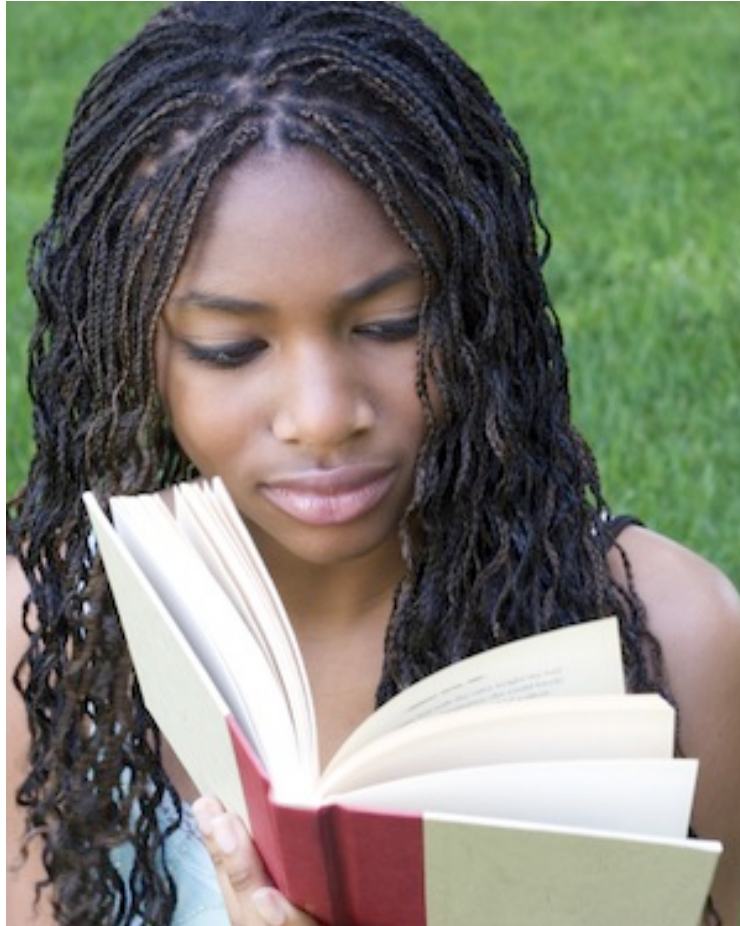


“Educate a Child, Transform the World”

TOOLKIT

For Direct Service and Advocacy in the U.S.



**Compiled by Staff of the Presbyterian Church (U.S.A.)
Updated December 2015**

Introduction: Why Education?

If you are a Presbyterian and reading this, you are someone who appreciates education. People in the Reformed tradition have always affirmed the value of education and its potential to transform lives and systems. Beginning with John Calvin and continuing with later Reformers and numerous General Assembly actions, Presbyterians have long considered public education essential – first of all, so that the general population might be literate and thus able to read the Bible *for themselves* – and that they might read *with understanding*.

Walk in to any Presbyterian church, and there is an excellent chance you will find a day care center, a tutoring program, a mentoring program, or an after school program. There is always room for children in our churches. We are reminded that God broke into human history as a vulnerable, fragile, and helpless baby in a land that was not his own. Our theology of the incarnation compels us to advocate for children. We may wonder if Jesus was thinking of the circumstances of his own birth when we read in Matthew’s Gospel:

“At that time the disciples came to Jesus and asked ‘Who is the greatest in the kingdom of heaven?’ He called a child, whom he put among them, and said, ‘Truly I tell you, unless you change and become like children, you will never enter the kingdom of heaven. Whoever becomes humble like this child is the greatest in the kingdom of heaven. Whoever welcomes one such child in my name welcomes me. If any of you put a stumbling block before one of these little ones who believe in me, it would be better for you if a millstone were fastened around your neck and you were drowned in the depth of the sea.’” (Matthew 18:1-6)

The strong words of Jesus remind us and compel us, as God’s household of faith, to engage in the ministry of child advocacy. The welfare of the whole people of God begins with how we care for the children. Everyone’s children.

The role of public schools must be consistently maintained for the good of the whole community. Quality public education gives us the best chance to empower the most students to embrace an abundant life in community. In 1987, the reunited Presbyterian Church (U.S.A.) adopted *A Call to Church Involvement in the Renewal of Public Education*, calling Presbyterians “to join others in their communities – to provide schools that will secure for all children an education that develops their capacities to serve as creative and responsible persons in the common life and - to mobilize the resources available in each community – home, church, community organizations (both public and private) – that will support public schools and share in achieving the necessary education of children and youth” (*Minutes* Part I, pp. 479-80). The Presbyterian Church (U.S.A.)’s Office of Public Witness in Washington, DC (<http://www.presbyterianmission.org/ministries/washington/>), in alignment with our education policy statements, works to give voice to Presbyterian values as they regard public policy.

Presbyterians take education very seriously. We hope you will find this toolkit to be helpful as you follow Christ’s call to this ministry. You will find ideas, materials, resources, and examples that will assist you and your congregation as you continue to engage in the work of public education and child advocacy. Thank you for your commitment to this ministry.

Congregational Assessment Tools

Introduction

Many congregations participating in the Educate A Child Initiative will be those already engaged in a robust program of educational support. Other congregations have a growing sense of calling to child advocacy related to education but are not certain where to focus their efforts or which of many topics they might address. Still other congregations may find that two or more groups within the congregation are working on separate issues of educational advocacy but that the available resources are not adequate to sustain multiple efforts.

In any of these circumstances, congregations may find the assessment tools outlined below a way to:

- **Analyze** the current issues within their community;
- **Inventory** their own congregational capacities; and
- **Discover** the ways in which the gifts and graces of their congregation might be utilized most effectively to assist children or youth to better fulfill their educational goals.

Congregations that find themselves conflicted over priorities may find in the following assessment tools a means to achieve consensus and focus to their educational advocacy into a coherent expression of ministry and mission.

Organizing the Assessment

Most congregations will be best served by gathering or assigning a relatively **small, 6-8 person Assessment Committee**.

Those who serve as the Assessment or Planning Team should be asked to make a commitment of at least one month to study together in a prayerful and thoughtful process to discover the best possible use of the resources available in addressing the most critical needs most effectively.

Before You Begin...

- The Assessment Team will want to be certain of their relationship to the Session and/or other committees within the congregation are clearly understood and that some common agreement exists within the congregation that such an exploration is warranted and wanted.
- There should be an agreement about how, when, and where its findings will be shared. For example, it may be that they will present a report and recommendation to the Session or one of its committees at a future date, or it may be that they will make a report to a future meeting of all congregation members interested in the project. Knowing the context for its report will be important to the assessment task.

Three Assessment Tools

Three assessment options are described below. Some groups will select only one of these tools to undertake their work. Others will borrow elements from each of the three tools and will craft their own unique approach to assessment. Those entirely new to this field of ministry may find it most useful to utilize each of these tools in turn to formulate their report.

❖ ***Birdseye Assessment*** – Sometimes called “the view from 30,000 feet”, this assessment type tries to **gather and consider the state of children and education within the community**. To undertake this kind of approach, the Assessment Committee will want to ask about issues in their own community, such as:

- Drop out rates
- School rankings
- Attendance statistics
- Number of children receiving free meals
- Remedial and special education services available
- College and technical school enrollment rates

Conducting the study will rely not only on statistical information that should be readily available from local or state agencies but also on conversations with school officials, parent organizations, and social service agencies that serve school-age children or preschool populations.

Special attention should be given to the demographic characteristics within the school population:

- Are some children doing very well and others very poorly?
- Are the above groups distinct economically, racially, or ethnically?
- Are their specific advocacy groups or parents or others focused on particular issues within the school district?
- Have school budgets been defeated in local elections?
- Has there been a history of teacher strikes, layoffs or other disruptive patterns in school organizational life?

This kind of assessment will provide a broad orientation to the issues alive in your community. As you begin to understand issues of teacher shortage or school discipline, of bullying or poor performance on standardized tests, you will want to assign members of the Assessment Committee to pursue further conversation with school officials, parents, and others to understand who is addressing the issues you have identified and how they are doing so. In many communities, attendance at School Board meetings, PTA meetings, or other gatherings will provide a broader understanding of the issues. (For more information on the School Board and local advocacy for education, see “Parent and Community Power! School Board Advocacy 101” in this toolkit. -

<http://www.presbyterianmission.org/ministries/child/school-board-advocacy-101/>)

A Birdseye Assessment often leads to a decision to bring a series of speakers on a variety of issues to speak at the congregation over a period of weeks or months in order to broaden the understanding of the range of issues to be considered.

❖ ***Internal Inventory***

Congregations generally have many more resources that can be utilized in educational ministries and advocacy than they are initially aware of as they plan ministry. A very important aspect of assessment is undertaking an inventory of what resources are available and in what measure. (For a detailed list of questions to ask in such an Assessment, see “Direct Action for Education: An Asset Identification Process” in this toolkit. - <http://www.presbyterianmission.org/ministries/child/direct-action-asset-identification/>) For example...

- **Financial resources** – How much money can be allocated in the budget or raised through special efforts?
- **Human resources** – How many people might be able to volunteer for a tutoring program or a summer feeding program?

Less obvious is the inventory of **special skills** that may be needed.

- Are there **contractors** who could retrofit a Sunday school room to meet the needs of a new child care center?
- Are there **those who could train volunteers** to serve as effective tutors?
- Are there people of substantial community influence who could help work for policy reform?
- Does the church have adequate room to house a new service delivery program for children or youth?
- Is there **adequate public transportation** or parking to facilitate transportation needs?
- Are there adequate recreational facilities or the possibility of developing them?
- Is the church **located in a neighborhood that will be welcoming and comfortable** to the population you hope to serve?
- Is the congregation better equipped to **provide direct service or to advocate for changes** in policies or procedures that impede children as they pursue educational opportunities?

These are questions that will require the congregation to take a candid and frank view of its possibilities and resources. Listing the resources available will be helpful in determining what issues and/or programs the congregation can undertake effectively. As an inventory is developed it will be important to test that list with others in the congregation and obtain some feedback about the accuracy of the calculation of resources available.

❖ *Issue Specific Analysis*

As assessment proceeds and individual issues are identified Assessment Teams will want to undertake detailed analysis of the issues and the ways in which the community is responding (or not responding) to the problems confronting children and youth.

Issue specific assessment includes the precise statement of:

- **What** the issue is
- **Who** and how many it is impacting
- **How** serious and crippling the issue is to children
- **Who** is working on the issue within the community
- **How** likely it is that additional support is wanted and needed and most especially
- **How** what is needed is aligned with inventory of the resources available to the congregation.

This last piece is perhaps most important, for it is by nature a strategic assessment of how the church might usefully invest itself in a specific issue via a specific program initiative.

Using the Results of the Assessment(s)

Whether your Assessment Team has used one or more of the assessment tools above or combined these methods in your own hybrid assessment, reporting the results will be an important step. In reporting the results three goals might guide your report.

A well-completed assessment should:

1. Broaden the knowledge base about the issues
2. Nurture an emerging consensus
3. Generate interest and enthusiasm for action steps

The Assessment Team will want to **develop tentative conclusions** based on its findings. It may, for example, tentatively conclude that what is most needed is a youth after school recreation and homework assistance program.

In its report the Assessment Team will wish to **test its recommendations** with a larger group, which may be a committee, the Session, or even a congregational gathering.

In order to **move from a knowledge base to an action plan**, the Assessment Team will want to underscore the way in which the proposed action plan makes the best use of the inventoried resources of the congregation.

The Assessment Team will want it its report to **identify companions for the journey**. This may include other churches or agencies in the local community that are working on the same or related issues. It may also include linking your church to another Presbyterian congregation doing similar work. Some examples of congregations doing this of work can be found at <http://www.presbyterianmission.org/ministries/child/stories/>.

Finally, having completed its work, the Assessment Team will want to **relinquish its work to the on-going committee structure.** This is an important step of transition so that those who participate in the on-going committee perceive themselves as initiating a new work rather than as those joining a work designed by others. Assessment work is a servant ministry that finds its greatest satisfaction in enabling and equipping others in *their exercise of ministry.*

Direct Action for Education: An Asset Identification Process

A church/ministry interested in getting involved with education and child advocacy should engage in a direct action asset identification process, which entails assessing what you have and matching it with the type of work you are seeking to do. These are important questions for your congregation/ministry to ask, discuss, and consider.

1. Physical Resources

- What kind of space do you have, and what types of resources do you have in that space? (i.e. furniture, computers, gymnasium, stage area, kitchen, bathrooms, etc.) This is important to ask for a myriad of reasons. For example, early childhood programming in the morning or afterschool may require the provision and storage of food.
- If your property is not up to date or is not suitable for this work (or if you do not have property), what spaces might your community provide? (i.e. parks, libraries, community centers, etc.)
- How many people can be allowed in your space? Most churches or organizations that have space available will usually have the capacity displayed publically or on record.
- Are your building and grounds safe and up to code? (Do you have fire alarms, extinguishers? First aid posters? Evacuation diagrams?)
- Are you or can you be considered a recognized Safe Place (<http://nationalsafeplace.org/>) for children?
- Do you have a public area with a bulletin board?
- Do you have good functioning technology with access to computer(s) and social media?
- Can you provide transportation? (i.e. church van, access to transportation services)
- Are you in an area that is easily accessible via public transportation?
- Where are you located? How close is your site to schools (colleges/universities included), libraries, the police station, or other churches and organizations? These questions are critical in assessing what types of partnerships can be made. Pastors and congregation members can form relationships and build networks that will be valuable to your ministry by attending events like back-to-school night or special programs at the local college or university. Hosting a community event in your own space is another way to build relationships within the community.

- What state and city programs related to youth, arts, education, family, health, and child advocacy are available in your community?

2. Human Resources

- Before you reinvent the wheel, see what organizations are doing around you. Is there a ministry that is already doing education well but is in need of space? Can you partner with a church, ministry, or agency that is already engaged in this work?
- Who attends your church, and how can they be helpful in this process? (Lawyers, administrators, schoolteachers, nurses, police officers, social workers, grant writers, city workers, etc.) Your congregation may have a treasure trove of folks who have experience in a myriad of occupations that can be advantageous to the work of child advocacy and education.
- Who is in your community, and how can you build relationships with them? (Judges, business owners, neighborhood organizations, etc.)
- Do the parents of the children you intend to serve live in the community? If not, where do they live?
- Do you have the resources to employ youth workers?
- Can you do this work with volunteers? Sometimes, the local college, university, or seminary can help by making student interns available.
- Are you involved in mission/church growth programs? (i.e. Missional church, New Beginnings, etc.) Many of these programs can be used to begin to integrate church members and neighborhood organizations into the work.

3. Financial/Administrative Resources

- To whom in your church are those who run this ministry accountable? It is often helpful to create a board or another group separate from the session or regular governing bodies to oversee this ministry.
- Do you have a good accountability system in place? Who will ensure that accountability is maintained?
- Are you eligible for grants/initiatives and/or other funding sources? Programs that do not have religious content (such as tutoring or arts programs) are often eligible for grants from civic and even governmental programs and entities. If your program serves children without regard to religious affiliation and doesn't include specifically Christian content, it may be eligible for these grants.

- Are members of your congregation members in community councils, organizations? (i.e. arts councils, gender and issue based groups, etc.)
- Does your presbytery have any initiatives or money available?
- If you do not already, start collecting the Pentecost Offering (see “Pentecost 101” in this toolkit:
<http://www.presbyterianmission.org/ministries/child/pentecost-offering-101/>).

The Pentecost Offering is a viable way to help support the work that you seek to do; forty percent of the money collected stays with your congregation to support these types of ministries. For more information about the Pentecost Offering, visit:

<http://specialofferings.pcusa.org/pentecost>.

4. Personnel/Policy Issues to Address:

- It is important for any church/ministry doing this type of work to have policy and personnel practices (job descriptions, reporting, chain of command, etc.) in place. Does your church/ministry have precedent for these types of policies?
- Do you have a child protection policy? In addition to sexual harassment and misconduct policies, most presbyteries require churches to have these in place. Do you have a system or process in addressing these issues? (i.e. Board, Trustees, Personnel Committee, etc.)
- It is essential that anyone working with children or youth under the age of 18 complete a comprehensive background check. Some online services provide quick results for a fee (Praesidium, LexisNexis). Many churches or ministries will already have a procedure in place. Check with those responsible for Christian Education.
- Check with the church’s insurance and have a conversation with Session, Board, or governing body about understanding coverage options in relationship to young people.
- Below are two key PC(USA) resources that will help you develop policies and practices to protect the safety of all children served by your direct action ministry:

<http://www.presbyterianmission.org/ministries/creating-safe-ministries/prevention/>

http://www.pcusa.org/site_media/media/uploads/children/pdf/we_wont_let_it_happen.pdf

Bibliography:

In The Line Of Fire: Raising Kids In A Violent World by Jan Arnow (Butler Books, 2015)

Doing the Math of Mission: Fruits, Faithfulness, and Metrics by Gil Rendle (Rowman & Littlefield, 2014)

Starting a Nonprofit at Your Church by Joy Skjegstad (Rowman & Littlefield, 2002)

The Power of Asset Mapping: How Your Congregation Can Act on Its Gifts by Luther K. Snow (Rowman & Littlefield, 2004)

Parent and Community Power! School Board Advocacy 101

There is great hunger for a movement to protect and revitalize the promise of public education as our nation's gateway to democracy and racial and economic justice. To do so, we will need to not only help individual children to succeed, but change the systems of education that routinely fail them. This type of change requires an engaged constituency of advocates, parents, and students to build the political will to advance equity in education. Community organizing aims to alter long-standing power relationships that produce failing schools in under-served communities in order to create an excellent and accountable school system for all students.

This resource is a summary of a publication from the Center for Education Organizing out of the Annenberg Institute for School Reform at Brown University. It is titled "Getting Started in Education Organizing: Resources and Strategies." The full text can be found at:

<http://annenberginstitute.org/publications/getting-started-education-organizing-resources-and-strategies>.

Before You Launch A Campaign:

Building a Base and Developing Leaders:

- Often parents who have the worst experiences at schools are also the least connected to formal school events or organizations.
- Therefore, outreach through neighborhood organizations, after school programs, door-knocking, and the congregation are important.
- Check in to see who is already doing work and what kinds of campaigns they are running.
- Through community organizations and personal relationships, check in to see what kind of issues children (across race, class, and immigration status) are facing in school. For more detailed instructions on how to conduct such an assessment, see the instructions for a Birdseye Assessment in this toolkit's "Congregational Assessment Tools."

(<http://www.presbyterianmission.org/ministries/child/congregational-assessment/>)

- Take care not to duplicate existing campaigns. It is often best to throw your weight and organizing power behind something that is already set in motion so as not to compete with an initiative the community has already selected as a priority.

- Take stock of your own place and role in the community. Do you relate to a clergy association or an inter-religious group? If so, involve them in your outreach and strategy. For a list of questions to ask in this asset-mapping process, see toolkit document "Direct Action for Education: An Asset Identification Process."

(<http://www.presbyterianmission.org/ministries/child/direct-action-asset-identification/>)

Choosing the Right Issue and Developing a Platform:

- While school safety and facility maintenance are important, tackling student achievement is a more complex issue.
- Some examples of issues you might address are:
 - Demanding greater accountability for student performance in a particular area, like reading or English as a Second Language (ESL).
 - Advocating for a specific educational program or whole school reform model
 - Changing school district leadership

Choosing the Right Scale for Organizing

- Consider your issue: does it impact an individual school, several schools, or schools across the district or state?
- How are decisions made? Is school policy centralized under a mayor or decided by an elected school board? Are there mechanisms for parent input? Is the issue at stake subject to state law?
- Consider your group's power: does the group have a sufficient base and media clout to run a citywide campaign? Are there other organizing groups (unions, school reform organizations, parent groups) with whom to form coalitions?

The Campaign:

Organizing, at its heart, is all about building personal relationships with community members and decision makers.

Select your strategy to build relationships with decision makers. Some options include

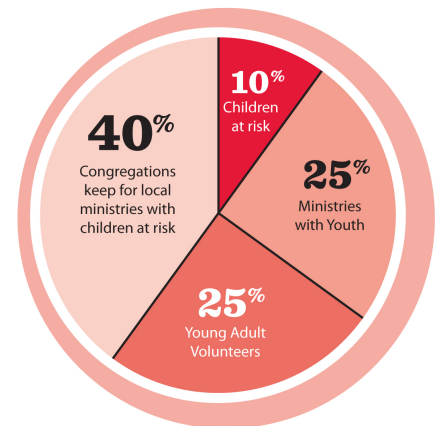
- Regular meetings between parent leaders and educators
- “Neighborhood Walks” during which parent and community leaders take teacher on tours of the neighborhood surrounding the school. Help them see parents as knowledgeable resources.
- Home visits, in which small teams of parents and teachers visit families at home to share information about school curriculum and encourage participation in school events.
- Develop family-school partnership committees in which parent and community leaders can plan events, discuss student achievement, and develop organizing campaigns.



Pentecost Offering 101

How is my gift used?

A gift to the Pentecost Offering helps the church encourage, develop, and support its young people, and also address the needs of at-risk children. 40% of the Pentecost offering can be retained by individual congregations wanting to make an impact in the lives of young people within their own community. The remaining 60% is used to support ministries of the Presbyterian Mission Agency. Give at <http://specialofferings.pcusa.org/pentecost>.



The Pentecost Offering As Revenue Sharing

This offering is appropriately received at Pentecost, just as the church is remembering the coming of the Holy Spirit with its wondrous animating activity in the life of the church. The children and youth who benefit from these gifts are themselves an animating presence in the church of today, whether members of Sunday schools or neighborhood children who receive hospitality and homework assistance.

The Pentecost Offering should be an integral part of every congregation's participation in the Educate A Child Initiative, since through this Special Offering:

- Each church serves the larger ministry of the PC(USA) by enabling programs for **children at risk** and supporting **Young Adult Volunteers** and **Ministries with Youth**, which includes Youth Triennium.
- Each church expresses its goodwill for children beyond its own neighborhood by joining a portion of its treasure along with others in a coherent Presbyterian voice for children.
- **Each church retains 40% of the offering**, which can serve as start-up funds for an Educate the Child program or sustaining funds for ongoing ministry.

The Pentecost offering is a Christian discipline of stewardship in which, through revenue sharing, the whole church witnesses to Jesus' injunction that "whoever welcomes one of these little ones, welcomes me." It just makes sense – dollars and cents!

To learn more about the Pentecost Offering, go to <http://specialofferings.pcusa.org/pentecost>.

Vignette Guidelines

Ideally, we're looking for an article **between 500 and 800 words**, written in a news-reporting style featuring highlights and **quotes**, including **who and how many children are served through this ministry** – whether it's a tutoring program serving 20 children or a local advocacy effort affecting 25,000 students in your district. If any congregations involved take the **Pentecost Offering** – see <http://specialofferings.pcusa.org/pentecost> and “Pentecost Offering 101” in this toolkit (<http://www.presbyterianmission.org/ministries/child/pentecost-offering-101/>) – and use any of the proceeds that stay with the congregation to help fund this ministry, please indicate that as well.

As long as it stays within those guidelines, how you choose to tell your story is up to you! Ideally, we would love quotes both from people who work with the ministry and from those who benefit from the ministry (children, teachers, parents, family members, etc.).

Please **include 2 or more high-resolution photos**. The person or church/organization submitting the photos must own rights to all photos, and **all must be in compliance with laws regarding photos of children**.

For an example of recent vignettes, take a look at the following:

- Starmount Presbyterian Church in Greensboro, NC
<http://www.pcusa.org/news/2015/6/2/north-carolina-church-transforming-lives-resettled/>
- First Presbyterian Church of Shelbyville, KY
<http://www.pcusa.org/news/2015/6/17/church-partnership-leads-successful-tutoring-progr/>
- C.N. Jenkins Presbyterian Church in Charlotte, NC
<http://www.pcusa.org/news/2015/9/11/charlotte-pcusa-church-finds-success-childrens-sum/>

Keep in Touch!

- **Visit our Website** – Go to pcusa.org/child to learn more and keep up what’s going on in the national initiative!
(Alternate link: <http://www.presbyterianmission.org/ministries/child/>)
- **GIVE to Educate a Child** – You can give directly to the national component of the initiative in three ways:
 1. **Give online** at <http://www.presbyterianmission.org/donate/make-a-gift/gift-info/E052178/>.
 2. **Give in your local congregation** – drop a check made out to “Presbyterian Church (U.S.A.)” in the offering plate of any PC(USA) Church with “E052178” in the memo line.
 3. **Give by mail** – Make out a check to “Presbyterian Church (U.S.A.)” with “E052178” in the memo line and mail it to:

Presbyterian Church, U.S.A.
P.O. Box 63700
Pittsburgh, PA 15264-3700

- **Join our Educate a Child Domestic Network** – Sign up to get periodic updates and to connect with others doing this work in your community and/or who share your passion around particular issues. Go to <https://nationaleac.wufoo.com/forms/educate-a-child-transform-the-world/> or get in touch with Ginna Bairby at ginna.bairby@pcusa.org or 502-569-5813.
- **Participate in National Advocacy** – Sign up to receive action alerts from the Presbyterian Church (U.S.A.) Office of Public Witness at <http://capwiz.com/pcusa/mlm/signup>
- **Learn About the International Component of the Initiative** – Visit <http://www.presbyterianmission.org/ministries/call-mission/globalpoverty/>.
- **Tell us *your* story!** – We want to hear how individuals, congregations, mid-councils, and organizations across the country are engaging in the work of education through direct action and advocacy. If you have a story to tell, send a description (see our “Vignette Guidelines” at <http://www.presbyterianmission.org/ministries/child/vignette-guidelines/>) and send your story, along with one or two high-resolution pictures, to Alonzo.Johnson@pcusa.org.

Questions? Comments? Have a story you want told, contact Convener Rev. Alonzo Johnson (Alonzo.Johnson@pcusa.org).

Bibliography for Further Exploration

The resources that follow have been listed by the Educate A Child Initiative staff team members from among resources known to them. Many address larger issues in society such as racial and economic inequity that adversely affect educational outcomes. Others report on various advocacy strategies and efforts, while still others provide pastoral, theological, or logistical information. This bibliography will be updated regularly. If you are looking for resources for a particular issue, please contact us and we will be happy to seek to address your needs. The literature concerning education in the United States is vast and is frequently written from particular and often conflicting public policy perspectives. As you read, you'll want to keep in mind PC(USA) social witness policy (social witness policy). We are always glad to explore with you the places you might seek the information you require in your situation.

Books:

The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Michelle Alexander (The New Press, 2010)

In The Line Of Fire: Raising Kids In A Violent World by Jan Arnow (Butler Books, 2015)

A Year Up: Helping Young Adults Move from Poverty to Professional Careers in a Single Year by Gerald Chertavian (Plume, 2013)

Reaching and Teaching Children Who Hurt: Strategies for your Classroom by Susan E. Craig (Brookes Publishing, 2008)

On the Run: Fugitive Life in an American City by Alice Goffman (University of Chicago Press, 2014)

Hope and Despair in the American City: Why There are No Bad Schools in Raleigh by Gerald Grant (Harvard University Press, 2009)

Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It by Eric Jensen (Association for Supervision and Curriculum Development, 2009)

The Future of School Integration ed. Richard Kahlenburg (The Century Foundation Press, 2012)

Improving on No Child Left Behind: Getting Education Reform Back on Track ed. Richard Kahlenburg (The Century Foundation Press, 2008)

The Shame of the Nation: The Restoration of Apartheid Schooling in America by Jonathan Kozol (Broadway Books, 2006)

Thus Far on the Way: Toward a Theology of Child Advocacy by Eileen W. Lindner

Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools by Diane Ravitch (Alfred A. Knopf, 2013)

Just Mercy by Bryan Stevenson (Spiegel & Grau, 2015)

Articles:

“The Cradle to Prison Pipeline: America’s New Apartheid” by Marian Wright Edelman - <http://justiceunbound.org/carousel/the-cradle-to-prison-pipeline-americas-new-apartheid/>

“The Centrality of Education in the Reformed Tradition” by Dr. Duncan S. Ferguson - <http://justiceunbound.org/carousel/the-centrality-of-education-in-the-reformed-tradition/>

“Hope in a Child: A call this Advent to educate and care for the vulnerable children of the world” by Rev. Alonzo Johnson – <http://www.presbyterianmission.org/ministries/today/1115-hope/>

“Into the Words...Recalling Our History” by Rev. Dr. Eileen Lindner - <http://justiceunbound.org/carousel/into-the-words-recalling-our-history/>

“Public Schools and the Public Good: The Social Contract We Have ‘Left Behind’” by Jan Resseger - <http://justiceunbound.org/carousel/public-schools-and-the-public-good/>

“Our Theology of Public Education” by Rev. Dr. Ray Roberts - <http://justiceunbound.org/carousel/our-theology-of-public-education/>

Blogs:

Unbound: An Interactive Journal of Christian Social Justice – 2015 issue “Pedagogy for the Distressed” – <http://justiceunbound.org/journal/pedagogy-for-the-distressed/>

“Great Schools for All” Blog – <http://gs4a.org/>

“Brown Center Chalkboard” Blog, The Brookings Institute – <http://www.brookings.edu/blogs/brown-center-chalkboard>

Videos:

TED Talk by Alice Goffman: “How we’re priming some kids for college – and others for prison”, March 2015,
http://www.ted.com/talks/alice_goffman_college_or_prison_two_destinies_one_blatant_injustice

TED Talk by Bryan Stevenson: “We need to talk about an injustice”, February 2012,
http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice

Policy, Study Guides, and Worship Resources:

Loving Our Neighbors: Equity and Quality in Public Education (K-12) (2010, ACSWP)
<http://www.pcusa.org/resource/loving-our-neighbors-equity-and-quality-public-edu/>

Advocacy as Discipleship: A People Called to Witness (4 week study developed by Blair Morehead for the Office of Public Witness)
<http://www.pcusa.org/resource/advocacy-discipleship-people-called-witness/>

Holy Discontentment: Lifting Your Voice for Effective Advocacy (Advocacy 101 resource from the Office of Public Witness)
<http://www.pcusa.org/resource/holy-discontentment-advocacy-resource/>

Manual for National Observance of Children’s Sabbath published annually by the Children’s Defense Fund. For the most up-to-date information, see
<http://www.childrensdefense.org/programs/faithbased/faith-based-action-programs-pages/childrens-sabbaths/National-Observance-of-Children-s-Sabbaths.html>

The Children's Defense Fund Bible with "A Child Advocate's Topical Concordance" compiled by Shannon Daley-Harris (Children's Defense Fund, 2005)