



Proposal: Diversity, Inclusion, and Equity Services

Prepared for: Kathleen Evison, Superintendent

Prepared by: Joseph Allen, Ph.D.

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PROFESSIONAL DEVELOPMENT SERVICES

Objective

To provide professional development to Southern Lehigh School District (SLSD) staff and administration regarding concepts related to human diversity, racial equity, social justice, and equitable education policies and practices. To assist SLSD staff and administration in understanding the historical context of race and racism in education and how it connects to current events. To assist staff in developing culturally relevant/sustaining pedagogical practices.

Goals

In education, gaps and disparities in discipline data and academic outcomes continue to persist between students of color and their white counterparts. Education, as a social system, is fraught with a history of systematically underserving, or, in some cases overtly oppressing, students of color and other marginalized identities (bell, 1995). Current research suggests that, in order to eliminate these disparities, students of color and other marginalized identities must have their unique socio-cultural needs met (Ladson-Billings, 1995). One manner of meeting these needs is for educators to develop culturally relevant/sustaining pedagogical practices (Paris, 2012). The primary goal of this training program is to assist SLSD staff and administration in developing these culturally relevant/sustaining pedagogical practices. Upon completion, participants in this training program should be able to:

- Define and understand terminology such as race, racism, systematic oppression, marginalization, implicit bias, prejudice, discrimination, etc.
- Understand the role of socialization in the development of implicit bias
- Understand racial identity development
- Understand the history of racism and social injustice within the system of education and how it relates to contemporary classrooms
- Understand the unique socio-cultural needs of various student ethnic and racial groups
- Understand, develop, and practice culturally relevant/sustaining pedagogical practices

Training Outline

The proposed Diversity, Inclusion, and Equity Training Program will be comprised of 5 modules. Modules can be delivered asynchronously (as an online course via Canvas or any other online student management program), synchronously (live, on-line sessions), face-to-face (in-person sessions), or as a hybrid model. Modules may require participants to read various text (academic articles, national data reports, selected readings from books), view publicly accessible documentaries or films, and complete assignments to demonstrate mastery of the

SOUTHERN LEHIGH SCHOOL DISTRICT - DIVERSITY, INCLUSION, EQUITY SERVICES

content. Below is a brief outline of the topics covered in each module. Please note that, while these are the proposed topics, modules are completely customizable and can include a wide range of topics not listed here.

Module 1 - What is Race?

- Race as a social construct
- Systematic racism
- Socialization and implicit bias
- Racial identity development (Atkinson, Morten & Sue, 1979; Helms, 1990)

Module 2 - Data Dive

- An examination of national and local data related to academic outcomes, discipline rates, drop-out rates, and educational opportunity
- An examination of the gaps and disparities in discipline and academic outcomes for students of color and other marginalized identities
- An examination of how inequitable education policies and practices contribute to gaps and disparities in discipline and academic data

Module 3 - The Unique Needs of Marginalized Groups Pt. 1

- An examination of the historical oppression of the following racial/ethnic groups within the education system:
 - Native Americans
 - Latin(x) Americans
 - Asian Americans

Module 4 - The Unique Needs of Marginalized Groups Pt. 2

- An examination of the historical oppression of the following racial/ethnic groups within the education system:
 - African Americans
 - Caucasian Americans

Module 5 - Culturally Relevant/Sustaining Pedagogy

- An examination of two major theories regarding cultural relevance in education
 - Culturally Relevant Pedagogy (Ladson-Billings, 1995)
 - Culturally Sustaining Pedagogy (Paris, 2012)
 - An examination of examples of culturally relevant/sustaining pedagogical practices across grade levels and content areas
 - An examination of how to engage students in conversations regarding racial/cultural equity
 - Training summary/wrap-up and next steps
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SOUTHERN LEHIGH SCHOOL DISTRICT - DIVERSITY, INCLUSION, EQUITY SERVICES

PD SERVICES - COST

The following represents the per person cost* associated with participating in the Diversity, Inclusion, and Equity Training Program (5 modules). The price can be adjusted based on the number of participants, and based on the length of the program.

Description	# of Participants	Per Person Cost	Total Cost
Diversity, Inclusion, and Equity Training Program (5 modules)	40	\$150	\$6,000
Total			\$6,000

*Please note, the quoted price does not include travel and accommodation expenses in the case of a face-to-face training model. In these cases, the cost of the training series would increase to reflect travel expenses.

CONSULTATION SERVICES

Needs Assessment

A needs assessment can be conducted on behalf of SLSD to analyze and inform a 3-year, district-wide action plan that specifically address issues of diversity, inclusion, and equity. The needs assessment will consist of three components:

- An analysis of discipline data from the last five years
- An analysis of academic data from the last five years
- One of two district wide survey options: either a) a climate survey for all staff and students regarding their perceptions, dispositions, and concerns related to diversity, equity, and inclusion, or b) a survey for all teaching staff to determine their self-reported self efficacy regarding culturally responsive teaching

Regarding discipline and academic data, a statistical analysis can be conducted to determine which of five primary factors (race, gender, time, grade level, and school) is the most significant predictor of outcomes in both categories (discipline rates and academic performance). Regarding the district wide survey, data analysis will be determined by which survey option is chosen.

Data collected from the needs assessment will be used to generate recommendations that will be presented to SLSD administration in the form of a 3-year action plan (see below).

Action Plan

A 3-year diversity, inclusion, and equity action plan will be generated for SLSD administration based on the data generated in the needs assessment. This action plan can include, but is not limited to, the following:

- Identification of targeted areas of improvement (schools, grade levels, content areas)
 - Recommendations regarding how to narrow gaps and minimize discrepancies in discipline data and academic outcomes, particularly as it relates to race
 - Recommendations regarding district-wide professional development related to diversity, equity, and inclusion
 - Recommendations regarding the development of student initiatives associated with diversity, inclusion, and equity across all grade levels
 - Recommendations regarding community partnerships and engagement opportunities as it relates to SLSD diversity, equity, and inclusion initiatives
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NEEDS ASSESSMENT/ACTION PLAN - COST

The following represents the cost associated with conducting a district-wide needs assessment and for developing a 3-year diversity, inclusion, and equity action plan for Southern Lehigh School District.

Description	Total Cost
Needs Assessment (analysis of the last five years of discipline and academic data + one of two district-wide surveys)	\$2,500
Development of 3-year Action Plan	\$1,500
Total	\$4,000

Ad Hoc Consultation Services

Additional consultation services can be provided to address individual scenarios related to diversity, equity, and inclusion as they arise, when and where the district deems it appropriate*. These additional services will be billed at an hourly rate of \$100/hr.

*Consultation services described within this document do not replace, supplement, or reflect legal services of any kind

REFERENCES

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