

UMassAmherst

Research & Engagement

362 Whitmore Administration Building
181 Presidents Drive
Amherst MA 01003-9313

Phone: 413.545.5270
Email: vcre@umass.edu
www.umass.edu/research

Memorandum

To: Kumble R. Subbaswamy, Chancellor
John J. McCarthy, Provost

From: Michael F. Malone, Vice Chancellor for Research & Engagement *M. F. Malone*

Re: Interim Approval, Center for Racial Justice and Youth Engaged Research

Cc: Jamila Lyiscott, Assistant Professor, Dept. of Student Development
Keisha Green, Assistant Professor, Dept. of Teacher Education and Curriculum Studies
Carey Dimmitt, Interim Chair, Dept. of Student Development
Florence Sullivan, Chair, Dept. of Teacher Education and Curriculum Studies
Cynthia Gerstl-Pepin, Dean, College of Education
Martina Nieswandt, Associate Vice Chancellor for Research & Engagement
MJ Peterson, Secretary, Faculty Senate

Date: July 6, 2020

I have reviewed the attached request from Associate Professors Jamila Lyiscott and Keisha Green for interim approval of a Center for Racial Justice and Youth Engaged Research (CRJYER).

This Center aims to foster community-school-university relationships through a collaborative of youth, teachers, and researchers committed to racial equity and youth-centered research across all disciplines in the field of education. The Center's mission stresses the integration of youth voices and racial equity through research, service, and technical assistance in five areas: Racial Justice/Equity, Youth-Engaged Research (or Youth-centered Praxis), Critical Teacher Education, Fugitive Literacy Practices, and Community-Engagement. CRJYER plans to work with Springfield and Holyoke public schools; faculty across UMass and the 5 Colleges; and national and international schools, community-based organizations and policy makers with common values around racial justice, educational equity, and youth-centered research. The Center stresses its role as a resource and catalyst for systemic transformation of local, state, and national schools, organizations, groups, and agencies interested in improving outcomes with historically marginalized youth. As such, CRJYER seeks to advance the UMass Amherst mission to provide an affordable and accessible education of high quality by creating pathways of access to university life for historically marginalized youth and communities of color.

Professors Green and Lyiscott bring strong expertise and experience to the proposed work and have developed a group of affiliated faculty and a steering committee, which will enhance the CRJYER's work.

The period of interim approval is provided to accommodate the development of a strong case for long-term approval. To achieve this, I recommend that existing College of Education partnerships with Holyoke and Springfield schools and partnerships with various youth organizations (e.g., Girls Inc., Big Brothers Big Sisters of America, Holyoke Homework House) and the faculty involved be included in the CRJYER planning. The College of Education teacher preparation program located in Springfield (180 Days) is a potential partner since teacher education is proposed as a central activity for the Center. I strongly encourage the co-directors to foster relationships and develop collaborations with the involved in these existing partnerships and consider their activities and initiatives as the Center develops its plans further.

It is also important to develop a sustainable financial plan in this interim period. The plan for CRJYER relies ultimately on external grants from private, state, and federal agencies. Professors Green and Lyiscott have secured funding from the Fulbright Association to train twelve educators in cross-cultural diversity (i.e., Ghana and the USA) to develop their critical teaching practices. Proposals to other funding agencies have been submitted (e.g., Braitmayer Foundation), and the College of Education will provide seed funds. CRJYER will need to demonstrate financial sustainability through external funding or other financial means as a basis for long-term approval.

Dean Cindy Gerstl-Pepin to whom the center would report, supports the application for interim center status.

CRJYER would submit an annual report to the College and the VCRE during the interim period, as do all centers and institutes.

I recommend interim approval of the Center for Racial Justice and Youth Engaged Research. As described in in the [Faculty Senate Policy](#), an interim approval is for a period not to exceed three years, i.e., through the end of fall semester 2023. If the CRJYER wishes to continue beyond this period, the directors should submit a proposal to the Faculty Senate for longer-term approval not later than the beginning of the spring 2022 semester.

If you concur with this recommendation, please sign below, and return to my office. I will notify the relevant parties.

<small>DocuSigned by:</small>  <small>97295F0470334C6...</small>	7/8/2020
John J. McCarthy, Provost	Date

<small>DocuSigned by:</small>  <small>E2C62B100CBB443...</small>	7/8/2020
Kumble R. Subbaswamy, Chancellor	Date

Attach. CRJYER application for interim approval and supporting documents.

UMass Amherst Centers and Institutes Interim Approval Template

Name of Institute/Center	The Center of Racial Justice and Youth Engaged Research
Date of Submission	March 11, 2020
College/School/Department	The College of Education/ Departments of Student Development and Teacher Education and Curriculum Studies
Faculty Director	Jamila Lyiscott & Keisha Green
Staff Contact (<i>name, title, email, phone</i>)	Keisha Green, Assistant Professor, klgreen@educ.umass.edu Jamila Lyiscott, Assistant Professor, jlyiscott@umass.edu
Administrative Reporting Contact (<i>Dept, Dean, VC, etc.</i>)	Dean Cynthia Gerstl-Pepin
Website	Under Development
FTE Faculty	2
Faculty Release Time	None
FTE Staff	0
Affiliated Faculty	<p><i>*Please find consent from each member in Appendix A</i></p> <p>Carey Dimmitt <i>Professor of School Counseling Education; Director, Center for School Counseling Outcome Research & Evaluation; and Department Chair of Student Development</i></p> <p>Amanda Walker Johnson <i>Associate Professor of Anthropology</i></p> <p>Sangeeta Kamat <i>Professor, International Education</i></p> <p>Chrystal George Mwangi <i>Associate Professor of Higher Education</i></p> <p>Sonia Nieto <i>Professor Emerita, Language, Literacy, and Culture</i></p> <p>Florence Sullivan <i>Professor and Department Chair, Teacher Education & Curriculum Studies</i></p> <p>Laura Valdiviezo <i>Associate Professor/Director at The College of Education/The Center for Latin American Caribbean and Latino Studies</i></p> <p>Ximena Zúñiga <i>Professor of Social Justice Education</i></p>

<p>Related Publications (<i>attach list or include links</i>)</p>	<p><i>*Please find an apa-style list of publications in Appendix B Books</i></p> <p>Lyiscott, J. (2019) <i>Black Appetite. White Food: Issues of Race, Voice, and Justice Within and Beyond the Classroom</i>. New York, New York: Routledge.</p> <p>Book Chapters</p> <p>Lyiscott, J. (2021 anticipated publication). Healing as a Praxis of Freedom: Exploring the capacity of Black Liberation Theology to Inform Critical Praxis. In <i>Critical Pedagogy for Healing: A Soul Revival of Teaching and Learning</i>. New York, New York: Bloomsbury Press.</p> <p>Lyiscott, J. (2019). The Politics of Ratchetness: Exploring race, literacies, and social justice with black youth. In V. Kinloch, T. Burkhard, & C. Penn (Eds.), <i>Race, Justice, and Activism in Literacy Instruction</i>. New York: Teachers College Press.</p> <p>Turenne, E. and Green, K. L. (2020 anticipated publication). <i>Black Voices from Inside the Walls: At the Intersection of Art and Social Justice</i>. New York: Peter Lang.</p> <p>Co-edited Journal Issues</p> <p>Filipiak, D., Caraballo, L., Lyiscott, J. & Morrell, E. (2020 anticipated publication). Intergenerational Inquiry: Literacies of Activism and Desire in a Youth Research Collaborative. <i>Review of Education, Pedagogy and Cultural Studies</i>.</p> <p>Jocson, K., Green, K. L., Simon, R. (2016). Youth Literacies and Social Justice. <i>English Teaching: Practice & Critique</i>, 15(3), pp.309 – 471.</p> <p>Ohito, E. & Lyiscott J. (Eds.). (In Press). Caught up in the rupture of freedom: Fugitive literacies across multi-modalities in communities and classrooms [Special Issue]. <i>English Education</i>. April 2020 (Anticipated date)</p>
---	---

Ohito, E., Watson, W., Lyiscott, J., Sealey-Ruiz, Y. (Eds.). (2019). What's Love Got to Do with It Looking for Love in Urban Schooling [Special Issue]. *The Urban Review*, 51(1).

Journal Articles – Peer Reviewed

Bettencourt, G. M., George Mwangi, C. A., Green, K. L. & Morales, D. M. (Forthcoming). High School-University Collaborations for Latinx Student Success: Navigating the Political Reality. *Journal of Higher Education Outreach and Engagement*. *Morales and Bettencourt are doctoral students.

Caraballo, L., & Lyiscott, J. (2018). Collaborative inquiry: Youth, social action, and critical qualitative research. *Action Research*. 0 (0), 1-18. <https://doi.org/10.1177/1476750317752819>

Caraballo, L., Lozenski, B. D., Lyiscott, J. J., & Morrell, E. (2017). YPAR and Critical Epistemologies: Rethinking Education Research. *Review of Research in Education*, 41(1), 311–336.

Green, K. L., Morales, D., Pfeifer, K., Carter, C., Morales, D., Ruggiano, C., (Accepted) entitled, "Disrupting norms in higher education: Teacher preparation through innovative teaching and learning practices." *Journal of Culture and Values in Education*. *doctoral students

Green, K. L., Nygreen, K., Valdiviezo, L., Arce, J. (Accepted). Teacher Professional Development for Ethnic Studies: A Critical Youth-Centered Approach. *Multicultural Perspectives*.

Green, K. L., Morales, D. M., Bettencourt, G., Mwangi, C. (Forthcoming). Reclaiming the Classroom: YPAR in School to Create a Third Space. *English Teaching: Practice and Critique*. *doctoral students

Green, K. L. (November 2019). Radical imagination and

“otherwise possibilities” in qualitative research. In Goessling, K.P., Wright, D., Wager, A.C., & Dewhurst, M. (Eds.) Special Issue: International Journal of Qualitative Studies in Education, 33(1).

Green, K. L. (2018). Trust. In K. Smith & M. Runell Hall (Eds.) UnCommon Bonds: Women Reflect on Race and Friendship. New York: Peter Lang.

George Mwangi, C. A. & Green, K. L. (2018). Reflections on Moving Theory to Praxis: Dialectical Engagements of Black Women Faculty in an Urban High School Space. In S. Y. Evans & D. Domingue (Eds.) Black Women & Social Justice Education: Legacies and Lessons. New York: Suny Press.

Green, K. L. (2016). Black “Youth Speak Truth” to Power: Literacy for Freedom, Community Radio, and Civic Engagement. In S. Greene, K. Burke, & M. McKenna (Eds.) Reframing Public Spaces: Youth Voices, Literacies, and Civic Engagement. New York: Routledge.

Green, K. L. (2014). Toward a Double Dutch Methodology: Playing with the Practice of Participant Observer. In D. Paris & M. T. Winn (Eds.) Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Their Communities. California: Sage.

Green, K. L. (2013). “The Way We Hear Ourselves is Different from the Way Others Hear Us”: Exploring the Literate Identities of a Black Radio Youth Collective. Equity, Excellence, and Education, 46(3), 315-326.

Green, K. L. (2013). The Black Panther Newspaper: A Vanguardist Approach to Critical Literacy. The National Journal of Urban Education and Practice, 6(3), 55-66.

Green, K. L. (2010). Our Lyrics Will Not Be on Lockdown: An Arts and Activist Response to the School-to- Prison Pipeline. Race, Ethnicity, and Education, 13(3), 295-312.

Green, K. and Lyiscott (In Process). Youth at the Center of the Center for Racial Justice and Youth Engaged Research.

	<p>Lyiscott, J. et al (September 2020 anticipated publication). Intergenerational Inquiry: Literacies of activism. <i>Review of Education, Pedagogy, and Cultural Studies</i>.</p> <p>Lyiscott, J. (April 2020 anticipated publication). Fugitive Literacies as Inscriptions of Freedom. <i>English Education</i>.</p> <p>Lyiscott, J. Urban Rev (2019). The Quest to be Love(d) in Urban Schools: Issue Introduction, <i>The Urban Review</i>, 1-4. https://doi.org/10.1007/s11256-018-00494-y</p> <p>Lyiscott, J., &Caraballo, L., & and Morrell, E. (2018) An Anticolonial Framework for Urban Teacher Preparation, <i>The New Educator</i>, 14 (3), 231-251, DOI: 10.1080/1547688X.2017.1412000</p> <p>Lyiscott, J. (2017) Racial identity and Liberation Literacies in the Classroom. <i>English Journal</i>, 106(4), 47-53.</p> <p>Lyiscott J. and Albright, T. (In Process). Youth Inquiry as Resistance.</p> <p>Lyiscott J. and Boyd, A. (Accepted). When We See Us: Autoethnography and Extraordinary Literacies as Black Feminist Praxis. <i>International Journal of Qualitative Studies in Education</i>.</p> <p>Morales, D., Bettencourt, Genia M., Green, K. L., & George Mwangi, C. (2017). "I Want to Know About Everything That's Happening in the World": Enhancing Critical Awareness Through a Youth Participatory Action Research Project with Latinx Youths. <i>The Educational Forum</i>, 8(4), 404-417.</p> <p>Morrell, E., de los Rios, C., Lyiscott, J., and Mirra, N. (Accepted). Building Social Futures: Advancing the Purpose and Practice of Critical Pedagogy. <i>Teachers College Record</i>.</p> <p>Orman, K., and Lyiscott, J. (2013). Politely Disregarded: Street Fiction, Mass Incarceration, and Critical Praxis." <i>English Journal</i>, 102 (4), 59-66.</p> <p>Pfeifer, K., Carter, C., Morales, D., Ruggiano, C., Green, K. L. (Forthcoming). A Collective Disruption: Critical</p>
--	---

UMassAmherst | Research & Engagement

	Consciousness in the Teacher Education Classroom and Beyond. Urban Education Research & Policy. *Graduate student journal
Campus Support Provided (College/Dept/other)	\$40,000 (Negotiated seed money provided to Jamila Lyiscott by Dean, College of Education)
Space (specify location)	N161 Furcolo Hall, 813 N. Pleasant Street, Amherst, MA 01003
Other In-Kind	We are actively seeking outside funding from multiple internal and external sources including the Lyle Spencer Grant, Nellie Mae Amplifying Youth Voice Grant Fund, SEED, UMass Interdisciplinary Faculty Grant, and The Braitmayer Foundation Grant

Please provide a **narrative summary** that addresses the areas outlined below and to the extent applicable, please provide a **budgetary summary** as suggested on page 2. Please submit your materials to the Office of the Vice Chancellor for Research and Engagement: vcre@umass.edu.

1. Vision

a. *What are the central intellectual challenges and research needs that the C/I is addressing, now and over the next 5-10 years?*

The proposed Center of Racial Justice and Youth Engaged Research (CRJ) is dedicated to fostering community-school-university relationships through a collaborative of youth, teachers, and researchers committed to racial equity and youth-centered research across all disciplines in the field of education.

The Center seeks to serve as a mechanism for influencing the field of education in partnership with youth development organizations, nonprofits, universities, and schools at the local, state, and national level through

- Research: research to inform practice, research practice partnerships, research in tandem with a practitioner, interdisciplinary research, critical research methodologies
- Direct service work to young people: Supporting youth voice, leadership, organizing
- Educational support and technical assistance: Professional development
- Events: Convenings, screenings, conferences, summits, exhibits

Vision: We believe that youth and communities should play key roles in shaping educational research and practice across disciplines. We believe that engaging youth and communities at this level alongside graduate students, faculty, and teachers, provides a unique opportunity for the University of Massachusetts Amherst to radically address racial and economic educational disparities.

Needs Addressed: Across the field of education, disciplines have become increasingly siloed in both research and practice in detrimental ways. One salient example is the tenuous relationship between STEM subjects and Arts and Humanities. The alarming disconnect between these subject areas is rooted in epistemologies where empiricism and scientific knowledge are positioned against the arts, humanities, and social sciences in deeply problematic ways. Further, when it comes to the question of racial justice, an issue that plays out prominently across STEM fields, efforts are often relegated to areas that are seen as the “soft” subjects such as English, History, and the Arts.

Coupled with this, the youth of color who are most immediately affected by racial injustices across all disciplines of education, are rarely, if ever, invited to voice their perspectives around the change that needs to happen in their schools and communities. These silos at the level of academia writ large play out across colleges of education/teacher-education programs, and by extension, the local schools and communities that depend on these institutions to uphold equity and justice as central to the educational process.

In response to the myriad ways that working within disciplinary boundaries manifests in the University of Massachusetts College of Education (i.e. in terms of how research and educational scholarship is generated with little cross-pollination and often without regard to racial justice or youth voice), the Center proposes to be a transdisciplinary and intergenerational space for critical and transformative work.

b. *Who are the stakeholders for the C/I, on and off campus?*

Population Served: The proposed CRJ will engage students, faculty, teachers, historically marginalized youth, and communities including: (1) Local, national, and international schools and community organizations with aligned interests and goals (2) Underserved youth and communities from impoverished urban and rural areas primarily throughout MA and CT (Amherst, MA, Holyoke, MA, Springfield, MA, and Manchester, CT) (3) Students from racially and linguistically diverse groups across the Five Colleges at the graduate and undergraduate levels (4) Faculty members with aligned service and research interests across all disciplines throughout the five colleges, and educational institutions nationally and internationally (5) Pre-service and in-service teachers primarily throughout MA and CT.

**Please find a list of affiliated faculty members and community partners in appendix A*

2. Mission and Goals:

a. What is the mission of the C/I and how does this contribute to the mission of the campus?

CRJ Mission: We integrate youth voices and racial equity across all educational disciplines through research, service, and technical assistance in five areas: Racial Justice/Equity, Youth-Engaged Research (or Youth-centered Praxis), Critical Teacher Education, Fugitive Literacy Practices, and Community-Engagement.

Racial Justice/Equity – through community-engaged, youth-centered research ensuring youth-serving institutions—namely, public schools—are spaces where historically minoritized/marginalized youth of color, Black youth, in particular, thrive. Racial justice/equity is power, access, and rights to opportunities, resources, and undoing disproportionately discriminatory policies and practices that effectively marginalize, oppress, and shut out people of color.

Youth-centered Praxis: CRJ will prioritize youth knowledge and amplify youth voice by pushing the field of Education, in particular, to take youth-led research and leadership seriously in ways that foster structural transformation, paradigm shifts, and policy changes.

Critical Teacher Education: developing social justice oriented teacher activists who enact a critical and culturally sustaining pedagogies marked by teaching racially and linguistically diverse populations

Fugitive Literacy Practices (Critical Literacies): ways of being and knowing that draw on the linguistic and cultural practices of historically marginalized people of color and engage intersections of power and oppression

Community-Engagement: CRJ seeks to work in and with communities of color; conduct research projects that involve school-university-community partnerships; and engage in research that increases the capacity of community organizations.

Relation to Campus Mission: Highly reputed for its commitment to social justice, the University of Massachusetts Amherst mission is as follows:

"The University's mission is to provide an affordable and accessible education of high quality and to conduct programs of research and public service that advance knowledge and improve the lives of the people of the Commonwealth, the nation, and the world."

CRJ seeks to amplify this mission by creating pathways of access to university life for historically marginalized youth and communities of color. Presently, according the University's Diversity, Equity, and Inclusion data from Fall 2019, the campus is made up of 71% white students, 12% Asian students, 8% Latinx students, 5% Black students, and 0.0002%

Indigenous or Pacific Islander students. These alarmingly disproportionate numbers reveal a deep need to live up to the University's stated commitment to the highly diverse Commonwealth, nation, and world. The same data reveals that 77% of the university's faculty are white and only 5% of faculty are Black. As two Black female faculty members our leadership of the center will create access to the campus as a destination of choice for future students and faculty of color. The programs and body of research that we seek to expand through the center (i.e. we both already have a strong history of scholarship and leadership across these areas) will place the university at the forefront of a national conversation about what it means to address racial disparities and center youth voice in the quest toward educational justice.

b. Peer and Aspirant Programs:

- Transformative Justice in Education Center, UC Davis
- Institute for Urban and Minority Education, Teachers College Columbia University
- The Metropolitan Center for Research on Equity and the Transformation of Schools, New York University

c. What are the goals for the next 5 years?

Center Goals and Objectives

Goal 1: To cultivate relationships across the 5 colleges, and with a network of local, regional, national, and international schools, community-based organizations, and policy makers with common values around racial justice, educational equity, and youth centered research.

- **Objective 1:** Develop a network of collaborating schools and agencies that share a common commitment to racial and educational equity for historically marginalized youth.
- **Objective 2:** Develop community-engaged research initiatives with historically marginalized youth at sites within the network.
- **Objective 3:** Receive training and technical assistance from community partners and schools to develop our skills, initiatives, and awareness of community needs.
- **Objective 4:** Provide training and technical assistance to community partners in accordance with their expressed needs.

Goal 2: To promote and engage racial justice, linguistic diversity, educational equity, and youth leadership through all Center activities.

- **Objective 1:** Design and disseminate ongoing research centered Racial Justice/Equity, Youth-centered Praxis, Critical Teacher Education, Fugitive Literacy Practices, and Community-Engagement
- **Objective 2:** Provide ongoing teacher education, professional development, technical assistance, and consultations centered on racial justice, linguistic diversity, educational equity, and youth leadership
- **Objective 3:** Sustain ongoing community-engaged activities and events centered on racial justice, linguistic diversity, educational equity, and youth leadership

Goal 3: To develop a line of critical community-engaged research to transform short-term and long-term in-school and out-of-school outcomes for historically marginalized youth.

- **Objective 1:** Design and implement critical community-engaged research activities in schools and community settings to transform short- term and long- term outcomes for historically marginalized youth
- **Objective 2:** Design and implement critical community-engaged research studies that analyze existing datasets that contain information about historically marginalized youth
- **Objective 3:** Write and disseminate reports and publications of research findings
- **Objective 4:** Present findings from critical community-engaged research in community forums, schools, and at state and national conferences

Goal 4: To serve as a hub of cultural celebration, critical practice, and wellness for faculty, students, and community members dedicated to educational justice across disciplines.

- **Objective 1:** Center cultural practices from historically marginalized communities of color throughout all center activities
- **Objective 2:** Work with faculty and students across disciplines on scholarship and community engagement to promote cross-pollination in the college and university
- **Objective 3:** Host campus and community events, symposia, and meetings to sustain wellness and relationships amongst historically marginalized communities, students, faculty, and youth of color

Goal 5: To serve as a resource and catalyst for systemic transformation of local, state, and national schools, organizations, groups, and agencies interested in improving outcomes with historically marginalized youth

- **Objective 1:** Develop, host, and maintain a center website to disseminate information about racial justice, youth engaged research, and center activities
- **Objective 2:** Host local and State-wide meetings and symposia to address issues associated with historically marginalized youth of color

d. How does the C/I contribute to the campus strategic plan, and to the plans of the department(s) and School or Colleges involved?

Campus Strategic Plan: CRJ is carefully aligned with the University's 2018-2023 'Be Revolutionary' strategic plan. The University's mission states, "Our institution is rooted in the idea that any qualified individual, regardless of wealth or social status, should have access to high-quality higher education. We draw from and support diverse experiences and perspectives as an essential strength of this learning community and accept for ourselves and instill in our students an ongoing commitment to create a better, more just world." As delineated in section 2a. the mission for truly diversifying the campus in terms of race is in severe need of support. Thus, we embody the university's stated values around Diversity, Equity, and Inclusion through the following overlapping goals:

University of Massachusetts Amherst Goals:

- **GOAL ONE:** Establish UMass Amherst as a destination of choice where academically accomplished, socially responsible seekers of a world-class education succeed in a research-rich, inclusive learning community.
- **GOAL TWO:** Establish UMass Amherst as a partner of choice in advancing and applying knowledge and innovation for the betterment of society.
- **GOAL THREE:** Establish UMass Amherst as a community of choice for students, staff, and faculty that exemplifies the power of diverse perspectives and mutual respect.

CRJ Goal	Related UMass Goal	Explanation
Goal 2: To promote and engage racial justice, linguistic diversity, educational equity, and youth leadership through all Center activities.	Goal 1: Establish UMass Amherst as a destination of choice where academically accomplished, socially responsible seekers of a world-class education succeed in a research-rich, inclusive learning community.	In alignment with UMass goals, CRJ will work to create pathways for inclusivity where diverse populations are attracted to the center and campus.
Goal 4: To serve as a hub of cultural celebration, critical		

practice, and wellness for faculty, students, and community members dedicated to educational justice across disciplines		
<p>Goal 1: To cultivate relationships across the 5 colleges, and with a network of local, regional, national, and international schools, community-based organizations, and policy makers with common values around racial justice, educational equity, and youth centered research.</p> <p>Goal 5: To serve as a resource and catalyst for systemic transformation of local, state, and national schools, organizations, groups, and agencies interested in improving outcomes with historically marginalized youth</p>	<p>Goal 2: Establish UMass Amherst as a partner of choice in advancing and applying knowledge and innovation for the betterment of society.</p>	<p>In alignment with UMass goals, CRJ will work to partner with local, national, and international partners who are dedicated to bettering society through racial justice and youth voice.</p>
<p>Goal 2: To promote and engage racial justice, linguistic diversity, educational equity, and youth leadership through all Center activities.</p> <p>Goal 4: To serve as a hub of cultural celebration, critical practice, and wellness for faculty, students, and community members dedicated to educational justice across disciplines</p>	<p>Goal 3: Establish UMass Amherst as a community of choice for students, staff, and faculty that exemplifies the power of diverse perspectives and mutual respect.</p>	<p>In alignment with UMass goals, CRJ will work to attract diverse faculty and students to a community of wellness and cutting-edge work around diversity. And justice.</p>

CRJ's Relation to University Goals

College of Education Goals: CRJ functions within the vision of the UMass College of Education where, "diversity, community engagement, collaborative innovation, and social justice," are core values. In the service of these values, the center's activities seek to actualize the following

UMass EDUC goals:

- **GOAL ONE:** To engage and collaborate with local, state, national, and global communities to co-create high quality research that will improve education.

UMassAmherst | Research & Engagement

- Serve the public interest by leveraging our research and expertise in order to contribute to positive social change, inform public policy, and enrich public debate.
- Expand and deepen partnerships and collaborations by engaging communities and thus contribute to shared goals of evidence-based educational improvement.
- GOAL TWO: Provide students with a high-quality education rooted in research and scholarship which embodies the College’s values and nurtures both current and future educational leaders.

CRJ’s Relation to EDUC Goals:

CRJ’s call for educational equity at the level of the College of Education, and the field broadly makes possible the overlapping goals of the University and College of Education to:

CRJ Goal	Related EDUC Goal	Explanation
<p>Goal 2: To promote and engage racial justice, linguistic diversity, educational equity, and youth leadership through all Center activities.</p> <p>Goals 4: To serve as a hub of cultural celebration, critical practice, and wellness for faculty, students, and community members dedicated to educational justice across disciplines</p>	<p>Goal 2: Provide students with a high-quality education rooted in research and scholarship which embodies the College’s values and nurtures both current and future educational leaders.</p>	<p>In alignment with EDUC goals, CRJ will work to establish UMass Amherst as a destination of choice for students of color and other underrepresented groups and improve campus climate of inclusion.</p>
<p>Goal 3: To develop a line of critical community-engaged research to transform short-term and long-term in-school and out-of-school outcomes for historically marginalized youth</p> <p>Goal 5: To serve as a resource and catalyst for systemic transformation of local, state, and national schools, organizations, groups, and agencies interested in improving outcomes with historically marginalized youth</p>	<p>Goal 1: To engage and collaborate with local, state, national, and global communities to co-create high quality research that will improve education.</p>	<p>In alignment with EDUC goals, CRJ will work to enhance effectiveness of curriculum and educational programs with regard to diversity and inclusion through research, community engagement, and systemic change.</p>
<p>Goals 4: To serve as a hub of cultural celebration, critical practice, and wellness for faculty, students, and</p>	<p>Goal 1: To engage and collaborate with local, state, national, and global communities to co-create</p>	<p>In alignment with EDUC goals, CRJ will work to support focus on recruiting,</p>

<p>community members dedicated to educational justice across disciplines</p> <p>Goal 5: To serve as a resource and catalyst for systemic transformation of local, state, and national schools, organizations, groups, and agencies interested in improving outcomes with historically marginalized youth</p>	<p>high quality research that will improve education.</p> <p>Goal 2: Provide students with a high-quality education rooted in research and scholarship which embodies the College’s values and nurtures both current and future educational leaders.</p>	<p>retention, and promotion of diverse faculty and staff.</p>
<p>Goal 1: To cultivate relationships across the 5 colleges, and with a network of local, regional, national, and international schools, community-based organizations, and policy makers with common values around racial justice, educational equity, and youth centered research.</p> <p>Goal 2: To promote and engage racial justice, linguistic diversity, educational equity, and youth leadership through all Center activities.</p> <p>Goal 3: To develop a line of critical community-engaged research to transform short-term and long-term in-school and out-of-school outcomes for historically marginalized youth</p>	<p>Goal 1: To engage and collaborate with local, state, national, and global communities to co-create high quality research that will improve education.</p>	<p>In alignment with EDUC goals, CRJ will work to increase outreach and engagement with external communities/schools with large proportions of underrepresented people of color.</p>

CRJ seeks to become a nationally recognized center for innovative research and transformative community-engaged reform. Thus, we seek to broaden the reputation and visibility of the College of Education and University as nationally renowned for research and impact. The executive leadership of CRJ has already demonstrated their capacity to attract major funding, with interested parties already on the horizon.

CRJ will make a distinct contribution to the university and college goals. Although CRJ will work alongside other entities, it remains distinct, and thus necessary, in the following ways. Below

you will find a description of three very important centers on campus and how CRJ is unique and complementary:

Center for Youth Engagement: <https://www.umass.edu/education/center/youth-engagement>
 Center Description: The Center for Youth Engagement (CYE) is dedicated to the advancement of successful school and post- school outcomes for underserved and at- risk youth through integrated research, technical assistance, and community service. The CYE will achieve its mission through the integration of field- based research, dissemination of research findings, and community service.

- CRJ is distinct from the center for youth engagement given the focus on research with communities as opposed to research ON the schooling outcomes of young people. CRJ's research agenda includes participatory research methods in which young people and community members will be able to shape the trajectory of the research as well as provide opportunities for young people and community members to share/disseminate their research findings.
- CRJ expands/builds on the work of the Center for youth Engagement by seeking to collaborate on research with young people in communities across Western Mass, especially in frequent school partner district Holyoke Public schools. Both centers are doing work with young people and young adults in Holyoke. CRJ is specifically working with Holyoke High School. CYE's Holyoke Safe and Successful Youth Initiative, which provided a "wrap around model" which "the program implemented a community based mental health provider, housing, HiSET classes, job training, transitional employment, and supported employment" could be a natural collaboration not only because of the connection of Holyoke, but also given CRJs mission to center the voices and experiences of minoritized youth for the pursuit of racial justice. Collaborations with a focus on racial justice might have young people speak to the impact that the CYE work has made on their lives, how to extend such services or how to amend them to better serve the community of Holyoke.
- CYE Research project list: <https://www.umass.edu/education/center/youth-engagement/research>

Center for Latin American, Caribbean and Latino Studies

Center description: The Center for Latin American, Caribbean and Latino Studies (CLACLS) of the University of Massachusetts Amherst promotes research, training, and public engagement on the histories, cultures, and politics of Latin American and Caribbean peoples across the Americas and throughout the world. Bridging the divide that historically has separated Latin American, Caribbean, and Latino Studies as institutionalized knowledge formations with distinctive intellectual genealogies, political trajectories, and bureaucratic moorings at U.S. universities is central to our mission. The Center seeks to be a hemispheric, cross border space for critical reflection, exchange, and intellectual production. We aim to engage in genuinely interdisciplinary work, fostering the creative convergence of discipline-based knowledges. CLACLS is committed to sustaining links with Latin American and Caribbean communities in the U.S. and across the Americas, as well as to bringing the alternative knowledge produced in those communities to bear on our teaching and research.

- **Distinct:** CRJ is distinct from this center in its explicit focus on youth research, leadership, and voice. CRJ's work is primarily focused on educational justice issues

throughout schools and communities. Further, the prioritizing of the African Diaspora makes CRJ unique.

- **Expands/builds:** There is potential to collaborate on events to introduce a wide range of perspectives on racial justice and equity in the context of the U.S., in Latin America and the Caribbean. While race may be experienced differently based on national context, the project of racial justice is enhanced by conversations with allies who are concerned with similar goals.

Center for the Study of African American Language.

Center description: The Center's mission is to foster and integrate scientific research on language in African American communities and application of that research in educational, social, and cultural realms. The Center has a commitment to serving as a resource for communities by furnishing information and providing training to students and educators who address language- and dialect-related issues.

- **Distinct:** CRJ's goal is focused on, but not limited to language diversity or the African American experience. CRJ will engage questions of racial diversity broadly and bring the conversation of language diversity to K-12 settings alongside other critical social issues in education.
- **Expands/builds:** Language and literacy in education is a prominent topic in the work of the Center directors given Keisha Green's English Methods and African-American literacies courses and well as Jamila Lyiscott's Cyphers for Justice project. Each co director's experience with literacy in African American communities and many communities would open unique collaborative opportunities to highlight racial injustices related to language and cultivate conversation and practices that work for justice and equity related to language and literacy. For example: CRJ would be able to establish a partnerships and/or co-sponsor events to discuss language literacy practices in African American communities by inviting educators to learn about said practices. The goal of a training from CSAAL would be for educators/administrators to incorporate multiple languages practices into classroom pedagogy.

3. Anticipated Activities and Accomplishments

a. How many faculty and students do you expect to be engaged in C/I activities? Describe their anticipated involvement.

Non-faculty: We anticipate funding approximately four Graduate Research Assistants at 10 hours each per week. This will begin in the Fall of 2020. Graduate Research Assistants will support with grant-writing, data collection, data analysis, and the logistics arising out of grant-funded projects.

We also anticipate funding one full-time administrative assistant upon receiving our first major grant. We are pursuing several grants (delineated in section 4) and seek to appoint this administrative assistant by Fall 2021. Until this time, we will have the support of department and college administrators alongside Graduate Research Assistants. Administrative support will involve all operational logistics including organization of files; booking meetings, venues, and travel; maintenance of CRJ website; overseeing CRJ social media presence.

Faculty involved: We anticipate three different levels of faculty involvement.

- The co-directors will be faculty from the Department of Student Development, and the Department of Teacher Education & Curriculum Studies. The co-directors will dedicate a substantial percentage of their contributed time to center administration, research activities, revenue generation, and dissemination efforts. Course buy-outs will help to facilitate this upon the receipt of grants listed in section 4. Proposed co-directors are:
 - Jamila Lyiscott, Department of Student Development, Social Justice Education
 - Keisha Green, Department of Teacher Education & Curriculum Studies, Teacher Education & School Improvement
- The core center fellows will be a group of faculty members, community members, and youth closely involved with center activities and center decision making. These individuals exist across disciplines within and outside of UMass Amherst to sustain cross-pollination and school-community-university partnership. The written consent of each prospective core fellow is provided in *appendix A*.
- Affiliated fellows will include faculty from across the School and the University. These affiliated fellows will have more ancillary roles in the Center activities. They will provide expertise in specific areas as necessary and may be asked to be involved more extensively on Center projects that are aligned with their research interests and expertise. The written consent of each prospective affiliated fellow is provided in *appendix A*.

Institutional Relationships and Governance

University Units Involved: CRJ will be housed in the Department of Student Development and Teacher Education and Curriculum Studies, which will be the primary units associated with the proposed Center. Additionally, the faculty proposing CRJ will work closely with other departments in the College of Education and across the University. Personnel from the proposed Center are currently working with faculty from other departments on research projects and research grant proposals. For example, faculty from Student Development and Teacher Education and Curriculum Studies are collaborating around a Lyle Spence grant proposal and a Nellie Mae grant proposal. Additionally, the Center will actively recruit faculty and personnel from other schools, colleges, and departments across the University.

Organizational Relationships: The proposed Center will build and foster relationships and partnerships with schools, organizations, and agencies outside the University. Faculty proposing CRJ are already working on projects (that would become CRJ projects) in collaboration with schools and organizations, including the Springfield Public Schools, Amherst Pelham Regional Schools, and Holyoke Public Schools, and the Collaborative for Educational Services. For example, Jamila Lyiscott and Keisha Green are the recent recipients of the Fulbright-Hays Group Study Abroad grant where they have recruited teachers from the aforementioned schools to travel to Ghana in July 2020 as a part of an educational diversity project; Keisha Green works with other faculty to provide a Culturally Responsive Pedagogy Professional Development series for Holyoke High School Ethnic Studies teachers; Keisha Green has also established partnerships between her department Mount Holyoke College, Hampshire College, and the Five College Partnership Programs to host the February 2020 Teaching for Black Lives event at the university; Jamila Lyiscott works with Holyoke High School's Ethnic Studies youth around Youth Participatory Action Research. Additionally, faculty proposing CRJ have developed collaborative partnerships with faculty and centers from other universities. For instance, the University of Ghana, New York University, the University of Notre Dame, Columbia University, Stanford University, the University of California Los Angeles, and the University of California Davis. Personnel proposing the center will continue to foster relationships with other universities, national, and international groups, centers, institutes, and agencies.

Advisory Board: CRJ will seek guidance from an advisory board consisting of University and non- University members. The advisory board will consist of members representing diverse backgrounds and expertise. The advisory board will meet annually and receive bi- annual reports of CRJ activities from the CRJ directors. Additionally, the Center directors will receive ongoing guidance from advisory board members through e- mail and regular online discussion boards. The advisory board may also meet in person or via telephone beyond this. CRJ directors will facilitate any advisory board meetings. Members of the advisory board are listed in *Appendix A*.

- b. Describe the planned activities of the C/I and be specific (e.g., publications, patents, tech transfer, collaborations/partnerships/other engagement activities, awards, multicultural/diversity activities).***
- c. Describe the intended scope and impact of the C/I, both within the campus community and externally (e.g., local, regional, national, global)***

Center Activities

Research Activities: The proposed center will host numerous research and service activities. In building relationships with schools and communities locally, nationally, and internationally, a key purpose of the center is to work across disciplines within and beyond the College of Education to conduct and disseminate research. These activities include:

- Conducting funded community-engaged research, youth-led research, and secondary data analyses
- Publishing in peer- reviewed journals, on media outlets, and community periodicals/press
- Publish briefs of all research findings on center website
- Present research findings within historically marginalized communities of color, and national and international conferences

Professional Development and Technical Assistance Activities: The proposed CRJ will also initiate funded projects to train service providers, policy makers, and associated personnel from partners as well as personnel interested in working with historically marginalized youth of color more broadly. Additionally, CRJ will initiate funded projects to provide professional development and technical assistance to local, state, and national schools, organizations, and agencies working with historically marginalized communities of color. The proposed activities include:

- Provide on-site training to service providers, schools, and agencies
- Develop and host campus and community forums for effective and promising practices for working toward racial justice and youth engagement across disciplines
- Develop and host webinars on specific topics related to racial justice and youth engagement across disciplines
- Organize and host regional symposia and conferences dedicated to improving institutions which serve historically marginalized youth of color

Service Activities: The proposed CRJ will be of service to local marginalized communities of color, the 5-colleges network, the UMass College of Education, and to the field of education globally. The center's scholarship will inform much needed policies and practices to develop racial inclusivity and youth leadership in schools and communities. The center will serve as a resource to campus-wide initiatives around Diversity, Equity, and Inclusion. We serve as a hub for attracting students of color around the world. The proposed activities will include:

- Host events and activities to sustain the engagement of diverse students of color
- Provide ongoing research-based advisement to campus committees, initiatives and centers focused on aforementioned topics

4. **Funding and Resources**

- Describe and provide evidence of adequate financial resources for continued operation of the C/I.**
- How has/will the C/I leveraged campus resources?**
- Has the C/I secured campus funding?**
- What is the plan for sustainability moving forward? In one year? In five years?**
- Have you been provided new space or will you use existing space for this center/institute? Please include letters of acknowledge for new space allocations.**

Resources

Current Resources: The has obtained seed money from the Dean of the College of Education in the amount of \$40,000, which was negotiated as a part of Jamila Lyiscott's start-up package. This money will be allocated to develop a foundational model of scholarship and practice around racial justice and youth engagement across disciplines within the College of Education. Additionally, the proposed co-directors have obtained funding (\$94,000) from a Fulbright grant to train twelve educators in a cross-cultural experience (i.e. Ghana and the United States) to develop their critical teaching practices. The above resources will support the initial activities of the proposed CRJ.

Proposed Resources: Building on the momentum of our recently awarded Fulbright-Hays Group Study Abroad grant, the faculty members proposing this center are currently pursuing research grants from a range of sources. We submitted for the Nellie Mae Student Centered Learning grant in the Fall of 2019 and did not receive it. We are now in the process of preparing a proposal for the Nellie Mae Amplifying Youth Voice Grant Fund. Along with this we have recently submitted a letter of intent for both the Lyle Spencer Grant and the Braitmayer Foundation Grant. We are currently preparing proposals for the UMass Public Service Endowment grant, the Mass Humanities grant, the UMass Interdisciplinary Faculty grant, and the Five Colleges funding for public speakers. These are all grant proposals in the process of being written. One of these grant proposals involves the support of Critical Teacher Education (professional development) connected to critical literacy education training, culturally sustaining pedagogies, student engagement, and youth-led professional development. This proposed project would be a three- year project funded at \$500,000 over three years. Another grant proposal involves assessment and intervention concerning the siloed nature of disciplines across the College of Education. Additionally, Center-affiliated personnel will continually seek external funding for research and service. Many opportunities for funding this work exist.

Proposed Budget: The proposed center has been granted sufficient start- up resources to support the initial two years of center activities by the dean of the College of Education. The proposed center personnel are currently writing grant proposals and will continue to pursue external funding from private, state, and federal organizations and agencies. Below is a proposed budget for Year 1, Year 3, and Year 5. Beyond Year 5, the proposed Center is expected to continue generating a revenue stream through grants, contracts, and foundation support.

Potential Funding Agencies

Private Foundations	Federal Agencies	State Agencies	Other
MacArthur Foundation	Institute of Educational Sciences	Department of Secondary and Elementary Education	Nellie Mae Foundation
Spencer Foundation	Fulbright	Department of Youth Services	
Open Society Institute	United States Department of Justice		
William T. Grant Foundation	National Science Foundation		

Space Available: For the initial years of the Center, Center staff have already been assigned N161 in Furcolo Hall. As the Center activities increase and the Center obtains additional funding, the Center personnel will seek additional space as needed.

Requests for Space that have been Made: With the submission of this proposal, the Center staff have requested the space described above and obtained commitments from the College leadership. No repairs, renovations, or major equipment are necessary for this Center.

Non-University employees or students using space: Along with university employees and students, arrangements will be made for community members and youth to utilize the space. The correct permissions will be provided and the protocol of partnering institutions and UMass College of Education will be followed carefully. Record of all permissions and protocol details will be stored. Additionally, a mandatory sign-in and sign-out log will be held within the space.

Budget Summary

Budget Information		
A. Revenues by Source	Fiscal Year 2020-2021	Projected for Fiscal Year 2021-2022
Campus Funds by Department & Type (if known) Examples: VCRE-GOF Dean-RTF Dept-Gift PI-RTF	GOF: \$40,000	
Special State Appropriation		

UMassAmherst | Research & Engagement

Grants and Contracts List individual awards: NIH NSF, etc.	(ST: 173002) IES Fulbright: \$92,431	Letters of intent submitted in the Spring of 2020: Lyle Spencer Award \$500,000 Braitmayer Foundation Grant: \$34,000 In the process of being written with expected submission in the Spring of 2020: Nellie Mae Foundation Amplifying Youth Voice: \$150,000 Interdisciplinary Faculty Research grant \$500,000
Endowment Site endowment name		
Private Contributions		
Other (<i>specify</i>)		
Total	\$132,431	\$1,184,000
B. Expenses		
Faculty Salaries/Benefits (<i>include release time</i>)	\$0	\$50,000
Staff Salaries/Benefits	\$0	\$25,000
Graduate Stipends/Benefits	\$1,200	\$50,000
Undergraduate Support	\$0	
Post-Doctoral Salaries/Benefits	\$0	
Events (<i>e.g., meetings, symposia</i>)	\$0	\$10,000
Travel	\$0	\$15,000
Other (<i>specify</i>)		\$50,000 (This would be various research activities and costs for example, funds to support students engaged in youth participatory action research. This could include funds for supplies, stipends, etc.)
Total	\$1,200	\$300,000

If you have any questions about this form or procedures and policies for Centers and Institutes, please contact the Office of the Vice Chancellor for Research & Engagement: vcre@umass.edu or 413-545-5270.

Monday, June 22, 2020 at 16:18:30 Eastern Daylight Time

Subject: Support of the Center for Racial Justice and Youth Engagement
Date: Monday, June 22, 2020 at 4:00:52 PM Eastern Daylight Time
From: Cynthia Gerstl-Pepin
To: Martina Nieswandt
CC: Cristine Smith
Attachments: Outlook-45a5zmvw.jpg, Outlook-5a5rv1pu.jpg, Outlook-fjjvfztn.jpg

Dear Martina,

As the Dean of the College of Education, I am writing to convey my wholehearted support for the proposed Center for Racial Justice and Youth-Engaged Research, to be co-directed by Dr. Jamila Lyiscott and Dr. Keisha Green in the College of Education. The Center will contribute significantly to the College's mission of "education for a socially just world". Given the recent emphasis on Black Lives Matter and anti-racist movements across the country and the world, the Center can play an important role for the university as a whole in promoting dialogue, research, and engagement with youth and communities in support of racial equity. The Center has some initial funding from the start-up funds of Dr. Lyiscott, who expressed a desire to create the center as part of the hiring process. Drs. Lyiscott and Green have been extremely busy writing proposals to foundations and government agencies for research and engagement projects which will strengthen the long-term sustainability of the Center. One early success is a grant award from the Fulbright-Hay Program at the Department of State to provide a study abroad experience in Ghana for 12 Black female educators from the Massachusetts school districts of Amherst-Pelham, Holyoke, and Springfield. I have no doubt that their center will be successful, I hope you will agree. Please let me know if you have any questions.

Warm regards,

Cindy



Cynthia Gerstl-Pepin, Ph.D.
Dean and Professor, College of Education
University of Massachusetts, Amherst
813 North Pleasant Street
Amherst, Massachusetts 01003
Phone: (413) 545-2705

Pronouns: she/her/hers
1st-gen



My newest book **Educational Politics for Social Justice** is available from Teachers College Press. You can read more about it here <https://www.tcpres.com/educational-politics-for-social-justice-9780807763230>

