Introduction to Equity, Diversity, Race and Inclusion in Afterschool  
November 2nd  
To work effectively toward racial equity across systems and organizations, we need to share a common understanding of concepts that are foundational to this work. Seemingly straightforward terms can be defined differently from one context to another and yet used interchangeably, making it difficult to differentiate. This training will discuss why learning about race and racism is critical for educators, and develop a shared understanding of concepts that are central to equity work. DIV, Set 2

Looking at Inequitable Systems in the Educational System  
November 9th  
Many people in our society look at statistics about the life outcomes and living circumstances for historically harmed populations and conclude that it’s an individual problem based on some deficiency in their own culture, behavior, or biology. This training will explore how the systems and institutions that shape our lives are designed to create and perpetuate inequality. DIV, Set 2

Practicing Cultural Humility and Cultural Competence in Afterschool  
November 16th  
Becoming culturally competent and practicing cultural humility are central to serving youth from diverse backgrounds. Cultural competence and cultural humility compel us beyond awareness into action. This training will provide a shared understanding of the terms culturally competent and cultural humility, while exploring why they are important to creating equitable and inclusive program environments. Participants will create personal goals for increasing cultural competence and cultural humility. DIV, Set 2

Building Stronger Relationships with Youth and Families in Afterschool  
November 30th  
It is essential that those of us who work in community-facing organizations invest the time to build strong relationships with those we serve. Everything we do from developing new programs or services to engaging families and communities to building coalitions to address educational opportunity gaps requires us to be connected with the community – its people, its institutions, and its culture and history. Building relationships allows us to engage in collaborative and participatory community engagement, to listen to community members, and work with them to develop the programs and services they want and need. In this training, we will develop a shared understanding of why building relationships with youth and families is important to developing inclusive and equitable programs. FCS, Set 2

LEAD FACILITATOR: RACHEL KESSLER  
WEEKLY 2 HOUR SESSIONS
Historically, schools have seen the home cultures of students of color and English-language learners as deficits to be overcome or resources to be treated as a bridge to preferable, dominant practices. Current pedagogies, including culturally sustaining and revitalizing pedagogies, take an asset-based approach, viewing students’ home and community cultural practices as resources “to honor, explore, and extend” (Paris 2012, p. 94). In this training, we will explore this asset-based approach to students’ home and community cultural practices. The most well-known asset-based approach is culturally relevant pedagogy (CRP). We will also learn about the Banks Framework for “leveling up” your instruction – a useful model that helps us evaluate our existing lessons and find ways to make them more culturally relevant and sustaining.

Assessing and Transforming your Afterschool Program
December 14th
In this sixth and final session, we will take what we have learned about racial equity, cultural humility, cultural competence, and building stronger relationships with youth and families to assess our current program practices, and offer strategies for creating more equitable and inclusive programs.

Timeline
• Register to Participate by October 26th
• All participants will be asked to complete a commitment form & pre-survey by October 29th
• Attend weekly trainings November 2nd – December 14th
• Complete reflective post-cohort survey by December 20th

Participant Requirements
• Must work in or directly support K-12 program
• Participants commit to attend trainings (at least 80% live), complete pre-work and reflection components on weekly basis
• Participants must complete pre-survey, individual session evaluations throughout the series, and a post-cohort survey
• Create plan for applying knowledge through systematic implementation in program/organization.
• Licensed child care staff may apply for Betty Gray Cohort scholarship to cover half the cost