Equity Assistance Centers in Action

Magnet Schools of America
Policy Conference
February 8, 2019

Presenters

Maria del Rosario Basterra
Vice President, MAEC
Deputy Director, CEE

Karmen Rouland
Assoc. Director of Technical
Assistance and Training, CEE
Program Manager, CAFE

Overview of Equity Assistance Centers

- Equity Assistance Centers are authorized under Title IV of the Civil Rights Act of 1964.
- EACs provide technical assistance (including training) at the request of school boards and other responsible government agencies to help them address issues related to increasing equitable education opportunities for all students.
  - Our focus areas are race, sex, national origin, religion, and socioeconomic integration.
- EACs also serve as a resource for and partner to the Department of Education's Office for Civil Rights and the Department of Justice in addressing education issues related to race, sex, national origin, and religion.

Regional Map of the Equity Assistance Centers
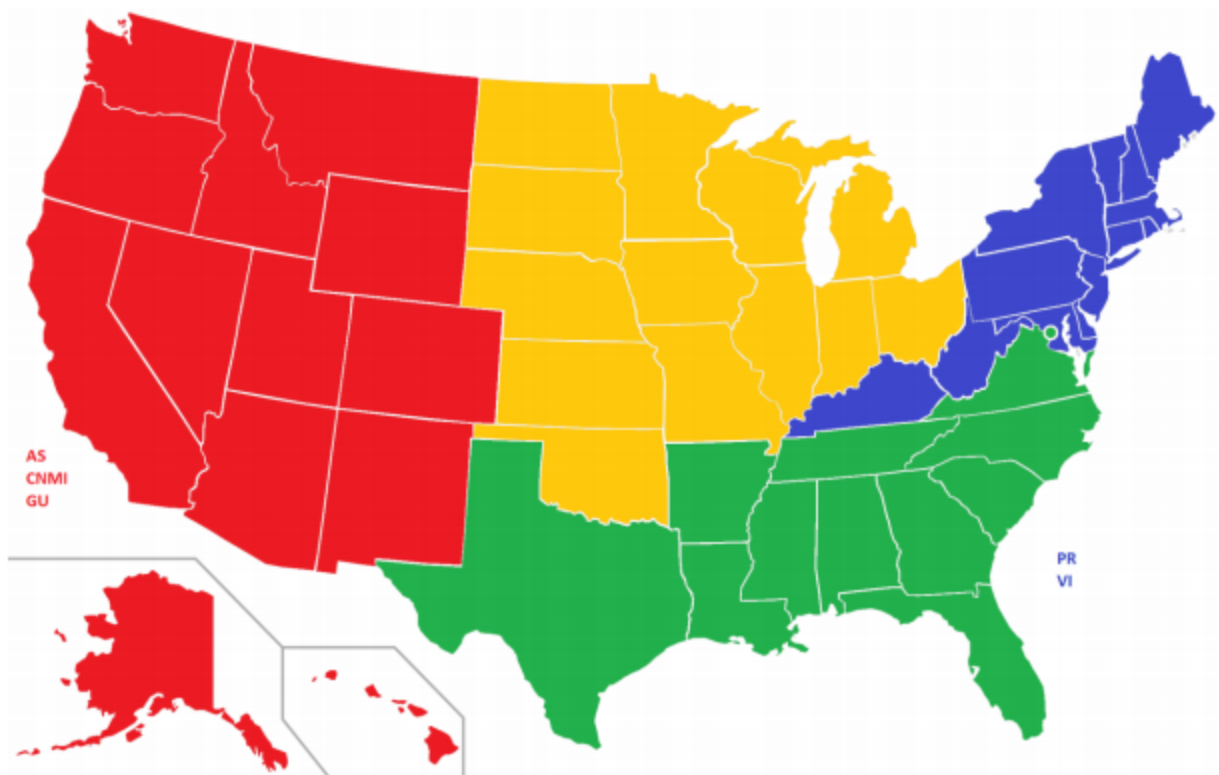
Regional Equity Assistance Centers 2016-2021

REGION I – Center for Education Equity (CEE) at MAEC

• CT, DE, KY, ME, MD, MA, NH, NJ, NY, PA, PR, RI, VT, VI, WV

REGION II – IDRA EAC-South

• AL, AR, DC, FL, GA, LA, MS, NC, SC, TN, TX, VA

REGION III – Midwest & Plains Equity Assistance Center

• IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, OK, SD, WI

REGION IV – Western Educational Equity Assistance Center (WEEAC)

• AK, AS, AZ, CA, CO, Commonwealth of the Northern Mariana Islands, Guam, HI, ID, MT, NV, NM, OR, UT, WA, WY

Overall EAC Goals

To improve and sustain public education system capacity to address issues of desegregation and inequities.

To increase equitable education opportunities for all students regardless of race, sex, religion, national origin, or socioeconomic status.
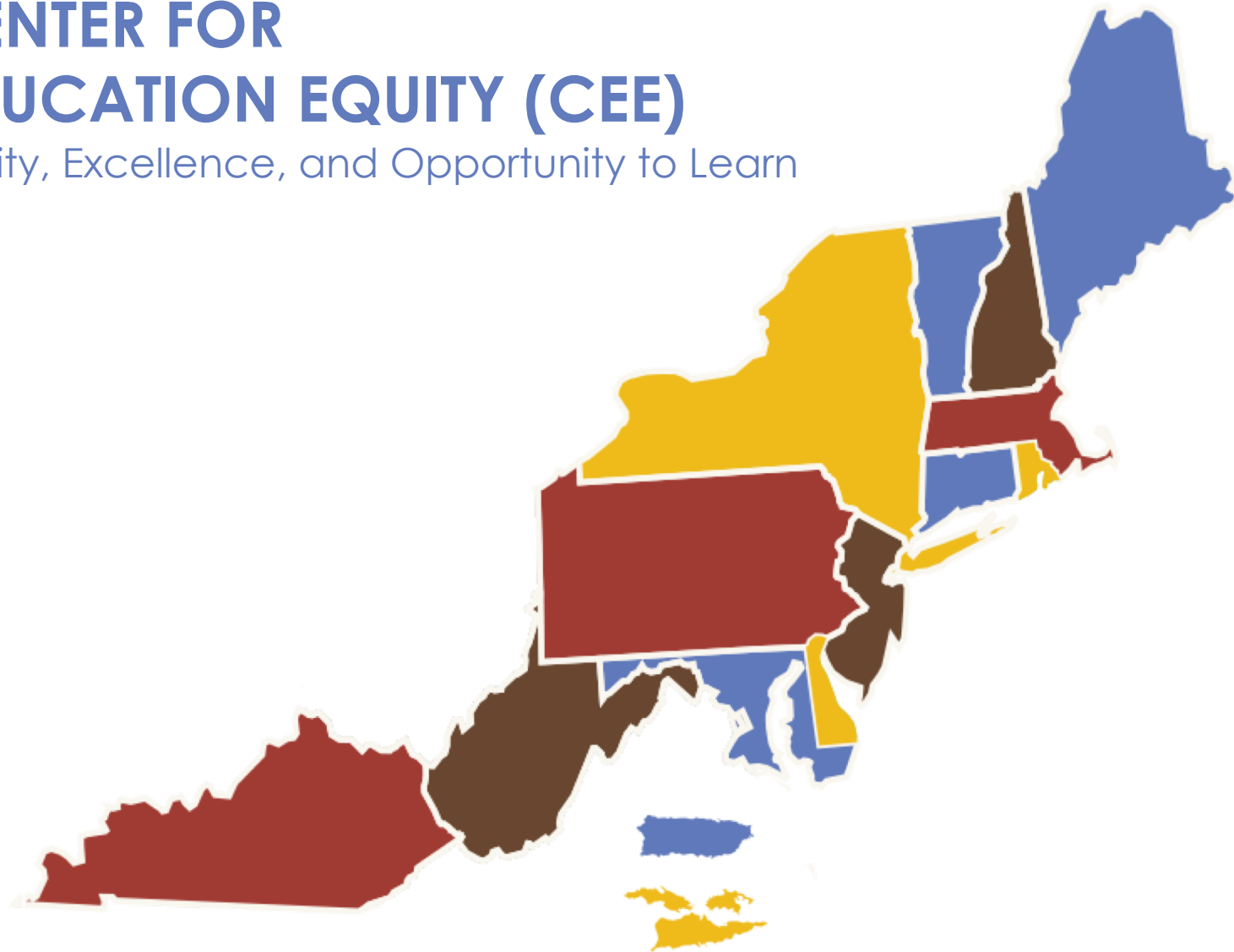
CENTER FOR EDUCATION EQUITY (CEE)

CEE is a project of MAEC, Inc., in partnership with WestEd and the American Institutes for Research (AIR).

Center for Education Equity (CEE) is committed to the sharing of information regarding issues of equity in education. References to any specific publication, person, or idea is for the information and convenience of the public and does not necessarily reflect the views and opinions of CEE. The contents of this presentation were developed under a grant from the U.S. Department of Education (S004D110021). However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

CENTER FOR EDUCATION EQUITY (CEE)

Equity, Excellence, and Opportunity to Learn

CT
DE
KY
ME
MD
MA
NH
NJ
NY
PA
PR
RI
VT
VI
WV

REGION I EQUITY ASSISTANCE CENTER

CEE's Conceptual Framework
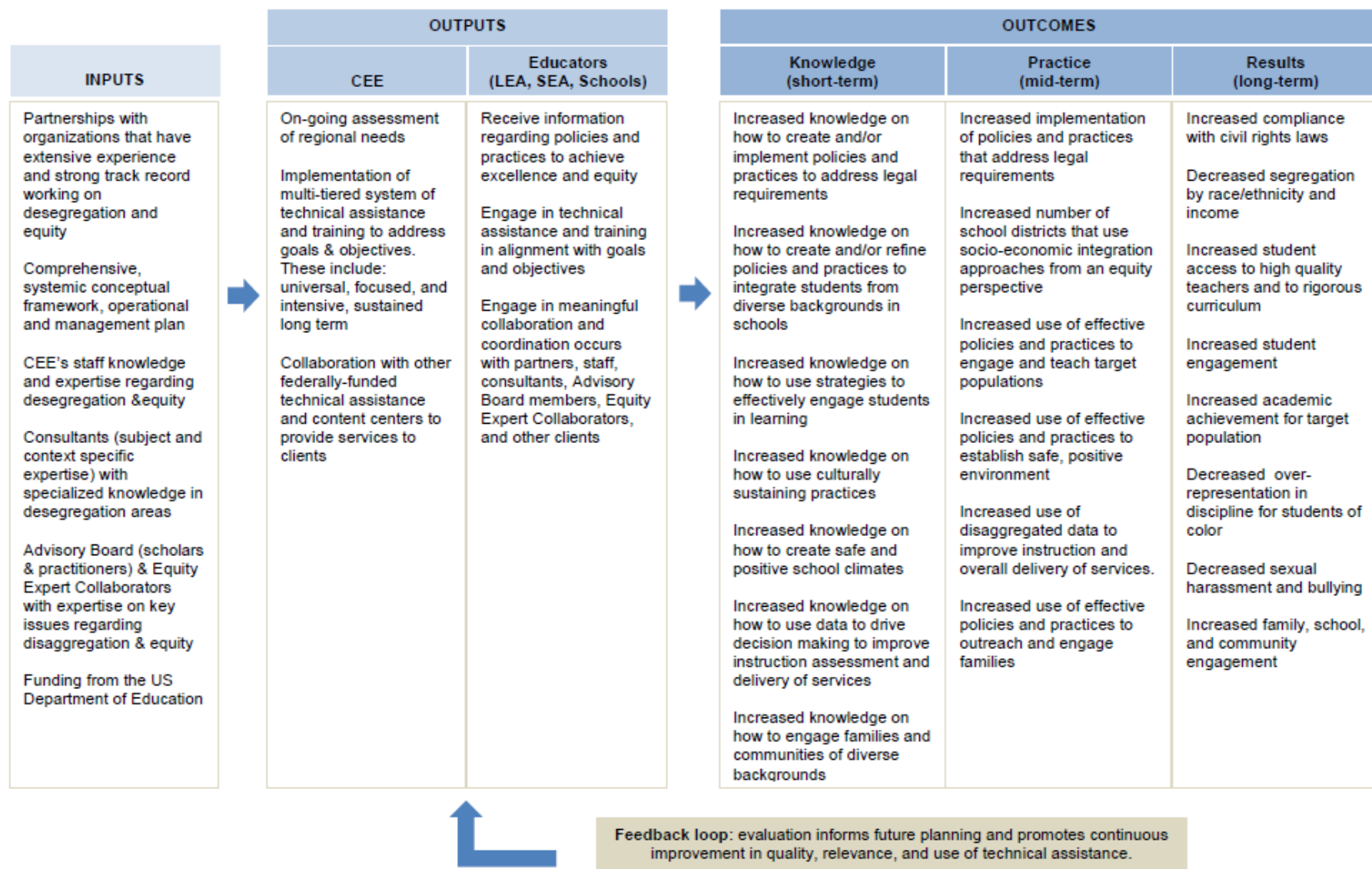
CEE'S Conceptual Framework includes:

Intersectionality

Equity-Centered Capacity Building

Culturally Sustaining Pedagogy

Asset-Based vs. Deficit-Based Approach

Logic Model

INPUTS	OUTPUTS		OUTCOMES		
	CEE	Educators (LEA, SEA, Schools)	Knowledge (short-term)	Practice (mid-term)	Results (long-term)
Partnerships with organizations that have extensive experience and strong track record working on desegregation and equity

Comprehensive, systemic conceptual framework, operational and management plan

CEE's staff knowledge and expertise regarding desegregation &equity

Consultants (subject and context specific expertise) with specialized knowledge in desegregation areas

Advisory Board (scholars & practitioners) & Equity Expert Collaborators with expertise on key issues regarding disaggregation & equity

Funding from the US Department of Education | On-going assessment of regional needs

Implementation of multi-tiered system of technical assistance and training to address goals & objectives. These include: universal, focused, and intensive, sustained long term

Collaboration with other federally-funded technical assistance and content centers to provide services to clients | Receive information regarding policies and practices to achieve excellence and equity

Engage in technical assistance and training in alignment with goals and objectives

Engage in meaningful collaboration and coordination occurs with partners, staff, consultants, Advisory Board members, Equity Expert Collaborators, and other clients | Increased knowledge on how to create and/or implement policies and practices to address legal requirements

Increased knowledge on how to create and/or refine policies and practices to integrate students from diverse backgrounds in schools

Increased knowledge on how to use strategies to effectively engage students in learning

Increased knowledge on how to use culturally sustaining practices

Increased knowledge on how to create safe and positive school climates

Increased knowledge on how to use data to drive decision making to improve instruction assessment and delivery of services

Increased knowledge on how to engage families and communities of diverse backgrounds | Increased implementation of policies and practices that address legal requirements

Increased number of school districts that use socio-economic integration approaches from an equity perspective

Increased use of effective policies and practices to engage and teach target populations

Increased use of effective policies and practices to establish safe, positive environment

Increased use of disaggregated data to improve instruction and overall delivery of services.

Increased use of effective policies and practices to outreach and engage families | Increased compliance with civil rights laws

Decreased segregation by race/ethnicity and income

Increased student access to high quality teachers and to rigorous curriculum

Increased student engagement

Increased academic achievement for target population

Decreased over-representation in discipline for students of color

Decreased sexual harassment and bullying

Increased family, school, and community engagement |

Feedback loop: evaluation informs future planning and promotes continuous improvement in quality, relevance, and use of technical assistance.

CEE's Objectives

Objective 1: Assist schools and school districts to appropriately implement **civil rights laws** to increase student access to equitable educational opportunities.

Objective 2: Assist educators to increase **socioeconomic diversity** in schools and school districts to promote academic achievement by race, sex, national origin, and religion.

Objective 3: Assist educators to develop and/or improve policies and practices to ensure that low-income children and children from diverse racial and linguistic backgrounds have **access** to high-quality and culturally proficient teachers and leaders.

Objective 4: Assist educators to create a **positive and safe school climate** so all students are ready and able to learn – especially students from diverse income, racial, cultural, national origin, religion, and gender and gender identity.

Objective 5: Assist district and school-based administrators and teachers to provide access to **high-quality and rigorous curriculum** so that all students are career and college ready, regardless of race, sex, religion, national origin, or socioeconomic status.

Objective 6: Assist district and school-based administrators and teachers to employ **disaggregated data to drive decision-making** towards increasing socioeconomic diversity and equitable programs and services to improve student outcomes.

Objective 7: Assist educators to implement high impact policies and practices of **family, school, and community engagement** in order to improve student achievement.

Regional Needs – Selected Indicators

Region I includes 4,440 school districts and serves 19,125,434 students.

- Demographics: White enrollment decreased (2.98%); Latino students increased (11.2%); ELs increased (6.29%) (NCES 2014). Approximately 120 languages spoken (USDOE, 2014).

- Segregation: Seven of the fifteen states ranked among the 20 states with the highest segregation of Latino students; five ranked among the highest of African American students for years 2011-2012 (Orfield et al., 2014).

- Persistent achievement gap by race, gender, and EL status: Data show that 86% of African American and 81% of Latino students scored "at or below basic" in Math at 8th grade compared to 58% of White students. Similarly a total of 94% of ELs scored "at or below basic" compared with 62% of Non-ELs (NAEP, 2015).

Regional Needs – Selected Indicators

- Limited access to rigorous curriculum: Students of color have lower graduation rates, lower participation in gifted and talented (GT) programs, lower enrollment in Advanced Placement (AP) courses, and higher dropout rates. Latino students have the lowest graduation rate (76%) (EDFacts, 2014). Latino female students are the most underrepresented in GT (OCR, 2011-2012). African American and Latino students are the most underrepresented in AP courses (OCR, 2011-2012).

- Overrepresentation of African American students in disciplinary sanctions: In Region I the enrollment of African American students averages 13%. However, this group of students accounts for 28% of overall suspensions (OCR, 2011-2012).

Three Core Tensions of Equity Work

What can I **DO**?   (STRATEGIES)

- Practitioners routinely search for concrete actionable steps they can take in their classrooms and schools, questioning how abstract ideas of theories about racial inequality and difference can help them.

What **CAN** I do?   (STRUCTURAL)

- Practitioners routinely question the power of the individual educator to counteract structural or societal problems of racial and race-class inequality via the classroom.

What can **I** do?   (PERSONAL)

- Each practitioner routinely questions his/her own personal readiness to become the type of professional who can successfully engage issues of race and racism in his or her life and classroom practice.

(Pollock. Deckman, Mira, & Shalaby, 2010)

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Levels of Technical Assistance

Universal
- Webinars
- Publications
- Podcasts

Targeted
- Communities of Practice
- Coaching and Strategic Planning

Intensive
- Policy Review
- Systemic District and/or School Transformation

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Selected Webinars

- Socioeconomic Integration and Student Achievement (August 2017)
- Ensuring a Safe and Inclusive School Environment for LGBTQ Students (September 2017)
- Race and Racism: Encouraging Understanding and Dialogue to Support the Healthy Development of Students (December 2017)
- Students Experiencing Homelessness: Their Rights Under ESSA and How to Support Them (February 2018)
- Health Equity and Youth: Understanding the Disparities (May 2018)
- The Every Student Succeeds Act (ESSA): Opportunities for All (June 2018)

Selected Publications

- Getting Started with Restorative Practice in Schools: A Toolkit for Administrators

- A Data Inquiry Guide for Exploring Equity Issues and Solutions

- Lessons from Five Newcomer Schools: Promoting Academic Achievement and Social Well-Being

- Socioeconomic Integration from an Equity Perspective

- Promoting Diversity: A Racial and Socioeconomic Integration Playbook

- The "C" in Family, School, and Community Engagement Toolkit

Case Study of Intensive Project

Coatesville Area School District (PA)
Project Needs Addressed by CEE

- Conducted school visits to establish professional trust.

- Provided on-going technical assistance focused on continued advancement of LEA capacity to address root cause healing gaps and related inequities that impact CASD stakeholders in general and vulnerable children, youth, and families in particular.

- Continued the design, facilitation, and modeling of multi-level professional development through on-site and remote consultations concurrent with culturally sustainable organizational team building.

Coatesville Area School District (PA)
Outputs Generated by CEE

- New anti-discrimination and harassment policies and procedures, namely Policy 103 Nondiscrimination in School and Classroom Practices (adopted March 22, 2016).

- 218 Student Discipline (adopted January 24, 2017)

- 219 Student Complaint Process (adopted January 24, 2017)

- 233 Suspension and Expulsion (adopted January 24, 2017)

- 248 Unlawful Harassment (adopted January 24, 2017), and

- 249 Bullying/Cyber-bullying (adopted January 24, 2017)

Coatesville Area School District (PA)

Building Equity Leaders Training Plan

- Equity Leaders share responsibilities for training and supporting their colleagues with increasing awareness and understanding of issues related to equity.

- During Year 3 of CEE, our technical assistance has scaled to include trainings for parents/families and high school students.

- Selected topics include:
  - Privilege and Implicit Bias
  - Anti-bullying
  - Equitable access to education
  - Advancing as Culturally Competent Educators

Coatesville Area School District (PA) *Outcomes Generated by CEE*

- Increased number of policies and procedures to improve school and racial climate. The superintendent stated:

  The board has made decisions such as revising these policies and even sometimes expanding them beyond what the law might require. So where the law might not require in some instances sexual orientation as a protected [class], they've started to include those things in that policy because they recognize the importance of other work that we're trying to do. Yeah, so it's been powerful.

- Increased educator and district personnel knowledge and understanding of the principles of culturally responsive and equity-focused education.

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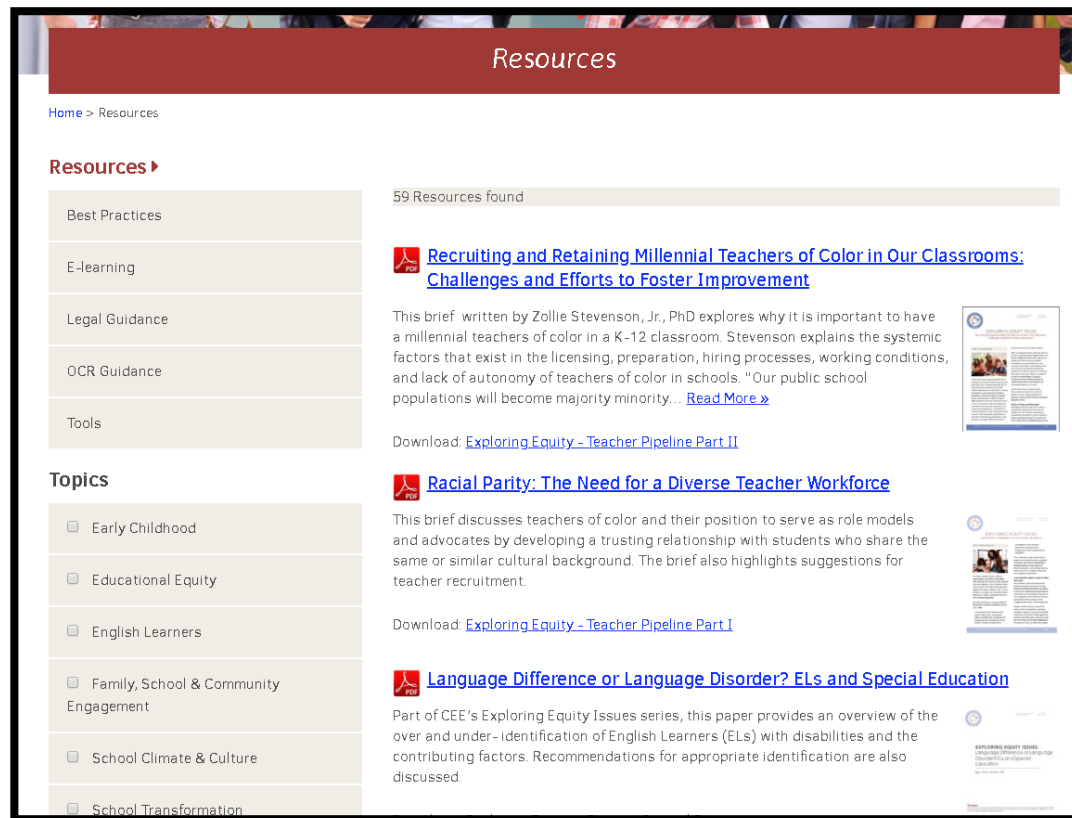
Lessons Learned

To build client capacity to promote equity as a foundation to raise achievement, the following strategies must be in place:

- Data-driven assessment of needs in collaboration with clients.

- Joint problem-solving and development of technical assistance action plans with performance indicators and anticipated outcomes.

- On-going formative feedback for continuous improvement.

- Developing creative solutions with the client that incorporate different perspectives while advocating best practices.

- Relationships *matter.*

Publications

https://maec.org/resources/

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Publications – Socioeconomic Integration

https://cee-maec.org/resource-library/

Webinars

https://maec.org/res/e-learning/


16 Resources found

Using Data Inquiry to Advance Equity

Engaging in data inquiry through an equity lens can help us better understand problems of practice – and identify solutions – that make schools more equitable. This webinar demonstrates the benefits of putting equity at the center of data use in schools and shares the publication that the Center for Education Equity (CEE) created to… Read More »
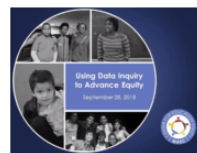
Supporting Homeless Students with the Every Student Succeeds Act (ESSA)

Homeless students face a number of barriers in receiving the education and services they need and deserve.The Every Student Succeeds Act (ESSA) of 2015 increases protections and supports for homeless students that build on those in the McKinney-Vento Act. This webinar seeks to provide schools and school systems with an overview of what these changes look like. It… Read More »

Health Equity and Youth: Understanding the Disparities

According to the CDC, "Health disparities are preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations… Health disparities are inequitable and are directly related to the historical and current unequal distribution of social, political, economic, and environmental resources." This webinar will explore the… Read More »

Race and Racism: Encouraging Understanding and Dialogue to Support the Healthy Development of Students

There has been an increase in the number of incidences regarding racism and bigotry. Educators may not be equipped to help children process these events and make sense of the changing world around them. In this webinar, educators and parents will gain an understanding of how the

Tools

https://maec.org/res/tools/

6 Resources found

📕 School Climate Checklist – Discipline

This tool helps schools determine if they are following the guiding principles developed by the Department of Education regarding improving school climate and equitable disciplinary practices.

Download: School Climate Checklist - Discipline

📕 Equity Audit

Three of our Equity Audit tools combined into one file: Criteria for an Equitable School, Criteria for an Equitable Classroom, and Teacher Behaviors that Encourage Student Persistence.

Download: MAEC Equity Audit

📕 Criteria for an Equitable Classroom – Equity Audit

This tool helps school leaders assess whether or not a classroom provides students with the processes and information that create a positive learning environment so students can perform at their highest level.

Download: Criteria for an Equitable Classroom

Upcoming Equity Breakfast Institute
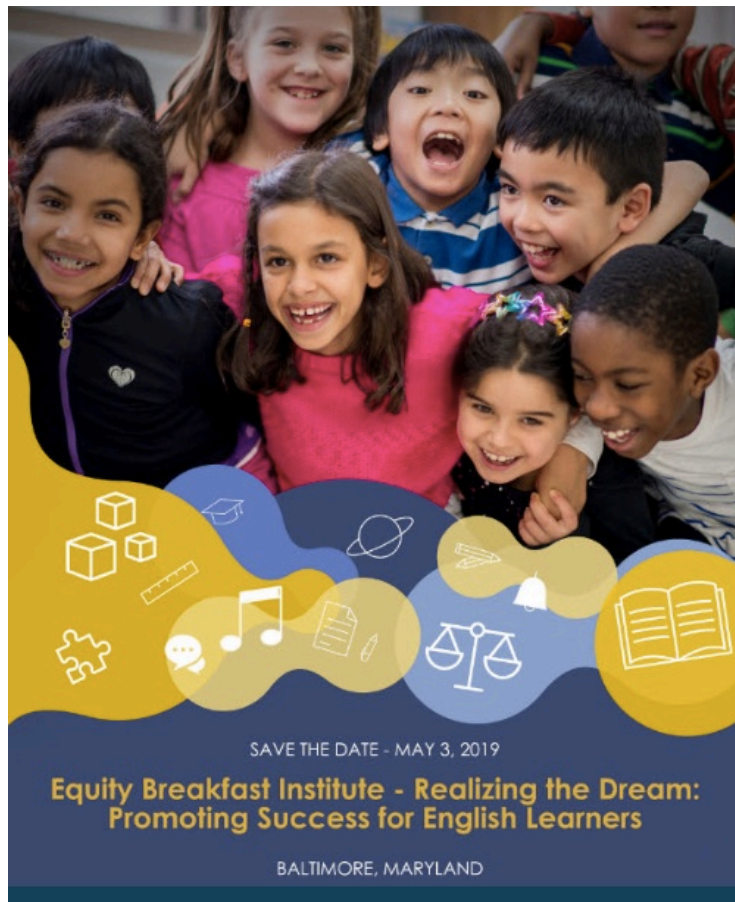
SAVE THE DATE - May 3, 2019

Realizing the Dream: Promoting Success for English Learners

Join us for the Center for Education Equity's second annual Equity Breakfast Institute on May 3, 2019. This event is being sponsored by the Robert M. Bell Center for Civil Rights in Education and the General Counsel's office of Morgan State University and hosted in partnership with CEE and the U.S. Department of Education, Office for Civil Rights, Philadelphia.

The focus of the institute will be on addressing the needs and rights of English Learners, immigrant, and newcomer students in order to support their academic achievement and social-emotional well being. Please save the date! More details to follow.

CONTACT INFORMATION

Maria del Rosario (Charo) Basterra
Vice President and Deputy Director
basterra@maec.org
301-657-7741 ext. 124

Karmen Rouland, PhD
Associate Director of Technical Assistance
& Training
karmen@maec.org
301-657-7741 ext. 113

www.maec.org

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