



Cultural Equity in Driver Education and Training

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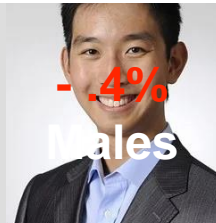
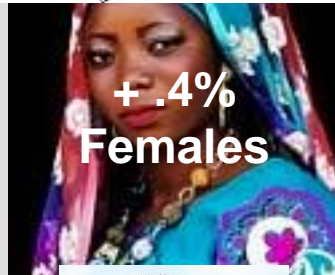
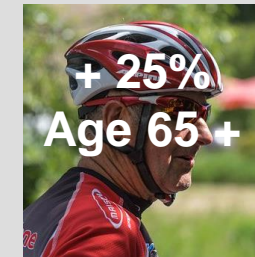
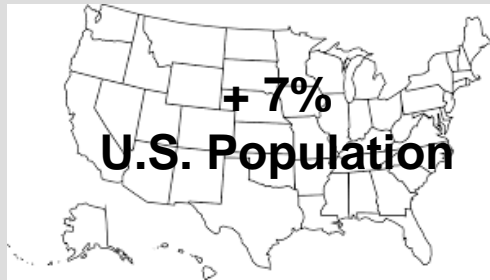
Presentation Topics

- Why Cultural Equity?
- Cultural Equity
- Multicultural Education Terms
- Diversity Awareness & Principles
- Multicultural Education
- Culturally Responsive Teaching
- Instructional Materials



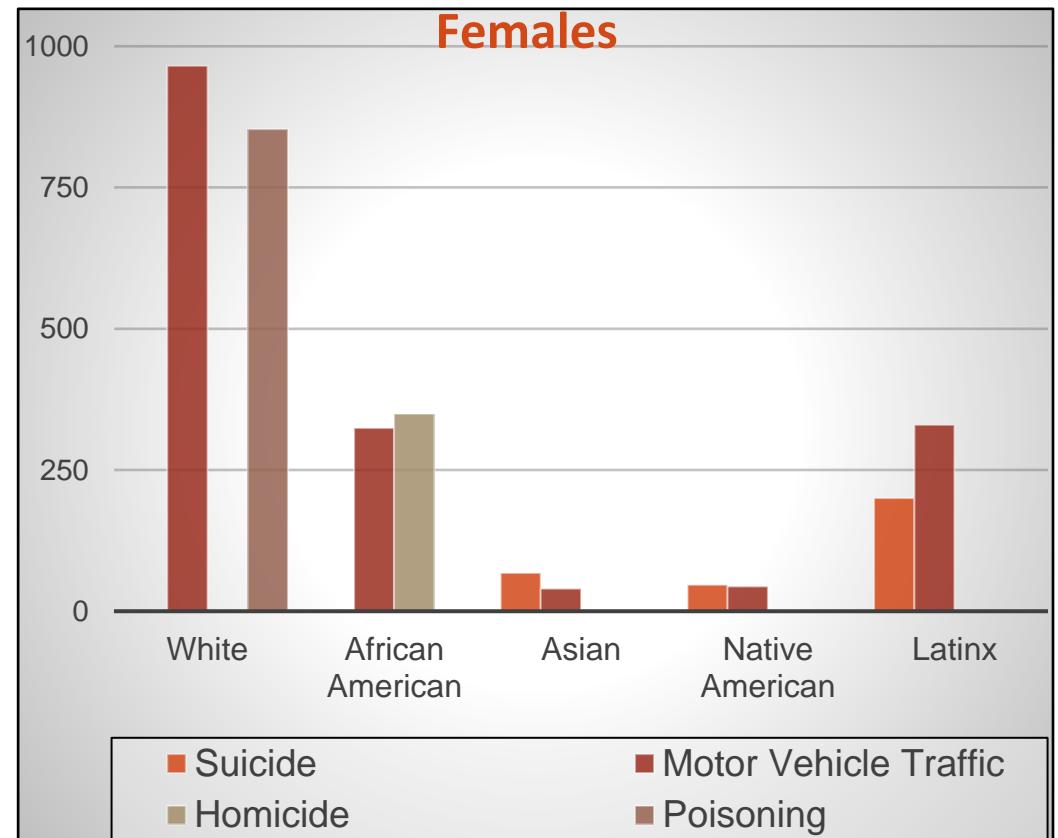
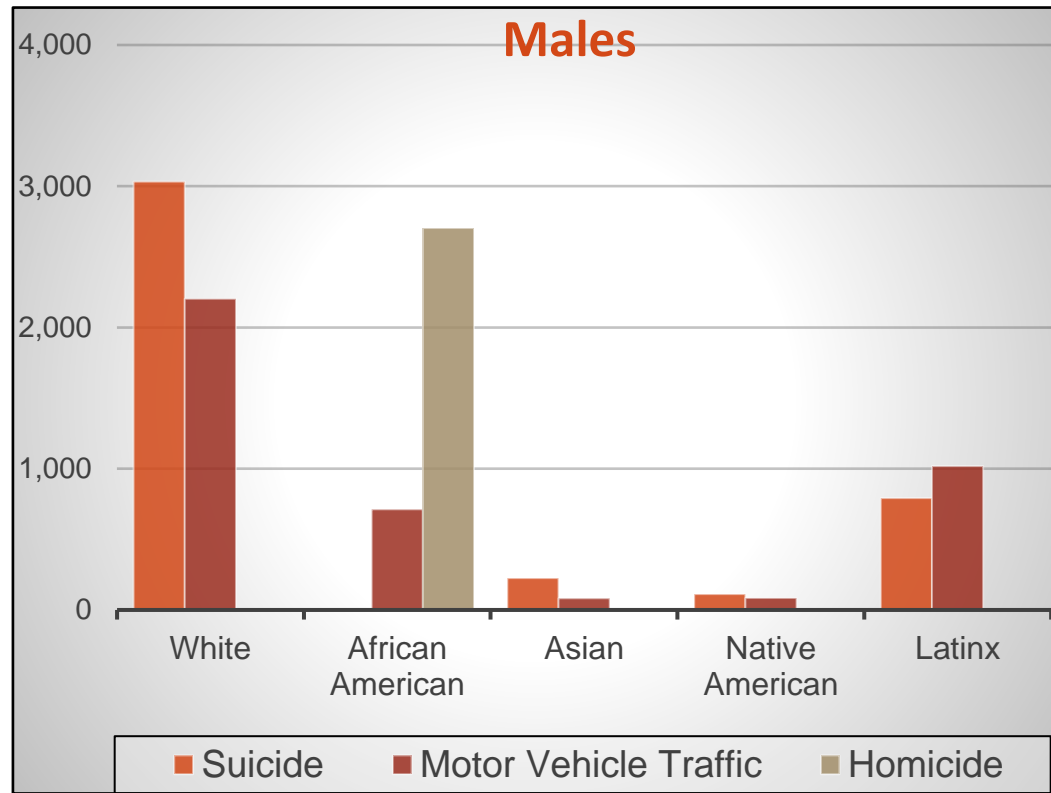
Why Cultural Equity?

Percentage of Demographic Population Changes from 2020 to 2030 In United States



U.S. Census Projections / Stock Photos

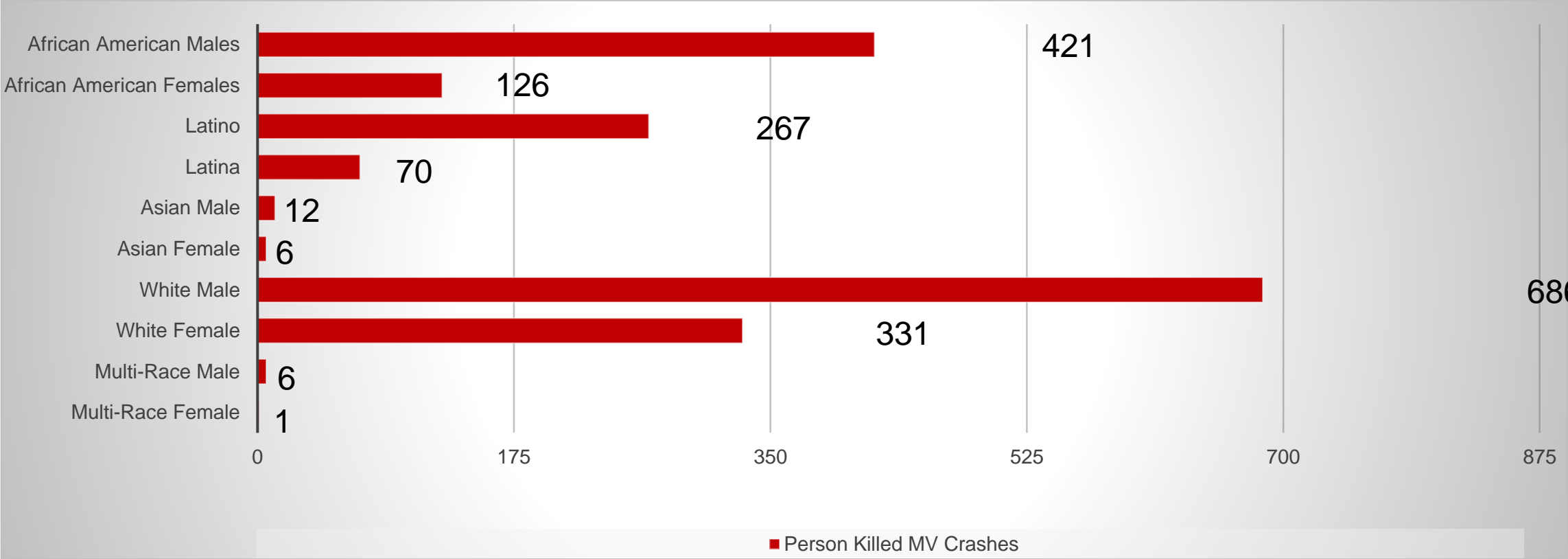
Causes of Death - Ages 15 - 24 (2019)



CDC, WISQARS

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Delaware Race/Gender MV Crash Driver Fatalities 2018 - 15 - 20 Year Olds (FARS)



Why Cultural Equity?



- “Each State, ... should develop and implement a comprehensive, **culturally competent highway safety program, reflective of State demographics**, to achieve a significant reduction in traffic crashes ...”
 - “evaluating ...the effectiveness of existing countermeasures for the general public and **high-risk populations**” (NHTSA’s Highway Safety Program Guideline No. 4 Driver Education)
- “Changes in **state demographics, which create language barriers and a variety of cultural behaviors**, ... could affect traffic safety.”

Why Cultural Equity?

National Equity Atlas

- **“... race-conscious strategies that eliminate barriers and expand opportunities. ... By 2045, people of color will be the majority.”**



Why Cultural Equity?



U. S. Department of Transportation

- “... **multicultural and race awareness training** is used to identify important issues to consider in providing experiential diversity” (U. S. Department of Transportation).
- “**Rebuilding America (INFRA) discretionary grant program ... addressing ... racial equity.**”
- “By ensuring opportunities for [minority] **‘diverse’ and low-income communities** to influence the transportation planning and decision-making processes ... **prevents disproportionately high and adverse effects of transportation projects on [minority] ‘diverse’ and low-income communities.**”

Cultural Equity



- “Environmental justice”
 - **“fair treatment and meaningful involvement of all people, regardless of race, ethnicity, income, national origin, or educational level...”**
 - **“... fair treatment means that no population, due to policy or economic disempowerment, is forced to bear a disproportionate burden of the negative human health and environmental impacts...”**
- EPA's goal is to provide an environment where **all people** enjoy the same degree of protection ... ”

Why Cultural Equity?



People of color affected disproportionately in motor vehicle crashes.

Latino teenagers travel fewer vehicle miles than their Caucasian counterparts, but are twice as likely to die in a motor vehicle crash.

Latinx children are 3 times more likely to die in a vehicle crash compared to Caucasian children.

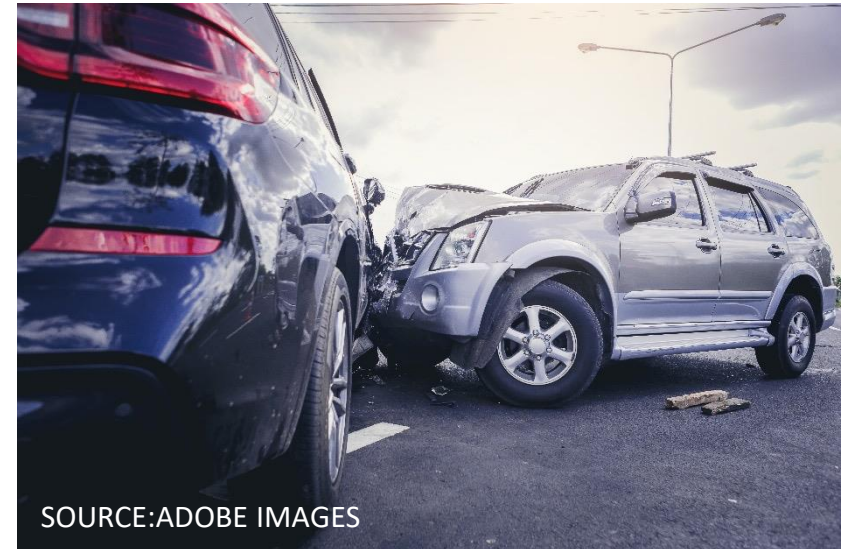


Why Cultural Equity?

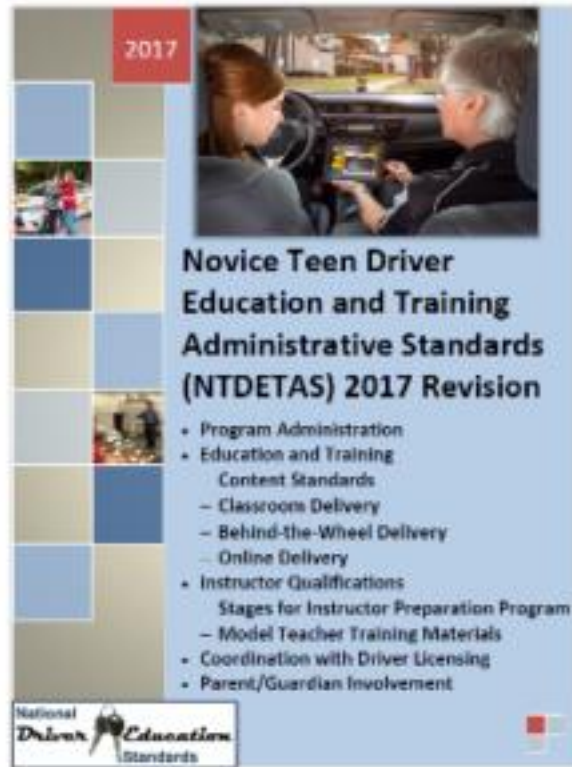


Racial/ethnic groups with the highest death rates also have higher proportions of risky motor vehicle behaviors, including seat belt non-use and alcohol-impaired driving.

Native American & Alaska Natives are twice as likely to die in car crashes as any other ethnic group.



Why Cultural Equity?



- Novice Teen Driver Education and Training Administrative Standards (NTDETAS) that guide all novice teen driver education and training programs nationwide.
 - 1.1.9 ensure that programs reflect multicultural education principles and are free of bias.
 - 2.1.2 States shall require driver education providers to use formalized written curricula. The curricula shall:
 - (e) be culturally competent and accommodates the multicultural educational needs of learners.

Why Cultural Equity?

- **Generation Z** - Born 1996 to 2010

- Self-paced learning
- Time-efficient rather than time consuming
- Tech savvy
- Mastering equates to career advancement
- Learns by doing
- Prefers active learning environments
- Games – virtual gamers

- **Generation Alpha** - Born 2010 to 2025

- Most diverse generation – population of English language learners
- Oldest parents of any generation
- Baby sitter – iPad (Tech savvy)
- AI a factor
- Personalized learning
- Video content big impact

Why Cultural Equity?

- **Generation Z**

- Iconic Car - Tesla Model S
- Iconic Toy – Folding scooter
- Music Devices – Spotify
- Leadership Style - Empowering
- Ideal Leader - Collaborator
- Learning Style - Multi-Model
- Influence/Advice - Forums

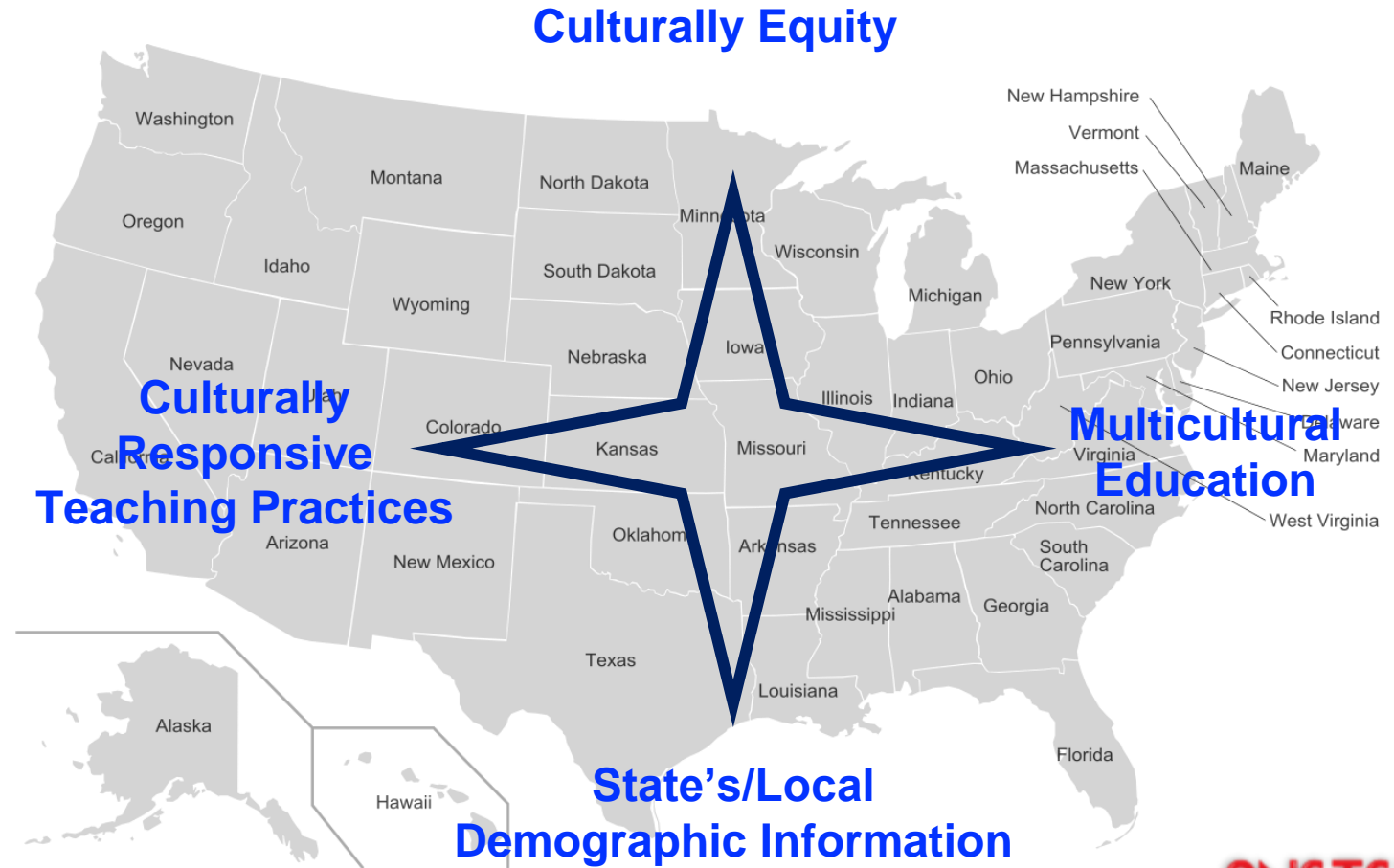
- **Generation Alpha**

- Iconic Car – Autonomous vehicles
- Iconic Toy – Fidget spinner
- Music Devices - Smart speaker
- Leadership Style - Inspiring
- Ideal Leader – Co-creator
- Learning Style - Virtual
- Influence/Advice - Chatbots

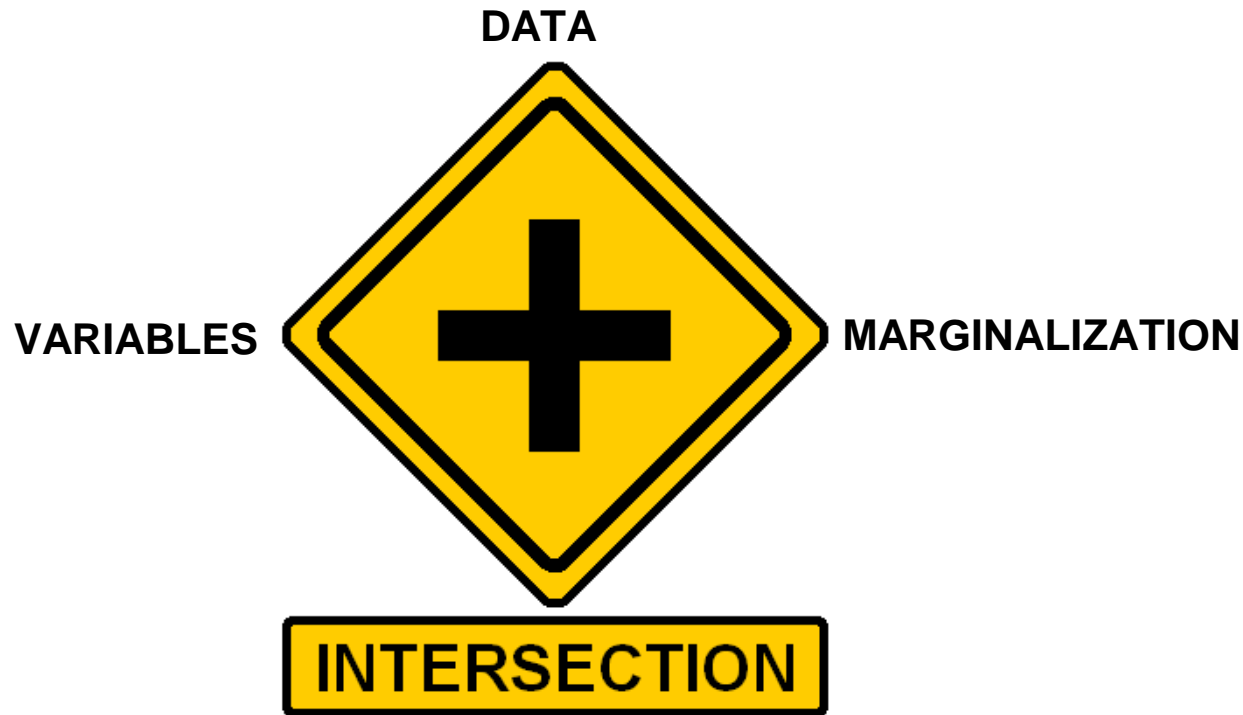
Culturally Equity Driver Education Program

Culturally Equity Driver Education Program is a program that embodies a culturally equity framework that integrates principles of multicultural education and culturally responsive teaching while using a state's demographic information to address reduction in traffic crashes, fatalities and injuries for all regardless of culture, ethnicity, race, language, age, gender, sexual orientation, ability, social class, belief system, economic status, environment, digital literacy or "exceptionality".

Larke & Saint, In Press; NAME



Theoretical Framework



Intersectionality (Corusa & Saatcioglu, 2015 & Crenshaw, 1989)

- Allows data to be examined by multiple variables.
- Shows how these multiple variables interact with each other.
- Show any marginalization in the variables.
- Variables: culture, ethnicity, race, language, age, gender, sexual orientation, ability, social class, belief system, economic status, environment or “exceptionality”.

Cultural Equity vs Equality

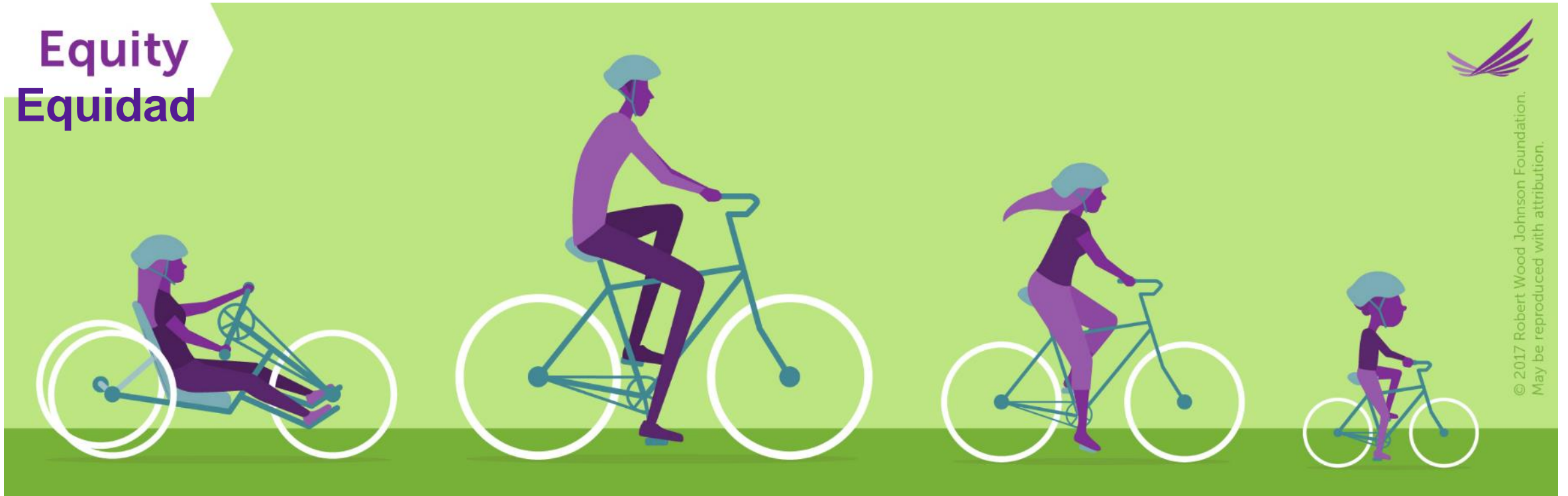


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Cultural Equity vs Equality

Equity
Equidad

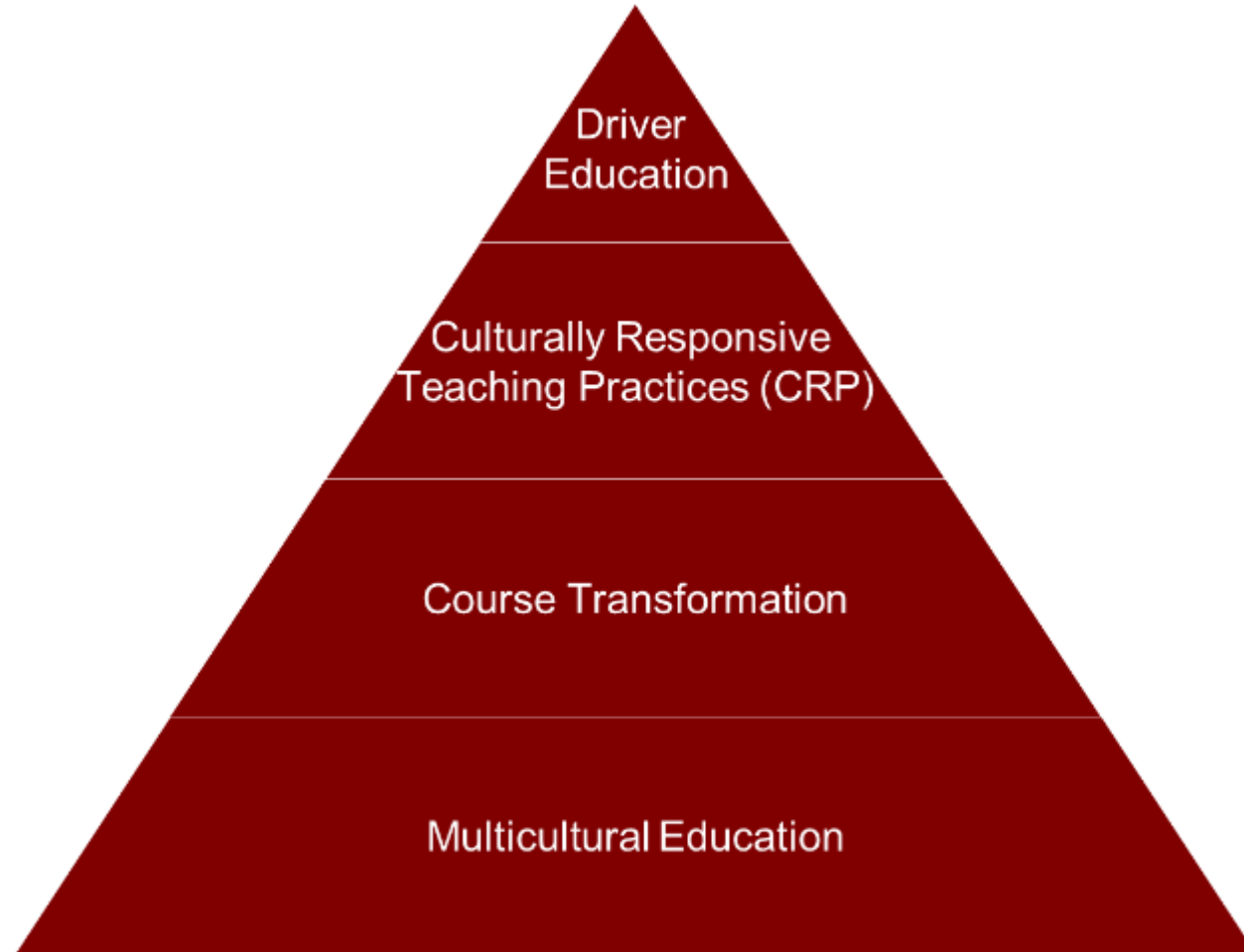


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CONCEPTUAL/THEORETICAL FRAMEWORK



Cultural Equity/Multicultural Education

- “A process that permeates all aspects of school practices, policies and organization as a means to **ensure the highest levels of academic achievement for all students.**”
- “It **helps students develop a positive self-concept** by providing knowledge about the histories, cultures, and contributions of diverse groups.”
- “It prepares **all students to work actively toward structural equality** in organizations and institutions by providing the knowledge, dispositions, and skills for the redistribution of power and income among diverse groups.”



Multicultural Education - Diversity Principles

BE AWARE - Clients are different – No two learners are alike.
Each one is different with sameness not deficits.

KNOW OTHERS - Educate yourself - More than food and fashion.
Ask questions about life experiences.

HIGH EXPECTATIONS - Have expectations with real meanings.
All can learn. Deliver instruction with an passing assurance.

Multicultural Education - Diversity Principles

ACCEPT AND RESPECT - Tolerance is not acceptance - Build respect – find out information about client – use in responding to learner.

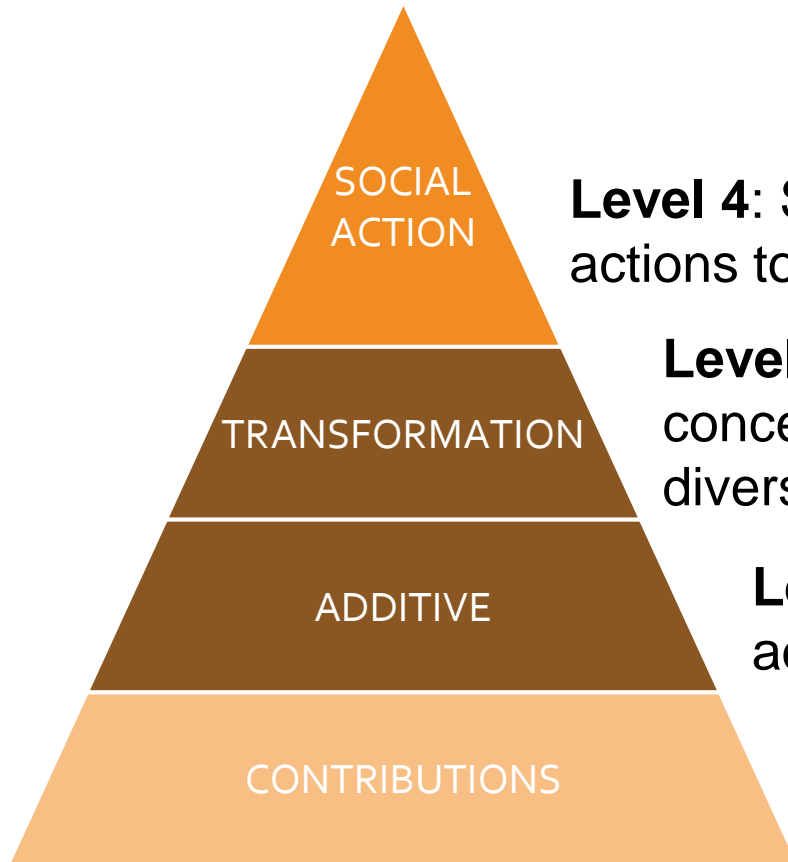
VALUE - Value all Languages - Learn another language...When the language is valued, the learner feels valued.

SENSITIVE ACTIONS - Demonstrate words and actions. Derogatory words are never acceptable – Use kind words and sensitive actions.

Multicultural Education Terms

- **Hegemony** - Maintenance of domination not by force but primarily through consensual means.
- **Cultural Capital** - Knowledge associated with the group that has the most status. Ways of talking, acting, language practices, values.
- **Racism** - A system of privilege and penalty based on one's race.

Multicultural Education - Banks' Levels of Diversity Awareness



Level 4: Students make decisions on important social issues and take actions to solve them.

Level 3: The structure of the curriculum is changed to view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups.

Level 2: Content, concepts, themes, and perspectives are added to curriculum without changing its structure.

Level 1: Focuses on heroes, heroines, holidays, and discrete cultural elements

Multicultural Education Principles

- **Critical** – Helps student to look at knowledge/driving from **various perspectives**.
- **Intentional** – Realizes that **values and cultures are different and should be shared**.
- **Transformational** – **Changes the views of the world and society**. Finds ways to promote risk reduction efforts. Involves changes in the personal as well as professional.
- **Is Antiracist Education** - paying attention to **all discriminatory practices** (curriculum, materials, choices, relationships).
- **Is Basic Education** - It is the cannon, **central to the curriculum**.

Nieto, 1992

Multicultural Education Principles

- **Is Important for ALL Students** - Not just for **students of color but for everyone**
- **Is Pervasive** - It **permeates the entire curriculum**, not a subject, month, or something to be covered
- **Is Education for Social Justice** - Learning how to **think and behave in ways the ensure fairness** and that **people have the power to make changes**
- **Is a Process** - It is **ongoing and dynamic**. No one stops becoming
- **Is Critical Pedagogy** - Includes **transformative process** to think in multiple ways that leads to action

Nieto, 1992

Culturally Responsive Teaching

- Uses cultural **characteristics, experiences, and perspectives of ethnically diverse students as conduits of teaching** -- Geographic experiences, cultural ...
Cultural Competence
- Helps students develop a broader perspective of the sociopolitical consciousness, the tools to critical analyze **societal relationships** -- How does driving work in the society... rage... **Critical Consciousness**
- Improves academic achievement and driving skills of ethnically diverse students by teaching them through their **own cultural and experimental filters** -- Traffic Safety Behavior.... **Academic/Driving Success**

Gay, 2000; Ladson Billings, 2000

Driver Education

HOW CULTURAL EQUITY CAN WORK IN DRIVER EDUCATION

Invisibility

- Subject matter doesn't reflect student

Stereotyping

- Inappropriate statements – race, sex, age, religion

Selectivity and Imbalance

- Only certain vehicles are used, trucks or luxury vehicles

INSTRUCTIONAL CONTENT

Must be connected to their interests, dreams and needs outside of institution and work environment.

Fragmentation and Isolation

- Remove any description or illustrations that may imply superiority or inferiority to one specific group.

Improper Linguistic

- Describe people, places and things with the proper terms and not slang. Also, remove all sexist and racist tenants.

Loaded Words

- Utilize words such as law enforcement officer, police officer, mail carrier, fire fighter.

INSTRUCTIONAL CONTENT

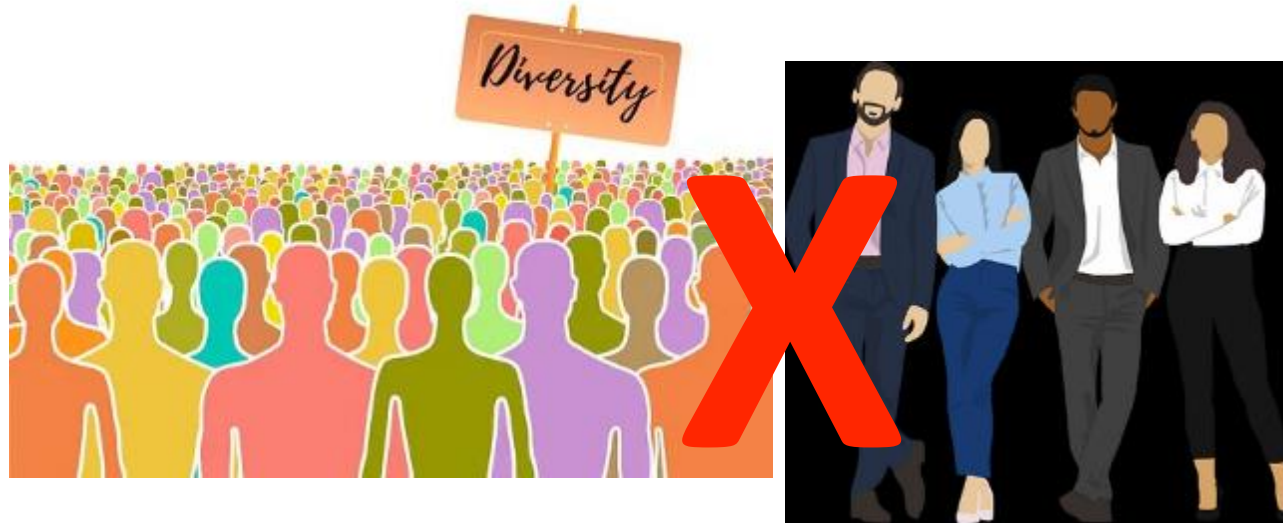
Students should help originate, design and direct their own curriculum. They need ownership.

Visual Representation

TOKENISM

DESCRIPTION

Tokenism occurs when visual images that attempt to show diverse populations are not accurate.



Visual Representation

TOKENISM

EXAMPLE

The photographs or pictures must accurately portray the culture and not just be an illustration or a retouched picture of “Europeans” with added color or tint.



Larke & Saint: Project C.R.U.I.S.E.



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Visual Representation

ROLE OF
WOMEN

DESCRIPTION

The inaccurate portrayal of the role of women occurs when visual images always place women in certain roles.



Visual Representation

ROLE OF
WOMEN

EXAMPLE

Illustrate women in roles of doctors, lawyers, construction workers or business people.



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Visual Representation

ENVIRONMENTS

DESCRIPTION

Inaccurate portrayal of traffic environments (neighborhoods).



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Visual Representation

ENVIRONMENTS

EXAMPLE

Illustrate traffic environments accurately.



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Visual Representation

AUTHENTIC
IMAGES

DESCRIPTION

Images of people placed in inaccurate environments.



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Visual Representation

AUTHENTIC
IMAGES

EXAMPLE

Illustrate people in genuine situations accurate to the environment.



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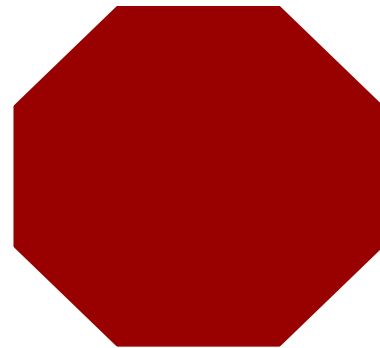
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Communication

LANGUAGES

DESCRIPTION

English language learners.



Communication

LANGUAGES

EXAMPLE

Translate important terms/ concepts. Use illustrations, pictures, or graphics.

**Arrêter
or le stop**

ALTO

stop



停
tíng

Digital Literacy

TECHNOLOGY

DESCRIPTION

Understanding the role technology has with our current and future generations.



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Digital Literacy

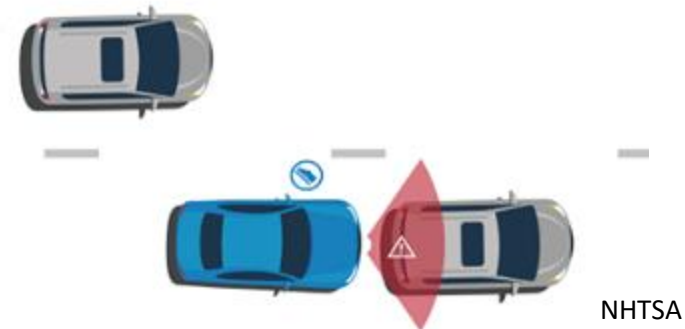
TECHNOLOGY

EXAMPLE

- Use of technology applications in the classroom (e.g., smart boards, virtual /digital platforms or smart phones).
- Use of Advanced Driver Assistance Systems (ADAS) in vehicles.



Stock Photo



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“Exceptionality/Disability”

ADA

DESCRIPTION

Meeting the needs of people with disabilities.



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“Exceptionality/Disability”

ADA

EXAMPLE

ADA Compliance



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Questions

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