



FROM CULTURALLY COMPETENT TO ANTI-RACIST: TYPES AND IMPACTS OF RACE-RELATED TRAININGS

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INTRODUCTION

Racial inequity in education outcomes is well-established. Differences in white and minority student test scores, discipline outcomes, advanced course enrollment, graduation rates, and college enrollment rates, among other indicators, reveal continued bias and systemic racism in U.S. education opportunities and practices. Teachers’ own biases are a contributing factor to persistent inequity and have been shown to impact teachers’ expectations, management, and instructional quality for students of color.¹

Accordingly, school districts may attempt to address racial bias and resulting student outcome inequity through teacher professional development and training opportunities, but there is great variation in district training frameworks and approach. Districts may engage their staff in diversity awareness training, cultural competency workshops, social justice professional development, and/or anti-racism programming. A critique of cultural competency training notes that cultural awareness has many “overlapping derivatives,” such as anti-racism, diversity, and micro-aggression training.² Race-related trainings may therefore include similar and overlapping topics and conversations; however, each topic has its own nuanced definition (Figure ES 1).

Figure ES 1: Definitions of Diversity-Related Topics

TOPIC	DEFINITION
Anti-Racism	An active and consistent process of change to eliminate individual, institutional and systemic racism.
Anti-Oppression	Strategies, theories, and actions that challenge social and historical inequalities/injustices that have become part of our systems and institutions and allow certain groups to dominate over others.
Equity	A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences. Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, an individual's outcomes. The term racial equity is often used interchangeable with racial justice and thus also implies work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.
Social Justice	Social justice includes a vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.
Diversity	A term used to encompass the acceptance and respect of various dimensions including race, gender, sexual orientation, ethnicity, socio-economic status, religious beliefs, age, physical abilities, political beliefs, or other ideologies.
Inclusion	Authentically bringing traditionally excluded individuals and/or groups into processes, activities and decision/policy making.

¹ [1] Starck, J.G. et al. “Teachers Are People Too: Examining the Racial Bias of Teachers Compared to Other American Adults.” *Educational Researcher*, 49:4, May 1, 2020. p. 279. <https://doi.org/10.3102/0013189X20912758> [2] Will, M. “Teachers Are as Racially Biased as Everybody Else, Study Shows.” *Education Week*, June 9, 2020. <https://www.edweek.org/ew/articles/2020/06/09/teachers-have-racial-biases-too-study-shows.html> [3] Schwartz, S. “Next Step in Diversity Training: Teachers Learn to Face Their Unconscious Biases.” *Education Week*, May 14, 2019. <https://www.edweek.org/ew/articles/2019/05/15/next-step-in-diversity-training-teachers-learn.html>

² Shepherd, S.M. “Cultural Awareness Workshops: Limitations and Practical Consequences.” *BMC Medical Education*, 19:14, 2019. p. 1. <https://bmcomeduc.biomedcentral.com/articles/10.1186/s12909-018-1450-5>

TOPIC	DEFINITION
Implicit Bias	Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies indicate that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to overcome individuals' stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. The Implicit Association Test (IAT) is often used to measure implicit biases with regard to race, gender, sexual orientation, age, religion, and other topics.
Multicultural Competency	A process of learning about and becoming allies with people from other cultures, thereby broadening understanding and ability to participate in a multicultural process. Cultural competence requires respect for the ways that others live in and organize the world as well as an openness to learn from them.

Source: Canadian Race Relations Foundation, Racial Equity Tools, W.K. Kellogg Foundation³

To determine the most relevant and effective race-related training for their staff, districts seek to understand the differences between these trainings and the evidence, if any, of their efficacy in reducing racial inequity in education and education outcomes.

In this report, Hanover Research examines the overlap and/or distinctions between race-related trainings and then explores five training types in greater detail.

- **Section I: Overlap and Distinctions Between Race-Related Trainings** explores the nuances of race-related training types and how they intersect. This section contextualizes training types before presenting further details and impacts in the subsequent sections;
- **Section II: Anti-Racism and Anti-Oppression** describes four anti-racism training types and their effectiveness as well as examples of districts implementing anti-racist training. This section also provides anti-racism and anti-oppression guides that may support districts in developing anti-racism initiatives;
- **Section III: Equity and Social Justice** provides evidence of efficacy of justice-oriented training for teachers and a tool for assessing equity when hiring staff. This section also highlights districts with equity training and guides that may support districts in developing their own related initiatives;
- **Section IV: Diversity and Inclusion** summarizes recent research about the effectiveness of diversity training. This section also highlights districts with diversity training and programs and includes a sample guide that may support districts in developing diversity and inclusion initiatives;
- **Section V: Implicit Bias** highlights studies about the effectiveness of implicit bias training as well as districts using implicit bias training. This section also includes guides that may support districts in developing implicit bias initiatives; and
- **Section VI: Cultural Competency** provides recent literature regarding cultural competency training. This section also references districts that use cultural competency training as well as guides that may support districts in developing cultural competency initiatives.

³ Figure text reproduced almost verbatim from: [1] "CRRF Glossary of Terms." Canadian Race Relations Foundation. <https://www.crrf-fcrr.ca/en/resources/glossary-a-terms-en-gb-1> [2] "Racial Equity Resource Guide: Glossary." W.K. Kellogg Foundation. <http://www.racialequityresourceguide.org/about/glossary> [3] "Glossary." Racial Equity Tools. <https://www.racialequitytools.org/glossary#multicultural-competency>

RECOMMENDATIONS



Determine the goals of race-related training within the district. Collect quantitative and qualitative data to understand the district's current areas of strength and current areas of need as related to race. Use the data to inform the type of training that would most benefit the community.



Develop a comprehensive plan for addressing inequity and bias within the district, with race-related training as one part of a multi-faceted approach. Work with stakeholders to develop programming and strategic plans to addressing issues of race within the district as it relates to all areas of district operation.



Monitor progress toward the district's vision of equity and inclusion on campus by developing a framework for evaluation alongside the development of programming and strategic plans. Regularly communicate progress to the community and involve stakeholders in the process by which improvements are made.

KEY FINDINGS



The overlapping yet nuanced nature of race-related training reveals how training types exist on a spectrum from informational and individualistic to practical and systemic. For example, the National Court Appointed Special Advocate Association considers diversity training the first step to build awareness, followed by anti-racism training, then coalition building. This last step involves individuals working together to create change and requires participants to understand how systemic racism negatively impacts society and their role in addressing issues.



While research does identify positive outcomes for various race-related trainings, critical perspectives suggest that certain types of trainings are insufficient or even detrimental to certain goals. For example, there is some concern that cultural competency trainings reinforce the establishment of "otherness" and do not engage participants in the conversations and activities necessary to enact systemic change.



Anti-racism training includes four common training methods: intergroup contact, training and education, communication and media campaigns, and organizational development. To ensure anti-racism training demonstrates effectiveness, sessions should prioritize balanced proportions of backgrounds, support from leaders, safe environments, common goals among participants, encouraging trainers, and other elements. Additionally, communication should target specific issues and challenges rather than sending general positive messages that may cultivate prejudices.



Diversity and implicit bias trainings appear to be more effective when participants have more autonomy over engagement and see connections to their work. When individuals in the education and non-education industries feel forced to participate in training sessions or fulfill requirements, these employees may become less open to learning about diversity or participating in discussions. However, when given more autonomy in training opportunities, such as through voluntary training, employees may become more empowered to get involved. Additionally, providing skills and actionable tools during training may lead to positive outcomes.



Evidence regarding the effectiveness of cultural competency training is less prevalent in the current education literature, although available information suggests its importance in increasingly diverse classrooms. The recent empirical literature on cultural competency often focuses on non-education areas and outcomes, such as the health industry and medical institutions. However, school leader interviews and observations demonstrate that teachers feel unprepared for supporting students of other cultures and cultural identities.

SECTION I: OVERLAP AND DISTINCTIONS

In this section, Hanover explores the similarities and differences of race-related training types and contextualizes training types before presenting further details and impacts in the subsequent sections. This section also explores possible limitations of certain training types.

COMPARING TYPES OF RACE-RELATED TRAININGS

Although race-related trainings often include similar themes, their respective goals are often nuanced, and well-intentioned content may sometimes fail to fully address race-related concepts.⁴ The following subsections provide descriptions of what makes each training unique as well as available critiques.

ANTI-RACISM TRAINING

During anti-racism training, facilitators support participants in increasing anti-racist attitudes and actions as well as acknowledging problematic distribution of power and social dynamics.⁵ A key part of anti-racism training includes knowing the different types of racism and the different types of racists. These categories, shown in Figure 1.1, show how anti-racism involves individuals and their involvement in a systemic issue.

Figure 1.1: Types of Racism and Racists

TYPES OF RACISM	TYPES OF RACISTS
<ul style="list-style-type: none"> ▪ Individual racism refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism in conscious and unconscious ways. The U.S. cultural narrative about racism typically focuses on individual racism and fails to recognize systemic racism. ▪ Interpersonal racism occurs between individuals. These are public expressions of racism, often involving slurs, biases, or hateful words or actions. ▪ Institutional racism occurs in an organization. These are discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for whites over people of color and extend considerably beyond prejudice. These institutional policies often never mention any racial group, but the intent is to create advantages. ▪ Structural racism is the overarching system of racial bias across institutions and society. These systems give privileges to white people resulting in disadvantages to people of color. 	<ul style="list-style-type: none"> ▪ Actively Racist individuals consciously desire [racial inequity and injustice] and expend energy moving in the same direction as the walkway: they are actively racist. ▪ Non-Racist individuals do not consciously desire racial injustice and do not seek to rush toward it. However, because our systems operate in ways that maintain racial inequality, non-racist people are still being carried along the same path as actively racist people, which will continue to lead to inequity and injustice. ▪ Anti-Racist individuals see where the walkway is headed and actively work against the systems that lead to injustice. Being anti-racist is not passive, but instead requires constant effort. Because anti-racism works against the prevailing "current," progress can seem slow or even nonexistent at times.

Source: National Museum of African American History and Culture, Project READY: Reimagining Equity & Access for Diverse Youth⁶

⁴ [1] Shepherd, Op. cit., pp. 1–2. [2] “What Do We Mean by Diversity Training.” The National Court Appointed Special Advocate Association. p. 1. http://nc.casaforchildren.org/files/public/community/programs/training/What_is_Diversity_Training.pdf [3] Osta, K. and H. Vasquez. “Implicit Bias and Structural Inequity.” National Equity Project. p. 1. <https://nationalequityproject.org/wp-content/uploads/National-Equity-Project-Implicit-Bias.pdf> [4] Allen, J. “Improving Cross-Cultural Care and Antiracism in Nursing Education: A Literature Review.” *Nurse Education Today*, 30:4, May 1, 2010. sec. Abstract. <http://www.sciencedirect.com/science/article/pii/S0260691709001634>

⁵ Pedersen, A. et al. “Anti-Racism – What Works? An Evaluation of the Effectiveness of Anti-Racism Strategies.” Centre for Social Change & Social Equity Murdoch University, March 2003. p. 6. https://www.racialequitytools.org/resourcefiles/antiracism_what_works.pdf

⁶ Figure text reproduced verbatim from: [1] “Being Antiracist.” National Museum of African American History and Culture. <https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist> [2] “Module 13: Allies & Antiracism.” Project READY:

As shown in Figure 1.1, anti-racism training includes information on “working against systems that lead to injustice.”⁷ Therefore, training also includes information on being an **ally**—a person who understands the disadvantages of people who identify as being in a different group, works towards supporting that group, and continues to reduce their biases and increase their understanding.⁸ For example, [this matrix](#) presents ally behaviors and actions for individuals and groups, as well as actions and behaviors for passive non-racists, active non-racists, and anti-racism advocates.⁹

Additionally, for anti-racism training in schools, this training explores institutional racism and its impact on relationships and oppressed groups’ advantages and disadvantages.¹⁰ Notably, this training includes the impact of institutional leaders and their impact on institutional policies, procedures, and anti-racist initiatives.¹¹ Anti-racism training in schools also includes anti-racism resources, teaching strategies, and other components identified in anti-racist education literature and summarized by the National Museum of African American History and Culture.¹² These components appear in Figure 1.2.

Figure 1.2: Components of Anti-Racism Education

Examining the historical roots and contemporary manifestations of racial prejudice and discrimination	Exploring the influence of race and culture on one’s own personal and professional attitudes and behavior	Identifying appropriate anti-racist resources to incorporate into the curriculum in different subject areas
Developing new approaches to teaching children using varying cognitive approaches to diverse learning styles	Identifying and counteracting bias and stereotyping in learning material	Dealing with racial tensions and conflicts
Identifying appropriate assessments and placement procedures and practices	Assessing the hidden curriculum and making it more inclusive and reflective of all students’ experiences	Ensuring that personnel policies and practices are consistent with equity goals and that they provide managers with the knowledge and skills to implement equity programs

Source: National Museum of African American History and Culture¹³

EQUITY TRAINING

Equity training aims to bring awareness to the issues within organizations (e.g., schools) and society that prevent certain groups from accessing resources and opportunities. These training sessions build leadership skills and confront opportunity gaps, which impact students’ access to resources, academic performance, and disciplinary referrals.¹⁴ A 2016 article published in *Multicultural Perspectives* refers to equity training as “equity literacy,” which author Paul Gorski defines as “cultivating in teachers the knowledge and skills necessary to become a threat to the existence of inequity in their spheres of influence.”¹⁵ This training focuses on building teachers’ skillsets in four ways, as shown in Figure 1.3.

Reimagining Equity & Access for Diverse Youth. p. 13. <https://ready.web.unc.edu/section-1-foundations/module-13-allies-antiracism/>

⁷ “Module 13: Allies & Antiracism,” Op. cit.

⁸ “Racial Equity Resource Guide: Glossary,” Op. cit.

⁹ “Spectrum: From Non-Racist to Anti-Racist Advocate.” Campbell Consulting. <http://ready.web.unc.edu/files/2018/07/antiracist.jpg>

¹⁰ “Being Antiracist,” Op. cit.

¹¹ Greene, M.P. “Beyond Diversity and Multiculturalism: Towards the Development of Anti-Racist Institutions and Leaders.” *Journal for Nonprofit Management*, 2007. p. 11. <https://www.racialequitytools.org/resourcefiles/greene.pdf>

¹² “Being Antiracist,” Op. cit.

¹³ Figure text reproduced verbatim from: Ibid.

¹⁴ [1] “Equity Training and Education.” Office of Equity and Human Rights, The City of Portland Oregon. <https://www.portlandoregon.gov/oehr/article/450420> [2] “Module 14: (In)Equity in the Educational System.” Project READY: Reimagining Equity & Access for Diverse Youth. p. 14. <https://ready.web.unc.edu/section-2-transforming-practice/module-14-inequity-in-the-educational-system/>

¹⁵ Gorski, P. “Rethinking the Role of ‘Culture’ in Educational Equity: From Cultural Competence to Equity Literacy.” *Multicultural Perspectives*, 18:4, October 2016. p. 225. <https://www.tandfonline.com/doi/full/10.1080/15210960.2016.1228344>

Figure 1.3: Equity Literacy Skills

<p>The ability to <i>recognize</i> even the subtlest forms of inequity, such as subtle ways in which students' home languages might be denigrated in a school environment</p>	<p>The ability to <i>respond</i> in the immediate term to inequity, such as by skillfully challenging colleagues or students who denigrate students' home languages</p>	<p>The ability to <i>redress</i> inequity in the long term, such as by effectively and equitably attending to the deeper cultural dynamics of the institution that make people believe it is acceptable to denigrate students' home languages</p>	<p>The ability to <i>sustain</i> equity efforts—even in the face of resistance</p>
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Source: *Multicultural Perspectives*¹⁶

DIVERSITY TRAINING

Diversity training presents an important and potentially influential initiative, as demonstrated in the section on diversity and inclusion later in this report.¹⁷ However, **diversity training often demonstrates an incomplete approach to race-related training, as it emphasizes raising awareness and often omits discussions around systemic racism and social dynamics.**¹⁸ Diversity training sessions and their role in building awareness and understanding provide a stepping stone to deeper, more critical training sessions on anti-racism and long-term development. Best practices literature for corporate diversity training notes that “the primary goal [of diversity training] is to create ongoing awareness and understanding of human diversity as a corporate asset.”¹⁹ In the health industry, too, professionals note diversity training’s emphasis on awareness of differences and ensuring that institutions value all people.²⁰

The conversations that occur during diversity training explore the people included and excluded in an organization or opportunities, why an organization should be inclusive, and whether the organization commits to evolving its practices. When implemented as the first step in a larger race training process, diversity training offers a space for reflection on participants’ beliefs and an organization’s opportunities.²¹

IMPLICIT BIAS

During implicit bias training, participants learn about what implicit biases are, how everyone has implicit biases, implicit bias’ impact on students and society, and strategies to counteract implicit biases and implement more equitable practices.²² This type of training explains how people do not inherently have biases but develop them consciously and unconsciously in everyday life. Training also reviews current policies and procedures that support biases and considerations for how an organization or society can adapt to the changes that come with reducing bias and changing biased operations.²³ Figure 1.4 presents key considerations for when organizations and individuals address implicit bias, which training may include and explore further.

¹⁶ Figure text reproduced verbatim from: Ibid.

¹⁷ Bezrukova, K. et al. “A Meta-Analytical Integration of Over 40 Years of Research on Diversity Training Evaluation.” *Psychological Bulletin*, 11, 2016. pp. 39–41. <https://scholarship.sha.cornell.edu/cgi/viewcontent.cgi?article=1973&context=articles>

¹⁸ [1] “What Do We Mean by Diversity Training,” Op. cit., p. 1. [2] Greene, Op. cit., p. 12. [3] Hudson, D.J. “On ‘Diversity’ as Anti-Racism in Library and Information Studies: A Critique.” *Journal of Critical Library and Information Studies*, 1:1. pp. 10–11. <https://journals.litwinbooks.com/index.php/jclis/article/view/6>

¹⁹ Manson, E. “Chapter 9: Training and Education.” In *Diversity Primer*, Diversity Best Practices. p. 137. https://www.diversitybestpractices.com/sites/diversitybestpractices.com/files/import/embedded/anchors/files/diversity_primer_chapter_09.pdf

²⁰ “Diversity Training v. Cultural Competency Training.” DiversityRx, January 18, 2011. <http://www.diversityrx.org/blog/qa/diversity-training-v-cultural-competency-training>

²¹ “What Do We Mean by Diversity Training,” Op. cit., p. 1.

²² [1] “Module 4: Implicit Bias & Microaggressions.” Project READY: Reimagining Equity & Access for Diverse Youth. p. 4. <https://ready.web.unc.edu/section-1-foundations/module-4-implicit-bias-microaggressions/> [2] “Limiting Implicit Bias Training.” Ohio Academy of Family Physicians. <https://www.ohioafp.org/education/limiting-implicit-bias-training/>

²³ Osta and Vasquez, Op. cit., pp. 2–8.

Figure 1.4: Implicit Bias Training Considerations

<p>Situate learning about implicit bias in a historical and socioeconomic political context</p>	<p>Don't confuse the fact that "we all have implicit biases" with immunity from responsibility as the benefactors of the current inequitable structural arrangements</p>
<p>Highlight and interrogate the ways that current policies and practices create and reproduce inequitable outcomes that serve to reinforce our implicit biases and the ways in which our implicit biases lead us to reify (and justify) existing inequities</p>	<p>We are all connected – our fates our linked. Working for social justice is not about "helping those kids" or "those communities", but about dismantling structures that exclude, increasing access to opportunity and building healthy, inclusive communities in which we all belong and can thrive</p>
<p>Understand that structural racism, othering, and exclusion have become normalized and result in policies and practices that ensure access to opportunity for some and exclude others</p>	<p>Any effort to interrupt implicit bias and its impacts must be accompanied by efforts to dismantle structures that exclude and build structures that provide access to opportunity or create new opportunities</p>

Source: National Equity Project²⁴

CULTURAL COMPETENCY

Cultural competency training informs participants about different cultures' values and distinctions to facilitate interactions with individuals that identify with another culture. Proponents of cultural competency note that this type of training goes beyond awareness and presents an ongoing practice that requires people to learn cultural developments and gain skills for various interactions.²⁵ Additionally, the concept of cultural competency stems from cultural diversity (i.e., "the differences between people based on a shared ideology and valued set of beliefs, norms, customs, and meanings evidenced in a way of life"), and reflects the act of understanding cultural differences and using them to better engage with others.²⁶

Critics find that cultural competency training lacks a critical lens, maintains a set understanding of a culture's beliefs and characteristics, and often creates a sense of "otherness" among non-white groups.²⁷ Although the training aims to support participants in interacting with a variety of people and reducing inequities, the approach may be too general and potentially harmful through its ability to create outgroups.²⁸ A critique of cultural competency finds that this training does not confront power dynamics and considers the topic a new form of racism that sustains oppression and "involves a shift away from racial exclusionary practices based on biology to practices based on culture."²⁹

²⁴ Figure text reproduce verbatim from: Ibid.

²⁵ "Diversity Training v. Cultural Competency Training," Op. cit.

²⁶ Campbell, E.L. "Transitioning from a Model of Cultural Competency toward an Inclusive Pedagogy of 'Racial Competency' Using Critical Race Theory." *Journal of Social Welfare and Human Rights*, 3:1, June 2015. p. 10. http://jswhr.com/journals/jswhr/Vol_3_No_1_June_2015/2.pdf

²⁷ Pon, G. "Cultural Competency as New Racism: An Ontology of Forgetting." *Journal of Progressive Human Services*, 20:1, May 13, 2009. pp. 59–60, 63. <http://www.tandfonline.com/doi/abs/10.1080/10428230902871173>

²⁸ Shepherd, Op. cit., pp. 1, 4.

²⁹ Pon, Op. cit., pp. 61–62.

TRAINING COMPARISONS

The overlapping yet nuanced nature of race-related training reveals how training types exist on a spectrum from informational and individualistic to practical and systemic.³⁰ Figure 1.5 presents how one county in Minnesota differentiates training types into three levels.

Figure 1.5: Levels of Race-Related Training

1. DIVERSITY = AWARENESS	2. CULTURAL COMPETENCY	3. ANTI-RACISM = SOCIAL JUSTICE/RACIAL JUSTICE
<ul style="list-style-type: none"> ▪ Develop a sensitivity and understanding of another ethnic group ▪ Celebrates variety of cultures and gain knowledge of that culture ▪ Acknowledges and respect each other's differences ▪ Positive response – however it will never effectively address racism 	<ul style="list-style-type: none"> ▪ Celebrates Diversity ▪ Depth tends to be historical perspective to so we can all just get along today ▪ Emphasis is on effectively operating in different cultural contexts ▪ Relate and communicate across cultural lines ▪ Managing diversity for overall productivity and often using the dominant bias to do so ▪ Doesn't look at power, privilege or access 	<ul style="list-style-type: none"> ▪ Looks at the large, societal perspective regarding issues of oppression and social change ▪ Sights are set on changing the systems and structures that perpetuate inequality and inequity in our society ▪ Addresses issues of power and privilege along the lines of social identities ▪ People at this level realize that racism is a problem and are committed to working towards it end ▪ Need to address both how racism effects People of Color as well as how racial injustice benefits White People ▪ How practices, policies and procedures do not serve People of Color and over-serve White People

Source: Ramsey County³¹

Other organizations, such as the National Court Appointed Special Advocate Association, see race-related training as operating on a similar spectrum. For this organization, diversity training again represents a first step to build awareness, followed by anti-racism training, then coalition building. This last step involves individuals working together to create change and requires participants to understand how systemic racism negatively impacts society and their role in addressing issues.³²

Furthermore, certain training types can exist individually but become more relevant, realistic, effective, and equitable when implemented within other training types (e.g., discussing diversity within an anti-racism training).³³ Critics of diversity and cultural competency training take issue with the stagnant and simplistic nature of these initiatives—how they often build awareness and highlight differences between people that inform interactions but do not address root problems (e.g., power); they may also create a sense of “otherness,” and insufficiently supply practical teaching strategies.³⁴

Cultural competency and equity, on the other hand, present an example of overlap, with organizations presenting cultural competency training through an equity lens. However, many of these training opportunities in education spaces are criticized in that they “are implemented in ways that essentialize marginalized students and mask the forms of structural injustice that feed educational outcome disparities.”³⁵

³⁰ [1] “What Do We Mean by Diversity Training,” Op. cit., p. 1. [2] Osta and Vasquez, Op. cit., pp. 1–2.

³¹ Figure text reproduced verbatim from: “Three Levels for Anti Racism Training Diversity = Awareness, Cultural Competence, Antiracism = Justice.” Ramsey County.

³² “What Do We Mean by Diversity Training,” Op. cit., p. 1.

³³ [1] Ibid. [2] Shepherd, Op. cit., p. 1. [3] “How A Large Urban District Focused on Literacy Instruction and Improved Student Learning.” Reading Apprenticeship at WestEd. sec. Abstract. <https://readingapprenticeship.org/successstories/large-urban-district-improved-student-learning/>

³⁴ [1] “What Do We Mean by Diversity Training,” Op. cit., p. 1. [2] Bezrukova et al., Op. cit. [3] Allen, Op. cit. [4] Shepherd, Op. cit., p. 1. [5] Pon, Op. cit., p. 60.

³⁵ Gorski, Op. cit., p. 221.

SECTION II: ANTI-RACISM AND ANTI-OPPRESSION

In this section, Hanover presents examples and evidence of efficacy of four anti-racism training types: intergroup contact, training and education, communication and media campaigns, and organizational development. This section also provides anti-racism and anti-oppression resources that may support districts in developing anti-racism initiatives.

To contextualize this section and reiterate the definitions from the introduction, **anti-racism** is “an active and consistent process of change to eliminate individual, institutional and systemic racism,” and **anti-oppression** represents “strategies, theories, and actions that challenge social and historical inequalities/injustices that have become part of our systems and institutions and allow certain groups to dominate over others.”³⁶

TYPES OF ANTI-RACISM TRAINING

The first type of anti-racist training, according to the *Routledge International Handbook of Contemporary Racisms*, is intergroup contact, through which contact between people decreases prejudice. In a 2018 article published in *Behavioral Public Policy*, authors use a meta-analytic approach to review 27 intergroup contact studies. Twenty-four of these studies show that intergroup contact leads to more positive beliefs and less prejudice. Although this meta-analysis lacks evidence that supports intergroup contact reducing racial prejudice, analyzed studies find intergroup contact effective in a variety of settings.³⁷

During intergroup contact, **contact quality appears to have a stronger impact on positive outcomes than contact quantity**, and bringing together a balanced group (i.e., a balanced proportion of majority to minority group members) also supports anti-racism attitudes and reduces prejudice.³⁸ When using intergroup contact for anti-racism training, intergroup contact theory highlights five essential conditions that may occur in-person or indirectly (e.g., virtually). These conditions include:³⁹

- Equal status between interacting groups;
- Common goals between groups;
- Intergroup cooperation;
- Support from authorities, law, or custom; and
- Situations that allow for developing personal acquaintance and friendships through meaningful, repeated contact.

Another form of anti-racism development is training and education, in which programs “increase positive intergroup behaviours [sic] and decrease prejudice or discrimination towards (perceived) out-group members.”⁴⁰ Such training typically occurs at schools and job sites, often focus on diversity, and may lead to negative outcomes (e.g., increased discriminatory attitudes) for a small subset of participants.⁴¹ However, the elements shown in Figure 2.1 may promote successful anti-racism education outcomes.

³⁶ “CRRF Glossary of Terms,” Op. cit.

³⁷ [1] Paluck, E., S. Green, and D. Green. “The Contact Hypothesis Re-Evaluated.” *Behavioural Public Policy*, July 10, 2018. pp. 1, 22. https://www.researchgate.net/publication/326298328_The_contact_hypothesis_re-evaluated [2] Ben, J., D. Kelly, and Y. Paradies. “Contemporary Anti-Racism.” In *Routledge International Handbook of Contemporary Racisms*, Routledge, 2020. p. Page numbers not included. https://books.google.com/books?hl=en&lr=&id=s6PSDwAAQBAJ&oi=fnd&pg=PT9&dq=%22%22Routledge+International+Handbook+of+Contemporary+Racisms%22+AND+%22Contemporary+anti-racism%22&ots=twkxAs1EjS&sig=Wef21wlgcpCC6u2e9sUJfy7A_0l#v=onepage&q=%22%22Routledge%20International%20Handbook%20of%20Contemporary%20Racisms%22%20AND%20%22Contemporary%20anti-racism%22&f=false

³⁸ Ben, Kelly, and Paradies, Op. cit., p. Page numbers not included.

³⁹ Bulleted text reproduced verbatim from: Ibid.

⁴⁰ Ibid.

⁴¹ Ibid.

Figure 2.1: Elements of Anti-Racism Education and Training

Discuss racism explicitly	Hold conversations within a safe space	Use multiple instructional methods (e.g., readings, group discussions, role play)	Integrate components of the training
Focus on a range of backgrounds (i.e., racial, ethnic, cultural, religious) rather than one group	Adjust training to meet organization goals	Ensure trainers conduct themselves respectfully, build social norms, enhance awareness, and encourage contact	Include participants from different positions within the organization and with varied backgrounds

Source: *Routledge International Handbook of Contemporary Racisms*⁴²

The third type of anti-racism training is communication and media campaigns. This training type may improve or worsen racist beliefs, and studies generally find mixed impacts of media campaigns on beliefs and attitudes. Evidence of impacts becomes clearer among studies with targeted anti-racism messages rather than general positivity and diversity messages.⁴³ For example, an Australian health-focused report from 2006 highlights that when communications emphasize specific problems and negative feelings, then change becomes more productive. Notably:⁴⁴

Anti-racism campaigns need to deal with specific negative beliefs used by the in-group when they rationalize their negative feelings for the other group or when they simply describe members of the out-group. Simply attempting to generate positive feelings to other groups will be far less effective and perhaps be counterproductive as the target audience's system stimulates negative feelings to counteract these attempts – thus strengthening the original negative attitudes (a harmful 'key').

Lastly, anti-racism training may occur through organizational development, which supports anti-racism progress through assessments or auditing. For example, organizations may include the following methods:⁴⁵

- Implement new organizational policies, plans, or operational processes;
- Model and enforce non-discriminatory standards;
- Work to impact social norms and wider societal change;
- Develop resources (e.g., teacher professional development);
- Draw on organizational leadership; and
- Deploy conflict resolution approaches.

According to research published in 2012 and 2009, **methods demonstrate effectiveness when following specific goals and visions, tailoring development to an organization's characteristics, ensuring accountability, and measuring outcomes.**⁴⁶ However, tools to assess the effectiveness of such methods on racism require greater focus and specificity on systemic racism.⁴⁷ One organizational development evaluation tool, [here](#), provides an example of a potential assessment resource to reflect on anti-racism

⁴² Figure adapted, with text reproduced verbatim with modifications, from: Ibid.

⁴³ Ibid.

⁴⁴ Block quote reproduced verbatim from: Donovan, R.J. and R. Vlasis. "A Review of Communication Components of Anti-Racism/Anti-Discrimination and Pro-Diversity Social Marketing/Public Education Campaigns." *Vic Health*, June 2006. pp. 115-116. https://www.vichealth.vic.gov.au/-/media/ResourceCentre/PublicationsandResources/Discrimination/MoreThanTolerance/Paper_1-Donovan_Communications_Marketing.pdf?la=en&hash=1BBDAB70D4D30E93076BA1F32723FDF5F1FB482C

⁴⁵ Bulleted text reproduced nearly verbatim from: Ben, Kelly, and Paradies, Op. cit., p. Page numbers not included.

⁴⁶ Ibid.

⁴⁷ Trenerry, B. and Y. Paradies. "Organizational Assessment: An Overlooked Approach To Managing Diversity And Addressing Racism In The Workplace." *Journal of Diversity Management*, 7:1, Spring 2012. p. 21. https://www.researchgate.net/publication/267826856_Organizational_Assessment_An_Overlooked_Approach_To_Managing_Diversity_And_Addresssing_Racism_In_The_Workplace

training and development. Although the Western States Center created this tool for non-profits, it shows how organizations may exist on a racism spectrum from an “All White Club” to an “Anti-Racist Organization,” and the tool provides a rubric to help organizations identify their position.⁴⁸ The tool also includes guiding questions for discussing anti-racism development and suggestions for further improvement.⁴⁹

SPOTLIGHTS AND SAMPLES

The preceding subsection presents information and evidence from predominantly non-education organizations, institutions, and sectors, though school districts also demonstrate anti-racism training initiatives. However, these training sessions and initiatives appear to be evolving, and districts have or present little evidence of outcomes. For example, Hartford School District, located in White River Junction, Vermont, recently created a new anti-racism school policy. The policy, which awaits final approval, includes a statement on the district’s anti-racist beliefs and the following changes to operations:⁵⁰

- Assess and monitor the “institutional climate” to understand implicit bias and its consequences;
- “Oppose teachings that perpetuate white supremacy and/or superiority by acknowledging the violence, disenfranchisement, and bigotry these topics depict before a lesson begins;”
- Train teachers and staff about racism and its inequitable outcomes, as well as training in “cultural awareness and/or culturally responsive teaching practices;” and
- Respond to racist acts by students by teaching them about the impact of their actions on others through restorative justice, mediation or role playing, among other responses.

Additionally, Hartford School District board members continue to discuss potentially hiring anti-racism experts, who would ensure that teachers receive accurate training from professionals in the field. The position would “be appointed to positions akin to math coordinators in the school.”⁵¹

In Cambridge, Massachusetts, Cambridge Public Schools (CPS) plans to offer two training initiatives shown in Figure 2.2. CPS advances towards full implementation by following action plans and benchmarking dates.⁵²

Figure 2.2: Cambridge Public Schools Anti-Racism Trainings

FOUNDATIONAL ANTI-BIAS TRAINING	COMPREHENSIVE ANTI-RACISM AND RACIAL EQUITY PROFESSIONAL LEARNING
<ul style="list-style-type: none"> ■ As part of the ongoing Dynamic Diversity Development initiative, the 2019-20 budget included funding to support the implementation of EverFi, a digital platform containing professional learning modules focused on preventing harassment, discrimination, and bias. This program intends to clearly communicate organizational norms and expectations relative to race and gender-based interactions while establishing a common base of knowledge for combating bias. 	<ul style="list-style-type: none"> ■ Building on the foundation established by EverFi, CPS is working to develop comprehensive anti-racism and equity professional learning for all educators and staff. This professional learning includes differentiated learning opportunities based on staff members’ previous experiences, role in CPS, and racial and ethnic identities. Informally, this idea has been referred to as a “core curriculum” for CPS educators, which might include multiple modules of content that CPS staff engage with over time.

⁴⁸ “Anti-Racist Organizational Development.” Western States Center. pp. 60–63. <https://catholicvolunteernetwork.org/wp-content/uploads/2019/02/Anti-Racist-Organizational-Development-and-Assesment-Tool-Western-States-Center.pdf>

⁴⁹ Ibid., pp. 65–75.

⁵⁰ Bulleted text reproduced verbatim from: Gregg, J.P. “Hartford School District Develops Wide-Reaching Policy on Racism.” Valley News, June 26, 2020. <https://www.vnews.com/Hartford-School-Board-enacting-anti-racism-policy-34961312>

⁵¹ Ibid.

⁵² “Staff Training & Professional Learning.” Cambridge Public Schools. https://www.cpsd.us/equity/staff_training

FOUNDATIONAL ANTI-BIAS TRAINING	COMPREHENSIVE ANTI-RACISM AND RACIAL EQUITY PROFESSIONAL LEARNING
<ul style="list-style-type: none"> ▪ The Office of Human Resources is continuing to work on the rollout of EverFi, a new digital platform containing training tools and video modules focused on harassment and discrimination prevention and managing bias. Planning for a multi-phase, district-wide rollout is underway, with the goal of 100% of CPS staff members engaging in and completing this training by June 2021. 	<ul style="list-style-type: none"> ▪ The initial working group, comprised of staff from human resources, professional learning, curriculum and instruction, and school leaders, has begun to define a set of equity competencies that will serve as the foundation for the course. A plan for engaging multiple educator stakeholders and community members in the development of this course is underway. Opportunities for feedback and involvement will be available in the upcoming months.

Source: Cambridge Public Schools⁵³

Furthermore, Principal Joe Truss from Visitacion Valley Middle School, located in San Francisco, California, gathered staff members together to discuss White Supremacy Culture in 2019. Truss discusses what White Supremacy Culture is, why it needs to change, and how school staff members engaged in conversations and reflection regarding White Supremacy Culture. Truss' article is available through Next Generation Learning Challenges [here](#).⁵⁴

Guilford County Schools (GCS) in Guilford, North Carolina established its Office of Diversity, Equity, and Inclusion in 2006, and the office continues to develop and offer diversity training and resources.⁵⁵ GCS finds that teachers often enter the school system with little understanding of race, racial identity, and associated economic challenges. To support these teachers, who work in a district where most students identify with minority groups, the Office of Diversity, Equity, and Inclusion focuses on training for all staff levels.⁵⁶ In 2018-2019, GCS offered monthly anti-racism training opportunities to certificated and classified staff members. During these sessions, participants engaged in a two-day program from 9 am to 5 pm and worked towards the following objectives:⁵⁷

- Develop a common definition of racism and an understanding of its different form: individual, institutional, linguistic, and cultural;
- Develop a common language and analysis for examining racism in educational settings;
- Understand one's own connection to institutional racism and its impact on one's work and personal life;
- Understand how poverty and racism are inextricably linked;
- Understand the historical context for how racial classifications in the United States come to be and how and why they are maintained;
- Address surface assumptions about how our work and personal lives are affected by racism;
- Develop awareness and understanding of ways to begin "eliminating racism" in our schools, our lives, and in institutional structures; and

⁵³ Figure text reproduced nearly verbatim from: Ibid.

⁵⁴ Truss, J. "When My School Started to Dismantle White Supremacy Culture." Next Generation Learning Challenges, August 20, 2019. <https://www.nextgenlearning.org/articles/what-happened-when-my-school-started-to-dismantle-white-supremacy-culture>

⁵⁵ Healey, L. "K-12 School Districts Work to Improve Inclusion Through Teacher Training." INSIGHT Into Diversity, November 21, 2016. <https://www.insightintodiversity.com/k-12-school-districts-work-to-improve-inclusion-through-teacher-training/>

⁵⁶ [1] Ibid., p. 12. [2] "By the Numbers." Guilford County Schools. <https://www.gcsnc.com/page/4313>

⁵⁷ Bulleted text reproduced verbatim from: "2018-2019 Anti-Racism Training for GCS Employees." Guilford County Schools. p. 1. <https://www.gcsnc.com/cms/lib/NC01910393/Centricity/Domain/2412/2018-19%20Anti-Racism%20Training%20Information%20and%20Schedule.pdf>

- Develop an understanding of the intersectionality of racism and all the other “isms” that plague our society.

GCS’s Professional Learning and Leadership department supports diversity-related training in addition to managing teachers’ other professional development opportunities. The department notes the following upcoming training programs on their website:⁵⁸

- [Culturally Responsive Teaching](#); and
- [MOOCs for Educators](#).

Education and other industry organizations provide sample frameworks and guides to support institutions with anti-racism and anti-oppression training. Figure 2.3 contains examples of these guides, which districts may consider when creating training opportunities that best fit their needs and goals.

Figure 2.3: Anti-Racism Training Frameworks and Guides

<p>Becoming an Anti-Racism Educator Wheaton College</p>	<p>Anti-Oppression Training Resource Toronto Youth Cabinet</p>	<p>Anti-Oppression Toolkit National Campus and Community Radio Association</p>	<p>How to Be an Antiracist Educator ASCD</p>
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Source: Multiple sources detailed below.⁵⁹

⁵⁸ Preceding information and bulleted links obtained from: [1] “Professional Learning Overview.” Guilford County Schools. <https://www.gcsnc.com/Domain/5037> [2] “Culturally Responsive Teaching.” Guilford County Schools. <https://www.gcsnc.com/site/default.aspx?PageType=3&DomainID=5037&ModuleInstanceID=3050&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=47446&PageID=2141> [3] “MOOCs for Educators (The Friday Institute).” Guilford County Schools. <https://www.gcsnc.com/site/default.aspx?PageType=3&DomainID=5037&ModuleInstanceID=3050&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=18402&PageID=2141>

⁵⁹ Figure adapted and links obtained from: [1] “Becoming an Anti-Racist Educator.” Wheaton College. <https://wheatoncollege.edu/academics/special-projects-initiatives/center-for-collaborative-teaching-and-learning/anti-racist-educator/> [2] Virelli, C. and A. Fernandez. “Anti-Oppression Training Resource.” Toronto Youth Cabinet, March 2019. <https://static1.squarespace.com/static/564be1d3e4b08e5f0e45876f/t/5c898d6c15fcc074e571f7f7/1552518509610/TYC+-+Anti-oppression+resource+2019+-+March+11+Export.pdf> [3] “Anti-Oppression Toolkit.” National Campus and Community Radio Association, May 2013. <http://imaa.ca/source/wp-content/uploads/2017/06/ncra-anti-oppression-toolkit.pdf> [4] “How to Be an Antiracist Educator.” ASCD, October 2019. <http://www.ascd.org/publications/newsletters/education-update/oct19/vol61/num10/How-to-Be-an-Antiracist-Educator.aspx>

SECTION III: EQUITY AND SOCIAL JUSTICE

In this section, Hanover presents evidence of justice-oriented training for teachers and a tool for assessing equity. This section also highlights districts with equity training and guides to support districts in developing equity and justice initiatives. Notably, research on equity training and its impact on students and schools is limited and lacks clear evidence and causal effects.

As noted in the introduction, **equity** is “a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.”⁶⁰ More specifically, “**racial equity** is the condition that would be achieved if one’s racial identity no longer predicted, in a statistical sense, an individual’s outcomes. The term racial equity is often used interchangeable with racial justice and thus also implies work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.”⁶¹ Furthermore, “**social justice** includes a vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.”⁶²

RESEARCH AND IMPACT

School districts may support diversity and inclusion through social justice and equity means, which demonstrate effectiveness as presented in a relatively recent national teacher conference. In 2015, the Progressive Education Network (PEN) held the conference “Teaching the Possible: Access, Equity, and Activism!”⁶³ The conference combined social justice training with professional development components to “provide attendees with opportunities to investigate their own roles in producing, changing, and interpreting socially-just learning and teaching in their own school contexts.”⁶⁴ A 2017 study on the conference’s framework finds that the workshops on social justice incorporated effective training elements, including:⁶⁵

- Content focus;
- Active learning;
- Coherence;
- Duration; and
- Collective participation.

Although the study does not specify how well the teachers retained and implemented the knowledge and skills gained at the conference, the author highlights how the theme of justice combined with workshops allowed for deep reflection and connections. These workshops, therefore, provided professional development-oriented training with justice content to present accessible and topical teaching strategies.⁶⁶

To assess the impact of equity and justice training, organizations may use rubrics and assessment guides to reflect on their progress and status. For example, the [Checklist for Racial Equity](#) presents part of an equity evaluation tool, which allows for a clear analysis of equity in staffing and may support districts with hiring.⁶⁷

⁶⁰ “CRRF Glossary of Terms,” Op. cit.

⁶¹ “Racial Equity Resource Guide: Glossary,” Op. cit.

⁶² Ibid.

⁶³ Gambone, M. “Teaching the Possible: Justice-Oriented Professional Development for Progressive Educators.” *Brock Education Journal*, 27:1, 2017. https://www.researchgate.net/publication/322240464_Teaching_the_Possible_Justice-Oriented_Professional_Development_for_Progressive_Educators

⁶⁴ Ibid., p. 53.

⁶⁵ Bulleted text reproduced verbatim from: Ibid., p. 64.

⁶⁶ Ibid., pp. 53, 64.

⁶⁷ Lettner, T. and S. Louis. “Anti-Racist Organizational Change: Resources & Tools for Nonprofits.” CommunityWise Resource Centre, 2017. pp. 36–37. http://communitywise.net/wp-content/uploads/2017/10/AROC-Resources-and-Tools_web.pdf

SPOTLIGHTS AND SAMPLES

Teachers in Montgomery County Public Schools (MCPS) have the opportunity to participate in the Equity and Excellence in Education (EEE) program through a partnership with McDaniel College. This certificate program includes five courses, a total of 15 credits, and engages teachers in “the theory, research, and practice of teaching and leading for equity in the classroom, school and beyond.”⁶⁸ Program course work includes those in Figure 3.1.

Figure 3.1: Courses Required for the Equity and Excellence in Education Certificate

Foundations of Social Justice Teaching	Race and Ethnicity in American Education	Culturally Reflective Instruction	Leadership for Equity and Excellence	Research and Planning for Equity and Excellence
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Source: McDaniel College⁶⁹

Furthermore, the program supports teacher and district development through the following objectives:⁷⁰

- Reach every student by building a culture of equity in our schools and classrooms;
- Conduct action research related to cultural proficiency and educational equity;
- Delve into critical race theory to examine the impact of race and ethnicity on public school curriculum and pedagogy;
- Examine ways dominant cultures serve groups to varying degrees;
- Understand how curricular and pedagogical choices can reproduce inequities or promote success for all students; and
- Grow as an educational leader able to transform environments for equity and excellence.

Education organizations provide sample frameworks and guides to support equity and social justice training, as linked in Figure 3.2.

Figure 3.2: Equity and Social Justice Training Frameworks and Guides

Professional Learning Sequences Designed for Equity Next Generation Learning Challenges	Social Justice Standards: The Teaching Tolerance Anti-Bias Framework ■ Facilitator Guide Teaching Tolerance	Northshore School District Equity Framework Northshore School District	Racial Justice in Education: Resource Guide National Education Association
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Source: Multiple sources detailed below.⁷¹

⁶⁸ [1] “Equity & Excellence Certification.” Montgomery County Public Schools. <https://www.montgomeryschoolsmd.org/departments/clusteradmin/equity/certification.aspx> [2] “Can Equity Be Taught?” Edutopia, May 19, 2017. <https://www.edutopia.org/article/can-equity-be-taught-carly-berwick>

⁶⁹ Figure adapted from: “Equity and Excellence in Education.” McDaniel College. p. 2. <https://news.montgomeryschoolsmd.org/wp-content/uploads/2018/01/McDaniel-College-Equity-and-Excellence-in-Education-flyer.pdf>

⁷⁰ Bulleted text reproduced verbatim from: Ibid., p. 1.

⁷¹ Figure adapted with links obtained from: [1] “Professional Learning Sequences Designed for Equity.” text/html. Next Generation Learning Challenges. <https://www.nextgenlearning.org/equity-toolkit/professional-learning> [2] “Social Justice Standards | The Teaching Tolerance Anti-Bias Framework.” Teaching Tolerance. <https://www.tolerance.org/professional-development/social-justice-standards-the-teaching-tolerance-antibias-framework> [3] “The Teaching Tolerance Social Justice Standards: A Professional Development Facilitator Guide.” Teaching Tolerance, 2018. https://www.tolerance.org/sites/default/files/2018-11/TT-Social-Justice-Standards-Facilitator-Guide-WEB_0.pdf [4] “The Teaching Tolerance Social Justice Standards: A Professional Development Facilitator Guide.” Teaching Tolerance. <https://www.tolerance.org/sites/default/files/2018-11/TT-Social-Justice-Standards-Slide-Deck.pdf> [5] “Northshore School District Equity Framework.” Northshore School District, 2019. [https://www.boarddocs.com/wa/nsd/Board.nsf/files/BALKRF531B8E/\\$file/NSD%20Equity%20Framework_Updated.pdf](https://www.boarddocs.com/wa/nsd/Board.nsf/files/BALKRF531B8E/$file/NSD%20Equity%20Framework_Updated.pdf) [6] “Racial Justice in Education: Resource Guide.” National Education Association. <https://neadjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf>

SECTION IV: DIVERSITY AND INCLUSION

In this section, Hanover presents recent literature regarding the effectiveness of diversity training and highlights districts with diversity programs.

As defined in the introduction, diversity is “a term used to encompass the acceptance and respect of various dimensions including race, gender, sexual orientation, ethnicity, socio-economic status, religious beliefs, age, physical abilities, political beliefs, or other ideologies.”⁷² Inclusion means “authentically bringing traditionally excluded individuals and/or groups into processes, activities and decision/policy making.”⁷³

RESEARCH AND IMPACT

Diversity training demonstrates effectiveness according to research studies in education and non-education sectors. For example, a 2016 meta-analysis published in *Psychological Bulletin* references 260 workplace- and school-based studies. Researchers analyze the studies for the impact of diversity training on participants’ cognitive learning (i.e., awareness), behavioral learning (i.e., skill-building and implementation), attitudinal learning (i.e., attitude towards diversity and self-efficacy), and reactions (i.e., feelings towards the training and the trainer).⁷⁴ Researchers present the following outcomes:⁷⁵

- Reactions to the training itself feature the strongest overall positive effects;
- Diversity training programs seem less effective in changing attitudes;
- Diversity training effects on reactions and attitudinal/affective learning decayed over time;
- Training effects on cognitive learning remained stable or in some cases even increased in the long-term; and
- The effectiveness of diversity training varied as a function of diversity training context, design, and to a lesser degree the characteristics of trainees.

Additionally, when studying the education sector specifically, diversity training for higher education faculty members demonstrates certain positive impacts of training on student and faculty outcomes. A 2016 study published in the *International Journal for the Scholarship of Teaching and Learning* uses focus group interviews with 16 faculty members and 37 students across seven colleges to determine the effects.⁷⁶ Figure 4.1 shows how faculty diversity training impacts faculty members and students.

Figure 4.1: Impacts of Diversity Training on Faculty and Students

FACULTY MEMBERS	STUDENTS
<ul style="list-style-type: none"> ■ Ideologically ■ Individually through knowledge and skill development ■ In terms of classroom practice 	<ul style="list-style-type: none"> ■ Professional development ■ Classroom environment ■ Personal growth

Source: *International Journal for the Scholarship of Teaching and Learning*⁷⁷

⁷² “CRRF Glossary of Terms,” Op. cit.

⁷³ “Racial Equity Resource Guide: Glossary,” Op. cit.

⁷⁴ Bezrukova et al., Op. cit., pp. 10–11, 30.

⁷⁵ Bulleted text compiled and reproduced verbatim from: Ibid., pp. 39–41.

⁷⁶ Booker, K.C., L. Merrivether, and G. Campbell-Whatley. “The Effects of Diversity Training on Faculty and Students’ Classroom Experiences.” *International Journal for the Scholarship of Teaching and Learning*, 10:1, 2016. pp. 1–2.


<http://digitalcommons.georgiasouthern.edu/ij-sotl/vol10/iss1/3>

⁷⁷ Figure text reproduced verbatim from: Ibid., p. 3.

However, this study notes limitations of diversity training, including a lack of time to put knowledge from the training into course schedules, which indicates that training may not convey the importance of integrating diversity into curricula. Additional training limitations include not addressing potential student and faculty resistance as well as perceived incompatibility between diversity education and course content.⁷⁸

Additionally, the Harvard Business Review’s (HBR’s) article, “[Why Diversity Programs Fail.](#)” notes similar challenges when implementing diversity training programs.⁷⁹ For instance, **required training may trigger bias and negativity rather than reduce it. Therefore, effective training allows for autonomy.** Such approaches “engage managers in solving the problem, increase their on-the-job contact with female and minority workers, and promote social accountability—the desire to look fair-minded.”⁸⁰ Opting for less forceful diversity training methods demonstrates effectiveness in HBR authors Dobbins and Kalev’s 2016 review of diversity program outcomes. Figure 4.2 presents eight initiatives that result in greater diversity among employees in 829 large and midsize U.S. companies.⁸¹

Figure 4.2: Effective Diversity Training Initiatives

	Voluntary training		Self-managed teams
	Cross-training		College recruiting: women
	College recruiting: minorities		Mentoring
	Diversity task forces		Diversity managers

Source: Harvard Business Review⁸²

SPOTLIGHTS AND SAMPLES

Twinsburg City School District, located in Twinsburg, Ohio, expanded its diversity training in 2017. The changes, approved unanimously by the local school board, initiated a partnership with The Diversity Center of Northeast Ohio through which Twinsburg teachers receive training on diversity and other social topics, including:⁸³

- Body image and stigma;
- LGBTQ inclusion;
- Bullying prevention;
- Gender;
- Problem-solving;
- Immigration;
- Ethnicity;
- Leadership; and
- Special needs.

⁷⁸ Ibid., p. 6.

⁷⁹ Dobbins, F. and A. Kalev. “Why Diversity Programs Fail.” *Harvard Business Review*, July 1, 2016. <https://hbr.org/2016/07/why-diversity-programs-fail>

⁸⁰ Ibid.

⁸¹ Ibid.

⁸² Figure adapted from: Ibid.

⁸³ Preceding information obtained and bulleted text reproduced nearly verbatim from: Helms, A. “Twinsburg District Expands Its Diversity Training.” MyTownNEO, August 25, 2017. <https://www.mytownneo.com/news/20170825/twinsburg-district-expands-its-diversity-training>

Although the district does not appear to publish outcomes from the training, Twinsburg City School District continued its partnership with The Diversity Center of Northeast Ohio after the first year, which may suggest a positive impact of the program on students and teachers.⁸⁴

Additionally, **Spring Grove Area School District, located in Spring Grove, Pennsylvania, supports multiple diversity training opportunities and initiatives as part of annual events, sustained programs, and collaborative efforts.** These initiatives appear in Figure 4.3 and vary regarding the individuals involved and the subjects discussed (e.g., race, mental health, gender identity).⁸⁵

Figure 4.3: Spring Grove Area School District Diversity Initiatives

INITIATIVE	DESCRIPTION
Diversity Festival	Spring Grove Area School District hosts an annual Diversity Festival to showcase and celebrate the diversity represented in the community. The district invites the entire community to attend the festival to learn from each other and their differences, to experience an inclusive and welcoming environment, and to help break down barriers in their society. Each year, a keynote speaker addresses the attendees to share personal experiences, challenges, and successes. The district has been honored to host several notable keynote speakers: Dr. Pamela Gunter-Smith, President of York College; Mr. Adnan Pasic, VP & Sr. Commercial Loan Officer/Lancaster Market Executive with ACNB Bank; U.S. Navy Rear Admiral Jonathan A. Yuen; Mr. Darrien Davenport, Executive Director of Multicultural Engagement at Gettysburg College.
Spring Grove Area Intermediate School Cultural Day	Grade 6 students at Spring Grove Area Intermediate School immerse in presentations where they learn about the traditions, foods, holidays, etc. of different cultures. After the presentations, students may try new foods from various cultures represented in the program.
Artist in Residency	Mr. Jason Reed, founder of REACH!, has been an Artist in Residency at Spring Grove Area High School over the last two years. The purpose of the program is to promote self-discipline, respect for others, and respect for yourself. Mr. Reed recently received the YMCA Racial Justice Award.
Character Education Classes	Spring Grove Area High School counselors, in conjunction with other staff members, develop and teach Character Education classes approximately twice a month to all high school students. The various topics include, but are not limited to, diversity acceptance, mental wellness, connecting with others, drug prevention, safe driving, after high school planning, etc.
Leadership Diversity Training from Dr. Monea Abdul-Majeed, Racial Justice Coordinator	The District Leadership Team and various staff members have had multiple opportunities to meet with, and learn from, Dr. Monea Abdul-Majeed, the Racial Justice Coordinator for YWCA York. Dr. Abdul-Majeed presented on topics such as implicit bias and inclusion. She has also helped the district continue its diversity planning.
Professional Development by Stock and Leader	District leadership and staff members have participated in several diversity seminars and training offered by Stock and Leader.
Leadership for Diverse Schools	Spring Grove Area School District has participated in the Leadership York: Leadership for Diverse Schools program. Educators learn to interact more effectively with diverse populations of students, parents, and colleagues. The program fosters understanding, acceptance, and tolerance so the participants can be leaders in helping to build culturally proficient communities within their districts.
York County Diversity Advisory Council	Spring Grove Area School District participates and is represented on the York County Diversity Advisory Council to facilitate communication between community members and diverse populations and addresses matters related to diversity that are important to everyone.

⁸⁴“Minutes of REGULAR Meeting, March 20, 2019.” Twinsburg City School District, March 20, 2019. http://www.twinsburg.k12.oh.us/Downloads/P_Mins_19_03_20.pdf

⁸⁵“Diversity In Our Schools.” Spring Grove Area School District. <https://www.sgasd.org/domain/927>

INITIATIVE	DESCRIPTION
Spring Grove Area High School S.P.I.R.I.T. (Student Problem Identification and Resolution of Issues Together) Council	School officials and student leaders work together in an inclusive environment to delve into various student issues affecting the student population. Through cooperative and open discussions, they discuss ways to resolve important and sensitive matters to help keep the school environment a positive and safe learning space.
Aavidum	The word Aavidum means "I've got your back." The Aavidum club at Spring Grove Area High School works to create a school climate where students feel accepted, appreciated, acknowledged, and cared for. The club works to create a place where teachers, students, and staff embrace these values and support each other every day. Aavidum sees the importance of starting and continuing conversations about mental health and suicide prevention.
Friends and Fun Day	The Friends and Fun Festival club is for students interested in working with special needs students from Spring Grove High School as well as neighboring schools. The FFF is a field day type event that provides a fun and social experience for diverse students in the Autistic Support and Multiple Disabilities classrooms in Spring Grove Area School District.
GSA Club	The goal of the Gay-Straight Alliance (GSA) at Spring Grove High School is to promote a safe community for every person regardless of his/her sexual preference or gender identity. Members of the GSA will work to increase awareness while educating the social community in a frank but respectful manner. The GSA is a creative and respectful outlet in which to understand all viewpoints. Most importantly, the GSA is a fun and exciting group in which to reduce social stigmas and lead by example.
Diversity Committee	Staff members from across the district participate in professional development activities and training regarding diversity and inclusion. The committee discusses areas of concern and how the district can continue to embrace and improve upon building understanding and acceptance among staff and students. Members of the committee write and revise the Building Level Diversity Action Plans each year.
WEB (Where Everyone Belongs)	WEB is a middle school orientation and transition program that welcomes Grade 7 students and makes them feel comfortable throughout the first year of their middle school experience. WEB also acts as an anti-bullying program for the middle school by providing it with a cadre of student leaders who look for bullying behavior and help stop it. WEB gives older students permission to be aware of and report any negative behavior they see, creating a safer school for everybody.
LINK Crew	LINK Crew is a transition program that provides social and academic support throughout the year for Grade 9 students. This program utilizes upper-classmen as leaders, motivators, role models, and teachers. Selected leaders commit to attend and actively participate in multiple training sessions as well as social events. They will also commit to working with and building relationships with a selected group of freshmen throughout the year.
Project TEAM	Project TEAM for Grade K-6 students is a comprehensive bullying prevention/social and emotional school-wide program. Project TEAM aims to improve schools' climate and culture, making sure all students feel connected and part of the team. Students learn the six foundations of Project TEAM: Helping Others, Positive Change, Anti-Bullying, Problem Solving, Resiliency, and Leadership. Students will gain an understanding of the foundations, why they are important, and how to implement them in their lives in and out of school.
YWCA Leadership Summit: Dialogues in Race	Five Spring Grove Area High School students had the opportunity to attend the YWCA York Leadership Summit in the fall of 2019, where students gathered in a supportive and structured environment to have dialogues about race. The students spoke freely about their experiences dealing with race while encouraging cultural competency, acceptance, and inclusivity within schools.

Source: Spring Grove Area School District⁸⁶

⁸⁶ Figure text reproduced nearly verbatim from: Ibid.

As shown in Figure 4.3, diversity training opportunities and initiatives take many forms, and districts may use various programs to fit their needs. Alternatively, districts may turn to fewer but still comprehensive training opportunities. For example, the National Education Association (NEA) offers the Diversity Training Program, which requires at least 11 hours of participation in a stand-alone program or in conjunction with the NEA's Social Justice Training Program and Cultural Competence Training Program. These programs, their sessions, and their objectives appear on the program brochure [here](#).⁸⁷ Districts may consider aligning training opportunities with NEA's or engaging in these programs directly.

⁸⁷ "Diversity Training Program." National Education Association. <https://www.nea.org/assets/docs/Diversity%20Training.pdf>

SECTION V: IMPLICIT BIAS

In this section, Hanover presents recent literature regarding the effectiveness of implicit bias training. This section also highlights districts with implicit bias training and guides that may support districts in developing implicit bias initiatives.

To contextualize this section, the following definition presents an abbreviated version of the one detailed in the introduction: “**implicit biases** are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness.”⁸⁸

RESEARCH AND IMPACT

Implicit—or unconscious—bias may lead to adverse outcomes (e.g., suspensions) among minority students.⁸⁹ However, **implicit bias training demonstrates potential and measurable effectiveness in changing teachers’ biased beliefs and student interactions.**⁹⁰ Regarding implicit bias’s impact on students, a 2017 paper from the University Council for Educational Administration conference analyzes discipline and student race from the 2015-2016 academic year. The analysis includes 41 school administrators and 2,468 discipline-causing incidents. Results show that “in overall and subjective (but not objective) incidents, implicit bias accounted for differences in the relationship between race and discipline severity at similar levels.”⁹¹ These results highlight how certain students receive more severe punishments regardless of their actions, which occurs frequently and may affect students beginning in early education.⁹²

In the few available studies that review the impact of implicit bias training on teachers and students, training supports positive teacher attitudes and interactions. For example, a 2014 study analyzes the impact of implicit bias training on male and female university faculty members’ attitudes towards women in science, technology, engineering, and mathematics (STEM). The study uses a pre- and post-test method to compare 234 faculty members’ attitudes before and after implicit bias training and bases the study on awareness training being effective in improving views on race and gender.⁹³ Researchers find that male faculty members are more likely than female faculty members to support stereotypes about women in STEM. Additionally, implicit bias training leads to an improvement in male, but not female, faculty members’ attitudes towards women in STEM.⁹⁴

According to the report, “[Unconscious Bias in the Classroom](#),” engaging teachers in implicit bias programs supports bias reduction efforts for the following three reasons:⁹⁵

- Engagement at the teacher level reaches into classroom practice in a way that higher-level policies do not;

⁸⁸ “Glossary,” Op. cit.

⁸⁹ Gullo, G.L. “Principal Implicit Bias in School Disciplinary Decisions.” University Council for Educational Administration, November 17, 2017. Retrieved from Google Scholar: <https://scholar.google.com/citations?user=Tc-JxugAAAAJ&hl=en>

⁹⁰ [1] Ibid., p. 3. [2] Gilliam, W.S. et al. “Do Early Educators’ Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?” *Yale University Child Study Center*, September 28, 2016. p. 15. https://medicine.yale.edu/childstudy/zigler/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379_v1.pdf [3] Jackson, S., A. Hillard, and T. Schneider. “Using Implicit Bias Training to Improve Attitudes toward Women in STEM.” *Social Psychology of Education*, 17:3, September 1, 2014. p. 4. https://www.researchgate.net/publication/269354231_Using_implicit_bias_training_to_improve_attitudes_toward_women_in_STEM

⁹¹ Gullo, Op. cit., p. 2.

⁹² Gilliam et al., Op. cit.

⁹³ Jackson, Hillard, and Schneider, Op. cit., pp. 4, 6, 7.

⁹⁴ Ibid., p. 4.

⁹⁵ Linked obtained and bulleted text reproduced verbatim from Gershenson, S. and T. Dee. “Unconscious Bias in the Classroom: Evidence and Opportunities.” Google, Inc., 2017. pp. 14–15. <https://services.google.com/fh/files/misc/unconscious-bias-in-the-classroom-report.pdf>

- Teacher-facing programs engage the entire classroom context, creating the possibility of supportive “recursive” processes (e.g., by improving classroom climate or creating positive peer interactions) and, by implication, more promising scalability; and
- The established infrastructure associated with teacher training and professional development provides opportunities to situate such interventions for both pre-service and in-service teachers.

SPOTLIGHTS AND SAMPLES

Long Beach Unified School District (LBUSD), located in Long Beach, California, acknowledges and works towards reducing implicit bias among teachers through student-led training. LBUSD partnered with Californians for Justice (CFJ) to train students as leaders and workshop facilitators. CFJ also supports staff members with professional development.⁹⁶ CFJ highlights key positive outcomes from working with the LBUSD community on its website. These outcomes also appear in Figure 5.1.⁹⁷

Figure 5.1: Californians for Justice and Long Beach Unified School District Successes

CFJ has trained hundreds of youth of color in Long Beach to be community leaders and organizers. CFJ youth have gone on to attend universities and to work in their communities as change makers and leaders.

In 2008, CFJ pushed for the successful adoption and implementation of the Academic and Career Success Initiative at LBUSD. The CFJ-led initiative increased college-going rates for the district and doubled the rate of students graduating with A-G college requirements.

In 2013, CFJ Long Beach successfully moved LBUSD to pass a resolution committing to implement restorative justice practices district-wide as an alternative to punitive discipline practices that disproportionately target students of color.

Source: Californians for Justice⁹⁸

During the spring of 2019, students trained by CFJ led an implicit bias training for LBUSD teachers, which provided a space for teachers to reflect on their teaching and learn unbiased practices. An outcome of this two-day training included learning that student silence may reflect discomfort rather than disinterest or defiance. Additionally, teachers learned about student perspectives and how teachers must be mindful of their comments and interactions with students since “teachers may not realize when they make hurtful remarks.”⁹⁹ The training also provided time and space to have deep conversations, open communication, active engagement, and attention focused on reducing implicit bias.¹⁰⁰

Cleveland Heights-University Heights City School District (CH-UH School District), located in University Heights, Ohio, implemented implicit bias training to address opportunity gaps. District data showed that a disproportionate number of minority students received referrals, suspensions, and expulsions and were not enrolled in Advanced Placement classes. To better support minority students—who comprised most of the student population—district leaders now mandate three diversity training sessions, including:¹⁰¹

- A course on self-identity;
- A course that explores stereotypes and microaggressions; and
- A course that addresses the historical marginalization of students of color in the United States.

⁹⁶ “CFJ Youth Leading Together with LBUSD to Interrupt Bias in the Classroom.” Californians for Justice, April 17, 2019. <https://caljustice.org/2019/04/17/cfj-youth-leading-together-with-lbusd-to-interrupt-bias-in-the-classroom/>

⁹⁷ “Long Beach.” Californians for Justice. <https://caljustice.org/our-work/long-beach/>

⁹⁸ Figure text reproduced nearly verbatim from: Ibid.

⁹⁹ Schwartz, Op. cit.

¹⁰⁰ “CFJ Youth Leading Together with LBUSD to Interrupt Bias in the Classroom,” Op. cit.

¹⁰¹ Bulleted text reproduced nearly verbatim from: Schwartz, Op. cit.

Although large discussion groups in recent sessions appeared less comfortable than small-group discussions, according to a CH-UH School District teacher, participants gained awareness and skills. Another teacher noted that he came away with questions to ask himself before writing a referral, such as those in Figure 5.2.¹⁰²

Figure 5.2: Reflection Questions for Teachers to Prevent Biased Referrals

What is going on?	What is happening in that student's life?	How could I address it in a different way than a referral?
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Source: Education Week¹⁰³

Education and research organizations provide sample frameworks and guides to support institutions with implicit bias training. Figure 5.3 contains examples of these guides, which districts may consider when creating training opportunities that best fit their needs and goals.

Figure 5.3: Implicit Bias Training Frameworks and Guides

<p><u>Implicit Bias and Cultural Sensitivity Training</u> Future Ready Schools</p>	<p><u>Implicit Bias Module Series</u> The Kirwan Institute for the Study of Race and Ethnicity</p>	<p><u>Implicit Bias in K-12 Education Case Study and Scenario Workbook</u> The Kirwan Institute for the Study of Race and Ethnicity</p>	<p><u>Unconscious Bias in Teaching*</u> MIT Teaching Systems Lab</p>
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Source: Multiple sources detailed below.¹⁰⁴

¹⁰² Ibid.

¹⁰³ Figure text reproduced nearly verbatim from: Ibid.

¹⁰⁴ Figure adapted with links obtained from: [1] "Implicit Bias and Cultural Sensitivity Training." Future Ready Schools. <https://futureready.org/implementation-guide/implicit-bias-and-cultural-sensitivity-training/> [2] "Implicit Bias Training Modules." The Kirwan Institute for the Study of Race and Ethnicity. <http://kirwaninstitute.osu.edu/implicit-bias-training/> [3] "Implicit Bias in K-12 Education Case Study and Scenario Workbook: Putting Theory into Practice." The Kirwan Institute for the Study of Race and Ethnicity. <http://kirwaninstitute.osu.edu/implicit-bias-training/resources/K12-scenario-workbook.pdf> [4] "Unconscious Bias in Teaching." MIT Teaching Systems Lab. <https://mit-teaching-systems-lab.github.io/unconscious-bias/>

SECTION VI: CULTURAL COMPETENCY

In this section, Hanover presents recent literature regarding cultural competency training, although publicly available literature does not appear to include studies on the impact of cultural competency training on teacher or student outcomes. Therefore, this section draws mostly on a Canadian study and anecdotal evidence to provide insights. This section also references teachers who received cultural competency training and guides that may support districts in developing cultural competency initiatives.

According to Racial Equity Tools, and as stated in the introduction of this report, **multicultural competency** is “a process of learning about and becoming allies with people from other cultures, thereby broadening understanding and ability to participate in a multicultural process. Cultural competence requires respect for the ways that others live in and organize the world as well as an openness to learn from them.”¹⁰⁵

RESEARCH AND IMPACT

Although limited, research on multicultural and cultural competency among teachers demonstrates a gap in teacher knowledge and effective training. For example, in a 2019 Canadian case study of a large, diverse Canadian school district analyzes district leaders’ views towards, knowledge of, and implementation of multicultural competency training and in-service education.¹⁰⁶ The study relies on observations, documents, and interviews with five district leaders. Results show how cultural competency training sessions “remain disconnected from the reality that teachers have been dealing with and there is still a huge gap between what has been done and what is needed to be done to support teachers [teaching] from a multicultural perspective that engages with critical and transformative frameworks.”¹⁰⁷ Teachers in this district demonstrate dissatisfaction with how pre-service and professional development training presents multiculturalism, particularly as student demographics become increasingly diverse. Furthermore, the comprehensive cultural education that teaching a diverse classroom requires cannot occur without leaders committed to implementing comprehensive training. To ensure effective training, the district may consider collaborating with institutions of higher education and engaging district leaders in reflections on their role in social justice.¹⁰⁸

Anecdotally, teachers of all backgrounds may benefit from cultural competency training, as indicated in an NEA article on cultural sensitivity. Author Tim Walker highlights the “culture gap” problem between students and teachers, which results from the inability to connect and educate due to differences in background and identity. According to Devon Alexander, a Black English teacher in a Chicago suburb, “given the diversity of today’s public school classroom, most new teachers lack that serious professional background or training to deal with racial and cultural issues.”¹⁰⁹ Although new teachers may have a basic understanding of cultural competency, this does not reach the depth of knowledge needed to support students in increasingly diverse classrooms. Therefore, teachers note the importance of finding ways—such as in-service training opportunities and communication with families—to build their confidence in connecting with students of all backgrounds. Alexander notes that “everything is changing [...] Teachers bear the burden and we have to take the lead on [cultural competency].”¹¹⁰

¹⁰⁵ “Glossary,” Op. cit.

¹⁰⁶ Miled, N. “Educational Leaders’ Perceptions of Multicultural Education in Teachers’ Professional Development: A Case Study from a Canadian School District.” *Multicultural Education Review*, 11:2, 2019, p. 79.
https://www.researchgate.net/publication/333003555_Educational_leaders%27_perceptions_of_multicultural_education_in_teachers%27_professional_development_a_case_study_from_a_Canadian_school_district

¹⁰⁷ Ibid., p. 92.

¹⁰⁸ Ibid.







¹⁰⁹ Walker, T. “Closing the Culture Gap.” National Education Association. <http://www.nea.org//home/43098.htm>

¹¹⁰ Ibid.

SPOTLIGHTS AND SAMPLES

Wichita Public Schools, located in Wichita, Kansas, supports cultural competency in its district by approving and adhering to a cultural proficiency education policy. This policy defines cultural proficiency and lists the district's efforts to ensure that staff members act appropriately and treat all members of the school community equitably.¹¹¹ Wichita Public Schools' policy presents the actionable items in Figure 6.1.

Figure 6.1: Wichita Public Schools Cultural Proficiency Policy Items

	The Board of Education and district leaders have the prime responsibility for ensuring there is a culturally proficient environment within Wichita Public Schools, including within each school and classroom. In carrying out this responsibility, the Board of Education adopted in 2007-08 a five-year plan for cultural proficiency and a work statement that includes a commitment to "provide a coherent, rigorous, safe and nurturing, culturally responsive and inclusive learning community" for all of its students.
	The Office of Learning Services is responsible for implementing the five-year plan for cultural proficiency and providing quarterly professional development training. This includes the cultural proficiency curriculum development, implementation and coordination of programs and district and school level professional development that promote and foster culturally proficient practices.
	All new staff will participate in cultural proficiency professional development through New Staff Orientation and first year teachers will receive ongoing development through New Teacher Induction.
	Building principals (at attendance and non-attendance center) and leadership team are vital in leading and facilitating cultural proficiency work in the buildings. As a result, the Office of Learning Services shall provide building principals and building leadership teams with ongoing professional development regarding cultural proficiency. The principals and building leadership teams shall be responsible for providing cultural proficiency professional development to their respective staffs.
	All district staff is required to participate in ongoing professional development for cultural proficiency and for supporting and monitoring the implementation of programs and professional development at the school level and district wide.
	An annual report will be made to the Board of Education.

Source: Wichita Public Schools¹¹²

Figure 6.2 contains examples of guides districts may consider when creating cultural awareness or competency training opportunities that best fit their needs and goals.

Figure 6.2: Cultural Competency Training Frameworks and Guides

Cultural Competency Resources Teacher Incentive Fund	Cultural Competency Framework Year Up	A Quick and Easy School Visit Observation Guide Culturally Responsive Teaching and the Brain	Training Module: Developing Cultural Competency Among School Staff Teacher Action Group Philadelphia
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Source: Multiple sources detailed below.¹¹³

¹¹¹ "P6812 Cultural Proficiency Education." Wichita Public Schools. <https://www.usd259.org/cms/lib/KS01906405/Centricity/domain/622/boe%20policies/6812%20Cultural%20Proficiency%20Education.pdf>

¹¹² Figure text reproduced verbatim from: Ibid., p. 1.

¹¹³ Figure adapted with links obtained from: [1] Scott, J. "Cultural Competency Resources." Teacher Incentive Fund, December 2016. https://www.tifcommunity.org/sites/default/files/resources/cultural_competency_resources.pdf [2] "Cultural Competency Framework." Year Up. http://culturallyresponsiveteaching.weebly.com/uploads/1/8/1/5/18153535/cultural_competency_framework.pdf [3] Hammond, Z. "A Quick and Easy School Visit Observation Guide." Culturally Responsive Teaching and the Brain. <https://crtandthebrain.com/wp-content/uploads/CRT-Walk-Through-Observation-Guide.pdf> [4] "Training Module: Developing Cultural Competency Among School Staff." Teacher Action Group Philadelphia, April 2014. <http://tagphilly.org/wp-content/uploads/2015/04/Developing-Cultural-Competency-Among-School-Staff.pdf>

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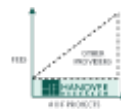
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