LEADING WITH LENS OF EQUITY
PRESENTERS

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INTRODUCTIONS

What do you hope to learn or take away from this session?

What challenges are you facing in your district that this presentation might help you think about or address?
**Tipping Points: Year When Age Group Becomes “Minority White”**

- **Age: under 10**
  - 2016
- **under 20**
  - 2021
- **under 30**
  - 2023
- **under 40**
  - 2026
- **under 50**
  - 2029
- **under 60**
  - 2032
- **under 70**
  - 2036
- **All Ages**
  - 2044

**Note:** Year indicates first year when the size of the age group’s white population is superseded by that of the age group’s non-white population.

**Source:** William H. Frey analysis of the 2014 U.S. Census Bureau Projections
## A Story Not Only of Diversity but Disparity

Source: Metropolitan Council Thrive MSP 2040 Report, p. 40

<table>
<thead>
<tr>
<th>Measure</th>
<th>White, Non-Latino</th>
<th>Persons of Color</th>
<th>Rank of Disparity Among 25 Largest Metro Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High School Graduation</strong></td>
<td>96%</td>
<td>78%</td>
<td>3</td>
</tr>
<tr>
<td>(% of population age 25+ with a high school diploma)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td>79%</td>
<td>65%</td>
<td>1</td>
</tr>
<tr>
<td>Percentage of civilian working-age population that is employed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Above Poverty Line</strong></td>
<td>94%</td>
<td>74%</td>
<td>1</td>
</tr>
<tr>
<td>Percentage above poverty threshold</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Income</strong></td>
<td>$37,943</td>
<td>$18,078</td>
<td>4</td>
</tr>
<tr>
<td>Per capita income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Home Ownership</strong></td>
<td>76%</td>
<td>37%</td>
<td>1</td>
</tr>
<tr>
<td>Percentage of householders who own their homes.</td>
<td></td>
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</tbody>
</table>
DISCUSSION

What do you see as the demographic changes in your school district?

What is true for your school district?
Six Conditions of Systems Change

- Policies
- Practices
- Resource Flows
- Relationships & Connections
- Power Dynamics
- Mental Models

Structural Change
(explicit)

(semi-explicit)

Transformative Change
(implicit)

https://www.fsg.org/events/webinar-six-conditions-systems-change
BHS Students in the Equity Innovation Lab want to develop an initiative to educate the school and community about cultural competence.
NINE OPPORTUNITIES TO INCREASE EQUITY & OPPORTUNITY WITHIN A SCHOOL DISTRICT

- Cultural Competence
- Staff Diversity
- Culturally Responsive Teaching
- Eliminating Bias
- Courageous Conversations
- Strong Teacher-Student Relationships
- Youth Voice
- Academic Opportunity
- Inclusion
MENTAL MODELS

An explanation of someone's thought process about how something works in the real world. It is a representation of their personal beliefs, values, and surrounding world. It reflects the relationships between a person's perception of others through their own dimensions of diversity.
Modeling Inclusionary Practices

Relationships are **transformational**

Use of **equity data** helps to lead school/organizations reforms

Needs are **recognized** and **met**

**Community-based Mentoring** is part of school/organizational culture

**Partnerships** with families and community

**All identities** are welcome in all school/organizations' spaces
### Continuum of Cultural Competency

<table>
<thead>
<tr>
<th>Cultural Destructiveness</th>
<th>Cultural Incapacity</th>
<th>Cultural Blindness</th>
<th>Cultural Pre-Competence</th>
<th>Cultural Competence</th>
<th>Cultural Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forced assimilation, subjugation, rights and privileges for dominant groups only.</td>
<td>Racism, maintain stereotypes, unfair hiring practices.</td>
<td>Differences ignored, “treat everyone the same”, only meet needs of dominant groups.</td>
<td>Explore cultural issues, are committed, assess needs of organization and individuals.</td>
<td>Recognize individual and cultural differences, seek advice from diverse groups, hire culturally unbiased staff.</td>
<td>Implement changes to improve services based upon cultural needs.</td>
</tr>
</tbody>
</table>
HOW DOES BIAS SHOW UP IN YOUR EDUCATIONAL SETTING
NOW WHAT?

EQUITY INNOVATION CENTER
Focus: Systems Level Change

- Raising Awareness
- Improving Effectiveness
- Activating Change
- Creating Momentum
- Accelerating Transformation
Passion for vision, Commitment to mission, Lens of equity and inclusion
QUESTIONS?
THANK YOU!