### Conage Continuum of Education Equity

#### Status quo

- **Apathy**
  - No perceived need for change in practice
  - Ignoring, minimizing or disregarding evidence of inequities correlated to race and culture
  - “We have other priorities right now.” “It’s not like these problems are unique to us.”

#### Incremental, sporadic Improvement

- **Awareness**
  - Acknowledgment of a need for changes in practice, but uncertainty about what/how
  - Acknowledging inequities that are correlated to race and culture; learning about root causes; learning about culturally responsive and equitable practices
  - “These inequities are impossible to ignore.” “I want to make a positive difference.”

#### Pockets of sustained success

- **Application**
  - Active implementation of knowledge-informed changes in practice
  - Consciously and purposefully applying a culturally responsive and equitable lens to one’s decisions and actions, to close gaps in opportunities and outcomes
  - “I am personally committed to taking specific, concrete actions to promote equity in my context.” “I will hold myself accountable.”

#### Systemic transformation

- **Advocacy**
  - Active implementation, reflection, evaluation, and refinement of knowledge-informed practice
  - Consistently, courageously collaborating with others to disrupt systems of inequities and close gaps in opportunities and outcomes
  - “I will join with others and leverage our collective knowledge to create more equitable systems.” “I am accountable to others.”

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**Antipathy** – actively or passively resisting, discouraging or impeding movement of oneself and/or others forward along the continuum

- “Why do I/we have to do this?” “This is stupid.” “I’m sick of talking/hearing about this.” “We’ve been down this road before.” “I already to this stuff.” “This is too hard.” “It’s not really going to make any difference.” “This is their problem . . . they need to take responsibility.”