

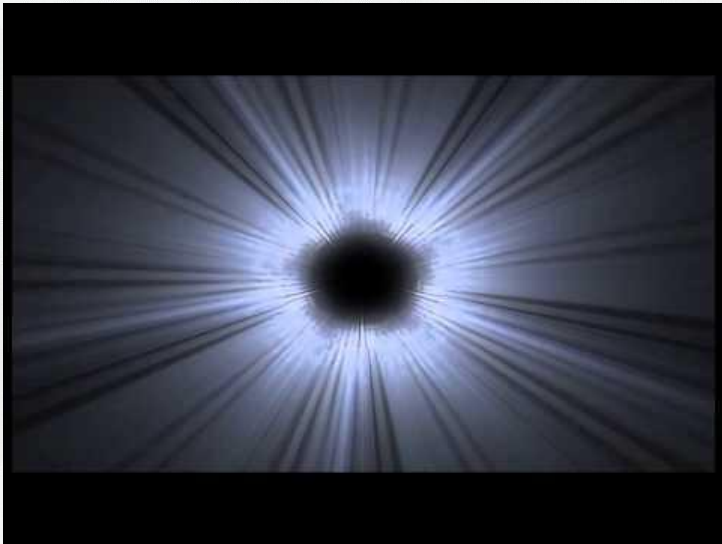
As we wait to get started, take time to pause and get grounded.



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



DISCONNECT from Inequitable Practices and Systems

Explore Strategies to Engage in Productive Conversations About Racial Equity and Use a Design Justice Approach to Identify Opportunities for Organizational Improvement

ADEI Learning Series - Session #3
January 9-10, 2024



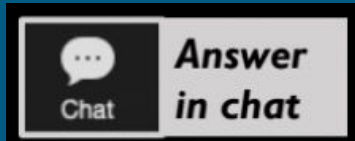
MASSACHUSETTS
Department of Elementary
and Secondary Education



UPD CONSULTING

“Owl” are
you doin’?

How ya feelin’
as you enter
this
communal
space today?



Drop the number
in the chat



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 when asked, and to request help

4

Live transcript is enabled. You must toggle it on and off. CC has limitations



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



Land, Labor & Liberation 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.



MASSACHUSETTS
Department of Elementary
and Secondary Education



UPD CONSULTING

Session Agenda and Session Learning Objectives



30
minutes

Warm Welcome

Opening Remarks, Building Community

60
minutes

Strategies to Engage in Race Convos

Learning & Growth Zones – Facilitator Story

10
minutes

Brief Break

We will try to break around 10:30

40
minutes

Speaking Truth for Org Improvement

Individual & Interpersonal Levels – Personal Story

30
minutes

Design Justice for Org Improvement

Institutional Level – Program Team Planning

10
minutes

Optimistic Closure

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

By the end of the session...

- I will grow my ability to manage emotions and responses as I engage in conversations related to racial equity. **Individual**
- I will grow my skills in navigating explicit conversations about racial equity in diverse professional settings. **Interpersonal**
- We will explore opportunities for improvement in our programs/organizations using a Design Justice lens. **Institutional**
- We will identify the aspects of dominant culture and equity detours that are likely to create the most resistance to taking a Design Justice approach. **Structural/Cultural**

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.

			
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.

BREAKOUT #1 - Building Community/Reflecting on Past Learning

DIRECTIONS

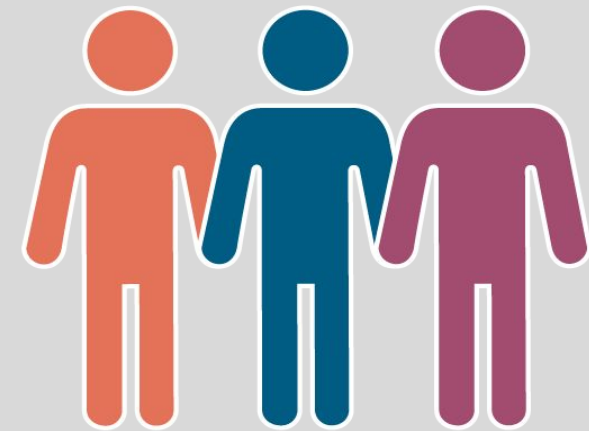
- **2 min** to individually reflect on the prompt before you're sent to breakout rooms of THREE
- **12 mins** for discussion (each person to share for 3 mins in a round robin style) – don't forget to introduce yourself first!

FOR DISCUSSION

Of all the topics and experiences from Session #2, which has most influenced your:

- **HEAD** - What you're THINKING?
- **HEART** - What you're FEELING?
- **HANDS** - What you're DOING (or wanting to do)?
- *Explain why. Give specific examples or references if possible.*
**If you weren't able to attend Session #2: reference the follow-up materials that were sent to you in the Pre-work and/or pull from your own experiences and noticings since S#1.*

Be Vulnerable, Authentic, & Courageous in Your Share



Resources

USE EACH OTHER AND THESE RESOURCES TO INCREASE YOUR ACTIVE LEARNING BEFORE, DURING, & AFTER THE SESSION

Pre-Work

Participant Guide

ADEI Website

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

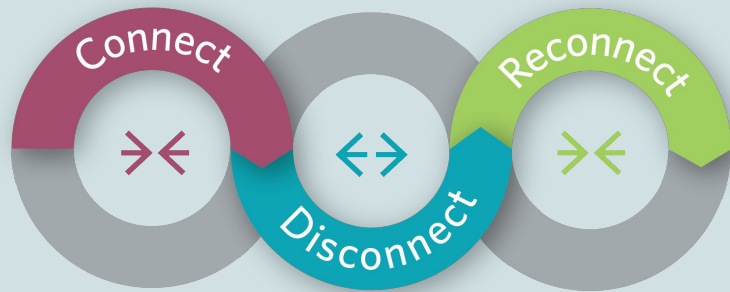
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60 minutes	Strategies to Engage in Race Convo Learning & Growth Zones – Facilitator Story
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10 minutes	Optimistic Closure Next Step & Reflection. Adjourn by 12PM or 4PM

*Exploring Strategies to Engage in Productive Conversations about **Racial Equity** requires us to have hard conversations: within ourselves, with others, within our teams, programs, and organizations, that have ripple effects to the systems and cultural structures we engage in.*

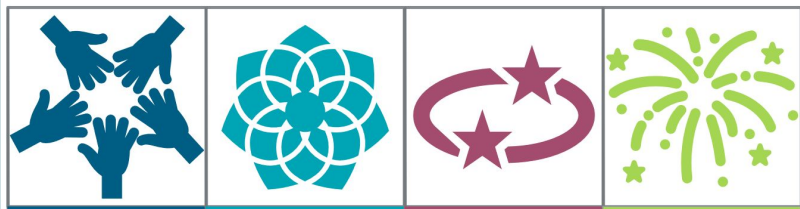


Our Foundational Frameworks Guide WHAT, HOW, and WHY in ADEI

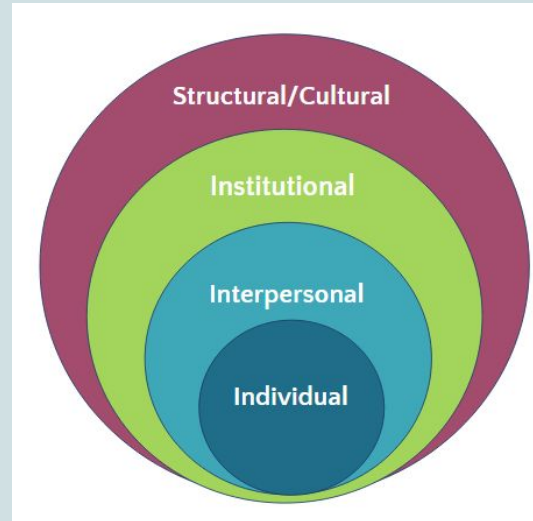
PHASES OF ADEI



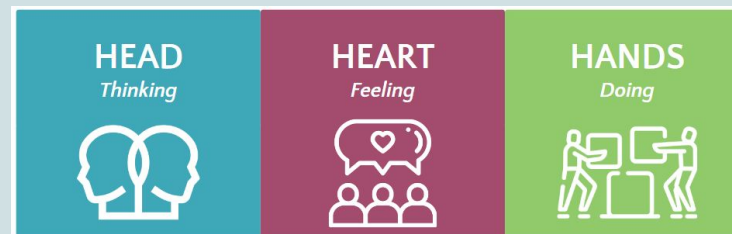
CULTIVATING COMMUNITY



LEVELS OF RACISM



HEAD-HEART-HANDS



REMEMBER to...

- **Center antiracism** before other intersecting identities
- Turn learning into **action**
- Build **emotional capacity** to empathize and regulate during times of discomfort

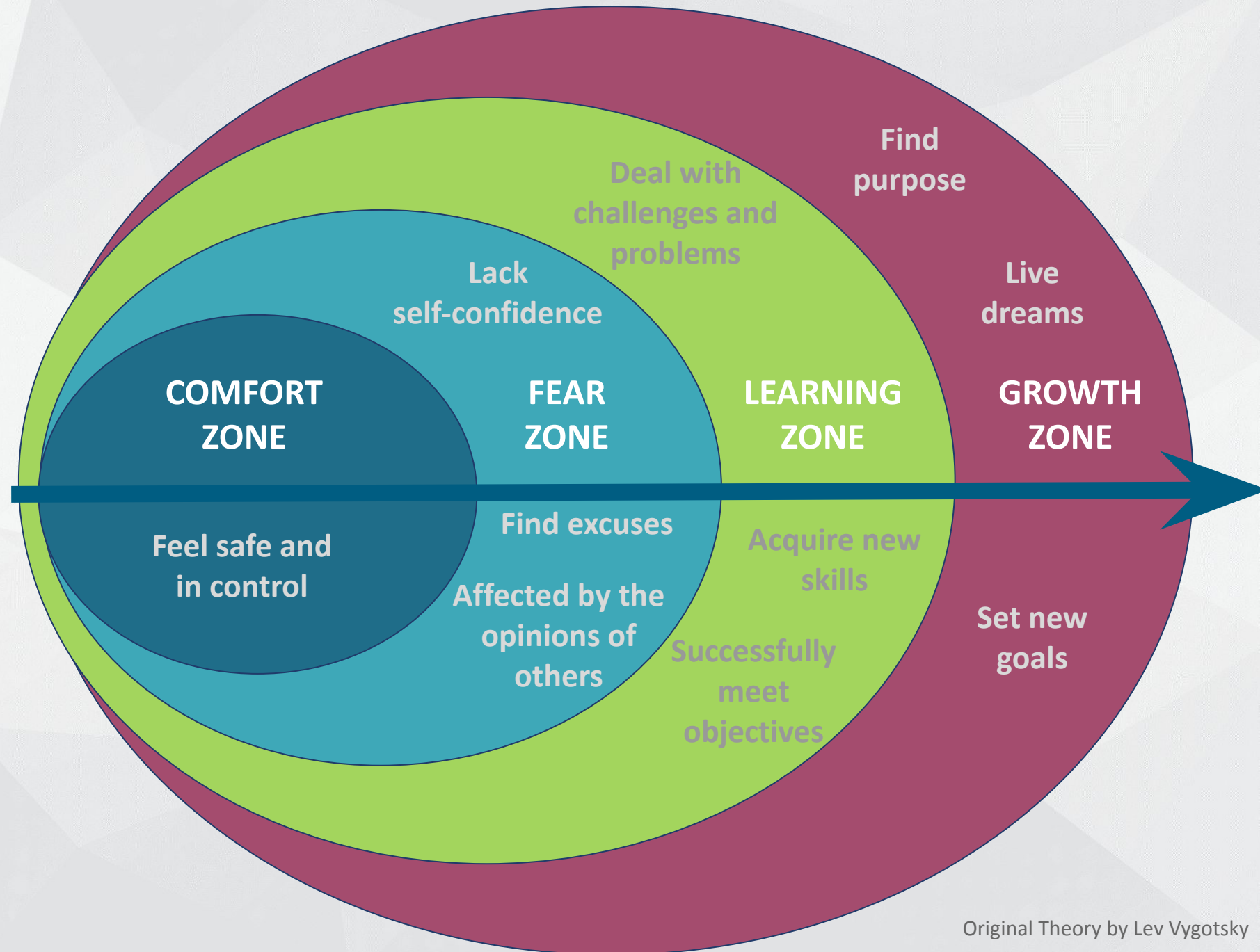
Four Zones of Change & Growth

Comfort Zone: safe, secure

Fear Zone: excuses, doubt, confusion

Learning Zone: new skills, improved habits, gain momentum, build confidence, achieve successes

Growth Zone: live with purpose, increased capacity, growth beyond goals, accountable, lifelong, **move from success to significance**



Four Zones of Change & Growth

Comfort Zone: safe, secure

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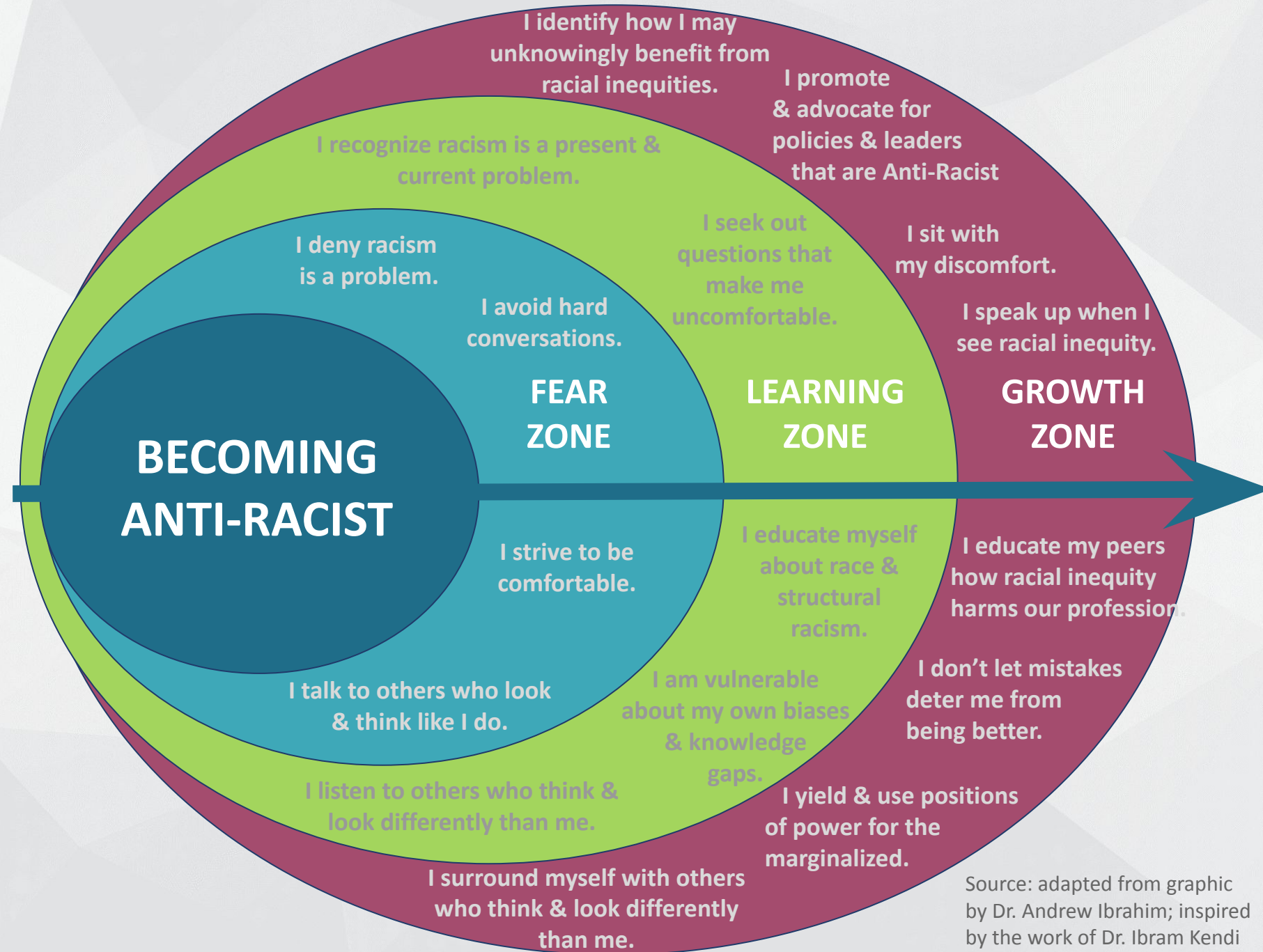
Ian Brown (he/him)

How does Ian's home improvement learning journey progress through the Four Zones of Change & Growth?

REFLECT on Your Own Zones of Change & Growth

As you think about your own **individual** growth as an anti-racist:

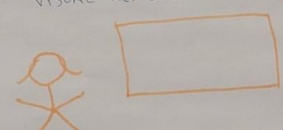
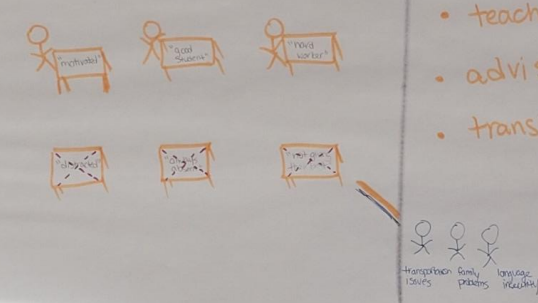
- *What statements resonates **most** with you?*
- *What statements might you **add** to this chart?*
- *What **examples** do you have (thoughts, feelings, and action/inaction) in your personal and professional life that help you determine your current growth zone?*




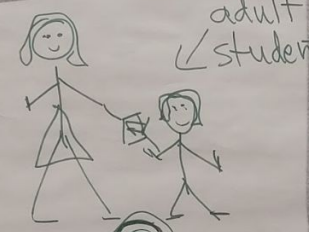
10 mins to Re-examine Examples of Racial Inequities in Adult Education Settings

What resonated with you?
 What might be missing that you wish were included?

PERFECTIONISM

SOUNDS LIKE	LOOKS LIKE
"our attendance policy is..." "you can only learn when you're here..." "why are you missing class?" "you should be able to do this by now..." "this should be your first priority"	Class repeats content and/or individual skips content individual drops out or is asked to leave data: retention impacted, turnover, students not encouraged to communicate special circumstances/ ways to address it
VISUAL REPRESENTATION 	<ul style="list-style-type: none"> practice tools for outside of class learning - set up [and remind] at beginning of class year teacher/student connection advisor support transition policies
	

PATERNALISM

Let me help you with that! Lowering expectations Infantilizing 	Telling ss what to do Tone of voice - disempowerment
	Asking rather than presuming. - getting to know student's strengths - teacher as learner - students as resources for each other



Session #2: Bridge to Practice

Choose **ONE** of your practices, policies, or norms. You will plan, reflect & discuss in the next breakout.

STEP 1

Pick up to three **practices or policies** in your program.
Describe the **intent** and **impact** of each one, especially on BIPOC.

STEP 2

How are the **traits of Dominant Culture** showing up in each practice or policy?
Give examples of what you're **seeing and hearing**.

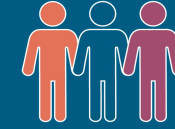
STEP 3

What **antidotes** can help your program **disconnect** from the traits of Dominant Culture in your identified policies or practices?

STEP 4

Choose one or more antidotes to **pilot** as a team.

BREAKOUT #2 - Reflecting on S#2 Bridge to Practice



DIRECTIONS

- 5 mins to complete the sentence stems below using your identified policy/practice
- 15 mins to discuss & get feedback

5:00

FOR REFLECTION & DISCUSSION

- The racial equity **practice or policy** I chose to focus on was _____.
- While it was intended to do _____, in our **setting**, it is having a racialized impact because _____.
- The Dominant Culture traits that are showing up most in my chosen **practice or policy** are <choose one or more> **Either/Or Thinking, Paternalism, Perfectionism.**
- I know this is true because I've been **seeing** _____ and **hearing** _____ from _____ that has helped me gain more perspective.
- To change the impact of this <insert your chosen **practice or policy**> We have attempted (or want attempting) the following as an **antidote**: <describe actions here>.

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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.**

30
minutes

Warm Welcome

Opening Remarks, Building Community

60
minutes

Strategies to Engage in Race Convos

Learning & Growth Zones – Facilitator Story

10
minutes

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40
minutes

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10
minutes

Optimistic Closure

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

HEAD
Thinking



HEART
Feeling



HANDS
Doing

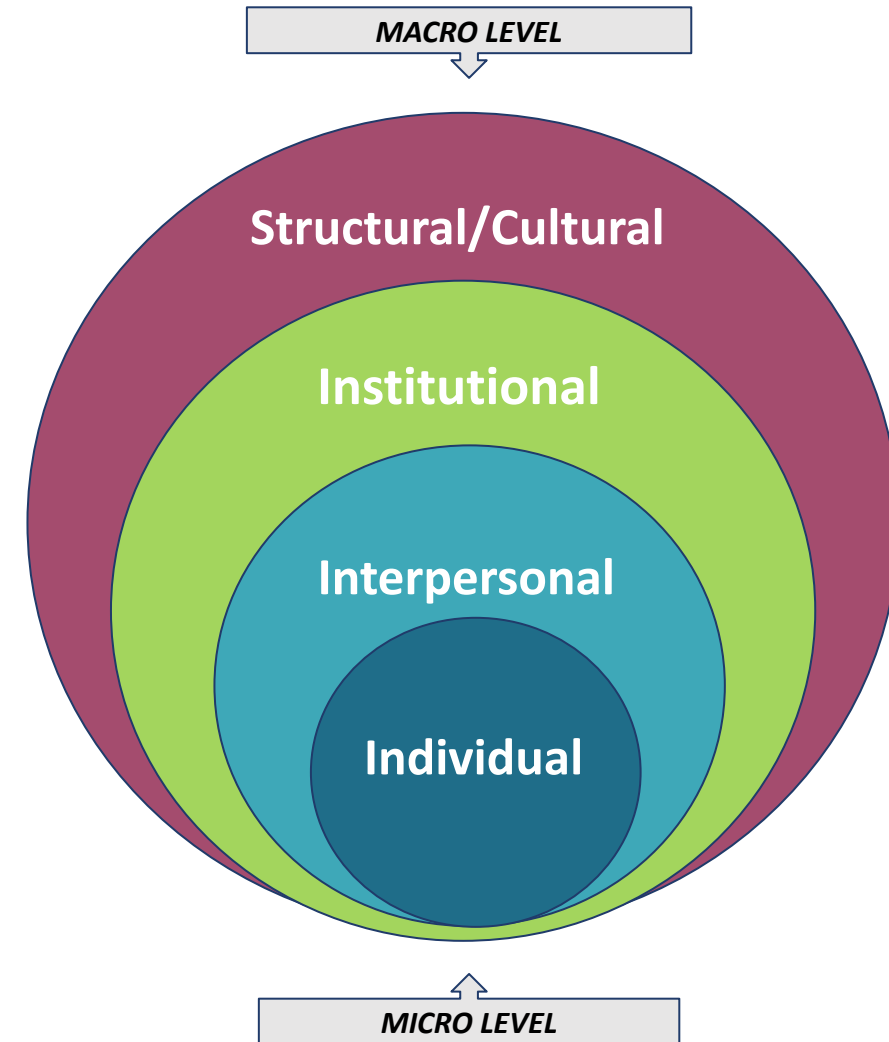


Reflect on the following quote...

“Organizations often publicly espouse their commitment to external practice without first investing in building internal capacity.

Building interpersonal racial capacity at a “micro” level is an essential component and a prerequisite to transforming systems.”

– from *Humanity Over Comfort* (page 92)



Why We STILL choose to engage, despite discomfort

As we watch the video clip,
ask yourself:

- What is Dominant Culture costing you at the moment?
- What benefits come from disconnecting from Dominant Culture?"



*“The cost isn’t free...
White Supremacy/
[Dominant Culture]
comes for us ALL.”*

—Olivia Cole, YA author

Take the LEAP into Discomfort

As you watch this TedX video clip...

- Jot down any notes or quotes from Dr. Luvvie Ajayi Jones that are particularly inspiring to you.
- We also encourage you to drop them into the chat box to echo to the whole group.



PERSONAL REFLECTION: Why is it so hard to speak truth?

“I think about the times that I have to speak truth (against institutions and people who are bigger than me, and forces that are more powerful than me) and it feels like I am falling out of that plane.”

– Dr. Luvvie Jones

Take 90 seconds and think of a time that you were faced with a moment to “speak truth”

- What stopped me from “taking the leap?”
- What were my emotions?
- How did it feel in my body?

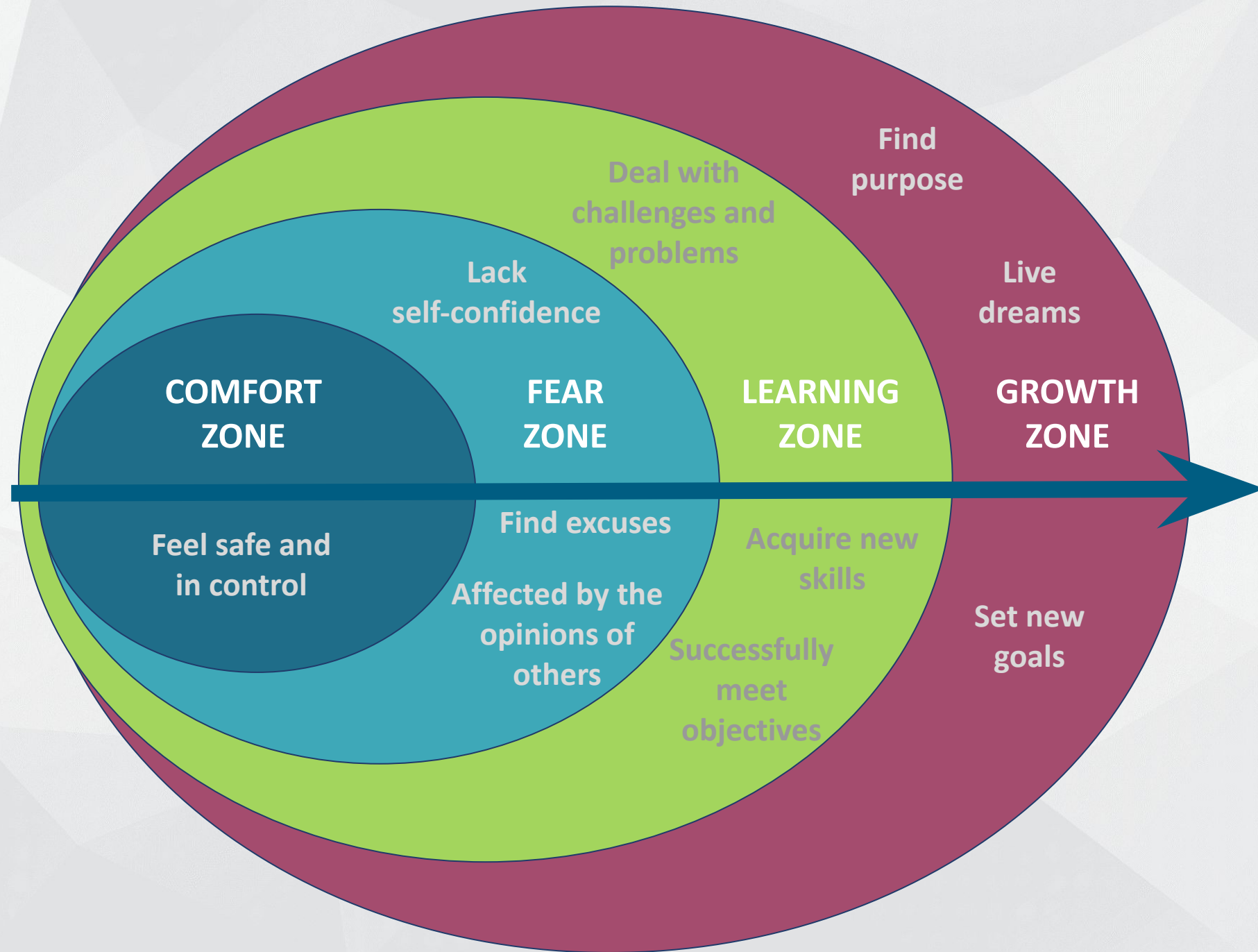


No progress without the risk

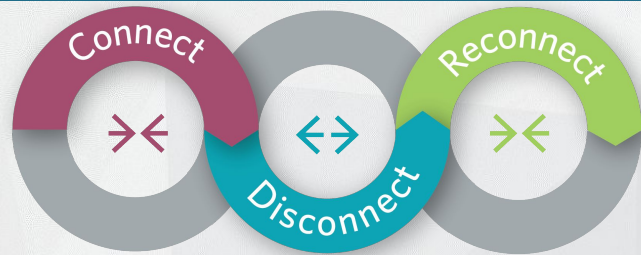
Don't stay on the airplane (in the **Comfort Zone**) and maintain status quo



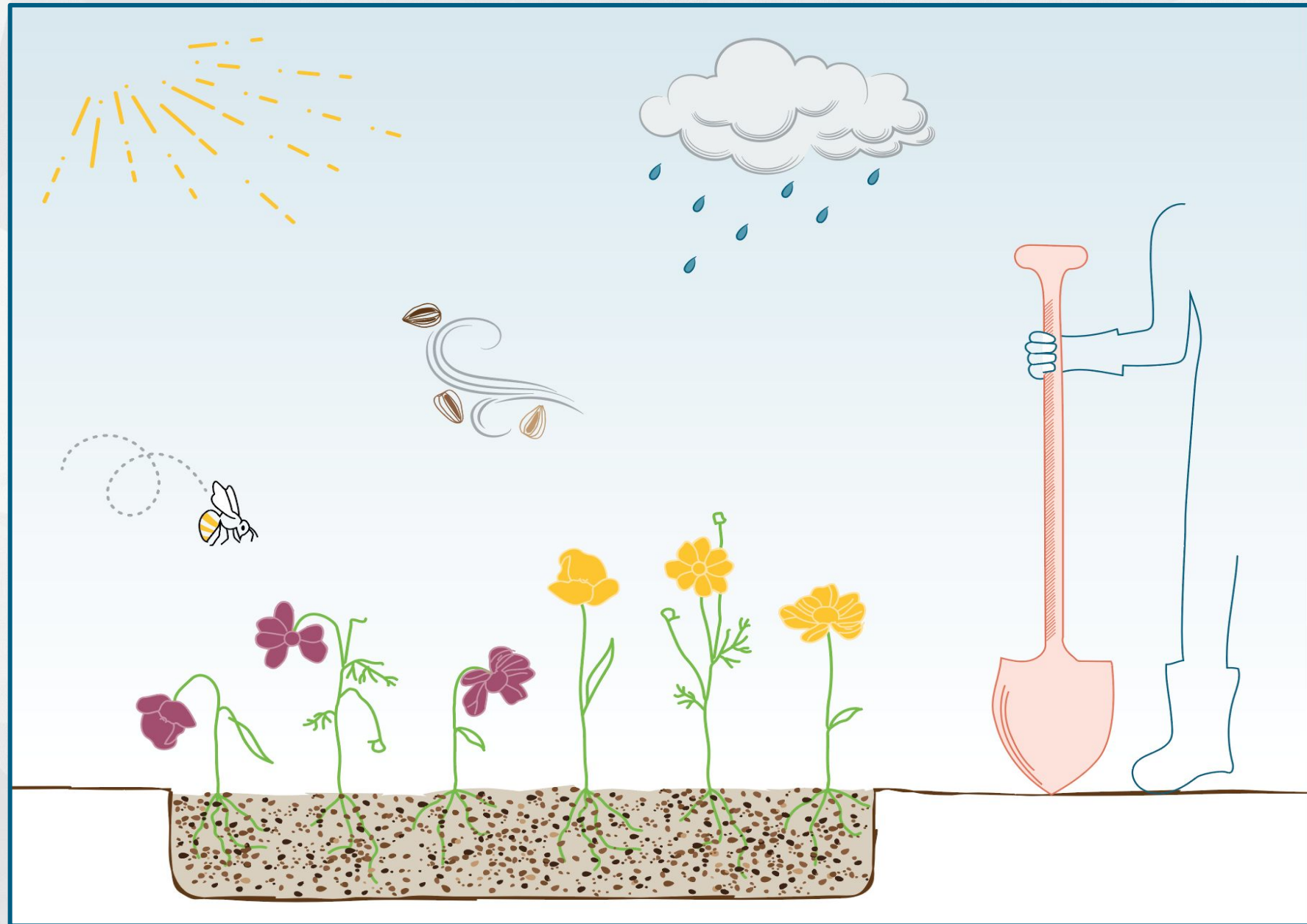
Push through the **Fear Zone** of discomfort that speaking truth causes and LEAP into the **Growth Phase**



What antidotes/
tools exist for us to
use to DISCONNECT
from Dominant
Culture and aid us
in having
uncomfortable
conversations about
racial equity?



Disconnect from
oppressive practices and
structures



Individually Consider...

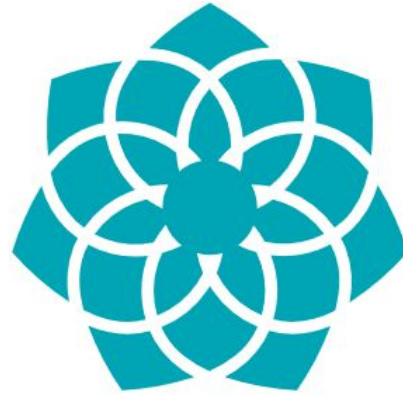
In what ways do you think **Connection, Curiosity, Compassion,** and **Courage** can be antidotes to your discomfort in having conversations on race and racial equity?

What **conditions** need to be true in your Professional “Garden” for each of these to help you lean into the discomfort we know is needed to achieve racial equity in our programs & organizations?

Cultivating Community Framework



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.

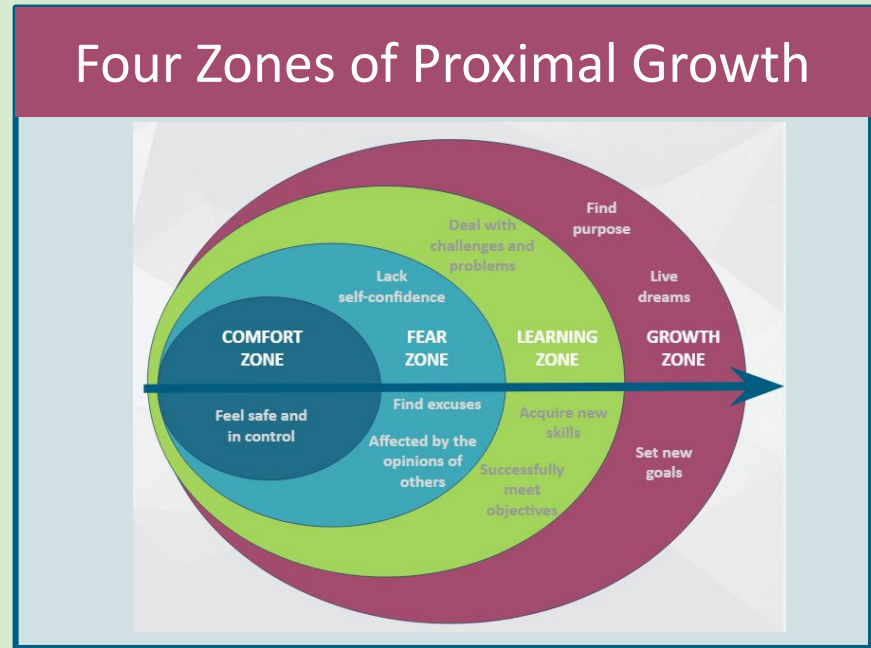
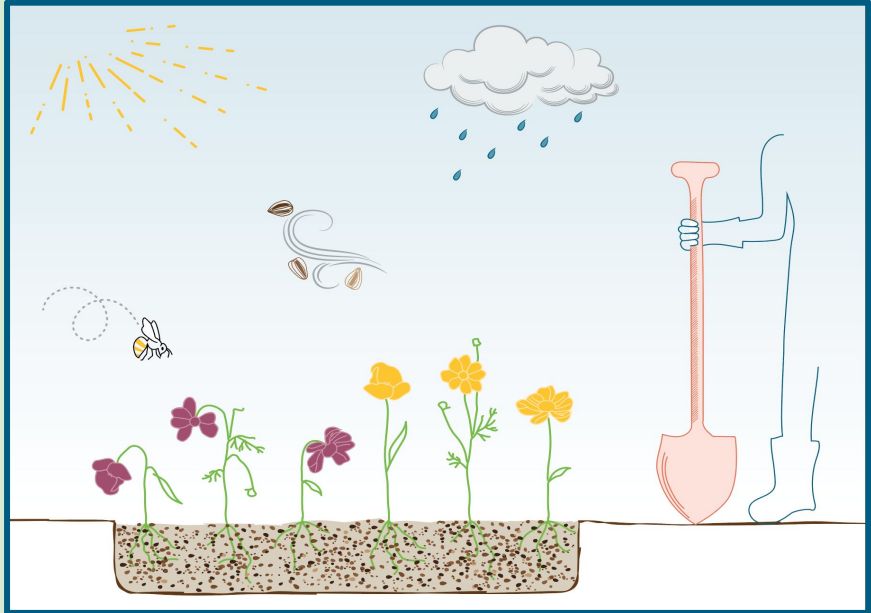


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We act with **COURAGE** because the changes we need to make and the actions we need to take can be hard.

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When addressing racial inequity and speaking hard truth at the institutional level to bring about change...

PAUSE
and ask
yourself...

QUESTION #1:

**What is the
PURPOSE?**

*Consider...
INTENT vs IMPACT*

QUESTION #2:

**What are the
POWER
DYNAMICS?**

*Consider...
RISK vs BENEFIT*

QUESTION #3:

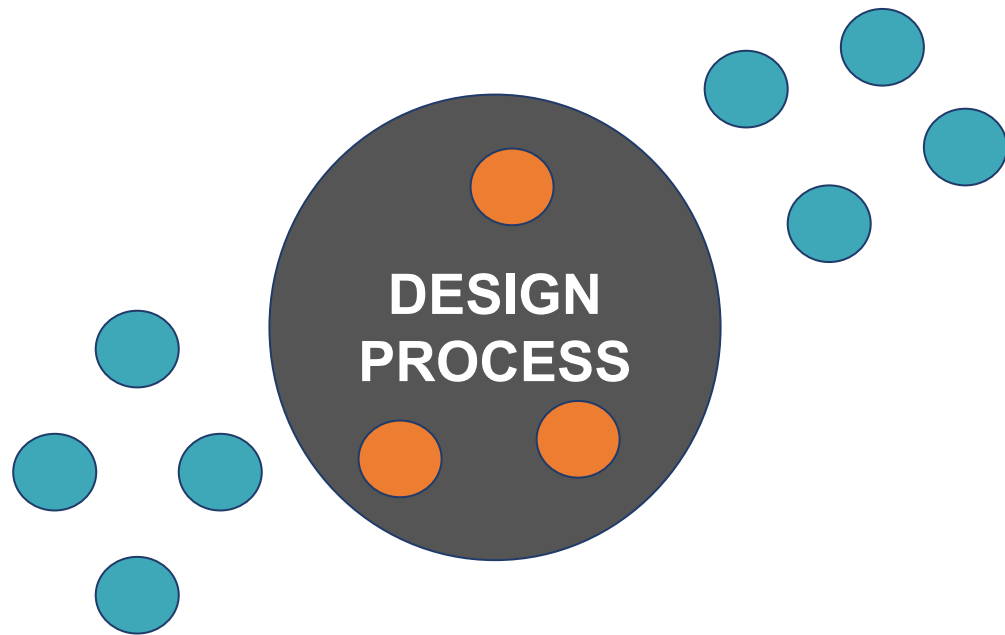
**What are the
POSSIBILITIES?**

*Consider...
HURT vs HARM*

PRIORITIZE
and take
the leap...

What Approach Should We Take to DESIGN for Org-Wide Change?

Traditional Design Approach



Centers the program staff and emphasizes dominant cultural norms

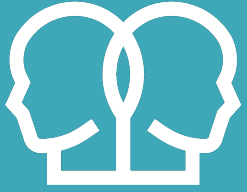
Design Justice Approach



Centers adult learners and those most impacted: emphasizes collaborative design

HEAD

Thinking



HEART

Feeling



HANDS

Doing



How do we decenter ourselves in the process and practice, and ensure we centering those most impacted?

ASK YOURSELF THESE QUESTIONS:

1. Whose voices (**HANDS**) are included, honored, and centered?
2. Who has the (financial, policy, and organizational decision-making) power (**HEAD**), and at what levels of racism do these types of power show up and how is it used?
3. What are our own intersecting identities and what power do we hold in the situation? (**HEART**)

INTENT vs IMPACT

RISK vs BENEFIT

HURT vs HARM

BREAKOUT #3 - Design Approach to Bridge to Practice as a Program Team

STEP 1

DEFINE YOUR PURPOSE.

Do this by collectively identifying ONE high- priority racial equity challenge/opportunity. To help prioritize, consider:

- brainstorming at beginning of this section after reviewing the posters from Session #2
- what you personally may have identified and tried in the Session #2 Bridge to Practice
- any other examples that may have come to mind during this session

STEP 2

NOTICE AND SHIFT THE POWER DYNAMICS.

Do this by thinking through your three design questions to ensure you're decentering yourself:

- 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?*

STEP 3

EXPLORE POSSIBILITIES.

Do this by planning for hard conversations and anticipating responses by considering:

- What responses from those we talk to might feel hurtful? When we experience these responses, how will we remind each other to bear through the discomfort?
- How will we hold each other in loving accountability if/when we cause harm during these convos?

In your program teams, you will have **12-15 mins** to plan and discuss.

Remember...

- Get through as much as you can in your allotted time
- Plan for time between this session and the next to finish discussing and planning
- Check in with each other as you turn talk into action!

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Untangle the roots
by remembering our
KEY MESSAGE from
this Session

*Growth
happens
when
discomfort
begins.*

*What we
choose to do
with that
discomfort
determines
our path.*

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

STEP 1

DEFINE YOUR PURPOSE.

Do this by collectively identifying ONE high- priority racial equity challenge/ opportunity. To help prioritize, consider:

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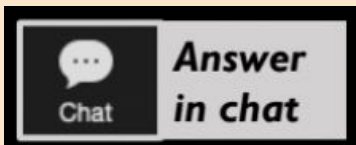
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NEXT STEPS



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.

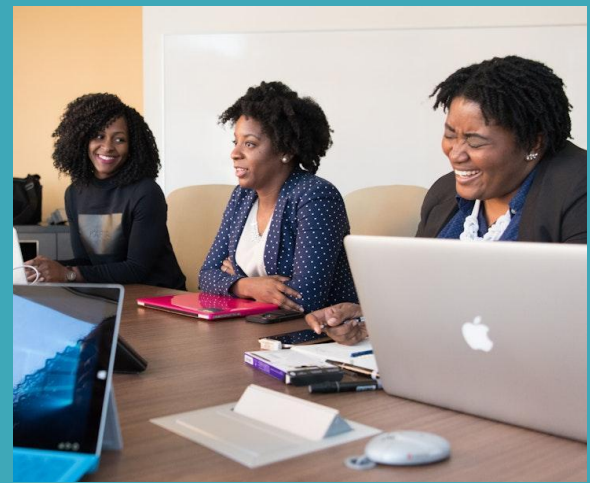
Your feedback is important.



SESSION

We are excited to welcome you for Session #4

VIRTUALLY
February 13 or 14



SOURCES

Check the ADEI website later this week for links to resources from this session



www.adeitraining.com

SUPPORT



Send questions & comments to adeitraining@updconsulting.com