Diversity, Equity, Inclusion and Belonging:

Prichard Committee Equity Coalition

Dr. Nicole Fields
Learning Targets

• Introduce the Prichard Committee Equity Coalition to KDE’s Diversity, Equity, Inclusion and Belonging Team and Some Current Projects
Our Vision, Mission and Theory of Action

KDE Vision:
Each and every student empowered and equipped to pursue a successful future…

DEIB Vision:
Each student and educator in Kentucky feels a sense of belonging.

DEIB Mission:
Create and deepen partnerships to remove long-standing barriers to equity by providing supports in developing an equity lens, elevating student and educator voice, and promoting inclusive, equitable, and healing learning communities.

Theory of Action: If we work on each of the elements in our mission, then we will accomplish our vision that each student and educator will feel a sense of belonging.
To Achieve Our Vision, We Seek To Enhance a Sense of Belonging...
History of DEIB KDE Team

**Racial Equity Resolution**

Kentucky Board of Education (KBE) adopts a resolution affirming its commitment to racial equity

**Chief Equity Officer**

Thomas Woods-Tucker, Ph.D. named the Kentucky Department of Education’s (KDE’s) deputy commissioner and chief equity officer in the Office of Teaching and Learning

**Director of DEIB**

Dr. Damien Sweeney hired as the first Director of Diversity, Equity, Inclusion and Belonging at KDE

**Regional Coordinators, KDE Staff in DEIB**

Unit fully staffed with regional coordinators, and KDE support staff in division

- **July 2020**: Racial Equity Resolution
- **October 2020**: Chief Equity Officer
- **September 2021**: Director of DEIB
- **April 2022**: Regional Coordinators, KDE Staff in DEIB
Timeline of DEIB Initiatives

**Vision and Mission of DEIB Established**

Every student and educator in Kentucky feels a sense of belonging

**Equity Playbook Launches**

KDE, in partnership with engage2learn, launches Equity Playbook, a personalized coaching approach to support 5 equity pillars.

**Fall 2022 and Beyond**

Developing an Equity Lens, Elevating Voice, and Promoting Inclusive and Healing Spaces

See next slide for additional DEIB initiatives that will deepen this work.

**June 2022**

DEIB Retreat, Website, Newsletter

DEIB Team launches website and first KDE DEIB Newsletter, with the goals of elevating stakeholder voice and providing DEIB resources. First Internal KDE DEIB Team Retreat to build capacity in DEIB across agency.

**July 2022**

**May 2022**
Vision: Every student and educator in Kentucky feels a sense of belonging.

Developing an Equity Lens
- Equity Playbook
- Equity Dashboard
- KDE DEIB (Asynchronous) Learning Series
- Capture, Curate and Share series
- Trauma Informed Practices

Elevating Voice
- Communities of Practice (KDE Internal, Districts, and Regional Cooperatives) DEIB Newsletter
- Supporting Student Advisory Council
- Podcast (coming soon)

Inclusive and Healing Communities
- Race-Based Stress and Trauma
- Calming Space grant
- SEL Implementation Guide
- KET Safe Spaces Course
KDE Diversity, Equity, Inclusion and Belonging (Asynchronous) Learning Series

Video of Kentucky Teachers Discussing DEIB

Play clip from 1:40-5:47
Overview of Kentucky’s Equity Playbook

The KDE Diversity, Equity, Inclusion and Belonging (DEIB) Team has partnered with engage2learn (e2L) and Kentucky’s regional educational cooperatives to lead Kentucky’s Equity Playbook.

The Equity Playbook is an initiative for district and school leaders, administrators, and teachers to address equity through personalized executive coaching on evidence/research-based practices, content and resources to address opportunity gaps in one or more of the five equity pillars.
Research shows that coaching is the best way to increase capacity and transform daily practice.

Source: Joyce, B. & Showers, B. Professional Development that Impacts Student Achievement.
Kentucky’s Equity Playbook: 5 Pillars

See a Guide to Kentucky’s Equity Playbook

- **Student Achievement**
- **Utilization of Funding and Resources**
- **Disproportionality relative to student discipline**
- **Culture and climate**
- **Highly effective staff and high-quality instructional resources**
**KDE’s Equity Dashboard**

**What Is It?**
The Equity Dashboard is a program that takes data from your district through Infinite Campus (in real time) and represents the data in ways that encourage you to consider opportunities to improve your system for all students.

**Where Is It?**
The Equity Dashboard utilizes data from Infinite Campus in the Tableau Suite of Visualizations. Districts will identify the person who should be given access. At that point, the district level person will be able to determine who has access.

**When Is It?**
Schools/districts can access the data today!
% of Students Who Agree or Strongly Agree ( Discipline Trend)

“All students are treated the same if they break the rules/ The consequences for breaking school rules are the same for all students”

<table>
<thead>
<tr>
<th>Level</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>69</td>
<td>65</td>
</tr>
<tr>
<td>Black</td>
<td>70</td>
<td>66</td>
</tr>
<tr>
<td>Latino/a</td>
<td>65</td>
<td>58</td>
</tr>
<tr>
<td>Latino/a</td>
<td>68</td>
<td>63</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>73</td>
<td>64</td>
</tr>
<tr>
<td>Black</td>
<td>71</td>
<td>58</td>
</tr>
<tr>
<td>Latino/a</td>
<td>79</td>
<td>68</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>63</td>
<td>54</td>
</tr>
<tr>
<td>Black</td>
<td>62</td>
<td>53</td>
</tr>
<tr>
<td>Latino/a</td>
<td>64</td>
<td>52</td>
</tr>
<tr>
<td>Latino/a</td>
<td>70</td>
<td>61</td>
</tr>
</tbody>
</table>

Slight declines across groups and levels.

Black students declined more than other student groups at each level.
What does the data tell us?

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Educating All Students: Perceptions of their readiness to address issues of diversity:</td>
<td>74%</td>
<td>67%</td>
</tr>
<tr>
<td>How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?</td>
<td>82%</td>
<td>81%</td>
</tr>
<tr>
<td>When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?</td>
<td>64%</td>
<td>53%</td>
</tr>
<tr>
<td>When it comes to promoting culturally responsive practices, how helpful are your colleagues’ ideas for improving your practices?</td>
<td>N/A</td>
<td>56%</td>
</tr>
</tbody>
</table>
Components of Asset-Based Pedagogy

“When academic knowledge and skills are situated within the lived experiences and frames of reference for students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly” (Gay, 2000)

- A strong knowledge base about cultural diversity
- Culturally relevant curricula
- High expectations for all students
- An appreciation for different communication styles
- The use of multicultural instructional examples

Culturally Sustaining Pedagogy

“The term ‘culturally sustaining’ requires teachers to support students in the development of their identities and promote their cultural, community, and linguistic knowledge. Culturally Sustaining Pedagogy positions marginalized students at the center of teaching and learning” (Briceno & Rodriguez-Mozica, 2022, p. 43).

The key is to adapt your teaching to the local community:

• What are its strengths and challenges?
• How can the strengths be highlighted and expanded?
• What problems can students help to solve?
• What and whom do your students love and connect with?

Trauma-Informed and Healing-Centered Practices

- Trauma-informed Practices and healing-centered pedagogy see the whole child and seek to understand the context from which the child comes to school, harm that may have been done and the strengths that student possesses. Healing-centered pedagogy specifically seeks to use those strengths as opportunities to teach students social/emotional skills and resilience.

- Shift from: What’s wrong with you? → What happened to you? → What’s strong with you?
Pursuant to Senate Bill 150 (2023), the Kentucky Department of Education (KDE) is prohibited from providing guidance related to the use of requested names and pronouns.

For further questions, regarding this bill, please contact Dr. Matthew Courtney, Policy Advisor, Office of Continuous Improvement and Support.

Matthew.Courtney@education.ky.gov
Thank You!

DIVERSITY
Equity
Inclusion

Belonging

Kentucky Department of Education