

ERASE RACISM
Education Equity Initiative's 2018 Policy Priorities

Teacher/Administrator Diversity:

Context- Despite Long Island's growing diverse student population, we are still lacking teacher and administrator diversity. ERASE Racism is currently undertaking efforts to summarize existing research concerning the benefits of diverse educators for various student groups. We are also seeking to identify and learn about programs to increase teacher diversity in schools/districts locally and elsewhere. Additionally, we are exploring the possibility of qualitative research to understand the experience of existing educators of color on Long Island. NYS Department of Education has indicated that increasing educators of color is a priority¹.

ERASE Racism Position- ERASE Racism supports teacher/administrator diversity because: (1) non-white educators should have equal access to staff positions in our public schools; (2) research shows that educational attainment of students of color is enhanced by exposure to same-race teachers and; (3) it is advantageous for all students to be exposed to educators of all racial/ethnic backgrounds. In order to increase teacher/administrator diversity, there needs to be an increase in recruitment, hiring and retention of teachers and administrators of color. While our research will address all educators of color, we are especially interested in ensuring that black and Latinx educators are targeted for this initiative.

Strategies- Strategies to increase the numbers of educators of color in Long Island schools:

- Seek commitments from college teacher education programs to participate in collaborative efforts to increase the pipeline of students entering teacher programs and to retain and graduate students of color.
- Seek commitments from K-12 schools/districts to engage in systematic collaborative efforts to increase recruitment, hiring and retention of educators of color.
- Work with the NYS DOE to explore incentives and benefits, even if it is only special recognition, for colleges and K-12 districts that participate in educator diversity initiatives and make improvements in processes and outcomes.

Requirements to Move Forward-

- ERASE Racism will continue to build a relationship with the NYS Regents and will solicit EEWG members to participate in a Long Island Delegation to develop proposed actions that the NYS DOE could take to incentivize and reward colleges and K-12 districts for increasing educator diversity.
- ERASE Racism and the EEWG will recruit schools of education to aggressively increase their enrollment and retention of students of color in teacher and school administrator programs, in part via collaborative efforts with Long Island K-12 schools. This includes openness to accessing potential joint funding opportunities, such as the "My Brother's Keeper" program.
- ERASE Racism, as suggested by some districts, will respond to co-sponsorship requests from districts interested in targeted recruitment efforts to disseminate

¹ (2017). *The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act*. New York State Board of Regents and New York State Education Department. P. 146-147.

information and facilitate matchmaking between educators of color and school districts.

- ERASE Racism and EEWG will recruit Long Island public schools/districts to share information about strategies utilized to recruit, hire, and retain teachers and administrators of color and/or impediments to such efforts. One potential avenue is working with NADCO (Nassau Association of District Curriculum Officials) to survey its members on this matter.

Resources-

- The Education Trust NY Full Report on Teacher Diversity: <https://seeourtruth.edtrustny.org/>
- NYC Men Teach Program- <http://www1.nyc.gov/site/yimi/teach/nyc-men-teach.page>
- CUNY Schools of NY Teacher Education Program Overview: <http://www2.cuny.edu/academics/academic-programs/teacher-education-programs/nyc-men-teach/>
- The State of Racial Diversity in The Educator Workforce –US Department of Education Report: <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>

How Do We Evaluate Success?

- Number of colleges of education that participate in conversations about the diversity of students in their programs and the number that take actions to increase the students of color entering and graduating from their programs.
- Number of school districts that participate in conversations about increasing educator diversity in their schools and the number who engage in specific efforts to do so.
- The degree to which we are able to obtain baseline data about efforts by Long Island schools to recruit, hire and retain educators of color, such as via a NADCO survey. The number of schools/districts that engage in conversations and actions to increase educator diversity.
- The degree to which we engage NYS DOE in conversations about incentives and benefits for colleges and districts trying to increase teacher and administrator diversity.

EEWG Interest

- Lawrence Street
- John Murphy
- Lisa Johnson
- Joan Lange
- Janice Anderson-Small
- Larry Levy
- Kevin Dougherty

Implementation of Culturally Responsive Education:

Context- Culturally Responsive Education (CRE) is beginning to gain popularity among a majority of scholars and educators as well as the NYS DOE. The new ESSA Plan outlines the following as goals for their new plan:

- (1) Promote a relationship of trust, cultural responsiveness and respect between schools and families...
- (2) Provide Educators with opportunities for continual professional development in the areas of equity, anti-bias, multicultural, and culturally responsive pedagogies.
- (3) Support districts and their communities in engaging in critical conversations about culturally responsive educational systems².

ERASE Racism Position- In Long Island, there is a lack of resources and guidelines for districts and administration to aid in the implementation of culturally responsive teaching (CRT). There is also limited professional development opportunities for teachers to understand culturally responsive teaching practices. To achieve true integration, schools need to embrace diverse student bodies and embrace the cultural knowledge a diverse student body can bring to the curriculum.

Strategies- ERASE Racism will continue to research successful models of culturally responsive teaching to disseminate to our various stakeholders, including reports, forums, panels and conferences for teachers, administration and district leaders. We will also connect with stakeholders to determine ways to best incentivize implementation of CRE.

Requirements to Move Forward-

- ERASE Racism will continue our efforts to provide and sponsor PD focused on topics related to understanding and addressing implicit bias, Unraveling Racism Training, understanding structural racism etc., which equips teachers with the knowledge necessary to properly implement culturally responsive practices in their classrooms.
- ERASE Racism and the EEWG will seek ways to share curriculum, knowledge and techniques. Workshops, forums and perhaps a database of lesson plans are potential tools.
- ERASE Racism will gather information on how the NYSDOE plans to provide incentives, if any, for the implementation of CRE practices.
- ERASE Racism and the EEWG will gather information about existing and planned initiatives by colleges and other entities to offer CRE and brainstorm potential strategies to catalyze interest in implementing CRE practices (i.e. required professional development hours, creation of CRT based assessments).

Resources-

- Blackstone Valley Prep Charter School <http://blackstonevalleyprep.org/about/>
 - Also See Culturally Responsive Teaching at a Glance Handout
 - Also See Professional Responsibilities Rubric Handout
- Culturally Responsive Pedagogy by Showcase School in NYC

² (2017). *The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act*. New York State Board of Regents and New York State Education Department. P.6.

- <https://www.weteachnyc.org/resources/collection/culturally-responsive-pedagogy-17k484/>
- The MA Department of Education Report of Culturally Proficiency
<http://www.doe.mass.edu/educators/equitableaccess/culturalproficiency.pdf>

How Do We Evaluate Success?

- Is there a sufficient amount of CRE taking place that we can highlight positive CRT practices occurring in local school districts via a database, newsletter, forum etc.

EEWG Interest

- Larry Levy
- Kevin Dougherty
- John Murphy

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Education Equity Initiative's 2018 Policy Priorities:

Restorative Justice Practices

Context- Research has shown that high suspension rates and zero tolerance policies are ineffective at creating a positive school environment³. They also lead to disproportionate disciplinary effects based on race. Black students are suspended and expelled at a rate 3 times higher than their white counterparts⁴. Restorative justice practices have been proven on many occasions to enhance school climate for all children⁵. In April 2017, the New York State School Boards Association released a report on the benefits of restorative justice entitled “Rethinking School Discipline.” The release of such a report from the NYSSBA opens an avenue for districts to work with their school boards on adopting restorative justice guidelines and policies.

ERASE Racism Position: Restorative justice practices are crucial to creating a positive school climate for students from all different backgrounds, races, cultures and ethnicities. School boards and educators need to begin the process of brainstorming a strategic plan to implement a restorative justice policy in an efficient and effective way.

Strategy- District and school leaders should begin a process of establishing restorative justice guidelines for staff/faculty. This process must include providing their staff/faculty with training on how to properly establish restorative justice policies and implement restorative justice practices in their schools/classrooms.

Requirements to Move Forward-

- ERASE Racism will seek concise definitions of restorative justice to introduce a variety of stakeholders to the core principles of restorative justice.
- ERASE Racism will reach out to the NYSSBA for further information about additional resources they might be working on and their future plans to work with local school boards.
- ERASE Racism will reach out to Long Island's Child Abuse Prevention Services (CAPS) to learn more about their project, and see if they have had any success with implementing a restorative justice model in LI schools. In 2016, CAPS received a grant to work with three schools on Long Island using restorative justice practices. be.
- ERASE Racism and the EEWG will seek to identify local schools/districts with successful models who are willing to share their expertise via forum, panel, videos and/or dissemination of written materials.
- ERASE Racism and the EEWG will identify specific schools/districts that may wish to implement these restorative justice policies and programs and work to identify supportive resources and coordinate collaborative relationships to enhance implementation.

Resources-

- NYSSBA Report entitled “Rethinking School Discipline.”
http://www.nyssba.org/clientuploads/nyssba_pdf/rethinking-school-discipline-04272017.pdf

³ Akiva Liberman and Michael Katz. (2017). *Implementing Restorative Justice in Rhode Island Schools*. Urban Institute

⁴ Ibid, 3.

⁵ Gayle Simidian. (2017). *Rethinking School Discipline*. New York State School Board Association.

- Urban Institute Report on the Implementation of Restorative Justice in Rhode Island Schools https://www.urban.org/sites/default/files/publication/88936/implementing_restorative_justice_in_rhode_island_schools_0.pdf
- A Resource Guide for Improving School Climate and Discipline by the U.S. Department of Education <https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

How Do We Evaluate Success?

- To what extent we identify local schools/districts with successful models, willing to share their success with a variety of stakeholders interested in adopting such practices. If there are no districts that fit these criteria, then we look to evaluation point #2.
- The number of districts interested in starting a conversation regarding the adoption of restorative justice policy.

EEWG Interest

- Ben Moss
- Kathie Greenberg
- Mara Bollettieri
- Sol Marie Alfonso Jones
- Lawrence Street

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Education Equity Initiative's 2018 Policy Priorities:

Pre-K Initiative of Long Island:

Context- Early Childhood Education on Long Island lacks uniformity because: (1) it is not compulsory (like K-12) and, (2) states have a wide breadth in determining the rules and regulations for their Pre-K systems⁶. Not only is ECE a fragmented system, Long Island has two counties and many villages, hamlets, municipalities, towns and school districts; none of which are used specifically in zoning childcare facilities. The lack of accountability and standards means that many young children do not have access to quality Pre-K. Additionally, there are not sufficient affordable slots to accommodate all 4 year olds. NYC has made great strides, providing 100% of 4 year olds with access to full-day, state funded Pre-K. In Long Island, we provide 7%. To remedy this, Nassau BOCES has launched a grant funded, Long Island Pre-K initiative project. They are currently calling on supporters to tell our leaders to:

- Serve all 4 year olds in New York State
- Open up Pre-K funding to all interested schools and school districts
- Support local models that can effectively expand inclusion and access to Pre-K, including consortiums, collaborations and Pre-K community settings
- Ensure reliable, predictable and appropriate funding that does not take away from K-12 or other early childhood programs
- Fund a Pre-K technical assistance center for Long Island

ERASE Racism Position- We stand in support of the Long Island Pre-K Initiative. We will also advocate for educators and the state and other potential funders to see the Pre-K initiative for Long Island as an opportunity to incentivize diverse learning environments during the early stages of a child's development.

Strategy- ERASE Racism will support the initiative's efforts to tell leaders that we need Pre-K for all 4 year olds in New York State. We will also advise the state and any other funders to incentivize developing regional and cross-district Pre-K programs to create integrated learning environments.

Requirements to Move Forward-

- ERASE Racism will be making an effort to hold all stakeholders accountable for making diversity a priority throughout the process.
- ERASE Racism will join advocacy efforts for funding from the state that is necessary for Long Island to move forward toward a goal of high quality, universal Pre-K.
- ERASE Racism will look into reframing our support as a message of economic development not just closing an academic achievement gap.

Resources

- ***Nassau BOCES Pre-K Initiative*** <https://www.nassauboces.org/pre-k>

⁶ Sharon Kagan, "American Early Childhood Education" Preventing or Perpetuating Inequity?." The Campaign for Educational Equity, 2006.

- ***Nassau BOCES Pre-K Brain Trust Meeting Overview:***
<https://www.nassauboces.org/cms/lib/NY01928409/Centricity/Domain/1319/Brain%20Trust%20Executive%20Summary.pdf>

How Do We Evaluate Success?

- A change in qualifications for competitive grants that would be able to fund regional childcare.
- Be able to demonstrate that race and diversity are part of the discussion, by tracking this priority through future documentation and action about universal Pre- K from both state and local levels.

EEWG Interest

- Lucinda Hurley

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Education Equity Initiative's 2018 Policy Priorities:

Support for Diverse Districts:

Context- ERASE Racism has identified 19 diverse districts on Long Island. We recognize that many of these districts are in communities working through demographic shifts that often lead to a rise in community tensions. Supports for both communities and schools need to be put in place to ensure these tensions do not create hostile environments for anyone and that everyone benefits from a positive climate and diverse learning environments.

ERASE Racism Position- We hope to sustain the diversity of these districts by providing necessary supports to the school and community.

Strategy- ERASE Racism will begin outreach to the 19 districts we have identified as diverse, in addition to identifying and reaching out to rapidly changing districts to gain further insight into what is needed to sustain diversity within each district.

Requirements to Move Forward-

- ERASE Racism will seek meetings with a variety of stakeholders from the 19 diverse districts to discuss how to best support each district and to identify challenges and lessons learned which can be shared with others. Education Equity working Group members can assist with making connections to appropriate districts.
- ERASE Racism will research LI districts to determine which are experiencing rapid demographic changes.
- ERASE Racism will focus on creating outreach efforts in diverse districts for greater insight into their experiences and best practices they would be willing to share for others going through a similar experience.

Resources:

- NCS D Briefing on Suburban area that experienced demographic shift [http://school-diversity.org/pdf/NCSD Eden Prairie Statement.pdf](http://school-diversity.org/pdf/NCSD_Eden_Prairie_Statement.pdf)

How Do We Evaluate Success?

- Completed data analysis of rapidly changing districts.
- Number of diverse and rapidly changing districts that engage in conversation about support needed, challenges faced, and lessons learned.
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EEWG Interest

- Joan Lange
- Larry Levy
- Janice Anderson-Small
- Kathie Greenberg
- Sol Marie Alfonso Jones