The National Conference for Community and Justice
Dismantling Racism Institute for Educators (DRIE)
Evaluation Report
March 2003

Executive Summary

In June 2002, 20 individuals participated in the *Dismantling Racism Institute for Educators (DRIE)* offered by The National Conference for Community and Justice (NCCJ). Of these 20 educators, 15 completed both pre- and post-surveys of their awareness, attitudes, and behaviors in a number of areas related to overcoming bias, supporting diversity, and promoting educational equity. This number of respondents reflects a response rate of 75%. The pre/post surveys measured participant progress toward meeting the objectives of the program, including:

- Increased awareness of individual cultural values, stereotypes and biases;
- Increased empathy for people of different races;
- Increased knowledge of institutional racism and oppression, internalized racism, and white privilege;
- Increased dialogue with people of different races;
- Increased open discussion of differences;
- Increased assistance to others in examining behaviors and attitudes;
- Increased activities to learn about other races and cultures; and
- Increased activities to interrupt incidents involving bias.

Results of pre/post surveys suggest **statistically significant outcomes** in each of the following areas.

Participants' knowledge and awareness of racism

Specifically, participants reported:
- Increased awareness of participants' own biases and stereotypes;
- Increased knowledge of institutional racism;
- Increased knowledge of internalized racism;
- Increased knowledge of white privilege;
- Increased awareness of how institutional racism impacts educational outcomes;
- Increased awareness of how to handle and work through conflict with others;
- Increased awareness of educators who take a leadership role in eliminating racism within the region; and
- Increased awareness of educators in different parts of the country who do cutting-edge work to eliminate racism.

Participants' actions and behaviors related to overcoming bias

Participants reported:

- Increased demonstrations of empathy for others from different racial/ethnic backgrounds;
- Increased ability to communicate effectively with people from different racial/ethnic backgrounds;
- Increased dialogue with people from different racial/ethnic backgrounds;
- Increased discussions of racial/ethnic differences;
- Increased awareness of power dynamics in groups;
- Increased assistance to others in examining their behaviors and attitudes about racial/ethnic differences;
- Increased involvement in controversial discussions regarding racial/ethnic differences;
- Increased ability to effectively work with people who hold very different views about race; and
- Increased ability to confront/educate others regarding racist behavior.

Participants' activities related to overcoming bias

Participants reported:
- Increased reading of newspapers or magazines written/published by people of color;
- Increased attendance at conferences or workshops regarding closing the achievement gap between white and minority students;
- Increased financial contributions to an organization that fights racism;
- Increased efforts to confront racist remarks made by a family members, friends or colleagues;
- Increased efforts to interrupt jokes that demean people of a certain racial/ethnic background;
- Increased involvement in organizational meetings where opinions are voiced about creating a diverse and inclusive environment;
- Increased participation in groups that encourage dialogue among people of different racial/ethnic backgrounds; and
- Increased efforts to encourage schools and/or districts to assess how inclusive they are.

Three scores were created from responses to survey statements. These are: 1) A Knowledge and Awareness of Racism score, 2) An Actions and Behaviors Related to Overcoming Bias score; and 3) An Activities Related to Overcoming Bias score. Analysis indicates the following:

- **The Total Average Knowledge and Awareness of Racism Score reflected a positive change that is statistically significant (p<.000);**
- **The Total Average Actions and Behavior Score reflected a positive change that is statistically significant (p<.000); and**
- **The Total Average Activities Score reflected a positive change that is statistically significant (p<.000).**

Finally, educators reported engaging in the following behaviors as a result of their participation in the Institute:
- Nearly three-fourths (73%) utilized specific strategies to eliminate racism in their schools and within their districts, such as revitalizing diversity committees.

- Eighty percent utilized specific strategies to address the achievement gap between white students and students of color in their schools and within their districts, such as designing workshops for administrators dealing with weaknesses in instruction.
- Two-thirds (67%) have taken concrete actions to address bias, such as starting a social gathering of a diverse group of women.
- Nearly all (93%) have remained in contact with other DRIE participants. Of these, 43% reported that the person they contacted the most was of a different race/ethnicity from their own.

Overall, data suggests DRIE was effective in helping participants/schools/districts overcome bias, support diversity, and promote educational equity.

The National Conference for Community and Justice
Dismantling Racism Institute for Educators (DRIE)
Evaluation Report – March 2003

The National Conference for Community and Justice (St. Louis Region) is a local affiliate of a national organization that develops and implements community-based programs to fight racism and other forms of bias, bigotry, and discrimination.

This report presents evaluation results for NCCJ's *Dismantling Racism Institute for Educators (DRIE)* that was held on June 9, 2002. Pre/post surveys measured participants' awareness, attitudes, and behaviors in a number of areas related to overcoming bias, supporting diversity, and promoting educational equity. The objectives of the Institute include:

- Increased awareness of individual cultural values, stereotypes and biases;
- Increased empathy for people of different races;
- Increased knowledge of institutional racism and oppression, internalized racism, and white privilege;
- Increased dialogue with people of different races;
- Increased open discussion of differences;
- Increased assistance to others in examining behaviors and attitudes;
- Increased activities to learn about other races and cultures; and
- Increased activities to interrupt incidents involving bias.

Pre-Survey Results

This report presents participant survey data collected for the Institute held in June 2002. Out of 20 educators who participated in the Institute, 15 completed both pre- and post-surveys (for a response rate of 75%). Participant surveys were completed at two times: during the week-long Institute (pre-surveys) and approximately 4-6 months after the Institute (post-surveys). The purpose of the surveys was to gather participant reports of attitudes and behaviors and to measure changes from before program participation to after program participation.

Twenty participants completed pre-surveys. Of these:
- 58% were female;
- 60% were White/European and 30% were Black/African American; and
- 95% were Administrators.

On the pre-survey, participants were asked to state their reasons for attending the Institute. In open-ended responses, three-fourths reported their motivation was a professional interest, such as "to help the school district dismantle racism," or "to set an

Participant Characteristics

	Percent
Gender	
Female	58%
Male	42%
Race/Ethnicity	
Black/African American	30%
White/European	60%
American Indian/White	5%
Black/Hispanic	5%
Position	
Administrator	95%
Other	5%
N=20	

example for others in the educational community." The remaining participants all chose to attend the Institute for personal reasons. Examples include, "I heard how life changing it would be" and "I felt that it would help me on my life's journey."

As shown in the table below, participants were asked if they had ever implemented specific strategies to eliminate racism and the achievement gap between white students and students of color in their roles as educators, prior to their participation in the Institute.

Specific Strategies to Eliminate Racism and the Achievement Gap

Pre-Survey	Yes	No
Have you ever implemented specific strategies designed to eliminate racism at your school or in your district?	75%	25%
Have you ever implemented specific strategies designed to eliminate the achievement gap between white children and children of color at your school or in your district?	80%	20%

N=20

When asked if they have ever implemented specific strategies designed to eliminate racism, three-fourths responded positively. The various types of strategies implemented by participants include:
- Study groups, such as developing a volunteer book study group;
- Assessment and research, such as examining student enrollment data;
- Curriculum changes, such as instituting the course "Honoring All Voices;"
- Committee participation, such as chairing a committee to develop a more inclusive honors system;
- Professional development (training/workshops), such as conducting efficiency training; and
- Staff hires, such as hiring African Americans in the administration.

When asked to access the results from implementing these strategies, nine of the 15 educators (60%) saw positive results; two experienced mixed results; and one participant experienced negative results.

Before the Institute, the majority of DRIE participants (80%) reported they had implemented specific strategies designed to eliminate the achievement gap between white children and children of color at their schools or within their school districts. The strategies of the sixteen educators include:
- Curriculum changes;
- Assessment and research;
- Professional development (forums/training);
- Setting up groups;
- Academic preparation; and
- Policy changes.

When asked to access the results, nine of the sixteen educators saw positive results; two reported mixed and two indicated it was too early to determine.

These results suggest that many DRIE participants felt the need to eliminate racism and the achievement gap between students prior to their participation in the Institute.

Overall, the Institute met and exceeded participants' expectations. For nearly three-fourths of participants (73%), the Institute surpassed their initial expectations. The Institute reportedly increased participants' understandings and challenged their perspectives. Two participants commented that the Institute was life-changing. One respondent noted that it was more challenging than he/she anticipated by explaining, "Some of it was painful, but most of it was enlightening."

On the post survey, DRIE participants were asked to assess their **level of experience** examining race/ethnicity <u>before</u> attending the Institute. As shown in the figure to the right, the majority of respondents (10) indicated they had at least "some" previous experience examining issues related to race and ethnicity. Two participants expressed that they had "extensive knowledge."

Experience Examining Race/Ethnicity Issues

N=15
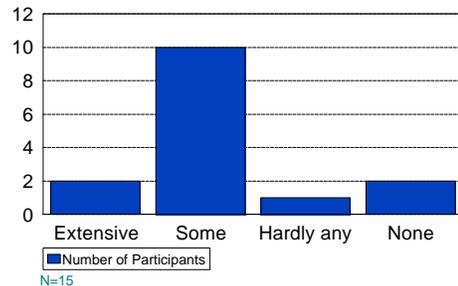
Ratings of Overall Knowledge of Racism

N=15
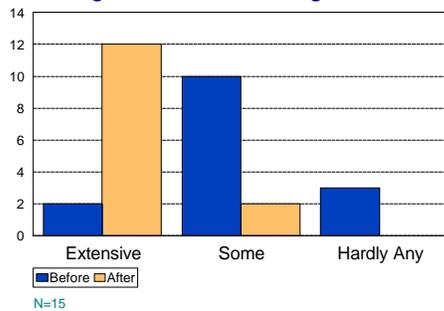
Respondents were also asked to rate their **overall knowledge** of racism both <u>before</u> and <u>after</u> the Institute. As shown in the figure to the left, only two respondents rated their pre-Institute knowledge of racism as "extensive;" however, six times as many rated their post-Institute knowledge "extensive." Differences in before and after ratings are statistically significant (p<.000), suggesting participants gained substantial knowledge of racism.

Pre/post surveys asked participants whether they "strongly agreed," "agreed," "disagreed," or "strongly disagreed" with eight statements relating to their levels of knowledge and awareness of issues related to bias, discrimination, and educational equity. As shown in the table below, there were increases in all eight statements from pre- to post-surveys, suggesting increased knowledge and awareness of racism in these areas as a result of the Institute.

Knowledge and Awareness of Racism

Please circle the number of your response: 4=Strongly agree; 3=Agree; 2=Disagree; 1=Strongly disagree	Pre-Survey Mean	Post-Survey Mean	Change
I am aware of my own racial and ethnic stereotypes and biases.	1.8	2.5	+.7**
I have a basic knowledge of institutionalized racism.	2.0	2.6	+.6**
I have a basic knowledge of internalized racism.	1.8	2.5	+.7*
I have a basic knowledge of white privilege.	2.0	2.7	+.7*
I am aware of how institutional racism impacts educational outcomes.	2.0	2.6	+.6*
I am aware of how I handle conflict and can work through conflict with others.	2.1	2.5	+.4

| I am aware of educators who are taking a leadership role in eliminating racism in our region.	1.7	2.7	+1**
I am aware of educators in different parts of the country who are doing cutting-edge work to eliminate racism.	1.5	2.1	+.6**

N=15
Statistically significant at p<.05
**Statistically significant at p<.01*

As shown in the table above, statistically significant pre/post changes occurred in seven of the eight areas relating to participants' knowledge and awareness of racism. The following four figures demonstrate those areas with at least a 40% increase from pre- to post-survey in the number of participants who report they "strongly agreed" with the respective statements.

As shown in the figure to the right, there was an increase of 46% in the number of educators who "strongly agreed" that they are aware of their own cultural values, stereotypes, and biases.

Awareness of Own Biases

N=15

Knowledge of Institutionalized Racism

N=15
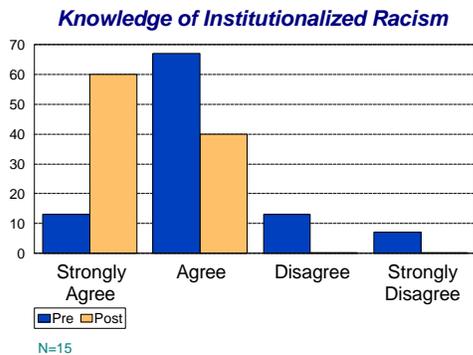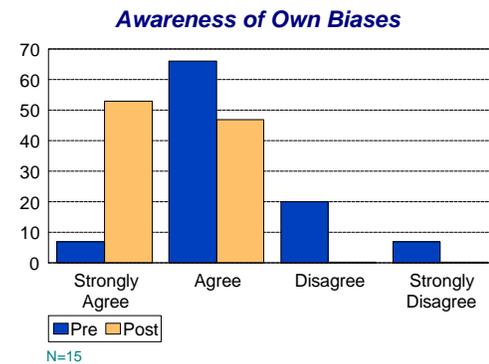
From pre- to post-surveys, there was a 47% increase in the number of participants who "strongly agreed" that they have a basic knowledge of institutionalized racism. On the post-survey, 60% "strongly agreed" that they have a basic understanding, while only 13% of participants stated this on the pre-survey.

The percentage of those who "strongly agreed" that they have a basic knowledge of white privilege increased from pre- to post-survey by 46%.

Knowledge of White Privilege

N=15

7
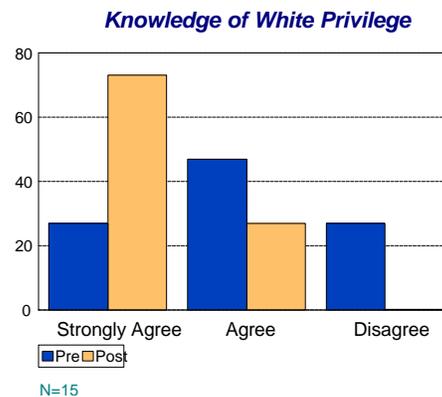
Participants also reported increased awareness of educators who are taking leadership roles in eliminating racism in our region. As shown in the figure below, the number of those who "strongly agreed" that they are of such educators increased from pre- to post-surveys by 60%.

Aware of Educators Taking Leadership Roles

N=15

Total Average Knowledge Scores

N=15
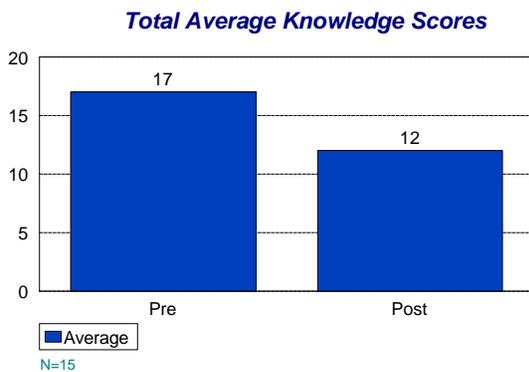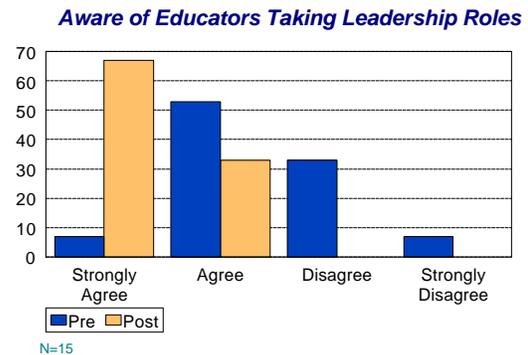
The *Knowledge and Awareness of Racism* statements were grouped to create Total Average Knowledge Scores for the 15 participants. There was a decrease in the total average score of 5 points, which represents a positive outcome (the lower the score, the better). The change between pre- and post-survey scores is statistically significant (p<.000), suggesting participants' overall knowledge and awareness of racism increased as a result of their participation in the Institute.

In the next section of the pre/post surveys, respondents were asked to indicate whether they "always," "usually," "rarely," or "never" engaged in certain actions and behaviors related to overcoming bias and discrimination. As the table below shows, there were positive point changes in all of the statements, which suggest an increase in the participants' actions and behaviors related to overcoming bias and discrimination. Nine of the ten changes are statistically significant.

Actions and Behaviors Related to Overcoming Bias

Please circle the number of your response: 4=Always; 3=Usually; 2=Rarely; 1=Never	Pre-Survey Mean	Post-Survey Mean	Change
I demonstrate empathy for others who have different racial/ethnic backgrounds from my own.	2.1	2.6	+.5*
I can communicate effectively with people who have different racial/ethnic backgrounds from my own.	2.2	2.7	+.5**
I actively engage in dialogue with people from different racial/ethnic backgrounds.	2.2	2.6	+.4*
I openly discuss racial/ethnic differences.	1.7	2.3	+.6**
In groups, I am aware of power dynamics: who speaks, who interrupts, who is acknowledged, and whose opinion moves the group forward.	2.3	2.9	+.6**

|			
I assist others in examining their behaviors and attitudes about racial/ethnic differences.	1.4	2.2	+.8**
I effectively participate in controversial discussions regarding racial/ethnic differences.	1.9	2.5	+.6*
I effectively work with people whose views about race are very different from mine.	1.8	2.5	+.7*
I confront/educate others regarding racist behavior.	1.9	2.5	+.6*
In group meetings, I check to see that people from different racial/ethnic groups are present before beginning. If not, I raise it as an issue.	1.1	1.7	+.6

N=15
Statistically significant at p<.05
***Statistically significant at p<.01*

As shown in the table above, statistically significant pre/post changes occurred in nine of the ten areas related to participants' actions and behaviors in overcoming bias. The following four figures show those areas with at least a 40% pre/post increase in the number of participants who reported they "always" demonstrate the respective behaviors.

As shown in the figure to the right, there was a 40% pre- to post-survey increase in the number of participants who "always" demonstrate empathy for those who have a different racial/ethnic background from themselves.

Demonstrate Empathy for Others

N=15

*Communicate Effectively with People*

N=15
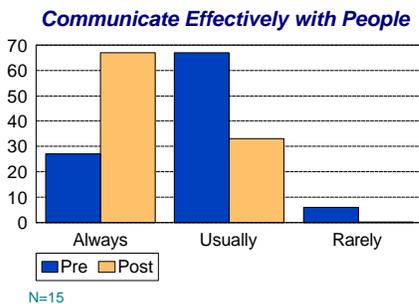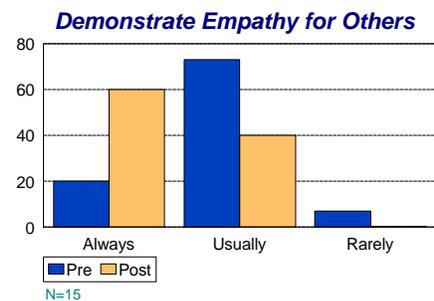
There was a 40% pre- to post-survey increase in the number of participants who "always" communicate effectively with people who have different racial/ethnic backgrounds from themselves. On the post-survey, 67% of participants reported they "always" engage in such behavior, while only one-fourth (27%) reported this on the pre-survey.

There was a 66% pre- to post-survey increase in the number of respondents who are "always" aware of the power dynamics within groups. In particular, they reported awareness of who speaks; who interrupts; who is acknowledged; and whose opinion moves the group forward.

Aware of Power Dynamics Within Groups

N=15
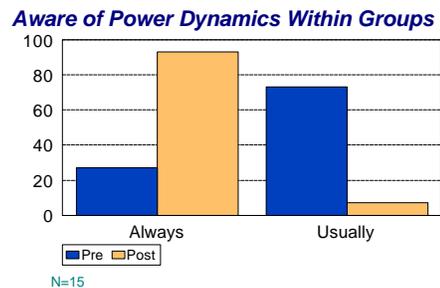
The percentage of respondents who indicated they "always" effectively work with people whose views and styles are different from their own increased from 7% on the pre-survey to 53% on the post.

The statements in the *Actions and Behaviors Related to Overcoming Bias* table were grouped to create Total Average Actions and Behavior Scores for the 15 participants. There was a decrease in the average score of 6 points, which represents a positive outcome (the lower the score, the better). The overall change is statistically significant (p<.000), suggesting that participants have increased the number of their actions and behaviors related to overcoming bias, as a result of their participation in the Institute.

Effectively Work with People Whose Views are Different

N=15

Total Average Behavior Scores

N=15
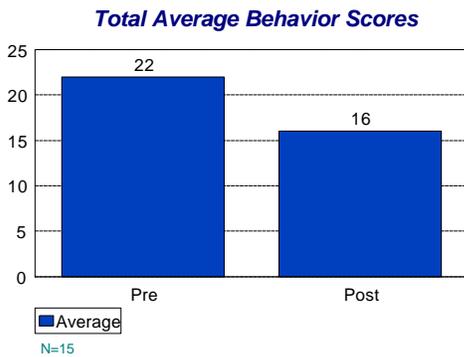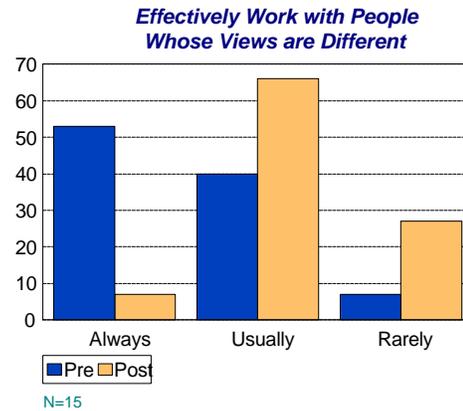
Additional pre- and post-survey items asked respondents to indicate how often in the recent past they have participated in certain activities related to overcoming bias. In the pre-survey, respondents were asked how often they carried out such activities in the past <u>six months</u>. On the post-survey, participants were asked to recall such activities from the past <u>four months.</u>

Activities Related to Overcoming Bias

| Please circle the number of your response: 3=A lot; 2=A few times; 1=Never	Pre-Survey Mean	Post-Survey Mean	Change
Read newspapers or magazines written/published by people of color.	2	2.4	+.4*
Attended a conference or workshop about closing the achievement gap between white and minority students.	2.1	2.7	+.6**
Contributed financially to an organization that fights racism.	1.5	2.1	+.6*
Done volunteer work for an organization that fights racism.	1.5	1.9	+.4
Confronted a racist remark made by a family member, a friend or a colleague.	2.3	2.8	+.5**
Participated in a discussion group that encouraged dialogue among people of different racial/ethnic backgrounds.	1.9	2.7	+.8**
Interrupted a joke that demeaned people of a certain racial/ethnic background.	1.8	2.1	+.3*
Attended an organizational meeting and voiced your opinion about creating a diverse and inclusive environment.	1.9	2.4	+.5*
Challenged the biases and stereotypes of family, friends or colleagues.	2.3	2.6	+.3
Encouraged your school or district to assess how inclusive it is.	2.2	2.8	+.6*

N=15
*Statistically significant at p<.05
**Statistically significant at p<.01

As the table above shows, there were increases in the frequency of all activities from pre- to post-surveys. Statistically significant pre/post changes occurred in eight of the ten areas relating to activities participants' engage in to overcome bias. The following three figures demonstrate those areas with at least a 40% pre- to post-survey increase in the number of participants who reported they demonstrate the respective behaviors "a lot."

Attended a Workshop Regarding Closing the Achievement Gap

As shown in the figure to the left, there was a 40% pre- to post-survey increase in the number of participants who attend workshops regarding closing the achievement gap between white and minority students "a lot."

Confronted a Racist Remark
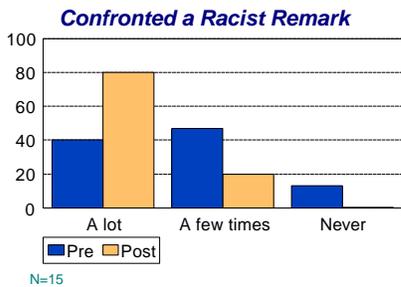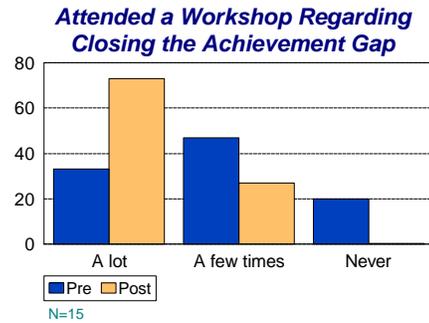
There was a 40% pre- to post-survey increase in the number of participants who confront racist remarks made by family members, friends or colleagues "a lot."

Encouraged Dialoge Among People of Different Racial/Ethnic Backgrounds

The figure to the right shows the results for respondents' participation in groups that encourage dialogue among people of different racial/ethnic backgrounds. There was a 46% increase in the number of participants who participate "a lot" in such groups from the pre- to the post-survey. On the post-survey, two-thirds (67%) of participants "strongly agreed" that they encourage such dialogue, while only 20% reported this on the pre-survey.

Total Average Activities Scores
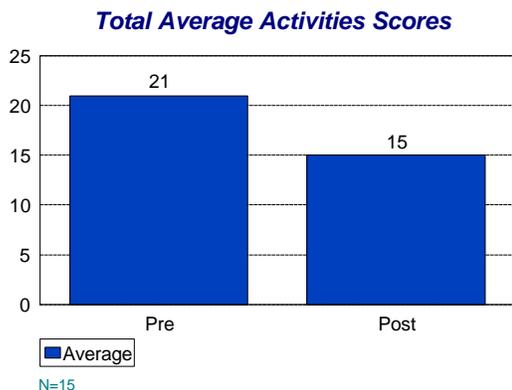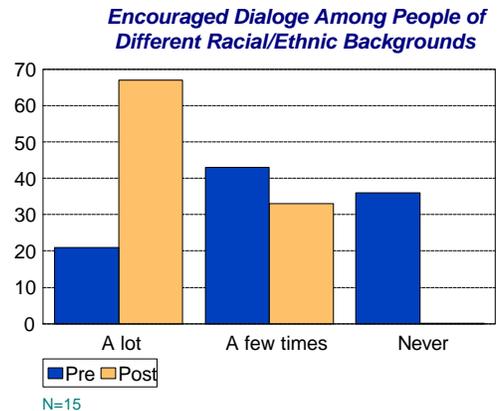
The statements regarding *Activities Related to Overcoming Bias* were grouped to create Total Average Activities Scores for the 15 participants. There was a decrease in the average score of 6 points. This represents a positive outcome (because the lower the score, the better). The overall change is statistically significant (p<.000).

As shown in the table below, participants were asked if they had implemented specific strategies to eliminate racism and the achievement gap between white students and students of color in their roles as educators.

Specific Strategies to Eliminate Racism and the Achievement Gap

Pre-Survey (n=20)	Yes	No	Unsure
Have you ever implemented specific strategies designed to eliminate racism at your school or in your district?	75%	25%	--
Have you ever implemented specific strategies designed to eliminate the achievement gap between white children and children of color at your school or in your district?	80%	20%	--
Post-Survey (n=15)	Yes	No	Unsure
In the past 4 months, have you implemented specific strategies designed to eliminate racism at your school or in your district?	73%	27%	--
In the past 4 months, have you implemented specific strategies designed to eliminate the achievement gap between white children and children of color at your school or in your district?	80%	13%	7%

On the post-survey, three-quarters of the participants (73%) reported implementing strategies designed to eliminate racism in their school or within their school district in the past four months. The strategies varied widely in scale and scope. Examples of educators' strategies include:

- Offering workshops, such as "Honoring All Voices;"
- Revitalizing diversity committees, such as Allies for Action;
- Examining hiring practices, such as instituting an aggressive minority hiring program; and
- Conducting staff retreats.

A follow-up question asked the participants if they had seen any results—positive or negative—from their actions. Ten of the 11 (91%) educators who had carried out strategies reported they had seen positive results. One participant reported it was too soon to assess any tangible results.

On the post-survey, 12 of the15 DRIE participants (80%) reported they had implemented strategies designed to eliminate the achievement gap between white children and children of color at their school or district, within the past four months. Examples include:

- Instituting an after school homework room;
- Collecting data for the purpose of closing the achievement gap;
- Developing training activities; and
- Designing workshops for administrators to deal with weaknesses in instruction.

In terms of outcomes resulting from these strategies, eight participants reported they had seen positive results, while two commented that the strategies were still in progress and therefore, it was too early to tell.

DRIE participants were asked if they had taken any concrete actions as a result of their experiences at the Institute. Ten of the 15 participants (67%) responded positively and noted a variety of concrete actions--both formal and informal. Examples include:
- Sending the high school principle and three students to participate in the Anytown workshop;
- Discussing racism with staff, friends, and family;
- Starting a social gathering of a diverse group of women;
- Approaching African American teachers to solicit their help in dialogue groups; and
- Helping teachers to learn about history.

As shown in the table to the right:
- 14 remained in contact with someone they met for the first time at the Institute;
- 13 remained in contact with 2 or more participants;
- 8 maintained the most contact with someone of the same race; and
- 6 maintained the most contact with someone of a different race.

Two-thirds (67%) of participants reported seeing or contacting the person with whom they maintained the most contact at least 5 times. Types of contact include phone calls, email messages, meetings or problem-solving sessions, and working on projects together.

Fourteen of the 15 participants reported they would recommend the Institute to their colleagues.   Participants stressed that the Institute was a valuable experience for them and should be extended to more educators. One participant noted the Institute provided great insight into "my own and other's perceptions and biases. It will help us to become more effective in our jobs and move us forward as a district."

Contact with Other DRIE Participants

	No. of Participants
Did you stay in touch with other DRIE participants? Yes	14
No. of people with whom participants remained in touch: 2-10	9
12-20	3
More than 20	1
No response	3
Race of other person: Same	8
Different	6
No. of times participants has seen or contacted this person: 0-4	3
5-8	7
More than 8	3
No response	3
Type of contact: Phone call	12
Met for a meal	3
Sent/received email	6
Mtgs./problem solving sessions	10
Worked on a project together	10
Other	5

Participants offered suggestions for improving the DRIE Institute. These include:
- Offering a more affordable experience so more people can attend;
- Providing additional information in "true history" versus what is currently published in most Social Studies books; and
- Including more instructors and participants from races other than African American and Caucasian, such as Asian and Hispanic.

Survey Results Summary

Results of pre/post surveys suggest **statistically significant outcomes** in each of the following areas.

<u>Participants' knowledge and awareness of racism</u>

Specifically, participants reported:
- Increased awareness of participants' own biases and stereotypes;
- Increased knowledge of institutional racism;
- Increased knowledge of internalized racism;
- Increased knowledge of white privilege;
- Increased awareness of how institutional racism impacts educational outcomes;
- Increased awareness of how to handle and work through conflict with others;
- Increased awareness of educators who take a leadership role in eliminating racism within the region; and
- Increased awareness of educators in different parts of the country who do cutting-edge work to eliminate racism.

<u>Participants' actions and behaviors related to overcoming bias</u>

Participants reported:
- Increased demonstrations of empathy for others from different racial/ethnic backgrounds;
- Increased ability to communicate effectively with people from different racial/ethnic backgrounds;
- Increased dialogue with people from different racial/ethnic backgrounds;
- Increased discussions of racial/ethnic differences;
- Increased awareness of power dynamics in groups;
- Increased assistance to others in examining their behaviors and attitudes about racial/ethnic differences;
- Increased involvement in controversial discussions regarding racial/ethnic differences;
- Increased ability to effectively work with people who hold very different views about race; and
- Increased ability to confront/educate others regarding racist behavior.

<u>Participants' activities related to overcoming bias</u>

Participants reported:
- Increased reading of newspapers or magazines written/published by people of color;
- Increased attendance at conferences or workshops regarding closing the achievement gap between white and minority students;
- Increased financial contributions to an organization that fights racism;
- Increased efforts to confront racist remarks made by a family members, friends or colleagues;
- Increased efforts to interrupt jokes that demean people of a certain racial/ethnic background;

- Increased involvement in organizational meetings where opinions are voiced about creating a diverse and inclusive environment;
- Increased participation in groups that encourage dialogue among people of different racial/ethnic backgrounds; and
- Increased efforts to encourage schools and/or districts to assess how inclusive they are.

Three scales were created from responses to survey statements. These are: 1) a Knowledge and Awareness of Racism score, 2) an Actions and Behaviors Related to Overcoming Bias score; and 3) an Activities Related to Overcoming Bias score. Analysis indicates the following:

- **The Total Average Knowledge and Awareness of Racism Score reflected a positive change that is statistically significant (p<.000);**
- **The Total Average Actions and Behavior Score reflected a positive change that is statistically significant (p<.000); and**
- **The Total Average Activities Score reflected a positive change that is statistically significant (p<.000).**

Finally, educators reported engaging in the following behaviors as a result of their participation in the Institute:
- Nearly three-fourths (73%) utilized specific strategies to eliminate racism in their schools and within their districts, such as revitalizing diversity committees.
- Eighty percent utilized specific strategies to address the achievement gap between white students and students of color in their schools and within their districts, such as designing workshops for administrators dealing with weaknesses in instruction.
- Two-thirds (67%) have taken concrete actions to address bias, such as starting a social gathering of a diverse group of women.
- Nearly all (93%) have remained in contact with other DRIE participants. Of these, 43% reported that the person they contacted the most was of a different race/ethnicity from their own.

Overall, data suggests DRIE was effective in helping participants/schools/districts overcome bias, support diversity, and promote educational equity.