There is no such thing as a “safe space” —
We exist in the real world.
We all carry scars and have caused wounds.
This space seeks to turn down the volume of the world outside,
and amplify voices that have to fight to be heard elsewhere,
This space will not be perfect.
It will not always be what we wish it to be
But
It will be our space together,
and we will work on it side by side.
Objective

Step 1: Learn
• Learn about the work of A4A.
• Learn about a process (liberatory design thinking) by which to make EQUITY actionable, and

Step 2: Apply
• Apply an element of the design thinking protocol and analyze it’s possible use in context.
Meet the Team

John Carwell Jr., Delaware Department of Education

Johanna Medina, Assistant Director of Strategic Development, Arizona State Board for Charter Schools

Joseph Escobedo, Albuquerque Public Schools

Karega Rauch, National Association of Charter School Authorizers

Naomi DeVeaux, National Charter School Institutes

Erin Anderson
Osprey Wilds Environmental Learning Center (Minnesota Charter Authorizer)

Vashaunta Harris, CEO of V Harris Enterprises

Morgan Powell, National Association of Charter School Authorizers
Agenda

- Welcome & Introductions
- Guts on the Table
- History of Charter Schools
- Liberatory Design Thinking
- Closing
Entering BRAVE Space

1. Arrange in small groups (2-3).
2. 3 min. time limit per person
3. Talk about only what is comfortable to share publicly.
4. Keep what is talked about “in the circle” (confidential).
5. No responses, questions, or comments; quiet respectful listening by all.
6. Everyone in the room participates in their circle.
7. Complete sharing by everyone in the circle once you start.
1. **What is the story of your name(s)?** How were you named, Why did you receive your name, What does your name mean? Who else has your name? How do you feel about your name?

2. **What is the story of your community?** Community can be described in any way you would like. Who is your “WE”?

3. **What is the story of your gifts?** The focus is on gifts, not skills.
History of Charter Schools
Directions

You will have 10 min. to independently review NACSA’s timeline on charter school history. On each page, answer (for yourself) the following questions:

1. Who were the people that made this/these decision(s)?
2. What roles did they hold?
Where will charter schools go next?

2030
Liberatory Design Mindset

- Generate self-awareness
- What are our habits that perpetuate inequality and inequity.

Liberatory Design Modes

- See the system
- Shift the relationship between the people who hold the power to design (you) and those impacted.
- Create conditions for collective liberation.

Liberatory Design for Equity Process

Identify your equity commitment
Better understand the complexity of this challenge
Design and try potential solutions

April 2021
Every Child, Every Day

Educational equity means that every child receives whatever she/he/they need to develop to her/his/their full academic and social potential and to thrive, every day.

By “thrive,” I mean academically as well as social-emotionally. Every child has a right to feel loved and cared for and to feel that they belong to a community. Emotional well-being is as important as academic success in this definition of educational equity.

Educational equity means there is no predictability of success or failure that correlates with any social or cultural factor—a child’s educational experience or outcomes is not predictable because of their race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical and cognitive ability, or any other socio-political identity marker.

—Elena Aguilar, Coaching for Equity
What are some examples of equity?

- A Latinx child who enters kindergarten speaking only Spanish performs as well on reading assessments in third grade as their native English-speaking counterparts.
- An African American teen is just as likely as his white or Asian classmates to enroll and thrive in an engineering program in high school.
- Girls are equally represented in advanced math courses—and are equally as successful as their male classmates.
- A Latinx male with a learning difference in Oakland, CA., or in the Bronx is just as likely to graduate from high school on time as his white counterparts and is prepared to pursue the career or college path of his choice.
- There’s proportionality in the demographics of kids sent to the office: if a district’s African American population is 20%, then at most 20% of office referrals are for African American students.
Liberatory Design for Equity Process

SEE

TRY

EMPATHIZE

DEFINE

INQUIRE

IMAGINE

PROTOTYPE

NOTICE

REFLECT

SEE THE SYSTEM

ENGAGE

ACT

Design and try potential solutions

Identify your equity commitment

Better understand the complexity of this challenge

April 2021
Why Design Thinking?

Equity + Design Dilemmas of Habit

- **Equity** work often lacks an intentional & powerful approach to design & creativity
- **Design** can often fail to address root causes of inequity – & can reproduce inequitable power relationships

Design Opportunity
I think most of us, if we are really honest, know very little about JUST HOW complex things are and how to make sense of them. Each of us only has a limited perspective and certain experiences.

As individuals, communities, societies, organisations and sectors we only have partial understandings of systems. And how we believe things should work and how they actually work are often drastically different.
Registration

Sign up to participate in our spring virtual sessions