

Charting the Path to Equity: A Leader's Role

Cherise Moore, Senior Researcher, American Institutes for Research

August 15, 2018

Agenda

- Welcome, Introduction, and Overview
- Objectives
- Defining Equity
- The Mission of Adult Education
- Strategies to Be a Leader for Equity
- Wrap-Up and Questions



Objectives

By the end of this presentation, participants will be able to:

- define equity,
- connect equity and the mission of adult education,
- identify strategies to encourage equity, and
- lead through a lens focused on equity.

Poll: Who's In the Room?



Do you...?

- Regularly take a vacation?
- Consider yourself an administrator, a teacher, a counselor or have another position in adult education?
- Consider yourself to have a similar background as the majority of the students you serve?
- Feel you understand what is meant by 'living in poverty' or being 'economically disadvantaged'?

Have you ever...?

- Attended adult school as a student?
- Experienced people making assumptions about you because of your appearance?
- Made assumptions about other people because of their appearance?
- Not eaten, not had a place to sleep, or not been able to pay a bill (such as the lights, water, or heat) because you did not have the money as an adult?

Chat Pod

How do you
define *equity* in
education?

Equity Defined

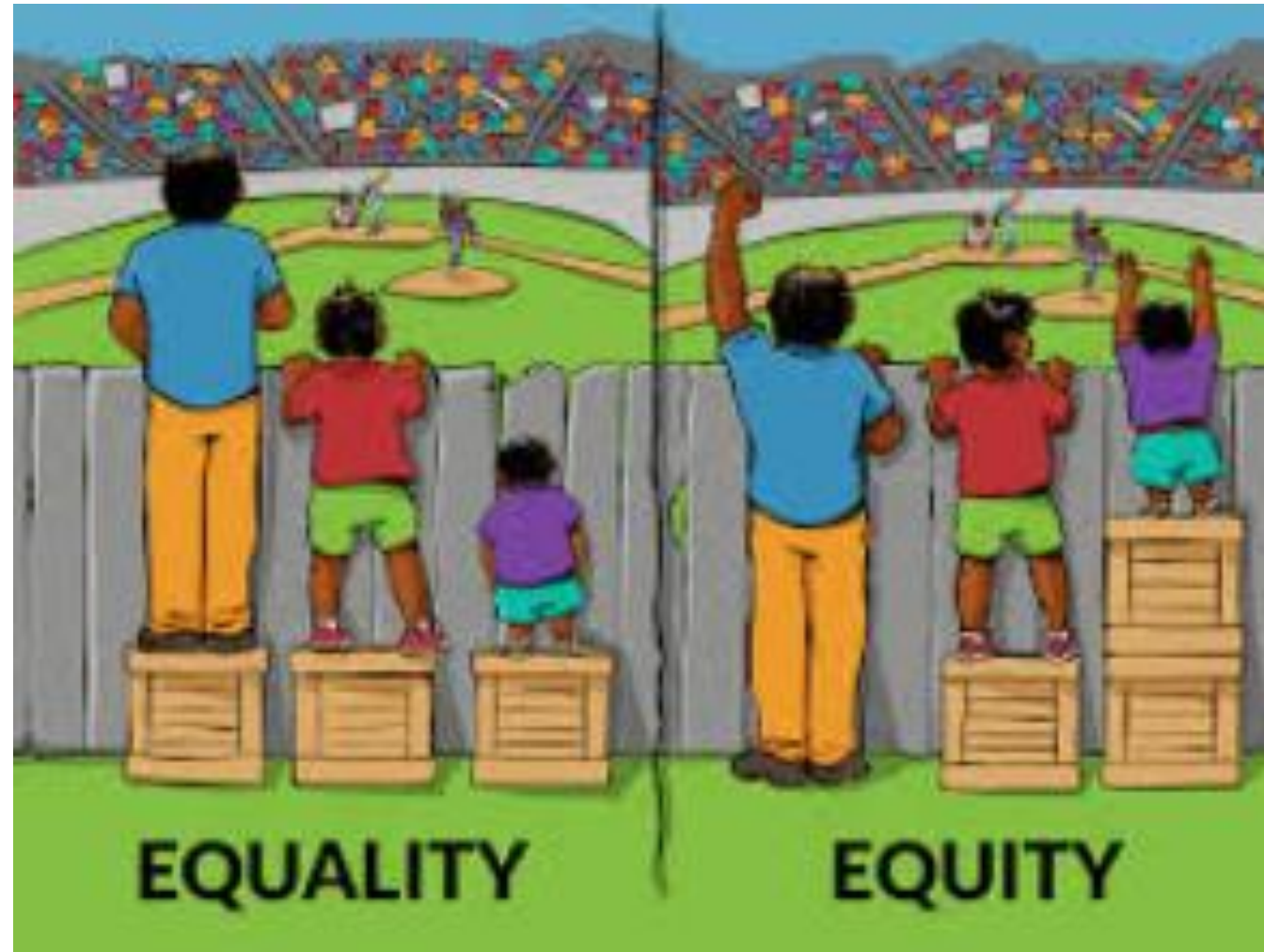
Justice according to natural law or right; specifically: freedom from bias or favoritism.

Source: [merriam-webster.com](https://www.merriam-webster.com)

- **Equity** is giving everyone what they need to be successful.
- **Equality** is treating everyone the same, but it can only work if everyone starts from the same place and needs the same help.
- **Equity** *appears* unfair, but it actively moves everyone closer to success by “leveling the playing field.”

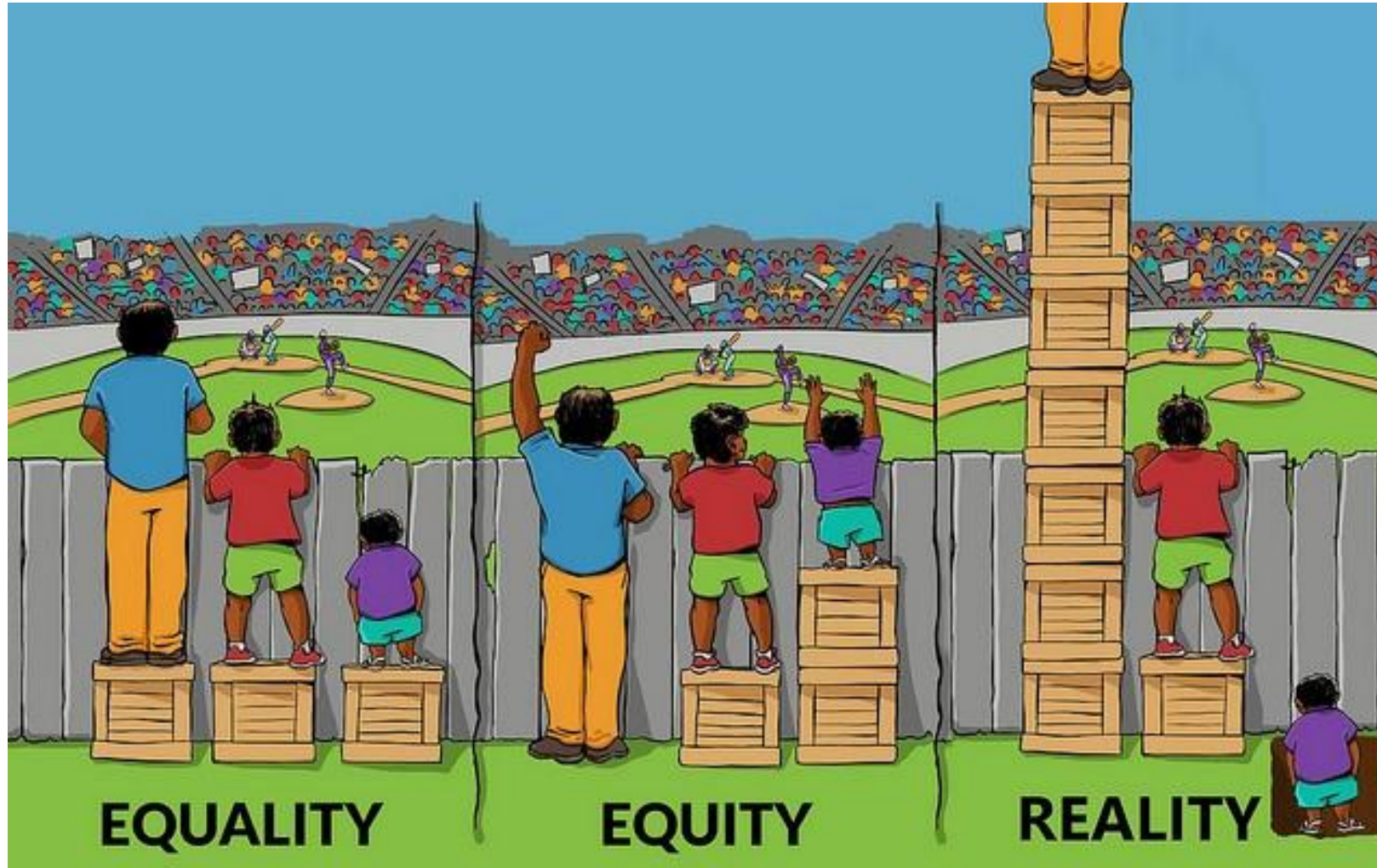
<https://everydayfeminism.com/2014/09/equality-is-not-enough/>

Equality versus Equity



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

Maybe what you have seen looks like this...



The Purpose and Mission of Our Work

The Mission of Adult Education

- Why do we do what we do?
- What is the purpose of adult education?
- Why does your program exist?



The Poverty Line

For 2016, the government has set the poverty guidelines at:

- Individual: \$12,228
- Two people: \$15,569
- Three people: \$19,105
- **Four people: \$24,563**
- Five people: \$29,111
- Six people: \$32,928
- Seven people: \$37,458
- Eight people: \$41,781
- Nine or more people: \$49,721

U.S. Census Bureau, 2016

<https://census.gov/library/publications/2017/demo/p60-259.html>

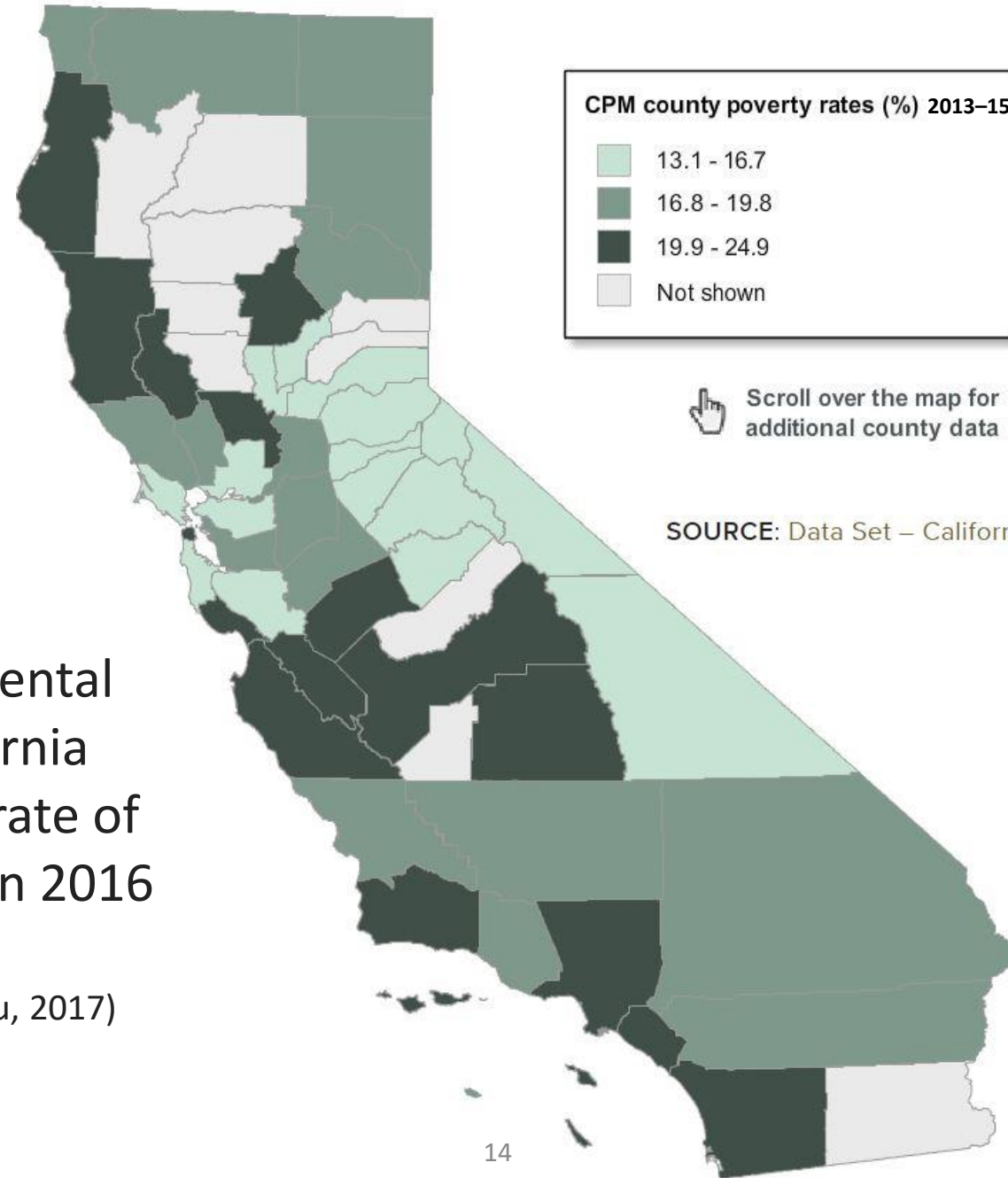
Some Stats on Poverty

- In 2016, there were 40.6 million people in poverty.
- The official poverty rate in 2016 was 12.7%.
- Adults aged 65 and older were the only population group to experience an increase in the number of people in poverty in 2016.
- 6% of the population—or 18.5 million people—live in deep poverty, with incomes at only 50% of their poverty thresholds.
- For adults 25 and older, with no high school diploma, the poverty rate is 24.8% (5.6 million people).

Source: U.S. Census Bureau; Income and Poverty in the United States, 2016

<https://census.gov/library/publications/2017/demo/p60-259.html>

California Stats



SOURCE: Data Set – California Poverty by County and Legislative District.

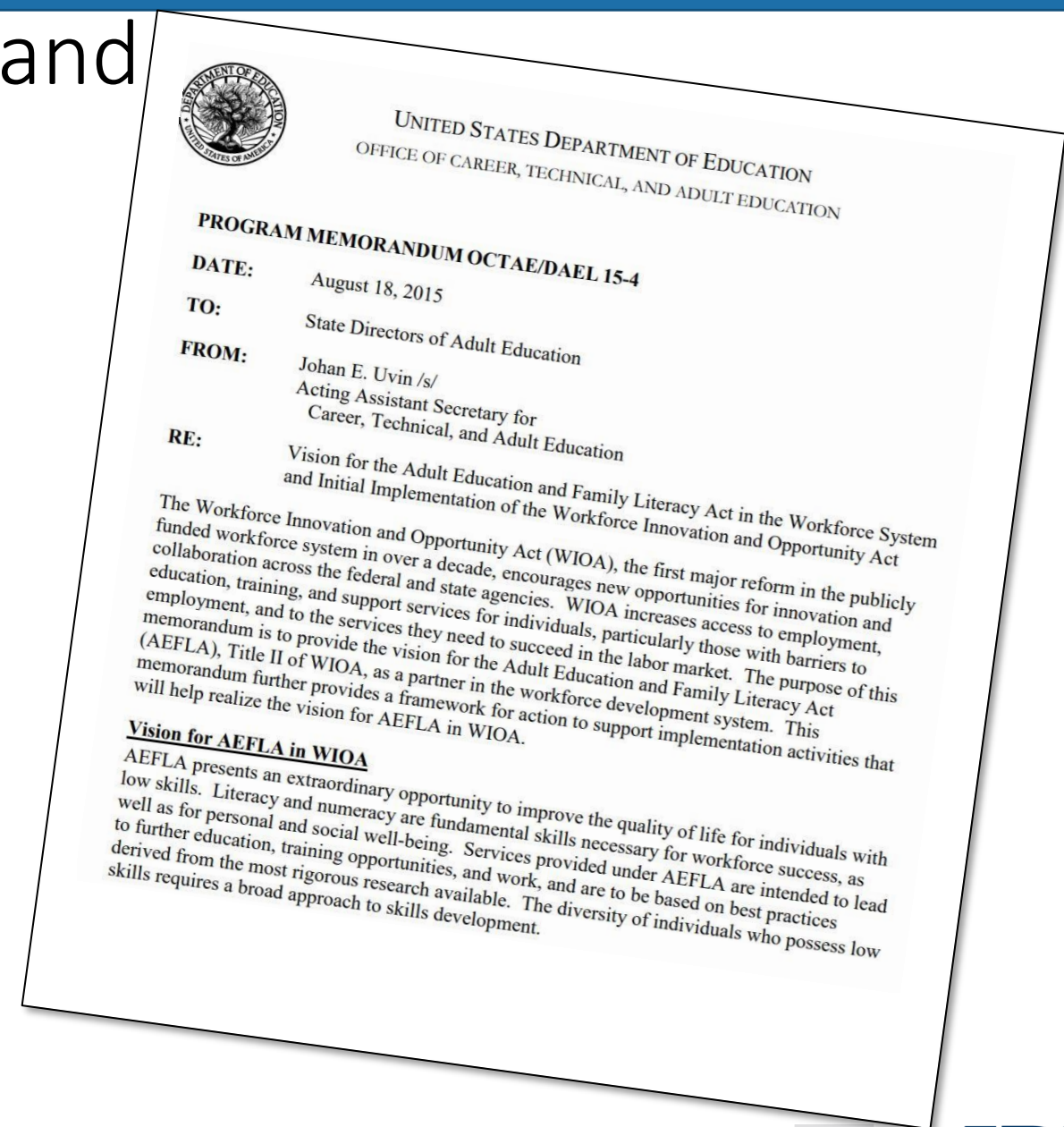
Using the SPM (supplemental poverty measure), California has the highest poverty rate of any U.S. state, at 20.4% in 2016 (about 8 million people).

(Source: United States Census Bureau, 2017)

Office of Career, Technical, and Adult Education's Vision

WIOA AEFLA presents an extraordinary opportunity to improve the quality of life for individuals with low skills.

– Office of Career, Technical, and Adult Education, April 2015

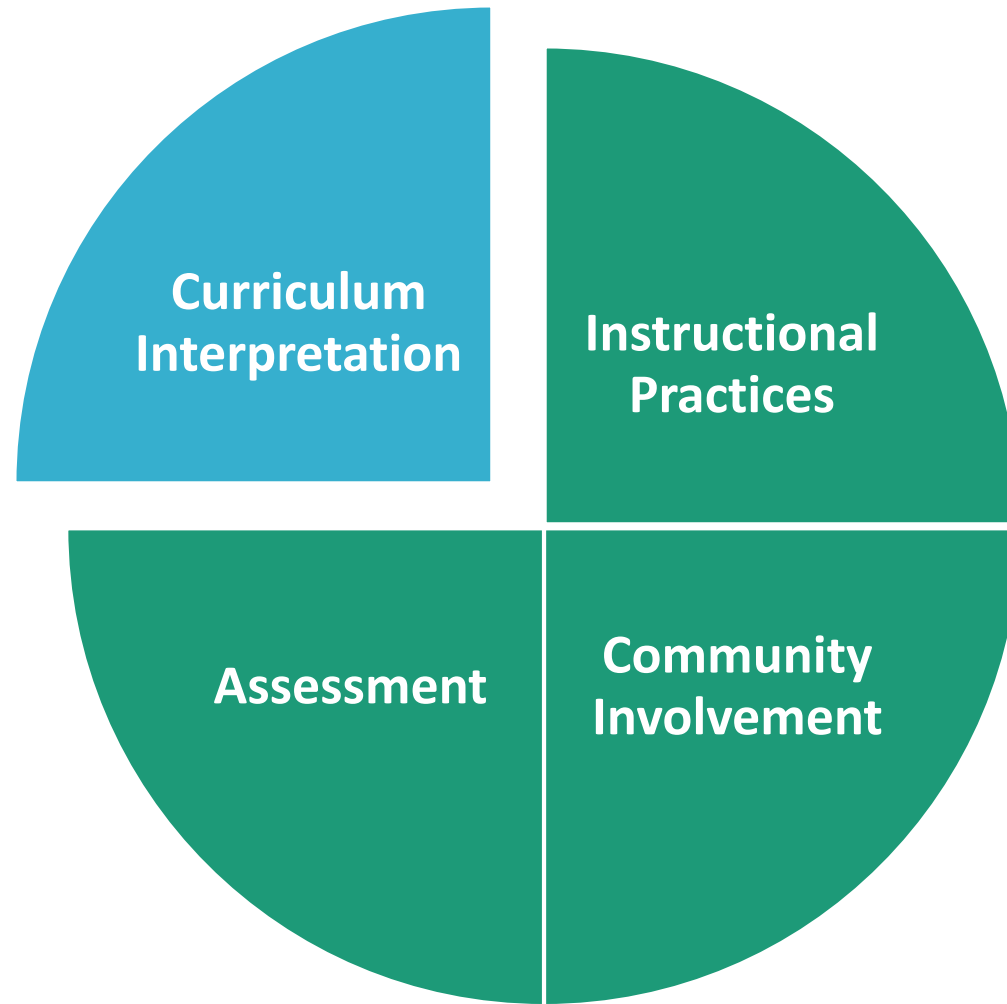


The Purpose and Mission of Our Work

- School leaders **must** be aware of and attentive to issues of race, class, gender, poverty, language barrier, power and privilege and their implications.
- Leaders **must** ensure each and every student has the opportunity to engage in a quality education experience regardless of what experiences they bring with them.
- The purpose and mission of our work is meeting this challenge!
- Acting through an equity lens gets us there!

Strategies for Enhancing Equity

Four Domains of Influence



Curriculum Interpretation

1. Encourage team members to talk about issues of diversity, values, and social justice (ideally within their PLC).
2. Model equity beliefs for team members.
3. Clarify misconceptions about equity.
4. Create a safe, affirming learning environment.

– Ross, J. A., & Berger, M. J. (2009). Equity and leadership: Research-based strategies for school leaders. *School Leadership & Management*, 29(5), 463–476.

Encourage team members to talk about issues of diversity, values, and social justice.

- Consider reviewing your mission with a focus on equity.
- Make it safe to have uncomfortable discussions about diversity and fairness.
- Collaborating within PLCs is a great place to have these conversations.
- Discuss strategies and practices that will enhance your team's ability to engage successfully with issues of diversity, poverty, and social justice.

Model equity beliefs for team members.

- Check your own attitude toward equity.
- Confront negative conversations, stereotypes, and demeaning actions.
- Be unapologetic about why equity is critical to achieving the mission.
- Treat everyone with respect at all times.
- Be consistent and fair.

Clarify misconceptions about equity.

- Provide training on equity and culturally relevant and responsive instruction.
- Encourage high expectations for all students.
- Clarify the difference between equity and equal.
- Share knowledge that supports an asset-based theory of diversity.
- Expose and refute misconceptions about equity.

Create a safe, affirming learning environment.

- Ensure that all students feel not only welcomed but valued.
- Provide access to support services and networks that students may need.
- Review all public-facing literature to ensure it is reflective of those you serve and their experience.
- Be sensitive to the variety of experiences of your students and team.
- Set standards for professionalism among your team.

Chat Pod: Leadership for Equity

- What actions can you take related to the four curriculum interpretation strategies shared to enhance equity?

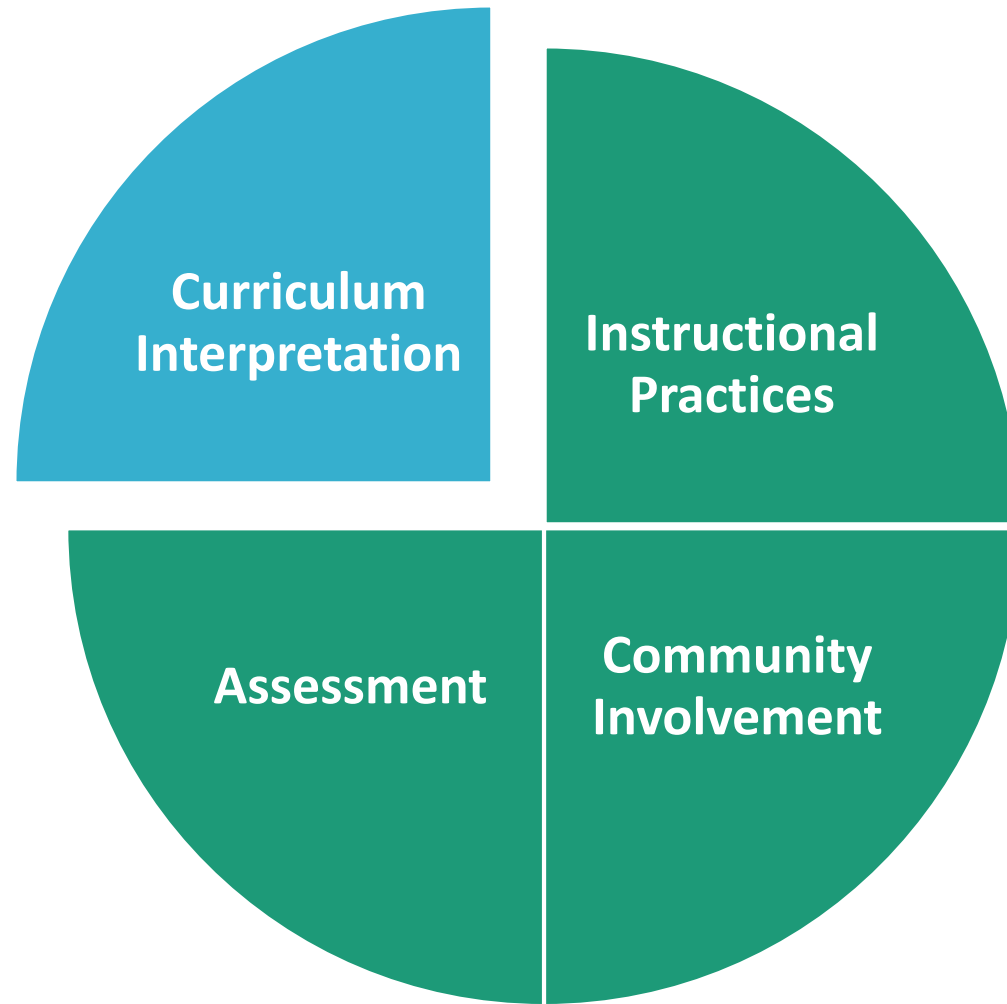


Curriculum Interpretation

1. Encourage team members to talk about issues of diversity, values, and social justice (ideally within their PLC).
2. Model equity beliefs for team members.
3. Clarify misconceptions about equity.
4. Create a safe, affirming learning environment.

– Ross, J. A., & Berger, M. J. (2009). Equity and leadership: Research-based strategies for school leaders. *School Leadership & Management*, 29(5), 463–476.

Four Domains of Influence



Wrap-Up

Final Thought

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

– Albert Einstein



Wrap-Up



References

Barton, R. & Larson, R. (2012). Leadership for Equity. *Principal's Research Review*, 7(2), 1-7. Retrieved from <http://educationnorthwest.org/sites/default/files/resources/Principals-Research-Review-3-2012.pdf>

Brown, K., et al (2011). Leading Schools of Excellence and Equity: Documenting Effective Strategies in Closing Achievement Gaps, *Teachers College Record* 113 (1), 57–96.

Darling-Hammond, L. (2010). *The flat world and education: How American's commitment to equity will determine our future*. New York, NY: Teachers College Press.

Jerald, C. (2012). *Leading for Effective Teaching: How School Systems Can Support Principal Success*. Seattle: Bill & Melinda Gates Foundation.

OCTAE's Literacy Information and Communications System (LINCS) (<https://lincs.ed.gov/>)

- Advancing Equity in Career and Technical Education (CTE) Virtual CoP (<https://community.lincs.ed.gov/group/advancing-equity>)

Rimmer, J. (2016). Developing Principals as Equity-Centered Instructional Leaders, Center for Educational Leadership, University of Washington. Retrieved from <https://capacitybuildingnetwork.org/article9/>

Ross, J.A. & Berger, M-J. (2009). Equity and leadership: Research-based strategies for school leaders. *School Leadership and Management*, 29(5), 461-474.

Supovitz, J. & Henry, M. (2011). The scope of principal efforts to improve instruction. *Educational Administration Quarterly* 47(2), 332-352.

US Department of Education, Public Affairs. (2011, June 30). New data from the US Department of Education 2009–10 Civil Rights Data Collection show continuing disparities in educational opportunities and resources [Press release]. Retrieved from www.ed.gov/news/press-releases/new-data-us-department-education2009-10-civil-rights-data-collection-show-conti

What Educators Need to Know About Equity Webinar (<https://calpro-online.org/rrc/RRC/calendar.asp?rrc=RRC&page=calendar#4879>)

