Full Report

VIBE Vermont EDJIE Education and Training-DEI Training Needs Assessment
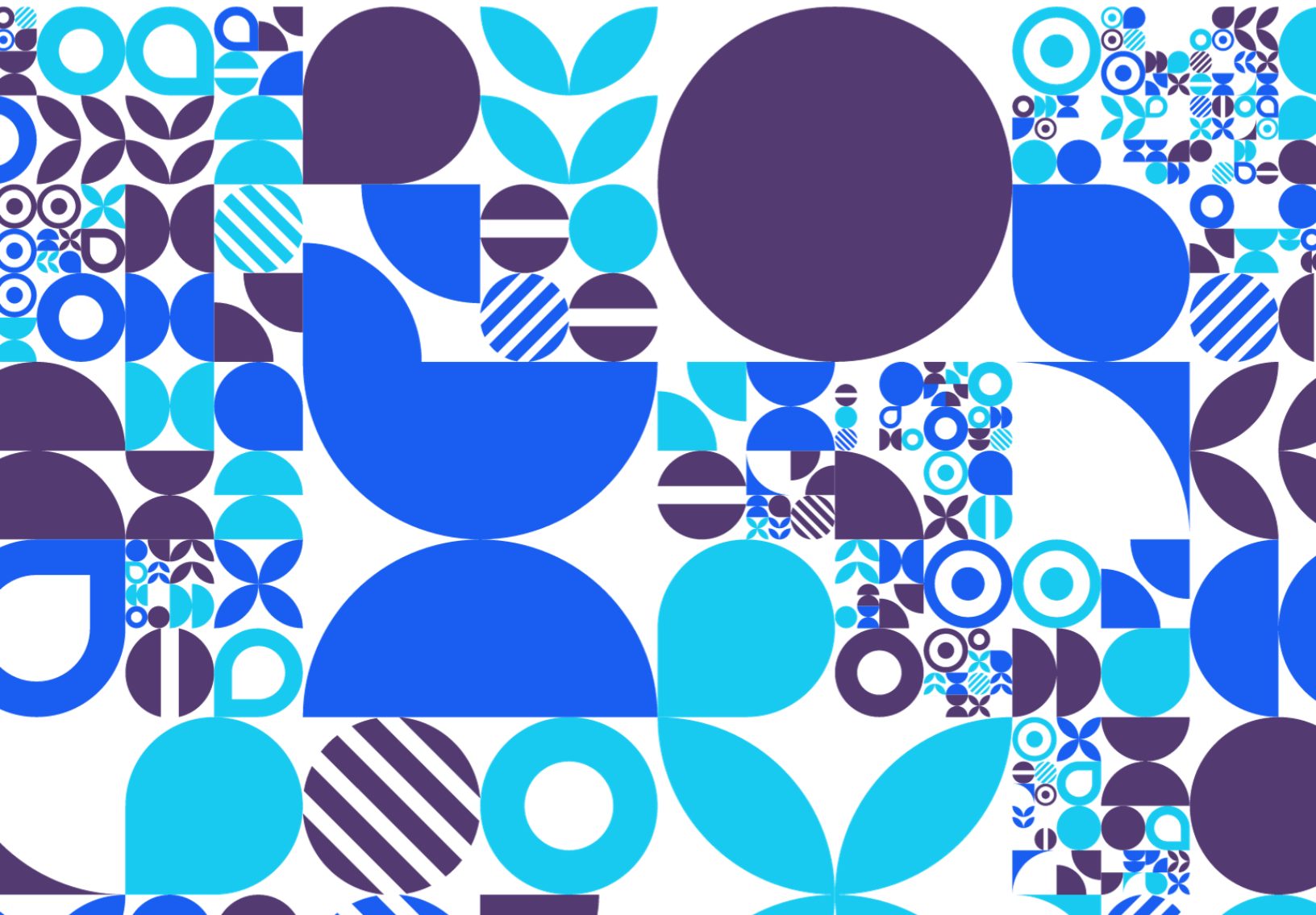
Needs Assessment Overview

A survey of 31 respondents representing Restorative Justice Centers was undertaken to evaluate the needs, expectations, and readiness of organizations and individuals launching a Diversity, Equity, and Inclusion (DEI) training in Vermont. Overall, there is a willingness to engage, but key variables can aid or deter a successful training program.

Methods & Process

Connecting Evidence collaborated with the VIBE team to develop a survey with both open-ended and closed-ended questions. Drafts of the survey protocol were shared with leaders at Vermont's Orange County Restorative Justice and their partners for feedback. The final version of the survey included both open-ended and closed-ended questions.
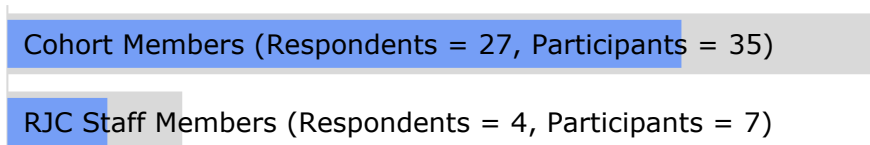
The survey was first launched and sent to the EDJIE Education and Training-DEI Training cohort members on 8/4/23. They initially were encouraged to respond by 8/18/23. An altered version of the survey was also sent to RJ centers non-cohort leaders. Survey participants were sent reminders. The survey remained open after 8/18/23 to increase participation. VIBE team members informed participants that they could continue responding until the end of the month.

JULY 2023

CE, VIBE consultants, Orange County Restorative Justice, and other partners collaborated to develop a survey to gather feedback on the needs of RJC members.

AUGUST 2023

Cohort members and other RJC leaders were encouraged to respond to the survey.

CE reviewed data and developed a short report with preliminary findings.

SEPTEMBER 2023

CE analyzed the remaining data using descriptive statistics for closed-ended questions and an inductive approach for opened-ended questions.

OCTOBER 2023

CE developed this final report showcasing findings.

Connecting Evidence analyzed both open-ended and closed-ended questions. Descriptive statistics were used to analyze closed-ended questions (e.g., frequencies and sums). An inductive approach was used to analyze open-ended questions. That is, evaluators reviewed responses to create an open and thematic coding scheme derived from the data itself. Once the coding scheme was developed responses were then reviewed again to apply the coding scheme throughout. Preliminary findings were shared with the VIBE team on 8/28/23. This final report includes all the data collected.

Survey Response Rates

Forty-two people were invited to complete the survey. 31 people responded to at least one question in the survey.

# of survey respondents | # of those invited

Cohort Members (Respondents = 27, Participants = 35)

RJC Staff Members (Respondents = 4, Participants = 7)

0   40

74%
Response rate

Needs Assessment Overview (continued)

Setting Expectations

Many respondents view DEI and Restorative Justice Centers (RJCs) as naturally intertwined, but their organizations do not accurately reflect this and risk causing further harm. DEI trainings are not new for this group, but past experiences have yet to provide the results participants desire. Key outcomes for determining success include:

1. An ability to understand and challenge racism.
2. Confidence in navigating situations regarding race.
3. Personal growth.
4. Ability to understand the challenges of marginalized people.
5. Organizational changes.
   a) Formal and informal rules and practice without bias.
   b) Creation of inclusive spaces.

Ensuring Success

Participants have a specific sense of their needs and support that will enable them to meet their expectations throughout the training. These include:

1. Concrete tactics and strategies.
2. Discussions/small group activities for reinforcement and sharing.
3. Structure.
4. Mental and physical breaks.
5. Support.

Community As The Foundation

Overall, participants want to achieve personal and organizational change through education with a facilitator, materials, and (most importantly) the congregation of others. Throughout all the questions, themes of co-existing in community with one another as both a means and an outcome are common. Respondents want to use person-to-person interactions to do deep dives into the material in furtherance of creating spaces and buildings community within their organizations.

Table of Contents

Importance of DEI: Avoiding & Repairing Harm

Respondents (31) considered why Restorative Justice Centers needed DEI.

Many shared that the core purpose of Restorative Justice Centers (RJC) is aligned with DEI principles (12). Others explained that exploring DEI is necessary to prevent inadvertently causing further harm through unconscious biases or perpetuating harmful practices (12).

Because we keep messing up, and thereby harming the people with social identities most impacted by marginalization. And we are supposed to be helping repair harm.

Our role within the community is founded on social justice principles and practices. While volunteers have some training, they have not had (collectively) DEI education as part of their role within restorative justice unless undertaken on their own.

Nine respondents described that DEI is essential for ensuring all participants have equal access to resources and support. Eight shared that DEI education empowers centers to foster inclusivity by involving marginalized groups in decision-making and uplifting communities. Another seven also indicated that centers' interactions with marginalized communities necessitate DEI education to provide tailored and respectful support. Others (7) also shared that DEI education equips centers to advocate for systemic change, addressing broader societal inequalities and promoting justice.

In essence, DEI enables RJCs to better fulfill their mission and ensure they are serving their communities equitably. Given its importance, nine respondents described the importance of continuous learning so that they can stay informed about DEI matters.

RJC staff and leadership must be well-trained and prepared to deal with a broad cross-section of their community in skilled and effective ways. DEI education is critical to that success.

Recommendations:

Given the importance of continuous learning and eventual shifts in the field, the curriculum should include a mechanism that enables it to be improved and adapted to meet the needs of future curriculum recipients.

Priorities of DEI: Personal Growth, Perspective Taking & Organizational Change

Respondents (31) selected their top three priorities for DEI. In addition to their selection, they also followed up with a personal response to explain their choice.

People primarily chose creating inclusive spaces, building the skills to be an effective ally, and building skills and strategies for working with people who disagree with DEI.

# of survey respondents that selected each item (34)

Item	Count
Creating inclusive spaces	19
Building the skills to be an effective ally	18
Developing skills & strategies around working with those who disagree	13
Managing interpersonal relationships, disagreements, & conflicts	7
Transforming organizational policies & procedures	6
Understanding the applications of equity practices	7
Creating plans of action	5
Contending with privilege	6
Understanding systemic power & oppression	5
Exploring the experiences	4
Embodied practices	3
Other	3

People deserve inclusive spaces, and these spaces are needed for us to address systems of oppression and connect with the community.

I find this to be one of the most important practices in our work. We know that people will not open up unless they feel comfortable in a space, and comfort consists of more than an "All Are Welcome Here" sign. We need people to really feel supported in the space they are in.

[Allyship] is important to us to support the safety and inclusion of participants, volunteers, and staff in our center. The majority of our staff, volunteers, and clients are white and hold identities from the dominant culture. Developing strong skills around allyship will be crucial for our center to create space for BIPOC folks to participate in our programs and join and stay on our team of staff and volunteers.

A significant portion of statewide CJC staff and other affiliated parties have some or a lot of hostility to DEI. Hence, this is an important part of developing an anti-racist curriculum. I regularly encounter resistance in this work in both the CJCs and schools. I need better skills to use my… privilege to relate to them and help them walk on the same path that I've started on toward dismantling white privilege and centering marginalized voices and needs.

Priorities of DEI (continued)

The follow-up answers showed that respondents were primarily interested in **prioritizing their own personal growth** through increasing their knowledge and understanding the root causes of the harm they have caused. They also expressed an interest by placing themselves in the position of their community. This was through the **acknowledgment of the dissonance** in social and economic privilege between the staff and volunteers of the centers versus those they seek to serve. Third, beyond personal growth, respondents sought to **prioritize more institutional change** in their centers through disentangling anti-DEI strategies embedded in their organizations and applying DEI to conflict resolution internally.

Overall, there was an understanding among the respondents that they wanted to seek knowledge in order to create action – for themselves and their organization. However, the focus of the priorities was on themselves and their staff. Few respondents (4) determined that exploring the experiences of specific people with social identities impacted by marginalization was a top priority.

I believe it is important for us to recognize a pattern of behavior toward marginalized people so that we are able to see the problem and then try to go about solving or attacking the problem.

On the one hand, this could be due to respondents' genuine acknowledgment of privilege and wanting to overcome it, but it could also work to center the staff and volunteers with privilege instead of those they serve.

Recommendations:

While personal growth and the ability to understand other perspectives are essential to DEI, steps should be taken to ensure those of dominant cultures are not centering themselves or using the curriculum to engage in status-making at the expense of people who are marginalized.

Needs for Project Success: Overcoming Organizational Limits & Strategy for Integration

To determine the needs of the project for it to be successful, respondents (28) answered what could have been improved and what went well in their previous DEI training, as well as what they thought was needed for the success of their organization.

Discussions of previous problems with DEI training at their organizations in the past primarily involved the lack of staff involvement and apprehension (7) and the ability to incorporate training into the rules and informal institutions of the organization (6). Respondents stated that connecting with others (11), cultural education (10), and interactive engagement (10) can make DEI trainings successful at their organizations.

My supervisor has a strong reaction to these conversations – she is obviously scared.

We all worked together to create cohesive plans and strategies to provide as much support as possible to staff, clients, volunteers, and community members.

In describing both previous challenges and previous successes, the concept of personalization was important. While not meeting people where they are can lead to conflict and a lack of action (4), tailoring a training to various levels of understanding at an organization led to openness on behalf of participants (9). Some respondents (5) mention the lack of an appropriate amount of time given to the curriculum, as well as navigating issues like white fragility (4), as ways DEI trainings can be unproductive. Whereas engagement with the wider community in the training process(5) and having an inclusive and non-judgmental facilitator (5) can facilitate a sense of belonging among participants. For some respondents (5), working through real-life examples helps them integrate education from the training into their organization.

Respondents largely believe that integration into the organization will come through hard work and compromise by the staff (8), after more (7) and ongoing (7) staff training, program flexibility to meet the needs of the organization (6), and a clear integration plan (6). Clearly, most respondents do believe their organization is currently capable of change. Only two respondents indicated a leadership change would be necessary to be successful. This means the components for a successful outcome exist.

Ongoing support and learning[-] infusing this is all we do[] instead [of] a standalone training.

Recommendations:

Tailored, non-judgmental trainings that give people a clear indication of how to integrate DEI into formal and, especially, informal processes is key. This, along with the understanding of continued training and engagement.

Support: Community & Structure

Respondents shared the kind of support they would need for virtual (30), self-directed (31), and in-person learning (29).

Overall, the support centers on community/collaboration and the provision of a structure based on respondents' needs. The desire for community and collaboration is an extension of the need for a sense of belonging identified earlier.

When completing in[-]person work during this training, it would be useful for me to have conversations with other individuals to gain different perspectives on the topic.

[…] breakouts help mix things up. I'm pretty used to virtual learning at this point.

Across all three delivery modes, the need for community and collaboration was strong (33). Whether through informal discussion sessions, breakout groups, or course discussions, the need to connect with others was a clear support need. Regular or personal breaks for both in-person (7) and virtual (5) sessions, proper documentation of materials (3), and having materials available ahead of time (3) are just some of the ways the training can create structure.

For in-person training, three respondents mentioned needing a comfortable learning environment, but others discussed the need for a physical and emotional space to decompress through accessibility support (6), spot check-ins or one-on-one support (11), opportunities for well-being and self-care (4), and facilitator support and feedback (8).

Comfortable discomfort [-] being able to have some time to get comfortable with the environment without being pushed too far outside my comfort zone.

Balancing work priorities in addition to the curriculum in the training is an area in which people stated they would need support (15). Those performing work within the non-profit/justice sphere are often already pushed to the limit in their time commitments. They need support to ensure DEI training does not become a burden. Simultaneously, this kind of support can help people maximize their attention while in training.

Clear timelines and expectations shared as early as possible so participants can manage their responsibilities while being committed to this work.

Recommendations:

Schedule times for interaction and reflection. Allow participants to learn from one another as they discuss reactions.

Provide a clear structure. This includes sending materials beforehand, peer interactions, regular breaks, and documenting materials after engagements.

Support participants in creating safe mental and physical spaces to contemplate the curriculum (e.g., a non-judgmental environment).

Prior Experience & Opportunity

Respondents reflected on their prior experience that has led to their greatest growth (31) and where they see continuous opportunities for growth (32).

Personal experience and reflecting on one's own privileges led to respondents' greatest growth in their Diversity, Equity, and Inclusion (DEI) journey.

The one important thing that led to my growth was the fact that I was continuously being discriminated against in many different categories. This led me to say to myself that I will never let anyone take advantage of me because of the color of my skin and who I am. So, from that point on I became a person who would not tolerate any discrimination of any kind.

Understanding how I have replicated white supremacy and how I can work toward undoing the thinking and actions associated with it.

Nine respondents answered that the greatest growth in DEI they got was through personal experience. One respondent was biracial, another had biracial grandchildren, and a third was white, but all had been through certain situations that helped them grow in the topic of DEI.

Eight people said that exploring their own identity and the privileges associated with it led them to the greatest growth in DEI.

Additionally, five people mentioned that learning about the harm to others had influenced their pathway to DEI. Others described that exploring the following topics led to their growth: racial inequality (4), social norms and stereotypes (4), and Institutional Racism (3).

Respondents are interested in becoming better allies and more knowledgeable.

Using what I've learned about DEI to help our organization, board, and staff, understand the gaps and weaknesses and create goals so we have a plan to move forward.

Thirteen respondents indicated that the biggest growth opportunity for them is to become a better ally. Allyship was also selected as a top priority for respondents (see the Priorities of DEI section).

Allyship may take several forms. Seven respondents mentioned the importance of listening & connecting with those with lived experiences. Seven also see the biggest opportunity for growth in working with reluctant people. Six respondents talked about engaging more *DEI-neutral* people to bring the topic to their attention.

I see intentional strategies for disseminating information/educating other white-bodied people (particularly youth) as my biggest opportunity for growth moving forward.

Alternatively, eight respondents shared that they would like to improve their language and skills when dealing with DEI.
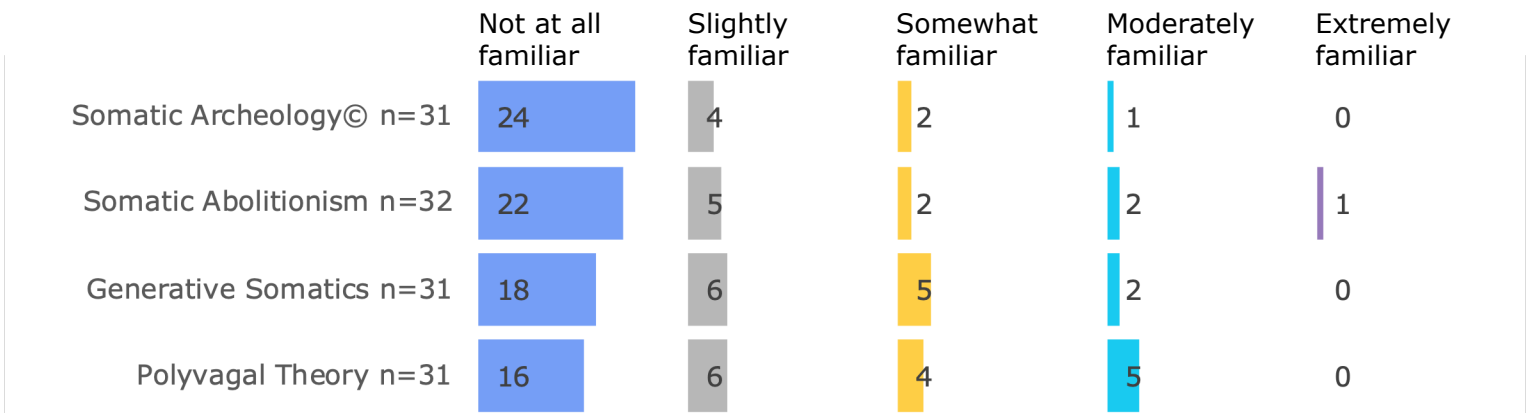
Recommendations:

Allow cohort members and curriculum participants time to reflect on their own personal experiences. Encourage those who are willing to share their real-world stories. This may include discussing and reflecting on experiences of marginalization and/or privilege.

Ensure that developing allyship skills is incorporated throughout the curriculum.
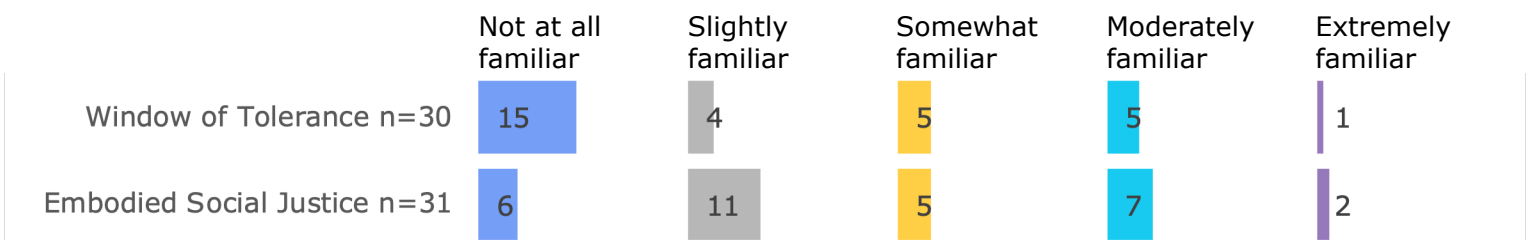
Embodiment Practices

Respondents were asked to report their familiarity with several embodiment practices. **Many were new to respondents.**
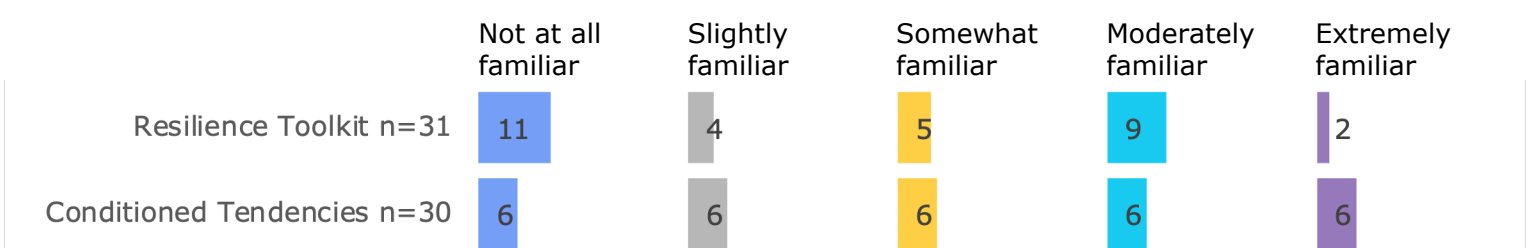
Respondents were **not at all familiar** with the following practices.

	Not at all familiar	Slightly familiar	Somewhat familiar	Moderately familiar	Extremely familiar
Somatic Archeology© n=31	24	4	2	1	0
Somatic Abolitionism n=32	22	5	2	2	1
Generative Somatics n=31	18	6	5	2	0
Polyvagal Theory n=31	16	6	4	5	0

Respondents were **slightly familiar** with the following practices.

	Not at all familiar	Slightly familiar	Somewhat familiar	Moderately familiar	Extremely familiar
Window of Tolerance n=30	15	4	5	5	1
Embodied Social Justice n=31	6	11	5	7	2

Respondents were **somewhat familiar** with the following practices.

	Not at all familiar	Slightly familiar	Somewhat familiar	Moderately familiar	Extremely familiar
Resilience Toolkit n=31	11	4	5	9	2
Conditioned Tendencies n=30	6	6	6	6	6

Respondents were **moderately familiar** with the following practices.

	Not at all familiar	Slightly familiar	Somewhat familiar	Moderately familiar	Extremely familiar
Mind-body Connection n=31	5	3	5	9	9
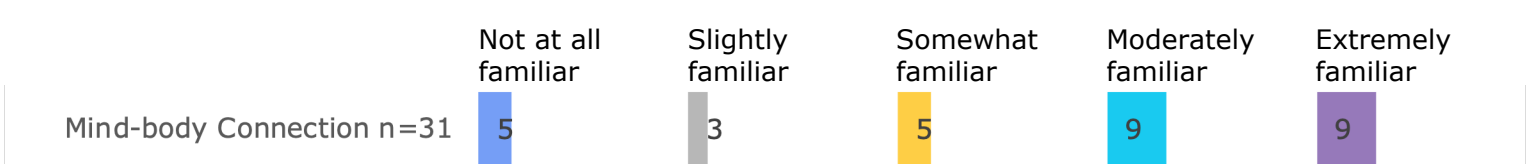
Recommendations:

Make sure to budget time to review any embodiment practices before they are used.

Consider the purpose of the embodiment practices. That is, is it important for participants to learn the practices themselves, or are the embodiment practices a tool to learn another concept?

Organizational Integration

Respondents described what they hoped to teach their colleagues (31) and any previous impactful DEI training (24).

The core competencies and outcomes that respondents wanted to bring back to their centers involved the rules, practices and knowledge bases needed to facilitate inclusion at their organization.

Knowledge I would like to teach colleagues at the restorative justice centers may be understanding other cultures and individuals.

For leadership, in particular, strategies around DEI hiring/retention practices. For staff, strategies around diverse volunteer recruitment/retention.

Ten respondents want to teach cultural competencies to enable a more effectively communicative environment and to foster a sense of belonging for all. Seven respondents acknowledged that integration would be necessary throughout their organization's institutions.

The kinds of topics respondents found most insightful reflected this desire to create organizational change. Implicit bias training (6) and training that integrates personal responsibility and accountability in order to move forward (5) are the most cited topics for respondents.

One of the most impactful activities has been activities that focus on bias in groups settings. With honest commitment and honest contributions[,] these educational training opportunities have contributed to increased awareness and community building with a recognition that there is so much longer to go.

Working through examples (7) and having conversations (5) are some of the most impactful tools that respondents identify. These would also allow for easier integration into an organization by reflecting actual scenarios. However, it should be noted that **some previous DEI trainings may have introduced harm**, which could obscure participants' expectations and ability to center the marginalized in future DEI trainings. One participant exemplified this through the real-life examples as presented through their reaction toward others in "the privilege walk"– a heavily critiqued mechanism for allowing people to understand their own privilege but through creating harm and singling out those with less privilege. It can act to shame those with more barriers and provide a status of high social standing for those with fewer barriers.

The line game [a.k.a. the privilege walk] is something that always makes me feel strongly or "what are you going through" for a more anonymous take.[…]

Recommendations:

Spend time discussing how to create inclusive spaces with participants by providing specific practices and examples. Where possible provide opportunities for participants to practice identifying and implementing practices themselves. In addition, create a space for participants to reflect on and trouble shoot ongoing implementation of these practices where the focus is on harm reduction.

Success: Stepping Up & Confidence

Respondents answered three questions related to what success would look like within this project. Two questions focused on the respondents themselves. Namely, what sorts of changes they would see in themselves if this project were successful (31) and what good indicators would be for said changes (29). The third question was related to recipients of the curriculum that cohort members are developing (31). Specifically, what changes they would like to see in curriculum recipients. By looking at these questions together, we can understand what's important to respondents.

A key indicator of success will be an increase in respondents' ability to step up to racism and increased confidence in their abilities to have difficult conversations.

I would like to see myself as more confident in doing this work, teaching these concepts in a variety of settings, and engaging people in challenging discourse. On a side note, one of my huge overarching and ongoing goals is to live more of a restorative lifestyle so it essentially becomes a way of being. That way I can radiate restorative-ness like a Wi-Fi hotspot wherever I go.

When I am done with this experience, I would like to see my fear of offending/angering white-bodied men diminished. I often notice that in conversations with white-bodied men that I feel anxious and upset as soon as I anticipate covert racist ideology, but my anxiety sometimes lends toward me attempting to placate the white-bodied man in order to leave the conversation as quickly as possible. I'd like to see my impulse to flee change.

… Having boosts of confidence will come with being more direct with people, saying what needs to be said, and leaning into conflict or tense moments without personalizing anything… I have a feeling it'll always be somewhat nerve wracking to speak in front of others or lean into tense conflicts… part of the goal and hope is that I can present things in a way wherein people want to tune into what I have to say… I want to find new or different ways of communicating to get the message across.

Across both questions about themselves, eighteen respondents described wanting to increase their ability to step up when they feel the urge to speak out. Additionally, fourteen described wanting to be more confident when talking about DEI topics and having conversations about racism. The quotes above show the combination of these sentiments.

Additionally, when thinking about the changes they wanted to see, respondents also shared that they would like to practice a more restorative lifestyle (8), increase their ability to create action plans (6), and deepen their knowledge of restorative justice practices (6).

As they considered indicators of success, respondents also mentioned an increased ability to have positive interaction with others when discussing DEI topics (11) and feel less defensive when the topic comes up (9). The quote below is an example of what one participant described.

… Approaching differences [with] open-mindedness and curiosity (vs coming off as accusatory, or sarcastic), feeling heard and understanding others' perspective vs feeling anger, stubbornness, repetition of one's thoughts and feelings [without] consideration of others' thoughts/feelings.

For curriculum recipients, respondents shared that success would be if curriculum recipients were more aware of DEI (11), increased confidence to discuss or explore DEI more (10), and an increased attitude that DEI is important. The quote below is an example of what one respondent shared and demonstrates some of these themes and more.

For them to be more knowledgeable about DEI work and have a clear roadmap of concrete ways to improve our agency. Being able to create an action plan would be very important for us once completing the curriculum… I want folx to understand how to move along the ladder from white racist to white antiracist. I would want them to be able to see and name racism, as well as interrupt it (whether that's in a person, a policy, or a referral). I want our BIPOC employee to experience a high level of safety and belonging because the white folx around him are doing their work to be good humans [to] unpack the [white supremacy culture] that's all around us.

Respondents also wanted curriculum recipients to have an interest in reducing harm (6), grow personally (6), acknowledge racism (5), be aware of privilege (5), and self-reflect on biases (5).

Recommendations:

Given what respondents describe as success, evaluation tools should explore the extent to which the following outcomes are met:

1. Increased awareness of DEI.

2. Increased positive attitude toward DEI .

3. Increased interest in exploring DEI more for oneself.

4. Increased confidence in one's ability to have difficult conversations about race.

5. Increased confidence in one's ability to step up when needed.

Final Thoughts: Optimism & Caution

Twenty-four people responded to an open-ended question about anything extra they wanted to share with varying degrees of depth.

Most participants expressed excitement, optimism, and a willingness to engage with the work. Simultaneously, some also expressed caution at the prospect of being able to create change or in DEI training itself.

This is round 3 of DEI consultants over the past three years, so I am guardedly optimistic.

We are really excited about this! We love that this is a collaborative undertaking between VIBE and RJ staff that will be intentional and thoughtful.

While gratitude and positivity were the primary themes, the stories of caution were notable. As the third DEI consultancy in a few years, there is a clear indication that previous DEI trainings have not led to action or been able to overcome institutional issues within organizations. The few times respondents (3) elaborated on this issue, **there was indeed a general sense of not having the ability to create change from instruction alone.**

My hope is that by the end of this training we will have the tools, curriculum, and resources to work within our organization and community to expand on what we have learned.

We don't want to just check boxes or just provide information. Yes, information is a key starting point, but we don't want to just stop there that's all. We want to help people grasp why doing the personal work is so crucial to volunteering with an organization that strives to support the community it serves.

Other remarks involved the need for reminders in advance caution as to the pace of working through the materials and concepts. Respondents who had these concerns (2) emphasized the need to go at a slow pace in terms of grappling with concepts rather than implementing the work right away.

Recommendations:

Managing expectations while building trust is key. Maintaining the optimism to continue even during tough discussions can be achieved by attending to needs and providing supports. Incorporating feedback from the survey in a purposeful way can help build trust in the process and the organization.

Appendix 1: Cohort Survey

Restorative Justice Centers (Organizational Questions)

We'd like to invite you to review and answer these questions with your colleagues as an **organization**.

That is, we are encouraging you to have a discussion with your colleagues at your organization before answering these questions. You can define the organization as you see fit (e.g., the entity that employs you, your department, your team members, or the colleagues you work closest with. However, we acknowledge that this may be a challenge. If for whatever reason you are unable to gather colleagues to consider these questions, please move forward and answer these questions using your own experience and knowledge.

Why do restorative justice centers need DEI education?

What specific skills or knowledge would you like to be able to teach your colleagues at the restorative justice centers?

Has your organization participated in any other DEI education and training in the past year?

○ Yes   ○ No

Your Experience (Personal Questions)

We invite you to review and answer these questions based on your own **personal experience**.

Consider your DEI journey, what topic, concept, and / or idea has led to your greatest growth? How have you explored this before?

Consider your prior training, workshop, or educational experience, what activity was most impactful to you? Please describe the activity and what made it especially insightful.

What do you see as your biggest opportunity for growth moving forward?

When you are done with this experience what change would you like to see within yourself?

How will we know if the change you described above has been achieved? What difference will you see, hear, and / or feel?

How much familiarity do you have with the following embodiment concepts and practices?

Somatic Abolitionism

- ○ Not at all familiar
- ○ Slightly familiar
- ○ Somewhat familiar
- ○ Moderately familiar
- ○ Extremely familiar

Generative Somatics

- ○ Not at all familiar
- ○ Slightly familiar
- ○ Somewhat familiar
- ○ Moderately familiar
- ○ Extremely familiar

Conditioned Tendencies

- ○ Not at all familiar
- ○ Slightly familiar
- ○ Somewhat familiar
- ○ Moderately familiar
- ○ Extremely familiar

Embodied Social Justice

- ○ Not at all familiar
- ○ Slightly familiar
- ○ Somewhat familiar
- ○ Moderately familiar
- ○ Extremely familiar

Resilience Toolkit

- ( ) Not at all familiar
- ( ) Slightly familiar
- ( ) Somewhat familiar
- ( ) Moderately familiar
- ( ) Extremely familiar

Mind-body Connection

- ( ) Not at all familiar
- ( ) Slightly familiar
- ( ) Somewhat familiar
- ( ) Moderately familiar
- ( ) Extremely familiar

Somatic Archeology©

- ( ) Not at all familiar
- ( ) Slightly familiar
- ( ) Somewhat familiar
- ( ) Moderately familiar
- ( ) Extremely familiar

Window of Tolerance

- ( ) Not at all familiar
- ( ) Slightly familiar
- ( ) Somewhat familiar
- ( ) Moderately familiar
- ( ) Extremely familiar

Polyvagal Theory

- ◯ Not at all familiar
- ◯ Slightly familiar
- ◯ Somewhat familiar
- ◯ Moderately familiar
- ◯ Extremely familiar

Priorities (Organizational Questions)

We'd like to invite you to review and answer these questions with your colleagues as an **organization**.

That is, we are encouraging you to have a discussion with your colleagues at your organization before answering these questions. You can define the organization as you see fit (e.g., the entity that employs you, your department, your team members, or the colleagues you work closest with. However, we acknowledge that this may be a challenge. If for whatever reason you are unable to gather colleagues to consider these questions, please move forward and answer these questions using your own experience and knowledge.

*DEI is a broad field with many concepts, strategies, and sought-after outcomes. What should be our top 3 priorities, remembering that we are centering our work in anti-racism?

☐ Building the skills to be an effective ally (e.g., responding to / addressing mistakes)

☐ Contending with privilege

☐ Creating inclusive spaces for those most impacted by marginalization (i.e., understanding how to move forward and take action)

☐ Creating plans of action

☐ Exploring the experiences of specific social identities most impacted by marginalization (e.g., building the ability to talk about personal experiences and encourage others to share their stories)

☐ Embodied practices to promote and encourage DEI

☐ Managing interpersonal relationships, disagreements, and conflicts

☐ Skills and strategies around working with those who disagree about the importance of DEI (e.g., having difficult conversations, addressing racism, etc.)

☐ Transforming organizational policies and procedures

☐ Understanding systemic power and oppression

☐ Understanding the applications of equity practices

☐ Other (Please specify)

[   ]

Can you please describe why you selected "building the skills to be an effective ally" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

Can you please describe why you selected "embodied practices to promote and encourage DEI" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

Can you please describe why you selected "contending with privilege" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

Can you please describe why you selected "creating inclusive spaces for those most impacted by marginalization" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

```




```

Can you please describe why you selected "creating plans of action" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

```




```

Can you please describe why you selected "exploring the experiences of specific social identities most impacted by marginalization" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

```




```

Can you please describe why you selected "managing interpersonal relationships, disagreements, and conflicts" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

```
┌─────────────────────────────────┐
│                                 │
│                                 │
│                                 │
│                                 │
│                                 │
└─────────────────────────────────┘
```

Can you please describe why you selected "skills and strategies around working with those who disagree about the importance of DEI" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

```
┌─────────────────────────────────┐
│                                 │
│                                 │
│                                 │
│                                 │
│                                 │
└─────────────────────────────────┘
```

Can you please describe why you selected "transforming organizational policies and procedures" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

```
┌─────────────────────────────────┐
│                                 │
│                                 │
│                                 │
│                                 │
│                                 │
└─────────────────────────────────┘
```

Can you please describe why you selected "understanding systemic power and oppression" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

Can you please describe why you selected "understanding the applications of equity practices" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

Can you please describe why you selected "other" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

Supports (Organizational Questions)

We'd like to invite you to review and answer these questions with your colleagues as an **organization**.

That is, we are encouraging you to have a discussion with your colleagues at your organization before answering these questions. You can define the organization as you see fit (e.g., the entity that employs you, your department, your team members, or the colleagues you work closest with. However, we acknowledge that this may be a challenge. If for whatever reason you are unable to gather colleagues to consider these questions, please move forward and answer these questions using your own experience and knowledge.

Also, be aware that we intend and expect to work in community or collaboratively. Consider what is needed to learn and grow individually as well as to work collaboratively.

What sort of support would be useful during the **self-directed** portions of this experience? Please be as specific as possible.

What sort of support would be useful during the **virtual-learning** portions of this experience?

Please be as specific as possible.

What sort of support would be useful during the **in-person** portions of this experience?

Please be as specific as possible.

Restorative Justice Centers (Organizational Questions)

We'd like to invite you to review and answer these questions with your colleagues as an **organization**.

That is, we are encouraging you to have a discussion with your colleagues at your organization before answering these questions. You can define the organization as you see fit (e.g., the entity that employs you, your department, your team members, or the colleagues you work closest with. However, we acknowledge that this may be a challenge. If for whatever reason you are unable to gather colleagues to consider these questions, please move forward and answer these questions using your own experience and knowledge.

Why do restorative justice centers need DEI education?

What specific skills or knowledge would you like to be able to teach your colleagues at the restorative justice centers?

Has your organization participated in any other DEI education and training in the past year?

○ Yes　　　　　　　　　○ No

What DEI education and training did your organization participate in?

Please list or name all the education and training that you remember.

```
```

What worked especially well about the prior DEI education and training your organization participated in?

```
```

What could have gone better regarding the prior DEI education and training your organization participates in?

```
```

What do you believe needs to happen so that this project is a success in your organization?

```
```

We will be co-creating a curriculum. After someone completes that curriculum, what change would you like for them to experience?

Final Thoughts (Organizational Questions)

We'd like to invite you to review and answer these question with your colleagues as an **organization**.

That is, we are encouraging you to have a discussion with your colleagues at your organization before answering this question. You can define the organization as you see fit (e.g., the entity that employs you, your department, your team members, or the colleagues you work closest with. However, we acknowledge that this may be a challenge. If for whatever reason you are unable to gather colleagues to consider this question, please move forward and answer this question using your own experience and knowledge.

What else would you like to share with us as we begin this journey?

Appendix 2: General Survey

Needs Assessment - Vermont Restorative Justice Centers - General

Introduction

Diversity, equity, and inclusion (DEI) initiatives, training, programs, strategies, and policies are necessary because of the harmful consequences of systemic oppression.

Our aim together is to teach intentional practices, and models so that you and your peers deepen your skill-set.

Please answer the questions in this survey as thoughtfully as possible by August 18, 2023. Your responses will help the VIBE Team understand your needs, your abilities, and interest so that they can better prepare the curriculum. When responding to some questions you will consider your own experience. There will also be questions where we invite you to review and answer questions with your colleagues as an organization. Feel free to review the questions before finishing the survey so that you are able to answer accordingly. You can find a PDF version of the questions here: https://drive.google.com/file/d/13l8QylPm5yh31G3MUBUlXOez32hhNmc-/view?usp=sharing (https://drive.google.com/file/d/13l8QylPm5yh31G3MUBUlXOez32hhNmc-/view?usp=sharing)

Connecting Evidence is hosting this survey. Your comments may be used as examples of what many respondents are sharing. However, your responses will be confidential as no identifying information will be provided to the VIBE Team nor Vermont's Restorative Justice Centers. If you have questions or comments feel free to contact Michelle through email at Michelle@ConnectingEvidence.com.

Your Experience (Personal Questions)

We invite you to review and answer these questions based on your own **personal experience**.

Consider your DEI journey, what topic, concept, and / or idea has led to your greatest growth? How have you explored this before?

Consider your prior training, workshop, or educational experience, what activity was most impactful to you? Please describe the activity and what made it especially insightful.

What do you see as your biggest opportunity for growth moving forward?

When you have completed the curriculum that is being developed what change would you like to see within yourself?

How will we know if the change you described above has been achieved? What difference will you see, hear, and / or feel?

How much familiarity do you have with the following embodiment concepts and practices?

Somatic Abolitionism

- ◯ Not at all familiar
- ◯ Slightly familiar
- ◯ Somewhat familiar
- ◯ Moderately familiar
- ◯ Extremely familiar

Generative Somatics

- ◯ Not at all familiar
- ◯ Slightly familiar
- ◯ Somewhat familiar
- ◯ Moderately familiar
- ◯ Extremely familiar

Conditioned Tendencies

- ◯ Not at all familiar
- ◯ Slightly familiar
- ◯ Somewhat familiar
- ◯ Moderately familiar
- ◯ Extremely familiar

Embodied Social Justice

- ◯ Not at all familiar
- ◯ Slightly familiar
- ◯ Somewhat familiar
- ◯ Moderately familiar
- ◯ Extremely familiar

Final Thoughts (Organizational Questions)

We'd like to invite you to review and answer these question with your colleagues as an **organization**.

That is, we are encouraging you to have a discussion with your colleagues at your organization before answering this question. You can define the organization as you see fit (e.g., the entity that employs you, your department, your team members, or the colleagues you work closest with. However, we acknowledge that this may be a challenge. If for whatever reason you are unable to gather colleagues to consider this question, please move forward and answer this question using your own experience and knowledge.

What else would you like to share with us as we begin this journey?

Resilience Toolkit

○ Not at all familiar

○ Slightly familiar

○ Somewhat familiar

○ Moderately familiar

○ Extremely familiar

Mind-body Connection

○ Not at all familiar

○ Slightly familiar

○ Somewhat familiar

○ Moderately familiar

○ Extremely familiar

Somatic Archeology©

○ Not at all familiar

○ Slightly familiar

○ Somewhat familiar

○ Moderately familiar

○ Extremely familiar

Window of Tolerance

○ Not at all familiar

○ Slightly familiar

○ Somewhat familiar

○ Moderately familiar

○ Extremely familiar

Polyvagal Theory

○ Not at all familiar

○ Slightly familiar

○ Somewhat familiar

○ Moderately familiar

○ Extremely familiar

Priorities (Organizational Questions)

We'd like to invite you to review and answer these questions with your colleagues as an **organization**.

That is, we are encouraging you to have a discussion with your colleagues at your organization before answering these questions. You can define the organization as you see fit (e.g., the entity that employs you, your department, your team members, or the colleagues you work closest with. However, we acknowledge that this may be a challenge. If for whatever reason you are unable to gather colleagues to consider these questions, please move forward and answer these questions using your own experience and knowledge.

*DEI is a broad field with many concepts, strategies, and sought-after outcomes. What should be our top 3 priorities, remembering that we are centering our work in anti-racism?

- [ ] Building the skills to be an effective ally (e.g., responding to / addressing mistakes)

- [ ] Contending with privilege

- [ ] Creating inclusive spaces for those most impacted by marginalization (i.e., understanding how to move forward and take action)

- [ ] Creating plans of action

- [ ] Exploring the experiences of specific social identities most impacted by marginalization (e.g., building the ability to talk about personal experiences and encourage others to share their stories)

- [ ] Embodied practices to promote and encourage DEI

- [ ] Managing interpersonal relationships, disagreements, and conflicts

- [ ] Skills and strategies around working with those who disagree about the importance of DEI (e.g., having difficult conversations, addressing racism, etc.)

- [ ] Transforming organizational policies and procedures

- [ ] Understanding systemic power and oppression

- [ ] Understanding the applications of equity practices

- [ ] Other (Please specify)

[_____]

Can you please describe why you selected "building the skills to be an effective ally" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

Can you please describe why you selected "embodied practices to promote and encourage DEI" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

Can you please describe why you selected "contending with privilege" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

Can you please describe why you selected "creating inclusive spaces for those most impacted by marginalization" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

```


```

Can you please describe why you selected "creating plans of action" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

```


```

Can you please describe why you selected "exploring the experiences of specific social identities most impacted by marginalization" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

```


```

Can you please describe why you selected "managing interpersonal relationships, disagreements, and conflicts" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

```



```

Can you please describe why you selected "skills and strategies around working with those who disagree about the importance of DEI" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

```



```

Can you please describe why you selected "transforming organizational policies and procedures" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

```



```

Can you please describe why you selected "understanding systemic power and oppression" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

Can you please describe why you selected "understanding the applications of equity practices" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

Can you please describe why you selected "other" as one of your top priorities?

That is, why is this important to you? Or how does this issue show up in your setting?

Supports (Organizational Questions)

We'd like to invite you to review and answer these questions with your colleagues as an **organization**.

That is, we are encouraging you to have a discussion with your colleagues at your organization before answering these questions. You can define the organization as you see fit (e.g., the entity that employs you, your department, your team members, or the colleagues you work closest with. However, we acknowledge that this may be a challenge. If for whatever reason you are unable to gather colleagues to consider these questions, please move forward and answer these questions using your own experience and knowledge.

Also, be aware that we intend and expect to work in community or collaboratively. Consider what is needed to learn and grow individually as well as to work collaboratively.

What sort of support would be useful during the **self-directed** portions of the curriculum that is ultimately developed? Please be as specific as possible.

Please note that a cohort of RJ professionals will be developing the curriculum. The extent that self-directed materials will be used has not been determined at this point.

What sort of support would be useful during the **virtual-learning** portions of the curriculum that is ultimately developed? Please be as specific as possible.

Please note that a cohort of RJ professionals will be developing the curriculum. The extent that virtual-learning materials will be used has not been determined at this point.

What sort of support would be useful during the **in-person** portions of the curriculum that is ultimately developed? Please be as specific as possible.

Please note that a cohort of RJ professionals will be developing the curriculum. The extent that in-person content will be used has not been determined at this point.

Restorative Justice Centers (Organizational Questions)

We'd like to invite you to review and answer these questions with your colleagues as an **organization**.

That is, we are encouraging you to have a discussion with your colleagues at your organization before answering these questions. You can define the organization as you see fit (e.g., the entity that employs you, your department, your team members, or the colleagues you work closest with. However, we acknowledge that this may be a challenge. If for whatever reason you are unable to gather colleagues to consider these questions, please move forward and answer these questions using your own experience and knowledge.

Why do restorative justice centers need DEI education?

What specific skills or knowledge would you like your colleagues at the restorative justice centers to learn?

Has your organization participated in any other DEI education and training in the past year?

○ Yes   ○ No

What DEI education and training did your organization participate in?

Please list or name all the education and training that you remember.

What worked especially well about the prior DEI education and training your organization participated in?

What could have gone better regarding the prior DEI education and training your organization participates in?

What do you believe needs to happen so that this project is a success in your organization?

A group of RJ professionals will be co-creating a curriculum. After someone completes that curriculum, what change would you like for them to experience?

Final Thoughts (Organizational Questions)

We'd like to invite you to review and answer these question with your colleagues as an **organization**.

That is, we are encouraging you to have a discussion with your colleagues at your organization before answering this question. You can define the organization as you see fit (e.g., the entity that employs you, your department, your team members, or the colleagues you work closest with. However, we acknowledge that this may be a challenge. If for whatever reason you are unable to gather colleagues to consider this question, please move forward and answer this question using your own experience and knowledge.

What else would you like to share with us as we begin this journey?

Grant Information