

Reflection & Action Worksheet



Forum for Excellence 9/24/19

Capture your thoughts, insights, and plans from today's activities and discussions. Write your reflections and action steps throughout the session and prioritize those actions within your **Spheres of Control and Influence**.

Presenter: Ben Williams, PhD, CEO (bwilliams@napequity.org). For more information and additional resources, visit us at www.napequity.org.

Opening Activity: What the Research Says

Which data from the keynote surprised you or resonated with you?

Equity Gaps: Your Suspicions

What types of equity gaps do you expect to see in your institution's programs? Remember to look through the lenses of gender, race and ethnicity, each of the nine special populations, and migrant students (for those in education); and in the intersection of those social identities.

Access: Experience and Learning is Accessible to Every Individual

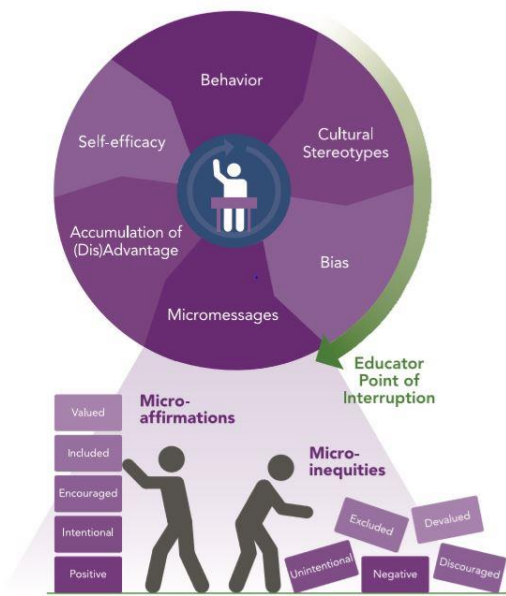
Access is the first step toward a successful and equitable educational or apprenticeship environment. Participants must be able to locate, apply and enroll, attend, and participate fully in an education or apprenticeship program to support their career goals. When we say "access" we mean that ...

- The program exists and is available to prospective participants
- Information about the program is readily available
- The program is physically accessible
- Community members, especially those from underrepresented groups, get to experience full participation in and benefit from the experience

Despite best efforts, barriers to access arise that can actually deter or prevent women, African Americans, Latino/a/x, Native Americans, Asian Americans, Native Hawaiians or other Pacific Islanders, recent

immigrants/New Americans, and individuals with disabilities from fully participating in or receiving the maximum benefit of a CTE or apprenticeship program. When we talk about barriers, we are talking about structural barriers. Structural barriers are situations or issues that are beyond the individual's control. The barriers become a part of the environment and can easily be overlooked if one is not aware of stereotypes, implicit biases, and negative micromessages in the environment. Barriers arise when unique identities and characteristics are not fully realized, are overlooked, or undervalued in the apprenticeship design, implementation, or evaluation.

Cultural stereotypes, implicit biases, and micromessages of an organization or an individual can all create barriers to access to apprenticeships. While there are aspects of the NAPE Culture Wheel that are outside your sphere of influence as an education or apprenticeship leader or facilitator, there are segments of the Culture Wheel that you do have influence over.



SOURCE: NAPE's Educational Model; The Culture Wheel. Originally published in: Murrell, C., & Parker, C. (2013). Adjusting micromessages to improve equity in STEM. Diversity & Democracy, 16(2).

In what ways can you help to mitigate structural barriers within your sphere of influence and control so to increase access for individuals from underrepresented groups to your program?

Inclusion: Accessible to every individual with focused supports

- Shifting narrative from difference as deficit to diversity in identity based on race, ethnicity, culture, language, gender, gender identity, religion as an asset
- Connections and partnerships with community
- Importance of engaging workers in design and evaluation of programs, and in mentoring new students and/or apprentices (power of word of mouth; shared experiential lenses)
- Nurturing mentors who share racial, ethnic, cultural, gender, religious identities with people from community being recruited

Integration to Inclusion – What is it and how can it be achieved?

The terms *integration* and *inclusion* are often used interchangeably, but they are not the same concepts. The terms represent two different sets of ideologies and practices.

Integration: the partial or full placement of students or workers within an educational or apprenticeship environment. Integration achieves diversity.

Inclusion: The process of changing the values, culture, and practices within an institutional environment so to minimize exclusionary and discriminatory practices

The Civil Rights act of 1964 aimed at abolishing discrimination in occupational, education, and public accommodations. Title VII of the ruling maintained that the differential treatment of, or differential consideration for individual involvement in educational venues, trade unions, and occupational sectors, based on the categories of race, color, religion, sex, and national origin was illegal. The ruling was landmark, in that it provided the roadmap for diversity in public and occupational spaces. It set out to ensure that marginalized individuals would be included in spaces that were previously segregated – to be amalgamated, combined, incorporated as equals in the workforce. Integration provided a valuable tool that potential workers could wield in their movement towards greater self-sufficiency and full participation in the American workforce and American dream. Building diversity through integration is a good beginning, but diversity does not guarantee equity, and cannot serve as a standalone goal. To ensure that students and apprentices feel as though they are an *integral* part of the professional environment, more than just integration is necessary. They need to feel included, and to develop a sense of identity surrounding their work – to belong.

A comprehensive approach to the development of inclusive workspaces and apprenticeship programming, rather than just integrated work and training spaces, recognizes not just the presence, but the potential of all individuals, inclusive of race, ethnicity, disability, gender identity, sex, language, socio-economic status. It ensures that all students and apprentices are not only present and represented, but present, represented, and culturally acknowledged. Inclusion challenges cultural stereotypes, as it values a wide range of individual and group identities and cultural contributions. A method of promoting inclusion, rather than just integration, is one which allows workers and apprentices to have their cultural identities represented and valued in the occupational and training setting, including language, historical contributions to the field, differential heritages, and inclusion in the programmatic schema. Inclusive training has been shown to increase achievement, to close opportunity gaps, and to promote positive interaction within diverse work groups.

There are multiple strategies that can be used to begin the process of promoting inclusivity in education, workspaces and apprenticeship programming. The very first place to start, however, is by considering the three contexts within which students and apprentices learn:

People and Environment – what, and who, do learners see and interact with in the environment?

Program Materials- what types of information is being presented via instructional and other materials?

Policies and Practices - what methods of recruitment, instruction, and training are being implemented?

It is important to remember that these three contexts are complementary, and they build on each other. Environmental factors are reflective of training materials. Workplace and training practices are bolstered by the goals of the program, which are made visible in the environment of the workplace. Because they are synergistic, each should be strategically considered - individually and as a unit - as factors to promote inclusion and eventually belonging within education and apprenticeship settings.

Continuous Improvement

- Importance of disaggregating data, and collecting and reporting data accurately – move from “checking the box” to focus on continuous improvement in efforts to increase equity and inclusion
- Assessing people’s experiences in all aspects of the education and apprenticeship environment
- Students and apprentices and former students and apprentices from diverse backgrounds engaged in evaluation of design, development, and implementation (feedback loops)
- Ensuring apprentices are paid a living wage and that apprenticeships and educational programs lead to a career with family sustaining wages.
- Preparing someone for a career rather than a job

How will you ensure continuous improvement in your efforts to increase equity and inclusion in your program so to realize the potential of your students and workforce?

Key Take Aways and Next Steps

My next steps are....

References and Resources

1. NAPE website: www.napequity.org/perkinsv: Data dashboards and resources on the equity provisions; Root Causes Materials, including the new “PIPEline to Career Success for Students with Disabilities”
2. Georgetown Center on Education and the Workforce: <https://cew.georgetown.edu/>: “Good Jobs that Pay without a BA”; “Recovery 2020”; “Five Way to Pay Along the Way to the BA”
3. The Apprenticeship Wage and Participation Gap (July 11, 2018) - <https://www.americanprogress.org/issues/economy/reports/2018/07/11/453321/apprenticeship-wage-participation-gap/>
4. Equity in Apprenticeship (2019) - <https://equityinapprenticeship.org/case-studies/principles-for-equity-in-apprenticeship>, including case studies
5. Towards Equity in Apprenticeships – Aspen Institute (January 16, 2019) - <https://www.aspeninstitute.org/blog-posts/towards-equity-in-apprenticeship/>
6. What we know about Equity and Diversity in Apprenticeship (2017) <https://jfforg-prod-prime.s3.amazonaws.com/media/documents/Lit-Review-091517.pdf>
7. Equity in Youth Apprenticeships (January 24, 2019) – Ben Williams, PhD, NAPE <https://www.newamerica.org/education-policy/edcentral/equity-youth-apprenticeships-access-inclusion-and-continuous-improvement/>