



THE BLACK AND BROWN  
COALITION FOR  
EDUCATIONAL EQUITY  
AND EXCELLENCE

PREAMBLE: Building on the original asks of the Black and Brown Coalition for Educational Equity and Excellence, **access to effective and diverse teachers and leaders is more urgent now than ever**, as we grapple with the current reality for students who are the most underserved:

### **Recovery of Learning Loss/Accelerated Learning**

**ASK: All students, but particularly Black, Brown and low-income students whose communities have been ravaged by the COVID-19 pandemic, must have access to effective accelerated learning opportunities that can reverse learning loss and redress pre-existing opportunity gaps widened by the crisis.**

To achieve this **immediately and into the future**, we must:

- *Urgently* establish and expand low cost educational learning “hubs” to ensure that all Black, Brown and students from low-income families are aware of, and have access to, the supervision, support, and reliable internet they need to learn virtually
- Provide intensive, effective one-on-one tutoring support (e.g. every day, year-round) to those students who show the greatest learning loss so they achieve measurable progress especially in literacy and math
- Increase instructional time spent with effective educators for students who show the greatest learning loss by re-allocating class periods or extending the school day, week and/or year
- Connect high school students who are not college and career ready with accelerated instruction as well as individualized assistance to ensure that they enroll in post-secondary options
- Provide parents/guardians ready access to understandable information, training and materials necessary to effectively 1) support, 2) encourage, 3) monitor, 4) and collaborate in promoting their student(s)’ academic success and social emotional well-being

### **Culturally Appropriate Engagement**

**ASK: Black, Brown, low-income students and their families need regular, proactive culturally and linguistically appropriate engagement to: (1) overcome environmental barriers that impede student success and (2) to elevate the voices of these most impacted communities that have previously been marginalized. (FN#1)**

To achieve this, we must:

Ensure that all educators and administrators receive ongoing evidence-based training and support (consistent with the definition of “evidence-based” in section 8002.42 of the Every Student Succeeds Act) to develop the knowledge and skills needed: (1) to promote the academic success and healthy

development of Black, Brown and low-income students; (2) to create welcoming and inclusive cultures at each school including use of fair and equitable disciplinary practices (such as restorative practices and restorative justice); and regularly measure their impact on improving outcomes for our most underserved students.

- Train and evaluate all district and school leaders on hiring for equity as well as supporting and retaining culturally appropriate staff (e.g. Urban Sustainability Director's Network, 10/2018, Equity, Diversity and Inclusion in Recruitment, Hiring and Retention)
- Revise the community engagement process used when hiring and assigning principals to ensure that our most effective and diverse leaders serve our most impacted schools and students
- Require every school to develop a culturally appropriate engagement plan which includes families of color, low-income families and families that speak a language other than English, in (1) shaping their student(s)' instructional goals and (2) shaping the local school environment; and require that the plan be evaluated annually. (FN #2)
- Redeploy resources to ensure consistent two-way communication between school based educators and administrators with traditionally underserved families in multiple languages that builds relationships needed to support student success and measurably increases participation in school and district decision-making (***Seeking Educational Equity: Learning from the Lived Experiences of Black, Brown and Low Income Children, During the COVID-19 Pandemic***; UMD School of Public Health, 2020; Amy Lewin and Kevin Roy)
- Cultivate and invest in meaningful partnerships with community-based organizations (an example is the "navigator" model) to better engage voices from the most impacted communities that have previously been marginalized

#### FOOTNOTES:

Footnote #1: Cultural appropriateness can no longer be an afterthought. It must be a priority to invest in developing the culturally and linguistically appropriate capacity of MCPS as an organization.

Footnote #2: The school engagement plan must include provisions and funding to ensure that community meetings are held at a variety of times, including outside traditional work hours; provide food and childcare services; offer stipends and transportation reimbursement; and have all materials translated into the most common languages spoken in the district and that qualified interpreters are available on hand.