

# THE LONG ISLAND CONSORTIUM FOR EXCELLENCE AND EQUITY (LICEE)

Presented by:

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*"Preparing Each and Every Student for Success in  
Post-Secondary Education and in Life"*

The Consortium serves as a **critical regional resource** for participating districts to take proactive and system-wide leadership responsibility for **significantly improving the academic performance** of all students, **increasing high level educational opportunities** to learn for all students, and eliminating the observed opportunity and achievement disparities among subgroups of students defined by race/ethnicity and/or economic circumstance.

## What is LICEE?



A collaborative network of regional school districts in Nassau County that have committed to learn and work together to support the school and life success of ALL their students:

- ❖ Baldwin Public Schools
- ❖ Carle Place Schools
- ❖ Elmont School District
- ❖ Freeport Public Schools
- ❖ Hewlett-Woodmere Public Schools
- ❖ Long Beach Public Schools
- ❖ Malverne School District
- ❖ Mineola Public Schools
- ❖ Oyster Bay-East Norwich Central School District
- ❖ Port Washington Public Schools
- ❖ Rockville Centre School District
- ❖ Roosevelt School District
- ❖ Roslyn Public Schools
- ❖ Sewanhaka Central HS School District
- ❖ Valley Stream Union Free School District 13
- ❖ Valley Stream Union Free School District 30
- ❖ Valley Stream Central High School District



# Participating Districts

## 2013-14

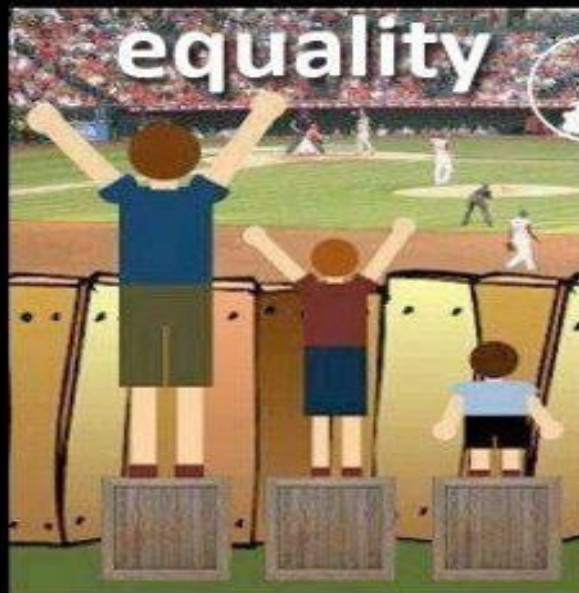
- ❖ Lessons on Leading for Equity: The leadership for Equity Assessment & Development Tool
- ❖ Students taking Charge: Inside the Learner-Active, Technology-Infused Classroom
- ❖ The Cultural Proficient Journey: Co-creating Culturally Response Schools
- ❖ Rebelling Against Traditional Teaching: Turning Your Classroom into Student Centered and Results Only Learning Environments
- ❖ Poverty and School Success: Challenges and Effectively Working with our Under-Represented Students
- ❖ School Counselors' Strategic Action Planning for Equity and Closing the Gaps
- ❖ Making the Invisible Visible Addressing Micro aggressions in our Schools
- ❖ Can we Talk? Working with our Diverse Families without Trepidation

## 2014-15

- ❖ Cultural Literacy for the Common Core: Six Steps to Powerful, Practical Instruction for All Learners
- ❖ Common Core Instructional Strategies to Create Equity
- ❖ Culturally Responsive Education Within a Resilience Framework: It Begins With Beliefs
- ❖ High Impact Strategies for Engaging All of Your Families
- ❖ Cultivating Equity-Mindedness for Leaders, Teams, and Decision-Making
- ❖ Co-Creation: Unlocking the Conundrum of Authentic Engagement
- ❖ Growth Mindset as a Pathway to Equitable Access
- ❖ Creating School Cultures That Nurture Our Diverse Learners' Optimism and Engage

# Events & Activities

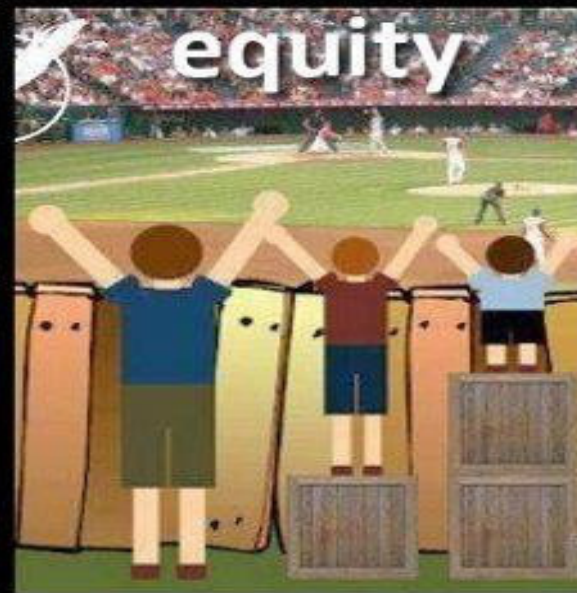




### Equality = SAMENESS

Equality is about **SAMENESS**, it promotes fairness and justice by giving everyone the same thing.

**BUT** it can **only** work **IF** **every-one** **starts from the SAME place**, in this example equality only works if everyone is the same height.



### Equity = FAIRNESS

**EQUITY** is about **FAIRNESS**, it's about making sure people get access to the same opportunities.

Sometimes our differences and/or history, can create barriers to participation, so we must **FIRST ensure EQUITY** before we can enjoy equality.

# LICEE in Action



	11-12	12-13	13-14
Enrollment	1,438	1,474	1,475
Male	53%	54%	54%
Female	46%	46%	46%
American Indian or Alaska Native	0%	0%	0%
Black or African American	41%	41%	40%
Hispanic or Latino	29%	29%	30%
Asian or Native Hawaiian/Other Pacific Islander	23%	22%	23%
White	6%	5%	5%
Multiracial	1%	2%	3%
Limited English Proficiency	11%	10%	10%
Students with Disabilities	7%	8%	9%
Economically Disadvantaged	33%	35%	<b>40%</b>

VS 30's Student Sub Group

ARGENTINA  
BANGLADESH  
CHINA  
COLUMBIA  
DOMINICAN REPUBLIC  
ECUADOR  
EL SALVADOR  
FRANCE  
GUATEMALA  
HAITI  
HONDURAS  
INDIA  
JAMAICA  
KOREA  
KUWAIT  
MEXICO  
PAKISTAN  
PANAMA  
PERU  
PHILIPPINES  
ROMANIA  
VIETNAM



SPANISH  
URDU  
PUNJABI  
BANGLA  
FRENCH  
HINDI  
ARABIC  
CHINESE  
FRENCH CREAOLE  
MANADARIN  
TAGALOG

# Cultural & Linguistic Representation



**Cultural Destructiveness:** eliminating other people's cultures.



**Cultural Incapacity:** believing in the superiority of one's own culture and behaving in ways that disempower another's culture



**Cultural Blindness:** disregarding diverse religious/cultural practices



**Cultural Pre-competence:** recognizing the limitations of one's knowledge and skills or an organization's practices when interacting with other cultural groups



**Cultural Competence:** interacting with others using the five essential elements as the standard



**Cultural Proficiency:** esteeming culture, interacting effectively in a variety of cultural groups, committing to continuous learning

(5) Essential Elements

- Assess culture
- Value diversity
- Manage the dynamics of difference
- Adapt to diversity
- Institutionalize cultural knowledge

# Cultural Proficiency Continuum

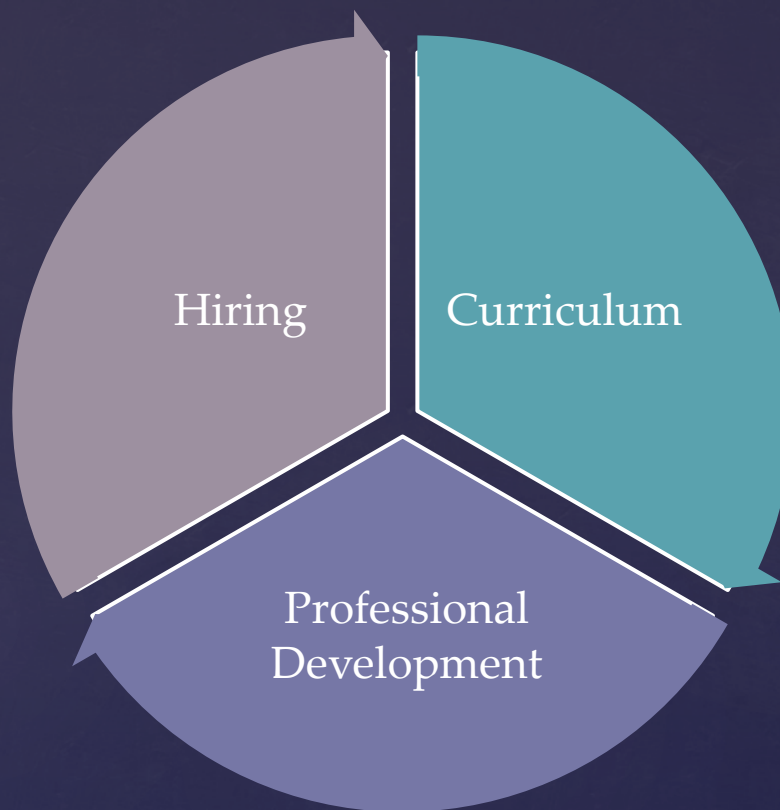


Essential Elements	Administrations	Teachers
<b>Assess Culture</b>	<ul style="list-style-type: none"> <li>Assess the culture of the school</li> <li>Articulate the cultural expectations to all who interact there</li> </ul>	<ul style="list-style-type: none"> <li>Assess own culture and its effect on students, assess the culture of the classroom</li> <li>Support students in discovering their own cultural identities</li> </ul>
<b>Value Diversity</b>	<ul style="list-style-type: none"> <li>Articulate a culturally proficient vision for the school</li> <li>Establish standards for holding teachers and staff accountable for the vision</li> </ul>	<ul style="list-style-type: none"> <li>Teach all subjects from a culturally inclusive perspective</li> <li>Insist on classroom language and behaviors that value differences</li> </ul>
<b>Manage the Dynamics of Difference</b>	<ul style="list-style-type: none"> <li>Provide training and support systems for conflict management</li> <li>Help faculty and staff</li> <li>members learn to distinguish between behavioral problems and cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>Use conflicts as object lessons</li> <li>Teach students a variety of ways to resolve conflicts</li> </ul>
<b>Adapt to Diversity</b>	<ul style="list-style-type: none"> <li>Examine policies and practices for overt and unintentional discrimination</li> <li>Change current practices when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Learn own instructional and interpersonal styles</li> <li>Develop processes to enhance them so that they meet the needs of all students</li> <li>Help students understand why things are done in a particular way</li> </ul>
<b>Institutionalize Cultural Knowledge</b>	<ul style="list-style-type: none"> <li>Model and monitor school wide and classroom practices</li> </ul>	<ul style="list-style-type: none"> <li>Teach students appropriate language for asking questions about other people's cultures and telling other people about theirs</li> </ul>

# Cultural Proficiency Roles

## Broader Recruiting Efforts

- Organizations
- Local Businesses
- Brochure
- Building Internal Capacity
- Locations
- Resume Screening
- Interview Questions



- LICEE Events & Activities
- Wednesday Professional Development Schedule
- Staff Meetings
- 175 Professional Development Hours

- Native Americans
- Pilgrims
- Communities
- American Civilizations
- Greek Civilizations
- Asian Civilizations
- World Civilizations
  - Brazil
  - Kenya
  - Africa
- Immigration
- Woman Suffrage
- Human's Right
- European Exploration and Slavery
- Arts Initiative: Jazz
  - Democracy
  - Civil Rights
  - Harlem Renaissance

# LICEE's Organizational Impact