

TRUSTEE TOWNHALL SERIES

DEI IN ACTION: CEO AND BOARD PARTNERSHIP TO ADVANCE DEI



Welcome!

A Few Logistics...

➤ Chat:

- Introduce yourself and your district
- Chat your questions as we go along — we will address in Q&A segment

➤ Engage on Social Media

- #3CTinAction

➤ Short Survey at the end



Vicki Gordon
Former Trustee
Contra Costa

Welcome



Ken Brown
Trustee El Camino
CCCT Board President



Dr. Byron Clift Breland
Chancellor San Jose-Evergreen
CEOCCC Board President



Agenda

- Joint DEI Resolution Update
- The “Why”
- Colleges Tell Their Stories
- Breakout Session Directions
- Breakout Session Debrief
- Wrap Up
- Future Events
- Resources

Presenters



Ken Brown



Dr. Byron Breland



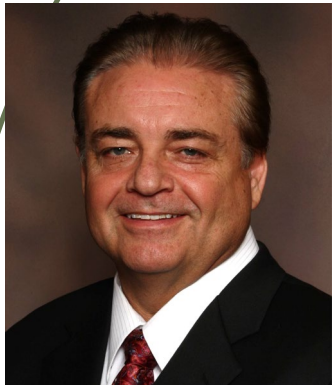
Nan Gomez-Heitzeberg



Dr. Sharoni Little



Sue Chan



Dr. Dan Walden



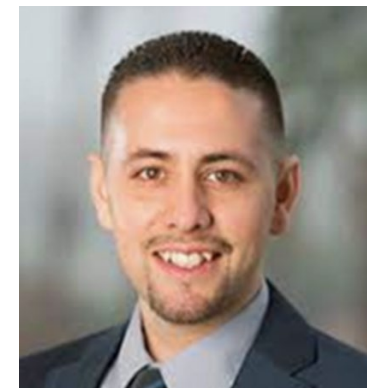
Dr. Julius Sokenu



Tamara Coleman



Dr. Deborah Ikeda



Dr. Ray Ramirez



Adrienne Grey



Joint DEI Resolution Update



Nan Gomez-Heitzeberg
Trustee, Kern CCD

These Districts Adopted the Joint DEI Resolution

- ▶ Antelope Valley
- ▶ Cerritos
- ▶ Chabot-Las Positas
- ▶ College of the Redwoods
- ▶ Compton
- ▶ Contra Costa
- ▶ Cuesta
- ▶ El Camino
- ▶ Foothill-DeAnza
- ▶ Gavilan
- ▶ Grossmont-Cuyamaca
- ▶ Imperial Valley
- ▶ Lake Tahoe
- ▶ Los Angeles
- ▶ Los Rios
- ▶ Marin
- ▶ Monterey Peninsula
- ▶ Mt. San Jacinto
- ▶ North Orange
- ▶ Ohlone
- ▶ Palomar
- ▶ Pasadena
- ▶ Peralta
- ▶ Rio Hondo
- ▶ San Diego
- ▶ San Francisco
- ▶ San Joaquin Delta
- ▶ San Jose-Evergreen
- ▶ Santa Clarita
- ▶ Santa Monica
- ▶ Shasta-Tehama-Trinity
- ▶ Southwestern
- ▶ State Center
- ▶ Ventura
- ▶ Victor Valley
- ▶ West Valley-Mission
- ▶ Yuba



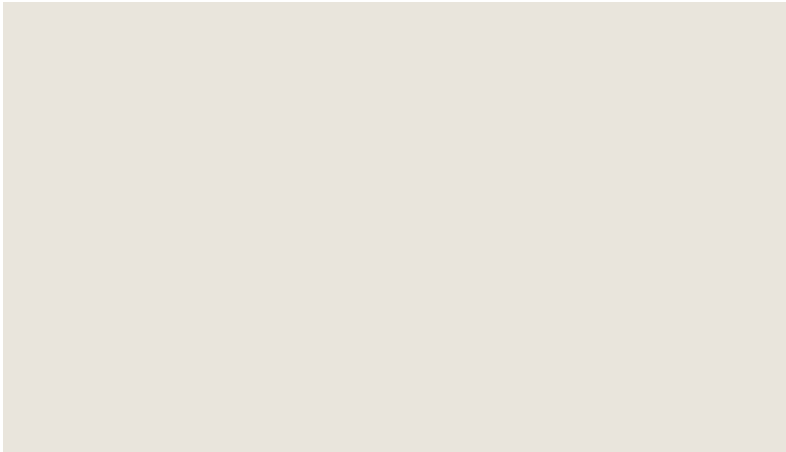
This is the “Why”

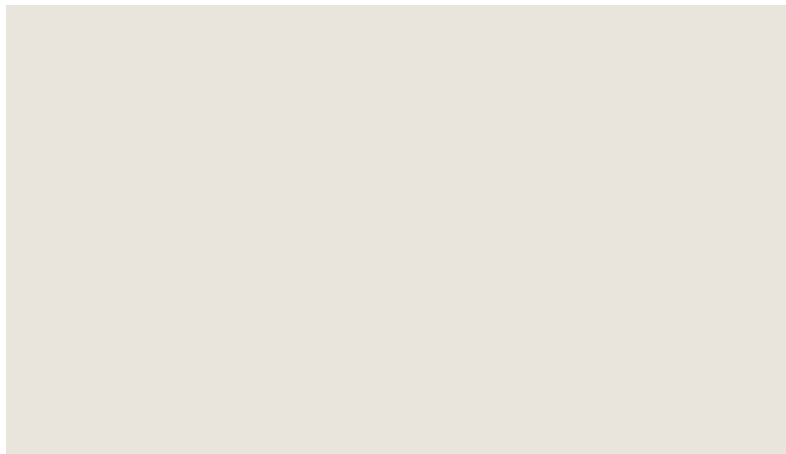


Dr. Sharoni Little
Trustee, Compton CCD

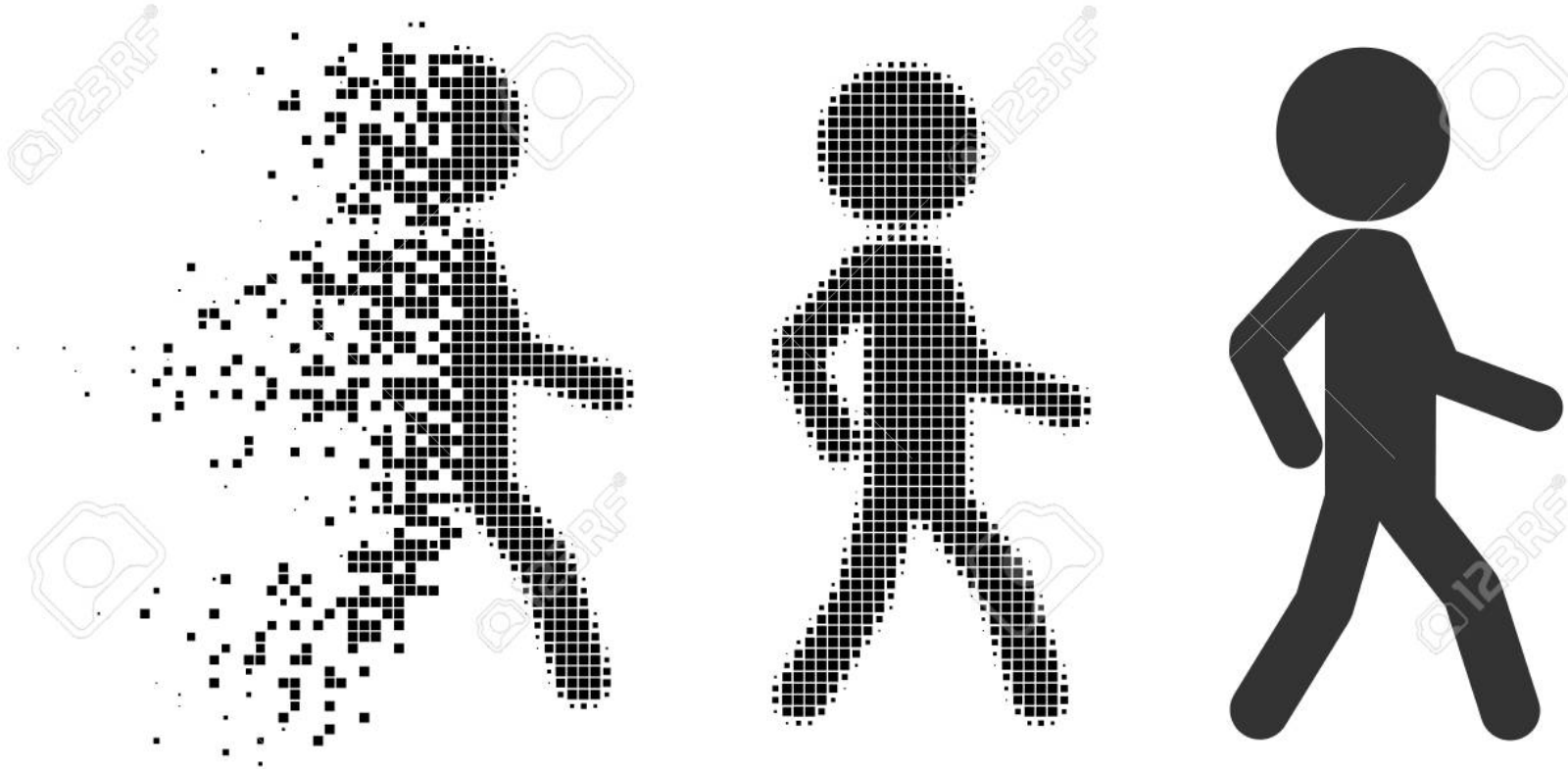
WHY?







How is *Every* Person Experiencing the College?





Do I *Really* Belong? Do Others?



Can I Be My Authentic Self?







Other

Do You See Me?



Who's Hiding in Plain Sight...?



HISTORY



- Economic
- Education
- Housing
- Health
- Environmental
- Political
- Legal
- Criminal Justice
- Media

Systems of Oppression









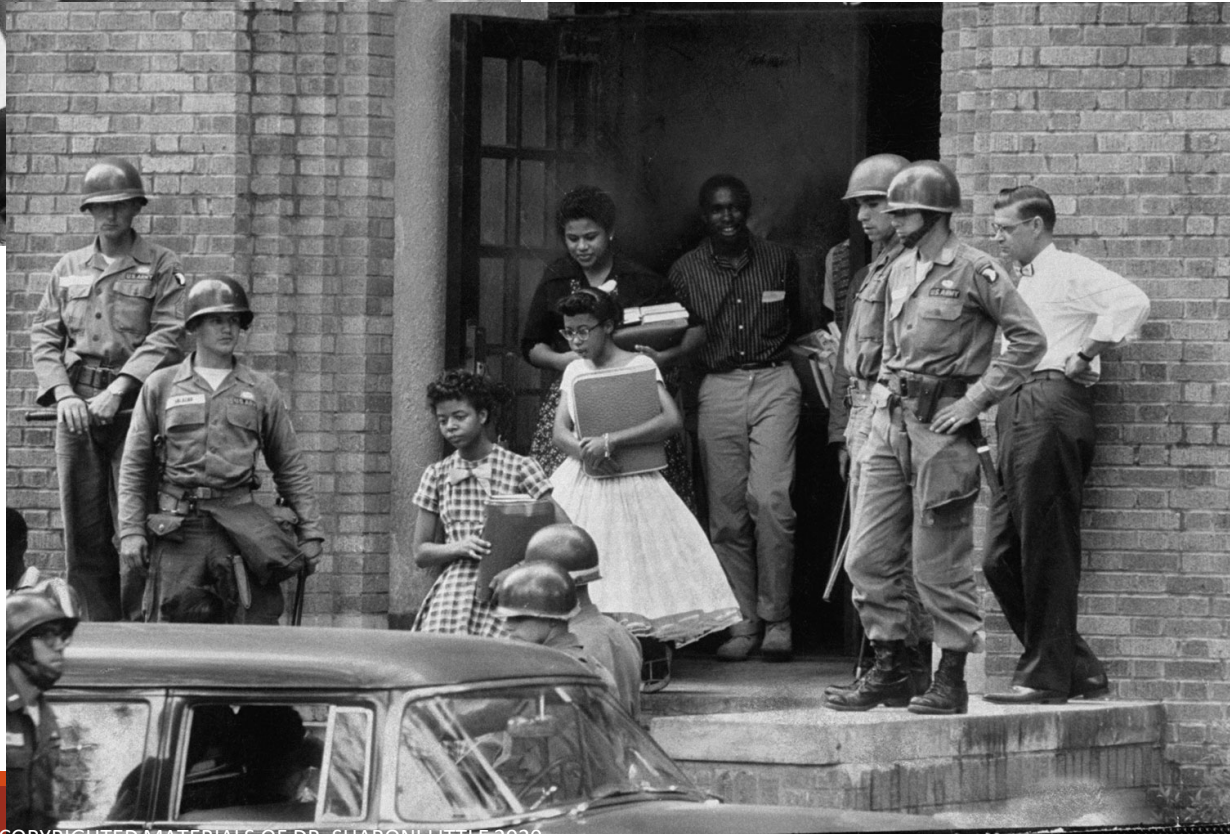
Brown v. Board of ED





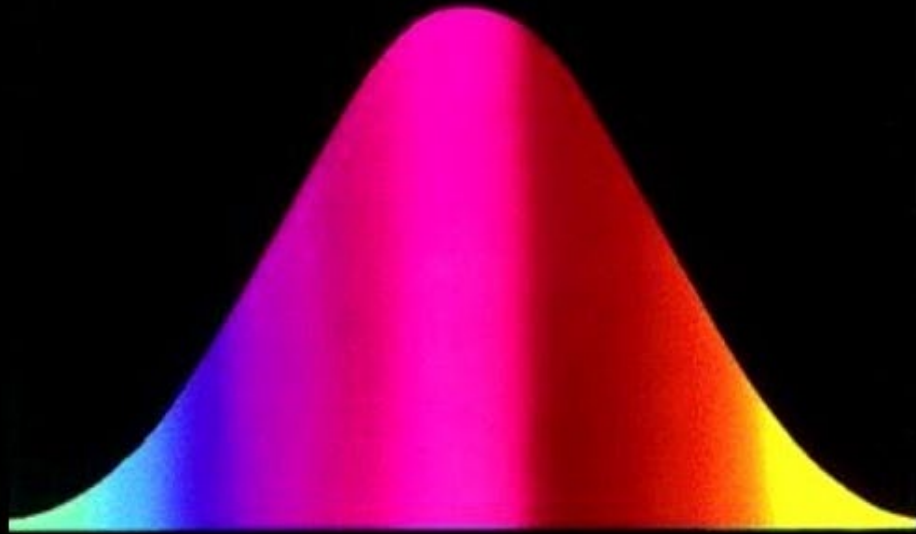
Ruby Bridges





THE BELL CURVE

Intelligence and Class Structure
in American Life



RICHARD J. HERRNSTEIN
CHARLES MURRAY



HISTORY

- **1901: College Entrance Examination Board founded.**
- **1926: College Board has Carl Brigham, who worked on first IQ tests administered by the U.S Army, develop and administer first SAT tests to high school students.**



**Carl Brigham,
Professor of Psychology,
Princeton University**

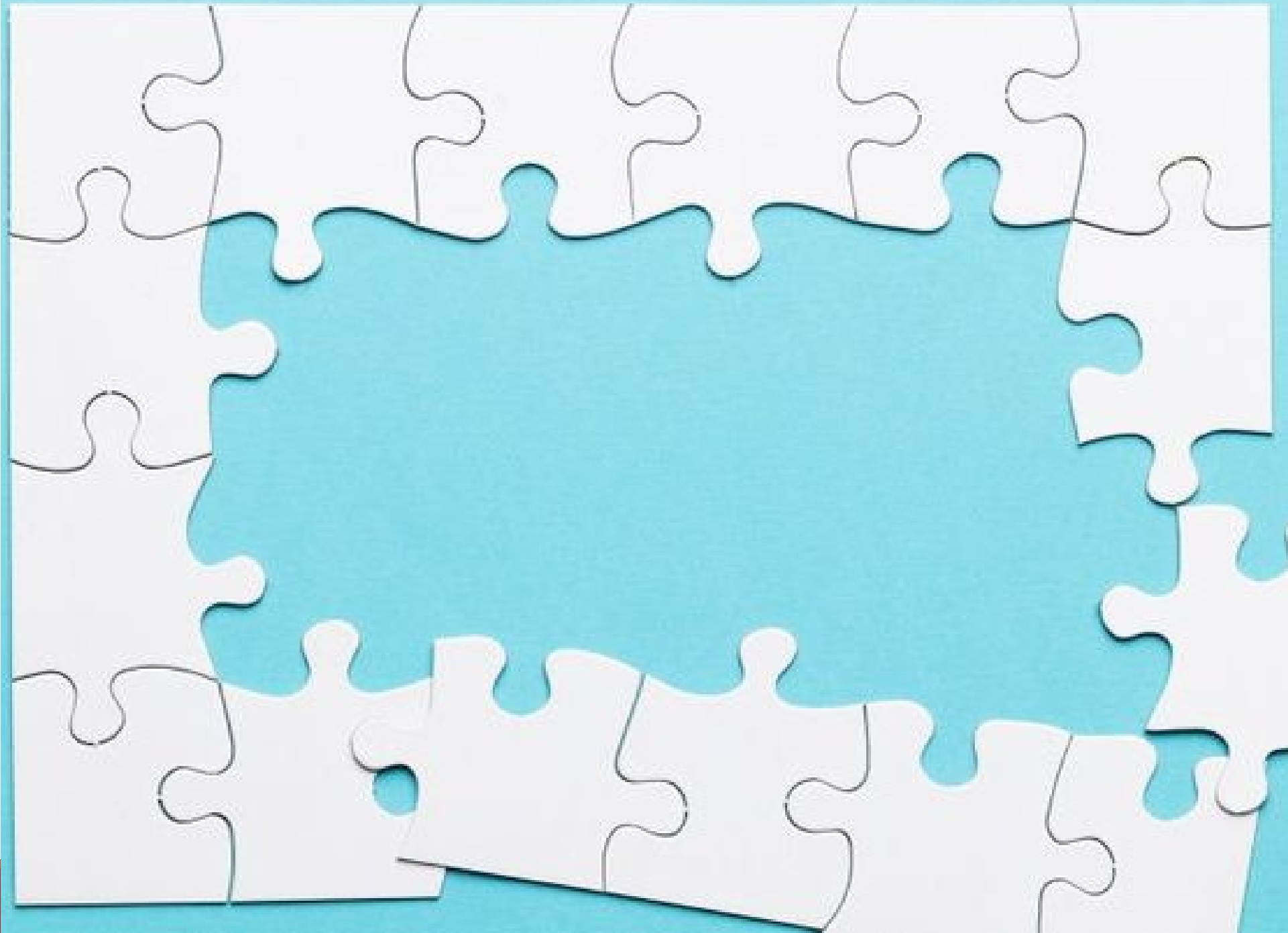
“History doesn’t
repeat itself, *human
beings* repeat history”





????????????????

- **Diversity** asks: “Who’s in the room?” “Are we an authentic reflection of the broader society?”
- **Inclusion** asks: “Is this environment safe for everyone to feel like they belong?”
- **Justice** challenges: “Whose academic and professional success is being sacrificed to maintain systems of oppression?”
- **Equity** responds: “What conditions have we created that maintain certain groups as the perpetual majority/underrepresented?” Dafina-Lazarus Steward





Diversity is a fact.
Equity is a choice.
Inclusion is an
action.
Belonging is an
outcome.

- Armin Chan -



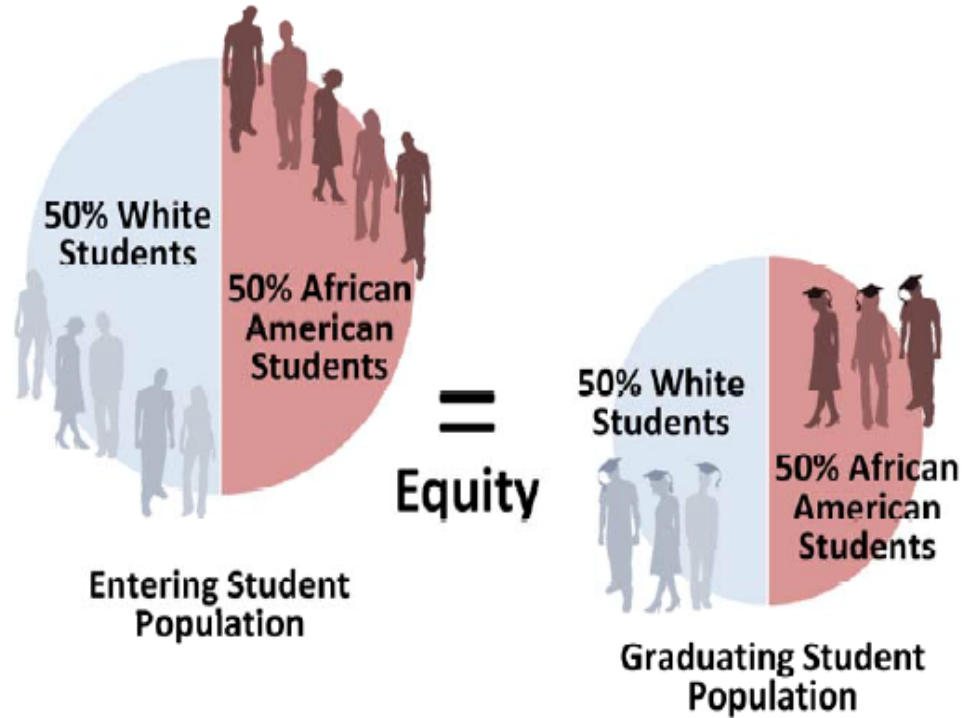
TIA BROWN McNAIR - ESTELA MARA BENSIMON - LINDSEY MALCOM-PIQUEUX
FOREWORD BY LYNN PASQUERELLA

FROM
**EQUITY
TALK TO
EQUITY
WALK**

Expanding Practitioner Knowledge
for Racial Justice in Higher Education



JOSSEY-BASS
A Wiley Brand



Effective boards articulate and represent the public interest, establish a climate for learning and monitor the effectiveness of the institution.

Boards establish standards for this work through the policies created and approved.



Improve student outcomes, including closing achievement gaps, increasing degree and certificate attainment and transfers to four-year institutions, reducing excess unit accumulation by students, and securing gainful employment. . . . Colleges should simplify paths to educational goals and help students stay on those paths until completion.

We Are In This..... Together





Colleges Tell Their Stories

Introduction: Victor Valley College



Sue Chan
Trustee, Ohlone CCD



Victor Valley College



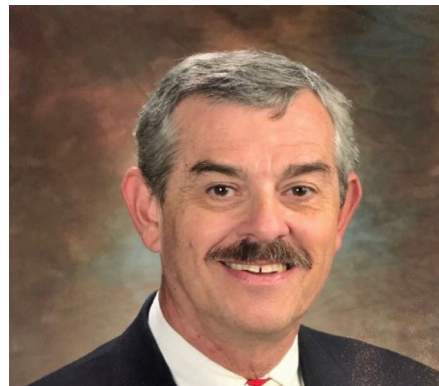
Dr. Dan Walden
Superintendent,
Victor Valley College



Brandon Wood
Board President



Jennifer Tarpley
Trustee



Dennis Henderson
Trustee



Joseph W. Brady
Trustee



Sharon Pinkerton
Trustee



Diversity, Equity and Inclusion

PROGRESS REPORT

Diversity, Equity & Inclusion



Victor Valley College District asserts that it is a student-centered learning organization that upholds the following core values:

Diversity, Equity & Inclusion

- Excellence – providing superior service and educational learning opportunities
- Integrity – guiding the college’s actions with an internally consistent framework of principles
- Accessibility – facilitating access to the college’s programs from other locations
- Diversity – valuing different points of view and contributions of all
- Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal
- Innovation – providing creative approaches to learning, problem solving and growth

DEI Time Line

- On June 9, 2020 – the Board passed Resolution NO. 20-11: SUPPORT AND SOLIDARITY AGAINST CIVIL RIGHTS VIOLATIONS in which the District stated that it will:
 - collaborate with its students, faculty, staff and community to advance local equality and justice activities;
 - continue to affirm and commit to support the guaranteed right of equal social opportunities, equal protection under the law.

Passed 5:0 by the Governing Board

- On June 15, 2020 – Victor Valley College participated in the kick off of the USC Race and Equity Leadership Alliance.

DEI Time Line

- On June 23, 2020 - the Governing Board of Victor Valley College met to develop its 2020-2021 Board Goals.
- In August 2020 – the Board adopted five (5) Board Goals to focus on during the 2020-2021 academic year.

Goal #5 reads as follows:

“Nurture a Culture of Diversity, Equity and Inclusion
in Accordance with California Community Colleges Chancellor’s Office.”
(2020 Report: Vision for Success Diversity, Equity and Inclusion Task Force Report)



- In the fall of 2020 – the college was awarded the HISPANIC-SERVING INSTITUTIONS GRANT – Integrating Care and Guided Pathways to Improve Hispanic and Low-Income Student Success.

DEI Time Line

In November 2020– the Governing Board passed the Educational Master Plan (EMP). This Blueprint for Success is a five–year road map to position the college as a preeminent provider of postsecondary education in the High Desert region, San Bernardino County, state of California, and nation. The **EMP** contains the new, updated college vision statement.

Vision

Committed to equity and social justice, Victor Valley College will be the model of an innovative community college through exceptional student experiences that drive success, promote civic engagement, and meet community needs.



DEI Time Line

The college constructed its **EMP** around an equity-mindedness guiding paragon which framed all of the strategic priorities of the college using an

Equity Imperative that serves as a beacon for Victor Valley College.



The Equity Imperative informs all efforts related to the **EMP**.

Furthermore, the Equity Imperative reflects VVC's recognition of the need to identify and eliminate disparities in educational outcomes of students of color and undeserved, underrepresented populations.

DEI Time Line

- On January 21, 2021- at the annual President's evaluation, the Trustees agreed on his goal to establish a Diversity, Equity & Inclusion Committee and create a multi-cultural center on the campus.



DEI Time Line

- On March 9, 2021- the District passed joint Resolution NO: 21-02 and reaffirmed:
 - to support diversity in faculty and staff hiring and expect everyone to implement the District's diversity initiatives and maintain a climate of respect, civility, anti-racism, and inclusion;
 - to support and implement the recommendations from the California Community Colleges Chancellor's Office Vision for Success Diversity, Equity and Inclusion Task Force report dated April 24, 2020, and to annually participate in implicit bias and cultural competency training;
 - to publically review on an annual basis the District's compliance with the California Education Code Equal Employment Opportunity standards and Chancellor's Office Certification Form.

DEI Time Line

- In the spring of 2021, the college formed the **Diversity, Equity and Inclusion (DEI) Committee**.

The DEI Committee develops, implements, and monitors a plan to enhance and promote diversity, equity and inclusion on campus. The committee suggests strategies to encourage participation in the development and review of policies and practices that ensure diversity, equity and inclusion. The committee also encourages people of diverse backgrounds to participate in college activities and conducts training and educational activities associated with diversity, equity, inclusion and policy reform. The Committee is currently working on establishing a campus multi-cultural center which will celebrate all ethnicities, sexual orientations, and religions.

- The college also established a **Monthly Equity Hour Discussion** to discuss disproportionately impacted student outcomes, retention and completion.



DEI Time Line

- In June 2021, at the special called Board meeting, the Trustees reported their progress on the DEI work.

The Board recognized it plays a critical role in the college's Diversity, Equity and Inclusion work, and has formally reaffirmed its support and implementation of the recommendations from the California Community College Chancellor's Office Vision for Success Diversity, Equity and Inclusion.

- On July 9 -11, 2021 – the Board of Trustees and Superintendent/President worked with the leaders of the Associated Student Body as they formulated ASB goals for 2021-2022 academic year.

Goal # 2 reads as follows:

To increase student involvement and enrich the college experience, ASB Council supports the Superintendent/President's 2021 goal of establishing a multicultural center which will celebrate all ethnicities, sexual orientations, and religions.

DEI Time Line

- On July 14, 2021 - the Board approved to continue with their goal to Nurture a Culture of Diversity, Equity and Inclusion with emphasis on:
 - supporting of diversity and staff hiring;
 - implementing the District's diversity initiatives and maintaining a climate of respect, civility, anti-racism, and inclusion;
 - participating in implicit bias and cultural competency training;
 - publicly reviewing on an annual basis the District's compliance with the California Education Code Equal Employment Opportunity standards and Chancellor's Office Certification Form.



Together VVC shines on the high desert community.





Colleges Tell Their Stories

Introduction: Moorpark College



Sue Chan
Trustee, Ohlone CCD



Moorpark College



MOORPARK COLLEGE



Dr. Julius Sokenu
President,
Moorpark College



Tamara Coleman
English Professor,
Moorpark College



Institutionalizing Diversity, Equity and Inclusion

Moorpark College



What we have done.

- Professional Development
- Conference Attendance
- Teaching Women & Men of Color Advocates
- Multicultural Day
- Veterans' Outreach
- Bilingual Staffing
- A2MEND Charter
- HSI Status

Catalyst: Murder of George Floyd

June 2020

Townhall with Student Voices: Four themes emerged.

Diversify curriculum

Hiring BIPOC faculty and staff

Culturally Competent student services.

Opportunities for leadership and civic engagement on social/racial justice issues.

Campus Social Justice Efforts....

- Theme 1: Diversifying the Curriculum to include the history and culture of Black, Indigenous, LatinX, Asian and other People of Color
- Theme 2: Hiring of Staff, faculty, and managers that represent the racial and ethnic diversity of our student population
- Theme 3: Leadership on Racial Issues and Civic Engagement
- Theme 4: Providing culturally responsive student services such as counseling, tutoring, mental health, etc.

*Reps from faculty, classified staff, management and students led each group.

Aligned work with local and state efforts.

	Culture/ Climate	Anti-Racism education & Training	Curriculum	Diversity in Hiring	Advocacy/ Engagement	
Student Equity Plan- SSCCC	X	X	X	X	X	
CCC- DEI Task Force Integration Plan: Call to Action	X	X	X	X		
VCCARA	X	X	X	X		
MC Social Justice Workgroups		X	X	X	X	
CSUCI: 7 Point Framework	X	X	X	X	X	

Organizational Culture

VCCARA Goal: Problem- Our institutions uphold white supremacy by privileging practices, policies and cultural norms and attitudes that isolate and devalue the culture, practices and knowledge of BIPOC.

- Our institutions need to re-evaluate aspects of our culture (the symbols we use and what they represent, the rites and rituals we celebrate, the stories about who our heroes are and what it means to be successful, what gets rewarded, the power relationships we have in place and the language we use) with anti-racism in mind.
- Add anti-racist language to our mission and values statements.
- Create equity, diversity and inclusion visions that are clear, inspirational, measurable and attainable and include a commitment to anti-racist practices.
- Evaluate- Are programs and policies doing what they are actually supposed to do for BIPOC? If not, why not?

Moorpark College: Advance social justice, anti-racism, and anti-hate work:

- Revise mission statement to include language of equity and social justice.
- Use social Justice as a guiding "ethos" in strategic planning.
- Adopt BLM resolutions: Academic Senate and Associate Students.
- Build infrastructure and the leadership capacity to implement the goals.
- Analyze the impact of Distance Education on the success of marginalized student populations.
- Review policies and procedures to ensure student equity and success are indeed a priority in the virtual learning environment.
- Develop systems and practices to ensure our online academic, student services, and administrative services are designed to facilitate student equity and success.

Fall/Spring 2020-21

Opportunities to engage in the work:

- Fall Flex: work groups held sessions for people to join and develop goals.
- Work groups met regularly during the semester.
- Fall townhall and report out of the work of each group.
- Workgroups met several times with AS president and CS president and the executive leadership team.
- Hired a part-time DEI coordinator (faculty position)
- Joined the USC Race and Equity Alliance.
- PRT visits and recommendations.
- Social Justice theme embedded in the strategic planning retreat with a focus on planning with an “equity lens.”
- Cross campus collaboration to centralize professional development and use existing systems and structures to facilitate trainings and education on cultural competence, anti-bias, anti-racism for all campus employees at all levels. Example: PD committee, NFO, Staff Orientation, Teaching and Learning Center, First-year experience, Student activities.

End of Spring

Developed PRT Institutional Effectiveness plan with a focus on changing the campus culture.

Hiring full-time DEI Coordinator (faculty position)

Continued efforts to re-vamp professional development as a centralized campus effort with a focus on equity.

Held three-day Curriculum Summit to equitize the curriculum.



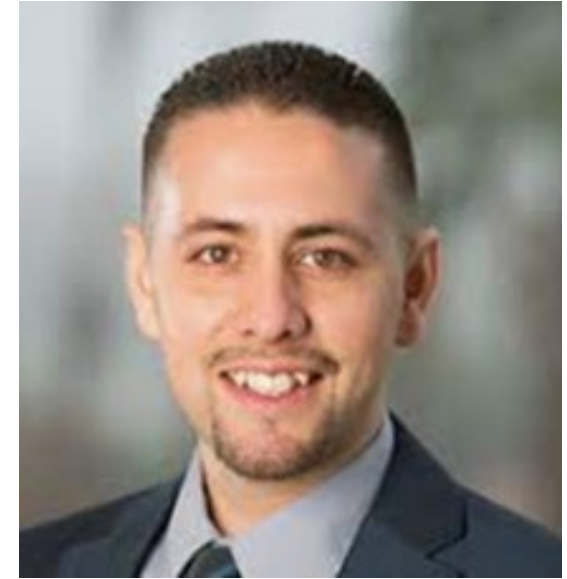
Breakout Session

Introduction: Dr. Ray Ramirez

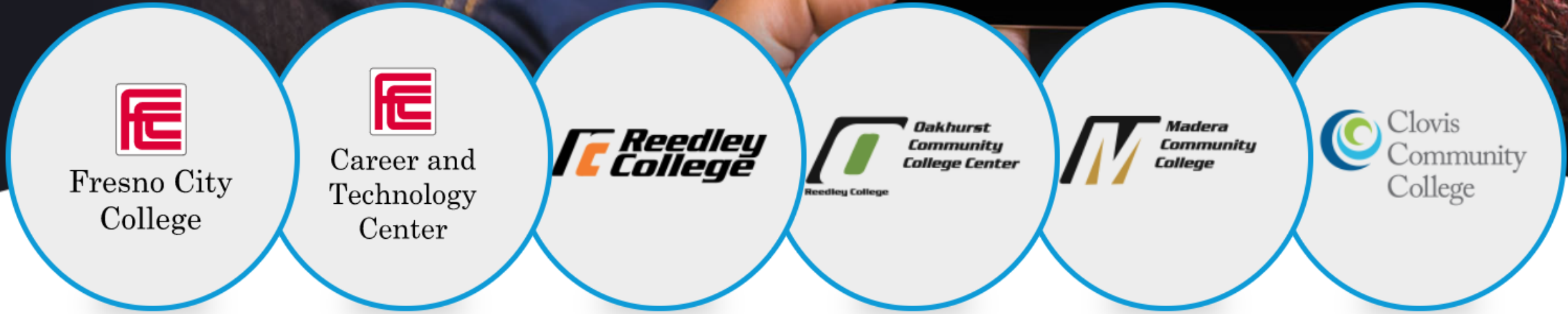


Dr. Deborah Ikeda
Trustee,
State Center CCD

Breakout Session Moderator



Dr. Ray Ramirez
Director, Student Equity and Success
Fresno City College

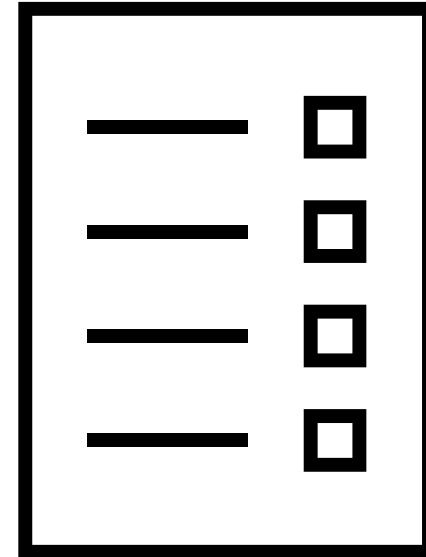


ABOUT STATE CENTER COMMUNITY COLLEGE

State Center Community College District (SCCCD) currently includes four community colleges and two educational centers: Fresno City College, Reedley College, Clovis Community College, Madera Community College, Madera Community College at Oakhurst, and the Career and Technology Center. SCCCDC serves approximately 1.7 million people across more than 5,500 square miles, including most of Fresno and Madera counties and parts of Kings and Tulare counties. We are committed to empowering our colleges in their efforts to promote exemplary educational opportunities and to provide safe, inclusive, and supportive learning environments leading to student success and global competitiveness which will transform our region.

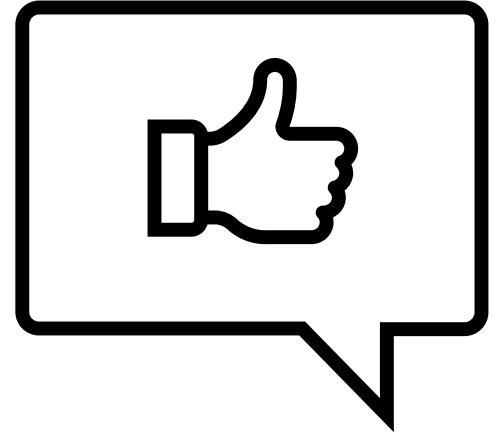
Agenda

- Context Setting & Guidelines for Group Dialogue
- Breakout Activity # 1
- Equity-Mindedness
- Examples of Embedding Equity-Mindedness in Community College
- Reflecting Forward: Breakout Activity # 2



Guidelines for Group Dialogue

- This is intended to create and maintain an atmosphere of support where all participants feel safe to share their ideas
- Critique ideas, not individuals
- Listen actively and with an ear for understanding others' views
- Respect one another's opinions even if you don't agree with them
- Confidentiality
- Be conscious of time





Twitter Engagement

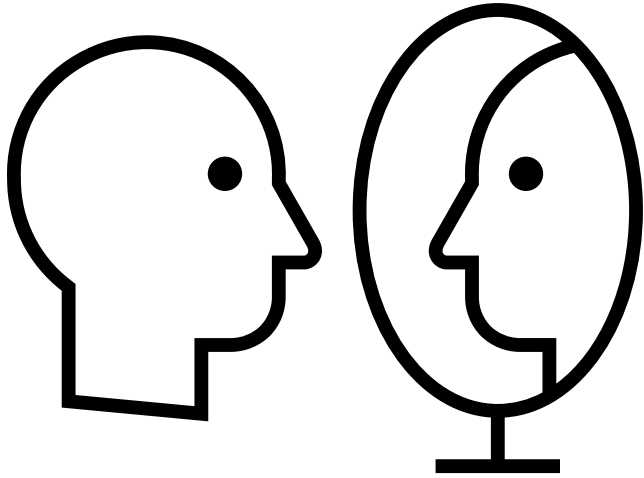
@DrRayRamirez

Context Setting

Equity is a journey and
not necessarily a destination.
- Dr. Estella Bensimon



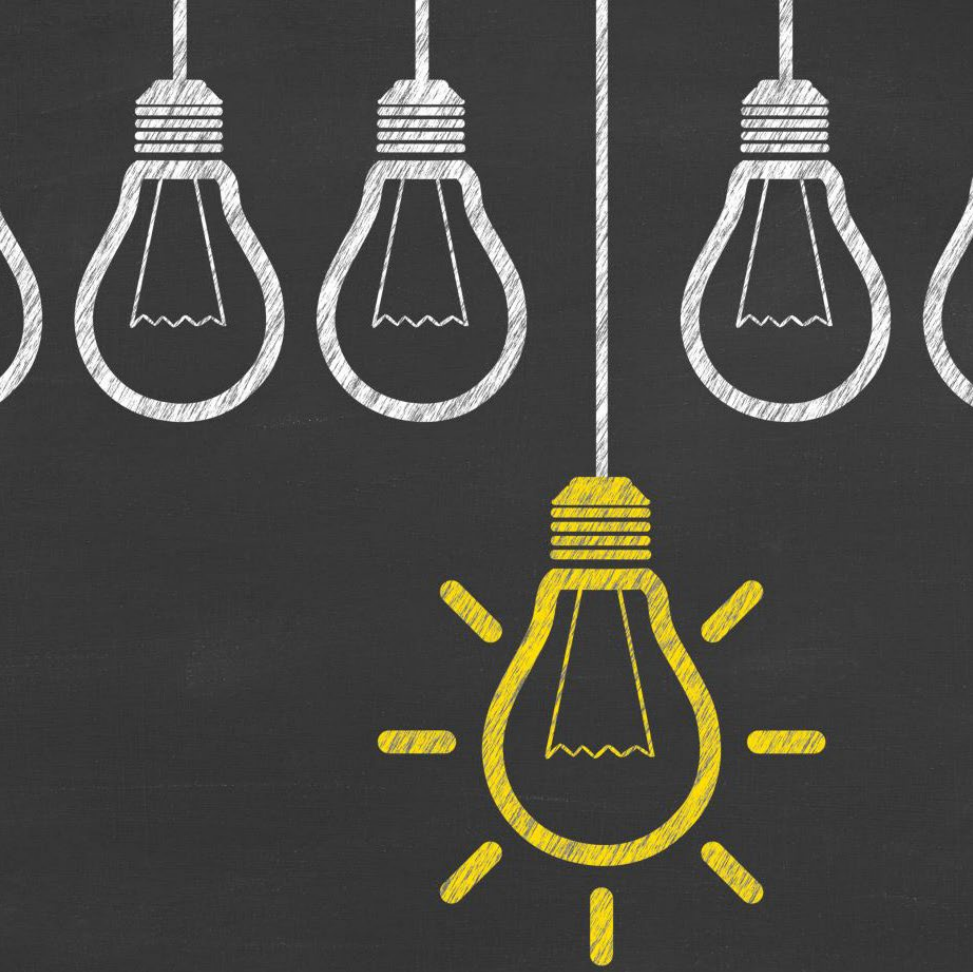
Equity as a Journey...



- Every person is at a different point in their equity journey.
- Part of the equity journey is to be authentically and consistently equity-minded – with students and with colleagues.
- Critical reflection and consciousness.



"This equity journey begins with you - change must happen individually before it can happen collectively" (McNair, Bensimon & Malcolm-Piqueux, p.1 2020).



Breakout Activity #1

- 1) How important is racial equity to your college/district?**
- 2) What are some examples of what your college/district is doing to redress racial inequities?**

Instructions

- 8 minutes for each breakout room team to collectively discuss
- Each team needs to identify someone to take notes and someone to report out to the larger group
- 4 minutes for reporting out and synthesizing common themes to larger group/main room

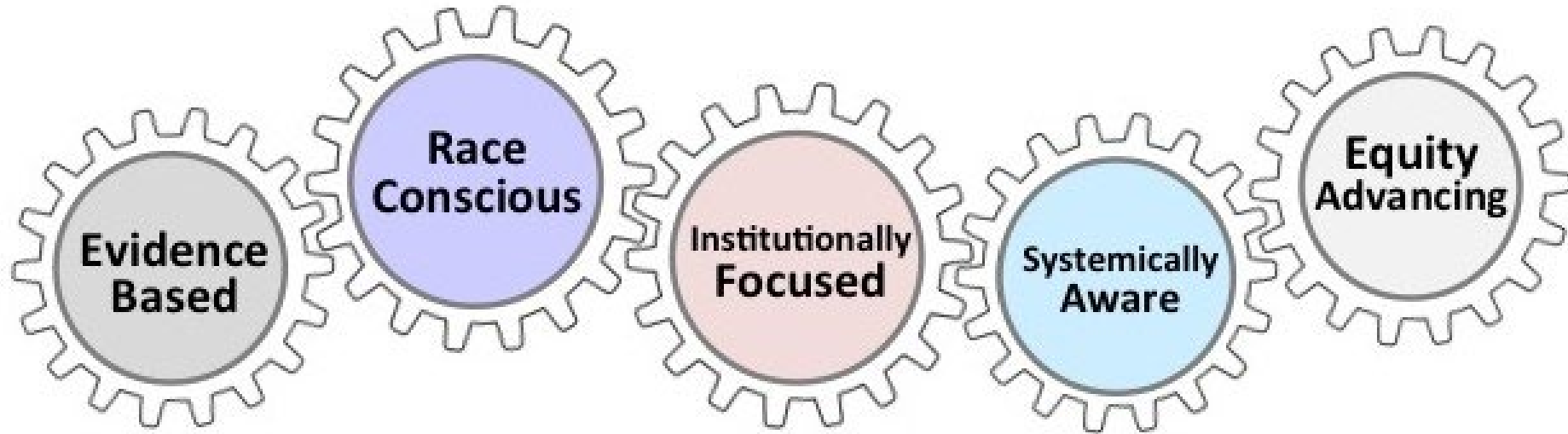
Equity-Mindedness

Defining Equity-Mindedness



According to Bensimon and colleagues, **equity-mindedness refers to individuals who are:**

- **Evidence-based**
- **Race-conscious** (in a positive and affirming manner and aware of the social and historical context of exclusionary practices in Higher Education)
- **Institutionally focused** (focused on what we have can do and not the students or community)
- **Systemically aware**
- **Equity advancing**



Equity-Mindedness

Source: USC, Center for Urban Education

Three Competencies Conducive to Being Equity-Minded



BEING **RACE-CONSCIOUS** IN A
CRITICAL WAY, AS OPPOSED TO
COLOR-BLIND,

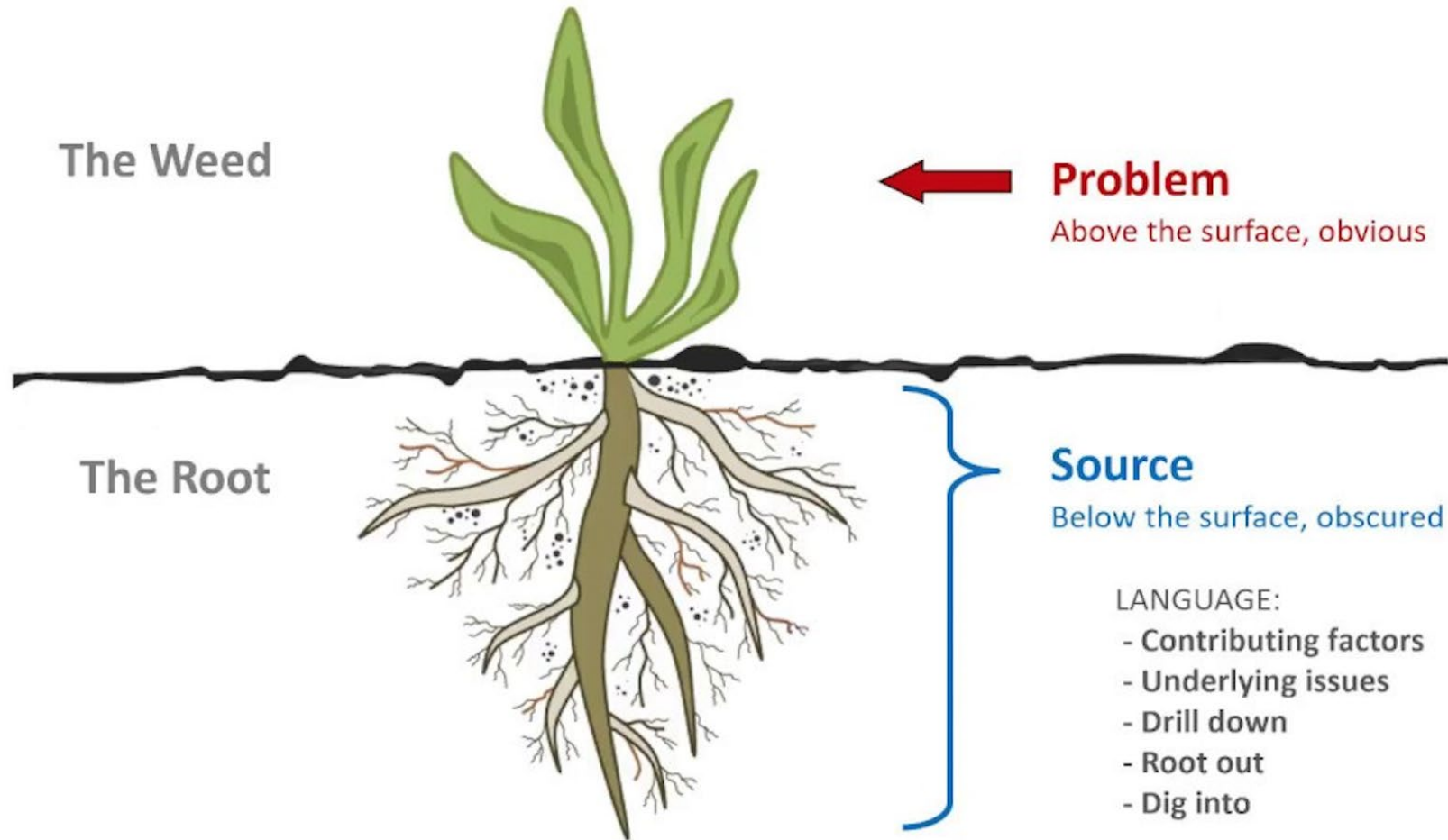


BEING COGNIZANT OF HOW
RACISM IS PRODUCED THROUGH
EVERYDAY PRACTICES, AND

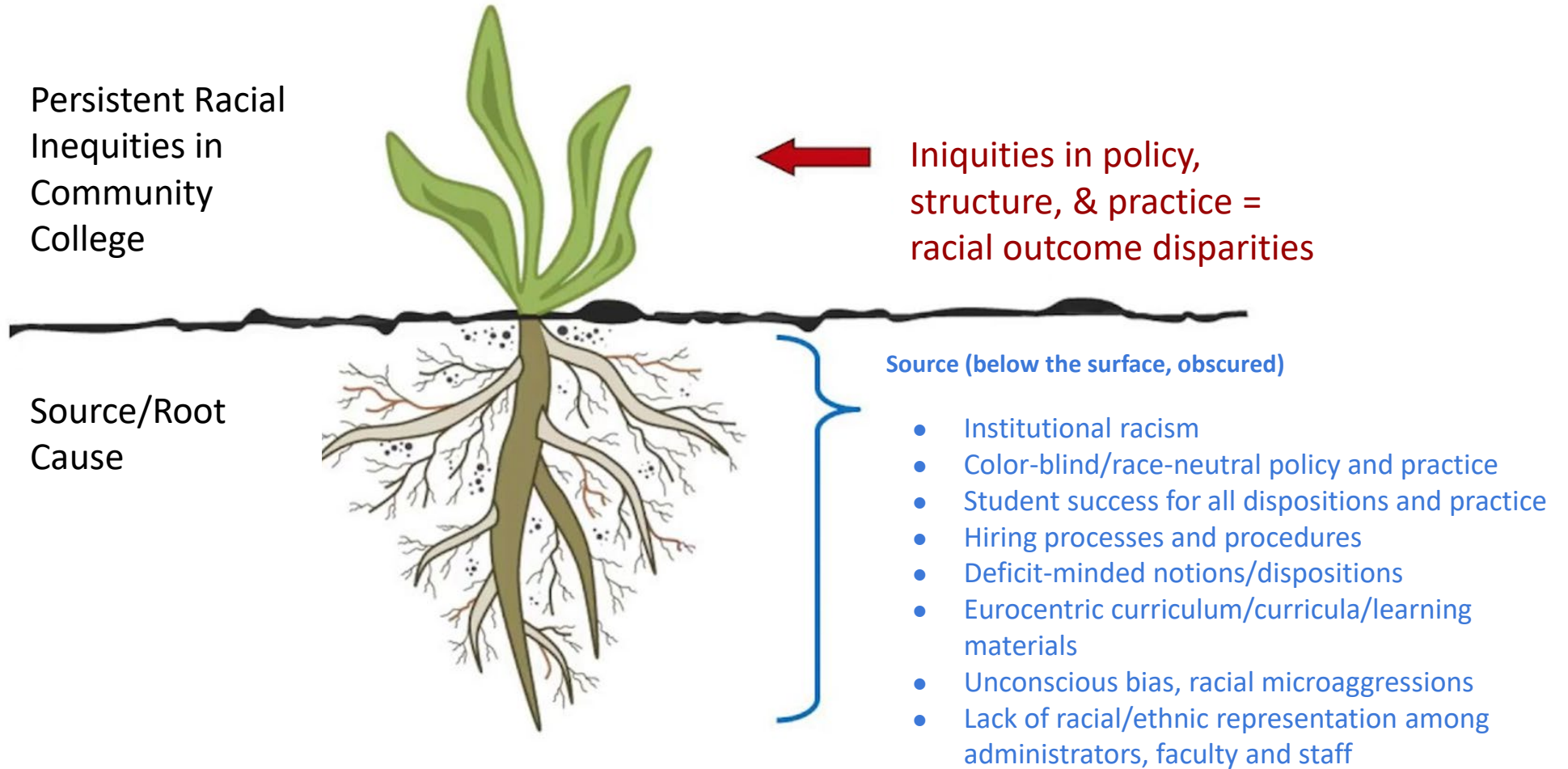


HAVING THE COURAGE TO **MAKE**
RACISM VISIBLE AND
DISCUSSABLE

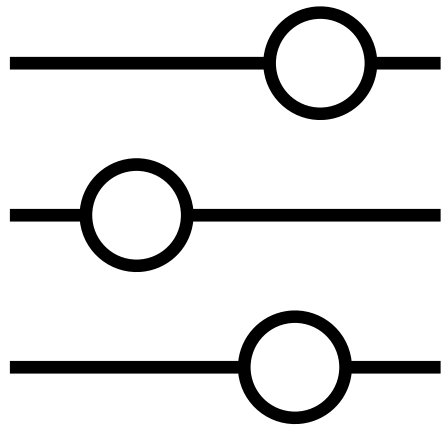
Root Cause Analysis – The Concept



Equity Root Cause Analysis



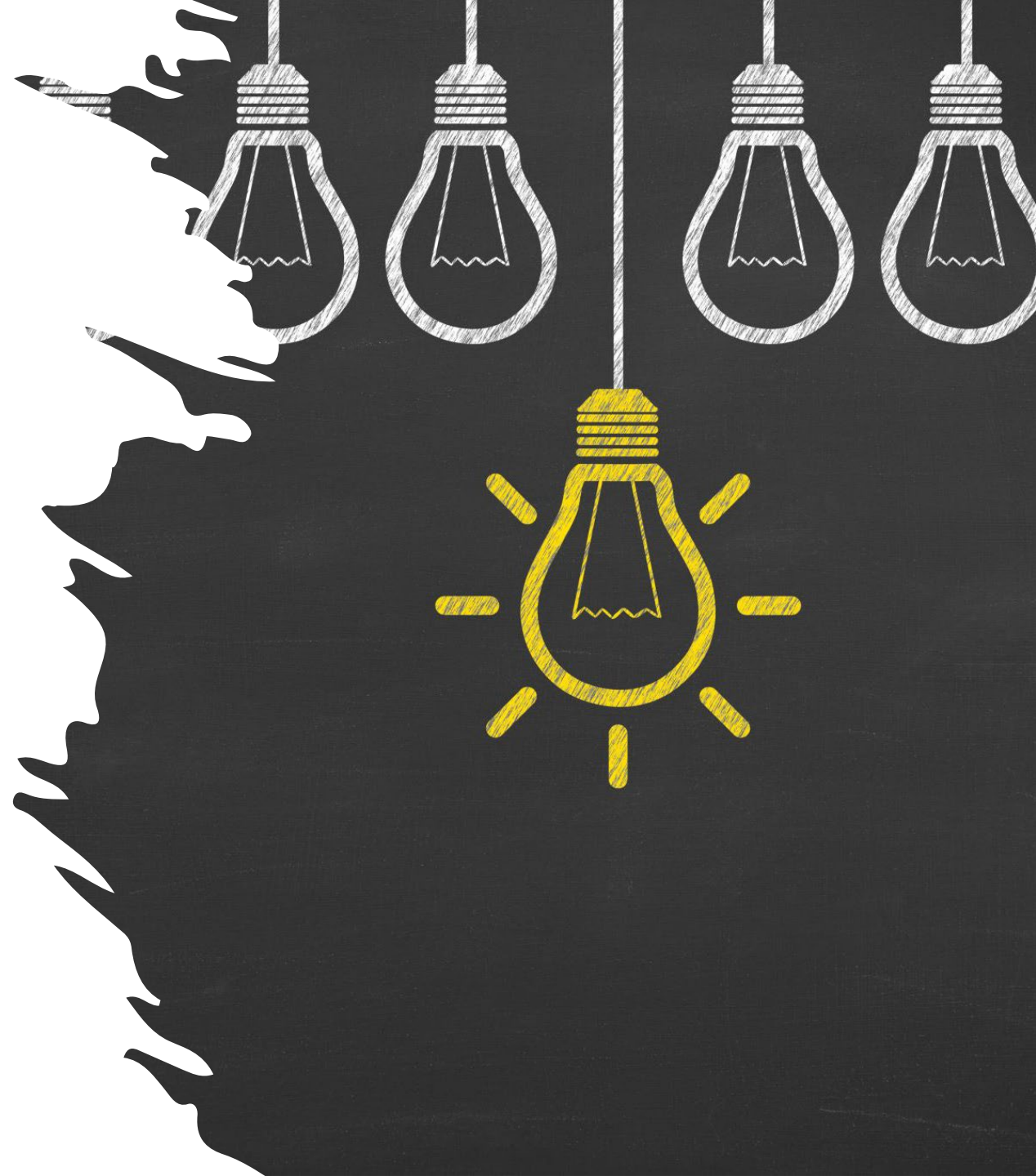
Centering Equity-Mindedness in Community College



- Embedding equity requires community colleges to **sew the concept of equity-mindedness** (Bensimon, 2007) **into the cultural fabric of the institution** (i.e., mission, vision, language, program review, hiring practices, and on-boarding processes).
- **Equity-mindedness is not about remediating** racially-minoritized students who are perceived as deficient, but **about respecting their aspirations and struggles and changing existing policies, practices, and structures that are found to underserve them.**

Reflection Question

Is racial equity and or equity-mindedness centered in your college/district mission, vision, core values and strategic plan?

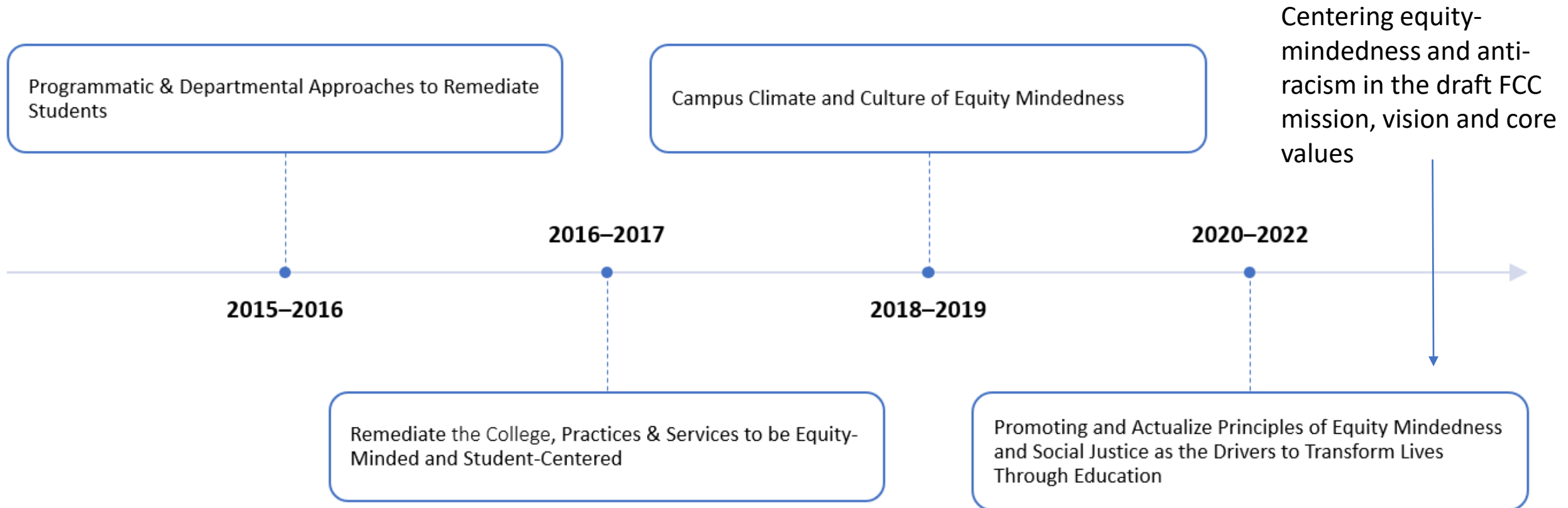


“When people change their language without reflecting on the underlying philosophy, they promote what Paulo Freire called “verbiage” — words absent any supporting action. Talking the talk without walking the walk means that systems that need to be changed are discussed—often bemoaned—but not transformed (Manning, 2019).”



Examples of embedding equity-mindedness in community college

A Vignette of Fresno City College's Equity Journey



Fresno City College Compendium of Diversity, Equity and Inclusion Efforts – Select Activities

- New Employee Equity Academy
- Ram Racial Equity Lab
- Equity-Minded Guided Pathways
- Equitizing Hiring Practices and Processes
- Equity Leadership Academy
- Academic Senate and Classified Senate Joint Resolution on Antiracism
- Equity-Mindedness and Anti-Racism Centered in Draft Mission, Vision and Core Values (strategic plan)
- Equity-Oriented Program Review
- Police Academy Taskforce
- Increasing Racial and Ethnic Diversity in the Associates Degree Nursing Program Taskforce



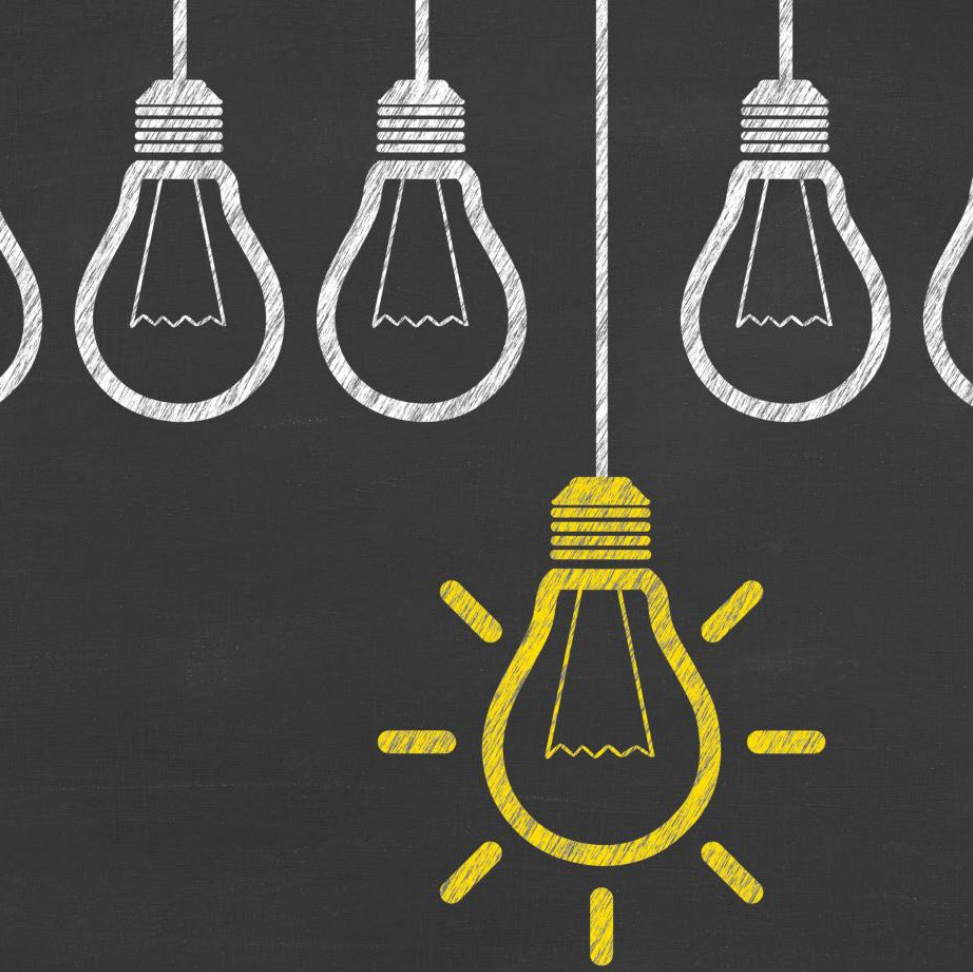
Breakout Activity #2

Board Roles & Responsibilities: An Overview (ACCT)

Effective boards form a cohesive group able to articulate and represent the public interest, establish a climate for learning and monitor the effectiveness of the institution. Boards of trustees do not do the work of their institutions; they establish standards for that work through the policies they create and approve.

Specific responsibilities are to:

- Act as a unit.
- Represent the community and serve the public good.
- Be visionary; think strategically.
- Establish policies to support the mission of the institution.
- Employ, evaluate and support the College President.
- Create a culture of evidence that monitors institutional performance.



Breakout Activity #2

Based on today's presentation and discussion, what are some ways in which you can ensure principles of equity-mindedness are centered in the cultural and operational fabric (policies; mission and strategic plan; employ, evaluate and support chancellors/presidents) of your college/district? Also, what are some ways you as a CEO or trustee or member of the organization as a whole can promote principles of equity-mindedness?

Instructions

- 8 minutes for each breakout room team to collectively discuss
- Each team needs to identify someone to take notes and someone to report out to the larger group
- 4 minutes for reporting out and synthesizing common themes



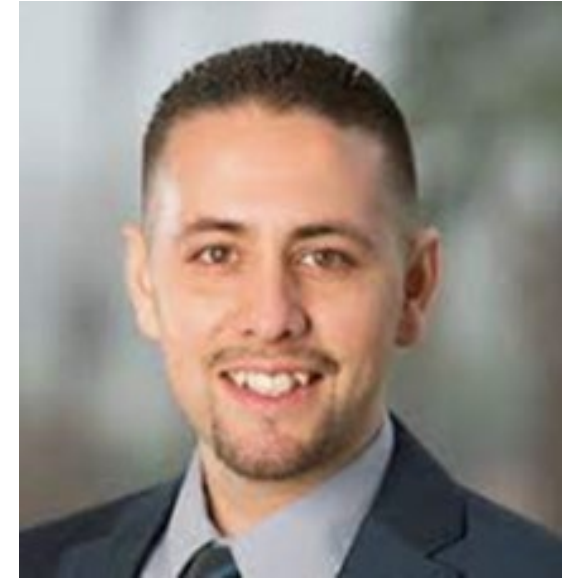
Thank You

Dr. Ray Ramirez
Director of Student Equity & Success
Fresno City College
raymond.ramirez@fresnocitycollege.edu
Twitter: @DrRayRamirez

References

- Bensimon, E. M., Dowd, A. C., & Witham, K. (2016). Five principles for enacting equity by design. *Diversity and Democracy, 19*(1), 1-8.
- Bensimon, E. M., Harris III, F., & Rueda, R. (2012). The mediational means of enacting equity-mindedness among community college practitioners. *Confronting equity issues on campus: Implementing the Equity Scorecard in theory and practice, 216-246*.
- Felix, E. R., & Ramirez, R. (2020). Counterstories of Policy Implementation: Using Reform to Address Latinx Student Equity. *Journal of Latinos and Education, 1-15*.
- Gaxiola Serrano, T. J. (2017). "Wait, What Do You Mean by College?" A Critical Race Analysis of Latina/o Students and Their Pathways to Community College. *Community College Journal of Research and Practice, 41*(4-5), 239-252.
- Manning, K. (2009). Philosophical underpinnings of student affairs work on difference. *About Campus, 14*(2), 11-17.

Breakout Session Debrief



Dr. Ray Ramirez
Director, Student Equity and Success
Fresno City College

Wrap Up



Adrienne Grey
Trustee,
West Valley-Mission CCD

Future Events

- | | | |
|---|----------------|------------------------|
| ➤ CEO/Trustee DEI Townhall | Virtual | Sept 23, 2021 |
| ➤ ACCT Conference | San Diego | Oct 13–16, 2021 |
| ➤ CCLC Conference | Virtual | Nov 16–19, 2021 |
| ➤ CCLC Effective Trustee Workshop/
Annual Legislative Conference | Sacramento | Jan 28–31, 2022 |
| ➤ CEO/Trustee DEI Townhall | Virtual | March TBA, 2022 |
| ➤ CCCT Trustee Conference | Laguna | Apr 29–May 1, 2022 |

Prior Townhall Materials & Recording Links: [4/1/2021](#) [5/20/2021](#)

Additional Townhalls will be added as needed

DEI Call To Action Resources

Community College/Higher Ed Resources:

- [CCCCO DEI Resources](#): ♦ [Vision for Success DEI Task Force 2020 Report](#) ♦ [Chancellor's 6/5/20 Call To Action letter, webinar and links](#) ♦ [Chancellor's 11/9/20 Call To Action Update](#) ♦ [SAMPLE CC DISTRICT RESOLUTION: AFFIRMING COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION](#) ♦ [DEI Glossary of Terms](#) ♦ [CCCCO Vision Resource Center](#)
- CCCT/CEOCCC Joint Resolution: [AFFIRMING OUR COMMITMENT TO STUDENT SUCCESS FOR BLACK & AA STUDENTS](#)
- Campaign For College Opportunity Study Reports: ♦ [Left Out](#) ♦ [State of Higher Ed for Black Californians](#) ♦ [Follow The Money](#)
- CA Governor's Council For Post-Secondary Education: [Recovery With Equity](#)
- BOOK: Sims/Taylor-Mendoza/Wallace/Conaway/Hotep [Minding The Obligation Gap in Community Colleges and Beyond](#) ♦ [5-Part Webinar Series](#)
- BOOK: McNair/Bensimon/Malcom-Piqueux [From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education](#)

Anti-Racism/Racial Justice Self-Study:

- ["How Studying Privilege Systems Can Strengthen Compassion"](#): Peggy McIntosh at TEDxTimberlaneSchools
[White Privilege: Unpacking the Invisible Knapsack](#) - Peggy McIntosh
- ARTICLE: Cory Collins. [What Is White Privilege, Really?](#)
Recognizing white privilege begins with truly understanding the term itself. Issue 60, Fall 2018
- BOOK: Robin DiAngelo, fwd by Michael Eric Dyson. [White Fragility: Why It's So Hard for White People to Talk About Racism](#), 2018.
- VIDEOS: Robin DiAngelo ♦ [Publications](#) ♦ [Media](#) ♦ [White Fragility Readers Guide](#)
- BOOKS: Kendi, Ibram X. ♦ [Stamped from the Beginning](#), 2017 ♦ [How To Be An Antiracist](#), 2019
- BOOK: Wilkerson, Isabel ♦ [Caste: The Origins of Our Discontents](#), 2020



Special Thanks

Presenters

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Townhall Planning Team



Thank You For Attending!