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Organizing For Educational Justice The

Organizing for Educational Justice is a rich, honest biography of democratic mobilization for public education, an intimate look at a moment in time when educators, community members, parents, politicians, union leaders, and youth, linked arms to organize in the Bronx, for a different tomorrow. It should be required reading for educators, activists, and policy makers committed to resurrecting public education as a public good.

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Organizing for educational justice : the campaign for public school reform in the South Bronx. [Michael Fabricant] -- Since the 1980s, strategies for improving public education in America have focused on either competition through voucher programs and charter schools or standardization as enacted into federal law ...

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In *Organizing for Educational Justice*, Michael B. Fabricant tells the story of CC9 from its origins in 1995 as a small group of concerned parents to the citywide application of its reform agenda—concentrating on targeted investment in the development of teacher capacity—ten years later. Drawing on in-depth interviews with participants, analysis of qualitative data, and access to meetings and archives, Fabricant evaluates CC9 ' s innovative approach to organizing and collaboration with ...

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This groundbreaking book provides examples of on-the-ground organizing and academic activism, drawing attention to the militarization of public schools, the erasure of queer lives at private institutions with anti-gay ?lifestyle? statements, and the failure of professional educational organizations to act for social justice.

Flaunt It!: Queers Organizing for Public Education and ...

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Since the 1980s, strategies for improving public education in America have focused on either competition through voucher programs and charter schools or standardization as enacted into federal law through No Child Left Behind. These reforms, however, have failed to narrow the performance gap between poor urban students and other children. In response, parents have begun to organize local campaigns to strengthen the public schools in their communities. One of the most original, successful, and influential of these parent-led campaigns has been the Community Collaborative to Improve District 9 (CC9), a consortium of six neighborhood-based groups in the Bronx. In *Organizing for Educational Justice*, Michael B. Fabricant tells the story of CC9 from its origins in 1995 as a small group of concerned parents to the citywide application of its reform agenda—concentrating on targeted investment in the development of teacher capacity—ten years later. Drawing on in-depth interviews with participants, analysis of qualitative data, and access to meetings and archives, Fabricant evaluates CC9's innovative approach to organizing and collaboration with other stakeholders, including the United Federation of Teachers, the NYC Department of Education, neighborhood nonprofits, and city colleges and universities. Situating this case within a wider exploration of parent participation in educational reform, Fabricant explains why CC9 succeeded and other parent-led movements did not. He also examines the ways in which the movement effectively empowered parents by rigorously ensuring a democratic process in making decisions and, more broadly, an inclusive organizational culture. As urban parents across America search for ways to hold public schools accountable for their failures, this book shows how the success of the CC9 experience can be replicated elsewhere around the country.

Parents, young people, community organizers, and educators describe how they are fighting systemic racism in schools by building a new intersectional educational justice movement. Illuminating the struggles and triumphs of the emerging educational justice movement, this anthology tells the stories of how black and brown parents, students, educators, and their allies are fighting back against systemic inequities and the mistreatment of children of color in low-income communities. It offers a social justice alternative to the corporate reform movement that seeks to privatize public education through expanding charter schools and voucher programs. To address the systemic racism in our education system and in the broader society, the contributors argue that what is needed is a movement led by those most affected by injustice—students of color and their parents—that builds alliances across sectors and with other social justice movements addressing immigration, LGBTQ rights, labor rights, and the school-to-prison pipeline. Representing a diverse range of social justice organizations from across the US, including the Chicago Teachers Union and the Genders and Sexualities Alliance Network, the essayists recount their journeys to movement building and offer practical organizing strategies and community-based alternatives to traditional education reform and privatization schemes. *Lift Us Up!* will outrage, inform, and mobilize parents, educators, and concerned citizens about what is wrong in American schools today and how activists are fighting for and achieving change.

That education should instill and nurture democracy is an American truism. Yet organizations such as the Business Roundtable, together with conservative philanthropists such as Bill Gates and Walmart's owners, the Waltons, have been turning public schools into corporate mills. Their top-down programs, such as Common Core State Standards, track, judge, and homogenize the minds of millions of American students from kindergarten through high school. But corporate funders would not be able to implement this educational control without the de facto partnership of government at all levels, channeling public moneys into privatization initiatives, school closings, and high-stakes testing that discourages independent thinking. *Educational Justice* offers hope that there's still time to take on corporatized schools and achieve democratic justice in the classroom. Forcefully written by educator and journalist

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Howard Ryan, with contributing authors, the book opens with four chapters that discuss theories on teacher unionism, social justice pedagogy, and corporate school reform. These chapters are balanced with four case-study chapters documenting exemplary teaching and school-site organizing practices in the field. Reports from various educational fronts include innovative union strategies against charter school expansion, as well as teaching visions drawn from the vibrant “ whole language ” movement. Bold, informative, clearly reasoned, this book is an education in itself—a democratic one at that.

This critical anthology showcases an interdisciplinary forum of scholars sharing a common interest in the analysis, discussion, critique, and dissemination of educational issues impacting Latinos. Drawing on the best of the past 20 years of the Journal of Latinos and Education, the collection highlights work that has been seminal in addressing complex educational issues affecting and influencing the growing Latina and Latino population. Chapters discuss the production and application of wisdom and knowledge to real-world problems while engaging and collaborating with the interests of key stakeholders in other sectors outside the "traditional" academy. Organized thematically around issues related to policy, research, practice, and creative and literary works, the collection is sure to extend and encourage novel ways of thinking about the ongoing and emerging questions around the unifying thread of Latinos and education.

This groundbreaking book provides examples of on-the-ground organizing and academic activism, drawing attention to the militarization of public schools, the erasure of queer lives at private institutions with anti-gay « lifestyle » statements, and the failure of professional educational organizations to act for social justice. Flaunt It! offers a constructive and timely analysis of the local, felt impact of neoliberal policies on the lives of those most marginal in schools and in communities.

In cities across the nation, low-income African-American and Latino parents hope their children's education will bring a better life. But their schools, typically, are overcrowded, ill equipped, and shamefully under-staffed. This work offers a radical approach to school reform that stresses grassroots public activism.

After a powerful webinar that included educators from ten cities explaining the many incredible actions they took in support of the national Black Lives Matter at School week of action, Denisha Jones, contacted Jesse Hagopian to propose that they collect these stories in a book. Black Lives Matter at School succinctly generalizes lessons from successful challenges to institutional racism that have been won through the BLM at School movement. This is a book that can inspire many hundreds or thousands of more educators to join the BLM at School movement.

The persistent failure of public schooling in low-income communities constitutes one of our nation's most pressing civil rights and social justice issues. Many school reformers recognize that poverty, racism, and a lack of power held by these communities undermine children's education and development, but few know what to do about it. A Match on Dry Grass argues that community organizing represents a fresh and promising approach to school reform as part of a broader agenda to build power for low-income communities and address the profound social inequalities that affect the education of children. Based on a comprehensive national study, the book presents rich and compelling case studies of prominent organizing efforts in Chicago, New York City, Los Angeles,

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Denver, San Jose, and the Mississippi Delta. The authors show how organizing groups build the participation and leadership of parents and students so they can become powerful actors in school improvement efforts. They also identify promising ways to overcome divisions and create the collaborations between educators and community residents required for deep and sustainable school reform. Identifying the key processes that create strong connections between schools and communities, Warren, Mapp, and their collaborators show how community organizing builds powerful relationships that lead to the transformational change necessary to advance educational equity and a robust democracy.

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