for those marginalized.*

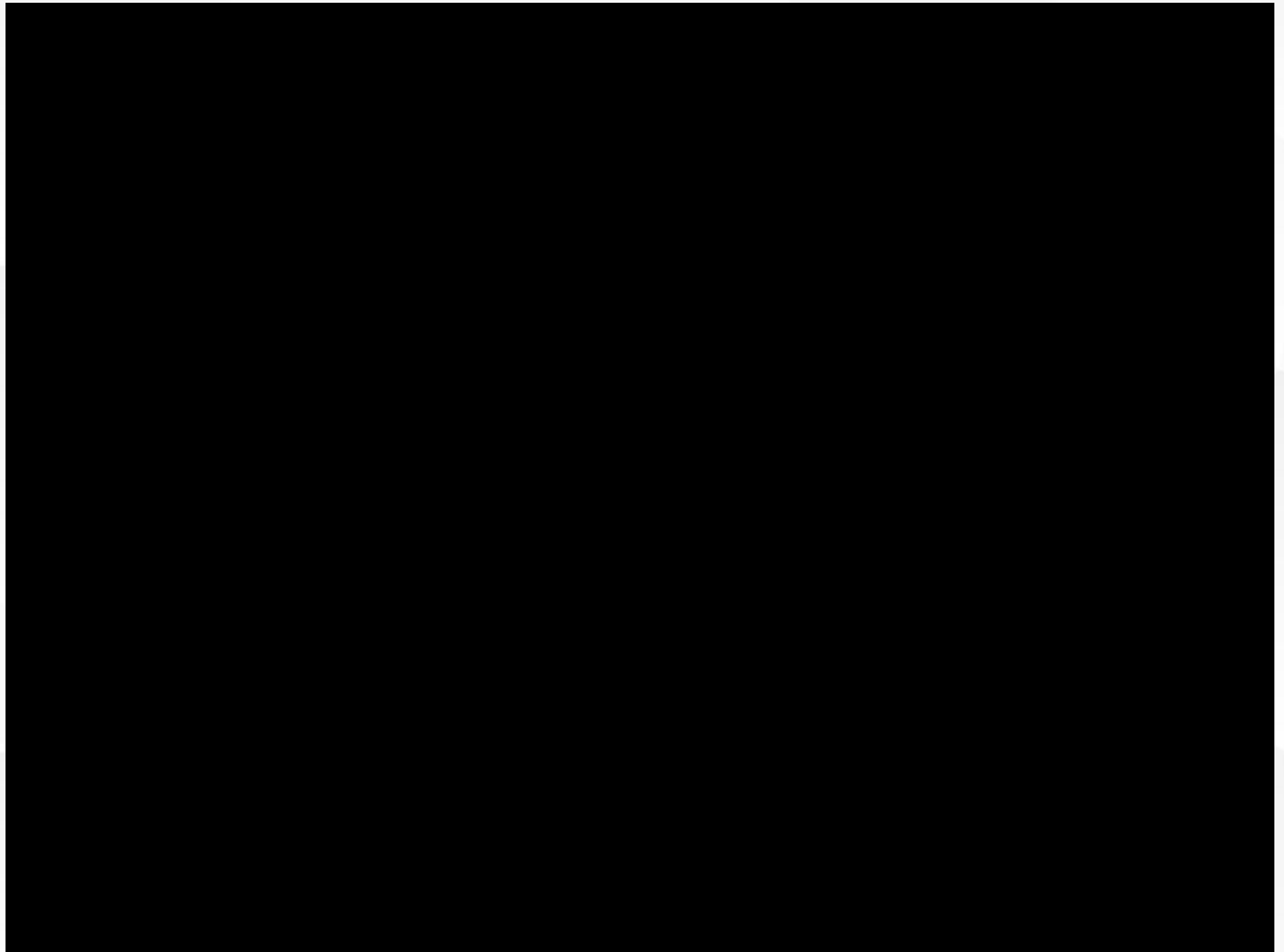
RACIAL EQUITY CHALLENGE

Fill our setting with visuals (like posters and photographs) and instructional materials (like books and music) that best represent the students we serve. We also want our students to be able to see themselves, not only represented (racially, culturally, and linguistically), but to also see those experiencing similar conditions, achieving the goals they set for themselves.

Example from the AE Field: Suffolk County Sheriff's Dept

As you listen to your
colleagues share,
consider how they
collectively...

- Defined &
Prioritized their
PURPOSE
- Noticed and
Shifted the
POWER DYNAMICS
- Explored
POSSIBILITIES



What are Equity Detours?

“**Equity detours** are the actions and approaches organizations often adopt that might **create the illusion** of equity progress.

- Sometimes they are adopted based on **misunderstandings about what equity means** or the **level of transformation needed** to achieve equity.
- Sometimes they are adopted purposefully to **avoid more meaningful equity work.**
 - Paul Gorski, [*Avoiding Racial Equity Detours*](#)



Why are Equity Detours So Appealing? and So Dangerous?

Looks like anti-racism. Tastes like anti-racism. But it's actually **empty calories**



– OR –



Common Equity Detours in the Educational System – and beyond...

Pacing for Privilege

a detour that prioritizes the comfort and interests of white people over actual progress towards racial equity. Moving at the pace of the people with the least interest in racial equity rather than the pace of the people with the most interest

“meet them where they are”

“they’re not ready to hear that”

“those students”

“because no one at home cares”

Deficit Ideology

focusing equity efforts on programs, initiatives, or practices designed to adjust the mindsets, values, behaviors, or “grittiness” of BIPOCs while ignoring racial inequity. the focus is on “fixing” BIPOCs rather than redressing inequitable systems

PERSONAL REFLECTION:

Consider how equity detours may impact your efforts in addressing your identified racial equity challenge.



STOP

adding
off ramps

Where might there be the possibility of equity detours?

What might be other possibilities instead?

How might I "speak truth" (to myself or others) in our collective effort to avoid these detours?

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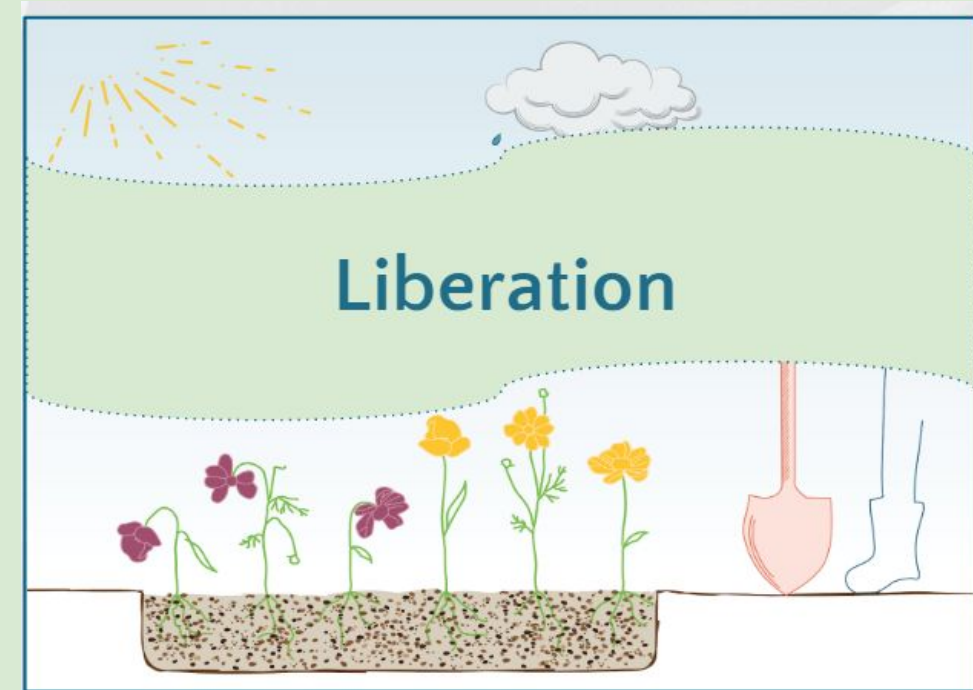
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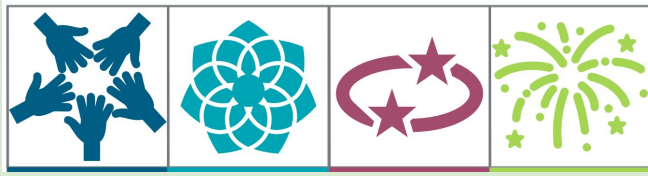
Program Team Planning

10
minutes

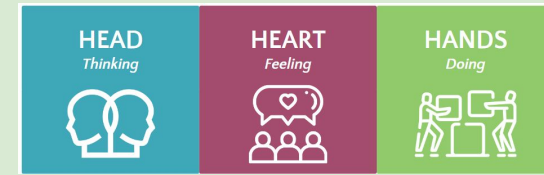
Optimistic Closure

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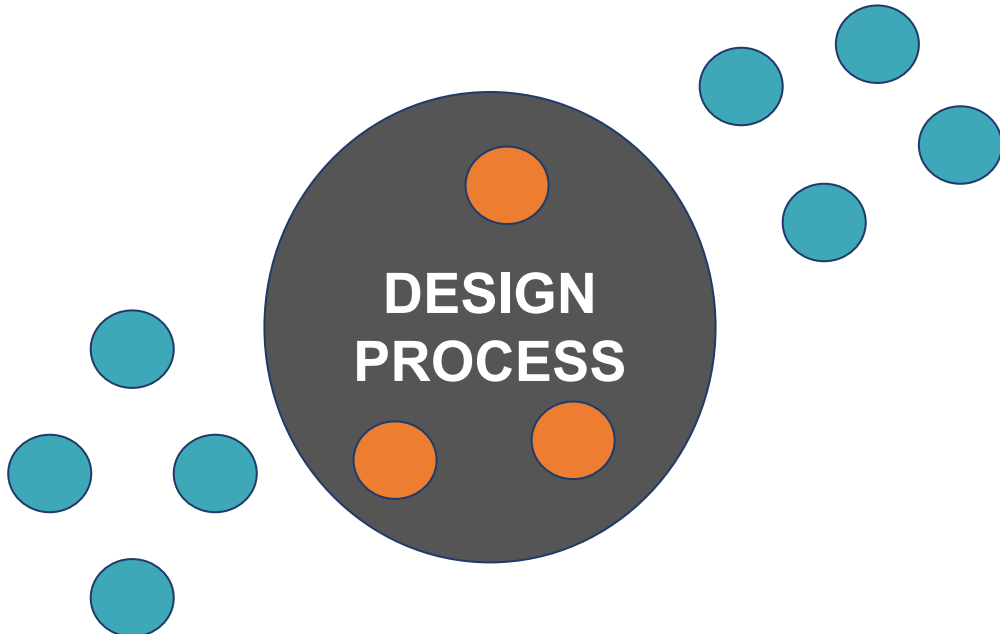


Liberation



Traditional Design Approach

Design Justice Approach



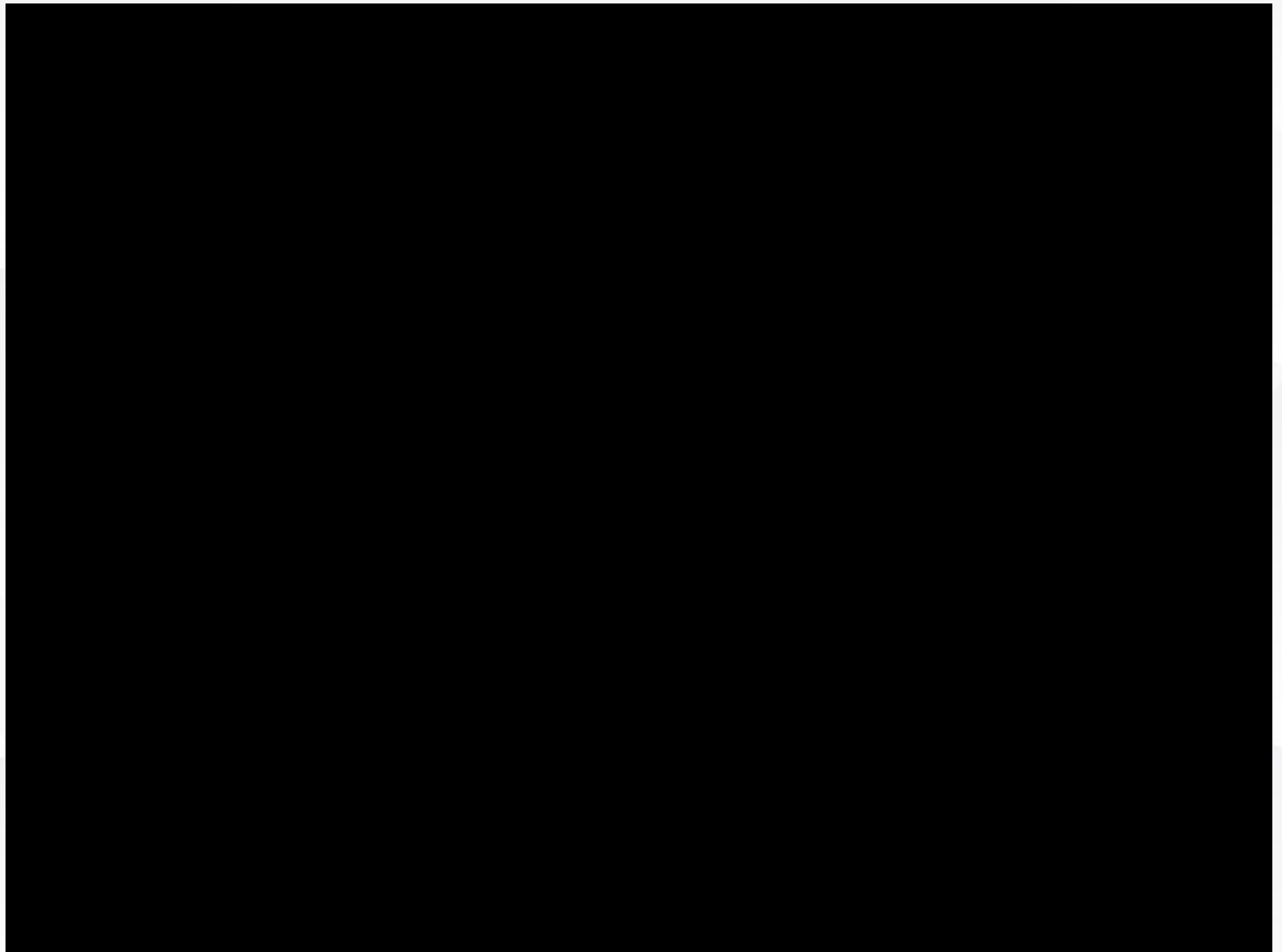
Centers the Designer; emphasizes
Dominant Culture norms



Centers those most impacted;
emphasizes collaborative design

As Ian's shares his story, consider the **Design Justice** questions and how they might apply to this situation.

- Whose voices are included, honored, and centered?
- Who has the power (financial, policy, and decision-making), and at what levels of racism do these types of power show up and how is it used?
- What are our own intersecting identities and what power do you hold?



BREAKOUT #3 (in TEAMS) - A Liberatory Vision for Our AE Communities

DIRECTIONS

- Consider the definitions, the youths' perspectives, the DEAP Case Study, your notes/vision board from the Liberatory Design Planning Tool and your team's ideation of PURPOSE, POWER, and POSSIBILITIES of your racial equity challenge

FOR DISCUSSION - 15 minutes

What would our liberatory community look like if we are successful? Consider:

- Your Vision Boarding exercise from earlier in the session
- What would you *see*, *hear*, and *feel* as a member of this community?
- What will it take from yourself and others to create this liberatory community?

What could our process be for collaboratively creating this liberatory community? Consider:

- The "big actions" you need to take to move forward
- The resources and supports you need to move forward
- The Equity Detours and traits of Dominant Culture that may impact your efforts

Use the Liberatory Design Planning Section Located in Your Participant Guide

As a team, discuss: What would our liberatory community LOOK, SOUND, and FEEL like for all members of our community?			
	What would it LOOK like?	What would it SOUND like?	What would it FEEL like?
For Students (especially those most marginalized)	• • • •	• • • •	• • • •
For people Supporting Students (like educators, advisors, mentors etc)	•	•	•
For people Supporting Staff (like program coordinators, dept leaders, etc.)			
For people outside your prog/org but support students (family, friends, ot support)			

As a team, discuss: What would be our process for collaboratively creating this liberatory community?	
Planning our Approach to Building a Liberatory Community Around Our Identified Racial Equity Challenge	
Describe the "big actions" we need to take to move forward	Identify the resources and supports we need to move forward with each of these action steps
• • • • •	• • • • •
How might Equity Detours and traits of Dominant Culture impact our efforts?	Open decisions, questions, risks, and other notes
• • • •	• • • •

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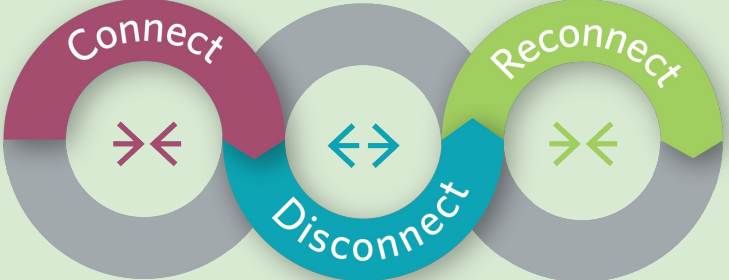
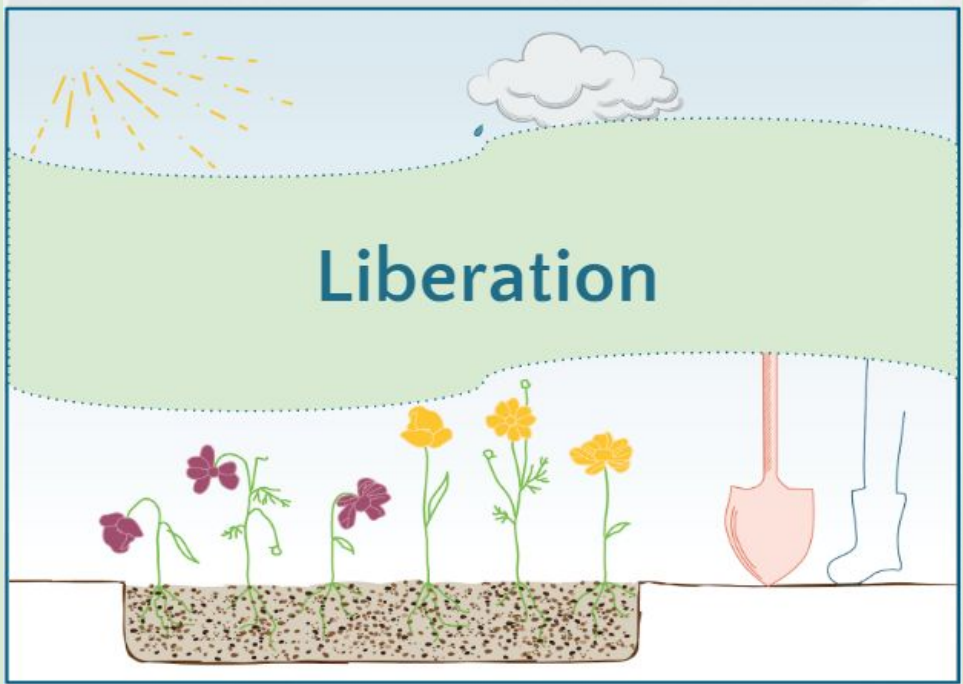
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30
minutes

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10
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RECONNECT in the creation of liberatory communities by exploring People-Centered Approaches to Addressing Barriers to Racial Equity and to **Building Liberatory Communities**

Session #4 - Bridge to Practice (Complete as a Program Team)

STEP 1

PLAN & PRACTICE COMMUNICATING YOUR ORG/PROGRAM'S CHOSEN RACIAL EQUITY CHALLENGE.

When asked to share with leadership, colleagues, students, and others, can you clearly and confidently:

- share your **PURPOSE** for choosing and prioritizing
- notice and name how you're shifting the **POWER** dynamics
- explore **POSSIBILITIES** that may detour your racial equity efforts

STEP 2

COLLECTIVELY DREAM AND DESIGN LIBERATORY SPACES IN YOUR AE SETTING.

Do this by thinking through (individually and as a org/program team):

- What would a liberatory community look like in our professional setting?
- What would we see, hear, and feel as members of this community?
- What will it take from yourself and others to create this liberatory community (with a Design Justice lens)?

STEP 3

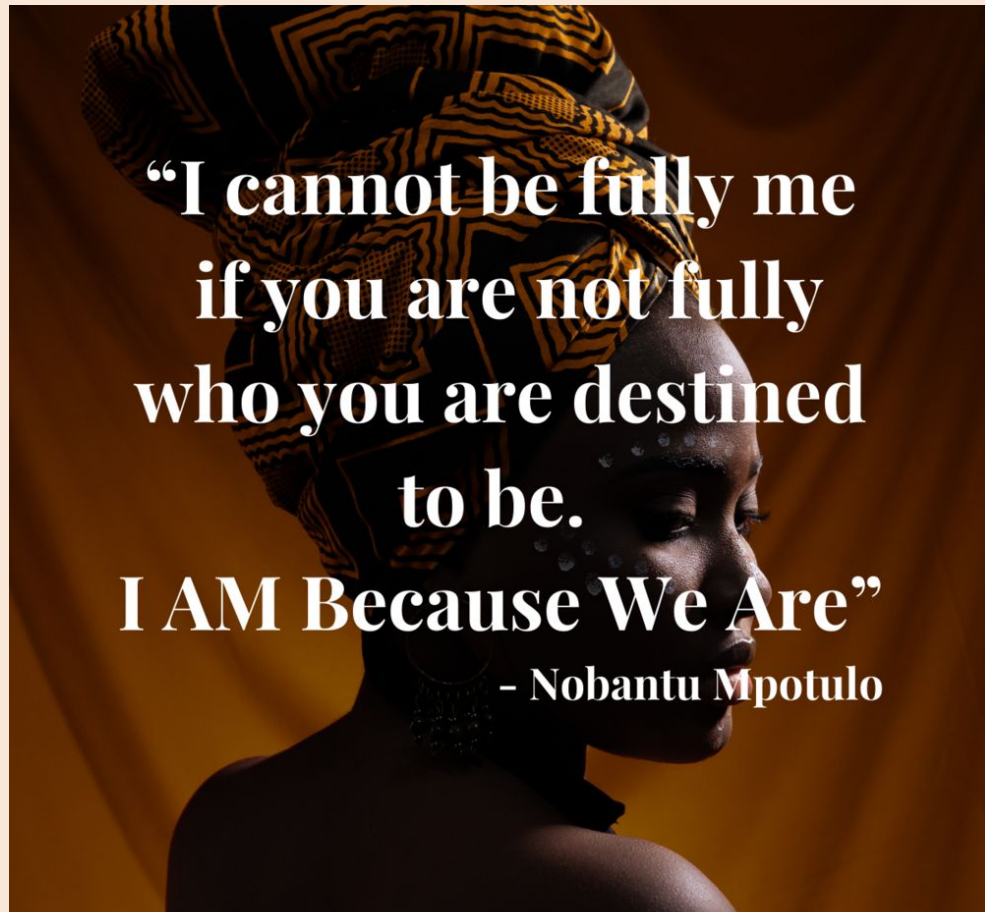
COLLABORATE ON YOUR APPROACH BY OUTLINING AN INITIAL ACTION PLAN

Do this by planning for what it will take to actionize your learning from previous sessions by considering:

- the “big actions” you need to take to move forward
- the resources and supports you need to move forward
- The equity detours and the characteristics of dominant culture that may impact your efforts

Community Wisdom from Our Ancestors & Affirmations

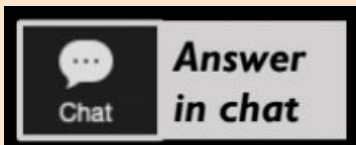
UBUNTU - Zulu



IN LAK'ECH - Mayan



NEXT STEPS



As you leave this space today, share a word or phrase that is resonating with your HEAD - HEART - or HANDS

SURVEY

Take our feedback survey as you depart.

Your feedback is important.



SESSION

We are excited to welcome you for Session #5

IN-PERSON

March 28
9AM-4PM



SOURCES

Check the ADEI website and your follow-up email later this week for links to resources from this session



www.adeitraining.com

SUPPORT



Send questions & comments to adeitraining@updconsulting.com