

**Soumission de : / Submission from :**

**Collaborative Consulting Group**



*Creating Partnerships for Long-term Solutions*

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February 2004

Director of Diversity and Student Services  
Keillor-Gustafson School Board

Dear Director,

We are pleased to have this opportunity to prepare an evaluation plan (and methodology) for your school district.

The Collaborative Consulting Group has a strong background in evaluation and acknowledges that the desegregation policy is a complex and challenging issue. We are especially sensitive to the social and psychological issues surrounding desegregation.

Our team has prepared answers to the evaluation questions requested. We have also provided recommendations for the implementation of the program plan.

We hope that this report will benefit your board and we thank you for this opportunity.

Sincerely,

The Collaborative Consulting Group

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Springfield, CD  
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# **PROPOSED EVALUATION OF THE KEILLOR-GUSTAFSON SCHOOL BOARD DESEGREGATION PLAN**

## **Preliminary Report**

**Prepared for:  
The Keillor-Gustafson School Board**

**Prepared by:  
The Collaborative Consulting Group**

**February 2004**

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## I. Executive Summary

The purpose of this proposed evaluation is to provide further direction for the evaluation of the desegregation policy of the Keillor-Gustafson School Board district. More specifically, the purpose of this report is to:

- Design a comprehensive evaluation plan
- Address the risks associated with the proposed plan
- Design in detail two specific data collection tools

A comprehensive evaluation plan was developed proposing the methodology, data collection tools, implementation issues, and evaluation associated with each of the program components. The following program components were evaluated:

1. Multicultural professional development for teachers
2. Multicultural professional development for guidance counsellors
3. Multicultural resource center and curriculum materials
4. Recruitment and retention of minority candidates
5. Student mentoring program
6. Laptop computers and video technology for students

Two specific data collection tools, one quantitative and one qualitative, were proposed. The quantitative measure includes a database for monitoring demographic information, use of programs, test scores, and numbers of teachers, guidance counsellors and students, in addition to other quantitative information. A sample database is also included. Qualitative interviews were suggested in order to provide detailed information about how the program activities are meeting or not meeting its intended goals.

The proposed evaluation plan also includes a communication plan in order to address the needs of the stakeholders.

Some risks associated with our plan are:

- Increased awareness of desegregation may make racial differences more salient
- Stakeholder support
- Ethical considerations of interviewing young persons

A detailed budget is included in order to assess cost-effectiveness.

Some suggested recommendations are:

- If the monitoring of the internet sites visited reveals that the computers are being used for noneducational purposes, it is recommended that steps be taken that place restrictions on what sites can be visited.
- Continue tracking the recruitment and retention of minority teachers. Are the recruitment fairs helping to increase the number of minority teachers and are those that are hired remaining at their place of employment. It is further recommended that this same tracking take place for minority counsellors.
- Interview school officials rather than interviewing teachers directly
- Report information in aggregate form to ensure anonymity

## **II. Evaluation Purpose**

The purpose of this report is to outline a proposed evaluation of the Keillor-Gustafson School Board's desegregation plan. More specifically, the following presents a comprehensive evaluation plan that utilizes theoretical components of attributional theory. Attributional theory provides an invaluable framework from which to address issues directly related to desegregation, such as attitudes, social identity and social interaction. For instance, this perspective provides insight as to how preconceived dispositional attributions can shape future social interactions (Gilbert, 1995). As such, this would be important to consider when examine the complex myriad of interactions that occur among teachers, students, school administrators, all of differing ethnic backgrounds, within the school district. One additional feature of using this theoretical framework is that it also allows for suggestions to be made on how to facilitate change in problematic attitudes related to race. The proposed plan also outlines a specific communication plan with appropriate stakeholders and a detailed budget.

## **III. Program Information**

The Keillor-Gustafson School Board desegregation policy mandates that services aimed at desegregation are developed and utilized. The goal of these services is to ensure that the process of desegregation successful in that teachers and students are able to achieve and maintain not only academic excellence, but also invaluable social interactions skills. The desegregation contains six key program components:

- Multicultural professional development for teachers aimed at increasing awareness of cultural diversity in teaching.
- Multicultural professional development for guidance counselors aimed at increasing awareness of cultural diversity in counseling.

- Multicultural resource center and curriculum materials that provide diverse teaching and learning materials for the school district.
- Recruitment and retention of minority candidates to increase the number of staff of colour.
- Student mentoring program that allows for positive interracial contact among students.
- Laptop computers and video technology for students that provide hands-on methods for students and teachers.

#### IV. Evaluation Tasks

The following tasks are addressed in this report:

- Design a comprehensive evaluation plan that is guided by an overarching theoretical approach, which includes a comprehensive review of methodologies, communication plan and budget.
- What are the risks associated with the evaluation plan and how can they be addressed.
- Develop both a quantitative and a qualitative data collection tool.

#### V. Evaluation Methodology and Proposed Evaluation Plan

The following sections describe our proposed methodology of evaluating each program components.

##### a. Multicultural professional development for teachers

The purpose of this program is to train teachers to increase their awareness of cultural diversity when managing their classroom, developing curriculum and assessing student progress. A select group of teachers attend a two-day workshop on developing such skills, and these teachers are then responsible for disseminating their knowledge to the rest of the teaching staff at their respective institutions. As part of the proposed evaluation, **a database will be designed in order to collect quantitative data related to monitoring program completion, and identify whether completion could be considered successful or not for the Multicultural Professional Development for Teachers, and all other programs.** It is important to identify whether teachers have achieved these skills in order to be certain whether change in attitudes/attributions are related to change in student performance. It would be difficult to conclude that any changes in student performance, whether negative or positive, were due to increased

cultural awareness. The information can be collected through interviewing all staff who has attended the workshop. The following outlines program accountability, and how each item will be measured:

- Report the number and demographics of teachers trained in the original workshop

#### **Measures**

- All teachers who attends the original workshop will be entered into the database – frequencies can be generated to identify how many teachers have attended
- Age, sex, ethnicity, school name, and number of years employed, will be collected for all teachers entered into the database – summary statistics will identify how many teachers for each demographic variable has attended the original workshop

#### **Implementation**

- This information can be collected by first asking the director of diversity to provide the list of names and contact information of all those who attended the workshop (this information is provided on day 2 of the workshop). Participants will be contacted, and asked for their demographic information.

#### **Effectiveness**

- The data provided in this section will inform stakeholders on how many teachers are attending this workshop per year, how many teachers per school are attending the workshop, and how many teachers within each school have been given training. Such a database may be used to continuously monitor these developments over the years.

#### **Emergent / unintended goals**

- It is possible that not many teachers will not respond to our inquiry on their completion of the training, or may be unwilling to disclose any demographic information. This could be dealt with interviewing school officials (such as the school principal, or anyone who may know who has attended each program).
- Report the number and demographics of teachers trained in the original workshop

#### **Measures**



- All teachers learning from the teacher who attended the original workshop will be entered into the database – frequencies can be generated to identify how many teachers have attended
- Age, sex, ethnicity, and number of years employed will be collected for all teachers entered into the database – summary statistics will identify how many teachers for each demographic variable has attended the original workshop

### **Implementation**

- This information can be collected by first asking the teacher who attended the workshop who they have trained thus far. Once identified, demographic information may be collected by interviewing each of those teachers.

### **Effectiveness**

- The data provided in this section will inform stakeholders on how many teachers were trained by a teacher who attended the workshop, whether 10 teachers are being trained each year for every teacher who attended the workshop (teachers who attend the workshop pledge to train at least 10 teachers per year). Also, the database will allow an easy way of generating the degree to which each teacher, and all teachers per school have changed their practice, and be able to compare whether those who have attended the original workshop with those who have not have on. Such a database may be used to continuously monitor these developments over the years.

### **Emergent / unintended goals**

- Again, it is possible that not many teachers will respond to our inquiry on their completion of the training, or may be unwilling to disclose their demographic information. This could be dealt with by interviewing school officials (such as the school principal, or anyone who may know who has attended each program).
- Report the number of teachers indicating they have changed practice as a result of this workshop

### **Measures**

- Included in the database will be a measure called ‘practice change’. Teachers who attended either the original workshop, or training from the teacher who attended the original workshop, will disclose on a 4-point scale the degree to which they have changed their practice due to the workshop. The scale includes the following items: (1) no change, (2) minor change, (3) some changes, (4) lots of change, (5) changed

everything – using such a scale will allow the evaluators to identify exactly what teachers implemented what amount of change.

### **Implementation**

- This information can be collected when interviewing teachers about their demographic information.

### **Effectiveness**

- The data provided in this section will inform stakeholders on the impact the workshop had on changing teacher practices. Interesting comparisons could be made, such as seeing whether teachers who attended the workshop versus those who received training from a teacher are different in the degree to which training impacts change. Schools that have changed the most could also be identified.

### **Emergent / unintended goals**

- It is possible that teachers may be reluctant to provide the degree to which they changed their practice due to their training. From those who do disclose the information, there is the risk that some may feel the need or pressure to report a change has occurred when it has not. This issue could be dealt with by asking school officials (such as the principal) to rate any observed changes in each of their teacher's practices. Self-report and collateral reports may be compared for reliability.
- Increase in test scores on a state-wide math and reading exams for students of colour

### **Measures**

- Scores on the proficiency in math and English tests will be included in the database for all students. Ethnicity for each student will also be recorded, as change in scores only need to be evaluated for students of colour.

### **Implementation**

- This information can be collected from student records.

### **Effectiveness**

- The data provided in this section will inform stakeholders on change in math and reading scores in two ways: (1) compare students taught by teachers who had training with those taught by teachers who had no training on math and reading test scores, (2) compare students taught by teachers who had training and changed their practice with those who

were taught by teachers who had training but did not change their practice.

#### **Emergent / unintended goals**

- There does not seem to be any risk with the collection of this information as it is archival and permission has been granted.
- Identify whether teachers who attend the workshop/trained by teachers who attended the workshop actually have increased their awareness of cultural diversity

#### **Measures**

- An awareness of cultural diversity test will be designed. It will assess whether all key components/skills from the workshop training have been learned.

#### **Implementation**

- Following the interview asking teachers about their demographic information and change in practices, they will be asked to complete the awareness of cultural diversity test.

#### **Effectiveness**

- The data provided in this section is important in making the link between theory and practice. It was described earlier that changing a teacher's attitude towards a minority group may in fact change the way a teacher interacts and treats that student. By improving teacher-student interaction in a positive way, it is hypothesized that student performance may also improve. Therefore, collecting such information will allow us to identify whether teachers who internalized the key concepts of the training (successful completion of training) will change their teaching practice, and have a direct/indirect impact on student performance on math and English skills.

#### **Emergent / unintended goals**

- There may be reluctance by teachers to complete this test. It may have to be agreed that scores on these tests must remain anonymous by reporting any results in aggregate form (e.g. mean scores per school, rather than identify scores for each teacher).

b. Multicultural professional development for guidance counsellors

The purpose of this program is to train guidance counsellors to increase their awareness of cultural diversity into guidance techniques. Guidance counsellors attend a two-day workshop on developing such skills. It is important to identify whether counsellors have achieved these skills in order to be certain whether change in attitudes/attributions towards students are related to change in student performance. It would be difficult to conclude that any changes in student performance, whether negative or positive, were due to increased cultural awareness. The information can be collected through interviewing all counsellors who have attended the workshop. The following outlines program accountability, and how each item will be measured:

- Report the number and demographics of teachers trained in the original workshop

**Measures**

- All guidance counsellors who attends the original workshop will be entered into the database – frequencies can be generated to identify how many counsellors have attended
- Age, sex, ethnicity, school name, and number of years employed, will be collected for all counsellors entered into the database – summary statistics will identify how many teachers for each demographic variable has attended the original workshop

**Implementation**

- This information can be collected by first asking the director of diversity to provide the list of names and contact information of all those who attended the workshop (this information is provided on day 2 of the workshop). Participants will be contacted, and asked for their demographic information.

**Effectiveness**

- The data provided in this section will inform stakeholders on how many counsellors are attending this workshop per year, how many counsellors per school are attending the workshop, and how many counsellors within each school have been given training. Such a database may be used to continuously monitor these developments over the years.

**Emergent / unintended goals**

- It is possible that not many counsellors will not respond to our inquiry on their completion of the training, or may be unwilling to disclose any demographic information. This could be dealt with interviewing school

officials (such as the school principal, or anyone who may know who has attended each program).

- Report the number of counsellors indicating they have changed practice as a result of this workshop

#### **Measures**

- Included in the database will be a measure called ‘practice change’. Counsellors who attended the workshop will disclose on a 4-point scale the degree to which they have changed their practice due to the workshop. The scale includes the following items: (1) no change, (2) minor change, (3) some changes, (4) lots of change, (5) changed everything – using such a scale will allow the evaluators to identify exactly what counsellors implemented what amount of change.

#### **Implementation**

- This information can be collected when interviewing counsellors about their demographic information.

#### **Effectiveness**

- The data provided in this section will inform stakeholders on the impact the workshop had on changing counsellor practices. Schools with counsellors who changed the most could also be identified.

#### **Emergent / unintended goals**

- It is possible that counsellors may be reluctant to provide the degree to which they changed their practice due to their training. From those who do disclose the information, there is the risk that some may feel the need or pressure to report a change has occurred when it has not. This issue could be dealt with by asking school officials (such as the principal) to rate any observed changes in each of their counsellor’s practices. Self-report and corroborator reports may be compared for reliability.

- Increase in test scores on a state-wide math and reading exams for students of colour

#### **Measures**

- Scores on the proficiency in math and English tests will be included in the database for all students. Ethnicity for each student will also be recorded, as change in scores only need to be evaluated for students of colour.

### **Implementation**

- This information can be collected from student records.

### **Effectiveness**

- The data provided in this section will inform stakeholders on change in math and reading scores in two ways: (1) compare students taught by teachers who had training with those taught by teachers who had no training on math and reading test scores, (2) compare students taught by teachers who had training and changed their practice with those who were taught by teachers who had training but did not change their practice.

### **Emergent / unintended goals**

- There does not seem to be any risk with the collection of this information as it is archival and permission has been granted.
- Identify whether guidance counsellors who attend the workshop/trained by teachers who attended the workshop actually have increased their awareness of cultural diversity.

### **Measures**

- An awareness of cultural diversity test will be designed. It will assess whether all key components/skills from the workshop training have been learned.

### **Implementation**

- Following the interview asking counsellors about their demographic information and change in practices, they will be asked to complete the awareness of cultural diversity test.

### **Effectiveness**

- The data provided in this section is important in making the link between theory and practice. It was described earlier that changing a counsellor's attitude towards a minority group may in fact change the way a teacher interacts and treats that student. By improving counsellor-student interaction in a positive way, it is hypothesized that student performance may also improve. Therefore, collecting such information will allow us to identify whether counsellor's who internalized the key concepts of the training (successful completion of training) will change their guidance practice, and have a direct/indirect impact on student performance on math and English skills.

### **Emergent / unintended goals**

- There may be reluctance by counsellors to complete this test. It may have to be agreed that scores on these tests must remain anonymous by reporting any results in aggregate form (e.g. mean scores per school, rather than identify scores for each teacher).
- 

### c. Multicultural Resource Center and Curriculum Materials

As there continues to be growing diversity within the school district, it is imperative that teachers have access to diversity in curriculum materials and resources. To this end, the multicultural student library is in the process of being established at Elementary School B. As well, all of the schools within the district have been provided with a budget in which to purchase multicultural library materials. When evaluating these two initiatives, it must be determined if the resources are being used by both students and teachers and if the students and teachers are satisfied with the resources.

### **Measures**

- Monitor records
- Surveys with students and teachers

### **Implementation**

- Records will be monitored as to what material is being signed out and how often.
- separate focus groups will be conducted with students and teachers at each school to determine reasons why they have or have not used the materials, what they liked and didn't like the materials, and if the teachers have incorporated the materials into their curriculum.

### **Effectiveness**

- By implementing the two measures information will be obtained regarding the use of the materials and the satisfaction of students and teachers regarding the materials. From these findings, steps can then be taken if necessary that improve the materials thereby ensuring that they are widely used and that the goal of diversity within the classroom is being achieved.

### d. Recruitment and retention of minority candidates

As found in the available records, only a small percentage of the teaching staff are of an ethnic minority. This issue has been addressed by the attendance of recruitment fairs in which there are a high number of African American teachers and teacher

candidates. Thus, it must be evaluated if the recruitment fairs are successful in obtaining a larger number of minority teachers.

### **Measures**

- Interview those who attended the recruitment fair.
- Obtain records of the number of minority teachers employed at all of the schools within the district.

### **Implementation**

- Immediately following the recruitment fairs, those who attended the fairs will be interviewed.
- The measures currently available will be compared to the number of minority teachers employed following a one-year period.

### **Effectiveness**

- While reviewing the records of employment will provide raw data pertaining to the number of minority teachers employed and their retainment, interviews with attendees of the recruitment fairs will help determine if the recruitment fairs are, in fact, a successful way of recruiting minority teachers. For example, were there a large number of minority teacher candidates at the fairs, how many minority teachers did the attendees approach, how many minority teachers were interested in teaching at schools within the district?

#### e. Student mentoring program

The student mentoring program was designed to provide elementary students with the opportunity to interact with senior students. The idea behind this program is that students will learn from the mentors leadership qualities. From an attribution theory perspective this program will help to disconfirm students' negative attributions of one another when they see each other in a helping environment.

### **Measures**

- Determine the number of students that are involved in the program, including both students and mentors.
- Behavioural measures
- Interviews with students and mentors

### **Implementation**

- Counts of the number of elementary students that are accessing the program will be obtained. Similarly, counts will be gathered as to the number of senior students who are acting as mentors.



- Data regarding the behaviour of students within the mentoring program will be gathered and then compared to students not with in the program. Specifically, this data will focus on explicit behaviour towards students of different ethnicity.
- Interviews will be conducted with students and their mentors so as to gather information regarding their racial attitudes. Information will also be gathered as to how effective the students found the overall program.

### **Effectiveness**

- Through incorporating these measures, information regarding specific racial attitudes along with specific behaviour can be assessed. Therefore, if the mentoring program is effective data from these measures should reflect more positive behaviour and attitudes towards ethnic diversity.

#### f. Laptop Computers and video technology for students

Students are being provided with the opportunity to increase their academic and technology skills through the use of laptop computers and video equipment. Specifically, the focus is on using the laptop computers for the Math at Work program. Thus, it is necessary to determine if the laptops are increasing both students’ academic and technology skills. Furthermore, the concerns of parents regarding the use of the laptop computers for “noneducational” purposes must be addressed.

### **Measures**

- Monitoring of computer use
- Student opinion survey
- Obtain records pertaining to math test scores

### **Implementation**

- In order to determine if the laptop computers are in fact being used for their intended purpose, internet sites will be tracked. This will provide information as to what sites have been visited, how often, and if they are educational in nature.
- In order to assess how often the laptop computers and video equipment are being used and for what purposes, representative samples of students from each school will complete questionnaires about their laptop computer and video equipment use.
- Math scores will be analyzed to determine if there have been any improvements since the implementation of the computers and video technology.

## **Effectiveness**

- By including both qualitative and quantitative methods, a clear picture will emerge as to what information is being accessed on the laptop computers, if these initiatives are meeting their goals as to improving academic and technological skills, and if the students are embracing these initiatives.

## **Recommendations**

- If the monitoring of the internet sites visited reveals that the computers are being used for noneducational purposes, it is recommended that steps be taken that place restrictions on what sites can be visited.
- Continue tracking the recruitment and retention of minority teachers. Are the recruitment fairs helping to increase the number of minority teachers and are those that are hired remaining at their place of employment. It is further recommended that this same tracking take place for minority counselors.

## **Specific Data Collection Tools**

One quantitative and one qualitative data collection tool is described in detail to provide further information about data collection.

### *Qualitative Method*

One of the specific qualitative tools that was outlined above and will be used is a semi-structured interview with a sample of students, teachers and guidance counsellors to assess the program components.

Qualitative interviewing consists of:

- The interactional exchange of dialogue
- A relatively informal style
- A thematic, topic-centered approach
- Relevant contexts are brought into focus so that situated knowledge can be produced (Mason, 2002)

Semi-structured interviews were proposed for a number of reasons. It allows for detailed information to be gathered about the views of participants. This allows for in-depth information about the program effects and a connection between theory, intended goals and output.

## **Implementation**

Semi-structured interviews will be conducted with a stratified sample of 5 students, teachers and guidance counsellors from each of the school districts. The sample will be

stratified according to race, gender and age for students (e.g., students from different grades).

### **Effectiveness**

The semi-structured interviews will provide information about the effectiveness of the program in detail. Some examples of the questions which may be asked for some of the programs are:

- *Student mentoring program*: How do you feel about the mentoring program? How has the program impacted you, if at all?
- *Multicultural professional development*: How do you feel about the professional development? How has the program impacted you, if at all?

### *Quantitative Method*

All quantitative measures described above will be collected using an SPSS data file. Using this database will allow evaluators the ability to assess the following:

- Number of teachers and guidance counsellors who were trained on multicultural awareness
- Demographic information of teachers and guidance counsellors
- Degree to which teachers and guidance counsellors changed their practice techniques
- Degree to which teachers and guidance counsellors internalized the cultural awareness skills
- Impact on training programs on student performance on math and English proficiency tests
- Monitor multicultural materials/resources used by teachers
- Monitor employment of minority staff
- Monitor internet sights visited by students
- Identify the number of students involved in mentoring programs
- Measure various student behaviours, e.g. aggression

The power of using a database to collect such information will allow versatility in generating answers to questions about program implementation and effectiveness. It is possible to compute descriptive statistics, frequencies, and statistical tests of intervention questions in a quick and simple way. Most importantly, this tool can be used on a continuous basis to track these developments on an annual basis.

## VIII. Conclusions and Recommendations

### *Recommendations:*

- If the monitoring of the internet sites visited reveals that the computers are being used for noneducational purposes, it is recommended that steps be taken that place restrictions on what sites can be visited.
- Continue tracking the recruitment and retention of minority teachers. Are the recruitment fairs helping to increase the number of minority teachers and are those that are hired remaining at their place of employment. It is further recommended that this same tracking take place for minority counsellors.
- Interview school officials rather than interviewing teachers directly
- Report information in aggregate form to ensure anonymity

## IX. References

Gilbert, D. T. (1995). Attribution and interpersonal perception. In A. Tesser (Ed.), *Advanced social psychology* (pp. 99-147). New York: McGraw Hill.

Mason, J. (2002). *Qualitative researching*. (2<sup>nd</sup> ed.). London: Sage.

## **X. The Collaborative Consulting Group**

Collaborative Consulting Group follows the Canadian Evaluation Society's guidelines for ethical conduct. The guidelines we follow are:

- To be competent in our provision of service
- To act with integrity in our relationships with all stakeholders, and,
- To be accountable for our performance and our product.

We hope we have achieved our ethical goals in our partnership with you in this project.

Sincerely,

Collaborative Consulting Group

## XI. Appendices

### Appendix A. Desegregation and Diversity Plan- Proposed Communication Plan

Stakeholder	Concerns	Information Needed	Format of communication	When information will be available
<b>Superintendent</b>	Results of evaluation, performance on statewide test scores; impact on school district funding	Progress, next step, discussion of specific concerns (i.e. test scores)	Biweekly meetings, e-mails, memos	Ongoing through evaluation
<b>Associate Superintendent</b>	Planning and monitoring of district policy, school improvements plans; day to day operations	Progress, discussion of specific concerns	Meetings, e-mails, memos	Ongoing through evaluation
<b>Keillor- Gustafson School Board</b>	debate over applying for unitary status; allocation of educational resources; academic achievement and discipline records	Progress, next step, discussion of specific concerns (i.e. use of educational resources)	Attend Board meetings, Update through Memos, presentations (with superintendent approval)	Ongoing through evaluation
<b>Director Assessment, Curriculum and Professional Development &amp; 3 assistant directors</b>	Student assessment; curriculum; professional development; oversee the evaluation	Progress, next step, discussion of specific concerns; <b>main coordination of evaluation</b>	Weekly meetings, memos, e-mails, presentations	During planning stage of evaluation; Ongoing through evaluation

<b>Director: Transportation</b>	Amount of “difficult behavior” of bused students	Results of evaluation	Meetings, Oral presentation, Summary report	Ongoing through Evaluation; Upon Completion of final report
<b>Director: Finance</b>	Cost profile, track costs at classroom level and district as whole	Results of evaluation, Allocation of funds	Summary report	Upon Completion of final report
<b>Director: Human Resources</b>	Staff and teacher disputes; accusations of racism	Results of evaluation	Summary report	Upon Completion of final report
<b>Director: Health and Safety</b>	Student health; maintaining student discipline (i.e. security); debate over dual role of unit	Results of evaluation	Summary report	Upon Completion of final report
<b>Director: Communications and public relations</b>	Newsletter; media; parental inquires; potential application for funding	Results of evaluation	Press release; published in newsletter, public forum for communities involved	Upon Completion of final report
<b>Principals and Assistant Principals</b>	Development of annual school improvement plan; different variations of support for desegregation planning (derailing)	Results of evaluation, recommendations discussion of specific concerns (i.e. use of educational resources)	Summary report; Meetings; oral presentations	Upon Completion of final report



<b>Teachers Union</b>	Against unitary status; opposed to statewide testing; have hired a consultant to explore validity and reliability of the tests	Results of evaluation; discussion of cultural awareness training	Summary report; Oral Presentation	Upon Completion of final report
<b>Guidance Counselors</b>	High turn over rate	Results of evaluation; discussion of cultural awareness training	Summary report; Oral Presentation	Upon Completion of final report
<b>Bus Drivers Union</b>	Expressed concern about violence	Results of evaluation	Summary report; Oral Presentation	Upon Completion of final report
<b>Paraprofessionals</b>	Specialized educational assistance; report infractions	Results of evaluation	Summary report; Oral Presentation	Upon Completion of final report
<b>Parent-Teacher Organization</b>	Against unitary status; believes equitable education not yet	Results of evaluation	Summary report; Oral Presentation; public forum	Upon Completion of final report
<b>State Department of Education</b>	To meet high proficiency target in math and English; “substantive” racial integration in each school	Results of evaluation; discuss concerns of desegregation	Summary report; Oral Presentation; Press/News Release	Upon Completion of final report

**Appendix B. Program Logic Model: Keillor-Gustafson School Board Desegregation Policy**

<b>Client Needs That Program Intends To Address</b>	<b>Intended Inputs/resources</b>	<b>Intended Activities</b>	<b>Intended Outputs</b>	<b>Intended Shorter-Term Outcomes</b>	<b>Intended Longer-Term Outcomes</b>
<ul style="list-style-type: none"> <li>○ Equal opportunity for students</li> <li>○ Awareness of cultural sensitivity for students, teachers, and counsellors.</li> <li>○ Culturally diverse teaching techniques</li> <li>○ Culturally diverse counselling techniques.</li> <li>○ Improved academic skills</li> <li>○ Access to multicultural learning resources</li> </ul>	<ul style="list-style-type: none"> <li>○ Computer and video equipment</li> <li>○ Busses along with licensed drivers</li> <li>○ Multicultural library resources</li> <li>○ Recruitment fair resources</li> <li>○ Resources to provide professional development training</li> </ul>	<ul style="list-style-type: none"> <li>○ Students engage in a peer mentoring program</li> <li>○ Transporting students to and from school</li> <li>○ Requirement fair</li> <li>○ Professional development training workshops</li> </ul>	<ul style="list-style-type: none"> <li>○ Teachers and counsellors complete the professional development workshops</li> <li>○ Students complete the student mentoring program.</li> </ul>	<ul style="list-style-type: none"> <li>○ Opportunities for interracial interactions</li> <li>○ Achievement gains (e.g., academic achievement)</li> <li>○ Increased awareness of cultural sensitivity</li> <li>○ Improved teaching skills and techniques for teachers</li> <li>○ Improved counselling techniques for counsellors</li> <li>○ Increased sense of diversity</li> </ul>	<ul style="list-style-type: none"> <li>○ Equal opportunities for ethnic groups</li> <li>○ Comparable academic test scores across differing ethnic groups</li> <li>○ Cultural sensitivity</li> <li>○ Increased tolerance for different ethnic groups</li> </ul>

**Appendix C. Desegregation and Diversity Plan- Proposed Budget**

<b>Items</b>	<b>Cost</b>
Focus Group Materials: Paper, Photocopying, refreshments etc.	12,000
Survey Materials: Paper, photocopying etc.	15,000
Database software purchase, Database development and maintenance	5, 000
Travel Costs	1, 000
Evaluation Assistants x 2	10,000 (250 x \$20/hr)
Evaluator Rate	37,500 ( 500 x \$75/hr)
<b>Total</b>	<b>80,500</b>