Prioritizing Equity-Mindset Practices in Technical Assistance

Presented by

National Deaf Center on Postsecondary Outcomes

IDEAs that Work

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

2023 OSEP Leadership and Project Directors' Conference

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Introductions

Our mission is to share information, networks, and strategies to improve continuing education and training for deaf people.

Carrie Lou Bloom: Co-Director
Tia Ivanko: Co-Director

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Strengthening Technical Assistance

Priorities:

- Centering deaf experiences in the work
- Supporting sustainable changes
- Aligning TA with equity focused work across organizations
- Meeting people where they are

Core Message

Deaf people are not the problem, rather it is our systems

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Shifting Practice

Access, equity, and inclusion efforts are complex issues that require complex solutions.
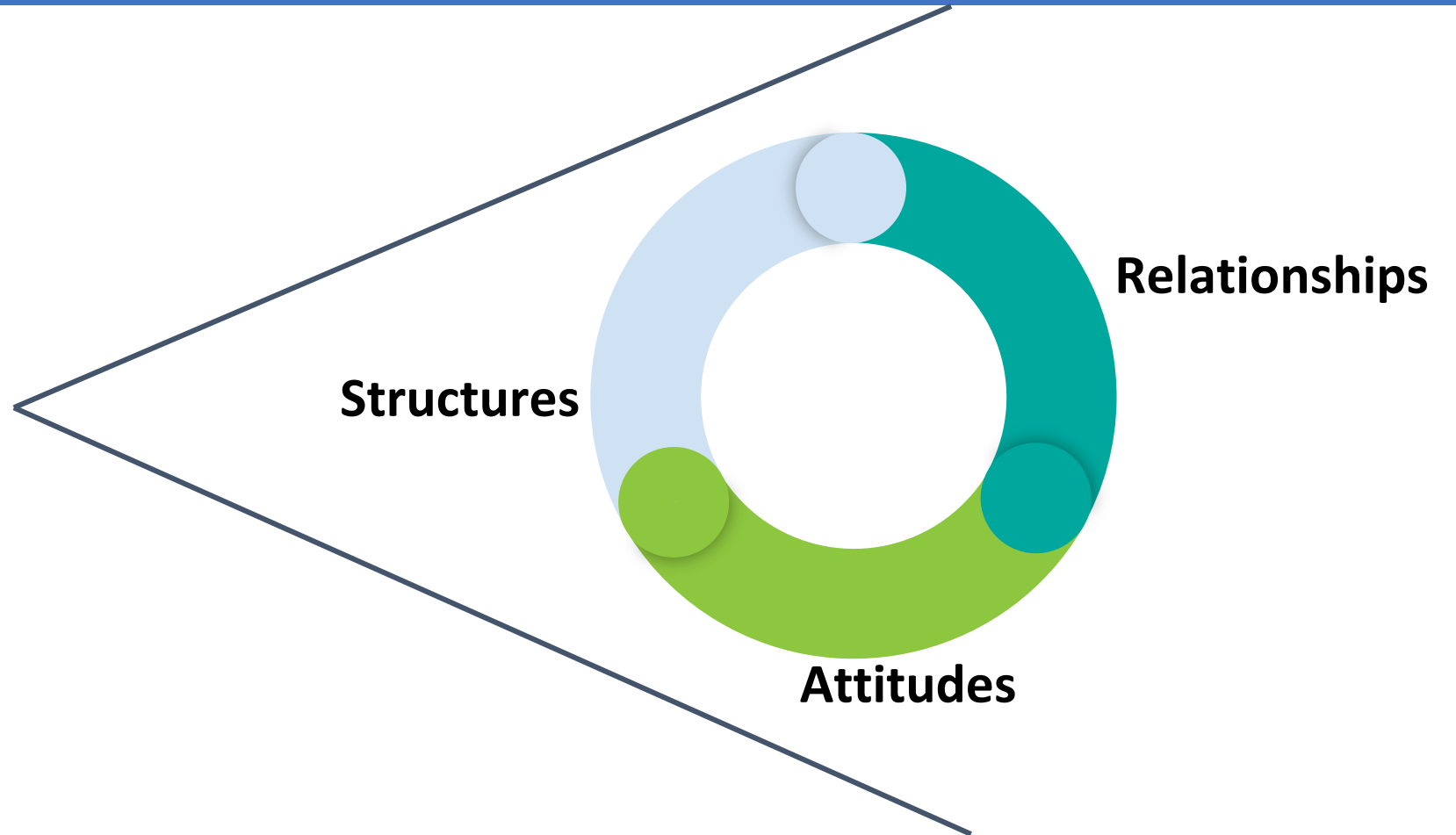
(Golom, 2018; Teemant et al., 2021)

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Systems Transformation Framework

Relationships

Structures

Attitudes

Kania et al., 2018

Shifting Perspectives…. Still a work in progress

Structures

Relationships

Attitudes

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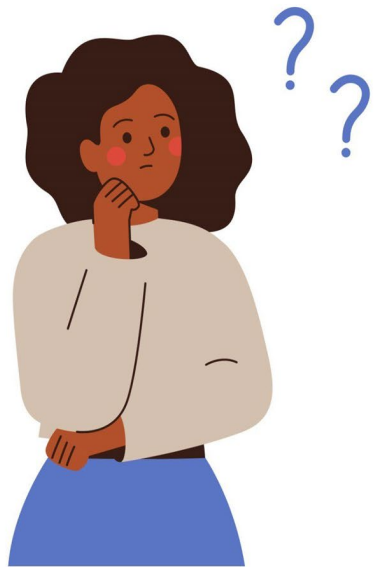
Equity Mindset

An equity mindset sees inequitable outcomes as a "problem of practice rather than a problem with students," emphasizing institutional responsibility to eliminate educational and employment disparities for marginalized students.

Malcom-Piqueux & Bensimon, 2017, p. 6

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Developing an Equity Mindset

- facilitating opportunities for critical self-reflection

- raising expectations

- increasing the use of disaggregated data

- increasing awareness of structural inequities

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Critical Self-Reflection

Self-Assessment Questions

- Leadership has shown a commitment to improving outcomes for deaf people of color and those who are deafdisabled, deafblind, and/or LGBTQIA+

- Professional development opportunities related to equity are available and sustained over time.

- Organizational data is used to identify barriers and improve equity in distribution of resources and services for deaf people.

- Leadership and personnel believe that systems need to be changed, not deaf people.

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Raising Expectations

"...believing in deaf individuals' capability to succeed and not viewing their opportunities as limited because they are deaf."


#DeafSuccess

BRIAN
WELDER

04:35
Matthew Whitfield the Chef

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Use of Disaggregated Data

Interactive Dashboard
www.nationaldeafcenter.org/dashboard

Deaf Postsecondary Data from the American Community Survey (2021)

National Level | State Level | Occupational Fields

BACHELOR'S DEGREE ATTAINMENT: UNITED STATES

● deaf ● hearing ⬇ Download

36.9%

21.4%
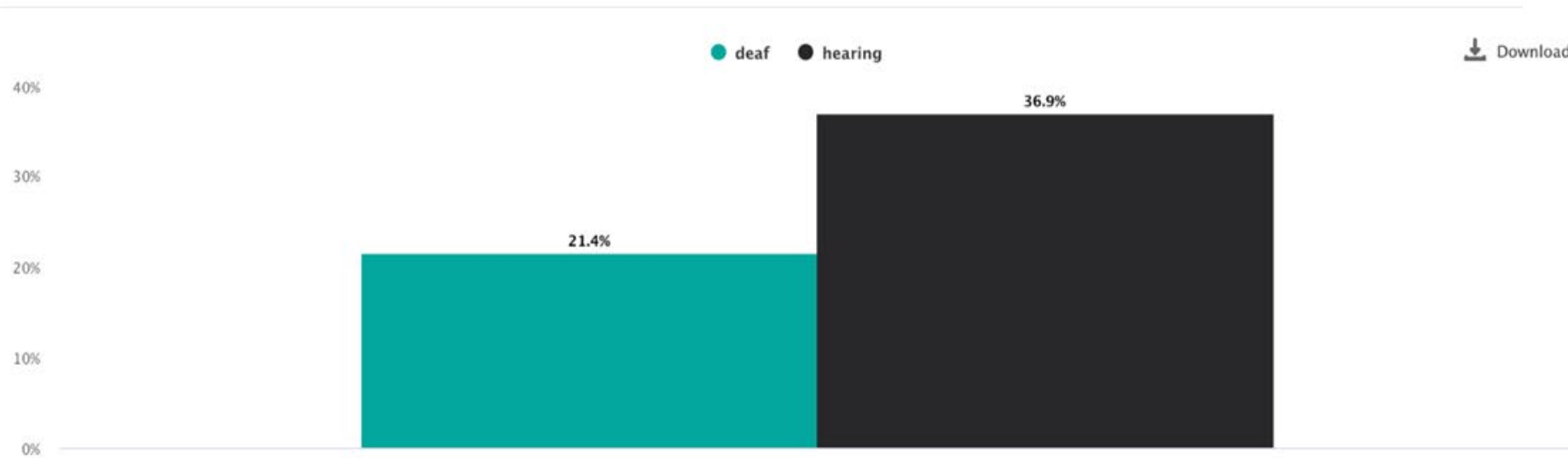
In the United States, among people aged 25-64, an estimated 21.4% of deaf people have completed a bachelor's degree or higher, compared to 36.9% of hearing people.
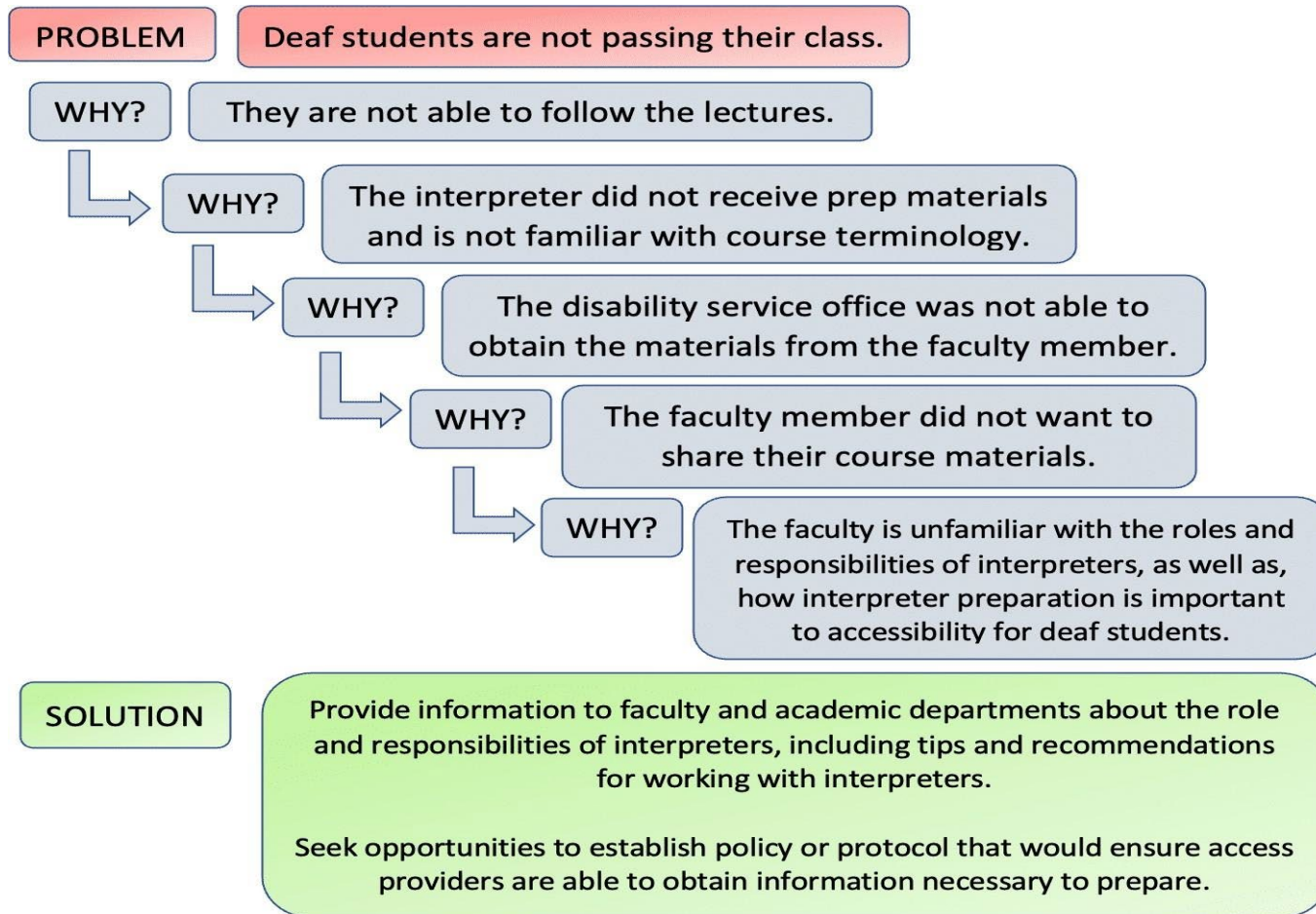
Education Attainment ⌄

Bachelor's ⌄

Overall ⌄

Overall
Age
Race
Gender
Disability

More Options ⊕

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Awareness of Structural Inequities

PROBLEM — Deaf students are not passing their class.

WHY? — They are not able to follow the lectures.

WHY? — The interpreter did not receive prep materials and is not familiar with course terminology.

WHY? — The disability service office was not able to obtain the materials from the faculty member.

WHY? — The faculty member did not want to share their course materials.

WHY? — The faculty is unfamiliar with the roles and responsibilities of interpreters, as well as, how interpreter preparation is important to accessibility for deaf students.

SOLUTION — Provide information to faculty and academic departments about the role and responsibilities of interpreters, including tips and recommendations for working with interpreters.

Seek opportunities to establish policy or protocol that would ensure access providers are able to obtain information necessary to prepare.

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NDC Technical Assistance - In Practice (1)

Intentional integration of equity-mindset practices into
Services & Products

Using data & data dialogs

Online learning

Self-Directed Assessments

Training

NDC Technical Assistance - In Practice (2)

Identifying Needs	Self-Assessment	Ongoing Training
Disaggregated Analysis of State-Level Data	Self-Assessment Questionnaire	Self-Paced Online Modules Intensive Anti-Bias Training

NDC Technical Assistance - In Practice (3)

Identifying Needs	Consultation	Ongoing Training
Self-Assessment Questionnaire	Summary Report & Action Plan	Self-Paced Online Modules Customized Targeted Trainings

Navigating Growth

Challenges

- Political limitations
- Organizational & individual readiness
- Organizational & individual bandwidth
- Finding existing or solid models
- Maintaining long-term focus on the ROI & benefits

Audience Dialog: Equity-Practices In Your Work

1. What frameworks are you using to guide your equity-centered practices?
2. How are you integrating equity-mindset practices into your technical assistance?
3. What challenges are you facing?
4. What opportunities have you leveraged for successful outcomes related to equity-mindset work?

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Thank You

www.nationaldeafcenter.org

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Resource Spotlight

- ✓ **[Attitudes and Biases as Barriers for Deaf People (Online Module)](#)**
- ✓ **[Deaf Postsecondary Data Dashboard (Online Resource)](#)**
- ✓ **[Transforming Systems to Achieve Equity for Deaf People (Online Module)](#)**
- ✓ **[Data-Driven Decision Making: Why Does It Matter?](#)**
- ✓ **[Discovering System Barriers and Exploring the WHY (Online Module)](#)**

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