

# UEP 214

**Equity and Access: The State of**

being. Everything we do should be about elevating wellness and mitigating the stresses that we can control.

3. None of us are untouched. None of us are ok. But the impacts are not equal nor are they equitable. That understanding should drive our interactions and inform our consciousness about the space we take especially those of us who benefit from unearned privilege.
4. There are no answers. We are all (including myself) listeners and learners.
- 5.

- Understand the impact of teacher training, support and evaluation on student achievement and school progress
- Analyze the role and impact of teacher's unions in Los Angeles and the nation
- Analyze the role and impact of parent and family engagement in schools and how this engagement affects student achievement
- Analyze the role and impact of charter schools for students enrolled in charters and on students enrolled in LAUSD

## **Important Education Texts:**

Podair, Jerald. 2001

**The Strike that Changed New York: Blacks, Whites and the Ocean Hill-Brownsville Crisis** New Haven Yale University Press



# *Grades*

## Assignments and Grading

Class Engagement	10%
Education Leader Biography ( <b>due 3/2</b> )	20%
Book Briefing/Book Chat ( <b>due by 3/16</b> )	20%
Public Policy Proposal Group Project (paper and presentation) ( <b>due 4/27</b> )	40%
Final Reflection Paper ( <b>due finals week</b> )	10%

The project will have three significant components. The first component will be a presentation to the class (this presentation may include additional members of the Oxy and LAUSD community). Student teams will have wide latitude in how to present their report, but my guess is that some type of power point and some narrative research summary. The second group component will a community action component. Here, group members will either present the project findings or recommendations to either LAUSD Board staff, LAUSD Board Members, a Board or Committee Meeting, City Council, County Office of Education (LACOE) and/or staff from the California Department of Education (CDE). While the presentation may contain similar information to the in-class presentation (incorporating feedback from myself and your colleagues), I expect the group to employ lobbying and presentation strategies that we will go over in class during the semester.

The final component to the project will be an individual analysis paper that will cover both the issue and a detailed reflection about the group process you participated in throughout the semester. I will expect you to incorporate new research and sources into your paper, but you should use the group's primary research as well. I will distribute a

Introduction to the practice and process of education policy  
How Questions of equity and justice are found and lost in  
the policy process

Chapter 1: City Schools and the American Dream

Chapters 1-3: Why Race and Culture Matter in Schools

Section 1: The Death and Life of the Great American  
School System

**February 23<sup>rd</sup>:**

**Policy in Action**

Determining Priorities for Educational Recovery and  
Ensuring Equitable Funding means Equitable Access to  
Recovery Resources for students who need it the most

Section One: Closing the Opportunity Gap

Chapter Three: City Schools and the American Dream

**March 2<sup>nd</sup>:**

Presentations: Education Biographies: Mapping the  
important influencers that impact the Education trajectories  
for children in Los Angeles and California

Group and Project Selection for Policy Project

**SPRING BREAK**

**(The remainder of the schedule will be determined by our Group Projects)**