

Equity is...

**How to Make Extended Learning
Programs Purposeful**

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AGENDA

- Understanding equity
 - Equity vs. Equality
- Understanding your students
 - Identifying student needs
- Addressing disparities in funding
 - Formulas and spending norms
- Designing systems of support
 - Extended learning programs

Ground Rules

Four Agreements

(from *Courageous Conversations*)



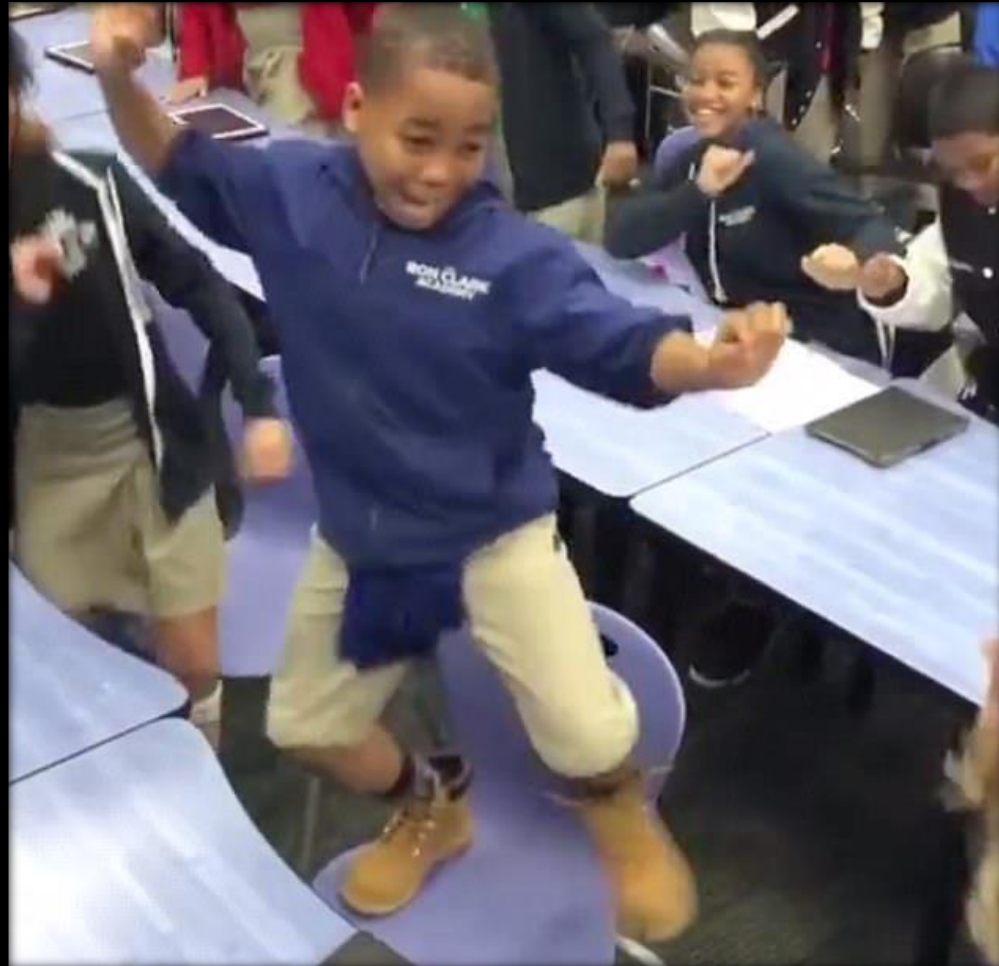
- Stay Engaged
- Speak YOUR Truth
- Experience Discomfort
- Expect and Accept Non-Closure

CURRENT REALITY

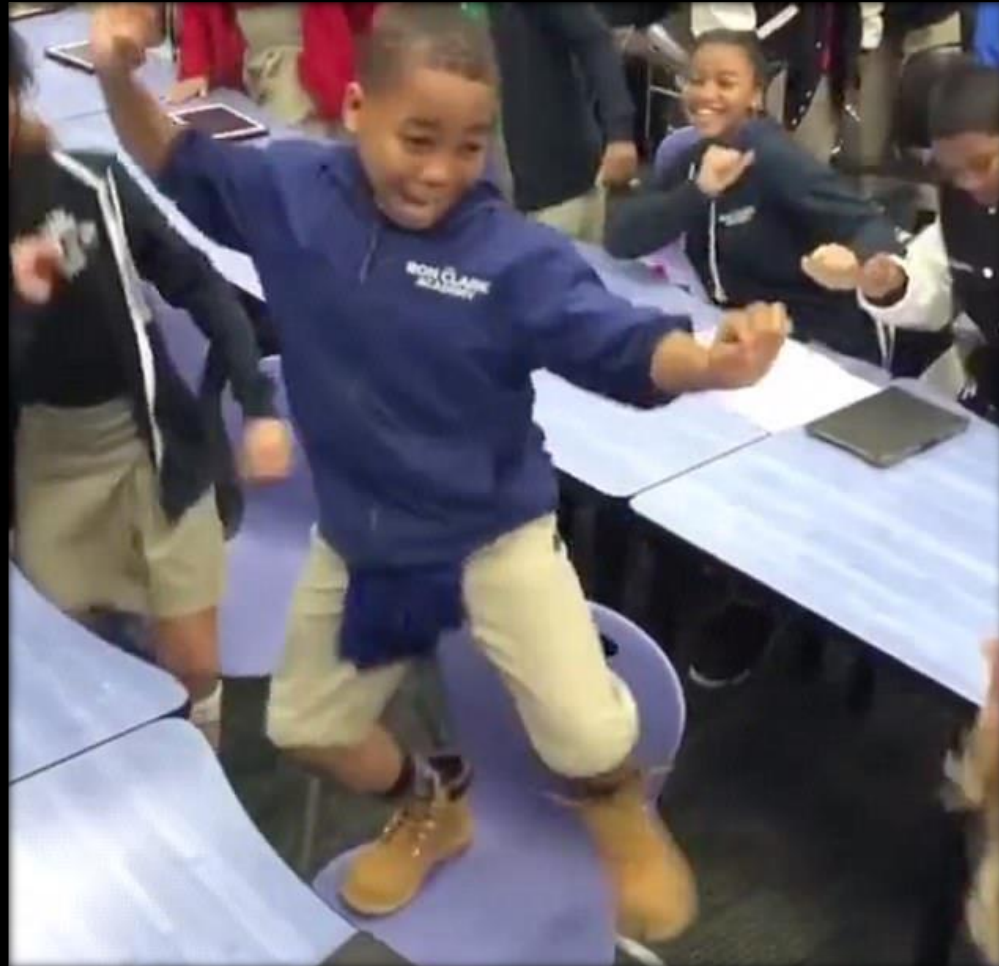
Many of our students:

- Are impacted by poverty and trauma, as well as diverse cultural backgrounds that often differ from staff and faculty.
- Experience inequity of resource distribution (i.e. facilities, staff, etc.) and impact of educational gaps (i.e. achievement, access, etc.).
- Lack exposure and understanding to culturally relevant instruction and skills on how to self-advocate effectively for social change.
- Experience disparities in school discipline based on race, gender, ability, and socio-economic status.

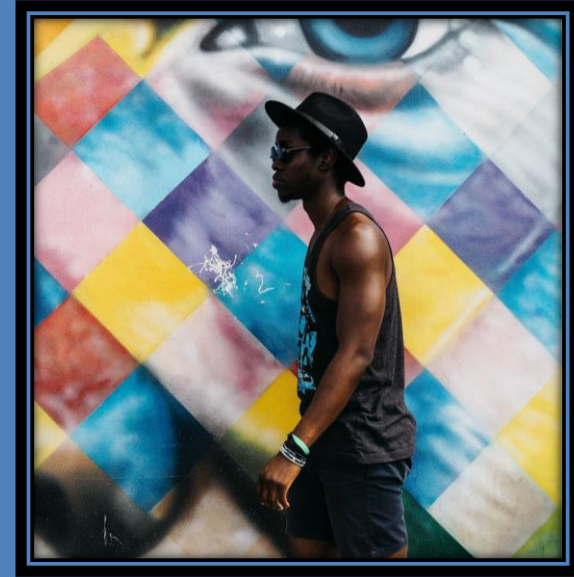
Who Do We See



Who Do We See



Who They Really Are



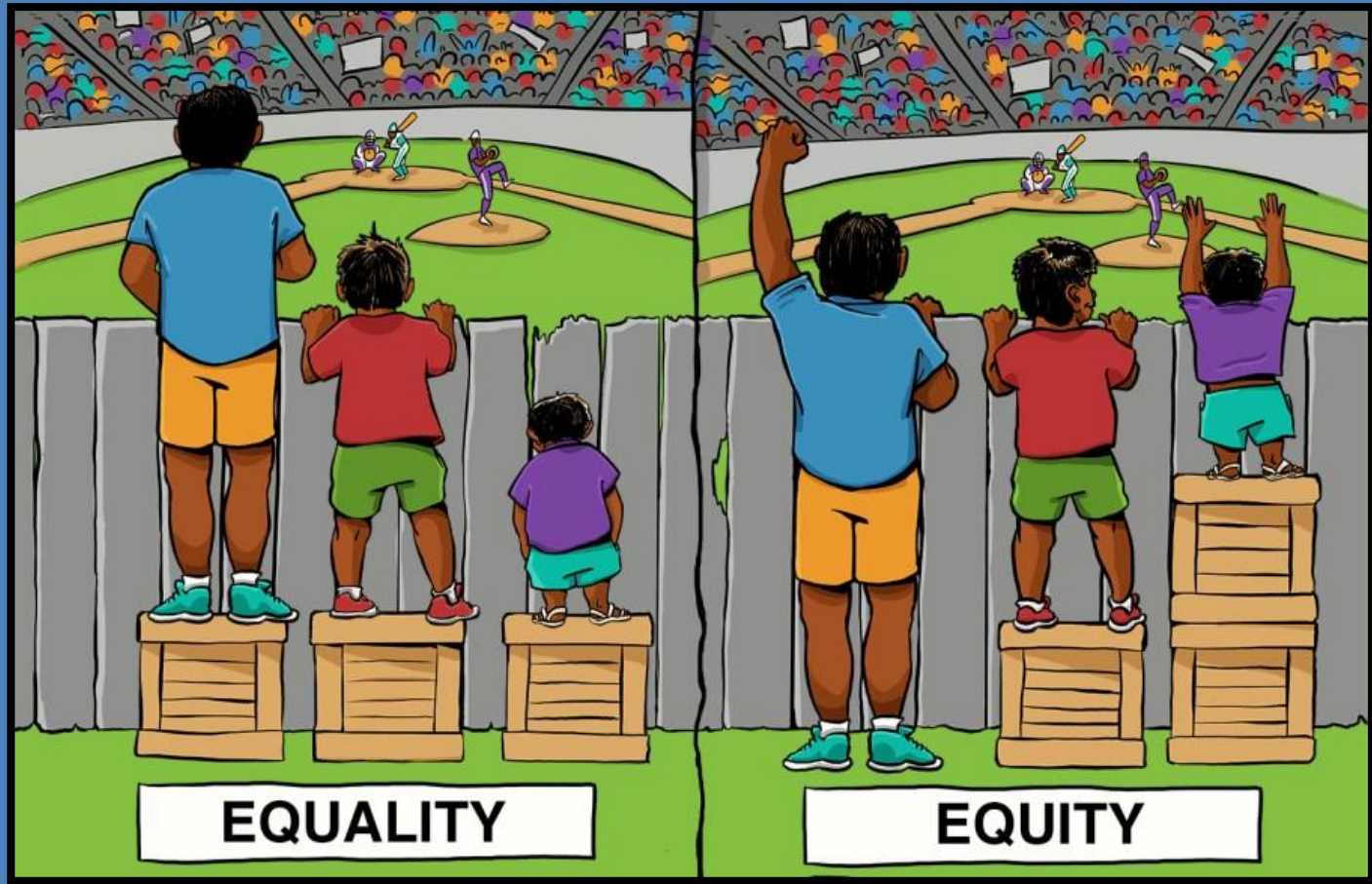


Today...



“Our children may not be equally gifted, but they are all without question equally deserving”

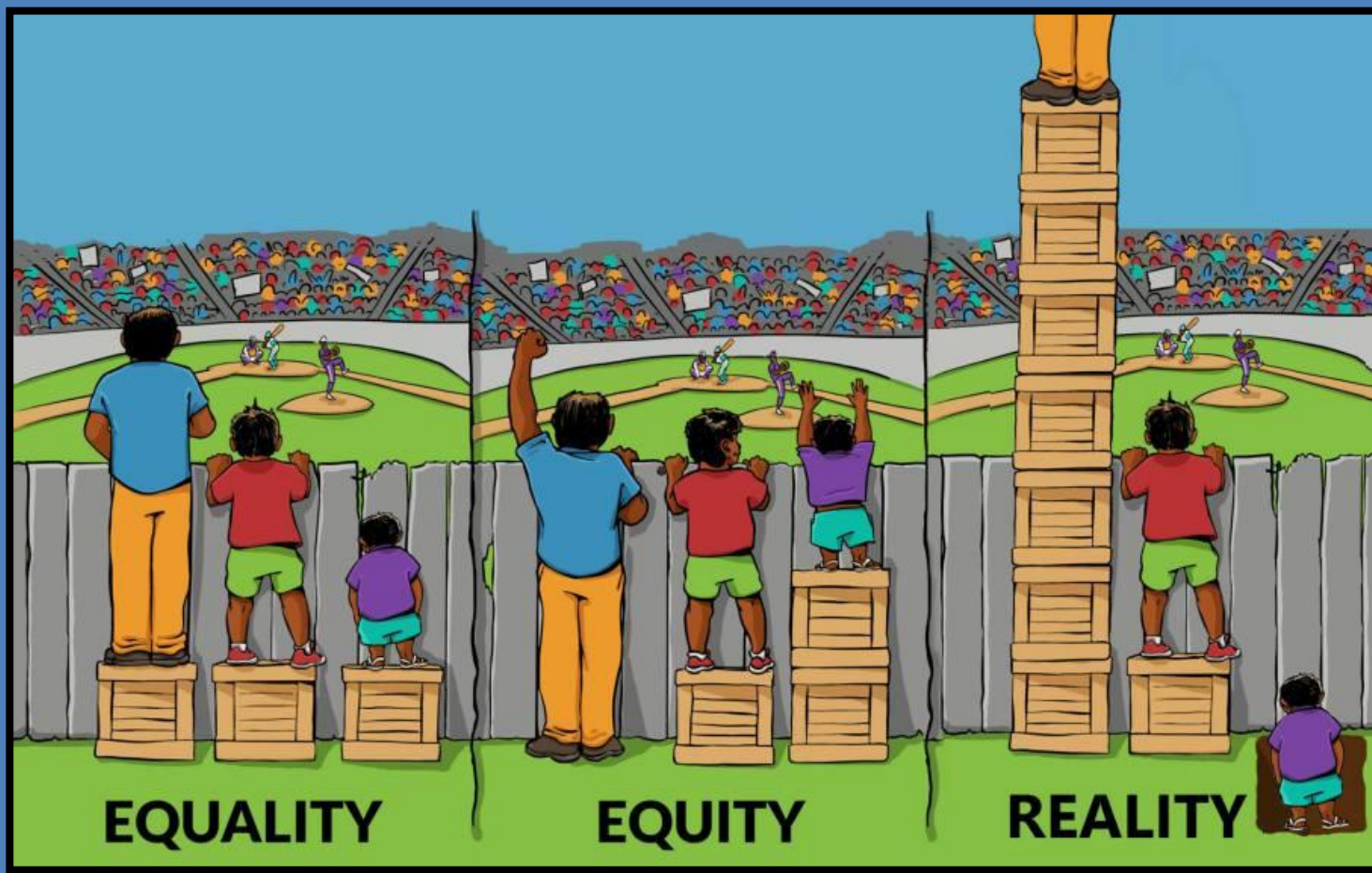
What We've Seen



Thoughts



Where We Are



Thoughts



What We Want



ADAM GLANZMAN/GETTY IMAGES

Thoughts



Equity is...

Equity means the learning needs of every student are supported in an environment where all students are valued; respected; and experience academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, disability, native language, national origin, or immigration status.

Seeing Equity

THE EQUITY LENS



For any policy, program, practice, or decision, consider:

- What racial/ ethnic groups are affected/ impacted?
- Does the program ignore or worsen existing disparities?
- How have stakeholders been involved?
- What are the barriers to more equitable outcomes?
- How will negative impacts/ barriers be mitigated?

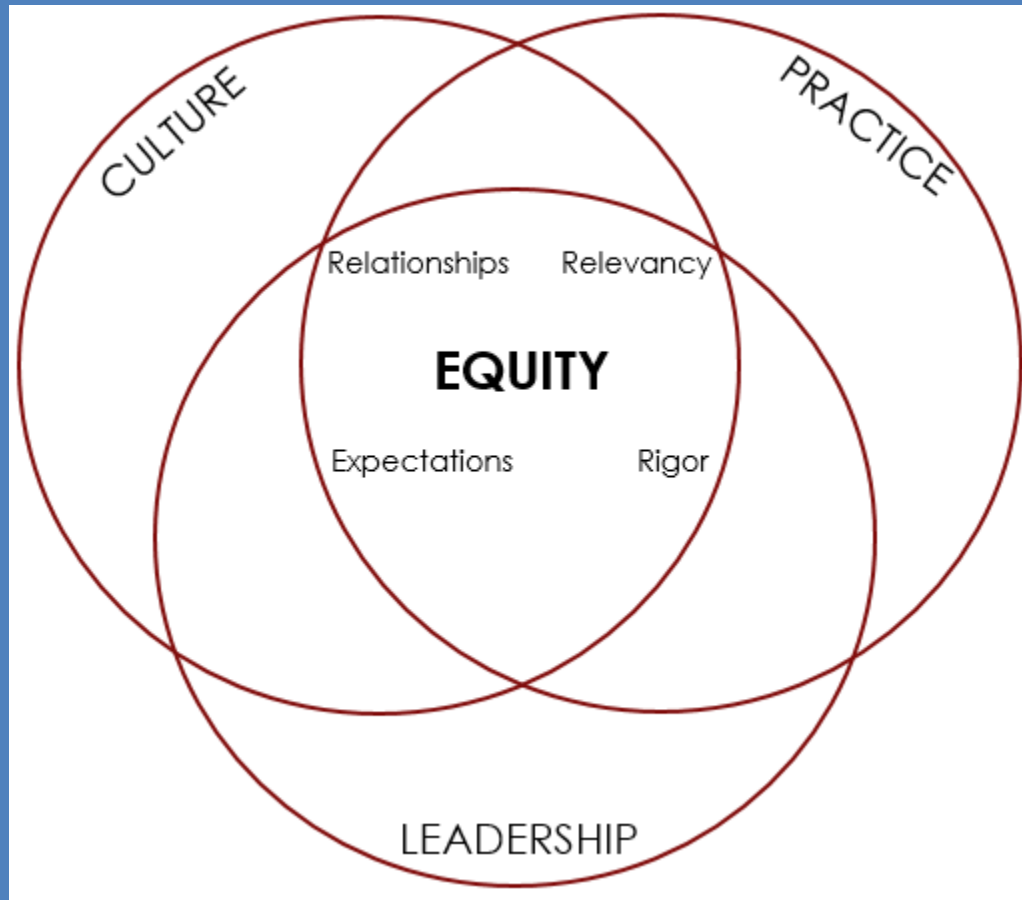
Equity Framework

Educational equity: When educators provide all students with the individual support they need to reach and exceed a common standard.

How do we reach the goal of educational equity?

By implementing an **equity framework** to focus the strategies we are using in the district/school/classroom/ELPs

Equity Framework



Equity Framework

What are words or phrases that describe/define what Culture, Practice, and Leadership look like?



Relationships

Relevancy

Rigor

Expectations

Equity Framework

Relationships: help the student believe in the teacher's high expectations, engage with the rigorous curriculum, and respond to the relevancy of the learning.

Relevancy: connects the learner with the instruction and curriculum (content that is familiar and/or of interest to students, so that students are motivated to engage in the learning process).

Expectations: set the bar high for achievement (establish and maintain a culture of high expectations for every student, because every student is capable of learning).

Rigor: provides the skills and learning the student needs to succeed (high caliber skills and learning take place because it is what students require to obtain academic success).

Extended Learning Programs

What do effective Extended Learning Programs look like?

How do we get students excited about them?

STEM Camps

Promote:

Productivity

- Active engagement
- Problem-solving skills
- Logic/creativity

Ideas for Future Careers

- STEM field jobs
- Computer science
- Scientific research

Easier Transitions

- Middle school
- High school

Examples of what to expect at the next level
Time to explore the school and find out
what resources are available



STEM Camp at Mary Munford Elementary

Culinary Programs

Promote:

Mathematics

- Number concepts
- Measurement
- Data collection
- Fractions

Science

- Life science (plant growth)
- Physical science (states of matter)
- Scientific method

Arts

- Edible Art
- Painting/Drawing seasonal goods

Literacy

- Recipe writing
- Extended vocabulary
- Literary research



Junior Iron Chef RVA



College Readiness

21st CCLC College partnerships

Virginia Union and John Marshall High School

Saturday Academy



Personal Framework

| Culture | Practice | Leadership |
|--|--|--|
| Strategies I use to build my own cultural competency and positive learning culture: | Strategies I already use to deliver equitable instruction for students: | Strategies I use to be an effective leader of equity: |
| Strategies I could use to build my own cultural competency and positive learning culture: | Strategies I could use to deliver equitable instruction for students: | Strategies I could use to be an effective leader of equity: |

Institutional Framework

Think about the specific efforts made towards equity in your district/school/department as they relate to culture, practice, and leadership.

Does the school build an effective learning **culture** where teachers can safely develop cultural competency wherein they learn about the culture of themselves and their students? If so, how? If not, what needs to change?

Does the school develop the **practice** of teachers and help them implement effective learning strategies, curriculum alignment, assessment methods, classroom management, and intervention? If so, how? If not, what needs to change?

Does the school develop **leadership** through vision, direction, and accountability as well as improve the effectiveness and skills of administrators, support staff, teacher leaders, and informal leaders? If so, how? If not, what needs to change?

Thank You!

**Questions? Comments?
I would love to hear from you!**

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