

The Urgency of

NOW

LEADING IN A TIME OF

CONSCIOUSNESS

“We are now faced with the fact that tomorrow is today. We are confronted with the fierce urgency of now. In this unfolding conundrum of life and history, there is such a thing as being too late. This is no time for apathy or complacency. This is a time for vigorous and positive action.”



How would you define...

Diversity

Inclusion

Equity

The lens we look through. . .

Reflection

What areas on the wheel do you find yourself **NOT HAVING** to think much about?

What areas on the wheel do you find yourself having to “navigate” societal norms? If any?

Why? Why not?



Privilege

Privilege isn't so much what you have, but what you don't have to think about or negotiate.

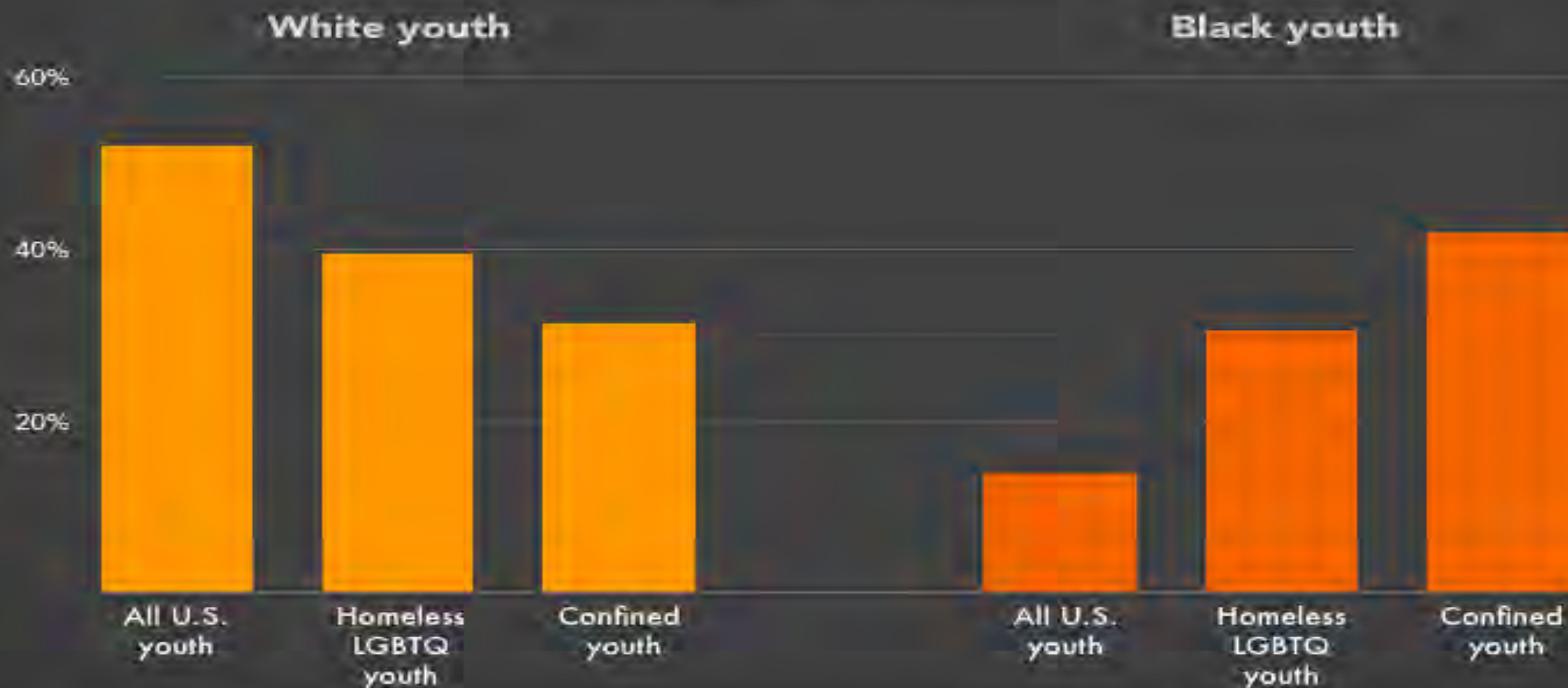
It does not mean someone's life was "made easy" but it does mean that this factor did not make life more difficult.

Why Race?



Racial disparities in LGBTQ youth homelessness and juvenile justice system confinement

Black LGBTQ youth are disproportionately homeless, which may contribute to the disproportionate confinement of Black youth in residential placement facilities.



Sources: The Annie E. Casey Foundation's Kids Count Data Center; *Serving Our Youth 2015: The Needs and Experiences of Lesbian, Gay, Bisexual, Transgender, and Questioning Youth Experiencing Homelessness* (2015) by the Williams Institute with True Colors Fund; and the Census of Juveniles in Residential Placement (2015)

DEPARTMENT OF EDUCATION SUSPENSION DATA FOR GIRLS AND BOYS

SUSPENDED **3x** MORE



WHITE BOYS



BLACK BOYS

SUSPENDED **6x** MORE



WHITE GIRLS



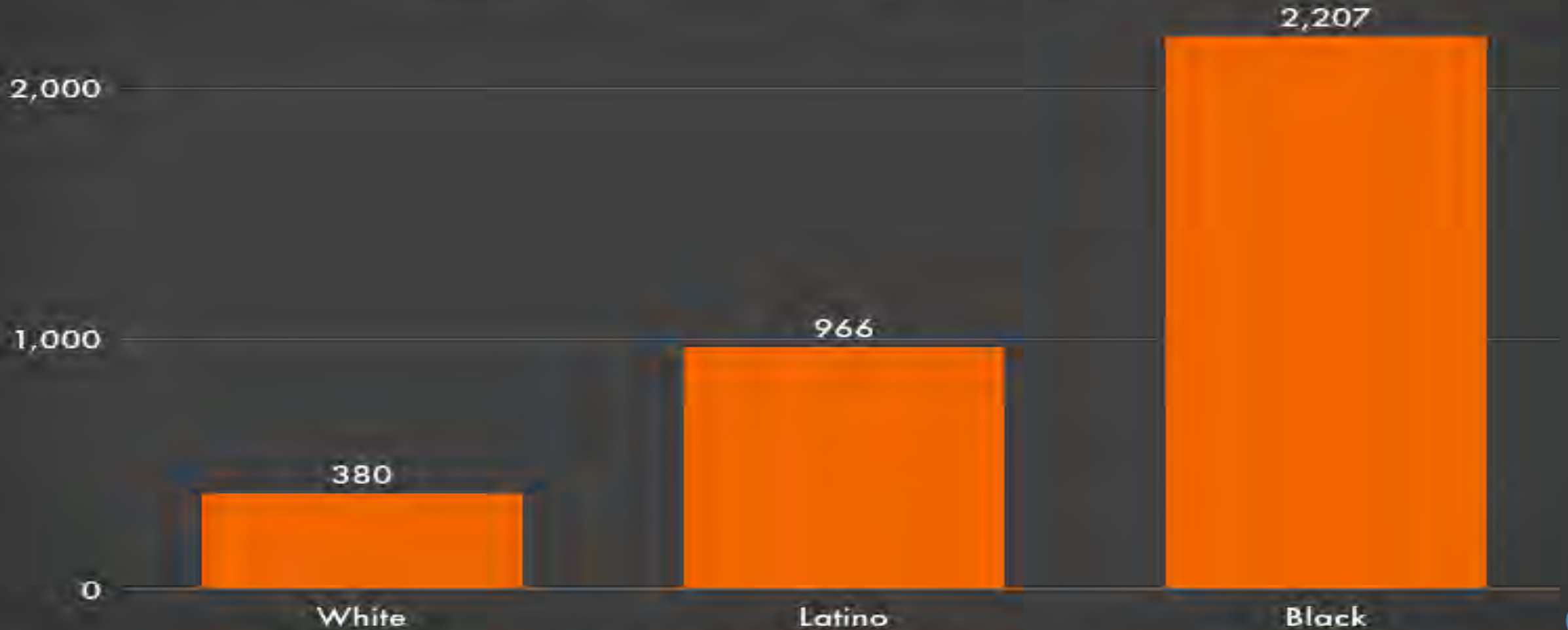
BLACK GIRLS

Figure 1: Intra-gender comparison of suspension rates. Department of Education, school year 2011-2012



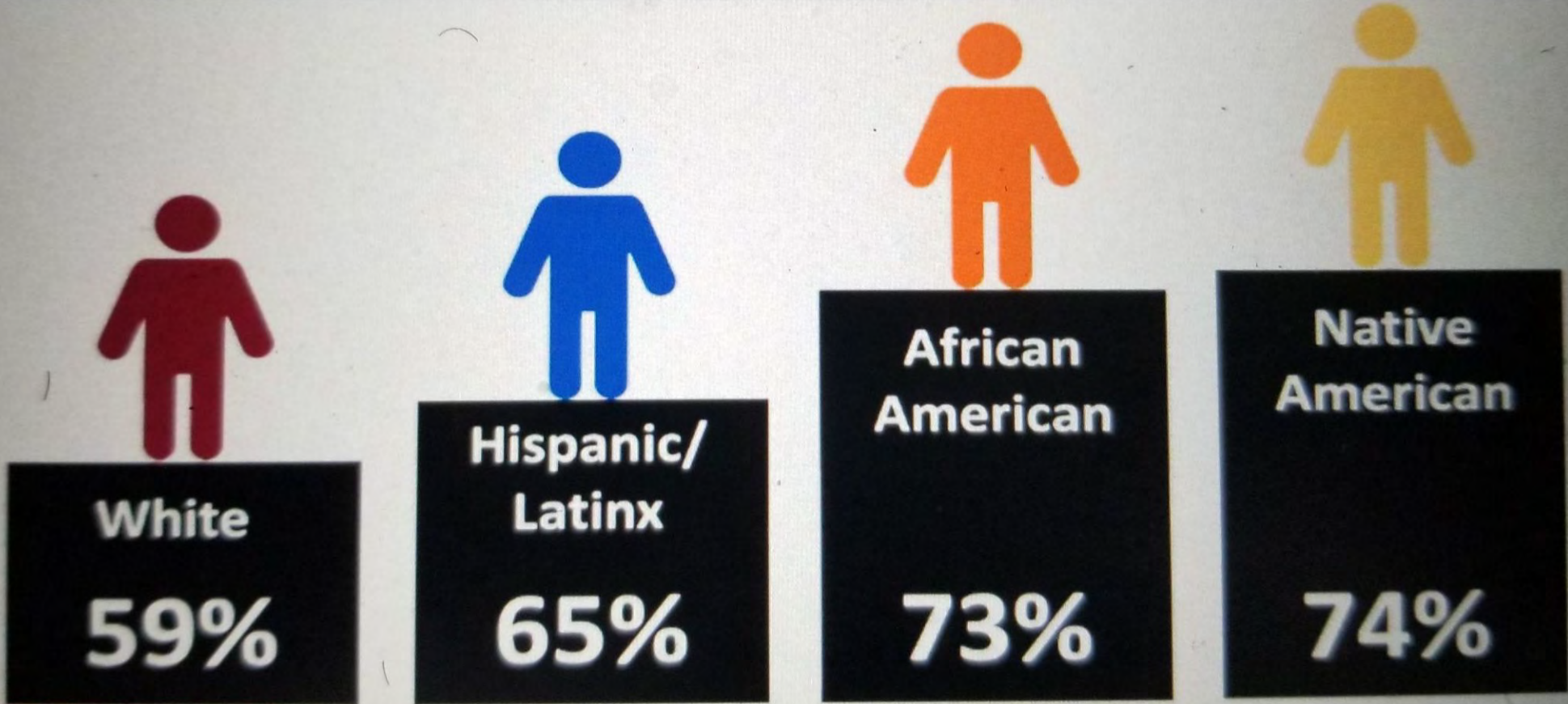
United States incarceration rates by race and ethnicity, 2010

(number of people incarcerated per 100,000 people in that group)



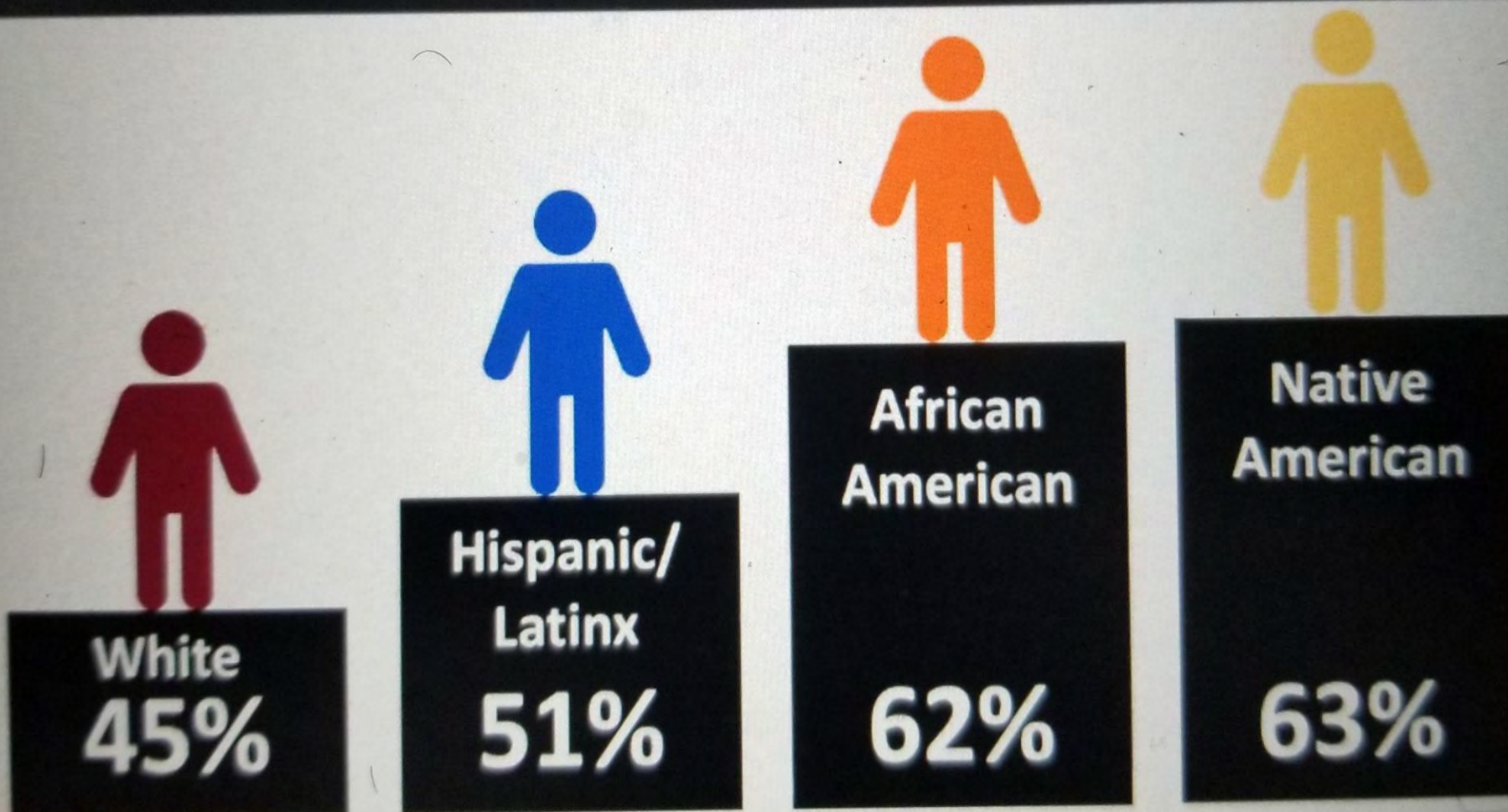
Source: Calculated by the Prison Policy Initiative from Bureau of Justice Statistics, Correctional Population in the U.S., 2010 & U.S. Census 2010 Summary File 1.

HOUSING INSECURITY LAST 12 MONTHS



FOOD INSECURITY

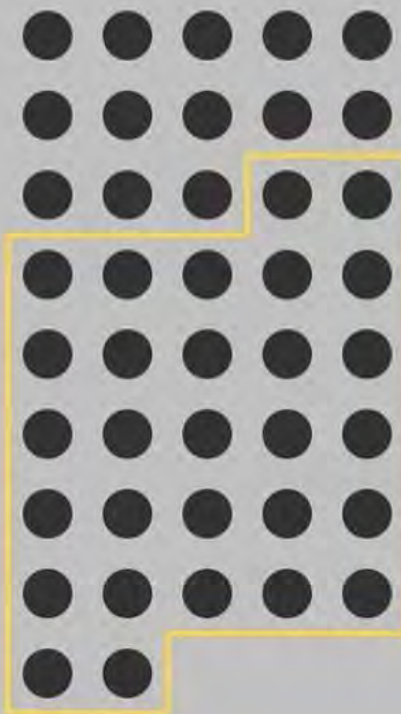
LAST 30 DAYS





Out of every 100,000 live births, 42 Black women die of pregnancy-related causes, more than three times the rate for white women.

BLACK MOTHERS | 42



WHITE MOTHERS | 13

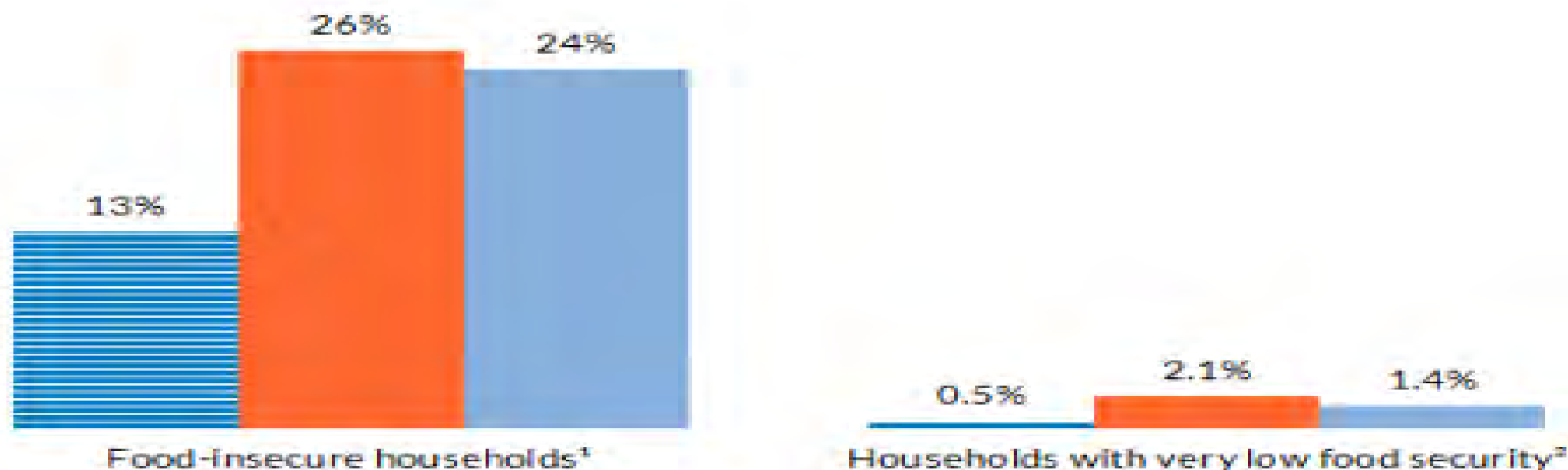


← **29 more Black women** die from pregnancy or postpartum complications than white women.

MORTALITY DURING PREGNANCY BY RACE IN THE U.S.

Percentage of Children (Ages 0-17) in Food-Insecure Households, by Race and Hispanic Origin: 2016

■ Non-Hispanic white ■ Non-Hispanic black ■ Hispanic



¹ Either adults or children or both were food-insecure. At times they were unable to acquire adequate food for active, healthy living for all household members because they had insufficient money and other resources for food.

² In these households, eating patterns of one or more children were disrupted and their food intake was reduced below a level considered adequate by their caregiver. Prior to 2006, the category "with very low food security among children" was labeled "food insecure with hunger among children." USDA introduced the new label based on recommendations by the Committee on National Statistics.

Source: Coleman-Jensen, A., Rabbitt, M. B., Gregory, C. A., & Singh, A. (2017). Statistical supplement to household food security in



FROM INVITATION
TO INCLUSION
TO BELONGING

1954



What happened to all of the Black educators?

How Did You FIRST Learn About FAIRNESS?

- How old were you?
- What was the situation?
- What did you learn?

E

Q

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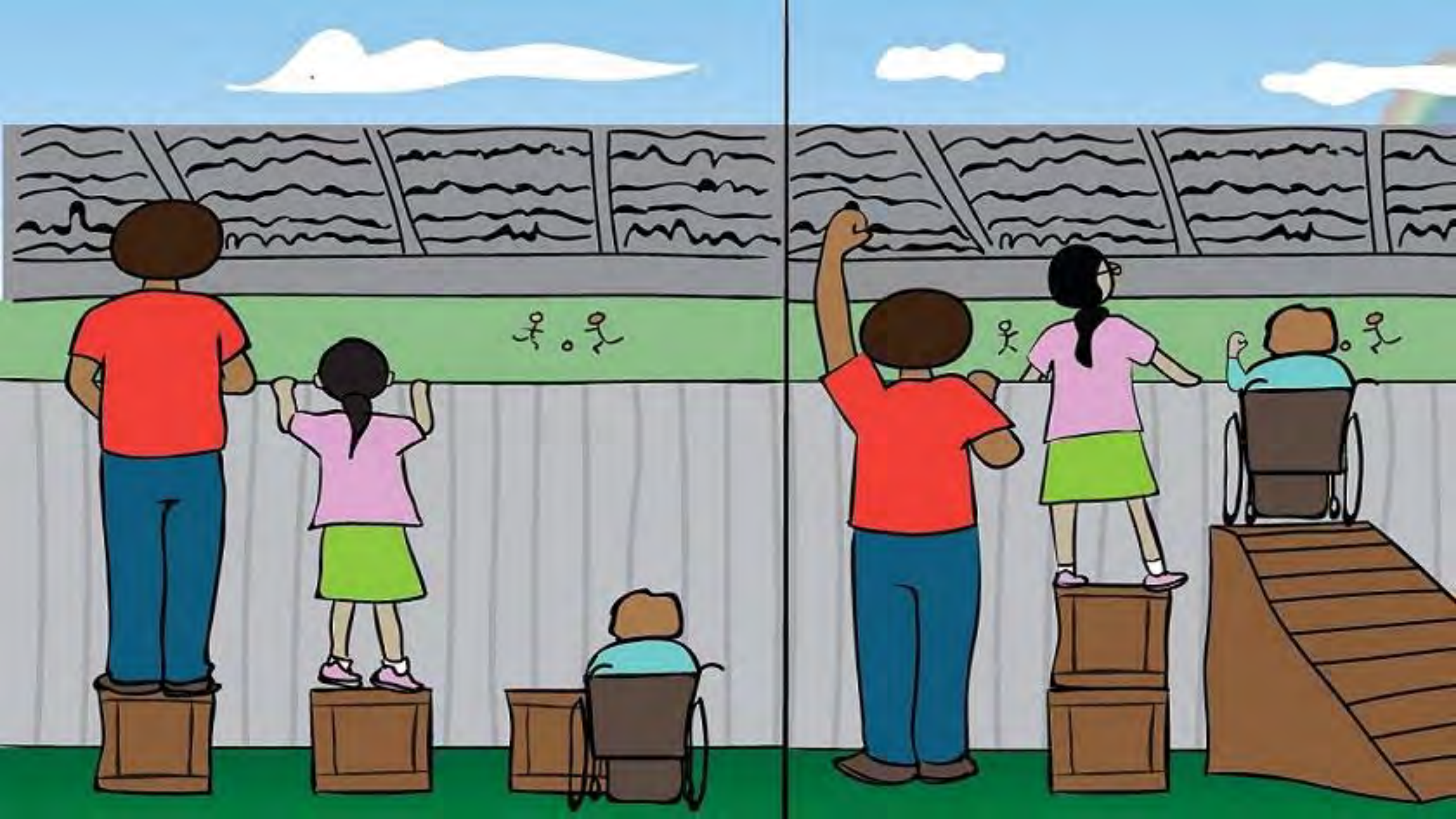
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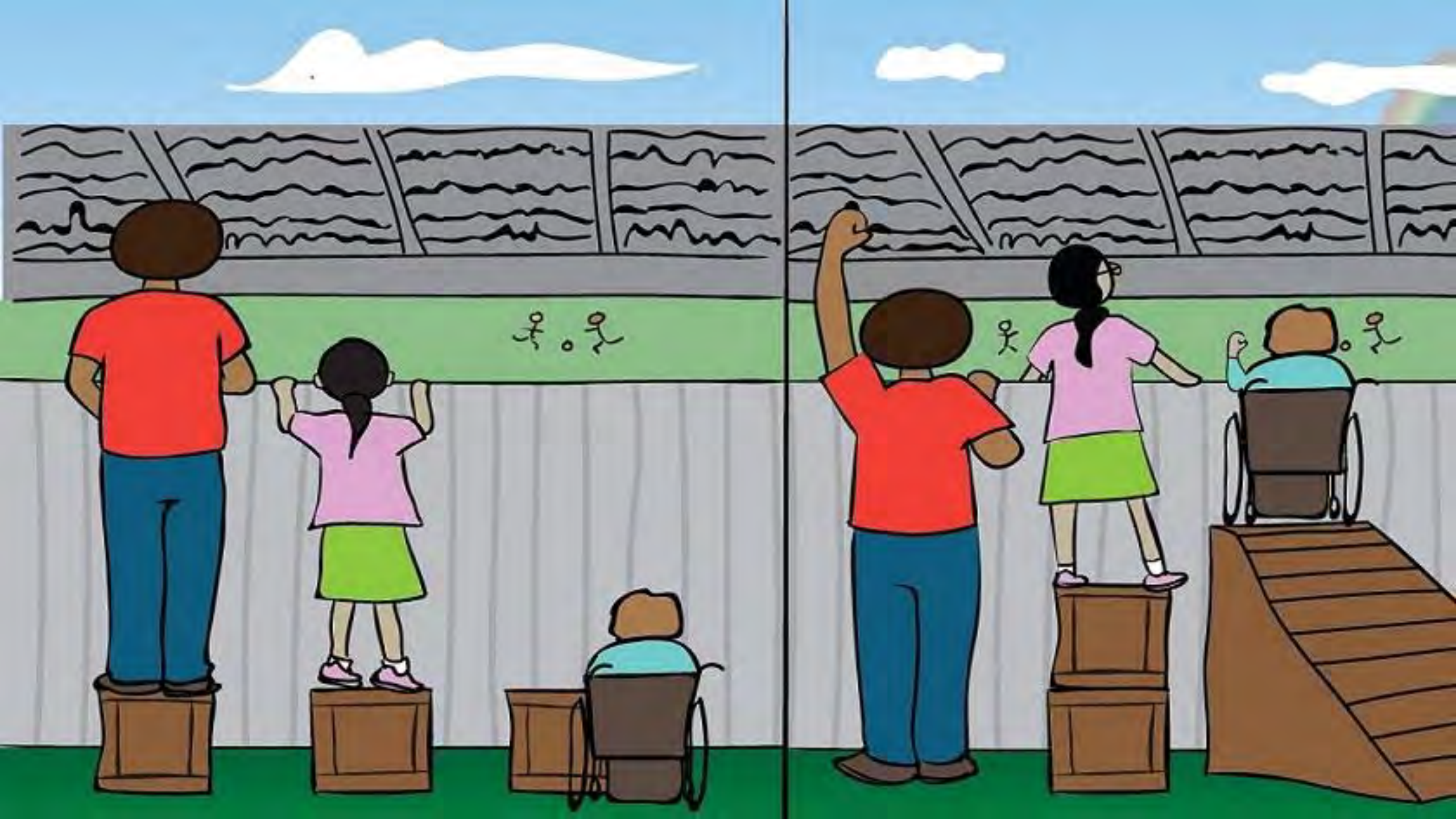
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EQUITY

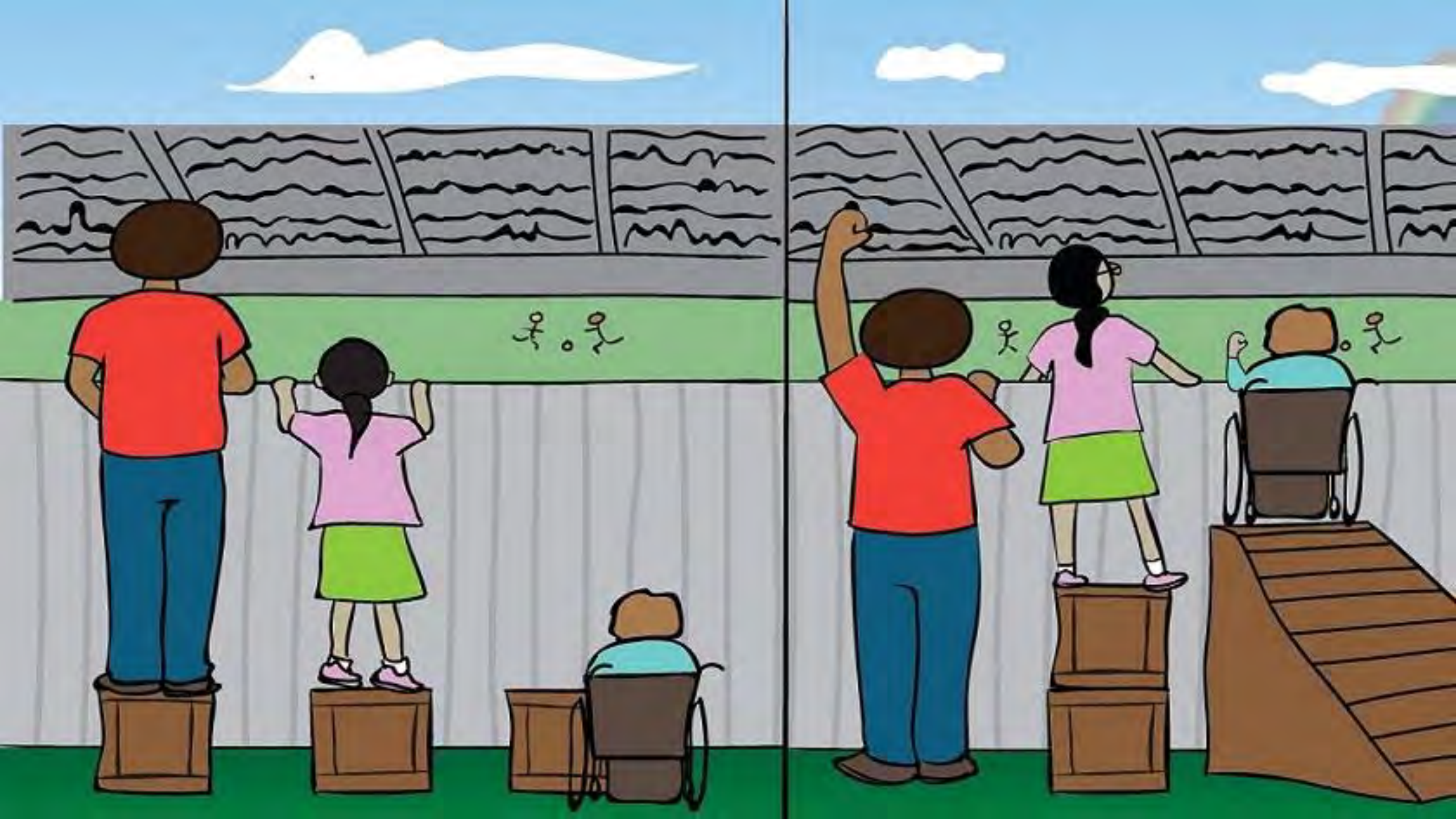
**EQUITY = EVERYONE GETS WHAT THEY
NEED TO THRIVE**

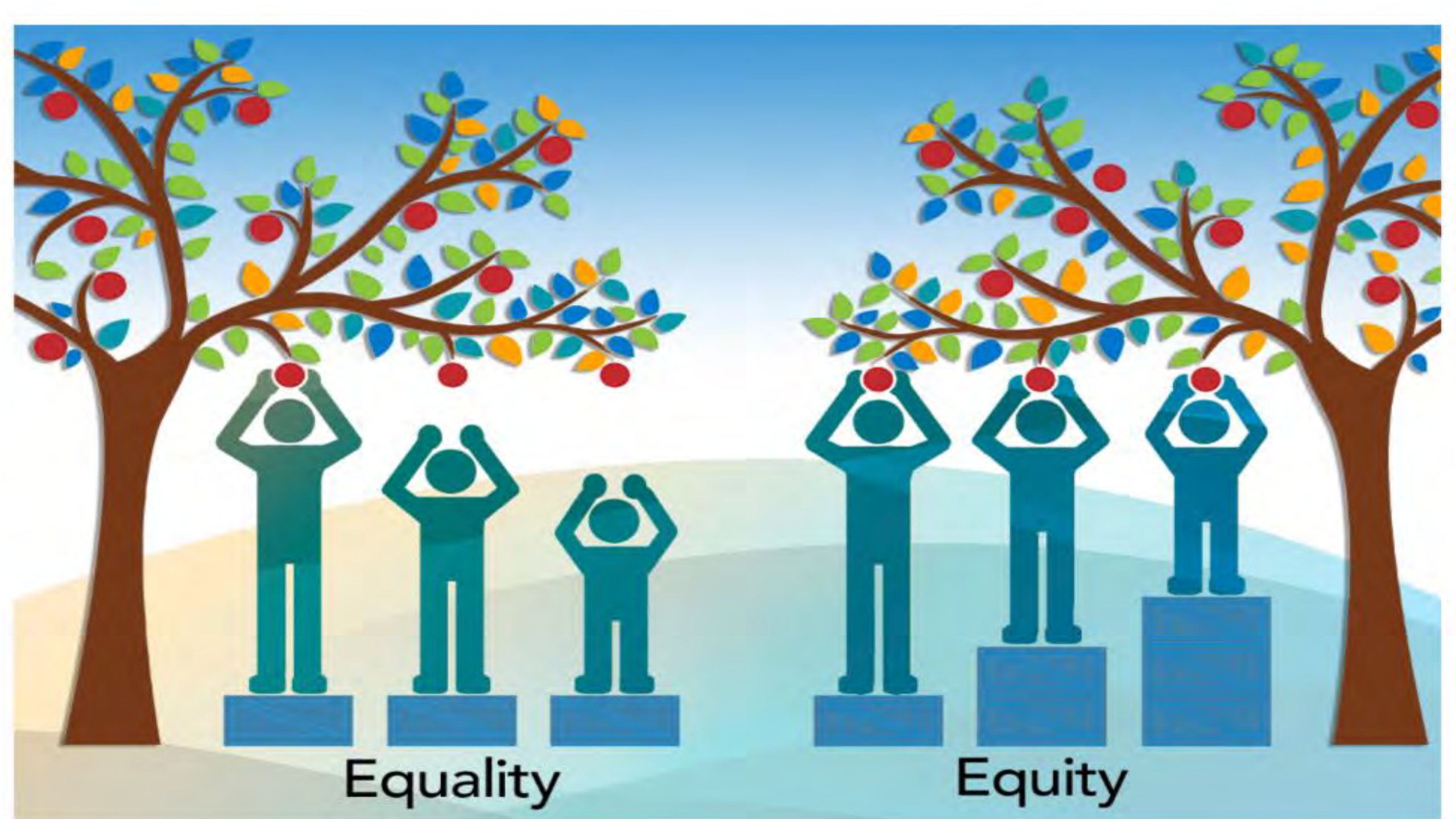


Which one is FAIR?



Which one is JUST?





Equality

Equity

SOMETIMES THE BIGGEST OBSTACLE TO
TRUE EQUITY (RACIAL EQUITY) IS...
DIVERSITY
&
INCLUSION

C  COURAGE

BOTH/AND LENSES



Intent/Impact



Difference/Sameness



Individual/Group



Whole/Part

Which lens....

Is naturally speaking to you the most?

Is challenging you the most?

BOTH/AND LENSES



Intent/Impact



Difference/Sameness



Individual/Group



Whole/Part



Responsible/Not My
Fault



Self Reflection/Action



Challenge/Support



Valued/Flawed

Which lens....

Is naturally speaking to you the most?

Is challenging you the most?

EQUITY System Continuum

Adapted from PBSA

1

Equity as a misunderstanding

- Equity is not yet defined, understood, or shared by most school leaders.
- School leaders and staff often confuse equity with equality or equity with nondiscrimination.
- Equity is often discussed in compliance to state and national laws and policies that mention equity, but equity is not yet an integral part of the entity's conversation or practice throughout.

2

Equity as a topic

- Equity is identified as an important aspect of the school system.
- Educational leaders and staff know the difference between equity and equality.
- Yet, equity is a distinct topic within the education system, like curriculum, teacher preparation, transportation and school discipline.
- Educational stakeholders may understand the importance of equity, but they approach equity as separate from other aspects of their education system.

3

Equity as a recommendation

- Equity influences several aspects of the education system but is not yet incorporated into the structure of the education system.
- Equity serves as a recommendation for school leaders and begins to inform decision-making and practices for those who choose to focus on equity principles, like cultural proficiency for district professional and support staff. But an equitable lens is not yet infused into the foundation of the system.

4

Equity as the foundation

- Equity is the foundation that frames every aspect of the educational system from curriculum adoption to professional development.
- An equity lens informs family and community engagement efforts, and is considered an important approach to school climate.
- The practice of equity is shared across education stakeholders.
- School leaders approach every decision, practice and policy with an equity lens.



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Dr. Martin Luther King Jr.

**WHY DO YOU FEEL THIS
WORK
IS MEANINGFUL FOR YOU
& DISTRICT?**