

SECOND ANNUAL

Ohio Family Engagement

— LEADERSHIP SUMMIT —



CHARTING NEW
TERRITORIES
in Family Engagement



THE OHIO STATE
UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT



Ohio Statewide
Family
Engagement
Center

at The Ohio State University



Learning Outcomes

- Identify the **historical connections** between race and education and explore the connections that create the **current conditions** that colleagues, students, & families experience
- Consider an approach to **reshaping educational institutions, structures, & environments**
- Describe the **CETE Approach to REDI**

Historical Connections & Current Conditions



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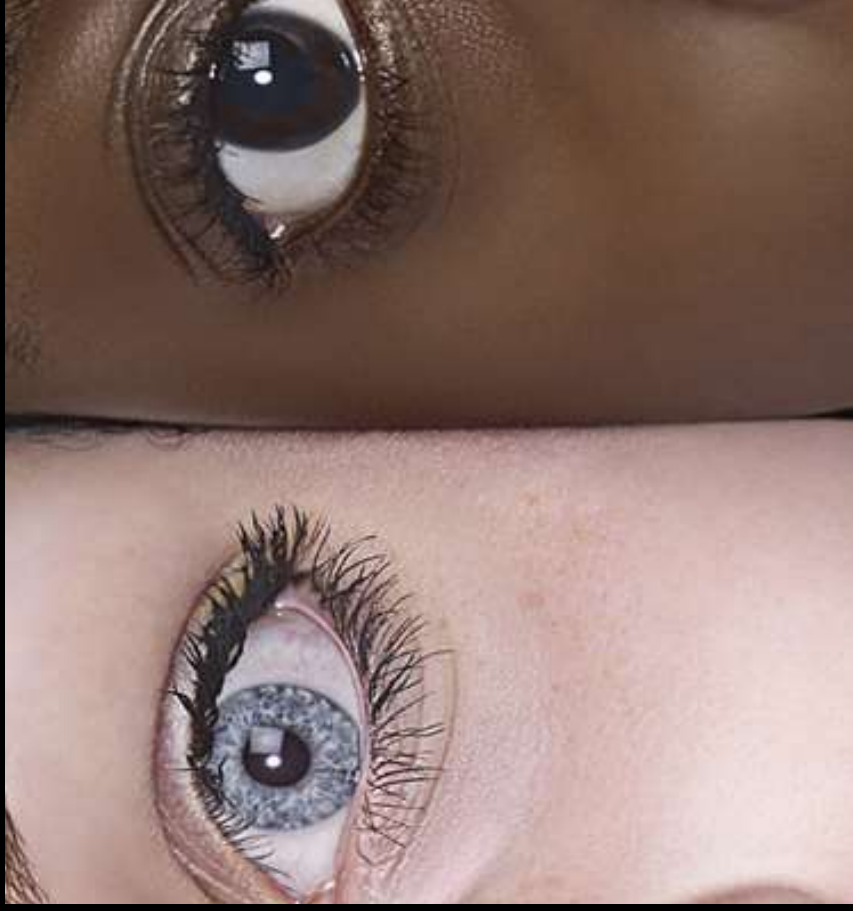
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The Racial Equity, Diversity and
Inclusion (REDI) Movement

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Worries



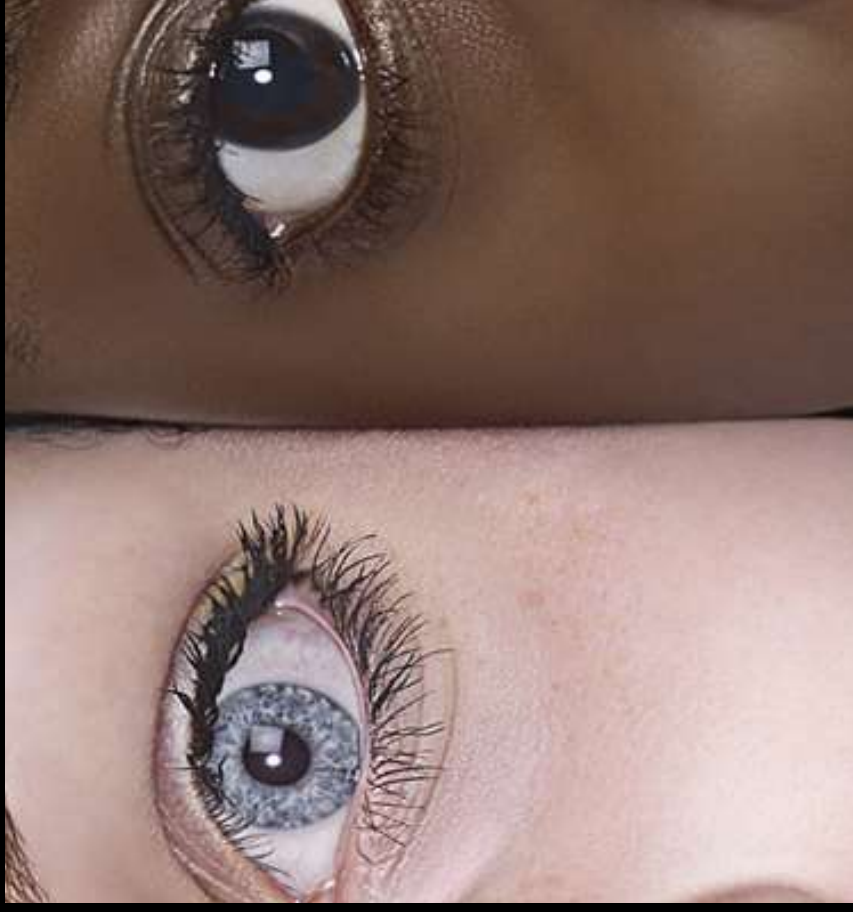
White

- I will be labeled a racist
- I am responsible for other's pain
- My concerns will never be addressed

Black

- Being told that it's "always about race"
- I will continue to be treated as inferior
- My concerns will not be addressed

Fears



White Worries

- Being called racist
- Being out on a limb
- Having to make major changes
- Things never going back to “normal”

Black Fears

- Performative activities
- Being left out on a limb
- No meaningful changes made
- Going back to the status quo

Anti-Racist & Inclusive Desires



**NOW
IS THE TIME
TO MAKE A
JUSTICE A
REALITY
FOR ALL**

MARTIN LUTHER KING



Including by nurturing

Loco Parentis:

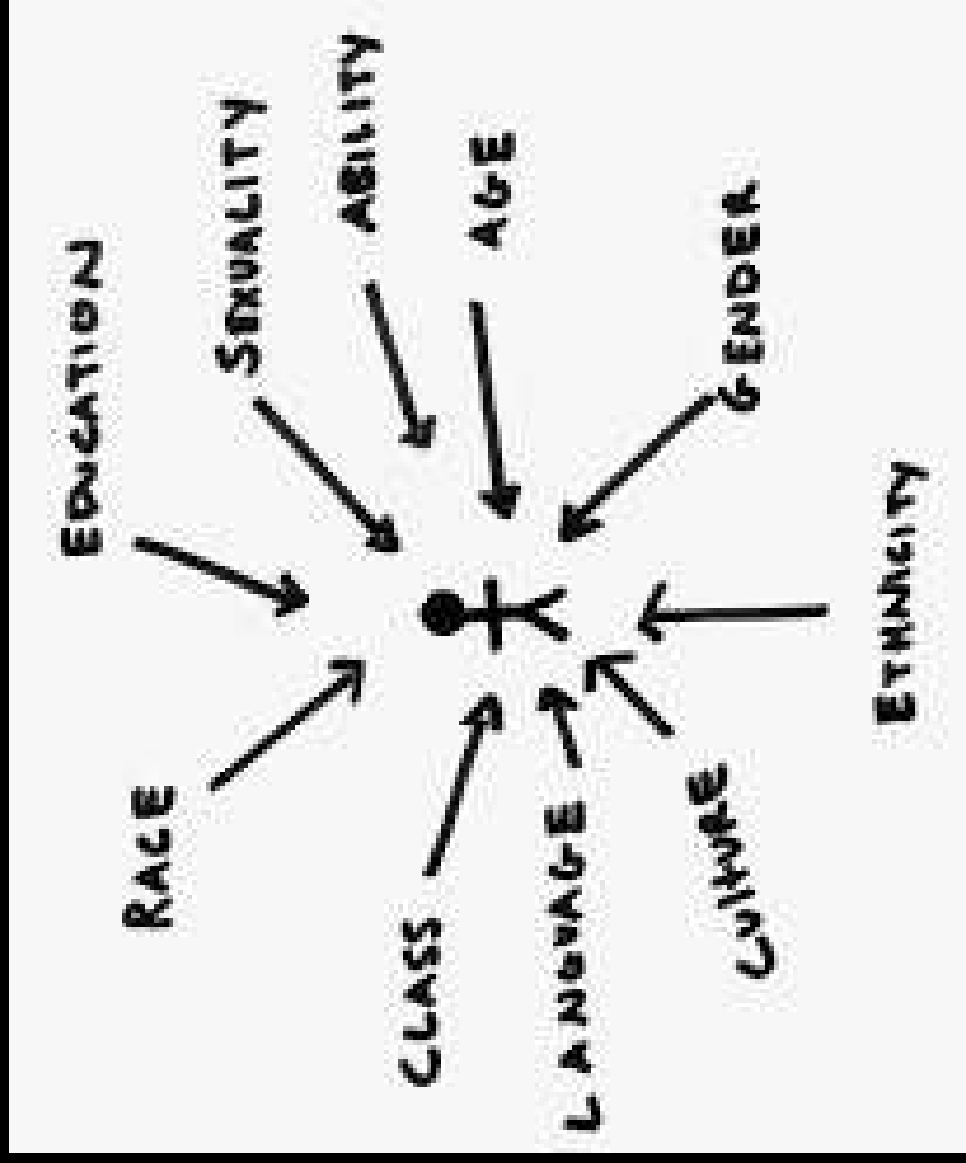
- Refers to the relationship between a parent and child
- Refers to the legal relationship educators hold in the lives of their students
- "in place of" or "instead of" a parent



Nurture:

- Care for
- Encourage
- Protect

Identity Driving Experiences





Bias Isn't Just A Police Problem, It's A Preschool Problem | Let's T...



Watch later

Share



Watch on YouTube

Looking Back to Move Forward



Race and Education: A Historical Perspective



There is no such thing as race. None.
There is just a human race --
scientifically, anthropologically.
Racism is a construct, a social
construct... it has a social function,
racism.

— *Toni Morrison* —

AZ QUOTES

In the past race has been used to exclude

Anti-Literacy Laws enacted in the 1700s and 1800s



“THE REASON OF THIS LAW ASSIGNED IN THE PREAMBLE IS THAT TEACHING SLAVES TO READ AND WRITE, TENDS TO EXCITE DISSATISFACTION IN THEIR MINDS, AND PRODUCE INSURRECTION AND REBELLION.”

Historically race has been used to exclude



- Eugenics of the 1920s later used as the basis of standardized testing
- Aptitude test used to sort, categorize and track students

As a part of our history, race has been used to exclude

Plessy v. Ferguson

Clark Doll Tests



Historically race has been used to exclude



Literacy test

Looking Back to Move Forward



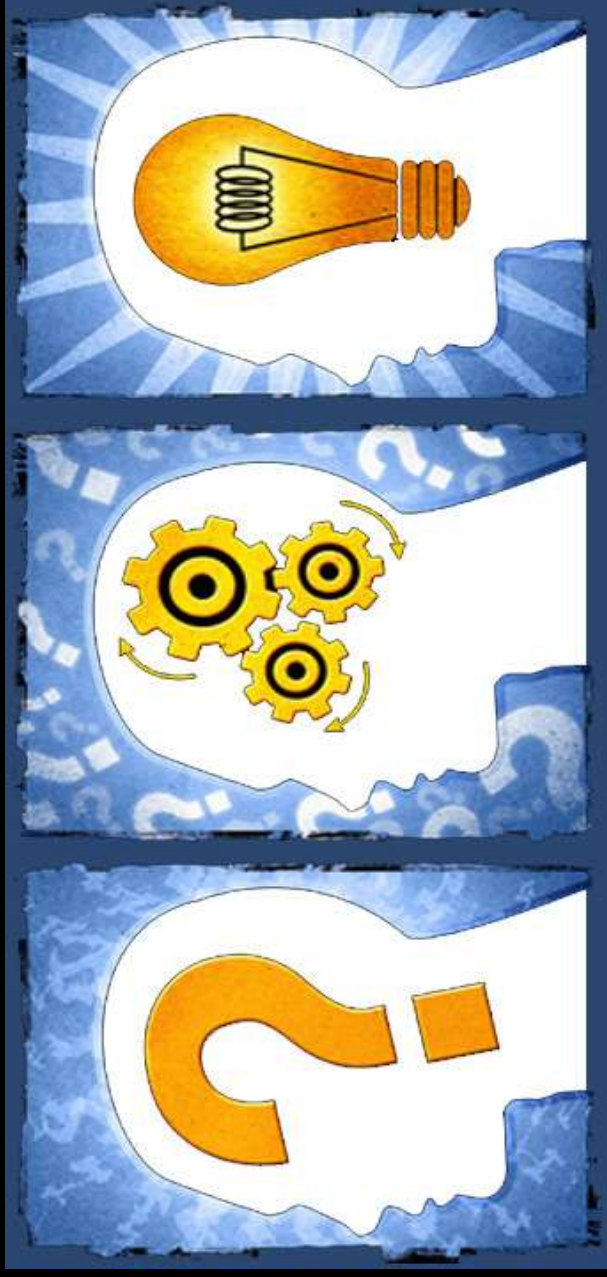
Race and Education and Me

Educational Race Exclusion...Is it historical?



- Teachers are biased too
- Big, Black, Boy
- Teacher mistreatment learned by students
- Disparities in gifted talented, SPED and services

Implicit Bias Matters



- Formed at a **young age**
- Childhood experiences **ingrain** them into our minds
- Automatic (**auto-pilot**)
- They create **preferences**, with some based on **inaccurate conclusions**
- **Concealed** and **suppressed** beliefs

- They can **create real world barriers**
- Can **disrupt our conscious commitments** to equity and diversity
- Not intentional, but **can have long-lasting impacts**
- Can lead to **institutional bias**

Bias...let's call them preferences

Implicit

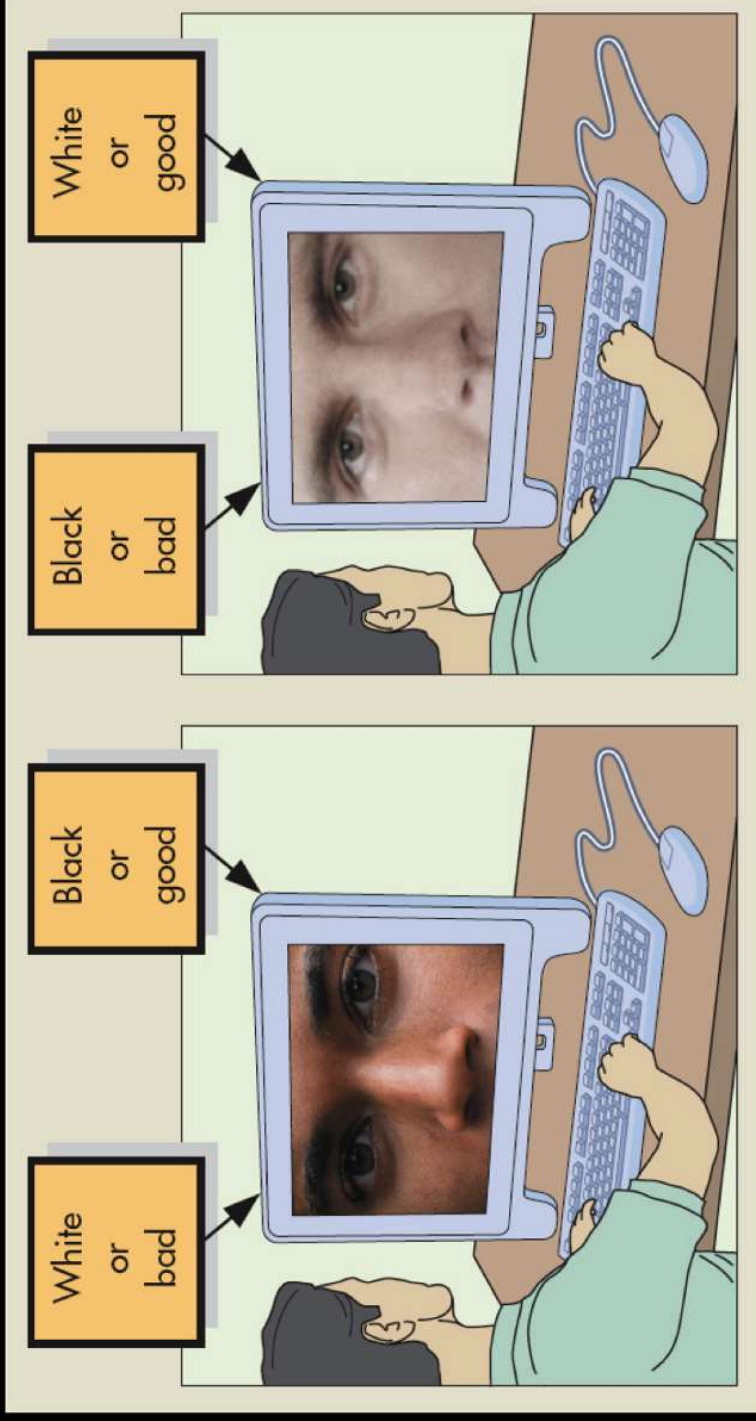
- Often unknown
- Not easily recognizable
- Can derail well-meaning anti-racist efforts
- Fuels microaggressions



Explicit

- Widely accepted as racist or wrong
- Blatant racialized policies or rules

Knowledge Implicit Association Test



**Racism is a marriage of racist policies
and racist ideas that produces and
normalizes racial inequities.**

Ibram X. Kendi

Let's Compare

Practices, Procedures, & Policies

- Application of an idea, belief that **becomes habitual**
- Set of **official agreed upon actions**
- Set of agreed upon ideas that create a **plan for how to do something**

Implicit Bias

- Automatic
- **Concealed or suppressed** beliefs
- Creates **preferences**
- Operates **barriers**
- Can lead to **institutional bias**

How to make DEI efforts long-lasting

- Treat it like a vaccination **series**; not a single dose (Intrapersonal)
 - Continue to **refine your lens**
- Build your **anti-racist endurance** (Interpersonal)
 - Prepare to go the distance
 - Prepare for the intensity
- Understand that it **benefits all of humanity** (Institutional/Societal)
 - Use perspective taking



Hiding in Plain Sight



Reshaping Educational Institutions, Structures, & Environments

Creating Race Nurturing Environments

How?

- Telescopic lens
- Magnifying lens
- Close the gaps
- Use equality to achieve equity



Where?

- Policy
- Procedure
- Practice

Creating Nurturing Environments



- Look broadly
- Look narrowly
- Understand the gaps and fill them

Creating Nurturing Environments



- **Practice** - Application of an idea or belief that comes a habit
- **Procedure** - Set of actions that become official and accepted way
- **Policy** - Set of ideas, rules or a plan of what to do that is agreed upon

Beyond Inclusion: Application & Activation

- Practice
- Policy
- Procedure



- Race
- Gender
- Culture
- Class
- Ability
- Education
- Sexuality
- Ethnicity
- Age
- Language



Reshaping Educational Institutions, Structures, & Environments



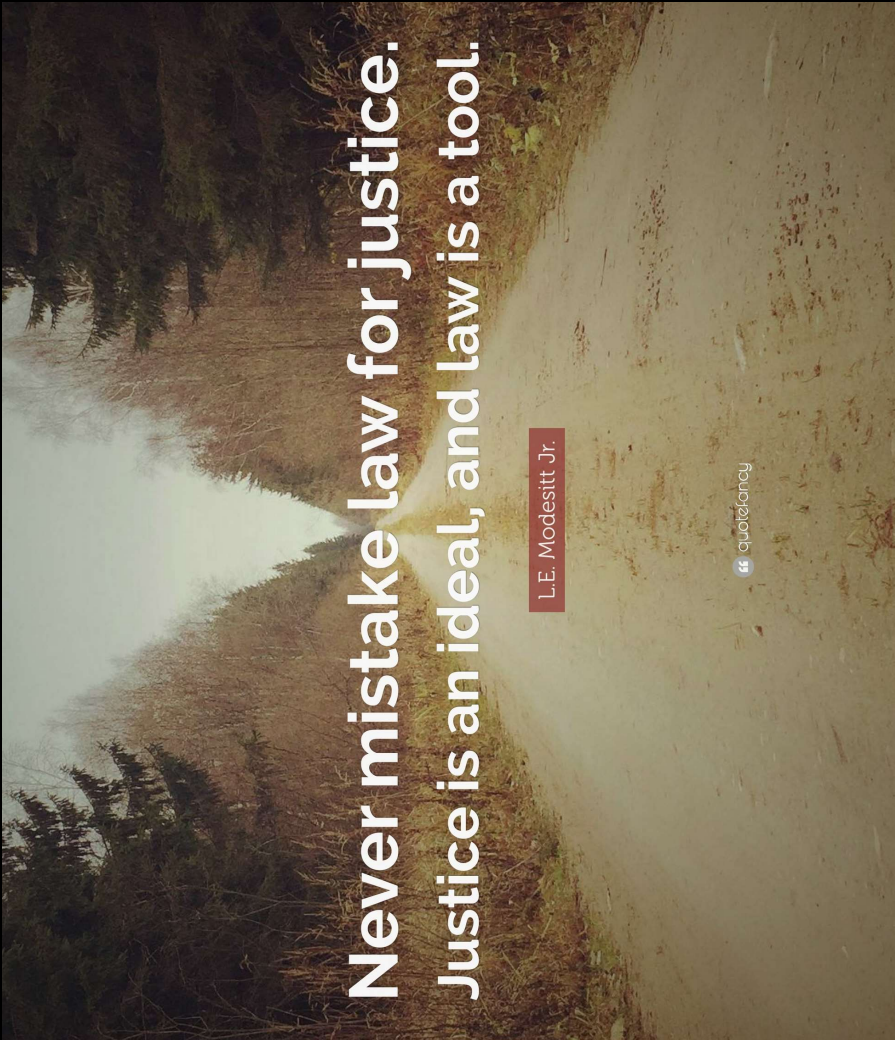
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**Never mistake law for justice.
Justice is an ideal, and law is a tool.**

L.E. Modest Jr.



quotation

Community practice/translational research tools

1. Research and theory
2. Facilitation: Centering Black voice
3. The problem-solving process
4. Intervention logic
5. Outcome template
6. Intervention protocol
7. Evaluation and quality assurance planning

Facilitation: Centering Black voice



- Principles of allyship
- Prioritizing the Black experience
 - Problem-solving
 - Decision-making

KNOW Your ROLE



Engage at the **invitation** of the community and **on behalf of** the community

- Allys
- Community

CETE REDI Overview & Lessons Learned



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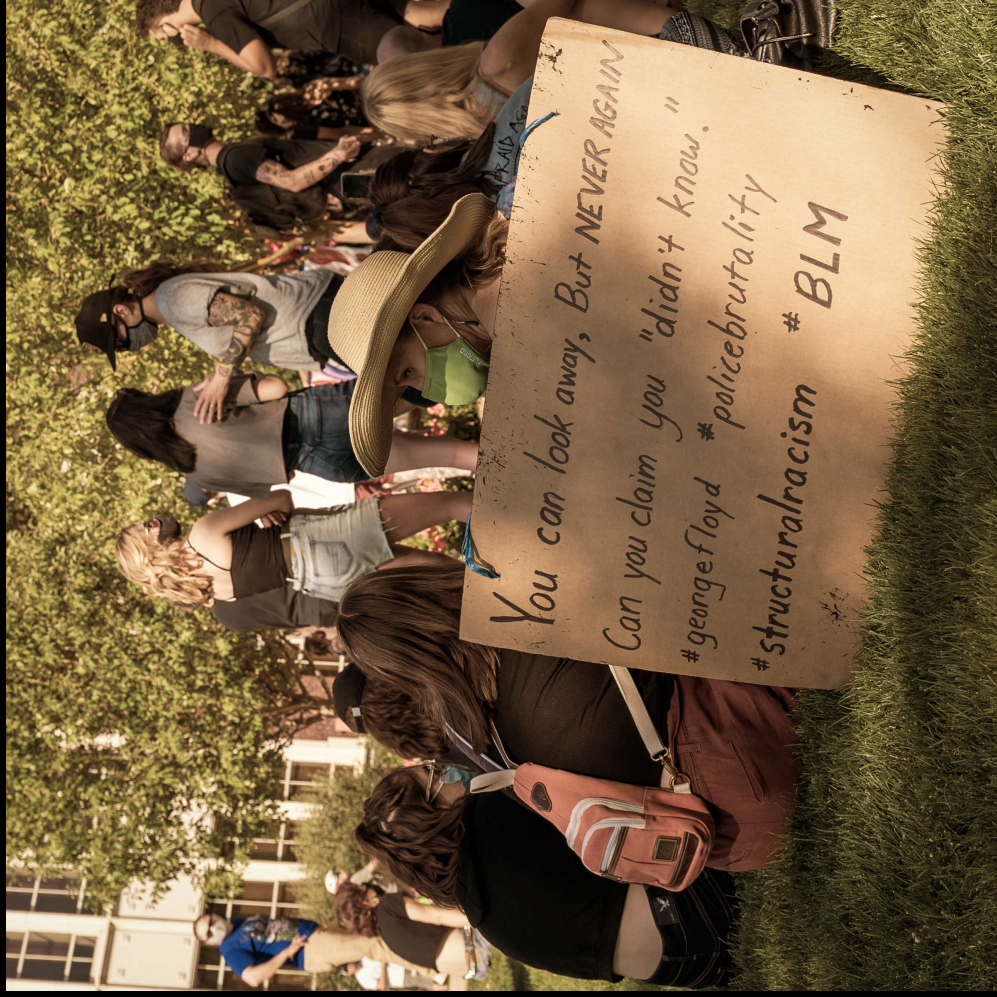


**The Racial Equity, Diversity and
Inclusion (REDI) Movement**
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We are committed to creating safe, constructive, and productive spaces to **engage in difficult conversations** and **ongoing dialogue**. We advocate for higher levels of consciousness and cultural humility in our daily actions and interactions with colleagues, community partners, students, and faculty. We are committed to building genuine, honest **relationships with our Black colleagues** that will last during and after future instances of racism.

We will use our platform as a **translational research center** to increase our efforts in workforce development, education, and family and community engagement toward the pursuit of a **holistic approach** to equity, social justice, and inclusion. A **center-wide action plan** toward achievement of **meaningful outcomes** is currently being created. Our plan will align with the university and college's forthcoming plans to address **institutional racism**.

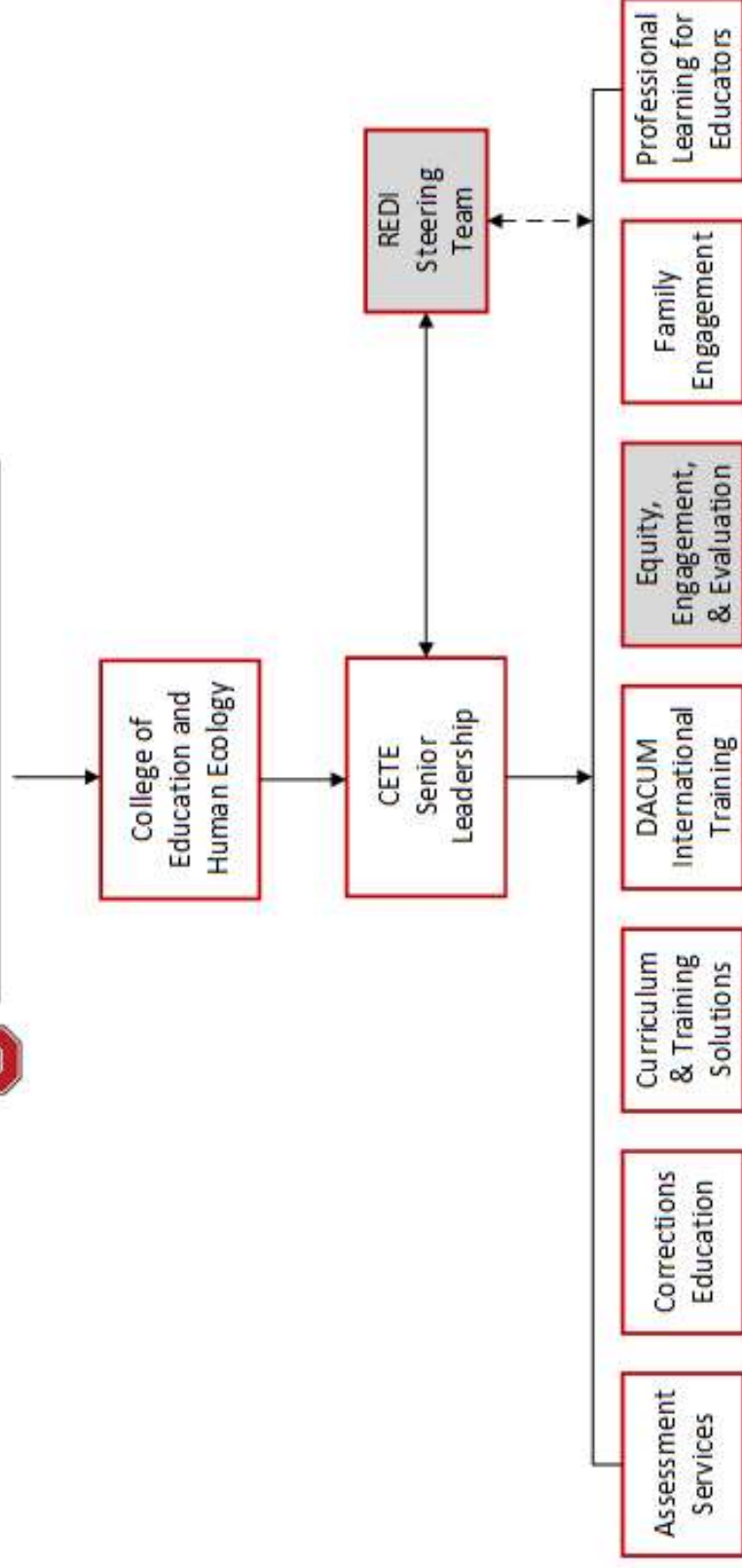


REDI Movement Goals:

1. Increase members of the CETE community's **knowledge and skills** relevant to the posture and practice of **cultural humility**
2. Identify and establish **anti-racist norms, practices, and policies** at CETE
3. Contribute to the dismantling of **institutional racism** within CETE's spheres of influence



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Head & Heart

- Rules of Engagement
- Building REDIness
 - CETE Learns
 - Affinity Groups
- Intra and Interpersonal work leading to Institutional

**RACISM IS NOT
REALLY ABOUT
THE SKIN. IT'S
ABOUT THE
HEART**

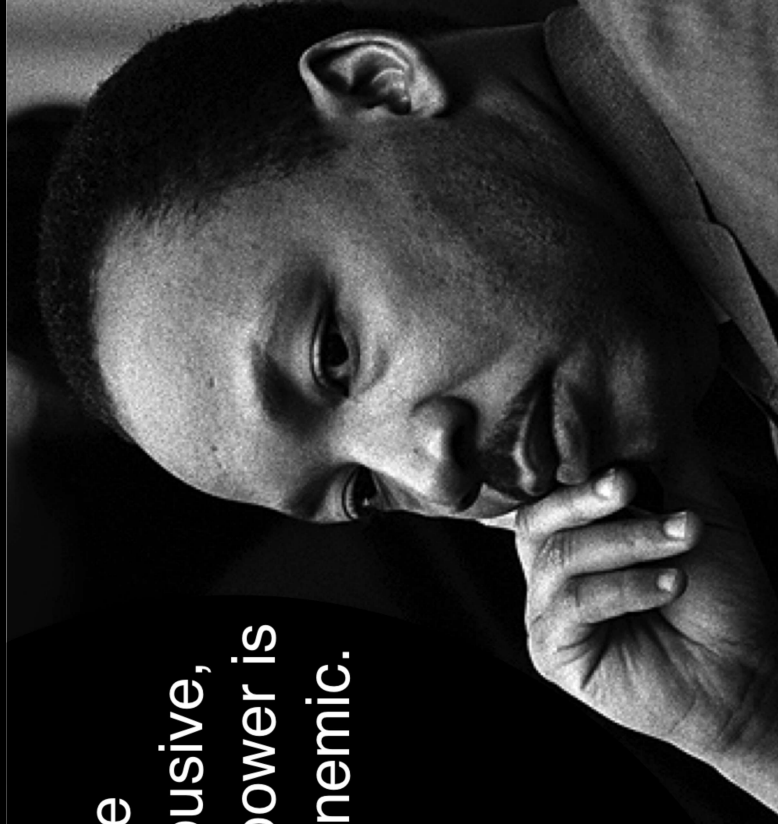


-START THE CHANGE BOOK

Centering Blackness

Power without love
is reckless and abusive,
and love without power is
sentimental and anemic.

Martin Luther King Jr



**“IT ALWAYS SEEMS
IMPOSSIBLE
UNTIL IT’S DONE.”**

- Nelson Mandela

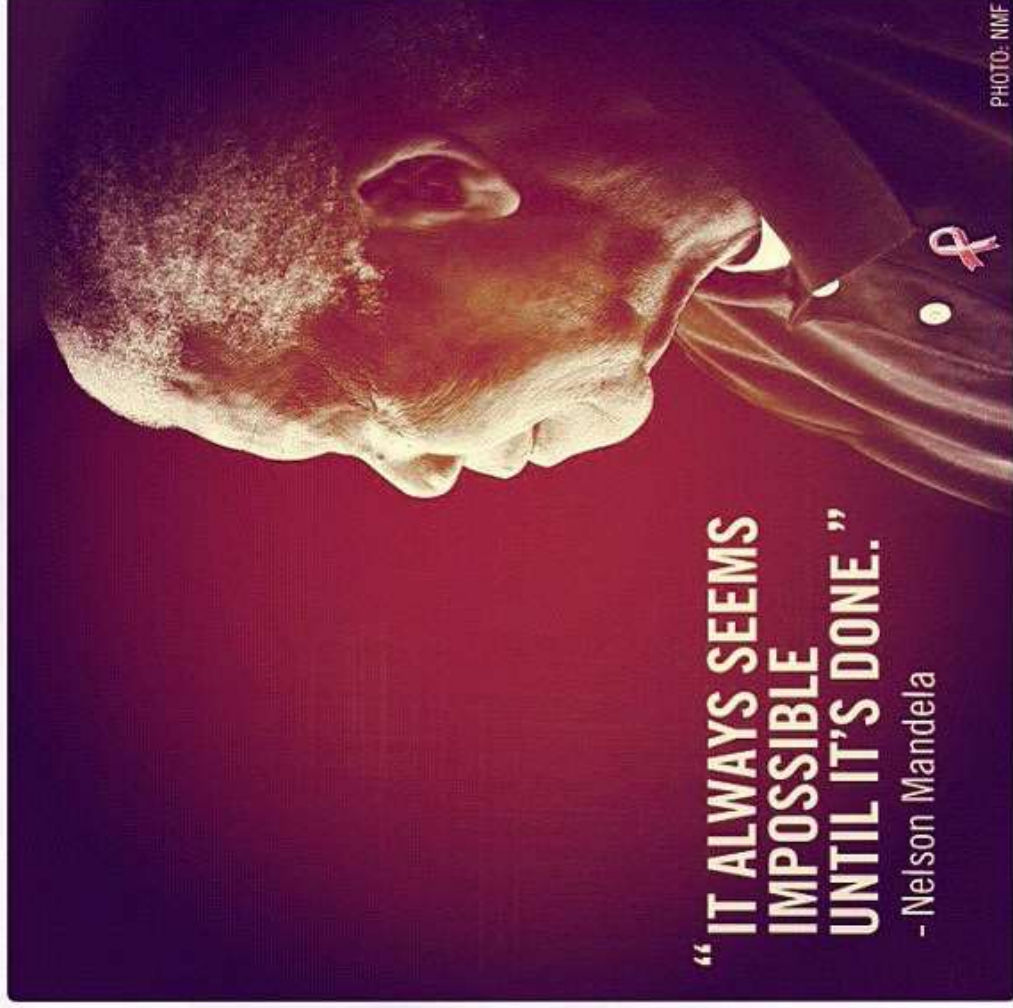


PHOTO: NMF

**Visit CETE's
Racial Equity,
Diversity
and Inclusion
(REDI)
Movement
Website**

SCAN ME



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THANK YOU FOR WATCHING!

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**Family
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—at The Ohio State University—



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