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# 2019 Joint Special Populations Advisory Committee & Statewide Collaborative for Special Populations

## *Call to Equity Action Webinar Series March-May, 2018*

“If we do not know how to meaningfully talk about racism, our actions will move in misleading directions.”

― **Angela Y. Davis, [Freedom Is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement](https://www.goodreads.com/work/quotes/45065373)**

**Outcome:** By the end of the workshop series, participants will have the foundational knowledge to be able to engage in meaningful conversations about equity and the tools and resources to take action in their efforts to disrupt inequity.

**Audience:** K-14 Educators, CTE Specialists, Equity Coordinators, Guidance Counselors, K-12 School Counselors

**Introduction:**

The Joint Special Populations Advisory Committee (JSPAC) and the Statewide Collaborative for Special Populations calls all educators to EQUITY ACTION! There have been dramatic improvements in California education, with equity at the heart of these efforts. High School graduation rates in 2017 for Black/African Americans and Hispanics/Latinos reached a record high and up by 12% from 2010, as an educational community, we realize that the traditional “one-size-fits-all,” time-based, curriculum delivery system does not work for all students. Unfortunately, the students who have been most affected by the traditional system are students of color, special populations and non-traditional groups, all of which have been labeled as “historically underserved.” The students who have benefited the most are mainly those students who qualify as “middle” and “upper” economic classes, demographically white, and for the last twenty years, predominantly male. Across the country, educators and policymakers are coming to the same conclusion: the structure of the traditional system is a barrier to equity.

Join the California Perkins Joint Special Populations Advisory Committee (JSPAC) and the California Community College Statewide Collaborative for Special Populations in our webinar series ***Call to Equity Action***, as your institution begins planning your 2020-21 Equity Framework, charting the next phase of equity efforts**.**

**Equity Framework 2020-2021 - Creating Equity by Design   
(1) Hour webinar (Intro) - This webinar sets tone for the four**

We know data exist that students are more likely to graduate on time if they identify a major early on and have a clear outline of the courses required for completion, coupled with ongoing guidance and support (PART 54.81. California Community College Guided Pathways Grant Program [88920 - 88922**)**. California has made an investment to improve student outcomes by focusing on closing the achievement gap. Efforts to close the achievement gap include Guided Pathways, Vision for Success, K-14 -Pathways, SWP, and more. However, the achievement gap has existed for years and is not relegated to one particular type of institution. It runs rampant throughout all grades, schools, institutions, colleges, and high need regions. The fact still remains that these achievement gaps remain and continue to be perpetuated by the more than 80 percent of educational practitioners who are predominantly white and monolingual, serving our students of color, underserved students, special populations, and non-traditional students (U.S. Department of Education, 2016).

This webinar will introduce the foundational elements for designing an Equity Framework at your institution or school for 2020-21. The educational practitioner will be able to use these foundational elements to equitize their school and schools systems by addressing systemic limitations, racism and biases, and reframing deficit thinking to asset thinking.

**Equity Literacy by Paul Gorski  
(1) Hour Webinar**

Crucial Conversations, not just in the classroom but outside, institutionally, community-wide, statewide, involve three elements: opposing opinions, strong emotions, and high stakes but the conversations must happen in order for educators and students to see the world through an equity lens. To discuss strategies on having crucial conversations about race and equity, we must be informed and become equity literate.

This webinar will equip practitioners from K-12, Adult Education, Community Colleges with a means to recognize biases and inequities and know how to respond to and redress biases and inequities.

**Relationship Between Self-Reflection Diversity and Inclusion  
(1) Hour webinar**

Inclusion begins with understanding the self. Often many diversity and inclusion initiatives focus only on diversity from the level of demographics-the difference of languages, religions, values, and abilities. However, these initiatives often omit a focus on culture, inclusivity and authenticity. They fail to recognize each person is different even if they belong to the same ethnic group, community, or family. As practitioners, we perceive ourselves to be fair. Very few people intentionally exclude or discriminate against others. But our innate biases mean that we unconsciously and unintentionally exclude people who are dissimilar to us.

This webinar will provide practitioners with strategies to help increase their ability to form authentic and effective relationships across differences by understanding the relationship between self-reflection and diversity and inclusion.

**Disrupting the patterns of inequity- What does it mean to disrupt inequity in education?   
(1) Hour webinar**

Resources alone are not enough to truly create equitable education for our students in California. We must, as practitioners of K-12, Adult Education, and Community Colleges create opportunities to have a dialogue about recognizing the patterns of inequity in education for students of color. We must focus our conversations on moving toward an educational system that does not immortalize and discriminate, thus hindering opportunities for students of color to achieve their education and career life goals.

This webinar will provide practitioners with approaches that allow for facilitation of conversations on race and equity with colleagues, family, friends, employers, and community. Having these conversations will not be easy but are critical to disrupting the patterns of racial inequity to ensure that every student achieves their education, career and life goals.

**Reframing Deficit Thinking to Asset Thinking: Teacher Strength and Student Strength - (1) Hour Webinar**

Too often education solutions to close achievement gaps for students of color, underserved, special populations, non-traditional, are approached with a deficit model. “School practices and assumptions emerging from the deficit paradigm often hide student and teacher abilities. These assumptions are especially powerful because they are unspoken. We overlook our taken-for-granted ideas and practices to an extraordinary degree” (Weiner, L, 2006). Often the professional development training aimed at deficit thinking is about students based on the practitioner's deficit however both teacher and student deficit thinking overshadow their abilities.

This webinar will provide practitioners with an asset model approach from the lens of strength based thinking for both practitioners and student.

NOTES: Email List of CC Equity Coordinators

Possible Presenters: Nancy Jodaitis, William Blackford, Paul Gorsky, Opportunity Institute and or Folsom College, SEL K-14 Educators present? (Need to look at jspac’s conference evals) LinkedIn Update maybe deputy chancellor daisy Gonzalez and Laura on Assessment, Who from K-12 adult Ed and

Implicit Association Test – Where are we at in understanding our journey of diversity and inclusion?

Resources:

Weiner, L. (2006). “Challenging Deficit Thinking.” *Educational Leadership* 64, no. 1: 42–45.