

# External Cultural Audit Goals: Inclusion, High Performance & High Achievement for All

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# Focus Groups: Demographics

- 7 White, 7 Latino, 4 Black Focus Groups  
(Confidential and Anonymous)
- 88 Jr. & Sr. High School Students, 49 Parents, 81 Community Members and Leaders
- 102 Whites, 75 Latinos, 51 Blacks





# Common Ground Lessons Learned

- Cultural Audits valued by all
- Expectations of needed actions
- Some skepticism that voices will be heard and perceptions considered
- Academic resources & teachers greatly appreciated by all
- Great acknowledgment for those who 'go above and beyond'
- Value respectful communication





## Key Community Lessons Learned

- Vocal/small percentage of white residents view changes as detrimental to quality of education
- Rural to suburban character offers lack of “community” -- for new Black & Latino residents
- “Bedroom” nature of the area mitigates against community involvement
- “Unconscious” physical barriers creates isolation and fear – for different cultural backgrounds
- History of racial intolerance in Plainfield, Romeoville areas creates lack of “welcoming” environment





## Internal & External Audit Patterns

Continued concern regarding:

- Lack of diverse representation at all levels appears consistently in both Audits
- Lack of effective and consistent communication particularly for focus groups of color
- Discipline & achievement disparities for students of color





# Themes & Quotes from Focus Groups





# Similarities of Strengths for all Groups

- Overall hopeful that this process will bring positive results
- Many students now see a more open environment across races and cultures-cite examples of racial harmony and friendships
- All parent groups viewed academic resources as superior & highly valued
- Latino community members appreciate the attempts to change racial & ethnic divides.
- Black community members acknowledge the challenges that race brings and appreciate increased communication.





## Opportunities for Improvement: Students

- Perception that many teachers & administrators don't know how to handle racial situations-Whites
- Negative assumptions made re. intelligence & aptitude based on language alone- Latino
- Examples of cultural disrespect & racially charged behaviors where no one took a stand-Latino/Black
- Lack of visible role models impacts self-worth-Latino/Black
- Perception that policies create inequitable treatment re. punishment and suspensions- Blacks/Latinos





# Parents: Opportunities for Improvement

- Faction of white parents fear that diversity = lower academic quality & “special treatment” for students of color while others value diversity & diverse role models
- Many Latino parents feel excluded from school/ community activities due to language differences & perceive important cultural events to be devalued
- Many African American parents perceive a lack of awareness of racial issues impacts students’ success & see discipline as disproportionate to behaviors and viewed as a double standard





# Community Members: Opportunities for Improvement

- Paramount concern for Latinos & Blacks is for role models and representation at all levels
- Latinos see few opportunities for Latino involvement in the larger community
- Efforts to recruit staff of color are appreciated and yet continue to be seen as problematic
- Changing demographics are an opportunity for the district but seen as counter to the history of core white communities in the area





# KG Recommendations Related to the Systemic Diversity Journey Model





# KG Diversity & Inclusion Journey

to create proactive, long-term, sustainable and measurable change





## Assessment Stage: Recommendations

- Discipline and suspension data needed to confirm/determine profiling, favoritism or disproportionate discipline based on race or culture
- Continue to update, track and analyze statistics regarding achievement gaps for students of color and action plans developed.





# Diversity Strategy & Feedback Stage Recommendations

- Create staff roles at the District level to serve as Community Liaisons with the Black and Latino communities; research funding opportunities in this school year for employment in 2009-2010.
- Focus on creating racial and ethnic mix within existing and traditional District community/parent organizations
- Create a school-based “Quick Response” plan to address racially charged incidents with appropriate education.





## Education Stage Recommendations

- Continue & expand current diversity and inclusion initiatives--Tribes Training, Parent University, Culturally Responsive Instruction, Creating an Inclusive and Respectful Diversity School Environment & include training internal facilitators \*\*\*Most urgent for all principals and assistant principals.
- Make Multicultural Education Curriculum reflecting Black and Latino history and culture a higher priority this school year.





# Commitment Stage Recommendations

- Demonstrate greater success in the recruitment, selection, hiring, mentoring and development of African Americans and Latinos at all levels of the District. “Recruitment Optimization for Diverse Candidates” workshop recommended.
- Diversity & Inclusion Community/School Advisory Councils for each House, with Orange House as a Pilot in the first quarter of 2008 in order to create a systemic process for two-way communication, accountabilities and actions.
- Diverse representation and inclusion in all task forces, selection practices and committee assignments across the District.





## Accountability & Measurement Stage

- 2008-2009 Diversity & Inclusion Plan with accountabilities for every department and level to embed diversity into the District 202 Five-year Plan.

