Ohio Perkins V Equity Lab

#CareerTechOhio

Ready for **careers.** Ready for **college.**
Skills for a **lifetime.**

Administrator Lab

April 2021

Ohio | Department of Education

Agenda

Introduction
Becoming a Catalyst for Change
Discovering Inequities Through Data
Reviewing Policy with an Equity Lens
Promoting an Equitable Environment
Action Planning & Office of CTE Equity Initiatives

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Toolkit Icon

Each participant will receive a "swag bag" after the lab which will include a toolkit with the resources that we will be referencing throughout the presentation.

When we reference one of these tools, you'll see this toolkit icon in the bottom right corner of the slides.

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Engage with Us! - [Jamboard](#)

We'll be using Jamboard to interact and engage with one another throughout the presentation.

To access the Jamboard, click the link that's shared in the chat.

If you cannot access the Jamboard, feel free to engage in the chat box instead!

Introduction

What is the Difference?

"Diversity is being invited to the party; inclusion is being asked to dance."

Scott Page: Professor of Complexity, Social Science, and Management at the University of Michigan

Used a formal mathematical formula that a diverse group of people with different skills and perspectives "found better solutions to problems and made more accurate predictions than a homogeneous group of people of high achievers who think alike."

Cognitive (Identity) Diversity—differences in how people perceive, encode, analyze, and organize the same information and experiences—are linked to better outcomes. These cognitive differences are influenced by other kinds of diversity, including racial and gender differences.

Why identity diversity is significant in developing approaches to the equity goals in your Perkins plan

1. Sparks greater insight
2. Promotes more active sharing
3. Makes implicit ideas more explicit
4. Encourages diversity of thought
5. Generates better outputs

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The Difference

"Diversity is being invited to the party; **inclusion is choosing the music**" or **"inclusion is being a member of the party planning committee"**
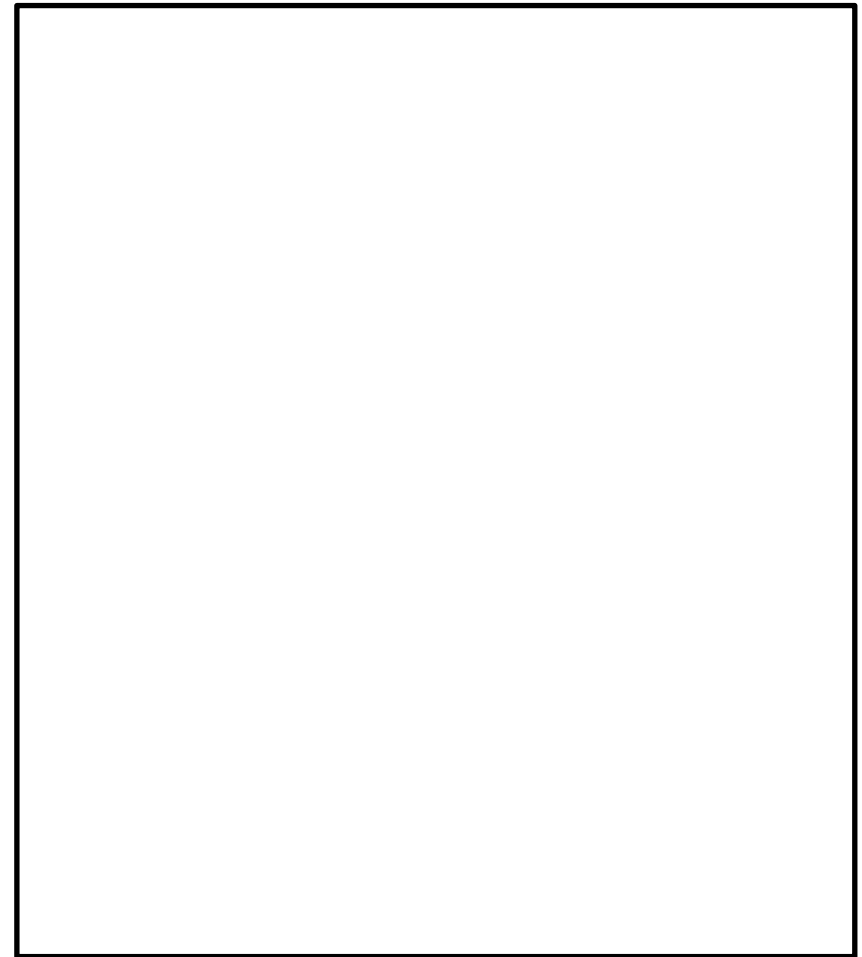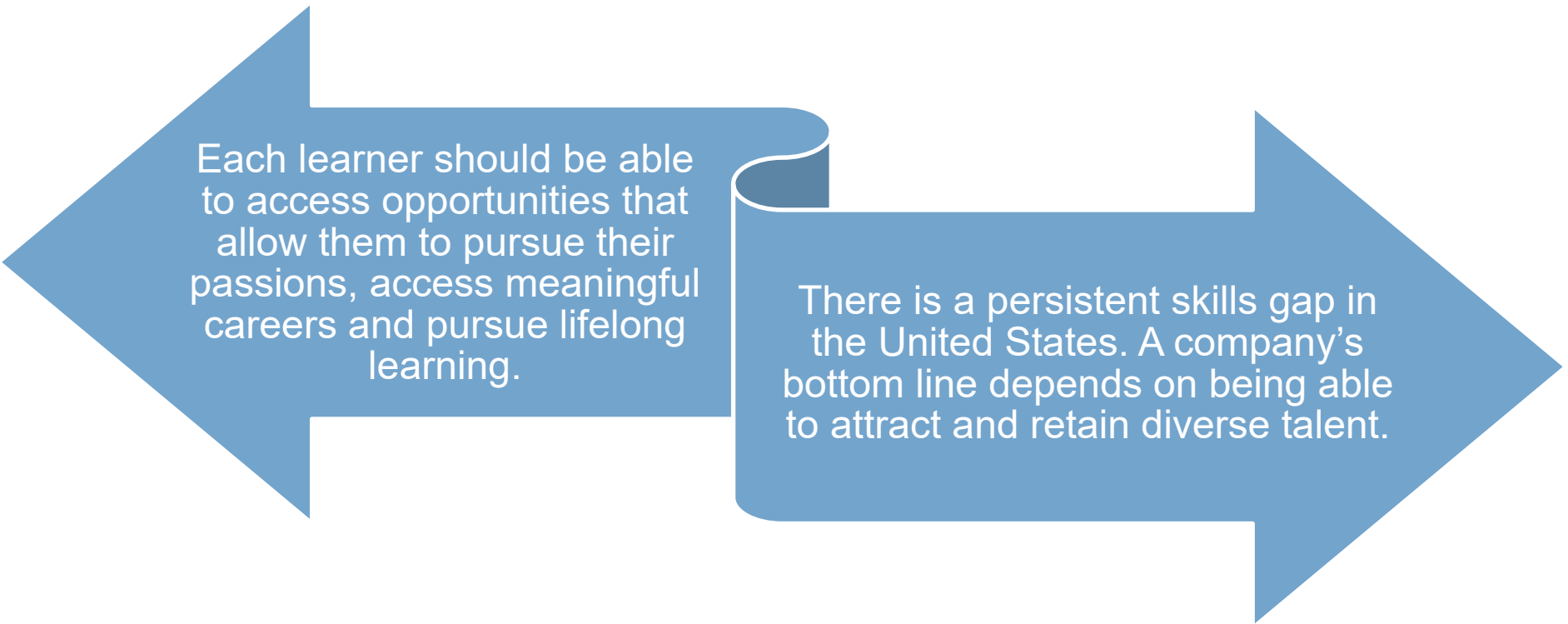
Becoming a Catalyst for Change

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Why is equity in CTE important?

Each learner should be able to access opportunities that allow them to pursue their passions, access meaningful careers and pursue lifelong learning.

There is a persistent skills gap in the United States. A company's bottom line depends on being able to attract and retain diverse talent.

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#EachChildOurFuture: Equity

Each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.

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Perkins V Special Populations

Students with disabilities

Students from economically disadvantaged families

Single parents (including pregnant women)

Students preparing for non-traditional fields

English Learners

Homeless students

Youth in or aged out of foster care

Students with a parent on active military duty

Additional Subgroups

Gender

Race & Ethnicity

Migrant Status

Why Are You Here?

Collective Work

What is Inequity?

Equality ≠ Inequity

DEFINING **EQUITY** IN EDUCATION

Each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.
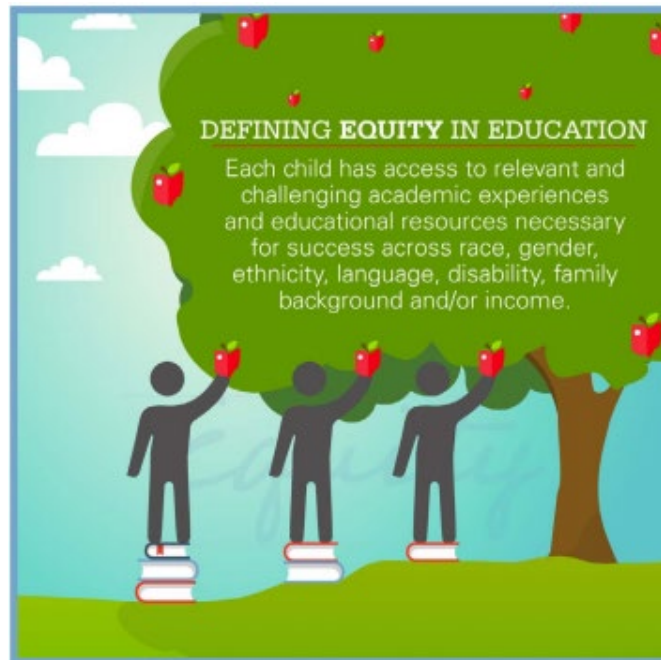
What is Inequity?

Inequality can refer to a disparity in distribution or circumstances; it often relates to things that can be expressed in numbers.

Inequity refers to unfair, <u>avoidable</u> differences often arising from the bias of a system and is much more qualitative in nature.

What is Inequity?

Inequality can often to lead to *inequity*.

For example: a lack of resources can lead to the prioritization of one group over another.

Fortunately, inequities can often fall within our scope of control.

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Discovering Inequities Through Data

"How can I identify a qualitative concern through quantitative data?"

1. Establish a baseline.

2. Define meaningful progress.

3. Set reasonable goals.

Establish a Baseline

Technical Skill Attainment by Subgroup

Subgroup	Percentage
English Learner	51.6%
Black, Non–Hispanic	60.5%
Students with Disabilities	61.2%
Economic Disadvantage	71.8%
Male	73.8%
Hispanic	74.2%
Multiracial	74.3%
Single Parent	74.9%
Asian or Pacific Islander	76.6%
All Students	77.3%
White, Non–Hispanic	80.0%
Female	81.5%
American Indian or Alaskan Native	82.9%
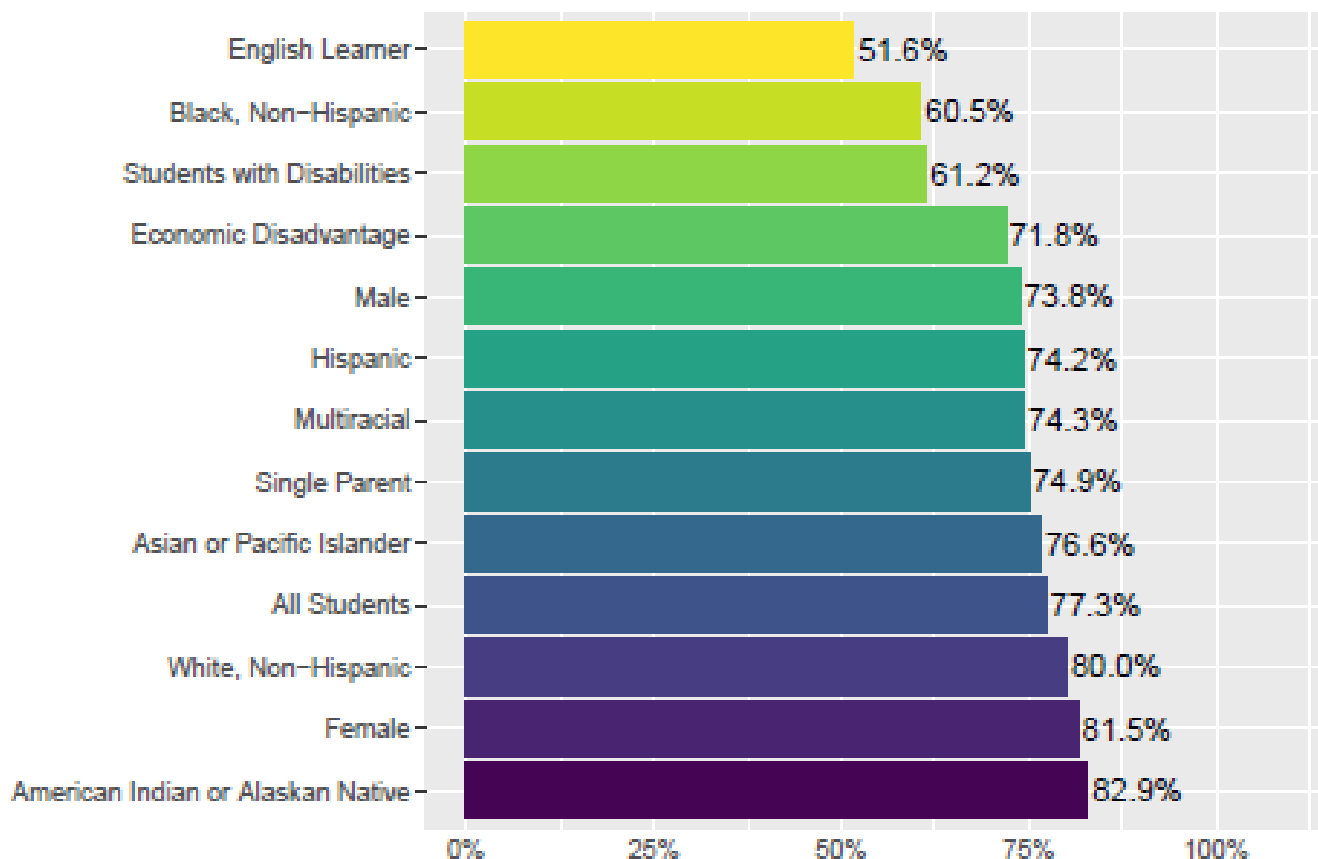
2018

Lowest: 51.6%

All Students: 77.3%

Highest: 82.9%

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Establish a Baseline

Technical Skill Attainment by Subgroup

Subgroup	Percentage
English Learner	46.7%
Homeless	60.0%
Black, Non-Hispanic	61.9%
Students with Disabilities	62.0%
Single Parent	70.6%
Foster	72.2%
Economic Disadvantage	72.8%
Nontraditional Concentrator	74.0%
Asian or Pacific Islander	74.4%
Hispanic	74.9%
Male	76.0%
Multiracial	77.4%
American Indian or Alaskan Native	77.8%
Military	78.2%
All Students	78.7%
White, Non-Hispanic	81.5%
Female	81.9%
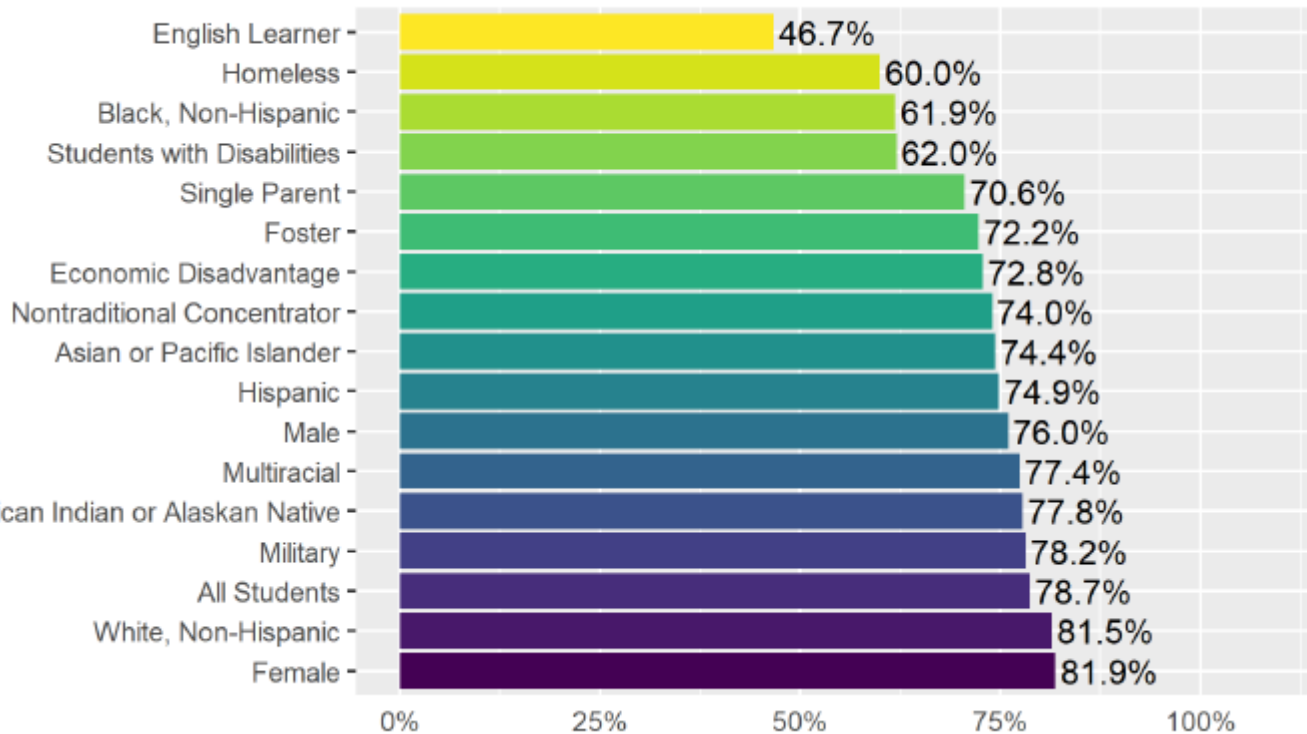
2019

Lowest: 46.7%

All Students: 78.7%

Highest: 81.9%

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Establish a Baseline

Technical Skill Attainment by Subgroup
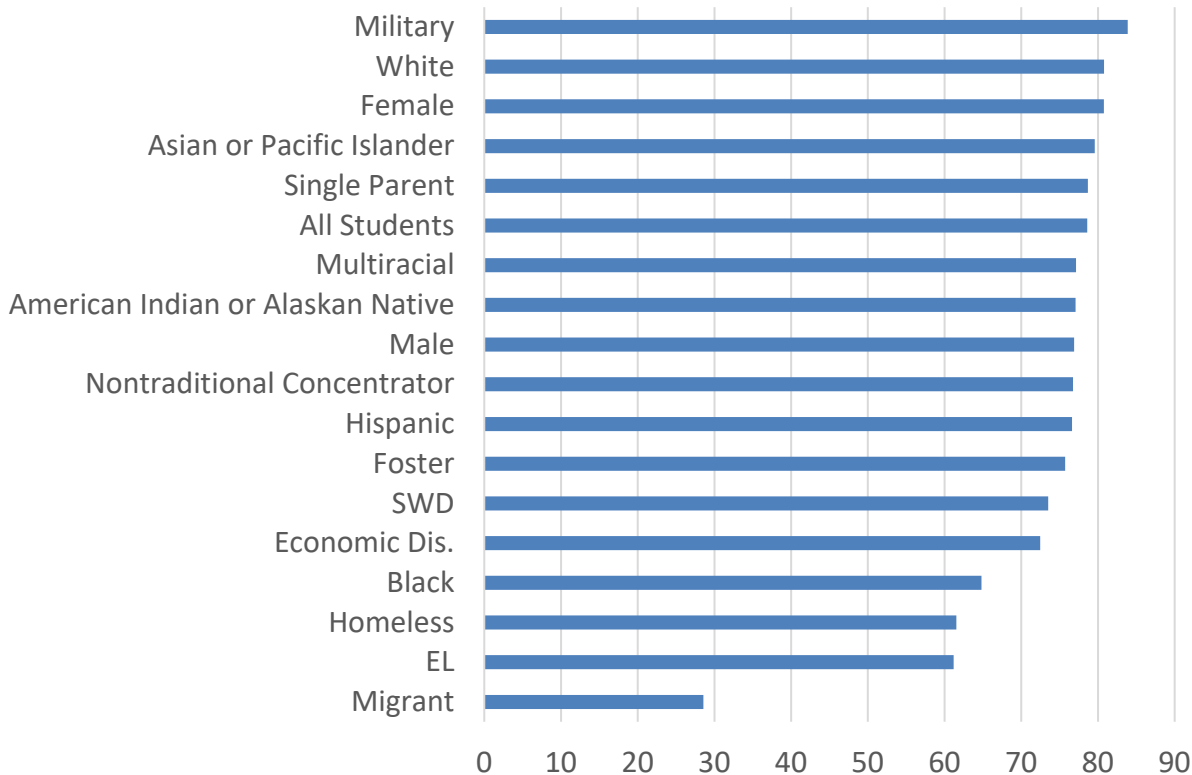
2020
(Simulated)

Lowest: 28.6%
(61.2%)

All Students: 78.6%

Highest: 83.9%

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Establish a Baseline

Average performance for all students has been around 78% for the past three years.

Our lowest proficiency percentage has averaged around 53% (excluding performance outliers in 2020).

Our highest proficiency percentage has averaged around 83%.

Establish a Baseline

Our "baseline" range of performance then becomes **53-83%**, with a typical all student average of **78%.**

When we see performance outside of this range, or falling above or below the average, we can easily recognize it as an outlier (like in 2020) and deserving of further inquiry.

Baselines will adjust over time; smaller ranges will require greater scrutiny.

Define Meaningful Progress

"Reading proficiency will increase by 10% for all subgroups and special populations."

Subgroup A	Population B
• 39 of 66 students are proficient; 59%.	• 2 of 9 students are proficient; 22%.
• 10% increase to 69% = 45.54	• 10% increase to 32% = 2.88
• Round up to 46; An impact for 7 students.	• Round up to 3; An impact for 1 student.

Defining Meaningful Progress

While an impact for 1 student is still a positive outcome, it may not reflect a systemic or universal change.

The impacted subgroup may continue to have barriers to increased performance.

Defining Meaningful Progress

Alternatively, when comparing small groups, a difference of 1 can show significant change.

Pathway Performance
- 10 out of 15 students; 67%

Program 1

Subgroup Performance
- A: 4 out of 5 students; 80%
- B: 3 out of 5 students; 60%
- C: 3 out of 5 students; 60%

Subgroup A

Subgroup B

Subgroup C

Defining Meaningful Progress

Alternatively, when comparing small groups, a difference of 1 can show significant change.

Pathway Performance
- **11 out of 15 students; 73%**

Program 1

Subgroup Performance
- A: 4 out of 5 students; 80%
- **B: 4 out of 5 students; 80%**
- C: 3 out of 5 students; 60%

Subgroup A

Subgroup B

Subgroup C

Defining Meaningful Progress

Think Big, Start Small, Scale Fast

– Changes should aim to make a universal impact;

– But recognize that progress is often incremental;

– Success should be celebrated and replicated as often as possible.

Set Reasonable Goals

Let's revisit our lowest and highest proficiency stats…

Highest Proficiency Percentage		Lowest Proficiency Percentage		Gap of
83%	**–**	**53%**	**=**	**30%**

Set Reasonable Goals

Reduce the gap by half: "*We will improve proficiency by 15% by 2023.*"

Remember: Consider the student impact of this percentage. Is it reasonable?

(i.e., Is your goal strategy realistically capable of making this amount of impact in this amount of time? Does this amount of impact reflect meaningful progress for underserved or underperforming groups?)

Adjust as necessary: *"We will improve proficiency by 7%/23% by 2023."*

Set Reasonable Goals

You can follow the same process to set goals for outliers…

Next Highest Proficiency %		Outlier Proficiency Percentage		Gap of
61%	**–**	**28%**	**=**	**33%**

"We will improve proficiency by 15% by 2023."

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Case Study - Enrollment

You are a CTE Administrator.

Enrollment is unusually low in your programs, based on the past 3 years data:

- Year 1: 350 students enrolled

- Year 2: 370 students enrolled

- Year 3: 340 students enrolled

- Current Year: 200 students enrolled

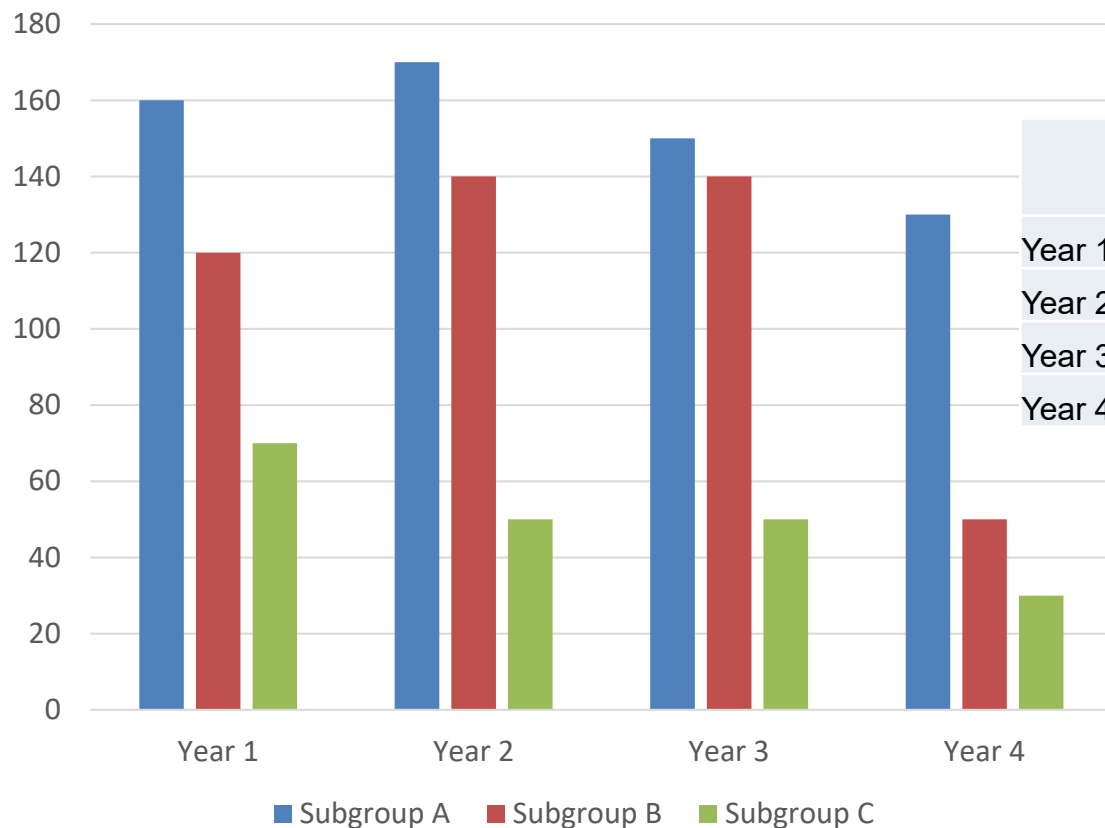Ohio | Department of Education

Case Study - Enrollment

Let's determine our baselines:

1. At first glance, are there any outliers?
2. (350+370+340)/3 = ?
   a. ~353
3. Our typical range is? Our average is?

Year 1	Year 2	Year 3	Year 4
350	370	340	200

Case Study – Enrollment

Enrollment by Subgroup

	Subgroup A	Subgroup B	Subgroup C
Year 1	160	120	70
Year 2	170	140	50
Year 3	150	140	50
Year 4	130	50	30

What do you notice when looking at this data? What do you wonder?

Case Study – Subgroup B

Subgroup B's enrollment was fairly consistent in Years 1-3 and then changed.

Year 1	Year 2	Year 3	Year 4
120	140	140	50

Outlier: 50

Range & Average: 120-140, ~133

Case Study – Subgroup B

"Meaningful progress" for Subgroup B might be…

- Seeing enrollment figures return to previous numbers.

- Changing enrollment goals based on new information.

Year 1	Year 2	Year 3	Year 4
120	140	140	50

Case Study – Subgroup B

Previous Average – Current Enrollment = Gap

133 – 50 =

<u>83</u>

We will improve enrollment for Subgroup B by 50%.
(~25 students, representing about ¼ of the gap)

Year 1	Year 2	Year 3	Year 4
120	140	140	50

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Case Study – Subgroup C

Subgroup C's enrollment has been historically lower than the other groups and is trending down.

Year 1	Year 2	Year 3	Year 4
70	50	50	30

Outlier: ?

Range & Average: 30-70, ~50

Case Study – Subgroup C

"Meaningful progress" for Subgroup C might be….

– Ensuring enrollment in CTE is aligned to enrollment in the district.

– Setting a goal to get closer to other groups.

Year 1	Year 2	Year 3	Year 4
70	50	50	30

Case Study – Subgroup C

District Enrollment: 20%   CTE Enrollment:14%

20 - 14 =

6

Enrollment in CTE for Subgroup C will be within 3% of District Enrollment by 2023.

(representing about ½ of the gap)

Year 1	Year 2	Year 3	Year 4
70	50	50	30

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Share in the Chat!

What is one strategy you will begin or continue to use data-based decision making to improve equity for your students?

5 Minute Break

Reviewing Policy with an Equity Lens

Reviewing with an Equity Lens

What are the current outcomes of this policy?

Who currently benefits from this policy?

Who, historically, does not benefit from this policy?

What outcomes do we want?

Who should benefit?

Reviewing with an Equity Lens

How are the benefits of the policy distributed among populations?

How are the benefits of the policy distributed among places?

How might the benefits of the policy be more equitably distributed?

Equity Lens Policies & Procedures

This section focuses on three areas identified by district teams as potential root causes for inequities:

1. **Applications and Enrollment**
2. **Recruiting and Hiring**
3. **Discipline**

Applications and Enrollment
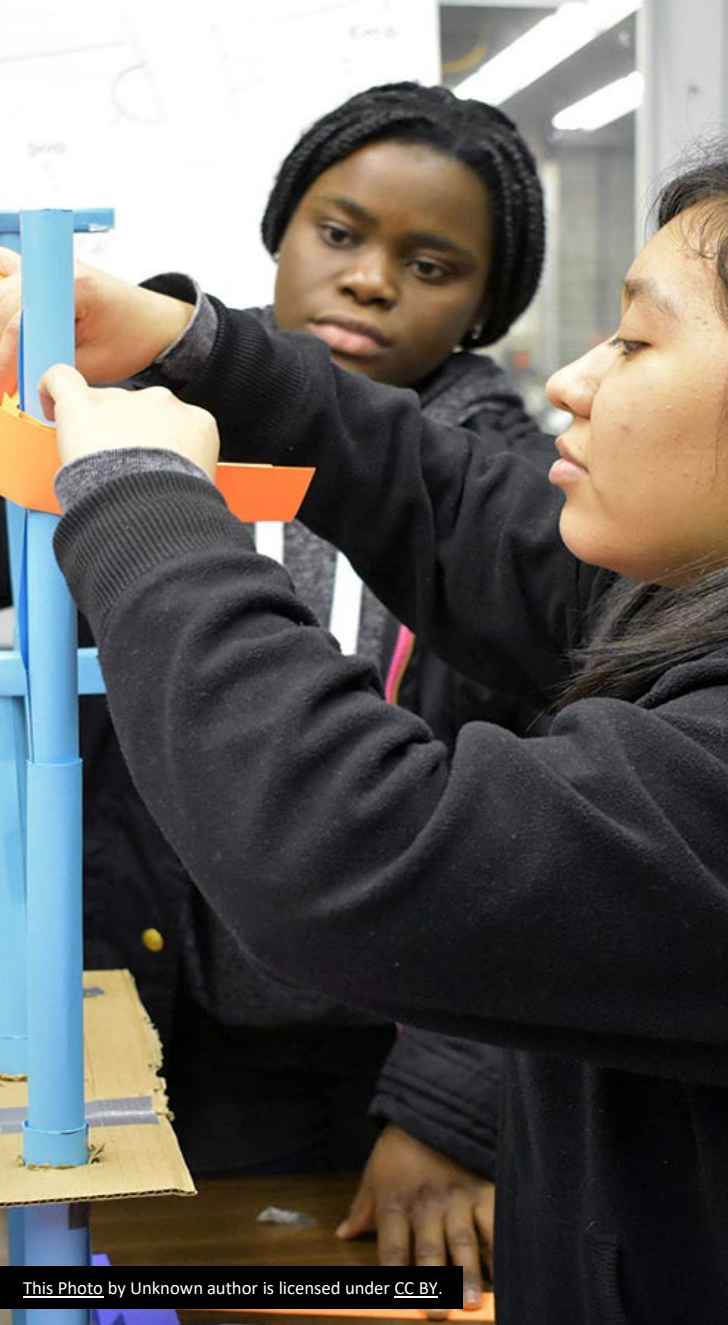
Equitable Access

Equitable access means public schools ensure unobstructed entrance into, involvement in and full participation of learners in schools, programs and activities.

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Applications & Enrollment

Example Scenario:

Beta Career Center has a state-of-the-art welding lab with 16 student stations. Due to limited capacity, the enrollment is capped at 96 students. All interested students must apply to be accepted into the Beta Career Center welding program.

Applications & Enrollment

What criteria is used in the selection process?

How might the application process have an adverse impact on students and families?

How is the need for an application communicated to students and families?

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Applications & Enrollment

The Comprehensive Local Needs Assessment identifies admission requirements and prerequisites as barriers that prevent students from accessing programs (Part E, Question 3).

The burden is on the district to prove the application and enrollment practices are not discriminatory.

Applications & Enrollment

Beta Career Center could try working with surrounding school districts and business partners to increase capacity.

If Beta Career Center determines applications are necessary, using a lottery system for selection is most equitable.

Recruitment and Hiring

Recruiting & Hiring

The District Cannot Control:

- Federal Law
- State Law
- Licensure Requirements

The District Can Control:

- Local Policy
- Recruiting Efforts
- Application/Hiring Process
- Timing of Hire
- Recruit Experience

Recruiting and Hiring

HOW DOES THE DISTRICT RECRUIT?

FROM WHERE DOES THE DISTRICT RECRUIT?

WHAT DIVERSITY CURRENTLY EXISTS IN THE DISTRICT'S STAFF?

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Recruiting and Hiring
Comprehensive Local Needs Assessment, Part D

What processes are in place to recruit educators?

What systems and processes are in place to increase recruitment of underrepresented populations?

What are the mentoring and onboarding processes in place?

"A child who is fortunate to have teachers who are Black, White, Latino, LGBTQ, and who speak a different language is preparing to interact with the world."

- Dr. Valerie Hill-Jackson

Clinical Associate Professor at Texas A&M University

School Discipline

Example: What Outcome is Desired?

School's Driving Privilege Policy:

• Student(s) must have a parking permit. Parking permits cost $20 per semester.

• If a student is late to school more than four (4) times in a semester, the student will lose driving privileges for the remainder of the semester.

IN THE CHAT: What is the school district trying to accomplish with this policy?

Example: Driving Policy Example

Students Must Be On Time	Track Parking Lot Use	Create Transportation Options Where Barriers Exist
• What other reasons could cause the student to be late?	• Limited Spaces • Monitoring Need for Buses	• Busing • Public Transporation • Walking

If the primary goal is for students to be at school, on time and ready to learn, policies penalties – *revoking privileges* - should not create barriers for students.

Charging for parking may create inequitable barriers.

Scenario #1

During an open campus lunch (dining off school grounds), two students return to school under the influence of alcohol.

STOP! Time for a personal bias check. Without any additional details, what assumptions did you make about the students' genders, races and family backgrounds?

Scenario #1 Continued

The policy of the school district is to notify the parent/s, immediately remove the student from the premises, and depending on the severity of the offense, the student may face a three-day suspension or expulsion.

Scenario #1 Continued

Student 1: Both parents are notified, both leave work to pick up the student from school, at the family dining table and as a unit, they discuss how the situation occurred, how it can be corrected and how to proceed.

Immediately, this student has an opportunity to process the situation and begin restorative discipline.

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Restorative Discipline

A whole-school, relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

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Scenario #1 Continued

Student 2: The student's guardian is notified, but as a single person without a car, the guardian cannot leave work to pick up the student.

Policy dictates the student must be sent home, so the principal calls a cab and sends the student home.

In the Chat

What can the school do next to support student #2 begin the process of restorative discipline?

Scenario #1 Continued

Student 2: The following day, a counselor, mentor teacher, or another adult who has a relationship with the student could contact the student to begin the restorative discipline process by asking:

How did this happen? Why did it happen? What could you have done differently? How do we move forward?

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What is Best for the Student?

When creating and adhering to disciplinary policies, always keep in mind – **What is best for the student**?

- What happened and why did it happen (student's perspective)?

- What does the individual student need to be held accountable *and* to move forward from the incident?

- In what ways does a one size fits all or zero tolerance policy hurt students?

Scenario #2

Classroom Rule: All students must enter the classroom respectfully, move to their assigned seats quickly and quietly and be seated when the bell rings.

- Typical Response to Tardiness – "You're late."
- Alternative Responses - "I am happy you are here."
- Typical Response to Disruptive Behavior - "Go sit in the hall".
- Alternative Response - "Please go back out into the hall and enter the classroom correctly."

Policy & Procedure Review Tool

Policy and Process Review Through an Equity Lens Tool

Policies are the decisions made about how we will build and govern our communities.

Processes are the ways in which we make those decisions.

Assumptions are the underlying values that determine our policies and shape our processes.

The key questions when looking at existing policies are:

What are the current outcomes of this policy?
Who currently benefits from this policy?
Who, historically, does not benefit from this policy?

The key questions to help design new policies are:

What outcomes do we want?
Who should benefit?

Supplemental questions about policies:

How are the benefits of the policy or policies distributed among subgroups, such as across racial/ethnic and gender populations?
How has racism (historical or otherwise) contributed to the distribution of benefits across populations?
How are the benefits of the policy or policies distributed among places?
How has racism contributed to the distribution of benefits across places?
How might the benefits of the policy to populations or to places be more equitably distributed?

Adapted from Minnesota Department of Health, retrieved from:
https://www.health.state.mn.us/communities/practice/resources/publications/docs/1811advancingHEkeyQs.pdf

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Importance Notice

The following federal laws and regulations have informed this presentation:

- **Civil Rights Act of 1964**

- **Americans with Disabilities Act (ADA) and ADA-AA**

- **Title IX** of the Education Amendments Act

- Carl D. **Perkins** Career and Technical Education Act

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For additional information on how these laws apply to equity in career-technical education or to learn more about the Office of Career-Technical Education Civil Rights Review Process, contact:

Michelle Ward

Program Consultant

(614) 466-5576 | (877) 644-6338

Michelle.Ward@education.ohio.gov

5 Minute Break

Promoting an Equitable Environment

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Welcoming Environment

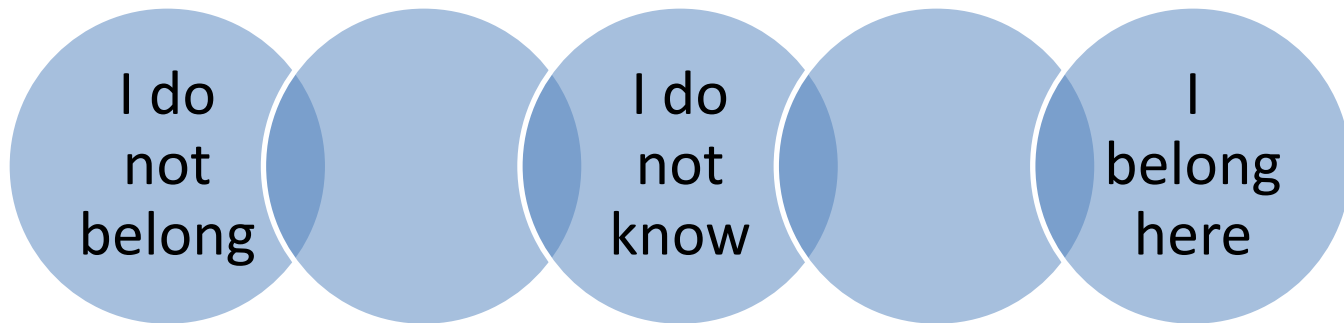## Is the space inclusive for everyone?

FEELING LEFT OUT?

DOES LEFT HANDED MEAN LESS IMPORTANT?
WE DON'T THINK SO.
ALL SHEAR MODELS AT NO EXTRA COST TO YOU.

How Would They Respond?

On a scale of 1-5, with one being "I do not belong" and 5 being "I belong here", how would you rate your experience at [insert district]?

I do not belong

I do not know

I belong here

In the Chat

What is one reason why a student might feel that they belong?

OR

What is one thing you might do to help a student who *doesn't* feel like they belong?

Promoting Equity and Inclusion

- Does the district encourage respectful dialogue among faculty regarding their role in helping all students learn?

- Do all members of the district accept responsibility and hold themselves accountable for every learner having full access to quality education?

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Promoting Equity and Inclusion

- Do students genuinely believe they are welcomed, safe and supported at school?

- Do teachers know, correctly pronounce and say each student's name daily?

- Is there an intentional practice of building relationships with students, which support the Whole Child?

Action Planning for Change

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8-Step Change Model

1	Establish a Sense of Urgency
2	Form a Powerful Guiding Coalition
3	Create a Vision
4	Communicate the Vision
5	Empower Others to Act on the Vision
6	Plan for and Create Short-Term Wins
7	Consolidate Improvements & Produce More Change
8	Institutionalize New Approaches

Kotter, J. (1995). *Leading Change*.

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Transformational Change Action Plan

Initiating changes to the system, environment and processes that encourage transformation within an organization.


Transformational Change Action Plan

What is the intended outcome of the change?

_____

What is the data to support the change?

_____

*SMART Goal for change:

_____

PRIORITIZED TASK LIST	NEEDED RESOURCES
1	
2	
3	

What indicators best track the progress of the plan? How often should data be collected?

MONITORING AND EVALUATION				
INDICATORS	1ST EVAL:	2ND EVAL:	3RD EVAL:	4TH EVAL:
1				
2				

Set date for implementing change:

_____

*SMART Goals are Specific, Measurable, Attainable, Relevant, & Time-Based

CTE Equity Initiatives
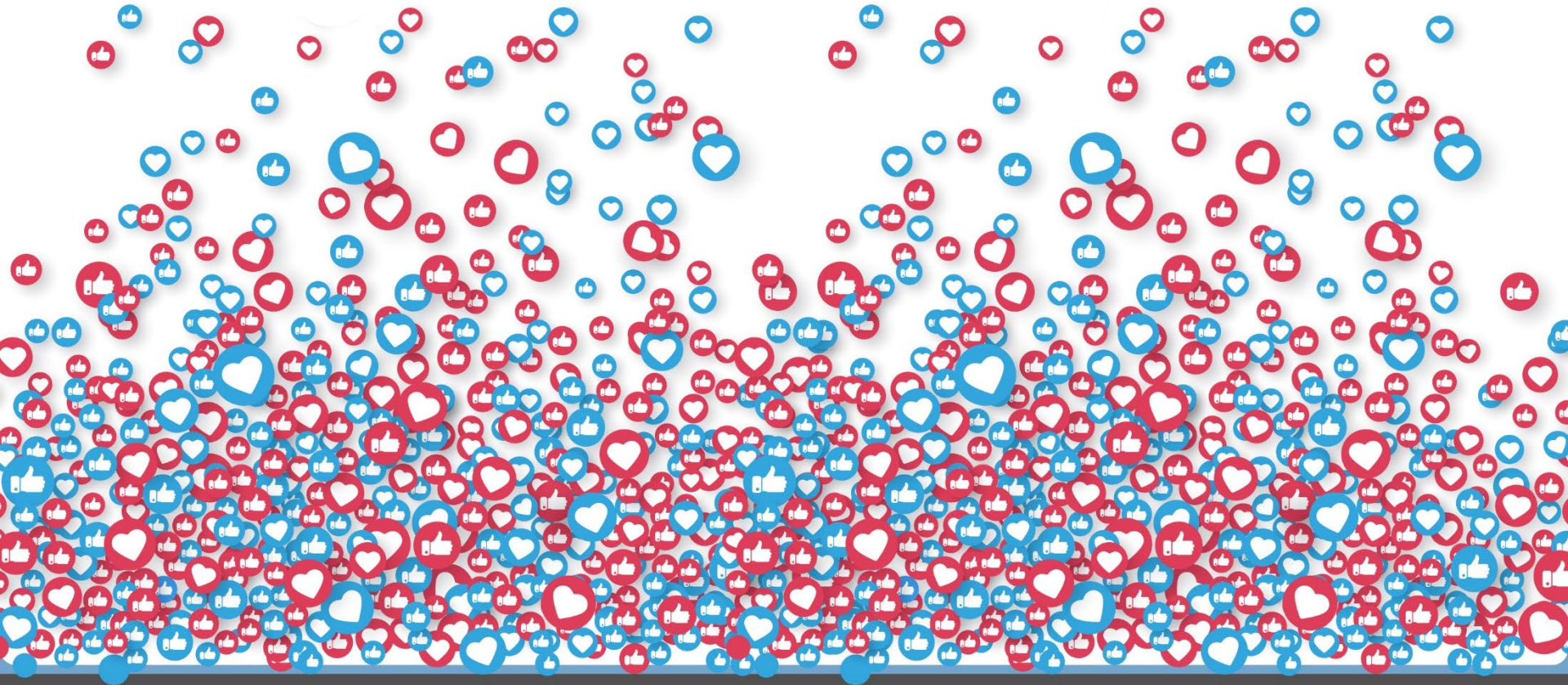
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Share your learning community with us!
#MyOhioClassroom

Celebrate educators!
#OhioLovesTeachers

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