

*Distinguished Teacher in Residence Program***Cover Sheet, Assigned Time Grant Proposal for AY 2019-20**

**TITLE OF GRANT PROPOSAL:** Cultural Proficient Educational Practices:  
Equity and Access in the Escondido Union High School District

**TO:** Dr. Pat Stall, Director, School of Education and Distinguished Teacher in Residence Program Assigned Time Grant Committee

**FROM:** Dr. Brooke Soles, Assistant Professor, Educational Administration and Leadership


**Brief description of grant proposal:**

The Escondido Union High School District and the California State University San Marcos School of Education propose to continue the implementation of Cultural Proficiency Districtwide through professional development and scholarly research. This collaboration seeks to understand what indicators, evidence, and artifacts are present to understand the District's desire to become more culturally proficient. This project hopes to assist the District and other educational leaders in North County assess their own progress towards equity, access, and inclusion. Specifically, Dr. Soles aspires to apply for the ATG DiTR grant for 2020-21 to offer this professional development and scholarly research to the other seven DiTR District partners.

***District/School Site Acknowledgement of proposal submission:***

I have read and agree to partner with the School of Education at California State University San Marcos (CSUSM) for the attached Assigned Time Grant Proposal in my school or district.

Name: Dr. April Moore, Assistant Superintendent, EUHSD

Signature 

Date: 3/26/19

X District Representative  Principal – School Site Administrator (for each site)

*Distinguished Teacher in Residence Program*

## Checklist, Assigned Time Grant Proposal for AY 2019-20

(Submit with Proposal)

**APPLICATION IS COMPLETE WITH:**

<b>Cover Sheets</b> with all required signatures	<input checked="" type="checkbox"/>
<b>Check List</b>	<input checked="" type="checkbox"/>
<b>ATG Plan Proposal</b> (to be submitted on the DTiR Assigned Time Grant Plan Proposal Template)	
<b>Description of this as a new or continued project.</b>	<input checked="" type="checkbox"/>
<b>Objectives</b> are clearly stated, measurable, aligned with standard(s), aligned with mission, and describe the population served.	<input checked="" type="checkbox"/>
<b>Procedures</b> are aligned with objectives and clearly stated.	<input checked="" type="checkbox"/>
<b>Timeline</b> is reasonable for units requested and includes evaluations at intervals.	<input checked="" type="checkbox"/>
<b>Evaluation</b> measures objectives, data collection, and analysis - yields useful.	<input checked="" type="checkbox"/>
<b>Benefits</b> are defined by outcomes for district and School of Education.	<input checked="" type="checkbox"/>
<b>Previous grant reports if applicable</b> are provided with evidence of efforts and successes.	<input checked="" type="checkbox"/>

*Distinguished Teacher in Residence Program*  
**Plan Proposal, Assigned Time Grant for AY 2019-20**

(Plan Proposal should not exceed 3 pages)

Title of Grant **Culturally Proficient Educational Practices:**  
 Proposal: Equity and Access in the Escondido Union High School District

Involved Faculty: Brooke Soles, Ed.D.

Faculty Position  
for  
Academic Year:  Full Professor  Associate Professor  Assistant Professor  FERPer

Partnering  
District(s): (1) Escondido Union High School District (confirmed) (2) Other districts (invite for 2020-21)

Proposal: <input checked="" type="checkbox"/> New Project <input type="checkbox"/> Continuing Project	Total Number of Units Requested:	3 WTUs in spring 2020
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**Signature(s):**

<i>Brooke Soles</i> March 26, 2019	N/A
<i>CSUSM Faculty Member, Signature &amp; Date</i>	

1. **Type of Project**  
 Applied Scholarship in Educational Settings  
 Conducting Research related to SOE Mission

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2. **Area of focus**  
 ELL  STEM  COMMON CORE  
 OTHER: Cultural Proficiency

3. **Proposed project.**  
*Describe and connect to the SOE Mission.*

**Purpose.** The purpose of this project is three-fold: (1) to offer Escondido Union High School District professional development regarding Cultural Proficiency; (2) to engage in Scholarly Research by studying the professional development process through a design-based methodology; and, (3) to provide all eight DiTR participating districts the opportunity to engage in professional development in 2020-21.

**Context.** Administrators and teachers from the Escondido Union High School District (EUHSD) engaged in the three-phase Cultural Proficiency Equity and Access Training in 2018 provided by Drs. Delores and Randall Lindsey through the Center for Culturally Proficient Educational Practices.

EUHSD is at the beginning stages of understanding and implementing this professional development into their school educational activities.

**SoE Mission Connection.** This project connects to the School of Education Mission through creating community through partnerships by engaging with a DiTR District, promoting and fostering social justice and educational equity by using the CP framework, and conducting purposeful research.

**Cultural Proficiency.** Cultural Proficiency (CP) refers to the policies and practices of an organization or the values and behaviors of an individual that enable that agency or person to interact effectively in a culturally diverse environment (Cross, 1989). CP is reflected in the way an organization treats its employees, its students, and the inherent community (Lindsey, 2017). The CP Framework can assist educational leaders to understand the underlying belief systems that can influence educator practice, school environments, and what students experience in order to create positive school change (Lindsey, Roberts & CampbellJones, 2013).

**Theory of Action.** *Explaining the problem:* In order to create school change, cognitive dissonance through conversations can produce a desired effect in an organization. Professional development efforts have been weak in evidencing change efforts; however, self-reflection through the process can yield positive results (Lawrence & Tatum, 1997; McDiarmid, 1990; McKenzie & Scheurich, 2004; Mintrop, 2017; Sleeter, 1992; and, Soles, 2013). *Theory of change and intervention:* In order to create a district engaged in Culturally Proficient educational practices grounded in equity in access, I posit five change and intervention stages through a five meeting professional development series: (1) creating cognitive dissonance and awareness; (2) developing a safe space for conversation, reducing fear and defensiveness while creating responsibility and personalization; (3) acknowledging depth of problem and deepen insight; (4) engaging in inquiry cycle while creating action space; and, (5) evaluating efficacy.

4. **Detailed description of the activities.**  
Provide a timeline.

*NOTE: The equivalent time commitment for 3 units is approximately 135 hours and for 6 units 270 hours.*

**Procedures**

Activity	Objective
Cultural Proficiency Professional Development Sessions	To continue Cultural Proficiency implementation throughout EUHSD
Scholarly Research	To examine how EUHSD is implementing its Cultural Proficiency educational practices

**Previous Grant Reports**

This is the my first DiTR ATG grant proposal submission, thus, no previous grant reports exist.

**Timeline**

Month 2019-20	Activity	Hours 135 total	Evaluation
August	Draft and submit IRB (surveys, observation protocols, PD delivery items)	15	IRB approval letter
September-October	Meet with Dr. Moore to refine PD activities, goals, and objectives for project; attend District meetings to establish project	5	Emails as follow up to next steps post-meetings; Produce list of meetings attended; distribution of invitation to participate
November	1 PD session (awareness); data collection & analysis	15	PD delivery; PD participant survey & results; observation protocols
December	1 PD session (safe space); data collection & analysis; District feedback	15	PD delivery; PD participant survey & results; observation protocols; District feedback survey
January	1 PD session (acknowledge issues); data collection & analysis	15	PD delivery; PD participant survey & results; observation protocols
February	1 PD session (inquiry cycle); data collection & analysis	15	PD delivery; PD participant survey & results; observation protocols
March	1 PD session (efficacy); data collection & analysis; District feedback	15	PD delivery; PD participant survey & results; observation protocols; District feedback survey
April	Write findings; meet with District on efficacy and next steps	40	ATG year-end report; email from District regarding efficacy and next steps; draft journal article submission

**Evaluation.** *Measures objectives:* Objectives shall be measured through PD participant surveys, observation protocols, District feedback surveys, and the ATG year-end report. *Describes objective criteria evidence:* District and SoE shall design PD session and objectives including post-PD participant surveys and District feedback survey as formative and summative assessments. *Justification for evaluation:* These formative and summative assessments will yield useful information to the District and SoE regarding the design-based methodology to inform necessary iterations of the project or future projects. *District data/feedback indicates ATG value:* District shall design further Cultural Proficient educational practices in response to project outcomes.

- 5. **End result.** Project the anticipated outcomes.

**Benefit.** *Project outcomes meet school/district needs.* EUHSD began the Cultural Proficiency educational practices prior to this DiTR project proposal. *Outcomes benefit School of Education.* This opportunity provides Assistant Professor, Dr. Soles, to engage in Scholarly Research as required

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by the School of Education's Retention, Tenure, and Promotion Standards in order to retain high quality faculty. *All districts are invited to participate in project.* This project is the pilot for future DiTR Districts to participate.

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## Guidelines and Procedures for DTiR Assigned Time Grants

### Guidelines

- The Grant will run from May 2019 -April 2020.
- Each individual faculty member may receive a maximum of 6 assigned time units for the 2019-2020 academic year.
- Proposals should be developed cooperatively with district representatives, in narrative form, and limited to not more than two, single-spaced pages in length at a 12-point font.
- ***Please submit proposals electronically via e-mail to Karina Miastkowska, [kmiastkowska@csusm.edu](mailto:kmiastkowska@csusm.edu).***
- Incomplete proposals will not be considered.

### Procedures

1. The DTiR Committee will send out a call for proposals to all tenure-line faculty by **February 7, 2019**. The call for proposals shall include a request for submitting reports of the previous year's activities if the applicant participated during the 2018-19 academic year.
2. The proposals will be due to the Director by **April 5, 2019**.  
The DTiR Committee will review all proposals received. Selection will be based upon:
  - a. completeness of the application
  - b. viability of the project
  - c. match between units requested and depth of work proposed (committee may recommend fewer units if deemed appropriate)
  - d. the districts being served (See Consortium List, page 4)
  - e. anticipated benefits to the district(s)
3. The DTiR committee chairs will notify the Director of the SOE of the outcome on **May 1, 2019**, and the Director will announce the ATG awards on **May 6, 2019**.

## Assigned Time Year-End Report

Assigned time year-end reports should include a brief overview of how your service/project/research contributed to the Mission of the SOE/CSUSM and an evaluation of intended outcomes. **Submission of the year-end report is necessary prior to the consideration of next year's proposal.** Assigned time proposals are the sole means by which the 3 or 6 units of instructional assigned time for this purpose will be considered and granted to individual faculty members. Therefore, faculty who do not submit both a year-end report and assigned time proposal will not be considered for an ATG the following year.

Please provide a short summary of work accomplished this past year. The year-end report should be approximately one page in length and may, in addition, include any necessary attachments. Reports should include:

- **Summary of project and work completed** (This can be in a narrative or bulleted format. Please include the target population being served or targeted journal venue for research findings / article)
- **Evaluation of intended outcomes** (Evaluation can include findings from data collected from a project, letters of support from appropriate district personnel in recognition of work completed, completed manuscripts for submission to journals, etc.)

### **School of Education Mission Statement**

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community



DISTINGUISHED TEACHER  
IN RESIDENCE

Distinguished Teachers in Residence Consortium List

<i>District</i>	<i>Representative</i>
<b><u>CARLSBAD UNIFIED</u></b> 6225 El Camino Real Carlsbad, CA 92009 760.331.5002	<b>Robert Nye, Asst. Supt.</b> <a href="mailto:rnye@carlsbadusd.net">rnye@carlsbadusd.net</a> 760.331.5013
<b><u>ESCONDIDO UNION</u></b> 2310 Aldergrove Ave Escondido, CA 92029 760.432.2110	<b>Leila Sackfield, Deputy Supt.</b> <a href="mailto:lsackfield@eusd.org">lsackfield@eusd.org</a> 760.432.2112
<b><u>ESCONDIDO UNION HIGH</u></b> 302 N Midway Dr Escondido, CA 92027 760.291.3201	<b>Charan Kirpalani, Director HR</b> <a href="mailto:ckirpalani@euhsd.org">ckirpalani@euhsd.org</a> 760.291.3280
<b><u>OCEANSIDE UNIFIED</u></b> 2111 Mission Ave Oceanside, CA 92058 760.966.4006	<b>Todd McAteer, Director of HR</b> <a href="mailto:tmcateer@oside.us">tmcateer@oside.us</a> 760.966.4001
<b><u>POWAY UNIFIED</u></b> 15250 Avenue of Science San Diego, CA 92128 858.521.2800	<b>Sandra Huezo, Director of HR</b> <a href="mailto:shuezo@powayusd.com">shuezo@powayusd.com</a> 858.521.2762
<b><u>SAN MARCOS UNIFIED</u></b> 255 Pico Ave, Ste. 250 San Marcos, CA 92069 760.752.1294	<b>Gabriella Gomez, Director of El. Ed.</b> <a href="mailto:Gabriella.gomez@smusd.org">Gabriella.gomez@smusd.org</a> 760.752.1255
<b><u>TEMECULA VALLEY UNIFIED</u></b> 31350 Rancho Vista Road Temecula, CA 92592 951.676.2661	<b>Jodi McClay, Asst. Supt. ESS</b> <a href="mailto:jmcclay@tvusd.k12.ca.us">jmcclay@tvusd.k12.ca.us</a>
<b><u>EPIPHANY PREP CHARTER-ESCONDIDO</u></b> 725 N. Escondido Blvd. Escondido, CA 92025 760.280.0028	<b>Jose Manuel Villarreal, Vice President</b> <a href="mailto:jvillarreal@epiphanyprep.org">jvillarreal@epiphanyprep.org</a> 619.677.2180