

# Success for All Learners Through Equity

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Webinar: Introduction to the concept of  
Equity and how it applies to the context of  
adult education

# Meet the Facilitators



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# Getting to Know You

## Poll:

Are you a...

- Teacher
- Administrator
- Counselor
- Classified/Office staff



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## Chat:

Type in your name, agency, and one thing that is unique about you.

# Agenda

- Equity and Inclusion
- Equity Competencies
- Cultural Competence
- Identifying Barriers
- Confirmation Bias
- Wrap-up



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# Today's Objectives

After this session you will be able to . . .

- Describe the concept of equity in the context of empowering students; and,
- View policies and procedures through an equity lens.

# Norms

- Listen actively with the goal of understanding other points of view
- Be okay with not knowing what you don't know
- Know that everyone has bias, privilege and stereotypes
- Commit to learning
- Avoid assumptions and generalizations about any group
- Assume positive intent

# Equity and Inclusion

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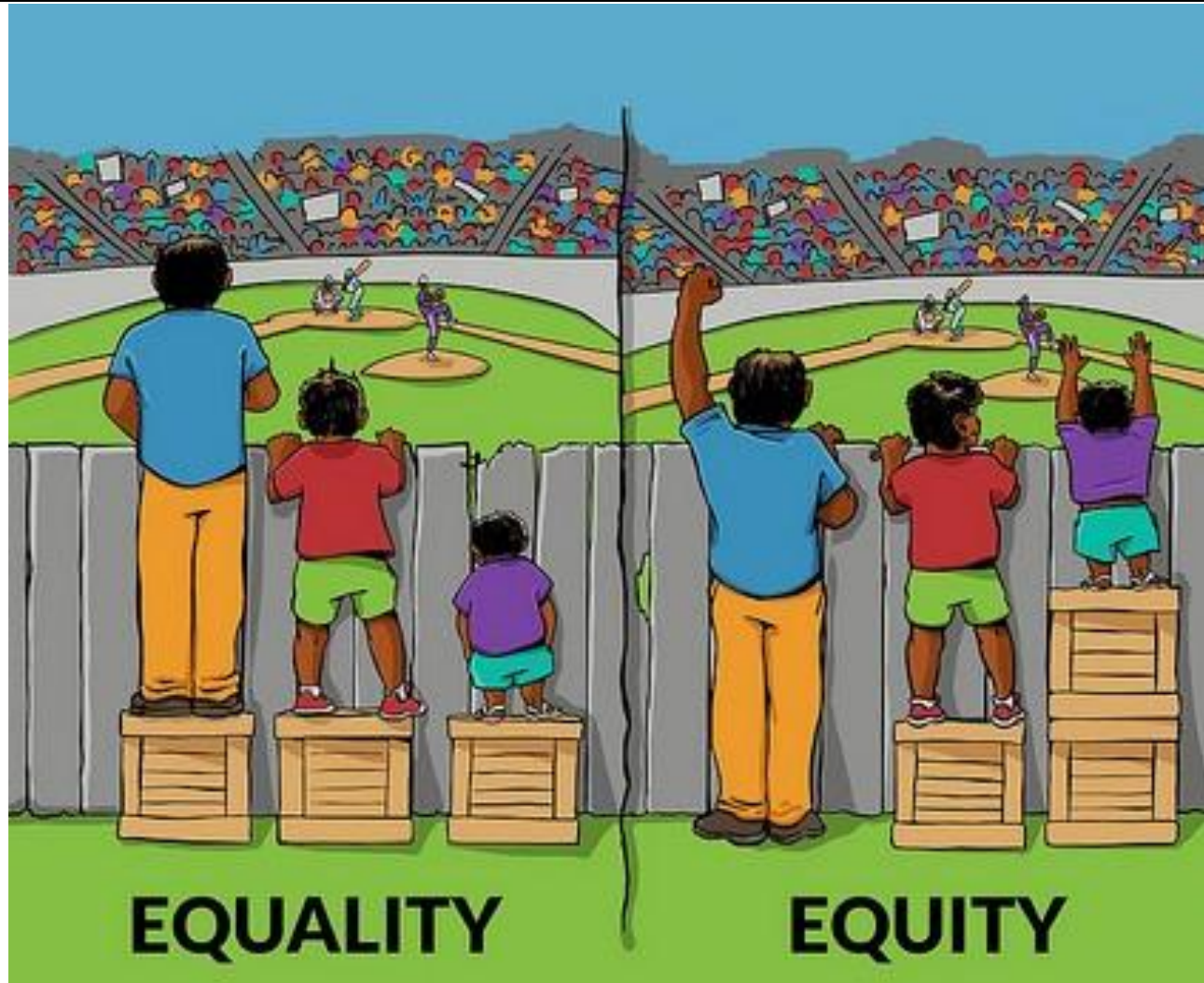
# Definition of Equity

“Educational equity is achieved when *all* students receive the resources, opportunities, skills, and knowledge they need to succeed in our democratic society. “

AIR Brief on Educational Equity <https://www.air.org/sites/default/files/downloads/report/Equity.pdf>



# Equality versus Equity



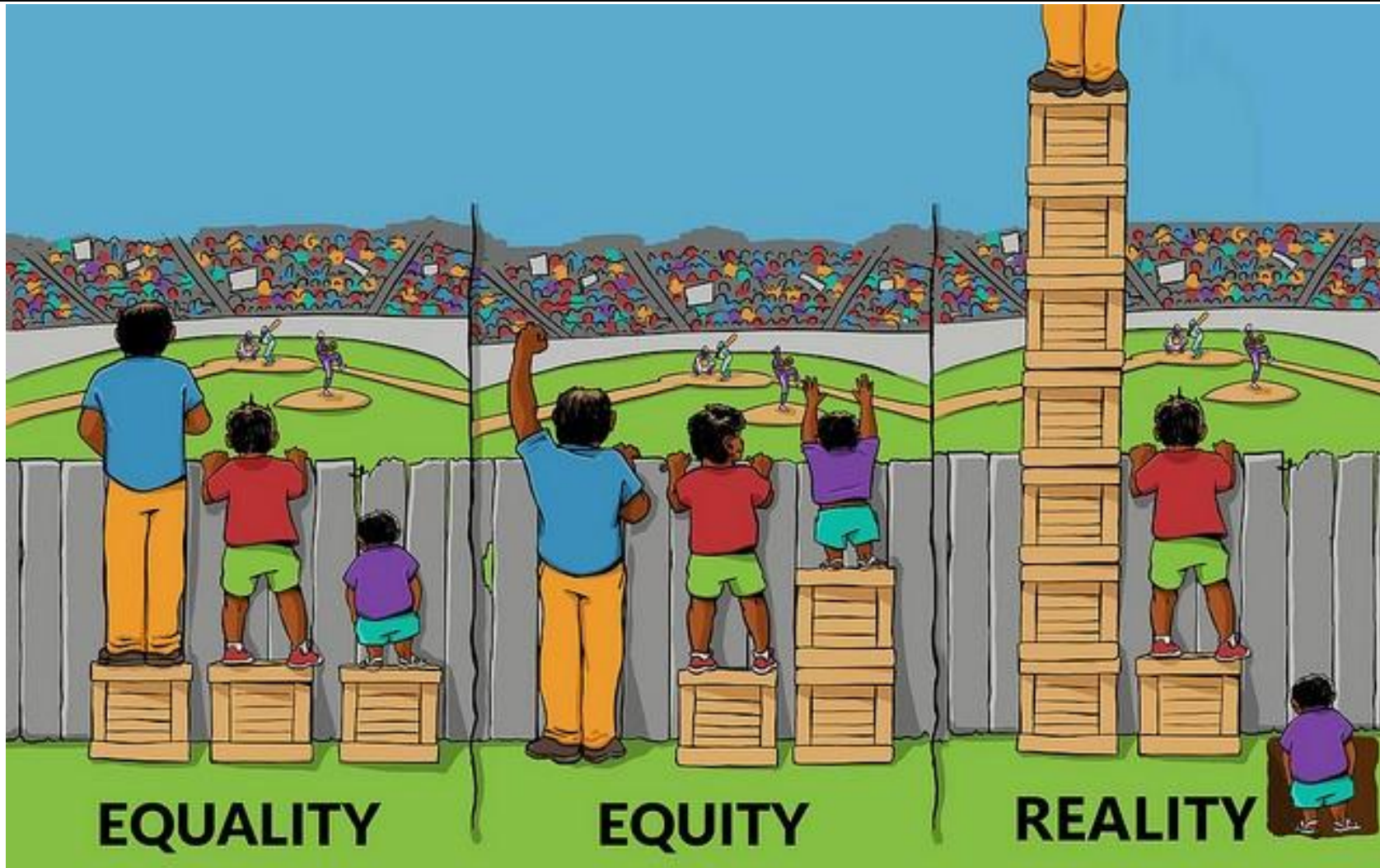
**EQUALITY**

**EQUITY**

<http://interactioninstitute.org/illustrating-equality-vs-equity/>

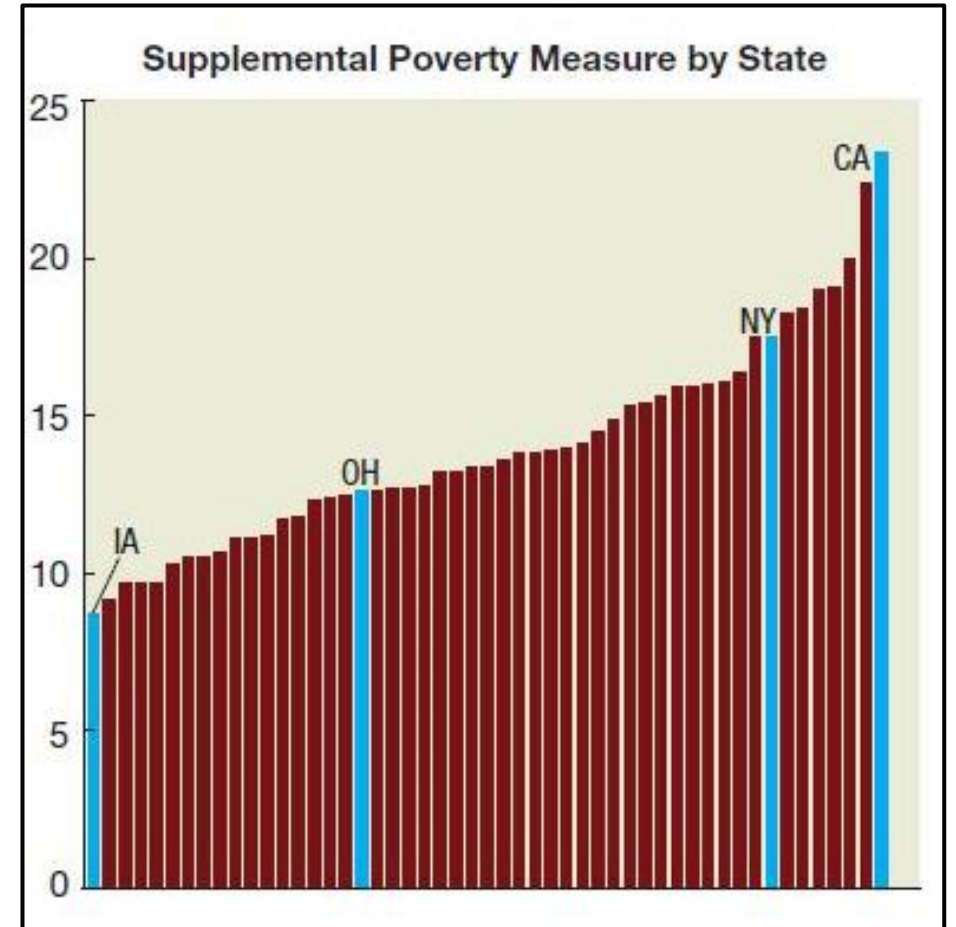
CALPRO

Maybe what you have seen looks like this...



# Connecting to Adult Education

- Many of our students are living in poverty
- California has the highest poverty rate of any U.S. state, 19% in 2018, tied with Florida and Louisiana
- National poverty rate is 14%



Stanford Center on Poverty and Inequality, Pathways, Spring 2015

# Successes and Challenges



## Things Adult Ed Does Well

- Welcome all students
- Don't charge for classes
- Conscious effort to avoid racism and sexism
- Appreciation of different cultures

## Areas for Equity Improvement

- Equal goal-setting process for all students
- Track data on transition to postsecondary and work by gender, age, ethnicity

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CHAT

# Examples of Equity Targets

1. Increase the percentage of African American students referred to the Pharmacy Technician IET class by 25%.
2. Decrease the amount of time needed to complete the office careers pathway by 10 weeks.
3. Ensure by observation that through specific teacher strategies all cultural and racial groups in a particular class are responding to discussions in proportion to their numbers.



# Definition of Inclusion

Inclusion is achieved by setting a basic minimum standard for education that is shared by all students regardless of background, personal characteristics, or location, and not tracking some students into lower goals.

AIR Brief on Educational Equity <https://www.air.org/sites/default/files/downloads/report/Equity.pdf>

# Questions about Inclusion

- What standards support increasing rigor in instruction?
- Are these standards used in your program?
- Do you think these standards are applied to all students?



# A Scenario

A teacher doesn't feel that the College and Career Readiness Standards apply to her students. Her students aren't going to go on to college and they already have jobs, but underneath that she is concerned that if the class is hard her students will stop coming and she will lose her job. The instructional leader has a conversation with her that is not successful.

Discussion: What is the best approach for the administrator or teacher leader to take with this teacher?



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# Management Competencies Self-assessment

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The Five Equity Competencies

# Equity Competencies: Competencies 1 and 2

1. Promotes an environment that values and appreciates linguistic differences
2. Promotes organization wide, culturally responsive policies and practices



# Equity Competencies: Competency 3

3. Establishes systemic supports for historically underserved students, nontraditional students, students with disabilities (SWDs), English learners (ELs), and LGBTQs, to achieve access and success.



# Equity Competencies: Competency 4

4. Upholds and communicates an organizational belief that that all students are capable of success, and that their individual identity and agency is affirmed and valued.



# Equity Competencies: Competency 5

5. Analyzes structural aspects of curriculum and identifies barriers to learning and opportunities to incorporate diverse perspectives and experiences



# Cultural Competence

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Management Competencies Self Assessment- Equity 2

<https://www.calpro-online.org/competencies/managementselfassessment.aspx>

# What is Cultural Competence?



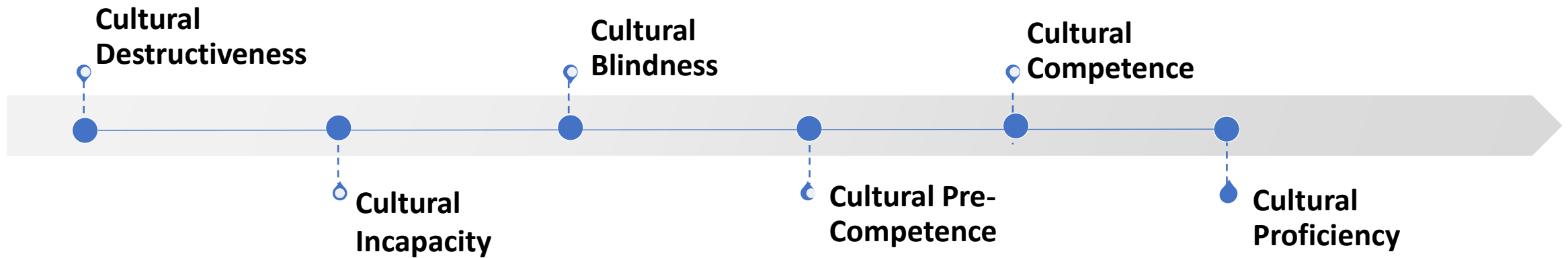
“Cultural competence is having an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry. This understanding informs and expands teaching practices in the culturally competent educator’s classroom.”

-National Education Association



# Cultural Competence Continuum

Here is the cultural competence continuum



[https://webtutorials.ucsd.edu/ccmp/01\\_02\\_005.html](https://webtutorials.ucsd.edu/ccmp/01_02_005.html) from UC San Diego Culturally Competent Management Program



# Examples of Culturally Responsive Policies



## Example 1

“When a teacher expresses sympathy over failure, lavishes praise for completing a simple task, or offers unsolicited help, the teacher may send unintended messages of low expectations.” -- Kathleen Serverian-Wilmeth

Rather, communicate clear expectations, and provide praise when expectations are met.



# Examples of Culturally Responsive Policies

## Example 2

Have a flyer that introduces the school or program in as many languages as possible, so that those speaking languages other than English feel immediately welcome.



# Examples of Culturally Responsive Policies

## Example 3

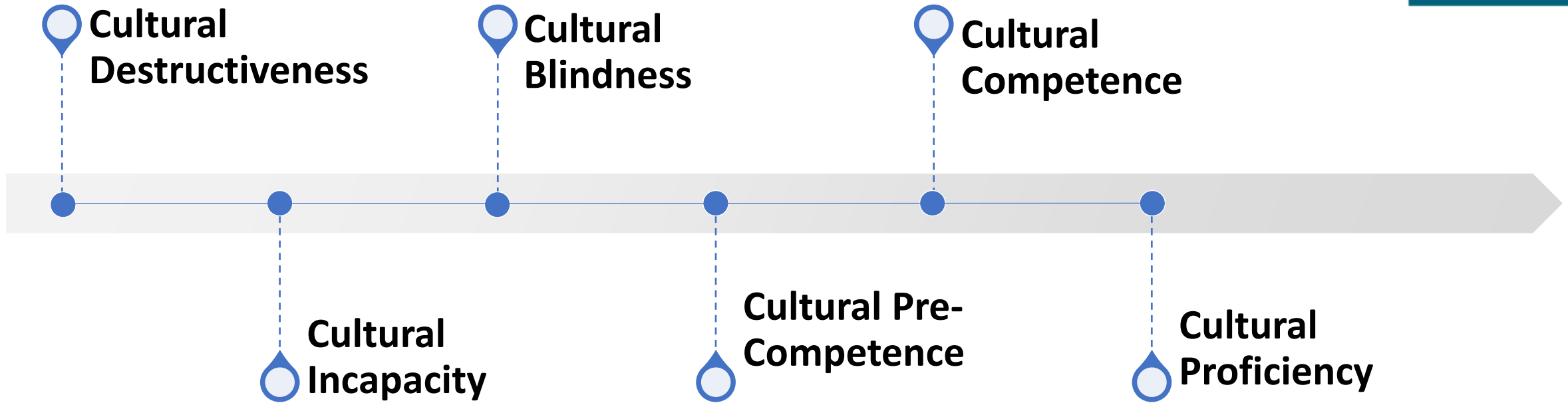
Provide learning within the context of culture: Some cultures may value student cooperation and collaboration, while students from other cultures prefer to work independently. Teachers can provide a mix of learning approaches so that all students work in their comfort zone at least some of the time.



# Self Evaluation



Where would you place yourself on this continuum right now?  
Where would you place your program overall?



[https://webtutorials.ucsd.edu/ccmp/01\\_02\\_005.html](https://webtutorials.ucsd.edu/ccmp/01_02_005.html) from UC San Diego Culturally Competent Management Program

# Identifying Barriers to Equity

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# Implicit Bias

Definition: Attitudes or beliefs we have about a person or group on an unconscious level

- Bias is the preference for one person or thing over another. Implicit bias occurs when that preference is not conscious but influences behavior.
- The mind processes many more bits of information unconsciously than consciously
- The mind has blind spots

# Implicit Bias Activity

## Story Time!

Close your eyes and imagine....



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# Implicit Bias Activity



Police Officer



Pilot

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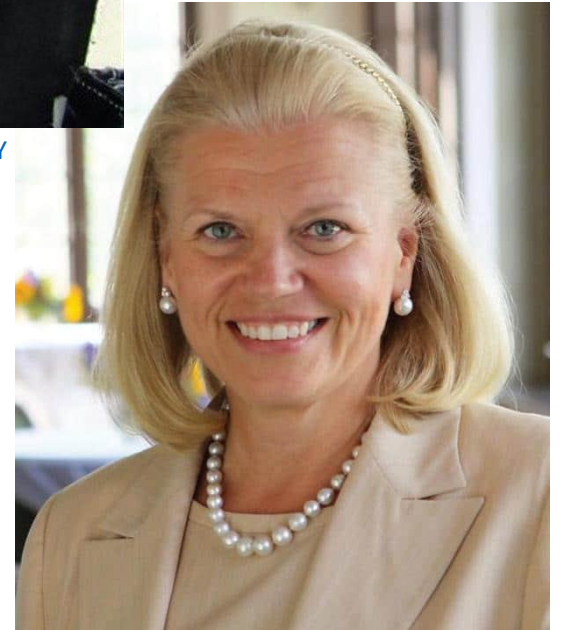
Couple Celebrating Anniversary



This Photo by Unknown Author is licensed under CC BY

Tech Company CEO

This Photo by Unknown Author is licensed under CC BY-SA-NC  
Ginni Rometty: IBM CEO



<https://www.flickr.com/photos/sarahvain/34740893933>





# Bias is Unavoidable

“We simply are not, and cannot be, all knowing and completely objective. Our understanding and views of the world are partial, and reflect the circumstances of our particular lives.”

Dr. Claude M. Steele, Whistling Vivaldi

# Bias Can Be Overcome

- We can overcome implicit bias, but it takes conscious effort
- First, becoming aware of our biases
- Then, working to acknowledge and overcome them

# Microaggressions

- A statement or action made regarding some aspect of an individual's identity (speech, skin tone, name, hair, accent, etc.) which makes the individual feel insulted or slighted – this may not be intentional.

# Microaggressions



## Examples:

- “You’re so articulate.”
- “I’m not even going to attempt your name, I’ll just butcher it.”
- “What are you?”
- “I don’t see you as a [insert race/ethnicity] person.”

# Activity: Where is the comment on the continuum?

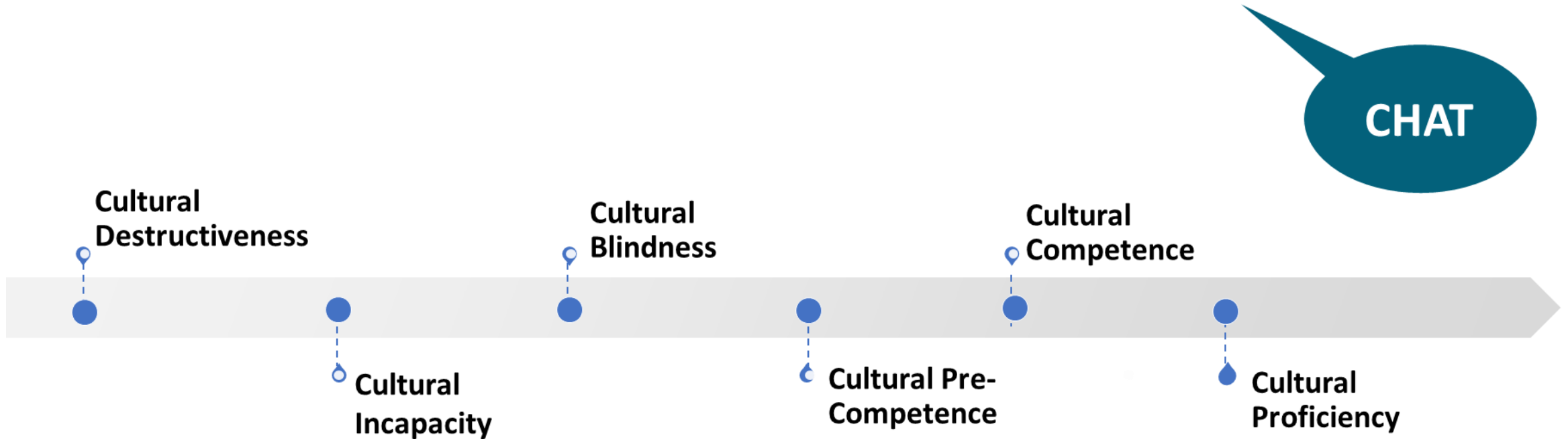
- Look at the comments on the next 5 slides.
- Where on the cultural competency continuum do you think the comment or action is?
- Type your answers in the chat
- Think of a more culturally competent action or response.



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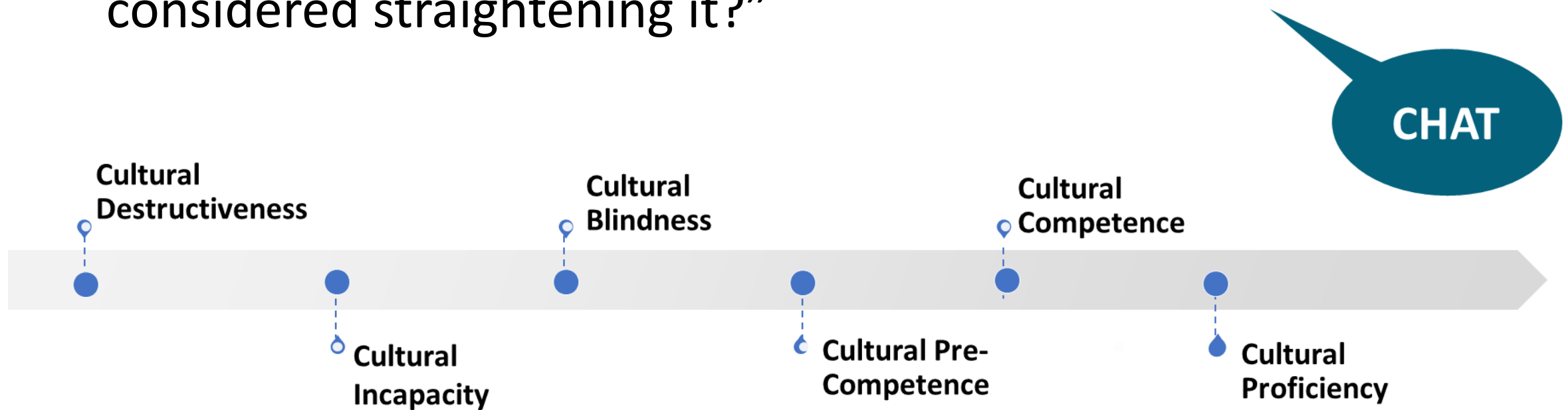
# Activity: Where is the comment on the continuum?

Complimenting a native English-speaking student on how articulate they are.



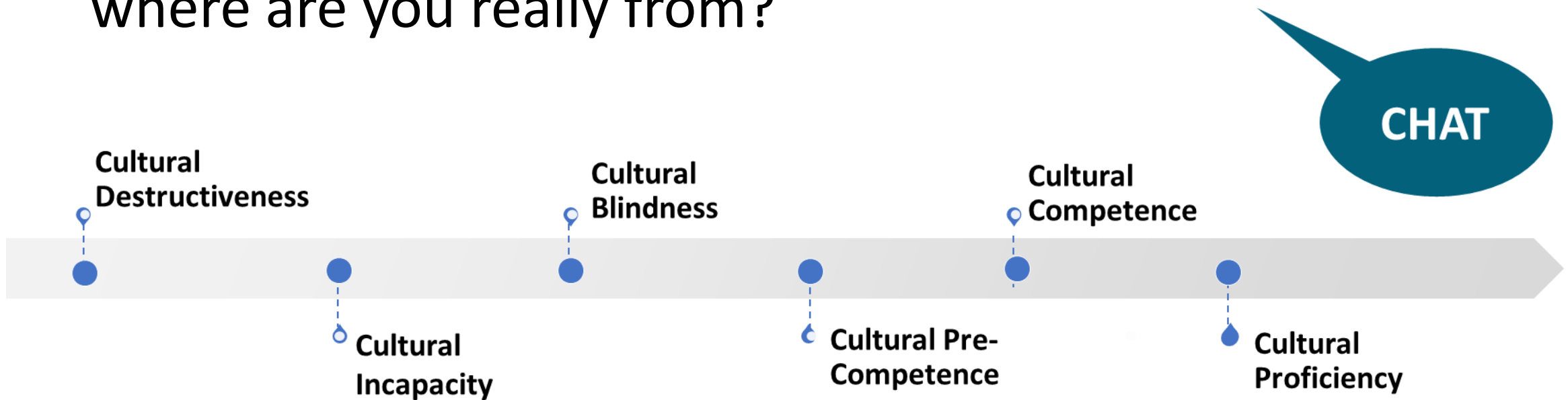
# Activity: Where is the comment on the continuum?

“I don’t know if I’d wear my hair that way for the interview. The interviewer might think it’s unprofessional; have you considered straightening it?”



# Activity: Where is the comment on the continuum?

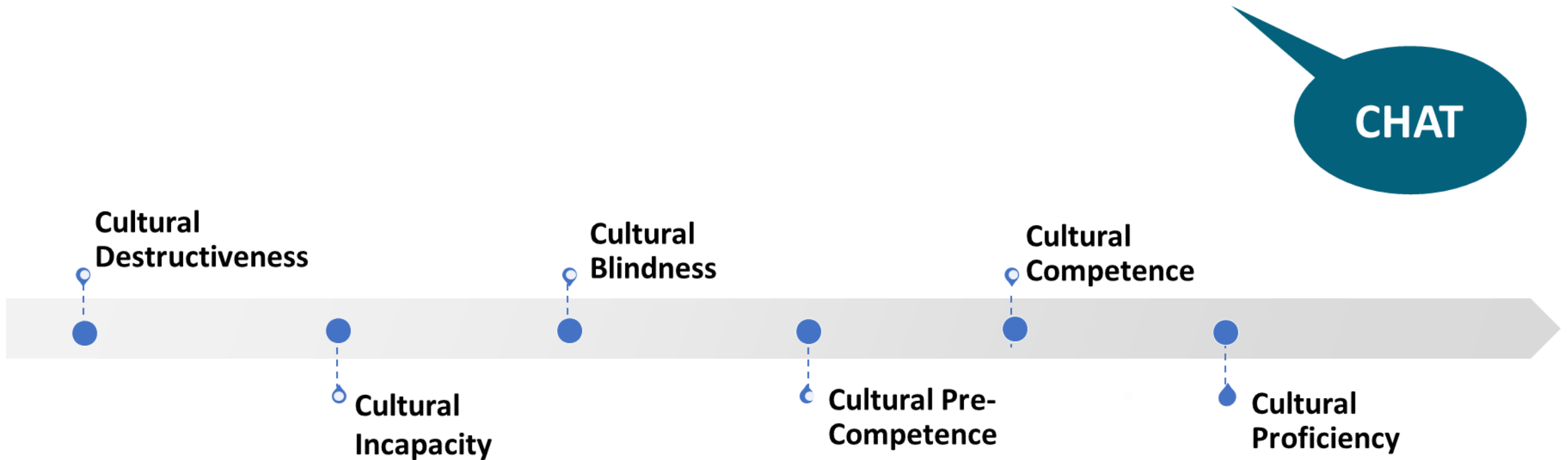
A student is asked “Where are you from?” and when they respond with a local city the instructor says “No, where are you really from?”





# Activity: Where is the comment on the continuum?

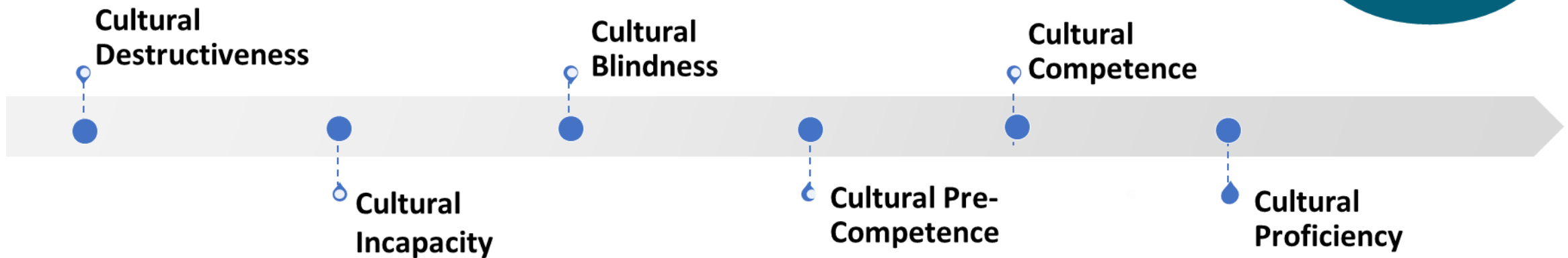
“Why are you people always so loud?”



# Activity: Where is the comment on the continuum?

“You’re [insert race/ethnicity], you’ll be a shoo-in for the job; they’re always looking for diversity hires.”

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# Confirmation Bias

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How to avoid it so we see past our beliefs and expectations



Data has the potential to support enhancing equity in education, but data alone does not guarantee equity.

**Regarding equity, what can we use data to do?**

- Identify a disparity in equity.
- Justify discrimination.
- Confirm bias.

A teal speech bubble with a white outline and a tail pointing towards the top left. Inside the bubble, the word "CHAT" is written in white, uppercase letters.

CHAT

# Confirmation Bias Definition

“The tendency to interpret new evidence as confirmation of one's existing beliefs or theories.”

- Lexico by Oxford



# Confirmation Bias: The Memo Study



- One memo given to law firm partners;
- Each received the same memo with the same 22 errors;
- 1/2 of the memos were attributed to African American authors and 1/2 were attributed to Caucasian authors (same name-Thomas Meyer);
- The law partners found more mistakes in the memo attributed to an African American compared to the memo attributed to the Caucasian;

“we see more errors when we expect to see errors, and we see fewer errors when we do not expect to see errors.”

# Confirmation Bias



*“If we are uncritical, we shall always find what we want; we shall look for, and find, confirmations, and we shall look away from, and not see, whatever might be dangerous to our pet theories.”*

- Karl Popper

*“Confirmation Bias is our most treasured enemy. Our opinions, our acumen – all of it, are the result of years of selectively choosing to pay attention to that information only which confirms what our limited minds already accept as truth.”*

- Ina Catrinescu

# Confirmation Bias: Example



*A recent report revealed that Native American boys in California are suspended from k12 classes at a higher rate than any other group. (<https://cceal.org/nativesuspensions/>, 2019)*

## **Conclusions one may draw:**

- Native American boys act out more.
- Native American boys are punished more frequently than their peers.

**How would we find out which is true?**



# Confirmation Bias: Two Sides of Data



Data can help to identify the needs for additional support or assist in supporting the assignment of fewer resources.

- Promotion requirements were intended to improve equity
  - Illinois, USA: teachers viewed students who seemed unlikely to promote or who were demoted as “undeserving” of additional help and were offered less support than students they considered “deserving” (i.e. on track for graduation).
    - Anagnostopoulos, 2006
  - Washington, USA: used predicative analytics to determine which students were at risk of not meeting promotion requirements and provided additional support to struggling students.
    - Microsoft Blog Post, 2015

# Using Data to Encourage Inclusion

- Raise awareness and amend discriminatory educational patterns.
- Raise awareness and amend disparity in class behavior policies.
- Predict students on the verge of being "pushed out" of educational opportunities.

# Wrap-up

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Reflection, Evaluation, and Next Steps

# Recap

- ✓ Equity and Inclusion
- ✓ Equity Competencies
- ✓ Cultural Competence
- ✓ Identifying Barriers
- ✓ Confirmation Bias
- ✓ Wrap-up



# Reflection

How can you apply this information back at your program site?



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# CALPRO Community of Practice

## **Success for All Learners through Equity**

Open to all CAEP Consortia Members

15 hours

Visit [https://bit.ly/CALPRO\\_Events](https://bit.ly/CALPRO_Events) to see upcoming opportunities.

Want to host this training? Visit <https://bit.ly/3k5M853> to learn how.





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