Race, Class, and Family Engagement Policy Convening

TeachingforChange.org/parent-organizing
@teachingchange

May 25, 2017

Today’s Agenda

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

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
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.

Exploring racism, classism, oppression, and equity

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<tr>
<th></th>
<th>Individual</th>
<th>Cultural</th>
<th>Institutional</th>
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<tbody>
<tr>
<td>Racism</td>
<td>A student uses a racial slur against another student</td>
<td>Black and Latino students are perceived to be more aggressive by teachers and administrators</td>
<td>Black and Latino students are suspended at higher rates than their white peers</td>
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<td>Classism</td>
<td>A teacher punishes a student for not having all of his/her school supplies; the student’s family cannot afford them</td>
<td>Higher income parents are seen as “better” parents; lower income parents are seen as “lacking” parenting skills</td>
<td>Students whose families can afford expensive test prep score higher on the ACT and SAT, giving them more options for college and scholarships</td>
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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 Díaz, SPED Teacher, Bruce-Monroe Elementary @ Park View
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.

Common Themes
Race, Class, and Family Engagement

Closing and Evaluation

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