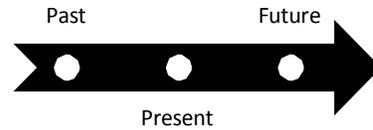


MODULE 1

Connecting History and The Present



SUMMARY

This activity is designed for participants to learn about and engage with historical realities of marginalized populations that manifest in the present and threaten to continue in the future. Participants will identify and reflect on components of the timeline that have occurred in their schools and communities.

Goals:

- Understand how educational practices, policies, social movements, and laws impact the work done by members of NEA
- Discuss the ways that NEA members see cycles of oppression as informed by the past, and that surface in the present

Materials:

- Timeline
- Wall Tape
- Post-It Notes

NEA Unionism Curriculum 2018

Curriculum to “*promote the attitudes, values, and goals of unionism, solidarity, justice, fairness, and the search for the common good.*”

Provided to the National Education Association by

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AGENDA OUTLINE

EXERCISE	FORMAT	TIME
Introductions	Go-Around or Individual Conversations	5 minutes
Timeline and Post-It Notes	Independent and Interactive	35 minutes
Debrief and Close	Large Group Discussion	20 minutes
TOTAL TIME: 60 minutes		

GROUP INTRODUCTIONS (5 minutes)

NOTE: Do introductions as a go-round if you are working with a group small enough to accomplish this in 5 mins (suggested max of 10 people). If you are working with a group larger than this, have people turn to one or two people around them that they don't know and introduce themselves.

- Ask participants to give their names, their preferred pronouns (see the facilitator's guide for guidance on preferred pronouns), anything else about their identities they wish to share, and why they are at this training.

TIMELINE ACTIVITY INTRODUCTION

SAY: "In this activity, we're going to take a close look at the ways that social movements as well as educational policy and practices have informed one another over generations and informs our societies and work today. These events are personal, political, institutional, systemic, and ecological."

CHECK-IN with an opening question. For example, you could ask the participants to identify a time in their lives where policies or practices have impacted their lives. In particular, ask them to focus on ways their experience revealed distinctions between privileged and systemically oppressed groups. Do your best to draw the implications of what they have learned into the present day. These impacts are still happening.

TIMELINE (35 minutes)

Note: there are multiple ways to present the timeline.

- Appendix A offers a lengthy timeline as a document which can be copied & handed out
- Entries from the Appendix A timeline can be printed on separate sheets in large font to be

posted in a room for a “gallery walk.”

- Entries can also be collected in binders for those with mobility limitations. We encourage you to add images to any timeline entry.
- A briefer version of the timeline is provided as a PPT presentation.
- Feel free to add entries specific to your local history.

SAY: “You are going to have the opportunity to view a timeline of different social injustices and strides forward vis-à-vis educational practices and policies. It includes NEA efforts. We’d like you to take a gallery walk of this timeline.”

“You are free to talk to one another about what you see. If you need any assistance or have varying abilities, trainers and other participants are available to assist you. You will have 15 minutes to view the timeline. Do your best to look at the whole thing. When you have completed the gallery tour, take some post-it notes and write down ways in which policies and practices have impacted you or marginalized folks and place these moments on the timeline.”

DEBRIEF DISCUSSION QUESTIONS (20 minutes)

- How did it feel to do this activity? How did the timeline impact you personally?
- What themes did you notice in the timeline entries from past to present? Did you learn historical information that was new to you?
- Do you feel like we’ve made progress as a country? Specifically within education?
- How do you think oppression play out in your work as an educator and/or in education policy and practice?
- As an educator, do you want to disrupt cyclical injustice for marginalized communities? If so, how does your position in public education, or other social and political spaces, gives you the opportunity to disrupt?

NOTE: If this is an activity following previous racial and social justice training, push the participants to define the oppressions as interpersonal, organizational, institutional, and/or systemic.

APPENDIX A

Labor and Education History: A Selected Timeline 1600s-1800s

1647: The General Court of the Massachusetts Bay Colony decrees that every town of fifty families should have an elementary school and that every town of 100 families should have a Latin school. The goal is to ensure that Puritan children learn to read the Bible and receive basic information about their Calvinist religion.

1779: Thomas Jefferson proposes a two-track educational system, with different tracks in his words for "the laboring and the learned." Scholarship would allow a very few of the laboring class to advance, Jefferson says, by "raking a few geniuses from the rubbish."

1785: The Continental Congress (before the U.S. Constitution was ratified) passes a law calling for a survey of the "Northwest Territory" which included what was to become the state of Ohio. The law created "townships," reserving a portion of each township for a local school. From these "land grants" eventually came the U.S. system of "land grant universities," which exist today as state public universities. In order to create these townships, the Continental Congress assumes it has the right to give away or sell land that is already occupied by Native people.

1790: The Pennsylvania state constitution calls for free public education but only for poor children. It is expected that rich people will pay for their children's schooling.

1805: New York Public School Society formed by wealthy businessmen to provide education for poor children. Schools are run on the "Lancasterian" model, in which one "master" can teach hundreds of students in a single room. The master gives a rote lesson to the older students, who then pass it down to the younger students. These schools emphasize discipline and obedience, qualities that factory owners want in their workers.

1817: A petition presented in the Boston Town Meeting calls for establishing of a system of free public primary schools. Main support comes from local merchants, businessmen and wealthier artisans. Many wage earners oppose it, because they don't want to pay the taxes.

1820: First public high school in the U.S., Boston English, opens.

1827: Massachusetts passes a law making all grades of public school open to all pupils free of charge.

1830s: By this time, most southern states have laws forbidding teaching people in slavery to read. Even so, around 5 percent become literate at great personal risk.

1820-1860: The percentage of people working in agriculture plummets as family farms are

gobbled up by larger agricultural businesses; people are forced to look for work in towns and cities. At the same time, cities grow tremendously, fueled by new manufacturing industries, the influx of people from rural areas and many immigrants from Europe.

1846-1856: 3.1 million immigrants arrive, comprising one eighth of the entire U.S. population. Owners of industry need a docile, obedient workforce and look to public schools to provide it.

1837: Horace Mann becomes head of the newly formed Massachusetts State Board of Education. Edmund Dwight, a major industrialist, thinks a state board of education was so important to factory owners that he offered to supplement the state salary with extra money of his own.

1840s: Over a million Irish immigrants arrive in the United States, driven out of their homes in Ireland by the potato famine. Irish Catholics in New York City struggle for local neighborhood control of schools as a way of preventing their children from being force-fed a Protestant curriculum.

1848: Massachusetts Reform School at Westboro opens, where children who have refused to attend public schools are sent. This begins a long tradition of "reform schools," which combine the education and juvenile justice systems.

1848: The war against Mexico ends with the signing of the Treaty of Guadalupe-Hidalgo, which gives the United States almost half of what was then Mexico. This includes all of what is now the U.S. Southwest, plus parts of Utah, Nevada and Wyoming and most of California. The treaty guarantees citizenship rights to everyone living in these areas mostly Mexicans and Native people. It also guarantees the continued use of the Spanish language, including in education. One hundred fifty years later, in 1998, California breaks that treaty, by passing Proposition 227, which made it illegal for teachers to teach in Spanish in public schools.

1851: State of Massachusetts passes first its compulsory education law. The goal is to make sure that the children of poor immigrants get "civilized" and learn obedience and restraint, so they make good workers and don't contribute to social upheaval.

1857: The National Education Association (NEA) is founded in Philadelphia by 43 educators. The new professional association focused on raising teacher salaries, child labor laws, educating emancipated slaves and explored how the forced assimilation of Native Americans affected their education.

1864: Congress makes it illegal for Native Americans to be taught in their native languages. Native children as young as four years old are taken from their parents and sent to Bureau of Indian Affairs off-reservation boarding schools, whose goal, as one BIA official put it, is to "kill the Indian to save the man."

1865-1877: African Americans mobilize to bring public education to the South for the first time. After the Civil War, and with the legal end of slavery, African Americans in the South make alliances with white Republicans to push for many political changes, including for the first time rewriting state constitutions to guarantee free public education. In practice, white children benefit more than Black children.

1877-1900: Reconstruction ends in 1877 when federal troops, which had occupied the South since the end of the Civil War are withdrawn. Whites regain political control of the South and lay the foundations of legal segregation.

1879: The first Indian boarding school opens in Carlisle, Pennsylvania. It becomes the model for a total of 26 similar schools, all with the goal of assimilating Indian children into the mainstream culture. The schools leave a legacy of alienation and "cultural dislocation."

1881: Booker T. Washington becomes the first principal of the newly-opened normal school in Tuskegee, Alabama, now Tuskegee University.

1893-1913: Size of school boards in the country's 28 biggest cities is cut in half. Most local district (or "ward") based positions are eliminated, in favor of city-wide elections. This means that local immigrant communities lose control of their local schools. Makeup of school boards changes from small local businessmen and some wage earners to professionals (like doctors and lawyers), big businessmen and other members of the richest classes.

1896: Homer Plessy, a 30-year-old African American, challenges the state of Louisiana's "Separate Car Act," arguing that requiring Blacks to ride in separate railroad cars violates the 13th and 14th Amendments. The U.S. Supreme Court upholds the Louisiana law stating in the *Plessy v. Ferguson* majority opinion that the intent of the 14th Amendment "had not been intended to abolish distinctions based on color." Thus, the Supreme Court ruling in the case of makes "separate but equal" policies legal and is used to justify many other segregation laws, including "separate but equal," racially segregated education.

1897: The Chicago Teachers Federation is formed to raise teacher salaries and pensions. At this point, teacher compensation mainly consisted of room and board in the local community.

1897: The National Congress of Mothers is founded by Alice McLellan Birney and Phoebe Apperson Hearst. It becomes the National Parent Teacher Association (PTA).

1900s

1902: Teachers, parents and students unite in Chicago for the first teachers' strike, which occurs after a teacher is suspended for refusing to allow a disruptive child back into her classroom. According to journalist Dana Goldstein, the strike helps the newly formed CTF.

1903: Margaret Haley, in her speech at the 1904 NEA convention, "Why Teachers Should Organize," Haley spoke of teachers as workers. She proclaimed that in order for students to be free, democratic thinkers, their teachers must be as well. She concluded that teachers must, therefore, have better conditions in their classrooms and have their rights respected and their voices heard in the shaping of education policy.

1905: The U.S. Supreme Court requires California to extend public education to the children of Chinese immigrants.

1906: In New York, the Interborough Association of Women Teachers fights for equal pay for equal work. During this time, teacher salary is based on position. Secondary school teachers are paid more than elementary grade teachers, and non-minority men are paid more than women.

1910: Ella Flagg Young, whom Margaret Haley's (see entry for 1903) allies elected as the NEA's first female president in helped to transform the NEA.

1916: The American Federation of Teachers is created in Chicago as several local unions band together. The AFT focuses on salaries and discrimination against female teachers, including contracts requiring that they wear skirts of certain lengths, teach Sunday school, and not receive "gentleman callers more than three times a week," according to *American Teacher* magazine.

1917: NEA significantly reorganized its structure. Male administrators in state associations still dominated the association, but it paid more attention to improving the conditions of classroom teachers.

1917: Smith-Hughes Act passes, providing federal funding for vocational education. Big manufacturing corporations push this, because they want to remove job skill training from the apprenticeship programs of trade unions and bring it under their own control.

1919: During World War I, some police unionized as public sector employees during a period of general union growth. When Boston's police struck in September, 1919 over the right to join a union—along with grievances about wages, work hours, and working conditions—the un-policed city endured disorder, destruction, and a few deaths. After this, many states, counties, and municipalities outlawed most types of public sector unions, including teachers.

1920s: Still administrator-dominated, despite its new “teacher councils,” the NEA continued to focus on improving education as a whole, rather than enhancing teachers’ compensation and conditions. In the new anti-union climate, its membership and influence grew dramatically.

1920s-1940s: Strikes are rare, since striking workers were often fired quickly and laws in some states made government worker strikes illegal. Unions focus on improving pay, improving conditions in schools, and increasing federal aid to schools.

1920s-1960s: English immersion or "sink or swim" policies are the dominant method of instruction of language minority students. Few or no remedial services are available, and students are generally held at the same grade level until enough English is mastered to advance in specific subject areas.

1924: An act of Congress makes Native Americans U.S. citizens for the first time.

1930s: The Great Depression of the 1930s brought renewed interest in teacher organizing and public education. As the economic collapse depleted municipal coffers, many politicians and business and civic leaders pushed for and won drastic cuts in public school expenditures. Many teachers, in both urban and rural districts, saw their income plummet or lost their jobs altogether. In response, NEA leaders claimed that maintaining school funds benefitted all of American society, not just teachers.

1930-1950: The NAACP brings a series of suits over unequal pay for Black and white teachers in southern states. At the same time, southern states realize they are losing African American labor to the northern cities. These two sources of pressure resulted in some increase of spending on Black schools in the South.

1932: A survey of 150 school districts reveals that three quarters of them are using so-called intelligence testing to place students in different academic tracks.

1935: The National Labor Relations (or Wagner) Act is passed. Among other things, this federal law, enacted by President Franklin Delano Roosevelt as part of his New Deal, protected private sector workers’ rights to form unions and bargain collectively. But it excluded public sector workers—along with agricultural and domestic workers—from its provisions. Franklin Roosevelt also signs the Social Security Act, which represented a key part of Roosevelt’s “New Deal.”

1945: At the end of World War II, the G.I. Bill of Rights gives thousands of working class men college scholarships for the first time in U.S. history.

1948: Educational Testing Service is formed, merging the College Entrance Examination Board, the Cooperative Test Service, the Graduate Records Office, the National Committee on Teachers Examinations and others, with huge grants from the Rockefeller and Carnegie

foundations. These testing services continued the work of eugenicists like Carl Brigham (originator of the SAT) who did research "proving" that immigrants were feeble-minded.

1950s: The NEA affiliates with 18 Black teacher's associations in states where segregation is rampant. By 1951, 98% of urban school districts are paying teachers based on professional qualifications rather than on the grade they teach.

1951: Ninety-seven percent of school district pay scales disregarded gender but the gender pay gap existed nevertheless. Women teachers succeeded in convincing both the AFT and the NEA to support the principle of reducing the gender pay gap between male teachers (most of whom taught in high schools) and female teachers (most of whom taught in elementary schools).

1954: *Brown v. Board of Education of Topeka*. The Supreme Court unanimously agrees that segregated schools are "inherently unequal" and must be abolished. Almost 45 years later in 1998, schools, especially in the north, are as segregated as ever.

1955: Milton Friedman issued his call for school vouchers to promote private education with tax dollars. Thereafter, many zealous advocates of free market policies targeted teachers' unions, in particular, as obstacles to privatization, tax and benefit reduction, and balanced budgets.

1957: A federal court orders integration of Little Rock, Arkansas public schools. Governor Orval Faubus sends his National Guard to physically prevent nine African American students from enrolling at all white Central High School. Reluctantly, President Eisenhower sends federal troops to enforce the court order not because he supports desegregation, but because he can't let a state governor use military power to defy the U.S. federal government.

1959: Wisconsin becomes the first state to pass a collective bargaining law for public employees. Union membership increases across the country as more states pass similar laws.

1961: There is a meeting of the NEA-ATA (American Teacher's Association- Black teacher's union) Joint Committee.

1967: Braulio Alonso became the NEA's first Hispanic president.

1968: African American parents and white teachers clash in the Ocean Hill-Brownsville area of New York City, over the issue of community control of the schools. Teachers go on strike, and the community organizes freedom schools while the public schools are closed.

1962: The New York City teachers' strike lasts one day but shuts down more than 25 of the city's public schools. *Time* labels it the "biggest strike by public servants in U.S. history."

1962: President John F. Kennedy passed his Executive Order 10988, which granted many

federal employees limited collective bargaining rights.

1963: Success of a two-way bilingual program for Cuban refugee children in Dade County, Florida, inspires the implementation of similar programs elsewhere.

1964: NEA fully absorbs the ATA

1964: Title VI of the Civil Rights Act prohibits discrimination on the basis of race, color, or national origin in the operation of all federally assisted programs.

1964: NEA adopted some aspects of unionism—albeit with hesitation and a continued emphasis on professionalism. Instead of immediately using the term “collective bargaining,” for example, NEA leaders used the term “professional negotiations.” Whatever banner it went under, the trend to unionization was underway.

1965: The Elementary and Secondary Education Act (ESEA) was signed into law by Lyndon B. Johnson as part of the “War on Poverty.” ESEA not only called for equal access to education for all students, but also federal funding for both primary and secondary education for students disadvantaged by poverty, known as Title I.

1968: The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act of 1968, establishes federal policy for bilingual education for economically disadvantaged language minority students, allocates funds for innovative programs, and recognizes the unique educational disadvantages faced by non-English speaking students.

1968: Elizabeth Duncan Koontz became the NEA’s first black president.

1968: Memphis Sanitation Workers’ Strike. Martin Luther King, Jr. traveled to Memphis, Tennessee to support the city’s (predominantly Black) sanitation workers in their efforts to win recognition of their AFSCME local union, along with better pay and working conditions. While supporting this campaign, he was assassinated on April 4, 1968.

1968: Florida statewide teachers’ strike. More than 40% of Florida’s teachers strike over salaries and funding for classrooms. This is the first statewide strike in the nation.

1968: New York City teachers’ strike. Three separate walkouts close schools for 36 days. The strike occurs after the newly created school board in Ocean Hill-Brownsville, Brooklyn, dismisses mostly white and Jewish teachers from the majority black district. The UFT demands that the teachers be rehired. The strike ends after the state steps in, and the teachers are reinstated.

1970s-1980s: Strikes break out across the country. Although it is illegal in Minnesota at the time, a 1970 strike by Minneapolis teachers over low salaries prompts the state to enact the Minnesota Public Employees Labor Relations Act, which protects teachers’ ability to strike.

Strikes also take place in Philadelphia, Wisconsin, Michigan, and Chicago, over pay, medical benefits and contract demands. “The same issues were involved, same picketing, same closing of schools, all of that is identical” to the issues in the recent Chicago strike, said John P. Hancock, Jr., a lawyer in Detroit who represented school boards in two Michigan strikes during this time, “It was really awful.”

1971: *United States of America v. State of Texas, et al.*

This desegregation case centered on the issue of discrimination and whether the San Felipe and Del Rio school districts were providing Mexican American students equal educational opportunity. On August 6, 1971, Judge William Wayne Justice ordered the consolidation of the two districts. As a result of the lawsuit, the federal court created the Civil Action 5281 order, which eliminates discrimination on grounds of race, color, or national origin in Texas public and charter schools.

October 8, 1971: In the *PARC v. Commonwealth of Pennsylvania* ruling, the U.S. District Court for the Eastern District of Pennsylvania sided in favor of students with intellectual and learning disabilities in state-run institutions. *PARC v. Penn* called for students with disabilities to be placed in publicly funded school settings that met their individual educational needs, based on a proper and thorough evaluation.

December 17, 1971: In the *Mills v. Board of Education of the District of Columbia* case, the U.S. District Court for the District of Columbia students classified as “exceptional” – including those with mental and learning disabilities and behavioral issues. The case made it unlawful for the D.C. Board of Education to deny these individuals access to publicly funded educational opportunities.

1972: The Indian Education Act becomes law and establishes “a comprehensive approach to meeting the unique needs of American Indian and Alaska Native students”

1972: In the wake of the PARC and Mills rulings, Congress investigated how many children with special education needs were being underserved. The Bureau of Education for the Handicapped found that there were 8 million children requiring special education services. Of this total, 3.9 million students had their educational needs adequately met, 2.5 million were receiving a substandard education and 1.75 million weren’t in school.

1972: Title IX of the Education Amendments of 1972 becomes law. Though many people associate this law only with girl's and women's participation in sports, Title IX prohibits discrimination on the basis of sex in all aspects of education.

1973: The Rehabilitation Act becomes law. Section 504 of this act guarantees civil rights for people with disabilities in the context of federally funded institutions and requires accommodations in schools including participation in programs and activities as well as access to buildings. Today, “504 Plans” are used to provide accommodations for students with disabilities who do not qualify for special education or an IEP.

1973: The NEA became known for its advocacy for racial and gender equality and success as a lobbying force for progressive legislation more generally.

1974 *Milliken v. Bradley*. A Supreme Court made up of Richard Nixon's appointees rules that schools may not be desegregated across school districts. This effectively legally segregates students of color in inner city districts from white students in wealthier white suburban districts.

1974: The Equal Educational Opportunities Act is passed. It prohibits discrimination and requires schools to take action to overcome barriers which prevent equal protection. The legislation has been particularly important in protecting the rights of students with limited English proficiency.

1974: Federal Judge Arthur Garrity orders busing of African American students to predominantly white schools in order to achieve racial integration of public schools in Boston, MA. White parents protest, particularly in South Boston.

1974: *Lau v. Nichols*. This suit by Chinese parents in San Francisco leads to the ruling that identical education does not constitute equal education under Title VI of the Civil Rights Act of 1964. School districts must take affirmative steps to overcome educational barriers faced by non-English speakers. This ruling established that the Office for Civil Rights, under the former Department of Health, Education, and Welfare, has the authority to establish regulations for Title VI enforcement.

1974: *Serna v. Portales*. The 10th Circuit Court of Appeals found that Spanish surnamed students' achievement levels were below those of their Anglo counterparts. The court ordered Portales Municipal Schools to implement a bilingual/bicultural curriculum, revise procedures for assessing achievement, and hire bilingual school personnel.

1975: The Education of All Handicapped Children Act (PL 94-142) becomes federal law. It requires that a free, appropriate public education, suited to the student's individual needs, and offered in the least restrictive setting be provided for all "handicapped" children in addition to providing them with one free meal per day. States had until 1978 (later extended to 1981) to fully implement the law.

Late 1970s: The so-called "taxpayers' revolt" leads to the passage of Proposition 13 in California, and copy-cat measures like Proposition 2-1/2 in Massachusetts. These propositions freeze property taxes, which are a major source of funding for public schools. As a result, in twenty years California drops from first in the nation in per-student spending in 1978 to number 43 in 1998.

1978: Amendments to Title VII emphasize the strictly transitional nature of native language instruction, expand eligibility to students who are limited English proficient (LEP), and permit enrollment of English-speaking students in bilingual programs.

1978: *Cintron v. Brentwood*. The Federal District Court for the Eastern District of New York rejected the Brentwood School District's proposed bilingual program on the grounds that it would violate "Lau Guidelines" by unnecessarily segregating Spanish-speaking students from their English-speaking peers in music and art. The court also objected to the program's failure to provide for exiting students whose English language proficiency was sufficient for them to understand mainstream English instruction.

1978: *Rios v. Reed*. The Federal District Court for the Eastern District of New York found that the Pastchogue-Medford School District's transitional bilingual program was basically a course in English and that students were denied an equal educational opportunity by not receiving academic instruction in Spanish. The court wrote: "A denial of educational opportunities to a child in the first years of schooling is not justified by demonstrating that the educational program employed will teach the child English sooner than a program comprised of more extensive Spanish instruction."

1980s: The federal Tribal Colleges Act establishes a community college on every Indian reservation, which allows young people to go to college without leaving their families.

1980: The U.S. Department of Education is created by combining offices of several federal agencies. Its original mission is to guarantee equal access to education and to promote educational excellence throughout the nation.

1981: *Castañeda v. Pickard* is reputed to be the most significant court decision affecting language minority students after Lau. In responding to the plaintiffs' claim that Raymondville, Texas Independent School District's language remediation programs violated the Equal Educational Opportunities Act (EEOA) of 1974, the Fifth Circuit Court of Appeals formulated a set of basic standards to determine school district compliance with EEOA.

1981: *United States v. State of Texas et al.* The U.S. District Court for the eastern district of Texas, Tyler division, instructs TEA to phase in mandatory bilingual education in grades K-12. This decision outlined specific requirements including: three-year monitoring cycles, identification of LEP students, and a language survey for students entering school. It also established the need for exit criteria.

1982: *Plyler v. Doe*. Under the Fourteenth Amendment of the U.S. Constitution, the state does not have the right to deny a free public education to undocumented immigrant children.

1982: Amendments to Title VII allow for some native language maintenance, provide program funding for LEP students with special needs, support family English literacy programs, and emphasize importance of teacher training.

1982: *United States v. State of Texas et al.* The U.S. Court of Appeals, Fifth Circuit reverses the previous judgment of *U.S. v. State of Texas et al.*, January 12, 1981 because of state legislation

enacted in 1981.

1983: *Keyes v. School District #1*. A U.S. District Court found that a Denver public school district had failed to adequately implement a plan for language minority students, which is the second element of the "Castañeda Test."

April 1983: *A Nation at Risk*, a report by the Education Department's National Commission on Excellence in Education, warns of a "rising tide of mediocrity" in American schools "that threatens our very future as a nation." A number of other critiques of the country's educational system were also released around this time.

1986: President Reagan signed the Handicapped Children's Protection Act, a law that gave parents of children with disabilities more say in the development of their child's Individual Education Plan, or IEP.

1987: High Schools That Work, a school reform model targeting grades 9-12, is created by the Southern Regional Education Board in Atlanta, Georgia. It is geared towards increasing the achievement of all students with special emphasis on career-bound students by blending the content of traditional college prep studies with quality vocational and technical studies.

1987: *Gomez v. Illinois*. The Seventh Circuit Court of Appeals ruled that State Education Agencies are also required under EEOA to ensure that language minority student's educational needs are met.

1988: Amendments to Title VII include increased funding for state education agencies, expanded funding for "special alternative" programs where only English is used, established a three-year limit on participation in most Title VII programs, and created fellowship programs for professional training.

1990: Public Law 101-476 called for significant changes to Public Law 94-142, or the Education for All Handicapped Children Act. Traumatic brain injury and autism were added as new disability categories. Additionally, Congress mandated that as a part of a student's IEP, an individual transition plan, or ITP, must be developed to help the student transition to post-secondary life.

1990s- 2000s: Laws restricting collective bargaining rights and the differences in contracts and salaries between districts have greatly diversified the role of unions in each state. Unions have taken stronger positions in political campaigns to support like-minded candidates. They have also been vocal about changes to teacher evaluations, an increased number of charter schools, and the introduction of merit pay, and still have the power to impact education reform rollouts in some of America's largest cities, as was demonstrated in Chicago.

1993: Success for All, a school reform model for grades pre-kindergarten through sixth grade, is developed by Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins

University geared to ensure that all children learn to read, acquire basic skills in other subject areas, and build problem solving and critical thinking skills.

1994: Proposition 187 passes in California, making it illegal for children of undocumented immigrants to attend public school. Federal courts hold Proposition 187 unconstitutional, but anti-immigrant feeling spreads across the country.

1994: Educate America Act is signed by President Clinton, supporting states to develop standards for what every child should learn and achieve. The act also provides the necessary resources to states and communities so that all students reach those standards, appropriating \$400 million in 1994.

1994: Under the Improving America's Schools Act, Congress establishes 15 federally funded comprehensive school assistance centers nationwide to support states, districts and schools with reform aimed at improving the academic performance of all students.

1994: Comprehensive educational reforms entail reconfiguration of Title VII programs. New provisions reinforce professional development programs, increase attention to language maintenance and foreign language instruction, improve research and evaluation at state and local level, supply additional funds for immigrant education, and allow participation of some private school students.

1994: Improving America's Schools Act, a reauthorization of the 1965 ESEA, is passed. In conjunction with Goals 2000, it provides additional funding to improve the way education is delivered, upgrade instructional and professional development to align with high standards, strengthen accountability and promote the coordination of resources to improve education for all children.

1996: California passes Proposition 209, which outlaws affirmative action in public employment, public contracting and public education.

1997: The Education for all Handicapped Children's Act became the Individuals with Disabilities Education Act. President Clinton reauthorized IDEA with several key amendments that emphasized providing all students with access to the same curriculum, additionally, states were given the authority to expand the "developmental delay" definition from birth through five years of age to also include students between the ages of six and nine.

1998: California again! This time a multi-millionaire named Ron Unz manages to put a measure on the June 1998 ballot outlawing bilingual education in California.

2000s

2002: No Child Left Behind Act is signed by President George Bush and calls for greater

accountability of student performance by requiring states to issue annual report cards on school performance and statewide results.

2004: Congress amended IDEA by calling for early intervention for students, greater accountability and improved educational outcomes, and raised the standards for instructors who teach special education classes. It also required states to demand that local school districts shift up to 15 percent of their special education funds toward general education if it were determined that a disproportionate number of students from minority groups were placed in special education for reasons other than disability.

2009: The American Reinvestment and Recovery Act of 2009 provides more than 90 billion dollars for education, nearly half of which goes to local school districts to prevent layoffs and for school modernization and repair. It includes the Race to the Top initiative, a \$4.35 billion program designed to induce reform in K-12 education.

2010: New Texas social studies curriculum standards, described by some as “ultraconservative,” spark controversy. Many fear they will affect textbooks and classrooms in other states.

2011: In spite of workers' protests and Democratic legislators leaving the state to delay the vote, the Wisconsin legislature passes a bill removing most collective-bargaining rights from many public employees, including teachers. Governor Scott Walker signs the bill into law on March. After legal challenges are exhausted, it is finally implemented in June. A similar measure passes in Ohio but is later repealed through a state referendum.

2011: President Barack Obama announces on September 23 that the U.S. Department of Education is inviting each State educational agency to request flexibility regarding some requirements of the No Child Left Behind Act.

2011: Alabama becomes the first state "to require public schools to check the immigration status of students." Though the law does not require schools to prohibit the enrollment nor report the names of undocumented children, opponents nevertheless contend it is unconstitutional based on the *Plyer v. Doe* ruling.

2011: Center for American Progress publishes a report on how Native American mascots impact Native Americans and Native Alaskans negatively.

2012: In September 2012, the Chicago Teachers Union engaged in a dramatic strike to protest the efforts of Chicago Mayor Rahm Emanuel to break the union and, over time, privatize the city's public education system. The CTU won a pivotal victory largely because its members successfully collaborated with community allies about the broad social and economic issues affecting Chicago school teachers and their students.

2012: On December 14, Adam Lanza, 20, kills his mother and then invades Sandy Hook

Elementary School where he kills 20 children and six adults, including the principal and a psychologist, making this the second deadliest mass shooting by a single person in U.S. history.

2013: On January 11, the *Washington Post* reports that Seattle high school teachers have refused to give the district-mandated Measures of Academy Progress, joining a "growing grass-roots revolt against the excessive use of standardized tests."

2013: On May 22, the Chicago Board of Education votes to close 50 schools, the largest mass closing in U.S. history. Mayor Rahm Emanuel and CPS officials claim the closures are not only necessary to reduce costs but will also improve educational quality. However, Chicago teachers and other opponents say the closures disproportionately affect low-income and minority students, but their efforts to stop the closings, which included three lawsuits, were unsuccessful. Other cities, including Detroit, Philadelphia, and Washington, D.C., also closed large numbers of public schools around the same time.

2013: The School District of Philadelphia announces on June 7 that it will cut nearly 4000 employees, including 676 teachers as well as many administrators and guidance counselors.

2013: On Friday, June 14 the Chicago Public Schools announce that they will be laying off 663 employees, including 420 teachers. A month later, they lay off another 2100 employees including more than 1000 teachers! CPS blames the layoffs on "the state's failure to enact pension reform."

2013: In the case of *Fisher v. University of Texas*, the U.S. Supreme Court rules on June 25 that affirmative action is constitutional only if it is "narrowly tailored." The Court then sends the case back to the lower courts to determine if the University of Texas policy meets this standard.

2013: On October 21, a 13-year-old student arrives on the campus of Sparks, Nevada Middle School armed with a handgun. He wounds two 12-year old boys and kills a teacher who was trying to protect other students before he turns the gun on himself and takes his own life.

2013: In yet another school shooting tragedy, high school senior Karl Pierson enters Arapohoe High School (Centennial, Colorado) on December 13 armed with a shotgun, machete, and Molotov Cocktails. His goal apparently was to take revenge on the school librarian and debate coach who had disciplined him earlier in the school year. Instead, before taking his own life, he critically wounds a female classmate. She dies eight days later.

2014: On March 24, Indiana Governor Mike Pence signs legislation withdrawing the state from the Core Standards. Indiana becomes the first state to do so. However, aspects of the Common Core may still be included in Indiana's "new" standards.

2014: Based on a report from a group called Every Town for Gun Safety, a CNN article

published on June 12 states that there have been 74 school shootings in the last 18 months, 15 of which have been "Newtown-like incidents."

2014: In the case of *Vergara v. California*, the Superior Court of the State of California rules that laws regarding teacher tenure, seniority rights and dismissal are unconstitutional. California is not the only state where attempts are being made to weaken or eliminate teacher tenure protections.

2014: More teacher layoffs in Chicago. CPS announces on June 26 that its latest round of layoffs will total than 1000 employees, including approximately 550 teachers.

2014: The Minnesota State High School League votes on December 4 to adopt a policy allowing transgender students to join female sports teams. Minnesota is the 33rd state to have a formal transgender student policy.

2015: On January 9, President Barack Obama announces a plan to allow two years of free community college for all American students. However, with political transition, implementation time is uncertain.

2015: New York parents opt 150,000 kids out of standardized tests as the revolt against high-stakes testing grows.

2015: Chris Harper Mercer kills nine and wounds several others at Umpqua Community College in Roseburg, Oregon.

2015: President Obama joins the "too-much-testing" movement as his new plan calls for limiting "standardized testing to no more than 2% of class time."

2015: On December 9, the U.S. Senate votes 85-12 to approve the Every Student Succeeds Act, and President Obama signs it into law on December 10. This latest version of the Elementary and Secondary Education Act (ESEA) replaces No Child Left Behind and allows more state control in judging school quality.

2016: More than 60 schools in Detroit are forced to close on Monday, January 11th due to a teacher "sick out" called to protest conditions in the Detroit Public Schools, which are "drowning under 3.5 billion of debt."

2016: On May 13, the federal government tells school districts "to allow transgender students to use the bathroom that matches their gender identity." Though the directive is not a law, districts that do not comply could face lawsuits or lose federal aid.

2016: On August 21, a federal judge in Texas signs a temporary injunction allowing schools to opt out of the above transgender bathroom directive.

2016: President-elect Donald Trump names billionaire and school-choice advocate Betsy DeVos Secretary of Education.

2017: President Donald Trump rescinds the Obama administration's controversial transgender bathroom directive. The issue may eventually be decided by the courts.

2017: Eighteen states and the District of Columbia sue Betsy DeVos and the U.S. Department of Education over delays in implementing regulations protecting student loan recipients.

2017: President Donald Trump signs the Tax Cuts and Jobs Act into law on December 22nd. The bill lowers corporate taxes as well as those for most individuals. Educational implications include maintaining the \$250 limit on deductions teachers can take for school supplies and expanding the use of 529 savings plans for K-12 private and homeschool costs. The final bill does *not* include provisions to tax graduate student tuition benefits nor those provided to college and university employees. However, some education advocates believe the tax bill may hurt public school funding and reduce donations to colleges and universities.

2018: Nicholas Cruz is charged with 17 counts of murder in a school massacre. This attack that occurred February 14th in Parkland, Florida, brings the total number of school shooting incidents for this year to 18. Eight have resulted in injury or death, including the Marshall County High School (Kentucky) shooting that left two dead and many others injured.

2018: In the wake of the Parkland, Florida massacre, Marjory Stoneman Douglas students become passionate advocates for gun control and school safety. Their activism soon spreads across the nation. In a meeting with students, parents, and teachers affected by gun violence, President Trump promised more rigorous background checks and better mental health screenings for gun buyers. He later suggested training and arming teachers in order to improve school safety.

2018: Schools are closed throughout West Virginia on February 22nd as teachers walk out to protest their pay and benefits. West Virginia teacher salaries are among the lowest in the nation. This #RedforEd movement spreads to Kentucky, Oklahoma, Arizona, and Colorado (as of 4.27.18)

This Timeline was created based on combined content from Race Forward, Labor and Working: Class History Association, National Education Association, University of Kansas, Color in Colorado, and HechingerEd Blog.

Best Practices and Recommendations for Facilitating Challenging Trainings

Facilitating training sessions on social justice topics, and especially those concerning diversity, equity, and inclusion, can be mentally and emotionally taxing for the facilitator and the participants.

Facilitating requires more than time in the classroom. Thoughtful and thorough preparation is essential, as is de-brief and decompression afterwards. Being unprepared will put you and your learning objectives at risk. Having some strategies at hand for when people are emotionally “triggered” is strongly advised. These and other best practices can ensure that you arrive in the educational space, and orchestrate the development of the educational community, in the best possible way.

Through intentional practice, you will find methods for holistic preparation and decompression that work best for you and feel healthy. Following the recommendations below can help you to grow as a facilitator who can sustain the learning space for the duration of the training, and do these kinds of trainings throughout your career. This list of best practices can serve as a checklist when you initially begin your facilitator journey.

Before the Training

- **Know your audience.** Anticipate and research the historical and current practices and news about the group you will be working with. You may want to send out a pre-training survey to the group. This will help you assess the level of understanding and salient questions about the training topic.
- **Prepare thoroughly** including learning objectives, a timed-out teaching plan, interactive exercises, accessible materials, etc.
- **Don’t train alone** if you can avoid it. This is especially true for less experienced facilitators. We all learn from unexpected road blocks, but make sure you have support from a co-facilitator who can share the weight of the training. Design your division of labor to give each other breaks.
- **Build facilitation teams in light of the topic(s).** Particularly if you are training on racial justice, make sure the facilitation team includes people of color. Similarly, if you are training around gender justice issues, having a male and female facilitator working together is a good way to go. This can also be true for generational differences.
- **Pay attention to language justice.** If you are expecting to train in a multi-lingual environment, make sure that you have the needed interpreters and equipment.
- **Consider triggering.** Make sure that you spend some time preparing yourself mentally and emotionally for managing not only curriculum implementation, but also the thoughts and feelings of your participants.

- **Study models** for methods of communication and conflict resolution. Use the ones that work best for your training and communication style. Get input from others about how they manage conflict in trainings. Disagreement is not a bad thing, but should be managed so that the time spent on it is productive for everyone sharing the experience.
- **Create a routine** that helps you feel good going in to and coming out of the training.

During the Training

- **Establish ground rules** (or group agreements) at the beginning. Ideally, these would be generated by the group itself but have a list of the things that are important to you in mind as well. Make sure people understand that this is a serious endeavor and that part of your role as facilitator is to call out infringements of the behavioral norms and expectations the group has established. Their purpose is to ensure that the space remains as safe as possible. That doesn't mean everyone will feel comfortable all of the time.
- **Be prepared to adjust the timing** in your teaching plan. You will know by "reading the room" when it is appropriate to spend more time on particular aspects of the training, but check in with the group for their consent to stay on the topic or to move on. You have the option of coming back to a topic at the conclusion of your training, either in wrap-up, one-on-one follow-ups, or collectively if participants want to stay longer and if the space is available.
- **Keep the learning objectives in mind!** Interesting and unexpected divergences can have value, but don't let your plan get totally de-railed.
- **Manage triggering as it occurs.** Triggering may show up as anger or withdrawal, dominating the dialogue or being silenced, tears or defensive body language. If you believe someone is being triggered, don't ignore it. Use classroom conflict techniques to manage interactions. Sometimes taking a break and speaking to someone privately is appropriate. Make sure everyone understands that the impact of particular information or discussion isn't the same for everyone. Members of traditionally marginalized groups may have strong (and legitimate) reactions that should not be ignored. They also should not dominate the learning process for the entire group. This can be a tricky balance to achieve.
- **Provide evaluation opportunity** for participants.

After the Training

- **Do self-reflection** on your own personal evaluation, and de-brief with your co-facilitator as soon as possible after the class. Compare your self-evaluation to the feedback from participants' evaluations. The opinions of your participants are important, but so is your

own critical self-evaluation. Experiences of triggering, or the reactions of others to triggering can also show up in evaluations.

- **Become a part of collectives** for trainers, educators, or facilitators on diversity, equity, and inclusions so that you have a place to process with peers who do what you do. This is useful for learning tips, best practices, other forms of curriculum, and group dynamics.