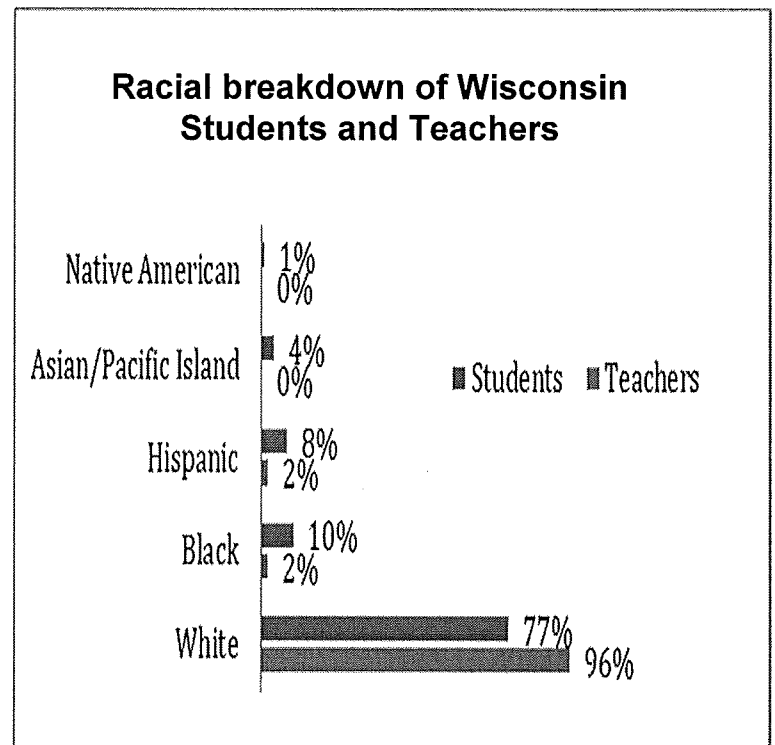


YES Issue Research: Recruiting and Retaining Teachers of Color

Why teachers of color matter

The presence of effective teachers of color can reduce the negative impact of stereotype bias on students of color, impact academic outcomes for students of color, and provide role modeling and support for students and future teachers of color.

- Researchers in Texas found an increase in teacher diversity led to an increase in passing graduation exams and a decrease in dropout rates for both African American and Hispanic students.
- Project STAR in Tennessee showed that students who had a teacher with the same ethnic or racial background, even for just one year, increased math and reading scores by 3-4%.
- A nationwide 2005 study found a student is 33% more likely to be perceived disruptive or inattentive by a teacher of a different ethnic or racial background.



Model Program: Illinois Grow Your Own Teachers Education Initiative



Grow Your Own Teachers (GYOT) in Illinois recruits future teachers who don't normally access opportunities for education and prepares them with high quality training in order to place them in schools that need them. It specifically seeks to bring teachers of color into the profession.

Participants receive forgivable loans for tuition, books, and childcare in exchange for teaching at least 5 years in their own neighborhoods. They also receive social support and mentorship.

Grow Your Own's success by the numbers:

- 16 consortia, or partnerships among community organizations, school systems, and teacher prep colleges and programs)
- 282 total participants since 2005
- 27 working as full-time teachers in 2011-12 (74% of graduates)
- 85% are people of color and many are parents and leaders in their community

YES Issue Research: Cultural Competency of Teachers

Three Action Models



Philadelphia Student Union (PSU) members at Sayre HS won the right to be involved in training their School Police Officers, and created the 1st student-led model to build communication, trust, and political understanding between students and school police in the nation. They then developed a formal partnership with the Office of School Safety to build student leadership to engage school police in two other neighborhood high schools with climate problems.

PSU Success in Numbers

- Students trained **50** school police officers
- **85%** said the workshop will have a positive impact on how they interact with young people
- **92%** agreed that the workshop will help them reduce negative stereotypes about young people



Dignity in Schools, a multi-stakeholder coalition, engaged students, parents, educators, advocates, researchers and grassroots organizers from across the country to develop a set of recommended practices for schools, districts, and

legislators. The result is *The Moral Code on Education and Dignity* that youth and adult organizing groups now use as a platform for educational reform across the country. The aim of *The Code* is to create school systems that support all young people reaching their full potential.

THE PARENT-TEACHER HOME VISIT PROJECT

The Sacramento Area Congregations Together, a grassroots organizing group, the local school district and the local teachers union joined together to form and lead a teacher parent home visit program based on a commitment to parent empowerment. The Parent Teacher Home Visit Project (PTHVP) aims to increase partnership and trust between parents and schools while also increasing teacher understanding of the families' communities. The model has now spread to the state and national level due to the positive impact on student achievement indicators.

PTHVP Success in Numbers (in past year)

- **209** participating schools in **13** states
- Trained **2,577** teachers
- Teachers conducted **13,391** home visits

What Culturally-Responsive Teaching Does

- *Responds to the needs of culturally and ethnically diverse students*
- *Strengthens relationships between students and teachers*
- *Gives ALL students equitable opportunities to learn*

Why is cultural competence important?

US Schools are more diverse than ever (1)

By 2040, there will no longer be an ethnic or racial majority in national school-aged population (2)

Culturally-responsive teaching linked to academic achievement and reduced classroom behavior problems for diverse students (3)

Current trends suggest *major differences in how students of color are treated in school, which may impact achievement*

Disciplinary patterns at schools show that African American students are disciplined (suspended, expelled, & referred) more frequently and severely than white students (4)

STUDENT SUCCESS

Training teachers to be culturally competent is *empowering for students and teachers*

Teacher training & preparation must address bias, privilege, & prejudice among teachers (5)

Culturally competent teachers relate better to students & encourage culturally & ethnically diverse students to participate more in the classroom (6)

Culturally competent lesson plans *help students succeed*

Use of culturally relevant lessons helps African American students improve achievement level by giving them an opportunity to relate their ethnicity to the subject (7, 8)

YES Issue Research: Ethnic Studies

What is ethnic studies?

Education that works with students to...

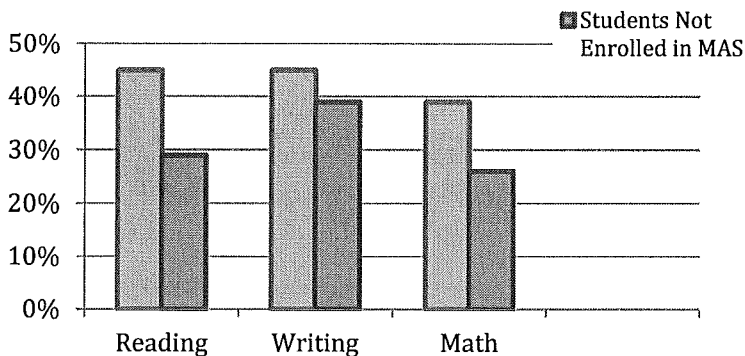
- Understand oppression and colonialism in the US, including legacies that exist today
- Examine race and racism directly, as well as social movements
- Read and learn from what their own communities have written
- Reclaim the knowledge that reflects their identity and group history

Source: Sleeter, C. (2011) *The academic and social value of ethnic studies: A research view*. National Education Association

Ethnic studies can help close the achievement gap

Impacts of the TUSD Mexican-American Studies (MAS) Program

2009 AIMS* Test Scores
(Shown in % of Students who Pass)



*AIMS is: Arizona's Instrument to Measure Standards examination.

Also, **91.4%** of students enrolled in at least one Mexican-American Studies Program graduated in 2009, compared with **85%** of students who were not.

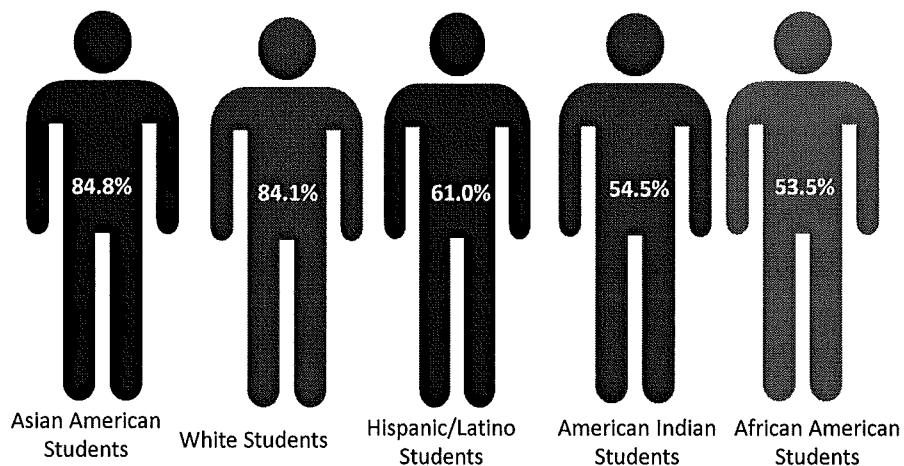
Data were sourced from:

[http://www.saveethnicstudies.org/assets/docs/proven_results/Save Ethnic Studies Data Analysis and Evaluation.pdf](http://www.saveethnicstudies.org/assets/docs/proven_results/Save_Ethnic_Studies_Data_Analysis_and_Evaluation.pdf)

Ethnic studies impacts in general

- By the time they reach high school, students of color are not only aware of a Euro-American bias in curriculum, but they can describe it in some detail, and view it as contributing to their *disengagement* (Wiggin, 2007, emphasis added).
- Although commonly described as "divisive," un-American, and teaching racial separatism and even overthrow of the U.S. government... ethnic studies curricula very intentionally include historically marginalized communities and students in a multicultural American curriculum and narrative, often supporting and developing cross-group communication. (Sleeter, 2011, emphasis added).
- Three qualitative studies with middle school students documented high levels of student engagement when literature by authors of the students' ethnic background is used (Sleeter, 2011, emphasis added).
- Bean, Valerio, Senior, and White (1999) documented the high level of engagement among racial and ethnically diverse classes of ninth graders as they read a young adult novel about a bi-racial adolescent's ethnic identity development. (Sleeter, 2011, emphasis added).

2010-2011 Madison Metropolitan School District (MMSD) Graduation Rates by Race**

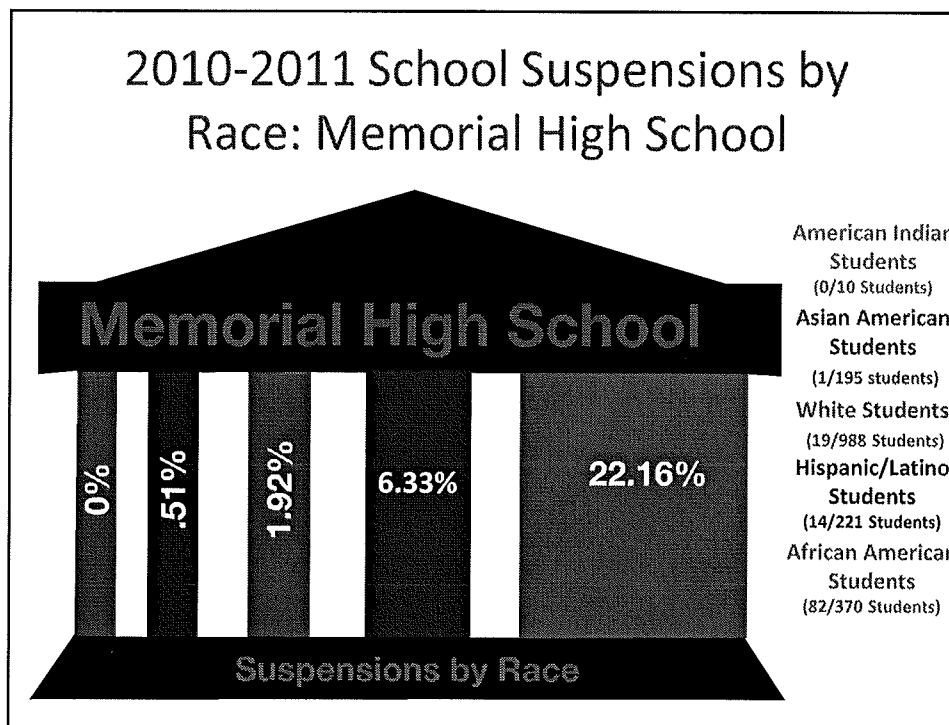
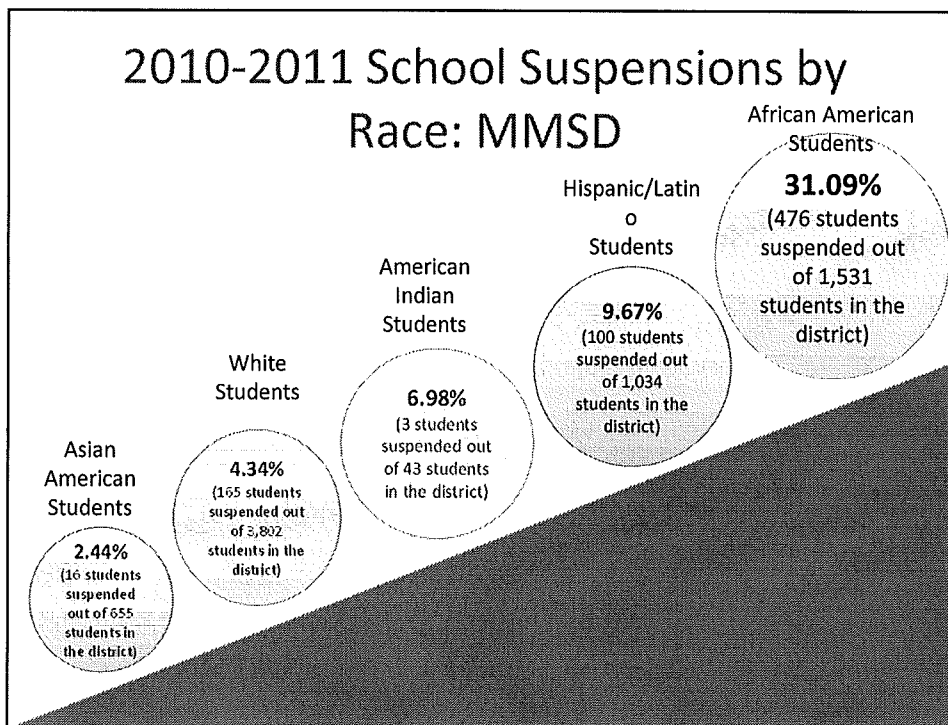


**Total Expected to Complete High School is the denominator used to calculate graduation and completion rates. For the four-year rates, this total is the count of students in the adjusted 4-year cohort for the graduating class. For the legacy rates, this total is the sum of actual high school completers, cohort dropouts, plus noncompleters who reached the maximum age associated with the right to a free public education.

2010-2011 Memorial High School Graduation Rates by Race**

- 50.6%- African American Students
- 66.7%- American Indian Students
- 72.6%- Hispanic/Latino
- 88.9%- Asian American Students
- 89.8%- White Students

**Total Expected to Complete High School is the denominator used to calculate graduation and completion rates. For the four-year rates, this total is the count of students in the adjusted 4-year cohort for the graduating class. For the legacy rates, this total is the sum of actual high school completers, cohort dropouts, plus noncompleters who reached the maximum age associated with the right to a free public education.



SW YOUTH
Southwest Youth Organizing to Unite the Neighborhood

Southwest Youth is an organization of several youth-led organizing committees across Southwest Madison. Since July of 2011, Ali Brooks, Southwest Youth Organizer, has worked with over 100 youth to build leadership, develop social justice consciousness, and organize campaigns for community change around youth issues. SW YOUTH is currently organizing around the following issues:

- The racial achievement gap and low graduation rates for students of color in Madison schools
- Increasing respect, understanding, and building relationships between youth and adults in the neighborhoods
- Bringing a youth voice to efforts to create a neighborhood house on Theresa Terrace
- Starting an odd jobs program to increase job opportunities for youth



Youth Empowering Students (YES)

YES is a group of 10 students of color from Memorial High School organizing around the racial achievement gap and racism in schools. As students of color, they are directly affected by the issue of the achievement gap, yet their voices are often not included in the public debate and decision making around this important social justice issue. YES! members use their personal stories of their experiences with race and education to highlight the main causes of and potential solutions to the achievement gap. They are currently researching solutions, building community support among parents, students, and residents, and preparing to bring their solutions to the school district. Highlights from this spring include:

- Presentation for 40 residents of Orchard Ridge United Church of Christ
- Presenting their stories and solutions to the City's Education Committee
- Holding a parent forum on the achievement gap
- Working with graduate students to research policy changes that would address the achievement gap
- Creating a video that will be used to spread their message

Meadowood Youth-Adult Relationships Project

Youth leaders from the Meadowood Neighborhood Center are working to build respect and understanding between youth and adults in the neighborhoods. The leaders are surveying youth about their experiences with adults and putting together a presentation for an upcoming panel event for neighborhood associations. They are also creating a video to help to start conversations and bridge the gap between youth and adults in the neighborhood.

Theresa Terrace Neighborhood House

SW YOUTH has helped to bring the youth voice into organizing efforts that successfully mobilized to get the city to buy a vacant duplex on Theresa Terrace to convert into a neighborhood gathering space. Youth have given spoken and written testimony at Common Council and city committees in favor of the neighborhood house.

Girls Group

SW YOUTH is working with girls from the Meadowood Neighborhood Center to take leadership around issues affecting young girls including body image, fighting, and self-esteem. The girls are initiating projects at Toki Middle School as well as the community center such as a positive body image media campaign and a girl's fashion show to celebrate all different body types.

MENS Group (collaboration with Domestic Abuse Intervention Services)

Men Encouraging Nonviolent Strength (MENS) is group of 10 young men at the Lussier Community Education Center that focuses on violence prevention, deconstructing masculinity, and training young men to be leaders around this issue. The group creates a safe and supportive space for boys to connect with male peers, expose them to a healthier sense of manhood, and talk about how traditional masculinity contributes to violence, gender inequality, and affects the health of men and women.

Teen Leadership Council

The Teen Leadership Council is a group of about 10 youth from Memorial High School that meets each week at the Lussier Center to create a safe space to talk about issues going on in their lives and build community. Topics of discussion include gender, teen pregnancy, violence, experiences at school, sexuality, relationships, college, and post graduation options.

Odd Jobs Program

SW YOUTH is starting an odd jobs program that would provide employment opportunities for youth, help residents (particularly elders) with odd jobs, and provide a way to build relationships and understanding between youth and adults.

*Past projects of SW YOUTH include a Stop the Violence project at the Wisconsin Youth and Family Center, the Meadowood Environmental Campaign and a social justice workshop for youth at Orchard Ridge United Church of Christ.

**Funding for this project comes out of a research grant partnership
between the Southwest Madison Community Organizers and
UW-Madison Professor Brian Christens.**