

---

# Index

- Academic Peer Mentoring/Counseling program (Oakland Technical High School), 116
- Advocacy: Evelyn and Walter Haas, Jr. Fund approach to, 109–118; faith-based organizing for, 99–100; forging connections for, 122–123; Gates Foundation contribution to, 100; identifying and filling needs of, 119–120; using intermediaries for training and technical assistance, 118, 122; issue-based, 115–116; school-focused, 116–117; strategies for foundations to strengthen, 120–123; student leadership and, 48–50. *See also* Parents; Youth advocate organizations; Youth organizing
- Advocate Alert* (Coleman Advocates), 73–74
- Alinsky, S., 29
- Annenberg Institute for School Reform, 56
- Asperger's syndrome, 85–86
- AYP (adequate yearly progress) [NCLB]: Philadelphia school achievement of, 43; YUC questioning of, 43–44
- AYPAL (Asian/Pacific Islander Youth Promoting Advocacy and Leadership) [Oakland], 118
- Baker, E., 29, 35–36, 63
- BAP (Baltimore Algebra Project): ABC plan proposed by, 37; background of, 35–36; Freedom Fall campaign success by, 37–38; political strategies of, 36–37; student mobilization and outcomes of, 36; successes of, 38–40
- BayCES (Bay Area Coalition for Equitable Schools), 99, 100, 103
- BCPSS (Baltimore City Public School System), 35
- Bill and Melinda Gates Foundation, 100
- Books Not Bars campaign (Ella Baker Center), 116
- BPON (Boston Parent Organizing Network), 78, 81
- BPS (Boston Public Schools), 33, 77–78
- BPS School Committee meetings, 77
- Bradford v. Maryland State Board of Education*, 35
- Brodkin, M., 62, 65, 66, 69
- Brown, J., 99
- Brown v. Board of Education of Topeka, Kansas*, 37
- Budget 4 Families Campaign (Coleman Advocates), 70
- Building Bridges: Linking Child Advocacy and Community Organizing Strategies* (Richart), 68
- Call to Action: An Oakland Blueprint for Youth Development* (Urban Strategies Council), 112
- Carnegie Corporation's Council on Adolescent Development, 111
- Castlemont High (Oakland), 101
- CBOs (community-based organizations): core principles of, 80; description of, 77–78. *See also* JP-POP (Jamaica Plain Parent Organizing Project)
- CFJ (Californians for Justice Education Fund), 115
- Chaconas, D., 100
- Children's Amendment (San Francisco), 62, 66
- Children's Defense Fund, 28

- Clark, S., 29
- CLVU (City Life/Vida Urbana), 81
- Coleman Advocates for Children and Youth (San Francisco): accomplishments of, 61–62; Affordable Family Housing Platform and Education Equity Platforms of, 74; approach to rhetorical opposition by, 16; Budget 4 Families Campaign of, 70; child advocacy, Race, accountability, and power issues faced by, 68–69; empowerment focus of, 13–14; historic strategy shifts of, 64–67; leaders of color of, 62–64; local advantage of, 18; new generation leadership of, 69–74; new leadership facing the new San Francisco, 67–68; “Our Schools, Our Superintendent” campaign of, 70; range of action by, 19–20; relationships and coalitions formed by, 18, 112; specific proposals and concrete actions by, 17; strategy used by, 14
- Coleman, G., 64
- Communication: between educators and parents, 82–83; IEP (individual educational plan), 82, 87–88; language and cultural barriers to, 82–83; planting seeds for parental education reform activism, 96–100
- Community networks, 86
- Confidence building, 88–89
- Covert, C., 37
- Coxon, C., 33–34
- “Crisis of representation,” 68–69
- Cultural differences: between youth groups/educator bureaucracies, 50–52; home and school, 83; as parent communication barrier, 82–83
- De la Fuente, I., 99
- Deschenes, S., 4, 5, 11, 25, 121
- DuBois, W.E.B., 63
- Education reform: OCO (Oakland Community Organizations) approach to, 93, 94, 96–106; youth organizing implications for, 56–58; youth organizing negotiation of, 53. *See also* NCLB (No Child Left Behind)
- Education reform organizing (HSTF), 34–35
- Education Trust West, 55
- Education Week* study, 36
- Educator bureaucracies: cultural differences between youth groups and, 50–52; negotiating reform of, 53; relationship building between education stakeholders and, 55–56
- Educators: communication between parents and, 82–83; continuum of supportive/defensive behaviors by, 47*fig*; dynamics between student leadership and, 48; relationship building between stakeholders and, 55–56. *See also* Schools
- Ehrlich, R., 37
- Ella Baker Center for Human Rights (Oakland), 116
- Evans, M. P., 3, 7, 77, 91
- Evelyn and Walter Haas, Jr. Fund: facilitating new spheres of influence for youth organizers/advocates, 114–118; issue-based organizing supported by, 115–116; new generation of Bay Area programs seeded by, 113–114; San Francisco Bay Area youth development involvement by, 111–113; social change strategies used by, 110–111; youth organizing and advocacy support by, 110
- Expert Success Central Administration Redesign (OCO), 103
- Faith-based organizing, 99–100. *See also* Youth organizing
- Fanon, F., 63
- FCOCs (family and community outreach coordinators), 77–78
- Ford Foundation, 116
- Foster, M., 100
- Foundations: Evelyn and Walter Haas, Jr. Fund, 109–118; Ford Foundation, 116; Gates Foundation, 100; strengthening youth organizing/advocacy strategies for, 120–123

- Gates Foundation, 100  
 Gerena, J., 34  
 Gillen, J., 35  
 Ginwright, S., 56  
 Giovanni, N., 63  
 Goodman, C., 38  
 Grasmick, N., 36  
 GSA (Gay Straight Alliance), 115–116
- Haas, Jr. Fund. *See* Evelyn and Walter Haas, Jr. Fund  
 Hamer, F. L., 64  
 Hojnacki, M., 17  
 HSTF (Hyde Square Task Force):  
   description and focus of, 31; education reform organizing by, 34–35; origins of, 31; stop sexual harassment in schools campaign by, 32–34; successes of, 38–40; YCOs (youth community organizers) of, 31, 32–34; youth community organizing by, 32
- IEP (individual educational plan), 82, 87–88  
 Inner City Struggle, 55  
 Institute for Democracy, Education and Access (UCLA), 55  
 Intermediaries: supporting, 122; training/technical assistance provided by, 118
- Jacobs, J., 64, 65  
 James, T., 56, 113  
 Jefferson Elementary (Oakland), 97–98  
 Johnson, L., 64  
 Jordan, J., 63  
 JP-POP (Jamaica Plain Parent Organizing Project): becoming involved in, 81–84; building knowledge, support, and confidence through, 84–89; collective moral leadership built through, 89–90; description of, 79, 81. *See also* CBOs (community-based organizations)
- Kaplan, J.H.H., 35, 36  
 Kids First (Oakland), 116  
 King, M. L., 64  
 KIPP (Knowledge is Power Program) school, 105–106
- Knowledge: JP-POP participation to enhance parent, 85–86; technical, social, practical types of, 85
- Lave, J., 87  
 Lee, B., 118  
 Lee, N., 2, 7, 61, 75  
 Leno, M., 21  
 Lopez, Lillian, 97
- McLaughlin, M., 4, 5, 11, 25, 121  
*Maryland State Board of Education, Bradford v.*, 35  
*A Matter of Time: Risk and Opportunity in the Nonschool Hours* (Carnegie Corporation), 111  
 Mead, m., 64  
 Mediratta, K., 2, 6, 43, 59  
 Mendez, C. T., 32, 78  
 Menino, T., 78  
 Mira, M., 2, 3, 6, 27, 30, 42  
 Mississippi Freedom Democratic Party, 64  
 Moses, B., 35, 37  
 Mott Foundation study, 44  
 Movement Strategy Center, 113
- A Nation at Risk* (1983 report), 16  
 NCLB (No Child Left Behind): AYP (adequate yearly progress) requirement of, 43–44; exit from public education strategies offered by, 90; OCO education reform and issue of, 104–106; student achievement focus of, 16. *See also* Education reform
- Neighborhood networks, 86  
 New Small Autonomous Schools Policy (Oakland), 14  
 Newman, A., 4, 5, 11, 25, 121  
 Newsom, G., 62  
 Nikundiwe, T., 2, 3, 6, 27, 30, 31, 42
- Oakland Community Organizations, 15–16  
 Oakland Education Association (OEA), 104, 105  
 Oakland Technical High School, 116  
 OCO education reform strategies: gathering information to develop,

- 93–94; phase 1: planting the seeds for a movement, 96–100; phase 2: partnership as advocacy approach, 100–102; phase 3: advocacy by using power of model and network, 102–104; phase 4: No Child Left Behind issue, 104–106
- OCO (Oakland Community Organizations): advocate educator roles by, 21; approach to rhetorical opposition by, 15–16; demographic context considered by, 96; education reform approach of, 93–94, 96–106; empowerment focus of, 13; faith-based organizing strategy used by, 99–100; local context agenda and work by, 21–23; relationships and coalitions formed by, 18–19; specific proposals and concrete actions by, 17; strategies used by, 14; understanding parent organizing in urban context by, 94–95
- O’Connell, J., 103
- OEA (Oakland Education Association), 104, 105
- O’Malley, M., 37
- “Our Schools, Our Superintendent” (Coleman campaign), 70
- Parents: becoming involved in JP-POP, 81–84; building collective moral leadership of, 89–90; building knowledge, support, and confidence through JP-POP, 84–89; communication between educators and, 82–83; IEP (individual educational plan) role of, 82, 87–88; language/cultural barriers to communication, 82–83; “legitimate peripheral participation” by, 88; planting seeds for education reform activism by, 96–100; tradition participation in schools by, 79–80; understanding urban context of organizing, 94–95. *See also* Advocacy; Youth
- PAY (Parent Advocates for Youth), 66–67
- PDD-NOS (Pervasive Development Disorder–Not Otherwise Specified), 85
- Perata, D., 99, 103
- Philadelphia School Reform Commission, 43
- PICO California Project, 104
- PICO (Pacific Institute for Community Organizing), 13, 19, 80, 95, 104
- Proposition J (San Francisco), 66
- Quality Education as a Civil Right, 37
- Quan, C., 99
- Richart, D., 68
- St. Elizabeth Parish (Oakland), 99
- San Francisco Department of Children, Youth and Their Families, 19–20, 62
- San Francisco Foundation, 64
- San Francisco’s Children’s Amendment, 62, 66
- San Francisco’s Proposition J, 66
- SBU (Sistas and Brothas United), 46, 54, 55–56, 57
- SC-YEA (South Central Youth Empowered Thru Action): educational reform proposals by, 49–50; impact of training curriculum of, 53–54; relationship building by, 55–56; successful efforts of, 46
- Schools: AYP (adequate yearly progress) standard for, 43–44; cultural differences between home and, 83; cultural differences between youth groups and, 50–52; KIPP (Knowledge is Power Program), 105–106; organizing and advocacy focused on, 116–117; traditional parent participation in, 79–80. *See also* Educators
- SFOP (San Francisco Organizing Project): advocate educator roles by, 21; empowerment focus of, 13; local context agenda and work by, 21–23; range of action by, 20; relationships and coalitions formed by, 18–19; specific proposals and concrete actions by, 17; strategy used by, 14
- Shah, S., 2, 6, 43, 59
- Shirley, D., 3, 7, 77, 91
- Snyder, R., 3, 8, 93, 107

- SOUL (School of Unity and Liberation), 118
- Southern Christian Leadership Conference, 64
- Stop sexual harassment campaign (HSTF), 32–34
- Student leadership: dynamics between educators and, 48; race- and class-based assumptions about, 48–50. *See also* Youth
- Student Nonviolent Coordinating Committee, 29, 63–64
- Sunshine Ordinance (San Francisco), 23
- Support network (JP-POP), 86–88
- “Uncertainty advantage,” 17
- Urban Strategies Council (Oakland), 112
- War on Poverty, 64
- Warren, M. R., 2, 3, 6, 27, 42
- Wenger, F., 87
- Y-MAC (Youth Making a Change), 66
- YCOs (youth community organizers) [HSTF], 31, 32–34
- Yee, S. M., 3, 9, 109, 113, 124
- YMAC (Youth Making a Change) [Coleman Advocates], 13, 117
- Youth: dynamics between educators and, 48; facilitating new spheres of influence for, 114–118; faith-based organizing for, 93–107; unique social position of, 5. *See also* Parents; Student leadership
- Youth advocate organizations: advocates as educators within, 20–21; barriers faced by, 12; “crisis of representation” facing, 68–69; diverse ways of making a difference by, 13–14; forging connections, 122–123; identifying and filling needs of, 119–120; importance of local context for, 21–23; using intermediaries for training and technical assistance, 118, 122; investing in the future through, 123; issue-based organizing and advocacy by, 115–116; the local advantage and, 14; multi-issue programs within multi-issue, 117–118; political isolation of, 11–12; range of action by, 19–20; relationships and coalitions formed by, 18–19; rhetorical opposition countered by, 15–17; school-based organizing and advocacy by, 116–117; specific proposals and concrete actions by, 17–18; what foundations can do to strengthen, 120–123. *See also* Advocacy
- Youth First in Jackson Square Initiative, 32
- Youth in Focus, 118
- Youth organizing: Baltimore Algebra Project (BAP) example of, 35–40; cultural differences between educator bureaucracies and, 50–52; description and meaning of, 28–31; educator’s positioning in relation to, 46–48; Hyde Square Task Force (HSTF) example of, 31–35, 38–40; impact on schools and districts, 45–46; implications for education reform, 56–58; investing in the growth of, 123; issue-based, 115–116; multi-issue approaches to, 117–118; negotiating educational reform, 53; origins and trend of, 27–28; political education/issue analysis by, 53–55; relationship building between education administrators and, 55–56; school-focused, 116–117; successes of, 38–40; what foundations can do to strengthen, 120–123. *See also* Advocacy; Faith-based organizing
- Youth Together (Oakland), 117
- YUC (Youth United for Change), 43–44