

REFLECTIONS OF OUR BETTER SELVES

2016 NATIONAL SUMMIT FOR
COURAGEOUS CONVERSATION

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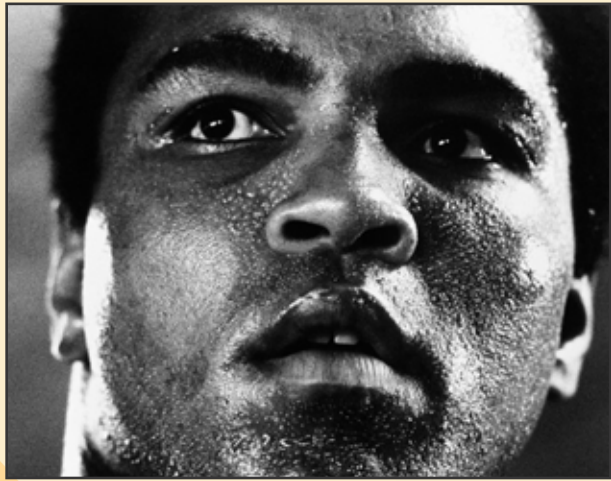
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IN HONOR OF MUHAMMAD ALI

1942 - 2016

Cassius Clay Sr. gifted his son a new red-and-white Schwinn in 1954, which was promptly stolen. The 12-year-old, 89-pound Cassius Clay vowed “I’m gonna whup whoever stole my bike!” A policeman, Joe Martin, told young Cassius Clay that he better learn how to fight before he challenged anyone. After 6 months of training with Joe Martin, Cassius won his debut match in a three-round decision. Young Cassius Clay dedicated himself to boxing and training with an unmatched fervor. According to Joe Martin, Clay set himself apart by two things: He was “sassy,” and he outworked all the other boys.



Muhammad Ali was the Heavyweight Champion of the World in 1967, but he began one of his biggest ‘fights’ when he refused to be inducted into the armed forces to fight in the Vietnam War. Ali was arrested, stripped of his titles, and exiled from boxing for 3 years. He cited religious reasons for not entering the draft, and his opposition was highly controversial.

He became a voice for a generation that felt American military involvement in Vietnam was wrong, and his willingness to speak out against it earned him many detractors. Ali never wavered. His conviction was overturned in 1971, and he went on to earn back his World Heavyweight Champion title in 1974.

There has always been far more to Muhammad than what took place in the boxing ring. He was fearless in his stance on civil rights, fighting for people suffering injustices in the United States and the rest of the world.

Daring to go against political policy to help people in need, Muhammad made goodwill missions to Afghanistan and North Korea; delivered sorely needed medical supplies to an embargoed Cuba; traveled to Iraq and secured the release of 15 United States hostages during the first Gulf War; and journeyed to South Africa to meet Nelson Mandela upon his release from prison.

Muhammad Ali was more than a championship boxer. He was a symbol of black aspirations and independence; a man of conviction who proved athletes could discuss subjects outside the arena. A reporter at one of Ali’s last fights asked a bathroom attendant at Caesars Palace if he bet on the fight, and the man replied, “Yeah, Ali.” When he was asked why, he said, “Why? Because he gave me my dignity. Because he’s Muhammad Ali, that’s why.” For most people, that says it all.

“I know where I’m going and I know the truth, and I don’t have to be what you want me to be. I’m free to be what I want.”

IN HONOR OF HELEN CHAVEZ

1928 - 2016

Helen Chavez was born in the Imperial Valley town of Brawley, California and later moved to a converted horse barn outside of McFarland and later to Delano, California, where she dropped out of high school and became a field worker after her mother died. There she met and married Cesar in 1948 after his discharge from the Navy. They later moved to East Los Angeles, California.

The couple moved back to Delano in 1962, and Cesar worked to organize field workers while Helen raised their eight children and returned to field work to help the family make ends meet. Mother of 8 children, 31 grandchildren and 16 great-grandchildren, Helen Chavez played a vital role in supporting her husband's work to organize and lead what would become the first, enduring farm worker labor movement in the United States.

According to the United Farm Workers (UFW), Helen was "Quiet and humble, but fiercely determined and strong willed, Helen didn't speak in public or talk with reporters, but she held deep convictions. In September 1965, while members of Cesar's young Latino union debated whether or not to join a grape strike begun that month by members of a largely Filipino union. Helen in her quiet, no-nonsense way, settled the debate by asking, 'Are we a union or not?'

Her consistent humility, selflessness, quiet heroism and fiery perseverance were at the heart of the movement she helped build."

During the Delano grape strike, which lasted from 1965 to 1970, Helen Chavez was on vineyard picket lines before dawn and then worked all day running the Farm Workers Credit Union, a job she held for more than 25 years, until she retired.



The efforts of Helen and Cesar Chavez became the foundation of La Causa (The Cause.) They followed nonviolent alternatives, including marches and fasts to obtain change. They struggled against the unfair labor practices. During the following years, Helen was involved in efforts for recognition of the union; she was arrested in 1966 for shouting Huelga ("Strike") at the W. B. Camp ranch in San Joaquin Valley. Helen went beyond the traditional role of a woman involved in political struggles, assisting in the administrative parts of the process and staying out of the public eye, until she was arrested. While she engaged in few acts of civil disobedience, by example she encouraged others to undergo arrest when necessary to seek a greater good.

After her husband's passing in 1993, Helen Chavez continued as an activist, despite a growing list of health problems. She made her last public appearance in March of this year at the 50th anniversary event for the 25-day, 340-mile march from Delano to Sacramento made by Latino and Filipino farm workers. The daughter of a revolutionary general in the Mexican Revolution of 1910, she became the wife, mother, grandmother and great grandmother of an entire movement.

"Please stop using ethnic or racial stereotypes. I'm appealing to the New York Times to use the word "undocumented" instead of "illegal" when referring to farm workers and other Latinos [and immigrants]. It is never too late to stand on the right side of history."

WELCOME BY THE PRESIDENT & FOUNDER, PACIFIC EDUCATIONAL GROUP

Welcome to the National Summit for Courageous Conversation. We re-convene here in Austin, after yet another tumultuous year, to further sustain and deepen the dialogue about race, racial disparity and systemic racism. We do so in order to activate and mobilize the personal racial equity purpose of leaders in multiple sectors of society from around the world. I am honored by the presence of and to be a part of this courageous community of practice at this critical time.

The National Summit is a call, a clarion call to action. As last year's appeal in Baltimore to "Rise Up" beckoned each of us to accelerate our efforts for systemic racial equity transformation, today's entreaty pleas for the examination of the story we tell. Beverly Daniels Tatum reminds us that, "Yet before we can tell the stories ourselves, they are told to us. Our sense of identity – of self-definition – is very much shaped....by what is reflected back to us by those around us."

"Reflections of Our Better Selves" summons us inward, as does the First Condition, with a mirror to examine self in a manner that is personal, local and immediate. Am I, as a human being, racialized, the story of my identity as told to me, or a reflection of the truer, better me that I believe and act through? I hope that it engenders the Passion, Practice, Persistence and Purpose to interrupt the beliefs, behaviors and outcomes essential to racial privilege and power.

We gather at The National Summit for Courageous Conversation to expend and replenish the vitality of our shared humanity in love, hope and compassion. This time for deep introspection, personal transformation, professional learning and restorative celebration is uniquely accommodated by Austin's rich and diverse racial, cultural and historical context.

The Pacific Educational Group Staff and Affiliates thank you for creating and participating, intentionally, in this opportunity to engage with one another in pursuit of not just a vision for, but action and activism to be something more. I share James Lecesne's revelation that "All of us, regardless of how we identify, need a community in which to grow our faith. We require the tangle of other souls to enlarge our hearts, to perfect our relationships with one another and to help us understand more deeply our better Selves (big 'S')."

Peace Be Unto You,



Glenn E. Singleton
Pacific Educational Group
President and Founder

Austin

- CONVENTION & VISITORS BUREAU -

Texas State
Capitol Building

George Washington Carver
Museum

DOWNTOWN

MARKET DISTRICT

CONGRESS CORRIDOR

RED RIVER DISTRICT

6th STREET DISTRICT

EAST AUSTIN DISTRICT

WAREHOUSE DISTRICT

2nd STREET DISTRICT

RAINEY STREET DISTRICT

SOUTH AUSTIN DISTRICT

TO SOUTH CONGRESS (SoCo) DISTRICT



WELCOME BY THE EDUCATORS OF CEREMONY

This year's Summit theme, "Reflections of Our Better Selves," came from President Obama's State of the Union Speech. It is our aim to harvest; cultivate; and find hope from what has become an increasingly desperate season in United States history. When we sat down to write this welcoming statement, we began by asking a deep questions around this year's theme: What does it mean to reflect on our better selves?

Reflecting on our better selves goes beyond recognizing the accomplishments and achievements of our personal and professional selves. While it is important to honor the good things that we have done in the fight for racial equity, we must dig deeper and interrogate the meaning of a better self. We have a tendency to believe that our better selves have to be composed, confident, and well liked. That's hardly the case. A better self is vulnerable. A better self takes chances. A better self embraces the messiness, challenges, and failures of trying to be...better. A better self challenges the assumptions that the world has placed on you; and challenges the assumptions that you have placed on yourself.

At Summit, we ask you to engage in this deep reflection of a better self. When have you overcome apathy with urgency? When have you overcome isolation with solidarity? When have you overcome fear with hope? We are asking you to pull on the experiences and strengths of your past to inform your purposeful action today.

Action requires hope. Hope, as Augustine of Hippo states, has two beautiful daughters: Anger and Courage. Anger at the way things are, and Courage to see that they do not remain as they are. We are growing in courage. Courage brought us to this Summit. Courage moves us to reflect on who we are and how race impacts our life and the lives of others. We ask you to grow with us these next three days. Grow in courage. With courage, anger, and hope, we have the power to take action and create meaningful change.

There is no better way to grow in courage than to use the Courageous Conversation Protocol. Use the Protocol to deepen your understanding of your better self, use the Protocol to deepen your understanding of others, and use the Protocol to take action.



DR. DARNISA AMANTE



DR. VERONICA BENAVIDES



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PACIFIC EDUCATIONAL GROUP

Pacific Educational Group (PEG), founded by Glenn Singleton in 1992, is committed to systemic racial equity transformation. We engage in sustained partnerships with educational, governmental, corporate, and nonprofit organizations and agencies throughout the United States, Canada, Australia and New Zealand to transform beliefs, behaviors, and results so that people of all races can achieve at their highest levels and lead their most empowered lives. PEG believes that systemic racism is the most devastating factor contributing to the diminished

capacity of all peoples, especially people of color and indigenous people, to achieve at the highest levels, and contributes to the fracturing of the communities that nurture and support them.

We mobilize this belief through our purpose to transform systems into racially conscious, socially just environments that nurture the spirit and infinite potential of all people, especially people of color, indigenous people, and their established communities.



**ACROSS HUMANITY,
THE DRUM CREATES
A SHARED BEAT, A
SHARED RHYTHM, A
SHARED MOVEMENT,
AND A SHARED
DIRECTION.**

NATIONAL SUMMIT FOR COURAGEOUS CONVERSATION

Each fall, Pacific Educational Group brings together dedicated racial equity leaders from throughout the United States and around the world to engage in a deepened conversation about systemic racism and its impact on opportunity and achievement for all people. The National Summit for Courageous Conversation (NSCC) is uniquely designed for educators, civic and community leaders, and other professionals who are committed to elevating

individual and organizational racial literacy and consciousness to eradicate racial disparities that are predictably evident in achievement. The NSCC is PEG's venue for bringing together the most promising and effective racial equity leadership voices, practices, and results for examination and broader dissemination across the United States and globally.



REFLECTIONS OF OUR BETTER SELVES

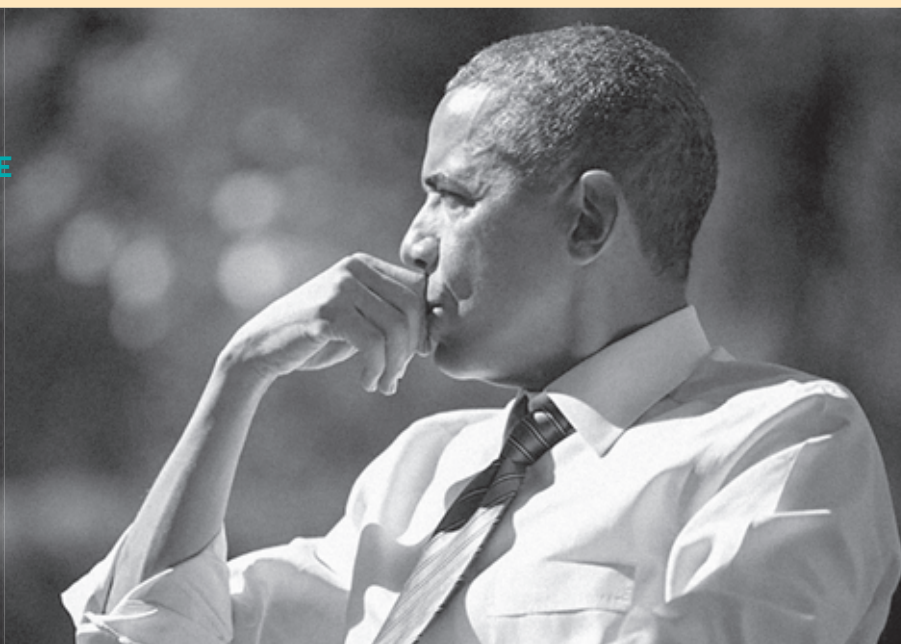
Over the entrance ways of the most ancient Egyptian temple-universities of Ipet-isut (Karnak) and Ipet resyt (Luxor) is the directive for humanity to “Know Thyself.” Guidance for this critical life’s work found in the sacred papyri of the “Instruction of Pthahotep” and the “Shabaka Text” reveal the integral nature of Kemetic epistemology. The Kemites understood that experience, defined as sensory perception, is an initiator of the process of knowing. Modern scientists would elevate as the only source of knowledge, just one part of that principle some 2,000 years later. But these great

African civilizations also knew that speech is the operational base of knowledge, i.e. it is through speech that we know (Carruthers, 1995).

The guiding vision of the 2016 National Summit for Courageous Conversation, “Reflections of Our Better Selves” honors and embraces the heritage and wisdom of our ancestors to seek, know, and to cast back to each other, the image and enactment of that which is the truer and better of who we really are. This vision was most recently called out during the final Address on the State of the Union by Barack Hussein Obama as the historic

“IF WE WANT A BETTER POLITICS, IT’S NOT ENOUGH JUST TO CHANGE A CONGRESSMAN OR CHANGE A SENATOR OR EVEN CHANGE A PRESIDENT. WE HAVE TO CHANGE THE SYSTEM TO REFLECT OUR BETTER SELVES.

*President Barack Obama
2016 State of the Union Address*



elections and terms of the first Black President in our nation’s history comes to a close. Citing the rancor, suspicion, and vitriol of the politics characteristic not just of his presidency, but on daily display in the climate and forecast of this current season, he humbly proclaimed:

If we want a better politics, it’s not enough just to change a congressman or change a senator or even change a President. We have to change the system to reflect our better selves.

Whiteness is a system. It is a system of belief. It is a system of practice in racial power and privilege. It is a system of outcomes structured, embedded and perpetuated through those beliefs and practices. As the 25th Anniversary of Pacific Educational Group steadily approaches, we are mindful that, it is not enough to change a superintendent, to change a CEO, to change a

head of law enforcement or indeed, to change a President. We have to change this system that kills our sons and daughters, by the violence of silence, of hands, of guns.

The mission of Courageous Conversation is systemic change. It is a Protocol for the dialogue necessary to seek and know thyself. It is also a Framework for the actions and the activism to examine, interrupt and transform systems. And, it recognizes that which is most systemic, is most personal. Here, at the National Summit, is where we commune in practice of what our ancestors called “good speech.” Together, over the next few days, let us look inward and practice and share here in Austin and back in our homes, so that we indeed shine back the deeper, truer humanity we discover and aspire to know, as the reflections of our better selves.



SUMMIT AT-A-GLANCE

DATE	TIME	EVENT	LOCATION
SATURDAY SEPTEMBER 24 PRE-SUMMIT	7:00 A.M. – 8:30 A.M.	Pre-Summit Registration	Texas Foyer
	8:30 A.M. – 4:00 P.M.	Pre-Summit Seminars	Various
	2:00 P.M. – 5:00 P.M.	Summit Registration	Texas Foyer
SUNDAY SEPTEMBER 25 PRE-SUMMIT	8:30 A.M. – 4:00 P.M.	Pre-Summit Seminars	Various
	2:00 P.M. – 7:00 P.M.	Summit Registration	Texas Foyer
	6:00 P.M. – 8:00 P.M.	Summit Welcome Reception	Texas Ballroom I - III
MONDAY SEPTEMBER 26	6:00 A.M. – 9:30 A.M.	Summit Registration	Zilker Foyer
	7:00 A.M. – 7:45 A.M.	Breakfast	Zilker I - III
	7:45 A.M. – 9:30 A.M.	Master Class I feat. Glenn Singleton	Zilker I - III
	9:45 A.M. – 11:45 A.M.	Concurrent Sessions – Block A	Various
	12:00 P.M. – 12:45 P.M.	Lunch	Zilker I - III
	12:45 P.M. – 2:30 P.M.	Master Class II feat. Dr. Gilda L. Ochoa	Zilker I - III
	3:00 P.M. – 5:00 P.M.	Concurrent Sessions – Block B	Various
	5:00 P.M. – 6:00 P.M.	Book Signing	Zilker North Lobby



DATE	TIME	EVENT	LOCATION
TUESDAY SEPTEMBER 27	7:00 A.M. – 8:30 A.M.	Breakfast & National Summit 2016 Awards	Zilker I - III
	8:30 A.M. – 10:00 A.M.	Master Class III feat. Jasiri X	Zilker I - III
	10:15 A.M. – 12:15 P.M.	Concurrent Sessions – Block C	Various
	12:30 P.M. – 1:15 P.M.	Lunch	Zilker I - III
	1:15 P.M. – 3:00 P.M.	Master Class IV feat. Wieden+Kennedy: A Courageous Corporation	Zilker I - III
	3:15 P.M. – 5:15 P.M.	Concurrent Sessions - Block D	Various
	5:30 P.M. – 6:30 P.M.	Book Signing	Zilker North Lobby
	8:00 P.M. – 10:30 P.M.	Summit Dance Party	Zilker IV
WEDNESDAY SEPTEMBER 28	7:00 A.M. – 7:45 A.M.	Breakfast on Your Own	Various
	8:00 A.M. – 10:00 A.M.	Concurrent Sessions - Block E	Various
	10:15 A.M. – 11:00 A.M.	Jazz Brunch	Zilker I - III
	11:00 A.M. – 12:30 P.M.	Master Class V feat. Chris Crass	Zilker I - III
	12:30 P.M. – 1:00 P.M.	Closing Remarks feat. Glenn Singleton	Zilker I - III



PACIFIC EDUCATIONAL GROUP SYSTEMIC TRANSFORMATION FRAMEWORK STRANDS

The Pacific Educational Group (PEG) Framework allows educators to focus on four critical and essential domains for targeted systemic transformation. At the heart of PEG's theory of change is a commitment to placing and holding the academic, social and emotional needs of students at the center of our inquiry and implementation. Our framework also engages systems leaders in careful examination, re-culturing, and restructuring in the areas of leadership, learning and teaching, and community engagement and empowerment. In recent years, PEG has adapted its Framework to guide and support agencies and organizations in the government, nonprofit, and corporate sectors.

STUDENTS AT THE CENTER

In what meaningful ways are students invited to participate in the effort to address systemic racial disparities? How does the system utilize students' expertise, experience, and enthusiasm to deepen and accelerate the change process, while at the same time improving their engagement and performance?

LEADERSHIP

How do educational leaders engage contemporary adaptive leadership theories and principles to foster systemic anti-racism and equitable schooling?

LEARNING AND TEACHING

How are teachers invited into the process of shared inquiry or collaborative action research that results in instructional practices that are rigorous, relevant, and real in the eyes of disenfranchised students of color? How does this process foster the development of authentic relationships between children and adults?

FAMILY AND COMMUNITY ENGAGEMENT AND EMPOWERMENT

In what ways have school systems worked to empower disenfranchised families and communities of color to take part in meaningful ways in the education of their children?





OUR STORY OF NOW

PRE-SUMMIT SEMINARS

SATURDAY, SEPTEMBER 24

Breakfast on your own

8:30 A.M. - 4:00 P.M.

Day One of Concurrent Two-Day Seminars

BEYOND DIVERSITY: INTRODUCTION TO COURAGEOUS CONVERSATION & A FOUNDATION FOR DEINSTITUTIONALIZING RACISM AND ELIMINATING RACIAL ACHIEVEMENT DISPARITIES

Now in its twenty-first year of existence, Beyond Diversity™ is a powerful, personally transforming two-day seminar designed to help leaders, educators, students, parents, administrators and community participants understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities. Engage in a thoughtful, compassionate exploration of race and racism and grapple with how each influences the culture and climate of our schools; and practice using strategies for identifying and addressing policies, programs, and practices that negatively impact achievement for students' of color and serve as barriers for ALL students receiving a world-class education.

Facilitators

Andrea Johnson, Equity Transformation Affiliate, Pacific Educational Group, San Francisco, CA and Jesus Ramirez, Equity Transformation Affiliate and Equity Specialist, Osseo Area Schools, Maple Grove, MN

Location

Texas I



ECHOES OF THE PAST, VOICES OF TODAY: A COURAGEOUS INDIGENOUS CONVERSATION ABOUT MAKING THE INVISIBLE VISIBLE

Understanding the American Indian educational experience and perspectives has profound implications for both policy and pedagogy when transforming systems to educate all students. Through counter-narratives shared by American Indians, learn about the rights, responsibilities, and misinformation surrounding Indigenous people and education. Apply the Courageous Conversation protocol to interrogate the presence and role of whiteness; recognize and appropriately address the American Indian students' struggles and emotions connected with educational assimilation; and understand the concepts of "invisible identity" and "walking in two worlds." (Prerequisite: Completion of Beyond Diversity™)

Facilitator

Anton Treuer, Executive Director, American Indian Resource Center; Bemidji State University, Bemidji, MN

Location

Hill Country A

BEYOND DIVERSITY II: ADVANCING THE COURAGEOUS CONVERSATION AND DEFINING COURAGEOUS LEADERSHIP

This seminar is offered to: deepen our understanding and personal progression in racial identity development; examine and practice a protocol for converting Courageous Conversation into Courageous Leadership using contemporary challenges in education; and explore the concept of racial transcendence and the characteristics of a post-racial school and society. This intensive, two-day seminar is designed to challenge Summit participants who have successfully completed Beyond Diversity. BDII participants must be grounded and practiced in utilizing the Agreements, Conditions, and Compass. Enrollment is indication that you are poised for more rigorous inquiry into your own personal investment in racism and desire greater accountability surrounding your professional leadership for racial equity. (Prerequisite: Completion of Beyond Diversity™)

Facilitators

Courtlandt Butts, Equity Transformation Specialist Pacific Educational Group, San Francisco, CA and Courtney Caldwell, Equity Teacher, Osseo Area Schools; Maple Grove, MN

Location

Texas III / Big Bend A (breakout Sunday)



SATURDAY, SEPTEMBER 24

A COURAGEOUS CONVERSATION ABOUT RACE AND ITS IMPACT ON THE LATINX STUDENT EXPERIENCE

Develop your individual will, skill, and knowledge to address complex intersections of racial and cultural identity, language, and institutional racism, with a specific focus on Latinx students. Use the Courageous Conversation Framework and Protocol to examine and analyze how school systems too often organize failure for this rapidly growing group of students through a lack of clarity on the historical and contemporary racial dynamics impacting them. Learn ways to challenge institutionalized racism and how it manifests today in our policies, practices, and pedagogy in ways that marginalize Latinx learners and their communities. Contemporary racial identity development theories and frames of Latinx racial identity will be explored, as well as their implications for creating academically challenging, racially conscious, and healing schooling environments. (Prerequisite: Completion of Beyond Diversity™)

Facilitator

Luis Versalles, Director, PreK-12 District Partnerships, Pacific Educational Group, San Francisco, CA

Location

Hill Country D

LEADING WHILE WHITE: COURAGEOUS CONVERSATION FOR ACTIVISM, FROM APPLICATION TO INTERRUPTION

Leading while White is and always has been the norm of order in the United States. What does it mean to be White and conceive, construct and perpetuate the dogma of white social, cultural, economic and spiritual supremacy? This essential question convenes this space of affinity for White racial equity leaders and organizers. Beginning with the consideration of individual Personal Racial Equity Purpose (PREP), this intensive 2-day institute will engage participants in continued racial consciousness development and collective problem solving at the personal, professional and organizational levels. Examining the essential question, we will utilize the Courageous Conversation Protocol to navigate the vision and work of systemic transformation for racial equity. We will seek to unpack such issues as, surfacing and confronting personal fears; identifying and interrupting Whiteness when it prevents working in authentic partnership with White people and people of color; balancing support and accountability for effectively calling in (or out) other White people; and examining humility to fortify courage. We will emerge from this seminar feeling a deeper level of confidence and courage to own our work of acting to end racism. (Prerequisite: Completion of Beyond Diversity II)

Facilitators

Christine Saxman, Beyond Diversity II Facilitator & English Teacher, Township High School District 113, Highland Park, IL and Alex Harp, Assistant Principal; San Lorenzo Unified School District, San Leandro, CA

Location

Texas VI



TOWARD CULTURALLY RELEVANT TEACHING: USING CRITICAL RACE THEORY TO ESTABLISH CULTURAL RELEVANCE BETWEEN TEACHERS AND STUDENTS IN THE RACIALLY COMPLEX CLASSROOM

Whether the result of gentrification, migration, immigration, busing, or charter school enrollment, veteran teachers are witnessing racial demographic shifts that outpace shifts in their teaching practices and the mindsets which underpin them. Throughout the nation and especially in the Portland area, educators' inability to reach and teach racially transforming student populations is resulting in harmful achievement results for both students and educators of color. These achievement disparities are far from neutral in both cause and effect, rather they are rooted in race and institutional racism. If educators are to achieve for ALL students what first called us to this noble profession, we must adapt. How can we refashion our learning and teaching philosophies and practices to ensure cultural relevance and scholastic excellence for the increasingly diverse student populations we currently serve? This two-day seminar will inform your personal response by 1) applying the Courageous Conversation About Race protocol to exert the four crucial elements in culturally relevant teaching, and 2) using critical race theory to steer progress toward effective teaching practices and mindset. (Prerequisite: Completion of Beyond Diversity™)

Facilitators

Leidene King and Marcus Moore, Equity Transformation Specialists; Pacific Educational Group, San Francisco, CA

Location

Texas V

TRUST ME, GAY IS NOT THE NEW BLACK - OR BROWN, YELLOW OR RED, FOR THAT MATTER!

The Second Condition of Courageous Conversation calls on us to "Isolate Race." For many racial equity leaders, this seems unnecessarily difficult, if not impossible. Some believe they are being asked to place their racial experience at a higher, more important level than other categories of personal identity. Nothing is further from the truth. Engage with this multi-layered session to understand and address the complexities of dismantling White supremacy while remaining true to one's other experiences of oppression. Examine these intersections through historical and contemporary perspectives, including the cruel nexus of the Supreme Court ruling in support of gay marriage, while dismantling voting rights and affirmative action. Use the CCAR Protocol to strategically and purposefully venture into the intersection of race and sexual orientation, and discover new and deeper meaning for powerful racial equity leadership. (Prerequisite: Completion of Beyond Diversity™)

Facilitator

Dr. Lori A. Watson, Equity Transformation Specialist; Pacific Educational Group, San Francisco, CA

Location

Hill Country C



SATURDAY, SEPTEMBER 24

MY BROTHERS' KEEPER: A COURAGEOUS TRANSFORMATION OF THE PLIGHT OF BLACK MALES AS WE JOURNEY BACK TO LOVE, ENGAGEMENT AND HIGH ACHIEVEMENT

President Obama, in launching the “My Brother’s Keeper” initiative, has challenged the nation to intensify the support and development of young men of color, particularly black males. The data detailing the plight of black males continues to re-inscribe the inherent harm, neglect and division from which this plight arises. “And the worst part,” the President laments, “is we’ve become numb to these statistics. We’re not surprised by them. We take them as the norm. We just assume this is an inevitable part of American life, instead of the outrage that it is.” The challenge is for schools to not reflect and perpetuate the inequities, but to eliminate those inequities. Garrett Albert Duncan, in his powerful research, offers that black boys are “Beyond Love” as it relates to their experiences in school. By creating the space for, surfacing and learning from their voices, this seminar will explore and assess how Duncan’s concept is manifested through institutionalized practices that marginalize, criminalize and ostracize black males. Participants will examine ways to transform school environments into places that nurture the spirit and infinite potential of black males by fostering high-level engagement and achievement. (Prerequisite: Completion of Beyond Diversity™)

Facilitator

Tony Hudson, Equity Transformation Specialist Pacific Educational Group, San Francisco, CA

Location

Texas VII



**COURAGEOUS CONVERSATION
PRECEDES COURAGEOUS
LEADERSHIP.**



SP/ELLING OUT INSTITUTIONAL BARRIERS TO EQUITY AND EXCELLENCE FOR STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS

What does race have to do with the ways that two learner groups--students with disabilities and English Language Learners--have historically and currently receive services in our schools? For decades, special educators have been trained to view their work primarily through the lens of disability and compliance; English Language Learner teachers have similarly isolated language as the central factor to their role and responsibility. Through this Regional Summit experience, participants will be invited to isolate race in critically unpacking the historical, social, and political contexts in which race operated to set a foundation for the current day inequities faced by these two learner groups where racial inequity is too often the default status quo in our schools. Participants will be guided through the PEG Systemic Racial Equity Transformation Framework to frame a critical perspective back in their home districts about the impact of race and institutionalized racism in accessing culturally relevant, inclusive learning environments for students receiving special education services (SP) and English Language Learners (ELL). We will also surface a critical understanding of the adaptive, racial equity leadership challenges faced by school districts to move from a focus on compliance to equity and excellence. Anecdotes of partner districts that are engaging in systemic interruption of inequitable practices for students who are SP/ELL will be shared as we collectively engage to amplify these promising practices across the nation. (Prerequisite: Completion of Beyond Diversity™)

Facilitators

Deborah McKnight, Special Education Equity Transformation Specialist, Pacific Educational Group, San Francisco, CA

Location

Hill Country B

BD 2.0 AFFILIATE DEVELOPMENT

For 21 years, Pacific Educational Group (PEG) has delivered racial equity programming throughout districts and organizations on the foundation of its signature two-day seminar Beyond Diversity. The Affiliate Program licenses districts and organizations to continue to implement and deliver Beyond Diversity™ through its certification process. This fall, PEG will certify Affiliated districts and organizations that have completed the Affiliate Renewal training based on the redesigned Beyond Diversity™ curriculum.

This two-day training allows for our Affiliates to become familiar with the new PDF slides, videos, and curriculum and builds on the live webinars. It is the necessary building block for the application of your Protocol facilitation within the Beyond Diversity™ curriculum. You will receive continued coaching and support throughout the school year as you use your renewed Affiliate skills to facilitate Beyond Diversity™ in districts and organizations. (Prerequisite: Current Affiliate with licensed districts/organizations)

Facilitators

Tonica Abdur-Salaam, Equity Transformation Specialist; Pacific Educational Group, San Francisco, CA and Devon Alexander, Program Coach and 7th year Affiliate, Teacher and Coordinator of the CCAR Facilitator Development Program, Oak Park River Forest High School, Oak Park, IL

Location

Texas II



Breakfast on your own

8:30 A.M. - 4:00 P.M.

Day Two of Concurrent Two-Day Seminars

- BEYOND DIVERSITY: INTRODUCTION TO COURAGEOUS CONVERSATION & A FOUNDATION FOR DEINSTITUTIONALIZING RACISM AND ELIMINATING THE RACIAL ACHIEVEMENT GAP
- ECHOES OF THE PAST, VOICES OF TODAY: A COURAGEOUS INDIGENOUS CONVERSATION ABOUT MAKING THE INVISIBLE VISIBLE IN EDUCATION
- BEYOND DIVERSITY II: ADVANCING THE COURAGEOUS CONVERSATION AND DEFINING COURAGEOUS LEADERSHIP IN EDUCATION
- A COURAGEOUS CONVERSATION ABOUT RACE AND ITS IMPACT ON THE LATINX STUDENT EXPERIENCE
- LEADING WHILE WHITE: COURAGEOUS CONVERSATION FOR ACTIVISM, FROM APPLICATION TO INTERRUPTION
- TOWARD CULTURALLY RELEVANT TEACHING: USING CRITICAL RACE THEORY TO ESTABLISH CULTURAL RELEVANCE BETWEEN TEACHERS AND STUDENTS IN THE RACIALLY COMPLEX CLASSROOM
- TRUST ME, GAY IS NOT THE NEW BLACK - OR BROWN, YELLOW OR RED, FOR THAT MATTER!
- SP/ELLING OUT INSTITUTIONAL BARRIERS TO EQUITY AND EXCELLENCE FOR STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS
- MY BROTHERS' KEEPER: A COURAGEOUS TRANSFORMATION OF THE PLIGHT OF BLACK MALES AS WE JOURNEY BACK TO LOVE, ENGAGEMENT AND HIGH ACHIEVEMENT
- AFFILIATE RENEWAL





WHERE YOU START TO
TELL MY STORY IS THE
POINT TO WHICH I WILL
RISE.

CORWIN DISTINGUISHED EQUITY AUTHOR SEMINARS

Pacific Educational Group is proud to again welcome our friends and longtime partners at Corwin to the 2016 National Summit for Courageous Conversation. This year we have added an exciting new feature to the Summit program schedule. Designated as the Corwin Distinguished Equity Author Seminars, we are elated to present this series of concurrent sessions facilitated by acclaimed authors from the Corwin family whose work and writing specifically focus on issues of equity. For Summit 2016, these esteemed authors have carefully integrated aspects of the Courageous Conversation Protocol into their own equity topics. Please be sure to review and include these outstanding equity leaders in your National Summit program selection considerations. Their concurrent sessions are highlighted on blue pages throughout the program.

KIKANZA NURI-ROBINS



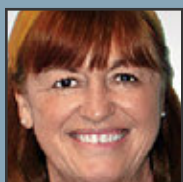
Kikanza Nuri-Robins, an organizational development consultant, has worked with schools, hospitals and non-profit organizations to boost productivity and diversity. She has also worked with IBM, Baskin-Robbins, and now as a consultant for the nursing faculty at the University of Texas Health Sciences Center.

LEWIS BUNDY



Lewis Bundy has spent his career working for social justice. He has been a teacher, an administrator, a community organizer and a desegregation consultant. As an organization development consultant, he has provided training and technical assistance to a number of educational and non-profit agencies. Beginning his career as a middle school teacher in East Palo Alto, his focus has been on helping teens and young adults develop the skills to become highly functioning citizens, and helping the adults who work with them to respond appropriately to their needs.

DIANA L. STEPHENS



Diana L. Stephens, Ph.D. is an Associate Professor and the Coordinator of the School Counseling PPS Credential Program in the Graduate School of Education at California Lutheran University. She serves on the President's Diversity Council and is a member of the Faculty Inclusivity Task-Group. She is a certified Family Life Educator and a Resiliency Trainer. Her collaborative work in K-12 schools and as a counselor-educator in higher education is preceded by her experience in clinical counseling, administration, and consultation in the non-profit sector.



BENJIE HOWARD



Benjie Howard is the co-founder and executive director of New Wilderness Project, a musical performance group and an arts based experiential outdoor education program focusing on developing youth leadership for equity, environmental sustainability, and social justice. He is the co-architect of Youth Equity Stewardship (YES!), an inter-generational process for growing soulful, inspired, brave, and inclusive educational spaces and inspiring authentic community transformation.

WADE COLWELL-SANDOVAL



Wade Colwell-Sandoval is the co-founder of Youth Equity Stewardship (YES!), an arts-based, experiential and inter-generational process of transformational stewardship of our school communities. As an educator engaging the creative/cultural modalities of song, spoken-word, movement, ceremony and restorative circle keeping, Wade is a rising national voice for deepening relations across generation and difference.

GAIL THOMPSON



Dr. Gail Thompson, a former secondary school teacher, and former member of the California State Board of Education's African American Advisory Committee, is an Endowed Professor of Education at Fayetteville State University, and the Creator and Director of the Black Men Teaching (BMT) Program. She has written numerous books including, *The Power of One: How You Can Help or Harm African American Students*, which was nominated for the 2009 National Staff Development Council "Book of the Year" award.

JOHN KROWNAPPLE



John Krownapple specializes in raising the cross-cultural effectiveness of clients. Since 2007, he has led the development and implementation of one of the first and most comprehensive cultural proficiency programs in the United States. John continues to administer this program for the Howard County Public School System (MD) in his role of Coordinator for Cultural Proficiency. He has used the cultural proficiency framework with school system staff groups, system partners, community leaders, government officials, students, and families.



PUBLIC RACIAL EQUITY NARRATIVES

Public Racial Equity Narratives, The Racial Story of Self, Us, and Now, adapted from Marshall's Ganz's Public Narrative Framework, is a unique and powerful tool that uses narratives to consider why racial equity is important to you and others; to consider why action must be taken in order to systemically breakdown racism; and highlights how we can use our voices and experience to create a platform to take racial action. Racial Narratives are not just your stories, but they are a deeper proclamation of the action that you will take to make systemic change on racism.

All National Summit participants are encouraged to include one of the Public Racial Equity Narratives Workshops in your program schedule selections on Monday, September 26th and Tuesday Morning, September 27th. You can find Personal Narratives Workshops listed as A01, B01, and C01. Tuesday afternoon will feature Racial Affinity Discussion Groups developed and designed to engage in Courageous Conversations centered on your experience with Racial Equity Public Narratives. Also, the last page of this program provides space for you to capture your public narrative.

THE STORY OF SELF

The story of SELF is our WHY? In the story of self you will consider what it is that you believe, your connection to racial equity work, and how your own personal experiences can connect you to others. It is your personal story about the experiences of race.

THE STORY OF US

The story of US is a community building narrative that connects to your story of self, and your personal experience to others. The story of US involves asking yourself: who is the US of racial equity? What communities are needed in order to make a particular change occur? What perspectives and experiences will need to be evoked or elicited from a larger audience in order to connect them to your experiences and to your larger action?

THE STORY OF NOW

The Story of NOW is your culminating narrative piece which details the action that you are going to take in regard to racial equity. It is an immediate statement that asks your US to join in taking some action to dismantle racism and racial inequity. Questions to consider: Why this action? Why do you need this group to take this particular action?





SEE ME AS I DESIRE
TO BE SEEN

PROGRAM SCHEDULE

MONDAY, SEPTEMBER 26

7:00 AM - 7:45 AM

Breakfast

7:45 AM - 9:30 AM

Master Class I – *Reflections of Our Better Selves*

- Educator of Ceremonies: Dr. Darnisa Amante and Dr. Veronica Benavides
- Keynote Speaker: Glenn E. Singleton, President & Founder, Pacific Educational Group

Glenn E. Singleton

Glenn Singleton has devoted over thirty years to constructing racial equity worldwide and developing leaders to do the same. He is the creator of *Courageous Conversations About Race* (2006), a protocol for sustained, deep dialog, and *Beyond Diversity™*, the curriculum that has taught hundreds of thousands of people how to use it. As President and Founder of Pacific Educational Group, Inc. (PEG), Singleton has created an agency that has developed racially conscious leaders in a variety of sectors: education, government, business, law enforcement, and community organizing among them.

The work has been transformative and far-reaching. In September 2015, The United States Embassy selected PEG to guide law enforcement leaders throughout Western Australia. In March 2016, Singleton launched the first Institute for Courageous Conversation at Unitec Institute for Technology in Auckland, New Zealand. In the US, Singleton has served on statewide commissions for racial equity in New York and California, and all the while he has stayed true to his hometown, Baltimore, the two-time host of PEG's National Summit for Courageous Conversation.

Singleton's passion for equity flows to and through his civic life as well. He is the founder of the Foundation for a College Education of East Palo Alto, California, an agency responsible for the collegiate admission and graduation of hundreds of Black and Brown students. Accolades for his work include The 100 Black Men of the Bay Area Community Service Award in 2015 and The Eugene T. Carothers Human Relations Award in 2003. Singleton earned his BA from the University of Pennsylvania and his MA from the Graduate School of Education at Stanford University. A resident of San Francisco, California, Singleton is a proud member of Phi Beta Sigma Fraternity, Incorporated.



9:30 AM - 9:45 AM

Break / Transition

9:45 AM - 11:45 AM

Block A - Morning Concurrent Sessions



01

Public Racial Equity Narrative Writer's Workshop

Courageous Conversations are not intended to just build and sustain essential conversations. They are also intended to guide and initiate essential actions: a bold step to engage in the conversation, a deep commitment to ending injustice, and an ability to act even in the face of resistance. To further our action, Pacific Educational Group introduces Public Racial Equity Narratives. In Narratives participants will learn how to have a deeper, more Courageous Conversation About Race, and learn how to deepen beliefs about our collective roles in ending racial disparity and inequity. We do not simply want to engage. We want to show you the power of your voices and experiences in ending racial inequity. Your story is our story. The connection of these stories is an equity revolution.

Presenter

Dr. Darnisa Amante, Equity Transformation Consultant,
Pacific Educational Group, San Francisco, CA

Equity Strand
Leadership

Location
Hill Country D



02

Culturally Responsive Classrooms: Do You Have One?

This culturally competent teaching session is designed to help school teachers, administrators, and vested stake holders understand the impact of having a culturally responsive classroom and the role that it plays in improving student outcomes in regards to mandatory state testing and classroom academics. Participants will use the Courageous Conversation Protocol to examine roles in their classrooms and to engage strategies to impact school faculty, climate, students through cultural competence.

Presenter

Keasha Starks, Broward County Public Schools, Ft. Lauderdale, FL

Equity Strand
Learning and Teaching

Location
Texas I





Teaching the 2016 Campaign: A Culturally Relevant and Anti-Racist Lesson on Presidential Campaign Rhetoric and Reactions

The 2016 presidential campaign has stirred every point on the nation's spectrum of racial consciousness. Whether passionately dismissive, aggressively emboldened, or vehemently oppositional, citizens' responses to racialized rhetoric have lit up each corner of The Compass. US educators, however, often struggle to help students decode and discuss these prominent examples of American values and power. Our largely unanswered challenge is to help students process this contemporary moment in a way that is both culturally relevant and anti-racist. This session will model a strategy for doing so. The session will be designed for middle school students, though the concepts and techniques can be modified for high school students as well.

Presenter

Marcus Moore, Equity Transformation Specialist; Pacific Educational Group, San Francisco, CA

Equity Strand

Learning and Teaching

Location

Big Bend D



There's No Hierarchy of Oppressions: A Mom's Reflections on Intersectionality

"What a beautiful baby." "You gonna be a football player like your daddy?" "So... does he have a girlfriend yet?" From two years old, I knew. Internally struggling, trying to ensure his sense of my unconditional love. That I would always love him no matter what. So when he walked in and said "Mom, Dad - I have something I want to tell you...I'm gay." I wasn't surprised. Inspired by Audre Lorde's *There's No Hierarchy of Oppressions*, come learn about this mom's journey through the intersecting identities that make us complex, human, and are key to guiding our relationships and interactions.

Presenter

Corrie Wallace, Equity, Diversity and Inclusion Consultant, Chicago, IL

Equity Strand

Students at the Center

Location

Big Bend B





What Does “Stay Engaged” Look Like for School Board Members?

Often applied to students, the question of engagement is all the more consequential when applied to school board members. Learn and gain ideas from school board members who are engaged in moving racial equity work forward by intentionally addressing the implementation of and accountability for equitable district policies and practices. Identify strategies and respond to the challenges and detours that school board members face while serving on a school board committed to racial equity work. Develop the will and skill to respond to community concerns and strengthen the commitment to move from theory to practice.

Presenters

Pat Savage-Williams, Board President, Evanston Township High School District 202, Evanston, IL; and Mark Metz, Vice President, Evanston Township High School, Evanston, IL

Equity Strand

Family/Community Engagement and Empowerment Leadership

Location

Big Bend A



Courageous Conversations with Young Children: Creating Environments for Positive Racial Identity Development for Students in Grades Pre K-5 and Beyond

Courageous conversations with young children are essential to the educative process. Research strongly supports the importance of early conversations about race and racism. Learn how to develop an educational environment that supports children and gives them the language to talk about their racialized experiences in developmentally appropriate ways. Develop the skills necessary for facilitating structured activities that help students think critically about the systems of oppression that frame their lives. Develop strategies to support partnerships with families and colleagues around this work.

Presenters

Ana Catalina Duque, Adjunct Professor and Trainer, Hunter College and Border Crossers, New York, NY; and Randy Clancy, Anti-Racist Educator, Trainer, Border Crossers

Equity Strand

Learning and Teaching Students at the Center

Location

Foothills II





Ensuring a Pipeline of Future Leaders: A Collaborative Program Between St. Paul Public Schools and Minnesota State University, Mankato

Leadership is critical to ensuring that schools are racially equitable places for students to learn. School districts and universities committed to systemic racial equity transformation create intentional and long term plans and programs for future leader development. Examine the results of a collaborative partnership between St. Paul Public Schools and Minnesota State University, Mankato dedicated to developing a pipeline of racial equity school leaders for St. Paul's future. Explore key strategies and insights from leaders and participants in this program.

Presenters

Melissa Krull, Associate Professor, Candace Raskin, Chair, Department of Educational Leadership, Minnesota State University, Mankato, MN; and Patrick Duffy, Director of Leadership Development, St. Paul Public Schools, St. Paul, MN

Equity Strand
Leadership

Location
Texas VI



Using The Protocol for Courageous Conversations to Explore the Intersectionality of Race and Gender

Working through the Six Conditions, participants will use their personal narratives around gender while isolating race. We will engage in the artful process of listening to each other and practice de-centering Whiteness in the process. Participants will engage in gender and racial affinity as well across gender and racial lines in order to gain multiple perspectives while seeking new understandings. You will leave with new questions and activated skills for exploring intersectionality without creating an environment of competing victimization.

Presenters

Andrea Haynes Johnson, Equity Transformation Affiliate, Pacific Educational Group and Director of Equity and Grants, Township High School District 113, Highland Park, IL; and Christine Saxman, Affiliate, Pacific Educational Group and English Teacher, Deerfield High School, Township High School District 113, Highland Park, IL

Equity Strand
Leadership

Location
Hill Country A





09

How to Explain White Privilege and Whiteness to Skeptics

Participants will build a graphic map of historical social locations and roles in the U.S. as a way to think together about how various groups have/not historically had access to rights, resources, and respect, ultimately revealing the creation, perpetuation, and impacts of white privilege. Participants will explore the social dynamics and dominant cultural attitudes and behaviors that perpetuate power and privilege patterns, even when best intentions are in play. Participants will create micro action plans to deconstruct the whiteness in themselves and/or their institutions.

Presenter

Debby Irving, Racial Justice Educator and Writer; Portland, OR

Equity Strand

Teaching and Learning

Location

Zilker IV



10

Lessons from the Saint Paul Public Schools' Asian Affinity Group: Leveraging District-University Partnerships to Make the Invisible Visible

Conversations about race and education rarely mention Asian Americans. Educators willing to address this void bear the burden of proof that inequity exists there. In Saint Paul Public Schools, we've built the capacity to engage in this conversation (non-divisively) by using the CCAR Protocol and partnering with a racially conscious university partner who is also exploring equity for Asian Americans. We've realized that when district leaders empower educators to devote time and space to this issue, they are able to build their capacity, argue for visibility, and institute change strategically. Learn from our experience that, in general, got district / institutional leadership support to make their invisible and marginalized communities more visible and, in particular, engaged Asian American leaders in a mid-size urban school district to strategically illuminate the experiences of Asian American students and staff in their schools.

Presenters

Lisa Thao, Special Projects Coordinator, Office of Equity (Saint Paul Public Schools); Pang Nhia Yang, Program Evaluator in Research, Evaluation and Assessment (SPPS); Dr. Stacey Gray Akyea, Director of Research, Evaluation and Assessment (SPPS); and Dr. Bic Ngo, Associate Professor in Curriculum and Instruction (University of Minnesota)

Equity Strand

Students at the Center
Leadership

Location

Big Bend C





Introduction to Latino Racial Identity Development Institute

Racial identity development among Latinos is complicated by the intensely political intersection of language and race which has significant impact on how Latino children are educated in this country. White, Black, Brown, and all others across the broad spectrum of the Latino community face critical choices: to unite as leaders for racial equity, to continue engagement in intragroup conflict, or embrace the dominant American narrative in its “colorblind” stand. The choices made today will determine how race is dealt with for generations to come.

With these challenges in mind, this session will guide participants through the salient aspects of the first-ever Pacific Educational Group Latino Racial Equity Leadership Retreat. We will introduce participants to contemporary racial identity development theories and frames as they relate to the racialized experiences of Latino/as. We will also consider the implications of these experiences on the socialization and identity development of Latino/a students, colleagues, and community members as they work toward achieving racial equity transformation.

Presenter

Luis Versalles, Director of Pre K-12 District Partnerships,
Pacific Educational Group, San Francisco, CA

Equity Strand
Leadership

Location
Texas VII



Family & Community Engagement: Closing the Opportunity Gap

The concept “opportunity gap” acknowledges the disparities between the educational opportunities for students of color and those of White students. Opened by institutional racism, opportunity gaps can be closed by focusing on racial equity, data, differentiated strategies, and partnerships with communities and families. In this session we will learn how to use the concept of opportunity gap to spark action. Over a series of activities, we will focus on how systems can develop and implement plans to close the opportunity gap through the engagement of families and communities of color.

Presenter

Silvia Honores, Coordinator of Equity, Engagement and Opportunity, Bellevue School District,
Bellevue, WA

Equity Strand
Family/Community Engagement and Empowerment

Location
Texas III





13

Revolutionary Love: A Deeper Conversation on Race, Gender, and Systemic Conditioning Between Black Men and Black Women

Race and gender intersectionality is a complicated and under-discussed phenomenon within the Black community. Black women and men are conditioned to show up with and to one another in ways that damage potential love, scar familial and work relationships, and perpetuate a racist and sexist system. Unexamined social meanings undermine relationships and perpetuate cycles that uphold and sustain unhealthy dialogue, poor relationships, and downright mistrust and mistreatment of one another.

Discover what can be done to interrupt the negative conditioning between Black men and women. This interactive model will leave participants with a renewed sense of value, not only for the opposite gender, but for self as well. Given the raw, intense potential of intra-racial conversations, this session will work to create affinity space to dissect deep and damaging ways in which Black men and women have been conditioned to operate and function.

Presenters

Tonica Abdur-Salaam and Courtlandt Butts, Equity Transformation Specialists;
Pacific Educational Group, San Francisco, CA

Equity Strand

Leadership

Location

Texas V



14

International Youth Leadership Council: Achieving a Vision of Change for English Learners

What is the role of schools in providing equitable leadership opportunities for all students, including English Language Learners? What barriers to leadership opportunities exist for English Language Learners? What benefits may result from leadership opportunities for English Language Learners? Participants will understand how to develop a district-wide leadership program for English Learners that is focused on increasing student leadership skills, student empowerment, and student voice for historically underserved students, specifically English Learners.

Presenters

Van Truong, Executive Director of Office of Teaching and Learning, Portland Public Schools (PPS), Portland, OR; Kehaulani Haupu, Assistant Director of ESL, PPS, Portland, OR; Francisco Garcia, Sr. Program Manager, ESL; and Veronica Magallanes, Director of ESL and International Youth Leadership Council Members (TBD), PPS, Portland, OR

Equity Strand

Students at the Center
Leadership

Location

Hill Country C





WAKE UP TO ME.
WAKE UP TO THE WAYS
I COME TO KNOW.
WAKE UP TO MY
LEADERSHIP.



CORWIN DISTINGUISHED EQUITY AUTHOR SEMINARS



FISH OUT OF WATER: CREATING A CULTURALLY PROFICIENT ENVIRONMENT

In this workshop we will explore the importance of exclusionary practices and conditions based on social/historical and implicit biases that affect Courageous Conversations about race and achievement/opportunity/expectations gaps. Participants will discuss how to initiate the conversations needed in order to identify and eliminate toxic organizational environments that are often based on formal and informal codes. When people of color have not learned the codes of the White America, they are targeted, underserved, marginalized or excluded. When White Americans do not know the codes of people of color, or do not even know that these codes exist, they cannot engage with them in healthy or helpful ways. We will all learn how to develop shared codes, one Courageous Conversation at a time.

Presenters

Kikanza Nuri-Robins and Lewis Bundy, The Robins Group Organization Development Consulting; Beverly Hills, CA

Equity Strand
Leadership

Location
Hill Country B



FACILITATION SKILLS FOR RACIAL EQUITY AND INCLUSION

Facilitators of Courageous Conversations about race have a fundamental responsibility to foster “brave space” versus the all-too-common “safe space.” In this session, you will develop your ability to do that as well as refine other facilitation skills and techniques effective for guiding groups to racial equity and inclusion. Learn to use the perspective of facilitator (as opposed to a presenter, trainer, or teacher) to navigate inevitable sticky situations that emerge from conversations about systems of oppression and privilege. You will use a facilitation rubric, analyze cases, and develop expertise that will help you to effectively guide individuals and groups as they journey toward their better selves.

Presenter

John Krownapple, Coordinator for Cultural Proficiency; Howard County Public School System, Columbia, MD

Equity Strand
Leadership

Location
Texas II

12:00 PM – 12:45 PM

Lunch

12:45 PM – 2:30 PM

Master Class II – Abolishing Academic Profiling and Building Places of Affirmation

- Educator of Ceremonies: Dr. Darnisa Amante and Dr. Veronica Benavides
- Keynote Speaker: Dr. Gilda L. Ochoa

Dr. Gilda L. Ochoa

Gilda L. Ochoa is an award winning teacher and author. She is Professor of Sociology and Chicana/o-Latina/o Studies at Pomona College where she writes and teaches on Latinas/os, education, and race/ethnicity. Her newest book - *Academic Profiling: Latinos, Asian Americans, and the Achievement Gap* (2013) was named as one of 35 books that all educators of African American and Latino students must read. It has also received awards from the Asian American Studies Association, the American Sociological Association, and the Society for the Study of Social Problems for its focus on race and eradicating racism. Ochoa's earlier books include *Becoming Neighbors in a Mexican American Community* (2004), *Learning from Latino Teachers* (2007), and *Latina/o Los Angeles* (2005), co-edited with her brother Enrique C. Ochoa.



Ochoa has received multiple teaching awards from Pomona College and UCLA, and she was most recently named the 2016 Susan Currier Visiting Professor for Teaching Excellence at California Polytechnic University, San Luis Obispo.

A product of public schools, Ochoa was born and raised in La Puente and Hacienda Heights, California. She received her B.A. in sociology from the University of California, Irvine and her Ph.D. from UCLA.



MONDAY, SEPTEMBER 26

3:00 PM - 5:00 PM

Block B - Afternoon Concurrent Sessions



Public Racial Equity Narrative Writer's Workshop

Courageous Conversations are not intended to just build and sustain essential conversations. They are also intended to guide and initiate essential actions: a bold step to engage in the conversation, a deep commitment to ending injustice, and an ability to act even in the face of resistance. To further our action, Pacific Educational Group introduces Public Racial Equity Narratives. In Narratives participants will learn how to have a deeper, more Courageous Conversation About Race, and learn how to deepen beliefs about our collective roles in ending racial disparity and inequity. We do not simply want to engage. We want to show you the power of your voices and experiences in ending racial inequity. Your story is our story. The connection of these stories is an equity revolution.

Presenter

Courtlandt Butts, Equity Transformation Specialist;
Pacific Educational Group, San Francisco, CA

Equity Strand
Leadership

Location
Big Bend D



Taking it to the Classroom: Culturally Responsive Instruction Grounded in Racial Equity

This session will provide various perspectives on how individuals have kept racial equity at the center of their work and have begun to make transformation at the building and district level through Saint Paul Public Schools collaboration with both CCAR and culturally responsive practices. Each school site has seen growth in PLC work, instructional practice, staff professional development time, and ways to integrate opportunities for student empowerment and growth in their buildings.

Presenter

Michelle Bierman and Myla Pope-Kamanda, St. Paul Public Schools

Equity Strand
Learning and Teaching
Leadership

Location
Texas VI



03

A Journey to Equitable Special Education Practices

When Corvallis School District began its racial equity journey, based on the data, its leaders knew they needed to transform the mindset and systemic structures affecting marginalized student groups. This interactive session will focus on how using CCAR, district leadership systematically dismantled the traditional special education model by removing persistent silos. Participants will gain insight into how the district overcame these barriers by flattening the hierarchy and growing the equity and special education leadership in each building using an inclusive special education model that keeps students at the center of their work. Through courageous conversation, hard work and an overwhelming belief in ALL students, this inclusive approach allows the use of creative options for delivering instruction in a co-teaching model to positively impact students and realize educational equity for the school system.

Presenters

Ryan Noss, Director of Teaching and Learning; and Marcianne Rivero Koetje, Equity/ELL/DI Coordinator, Corvallis School District 509J, Corvallis, OR

Equity Strand

Leadership
Learning and Teaching
Students at the Center

Location

Hill Country D

04

Forging Protocol Breakthroughs: Naming and Overcoming Your Personal Obstacles to Using the Protocol

Many people who adopt the Courageous Conversations Protocol find themselves deeply challenged to abide by it fully and constantly. At particular times, in particular company, with particular circumstances practitioners can lose sight of an agreement, a condition, a tier, or a quadrant—or even more commonly, have the Protocol in sight, but lack the personal equipment to apply it. If you're seeking to grow your capacity to apply the Protocol, to stay in adaptive space, to find the path to center of the compass, join us in a session designed to help you release mental models that hinder, escape from familiar pitfalls, and emerge as a more deeply engaged and personally grounded agent of transformation.

Presenter

Leidene King, Equity Transformation Specialist; Pacific Educational Group, San Francisco, CA

Equity Strand

Leadership

Location

Hill Country A





Getting CLEAR: Osseo Area Schools Systemic Equity Leadership Transformation

Using the CLEAR Model and Solutions Framework, which is based upon the Courageous Conversations About Race Protocol, members of the Osseo Area Schools' leadership will share the district's integrated approach to professional development. This approach is leveraging the talents of employees and establishing an environment that is supporting a culture of transformational system change to ensure equitable student achievement. Osseo's model has increased the competency of employees regarding matters of race, gender, culture, economics, disabilities, and other variables that have historically and systemically been used to marginalize and limit students from achieving their dreams, contributing to community and engaging in a lifetime of learning. Participants in this session will increase their capacity to be culturally responsive.

Presenters

Rev Hillstrom, Director of Educational Equity; Kate Emmons, Director of Student Services; Don Pascoe, Director of Research, Assessment and Accountability, Osseo Area Schools, Maple Grove, MN; & Astein Osei, Assistant Superintendent, Division of Leadership, Teaching and Learning

Equity Strand
Leadership

Location
Big Bend B



Restorative Justice: Building Relationships One Circle at a Time

In this session, participants will gain new skills and tools to enhance Community Building through Restorative Practices as prevention and intervention measures using Courageous Conversations Protocol to eliminate racial disparities. Building relationships between students, staff, parents and the community will empower individual responsibility for the well-being of others. Participants will experience a Community Building Circle and learn to use Restorative Practices to increase pro-social skills and resiliency in those who have caused harm and those who have been harmed.

Presenters

Lavell Wood, School Climate TOSA; Portland Public Schools, Portland, OR; and Sidney Morgan, Restorative Justice Coordinator

Equity Strand
Students at the Center
Learning and Teaching

Location
Texas III



07

La Mochila: Voices of Undocumented Youth Through Media & Spoken Word

In order to address the impact of education for all Latin@s, an analysis of our undocumented immigration population is required. We cannot achieve educational excellence for all students without addressing the inequity of our most invisible student; undocumented immigrant children. Based on research of the resiliency of this population, participants will learn what barriers exist for all Latin@s while learning the specific competencies of undocumented Latin@ immigrants that demonstrate the strength of this population.

Presenter

Juan Carlos Arauz, Executive Director, E3: Education, Excellence and Equity, San Rafael, CA

Equity Strand

Students at the Center, Family/Community Engagement and Empowerment

Location

Hill Country B

08

Cultural Capital and the Bank: Stopping Schools from Insider Trading and the Misappropriation of Student Wealth

Stop Insider Trading: Examine how educational systems continue to rob our children and make teachers complicit in this thievery. Participants will play a game based on Critical Race Theory, Systems Thinking and Cultural Capital to identify, interrogate, and change current school structures that misappropriate student wealth and prevent learning for all.

Presenter

Mirah Anti, Teacher and PEG Affiliate, Township High School District 113, Highland Park, IL

Equity Strand

Learning and Teaching

Location

Hill Country C

09

Building Equity While White: Cultivating Color Consciousness in Predominantly White Schools

Create space for teachers and leaders in predominantly white spaces to recognize the influence of privilege and its detrimental impact on students of color. Overcome predictable levels of resistance from white leaders, teachers, and community members to prioritize equity work for all stakeholders. Empower all educators to embrace communities of color no matter how small they may be in number.

Presenters

Julie Morris, Superintendent; Harlem School District, Machesney Park, IL, Lisa Clark, Principal, Loves Park Elementary School and Jeremy Bois, Associate Principal, Harlem High School

Equity Strand

Leadership, Students at the Center

Location

Texas I





Safety, Fragility and Trust; Why Whites Don't Want to Talk About Race

What tensions exist among educational leaders of a predominantly White staff and how does White Fragility play out? Take a look at how these barriers impact engagement and impede the development of the will, skill and knowledge of participants in CCAR. Participants will be asked to work through the protocols in order to examine their own Whiteness. Learn, practice and share strategies that can help identify barriers and move through detours to have real conversations about race. Leave with individual and organizational knowledge to help create culturally relevant schools.

Presenters

Regina Sun, Assistant Principal, Beaumont Middle School, Portland, OR; and Stephen Lambert, High School Teacher, Metropolitan Learning Center, Portland, OR

Equity Strand

Leadership
Learning and Teaching

Location

Texas VII



Voices from the Classroom – They Plan for Us, But They Never Ask Us: Young Women of Color: Our Perspective on Race and Education

When teachers claim to be “colorblind” it gives them an excuse not to try and understand different racial experiences, it also takes away a big part of their students of color identity. While some teachers listen with the intent to respond and not with the intent to understand, there are meaningful ways in which students of color and indigenous students can invited to participate in the effort to address systemic racial disparities. The use of student expertise, experience and enthusiasm can deepen and accelerate the change process, while at the same time improve their engagement and performance. In this session, participants will have an opportunity to hear the narrative of three students of color. They will share examples of micro aggressions and what they have had to give up on a daily basis to succeed according to white cultural norms, share suggestions to support students and open up the dialogue to give teachers an opportunity to ask questions and explore their own assumptions and beliefs.

Presenters

Tonica Abdur-Salaam, Equity Transformation Specialist; Pacific Educational Group, San Francisco CA; and Makkah Abdur-Salaam, Saffiyah Al'aziz, and Cheyenne Durant, Students

Equity Strand

Students at the Center

Location

Texas II



 **12**

Lesson from Ferguson: Leadership in Times of Civil Unrest

How should organizations, particularly educational organizations, respond to incidents involving racial tensions? This seminar explores the organizational response of three school districts in St. Louis County to the civil unrest following the shooting of Michael Brown in Ferguson, Missouri. Participants in this interactive session will explore the racial etiquette of this particular period in time and use the CCAR protocol to interrupt vestiges of structural racism in schools and communities.

Presenters

Dr. Darnisa Amante, Equity Transformation Consultant; Pacific Educational Group, San Francisco, CA; Dr. Veronica Benavides, Educational Equity Consultant; New York, NY; Tracey Benson, Harvard Graduate School of Education '16, Cambridge, MA; and Raygine DiAquoi, Director of the Office of Diversity, Culture, and Inclusion; Columbia University, Mailman School of Public Health, New York, NY

Equity Strand
Leadership

Location
Texas V

 **13**

Personal Commitment to Equity Leader: That's Me! Now What?

Walk with the Kennedy Elementary School Equity Team through their framework of guiding staff to have Courageous Conversations that create change. Listen and inquire as the team speaks their truth regarding the challenges and celebrations of this work. Experience and explore strategies to start staff and students on their personal racial journeys and thus creating a space where all learners are valued. Connect with others and leave this session with information and insights about how you can strengthen yourself as an equity leader in your building.

Presenters

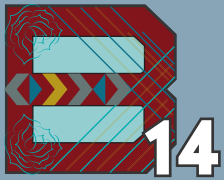
Marie Taylor, Early Childhood Team Leader, and Cara McNorton, Fifth Grade Teacher, Lawrence Public Schools, USD 497, Lawrence, KS

Equity Strand
Leadership

Location
Big Bend A



CORWIN DISTINGUISHED EQUITY AUTHOR SEMINARS



THE FIERCE URGENCY OF NOW: ENGAGING ADULTS AND STUDENTS IN DEEP TRANSFORMATIVE WORK

We must get real about race-based educational disparities and resist the myopic centering of poverty. Yet, facing conversations on race head-on, without first creating a soulful and inclusive common space, can be a setback to growth for both people of color and white folks. This session highlights Gary Howard's Deep Equity Process for authentic personal, professional and systemic transformation in school settings. The Deep Equity work aligns well with the spirit and clarity of the Four Agreements of CCAR. Participants will also experience the Youth Equity Stewardship (YES!) approach to including students as full partners in achieving racial justice in our schools. YES! is an indigenous-based and arts-centered holistic model that aligns well with the navigational Compass of CCAR. Learn how to create and sustain a systemic multi-generational approach to achieving racial equity, one school at a time.

Presenters

Benjie Howard, Executive Director; New Wilderness Project, Seattle, WA; Wade Colwell-Sandoval, Artistic Co-Director; New Wilderness Project, Seattle, WA

Equity Strand

Leadership
Students at the Center

Location

Big Bend C



INSPIRE
INSPIRATION



5:00 PM – 6:00 PM

Book Signing

TUESDAY, SEPTEMBER 27

7:00 AM - 8:30 AM

Breakfast, National Summit 2016 Awards Ceremony

8:30 AM - 10:00 AM

Master Class III - America's Most Wanted: Solidarity, Hip-Hop, and The War on Drugs

- Educator of Ceremonies: Dr. Darnisa Amante and Dr. Veronica Benavides
- Keynote Speaker: Jasiri X

10:00 AM - 10:15 AM

Break / Transition

Jasiri X

Hip Hop artist and activist Jasiri X is a six time Pittsburgh Hip Hop Award honoree with his finger on the pulse of today's social justice issues and an international reach. Recently selected as a USA Cummings Fellow, Robert Rauschenberg Foundation Artist as Activist Fellow, and BMe Fellow, Jasiri continues to gain support for his intelligent and thoughtful commentary through his chosen medium of politically and socially conscious Hip Hop. Jasiri has been honored by the Urban League, Omega Psi Phi, Black Man Can, The New Pittsburgh Courier 40 under 40, the Black Political Empowerment Project and has received the key to the city of Louisville, KY for his community work.

Not content to simply speak on injustice, Jasiri's passion inspires him into action. He is deeply involved in national civil rights movements working with The Gathering for Justice, Blackout for Human Rights, Justice or Else, BYP100 and Sankofa and works tirelessly within his local community in Pittsburgh. He is one of the founders of Pittsburgh anti-violence group 1Hood, which works on a community level to organize and incite change. Acknowledged by formidable allies such as Harry Belafonte, Angela Davis and Chuck D as being at the vanguard of a new movement of social change, Jasiri X is a new millennium Civil Rights Activist working relentlessly to address the ills of today's society.







**AT THE CENTER,
LEADING,
LEARNING,
LOVING.**

10:15 AM - 12:15 PM

Block C - Morning Concurrent Sessions



Public Racial Equity Narrative Writer's Workshop

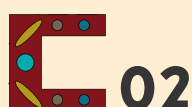
Courageous Conversations are not intended to just build and sustain essential conversations. They are also intended to guide and initiate essential actions: a bold step to engage in the conversation, a deep commitment to ending injustice, and an ability to act even in the face of resistance. To further our action, Pacific Educational Group introduces Public Racial Equity Narratives. In Narratives participants will learn how to have a deeper, more Courageous Conversation About Race, and learn how to deepen beliefs about our collective roles in ending racial disparity and inequity. We do not simply want to engage. We want to show you the power of your voices and experiences in ending racial inequity. Your story is our story. The connection of these stories is an equity revolution.

Presenter

Dr. Darnisa Amante, Equity Transformation Consultant;
Pacific Educational Group, San Francisco, CA

Equity Strand
Leadership

Location
Big Bend D



Making Our Best Better! Equity and Differentiation as the Foundation for Culturally Responsive Pedagogy

"Equity is just one more thing on my plate." For too long equity and differentiation have been seen as two separate entities. This session will debunk this myth by showing how the two together create the foundation for culturally responsive pedagogy. Participants will learn a new framework, using a systems thinking tool which examines the impact of race, culture, learning, equity, achievement and the 4 R's (Relevance, Realness, Relationships, Rigor) on student achievement. This session will move participants from theory to action to make their best teaching better.

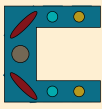
Presenters

Courtney Caldwell, Equity Teacher, Osseo Area Schools; Maple Grove, MN, Sherron Taylor, Equity Teacher; and Noah Simms, Equity Teacher, Osseo Area Schools

Equity Strand
Students at the Center
Learning and Teaching

Location
Texas V



 **03**

The Superintendent and School Board: How Do We Address Racial Equity Together?

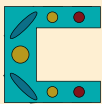
This session, with enrollment limited to superintendents and board members exclusively, will explore the difference between equality and equity in education. Our schools are equal when all students are treated the same. But an equitable system recognizes that some students need more in order to achieve the same results as their more advantaged peers. Join us in an interactive session on how boards and superintendent teams can work together by taking an in-depth look at the four areas that research shows are the strongest levers for improving outcomes for all students when distributed equitably: funding, access to good teachers, access to rigorous curriculum, and effective disciplinary policies.

Presenters

Facilitated by Glenn E. Singleton, President & Founder, Pacific Educational Group; Panelists: Deborah L. Keys, Director, Equity Programming, National School Boards Association (NSBA); Chris Lim, Former Superintendent; Carole Smith, Former Superintendent; and Valeria Silva, Former Superintendent; and Melissa Krull, Former Superintendent

Equity Strand
Leadership

Location
Texas VII

 **04**

Changing the Failure Narrative Ascribed to Students of Color: Kyrene School District Equity Journey in Interrupting the Normalized Academic Forfeiture History

With the unprecedented racial shift in classrooms across the U.S. today, the time has come to authentically engage in Courageous Conversations about culture and education. Educators are called upon to interrupt the normalization of failure for students of color and shatter the racialized achievement gap gripping our schools. How do we transform learning spaces that support academic excellence for all? How do we build the cultural capacity of our staff in having Courageous Conversations? Participants will engage in active dialogue, around the racialized achievement gap.

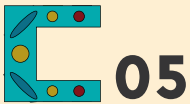
Presenters

Adama Sallu, Director of Equity; Brian Gibson, Principal; Amanda Davis; Richard Moffett; Stacey Simanovsky; and Kyrene School District, Tempe, AZ

Equity Strand
Students at the Center, Learning and Teaching

Location
Texas VI





05

Developing Organizational/Systemic Will, Skill, Knowledge, and Capacity to Address Racial Equity in Schools and Systems

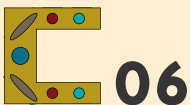
Facilitators will explore the New York City Leadership Academy’s internal racial equity journey in deepening staff will, skill, knowledge and capacity to participate in and facilitate Courageous Conversations about Race to address racial equity in education. Facilitators will guide participants’ exploration of their own settings and balance of personnel, professional, and organizational growth to achieve racial equity for students. Participants will learn how NYCLA built capacity, shifted culture, and transferred learnings to schools and districts. Participants will reflect on implications for their approaches and settings.

Presenter

Mary Rice-Boothe, Associate Vice President, NYCLA, New York, NY

Equity Strand
Leadership

Location
Texas I



06

Race Forward: How Student Voice Transformed Our Racial Equity Work

Sparked by a racist incident and a challenge by the student of color impacted, Grant High School shifted its racial equity work from theory, to belief, to practice. Utilizing Courageous Conversations protocols, we surfaced norms and beliefs that have systemically guided and perpetuated exclusionary and academic inequities in our school. The voices and lived experiences of our students helped us identify our “why” which in turn energized and accelerated our racial equity work. Participants will hear how holding space for students to lead rather than follow required us to examine our skill, will and capacity to isolate race. This exploration resulted in establishing a Student Equity Team, developing a framework for school wide race talks, shifting our professional development model, and inspiring a new course focused on engaging, deepening and sustaining both individual and collective racial consciousness throughout our school.

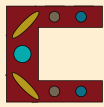
Presenters

Julie Palmer, Equity TOSA; Portland Public Schools, Portland, OR; Diallo Lewis, Vice Principal, Grant High School, Portland, OR; Liz Mahlum, Vice Principal, Grant High School, Portland, OR

Equity Strand
Students at the Center
Leadership

Location
Hill Country B



 **07**

Families Front & Center: Fostering Community Empowerment to Accelerate Racial Equity Transformation

District leaders spend millions of dollars on professional development programs believing these efforts alone will produce the equity outcomes they wish to see. Most often, they don't. Systems that accelerate toward racial equity focus on deep implementation of four equity pillars: Students at the Center, Leadership, Culturally Relevant Instruction, and Family/Community Engagement and Empowerment. Along with positive culture and highly functional systems, centering and accelerating powerful family and community members from central office to school site equity work is essential for effective systemic equity transformation. Learn about the characteristics of positive organizational culture in the pillar of Family/Community Engagement and Empowerment. Explore ways to explicitly cultivate the voice and social capital of families and communities to help shift and shape culture. Consider how these often-unheard voices can inform systems in ways that accelerate productivity and accountability for racial equity.

Presenters

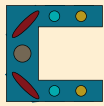
Tony Hudson and Courtlandt Butts, Equity Transformation Specialists, Pacific Educational Group, San Francisco, CA

Equity Strand

Family/Community Engagement and Empowerment

Location

Texas II

 **08**

Oh No They Didn't Just Say That: Microaggressions, The Everyday Racism

Let's take a deep dive into the world of microaggressions. We'll discuss definitions, categories & provide insight into how they negatively affect communication. We'll look at victim & perpetrator perspectives, teach self-awareness & explore intersections of race and other "isms" that reinforce our biases. We'll learn strategies on addressing microaggressions when they occur. This session will engage participants in interactive exercises in large & small groups that will provide an understanding on how to recognize and respond to microaggressions using the CCAR Compass.

Presenters

Krischanna Roberson, Supervisor of Equity & Student Success; Bellevue School District, Bellevue, WA, Silvia Honores, Coordinator, Equity, Engagement and Opportunity, Bellevue School District

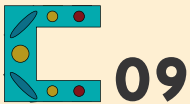
Equity Strand

Leadership
Learning and Teaching

Location

Zilker IV





09

Where Do We Go from Here? Recruiting, Hiring, and Retaining Staff of Color and White Allies Focused on Achieving Equity and Excellence for all Learners

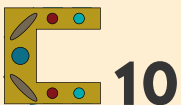
Recruiting, hiring, and retaining staff of color and white allies that are committed to the work has become increasingly more difficult during this time with tight budgets and a limited number of candidates. Participants will learn how Lawrence Public Schools has become more deliberate about where and who we recruit. Participants will understand how to use demographics of districts to develop a strategic plan for recruiting, hiring, and retaining staff of color and white allies that are committed to focusing on achieving equity for all learners.

Presenter

Anna Stubblefield, Director Human Resources and Danica Moore, TOSA, Lawrence Unified School District 497, Lawrence, KS

Equity Strand
Leadership

Location
Big Bend A



10

Learning the Vocabulary of Courageous Conversation is One Thing, IMPLEMENTATION is Another

This seminar focuses on leaders who have learned and practiced the CCAR Protocol and are looking for tools to deepen their personal, professional, and organizational capacity for implementation from a central office and school site perspective. How do I move from theory to practice using the CCAR protocol while keeping students at the center? What is the role of central office in prioritizing racial equity and what does it look like day to day? What does it look like from a school site perspective? This seminar highlights the role of central office leaders to lead for racial equity for maximum impact at the school site level.

Presenter

Deborah McKnight, Special Education Equity Transformation Specialist, Pacific Educational Group, San Francisco, CA

Equity Strand
Leadership

Location
Hill Country C





11

Dare 2 Be Real: Transformative Resistance Through Collaborative Anti-Racist Student Leadership Development

Many of us are called to action by an urgency to address the racial predictability of achievement. Too often, this manifests itself solely in plans to raise test scores, but not to raise racially conscious students. This session will feature collaborative lessons from the field that will include dialogue with school administrators who will share their individual and collective will, skill, knowledge and capacity in trying to transform their schools for racial equity. It takes a village to raise a child...it takes a village focused on racial equity to raise a Rosa Parks.

Presenters

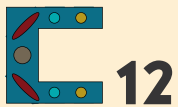
Patrick A. Duffy, Director, Leadership Development, Saint Paul Public Schools, St. Paul, MN; Anthony Galloway, Student Programming Coordinator, West Metro Education Partnership; LaNisha Paddock Assistant Principal Harding High School; Jamin McKenzie Assistant Principal Murray Middle School; Theresa Neal Principal Como High School; Bryan Bass, Principal, Linwood Monroe Magnet School, Saint Paul Public Schools

Equity Strand

Leadership
Students at the Center

Location

Big Bend D



12

Lead, Follow or Get Out of the Way: Building Capacity of Young Racial Equity Leaders SOAR (Students Organized Against Racism)

Malcolm X proclaimed, “when you get into a conversation on racism and discrimination and segregation, you will find young people more incensed over it - they feel more filled with an urge to eliminate it.” Students are not the problem in our schools, they are the potential. Not only are student voices essential to our work in eliminating the barriers to racial equity that often are unseen or overlooked by adults, their leadership can be a significant force in accelerating that transformation. To develop the bold, courageous racial equity leaders of tomorrow requires bold, courageous leadership for racial equity today. SOAR, Students Organized Against Racism, is designed to empower young people of ALL races to become catalysts for change through leadership for racial equity. This seminar is for adult leaders who have the passion, practice and persistence to develop and work with student leaders to eliminate racial disparities in their schools, districts and community. Participants will apply Courageous Conversation to re-examine their own personal racial equity journey; and to develop an understanding of the SOAR philosophy from theory to practice. Participants will also engage in group action planning to cultivate the structures needed to embed and nurture student racial equity leadership development.

Presenter

Dr. Lori A. Watson, Equity Transformation Specialist; Pacific Educational Group, San Francisco, CA

Equity Strand

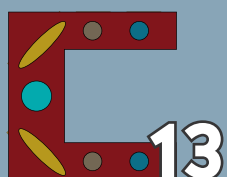
Students at the Center

Location

Texas III



CORWIN DISTINGUISHED EQUITY AUTHOR SEMINARS



YOU CAN'T BE SCARED AND BE EFFECTIVE: IMPROVE INSTRUCTION AND STRENGTHEN CLASSROOM MANAGEMENT SKILLS

We must have a Courageous Conversation about classroom management skills that cause many K-12 teachers to fail African American students academically, engage in unfair discipline practices, and push students into the prison pipeline. In this session participants will examine research-based strategies that will improve their classroom management skills through mindset- and relationship- building work, and thereby, help them increase their efficacy with African American students.

Presenters

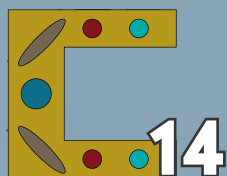
Gail Thompson, Wells Fargo Endowed Professor of Education; Fayetteville State University, Fayetteville, NC

Equity Strand

Learning and Teaching

Location

Big Bend B



CULTURALLY PROFICIENT SPACES AND COURAGEOUS CONVERSATIONS: PATHWAYS TO EQUITY

Gaps in educator knowledge, skill, and/or disposition create barriers to student achievement and foster inequitable school policies and practices, no matter how well intended the educator. There are great disparities and inequities in how schools serve the needs of students, particularly when student race, gender, sexual orientation, ableness, faith, or socioeconomic status does not mirror dominant cultural norms. To better serve all students, educators need support in deepening their own social, emotional, and cultural capacity to create Culturally Proficient Spaces and facilitate Courageous Conversations. The underlying and often avoided issue of race is the common factor that perpetuates the inequity between who is served well and who is left behind in our schools. This session supports participant understanding and skill in integrating the transformative frameworks of Cultural Proficiency and Courageous Conversations Protocols as pathways to equity.

Presenter

Diana Stephens, Associate Professor of Education-Counselor Education; California Lutheran University, Thousand Oaks, CA

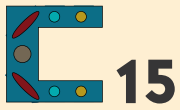
Equity Strand

Students at the Center

Location

Big Bend C





15

The White Women's Guide to Teaching Black Boys

This workshop introduces the forthcoming book, *The White Women's Guide to Teaching Black Boys*. This book was created to support White Women to engage in concentrated, focused inquiry around their relationships with Black male students and the impact on those relationships of race and racism. Using video footage from interviews with both White female teachers and Black men and boys, we will facilitate an experiential workshop designed to generate new avenues of reflection and action for White teachers.

Presenter

Eddie Moore, Jr. The Privilege Institute, Greenwood Village, CO

Equity Strand

Leadership, Learning and Teaching

Location

Hill Country D

12:30 PM - 1:15 PM

Lunch

1:15 PM - 3:00 PM

Master Class IV - Wieden+Kennedy: A Courageous Corporation

- Educator of Ceremonies: Dr. Darnisa Amante and Dr. Veronica Benavides
- Summit Awards Ceremony

3:00 PM - 3:15 PM

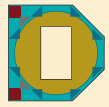
Break / Transition



TUESDAY, SEPTEMBER 27

3:15 PM - 5:15 PM

Block D - Afternoon Concurrent Sessions, Racial Affinity Groups



01 Indigenous Racial Affinity Group

Location - Big Bend A



02 Asian/Pacific Islander Racial Affinity Group

Location - Hill Country C



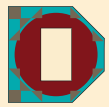
03 Biracial Racial Affinity Group

Location - Hill Country A



04 Black Racial Affinity Group

Location - Foothills II



05 Brown/Latino Racial Affinity Group

Location - Hill Country D



06 White Racial Affinity Group

Location - Zilker IV



07 Middle Eastern Racial Affinity Group

Location - Big Bend B



08 Superintendent and CEO Affinity Group

Location - Hill Country B

5:30 PM - 6:30 PM

Book Signing

8:00 PM - 10:30 PM

Dance Party Featuring Grammy-Award Winning RC & The Gritz



8:00 AM - 10:00 AM

Block E - Morning Concurrent Sessions

01

SP/ELLing out Institutional Barriers to Equity and Excellence for Students with Disabilities and English Language Learners

What does race have to do with the ways that two marginalized groups--students with disabilities and English Language Learners--have historically and currently receive services in our schools? For decades, special educators have been trained to view their work primarily through the lens of disability and compliance while language has been the central factor for teachers of English Learners. Through PEG's Systemic Racial Equity Transformation Framework, we explore a critical perspective about the impact of race and institutionalized racism on access to culturally relevant, inclusive learning environments for students with disabilities and English Learners. The adaptive leadership challenge is surfaced as districts shift their focus from compliance to equity and excellence.

Facilitator

Deborah McKnight, Special Education Equity Transformation Specialist, Pacific Educational Group, San Francisco, CA

Location

Texas VII

02

Coaching Principals and Leadership for Racial Equity

This seminar provides building and central office leaders with a set of tools to engage in a more courageous inquiry of personal, professional, and organizational implementation of systemic transformation for racial equity. Developed to support licensed and/or aspiring principals and central office leaders, in this session participants will be introduced to the process of Coaching for Racial Equity, with specific attention to the context of site and central office leadership. Guided by the Courageous Conversation Protocol and Systemic Racial Equity Transformation Framework, participants will identify, unpack, and begin to develop more courageous responses to the demands of site and central office leadership for equity to transform their site-based and district-wide leadership for racial equity.

Facilitator

Tony Hudson, Equity Transformation Specialist, Pacific Educational Group, San Francisco, CA

Location

Texas I



03

White Parent(s), Child(ren) of Color: Racially Conscious Children + Healthy Sense of Racial Identity - HOW?

What happens when children are raised by a parent or parents who either don't share their racial identity or aren't themselves living constructively and powerfully from a space of heightened racial consciousness? How do we as educators, graced with the opportunity to share in such students' lives, support them through their uniquely perplexing and sometimes painfully isolating race based experiences to a place of greater self-knowledge, self-acceptance and ultimately, self-love?

Whether Biracial, Multi-racial, Racially Ambiguous, Mixed, or Just Don't Quite Fit... students need racially conscious adults who can support them in living more fully into who they are beyond race and including race. Knowing that the very construction of these boxes of identity serve the primacy of Whiteness, how do we simultaneously build in such students an appreciation for and of their complex racial selves? How do we do this for ourselves? These and other such questions will be explored via the CCAR protocol as we adaptively lead and mindfully live towards reconciliation and celebration of our multi-faceted, multi-layered racial selves.

Facilitator

Leidene King, Equity Transformation Specialist,
Pacific Educational Group, San Francisco, CA

Location

Texas III

04

Shifting Populations, Unshifting Mindsets: Exploring the Challenges and Opportunities of Teaching to Racially Shifting Demographics

The forces of modernity are swiftly changing the racial compositions of US schools. Migration, gentrification, school vouchers, redistricting, and a wave of charter schools all press incumbent teachers into serving racially-revised audiences. Recognizing that these phenomena affect schools holistically, this seminar will focus on the ways veteran teachers respond to population shifts in their classrooms and throughout their careers. We'll explore how the Protocol can help us to keep pace, make critical recognitions, and develop an adaptive, culturally relevant practice that will generate equitable outcomes for arriving students and those left behind.

Facilitator

Marcus Moore, Equity Transformation Specialist,
Pacific Educational Group, San Francisco, CA

Location

Hill Country C



 **05**

Prioritizing, Aligning and Accelerating Toward Transformation: The PEG Systemic Equity Transformation Plan Process

School systems that center their work through the highest leverage aspects of the organization not only become organized for accelerated results, but are also better positioned to create a culture of authenticity and sustainability essential for racial equity transformation. The question then becomes: How can this be achieved, and what serves as ‘racial equity vital signs’ or evidence of effective, racially conscious practice? In this seminar, participants will: 1) be introduced to the PEG Systemic Equity Transformation Plan, the hallmark deliverable of District Equity Leadership Teams; 2) see what setting an organizational expectation to interrupt institutionalized racism through the four domains of the PEG Framework can look like, as well as hear about predictable challenges in this process and how to anticipate and ultimately interrupt work avoidance for racial equity transformation; and 3) assess the degree to which they and their system are poised for transformation, “with all deliberate speed!”

Facilitator

Luis Versalles, Director of Pre K-12 District Partnerships,
Pacific Educational Group, San Francisco, CA

Location

Texas V

 **06**

Assault, Neglect and Contempt: The Catastrophic Intersection of Race and Gender for Black Girls

While the overwhelming number of groundbreaking initiatives and opportunities being developed address the continuing impact of racial oppression and structural barriers that affect Black boys, Black girls who face similar plights, are far too often excluded from the current increased attention to racial justice issues. From pre-school onwards, Black girls are suspended at higher rates than their peers and disproportionately receive harsher punishments. Research shows that these discipline disparities are related to racial and gender stereotypes that portray Black females as “loud, confrontational, assertive, and provocative.” The pervasive racial and gender biases in education prevent Black girls from succeeding and shrouds their presence in the school to prison pipeline. This session invites the collective wisdom of women to engage, sustain and deepen a Courageous Conversation to save our sisters.

Facilitator

Dr. Lori A. Watson, Equity Transformation Specialist,
Pacific Educational Group, San Francisco, CA

Location

Texas II



07

It's OK to Talk About Race. PEG's Affiliate Program Will Help You Have That Courageous Conversation

Pacific Educational Group's Affiliate Program provides educators with intensive practice, curriculum and facilitation coaching that helps integrate their theoretical knowledge with their everyday lived experience. Internalizing the Courageous Conversation Protocol is paramount to effectively facilitating interracial conversations about race in schools. Learn about the Affiliate learning cycle (Practice. Reflection. Coaching. More Practice.) and test your Protocol acumen. Deepen your understanding of how to use the Protocol to achieve greater effectiveness as a racial equity leader.

Facilitators

Shaundra Williams, Equity Program Manager-Affiliates, Pacific Educational Group, San Francisco, CA; Devon Alexander, Affiliate Program Coach and Coordinator of the CCAR Facilitator Development Program and Teacher, Oak Park River Forest High School, Oak Park, IL; and Fadzi Whande, Equity Transformation Consultant, Pacific Educational Group, San Francisco, CA

Location

Texas VI

08

Toward Beyond Diversity III: Action, Activism and Systemic Transformation for Racial Equity

The curriculum of Beyond Diversity continues to adapt and develop. After the introduction to Courageous Conversation in Beyond Diversity I, we deepen our understanding and development of our Personal Racial Equity Purpose (PREP) in Beyond Diversity II. Toward Beyond Diversity III brings together participants from BD I and BD II to help us to begin to conceptualize how we can take more intentional action in the mobilizing our PREP in systemic transformation for racial equity. Beyond Diversity III, using a case study approach and experiences from racial autobiography, considers what action and activism look like, how we can take action, and how we can collaborate in activism to create new experiences and transform systems, institutionalized culture and structures that promote racial disparities.

Facilitators

Andrea Johnson, Equity Transformation Affiliate; Courtlandt Butts, Equity Transformation Specialist, and Darnisa Amante, Equity Transformation Consultant, Pacific Educational Group, San Francisco, CA

Location

Hill Country D



10:15 AM - 11:00 AM

Jazz Brunch

11:00 AM - 1:00 PM

Master Class V - Courage for Racial Justice, Courage for Black Lives Matter, Courage for Collective Liberation

- Educator of Ceremonies: Dr. Darnisa Amante and Dr. Veronica Benavides
- Keynote Speaker: Chris Crass

Closing Remarks

- Glenn E. Singleton, President & Founder, Pacific Educational Group

2016 National Summit for Courageous Conversation Adjourns

Chris Crass

The Black Lives Matter movement, along with racial justice struggles on campuses, and the racist rhetoric and violence in the Presidential election, have made facing the enduring racism of this country a daily mainstream discussion. In this context, large numbers of White people are coming into consciousness about racism, asking hard questions, and searching for ways to do the right thing. We can inspire White people to join racial justice efforts in these times. More White people must step up to both support grassroots movement led by people of color, and, bring racial justice leadership into White and majority White communities and spaces.

Chris Crass is a leading anti-racist organizer, author and educator, specifically working in White communities for over 25 years. He believes that it is vital that White people be organized from a place of love, guided by a vision of collective liberation, to break from the death culture of White supremacy and align with multiracial movements for economic, racial, gender, and environmental justice for all.



IN MEMORIAM

LISA “NEHAEQSNEMETAEMOH” WAUKAU



Former Menominee Nation Chairwoman, Lisa Waukau, has begun her journey to the Spirit World. Also known as “Nehaeqsnemetaemoh,” (‘A tree standing in the forest’) Lisa dedicated her life to public service to the Menominee people. She helped shape the lives of over 1000 Menominee children during her 37 years as a teacher at Menominee Indian High School. Lisa was passionate about the course she taught that every junior had to take, and still has to take: Menominee History. She wanted every student to know their tribal history, and that it was the correct history. Lisa continued her service to the Menominee people by running for the Menominee Tribal Legislature in the early 1990’s. She served in many different capacities while on the legislature; she was Secretary, Vice Chairwoman, and Chairwoman as well as being on multiple committees throughout her tenure. Lisa was proud of her 18 years on the legislature and when her cancer returned in January 2016, her goal was to be able to complete her last term. Lisa was honored by the Menominee Tribal Legislature and the Menominee Tribe at her last meeting in February.

MICHAEL KROL | MICHAEL SMITH | LORNE AHRENS BRENT THOMPSON | PATRICK ZAMARRIPA



Five Dallas police officers were fatally gunned down on July 7, 2016 by an Army veteran sniper who targeted the officers. The eruption of violence at around 9 p.m. occurred during a calm protest over recent police shootings in Minnesota and Louisiana, with similar demonstrations across the country demanding answers over the killings of two black men by police in two days. As a barrage of gunfire ripped through the air, demonstrators and police officers alike scrambled.

Michael Krol’s lifelong dream was to be a police officer and worked really hard to be a police officer. He was 40. Dallas Police Officer Michael Smith, 55, was a devoted family man to his wife and two daughters, ages 14 and 9. He was a 27-year veteran of the DPD. Dallas Police Officer Lorne Ahrens, 48, was a dedicated professional described as the type of person who always had a smile on his face and greeted you with kind regard. Brent Thompson, 43, a Dallas Area Rapid Transit officer, was the first officer to die in that agency’s line of duty. He was a seven-year veteran of the transit force, and was married just two weeks prior. Dallas Police Officer Patrick Zamarripa, 32, was a U.S. Navy veteran who was deployed as part of the Iraq War effort. He was the father of two children and greatly loved by his family. According to his father, he was very giving, and would give you his last dollar if he had it in his pocket and you needed it. He would bend over backward to help anybody out. He was very patient and he would try to help anybody out the best he could.





PHILANDO CASTILE

Philando Castile became a national name when he was shot and killed by a police officer in Falcon Heights, MN. Locally, he was already well known. Castile, who was 32 years old when he died, worked as cafeteria supervisor at J.J. Hill Montessori Magnet School for St. Paul Public Schools. Phil, as he was known by friends and family, memorized the names of the 500 children he served every day – along with their food allergies.

His professional work was a reflection and extension of his life experiences. Castile graduated from Central High School in 2001. From age 19 he worked for Saint Paul Public Schools (SPPS), beginning in 2002 in the Nutrition Services Department. As an employee of one of Pacific Educational Group's partner districts, he participated in Beyond Diversity

training and worked to create a culture of equity at his job.

A police officer, Jeronimo Yanez, shot Castile on July 6, 2016 during a traffic stop in the St. Paul suburb. Castile's girlfriend, Diamond Reynolds, captured the aftermath of the incident on video and streamed it on Facebook Live, where it went viral. Yet death does not mark the end of his story.

The nation mourned his passing, with emotions stoked by the ever-growing roll of Black men lost too soon and the haunting realization that his fate could be any of ours. Alumni from his alma mater have raised \$25,000 for a scholarship in his name. Politicians and activists at every level have explored, proposed, and enacted policies and procedures to avoid similar tragedies in the future.

2016 NATIONAL SUMMIT FOR COURAGEOUS CONVERSATION AWARDS

THE ASA G. HILLIARD AWARD FOR OUTSTANDING ACHIEVEMENT IN RACIAL EQUITY

Dr. Asa G. Hilliard (1933-2007), known for his cutting-edge work in culture-centered education for people of African ancestry, was relentless in his pursuit of truth, justice, and freedom. This dedication spoke to the depth of his spirituality, love for his people, and joy for his scholarship. A teacher, a psychologist and a historian dedicated to his mission of teaching the truth about the history of Africa and the African Diaspora, Baba Asa served in his career as faculty, department chair and Dean of Education at San Francisco State University; consultant to the Peace Corp in Liberia, West Africa; superintendent of schools in Monrovia, Liberia; and as the Fuller E. Calloway Professor of Urban Education at Georgia State University in Atlanta where he held joint appointments in the Department of Educational Policy Studies and the Department of Educational Psychology and Special Education. Dr. Hilliard worked with many of the leading school districts, publishers, public advocacy organizations, universities, government agencies and private corporations on valid assessment, African content in curriculum, teacher training, and public policy. Dr. Hilliard was a founding member and First Vice President of the Association for the Study of Classical African Civilizations and a founding member of the National Black Child Development Institute. In 2001, Dr. Hilliard was bestowed as Development Chief for Mankranso, Ghana and given the name Nana Baffour Amankwatia, II, which means “generous one.”

The Asa G. Hilliard Award recipient is distinguished in the following ways: Passionate, Revolutionary, Understands Self, Nurtures Greatness in Others, Confronts and Challenges Racism. This most prestigious National Summit for Courageous Conversation recognition is presented to a leader whose racial equity achievements have had an immense impact on the cultural, social, and academic development of underserved student of color populations.

THE HONORABLE JOHN W. BUCKNER LEADERSHIP AWARD

(Formerly the National Summit for Courageous Conversation Leadership Award)

The Honorable John W. Buckner (1947-2015) was a fearless champion of racial equity who blazed a multifaceted career in education and public service. For 33 years, John provided leadership as an administrator in Cherry Creek Public Schools including Principal of his beloved Overland High School for 17 years, and as the Executive Director for Equity and Excellence until his retirement in 2008. He was a tireless, unabashed advocate for equality in public education who had a passion for learning and who considered knowledge as a reward in itself. In 2012, after a stellar and iconic career in the Cherry Creek and Aurora communities, led by his dedication to equity in public education, John became the first African American and Democrat to be elected as State Representative for House District 40 in the Colorado General Assembly, where he served as Chairman of the House Education Committee. It is in recognition of his leadership through passion, practice and persistence, that the National Summit for Courageous Conversation Leadership Award is re-named in his honor.

This award is presented to administrators who skillfully and courageously establish an equity/anti-racist culture and climate in schools that enables all staff and students, especially those of color, to feel their power and achieve at higher levels. The Honorable John W. Buckner Leadership Award recipient is distinguished in the following ways: Passionate transformational leadership at the personal, professional, and organizational level; Implements practices that are strategic, equity-focused, mission-driven, and results-oriented; and is Persistent in the pursuit of racial justice in schools.

THE NATIONAL SUMMIT FOR COURAGEOUS CONVERSATION COMMUNITY EMPOWERMENT AWARD

This Award is presented to family members or local leaders who effectively broker collaboration focused on racial equity between and among community members and their schools. The National Summit for Courageous Conversation Community Empowerment Award recipient is distinguished in his or her passion about the welfare of children.





CONSCIOUS.
CENTERED.
ACTING.

THE CHARLES L. HOPSON RACIAL EQUITY PRINCIPAL LEADERSHIP AWARD

Dr. Charles L. Hopson (1957-2012) was a courageous and highly competent racial equity leader who served as Superintendent of Pulaski County Schools in Little Rock, Arkansas. With his quiet and gentle determination and persistence, he moved his revolutionary equity theory into purposeful equity practice. While he found success in all arenas of leadership, Hopson most appreciated and celebrated his time as principal at Franklin High School in Portland, Oregon, where he effectively engaged teachers, students and parents in Courageous Conversation and courageous leadership. It is because of this innovative work that this National Summit for Courageous Conversation leadership award is in his name.

The Charles L. Hopson Racial Equity Principal Leadership Award recipient is distinguished in the following ways: Purposeful, Innovative, An effective instructional leader, Advances in the professional development of culturally relevant teachers.

THE RUBY BRIDGES STUDENT LEADERSHIP AND COURAGE AWARD

In 1960, Ruby Bridges and five other little girls led the way as they became the first African American students to attend the segregated public schools of New Orleans. Enduring qualification testing and protests, these young racial equity leaders integrated all-white elementary schools for two years as white parents withdrew their students and school officials covertly continued segregation in defiance of federal court requirements under Brown v. Board of Education.

The Ruby Bridges Student Leadership and Courage Award is established in recognition of the leadership and courage demonstrated by six-year old Ruby in the face of adversity and for blazing the trail for the millions of African American and students of color who would follow in the on-going effort to ensure equitable educational opportunities in the public education systems of the United States for all of our children.

This award is presented to students who demonstrate the power of courage and leadership required to successfully navigate community and school culture and climate to achieve at the highest levels as an expression of their passion, practice and persistence. The Ruby Bridges Student Leadership and Courage Award recipient is distinguished in the following ways: Demonstrates academic, social, and extracurricular excellence and leadership; Exemplifies racial and cultural consciousness in their school and community racial equity leadership pursuits.

THE NATIONAL SUMMIT FOR COURAGEOUS CONVERSATION LEARNING & TEACHING AWARD

This award is presented to classroom teachers who demonstrate innovative, culturally relevant instruction that engages all students, and especially promotes the highest achievement of underserved students of color populations.

The National Summit for Courageous Conversation Learning & Teaching Award recipient is distinguished in the following ways: Practices innovative, culturally relevant instruction; Models action research and ongoing learning; Is able to demonstrate expertise and the humility to continue learning and growing; Passionate about engaging students in courageous conversations and courageous learning, and strives to be a leader for achieving racial equity in the classroom; Persistent in the relentless pursuit of the highest priority of transforming instruction in order that it meets the needs of underserved student of color populations.

THE NATIONAL SUMMIT FOR COURAGEOUS CONVERSATION INTERNATIONAL RACIAL EQUITY LEADERSHIP AWARD

This award is presented to leaders who skillfully and courageously work to establish and institutionalize an equity/anti-racist culture and climate in organizations, around the world, that enables all staff and members of their community, especially those of color, to feel their power, elevate their voice, and achieve at the highest levels. The International Racial Equity Leadership Award recipient is distinguished in the following ways: Passionate transformational leadership at the personal, professional, and organizational level; Implements practices that are strategic, equity-focused, mission-driven, and results-oriented; and is persistent in the pursuit of racial justice.





MY WAY FORWARD
WITH YOU.

NIKE

NIKE



COURAGEOUS CONVERSATION ABOUT RACE (CCAR) ONLINE

CCAR On-Line is Pacific Educational Group's e-learning course for practitioners across the Pre-K-12, higher education, municipal government and corporate sectors. It is based on and aligned with *Courageous Conversations About Race: A Field Guide to Achieving Equity In Schools*, Second Edition (2015). Developed in conjunction with Knowledge Delivery Systems (KDS), an industry leader in research-based, blended-model strategic professional development solutions, the course guides participants in developing knowledge, skills, and practical strategies to engage in dialogue about race on a daily basis in personal and professional contexts.



PACIFIC EDUCATIONAL GROUP AFFILIATES

The PEG Affiliate (PEGA) program develops qualified individuals to facilitate PEG's foundation seminar, *Beyond Diversity™*, in their organizations and districts to build systemic capacity and sustainability for racial equity transformation.

The PEGA Certification Process is a comprehensive training program designed to enable qualified applicants to serve as practitioners, facilitators, and coaches to accomplish systems-wide implementation of the *Courageous Conversations About Race Protocol*. The presence of such resources inside the organization accelerates, broadens and deepens the systemic transformation of organizational culture and climate through a racial equity-focused examination of belief, practice and results.

PEGA provides ongoing training and development to assist individuals in leading and facilitating *Courageous Conversations About Race* at three levels of certification:

- Level I - CCAR Practitioner
- Level II - Beyond Diversity Facilitator
- Level III - CCAR / Racial Equity Coach

All levels of Affiliates work within an organization to build capacity and sustainability for its systemic racial equity transformation. The virtual certification courses combine online learning, video and teleconferencing, and field practice. Ongoing *Beyond Diversity Coaching* is offered to Affiliates and organizations that maintain an annual license with PEG.



PACIFIC EDUCATIONAL GROUP SEMINARS

PEG delivers a focused, professional learning curriculum that enables the development of the skill, will, knowledge and capacity to lead for racial equity. Ranging from the two-day foundation course, Beyond Diversity™, to advanced seminars on Culturally Relevant Pedagogy and Black Males, our on-partner site program of study includes:

BEYOND DIVERSITY: AN INTRODUCTION TO COURAGEOUS CONVERSATION & A FOUNDATION FOR DEINSTITUTIONALIZING RACISM AND ELIMINATING RACIAL DISPARITIES

A two-day seminar aligned with *Courageous Conversations About Race*, Second Edition, designed to help organizational participants at all levels to understand the impact of race on learning and investigate the role that racism plays in institutionalizing racial disparities.

BEYOND DIVERSITY II: ADVANCING THE COURAGEOUS CONVERSATION AND DEFINING COURAGEOUS LEADERSHIP

A two-day seminar to deepen understanding and personal progression in racial identity development and to examine and practice a protocol for converting Courageous Conversation into Courageous Leadership using contemporary organizational challenges.

SP/ELL-ING OUT INSTITUTIONAL BARRIERS TO EQUITY AND EXCELLENCE FOR STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS

A two-day seminar to isolate race, as opposed to ability and language, to critically unpack the historical, social, and political contexts in which race operated to set a foundation for the current day inequities faced by these two learner groups where racial inequity is too often the default status quo in our schools.

MY BROTHERS' KEEPER: A COURAGEOUS TRANSFORMATION OF THE PLIGHT OF BLACK MALES AS WE JOURNEY BACK TO LOVE, ENGAGEMENT AND HIGH ACHIEVEMENT

A two-day seminar, aligned with the White House initiative, "My Brother's Keeper" to challenge organizations to not simply reflect and perpetuate but to actively eliminate the racial inequities experienced by males of color, especially black males that continue to re-inscribe the inherent harm, neglect and division.

TOWARD CULTURALLY RELEVANT TEACHING: USING CRITICAL RACE THEORY TO ESTABLISH CULTURAL RELEVANCE BETWEEN TEACHERS AND STUDENTS

This two-day seminar refashions our learning and teaching philosophies and practices to better serve increasingly diverse student populations by applying the CCAR protocol, the four crucial elements in culturally relevant teaching, and using critical race theory to steer progress toward equitable teaching.

ECHOES OF THE PAST, VOICES OF TODAY: A COURAGEOUS INDIGENOUS CONVERSATION ABOUT MAKING THE INVISIBLE

A two-day seminar to understand the American Indian educational experience and perspectives. It will also explore the profound implications for policy and pedagogy when transforming systems to educate all students.

LEADING WHILE WHITE: COURAGEOUS CONVERSATION FOR ACTIVISM FROM APPLICATION TO INTERRUPTION

A two-day seminar to unpack issues of personal fears, identifying and interrupting whiteness when it prevents working in authentic partnership with White people and people of color. This seminar balances support and accountability for effectively calling in (or out) other White people, and examining humility to fortify courage in order to develop a deeper level of confidence and courage to own the work of acting to end racism.

TRUST ME, GAY IS NOT THE NEW BLACK - OR BROWN, YELLOW, OR RED, FOR THAT MATTER!

A two-day seminar to examine the intersections of race and sexual orientation through historical and contemporary perspectives, including the cruel nexus of the Supreme Court ruling in support of gay marriage, while dismantling voting rights and affirmative action.



REGIONAL SUMMITS FOR COURAGEOUS CONVERSATION

Pacific Educational Group will host a set of equity-focused gathering across the country as we exercise our commitment to staying grounded in that which is personal, local, and immediate. Our Regional Summits will offer locally-accessible and regionally-relevant seminars with the same spirit of collaboration and empowerment of our National Summit. The newly formed Latino Racial Equity Retreat will address the nuances of navigating, negotiating, constructing, and exercising race for Latinos in the United States. Issues impacting Latino students such as the intersections of race, language, and immigration will be explored as well. Join us!

LATINO RACIAL EQUITY LEADERSHIP RETREAT

APRIL 21ST AND 22ND, 2017
INN AND SPA AT LORETTO,
SANTA FE, NM

CHICAGO REGIONAL SUMMIT

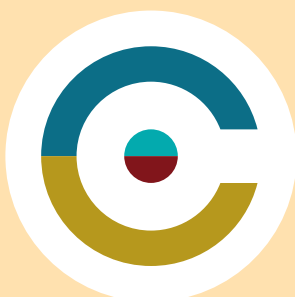
JUNE 23RD AND 24TH, 2017
NORTHWESTERN UNIVERSITY,
CHICAGO, IL

SEATTLE REGIONAL SUMMIT

JUNE 27TH AND 28TH, 2017
SAMMAMISH HS, BELLEVUE, WA

BAY AREA REGIONAL SUMMIT

FALL 2016



CONSORTIUM OF EQUITY CONFERENCES

NATIONAL ASSOCIATION OF MULTICULTURAL EDUCATION CONFERENCE

NOVEMBER 9-13, 2016
CLEVELAND, OH

NATIONAL RACE AMITY CONFERENCE

NOVEMBER 17-19, 2016
QUINCY, MA

SOCIAL JUSTICE TRAINING INSTITUTE

DECEMBER 5 - 9, 2016
LONG BEACH, CA

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS: PEOPLE OF COLOR CONFERENCE

DECEMBER 8-10, 2016
ATLANTA, GA

THE WHITE PRIVILEGE CONFERENCE

APRIL 27-30, 2017
KANSAS CITY, MO



Consortium of Equity Conferences
Unity Through Access and Equity



COURAGEOUS CONVERSATION

Unitec

FOR ADDITIONAL INFORMATION VISIT WWW.UNITEC.AC.NZ OR EMAIL COURAGEOUSCONVERSATION@UNITEC.AC.NZ

In March of 2016, in partnership with Pacific Educational Group, a new initiative to help students, higher education practitioners, corporations and community-based organizations better understand and harness racial diversity was launched at Unitec Institute of Technology in Auckland, New Zealand.

The Institute for Courageous Conversations about Race at Unitec (iCCAR), under the direction of Dr. Matthew Farry, brings together staff and students with industry and community partners to explore the question: “How can I be relevant and responsive in a racially diverse environment?”

Under the care, tutelage and support of PEG, Unitec has been using the Courageous Conversation Protocol to build its own capability for meeting the needs of its diverse student population. Chief Executive, Dr. Rick Ede, says there is no choice but for organizations to actively prepare for our multiracial future. The reality is that we’re now living in a super diverse city and we have to adapt.

The next step is to actively begin building inclusive and equitable learning opportunities and workplaces in schools, tertiary institutes, business, government and community organizations.

For the 2016 National Summit, we are honored to be joined by Dr. Ede, Dr. Farry and key leaders of the Institute for Courageous Conversations About Race.



PEOPLE TO WATCH



Manal al-Sharif is the woman responsible for the campaign aimed at giving women the right to drive in Saudi Arabia. To initiate this movement, she filmed herself driving in the country, where it is illegal for women to do so; she was detained and released on bail on the condition of ceasing activity and not talking to media. Still, she remained an active voice pushing for women's rights in the Middle East. She is still campaigning heavily on social media platforms such as Twitter and Facebook for the loosening of Saudi Arabia's strict legislation, despite the risk associated with these activities. She was awarded the Vaclav Havel Prize for Creative Dissent by the Oslo Freedom Forum in 2012.



Luis Versalles champions equity in education. His career path began as a Spanish and ESL teacher, then program coordinator, then administrator. Versalles doesn't work for rank; he works for results. As principal, he led his school to become the first suburban two-way immersion school in the history of Minnesota. Today, he applies his leadership skills and equity focus to work with districts across the country as PEG's Director of PreK-12 District Partnerships.

Honors, accolades, and invitations followed hard work. Recognizing his leadership experiences in two-way immersion education, Versalles was awarded the Joyce Bilingual Preschool Bridging Gaps, Bridging Cultures Award, honoring educational leaders in the Latino community of the Twin Cities. Most recently, he was honored with the 2016 The Association of Two-Way and Dual Language Education (ATDLE) Promoting Bilingualism Award.



Damon Young's thought-provoking writing is all over the internet. He's the co-founder and editor in chief of VSB (VerySmartBrothas.com). He's the co-editor of 1839, a magazine that explores race and culture in Pittsburgh and beyond. EBONY Magazine, TheRoot.com, and the Huffington Post rank among the many outlets for his ideas, his wit, and his insight. These outlets give him space for quick, sharp opinions about topics ranging from reality tv to gentrification, Black hair to The Boondocks. A magnum opus is brewing. Until then, check out "A Story About Charles Kinsey, My New (White) Neighbors, And The Racial Politics Of Calling The Police."





THE STORY OF US

A HISTORY OF

The history of race, indeed the history of civilization, in Austin goes back to the 9th century B.C.E. The people who settled there are known to Westerners as The Tonkawa. Among themselves, they are the "Tickanwatic," a name that means "real people." To us all they are known as the aboriginal people living in the area we now call Austin, Texas. Their men were famous warriors, and their chiefs bore many scars of battle. Many Tonkawa women rivaled their brothers in physical strength.

Historians once thought that the Tonkawa originated in central Texas, however, they have since found convincing evidence that the tribe inhabited northeastern Oklahoma in 1601. In the 15th century, the Tonkawa tribe probably numbered around 5,000, with their numbers diminishing to around 1,600 by the late 17th century due to fatalities from new infectious diseases and warring with other tribes, most notably the Apache. The people of this tribe were nomadic in their early history, moving their tipi villages according to the wishes of the chiefs of the different bands. They planted a few crops, but were well known as great hunters of buffalo and deer, using bows and arrows and spears for weapons,

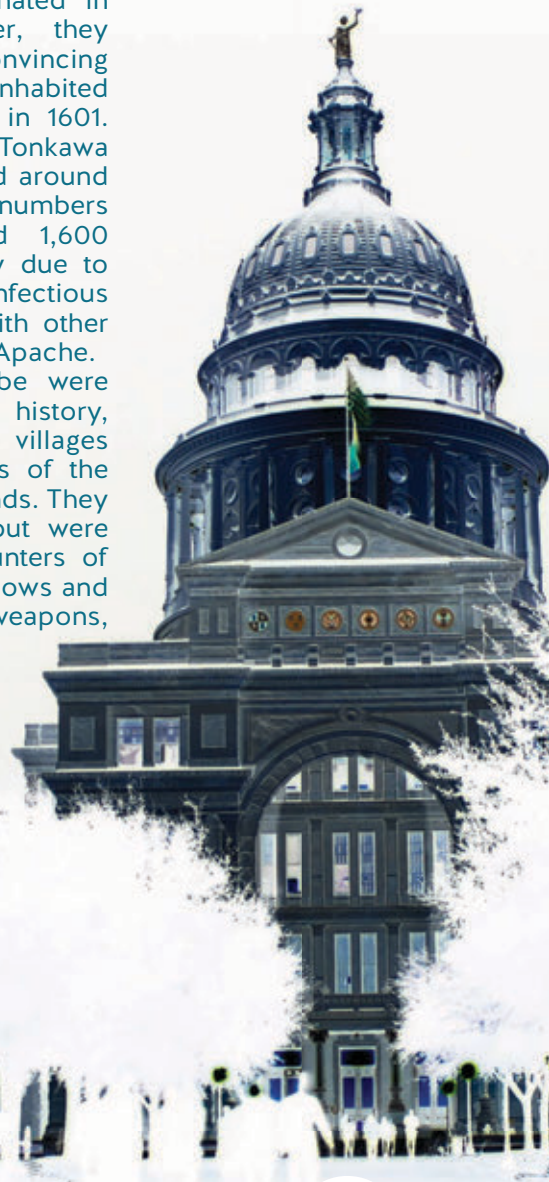
as well as some firearms secured from early Spanish traders. They became skilled riders and owned many good horses in the eighteenth century. From about 1800, the Tonkawa were allied with the Lipan Apache and were friendly to the Texans and other southern divisions.

In 1862, Civil War politics transformed Tonkawa society. Pro-Union tribes fought against the Confederate-allied Tonkawa. In what is now known as the Tonkawa Massacre, nearly a third of the already decimated population died in two days of

battle. The federal government relocated the Tonkawa to the Indian Territory in 1884. The entire Tribe wintered at the Sac-Fox Agency until spring, then traveled the last 100 miles by wagon fording many rain swelled rivers and axle deep mud caused by severe spring rains. They reached the Ponca Agency on June 29th, and then finally to "Oakland" on June 30th, 1885. This was the Tonkawa "Trail of Tears." Today, most Tonkawa people are still living in Oklahoma with a tribal enrollment of 718 people.

As the Tonkawa suffered and survived, in 1836, Texas became its own independent country with its own president, congress, and monetary system. Two years later, Mirabeau B. Lamar proposed to move the republic's capital from Houston to the area named Waterloo and for new capitol to be named for Stephen F. Austin. In 1839, Waterloo was selected and the name Austin was chosen as the town's new name.

In 1840, Travis County was established, and the surrounding counties were mostly established within the next two decades. By 1860, 38% of the residents of Travis County were slaves. In 1861, with the outbreak of the Civil War, Austin and other central Texas communities voted against secession. However, as the war



THE TEXAS STATE CAPITOL



RACE IN AUSTIN

progressed and fears of attack by Union forces increased, Austin contributed hundreds of men to the Confederate forces. The African American population of Austin grew dramatically after the enforcement of the Emancipation Proclamation in Texas an event commemorated as Juneteenth.

Black communities such as Wheatville, Pleasant Hill, and Clarksville were established with Clarksville being the oldest surviving freedtown - the original post-Civil War settlements founded by former African-American slaves - west of the Mississippi River. After the Civil War, Austin, safe from the racial violence that plagued most of the

place a new, more “creative” plan. If African Americans wanted to access public services such as schools and parks, they had to live in so-called “Negro Districts” that had been newly formed on the east side of town. By 1940, the once broadly dispersed African American population had been segregated and concentrated in that one area.

Around this same time, the federal government began backing mortgage loans in order to build wealth following the Great Depression. But they wouldn’t back loans in certain high-risk neighborhoods that were red-lined. African American neighborhoods were always

discriminatory language in private covenants and deed restrictions shifted from “no people of African descent” to “Caucasian only” – a phrase that would segregate against Latinx and African-American alike.

The fact that such exclusionary language had become a standard practice in private deals only reinforced the growing divisions in Austin. The federal criteria for loans trickled down to become a local default for the denial of private loans and purchases. The results of Austin’s history of public and private segregation reveal themselves on current demographic maps, which show the metro area’s neighborhoods

AUSTIN’S DIVISIONS RUN DEEPER THAN WHERE ITS RESIDENTS LIVE. THE POLICIES THAT SPAWNED A GEOGRAPHIC DIVIDE SET THE STAGE FOR A SHARP ECONOMIC DIVIDE AS WELL.

South, was seen as somewhat of a refuge for freed slaves. In 1870, blacks made up roughly 37% of Austin’s population. Demographic reports from 1880 showed African Americans lived in pockets spread throughout most of the city along with a small, extremely poor Hispanic population. It was as geographically integrated as Austin has ever been.

The 20th century’s influx of Latinx residents spawned alternative forms of discrimination across much of Texas including a three-way system of social segregation that emerged in Austin, with Whites, African Americans and Mexicans being separated by custom or law in most aspects of life, including housing, health care, and education. Many of the municipal improvement programs initiated during this period—such as the construction of new roads, schools, and hospitals—were deliberately designed to institutionalize this system of segregation.

In 1928, after the Supreme Court ruling that explicit zoning laws pushing segregation were unconstitutional, Austin put in

red-lined. African Americans in Austin, as they were in virtually every other city and community in the country were excluded, by public policy, from one of the largest wealth-driving initiatives in the history of the United States.

It wasn’t until the middle of the 20th century that Austin’s Latinx population started to boom and rival the size of its Black community. As that migration progressed, Mexican-American families also began to be concentrated in East Austin and to the south, often replacing low-income White residents. By this time the Latinx population had surpassed that of African-Americans and was spread throughout more parts of the city.

In response to the growing Latinx populations, Austin started developing a new “tri-racial” form of segregation. While state regulations and court rulings often classified Latinx residents as white, a clear separation remained between Mexican immigrants and the state’s White population. While no court cases conclusively proved an official, public segregation of Latinx, the

of color remain concentrated to the east and south of the city.

But Austin’s divisions run deeper than where its residents live. The policies that spawned a geographic divide set the stage for a sharp economic divide as well. Red-lining not only blocked most residents of color from the country’s single-largest accumulation of household wealth, it also denied them the compound interest that future generations could derive from such affluence.

Their exclusion from that wealth has calcified through an increasingly complex mix of social dynamics – subtle and unintentional forms of discrimination, disadvantaged schools, higher crime rates and passive public policies that maintain the status quo. Together, these forces divided Austin in the past and keep it divided today. The metro area has one of the highest rates of income segregation in the country, a factor that could ultimately limit the ability of Austin’s youth to climb the income ladder and bolster the region’s future prosperity.

HONORING EIGHT YEARS OF THE NATION'S FIRST BLACK PRESIDENT



November 4, 2008 ushered in what was for an entire global community, one of the most hopeful eras of modern times. Riding the rhythm of waves of humanity, of every hue and persuasion, cheering “Sí Se Puede”, the electorate of the United States of America chose as President, the first African American in its then 232-year history. Barack Hussein Obama II, son of an African immigrant father and a White American mother, accomplished what generations of Black people silently hoped, unceasingly prayed, but could hardly imagine for, in the redemption of a people so brutally, carelessly, and intentionally scarred. Hope that this, the historic election of the upright, dashing handsome junior senator from Illinois as the nation’s 44th Commander-in-Chief, was indication that race and racism could be openly and purposefully addressed from the highest office in the land. Hope that America was turning the corner, perhaps the last corner, on the long path to recovery from the beliefs, behaviors and outcomes of its chronic, constructed disease. A hope that we could, would truly become post-racial.

The audacity of such hope. Defined as both the willingness to take bold risks, and, rude or disrespectful behavior, audacity, would indeed characterize what was to become this two-term Presidency. That bluster, freezing cold day President Obama took the Oath of Office, he was watched by millions who dared to dream. Millions stood on the National Mall. Millions tuned in digitally. Millions more eager to deride, berate and slander those dreams and the idea that they could even be dreamt. For all of them, race was at the center. Perhaps now, we could indeed have a Courageous Conversation about race. Barack Obama remains the only presidential candidate or sitting President compelled to give multiple national addresses specifically about race.

None before and none in this current season, given the horrific events of just the last year, even in campaign halls. The forced abandonment of a Black spiritual mentor and respected pastor; his calling out of the stupidity of a White police officer in the arrest of a highly regarded Black scholar for entering his own home; the thoughtful reflection he offered about the possibility of a hypothetical son looking like the Black teen murdered by

a White law enforcement “wannabe”; the senseless killings of prayerful Black congregants and heroic, peaceful White police officers. The White man nor woman vying to replace him have not been so compelled by conscience nor politics.

The countless departures from decorum in the nation’s most revered sanctums of the legislative, judicial and executive branches, declaring “it’s the policies, not race” in an attempt to shroud the perpetual systems, 400 years in the making, that have made racism America’s most enduring export, have not, however, dampened nor dulled this President’s sense of purpose

THE CALL FOR, NOR THE CONVERSATION ITSELF, CANNOT JUST BE FROM THE ONLY BLACK PRESIDENT WE’VE EVER HAD, BUT FROM EVERY PRESIDENT WE EVER HAVE AGAIN.

or hope, nor the grace with which he conveys the same. But the work of the critically needed dialogue(s) is not done. It’s hardly begun. The call for, nor the conversation itself, cannot just be from the only Black President we’ve ever had, but from every President we ever have again.

As we approach the end of these 8 years of President Barack Obama, in the words of one of the most important voices of this time, Ta-Nehisi Coates reminds, “America’s struggle is to become not post-racial, but post-racist. We should seek not a world where the black race and the white race live in harmony, but a world in which the terms black and white have no real political meaning. The Obama-Era qualifier is also inherently flawed, because it assumes that the long struggle that commenced when the first enslaved African arrived on American soil centuries ago could somehow be resolved in an instant, by the mere presence of a man who is not a king. These two flaws, taken together, expose a kind of fear, not of having a “conversation about race” but of asking the right questions about racism....and we will need a lot more than a good president—than a great president....” to dispel that fear and the silence that keeps it in place.

Thank you President Obama for your magnificent example and hope and dreams of Sí Se Puede!



SINCE LAST WE MET, HAVE YOU NOTICED? DO YOU REMEMBER?

SEPTEMBER 2015

Ta-Nehisi Coates Named a MacArthur Genius

The John D. and Catherine T. MacArthur Foundation cites Coates as “a highly distinctive voice [who is] emerging as a leading interpreter of American concerns to a new generation of media-savvy audiences and having a profound impact on the discussion of race and racism in this country.”

NOVEMBER 2015

Mizzou Hunger Strike Catalyzes A Renovation in Leadership

Jonathan Butler, a University of Missouri graduate student, garnered national attention after a seven-day hunger strike that led to the resignation of the Missouri University System President Tim Wolfe.

Marcha do Empoderamento Crespo

Thousands of Afro-Brazilian women gathered in Salvador da Bahia, Brazil for the first ever Natural Hair Empowerment March. The march was organized by Lorena Lacerda, Andrea and Naiara Souza Gouveia. The historic march took place on November 7, which is exactly 41 years after the historic first march that marked the start of the Black Power movement in Bahia in 1974. (Janel Martinez, aintilatina.com)

Black Lives Matter Outside Minneapolis’ 4th Police Precinct

In the space of a few weeks, they created intentional community, mourned, celebrated, fed the hungry, sheltered the homeless, clothed and warmed the freezing cold, taught and counseled militant non-violence, organized supplies, meals, medics and security crews and coordinated marches and demonstrations at other sites. All the while, they kept Jamar Clark, an unarmed Black man killed by police, in the consciousness of city, state and federal officials and kept dominant/mainstream media at bay. This was truly a reflection of Minneapolis’ Better Self.

DECEMBER 2015

#NotTheSame Highlights Diversity of the Asian Diaspora

The Asian and Pacific Islander American Scholarship Fund launched the #NotTheSame campaign to bring public attention to the plurality of Asian identities, perspectives, and experiences. More than a hashtag, the campaign features thirty-second PSAs broadcast online and on national television.

Chinese Immigrants Surpass Mexican Immigrants to California

Data from the U.S. Census Bureau and the Public Policy Institute of California reveal that China has replaced Mexico as the country sending the most immigrants each year to California.

FEBRUARY 2016

Pope Francis Names the “Human Tragedy” of Forced Migration

Citing poverty, violence, drug and human trafficking, and lawlessness as the root causes, the Pope proclaimed that “the human tragedy that is forced migration is a global phenomenon today.”

Hashing Out Awards: #OscarsSoWhite #TonysSoDiverse

The theater world is leaps and bounds ahead of other arts industries in its emphasis on broader representation. An all-white acting field at the Academy Awards drew widespread criticism while Tony nominations for performers of color numbered 14 out of the 40 selected (36%).



SINCE LAST WE MET, HAVE YOU NOTICED? DO YOU REMEMBER?

MARCH 2016

Kabul Unveils Monument to Farkhunda, A Lynched Woman

A year after an Afghan girl was lynched and her body set alight by an angry mob after being falsely accused of burning a copy of the Holy Quran, the Solidarity Party of Afghanistan unveiled the Sheheed Farkhunda Monument to be a symbol of emancipation of Afghan women from the captivity of fundamentalism and occupation.

President Obama Ends the Cold War with a Visit to Cuba

As the first sitting U.S. President to visit Cuba in 88 years, in a speech in Havana, President Obama says he wants to bury the last remnant of the Cold War in the Americas, and further repair U.S.-Cuba relations.

APRIL 2016

Prince.

On April 21, 2016, Prince made the rain purple and demonstrated once again what it sounds like when doves cry. In his last interview with Rolling Stone he spoke of death, saying “No, I don’t think about gone. I just think about the future when I don’t want to speak in real time.”

Lemonade Becomes a Cultural Tidal Force

On April 23, 2016, Bey releases *Lemonade* on her husband’s music service, Tidal. Meagan Carpentier sums it best, “There is no other living musical artist who could ignite such a broad and unavoidable conversation just by releasing a new album – even a visual one.”

MAY 2016

Asian-American Congresswomen Change Federal Language

U.S. Sen. Mazie Hirono, D-HI, and Rep. Grace Meng, D-NY introduced a bill to remove derogatory racial terms from federal literature. “Oriental,” “Negro,” “Indian,” and “Eskimo” will be removed from existing US codes and replaced with contemporary, accepted terms. The bill, H.R. 4238, passed the Senate unanimously.

NPR Launches the Code Switch Podcast

Recognizing the pervasiveness of whiteness in its programming and perspective, NPR opened broadcast space for journalists of color to explore race and identity in the context of current events. To date, they’ve lent multiple perspectives to the Confederate flag, television’s characters of color, and the experiences of Black police officers, among several other intriguing topics.

JUNE 2016

Heartbreak at Pulse, Orlando

The nation’s deadliest mass shooting took place at a gay bar that catered to Latino and Black men. That night, the country lost 49 people, watched 53 escape with injuries, and wondered, once again, how the politics of identity stay so deeply woven into the politics of violence.

Jesse Williams Accepts Awards, Not the Status Quo

On June 26, 2016, TV Star Jesse Williams received the Humanitarian Award during the BET Awards in Los Angeles and delivered an inspirational, centered acceptance address about race. None could deny that he spoke his truth when he said, “If you have no interest in equal rights for Black people, then don’t make suggestions to those that do.”



TEN WAYS TO SHOW REFLECTIONS OF OUR BETTER SELVES

Be mindful and attentive to how race impacts and intersects other dimensions of identity like wealth, class, gender, and sexuality.

Get and stay centered on the Compass. Take good care of your physical, emotional and spiritual health. We need to see you next fall in your absolute top shape!

Build your racial autobiography by adding stories of your journey into greater racial consciousness. Share these stories with others - even and especially when you're uncomfortable doing so.

Name your talents and share them with your community. Teach others how to surpass them.

Identify the elements of CCAR Protocol that are most challenging for you to practice. Strengthen your weakness through exercise and practice. On your journey home each day, take a moment to evaluate how you did and how you could do better.

Meditate.

Enroll four newly-discovered colleagues in a monthly conference call. Plan to update one another on your challenges, accomplishments and realizations in your equity work. The support, camaraderie and accountability will fortify you.

Clarify, fortify and act in your Personal Racial Equity Purpose (PREP) through collaboration with racial equity leaders with whom you've connected at 2016 Summit.

Engage in deep self-reflection with the goal of naming your beliefs regarding race and racial equity in your workplace. Transformation begins with knowledge of self.

Apply your 2016 Summit lessons across the personal, professional, and organizational dimensions of your life.



ACKNOWLEDGMENTS

Pacific Educational Group wishes to acknowledge and extend special thanks to everyone who has made this National Summit for Courageous Conversation possible:

Each of our NSCC 2016 participants representing public and independent schools, higher education institutions, corporate entities, municipal governments and community organizations from more than twenty states and five countries.

All of our esteemed session presenters and keynote speakers, who have shared their successes and challenges in the spirit of collaboration and engagement with the critical issues we face.

The wonderfully professional staff in sales, food and beverage, guest services, and housekeeping that worked so hard to make our experience at the Austin Hyatt Regency Hotel a success.

Corwin for their invaluable partnership and support.

Austin Community College for their support of the Higher Education Racial Think Tank.

The City of Austin, Texas for their hospitality and engagement.

Laura Bloomberg, Stephanie Hawley, and Mark Gooden for their higher education engagement, expertise and inspiration.

Denny Robles and the Wieden & Kennedy team who created the marvelous design, representation and brand development for the National Summit For Courageous Conversation.

Our Educators of Ceremony, Dr. Darnisa Amante and Dr. Veronica Benavides, whose brilliance, elegance, and passion for equity kept the National Summit for Courageous Conversation focused and on point.

Christopher Davidson, D.J. Davidson, Rob Culp, Little Fish Productions, Rechodrick Brent, and the entire Master Class Production Team for their media support.

Gabriel Gima / Marquet and B. Slade for the 2016 Summit animation.

RC & The Gritz for an unforgettable night with unforgettable music.

Our many local volunteers whose support and assistance has been invaluable.

Our family members who helped us undertake the impossible once again, and who paved the way for hundreds of passionate leaders of racial equity from across the country to reunite in Austin and continue striving to transform public education.

The professional staff, consultants, and affiliates of Pacific Educational Group would like to thank each and every National Summit for Courageous Conversation 2016 participant for engaging, sustaining and deepening the dialogue about race and society.

Janet L. Perkins
Tonica Abdur-Salaam
Nikol Brandon
Jeff Blaskower
Courtlandt Butts
David Davidson

Rie Gilsdorf
Tony Hudson
Leidene King
Chris Lim
Deborah McKnight
Marcus Moore

Glenn Singleton
Luis Versalles
Dr. Will Walker
Dr. Lori A. Watson
Shaundra Williams

And finally, to any and all whom we may have overlooked...we gratefully thank you!

We hope you will look forward to sharing another year of your essential work toward achieving systemic racial equity when we convene in Detroit, MI in 2017. Have a safe and pleasant journey home.



JOIN US NEXT YEAR IN

DETROIT

OCTOBER 14-18, 2017



Pacific Educational Group thanks you for what you've brought to the 2016 Summit, and we're even more appreciative of what you'll take with you. We're already looking forward to sharing another year's worth of learning and achievement, understanding and progress at The 2017 National Summit for Courageous Conversation. The Detroit Marriott at the Renaissance Center will be our host as we fortify and celebrate our systemic racial equity work. Our gathering will be an opportunity to commemorate the 50th anniversary of the Detroit Race Riots. Until we meet again, we wish you a safe and pleasant year and a triumphant experience wherever your journey takes you.

