

Equity Link

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THE NEWSLETTER OF THE INTERWEST EQUITY ASSISTANCE CENTER



INTERWEST EQUITY
ASSISTANCE CENTER

Colorado
State
University



Welcome,

Welcome to the first and second issue of *Equity Link*, the newsletter of the Interwest Equity Assistance Center serving North Dakota, South Dakota, Montana, Wyoming, Utah and Colorado. Interwest Equity Assistance Center is one of ten federally funded regional centers to provide information, training, and technical assistance related to educational equity issues of race, gender, and national origin. In this issue of *Equity Link*, we have given you a definition, goals, and beliefs of equity; exemplary and promising programs recommended by the Gender Equity Expert Panel, needs assessment, where to find additional resources, and more. We hope you will find this newsletter useful in your work. Please feel free to contact us with questions, equity concerns, or news from your local school district or state which may be included in the next issue. Thank You.

Dr. Elisha G. Semakula
Editor
Interwest Equity Assistance Center
Colorado State University
110 Sixteenth Street, Suite 335
Denver, CO. 80202
Phone (303) 623 - 9384
Fax (303) 623 - 9023
www.colostate.edu/programs/EAC/

Ramon F. Villarreal
Director
Interwest Equity Assistance Center
Colorado State University
110 Sixteenth Street, Suite 335
Denver, CO. 80202
Phone (303) 623 - 9384
Fax (303) 623 - 9023
www.colostate.edu/programs/EAC/



Located in Denver, Co. the Interwest Equity Center at CSU - Denver is one of 10 regional Equity Assistance Centers funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. The Educational EquityCenter provides training and technical assistance within the larger context of school improvement to public school personnel, school board members, students, parents, and other community members. It assist public school staff in providing equitable, high quality education to all learners.

Services Provided :

The Interwest Equity Assistance Center offers the following services to meet the diverse needs within the six- state region to include Montana, North Dakota, South Dakota, Wyoming, Utah and Colorado. Assistance will be provided in addressing equity needs in Race, Gender and National Origin.

Information:

A quarterly newsletter ■ Equity publications and materials ■ Workshop and conference information ■ in-house resource center

Consultation:

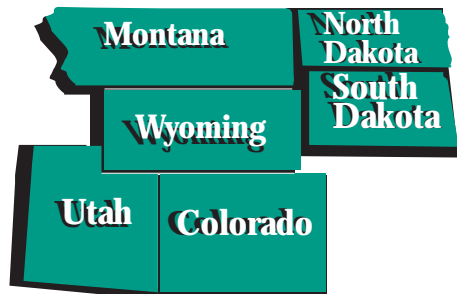
On-site consultation ■ Consultation via telephone, FAX, e-mail, or satellite conferencing ■ Resource identification and referral ■ Regional and national networking

In -Depth Service :

Staff development and training ■ Model Program development ■ Policy analysis and long range planning ■ Yearly organizational needs assessment

Technology :

Satellite conferencing ■ Distance learning via internet and satellite ■ ADEC (Agriculture Distance Education Consortium)



Region VIII

North Dakota in Brief

The NDDPI Bilingual Program has compiled a list of state and federal funding and services available. Schools and school administrators are encouraged to apply (in instances where deadlines may have already passed.) Applications are available online by going to web site : www.dpi.state.nd.us/new/112400a.sh

Colorado in Brief

Update on 186 and 133, As reported, a mammoth amount of work has been generated by this years new legislation, none greater than the two Senate Bills 186 and 133. They now have five officials from the contractor -KPMG- in residence at CDE for a full year devoting themselves to all the data required by the new legislation. Progress is being made in aligning 186 with accreditation. Some aspects of this task have been fairly easy, e.g. insuring that report cards, letter grades and attendant methodologies of 186 are properly reflected in accreditation.

Utah in Brief

Since is was introduced at the 1998 Regional Spring Equity Conference in Salt Lake City, the *Principles of Equity in Utah Public Schools* booklet has gone into a second printing. More than 14,000 copies have been distributed to Utah school districts. The Coalition of Minority Advisory Committees is continuing to monitor the rapid increase of students from diverse ethnic backgrounds coupled with declining total student enrollment in large key districts. This ongoing trend has strengthened multi-district teacher training in diversity and equity. These activities persuaded the National REACH (Respecting Ethnic and Cultural Heritage) Center to print REACH elementary and secondary level teacher manuals for school districts at a reduced cost. As a result, participating school districts ordered more than 1,000 sets of REACH materials in 1999 and more than 800 teachers received the two - day REACH training. This best selling handbook endorsed by the Anti-Defamation League , includes activities for grades K-6 to prevent bias, prejudice and discrimination. The cost-effective incentive for Utah school districts to purchase this handbook makes it a powerful tool for diversity training.

Equity Defined

- ▲ A belief in the worth of all learners.
- ▲ High expectation for all learners.
- ▲ Building on the strength of individuals and capitalizing on differences.
- ▲ An accepting, encouraging and inclusive learning climate that allows intellectual and academic risk taking.
- ▲ Curriculum of inclusion and effective instruction appropriate for the academic and effective needs of each child.
- ▲ Learners are aware of various life choices and opportunities.
- ▲ Purposeful recruitment, hiring, promotion and retention of role models who represent the diversity of society.
- ▲ Personal and professional accountability.
- ▲ Collaboration with home and institutions that promote the development of academics, character and community.
- ▲ Education equity results in responsible, individual life choices regardless of race, gender, disability, age, national origin, color, economic status, religion, geographical region, or other characteristics. Achieving equity requires respecting, valuing, supporting, encouraging and promoting differences.

The Goals of Equity

Comparable Student Outcomes

As data on academic, achievement, and other student outcomes are disaggregated and analyzed, one sees high comparable performance for all identifiable groups of learners. Achievement and performance gaps are virtually non-existent.

Comparable Resources to Support and Learning

Funding, staffing and other resources are demonstrated in the existence of qualified staff, appropriate physical plant, instructional supports which are distributed in a fair manner such that diverse learners achieve high standards and equitable outcomes become possible

Equitable Opportunity to learn

At minimum, the creation of learning opportunities so that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and are given the necessary pedagogical, social, emotional, and psychological supports to achieve high standards of academic excellence.

Equitable Access and Inclusion

The unobstructed entrance, involvement and full participation of learners in schools and programs and activities within those schools.

The Goals of Equity

Equitable Treatment

Patterns of interaction between individuals and within an environment characterized by acceptance, valuing, respect, support, safety and security such that students feel challenged to become invested in the pursuits of learning and excellence without fear of threat, humiliation, danger and disregard

Barriers to Education Equity

We found that:
Accountability data relating to equity is generally not used or collected.

The public is unable to assess the degree to which desegregation has been achieved or maintained, nor is the public able to discern the effectiveness of teaching administrative actions.

Competing priorities diminish the distribution of economic resources for activities designed to promote equity education.

Complacency, resistance to innovation, fears, insecurity, fragmentation, overload, denial, and stereotyping prohibits learning for all students.

Educational decisions and actions are generally based on a deficit model. Decisions and actions are determined on the basis of what is wrong and what is missing rather than building on strengths and focusing in intervention aimed at prevention.

Within our society, competition is valued and perpetuated. However, in education, substantial collaboration and cooperation is supportive of equity, which requires empathy and the belief that opportunity should exist for all persons.

Negative attitude born from personal beliefs and experiences lead to the use of language and behavior that is insensitive, apathetic and noncommittal and that perpetuates the continuance of racism and sexism.

Many teachers are leaving preparation programs without the needed skills for assessing student potential and performance, managing discipline and engaging students of diverse cultures.

Beliefs /Assumptions

We believe :

The measure of society's success depends on the success of everyone who makes up the society. Education, as a lifelong process, provides access and opportunity.

Beliefs / Assumption

We Believe :

- ▲ Student success is possible when individual programs embrace the strengths of a child, curriculum modifications are available to address varied learning needs and when safe and caring environments are provided
- ▲ It takes the effort of all members of a community to provide an education that fosters and sustains equity
- ▲ Beliefs, attitudes and actions of the community influences the well-being of the student.
- ▲ We are stronger and more productive when we develop an awareness, appreciation and acceptance of diversity among people.
- ▲ Exposure to an interaction with different cultures heightens the understanding that diversity is a strength
- ▲ People attend to that which is measured or that for which they are held accountable

□

UNITY

I dreamed I stood in a studio
And watched two sculptures there,
The clay they used was a young child's
mind, And fashioned it with care.
One was a teacher; the tools he used
were books and music and art ;
One was a parent with a guiding hand,
and a gentle, loving heart.
Day after day the teacher toiled,
With touch that was deft and sure,
while the parent labored by his side
And polished and smoothed it o'er
And when at last their task was done,
They were proud of what they had wrought,
For the things they had molded into the
child could neither be sold or bought.
And each agreed he would have failed
If he had worked alone,
For behind the parent stood the school,
And behind the teacher, the home.

Anonymous

“ DON’ T TEACH ME MY CULTURE USE MY CULTURE TO TEACH ME.”

National Native American Honor Society Pledge

I
I am.
I am very
special. I am
unique. I count.
I am loved...

I believe I can
achieve anything I set
my mind to.

I believe in me and my
people. I believe in our language
and our culture. I believe in our
land and our way of life. I believe
in the teachings of our elders.

I believe there is a plan for my life.
I believe in the power of prayer. I believe in
God, the great spirit

I believe in the destiny of our people and that I
will be a leader. I believe I have unlimited potential
and that I can replace bad habits with good ones.
I believe that nothing happens without self-discipline.
I believe that if it is to be, it's up to me.

I pledge to have a better self-image and to become more
self-confident. I commit myself to high ideals and goals. I
will take a stand for excellence. I vow to become fit physically,
mentally, socially and spiritually.

I promise to become educated and use my education for the
benefit of my people. I also promise that as far as I go in education, I
will never forget who I am and where I come from.

I forgive those who have rendered me any wrong doing. I promise to love
myself so that I may love others. I am thankful for the gifts and talents I have
received and will share as I help others achieve their highest potential. I will learn
from those above me and help those below. I promise to be honest, hard-working
and to treat everyone and every living thing with kindness. I will respect Mother Earth.
From this moment on, I promise to walk and talk with dignity, respect and wisdom

TEN WAYS TO FIGHT HATE

1. **Act:** Do something. In the face of hatred, apathy will be interpreted as acceptance by the hater, the public and worse, the victim. Decency must be exercised, too. If it isn't hate invariably persists.
2. **Unite :** Call a friend or co-worker. Organize a group of allies from churches, schools, clubs, and other civic organizations. Create a diverse coalition. Include children, police and the media. Gather ideas from everyone, and get everyone involved.
3. **Support the Victims :** Hate-crime victims are especially vulnerable, fearful and alone. Let them know you care. Surround them with people they feel comfortable with. If you're a victim, report every incidence and ask for help.
4. **Do your homework :** Determine if a hate group is involved and research its symbols and agenda. Seek advice from anti-hate organizations. Accurate information can then be spread to the community.
5. **Create an alternative :** Do not attend a hate rally. Find another outlet for anger, frustration, people's desire to do something.
6. **Speak up :** You, too have First Amendment rights. Hate must be exposed and denounced. Buy an ad. Help new organizations achieve balance and depth. Do not debate hate mongers in conflict driven talk shows.
7. **Lobby Leaders :** Persuade politicians, business and community leaders, to take a stand against hate. Early action creates a positive reputation for the community, while unanswered hate will eventually be bad for business.
8. **Look Long Range :** Create a "giant response" team. Hold annual events, such as a parade or cultural fair to celebrate your community's diversity and harmony. Build something the community needs. Create a web site.
9. **Teach Tolerance :** Bias is learned early, usually at home. But, children from different cultures can be influenced by school programs and curricula. Sponsor an " I Have A Dream " contest. Target youths who may be tempted by skin heads of other hate groups.
10. **Dig Deeper:** Look into issues that divide us: economic inequality, immigration, and /or sexual orientation. Work against discrimination in housing, employment and education. Look inside yourself for prejudices and stereotypes.

Exemplary and Promising Programs Recommended by the Gender Equity Expert Panel

Career Education

Orientation to Nontraditional Occupations for Women (ONOW)
Developed by the Ohio Department of Education, Columbus, Ohio. This is an eight-week program that has been used in Ohio and other states to help socio-economically disadvantaged adult women (often incarcerated or on welfare) explore and successfully enter high-wage careers in non-traditional fields such as construction, manufacturing, high-tech and non-traditional service industries

Contact : **Connie Blair**, re-blair@ode.stste.oh.us, phone 614-644-5702 www.ode.state.oh.us/ctae/equity/default.htm

Promising

Career Choices Curriculum developed by Academic Innovations, Santa Barbara, CA. This is a comprehensive career and life planning guidance program that helps young people, especially young women. It has been used in grade nine and ten in over 1800 schools nationwide and helps students understand the importance of making deliberate career choices and may contribute to decreased dropouts and higher achievement in reading and mathematics.

Contact : **Mindy Bingham**, mindy@academicinnovations.com, Phone 805-596-8011, www.academicinnovations.com

Mathematics, Science, and Technology

Playtime is science. An Equity-based parent/child Science Program developed by Educational Equity Concepts, Inc, NY, NY. An intensive three-day program implementer training program package is supplemented by follow-up training to help individual schools or districts, and by materials to be used with the children. It uses inquiry-based activities in the physical sciences. It has increased the teacher and parent use of science activities associated with increased positive attitudes among under-served groups, especially girls.

Contact : Merle Froschl/Barada Sprung, information@edequity.org, Phone 212-725-1803 www.edequity.org

Family Tools and Technology developed by the Center for Family Involvement in Schools. A unit of the Consortium for Education Equity, Rutgers University, Piscataway, NJ. In this program teacher teams participate in five days of training to help them run a seven-session after school program for girls and boys in grades 4-7, and their parents. The program attempts to enroll 70 percent girls in each group. Girls said they increased their use of tools as well as attitudes about female using tools. Their parents and teachers became more positive about girls' endeavors in mathematics, science and technology.

Contact : **Arlene Chasek**, Aschasek@aol.com, Phone 732-445-2071, www.rci.rutgers.edu/~cfis

Exemplary and Promising Programs Recommended by the Gender Equity Expert Panel

National Science Partnership for Girl Scouts and Science Museums

Developed by the Franklin Institute Science Museum in Philadelphia, PA and the Girl Scouts of the USA, NY. This program provides two-hour leader training for each of the seven student activity kits. Each kit contains 12-25 hands-on science activities for girls, ages 6-11. It has been effective in increasing interest in science among both the girls and their scout leaders. It also provides a model for partnerships between museums and other youth-serving organizations.

Contact : **Dale McCreedy**, McCreedy@fi.edu, Phone 215-448-1092, www.fi.edu/tfiprograms/nsp.html

EQUALS

Developed by the Lawrence Hall of Science, University of California, Berkeley.

The EQUALS mathematics program is thirty hours of in-service workshops focusing on hands-on problem solving, equity awareness, cooperative teams work for teachers, parents, and community leaders who work with K-12 students. Teachers reported that EQUALS helped them address the needs of their female and language minority students and noted improvements in students' attitudes and scores in some aspects of mathematics.

Contact : **Jose Franco**, equals@uclink.berkeley.edu, Phone 510-642-0230, www.lhs.berkeley.edu/equals

ASPIRE: Alabama Supercomputing Program to Inspire computational Research in Education developed by the computer science department at the University of Alabama at Huntsville.

ASPIRE provides two-week and one-week professional development programs for high school and middle school teachers to help them instruct students in solving real world problems using a computational science approach to problem solving. Students learn mathematical modeling, simulation, and scientific visualization and develop writing and presentation skills by participating in an annual statewide EXPO. Although females are under-represented in such courses, ASPIRE teachers saw gender equitable performance and gains on content test. For example girls won about 50 percent of the prizes in the various contest based oncourse projects

Contact : **Gypsy Abbott**, gabbott@uab.edu, Phone 205-934-8330, <http://ASPIRE.CR.UAH.EDU>

Teacher Education

Succeeding at fairness: Effective Teaching for All Students developed by Myra and David Sadker, School of Education, American University, Washington, DC.

This flexible three-day tiered teacher in-service training program increases the effectiveness and equity of classroom teaching. It does so by helping participants understand gender-related research and increase their own gender equitable classroom interactions. Many participants also become empowered through their own experiences in peer coaching and replicating this training program.

Contact: **David Sadker**, Dsadker@aol.com, Phone 202-885-3728

www.american.edu/academic.depts/cas/soe/facfram.htm or

The following will help the staff of the Interwest Equity Assistance Center identify priority needs in the six-state region. If you would like to request assistance, please fill out the form and then check the "Request for Assistance" box at the end.

Please complete the following :

PLEASE PRINT

School District : _____
State : _____
Name : _____
Position : _____
Phone : _____
Email : _____
Date : _____

What We Are,
Our mission is to help achieve equity in education by offering a comprehensive array of services designed to eliminate barriers to student achievement based on race, gender, and /or national origin.
The Interwest Equity Assistance Center provides services (free of charge) to public school districts and other responsible government agencies in our six-state region. These services are

directed toward planning, adopting and implementing long and short-range programs that help eliminate educational inequities and include such programs as staff development and training, technical assistance, model program development, policy analysis and long-range planning, and other forms of assistance. (consulting, resource identification, referral, equity publication and materials.

In my district, we would probably have the most use for assistance on educational; equity issues related to: (Check all that apply)

- ___ Race
 - ___ Gender
 - ___ National Origin
- (includes issues related to English Language acquisition)

In my district we would probably have the most use for assistance designed to achieve the following objective: (check all that apply)

- ___ Eliminating biased / discriminatory actions of staff, students, or parents
- ___ Eliminating biased / discriminatory curriculum and / or instruction
- ___ Developing procedures for non-discriminatory testing and student placement
- ___ Gaining skills / Knowledge to develop non- discriminatory programs
- a. National Origin b. Race c. Gender
- ___ Addressing concerns / problems related to sexual harassment, school violence
- ___ Addressing concern / problems related to diversity and multiculturalism
- ___ Addressing issues related to school reform efforts.

- ___ Planning for increased student / parent / community support
- ___ Enhancement of collaborative efforts with other agencies
- ___ Dissemination of equity resource materials and information

In my school district we would probably have the most use for the following type of assistance : (check all that apply)

- ___ Professional Development (workshops, seminars, institutes or conferences)
- ___ Technical assistance (IEAC staff participation in on-site visits, task forces committees Information dissemination (resources, library (please specify)

Request for Assistance

___ I would like a member of the Interwest Equity Center staff to contact me. You may also print this form and mail or fax it to :
Ramon F. Villareal, Director
Interwest Equity Assistance Center
Colorado State University
110 Sixteenth Street, Room 335
Denver, CO. 80202
Phone 303-623-5795
Fax 303-623-9023
Email : Villareal@cahs.colostate.edu
or visit us at www.colostate.edu/
programs/EAC/

Where Can I find additional resources ?

Intercultural Development Research Association (IDRA)
585 Callaghan Road, Ste 350
San Antonio, Texas 78228 - 1190
(210) 444 - 1710 (phone)
(210) 444 - 1714 (fax)

IDRA is a vocal advocate for the right of every student to equity of education opportunity. IDRA fulfills its mission through professional development, research and evaluation, policy and leadership development and programs and materials development. IDRA provides schools with tools to meet the instructional needs of LEP children through effective training and technical assistance to schools in program design, instructional strategies, materials acquisition and assessment methods.

National Association for Bilingual Education (NABE)
1030 15 Street, N. W ., Ste 470
Washington D. C . 20005 - 1503
(202) 898 - 1829 (phone)
(202) 789 - 2855 (fax)
<http://www.nabe.org>

This is the national organization concerned exclusively with the policy and practice of the education of minority students. Its members include educators, parents, community, governmental and business organizations. Additionally, NABE advocates at the national, state, and local level for bilingual education.

Prejudice and Hate Crimes
Prevention : An Annotated
Bibliography of resources for
Teachers and School Administrators
New Jersey Department of Education
Division of student Services, Office
of Bilingual Education and
Equity Issues (August, 1997)
(609) 292 - 8777

Pride in Who We Are :
Compendium of Model Programs.
New Jersey Department of
Education, Division of Student
services, Office of Bilingual Education
and Equity Issues (1997)
(600) 373 - 4089

Hate Crime: A source book for
schools Confronting Bigotry,
Harassment, Vandalism and Violence.

**Bodingerdelibriarte, Christina and
Sancho, Anthony. Philadelphia :**
Research for Better schools (1992)
Southwest Regional Laboratory.
(562) 598 - 7661.

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Equity Link

FOR MORE INFORMATION OR
A FREE SUBSCRIPTION TO
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CENTER, Equity Link
RETURN THIS FORM TO :

Ramon F. Villarreal, Director
Interwest Equity Assistance Center
Colorado State University
110 Sixteenth Street, Room 335
Denver, Co. 80202

Please send the following:

_____ A free subscription to *Equity Link*

_____ More information about IEAC activities

Name : _____

School District : _____

Address : _____

City/State : _____

Zipcode : _____

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