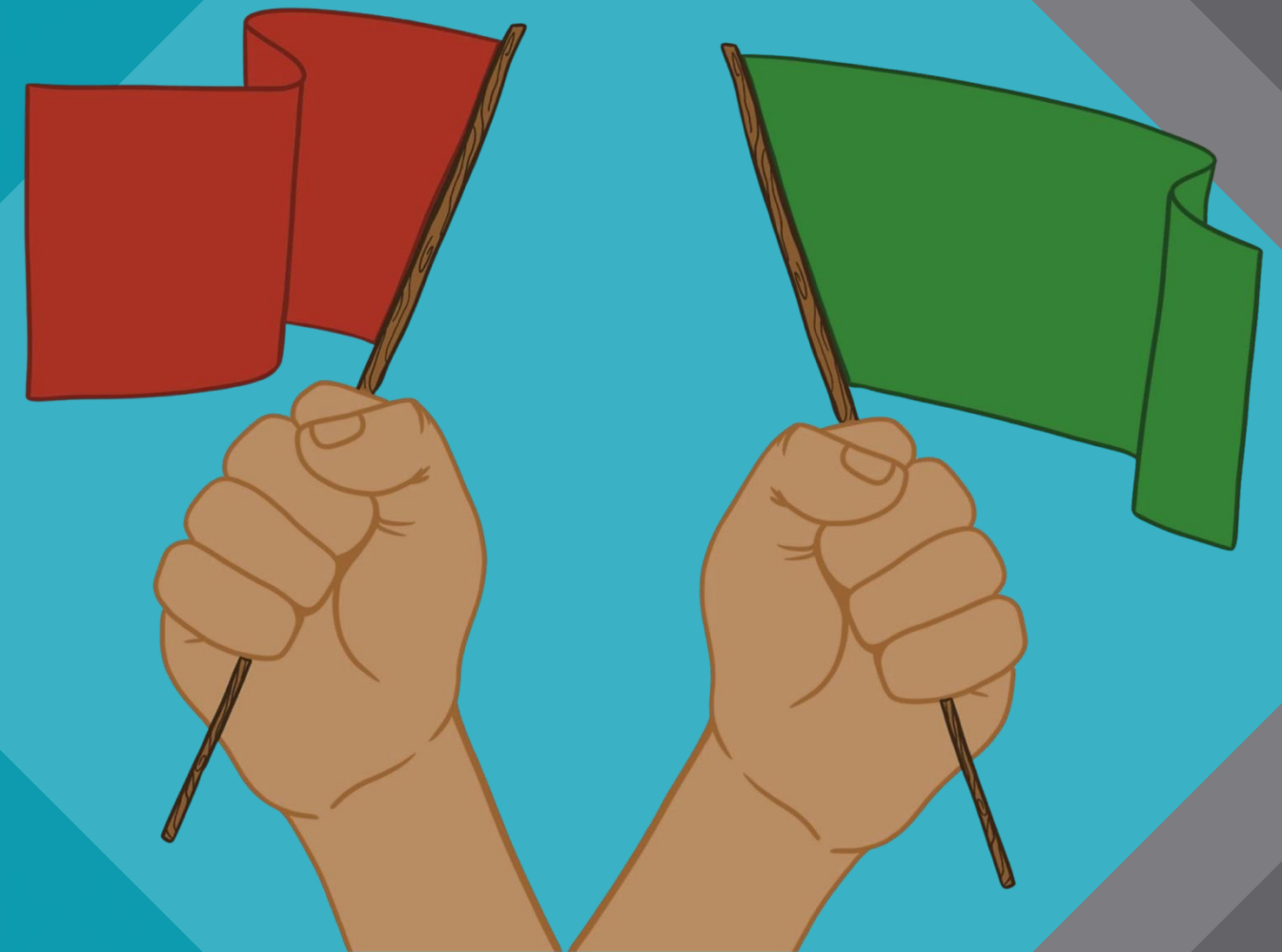


# Green Flags & Red Flags: Identifying Schools Where Equity Work Can Thrive

**Brandon Jacobs**

12.5.25



# OUR SESSION WILL COVER

---

- What truly equity-committed schools look like in practice
- Governance, leadership, and organizational structures that support DEIJB work
- Financial investment as a measure of commitment: budgets, staffing, resources
- The role of boards, parent associations, and school culture
- Warning signs during the search and interview process
- How to evaluate a school's equity maturity before accepting a role
- Carney Sandoe's role in matching values-aligned candidates with mission-driven schools
- Questions and thoughts





# GROUND NORMS & DISCLAIMERS

- Speak from the I perspective
- Don't speak for others ("I think what Sally meant was...")
- Be open to possibility
- Challenge our own and others' assumptions
- Monitor airtime (for some that means talking more; for some that means talking less)
- Take risks and be vulnerable learners
- Welcome and manage discomfort
- Be fully present, emotionally, mentally, and physically
- Lead with yes, in the spirit of "yes, and"
- Be responsible for the way we say things & be mindful of the language we use to describe people or situations
- Ask questions to deepen understanding
- Never enter a scene unless you are needed

## Just so you're aware...

### *I strongly believe in...*

- Starting and end on time.
- Folks taking care of themselves!
  - Take restroom breaks, eat snacks, stand up!
- Ask questions!

### *Disclaimers:*

- *Slide sharing.*

- *I talk fast...*

- *He does smile...I swear.*



# Think & Share.

---

If I gave you a  
magic wand...  
And you could make  
only one change to your  
school regarding DEIB,  
what would it be?





# PART I:

How did we get  
here?



# DEIBJ Then...



Carney  
Sandoe  
& ASSOCIATES

CIVILITY →





# DEIBJ Then...



Carney  
Sandoe  
& ASSOCIATES

CIVILITY ➡ EQUALITY





# DEIBJ Then...



Carney  
Sandoe  
& ASSOCIATES

CIVILITY → EQUALITY → TOLERANCE





# DEIBJ Then...



Carney  
Sandoe  
& ASSOCIATES

**DIVERSITY**  
**EQUITY**  
**INCLUSION**

Other words in the word cloud include: FIDELITY, SOCIAL JUSTICE, CULTURE, RESPECT, BELONGING, COURAGE, TRUST, ACCOUNTABILITY, WELCOMING, VALUED, GROWTH, CENTERING, COMMUNITY, TRANSPARENCY, INTERACTING, ACTIVE, FAIRNESS, JUSTICE, NEEDS, DIGNITY, POWER, OPENNESS, TRUST, INTERSECTIONALITY, COMMUNITY, HONESTY, DIFFERENCE, AFFIRMING, IDENTITIES, LEADERSHIP, INFORMATIVE, VALUED, PERSPECTIVES, FRIENDLINESS, SUPPORT, SYSTEM, SOLIDARITY, RECEPTIVENESS, CATALYST, THRIVING, CONSCIOUS, COMMUNITY, APPRECIATION, CARE, HUMILITY, SUPPORT, SYSTEM, COURAGE, CATALYST, DIFFERENCE, MUTUAL, INTERSECTIONAL, GROWTH, INTERSECTIONALITY, CO-CREATION, REPRESENT, IDENTITIES, PERSPECTIVES, FAMILY, TRANSPARENCY, RECEPTIVENESS, CONNECTION, COLLECTIVE, RESPONSIBILITIES, ACCOUNTABILITY, DIFFERENCE, INTERSECTIONALITY, RECEPTIVENESS, INFORMATIVE, EXPERIENCES, HONESTY, WELCOMING, RESPECT, FIDELITY, AFFIRMING, POSITIONALITIES, BELONGING, EMBODY, CARE.



**\*DEIBJ WORK**





# DEIBJ Then...

## Original DEIBJ Role Categories



CUPCAKES



CELEBRATIONS



CONCERNS



# DEIBJ Then...

## Shift in Schools



DIVERSITY/EQUALITY



EQUITY/INCLUSION



BELONGING/JUSTICE?



# THE “DEIBJ PRACTITIONER” NOW...



## COMMUNICATION

- Website/Social Content
- Parent/Caregiver Emails
- Student/Employee Handbook
- Strategic Planning
- Media Outlets
- Language/Lexicon
- Professional Development
- Equity Audits/Asses



## CRISIS MANAGEMENT

- Discipline/Employment
- HR Conversations
- Board Meeting
- Budgeting
- Policy Change/Enforcement
- Alumni Engagement
- Benefits & Human Resources
- Advancement Cultivation



## CULTURE HOLDER

- Curriculum
- Hiring and Retention
- Student Affinity Groups
- Adult Affinity Groups
- Extracurricular Activity
- Teaching a class
- Admissions
- Conference Attendance

**What am I missing?**



# Think & Share.

---

What *red flags* or  
*green flags* do you  
see with this shift?





# **PART II:**

**Who is involved  
moving  
forward?**



# Who's in the game?

Who is the... End user in mind.

Students

Who are the...  
Decision makers with authority.

Board of  
Trustees

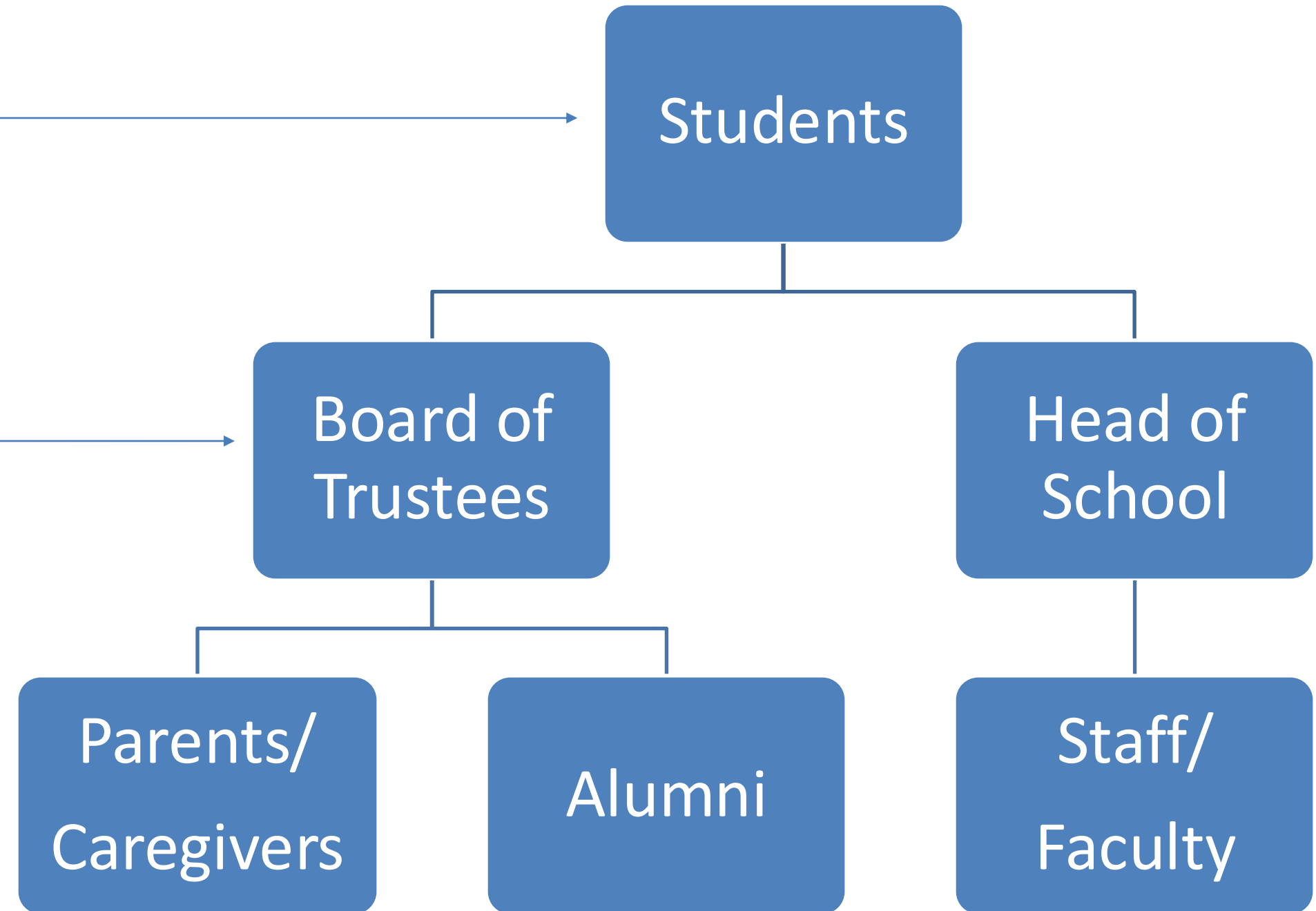
Head of  
School

Who are the....  
Members we need to  
bring along.

Parents/  
Caregivers

Alumni

Staff/  
Faculty





# Who's in the game?

## Students

**Who is the.... End user in mind.**

**What is the impact in terms of changes in:**

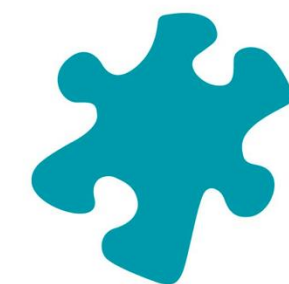
- Curriculum
- Hiring
- Admissions/Financial Aid
- Co-Curriculars
- Placement (Next Level & College)

**Who is not being considered or who is being left out?**

- Underrepresented groups
- Future students
- \*Diverse students
- Students at other schools
- Families/legacies

**How are asking the questions:**

- Qualitative – Age-appropriate focused groups and research
- Quantitative – Age-appropriate focused groups and research
- Involving them in the solution not just the problem



**Carney  
Sandoe**  
& ASSOCIATES

# Who's in the game?

Board of  
Trustees

Head of  
School

**Who are the... Decision makers with authority.**

**What is the impact in terms of changes in:**

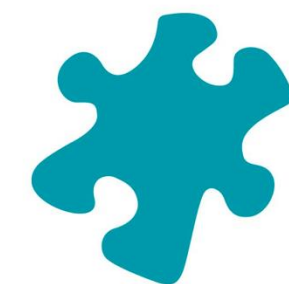
- Oversight of the school
- Financial leverage and liability of the school
- Future reputation of the school
- Management of current and past experiences
- Day-to-management of the school

**Who is not being considered or  
who is being left out?**

- Future BOT Members
- Future Leadership Administration
- Perception vs. reality
- Operational guidance and difference
- "Outside world"

**How are asking the questions:**

- Qualitative – Where are the BOT and the HOS in their commitment to DEIB
- Quantitative – What data is needed to assets and provide clarity
- Owning the problem and solution



**Carney  
Sandoe**  
& ASSOCIATES



# Who's in the game?

Parents/  
Caregivers

Alumni

Staff/  
Faculty

**Who are the.... Members we need to bring along.**

**What is the impact in terms of changes in:**

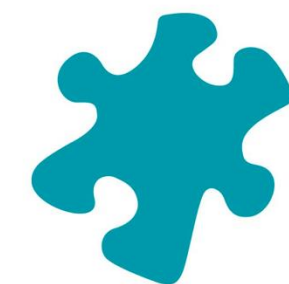
- "Consumer" expectations and experience
- Day-to-day experience of the school adults Admissions/Financial Aid
- Understanding of future goals and exposure
- "Engagement"

**Who is not being considered or who is being left out?**

- Underrepresented groups
- Future members of this group
- Cycle effect – From beginning to end
- Social media/media voices
- Families/legacies

**How are asking the questions:**

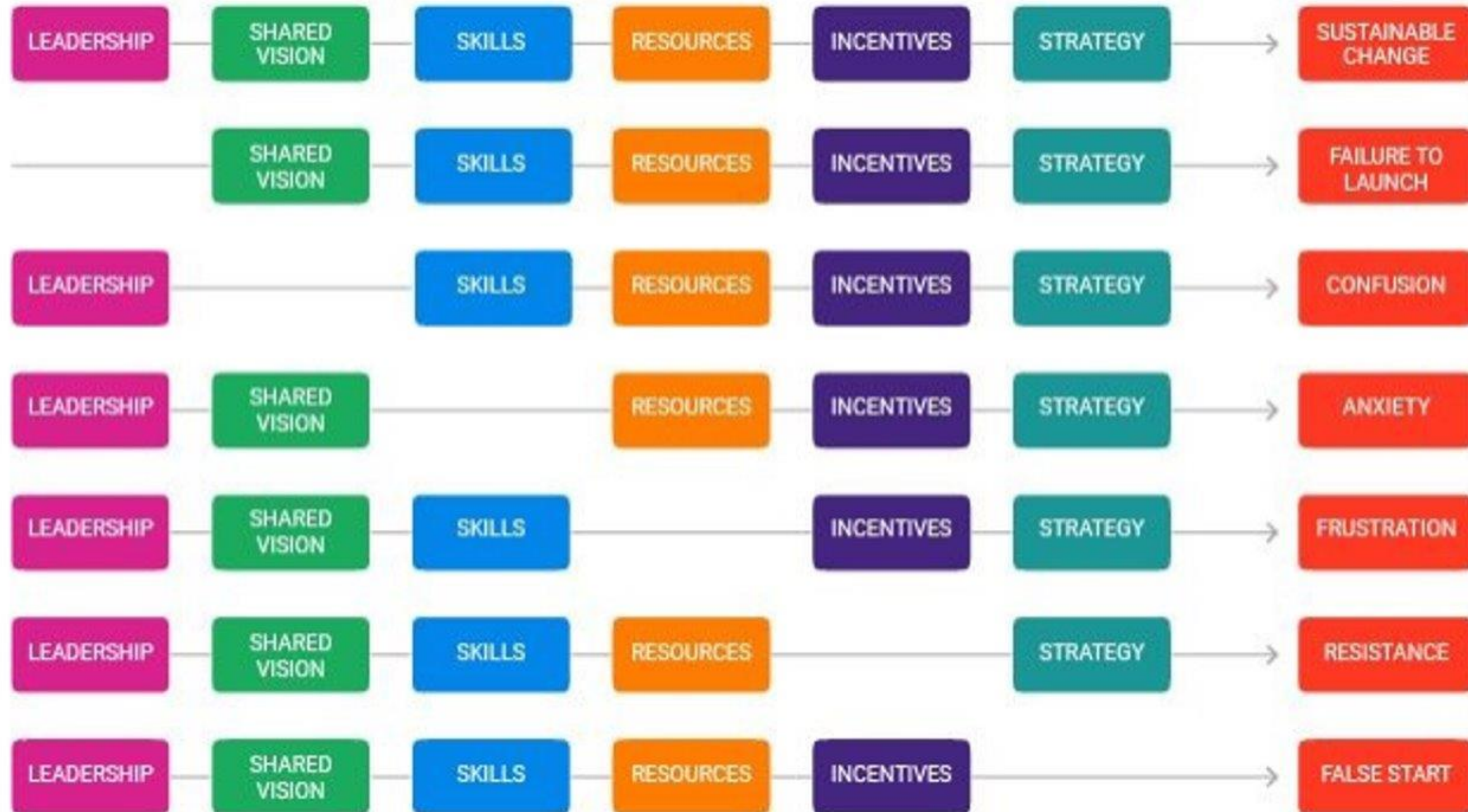
- Qualitative – What are their real concerns? Fears and desires
- Quantitative – What story does this tell us now? In the future?
- Involving them understanding the collective solution and problem



**Carney  
Sandoe**  
& ASSOCIATES

# Change Management in Equity

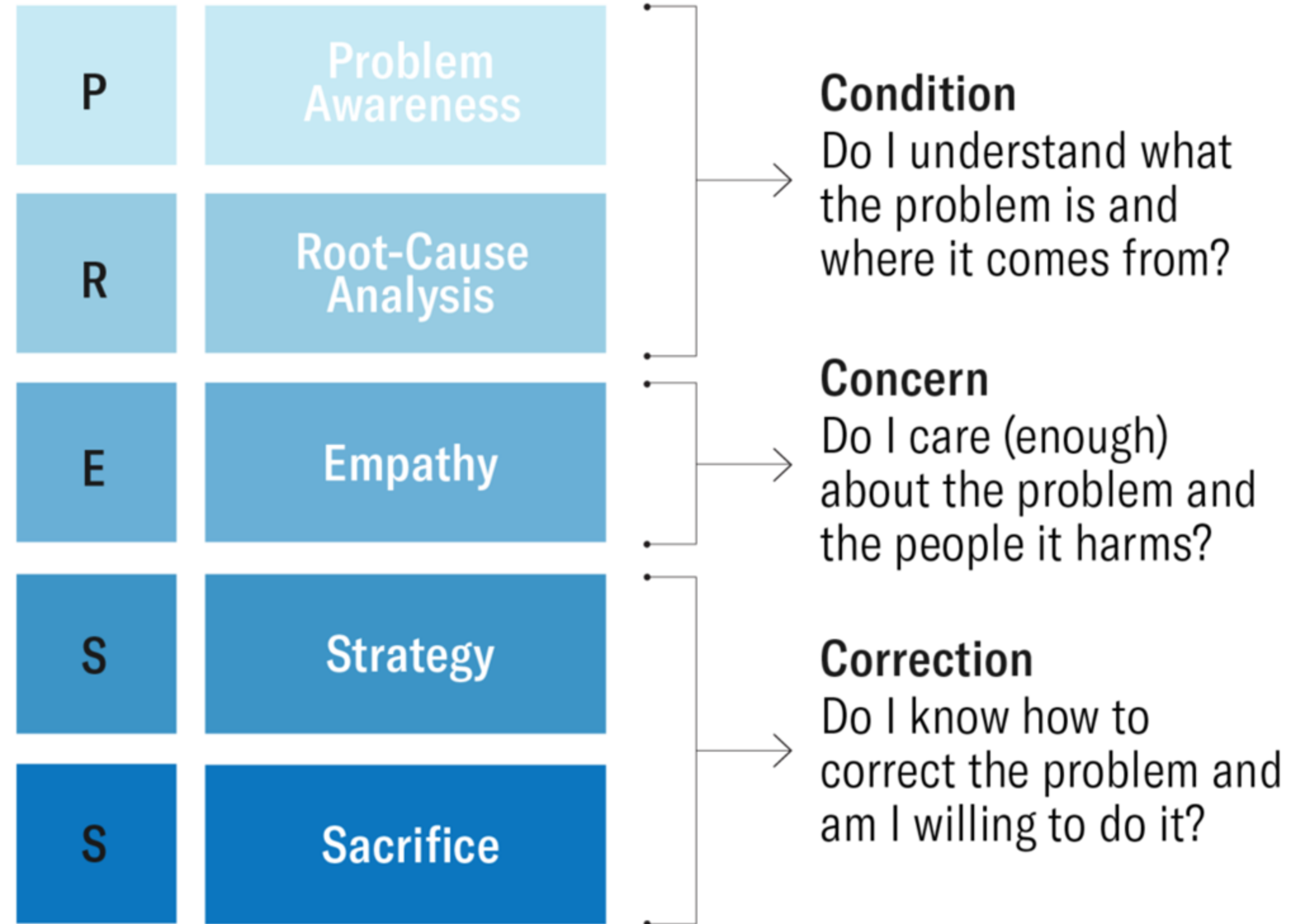
A successful change management strategy will focus on the six components listed below. This matrix easily identifies the root-cause of what may be inhibiting your team's progress toward achieving inventory management goals.



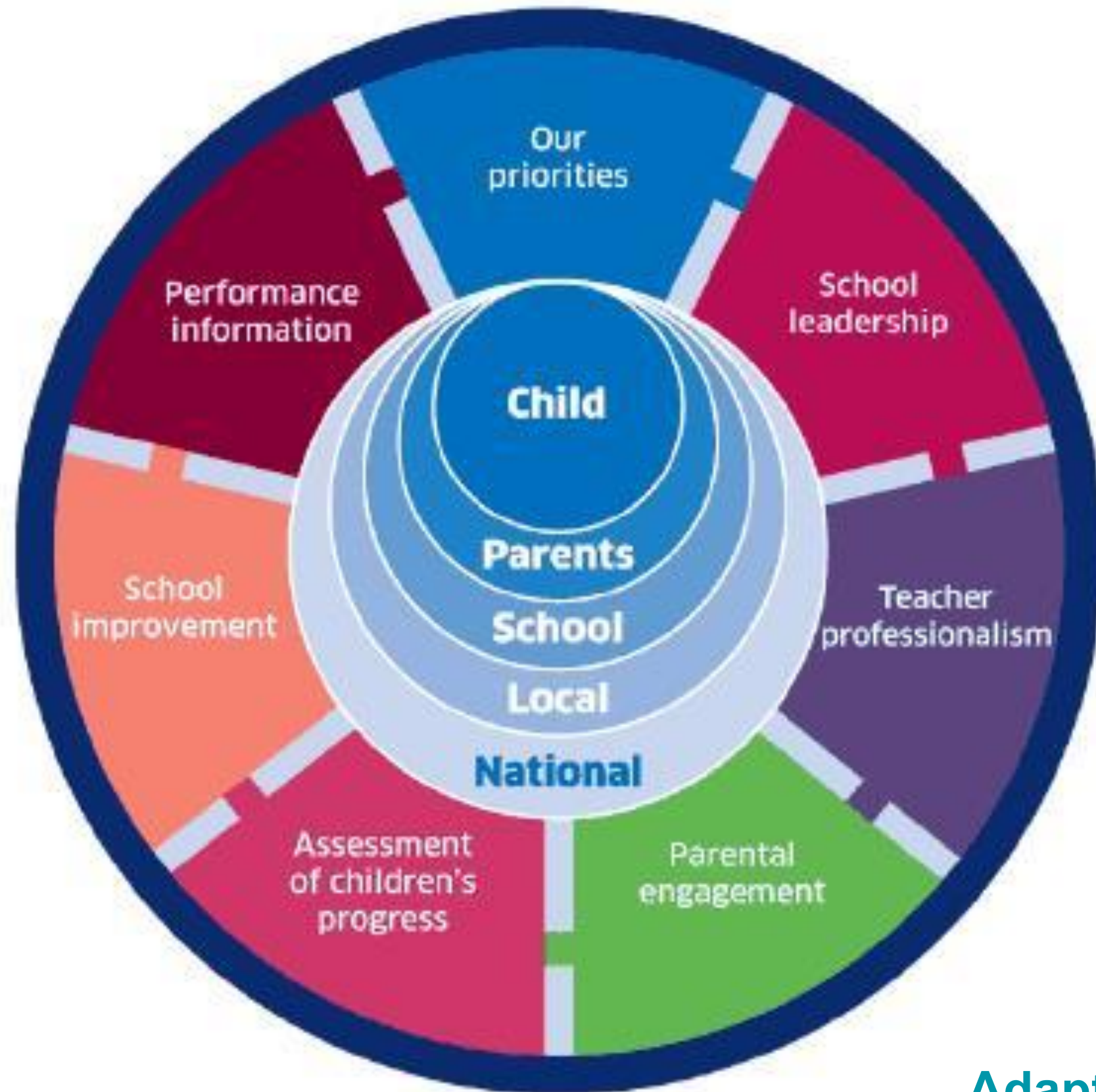


# Change Management in Equity

Continuum works both to understand institutional location and for engaging with leadership to identity awareness/support



# Think & Share.



**In the DEIBJ work  
at your school,  
who is the focus  
right now?**

Adapted: The Open University



**Carney  
Sandoe**  
& ASSOCIATES

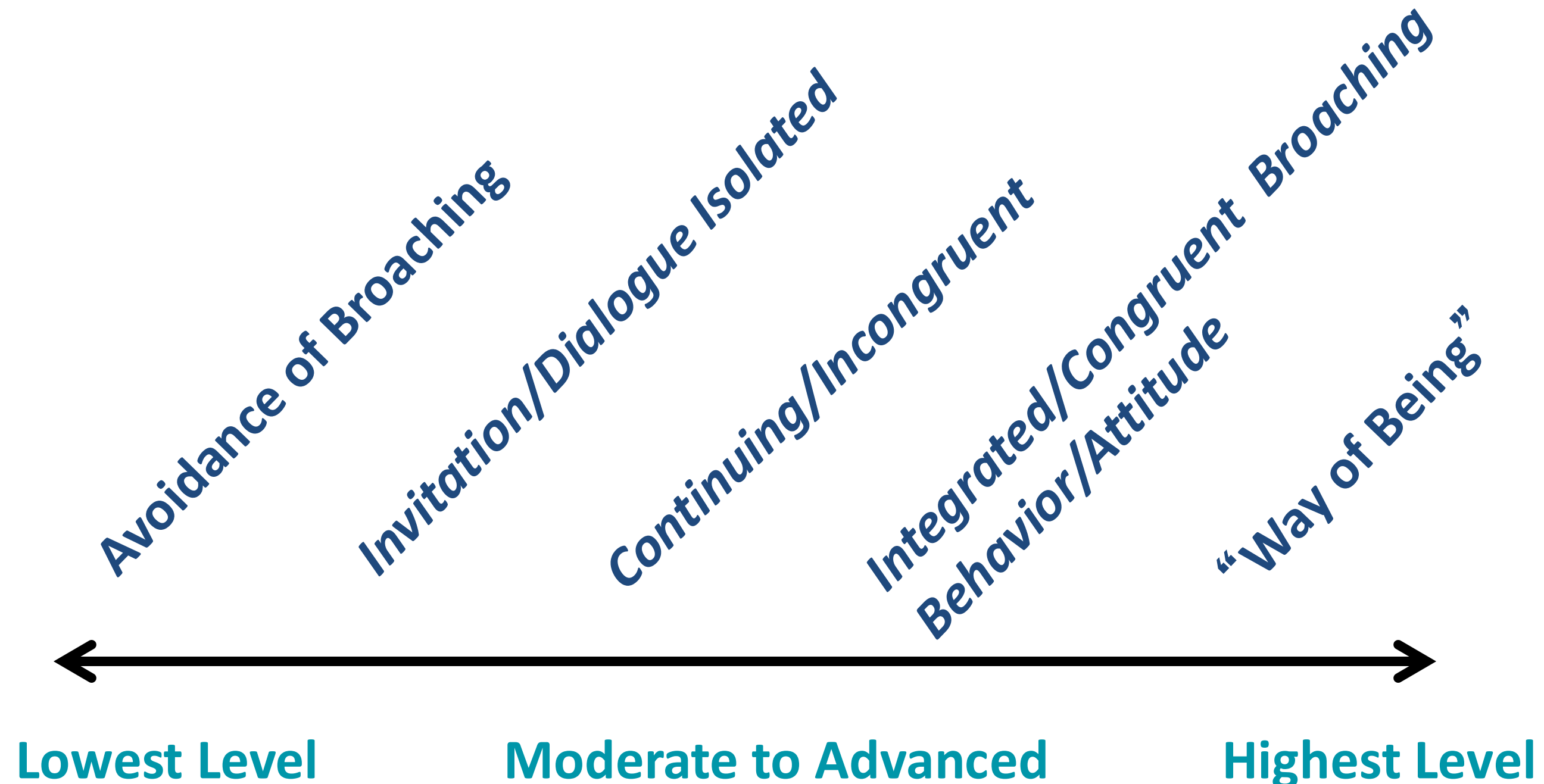


# PART III:

When do you  
know it's  
working?

# Continuum of Broaching Behavior

(Day-Vine & Wise 2020)



Carney  
Sandoe  
& ASSOCIATES



# Continuum of Broaching Behavior

(Day-Vine & Wise 2020)

	Avoidant	Continuing/ Incongruent	Integrated/ Congruent	Infusing
School Stance	Refusal to address controversial issues (reprimand quietly, no schoolwide communicate; Issue is not considered a teachable moment	Address controversial issues – but awkwardly, mechanically, superficially, inappropriately	Address controversial issues - Thoughtful well-intentioned statements and actions  (individual teachers and/or administrators have mastered the art and science of addressing controversial topics; comfortable talking about race)	Social Justice Interventions/Activities  Schoolwide professional development All stakeholders
What is said/done	Nothing	All Lives Matter Discuss race, ethnicity, culture – Just Do It with accompanying tools	Thoughtful Reflection Heartfelt	Engage Racial Issues Directly and Effectively Schoolwide Annual professional development



**Carney  
Sandoe**  
& ASSOCIATES

# Continuum of Broaching Behavior

(Day-Vine & Wise 2020)

	Avoidant	Continuing/ Incongruent	Integrated/ Congruent	Infusing
<b>Rationale</b>	Fear of being seen as racist; Fear of reprisal by powerful parent groups; Fear of losing funders; Desire for problem to disappear; Lack of a skill set to address concerns; No consensus about how organization feels;	Lack of tools to manage controversial issues that arise	The lived experience of individual teachers in the school	Addressing issues related to race, ethnicity and culture is part of the school culture, vision, and mission; The lived experience of the school
<b>Individual Teachers</b>	Fearful of talking about race; Believe that students are colorblind	Teachers recognize that racialized issues warrant the discussion but don't have the tools to facilitate dialogue effectively	Have a heightened sense of critical consciousness; deep structural understanding of racial issues; Have made individual efforts	All personnel have been trained as part of a schoolwide initiative that imparts knowledge and skills to address racialized issues
<b>Administrative Response</b>	Top-down mandate by administration to ignore the issue; Discipline handled quietly; parents brought No training on handling issues	Top-down mandate to discuss race, ethnicity and culture without guidance	Training occurs, but is not infused throughout the school	Equity Audit Schoolwide training Faculty/staff/students are social justice minded





# Continuum of Broaching Behavior

(Day-Vine & Wise 2020)

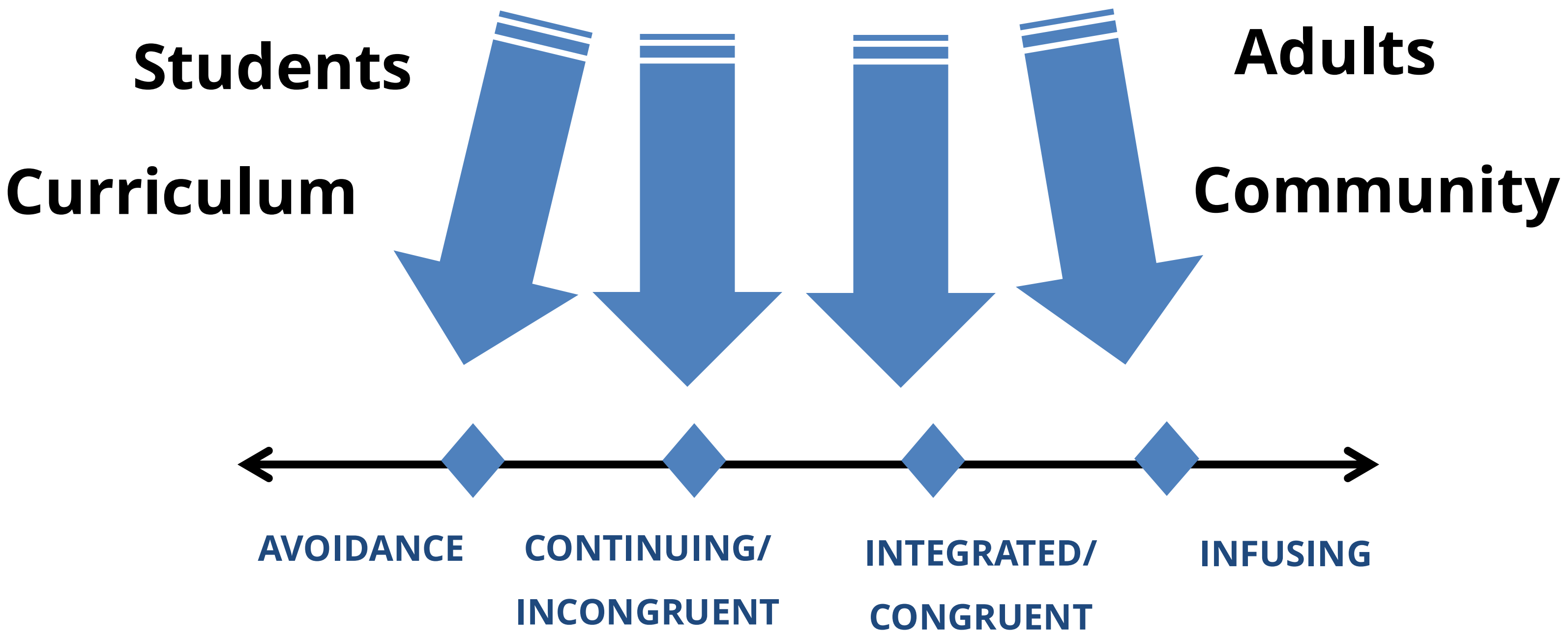
	Avoidant	Continuing/ Incongruent	Integrated/ Congruent	Infusing
Systemically	<p>Little collection, analysis, and application of data points</p> <p>Race and equity is reflected in hiring, onboarding, and evaluation process</p> <p>No apparent commitment to diversity in hiring</p>	<p>Data collected, disaggregated and reported; Accept or don't critique disparities; Administration doesn't know what to do with data to guide changes</p> <p>Rhetorical commitment to diversity</p>	<p>Collection, analysis, disaggregation of data, but done by individual teachers;</p> <p>Highly diverse faculty/staff</p> <p>Aspirational commitment to diversity</p>	<p>Only collection, analysis, and application of data points Disaggregates data appropriately with an eye towards racial equity</p> <p>Race and equity is reflected in hiring, onboarding, and evaluation process</p>
Consequences	<p>Anger; Student disengagement Withdrawal; Political Flashpoint; Parents rally against the administration Racially Illiterate</p>	<p>Embarrassing gaffes Racially Illiterate School personnel poorly equipped to manage discussions School develops dispositions but they are not accompanied by racial literacy tools</p>	<p>Racial literacy is inconsistent throughout the institution</p>	<p>Broaching is a competency practice! Framework becomes a map for addressing other issues; School is not derailed by racialized issues that emerge. Everyone is racially literate</p>
Themes	Silence	Limited Engagement	Some of us	All of us





CHECK YOURSELF....

Where is your school  
on this DEIBJ continuum?

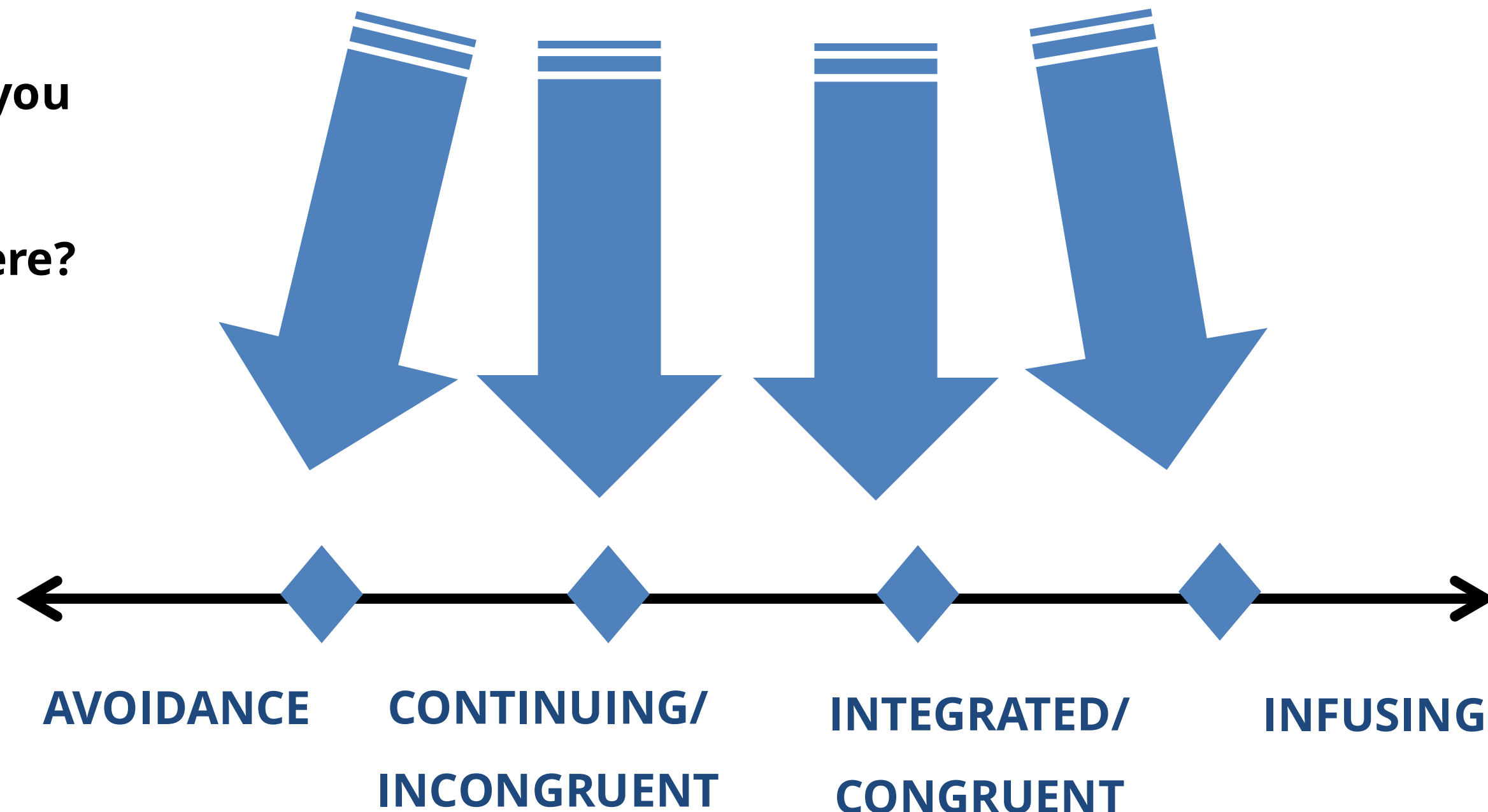




# CHECK YOURSELF....

## Where is your school on this DEIB journey?

- What holds you school back from being where you want it be?
- What would need to change for you to be there?
- What resources do you have available to get there?



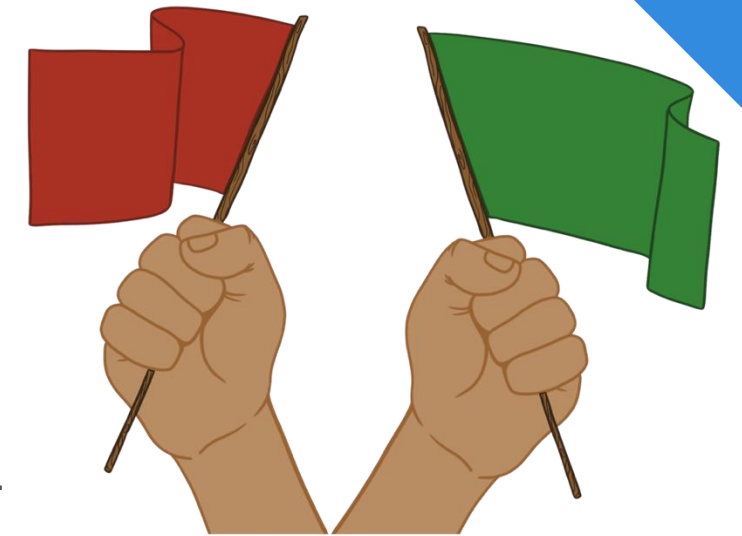
# PART IV:

How do you know  
when you see it?



# 5 P's of Noticing and Addresses DEI BJ in Schools

---



## People

Critical mass of people in all constituencies who are supportive AND active on all levels.

## Program

Diversity training and programming for all constituencies (board, admin, faculty, staff, students, families, etc.). Diversity and inclusivity curriculum.

## Policy

Enumeration of the school's diversity commitment through mission, strategic plan, handbooks, websites, etc.

## Practice

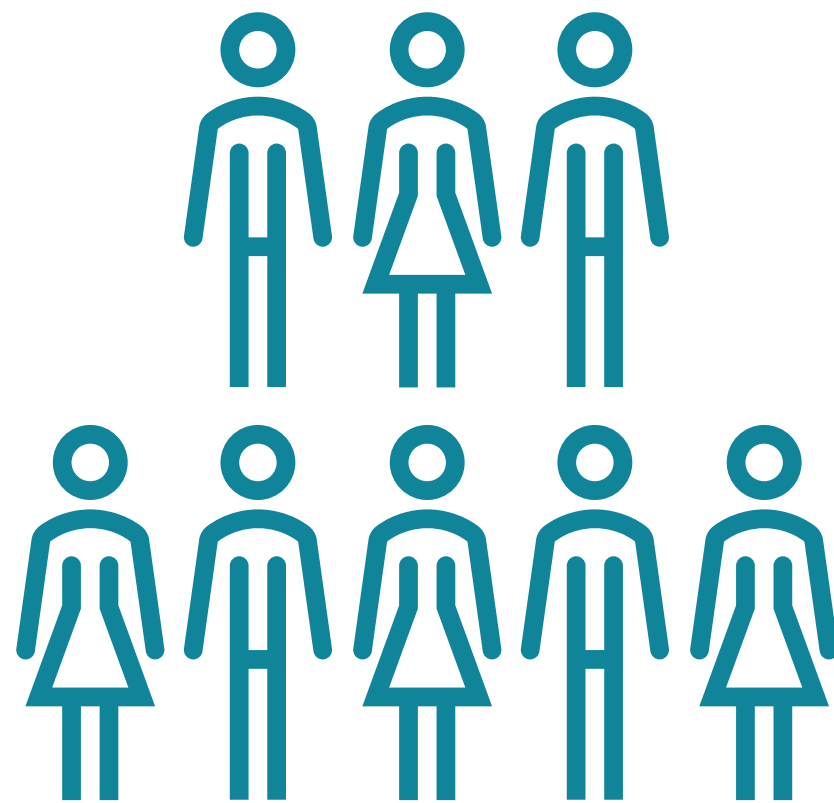
Consistent and meaningful revisit of policy and programs. Climate assessments, proactive changes, and meaningful responses to incidents. Skill development of people.

## Pecuniary

Funding allocated in the strategic plan for supporting diversity efforts. Time and Staffing resources allocated to making efforts a reality

# 5.5 P's of Noticing and Addresses DEI BJ in Schools

## People



Who is around your table?

- Admissions and Hiring

How do they feel about it?

- Yield, retention, attrition

What do “you” think about “them”

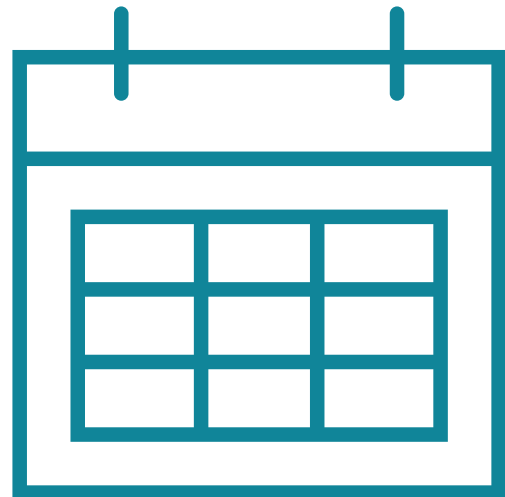
How do they know they are seen?



# 5.5 P's of Noticing and Addresses DEI BJ in Schools

---

## Program



Intentionally developed plans for  
conveying value/skill/knowledge  
Pointed to as action in the work  
Built into the structure of your program

# 5.5 P's of Noticing and Addresses DEI BJ in Schools

---



## Policy

How will the value/expectation  
be conveyed and reinforced  
Has an impact on presence in  
community  
Functions within legal construct



# 5.5 P's of Noticing and Addresses DEIBJ in Schools

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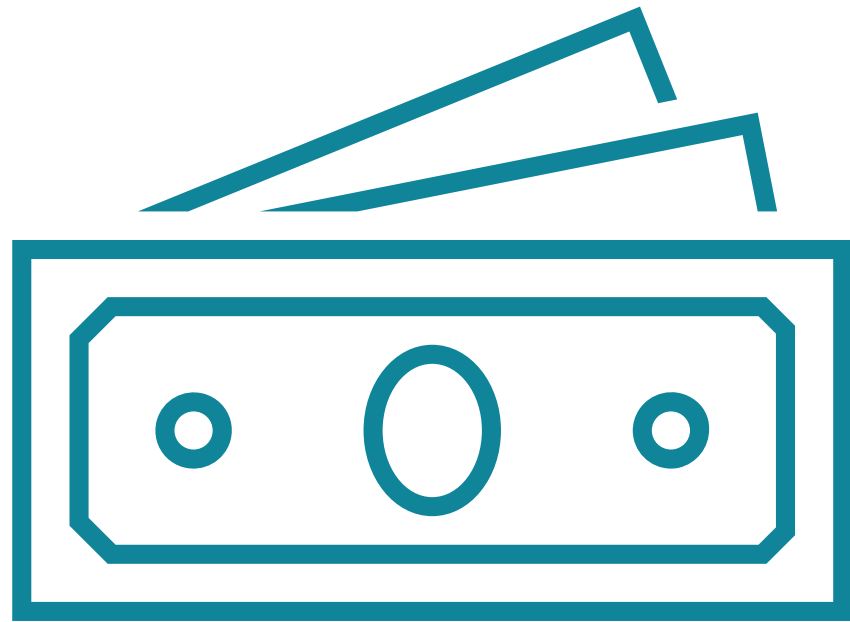


Facility in demonstrating knowledge  
Opportunities for practicing  
Can be learned  
Social media accounts and website

**Practice**

# 5.5 P's of Noticing and Addresses DEI BJ in Schools

---



Where and how are resources allocated

Who has discretion

How are resources developed and curated

**Pecuniary**



# The Future of DEI in our Schools

## Additional Changes and Considerations

- ✱ The Arrival and Influence of AI
- ✱ Human Resource Connections
- ✱ National and Local Political Policies
- ✱ Data and Measurement Tracking



Why having 'DEI' on your resume could derail your job search in 2025



David Daniels IV said having experience in diversity, equity and inclusion feels like having to wear a scarlet letter in an already difficult job market. (Ben Sklar / Bloomberg)

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Lucas Museum shocker: Chief curator Pilar Tompkins Rivas is out in latest shakeup

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# The Future of DEI BJ in our Schools



## REPURPOSING YOUR WHY

- Defining with DEI BJ statements
- Leaning into storytelling
- “Value proposition” planning
- Tracking metrics and progress



## REALIGNING WITH MISSION

- Tying working your mission statements
- “Outside voices” speak loud
- Data and research in your community
- Involving DEI into strategic planning



## REDESIGNING RESOURCES

- Connecting with other areas of school life
- Networking with others
- Tapping into existing areas of strength
- Asking for help!



# QUESTION & THOUGHTS?





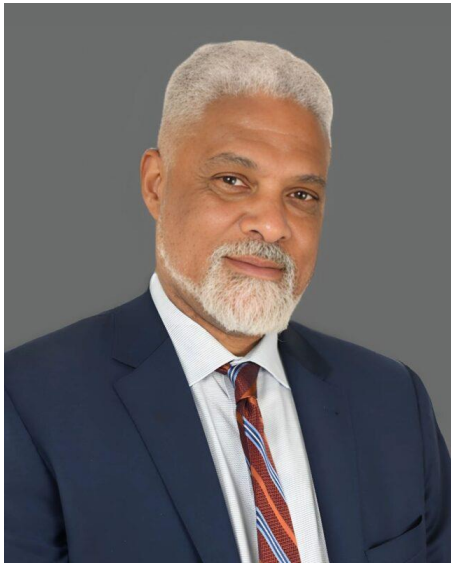
# CS&A Support & Services

FORUM/Connect



**Strengthening Community Through Professional Growth and Hiring**

January 30, 2026 – 8:00 AM-5:00 PM ET  
January 31, 2026 – 8:00 AM-2:00 PM ET  
Philadelphia, PA  
[Loews Philadelphia Hotel](#)



[darryl.ford@carneysandoe.com](mailto:darryl.ford@carneysandoe.com)

- DEIB Practitioner Coaching
- Implicit Bias Training - Hiring Teams & Admission
- Inclusive & Equitable Hiring Training
- DEIB Strategic Planning
- DEIB Campus Assessment
- DEIB Board of Trustees Training



# THANK YOU!

**For all that you do...  
Both the seen & unseen.**



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