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

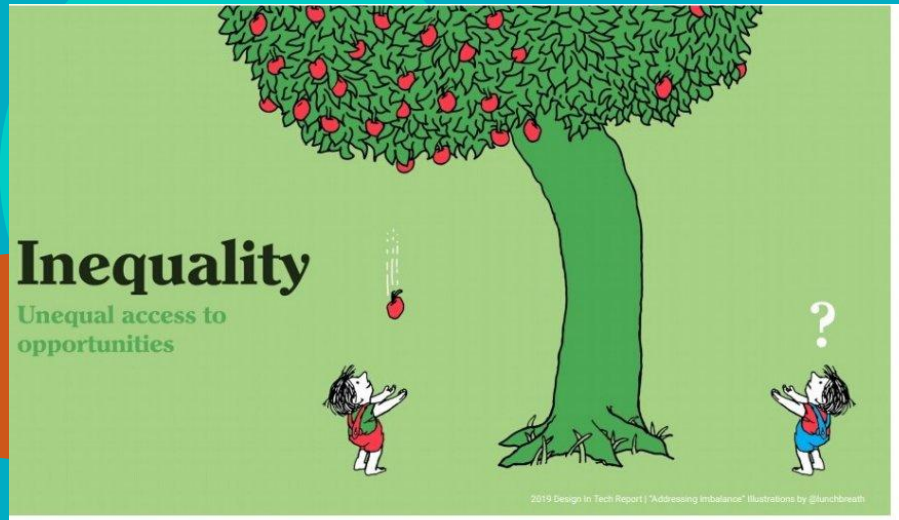
Components of **CPR (Circle of Power and Respect)**:
Greeting, Sharing, Activity, Daily News

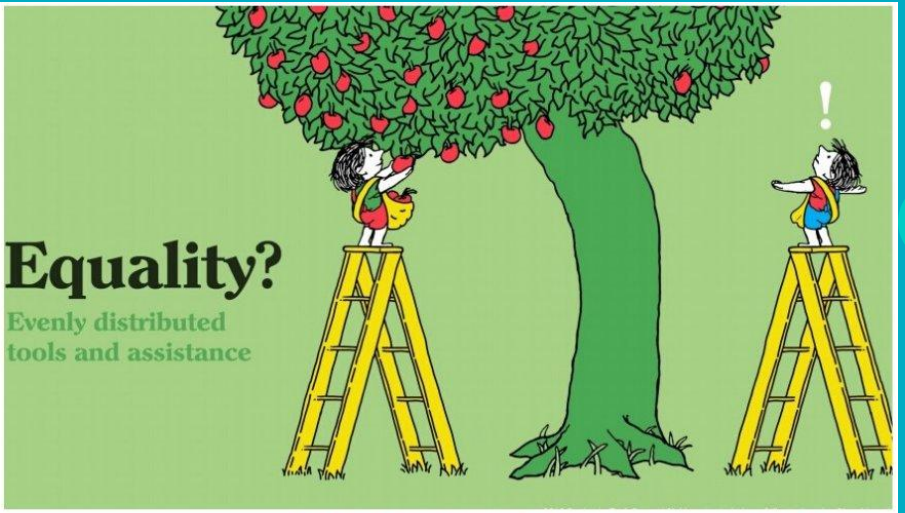
Today's CPR

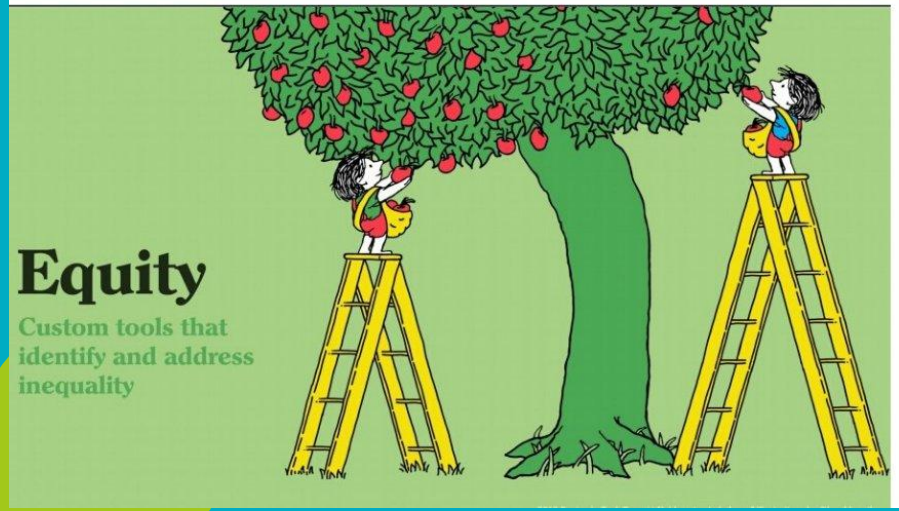
Greeting: Say Hello!
Sharing: Briefly, how is your week going? Maybe choose 3 words to describe it
Daily news: Today's goal is to revisit the concept of equity that we discussed last week and start thinking critically about some data!

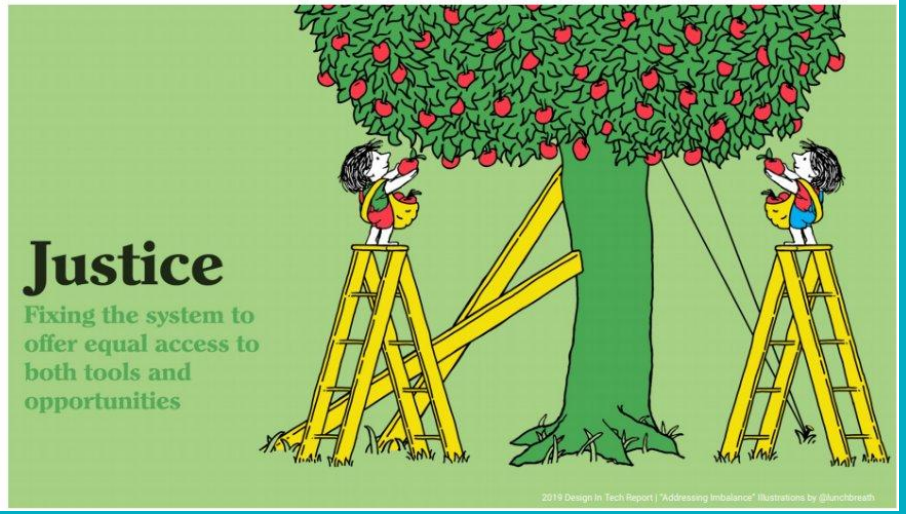
Let's start with some Group Norms :

- 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
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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?

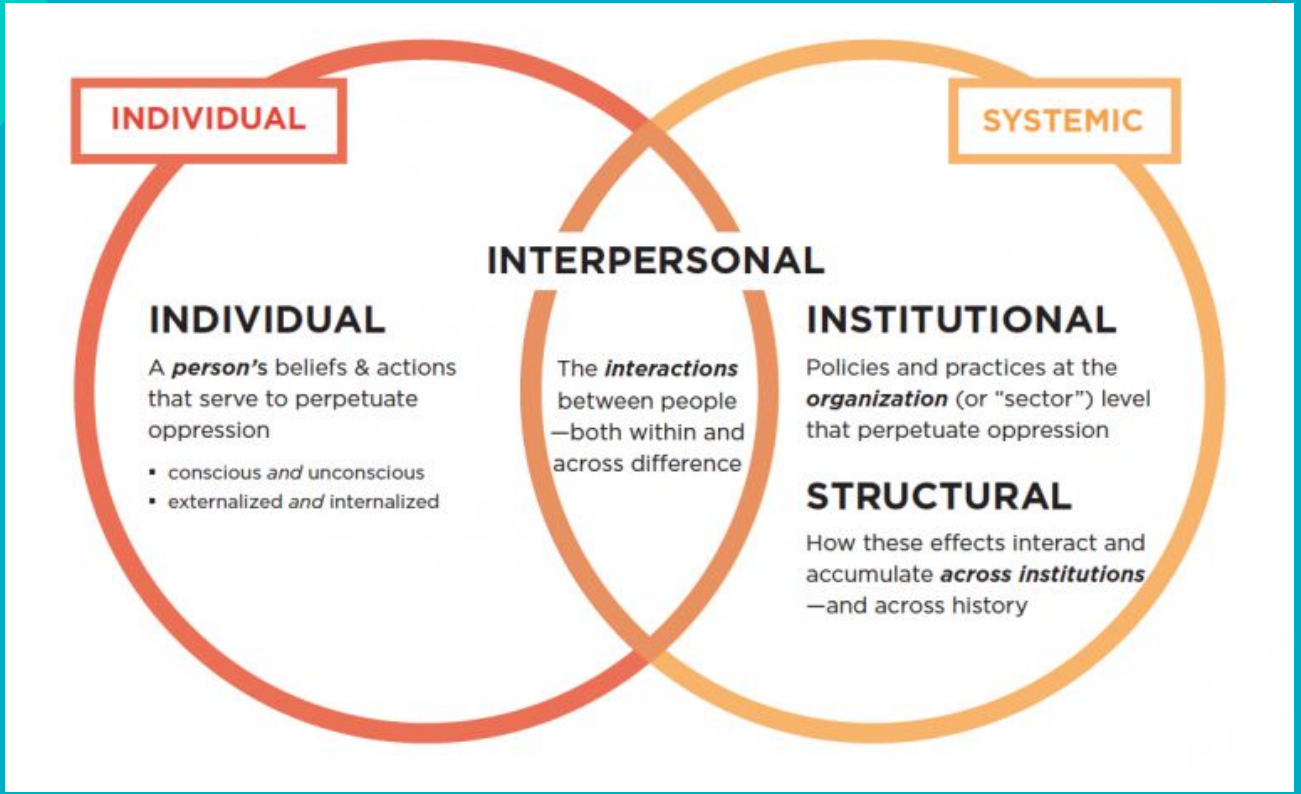
4. Can you think of a time where you or someone else went out of their way to make things EQUITABLE?

What are systemic versus individual inequities ?

Individual vs Systemic Inequality

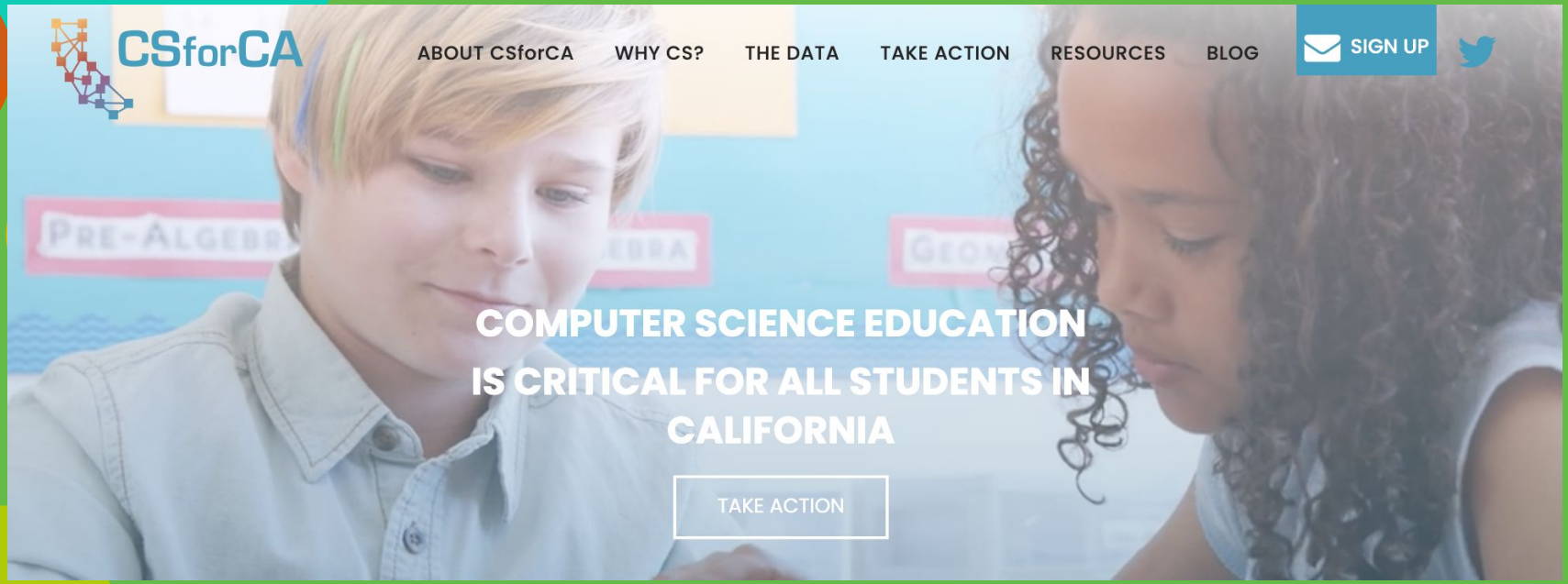
Individual vs. Systemic Remedies

Jamboard Activity:



Exploring CS

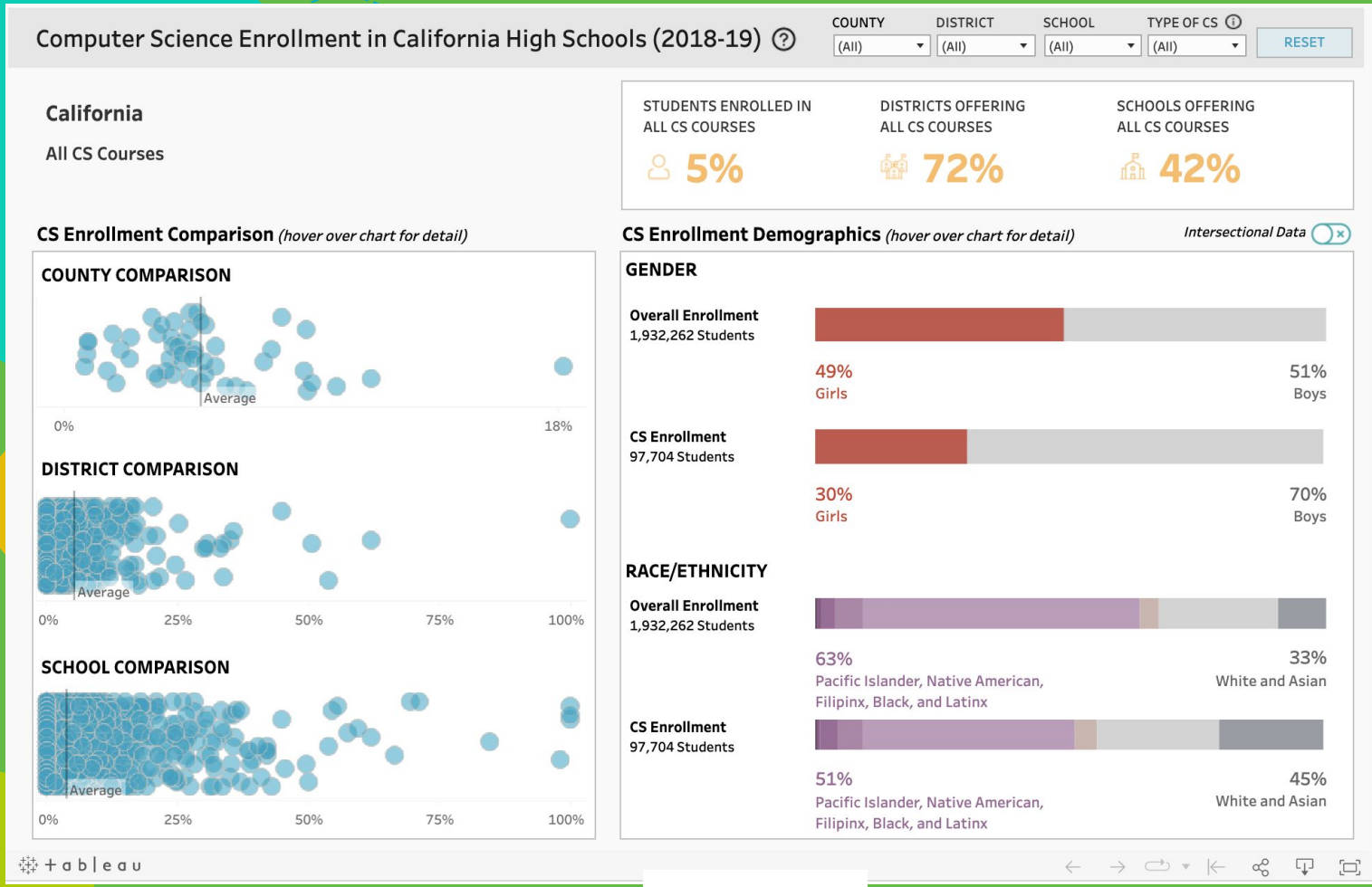
Activity: Is participation in CS in your school, district and state equitable?



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?



https://csforca.org/ Click on THE DATA and scroll down

Overview

1) You will 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?

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?

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