

Alexandria City Public Schools

*School Board Orientation to DEIJ and
Anti-Racist Journey*

November 30th, 2021





Objectives

- Articulate the rationale for Anti-Racism work and share the division's learning journey
- Define key terms to develop shared meaning and application
- Demonstrate critical reflection of ourselves, our practices, our interactions, and our role as board members



Norms for Creating Brave Spaces for the ACPS Anti-racist Journey

- **Keep Your Eyes on the Prize;** Care deeply about students negatively impacted by race
- **Speak Your Truth and create space for multiple truths**
- **Practice Examining Racially Biased Systems and Processes**
- **Use Explicit Language about Race, Immigration Status, Gender Identity, Language Acquisition, and Class**
- **Step Up, Step Back, Monitor Your Privilege;** Be aware of how much space you take up emotionally and verbally.
- **Stay engaged. In this space, we are all equal.**



Introductions

Hello
my name is

My hope for the board as we move forward is...

My dream for ACPS students is that ...

An interesting fact about me that some might be surprised to learn is...



Who We Are

The Valbrun Consulting Group (TVCG)

An educational consulting firm that offers support in the areas of Diversity, Equity Inclusion and Anti-Racism, strategic planning, strategy management and organizational development.

- Highly skilled education practitioners with relevant experience in school and district leadership
- Work specifically to build the capacity of school systems and school leaders and staff to lead for equity, create equitable environments, mitigate opportunity gaps, implement systems for improvement, and manage change for results that improve outcomes for underrepresented populations of students.



What We Do

The Valbrun Consulting Group was engaged by ACPS as a consulting partner to:

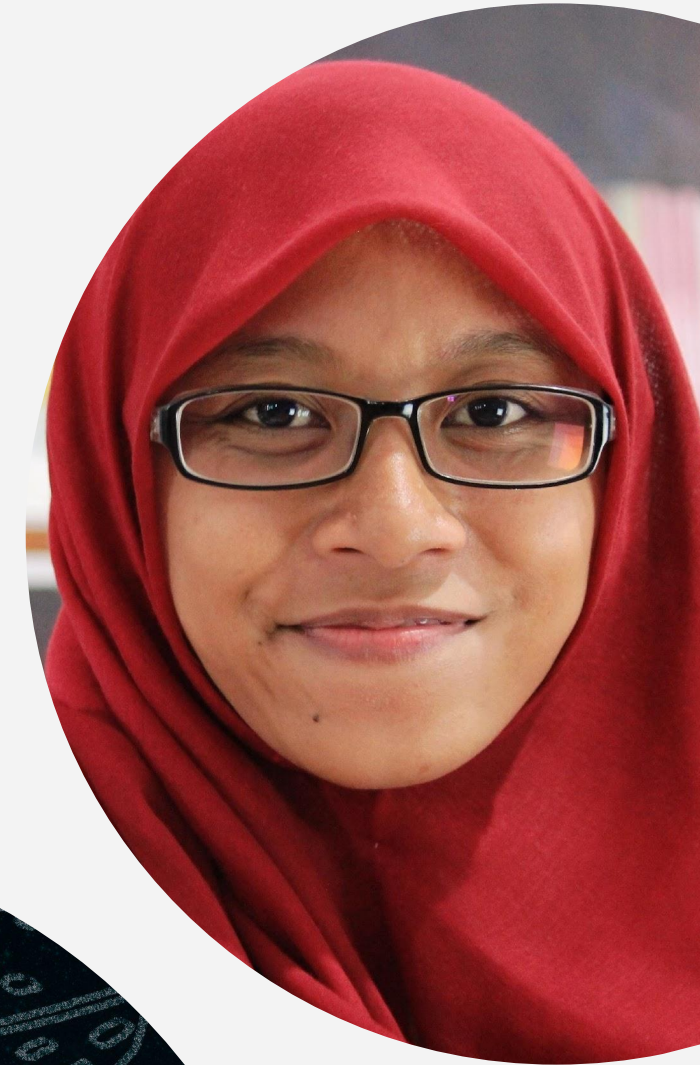
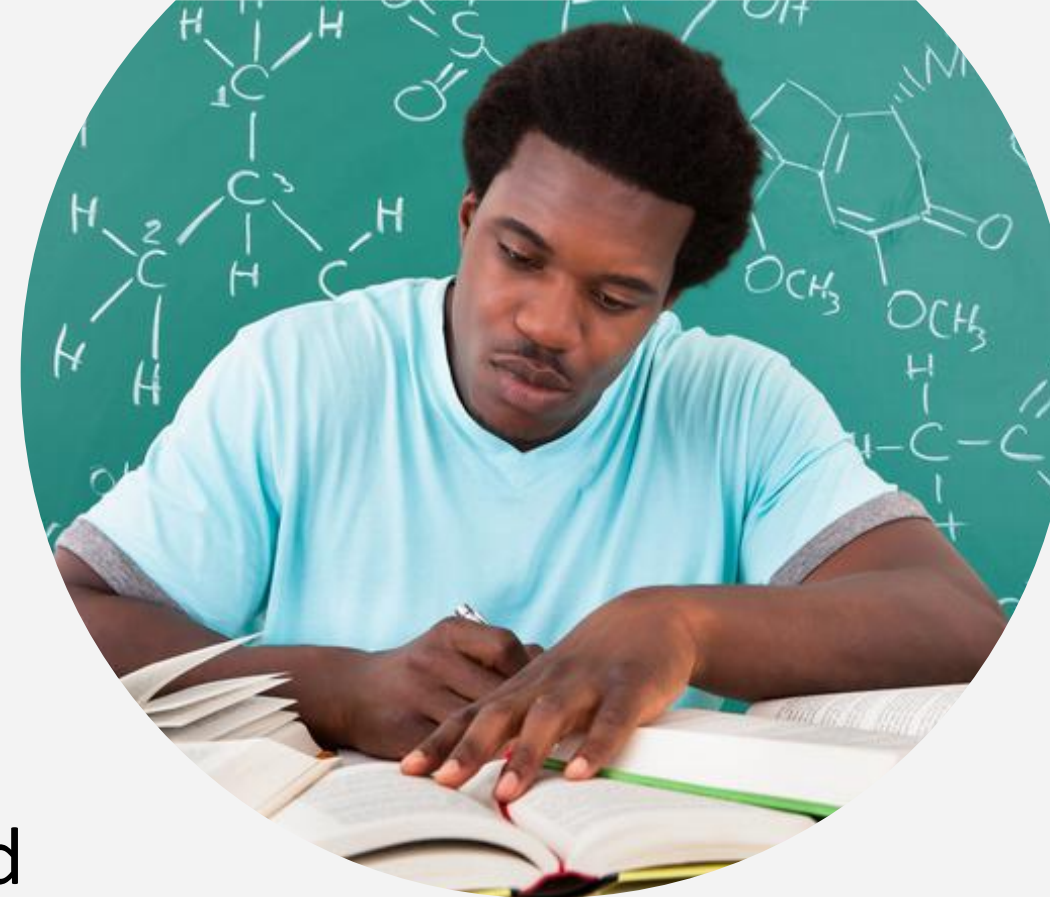
- Act as a project partner to support division leaders and staff in the implementation work that moves forward the **Equity for All Strategic Plan 2025**.
- Assist with comprehensive systemwide anti-racism professional development.
- Help build capacity for charting a course of action that drives the division's work at changing the systems, policies, and practices that create barriers to equitable student outcomes.

Overarching Essential Questions:

How will you as board members, move the division to become *equitable for all*?

How will you push the conversation from equity and inclusion to social justice and intentional anti-racism?

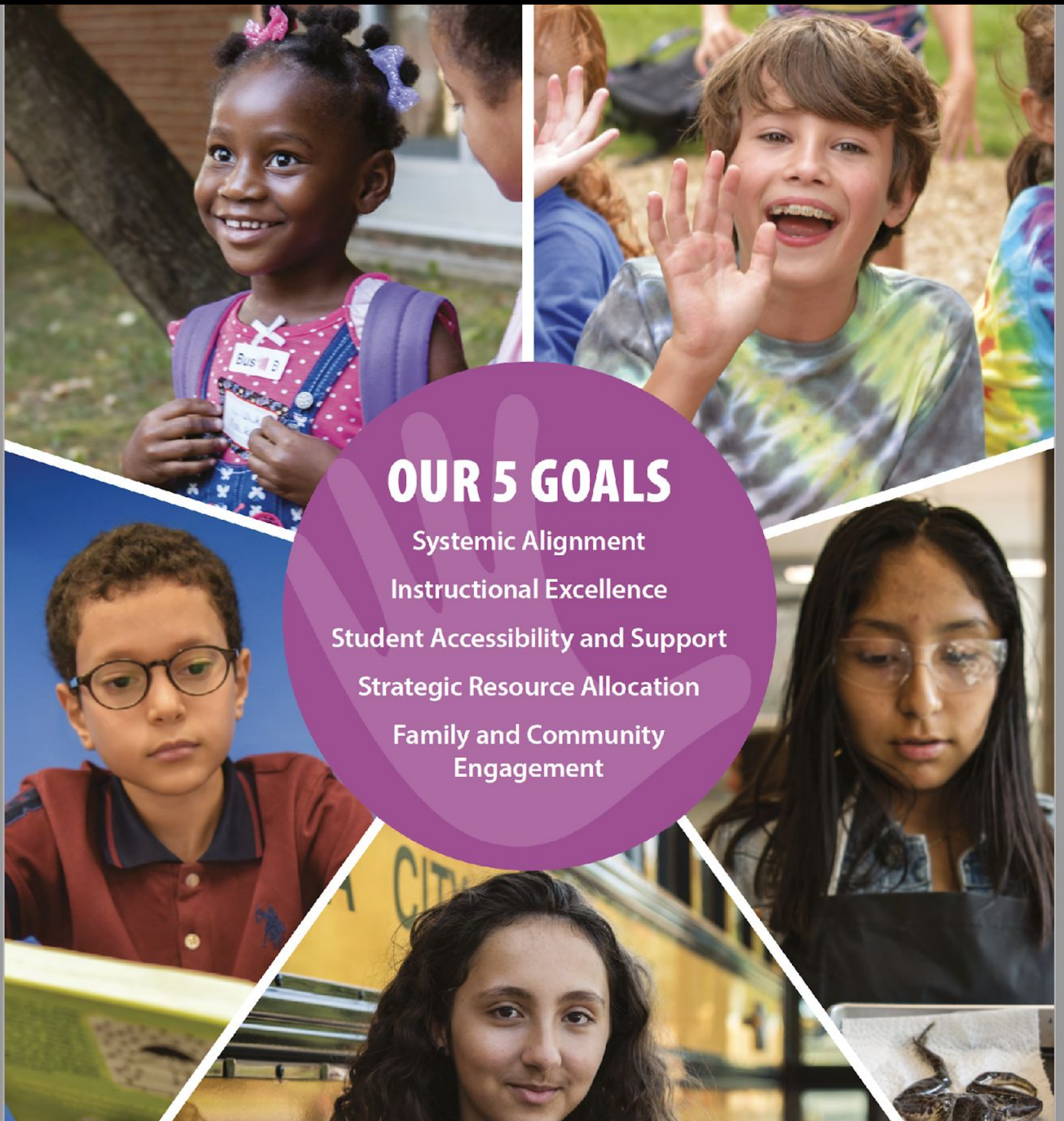
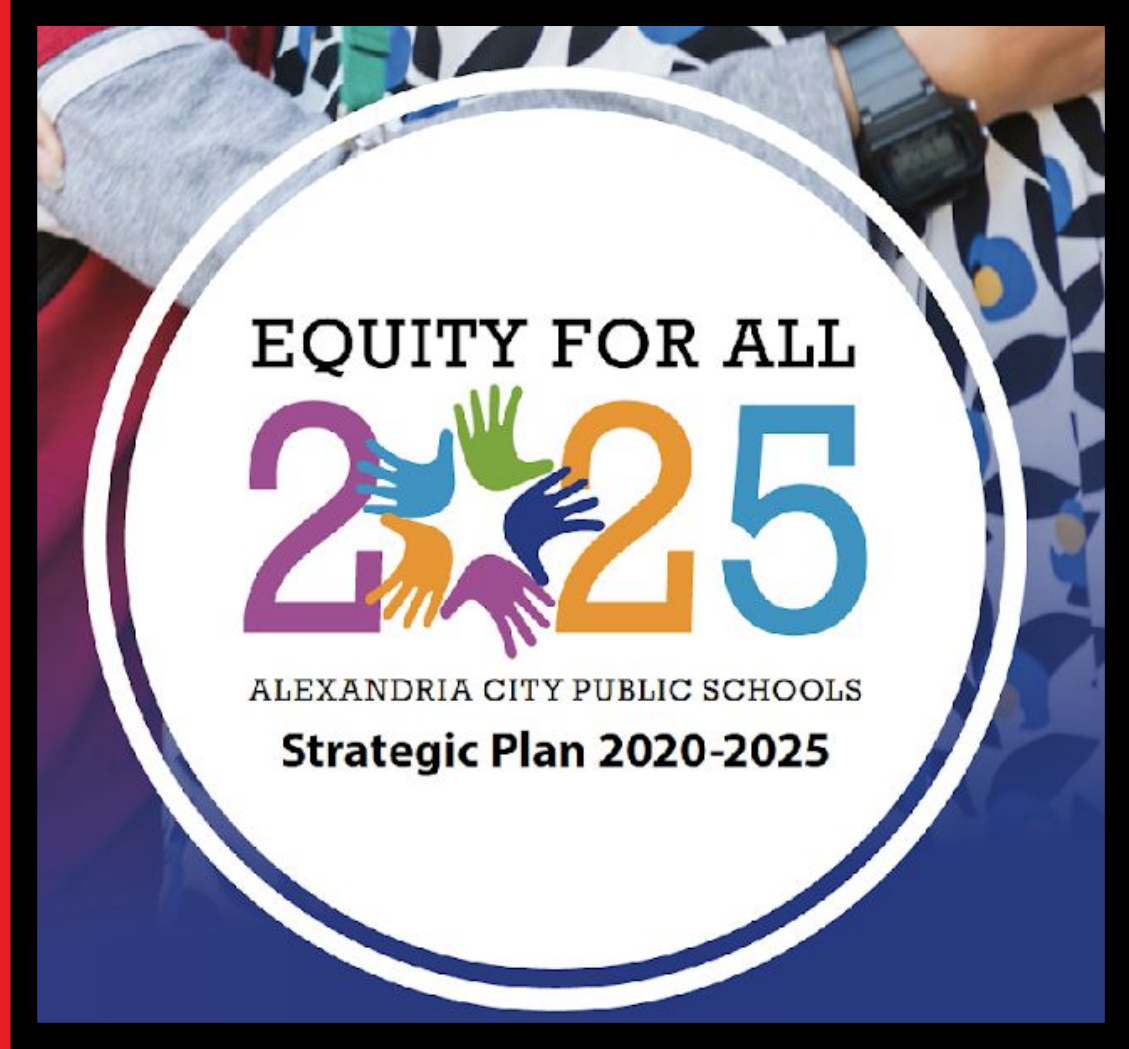
What is **YOUR** responsibility, both personally and professionally, to dismantle, reimagine and rebuild policies and practices that meet the needs of **each** ACPS student?



A background image showing three people in a meeting. A man on the left is looking towards a woman on the right who is smiling. A laptop is open on the table in front of them. The image is overlaid with a semi-transparent red filter and a large red curved shape on the right side.

**Alexandria City Public
Schools**

Why Anti-Racist Work?





OUR CORE VALUES

In all we do, the ACPS learning community strives to live these core values. We are...

Welcoming

We take active steps to ensure all stakeholders feel welcomed in schools. We embrace everyone who comes through our doors and respect our differences because we believe our diversity is our greatest strength.

Equity-Focused

We actively work to remove barriers to educational access.

Empowering

We inspire each student and staff member to thrive to their best abilities.

Innovative

We take initiative to solve problems in the classroom and across the system.

Results-Driven

We set ambitious goals to learn, grow and achieve at high levels.





Then & Now

THEN

- Resistance to the segregation of schools
- Racism and bigotry

NOW

- Removing systemic barriers to educational equity
- Strategically prioritizing racial equity
- Eliminating opportunity and achievement gaps



Disproportionality

Academic

- Students in TAG
- Students in advance coursework
- Students referred to Special Education
- Graduation/Dropout rates

Discipline/Social Emotional

- Student referral and Suspension rates
- Students who feel safe, valued and engaged in learning

Racial Equity:

When race does not determine quality of life, opportunities and outcomes.

Educational Equity:

Educational disparities based on race, economics and other dimensions of difference are reduced and eliminated. Positive school outcomes are distributed equitably proportionally across all demographic and identity groups. Negative outcomes and disproportionality are reduced for all groups.

Educational Excellence:

We keep the bar high in all we do. We educate students for life and for reflective citizenship. We empower students and employees in the preservation of their identity and culture. Substance, depth and critical thinking are more important than compliance or test scores.

Equity

**A condition that balances two dimensions:
fairness and inclusion**

As a function of *fairness*, equity implies ensuring people have what they need to participate in life and to reach their full potential (flourish).

As a function of *inclusion*, equity ensures that essential programs, services, activities, and technologies are accessible to all.

Equity is not equality; it is the expression of justice, ethics, and the absence of discrimination.

Systemic Equity is a complex combination of interrelated elements consciously designed to create, support, and sustain social justice. It is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits, and outcomes.

Organizational commitment to culture and policies that support individuals in all the ways they differ

Cultivate Diversity

Removing advantages and barriers to provide access to the same opportunities for everyone

Promote Equity

Stakeholders of all backgrounds feel supported and valued so they can be their authentic selves

Foster Inclusion and Belonging

Current Anti-Racist Work





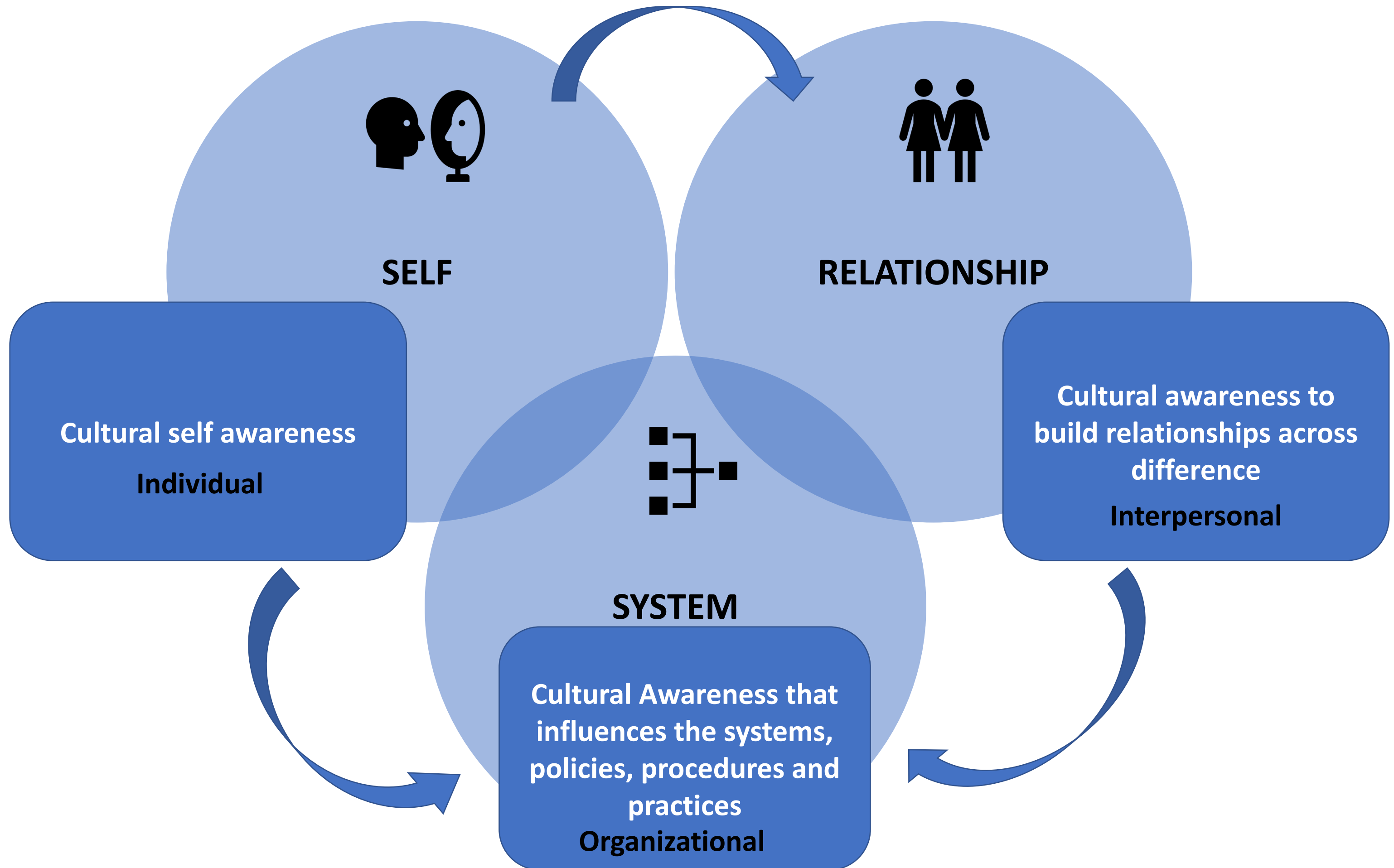
Our Approach

Our approach is based on the use of data and information to design learning opportunities that improves upon the implementation work with a thoughtful approach to supporting district leadership.

- Conduct an assessment to determine where individuals are and where the organization is on the racial equity journey.
- Conduct tiered and scaffolded trainings for division leaders and staff. Training specific to anti-racism, elements of dominant culture and racial equity.
- Communicate and collaborate with the Department of Student Services and Equity on a continuous basis.
- Exhibit flexibility in training sessions with a multi-layered approach.



The Learning Journey

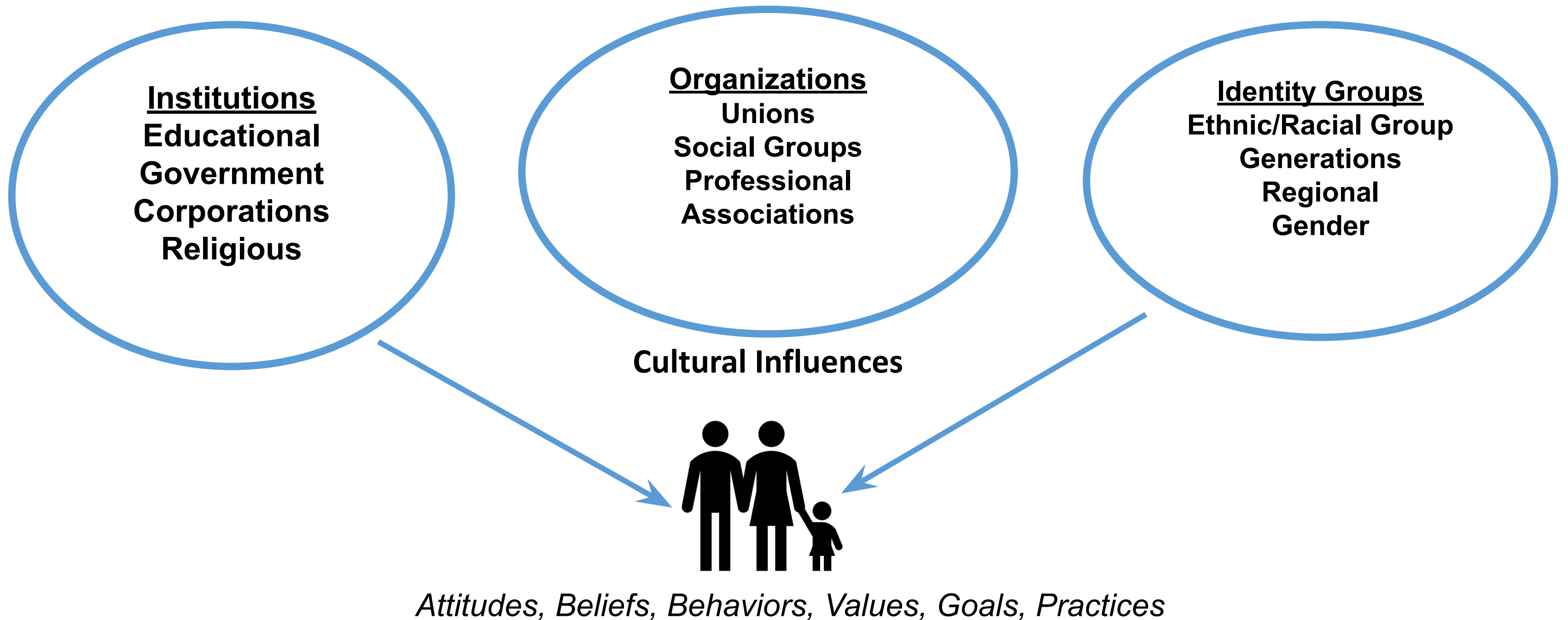




SELF

Cultural self awareness

Your Cultural Identity



Creates our ***worldview***; which affects: How you **see the world**, How you **form opinions** and How you **make judgements**

Individual Journey





Intercultural Development Inventory

The Intercultural Development Inventory (IDI) provides valuable information about your own mindset/competence towards cultural difference and commonality.

A Cross-Culturally Valid and Reliable Assessment of Intercultural Competence

The IDI has been psychometrically tested and found to possess strong content and construct validity and reliability across diverse cultural groups. Additional validity includes predictive validity within both the corporate and educational sectors. The IDI has been rigorously tested and has cross-cultural generalizability, both internationally and with domestic diversity.

Psychometric scale construction protocols were followed to ensure that the IDI is not culturally biased or susceptible to social desirability effects (i.e., individuals cannot “figure out” how to answer in order to gain a higher score).



Intercultural Development Inventory®

Group Profile Report

EDUCATIONAL VERSION

Prepared for:

Alexandria City Public Schools

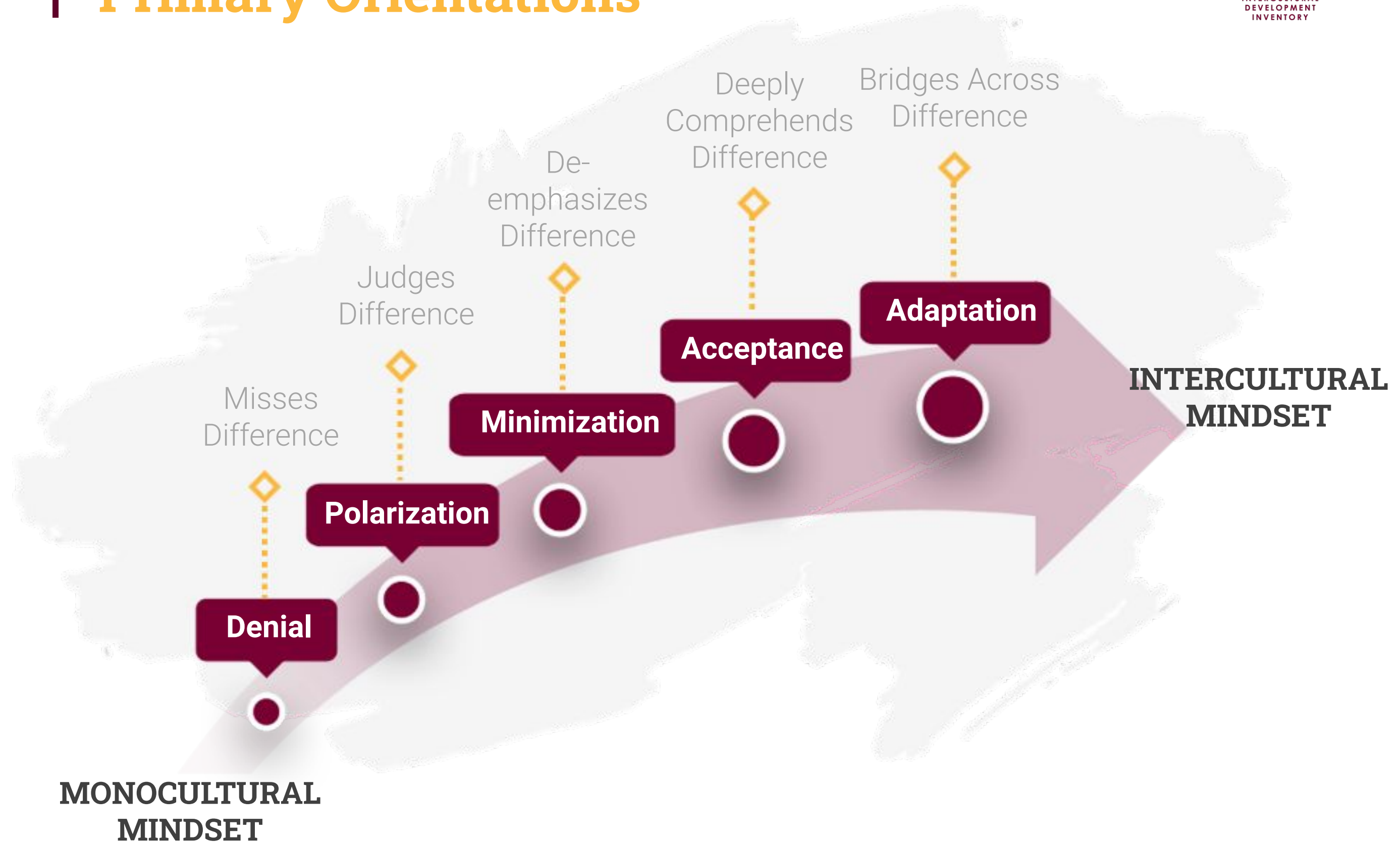
Prepared by:

The Valbrun Consulting Group,
Primary QA, The Valbrun Consulting
Group, May 7th, 2021

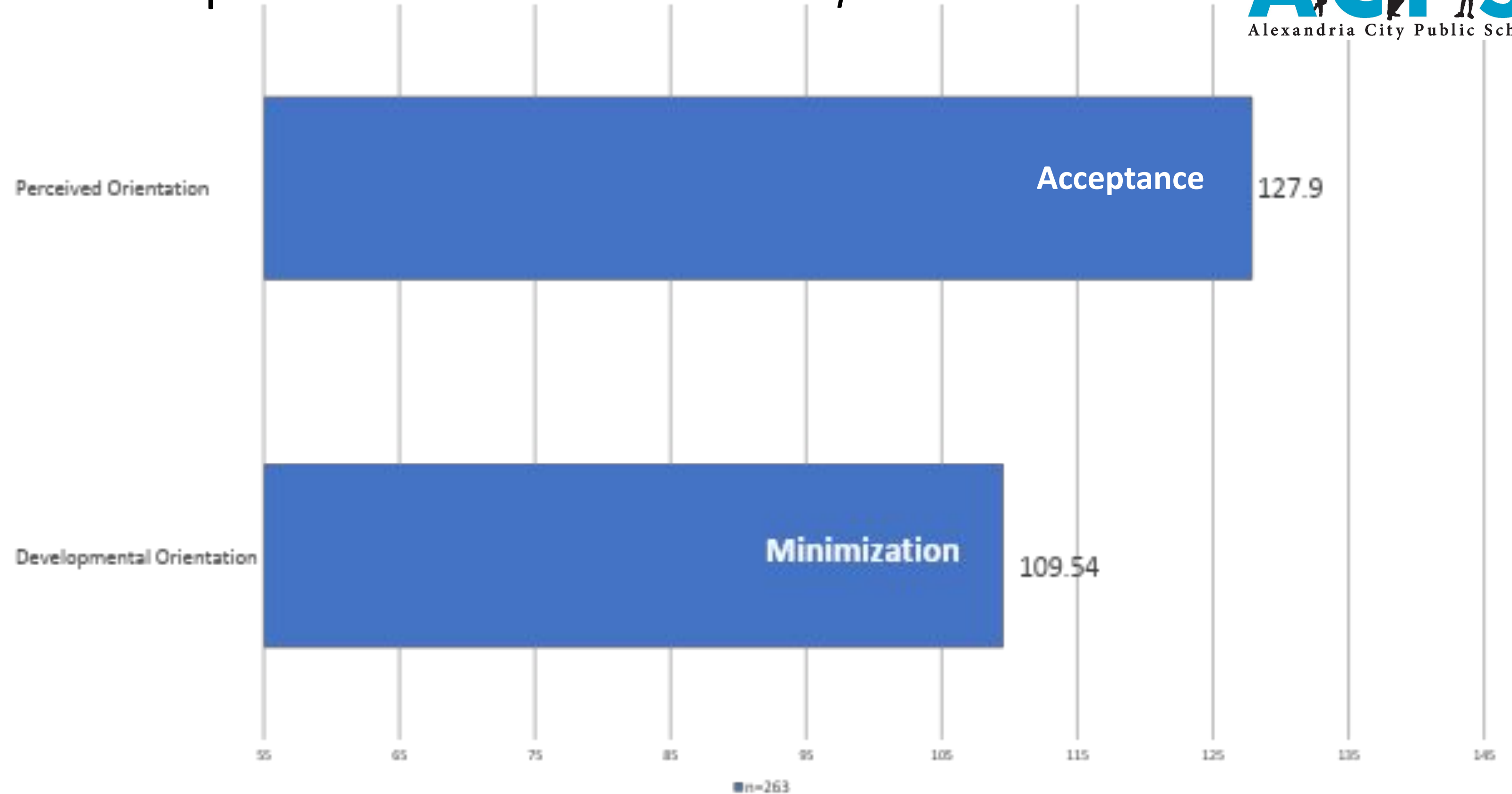
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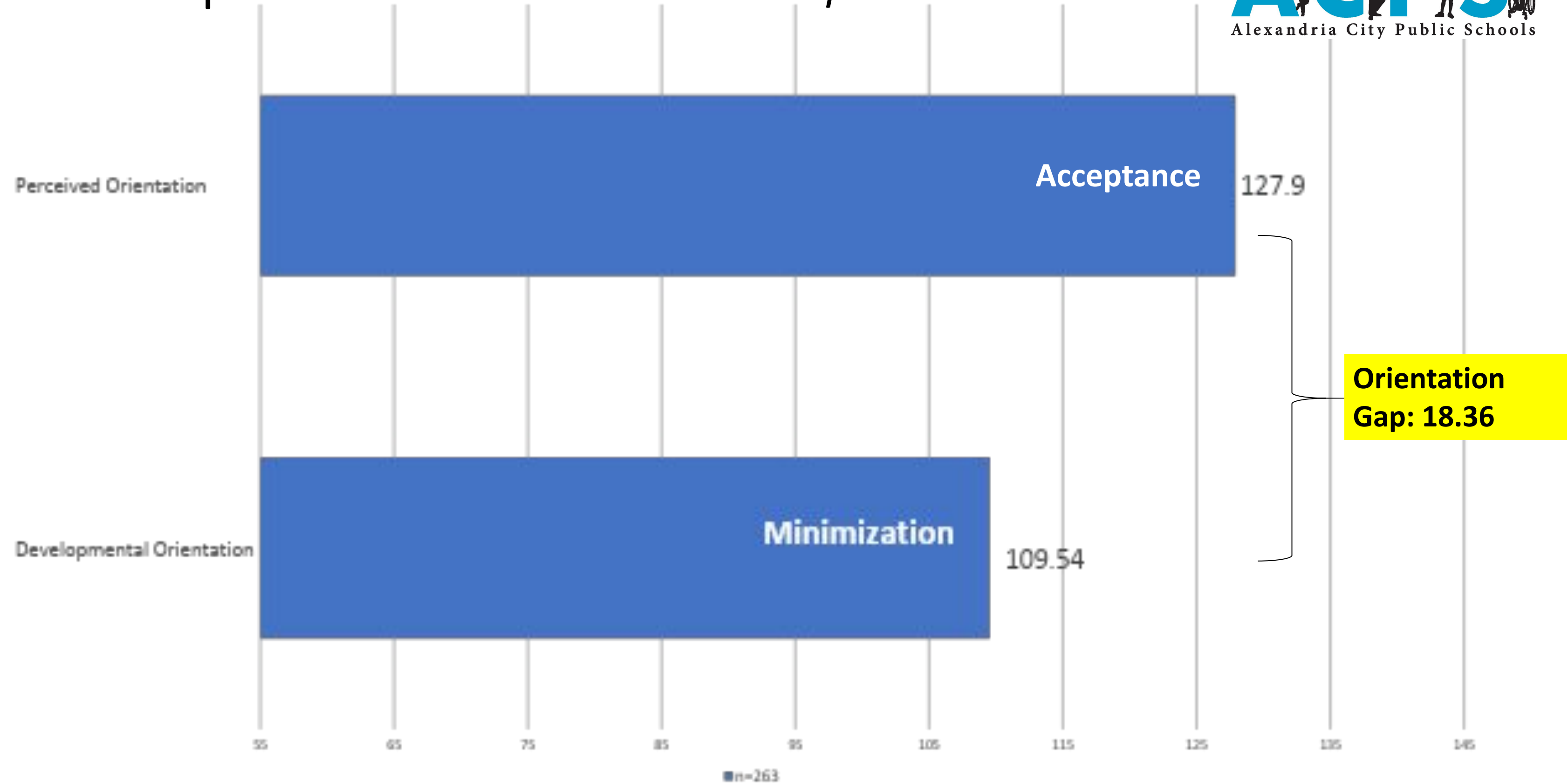
Intercultural Development Continuum: Primary Orientations



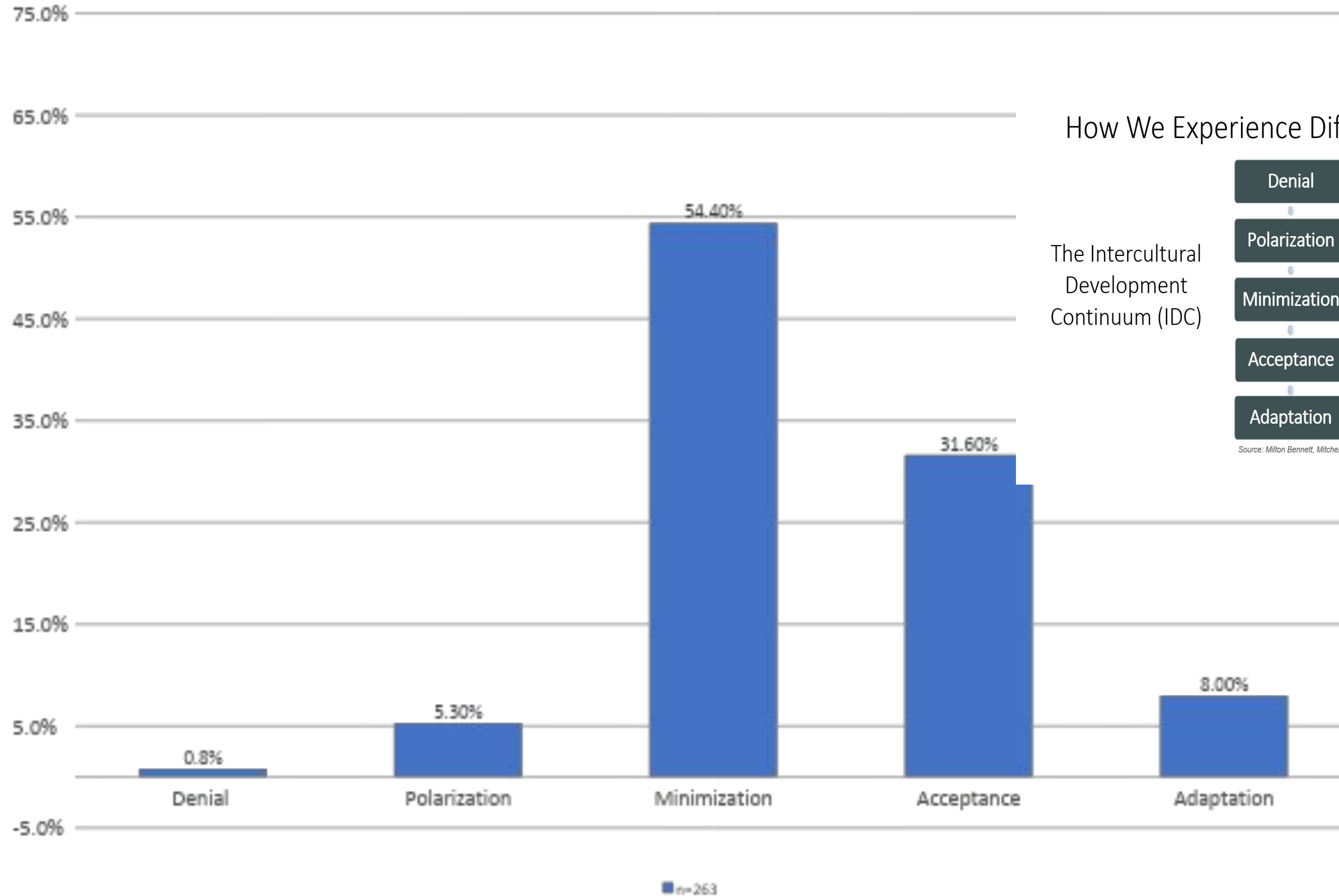
IDI Group Profile: *Perceived vs. Developmental*



IDI Group Profile: *Perceived vs. Developmental*

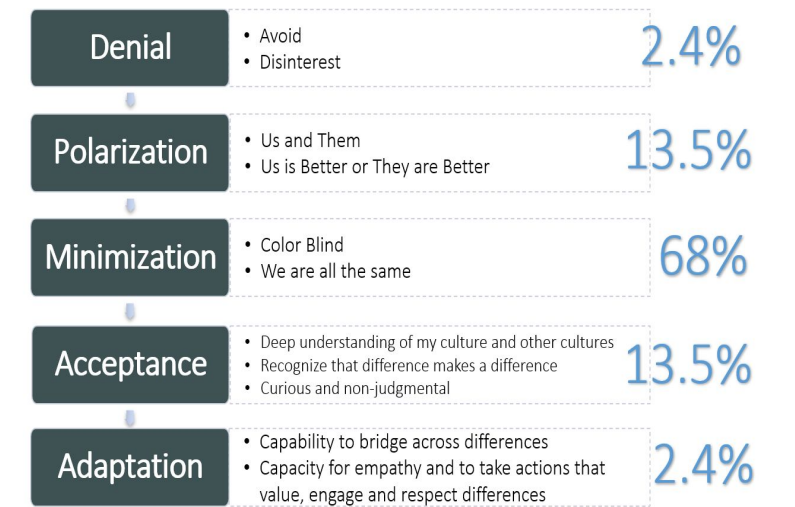


IDI Group Profile: *Range of Developmental Orientations*




How We Experience Difference

The Intercultural Development Continuum (IDC)



Source: Milton Bennett, Mitchell Hammer



What might your individual worldview be based on your lived experiences?

How might that worldview manifest in the way that you engage with difference as a board member?



Considering the IDI and IDP:

Board member Individual Journey

Board Group Journey

System Impact

What value would an individual and group IDI profile provide to the School Board as you seek to serve for racial equity?

Examination, Communication, Action!

- ❖ **Developing common language, shared meaning**
- ❖ **Planning for and bridging across difference**
- ❖ **Meaningfully engaging with cross cultural stakeholders**
- ❖ **Creating inclusive environments/policies for high performance of all students**





Professional Development Series

Cultural Competence 4E Model™

Exposure:
Increased contact
with difference

Education:
Developing new
skills, knowledge and
ways of thinking

Experience:
Creating
transformative
experiences to build
relationships and
shared meaning

Empathy:
Practice
understanding
others from their
perspective





Learning Outcomes

Module A:

- Articulate the rationale for moving to Anti-Racism
- Define key terms to develop shared understanding
- Understand the historical context and the impacts of racism to our current context
- Explore cultural identity and systems of inequity
- Understand and develop counter-narratives on race
- Demonstrate commitment to critical reflection of ourselves, our practice, our interactions, and our communities



Learning Outcomes

Module B:

- Closely examine Equity across the Dimensions of the PELP Framework
- Analyze the power of Cross-Cultural Relationships
- Explore the impact of micro-aggressions on cross cultural relationships
- Unpack the 7 Dimensions of Culture
- Discuss the role of Trust and Allyship
- Apply learning to a case study scenario
- Reflect on and commit **to critical reflection of ourselves, our practice, our interactions**
- **and our communities**



Learning Outcomes

Module C:

- Assess the organization's progress on the journey to becoming racially equitable using a variety of tools to both measure and plan forward
- Develop an anti-racist vision and a plan for change that will:
 - Create structures that will guide and sustain institutional efforts towards racial equity
 - Develop an organizational approach in planning, organizing, and taking action for change
 - Plan for the desired change, and include specific goals and tactics to reach those goals
 - Evaluate progress as the organization moves through the process of becoming an anti-racist organization



Participant Feedback

- 80% or more of respondents felt that the sessions were of value as an educator.
- 70% of respondents felt planned activities provided resources and a model to follow.
- 70% of respondents felt activities and discussions allowed for valuable practice and application to take back to school/classroom.
- Participants provided requested input on most useful activities/resources and suggestions for improving future learning experiences.

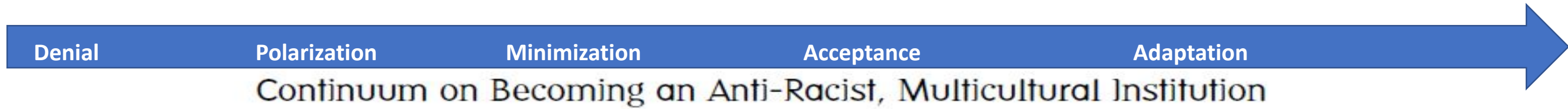
SYSTEM

**Cultural Awareness that
influences the systems,
policies, procedures and
practices**

Organizational



Organizational Journey



MONOCULTURAL		MULTICULTURAL		ANTI-RACIST		ANTI-RACIST MULTICULTURAL	
Racial and Cultural Differences Seen as Defects		Tolerant of Racial and Cultural Differences				Racial and Cultural Differences Seen as Assets	
1. Exclusive A Segregated Institution	2. Passive A "Club" Institution	3. Symbolic Change A Multicultural Institution	4. Identity Change An Anti-Racist Institution	5. Structural Change A Transforming Institution	6. Fully Inclusive A Transformed Institution in a Transformed Society		
<ul style="list-style-type: none"> Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos and Asian Americans Intentionally and publicly enforces the racist status quo throughout institution Institutionalization of racism includes formal policies and practices, teachings and decision-making on all levels Usually has similar intentional policies and practices toward other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc. 	<ul style="list-style-type: none"> Tolerant of a limited number of People of Color with "proper" perspective and credentials May still secretly limit or exclude People of Color in contradiction to public policies Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings and decision-making on all levels of institutional life Often declares, "We don't have a problem." 	<ul style="list-style-type: none"> Makes official policy pronouncements regarding multicultural diversity Sees itself as "non-racist" institution with open doors to People of Color Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff Expanding view of diversity includes other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc. <p>But . . .</p> <ul style="list-style-type: none"> "Not those who make waves" Little or no contextual change in culture, policies and decision-making Is still relatively unaware of continuing patterns of privilege, paternalism and control 	<ul style="list-style-type: none"> Growing understanding of racism as barrier to effective diversity Develops analysis of systemic racism Sponsors programs of anti-racism training New consciousness of institutionalized white power and privilege Develops intentional identity as an "anti-racist" institution Begins to develop accountability to racially oppressed communities Increasing commitment to dismantle racism and eliminate inherent white advantage <p>But . . .</p> <ul style="list-style-type: none"> Institutional structures and culture that maintain white power and privilege still intact and relatively untouched 	<ul style="list-style-type: none"> Commits to process of intentional institutional restructuring, based on anti-racist analysis and identity Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their worldview, culture and lifestyles Implements structures, policies and practices with inclusive decision-making and other forms of power sharing on all levels of the institution's life and work Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities Anti-racist multicultural diversity becomes an institutionalized asset Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments 	<ul style="list-style-type: none"> Future vision of an institution and wider community that has overcome systemic racism Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices Full participation in decisions that shape the institution, and inclusion of diverse cultures, lifestyles and interests A sense of restored community and mutual caring Allies with others in combating all forms of social oppression 		

© By Crossroads Ministry:
 Adapted from original concept by Baily Jackson and Rita Hardiman, and further developed by Andrea Avazian and Ronice Branding.



ACPS THEORY OF ACTION:

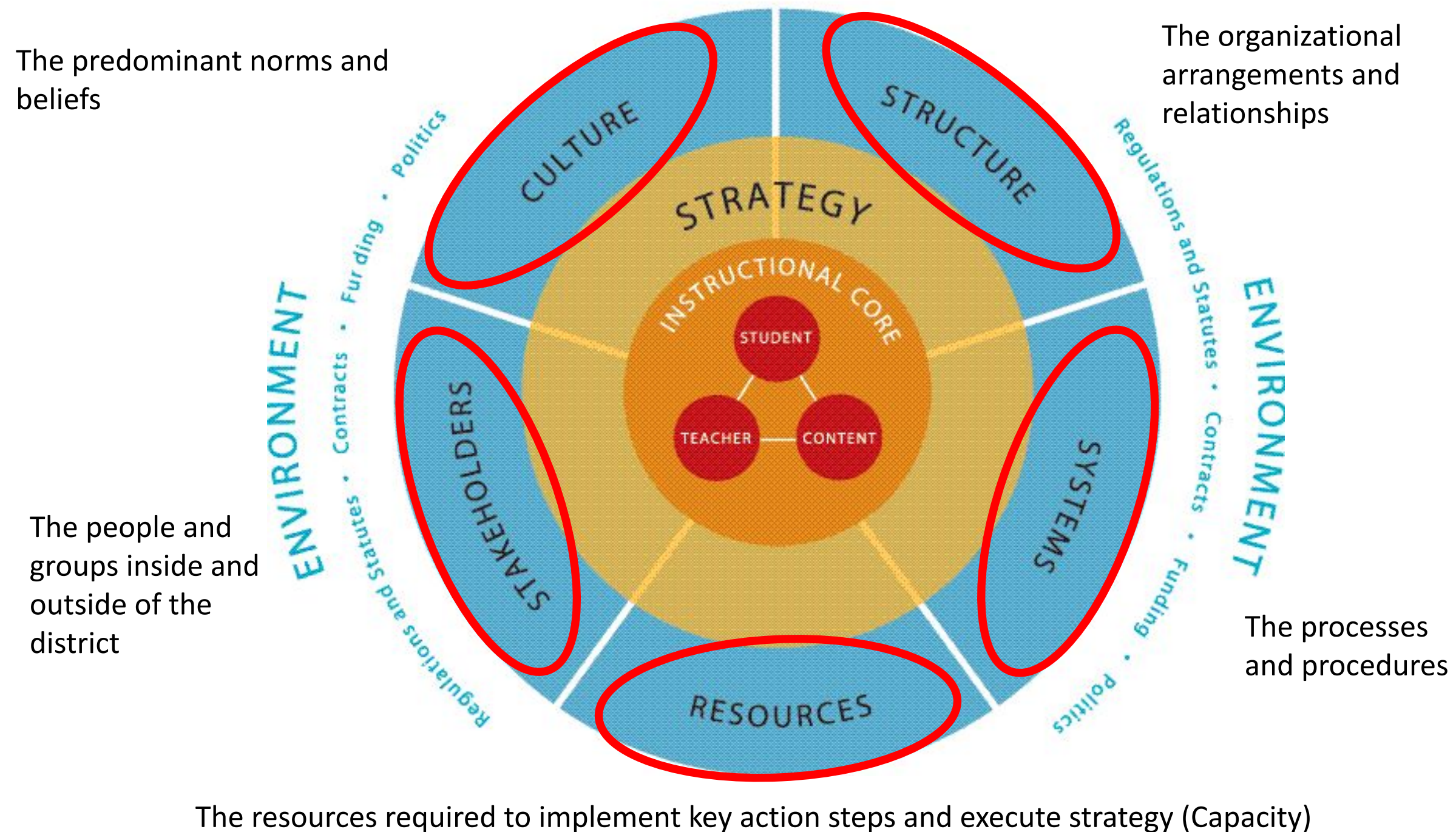
If ACPS provides high-quality instruction and differentiated supports, engages the community and families, and allocates resources equitably, opportunity and achievement gaps among underserved student populations will be eliminated and all students will graduate from high school prepared for college, careers, and life.

To ensure the delivery of high-quality instruction and differentiated supports, ACPS will:

- Engage students, staff, and families in the decision making and educational processes
- Define, support, and monitor the implementation of selected high-leverage strategies in all schools
- Empower principals and their leadership teams to implement additional strategies to meet the specific needs of their student populations

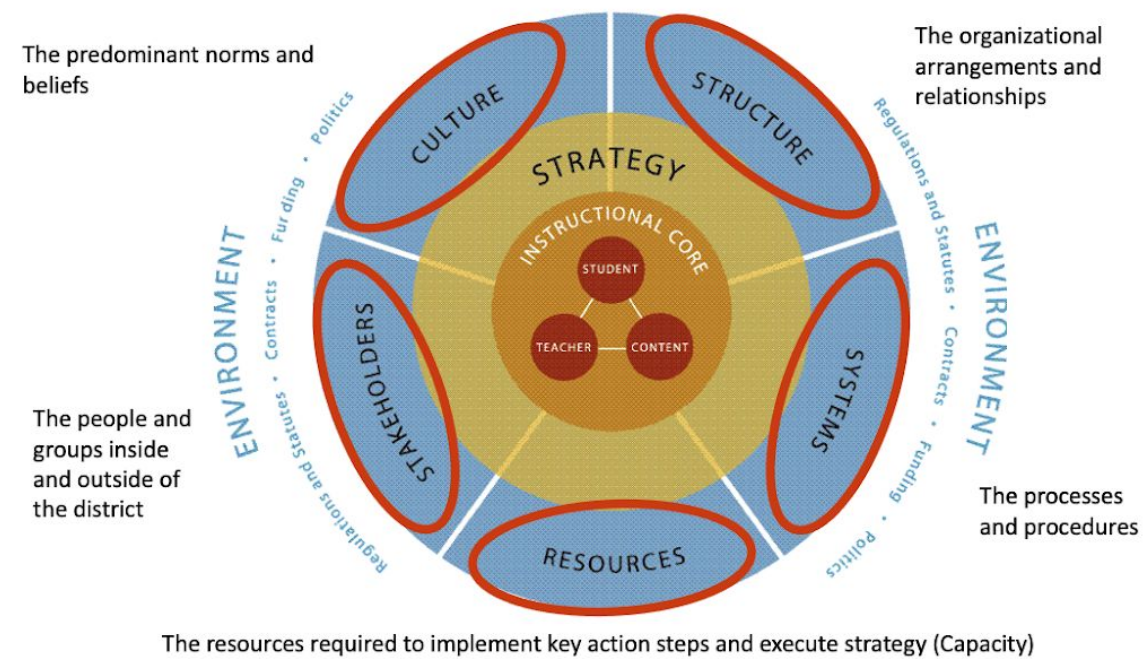
Success requires purposeful **collaboration** among ACPS departments and **coherence** in strategy to ensuring that all students are empowered to thrive in a diverse and ever-changing world.

PELP Coherence Framework



STRUCTURES

PELP Coherence Framework

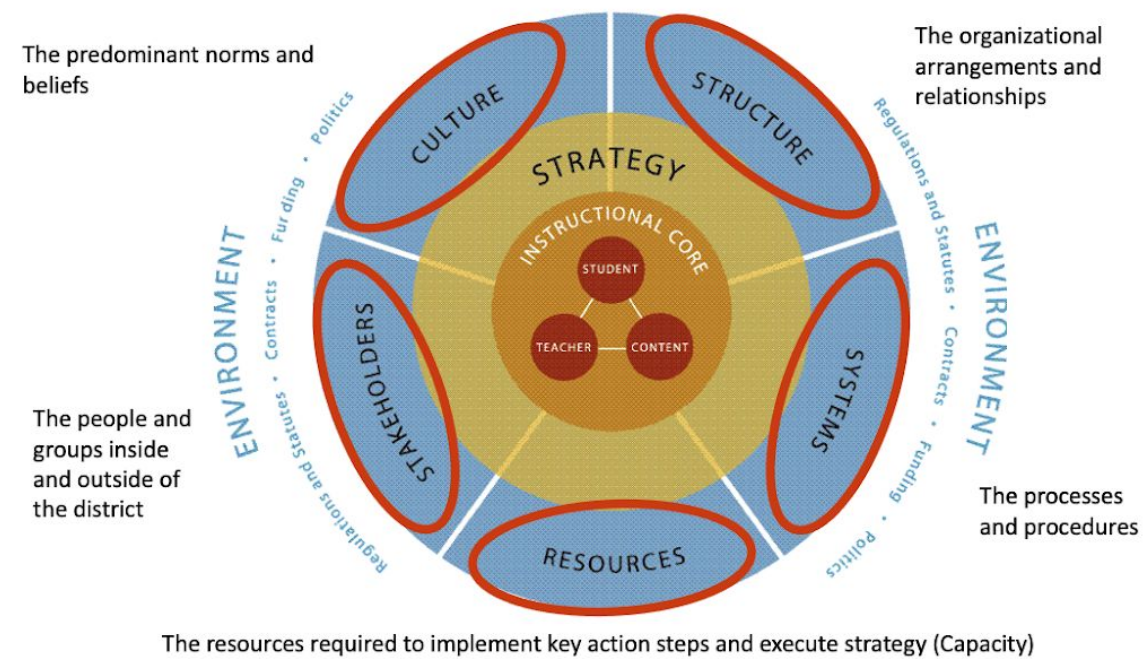


Source: <http://www.hbs.edu/pelp/framework.html>

- To what extent are roles and responsibilities defined in order to emphasize equity and accountability?
- To what extent are the perspectives of those most experiencing the problem informing decisions, especially about practices that must be brought to scale?

SYSTEMS

PELP Coherence Framework

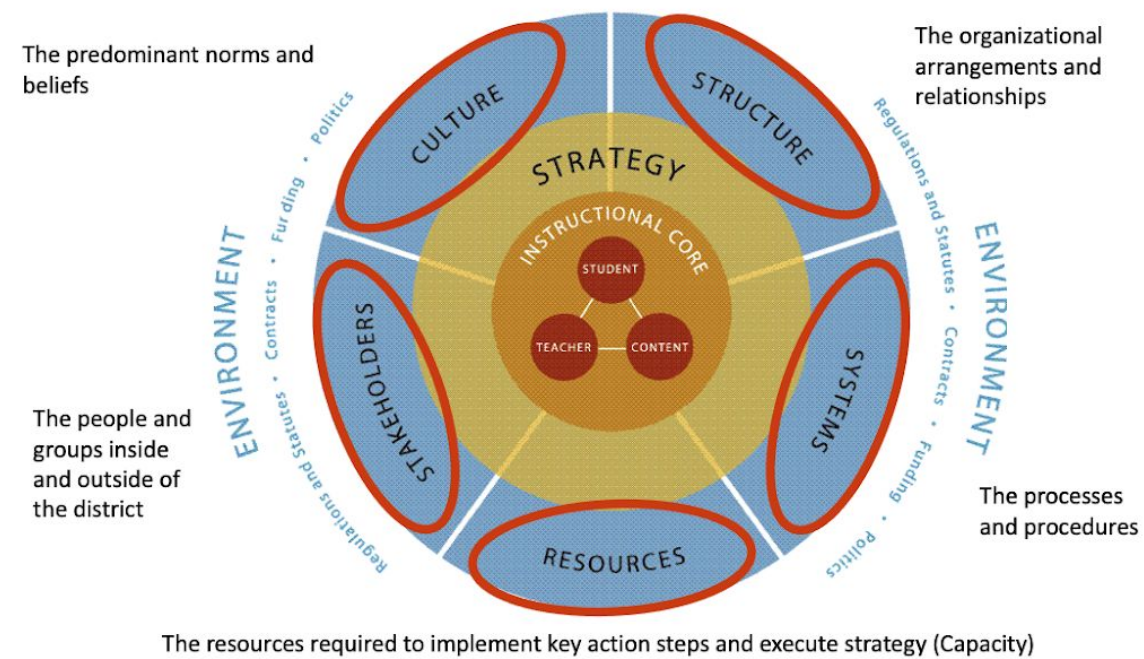


Source: <http://www.hbs.edu/pelp/framework.html>

- ❑ Are systems for functions such as career development and promotion, compensation, student assignment, resource allocation, organizational learning, and measurement and accountability performed with an eye toward racial equity and culturally responsive teaching?
- ❑ To what extent does the organization invest in people and teams' cultural competence and their ability to use a racial equity lens in the design and redesign of their systems?

STAKEHOLDERS

PELP Coherence Framework

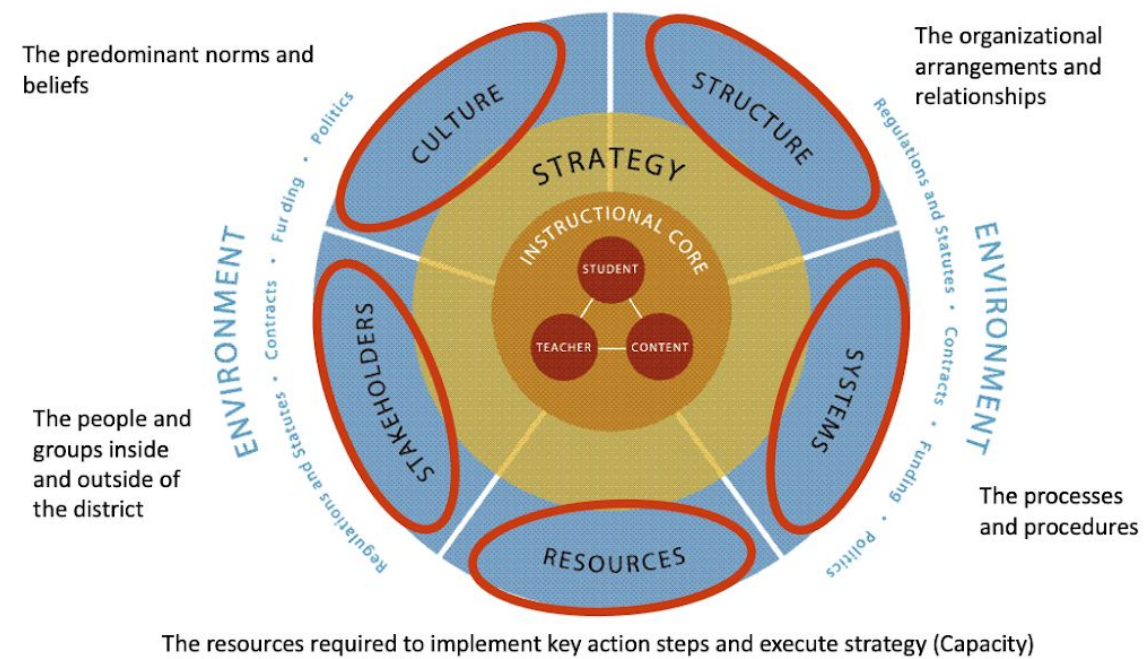


Source: <http://www.hbs.edu/pelp/framework.html>

- To what extent are the voices and perspectives of the people experiencing the problem and situated farthest from opportunity involved in the problem-solving process?
- Does the strategy account for community engagement and partnerships that are an active representation of equity concerns and the valuing of diversity within the community?

RESOURCES

PELP Coherence Framework

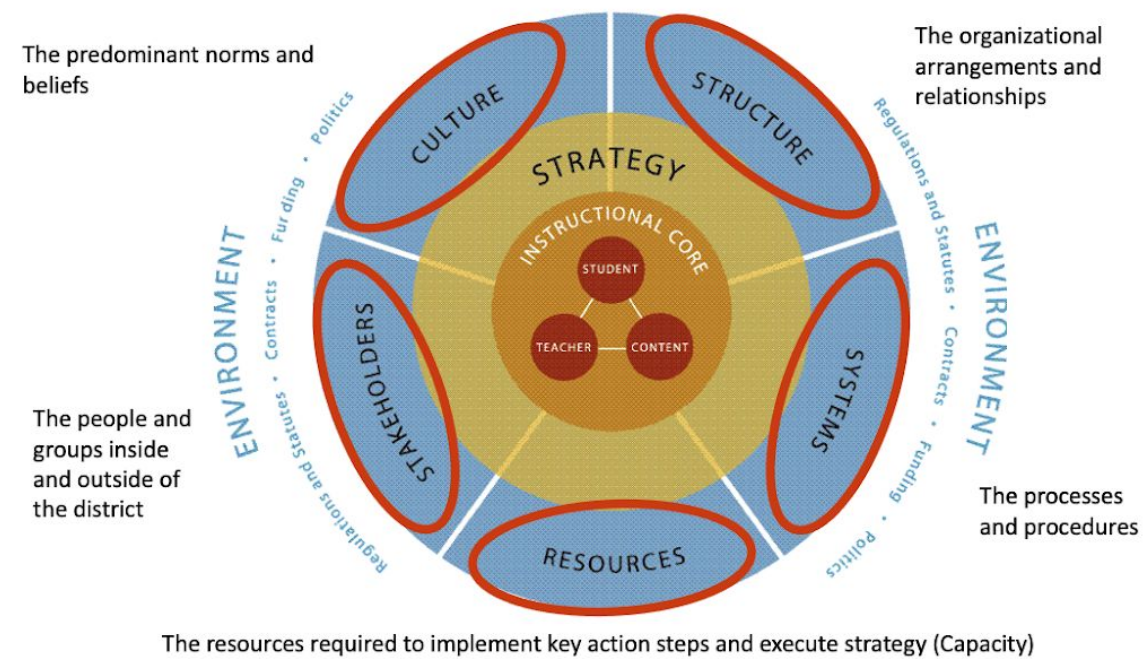


Source: <http://www.hbs.edu/pelp/framework.html>

- ❑ Does the division's strategy include intentional planning regarding the equitable distribution of resources in all its forms?
- ❑ Are resources allocated to bring to life instructional designs that are supportive of a holistic set of student outcomes through culturally responsive teaching?

CULTURE

PELP Coherence Framework



Source: <http://www.hbs.edu/pelp/framework.html>

- Does the strategy allow for discrimination of all kinds to be confronted systemically in a manner that does not uphold the comfort of the most privileged as a priority?
- To what extent does the strategy address intentional work on relational trust building?

Share your small group's overall learnings.

Briefly explain the PELP area your group was assigned.

What is your assessment of the current state of the district's work in that area?



Reading Assignment



Public Education Leadership Project at Harvard University

A JOINT INITIATIVE OF
THE HARVARD GRADUATE SCHOOL OF EDUCATION
AND HARVARD BUSINESS SCHOOL

PEL-096
NOVEMBER 13, 2020

JENNIFER PERRY CHEATHAM
TAHREEDAH BAKER JONES
ERICA JORDAN-THOMAS

Note on Racial Equity in School Systems

Overview

While the purpose of U.S. public schooling has yet to be agreed upon, it seems now more than ever that schooling can and should be designed to support young people of all identities and backgrounds as they self-actualize, realize their full potential and participate in a democratic society. It also seems that schools today must focus relentlessly on the social-emotional, academic and healthy identity development of every child. And yet, the full realization of what schooling could offer evades educators despite their best intentions and considerable effort. Even more, disparate academic outcomes on standardized assessments between white students and students of color have persisted despite decades of trying to close both opportunity and achievement gaps, and with few exceptions.¹ It leaves many educators wondering what they can do to dramatically disrupt the reproduction of racialized outcomes in our nation's schools.

District leaders today are seeking ways to develop and strengthen a critical lens for seeing the inequities that exist within their organizations so that they can address barriers to progress and their root causes more directly. This note is designed to support district leaders in doing so. It proposes that to attain high performance on a more holistic set of quantitative and qualitative measures, as described above, a district must ensure that all of its organizational elements—its culture, systems, structures, resources, and stakeholders—are being utilized to enact a theory of change that is grounded in racial equity and a strategy aligned to a robust vision of excellent teaching that is culturally responsive. Even more, that theory and strategy must be co-constructed with the community it serves. It is not enough to develop a coherent strategy that positively influences the quality of instruction for all students. The district's strategy must be both coherent and equity-focused.

It is also important to note that equity work in school districts is still emergent, often defined narrowly as the work of an "equity office" or "equity officer" or focused primarily on professional development and anti bias training. There is no blueprint for systemic equity work that permeates every facet of the organizational culture, which means that district leaders across every function must take calculated risks to chart new and unforeseen paths, learn collaboratively as they go, while resisting the temptation to fall back into previous patterns. Ultimately, this note is meant to support district

Professor Jennifer Perry Cheatham and Research Associates Tahreedah Baker-Jones and Erica Jordan-Thomas prepared this research note. This note was developed from published sources. This note may be used in conjunction with PEL 010 "Note on the PELP Coherence Framework", PEL 011 "Note on Strategy in Public Education", and PEL 083 "A Problem-Solving Approach to Designing and Implementing a Strategy to Improve Performance".

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Passing the



Leadership Baton

Current Board Members
to
Future Board Members

**What are the next steps in
advancing the racial equity
imperative in ACPS?**

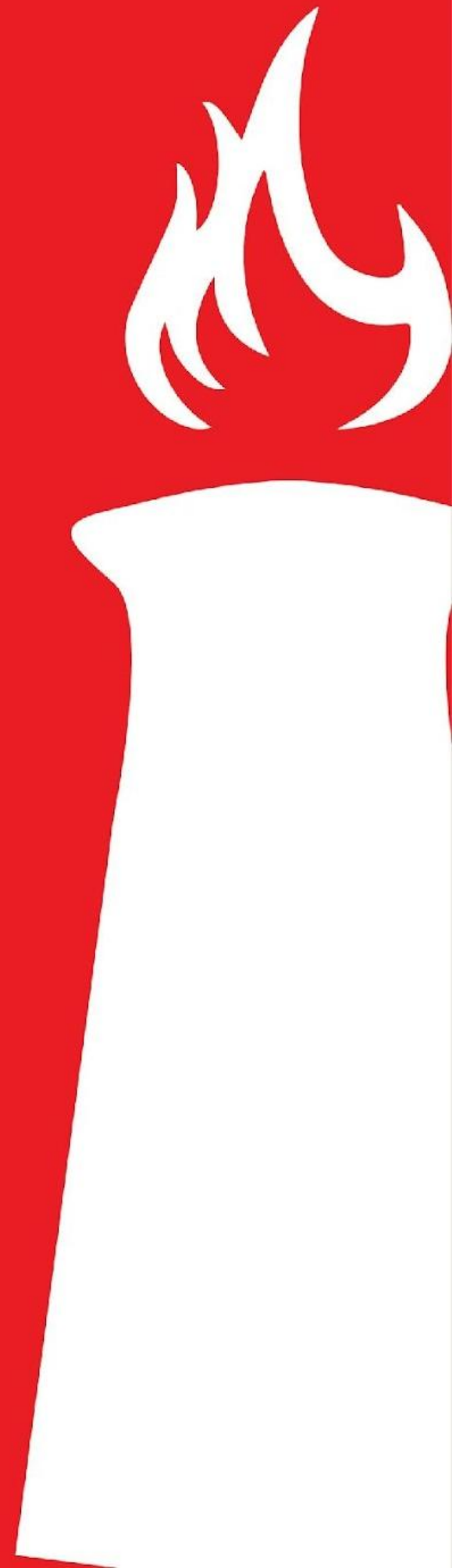
COMMITMENT

From what we have learned today, what commitments can you make towards anti-racism?

- Consider choosing an *accountability partner* who can help ensure you stay focused on your commitments in the midst of your busy schedule.



Questions & Answers





THANK

YOU

Let's be social!



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