

WELCOME!

The Webinar will begin shortly.

Tips:

- Be sure your audio is turned on.
- When the webinar begins you will have the option of using the "chat" feature to communicate with the host and technical support.
- From the drop-down menu at the bottom right corner of your screen, be sure to click the option "all participants" for all content-related questions and/or comments.
- We will also be using polls throughout the presentation. Please get ready to participate by visiting **pollev.com/rvirtualcomm889** or texting **rvirtualcomm889** to **37607** to join.



Before we start the formal part of the webinar, let's do a quick practice poll to find out from what city, state you are joining us.

Poll #1



If you have not already done so, point your browser to **pollev.com/rvirtualcomm889** or text **rvirtualcomm889** to **37607** once to join.



Poll #1



RIDESVIRTUAL COMMUNITY WEBINAR

APRIL 4, 2019

4:00 PM PST/ 7:00 PM EST

HARVARD



GRADUATE SCHOOL
OF EDUCATION

AGENDA OVERVIEW

7:00-7:05pm: Welcome & Introductions

7:05-7:10pm: Overview of RIDES

7:10-7:15pm: Navigating the RIDES website & resources

7:15-7:45pm: Addressing the Problem of Practice

7:45-8:00pm: Questions, answers and Next Steps

8:00-8:30pm: Additional Q&A and discussion



Objectives for today's webinar:

- Provide an overview of the HGSE RIDES program
- Create an online learning community to reimagine integration, learn with and from others doing the work of equity
- Share resources and practices that can improve efforts to successfully integrate schools, educate and graduate all students
- Reflect on school discipline disparities, programs and strategies to support students' sense of belonging and academic achievement
- Build individual and collective knowledge, will and skill to be more effective in our work of educational equity and excellence

OUR VIRTUAL COMMUNITY



REQUESTED NORMS

- Stay engaged- during the webinar and over the course of the series
- Seek clarification
- Share your knowledge, resources and experience
- Experience discomfort, and stay in it
- Expect and accept non-closure
- Be willing to do the work



Essential Question:

How can we create a sense of belonging in our integrated schools for our ESL, immigrant, refugee and undocumented students?



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HARVARD



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RoLesia Holman



RIDES Webinar Manager



RIDES OVERVIEW

<http://rides.gse.harvard.edu>

The most common error when we talk about school diversity...

...is to act as if

“Desegregation” and “Integration”

are the same thing

RIDES seeks to “reimagine integration” and increase the number and quality of diverse and equitable schools by.....

- Making a clear distinction between desegregation and integration.
- Taking a systemic approach to diversity and equity.
- Offering schools and district partners coaching and support through the RIDES Institute and a customized step-by-step equity improvement cycle.
- Meeting every site where it is-- with a set of customizable diagnostic tools linked to the ABCDs.



RIDES distinguishes between desegregation (getting the bodies in the building) and true integration, that seeks these outcomes:

Academics All students have strong academic preparation, capitalizing on and connecting to students of all backgrounds, with high levels of knowledge and skills.

Belongingness All students have a strong sense and appreciation of their own culture and heritage, as well as of those of their diverse classmates.

Commitment to dismantling racism and oppression. All students understand the role that institutional racism and other forms of oppression play in our society and have the skills, vision, and courage to dismantle them.

Diversity All students appreciate and value different perspectives, thoughts, and people and have friendships and collaborative working relationships with students and adults from a variety of racial and economic backgrounds.



REIMAGINING INTEGRATION

Diverse and Equitable Schools

RIDES helps schools and districts systemically support equity...

- At the classroom level, by connecting what students and teachers do with equity- focused content and curriculum
- At the school and district level, by making sure that equity-focused classrooms are not isolated islands, but supported by structures, cultures, and policies of the school and district
- At the belief level, by ensuring that everyone has shared language and beliefs about equity and about racism, and how to dismantle it

RIDES uses the Systemic Improvement Map to guide this work and to align practices



- You cannot work on Diversity and Equity without consciously dismantling racism.
- You cannot dismantle racism without working consciously at the individual, interpersonal, institutional, and ideological levels.

RIDES RESOURCES

[ABOUT ▼](#)[RESOURCES](#)[RIDES INSTITUTE ▼](#)[FELLOWSHIP ▼](#)[EVENTS ▼](#)[BLOG](#)[CONTACT](#)

RESOURCES

[ABCDs](#)[Systemic Improvement Map](#)[1. Student](#)[2. Teacher](#)[3. Curriculum](#)[4. Family & Community Partnerships](#)[5. Culture](#)[6. Systems & Structures](#)[7. Leadership](#)

ABCDs

The desired outcomes for diverse and equitable schools can be summarized in four categories. RIDES helps schools achieve the ABCDs through coaching, as well as collecting promising practices on the Resources section of our website.

[Academics](#)

All students have strong academic preparation, capitalizing on and connecting to students of all backgrounds, with high levels of knowledge and skills.

[Belonging](#)

All students have a strong sense and appreciation of their own culture and heritage, as well as of those of their diverse classmates.

[Commitment to dismantling racism and oppression](#)

All students understand the role that institutional racism and other forms of oppression play in our society and have the skills, vision, and courage to dismantle them.

[Diversity](#)

All students appreciate and value different perspectives, thoughts, and people and have friendships and collaborative working relationships with students and adults from different racial and economic backgrounds



Problem of Practice





REIMAGINING
INTEGRATION
Diverse and Equitable Schools

RIDES RESOURCES


Safari File Edit View History Bookmarks Window Help

rid.es.gse.harvard.edu

Syllabus | T... CHANGE 2017 Harvard Libra...rvar Library Apple iCloud Facebook Twitter Wikipedia Yahoo News Popular

P Straight-A grant fun... https://www.uua.org... Quality Rubrics / Th... Preparing for Succe... www.racialequitytoo... TEDxGoldenGateED... Microsoft PowerPoi... Master Slide Deck 1... Resources | Reimagi...

ABOUT RESOURCES RIDES INSTITUTE FELLOWSHIP EVENTS BLOG CONTACT



The Systemic Improvement Map includes 7 key levers of education – Students, Teachers, Curriculum, Leadership, Family and Community Partnerships, Systems and Structures, and Culture. Click on any of these areas to see a list of research briefs, articles, case studies and examples of schools using promising practices.

[ABCDs](#)

At the heart of the RIDES project are the four essential components: Academics, Belonging, Commitment to dismantling racism, and Diversity ([A](#) [B](#) [C](#) [D](#)). When you click on these themes you can find relevant practices.

A-Academics	Enriching academics to support culturally appropriate, 21st century curriculum goals
B-Belonging	Creating healthy and inclusive learning environments
C-Commitment to dismantling racism and oppression	Supporting personal and professional commitment to interrupting systemic privilege and oppressi
D-Diversity	Embracing diversity as an asset to support accelerated, equitable achievement

In addition, RIDES provides a set of processes to accompany these tools and guide schools and systems that are ready to [start reimagining integration](#).

Please [be in touch](#) if you would like us know about other practice-related materials that you think should be shared here.



REIMAGINING INTEGRATION

Diverse and Equitable Schools



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Supporting Immigrant & Undocumented Students

January 25, 2019



Immigrant students and families across the country carry a diverse set of experiences and cultures within each of our school communities. In the past few years, we have been exposed to a barrage of xenophobic rhetoric in national public discourse, alongside alarming media coverage of abuses at the hands of Immigration and Customs Enforcement. In addition, the administration's executive orders regarding the

Blog posts by month

- February 2019 (1)
- January 2019 (3)
- November 2018 (1)
- October 2018 (2)
- July 2018 (1)

1 of 2

grants funding for research and innovation in education and research on education and



REIMAGINING INTEGRATION

Diverse and Equitable Schools

White Paper on Family & Community Partnerships

Approaches and Strategies

Approaches and Strategies:

The following list is by no means exhaustive, but contains a mix of approaches and strategies that have been used in a variety of contexts to improve the school-home partnership and involve diverse families and communities further in the education of their children.

- Reaching Out to Diverse Populations: What Can Schools Do to Foster Family-School Connections?
 - A guidebook for schools with examples, related research, and recommendations for how schools can better foster family-school connections in diverse populations.
- Culturally Responsive Parent Involvement, Sabrina Hope King, A. Lin Goodwin
 - Successful parental engagement can be critical to a child's success in the classroom. Unfortunately, too often schools have been most attuned to the needs of middle class, able bodied, English speaking families, and have neglected to develop differentiated means of engaging with diverse families. This resource includes key assumptions, common misconceptions, and strategies around the best practices for culturally responsive parental involvement in schools.
- Building Trust with Schools and Diverse Families, Cori Brewster and Jennifer Railsback (2001)
 - This article provides the context of the components of trust, culture, and family involvement, each of which are necessary to strengthen the family-school partnership

Approaches at Exemplar Sites

APPROACHES AT EXEMPLARY SITES:

In addition to the above resources, school practitioners or family and community members may find it beneficial to learn from promising practices currently taking place at a variety of exemplar sites across the country.

DCIS at Fairmont

- One example site that has developed innovative means to engage families is DCIS at Fairmont, a magnet school in Denver Public Schools. DCIS uses the following five techniques to strengthen family-school partnerships:
 1. Host regular community meetings and parent/principal coffees
 2. Resources/Meetings translated to meet needs of diverse families
 3. Other regular meetings to engage community on a variety of issues (community organizing, advocacy, fitness, literacy, etc.)
 4. School Accountability Committee (SAC): Includes 3 parent members; parent volunteers also help interview incoming staff
 5. School App: Provides two-way means of communication for parents to 1) receive important updates from the school and teachers and 2) communicate directly with school leaders regarding their child's education

Fairbanks North Star Borough School District, Fairbanks, Alaska

- 60 languages are spoken and over 10% of the district students are Alaska Native within the Fairbanks North Star Borough School District. Fairbanks employs a parent mentor program to help strengthen the relationship between the district's schools and their families. This program provides new parents a parent mentor who speaks their language and helps to orient them to the



REIMAGINING INTEGRATION

Diverse and Equitable Schools

RIDES's Systemic Focus

Systemic Focus:

Stakeholder Groups in RIDES Systemic Map	Strategies with a lens for diversity, equity and inclusion	A* B* C* D *A-academics *B-belongingness *C-commitment to dismantling racism *D-diversity
Teachers	Teaching Tolerance	A; B; C; D
Students	Courageous Conversations	B; C; D
Family and Community Partnerships	Reaching Out to Diverse Populations: What Can Schools Do to Foster Family-School Connections	A; B; C; D
Leadership	Courageous Conversations	C; D
Curriculum	Teaching Tolerance	A; B; C; D
Systems & Structures	Restructuring and Reculturing Schools to Provide Students with Multiple Pathways to College and Career	A; C



REIMAGINING INTEGRATION

Diverse and Equitable Schools

Tch TeachingChannel

Videos Topics Community

 **Series: Internationals Network Deeper Learning**



CURRENTLY PLAYING
Deeper Learning for English Language Learners



Deeper Learning for English Language Learners

Lesson Objective: Scaffold Deeper Learning for English Language Learners

Grades 9-12 / All Subjects / PBL

**DEEPER
LEARNING**
VIDEO SERIES

Poll #2

What is your experience, if any, working with ESL, refugee, immigrant, and/or undocumented students and families?



If you have not already done so, point your browser
to **pollev.com/rvirtualcomm889**
or text **rvirtualcomm889** to **37607** once to join.

Poll #2

What is your experience working with
ELL, Immigrant, Refugee and/or
undocumented students?



Stephany Cuevas, Ed.D
Postdoctoral Scholar & Researcher in Leadership Policy and Organization
Vanderbilt University

Poll #3

In thinking about your future work with these populations, what would you like to learn to strengthen your practice?



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Session Overview

- Terminology and context
- Reframing our understanding
- What does it mean to be an ally?



Common Ground: Terminology

- **ESL/ ELL students:** English as a Second Language/ English Language learners: an average of 9 percent of students in U.S. public schools are ELLs; that number is closer to 14 percent in cities (National Center for Education Statistics).
- **Immigrant students:** Students who were not born in the US
 - **Refugee:** student who is outside his/her country and is unable or unwilling to return to that country because of a well-founded fear that she/he will be persecuted because of race, religion, nationality, political opinion, or membership in a particular social group.
 - **Undocumented:** students who entered the United States without inspection or overstayed their visas
 - **Unaccompanied minors:** undocumented child (under 18 years of age) who has no parent or legal guardian in the US /or no parent or legal guardian in the US is available to provide care and physical custody

Common Ground: Terminology

- **Mixed-status families:** Families where at least one family member is undocumented
- 16.6 million people living in mixed-status families (Dreby, 2015)
- Over 5 million US children reside with at least 1 unauthorized immigrant parent (Passel & Cohn, 2011)
 - Represents 8% of all US children
 - 91% of these children are U.S. Citizens

ESL/ELL Students

- Cannot communicate what they already know
- Become disengaged and discouraged when they cannot understand
- Suffer from low self-esteem
- May have parents who do not know English
- Have to work twice as hard in school to keep up with their monolingual peers



Undocumented immigrants:

- Face the threat of detention and/or deportation; “deportability”
 - Psycho-social stress/ anxiety
 - Vulnerable to workplace exploitation
- Parents’ stress and anxiety can also be passed on to their children
- Do not have permission to work
- Cannot leave the United States and return
- Cannot obtain Social Security Numbers
- Cannot obtain driver licenses in *most* states
- Are ineligible for most public benefits (including medical care and housing)
- Have challenges navigating systems



How do we create a sense of
belonging?



Reframing Our Understandings:

Politicized Funds of Knowledge

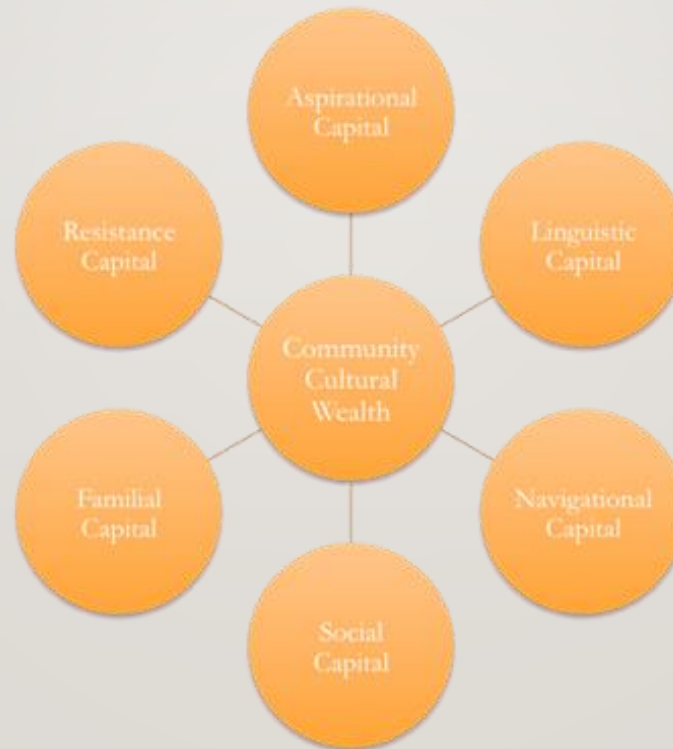
“The experiences, knowledges, and skills young people deploy and develop across learning contexts that are often not incorporated into classroom settings.”

(Gallo & Link, 2016, p.357)



Reframing Our Understandings:

Community Cultural Wealth



(Yosso, 2005)

UndocuAlly

What is your role in supporting undocumented immigrants and their families?



Knowledgeable vs. Misinformed

Advice vs. Decide

Support vs. Expertise

Human vs. Subject

UndocuAlly: Individual Level

1 Connect with Students and Families	2 Advising and Counseling	3 Create “Brave Community” (de Novais, 2016)
<ul style="list-style-type: none">• Check your privilege• Build rapport, credibility• “Keep it real” with families• Ally vs. advocate	<ul style="list-style-type: none">• Politicized funds of knowledge• Mentorship• Expand your network and knowledge base• Personal development-support agency	<ul style="list-style-type: none">• Visible support• Culturally and linguistically relevant materials• Psycho-social support• Do not pressure self-disclosure

UndocuAlly: Organizational Level

1 Environment, Personnel, and Resources	2 Organization as Resource	3 Accountability
<ul style="list-style-type: none">• Revisit institutional mission and values• Proactive vs. reactive staff• Familial engagement and partnership• Consider “action plan” for service streamlining	<ul style="list-style-type: none">• Reconsider programming and community functions• Partner with organizations• Develop service guides	<ul style="list-style-type: none">• Visible and continued support for undocumented students and parents• Ongoing professional development• Follow through and follow up (constant check-ins)

Practice Example:

Undocumented Student Program (USP) at UC Berkeley

Coding Strategy

- Green light: open to undocumented students
- Yellow light: do not specify immigration status requirements; engage in conversation
- Red light: non negotiable, firm immigration status requirements



Supporting Immigrant Families Post-Election

Immigrant Legal Resource Center

- Reassure families
- Encourage families to find out about their rights and options
- Encourage families to prepare
- Host community events (at schools, clinics, community centers)
- Make resources and information available
- Make spaces “safe spaces” from immigration enforcement



Reflection

How do we make ourselves and our institutions visible allies to different students and their families?

Poll #4

Which area(s) do you, as an ally, need to learn more about?



Poll #4

Which area(s) do you, as an ally, need to learn more about?



QUESTIONS OR COMMENTS?

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Next Steps:

- *Visit* the RIDES website and review a few of the resources introduced today
- *Select* a practice, resource or idea you heard from today's webinar and presentation, share and discuss it with students and colleagues
- ***Commit*** to a practice, behavior or action, a shift in thinking about doing this work differently...something that you will explore before the next webinar
- *Share* your action, tell us how it went and questions you have on our shared google doc [here](#). (Also, see *link in chat box.*)



Poll # 5

Webinar Feedback:

How can we create a sense of belonging in our integrated schools for our ESL, immigrant, refugee and undocumented students?

Expand our Virtual Community



- Why?** We are a community of learners, so let's learn with and from each other about RIDES and the work happening in integrated school communities all across the country.
- Who?** You, your school team, coaches, organization, all are welcome!
- What?** Topics will include RIDES's ABCDs, Problems of Practice, resources and strategies for improvement, discussion, and more.

OUR VIRTUAL COMMUNITY

For each topic, we will provide resources and then discuss examples of promising practices. The next session will be...

When? *May 9*

Problem of Practice: Discipline Disparities in integrated schools

Domains: **A**cademics, **B**elonging, **C**ommitment to Dismantling Racism, **D**iversity

Where? Anywhere you are and can get connected to the internet from a laptop, iPad, mobile phone or other device.



FUTURE WEBINAR DATES & TOPICS:

May 9	<i>Problem of Practice:</i> Discipline disparities in integrated schools
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Engaging Practices for Diverse & Equitable Schools

April 30 - May 2, 2019

Harvard Graduate School of Education, Cambridge MA



THANK YOU FOR ATTENDING!

LOOKING FORWARD TO RECONNECTING ON MAY 9



ADDITIONAL

QUESTIONS AND DISCUSSION



THANK YOU FOR ATTENDING!

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