

ESSA Training Kit

Public Money for Public Schooling

Lesson 3

This kit is the second in a set of four developed from the Annual IDRA La Semana del Niño Parent Institute in 2017 for use in training and technical assistance for school districts to strengthen family engagement.

The third kit is based on a presentation on the importance of using public money for public schools.



Welcome and Introduction

Describe goals for the session. Have participants introduce themselves and state one thing they hope to learn more about.



Think-Pair-Share

Ask: **Why are our neighborhood public schools important?**

Have participants discuss in pairs. Report out highlights and point out commonalities.



Video 1

If you are focusing on Texas schools, show the video **Unfair Funding – A Brief Tale** (3:478 min). Invite participants to share their feedback and ask questions.



PowerPoint

Show the PowerPoint: **Public Money for Public Schooling – Vouchers Take Away Money... and Don't Help Students**. Pause at intervals for discussion and input. Stress key points, like: Diverting public money for private schools and subsidies for the rich takes money away from our communities resulting in higher taxes for homeowners and businesses. More importantly, private school vouchers, education savings accounts (ESAs), charter schools and related schemes are based on life-raft thinking: "saving" a few students while harming the children left behind. They also tend to further segregate students and do not result in improved learning.



Video 1

Show an excerpt from the **video interview of Diana Herrera, Jesusita Rios and Velma Ybarra** at the 2017 IDRA La Semana del Niño Parent Institute (2:32:24 min to 2:33:32).

Materials for this kit are online at: <https://budurl.me/2-IDRAedCAFE>



Small Groups

Hand out copies of **Vouchers & Neo Vouchers Definitions** (or show it on the screen). Point out that the word “voucher” does not appear in the ESSA law, since most Americans do not support vouchers. Instead, policies and budgets at the federal and state levels use other terms, like tax credit scholarships, education savings accounts and opportunity scholarships.

Have the groups list misconceptions they’ve heard about vouchers and neo vouchers.

Then have them share the biggest misconception they’ve identified with the large group. Write each point on a sheet of chart paper on the wall. (If their idea is already listed, they can move to their second choice.)



Gallery Walk

Hand out sticky notes and markers. Have participants walk around the room and post their thoughts on each sheet of chart paper. They may choose to write questions they have, reasons they think people can be confused by the point or how they would speak about the point to clear up misconceptions.



Large Group

Read aloud from the sticky notes. Answer questions and invite participants to provide clarity and ideas.

Hand out IDRA's **factsheet: Keep the Public in Public Education**. If there is interest, outline next steps for ways participants can work together to advocate for fair funding of high-quality public schools.



Closing

Invite parents to the next session and advise them of the next Annual IDRA La Semana del Niño Parent Institute.

Learn about IDRA’s Education CAFEs – Community Action Forums for Excellence

Grounded in IDRA's Family Leadership in Education framework, an Education CAFE is a parent group that is rooted in a community-based organization, rather than in a single school. And its sole purpose is to collaborate with schools to improve the success of students in the community. With support from the W.K. Kellogg Foundation, IDRA is establishing a Texas Education CAFE Network of community-based family and educator groups that help inform public education policies and practices related to implementation of ESSA.

<https://budurl.me/2-IDRAedCAFE>

2018, Intercultural Development Research Association
Developed with assistance from Velma Ybarra.



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