

www.outschoolconference.org/2012-highlights
2012 BOOST (Best of Out-of-School Time) Conference
Town Hall presentation by Urban Youth Justice
Director, Ernest Saadiq Morris, Esq.
equaljusticelaw@gmail.com
www.urbanyouthjustice.org or info@urbanyouthjustice.org
Facebook:Urban Youth Justice / Twitter:@Youth_Justice

The State of Equity in After-School/Out-of-School: How Extended Learning Opportunity Meets Diverse Student Needs

URBAN YOUTH JUSTICE
Freedom, Justice & Equality for Our Youth!
www.UrbanYouthJustice.org


© 2012

The Diverse Future of Extended Learning

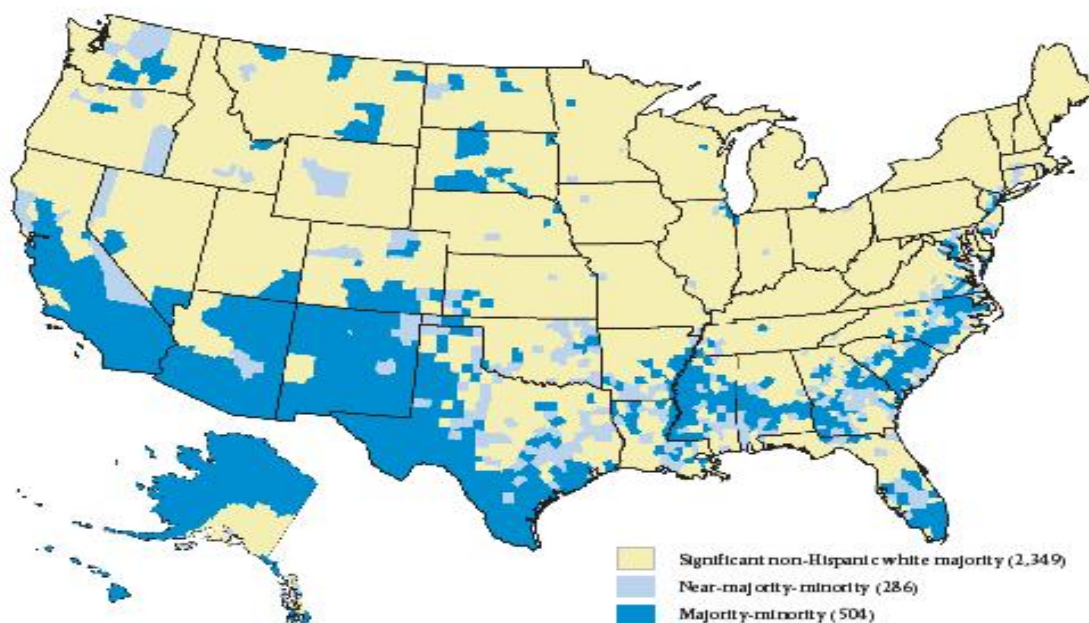
- By 2023, youth of color will be majority of children under 18, with Latino minors comprising the largest segment of that population. Overall white population will reach minority status possibly as early as 2039, but no later than 2050.
- Minority youth under age 20 currently outnumber white youth in **504 U.S. Counties**
- More than 47% children under age 5 are non-white minorities.
- 43% Youth were non-white minorities in 2008--up 38.5% eight years earlier.

Source: Growing Diversity Among America's Children and Youth: Spatial and Temporal Dimensions, Population and Development Review, March 2010 [<http://www.northeastern.edu/policyschool/wp-content/uploads/2011/07/PDR.pdf>]

The Diverse Future of Extended Learning **...IS NOW!**

Source: Growing Diversity Among America's Children and Youth: Spatial and Temporal Dimensions, Population and Development Review, March 2010 [<http://www.northeastern.edu/policyschool/wp-content/uploads/2011/07/PDR.pdf>]

FIGURE 5 Counties classified by the racial/Hispanic origin composition of the population under age 20, 2008



SOURCE: US Census Bureau population estimates (2009b).

Achievement Gap = Inequality of Opportunity Starts with Pre-K/Early Learning Opportunity....

- Early Education Gap: low-income youth without quality pre- K/early education program enter kindergarten up to **18 months** behind peers
- 25% of nation's 4-year-olds and more 50% of 3-year-olds don't attend any early learning program, public or private
- Pre-K state funding cuts over last 2 years = \$90M
almost \$60M cuts from nation's pre-K programs last year

Source: National Institute for Early Education Research, The State of Preschool 2011
[<http://nieer.org/yearbook>]

**Achievement Gap =
Inequality of Opportunity
until Grade 12 or
DROPOUT
UNLESS . . .
INTERVENTION with**

- **QUALITY LEARNING
OPPORTUNITY**
- **QUALITY PERSONAL ENRICHMENT**

THE GOOD NEWS!...

QUALITY

EXTENDED LEARNING

OFFERS

- **QUALITY LEARNING OPPORTUNITY**
- **QUALITY PERSONAL ENRICHMENT**

BUT...

AFTERSCHOOL EQUITY

IS A MOVING TARGET

IS A MOVING TARGET

IS A MOVING TARGET

- Today's Youth have greater personal awareness of identity issues and embrace their own differences.
- AfterSchool Equity means more than addressing traditional marginalized categories of Race, Ethnicity, Poverty. Now includes Youth categories based on Special Needs/Disability, Sexual Orientation/Gender roles, immigrants/Limited English Proficiency-English Language Learners and more!

Is Your Extended Learning Program
Perpetuating the Legacy of Learning Inequality
or
Enriching Educational Opportunity?

WARNING SIGNS

or

YOU MIGHT BE PART OF THE PROBLEM
IF....

- *Narrow Cultural Relevance?*
- *Viewpoint Intolerance?*
- *Inflexible Methodology?*

URBAN YOUTH JUSTICE

Freedom, Justice & Equality for Our Youth!

www.UrbanYouthJustice.org



© 2012

WARNING SIGNS

or

YOU MIGHT BE PART OF THE PROBLEM IF....

- *Narrow Cultural Relevance?*

- **Examples?**
- “American school culture” historically favors a traditional dominant male gender role and white European Judeo-Christian perspective. What does this mean to youth outside of this perspective?

URBAN YOUTH JUSTICE

Freedom, Justice & Equality for Our Youth!

www.UrbanYouthJustice.org



© 2012

WARNING SIGNS

or

YOU MIGHT BE PART OF THE PROBLEM
IF....

- *Inflexible Methodology*
 - *Adaptability*
 - *Examples?*

WARNING SIGNS

or

YOU MIGHT BE PART OF THE PROBLEM
IF....

- *Viewpoint Intolerance*
 - *Diverse Opinion, Politics*
 - *Examples?*

Identify Barriers to Extended Learning Program Participation

- **Structural Barriers** - social privilege and dominance vs. social marginalization based on race/ethnic origin, nationality, skin color/physical attributes, gender, special needs, language, sexual orientation, and income → and MORE...
- **Institutional Barriers** - cultural, economic and/or political preferences expressed by institutionalized policies and practices of your Extended Learning Program.
- **Subconscious Barriers** - appear Neutral but still broadcast/advertise preferences - Examples?

Grassroots Strategies to Overcome Obstacles to Diverse Student Participation

- #1 Rule – “Go Where the People Are!”
- Be Yourself
- Ask For Feedback Before Participation
- Follow Up and Follow Thru
- Relinquish CONTROL
- ACCESS, ACCESS, ACCESS!
- INCLUSION = ACCESS

Inclusion Campaign & Strategies

- **Targeted Call to Action:** communicate directly with underrepresented youth to overcome internalized rejection and marginalization of individuals and groups
- **Develop Allies** - identify & recruit peer leaders or institutional advocates for outreach and recruitment assistance and input re: campaign plans and measurable goals to mobilize underrepresented youth.

Adjust Program to Overcome Legacy of Inequality

- **Skills/Leadership Training for Empowerment**
- **Action Learning/Team Learning** - teach social skills for leadership with collaborative projects and peer coaching.
- **Integrate and Validate, Don't Assimilate** - incorporate broad school or community issues that youth can customize to their own personal experiences.

Pitfalls to Avoid in Diversity Outreach, Recruitment, and Retainment

- Conformity is a Privilege of Dominance, A Burden for marginalized or underrepresented groups.
- **UNCONSCIOUS BIAS = IMPACT** of Expressed Choices and Preferences, Not Intent.
- Encourage Student Collaboration to Avoid Isolating Underrepresented Individuals within majority-rule Groups
- Don't Assume Individuals within Sub-Group have same interests or abilities!

Pitfalls to Avoid in Diversity Outreach, Recruitment, and Retainment...Continued

- **Encourage Often, but don't Over-Praise unless they deserve it! Undeserved Praise of underrepresented may seem condescending and have negative effect.**
- **Compliment students as individuals, not as representatives of their subgroup.**
- **Program Team Must Reflect Equity Goals & Commitment! If program leadership lacks diversity , then Develop and Empower underrepresented youth participants.**

Brainstorm & Feedback

- **Let's Share Ideas, Experiences & Best Practices**