



# Rac(e)ing to Class: Confronting Poverty and Race in Schools and Classrooms

By H. Richard Milner IV

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## Rac(e)ing to Class: Confronting Poverty and Race in Schools and Classrooms By H. Richard Milner IV

In this incisive and practical book, H. Richard Milner IV provides educators with a crucial understanding of how to teach students of color who live in poverty. Milner looks carefully at the circumstances of these students' lives and describes how those circumstances profoundly affect their experiences within schools and classrooms. In a series of detailed chapters, Milner proposes effective practices—at district and school levels, and in individual classrooms—for school leaders and teachers who are committed to creating the best educational opportunities for these students.

Building on established literature, new research, and a number of revelatory case studies, Milner casts essential light on the experiences of students and their families living in poverty, while pointing to educational strategies that are shaped with these students' unique circumstances in mind. Milner's astute and nuanced account will fundamentally change how school leaders and teachers think about race and poverty—and how they can best serve these students in their schools and classrooms.

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## **Rac(e)ing to Class: Confronting Poverty and Race in Schools and Classrooms** By H. Richard Milner IV **Bibliography**

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## Editorial Review

### Review

"This book will prove valuable for readers of all levels interested in research in education, social change, critical pedagogy, teacher education, curriculum and instruction, bilingual education, educational leadership, ESL, multiculturalism, and diversity."

— **K. Al-Qubbaj**, *Choice Magazine*

Since *Rac(e)ing to Class* addresses strategies specifically for administrators at the district level, this book will be particularly meaningful for superintendents and other district administrators striving to implement systemwide reforms to address the educational needs of students living in poverty.—**Dede Smith**, School Administrator

### From the Back Cover

*Rac(e)ing to Class* provides educators with a crucial understanding of how to teach students who live in poverty, particularly students of color. Building on established literature, new research, and a number of revelatory case studies, H. Richard Milner IV casts essential light on the experiences of students living in poverty, while pointing to educational strategies that are shaped with their unique circumstances in mind. He proposes effective practices for school leaders and teachers who are committed to creating the best educational opportunities for these students.

"Milner makes a convincing case that teachers need a deeper understanding of the intersections of race and poverty so that they can better counter the out-of-school factors that hinder student learning." — **Mary Pattillo**, Harold Washington Professor of Sociology and African American Studies, Northwestern University

"The kind of education and teacher education that Milner proposes is the only way that we will be able to provide a high-quality public education to every child in the United States." — **Ken Zeichner**, Boeing Professor of Teacher Education, University of Washington, Seattle

"*Rac(e)ing to Class* is honest, provocative, and compelling—a call to action, an invitation to talk, for parents, community members, students, teachers, and preservice educators." — **Michelle Fine**, Distinguished Professor of Psychology and Urban Education, The Graduate Center, The City University of New York

"Classroom teachers, principals, and school leaders must read this book; it provides an illuminating model and framework for educators that vividly challenge us to reenvision what we think and do about poverty, race, and achievement in classrooms across the United States." — **Terry Harris**, coordinator, Department of Educational Equity and Diversity, Rockwood School District, St. Louis, Missouri

"In this comprehensive and timely text, Milner takes head-on the issue of how poverty impacts education, and details why understanding and ameliorating the effects of poverty on education is a moral imperative." — **Na'ilah Suad Nasir**, Birgeneau Chair in Educational Disparities, Graduate School of Education, and H. Michael and Jeanne Williams Chair of African American Studies, University of California, Berkeley

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**TYRONE C. HOWARD** is a professor of education at the University of California, Los Angeles.

About the Author

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