

# Broward County Public Schools Equity Program

2018-2019 | Final Report – Year 2

A Partnership Between **Broward County Public Schools**  
& **Public Consulting Group**

January – August 2019



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## PURPOSE

PCG conducts reports in all client implementations to confirm the alignment between the intended plan and the outcomes. This helps us work together with all partners to optimize future implementations. The final report is also shared with our content partner(s) to provide direct feedback on improving upcoming implementations. Additionally, other districts are often eager to learn about implementations when they are strongly considering enacting similar professional development programs with PCG.

## EQUITY PROGRAM SUMMARY

### PHASE 2 - YEAR 2

In year two of Public Consulting Group's (PCG) partnership with Broward County Public Schools (BCPS), PCG delivered the online course *Courageous Conversations about Race* to approximately 500 participants throughout the district. This second phase of the program started in January 2019 with completion in August 2019. Selected participants included educators and staff responsible for leading and sustaining efforts to ensure that all students have access to well-rounded educational opportunities that address persistent achievement and access gaps.<sup>1</sup>

### ONLINE COURSE – COURAGEOUS CONVERSATIONS ABOUT RACE

*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 Educational Group (PEG) subject matter experts, educator perspectives, and resources to enhance the effectiveness of equity practices across districts and schools. Additionally, participants are challenged in each unit to reflect on current practices and apply learning through reflection questions and application activities. Personalized coaching from an online coach is a key element to participant learning throughout the course.

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<sup>1</sup> [Browardschools.com](http://Browardschools.com)

## ONLINE COURSE – LEARNING DESIGN

PCG’s online courses adhere to a professional learning design that has been proven to increase teacher knowledge and impact the effective implementation of new practices. PCG’s online courses deliver 50 hours of learning time and sustained learner engagement on a given topic, with opportunities for ongoing training and support.

<b>Instruction (40%) 20 hours</b>	<b>Coaching &amp; Collaboration (20%) 10 hours</b>	<b>Practice (40%) 20 hours</b>
Modeling effective practice through engaging videos	Expert feedback from PCG online coaches	Mid-course application project
Interactive activities	Online peer discussions facilitated by online coaches	Capstone application project
Readings and reflections	Individualized support; formative and summative assessment feedback by online coaches	Scenario-based activities & checks for understanding
Expert and educator interviews		Application toolkit

## PARTICIPANT OVERVIEW

Participants were divided into the following cohorts based on their position and role in the district:

- **Cohort 2 – Equity Liaisons**

This cohort included 60 participants who received training to act as school and district-based Equity Liaisons (ELs). They engaged in the same series of trainings that ELs in Cohort 1 experienced in Year 1 of the program. Participants were drawn from schools or departments that no longer had an EL as a result of staffing changes.

- **Cohort 3 – LEADs**

This cohort included 39 educators in the district’s Leadership Experiences and Administrative Development (LEAD) program. This BCPS program provides individualized and meaningful professional learning and support for aspiring leaders, primarily teachers training to become assistant principals, through their LEAD leadership pipeline program.

- **Cohort 4 – Behavioral Centers**

This cohort included 122 administrators and educators from BCPS Behavioral Centers. While 40% of students districtwide identify, as African American and 50% are male, approximately 85% of students in these behavioral centers are African-American males. BCPS Behavioral Centers demonstrate a particular need for high-quality equity-based PD for educators in these schools.

- **Cohort 5 – Administrators**

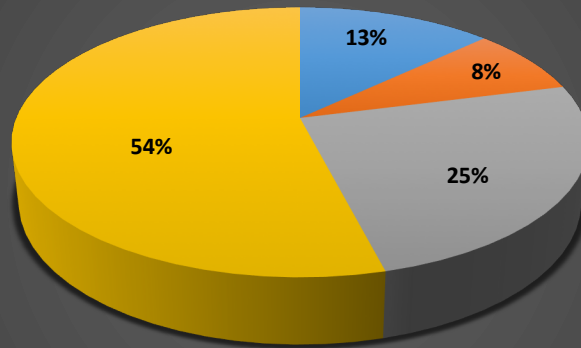
The remaining 261 seats in the course *Courageous Conversations about Race* (CCAR) were provided to school board members and district and school-based administrators (one seat per school). This allowed leadership to share in the new perspectives and insights gained by Equity Liaisons and better support their work. Additionally, this alignment aided principals and assistant principals in more effectively working with Equity Liaisons to develop, refine and implement Equity Plans for their school and the district.

<b>Cohorts <sup>2</sup></b>	<b>Participants</b>	<b># of Participants</b>
Cohort 2	Equity Liaisons (newly selected ELs in 2018/2019)	60
Cohort 3	LEAD/PROPEL participants (aspiring principals)	39
Cohort 4	Behavioral Center participants (all staff)	122
Cohort 5	District & School-Based Administrators / School Board Members	261
<b>TOTAL</b>		<b>482</b>

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<sup>2</sup> Cohort 1 included 300 Equity Liaisons in the 2017-2018 academic year.

## Participants



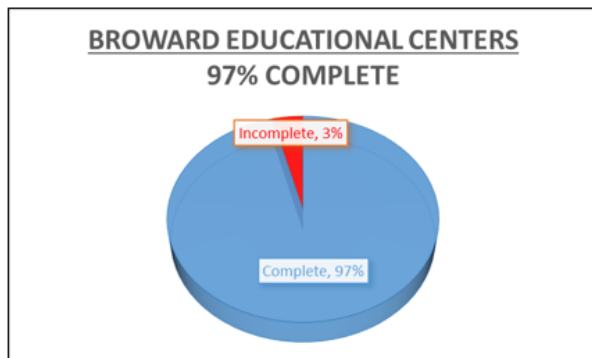
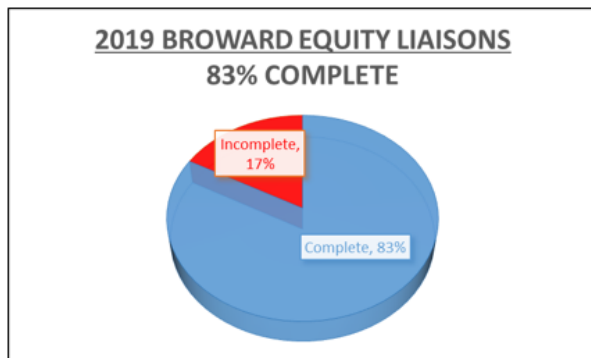
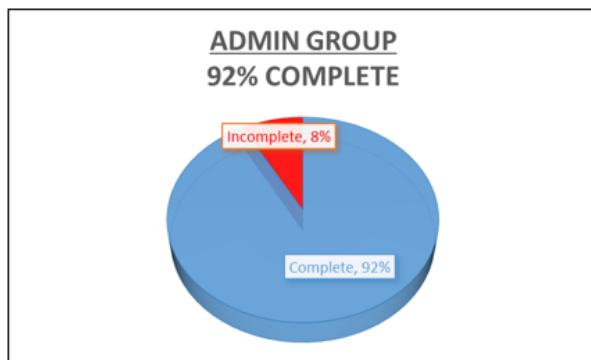
- Equity Liaisons
- Behavioral Center participants
- LEAD/PROPEL participants
- Principals and Assistant Principals

# COURSE COMPLETION

## 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.** The latter charts show the completion rates per group specification.

# of Participants	Number of Participants that Completed Course	Percentage of Participants that Completed Course
482	455	94%



## PROGRAM COMPONENTS

The key program components were online coursework, online coaching, and ongoing program implementation support from the PCG Program Support Team. The course consisted 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:** Six experienced PCG online coaches provided ongoing, direct, and individualized support to all 482 participants. Each online coach has 5 or more years of experience of direct classroom teaching, a master’s degree or higher, and engrained experience supporting adult learners in an in-person and virtual learning environment.

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 participants confirmed that the support from their online coach had a significant and meaningful impact on their course engagement and completion.

- *My online coach, Jessica Chislett was the extremely knowledgeable and helpful in answering every question in a timely manner. Each time I contacted her, she was always pleasant, supportive and encouraging. I loved all of her notes when I submitted written assignments. She encouraged me along the way by telling me I was on track or falling behind. I do not feel I would have been as successful without her assistance and guidance.*  
- Karen DeSimone (Teacher)

# SURVEY RESULTS

## PARTICIPANT FEEDBACK

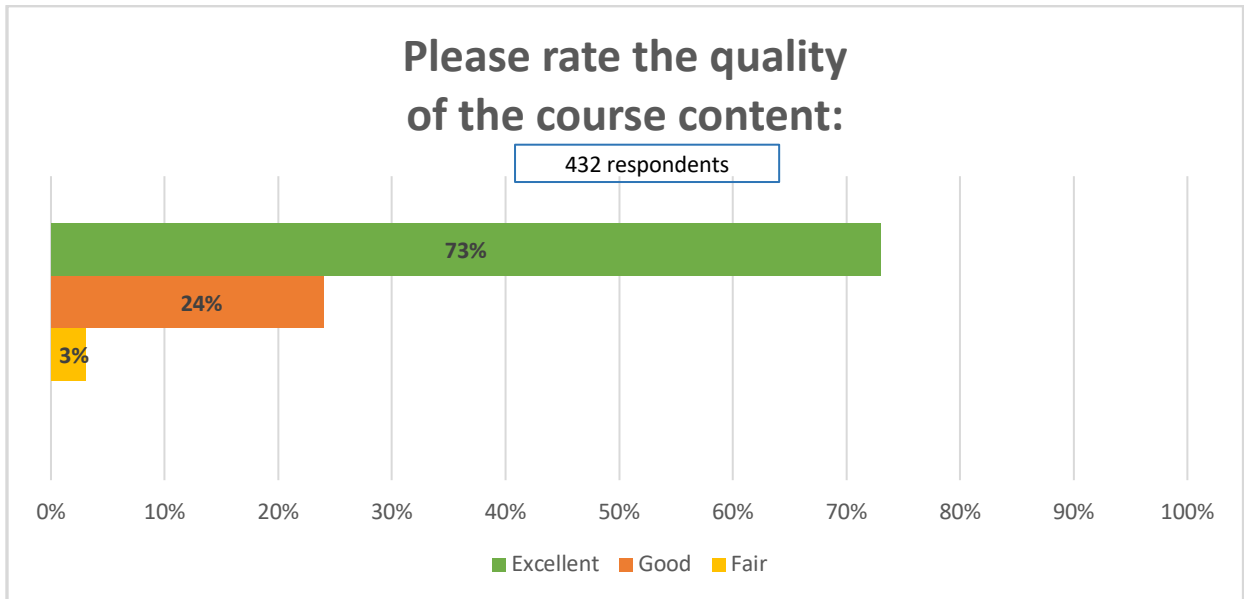
Feedback from participants was resoundingly positive as indicated from a sampling of comments below as well as in this video case study featuring Superintendent Robert Runcie. The video case study includes perspectives and testimonials from a variety of different staff members and reflections on their experience and the program's success and impact in the district - <https://vimeo.com/304884018>

- *This course has been life changing for me as a person and an educator. As a white female it is essential that I now have an understanding of race and what role it plays, and a clear understanding of white privilege and the role it plays. This has been a growth experience, and I am ready to engage in courageous conversations to move my counterparts forward to ensure equality for ALL students ALL of the time.* - Kelly Heverly (Intern Principal)
- *It has been one of the most rewarding experience in my teaching career. The conversations that I had with my students were the best.*  
- Johnny Jones (Teacher)
- *The Courageous Conversation About Race online experience needs to be taken seriously by everyone in the School District of Broward County.*  
- Audrey Ennis (Family Counselor)
- *I really liked the way this course had me think through different situations. I learned to become a better listener and think about varying perspectives. I am able to have conversations that go deeper without conflict or difficult situations occurring. I think this will benefit me as a leader and benefit people I work with!* - Holly Hunt (Dean of Students)
- *The course forced me to engage race in a completely different manner, and because of that I am a better person and more courageous!*  
- Devon O'Neal (Principal)
- *I see race in a different way now, before it was just about skin color and I really didn't speak openly because of people's feelings and my feelings, now I can be open-minded.* - Joey Carter (Security Specialist)

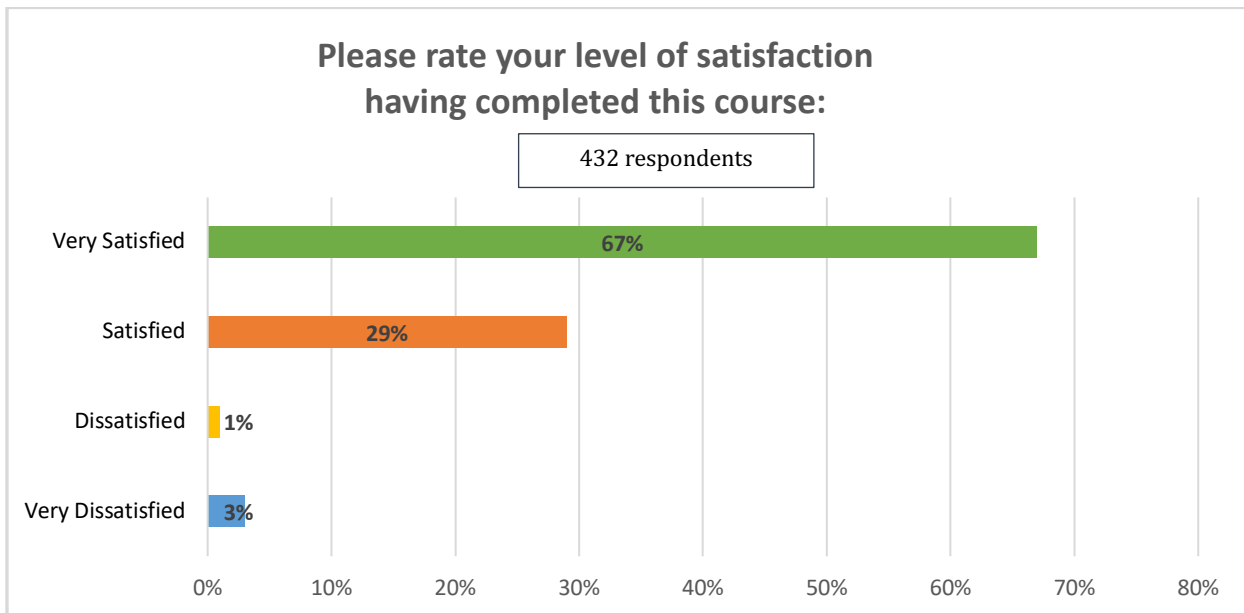
- *This course was demanding, soul searching and involved much thinking. I found myself doing a lot of thinking and feeling overall found it to be rewarding.*  
- Geraldine Bartelle (Teacher)
- *This course gave me a lot of knowledge regarding how we experience racism. Sometimes we do not acknowledge race and it stays hidden, however this course helped me to reflect on how racism impacts our lives and gave me coping skills with a much better understanding which will allow me to be a better person when it comes to dealing with issues of race.*  
- Linda Hughes (IMS Technology)
- *This class was very informative. I walked away from the class with a different perspective about race. I am now more open to discuss racial matters with other races besides my own. I am more comfortable talking with other races as well. I enjoyed interviewing other people outside of my race. (This was an assignment). This allowed me to hear how people of other races feels about various racial issues. This was a positive assignment.*  
- Linda Walker (Behavior Specialist)
- *The course was in depth and full of information relevant and necessary for all teachers.* - June Cole (Teacher)
- *I learned a great deal about myself and my colleagues' racial perspectives. This course definitely has value and will reward those who take it!*  
- Marc Chapentier (Principal)
- *It was a very informative and eye-opening course. Since I started this course I have begun to look at race through a different lens.* - Linda Brown (teacher assistant)
- *The overall experience was desirable and informative. I am happy to have been a part of this course. It has given me direction and insight on a topic that has been avoided and looked over for so many years.* - Terrill Stampley (Behavior Technician)
- *This course was eye-opening for me and improving my level of comfort with talking about race and equity in the school system.* - Lacrosha Cooper (Assistant Principal)

## IMPACT RESULTS

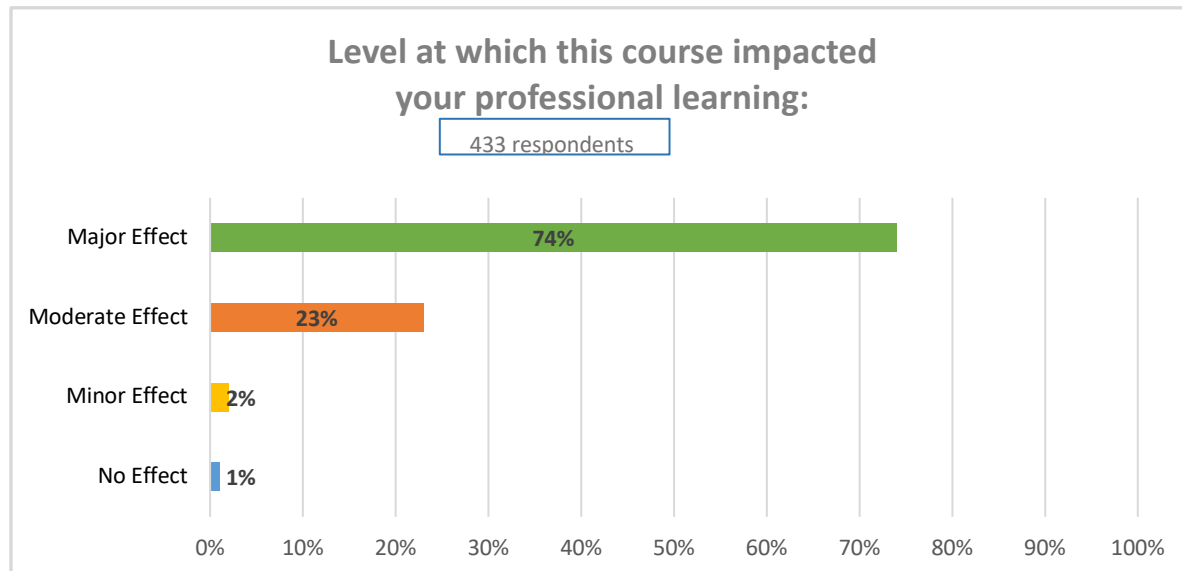
97% of participants highly rated the quality of the course's content as either **excellent or good**.



96% of participants were **satisfied or very satisfied** after completing the course.



Nearly 75% of participants strongly believed this course had a **major effect** on their professional learning.



- *The course makes you think about how you feel about race, but it also made me start looking at things through the eyes of others who were of a different race. I am more compassionate toward the cultures of my students.*  
- Kienna Knowles (Assistant Principal)

## NET PROMOTER

How likely is it that you would recommend this program to a colleague?

(1= Not at all likely; 10 = extremely likely)

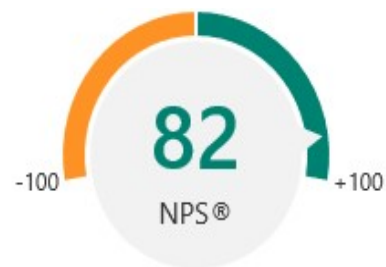
**Net Promoter:** A Net Promoter Score<sup>3</sup> is a loyalty metric created by F. Reicheld, Bain & Company and Satmetrix in 2003. It is based on the theory that every company's customers can be placed within three types.

- **Promoter** customers are enthusiastic and loyal and will 'promote' the company to their friends and family. They give a score of 9 or 10.
- **Passive** customers are happy but can easily be tempted to leave by an attractive competitor deal. They give a score of 7 or 8.
- **Detractor** customers are unhappy, feel mistreated and their experience is going to reduce the amount of which they purchase going forward. They give a score of 6 or lower.

The Net Promoter Score is calculated by subtracting the percentage of detractors from promoters to get an overall NPS result. The score can range from -100 to 100 and is always displayed as an integer. In essence, the net promoter score stands as the voice of the customer. We are very pleased with the results indicated below demonstrating that we earned a stellar **NPS score of +82** which is in the range of the highest performing organizations<sup>4</sup>.

How likely is it that you would recommend this course to a colleague?

Promoters	247
Passives	35
Detractors	10



- *I believe the course is necessary and everyone in the school system should take it. We are all impacting our students. - Jessica De La Prida (Instructional Facilitator)*

<sup>3</sup> <https://www.peoplepulse.com/resources/useful-articles/net-promoter-score-nps-implementation/>

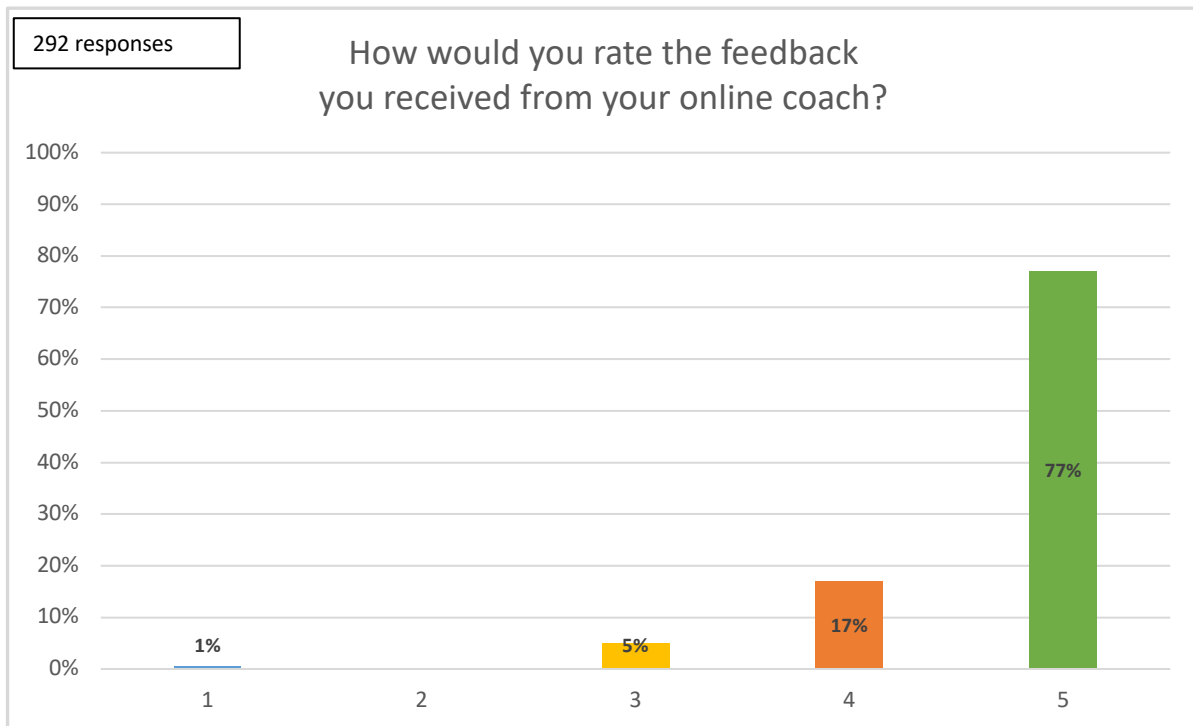
<sup>4</sup> <https://www.checkmarket.com/blog/net-promoter-score/>

## PARTICIPANT FEEDBACK ON ONLINE COACH SUPPORT

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.**



292  
Responses

★★★★★  
4.71 Average Rating



- *Coach Chislett, amazing! She challenged us to think deeper in the conversation. She always gave good feedback, she made you feel good about what you wrote, and encouraged you to do more.*
  - Audrey Ennis (Family Counselor)
- *My coach was awesome. Her feedback was very helpful.*
  - Margueritte Jacques (Interim Teacher)



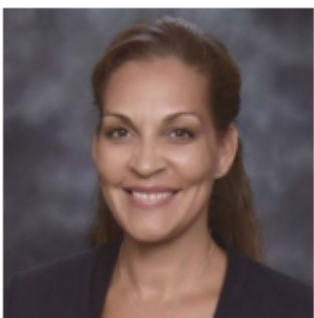
- *Mrs. Jones was in regular contact and expressed sincere interest in providing assistance with completion of the program. I was aware that she was available to assist when needed. She is a great mentor and her comments kept me focused through encouragement.*  
- Geraline Bartelle (Teacher)
- *Rana Boone was an excellent online teacher. She was familiar with the course and the information. Also, she communicated with us very well. I knew what was expected of me. I like how she answered my questions in a timely manner. Most importantly, she was very supportive!*  
- Joycelyn Baskerville (Social Worker)
- *My coach was on target, she responded in a timely manner to my submissions and alerted me through email when I was behind.*  
- Horace Hall (Social Worker)
- *Jessica's responses were very detailed and helped me to know if I was on the right track. She was very helpful but more importantly made me always feel safe and that she was there for me.*  
- Darlene Milner (Assistant Principal)
- *Coach Allison was very descriptive and suggestive in her feedback. I really appreciated the fact that her feedback was timely, on point, and honest.*  
- Dr. Jonathan Leff (Principal)
- *My coach was very helpful with emphasizing the important factors in the text and challenged us to apply our learning to our own personal experiences.*  
- Andrew Kirk (Assistant Principal)
- *Coach Jones was caring and responsive with her immediate feedback. It motivated me to keep going when I found it difficult to continue this course. Thank you!*  
- Kalia Bergeron (Assistant Principal)
- *Jennifer's responses made me feel that she was connected to me and understanding of my personal racial perspective.*  
- Lynnette Drayton (Assistant Principal)
- *I think she did a great job spending time on each of our comments and the reflections we made during the course.*  
- Laneia Hall (Principal)



- *My coach was very encouraging and motivating. She gave precise feedback and always asked if I needed any assistance. When she responded it was with a lot of detail. She didn't just give me a pass or fail.*  
- Latrice Hubert (Reading Specialist)
- *My coach was awesome! She gave great feedback and weekly emails to make sure we were on track. She was super helpful!*  
- Cristina Deatherage (Assistant Principal)
- *She was right on top of things. You can tell she really looked at your answers to the reflection questions and didn't just give you a "canned" answer.-* Kelvin Lee (Principal)
- *Coach Ochonogor provided authentic feedback and probing questions to build participants' knowledge which supported a great online experience.*  
- James Griffin (Administrator)
- *Jennifer's responses made me feel that she was connected to me and understand my personal racial perspective.*  
- Lynnette Drayton (Assistant Principal)
- *I appreciated the validation with my reflections. I felt like a novice with my reflection, hoping that I was getting the point of this process. My Coach provided me with her reflection on my reflection which helped me make my connections more.*  
- Michelle Dalessandro (Induction Program Leader)
- *Even though I did not take full advantage of my online coach due to my schedule, upon viewing the feedback and interaction with others in my group, she appeared to be on top of making sure responses were given as needed, and in a timely manner.*  
- Christenia Williams-Rachel (Budget Analyst)
- *Joanna Smith provided very positive support during my online course experience. She encouraged me to get started and provided feedback for my progress.*  
- Ben Reeves (Assistant Principal)
- *Although, this was an online course Emerald made it feel personal by providing feedback and the guidance.*  
- Angela Brown (Director)
- *I looked forward to reading the responses to my work. Thank you, Emerald, for making this a great learning experience.*  
- Kicia Johnson Daniel (Principal)

## ONLINE COACH REFLECTIONS

<b>Coach Jennifer Jones</b>	
	<p><i>“Broward County Public Schools participants are deeply invested in learning how to provide equitable opportunities to all students. Throughout their course engagement, they made it abundantly clear that their overarching goal is to meet the academic and social needs of their learning communities on a continual basis. I remain inspired by their commitment and dedication to this impactful work.”</i></p>
<b>Coach Joanna Smith</b>	
	<p><i>“The Broward Administrators were great to work with throughout the course. Their eagerness to learn, willingness to engage in open and honest dialogue with their colleagues, and their courage to begin to implement the protocol resulted in a powerful experience that is sure to benefit the individuals as well as the staff and students of Broward County.”</i></p>

<p><b>Coach Allison Atkins</b></p>	
	<p><i>“Working with Broward learners is one of the great privileges of my job. The participants I coach are genuinely dedicated to understanding how race impacts their school communities and how they can help overcome barriers to ensuring ALL students are provided an equitable learning experience.”</i></p>
<p><b>Coach Jessica Chislett</b></p>	
	<p><i>“The teachers and staff from Broward County were highly engaged throughout the entire implementation. They were consistently open and honest within all of their reflections and they expressed a true desire to apply the course’s content to best meet the needs of their entire school community.”</i></p>
<p><b>Coach Rana Boone</b></p>	
	<p><i>“The teachers, staff, and administrators at Broward County’s Behavior Centers were deeply committed to the learning experience. From security guards to instructional support staff, everyone engaged in sincere dialogue about how to make changes to school structures and teaching approaches that would be inclusive of all students. They were honest in their discussions about their own unique life experiences and how it will be important to consider their students’ unique backgrounds going forward.”</i></p>

**Coach Emerald Ochonogor**



*"Broward administrators demonstrated exceptional leadership and critical analysis throughout the course. They were consistent in determining how to apply the principles to their own context as school leaders, as well as undertaking how to support their staff who work directly with students."*

## SURVEY SUMMARY

With nearly 500 Broward County educators enrolled in *Courageous Conversations about Race*, we are very pleased with the overwhelming positive comments received from numerous participants. Feedback such as **life changing**, **soul searching**, and **one of the most rewarding experiences in my career** confirms the fact that this implementation was a holistic success.

Participants highly rated the course's content and felt the course had a major impact on their professional learning going forward. It is also important to highlight that participants felt their technical experience in this course was far better than other online courses they've engaged in. Additionally, course completion was tremendously high especially when considering the competing obligations that participants had outside of the course.

Learning about the social construction of race was a highlight of the course and participants appreciated the opportunity to understand this theory from multiple perspectives. They also enjoyed practicing the facilitation of courageous conversations via the application projects within the Midcourse and Final Capstone assignments.

The dedicated, quality level of support and feedback from the online coaching team was widely appreciated as well. Participants discussed (in detail) the connections they made with their coaches and how the given feedback propelled them to be much stronger advocates for equity and systemic change.

While there was a strong response to the course overall, some critiques and/or suggestions for improvement were given as well. These included the need for an earlier start date versus the middle to end of the academic school calendar. Participants also discussed a strong desire for the course to be offered district-wide and perhaps even made mandatory for certificate renewal.

Finally, participants also suggested a more blended approach based upon the content of the course. This blended approach would include increased opportunities for virtual and in-person collaborative learning opportunities.

## 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.

### 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.** This is significant because throughout our course assignments, the goal is consistently 'mastery of content.' An average of (4) **distinguished** confirms that this goal has been met.

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

**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.**

Number of participants	Average rating on all key reflections
482	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.

Number of participants	Average rating on ALL Mid-Course Projects
482	3



Exemplar **Above and Below the Line Worksheet** By 2019 Participant:

## **Recognizing Above and Below the Line**

### **Above the Line**

- Elite universities such as Georgetown, Stanford, The University of Southern California, Wake Forest, The University of Texas, The University of California at Las Angeles and Yale took bribes to allow students admission
- The television news media presentation of the cheating admissions scandal focused primarily on the wealth and/or fame of the persons involved, particularly right after the event
- The bribes were geared towards creating false extracurricular activities, false participation in sports, and false/inflated SAT/ACT scores
- Students who “played by the rules” lost their admission to these universities as a result
- There are prevalent conversations about what to do with the falsely admitted: removal of degrees, job loss, and removed from university
- Wealthy perpetrators are able to bond out of jail, paying up to \$1 million like actress Lori Loughlin
- William Singer was charged with racketeering, bribery and fraud as he is the key figure in orchestrating the false admissions for the parents of those falsely admitted
- More than 50 persons took part in the recent cheating college admissions scheme

### **Below the Line**

- Prominent schools are disproportionately wealthy *and* white
- The television news media has ignored that the overwhelm majority of perpetrators are white
- Prior to the scandal involving famous faces there was a Federal lawsuit involving bias against Asian Americans at Harvard (Anderson, Stein, & Balingit, 2019) which gave data on the role of race (racial bias) in the admissions process; Asian Americans were often ignored in Affirmative Action Policy (Park, 2019)
- Students of color often felt the focus is on the color of their skin in regards to why they were admitted to schools, not their achievements
- A Twitter post in regards to Princeton stated: “wow, it turns out money was the real Affirmative Action all along!” (Anderson, Stein, & Balingit, 2019).

- Alumni and Donors children are also given priority admission which creates legacies of white students and/or wealthy students
- Many students who do well on the SAT or ACT already have an unfair advantage because their wealthy parents (again, wealth is unevenly distributed to white Americans), which is cheating those that are in poverty, often non-whites, particularly black
- The American dream is a myth – the privileged do have an unfair advantage and they are white and it keeps them in power
- Affirmative Action has unfairly been blamed in the admissions process which may be to move the focus away from the wealthy and the white (Park, 2019)
- There is little question of why a white child is admitted to elite colleges while those who are poor or black or both may feel a need to prove themselves (Park, 2019; Blake, 2019)
- Many sports, such as rowing, are not accessible to inner-city schools which brings more white players to universities though this is not considered unfair or cheating black students
- The history of the unequal admissions process has been ignored by the media
- Some believe that college admissions should be “color-blind” (Blake, 2019) denying both racial and cultural diversity and inequalities
- Some students were falsely diagnosed with learning disabilities to get extra time on tests and other accommodations, including taking the test with a corrupt proctor (Perry, 2019)

## 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.

Number of participants	Average rating on ALL Final Capstone Projects
482	4

Exemplar **Personal Action Plan** by 2019 participant:

**Leadership**

Goals	Action Steps	Evaluation Criteria	Timeline
<p>Increase equitable practices in achievement.</p>	<p>Evaluate the school’s and districts achievement.</p> <p>Use the protocol to discuss achievement with teachers and administrators.</p> <p>Use the protocol in individual and family sessions as I craft school goals.</p>	<p>Review conversations with colleagues and students and families during weekly support staff meetings, weekly with my journey partner, and quarterly with administration.</p> <p>Ask for feedback from persons involved in discussions on how best we can use the protocol to adjust our goals and increase achievement</p>	<p>Review data in the first week of school and then during each grading period.</p> <p>During each session reflect on treatment plan goals and objectives as linked to equitable practices in achievement.</p> <p>Announce goal at the initial staff meetings – district and school.</p>

## Learning and Teaching

Goals	Action Steps	Evaluation Criteria	Timeline
<p>Include race in trainings at school and the district level to increase equity and deeper understanding of behavioral concerns based on race.</p>	<p>Introduce race into beginning of the year training by myself, School Social Workers, additional Family Therapist, and Family Counselor re: Behavioral interventions for crisis, emergency, empowerment and classroom management.</p> <p>Set parameters at the beginning of the meeting and encourage equity by having staff name them.</p> <p>Continue to bring race into ongoing trainings through the year.</p>	<p>Evaluate the changes in treatment of behavior based on best practices and behavior change through differentiated practice.</p> <p>Are behaviors/referrals shifting compared to previous years for non-white students?</p> <p>What practices need to change?</p> <p>What ongoing development do I need to introduce to the team to new interventions?</p> <p>What does the team already know?</p>	<p>Evaluate data for referrals/suspensions/expulsions and tier one interventions.</p> <p>I will inquire at weekly support staff meetings and monthly PLC's for Family Therapist as to best practices.</p> <p>I will solicit advice from mentors/journey partner bimonthly as to research that is relevant.</p> <p>I will e-mail the team monthly to ask what is working for them and disseminate the information.</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.

### CRITICAL STRUCTURES

- 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
- PCG provided ongoing support to Mr. Watkins and 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 online learning platform was used to consolidate and personalize professional learning while offering the capability of real time collaboration
- 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 district goals and priorities around equity
- Direct and individualized online coach support
- PCG delivery of onsite participant course midpoint collaboration sessions and attendance at the BCPS culminating Equity Conference

### ALIGNED INCENTIVES

- Participants who successfully completed the course received a \$2,000 stipend

## ONGOING RESOURCES

Participants are placed in “Review Mode” for 1 year after course completion, which provides the ability to access artifacts such as 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 work on implementing their Equity Plans throughout the school year.

Participants are given access to PCG’s online learning and collaboration platform for 1 year after course completion. The platform 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

As with all projects that have overwhelming success, there are still areas that can be addressed for future implementations.

- *It was a great course, I would have wanted to do more, but it was time consuming during the school year. Maybe a Summer course being offered to staff would be great.*  
– Joseph Sims (Internal Suspension Teacher)
- *I suggest less online activities and more opportunities to do face-to-face activities.*  
– (School Climate Office)
- *I think the course would have a greater impact face-to-face. I do not mind online courses, but I would prefer the alternative.* (Assistant Principal)
- *I thought the course was great, however, it was a lot of work. It could have impacted me similarly without the number of hours I had to commit to complete the course.* (Cadre Director)
- *I thought it was a fantastic course, however much of the content was spread out which made it feel like there were times of lots of work and effort required, and then literal weeks where my output was minimal for the course.* – Michael Warman (Teacher)
- *The final few chapters of the book, Courageous Conversations About Race seemed rushed - A lot of information included in the chapters and little follow up or inclusion in the course.* – Robert Becker (Principal)
- *Having to seek/teach others to complete the final because of limited racial diversity. Some of the content was repetitive. It would have been interesting to dive deeper in current events or situations impacting our schools.* (Teacher)
- *I felt that some sections were overly formal, for example focusing on the condition itself rather than the concepts presented and the ensuing impact on society.* (Assistant Principal)
- *Although I did like the book and find it interesting, some of the reading of the chapters in the book were very long, very time consuming.*  
- Karen DeSimone (Teacher)
- *I think we could explore feelings from other races to see other perspectives and experiences that they have had so everyone feels that their experiences are taken into account.* (Assistant Principal)



## PARTICIPANT RECOMMENDATIONS

- *Every administrator and teacher must be trained in CCAR and not be afraid to engage in courageous conversations about race. Our students deserve it!!!* – Shari Brown (Assistant Principal)
- *Provide this course for everyone, students and parents included.* – Tearra Van (Teacher Assistant)
- *This course was very informative. I believe that everyone within our school district would benefit from this experience and knowledge.* (Teacher)
- *It should be offered again for those who opted out of the course. Provide multiple times and other locations to accommodate everyone. Or record the classes for anyone to view at any time.* – Lori Melton (Microcomputer Technology Specialist)
- *This courageous conversation about race online experience needs to be taken seriously by everyone in the School District.* - Audrey Ennis (Family Counselor)
- *This course was by far one of the best courses I have participated in. I am hoping it will be available to everyone in the district.* – Janet Phelps (Principal)
- *I think this training should be required for everyone in our district and anyone choosing to enter our district. It is that powerful.* – John Murray (Assistant Principal)
- *This course should be mandatory for everyone in the district.* (Reading Teacher)
- *They need to offer this course (make it mandatory) for everyone.* (Facilities Serviceperson)
- *I believe the course is necessary and everyone in the school system should take it. We are all impacting our students.* (Instructional Facilitator)
- *This is an excellent course and I think everyone in Broward County Schools should take this course. It will help tremendously with relationships with colleagues, students, parents, and the community.* (Family Counselor)
- *EVERYONE in the school should be required to take this course as mandatory for certification renewal.* – Freddie Jones (Assistant Principal)

# APPENDIX

## Course Title: *Courageous Conversations About Race*

### REFLECTION QUESTIONS, DISCUSSION QUESTIONS, AND CHECKS FOR UNDERSTANDING

#### Unit 1: What Is Race and Why Do We Need to Focus on It?

Reflection Question	Describe the local racial climate in your community. How might your local racial climate benefit from people who are willing to have courageous conversations about race? Be specific.
Reflection Question	What do you think is the root cause of racial disparity in achievement among students?
Discussion Forum	Now that you've read the preface to the book <i>Courageous Conversations About Race</i> , what are you looking forward to in the course? What do you hope to get out of it? Where are you on the compass as you enter this course? Speak frankly about your expectations.
Checks for Understanding	<p>1. The purpose of having <i>Courageous Conversations about Race</i> is to close the achievement gap which is perpetuated by:</p> <ul style="list-style-type: none"><li>• schools that are not designed to educate students of color.</li><li>• economic disparities among racial groups.</li><li>• lack of mobility among some populations.</li><li>• language barriers throughout immigrant groups.</li></ul> <p>2. Shawn, an African American 8th grade teacher is having a discussion with several other teachers in the teachers' lounge. One of the other teachers, a white woman, explains how irritated she is by the way a group of black girls talks whenever they walk down the hall. "They're just always so loud!" Shawn said, "Maybe that's just the way they talk when they are having fun. They aren't hurting anyone." The teacher responds, "But the other kids aren't so loud!" Shawn feels angry that the other teacher has not really heard what he said. He finally had to get up and leave the room</p>

because he feared what he might say. If you were to place Shawn on the Compass right now, where would you put him?

- Thinking
- Doing
- Feeling
- Believing

3. Racism requires negative *intent*. (**True/False**)

4. Read the following scenario. Then answer the two questions that follow.

Sheryl, a white woman, is meeting with a group of school leaders who are meeting regularly to talk about some equity issues in their school. The group is committed to using the Courageous Conversations About Race protocol. In the course of today's conversation, Esmerelda, a Hispanic vice principal, begins to cry when she recalls the way a white woman teacher treated her in her own childhood. Sheryl feels shame and then defensive about her own place as a white teacher at her school. She is tempted to change the subject, but decides to encourage Esmerelda to continue speaking, despite her uneasiness.

Which of the Four Agreements is Sheryl practicing at this moment?

Stay engaged.

- Experience discomfort.
- Speak my truth.
- Expect and accept non-closure.

5. Which of the Four Agreements is Esmerelda practicing at this moment?

- Stay engaged.

	<ul style="list-style-type: none"> <li>• Experience discomfort.</li> <li>• Speak my truth.</li> <li>• Expect and accept non-closure.</li> </ul>
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## Unit 2: The First Condition: Getting Personal About Race, Here and Now

Reflection Question	To what degree does race impact your life? Determine the percentage, from 0 to 100%, that is impacted by race and explain your answer.
Reflection Question	In what situations do you feel most racially aware? Why do you think that is?
KEY Reflection Question	Describe one specific way that an understanding of Condition 1 might help you to navigate a conversation about race.
Discussion Forum	At the beginning of this unit, you recorded a percentage to describe how much race impacts your life. Now that you have completed this unit, has your number changed? Why or why not?
Checks for Understanding	<p>1. According to <i>Courageous Conversations About Race</i>, the most important first step in closing the achievement gap is to examine:</p> <ul style="list-style-type: none"> <li>• one's own racial consciousness, identity, and experiences.</li> <li>• educational policy in diverse, urban areas.</li> <li>• collective views on race across the country.</li> <li>• historical data on achievement disparities.</li> <li>• current social studies and ELA curriculum.</li> </ul> <p>2. The Six Conditions of Courageous Conversations About Race are organized hierarchically. In which tier does Condition 1: Establish a Racial Context that Is Personal, Local, and Immediate fit?</p> <ul style="list-style-type: none"> <li>• engage</li> <li>• reflect</li> </ul>

- deepen
- sustain

3. Which of the following is an example of someone effectively practicing Condition 1?

- "As a Korean woman, I was upset by the school newsletter stating that Asians usually prefer math courses."
- "I think everyone in the community should focus on making changes in our local school."
- "You should consider how you can be more racially sensitive when you talk to your students in today's class."
- "Gloria and I agree that most teachers do not understand how African American male students really learn."

4. Based on what you've learned in this unit, a white woman is impacted by race \_\_\_\_ % of the time:

- 25
- 50
- 75
- 100

5. If you were advising someone else on how to practice Condition 1, which of the following would be the BEST advice?

- "Speak your truth about your racial experience as you know it today."
- "Plan what you will say to anyone of a different race in order to avoid giving offense."
- "Always consider what someone else's experience is before you think of your own."

	<ul style="list-style-type: none"> <li>• "Analyze what is going on in race relations broadly in order to understand the context."</li> </ul>
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**Unit 3: The Second Condition: Putting Race on the Table and Keeping the Spotlight on It**

Reflection Question	Choose two racial groups other than your own. How do you think people in those racial groups define their race?
KEY Reflection Question	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?
Discussion Forum	What is the racial make-up of your school or school system? What racial groups might be considered "invisible"? How has this unit shed light on how you view that racial make-up?
Checks for Understanding	<p>1. Which of the following explain why it is important for educators to isolate race in Courageous Conversations about Race? Choose all that apply.</p> <ul style="list-style-type: none"> <li>• Many educators are more likely to focus on other diversity issues rather than race.</li> <li>• Educational research, theory, and practice often fail to recognize the role of race in student achievement.</li> <li>• A majority of educators prefer to talk about race rather than poverty, gender, or language.</li> <li>• Race no longer plays a role in public discourse such as media, politics, or economics.</li> </ul> <p>2. Which of the following is the opposite of isolating race?</p> <ul style="list-style-type: none"> <li>• colorblindness</li> <li>• hypervisibility</li> <li>• ignorance</li> </ul>

- marginalization

3. Which of the following questions might you ask in order to BEST help you practice Condition 2?

- What does race have to do with the way my students are performing on this test?
- How can I group students together by race so that nobody feels different?
- Why do teachers often segregate themselves in the teacher's lounge by race?
- How can I integrate writers of different races into my curriculum?

4. A group of diverse teachers is gathering with white school leaders to talk about new initiatives at their school for the upcoming year. A number of the teachers are upset by the initiatives. One teacher, Denise, uses Condition 2 to help her navigate the situation. Which of the following would Denise MOST LIKELY say to use Condition 2?

- "As a black woman, this initiative feels threatening to me because I experienced racial academic groupings in school as a child."
- "Although the people in this school mean well, they do not understand what it is like to be in the minority."
- "If we could all realize that we have more in common than not, we could get along and support our students better."
- "The white leadership of this school has always behaved in a racist way, and this is just one more example."

5. Analyzing how Latino scores and White scores differ on a test is an example of isolating race. **(True/False)**

## Unit 4: The Third and Fourth Conditions: Whose Voice Is Being Heard and Whose Is Being Silenced?

Reflection Question	Think of an interracial situation or conversation that was dominated by a White racial point of view. What was the prevailing tone? Was the process inclusive or not? What was your role in this situation and how did you contribute to the prevailing tone?
Reflection Question	What do you believe to be some of the necessary parameters for effective conversations about race to occur?
Reflection Question	What is one practical way that you might seek multiple racial perspectives in your work in your school environment? Describe how you might take the first step.
KEY Reflection Question	Think about how parameters allowed the participants to get and use multiple perspectives in a courageous conversation about race. (For example, a parameter might be to "provide a specific time for each person to speak in response to a question.") How does that normalize the social construction of race? What is one way you can do the same thing in your own courageous conversations about race?
Discussion Forum	Reflect on your own conversations with colleagues and students who are racially different than you. In what ways have your discussions been limited due to a different point of view? How could your familiarity with the Courageous Conversations Compass help you to clarify your own position and better understand the positioning of others?
Checks for Understanding	<p>1. Together, Conditions 3 and 4 are designed to:</p> <ul style="list-style-type: none"> <li>• sustain</li> <li>• engage</li> <li>• reflect</li> <li>• deepen</li> </ul>



2. Which of the following are examples of engaging multiple racial perspectives? Choose all that apply.

- listening to someone whose race is different than one's own
- asking about the racial experience of someone in your own race
- individually reflecting on one's own racial history
- focusing on the racial perspective of the dominant culture

3. The primary goal for Condition 4 is to provide \_\_\_\_\_ in discussing race.

- safety
- intensity
- focus
- perspective

4. A group of teachers are gathering to discuss recent test scores and its relationship to race in their school. Choose the two parameters that would BEST allow for a courageous conversation about race.

- We will let everyone speak for as long as they need to.
- We will give everyone a two-minute period in which to speak.
- We will remind ourselves that we will not solve the problem in this one meeting.
- We will allow people to leave if they feel uncomfortable.

5. To "normalize the social construction of race" means to make it normal to build our knowledge of what is true only after we have sought multiple racial perspectives. (**True/False**)

## Unit 5: The Fifth Condition: Deepening the Conversation: What Do You Mean by Race?

KEY Reflection Question	What is your own working definition of race? Do you feel that your definition is sufficient? Why or why not?
Reflection Question	<p>Answer the following statements:</p> <p>Racially speaking, the "me" I see is _____. The "me" you see is _____.  The "me" I think you see is _____.</p>
Discussion Forum	<p>Review the following quotation from the historian James Horton as quoted in <i>Courageous Conversations about Race</i>:</p> <p>“We are a society based on principles literally to die for, principles that are so wonderful that it brings tears to your eyes. But we are a society that so often allows itself to ignore those principles. We live in a kind of heightened state of anxiety because we know we are not what we could be or what we say we are.”</p> <p>Reflect on your own family’s history in this country. How has your family been involved actively or passively in the U.S. racial binary, eugenics, and/or White flight phenomenon? Where do you see lingering evidence of these historical events in modern U.S. race relations? How might these events affect the schooling of children of color and White children in this country today?</p>
Checks for Understanding	<p>1. What is the primary purpose behind Condition 5?</p> <ul style="list-style-type: none"> <li>• develop a clearer understanding of race in order to have more effective dialogue about race and the racial achievement gap</li> <li>• define what social and natural scientists have concluded about racial differences through their research</li> <li>• explain what the true definition of race is so that everyone can work together to become color blind</li> <li>• explore the similarities and differences among different races so that educators can see how much all children have in common</li> </ul>

2. According to this course, which of the following is part of your ethnicity?

Choose all that apply.

- religious practices
- food traditions
- family values
- citizenship

3. Racial polarization often comes about because people of different races have a different consciousness about the same issue. **(True/False)**

4. For the purpose of Courageous Conversations About Race, race is best defined as \_\_\_\_\_.

- Color
- Ethnicity
- Nationality
- geography

5. Why is it important to focus on color, rather than ethnicity and nationality, when talking about issues of race in schools?

- People who have the same skin color are typically treated similarly even if they do not share ethnicity or nationality.
- The majority of school teachers are unable to find out what the ethnicity and nationality of their students are.
- The ethnic experiences of students are unrelated to any achievement disparities among schools.
- Students are generally more comfortable discussing race than their ethnicity or nationality.

## Unit 6: The Sixth Condition: What Is Racial Power? Who Has It and Who Wants It?

Reflection Question	<p>Review this quotation from Tim Wise quoted in the book <i>Courageous Conversations About Race</i>:</p> <p>"The virtual invisibility that Whiteness affords those of us who have it is like psychological money in the bank, the proceeds of which we cash in everyday while others are in a perpetual state of overdraft."</p> <p>What is your reaction to the concept of White privilege? If you are White, does this challenge your self-identification in society? If you are a person of color, how do you cope with the daily injustices triggered by White privilege?</p>
Reflection Question	<p>How have you observed White individualism and/or color group collectivism in your personal life? Your professional life? In the school system where you work?</p>
KEY Reflection Question	<p>How does the concept of "whiteness" affect your students-- regardless of their race? How might a student's proficiency in "whiteness" affect his or her achievement in school? What are the implications, then, for you as an educator?</p>
Discussion Forum	<p>Post your score from the white privilege survey and explain your initial response to it. Notice what other participants' scores are. What do you notice? How do you respond to other people's scores? Try giving the White Privilege Survey to someone you know of a different race. Compare your scores and your responses to your scores.</p>
Checks for Understanding	<p>1. The final two conditions, Conditions 5 and 6, work together to help people _____ their courageous conversations about race.</p> <ul style="list-style-type: none"> <li>• deepen</li> <li>• sustain</li> </ul>

- engage
- reflect

2. Generally speaking, defining "Whiteness" is most difficult for people who are not white. **(True/False)**

3. One reason it's so important for educators to understand "whiteness" is so that they can

- Understand the pressure on students of color to be proficient in white culture in order to achieve.
- Plan complete curriculums that fairly represents people who are white.
- Advocate for districts to distribute students of different races equally among classes.
- Incorporate lessons on cultural differences in their various classrooms.

4. Which of the following are examples of white privilege that a white person may not realize he or she has. Choose all that apply.

- Living in a home with one's family.
- Finding band-aids of one's own skin color.
- Viewing TV shows that are primarily one's own race.
- Buying greeting cards from a selection that is primarily one's skin color.

5. A white person says, "I grew up in a poor community and suffered just as much as any black person in my community." According to this course, this statement is an example of

- Counterattack/competing victimization
- Dis-consciousness
- Blame
- Redefinition

## Unit 7: Practicing Using Courageous Conversations in Your Real World

Reflection Question	What is the most difficult part of the protocol for you to practice and why?
KEY Reflection Question	How does hypervisibility manifest itself in your school, work or social environment? What has your response been to it in the past? How might it change now that you are taking this course?
Discussion Forum	Think about the situation in which you most need to have a courageous conversation about race. Why is this situation so difficult? What risks are you willing to take in order to initiate that kind of conversation? What will it take for you to stay involved in the conversation engaged?
Checks for Understanding	<p>1. According to this course, hypervisibility refers to</p> <ul style="list-style-type: none"> <li>• being in situations where one is forced to acknowledge one's race</li> <li>• looking at other people's races on a regular basis</li> <li>• neutralizing racial issues through constant conversations</li> <li>• surrounding oneself with people who are racially different</li> </ul> <p>2. A young white second-grade teacher is eager to educate her students and improve their lives. However, at staff meetings, she never asks how the students of color might experience her teaching differently than the white students. This is an example of:</p> <ul style="list-style-type: none"> <li>• Internalized White racism</li> <li>• Interracial White racism</li> <li>• Intra-racial White racism</li> <li>• Reverse White racism</li> </ul>

3. When one Latino explains that another Latino person is being "too white," this is an example of:

- Internalized White racism
- Interracial White racism
- Intra-racial White racism
- Reverse White racism

4. Anti-racist leadership means establishing parameters to prevent school administrators and educators from talking about race as it connects to achievements. (**True/False**)

5. Now that you have taken the course *Courageous Conversations About Race*, the most important next step for you is to:

- practice parts of the protocol in your own life
- read more about institutional racism
- explore how other teachers approach race in their classrooms
- confront educators who treat their students of color poorly

## Unit 8: Course Wrap-Up and Moving Beyond

Discussion  
Forum

Think back to your expectations at the beginning of this course. Where are you now in comparison to where you were then? What specific steps will take with other people (maybe even some from this online course) to further your own courageous conversations about race? What advice can you share?

## COACH QUESTIONNAIRES

<b>Coach Name</b>	Joanna Smith
<b>Cohort</b>	Administrators
<b>Number of learners</b>	49
<b>Number of completions</b>	48
<b>Start Date</b>	4/14/2019
<b>End Date</b>	8/18/2019

1. How did most participants contact you – through messages in the learning platform, email, or Customer Support?
  - *Most participants contacted me via email. Some through learning platform messages.*
2. What questions did you receive from learners most frequently? How quickly were you able to respond?
  - *Most questions were asking me if they could share their assignment and if it didn't meet the requirements if they could revise.*
3. What methods did you use to increase engagements for learners? What had the biggest impact? What did not seem to help?
  - *I sent out routine engagement emails to learners. I think that I saw the biggest impact at the end of the semester when I reminded the learners about completing the course in time to receive the stipend.*
4. What portions of the mid-course project did most participants do well on? Where did they struggle?
  - *Overall, the learners appeared to do a nice job on the above and below the line portion of the assignment. They also did a nice job explaining how they set up their conversations. Nothing really stands out as an area of struggle.*



5. What portions of the final capstone project did most participants do well on? Where did they struggle?
  - *Overall, the learners did well on the description of the conversations they had in regards to race. They shared, in detail, how they set up the discussion – set parameters, etc. One area they seemed to struggle with was their action plans. Most were very vague and did not include details.*
6. What was the average score of the key reflections you graded? Did you notice a trend for those with higher or lower scores?
  - *The average was 3 out of 4. I did not really notice any trends.*
7. What was the average score of the mid-course projects you graded? Did you notice a trend for those with higher or lower scores?
  - *The average was 3 out of 4. Lower scored tend to show up with those learners who tried to complete their assignment towards the end of the semester.*
8. What was the average score of the final capstone projects you graded? Did you notice a trend for those with higher or lower scores?
  - *The average score was 3 out of 4. The only trend that I could identify is that most learners lost points because of their action plans since they were so vague.*
9. What questions, comments, or suggestions do you have for Broward administrators who helped managed this implementation?
  - *I worry that by continuing to give the extensions for each of the groups, the learners assume they have more time and therefore wait until the last minute to complete. Perhaps there can be an audit period of two weeks where learners need to log in and COMMITT to completing or not completing the course.*

<b>Coach Name</b>	Allison Atkins
<b>Cohort</b>	Admin 1 and 8
<b>Number of learners</b>	35 and 16
<b>Number of completions</b>	44
<b>Start Date</b>	April 2019
<b>End Date</b>	August 2019

1. How did most participants contact you – through messages in the learning platform, email, or Customer Support?
  - *Email, but more learners used messages in the learning platform this time than previous cohorts*
2. What questions did you receive from learners most frequently? How quickly were you able to respond?
  - *Questions about navigating the course were the biggest ones, questions about midcourse and final and responses to my inquiries. I was able to respond within 24-48 hours.*
3. What methods did you use to increase engagements for learners? What had the biggest impact? What did not seem to help?
  - *I reached out to individual learners to see how I could help. Most just needed a push.*
4. What portions of the mid-course project did most participants do well on? Where did they struggle?
  - *This group was really on point, so I don't think that there was a huge struggle. I think there may have perhaps been a lack of confidence in facilitating actual conversations.*
5. What portions of the final capstone project did most participants do well on? Where did they struggle?
  - *Same as midcourse*

6. What was the average score of the key reflections you graded? Did you notice a trend for those with higher or lower scores?
  - *My average scores were 3 out of 4. I think those that received 2's needed to understand the expectations better and once I held them accountable they were able to get with it.*
7. What was the average score of the mid-course projects you graded? Did you notice a trend for those with higher or lower scores?
  - *The average score was 3 out of 4, again my groups were really on point. I would probably be worried if my admin team wasn't at the top of the game ;)*
8. What was the average score of the final capstone projects you graded? Did you notice a trend for those with higher or lower scores?
  - *The average score was 3 out of 4, again my groups were really on point. I would probably be worried if my admin team wasn't at the top of the game ;)*
9. What questions, comments, or suggestions do you have for Broward administrators who helped managed this implementation?
  - *I really would like to know what next steps are. These admin are primed and ready to do this work. How can we support them?*

<b>Coach Name</b>	Emerald Ochonogor
<b>Cohort</b>	Broward Admin 5, Admin 9
<b>Number of learners</b>	49
<b>Number of completions</b>	44
<b>Start Date</b>	April 2019
<b>End Date</b>	August 2019

1. How did most participants contact you – through messages in the learning platform, email, or Customer Support?
  - *Most learners contacted me through email or messages in the learning platform.*
2. What questions did you receive from learners most frequently? How quickly were you able to respond?
  - *Most learners reached out to ask about the grading criteria for the midterm or final. Learners also reached out to ask clarifying questions if they did not earn all their points on an initial submission.*
3. What methods did you use to increase engagements for learners? What had the biggest impact? What did not seem to help?
  - *To increase engagement, I sent bi-weekly engagement emails to learners that let them know if they were on track, behind, or ahead of the course pacing schedule. I also informed learners about upcoming on-site workshops to support their course learning or midterm/final completion. If a learner did not receive full credit on an assignment and needed to resubmit, I reached out to them via email. I would say that emailing regularly had a great impact on learner responsiveness and continued engagement.*
4. What portions of the mid-course project did most participants do well on? Where did they struggle?
  - *Most learners did well on facilitating a Courageous Conversation on a historically relevant event that involved race and were able to clearly outline the above and*

*below the line information. Learners struggled with describing how they integrated the course protocol into the midterm paper writeup.*

5. What portions of the final capstone project did most participants do well on? Where did they struggle?
  - *Most learners did well facilitating a Courageous conversation with a racially diverse group that defined race and whiteness as a collective. Learners also did well with their racial autobiographies and identifying key moments in their lives that helped shape their Racial consciousness. I would say that most learners struggled to develop a coherent action plan.*
6. What was the average score of the key reflections you graded? Did you notice a trend for those with higher or lower scores?
  - *I would say most key reflections earned a 3. Most key reflections with higher scores demonstrated comprehension of the course material and application into practice. Those with lower scores lacked sufficient detail to have applied the course material into their professional context.*
7. What was the average score of the mid-course projects you graded? Did you notice a trend for those with higher or lower scores?
  - *The average score of the mid-course projects I graded was a 3. Most of the higher graded submissions included thoughtfully crafted responses in which they included key information from their historical event and how they introduced the course protocol to their participants. The lower scored submissions lacked clear above and below the line information and neglected to include information on integrating the course protocol into the conversation.*
8. What was the average score of the final capstone projects you graded? Did you notice a trend for those with higher or lower scores?
  - *The average score of the Final Capstone projects I graded was a 3. The higher scored submissions were clearly outlined in sections to demonstrate the sequence of their conversation. Learners outlined how they came to a common definition of race and whiteness, before sharing their Racial autobiography and action plan. Lower scored responses lacked key components.*

<b>Coach Name</b>	Jessica Chislett
<b>Cohort</b>	BCPS Admin groups 4 and 10
<b>Number of learners</b>	57
<b>Number of completions</b>	50
<b>Start Date</b>	5/8/2019
<b>End Date</b>	8/23/2019

1. How did most participants contact you – through messages in the learning platform, email, or Customer Support?
  - *Through email*
2. What questions did you receive from learners most frequently? How quickly were you able to respond?
  - *A few questions to clarify if the discussion board was required, and questions about the project instructions. I responded within 24 hours.*
3. What methods did you use to increase engagements for learners? What had the biggest impact? What did not seem to help?
  - *I sent targeted emails to them personally. Regular emails that were specific to the learner seemed to make the biggest impact. Some learners just never responded at all, so the emails seemed pointless.*
4. What portions of the mid-course project did most participants do well on? Where did they struggle?
  - *The Admin group did a great job on average incorporating the CCAR protocol into the conversations they facilitated for the Mid-Course project. There were a few learners who were not clear about how they structured their conversations and whether or not they incorporated any of the CCAR protocol.*
5. What portions of the final capstone project did most participants do well on? Where did they struggle?

- *Most Admin learners did great on the personal action plan and identified Journey Partners. They struggled the most on being detailed on how they incorporated the CCAR protocol in the conversation they facilitated.*
6. What was the average score of the key reflections you graded? Did you notice a trend for those with higher or lower scores?
- *Average score was a 4. The trend was lots of specific details in their responses and answered each part of the question in full. The lower scorers missed portions of the questions, but still on average included a lot of detail.*
7. What was the average score of the mid-course projects you graded? Did you notice a trend for those with higher or lower scores?
- *Average score was a 4. The higher scores were detailed in their responses and clear on how they facilitated the conversation using the CCAR protocol. The lower scores simply weren't as clear on how they used parts of the protocol.*
10. What was the average score of the final capstone projects you graded? Did you notice a trend for those with higher or lower scores?
- *The average score was a 4 for the finals. The higher scorers were very detailed in their responses and included comprehensive Personal Action Plans. The lower scorers simply didn't describe how they used the CCAR protocol in their conversation and missed identifying a Journey Partner.*
11. What questions, comments, or suggestions do you have for Broward administrators who helped managed this implementation?
- *Thank you for the opportunity to engage with BCPS' school leaders. I was so inspired by their commitment to the process and their evident humility to evaluate their own ideas and experiences with race in order to best lead their staff towards creating more equitable learning communities for their students. For future implementations, it would be great if we could have targeted emails sent out to learners who are behind from BCPS administrators a week or so before the end date to encourage them to finish on time.*

<b>Coach Name</b>	Jennifer Jones
<b>Cohort</b>	Admin 3, 7, Lanier James
<b>Number of learners</b>	96
<b>Number of completions</b>	90
<b>Start Date</b>	April 2019
<b>End Date</b>	August 2019

1. How did most participants contact you – through messages in the learning platform, email, or Customer Support?
  - *The majority of time I was contacted through email, but more engaged learners used messages in the learning platform as well.*
2. What questions did you receive from learners most frequently? How quickly were you able to respond?
  - *The most frequent questions I received were about navigating the platform and making sure the minimum requirements for passing were met. I responded to all inquiries on a daily basis.*
3. What methods did you use to increase engagements for learners? What had the biggest impact? What did not seem to help?
  - *Encouraging, personalized emails helped the most to increase engagement.*
4. What portions of the mid-course project did most participants do well on? Where did they struggle?
  - *The majority of participants did well on the above and below the line activity. There were some who did not fully respond to all reflection questions and some who chose a topic that was more difficult to discuss than others. It seems more recent, modern topics/people spark more meaningful discussion.*
5. What portions of the final capstone project did most participants do well on? Where did they struggle?



- *Most participants did well on the autobiography reflection and the personal action plan. Some struggled a bit more with incorporating the protocol into a second conversation and discussing the impact of whiteness.*
6. What was the average score of the key reflections you graded? Did you notice a trend for those with higher or lower scores?
- *Educational centers – avg. 3; Admin group – avg. 4. The trend for higher scores was more connections to practices and more detailed responses. For lower scores the responses were too brief and did not answer multi-part questions.*
7. What was the average score of the mid-course projects you graded? Did you notice a trend for those with higher or lower scores?
- *Educational centers – avg. 3; Admin group – avg. 4. For higher scores they took time to complete the above/below activity and incorporated this into their reflection questions. For the lower scores their reflection responses were brief and they did not fully explain the success/challenges of their courageous conversation.*
8. What was the average score of the final capstone projects you graded? Did you notice a trend for those with higher or lower scores?
- *Educational centers – avg. 3; Admin group – avg. 4. For higher scores they really discussed the compass, whiteness, and defining race in their terms. Their personal action plans were thorough and many journey partners were within the same cohort. For lower scores they did not fully address each project component and/or their personal action plan only contained brief goals and criteria.*
9. What questions, comments, or suggestions do you have for Broward administrators who helped managed this implementation?
- *This was another phenomenal implementation with Broward. There are numerous educators who are firmly committed to this work.  
Next time, the following would be helpful and appreciated:*
    - *Start date much earlier in the school year*
    - *Mandatory attendance at least (1) webinar for all learners*
    - *Frequent reminders and support from the district for course completion*
    - *Withdraws at a certain date if a learner has not engaged*