A decorative graphic featuring a large, light blue dashed circle that frames the central text. Various solid-colored circles in shades of teal, green, yellow, orange, and pink are scattered around the perimeter. Some circles are solid, while others are dashed outlines. A large teal ring is in the top left, a yellow ring is in the bottom right, and a green ring is in the top right.

CS-LISTEN
Equitable
Computer Science
in your school
Meeting 2



Today's Agenda

1. Check-In
2. Exploring system versus individual
3. Activity 1- CS levels of equity
4. Activity 2 - Systematic exploration

Weekly CPR Check-in





How CPR Works

Components of **CPR (Circle of Power and Respect)**:
Greeting, Sharing, Activity, Daily News

Today's CPR

Greeting: Say Hello!

Sharing: Briefly, how is your week going? Maybe choose 3 words to describe it

Daily news: Today's goal is to revisit the concept of equity that we discussed last week and start thinking critically about some data!



Let's start with some Group Norms :

- ◎ Share the floor
- ◎ Be an active listener
- ◎ Come prepared and on time
- ◎ Help the other members of the group AND ask for help when you need it!
- ◎ Participate actively/Give thoughtful feedback

Inequality

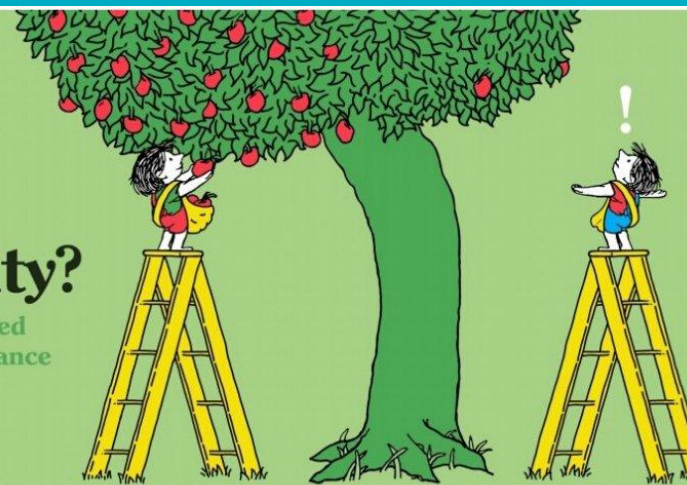
Unequal access to opportunities



2019 Design In Tech Report | "Addressing Imbalance" Illustrations by @lunchbreath

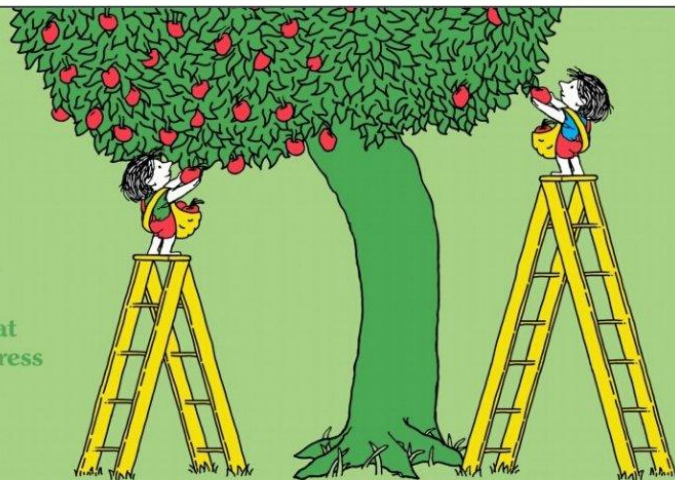
Equality?

Evenly distributed tools and assistance



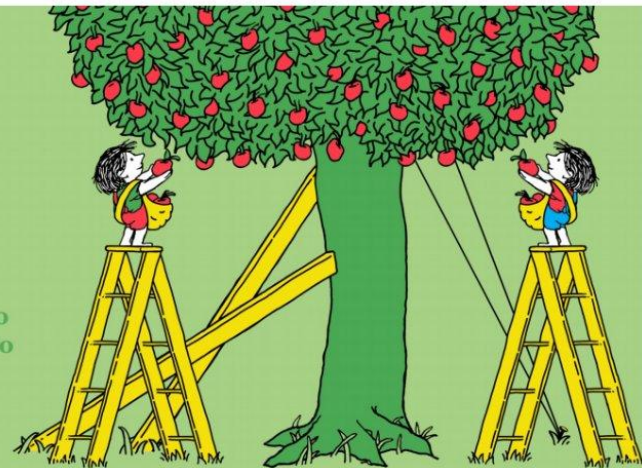
Equity

Custom tools that identify and address inequality



Justice

Fixing the system to offer equal access to both tools and opportunities



2019 Design In Tech Report | "Addressing Imbalance" Illustrations by @lunchbreath

Part 2: equity vs. equality (10 MINUTE DISCUSSION):

1. Think about a time in your life when something happened to you or to someone else that was UNEQUAL?
2. Can you think of a time where you or someone else went out of their way to make things EQUAL?
3. Think about a time in your life when something happened to you or to someone else that was INEQUITABLE?
4. Can you think of a time where you or someone else went out of their way to make things EQUITABLE?

What are systemic versus
individual inequities ?

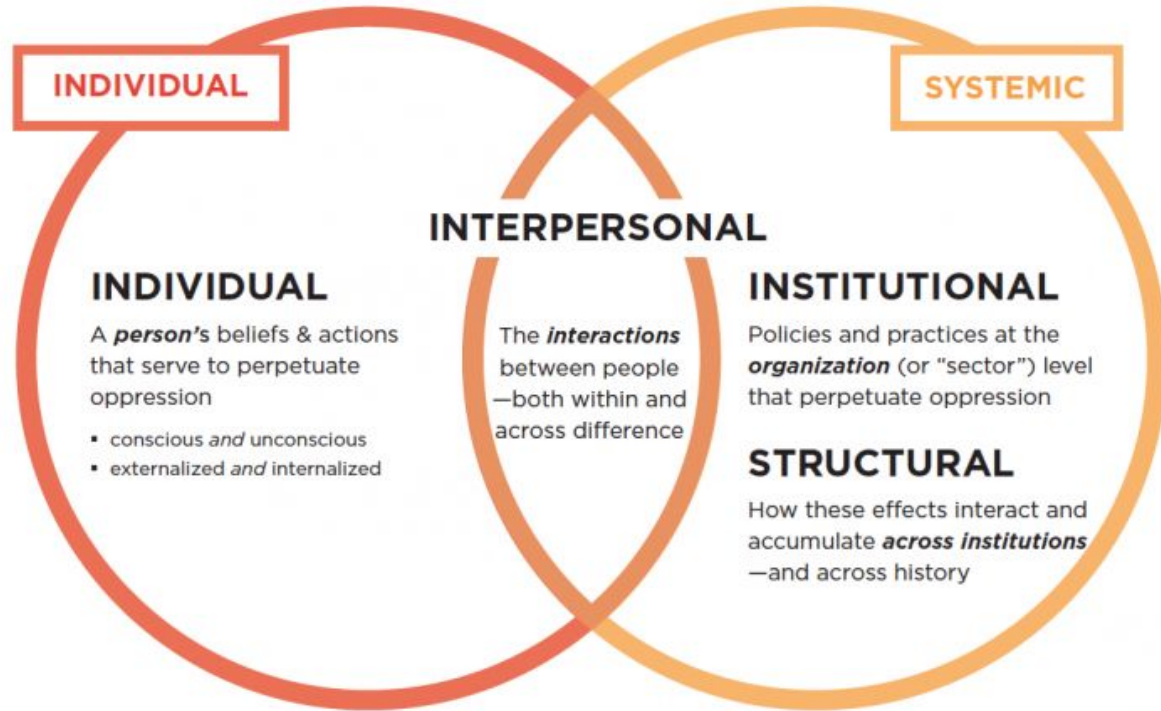




Individual vs Systemic Inequality

Individual vs. Systemic Remedies

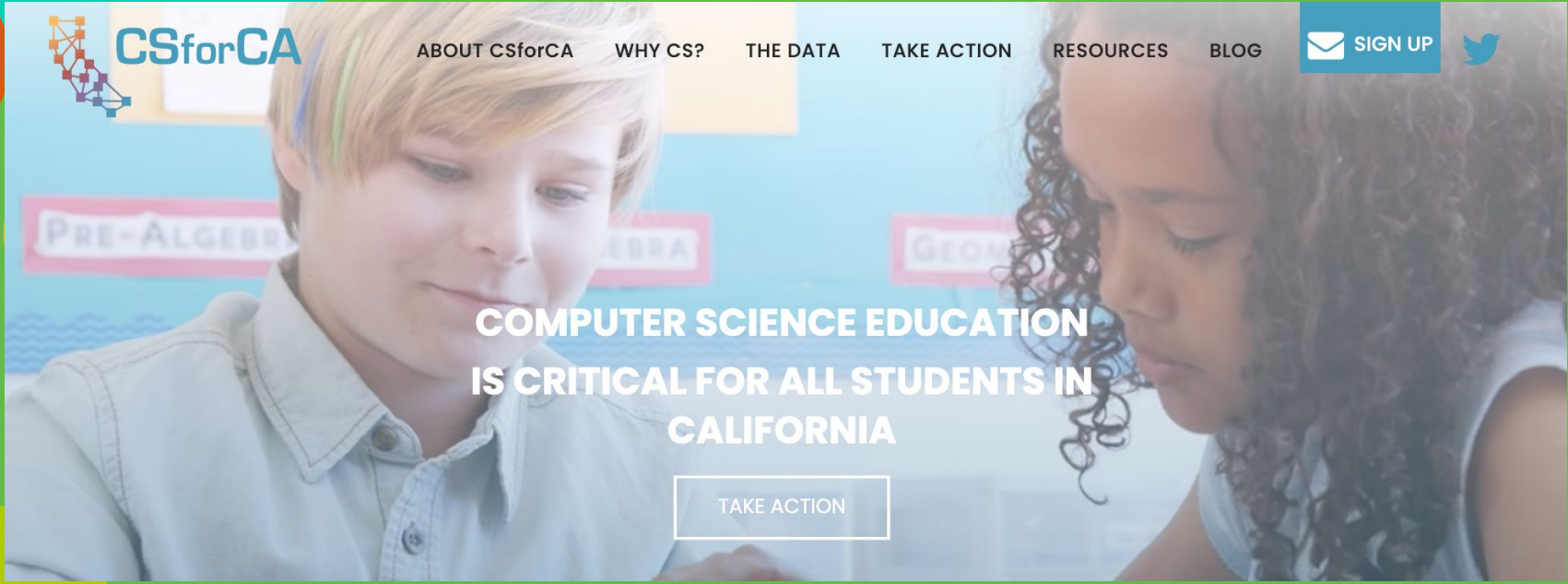
Jamboard Activity:



Exploring CS



Activity: Is participation in CS in your school, district and state equitable?





Context

This exercise will help you explore the data that highlights who has access to computer science classes. While reviewing the data keep the following questions in mind:

1. What trends am I noticing?
2. Who are the communities that have more access to computer science courses and why?
3. Who is not represented in this data?

Computer Science Enrollment in California High Schools (2018-19) ?

COUNTY (All) DISTRICT (All) SCHOOL (All) TYPE OF CS (All) RESET

California

All CS Courses

STUDENTS ENROLLED IN ALL CS COURSES

5%

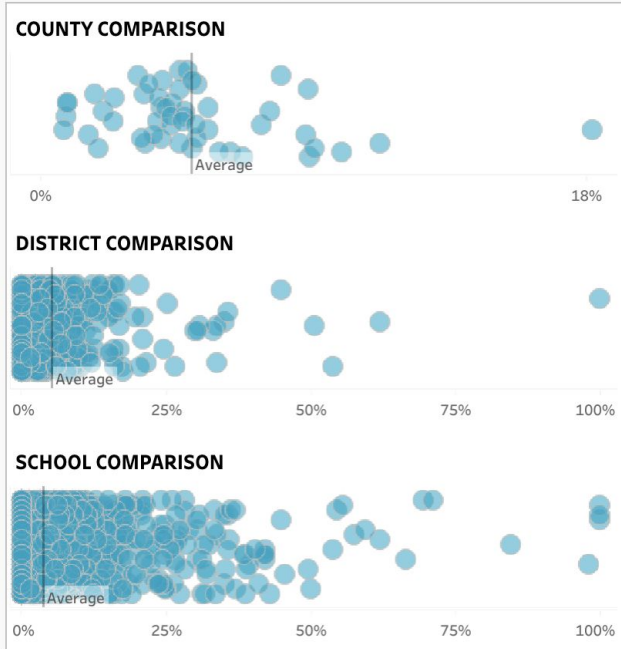
DISTRICTS OFFERING ALL CS COURSES

72%

SCHOOLS OFFERING ALL CS COURSES

42%

CS Enrollment Comparison *(hover over chart for detail)*

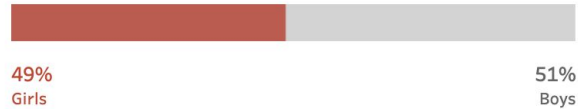


CS Enrollment Demographics *(hover over chart for detail)*

Intersectional Data

GENDER

Overall Enrollment
1,932,262 Students



CS Enrollment
97,704 Students



RACE/ETHNICITY

Overall Enrollment
1,932,262 Students



CS Enrollment
97,704 Students



tableau



<https://csforca.org/> Click on

THE DATA

and scroll down

Overview

- 1) You will be placed in groups of four to explore CS data at the school, district, county or state level
- 2) In groups click on the [following tool to review](#) computer science data for California, 2018-19
- 3) On your Jamboard page you will answer the following:
 - a) What do you notice about the CS enrollment by gender?
 - b) What do you notice about the CS enrollment by race?

Click the “Intersectional data” button on the top right and write what you notice

Reflection questions:

Does this seem to be the case at your high school campus? Why or why not?

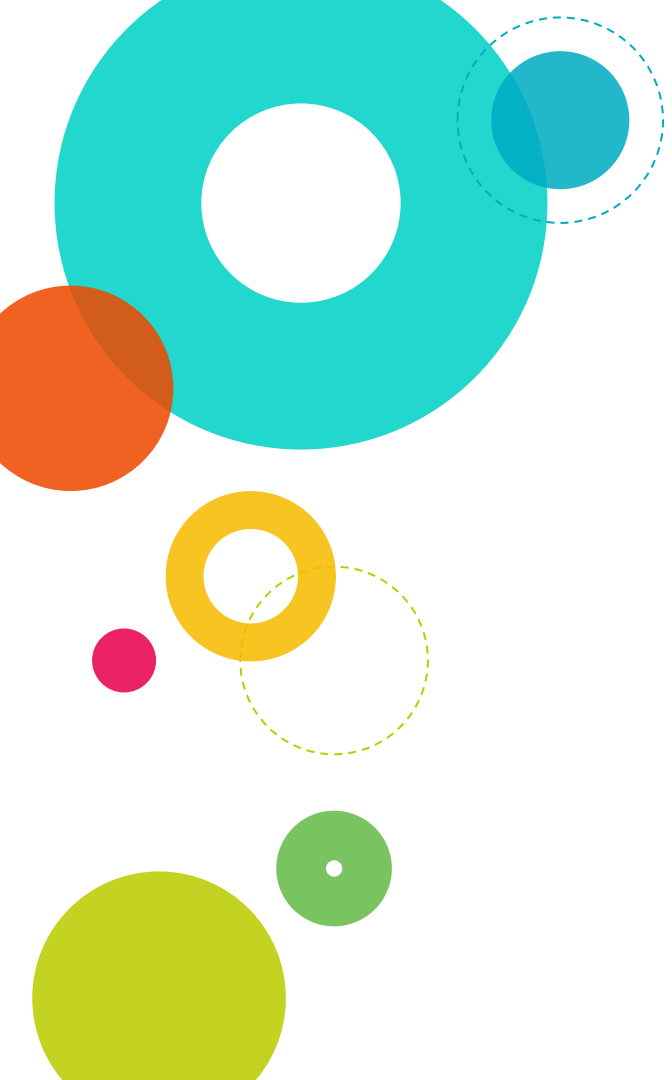
What does this make you wonder about? What does this make you wonder about at your high school campus?

A decorative graphic featuring a large dashed light-blue circle that frames the central text. Various colored circles and arcs are scattered around the page: a large lime green circle at the top left, a teal circle with a white quote mark in the top center, a yellow circle at the top right, an orange circle at the bottom left, and a yellow circle at the bottom right. Smaller circles in green, blue, orange, and pink are also present.

“

What did you find?

Take a minute to think about the answers you found in the previous task. Did you learn something new? What resonated with you the most? Did it make you interested in learning more about CS?

A decorative graphic on the left side of the slide features several overlapping circles and rings in various colors: teal, orange, yellow, pink, green, and lime green. Some are solid, while others are dashed or semi-transparent. The text is centered on the right side of the slide.

2-3 minute
Student
share out

Exploring Why





Trends we noticed

Let's recap and list the trends we noticed from the data

- 1.
- 2.
- 3.
- 4.
- 5.



Jamboard Part 3

1. On your jamboard we have placed the trends we noticed the inner circle (representing the outcomes we notice)
2. In breakout rooms: Discuss three to four different factors that may directly influence the trends that you noticed
 - a. E.g. Access to internet may impact these outcomes because...
 - b. E.g. Students who may have to work may impact these outcomes because...



Check for Understanding

- ◎ What are the problems facing CS?
- ◎ What does it mean to make CS more equitable?



Next Steps

- ◎ **Next meeting date & time!**
 - ◎ Start brainstorming Research Questions