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Consultancy Project Executive Summary

Organization: Gardner-Webb University School of Education

Project Title: Universal Diversity Training

Candidate: Masonya N. Ruff

Consultancy Coach: Dr. Jeff Hamilton

Defense Date: July 6, 2017

Authorized by: Dr. Linda Hopper, Assistant Superintendent of
Cleveland County Schools

Abstract: Universal Diversity Training

The Cleveland County Schools (CCS) district has more minorities and children living in poverty than in past years. With this increase in diverse cultures, teaching and teachers have remained the same. As a result, the achievement gap has not gotten smaller. White students are not growing and achieving as they should. There is a need now more than ever for teachers to step outside the box and do things differently. Not only must they do things differently, but they must also “see” things differently. This requires a paradigm shift.

The purpose of this project is to develop a framework for CCS to ensure that all students are receiving an education that will make them “globally competent.” The Universal Cultural Diversity Training framework will provide teachers and administrators with tools and resources to help address the cultural awareness gap in CCS.

CCS’s testing and discipline data were reviewed. The testing data showed that minority, more specifically African-American, and low socioeconomic students are behind their counterparts. The discipline data showed that African-Americans had the most discipline referrals (their total was almost equal to the totals of all other races combined). This information suggests that there is a disconnect between teachers and their students.

The Universal Diversity Training Framework was created from a compilation of other works to help guide Cleveland County Schools “to become one of the 10 best performing districts in the state by challenging each student with an exceptional educational experience” (CCS Vision Statement). It is a four-phase framework (Phase 1: Introspection; Phase 2: Education; Phase 3: Actions, and Phase 4: Reflection/Evaluation) that will help enlighten staff and prove beneficial to students by providing guidance and resources to help teachers and staff “reconnect” with all students.

Amendment History

N/A

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1 Introduction

1.1 *Project Purpose*

The purpose of this project is to develop a diversity plan for Cleveland County Schools (CCS) to ensure that all students are receiving an education that will make them “globally competent.” The framework is divided into four phases (1. Introspection, 2. Education, 3. Action, and 4. Evaluation/Reflections) and will provide teachers and administrators with tools and resources to help address the cultural awareness gap in CCS.

1.2 *Associated Documents*

- A. 2015-16 3rd-8th Grade Reading and Math Data for CCS
- B. CCS Demographic Data

1.3 *Project Plan Maintenance*

The plan has not been implemented. Each milestone was submitted throughout the program and approved by my consultancy chair, Dr. Jeff Hamilton.

2 Project Scope

2.1 Outline of Partnering Organization's Objectives

2.1.1 Objectives

The mission of CCS is: "The Cleveland County Schools will challenge each student with an exceptional educational experience that will lead them to become a productive global citizen and a lifelong learner by partnering with our community to provide quality learning opportunities." The superintendent, Dr. Stephen Fisher, wants CCS to be one of the top 10 performing districts in North Carolina.

The purpose of this framework is to help CCS ensure that all students are receiving an education that will make them "globally competent." The Universal Diversity Training Framework provides resources and tools that CCS's staff and students need to embrace diversity and ensure that all students are globally competent upon graduation. It also helps the district achieve its vision of being one of the top 10 performing districts in North Carolina. It supports programs and services that meet the diverse needs of all students.

2.1.2 Success Criteria

Each phase of the project has a reflection piece attached to it. This will help the team determine what the successes were and how to make the program better.

2.1.3 Risks

There are a few risks associated with this framework. They are listed below.

- 1) Lack of readiness at district office** – If the leaders in the district office are not ready for change, it will be difficult to implement. There would be no buy-in and thus no implementation of the framework.
- 2) Push back with Anti-Bias curriculum name** – Dealing with race and culture issues is very uncomfortable. People are oftentimes offended at the slightest hint that they may be perceived to be "racist" or "culturally insensitive."
- 3) Resistance to diversity and inclusion** – Some people will have the mindset that nothing is wrong and we should just leave things as they are.
- 4) Sustainability** – There will need to be measures in place to ensure that the framework can continue to be implemented even after the current leadership is gone.
- 5) Poor implementation of framework** – No accountability and poor training can lead to the framework being ineffective, thus supporting the ideals of the "naysayers." This can continue to oppress those students who have been misunderstood and undervalued due to the lack of sensitivity to cultural norms that govern behavior.

2.2 Outline of Student's Objectives

2.2.1 Objectives

Goal 1: Phase 1 (Introspection)

To increase cultural awareness and identify personal biases through activities that require introspection from the Anti-Bias Framework.

Goal 1 Objectives

Objective 1 Unpacking Identity: Understand the five identity anchor standards and relate how identity has many characteristics and affects relationships within the school building and the classroom.

Objective 2 Unpacking Diversity: Develop respectful ways to discuss similarities and differences with others through the five diversity anchor standards and begin to think about how diversity affects relationships within the school building and the classroom.

Objective 3 Understanding Justice: Understand the difference between personal stereotypes and systemic discrimination and explore how privilege impacts discrimination and justice and understand the five justice anchor standards.

Objective 4 Unpacking Action: Understand the five action anchor standards and how they can be used to move students and teachers from prejudice reduction to collective action.

Goal 2: Phase 2 (Education)

To educate participants on the dynamics of our diverse population of students. The focus will be minorities, immigrants, ESL, and low socioeconomic students.

Goal 2 Objectives

Objective 1: Identify the level of participant awareness as it relates to cultural diversity. An inventory instrument will be chosen at a later date. An inventory instrument is to be determined by August 2017 and taken and analyzed by March 2018.

Objective 2: Assess what aspects of diversity on which to focus using collaborative discussions.

Goal 3: Phase 3 (Action)

To give participants resources that can be easily implemented into the school and classrooms which focus on being culturally sensitive.

Goal 3 Objectives

Objective 1: Participants will research sites (ex: Teaching Tolerance, EdChange, and Multicultural Pavilion) for resources to implement into the school and classrooms.

Objective 2: Participants will compile a list of lessons/resources from phases 1 and 2 or other sources that they find helpful.

Objective 3: Participants will devise a calendar for implementation and professional development.

Goal 4: Phase 4 (Evaluation/Reflection)

To review data and processes of the framework and make decisions for future plans.

Goal 4 Objectives

Objective 1: Participants will take an evaluation instrument to assess if there has been a change in their mindset or biases.

Objective 2: Participants will reflect on the entire process through journaling. (Each phase will have a reflection piece with it. At the end of phase 4, all reflections will be summarized into one reflection.)

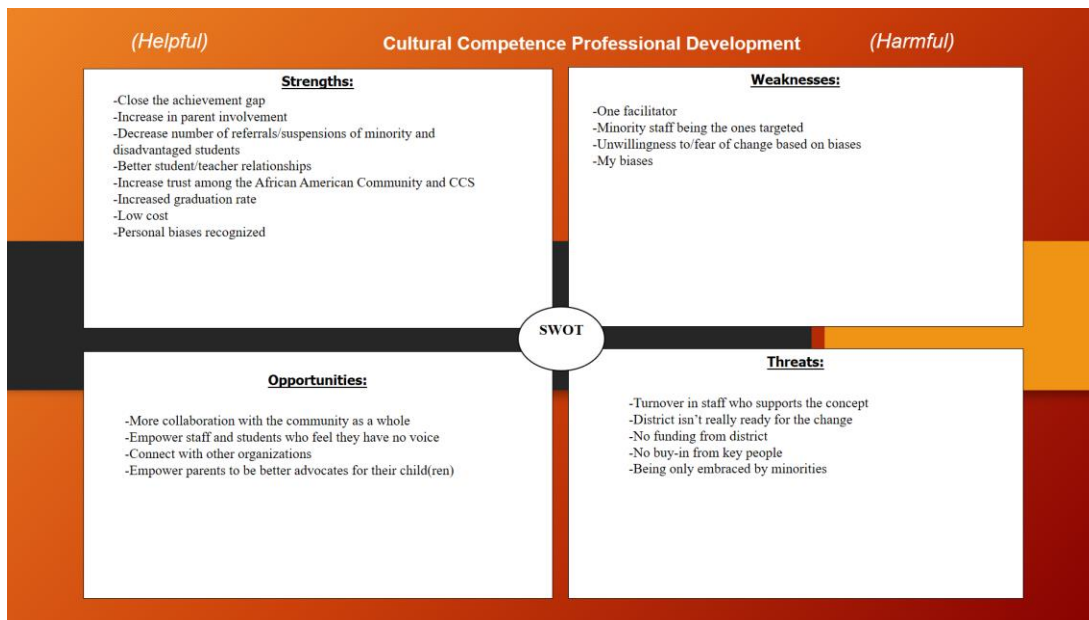
Objective 3: Participants will have open dialogue to discuss the pros, cons, and changes needed of the framework.

2.2.2 Success Criteria

Success will be measured by each school via a survey at the end of each phase, with an all-inclusive survey being done at the end of the school year.

2.2.3 Risks

The figure below is a SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis of the cultural diversity professional development plan.



The benefits of the professional development plan outweigh the weaknesses and threats. Many of the weaknesses and threats can be eliminated by strategic and methodical planning and marketing.

Manage the Risks (Contingency/Mitigation Plan):

Lack of Readiness – There will need to be a compelling argument brought before the district leadership which includes the school board of directors. This can be accomplished by using the Achievement Gap data over the years. More importantly, the framework must be very solid and well put together. Data from other school districts who are using a multicultural or diversity framework will help to persuade key stakeholders that there is a need and it can be done effectively.

Poor Implementation – It will be important to have a solid implementation and training plan to ensure fidelity. Piloting the framework at the district office and one school will help ensure that bugs and kinks are worked out before it becomes a district-wide initiative. Framework trainers will have to follow up during and after each phase. They will provide refreshers quarterly after full implementation.

Sustainability – A thoroughly written plan that has a sustainability plan included will eliminate this risk. Professional development and Title I funds can help keep this program going.

2.3 Definitive Scope Statement

The purpose of this framework is to help CCS ensure that all students are receiving an education that will make them “globally competent.” The Universal Diversity Framework provides resources and tools that CCS’s staff and students need to embrace diversity and ensure that all students are globally competent upon graduation. It also helps the district achieve its vision of being one of the top 10 performing districts in North Carolina. It supports programs and services that meet the diverse needs of all students.

3 Deliverables

3.1 To Partnering Organization

There are no deliverables from CCS. The goal is to have a plan that the district can use to help increase cultural competence and decrease the achievement gap.

3.2 From Student

A cultural diversity training plan will be created for the district to implement. The table below highlights key benefits from the framework.

<p>Benefit 1: Increased reading, math, and science proficiency</p> <p>By the time the first cohort of students completes its first End-of-Grade tests, there will be an initial increase of a minimum of 10 percentage points between them and the then current 4th graders in all subgroups; see Appendix A for current data.</p>
<p>Benefit 2: Decreased achievement gap between minorities and their white counterparts</p> <p>I predict that by the time the first cohort of students graduates, there will be a 0-5 point difference in the achievement gap between minorities and their White counterparts; see Appendix A for current data.</p>
<p>Benefit 3: Increased graduation rate</p> <p>There will be a 95% or greater graduation rate in the district by the time the first cohort of students graduates; students will feel a connection to school and empowered to be the best they can be.</p>
<p>Benefit 4: Decreased discipline referrals among African-American students</p> <p>Each year, there will be a 10% decrease in the number of discipline referrals that African-American students receive; this will be in response to teachers being more consciously aware of their biases and culturally sensitive to the needs of minority students.</p>
<p>Benefit 5: Decreased teen pregnancy rate</p> <p>As this cohort goes through middle school and enters high school, the teen pregnancy rate will decrease by 5% each year; at-risk students will have higher self-esteem and will make wiser choices as they relate to their health and future.</p>
<p>Benefit 6: Increased parent and community involvement</p> <p>Parents and the community will serve more actively on committees within the school; there will be increased attendance to non-athletic and fine arts events as well as an increase of 30% of parents active in PTO/PTA; parents and the community will feel a connection and a sense of community and unity with CCS, because they will feel that their child(ren) are cared about genuinely.</p>
<p>Benefit 7: Professional Development that can be sustained</p> <p>All training will be at a minimum cost to CCS; I will train staff at the district level and at the school level (train the trainer model) at no cost; resources will come from the schools (the bulk of the resources will be creative lessons and activities created by school staff and will fit what the individual school needs); the only resources needed will be time and space; workdays and after-school time could be used; training can be done either at the school or district office; this professional development is not based on a trend or decision made by the NC Department of</p>

Public Instruction or the Department of Education, rather this is a need in the community and as long as there is breath in people there will always be a need for cultural diversity training.

Once all phases have been implemented, there will be quarterly “booster” courses. This will help with accountability and consistency. The problem with most professional development courses is that they are a “one and done” deal. This framework is something to be done every year. Each year there should be a level of growth. It is my belief that we will see a small initial change; but as we stay the course of consistency and fidelity, we will see greater gains. There may not be significant gains before 3 years.

4 Project Approach

4.1 Project Lifecycle Processes

The goal of this project is to provide a professional development course for organizations to have a better understanding of the diverse people with whom they work and/or serve. The framework comes from Teaching Tolerance's Anti-Bias Framework. There are four phases in this professional development course.

Phase 1 – Introspection

Introspection is “the process of examining your own thoughts or feelings; reflective looking inward: an examination of one's own thoughts and feelings” (Merriam Online). Understanding our own biases is the first step to understanding how stereotypes and prejudice ultimately lead to discrimination (Teaching Tolerance). This phase uses Teaching Tolerance's Anti-Bias Framework. “The Anti-Bias Framework (ABF) is a set of 20 anchor standards and 80 grade-level outcomes organized into four domains—Identity, Diversity, Justice and Action—that reflect the desired impact of successful anti-bias and multicultural education on student personal and social development.”

Phase 2: Education

After completing phase 1, teachers will have a better understanding of themselves and their biases. They will be more aware of how their attitudes, behaviors, and communication (verbal and non-verbal) impact students they teach. This section will focus on going over the different dynamics of our diverse schools. The focus will be on minorities, immigrants, ESL, and low socioeconomic students.

Teachers and administrators will be given case studies and other materials that will debunk some of the biases they acknowledged in phase 1. EdChange has great resources related to diversity education. They have modules that can be easily implemented. They also have a train-the-trainer program to help with sustainability. This training will help teachers empathize with students, thus creating an environment of mutual trust and respect. A warm and caring environment is what students need to motivate them to succeed. When students feel like you care about them, there is nothing they will not do for you. They will do their work even when they do not feel like it just because it is what the teacher expects.

Before the education phase begins, there will be a meeting with leadership to discuss what areas of diversity they think would be most beneficial for their staff. Once teachers have been “awakened,” they will be empowered to make the necessary changes in order to see students succeed and achieve.

Phase 3: Action

After teachers have had self-reflection and education, they will be empowered to make change. The action part of the framework gives teachers resources they can implement into their classrooms. They can use the information from phases 1 and 2 that were used on them. Teaching Tolerance, EdChange, and Multicultural Pavilion all have great lessons and resources that teachers can easily implement in class. Administrators can also use these resources for their staff. Hopefully, this will inspire some teachers to want to write their own curriculum and share it with the district.

Phases 1 and 2 will have been in vain if phase 3 is not implemented. We cannot effectively make the changes needed to help our students and achieve our vision without putting in work. According to James 2:17, “Faith without works is dead.”

Phase 4: Evaluation/Reflection

The evaluation/reflection phase is where we look at the data and see how things have gone. There will be assessments that participants take to gauge if there has been in change in their mindset or biases. We can also see what works or does not and what is realistic to keep doing. One thing is for sure, if it is not practical, it is not effective. This is where open and honest dialogue comes into play. Teachers and administrators need to be able to be truthful about how they feel about the program. Again, I will sit down with the leadership to see how they perceive things have gone.

4.2 Project Management Processes

See section 4.1 of the Executive Summary

4.3 Project Support Processes

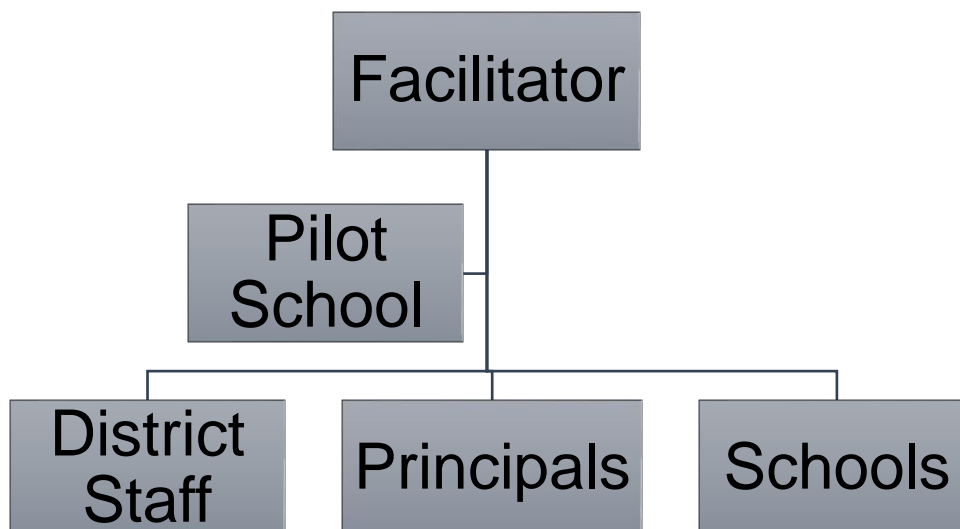
See section 4.1 of the Executive Summary

4.4 Organization

4.4.1 Project Team

There will be a team comprised of the facilitator and staff from the pilot school.

4.4.2 Mapping Between CCS and Student



5 Communications Plan

Stakeholder	Information Needs	Reason Needed	Timeline
Superintendent Principal Training Team	<ul style="list-style-type: none"> -Complete details of Universal Diversity plan -Expected Benefits -Work Breakdown Plan -Risk Assessment -Quality Assurance Plan -Plan-Do-Study-Act -Financial Plan 	<ul style="list-style-type: none"> -To gain an understanding of what will be expected -Provides summary of benefits. -Describes stages of work plan. -To maintain potential risks. -Explain quality assurance process. -For continuous improvement. -Describes financial responsibility. 	Summer 2017
Staff	<ul style="list-style-type: none"> -Overview of Universal Diversity Plan, including data -Timeline for implementation 	<ul style="list-style-type: none"> -To get buy in -To prepare them for implementation 	Fall 2017

6 Work Plan

6.1 Work Breakdown Structure

Training

To receive necessary trainings in order to facilitate the Universal Diversity Training Framework
Includes: Anti-Bias Framework; researching EdChange for resources; researching other cultural sensitive frameworks (research will start Summer 2015)

Anticipated Completion Date: December 2016

Responsible Party: Facilitator

Pre-Implementation: Build Connections

Develop relationships with the principal and staff of the school; volunteer at functions; be a presence in the school

Includes: getting permission to implement

Anticipated Completion Date: June 2017

Responsible Party: Facilitator

Phase 1 (Introspection)

To increase cultural awareness and identify personal biases through activities that require introspection from the Anti-Bias Framework

Includes: taking "field trips" to areas where students live; assessments; reflections

Anticipated Completion Date: January 2018

Responsible Party: Staff

Phase 2 (Education)

To educate participants on the dynamics of our diverse population of students. The focus will be minorities, immigrants, ESL, and low socioeconomic students.

Includes: developing curriculum and activities

Anticipated Completion Date: April 2018

Responsible Party: Facilitator and staff

Phase 3 (Action)

To give participants resources that can be easily implemented into the school and classrooms which focus on being culturally sensitive.

Includes: implementing lessons and reflecting on implementation

Anticipated Completion Date: May 2018

Responsible Party: Staff

Phase 4 (Evaluation/Reflection)

To review data and processes of the framework and make decisions for future plans.
Includes: planning; reflecting; having open and honest dialogue; accepting or rejecting framework

Anticipated Completion Date: July 2018

Responsible Party: Facilitator and staff

Resources/Sustainability

Includes: writing grants; training school leaders; partnering with Title I; soliciting community partners

Anticipated Completion Date: Ongoing

Responsible Party: Facilitator and leadership team

6.2 Resources

This is covered in the Executive Summary in Sections 2, 3, 4, 6.1, and 10.

7 Milestones

Number	Title	Forecast date
1	Develop a detailed statement of purpose of the project including a clear and comprehensive problem statement.	December 2014
2	Develop project objectives, expressed in terms that are measurable (SMART objectives).	April 2015
3	Develop the scope, boundaries, and organizations and processes, and systems (IT and non-IT) impacted.	April 2015
4	Develop a summary of the business benefits that are expected to flow from the consulting project.	July 2015
5	Develop a risk assessment based on the initial summary of the anticipated risks associated with the consulting project.	December 2015
6	Develop a detailed summary of the key facts upon which the consulting project will be planned and executed.	April 2016
7	Develop a detailed outline of a project plan including specific strategies, activities, timelines, responsibilities, expected outcomes, and results for all phases of the project.	April 2016
8	Develop a preliminary estimate of the financial budget required to plan and deliver the consulting project objectives/benefits.	August 2016
9	Develop a quality assurance plan which includes actions to measure the effectiveness of project plan phases.	December 2016
10	Track and document overall plan performance.	April 2017
11	Final Project	July 2017

8 Metrics and Results

I was given access to discipline data from the district. My data were limited to those schools who are PBIS (Positive Behavior and Intervention Supports). I also had access to testing data that are broken down by race and free or reduced lunch status. This information was used to show the need for cultural diversity training.

Having been an administrator in three different schools and noticing the same trend indicates there is a problem. I have served at Shelby High School, Crest High School, and Shelby Middle School. In all three schools, African-Americans had far more office discipline referrals. In both Shelby zone schools, African-Americans make up the majority of the student body (roughly around 50%), and in Crest they make up roughly 20% of the students; however, in all three schools, African-Americans make up 80% of the office discipline referrals. Table 1 below shows demographic makeup and percent of office referrals at Shelby Middle School.

Table 1- 2016-17 Discipline Data for CCS

Race/Ethnicity	Percentage of ODRs	Percentage of Enrollment
American Indian/Alaska Native	14	0.12%
Asian	13	0.12%
Black/African-American	5200	46.14%
Hispanic	460	4.08%
Two or more	768	6.82%
Native Hawaiian/Pacific Islander	4	0.04%
White	4809	42.67%
	11268	99.99%
		14999
		100.00%

The two blue charts (Table 2 and Table 3) show the relationship between the number of referrals and End-of-Grade (EOG) scores in reading and math. Notice there are more referrals concentrated in EOG scores of 1 and 2. This suggests that there is a relationship between the number of officer discipline referrals and EOG tests.

Table 2

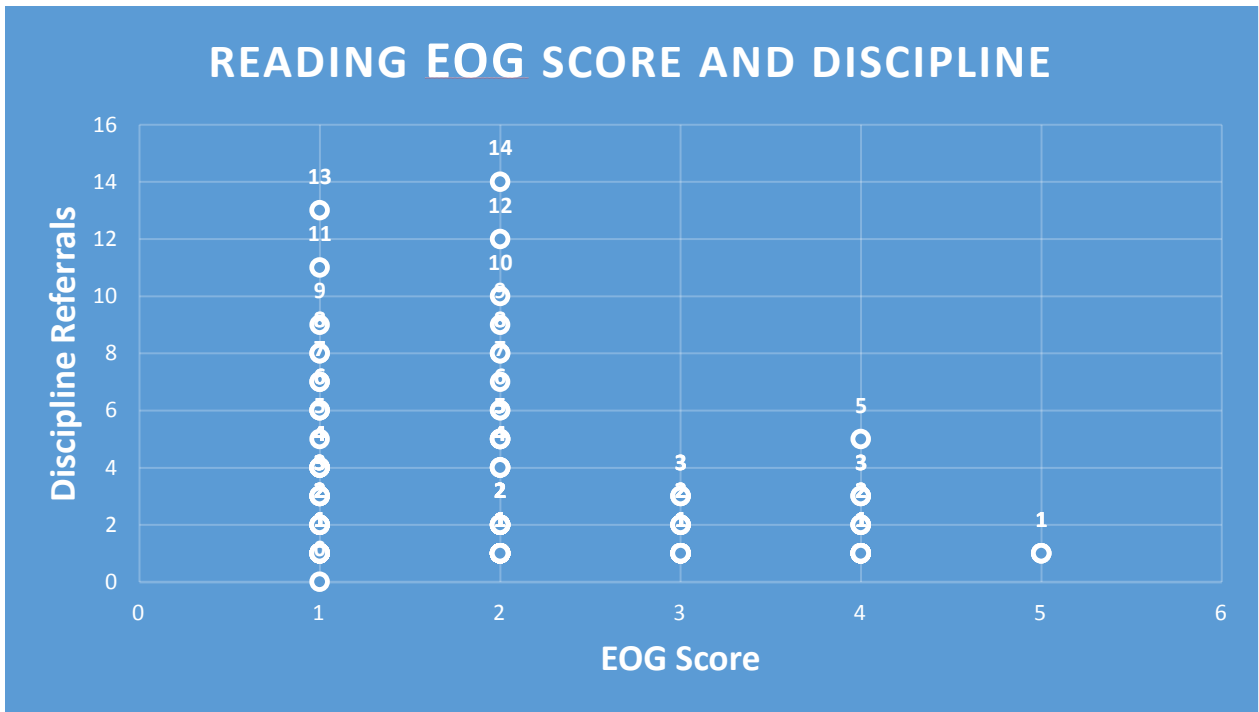
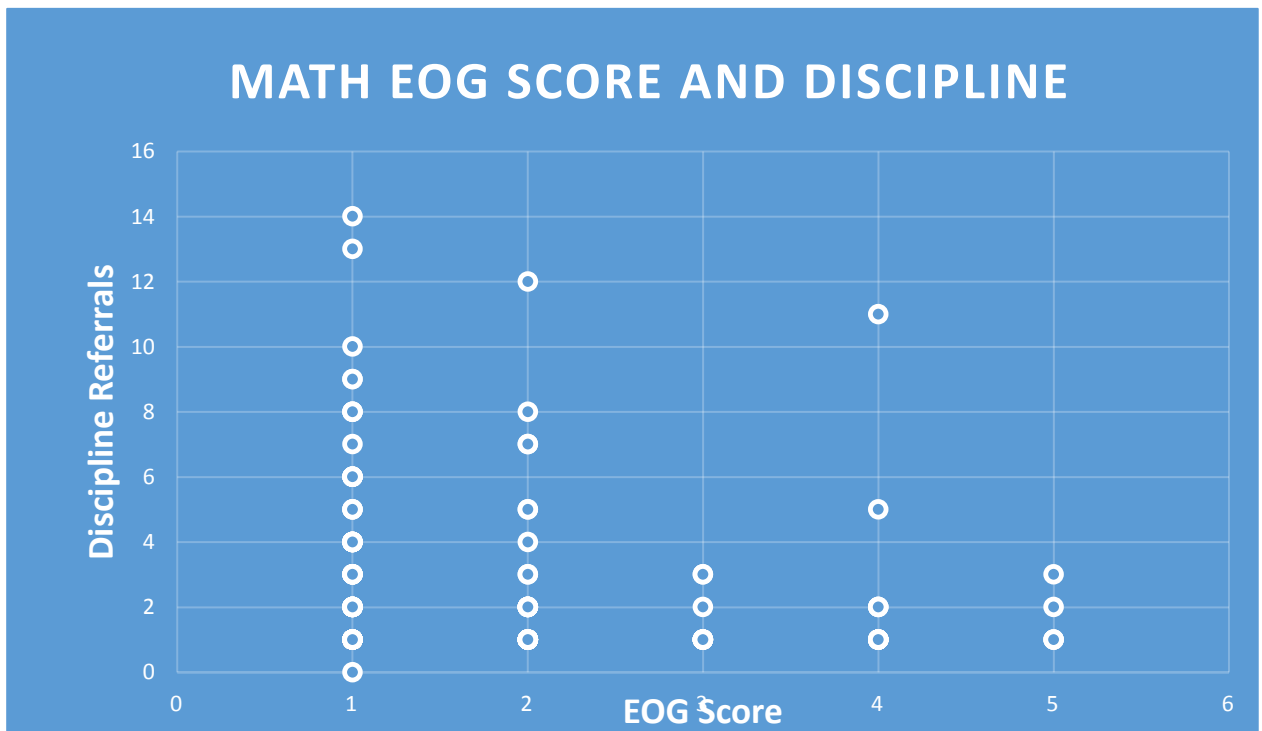


Table 3



9 Risks, Constraints, Assumptions

9.1 Risks

1) Lack of readiness at district office – If the leaders in the district office are not ready for change, it will be difficult to implement. There would be no buy-in and thus no implementation of the framework.

2) Push back with Anti-Bias curriculum name – Dealing with race and culture issues is very uncomfortable. People are oftentimes offended at the slightest hint that they may be perceived to be “racist” or “culturally insensitive.”

3) Resistance to diversity and inclusion – Some people will have the mindset that nothing is wrong and we should just leave things as they are.

4) Sustainability – There will need to be measures in place to ensure that the framework can continue to be implemented even after the current leadership is gone.

5) Poor implementation of framework – No accountability and poor training can lead to the framework being ineffective, thus supporting the ideals of the “naysayers.” This can continue to oppress those students who have been misunderstood and undervalued due to the lack of sensitivity to cultural norms that govern behavior.

Categorize the Risks:

Risk Assessment Matrix						
		Risk Likelihood				
Risk Impact		Very High A	High B	Moderate C	Low D	Very Low E
Very High	I	District not being ready				
High	II	Poor implementation	Sustainability			
Medium	III			Resistance to cultural diversity		
Low	IV			Push back from Anti-Bias name		
Many of the risks associated with the Framework can be eliminated or at least minimized through having a solid and thoroughly written plan.						

Manage the Risks (Contingency/Mitigation Plan):

Lack of Readiness – There will need to be a compelling argument brought before the district leadership, which includes the school board of directors. This can be accomplished by using the Achievement Gap data over the years. More importantly, the framework must be very solid and well put together. Data from other school districts who are using a multicultural or diversity framework will help to persuade key stakeholders that there is a need and it can be done effectively.

Poor Implementation – It will be important to have a solid implementation and training plan to ensure fidelity. Piloting the framework at the district office and one school will help ensure that bugs and kinks are worked out before it becomes a district-wide initiative. Framework trainers will have to follow up during and after each phase. They will provide refreshers quarterly after full implementation.

Sustainability – A thoroughly written plan that has a sustainability plan included will eliminate this risk. Professional development and Title I funds can help keep this program going.

9.2 Constraints

None of the Cultural Diversity Training Plan was able to be implemented. One reason for this is due to switching schools. The other reason is because there was no freedom or time to test out the lessons.

9.3 Assumptions

- CCS as a whole is ready for the level of change that cultural competency brings
- Starting with younger grades would be best
- The principal at the pilot school will fully embrace the framework
- The trainer will be knowledgeable enough to facilitate the training
- The trainer will be able to attend the trainings that are needed in order to facilitate the framework

10 Financial Plan

All training will be at a minimum cost to CCS; staff will be trained at the district level and at the school level (train the trainer model) at no cost; resources will come from the schools (the bulk of the resources will be creative lessons and activities created by school staff and will fit what the individual school needs); the only resources needed will be time and space; workdays and after-school time could be used; training can be done either at the school or district office; this professional development is not based on a trend or decision made by the NC Department of Public Instruction or the Department of Education, rather this is a need in the community and as long as there is breath in people, there will always be a need for cultural diversity training.

Resources may be needed to provide refreshments and some print materials. The goal will be to have most of the materials electronically in order to cut down on the amount of paper used. Money may be needed to provide meals and snacks during training. Transportation via bus through neighborhoods of students will be needed.

Budget:

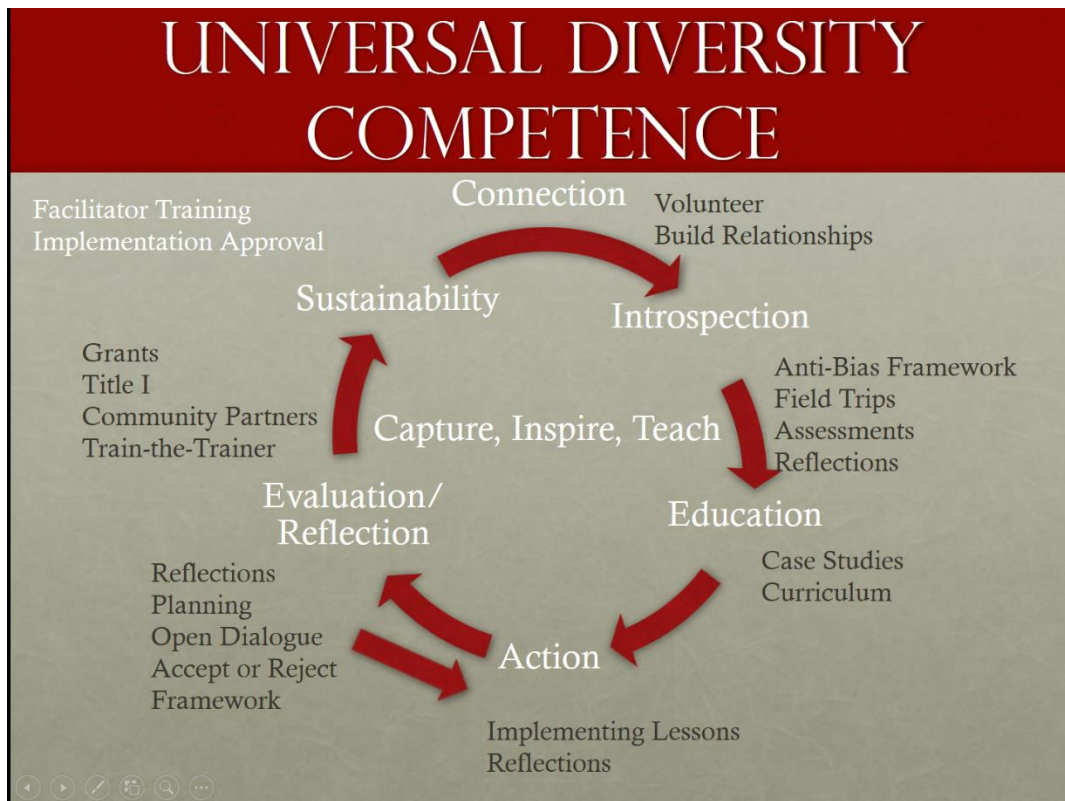
Material: \$1,000-\$1,500

Meals/Snacks: \$2,000-\$2,500

Transportation: \$1,500-\$2,000

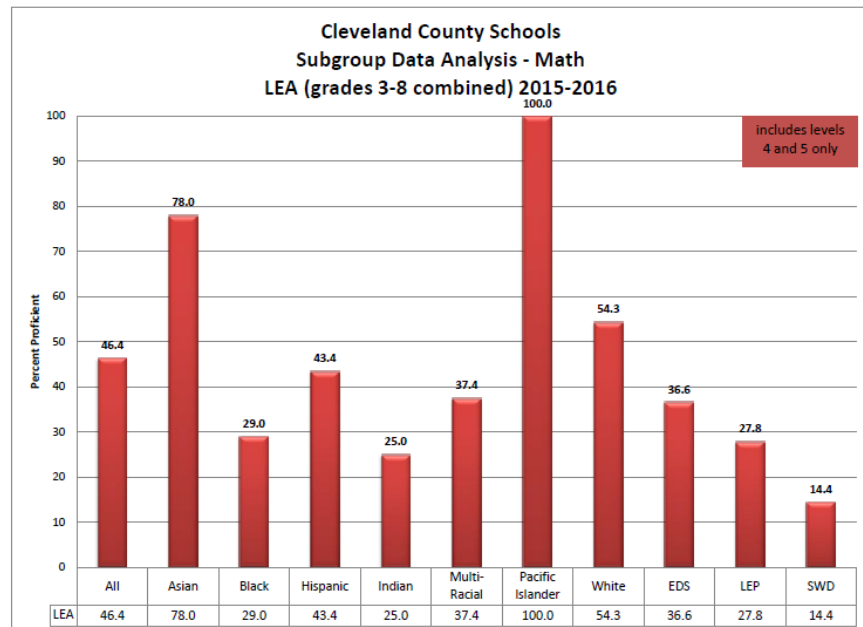
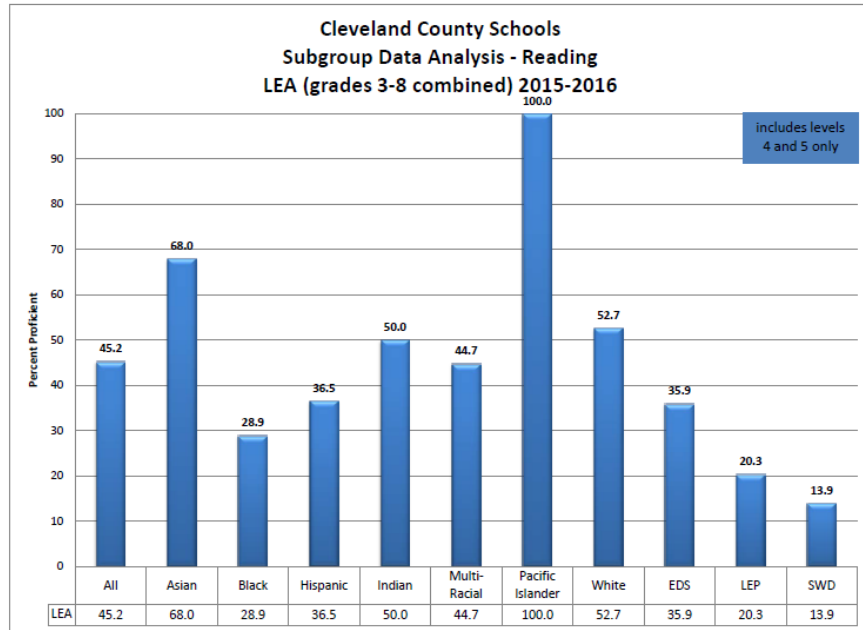
Consultant: \$1,000-\$1,500

11 Quality Assurance Plan



A. Appendix

A- 2015-2016 Testing Data



B- CCS Demographic Data