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.

<table>
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<tr>
<th>Indicator</th>
<th>Dysconscious</th>
<th>Initiating</th>
<th>Developing</th>
<th>Strengthening</th>
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</table>
| Demonstrate Understanding of the Endemic Nature of Racism | Students, staff, parents and community members:  
- Do not address the realities of racial discrimination and segregation. | Students, staff, parents and community members:  
- Address racism, but only in instances of overt, individual acts involving malicious intent | Students, staff, parents and community members:  
- Address structural racism as something happening to us not through us | Students, staff, parents and community members:  
- Address the permanence of race and racism in US society and its institutions, along with our role in perpetuating inequities |
| Engage in Courageous Conversations about Race | Students, staff, parents and community members almost always participate in, witness or report:  
- Blatantly derogatory statements or gestures about people of color;  
- 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;  
- Colorblind rhetoric and/or avoidance of race dialogue ("We don’t have a race problem. We treat everybody the same.");  
- Deficit talk about historically underserved populations (i.e., framing students, staff, parents and community members almost always participate in, witness or report:  
- Blatantly derogatory statements or gestures about people of color;  
- 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;  
- Colorblind/neutral rhetoric ("We don’t have a race problem. We treat everybody the same.");  
- Deficit talk about historically underserved populations (i.e., framing | Students, staff, parents and community members frequently participate in, witness or report:  
- Deliberate and outward uplift of each racial group equitably, based on an authentic willingness to understand their cultures (worldviews, core beliefs, values)  
- Subtle, verbal and nonverbal affirmations which communicate positive messages to and/or about people of color;  
- Color-conscious discourse ("Race impacts all of our lives 100% of the time. Inequities exist. Racism is a barrier to equity."). | Students, staff, parents and community members almost always participate in, witness or report:  
- Deliberate and outward uplift of each racial group equitably, based on an authentic willingness to understand their cultures (worldviews, core beliefs, values)  
- Subtle, verbal and nonverbal affirmations which communicate positive messages to and/or about people of color;  
- Color-conscious discourse ("Race impacts all of our lives 100% of the time. Inequities exist. Racism is a barrier to equity."). |
| Demonstrate Understanding of the Role and Presence of Whiteness | Students, staff, parents and community members:  
- 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.  
- Continue to default to White cultural forms (i.e., individualism, meritocracy, competitiveness)  
AND/OR  
- Permit, encourage and/or participate in White guilt, defensiveness, and withdrawal when confronted with racial contexts | Students, staff, parents and community members:  
- 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  
BUT  
- Begin to notice and question the normalization of White cultural forms and White guilt, defensiveness and avoidance  
AND  
- Persist through the discomfort of inter-racial conversations about race by actively listening and reflecting on and internalizing different perspectives | Students, staff, parents and community members:  
- 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  
AND  
- Require multi-cultural and multi-racial perspectives to eliminate Whiteness as the center, such that all voices are equitable  
- 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  
BUT  
- Continue to de-fault to White cultural forms (i.e., individualism, meritocracy, competitiveness)  
AND/OR  
- Permit, encourage and/or participate in White guilt, defensiveness, and withdrawal when confronted with racial contexts  
- Persist through the discomfort of inter-racial conversations about race by actively listening and reflecting on and internalizing different perspectives |