

Improving Equity Initiatives in Evolving Climates

CASB 2023

Introductions

Who is
Generation
Schools Network?



Who is the Public
Education and
Business Coalition?



Introductions

And who are you?

Why did you
choose this session?
What are you
grappling with
now?

Agenda and Objectives

- Mindset Shift
- Overview of the Sessions
- How to Implement in your region or school



Intro Session - Why this is critical in evolving climates?

Establishing Norms

1. Psychological Safety
2. Who is on the team?
Coalition of the Willing;
who may just not touch it?
3. Overview of key terms
(glossary)
4. Grounding in the “Why” of
the Students You Serve



“Diverse groups are more creative. They feel uncomfortable, and that discomfort motivates them to do extra preparation and share new information.” - Adam Grant

“Whatever affects one directly, affects all indirectly” - Martin Luther King Jr.

“Being able to feel safe with other people is probably the single most important aspect of mental health; safe connections are fundamental to meaningful and satisfying lives.” - Bessel A. van der Kolk

James Baldwin - “A Talk to Teachers”

Let's begin by saying that we are living through a very dangerous time. Everyone in this room is in one way or another aware of that. We are in a revolutionary situation, no matter how unpopular that word has become in this country. The society in which we live is desperately menaced...from within. To any citizen of this country who figures himself as responsible — and particularly those of you who deal with the minds and hearts of young people — must be prepared to “go for broke.” Or to put it another way, you must understand that in the attempt to correct so many generations of bad faith and cruelty, when it is operating not only in the classroom but in society, you will meet the most fantastic, the most brutal, and the most determined resistance. There is no point in pretending that this won't happen. -

James Baldwin - 1963

“Many dominant national narratives about rural communities are inaccurate and one-dimensional, portraying rural places as demographically, economically, and politically homogeneous. These narratives erase large swaths of rural America and can lead to uninformed policymaking and philanthropy.”

Brandeis

THE HELLER SCHOOL
FOR SOCIAL POLICY
AND MANAGEMENT
Sillerman Center
for the Advancement
of Philanthropy

Overview

Audience: Groups (ie BOCES, ESCs) of superintendents, grouped regionally in rural US.

Purpose: Provide lens for diving into DEIA to reduce barriers to student and community prosperity.

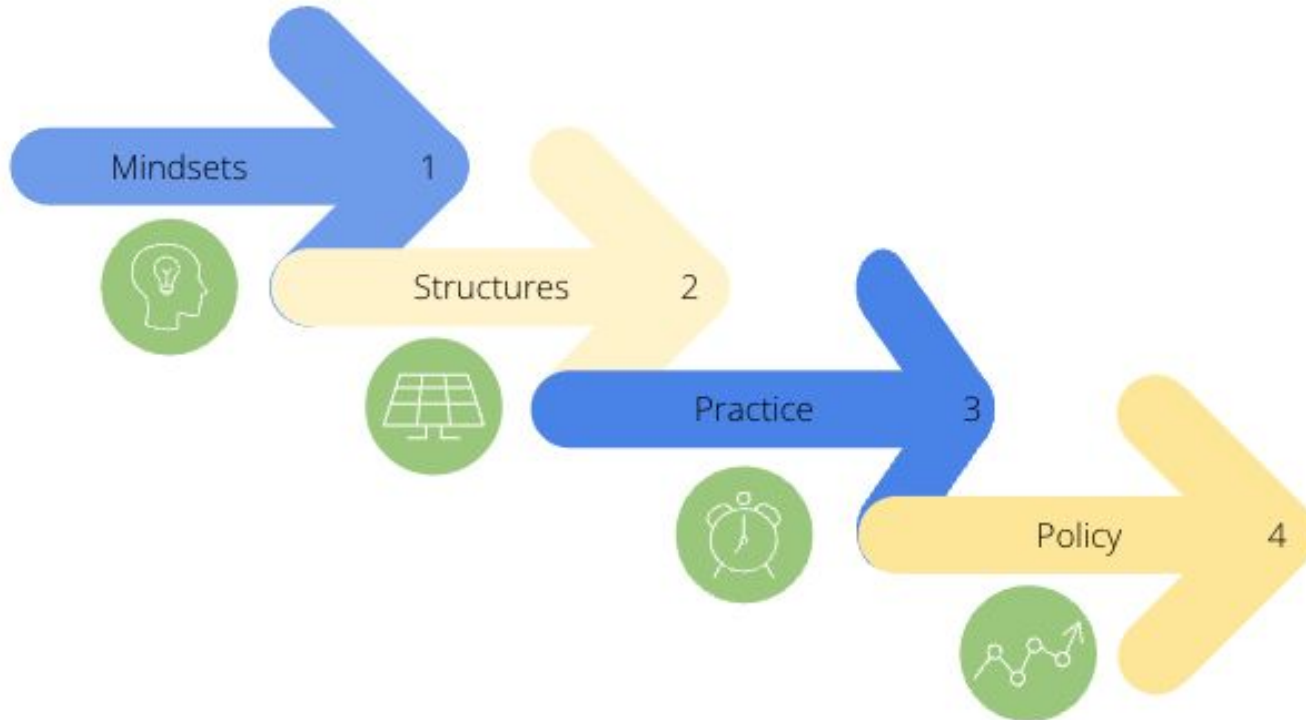


What You'll See in Our Trainings

1. Research
2. Real examples from schools
3. An understanding that beliefs have informed our society
4. Debunking the myth that rural America is predominantly white



The DEIA Series: Theory of Change



Implicit Bias

“You may experience impatience with the process as your lizard brain tells you, ‘this isn’t for me. I am a person of color so i already know this; or ‘This is for White folks.’ it might event tell you lies such as ‘i don’t have a culture so this is just a waste of time’ ‘they are going to call you a racist if you bring this stuff up,’ or ‘this is just touchy-feely crap.’” - Zaretta Hammond, *Culturally Responsive Teaching and the Brain*, 2015

The 4 Workshops

- 1. Mindset Shift: Identifying & Understanding Privilege & Relationship to Power**
- 2. Structure Shift: Examining the Current Lived Experiences of District Stakeholders**
- 3. Practice Shift: Eliminating Barriers to Equitable Educational Outcomes**
- 4. Policy Shift: Considering Equitable Frameworks for Policy Creation**

Session 1: Mindset Shift

The 4 Workshops

1. **Mindset Shift: Identifying & Understanding Privilege & Relationship to Power**
2. Structure Shift: Examining the Current Lived Experiences of District Stakeholders
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Session 1 Objectives

A. have a greater understanding of personal identity (Identity Markers)

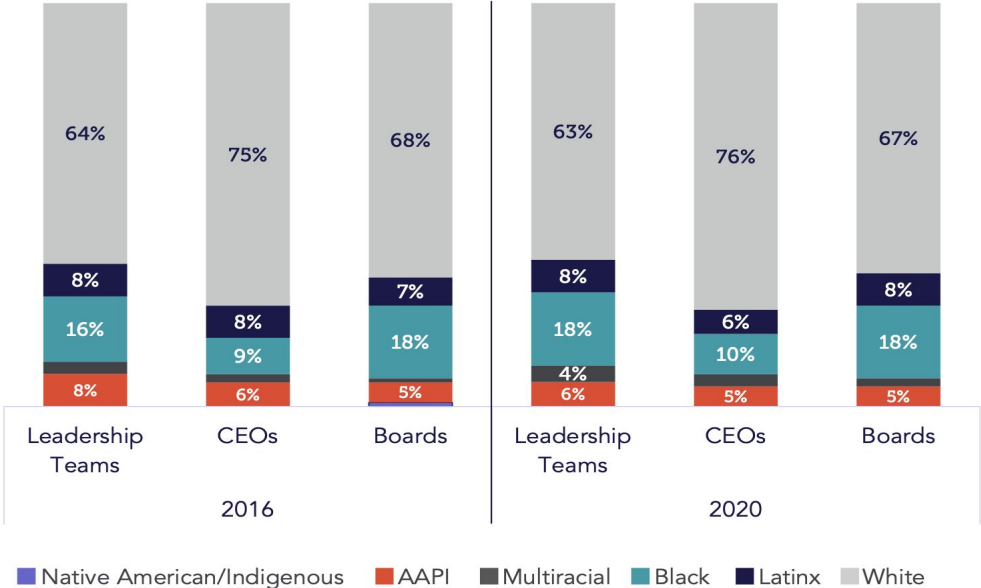
B. understand that everyone in our systems have their own identity markers,

C. create a mindset for the work that reduces barriers or “shut downs”

Who Runs the (Education) World? Still White People. That Needs to Change.



Leaders of Education Organizations Still Overwhelmingly White: 2016 to 2020



** Data provided by promises4.org

Understanding Identity, Privilege, & Relationship to Power

1. Gender
2. Economic status
3. Age
4. Education
5. Sexual identity
6. Ethnicity



Welcome

- ❖ At table groups
 - Share something about your identity
 - Use the wheel to name the multiple facets of your identity



“Your lizard brain will try a variety of scare tactics...It will try to keep you in check with narratives such as “you need to be colorblind, not calling attention to racial, cultural, or language differences...” - Zaretta Hammond, *Culturally Responsive Teaching and the Brain* 2015

Reflecting on and Shifting our Mindsets



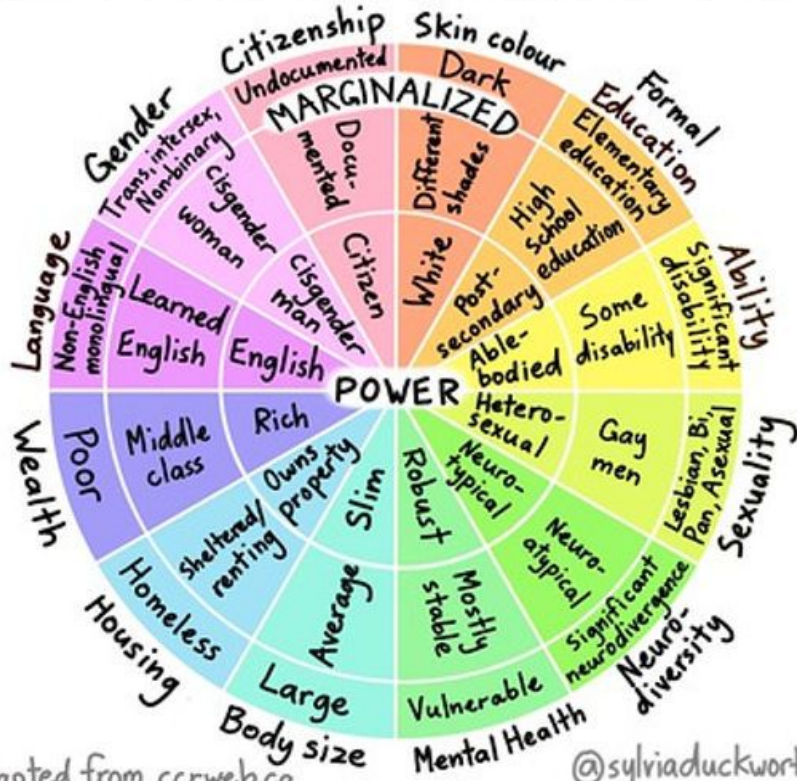
Focusing on the
Most Vulnerable
in Our Systems

Taking it Deeper - Comparing These Two

IDENTITY MARKERS



WHEEL OF POWER/PRIVILEGE



Adapted from ccrweb.ca

@sylvriaduckworth

Think about the most ALL your students

WHEEL OF POWER/PRIVILEGE



It's not just about race, ethnicity, gender. When we talk about equity, we mean:

- Kids who don't have food security
- Kids who are struggling with their mental health
- Kids dealing with different body abilities and sizes
- Kids who are sick

ALL MEANS ALL!

How Power is Different from Privilege?

We all hold different levels of power and privilege (depending on all those facets in the wheel)

POWER = A PERSON OR ORGANIZATION THAT IS STRONG OR INFLUENTIAL WITHIN A PARTICULAR CONTEXT. POWER IS PERCEIVED, AND IF SOMEONE HAS POWER, SOMEONE ELSE DOES NOT HAVE POWER.

PRIVILEGE = A SPECIAL RIGHT, ADVANTAGE, OR IMMUNITY GRANTED OR AVAILABLE ONLY TO A PARTICULAR PERSON OR GROUP.

Trusting Schools is Hard for Parents of Color



The power to define the purposes of education, the power to define the curricular content and the discourse around education...tend to be steeped in a history in which whiteness, as a sort of structural position and an identity, has been structured as and thought of as superior to all of the racialized groups.

<https://www.edweek.org/leadership/how-is-white-supremacy-embedded-in-school-systems-today-a-scholar-explains/2022/11>

Check for Understanding

**ON YOUR STICKY NOTE,
WRITE A SHORT
REFLECTION ABOUT
HOW ONE GROUP OF
PEOPLE CAN HAVE
PRIVILEGE ATTACHED
TO IT. WHAT DOES
THAT LOOK LIKE?**

Session 2: Structure Shift

The 4 Workshops

1. Mindset Shift: Identifying & Understanding Privilege & Relationship to Power
2. **Structure Shift: Examining the Current Lived Experiences of District Stakeholders**
3. Practice Shift: Eliminating Barriers to Equitable Educational Outcomes
4. Policy Shift: Considering Equitable Best Practices for Policy Creation

Examining the Current Lived Experiences of District Stakeholders



What are the current (and historic) opportunities and challenges for each of the groups listed?

Examining the Current Lived Experiences of District Stakeholders



What data supports this?

What are the most pressing concerns for each of these groups?

Students &
Families

Community/
Taxpayers

Staff and
Board



Of the long list of pressing concerns, what 3-5 can you address (or make progress on) this year. If it will improve the life of a few kids, it's worth working on!

Examining the Current Lived Experiences of District Stakeholders



Takeaway: What are the structural barriers in my district community?

Reflection



DO YOUR SCHOOL POLICIES AND
CURRICULUM MEET THE NEEDS
OF THESE CHALLENGES?

Session 3: Practice Shift

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4. Policy Shift: Considering Equitable Best Practices for Policy Creation

Challenge 1

Action Plan:

Challenge 2

Action Plan:

Challenge 3

Action Plan:

Challenge 4

Action Plan:

Challenge 5

Action Plan:

Eliminating Barriers to Equitable Educational Outcomes

What is one thing I can change? And what are you grappling with now?

How does that impact:
students, families, staff, board,
community?



HOW CAN SMALL STEPS
HELP US ON THE
CONTINUOUS
IMPROVEMENT CYCLE?

Session 4: Policy Shift

The 4 Workshops

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4. **Policy Shift: Considering Equitable Best Practices for Policy Creation**

Considering Equitable Frameworks for Policy Creation

What are the policies
(written and unofficial)
that are impacting
mindset, structure, and
practice shift(s) in my
district?

Chalk Talk Activity

HOW HAS YOUR
MINDSET
SHIFTED AS A
RESULT OF
THESE
WORKSHOPS?

HOW HAVE YOUR
PRACTICES
SHIFTED AS A
RESULT OF
THESE
WORKSHOPS?

HOW MIGHT
YOUR POLICIES
SHIFT?

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