

# Enhancing Equitable Practices with an Intentionally-built Online Platform

# Introductions



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# Desired Outcomes

|         |  |
|---------|--|
| Learn   | Learn how CalState S4 frames equity-based language.  |
| Explore | Explore the use of language and how technology can be a catalyst for increasing awareness and understanding of inclusivity and equity-based practices. |
| Reflect | Reflect on current practices and identify areas that could be strengthened.  |
| Feel    | Feel equipped to deepen our capacity to advance students' education experiences using technology as a tool to facilitate meaningful dialogue.          |

# WHAT IT IS. WHAT IT DOES.

**S4 is a student-centered web application that supports and tracks off-campus learning experiences.**



**Student Success:** Tracks students.

**Staff Support:** Improves processes.

**Site Safety:** Manages risk.

**Smart Statistics:** Shows impact.

I have used technology as a way  
to increase awareness and  
understanding of inclusivity and  
equity-based practices.

#TEquity

# Call to Action

Owning that we (educational institutions, society) failed certain students and that we have a responsibility to do better.

# Working Agreements

**We will have language hiccups and we will  
continue to listen and learn**

**We can hold space that we don't all agree on**

**...and that is ok as long as we continue to strive**

# Issues Addressed in S4 – Deficit Language

## Language used until end of 2019

- Youth Programs & Services (umbrella term)
  - At-Risk Programs
  - Career Development/Exploration
- Adult Programs & Services (umbrella term)
  - Computer and Information Literacy
  - Human Services
  - Family Services and Planning
- Social Justice (umbrella term)
  - Women's Rights
  - LGBTQ Rights
  - Migrant Support





# **#messaging**

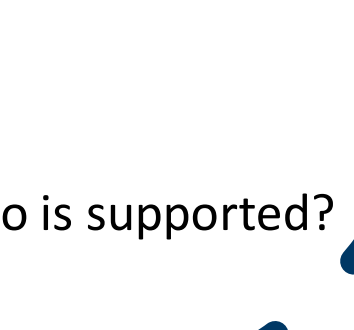
**What are some terms that you have seen that are inadvertently perpetuating an inequitable message to students and/or the community?**

# Striving for an equity-based approach in S4

## Development of Focus Populations

- We decoupled the focus areas from the group populations to better describe the support being provided through our partnerships with the community.
- We implemented key word search (in Focus Areas as well) recognizing that programs used different terms and that many still used deficit-based language.

## Development of Focus Areas

- We changed Issues Addressed to Focus Areas
  - We assessed every term, asking:
    - Are we using deficit-based terminology?
    - Are we making any assumptions about who is supported?
  - We consulted DEI experts
- 

# Focus Areas & Populations in S4 Equity-based Language



# #terms

**What are some equity-based terms that your program or campus is using? How? What changes have you noticed?**



# Practitioners' Perspectives



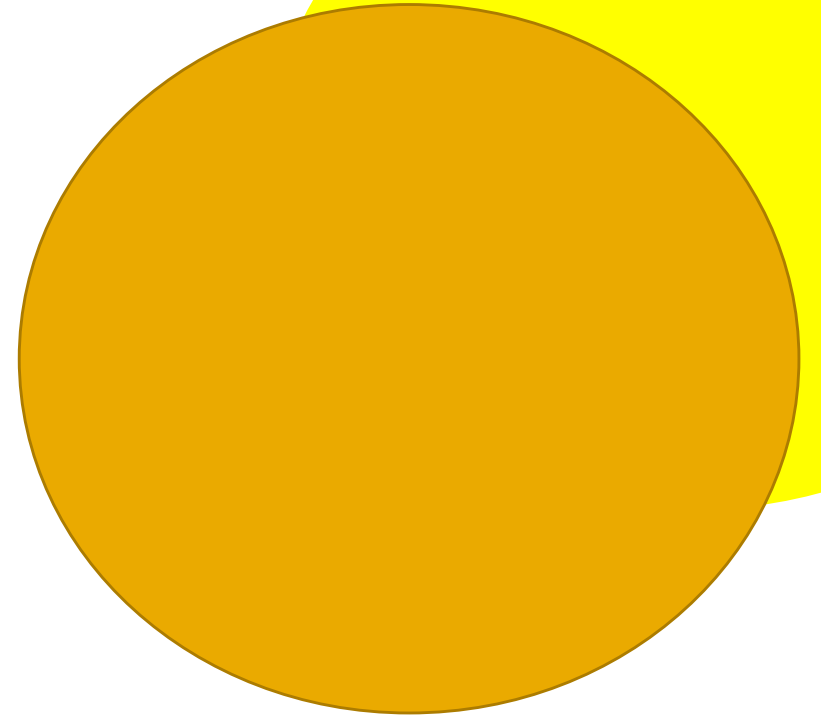
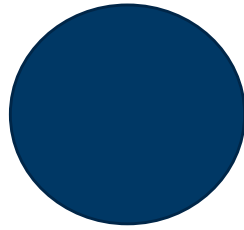
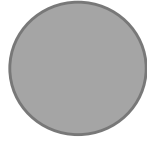
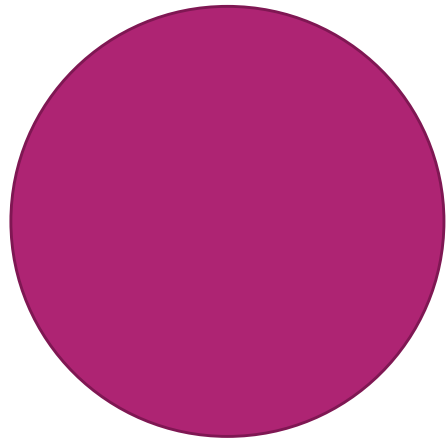
Keep Learning

WHAT CLARIFICATION QUESTIONS DO YOU HAVE?

Moving Toward  
Action

WHAT IS ONE TAKE  
AWAY FROM TODAY'S  
SESSION?

#takeaway



“Language does not just describe reality.  
Language creates the reality it describes.”

-Desmond Tutu



# CalState S4 Contact Information



CalState S4  
CSU Office of the Chancellor  
Center for Community Engagement

[support@calstates4.com](mailto:support@calstates4.com)

# Continue the Learning and Conversation

Identify a point person to support the continued learning on the team. Is there one specific article you could read and discuss in a month to continue the learning and conversation? Here are some possible resources:

- Article: Tara J. Yosso (2005) Whose culture has capital? A critical race theory discussion of community cultural wealth, *Race Ethnicity and Education*, 8:1, 69-91, DOI: 10.1080/1361332052000341006. **Link:** <http://dx.doi.org/10.1080/1361332052000341006>
- Book: Critical Race Counterstories along the Chicana/Chicano Educational Pipeline (Teaching/Learning Social Justice) 1st Edition.
- Robert Ibarra's work on Multicontextuality. Short introduction: <http://ehrweb.aaas.org/mge/Archives/3/Multi.html>  
Do a search for: "Ibarra Multicontextuality" and various resources come up).
- Book: Beyond Affirmative Action: Reframing the Context of Higher Education, 2000  
Decentering Dominance - Lots has been written, a search will find various perspectives
- Sum of Us Progressive Style Guide - <https://www.resource-media.org/style-matters-sum-uss-new-progressive-style-guide/>
- Racial Equity Tools - <https://www.racialequitytools.org/>
- National Equity Project Resources - <https://www.nationalequityproject.org/resources>