

The National Coalition on School Diversity

10 WAYS THE BIDEN/HARRIS ADMINISTRATION CAN PRIORITIZE SCHOOL INTEGRATION IN ITS FIRST 100 DAYS

1. Nominate a Secretary of Education with a demonstrated commitment to school integration and racial justice. Use the Secretary's national leadership role to uplift the goal of racially integrated schools, recognize the importance of integration in our multi-racial democracy, and inspire integration efforts as part of a comprehensive plan for transformative action for racial justice in education.
2. Publicly affirm the administration's support for the removal of Section 426 of the General Education Provisions Act.¹
3. Reinstate and improve² [2011 School Integration Guidance](#) issued by the Obama Administration, as part of an overarching reinstatement of civil rights enforcement guidance.³ Diversity guidance should make clear that fostering the benefits of racial diversity through narrowly tailored race-conscious means does not constitute discrimination in K-12 or higher education.
4. Re-issue [2016 Opening Doors, Expanding Opportunities](#) grant program using existing Title I funds. In addition, include at least \$120 million in funding for a pilot "Strength in Diversity" grants program in the 2022 education budget request.
5. Restore diversity funding priorities in all ED K-12 competitive grant programs; add Pre-K.
6. Make the Civil Rights Data Collection (CRDC) a universal and annually collected and reported database. Review any changes to CRDC made during the last administration, and reverse as appropriate.
7. Rescind [Executive Order 13950](#) on combating race and sex stereotyping and related OMB requirements, which limits the types of diversity, equity, and inclusion trainings federal agencies, contractors, and grantees can conduct.
8. Conduct a listening session with student advocates across the integration movement; learn about [IntegrateNYC's "5Rs of Real Integration"](#) framework. Find ways for students' lived experiences to inform leadership/staffing decisions and the development of comprehensive and cross-sector solutions, policies, and programs to address segregation and resulting inequities.
9. Meet with civil rights/education advocates, students, and families from across the country to inform Department of Education leadership/staffing and, in particular, expansion of civil rights staffing and enforcement in year one.
10. COVID has exacerbated existing inequities associated with segregation. Recognizing that funding inequity and punitive accountability systems help drive segregation, and COVID could jeopardize integration gains, NCSDE calls to: 1) provide sufficient funding for states to cover education budget shortfalls, with a focus on well-targeted funding to ensure racial equity; and 2) grant states flexibility to use performance assessments instead of ESSA high-stakes testing. In addition, we ask the administration to 3) issue guidance to support inclusive, integrated, and culturally sustaining learning⁴ and the provision of equitable access to virtual education through broadband and device access, etc.

¹ Section 426 reads: "No funds appropriated for any applicable program may be used for the transportation of students or teachers (or the purchase of equipment for such transportation) to overcome a racial imbalance in any school or school system or to carry out a plan of racial desegregation, except for funds appropriated for the Impact Aid program authorized by Title VIII of the ESEA."

² Re-issued school diversity guidance might include examples of oversight mechanisms, legislative processes, and other guardrails that states are implementing to ensure that any changes in school district boundary/attendance lines do not serve to deepen school segregation. States that are interested in addressing segregation can replicate these mechanisms and best practices.

³ NCSDE also supports the reinstatement/improvement of other important civil rights guidance that was rescinded during the Trump Administration, including but not limited to: guidance directing schools to [reduce racial disparities in how they discipline students](#) (an updated version should center developments in restorative and transformative justice), [diversity in higher education](#), and [resource equity](#).

⁴ See, e.g. Jessica Mugler & Philip Tegeler, National Coalition on School Diversity, [Using CARES Act Flexibility to Address Systemic Educational Inequality and Bring Students Together](#) (2020).