Career Equity

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Combined Organizational Action Plan and
Career Related Program

Organizational Plan and Career-related Program

- I intend to implement my career related program on Career Equity in my work team prior to November 30, 2011.
- The Career Equity program will guide my colleagues in a current assessment of where each CTE discipline stands with regard to NTO and Career Equity; the development of a short plan of action; and an exploration of resources for implementing their plans.
- A team discussion of this topic has not happened during the last 5-7 years.
- Most staff have served on the team for 5 years or less.

Career Equity Project for CTE Program Areas

- Needs Assessment
- **Meeting One**-overview of Project
- Homework-data collection
- **Meeting Two**-sharing of data, discussion of root causes, focus on potential goals. Overview of potential strategies
- Homework- Two page plan of action
- **Meeting Three**-share and review plans of action, discuss resources, and encourage collaboration.
- Evaluation

CTE Program Areas

Ag & Natural Resources / FFA

Business & Info Tech / FBLA

Family & Consumer Sciences / FCCLA

Health Science / HOSA

Marketing Management & Entrepreneurship / DECA

Tech & Engineering / SkillsUSA

Cross Discipline Program Areas

- Career Development and Comprehensive School Counseling
- Alternative, At-risk, GED/HSED
- Dual Enrollment, Early/Middle College, Career Academies, Transcripted Credit/Advanced Standing, Youth Options
- Education for Employment
- Work-based/Work-linked education
- Employability Skills/Leadership/21st Century Skills
- STEM
- Academic and Fine Arts

Career Equity

- The career development and educational policies, practices, and programs necessary to:

    (a) eliminate career barriers through CTE programs of study, CTSOs, and Career Development Activities based on gender, race/ethnicity, national origin, color, disability, age, or other special population status; and

    (b) provide proactive career information, inspiration, development and educational opportunities to ensure that special and historically underserved or underrepresented populations explore, prepare, and succeed in the full range of existing and emerging occupations.

    (c) develop and measure cultural competence, equity, diversity, and global education knowledge and skills for all students grade 4-12.

See the Handout Document Performance
Results for Career Equity

Needs Assessment

- Non-traditional Careers for Women and Men in this Program Area
- Participation and Concentration Trends
- Graduate Follow-up and LMI to Determine Post School Outcomes Based on Demographics.
- Educator Knowledge, Skills, and Experience with Career Equity efforts
- Curriculum, Instruction and Environment Changes Made or Could be Made to Achieve Career Equity. Instructional Materials.
- Identify knowledge and skills for cultural competence, equity, inclusiveness, diversity, and global awareness. Is there a national standard dedicated to this content?
- Career Equity Champions
- Business and Industry Needs and Resources for Career Equity

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- Societal stereotypes about who prepares for and works in each career, Bias, or Barriers, in economic status, disability, and other special populations; Development Process
- Limited knowledge of potential careers by students, parents and educators;
- Gender, culture, or disability bias in career assessment instruments and/or their interpretation;
- Lack of encouragement and support to explore and prepare for high wage/ high skill/ unique careers;
- Failure to develop "success strategies" needed by those choosing high wage/ high skill/ unique careers;

Career Development Interventions

1. Societal stereotypes about who prepares for and works in each career	1. Activities that highlight existing stereotypes and contrasts with current LMI
	2. Inclusion of career-related information and exploration in each grade level
2. Limited knowledge of potential careers	3. Setting the expectation about assessments emphasizing that results will most likely reflect only the interests students already know they have. Provide list of nontraditional careers related to each Holland type. Interpret to identify areas to explore beyond the obvious careers. Interrupt stereotyped assumptions and emphasize transferable and changing skill sets. Require the exploration of non-traditional or new and emerging occupations.
3. bias in career assessment instruments and/or their interpretation	4. Assist students to develop a team of champions and mentors that can listen, support and guide thinking about NTO career options. Address issues of confidence, self-esteem, stereotype threat, and attribution trends so that students understand how they operate and how to neutralize such bias.
4. Lack of encouragement and support	5. Educate students about the advantages and disadvantages of NTO or unique careers. Provide them with information on legal or policy tools available within their school or work site to prevent or handle harassment, discrimination, teasing, isolation and/or practical jokes. Provide students the opportunity to practice responses to family and friends who are uncomfortable or have concerns about their chosen career path. Provide practice in assertive communication. Address the range of behaviors that co-workers may use to "induct" new people into the work site. Assist students to find and work with a mentor. Ensure that students expect to contribute their fair share to the team/organization.
5. Failure to develop "success strategies"	

What Knowledge and Skills Do Schools
Need to Provide Students That
Enhance Career Equity

Our Students Need-

- Knowledge and Skills related to the characteristics, including the comparative wages and benefits related to each occupation;
- Knowledge and Skills related to the Advantages of and Success Strategies to pursue Non-traditional Occupations (career preparation) and Opportunities (diverse pathways, first generation experiences, choosing unique futures);
- Cultural Competency/Multicultural Literacy; and
- Global Awareness

Students Who Are Prepared for Nontraditional Careers and Opportunities Can:

➢ Define nontraditional careers;
➢ Provide examples of nontraditional or new and emerging careers for women and men;
➢ Articulate advantages of nontraditional careers [career fit, passion, work-setting, wages and benefits, shared mission, job challenge and advancement, personal satisfaction];
➢ Identify roadblocks students or employees may experience;
➢ Plan and apply solutions to overcome roadblocks;

See previous slide for success strategies
➢ See Student Equity Competencies from WI Model 1993

Cultural Competence

• Cultural competence refers to an ability to interact effectively with people of different social or cultural groups. Cultural competence comprises four components: a) awareness of one's own cultural worldviews, b) attitude toward social or cultural differences, c) knowledge of different social or cultural practices and perspectives. And d) cross-cultural skills. Developing cultural competence results in an ability to expect diversity, understand, communicate with, and effectively interact with people across cultures. Cultural competence is a

Most of Us Have to Put Considerable effort into developing cultural competence. This means:

• Developing awareness, attitude, knowledge and skills
• Admitting our stereotypes, biases and prejudices
• Becoming aware of cultural norms, attitudes, beliefs, and different perspectives and experiences
• Developing cross-cultural skills and friendships
• Searching for role models
• Developing a network of "cultural informants"
• Seeking out others with a passion for this work
• Adding and infusing cultural competence in school, work, community, business or social settings.

The Cultural Competency Continuum

1. Cultural Destructiveness. See the difference, stomp it out. Negating, disparaging, or purging cultures that are different from your own.

2. Cultural Incapacity. See the difference, make it wrong. Elevating the superiority of your own cultural values and beliefs and suppressing those of cultures that are different from your own.

3. Cultural Blindness. See the difference, act as if you don't. Acting as if the cultural differences you see do not matter, or not recognizing that there are differences among and between cultures.

4. Cultural Pre-competence. See the differences, respond inadequately. Recognizing that lack of knowledge, experience, and understanding of other cultures limits your ability to effectively interact with them.

5. Competence. See the difference, understand the difference that difference makes. Interacting with other cultural groups in ways that recognize and value their differences.

6. Cultural Proficiency. See the difference and respond. Honoring the differences among cultures, viewing diversity as a benefit, and interacting knowledgeably and respectfully among a variety of cultural groups.

Students Who are Culturally Competent

Value Diversity
• Are aware of how cultural beliefs, values, and sensibilities affect the way they and others think, learn and behave.
• Appreciate and accept similarities and differences in beliefs, appearances, and lifestyles.
• Respect diversity within and between cultures
• Avoid stereotyping and overgeneralization
• Employ respectful communication techniques

Students Who Are Culturally Competent

Exhibit an Informed Sensitivity
• Know the history of both mainstream and non-mainstream American cultures.
• Can take the perspectives of other cultural groups.
• Are sensitive to issues of bias, discrimination, prejudice, and stereotyping.
• Do not just tolerate but celebrate differences
Actively Engage with/in Other Cultures
• Are bilingual/multilingual or are working toward becoming bilingual/multilingual.
• Communicate, interact, and work with individuals from other cultural groups.
• Are familiar with cultural norms and are able to interact successfully in work and learning environments.

Adapted from: http://www.ncrel.org/engauge/skills/skills/cultlit.htm

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Career Development CC Skills Include the Ability to:

- Identify and openly discuss cultural differences and issues.
- Gain respect of individuals who are culturally different from themselves.
- Challenge oppressive systems and serve as an ally to those being oppressed.
- Use cultural knowledge and sensitivity to defend the rights and values of individuals and groups.
- Accurately assess one's own multicultural skills, comfort level, growth, and development.
- Use verbal and non-verbal (body language) responses to communicate with diverse individuals and/or groups.
- Resolve conflicts in culturally appropriate manner.
- Use multiple viewpoints in problem-solving.
- Employ critical thinking skills.

Global Awareness

- *Global awareness is the recognition and understanding of interrelationships among international organizations, nation-states, public and private economic entities, socio-cultural groups, and individuals across the globe.*

Students Who Are Globally Aware:

- Are knowledgeable about the connectedness of the nations of the world historically, politically, economically, technologically, socially, linguistically, and ecologically.
- Understand the role of the United States in international policies and international relations.
- Are able to recognize, analyze, and evaluate major trends in global relations and the interconnections of these trends with both their local and national communities.
- Understand how national (or social group) cultural differences impact the interpretation of events at the global level.
- Understand the impact of ideology and culture on national decisions about access to and use of technology.
- Participate in the global society by staying current with international news and by participating in the democratic process.

- Source: http://www.ncrel.org/engauge/skills/global.htm

Equity Action Framework

Inputs	Outcomes
- Policies and procedures	- Comparable academic and technical preparation and performance across all sub-groups, based on data
- Increasing access, inclusion, equal treatment, and support	
- Reducing stereotypes and myths	- Comparable post-secondary and career aspiration and success
- Providing professional development	- Increase #/ % of individuals preparing for and succeeding in nontraditional careers
- Revising curricula and instructional methods	
- NTO and special pops programs	- Increase of student cultural competence, equity, diversity and global content knowledge
- Equitable resources and opportunities to learn	
	- Increase in economic and social justice in community/state/nation

Equity Strategies

- Equity strategies are planned, systemic and focus on the core of the career development process (assessment, curriculum, instruction and school environment/culture)
- See the Twelve Equity Strategies
- See Root Causes and Potential Solutions at
  www.stemequitypipeline.org

Links on Leadership for Diversity

- Leading for Diversity Research Project RESOURCES FOR SCHOOLS TO ADDRESS ISSUES OF RACE/ETHNIC RELATIONS.
  http://www.arcassociates.org/leading/resources_for_ed.html
- Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society –see free download
  http://depts.washington.edu/~centerme/dwu.htm

Links for Educational Equity

- The National Alliance for Partnerships in Equity NAPE www.napequity.org
- The STEM Equity Pipeline Project
- www.stemequitypipeline.org
- The Ten Equity Assistance Centers at www2.ed.gov/programs/equitycenters/contacts.html
- Public Deliberation: A Tool for Connecting School Reform and Diversity at www.sedl.org/pubs/catalog/items/lc06.html
- Creating an Anti-bias curriculum http://www.adl.org/education/default_anti_bias.asp
- Leadership for Educational Equity http://educationalequity.org/
- Education Trust http://www2.edtrust.org/edtrust
- Multicultural Education Pavilion www.edchange.org/multicultural
- Annenberg Equity Project www.annenberginstitute.org/equity/
- Campaign for High School Equity www.highschoolequity.org

Links for Educational Equity

- ENC Equity. http://www.enc.org/topics/equity/
- Teaching Tolerance, a project of the Southern Policy Law Center. http://splcenter.org/teachingtolerance/tt-index.html
- ERASE- Expose Racism & Advance School Excellence: Resources for Parents, Teachers, & Students http://www.arc.org/erase/pts.html
- California Tomorrow-Creating a Fair and Equitable Society for Everyone, http://californiatomorrow.org/resources/faq/
- Information on Self Efficacy http://www.emory.edu/EDUCATION/mfp/effpageA.html

Links for Culturally Responsive Education

- *Culturally Responsive Teaching*, New England Equity Assistance Center. http://128.148.108.120/practices3.jsp?location=1&bpi nterid=1110&spotlightid=1110
- *Bridging Cultures in Our Schools: New Approaches that Work.* West Ed http://web.wested.org/online_pubs/bridging/welcome .shtml
- The Multicultural Pavilion. http://www.edchange.org/multicultural/ (See the Teachers Corner)
- Diversity Tool Kit http://projects.aclin.org/diversity /
- Leading With Diversity: Cultural Competencies for Teacher Preparation and Professional Development http://www.alliance.brown.edu/pubs/leading_diversity /