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ERASE THE SPACE: **FROM CIVIL VOYEURISM** **TO CIVIC ENGAGEMENT** **EVALUATION RESULTS**

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In partnership with:

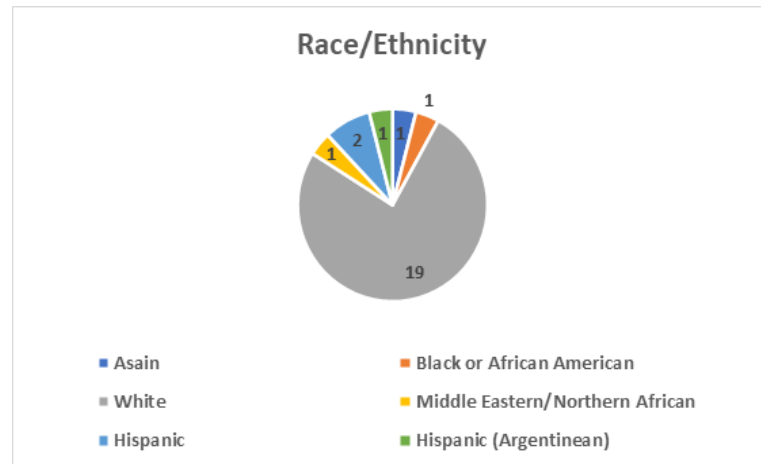


BACKGROUND

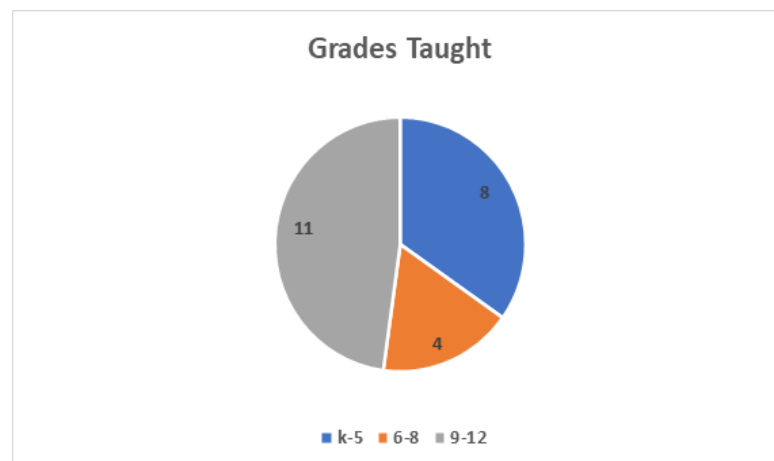
The Kirwan Institute conducted an evaluation of the “From Civil Voyeurism to Civic Engagement” (CVCA) teacher training program run by Erase the Space (EtS) during the 2020-2021 school year. We utilized the RE-AIM (Reach, Effectiveness, Adoption, Implementation, and Maintenance)¹ model and Knowledge, Attitudes, and Behavior (KAB)² approach to inform the development of our outcome evaluation. Program participants were asked to complete a pre- and post-assessment of the program and participate in a focus group during which they were asked questions about the mission and goals of EtS and CVCA, and their experience. CVCA session recordings were also reviewed. Focus groups were recorded and analyzed with NVivo qualitative analysis software. Of the thirty-three program participants, twenty-three completed both the pre- and post-assessments and are included in the assessment analysis. However, the focus groups had higher participation rates, including all but two participants. This report is structured with recommendations embedded in each section.

WHO PARTICIPATED?

The only demographic information collected about participants themselves was their self-identified race and ethnicity. Participants were only asked these questions in the pre-assessment and could select as many choices as applicable. The participating cohort was not diverse with 19 of 23 respondents (82%) indicating they identify as white.

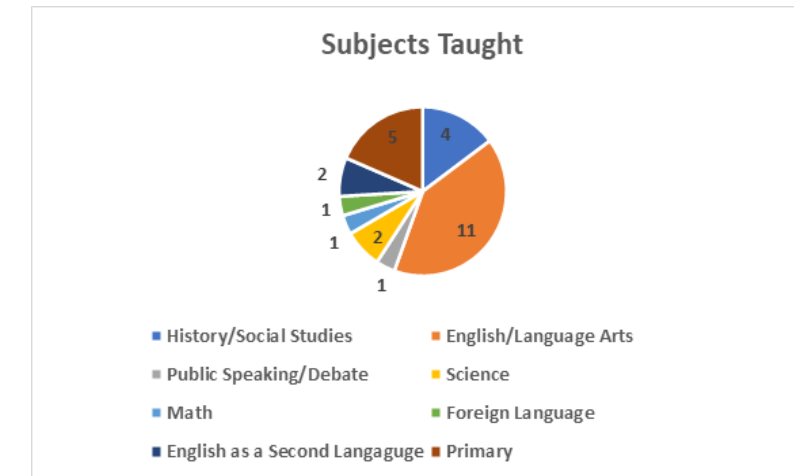


Note. n = 25; Frequency of response noted in the pie chart by race.



Note. n = 23. Frequency of response by grade ranges.

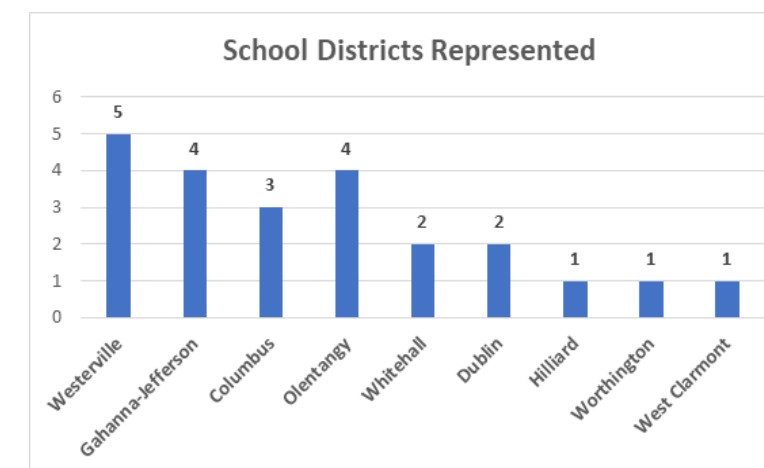
Nearly half of the participating cohort taught high school. However, educators in elementary and middle school buildings were also represented. Participating educators taught an array of subjects, with eight participants (35%) teaching multiple subjects, including five participants teaching all subjects at the elementary level, and nearly three quarters (74%) teaching English/Language Arts. Four individuals (17%) reported teaching social studies/history. CVCA participants also taught foreign language, science, English as a second language, public speaking/debate, and math.



Note. n = 23. Frequency of response by subjects taught

Eight³ local school districts and one Cincinnati-area school district were represented in this cohort with large cohorts from Westerville (26%), Gahanna (26%), Columbus (17%), and Olentangy (17%). Participating school districts were also categorized by district type, considering city type (e.g., urban, suburban, rural), dominant politics (i.e., conservative, moderate, liberal), and socioeconomic status. Six categories were determined, utilized in the analysis, and presented throughout this report. These communities were categorized based on median income and election results. It should be noted that during focus groups, all suburban educators who discussed the political climate of their district referred to their district as “conservative,” including an educator from Whitehall. This pattern may indicate that even in the more liberal communities, some educators perceive their administration and/or community to be conservative.

1. **Wealthy conservative suburban (Olentangy)**
2. **Middle-class conservative suburban (West Clairmont)**
3. **Wealthy moderate suburban (Worthington; Dublin)**
4. **Middle moderate suburban (Gahanna; Hilliard; Westerville)**
5. **Declining liberal suburban (Whitehall)**
6. **Mixed liberal urban (Columbus)**



Note. n = 23. Frequency of responses based on representation of school districts.

³ One CVCA program participant teaches at the Catholic Diocese of Columbus but did not complete both the pre- and post-assessments.

PROGRAM EVALUATION FINDINGS

Understanding Erase the Space's Mission

“The mission of EtS is to connect students, teachers, and communities in a collaborative, non-competitive exchange over the course of a school-year.” EtS seeks “to provide authentic experience with difference and debate that mirrors the problem-solving situations found in life outside of the classroom. By engaging young people in exchanges early in their high school careers, we believe students will be better prepared to take on the most pressing social challenges and issues facing our city and nation with empathy and collaboration.” Participants were introduced to this mission when they were recruited for the program. They were then asked about Erase the Space's mission in both their pre- and post-assessments. The expectation was that participants would gain a clearer understanding of the organizations mission throughout the course of the CVCA program. However, this was not the case as there was clear confusion about EtS's mission among participants. Only four of twenty-three (17%) participants' responses were more accurate and six (26%) were less accurate in the post-assessment. Five participants' responses to this pre-assessment question were inaccurate. Much of the confusion seemed to stem from conflation between the activities of the CVCA program and the mission of EtS. For example, many participants whose pre-assessment responses were more accurate shifted in their post-assessment to focus on the activities of CVCA rather than the mission of EtS. We were unable to determine exactly what prompted this shift, but it was clear from the focus groups that the last school year was unprecedented in terms of changes that occurred during the year (shifting from remote, to hybrid, to in-person) and stress. Further, CVCA's focus is on the teachers, which could explain why some seemed to “forget” EtS's focus on “engaging young people in exchanges” in their post-assessment responses. Some focus group participants also noted that it was unclear to them that what they were doing was mirroring the process that their students would engage in a classroom exchange. While each session did review how the work being done would be mirrored in classroom exchanges, this focus appeared to have been lost on some participants.

However, there were at least four participants who clearly understood the mission and vision of Erase the Space and champion it. One participant exemplified this view by stating, “I definitely feel like the vision, the goals, the focus of this group is extremely relevant to what is going on in the world today and has been, but we've just been blind to it.”

RECOMMENDATIONS:

Understanding Erase the Space's Mission

Meet more frequently over a shorter period of time

- » Meeting more frequently and over a shorter period of time (a condensed course) may help educator-participants to better connect what they are doing to what they will do in classroom exchanges. This approach may also help with attrition and attendance. These changes may even be helpful in a “normal” school year.

- » There is a continued need for Erase the Space. While there was confusion about EtS's mission, there was no doubt among participants that the program is needed, with all participants indicating a need for such programming in their district in the pre- and post-assessments. One focus group participant, describing the impact the program had on both their students and themselves, explained the value she sees in the program, “...if anything it builds empathy and makes them aware that there are other people out there besides their little world, and I like that!”

Create informal monthly engagements for EtS teachers running classroom exchanges

- » There should be an opportunity for monthly debrief/check-ins/social engagements for teachers who are running exchanges with ad hoc educational opportunities (i.e., EtS will try to bring in educators to meet with current and evolving needs of this group, which can continue to grow as EtS grows).
- » In focus groups, participants reported that they not only saw a need for EtS with students, but also saw value in the program for all educators and administrators. In the analysis, the code for positive feedback about the program received five times more segments than the code for negative program feedback. Participants reported relying on the CVCA discussion times as a “safe space” where they could communicate and interact with “like-minded” educators. Given how tumultuous the 2020-2021 school year was, these educators looked forward to CVCA time and particularly appreciated the debriefing opportunities. Many focus group participants noted how important and helpful this safe space was for them and how they wished that aspect of CVCA could continue.
- » Likewise, they noted that their students, too, craved such safe spaces and many could envision EtS becoming that safe space for their students. This sentiment was captured by another focus group participants when she expressed how EtS is something that is needed for students today, despite the pushback that many educators noted that they anticipate from parents, “I am hopeful for the young people because I think it would be educational malpractice if we didn't keep holding this space... in our classrooms and our district... for our young people. It is the adults that get in the way, and they see right through it all the time, they see right through it and they call it out.” Another focus group participant echoed this sentiment, “I think student-wise, not 100%, but the majority of them are on board and wanting to learn this and are coming to us with questions because maybe they aren't getting answers at home.”

Understanding White Supremacy and Concentrated Poverty

To understand if the CVCA program helped educators to better understand white supremacy, participants were asked to define white supremacy in their pre- and post-assessments. All respondents provided either a more detailed or similar response to their pre-assessment in their post-assessment. Nine of twenty-three participants (39%) provided a clearer and more accurate definition of white supremacy while the remaining respondent provided either more detailed or similar responses to their pre-assessments.

Participants were also asked to explain how white supremacy operates in their schools in each assessment. All participants Just over half (12 of 23) of the participants also provided more detailed definitions of white supremacy in their own schools in their post-assessments. These individuals shifted their focus from interpersonal racism to structural racism between their pre- and post-assessment responses, indicating a greater understanding of structural racism upon completion of the CVCA program. Only two participants (9%) provided less detailed responses that shifted from a focus on structures in their pre-assessment to a focus on interpersonal racism in their post-assessment. Nine individuals (39%) provided similar responses in their pre- and post-assessments.

All respondents were able to answer the question “how are neighborhoods of concentrated poverty formed” with some degree of accuracy in both the pre- and post-assessment. Nine participants (39%) provided more accurate responses to this question in the post-assessment indicating that the CVCA program enhanced their understanding of the origins of concentrated poverty in the United States.

In the focus groups, participants particularly pointed to Sweeney’s session as instrumental in helping them to understand these issues. A few noted how valuable that content would be for students and others noted how valuable that content is for all educators. Referring to that session, one participant stated “I think the content is so important beyond the kids needing it, and the adults, every single adult in my school, and probably every school, I think, needs to sit through that presentation to really get a sense of it because it is just, it’s game changing, it really is if you don’t know it, if you’re not fully aware of it. It’s a must, an absolute must.” While participants greatly appreciated this session, some participants indicated that more breaks and discussion would have helped them to process the information.

RECOMMENDATIONS:

Understanding White Supremacy and Concentrated Poverty

Continue to include the Making of Metropolitan Inequality in the curriculum as long as it remains valuable to participants

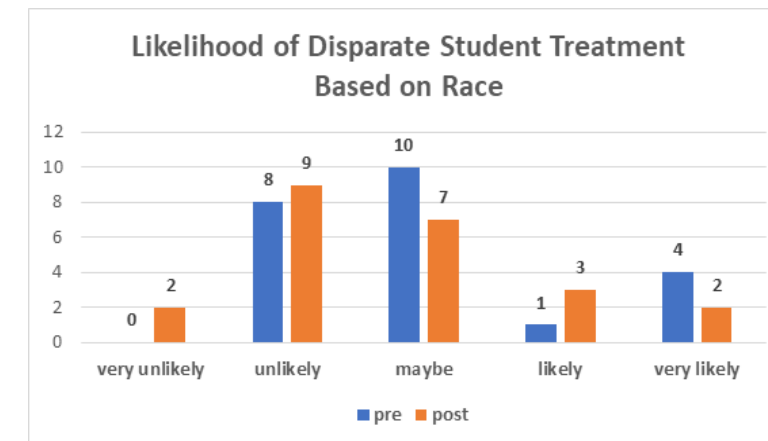
- » Many participants demonstrated an increased understanding of structural racism, white supremacy, and concentrated poverty and participants in every focus group attributed this increased understanding to the making of metropolitan inequality workshop.

Break up the Making of Metropolitan Inequality workshop into two separate sessions

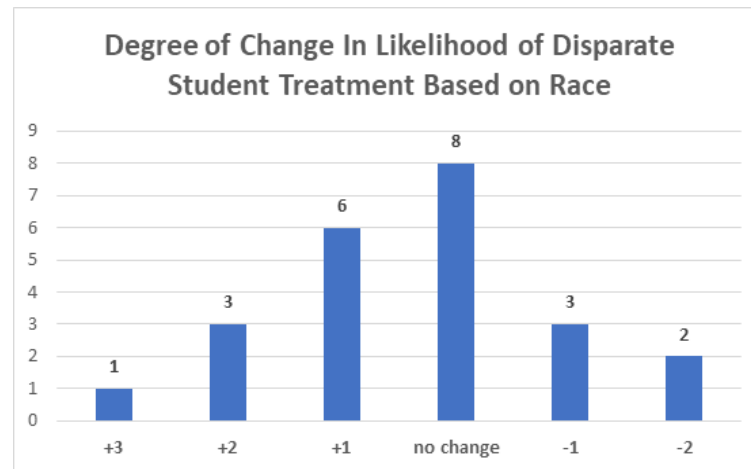
- » While this session was popular and impactful, it is heavy and contains a lot of information. For many people who are being exposed to this information for the first time, it is simply overwhelming to process the entirety of the workshop in one sitting.
- » Breaking this workshop into two sessions will allow more time for processing, reflection, and more discussion, as well as more time for participants to ask questions during the CVCA sessions.

Likelihood of Disparate Treatment

Participants were asked to think back to the last time they were in class and indicate how likely it is that they may have treated their students differently based on their race. In the pre-assessment, eight participants (35%) indicated that this possibility was unlikely. Ten participants (43%) indicated that they might have treated students differently based on race, and five participants (22%) indicated that this possibility was likely, with four of these indicating it was “very likely.” In the post-assessment, eleven participants (48%) indicated that this possibility was unlikely, seven (30%) indicated it might have occurred, and another five (22%) indicated that possibility was likely, with two indicating it was “very likely.” Eight participants (35%) submitted the same response to this question in the pre- and post-assessment. Four (17%) of these individuals indicated the that they might have disparately treated students based on race and four (17%) of these individuals indicated that it was unlikely that they would have treated students differently based on race.



Note. n = 23. Frequency of responses based on likelihood of disparate student treatment based on race



Note. n = 23. Degree if change in likelihood of disparate student treatment based on race between pre- and post-assessment

When examining the direction and degree of change between pre- and post-assessment responses regarding the likelihood of disparate student treatment based on race, we see that eight individuals provided the same response in both their pre- and post-assessment. Ten individuals (43%) indicated a positive change; that is they moved from being more to less likely to have treated students differently based on race, while five individuals (22%) indicated they were more likely to treat students differently based on their race. When examining the type of change in responses, we see that seven participants (30%) responded that they were less likely and eight participants (35%) responded that they were more likely to have treated their students differently based on race in their post-assessments. There is no pattern in these responses. It is likely that once made aware of their own potential biases, educators responded in different ways, with some accepting it as inevitable that they might unconsciously treat their students differently based on race and other becoming hyper vigilant of their own actions to the point where they believe they have eliminated that particular bias. However, this interpretation is speculative as only engagement with program participants could illuminate these findings further.

In the fifth CVCA session, participants learned about “Locating White Supremacy and Anti-Blackness” from Dr. Melissa Crum. CVCA participants were asked to reflect in this session and throughout the series on how white supremacy operates in their classrooms and what their role in perpetuating systems of oppression might be. Being aware of the role that bias plays in their daily interactions may have influenced how participants interacted and perceived their interactions with their students. Therefore, it is likely that this session influenced how participants thought about their interactions with students, but without more data, it is impossible to tell. However, focus group participants indicated that Dr. Crum’s sessions were valuable and thought provoking. Along with Sweeney’s session, these sessions were by far the favorites of CVCA participants. While both Dr. Crum and Sweeney’s sessions were applauded, they were both also identified as overwhelming. Participants requested more time to discuss and process during and after these sessions. However, EtS may want to consider dynamics of race when providing debrief space as participants of color felt the need to react and respond to the workshops in safe spaces without white engagement. They specifically requested such space in focus groups to enable them to process intellectual learning in the context of their own lived experiences.

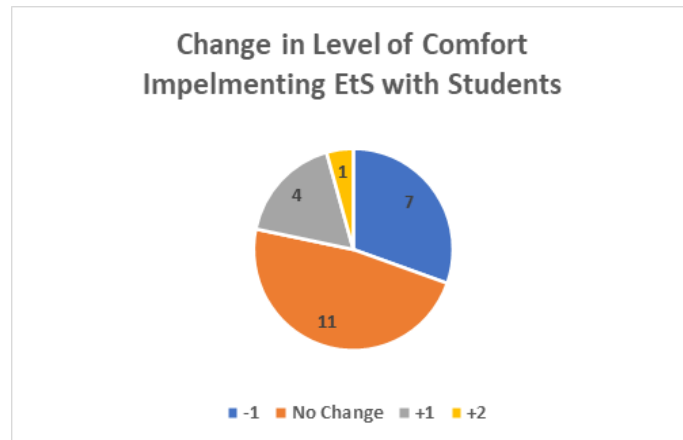
RECOMMENDATIONS: Likelihood of Disparate Treatment

Continue to include Dr. Crum in the CVCA curriculum as long as the material remains valuable to participants

- » Dr Crum’s workshops were popular and impactful for participants. CVCA participants particularly benefit from foundational workshops like these.
- » Suggest that Dr. Crum allow more time for discussion, breakouts, and questions during her sessions.
- » While participants loved Dr. Crum’s sessions, each session was so full of information that they found it difficult to ask questions or engage in discussion about the important topics presented in her workshops. Allowing more time for reflective discussion and questions may help participants to process what they are learning.

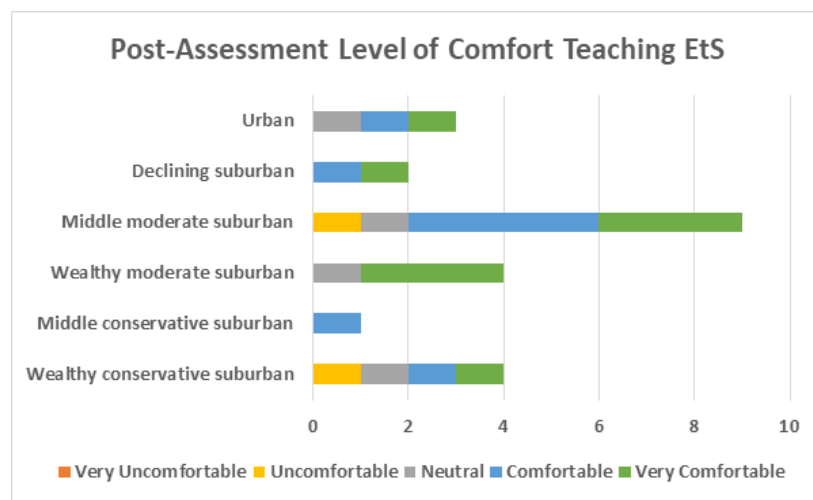
Level of Comfort Implementing Erase the Space with Students

CVCA participants were asked in both the pre- and post-assessment about their level of comfort implementing Erase the Space in their classrooms. Eleven individuals (48%) indicated no change in their level of comfort between the pre- and post-assessments. Five individuals (22%) indicated an increased level of comfort in their post-assessments, four by one degree, and one by two degrees. However, seven individuals (30%) indicated that they were less comfortable with the idea of implementing Erase the Space with their students in their post- versus their pre-assessments.



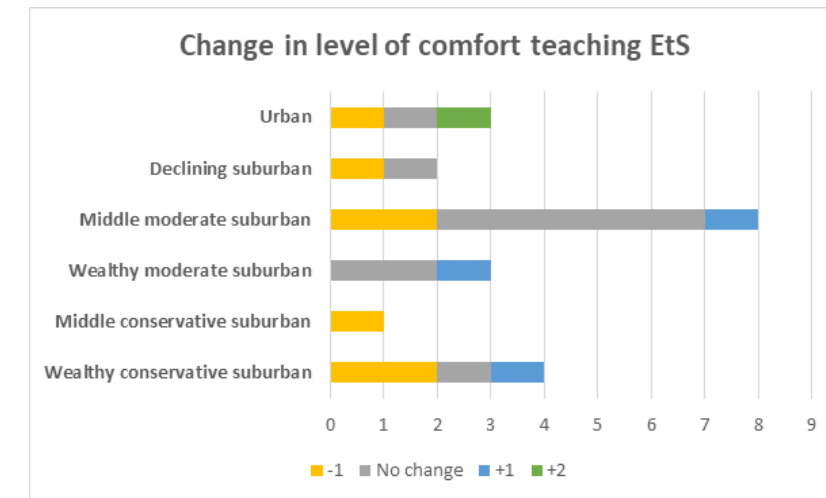
Note. n = 23. Change in level of comfort implementing EtS with students between pre- and post-assessments

When examining their post-assessment by type of school district educators are teaching in, only two respondents (9%) indicated discomfort at the thought of implementing EtS in their classroom, four respondents (17%) were neutral, and seventeen respondents (74%) indicated that they felt comfortable or very comfortable with the idea, a significant majority of participants. There were educators in all types of districts who felt comfortable implementing EtS in their classrooms.



Note. n = 23. Post-assessment frequency of level of comfort teaching EtS by type of school district

When we examined the change in comfort level by school district type, all district types except wealthy, moderate suburban included educators whose responses moved in a negative direction.



Note. n = 23. Change in level of comfort teaching EtS between pre- and post-assessment by school district type.

A number of factors could influence educator's level of comfort implementing a new program, including personality, number of years teaching, number of years in their building, and their familiarity with their school community. Collecting more of this data about program participants as part of their pre-assessments or in-take forms might help to understand if some of these factors might be influencing educator level of comfort implementing EtS with students.

RECOMMENDATIONS: Level of Comfort Implementing Erase the Space with Students

Collect additional information on intake forms/pre-assessments to enhance future program evaluation

- » We recommend asking participants for additional information on intake forms/pre-assessments including number of years teaching, number of years at their current building, and which school district in central Ohio they live in. As CVCA continues with additional cohorts, this additional information may be helpful in future analyses.
- » Beyond these individual factors that could influence educators' decisions, local politics and recent attacks on Critical Race Theory and DEI in schools has clearly influenced how CVCA participants feel about implementing EtS in the future based on the focus group findings. One focus group participant summarized this influence succinctly:

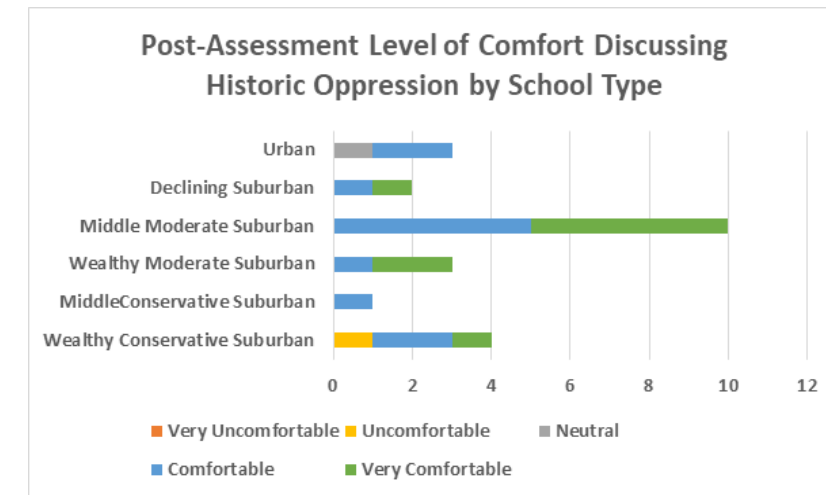
My attitude about this in August and September, and then watching the way that... our parents in our community have definitely drunk some of the Kool-Aid on... anti-anti-racism... now we're fighting against a culture that has... called it crucial race theory, right, and said, 'ooh, that's bad!' and 'you can't teach my white kids about that!' And so, even my own attitude about what I need, what I feel, and what I feel I can do, has, has really gotten complicated over the course of just the school year that we've all been through... It's almost like Erase the Space couldn't have possibly kept up all the way with what they year has been to anticipate the needs that we are likely to face as we go into next year in a kinda shifted landscape.

Create a CVCA course specifically tailored for administrators

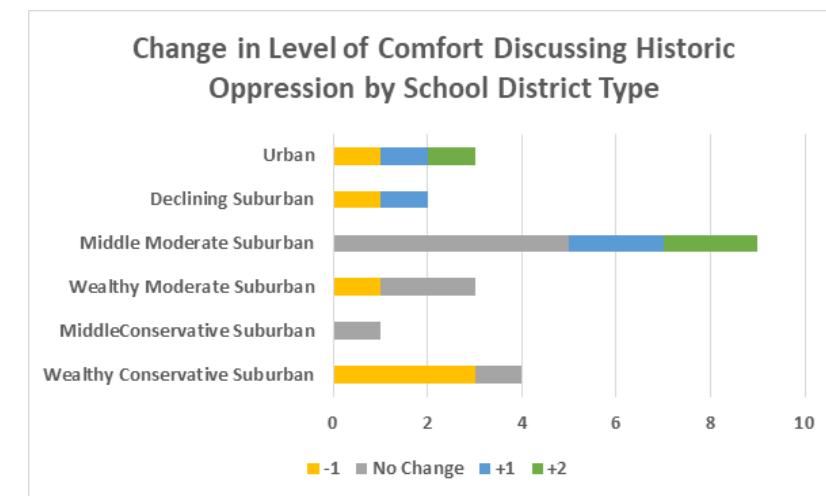
- » Participants mentioned more than once the importance of administrator buy-in, and true buy-in that is not superficial. Many educators were unsure whether their administration and colleagues would support a program like EtS. The current political climate, which numerous focus group participants referred to as divisive, is likely influencing their perceptions and level of trust for their administrators and colleagues.
- » If possible, think about ways to incentivize administrator participation.

Level of Comfort Discussing Historic Oppression

CVCA participants expressed comfort with the idea of discussing historic oppression in their classrooms. In their post-assessments, all but two (91%) respondents reported feeling comfortable or very comfortable with this idea. However, three out of four respondents (75%) from wealthy conservative school districts reported a one degree decrease in their level of comfort teaching about historic oppression between their pre- and post-assessment responses. It is likely that the current political climate may also be impacting how teachers felt about discussing this topic with students.



Note. n=23. Post-assessment distribution of level of comfort discussing historic oppression by school type



Note. n=23. Change in level of comfort discussing historic oppression by school district type between pre- and post-assessment.

RECOMMENDATIONS:

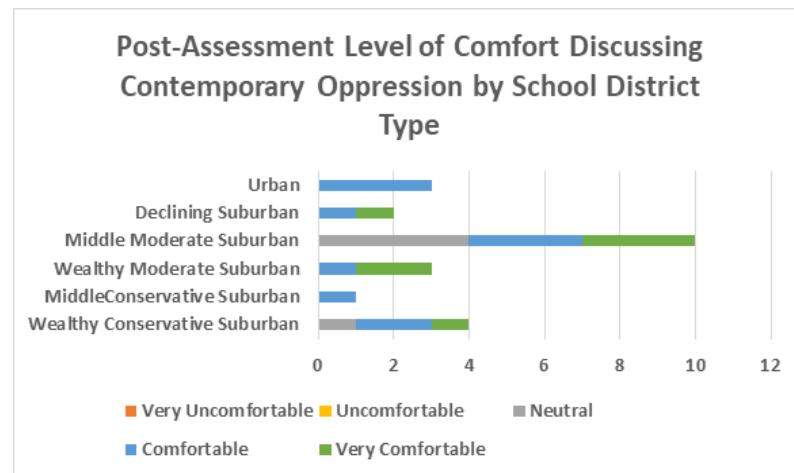
Level of Comfort Discussing Historic Oppression with Students

- » The recommendations listed in the section “understanding white supremacy and concentrated poverty” apply to this section as well.

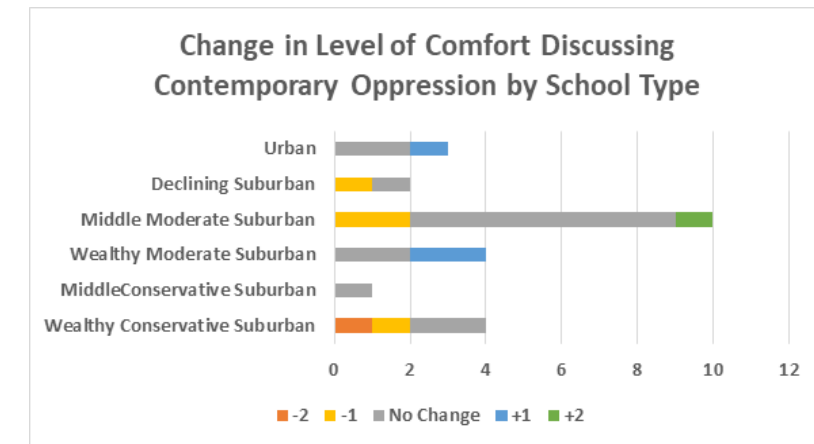
Level of Comfort Discussing Contemporary Oppression with Students

All but five participants (78%) expressed some level of comfort discussing contemporary oppression with their students. The remaining five participants (22%) indicated they felt neutral about discussing this topic with students. Fourteen individuals (61%) indicated no change in level of comfort between their pre- and post-assessment and four participants (17%) indicated a positive change in their level of comfort, with one participant's (4%) level of comfort increasing by two degrees. The remaining five participants (22%) felt less comfortable with this idea in their post- compared to their pre-assessment responses, with one individual (4%) decreasing their level of comfort by two degrees.

Theoretically, the CVCA program should help educators feel more comfortable about implementing EtS and discussing historic and contemporary oppression. As noted above, in the focus groups, educators pointed to the shifting political climate as a cause of anxiety regarding how this work will be received. It is likely that those anxieties, along with the individual factors mentioned in the analysis of the previous question, influenced these responses. However, there is no cause for concern because even though some participants indicated a decrease in comfort, not one participant indicated on their post-assessment that they would feel uncomfortable discussing contemporary oppression with their students⁴.



Note. n=23. Post-assessment distribution of level of comfort discussing contemporary oppression by school district type.



Note. n=23. Change in level of comfort discussing contemporary oppression by school district type between pre- and post-assessments.

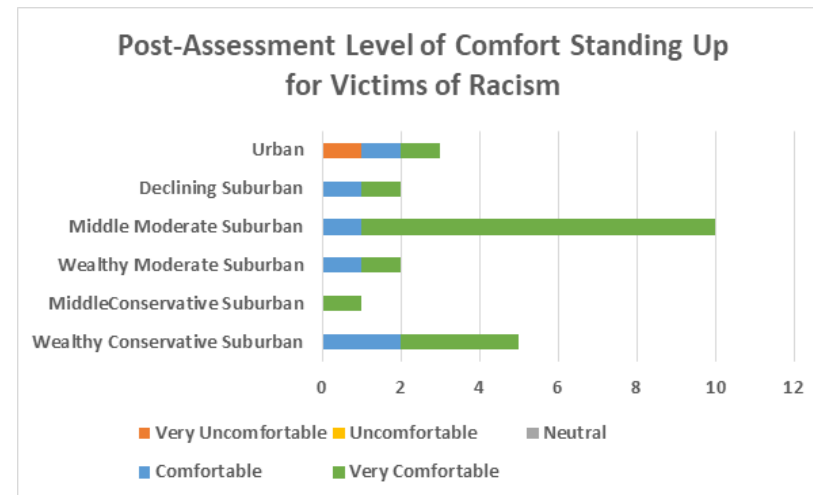
RECOMMENDATIONS: Level of Comfort Discussing Contemporary Oppression with Students

- » The recommendations for the sections “understanding white supremacy and concentrated poverty” and “likelihood of disparate treatment also apply to this section.

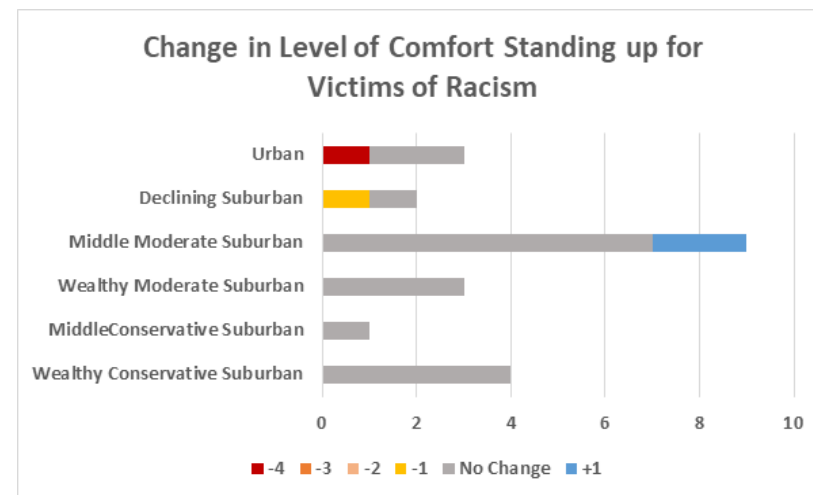
⁴ The recommendations listed in the sections understanding white supremacy and concentrated poverty and likelihood of disparate treatment also apply to this section.

Level of Comfort Standing Up for a Victim of Racism

CVCA participants were asked about their level of comfort standing up for victims of racism. All but one respondent indicated comfort standing up for victims of racism. The one individual who expressed discomfort displayed a four degree decrease in their level of comfort between their pre- and post-assessment response. This individual is an outlier compared to the rest of the cohort.



Note. n=23. Post-assessment distribution of level of comfort standing up for victims of racism by school district type.



Note. n=23 Change in level of comfort standing up for victims of racism between pre- and post-assessment by school district type.

RECOMMENDATIONS:

Comfort Standing up for Victims of Racism

- » The recommendations for the section likelihood of disparate treatment also apply to this section.

Level of Comfort Discussing Racism with Family

Participants were also asked their level of comfort discussing racism with their families. All participants indicated comfort discussing these topics with family in both the pre- and post-assessment. Only three individuals (13%) indicated a change in their level of comfort between their pre- and post-assessment responses with two exhibiting a one degree decrease from “uncomfortable” to “very uncomfortable,” and one exhibiting a one degree increase in their level of comfort from “comfortable” to “very comfortable.”

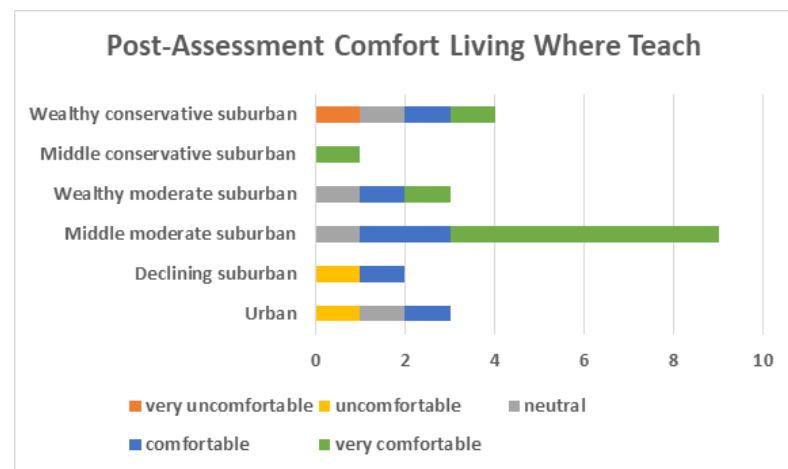
RECOMMENDATION:

Level of Comfort Discussing Racism with Family

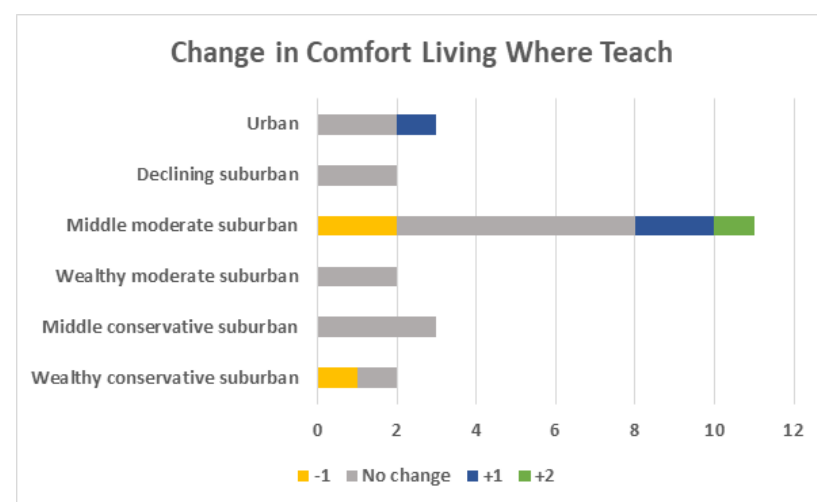
- » This question may not be as relevant to EtS program success as others. This question should be considered for deletion from future assessments.

Level of Comfort Living Where Teach

The vast majority of participants (96%) indicated comfort living in the community where they teach in their post assessments, with only one individual (4%) indicating discomfort (from a wealthy conservative district) and four individuals (wealthy conservative suburban, wealthy moderate conservative, middle moderate suburban, and urban) indicating neutrality on this question. The remaining fifteen respondents indicated they would be comfortable (six) or very comfortable (nine) living in the community where they teach. Seven individuals (30%) indicated a change in their level of comfort living in the community where they teach between their pre- and post-assessment. Three (13%) became less comfortable (wealthy conservative suburban, middle moderate suburban, and declining suburban) and four (17%) became more comfortable (wealthy moderate suburban, middle moderate suburban, and urban).



Note. n=23 Distribution of level of comfort living where one teaches by school district type.



Note. n=23. Distribution of change in comfort living where one teaches by school district type

Additional Program Recommendations

Create post-workshop surveys for future CVCA sessions

- » We recommend that future CVCA participants be asked to fill out post-session surveys about each guest speaker's content and delivery to help EtS assess (1) which speakers are most valuable to CVCA participants and (2) the impact of each speaker's content on CVCA participants.

Create separate debrief breakout spaces for participants for color

- » This material is heavy and sometimes, particularly when the content of a session can evoke past racial trauma, participants of color may benefit from separate breakout spaces for them to process together, without white engagement. We suggest this be followed by a full group debrief.

Additional Focus Group Feedback

PROGRAM POSITIVES

The majority⁵ of attendees felt that they were aware and had some knowledge of the topics going into the program. The training provided seemed to have increased their knowledge and thus feelings of comfort engaging with these topics. A couple of participants used the term “dive deeper” and “drill down,” along with hand motions and mind-blown sound effects when talking about the material.

The training provided them the language to discuss these topics more comfortably. The vast majority of focus group participants expressed appreciation for having the terms and the knowledge to be confident in sharing the information and teaching or facilitating engagement with the concepts. This linguistic and knowledge proficiency has emboldened a few of them in more than just classroom interactions. More than a few referenced more conversation with colleagues, sometimes contentious, other times merely informative. The project has shifted their comfort zone and inspired them to do more of “the work” of anti-racism.

PROGRAM CONCERNS

Many teachers discussed how this project could be implemented as an extracurricular group rather than a base activity as part of a class. There were several reasons, such as (a) time available in an already tightly structured curriculum, (b) overlap with other classes like English/ Language Arts, and (c) internal and external community pushback. If conducted within a class, there were discussions of opt-out options, which could create logistical problems. By running the program as an extracurricular, students would need only to opt in, which many educators believed would be easier and less contentious.

Establishing the project outside of the core classroom material would allow students to direct the pace and direction of the material and discussions. There was worry that it is too easy to assume that students would know something of the topics, and thus it was essential to start “where the students are.” The club or group format would allow students to decide how deep to explore a topic or explore in manageable “bite-sized” pieces and age-appropriate formats.

5 Majority = more than half; couple = 2-3; few = 1-2

A subtheme emerged: By extracting this project from the required classroom curriculum, students would feel safer because they would be in a safer space. Teachers mentioned concerns about bullying and about student insecurities when sharing potentially sensitive experiences. They referenced being able to attract “the right sort of kids” and to avoid putting students in a place of discomfort by enforcing the project. An argument could be made that this format leaves out the very students that may need to hear the message; however, this matter was not discussed by the teachers.

RECOMMENDATION: **Additional Focus Group Feedback**

We recommend reconsideration of creating curricular material for informal EtS settings to accommodate educators who are unable or hesitant to implement EtS in their classrooms.

- » When asked about conducting the EtS program virtually again, the teachers were also concerned that the students would not feel that they were in a safe space due to a third-party effect. Parents, siblings, or anyone else within their microphone or camera range could hear what would be discussed, opening the student to emotional risk. Some participants further considered the potential recording of discussions, pictures taken, or other ways of “outing” students that could put them at risk.

We suggest creating a Facilitator Guide and provide sample exercises and assignments for future EtS educators.

- » While the CVCA participants appreciated the learning and the information provided, they did not leave the program feeling like experts. Overall, they saw themselves as facilitators and even co-learners with the students. The teachers left the workshops aware of their own topical limitations, which was reflected in others’ suggestions that some written material be provided as part of the program. They did not want a full curriculum. They suggested lists of additional reading material, conversational prompts, or activity suggestions. One participant recommended a Facilitator’s Guide, and his focus group cohort was enthusiastic at this suggestion. They want a resource that provides a curriculum that they can choose to follow either rigidly or loosely, if they so desire.

RECOMMENDATIONS DERIVED FROM FOCUS GROUPS

- » Work to make experts available to classroom exchanges, if possible
- » Hold a Slack workshop at the beginning of CVCA. Many participants reported hating Slack because it was not intuitive.
- » Provide a glossary of terms early in the process; not all educators are at the same level of knowledge coming into the program.
- » Project a glossary of emojis. One educator noted concern with using them because their meanings were not defined.
- » Providing an overview at each meeting would be beneficial. The overview presented on the evening of the focus groups (May 20, 2021) was constructive. A version of that overview as a meeting opener at each meeting could assist the participants with understanding where they are in the program and the goals of the evening. Concurrently, any deadlines or due dates for reading or activities could be included here. They want clearly defined expectations.
- » Continue to have the CVCA online. The teachers agreed that while conducting the EtS online for the students was painful, having the CVCA online was incredibly helpful. Online access, along with the lesson plan, allowed them to integrate the program with their lives, their families, and their workload much better. Here, the third-person effect was beneficial as spouses were often silent participants who enjoyed the program.
- » Have students develop an avatar rather than using their camera. There was general agreement that a virtual student exchange had many more pitfalls than advantages. This is one suggestion for an initial step of the getting-to-know-each-other process; thus, a conversation could be had without phenotypically based biases.
- » Develop activities/assignments to assist Math and Science teachers with implementation of EtS. A science teacher pointed out that these subjects are more rigid and thus challenging to build anti-racism into the necessary curriculum.
- » Have a concluding student symposium with parents, students, educators, and administrators in attendance; provides an opportunity to gauge parental support and achieve annual assessment.

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