FACILITATOR GUIDE

MAKING GOOD *on the* PROMISE

BRAVE DIALOGUES:

A Guide to Discussing Racial Equity in Career Technical Education

ADVANCE CTE
State Leaders Connecting Learning to Work

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INTRODUCTION

The purpose of Brave Dialogues: A Guide to Discussing Racial Equity in Career Technical Education is to provide state Career Technical Education (CTE) leaders with tools to engage in discussion around racial equity in CTE and to support state CTE leaders in creating an environment in which all stakeholders have the language and comfort to discuss challenges and opportunities related to racial equity in CTE.

This guide is designed to help state CTE leaders facilitate conversations that build equity-minded leaders. Equity-minded leaders are leaders who intentionally focus on the education outcomes of historically marginalized learners. There are three components of an equity-minded leader[1]. Equity-minded leaders are:

- Race-conscious — they notice and question patterns of educational outcomes that reveal opportunity gaps and view inequities in the context of a history of exclusion and discrimination;
- Aware that beliefs, expectations and practices can be racialized unintentionally through implicit biases; and
- Willing to actively work to dismantle systems that perpetuate inequity.

This guide can be used in various contexts including professional development; diversity, equity and inclusion training; opportunity gap analysis; decision-making and funding initiatives (in conjunction with data); and Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Comprehensive Local Needs Assessment (CLNA) implementation.

Through five sessions ranging from 60 minutes to 90 minutes, this guide will walk participants of brave dialogue through critical self-reflection. The timing and frequency of each session will vary depending on the availability of participants and facilitators, organizational needs, etc. However, it is recommended that sessions take place no less than one week apart but no more than one month apart. This pacing is to ensure that participants have adequate time to process information and build on their new learning.

Participants also should complete readings, videos and other work prior to some of the sessions, which will take about one hour per session. The materials were carefully selected to support participants through their critical self-reflection. It is recommended to provide enough time between sessions for participants to complete this pre-work.

While this guide is intentionally structured around the framework toward critical self-reflection, there is flexibility in how you can use it. The sessions are strategically sequenced. It is strongly encouraged that every group complete each session. Each component of the framework toward critical self-reflection is vitally important. Without awareness and knowledge, efforts to address inequities are unlikely to be successful and may be perceived as superficial or performative. However, recognizing that every group may be at different places in their equity journey, you may want to select only the components or sessions that are relevant to your needs or adjust the suggested times to allow for more discussion. Please feel free to make whatever decisions are best for you and the participants.

Additionally, this guide is designed to be used for either in-person or virtual audiences. Notations are made throughout this facilitation guide to illustrate how you can adjust facilitation for different settings.

This facilitation guide is designed to help those leading brave dialogues by providing guidance and direction on how to walk participants through the framework toward critical self-reflection (page 3 of the participant version of this guide). This facilitation guide is also designed to help those leading brave dialogues foster a learning environment that supports participants in the challenging work of authentic engagement around issues related to equity, with a focus on racial equity, in CTE.

While this guide is not meant to replace a professional diversity, equity and inclusion workshop, it is strongly recommended that facilitators of the activities in this guide read **GUIDE TO RESPECTFUL CONVERSATIONS** as preparation for leading the brave dialogues that follow. This resource provides many helpful suggestions for creating a space where participants can "express and listen to each other's lived experiences and where both their experience and someone else's are incorporated into a larger communal narrative.[2]"

SELECTING FACILITATORS

Selecting the facilitator(s) for leading brave dialogues is essential to achieving the desired outcomes. The number of facilitators will depend on the size of the group; however, having at least two facilitators would allow for dividing facilitation responsibilities. A general guideline is at least one facilitator for every 15 participants. Given the sensitive nature of the content being discussed, it is recommended that the sessions have no more than 30 participants total to allow for more intimate engagement.

In general, the facilitator(s) should have knowledge of CTE generally — and in your state, specifically — along with an understanding of the historical and present-day challenges of equity and access in CTE. Since the facilitator(s) will be guiding discussions that challenge systemic inequities, biases and stereotypes, it is imperative that they are able to use culturally responsive language that is inclusive and respectful of diverse groups and of people of different social identities.

Other important skills for a facilitator include the ability to:

- Stimulate interaction without bias;
- Create and maintain a safe environment for all to be engaged;
- Actively listen;
- Provide structure for discussion that differentiates learning styles;
- Question and challenge thinking; and
- Provide feedback that focuses on observations rather than judgments.

While these characteristics may be found in an individual within the organizing institution, you may also want to consider an outside facilitator who would be impartial and is not involved in the day-to-day functions related to the participants' core work responsibilities. Bringing in someone from outside helps to provide a brave environment in which participants feel free to express their ideas and observations. It also helps address issues of positionality, as participants may feel more comfortable engaging if someone who does not manage or supervise their work is leading the dialogues.

SESSION PREPARATION TIMELINE AND CHECKLIST

The following checklist should be reviewed by the facilitator and session organizer to ensure that they have a common understanding of the timeline for preparation and agree on who is responsible for each task. In some cases, these decisions may need to be made collaboratively; in other cases, the organizer may be handling all the logistics regarding preparation.

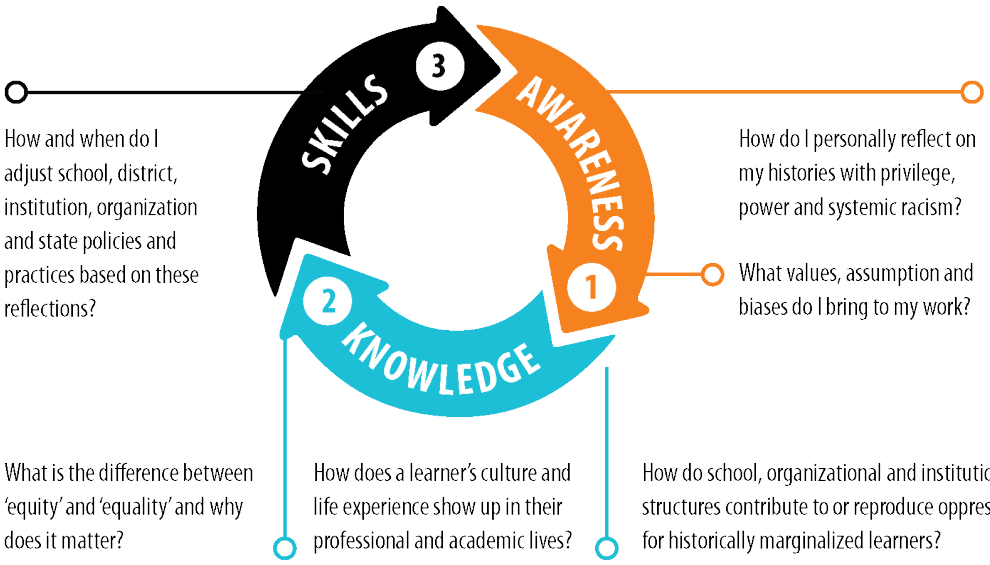
- Clarify your purpose and desired outcomes.
- Identify facilitator(s) and participants.
- Select a date/time/location for the sessions.
- Review the agenda and content for the session(s) being facilitated. Make any specific modifications in times and/or content.
- Send out invitations with registration information and include an overall description of the session(s) along with any pre-work for the session(s). Note that the pre-work for each session is designed to take approximately one hour, though actual time will vary based on each participant.
- (If in-person) Print any documents you will need. Gather supplies (e.g., whiteboards, pens, sticky notes). Ensure that you have any audiovisual equipment set up.
- (If virtual) Prepare any virtual collaboration tools (e.g., setting up a Google JamBoard).
- Have evaluations ready for participants.
- Send a follow-up email with next steps (if any) and any promised follow-up materials.

EVALUATIONS

Evaluations are important components of each session and the overall guide. The evaluation can help the facilitator(s) and organizer understand whether the learning objectives were met, if the structure of the session met learner needs, and how future sessions can be improved. A sample evaluation form is located in the appendix of this facilitation guide.

STRUCTURE OF THE GUIDE

The equity discussion guide is structured around the framework toward critical self-reflection. The framework has three components, each with different sessions and objectives aimed at answering the guiding questions. The structure is as follows:



Adapted from Culturally Responsive School Leadership by Muhammad Khalifa (2018).[3]

COMPONENT ONE: AWARENESS

Participants become **aware** of their own values, assumptions and biases as they relate to issues of race and race relations and what impact those biases may have on others. In CTE, awareness means understanding how your values, assumptions and biases can affect your approach to the work in terms of setting priorities, determining what questions to ask or not to ask, or designing policies or programs in ways that maintain or reproduce oppressive systems.

GUIDING QUESTIONS:

1. *How do I personally reflect on my issues with privilege, power and oppression?*

2. *What values, assumptions and biases do I bring to my work?*

Session 1:
IDENTITY
60 MINUTES

Objective: Participants will explore their own identities, the concept of multiple identities, and how their identities influence their work in CTE.

Session 2:
IMPLICIT BIAS
90 MINUTES

Objective: Participants will explore the concept of implicit bias and how implicit bias can affect their work in CTE.

Session 3:
PRIVILEGE
90 MINUTES

Objective: Participants will explore the concept of privilege, examine any privileges they may have, and reflect on the ways privilege shows up in policymaking or leadership in CTE.

COMPONENT TWO: KNOWLEDGE

Greater awareness clears the way to becoming more knowledgeable. After participants become aware, they then become knowledgeable about the life experiences and historical backgrounds of diverse groups in society. They understand how these differences affect the choices and behaviors of people who belong to different cultural, racial and ethnic groups; how those differences are frequently perceived by society and what meanings are attached to them; and within-group differences and the intersection of multiple identities. In CTE, becoming knowledgeable means understanding that people carry their identities — and all of the associated history, biases and assumptions — throughout every aspect of their life. Because of the ways education and policy broadly and CTE specifically were inequitably designed, CTE education and policy structures must take an equity-minded approach to identifying and interrupting oppressive systems.

GUIDING QUESTIONS:

1. *What is the difference between "equity" and "equality" and why does it matter?*

2. *How does an individual's culture and life experiences show up in their professional and academic lives?*

3. *How do education and state policy structures contribute to or reproduce oppression for historically marginalized learners?*

Session 4:
EQUALITY vs. EQUITY
90 MINUTES

Objective: Participants will explore the distinctions between equality and equity and reflect on CTE policies, programs or practices within their purview that represent equality and/or equity.

Session 5:
STRUCTURAL RACISM
90 MINUTES

Objective: Participants will explore the concept of structural racism, consider how one's identity can affect their educational experience, and examine the ways biases and structural racism show up in CTE policies and practices.

COMPONENT THREE: SKILLS

Participants apply the awareness and knowledge components of the framework toward critical self-reflection by translating the awareness and knowledge into good policy and practice. In CTE, this means evaluating existing and forthcoming policies and practices to ensure that they are rooted in equity.

GUIDING QUESTIONS:

1. *How and when do I adjust policies and practices within my school district, institution, organization or state based on these reflections?*

2. *How do I develop new policies, programs, and initiatives that foster equity in CTE? How about racial equity specifically?*

Session 6:

EQUITY-MINDED POLICY and PRACTICE

90 MINUTES

Objective: Participants will apply their awareness and knowledge to explore ways they can design equity-minded policies and practices.

DELIVERING THE SESSIONS

OPENING SESSION

35 MINUTES

NOTE: This should accompany Session 1: Identity. This session will introduce participants to the equity discussion guide and the work ahead.

MATERIALS NEEDED

FACILITATOR:

- Brave Dialogues (Participant Version)
- Brave Dialogues (Facilitator Addendum)

If In Person

- Whiteboard or Large Chart Paper
- Post-It notes
- Pens
- Markers

If Virtual

- Virtual Whiteboard Set-Up

PARTICIPANT

- Brave Dialogues (Participant Version)

If In Person

- Paper, Pen/Pencil

PRE-WORK:

Facilitators and participants should have read pages 1-4 of the participant version of this guide.
Time to Complete: Approximately One Hour

ACTIVITIES

WELCOME:

10 MINUTES

- Welcome participants and thank them for being willing to actively work to dismantle systems that perpetuate inequity. Welcome participants and thank them for being willing to engage in brave dialogues to advance equity in CTE within their respective organization or institution.
- Have participants introduce themselves to one another. Participants can share their name, title/role, pronouns (if they like), and what they hope to get out of the sessions.

PURPOSE OF BRAVE DIALOUGES FOR YOUR GROUP

5 MINUTES

Explain to the group why your state decided to have these brave dialogues.
** Note that this will be unique to every group.*

REVIEW THE FRAMEWORK TOWARD CRITICAL SELF-REFLECTION

10 MINUTES

- Because the framework toward critical self-reflection will be the guiding structure over the six sessions, read through the framework aloud with the participants.

  The framework toward critical self-reflection is designed to support CTE leaders in becoming equity-minded leaders.

  ** Refer to the "Introduction" section of this facilitation guide for additional context you can provide participants on being an equity-minded leader.*

  ** Refer to the "Structure of the Guide" section of this facilitation guide for additional context you can provide participants on the framework toward critical self-reflection.*
- Discuss any questions or concerns. Ensure that everyone understands and is comfortable with the framework.

ESTABLISH COMMUNITY AGREEMENTS

10 MINUTES

- Explain the purpose of community agreements. If helpful, review page 4 of the participant version of this guide.
- Seek input from participants to build a list of community agreements that all participants agree to abide by.
  **Remind participants that community agreements are necessary to form brave spaces — spaces where participants take risks in dialogues focused on the topic of race and racism, showing courage and vulnerability. In brave spaces, participants will experience discomfort, but this feeling is not a bad thing.*

  **Encourage participants to check in with their heart, head and hands throughout each session.*
  Heart: What am I feeling? What emotions does this experience elicit?
  Head: What am I thinking? How will I actively reflect on this experience?
  Hands: What am I going to do? How will I turn my reflections into actions?
- If this is an in-person meeting, document community agreements on a flipchart, whiteboard, or some other visual easily accessible to participants.
- If this is a virtual meeting, document community agreements on a virtual whiteboard (e.g., Miro or Google JamBoard) or Google document.

SESSION 1: **IDENTITY**

60 MINUTES

NOTE: **Participants will explore their own identities, the concept of multiple identities, and how their identities influence their work in CTE.**

MATERIALS NEEDED

FACILITATOR:

- Brave Dialogues (Participant Version)
- Brave Dialogues (Facilitator Addendum)
- Evaluation Forms (or Links)

If In Person

- Whiteboard or Large Chart Paper
- Post-It notes
- Pens
- Markers

If Virtual

- Virtual Whiteboard Set-Up

PARTICIPANT

- Brave Dialogues (Participant Version)
- Story About Their Name

If In Person

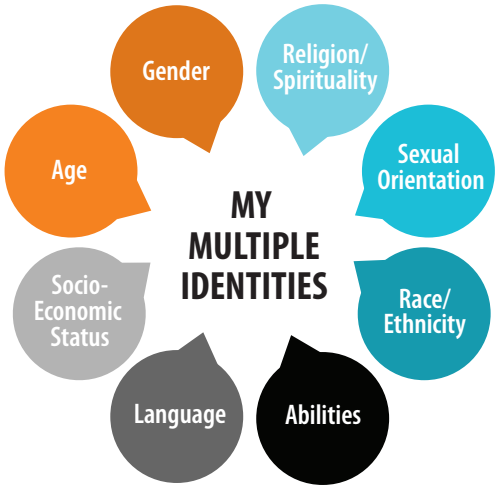
- Paper, Pen/Pencil

PRE-WORK:

Participants will write a short story (one to two pages) about their name. (No more than one hour)
Some suggestions to begin include:

- **Who gave you your name and why?**
- **What is the ethnic origin of your name?**
- **Does your name have any special meaning?**
- **What are your nicknames, if any?**
- **What do you prefer to be called?**

Encourage participants to be as creative as possible.
They can use poetry, include humor, etc. Participants should be prepared to share their short story with their colleagues.



Adapted from University of Southern California School of Social Work (2020).[4]

ACTIVITIES

SETTING THE STAGE:

10 MINUTES

- (5 minutes) Review the objective and context for this session with participants. (page 7).
- (5 minutes) Ask if participants have any reactions to what they read.

**Options for engagements:*

1. Ask each person to share (round-robin style).

2. Have participants share with a partner or in small groups; then pick a group or pair to share.

3. If virtual: Have each participant share in the chat box of the virtual platform you are using.

** Questions you can ask to guide engagement:*

1. What thoughts or feelings do you have after reading the context for this session?

2. What questions do you have about today's objective or learning activities?

APPLICATION

10 MINUTES

- The application of learning for this session is the My Fullest Name activity.
  CLICK HERE to learn more about this activity.
    - As pre-work, all participants should have written a short story about their names. Now, ask each participant to read their stories one by one.
    - Break participants into small groups (four to six participants) to share their stories with one another.

REFLECTION

10 MINUTES

- Bring the group back together. Open the conversation for reflection by asking the following questions:
    - How did it feel to share your story?
    - Why is this activity important?
    - What did you learn from this activity?

SMALL-GROUP OR PARTNER WORK

15 MINUTES

- (5 minutes) Leveraging the previous activity, connect the concept of identity to the participant's work in CTE and to the identities learners bring to their experience in CTE.
    - A person's name is just a one part of their identity. Ask participants what other identities learners bring with them.
      **Potential responses can include race/ethnicity, gender, (dis)ability, religion, socio-economic status, age, etc. It is important to reiterate that identity is not mutually exclusive. People can, and often do, take pride in having multiple identities.*
- (10 minutes) The next activity will allow participants to explore the different ways their identities affect their approach to their CTE work and the different ways learners' identities can affect their experience in CTE programs.
- Create small groups or pairs if the group is small enough. Ask participants in each group to discuss the questions below.
    - How might your identities show up at work?
      **Possible response: "I may not consider a perspective that is not aligned with my identity or experiences I have had related to my identity."*
    - How might your identities influence your work?
      **Possible response: "I may help my colleagues understand the impact of a policy proposal based on my identity or experiences I have had related to my identity."*
    - How might a learner's identities show up in different CTE programs?
      **Possible response: "A learner might be reluctant to enroll in a program of study because they do not see others who look like them in the classes or among program faculty."*
- Ask each group to identify a note-taker to share key takeaways from the discussion with the whole group without tying comments to specific individuals.

DISCUSSION

5 MINUTES

Ask each group to take turns sharing a key takeaway from their discussion.

10 MINUTES

Session 1:

CLOSING

- If in person: Ask each participant to pair with a partner and share one comment or reflection on today's learning. If the group is small enough, this step can be done in a whole-group setting.
- If virtual: Ask each participant to share one comment or reflection on today's learning in the chat box of your virtual platform. Pick a few to read aloud. If the group is small enough, this step can be done verbally in a whole-group setting.
- Review the learning objective and reiterate key takeaways.
- Remind participants to complete the evaluation
- Remind participants of what to expect for the next session (if applicable).

KEY SESSION TAKEAWAYS :

- **Everyone has multiple identities that they carry with them throughout their daily life, including work and education experiences.**
- **A person's identity can be complicated and associated with difficult histories of marginalization and exclusion. These histories, and their implications, can affect the decisions people make, how they view the world and those within it, and how they experience the world.**

SESSION 2: IMPLICIT BIAS

90 MINUTES

OBJECTIVE: Participants will explore the concept of implicit bias and how implicit bias can affect their work in CTE.

MATERIALS NEEDED

FACILITATOR:

- Brave Dialogues (Participant Version)
- Brave Dialogues (Facilitator Addendum)
- Evaluation Forms (or Links)

If In Person

- Whiteboard or Large Chart Paper
- Post-It notes
- Pens
- Markers
- Projector or Other Audiovisual Set-Up to Play Videos From the Internet

If Virtual

- Virtual Whiteboard Set-Up

PARTICIPANT

- Brave Dialogues (Participant Version)

If In Person

- Paper, Pen/Pencil

PRE-WORK:
TIME TO COMPLETE: APPROXIMATELY ONE HOUR

WATCH:

WHAT IS IMPLICIT BIAS?

by Kirwan Institute[5] (5 minutes)

WATCH:

MITIGATING UNWANTED BIAS: INDIVIDUAL INTERVENTIONS

by Kirwan Institute[6] (3 minutes)

ACTIVITIES

WELCOME

10 MINUTES

- Open the discussion by asking participants to share a reflection on the previous session. Some guiding questions can be:
    - How do you feel after reflecting on the previous session?
    - What lingering thoughts or questions do you have after the previous session?
- Revisit the community agreements. Reread them and confirm that these agreements are still working for participants. Make any necessary adjustments based on participant responses.

**NOTE: If this is your first session, then do not follow this welcome activity. Instead, complete the Opening Session agenda and then return to the Session 2 agenda to complete the activities.*

SETTING THE STAGE

15 MINUTES

- (5 minutes) Review the objective and context for this session (page 8). Briefly summarize the key takeaways and lessons from the pre-work.

- (10 minutes) Invite participants to reflect on the pre-reading and context for the session.
  **Options for engagement:*
  1. Ask each person to share (round-robin style).
  2. Have participants share with a partner or in small groups; then pick a group or pair to share.
  3. If virtual: Have each participant share in the chat box of the virtual platform you are using.

  **Questions you can ask to guide engagement:*
  1. What thoughts or feelings do you have after watching the pre-work videos or reading the context for this session?
  2. What questions do you have about today's objective or learning activities?

- Key Takeaways from What Is Implicit Bias?
    - Definition of implicit bias: The attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner.
    - Biases can be neutral, positive or negative (e.g., a bias toward a particular color).
    - People can have biases without being aware of them — that is what makes them implicit or unconscious.
    - Sometimes our implicit biases can be based on inaccurate information or stereotypes.
    - Implicit biases can affect our decisions, perceptions and behaviors.
    - Actions and decisions resulting from our implicit biases can create real-world barriers to equity and opportunity.
    - Because institutions are built and run by people, a leader's implicit bias can help to create biased institutions whose policies and practices also create real-world barriers to equity and opportunity.

SETTING THE STAGE CONT'D

- Key Takeaways from Mitigating Unwanted Bias – Individual Interventions
  Strategies you can take to mitigate unwanted biases and match your good intentions with desired outcomes include:
    - Becoming aware of your own biases;
    - Practicing mindfulness and perspective taking;
    - Meditating with a focus on historically marginalized populations;
    - Having inter-group contact; and
    - Gaining exposure to counter-stereotypical examples.

APPLICATION

7 MINUTES

- The applicaton of learning for this session will be based on the **OUR HIDDEN BIASES** video developed by Project ABC and produced by Picture Alternatives.
  Note: Project ABC has created a **RESOURCE to support anyone using the video as a tool to engage in meaningful conversations about implicit bias. It is strongly encouraged that the facilitator read this resource as additional guidance.*
- Provide context for the video. This video follows a young Black child through a series of experiences in which he is a victim of implicit biases held by teachers, law enforcement and other community members.
- Use the link above to show the video (4 minutes, 44 seconds).
- After the video, ask participants to process and reflect in small groups.

REFLECTION

23 MINUTES

- Once the video has finished, place participants in small groups (four to six participants) or pair them with a partner if the group is small enough.
- Instruct participants to process the video by reflecting on the following questions
    - What did you notice in the video?
    - What is the experience of the child?
    - In which moments could implicit bias have influenced behaviors or decisions about the child?
- Gaining exposure to counter-stereotypical examples.
- Ask each group to identify a note-taker to share key takeaways with the whole group without tying comments to specific individuals.

WHOLE-GROUP DISCUSSION

25 MINUTES

- (10 minutes) Ask each group to take turns sharing key takeaways from their small-group reflections.
- (15 minutes) After each group has shared, discuss the following questions:
    - How might implicit biases show up in your role within CTE and your interactions with learners?
    - How might they show up in other roles?
    - As CTE leaders, how can you recognize and interrupt implicit biases when they show up in your work?

Session 2:

CLOSING

10 MINUTES

- If in person: Ask each participant to pair with a partner and share one comment or reflection on today's learning. If the group is small enough, this step can be done in a whole-group setting.
- If virtual: Ask each participant to share one comment or reflection on today's learning in the chat box of your virtual platform. Pick a few to read aloud. If the group is small enough, this step can be done verbally in a whole-group setting.
- Review the learning objective and reiterate key takeaways.
- Remind participants to complete the evaluation.
- Remind participants of what to expect for the next session (if applicable).

KEY SESSION TAKEAWAYS :

- **Even though Our Hidden Biases is centered on a young child, biases (implicit and explicit) occur at every stage of a learner's life and can have lifelong implications.**
- **As leaders in CTE, it is important to reflect on how biases have affected our decisions. What biases might we have about learners from historically marginalized groups? How have these biases seeped into decisions about policy? How have these biases seeped into interactions with learners?**
- **Once we have identified our biases, we must consider ways to interrupt them. Examples of ways to interrupt biases include reading and learning about the histories of marginalized populations, intentionally thinking about marginalized populations in a positive manner, increasing interactions with people who are different from us, and being exposed to people from historically marginalized groups who challenge our biases.**

SESSION 3: **PRIVILEGE**

90 MINUTES

OBJECTIVE: **Participants will explore the concept of privilege, examine any privileges they may have, and reflect on the ways privilege shows up in policymaking or leadership in CTE.**

MATERIALS NEEDED

FACILITATOR:

- Brave Dialogues (Participant Version)
- Brave Dialogues (Facilitator Addendum)
- Evaluation Forms (or Links)

If In Person

- Whiteboard or Large Chart Paper
- Post-It notes
- Pens
- Markers

If Virtual

- Virtual Whiteboard Set-Up

PARTICIPANT

- Brave Dialogues (Participant Version)
- How Privileged Are You? Quiz Results

If In Person

- Paper, Pen/Pencil

PRE-WORK:
TIME TO COMPLETE: APPROXIMATELY ONE HOUR

READ:

WHITE PRIVILEGE: UNPACKING THE INVISIBLE KNAPSACK

by Peggy McIntosh[7]

READ:

THE ORIGINS OF "PRIVILEGE"

by Joshua Rothman[8]

WATCH:

"BREAKING DOWN WHITE PRIVILEGE"

from the Oprah Winfrey Network (1 minute)[9]

TAKE THE QUIZ:

HOW PRIVILEGED ARE YOU?

by Buzzfeed[10]

ACTIVITIES

WELCOME

10 MINUTES

- Open the discussion by asking participants to share a reflection on the previous session. Some guiding questions can be:
    - How do you feel after reflecting on the previous session?
    - What lingering thoughts or questions do you have after the previous session?
- Revisit the community agreements. Reread them and confirm that these agreements are still working for participants. Make any necessary adjustments based on participant responses.

**NOTE: If this is your first session, then do not follow this welcome activity. Instead, complete the Opening Session agenda and then return to the Session 3 agenda to complete the activities.*

SETTING THE STAGE

15 MINUTES

- (5 minutes) Review the objective and context for this session (page 8). Briefly summarize the key takeaways and lessons from the pre-work.
- (10 minutes) Invite participants to reflect on the pre-reading and context for the session.
  **Options for engagement:*
  1. Ask each person to share (round-robin style).
  2. Have participants share with a partner or in small groups; then pick a group or pair to share.
  3. If virtual: Have each participant share in the chat box of the virtual platform you are using.

  **Questions you can ask to guide engagement:*
  1. What thoughts or feelings do you have after watching the pre-work videos or reading the context for this session?
  2. What questions do you have about today's objective or learning activities?

APPLICATION

25 MINUTES

- (5 minutes) This application of learning for this session will be based on the How Privileged Are You? quiz and the pre-reading.
  **Although participants will be discussing the meaning of privilege in their small groups, it may be helpful to have a baseline understanding of the term. Provide them with the definition (see Key Session Takeaways below) or ask participants to offer suggestions based on the pre-reading or their background knowledge.*

APPLICATION CON'T

- (20 minutes) Break the participants into small groups (four to six participants). Instruct participants to engage in a discussion using the guiding questions below:
    - What is privilege?
    - We all have privileges. What are yours?
    - Were you surprised by any of the privileges you found in your invisible knapsack?
    - What are you likely to see/miss because of your privileges?
    - How might privilege affect policymaking and/or education leadership?
    - What are some ways that privilege can influence who can access high-quality CTE programs and who is successful in CTE?
- Ask each group to identify a note-taker to share key takeaways from the discussion with the whole group without tying comments to specific individuals.

WHOLE-GROUP REFLECTION

30 MINUTES

- (10 minutes) Ask each group to share key takeaways from their group's reflection.
- (20 minutes) To facilitate conversation, ask participants to respond to their colleagues' reflections using the following guiding questions:
    - What did you hear from other groups that resonated with you?
    - How might this reflection lead to changes in the way you approach your work?

Session 3:

CLOSING

10 MINUTES

- If in person: Ask each participant to pair with a partner and share one comment or reflection on today's learning. If the group is small enough, this step can be done in a whole-group setting.
- If virtual: Ask each participant to share one comment or reflection on today's learning in the chat box of your virtual platform. Pick a few to read aloud. If the group is small enough, this step can be done verbally in a whole-group setting.
- Review the learning objective and reiterate key takeaways.
- Remind participants to complete the evaluation.
- Remind participants of what to expect for the next session (if applicable).

KEY SESSION TAKEAWAYS :

- Privilege is defined as a benefit from unearned advantages. It is not inherently a bad thing.
- In CTE, privilege may look like not feeling the need to "prove" your skills or ability because you are a White male in a program of study that is over-represented by White males.
- Privilege extends beyond race. Examples of privileges outside of race include gender privilege, ability privilege or language privilege.
- People are not to blame for having privileges. Most people do not think about, do not acknowledge or are not even aware of their privileges.
- Because of privilege, CTE leaders may be unlikely to see or consider how their policy decisions might affect learners from historically marginalized communities. They may miss the unintended consequences from their decisions or the root causes of opportunity gaps.
- One cannot help the privileges they have. However, it is imperative to be aware of one's privileges, how those privileges affect the lives of those who have it or those who do not, and how one can use their privilege to advocate on behalf of those without.

SESSION 4: EQUALITY VS. EQUITY

90 MINUTES

OBJECTIVE: Participants will explore the distinctions between equality and equity and reflect on CTE policies, programs or practices within their purview that represent equality and/or equity.

MATERIALS NEEDED

FACILITATOR:

- Brave Dialogues (Participant Version)
- Brave Dialogues (Facilitator Addendum)
- Evaluation Forms (or Link)

If In Person

- Copies of Equality vs. Equity Activity Sheet
- Whiteboard or Large Chart Paper
- Post-It notes
- Pens
- Markers

If Virtual

- Virtual Whiteboard Set-Up

PARTICIPANT

- Brave Dialogues (Participant Version)
- Equality vs. Equity Activity Sheet

If In Person

- Paper, Pen/Pencil

PRE-WORK:
TIME TO COMPLETE: APPROXIMATELY ONE HOUR

READ:

MAKING GOOD ON THE PROMISE: UNDERSTANDING THE EQUITY CHALLENGE IN CTE

by Advance CTE[11]

READ:

WHEN THE RULES ARE FAIR, BUT THE GAME ISN'T

by Muktha Jost, Edward Whitfield and Mark Jost[12]

READ:

EDUCATION NARRATIVES: I WAS AN "ACCIDENTAL RACIST" WHO HELPED DENY EDUCATION TO OTHERS

by Scott Jenkins[13]

ACTIVITIES

WELCOME

10 MINUTES

- Open the discussion by asking participants to share a reflection on the previous session. Some guiding questions can be:
    - How do you feel after reflecting on the previous session?
    - What lingering thoughts or questions do you have after the previous session?
- Revisit the community agreements. Reread them and confirm that these agreements are still working for participants. Make any necessary adjustments based on participant responses.

**NOTE: If this is your first session, then do not follow this welcome activity. Instead, complete the Opening Session agenda and then return to the Session 4 agenda to complete the activities.*

SETTING THE STAGE

15 MINUTES

- (5 minutes) Review the objective and context for this session (pages 11-12). Briefly summarize the key takeaways and lessons from the pre-work.
- (10 minutes) Invite participants to reflect on the pre-reading and context for the session.
  **Options for engagement:*
  1. Ask each person to share (round-robin style).
  2. Have participants share with a partner or in small groups; then pick a group or pair to share.
  3. If virtual: Have each participant share in the chat box of the virtual platform you are using.

  **Questions you can ask to guide engagement:*
  1. What thoughts or feelings do you have after watching the pre-work videos or reading the context for this session?
  2. What questions do you have about today's objective or learning activities?

APPLICATION

12 MINUTES

- The application of learning for this session asks participants to make connections between the context provided in the participant version of the equity discussion guide and the pre-work readings, particularly the Making Good on the Promise report by Advance CTE.
- Lead participants in a discussion reflecting on equity in CTE using these guiding questions:
    - Why is it important to distinguish between equality and equity?
    - How is this distinction important to your work in CTE?
    - What are examples of treating CTE learners with equality that might not actually be fair or may limit their success?
    - How are learners treated/supported in an equitable CTE system?
- Key Points
    - Equality means treating everyone the same: a color-blind approach.
    - Equity, on the other hand, acknowledges the differences in learners — understanding that learners have different needs — and provides resources based on those needs.

EQUALITY VS. EQUITY

15 MINUTES

- Tell participants that they will now take a quiz on equality vs. equity. (In the participant discussion guide, see Appendix A for the quiz and Appendix B for the answer key. Participants also have the answer key but instruct them not to look at the answer key until you tell them.)
    - Tell participants that this quiz asks them to indicate whether a policy or practice is an example of equality or equity.
    - (5 minutes) Allow participants to work with a partner or in a small group to complete the quiz.
    - (10 minutes) Bring the whole group back together to discuss the answers.

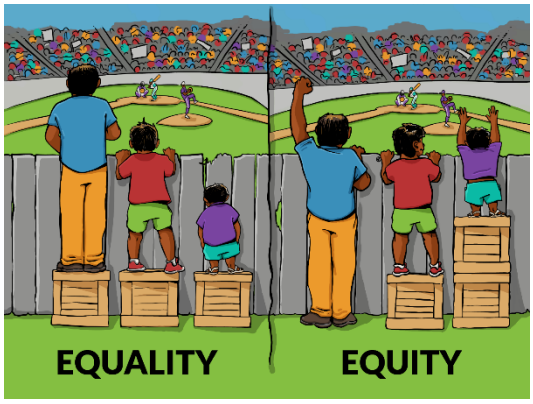


Image courtesy of Interaction Institute for Social Change | Artist: Angus Maguire. Retrieved from https://interactioninstitute.org/illustrating-equality-vs-equity/ and http://madewithangus.com/ [14]

APPLYING AN EQUITY LENS TO AN OPPORTUNITY GAP

18 MINUTES

- (3 minutes overview/introduction to activity) To continue applying learning, participants will now work with their colleagues to address an opportunity gap by applying an equity lens.
  **Note: An opportunity gap can be defined as a disparity in access or performance between one or more learner groups — for example, if the data shows that English language learners are less likely to earn an industry-recognized credential or that female learners are over-represented in programs of study that, on average, have lower wages than other programs of study.*

Image courtesy of the Robert Wood Johnson Foundation (2017).[16]

- Present participants with the fictitious data representing opportunity gaps in a fictitious school district (see Appendix C in the equity discussion guide).
  - Graph one: Shows the enrollment of CTE learners compared to all high school learners in the school district by gender. In this example, female learners are under-represented by 2 percentage points compared to all learners in the district.
  - Graph two: Shows the enrollment of CTE learners compared to all high school learners in the school district by race/ethnicity. In this example, Latinx learners are under-represented by 8 percentage points, Black learners are under-represented by 3 percentage points, and White learners are over-represented by 10 percentage points. Asian learners are evenly represented.
  - Graph three: Shows the enrollment of CTE learners compared to all high school learners in the school district by special population. Learners with disabilities are over-represented by 6 percentage points, economically disadvantaged learners are over-represented by 12 percentage points, and English language learners are under-represented by 4 percentage points.
- Place participants into small groups (four to six people each). Assign each group one of the opportunity gaps — either the race/ethnicity gaps or one of the special population gaps. If there are more groups than there are gaps, assign the same opportunity gap to multiple groups.
- (15 minutes) Ask participants to discuss the following question in small groups: How might this school district address the opportunity gap in a way that promotes equity, not just equality?
- Ask each group to select a note-taker to share their strategy with the full group after the discussion.

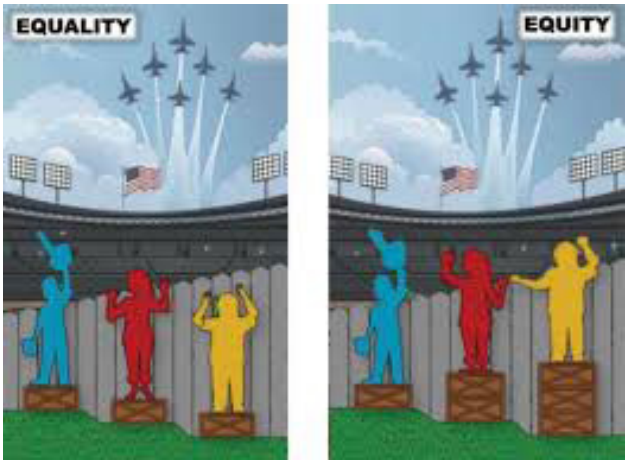


Image courtesy of the Equity in Education Coalition and retrieved from Pittsburgh Public Schools (2019.[15]

REFLECTION

10 MINUTES

- Have each group share their opportunity or performance gap and their plan to address the gap in a way that promotes equity.
- Ask participants to react to their colleagues' ideas. Guiding questions to start the conversation can be:
    - What you think of this plan?
    - Do you think this plan would be equitable and why?
    - What are some challenges or barriers to implementing this plan?

Session 4:

CLOSING

10 MINUTES

- If in person: Ask each participant to pair with a partner and share one comment or reflection on today's learning. If the group is small enough, this step can be done in a whole-group setting.
- If virtual: Ask each participant to share one comment or reflection on today's learning in the chat box of your virtual platform. Pick a few to read aloud. If the group is small enough, this step can be done verbally in a whole-group setting.
- Review the learning objective and reiterate key takeaways.
- Remind participants to complete the evaluation.
- Remind participants of what to expect for the next session (if applicable).

KEY SESSION TAKEAWAYS :

- **Equality means treating everyone the same: a color-blind approach.**
- **Equity, on the other hand, acknowledges the differences in learners — understanding that learners have different needs — and provides resources based on those needs.**
- **CTE leaders must distinguish between equality and equity because it is important to ensure that (1) policy decisions reflect and address the ways learners from non-privileged groups have been historically and intentionally marginalized and (2) learners have what they need to be successful.**
- **Equality provides for a universal approach to an issue although everyone is not universally affected to the same extent, if at all. Equity provides for an approach that accounts for unique needs that different population groups may have to ensure everyone's success — with an intentional focus on groups historically excluded from that success.**
- **While distributing resources equitably is important, it is also important to note that in solving for racial equity, the challenges do not lie with the individuals. This deficit frame, which inherently views differences in individuals as a challenge, does not lead to equitable policies and practices.**
- **By contrast, an asset frame celebrates differences in individuals and recognizes that each person brings talents and gifts that can be nurtured and developed when given the opportunity.**

SESSION 5: STRUCTURAL RACISM

90 MINUTES

OBJECTIVE: **Participants will explore the concept of structural racism, consider how one's identity can affect their educational experience, and examine the ways biases and structural racism show up in CTE policies and practices.**

MATERIALS NEEDED

FACILITATOR:

- Brave Dialogues (Participant Version)
- Brave Dialogues (Facilitator Addendum)
- Evaluation Forms (or Link)

If In Person

- Whiteboard or Large Chart Paper
- Post-It notes
- Pens
- Markers

If Virtual

- Virtual Whiteboard Set-Up

PARTICIPANT

- Brave Dialogues (Participant Version)

If In Person

- Paper, Pen/Pencil

PRE-WORK:
TIME TO COMPLETE: APPROXIMATELY ONE HOUR

WATCH:

IMPLICIT BIAS AND STRUCTURAL RACISM

by Kirwan Institute (5 minutes)[17]

WATCH:

THE RACE GAP: HOW U.S. SYSTEMIC RACISM PLAYS OUT IN BLACK LIVES

by Reuters (3 minutes)[18]

WATCH:

HOUSING SEGREGATION AND REDLINING IN AMERICA: A SHORT HISTORY

by NPR (6:30 minutes; explicit language)[19]

WATCH:

LIFE CYCLES OF INEQUITY: HIGH SCHOOL

by Race Forward (7 minutes)[20]

WATCH:

BLACK STUDENT VOICES: WHAT EDUCATORS SHOULD KNOW

by Education Week (5 minutes)[21]

WATCH:

LATINO EDUCATION AND ECONOMIC PROGRESS: RUNNING FASTER BUT STILL BEHIND

by the Georgetown Center for Education and the Workforce (3 minutes)[22]

READ:

THE ARCHITECTURE OF SEGREGATION

by Paul Jargowsky[23]

ACTIVITIES

WELCOME

10 MINUTES

- Open the discussion by asking participants to share a reflection on the previous session. Some guiding questions can be:
    - How do you feel after reflecting on the previous session?
    - What lingering thoughts or questions do you have after the previous session?
- Revisit the community agreements. Reread them and confirm that these agreements are still working for participants. Make any necessary adjustments based on participant responses.

**NOTE: If this is your first session, then do not follow this welcome activity. Instead, complete the Opening Session agenda and then return to the Session 5 agenda to complete the activities.*

SETTING THE STAGE

15 MINUTES

- (5 minutes) Review the objective and context for this session (pages 11-12). Briefly summarize the key takeaways and lessons from the pre-work.
- (10 minutes) Invite participants to reflect on the pre-reading and context for the session.
  **Options for engagement:*
  1. Ask each person to share (round-robin style).
  2. Have participants share with a partner or in small groups; then pick a group or pair to share.
  3. If virtual: Have each participant share in the chat box of the virtual platform you are using.

  **Questions you can ask to guide engagement:*
  1. What thoughts or feelings do you have after watching the pre-work videos or reading the context for this session?
  2. What questions do you have about today's objective or learning activities?

- Key Takeaways From Implicit Bias and Structural Racism
    - Structural and explicit racism determine how people experience the world around them.
    - America was built in a way that did not include all members of society.
    - The intentional policies that have been enacted throughout history, which resulted in the marginalization and exclusion of certain groups of people, permeate today's society.
    - It is important to focus on inequities and move forward with intentionality about addressing these challenges with a lens of racial equity.
    - To do this, we must move past blaming people for "their problems" and recognize the role of systems in perpetuating inequities. This recognition leads to considering how to implement holistically policies that lift up entire communities.

WHOLE-GROUP DISCUSSION

15 MINUTES

- Reflecting on the pre-work videos and The Architecture of Segregation, ask participants to discuss the following questions as a whole group:
    - How might one's identity affect their experience in the education system?
      **Possible Answers: Learners from low-income communities may have attended poorly resourced schools, which affects their access to high-quality education experiences. Black, Latinx and immigrant learners are disproportionately living in poverty and are disproportionately likely to have been affected by poverty (e.g., experiencing food and housing insecurity, inadequate health care), which affects one's ability to be successful in school.*
    - How might having multiple identities affect their experiences?
      **Possible Answers: A learner from a historically marginalized community likely has to deal with biases, intentionally marginalizing public policy and lack of privileges. For example, a Black learner who is also from a low-income community will likely have to deal with issues of racism and the effects of poverty. A learner who is disabled and an English language learner will likely have to deal with biases and stereotypes associated with the disability along with any language challenges they might face.*
- Options for engagement:
  1. Ask each person to share (round-robin style).
  2. Have participants share with a partner or in small groups; then pick a group or pair to share.
  3. If virtual: Have each participant share in the chat box of the virtual platform you are using.

APPLICATION

30 MINUTES

- The application of learning for this session will involve creating a fishbone diagram and mapping ways implicit bias and structural racism show up in CTE policy and practices.
- (5 minutes) Introduce and describe the fishbone diagram tool.
    - A fishbone diagram is a visual way to brainstorm and identify possible causes of a problem by sorting ideas into useful categories. In this visual, the problem statement is displayed at the head of the fish while possible causes are listed on the smaller bones under various categories. Team members work collaboratively to brainstorm, question and consider alternative causes from various perspectives during this exercise.
    - The fishbone diagram can be helpful in identifying causes that might not have been considered by asking questions and digging beyond the surface to better understand systems and underlying processes that may be contributing to and/or causing the identified opportunity gap.
    - More than one root cause can be identified through this approach.

APPLICATION CONT'D

- (10 minutes) Direct participants to Appendix C (page 29) of the guide to review a completed sample fishbone diagram.
    - In this fictitious example, CTE leaders in a public school district are exploring biases and structural barriers that may contribute to the opportunity gap: Latinx learners are under-represented in a Design and Pre-Construction program of study.
    - When these CTE leaders began their discussions, they suggested that sometimes school counselors or administrators may not recommend Latinx learners for this program of study because they perceive that the courses may be too challenging for these learners or that Latinx learners simply may not be interested in this program of study — examples of implicit bias. During their discussions, the CTE leaders also realized that the recruitment materials are provided only in English and many of their Latinx learners come from families whose first language is not English. This structural barrier could limit Latinx learner enrollment in the Design and Pre-Construction program. The CTE leaders also realized that the program is not located in communities where most Latinx families live. This structural barrier makes it difficult and unlikely for Latinx learners to enroll in the program.
- After reviewing the completed sample, ask participants if they have any questions or to suggest additional biases or structural barriers.
- (5 minutes) Once the discussion is complete, turn participants' attention to page 15 in the guide. Instruct participants to read the directions for their learning activity. Participants will complete their own fishbone diagram using U.S. Department of Education data on the percentage of high school learners who become CTE concentrators. The data provided shows several examples of opportunity gaps: Female, Black, Latinx and Asian learners and English language learners are all less likely than the average learner to become a CTE concentrator. By contrast, Male, White and Native learners are more likely than the average learner to become a CTE concentrator.
- (10 minutes) Place participants in small groups (four to six participants). Instruct participants to use the fishbone diagram in Appendix E (page 30), identify one opportunity gap, and explore the bias and structural barriers that may be contributing to the opportunity gap presented. Participants should be prepared to share their fishbone diagram with the whole group.

REFLECTION

10 MINUTES

- Bring the group back together. Have each group take turns sharing out and discussing their fishbone diagram.
- After each group has shared, ask participants to react. If no one volunteers a response, guiding questions to start the conversation can be:What you think of this plan?
    - Did you agree with the examples of implicit or structural biases presented by your colleagues? Why or why not?
    - What other examples of implicit or structural biases do you believe might be present at your school, organization, district or institution?
    - How might you work to interrupt these biases?
- Tell participants they will need to keep their fishbone diagrams for use in the next session

Session 5:

CLOSING

10 MINUTES

- If in person: Ask each participant to pair with a partner and share one comment or reflection on today's learning. If the group is small enough, this step can be done in a whole-group setting.
- If virtual: Ask each participant to share one comment or reflection on today's learning in the chat box of your virtual platform. Pick a few to read aloud. If the group is small enough, this step can be done verbally in a whole-group setting.
- Review the learning objective and reiterate key takeaways.
- Remind participants to complete the evaluation.
- Remind participants of what to expect for the next session (if applicable).

KEY SESSION TAKEAWAYS :

- **The disparities in opportunities and outcomes between historically marginalized learner groups and their White peers is not by accident; they are the result of intentional policy decisions rooted in racism and implicit and explicit biases.**
- **Even if the most explicit and egregious policy decisions (e.g., the intentional tracking of learners who are Black, from low-income families or an immigrant or who have a disability into low-quality CTE programs) were made decades ago, the impact of those policies permeates the world we live in today.**
- **To dismantle and transform structural racism, CTE leaders must understand the history of marginalized communities, the policies and practices that have intentionally excluded learners from marginalized communities, and how marginalized communities are still affected by those policies today.**
- **CTE leaders must also consider how they unconsciously perpetuate inequitable policies and practices. For example, are immigrant learners being recommended to pursue certain programs of study based on stereotypes or biases about what they may be interested in or good at?**

SESSION 6: EQUITY-MINDED POLICY AND PRACTICE

90 MINUTES

OBJECTIVE: **Participants will apply their awareness and knowledge to explore ways they can design equity-minded policies and practices.**

MATERIALS NEEDED

FACILITATOR:

- Brave Dialogues (Participant Version)
- Brave Dialogues (Facilitator Addendum)
- Evaluation Forms (or Link)

If In Person

- Whiteboard or Large Chart Paper
- Post-It notes
- Pens
- Markers

If Virtual

- Virtual Whiteboard Set-Up

PARTICIPANT

- Brave Dialogues (Participant Version)
- Completed Fishbone Diagram From Session 5

If In Person

- Paper, Pen/Pencil

PRE-WORK:
TIME TO COMPLETE: APPROXIMATELY ONE HOUR

WATCH:

MITIGATING UNWANTED BIAS – INSTITUTIONAL INTERVENTIONS

by Kirwan Institute (4 minutes)[24]

READ:

VOICE FROM THE FIELD: HOW COMMUNITY COLLEGES ARE ADVANCING EQUITY IN CAREER AND TECHNICAL EDUCATION

by MDRC [25]

READ:

RACIAL EQUITY: POLICY DESIGN AND ADVOCACY

by Prosperity Now[26]

ACTIVITIES

WELCOME

10 MINUTES

- Open the discussion by asking participants to share a reflection on the previous session. Some guiding questions can be:
    - How do you feel after reflecting on the previous session?
    - What lingering thoughts or questions do you have after the previous session?
- Revisit the community agreements. Reread them and confirm that these agreements are still working for participants. Make any necessary adjustments based on participant responses.

**NOTE: If this is your first session, then do not follow this welcome activity. Instead, complete the Opening Session agenda and then return to the Session 6 agenda to complete the activities.*

SETTING THE STAGE

15 MINUTES

- (5 minutes) Review the objective and context for this session (pages 18-19). Briefly summarize the key takeaways and lessons from the pre-work.
- (5 minutes) Invite participants to reflect on the pre-reading and context for the session.
  **Options for engagement:*
  1. Ask each person to share (round-robin style).
  2. Have participants share with a partner or in small groups; then pick a group or pair to share.
  3. If virtual: Have each participant share in the chat box of the virtual platform you are using.
- (5 minutes) Remind participants that this is an important part of the series of conversations because the intent is to build equity-minded leaders. Ask participants
    - What does it mean to be an equity-minded leader?
    - How can you be an equity-minded leader?
    - What challenges exist to being an equity-minded leader? How can you work to overcome those challenges?
    - What resources or supports do you think you would need to become an equity-minded leader?
- Key Takeaways From Mitigating Unwanted Bias
    - The individual interventions (see Session 2) for mitigating biases are also helpful for institutional interventions (e.g., mindfulness and collecting data on equity).
    - Civic engagement — engaging members from the community, especially historically marginalized communities — is critical to mitigating institutional biases.
    - **SIX PRINCIPLES FOR EQUITABLE CIVIC ENGAGEMENT** goes into detail about each principle:
        - Embracing the gifts of diversity;
        - Realizing the role of race, power and injustice;
        - Radical hospitality: invitation and listening;
        - Trust-building and commitment;
        - Honoring dissent and embracing protest; and
        - Adaptability to community change.

DISCUSSION

15 MINUTES

- This discussion will be based on the pre-readings and participant experiences. For pre-reading, participants read Voice From the Field: How Community Colleges Are Advancing Equity in Career and Technical Education. The purpose of this reading is to understand examples of applying an equity lens to policy and practice. Although focused on community colleges, this report discusses factors that can contribute to inequities that are applicable in both secondary and postsecondary contexts. Likewise, the report offers strategies that are applicable to both sectors including:
    - Adopting creative recruitment strategies such as diversifying marketing materials and highlighting the long-term benefits of a program to promote equitable and diverse enrollment;
    - Providing targeted and individually tailored coaching and support networks; and
    - Leveraging local partnerships.
- Begin the conversation by asking the following questions to participants:
    - What were some of the equity challenges in the MDRC pre-reading? How did the community colleges address these challenges through policy and practice?
    - How have you seen education and workforce programs in your state or community work to design equitable policies, programs or practices for CTE? If you have not seen examples of this work, what have been the challenges and barriers?
    - What challenges and barriers do you foresee going forward? How might you proactively work to address these challenges and barriers?
- Options for engagement:
  1. Ask each person to share (round-robin style).
  2. Have participants share with a partner or in small groups; then pick a group or pair to share.
  3. If virtual: Have each participant share in the chat box of the virtual platform you are using.

APPLICATION

30 MINUTES

- The application of learning for this session asks participants to design equity-minded solutions to common challenges in CTE.
    - There are three scenarios in the equity guide (pages 19-20). The first scenario will be discussed collaboratively as a whole group. The second scenario will be discussed in small groups (two to three people). For the third scenario, participants will revisit the fishbone diagram exercise with the same groups from Session 5.
    - For each scenario, participants are asked to identify the problem, equity challenges and possible equity-minded solutions.

- (7 minutes) Read the first scenario and, as a group, ask participants to first identify the problem, then the equity challenge and then the solution. Provide an opportunity for participants to discuss among themselves the answers or explain why they provided their answer.
    - Scenario 1: A small school district has an open enrollment policy for all of its CTE programs of study. However, the school district has only two area technical center campuses, both located in middle-class suburbs. The school district does not provide transportation.
        - Problem: The area technical center campuses are located in middle-class suburbs
        - Equity Challenges (Possible Answers): These campuses are not easily accessible to learners with low-income if they do not live in the suburbs. Transportation is also an issue as public transit does not typically operate in the suburbs with the same frequency compared to more urban areas, if it operates at all. Ask participants to identify other potential equity challenges.
        - Possible Solutions (Possible Answers): Open an area technical center in a more central area that is easily accessible to learners with low-income and urban learners, offer CTE programs of study in other schools outside of the area technical centers, and/or provide transportation to the area technical centers. Ask participants to identify other possible solutions.
- (5 minutes) Break participants into small groups of two to three. Instruct them to repeat the same process as the first scenario, discussing among themselves the problem, equity challenges and possible solutions.
- (5 minutes) Bring the whole group together again to discuss.
    - Scenario 2: A community college examines enrollment and completion data for its remedial education courses. When doing so, the college discovers that a disproportionate percentage of learners in remedial education are learners with low income and first-time-in-college learners. As a result, these learners are taking longer to complete their programs of study — if they complete at all.
        - Problem: Learners from low-income families and learners in college for the first time are disproportionately represented in remedial courses.
        - Equity Challenges (Possible Answers): Because of the course placement policies, which can be barriers to enrolling in credit-bearing coursework, these learners experience lower completion rates, longer time to completion and higher debt burden than their peers
        - Possible Solutions: (Possible Answers): Develop a tutoring or academic coaching program targeted at these learners and/or re-evaluate the placement exams that determine whether learners are made to take remedial courses.
- (13 minutes) Break participants up into the same small groups that they worked with in Session 5 and instruct them to pull up their completed fishbone diagram from the previous session.
    - Scenario 3: (Note, participants will work on this in the same small groups that they worked with in Session 5. They will need their fishbone diagram.)
        - Remind participants that in Session 5 they completed a fishbone diagram exploring the ways implicit biases and structural racism can affect who becomes a CTE concentrator. They have already identified the problem and equity challenges. Now, working with the same group from Session 5, they will imagine that they are a state leader planning to use their state's Perkins V set-aside funds for recruiting learners with special population status to design a new policy initiative that would increase the percentage of learners who become CTE concentrators.
        - Participants should be prepared to share their solutions with the whole group.

SHARING AND REFLECTION

10 MINUTES

- Bring the group back together.
- Ask each small group to share the problem, equity challenges and solutions for Scenario 3.

Session 6:
CLOSING

10 MINUTES

- If in person: Ask each participant to pair with a partner and share one comment or reflection on today's learning. If the group is small enough, this step can be done in a whole-group setting.
- If virtual: Ask each participant to share one comment or reflection on today's learning in the chat box of your virtual platform. Pick a few to read aloud. If the group is small enough, this step can be done verbally in a whole-group setting.
- Review the learning objective and reiterate key takeaways.
- Remind participants to complete the evaluation.
- Remind participants of what to expect for the next session (if applicable).

KEY SESSION TAKEAWAYS :

- **The three components to being an equity-minded leader are:**
  - **Being race-conscious — noticing and questioning patterns of educational outcomes that reveal opportunity gaps and viewing inequities in the context of a history of exclusion and discrimination;**
  - **Being aware that beliefs, expectations and practices can be racialized unintentionally through implicit biases; and**
  - **Being willing to actively work to dismantle systems that perpetuate inequity.**
- **CTE leaders must be equity minded in their approach to policy and practice.**
  - **Each scenario in this session allows leaders to practice being equity-minded leaders.**
  - **Each equity challenge is the result of systems and structures that were influenced by biases — implicit, explicit and institutional.**
  - **Decisions about where schools and programs of study are located and who has access to them are influenced by structural factors such as public school funding and transportation as well as biases about who would want to enroll.**
  - **Requirements for placement into college courses may affect learners disproportionately, and without knowledge or consideration of their impact, these requirements could exacerbate inequities among historically marginalized learners.**
  - **Implicit biases and structural racism can affect the availability and accessibility of CTE programs, thus affecting enrollment in those programs.**
- **CTE leaders must approach every challenge through the lens of an equity-minded leader.**

CLOSING SESSION

25 MINUTES

NOTE: This session should happen in conjunction with Session 6.

MATERIALS NEEDED

FACILITATOR:

- Brave Dialogues (Participant Version)
- Brave Dialogues (Facilitator Addendum)
- Evaluation Forms (or Links)

If In Person

- Whiteboard or Large Chart Paper
- Post-It notes
- Pens
- Markers

If Virtual

- Virtual Whiteboard Set-Up

PARTICIPANT

- Brave Dialogues (Participant Version)

If In Person

- Paper, Pen/Pencil

REFLECTION

20 MINUTES

- Ask participants to share one thing they learned and plan to take with them in their work.
- If this session is in person:
  Have multiple pieces of large chart paper placed around the room. On each, write the following:
  - What is one thing you learned from this process?
  - How do you plan to incorporate what you have learned in your work?
  - How do you feel after this process?
  - How do you want your group to proceed after this process?

REFLECTION CONT'D

- Provide each participant with a set of sticky notes. Ask each participant to write their answers to these questions on the sticky notes and place them on the appropriate chart paper. Participants can have multiple responses to one or more of the questions. Be sure to provide ample sticky notes.
- After each participant has had a chance to place notes on the chart papers, allow participants to take a gallery walk — walk around the room and see what others have posted.
- Ask a few participants to share a final reflection about this process.
- Thank participants for their engagement and invite them to complete an evaluation.
  **Note: This activity can be modified as necessary depending on location, space or access to materials.*
- If this session is virtual:
  Repeat the activity as described above, but use a virtual whiteboard such as Miro or Google JamBoard. This activity could also be done using a shared document such as a Google document.

EVALUATION

5 MINUTES

- Provide participants with an evaluation.

APPENDIX:

SAMPLE EVALUATION FORM QUESTIONS

1. Please indicate the degree to which you agree or disagree that the following goals of the equity training session were met:
   [Insert session objectives here]
2. I understand my professional experiences that shape the lens through which I come to a discussion of equity. (Strongly Agree – Strongly Disagree)
3. I understand my personal experiences that shape the lens through which I come to a discussion of equity. (Strongly Agree – Strongly Disagree)
4. This session was effective at supporting [insert session objective]. (Strongly Agree – Strongly Disagree)
5. I felt comfortable participating in the session. (Strongly Agree – Strongly Disagree)
6. My knowledge of racial inequities and disparities that are present in organizational structures and systems increased as a result of this equity session. (Strongly Agree – Strongly Disagree)
7. I understand how to identify policies or practices that perpetuate inequities. (Strongly Agree – Strongly Disagree)
8. Are there any comments you would like to share to explain your response to any of the above questions? (Open-Ended)
9. Briefly describe (one to two sentences) how you plan to apply the knowledge gained from the training to your work. (Open-Ended)
10. What was most useful in the training session? (Open-Ended)
11. What was least useful in the training session? (Open-Ended)
12. Any other comments? (Open-Ended)

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