

White Privilege

Symposium Northwest

BUILDING SOLIDARITY

IN RACE AND EQUITY THROUGH COMMUNITY

**FRIDAY
5/3/19
NORTHWEST
AFRICAN
AMERICAN
MUSEUM
6:25-8:30PM**

**SATURDAY
5/4/19
HIGHLINE
COLLEGE
8:00AM- 5PM**

PARTNERSHIPS

IN PARTNERSHIP WITH: AFRICATOWN CENTER FOR EDUCATION AND INNOVATION, CRREW COLLECTIVE, HILLTOP CHILDREN'S CENTER-SEATTLE, NPARC, CULTURES CONNECTING, HIGHLINE COLLEGE, ISSAQUAH SCHOOL DISTRICT 411, WAEYC, NEW DIRECTIONS CONSULTING LLP, NORTHWEST AFRICAN AMERICAN MUSEUM, SEATTLE GIRLS SCHOOL, TILMAN SMITH CONSULTING AND THE MERIDIAN SCHOOL

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Welcome to White Privilege Symposium Northwest #WPSNW

Many of our systems in the Pacific Northwest and in the United States of America have perpetuated institutional, structural, and systemic barriers adversely impacting children, youth, and people of color. To examine these forms of oppression, we must **boldly** challenge reforms in our government, education, health, labor, housing, social services, and criminal justice systems. Leveraging a multi-sector approach to address environmental, racial, and gender inequity, we are delighted to bring The White Privilege Symposium Northwest (WPSNW) to the Pacific Northwest - bringing together advocates, activists, educators, students, youth, politicians, and a community to intentionally embrace strategies, stories and frameworks to build a movement of solidarity and partnerships using a racial equity lens.

Six years after hosting the 14th annual White Privilege Conference in 2014, a new generation of advocates, with the guidance and advice of our elders and trailblazers who have come before us, we have convened together over the last 10 months to continue the conversation with an intentional focus on ways we can transform our own community. Today is a dynamic opportunity for growth in our collective understandings of justice, as well as how we can become even more impactful agents of change in our own backyards. Lead by you, for you, this symposium provides a chance for us to have frank but respectful dialogue, learn how to communicate with love and dignity across difference, and work boldly toward building stronger communities. We hope today's theme of "Building Solidarity in Race and Equity Through Community Partnerships," inspires and challenges you to continue to bring forth innovative and inclusive solutions to positively transform the lives of children, youth, and people of color.

WPSNW Planning Committee

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Welcome to Highline College

We are delighted that you are on campus for this important symposium: "Building Solidarity in Race and Equity Through Community Partnerships." At Highline, we believe in inclusivity, embracing multiculturalism, diversity, and equity. In order to make a reality from our beliefs we must first have an unwavering commitment to the work and dedication it takes to challenge ourselves and our institution to aspire for greatness. It is in this spirit that we would like to extend a warm welcome to each of you for joining us today as we embark on a day full of crucial dialogue, learning and unlearning, and re-commitment to this life-long journey of creating a world where all people are valued and uplifted.

Rashad Norris
Director of Community Engagement, Highline College

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About Eddie Moore Jr., Founder of The Privilege Institute (TPI), the White Privilege Conference and Symposium,

Eddie Moore Jr.

currently serves as Director of The Privilege Institute (TPI) and The National White Privilege Conference (WPC), both founded under his direction to provide opportunities and possibilities for research, publications, speaking and collaborations by those committed to true social and institutional change. He received his Ph.D. in Educational Policy and Leadership Studies at the University of Iowa and under his direction and inclusive relationship model, the White Privilege Conference has become one of the top national and international conferences for participants who want to move beyond dialogue and into action around issues of diversity, power, privilege, and leadership.

The Privilege Institute (TPI),

provides challenging, informative, and practical strategies, programs, and resources. TPI equips and empowers people, organizations, institutions, and communities committed to action and accountability related to issues of diversity, power, privilege and leadership.

Core Values:

- Collaboration
- Consciousness-building (of privilege and oppression)
- Comprehensive approach (in terms of content and process)
- Challenging and supportive environment
- Intersectional content
- Strategic and action-oriented
- Reciprocity between us and our participants
- Accountability and responsibility
- Relationship building
- Purpose-driven (we are fighting for liberation, social justice, and equity)

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WPSNW FYIs and Need-to-Knows

Accessibility

The WPSNW is firmly committed to providing an experience that is inclusive and responsive and creates a sense of welcome, accessibility, and user-friendly environment. WPSNW mindfully explores best practices for implementing universal approaches that robustly enhance the navigation of conference programming and event spacing.

All Gender Restrooms

We have designated all gender restrooms in the Student Hub, where the keynotes will be presenting. An all gender restroom is designated for everyone to use. By choosing to use this restroom, it means refraining from gender policing (staring, snickering, intimidating, categorizing, etc.). Gender-segregated restrooms are available in the other buildings throughout the campus.

Merch Mart, Book Sales, and Exhibitors

Our sponsors and vendors are critical to the success of #WPSNW. Please show your support, visit their stands, and check out the books and merchandise available to purchase from 8:00a.m. - 3:00p.m.

Press Policy

ALL members of the press are required to sign a copy of our press policy and wear a Press ribbon. Please go to the registration table at The Student Hub to check in before attending sessions.

Recording and Copyrights

All #WPSNW content is copyrighted. Sessions may not be recorded or videotaped without prior written permission from the White Privilege Symposium and anyone in the recording. No materials received at the conference may be reproduced without written permission from the White Privilege Institute and the author. The views of the presenters do not represent the views of The Privilege Institute, WPSNW, or our sponsors.

Social Media:

Spread The Word by using the hashtag #WPSNW and tag us on the following platforms

- Twitter - @got_privilege
- Instagram - @got_privilege
- Youtube - Youtube.com/gotprivilege
- Facebook - www.facebook.com/whiteprivilegeconference

Want to bring the Symposium back to the Pacific Northwest? Contact us at wpcinfo@theprivilegeinstitute.com

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Friday, May 3rd, 2019 - Schedule At A Glance

6:00p.m. - 6:30p.m. – Registration, Check-in, Self-Guided Tour of the Museum, Merchandise Market
6:30p.m. - 7:00p.m. – Welcome – Eddie Moore Jr.
7:00p.m. - 7:45p.m. – Keynote “Becoming More: Adding to the Greater Good” by Yusef Salaam, Central Park 5
7:50p.m. - 8:15p.m. – Special Performance by Jasiri X
8:20p.m. - 8:30p.m. – Closing Remarks by “WPSNW Planning Committee Rep”
8:30p.m. - 8:45p.m. – Building Closes

Saturday, May 4th, 2019 - Schedule At A Glance

7:30a.m. - 8:15a.m. – Registration, Check-in, Merchandise Available for Purchase
8:15a.m. - 8:30a.m. – Welcome by Rashad Norris, Director of Community Engagement Highline College
Land Acknowledgement
Opening Remarks – Eddie Moore Jr.
8:30a.m. - 9:30a.m. – Keynote #1 – Robin DiAngelo,, A NYTimes Best Selling Author
9:30a.m. - 9:45a.m. – Break / Move to Workshop #1
9:45a.m. - 11:00a.m. – Workshop #1 (please see page #8 for list of workshops, descriptions, and room numbers)
11:15a.m. - 12:15p.m. – Lunch
12:15p.m. - 1:15p.m. – Keynote #2 – Gyasi Ross, (Blackfeet Nation) Author, Father, Storyteller
1:15p.m. - 1:30p.m. – Break / Move to Workshop #2
1:30p.m. - 2:45p.m. – Workshop #2 (please see page #12 for list of workshops, descriptions, and room numbers)
2:45p.m. - 3:00p.m. – Break / Move to Workshop #3
3:00p.m. - 4:15p.m. – Workshop #3 (please see page #15 for list of workshops, descriptions, and room numbers)
4:15p.m. - 4:30p.m. – Break / Please return to The Hub for Final Keynote and Final Remarks
4:30p.m. - 5:00p.m. – Keynote #3 – Eddie Moore Jr., Founder of TPI, WPS, and WPC
5:00p.m. - 5:15p.m. – Final Thoughts / Adjourn

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Workshop Levels

Beginner (B)

These workshops are appropriate for individuals who have little or no knowledge about privilege, anti-racism, oppression, and intercultural issues. These workshops stress fundamental concepts and approaches and offer participants time to grapple with this new information in a supportive environment. Individuals who have just begun to learn about privilege, racism, and other intercultural issues, and who are first-time participants at the White Privilege Symposium are the target audience for beginner workshops.

Intermediate (I)

These workshops are appropriate for individuals who have a working knowledge of privilege, anti-racism, oppression, and intercultural issues. These workshops stress the interconnection between fundamental concepts and new knowledge, techniques, methodologies, and skills. Individuals who seek to discover what to do with their knowledge about privilege, racism, etc. are the target audience for intermediate workshops.

Advanced (A)

These workshops are appropriate for individuals who are educators, facilitators, practitioners, and leaders in areas of cultural diversity, and who have a highly developed understanding of privilege, anti-racism, oppression, and intercultural issues. These workshops offer ways in which advanced participants can deepen their knowledge through high impact experiential activities and acquaintance with new theories. Also, these workshops offer advanced practitioners ways to share insights, refine their knowledge, and sharpen their already-developed skills.



SUMMER CAMP: DIVERSITY LEADERSHIP INSTITUTE

Save the Date: June 23 – 28, 2019

This week-long Diversity Leadership Institute and Moore at the University of Wisconsin – Green Bay is designed to be a cell-phone-free experience for youth grades 9-12 who participate in programming designed to focus on mind, body and spirit.

Activities include (but are not limited to):

- Workshop sessions;
- Keynotes;
- Performances;
- Outdoor activities;
- Service work; and
- Networking with community leaders.

Participants are provided with practical skills, tools and strategies for addressing complex and challenging issues related to diversity, power, privilege and equitable leadership. Camp staff includes counselors from diverse background, college campuses and youth organizations. Check back for information about registration for the 2019 summer camp.

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Keynote #1 – “White Fragility”

8:30a.m. – 9:30a.m.

The Hub

Robin DiAngelo

Keynote Description:

White people in the U.S. live in a racially insular social environment. This insulation builds our expectations for racial comfort while at the same time lowering our stamina for enduring racial stress. I term this lack of racial stamina “White Fragility.” White Fragility is a state in which even a minimal challenge to the white position becomes intolerable, triggering a range of defensive moves including: argumentation, invalidation, silence, withdrawal and claims of being attacked and misunderstood. These moves function to reinstate white racial equilibrium and maintain white control. This talk will provide an overview of the socialization that inculcates white fragility and provide the perspectives and skills needed for white people to build their racial stamina and develop more equitable and just racial norms and practices.

About Robin DiAngelo:

Robin DiAngelo is Affiliate Associate Professor of Education at the University of Washington. Her area of research is in Whiteness Studies and Critical Discourse Analysis. She is a two-time winner of the Student’s Choice Award for Educator of the Year at the University of Washington’s School of Social Work. She has numerous publications and books. In 2011 she coined the term *White Fragility* in an academic article which has influenced the international dialogue on race. Her book, *White Fragility: Why It’s So Hard For White People To Talk About Racism* was released in June of 2018 and debuted on the New York Times Bestseller List. In addition to her academic work, Robin has been a consultant and trainer for over 20 years on issues of racial and social justice.

Workshop #1

9:45a.m. – 11:00a.m.

Title: **The Guide for White Women Who Teach Black Boys**

Facilitator: Eddie Moore Jr.

Level: Beginner

Building Number: 7

Room Number: The Turtle

Session Description:

This workshop will introduce *The Guide for White Women who Teach Black Boys*, created to support White women who engage in concentrated, focused inquiry around their relationships with Black male students and the impact on those relationships of race and racism. Using video footage from interviews with both White female teachers and Black men and boys, we will facilitate an experiential workshop designed to generate new avenues of reflection and action for White Teachers.

Title: **Changing the Narrative: Healing from Internalized Racism**

Facilitator: Anita Garcia Morales

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Level: Intermediate
Building Number: 10
Room Number: 101

Session Description:

We hear about the crimes perpetrated against people of color by police officers, especially African American men, and their names are in the news for a while and there is outrage. We hear about the unjust treatment of immigrants and Dreamers and there is outrage. We see the reality of the cradle to prison pipeline, with the prison industrial complex making it real faster, and there is outrage. We see the disproportionality in healthcare, education, the justice system, housing and in every other aspect of daily life and there is outrage. Institutional and structural racism are villainous and there is reason for the outrage. Our communities of color are, on a daily basis, maligned by racism in ways that don't make the evening news, that don't spark marches or protests or policy changes and yet are destructive by the nature of their frequency and consistency. To change the narrative, to flip the statistics, to pave a cradle to college and career pipeline; people of color must find an ongoing way to heal from internalized racism, internalized oppression and internalized inferiority. White people, who stand in ally-ship, must be willing to consider what part of white privilege they are willing to relinquish and must be willing to confront the white supremacist within to stand in full and consistent solidarity with their brothers and sisters of color to change the narrative. In this session we will, in solitude and in community, explore how to do this and change the narrative.

Title: Building Solidarity Among Anti-Racist Asians

Facilitator: Jondou Chen & Toi Sing Woo

Level: Intermediate
Building Number: 10
Room Number: 102

Session Description:

As Asians, Pacific Islanders, Southeast Asians & South Asians what are the challenges and problems we experience as we do our anti-racism work? How do we build solidarity and community not only among ourselves but also with other communities of color? As we build relationships for intentional solidarity and doing our own work of de-colonizing is important for collective liberation. Join us in creating an expansive learning community to explore and build racial equity work and how we can be stronger together.

Title: Detentions and Deportations as Another White Supremacy Tool

Facilitator: Maru Mora Villalpando

Level: Intermediate
Building Number: 10
Room Number: 104

Session Description:

The machine of detention and deportation created by the Bush administration in 2003, developed by Obama, and used as it maximum by the current regime, is in itself another tool of white supremacy to control communities of color. In the past two years it has contributed to deepen the wedge between communities of color, and plays a role in the growth of people of color in nationalistic groups and xenophobic tendencies. In this workshop we will analyze this issue at a local and international level, and discuss possible local solutions.

Title: Get to Know Your Muslim Community

Facilitator: Fawzi Belal

Level: All Levels
Building Number: 10
Room Number: 202

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Session Description:

This workshop is on Islamophobia, media biases and getting to know your American Muslim community. Seeing the world through the lens of Muslims student in the United States and understanding their faith, lifestyle and culture.

Title: PNW Passive Aggressive Communication Norms and Racial Equity

Facilitator: Fleur Larsen

Level: Intermediate

Building Number: 10

Room Number: 204

Session Description:

This workshop will explore how understanding spoken and unspoken cultural norms are a key piece to advancing racial equity in your organization or company. Here in the Pacific Northwest we have a unique flavor of communication norms referred to as passive aggressive and conflict adverse. Based on WASP (white, anglo, saxon Protestant and middle class), the PNW regionally values indirect and 'watered down' sharing of information. This is significant because it is hard to manage for something if you cannot name it clearly for everyone to understand. Tone policing, vagueness, deflecting, blaming the messenger for things bringing up rather than engage in the content of the message, civility politics, conflict aversion etc are a few forms this takes. Presenters and participants will identify how these regional norms impede addressing racial equity when people and institutions are not able to squarely name dynamics. White supremacy culture is held together with the glue of passive aggressive communication norms here in the PNW making it really stickie to pull apart and identify racism in situations or conflicts. Together, we will name the ingredients needed to live into a better conversation and take racism head on.

Title: The Master Only Gives A Sh*t About His Story

Facilitator: Raedell Cannie

Level: All Levels

Building Number: 10

Room Number: 206

Session Description:

This session will be a workshop for those who value stories and storytelling as tools for dismantling systemic holds of oppression. In the first half of the session Raedell will briefly guide participants through intentional self-study around racial identity and experiences. In the second part of the session, black women will be invited to share their stories and voices as allies engage just as importantly through listening.

Title: Who are the People in your Neighborhood, in Your Neighborhood, in Your Neigh - bor - hood?

Facilitator: Theresa Lenear

Level: Intermediate

Building Number: 21

Room Number: 104

Session Description:

The theme for this symposium is about building solidarity in race and equity through community partnerships. Who are the people in the neighborhood? According to the muppets on Sesame Street, they are the people that you meet walking down the street ... people you meet each day. Come join us as we engage in data analysis of who are the people in the neighborhood and what are the social factors impacting them each day and what partnerships can build solidarity in race and equity?

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Title: **Ally to Accomplice: Narrative Identity Development for White Allies**

Facilitator: ChrisTiana ObeySumner

Level: Intermediate / Advanced

Building Number: 21

Room Number: 202

Session Description:

This is a 201-level workshop where folks establish empathetic tethers of why antiracism and cultural humility is imperative, and what intrinsically drives the work of antiracism beyond performative action, and building resistance against abandoning the work when faced with opposition. This approach relies heavily on social constructivism, critical race theory, social psychology, and Aristotelian ethics.

Title: **Relighting the Candle: Dismantling White Supremacy through Addressing the Burnout**

Facilitator: Dwane Chappelle, Mei-Li Thomas, Michelle Winters

Level: Advanced

Building Number: 21

Room Number: 203

Session Description: Do you or an Equity Leader of Color that you know, suffer from *Racial Battle Fatigue*? Are you a Leader and an Ally who is watching your equity champions burnout? Does burnout prevent great people from continuing the fight towards race and social justice? Are you a leader that has trouble maintaining momentum on anti-racist efforts within your organization? Then it is time to relight the candle! This workshop provides the tools and frameworks to address the harm and build in accountability structures that ease the burden of retraumatization for People of Color and moves towards the creation structures that provide a safe space for those who are on the frontlines of this work.

Title: **Ya'll Ain't Ready! Critical Race Theory (CRT) in Education**

Facilitator: Marion Smith, Jr.

Level: Intermediate

Building Number: 21

Room Number: 205

Session Description:

This experiential and transformational session will introduce participants to Critical Race Theory (CRT)-- it's tenets, constructs and how it may be used to impact habits of mind to disrupt and dismantle inequitable policies, practices and systems. As a result of the professional learning in this session, participants will: 1. Calibrate a collective working definition and understanding of Critical Race Theory (CRT), and 2. Name and identify how the tenets of CRT may be used to inform thinking to surface and address individual, institutional, and systemic racist practices to cultivate a culture of collaboration, high expectations and accountability where all students achieve.

Keynote #2 – Don't Know Much About Indians

12:15p.m. – 1:15p.m.

The Hub

Gyasi Ross

Keynote Description:

They don't ride horses or get falling down drunk. They are not the stoic crying Indian from a commercial nor the flowing-haired warrior on the cover of a romance novel. This workshop is about the stories and poems about regular Indians –

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people who have day jobs, college students, insecure folks, kids in love. If you think you know about Indians or if you know that you don't, join me for this keynote and you'll come away enlightened, discomfited, entertained, and inspired.

About Gyasi Ross:

Gyasi Ross is an author, speaker and storyteller. Gyasi comes from the Blackfeet Nation and resides on the Port Madison Indian Reservation near Seattle. TV and radio programs and print and online publications regularly seek his input on politics, sports, pop culture and the intersections thereof with Native life. Ross is the author of *Don't Know Much About Indians* (2011) and *How to Say I Love You in Indian* (2014). Gyasi is in demand as a speaker on race, social justice and white privilege as well as issues specifically affecting contemporary Native Americans and guests on MSNBC, ESPN, Democracy Now and radio shows nationwide. Ross writes for the Huffington Post, Indian Country Today, Deadspin and Gawker. Ross has also released a spoken word/hip hop CD titled "Isskootsik (Before Here was Here)" on Cabin Games Records.

Workshop #2
1:30p.m. – 2:45p.m.

Title: **White Supremacy 101**

Facilitator: Eddie Moore Jr.

Level: Beginner

Building Number: 7

Room Number: The Turtle

Session Description:

The impact of power, white privilege, white supremacy, and systemic oppression on critical institutions needs to be honestly and openly explored in a safe, mediated environment. Participants will leave with the skills and knowledge necessary to begin addressing issues of white privilege/oppression individually and institutionally. Learn to engage in critical conversational tactics to deepen understanding and community engagement, especially when viewpoints differ and tensions run high. The session culminates in goal setting to give participants an opportunity to move forward with what they have learned.

Title: **American History and White Supremacy in Public Education**

Facilitator: Delbert Richardson

Level: All Levels

Building Number: 8

Room Number: Mt. Olympus

Session Description:

This intense workshop/presentation is designed to bring a deeper awareness for primarily adult teachers, parents, and staff that work in or have students in the public school sector. Come prepared to be viscerally impacted! The "Master Narrative" of American History will be exposed and exploited. With the use of authentic artifacts, storyboards, and the ancient art of "storytelling", This National Award Winning multi-sensory "hands-on" pedagogy will explore the origins of Racism and its impacts on primarily people of color in our educational systems. The three pillars: Institutional/Systemic/Structural Racism will be intersected with the historical chronological formation of White Supremacy from American Chattel Slavery through the Jim Crow Era. Examples of the importance of establishing healthy "stories" in the areas of positive contributions, resistance, and resilience, will be highlighted and showcased that will lead to positive identity development/self-esteem in Black males. As a result of this new awareness, all participants will be better equipped to embrace and challenge their own stereotypes, biases, and beliefs, that will lead to gaining the deeper understanding necessary to....CHANGE THE WORLD

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Title: **Lies. Crime. Prison. Forgiveness. Love.**

Facilitator: Yusef Saalam

Level: All Levels

Building Number: 10

Room Number: 101

Session Description:

What happened in the Central Park Jogger Case? Are you angry? What was the hardest thing? How was your family affected? Where are the people who put you in jail? Building from his keynote, Yusef Salaam will speak honestly and courageously about how he turned tragedy into triumph. Be ready for the truth, the whole truth and nothing but!

Title: **Collaboration in the Art of Diversity, Equity, and Inclusion Facilitation**

Facilitator: Rosetta Eun Ryong Lee

Level: Beginner

Building Number 10

Room Number: 102

Session Description:

Have you ever participated in a diversity, equity, and inclusion (DEI) exercise and wanted to replicate it, but felt hesitant or underprepared to do so? Are you someone who has little exposure to DEI exercises but would like to be a change agent in your community? Do you desire to build partnerships with people within and outside of your organization to unpack privilege, dismantle white supremacy and other forms of systemic oppression?

If you thought “yes!!!” to any or all of these questions, then this workshop may be for you! As a team of facilitators from multiple organizations who came together in solidarity, we will guide you through interactive activities, personal reflection, and group discussions. While participants may be hopeful that this workshop will teach you how to facilitate DEI experiences, the goal of this workshop is to help you determine if and when you are ready to facilitate a DEI experience, and what partnerships you need to build so that you can work in solidarity toward equity. This goal will be accomplished through conversations that acknowledge and interrupt the pervasive nature of white privilege and hegemonic power structures, while honoring the art of facilitation. By identifying our limitations as current or future facilitators, reaching out to thought and action partners to complement our strengths, and shedding light on the impact of white privilege and other unearned forms of dominance on DEI facilitation, we hope to prepare you to build teams that offer a transformative DEI experience to your community.

Title: **Shifting Institutional Culture - RSJI's Cross-Racial Relational Model**

Facilitator: Kyana Wheeler

Level: Advanced

Building Number: 10

Room Number: 104

Session Description:

We know that shifting policies and practices impacts our organizational environment. We also know that a shift in environment will affect interpersonal behavior. What is often unknown is how to build staff's capacity to navigate environmental shift and cultivate the support necessary for organizational change. Participants will explore how their organizational practices uphold White Supremacy Culture, creating barriers to culture shift and how a cross-racial Relational Model can further organizational change.

Title: **Building Community Through and For Diversity**

Facilitator: Geneva Gay

Level: Intermediate

Building Number: 21

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Room Number: 104

Session Description:

This presentation is based on the premise that Dynamic relationships and diversity are essential to creating and maintaining genuine community. It demonstrates how Multicultural Education can facilitate these developments with an emphasis on race, culture, and ethnicity, and create "grace spaces" in schools and classrooms for these relationships to flourish.

Title: Activating Families of Privilege

Facilitator: Chelsea Myers and Becky Krueger

Level: Beginner

Building Number: 21

Room Number: 202

Session Description:

Families in communities of privilege pose a unique challenge within educators' equity and social justice work. Even when supportive, these families often lack tools, self-awareness, motivation, and confidence to join in on the work. In this workshop, participants will hear about one school's efforts, come together to strategize and set goals to shift families from observers to partners, and gain a better understanding of how schools and families interact to further or hinder their anti-bias curriculum. Participants will come away with concrete plans having had the support from one another, along with Becky and Chelsea, and dedicated time to reflect on needs, stakeholders, resources and troubleshoot obstacles.

Title: Black Farmers Collective, Gentrification, and White Supremacy

Facilitator: Ray Williams

Level: All Levels

Building Number: 21

Room Number: 203

Session Description:

The Black Farmers Collective was formed to work against the displacement of Black people from the center of Seattle by creating a cooperative farm space that serves as an economic, educational and community space. Participants will gain knowledge of past and current contributors to agriculture and the importance of supporting Black/POC spaces. They will be encouraged to become aware of their own perceptions and how they have contributed to displacement and gentrification. They will be challenged to support the creation and sustainability of Black spaces and to identify and disrupt White supremacy as it works in support of displacement.

Title: Racial Caucuses for BIPOC (Black, Indigenous, and People of Color)

Facilitator: Mike Browne and Toi Sing Woo

Level: All Levels

Building Number: 22

Room Number: 203

Session Description:

White people and people of color each have work to do separately and together. Caucuses provide spaces for people to work within their own racial/ethnic groups. In this caucus we'll provide time and space to work explicitly and intentionally on understanding culture and white privilege and to increase our critical analysis around these concepts. This is a place to work with our peers on our experiences of internalized racism, for healing and to work on liberation.

Title: Stewarding the Trauma of Racism

Facilitator: Teddy McGlynn-Wright

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Level: Advanced
Building Number: 21
Room Number: 205

Session Description:

White people and people of color each have work to do separately and together. Caucuses provide spaces for people to work within their own racial/ethnic groups. In this caucus we'll provide time and space to work explicitly and intentionally on understanding culture and white privilege and to increase our critical analysis around these concepts. This is a place to work with our peers on our experiences of internalized racism, for healing and to work on liberation.

Workshop #3 **3:00p.m. – 4:15p.m.**

Title: **Building Community Through and For Diversity**

Facilitator: Jasiri X
Level: Intermediate
Building Number: 7
Room Number: The Turtle

Session Description:

This workshop is an in-depth discussion regarding the negative imagery prominent in current Rap music and probes who is responsible for shaping the negative narrative that dominates the genre. How Mass Media Leads to Mass Incarceration further analyzes the direct connection between the contrary images of young men of color and the inordinate proportion of the same demographic fueling the prison industrial complex.

Title: **Who We Be, How We Do: Strategies for Building Solidarity**

Facilitator: Jerod Grant and Richard Kim
Level: Intermediate
Building Number: 10
Room Number: 101

Session Description:

As people living in a racialized culture, community partnerships require a capacity to recognize the particular challenges each community faces. Utilizing an equity framework alongside adaptive and technical leadership models, we will invite participants to experience what it looks, feels and sounds like to build meaningful solidarity to address racism, white supremacy and injustice.

Title: **Leading by Obeying in the Academia: Towards a Pedagogy of Acompañamiento**

Facilitator: Aleyda Marisol Cervantes
Level: Intermediate
Building Number: 10
Room Number: 102

Session Description:

“What does it mean to see each other as refugees in a world on fire?” Jacqui Alexander

Defining solidarity in higher education is a challenging, especially in places where we have a very diverse group of students, faculty and staff. How do we find commonality in each other's struggles?

Working in Outreach Services at Highline College has shown me what it means to build bridges across different groups of

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people: From community members, to students, staff and faculty. Historically, Higher Education institutions have been harmful to underrepresented communities, not providing the tools for their own autonomy and also building obstacles for them.

Using different educational theorists, such as bell hooks, Paulo Freire, Sandy Grande, The Zapatistas community, Laura Rendon among others, we'll walk through the challenges and create strategies to ensure our pedagogical practices are not perpetuating white supremacy. As well as testimonios* and literature as a model to understand the reality many of our underrepresented students are living. We will also learn the difference between school and education, and how we can ensure that we are building knowledge together rather than excluding communities. We will examine the "borders" created in education, especially the role that white supremacy and privilege have played to continue to be "gatekeepers" in institutions of Higher Ed and even our k-12 system. We'll learn what solidarity truly means and how we can acompañar (to accompany) our students and parents in the journey of higher education, as well last to stand in solidarity with our colleagues of color.

*Testimonios: Testimonies are usually used by the undocumented community to share their lived experience.

Title: Challenging White Supremacy in Public Schools

Facilitator: Jon Greenberg & Jesse Hagopian

Level: All Levels

Building Number 10

Room Number: 104

Session Description:

The hard truth is that public schools, more often than not, perpetuate White Supremacy. It doesn't have to be this way. Extensive research confirms the existence of concrete strategies that reduce the deep racial disparities in public education, stem the school-to-prison pipeline, and foster antiracist activism in youth, including in White Americans, who are disproportionately disengaged from such efforts.

In this session, learn from two educators who are leading the struggle for racial justice in Seattle Public Schools, a district in which the #BlackLivesMatterAtSchool movement began, a district that is now boldly expanding ethnic studies to all students, K-12. From these stories, explore the strategies that led to systemic change in an intractable bureaucracy. Drawing on the guidance of the facilitators and the expertise in the room, develop an action plan to bring similar change to your schools and districts. Those fatigued from this uphill battle, recharge your batteries here, hopefully finding support and inspiration – as well as new strategies – to keep fighting.

Title: Intersectionality: School Practices with an Intersectional Lens

Facilitator: Johanna Eager

Level: Beginner

Building Number 21

Room Number: 104

Session Description:

How can educators recognize all of their student's multiple identities to establish an equitable school climate where all students can thrive—socially, emotionally, and academically? How can educators' check-in on their own privileged and marginalized identities to create accountability for establishing an equitable school climate? Why and how does a culture of white privilege and white supremacy continue to thrive in our school systems? In this workshop, participants will examine the true meaning of intersectionality as coined by Black legal scholar Kimberlé Crenshaw and examine how the theory of intersectionality can be used as a social justice framework to recognize all students' identities at the intersections – including race, ethnicity, gender, ability, faith, sexual orientation and family structure. Participants will leave the workshop with systemic and daily practices that are affirming and welcoming for students' whole selves, so they can

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successfully ease into learning each day.

Title: Teaching While White

Facilitator: Elizabeth Denevi & Jenna Chandler-Ward

Level: Beginner / Intermediate

Building Number: 21

Room Number: 202

Session Description:

Families in communities of privilege pose a unique challenge within educators' equity and social justice work. Even when supportive, these families often lack tools, self-awareness, motivation, and confidence to join in on the work. In this workshop, participants will hear about one school's efforts, come together to strategize and set goals to shift families from observers to partners, and gain a better understanding of how schools and families interact to further or hinder their anti-bias curriculum. Participants will come away with concrete plans having had the support from one another, along with Becky and Chelsea, and dedicated time to reflect on needs, stakeholders, resources and troubleshoot obstacles.

Title: Building Resilient Schools: Racial Equity & Trauma-Informed Practices

Facilitator: Ricky Robertson & Victoria Romero

Level: All Levels

Building Number: 21

Room Number: 203

Session Description:

Adverse childhood experiences (ACEs) and trauma have been shown to negatively impact brain development, physical health, and social-emotional well-being. Furthermore, students of color who experience trauma encounter bias and systemic oppression that often cause them to be misdiagnosed, mistreated, and/or neglected. Without culturally-responsive, trauma-sensitive systems in place, schools struggle to address the social-emotional and behavioral needs of students, often relying upon exclusionary discipline that feeds the school-to-prison pipeline. In this session, participants will: explore the impact of ACEs and trauma; acquire skills to respectfully address historical and cumulative racial trauma; and be exposed to a multi-tiered trauma-informed framework.

Title: Racial Caucuses for White / Caucasian People

Facilitator: Ilsa Govan

Level: All Levels

Building Number: 21

Room Number: 204

Session Description:

White people and people of color each have work to do separately and together. Caucuses provide spaces for people to work within their own racial/ethnic groups. In this caucus we'll provide time and space to work explicitly and intentionally on understanding culture and white privilege and to increase our critical analysis around these concepts. This is a place to work with our peers on our experiences of internalized racism, for healing and to work on liberation.

Title: The Power of Storytelling

Facilitator: Gyasi Ross

Level: All Levels

Building Number: 21

Room Number: 205

Session Description:

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Storytelling is the most powerful tool in the world; Indigenous people have a particularly close relationship with storytelling. This workshop will first describe some examples of powerful storytelling that created social change. It will then challenge attendees to work to tell their own story and describe something they want to change.

Title: **Prisoners at Home**
Facilitator: Dale Watanabe
Level: All Levels
Building Number: 22
Room Number: 203

Session Description:

Many may not know of the 1942 incarceration of Japanese Americans in the United States in civilian concentration camps. Many parallels exist between the present day treatment of Muslims and immigrants and the 1942 presidential executive order. This session will allow you to hear first-hand about the experiences of American families of Japanese descent who were unjustly imprisoned based on race and explore the lasting impacts of this tragic forced removal on future generations.

Keynote #3 – Take Action
4:30p.m. – 5:15p.m.
The Hub
Eddie Moore Jr

Keynote Description:

In celebration of 20 years of The Privilege Institute (TPI), participants in this very special keynote will shape the session's agenda. Audience participants will pose questions (or topics) that are on their minds; Eddie will respond briefly on the basis of his experience and provide overall steps we can take as a community to achieve justice & Moore.

Presenter Bios

Fawzi Belal is an Associate Director of Outreach Services. Highline College and a mentor for Muslim youth in the community. Fawzi is an advocate for the Muslim students in the local High Schools and helps facilitate discussion between students and administrators, as well as help students respond and not react to micro aggressions and stereo types against Muslims.

Mike Browne, is an east coast transplant from New York with a MBA degree in International Business and Marketing. He currently serves as the Community Engagement and Business Coordinator at Hilltop Children's Center – Seattle where he organizes culturally responsive professional development workshops and opportunities for Early Childhood Educators in Seattle. After exchanging his tap shoes for football shoes, he played Division 1 Football for the University at Albany, where he played cornerback and safety. Following 3 years of working and living in London and Spain, he found his way to Seattle where he has been building bridges between communities to help create a city where the voices of the marginalized are heard, inclusive policies are created, and citizens unite to form a vibrant urban center.

While over the years, his job titles may have changed, and the cities he lives in may look different, one thing has remained the same – his ability to create and implement purposeful desired community change, form effective relationships and

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sustain community vitality. Feel free to contact him via LinkedIn <https://www.linkedin.com/in/msbrowne/> or via email msbrowne12@gmail.com.

Raedell Cannie, is the director of corps continuum for the Teach For America Washington team. Raedell oversees all coaching and professional development for the entire organization's local corps (approximately 50 first and second-year teachers on an annual basis). Originally from New York, she manages a staff of three teacher coaches who support corps members in nine partner districts and charter schools from the Greater Puget Sound area to the Yakima Valley. She holds a doctoral degree in curriculum and instruction, with concentrations in multicultural education and teacher education, from the University of Washington. She earned a M.A. in Elementary Education from Arizona State University and completed her undergraduate studies at Northwestern University. Raedell has six years of elementary teaching experience, including four years at a Title I school in Phoenix, Arizona. She is also the founder of Justice For All Everyday, a non-profit dedicated to fostering greater cross-cultural and racial understanding through storytelling and the creation of curated professional development experiences for school faculties in the Seattle area.

Dwane Chapelle is the first director for the Seattle Department of Early Education and Learning (DEEL). Prior to DEEL, Dwane was the principal at Rainier Beach High School until 2011. Under his leadership, Dwane has provided high-quality and accessible preschool to all families, no matter their financial means while working to eliminate the racially disproportionate-kindergarten readiness gap.

Aleyda Cervantes, of Mari for her familia is from a small town near Guadalajara, Mexico. She attended Western Washington University where she graduated from Fairhaven College with an Interdisciplinary major titled "Solidarity Across borders: Understanding Experiences and Imagining New Realities through Storytelling" and a minor in Education and Social Justice. Being the first in her family to graduate, that memory is her favorite because she could finally thank her family, community and mentors for providing her with an education.

Aleyda's obsession with belonging grew during her senior year of high school. In an attempt to find a place where all the different parts of herself fit together she began writing, hoping to find a place of her own. It is in her art where Aleyda feels most at home and she is actively creating a space to open the doors to welcome those who are also creating, transforming and always dreaming.

Throughout her undergrad she worked collectively with different communities organizing against different systems of oppression that target marginalized communities. She currently works at Highline College building bridges between underrepresented students and the world of higher education. She also makes the time to write and dream a little more.

Jondou Chase Chen, is an educator, researcher, and capacity builder whose work focuses on advancing discourse, research, and systems change toward educational equity. That is, how can we learn to be our whole selves and in just relationship with others? As such, Jondou sees equity as innerpersonal as well as interpersonal, context-specific, process-driven, and ongoing as well as urgent. Jondou is Co-Director of the National SEED Project at Wellesley College, Massachusetts and senior lecturer for Education, Equity at the University of Washington, Seattle. "天下為公." -Sun Yat Sen

Elizabeth Denevi, Associate Director of East Ed, works with schools nationally to increase equity, promote diversity pedagogy, and implement strategic processes for growth and development. She also serves as an adjunct professor at Lewis & Clark College in the Graduate School of Education and Counseling. Previously, she served as the director of studies and professional development at Latin School of Chicago. In this position, Elizabeth was responsible for the stewardship and integration of curriculum from pre-kindergarten through grade 12, as well as for the oversight and coordination of professional development and evaluation for all faculty. At Georgetown Day School (DC) she served as the co-director of diversity and a senior administrator for 10 years. Elizabeth has published and presented extensively on diversity and academic excellence, social justice, and equity issues.

Johanna Eager is the Director of the Human Rights Campaign Foundations Welcoming Schools program and has been involved with equity issues in E/K-12 education for over 25 years as a professional educator. Johanna provides leadership

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and expertise in addressing identity-based bullying in schools with an emphasis on intersectionality, gender identity and expression, LGBTQ-inclusion, and anti-racism and white privilege education. Prior to joining Welcoming Schools, Johanna worked as a high-school teacher and administrator in public education.

Geneva Gay is a Professor of Education at the University of Washington-Seattle where she teaches multicultural education and general curriculum theory. She is the recipient of a Distinguished Scholar Award, presented by the Committee on the Role and Status of Minorities in Educational Research and Development of the American Educational Research Association; the first Multicultural Educator Award presented by the National Association of Multicultural Education; the 2004 W. E. B. Du Bois Distinguished Lecturer Award presented by the Special Interest Group on Research Focus on Black Education of the American Educational Research Association; and the 2006 Mary Anne Raywid Award for Distinguished Scholarship in the Field of Education, presented by the Society of Professors of Education. She is nationally and internationally known for her scholarship in multicultural education, particularly as it relates to curriculum design, staff development, classroom instruction, and intersections of culture, race, ethnicity, teaching, and learning.

Ilsa Govan is co-founder of Cultures Connecting. She has more than fifteen years of experience as a classroom teacher and anti-racist community activist. She began her work for social and environmental justice in high school with her involvement in advocating for Native American rights. Since then she has facilitated, organized and participated in numerous workshops, study circles and conferences across the country. Ilsa worked as an Equity and Race Specialist for Seattle Public Schools, addressing institutional racism in a large organization. She has also served on the planning teams of the Seattle Race Conference and the White Privilege Conference. Ilsa earned her Bachelor's Degree in Special Education from Western Washington University and her Master's Degree in Bicultural Human Development from Pacific Oaks College Northwest. For her thesis, she spent a year studying effective European American teachers of African American students in three Seattle elementary schools.

Jerod Q. Grant was born in Lubbock, Texas and raised in Everett, WA. Jerod has over 10 years of experience in higher education and worked as the Director of Diversity & Equity at Everett Community College for 6 years. While at Everett he was a member of the Washington state Multicultural Student Services Directors Council that created equity based initiatives for 34 community and technical colleges. He received his B.A. from Eastern Washington University and is currently pursuing his MSW at University of Washington. Jerod has partnered with K-12, colleges/universities, nonprofit, government, and corporate organizations.

Jon Greenberg is an award-winning public high school teacher in Seattle and writer whose work has been featured in NPR, Yes! Magazine, Teaching Tolerance, and more. Co-founder of the NAACP Youth Coalition, he is currently organizing antiracist youth and working to bring ethnic studies to all students in Seattle Public Schools.

Jesse Hagopian teaches Ethnic Studies and is the co-adviser to the Black Student Union at Garfield High School—the site of the historic boycott of the MAP test in 2013. Jesse is an editor for the social justice periodical Rethinking Schools, is the co-editor of the new book, Teaching for Black Lives, and is the editor of the book, More Than a Score: The New Uprising Against High-Stakes Testing.

Richard D. Kim, brings over 7 years of professional experience engaging a person centered approach to engaging race, culture and identity in various non-profit and education settings. Most recently, Richard worked as the Intercultural Credibility Coordinator/Consultant at The Seattle School of Theology & Psychology, where he also received his M.Div. Richard also holds a B.S. from the University of Minnesota. As a person born in the United States to parents who emigrated from South Korea, Richard brings an uncommon voice to the work of racial equity. Richard is a husband to Grace and together, expecting their second child. Richard is from Minnesota by way of Florida and has lived in the Seattle area since 2007.

Becky Krueger is an educator at Hilltop Children's Center – Seattle where she has been teaching and learning in early childhood for over 10 years. In 2006 she stumbled upon a little philosophy called the Reggio Emilia approach that forever changed her view of education. As she has grown into this profession, she has become passionate about approaching teaching as an act of social justice and challenging herself to uphold the lens of anti-bias education in

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her classroom. Becky believe that instilling a sense of compassion and justice in our youngest children is the path to creating a more just and equitable future for our world. Her wider experiences learning and teaching about race and social justice began in 2004 and include white privilege workshops, cultural competency trainings, serving as an educator representative on Hilltop's Diversity Committee & working to meet its strategic goals of increasing diversity at Hilltop Children's Center – Seattle, educating families & educators about equity & social justice, and co-leading a Hilltop Anti-Bias Book Club where parents & educators come together monthly to learn more about how to talk to their children about a wide array of anti-bias topics. Her personal journey, from growing up in a racially & culturally homogenous town in rural Wisconsin, to having her world open up as an undergrad and new teacher in Madison, WI, to making a new home in the beautiful and complicated cityscape of Seattle, has continued to deepen and challenge her work as a social justice advocate as well as her understanding of her privileges and responsibilities as a white woman in the world.

Fleur Larsen started facilitating 20 years ago on challenge course programs with youth and adults. Her style is based on sharp analysis, flexible thinking, joy, and purposeful results. Her work is relationship-based with connection, collaboration, and community as integral elements to reach goals. Currently, she works with several corporate and nonprofit groups facilitating retreats, trainings and workshops in addition to one on one coaching. Fleur's work as a Seattle-based facilitator is focused on equity, social justice, diversity and inclusion, team building, emotional intelligence, experiential education and community development.

Rosetta Eun Ryong Lee is an educator and facilitator at Seattle Girls' School, an innovative school aiming to empower women leaders and change agents and dedicating its energies to a diverse community of students and faculty, an anti-bias mission, and an integrated curriculum. Since 2004, Rosetta has been a speaker and trainer on a variety of topics, including cross cultural communication, identity development, implicit and unconscious bias, gender and sexuality diversity, facilitation skills, and bullying in schools. Rosetta has worked with over 200 K-12 public and independent schools throughout the country, as well as a number of colleges and universities, nonprofits, and conferences. She will continue this until no one else needs her so she can go back to teaching middle school science full time.

Theressa Lenear sees her work, in teaching, mentoring, and coaching those wishing to strengthen their skills as community advocates on behalf of and in collaboration with diverse communities, as a cultural expectation and a collective responsibility. As a mother of 6 grown adults, a grandmother of 14 and a great grandmother of 5, she is constantly reminded of why she must engage in issues of equity and social justice.

Anita Garcia Morales grew up in a migrant farm worker family in Eastern Washington. She served Seattle Public Schools for 35 years, with the first 22 as a classroom teacher. When she retired in 2016, Anita was an Equity & Race Relations Specialist and co-designed and co-facilitated racial equity training for all levels of district staff. Now an independent consultant, Anita continues this work with organizations looking to make systemic change. Anita is a Senior Trainer with Class Action, a non-profit whose mission is to inspire action to end classism (www.classism.org). She facilitates Courage & Renewal Circles of Trust for folks who work serving children and their families <http://www.couragerenewal.org/>. She teaches in the University of Washington Seattle Teacher Residency Program <http://www.seattleteacherresidency.org/> and is a Positive Discipline Certified Parent and Educator Trainer. In all the circles Anita convenes, she honors the gifts and knowledge people bring, and with them, creates and maintains environments that invite taking risks, making mistakes and learning from and with each other. Anita received her B.A. and teaching degree from the University of Washington. Contact Anita at: anitagm@r2esj.org.

Chelsea Myers has been in early childhood classrooms for the last nine years, four and a half of those with three to five year olds at Hilltop Children's Center in the Queen Anne neighborhood of Seattle. She grew up in Shoreline and graduated from Colorado State University after studying human development/family studies and early childhood education. Most of her experience, in Colorado and here in Seattle, has been in independent centers with children, many of whom are growing up a lot like I did: white, in a home with two parents, two incomes, and two (or more) college degrees, holding progressive beliefs, having the best intentions, but letting implicit bias go unexamined and perpetuating status quo inequality. Drawn to Hilltop's use of anti-bias curriculum, she realized that if her students were going to successfully develop their advocacy and anti-bias skills and awareness, their families needed to be on that path as well. Drawing on her studies, personal experience, and relationships with her students and their families, the past few years

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have been focused on how anti-bias education permeates all areas of development and learning for children and grownups alike.

Eddie Moore, Jr., has pursued and achieved success in academia, business, diversity, leadership and community service. In 1996, he started America & MOORE, LLC [www.eddiemoorejnr.com] to provide comprehensive diversity, privilege and leadership trainings/workshops. Moore is recognized as one of the nation's top motivational speakers/educators especially for his work with students K-16. Moore is the Founder/Program Director for the White Privilege Conference (WPC), [www.whiteprivilegeconference.com], his interview with Wisconsin Public Radio won the 2015 Wisconsin Broadcasters Association's Best Interview in Medium Market Radio, 1st Place [<http://www.wpr.org/shows/newsmakersdecember-4-2014>], and he is featured in the film "I'm not Racist....Am I?" Moore founded The Privilege Institute in 2014 which engages people in research, education, action and leadership through workshops, conferences, publications, relationships and strategic partnerships. Moore is co-editor of *Everyday White People Confront Racial and Social Injustice: 15 Stories*, *The Guide for White Women Who Teach Black Boys*, *The Diversity Consultant Cookbook: Preparing for the Challenge* (2019), and *Teaching Brilliant and Beautiful Black Girls* (2020).

ChrisTiana ObeySumner, is a social equity advocate, educator, and consultant. They are the founders of Epiphanies of Equity: Education and Consulting, and The Eleanor Elizabeth Institute for Black Empowerment.

For almost two decades, they have dedicated their life and career to amplifying the importance of social equity -- particularly narrative identity development and its role in cultural humility and allyship, intersectional disability justice, bringing awareness to the lived experience of racialized ableism and externalizing antiblackness, and dismantling the psychosocial paradigms that underlie social injustice and inaction.

Their process is based in their lived experience as an Autistic and disabled, Black and Indigenous, Femme-presenting yet fluid person, as well as over a decade of formal study in social and existential psychology and counseling methods, nonprofit leadership, public policy and administration. They also hold several positions of community organizing leadership, including co-chairing the Seattle Renters and Seattle Disabilities Commissions, V.P. of Education for Seattle University's Black Alumni Association, and serving on the King County Metro Transit Advisory Council.

Ricky Robertson has had the honor to work with students from pre-K to 12th grade who have persevered in the face of adversity and trauma. As a consultant and coach, Ricky assists schools in developing trauma-informed systems of support and Restorative Practices that foster resilience and success for staff and students. Ricky is the co-author of the book, "Building Resilience in Students Impacted by Adverse Childhood Experiences: A Whole-Staff Approach."

Victoria Romero is an educator with over 42 years of experience working as a classroom teacher, principal, and instructional coach. For the past ten years, she has coached administrators, directors, principals, vice-principals, and leadership teams for sustainable school improvement in several school districts in Washington state. Victoria is the co-author of the book, "Building Resilience in Students Impacted by Adverse Childhood Experiences: A Whole-Staff Approach."

Gyasi Ross is a father, an attorney and a member of the Blackfeet Nation. He comes from a long line of storytellers and has witnessed the power of stories to change lives. He emphasizes the power of storytelling to make change for individuals and institutions.

Marion Smith Jr., is a black man, first. As a race scholar, critical race theory practitioner, and career-long, certificated PK-12 education transformational leader and teacher, Marion is bold, unflinching and unapologetically committed to racial equity, student voice and adult professional learning. He has honed his career in diverse ethnic, linguistic, cultural and socioeconomic settings in Las Vegas, Nevada; North Philadelphia, Pennsylvania; and the Pacific Northwest (Seattle, Renton, Tukwila and Kent). He has served and supported school districts and educational communities with enrollment ranging from 50 – 420,000 students. Marion's research and professional practices specialize in the real-world application



of Critical Race Theory (CRT) in Education, Transformative Phenomenology, Systems Thinking, Adaptive Leadership, and Managing Complex Organizational Change.

As a leader of adult professional learning, Marion is the creator and facilitator of various innovative learning and teaching seminars, institutes and academies that have been presented at the national, state, regional, district and school levels. These learning opportunities surface habits of mind and deepen practices to disrupt and dismantle inequitable policies, practices and systems to enable the conditions for all students to achieve.

Mei-Li Thomas is an unapologetically Black woman with an MBA in Organizational Behavior and Management Consulting. Her scope of work encompasses any project that seeks to dismantle systems and institutions of oppression, and champions anti-racism efforts. With a fiercely creative spirit, she turns thoughts into vision, vision into movement, and movement into action.

Maru Mora Villalpando is a community organizer and undocumented immigrant mother. She was born and raised in Mexico City. Since she was very young in Mexico, she was involved in protests and marches and supporting work stoppages or strikes. In the US, she has spent many years focusing on racial justice and immigrant rights. Maru is the founder of Latino Advocacy, providing bi-lingual statewide community organizing work and trainings, primarily focusing on immigrant, racial, and reproductive justice issues since 2010. Maru has conducted numerous bilingual and monolingual trainings in different states, ranging from basic community organizing, legal rights for undocumented workers, the legislative processes at local, state and national level, using local and national media outlets for community organizing, and developing long-term organizing strategies for racial justice.

During 2006 and 2007 she organized two successful campaigns in Snohomish County, ensuring interpretation for immigrants in local hospitals be provided, and stopping Lynnwood police collaboration with Immigration and Customs Enforcement (ICE). In 2011 she led the efforts to defeat several anti-immigrant bills in the state legislature. Maru has been leading La Resistencia (formerly known as Northwest Detention Center Resistance) for the past five years, the group's main focus is to end deportations in Washington State and to shutdown the immigration detention in Tacoma while gaining better treatment and conditions for all undocumented immigrants held there and following the lead of people detained. Maru is also a regular guest in several local, national and international media outlets. She has written several pieces on immigration for Truthout, Yes! magazine, and others. She is a regular contributor to El Tribuno del Pueblo, KSVR Mt Vernon, and Law at the Margins.

Dale H. Watanabe is currently the Director at the International Student Center at Seattle University. He taught English as a Second Language for seven years (3 years in Hyogo-ken, Japan and 4 years at Edmonds Community College). He has been an executive member of the Minidoka Pilgrimage Planning Committee for 12 years, where members of his family were incarcerated during WWII.

Jenna Ward has been an educator in non-profits, schools and colleges for over 20 years, working with students from kindergarten to graduate level. Most recently, Jenna has been a middle school English and drama teacher outside of Boston for the last ten years. Jenna is also a founder and co-director of the Multicultural Teaching Institute, which produces workshops and a conference for educators on issues of equity and inclusion. Jenna currently lives in Cambridge, MA and is a teacher and diversity consultant, specializing in professional development for educators on issues of whiteness and its impacts on teaching and learning.

Rooted in the belief that relationships and community are central to our liberation, **Kyana Wheeler** is a Black woman with extensive experience in anti-racism change efforts. An accomplished race relations trainer skilled in systems analysis, group facilitation, anti-racist leadership development, and policy impact analysis, Kyana is practiced in implementing systemic change within large complex structures. With a M.Ed in Organizational Leadership and a MPA in Policy Development, Kyana has actively engaged in moving the City of Seattle's Race and Social Justice Initiative forward over the last 14 years.



Ray Williams lives with his family in Seattle not far from the home he grew up in. He is biracial, identifying as African-American, preferring pronouns he and his. He has enjoyed a long career as a science educator and lover of nature. Ray is currently working with the Back Farmers Collective to both create and support Black urban farming spaces and reclaim the narrative that POC are important in the urban farming community.

Michelle Winters is a first-generation Korean-American woman seeking to be a professional agitator. As a Co-lead for a Race & Social Justice Initiative Change Team with the City of Seattle, as well as volunteer Commissioner with the City of Lynnwood Diversity, Equity, and Inclusion Commission, Michelle has worked to bring race into the conversation at every table she's seated at. With extensive experience in awkward exchanges and heartfelt dialogue, she engages in authentic conversations on tough topics, while challenging herself and those in the room to be vulnerable, be present, and be seen, when working towards a more just community.

Toi Sing Woo is a woman of color and immigrant and founder of New Directions Consulting (NDC). NDC's main purpose is to support organizations/businesses on their journey to dismantle institutional racism. NDC's trainings and workshops are designed to build an evolution of knowledge and practices for individuals, groups, and organizations on the path towards racial equity. Ms. Woo had conducted trainings nationally and has presented at numerous conferences on the impact of race and racism.

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Annual White Privilege Conference (WPC):

Mark your calendars for the next two years - Mesa, Arizona!

White Privilege Conference- WPC21AZ: April 1-4, 2020

White Privilege Conference-WPC22AZ: April 4-7, 2021

White Privilege Symposiums (WPS): <http://www.theprivilegeinstitute.com/wps>

WPS: October 4-5, 2019, Lesley University, Cambridge, MA

WPS: November 15-16, 2019, Dayton, OH

DjU/TPI Global Travel Program:

Whether you are between jobs, schools, or relationships, the DjU/TPI Global Travel Program is a perfect way for you to move from one of these stages of life into your next great adventure. The learning and experiences included in this program will give you the opportunity to reflect on where you've been and where you want to go personally, professionally, and "Moore." Future travel dates and locations to be announced.

Diversity Leadership Institute & Moore:

High school students are invited to this (no cell phone) summer institute, June 23-28, 2019 at the University of Wisconsin - Green Bay. Programming includes interactive workshops, keynotes, performances, wellness activities, service work, networking with local leaders, and "Moore." All of our activities and programming are designed to focus on mind, body, and spirit. Participants will be equipped with practical skills, tools, and strategies for addressing complex and challenging issues related to diversity, power, privilege, leadership, and "Moore."

Read thought provoking articles published twice a year at www.wpcjournal.com

Graduate Certificate in Diversity, Social Justice, & Inclusion:

Built around the WPC, Knapsack Institute and trainings, and institutes offered by affiliated social justice organizations, along with a number of online course offerings. The courses and certificates are offered through the College of Letters, Arts, and Sciences' Sociology Department at the University of Colorado - Colorado Springs. It is coordinated by The Matrix Center. Twelve credits (four courses) are required for certificate completion. The certificate may be completed fully online or by participating in various on-site courses (like the WPC). www.uccs.edu/matrix

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Africatown Center for Education & Innovation - <https://www.africatowncenter.org/>

Africatown Center for Education & Innovation cultivates and promotes innovative education enhancement and community development solutions that focus on people of African descent.

Crrew Collective - <https://www.crrewcollective.org/>

Crrew Collective are social justice educators, committed to our mission and determined to build a purposeful collective for self-care and professional growth.

Cultures Connecting – <https://www.culturesconnecting.com/>

Cultures Connecting provide culturally relevant professional development, keynotes, consulting, coaching and one-on-one diversity leadership support to organizations committed to improving their ability to work effectively across cultures.

City of Seattle Department of Education and Early Learning (DEEL) - <https://www.seattle.gov/education>

Our mission is to transform the lives of Seattle's children, youth, and families through strategic investments in education. We envision a city where all children, youth, and families have equitable access and consistent opportunities to high-quality educational services, support, and outcomes.

Hilltop Children's Center Seattle – <https://www.hilltopcc.com>

Well-known and highly regarded for its pedagogical approach to children, Hilltop Children's Center in Seattle also serves as a professional development institute for educators of young children (2 to 7) in Greater Seattle. It hosts Study Days, provides coaching and consulting for other schools, conducts presentations for your in-service / professional development days, organizes study tours to New Zealand, and host an ongoing "Educator Discussion Series" - a series of interactive, culturally responsive workshops, with facilitators and participants engaged in dialogue around a selected topic.

Highline College - <https://www.highline.edu/>

Award winning Highline College in Des Moines, Washington offers over 100 degrees and certificates, included five applied bachelor's degrees.

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whiteprivilegeconference

Issaquah School District – <https://www.issaquah.wednet.edu/>

The Issaquah School District educates more than 20,000 students in 25 schools in the foothills of the Cascade Mountains in WA. Our students will be prepared for and eager to accept the academic, occupational, personal, and practical challenges of life in a dynamic global environment.

The Privilege Institute - <https://www.theprivilegeinstitute.com/>

TPI provides challenging, informative, and practical strategies, programs, and resources related to issues of diversity, power, privilege and leadership.

The Meridian School - <http://www.meridianschool.edu/>

The Meridian School is an independent, co-ed elementary school (K-5), located in the historic Good Shepherd Center in Seattle. Meridian educates global citizens in an equitable, inclusive, and increasingly diverse community. Through this commitment, Meridian promotes diversity of thought and identity by bringing together community and curriculum to open minds and hearts, connect awareness to actions, and celebrate the contribution of the individual to the community.

New Direction Consulting – <https://www.newdirectionsconsulting.org/>

A women of color led consulting firm with a focus on racial equity, transformative justice, and collective liberation.

Northwest African American Museum Northwest (NAAM) <http://www.naamnw.org/>

NAAM's mission is to spread knowledge, understanding, and enjoyment of the histories, arts and cultures of people of African descent for the enrichment of all.

NPARC – <https://www.nparcseattle.org/>

The Non-Profit Anti-Racism Coalition supports organizations in practicing institutional anti-racism. NPARC is committed to ending racism. NPARC act as a forum to share information, resources and best practices, and encouraging other non-profits to work together to eliminate institutional racism and understand its connections to all other oppression.

Rosetta Lee - <https://about.me/rosetta.lee>

Rosetta Lee currently works at the Seattle Girls School and is a diversity speaker and trainer on a variety of topics, including cross cultural communication, identity development, implicit and unconscious bias, gender and sexuality diversity, facilitation skills, and bullying in schools.

The Office of Civil Rights: Racial Social Justice Initiative – <https://www.seattle.gov/rsji>

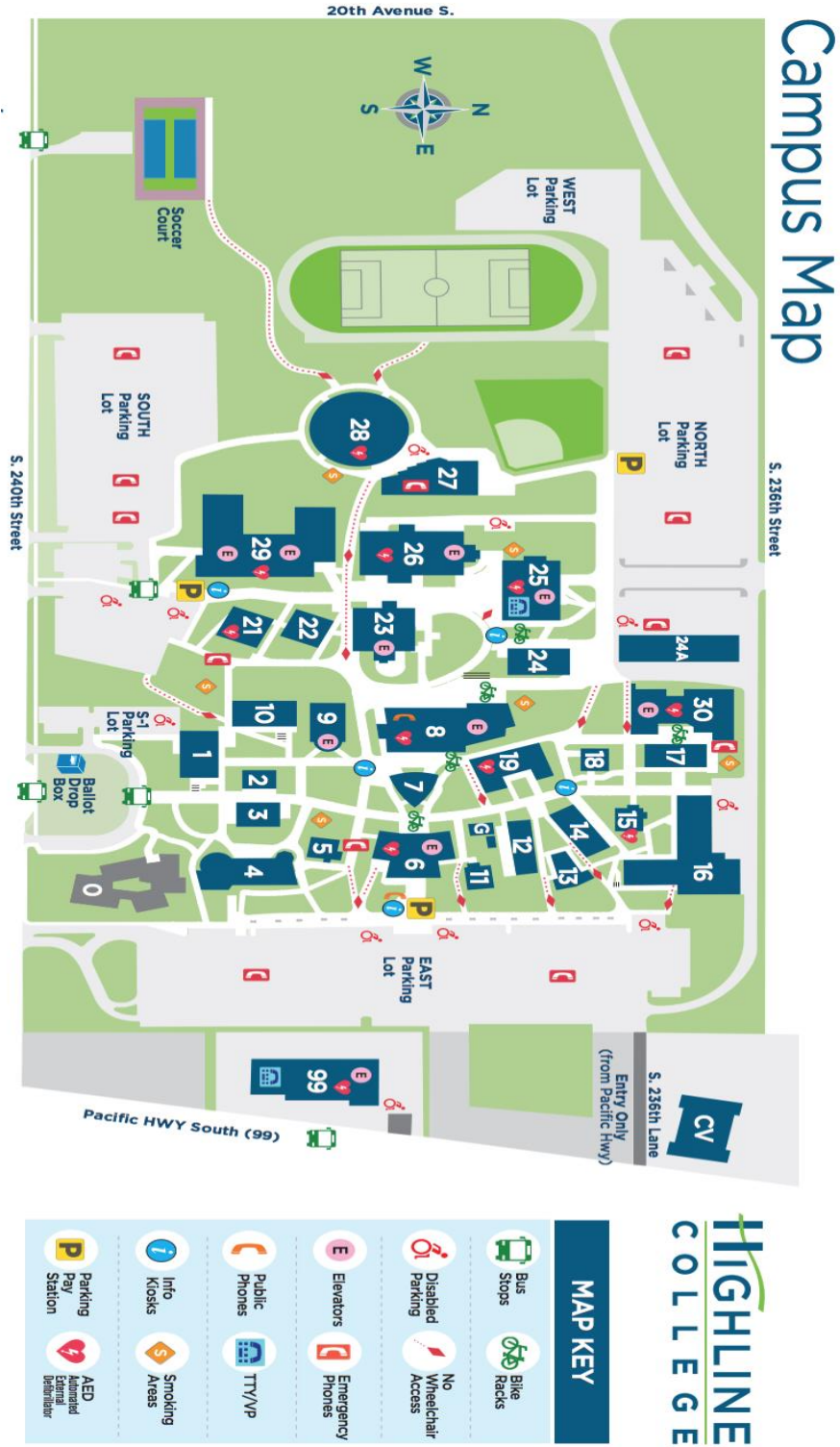
The Seattle Race and Social Justice Initiative (RSJI) is a citywide effort to end institutionalized racism and race-based disparities in City government.

Tilman Smith Consulting – www.tilmansmithconsulting.com

Tilman has been an educator, activist, and project manager for over thirty-five years, serving as a classroom teacher, administrator, field supervisor, college instructor, caucus facilitator, trainer, and coach.

WAEYC – Washington Association for the Education of Young Children – www.waeyc.org

WAEYC is the Washington State Affiliate of NAEYC. It is a voice for high quality care, education and support for all young children and their families. It is committed to providing and supporting education that is inclusive, culturally relevant and promotes anti-bias. It is dedicated to providing quality professional development opportunities that are affordable. It is an advocate for equitable compensation for staff in our profession.



THANK YOU FOR JOINING US! #WPSNW

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