

 *Greetings from the*



National Coalition on Education Equity

Dear Equity Partners,

The term “education equity” over the last few years has been often used by many organizations focused on improving the conditions and advancement of equity in our public schools. The recent pandemic has put a spotlight on inequities within education and racial injustices suffered by the African American community. However, as a country, we still lack a centralized designated system to address educational inequities in the United States. The California Association of African American Superintendents and Administrators is pleased to formally announce “The National Coalition on Education Equity” bringing together like-minded organizations representing education, legislative, civil rights, business, health and community partners in order to expand, strengthen and coordinate efforts to achieve education equity for African American, Latinx and other underserved students of color.

This National Coalition on Education Equity (NCOEE) will have several meetings, both virtual and physical, throughout the year, however, we are action oriented and our plan is to do far more than just meet and share information. Our goal is to produce true results closing the gap in education disparities and help improve outcomes for African American, Latinx, and other underserved students of color through research, training, technical assistance, policy development and legislative remedies shared regionally, statewide and nationally.



*Dr. Michele Bowers – Chair
National Coalition on Education Equity*



*The Honorable
Augustus F. Hawkins*

“Black children are the proxy for what ails American education in general. And so as we fashion solutions which help Black children we fashion solutions which help all children.”



“Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek.”

*- Barack Obama,
44th President of the United States*

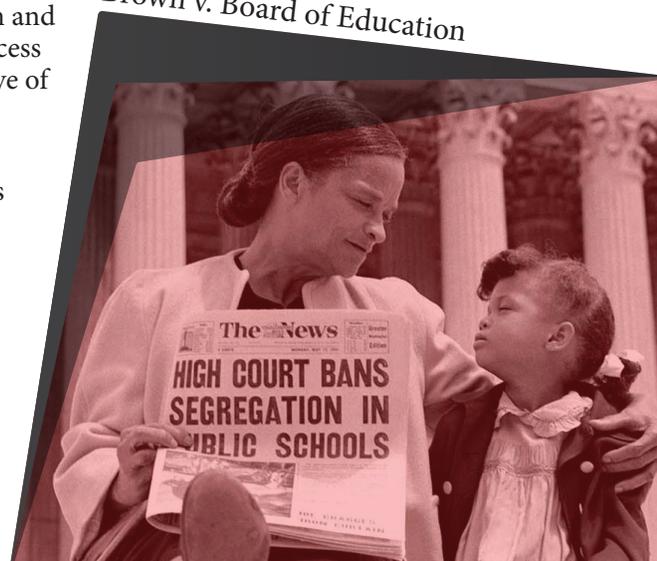
National Coalition on Education Equity Initiative Report

More than 60 years after the U.S. Supreme Court ruled to repeal school segregation in *Brown v. Board of Education*, our public pre K-12 schools remain alarmingly segregated and decidedly un-equal. Black and Brown children are clustered at underserved institutions and equity in educational outcomes remains out-of-reach for too many promising students. Many organizations have been working, both at the state and national level, to address the crisis in public education and the civil rights issues at its core, yet a space for these organizations to meet and articulate a national equity agenda was missing.

The California Association of African American Superintendents and Administrators (CAAASA), the National Urban League, NAACP Legal Defense and Educational Fund, National Black Caucus of State Legislators, EdTrust, EdTrust West, National Council on Educating Black Children, Learning Policy Institute, NAACP Washington DC Branch, Alliance for Excellent Education, Children’s Defense Fund, California Teachers Association and other prominent National and State organizations are working to increase dialogue and ongoing collective planning, with respect to a national strategy for achieving equity for African American, Latinx and other underserved students. This initiative will bring together education and political leaders from the local, state, and national level to engage in the process of developing an effective and ongoing campaign for progress that is inclusive of communities of color across the country.

The first meeting was held September 14th, 2018 during the Congressional Black Caucus Foundation Annual Conference. At this meeting, stakeholders agreed that this effort must utilize effective research data and its findings to better understand the current crisis in public education. By collaborating with education research leaders, we will be able to identify strategies and approaches to implement and recommend solutions to key educational issues. There was unanimous agreement to develop and support a National Coalition On Education Equity. The group agreed to hold future meetings in November 2018 and March 2019, that resulted in the development of a framework that serves as a guide to move this important work forward.

Brown v. Board of Education



“Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.”

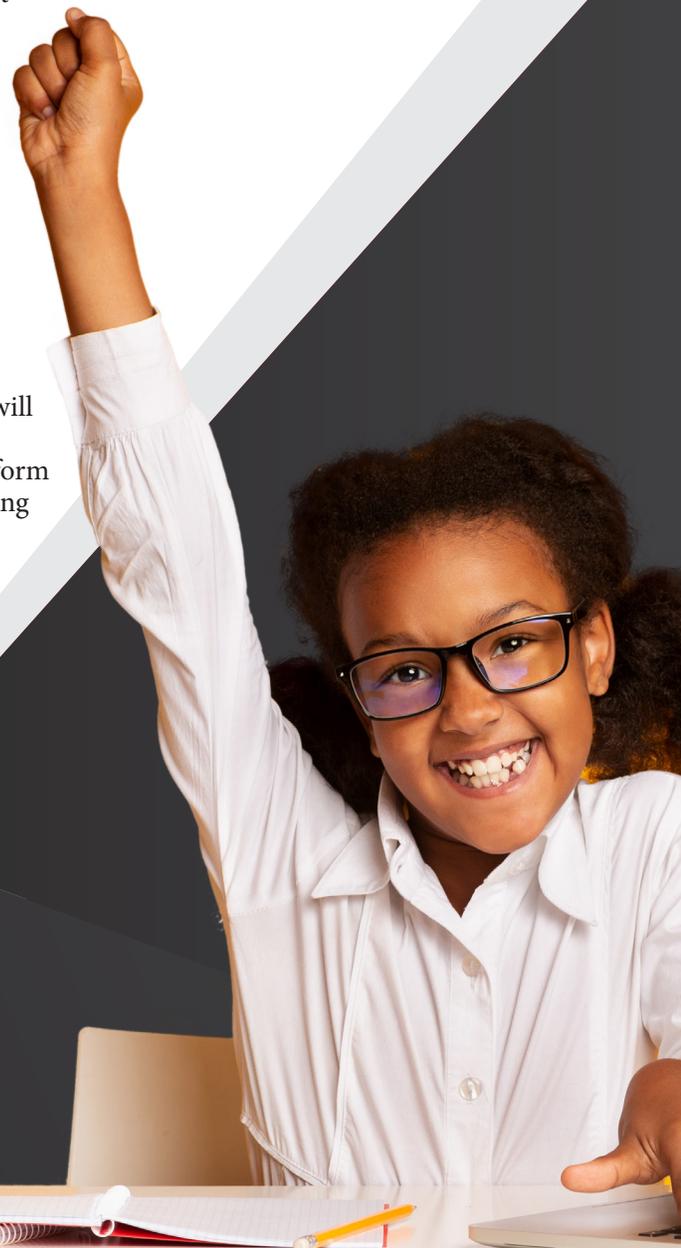
*Letter from Birmingham Jail
- Dr. Martin Luther King Jr.*

National Coalition on Education Equity

Design & Model

The National Coalition on Education Equity design is built to include state and federal leadership within departments of education, nonprofit education and equity organizations, foundations, corporations, legislative bodies, civil rights organizations and educational administrators and practitioners. The Coalition’s design includes 5 overarching working groups— Curriculum, Instruction and Staffing, Health and Wellness, School Climate and Safety, Equity Indicators and Legislation and Policy, which influences and affects all of the other four groups.

The Equity Institute Professional Summit model, to be held annually, will provide an invaluable link for practitioners, researchers, and legislators, between theory and practice to improve learning outcomes, experiences and equitable access to resources and support for Black and Brown children. This work will include sharing the latest evidence-based findings, including the most recent school data studied and analyzed by scholars, that inform teachers’ and administrators’ daily work and practice and proposing ideas for legislation and education policy. The institute will select those practitioners with a proven track record of efficacy with African American, Latinx and other diverse students.

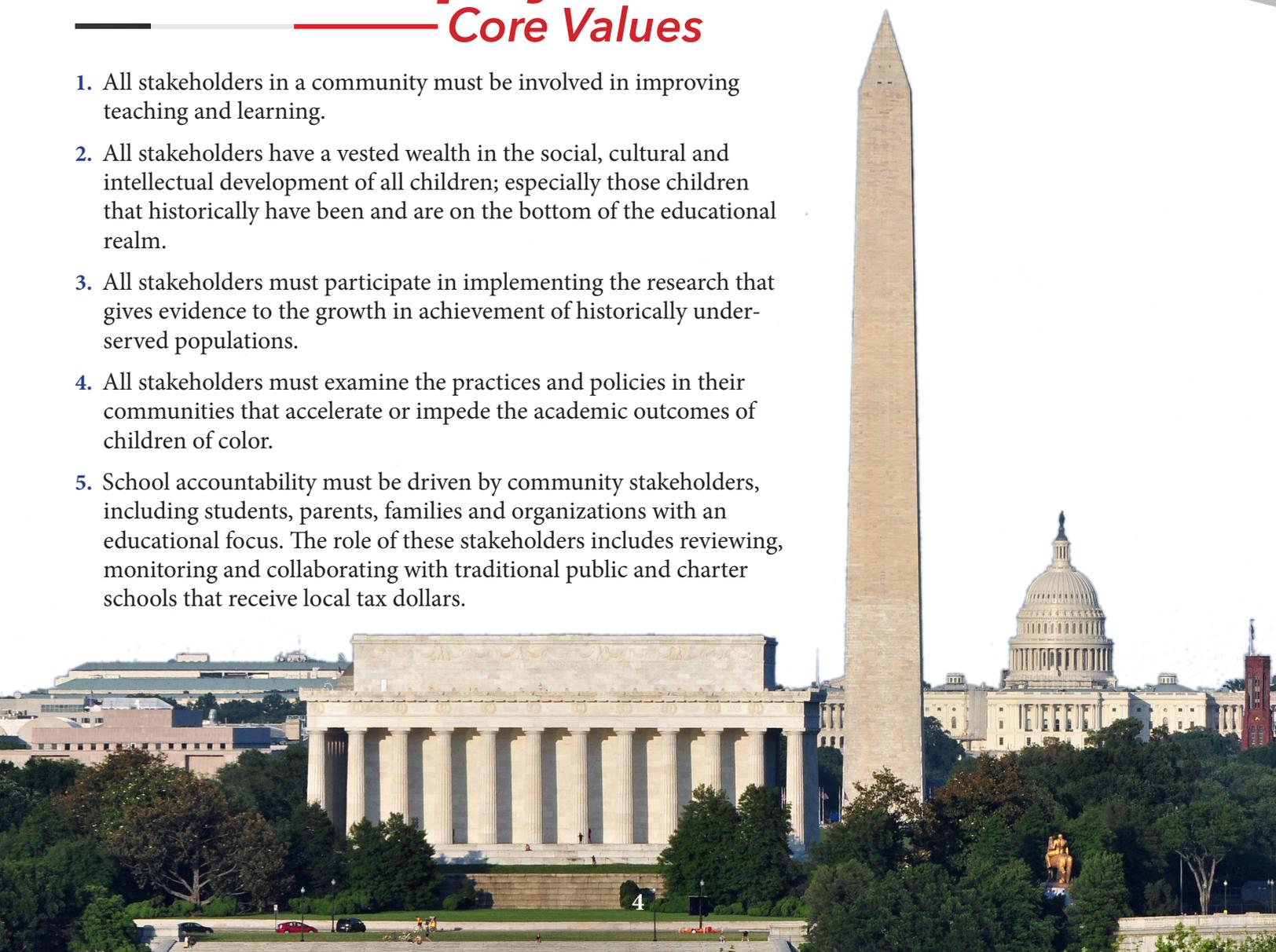




National Coalition on Education Equity

Core Values

1. All stakeholders in a community must be involved in improving teaching and learning.
2. All stakeholders have a vested wealth in the social, cultural and intellectual development of all children; especially those children that historically have been and are on the bottom of the educational realm.
3. All stakeholders must participate in implementing the research that gives evidence to the growth in achievement of historically under-served populations.
4. All stakeholders must examine the practices and policies in their communities that accelerate or impede the academic outcomes of children of color.
5. School accountability must be driven by community stakeholders, including students, parents, families and organizations with an educational focus. The role of these stakeholders includes reviewing, monitoring and collaborating with traditional public and charter schools that receive local tax dollars.





National Coalition on Education Equity

Equity Initiative

Purpose: Improve outcomes for African American, Latinx, and other underserved students of color through research, training, technical assistance, policy development, and legislative remedies shared regionally, statewide, and nationally.

Equity Coalition Working Groups

Legislation & Policy

Federal and State legislation, policy, and practices affect all areas of education. Education issues should ensure equity and access and be focused on a positive impact for all children and remain exclusively bi-partisan.

Curriculum, Instruction & Staffing

- Teacher shortage
- Retaining Black male teachers
- HR practices for African American recruitment
- Promoting deeper learning
- Culturally specific social emotional learning (SEL)
- Coursework for college readiness
- Unified certification for equity directors
- Cultural competence
- Culturally relevant curricula
- Unified standards for teaching reading
- Provision of instructional materials, technology and digital access

Health & Wellness

- Healing informed teaching
- Understanding ACEs and trauma
- Food and nutrition (curriculum and meal programs)
- Campus greening and ecological education
- On-site counseling (individual and group, student and staff)
- School-site nursing and screening
- Child abuse prevention awareness
- Family engagement through maternal and infant health

School Climate & Safety

- Crisis planning for gun violence
- Supporting immigrant families
- Restorative justice practices
- Attendance support
- Financial literacy for every zip code
- FAFSA completion seminars
- College fairs and tours
- Connection to state and federal financial aid programs
- Connection to HBCU
- Anti-bullying curricula
- Social justice student organizing
- Gender specific programming

Equity Indicators

- Discipline policy and law
- Student to teacher ratios
- Improving adoption of ESSA
- Supplemental funding models
- Oversight and enforcement of supplemental funding
- Provision of early care and education
- Engagement of African American vendors in procurement

“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it must finally depend upon how we feel about the fact that we haven’t so far.”

- Dr. Ron Edmonds



National Coalition on Education Equity

Invited Stakeholders

Mrs. Diana Daniels, Executive Director
Indiana Council On Educating Students of Color

Dr. Pamela Short-Powell, President
National Council On Educating Black Children

Dr. Linda Darling-Hammond, President
Learning Policy Institute

Jennifer Bellamy, Senior Legislative Counsel
American Civil Liberties Union

Dwanna Nicole, Director
Policy and Stakeholder Outreach
Advancement Project

Kia Croom, Director Strategic Partnerships
Children's Defense Fund

Zakiya Sankara-Jabar, Field Organizer
Dignity in Schools Campaign

Cemere James, Vice President of Policy
National Black Child Development Institute

Catherine Lhamon, Esq., Chair
Office of the U.S. Commission on Civil Rights
Washington, D.C.

Tyler Whittenberg, Chief Counsel
Justice Systems Reform
Southern Coalition for Social Justice

Lynn Jennings, Senior Director
National and State Partnerships
The Education Trust

Hilary O. Shelton, Sr. Vice President
Advocacy & Policy
NAACP Washington, D.C. Branch

Jessica Cardichon, Director of Federal Policy
Learning Policy Institute, DC Office

Janel George, Senior Policy Advisor
Learning Policy Institute

Assemblymember Shirley Weber, Ed.D.
79th District
Chair, California Legislative Black Caucus

John B. King Jr., President/CEO
The Education Trust

Genevieve Bonadies Torres, Counsel
Lawyers Committee for Civil Rights Under the Law

Erinn D. Martin, Policy Counsel
Lawyers Committee for Civil Rights Under the Law

Dr. Shelia Evans-Tranumn,
Past-President
National Council on Educating Black Children

Toby Boyd, President
California Teachers Association

Ramon Gomez, Assistant Executive Director
California Teachers Association

Brian Stafford, Staff Consultant
California Teachers Association



William Douthit, Board Member
National Council on Educating Black Children

Andrew Morrison,
Education Policy & Program Development

Krithika Santhanam, Staff Attorney
Advancement Project

Lisa Cylar Barrett, Director of Policy
NAACP Legal Defense and Educational Fund

Nicole Dooley, Senior Policy Counsel
NAACP Legal Defense and Educational Fund

Dr. Daryl F. Camp, President
California Association of African American
Superintendents & Administrators

Maya Woods-Cadiz, Superintendent
American Indian Model Schools Oakland, CA

David Johns, Executive Director
National Black Justice Coalition

Deborah Delisle, President/CEO
Alliance for Excellent Education

Jason Amos, Vice President of Communication
Alliance for Excellent Education

Liz King, Program Director - Education
The Leadership Conference on Civil & Human Rights

CJ Powell, Higher Education Program Analyst
The Leadership Conference Education Fund

Ashley Harrington
Director of the National Social Justice Program
United Negro College Fund

Susie Feliz, Vice President
Policy and Legislative Affairs
National Urban League

Dr. Hal Smith, Senior VP, Education
Youth Development and Health
National Urban League

Dr. Johni Cruse-Craig, National Project Director
Delta Research and Educational Foundation

Princess Streeter, Program Assistant
Delta Research and Educational Foundation

Carolyn E. Lewis, President
Delta Research and Educational Foundation

Meghan Whittaker, Director of Policy
National Center for Learning Disabilities

Dr. Tammy Robinson, VP of Instruction
Cañada College

Julian Branch,
Director of Workforce Development
Cañada College

Adonai Mack,
Senior Director of Federal Relations
National Association of School Superintendents

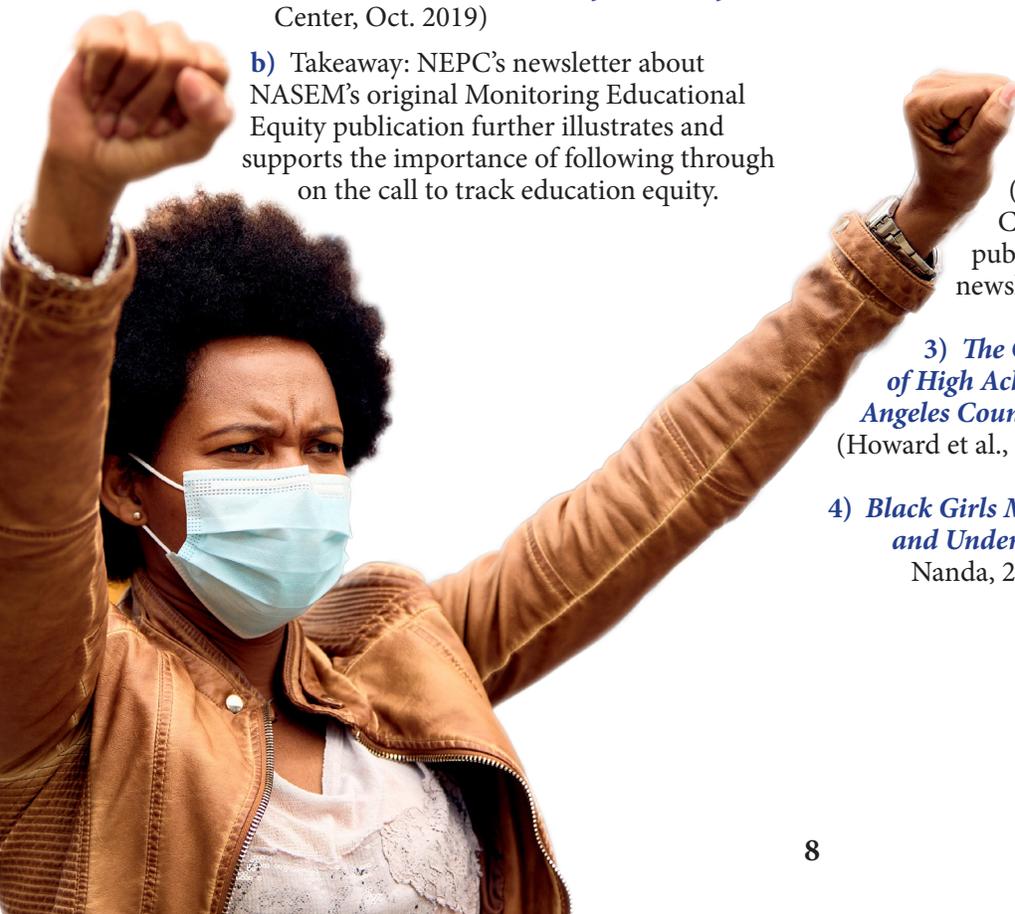
Megan Scott, Government Affairs Manager
San Francisco Public Utilities Commission



Educational Equity-Driven Reports, Briefs, Publications and Other Resources: A Snapshot of Research Evidence from the Field

Reports and Briefs

- 1) *Beyond the Schoolhouse: Overcoming Challenges & Expanding Opportunity for Black Youth in LA County* (Noguera, Bishop, Howard, & Johnson, 2019)
 - a) Key Findings: There are similarities between Black children and children of color, and distinct differences between Black students and students from other racial and ethnic groups in Los Angeles.
 - b) Takeaway: The authors evidence the necessity of a both/and approach to studying issues of equity among students with inadequately addressed needs in similarly deprived schools and environments. Both in-school and out-of-school factors or conditions must be considered, and the distinct differences between students' experiences, opportunities, and outcomes must be addressed (see e.g., Darling-Hammond, 2013; Orfield, 2013.)
 - c) Noteworthy: The authors do well in explaining their explicit focus on Black students without eschewing disadvantages and inadequately addressed needs of Latinx, Pacific Islanders, Indigenous, LGBTQI youth, poor white children, students with disabilities, and other students from marginalized or discriminated against subgroups and communities.
- 2) *Monitoring Educational Equity* (Edley, Jr., Koenig, Nielsen, & Citro, 2019; NASEM)
 - a) *Five Charts That Show Why We Really Need to Track Education Equity* (National Education Policy Center, Oct. 2019)
 - b) Takeaway: NEPC's newsletter about NASEM's original Monitoring Educational Equity publication further illustrates and supports the importance of following through on the call to track education equity.
 - c) Noteworthy: Drawing from the Monitoring Educational Equity report from the National Academies, the National Education Policy Center (NEPC), housed at the University of Colorado Boulder's School of Education, published complementary charts in a brief newsletter.
 - 3) *The Counter Narrative: Reframing Success of High Achieving Black and Latino males in Los Angeles County* (Howard et al., 2017)
 - 4) *Black Girls Matter: Pushed Out, Overpoliced, and Underprotected* (Crenshaw, Ocen, & Nanda, 2015)



- a) Key Finding: “The silence about at-risk girls is multidimensional and cross-institutional. The risks that Black and other girls of color confront rarely receive the full attention of researchers, advocates, policy makers, and funders. As a result, many educators, activists, and community members remain under-informed about the consequences of punitive school policies on girls as well as the distinctly gendered dynamics of zero-tolerance environments that limit their educational achievements. This report endeavors to shine a spotlight on the various factors that direct girls of color down dead-end streets while obscuring their vulnerabilities” (p.10).
- b) Recommendations: “Data must be collected and analyzed to assess the gender disparities that exist within same-race cohorts as well as the racial disparities that exist within same-gender cohorts” (p.10).
- c) “Research and policy frameworks must move beyond the notion that all of the youth of color who are in crisis are boys, and that the concerns of white girls are indistinguishable from those of girls of color.” (p. 10)

5) ***Bridging the Racial Generation Gap Is Key to America’s Economic Future*** (Pastor, Scoggins, & Treuhaft, 2017)

- a) Takeaway: The report “shares new research demonstrating the consequence of America’s racial generation gap. Using demographic and school spending data from the U.S. Census Bureau, [the authors] examine trends in the racial generation gap and its relationship to school spending data in states and counties since 1990” (p. 2).
- b) Key Findings: (1) “States and counties with larger racial generation gaps tend to spend less on K-12 education on a per-capita basis. (2) Estimates suggest that every percentage-point increase in the racial generation gap is associated with a decrease in state and local per-child education spending of around 1.5 percent” (p. 2, emphasis added). (3) Research demonstrates that America’s seniors are less likely to support spending on youth when they are from different racial groups (Pastor et al., 2017).
- c) Key Recommendations: (1) Implement equitable school funding policies at the state level that target those in need of the most assistance, but not exclusively. (2) invest in youth beyond school funding through place-based “cradle-to-career” efforts, universal preschool, and career academies. (3) A full program to close the achievement gap will also need to close the racial generation gap—not by changing the demographics but by restoring a multigenerational, multiracial social contract.

6) ***Investing for Student Success: Lessons from State School Finance Reforms***
(Darling-Hammond, 2019; Learning Policy Institute)

7) ***Reversing the Rising Tide of Inequality: Achieving Educational Equity for Each and Every Child***
(The Leadership Conference Education Fund, 2013)

8) ***Policies to Eliminate Racial Disparities in Education: A Literature Review***
(Curry- Stevens, Lopezrevorido, & Peters, 2013; Center to Advance Racial Equity)

- a) Drawing from 160 different articles, including meta-analyses, the researchers synthesize the literature and create policy-based recommendations for this report.

A Small Sample of Relevant Peer-Reviewed Journal Articles

9) ***The “New Racism” of K-12 Schools: Centering Critical Research on Racism***
(Kohli, Pizarro, & Nevárez, 2017, pp. 182-202)

- a) Overview: In this chapter, our goal is to challenge racism-neutral and racism-evasive approaches to studying racial disparities by centering current research that makes visible the normalized facets of racism in K–12 schools. After narrowing over 4,000 articles that study racial inequity in education research, we reviewed a total of 186 U.S.-focused research studies in a K–12 school context that examine racism.



- b) Key Findings: As we categorized the literature, we built on a theory of the “new racism”—a more covert and hidden racism than that of the past—and grouped the articles into two main sections: (1) research that brings to light racism’s permanence and significance in the lives of students of Color through manifestations of what we conceptualize as (a) evaded racism; (b) “antiracist” racism, and (c) everyday racism and (2) research focused on confronting racism through racial literacy and the resistance of communities of Color. In our conclusion, we articulate suggestions for future directions in education research that include a more direct acknowledgement of racism as we attend to the experiences and needs of K–12 students of Color.

10) *From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools*
(Ladson-Billings, 2006, pp. 3-12)

- a) Abstract: The achievement gap is one of the most talked-about issues in U.S. education. The term refers to the disparities in standardized test scores between Black and White, Latina/o and White, and recent immigrant and White students. This article argues that a focus on the gap is misplaced. Instead, we need to look at the “education debt” that has accumulated over time. This debt comprises historical, economic, sociopolitical, and moral components. The author draws an analogy with the concept of national debt—which she contrasts with that of national budget deficit—to argue the significance of the education debt.

11) *Beyond Mediocrity: The Dialectics of Crisis in the Continuing Miseducation of Black Youth*
(Lozenski, 2017, pp. 161-185)

- a) Abstract: In this essay, Brian D. Lozenski explores why Gloria Ladson-Billings’s 2006 pronouncement of the nation’s “education debt,” as opposed to “achievement gap,” has not gained traction in the national discourse around educational disparity. He contends that education debt is a more nuanced, historically based, and generative framing of racialized educational disparity, which has been marginalized by the narratives of crisis in education, specifically with Black youth, that necessitate a frantic urgency allowing for ahistorical, quick-fix solutions to complex problems.
- b) Overview: Through a tracing of four major epochs in African American education, including the mid-nineteenth century era of slavery statutes, Reconstruction, post–Brown v. Board, and today’s early twenty-first-century “crisis,” of the underachievement of Black youth in schools, the author considers how African American education has always been precarious and, thus, able to be labeled a “crisis.” Using a combination of synchronic (snapshot) and diachronic (longitudinal) analyses, he demonstrates how the achievement gap logic does not allow us to address historical constructions of contemporary disparity.
- c) Conclusion: Lozenski concludes the essay by suggesting that African American self-determination, and not the reification of the nation-state through state-centered reform efforts, should be the driving force behind educational decisions that impact Black youth.

12) *How Crisis Narratives Undermine Education Justice for Black Youth* (Lozenski, 2017)

- a) Takeaway: In his research article, Lozenski (2017) asserts that any modern educational equity remedy that does not take into account a holistic auditing of the historical accumulations of structurally racialized educational law and policies and their ever-present consequences will remain partial, superficial, and a continuation of black mis-education (see also Ladson-Billings, 2006).
- b) Noteworthy: “From the slavery statutes of the nineteenth century forbidding any formal education, to post-Reconstruction when mis-education was codified in legislation, to the post- Brown v. Board era when technologies were developed to maintain racialized school hierarchies in the face of desegregation, black youth have always faced precarious educational circumstances” (para. 6). If you



believe black youth face an educational crisis today, I challenge you to name any historical moment when the descendants of enslaved Africans did not face some educational crisis in the United States” (Lozenski, 2017, para. 6).

Teaching, Curriculum and Instruction; Student-Centered & Deeper Learning

- 13) *Teaching for Black Lives* (Watson, Hagopian, & Au, 2018, book from Rethinking Schools)
 - a) Takeaway: Teaching for Black Lives grows directly out of the movement for Black lives. We recognize that anti-Black racism constructs Black people, and Blackness generally, as not counting as human life. Throughout this book, we provide resources and demonstrate how teachers connect curriculum to young people’s lives and root their concerns and daily experiences in what is taught and how classrooms are set up. We also highlight the hope and beauty of student activism and collective action.
 - b) Noteworthy Press: *“Macklemore and Michael Bennet buy Teaching for Black Lives book for all Seattle secondary humanities teachers”*
- 14) *Deeper Learning Networks: Taking Student-Centered Learning and Equity to Scale* (Hernandez, Darling-Hammond, Adams, Bradley, Grand, Roc, & Ross, 2019; Learning Policy Institute)
- 15) *Closing the Opportunity Gap: How Positive Outlier Districts in California Are Pursuing Equitable Access to Deeper Learning* (Burns et al., 2019; Learning Policy Institute)
- 16) *Social-Emotional Learning & Equity Pitfalls and Recommendations* (National Equity Project, n.d.)
 - a) Noteworthy: Contains a chart that describes Potential Pitfalls of SEL and Recommendations to ensure SEL coheres to Equity.

Education of Indigenous Students-Focused Reports

- 17) *National Indian Education Study 2015* (Ninneman, Deaton, & Francis-Begay, 2017)
 - a) Overview: The National Indian Education Study (NIES) is administered as part of the National Assessment of Educational Progress (NAEP) to allow for more in-depth reporting on the achievement and experiences of American Indian/Alaska Native (AI/AN) students in grades 4 and 8.
 - b) Importance: This report focuses primarily on two themes identified during the development of the NIES survey questionnaires. To what extent are AI/AN culture and language part of the curricula? To what extent are school resources available for improving AI/AN student achievement?
 - c) Foci: (1) The student survey questions selected for this report asked AI/AN students about the knowledge they had of their Native culture and language and their opportunities to learn more. (2) Teacher survey questions asked teachers how they acquired and integrated culturally responsive materials, activities, and instruction into their lessons to enhance student learning. (3) Questions from the school administrator survey asked school officials about how often members of the Native community participated in school events with students, parents, and teachers.
- 18) *National Indian Education Study 2015: A Closer Look* (Rampey, Faircloth, Whorton, & Deaton, 2019)
 - a) Importance: The NIES program provides tribal leaders, educators, policymakers, and researchers with reliable and accurate data regarding the education of AI/AN youth.



- b) Overview: This report focuses primarily on two major concerns that have been raised throughout the first decade of the NIES: What contextual factors are associated with higher- and lower- performing AI/AN students? How do AI/AN students see themselves in terms of their Native languages, culture, and aspirations for the future?
- c) Findings: Although average scores provide a measure for comparing AI/AN students to other racial/ethnic groups or examining trends, emphasizing a singular score may lead to simplistic interpretations. Just like any other identifiable student group, AI/AN students are not all the same; they represent a vast array of characteristics (e.g., linguistic, geographic, economic).

National Education Databases & Repositories

- 19) *National Association of Educational Progress* (2019 Reading and Mathematics results for 4th and 8th graders will be available to access on Oct. 30th)
- 20) *The Nation's Report Card: Achievement Gaps Dashboard*
- 21) *The National Equity Atlas: Indicators*
(Policy Link, USC Program for Environmental & Regional Equity; PERE)
- 22) *The What Works Clearinghouse* (WWC; Institute of Education Sciences; National Center for Education Evaluation and Regional Assistance)
 - a) Overview: The What Works Clearinghouse (WWC) reviews the existing research on different programs, products, practices, and policies in education. Their goal is to provide educators with the information they need to make evidence-based decisions. They focus on the results from high-quality research to answer the question “What works in education?”
 - b) Topics include: Literacy, Math, Science, Behavior, Children and Youth with Disabilities, English Learners, Teacher Excellence, Charter Schools, Early Childhood (Pre-K), Kindergarten to 12th Grade, Path to Graduation, and Postsecondary

Research Informing Core Values: Racial Equity & Equity-Based Systems Change

- 23) *The Case for Funding Black-Led Social Change* (Batten & Williams, 2017)
 - a) Importance: This report is truly a gift for focusing on educational justice and racial equity for African American students, families, and communities “explicitly, but not exclusively” (Quiroz, 2012, p. 9, emphasis in original). It should also be affirming, in that CAAASA, a Black-led organization, is leading the way toward transformative change. This report is a testament to the necessity and possibility of the National Coalition on Education Equity!
 - b) Overview: The report provides a clear, unambiguous glossary of pertinent terminology, including but not limited to equity, racial equity, structural racism, multi-constituency.
 - c) Equity = “a condition or circumstance of situational fairness, achieved by applying differential resources to unequal needs. It can be achieved when we make “targeted universalism” actionable. For universally good outcomes, use targeted strategies to get there because people are situated differently” (p. i).
 - d) Racial Equity = “the condition that would be achieved if one’s racial identity no longer predicted, in a statistical sense, how one fares in society. Racial equity is more than the establishment of fair treatment, and fundamentally requires that past inequities be resolved so that the current conditions, and not just the treatment of people, cannot be predicted by race” (p. ii).



- e) Structural Racism = “the normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage whites while producing cumulative and chronic adverse outcomes for people of color. It encompasses the entire system of white domination, diffused and infused in all aspects of society, including its history, culture, politics, economics and entire social fabric.”
- f) Anti-Black Structural Racism = “the foundational architecture for the strategies, tactics, tools and cultural worldviews that propagate and maintain racial oppression, repression, and exclusion in the U.S. and the world.” (p. ii)
- g) Multi-constituency describes a cross-racial, -gender, -class, -sexual orientation, - religion, -nationality, -ability approach focused on securing racial, gender, economic, social, and other forms of equity seeking to alleviate human suffering and improve well-being in schools.

24) *The Philanthropic Initiative for Racial Equity’s (PRE) Critical Issues Forum: Mobilizing Community Power to Address Structural Racism* (2012)

- a) Overview: The volume contains fourteen (14) briefs that are all relevant to the National Coalition on Education Equity and worth reading.
- b) Noteworthy: The Intersection of Community Organizing and Racial Justice Funding article (pp. 50-51) provides lists of Foundation Grantmakers that have funded this kind of work. It may be worth checking out as you continue to explore funding opportunities.
- c) Importance: For the purpose of creating core values, I’d encourage you to review the following articles, in addition to the Targeted Universalism Primer and The Case for Funding Black-Social Change reports in concert (items 22 -24). These articles strongly correlate with one another. They draw from similar theoretical concepts and theories of change. This adds strength to the recommended core values and may elevate the interest of Grantmakers, since these frameworks are supported by the literature and commonly used as a source of aspiration and site of latent action.
 - i) **Five Lessons from the Past and Present of Racial Justice Organizing** (Quiroz, 2012, pp. 6-7)
 - ii) **Building Community Leadership and Power to Advance Racial Justice** (Keleher, 2012, pp. 8-13)
 - iii) **Strengthening Black Organizing Across the United States** (Bester & Jean, 2012, pp. 14-17)
 - iv) **Talking About Structural Racialization and Community Organizing with Deepak Bhargava and John Powell** (interviewed by Lori Villarosa, 2019, pp. 26-30)
 - v) **Multicultural Coalitions and Transformation with Manuel Pastor and Marqueece Harris-Dawson** (interviewed by Lori Villarosa, 2019, pp. 34-37)

25) *Targeted Universalism: Policy & Practice Primer* (Powell, Menendian, & Ake, 2019)

- a) Overview: Simply put, “targeted universalism is an approach that supports the needs of the particular while reminding us that we are all part of the same social fabric” (Powell et al., p. 4).
- b) Takeaway: “Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve these goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal. Targeted universalism is goal oriented, and the processes are directed in service of the explicit, universal goal” (Powell et al., p. 5).



- c) Targeted universalism endeavors to “operationalize programs that move all groups toward the universal policy goal as well as a way of communicating and publicly marketing such programs in an inclusive, bridging manner” (Powell et al., p. 6).
- d) Noteworthy: “As an approach, it supports the needs of particular groups, even the politically powerful or those in the majority, while reminding everyone that we are all part of the same social and civic fabric. As such, targeted universalist policies are more resistant to the critique that government programs serve special interests, whoever that might be” (Powell et al., p. 6).
- e) Targeted Universalism is not the same as “targeting within universalism.” It is distinct, in that it “explores the gaps that exist between individuals, groups, and places” (p. 7), and does more than fixate on closing or bridging gaps—ultimately, targeted universalism “clarifies” and reveal[s] the barriers or impediments to achieving the universal goal [e.g., educational equity] for different groups of people” (p. 7). “Targeting within universalism” merely pursues “targeted strategies that respond to the urgent needs of some people,” and enshrines “those strategies in a universal goal that holds wide appeal” (Powell et al., 2019 p. 7).

Bridging the Research with NCOEE’s Core Values

- 26) Overview: Racial equity, multi-constituency community power, and targeted universalism should undergird NCOEE’s core values. Consider also including the concept of “imagining otherwise,” “envisioning otherwise,” OR “freedom dreaming.”
- 27) Maintain racial equity at NCOEE’s core; implement a targeted universalist approach to policy and program development; and draw from Dr. MLK Jr.’s (1963) notion of “mutuality” in asserting the importance of multi-constituency community power for equitable educational change. Multi-constituency community power reflects the reality that all humans are “tied in a single garment of destiny” (para. 4). Until we commit to the alleviation of human suffering and “liberation for all people... nobody’s free until everybody’s free” (Fannie Lou Hamer, 1971, n.p.).
- 28) Consider also Avery Gordon’s (1997) concept of “imagining otherwise” and Robin G. Kelley’s (2003) notion of “freedom dreams” which encourage us “to tap the well of our own collective imaginations” (Kelley, p. xii) in order to see beyond the realities that bind us. Similarly, Gordon’s (1997; 2011) notion of “imagining otherwise” is an emancipatory act of self- determination. It leads us “toward ends and aims not wholly given and certainly not given permission by the system’s logics or crises but rather invented elsewhere and otherwise” (Gordon, 2011, p. 8).

Additional Resource Guides

- 29) *Local & Regional Government Alliance on Race & Equity: Communications Guide* (May, 2018)
- 30) *Let’s Talk about Race: How Racially Explicit Messaging Can Advance Equity* (Kang, 2015; Center for Social Inclusion)



- 31) ***Advancing Racial Equity and Transforming Government: A Resource Guide to Put Ideas into Action***
(Nelson, Spokane, Ross, & Deng, 2015; Government Alliance on Race & Equity, GARE)
- 32) ***Racial Equity Toolkit: An Opportunity to Operationalize Equity***
(Nelson & Brooks, 2015; Government Alliance on Race & Equity, GARE)
- 33) ***Racial Equity Action Plans: A How-to Manual***
(Curren, Nelson, Marsh, Noor, & Liu, 2016; Government Alliance on Race & Equity, GARE)
- 34) ***Racial Equity: Getting to Results*** (Bernabei, 2017; Government Alliance on Race & Equity, GARE)
- 35) ***Racial Equity Core Teams: The Engines of Institutional Change***
(Keleher, 2018; Government Alliance on Race & Equity, GARE)
- 36) ***Crossing Boundaries, Connecting Communities: Alliance Building for Immigrants Rights and Racial Justice***
(Black Alliance for Just Immigration, n.d.)
- 37) ***From the Roots: Building the Power of Communities of Color to Challenge Structural Racism*** (Akonadi Foundation, 2010)





FOR MORE INFORMATION CONTACT

www.CAAASA.org



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www.JESims.com | 323-994-0040