Culturally Affirming Climate Survey

Pilot School/Organization Recruitment Packet

You are receiving this packet because through previous partnership or conversation, Village of Wisdom (VOW) has identified your school, district, charter management organization, or state as having the potential to lead groundbreaking work in racial equity efforts. In this document we describe:
1. The Culturally Affirming Climate Survey (CACS) and its capacity to assess important aspects of your school's climate from the student perspective
2. How the CACS can inform change efforts
3. What the CACS pilot process entails
4. The benefits and costs (e.g., staff time, incentives, resources required) of getting involved with the CACS pilot process
5. Next steps for beginning the pilot process.

What is the Culturally Affirming Climate Survey?

The purpose of the CACS is to extract the racialized experiences of youth in school to highlight opportunities to mitigate issues of racial bias and discrimination. In previous work the CACS has been used to identify strategies to improve student well-being, belonging, and engagement.

Six constructs are currently used to assess school climate through the CACS, including *awareness of student interests, teacher expectations, racial identity and discrimination, multicultural navigation, selective vulnerability, and promotion of social justice.*
1. *Awareness of student interests* measures youth of color's perspectives on their teacher's awareness and nurturance of their interests, both academic and non-academic.
2. *Teacher expectations* measures students' perspectives on how teachers expect them to perform and the support teachers provide related to those expectations.
3. *Racial identity/discrimination* measures students' perspectives on whether the classroom environment is culturally affirming and whether they experience subtle or overt forms of racism and discrimination.
4. *Multicultural navigation* measures students' perspectives of learning about other non-White cultures that they often share experiences with as people of color given that schools are not just Black and White.
5. *Selective trust* measures students' perspectives on whether they trust their classroom teachers and whether there are other adults in their schools who they trust.
6. *Promotion of social justice* measures students' perspectives of teachers' openness about inequalities and injustice and efforts to promote equity and fairness as it relates to marginalized identities (e.g., race, socioeconomic status).

[Click here](#) to learn more about the Black Genius framework that guides each of these constructs. See Appendix A for an example of the CACS survey.

What is a survey pilot and why are they done?

An important part of the development of any survey is to ensure that its results are statistically relevant to other important factors, and in this case we are working to determine if the survey is correlated to discipline, special education, and academic outcomes.

So what does a participating school do?

Schools who participate would designate some time either before, during, or after the school day where students could take the CACS that will have between 20 and 40 survey items. We are asking schools to give the survey to all of their students who are in the 7th grade and higher. The survey will be available to be taken electronically, we can not administer the survey in paper form at this time. Students do not need to take the survey at the exact same time.

How will your school benefit?

Evaluation & Tool Support

This offer will include a free whole-school analysis of your racial climate (valued at $4000) using the validated CACS tool. Through this process we will give your school the opportunity to learn first-hand student perspectives regarding the racial climate of your school. This information will be aggregated, analyzed, and reported as accessible data for your school community to act on.

We will also offer your school a 90-minute training session on how to use our strengths-based individualized learning system for Black Students ([i.e., Black Genius Planning](#)). Teachers using this learning system have experienced better teacher-student-parent relationships, increased student motivation and engagement, among other positive educational and well-being outcomes for youth of color.

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Appendix A

Please rate your teachers' efforts to support your learning based on the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Does not apply
My teachers know what my favorite things to do are.	☐	☐	☐	☐	☐
My teachers make me feel like I can do better next time if I don't do well on an assignment.	☐	☐	☐	☐	☐
My classroom has a lot of images/pictures of people who look like me.	☐	☐	☐	☐	☐
I would talk to my teachers if I					