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## ***Facing Race Together: Sharing the Power of Regional Collaboration***

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## Let's Talk

*Think about the last time (prior to the Summit) that you had a conversation about race with a colleague:*

<u>When and with whom was the conversation?</u>	<u>What was the nature of the conversation and what prompted it?</u>
<u>What if anything happened as a result of the conversation?</u>	<u>How did you feel during and after the conversation?</u>

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## Regional Collaboration in Southwest Ohio

- One superintendent with two complimentary experiences – Courageous Conversations with Pacific Educational Group (PEG) and the Ohio Leadership Forum with West Wind Education Policy (West Wind)
- A World of Benefits – bridging the loneliness, making a statement, sharing the risk

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## The Consortium on Racial Equity in K-12 Public Education

- PEG and West Wind partnered to create a program to help participants come to deeper understandings about race and education and to develop the skills necessary to exercise leadership to transform their systems – and themselves.
- We have consortia in Ohio and Wisconsin, and we anticipate a consortia in Central Indiana

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## What Do Our Consortia Look Like?

- Collectives of equity leadership teams
  - State Department of Education
  - K-12 Districts (including district and school personnel as well as school board and community members)
  - Institutions of Higher Education
  - Educational Service Agencies
- Committed to exercising leadership to transform their systems toward racial equity

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## What Do We Offer Through Our Consortia?

- A framework to help participants:
  - Develop new understandings of race, systems, and leadership in education
  - Develop the skills to exercise leadership to transform their systems

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## Why Have a Framework?

- We do not share a common and compelling direction or shared sense of current reality.
- We disagree about the cause of racial disparities in the system.
- We lack the skills to talk about race.
- We lack the skills to analyze our systems.
- We lack the skills to exercise leadership to intervene in our systems.

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## Let's Talk

*What do we mean by race and how does it differ from ethnicity, nationality, and culture?*

<u>Race means...</u>	<u>Ethnicity means...</u>
<u>Nationality means ...</u>	<u>Culture means ...</u>

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## Why Have a Framework?

- We do not share a common and compelling direction or shared sense of current reality.
  - We need to develop a working definition of race
  - We need to develop a common understanding of the legacy of race in education

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## Let's Talk

*What does it mean to be culturally competent?*

To be culturally competent means ...

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## Why Have a Framework?

- We disagree about the cause of racial disparities in the system.
  - We need to embrace *critical* cultural competence
  - We need to problematize notions of colorblindness, meritocracy and “personal responsibility”
  - We need to reframe the problem as being located in the system, not in children of color, their parents, and/or their communities

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## Let's Talk

*Think about the conversation you had at the beginning of this session.*

<u>What were you afraid of?</u>	<u>What made it difficult?</u>
<u>How was it courageous?</u>	<u>What was it lacking?</u>

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## Why Have a Framework?

- We lack the skills to talk about race.
  - We need a protocol for interracial dialogue about race for the purposes of examining schooling and improving student achievement
  - Courageous conversation utilizes the *Four Agreements*, *Six Conditions* and *Compass* in order to **engage, sustain and deepen** dialogue

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## Let's Talk

What are the implications of the two statements below?

Systems are perfectly designed to get the results they are getting.

Each of us perpetuates systemic inequities.

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## Why Have a Framework?

- We lack the skills to analyze our systems
  - Critical Race Theory (CRT) as an analytical tool
  - It is not just about individuals
  - Each of us inhabits various systems, all of which *involve* structures, policies, procedures, cultures, and people; *exchange* information, energy, resources; and *reflect and reinforce* attitudes, beliefs, values, and feelings

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## Why Have a Framework?

*Think about a time when people resisted change in your system:*

<p><u>What did the change entail?</u></p>	<p><u>Who resisted the change? Why do you think they resisted?</u></p>
<p><u>How did you feel about the resistance?</u></p>	<p><u>What if anything did you do to overcome the resistance?</u></p>

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## Why Have a Framework?

- We lack the skills to exercise leadership to intervene in our systems.
  - Leadership is an activity, not a person or a trait
  - Leadership and authority are not the same (and authority can be both a *resource* and a *constraint* on leadership)
  - Leadership is about disrupting the system that produces racial disparities
  - People do not resist change, they resist loss (sense of self, competence, loyalty, etc.)

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## The Benefits of Regional Collaboration

- Single system work is lonely
- Single system work is dangerous
- Statewide/regional collaboratives make important statements about the work
- Effective (and “smart”) way for state departments and ESAs to enter the work
- Cohort and job-alike support
- Efficiency and economies of scale

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## Where Did We Struggle?

- Roles of state department and districts
- Roles for universities
- Teams at different places in the work
- Limited contact/support (one-day seminars on a bi-monthly basis; no intersession support for intersession assignments)

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## Scaling and Growing Smart

- Coaching and building local capacity for coaching
- Expanding the work to building administrators
- Addressing focused needs (e.g., disproportionality, critical cultural competence, etc.)
- Experimenting with geographic scope (e.g., regional, statewide, cross-state, national)

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## Consortium Support We Are Providing

- Kick-off Institutes (Beyond Diversity and a Leadership Institute)
- Bi-Monthly Seminars
- Intersession Work
- Ongoing Coaching
- Local Coach Development

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## Consortium Support Offers...

- Development...
  - personal and professional systemic equity transformation plans
  - the skills to implement those plans
- Coaching...
  - Pushing the work forward
- Analysis
  - Participant observation and policy analysis

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## Anticipated Consortia in '08-'09

- **Southwest Ohio** (equity leadership teams from the Ohio Department of Education, five school districts, one career-technical planning district, and two universities). We are expanding in Fall 2008.
- **Wisconsin** (equity leadership teams from the Wisconsin Department of Public Instruction and eight school districts). We will begin in Fall 2008.
- **Indianapolis Region** (equity leadership teams to be determined). We will begin in Fall 2008.

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## Q and A

*What can we explain in greater detail?*

*What can we clarify?*

*What do you still want to know about the  
power of a regional collaborative?*

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## For More Info

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