


Race, Class, and Family Engagement Policy Convening

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May 25, 2017



Today's Agenda

- Welcome
- Large group presentations
- Small group discussion
- Debrief
- Closing



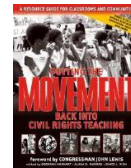
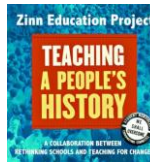
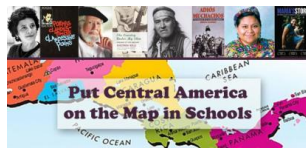
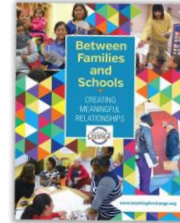
A Partner With Communities Where Children Come First



Teaching for Change

Teaching for Change provides teachers and parents with the tools to create schools where students learn to read, write, and change the world.

- Publications
- Professional Development
- Parent Power



Tellin' Stories

- Parent Organizing
- Parent Coordinator Coaching
- Signature Activities
- Professional Development
- Principal Coaching





Tellin' Stories

Signature Activities

- Story Quilting Series
- Parent-Principal Chit Chats
- Grade Level Dialogues
- Roving Readers
- Community Walk
- Welcoming Climate Walkthrough



Tellin' Stories

Impact

- Title I partner school moved from "Focus" to "Reward" classification in 5 years
- Data showed that students whose parents were very active at one school had **2-3 times growth** in reading on TRC and DIBELS reading tests compared to their peers
- Parents fought and won more than **\$45 million** in previously delayed or denied school renovation funds
- Increased student **reading levels** and higher interest in reading; parent support that led to a **HS valedictorian!**
- One school started a highly successful, equity-based **Honor Roll** program that was shaped by parents and teachers
- Parents have earned their **GED**, gotten better **jobs**, and even joined school staff
- **High teacher retention** including 100% at a Title I school

ESEA Classification

• Reward
Rising
Developing
Focus
Priority



Tellin' Stories

Tellin' Stories Family Partners Series

Goals and Outcomes:

- Learn, share, and develop strategies, tools, and approaches to effectively engage families at their schools.
- Examine how race, class, and equity impact family engagement and their own practices as educators.
- Develop projects and lessons that engage families in the classroom and curriculum in meaningful ways.
- Complete a project that addresses a barrier/challenge to family engagement at their school.
- Document the ways they have increased and deepened family engagement in their classroom and/or with students.
- Develop family engagement policy recommendations based on what they have observed in schools and learned during the series.



Tellin' Stories

Tellin' Stories Family Partners Series

Exploring racism, classism, oppression, and equity

	Individual	Cultural	Institutional
Racism	A student uses a racial slur against another student	Black and Latino students are perceived to be more aggressive by teachers and administrators	Black and Latino students are suspended at higher rates than their white peers
Classism	A teacher punishes a student for not having all of his/her school supplies; the student's family cannot afford them	Higher income parents are seen as "better" parents; lower income parents are seen as "lacking" parenting skills	Students whose families can afford expensive test prep score higher on the ACT and SAT, giving them more options for college and scholarships



Race, Class, and Family Engagement

Welcome!

- Communities for Just Schools Fund
- Institute for Educational Leadership
- DC Office of the Chief Student Advocate
- American Federation of Teachers (AFT)
- 21st Century Schools Fund
- DC Fiscal Policy Institute
- US Department of Education
- National Association for Family, School and Community Engagement (NAFSCE)
- Morris & Gwendolyn Cafritz Foundation
- George Mason University
- Flamboyan Foundation
- The Policy Equity Group
- DC Public Schools
 - Brightwood Education Campus
 - Bruce-Monroe Elementary @ Park View
 - LaSalle-Backus Education Campus
 - Powell Elementary
 - Thomson Elementary



Race, Class, and Family Engagement

Presentations

- Veronica Emerick, ELL Teacher, Thomson Elementary
- Liz Maldonado, Middle School Counselor, Brightwood Education Campus
- Carolyn Diaz, SPED Teacher, Bruce-Monroe Elementary @ Park View





Race, Class, and Family Engagement

Policy Recommendations from Teaching for Change

1. Dedicated funding, space, and resources in Title I schools to share materials, resources, and opportunities with families that include Parent/Family Engagement Centers and Parent Center Coordinators.
2. Provide family engagement professional development through a race and equity-based lens for:
 - a) teachers and support staff
 - b) principals, school administrators, and district administrators
3. Increase funding and services for interpretation, translation, and interpretation equipment to remove the burden from school-based staff.



Race, Class, and Family Engagement

Common Themes





Race, Class, and Family Engagement

Closing and Evaluation



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