

Acknowledging

Motivating the Cause of Justice

Jerome Taylor

November 23, 2020

Justice without community enablement and support is short-lived if achievable at all. Here we will use the challenge of educational inequity to illustrate our approach which can be generalized to inequities in training, employment, income, wealth, occupation, health, crime, delinquency, home ownership, or other domains of interest. Recommendations offered here grow out of our review of more than 50 years of local-to-national protest movements that sought justice in one form or another.

Our general argument is that documented inequities must be processed with sufficient depth and in a manner that persuasively details **(1) the personal, social, and civic costs of documented injustice and (2) the personal, social, and civic rewards of justice attained** will:

- Engage and expand levels of civic and political awareness sufficient to sustain the drive toward justice;
- Encourage the type of practical (individual) and political (collective) activism needed to hasten the drive toward justice;
- Provide marketing materials useful for recruitment drives, member retention, mission projection, media networking, and community engagement that together focalize, energize, and sustain the march toward justice.

Acknowledging Inequities Inventory (Revision 3):

Estimating the Survivability and Viability of Social Movements

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University of Pittsburgh

February 16, 2017

Item	Questions	Ratings			
		<i>Not at all (0)</i>	<i>Minimally (1)</i>	<i>Moderately (2)</i>	<i>Fully (3)</i>
1	Is inequity specified qualitatively?				
2	Is inequity specified quantitatively?				
3	Is inequity presented visually?				
4	Are structural implications of the inequity examined?				
5	Are family implications of the inequity examined?				
6	Are neighborhood implications of the inequity examined?				
7	Are national implications of the inequity examined?				
8	Are global implications of the inequity examined?				
9	Are chants, slogans, banners, songs, poetry, or literature used to stimulate commitment to justice-mindedness?				
10	To what extent is the inequity problematized historically?				
11	To what extent is the inequity problematized culturally?				
12	To what extent are historical failures used to motivate the importance of removing inequities now?				
13	To what extent are historical failures used to motivate corrective actions now?				
14	To what extent are historical failures linked to institutions that caused these failures?				
15	To what extent does it rally communities at risk to get and stay involved in seeking and affirming remedies?				
SUMS:					
					P =

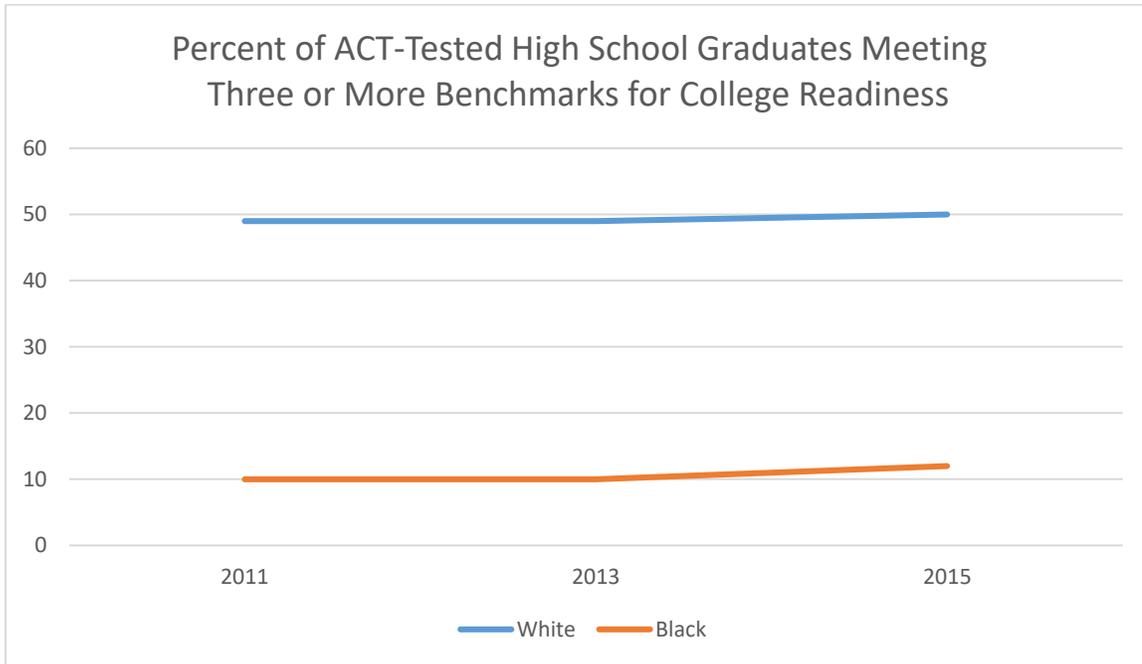
Scoring: Using the scoring code given in parenthesis for each item, calculate the sum of sums across the four scoring categories P divided by the maximum sum of sums 45 multiplied by 100 to yield **A**, the survivability and viability estimate percentage ($0 \geq A \leq 100$). The higher the value **A** the more robust, energized, enduring, and even unstoppable we hypothesize the social movement will be. High **A** movements survive over contrasting times and circumstances often linked to political seasons good and bad.

Acknowledging (Example for Educational Inequity)

Jerome Taylor, PhD.

February 16, 2016

To what extent are black and white students ready for college?^{1,2,3}



1. Document

For the year 2011, we can estimate racial equity by dividing black over white readiness, for example, $10/49 = .20$ or 20 percent, meaning that black college readiness is 20 percent of white college readiness. **Bottom-line: White students are about five times more likely than Black students to be college ready.**

For the year 2013, the equity ratio is again 20 percent.

For the year 2015, the equity ratio is 24 percent.

Might these racial differences in college readiness influence...

- Lifetime employment prospects? How?
- Lifetime wealth accumulation prospects? How?
- The capacity to form and nurture family life? How?
- The quality of life in local neighborhoods and communities? How?
- National economic markers of stability and growth? How?
- National capacity to compete in the global marketplace? How?

2. Process

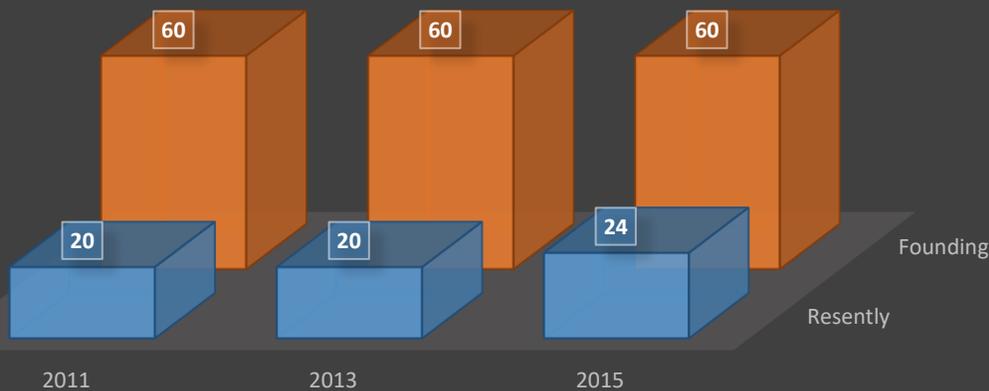
¹ <http://www.act.org/content/dam/act/unsecured/documents/Condition-of-College-and-Career-Readiness-Report-2015-United-States.pdf>

² We note that college readiness is one of the allowable standards stipulated under ESSA (Every Student Succeeds Act) for evaluating quality of schools.

³ Thanks to my granddaughter Anwara Tayloradams who convinced me that presenting inequity data visually, as well as quantitatively, may be especially compelling.

Historical and Cultural Contexts

THE COMPROMISE STRUCK IN OUR NATION'S 1787 FOUNDING CONVENTION STIPULATED THAT BLACK LIVES WERE THREE-FIFTHS THE VALUE OF WHITE LIVES. IS IT POSSIBLE THAT COLLEGE READINESS INEQUITIES PARTLY REFLECT OUR NATION'S CONTINUING UNDERVALUATION OF BLACK LIVES?



3. Contextualize

Your thoughts...

1. *On racial differences in college readiness, are we headed in the right direction? Why?*
2. *Is it reasonable to insist that educational reforms in place or under review provide evidence on the extent to which the 60 percent valuation standard set nearly 230 years ago has been exceeded and approaches our equity standard ≥ 100 ? Why?*
3. *Should school district decisions on educational policies and practices be informed by data indicating the extent to which competing policies and practices deliver equity? Why?*
4. *After reading and reflecting on the first stanza of James Weldon Johnson's Negro National Anthem, do blacks have reasons to be dissatisfied with failed progress in eliminating gaps in college readiness? Why?*
5. *Considering historical records which convincingly establish that the world's first major libraries were developed in Africa, is it now somewhat ironic that people of color are struggling with literacy in general, college readiness in particular? Why?*
6. *Since communities and neighborhoods most directly and deeply bear the immediate and subsequent burdens of pain and suffering linked to educational inequities, what is their special role and responsibility in advocating, monitoring, overseeing, and institutionalizing the delivery of educational justice for their children? Why?*



4. Actionalize

Acknowledging Inequities Inventory (Revision 3): **Estimating the Survivability and Viability of Social Movements**

Application to the Preceding Example of Educational Inequity

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9	Are chants, slogans, banners, songs, poetry, or literature used to stimulate commitment to justice-mindedness?				3
10	To what extent is the inequity problematized historically?				3
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12	To what extent are historical failures used to motivate the importance of removing inequities now?				3
13	To what extent are historical failures used to motivate corrective actions now?				3
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15	To what extent does it rally communities at risk to get and stay involved in seeking and affirming remedies?				3
SUMS:					

Scoring: Using the scoring code given in parenthesis for each item, calculate the sum of sums across the four scoring categories $P = 42$ divided by the maximum sum of sums 45 multiplied by $100 = 93$, the survivability and viability estimate ($0 \leq E \leq 100$). To move V toward 100 , we would consider pushing item 1 from 0 to 3 by providing poignant written or filmed narratives of persons whose lives have been compromised by failures in college readiness (think here of persons at risk of achieving the kind of ‘happiness’ stipulated in our 1776 Declaration of Independence). **Administration:** Acknowledging as expression of Free Speech must be refreshed or renewed continually to attract and sustain levels of vested involvement necessary to launch *and* sustain the drive toward Justice and Freedom. If Acknowledging in this manner is compromised, historical and current data indicate that sustained drives forward Justice and Freedom will be neither achievable nor sustainable.

Contextualize + Actionize

P = 42