

EMU BRIGHT FUTURES

ON BECOMING AN ANTI-
RACIST ORGANIZATION:
TAKING STEP ZERO AND
WALKING THE TALK

RB21 CONFERENCE SESSION

May 19, 2021
Ready By 21 National Meeting

STEP ZERO

AGENDA

1. Introduction/Norms
2. Agenda/Overview/Outcomes
3. What is Step Zero?
4. Our Story
5. Staff Video
 - a. Video Debrief
6. Our Step Zero
7. Self Readiness Assessment
 - a. *from WINTERS, M. (2017). We can't talk about that at work! How to talk about race, religion, politics, and other ... polarizing topics.*
8. Step Zero Inventory
9. Step Zero & Me
10. Case Study Review
11. Reflection Matrix
12. Closing

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STEP ZERO

COMMON LANGUAGE

- Step Zero: The step where you decide what to do. For us, Step Zero refers to us taking inventory of what things we already have in place that will support our work in tackling an issue, which in turn will highlight what we need to do from here.
- Readiness: The state of being fully prepared for something.
- DEI: This acronym will be used when referring to Diversity, Equity, and Inclusion.
- ARC: This acronym will be used when referring to Anti-Racism Committee (EMU Bright Futures).
- Anti-Racism: The active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.

STEP ZERO

WHAT IS STEP ZERO?

Here's what we mean by Step Zero. When you have a task, the first thing you do to start working on it what you'd call Step One. But there's a step before Step One, and it's more important: the step where you decide which task you should work on in the first place. That's what we mean by Step Zero: it's the step where you decide what to do.

Notes:

STEP ZERO

STAFF VIDEO DEBRIEF

What resonated with you from the video?

What are the commonalities between each staff member?

What are your takeaways?

STEP ZERO

OUR STEP ZERO

Components:

- Culture of Support & Trust
- Social Emotional Learning
- Reflective Practices:
 - Culture of Continuous Improvement
 - Respect for Autonomy in Community
 - Respect of Differences

Consider:

- What have we done in the past?
- What are we just starting to do?
- What barriers might be in place?

NOTES:

SELF READINESS ASSESSMENT

ADAPTED FROM WINTERS, M. (2017). WE CAN'T TALK ABOUT THAT AT WORK!: HOW TO TALK ABOUT RACE, RELIGION, POLITICS, AND OTHER ... POLARIZING TOPICS.

	A GREAT DEAL	SOME WHAT	NOT AT ALL
I AM CULTURALLY SELF-AWARE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I HAVE EXPLORED MY UNCONSCIOUS BIASES.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I AM COMFORTABLE TALKING ABOUT DIFFICULT SUBJECTS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I BELIEVE THAT TREATING EVERYONE THE SAME IS NOT THE SOLUTION TO POLARIZATION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I HAVE STUDIED MY OWN AND OTHER CULTURE'S NORMS AND BELIEFS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I HAVE A HIGH DEGREE OF EMOTIONAL INTELLIGENCE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I READILY ACKNOWLEDGE THAT I DON'T KNOW WHAT I DON'T KNOW.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I RECOGNIZE THAT THERE ARE DIFFERENCES THAT MAKE A DIFFERENCE AND I TRY NOT TO MINIMIZE THEM.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I HAVE MEANINGFUL RELATIONSHIPS WITH DIVERSE INDIVIDUALS AND GROUPS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I CAN SEPARATE THE PERSON FROM THEIR POSITION.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MY ORGANIZATIONAL CULTURE IS READY TO HAVE BOLD, INCLUSIVE CONVERSATIONS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
THERE IS A HIGH LEVEL OF TRUST IN THE ORGANIZATION.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
THERE IS A HIGH LEVEL OF TRUST WITHIN MY TEAM.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I AM AWARE OF MY POWER AND PRIVILEGE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ALREADY HAVE A LOT OF EXPERIENCE WITH BOLD, INCLUSIVE CONVERSATIONS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF YOU ANSWERED "SOMEWHAT" OR "NOT AT ALL" TO ALL THE STATEMENTS, YOU ARE NOT READY TO ENGAGE IN POLARIZING CONVERSATIONS. IF YOU ANSWERED "SOMEWHAT" OR "NOT AT ALL" TO MORE THAN HALF OF THE STATEMENTS, YOU MAY WANT TO PROCEED WITH CAUTION. IF WHO ANSWERED, 'A GREAT DEAL' FOR MOST OF THE QUESTIONS ARE MORE LIKELY TO BE READY TO ENGAGE IN THESE DIFFICULT DIALOGUES.

SELF READINESS ASSESSMENT

Guiding Questions:

How was the experience completing the self-readiness assessment?

Has any aspect of your identity impacted your level of readiness?

How?

Based on your self-readiness assessment, what are your next steps?

STEP ZERO

STEP ZERO INVENTORY

Observations of your program can provide important information about their development. The Step Zero Inventory includes statements that describe organizational behavior. The inventory asks you to report what your organization is doing. It can help to understand your org's development and needs.

Instructions:

Please read each statement carefully. Use the check boxes to record your answers. If you need help reading or understanding the items or have any questions, please ask.

Fill in your **ORG NAME** and the **DATE** you **COMPLETED** this inventory.

Answer **A GREAT DEAL**, **SOMEWHAT**, or **NOT AT ALL** to each statement in the booklet to report what you have seen your organization doing.

Answer **A GREAT DEAL** - If the statement describes your organization's present behavior at least 80% of the time OR something that your organization used to do.

Answer **SOMEWHAT** - If the behavior is something that your organization is only just beginning to do or only does sometimes.

Answer **NOT AT ALL** - If the statement does not describe your organization's behavior at all.

ORG NAME:

DATE COMPLETED:

STEP ZERO INVENTORY

<u>CULTURE (SUPPORT, TRUST, BELONGING, ETC.)</u>	A GREAT DEAL	SOME WHAT	NOT AT ALL
STAFF REGULARLY SHARE FEEDBACK WITH ADMIN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STAFF VISIT/TALK/MEET OUTSIDE OF THE SCHOOL TO ENJOY EACH OTHERS' COMPANY.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PROGRAM REFLECTS A TRUE "SENSE" OF COMMUNITY.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCHEDULE REFLECTS FREQUENT COMMUNICATION OPPORTUNITIES FOR STAFF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ORG SUPPORTS AND APPRECIATES THE SHARING OF NEW IDEAS BY STAFF MEMBERS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADMIN AND STAFF ARE INVOLVED IN THE DECISION-MAKING PROCESS WITH REGARD TO MATERIALS AND RESOURCES FOR PROGRAMMING.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADMIN SUPPORT COLLABORATIVE PLANNING BY PROVIDING PAID GROUP PLANNING TIME.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>SOCIAL EMOTIONAL LEARNING</u>			
THE ORG HAS A WRITTEN POLICY FOR STAFF TO REFER STUDENTS IN NEED OF ADDITIONAL SEL SUPPORT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
THERE IS A DESIGNATED TIME DURING FACULTY MEETINGS TO DISCUSS SEL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALL STAFF PARTICIPATE IN PROFESSIONAL DEVELOPMENT (PD) CONNECTED TO SEL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STAFF ARE TRAINED IN TRAUMA-INFORMED CARE TO IDENTIFY STUDENTS WHO MAY BE AFFECTED BY TRAUMA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADMIN ANALYZES ORG-WIDE SEL DATA TO IDENTIFY AREAS FOR IMPROVEMENT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
THE ORG USES SURVEYS TO GET FEEDBACK ON ORG CLIMATE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SURVEY DATA ON ORG CLIMATE IS FORMALLY SHARED WITH STUDENTS, STAFF, AND FAMILIES.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AN ADVISORY BOARD CONSISTING OF STUDENTS, STAFF, AND FAMILIES REVIEWS SURVEY DATA, CONSIDERS ROOT CAUSES, AND IDENTIFIES ACTIONS TO ADDRESS AREAS OF NEED.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ORG NAME:

DATE COMPLETED:

STEP ZERO INVENTORY

CULTURE OF CONTINUOUS IMPROVEMENT

WHEN SOMETHING IS NOT WORKING IN OUR PROGRAM, THE ADMIN AND STAFF PREDICT AND PREVENT RATHER THAN REACT AND REPAIR.

**A
GREAT
DEAL**

**SOME
WHAT**

**NOT
AT
ALL**

STAFF MEMBERS ARE COOPERATIVE AND VALUE EACH OTHER.

MEMBERS OF OUR ORG COMMUNITY SEEK NEW IDEAS TO PROBLEMS/ISSUES RATHER THAN REPEATING WHAT WE HAVE ALWAYS DONE.

MEMBERS OF OUR ORG COMMUNITY SEEK TO DEFINE THE PROBLEM/ISSUE RATHER THAN BLAME OTHERS.

THE PROGRAM STAFF IS EMPOWERED TO MAKE DECISIONS RATHER THAN WAITING FOR SUPERVISORS TO TELL THEM WHAT TO DO.

STAFF HAVE EXPRESSED THEY WORK HERE BECAUSE THEY ENJOY IT AND CHOOSE TO BE HERE.

RESPECT FOR AUTONOMY IN COMMUNITY

STAFF EXPRESS FEELING EMPOWERED TO ADVOCATE FOR THEMSELVES.

STAFF HAVE AUTONOMY OVER PROGRAM OFFERINGS AND STAFFING.

ALL STAFF PARTICIPATE IN PROFESSIONAL DEVELOPMENT (PD) CONNECTED TO SEL.

ADMIN AND STAFF PARTNER TOGETHER TO CREATE PD SCHEDULE.

RESPECT OF DIFFERENCES

STAFF MEMBERS VOICE THEIR OPINIONS REGULARLY.

STAFF MEMBERS VOICE THEIR OPINIONS REGULARLY.

STAFF MEMBERS AVOID FORMING CLIQUES.

STAFF MEMEBERS AND ADMIN ARE ENCOURAGED TO LEARN ABOUT CULTURES DIFFERERNT THAN THEIR OWN.

IF YOU ANSWERED "SOMEWHAT" OR "NOT AT ALL" TO ALL THE STATEMENTS, YOU ARE NOT READY TO ENGAGE IN POLARIZING CONVERSATIONS. IF YOU ANSWERED "SOMEWHAT" OR "NOT AT ALL" TO MORE THAN HALF OF THE STATEMENTS, YOU MAY WANT TO PROCEED WITH CAUTION. IF WHO ANSWERED, 'A GREAT DEAL' FOR MOST OF THE QUESTIONS ARE MORE LIKELY TO BE READY TO ENGAGE IN THESE DIFFICULT DIALOGUES.

STEP ZERO

STEP ZERO INVENTORY DEBRIEF

How was the experience filling out the Step Zero Inventory?

What did you learn about your organization from the Step Zero Inventory?

Based on your Step Zero Inventory, as well as the Self-Readiness assessment, are you ready to have critical conversations in the workplace?

STEP ZERO

STEP ZERO & ME

How would you identify your Step Zero?

Do you believe step zero is a salient part of the process toward having critical conversations in the workplace? Why or why not?

Do you think your Step Zero is an important thing to understand about yourself & organization?

How do you think other stakeholders view your Step Zero?

How does your lived experience influence (or not) your Step Zero?

CASE STUDY

During the month of February, Ms. Jordyn created a Black Lives Matter At School curriculum for her students. Ms. Jordyn and her students would meet on Fridays, after school, to discuss BLM and discuss experiences of students from the school day. The curriculum focused on empathy, inclusivity, black history, and diversity. Meeting on Fridays made this an optional experience for students -- hoping that students would commit to coming to her program that day to be open and trusting about their experiences.

Ms. Jordyn sent out a mass message to parents and students about this optional opportunity on Fridays. She received gratitude from parents, as they felt this was a needed experience. Ms. Jordyn prided herself on this because she worked hard to maintain a program that provided a space for students to have vulnerable conversations, as well as discussing issues in the current climate. To her surprise, the idea of having conversations about disparities in schools for Black students fell short with Ms. Miller.

"We came from Toledo, as you may know. We were one of the few white families in our school district and that was very hard on us. People in that district used BLM as a hot topic to be racist toward our family, as well as others. I have brought my children up to not see color but this movement throws it in everyone's face. Instead of seeing people for who they are, BLM causes even more racism. How will you be making sure this isn't the case?"

Ms. Jordyn was stunned by this email. She had never had push back from a parent when it came to having conversations surrounding race with students. She reminded Ms. Miller that Fridays were optional and not mandatory for students to attend. "I more so would like to say that Black Lives Matter is a movement to promote to the world that Black people are people, too. In this curriculum, we will also talk about liberation, empathy, respecting and celebrating differences, and commonalities; as well as building and nurturing a beloved community that is bonded together through a beautiful struggle that creates justice for all in restorative ways. This workshop will totally be guided by our students and their experiences. Our students have never disrespected each other based on "color." I, also, do not tolerate oppression, racism, or any form of bullying in our space. I would love to discuss more in person, if you are available. Just so I know that I am understanding you correctly. Thank you for reaching out."

Instead of meeting with Ms. Jordyn, Ms. Miller replied with another email. "I understand your aspect of it, but as far as one person's worth being based on their skin or origin is not how my family works. I don't talk politics with anyone due to my views. Yes, the Senate is horribly white. Do I think they need to be more diverse? Only if the people are qualified for the job. Not just by the color of their skin. You are more than your skin color/origin, and so am I. My kid comes home and says, 'this black kid'...I stop them at that and correct it. Yes, Black lives matter but all lives matter. I get that this is a super touchy subject. But just as LGBTQ shouldn't define a person, neither should race."

In this moment, Ms. Jordyn struggled to respond. She felt that this conversation was avoidable as Fridays were an optional experience. She leaned on her supervisor and other colleagues for support during this time. After many conversations, one thing stood out the most: don't make this personal. She had to remember that this family was a newer addition to her program. She struggled with not being offended. She felt her educational views were being dismissed or questioned by Ms. Miller. She had to remove her personal views and feelings. Instead, she had to acknowledge the historical facts that couldn't be questioned or tarnished by Ms. Miller's views.

STEP ZERO

CASE STUDY REFLECTION

What issue occurred?

What action was taken to address the situation?

What Step Zero characteristic(s) aided Ms. Jordyn in this scenario?

Notes:

REFLECTION MATRIX

Personal Behaviors

Policies & Procedures

Culture & Management

STEP ZERO

Where are you now?



POSSIBILITIES

Where do you see room for growth?



TAKE IT BACK

What will you do when you return?



Guiding Lens:

What have you done in the past? What are you just beginning to do? What barriers might be in place? Are they cultural?

Consider: Student Voice/Staff Voice, Autonomy, Growth Opportunities, Mentorship Opportunities, etc.

Additional Notes:

STEP ZERO

REFLECTION MATRIX