

BROWARD COUNTY SCHOOLS EQUITY PROGRAM *FINAL REPORT*

Broward County Public Schools - June 2018

A Partnership Between

**Broward County Public Schools &
Public Consulting Group**

January – June 2018



Public Focus. Proven Results.™

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EQUITY PROGRAM SUMMARY

Public Consulting Group (PCG) partnered with Broward County Public Schools to offer the online course *Courageous Conversations about Race* to Equity Liaisons throughout the district starting in February 2018 with completion at the end of May 2018. Equity Liaisons were selected by their principal and district leaders and were comprised of the following:

- 234 school personnel (one from each school)
- 36 district staff members
- 30 charter or private school personnel

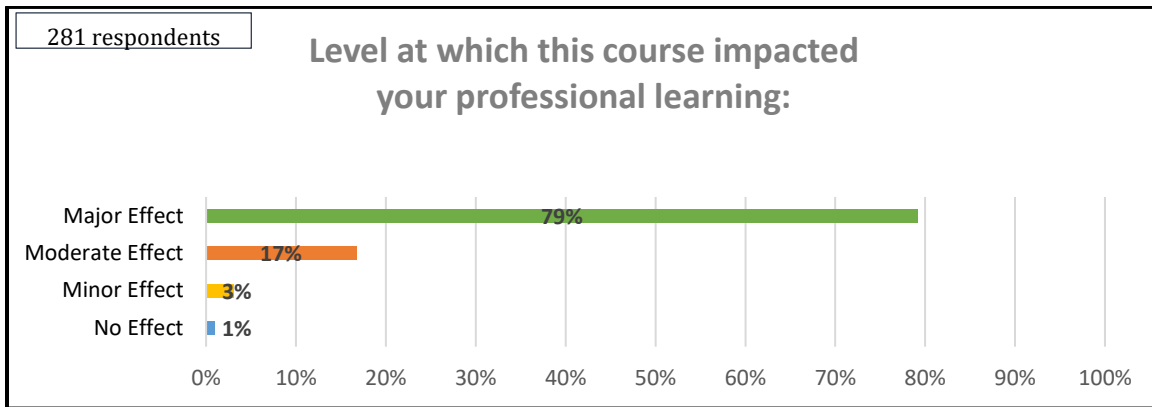
Like all other PCG KDS online courses, *Courageous Conversations about Race* (CCAR) is a comprehensive course that guides participants through opportunities for research-based instruction, coaching, and practice. The course features high-quality videos of authentic practices, documentary-style interviews with Glenn Singleton and other Pacific Education Group (PEG) subject matter experts, educator perspectives, and resources to enhance the effectiveness of equity practices across the district. Additionally, participants were challenged in each unit to reflect on current practices and apply learning through reflection questions and application activities. Personalized coaching from an online coach was a key element to participant learning throughout the course. Overall, CCAR served as a solid first step in building the capacity of Equity Liaisons to lead schoolwide efforts to provide equitable and well-rounded educational opportunities to all students. This first phase of the Broward County Public School Equity implementation exemplifies the success that is attainable when many of the right conditions are in place.

Participant Feedback on Overall Online Course Experience

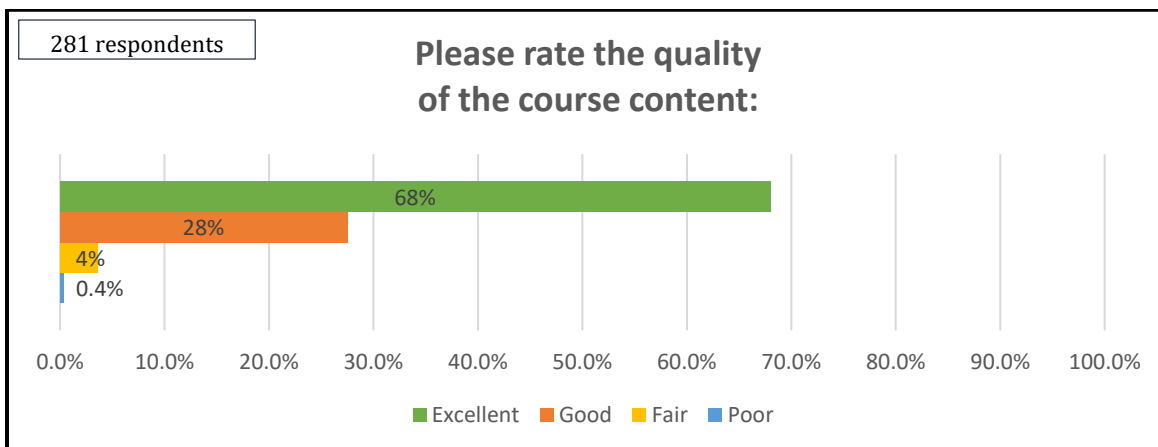
- *This course was great, **every single educator in America can truly benefit from something like this!*** – Jason Fernandez
 - ***"This course has changed my life for the better. I can't say thank you enough. I am excited to move out into the world as I actualized the information I learned in the course. Again, THANK YOU!"*** - BCPS Equity Liaison
 - *"I know this might sound trite, but **this course really changed my life for the better. It was an 'aha' moment. A co-worker told me yesterday that I had changed from the beginning of the year. I have. Thank you.**"* - Sonia Arteche
 - *"This course was an eye-opener and will completely change how I teach and view race in my personal and professional life. **This was one of the most helpful and interesting courses I have ever taken.** I am grateful for being chosen to do this work and will continue my equity leadership to the best of my abilities for the rest of my career."* - BCPS Equity Liaison
 - *"I am awestruck by what I didn't know I didn't know. I'm grateful I now know what I know and I know that I know it. I'm honored to have been included in this participation project through Broward Schools for Equity Liaisons. **This course has been extremely influential in my thought processes about race that I can now apply to my Conversations about Race.**"* - Terry Lopez Preuss
 - *"**This course was well worth every minute I spent on it.** The text material, online resources and videos were extremely informative. I am glad the resources will be available after the course. I had such a wonderful experience in this online course. Thank you!"* - BCPS Equity Liaison
 - *"**This course is needed across the district.** Teachers will be able to better understand their impact on their students and their academic achievement after participating in this course."* - BCPS Equity Liaison
 - *"The resources are great! **The many examples that have been highlighted have really helped with my awareness.** Reading the responses of my peers have also helped me and exposed me to how other schools in Broward County deal with race."* – Melvern Bowe
-

IMPACT RESULTS

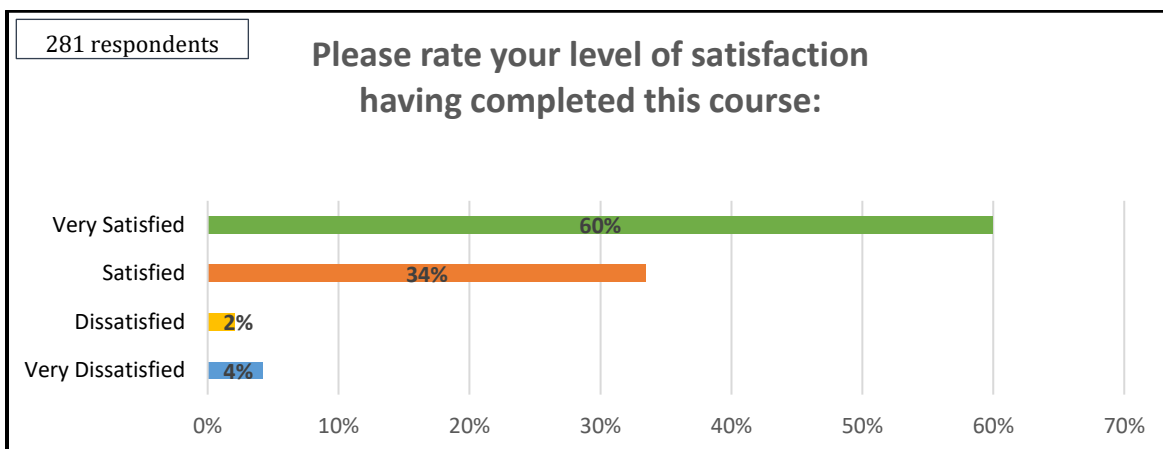
Nearly 80% of participants strongly believed this course had a **major effect** on their professional learning.



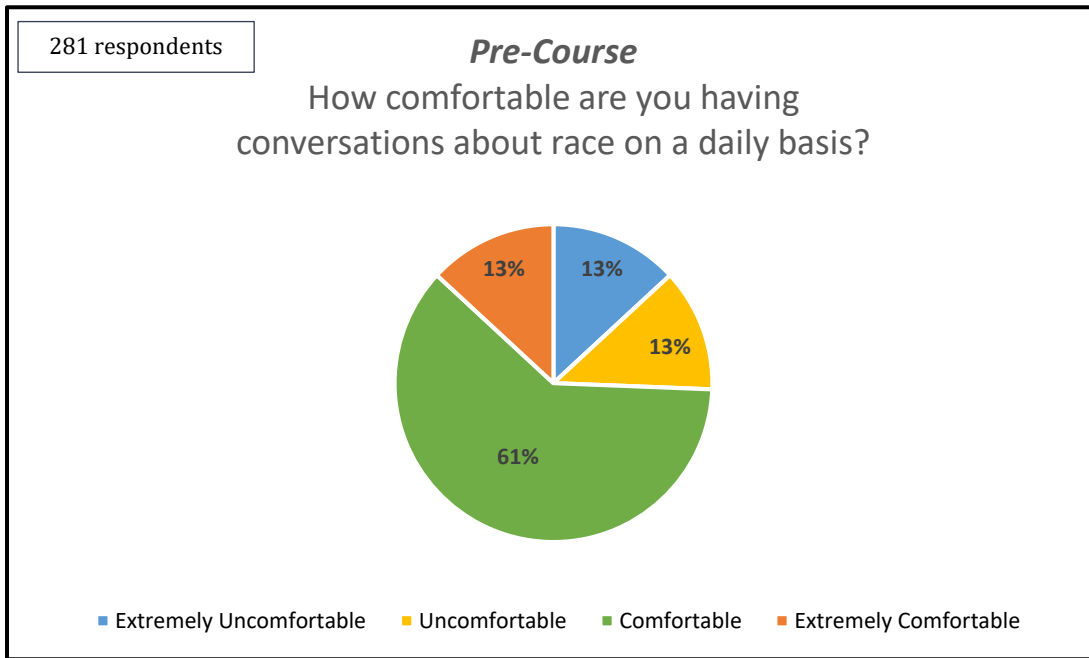
96% of participants highly rated the quality of the course's content as either **excellent or good**.



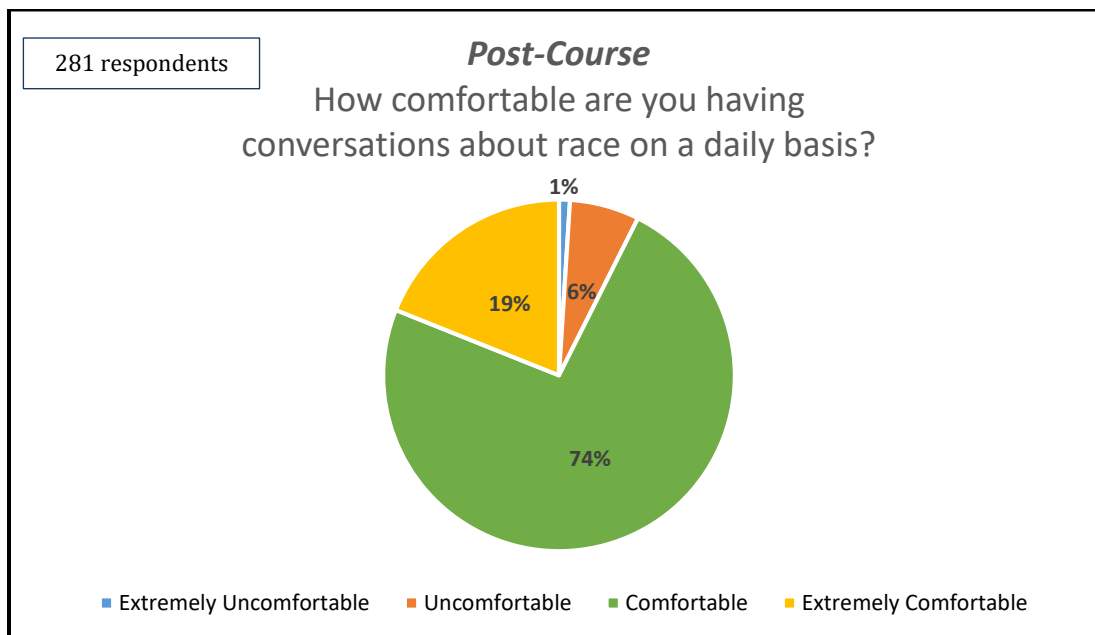
94% of participants were **satisfied or very satisfied** after completing the course.



Pre-Course: 74% of participants were extremely comfortable or comfortable having conversations about race on a daily basis.

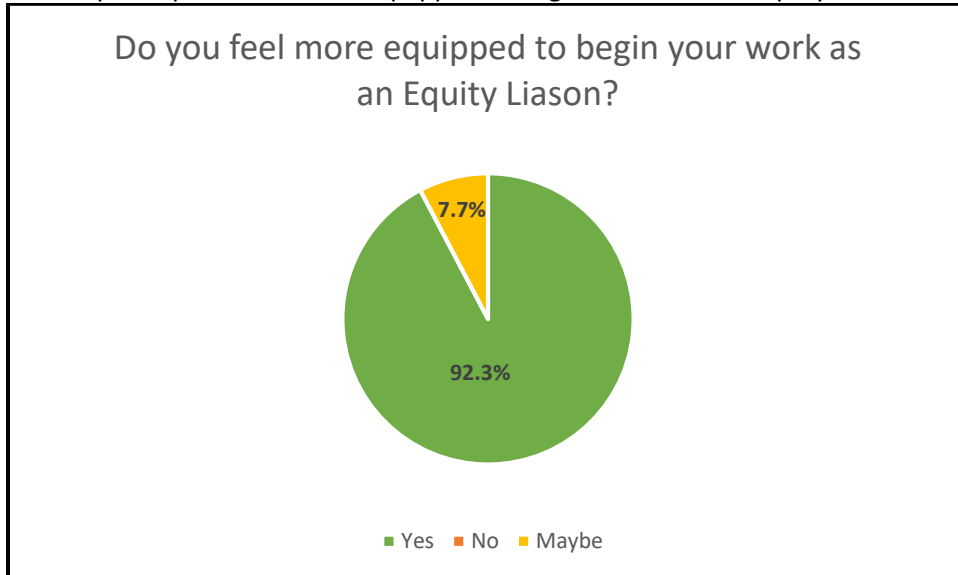


Post-Course: 93% of participants were comfortable or extremely comfortable having conversations about race on a daily basis. This indicates an increase in comfortability of nearly 20%.



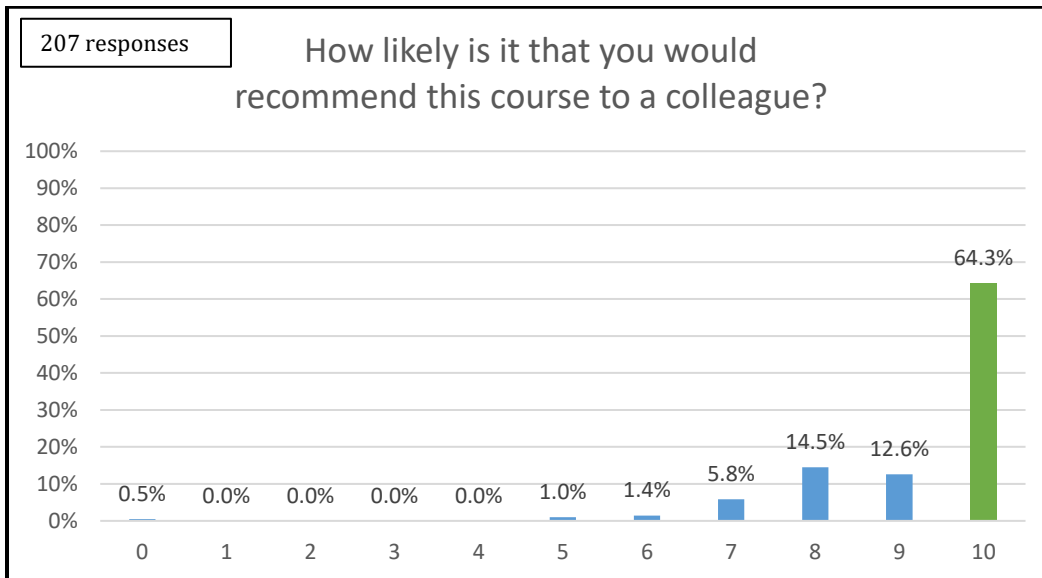
- *"I truly enjoyed this course. There were many emotional moments however **I am more comfortable with having courageous conversations about race.**" – BCPS Equity Liaison*

92% of participants feel more equipped to begin their work as Equity Liaisons.



- *"It is **the best online course I have taken** that will provide me the tools I need to progress in my work and keep equity, access and diversity in the forefront of what I do."* – Tom Albano

Net Promoter: In 2016, Shep Hyken, a contributor to Forbes magazine, stated "I've always found it [Net Promoter Score] to be a powerful survey question to determine overall customer sentiment."¹ Thus, we are very pleased with the results indicated below demonstrating that we earned a stellar **NPS score of +74** which is in the range of the highest performing organizations².



- *"I thought the course was extremely valuable **and have already recommended it to several colleagues**".*
- BCPS Equity Liaison
- *"Transformational in my thinking and knowing about race. **I would recommend it, and already have!**"*
- Terry Lopez Preuss

¹ <https://www.forbes.com/sites/shephyken/2016/12/03/how-effective-is-net-promoter-score-nps/#5e88218423e4>

² <https://www.checkmarket.com/blog/net-promoter-score/>

Perhaps the largest compliment was **made by Glenn Singleton** via a Tweet posted after he met with Broward Equity Liaisons, as a culmination to the course, at the Equity Conference on June 14, 2018.



Glenn E. Singleton (@courageousdove)

[6/14/18, 2:33 PM](#)

I just discovered the next school system and Equity Leaders who will catapult [#CourageousConversation](#) from theory to practice. Congratulations [@browardschools](#) Equity Liaisons. Your focused, hard work is revolutionary. Let's transform schools together! [#StayEngaged](#). [@CC_AboutRace](#).

PARTICIPANT FEEDBACK

Feedback from participants was resoundingly positive.

- "Excellent online course! **This self-awareness is something we all need to experience** so that the country can begin to heal..." - BCPS Equity Liaison
- "I was originally so overwhelmed when I started. I thought that I would never get to this point. But, now that I am here I feel professionally and personally more equipped to deal with race on a daily basis. **Thank you for exposing me to this level of rigor.** I am more confident that the work that I do is, and will continue, to make a difference in the lives of our students." - BCPS Equity Liaison
- "**This course was eye opening.** Thank you so much for taking the time, doing the research, and helping to bring awareness to this critical topic!" - BCPS Equity Liaison
- "Amazing course, huge eye opener, **excellent tools provided which I will continue using in my field, work, and life.**" - BCPS Equity Liaison
- "The course was a wonderful experience, and **I will be able to apply all that I have learned to my everyday life.**" - BCPS Equity Liaison
- "I really enjoyed the course. It made me pay attention to many things I never paid attention to before. **I will apply the knowledge and protocol to make a difference in my students' life.**" - BCPS Equity Liaison
- "I've developed a new perspective about race by going through this content. **The content was thought provoking and many times challenging.**" - BCPS Equity Liaison
- "**This class has taught me so much. I have not only grown as an educator, but also as an individual.** Thank you for a fantastic course." - BCPS Equity Liaison
- "This was a very informative course and **I'm so glad I had this opportunity!** With the protocol and guidelines, I feel as if I am able to effectively participate in conversations about race." - BCPS Equity Liaison
- "**This class has had an impact on me personally and professionally** that I probably don't even fully understand yet." - BCPS Equity Liaison

There were a few participants who disagreed with the underlying ideas and principles presented in the course:

- *"I felt I was being forced to see race in everything. Since minorities have very little power to make big changes **I find looking at everything from a racial perspective a very sad and gloomy outlook on life**".*
- *"I feel that **this course addresses one person's views on race, the author's. I do not necessarily agree with the author's ideas about race in terms of the educational success of students.** I feel that there are many other factors that need to be considered as to why black students underperform. I do not feel that it is the fault of the "white education system". **I feel that this class was not an appropriate choice for my school district's equity liaison program because it didn't focus on equity for all students and it didn't offer any solutions for how we can improve Broward County's inequity problem for all students no matter what race they are**".*
- *"**The content was delivered in a way that was preachy and presumed that the learner wasn't aware of race or how it affects student achievement...I was insulted through most of this and felt that the way this material was presented created more division rather than understanding.** I learned more by reading the book than by participating in the online course. **I got tired of listening to teachers apologize for being white.** It got really old after a while".*
- *"While I believe I understand the positive race message the course wants to **send I feel it is also sending a negative message about the white race, it is a race like all others.** Why exclusion? **The book speaks negatively about the white race.** During one of the videos the lady says, 'There is no brilliance here. All you need is to be white. Just because you are white you have it.' This is so negative, such a negative statement. Today many government jobs were given to the black population just because they are black. Many positions in the district are given to blacks and or Hispanics just to create diversity. **I did not feel comfortable with the level of negativity towards the white race.** Should we not be teaching and aiming for fairness for all regardless of race?"*

PROGRAM COMPONENTS

The key program components were online coursework, online coaching, and ongoing program implementation support from the PCG Program Support Team. Each course consists of videos modeling best practice, textbook readings, “Key Reflections,” pre and post assessments, checks for understanding, a Mid-Course Project, a Final Capstone Project, and pre and end of course surveys.

Course Overview: Courageous Conversations about Race

[Course Video Preview](#)

In this course, participants will gain the knowledge and skills to understand and examine the impact of race on student achievement and the role that racism plays in institutionalized racial disparities. Participants will learn a practical and accessible protocol that supports participants in challenging their personal beliefs around race. By the end of this course participants will have the knowledge, skills, and practical strategies to participate in courageous conversations about race on a daily basis in both personal and professional contexts.

Online Coaches: Four experienced PCG online coaches provided ongoing, direct, and individualized support to all 300 participants. Although PCG courses are self-paced, online coaches provided a suggested pacing calendar that outlined which units and assignments should (optimally) be completed by a prescribed time. The coaches frequently analyzed engagement data to determine their outreach plan and then reached out promptly to participants who were not keeping pace and sought to get insight into what factors were impacting their progress. Coaches then provided concrete suggestions to participants to support their progress and successful completion of the course. If a participant submitted coursework that was lacking critical components, coaches used a supportive tone to ask for specific revisions to better assess the learner’s understanding of the content. Many Equity Liaisons confirmed that the support from their online coach had a significant and meaningful impact on their course engagement and completion.

BCPS Online Coaching Team: (l-r) Jennifer Jones, Joanna Smith, Allison Atkins, Jessica Chislett



Participant Feedback on Online Coach Support & Course Resources/Tools

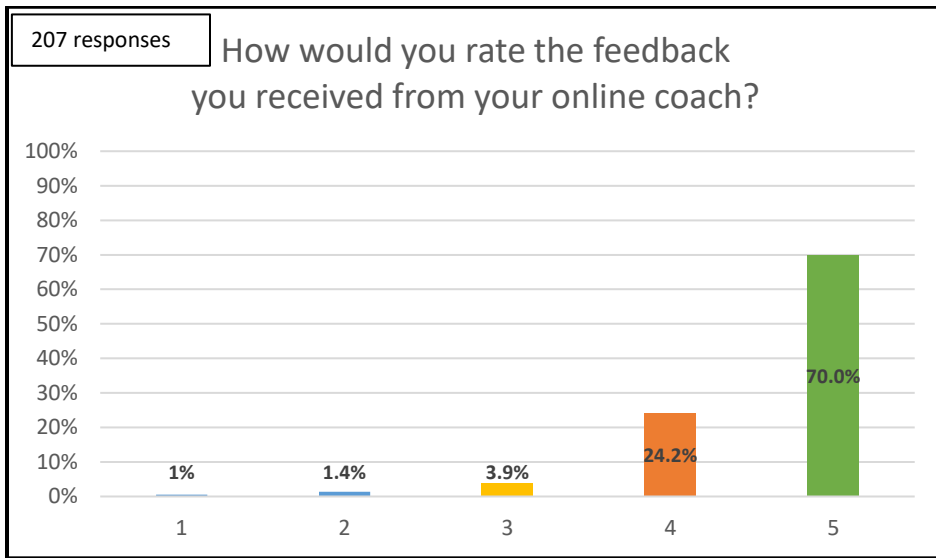
- ***This online course was structured in a way that made you feel like you were taking it live. I loved the videos and found myself talking back to the screen.*** - BCPS Equity Liaison
 - ***"I really liked the feedback and the online coach Jessica. She was extremely helpful and provided immediate feedback."*** - BCPS Equity Liaison
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- "With everything that teachers are responsible for, **it was very helpful to get the reminders.** My favorite part of the course was watching the videos." - BCPS Equity Liaison
 - "**The course coach, Jessica Chislett, was extremely helpful and gave great feedback very quickly.** Her response rate was fantastic." - BCPS Equity Liaison
 - "I really enjoyed the course. **My coach, Allison Atkins, was excellent. She provided timely feedback and kept me on track with emails.** I think the video clips were excellent resources and the classroom examples helped clarify some points. **I would recommend this course to others** and hope I get to experience a live course at some point in my life." - BCPS Equity Liaison
 - "I thought the videos with the leader were excellent. Mr. Singleton is able to talk about his experience in a meaningful and thought-provoking way." – BCPS Equity Liaison
 - "**I enjoyed watching the videos** and the pacing of the class really allowed me to take the time to learn and focus on the content. **Coach Jones was wonderful** and the class was much needed! – BCPS Equity Liaison
 - "**The videos were the highlight of this course.** Sometimes the reading was a little difficult to get through. **Also, the coaches were excellent.** I appreciate that component of the course." – BCPS Equity Liaison
 - "This was amazing. My book looks like a coloring book because of all of the highlights and bookmarks. **I appreciate the thought and effort that went into the development of this class. I loved the videos,** it was present and did not look like a video from 80s archives. Thank you for taking this global and taking the responsibility of bringing this to every man, woman and child." - BCPS Equity Liaison
 - "I found the course to be well organized and structured. The videos were informative and **the reflection questions caused one to think thoroughly.**" - Monica Barquin-Giarraffa
 - "I enjoyed this class. It really made me begin to think and I will use the protocols to engage in courageous conversations. **My online coach, Jennifer Jones, was fantastic.**" - BCPS Equity Liaison
 - "I believe this course was created with an intent that was successfully delivered. **The videos, questionnaires, and unit checks were on point and helped instill the content.**" - BCPS Equity Liaison
 - "**The feedback from my facilitator (Ms. Jones) was EXCELLENT and timely...**All in all, I will whole-heartedly recommend...this course, and the accompanying text *Courageous Conversations* to colleagues. Thank you." – Dr. Suzanne Clarke
 - "Coach Joanna's comments would lead me to think and see things from a different point of view". - Rita Rodriguez
 - "**Joanna's feedback included clarifying questions that forced me to think deeper and actually speak my truth.** This was extremely helpful". - BCPS Equity Liaison
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How would you rate the feedback and support you received from your Online Coach?

(1=not at all helpful; 5 = extremely helpful)

94% of participants rated the feedback and support received from the online coach as either **4 or 5**.



ENGAGEMENT SUMMARY

Those who participated in the course did so at a high level of quality in regards to their reflections, assessments, and comments. The average Key Reflection score was a 4 (based upon the included four-point rubric). Throughout the course participants were required to practice their learning, reflect on it and discuss new experiences with their colleagues.

Overall Course Completion

The table below shows average course progress based upon the number of participants in the course. The course had 94% of participants complete the course.

Course	Number of Participants	Number of Participants that Completed Course	Percentage of Participants that Completed Course
Courageous Conversations about Race	300	281	94%

Key Reflections

Key Reflections are short written responses that ask participants to tie course content to their own practice and to consider the application of content. This is a question designed to prompt participants to reflect on their practice and think critically about how effectively they are adopting new skills.

PCG coaches rated each key reflection (see rubric below) on a scale of 1 (underdeveloped) to 4 (distinguished). On average, participants received a score of 4 across all Key Reflections.

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
*Checks for understanding	65% or below	66-79%	80-89%	90-100%
Reflection Question	Participant has included little to no content indicating consideration and comprehension of course content. Participant has not addressed the questions posed. Participant has copied from the course transcript without synthesis or analysis.	Participant has included little that indicates consideration and comprehension of course content. Participant has answered most questions directly but some too briefly.	Participant has included appropriate content from the course content and made connections to practice. Participant has made thoughtful comments in direct response to the prompts.	Participant has provided rich detail and supporting examples from the course content and made specific connections to his/her practice. OR Participant has made thoughtful comments in direct response to the prompts and created next steps to support his/her learning.

Sample Reflection Question and Rubric from Courageous Conversations About Race

“Consider your own affiliations, such as workplace, religious institution, social clubs, and recreational places that you frequent. What is the racial composition? If racial diversity exists, are tensions present due to race or racial differences? In what ways has this been addressed—or not addressed? If little racial diversity exists, why is this the case?”

The average Key Reflection ratings are below.

Average Key Reflection Rating		
Course	Number of participants	Average rating on ALL Key Reflections
Courageous Conversations about Race	300	4

Mid-Course Project

The purpose of the Mid-Course Project is for learners to apply their understanding of mindsets, dispositions, and critical pedagogy. These application projects give learners the opportunity to use critical pedagogy as a lens to apply course concepts and discuss how they have a direct effect on teaching and learning in the classroom. Online coaches rate Mid-Course Project submissions against a rubric to provide feedback to participants and support their learning.

Mid-Course Project Description

Course Overview: Courageous Conversations about Race

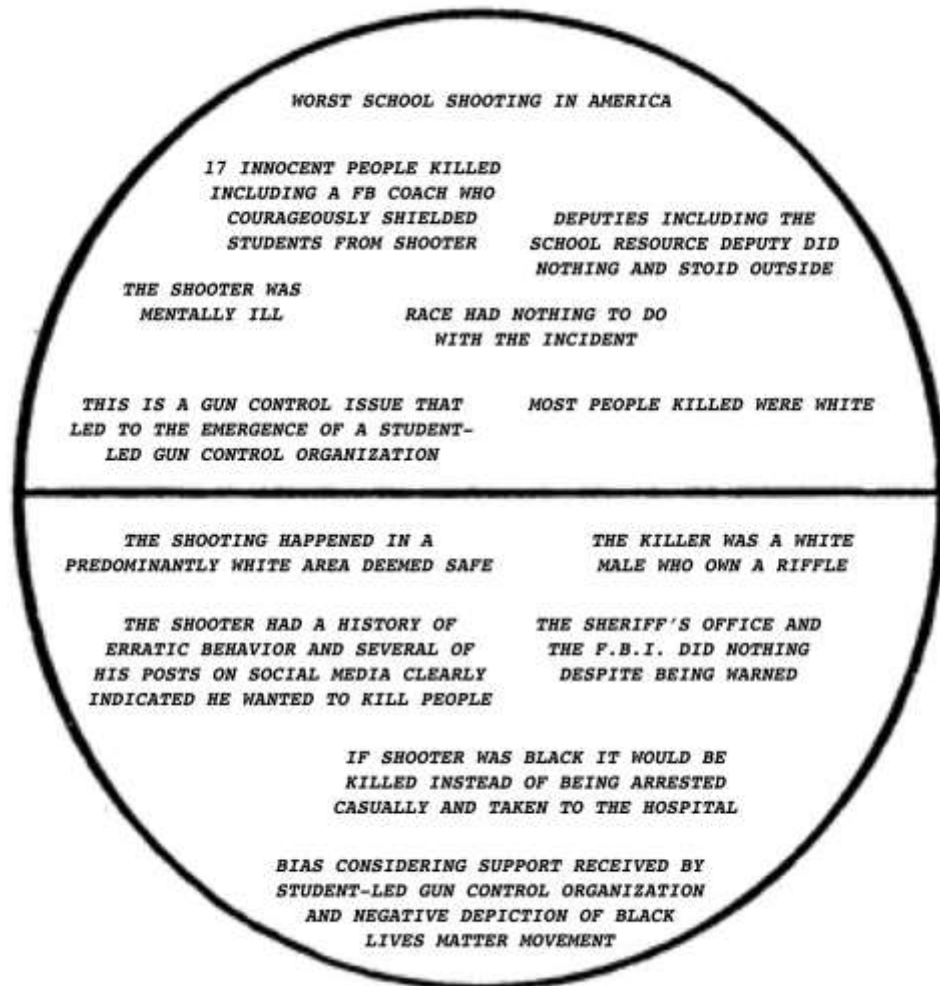
The purpose of this project is to participate in a conversation about race in which you recognize how race as a social/political construction is normalized. You will also access multiple racial perspectives in this conversation in order for critical racial perspectives to surface. By applying the protocol to the conversation, you will be establishing parameters that ensure greater safety of all participants enabling you to sustain deeper interaction. You will also be required to select a racially historic icon or even to discuss as a group. Using the **Above the Line and Below the Line**

worksheet, identify the dominant “above the line” and non-dominant “below the line” information and ideas surrounding the topic you selected.

The average Mid-Course Project score is below.

Average Mid-Course Project Scores		
Course	Number of participants	Average rating on ALL Mid-Course Projects
Courageous Conversations about Race	300	3

Sample completed **Above and Below the Line worksheet** by BCPS Equity Liaison:



Final Capstone Project

The purpose of the Final Capstone Project is to cohesively bring together learning content from the course to use as a blueprint for teaching and learning in the classroom or in an entire school community. The completed project serves as a toolkit, which contains strategies that can be referred to as needed in multiple settings. Online coaches rate Final Capstone Project submissions against a rubric to provide feedback to participants and support their learning.

Final Capstone Project Description

Course Overview: Courageous Conversations about Race

The purpose of this project is to participate in a conversation using the Protocol with an interracial group to identify a working definition of race. You will also reflect on the experience of developing your Racial Autobiography, and what progressions you have followed as you established a personal racial context. By creating a **Personal Action Plan**, you will have the opportunity to develop a guide for what racial equity leadership looks like.

The average Final Capstone Project score is below.

Average Final Capstone Project Scores		
Course	Number of participants	Average rating on ALL Final Capstone Projects
Courageous Conversations about Race	300	4

Sample completed **Personal Action Plan** by BCPS Equity Liaison:

Goals	Action Steps	Evaluation Criteria	Timeline
1. Continue to develop my own Racial Autobiography.	<ul style="list-style-type: none"> Keep a journal to document key moments of discovery and growth. Further educate myself on 'whiteness' and White privilege. Further educate myself on racial experiences and perspectives different than my own by engaging with POC. <p>Reading List:</p> <ul style="list-style-type: none"> White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh A Race is a Nice Thing to Have: A Guide to Being a White Person by Janet Helms 	<p>Continuously add to, update, and reflect on my Racial Autobiography.</p> <p>-How does race impact my life?</p> <p>-How does my race impact the life of others (my colleagues, students, etc.)?</p> <p>-How has my racial consciousness progressed?</p> <p>Invite POC to share their own and/or read and provide feedback to my Racial Autobiography.</p> <p>Using the CCAR Protocol, identify myself on the Compass to better reflect and center myself.</p>	<p>Revisit Racial Autobiography monthly to add and revise.</p> <p>Check in with Journey Partner monthly to share and reflect.</p> <p>Check in with Racial Equity Leaders within the district on a quarterly basis.</p>

	<ul style="list-style-type: none"> • <u>Cognitive Variations: Reflections on the Unity & Diversity of the Human Mind</u> by G.E.R. Loyd • Find and attend at least 1 PD, workshop, and/or conferences on racial equity work. 		
<p>2. Seek out and develop personal and professional relationships with people of races other than my own.</p>	<ul style="list-style-type: none"> • Actively participate in Drew Model and Nauck events to become integrated in the community. • Invite colleagues to lunch, before/after school events, etc. • When seeking out professional advice, actively ask colleagues of color. • Research local social justice, human rights, and equity groups. 	<p>Engage in CCAR with friends and family, as well as invite colleagues to participate in CCAR. Use protocol to gauge growth and progress.</p> <p>Be transparent about intentions to expand racial diversity in professional and personal relationships.</p> <p>Build and foster meaningful relationships with individuals.</p> <p>Encourage and seek out diverse perspectives while identifying and recording above- and below-the-line narratives.</p> <p>-What important information is missing from this conversation?</p>	<p>Monthly attend at least one community event.</p> <p>Monthly hold at least once CCAR before/after school.</p> <p>Within 6 months, form a school-based racial equity committee.</p> <p>Within 6 months (June), join and participate in social justice/human rights/equity group.</p> <p>Check in monthly with Journey Partner to collaborate and brainstorm ways to continue building diverse network.</p> <p>Check in quarterly with Racial Equity Leaders in district.</p>
<p>3. Intentionally and consciously recognize my 'whiteness' and White privilege, as well as my hidden/internal feelings and prejudices about POC.</p> <p>AND</p> <p>Find ways to actively use my 'whiteness' and White privilege to help bring about positive change for POC, as well as constantly challenge my own inner feelings and beliefs.</p>	<ul style="list-style-type: none"> • Keep a journal to log interactions, experiences, opportunities, etc. surrounding race and take note of where I am on the Compass in those moments. • Be honest and transparent about hidden/internal feelings and prejudices when they arise. Use them to shape Racial Autobiography. 	<p>Using the CCAR Protocol, identify myself on the Compass to better reflect and center myself.</p>	<p>Monthly meet with Journey Partner to discuss findings and brainstorm how to best move forward.</p> <p>Meet with district-level Racial Equity Leaders to share findings and thus enact change from the top down.</p>

SUCCESS FACTORS

There were critical structures, success factors, and aligned incentives in place that contributed to the program's success, and BCPS and PCG collaborated to provide other key program components.

Success Factors

- The high quality and engaging course content presented by the renowned equity expert Glenn Singleton made the experience of taking the course a positive one for the vast majority of participants
- BCPS had strong and very engaged leaders, Tom Albano and David Watkins, who led the project within the district and collaborated closely with the PCG program management team to ensure high quality program delivery and aligned participant support
- PCG provided ongoing support to the BCPS program lead, Mr. Albano, including:
 - Bi-weekly check-ins and reports of online course progress for each Equity Liaison
 - Access to the PCG program management team for troubleshooting and support
 - Collaboration with the PCG online coaches around course participation and assessments
- The PLP was used to consolidate and personalize professional development while offering the capability of real time collaboration between participants
- A commitment by the district to listen and share teacher concerns/issues for quick resolution, with support from PCG
- Course content that was high-quality and aligned to continuous equity development within the district's main foci
- Direct and individualized online coach support which was responsive to the individual needs of participants
- PCG onsite support and attendance at Orientation Sessions and the Equity Conference

Aligned Incentives

- Stipend for participants who completed the course
- Glenn Singleton providing a Keynote Address at the culminating Equity Conference
- Sponsorship by PCG of a luncheon for Equity Liaisons to recognize their accomplishments

Ongoing Resources

- Participants are placed in "Review Mode" for 1 year after course completion, which provides the ability to access artifacts such course videos, course readings, and the online coach's feedback. This can be helpful for participants as they continue to grow and improve their practice and may also be a useful resource as they complete their Equity Plans throughout the school year.
- Participants are given access to the Professional Learning Platform (PLP) for 1 year after course completion. The PLP is an integrated learning platform that consolidates and personalizes professional development through real time collaboration, virtual learning communities, coaching tools, and a knowledge management system.

AREAS FOR GROWTH & CONSIDERATION

As with all projects that have overwhelming success, there are still areas that can be addressed for future implementations. Based on the survey responses that we received at the midpoint and end of the course we have identified several areas for growth and for additional consideration.

Many survey respondents commented on the need for key program deadlines being organized to allow for a better balance between obligations of school, life and work. Some specifically noted integrating site schedules such as state testing and AP testing when devising the suggested pacing calendar.

- *"I wish [the course] was a bit longer and in the summer. This would have given me more time to get in depth. School is my priority right now and I felt rushed at the end. Mostly because I didn't follow your plan of action per week."*
- *"The course was great but...I would like to see the course implemented over the summer when teachers are free to think and explore all of the components of the course. I felt rushed and wasn't able to fully connect as much as I would've liked to".*

Some participants felt the course experiences should have included face-to-face components and/or opportunities for participants to more directly collaborate.

- *"I would like to have scheduled times where our cohort could meet in person since we're all in the same district".*
- *"A course like this should be followed up with more face-to-face classes so that rich conversations can take place and allow for more open and honest feelings if we should make a greater impact when it comes to race"*
- *"This would be beneficial to actually get together with other participants in this course. I do feel that the course would be more effective if there were a combination of online and in person".*

Several respondents also mentioned that navigating the course and the Professional Learning Platform was challenging. A few also had some technical issues including parts of the course that wouldn't load, which were addressed by PCG staff throughout the course period but were especially challenging for learners who were working through the course early on. Several learners also commented on how the discussion groups were a bit hard to navigate. Some did not know that they existed until the midcourse point although this was mentioned in opening emails from online coaches.

- *"The fact that I had to go to two different forums to post on topics was frustrating. It is not respectful of teachers' time at all. Trying to figure out what was where".*
- *"The Learning Management System does not make it easy to navigate between the actual course and the discussions that are held (in PLP Groups)".*
- *"Great course! I never like discussion boards, so it may just be me. I don't find they are authentic".*
- *"The discussion forums were a bit confusing. I felt I didn't know when questions were posted and the responses were out of order".*

Course content was very well received, however several learners commented on how they would like to have access to exemplars of each of the projects to guide their own work. Additionally, many learners commented that they would have liked to see more video examples of courageous conversations taking place with specific attention to the protocols that are required for CCAR.

- *"I would have been nice to see some examples of the course projects to help guide us in successful completion of them. However, resources were provided and the coaches were quick to answer questions we had, so it was fine".*
- *"The expectations as far as posting to discussions needs to be clearer. It is difficult when we all began the course at different times."*
- *"I found the Midterm and Final Projects to be very confusing as we were not provided with much explanation and there was nowhere in the text or course to refer back to (This particularly applies to the action plan). I would have liked to see a full example of an action plan rather than just one example".*
- *"You need more videos explaining the protocols, the parameters, the compass. It is very vague and confusing. The mid-term project should have exemplars and a video. Getting over that hurdle was very problematic because everyone had their own opinion about how it should be done".*
- *"The webinars to explain the projects could have been clearer in its directions".*

Finally, there was some concern about the small (relative to the size of the district) pool of people taking the course. Many people expressed that they would like to make sure that **all staff in the district take this course**. There was a specific request to develop a collective understanding of how to use this information to move forward, especially with the training for the rest of the district.

Equity Liaison Participant Recommendations for Program Extension

- **"The course is pivotal in changing the mindset of both teachers and learners. To maximize its impact, I would like this to be offered as workshops available through mylearningplan for anyone to take to "expand their horizons".** – Dr.Suzanne Clarke
- **"Please, please, please, ask everyone in Broward County to take this course at least one time in their life. This course was eye opening and innovative. I have learned so much during my participation."**
- BCPS Equity Liaison
- **"This course was great, every single educator in America can truly benefit from something like this!"**
– Jason Fernandez
- **"This was a great course, however, it needs to be a districtwide initiative. One person cannot bridge the gap on student achievement and how it relates to race."** - BCPS Equity Liaison
- **"Very good course. Every employee in my school district should at some point in time be trained or exposed to race and diversity. It is very valuable that we all were educated. Great insights and awareness."** - BCPS Equity Liaison
- **"I feel that every Broward County employee should have to take this course."** - BCPS Equity Liaison
- **"I loved this course and I would not mind taking it over and over, because I am sure each time I can get more from it. I think everyone should take it and it should be mandatory for teachers to complete!"** - BCPS Equity Liaison
- **"This was a fantastic course for me personally to be involved in. There are so many components about race that I didn't really know about and now I am comfortable to discuss this topic with colleagues. I hope our district can have this training for all teachers and administrators in the near future."** - BCPS Equity Liaison
- **"I would like to see this course as a requirement in the district on all levels for those who have any influence on the education of students in Broward."** - BCPS Equity Liaison
- **I believe this course is a tool to help teachers feel more comfortable and understand their students from different races. It is needed in our district.** - BCPS Equity Liaison
- **"This course was extremely valuable to me personally and professionally. It has given me tools that I can take and use in the work place as well as in my personal life. I would recommend this course for all educators."** - BCPS Equity Liaison
- **"Administrators should be required to take this course."** – BCPS Equity Liaison
- **"It has been an amazing experience. I have met new people and had great conversations regarding race, fairness and been inspired to lead a PLC on Mindset hoping to open the doors to better learning for all students. I look forward to classes that will support the work we have done and please open the class again so others can get the direct experience."**
– BCPS Equity Liaison
- **"This course would be great for a school to go through together and have discussions during the time they are involved in the course."** – BCPS Equity Liaison