



# Educating a Diverse Population

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March 14, 2005



# FWCS Official Enrollment

1994 vs. 2004

	Sept. 1994	Sept. 2004
African-American	24.02%	25.83%
American-Indian	.28%	.56%
Asian	1.50%	2.26%
Hispanic	3.22%	9.58%
White	70.96%	59.05%
Multi-Racial	na	2.73%



Where we were . . .

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# Evolution of Equity Policies

NATION		
RELATIVE TIME PERIOD:	SOCIAL POLICY:	MOTIVATION:
Before 1950's	Segregation	Legal Separation
1950's	Desegregation	Legislated Desegregation
1960's	Integration, equal access, equal rights	Activism for social justice
1970's	Equal benefits, multiculturalism	Education
1980's	Diversity	Economic



# George Peabody College for Teachers

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- A comprehensive evaluation of each major aspect of school operations (124 recommendations)
- Five alternative plans for achieving greater racial balance



# Chronology of Desegregation of FWCS

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## 1984 **The problem...**

- Enrollments at 22 of 36 FWCS elementary schools are severely imbalanced according to the U.S. Dept. of Education's Office of Civil Rights (OCR).
- Community meetings planned to discuss issue.

## 1985 **Dissention mounts...**

- Parents for Quality Education with Integration, Inc. (PQEI) formed.
- Open disagreement between FWCS and proponents of racial balance.
- William L. Taylor, attorney from Washington, D.C., hired by PQEI with financial backing from Lincoln National Corporation.

## 1986 **Is there an agreeable solution?**

- Negotiations begin between PQEI and FWCS.
- Leadership Fort Wayne brings Dr. Christine Rosell to speak on racial balance options.
- PQEI works to organize possible litigants.
- Negotiations fail and PQEI files lawsuit.



# Chronology of Desegregation of FWCS

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## 1987 **Some progress, but not enough...**

- Behind-the-scenes discussion continues.
- FWCS approves magnet school plan which provides a settlement with the OCR.
- PQEI believes plan needs to be more comprehensive.
- Trial date set for October 1988.

## 1988 **Beginning to find common ground...**

- Parties agree on 15-45 percent racial balance but differ on need for educational improvement program.
- Trial rescheduled for 1989.
- Mr. Black, president of Indiana Michigan Power Company, negotiates a tentative agreement.

## 1989 **Settlement between FWCS and PQEI**

- Settlement finalized in February.
- FWCS and PQEI agree to work together to ensure passage of Bill 1131.
- Educational Improvement Committee (EIC) formed.



# Chronology of Desegregation of FWCS

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**1990 Progress continues...**

- First meeting of the EIC.
- Positive tone set with former FWCS superintendent, Dr. Bill Coats.

**1992 Racial balance achieved...**

- All 36 elementary schools are racially balanced.

**1994 Settlement with the state finalized...**

- \$12.3 million dollars for educational improvements provided through the state settlement. Funds ended July 2000.

**2002 Last EIC meeting held.**





# Educational Improvement Committee

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## **Committee Members:**

- Six members from FWCS
- Three members from PQEI
- One member appointed by the Corporate Council
- One member appointed by the Chamber of Commerce
- Alternates include the following:
  - Two appointments by FWCS, one appointment by PQEI, and one jointly appointed by the Chamber of Commerce and Corporate Council



# Educational Improvement Committee

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## **Purpose:**

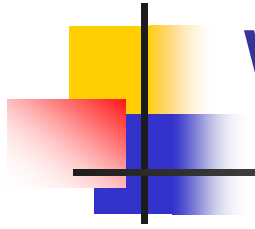
- To identify, describe, evaluate, determine costs and to rank in order of priority, according to the availability of funding, programs and services that are designed to serve children at risk of educational failure. This includes:
  - Preventive, remedial, supplementary education for children working below grade level.
  - Programs devoted to positive interracial relationships, including in-service training programs "with particular attention to the needs of faculty and staff assigned to currently racially isolated schools."
- To secure other funding sources.
- To prioritize educational improvement programs that would require additional funding.



# EIC Funded Initiatives

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- Reading Recovery
- Diversity Training
- Full-day Kindergarten (in non-Magnet schools)
- Conflict Mediation
- Program Evaluations



# Where We Are Now





# The mission of FWCS:

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... is to guarantee that all students are prepared to lead responsible, compassionate, productive lives by ensuring:

- Every student masters a rigorous curriculum, and
- Every member of the educational community is valued in a secure, caring and creative environment.



# Belief Statements

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1. All people have the right to an education.
2. All people have equal intrinsic worth.
3. A person's dignity is sacred.
4. Each person has the need to love and be loved.
5. All people have the capacity to achieve.
6. Everyone has the right and responsibility to pursue his or her individual aspirations.
7. Honesty is essential to relationships.
8. Dynamic and continuous communication is essential to community.
9. Each person is responsible for his or her actions.
10. A work ethic is basic to achievement and self-worth.
11. The diversity of people and ideas enriches the individual and community.
12. Each person has the responsibility to contribute constructively to his or her community.
13. Adults are responsible for the well-being of children.
14. A family structure is crucial to a sense of belonging.



# No Child Left Behind Act

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- ...“close or dramatically narrow the differences in achievement among American students across lines of skin color, ethnicity, immigrant status, and wealth.”
- ...“the success of American democracy and our economic future depends on a society in which everyone is educated to their full potential.”



# Implementation of NCLB

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1. How to raise the achievement of all students,  
While...
2. Ensuring that all demographic groups meet the standard set by the law.





# NCLB

	E/LA (58.8)	Math (57.1)	Attend or Grad 95%	95% Test in E/LA	95% Test in Math
Overall	YES	YES	YES	YES	YES
IEP	YES	YES		YES	YES
LEP	NO	YES		YES	YES
Econ Dis	NO	NO		YES	YES
A Indian	YES	YES		YES	YES
Black	NO	NO		YES	YES
Asian	YES	YES		YES	YES
Hispanic	YES	YES		YES	YES
White	YES	YES		YES	YES



# Cultural Competency

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IC 20-10.2-2-3.8 Sec. 3.8

- "...a system of congruent behaviors, attitudes, and policies that enables Teachers to work effectively in cross-cultural situations. The term includes the use of knowledge concerning individuals and groups to develop specific standards, policies, practices, and attitudes to be used in appropriate cultural settings to increase students' educational performance."

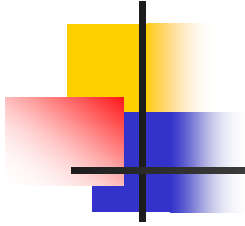


# Cultural Competency component of school plan

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## IC 20-10.2-8-3 Sec.3

- (a) In developing a school's strategic and continuous school improvement and achievement plan under IC 20-10.2-3, the school's committee shall consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students.
- (b) The committee shall:
  - (1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population;
  - (2) Incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and
  - (3) Recommend areas in which additional professional development is necessary to increase cultural competency in the school's education environment.
- (c) The committee shall update annually the information identified under subsection (b) (1).



“When professionals are ‘culturally competent’, they establish positive helping relationships, engage the client (students) and improve the quality of service (education) they provide.”

- Roger Cleveland



# Cultural Proficiency definition

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“The policies and practices of organizations and the values and behaviors of individuals that enable both to interact effectively in a culturally diverse environment.”



# Cultural Proficiency model

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- Guiding Principles – underlying values of the approach
  - Culture is a predominant force; you cannot NOT be influenced by culture.
  - People are served in varying degrees by the dominant culture.
  - It is important to acknowledge the group identity of individuals.
  - Diversity within cultures is important; cultural groups are neither homogeneous nor monolithic.
  - Respect the unique cultural needs that members of dominated groups may have.



# Cultural Proficiency model

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- Essential Elements – Behavioral standards (competencies) for measuring and planning for growth toward cultural proficiency
  - Assess Culture: Name the Differences
  - Value Diversity: Claim Your Differences
  - Manage the Dynamics of Difference: Reframe the Conflict Caused by Differences
  - Adapt to Diversity: Change to Make a Difference
  - Institutionalize Cultural Knowledge: Train About Differences

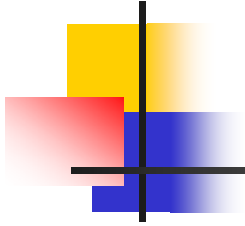


# Cultural Proficiency model

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- A Continuum – Language for describing both healthy and non-productive policies, practices, and individual behaviors.
  - Cultural Destructiveness: See the Difference, Stomp It Out
  - Cultural Incapacity: See the Difference, Make It Wrong
  - Cultural Blindness: See the Difference, Act Like You Don't
  - Cultural Precompetence: See the Difference, Respond to It Inappropriately
  - Cultural Competence: See the Difference, Understand the Difference That Difference Makes
  - Cultural Proficiency: See the Differences and Respond Positively and Affirmingly





“You can’t have an island of educational excellence in a sea of community indifference”

- Ernest Boyer