

# Being A Change Agent For: PCCPTA 2<sup>nd</sup> Session

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# **About Mauricio**

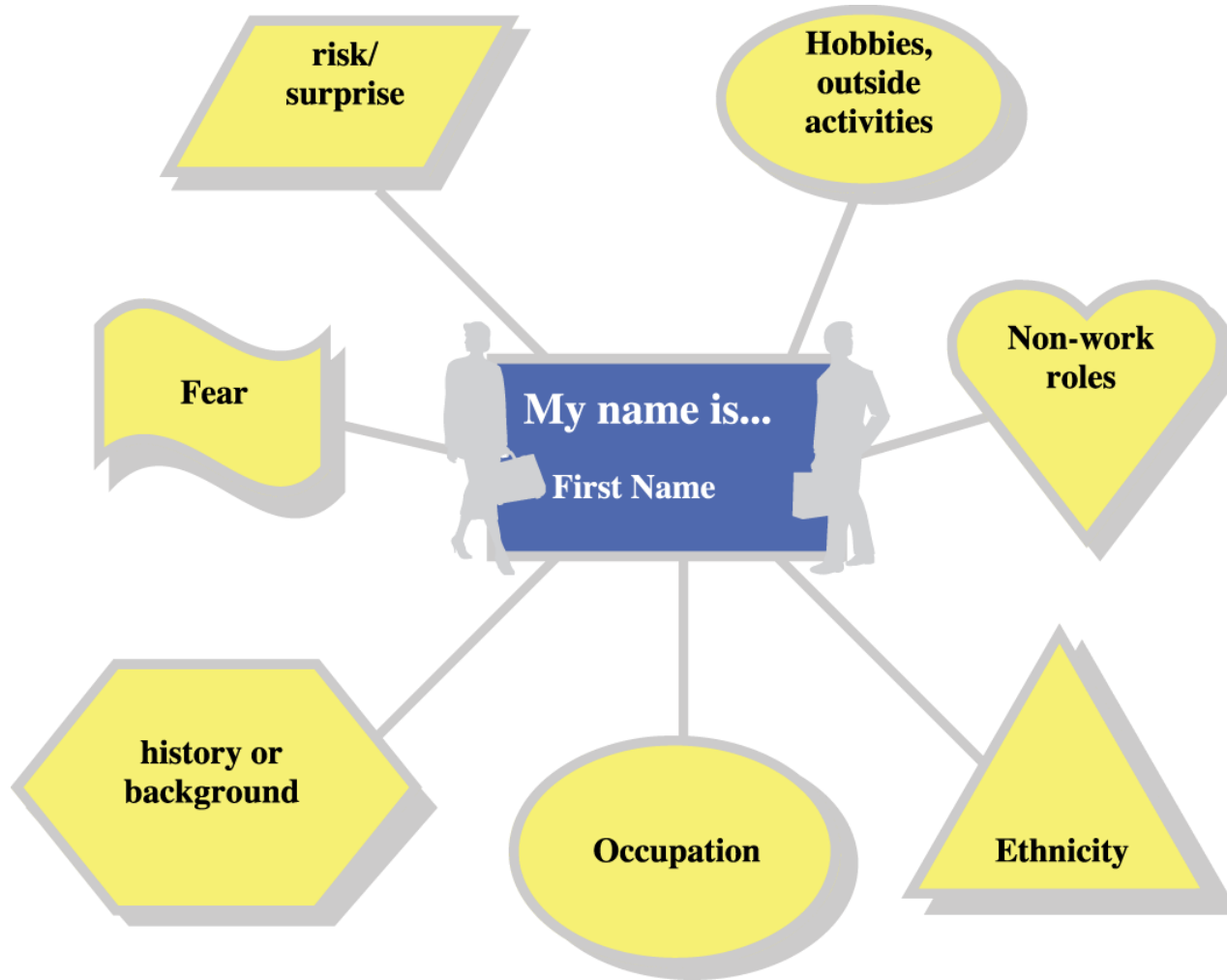
**Mauricio Velásquez is the President and CEO of The Diversity Training Group (DTG) in Herndon, VA. Mauricio serves as a diversity strategy consultant, diversity trainer, sexual harassment prevention trainer, executive coach, mentoring trainer, and expert witness (listed with TASA).**

**DTG's client include particular schools, school systems, charter schools, public and private schools, colleges and universities. Mauricio and his firm have partnered with the NEA and NPTA for years. Mauricio will be conducting two national webinars for NPTA and conducting Leadership Training in select cities and is also working with NPTA Board.**

**Mauricio has trained more than a half million participants in every state but North Dakota. With recent work in Cuba, Italy, Spain, Guam (United States Navy) work and life has taken Mauricio to over 75 countries.**

**Mauricio has three kids – Ethan (11), Elise (9), and Maya (6) and he is active in their PTA.**

# Diversity or Inclusion Web



# **Mauricio's Mission**

- **Provoke Thought**
- **Facilitate Discussion & Learning**
- **Surprise You**
- **Entertain You**
- **Add Value**
- **Provide Subject Matter Expertise**

# Opening Remark

What You Don't  
Know You Don't  
Know

(DKDK)

What You  
Don't Know

(DK)

What You Know

(K)

# Intent vs. Impact

**Intent**

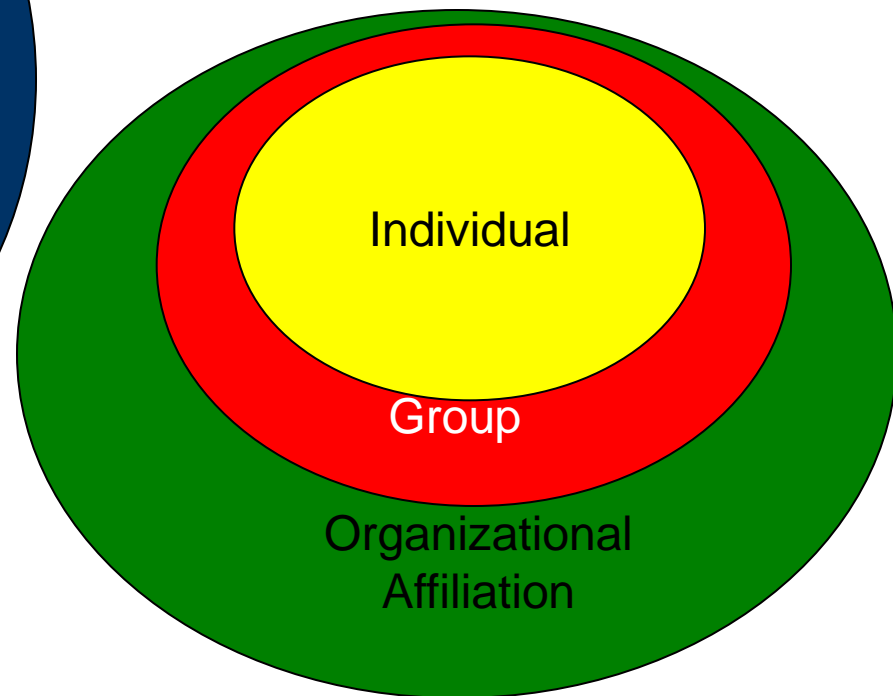
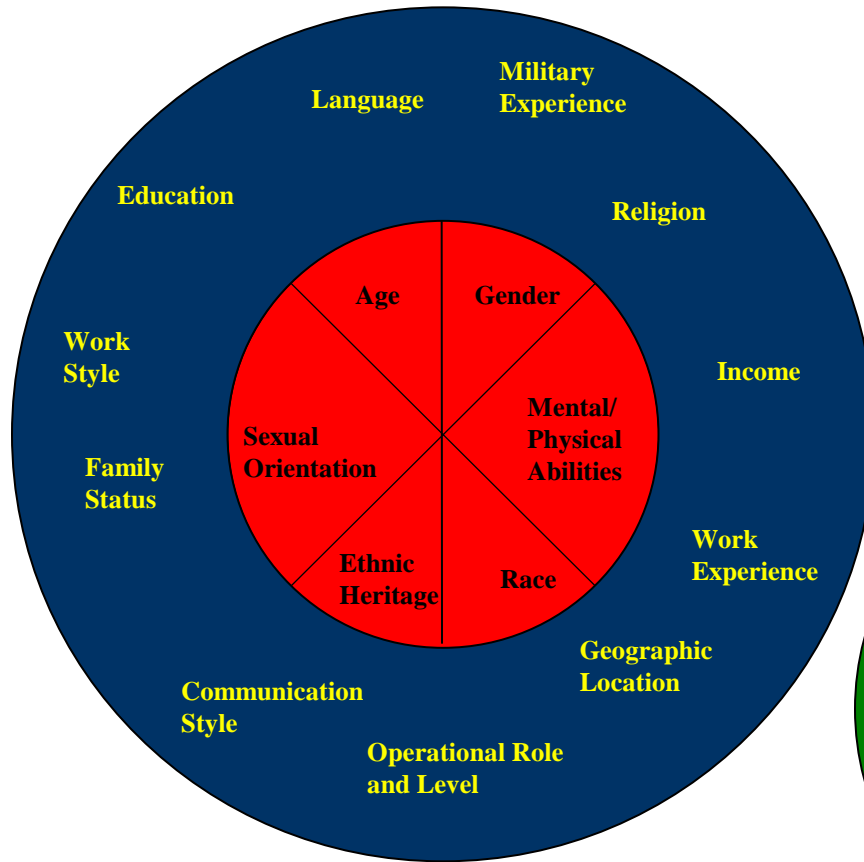
(what you meant)

**vs.**

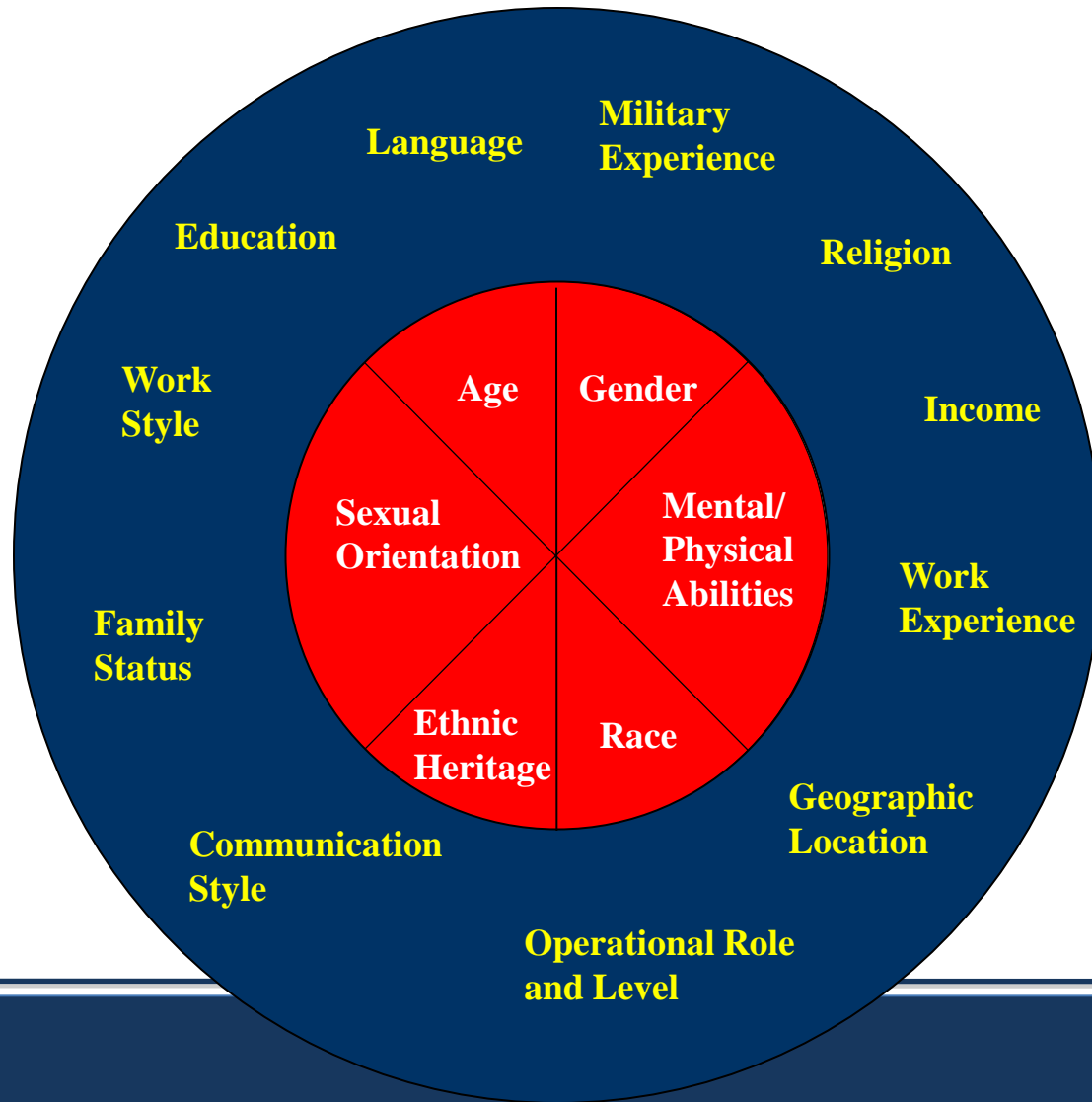
**Impact**

(what you actually said)

# Diversity – 2 Models

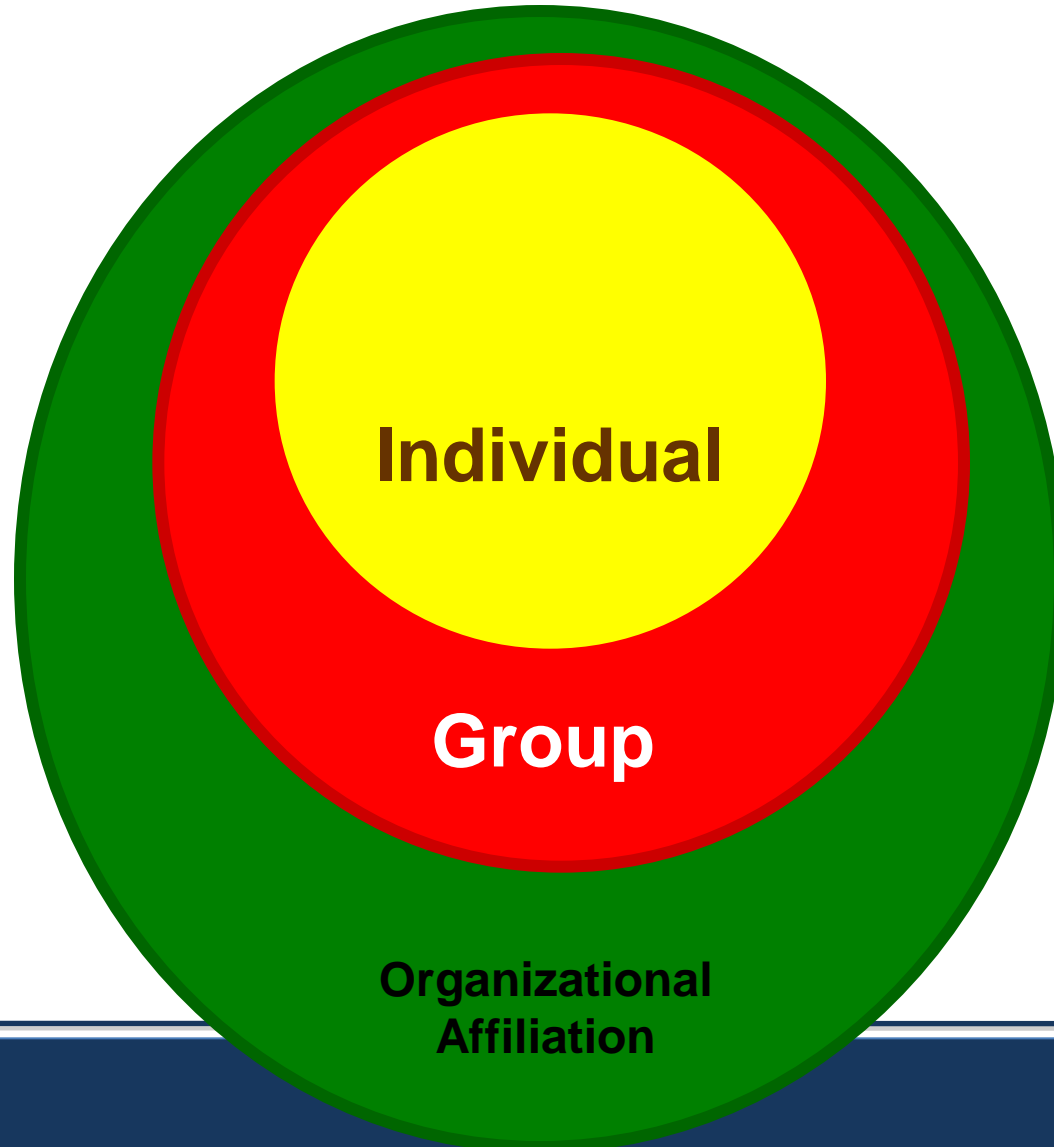


# Dimensions of Diversity





# Do you see the individual first or last?



# What does it mean to be inclusive?



To include



To welcome



To make comfortable



To acknowledge, value, and include 'others' from all backgrounds



# **Explain Diversity and Inclusion**

**... Landmark work**

**... Revolutionary**




**... Ground breaking**

**.... Controversial**

**.... “50 years ahead of it’s time!”**

**... Comes from Education!!!!**

# Frontline – “A Class Divided”

-  In 1970, a public school teacher in Riceville, Iowa, divided her all white, all Christian third graders into blue and brown eyed groups for a lesson on discrimination.
-  On successive days, each group was treated as inferior and subjected to discriminatory treatment.
-  This FRONTLINE reunites the teacher and class after 18 years to relate the enduring effects of their lesson.

# **A Class Divided**

- **What did you notice? How did it make you feel?**
- **What could eye color represent in our society?**
- **What do the collars represent?**
- **What did Jane Elliott represent?**
- **What was the impact on performance?**
- **What are the collars in your organization?**
- **What luxury do the children have?**
- **In the final analysis, what is the point of this video? List any insights/knowledge/conclusions.**

# IMPACT OF BIAS ON PERFORMANCE

DAY 1

DAY 2

**BROWN EYES**

5.5

->

2.5

(COLLAR)

**BLUE EYES**

3.0

->

4.18

(COLLAR)

**I truly believe....**

**“Before You Can Understand  
‘Others’ – You Must  
Understand Yourself First!”**

**- MV**

# What Your Scores Tell You

## **0 - 20 Naive**

Acts with no knowledge or awareness of biases and prejudice and their impact on others. What they don't know they don't know. This person has no clue as to the impact of their actions on others.

## **21 - 40 Perpetuator**

Aware of biases and prejudices, but continues behaviors and actions that reinforce and support stereotypes and intolerance. This person is aware of the impact of their actions on others, but continues with such behaviors nevertheless, "You can't teach an old dog new tricks."

## **41 - 59 Avoider**

Aware of biases and prejudices, but makes a conscious choice to ignore inappropriate behavior or withdraw from it. This person would rather turn and walk away than understand and address inappropriate behaviors or that bias that can appear or be misinterpreted as support. "If you are not part of the solution, you are part of the problem."



# What Your Scores Tell You

**60 - 75 IWE Change Agent** Acts as a role model. Takes action when appropriate and addresses behaviors when important. IWE Change Agent will take risks and use the many tools available to him/her. IWE Change Agent will take peers aside and provide feedback and coaching with the intent to improve work relationships and personal productivity.

**76 - 80 Fighter** Attacks all actions and confronts all behaviors. Always on the lookout for injustice but is often too confrontational, sometimes in public settings. Although a very important role, too often these individuals are labeled as “troublemakers.” If you have this energy, this fervor, please consider the change agent approach to problem-solving and inclusivity.

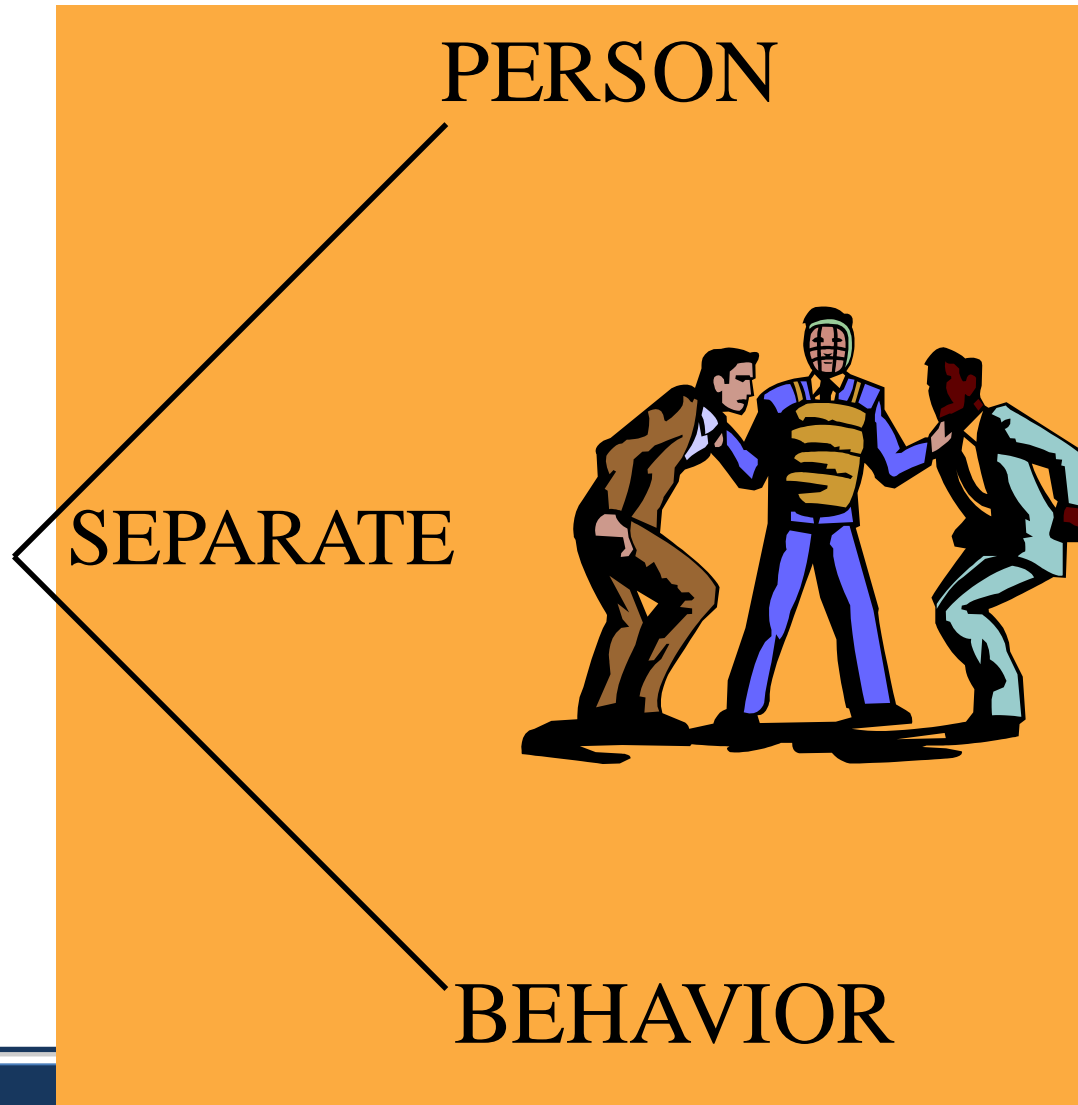
# Are you a Change Agent?

- Do you “challenge status quo?” (“*We have always done it that way*”)
- Are you welcoming parents and children “of all backgrounds?”
- Are you holding those accountable who are not welcoming? Questioning why a particular person is not being welcomed?

# **As Advocates / Change Agents**

- **We must lead by example**
- **We must be ever vigilant**
- **We must be coaches**
- **We must give straightforward and honest feedback**
- **We must always keep our mission first in our mind**
- **We must employ skill, tact, direction**

# Most Critical Tools



# Stop-Start Message

## *Start with a Positive*

Please stop \_\_\_\_\_  
(describe negative/unproductive behavior)

Start \_\_\_\_\_  
(describe new, more appropriate/positive behavior)

Continue \_\_\_\_\_  
(describe ongoing positive behavior)

## *End with a Positive*

# I-Statement

(Start with a Positive)

When you \_\_\_\_\_, I feel \_\_\_\_\_  
(describe behavior) (impact of behavior)

I would prefer \_\_\_\_\_  
(new behavior – more appropriate/productive)

**OR**

I feel \_\_\_\_\_, when you \_\_\_\_\_  
(impact of behavior) (describe behavior)

I would prefer \_\_\_\_\_  
(new behavior – more appropriate/productive)

**OR**

When I see \_\_\_\_\_, it makes me feel \_\_\_\_\_  
(describe behavior) (impact of behavior on you/group)

I would prefer \_\_\_\_\_  
(new behavior – more appropriate, more productive)

(End with a Positive)

# 2 Kinds of Behaviors

## PREFERS

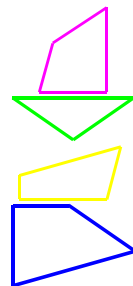
- Promote respect
- Diversity friendly
- Promote Mission
- Behaviors we prefer to see
- **INCLUSIVE - Include**

## NEVERS

- Disrespect
- Bias/prejudice
- Undermines Mission
- Behaviors we never want to see
- **EXCLUSIVE - Exclude**

# We must begin challenging bias/stereotypes

## HOW WE BUILD STEREOTYPES



Group/Categorize/Label

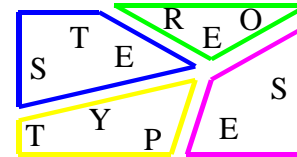
Form opinion (judge); always negative

Look for "proof"

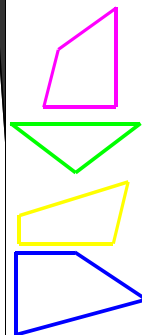
Examples: "See, I told you so."

"You're not like the rest of them."

"You're the exception to the rule."



## HOW WE BREAK DOWN STEREOTYPES

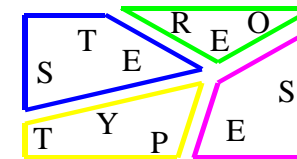


Does the comment hold true for everyone in the group?

Does the comment reflect knowledge, skills, or abilities necessary to complete the job?

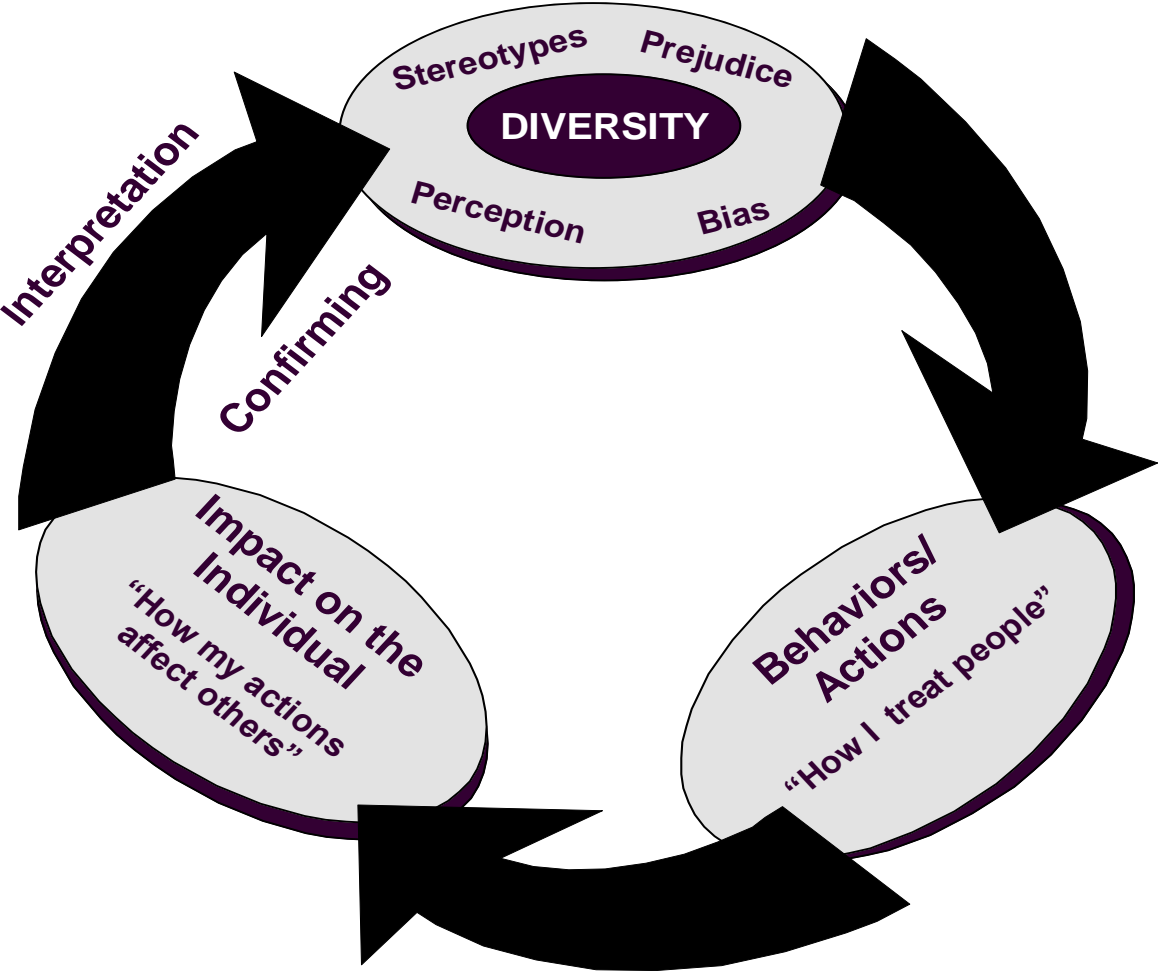
Is the person thought of as part of a group first rather than as an individual?

Do your past experiences with members of this person's group affect the interaction?





# SFPs “at work” – Preconceived Notions



# **As Advocates, Change Agents...**

**You must be informed**

**You must not allow  
disinformation to “cloud” your  
judgment**

# Did you know?

- **56 million** The projected number of students to be enrolled in the nation's elementary through high schools (grades K-12) this fall.  
Source: U.S. National Center for Education Statistics as cited in the *Statistical Abstract of the United States: 2010*, Table 214  
<http://www.census.gov/compendia/statab/>
- **43%** Percentage of elementary through high school students who were nonwhite (single race) or Hispanic, as of October 2008.  
Source: School Enrollment — Social and Economic Characteristics of Students: October 2008  
<http://www.census.gov/population/www/socdemo/school/cps2008.html>>
- **22%** Percentage of elementary through high school students who had at least one foreign-born parent in October 2008. Five percent were foreign-born themselves. Source: School Enrollment — Social and Economic Characteristics of Students: October 2008  
<http://www.census.gov/population/www/socdemo/school/cps2008.html>

# Did you know?

- **50%** Percentage of kindergarten through 12th-grade students in California who had at least one foreign-born parent in 2006. California led the nation, followed by Nevada with 36 percent. New York, Florida, Texas, Arizona, New Jersey and Hawaii were some of the states that also had at least one-quarter of students this age with at least one foreign-born parent. Source: School Enrollment in the United States: 2006  
[http://www.census.gov/newsroom/releases/archives/education/2008-05-08\\_education.html](http://www.census.gov/newsroom/releases/archives/education/2008-05-08_education.html)
- **10.9 million** Number of school-age children (5 to 17) who spoke a language other than English at home in 2008; 7.8 million of these children spoke Spanish at home. Source: 2008 American Community Survey  
<http://factfinder.census.gov/>
- **31 million** Average number of children participating each month in the national school lunch program in 2008. Source: U.S. Department of Agriculture, Food and Nutrition Service, as cited in the *Statistical Abstract of the United States: 2010*, Table 558  
<http://www.census.gov/compendia/statab/>

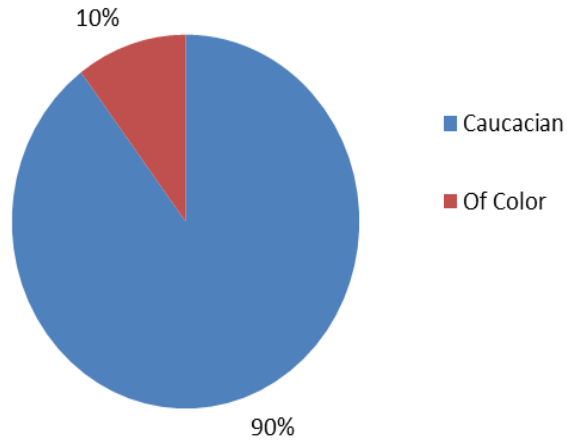
# Did you know?

- **45%** Percentage of children enrolled in kindergarten through 12th grade in California who spoke a language other than English at home in 2006. California, which led all states, was followed by Texas (35 percent), New Mexico (34 percent) and Arizona (32 percent). The national average was 21 percent. (The percentages for Texas and New Mexico were not significantly different from one another.) Source: School Enrollment in the United States: 2006 [http://www.census.gov/newsroom/releases/archives/education/2008-05-08\\_education.html](http://www.census.gov/newsroom/releases/archives/education/2008-05-08_education.html)
- Roughly one-fourth of the nation's kindergartners are Hispanic, evidence of an accelerating trend that now will see minority children become the majority by 2023. (USA Today, 3/5/09)
- Census data released Thursday also showed that Hispanics make up about one-fifth of all K-12 students. (USA Today, 3/5/09)

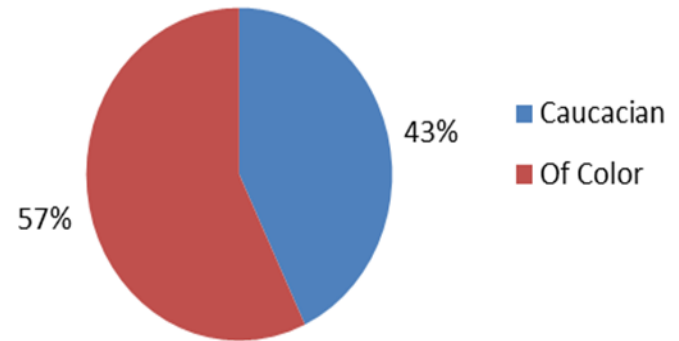
# **Said to State Presidents..**

- 1. Knowing the demographics of the students in your state can you honestly say that your leadership is representative of the students we serve?**
- 2. Are you being truly genuine, authentic, and sincere in your outreach to under represented students and parents?**
- 3. Are you willing to challenge the status quo – the notion that “we have always done it that way.” Days of “I had no idea” are over!**

### KEA Staff Ethnicity



### 2010 Student Ethnicity



# **Representative & Accountable**

- **Are we truly representative of the communities we represent and serve?**
- **How do we hold each other accountable?**
- **How do we hold our states accountable?**
- **When we see “status quo” and not change!**



# Action Plan

- **What are we going to do differently to “challenge status quo?”**
- **How can I create an inclusive work environment, a more welcoming organization?**
- **How can I use what I have learned in this class in my organization and beyond?**

**Thank you for your time  
today!**

**I know your time is valuable.**

**Thank you for participating!!**

**If you enjoyed our session...**

**... tell people about it!**

**... if you did not – keep it to yourself but put in the evaluation.**

# **Time Permitting**

- **Adam Davidson**
- **Screen Writer/Director**
- **This was his thesis to get his degree in film from AFI – American Film Institute, New York City**
- **Won many awards**
- **Filmed in 1990**

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