

CAREER NONCREDIT EDUCATION INSTITUTE

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Transforming
CTE and
Noncredit and
Basic Skills

Through an EQUITY and ANTI-RACISM Lens.



ACADEMIC SENATE FOR
CALIFORNIA COMMUNITY COLLEGES

Supporting Students of Color in Noncredit and CTE

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Overview

1. Introductions
2. Community Agreement
3. Discussion
4. Assumptions
5. Strategies
6. Reflection Questions



Introductions

- Kimberley H. Stiemke, Ed.D.
Basic Skills/High School Professor
NOCE Curriculum Chair
- M. Leonor Cadena, Ph.D.
Anthropology Professor, Department Co-Coordinator
N.O.C.C.C.D. Diversity & Inclusion Faculty Fellow
- Tina McClurkin
CTE, Office Technology Professor
SLO Coordinator



Community Agreement

- Assume complexity
- Cultural humility – be open to learn from others
- Safe to ask questions – not assume someone else's intent
- Work with empathy, understanding
- All here for students, assume we all have same goal
- Miscommunication will likely occur
- Be comfortable with discomfort, aware of defensiveness,
- Be professional – talk about systemic issues, not personalize





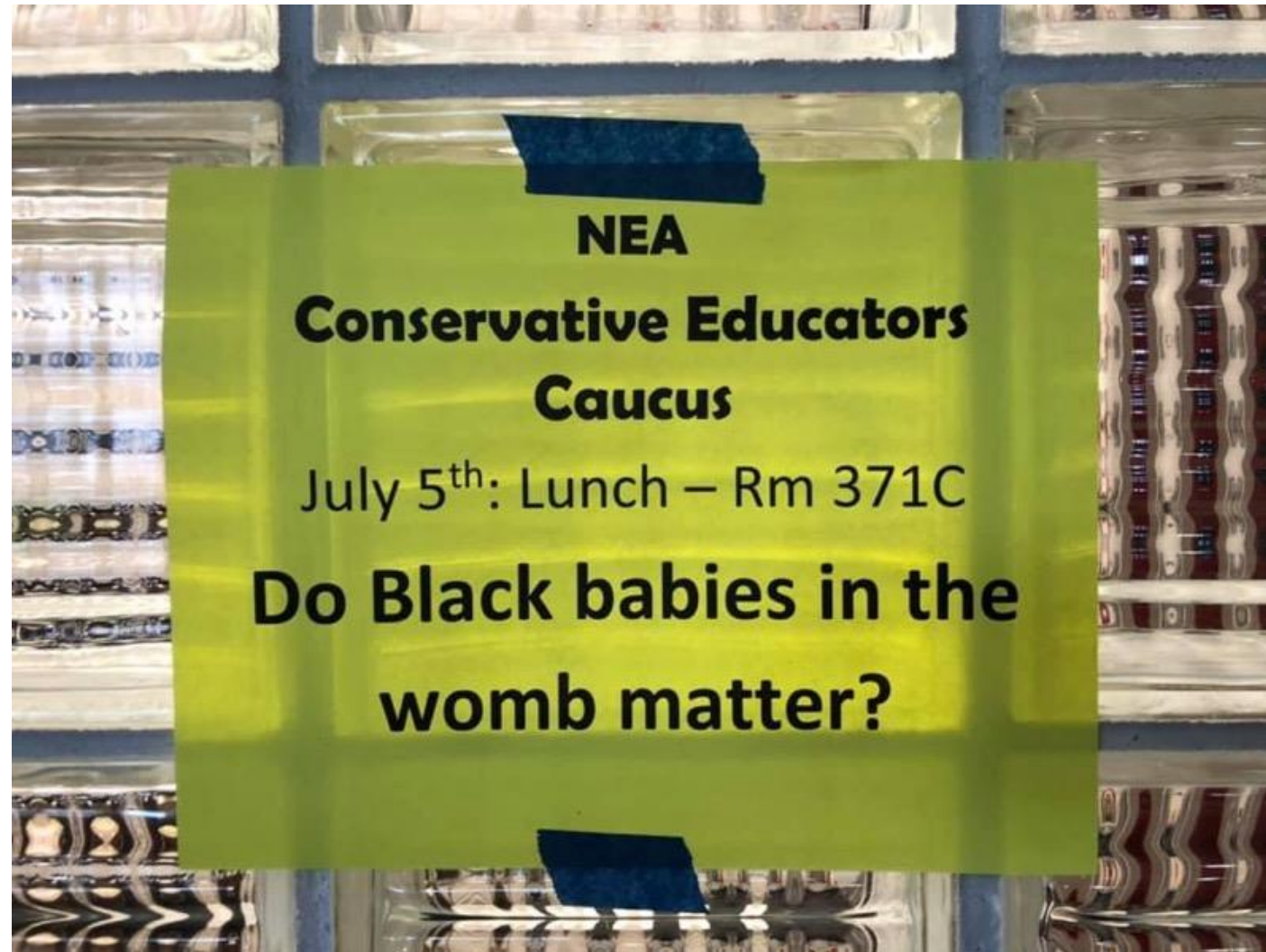
Discussion

Why does supporting students of color matter?

What role do you play?



NEA Conservative Educators Caucus





Assumptions

1. Students will seek help if struggling.
2. _____students are not intellectual, responsible, etc.
3. Students from certain backgrounds are poor writers.
4. Poor writing suggests limited intellectual ability.
5. Older & students with disabilities are slower learners & require more attention.
6. Students whose cultural affiliation is tied to non-English speaking groups are not native English speakers or are bilingual.



Source: USC Center for Urban Education

7. Students from a particular group are experts on issues related to that group and can represent (speak for) their entire group, AND/OR Whites do not have opinions about race/ethnicity.
8. All students from a particular group share the same view on an issue & have different perspectives from the majority not from that group.
9. In their reading, students will relate only to characters who resemble them.
10. Students from certain groups are more likely to: be argumentative or conflictual during class discussions OR not participate OR bring a more radical agenda.

Source: USC Center for Urban Education



Strategies to Support Students of Color

- Accommodations – classroom space & online course content
- Attendance – getting to know your students
- Grading – designing & assessing effectiveness & gaps
- Curriculum design – representation & seeing themselves
- Instructional Strategies – methodologies used (remote learning strategies for engagement)
 - Grouping Students for Learning
- Intentional Outreach – don't wait for your students to come to you



Reflection

1. Reflect on your own classroom. Are there inequities in your class? If so, which ones?
2. How and when did you notice this? Did you ever have a student mention this? Did you notice this on your own? How?
3. Is your course structured in a way that contributes to this?
4. How are the artifacts in your class playing a role in creating inequity?
5. Have you ever disaggregated course outcomes to identify inequities? If yes, what did you find? If not, what do think you'd find?



Questions





Sources & Additional Resources

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