

INTERIM REPORT

DIVERSITY STRATEGIES FOR SUCCESSFUL SCHOOLS

RECOMMENDATIONS

A collaboration of the Ohio State Board of Education and the Kirwan Institute for the Study of Race and Ethnicity, at the Ohio State University, Author of this Report

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KIRWAN INSTITUTE
for the Study of Race and Ethnicity



**State Board
of Education**

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I. Background and Purpose

On June 12, 1978, the Ohio State Board of Education adopted a “Resolution on Equal Educational Opportunities.” In the Resolution, the State Board directed the Ohio Department of Education (ODE) to prepare an assessment instrument for identifying discriminatory practices that effect racial balance within schools, and to prepare a plan for monitoring and correcting “any segregation caused by action or inaction of local school officials.” On March 10, 1980, the State Board approved a guidebook for districts entitled *Equal Educational Opportunity in Ohio Schools: A Guide for School Districts on Constitutional Provisions, Assessment Procedures and Monitoring Activities Pertaining to Racial Isolation* (herein referred to as the “1980 Policy”).

The 1980 Policy affirmed that the alleviation of racial isolation in the schools of Ohio has “long been a goal of the State Board of Education.” To that end, ODE and districts were instructed to commence the assessment and monitoring activities set forth in the Policy. As part of the assessment and monitoring activities, all school districts were advised to identify schools in which the racial and ethnic composition of the pupils or staff “substantially varies” from the district average. Of particular relevance is the 1980 Policy’s determination that a building would be deemed to have “substantial variation” if its minority population fell outside a window of $\pm 15\%$ from the district-wide population. For example, if a district had a 30% minority student population, an individual building would have “substantial variation” if its minority student population was less than 15% or greater than 45%. Districts with schools identified as having ‘substantial variation’ were instructed to conduct an assessment to determine how this variation came into existence. If the variation was a result of probable unlawful segregative practices, the Policy required districts to take immediate action to eliminate the variation. If the variation was not a result of unlawful segregative practices, the district was required to take reasonable action to alleviate racial or ethnic isolation.

As part of its assessment responsibilities under the 1980 Policy, ODE began monitoring districts and compiling data on all buildings that fell outside the $\pm 15\%$ window. ODE sent letters to the districts containing racially imbalanced buildings and requested that they submit a plan to reduce or eliminate the imbalance. The Policy set forth a number of educational practices that should be followed during the monitoring process. These activities included reviewing and revising pupil assignment and attendance boundaries; the assignment, recruitment and promotion of staff to approximate the district as a whole; siting new schools or selecting school closures to minimize racial isolation; comprehensive counseling programs to prepare counselors to address special problems incidental to intergroup relations; racially neutral discipline policies; scheduling extracurricular activities to promote participation by minority and non-minority pupils; affirmative efforts to reduce absenteeism, suspensions, expulsions and drop-outs; and, maximum utilization of public transportation to reduce racial isolation. In addition, ODE encouraged school districts to implement voluntary integration plans. As districts implemented their voluntary integration plans, they utilized the $\pm 15\%$ window established in the Guide as their measure of internal racial balance.

Since the 1980 Policy was published, federal law regarding race-conscious student assignment policies has rendered the 1980 Policy outdated. In the early 1980's, and throughout the 1990's, identifying and remedying racial imbalance was a way to avoid liability for operating a segregated school district, even if the racial imbalance was due to residential patterns, and not intentional district actions. More recently, the Supreme Court has indicated that racial imbalance in a school building produced as a consequence of demographic factors, such as residential housing patterns, but not as a result of segregative intent, does not violate federal law. Consequently, while school districts may voluntarily undertake policies designed to alleviate racial imbalance within their district, there is no duty to alleviate this imbalance. In addition, the Court has imposed specific limitations on race-conscious assignment plans designed to promote student diversity and reduce racial isolation that are relevant to the 1980 Policy. In light of these developments, the State Board has temporarily rescinded the Equal Educational Opportunity Policy in order to undertake a revision of the policy and discuss the future guidance it will issue to districts.

In June 2009, staff from the Kirwan Institute for the Study of Race and Ethnicity delivered to the State Board a presentation on student assignment plans and integration. Under the internationally-recognized leadership of Director Professor John A. Powell,¹ the Kirwan Institute has launched an initiative to assist districts with their efforts to promote diversity and reduce racial isolation by providing technical advice, including communications strategies, modeling, and other forms of administrative support. In keeping with the mandates of the recent Supreme Court rulings, the Kirwan Institute has developed assignment plans that are race-conscious, but do not run afoul of the general rule against individual racial classifications. The Kirwan Institute has developed a "Multi-Factor Educational Opportunity Index" that graphically maps student populations according to several indicators, including wealth and parental education levels, in order to capture racial and ethnic populations. In the aftermath of the Supreme Court's ruling striking down Jefferson County's student assignment policy, the Kirwan Institute worked closely with the Jefferson County School Board to help it find ways to maintain diversity in its schools and reduce racial isolation using this multi-factor approach. Subsequently, the Kirwan Institute has provided assistance to school districts across the country to help them achieve their goals of becoming more inclusive, better integrated and high performing.

The Ohio State Board of Education has partnered with the Kirwan Institute to coordinate the Diversity Strategies Project to develop a new policy that will facilitate student diversity and reduce racial isolation within the parameters of law. Specifically, the objectives of the Diversity Strategies Project are to:

- 1) Facilitate dialogue among district leadership on their vision of how thoughtful diversity strategies can foster successful schools. This includes an examination of the historical experience with integration and an assessment of what diversity means in the 21st century.

- 2) Develop and implement an inclusive and collaborative process for change that is valued, sustainable in the long-term and focuses on personal and organizational commitment.
- 3) Nurture leadership at the district level that will advance and implement the diversity strategies and build the capacity for continuing commitment and action.
- 4) Develop indicators of success to monitor progress, including assessing the gaps between policy and actions and between actions and outcomes. This includes communicating successes and results; and,
- 5) Reinforce the commitment to diversity in the education community. This includes encouraging conscious efforts to employ diversity strategies consistently and on a sustained basis.

As part of the Diversity Strategies Project, the Kirwan Institute agreed to:

- Conduct a technical appraisal of the existing State Board EEO Policy and evaluate current challenges to integration in Ohio; review demographic patterns, educational barriers, and other obstacles to educational opportunity. (February – April 2010)
- Conduct presentations at four regional meetings to obtain feedback from districts on their experience with maintaining integrated school buildings and the principles and strategies that will guide the new State Board Diversity Strategies Policy. (March – April 2010)
- Formally present initial findings to the Capacity Committee for directional feedback on crafting Diversity Strategies policy recommendations. (State Board Meeting May 10, 2010)
- Prepare final Diversity Strategies Policy recommendations. (May – July 2010)
- Assist ODE staff with the development of a concept paper outlining the Diversity Strategies Webinar. (May – July 2010)
- Assist ODE staff with the development of a draft policy implementation plan. (May – July 2010)
- Along with ODE staff, formally present to the full State Board of Education membership the final Diversity Strategies Policy recommendations; the Webinar concept paper; and the draft policy implementation plan. (State Board Meeting July 12, 2010)
- Assist ODE staff with the development of the Diversity Strategies Webinar. (July – October 2010)
- Assist ODE staff with the review of Webinar participant feedback and preparation of evaluative summary. (November – December 2010)

- Along with ODE staff, formally present to the full Board membership the evaluative summary of district participation, feedback and possible next steps. (State Board Meeting December 12, 2010)

This Report presents the Kirwan Institute's research, analysis, and recommendations for the Ohio State Board of Education's Diversity Strategies Project. Part II of this Report presents the Kirwan Institute's technical appraisal of the 1980 Policy and an evaluation of plans implemented under the 1980 Policy. Part III of this Report describes the plan for four regional meetings of district leaders and community stakeholders held from March 25-April 29, 2010, accounts for the participant demographics, and presents facilitator remarks. Part IV of this Report summarizes the findings of the four regional meetings. Part V of this Report presents the Kirwan Institute's review of the educational challenges in Ohio, drawing upon recent social scientific research. Part VI of this Report presents the Kirwan Institute's Recommendations to the Ohio State Board of Education.

II. Technical Assessment of 1980 Policy

A. Introduction

On March 10, 1980, the Ohio Board of Education approved *Equal Educational Opportunity in Ohio Schools: A Guide for School Districts on Constitutional Provisions, Assessment Procedures and Monitoring Activities Pertaining to Racial Isolation*. Section one of the 1980 Policy summarizes relevant constitutional provisions and court decisions pertaining to racial segregation in public schools. Section two outlines assessment procedures designed to identify schools maintaining *de jure* or *de facto* racially segregated schools. School districts that have implemented a policy to remedy segregation are advised, in Section three, to establish a monitoring plan to ensure timely implementation of the desegregation plan, to make certain that racial segregation does not recur, and to guarantee that “all pupils are afforded equality of educational opportunities.” The 1980 Policy suggested monitoring of the following activities:

Assignment of Pupils, Assignment of Staff, Building and Boundaries, Counseling, Curriculum and Instruction, Discipline, Extracurricular Activities, Funding, Leadership, School Community Relations, Staff Development and Human Relations, Testing, and Transportation of Students

Although any of the above activities can be administered in an unconstitutional manner (e.g., racially discriminatory purpose or intent is a motivating factor behind a program or is administered exclusively against a class of people²), some are more likely to implicate the constitutional guarantee of equal protection of the laws, to wit: Assignment of Pupils, Assignment to Staff, Buildings and Boundaries, Curriculum and Instruction, and Transportation. Additionally, federal funding may be terminated upon a finding of discrimination based on race, color, or national origin.³

Although much has not changed in the law regarding *de jure* segregation (i.e., segregation by law), the U.S. Supreme Court has recently scrutinized voluntary desegregation plans, and thereby called into question the aforementioned suspect activities. Part B of this section will discuss the developments in federal law, including the *Parents Involved* decision. In the process, it will set forth in general terms the permissibility of race in diversity plans. Part C will review the assessment procedures outlined in the 1980 Policy, and Part D will analyze the constitutionality of the monitoring activities. Finally, Part E will present some findings of our review of plans implemented under the 1980 Policy.

B. Legal Developments since 1980

The legal history provided in the 1980 Policy succinctly and accurately portrays the law as to *de jure* segregation. School districts should continue to take notice of the warnings provided therein, especially in the subsection entitled, “School District Actions Suggestive of Segregative Intent,” as those may be relevant in the formulation of modern policies. The following, as previously mentioned, discusses the

major developments in the law regarding voluntary plans to address *de facto* segregation.

1. *Grutter and Parents Involved*

Two major Supreme Court cases set forth the standard on the use of race in diversity plans: *Grutter v. Bollinger*⁴ and *Parents Involved in Community Schools v. Seattle School District No. 1*.⁵ The following is an analysis of these cases.

i. Grutter

In this case, the Supreme Court upheld the use of race as a factor in student admissions by the University of Michigan Law School. In an effort to achieve student body diversity, the law school adopted an admissions policy that required admissions officials to evaluate each applicant based upon the information available in the file, including the undergraduate grade point average, Law School Admissions Test score, personal statement, letters of recommendation, quality of the undergraduate institution, and difficulty of the undergraduate course selection. The policy did not give substantial weight to any type of diversity contribution, but rather, reaffirmed the school's commitment to racial and ethnic diversity. Enrollment of students of color was tracked by admissions officers "to ensure a critical mass of underrepresented students be reached so as to realize the educational benefits of a diverse student body."⁶ "Critical mass," according to school admissions officials, did not mean any particular number or percentage of underrepresented students. Rather, "critical mass means numbers such that underrepresented minority students do not feel isolated or like spokespersons for their race"⁷ and is "a number that encourages underrepresented minority students to participate in the classroom and not feel isolated."⁸

The Court, in endorsing the opinion of Justice Powell in *Bakke*,⁹ held that "student body diversity is a compelling state interest that can justify the use of race in university admission," even in the absence of past intentional discrimination.¹⁰ Importantly, the Court did not specify whether this interest was applicable in the K-12 context. The Court expressly held that assuring the enrollment of a specified percentage of students based on race "amount[s] to racial balancing, which is patently unconstitutional."¹¹ The Court found that the admissions program used by the University of Michigan Law School was narrowly tailored because "critical mass" was defined by reference to the educational benefits that the Law School sought to achieve in promoting diversity.

Furthermore, to be narrowly tailored, the Court held that an admissions program could not insulate applicants based on race from comparison with all other candidates. Instead, race or ethnicity could only be considered as a "plus" in a particular applicant's file. In other words, a race-conscious admissions program "must be flexible enough to consider all pertinent elements of diversity in light of the particular qualifications of each applicant, and to place them on the same footing for consideration, although not necessarily according them the same weight."¹² Thus, race may be used in an individualized, non-mechanical, and flexible way, which necessarily forbids the use of racial quotas or separate admissions

tracks for minority applicants. The Court did not address the question of whether the same degree of individualized attention would be required outside of the context of higher education. However, the Court cautioned that “[c]ontext matters when reviewing race-based governmental action under the Equal Protection Clause,”¹³ and that the “narrow-tailoring inquiry... must be calibrated to fit the distinct issues raised by the use of race to achieve student body diversity [in that context].”¹⁴

ii. Parents Involved

In *Parents Involved in Community Schools v. Seattle School Dist. No. 1* (“PICS”),¹⁵ the Supreme Court held unconstitutional race-conscious student assignment plans devised to alleviate *de facto* patterns of racial segregation and promote student diversity in Seattle, Washington, and Louisville (Jefferson County Public Schools), Kentucky. Seattle allowed incoming ninth graders to rank the high schools they wished to attend in order of preference. If too many students requested the same school, the district employed a series of tiebreakers to fill the school’s open slots. At issue was the district’s use of each student’s race to bring the oversubscribed school into balance—within ten percent—with the district’s overall white/nonwhite racial composition. Jefferson County, once under a desegregation decree for maintaining a segregated school system, but had achieved unitary status before the commencement of the suit, adopted a voluntary student assignment plan that required all non-magnet schools to maintain a minimum black student enrollment of 15 percent and a maximum black student enrollment of 50 percent.

In both districts, all students were classified on the basis of their race, and then accepted or denied into a particular school on the basis of that classification under certain circumstances. Parents of nonminority students, whose transfer or enrollment requests were denied under the assignment policies, filed suit. Ultimately, the litigation reached the U.S. Supreme Court, and the Court struck down, by a 5-4 vote, both the Seattle and Louisville plans. A majority of the Court held that the use of racial classifications in the student assignment plans triggers strict scrutiny, which, in order to satisfy this standard of review, required the districts to demonstrate that the plans were narrowly tailored to achieve a compelling government interest. The majority determined that the districts’ assignment plans, and the use of individual racial classifications in particular, were constitutionally flawed because neither plan was narrowly tailored.

The Court’s decisions in *Parents Involved* produced a long, fractured series of opinions. While the various opinions in *Parents Involved* are complex, and the precedential value of these opinions is unclear, all five Justices in the majority criticized Seattle and Jefferson County for failing to present a comprehensive record. Specifically, all five Justices identified at least two narrow tailoring defects associated with an incomplete record: First, they held that the use of racial classifications was unnecessary because other methods of student assignment could have been employed to achieve the same results, and the record failed to disclose whether race-neutral alternatives had been attempted. Secondly, they took issue with the ‘white/non-white’ binary used to define the enrollment range as an inadequate fit, given the multi-racial context, to pursue ‘diversity’ in Seattle. In addition, in a section of

the plurality opinion joined by only three other Justices, Chief Justice Roberts' reiterated the general rule against 'racial balancing' condemned in *Grutter*, and criticized the use enrollment guidelines keyed to community demographics (+/- 10 in Seattle and 15-50% non-white in Jefferson County) rather than a pedagogic conception of diversity, as in *Grutter*.

While a majority of Justices found the assignment plans defected for being insufficiently narrowly tailored, a majority of Justices also held that the pursuit of student diversity and avoiding the harms of racial isolation are compelling government interests that all school districts may pursue. In his controlling opinion, Justice Kennedy stated: "A compelling interest exists in avoiding racial isolation, an interest that a school district, in its discretion and expertise, may choose to pursue. Likewise, a district may consider it a compelling interest to achieve a diverse student population."¹⁶ He advocated for the use of race-conscious, as opposed to race-based, measures to address the problem of racial isolation.

Justice Kennedy proffered that the unlawful practice of classifying individual students by race may be avoided by utilizing alternative strategies for achieving diversity which he believed would pass constitutional muster:

School boards may pursue the goal of bringing together students of diverse backgrounds and races through other means, including strategic site selection of new schools; drawing attendance zones with general recognition of the demographics of neighborhoods; allocating resources for special programs; recruiting students and faculty in a targeted fashion; and tracking enrollments, performance, and other statistics by race.¹⁷

Additionally, Justice Kennedy opined that school authorities could permissibly consider racial composition as one aspect in a diversity policy. Race, therefore, "may be one component of . . . diversity, but other demographic factors, plus special talents and needs, should also be considered."¹⁸

Justice Breyer, writing for himself and three other justices, dissented (collectively, "Dissent"). The dissent concluded that the interest in "promoting or preserving greater racial integration of public schools"¹⁹ is compelling and possesses three elements: a historical and remedial interest in combating the effects of segregation; an educational interest in "overcoming the adverse educational effects produced by and associated with highly segregated schools;"²⁰ and, a democratic interest providing "an educational environment that reflects the pluralistic society in which our children live."²¹

Thus, five justices—Justice Kennedy and the dissent—recognized the compelling interests in avoiding racial isolation and achieving a diverse student population. In relation to the "fit" of diversity plans to these compelling ends, what is constitutionally permissible rests with the concurring opinion of Justice Kennedy and consequently, with the Court's prior rulings in *Grutter*.²²

2. Summary

Public school districts may consider race in determining student assignments to achieve the goals of

avoiding racial isolation and achieving a diverse student population. Although the plurality opinion of Chief Justice Roberts does not directly state, race-conscious plans do not even trigger strict judicial scrutiny and may be mechanical so long as they do not classify students based upon their race. Racial classifications, on the other hand, are permissible only if necessary to achieve a compelling interest. Programs that rely on racial classifications are narrowly tailored, at a minimum, if consideration of race-neutral alternatives has been made, such plans are periodically reviewed to ensure that the use of the race element is necessary, and diversity is broadly defined to include several demographic factors, of which race may be one component.

A majority of Justices on the Court clearly established that preventing racial isolation and achieving a diverse student population at the K-12 level is a compelling state interest. Justice Kennedy's concurring opinion provides a helpful interpretation of how districts may lawfully achieve these interests without resorting to racial classifications.

A few caveats should be noted. While the various opinions in *Parents Involved* suggest that the foregoing framework is good law, lower courts carelessly—or manipulatively—applying *Parents Involved* may misstate prevailing law by, for example, applying areas of Chief Justice Roberts opinion in which Justice Kennedy did not concur, and do not reflect the opinion of the Court. Moreover, it is unclear exactly how lower courts will interpret or apply Justice Kennedy's concurring opinion, and the weight—if any—they would give to the fact that five Justices held that pursuing racial diversity and avoiding the harms of racial isolation are compelling government interests. Therefore, caution should be used when applying the *Parents Involved* opinions, and satisfying the requirements of narrow tailoring, even when racial classifications are not employed, is prudent, where feasible.

C. Analysis of Assessment Procedures

The 1980 Policy advises all school districts “to identify those schools in which the [racial or] ethnic composition of pupils and staff substantially varies from the district average.” “Substantial variation” is not defined, but for assessment purposes, districts are advised to utilize a factor of plus or minus 15 percent from the district average for pupils or plus or minus five percent for staff.

School districts that have identified one or more schools with a racial composition that substantially varies from the district average are directed to determine “how such substantial variation came into existence.” If the assessment reveals segregative intent or practices, the district must eliminate the variation immediately. Conversely, if no segregative intent is shown, the district is, nonetheless, instructed “to take reasonable action to alleviate substantial racial or ethnic isolation.”

Tracking enrollment by race is constitutionally permissible. In fact, Justice Kennedy sanctioned this practice in his concurrence in *Parents Involved*. The use of race, unless employed as a racial classification,²³ does not trigger strict scrutiny review.²⁴ However, some Courts applying the *Parents Involved* decisions may nonetheless invoke strict scrutiny, and therefore require narrow tailoring, even where racial classifications are absent.²⁵ To that end, a developed record explaining precisely how a

given race-conscious plan operates is warranted, as is a clear, supported explanation of the benefits of diversity and the harms of racial isolation. Since the 1980 Policy obligates districts to take ‘action’ to alleviate substantial racial or ethnic isolation, providing a record of accumulated social science evidence and pedagogical testimony on the benefits of diversity and the harms of racial isolation will make the case that this Board, and districts relying on its guidance, are pursuing the compelling government interests cited by the Court. Again, although it is not clear that lower courts will even require such reliance if racial classifications are absent, such a record would be helpful in any potential litigation. Such a record should also contain a periodic assessment of the need for continued reliance on the race-criterion. With such a record, any diversity plan would be very likely to survive any litigation challenging it.

The 1980 Policy does not require racial balancing. To the extent that the 1980 Policy implies that a ‘substantial variation,’ as defined as $\pm 15\%$, is the target for racial balance, reliance on the 1980 Policy may produce to unconstitutional action. The Court’s determination that the plans employed in Seattle and Louisville were not narrowly tailored suggests that the $\pm 15\%$ analysis is no longer a viable means to achieve diversity and avoid racial isolation, if the $\pm 15\%$ is understood as a target. To the extent that this assessment is retained, the Board should be absolutely clear that this remains a guideline for identifying racial imbalance, and not a target for racial balancing.

Assessing whether or not a district maintains a segregated system of education is not unconstitutional. Rather, all public school districts have an affirmative duty to eliminate all vestiges of segregation. The assessment procedures, as written, seem consistent with the mandates of the Constitution, so long as racial balancing is not required or sought. In short, the collection of data based on race to track enrollment is constitutionally permissible. What is not permissible is the distribution of benefits and burdens based on race.²⁶

Thus, a plan “to alleviate substantial racial or ethnic isolation” is constitutional. That plan should be comprehensive in scope so to ensure the means of achieving the intended result is sufficiently tailored to realize that end.

D. Analysis of Monitoring Activities

As previously mentioned, several of the monitoring activities (excepting the ones to be discussed below), as written, would likely not implicate constitutional guarantees. Some, in fact, require programs to be administered in a racially neutral fashion (e.g., Discipline, Extracurricular Activities, and Testing). Others make no mention of race (e.g., Counseling, School Community Relations, and Staff Development and Human Relations). Of course, any program can be applied in a manner that offends the Constitution. The following activities, however, call for consideration of racial isolation, and therefore, require further analysis. As noted above, avoiding racial isolation is a compelling state interest school districts may seek. The question, then, with the following activities, is with the tailoring of the activity to achieve that interest.

1. Assignment of Pupils and Staff

The 1980 Policy provides that the racial composition of students and staff at each school should approximate the racial composition of the district. This, effectively, is racial balancing and is “patently unconstitutional.” Efforts to reduce substantial racial isolation, on the other hand, are not unconstitutional. Assignments of students and staff, therefore, should be sufficiently tailored to that end. Racial classifications may be employed, however, in a flexible, individualized fashion as a means to promoting diversity, but again, not in an effort to achieve racial balance. Diversity, of course, should be defined broadly, which necessarily precludes the use of race as a determinative element, even where racial classifications are present.

Sections 3313.97 and 3313.98 of the Ohio Revised Code govern transfer requests by students. As previously mentioned above, statute requires the maintenance of “appropriate racial balance,” which is impermissible. The statute, however, is silent as to formulating transfer policies that consider student and staff diversity. A comprehensive diversity plan, thus, may include the assignment of pupils and staff in a race-conscious manner.

It is worth noting that a federal district court recently held the racial balancing guidelines of the Cincinnati Public Schools to be an unconstitutional denial of an employee’s equal protection rights.²⁷ The court, however, mistakenly interpreted *Parents Involved* by not recognizing the compelling interest in diversity. The conclusion of the court, nonetheless, was correct: Racial balancing—whether of students or staff—is unconstitutional.

Additionally, the policy regarding the assignment of staff encourages the use of affirmative action programs for the purpose of assuring equal employment opportunities to applicants and staff members. *Parents Involved* did not disturb the Court’s prior rulings regarding the use of race in employment. Hence, those programs may still be utilized. The Kirwan Institute is available to offer technical assistance to school districts desiring to implement affirmative action programs.

2. Buildings and Boundaries

The 1980 Policy counsels for the consideration of minimizing racial isolation when building new schools, building additions to existing school buildings, closing schools, and in drawing attendance boundaries. In his controlling concurring opinion in *Parents Involved*, Justice Kennedy expressly endorsed “strategic site selection of new schools [and] drawing attendance zones with general recognition of the demographics of neighborhoods.”²⁸ Accordingly, in constructing, upgrading, or closing school buildings or in altering attendance zones, race—and other factors—may be considered.

3. Curriculum and Instruction

Nothing in the *Parents Involved* decision alludes to the constitutionalization of curricula and instruction.

In fact, great deference is given to states to set educational standards. Therefore, the state board of education may continue to prescribe minimum educational standards, which may include the promotion of diversity and remedial programs for students who have been academically disadvantaged by racial isolation or segregation. Note, however, that tracking students into programs—remedial or otherwise—solely on account of race may be a violation of the Constitution. Caution should be taken in assigning students to specialized programs, so that race is not a factor in those decisions.

4. Funding

Title VI of the Civil Rights Act of 1964²⁹ prohibits discrimination on the basis of race, color, or national origin in all programs or activities receiving federal financial assistance.³⁰ Additionally, the Act allows the administering federal agency to terminate federal funding upon a finding of discrimination. Although the Act prohibits intentional discrimination, it authorizes federal agencies to implement regulations to achieve the objectives of the statute. As a result, many agencies have promulgated regulations prohibiting differential treatment (i.e., intentional discrimination) and disparate impact (i.e., discriminatory effects) on the basis of race, color, or national origin, including the U.S. Department of Education.³¹ However, for private causes of action, Title VI's coverage mirrors that of the Equal Protection Clause.³² That is, in a suit by a private individual, a showing of disparate impact alone does not amount to a constitutional violation absent a showing of a discriminatory purpose or intent.³³

Accordingly, a district can be deprived of federal funding for maintaining a *de jure* segregated system of education, as evidenced by history. More relevant to this analysis, though, federal funds may be withdrawn from a school district that employed a program—whether race-neutral, race-conscious, by way of a racial classification—because the program intentionally discriminated against students or staff of a protected class or the effects of the program produce the same result. Thus, all diversity programs should be tailored to meet the mandates of federal law, or a district risks losing federal financial assistance.

5. Leadership

Parents Involved did not discourage or prohibit district administrators or boards of education from making affirmative efforts to promote diversity and to avoid racial isolation. The state board of education may continue, consistent with federal constitutional law, to require the promotion of diversity and minimization of racial isolation, to include efforts to reduce absenteeism, suspensions, expulsions, dropouts, and the fair administration of discipline policies in general.

6. Transportation

The 1980 Policy suggests that pupil transportation should remain a last resort within a plan to reduce racial isolation and the maximum utilization of public transportation. The use of pupil transportation only when essential is a good policy, both in terms of community support³⁴ and in terms of judicial scrutiny. Although, transportation of students goes hand-in-hand with assignment of students, a policy

discouraging the use of transportation except only when necessary is consistent with the requirements of strict scrutiny. This is not to say, however, that pupil transportation *must* only be used when necessary. Again, because transportation of pupils is an approach used in conjunction with attendance zoning, which as noted above can be race-conscious, but cannot be drawn along racial lines, the transportation of pupils need not satisfy strict scrutiny, and thus, need not be a necessary measure. Instead, the transportation of students should be, at minimum, reasonably related to reducing racial isolation.

E. Evaluation of Plans Implemented under 1980 Policy

1. Review of Racial Isolation Files of the Ohio Department of Education

As part of our technical assessment of the 1980 Policy, the Kirwan Institute analyzed the “Racial Isolation” files of the Ohio Department of Education. The files contained statistics identifying the number of school buildings within a particular district assessed as racially isolated. The files made available to the Kirwan Institute identified 41 school districts. The files represent three school years ranging from 1998 to 2001. (It is worth noting that the presence of these 41 files does not necessarily suggest that only these 41 districts maintained a racially isolated building. The existence of the files only indicates that these 41 school districts had a file with the ODE during this time period.) A review of these records indicated that each district determined to possess at least one racial isolated school was sent a letter and questionnaire requesting information on how the school district intended to remedy the racial isolation. Most files did not contain detailed procedures to remedy the identified racially isolated building. Moreover, the files do not indicate any follow-up by the ODE. Although, some school districts were reviewed each year during this period (or just twice), no qualitative evaluation was made to determine whether school district programs implemented in prior years were effective.

Many districts indicated on their questionnaires that they did one of the following: considered race in reviewing transfer requests, allowed inter-district transfers, closed school buildings, redrew attendance zones, opened new buildings, and/or restructured grades. Others created magnet schools or regional magnets. A few expressed a need to continue the requirements of prior court orders. Some, however, were candid and indicated they had not made any efforts to correct racial isolation or denoted that they would make no efforts. Of those in the latter group, few attributed their inaction to a suspected source of racial isolation (e.g., economic factors, parental choice, residential patterns, majority student of color population, rural population). A smaller number reported creative approaches to reducing racial balance, to wit: One participated in a collaborative with other districts for the purpose of maintaining an inter-district magnet school; another played a role in having the local Housing Authority develop plans to encourage white families to rent in its district. Just a few undertook a thorough review of their policies and developed and submitted comprehensive policies, consistent with the 1980 Policy, including Springfield, Toledo, and Warren City Schools. However, based upon the limited number of records supplied to us, we could not determine whether any of the above plans were effective in reducing racial isolation or promoting diversity. We, therefore, developed and distributed a survey to the 41 districts requesting feedback on their diversity initiatives.

2. Feedback from School Districts

On June 11, 2010, the Kirwan Institute, with the assistance of the Ohio Department of Education, deployed an electronic survey inquiring into the effectiveness of current diversity policies. Additionally, the survey sought input on how diversity policies were received by the community and school district officials. The survey was sent to the superintendents of 40 school districts across the state. More than one-third of the superintendents responded. The following represents a summary of the results of the survey.

- All districts employed implemented staff development programs. Most also provided a multicultural curriculum (57.1%). These were the two most popular programmatic responses.
- Open enrollment policies and school-community relations strategies garnered the most community support.
- Few districts indicated policies or practices directed at pupils, which may be seen as burdening students or parents (e.g., assignment of students based upon factors other than proximity to schools or siblings).
- Generally, student assignments to schools other than a student's neighborhood school or the separation of siblings are controversial. (78.5% of respondents indicated 'proximity to schools/neighborhood schools' as a factor in determining assignments; 64.2% indicated 'parental choice' and 'siblings' as factors.)
- Otherwise, diversity plans received moderate support from the community and from district staff members.
- Many districts reported the use of ineffective diversity strategies. (Only 'staff development' was selected by more than 50% of the respondents as an effective tool to achieving the district's diversity goals.)
- When prompted if the district needed resources or assistance in implementing diversity strategies, few districts requested assistance in the form of funding or technical assistance regarding curriculum and promoting diversity in areas of predominantly families of color and high poverty.

III. Regional Meeting Plan

A. Regional Meeting Design and Organization

Four meetings of regional school district leaders and community stakeholders were held on March 25 in Cincinnati, Ohio, April 16 in Carroll, Ohio, April 23 in Niles, Ohio and April 28, 2010 in Lima, Ohio. Four regions were selected in each part of the state: Northwest, Southwest, Northeast, and Southeast-Central. The Kirwan Institute selected the regions, identified district participants, planned the itinerary of the meetings, and was responsible for facilitating the meetings and participant workgroups.

The meetings were designed to obtain feedback from districts throughout the entire state on their experience with maintaining integrated school buildings and the principles and strategies that will guide the new State Board Diversity Strategies Policy. Specifically, the objectives of the meeting were to:

- 1) Educate district leadership and community stakeholders on the history and current status of building assignment practices in the U.S.
- 2) Explain the State Board's intent to provide district with diversity strategies that they can legally employ.
- 3) Present the Kirwan Institute's findings about the diversity issues and challenges that Ohio districts face.
- 4) Present a set of viable diversity strategies for feedback on: (a) advantages/disadvantages; (b) implementation concepts; and (c) most useful webinar structure.

Districts were invited according to multiple criteria and available space. Because of accessible facilities, we were limited to around 50-60 participants per region. Recognizing that many invitees would be unavailable, 50 districts in each region were invited to participate. Districts were selected according to a mixture of geographic and demographic criteria. A representative mix of urban, suburban, and rural districts were invited, and every county in the region had at least one district selected. Typologies based on geographic, racial, and SES characteristics were developed to ensure strong representation. Districts were also selected based upon a mixture of SES and racial characteristics, including, but not limited to:

- 1) Districts with 50%+ non-white with above 50% poverty rates
- 2) Districts with 50%+ non-white with 30-50% poverty rates
- 3) Districts with 10-50% non-white with above 50% poverty rate
- 4) Districts with 10-50% non-white with 30-50% poverty rate
- 5) Districts with 10-50% non-white with below 30% poverty rates

All districts in a region that have a non-white population between 10-50% were selected as ideal candidates in which diversity strategies could be successfully implemented in light of their demographics. However, districts with extremely high and extremely low non-white populations were also selected, and all districts with a student population of over 9000 were invited. Districts were also selected with an eye to unusual concentrations of particular ethnic or racial populations, such as Latino, Asian, and Native American populations.

The meetings followed this itinerary:

12:45-1:00 Registration (Board Volunteers)
 1:00-1:10 Welcome Superintendent/State Board Rep.
 1:10-1:35 Kirwan Presentation: "Background on the DSP" and "Demographic Challenges for Ohio Schools"
 1:35-1:40 Break (5-minute rest break)
 1:40-2:20 Workgroup Breakout (addressing first set of questions around diversity and promoting diversity and reducing racial isolation)
 2:20-2:25 Break (hang posters, reconvene-sit with work group)
 2:25-2:40 Kirwan Presentation: "Approaches to Promoting Diversity: A Survey of National Practices"
 2:40-3:25 Workgroup Breakout (Strategy Analysis and Webinar Feedback)
 3:25-3:30 Break (rest break and hang posters from workgroup)
 3:30-3:55 Workgroup Report Out
 3:55-4:00 Closing Remarks, Kirwan and State Board Rep, and Distribute Evaluation

During the workgroup breakout sessions, participants were asked to consider these questions:

- How do you define diversity?
- What are some characteristics of a diverse school or community?
- Do you think diversity and integration are still important values in educating children in the 21st century? Why? Why not?
- What has your district done (historically) to promote diversity and reduce racial isolation? What does it currently do?
- What have been some of the challenges?
- What can the state board do to promote diversity and reduce racial, ethnic, and class isolation?
- The Kirwan institute shared several strategies that districts throughout the country are using to promote integration in schools and communities. Pick two strategies and discuss general reactions, advantages, disadvantages, and challenges.
- The state is developing a webinar to assist districts with diversity initiatives. If you were able to develop a section of the webinar what would you include and why?

The Kirwan Institute selected a trained and experienced lead facilitator to organize the workgroups, lead the workgroups, train co-facilitators, and help structure the workgroup discussions. This facilitator is a trained counselor with experience facilitating educational focus groups. The lead facilitator created a facilitator handout with moderating tips and instructions, including facilitator prompts, and trained the two Kirwan co-presenters to co-facilitate breakout workgroups. Each workgroup was led by one of three facilitators. Each breakout workgroup was divided into two sub-workgroups. In each sub-workgroup, a note taker and a spokesperson were selected at the outset. Ground rules for participation and clear objectives were provided. Each sub-workgroup included 4-10 participants and was constituted according to race, gender, and geographic (i.e. suburban, urban, rural) criteria to gather accurate and honest input from stakeholders and school leaders. Homogenous workgroups were deliberately created to enable each group to feel validated in their experience. Heterogeneous groups were created to capture feedback generated as a result of consensus among more divergent experiences and viewpoints.

B. Demographics of Participants

Overall	164 Pre-registered	73% attended
Attendance by Regional Meeting		
Southwest	49 registered	65% attended
Central	57 registered	82% attended
Northeast	45 registered	69% attended
Northwest	13 registered	77% attended
Race		
<ul style="list-style-type: none">○ 94 whites (78%)○ 22 African Americans (18.%)○ 4 did not disclose (3%)○ 1 self-identified as Indian (1%)		
District		
<ul style="list-style-type: none">○ 64 Urban (54%)○ 46 Suburban (38%)○ 6 Rural (5%)○ 4 Community Representatives (3%)		

C. Facilitator Comments

The lead facilitator, an African American woman, counselor, scholar, and mother of school-aged children, was eager to work with administrators to explore issues related to integration in Ohio schools. The other co-facilitators consisted of a Caucasian male and female with a background in social sciences. Together the facilitators and participants embarked on a journey to develop a deeper understanding of varying perceptions of diversity within Ohio schools and communities.

The lead facilitator was responsible for organizing the work groups, training the co-facilitators, and informing the participants of the structure and goals of the workgroups. The groups were identified as working groups to promote a sense of unity amongst group members. This was essential because all groups were heterogeneous on various levels (i.e., race, gender, job title, and district). However, some groups were homogenous to allow for unique but common themes to emerge (i.e., urban, rural, or suburban community).

Although it was evident that participants preferred to work in groups with members from their district, upon joining with others, most adapted to the process and were willing to engage in dialogue with their respective groups. The process of developing group norms was enhanced by charging each workgroup to take responsibility for their productivity. This required someone in each group to volunteer to take notes and another volunteer to serve as the group spokesperson.

While discussing the prompts, the facilitators were engaged in monitoring time and moving his/her group(s) forward when they became entrenched in a prompt, or if the discussion was being dominated by one or two group members. On multiple occasions, at various locations, minority participants were silenced by other group members; this occurred primarily with women and African American participants. When this dynamic occurred, the facilitators addressed the group and reminded those who were silenced that their voice is important and gently encouraged him/her to re-engage in the discussion. After the workgroups discussed the prompts, the larger group reconvened, and each spokesperson had the opportunity to share what his/her group learned from the process. During this phase of the process it was evident, in most locations, that participants were exhausted from the emotional energy required to engage in this form of dialogue. This was more apparent in regions where there was more diversity amongst the participants. In some locations there was minimal representation of minority participants and one region did not have any participants who were non-Caucasian. In this region, the facilitators had to emphasize the importance of diversity outside of the construct of race. In addition, there was limited representation from rural areas in all regions, which may further represent limited awareness to the multiple constructs related to integration issues in schools outside of the construct of race.

Prior to the workgroups, participants were provided with background on the factors that influence educational opportunity in Ohio. Handouts were provided for participants to reflect on while discussing the prompts. The inclusion of the State diversity policy, maps detailing social science research within Ohio, as well as examples of the utility of opportunity indicators to engage in community mapping, created transformative language amongst the participants. Phrases such as “we could,” “we should” or “How did that work for you?” strengthened the primary facilitator’s belief in the process of engaging in community dialogue to enhance the understanding of opportunity structures on academic achievement. When monitoring the groups, the participants’ willingness to confront each other was an interesting dynamic to evaluate. In the workgroups that consisted of primarily school/district administrators (i.e., superintendents), confrontation was common and individuals would speak at length about their environment. These groups were less likely to adhere to time constraints and voiced the most concern about the topics. Many of the group members were insistent and often confronted other group

members about the feasibility and implementation of their past endeavors and ideas. The lead facilitator noted that her race and gender impacted her interactions with some participants; she stated, "It was evident that Caucasian participants were hesitant to share their fears and frustrations initially. However, the use of language that expressed acceptance of their unspoken fears and frustration relieved some of their resistance to the process and promoted deeper discussion of the prompts." The lead facilitator encouraged co-facilitators to utilize phrases such as "I understand your frustration" or "I accept your fears and want to know how they have come to be in your community," followed by "Tell me more about your experience," if and when they encountered similar situations.

After evaluating the feedback from the workgroups, the primary facilitator conversed with co-facilitators about their experiences with leading the groups. Based on limited feedback related to race dynamics between themselves and participants, it was clear that race did not impact their interaction with the groups to the same extent as that of the lead facilitator. Therefore, this process supports the need for racial sensitivity when engaging in community dialogue and/or the ability for the facilitator to openly acknowledge racial differences between themselves and the participants. However, this is most relevant when groups are homogenous according to race, and may be impacted by gender.

Overall, all of the facilitators expressed that engaging in the process of conducting work groups was rewarding and insightful, yet disheartening at times. Based on their reflections, the lead facilitator recommends that future workgroups should include more minorities and individuals who are working in the school and are consumers of the diversity policy (i.e., teachers, counselors, human resources personnel). Although their voice was represented by others (i.e., principal or assistant principal), the process would have been more robust with an opportunity to gain a broader understanding of their hopes, fears, and concerns related to diversity policies and/or system-wide integration efforts and the impact such initiatives have on school/district culture and climate. However, the facilitators were aware that many districts have a limited number of minority faculty and staff; some workgroups discussed frustration with their inability to recruit minority applicants within and outside of the State of Ohio. Therefore, future workgroups should continue to utilize heterogeneous as well as homogenous groups to capture unique dynamics. Within each format there is an opportunity for themes to evolve allowing various levels of understanding of integration within the State of Ohio to emerge, and transformative change to occur.

IV. Workgroup Responses

A. Diversity

1. How Do You Define Diversity?

Workgroup participants defined diversity broadly and inclusively with reference to a variety of individual, familial, and community characteristics. Race/ethnicity, gender, religion, socio-economic status/poverty, and culture were consistently identified as elements that constitute diversity. For example, 17 of the 20 workgroups explicitly mentioned race or ethnicity, and 13 of the 20 workgroups mentioned religious beliefs or faith background.

Most suburban and heterogeneous workgroups also identified ability level, underscoring physical and learning disabilities as a component of diversity, particular in the school and classroom context. Most urban workgroups identified sexual orientation as another element of diversity. Urban workgroups also tended to identify familial characteristics, such as the educational attainment of the parents and the composition of the family unit, such as blended families or single-parent households. Half of the urban respondents mentioned linguistic diversity and English language learners (ELL) or English as a second language (ESL) as another diversity indicator.

"A diverse school/community allows for diversity in practice and ideas, and accepts, acknowledges, and encourages interaction and celebrates diversity and provides opportunity to interact within that setting."
– Urban/Suburban/Rural Group,
April 29, 2010

One suburban workgroup explained that recognizing and celebrating diversity implies more than tolerance, but honoring and respecting difference. Another suburban workgroup claimed that there is a reciprocal relationship between diversity in the school and in the community. Several workgroups asserted that diversity is fluid and that characteristics of diversity are interrelated.

2. What are the Characteristics of a Diverse School or Community?

In addressing this question, four consistent themes across workgroups were diversity among staff, training of staff, school climate, and curricula/school programs. Respondents emphasized the importance of diverse populations in the school building, including teaching staff and administration. Not only did they feel that staff should reflect the diversity in the district and in the student body, but that training and preparing culturally-competent teachers *and* administrators is very important. Staff development can prepare teachers and administrators to better understand students of different racial or SES backgrounds.

Respondents also underscored the importance of school climate and of culturally responsive practices, including curricula and school programs. Suburban respondents emphasized the importance of a school climate that celebrates diversity and accepts difference. Urban respondents underscored the degree of comfort/tension between groups and whether the staff is sensitive and responsive to these conditions. Both workgroups underscored the need to be intentional about diversity, and to assume responsibility to create plans for groups of diverse people, including programs, curricula, and the organization/structure of the district's administration (i.e. comprehensive counseling programs or

administrative diversity coordinator). Some respondents wondered whether school programs promote or reduce diversity within the school by segregating students within the school building. Respondents explained that school programs, practices and curricula must create opportunities for diverse groups to interact and collaborate despite other forms of isolation or segregation.

The heterogeneous workgroups also consistently asserted the importance of school climate and diversity practices and programs, but tended to emphasize extracurricular activities and community engagement. Programmatic diversity should not exist solely in the classroom, but also in athletics, band, etc. Respondents also felt that parental involvement and community collaboration were important. One group mentioned “Cultural Heritage Parent Night” as a way of bringing community awareness into the schools and fostering dialogue between teachers and parents.

3. Are Diversity and Integration still important values to educating children in the 21st Century? Why? Why Not?

Workgroup respondents strongly affirmed the value and importance of diversity.

Most of the workgroups framed the importance of diversity in terms of globalization. Respondents explained that diversity is a critical determinant of “preparing students” to succeed in contemporary society, both in terms of staying competitive in a global economy and in terms of citizenship. At the core of this preparation for a diverse society is the need to give students the skills to develop and foster positive, peaceful and collaborative relationships with people who are different. Respondents explained that the global economy requires diversity awareness and competency. Not only must students have familiarity with other cultures and beliefs and develop understanding, but they must have the skills to interact comfortably and fluently with people and groups who are very different. Respondents explained that these skills are best taught through experience in diverse environments, where they are developed over time. Some respondents recognized that school environments, districts and neighborhoods may be more racially isolated than the “real world,” or U.S. society, with rapidly changing demographics and a “majority-minority” nation within a generation.

Students need to learn to work with and accept differences, recognize differences, and different talents to work in a global society.

-Urban/Suburban/Rural Group, April 29, 2010

Many respondents emphasized that education in diverse environments fosters greater interpersonal skills as students learn to negotiate complex social settings. These skills not only help students build understanding and stronger relationships by reducing prejudice and stereotyping, but they also help generate problem solving and critical thinking skills. Students who are more frequently confronted with complex social environments become more flexible and adaptable, and are better able to understand another person’s perspective. Consequently, these skills not only prepare students for success in life, but they promote greater academic achievement and analytic ability.

Respondents had more difficulty addressing the issue of integration, and often asked whether integration and diversity were conceptually distinct or related, and if so, what the difference was. The facilitators did not attempt to answer these questions, but prompted the groups to come up with their own definitions. In most cases, the issue was not thoroughly explored due to time constraints. A few respondents felt that integration was ‘forced’ diversity.

B. Promoting Diversity and Reducing Racial Isolation

1. What does your District do to Promote Diversity and Reduce Racial Isolation? What has it historically done?

This question generated a significant number of responses with a depth that could not be captured in the brief workgroup responses. The facilitators were impressed with the variety of programs and activities undertaken throughout the state by districts to promote diversity and reduce racial isolation, and feel there is a critical need to begin formally capturing some of these efforts so that they may be evaluated and scaled up as appropriate. District administrators and staff reported primarily on initiatives that were undertaken in recent years rather than a detailed response of historical programs or activities as a response to court mandates or the Ohio State Board of Education's diversity guidelines. Many of these programs and activities are regionally specific or district specific. Nonetheless, there remained a number of common themes and approaches.

A solid majority of workgroups discussed staff recruitment and hiring, both as a strategy to promote diversity and as a challenge to achieve it. Many respondents said that they have been unable to hire a diverse staff that would better reflect their student and community population both due to the lack of interest by diverse staff in their district (a problem that was particularly acute in suburban districts), and the lack of diverse candidates. Some districts use online applications so they can sort racial diversity by job category. Other districts attend job fairs at universities or churches to recruit diverse staff or partner with universities or the Spanish consulate. A heterogeneous workgroup from the Cleveland area talked about partnership with Ohio Minority Recruiting Consortium (OMRC) and Cleveland Area Minority Educators Recruitment Association (CAMERA).

Most workgroups also mentioned professional development and staff training around multicultural themes, diversity, poverty, and culturally responsive teaching practices. In most cases, this involved bringing in a speaker, such as Ruby Payne, to talk about poverty, or other speakers to talk about the unique experiences of particular populations, such as the Somali population in central Ohio. Some districts talked about teacher exchanges, home visits and soup kitchen visits as a powerful way of helping a teacher understand the students' home environments and become more culturally aware of both racial and class diversity, and the unique experience of children in poverty. Relatedly, a few workgroups reported that their districts have established periodic staff meetings with minority staff to check comfort level and progress or actively solicit input from staff on diversity issues. One district utilizes the urban teacher perceiver, an interview and/or assessment that can be given to teachers to measure their cultural competency.

In addition to staff development, programmatic activities within schools centered on diversity were common throughout the state. Many districts assign classroom literature or have book studies on multicultural themes or in conjunction with African-American history month or women's history month. Other districts create a cultural pedagogy or have ethnic fairs to celebrate diversity and multi-cultural heritage. Specific programs like Challenge Day, an all day program for students to promote diversity and a sense of belonging, were mentioned as successful examples. Many schools have similar programs, but

were not mentioned by name. It is important to note that though these programs were lifted up as examples of what the school or district does or has done to promote diversity, respondents were not overwhelmingly supportive of these types of programs in isolation. Many highlighted these programs as an example of the only thing a school or district was doing, and expressed concern that in isolation they are hollow and ineffective.

According to respondents, another common approach to diversity issues is creating community committees, community programs or councils. These committees include administrators, teachers, families, community members and other stakeholders. They are sometimes family and civic engagement committees that tackle racial issues. Sometimes, they are parent associations that are empowered to address diversity issues. These alliance groups help bring the community into the school and vice versa. Parent mentoring, pairing, and other family events were other significant ways that schools created community alliances, and were common throughout the state. Some districts even brought parents in to speak with educators and administrators.

Some respondents mentioned specific programs targeted to minority youth. Some districts have mentoring programs to meet at-risk youth, and recruitment and marketing programs to draw minority youth to their district. Some districts also create space for student-led diversity initiatives. Some districts combine student and parent outreach with surveys, “honest conversations,” and other forms of quantitative and qualitative data gathering. Some mentoring took the form of encouraging students to make a positive impact on the community, including specific educational programs such as character education.

A number of respondents mentioned district-level diversity initiatives pertaining to student and teacher assignment. Both suburban and urban districts reported various redistricting efforts or re-drawing attendance boundaries district wide in an effort to generate greater racial diversity and reduce pockets of racial isolation despite patterns of residential segregation. Less common, a few districts reported breaking up grade levels across buildings, so that more or all students at each grade-level attend the same school. For example, some districts reported creating district wide K-2 and 3-5 schools in lieu of multiple elementary schools. This helped reduce the incidence of racially identifiable schools. Within school buildings, a few districts reported success in detracking by eliminating lower tracks, resulting in improved test scores for all students and greater classroom diversity.

A few districts mentioned implementing socio-economic integration plans based upon the incidence of free and reduced lunch students within a district. Some districts have open enrollment, so that students living anywhere in the district may attend any school of their choice, provided there are available seats. Some districts, including rural districts, permit any student in the state to attend their school, provided that they have secured transportation. Other districts mentioned the use of inter-district transfers, either as part of a regional education program or under NCLB.

Some districts also mentioned using building reorganization, including automatic staff reassignment every few years. Respondents explained that their district strives to ensure that every educator within

the district learns to appreciate every part of the district through experience. Staff reassignment intentionally tries to serve the highest need students with the highest quality educators in the district.

Finally, in terms of student assignment policies, a number of districts throughout the state have created successful magnet school models that use specialized programs or themes to attract diverse student bodies, even within racially homogenous communities. For example, gifted magnets and arts magnets in northeast and southwest Ohio were mentioned as specific, successful examples. Others included multi-age, “school the future” magnets. Similarly, high school electives are also used to produce classroom diversity.

In terms of addressing the achievement gap, respondents mentioned special education programs, targeted allocation of resources, and most successfully, pre-K programs targeted at at-risk youth. A few districts reported creating administrative level positions to study diversity, equity, and achievement gap issues. For example, one Columbus suburban district has created a Coordinator of Diversity and Equity position. Others have convened task forces to investigate these issues. A few districts reported utilizing counselor programs to promote access to opportunity and strengthen community and inter-group relations.

Many districts, particularly larger urban districts, reported hiring interpreters or translators to communicate with ELL parents and to foster community dialogue. Districts also reported providing forms and other information in multiple languages, though some districts face significant challenges regarding this given the high number of languages spoken.

Some respondents reported a lack of initiatives in their district to address issues of racial isolation and diversity, or reported historical efforts that had since been discontinued. Few respondents reported familiarity with the State Board’s diversity guidelines, even before it was suspended.

2. What have been the challenges to promoting diversity and reducing racial isolation?

Respondents reported a number of challenges to promoting diversity and reducing racial isolation. Suburban districts, and to a lesser degree, urban districts, reiterated the challenge of recruiting diverse staff. Suburban districts felt that the few minority teachers that were available preferred working in urban districts or were more attracted to the higher pay scale there. Conversely, urban districts reported a high staff turnover, as some teachers lacked the unique skills necessary to work in an urban environment. Others, though qualified, may be overwhelmed by the unique challenges an urban school faces, and pursue opportunities in more “desirable” suburban environments.

All districts reported significant challenges with respect to professional development and staff support. Many respondents stated that there were not enough support systems in place to recruit and promote diverse staff or to train and prepare staff for teaching in diverse environments. Administrators expressed concern that many teachers grew up in largely middle-class environments and are unaware of many of the unique issues or experiences students in, or surrounded by poverty, face. Respondents stressed the need for professional development to create cultural fluency and diversity awareness. Many teachers are uncomfortable managing constructive conversations around diversity or race for fear

of offending and/or distressing students; they lack knowledge of the issues and do not have experience discussing them openly, and consequently are uncertain about what to say. Professional development needs to prepare teachers to manage these conversations and help them feel confident in doing so. Proven teaching materials or programs to help teachers facilitate these conversations are desired, so long as they empower students and promote positive inter-group relations. Participants expressed a concern that there are not enough examples of useful and research-based programs for teachers to implement in their classroom. In addition to the skills necessary to have conversations around diversity, teachers also need to be armed with data and the knowledge and skills to effectively dispel misconceptions. Another challenge expressed in this regard is negotiated teacher contracts and, in view of many administrators, teacher unions.

"Many new, young, white, female teachers in our district grew up in largely white environments and do not know how to manage classrooms with active, young black males."

- Urban/Suburban/Rural Group, March 25, 2010

At the same time, respondents emphasized that professional development programs, training and speakers, while helpful, were not sufficiently embedded or sustained. They stressed the need for greater alignment between curricular demands and programming and professional development around diversity, particularly for overworked teachers with little spare time and few service days per year. Even when professional development training is in place, and when curricula are aligned, a lack of administrative support and mentoring may also undermine these efforts. There needs to be buy-in at all levels of staff and a recognition that these issues are not going to go away.

Respondents consistently expressed concerns over the relationship between diversity goals, professional development challenges, and state mandates. Various groups reported that testing regimes and other state requirements tend to dominate, making it more difficult to devote resources and efforts to diversity issues. A lack of funding for professional development, training, and other supports is a symptom of this larger problem. Districts repeatedly emphasized the need for meaningful funding, support, and staffing to address these issues.

Another major theme was geographic challenges. Many districts observed that there was little that their district could do given their community demographics. Rural and suburban districts expressed concern that they did not have a sufficient numerical diversity to meaningfully address the issue. Other districts explained that zoning and district lines fostered greater inter-district segregation than intra-district segregation. Further, attempts to integrate were met with white flight on one hand, and charter schools, private schools, and school vouchers on the other. Attempts to diversify school buildings often had to overcome community opposition, parental biases and perceptions, and even personal threats. Finally, the concentration of poverty in many areas presents unique challenges outside the purview of the school, such as a lack of adequate nutrition for many children, and unstable home arrangements. Several workgroups expressed a concern that without adequate counselors and social workers on staff, schools and districts faced an uphill battle in educating their students given these unaddressed home and community factors that have a direct, negative impact on education.

3. What can the State Board do to promote diversity and reduce racial, ethnic and class isolation?

Respondents were asked to consider Board policy before reviewing national best practices or even a detailed review of Board monitoring activities contained in the 1980 diversity guidebook. This question was intended to have participants seriously consider the question before being presented with these options. The hope was that this would prime them to more deeply consider the issue in the second workgroup.

Many respondents encouraged the Board to promote best practices within the state by providing positive reinforcement for successful programs and approaches, resources for proven models, and a warehouse of resources for districts. In addition, respondents suggested that the Board create further opportunities for sharing, including regional meetings where folks can learn, inquire, and respond to each other.

A second major theme was staff/professional development (PD). Respondents encouraged the Board to develop model PD programs on equity issues or target specific PD recommendations for districts based upon district characteristics. They emphasized that flexibility in program design is important, and that given the variation in district characteristics, program recommendations should be tailored to district archetypes – “one size does not fit all.” Similarly, it was felt that teacher prep programs should be encouraged and funded. Several groups of respondents encouraged the State Board to partner with the Board of Regents to develop courses in diversity to prepare teachers for cross-cultural fluency. Specifically, one group recommended developing a closer collaboration between higher education institutions and K-12 districts, to ensure teacher preparation programs were adequately preparing future teachers for the challenges they may face in a variety of school settings. At the same time, many respondents urged the Board to promote teacher education for minority groups, including mentoring programs and targeted recruitment into the profession. Some respondents also encouraged the Board to develop model curricula and diversity standards. Along similar lines, some respondents felt that the Board could provide an opportunity for other state organizations and stakeholders to talk with each other more frequently.

Many districts sought greater incentives and resources from the Board to promote diversity. These respondents cited the need for financial support for training regional experts, administrative level positions on equity and diversity, staff training/professional development, transportation and other measures.

Some respondents urged the Board to incentivize district consolidation to reduce inter-district segregation. Other respondents stated that the Board must address disparities not simply in placement and tracking, such as doing away with requisites for honors programs, but also to be proactive in addressing disparities in discipline.

While many respondents encouraged the Board to take greater leadership on the issue and to be more proactive in addressing diversity issues, a few districts' initial response was that the Board should "stay out" of it. Shortly afterward, each of these districts identified things that the Board could be doing to promote diversity, including measures already mentioned.

C. Strategy Analysis

Following a brief presentation by the Kirwan Institute, participants regrouped with the challenge of identifying diversity priorities and delving more deeply into the opportunities and constraints each provided. Respondents identified a wide range of strategies including those that were presented as examples, as well as others the group identified based on their expertise and experience. Following is an overview of the strategies suggested beginning with those most often mentioned.

ELIMINATING TRACKING OR ABILITY GROUPING

Overwhelmingly, the group identified tracking as a major concern and a leading impediment to achieving both numerical and meaningful diversity. Half of all working groups, including urban, suburban, and mixed, named detracking as a strategy priority and identified a number of advantages to eliminating it in all of its forms.

Advantages: Respondents felt that detracking could: break down barriers so that all students would have access to rigorous curriculums; create more diverse and inclusive classrooms, particularly in higher-level courses; raise teacher expectation for all students; raise student achievement levels; positively impact student motivation, improve self-esteem, and reduce discipline issues; increase the number of students of color attending higher education; and generally open opportunities for all students.

Challenges: This is not to say that detracking is without challenges, however. Working groups identified a number of concerns related to eliminating ability grouping including: the additional time, planning, and training required of teachers in order to be successful managing a heterogeneous classroom; the fiscal resources required to transition to a detracked curriculum; getting buy-in from teachers and facing criticism from parents who advocate for a tracked model; a concern about losing academic momentum while transitioning to a detracked program; continually improving test scores and the academic standing of the building and district; and the need to work with higher education to transform their admissions policies.

MAGNET SCHOOLS

Magnet schools are certainly not a new strategy, but state and federal level educational policy has increasingly shifted focus from magnet schools to more privatized options such as charter schools and vouchers. The conversations held by working groups suggested that magnet schools are still very much supported, and are viewed as key in creating diverse school environments in public education. Seven working groups, including suburban, urban, and mixed, expressed an interest in reinvigorating and reinvesting in strategic magnet schools.

Advantages: Perhaps more so than any other strategy, respondents seemed comfortable with utilizing magnet schools to increase diversity. They felt the model was proven, that it was already a popular concept with parents, students, and staff, and thus they were not facing an uphill battle in educating parents and getting them on board. There was support for a focused curriculum that magnet schools could provide, and respondents suggested that magnet schools provided a model that was “the best of both worlds”; parents had choice, while still upholding a public education system. Finally, a magnet school model created a natural system of parental involvement. Because magnet schools are schools of choice, there is a greater likelihood of parental involvement, which has proven to have a significant impact on all students’ performance in a school, regardless of whether any individual child’s parent is involved.

Challenges: While the working groups felt that magnet schools held a lot of promise, concern was expressed regarding: the availability of funds to support magnet schools, both for the creation of them and for increased transportation costs; ensuring equitable access for students, particularly special education students and students with disabilities; the successful identification of magnet themes that organically fostered diversity; and the need to ensure that the schools were not only diverse, but high performing. Further, although some groups expressed a belief that parents and the public were supportive of the magnet school model, others challenged this and felt that the district would have to navigate the political landscape and work to gain community support. Finally, participants raised the issue of the scalability of magnet schools. While creating diversity in any context is important, the focus should be on sustainable, scalable reform, not boutique interventions.

OPENING ACCESS IN SCHOOL DISTRICTS

Taken together, the strategies that fall under “Opening Access in School Districts” represent one of the most discussed strategies in working groups, with nine groups taking up the topic. These include diversity initiatives such as: creating schools of choice within a district, or an entire district of choice; distance learning/virtual environments; strategic site selection of new schools and buildings; reconfiguring grade levels in large school districts, monitoring and modifying feeding patterns, and implementing inter-district busing.

Advantages: All of the aforementioned strategies have a number of distinct advantages in common. First and foremost, these strategies, if properly implemented, have the greatest likelihood of creating integrated schools and districts that are sustainable and successful. Far too many schools and districts are constrained by the diversity within their school boundaries. If districts redraw attendance zones, create schools of choice, strategically site new schools and continually monitor diversity, they have the opportunity to create numerical diversity within their schools. Of course, this alone is not enough, and must be done in conjunction with other in-school practices in order to create *true* diversity, but ensuring schools and districts are reflective of the neighborhood and regional demographics within which they’re situated, is a critical first step.

Challenges: First and foremost, if schools and districts are to be successful in undertaking this type of reform, community buy-in is a must. Teachers, staff and administrators need to be able to concisely and effectively express the advantages of and need for diversity, and all levels of school personnel must be on board. In order to achieve this, administrators need to be strong leaders and diversity champions, while acknowledging the initial challenges brought on by this type of reform, and creating long-term strategic plans to address them. This includes increasing teachers' cultural competency, and ensuring students have appropriate academic, social, and psychological support. Furthermore, these strategies must be carefully designed with equity at the center, and closely monitored to ensure they continue to do the work of creating diverse educational environments. Neighborhoods, communities and entire regions are fluid and these are not a one-time, stand-alone approach, but rather ongoing processes that require monitoring with attention and resources committed to periodic adjustments. Schools and plans must ensure parents continue to be involved, particularly if a more regional model is adopted.

Furthermore, it is important to acknowledge that this not inherently be successful in every district or even every region, as many locales are hyper-segregated. This reiterates the need to have unique strategies for different types of districts and regions. Another challenge for designing and implementing this type of reform is securing the resources necessary to do so. Certainly some strategies can be implemented with minimal investment, such as the strategic site selection of new schools; however, larger-scale, more regional strategies will require a significant investment. While the costs are often over-stated (for busing, for example), these initial costs must be built into any initiative, as well as the costs to continually monitor and update the plan. This is not to say that costs are insurmountable; in fact, the long-term costs of not implementing these types of plans significantly outweigh the upfront investment.

TEACHER TRAINING

Respondents emphasized a critical need for teacher training to ensure teachers have the knowledge and skills to be able to effectively educate a diverse student body, and to meet the challenges that changing demographics in our schools and communities present. The need for teacher training was reiterated by a number of working groups across a variety of topics, from tracking to implementing multicultural curriculums.

Advantages: Multiple advantages of improving upon teacher training programs were identified. Respondents felt that teachers would be better prepared to work with a diverse student body if diversity were an explicit part of their education and/or professional development. The development of cultural competency in the teaching force could have a positive impact on a range of topics from academic achievement to discipline issues.

Specific strategies were discussed including working closely with institutions of higher education to ensure they are adequately preparing the teaching force, requiring diversity training in

undergraduate licensing tracks, and making diversity an explicit component of teacher mentoring programs.

Challenges:

The challenges participants identified regarding making cultural competency an explicit component of teacher training and mentoring were similar to those identified in other arenas. Participants expressed concern that many teachers would be resistant to change and that buy-in would be difficult. Further, respondents questioned the availability of funds for this type of programmatic shift. One unique concern did arise; working groups identified the need to somehow connect teacher training to accountability, and to establish ongoing monitoring practices.

MULTICULTURAL CURRICULUM

Urban, suburban and mixed groups alike named curriculum reform as a necessary intervention strategy for creating more diverse schools. Many felt that there was an express lack of diversity in curricular materials, and when it was present, it was superficial. Several respondents identified the need to have a curriculum that not only educated students about diversity, but also empowered them --particularly marginalized populations. Further, it was suggested that a multicultural curriculum be directly connected to 21st century skills so the curriculum could benefit from stronger programmatic support and deeper integration into the school.

Advantages: Participants identified a number of advantages of a multicultural curriculum. They felt that it would provide students increased exposure to other cultures, develop their ability to take others' perspectives, build appreciation of differences, foster creative curiosity, and increase their own self-efficacy and self-esteem to see themselves in the literature and materials.

Challenges: Workgroup participants expressed concerns and challenges about multicultural curriculums as well. The primary hesitancy was due to a general lack of knowledge regarding good resources that were proven effective. Many felt that the curriculums that were available were diverse in pictures only, and lacked the depth and rigor they were seeking. Respondents also acknowledged the need to implement this type of curriculum alongside teacher training and professional development programs in order to truly implement the curriculums with fidelity. Several mentioned that without a school culture that was supportive of diversity, the curriculums themselves would have limited impact. Staff and community biases were identified as a concern, and again the reality was raised that this type of intervention would be difficult without dedicated resources.

There were a number of additional interventions that were only selected by a few working groups, but are nonetheless important to touch on as they are strategies that may be successful for particular types of districts. Urban districts, for example, identified the need to invest in a comprehensive school

counseling program, as it would be particularly beneficial for high-need populations. Several participants felt that providing social and psychological support to students could be one of the most effective interventions, and one that links directly to positive student achievement, but that those connections must be identified and supported through research. Respondents acknowledged that funding availability is a major impediment to achieving this.

Community dialogues were also raised as a key strategy for engaging families, communities and staff. Participants in two working groups discussed the need to build capacity among these constituencies to discuss the “tough issues” through focused and structured agendas. In order to truly bring families and community members into the fold, however, schools and districts must first address impediments to participation through such measures as the provision of food, transportation, and childcare.

Finally, one working group identified the need to provide all children a high quality, early childhood education experience. Early intervention has proven to be one of the most successful strategies in closing the achievement gap, and would make great strides towards creating a more equitable education system, and a more diverse workforce.

OVERARCHING CONCERNS & RECOMMENDATIONS

Across all of the strategies identified and discussed, a few common themes and concerns emerged. Nearly every participant expressed support for diversity and felt strategies to achieve it were critical. However, they also were unsure of what role the Board could, and would play in terms of the funding, implementation, incentivization and/or enforcement of the recommendations and initiatives. Participants expressed an overarching frustration with and concern regarding increased mandates without the necessary funding to implement and maintain them. Respondents also appeared skeptical of the likelihood that the Board could develop policies that were flexible enough to meet the widely-varying needs of the many types of districts across the state. They feared a “one size fits all” set of recommendations would be released without the proper information, follow-up and support. Several working groups also highlighted the many successful programs in place across the state and expressed frustration about the lack of information shared across districts, and the need to build on what is working as opposed to continuing to perpetuate the revolving door of education reform.

D. Webinar

Participants were told that the Board is developing a webinar to assist districts with diversity initiatives. Then, they were asked to provide feedback on what they would like to see included and why. Facilitators prompted participants to consider length, format, accessibility, and usability.

Virtually every workgroup suggested that the Board use the webinar as a resource and reference for districts to share knowledge and ideas. Specifically, respondents encouraged the Board to use the webinar to provide specific examples of practices and programs that have proven to be effective in the state, including disciplinary approaches, tracking, feeder plans, etc. This is an opportunity for other districts to share their best practices and collaborate, and to hear from experts that have implemented best practices. In particular, folks would like to hear testimonials from districts that demonstrate best

practices. At the same time, participants prefer creative solutions and flexible options rather than mandates since there are significant differences between districts. They also felt that it would be helpful to have a framework or district typology, based upon the characteristics of their district, for deciding which strategies to implement.

The most common response in terms of specific content was to use the webinar as an opportunity to promote professional development for teachers, staff and administrators. However, participants cautioned the Board to make sure that the professional development is carefully designed to assist teachers with implementation and foster buy-in. In addition, it must also be clearly connected to student achievement. Participants also expressed an interest in using the webinar to disseminate culturally relevant pedagogy, including lesson plans, pointers for managing classroom discussion, and curricula, or infusing these issues into their pre-existing lessons.

Many participants hoped that the webinar would be structured to include before and after opportunities, such as pre-assessments of current knowledge and follow-up activities. In addition, some respondents felt that the final product must also be accessible to the community at large, and segmented by role, and inclusive of administrators, parents and teachers.

Most participants encouraged the Board to make the webinar interactive. Ideas for doing this included having interactive, clickable titles to browse, a search engine, and a blog/Wiki post attached for questions and feedback. Participants also hoped that the webinar would be user friendly and accessible at any time. One respondent suggested hosting the webinar in a group setting to have a greater impact and help groups understand their differences better. Some suggested that PowerPoint slides would be a useful format; others suggested multiple formats, including video. Some participants suggested including practical tools, such as a calculator or program for determining racial balance. One workgroup discouraged the Board from putting together a webinar on this issue, which they felt was too emotionally charged for such a format.

V. Challenges in Ohio

Ohio faces a number of challenges in creating a diverse and equitable system of K-12 public education, however, there are a number of strengths the State can draw upon, including a demonstrated commitment to achieving equitable education across all levels of education. Ohio is uniquely situated with a large number of urban areas, geographically diverse rural areas, and a large portion of the school-aged children from various racial, ethnic, and linguistic backgrounds. Recommendations and mandates for achieving diversity in K-12 education must be prescriptive enough to give districts clear guidance on what is permissible, yet flexible enough to take into account local history and district particularities. In order to devise and implement recommendations for achieving student diversity it is important to first contextualize these suggested policies with an understanding of the educational landscape in Ohio.

Ohio is home to a number of different student subgroups with unique strengths and challenges, and the distribution of these students varies by region. Much like other states across the country, Ohio is becoming increasingly diverse. In 2008, there were more than 175,000 children from immigrant families, up from 124,000 in 2000-2002 (Kids count). In contrast, between 2000-2008, the number of black and white children declined by more than 4% and 8%, respectively (Kids count). While the absolute number of African American children has been steadily declining, racial segregation in education is unfortunately on the rise. Ohio is leading the nation in the increase in African American hyper-segregation in education with the percent of black students in nearly all minority schools (those where the student body is <5% white) increased 18 percentile points to 28 percent from 1993-1994 to 2005-2006 (188 SOBO-pew Hispanic trust).

While some groups are seeing a numerical decline, other subgroups are steadily increasing. In 2008, there were 113,751 Hispanic or Latino students compared to only 95,085 in 2004. One challenge this poses for schools and districts is the need to serve those students who are limited English proficient. In 2007, more than 35,000 limited English proficient (LEP) students were enrolled in elementary and secondary public schools (Carlos-ODE 2007). This shift is not occurring uniformly across Ohio. Most of the Hispanic population is concentrated in the Northeast and Northwest parts of Ohio, with 51% of the Latino population concentrated in just four counties: Cuyahoga, Franklin, Lorain and Lucas (Carlos). Cleveland schools are estimated to have approximately 2,700 students who speak English as a second language. While this is only approximately 5% of the district's total enrollment, ESL students are often concentrated together; it is estimated that in some schools more than 60% of the student body are English Language Learners (ELL). Furthermore, placing students at greater risk is the high correlation between ELL and high poverty schools. Each of these factors individually has been demonstrated to negatively impact student academic performance; taken together we are placing students in double jeopardy.

Often when discussing English Language Learners or even immigrant populations, the assumption is made that those students are primarily of Hispanic or Latino/a descent, however more than 12,000 refugees have settled in Ohio since 1999 from such countries as Somalia, Burma, Vietnam, Russia,

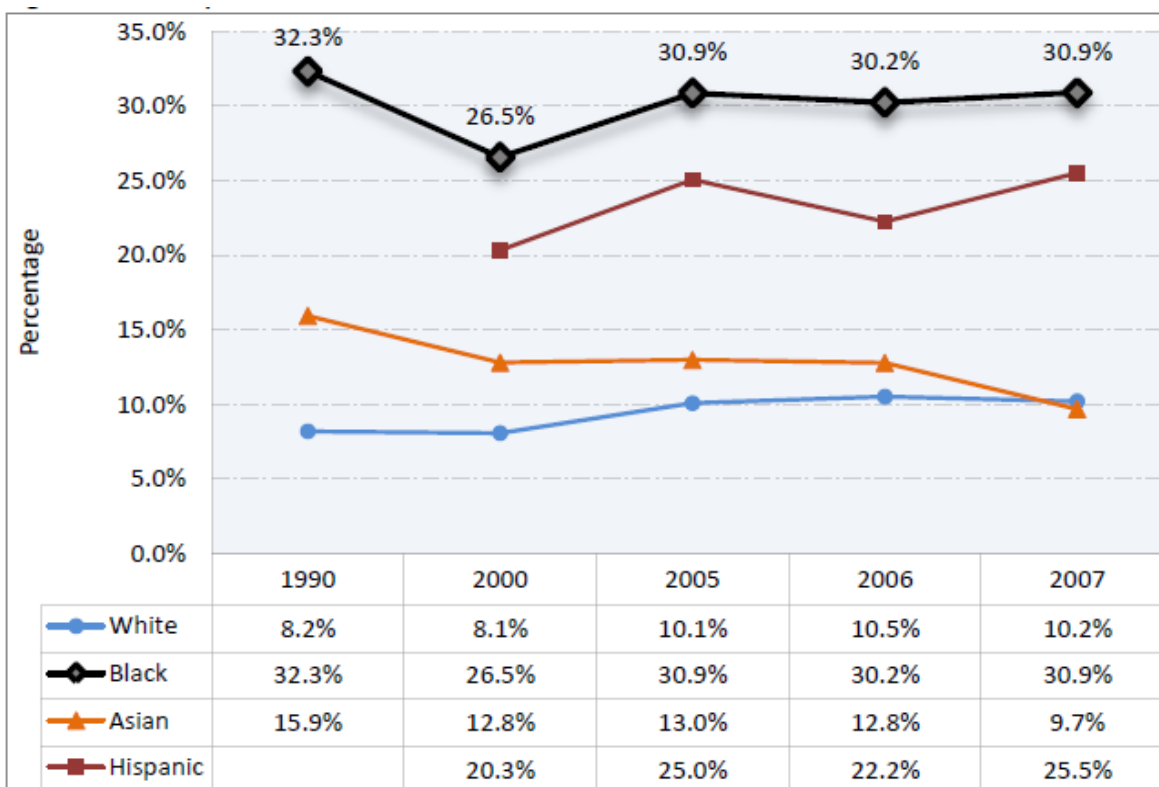
Uzbekistan, Cuba, Burundi, Ethiopia, Ukraine, Eritrea, Liberia, Iran and Sudan (ODE, 2007). According to the Ohio Department of Education, 129 school districts reported serving 11,356 immigrant students who have been enrolled in U.S. schools less than three years (CT-ODE 2007). In Columbus City Schools, district personnel report 1,312 students whose native language is Somali, and the district consistently struggles with finding an adequate number of ESL teachers with a knowledge of the Somali language (CRP data byte-CT). This has a direct impact on student achievement as it takes the “typical” young immigrant student who is taught entirely in English, 7-10 years to reach the 50th Normal Curve Equivalent (NCE), which is to say it takes them 7-10 years to be performing within the normal academic range. Unfortunately, the majority of immigrant students will not ever make it to this achievement level (ODE, 2005).

Another issue that is central to the diversity issue is that many teachers and school personnel do not have sufficient knowledge of or appreciation for cultural differences at best, and may harbor anti-immigrant sentiments and racial biases at worst (Cole, 2008). There are not only language and cultural considerations that must be taken into account for refugee populations, but other supplemental services may be needed as well. For example, resettled refugees are ten times more likely to suffer from post traumatic stress disorder than the general population (CT-Cole, 2008) and schools may not have adequate mental health resources to assist the child. Despite these challenges, schools are expected to ensure all members of their student body are performing at grade level, and the schools may be penalized for failing to achieve adequate yearly progress. One school in Cleveland, for example, has not met AYP in six years due to the high proportion of immigrants from countries including Bosnia, Puerto Rico, Albania, Somalia, Kenya and the Ukraine. Across the entire district there were only twelve literacy teachers available (Cole, 2008).

One student subgroup that is often overlooked in Ohio due to the large number of urban regions in the State is the Appalachian population. However, it is important to recognize and address some of the unique challenges that the 127 Appalachian school districts face. The Appalachian region of the State is one of the most fiscally depressed areas of Ohio; those 29 counties designated by the U.S. government as Appalachian, consistently have the highest poverty rates in the State. Students living in this region experience a number of conditions that are highly correlated with depressed academic performance. For example, high poverty students experience greater rates of student mobility, which has shown to lower academic performance, and increase risk for school failure and dropout (CT-NCREL 2002). Appalachian children are also geographically situated in a region where there is a dental professional shortage and as a result they experience more untreated dental cases. This results in twelve times more dental-related restricted activity days, which consequentially lead to a decrease in academic performance (CT-Health Policy Institute, 2005). Furthermore, because of our school funding structure in Ohio, schools in the Appalachian region of the State struggle with the challenge of serving these students with smaller budgets. The median expenditure per pupil is over \$500 less than the State average, and the average teacher’s salary is \$4,530 less than the State average (CT_CORAS). In essence, the Appalachian region is struggling to educate a higher-need population with fewer resources. Not

surprisingly, this all culminates in a drop-out/push-out rate, which is 7% higher than the State average (CT-CORAS).

We look to the schools and districts serving all of these student groups to achieve integration both numerically and substantively. Numerically this is challenging as our public schools are primarily neighborhood based, and residential segregation is entrenched. In Ohio, much like elsewhere in the country, populations of color are racially isolated into high poverty and low opportunity communities that are unsafe, unstable and isolated from critical opportunity structures. In 2000, for example, the neighborhood poverty rate for the average African American household in Ohio's largest metropolitan areas was double to triple the neighborhood poverty rate found in the average White household's neighborhood.³⁵ We know from decades of research that a family's socio-economic status is one of the strongest correlates to academic performance and poverty rates for Black and Hispanic populations are consistently higher than those of white families.³⁶ In Ohio, while African American children constitute 15% of the population, 44% of black children are in poverty and 67% of black children live in a family where no parent had full-time, year-round employment. Similarly, Hispanic children constitute 4% of the population, 32% of children in poverty, and 45% do not have a parent with full-time employment.³⁷



Poverty Rates by Race in Ohio, 1990 to 2007

Source: The State of Black Ohio pg. 36.

Low income students of color are placed in double, and even triple jeopardy by living in neighborhoods of concentrated poverty and attending schools where the majority of students are on free and reduced price lunch. Thousands of low-income children of color across Ohio are stranded in high poverty schools, which is one of the strongest predictors of academic success, second only to familial influences.³⁸ Through our student assignment practices we are replicating residential segregation in our schools, and creating nearly inescapable conditions for high poverty students of color and only further entrenching the achievement gap. In Ohio's six largest metropolitan areas, for example, over half of all poor students are segregated into high poverty schools, and not surprisingly, of these 94.4% are classified in the lowest three achievement categories.³⁹

Proportion of Total State Race Population by Neighborhood

Neighborhood Opportunity Rank	White	Black	Latino	Asian
Low and Very Low Opportunity	26.66%	73.64%	48.37%	22.67%
Moderate Opportunity	22.60%	10.53%	19.06%	13.31%
High and Very Opportunity	50.74%	15.82%	32.56%	64.02%
Grand Total	100.00%	100.00%	100.00%	100.00%

Proportion of Total State Race Population by Neighborhood

Neighborhood Opportunity Rank	White	Black	Latino	Asian
Very Low Opportunity	8.14%	50.56%	27.28%	8.69%
Low Opportunity	18.52%	23.08%	21.10%	13.98%
Moderate Opportunity	22.60%	10.53%	19.06%	13.31%
High Opportunity	24.51%	8.53%	15.93%	19.12%
Very High Opportunity	26.23%	7.29%	16.63%	44.90%
Grand Total	100.00%	100.00%	100.00%	100.00%

Proportion of total State population by race, within each neighborhood type (based on neighborhood opportunity analysis)

Source: The State of Black Ohio pg. 48.

Our segregated system of education is not only harming students of color, but white children as well. A rich body of research literature demonstrates the positive life-long social, economic, academic and psychological benefits of a diverse education.⁴⁰ Whites are currently the most segregated segment of the population; nationally, Whites attend schools where approximately 77% of the student body is white.⁴¹ Until we create truly integrated schools all students will be denied the social cohesion, reinforcement of our national democratic values, and workforce preparation that an integrated education can provide. Moving Ohio into the 21st century demands the creation of an equitable education and schools that truly reflect our pluralistic society.

Even schools that may be numerically diverse struggle with providing an integrated education for their students due to the need for a highly specialized education and educational services, depending on the demographics of the student body. Students are segregated within schools through tracking or ability grouping, through overrepresentation of students of color in special education, and through the greater frequency and severity of discipline for students of color — particularly African American males. Furthermore, the teachers that are teaching this diverse student population are primarily white females, with an inadequate understanding of cultural nuances and norms, and/or students' native languages. Efforts and policies to achieve integration in education must take into consideration both these numerical and substantive factors and must work toward providing a holistically integrated educational setting.

Taken together, statistical and social science review demonstrates one thing: the educational landscape in Ohio is changing and schools need the guidance and direction to be responsive to these shifts, and to be proactive in providing all students a high quality education. At the core of this is ensuring schools and districts have a wide array of options available to achieve true integration. Districts need the policies capable to achieve diversity within their walls, but they also need the building-level recommendations to ensure that the interactions between diverse students are meaningful, that students' emotional, physical and academic needs are being met, and teachers and administrators have the skills and knowledge to recognize and appreciate the distinct experiences these students have had. While the board cannot possibly adopt a one size fits all policy, given the breadth and depth of diversity across the State, they can be instrumental in implementing a policy that lays the groundwork and sets the expectations for schools and districts. The board has the power to establish the infrastructure moving forward to allow existing diversity best practices to be lifted up and shared, and to establish a set of processes and guidelines to ensure schools and districts that are just beginning to struggle with these challenges have somewhere to turn for guidance. Given this overview of the demographic shifts, diversity challenges and school and district level needs, the Kirwan Institute proposes the following Diversity Strategy Policy Recommendations.

VI. Diversity Strategy Recommendations

In this section of the report, the Kirwan Institute presents its Diversity Strategies Policy Recommendations to the Ohio State Board of Education. These recommendations have been derived from several sources: (1) a technical appraisal of the existing EEO Policy (see Part II); (2) demographic trends and recent social scientific research on diversity in Ohio (see Part V); (3) district level feedback presented and summarized in Part IV; (4) an evaluation of plans and policies implemented under the 1980 Policy (see Part II(E)); and (5) direct feedback from stakeholders and other parties.

The purpose of the recommendations is to create an infrastructure for allowing existing diversity best practices to be lifted up and shared, and to established principles, expectations, processes and guidelines that will empower districts and local administrators to develop solutions for their unique circumstances to reduce racial isolation and improve diversity throughout Ohio's schools. The recommendations presented have been developed with additional principles in mind, including recognition that one-size does not fit all, and a need to connect mandates to costs. Given the current budgetary environment, the recommendations advanced are not only designed to minimize and reduce costs to districts, but are actually intended to save districts money by reducing, for example, personnel costs associated with teacher turnover or the need for more extensive and invasive post-hoc student assignment policies by making diversity a critical element of school site selection.

These recommendations have also been developed within the bounds of board authority, statutory and constitutional. Section 3301.07 of the Ohio Revised Code specifies the general powers and duties of the board. It provides,⁴² in relevant part, that the state board of education shall:

- Exercise policy forming, planning, and evaluative functions for public schools except as otherwise provided by law;⁴³
- Exercise leadership in the improvement of public education in the State and administer the educational policies of the State relating to public schools, instruction and instructional material, building and equipment, transportation of pupils, administrative responsibilities of school officials and personnel, and finance and organization of school districts, educational service centers, and territory.⁴⁴
- Administer and supervise the allocation and distribution of all state and federal funds including the filing of reports;⁴⁵
- Formulate and prescribe minimum standards for the purpose of requiring a high quality general education;⁴⁶
 - Such standards shall provide adequately for the licensing and assignment of professional personnel; efficient and effective instructional materials; preparing all necessary records and reports and the preparation of a statement of policies and objectives for each school; building, grounds, health and sanitary facilities and services; admission of pupils; and other factors as the board finds necessary.⁴⁷

- Formulate and prescribe minimum operating standards for effective and efficient organization, administration, and supervision of school districts, schools, and their organizational units;⁴⁸
- Require reports as are necessary and desirable;⁴⁹
- May adopt rules necessary for carrying out any function imposed on it by law.⁵⁰

The Revised Code also identifies goals the State Board of Education must seek to achieve. Principally, it must ensure that all Ohio public schools provide “a general education of high quality.”⁵¹ To achieve that end, the State Board is statutorily required to formulate and prescribe minimum standards. In addition, other provisions of the code or interpreting case law provide that the Board:

- Has the authority to promulgate minimum standards regarding racial segregation of students and staff.⁵²
- Shall classify and charter school districts and individual schools and shall revoke the charter of any district or school that fails to meet the standards prescribed by the board.⁵³
- Shall administer grants under section 3301.19 and provide technical assistance to school districts developing plans for desegregation or plans to reduce or eliminate racial isolation.⁵⁴
- Shall approve or disapprove the transfer of territory requests or comprehensive annexation agreements.⁵⁵
- Shall ensure compliance with the State’s enrollment laws.⁵⁶

Additional relevant sources of authority include the Superintendent’s authority to require districts to submit reports on any subject,⁵⁷ to conduct studies for the purpose of improving education, and of the Board to require the Superintendent to report to the Board on any matter.⁵⁸

Promoting diversity and reducing racial isolation are compelling goals to achieve the end of “requiring a general education of high quality.” It is worth noting here that the following recommendations proffered by the Kirwan Institute via this report are aligned with the State constitution’s mandate to provide a “thorough and efficient” school system, reasonable, predicated upon quality research, and compliant with law. Thus, the following recommendations are valid, constitutional, and defensibly in the best interest of Ohio school children.

1) Reaffirm the Commitment to Promoting Diversity & Reducing Racial Isolation

In the 1980 Policy Forward and 1978 “Resolution on Equal Educational Opportunities,” this Board asserted, in the strongest possible terms, its support for student diversity and the alleviation of racial isolation in Ohio schools. In particular, this Board opened the 1980 Policy Forward by stating that the “[a]lleviation of racial isolation in the schools of Ohio has long been a goal of the State Board of Education.” The 1978 Resolution then directed ODE and school districts throughout the State to take measures to promote diversity and reduce racial isolation. We **recommend** that this Board once again reaffirm its commitment to the goal of promoting diversity and reducing racial isolation in Ohio schools.

Promoting diversity is consistent with the board’s authority in section 3301.07 to exercise policy forming, planning and evaluative functions for public schools except as otherwise provided by law, and the power to exercise leadership in the improvement of public education in the state,⁵⁹ and to administer the educational policies of the state relating to public schools, in addition to other provisions or powers cited above. While courts have limited the options available to districts and states seeking to achieve these goals, a majority of Justices on the Supreme Court have affirmed that goal of promoting student diversity and reducing racial isolation as compelling government interests.

Educators and administrators throughout Ohio have unequivocally affirmed the value and importance of diversity. Workgroup respondents emphasized the value and importance of diversity in relationship to a variety of pedagogical goals, including preparing students to succeed in diverse society, staying competitive in a global economy, and to citizenship. As the United States becomes a “majority-minority” nation, cultural fluency and familiarity with persons of different backgrounds and experiences is an increasingly vital life skill. Diverse educational settings promote positive intergroup contact and reduce prejudice and stereotyping. Educators and administrators underscored the importance of diverse social settings in the development of critical thinking skills, problem solving capacity, and analytic ability, which translate into academic aspiration and achievement. We **recommend** that this Board reiterate these findings.

In terms of the challenges to educational achievement and the benefits that accrue from diversity, educators and researchers recognize that race is merely one important component of diversity. In workgroups, respondents identified many important elements of diversity: racial and ethnic, gender, religious, sexual orientation, socio-economic, familial, among others. They also recognized that these categories are not mutually exclusive, but overlay and interact, and their particular salience depends upon context. All of these elements should be part of creating a truly diverse and inclusive educational environment.

Student body diversity, however, varies by region and from district to district. One region, for example, may have a growing Somali population with a healthy and supportive community, where students are welcomed and accepted into a school with culturally competent teachers. In contrast, another region

might have very little ethnic diversity and non-white, foreign-born students are marginalized and not well understood within the community or the school.

In addition to being locally defined and experienced, diversity is fluid and cannot be approached as a static concept. The meaning of what it is to be “diverse” cannot be universally applied, nor can it be concretized. However, diversity, when recognized and embraced as a community and school asset, can provide a rich, academically stimulating, and socially engaging experience for children and adults alike from all walks of life.

We note here that at the June 12, 2010, meeting of the State Board of Education, several members inquired into a definition of “diversity.” As with the 1980 Policy, this report does not seek to define diversity. Diversity is a fluid concept and varies by region/district/school. At minimum, however, we **recommend** that the State Board should define diversity broadly—to include race, ethnicity, sex, ability/disability, sexual orientation, gender identity, socioeconomic status, religion, etc., and should continue to utilize an assessment procedure for determining racial isolation (See Recommendation 2).

Possible Implementation Strategies:

1. Reaffirm Ohio’s longstanding dedication to diversity and the reduction of racial isolation.
2. Emphasize the importance of racial diversity, both to the equal educational opportunities of all students and to the achievement, preparation, and success of all students in a global economy and pluralist democracy.
3. Define diversity inclusively to encompass a range of individual, familial, and community characteristics.

2) Continue the Policy of Obligating Districts with “Substantial Variation” to take “Reasonable” Actions to Reduce It as are Consistent with Federal Law

Under the 1980 Policy, school districts were required to submit data annually regarding the racial and ethnic composition of pupils and staff.⁶⁰ This data was collected and compiled by ODE and the State Board, who is authorized by law to “require such reports from school districts...as are necessary and desirable” (See ORC § 3301.08(l)). The United States Supreme Court has clearly affirmed the permissibility of this practice. In his controlling opinion, Justice Kennedy wrote that school boards are permitted to “track[] enrollments, performance, and other statistics by race.”⁶¹

The 1980 Policy also required all districts to take “reasonable action” to alleviate substantial racial or ethnic isolation in their districts. The policy defined “substantial” racial or ethnic variation in reference to the demographics of a district as a whole. Specifically, any district with a building in which the minority student body was ± 15 percent from the district average was deemed a “substantial variation.”⁶² Once identified, the district was then required to take “reasonable action” to alleviate such variation. Examples of such actions included changing attendance boundaries, the building or closing of schools, the “alternation of vertical organizational structure,” and the assignment of staff. Both the policy of monitoring and identifying buildings exhibiting “substantial variation” and the requirement that districts take “reasonable” action to alleviate such racial isolation are permissible under state and federal law (see Part II(D), Analysis of Assessment Procedures).

We **recommend** that the Board continue to obligate districts with substantial variation to take “reasonable” actions to alleviate such variation as are consistent with federal law. As described in Part VI, patterns of residential segregation, both by race and SES, remain pronounced throughout the State of Ohio. These patterns manifest in schools through attendance boundaries and transportation policies, which tend to send children to schools closer to their homes, and other race-neutral policies. Monitoring patterns of enrollment by race will foster greater awareness and understanding of the role that these policies play in reducing diversity within the district. In addition, since the demographics and circumstances of each district are unique, a policy of requiring “reasonable action” to address racial isolation allows for district-level tailoring, and does not impose a “one size fits all” mandate. Solutions can be fashioned for the circumstances of each district by local administrators who understand the causes of racial isolation and are best positioned to propose effective solutions to redress it. Such actions are a vital step to the promotion of student diversity throughout the State.

Possible Implementation Strategies:

1. Continue the policy and practice of identifying districts with schools that feature “substantial variation” from the demographic composition of the district as a whole.
2. Continue the policy of obligating districts with “substantial” variation to take “reasonable” actions to alleviate such variation as are consistent with federal law.

3) Support and Encourage Voluntary Student Assignment Policies that Promote Diversity

The assignment of pupils was one of the principal mechanisms for alleviating racial isolation and promoting racial diversity under the 1980 Policy. While the use of student assignment policies to promote racial diversity remains a permissible goal under law, and within the power of the board to address, individual racial classifications are not permitted except under very limited circumstances. Consequently, individual students may generally not be assigned – either admitted or denied into a particular school – because of their race, even in the furtherance of racial diversity. In other words, assignment policies that seek to approximate a particular numerical target, either a ceiling or floor, by admitting or denying a particular student admission in order to meet that target are not permitted.

Although individual racial classifications are generally not permitted, school districts may nonetheless pursue student diversity through student assignment policies. Specifically, districts may consider race-neutral criteria in individual student assignment, including the socio-economic status of students in the district, their free and reduced lunch status, the educational attainment of parents, and other non-race factors. When such factors correlate to race, they may be used to achieve racial diversity in lieu of explicit racial classifications. Alternatively, race may be used as an explicit factor at the neighborhood level in drawing student assignment zones. For example, a district may draw a particular attendance zone to encompass two racially identifiable neighborhoods for the purpose of creating an integrated school building. Such an approach does not rely on individual racial classifications to reduce racial isolation and improve student-body diversity. In developing an integrative student assignment policy, districts are free to develop assignment boundaries with recognition of “general neighborhood demographics,” recruit students in a targeted fashion, or use race-neutral assignment criteria that correlate with race. These practices were explicitly condoned in Justice Kennedy’s plurality opinion.

We **recommend** that this Board encourage the use of voluntary assignment policies that promote diversity and reduce racial isolation using either race-neutral criteria or race indicators at the neighborhood level. To this end, we further recommend that the Board encourage school districts to seek out technical assistance, modeling, and other capacity where practicable. In addition to particular assignment policies or zones for particular schools, feeder patterns to middle and high schools have the potential to increase racial isolation and reduce student diversity, particularly in larger districts. We **recommend** that this Board provide guidelines for districts to ensure that feeder patterns to middle and high schools do not increase racial isolation, and review and revise feeder patterns that reduce diversity.

Possible Implementation Strategies:

1. Support and encourage the use of voluntary assignment policies that promote diversity.
 - Support those policies with technical assistance where practicable.
2. Encourage that feeder patterns to middle and high schools do not increase racial isolation.

4) Require Districts to Assess the Diversity Impact of a New School Site or School Closing

The 1980 Policy set out guidance for Building and Boundaries, that:

1. Sites for new schools and attendance boundaries are established in such a way as to minimize racial isolation.
2. Projected additions to existing school buildings minimize racial isolation whenever feasible.
3. School closures are strategically planned to minimize racial isolation in the remaining schools.

In short, the 1980 Policy addressed new school site selection, attendance boundaries, projected additions, and school closures as means to promote greater racial diversity. Experience and practice had shown that districts would “gerrymander” attendance zones to correspond to racial residential patterns, expanding or contracting them with subsequent population movement (see page 12 of the 1980 Policy). When ordered to integrate, these mechanisms allowed districts to thwart implementation and maintain racially segregated schools, even in districts with a relatively diverse student population.⁶³ Consequently, courts in Ohio condemned the use of school site selection or mobile classrooms as a way of maintaining racially identifiable schools, even when schools were overcapacity. This section of the policy was aimed at these practices and others like them.

Although few districts continue to strategically site new schools, gerrymander attendance boundaries, or selectively close schools to maintain or enhance patterns of segregation, these policies can nonetheless have a segregative effect and contribute to racial isolation within the school building and classroom in the same way. As described in Part V, patterns of residential segregation, both by race and SES, remain pronounced throughout the State of Ohio. These patterns manifest in schools both through attendance boundaries and transportation policies, which tend to send children to schools closer to their homes. Given these residential patterns, the location of a school and its attendance boundary is the chief determinant of the degree of student diversity within that school, as well as a major driver of the level of diversity throughout the district.

In the previous section, we discussed the use of attendance boundaries as a way of promoting student diversity to overcome patterns of residential segregation within a district. Aside from integrative student assignment plans or redrawing attendance zones, strategic site selection for new schools or school closures may have the most significant and lasting influence on student body diversity. The location of a new school is a decision with long-term consequences for the degree of diversity and racial isolation in the district as a whole. A new school will draw students out of an oversubscribed school or other schools in the district. A school sited in a racially isolated area will not only produce a racially homogenous student body, but may reduce the overall diversity within the district by drawing off students from other, more integrated schools. Conversely, a school strategically sited to promote diversity can draw students from two or more racially isolated neighborhoods into a diverse educational

environment. Last year, just over 1,000 new K-12 buildings were constructed throughout the nation, and their location will affect the educational experience of generations of students.⁶⁴

It is an unfortunate feature of contemporary public education that more districts are faced with school closure decisions due to declining enrollment than school openings. When deciding whether to close a school and which school to close, districts consider many factors such as the age of the school, the cost of maintaining the structure, the rate of population change in the attendance zone, and the performance of the schools. Like school openings, school closures play a significant role in determining the degree of student diversity and racial isolation throughout the district. School closures may exacerbate patterns of racial isolation by dispersing students to less diverse schools, and may contribute to making other schools less diverse. For example, the school closure of a relatively well-integrated school may result in sending white children from that school to the predominantly white school, and the minority children to the majority-minority school.

The importance of school site selection, either in connection with school openings or school closures, for the degree of diversity and racial isolation throughout a district cannot be understated. Decades of research have clearly established the reciprocal link between housing patterns and schools.⁶⁵ Integrative school site selection will serve as a deterrent to white flight within a district, and increase the degree of diversity within the district as a whole. We therefore **recommend** that the board retain its 1980 guidance in this regard, and further **recommend** that the Board require that all new school site selections, school additions, and school closures throughout the State include a diversity impact assessment in some form. In the case of school openings, this could be done by forecasting the student body of the new school based upon the demographics of likely enrollees, the proposed attendance zone, and any other relevant data. Geographic Information System (GIS) software can be employed to aid this process. In the case of school closings, the Board should continue its previous policy of advising that “school closures are strategically planned to minimize racial isolation in the remaining school.” Moreover, it should require that such an assessment be a mandatory requirement for all school closures throughout the State, not simply a component of a diversity plan.

At the June 12, 2010 State Board of Education Meeting, several members raised a question concerning the Board’s authority to require school districts to conduct a diversity assessment prior to the selection of a new school site or school closing. While we believe such a recommendation is safely within the Board’s authority, it is important that we clarify the scope of this recommendation. We do not intimate that the Board can override the judgment of a local school district or supplant its decision regarding site selections or school building closures. The State Board plainly does not have that power. Rather, the issue here is whether the State Board of Education can require school districts to assess the impact on diversity of a new school site or school closing. We believe that it can. The assessment alone would not be determinative of the final result; local districts would decide how much weight should be given to the assessment.

We do not express a view as to how such an assessment would be used, whether it would be a criteria in determining a new school location, or how much weight such a criteria, if used, might be given. In

theory, as between more than one proposed new school site, the Board could recommend that the racial impact of the new school be an explicit criterion in determining a new school location. Alternatively, such an assessment could simply provide information to the Board, the Board Superintendent, or the local community regarding the potential impact of a new school site. Ideally, such information would be used by local districts to promote diversity and, at a minimum, foster greater awareness of the issue within the district and its respective community.

We recognize that neighborhood demographic patterns will change over time and undermine the integrative effect of a new school site. At a minimum, however, new school site selections or school closures should not reduce the degree of student diversity in other schools. If a new school opening would draw students from other schools and reduce the diversity of those schools, it should be explicitly discouraged. For example, Charlotte, North Carolina requires its school board to consider the socioeconomic diversity of nearby housing and the availability of public transit lines to inform where to build schools.⁶⁶ We **recommend** that this board discourage school closures or new school sites that have the effect of reducing student body diversity within the district.

Not only are these recommendations consistent with federal law, and explicitly identified as a permissible means of promoting student body diversity in *Parents Involved*, but it is the least disruptive to individual students. Integrative student assignment plans and redrawing attendance zones or boundaries are more likely to directly impact students who are channeled into a different school as a result of the policy, sometimes further from their home. Moreover, integrative student assignment policies, such as modifying feeder patterns or redrawing attendance zones, will have to work harder and be more elaborate to reduce any racial isolation produced by school openings and closures. This can lead to parental complaints about long bus rides and other inconveniences, such as not being admitted to the school of one's choice. Strategic site selection of new schools or school closures with a recognition of residential demographic patterns helps address these concerns on the front end, and will have the most lasting impact for the least amount of effort (a one-time analysis), minimizing the need for more elaborate, extensive, and costly student assignment policies.

Possible Implementation Strategies:

1. Retain the 1980 Policy statement regarding Buildings and Boundaries.
2. Require that every district throughout the State conduct a diversity assessment of the impact of a new school site or a particular school closure in some form.
 - a. Whether that school would be more integrated than an alternative school site
 - b. Whether it would have a positive or negative impact on the diversity in other schools in the district
3. As a policy alternative to (2), require every district to report to the Superintendent of Public Instruction regarding the diversity impact of a potential school site or closing.

5) Continue the Policy Commitment to Equal Employment Opportunities and Staff Diversity

In the 1980 Policy, school districts were required to consider assignment of staff policies as part of a plan to alleviate racial isolation or segregation. Specifically, the policy required that (1) the racial composition of and experience of the staff in each school approximate the racial composition and experience of the staff in the district; (2) affirmative action programs are in place to assure equal opportunities for minority and non-minority applicants and staff members; (3) recruitment and employment practices are designed to promote a staff whose racial composition, by job categories, approximates the racial composition of the school community.

Research demonstrates the importance of a diverse educational workforce. Studies have shown that a diverse teaching staff has a positive impact on student achievement, including a direct relation to closing the achievement gap.⁶⁷ The Collaborative on Diversity in the Teaching Force⁶⁸ reported that a diverse staff would:

- increase the number of role models for students of color;
- provide opportunities for all students to learn about ethnic, racial, and cultural diversity;
- be able to enrich diverse students' learning because of shared racial, ethnic, and cultural identities; and
- serve as cultural brokers, able not only to help students navigate their school environment and culture, but also to increase the involvement of other teachers and their students' parents.⁶⁹

Unfortunately, Ohio's teaching force does not reflect its diversity. According to ODE data as of 2008-09, of the more than 111,000 teachers employed throughout the State of Ohio,

93.8% (104,468) identified as white, 5% (5,520) black, 0.6% (659) Latino, 0.4% (416) Asian or Pacific Islander, 0.1% (57) American Indian or Alaskan Native, and 0.2% multiracial or did not specify. These figures have remained virtually constant over the past ten years.⁷⁰

As described in Part IV of this report, participant workgroups of administrators and educators throughout the State emphasized and recognized the value of diversity among staff. Most also discussed the need for staff recruitment and hiring as a strategy to promoting diversity and as a challenge. The value of a diverse, culturally competent, and well-trained staff is unquestioned. We, therefore, **recommend** the continuation of the 1980 Policy's commitment to staff diversity and equal employment opportunity, with the exception of any effort to racial balance.

As outlined in Section II (Technical Assessment of the 1980 Policy), attempts to generate racial balance are unconstitutional. In fact, in *Perrea v. Cincinnati Public Schools*,⁷¹ a federal district court ordered Cincinnati Public Schools to discontinue using "racial balancing in making staff employment decisions."⁷²

States and school districts may, nonetheless, consider race. It is important to reiterate that the use of racial classifications in making employment decisions, whether in hiring, assignment, or transfer – that is, considering the individual race of staff members – is constitutionally suspect and prompts strict judicial scrutiny, and is therefore, constitutional in a limited number of circumstances. Two approaches exist in which race can be permissibly considered: race-conscious programs and the use of racial classifications.

School districts may undertake race-conscious decisions to promote equal opportunity and increase staff diversity. Race-conscious methods do not rely on racial classifications, but are nonetheless cognizant of race. Permissible race-conscious alternatives include targeting certain neighborhoods, geographic regions, and institutions for recruitment of staff with the recognition of racial demographics. Race-conscious measures, because they do not classify individuals based on race, do not trigger strict scrutiny. In fact, Justice Kennedy, in his concurrence in *Parents Involved*, endorsed the recruitment of faculty in a targeted manner.⁷³

Alternatively, programs utilizing racial classifications must be narrowly tailored to further a compelling state interest. Racial classifications are constitutionally permissible only if race-neutral alternatives have been given serious consideration or were attempted. The Supreme Court has recognized the compelling interests of promoting diversity and remedying past or present racial discrimination. Practically speaking, the use of racial classifications should be limited to assignments and reviews of transfer requests when race is one factor of many within a diversity plan and employment decisions as part of an affirmative action program.

Equal opportunity programs, or affirmative action programs, consistent with these two approaches and state and federal law are recommended. The Kirwan Institute is available to provide technical assistance with implementing affirmative action programs. A resource guide entitled: *Affirmative Action in Ohio: A Resource for Policymakers and Advocates*, is available on our website.⁷⁴ Race-neutral methods are, of course, permitted, including the mandatory periodic review of staff assignment with due consideration given to students' needs and individual qualifications. However, a race-neutral approach may not be an adequate strategy in furthering diversity. Race-neutral alternatives should, nevertheless, be given serious consideration.

The 1980 Policy placed an emphasis on providing equal employment opportunities and recruitment. Although we recommend the continuation of those practices, we urge the inclusion of staff retention policies. Research shows that students are negatively affected by teacher turnover. Low-income and high-minority districts face higher rates of teacher turnover and employ more non-highly qualified teachers than districts with a low-minority student population. Districts, as well, endure high financial costs in replacing outgoing teachers and training incoming ones.⁷⁵ One program aimed at teacher retention is the Ohio Teacher Incentive Fund (OTIF). The Kirwan Institute **recommends** replicating successful components of OTIF in a statewide expansion.

We **recommend** that each local board of education be required to adopt and implement strategies to recruit, hire, retain, and assign staff as part of a comprehensive plan to promote diversity where feasible. In support of this recommendation, we suggest that the Board highlight best/promising practices related to staff retention and recruitment, and encourage the use of incentives to promote practices that achieve intended outcomes. One such mechanism might be a periodic review of staff assignments being reported to the Board or the Superintendent to monitor progress.

One of the challenges to recruiting and retaining a qualified and diverse teaching corps is an understanding of the conditions in which educators work. We suggest that the Board assess and better understand the conditions that exist within school buildings that affect hiring and retention, and make this analysis available to districts to improve educational conditions, including those conditions that affect cultural competency within the staff (See **Recommendation 6** for more).

Possible Implementation Strategies:

1. Continue the 1980 Policy's commitment to assuring equal employment opportunities and dedication to staff diversity.
2. Require local boards of education to adopt and implement diversity strategies to recruit, hire, assign, and retain diverse staff where feasible.
3. Consider a periodic review and reporting of staff assignments to the Board or Superintendent to monitor progress.

6) Support and Expand Diversity Training for Teachers and Administrators

The importance of teacher qualifications and experience have been widely demonstrated across the research literature, and policies have made great strides in collecting data and working to ensure that all students have access to a fully qualified teacher. There is much work to be done, however. Lower income, urban schools have more teachers on average with fewer years of teaching experience, and more teachers who are teaching outside their field of expertise.⁷⁶ High poverty urban schools are also often plagued by rapid rates of teacher turnover; in Ohio, approximately 20% of teachers in urban schools left their positions as compared to 11% statewide.⁷⁷

At the center of these issues is a lack of cultural competency from those just entering the teaching profession as well as the existing workforce. While enrolled in teacher education programs many students assume they are going to be employed in a suburban district and thus do not seek out opportunities to gain cultural competency. Further complicating this issue is the vast overrepresentation of whites in the teaching profession. Nationally, while 60% of public school students were white, 90% of teachers were white. Black students constitute 17% of the national population yet only 5% of teachers are black.⁷⁸ A diverse teaching staff carries a number of academic and psychological benefits including: providing role models, having higher expectations, encouraging academic performance, understanding cultural difference, and breaking down all students' stereotypes.⁷⁹

Moving forward, increasing the diversity of the teaching force is a critical component of ensuring a more culturally relevant educational experience for students. However, deliberate efforts must also be made to increase the cultural competency of teachers and administrators already placed in schools. Many of the racial disparities occurring in schools, from tracking to disparate discipline rates, can be remedied in part by teachers and administrators who are trained to understand cultural nuances and can develop appropriate responses. Instead, we have teachers and administrators who are becoming overwhelmed and fleeing, creating a cycle of high teacher turnover and an unstable school environment. The primary reason teachers cite leaving their school is stressful working conditions including discipline issues, lack of resources and a lack of administrator support. While cultural competency training is not a silver bullet, it can provide teachers and administrators with the tools necessary to more effectively manage and teach their students, and can result in lower turnover and greater job satisfaction.⁸⁰ Similarly, training for district school board members can have a positive impact on district level policy, and help generate better policy solutions to intransigent problems.

There are a number of different programs and strategies in place to work towards a more diverse, culturally competent, and effective teaching force. In Ohio, the Ohio Teacher Incentive Fund (OTIF) has been implemented in select schools across the State; this program should be fully evaluated and analyzed to see if large-scale, state-wide implementation is possible. Often the immediate fix schools and districts seek in increasing cultural competency are stand-alone professional development opportunities. Unfortunately, in and of themselves, these have little long-term impact without significant follow-through or support. In contrast, teacher induction programs, which pair new teachers

with more experienced, have demonstrated notable success in transmitting cultural competency skills and retaining new teachers in challenging environments. By establishing a long-term, ongoing, supportive relationship, new teachers (or teachers new to an urban environment) can develop the skills necessary to be successful in a diverse school environment.

At the center of this, as in any education policy, is the need to mandate data collection and sharing of existing practices to better understand teachers' needs and to uncover what is already in place to address deficiencies in professional development. Schools should monitor their teacher turnover rate, their teachers' comfort level of working with their student population, and their need for professional development, and the State Board of Education must spearhead this effort to ensure it is evenly and comprehensively applied. We **recommend** continuing and expanding data collection on teacher quality, explicitly focusing on increasing cultural competency for all existing school personnel, and working closely with teacher and administrator education programs to ensure that students are gaining the skills and knowledge needed to thrive in diverse school environments.

Possible Implementation Strategies:

1. Support and expand diversity training for teachers and administrators, including the development of programs to produce culturally competent staff.
2. Encourage school districts to provide diversity and cultural competency training to members of their boards of education.
3. Support and expand the Ohio Teacher Incentive Fund insofar as funding is available.
4. Support and encourage teacher induction programs, which prepare new teachers for success and help retain more experienced teachers.
5. Mandate data collection on teacher turnover rates; establish a review policy for low-income districts with high levels of teacher turnover.
6. Provide a clearinghouse of resources for teachers, administrators and district personnel to review best practices, and highlight innovative solutions across the State and nation.
7. Coordinate with Board of Regents to ensure that school districts and Institutions of Higher Education are communicating needs and disconnects regarding teacher and administrator preparation programs.

7) Require Reasonable and Uniform Application of Disciplinary Policies and Support Effective Interventions that Reduce Push-Out

Student discipline was addressed in the 1980 Policy, but was discussed in the context of that time period. Specifically, it urged boards of education to adopt uniform rules that are applied on a “racially neutral basis.” The concern at the time was the racially disparate use of disciplinary policies. A shift occurred in 1994, however, with Congress’ passage of the Gun Free School Act, which required schools to suspend for an entire year any child that brought a gun to school.⁸¹ Zero tolerance policies have subsequently become commonplace, resulting in a dramatic increase in both disciplinary action and severity of such sanctions.

More disturbingly, zero tolerance disciplinary policies have become de facto policies for racial discrimination: Large disparities exist between discipline for white students and students of color.

[F]rom 2002-03 to 2006-07, out-of-school suspensions increased nationwide 14% for Latino students, 8% for black students, and decreased 3% for white students. During that same period, expulsions increased 6% for Latino students, 33% for black students, and decreased 2% for white students. In 2006-07, in Ohio, 3.2 black students were suspended for every one white student.⁸²

In Ohio, from 2004-05 to 2007-08, the number of out-of-school suspensions per black student increased by 34%. During the same period, out-of-school suspensions per white student decreased by 3%. The resulting difference is that by 2007-08, black students were nearly five-and-a-half times more likely to be suspended out-of-school than white students.⁸³

A more recent study, reported and published June 29, 2010 by the Columbus Dispatch, found that “[b]lack students were disciplined more times than white students in 2008-09, even though Ohio’s public schools had more than four times as many white students as black.”⁸⁴

Disparate use of disciplinary policies results in the effective denial of educational opportunities for students of color through disproportionate use of suspension and expulsion. This phenomenon has been dubbed the “Schools-to-Prison Pipeline.”⁸⁵ Zero tolerance policies have increasingly been identified as a contributory mechanism.

Ohio law requires local boards of education to adopt policies of zero tolerance for violent, disruptive, or inappropriate behavior.⁸⁶ Section 3313.534 of the Ohio Revised Code requires the boards of education of each school district to adopt “a policy of zero tolerance for violent, disruptive, or inappropriate behavior. . . .” However, the Code does not provide a definition of “zero tolerance” or provide guidelines or standards to be included within the policy.

With the exception of bringing a firearm to a school or property owned by a board of education, section 3313.661 requires boards of education to “adopt a policy regarding suspension, expulsion, removal, and

permanent exclusion that specifies the types of misconduct for which a pupil may be suspended, expelled, or removed.” Section 3313.66(B)(2)(a) provides that a student must be expelled for a period of one year for bringing a firearm onto property owned by a school board. The Gun-Free Schools Act requires this mandatory expulsion.⁸⁷

Thus, “zero tolerance” policies and discipline standards are left largely in the hands of local boards of education. Local school boards have broad discretion to define and implement student disciplinary policy, with the exception of gun possession, which requires a mandatory one-year expulsion if a student is found on school property with a firearm. Additionally, many school boards adopt expansive policies, which allow for broad interpretation and application by district administrators. The problem with the latter is that zero tolerance policies are being used to punish students for minor or innocuous offenses, ones that zero tolerance was never intended to remedy. In Akron, for example, a student may be expelled for something as benign as bringing cigarettes to class, swearing, or being late to class.⁸⁸ Although legislators have written zero tolerance policies into the law, research overwhelmingly demonstrates that get tough measures are either ineffective or counterproductive in improving student discipline. Further, both the American Psychological Association and the American Bar Association have come out against zero tolerance policies.

The federal government has recognized the many negative ramifications of zero tolerance policies, with various members of Congress having introduced bills to circumvent the problems “get tough” practices have posed for students and school districts. In 2007, for example, then-Senator Barack Obama introduced a bill entitled the “Positive Behavior for Effective Schools Act” that noted, “Negative and reactive school management practices, such as metal detectors or surveillance cameras, and zero tolerance or other get-tough approaches to school discipline, are ineffective and often counterproductive.” In the current Congress, Rep. Phil Hare has introduced a bill that “shall include assistance in implementation of school-wide positive behavior supports and other approaches with evidence of effectiveness for improving the learning environment in the school and reducing the need for suspensions, expulsions, referrals to law enforcement, and other actions that remove students from instruction.”⁸⁹

We strongly **recommend** that the Board restrict zero tolerance policies to truly serious offenses, and require reasonable and uniform application of these policies. In addition, we **recommend** that the Board implement effective interventions to address the racially disparate effects of disciplinary policies. Alternatively, the Board may identify the offenses or violations it considers worthy of zero tolerance policies, and promulgate its determination as a model for districts, in their discretion to emulate. Available research demonstrates a host of possible mechanisms identifying and remedying problems before they become serious. Teachers and school districts, at a minimum, must more effectively involve parents, and discuss situations with parents before they become more serious.

Data is already being collected which reports statistics by student characteristics, including race, socio-economic status, gender, etc., the type of discipline imposed and occurrences, and the reasons for the discipline. However, data does not indicate police referrals or arrests made on site. Nor does the data

indicate the severity of the discipline imposed. The data reports the number of disciplinary actions per 100 students and discipline occurrences, but does not disclose, for example, the amount of time a student is expelled or suspended. Additionally, although statute imposes due process requirements for expulsions, out-of-school suspensions, and removals, statute fails to prescribe due process requirements for in-school suspensions or other forms of discipline. We **recommend** the continued collection of discipline statistics, but to include: the severity of punishment, police referrals, and on-site arrests. Furthermore, we **recommend**, when possible, the formulation of minimum due process requirements before disciplinary action of any kind is taken.

Possible Implementation Strategies:

1. Limit the application of zero tolerance policies to serious offenses:
 - Restrict out-of-school suspensions, expulsions, and referrals to police for serious misconduct or when minor misconduct has become habitual.
 - Emphasize the use of *reasonable* disciplinary measures, and the need to keep students in the school setting.
2. Mandate uniform, district-wide application of disciplinary policies. Require districts to delineate adequate procedures to guide teachers and administrators.
3. Support Effective Interventions that Reduce Push-Out:
 - Require cultural competency training where racial disparities in disciplinary actions exist.
 - Promote Student Mentorship Programs
 - Encourage or require school districts to ensure that teachers notify parents about and discuss with them situations warranting intervention.
 - Support students' needs and address root causes of misbehavior by encouraging districts to increase access to guidance counselors, school psychologists, and social workers that can address students' academic and behavioral needs.
 - Provide or require continuing educational opportunities to expelled and suspended students.

8) Expand and Replicate Successful Magnet School Programs

Magnet schools (often called “alternative schools”) were an alternative to court-ordered desegregation achieved by busing students. According to the United States Department of Education, magnet refers to a public elementary or secondary school or program that has one of three goals as its focus:

1. it aims to bring together students who have a variety of racial and ethnic backgrounds in order to voluntarily eliminate, reduce, or prevent the isolation of races
2. it aims to create an academic focus or social focus on a chosen theme
3. it aims to do both of the above simultaneously

Magnet schools or magnet programs within schools emphasize a particular subject area or discipline, and are thus attractive choices to parents and students. Ohio has often led the way with exemplary magnet programs. The Cincinnati School for the Creative and Performing Arts was founded in 1973 as part of a court-ordered desegregation mandate, and it quickly grew into one of the most prestigious arts schools in the nation. The school was recognized as a “Blue Ribbon School” by the U.S. Department of Education in 1984–85, and has been cited for “excellence in integration.” In 1976, Ohio Senator John Glenn sponsored the federal Magnet Assistance Program, a popular program to grant funds to support more magnet schools.⁹⁰ Magnet schools were an attractive alternative to forced busing since they provided incentives for whites to remain in city systems, while fulfilling desegregation mandates.

Districts throughout the State with experience using magnet schools attest to their value. More recent Magnet schools have been using a STEM (Science, Technology, Engineering, and Math) focus, and have shown great promise. The Metro school, located in Columbus, Ohio, is a regional magnet and Ohio’s first STEM school that draws representative students from the Columbus metropolitan region, Columbus Public Schools and Suburban schools alike. Each of the 76 students in the first graduating class has been accepted to college, and many have enrolled in elite private universities.⁹¹ It has been so successful that eight STEM schools are opening up throughout the State.⁹² In addition to being a successful model of student achievement, diversity, and parental choice, STEM and other magnet schools help produce workforce development, particularly in STEM areas, and therefore feed initiatives such as the third frontier by the State. It may be an unintended irony that these programs are so successful, both the creative and performing arts models as well as the STEM models, that they make Ohio’s students more attractive to nationally renowned institutions of higher education.

Because racial isolation in school settings is primarily a function of residential housing patterns that feed schools, magnet schools remain an excellent and attractive integrative mechanism for promoting K-12 diversity. They are attractive because they represent individual choice yet produce diverse outcomes. Importantly, whites, the most racially isolated group, are well represented in predominantly minority magnet schools. According to one study, 40% of white students in magnet schools are in predominantly minority schools.⁹³ Magnet schools are a disincentive to white flight. However, while intra-district

magnets should be encouraged and supported by the State Board, we also ***recommend*** that the State Board support other successful regional magnet models in Ohio, such as the Metro School, and the Dayton Regional STEM.

At the time that the State Board adopted the 1980 Policy, segregation was primarily a district level problem, although white flight and the Supreme Court's *Milliken*⁹⁴ decision had produced greater inter-district segregation. Today, the greatest degree of racial segregation is between districts, not within them. Regional magnets are perhaps the most successful and most attractive mechanism for producing integrated schools in segregated regions.

Possible Implementation Strategies:

1. Expand and replicate successful magnet programs, including magnet school programs that serve school districts within geographic regions.

9) Maintain Rigorous Standards of Achievement While Focusing on Students Needs

Tracking is one of the most pervasive and pernicious ways of sorting students by race within schools. On its face, the practice seems logical. By sorting students by their ability level, teachers can provide differentiated education at a level that matches the students' needs. In practice, however, it is sorting students of color into the lowest ability tracks where they fail to gain the skills or credentials necessary to further them in their educational endeavors. Lower-income students of color are seven times as likely to be in lower-track classes as middle-income White students.⁹⁵ Further, they are half as likely to be in gifted classes.⁹⁶

Tracking students into different classrooms by race is a pervasive phenomenon, even within racially diverse school buildings. Greater monitoring of the way in which tracking, either in advanced or remedial classes, correlates to race within a district is needed, and greater attention to these patterns by administrators and teachers is required.

Possible Implementation Recommendations:

1. Require ongoing monitoring at the district level of:
 - a. the referral rates of special education by race, and by referrer;
 - b. racial and ethnic representation in advanced placement courses and performance on AP exams.
2. Establish early intervention policies that interrupt the "wait to fail" approach for low achieving students.

10) Replicate Successful Comprehensive Counseling Programs to Support Diversity

A comprehensive approach to counseling was addressed in the 1980 Policy. The original policy suggested that boards of education adopt programs that prepare counselors to: 1) work effectively with special problems incidental to intergroup relations; 2) provide meaningful information about occupational opportunities, financial aid and the variety of post-high school educational opportunities which are available; and 3) foster collaboration among parents, pupils, staff and community members. Since the introduction of this policy, the Ohio School Counselors Association and the Ohio Department of Education have worked together to develop policies and procedures to define the role of counselors within Ohio schools.

Over the last 25 years, however, school counselors working in Ohio have had limited assistance with effectively addressing intergroup relations in schools despite demographic shifts within the State. Today, school counselors are attempting to meet the needs of students based on policies that were enacted over two decades ago, creating a disconnect between the cultural realities of modern schools and the systems that serve them. While the 1980 Policy enabled districts to develop policies to meet the needs of their students, the previous policies were too vague and allowed schools to minimize the role of school counselors when addressing issues of diversity and racial isolation within the school or community.

Since the 1980 Policy was developed, the Ohio School Counselors Association (OSCA) adopted a transformative model⁹⁷ for counseling in Ohio that includes language to help counselors engage in needs assessments for groups that experience inequities within the school/district. Within the new model the use of program evaluation is emphasized as a way to communicate with school and community partners about the needs of students and to advocate for programs geared toward not only academic achievement but also equity for all students. The foundation of the model focuses on the core developmental areas of K-12 education: 1) academic development; 2) career development; and 3) personal and social development and includes the beliefs, philosophy, mission statement, and general approach to the role of counselors in schools as defined by American School Counselors Association⁹⁸ and interpreted by the district, State, or school. While the 1980 Policy allowed schools to fully interpret the meaning behind what is “effective and meaningful,” adopting a State model will create a roadmap for school guidance curriculum, individual student planning, responsive/preventative services, and system support for diversity initiatives within the school and community.

Historically, some schools have been successful in their efforts to reduce racial isolation, however, many fail to capture data related to the outcomes of such programs and miss opportunities to access external funding or recognition that may enhance or improve programming geared at improving intergroup relations within schools. Employing a Comprehensive Counseling program will ensure that Ohio counselors are able to effectively implement and manage programs with the use of data, action plans, and an advisory council (i.e., combination of students, parents, and colleagues in the school and

community). Developing an advisory council is crucial to helping a community “buy in” to the policies and programs that are affiliated with the comprehensive counseling program.⁹⁹

The Ohio Comprehensive School Counseling Program stresses the importance of program audits and “Impact-Over-Time Reports.” These reports are comprehensive and longitudinal and consist of data that is disaggregated by demographics (i.e., gender, race, grade, free-or-reduced lunch) and include information on academic achievement (i.e., test scores, grade point average, graduation rates), person/social development (i.e., climate surveys, suspension/expulsion data, hate crime reports), as well as rates of parent and guardian involvement in schools (i.e., attendance data for parent-teacher conferences, workshops, and open-house).

Currently, the State of Ohio has not adopted a Comprehensive School Counseling Program despite recommendations from the Ohio School Counselors Association, and counselors are often overlooked when educational research is conducted and/or policies are reformed. Currently there are districts within Ohio that have adopted Comprehensive School Counseling Programs. This effort has been spearheaded by building counselors collaborating with administrators to align with the ASCA National Model. To assist districts and school building counselors in Ohio with aligning their programs with State educational requirements and ASCA standards, the Ohio School Counselors Association developed the *Ohio Comprehensive School Counseling Program*. Currently, the average ratio for high school counselors in Ohio is 400 to 1. Despite efforts in some districts within Ohio, many school counselors are overwhelmed by the number of students they are responsible for and are resistant to take on additional work outside of their job description. Research has found that reducing counselor-student ratios not only allows counselors to have more time working one-on-one or in small groups with students; it also decreases the number of suspensions and expulsions, thus improving school climate, culture, and graduation rates.¹⁰⁰

In 2003, the *Performance Inventory for First Year School Counselors* was implemented. This inventory was developed in conjunction with the Ohio Department of Education, by a joint committee of the Ohio School Counselors Association and the Ohio Association of Counselor Education and Supervision, and is currently required for all 1st year counselors. This evaluation explicitly evaluates counselors based on the parameters of comprehensive counseling programs and holds counselors accountable for conducting outcome assessments related to academic achievement, school culture and climate, and community relations. As educational research focuses more on the relationship between culture and climate in schools and academic achievement, counselors who are working within the parameters of a Comprehensive School Counseling Program will be able to address issues related to effective integration in classrooms, scheduling, parent involvement, school-community relations, and the impact of social justice education on academic achievement. The outcome data they are able to produce with the assistance of district administrators will enhance the districts’ ability to make decisions across schools and the State’s ability to make decisions across districts. While legislation has limited the ability for individual race to inform school assignment plans, counselors are allowed to disaggregate school achievement data to illuminate achievement gaps based on demographic variables, thus, creating an

opportunity for the counselor to inform administration about inequities within the school based on data.

Meaningful integration plans or diversity policies should address the role of counselors within the school/district. In addition, adding language to the diversity policy that not only advocates for the adoption of Comprehensive School Counseling Programs will provide additional insight into school climate and culture that can be evaluated over time as opportunities change and demographics shift. Through this process, impediments to achievement for all students can be demystified and addressed in a systematic manner.

As a result of the discussions surrounding the 1980 Diversity Policy and the *Parents Involved* ruling, the following recommendations will assist OSBA and the ODE with supporting districts as they attend to issues of diversity and strive for integration that supports academic achievement for all students.

Possible Implementation Strategies:

- 1) Promote awareness amongst school administrators of existing *Comprehensive School Counseling Programs* in Ohio.
- 2) Create awareness amongst school administrators and human resources personnel of the *Performance Inventory for First Year School Counselors* to ensure that new hires understand the expectations of counselors within Ohio Schools.
- 3) Encourage districts to limit counselor-student ratios; by limiting the student-counselor ratio, school counselors can be more proactive in working with administration to identify individual and systemic barriers to academic achievement.
- 4) Allow school counselors to serve a role when developing school or community-based initiatives designed to close the achievement gap.
- 5) Collaborate with Counselor Educators within Ohio to address diversity issues within the State related to the lack of school counselors from diverse backgrounds, as well as diversity training for future school counselors.

11) Encourage Community Involvement/Relations

The 1980 Policy recognized the importance of school community relations, and recommended that:

1. Provisions are made for citizens to be fully informed and to participate in structuring, monitoring and providing for the best possible educational environment.
2. Responses to parental questions and concerns are facilitated on a timely basis.
3. Common concerns of parents and pupils are addressed in a timely fashion through public information releases.
4. Every reasonable effort is made to obtain cooperation from businesses, colleges and universities, cultural institutions and staff organizations in the implementation of the plan.
5. Every effort is made to publicize support from community, educational, governmental, political, and religious leaders.

In sum, the 1980 Policy recognized the role of community in the education of children, and emphasized responsiveness and clear communication with the community, as well as structured community involvement. During the regional meetings, workgroup respondents throughout the State described the creation and utilization of community committees, councils and other community programs and alliance groups as a common practice for addressing diversity issues. While these efforts took many forms, a consistent theme was the use of these groups to strengthen community relations. Experience as well as good educational practice supports the use of community relations initiatives as a way of addressing issues pertaining to diversity and race.

The school and the community are deeply related. One of the most important goals of public education is the development of good citizens. Many high schools feature citizen's initiatives, often in the form of public service requirements. Community members and parents especially, often seek involvement in the education of their citizens and future community members, and justifiably so. To the extent that tensions around diversity or race exist in the community at large, they will often manifest in subtle and not-so-subtle ways in the educational setting.

Many educators and administrators report racial incidents in their building or in their district. Children and teenagers will sometimes repeat remarks heard outside of the school or from peers, and inevitably conflicts triggered by epithets or other remarks will arise. While there is often a tendency to address these as isolated incidents, there is evidence that broader approaches, such as community-wide dialogues or programmatic initiatives, are more effective at reducing both the incidence of these behaviors and their impact. Treating these episodes as if they had not occurred or were an individual problem is less effective. With many successful models to draw from based upon the experience of districts throughout the State, this Board can highlight and encourage districts to adopt similar initiatives tailored to their community. Parental associations specifically empowered by the school district to

devise diversity programmatic initiatives or to produce input or feedback as a response to various incidents can have a powerful salutary effect within a community. Structured involvement from business leaders and other educational institutions such as local colleges and universities can also have a positive influence. These alliance groups, and others like them, will provide administrators and counselors with the community support they often feel is lacking to address these incidents in a more systematic way.

Possible Implementation Strategies:

- 1) Emphasize the importance of the relationship between a community and its schools, both in terms of the role that schools play in serving the community and creating good citizens, and the role that the community can play in supporting its schools.
- 2) Encourage structured community involvement/relations in the schools and with the school district.
- 3) Provide model resources for school districts to emulate or adopt.

12) Promote Model Curricula that Supports Diversity

The 1980 Policy identified curricula and instruction as a good educational practice that should be considered during the monitoring process to reduce racial isolation and enhance student diversity. Specifically, it provided that “[i]nstructional materials reflect the cultural pluralism and multiethnic composition of the world...in such a way as to build positive images,” and that these materials emphasize “resolution of social problems in a way that demonstrate the democratic values of the United States.”

Diversity Strategies Project workgroup participants, predominantly Ohio administrators and educators, identified curriculum reform as an important strategy for promoting diversity. Urban, suburban and heterogeneous workgroups alike touted the benefits of multicultural curriculum. In their opinion, such curricula could expose students to other cultures, develop the ability to consider others’ perspectives, build appreciation of differences, foster creative curiosity, and increase self-esteem. Many participants expressed concern that there was a lack of diversity in existing curricula and instructional materials, or that, when present, it was superficial, and lacked the depth or rigor they were seeking, or that diversity materials were not sufficiently embedded in the curricula. In addition, many were concerned that the diversity curricula did not sufficiently empower or provide enough positive images of other racial, ethnic, or minority groups. Another concern among administrators was that there was not enough knowledge about proven resources and effective materials. Others felt that multicultural curricula implemented without a school culture that was supportive of diversity or where teachers were prepared to teach it would have limited impact.

Recent social science research supports the idea that multicultural curricula and instructional materials can help support student body diversity, break down stereotypes, improve student achievement and student aspirations, generate cultural fluency and reduce intergroup anxiety.¹⁰¹ Having numerical diversity is not sufficient to achieve the range of benefits of diversity. Students of diverse backgrounds sitting next to each other does not, by itself, result in the benefits of viewpoint diversity nor result in cultural fluency or break down racial stereotypes.¹⁰² Accomplishing this goal generally requires mechanisms by which different viewpoints, experiences, and ideas may be exchanged and explored. It is here that curricula, instructional materials, teacher training, and administrator training and support all play a role. Curricula, instructional materials, teaching methods, and education programs each have the potential to provide a context for discussion on diversity and a space to have conversations about other cultures, experiences, and express different viewpoints.

Research reveals a variety of approaches to curricula that supports diversity and promotes multicultural fluency. Some proven effective models are those that adapt curricula to children’s skill levels and learning styles,¹⁰³ and approaches that use readings or materials from outside of the dominant culture. Teachers can use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline.¹⁰⁴ Learning about other racial and ethnic groups prepares these students to think critically, which should better prepare them to advance our society by reducing racial divisions and inequality.

Less successful approaches are those that identify differences to increase understanding and acceptance by briefly discussing the art, artifacts, history, customs, heroes, and/or holidays of different cultural groups. This approach unintentionally results in an exotic aura around ethnicity that over-generalizes, creates more stereotypes, and reinforces existing stereotypes.¹⁰⁵ It can also cause students of color to feel insulted, embarrassed, ashamed, and angered during instances where they are reading and hearing negative portrayals of their ethnic groups without the "how" and the "why."¹⁰⁶ To some extent, this can be corrected by a "contributions" methodology. This methodology is used to create a classroom environment that highlights the point of view of people of color in regards to pivotal classroom material, not just the perspective of the demographic majority. This will allow students to think more critically about how cultural biases may influence how knowledge is constructed and have empathy for multiple points of view.¹⁰⁷

Other strategies that can be implemented to incorporate a diverse array of views and foster diverse perspectives are content integration and racial theme exploration. Content integration essentially incorporates readings from a variety of different cultures. These readings can be used to illustrate key concepts, principles, and theories in the subject area. Racial theme exploration looks at the racial themes of classic literature. According to Milner (2005), white students typically don't notice the racial elements because they don't have to in their everyday world. The images, messages, and perspectives of their surroundings are typically reflective of their culture. Naturally, this is not the case for ethnic and racial minorities, who learn about white culture as well as their own early on in their lives. It can be uncomfortable for white students to engage with an alternative perspective and some students may even feel attacked because as Gordon (1990:88) explained, "critiquing your own assumptions about the world, especially if you believe the world works for you" is a strenuous undertaking.¹⁰⁸ This strategy not only benefits whites by challenging them to think critically about class materials but it also benefits minority students. According to Ladson-Billings (1994:117), incorporating the aforementioned strategies into one's curriculum by "importing the culture and everyday experiences of [minority] students" improves their capacity to learn by providing a cultural connection to the material.¹⁰⁹

Many other states encourage or promote curricula in support of diversity. Several states have a procedure for screening curriculum materials for racist content. Some of these states include Alaska, Texas, Florida, Connecticut, Nebraska, Iowa, New Jersey, South Carolina, Washington, and Wisconsin. Washington has taken additional steps to create multicultural goals across districts in its state. These goals include an emphasis on how our cultural, ethnic, and racial differences contribute positively to our nation's future. Additionally, they encourage teachers to create an educational environment where people of different cultures and races interact with one another. New Jersey requires its teachers to complete 90 hours of preparation that include specialized teaching techniques and curricula for multicultural education. Iowa's State Department of Education has mandated that all district schools' curricula reflect the contributions and perspectives of all racial/ethnic groups. Nebraska's state policy mandates schools to integrate multicultural education into the curriculum in order to pass accreditation requirements.¹¹⁰ It was initiated by a group of students from the Norfolk Public School system that lobbied the Nebraska legislature to have multicultural education a legal requirement in K-12 curriculum.

The Nebraska Department of Education assesses district multicultural education programs with an evaluation that addresses topics such as the presence of staff training for multicultural curriculum, the integration of a diverse array of cultural perspectives and content into the curriculum, the ability of students to recognize bias and stereotyping in the media and literature, improving students' ability to work across racial lines, etc.¹¹¹

Ohio's school districts have developed many successful examples of multi-cultural curricula and diversity programming, many of which were presented during the workgroups (See Appendix). Some of these programs are models for other states. The SGORR (the Student-Group-on-Race-Relations) program in Shaker Heights, Ohio has received the Ohio Governor's Youth Award for Peace and has been replicated in 12 states under a new acronym: SEED (Students Educating Each other about Discrimination). It was developed to address why the positive relationships enjoyed by blacks and whites in elementary school did not survive the transition to middle school. The program's curriculum is facilitated by high school students to help six grade students develop a critical consciousness about prejudice and discrimination so they can be more aware of the world around them.¹¹²

While having a diverse student body is not sufficient to achieve the benefits of diversity, neither is a necessary condition to achieving those benefits. Diversity programming and multicultural curricula have proven successful in predominantly/all white schools which integrate concepts, issues, events, and themes from a diverse array of perspectives. Many predominantly white institutions argue that multicultural curriculum is not a concern because they do not have to deal with issues of diversity within their school. They argue that because they lack a minority student population there are no racial conflicts and students do not have to work across racial lines in their classrooms. Thus, diversity curriculum is unnecessary. However, their students will undoubtedly come into contact with people of color in college and/or the labor market.

It is the school's responsibility to prepare their students for these encounters. One African American teacher explored the social, political, and racial themes of classic literature with her students at a predominantly white school. She stated that the white students typically don't notice the racial elements of the texts because this is an unnecessary exercise in their everyday lives. The few minority students in her courses always notice the racial elements because they live with double consciousness, a term coined by W. E. B. Du Bois to describe an individual whose identity is divided between the culture of their race and their country. Exploring the racial elements of classic literature made many of the white students uncomfortable but in the end it allowed them to think critically about how the world operates, which will prepare them to work well across racial lines, be sensitive to the concerns of minorities, and work to reduce racial inequality in our society.¹¹³

This strategy seems to be effective. A study of high school students in Louisville concluded that the vast majority of white students who were exposed to diversity in their curriculum reported that "their school experience has helped them to work more effectively and get along with members of other races and ethnic groups." More than half of the white students reported that their experience increased their interest in civic activities and volunteering in their community.¹¹⁴

In light of these considerations, we ***recommend*** that the State Board of Education of Ohio promote curricula, instructional materials and educational methodologies that support diversity and achieve the benefits of diversity. We further ***recommend*** that the Board ask ODE to develop model curricula for districts to adopt pursuant to O.R.C. §3301.07, and help find proven resources for districts to use.

Possible Implementation Strategies:

- 1)** Promote curricula, instructional materials and educational methodologies that support diversity and achieve the benefits of diversity.
- 2)** Request that ODE develop model curricula for districts to adopt if they wish.
- 3)** Identify proven resources, and serve as a clearinghouse for districts interested in programmatic ideas, curricula, materials, and other resources.

Categorization of Diversity Strategy Recommendations

Diversity Strategy Recommendation	SBE Position Statement	Resource Partnerships	District Reporting	District Policy
1. Reaffirm the Board's commitment to promoting diversity and reducing racial isolation	•			
2. Continue the Board's policy of obligating districts to take reasonable actions to reduce substantial racial variations	•		•	
3. Support and encourage voluntary student assignment policies that promote diversity	•			•
4. Require districts to assess diversity impact of new school site or school closing	•		•	•
5. Continue policy commitment to equal employment opportunities and staff diversity	•		•	•
6. Support and expand diversity training for teachers and administrators	•	•	•	
7. Require reasonable and uniform application of disciplinary policies and support effective interventions that reduce push-out	•	•		
8. Expand and replicate magnet school programs	•	•		
9. Maintain rigorous standards of achievement	•	•	•	•
10. Replicate successful comprehensive counseling programs to support diversity	•	•		•
11. Encourage community involvement/relations	•	•		•
12. Promote model curricula that supports diversity	•	•		•

VII. Endnotes

¹ Professor Powell does not capitalize his name. The Kirwan Institute is the lead author of this report with specific acknowledgements to Stephen Menendian, Nikol Bowen, Rebecca Reno, and Richard Muniz.

² See *Washington v. Davis*, 426 U.S. 229 (1976); *Yick Wo v. Hopkins*, 118 U.S. 356 (1886).

³ See Part D(d), *infra*.

⁴ 539 U.S. 306 (2003).

⁵ 551 U.S. 701 (2007).

⁶ *Grutter*, 539 U.S. at 318.

⁷ *Id.* at 319.

⁸ *Id.* at 318.

⁹ *Univ. of Cal. v. Bakke*, 438 U.S. 265 (1978).

¹⁰ *Id.* at 325.

¹¹ *Id.* at 330.

¹² *Id.* at 334 (quoting *Regents of Univ. of Cal. v. Bakke*, 438 U.S. 265, 317 (1978) (opinion of Powell, J.)).

¹³ *Grutter*, 539 U.S. at 327.

¹⁴ *Id.* at 333-34.

¹⁵ *Parents Involved in Community Schools v. Seattle School District No. 1, et al.*, 551 U.S. 701 (2007).

¹⁶ *Parents Involved*, 551 U.S. at 797-98.

¹⁷ *Id.* at 789.

¹⁸ *Id.* at 798.

¹⁹ *Id.* at 838 (Breyer, J., dissenting) (internal quotation marks omitted).

²⁰ *Id.* at 839.

²¹ *Id.* at 840 (internal quotation marks omitted).

²² See, e.g., *N.N. v. Madison Metro. Sch. Dist.*, 670 F. Supp. 2d 927 (W.D. Wisc. 2009); *Hart v. Cmty. Sch. Bd. of Brooklyn*, 536 F. Supp.2d 274 (E.D.N.Y. 2008) (holding that Justice's Kennedy concurring opinion is controlling). See also *Doe v. Lower Merion Sch. Dist.*, 2010 U.S. Dist. LEXIS 62797 (E.D. Pa. June 24, 2010) (recognizing that "five justices have expressed support for school districts' consideration of broad diversity in assigning students to high school").

²³ Or unless a prima facie showing of a racially discriminatory intent or purpose is made.

²⁴ But see *Doe v. Lower Merion Sch. Dist.*, 2010 U.S. Dist. LEXIS 62797, *10-31 (E.D. Pa. June 24, 2010) (holding that, in applying Third Circuit precedent, the use of race as a motivating factor triggers strict scrutiny, but also recognizing that such a conclusion may be inconsistent with *Parents Involved*—but concluding that *Parents Involved* does not apply unless a racial classification is drawn).

²⁵ Indeed, there are lower courts which are already doing this. See *Lower Merion*, 2010 U.S. Dist. LEXIS 62797.

²⁶ See *Parents Involved*, 551 U.S. at 783 (Kennedy, J., concurring).

²⁷ *Perrea v. Cincinnati Pub. Sch.*, 2010 WL 1610617 (S.D. Ohio 2010).

²⁸ *Id.* at 789.

²⁹ 42 U.S.C. § 2000d *et seq.*

³⁰ It should be noted that Title IX of the Education Amendment of 1972, 20 U.S.C. § 1681 *et seq.* prohibits discrimination on the basis of sex and Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794 prohibits discrimination on account of ability.

³¹ 34 C.F.R. 100.3.

³² See *Alexander v. Sandoval*, 532 U.S. 275 (2001).

³³ See *supra* note 1 and accompanying text.

³⁴ See Section on Feedback from School Districts, *infra*.

³⁵ "Separate and Unequal 2000 Data." Lewis Mumford Center for Comparative Urban and Regional Research. Available online at <http://mumford.albany.edu/census/SepUneq/PublicSeparateUnequal.htm>.

³⁶ Chart from SOBO pg. 39.

³⁷ "Profiles by Geographical Area: Ohio." The Annie E. Casey Kids Count Data Center. Available online at <http://www.kidscount.org/>

³⁸ Kahlenberg, Richard D. "Integration by Income." *American School Board Journal* 193(4):51-52.

³⁹ Reece, Jason & Reno, Rebecca. "Economic Segregation: Challenging Ohio's Public Schools." The Kirwan Institute. Available online at

<http://4909e99d35cada63e7f757471b7243be73e53e14.gripelements.com/publications/FinalEconSegregationReport.pdf>.

⁴⁰ For more information on the benefits of integrated education and harms of segregated schools see Spencer, Marguerite and Reno, Rebecca. 2009. *The Benefits of Racial and Economic Integration in our Education System: Why This Matters for our Democracy*. The Kirwan Institute. Columbus, OH.

⁴¹ Gary Orfield, *Reviving the Goal of an Integrated Society: A 21st Century Challenge*, Los Angeles, CA: The Civil Rights Project/Proyecto Derechos Civiles at UCLA, January 14, 2009.

⁴² Statute delegating powers to the State Board of Education, including power to prescribe minimum standards, is constitutional. *Bd. of Ed. of Aberdeen-Huntington Local Sch. Dist. v. State Bd. of Educ.*, 189 N.E.2d 81 (Ohio Ct. App. 1962), *appeal dismissed* 189 N.E.2d 86 (Ohio 1963).

⁴³ O.R.C. 3301.07(A).

⁴⁴ *Id.* at (B). This provision “places a duty on the State Board of Education to provide consultive and advisory services to all school districts with respect to [all aspects of education].” *Merslie, Inc. v. Ohio Dept. of Adm. Serv.*, 663 N.E.2d 1357, 1360 (Ohio Ct. App. 1995). The State Board enjoys broad power to “administer the educational policies” of the State. *See Ohio Ass’n of Pub. Sch. Emp. v. Stark Cnty. Bd. of Educ.*, 587 N.E.2d 293, 296 (Ohio 1992) (holding boards of education “have broad powers in matters under their control”).

⁴⁵ O.R.C. 3301.07(C).

⁴⁶ *Id.* at D(2).

⁴⁷ *Id.*

⁴⁸ *Id.* at (D)(3)(a).

⁴⁹ *Id.* at (I).

⁵⁰ *Id.* at (M).

⁵¹ § 3301.07(D)(2).

⁵² *Id.* *See Brinkman v. Gilligan*, 610 F. Supp. 1288, 1294 (S.D. Ohio 1985) (citing *Reed v. Rhodes*, 500 F. Supp. 404, 415 (N.D. Ohio 1980)).

⁵³ OHIO REV. CODE § 3301.16.

⁵⁴ § 3301.18.

⁵⁵ §§ 3311.06, 3311.24.

⁵⁶ §§ 3313.97, 3313.98.

⁵⁷ § 3301.12.

⁵⁸ § 3301.11.

⁵⁹ *See* fn. 43 and 44.

⁶⁰ *See* part II of this report.

⁶¹ *Parents Involved*, 551 U.S. at 789 (Kennedy, J., concurring).

⁶² If a district was determined to have produced such ‘substantial variation’ as a result of segregative intent or practices, then the district had an ‘affirmative obligation’ to eliminate the variation, not merely an obligation to take ‘reasonable action’. (see p. 16)

⁶³ *See, e.g., Columbus Bd. of Educ. v. Penick*, 443 U.S. 449 (1979).

⁶⁴ National Clearinghouse for Educational Facilities, *McGraw-Hill Construction Monthly, Historical, and Forecast Data*, available at: <http://www.ncef.org/ds/index.cfm>

⁶⁵ *See* Gregory Jacobs, *Getting Around Brown* (1998), and *In Pursuit of a Dream Deferred: Linking Housing and Education Policy* (2001).

⁶⁶ Erica Frankenberg, “Voluntary Integration After *Parents Involved*: What does research suggest about available options?” Retrieved at:

<http://www.google.com/url?sa=t&source=web&cd=1&ved=0CBIQFjAA&url=http%3A%2F%2Fwww.charleshamiltonhouston.org%2Fassets%2Fdocuments%2Fpublications%2FFrankenberg%2520-%2520Voluntary%2520Integration%2520After%2520PICS.pdf&ei=qyl8TPrBIMnPnAeN3c33AQ&usg=AFQjCNHGqBs3cL5R9gAfQse22yA7ozaG6g&sig2=fNuObWRNx1jT5qrjahSMlg>

⁶⁷ *Id.*

⁶⁸ *Assessment of Diversity in America’s Teaching Force: A Call to Action*, available at <http://www.nea.org/assets/docs/diversityreport.pdf> (Oct. 2004).

⁶⁹ *Id.* at 6.

⁷⁰ Ohio Dept. of Education.

⁷¹ 2010 WL 1610617 (S.D. Ohio 2010).

⁷² *Id.* at *19.

⁷³ *Parents Involved*, 529 U.S. at 789 (Kennedy, J., concurring).

⁷⁴

http://4909e99d35cada63e7f757471b7243be73e53e14.gripelements.com/publications/affirmative_action_ohio_brochure_sep_2010.pdf

⁷⁵ Kirwan Institute, *State of Black Ohio* 89, available at <http://kirwaninstitute.org/publicationspresentations> (Mar. 17, 2010).

⁷⁶ The Education Trust, Funding Gaps Report, 2006.

⁷⁷ Opfer, V. Darleen, and Swan Robinson. “Beyond the Numbers: Conditions of Teaching in Charter/Community Schools in Ohio.” The Ohio Collaborative, 2005. Available online at <http://www.ohiocollaborative.org/downloads/policy-brief-charter-schools.pdf>.

⁷⁸ Assessment of Diversity in America’s Teaching Force: A Call to Action. Presented By National Collaborative on Diversity in the Teaching Force. Washington, D.C. October 2004. Available online at: <http://www.nea.org/teacherquality/images/diversityreport.pdf>

⁷⁹ Salinas, J.P. (2002). The Effectiveness of Minority Teachers on Minority Student Success. In National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Education Section).

⁸⁰ Hanushek, Eric and Rivkin, Steven G. “The Revolving Door.” *Education Next* 4:1. Available online at http://media.hoover.org/documents/ednext20041_76.pdf.

⁸¹ 20 U.S.C. § 1751(b)(1) (2002).

⁸² Jim Freeman, Advancement Project, Presentation at the U.S. Social Forum (June 23, 2010) (power point presentation on file with author) (citing U.S. Department of Education).

⁸³ Advancement Project, *Test, Punish, and Push Out: How “Zero Tolerance” and High-Stakes Testing Funnel Youth into the School-to-Prison Pipeline*, http://www.advancementproject.org/sites/default/files/publications/rev_fin.pdf (Mar. 2010) (citing Ohio Department of Education).

⁸⁴ “Blacks More Often Disciplined in School,” retrieved at http://www.dispatch.com/live/content/local_news/stories/2010/06/29/blacks-disciplined-most-often-in-schools.html?sid=101

⁸⁵ See <http://www.childrensdefense.org/programs-campaigns/cradle-to-prison-pipeline/> or <http://www.nyclu.org/issues/youth-and-student-rights/school-prison-pipeline>

⁸⁶ The law itself reads: “[T]he board of education of each city, exempted village, and local school district shall adopt a policy of zero tolerance for violent, disruptive, or inappropriate behavior, including excessive truancy, and establish strategies to address such behavior that range from prevention to intervention.” Ohio Revised Code § 3313.534.

⁸⁷ 20 U.S.C. § 7151.

⁸⁸

<http://www.akronschoools.org/111910103205117803/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=52738&111910103205117803Nav=1&NodeID=306>

⁸⁹ H.R.2597 (111th).

⁹⁰ http://www.civilrightsproject.ucla.edu/research/magnet/the_forbidden_choice_rethinking_magnet_schools.pdf

⁹¹ http://www.dispatch.com/live/content/local_news/stories/2010/05/03/first-stem-class-shows-promise.html

⁹² There are currently 10 STEM schools including 5 regional magnets in the state of Ohio. The only school in Northwestern Ohio, Perkins STEM School, is a single district institution accepting students from grades 6-12. Northeastern Ohio is home to three STEM schools: North East Ohio Design Lab Early College High School, MC2 Stem High School, and National Inventors Hall of Fame School. All three schools are regional magnets. The Design Lab and MC2 schools are available to High School students who live in the Cleveland Metropolitan School District and within the 15 First Ring School Districts. The Hall of Fame School accepts students in grades 5-8 from the Akron region.

Central Ohio is home to Metro Early College High School (grades 9-12), Reynoldsburg STEM Academy (grades 9-12), and Linden-McKinley STEM Academy (grades 7-12). The Metro School is a regional magnet

operated by a confederation of 16 public school districts in Franklin County; however, Linden and Reynoldsburg are single district institutions serving Columbus City Schools and Reynoldsburg City Schools respectively.

There currently are 3 STEM schools in Southwestern Ohio: Dayton Regional STEM School (grades 6-12), Hughes STEM High School (grades 9-12), and New Miami STEM school (6-12).⁹² The Dayton School is the only regional magnet as it accepts students from Clark, Greene and Montgomery Counties.

⁹³ http://www.civilrightsproject.ucla.edu/research/magnet/the_forbidden_choice_rethinking_magnet_schools.pdf p. 16

⁹⁴ *Milliken v. Bradley*, 418 U.S. 717 (1974).

⁹⁵ Rand Corporation Study as cited by Sanders, R. & Holt, W. (1997, October 20). Still separate and unequal: Public education more than 40 years after Brown. *In Motion Magazine*. Available online at: <http://www.inmotionmagazine.com/forty.html>

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⁹⁷ Ohio School Counselor Association. (2007). *The Ohio Comprehensive School Counseling Program*, November 2007. Doylestown, OH: Author. This program was based on the American School Counselor Association National Model.

⁹⁸ American School Counselors Association. (2003). *The ASCA National Model: A framework for school counseling programs*. Alexandria, VA: Author.

⁹⁹ Dollarhide, C. T., & Saginak, K. A. (2008). *Comprehensive school counseling programs: K-12 delivery systems in action*. Boston, MA: Pearson Education, Inc.

¹⁰⁰ Carrell, S. E., & Carrell, S. A. (2006). Do lower student to counselor ratios reduce school disciplinary problems? *Contributions to economic analysis and policy*, vol 5, issue 1.

¹⁰¹ Pettigrew, T. F., & Tropp, L. R. (2008). How does intergroup contact reduce prejudice? Meta-analytic tests of three mediators. *European Journal of Social Psychology*, 38, 922-934.

¹⁰² Pettigrew, T. F. (1998). Intergroup contact theory. *Annual Review of Psychology*, 49, 65-85.

¹⁰³ Grillo, Barbara. 1998. "Multicultural Education: A Developmental Process." *Montessori Life* 10:19-21. For example, by permitting students to use talk-story, a language interaction style common for Hawaiian children, teachers were able to help students achieve higher than predicted scores on standardized reading tests. Ladson-Billings, Gloria and William F. Tate. 1995. "Toward a Critical Race Theory of Education." *Teachers College Record* 97:47-68.

¹⁰⁴ Banks, James A. 1995. "Multicultural Education and Curriculum Transformation.. *Journal of Negro Education* 64:390-401; Milner, op. cit.

¹⁰⁵ *ibid*.

¹⁰⁶ Milner, op. cit.; Geneva Gay. 2000. *Culturally, Responsive Teaching: Theory, Research, & Practice*. New York: Teachers College Press.

¹⁰⁷ Banks 1995, op. cit.; Jenks et al., op. cit.

¹⁰⁸ Milner, op. cit.; Beverly M. Gordon. 1990. "The Necessity of African-American Epistemology for Educational Theory and Practice." *Journal of Education*, 172: 88-106.

¹⁰⁹ Milner, op. cit.; Ladson-Billings et al., op. cit.

¹¹⁰ Mitchell, Bruce M. and Robert E. Salsbury. 1996. *Multicultural Education: An International Guide to Research, Policies, and Programs*. Westport, CT: Greenwood Publishing Group, Inc.

¹¹¹ <http://www.education.ne.gov/CIPToolkit/equitydiversity/assessingyourmulticulturaleducationprogram.pdf>

¹¹² <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadshp/le4ppci.htm>;

<http://www.shaker.org/news/releases/2003/2003.10.13.htm>

¹¹³ Milner, op. cit.; Gordon, op. cit.

¹¹⁴ <http://www.diversityweb.org/Digest/w01/louisville.html>

Appendix:

Focus Group Responses by Question and Group

Meeting Dates: March 25, 2010, April 16, 2010, April 23, 2010, and April 29, 2010

Part I: Diversity

1. How do you define diversity?

Group	Response
<i>Suburban Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ A grouping of individuals who are different in a variety of ways with distinctive characteristics. ➤ Race, Economics, Heritage/Ethnicity, Education, Gender, Disability, Religion
<i>Suburban Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Unique characterization. (i.e. race, religion, economics, gender, ethnicity, culture, etc.)
<i>Suburban Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ More than the typical “definition”: Gender, Race, Economic, Religion, Backgrounds. ➤ Broader and Bigger. ➤ Heterogeneity. ➤ Cultural. ➤ Honor/Respect: Backgrounds; Experiences. ➤ Not Tolerance. ➤ Fluid (Ebbs & Flows), Morphs Itself to Situation.
<i>Suburban Group 2</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Cultural (Regional, Race, Global) ➤ Socioeconomic ➤ Disabilities ➤ Age ➤ Learning Abilities

	<ul style="list-style-type: none"> ➤ Language ➤ Gender ➤ Family Unit ➤ Sexual Orientation
<i>Suburban Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Various ways to define: Racial, Social-Economic, Religious, Family, Blended, 1 Parents, Same Sex. ➤ Influences that effect community.
<i>Urban Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Socio-Economic Status ➤ All the ways we are different. ➤ Indicators from Kirwan Institute. ➤ With opportunities, experiences. ➤ Cultural diversity. ➤ Diversity is race. ➤ Power. Fear. Education is power. ➤ Size. ➤ Race, gender, religions, sexual orientation, language, genetics, ability.
<i>Urban Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Encompasses differences between people: Cultural, Socioeconomic, Sexual Orientation, Race, Education, Religion ➤ Differences in what is valued.
<i>Urban Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Religion, Culture, Poverty, Social-Economic
<i>Urban Group 2</i> April 16, 2010	<ul style="list-style-type: none"> ➤ All of these characteristics are fluid and interrelated: Race, socio-economics, sexuality orientation,

	historic/cultural change, ethnicity, language, special education.
<i>Urban Group 1</i> April 23, 2010	➤ Communities that represent families with multiple characteristics.
<i>Urban Group 2</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Differences. ➤ Ethnic – SES – Culture –ESC. ➤ SWD. ➤ Educational Diversity.
<i>Mixed Group 1</i> March 25, 2010	➤ Commonalities between groups: cultural, racial, socio-economic, etc.
<i>Mixed Group 2</i> March 25, 2010	➤ A balance of cultural aspects: 1) Race, 2) Economics, 3) Religious, 4) Ethnic 5) Educational Attainment
<i>Mixed Group 1</i> April 16, 2010	➤ Way of which people are different; race, religion, S.E.S., learning abilities.
<i>Mixed Group 2</i> April 16, 2010	➤ All ways in which we different from the status quo.
<i>Mixed Group 3</i> April 16, 2010	➤ Recognition of the differences in people that represent that global world in culture, lifestyle, economic, race & personal characteristics of individuals.
<i>Mixed Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Race, gender, age. ➤ Disability. ➤ Language.

	<ul style="list-style-type: none"> ➤ Socio-economic. ➤ Religion.
<i>Mixed Group 2</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Racial. ➤ Ethnic. ➤ Socioeconomic. ➤ Disabilities. ➤ Religious. ➤ Gender. ➤ Educational attainment. ➤ Values/expectations. ➤ Culture.
<i>Mixed Group 1</i> April, 29, 2010	<ul style="list-style-type: none"> ➤ Differing backgrounds, family structures, faith, upbringing, culture, SES and race all are part of diversity.
<i>Mixed Group 2</i> April 29, 2010	<ul style="list-style-type: none"> ➤ Multi-cultural. ➤ Multiracial. ➤ Differences based on gender, race, SES, disabilities, opportunities, religion, national origin.

2. What are some characteristics of a diverse school or community?

Group	Response
<i>Suburban Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Race, Economics, Heritage/Ethnicity, Education, Gender, Disability, Religion
<i>Suburban Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Curriculum representative of school population. ➤ Diverse population (i.e. Students, Staff, Administration.)

	➤ Culturally responsive practices.
<i>Suburban Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Accepting climate – celebrating. ➤ Multiethnic. ➤ Everyone has a sense of belonging. ➤ Make up of staff (class/certification). ➤ Can an all boys/girls staff be diverse? Yes. ➤ Willingness to ask tough questions and answer honestly. ➤ Recognition. ➤ Willingness to listen and act. ➤ Assuming responsibility to create plans for groups of diverse people (intentionality.)
<i>Suburban Group 2</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Climate of building. ➤ Celebrating differences. ➤ Sharing experiences. ➤ Visual. ➤ Behavior. ➤ Inclusion/integrated. ➤ Awareness. ➤ Education. ➤ Recognition of diversity.
<i>Suburban Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Programs that address above areas. ➤ Represented in all areas. ➤ Structure of district aligned to promote diversity.
<i>Urban Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Comprehensive ➤ Culturally-competent teachers and administrators. ➤ Character. ➤ Awareness of diversity and importance of it everywhere. ➤ Types of progress.

	<ul style="list-style-type: none"> ➤ Sensitive to needs of students. Aware of social needs of students.
<i>Urban Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Visual – see diverse population. (Positive) ➤ Groups crossing over barriers. (Positive) ➤ Sometimes groups self-segregate. (Positive/Negative) ➤ Level of comfort is evident. ➤ Tensions between groups. ➤ See vast differences in choices/preferences. (i.e. Music.)
<i>Urban Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Acceptance of difference. ➤ Work to be collaborative. ➤ A diverse staff (reflective of student diversity). ➤ Staff development programs to increase awareness. ➤ High expectations for all students.
<i>Urban Group 2</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Heterogeneous Mix – We can have this and still not service them. ➤ High unemployment. ➤ Free and reduce lunch.
<i>Urban Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Multiple ethnic groups, free/reduced lunch, socio-economic differences, religion.
<i>Urban Group 2</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Differences. ➤ Ethnic – SES – Culture –ESC. ➤ SWD. ➤ Educational Diversity.
<i>Mixed Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Distinction between characteristics and functioning, parent representation, hiring practices reflect student population. ➤ Tangible Examples: Cultural Heritage Parent Night was

	NOT well-attended. Community awareness carried back into the schools. Teachers are emerging into asking questions or for assistance.
<i>Mixed Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Revolves around “I.” ➤ Willing to step outside of comfort zone. ➤ More open mindedness. ➤ Setting examples. ➤ Variety of teaching/curricular.
<i>Mixed Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Wide range of value of education (grad. Outcomes). ➤ Parent involvement. ➤ Specialized/creative programs. ➤ Adult expectations of students/families. ➤ Conflict resolution. ➤ Community collaboration.
<i>Mixed Group 2</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Race, ethnicity, SES, aptitude/achievement and culture are all sources of social strength.
<i>Mixed Group 3</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Level of ownership & response.
<i>Mixed Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Rural, urban, special needs, suburban. ➤ Multiple races. ➤ Acceptance of diversity. ➤ Complexity. ➤ More inclusive classrooms. ➤ Variety of extracurricular activities. ➤ Tolerance and education of differences.

	<ul style="list-style-type: none"> ➤ Socio-economic. ➤ Religion. ➤ Mobility. ➤ Diversity of family structure.
<i>Mixed Group 2</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Student readiness. ➤ Staff diversity? ➤ Applicants – lack of diversity/qualifications. ➤ Gender issues.
<i>Mixed Group 1</i> April, 29, 2010	<ul style="list-style-type: none"> ➤ Schools/community allows for diversity in practice and ideas and accepts, acknowledges, encourages, interaction and celebrates diversity and provides opportunity to interact within the setting.
<i>Mixed Group 2</i> April 29, 2010	<p><u>Positives</u></p> <ul style="list-style-type: none"> ➤ Inclusion of all differences as mentioned above. <p><u>Negative</u></p> <ul style="list-style-type: none"> ➤ Segregation of groups within school. (i.e. Class – Haves vs. Have Nots) ➤ Race ➤ Could be (i.e. Band vs. Athletes) ➤ Student relocation across district boundaries.

3. Do you think diversity and integration are still important values in educating children in the 21st century? Why? Why not?

Group	Response
<i>Suburban Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Global economy demands diversity awareness and competency. ➤ Basis for peaceful relationships. ➤ Promotes inclusion instead of exclusion. ➤ Enhances respect of differences.
<i>Suburban Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Critical to real global education. ➤ Important interpersonal skill. ➤ Exposure to students with different experiences.
<i>Suburban Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Integration? ➤ Technology can encourage personal isolation. ➤ Yes, breaks down barriers.
<i>Suburban Group 2</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Yes, more important as the world/society changes. ➤ Children need to be exposed to diversity for future success. ➤ Ignorance leads to fear, fear leads to hate. ➤ Shouldn't be forced, should be part of culture created at school. ➤ Student and staff driven. ➤ Social Networking – How is it defined beyond classroom?
<i>Suburban Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ All supportive? ➤ Compete globally if not aware of diversity. ➤ Pockets of diversity in schools/Neighborhoods that value this characteristic.

<i>Urban Group 1</i> March 25, 2010	➤ No response.
<i>Urban Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Preparation for real world. ➤ Differences not deficits. ➤ Opportunity to celebrate differences. ➤ Build understanding. ➤ Build relationships at child-level. ➤ It's bigger than Black and White. ➤ Learn about differences in heritage. ➤ County was founded on diversity?
<i>Urban Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Trust all the same do not categorize by "Diversity." ➤ Put culture into education.
<i>Urban Group 2</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Absolutely! Globalization. ➤ Yes. But not just as simple concepts. Services must meet the need of the populations.
<i>Urban Group 1</i> April 23, 2010	➤ Yes. The world is becoming flat.
<i>Urban Group 2</i> April 23, 2010	<ul style="list-style-type: none"> • Technology – Kids more connected. (Social connections) • Why not? More evening Programs?
<i>Mixed Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Global citizenship – students who can work with diverse groups. ➤ Learning about self as well as others.
<i>Mixed Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Data shows the more diverse the better the achievement. ➤ Harmony has not been achieved yet.

	➤ Promotes critical thinking skills.
<i>Mixed Group 1</i> April 16, 2010	➤ Important as we continue to prepare students for more globalized world.
<i>Mixed Group 2</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Students need to embrace diversity to success. ➤ Statistics inform urgency for addressing.
<i>Mixed Group 3</i> April 16, 2010	➤ Yes, increasingly: Global world. Expectation.
<i>Mixed Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Yes. ➤ Definition of diversity – globalization. ➤ Prepares you for the world at large. ➤ Limited – if not. ➤ Need in order to communicate. ➤ Builds stability. ➤
<i>Mixed Group 2</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Global society. ➤ Interpersonal skills. ➤ Problem solvers. ➤ Flexibility/adaptability. ➤ U.S. demographics changing. ➤ Parental, environmental, peer influences. ➤ Purposefully crating interactions.
<i>Mixed Group 1</i> April, 29, 2010	➤ Diversity makes people more well-rounded. Students need to learn to work with and accept differences, recognize differences, and different talents. Prepares students for working in a global

	society. More important today as neighborhoods are more diverse vs. former ethnic neighborhoods. Provides opportunity.
<i>Mixed Group 2</i> April 29, 2010	<ul style="list-style-type: none"> ➤ Prepares students for life. (i.e. Global society, understanding others, tolerance, collaboration and success in their future.) ➤ Our personal bias is a learned behavior and it's the schools responsibility to teach social justice.

Part I: Promoting Diversity and Reducing Racial Isolation

4. What does your district do to promote diversity and reduce racial isolation?

Group	Response
<i>Suburban Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Frustration in hiring diverse staff. (Not able to hire diversity.) ➤ Online application process allows district to sort racial diversity by job category. ➤ Meet with minority staff during year to check comfort and progress. ➤ Parent meetings to discuss positives and negatives of school diversity. ➤ Mentor students of minorities to return to and positively impact the community. ➤ Minority recruitment group/job fairs at churches.
<i>Suburban Group 2</i>	<ul style="list-style-type: none"> ➤ Eliminate lower tracks.

March 25, 2010	<ul style="list-style-type: none"> ➤ Aggressive recruitment efforts. ➤ Staff more reflective of student population. ➤ Deliberate professional development on issues of equity. (i.e. Administration, Building Level, Goal... Student Level) ➤ Reorganization of buildings.
<i>Suburban Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Forms/Interpreters/Translators to enhance communication. ➤ Hooking families up with one another for support. Opportunity to ask other families. ➤ Student-led initiatives –studying diversity. ➤ Teacher PD around multicultural themes. ➤ Literature in classrooms (multicultural themes/languages). ➤ Bring in parents to speak. ➤ Book studies. ➤ Community Diversity Committee (teachers, families, community members, variety). ➤ Diversity equity task force. ➤ Empowering parent associations. Aggressively recruiting of diverse staff. ➤ All students have access to high-quality, rigorous curriculum (got rid of obstacles).
<i>Suburban Group 2</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Organizations. ➤ Translate into different languages. ➤ Family and Civic Engagement Committee. ➤ Teacher experience or exchange. ➤ Sensitivity. ➤ Publications. ➤ Send special education students to home school. ➤ Community based committees.

	<ul style="list-style-type: none"> ➤ Family events. ➤ Engage students. ➤ Celebrations ➤ Solicit input from staff. ➤ Reflect community in groups. ➤ Allocation of resources.
<i>Suburban Group 1</i> April 23, 2010	<p><u>Strategies</u></p> <ul style="list-style-type: none"> ➤ Targeted programs in diverse building to attract kids/families. ➤ Multi-Age/school of future/magnet. ➤ Reorganization of staff. ➤ Redistrict. ➤ Partnerships. ➤ PD focused on poverty/diversity. ➤ Character education. ➤ Opportunities aligned-district wide for all. <p><u>Challenges</u></p> <ul style="list-style-type: none"> ➤ Recruitment of staff. ➤ Comfortable with the way it has always been – now changing. ➤ Education: Kids-Staff-Community-All stakeholders. ➤ Break Cycle
<i>Urban Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ○ ➤ Not seeing minority candidates for teaching. ➤ Partnering with Spanish consulate.

	<ul style="list-style-type: none"> ➤ Intentional: Marketing. ➤ Re-did attendance boundaries district wide. ➤ New elementary schools. (1 Freshman School, 1 HS, 2 Junior High Schools.) ➤ K-12 Character Education. ➤ Performance Education. ➤ Community Program. (Promoting Racial Diversity or PRD)
<i>Urban Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Not much. ➤ Programs – long learning. ➤ At elementary not seeing issues. ➤ African-American History Month, Women History Month. (Aware of issue.) ➤ Looking at groupings – Do classes reflect student body? ➤ Attempting to reduce racial isolation. ➤ Books, Teaching Tools. ➤ Teacher recruitment. ➤ Use RTI to prevent over-identification. ➤ Urban teacher perceiver. ➤ Teacher recruitment. ➤ Special Education addressing access – inclusion. ➤ Intentional visits target. ➤ Equity – culturally responsive teaching practices. ➤ Encourage racial groups. ➤ Recognize White power structure –White privilege.
<i>Urban Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Past practices were negated by legislation. ➤ Open enrollment legislated. Allow individuals to choose.
<i>Urban Group 2</i>	<ul style="list-style-type: none"> ➤ Promotion of staff recruitment.

April 16, 2010	<ul style="list-style-type: none"> ➤ Need for professional development balanced with promotion of diversity.
<i>Urban Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Surveys, hiring practices, work with ODE and diversity, Multicultural week/month, teacher exchange, distance learning with other countries.
<i>Urban Group 2</i> April 23, 2010	<p><u>Promote Racial Diversity</u></p> <ul style="list-style-type: none"> ➤ Re do the lines – redistrict. ➤ Programming within schools. ➤ Ethnic fair – celebrate cultures. ➤ Mix it up day. <p><u>Reduce Racial Isolation</u></p> <ul style="list-style-type: none"> ➤ H.S. class electives. ➤ Curriculum changes.
<i>Mixed Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Councils – community and administrators. ➤ Professional development. ➤ Learning communities. ➤ Student assemblies. ➤ Freshmen programs. ➤ Student groups – student leadership groups. ➤ Information presented in various languages.
<i>Mixed Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Resources are distributed equally. ➤ Open enrollment. ➤ Successful arts school. ➤ Sublime interaction. ➤ Professional development.

	<ul style="list-style-type: none"> ➤ Superintendent, we will close the achievement gap. ➤ Racially diverse community alliance group – supported by district.
<i>Mixed Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ As districts have money available there is work towards district campus models vs. e/w sides. ➤ Uniforms. ➤ Parent involvement by forced bussing. Passing levies – limited state revenues.
<i>Mixed Group 2</i> April 16, 2010	<p>A. Historic Promotion</p> <ul style="list-style-type: none"> ➤ Intention actions. ➤ Proactive programs and responses to needs. <p>B. Current Promotion</p> <ul style="list-style-type: none"> ➤ Staff training. ➤ Hiring practices – “Growing your own” ➤ Diversity and equity task force. ➤ Diversity ambassadors – teachers. ➤ Service learning for students. ➤ Parents groups – Latino and African American. ➤ Work with counselors to promote access to opportunity. ➤ Support staff training.
<i>Mixed Group 3</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Minority recruitment. ➤ Celebrations/programs/events. ➤ Instructional approach.

	<ul style="list-style-type: none"> ➤ CRP (Cultural pedagogy.) ➤ Data/Honest Conversations ➤ Student Perception Surveys
<i>Mixed Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Not much. ➤ Not a priority. ➤ Pre-School program. ➤ Special needs students with regular ed. ➤ Weakness – teacher understanding. ➤ Diversity group – six times a year. ➤ Sub-groups <ul style="list-style-type: none"> • Middle school – understanding. • High school – minority students to colleges. • Study groups – Ruby Payne. Need to be ongoing. • OMRC and CAMERA • School Exchange • Diversified staff. • Ohio Minority Recruitment Consortium. • Cleveland Area Minority Educators Recruitment Association.
<i>Mixed Group 2</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Assignment, boundary lines. ➤ Heterogeneous mix. ➤ Programs. ➤ Staffing. ➤ Purposeful in providing access. ➤ Decision framework.

	<ul style="list-style-type: none"> ➤ Recruitment programs (i.e. Avid). ➤ Build student resiliency. ➤ Staff development. ➤ Parent education programs. ➤ Laptop for every student.
<i>Mixed Group 1</i> April, 29, 2010	<ul style="list-style-type: none"> ➤ Historically: Integration in early years. Out of district transfers. Staff transfers. Currently: Challenge day. Promoting business growth with diverse workforce regionally. Open enrollment. Teachers visit soup kitchens and visit homes. Poverty training. Ruby Payne. Diversity training for new teachers.
<i>Mixed Group 2</i> April 29, 2010	<ul style="list-style-type: none"> ➤ Re-structure school boundaries. ➤ Open enrollment. (i.e. Based on diversity.) ➤ Working with university system. ➤ PSEO ➤ Early college/dual enrollment. ➤ Business partners.

5. What have been some challenges?

Group	Response
<i>Suburban Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Not enough support systems for diverse employees. ➤ Training in poverty (Ruby Payne) but not job embedded. ➤ Significant achievement gaps/discipline gaps. ➤ Discovering what instructional strategies work best with diverse students. ➤ Having staff members do a self-evaluation of their

	<p>feelings about diversity.</p> <ul style="list-style-type: none"> ➤ Diverse teaching materials not available that can empower kids. ➤ The sensitiveness of some curriculum choices that distress students/minorities.
<p><i>Suburban Group 2</i> March 25, 2010</p>	<ul style="list-style-type: none"> ➤ Catholic Options (i.e. Economics, Racial) ➤ Community/staff push back. ➤ District negotiated agreements. (i.e. Teacher Contracts)
<p><i>Suburban Group 1</i> April 16, 2010</p>	<ul style="list-style-type: none"> ➤ Fear ➤ Not enough information. ➤ Need for PD around diversity; hard to balance with “curricular” PD. ➤ Acceptance and buy-in. ➤ Not a central mass of diversity. ➤ Trying to be out in front (proactive v. reactive.) ➤ Better appreciation of what diversity is. (Same page/dialogue.) ➤ Cliques –children go where they are comfortable. ➤ So much on our plates –where does this fit in? ➤ Thinking that diversity will go away. ➤ The “have” and “have nots.”
<p><i>Suburban Group 2</i> April 16, 2010</p>	<ul style="list-style-type: none"> ➤ Recruitment ➤ Influence of outside educational opportunities. ➤ Technology. ➤ Boundary lines. ➤ Information literacy. ➤ Data Misconceptions. ➤ Finances.

	<ul style="list-style-type: none"> ➤ Funding. ➤ Parents Involvement. ➤ Role Models. ➤ State Mandates.
<i>Suburban Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Act of support financially to diversity: Curriculum, Programs, Community Meetings (Family and Civil Engagement Act), Staffing/ ➤ Meaningful support.
<i>Urban Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Feeling lonely (isolated). ➤ Cutting through values. ➤ White teachers are hyper-unaware. ➤ Geographic challenges. ➤ Misperceptions/Ignorance. ➤ Assimilate vs. Appreciate.
<i>Urban Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ White Flight. ➤ Personal threats. ➤ Differentiation in standards. ➤ Shift in privilege. ➤ Buy-in. ➤ Finding highly qualified staff willing to teach in high poverty district – where great need is. ➤ Staff turnover. ➤ Union barriers. ➤ The idea that experienced teachers are better – highly qualified is more important.
<i>Urban Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Charter schools. ➤ School vouchers. ➤ Home school.

	<ul style="list-style-type: none"> ➤ Those that have <i>resources</i> will choose their own <i>educational</i> opportunity!
<i>Urban Group 2</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Sustained PD initiatives/immersion. ➤ Funding/resources.
<i>Urban Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Drawing attendance boundaries, breaking through cultural beliefs, having an appreciation for others, ethnic groups live together in same neighborhood, busing costs, community is diverse however school system is not, don't attract minority candidates.
<i>Urban Group 2</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Recruit teachers – difficult. ➤ To find – (Hire) ➤ Bus transportation.
<i>Mixed Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Teachers accepting students out of their classroom. ➤ Time – keeping up with all of it. ➤ Keep the focus. ➤ A lot to take with a small group –need to grow. ➤ Funding. ➤ Getting district-wide representation. ➤ Staffing with diversity.
<i>Mixed Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Housing patterns. ➤ Nutrition and poverty. ➤ Expectations. ➤ Acceptance – Respect. ➤ Culture.

<i>Mixed Group 1</i> April 16, 2010	➤ The question was not answered.
<i>Mixed Group 2</i> April 16, 2010	<ul style="list-style-type: none"> ➤ School teaching vs. biases at home. ➤ Myths, beliefs, biases, baggage not shed at school door. ➤ Schools must recognize sphere of influence. ➤ Empowerment of constituents. ➤ Zoning issues.
<i>Mixed Group 3</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Budgeting. ➤ Fear of differences/perception. ➤ Reluctance to change/do something different. ➤ Fitting into “our” mold. ➤ Parent engagement. ➤ Lack of planning.
<i>Mixed Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Being systemic. ➤ Need conscious effort. ➤ Lot of our focus to TESTS. ➤ Bureaucracy. ➤ To change from what we’ve always done (with no results?) ➤ Training for pre-ed students. ➤ Need to understand what diversity means. ➤ Tenure – an issue. ➤ Parent/family resources.
<i>Mixed Group 2</i> April 23, 2010	➤ The group did not answer this question.
<i>Mixed Group 1</i>	➤ Mobility, NCLB transfers, legislation allowing

April, 29, 2010	district lines to be drawn or segregated. Charter and education choice transfers. Poverty and neighborhoods affected by poverty. Suburban flight.
<i>Mixed Group 2</i> April 29, 2010	<ul style="list-style-type: none"> ➤ Kids not feeling welcome. ➤ Not one of “ours.” ➤ Change mindset of adults – some are biased re: diversity. ➤ Language barriers. ➤ Stereotypes. ➤ Recruiting minority staff. ➤ Community perceptions of schools. ➤ Media. ➤ Charter school (i.e. report card)/school choices vouchers.

6. What can the state board do to promote diversity and reduce racial, ethnic, and class isolation?

Group	Response
<i>Suburban Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Recognize district that are making gains in diversity and processes that promote “best practices.” ➤ Regional meetings where folks can respond to one another about the work.
<i>Suburban Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Promote teacher education onto minority groups. (i.e. Recruit into profession.) ➤ School consolidation/number of districts. ➤ Standardize teacher pay to give district opportunity to compete.

	<ul style="list-style-type: none"> ➤ Staff development. (i.e. University Programs, District Level, etc.) on equity issues. ➤ Communication. (i.e. Language, Longevity, Trust, etc.) ➤ Financial support for training to create regional experts.
<i>Suburban Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Stay out of it! ➤ Positive reinforcement from state for those doing it right. ➤ Target-specific PD recommendations for your district (i.e. Here are four considerations for [Insert District]) ➤ Warehouse of resources for districts. ➤ Teacher Prep Programs (i.e. Courses in diversity.) ➤ Funding issues – lack resources to do what we’d like to do.
<i>Suburban Group 2</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Create practice of implementation – not a mandate. ➤ Create opportunities for sharing. ➤ Celebrate student achievement. ➤ Assist with recruitment, college level. ➤ More students able to attend college. ➤ Curriculum development. ➤ Professional development.
<i>Suburban Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ This question was not answered.
<i>Urban Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ When State Board produces user-friendly information that’s good. ➤ Get culturally-competent teachers and administrators. ➤ Accountability. ➤ Address disparities in discipline. ➤ Address disparities in placement. (i.e. AP and Special

	Education.)
<i>Urban Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ State organizations are talking to each other. (i.e. CTAC) ➤ Funding – equitable – attain legislative support. ➤ Advocate for the work. ➤ Allow more flexibility in program design. ➤ Professional development.
<i>Urban Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Virtual HS environment with FLEX credit options. ➤ Make the public education system the system of choice again! ➤ Develop relationships with students. ➤ Differentiated instruction. ➤ Funding to increase capacity. ➤ Diversity training. ➤ Eliminate the focus on the identification of differences.
<i>Urban Group 2</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Policy reform. (i.e. Text book adoption.) ➤ Expansion of CAPE, etc. ➤ Recruitment Incentives (High school, High need areas focus, etc.)
<i>Urban Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Finding qualified minority candidates. ➤ Start earlier mentoring program for teaching profession for minority students. ➤ Funding for diversity programs. ➤ Creation of diversity “standards.” ➤ Encourage districts to “do away with” pre requisites for honors programs.
<i>Urban Group 2</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Student teachers to go to diverse schools. ➤ Bussing – challenges. ➤ Money

	➤ Relationship between Board of Regents and State Board.
<i>Mixed Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Lead different groups to share. ➤ Standards – common understanding. ➤ Leadership – provide to schools. ➤ Standardize hiring practices. ➤ Higher Education – teacher prep. ➤ Concentrate to involve <i>all</i> districts. ➤ Incentives. ➤ Normalize.
<i>Mixed Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Resources. ➤ Feedback from stakeholders. ➤ Stop accepting excuses. ➤ Professional development.
<i>Mixed Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Provide general guidelines and set expectation for inclusiveness in Ohio schools. ➤ Establish district-wide communication to provide guidance to increase diversity. Can range from activities, curriculum, hiring etc. ➤ Distribution of district resources across the buildings. ➤ Evaluating bus. ➤ Recognize building/district success. ➤ Ongoing effective training.
<i>Mixed Group 2</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Opportunities for training. ➤ Money behind initiatives. ➤ Grants to promote diversity. ➤ Recognition of schools doing it well – Best practices.
<i>Mixed Group 3</i>	➤ Resource for what is working.

April 16, 2010	<ul style="list-style-type: none"> ➤ P.D. on CRP module. ➤ Stop making rules that are one size fits all – meet diverse needs. ➤ Develop leadership across community and all facets (Politics/Government/School Boards.)
<i>Mixed Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ The group did not answer this question.
<i>Mixed Group 2</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Change state report card. ➤ Funding.
<i>Mixed Group 1</i> April, 29, 2010	<ul style="list-style-type: none"> ➤ The group did not answer this question.
<i>Mixed Group 2</i> April 29, 2010	<ul style="list-style-type: none"> ➤ Awareness/education (i.e. Engage with districts, visibility, engagement.) ➤ Local coalitions for integration. ➤ Be responsive to policy implications. ➤ Funding positive ideas.

Part II: Strategic Analysis

1. The Kirwan institute shared several strategies that districts throughout the country are using to promote integration in schools and communities:

Group	Response
<i>Suburban Group 1</i> March 25, 2010	A. Grade Level Configurations in large school districts.

	<p><u>Positive</u></p> <ul style="list-style-type: none"> ➤ Mileage not issue. ➤ Community “buy-in.” ➤ Communication is critical. (i.e. Parent/School) ➤ Creates Diversity <p><u>Negative</u></p> <ul style="list-style-type: none"> ➤ Community “buy-in.” ➤ Leadership must be strong for success. <p>B. Tracking/De-Tracking</p> <p><i>Tracking</i></p> <p><u>Positive</u></p> <ul style="list-style-type: none"> ➤ Maximize intervention opportunities. ➤ Core teachers can teach core classes plus intervention. <p><u>Negative</u></p> <ul style="list-style-type: none"> ➤ Promotes elitism among students and teachers. ➤ Parents expect this model. <p><i>De-Tracking</i></p> <p><u>Positive</u></p> <ul style="list-style-type: none"> ➤ Lifts achievements of all kids. ➤ Encourages students to take more rigorous classes.
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	<p><u>Negative</u></p> <ul style="list-style-type: none"> ➤ The group did not list any negatives.
<p><i>Suburban Group 2</i> March 25, 2010</p>	<p>A. De-Tracking</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> ➤ Flexible movement within courses. ➤ More diversity in higher-level courses. <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> ➤ Additional time/planning. ➤ Paradigm shift. ➤ “Class” system. ➤ Heterogeneous grouping. <p>B. Instructional Materials/Curriculum</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> ➤ Students see themselves in literature/material. ➤ Increased culture exposure. ➤ Increase perspective. (i.e. Staff, Students, Parents, etc.) <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> ➤ Lack of knowledge. (Re: Cultural... “Is this a good resource or not?”) ➤ Classroom environment. (Is this school culture set up for inclusive practices? i.e. Materials etc.)

<p><i>Suburban Group 1</i> April 16, 2010</p>	<p>A. De-Tracking And Teacher/Administrative Training</p> <p><u>Disadvantages:</u></p> <ul style="list-style-type: none"> ➤ Lost momentum (Academic) ➤ Ability <p><u>Disadvantages:</u></p> <ul style="list-style-type: none"> ➤ What do we give up to add training? <p><u>Advantages:</u></p> <ul style="list-style-type: none"> ➤ Break down barriers so all students have access to rigorous curriculum. ➤ Create diverse classrooms. ➤ One of the greatest indicators of college success is taking advanced courses. ➤ Opportunity to educate the community families, staff and students about how, why, what all kids take AP. <p><u>Advantages:</u></p> <ul style="list-style-type: none"> ➤ Increases opportunities for all students. Decreases discipline issues.
<p><i>Suburban Group 2</i> April 16, 2010</p>	<p>A. Teacher Training</p> <ul style="list-style-type: none"> ➤ In school classroom diversity. ➤ Students teaching teachers and their peers. ➤ Prerequisite of courses – allow students to try.

	<ul style="list-style-type: none"> ➤ Flexibility – how can we provide. ➤ Knowledge of date – consistency within districts. ➤ District initiatives for PD – Diversity. ➤ Diversity apart of Mentor Program. ➤ Mentor Program needs PD – Diversity. <p>B. Access</p> <ul style="list-style-type: none"> ➤ Schools of choice. ➤ Inclusion all students. ➤ Flexibility within programs and how students access programs, discussions. ➤ Technology access to other districts, distance learning. ➤ Equity challenge.
<i>Suburban Group 1</i> April 23, 2010	<p>A. Magnet</p> <ul style="list-style-type: none"> ➤ Define what it is. ➤ Community support. ➤ Funding – Issue. <p>B. Pre-School</p> <ul style="list-style-type: none"> ➤ Concern – Must target early. ➤ Professional development (Relevant, In-Class, Sustainable).
<i>Urban Group 1</i> March 25, 2010	<p>A. Voluntary Integration Plan</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> ➤ Siblings stay together.

	<p><u>Disadvantages</u></p> <ul style="list-style-type: none"> ➤ Only one school. (i.e. Rural/Suburban.) <p>B. Instructional Material</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> ➤ Teacher training programs. ➤ Textbook selection. ➤ Material/Resources. ➤ Websites. ➤ Higher education. ➤ Professional development. <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> ➤ Finding materials to empower not just to educate. <p>C. Strategic Site</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> ➤ Balance. <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> ➤ Land available. ➤ Economics.
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	<p>D. De-Tracking</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> ➤ Opportunities for all. ➤ Role models. ➤ Dynamics. <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> ➤ All educators on same page. ➤ Educating parents. ➤ Scores and accountability. ➤ Educating higher education. <p>E. Comprehensive School Counseling</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> ➤ Meeting individual needs of students, teachers, and administrators. <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> ➤ Funding. ➤ How to make it work with what you have. Knowing outside resources. ➤ Fear as to “why we need them. <p>F. Additional Notes</p> <ul style="list-style-type: none"> ➤ All of this reflects funding: Mandated and unmandated. ➤ Fear: More mandates without funding. Build on what we have. Expanding
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	<p>current practices.</p> <ul style="list-style-type: none"> ➤ Webinar: List of student, parent, and staff resources. Host a blog. Chat room. Support group/PLC. <p>2. <i>Diversity Measures</i></p> <p>A. In-School Diversity Measures.</p> <ul style="list-style-type: none"> ➤ Teacher/Administrator training and accountability. ➤ Comprehensive school counseling programs. <p>B. District-Level Diversity Measures: Strategic school siting/closing. Federal patterns and curricula.</p> <ul style="list-style-type: none"> ➤ District may use instruction materials and curricula...images of differences.
<p><i>Urban Group 2</i> March 25, 2010</p>	<p>A. Feeding Patterns</p> <ul style="list-style-type: none"> ➤ Many schools are small so this is irrelevant. ➤ Open enrollment has had great impact for some. ➤ Parents with means always have choices. ➤ Financial survival has to drive decisions in many districts. <p>B. De-Tracking</p> <ul style="list-style-type: none"> ➤ Could allow more students great opportunity to go to college/get to other levels. <p>C. Comprehensive School Counseling</p> <ul style="list-style-type: none"> ➤ Funding – challenge. ➤ Could be one of most effective and least available.

	<ul style="list-style-type: none"> ➤ Great support for students not having had home environment. ➤ This may have great positive effect on student achievement. ➤ Funding counselors is very important. ➤ Reading – many supportive programs. ➤ Very favorable. ➤ Districts are busy looking at marketing strategies – parents have lots of choices.
<i>Urban Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Virtual HS environment with FLEX credit options. ➤ Make the public education system the system of choice again! ➤ Develop relationships with students. ➤ Differentiated instruction. ➤ Funding to increase capacity. ➤ Diversity training. ➤ Eliminate the focus on the identification of differences.
<i>Urban Group 2</i> April 16, 2010	<p style="text-align: center;">A. Magnet Schools</p> <p style="text-align: center;"><u>Advantages</u></p> <ul style="list-style-type: none"> ➤ Model is proven. ➤ Concept popular – student/staff. <p style="text-align: center;"><u>Challenges</u></p> <ul style="list-style-type: none"> ➤ Selection of Studies ➤ Special Education ➤ Transportation ➤ Funding ➤ Community Perceptions ➤ Location

	<p>B. Community Dialogue</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> ➤ Family & Civil Engagement ➤ Create Agenda ➤ Small Groups/Coffees <p><u>Challenges</u></p> <ul style="list-style-type: none"> ➤ There are none.
<p><i>Urban Group 1</i> April 23, 2010</p>	<p>A. Revising Ability Tracking</p> <ul style="list-style-type: none"> ➤ It exists regardless of what it is called. <p><u>Positives</u></p> <ul style="list-style-type: none"> ➤ Peer learning. ➤ Raising expectations for <i>all</i> students. <p><u>Negatives</u></p> <ul style="list-style-type: none"> ➤ Teacher resistance. ➤ Culturally incompetent testing. <p><u>Challenges</u></p> <ul style="list-style-type: none"> ➤ Parent/staff pushback.

	<ul style="list-style-type: none"> ➤ Grading vs. achievement. <p>B. Instruction Material Curricula</p> <ul style="list-style-type: none"> ➤ Focus high achievement rather than diversity being the destination. ➤ Text perception is not conducive to diversity. <p><u>Positives</u></p> <ul style="list-style-type: none"> ➤ Align to 21st century skills. ➤ Build appreciation for cultures. ➤ Creative curiosity. <p><u>Negatives</u></p> <ul style="list-style-type: none"> ➤ Current material is diverse in pictures only. ➤ Teacher training needed to implement with fidelity, however, lack of funds. ➤ Staff personal biases and community biases.
<p><i>Urban Group 2</i> April 23, 2010</p>	<p>A. Revising Ability Tracking</p> <ul style="list-style-type: none"> ➤ RTI ➤ Differentiation – classrooms. ➤ Meeting with teachers – diverse. ➤ Ability levels. What are modifications? ➤ Credit flex. <p>B. New Buildings</p> <ul style="list-style-type: none"> ➤ Site selections? ➤ Property – lines.

	<ul style="list-style-type: none"> ➤ Strategic closings selection – different. ➤ Available property. ➤ Cost of property? Affordable? Restructure? ➤ Population trends shift. ➤ Virtual academy big changes – do we need brick and mortar? ➤ Social interactions issues. ➤ Size o campus. ➤ Model of zones. ➤ Arts? ➤ Open enrollment? ➤ Back to regional?
<i>Mixed Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ No response.
<i>Mixed Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Detracking is discredited. Affirmative Action for ability groups preferable – Equity 2000 Program. ➤ Detracking impacted by teacher expectations. ➤ Magnet schools. ➤ Use state level taxation information for accurate measures of wealth. ➤ Diversity of population makes a huge difference in programs offered –city vs. rural.
<i>Mixed Group 1</i> April 16, 2010	<p>A. Interdistrict Busing</p> <ul style="list-style-type: none"> ➤ Difficult for school boards to mandate – equality. ➤ Is it effective? –Low socioeconomic students perform better in excellent schools. ➤ Politics –Challenge. ➤ Cost. <p>B. Magnet Schools</p>

	<ul style="list-style-type: none"> ➤ Best of both worlds. ➤ Lottery – Disadvantage. ➤ Added cost to parents. ➤ Politics – Challenge.
<i>Mixed Group 2</i> April 16, 2010	<p>A. Magnet Schools</p> <ul style="list-style-type: none"> ➤ Cost. ➤ Transportation. ➤ In-service training. ➤ Access and equity issues. ➤ Risk factor. <p>B. Community Dialogue</p> <ul style="list-style-type: none"> ➤ Requires focused strategy. ➤ Identify key leaders – Community and Staff. ➤ Structured agenda – Rules of engagement. ➤ Build capacity to discuss tough issues. ➤ Incentives to attend: food, transportation, childcare. <p>C. Community Schools/Community based Centers</p> <ul style="list-style-type: none"> ➤ Cost – bus transportation. ➤ All K-1 in a building.
<i>Mixed Group 3</i> April 16, 2010	<p>A. Inter-district Busing</p> <p><u>Advantages</u></p>

	<ul style="list-style-type: none"> ➤ More control over diversity demographics. ➤ Creating more realistic view. ➤ Parent choices. <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> ➤ Cost/funding. ➤ Students not in their neighborhood. ➤ Loss of parent involvement. <p>B. Magnet Schools</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> ➤ Focus on special interest areas (i.e. Art) ➤ Staffing ➤ Students/parents who want to be there (i.e. Involvement/Support.) <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> ➤ Converting neighborhood school to magnet. ➤ Limited service based on chance. ➤ Class size or other disparities.
<p><i>Mixed Group 1</i> April 23, 2010</p>	<p>A. Magnet Schools</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> ➤ School make-up is voluntary (choice.) ➤ Student interest. ➤ Staff selection.

	<p>➤ Curriculum is focused.</p> <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> ➤ Problem if desired numbers are not attained. ➤ Could result in less diversity than originally planned. ➤ Transportation. <p>B. Revising Ability Tracking</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> ➤ Increases diversity. ➤ Provide more rigorous opportunities for all students. ➤ Promotes peer-to-peer learning. ➤ Increase student achievement ➤ Improves opportunities for students. ➤ Student motivation. ➤ Improved self-esteem. <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> ➤ Teachers must differentiate. ➤ Potential difficulty in changing mindset of teachers. ➤ Elitism of some parents. ➤ Scheduling might require more thought/flexibility. ➤ Potential for reduced rigor. ➤ Increase staff professional development will be required. (Money, Buy-in)
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<i>Mixed Group 2</i> April 23, 2010	<p>A. <u>Magnet Schools – Challenges</u></p> <ul style="list-style-type: none"> ➤ Funding. ➤ Transportation. ➤ Scalability. ➤ Applicability – meeting needs of all students. ➤ Public relations. ➤ Integration of curriculum. ➤ Incorporation of students with disabilities.
<i>Mixed Group 1</i> April, 29, 2010	<ul style="list-style-type: none"> ➤ Put economic indicator. (i.e. Place money amount on diversity like an autism scholarship.) No one size fits all. Meet needs with multiple strategies. Hispanic outreach coordination toward graduation. Professional/Staff training on diversity, cultures. Resources for various groups. Parent training, student training. Require diversity training in undergraduate license track.
<i>Mixed Group 2</i> April 29, 2010	<p>C. Zones</p> <p><u>Challenges</u></p> <ul style="list-style-type: none"> ➤ Time to implement. ➤ Transportation cost. ➤ Loss of sense of community. <p><u>Positives/Advantages</u></p> <ul style="list-style-type: none"> ➤ Siblings have 1st options. ➤ Diversity (i.e. cultural, Socioeconomic, gender.)_ ➤ Equal opportunity.

	<ul style="list-style-type: none"> ➤ Diverse learning opportunity for students. <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> ➤ Loss of enrollment. ➤ Community impact. (i.e. Property values, choice of schools attendance, etc.) ➤ Fears/attitudes of adults (i.e. How will it impact academically?) <p>D. Professional Development: The goal is to eliminate tracking, promote diversity and sensitivity. Address integration.</p> <p><u>Challenges</u></p> <ul style="list-style-type: none"> ➤ Resistance to change. ➤ Collective bargaining agreements. ➤ Teachers prefer tracking easier to track. ➤ Implementation monitoring. ➤ Buy-in. ➤ Does it really address integration issues in the building? <p><u>Advantages</u></p> <ul style="list-style-type: none"> ➤ Raise awareness of issues. ➤ Quicker to implement. <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> ➤ Collective bargaining agreement, limitations to P.D. ➤ Potential cost.
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Part II: Webinar

2. The state is developing a webinar to assist districts with diversity initiatives. If you were able to develop a section of the webinar what would you include and why?

Group	Response
<i>Suburban Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Resources for districts. ➤ Clickable titles to browse around. ➤ District videos of practices that work. ➤ Give good examples of good internal plans. (i.e. Feed Plans, Discipline, Tracking.)
<i>Suburban Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Cultural competency professional development for teachers, community, administration, staff, etc.) ➤ 45-60 minute segments. ➤ Interactive piece. ➤ PowerPoint slides and keys. ➤ Pre/Post Opportunities.
<i>Suburban Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Specific practical info specific to district. ➤ PD connected to achievement (curriculum). ➤ Commonality (i.e. % of White educators of Central Ohio Districts. % of female educators.) ➤ PD Designers – Bring in right people/info. ➤ Provokes discussion. Discussion of data, discipline.
<i>Suburban Group 2</i>	<ul style="list-style-type: none"> ➤ Define Diversity.

April 16, 2010	<ul style="list-style-type: none"> ➤ Solutions from other districts. ➤ Help us develop creative solutions – instead of mandates. ➤ Provide difference modes to deliver message. ➤ Let's learn from past. ➤ Follow-up activities. ➤ Provide data and encourage districts to gather their data.
<i>Suburban Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Best practices – Share. ➤ Collaborate –Share Resources –PD Together. ➤ Target of webinar? ➤ Access at any time. ➤ Blog/wiki attached to webinar. ➤ Hear from expert who has implemented best process.
<i>Urban Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Incorporate suggestions on previous page in webinar, marketing in a user-friendly manner. (i.e. Information.) ➤ Search engine must be robust. ➤ Much work is needed in order to be webinar-ready. ➤ Final product must be accessible to community-at-large. (i.e. broken into segments based on roles.)
<i>Urban Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Don't do it. ➤ Not an appropriate topic for a webinar – emotionally charged issues. ➤ Need to have a better grasp on what the audience already knows. ➤ Could include districts that are being successful – testimonials.

<i>Urban Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Inclusive of all administrators, teachers, and parents.
<i>Urban Group 2</i> April 16, 2010	<p>When things are presented there need to be...</p> <ul style="list-style-type: none"> ➤ Direction ➤ Resources ➤ Opportunities for PD/Growth ➤ ODE Should not ask for district to write State Board Policy
<i>Urban Group 1</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Quality PD to assist teachers with implementation. ➤ Pre-assessments of current knowledge. ➤ Blog, Wikipedia.
<i>Urban Group 2</i> April 23, 2010	<ul style="list-style-type: none"> ➤ Clarity and definition. ➤ Awareness of diversity. ➤ Ideas to resolve – general ideas. ➤ Any P.D. opportunities – teacher buy-in. ➤ Web based vs. specific skills – everyone accountable.
<i>Mixed Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ No response.
<i>Mixed Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ More strategies. ➤ More time for development. ➤ Address the purpose of process. ➤ Include models of integration. ➤ Practical tools. (i.e. Calculator for determining racial balance. ➤ What works? – Examples of other models?

<i>Mixed Group 1</i> April 16, 2010	<ul style="list-style-type: none"> ➤ District who show/demonstrate best practices. ➤ List of resources. ➤ Creative funding.
<i>Mixed Group 2</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Diversity ambassadors. – Prior development of teachers. ➤ Culturally relevant pedagogy. ➤ Focused partnership. – Administration and Union. ➤ Model districts. – Best practices. ➤ Statewide recognition of best practices. ➤ Retention strategies. – Minority/diverse teachers and administrators. ➤ Incentives plans.
<i>Mixed Group 3</i> April 16, 2010	<ul style="list-style-type: none"> ➤ Culturally Relevant Pedagogy (CRP) ➤ Detail on examples. (Zones – Positives and Negatives_ ➤ Addressing different strategies for different areas/different types of diversity. ➤ Resources for community dialogue and messaging. ➤ Educating Boards on diversity. (How to approach parents/community.
<i>Mixed Group 2</i> April 232010	<ul style="list-style-type: none"> ➤ Different types of diversity identification. Expand definition. ➤ Magnitude/identification of the problem. ➤ Knowledge of or guidelines for change and how change can be sustained. ➤ Education of the board. ➤ Developing a plan. <ul style="list-style-type: none"> • Keeping the initiative out front.

	<ul style="list-style-type: none"> ➤ Include preliminary experiences as well as required follow-up. ➤ Conduct webinar in a group setting. <ul style="list-style-type: none"> • Why? • In order to have a great impact. • To help us understand our differences. ➤ Include individuals from different districts in the group webinar and to provide different viewpoint. ➤ Include commonalities as part of the webinar.
<i>Mixed Group 1</i> April 23 2010	<ul style="list-style-type: none"> ➤ Sharing of ideas/knowledge. ➤ Professional development opportunities. ➤ Framework for decision-making process to decide which strategy(ies) to implement in school district and community.
<i>Mixed Group 1</i> April, 29, 2010	<ul style="list-style-type: none"> ➤ The group did not answer this question.
<i>Mixed Group 2</i> April 29, 2010	<p>A. ODE Webinars</p> <ul style="list-style-type: none"> ➤ Need to prove districts with the following: <ol style="list-style-type: none"> 1. Good plan on topic. 2. Need answers to get things done. 3. Need for information and purpose. 4. More specific and more structure. 5. Improved logistics. ➤ If you want opinions/ideas may not be the best format. If teaching something, webinar is fine.

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Part II: Process

3. What did you think about the focus group process?

Group	Response
<i>Suburban Group 1</i> March 25, 2010	<p><u>Positive</u></p> <ul style="list-style-type: none"> ➤ Cooperation opportunity great! ➤ Article prior to meeting was helpful. ➤ Great awareness activity the way the groups were structured. ➤ Good blend of presentation and work. (Timed well.) ➤ Experienced, passionate facilitators. <p><u>Negative</u></p> <ul style="list-style-type: none"> ➤ Structure way to look at each table's results. ➤ Gallery walk or report out of most interesting facts. (One or two, not entire group report.) <p><u>Change</u></p> <ul style="list-style-type: none"> ➤ Summary of all table results sent to participants. ➤ Stronger examples of internal process that are working. (i.e. Tracking, Discipline, etc.)
<i>Suburban Group 2</i>	<ul style="list-style-type: none"> ➤ No response.

March 25, 2010	
<i>Urban Group 1</i> March 25, 2010	➤ No Response.
<i>Urban Group 2</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Better communications about the purpose of this “meeting.” ➤ Unclear about the “use” of this. ➤ State’s categorization is not accurate – this group was NOT urban. ➤ Where does this information go – what happens from here? ➤ Don’t agree with some of the “assumptions” of the PowerPoint. ➤ There seems to be a lack of understanding of “white privilege” within this group. ➤ Great need – greater cohort of highly qualified teachers, especially secondary.
<i>Mixed Group 1</i> March 25, 2010	<ul style="list-style-type: none"> ➤ Networking –ideas, books, suggestions. ➤ Validation for the work we are doing. ➤ Asking for feedback. ➤ Hopefully follow-up will take place – names/email of those attending. ➤ Research of Kirwan provided great information and facilitation. ➤ Beverages/snacks. ➤ Warm and fuzzy group.
<i>Mixed Group 2</i> March 25, 2010	➤ Is diversity an end or a means? In the eyes of which stakeholders? (i.e. Parents? Federal, state courts? Taxpayers? Students? etc.)

	<ul style="list-style-type: none">➤ “National Issues Forum” Format would be more structured and support accumulation and refinement of knowledge.➤ Process was good for first time presentation – include the issues, models, strategies used on diversity.
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