Leading Into the Future: Opening Doors for Diversity, Equity and Access

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Opening Doors: An Implementation Template for Cultural Proficiency
Someone’s knockin’ at the door
Somebody’s ringin’ the bell
Someone’s knockin’ at the door
Somebody’s ringin’ the bell
Do me a favor, open the door and let em’ in....
Today’s Presentation

- Focuses on your learning and leadership;
- Assumes positive outcomes using the Opening Doors metaphor; and
- Addresses common practices through the lens of equity and access.
- Provides you with ideas / sample activities on how to move your district forward in Cultural Proficiency.
Cultural Proficiency

- Is an **inside-out** Is approach and the theme for our session
  - A commitment to examining our own values, assumptions, and behaviors
  - A commitment to working with colleagues to examine your district’s policies and practices
  - A commitment to being an integral part of the community you serve by learning with and from the community.
  - Is about visible and not so visible differences
  - Is about preparing to live in a world of differences

- Is a worldview, a mindset; it is the manner in which we lead our lives
- Cannot be mandated; it can be nurtured
The Framework for Cultural Proficiency Uses Four Unique Tools

✓ The Barriers
  • Caveats that assist in responding effectively to resistance to change

✓ The Guiding Principles
  • Underlying values of the approach

✓ The Continuum
  • Language for describing both healthy and non-productive policies, practices and individual behaviors

✓ The Essential Elements
  • Five behavioral standards for measuring, and planning for, growth toward cultural proficiency
Tool #1: Overcoming Barriers to Cultural Proficiency

- The presumption of entitlement
- Systems of oppression
- Unawareness of the need to adapt
- Resistance to change

The barriers to cultural proficiency are systemic privilege, oppression, and resistance to change.
Tool # 2: Guiding Principles

• Culture is a predominant force
• People are served in varying degrees by the dominant culture
• Acknowledge group identities
• Diversity within cultures is important
• Respect unique cultural needs

The Guiding Principles are the core values, the foundation upon which the approach is built
Guiding Principles con’t

- The best of both worlds enhances the capacity of all

- The family, as defined by the culture, is the primary system of support in the education of children

- Schools must recognize and adjust to effects of historical oppression - over representation in special education and under representation in gifted programs
What Frames Me?

- Political
- Social
- Familial
- Sexuality
- Ethnicity
- Recreation, physical, mental ability
- Service
- Language
- Social Class
- Age

- Education status
- Family status
- Health status
- Skills, talents
- National, regional, geographical location
- Occupational status
- Military experience
- Customs
- Style
- Gender
In order to fit in, belong, connect, succeed...take away one...take away another one...take away one more.
Do our students and families ever have to give up one...two...all of their identities to fit into our system?
English Language Learner, Transgender, Jewish, Undocumented, Introvert, Socioeconomically Disadvantaged, Autistic, Vegan, Homeless, Deaf, Atheist, Artist, Gay, Jehovah’s Witness, Blended family, Illiterate.

Are the doors open wide for every child and their family?

Are we escorting them through the open doors?

Do we have the vision and the will to open doors that are closed?
Questions that Guide our Work

—What are your, your district’s, and the board’s core values that support equitable learning outcomes for students?

—What standards do you use to ensure equitable learning outcomes for students?
Questions that Guide Our Work

— What barriers to student learning exist within your district, your schools, and you?
— What examples do you have for healthy and unhealthy language, behaviors, policies and practices used by you and your board and staff?
— To what extent are you satisfied with student learning outcomes in your district?
HS Valedictorian/Salutatorian by Gender

- 80% female
- 20% male

Suspension Incidents by Gender

- 38% female
- 62% male
High School Pep Squad by Ethnicity

Suspension Incidents by Ethnicity

Caucasian: 73%
Latino: 18%
African American: 9%

Caucasian: 36%
Latino: 60%
African American: 4%
High School Pep Squad by Ethnicity

- Caucasian: 73%
- Latino: 18%
- African American: 9%

Suspension Incidents by Ethnicity

- Caucasian: 36%
- Latino: 60%
- African American: 4%
Summer School by Free and Reduced Lunch

High School ASB by Free and Reduced Lunch

Non F/R Lunch   F/R Lunch

34%   63%

Non F/R Lunch   F/R Lunch

74%   20%
Summer School by Free and Reduced Lunch

Non F/R Lunch: 34%
F/R Lunch: 63%

High School ASB by Free and Reduced Lunch

Non F/R Lunch: 74%
F/R Lunch: 20%
Tool #3: The Continuum

- Cultural destructiveness
- Cultural incapacity
- Cultural blindness
- Cultural pre-competence
- Cultural competence
- Cultural proficiency

There are six points along the cultural proficiency continuum that indicate unique ways of perceiving and responding to differences.
<table>
<thead>
<tr>
<th>Cultural Proficiency</th>
<th>Are we escorting students through open doors?</th>
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<tbody>
<tr>
<td>Cultural Competence</td>
<td>Is the door wide open?</td>
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<tr>
<td>Cultural Pre Competence</td>
<td>Is the door opening?</td>
</tr>
<tr>
<td>Cultural Blindness</td>
<td>Is the door cracked open?</td>
</tr>
<tr>
<td>Cultural Incapacity</td>
<td>Is the door partially closed?</td>
</tr>
<tr>
<td>Cultural Destruction</td>
<td>Is the door slammed closed?</td>
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DO WE HAVE THE WILL AND THE VISION TO OPEN DOORS THAT ARE CLOSED?

5/3/2017
Cultural Destructiveness
Door Slam Closed

Hostility/Negativity, Seeks to Eliminate the Culture of Others

- I don’t want those kids in my class/school
- They don’t value education
- I’m not working at that school
- I never want to see that child again.
- If the boundary changes, we’ll lose the good kids
- Use of humiliation, sarcasm, abuse
Cultural Incapacity
Door Partially Closed

Dismissive/Blaming: Seeks to Make the Cultures of Others Appear to be Wrong or Less Than….

- Questioning qualifications
- Mispronouncing or making fun of unfamiliar names;
  - *With an accent like that, she couldn’t be very smart*
  - *We tried that and they still didn’t come.*
- *I’m very successful when working with ‘normal kids’*
- *The growing special education population is a burden on our school.*
- *The neighboring district is even worse than we are…they are more diverse*
Cultural Blindness
Door Cracked Open

Refusing to Acknowledge / Unable to see Culture

- Ignoring access/achievement gaps
- Behavior problems vs. cultural differences
- *I don’t see color; I treat all kids alike*
- *What’s wrong with what we are doing; most are doing well*
- *Don’t be so sensitive; I was just kidding*
- *If he doesn’t want attention, he shouldn’t wear nail polish.*
- *Girls play on Thursdays….boys play on Fridays.*
- *I’m not talking about your husband….he’s different.*
- Assumptions……
Cultural Precompetence

Door Opening

*Begin to know what we don’t know; becoming aware of culture*

- Begin to recognize and question issues of disproportionality
- *We are trying to teach the kids who used to go to school here*
- *What do they know that we don’t know?*
- *I could tell it was the AP class as soon as I walked in.*
- *Why are there no students on F / R lunch in the wind ensemble?*
Cultural Competence
Door Wide Open

Doing/Speaking Up

- Students and visitors can see images like and different from them... A child can look up and find herself....
- Disaggregated data drives decision making to develop strategies for inclusion.
- Speaking up against actions that don’t reflect our values is invited.
- *How can we give credit for assignments that require personal resources?*
- *Why are the students in continuation high school going to school half day?*
Cultural Proficiency
Escorting Through Open Doors

Advocacy for Opening Doors
Lived commitments to

- Advocacy for all
- Social justice; doing what’s right for students
- Realization that Cultural Proficiency is a ‘process’ not an event
- Equity is giving what is needed....not the same
- “We will do whatever it takes…”
- “Just opening the door is not enough”
- “Do our actions reflect our values? ...If not, we have to change our values or change our actions.”

- AP Classes from destructive to proficient
Tool #4: Essential Elements for Cultural Competence

- Assess Culture
- Value Diversity
- Manage the Dynamics of Difference
- Adapt to Diversity
- Institutionalize Cultural Knowledge

The Essential Elements of cultural proficiency provide the standards for individual behavior and organizational practices.
Actions and Values

• “Don’t tell me what you value…show me what you do and I’ll tell you what you value.”

• Do our actions reflect our values?
• Do our values reflect our actions?
XXX Unified School District Vision / Mission Statements

• We will provide opportunities for all students to reach their highest academic and intellectual competencies.

• We will value and celebrate diversity and treat all people with dignity and respect.

• We will embrace families and community as partners in education.
We will provide opportunities for all students to reach their highest academic and intellectual competencies.

- Have we disallowed students into GATE classes?
- Have we supported referrals to special education assessment before all alternatives have been explored?
- Have we employed grading practices that do not accept late work?
- Have we denied students the opportunity to stay at the school that’s been “home” because they no longer live in the attendance area or no longer need the level of Special Education services?
- Have we disallowed students the opportunity to go through promotion ceremonies based on behavior?
- Have we allowed one bus to arrive late to school consistently?
- Do we shorten the days of our credit deficient students?
- Do we assign the class of “office or P.E. assistant” to our struggling students?

Do we have the will and vision to open the doors that are closed?

If the answer is yes...
We will value diversity and treat all people with dignity and respect.

- Have our students had to have personal funds to participate in many school activities? (athletics, music, clubs, field trips)
- Have we given extra credit for attending outside events that require finances or transportation?
- Have we given assignments that require glue, glitter, cookie dough, tag boards etc?
- Have we promoted organizations on our campuses that do not reflect the core value of the mission?
- Have we excluded students from proms?
- Have we placed children in environments where we would never put our own children?
- Have we refused to feed a child a full meal because they are late in payment?

If the answer is yes...

Do we have the will and vision to open the doors that are closed?
We will embrace families and community as partners in education……

- Have we only held parent conferences, SSC meetings, PTA meetings during the afternoon hours?
- Have we held picture days, special activities on Jewish holidays?
- Have we held events that are exclusive such as mother / daughter, father / son, grandparent’s day?
- Have we conducted parent meetings exclusively in English?
- Do we offer perfect attendance awards and dismiss those who have alternate celebrations from the school calendar?
- Have we outpriced parents from participating in fundraisers?
- Have we had students participate in mother’s day, father’s day, Christmas and Easter gifts and activities?
- Have we excluded children from Back to School nights?

If the answer is yes……

Do we have the will and vision to open the doors that are closed?
RESULTS?

✓ Suspensions
  ✓ 2008: 12%   2014: 5%

✓ Expulsions:
  ✓ 2008: 61   2014: 17

✓ Dropout Rate
  ✓ 2008: 10.7%   2013: 6.1%

✓ English Proficiency
  ✓ 2003: 34.5%   2013: 56.2%

✓ Redesignation
  ✓ 2003: 33   2013: 283

✓ STAR Results: Grade 7
  ✓ ELA 2003: 48%   2012: 67%
  ✓ Math 2003: 37%   2012: 56%
Cannot Be Measured by a Score

- Diversity of an AP class
- Clubs on Campus
- Parents attending evening conferences
- Families having dinner at BSN
- Staff members introducing their family
- Diversity of the Wind Ensemble
- Students in library during evening hours
- Parents riding the bus to Open House
- Culturally diverse books in libraries
- Parents without permanent shelter picking up their mail
- Students dancing……..
Next Possible Steps Specific to the Superintendent

- Discuss, notice, research policies, behaviors, practices, attitudes, procedures that are door closers and openers with your leadership teams.
- Find door closing policies, practices, procedures that are district wide and make the change.
- Consider intentional changes as part of the goal setting / evaluation.
- Book clubs, article reads, activities, ongoing opportunities
Next Possible Steps Specific to the Superintendent

- Explore the value of your current vision, mission and guiding principles? Do the values reflect your actions?
- Listen to the stated values in the voices of your students.
- Find ways to educate the administrative, certificated and classified staff, parents, students, community and board members.

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Open the door and come on in
I’m so glad to see you, my friend
You’re like a rainbow, coming around the bend
And when I see you happy
Well it sets my heart free
I’d like to be as good a friend to you, as you are to me

OPEN THE DOORS....JUDY COLLINS
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