

Special Issue on Zip Code Induced Educational Trauma of Black Students in Urban Schools

Epilogue

Ayana Allen-Handy
Drexel University

Chance W. Lewis
University of North Carolina at Charlotte

The articles in this special issue not only contribute to our scholarly understanding and the advancement of educational research, but also encapsulated within are the stories of Black students and teachers which have important implications for how we can collectively combat the impacts of zip code induced trauma. While we acknowledge that this special issue arrives three years into the Covid-19 pandemic, what seems to be a never-ending battle for racial justice, -tomorrow is too late to wait for urgent solutions to the trauma-pervasive situations that many Black students and families find themselves (with)in. The mere fact that a child's zip code is a significant determinant of one's potential life outcomes and educational experiences means that our country is still inundated by a culture of the *haves and have nots* or better yet the *privileged* and the *underprivileged*. These status quo realities cannot be ignored or brushed aside, rather must be interrogated with critical frameworks and conceptual understandings that illuminate institutional and systemic racist policies and practices.

In addition, we need new and innovative ways of knowing and understanding Black familial and educational life such as through the lens of Black spatial agency, racial space theory, and critical race theories (CRT) which leverage strengths and assets, rather than hyper-centering victimization. Tomorrow is too late because today there is an all-out assault on CRT (albeit completely misinformed and misguided), a banning of multi-cultural books, a rejection of the oppressive history of the United



States, banning of AP African American History, and anti-woke rhetoric and policy crystallization that significantly limits educators and students from receiving a well-rounded and truth-centered education. The timely exploration of zip code level induced trauma centers the socio, political, and historical contexts that have attributed to long standing educational inequities for Black children. The issues faced from these inequities are not one dimensional, rather multi-pronged- and in need of a multi-pronged response that brings together various stakeholders to move expediently for the best interest of Black students in urban schools. Tomorrow is too late. We must act now!

CHANCE W. LEWIS, PhD, is the Carol Grotnes Belk Distinguished Professor of Urban Education at the University of North Carolina at Charlotte. His major research interests are in the areas of African American student success, school turnaround and teacher diversity. Email: chance.lewis@uncc.edu

AYANA ALLEN-HANDY, PhD, is an Associate Professor and Director of the Justice-oriented (JoY) Education Lab at Drexel University. Her research interests include urban education, Black women and girls, social contexts of education, and youth and community-driven participatory action research. Email: ama433@drexel.edu
