

FOURTH ANNUAL



Ohio Family Engagement

— LEADERSHIP SUMMIT —

Setting the Table Together:

JOY and
POWER in
PARTNERSHIPS

SEPTEMBER 22,
2023

Hosted by the Ohio Statewide
Family Engagement Center



THE OHIO STATE UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT

WELCOME!

This event will start shortly. In the meantime,
visit us at OhioFamiliesEngage.osu.edu

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EQUITY HUH?

Facilitating **RACIAL EQUITY** *in*
Schools through **YOUTH VOICE!**

HUMBLY PRESENTED BY WHITNEY GHERMAN
2023 OHIO FAMILY ENGAGEMENT SUMMIT

WELCOME!

Say hello in chat! Tell us your name, organization, and what interests you have in this topic.

The purpose of this presentation is to offer a perspective on how youth voice can facilitate racial equity in schools.

Project DREAMS will serve as an example: **D**ialogues for **R**acial **E**quity, **A**dvocacy, and **M**attering in **S**chools.





LEARNING OBJECTIVES

1. Describe the values of youth voice and racial equity.
2. Generalize results of Project DREAMS to apply concepts in your school or organization.
3. Identify factors that push or pull your school or organization in the direction of a youth-led racial equity initiative.

LABOR ACKNOWLEDGMENT

Who is our work accountable to?

Who does it empower?

Who does it harm?

Who does it benefit?

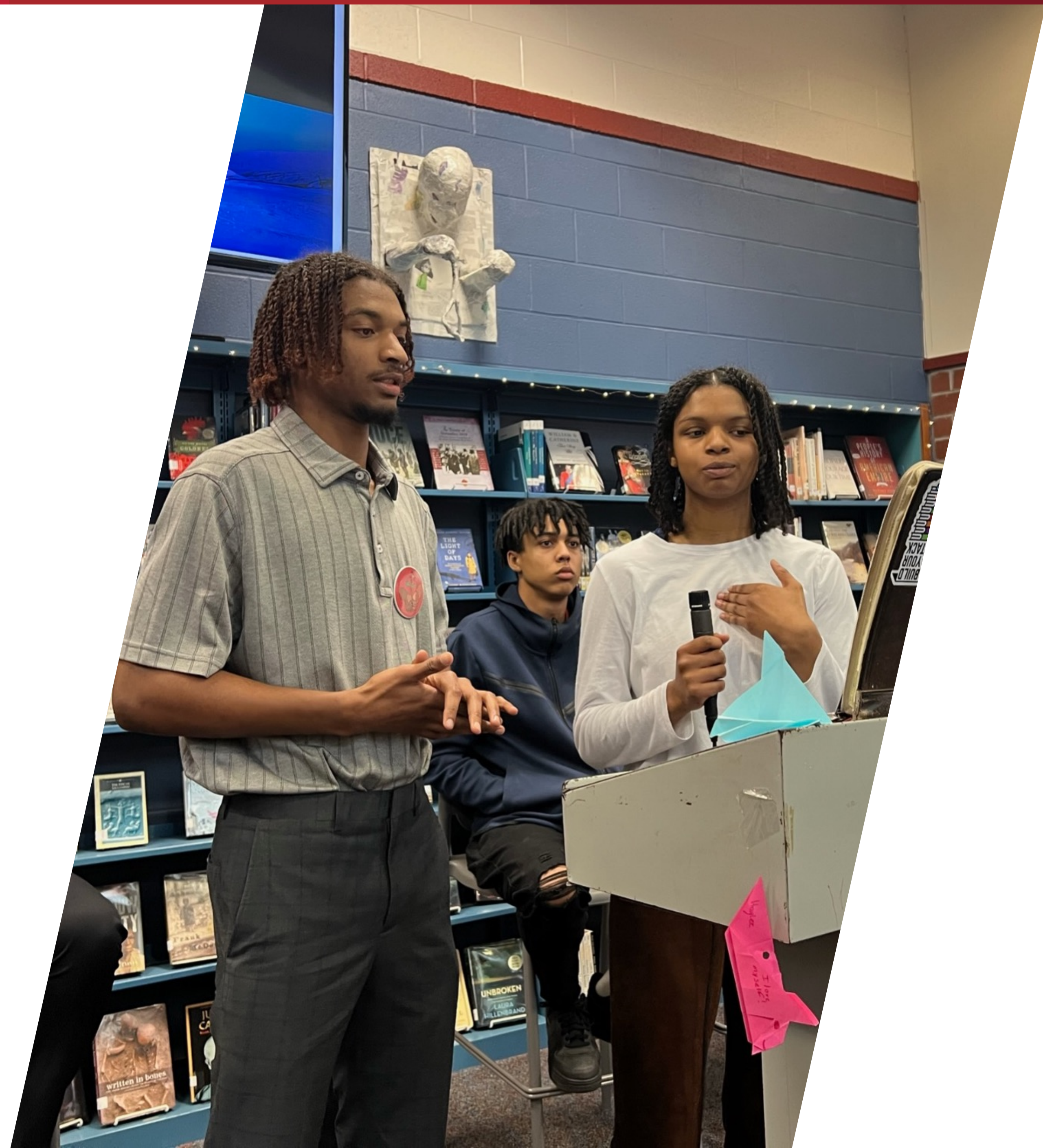
Hermann-Wilmarth, J., & Ryan, C. L. (2019). Reframing and reclaiming risk in queer literacy research. *Research in the Teaching of English*, 53 (4), 390-393.

Reese, D. (2013). Critical Indigenous literacies. In J. Larson & J. Marsh (Eds.), *The SAGE handbook of early childhood literacy* (pp. 251–263). Sage.



5 WHY'S

- 1. Positive school and student outcomes**
(Mittra, 2004)
- 2. Reduce bias and better engage all families** (Capatosto, 2015)
- 3. Improve skills, increase knowledge and enhance confidence of teachers**
(Joseph-Salisbury, 2020)
- 4. Respond more skillfully to inequities**
(CETE, 2023)
- 5. To create equitable futures for youth and the future they hope to inhabit.**





01

YOUTH VOICE

active participation, input, and perspectives of young people in decision-making processes

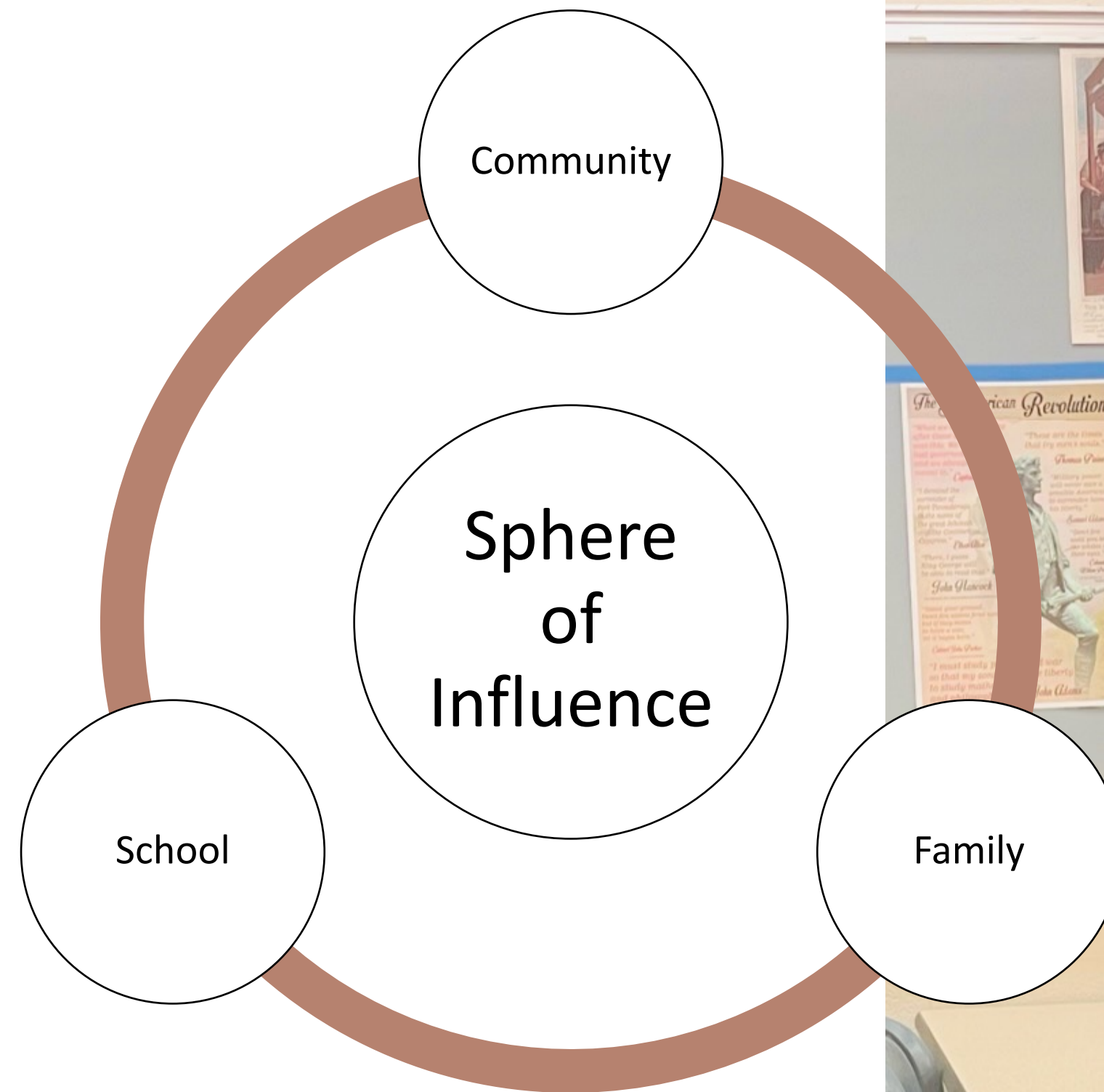


YOUTH VOICE

- Evaluates programs, policies, and practices that affect young people.
- Redefines who has the expertise to produce knowledge in our world.
- Provides skills in inquiry, evidence, and presentation building skills.
- Generates findings that provide insight into issues faced by young people.
- Promotes socio-political and psychological empowerment.

CORE BELIEF

YOUTH ARE ALREADY WHOLE



*There is a tendency in work with youth, especially youth of color, to problematically conceptualize them. **Project DREAMS** believes youth don't need our fixing – they are already whole! Our role is to critically enrich their strengths rather than replace any deficits. (Paris & Aim, 2017)*

Epstein, J. L. (2018). *School, Family, and Community Partnerships: Your Handbook for Action* (4th ed.). CORWIN.

Paris, D., & Alim, H. S. (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. New York, NY: Teachers College Press.

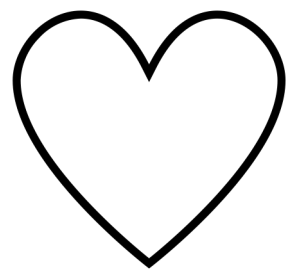


OSU Extension: Equity Day 2023

WHAT'S YOUR REACTION TO THE VIDEO?



Head – What are you thinking about?



Heart – What is something that is inspiring you?



Hands – How are you considering applying this to your school or organization?



RACIAL LITERACY

- Individuals who have this skill can discuss the implications of race and American racism in constructive ways.
- Teachers can identify barriers or inequities in the classroom.
- District leaders can make evident commitments to educational equity.
- Communities foster open-mindedness and commit to inquiry and reflection.

CALL TO ACTION PROJECT DREAMS

1. Don't stereotype Muslims. Recognize that the Islamic faith is not too different from other religions.
2. Don't ask bi-racial children who are real parents are and if we are sure that we are mixed.
3. Respect the Latinx culture and don't discriminate.
4. Adopt a strategy to include African American history and culture during Black History Month.
5. Incorporate lessons in the curriculum about the importance of Black history, even in difficult subjects like math and science.
6. Hire more Black teachers in Delaware City Schools.
7. Purchase lotion for every classroom.
8. Avoid microaggressions such as "You're pretty for a Black girl", "You talk well", and "Can I touch your hair?"
9. Educate yourself, especially if you work with youth of color.
10. See children for whom they are, not perceived as abnormal or as outsiders based on the color of their skin.
11. Be considerate of what others go through.
12. Prevent bullying through education, checking in with students, modeling correct behavior, and encouraging kids to do what they love.
13. Accept people for who they are, especially trans youth.
14. Recognize trans-people. Don't say things like "tranny", "I'll play along," or "it's just a phase."

LEARN MORE
go.osu.edu/projectdreams





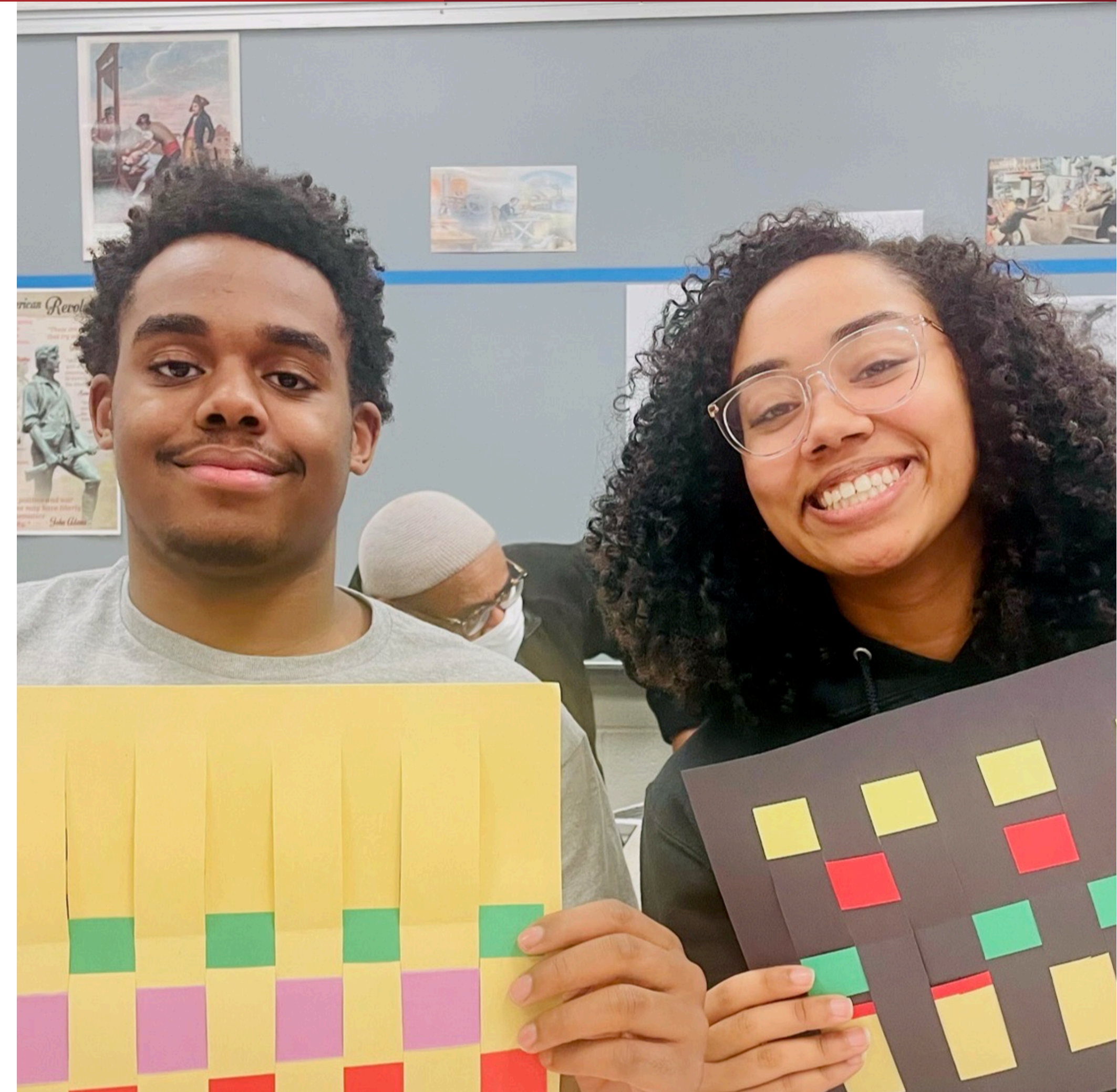
02

RACIAL EQUITY

Everyone, no matter their race,
has an equal chance to
succeed and learn.

MATTERING IN SCHOOL

1. Extravagant welcome: You belong!
2. Being seen
3. Being affirmed
4. Culture
5. Being heard
6. Self-determination
7. Focus on well-being



The path to equity requires we create new conditions in which all young experience of a sense of belonging and have access to bias-free environments.



ADVOCACY

1. **Material resources** (e.g., technology, transportation, meals, direct payments, grants, etc.)
2. **Non-material resources** (e.g., access to professional networks, partnerships, racially literate teachers, etc.)



The path to equity reorganizes institutional budgets and distributes material and non-material resources to students who have historically not had as much access.



RACIAL EQUITY SUMMARY

1

Mattering and access to a sense of belonging

- This work starts with creating bias-free classrooms, supporting racial literate teachers, and identifying inequities or barriers in the school/community environment

2

Advocacy and access to material and physical resources

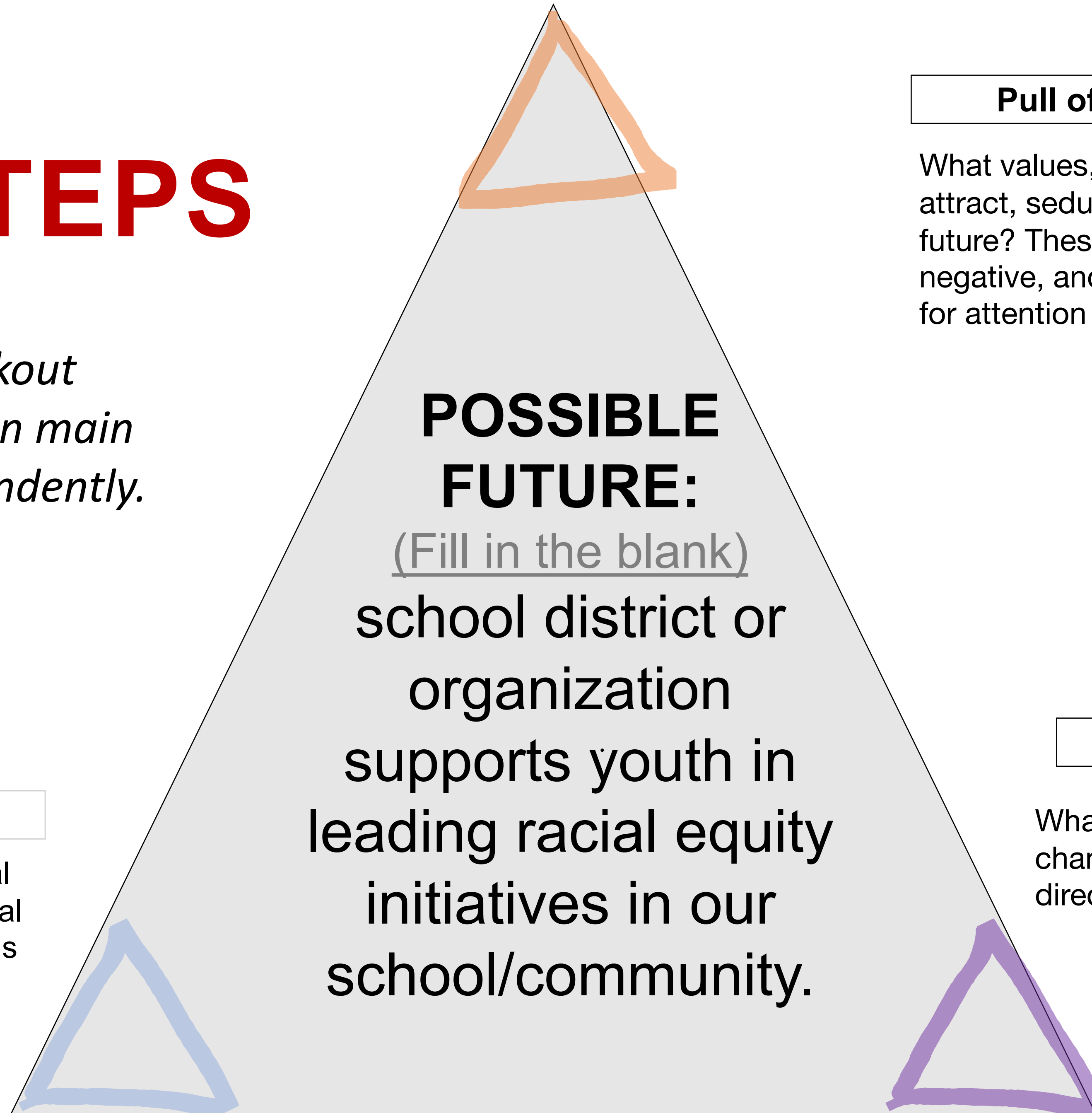
- This work starts with a commitment to action, prioritizing historically neglected groups and focusing on eliminating disparities.

NEXT STEPS

Choice: *Work in breakout room groups or stay in main room to work independently.*

WEIGHT of the PAST

What cultural characteristics, social norms, past successes, or structural barriers hold us back or advance us toward our possible future ?



Pull of the FUTURE

What values, beliefs, visions, and images attract, seduce, or pull you toward this future? These could be positive or negative, and visions can be competing for attention and sway.

Push of the PRESENT

What trends, policies, and forces drive change toward or against in the direction of your issue?

Is the future
possible?

WHAT'S PULLING YOU FORWARD?



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Pronouns: she/her/hers





THANK YOU FOR WATCHING!

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—at The Ohio State University—



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