

# What does equal educational opportunity mean?

Promoting full development of students as individuals without regard for race, ethnicity, gender, sexual orientation, socioeconomic status, religion, abilities or disabilities

# Race Equal Educational Opportunity In

**Portland Public Schools (Or.). Board of  
Education. Committee on Race and  
Education**

## **Race Equal Educational Opportunity In:**

**Race and Equal Educational Opportunity in Portland's Public Schools** Portland Public Schools (Or.). Board of Education. Committee on Race and Education, 1964      Race and Equal Educational Opportunity in Portland's Public Schools Portland Public Schools (Or.). Committee on Race and Education, Herbert M. Schwab, 1964      *Race and Equal Educational Opportunity in Portland's Public Schools* Portland Public Schools (Or.). Committee on Race and Education, 1964      **Equal Educational Opportunity** United States. Congress. Senate. Select Committee on Equal Educational Opportunity, 1970

**Equal Educational Opportunity 1971**, 1971      **Because of Race** Mica Pollock, 2008 In *Because of Race* Mica Pollock tackles a long standing and fraught debate over racial inequalities in America s schools Which denials of opportunity experienced by students of color should be remedied Pollock exposes raw real time arguments over what inequalities of opportunity based on race in our schools look like today and what if anything various Americans should do about it Pollock encountered these debates while working at the U S Department of Education s Office for Civil Rights in 1999 2001 For more than two years she listened to hundreds of parents advocates educators and federal employees talk about the educational treatment of children and youth in specific schools and districts People debated how children were spoken to disciplined and ignored in both segregated and desegregated districts and how children were afforded or denied basic resources and opportunities to learn Pollock discusses four rebuttals that greeted demands for everyday justice for students of color inside schools and districts She explores how debates over daily opportunity provision exposed conflicting analyses of opportunity denial and harm worth remedying *Because of Race* lays bare our habits of argument and offers concrete suggestions for arguing more successfully toward equal opportunity      **Equal Educational Opportunity Project Series** United States Commission on Civil Rights, 1996      **Equal Educational Opportunity in Michigan** United States. Congress. Senate. Select Committee on Equal Educational Opportunity, 1971      **Selected Court Decisions Relating to Equal Educational Opportunity** United States. Congress. Senate. Select Committee on Equal Educational Opportunity, 1972      *Achieving Equal Educational Opportunity for Students of Color* Richard R. Valencia, Valencia presents the most comprehensive theory based analysis to date on how society and schools are structurally organized and maintained to impede the optimal academic achievement of low SES marginalized K 12 Black and Latino Latina students compared to their privileged White counterparts The book interrogates how society contributes to educational inequality as seen in racialized patterns in income wealth housing and health and how public schools create significant obstacles for students of color as observed in reduced access to opportunities e g little access to high status curricula knowledge Valencia offers suggestions for achieving equal education e g implementing fairness of school funding improving teacher quality and providing students of color access to multicultural education by disrupting structural racism Considering the rapid aging of the White population and the sharp decline of White youth coupled with the explosive growth in people of color this book argues that the American Imperative must be to

assiduously mount an effort to provide an excellent education for students of color who the nation will depend on for a sizable proportion of its work force

**Book Features** Examines how society and schools are failing Black and Latino Latina students principally Mexican Americans who are by far the largest Latino Latina group Uses theoretical frameworks that draw from analysis of structural inequality critical race theory anti deficit thinking narratives class by race covariation and an asset based perspective of students of color Discusses the American Imperative and the personal and economic consequences of not investing in students of color

**Toward Equal Educational Opportunity** United States. Congress. Senate. Select Committee on Equal Educational Opportunity,1972

**Still Not Equal** M. Christopher Brown,2007 Still Not Equal Expanding Educational Opportunity in Society addresses the successes and failures of Brown v Board of Education and the Civil Rights Act of 1964 as well as the continuing challenge of expanding educational opportunity in the United States and across the Black diaspora The educational political and social influence resulting from Brown the Civil Rights Act and their progeny have shaped the dynamics of the collective educational and social experiences of people of color Notwithstanding the obstacles barriers and enablers of educational occupational and economic status outcomes impact the formation and interpretation of public policy specifically and public perception generally about racialized notions of schooling and learning The pursuit of educational access attendance and attainment is intertwined with the implications of academic research and public policy to improve local practices in school settings Inasmuch as a diverse research agenda priorities and activities become situated to critically address status and attainment outcomes in education from preschool through adulthood for African Americans in the United States and abroad the resulting complexities in education and other settings will continue to behave in ways that cross racial lines

**American Education** Joel Spring,2017-08-10 Featuring current information and challenging perspectives on the latest issues and forces shaping the American educational system with scholarship that is often cited as a primary source Joel Spring introduces readers to the historical political social and legal foundations of education and to the profession of teaching in the United States In his signature straightforward concise approach to describing complex issues he illuminates events and topics that are often overlooked or whitewashed giving students the opportunity to engage in critical thinking about education Students come away informed on the latest topics issues and data and with a strong knowledge of the forces shaping the American educational system Thoroughly updated throughout the 18th edition of this clear authoritative text remains fresh and up to date reflecting the many changes in education that have occurred since the publication of the previous edition Topics and issues addressed and analyzed include The decline of the Common Core State Standards particularly as result of a Republican controlled administration currently in place Increasing emphasis on for profit education vouchers charter schools and free market competition between schools expected to surge with the appointment of the new U S Secretary of Education Betsy DeVos Current debates about immigration and Dreamers new statistics on immigrant education discussion of education proposals to accommodate the languages cultures and

religions of newly arrived immigrants New education statistics on school enrollments dropouts education and income school segregation charter schools and home languages The purposes of education as presented in the 2016 platforms of the Republican Democratic Green and Libertarian parties Discussions around transgender students *Race, Class, and Education* Kenneth J. Meier, Joseph Stewart, Robert E. England, 1989 While most school systems have undergone some formal desegregation to eliminate inequities in access to education inequities and discrimination nonetheless remain In this study covering 170 major school districts during the years between 1968 and 1984 the authors discuss the remaining obstacles to equal opportunity in education Clustering of students into separate classes or groups of classes based on perceived learning potential is one form of discrimination that remains disciplinary policy resulting in suspension or expulsion is the other Based on their findings Meier Stewart and England argue that the single most important factor in improving the access of black students to equal educational opportunities is having black teachers in the classroom a goal attainable through use of the political system In a very concise book Meier Stewart and England build a damning case against standard education policies as contributors to the resegregation of our schools In the process they give us an excellent example of what good policy analysis is by carefully blending empirical documentation with evaluation and prescription Mary Kweit Public Administration Review **Papers Prepared for National Conference on Equal Educational Opportunity in America's Cities, November 16, 17, 18, 1967, Shoreham Hotel, Washington, D.C.**, 1968 Toward Equal Educational Opportunity United States Commission on Civil Rights, 1978 Planning Guide for Equal Educational Opportunity Illinois. Department of Equal Educational Opportunity, 1971 *Suggested Guidelines for Providing for the Maximal Education of Children of All Races and Creeds in the Schools of Michigan* Michigan. State Advisory Committee on Equal Educational Opportunity, 1964 Just Schools David L. Kirp, 1983-12-01 Examines the goals of equality in education reviews the experiences of five communities and recommends policy measures to improve educational opportunity in the United States **Toward Equal Educational Opportunity** United States. Congress. Senate. Select Committee on Equal Educational Opportunity, 1974

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