

### Courageous Conversations About Race (CCAR) Framework for Interracial Dialogue

- ENGAGE through your own PERSONAL racial experiences, beliefs and perspectives while demonstrating respectful understanding of specific historical as well as contemporary, local and immediate racial contexts.
- SUSTAIN yourself and others in the conversation through mindful inquiry into those MULTIPLE PERSPECTIVES, beliefs and experiences that are different than your own.
- DEEPEN your understanding of WHITENESS and interrogate your beliefs about your own association with and relationship to racial privilege and power.

### Implementation Scale

As a result of participating in the foundational CCAR seminar, *Beyond Diversity*, school based staff have the tools to practice Courageous Conversations in ways that promote consciousness and action in the following indicator categories.

Indicator	Dysconscious	Initiating	Developing	Strengthening
Demonstrate Understanding of the Endemic Nature of Racism	Students, staff, parents and community members: <ul style="list-style-type: none"> <li>• Do not address the realities of racial discrimination and segregation.</li> </ul>	Students, staff, parents and community members: <ul style="list-style-type: none"> <li>• Address racism, but only in instances of overt, individual acts involving malicious intent</li> </ul>	Students, staff, parents and community members: <ul style="list-style-type: none"> <li>• Address structural racism as something happening to us not through us</li> </ul>	Students, staff, parents and community members: <ul style="list-style-type: none"> <li>• Address the permanence of race and racism in US society and its institutions, along with our role in perpetuating inequities</li> </ul>
Engage in Courageous Conversations about Race	Students, staff, parents and community members <u>almost always</u> participate in, witness or report: <ul style="list-style-type: none"> <li>• Blatantly derogatory statements or gestures about people of color;</li> <li>• Subtle, verbal and nonverbal slights, snubs, or insults which communicate hostile, derogatory, or negative messages to and/or about people of color based solely on their marginalized group membership;</li> <li>• Colorblind rhetoric and/or avoidance of race dialogue (“We don’t have a race problem. We treat everybody the same.”);</li> <li>• Deficit talk about historically underserved populations (i.e., framing</li> </ul>	Students, staff, parents and community members <u>frequently</u> participate in, witness or report: <ul style="list-style-type: none"> <li>• Blatantly derogatory statements or gestures about people of color;</li> <li>• Subtle, verbal and nonverbal slights, snubs, or insults which communicate hostile, derogatory, or negative messages to and/or about people of color based solely on their marginalized group membership;</li> <li>• Colorblind/neutral rhetoric (“We don’t have a race problem. We treat everybody the same.”);</li> <li>• Deficit talk about historically underserved populations (i.e., framing</li> </ul>	Students, staff, parents and community members <u>frequently</u> participate in, witness or report: <ul style="list-style-type: none"> <li>• Deliberate and outward uplift of each racial group equitably, based on an authentic willingness to understand their cultures (worldviews, core beliefs, values)</li> <li>• Subtle, verbal and nonverbal affirmations which communicate positive messages to and/or about people of color;</li> <li>• Color-conscious discourse (“Race impacts all of our lives 100% of the time. Inequities exist. Racism is a barrier to equity.”).</li> </ul>	Students, staff, parents and community members <u>almost always</u> participate in, witness or report: <ul style="list-style-type: none"> <li>• Deliberate and outward uplift of each racial group equitably, based on an authentic willingness to understand their cultures (worldviews, core beliefs, values)</li> <li>• Subtle, verbal and nonverbal affirmations which communicate positive messages to and/or about people of color;</li> <li>• Color-conscious discourse (“Race impacts all of our lives 100% of the time. Inequities exist. Racism is a barrier to equity.”).</li> </ul>

	<p>people of color as a problem or threat to school success);</p> <ul style="list-style-type: none"> <li>Conversations about race occurring in isolated racial groups.</li> </ul>	<p>people of color as a problem or threat to school success);</p> <ul style="list-style-type: none"> <li>Conversations about race occurring in isolated racial groups.</li> </ul>	<ul style="list-style-type: none"> <li>Asset-based talk about the contributions, potential and intellectual capacity of all students, particularly historically underserved students and people of color who otherwise don't typically receive such messaging from society.</li> <li>School-related problems being framed within the locus of the educator's control.</li> <li>Inter-racial conversations about race that are truthful, uncomfortable, transformative and sustainable.</li> <li>Intra-racial conversations about racial healing—for white people, time and space to work explicitly and intentionally on critically analyzing white culture and white privilege; for people of color, time and space to work through their experiences with internalized racism</li> </ul>	<ul style="list-style-type: none"> <li>Asset-based talk about the contributions, potential and intellectual capacity of all students, particularly historically underserved students and people of color who otherwise don't typically receive such messaging from society.</li> <li>School-related problems being framed within the locus of the educator's control.</li> <li>Inter-racial conversations about race that are truthful, uncomfortable, transformative and sustainable.</li> <li>Intra-racial conversations about racial healing—for white people, time and space to work explicitly and intentionally on critically analyzing white culture and white privilege; for people of color, time and space to work through their experiences with internalized racism</li> </ul>
<p>Demonstrate Understanding of the Role and Presence of Whiteness</p>	<p>Students, staff, parents and community members:</p> <ul style="list-style-type: none"> <li>Demonstrate they are unaware of the ways they maintain White privilege and advantage—regardless of their racial identity—by not racializing data, policies, staff placement, and student assignment to programs and discipline.</li> </ul>	<p>Students, staff, parents and community members:</p> <ul style="list-style-type: none"> <li>Demonstrate they are aware of the ways they maintain White privilege and advantage—regardless of their racial identity—by racializing data, policies, staff placement, and student assignment to programs and discipline</li> </ul> <p>BUT</p> <ul style="list-style-type: none"> <li>Continue to default to White cultural forms (i.e., individualism, meritocracy, competitiveness)</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>Permit, encourage and/or participate in White guilt, defensiveness, and withdrawal when confronted with racial contexts</li> </ul>	<p>Students, staff, parents and community members:</p> <ul style="list-style-type: none"> <li>Demonstrate they are aware of the ways they maintain White privilege and advantage—regardless of their racial identity—by racializing data, policies, staff placement, and student assignment to programs and discipline</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>Begin to notice and question the normalization of White cultural forms and White guilt, defensiveness and avoidance</li> </ul>	<p>Students, staff, parents and community members:</p> <ul style="list-style-type: none"> <li>Demonstrate they are aware of the ways they maintain White privilege and advantage—regardless of their racial identity—by racializing data, policies, staff placement, and student assignment to programs and discipline</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>Require multi-cultural and multi-racial perspectives to eliminate Whiteness as the center, such that all voices are equitable</li> <li>Persist through the discomfort of inter-racial conversations about race by actively listening and reflecting on and internalizing different perspectives</li> </ul>