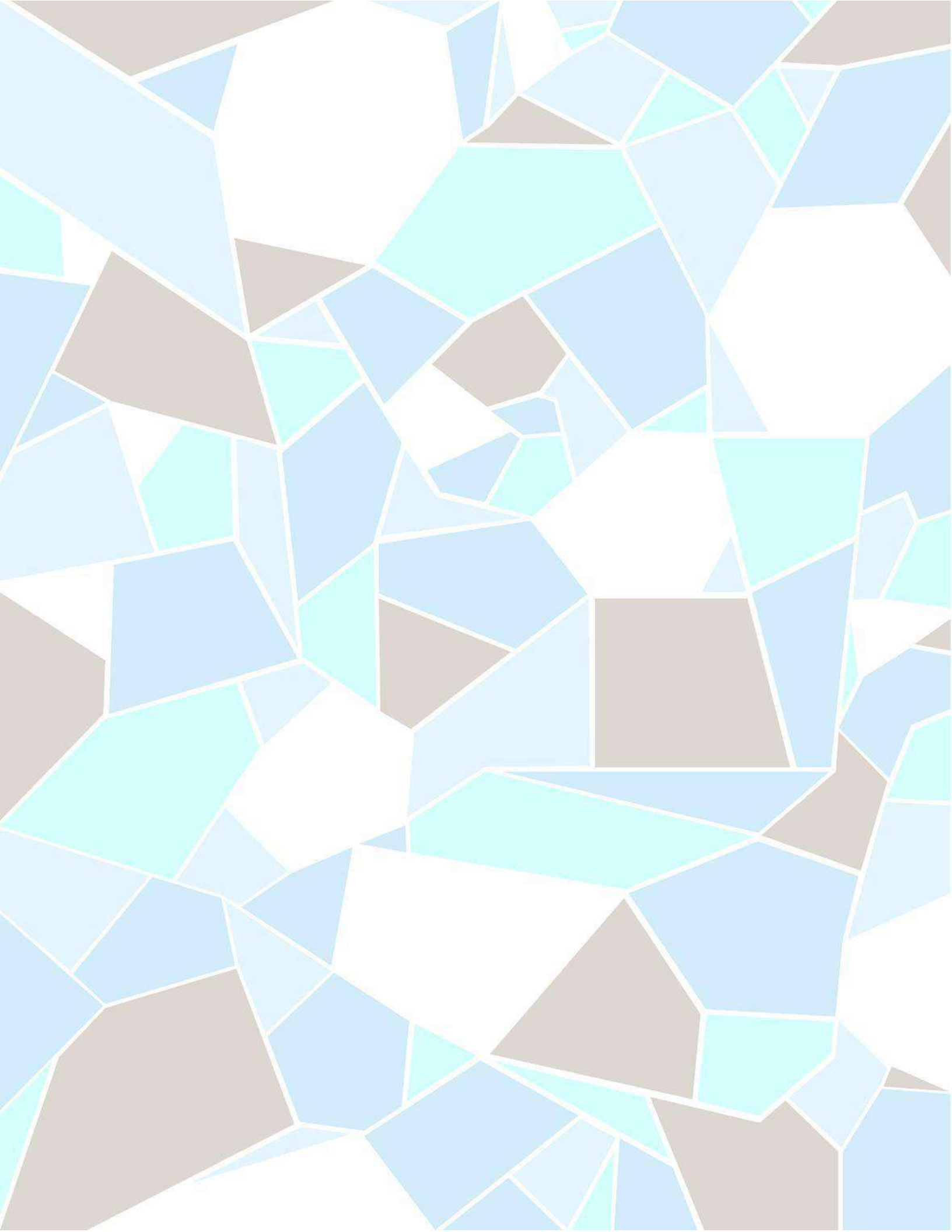


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**REPORT: Wellesley Public Schools (WPS) SCORE Analysis©
& Racial Climate Survey**

Presented to: Diversity and Equity Leadership Committee (DELIC) & WPS Academic Council





REPORT*

Wellesley Public Schools (WPS) SCORE Analysis[®] & Racial Climate Survey Presented to: Diversity and Equity Leadership Committee (DELIC) & WPS Academic Council

Kecia Brown McManus, Ed.D.
President and Managing Director

Patricia Kelly, Ed.D.
Associate

Carroll Blake, Ed.D.
Associate

Karmen Harris, B.Arch
Project Manager

Kevin Figueroa, B.A.
Research Assistant

Michelle Gomes Sanchez, Ed.D.
Co-Lead

Kimkinyona Cully, B.S.
Co-Lead

Kathleen McDonough, Ed.D.
Associate

Genise Aria Reid, Ed.D.
Research Associate

*The Wellesley Public Schools SCORE Analysis[®] report is based on limited information. Limitations are outlined in detail within the report.



ACKNOWLEDGEMENTS

The Kingston Bay Group (Kingston Bay) would like to thank the Wellesley Education Foundation, Superintendent David Lussier and his team for this opportunity, and for working closely with us to ensure that the SCORE process were successful. We would also like to acknowledge the Wellesley Public Schools (WPS) community who took the time to participate in the SCORE Analysis.® It is their willingness to share their experiences, professional knowledge, and personal wisdom which made this report, and the work that has already begun, possible. We commend the WPS community for engaging in this process which will further institutionalize the progressive, inclusive and equitable ideals valued by the organization.



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ABOUT THE KINGSTON BAY GROUP, LLC

The Kingston Bay Group (Kingston Bay) is a firm specializing in career and workplace development, and serves colleges and universities, public PK-12 schools and school districts, and organizations that support minoritized communities. Our work is rooted in a deep understanding and appreciation of diversity and inclusion, next generation leadership development, and professional equity and excellence.

Our diverse team of associates brings enterprise-wide experience and work collaboratively to address the full range of diversity, equity and inclusion (DE&I) needs. Kingston Bay provides products and services which help embed culturally-responsive, data driven practices within institutional structures, processes and practices. Ours is a strengths-based approach, grounded in systems thinking, which promotes sustainable growth. The Kingston Bay team members are educators, researchers and strategic thinkers with experience in a variety of disciplines.

Working in teams, our services are informed by multiple perspectives to provide clients with the highest level of counsel and services. Kingston Bay is based in San Marcos, California in San Diego's North County with a satellite office in Kingston, Massachusetts.

HISTORY AND CONTEXT

Wellesley has a rich history that spans more than 350 years. More than simply a suburb of Boston, the town of "Contentment" as it was once called has preserved much of its community spirit and has enjoyed growth and prosperity while remaining true to its small-town roots. Home to Wellesley Public Schools and Wellesley College, the town of Wellesley prides itself in seeing its residents as their greatest resource (Hinchliffe, 2017). This commitment to seeing the people who make up the various communities within the resilient Wellesley mosaic has seen its fair share of challenges. These challenges have been both internal and external in nature.

A particular external challenge came to light in 2008, and over the past ten years has grown. The elections of the 44th and 45th presidents of the United States of America were important events that exposed and highlighted the racial climate of the nation. Some communities celebrated the election processes and results, while other communities expressed despondency and hopelessness concerning the future of the nation. In the ensuing years, the number of hate groups grew exponentially (Southern Poverty Law Center, 2017). The availability of social media, combined with a lack of accountability for hateful speech, opened opportunities for cyber-bullying at all levels of society. Some adults, whether ill-intentioned or not, modeled to younger generations that hate crimes could be committed from their phones or tablets with ease and with impunity.

Though the efforts toward addressing race-based bias continue, the current social context remains a challenge for adults and students. The increased coverage and reporting of hate-based incidents over the past decade, in multiple media formats, indicates the continued existence of a challenging racial climate in cities and states across this country.

Unfortunately, the Town of Wellesley is not immune to these incidents of hate and intolerance (Jewish Telegraphic Agency, 1990; New York Times, 1990; Above the Law, 2016; Boston Globe, 2016). Even with these internal and external pressures of the racial divide, the Wellesley community has consistently been responsive in working to make amends, to bring people together to discuss next steps towards reconciliation, and to work towards fostering community wellness (World of Wellesley, 2017; Massachusetts Department of Elementary & Secondary Education, 2017; McGirt, 2016; Zarate, 2017).

The current work undertaken by Wellesley Public Schools (WPS) with the help of the Kingston Bay Group has launched deeper discussions of race and educational access within Wellesley. WPS has shown great commitment

to actualizing its mission to “provide a high quality, comprehensive educational experience that supports *each* (emphasis by author) student's academic, social, and emotional development and prepares them to be global citizens who are college, career, and life ready.”

ONGOING EFFORTS IN DE&I

The Wellesley Public Schools’ (WPS) leadership has been proactive in its efforts to address issues of diversity, equity, and inclusion (DE&I) within its school system. As part of its ongoing efforts, WPS contracted Kingston Bay Group (Kingston Bay) to provide consulting support through its SCORE© Analysis, as well as through the development of a racial climate survey. Kingston Bay engaged in this research process with sensitivity to WPS’s interest in having an accelerated timeline for analysis and reporting.

In the process of consulting, WPS approached the Kingston Bay engagement as one of a series of activities intended to support WPS’s interest in maintaining a safe academic, sociocultural, and professional environment for its constituents.

WPS shared with Kingston Bay documents demonstrating the previous work done and ongoing commitment to DE&I. Some of this work included looking at the achievement gap, addressing issues with standardized test scores and students who receive D’s and F’s. In a prior report on standardized assessment it was noted that Wellesley continues to do very well, but there continue to be gaps in the participation rates and performance outcomes of Black/African American and Hispanic/Latino students. WPS has created next steps aimed at supporting academic efforts to close the gap in performance outcomes of Black/African American and Hispanic/Latino students, strengthening cultural proficiency work for teachers and administrators, and focusing on hiring practices to diversify their staff. They have also started collecting information about race and diversity expressions within the curriculum.

Much of the work that should occur around racial DE&I falls in line with the WPS Strategic Plan:

1. Increase the achievement of all students by providing rigorous, relevant, and engaging learning experiences.
2. Eliminate achievement gaps by ensuring equal access to rigorous curriculum and instruction, closely monitoring individual student progress, and attending to the social and emotional needs of all students.
3. Prepare all students to be ready for college, career, and life in a global economy.
4. Maintain a focus on recruiting, developing, retaining and advancing exemplary educators and leveraging their expertise throughout the district.

Within the WPS Strategic Plan, there are specific strategies for achieving these goals:

1. Focus on every child, in every classroom, every day: Support an approach to teaching and learning that is responsive to each student’s academic, social, and emotional needs.
2. Invest in educators: Sustain the high quality of teachers and administrators by maximizing opportunities for professional development and collaboration, while also increasing diversity.
3. Provide broad-based learning opportunities as part of a world-class public-school system.
4. Further enhance the curriculum by including 21st-century skills and by strengthening and expanding district science, technology, engineering, mathematics (STEM) and World Language offerings.
5. Align resources with educational needs: Align resources to accomplish the goals outlined in the Wellesley Public Schools strategic plan.

The work previously done in the system, in accordance with the findings from our work should justify the increased urgency to focus specifically on DE&I.

Though this report is being submitted based upon research completed in December 2017, it is by no means an endpoint to the inquiry. WPS expects to continue with research and evaluation, with the goal of continuing to integrate discussion and informed action as a normal part of the WPS organizational culture.

Kingston Bay's contribution to this process has consisted of three concurrent parts: 1) The SCORE© Analysis, 2) the creation of a racial climate survey tailored for WPS's employees, families, and students and 3) analysis of WPS documentation outlining current and previous DE&I efforts, to gain a greater sense of areas of achievement and opportunities for further development.

THE PROCESS

The Score Analysis© is a SWOT-type analysis which addresses the **Strengths, Challenges, Opportunities, and Resistance** within an organization, which inform the development of **Equity** goals for use in strategic diversity and inclusion planning. Information and data gathering processes for a SCORE Analysis© are customized to the needs of the organization.

The findings within this report examine both the SCORE© Analysis and the approximately 112-item Racial Climate Survey which was adapted from the TOCAR Racial Climate Survey. The SCORE© examined the Strengths, Challenges, Opportunities, Resistance, and Equity goals articulated by WPS community members during the process. This analysis, based on information gathered during one-on-one interviews, focus groups, a review of previous diversity and inclusion work, and a racial climate survey, was conducted by the Kingston Bay Group during the latter part of 2017. The research was conducted to examine how WPS employees, students, and students' families understood, articulated, and/or addressed their perceptions of the racial climate in the WPS system.

This comprehensive process informed the twelve recommendations developed by the Kingston Bay Group engagement team. A total of four (4) Kingston Bay Group Associates facilitated the SCORE© Analysis and engaged with students, families, staff, and institutional administration constituent groups. Two Research Associates led the analysis of both the quantitative campus climate survey data, and the qualitative SCORE focus group and individual interview data.

The data showed that WPS has a wealth of strengths and opportunities that will support the district in its resolve towards reaching stated goals related to racial diversity and inclusion. Although challenges and pockets of resistance exist within the district, the WPS community has committed leadership, sufficient financial resources, and dedicated educators and families who are willing to actively engage in the process of actualizing "One Wellesley" in order for all WPS students to reach their full academic potential.

SCORE ANALYSIS© WORK PLAN FOR WPS

1. Consult with the client to make any adjustments to the plan, finalize project (dates, participant lists, engagement processes, etc.) and climate survey details.
2. Work to make any adjustments to the plan and finalize project details (dates, participant lists, engagement processes, etc.). Preliminary Reports/Status Updates to occur periodically throughout the process.
3. Focus groups with Academic Council, staff, parents, and/or students, based on their availability.
4. Submission of Data for analysis.
5. Report with Recommendations.

TIMELINE

Table 1: SCORE Process Timeline

MONTH	ENGAGEMENT AREA	PROCESS
September-October	1, 2	Finalized project implementation plan, conduct climate survey
September	2	Focus group protocols reviewed and revised
October-November	3	Interview and focus group data
November-December	4	Data analysis and repository
December	5	Report with Recommendations

The *SCORE Analysis© Report* includes data from response summaries collected by Kingston Bay Group team and submitted to Kingston Bay's qualitative data analyst between late November and early December 2017. The SCORE Analysis© is a SWOT-type analysis that codes narrative data using Strengths, Challenges, Opportunities, Resistance, and Equity Goals as variables. The sessions were facilitated by experienced interviewers who are well versed on issues of diversity, equity, and inclusion. The data submissions were coded using NVivo, a qualitative data management program commonly used in educational research.

Issues related to racial diversity, equity and inclusion (DE&I) are complex and require long-term transformational action informed by ongoing inquiry and dialogue. The analysis and recommendations included in the report are limited by the scope of inquiry. Information was gathered from those persons who were available to contribute to the dialogue on a voluntary basis. In some cases, participants informed interviewers of the absence of particular "voices" which they felt would have been significant contributors to the dialogue at hand. Additionally, the timeframe may have limited the extent to which participants were able to submit subsequent thoughts, concerns, or suggestions regarding DE&I issues relevant to the WPS community. Although focus group sessions were offered for participation by families, employees, and community members, we cannot assume that every person connected with WPS was able to access every opportunity for dialogue. Any and all recommendations should be considered within the context of this report's limitations.

DEFINITIONS

The following are definitions of SCORE© categories, offered to provide an understanding within the context of the SCORE© process:

Strengths refer to the capital, capacity, and other advantages or constructive norms represented within the community and/or by the institution with respect to diversity and inclusion. This is inclusive of cultural capital, collective knowledge, constructive approaches, skills, etc. Examples include a common definition of diversity, culturally responsive practices, or student activism in promotion of social justice.

Challenges, in this context, refer to any politically and culturally dominant norms, obstacles, or other realities

which may impede the advancement of diversity, equity and/or inclusion. This could include an institutional policy which makes diversification more difficult, a school norm which might deter underrepresented students from advanced courses, or an organizational leadership body that has lagged in diversification.

Opportunities may occur on multiple levels: interpersonal, departmental, divisional, institutional, or social. They are possibilities, favorable situations, or conditions for advancement of diversity, equity and/or inclusion. Examples include a favorable time to diversify a department because of multiple vacancies, the possibility of improving pedagogical practices because there is commitment to equity among academic leadership, or a favorable situation for critical dialogue with students because of social protests occurring in the local area.

Resistance refers to active efforts to derail, slow, stop or reverse progress toward diversity, equity and/or inclusion. Resistance is not always conscious, and often manifests as unconscious on the personal level or unintentional on the group level. This is inclusive of manifestations of aversive racism, unconscious bias, and unintentional impact of well-intentioned efforts. Examples include refusal to participate in diversity and inclusion efforts, an unwillingness to consider complaints regarding equity in practice, or efforts to deflect progress in one area by attempting to redirect attention to another – possibly equally valid – area of need of more personal/professional interest.

Equity goals refer to the aspirations for the institution with respect to diversity, equity, and/or inclusion expressed by participants. These are not goals set forth by Kingston Bay; rather, they are expressions of what community members would like to see happen. Examples might include specific increases in staff diversity, improved retention of an underrepresented group of faculty, or the implementation of a requirement to promote supplier diversity.

LIMITATIONS

The Kingston Bay Group (Kingston Bay) offers recommendations prefaced by noting that they are based solely on the information gathered during the research process. Our findings and the subsequent recommendations are informed by the information shared by staff, administration, families, and students. As such, we are limited by their level of participation, access to information, and their understanding of diversity, equity and inclusion particularly as it relates to race. We also acknowledge any observations, perceptions, and communications with the WPS community that appear relevant to the analysis. Further, this inquiry was focused on the racial climate within the organization as originally expressed in the WPS Request for Quotes for Consulting Services to Conduct a Racial Climate Assessment (2017). Given the request for a central focus on the issue of race by the district, other issues and identities were not directly assessed at this time. However, the district has expressed commitment to focusing on inclusion more broadly.

WELLESLEY PUBLIC SCHOOLS: SCORE ANALYSIS®

Table 2: Focus Group Participant Clusters

GROUP	NUMBER OF PARTICIPANTS (APPROXIMATE)
Academic Council	60
WHS-METCO students	12
WMS-METCO students	12
Elementary Teachers	18

Guidance Counselors & Elem Psychologists	12
FWM, WOW, ABC-Volunteers	10
School Committee	5
Pre-K-5 Town Hall	5
Pre-K-5 Town Hall*	18
WMS/WHS Parent Group*	50
METCO Parents (Boston)*	3
WMS Teachers	12
Coaches	12
Parents-Barton Road	4
WHS Teachers	10
WMS Leaders-students	12
WHS Leaders-students	16
Individual Interviews	8

*METCO Focus group participants also attended meetings held in Wellesley

A total of over 20 focus groups and 8 individual interviews were conducted. The WPS took extended care in encouraging participants to engage in the groups and interviews. However, it is important to note that WPS did not want to exclude any parent who wanted to take part in the focus group. Therefore, rather than choose specific parents to be involved in these discussions, parent focus groups were open to all parents with almost 100 parent voices included in the process. The individual interviews included WPS interviewees at all levels of the organization from all departments, part-time employees, outside groups, and leaders. Focus groups were kept to approximately 10-12 individuals to ensure everyone was given a chance to participate, except in the case of the Academic Council. The SCORE discussion with the Academic Council saw sixty members participate in the process.

It is important to note that many focus groups went well over the time allotted and could have gone much longer. Depending on group size, interviewers either took notes and/or engaged the group in a write and share process. Kingston Bay associates took detailed, de-identified notes during each session, and then each session was summarized and thematically coded according to the SCORE Analysis© framework. The summaries were then forwarded to the qualitative data analyst, who coded all data (using NVivo) to determine the frequency of specific themes expressed within and across SCORE© components.

Note: Overall data summaries include participants from all subgroups listed above and are inclusive of commentary made by subgroup participants concerning other subgroups.

DESCRIPTION OF THE RACIAL CLIMATE SURVEY

The Racial Climate Survey created for WPS was modified from the *TOCAR Racial Climate Survey*, a large interview instrument that was developed in the early 2000's (as part of a grant-funded program awarded to a university system in the midwestern United States). Although the Racial Climate Survey data is under the ownership of

WPS, Kingston Bay believes it would be appropriate to outline here the process used by Kingston Bay while modifying the survey for WPS. This process occurred in an iterative fashion, with WPS and Kingston Bay generating questions, editing content, and finalizing key research questions through dialogue and reflection.

1. Kingston Bay sent a Campus Climate survey tool for WPS to review;
2. WPS, citing concerns with the length and breadth of Campus Climate survey tool, requested a shorter form more suited to collecting information on perceptions of race and/or culture;
3. Kingston Bay, ascertaining WPS's preference for a Racial Climate Survey as opposed to a Campus Climate survey, adapted the TOCAR Racial Climate Survey and eliminated most of the questions related to campus climate, thus reducing the survey tool by half;
4. WPS requested reintegration of some of the questions from the Campus Climate Survey, in particular questions related to gender identity and religious identity;
5. Kingston Bay reintegrated the Campus Climate questions requested by WPS;
6. Upon approval of the questions, Kingston Bay adapted the WPS Racial Climate Survey to be administered to three subgroups: employees, families, and students;
7. Finalized surveys were submitted by Kingston Bay to WPS;
8. WPS renamed the subgroup surveys and administered them through their I.T. functionality; and
9. WPS translated the surveys, as needed, to administer to participants who would take the survey in a language other than English.

SURVEY PURPOSE AND RESEARCH QUESTIONS

The purpose of this survey was to examine how WPS employees, students, and students' families understood, articulated, and/or addressed their perceptions of the racial climate in the WPS system. The research team sought to examine this by asking the following Research Questions:

1. One of the Wellesley Public Schools' core values is "Respect for Human Differences." To what degree does the environment within WPS reflect this core value in practice?
2. To what degree is WPS a safe and supportive community for all cultures?
3. Do perceptions of race and diversity differ among students, staff, and parents?
4. Based on these data, what are the areas in most need of improvement regarding race and diversity in WPS?

SURVEY DESIGN

The surveys were comprised of multiple questions, most of which were quantitative questions presented in Likert Scale format. The survey included inquiries about: the racial climate within the individual schools; an understanding of racialized experiences via academics and in district-level interactions; an examination of the future of WPS as it relates to racial inclusion and ending with an inquiry into the degrees of sensitivity around other areas of diversity and inclusion apart from race. There were two open-ended qualitative response questions included in the survey. One asked survey participants to indicate reason(s) they may have considered leaving the WPS system, and the other asked survey participants to share any additional thoughts and/or to comment regarding questions that were not asked, but that they wish had been asked, in the survey.

NOTE: Participants had the options of: answering questions; indicating "N/A" (Not Applicable); or skipping questions without entering a response. This was done to allow participants the choice of non-disclosure or disclosure as it pertained to their individual interests, needs, or concerns. All skipped questions and "N/A" responses were coded as "Neither Disagree nor Agree".

PARTICIPANTS

Kingston Bay Group used the following data sources to evaluate the research questions:

- Self-selected WPS families
- Self-selected WPS employees
- Self-selected WPS students

Data was collected from 966 families, 594 employees and 2233 students. Demographic information summarizing the participant population compared to the entire WPS population appears in the table below.

Table 3: Racial Climate Survey - Demographic of Participants

	Ethnicity ¹							
Population	American Indian	Asian	Black	Multi-racial ²	Hispanic	White	Other ³	Source:
Entire WPS	0%	10%	5%	5%	5%	76%	<1%	Wellesley Public Schools Strategic Plan 2013-2019
Survey Families	< 1%	12%	4%	2%	3%	67%	13%	Kingston Bay Group Survey Results
Survey Employees	< 1%	5%	2%	< 1%	2%	85%	8%	Kingston Bay Group Survey Results
Survey Students	1%	15%	5%	4%	5%	71%	8%	Kingston Bay Group Survey Results

¹Self-identified ethnicities may include multiple category choices

²Though the demographic data is based on individual racial/ethnic identity, some WPS families choose to identify as multi-racial

³"Other" includes the named ethnicity category or all ethnicity categories left blank

Eighty-three (83) families requested a non-English translation of the racial climate survey. Researchers provided survey translations in four languages: Chinese, Korean, Spanish and Vietnamese. Of the families who requested the language conversions, 89% responded to the survey. A summary of the response rates, by language, appears in the Table 4.

Table 4: Racial Climate Survey – Translated Survey Response Rate Summary

Language Translation	Translated Survey Response Rates
Chinese	100%
Korean	63%
Spanish	93%
Vietnamese	0%

GENERALIZABILITY

Small-scale, single group designs, as a rule, tend not to be easily generalizable to populations at large. Rather, they are just one of several means through which researchers can assess norms or trends. Additionally, the presence of only two bonafide open-ended questions makes qualitative analysis extremely narrow in comparison with quantitative data collected. Therefore, the quantitative survey process used by WPS is not recommended as a stand-alone interpretation of the general thoughts and experiences of the WPS community. We strongly recommend that all survey data be considered in conjunction with interviews, focus groups, archival data such as letters or demographics, and prior DE&I initiatives engaged by WPS, to have a stronger generalizability based upon aggregate results from multiple data streams.

RELIABILITY

The overall data reliability in the surveys were high: that is, the survey participants’ responses appeared to be directly related to the questions that were asked. Also, the variety of nuance and “voice” found in the qualitative responses strongly suggested that the opinions expressed by participants were indeed their own.

Table 5: Participants - Items and Reliability

Participant Type	n	Items	Reliability (Cronbach’s Alpha)
Family	966	105	0.95
Employee	594	112	0.95
Students	2233	110	0.93

The qualitative survey analysis indicated one exception response. The exception is detailed below:

Exception Response: Survey respondents referencing incidents not addressed in the survey. Found only sporadically in the Student survey were responses which were unrelated to the open-ended questions in the surveys. Those surveys were kept in the response pool, in support of WPS’s intent for every voice to have opportunity for expression. Below is an example.

Open-ended question: *In general terms, please share why you considered leaving this school. To maintain confidentiality, please do not use your name.*

Exception Response: *uhasc*

While “uhasc” may have had some meaning and relevance to the participant, it was not recognized as a word and could not be processed by the qualitative analysis software. Fortunately, there were very few cases of this type of exception response present in the survey data.

KEY STRENGTHS

The following summarizes the key **strengths** noted across SCORE© sessions and from the survey with regard to the organization’s pursuit of diversity, equity, and inclusion initiatives. Where relevant, responses from the focus group participants that support these strengths are also noted.

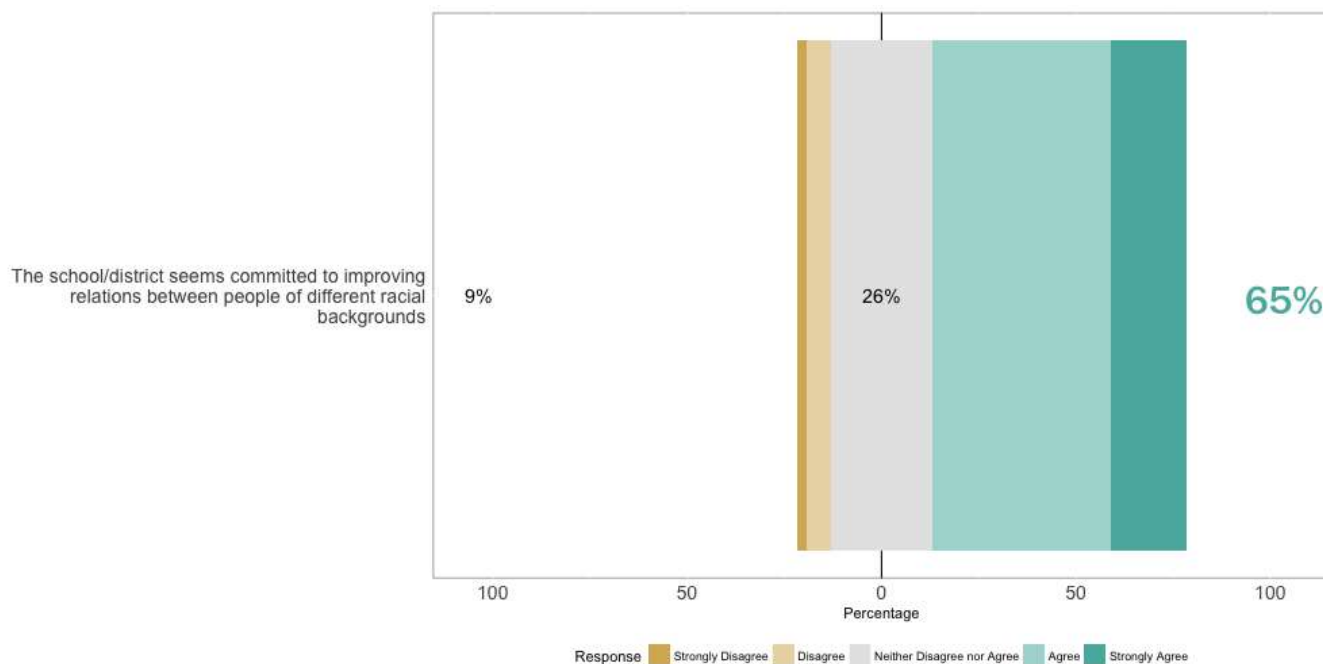
Key STRENGTHS expressed by participants clustered around the following areas:

History of work in the DE&I realm. WPS is not a novice in the DE&I realm, but rather has a history of intentionally creating spaces for DE&I work to occur. World of Wellesley (WOW) and Friends of Wellesley METCO (FWM) were cited as two organizations that provide strong support for DE&I initiatives.

The intentional creation of spaces supportive of DE&I appeared to be of interest to WPS families who participated in this research study. Overall, a majority of the family survey participants indicated that they agreed with actions designed to promote or sustain diversity and inclusion initiatives (i.e. representation of multiple races, religions, cultures, and gender expressions; taking advantage of opportunities for cross- cultural interaction; attending classes that contain a multicultural component of study).

Commitment of Leadership. Many participants noted that the current leadership is committed to this work, though most acknowledged that change will not be easy. They also expressed confidence in the ability of the Leadership team to address DE&I at a deeper, more systemic level. Staff members who participated in the study mentioned feeling supported by administration, especially from a letter sent by the superintendent at the start of the school year.

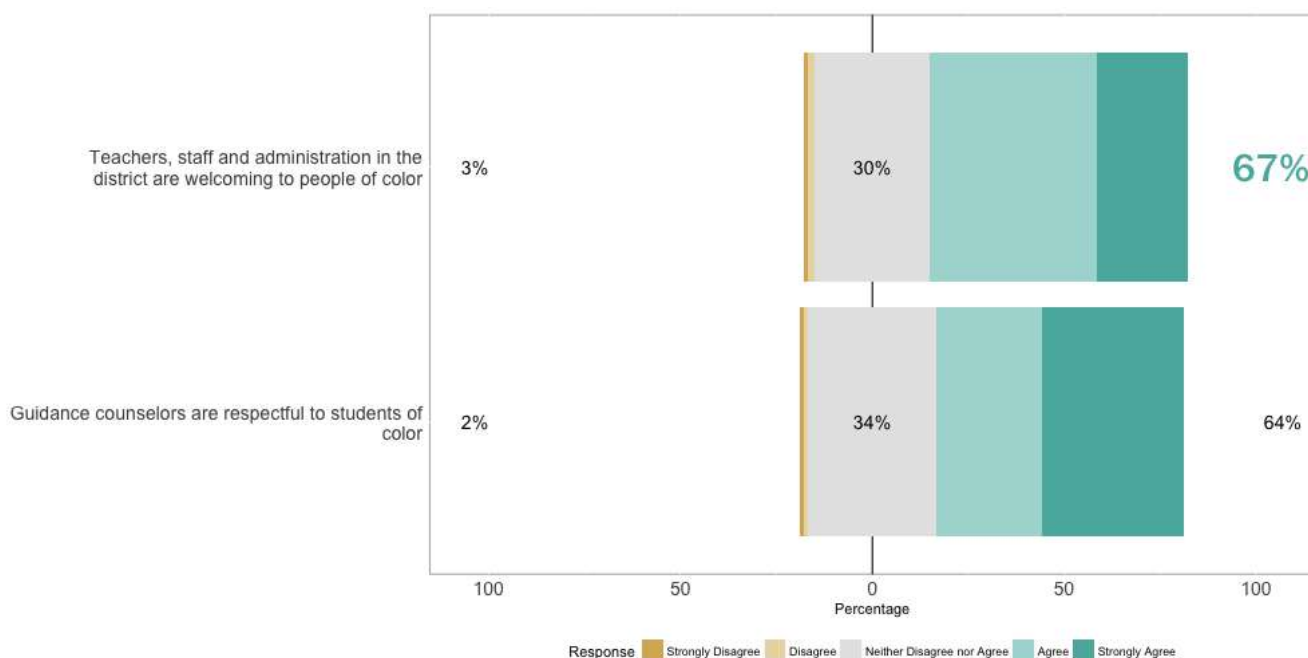
Figure 1: **65%** of participants are **confident in WPS leadership commitment to improve equity and inclusion**



Welcoming Environment. Participants spoke of the work WPS has already done to create a safe, welcoming environment for all its students. METCO was noted by almost all participants as a major strength of WPS. In addition, many participants cited the work of the METCO director and guidance counselors who have provided numerous workshops and trainings for various groups. There were several references to METCO as a key example of early DE&I work in WPS, specifically by staff who noted their training from the METCO director as a huge strength.

METCO students who participated in this study stressed the significance of having METCO staff to help deal with issues that surface. In addition, both World of Wellesley (WOW) and Friends of Wellesley METCO (FWM) were cited as providing strong support for DE&I initiatives and helping to make WPS (and Wellesley proper) a more welcoming community. Parent participants noted that WPS is sensitive to parents' needs and that it seeks parent involvement.

Figure 2: 67% of participants perceive WPS as welcoming to people of color



Willingness to Address DE&I Issues. Focus group participants spoke of the district’s willingness to be active in addressing DE&I issues. They noted that: *people want to have discussions; faculty want to engage in DE&I processes; participants want to do DE&I in the right way; students want more DE&I conversations to happen; most staff want to address cultural concerns, etc.* A majority of survey respondents indicated that they perceive WPS to be a safe and supportive community for all cultures.

Teachers who participated in the study also noted that teaching staff are encouraged to participate in DE&I initiatives as part of their professional development, and that teachers are asked to be proactive in addressing DE&I issues that may arise in their classrooms. Select professional development offerings include:

- Annual professional development courses that incorporate cultural proficiency and sensitivity elements.
- WPS educators attended professional development courses offered known as IDEAS: Initiatives for Developing Equity and Achievement for Students.
- Educators participated in at least one IDEAS course. These courses range from the foundational 25-hour IDEAS 1 course, Anti-Racist School Practices to Support the Success of All Students, to a variety of 12.5-hour courses designed to promote equity, such as Strategies for Examining and Addressing the Academic Achievement Gap.
- WPS educators participated in the district-sponsored offering of the RETELL course (Rethinking Equity in the Teaching of English Language Learners) which represents a commitment to address the persistent gap in academic proficiency experienced by ELL students.

In the survey questions related to this area, Employee survey respondents tended to show more agreement with the idea of racial incidents as opportunities for learning than did Student and Family survey respondents. Of note, however, was the lack of consensus in the Family survey responses, less than half agreeing with the statement that WPS school staff challenge racism when it is experienced in the classroom.

Financial Resources. In each of the focus groups, there was acknowledgement of the affluence that exists within the Town of Wellesley. Participants noted that access to financial resources to aid in the delivery of exceptional

programs related to DE&I is a tremendous strength and allows the district to attract highly qualified candidates from diverse backgrounds. Moreover, being able to allocate funding for cutting edge programs that eliminate the achievement gap for students of color may allow for comprehensive support structures for all students (National Education Association, 2017).

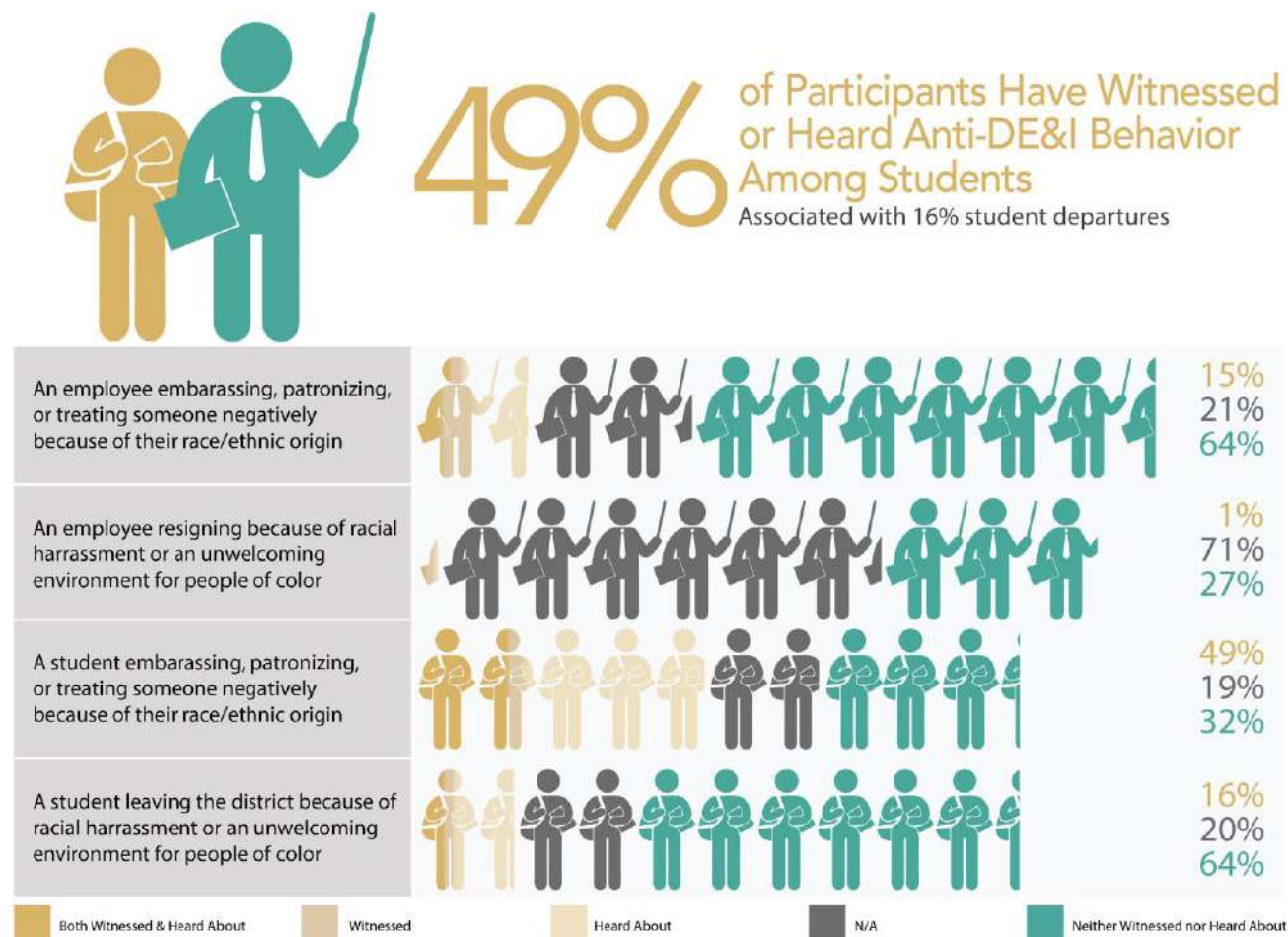
KEY CHALLENGES

The following summarizes the key **challenges** noted across SCORE© sessions and from the survey with regard to the organization's pursuit of diversity, equity, and inclusion initiatives. Where relevant, responses from the focus group participants that support these challenges are also noted.

Key CHALLENGES expressed by participants clustered around the following areas:

Counter DE&I Responses and Behaviors. Participants noted that, whether out of jest or out of malice, students were found to be key challengers of WPS moving forward in DE&I efforts. A significant percentage of survey respondents indicated their opinion that racism is a problem, and that students discriminate against persons of color. Some participants noted the trend of students to behave appropriately in classroom settings, but then to revert to an anti-DE&I stance in spaces where supervision is absent or insufficient (i.e. lunchroom, social media sites). An additional challenge, voiced by student participants, was that they were tired of having discussions about race.

Figure 3: **49%** Anti-DE&I Behavior Among Students

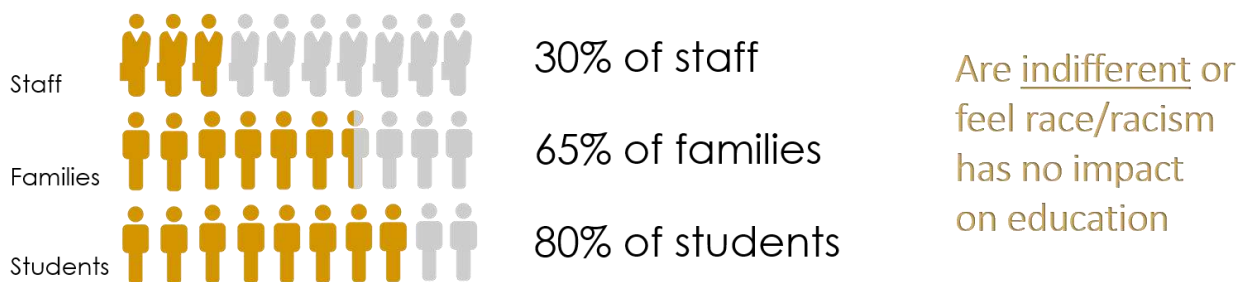


Teachers and DE&I Issues. Some participants shared that teachers impede the advancement of DE&I due to lack of training in (or lack of agreement with) DE&I promotion and advancement. Participants noted that some teachers are not equipped to deal with issues regarding DE&I or feel that they will not be supported if they address issues of DE&I in the classrooms. In addition, participants shared that staff members do not feel comfortable calling out micro- and macro-aggressions that occur.

General Unwillingness/Disinterest in Addressing DE&I Issues. Participants indicated unwillingness and/or disinterest, on the part of some parents and other people connected with WPS as guardians or family members, to address DE&I issues: *parent meetings are uncomfortable/tense; parents only interact with their own race; parents disinterested in discussions of race; people are busy; people are unaware of their need to engage DE&I issues;* etc. There were also parent participants who stated that equity must include even students who are not marginalized, and that “preferential” programs for specific groups could be problematic. Some parents did not see DE&I work as a road to college or part of academics. However, many of the parents in attendance voiced a strong desire to have more opportunities to engage in DE&I conversations.

Participants also made statements indicating their belief that WPS’s focus on racial climate did not appear to reflect current trends in American culture and politics. Participants described WPS as giving a higher priority to race-focused dialogues in which “diversity” addressed non-White cultures but did not adequately address gender inequality and international relations. In the qualitative responses from the Families survey, however, participants who responded to the open-ended questions indicated that WPS did not need further improvement of their efforts in addressing issues of race and diversity. They also indicated that they believed WPS’s DE&I initiatives appeared to overemphasize or exaggerate the importance of DE&I-related concerns.

Figure 4: Students and parents unwillingness / disinterest in addressing DE&I issues



Do Staff Confront Racial Harassment/Discrimination When it Occurs?

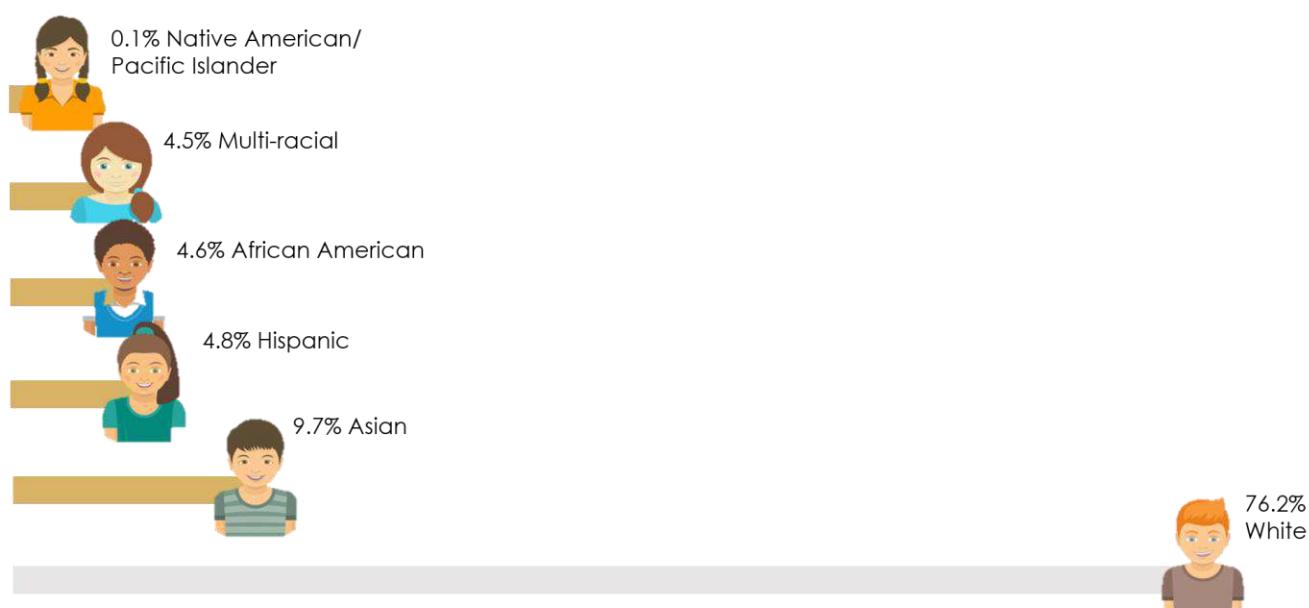


DE&I Resources and Focus of Schools. Participants indicated that there are significant differences within the WPS system regarding access to school resources, and that the focus on diversity and cultural proficiency varies greatly from school to school. Several participants noted that the physical location of some schools presents a challenge to parents, other family members, and some students, particularly in instances which require access to after school or “after-hours” public transportation. One group of participants felt that there is more DE&I

work happening at the middle school level (This could be because there is one middle school where the work could be concentrated, versus the inconsistency noted across the elementary schools.). The elementary schools where DE&I work was being done appeared to be the schools with more students of color in their population.

Absence of Diversity. The absence of diversity across several descriptors (neighborhoods, cities, school classrooms, and school staff) was noted by many participants as a challenge to the advancement of DE&I initiatives. In most groups, the repeated theme was the need for more diversity in faculty and staff. The absence of diversity was expressly highlighted when noting the lack of critical numbers of METCO students within each class. Of the survey participants who responded to the open-ended questions, many referred to perceived inconsistencies in WPS’s addressing of race and diversity. A further challenge was that the METCO program was also seen as a “stand-in” for all diversity sources, resources, and answers.

Figure 5: People of color make up 24% of the WPS student community

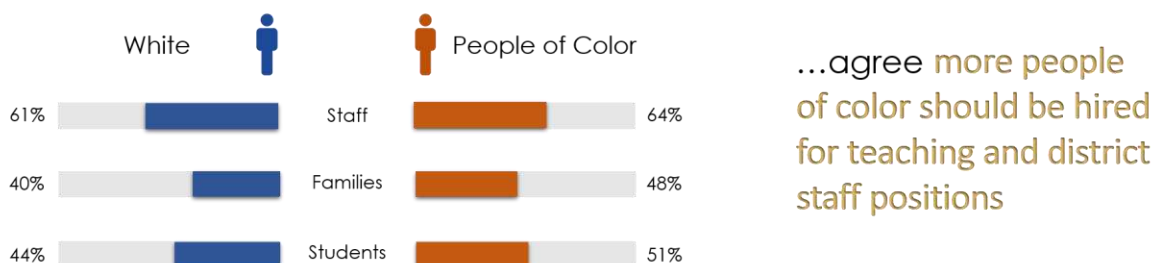


Quantitative responses in the Employee and Families surveys indicated an interest in seeing increased diversity (race and gender expression) at all levels of WPS employment. The respondents made statements regarding WPS’s perceived investment of time and resources in diversity training initiatives, as opposed to its perceived investment of time and resources to support the hiring and retention of racially and culturally diverse employees.

Need for Diversity. Focus group and interview participants suggested ways of actualizing diversity: “need to hire more diverse staff”; “need more diversity in school literature/textbooks/communication strategies”; “make DE&I training a requirement for all”; etc. Participants also expressed the need for diversity work to be framed as essential for a global world through cultural proficiency, cultural pride, and culturally responsive teaching practices.

Figure 6: WPS staff, students and parents decry the lack of diversity on the teaching staff

WPS Staff, students and parents decry the lack of diversity of the teaching staff



Threats to WPS’s Image as a Welcoming Environment. As noted previously, participants spoke of the work WPS has already done to create a safe, welcoming environment for all its students. Conversely, issues of systemic racism and ethnocentrism within the WPS community were also discussed as threats to the image of WPS as a welcoming environment. An example of a threat to the welcoming environment image is the disparate treatment felt by members of the Barton Road community (The Barton Road Apartments are one of the federally-funded housing developments under the jurisdiction of the Wellesley Housing Authority). Those families of Barton Road who chose to be a part of the SCORE discussions spoke of feeling like second class citizens within the school district and within the affluent Town of Wellesley because they live in affordable housing. Similar inequitable treatment was also noted by those families whose students are participants in the METCO program.

In addition, some participants noted that there are teachers who perceive some parents within the district as a threat, believing they have the power to ruin a teacher’s career (if those “powerful” parents become upset by the actions of a teacher or teachers).

Identity Groups. While Student survey data indicated a high percentage of survey respondents as being comfortable in expressing their identity, focus group and interview participants shared their perception of systemic racism/ethnocentrism in the WPS community. Of note was their use of terms and phrases such as: “White Wellesley”; “community is isolating for people of color”; “different social and/or academic expectations for people of color”; “textbooks and reading materials are white-oriented”; etc.

KEY OPPORTUNITIES

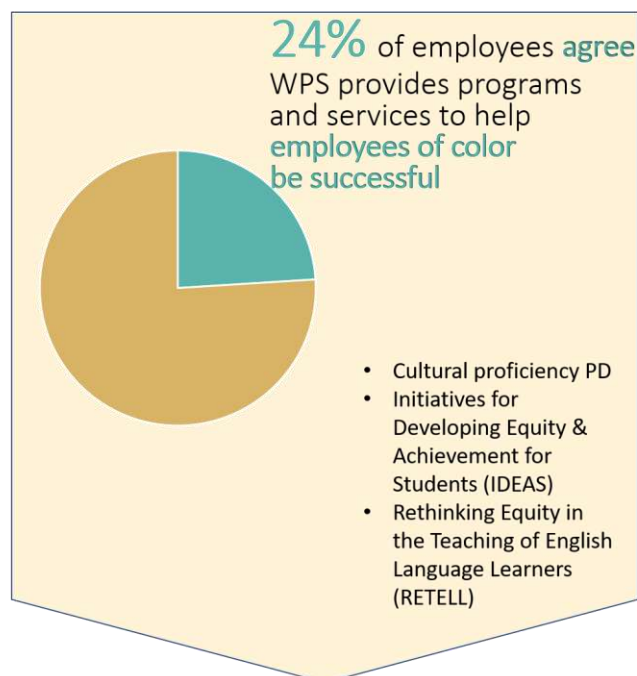
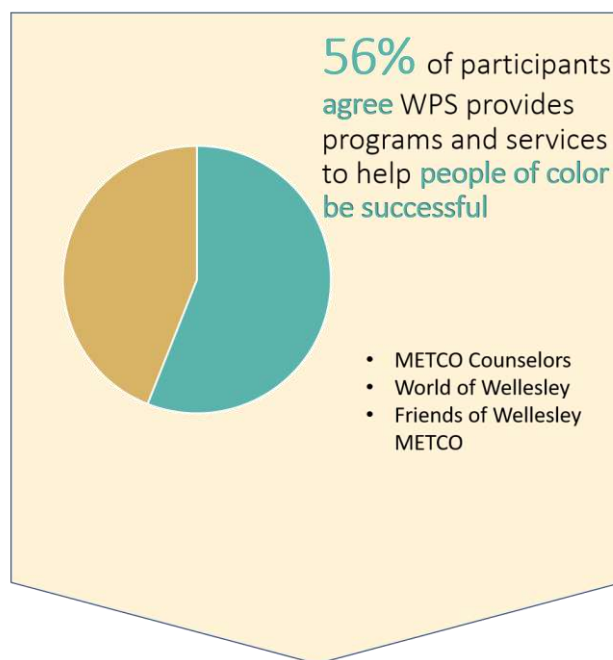
The following summarizes the key **opportunities** noted across SCORE© sessions and from the survey with regard to the organization’s pursuit of diversity, equity, and inclusion initiatives. Where relevant, responses from the focus group participants that support these opportunities are also noted.

Key OPPORTUNITIES expressed by participants clustered around the following areas:

Advancement of DE&I Initiatives Through Human Resources. In every focus group it was mentioned that WPS needs more faculty and more staff of color. Currently, a plan exists that prioritizes recruiting, hiring, retaining and advancing staff and administrators of color. However, though the district’s DE&I-related professional development offerings have existed for almost 20 years, the plan and resultant outcomes have not been

communicated community-wide. Further, many participants mentioned that without a dedicated position to move this work forward, ‘diverse talent’ will continue to be simply talk.

DE&I Influencers-Teachers/Students/Staff. Several participants spoke of developing DE&I support through the transformational influence of teachers, staff members, and students who are already present in the WPS system. As part of this process WPS has already created a Diversity & Equity Leadership Council. However, some focus group and interview participants questioned how people were chosen for this group.



Opportunities and Training. Participants viewed the creation of various types of opportunities (i.e. hiring opportunities, advocacy opportunities) and regular, periodic training/re-training of WPS employees as important components of creating the conditions needed for DE&I advancement. They noted that, as school leaders continue to support opportunities for professional development and training around issues of DE&I, particular care must be taken in supporting teachers. Some teachers indicated that they need to feel greater support from their principals and upper administration when taking a risk to talk about race, and when being confronted by parents about discussing the topic.

Academic Excellence. Focus group participants noted that Leadership needs to create an environment where the community believes that diversity in a community advances academic excellence for all and creates environments that stimulate higher critical inquiry. They also expressed interest in having opportunities where the community is exposed to experts in the field, with diversity becoming ingrained in the curriculum and pedagogy of the school.

KEY RESISTANCE

The following summarizes key markers of **resistance** noted across SCORE© sessions and from the survey with regard to the organization’s pursuit of diversity, equity, and inclusion initiatives. Where relevant, responses from

the focus group participants that support these forms of resistance are also noted.

Key RESISTANCE expressed by participants clustered around the following areas:

Angst, Anger, and/or Apathy toward DE&I Issues. Focus group and interview participants expressed that the key component of resistance to DE&I was the very act of being resistant. They mentioned resistance to change, reluctance to participate in processes, and resistance grounded in the fear of making mistakes when attempting to engage DE&I practices. Staff mentioned their concern of having support from administrators if a situation occurred that angered students and parents.

One group outwardly exemplified anger and/or apathy via disrespectful behavior during their interview session. Resistance was also demonstrated through a lack of introspection of current program offerings while providing effusive support for the director of the department. Further examples of resistance were shown in how some members of the group did not feel that there was a need to modify their program to include additional students of color, and therefore had no suggestions to offer. Though the views of this group were seen by other focus groups' members to be one of the more problematic areas within the system, participants indicated that they did not want to interfere for fear of their children/students feeling direct or indirect consequences for "telling."

Selective DE&I Engagement by Students. Participants shared that WPS students appear to self-select when they will or will not engage in DE&I initiatives. They also shared their perception that the students are influenced by their families and communities to engage or not engage in DE&I initiatives. A significant percentage of survey respondents indicated that racism is a problem, and that students discriminate against persons of color.

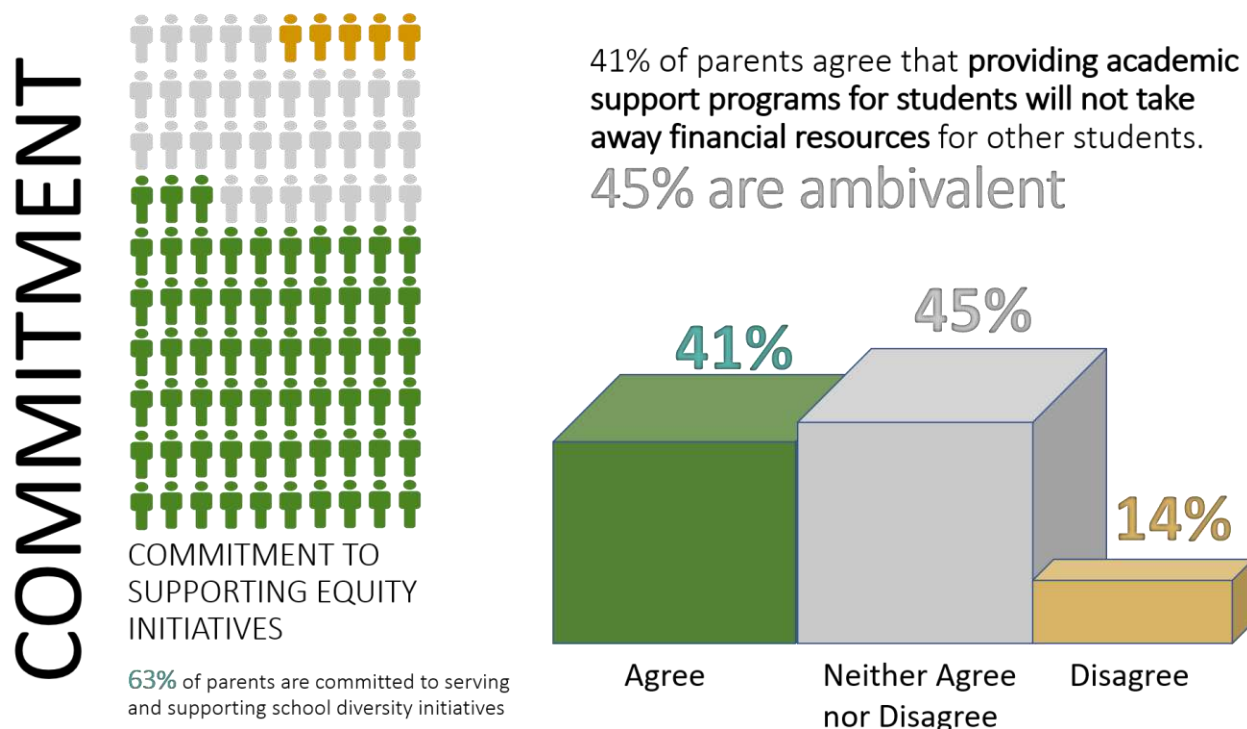
Lack of Engagement by Parents. Some participants noted that parents and other people connected with WPS do not want to engage in DE&I initiatives because they believe such engagement is not a good use of WPS resources (i.e., that is it not the responsibility of the school to teach or train in DE&I or academic support when there are competing needs). Further, said participants expressed that dealing with diversity is not an avenue to college. This expression occurred both in focus group data and in the Families survey. These viewpoints demonstrate a lack of understanding of what colleges are seeking in successful applicants, what is necessary to be successful in a college setting, as well as what is essential in a global marketplace.

Time and DE&I Issues. A concern that participants discussed in the focus groups involved the issue of "time" in relation to resistance. Key themes expressed were: *a need to do more important things given the limited availability of time; feeling that time would be better spent on academic than non-academic initiatives; not enough time to adequately address DE&I needs and cover the topics required by the curriculum.*

Fear. One form of resistance that was discussed in each of the constituencies was that of fear. For some groups, the fear of saying the wrong thing during intense discussions, using the wrong terminology, or fear of being labeled were of deep concern. One group noted that there is less distress created when one stays at the comfort level around DE&I, not moving conversations of race and inclusion forward.

Other participants noted fear in the form of retaliation or backlash associated with speaking out about issues of racial discrimination. Employees spoke of issues of retaliation by supervisors and colleagues; students spoke of potential backlash from classmates, teachers, or coaching staff; and families noted possible reprisal from inside WPS as well as a potential threat from a non-WPS employee within the Town of Wellesley.

Figure 7: **63%** of parents are committed to supporting school diversity initiatives, while **45%** are ambivalent about using financial resources to fund academic support programs



Unintentional Resistance. Participants shared that because WPS is predominantly White, community members typically do not experience DE&I issues and covert resistance ensues. Participants tended to describe this in relation to 1) the absence of whites in their particular subgroup in the SCORE© process, and/or 2) the disproportionate representation of Persons of Color in the SCORE© process as compared to the ratio of whites to Persons of Color in the WPS system.

KEY EQUITY GOALS

The following summarizes key **equity** goals noted across SCORE© sessions and from the survey with regard to the organization's pursuit of diversity, equity, and inclusion initiatives. Where relevant, responses from the focus group participants that support these equity goals are also noted.

Key Equity Goals expressed by participants clustered around the following areas:

Resources for Equity and Inclusion. Research participants from the Wellesley Public Schools community spoke confidently of the affluence and access to resources available within the town and the District to support the development of world-class leaders from their district. They noted that having dedicated resources for DE&I work, along with qualified staff to lead the charge, will allow the district to further its commitment to diversity, equity and inclusion.

Increased Racial Diversity & Awareness. Participants shared their perception of the needs of students of color (particularly of African American and Latino heritage) as opposed to white students, with some participants citing

economic disparities as a factor in the way African American students experience WPS. Participants also expressed a hope for increased diversity of staff, especially in regard to African American representation; a goal of having a statistically significant number of students of color in schools (i.e. more than one or two students of color per class); and sustained efforts in staff recruitment and mandated inclusion of non-White resources for textbooks and course offerings. Many participants discussed the need to have an Assistant Superintendent whose sole focus was DE&I, to handle staff training, curriculum issues, incidents, etc.

WPS Communities Feeling Heard and Acknowledged. Most focus group participants expressed hope that all WPS students would be heard and acknowledged; that WPS would be able to create an environment where the descriptors of “METCO” “Barton Rd.” and “Wellesley” do not generate biases towards students; and that students would be referred to as Wellesley students or as students from specific schools, i.e. Bates students.

Creation of Sustainable DE&I Programs. Focus group participants expressed their hopes for the creation of various programs and/or initiatives that would further DE&I initiatives. They used phrases such as: “*need more training*”; “*need consistency across all WPS schools*”; “*need to address afterschool needs so that all students can be included*”; “*need more staff who understand our needs*”, “*need teachers who know how to handle race issues, not ignore them*”; etc.

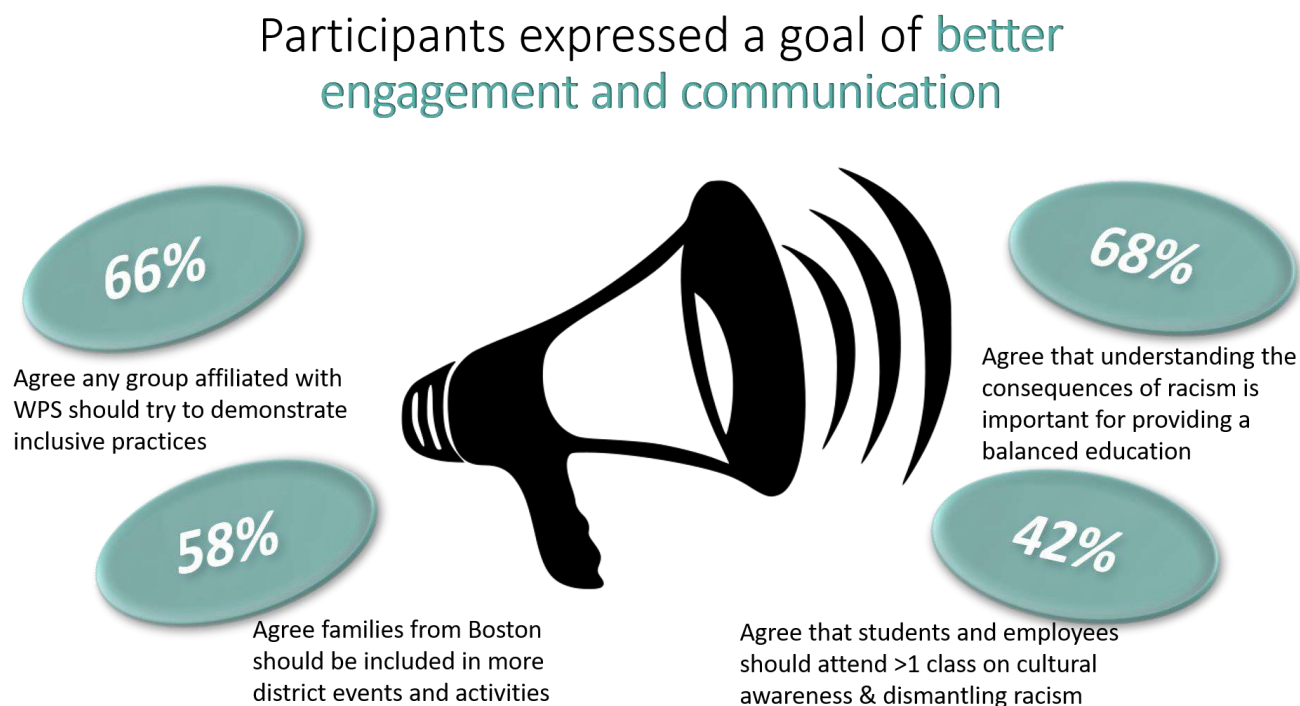
Establishment of DE&I Guidelines and Protocols. Participants shared that a key equity goal would involve WPS’s establishment of DE&I guidelines and protocols that would be consistent across the schools in the WPS system.

Ongoing Teacher Training. Participants expressed interest in ongoing teacher training, and in making DE&I a basic, standard component of WPS professional development (as opposed to being supplementary or optional). It was suggested that DE&I training be offered as part of an orientation program for all new teachers.

Better Engagement & Communication. Focus group and interview participants expressed a goal of better engagement and communication with parents through: offering multiple options for communication as opposed to just electronic (emails); intentional travel to communities outside of Wellesley; and opportunities for parent education. Some participants discussed the possibility of finding ways to incorporate DE&I issues into other school topics. Participants expressed a desire to see DE&I events afforded the same level of priority and involvement as other curricular events (such as Math Night) and expressed that increased involvement would benefit WPS by helping families understand the impact of critical issues on the WPS community. In addition, participants shared that additional support should be created to educate parents on DE&I issues, so they may be able to have discussions at home: many reported feeling unaware of issues happening at school and felt that if they knew more they could talk about it at home with their children.

Engagement with Boston. Focus group participants suggested that WPS seek creative means of engagement between Wellesley and Boston, toward the end goal of racial and socio-cultural understanding.

Figure 8: Participants expressed a goal of better engagement and communication



ANALYSIS IN BRIEF

The WPS Engagement Team utilized methodology triangulation (that is, the use of multiple data sources in the research process) in order to develop customized recommendations for the district. Intentionality was shown in analyzing the racial climate data as guided by the four overarching Research Questions, restated here:

1. One of the Wellesley Public Schools' core values is "Respect for Human Differences." To what degree does the environment within WPS reflect this core value in practice?
2. To what degree is WPS a safe and supportive community for all cultures?
3. Do perceptions of race and diversity differ among students, staff, and parents?
4. Based on these data, what are the areas in most need of improvement regarding race and diversity in WPS?

While there were additional themes generated in the research process that were not within the field of DE&I, our task was to develop "a comprehensive [DE&I] report that includes key findings, identified themes and patterns, and recommendations for moving [the district] forward." Our focus on answering the Research Questions designed by WPS have guided us in generating pragmatic recommendations to move the Wellesley Public School district forward in their racial and DE&I efforts. Therefore, based on these data, the Kingston Bay team has proposed the following action items as recommended "next steps" for WPS to consider. These recommendations consider the strengths of existing programs and initiatives, while also acknowledging challenges and concerns that were expressed during this process. It should be noted that these recommendations, if accepted, would need to be addressed with sensitivity to other variables such as timeline, budget, human resources, etc.

RECOMMENDATIONS

Professional Development

1. Continue existing DE&I work
2. Mandatory professional development in diversity, equity, and inclusion for all new hires
3. Ongoing cultural proficiency workshops for all staff
 - a. Specific training around engaging in difficult conversations (“Courageous Conversations”), addressing ideas of privilege, and understanding the impact of micro-aggressions on student and employee performance.
 - b. Explore a greater range of DE&I issues through coordinated dialogues and provide for foundational trainings to create common language and understanding.
 - c. Actively promote specialized coaching and professional development
 - d. Create a committee on DE&I with a specific charge to address issues of Racial Equity and Inclusion.
4. Address issues and concerns with respect to Athletics department
 - a. Determine if there are DE&I related issues or concerns with respect to athletic programs and staffing and develop any related recommendations for hiring, healing relationships, and moving forward constructively as an organization (Institute for Diversity and Ethics in Sport, 2013).
5. Design a clear, concise vision for ongoing in-service training that addresses curriculum and pedagogical practices
 - a. Expand the synthesis of race and diversity topics by building more connections into the required curriculum. The Diversity & Equity Leadership Council should also work with staff on pedagogical issues of equity in classes (such as inherent bias, patterns of calling on students, grading, discipline, and micro-aggressions).
 - b. Embed lessons on DE&I into the curriculum beginning in early elementary grades; normalize DE&I conversations.

Hiring Procedures, Practices & Policies

6. Increase representation and participation of diversity at all levels
 - a. Commit to the diversification of the Academic Council, School Committee and Wellesley Education Foundation, while developing DE&I requirements for committees and leadership roles.
 - b. Create a targeted plan around recruiting, hiring, retaining and advancing a more diverse staff.
7. Include cultural proficiency metrics in staff evaluation
8. Create a position of Assistant Superintendent of Diversity, and hire equity coaches to oversee the district-level DE&I efforts
 - a. Align existing DE&I leadership to promote best practices and support the district’s DE&I initiatives and research. Incorporate industry standards and benchmarking (such as the Global Diversity and Inclusion Benchmarks or those of local institutions) to support district DE&I priorities, goals, and initiatives.

Programs and Resources

9. Perform a review of resources and access for all Wellesley students
 - a. Create a superintendent advisory committee to study the achievement gap, evaluate participation in honors and AP courses, and design an equity plan.
10. Create programs in WPS schools which increase equity and diversity
 - b. Use existing data accumulated by WPS related to student discipline, students in AP courses and MCAS to identify issues of equity.

- c. Examine visual representation throughout schools (hallway and classroom displays).
 - d. Perform a curriculum audit to identify under-representation of diverse groups and diverse perspectives in literature and curriculum content of all subject areas.
- 11. Develop and fund a DE&I strategic plan with a timeline
 - a. Engage in strategic DE&I planning and formalization of accountability at all levels.
 - b. Communicate DE&I strategic plan to parents and staff.
- 12. Engage parents across racial groups in dialogue and relationship-building experiences

ENGAGEMENT TEAM

Dr. Carroll Blake

Ed.D., Urban School Leadership; University of Massachusetts, Boston

Dr. Carroll W. Blake is currently the Lead Executive Coach for Male Educators of Color (MEOC) in the Boston Public Schools. He is currently the president of C.W. Blake Associates, a consultancy group that conducts Diversity and Cultural Proficiency workshops for educators, coaches and other interested parties. He also teaches a course on Socio Political perspectives and Cultural Proficiency at Boston College.

Dr. Blake was the Executive Director of Boston Public School's Achievement Gap Office and the former Principal of the Henry Dearborn Middle School, a Boston Public School located in Roxbury, MA. Dr. Blake has had a variety of professional experiences, which have contributed to shaping his vision of education. For seven years, he was the Assistant Principal of Wellesley Middle School in Wellesley, Massachusetts and METCO Director for 17 years for the Lincoln Public Schools, Lincoln, Massachusetts. He was also the Executive director of Empowering Multicultural Initiatives (EMI), an anti-racism staff development organization designed to train teachers in anti-racism education. Dr. Blake was one of the EMI founders, and served as an EMI instructor.

Dr. Blake has a Bachelor of Science degree in sociology from Northeastern University, MBA from Atlanta University and an Ed.D. in Urban School Leadership from the University of Massachusetts. His dissertation was entitled "Transforming Teachers' Thinking in Suburban Schools Through Anti-Racism Education." Dr. Blake has been a member of the Harvard Principals' Center Advisory Board for several years. He was a presenter at the Harvard Urban School Summer Leadership Institute as well as a guest lecturer at the School of Education. He has developed anti-racism courses at the University of Massachusetts, and at a variety of public schools in the Boston area. He is a dedicated educator and an accomplished magician who has been able to work magic in the field of education.

Dr. Kecia Brown McManus

Ed.D., Organization and Leadership-Adult Learning and Leadership; Teachers College, Columbia University

Dr. Kecia Brown McManus is a scholar practitioner whose areas of expertise are career and leadership development, workplace learning and job socialization, adult education, college transition, and diversity pipeline program design. While her work pulls from the latest in theory and research, the roots of her work are in her story. Kecia was born and raised in Inglewood, California, where she lived the complex realities of inner-city living. It was these realities that developed her skills of inquiry & research, relationship building & management, resourcefulness, and negotiation while navigating hostile environments.

With more than 25 years of experience in the field of Higher Education, Dr. Brown McManus currently serves as an adult educator while collaborating with schools, colleges and universities, corporate and non-profit organizations through her consulting firm, the Kingston Bay Group, LLC. Dr. Brown McManus has experience as faculty and in Student Affairs, as well as with student success partnerships. An example of the latter was her work with the Bank Street College of Education's Liberty LEADS program. She developed and taught the core course for Liberty LEADS, focused on college and career preparation for high-potential high school juniors from underrepresented communities, which led to her being honored as Teacher of the Year.

A first-generation college graduate, Kecia earned her Bachelor of Science degree in Psychology from Cal Poly San Luis Obispo in California, a Master of Arts in Leadership Studies from the University of San Diego, and her Doctorate in Adult Learning and Leadership from Teachers College, Columbia University.

Active in professional circles, Dr. Brown McManus frequently guest lectures and presents at conferences.

Dr. Brown McManus' recent presentations include "Understanding Organizational Dynamics in Education." for

the Lynch School of Education - Boston College; “Cutting the Apron Strings: Parenting and College Transition” for Parent University at Northeastern University; “Spirituality and Career Development of Black Women Leaders in Academe” at the Faculty Women of Color in the Academy Conference, and “The Enlightened Learner in Today’s Workplace: Bridging Boundaries to Link HR Practice to Adult Learning, Constructive-Developmental Theory, and Action Science” at the Academy of Human Resource Development Conference (AHRD). Dr. Brown McManus also conducted a monthly workshop at the Plymouth Massachusetts Career Center entitled: Self-Care During Job Transitions.

In addition to her speaking engagements, Dr. Brown McManus remains committed to public-school education and utilizes her pragmatic experience in Education to design innovative programs for schools in urban settings. Notably, she was called upon to serve as chief program designer and lead facilitator for a job-training/workplace learning program developed for the largest and oldest public-school district in the nation – Boston Public Schools (BPS). The Community Paraprofessional Development Program is a teacher diversity pipeline initiative designed for members of Boston’s diverse communities who are interested in starting a career in the Boston Public Schools.

Kimkinyona Cully (Project Co-Lead)

B.S., Electrical Engineering; California Polytechnic State University

Kimkinyona Cully is a Research Assistant in the STEM Program at WestEd. Ms. Cully conducts applied research using quantitative methods to evaluate programs and the impact of ed-tech products for K-12 education. She has led multiple studies involving evaluation of educational technology products under the Department of Education IES SBIR awards, including Phase I and Phase II grants and conducted quantitative analysis for a \$1.5 million grant from the National Science Foundation to study development of Computer Science Pedagogical Content Knowledge. Ms. Cully also has more than 17 years of combined marketing and engineering experience, creating technical requirement documents and software and hardware systems for public and private sector firms. Ms. Cully has a B.S. in Electrical Engineering from the California Polytechnic State University in San Luis Obispo and is currently pursuing a M.S. in Computer Science from Johns Hopkins University. Ms. Cully’s recent areas of focus include algorithms, R-programming and data analytics.

Dr. Michelle Gomes Sanchez (Project Co-Lead)

Ed.D., Education Administration; Boston College

Dr. Michelle Gomes Sanchez began her work at Epiphany School in 1998 as a founding Math and Science teacher. After serving as Vice Principal and Director of Epiphany’s Summer Intensive Program, she became Epiphany’s Principal in 2003. In addition to her work at Epiphany, she has been involved with several community agencies, such as ABCD and Urban Achievers. She helped with the chartering of Bridge Boston Charter School and is on the board there as well as at the Fessenden School. Dr. Sanchez earned her B.A., M.Ed. and Ed.D., all at Boston College. She completed her doctorate in Educational Administration with a focus on strengthening the family and school partnership. Dr. Sanchez has taught a Social Context of Education class at Boston College and serves as a facilitator for the Urban Catholic Teacher Corps Reflective Practice. She is currently working on the creation of an Early Learning and Family Resource Center slated to open in 2018.

Dr. Patricia Kelly

Ed.D., Educational Administration; Boston College

Dr. Patricia A. Kelly is an educational coach for aspiring principals in the University of Massachusetts program. She is currently a presenter for cultural proficiency and anti-racism workshops. Her career has included teaching at the elementary level in the Boston Public School system, elementary principal in both Boston and Newton Public Schools and Assistant Superintendent of Elementary Schools in Newton.

Dr. Kelly has taught and coached at the college level at Boston College, Harvard, Lesley, Massasoit State College,

Northeastern, Simmons, and University of Massachusetts. She has worked with undergraduate, graduate, and post-graduate students in education and administrators through Education Development Center, Inc. (EDC) and Education Collaborative for Greater Boston (EDCO).

Dr. Kelly has worked with private, public, charter, religious schools and homeschool organizations conducting workshops on Cultural Proficiency, Anti-racism and organizational development. She is able to draw upon her experience as a school leader in assisting others in these sensitive areas.

Dr. Kelly received her bachelor's degree in elementary education with a minor in reading and Spanish from Northeastern University, her master's degree from Boston State College and her doctorate from Boston College. Her dissertation topic was "The Effects of Parent Involvement Using Television on the Reading Readiness of Kindergarten Students." She has been a Fulbright Memorial Fund Scholar to Japan and served on several boards and review committees. She served as an educational consultant for the WGBH television series "Between the Lions" and was a presenter at ASCD and IRA.

Although Dr. Kelly is retired, she finds time to share her personal experience of school desegregation in Boston with middle and high school students and to continue her support of educators in improving their practice.

Dr. Kathleen McDonough

Ed.D., Language, Literacy and Culture; University of Massachusetts, Amherst

Kathleen McDonough is an assistant professor of education at Wheelock College where her work focuses on supporting pre-service teachers' critical thinking about issues of diversity and developing a sociopolitical consciousness. She currently offers professional development courses for teachers in and near Boston related to racial consciousness and culturally relevant pedagogy. Dr. McDonough's B.S. from the University of Vermont, M.Ed. from Lesley University and Ed.D. from University of Massachusetts Amherst are in the fields of education and language, literacy and culture.

Dr. Genise Aria Reid

Ed.D., Organization and Leadership-Adult Learning and Leadership; Teachers College, Columbia University

A native New Yorker, Dr. Reid's education began in the New York City public school system and culminated in the Ivy League. She holds a Bachelor of Science in Human Development and Family Studies (Cornell University), Master of Arts and Master of Education degrees in Psychological Counseling (Teachers College-Columbia University), and a Doctor of Education in Adult Learning and Leadership (Teachers College-Columbia University). She serves individuals and teams through five core competencies: qualitative research, data analysis, writing, advising, and presentations. In addition to her work with Kingston Bay, Dr. Reid has consulting relationships with faith-based organizations in the eastern United States. She is also a Time Management instructor and tutor for first-generation college students from underrepresented populations.

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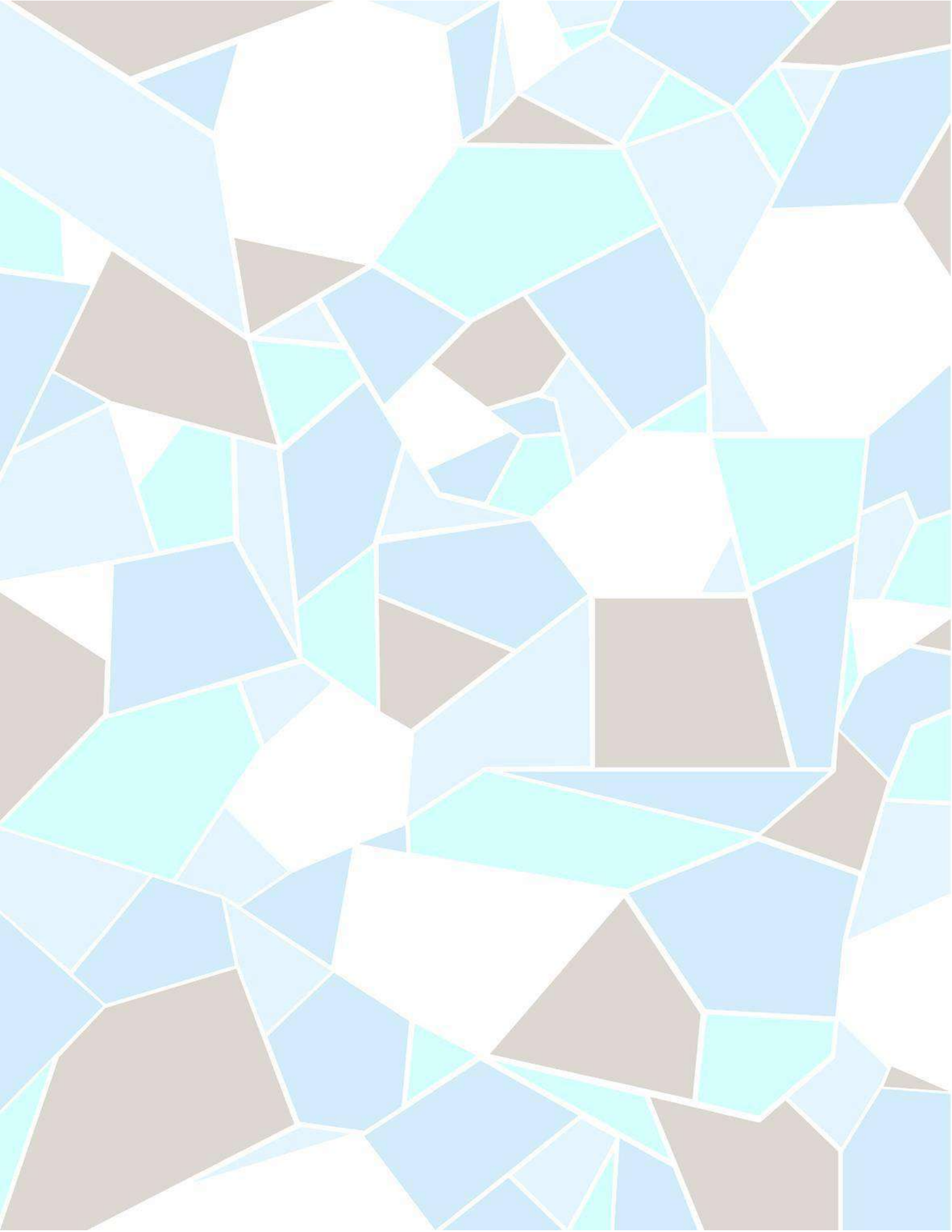
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