

Recommendations

FROM PARENT GUIDED CONVERSATIONS

CACF

Coalition For Asian American
Children+Families

Date
APRIL 20, 2022

Choosing a School

- Expand well-resourced and inclusionary local schools to every neighborhood, especially in northern Queens and southern Brooklyn, where many AAPI populations are concentrated.
- Utilize language accessible and culturally appropriate outreach through families' preferred channels of communication to ensure that they are not only informed about the full range of school options available, but also fully understand and feel secure about the options that best meet the needs of their children.
- To broaden the ways the DOE presents "school quality," include a metric that measures schools' extracurriculars, such as the number of extracurricular offerings or the percentage of students who participate in an extracurricular activity, on every school's School Quality Snapshots page and factor this into the overall rating. This would allow families who are able to access this tool when selecting schools to more easily consider multiple factors, such as the school atmosphere and the opportunity to participate in non-academic activities.
- Disaggregate NYC School Survey data by ethnicity, home language, ELL status, ability, and socioeconomic status to identify patterns among AAPI communities that may be experiencing school culture differently.

"The school itself, when I was choosing it– to see the school and make sure my daughter didn't have a language barrier. Speaking and relating to the teachers–and them relating to my story and journey–has made for meaningful conversations. That's what's made it successful for me."

—Parent

Learning & Assessment

- Partner with CBOs to build trust in the school system and support families who may be deeply unfamiliar or uncomfortable criticizing school environments by intentionally sharing in-language school- and learning-related information of interest in a culturally responsive way. For example, the practices and benefits of mastery-based learning and grading– the fact that families believe this is a more desirable assessment system, but either do not fully understand it or do not believe public schools can offer it, when many do, is in itself telling of the gaps in communication between the DOE and the families it serves.
- Across the school system, transition to a performance-based assessment of learning, through mastery teaching and grading, which measures a student's competency based on the attainment of specific skills and content across disciplines rather than averaging arbitrary test scores and grades.
- Eliminate the use of standardized testing as the sole measure for school admissions.
- Communicate with families through multiple means, including phone calls, emails, mail, and other methods, and take into account digital literacy levels.

"I, aside from education of course, want the kid to learn skills and essential "world train" to face challenges in the real world...They are the future and we would have to look after him. They need to develop these skills."

—Parent

Family Engagement

- Educate and equip AAPI parents to approach school staff and/or the DOE with concerns, feedback, or complaints. Ensure that families, in light of aversions to voicing their opinions on schools, are informed that those who do are protected by the [Chancellor's Regulations on Anti-Discrimination and Anti-Harassment](#) (also in Spanish, Chinese, & Bangla) prohibiting retaliation against individuals.
- Center diverse AAPI experiences in all aspects of the [culturally responsive & sustaining education \(CRSE\) framework](#), including incorporating AAPI curricular materials into standard academic courses across all subjects and infusing CRSE into accountability measures.
- Allocate additional funding for schools to expand language access support to better reach limited English proficient parents and students. One program that can be particularly effective at schools with smaller AAPI populations is developing a professional pipeline by compensating parents to train and serve as language liaisons for their communities.

"Sometimes, when teachers give assignments, they do not know the home situation, while the family does not know the school situation. That's why communicating with school and home are so important. Becoming like partners is so important for the school and child."

– Parent

Needs & Concerns

- Implement the recommendations from CACF's [agenda](#) and [Mental Health and Well-being Letter](#) that address the unique needs of AAPI students.

"Because of the pandemic, a lot of children and students may have some depressive or behavioral problems so mental health services are really important. And so more should go into that and not cut out social workers."

–Parent

Read the full Parent Guided Conversations report at <https://www.cacf.org/resources/report-aapi-parent-guided-conversations-on-education>.