

Proposed Activities for Capital School District, DE

August 22, 2018

The Center for Education Equity (CEE) can facilitate the design of activities and provide support for districts and schools around equity in the focus areas of race, gender, national origin, religion, and socioeconomic status. The Center for Education Equity's breadth of expertise includes:

- Implementing culturally responsive pedagogy and practice for educators, including administrators and teachers.
- Providing policy recommendations and developing trainings and tools to create equitable and safe learning environments for all students.
- Building capacity on high-impact, culturally responsive family, school, and community engagement, birth-12th grade.
- Supporting schools and districts to meet civil rights compliance, including addressing disproportionality and discipline and access to rigor for racially, culturally, and linguistically diverse students.
- Using data to advance culturally competent leadership and promote equitable decision-making and practices.
- Developing strategies for the identification and placement for English Learners.
- Developing interventions to implement equitable and socioeconomic integration of schools.
- Addressing Title IX issues and the needs of non-conforming sexual minority youth.

Focusing on equity can help create a vision to coordinate and design activities aimed at improving trust, communication, instruction, and district policies or practices. In other words, equity can be a common theme or thread that joins and aligns seemingly discrete activities together. The following are proposed activities that the district staff can engage in, with the help of CEE, to address the issues that were identified during the focus groups and community forums.

Proposed Activity 1: District and school staff can create an inventory of all professional development and technical assistance activities related to equity that have been completed, are ongoing, or planned for the future within schools and across the district. Technical assistance related to equity could include training on biases, cultural responsive teaching, restorative practices, courageous conversations, bullying, teacher-student relationships, etc. An inventory can show where the focus has been and where the gaps are. It can also provide concrete information that can be used to coordinate across technical assistance activities and create a cohesive message around the purpose of the technical assistance activities.

Example:

Technical Assistance Activity	Description of the Activity	Lead/Coordinator	Target Audience	General Timeline
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Anti-bias training	[Name of organization] will provide X number of trainings. Topics include...	Janet Smith	Educators	First training starts in Spring 2019
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Suggested Discussion Questions:

- 1) Which technical assistance activities worked well? Why did they seem to work well?
- 2) Which technical assistance activities did not work well? What were the challenges and lessons learned?
- 3) What metric or standard are you using to measure the success of technical assistance activities?
- 4) In what ways do the technical assistance activities prioritize (or not prioritize) equity?
- 5) How do technical assistance activities address the district's goals?
- 6) How do technical assistance activities build on each other?
- 7) What do you expect (in concrete terms) as a result of the technical assistance?

Proposed Activity 2: District staff can review example equity goals, strategic plans, or policies from other districts. The examples can help generate ideas or refine current language in the district around goals, plans, and policies related to equity. The examples can also show how other districts conceptualized and applied equity.

Suggested Discussion Questions:

- 8) How do the example equity goals, strategic plans, or policies align (or not align) with the district's current goals, plans, and policies?
- 9) How can the district develop a common definition of equity?

Proposed Activity 3: District staff can help form an Equity Leaders team consisting of administrators, teachers, parents, and possibly students from each school. It is important that the team comprises stakeholders from the community to district levels and includes diverse voices based on race, gender, national origin, religion, and socioeconomic status. A diverse, multi-constituent equity team can serve as a driving agent of creating and implementing equitable policies and practices. The team can create a common understanding of equity across the district, inventory the strengths and challenges in the district, create cohesive messaging around the district's efforts, and lead workshops in their respective schools to increase awareness of equity topics.

Suggested Discussion Questions:

- 10) What processes (how activities are planned, how messages are framed and communicated, how practices are implemented, etc.) can the Equity Leaders team help improve?
- 11) What are the processes that work well in the district? What do those process look like?
- 12) What are the processes that need improvement? What do those processes look like?
- 13) What are the critical levers, within the district or school staff's control, that help or hinder processes?

Proposed Activity 4: District staff can help provide training for Equity Leaders to conduct an Equity Audit of schools and the district each year. An Equity Audit consists of an assessment of the extent to which policies, procedures, and practices are equitable in a district or school. The audit can be in the form of an observational checklist or a deeper data dive. CEE has example Equity Audits and can help build capacity in the district to engage in the process.

Suggested Discussion Questions:

- 14) What are the key issues that the district would like to address?
- 15) What data or evidence demonstrates or illuminates the issue?
- 16) What data or evidence is available to deeply understand the issue? What additional data or evidence needs to be collected?
- 17) How can the data or evidence be used to create an action plan?