

The background of the slide is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on their fronts. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. The right side of the slide is a plain white background.

Diversity, Equity and Inclusion at the Kentucky Department of Education

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and

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Kentucky Department of

E D U C A T I O N

Learning Targets:

- To define Diversity, Equity, Inclusion and Belonging.
- To introduce stakeholders to new resources, strategies and guidance from the Kentucky Department of Education's Division of Diversity, Equity, Inclusion and Belonging.

Before We Get Started...

- Introducing the Division of Diversity, Equity, Inclusion and Belonging



Investing in Kentucky's Future, One Student at a Time

Diversity

“Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, socioeconomic, class, gender, sexual orientation, gender identity, country of origin, differing abilities, as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.”

[NKU Inclusive Excellence: Catalyzing Institutional and Educational Excellence](#)

Core Question #1

How can we celebrate diversity in our districts and schools?

Equity

“Equity in education is fundamentally an effort to ensure that all of our students have the supports they need to meet our academic standards and to reach their full potential as students, citizens and human beings. An equity focus in education recognizes that public school students come to us with a variety of backgrounds, needs, supports and experiences, and that we must take those into account when we consider the education of each child”
(Glass, 2021).



Core Question #2

What are some examples of how districts and schools are providing equitable access to stakeholders?

Inclusion

“The intentional act of creating an environment that fosters mutually respectful relationships in which each student, regardless of intellectual, social, cultural and geographic background, is welcomed, supported and valued as fully participating members of society.”

Sources for defining inclusion:

- *NKY 2022 Inclusive Excellence Plan*

Radical Inclusion



Glass, Jason - Commissioner of
Education 10:30 AM

I go to this concept of "radical inclusion," meaning that we go out of our way to identify individuals and groups who are typically outside our conversations and decision-making processes, and create supports and intentional structures to involve them.



Kentucky Department of
EDUCATION

Core Question #3

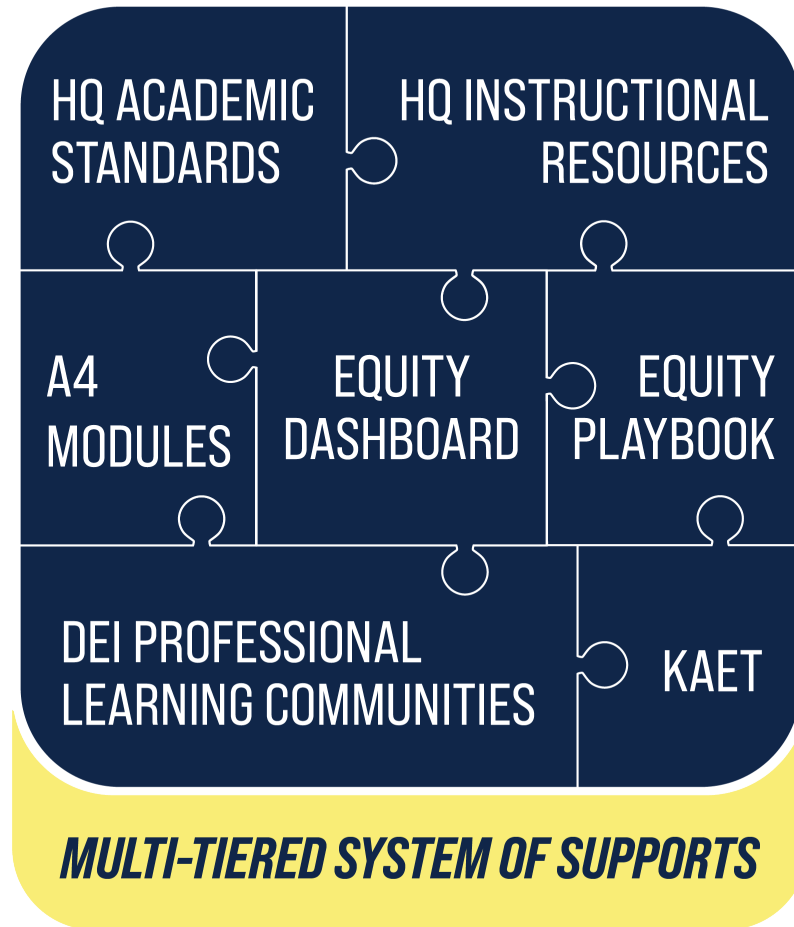
- How do we create/support radical inclusion in our schools?



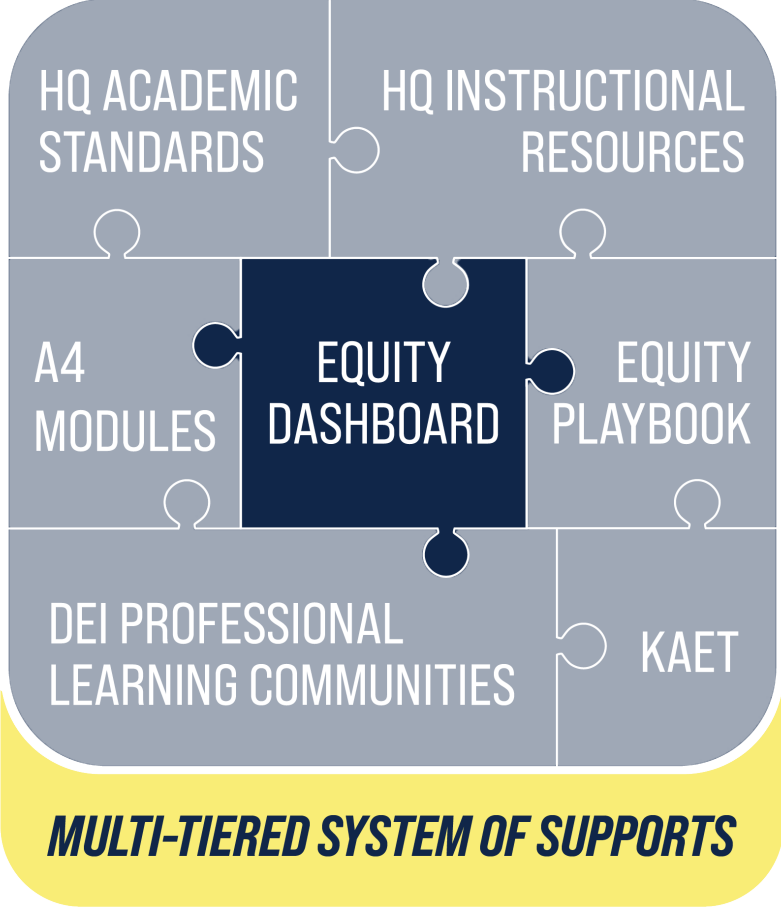
Belonging

- The degree to which learners believe, experience and feel that they are accepted and respected by adults and peers as a valued contributor in their learning and social environment.

KENTUCKY'S EQUITY TOOLKIT



KENTUCKY'S EQUITY TOOLKIT



Introduction to the Equity Dashboard by Dr. Woods-Tucker

What Is It?

The Equity Dashboard is a program that takes data from your district through Infinite Campus 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. These people are the only people who can see this information.

When Is It?

You can access the data for your district today!

What Groups Are Compared?

- The dashboard compares two groups: a variety of demographic groups and their corresponding “non” group.
- For example, Hispanic students are compared to non-Hispanic students and homeless students are compared to non-homeless students.
- The Race Ethnicity Groups view includes the following groups:
 - Asian, Black, Hispanic/Latino, Native American, Pacific Islander, Two or More, White
- The Other Students Groups view includes the following groups:
 - Female, Male, Economically Disadvantaged, English Learner, Foster, Homeless, Migrant, Military Connected, Students with Disabilities

Four-Step Problem Solving Process/Root-Cause Analysis

Four-Step Problem Solving Process

Step 1: Problem Identification: The first step in the decision-making process is to determine whether a problem exists and define it as precisely and explicitly as possible.

TIP: Represent data graphically. Teams can then compare current data to specific criteria, such as academic/nonacademic benchmarks, local or national norms, performance from previous years, implementation benchmarks, etc., as well as see trends and inequities in the data.

Data Sources Used	Guiding Questions	Observations/Discussion Problem Statement(s) Identified <small>*When possible, focus on challenges that are actionable and have a high priority in the school or district</small>
	<p>What should all students know, understand and be able to do as a result of universal learning supports?</p> <p>What do you see in the data?</p> <p>What wonderings do you have about the data?</p> <p>What are the celebrations in this data? What are the concerns in this data?</p> <p>What percentage of students are meeting benchmark?</p>	

Five Whys – Instructions

The Five Whys begins with the problem statement your team identified during brainstorming. For this example, the identified need is “Children in our community are not ready for kindergarten.” The team will then ask why this need or cause is present, and record responses. Continue to ask why, recording responses as you go. By asking why at least five times, your team should get at the root cause for the identified need.

Problem Statement: Children in our community are not ready for kindergarten.

Why?

Not all children in the community are going to high-quality preschool.

Why?

There are not enough high-quality preschools in our community.

Why?

Preschool staff need additional training and education to provide high-quality preschool education.

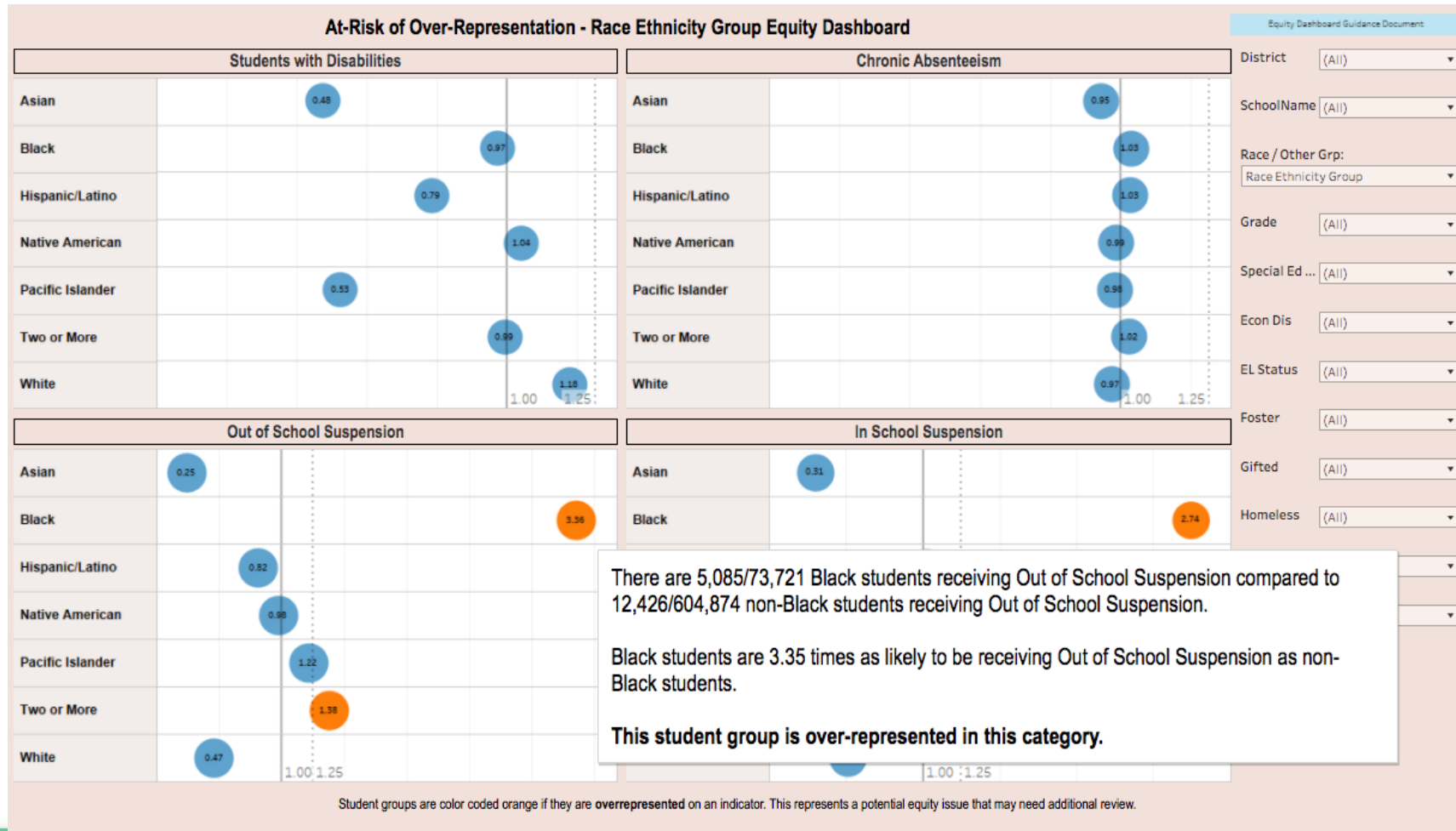
Why?

Professional development opportunities are not available for preschool staff.

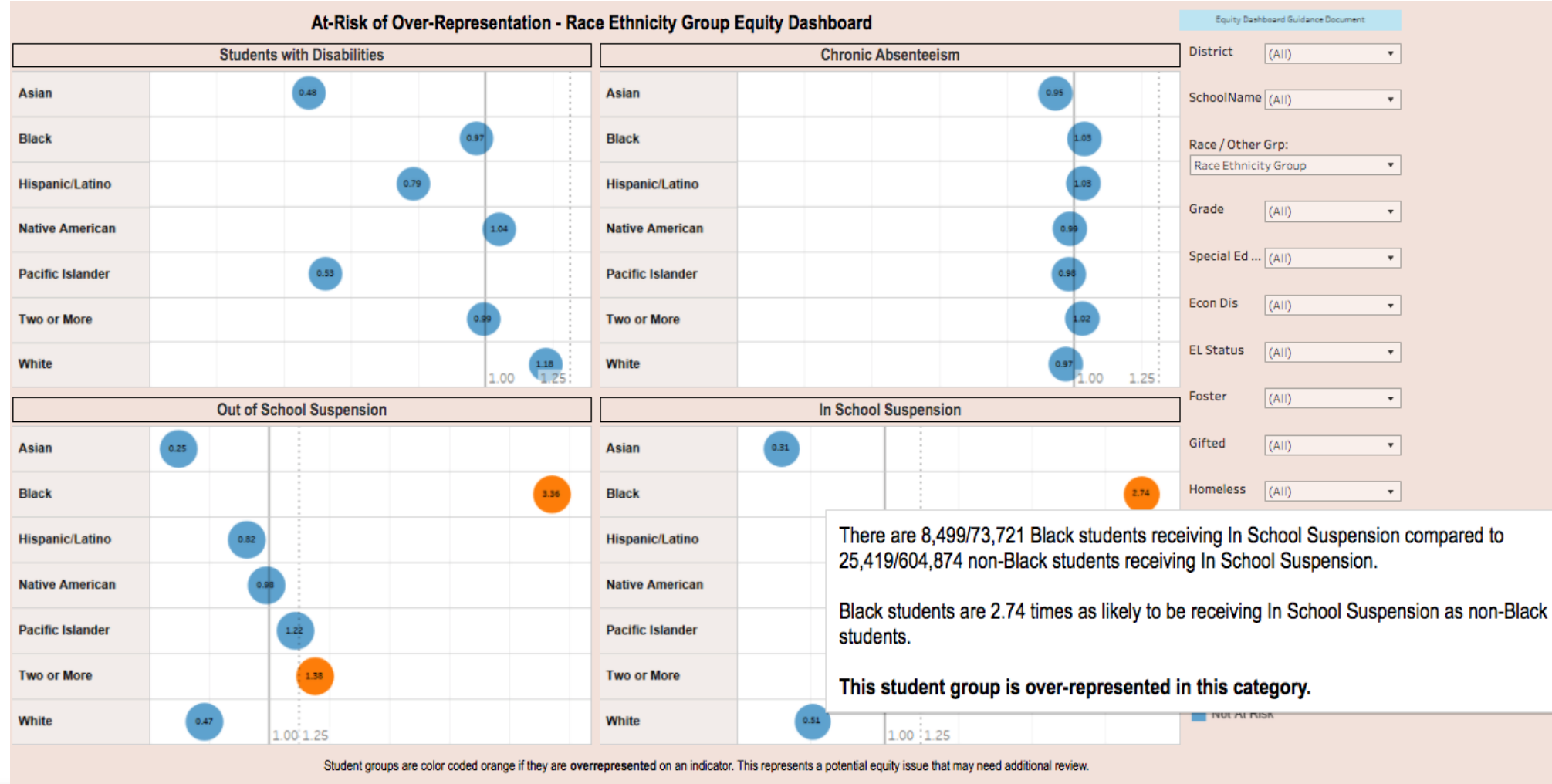
Why?

Root Cause: The community college does not offer training and professional development opportunities for staff.

Real Data in Kentucky

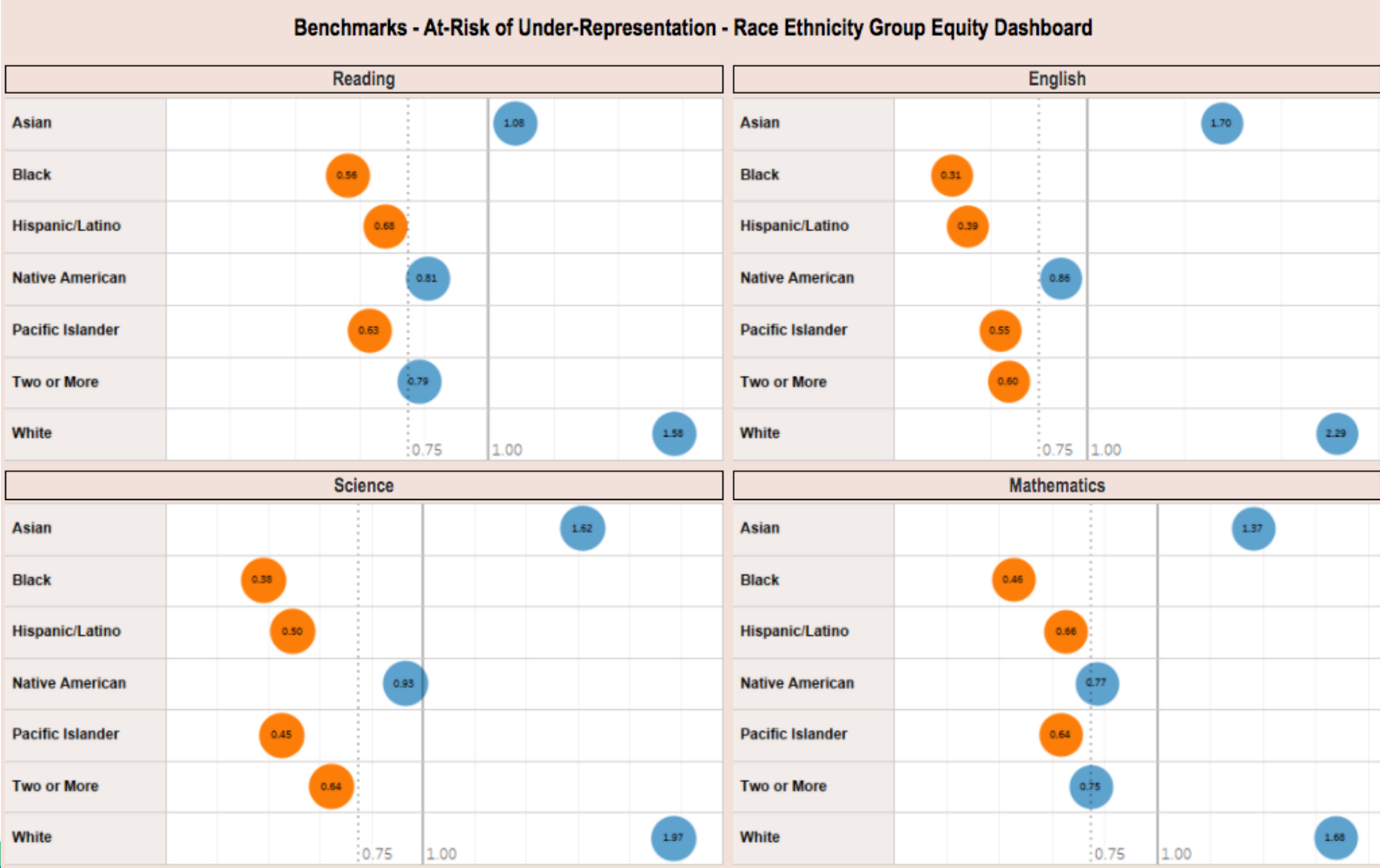


In-School Suspension in Kentucky



Academic Proficiency

Do you see the trend in Kentucky?



This Is a Great Time to Do a Data Equity Walk

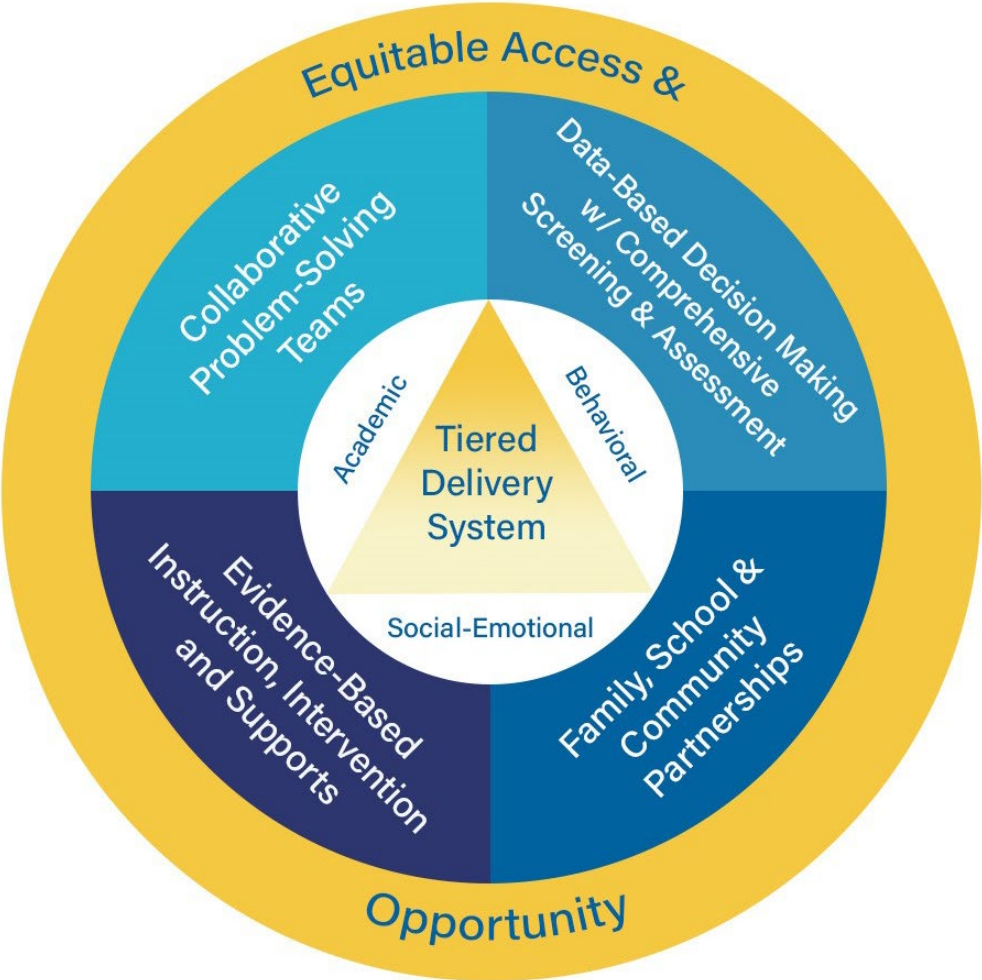
Context Matters- May I get a volunteer to read this?

- It is important to note that while the Kentucky Department of Education's Equity Dashboard should be extremely helpful to educators, context matters and this is not the only data that district and school leaders should consider. The authors of this document have been reading "Street Data" (2021) by Shane Safir and Jamila Dugan.
- "Street data emerges from human interaction, taking us down to the ground level to see, hear and engage with the children and adults in our school communities- particularly those at the margins" (p. 19).
- Honoring, valuing and lifting up the voices of your students and their families can offer you a great deal of information about how school and the educational process are going for your community.

Context Matters- May I get a volunteer to read this? (Part 2)

"We have retained a vision of what is possible when we build classrooms and schools and systems around students' brilliance, cultural wealth and intellectual potential rather than self-serving savior narratives that have us 'fixing' and 'filling' academic gaps" (p. 4). Using students' funds of knowledge to better understand what has shaped them will help us in a number of ways. It allows us to know our student's better, it offers social and emotional learning (which we know is vital to learning for students) and it is trauma-informed. It also gives us qualitative data that places the lived experiences of our students and their families as a priority.

Kentucky's Multi-Tiered System of Supports (KyMTSS)



KyMTSS.org

[KyMTSS](https://www.kyMTSS.org) is a multi-level prevention system to support student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment and intervention. It is, first and foremost, a framework that organizes the systems, data and practices along a layered continuum of supports to build responsive, equitable and inclusive learning experiences for each and every student.

Transformative Social-Emotional Learning (SEL)

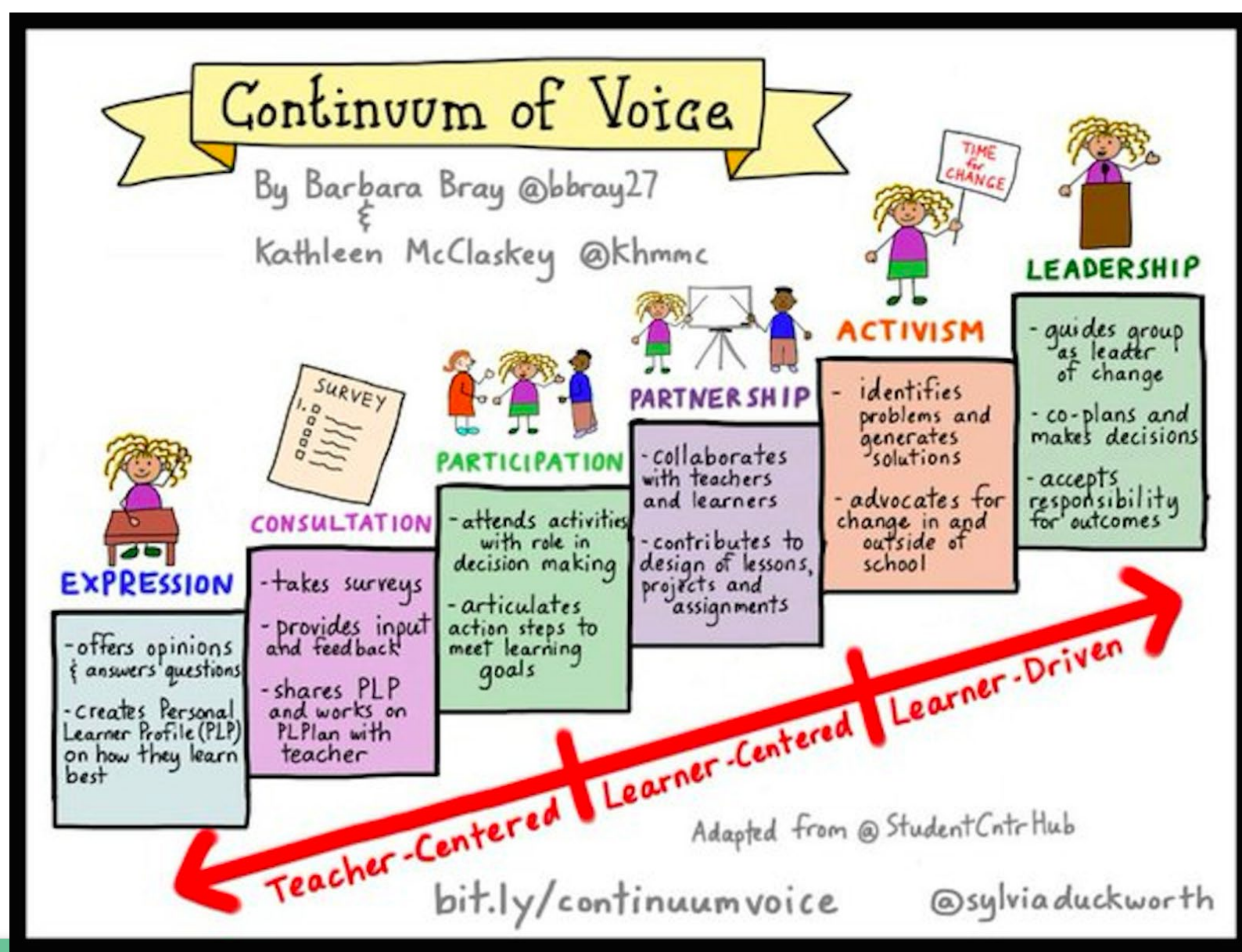
“Transformative SEL” is a process whereby young people and adults build strong, respectful and lasting relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community and societal well-being.

<https://casel.org/research/transformative-sel/>



Prioritizing Student Voice

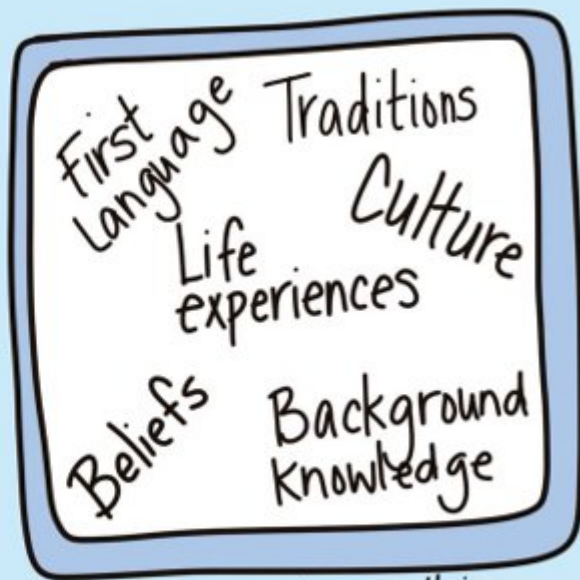
- Prioritize the voices of students! They can teach us so much!
- Transformative SEL



Funds of Knowledge

Students don't
come to class
with empty slates.

@ValentinaESL



How can we leverage their
funds of knowledge?



Kentucky Framework of Best Practices for Social/Emotional Learning

- Document that will ultimately come from regional cooperatives and is endorsed by KDE;
 - Will set the stage for SEL in Kentucky with recommendations for educators on how to implement SEL as it pertains to the following Big Rocks:
 - Whole Child
 - Climate and Culture
 - Diversity, Equity and Inclusion
 - Early Childhood
 - Workforce Development and Career and Technical Education
- *Ultimate goal is to take this document from recommendations to law**

Trauma-Informed Practices

- What happened to you?

Healing-Centered Engagement



The Future of Healing: Shifting From
Trauma Informed Care to Healing
Centered Engagement



“Clone”

Ever since that day in the fifth grade
my teachers watched me so hard, so close
that I felt like I was trying to break out of
prison

Every dumb — I did
they thought it was because of
trouble at home
an absent father
a tired mother
not enough books
not enough vegetables
not enough sleep
They believed those lies about me
and made themselves
a whole other boy
in their minds
and replaced me with him



Storytelling

- Teach students to empathize with and understand others, especially those whose lives are more difficult than their own (Petrilli, 2021).
- “Competence in the *social awareness* domain involves having the critical historical grounding to take the perspective of those with the same and different backgrounds and cultures and to appropriately empathize and feel compassion” (Jagers et al., 2019).

Storytelling: The Positive Impacts

- One of the first stages to healing racial trauma is encouraging youth to engage in racial storytelling.
- Sharing their personal stories will help them to release negative emotions (Hardy, 2013).
- In group settings, storytelling from personal experience has a positive impact on all participants.
- According to East et al. (2010), amplifying these voices promotes personal resilience and fosters community connection.

MAKE SPACE FOR BLACK & LATINX STUDENTS TO TELL THEIR STORIES, IN THEIR AUTHENTIC VOICES, & LISTEN CLOSELY, BECAUSE WITHIN EACH LINE ARE THE KEYS TO REWRITING DEFICIT-BASED NARRATIVES.

@DRCOURTNEYROSE



Storytelling (2)

- It's important to remember that your story may not be the same or similar to my story.
- For example, you and I can be experiencing totally different emotions and have different responses to today's session after being in the exact same location and hearing the exact same things.
- Your perceptions of an experience nor my experiences of an experience should be discounted. This is true for your Black students and their families as well.

Storytelling (3)

- Think of two children sitting in a classroom. A delivery comes to the door with flowers. Child A shows excitement. Their parent gifts flowers each year for joyous occasions (birthdays, Valentine's day, etc.). Child B; however, has only ever associated floral arrangements with funerals. The two children in the same situation – with two very different reactions/emotions based on their lived experience.

Safe Spaces

- How can we make space for our students to share their stories and lived experience? What would this do for our students?

Modeling Empathy Interviews

- [KDE Resource](#)
- [Learning Forward Resource](#)

Celebrations

- [New Website](#)

KENTUCKY SCHOOL COUNSELOR SUMMIT

Feb. 8, 2022

9 a.m. -5 p.m. ET

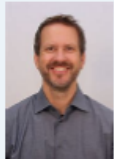
In-person and virtual options at co-ops

#CounselorsAcrossKY



Join us for this opportunity from KDE and our amazing regional cooperatives to collaborate with school counselors from around the state! Important topics will be discussed that are vital to your school counseling program.

OUR AMAZING SPEAKERS



Dr. Brett Zyromski, Ohio State University Assistant Professor of Counseling

Topic: Student Success Beyond the Pandemic...Using Data-Driven and Evidence-Based Counseling to Foster Success

Dr. Loretia Dye, Associate Professor at WKU for Counseling and Student Affairs

Topic: Little Nervous Systems: Planting, Watering & Cultivating our Students' Truest Nature within a School Counseling Program



Ms. Miriam Silman, Project AWARE/Trauma Informed Care Program Administrator

Topic: Promoting School-Based Behavioral Health Best Practices in Schools

OPPORTUNITIES PROVIDED BY KDE AND
THE GRACIOUS TEAMWORK OF KENTUCKY CO-OPS

Statewide School Counseling Professional Learning



Asset Based- Rowan County Badges



Kentucky Department of Education: Minimum Graduation Requirements For Students Entering High School in 2019-2020 and Thereafter

Personalized Graduation Requirements Connected to the Individual Learning Plan (ILP)

[704 KAR 3:305](#), Kentucky's new minimum high school graduation requirements, became effective on April 5, 2019. However, [Senate Bill 158 \(2020\)](#) requires changes be made to state and local graduation requirements for students who entered high school in the 2019-2020 school year and thereafter. Please see the [Senate Bill 158 Implications for Minimum High School Graduation Requirements document](#) for specific changes.

	4 English Credits	4 Math Credits	3 Social Studies Credits	3 Science Credits	Other Credits
Foundational	English I English II	Algebra I Geometry	Social Studies Social Studies	Lab-based Science Lab-based Science	½ Health; ½ PE Visual/Performing Arts
Personalized	2 Additional English credits aligned with the ILP and covering the remaining KAS for Reading & Writing Additional course options aligned to the KAS for Reading & Writing could include, but are not limited to: English III, English IV, AP Language, AP Literature, dual credit English, etc.	2 Additional Math credits aligned with the ILP and covering the remaining KAS for Mathematics Additional course options aligned to the KAS for Mathematics could include, but are not limited to: Algebra II, Precalculus, College Algebra, AP Calculus, dual credit math, dual credit CTE math, etc.	Social Studies aligned with the ILP and covering the KAS for Social Studies Additional course options aligned to the KAS for Social Studies could include, but are not limited to: Social Studies 1, 2, 3, Geography/AP Human Geo, World History (or AP), US History (or AP), Economics, etc.	Science aligned with ILP and covering the KAS for Science Additional course options aligned to the KAS for Science could include, but are not limited to: Chemistry (or AP), Physics (or AP), Biology (or AP), CSI Forensics, dual credit science, etc.	6 credits aligned with ILP and covering the related content area KAS. Additional course options aligned to the KAS for Visual and Performing Arts could include, but are not limited to: Chorus 1, Orchestra 1, Visual Arts 1, Theatre 1, Band 1, etc.

All required courses must be aligned to the Kentucky Academic Standards. These are state minimum standards and additional requirements may vary by district.

Other Graduation Requirements:

- Pass state-mandated civics test
- (Beginning in 2020-2021) Successfully complete a course or program in financial literacy
- Receive instruction in essential workplace ethics
- Demonstrate competency in technology



Other Considerations:

- Development of Individual Learning Plan (grades 6-12)
- CPR Training in Health, PE or JROTC course



Individual Learning Plan

- [Google Classroom](#)
- [ILP Playbooks](#)

Advanced Placement Exams

- No more than \$10 for this school year!

Bringing People With Us

- Internal KDE Diversity, Equity and Inclusion Team (two people from each office at KDE); monthly meetings offering feedback on DEI progress and strategic plan
- Monthly Learning Opportunities with District DEI Officers/Coordinators (representatives from Jefferson, Fayette, McCracken, Berea, Owensboro, Daviess, Paducah, Christian, Union, Fort Thomas, Mayfield)
- Biweekly Learning Opportunities with Regional DEI Coordinators
- One new DEI coordinator in the Office of Special Education and Early Childhood
- Two new consultants in our division at KDE (Community Engagement Coordinator and Strategic Analyst of Learning)
- Tapped Into Commissioner's Student Advisory Council

Menu of Professional Learning

Kentucky Academy for Equity in Teaching



To Do:

- Create Community Stakeholder Advisory Council on DEIB Strategies and Priorities
- Working with Kentucky Education Television on Asynchronous Safe Spaces course for all educators with micro credentials
- Put Equity Playbook in practice (70 districts have signed up-beginning in June)
- Begin MOA process for six asynchronous modules with micro-credentials using national experts on topics like restorative practices, fostering equity, deeper learning and more
- Podcast highlighting heroic stories and practices in our schools
- Monthly newsletter for stakeholders throughout Kentucky

DEI is Not a Destination, It is a Journey

Thank you!



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