



CULTIVATING
COMMUNITY:
STRATEGIES FOR
SUPPORTING WCASD
STUDENTS AND
DIVERSE FAMILIES

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ABOUT PEDC



Membership: 535 Individuals Representing 250 Organizations.

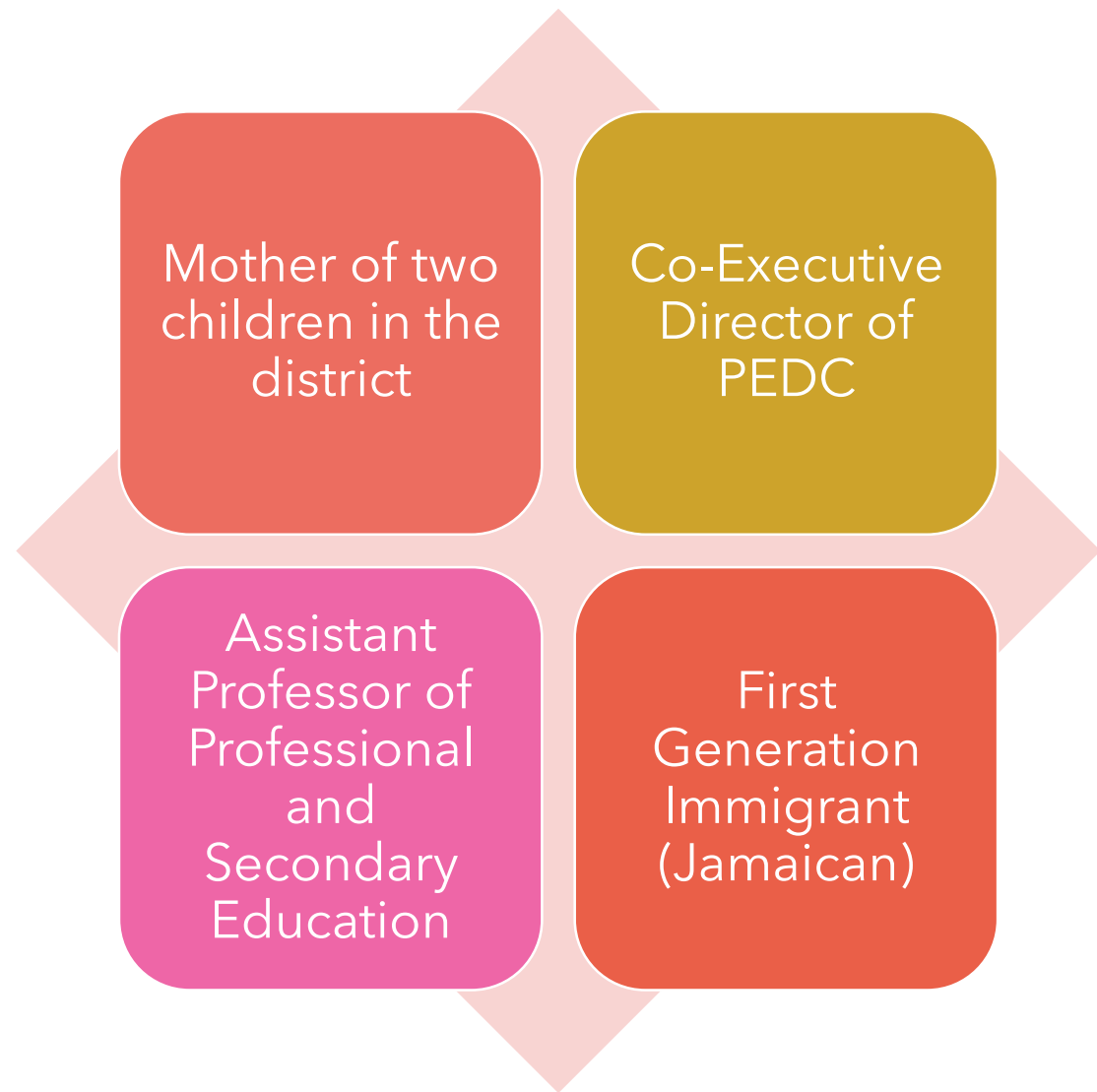


PEDC seeks to eliminate the **demographic mismatch** between educators and learners of color while ensuring that learners of **every identity** experience the benefits of a **racially, ethnically, and linguistically diverse** educator workforce.



We convene and collaborate with invested partners to advance educator diversity and the development of **culturally relevant and sustaining educators and systems** in **early childhood, K-12, postsecondary, and higher education** by increasing knowledge and skills, creating resources, and advocating for equitable education policies.





ABOUT ME

CHECK-IN

Introduce yourself and one reason you chose to attend today's workshop



Breakout Discussion: 2-
Cycles-3 Minutes Each

SESSION OBJECTIVE

Cultivate	Cultivate a supportive and inclusive environment in the WCASD community to deepen family connections and celebrate diverse voices.
Offer	Offer practical strategies to promote joy, wholeness, and healing within families and the broader school district.
Empower	Empower participants to appreciate and address the unique needs of diverse families and students, fostering empathy and understanding.
Provide	Provide tools and resources for fostering inclusivity and unity within families and across the WCASD community.
Foster	Foster meaningful dialogue and collaboration among participants, encouraging collective growth and enrichment.



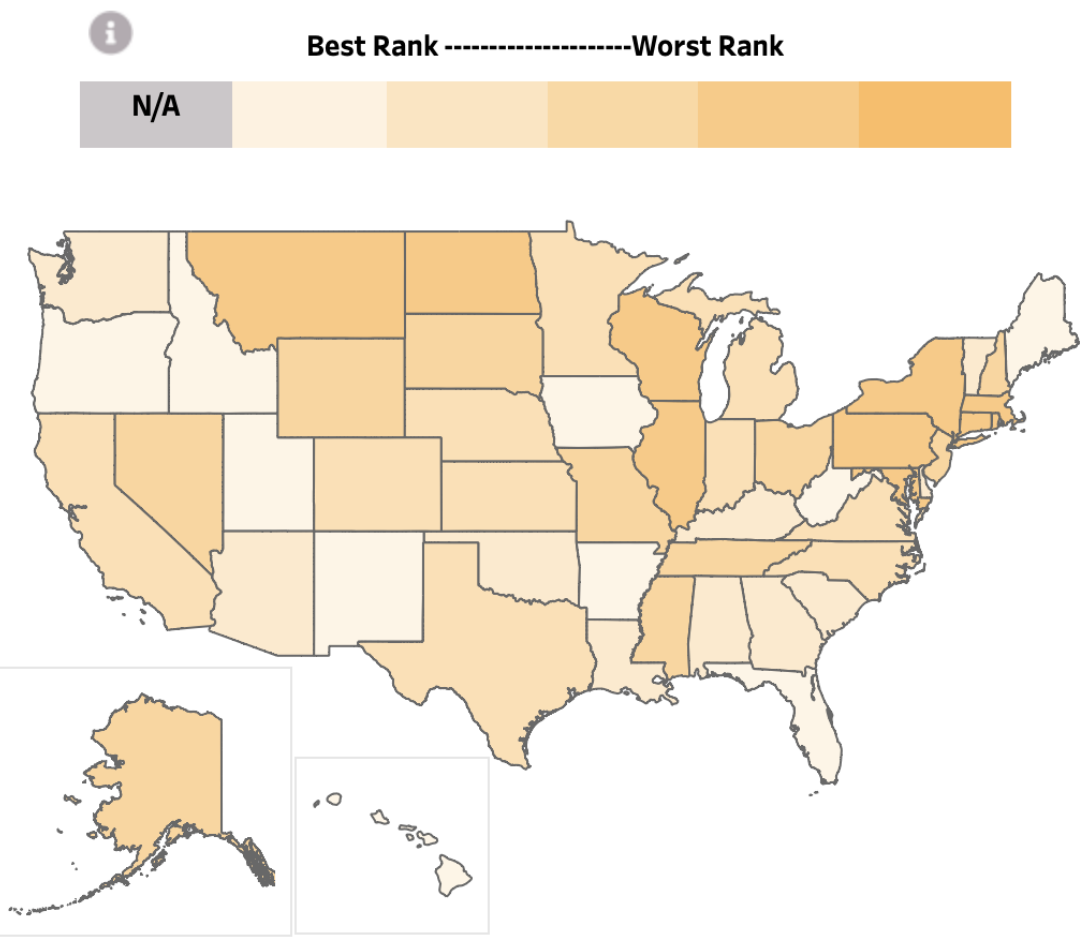
PENNSYLVANIA
DATA

Select Opportunity Indicator:
 ▶ AVERAGE OPPORTUNITY SCORE ▼

Select Student Group:
 Students Of Color/White Gap ▼

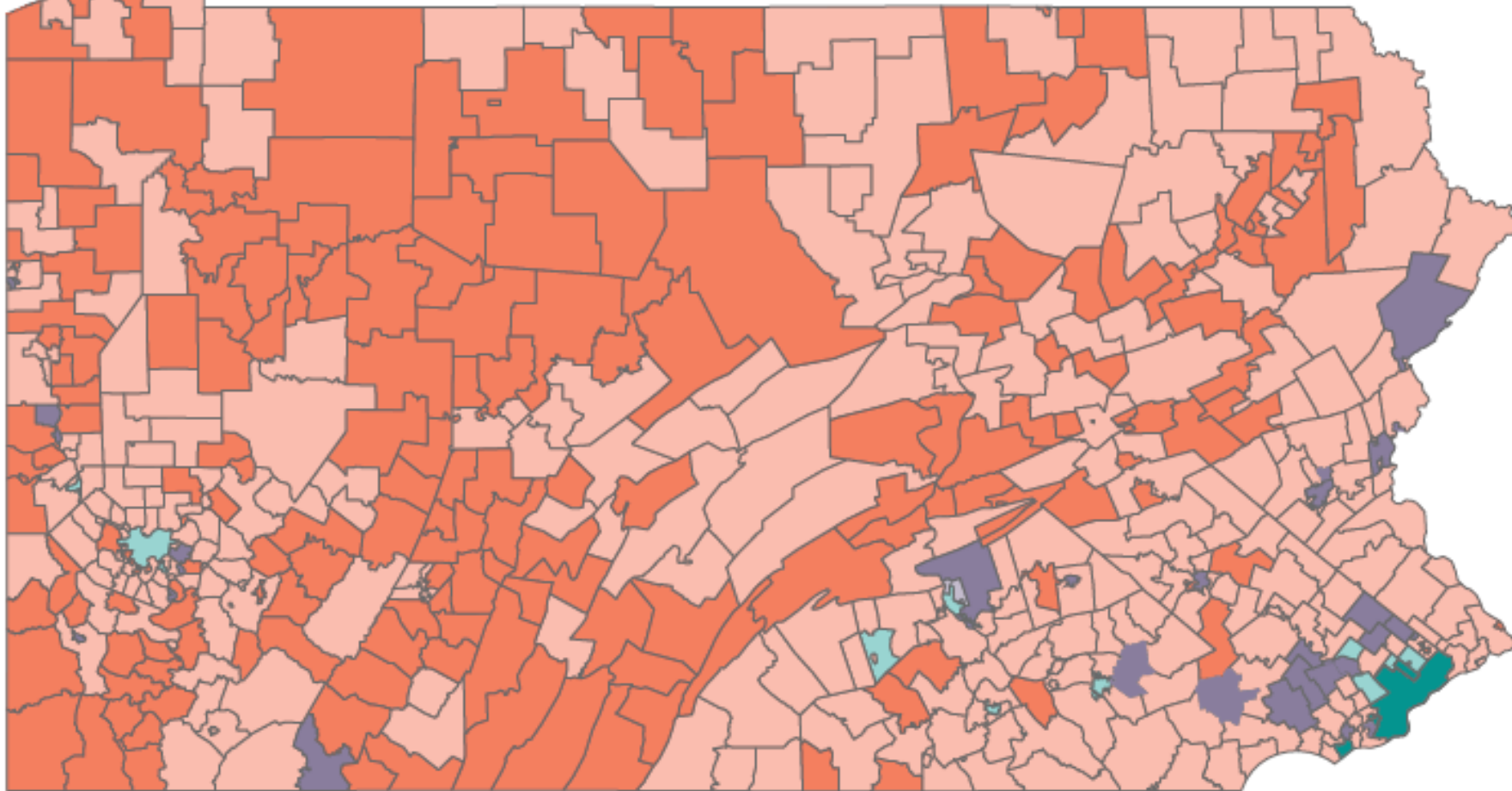
[Show More Filters](#)

State	Rank	0%	5%	10%
Nation	Null		●	
Pennsylvania	50			●
Connecticut	49			●
Wisconsin	48			●
Montana	47			●
North Dakota	46			●
Maryland	45			●
New York	44			●
Rhode Island	43		●	
Illinois	42		●	
Massachusetts	41		●	
Ohio	40		●	
Tennessee	39		●	
New Jersey	38		●	
Wyoming	37		●	
Missouri	36		●	
Mississippi	35		●	
South Dakota	34		●	
Nevada	33		●	
New Hampshire	32		●	
Alaska	31		●	
Indiana	30		●	



Percent in Student Group

CONCENTRATION OF TEACHERS OF COLOR BY DISTRICT IN PENNSYLVANIA, 2020-21



In 2020-21, over 1,400 Pennsylvania schools (48% of all schools) and 178 entire school districts (36% of all districts) employed zero teachers of color.

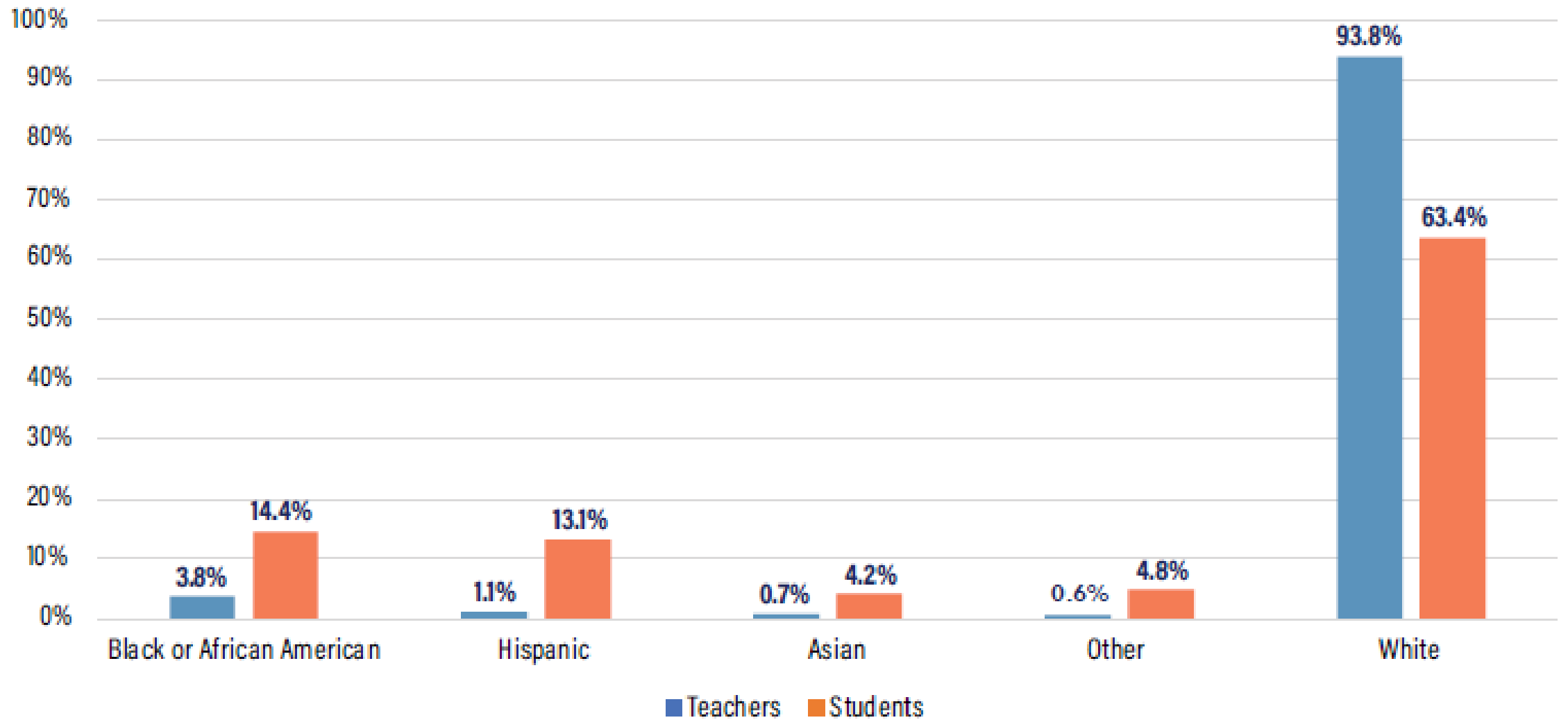
There are 109,102 students of color and 521,442 White students enrolled in PA schools that have zero teachers of color:

■ Districts with No Teachers of Color
 ■ >0%-5%
 ■ >5%-10%
 ■ >10%-20%
 ■ >20% Teachers of Color

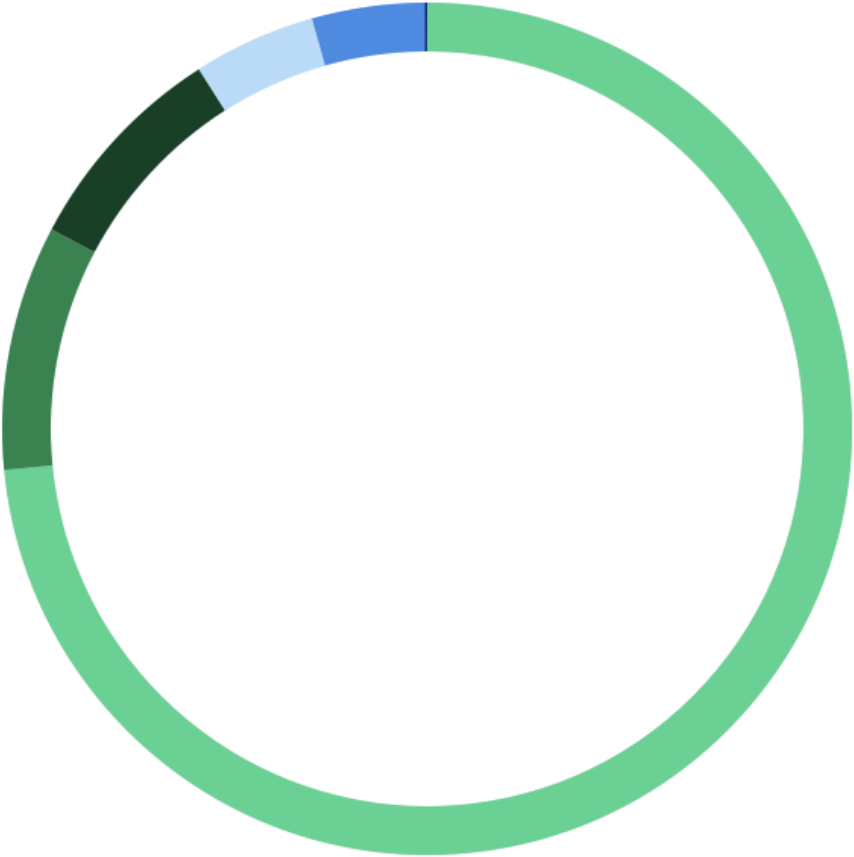
PENNSYLVANIA SCHOOLS AND SCHOOL DISTRICTS BY PERCENTAGE OF TEACHERS OF COLOR, 2020-21

Group	0	>0%-5%	>5%-10%	>10%-20%	>20%
Percent of School Districts	36%	56%	5%	2%	1%
Percent of Schools	48%	26%	10%	6%	10%

STUDENT AND TEACHER RACE/ETHNICITY IN PENNSYLVANIA, 2020-21

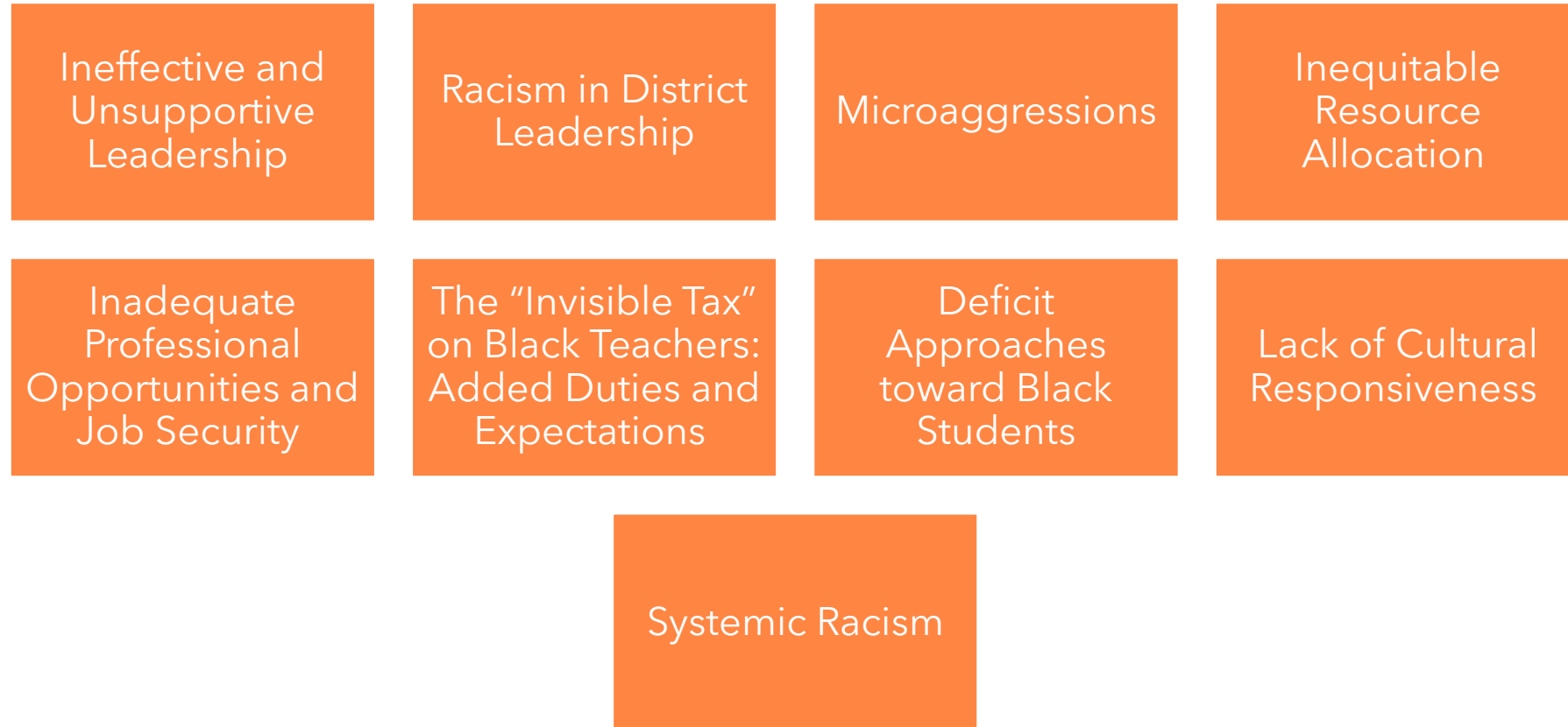


Enrollment by Diversity



- **73.5%** White
- **9.3%** Hispanic/Latino
- **8.2%** Asian or Asian Pacific Islander
- **4.7%** Black or African American
- **4.2%** Two or more races
- **0.1%** Native Hawaiian or Other Pacific Islander
- **0.1%** American Indian or Alaska Native

"WORN & WEARY" BLACK TEACHERS' STORIED
EXPERIENCES AND RECOMMENDATIONS AROUND THEIR
ATTRITION AND RETENTION IN PHILADELPHIA
SCHOOLS



BREAKOUT CONVERSATION QUESTIONS

Reflect on	Reflect on your initial impressions upon reviewing the presented data.
Pose	Pose inquiries regarding the data you've encountered, expressing any questions or uncertainties that arise.
Consider	Consider the potential implications of the data for both you and your child within the WCASD, contemplating how it may influence your experiences within the district.
Brainstorm	Brainstorm potential strategies and initiatives the district could implement to address various data points, fostering constructive solutions and improvements.

CHALLENGES
FOR S.O.C
IN SCHOOL





"UNEARTHING JOY"
IN WCASD
SCHOOLS

DEFINING JOY

- More than celebration and happiness, but also as wellness, beauty, healing, and justice for oneself and across humanity.
- “ It is as a sustained effort to recognize and honor the beauty of and within the Earth. To the ancestors, joy was art and aesthetics. It was teaching our children to name the beauty within themselves and within humanity. Joy meant coming together for advocacy and problem solving to make the world better. Joy was wellness, healing, and justice. The ancestors needed joy then, and we all need it now.”



5 PURSUITS

Identity

Skills

Intellect

Criticality

Joy

FRAMING THE CONVERSATION



WCASD STUDENTS



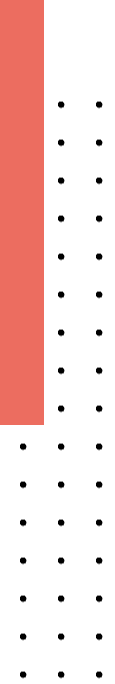
What does joy mean for you as a student at your school?



What are some obstacles to your joy as a student?



How can your school/district help to support your joy as a student?



CONVERSATION QUESTIONS

How is your heart? How are you feeling today? What emotions are you feeling? How do you see yourself recognized in our school and classroom? How do you feel about yourself? How are you learning more about yourself and who you wish to be? (P. 154)

Why do you think there is so much resistance to education rooted in Black histories or histories of people of color? (P. 90)

In what ways are the five pursuits of Identity, Skills, Intellect, Criticality, and Joy? What are your experiences with beliefs about them?

How can the WCASD help me and my child foster joy in learning and enhance their overall schooling experience?

CHECK OUT

One idea that resonated with you from today's workshop?

