

# **The National Coalition** *on* **School Diversity**

NATIONAL COALITION ON SCHOOL DIVERSITY  
2018-2020 STRATEGIC PLAN



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# Executive Summary

**THE NATIONAL COALITION ON SCHOOL DIVERSITY** was founded in 2009 as the first and only organization formed for the sole purpose of advancing K-12 school integration.

During a critical time when litigation and activism began to be more inclusive of other stakeholders and approaches on how to best achieve integration in public schools, NCSD was the leader in federal advocacy and brought together school diversity stakeholders across the country.

Today, as a membership network of national civil rights organizations, university-based research centers, and state and local coalitions, NCSD continues to lead the field – working to expand support for government policies that promote school diversity and reduce racial and economic isolation in elementary and secondary schools. The work is guided by the belief that school diversity is the cornerstone to building an inclusive, civically-engaged, equitable society.

## NCSD

CARRIES OUT ITS MISSION TO ELIMINATE RACIAL AND ECONOMIC SEGREGATION IN K-12 EDUCATION THROUGH:

SERVING AS THE  
FIELD'S CENTRAL  
CONVENER

CONNECTING  
CONSTITUENTS  
THROUGH LEARNING  
EXCHANGES, INFORMATION  
SHARING, AND PEER  
NETWORKS

ELEVATING A  
CRITICAL RESEARCH  
AGENDA THAT IS  
DIRECTLY LINKED  
TO WORK ON THE  
GROUND

MONITORING,  
INFLUENCING,  
AND PROTECTING  
FEDERAL POLICY

A REGIONAL  
OUTREACH STRATEGY  
TO HIGHLIGHT  
AND SUPPORT  
GRASSROOTS  
EFFORTS

DEVELOPING A  
COMPREHENSIVE  
AND STRATEGIC  
COMMUNICATIONS  
AGENDA

# History & Context

PLESSY V.  
FERGUSON 1896

BROWN V.  
BOARD OF  
EDUCATION

1954

“[Education] is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education.”

- *Brown v. Board of Education*  
347 U.S. 483 (1954)

## IN 1954, *BROWN V. BOARD OF EDUCATION OF TOPEKA*<sup>1</sup> WAS A LANDMARK DECISION

in which the Supreme Court unanimously declared state laws establishing separate public schools for black and white students to be unconstitutional. For much of the sixty years preceding the *Brown* case, race relations in the United States had been defined by “Jim Crow” racial segregation. This policy had been endorsed in 1896 by the Supreme Court’s *Plessy v. Ferguson*<sup>2</sup> decision, which held that as long as separate facilities for the separate races were “equal,” segregation did not violate the Fourteenth Amendment. *Brown* effectively overturned *Plessy*, holding that segregation of students in public schools violates the Equal Protection Clause of the Fourteenth Amendment, because separate facilities are inherently unequal.

For public education in America, *Brown* was a paradigm-shifting decision that opened up dialogue and opportunity for shifting fundamental beliefs, practices, and policies about equal access and quality of education for black and white students alike in the United States. The decision expanded many people’s thinking about the role of public education in the United States, recognizing its centrality to the progression of society overall.

The public education system became a battleground for how the country interpreted, reacted to, resisted, and pushed through its racial caste system. The *Brown* decision, and the period of desegregation that eventually

TITLE VI OF  
THE CIVIL  
RIGHTS ACT

1964

THE  
COLEMAN  
STUDY

1966

PARENTS  
INVOLVED IN  
COMMUNITY  
SCHOOLS V.  
SEATTLE SCHOOL  
DISTRICT NO. 1

2007

followed, led the way to other challenges of state-sanctioned exclusion in the country, including desegregation of hospitals, public parks, and public transit systems.

The decision also paved the way for stronger enforcement of integration, through Title VI of the Civil Rights Act of 1964, and became a model for many future impact litigation cases. The underlying reasoning of *Brown* was reaffirmed by the influential **Coleman Study**<sup>3</sup> in 1966, which confirmed the role of “peer effects” on achievement in low income schools, and presaged observations about the “triple jeopardy”<sup>4</sup> faced by low income children of color – the concurrent impacts of growing up in a low-income family, living in a high poverty neighborhood, and attending a high poverty, under-resourced school. Over the next 50 years, courts and the public alike have wrestled with what “desegregation” and “integration” mean, and how they can best be achieved in a variety of settings and circumstances.

At the turn of the century, the debate around the role of racial diversity in K-12 public education focused on Seattle, Washington and Louisville, Kentucky, two districts that had adopted voluntary student assignment plans that prioritized racial diversity. The *Parents Involved in Community Schools v. Seattle School District No. 1*<sup>5</sup> decision [hereinafter referred to as “*Parents Involved*” or “*PICS*”] placed some limits on how public schools can assign individual students to schools; but, importantly, a majority of justices also recognized diversity in K-12 education as a compelling state interest.

The *PICS* case created new urgency for the community of civil rights lawyers, socially concerned academics, educators, and advocates long working to create and improve racially diverse and inclusive public schools. There was a broad amicus campaign led by the NAACP Legal Defense Fund and significant post-*PICS* outreach work that focused on ensuring the decision was properly understood. This field-wide coordination of opinions and collective conversations on the merits of integration (now



supported more clearly by research) truly marked a shift in the field from more passive support for integration to a more active, engaged effort to elevate its importance. While the spirit of *Brown* still provides the guiding framework as to why integration is important and necessary, communities and advocates aspired to a more research-based, holistic, and inclusive approach to integration. Through continued legal and policy fights on the local, state, and federal level and an ever-growing body of social science research documenting the educational effectiveness of integration, the field had learned much more. Forging stronger connections between advocates and communities, and research-informed policy development, were now critical strategies.

In 2007, the Open Society Foundations (then known as the Open Society Institute) made grants to several key organizations engaged in post-*PICS* outreach and education efforts. A coordinator was hired in 2008, creating some new capacity among key organizations to support the collaborative work. Soon after the election of President Barack Obama in 2009, several leaders in the movement saw the wisdom of formalizing a coalition aimed at influencing federal policy within the new administration.

Through hosting its first conference, *Reaffirming the Role of School Integration in K-12 Public Education Policy: A Conversation Among Policymakers, Advocates, and Educators*, which was held at Howard University School of Law in November 2009, thus began the National Coalition on School Diversity. NCSD's first goals were established in March 2010.<sup>6</sup>

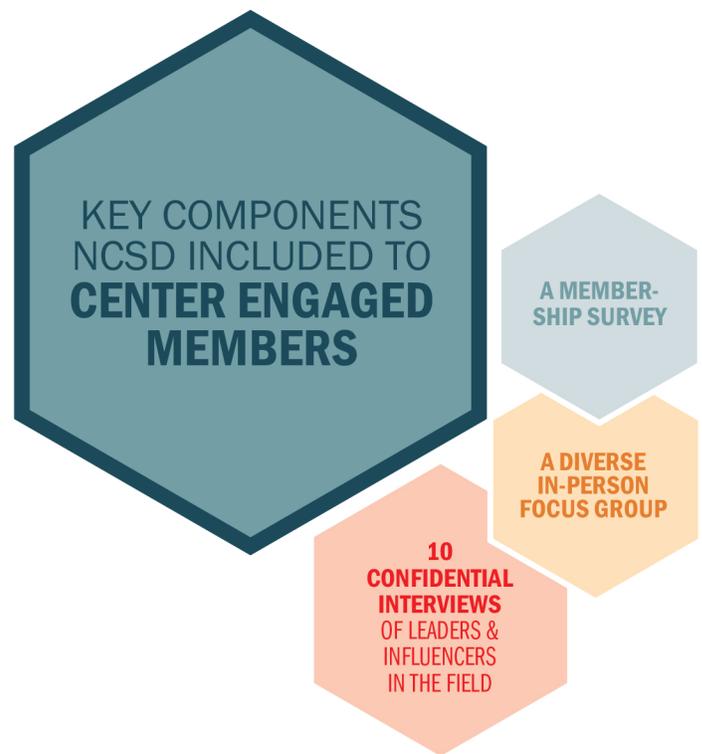
The new coalition's first task was the removal of Bush Administration's *PICS* "guidance" for school districts, which advocates felt grossly mischaracterized the Court's holding and erroneously advised districts that there was nothing they could do to voluntarily promote racial integration. In 2011, the Department of Education and the Department of Justice issued joint guidance addressing this issue.

This guidance recognized the importance and continued viability of voluntary efforts to achieve diversity and avoid racial isolation in elementary and secondary schools (the *PICS* guidance was withdrawn by Secretary DeVos and Attorney General Jeff Sessions in 2018).<sup>7</sup>

## **NATIONAL COALITION ON SCHOOL DIVERSITY STRATEGIC PLANNING PROCESS**

Given the abrupt change in leadership and direction at the federal level, NCSD is using this moment to refocus on how to uphold policies it has helped advance over the last eight years and to focus on how to build on the momentum of the expanding school diversity field. With support from the Ford Foundation, NCSD embarked on its first-ever strategic planning process in May 2017. The goal of this process was to engage and hear from members, advocates, and allies so that it can formulate a clear strategic roadmap for the next three years. NCSD hired a consultant to lead the strategic planning process. To assist NCSD staff, a strategic planning committee of six NCSD members was formed to be a touch point and strategic guide for this process.

The strategic planning process was developed to be comprehensive and heavily centered on engaging members.



# What is National Coalition on School Diversity?

NCSD is national network supporting a diverse group of constituents to advocate for and create experiences, practices, models, and policies that promote school diversity/integration and reduce racial and economic isolation in K-12 education. The work is guided by a vision of an inclusive, multiracial society that maintains itself through just social structures. The words of Justice Thurgood Marshall, “Unless our children begin to learn together, there is little hope that our people will ever begin to live together,” are a popular mantra amongst coalition members.

Currently, NCSD is supported and staffed by the Poverty and Race Research Action Council (PRRAC), a civil rights and policy organization based in Washington DC. PRRAC was originally founded by three of the NCSD’s founding organizations – the NAACP LDF, ACLU, and Lawyers Committee for Civil Rights Under Law. PRRAC’s primary mission is to help connect advocates with social scientists working on race and poverty issues, and to promote a research-based advocacy strategy on structural inequality issues – particularly in regard to remedying the continuing impacts of housing and school segregation.

NCSD engages in research, public education, and advocacy to help expand support for government policies that promote school diversity and

reduce racial and socioeconomic isolation. The members include both organizations and leading education researchers.

Membership is free and open to national, regional, and local organizations that are working to support racial and economic integration in public schools. Members are listed on the NCSD website. They are asked to help publicize NCSD publications and events, and to support NCSD advocacy efforts, as appropriate, at the U.S. Department of Education, in state governments, and in Congress.

**NCSD’S MEMBERSHIP HAS GROWN FROM ABOUT 10 ORGANIZATIONS IN 2009 TO NEARLY 50 IN 2017.**

NCSD provides integration-specific professional development (its last conference drew over 300 people) and resources (about 5,000 people receive NCSD’s monthly e-newsletter). While building a national community and achieving significant policy successes, NCSD has become a strong coalition that provides members a place to act on their commitment to integration from a legal, policy, and research perspective.

## NCSD ENGAGES IN:



# School Diversity Field

When the National Coalition on School Diversity (NCSD) began in 2009, the goal was to put school integration back on the national policy agenda, in the wake of the Supreme Court’s important decision in the *Parents Involved* case. The founding insight for the NCSD in 2009 was the realization that, while many national and state civil rights organizations valued and supported school integration, it was almost never the immediate priority issue raised by individual groups in public discourse or in federal advocacy. Although other organizations now focus in part on school integration and diversity as the core driver of their work, NCSD remains the only national entity dedicated solely to this work. For the NCSD, school diversity is first about creating the right mix of policies and legal structures that will lead to racial and economic integration within schools, school districts, and across metropolitan regions; and second, ensuring that policies and practices within schools and classrooms are fully inclusive and maximize the benefits of integration for all students.

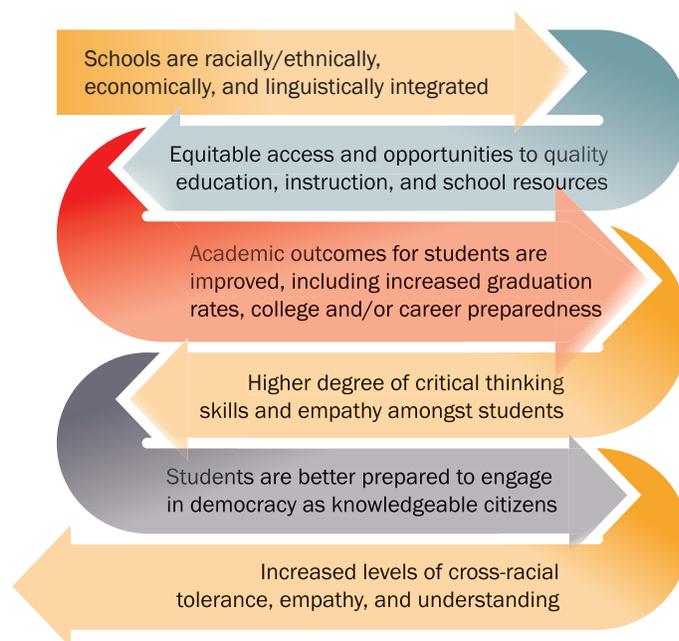
NCSD is effective in breaking down silos between practitioners, researchers, advocates, and policymakers. Each member plays a vital role in sustaining and strengthening this work—some providing advocacy expertise, others providing on-the-ground perspective, still others highlighting and evaluating best practices and models. NCSD is fortunate to have a wide range of key partners and influencers in the school diversity field.

School diversity is a growing field, with more

professionals focusing on advancing diverse, equitable, inclusive public schools. The field now includes students, parents, practitioners, administrators, school governance bodies, pedagogy experts, organizers, researchers, nonprofit organizations, funders, litigators, advocates, and policymakers. The field has also witnessed deepened engagement from corporations and faith communities. The broad network of constituencies represents individuals who care about school diversity and who believe that making progress towards school diversity will advance their own work.

As the field of school diversity continues to evolve and take shape, NCSD recognizes several evidence-based outcomes that align with significant progress toward achieving school diversity for all students in public education.

## OUTCOMES OF DIVERSITY



While many professionals in the school diversity field are working on various levels to research, influence, or create opportunities in which these outcomes might be achieved, many of the strategies or tactics used from one school district to another varies. There is no one approach that will work for all school districts.

Therefore, a larger question in defining what success looks like in the school diversity field lies in a more visionary frame that unifies the broad and deep field, allows room for multiple strategies that could achieve the same goal,

and defines common values and principles that are necessary to achieve school diversity now. Language, terms, context, and audience all matter in a field where intergenerational intentions, beliefs, and experiences in the work can be vastly different.

In order for the NCSD and other leaders and influencers in the field to move forward effectively, developing and articulating common values, principles, and understanding of language in context are necessary.

## WHAT DOES SUCCESS LOOK LIKE?



MORE VISIONARY  
FRAME THAT  
**UNIFIES** THE  
BROAD AND  
DEEP FIELD



ALLOWS ROOM  
FOR **MULTIPLE**  
**STRATEGIES** THAT  
COULD ACHIEVE THE  
SAME GOAL



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ARE NECESSARY TO  
ACHIEVE SCHOOL  
DIVERSITY NOW



# NCSD Guiding Framework

## NCSD'S GUIDING FRAMEWORK

As NCSD moves into its 9th year, it is an opportune time to fully embrace its identity and position itself as a focal point for a growing 21st century school integration movement. Supported and encouraged by its current membership, through engaging in critical dialogue with field leaders and influencers, and through its wide connections and seat at the table with all major efforts that involve advancing school integration, NCSD seeks to more boldly articulate its role in the field.

Over the course of 2018-2020, NCSD wishes to share, engage, and expand its membership around the following vision, mission, and values:

**NCSD VISION:** America's public education system is the centerpiece of a diverse, interconnected, and just democracy that is free from individual, institutional, and structural racism. The education system is inclusive of the individual and collective histories, perspectives, and voices of the communities it serves. This system values, supports, and equips all young people with the resources and skills they need to thrive. Our policies and social structures reflect a deep, unwavering commitment to our young people, our communities, and our democracy.

**NCSD MISSION:** Here at NCSD, we challenge common assumptions that segregation in our nation's communities and schools is natural, harmless, or inevitable. NCSD supports brave, bold, visionary changemakers

and bridgebuilders as they tackle the root causes of educational inequity and injustice. Our members work to design, enact, implement, and uplift K-12 public school integration policies and practices so we may build cross-race/cross-class relationships, share power and resources, and co-create new realities.

**NCSD VALUES:** School diversity is the cornerstone to building a more inclusive society; transforming the structure of our democracy; attacking the roots of racial hierarchy; and learning how to share power and resources more equitably.

NCSD advances school diversity in K-12 education by serving as the hub and first-stop for constituents who want to stay abreast of what is going on in the field, engage in the field by sharing and exchanging ideas, gain access to research and policy experts, and be a part of advocating for field-wide policy shifts and opportunities.

# Capacity & Resource Goals

Since its inception, NCSD has been supported and staffed by the Poverty Race and Research Action Council. Although it receives substantial in-kind support and assistance from its member organizations and volunteer researchers on specific projects, maintaining and expanding the role of NCSD will require significantly more capacity and resources. Throughout the strategic planning process, members and leaders in the field have affirmed the reality of NCSD's limited capacity, which continues to limit its broader impact. In order to truly serve and engage its members, advance connections, promote peer learning and exchange, guide research, and lead federal advocacy efforts, NCSD must provide consistent support, leadership opportunities, and accountability to its membership. Thus, organizational infrastructure is critical in helping NCSD fully operationalize its identity as the central hub of the school diversity field.

It is clear that NCSD aims to continue its work as an entity, thus, the sustainability of NCSD is a primary goal. There are two main areas currently identified that will help to secure a more stable and consistent path to sustainability for NCSD – increasing the amount

of financial resources and more clearly defining the Coalition's official legal status.

NCSD has operated with minimal financial resources for most of its first eight years of existence. NCSD members have contributed to support and sponsor the bi-annual conference and PRRAC has supported and absorbed the costs of staffing NCSD, largely through its general operating support. For the first time in 2015, PRRAC secured financial resources to explicitly cover a portion of NCSD's staff and overhead costs. Looking towards a more sustainable future will require a financial growth plan that is ambitious yet reasonable and explores all options of stabilizing revenue sources from members, donors, and foundations.

Additionally, PRRAC technically serves as the fiscal sponsor for NCSD, but this partnership is not contractually formalized. As NCSD assumes a clearer identity, it will be important to solidify this partnership. NCSD must go through a process led by the governing body and the PRRAC Board to identify what kind of relationship between NCSD and PRRAC is mutually beneficial, clear, and formalized.

Over the next three years, NCSO aims to develop and strengthen its organizational infrastructure in the following ways:

### NCSO'S 3YR GROWTH PLAN

Develop and assess total costs of a human resources plan that will fully support the goals of the Coalition;



Explore formalization of fellowship/internship partnerships with NCSO member organizations and affiliated institutions;



Develop and assess total costs of technology, software, hardware, and capabilities required to appropriately staff and support a membership organization;



Further professionalize membership entry to NCSO, including membership criteria, form, and process that outlines the relationship between NCSO and its members and creates a system of mutual accountability;



Clearly define governance structure of NCSO that includes a process for executive decision-making and membership-wide decision-making and outlines criteria for participation in all activities; and



Develop protocols and tools to help support/enhance communication with and between NCSO members.



## OVER THE NEXT YEAR NCSD WILL



Create an annual budget for NCSD and document the full amount of financial resources needed to staff NCSD;



Create a plan and strategy for building relationships with funders and donors;



Create a fundraising plan with targets and projected asks;



Engage governance and membership in fundraising strategy and efforts;



Explore options, develop process, and decide how to formalize its partnership with PRRAC.

# 2018-2020

# NCSD Strategic Priorities

## THE CORE ACTIVITIES OF NCSD INCLUDE

- + Informing members and the broader school diversity movement through a monthly newsletter that provides critical information to the field
- + Facilitating connections and communication between researchers, practitioners, advocates, and policymakers
- + Producing and disseminating policy and research briefs
- + Leading federal advocacy policy work around school diversity and providing opportunities for members and local voices to engage
- + Convening the broader school diversity field through a bi-annual conference

NCSD'S core substantive work will remain the foundation of its work moving forward. Throughout the strategic planning process, members and leaders in the field alike were easily able to identify the clear value, benefit, and appreciation for the roles that NCSD has come to play through their convening, organizing of research in the field, development of policy briefs, and strong leadership in advancing federal policy. Thus, the organizational goals for the next three years will reflect a strengthening and expansion of this core work of NCSD.



# 1

## **NCSD WILL BE THE CENTRAL CONVENER OF THE SCHOOL DIVERSITY FIELD.**

The Coalition will continue to organize and host a field-wide bi-annual conference on school diversity/integration. This is the only conference geared towards any and all constituents of the field. As the central convener of the field, NCSD will enhance its field-wide calendar of major meetings, events, conferences, and symposiums to develop and maintain a pulse of critical conversations happening in the field. NCSD will work to more effectively advertise and communicate about these major events through its membership, newsletter, and other communications.

NCSD will also explore organizing and hosting regional convenings in the field in order to engage members across the country that may not be in close proximity to DC or the Northeastern United States, which is the main region where most in-person opportunities to convene and connect currently occur. Regional convenings also provide the opportunity for community-based leaders, practitioners, school district leaders, and other constituents to meet and talk with one another and develop more meaningful peer-to-peer relationships as they work towards their particular goals of advancing school diversity.

### **NCSD WILL...**

- + HOST A BI-ANNUAL CONFERENCE IN 2019**
- + DEVELOP AN ONLINE SCHOOL DIVERSITY FIELD-WIDE CALENDAR**
- + HOST AT LEAST ONE REGIONAL CONFERENCE BY 2020**



## 2

### **NCSD WILL PROVIDE FIELD-WIDE OPPORTUNITIES FOR LEARNING EXCHANGE AND INFORMATION SHARING AS THE KEY CONNECTOR FOR CONSTITUENTS IN THE SCHOOL DIVERSITY FIELD.**

A consistent request from NCSD members was more opportunities to be in relationship, communicate, and learn with others in the field. Members identified the need for more opportunities to interact with one another, and expressed the desire to engage in a variety of forms (including virtually). Peer-to-peer learning remains an invaluable part of being connected to NCSD. The membership particularly wants to formally explore establishing working groups to facilitate in-depth learning via small committees that have a common focus in their work in the school diversity field. These working groups and their focus will have to be aligned with the membership's interests and staffed by NCSD.

NCSD will also create consistent virtual offerings for learning exchange, dialogue, and information sharing in order to ensure that all members and constituents have an equal opportunity to engage and participate regardless of location. These offerings could include webinars, conference calls, and/or twitter chats.

#### **NCSD WILL...**

- + ESTABLISH AND PROVIDE SUPPORT FOR UP TO THREE WORKING GROUPS BY 2020**
- + PROVIDE QUARTERLY LEARNING EXCHANGE AND PEER-TO-PEER LEARNING OPPORTUNITIES FOR MEMBERS**
- + HELP FACILITATE JOINT POLICY STRATEGY DEVELOPMENT**



### 3

## **NCSD EXPANDS AND ELEVATES A CRITICAL RESEARCH AGENDA THAT IS DIRECTLY LINKED TO WORK ON THE GROUND.**

Research has always played a role in school integration advocacy, and NCSD believes that current research should inform policy development process in a more systematic way. NCSD aims to increase two-way communication between advocates and researchers on key contested questions and connect both emerging and already-established school diversity scholars and researchers with one another. NCSD currently does this through the Research Advisory Panel (established researchers) and the School Diversity Research Network (emerging researchers). Moving forward, NCSD would like to deepen this engagement through more meaningful partnerships and creating opportunities for formalized, long-term collaboration between researchers, advocates, and practitioners (e.g. annual convenings of members, either virtually or in person; webinars featuring RAP members; heightened presence at research convenings; etc.) NCSD commits to being more proactive in promoting research and in setting research agendas and goals to foster this critical and current alignment in the field.

### **NCSD WILL...**

- + HOST AN IN-PERSON MEETING OF THE RESEARCH ADVISORY PANEL BY 2020**
- + DEVELOP, WITH NCSD PARTNERS, A STRATEGY FOR SUPPORTING AND STRENGTHENING THE SCHOOL DIVERSITY RESEARCH NETWORK**
- + PRODUCE AND WIDELY DISSEMINATE AT LEAST FOUR RESEARCH BRIEFS BY 2020**
- + ACTIVELY SEEK OPPORTUNITIES TO DISSEMINATE RESEARCH TO THE NCSD MEMBERSHIP AND BROADER FIELD**
- + SEEK OPPORTUNITIES TO CONNECT RESEARCHERS, PRACTITIONERS, AND ADVOCATES TO COLLECTIVELY DEVELOP RESEARCH AGENDAS**



# 4

## **NCSD WILL DEVELOP A COMPREHENSIVE AND STRATEGIC COMMUNICATIONS AGENDA.**

The main source of connection and engagement amongst NCSD members currently is the monthly newsletter communication and dissemination of research and policy briefs via the website. NCSD members truly value this communication and continue to ask for more. Thus, NCSD wants to proactively develop a more comprehensive and strategic agenda around communications and narrative change. It is our goal to engage with members, experts, and research to develop an “evidence-based” communications plan.

### **NCSD WILL...**

- + PRODUCE A MONTHLY NEWSLETTER AND AMPLIFY ITS SOCIAL MEDIA PRESENCE**
- + PROACTIVELY SEEK OPPORTUNITIES TO DISSEMINATE BRIEFS AND OTHER PUBLICATIONS**
- + ESTABLISH STRONG WORKING RELATIONSHIPS WITH MEDIA AND PRESS**
- + PROVIDE AT LEAST ONE MEDIA TRAINING FOR STAFF AND NCSD LEADERSHIP/ MEMBERS**
- + DEVELOP A PLAN FOR, AND LEAD, A FIELD-WIDE CONVERSATION ABOUT NARRATIVE CHANGE, LANGUAGE, AND MESSAGE TESTING**



## 5

## **NCSD WILL LEAD THE FIELD IN MONITORING, INFLUENCING, AND PROTECTING FEDERAL POLICY THAT SUPPORTS SCHOOL DIVERSITY.**

One of the hallmarks of NCSD since its founding in 2009 is strategic use of its relationships and sophistication at navigating the federal policymaking arena to advocate for policy reform and champion work that supports the broader school diversity movement, and to protect policies that create incentives and other supports for integration. NCSD members and field leaders are looking to NCSD to be educated, engaged, and demonstrate strong leadership in this area. Playing a critical watchdog role is increasingly important as the field continues to expand.

Over the next three years, NCSD will continue to publish critical policy briefs for the field, provide opportunities for making the voices of members heard, and more clearly promote best practices in the field with policymakers. NCSD plans to continue engaging in permissible lobbying activities, and might consider hosting an advocacy day for the school diversity field.

Our emerging regional outreach strategy (see next page) will enhance NCSD’s federal work by connecting local advocates and practitioners more directly with key K-12 policymakers.

### **NCSD WILL...**

- + PRODUCE AT LEAST FOUR POLICY BRIEFS BY 2020**
- + HOST AT LEAST ONE “DAY ON THE HILL,” PROVIDING MEMBERS AN OPPORTUNITY TO ENGAGE IN DIRECT ADVOCACY**
- + LEAD AT LEAST TWO POLICY-FOCUSED EVENTS OR INITIATIVES—HILL BRIEFINGS, WEBINARS, OR “TOWN HALLS” ON SOCIAL MEDIA—BY 2020**



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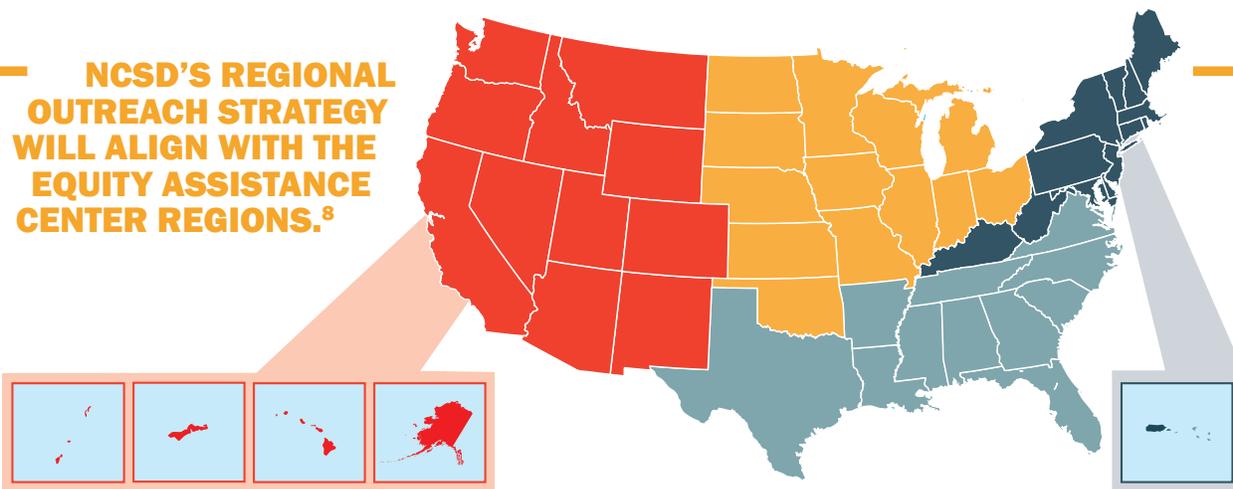
## NCSD WILL SUPPORT THE FIELD IN MONITORING AND HIGHLIGHTING STATE AND LOCAL K-12 INTEGRATION EFFORTS THROUGH A REGIONAL OUTREACH STRATEGY.

NCSD will explore ways to more systematically monitor and highlight activities and developments across the field, to help correct some of the observed and/or perceived imbalances in knowledge of and attention given to integration efforts outside of the Northeastern United States. Through an enhanced, intentional outreach effort, NCSD seeks to build meaningful, trusting relationships with a diversity of constituents all over the country. The Coalition also aims to identify, elevate, and support—through convening and documentation—local level innovation in the field. We also see this as a vehicle through which NCSD can develop more frequent, concrete, and meaningful engagement with our membership and to enhance our federal work by connecting local advocates and practitioners more directly with key K-12 education policymakers.

### NCSD WILL...

- + WITH ASSISTANCE FROM MEMBERS, ENGAGE REGIONAL OUTREACH COORDINATORS TO HELP NCSD DEVELOP CRITICAL PARTNERSHIPS WITH LOCAL COMMUNITY ORGANIZATIONS; COLLEGES AND UNIVERSITIES; AND ADVOCACY GROUPS
- + PRODUCE AT LEAST THREE “FIELD SPOTLIGHTS” THAT DOCUMENT AND HIGHLIGHT BEST PRACTICES IN THE SCHOOL DIVERSITY FIELD
- + STRENGTHEN COVERAGE OF SCHOOL INTEGRATION ISSUES AT NATIONAL AND REGIONAL K-12 CONFERENCES, THROUGH PRESENTATIONS AND/OR TABLING AT 2-3 CONFERENCES A YEAR
- + MAINTAIN A DATABASE OF STATE AND LOCAL K-12 INTEGRATION SUPPORTERS

**NCSD’S REGIONAL OUTREACH STRATEGY WILL ALIGN WITH THE EQUITY ASSISTANCE CENTER REGIONS.<sup>8</sup>**



#### Region I

Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia

#### Region II

Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia

#### Region III

Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin

#### Region IV

Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming

# References



- 1 Brown v. Board of Education, 347 U.S. 483 (1954)
- 2 Plessy v. Ferguson, 163 U.S. 537 (1896)
- 3 James S. Coleman et al., U.S. Dep't of Health, Educ. & Welfare, Equality of Educational Opportunity 301-04 (1966)
- 4 See, e.g. Dolores Acevedo-Garcia et al., *Toward a Policy-Relevant Analysis of Geographic and Racial/Ethnic Disparities in Child Health*, 27 HEALTH AFFAIRS 321 (2008), available at <http://content.healthaffairs.org/content/27/2/321.full.pdf>
- 5 Parents Involved in Community Schools v. Seattle School Dist. No. 1, 551 U.S. 701 (2007)
- 6 See <http://school-diversity.org/pdf/DiversityIssueBriefStmt.pdf>
- 7 See <http://school-diversity.org/wp-content/uploads/2018/07/guidance-ese-201111.pdf>
- 8 To learn more about Equity Assistance Centers, visit <https://www2.ed.gov/programs/equitycenters>

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***The National Coalition***  

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***on***  
***School Diversity***