

Disrupting Implicit Racial Bias and Other Forms of Discrimination to Improve Access, Achievement, and Wellness for Students of Color

*“More than 50 years after the U.S. Supreme Court’s unanimous decision in *Brown v. Board of Education*, the nation’s public school system has yet to fulfill its promise of equal educational opportunity for all.”*

Presented by David J. Johns
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Implicit Bias

- Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.
- Implicit racial bias can help us to better understand how institutional racism and other forms of bias affect educational experiences of students from marginalized communities.
 - When you picture a student in detention what race do you assume he/she is?



Access

Racial Inequality in Schools



U.S. Marshals escorting Ruby Bridges to school (1960)



Experiencing Inequality in Public Schools

- “If you go to the schools in our district, you see all kinds of people, and it looks like utopia. And if you’re a white student, it is utopia. You get to be around kids of diverse backgrounds, listen to different music, have different experiences, and also get the finest of schools.”
- “If you’re a Black student, you don’t feel as respected or welcome, you don’t feel like a full citizen.” Stereotypical ideas that Black students can’t achieve or will misbehave persist mostly beyond the conscious thought of teachers, 72 percent of whom are white. The experience is “much like what happens outside the school.”

Source: John Diamond, co-author of *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*



Opportunity: Reduce Racial Segregation

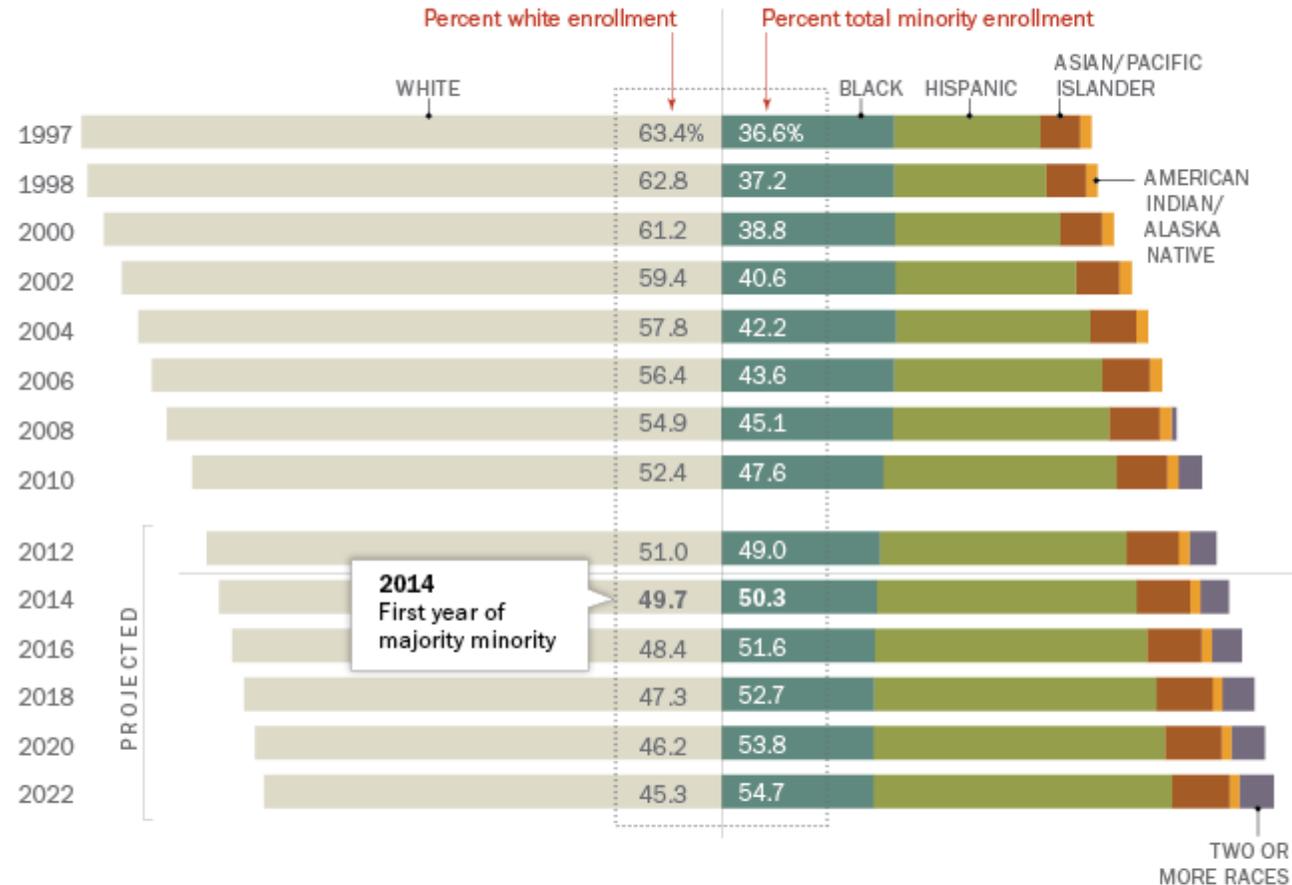
- The strongest predictors of a racial achievement gap between Black and White students are socioeconomic disparities and segregation.
 - Achievement Gap: Statistically significant and persistent differences in academic performance or educational attainment between different groups of students
- **Opportunity hoarding** occurs when one social group restricts access to a scarce resource, through outright denial or by exercising control that requires out-group members to pay for access.
- Opportunity hoarding is enabled through a *socially defined process of exclusion*.
- Examples include: College admission processes that favor alumni and nepotism in hiring and housing practices

Addressing the Achievement Gap

- Since 2014, students of color have comprised the majority of public school students, and these demographic trends will continue.
- Privatized education and White flight contribute to this trend.
- Schools are now more segregated than ever.
- Deep and stubborn racial achievement gaps persist.
- Beyond high school, students of color graduate from college at lower rates than their white peers.

Public Schools in the United States Projected to Be Majority-Minority in 2014

Actual and projected share of enrollment in public elementary and secondary schools, by race/ethnicity

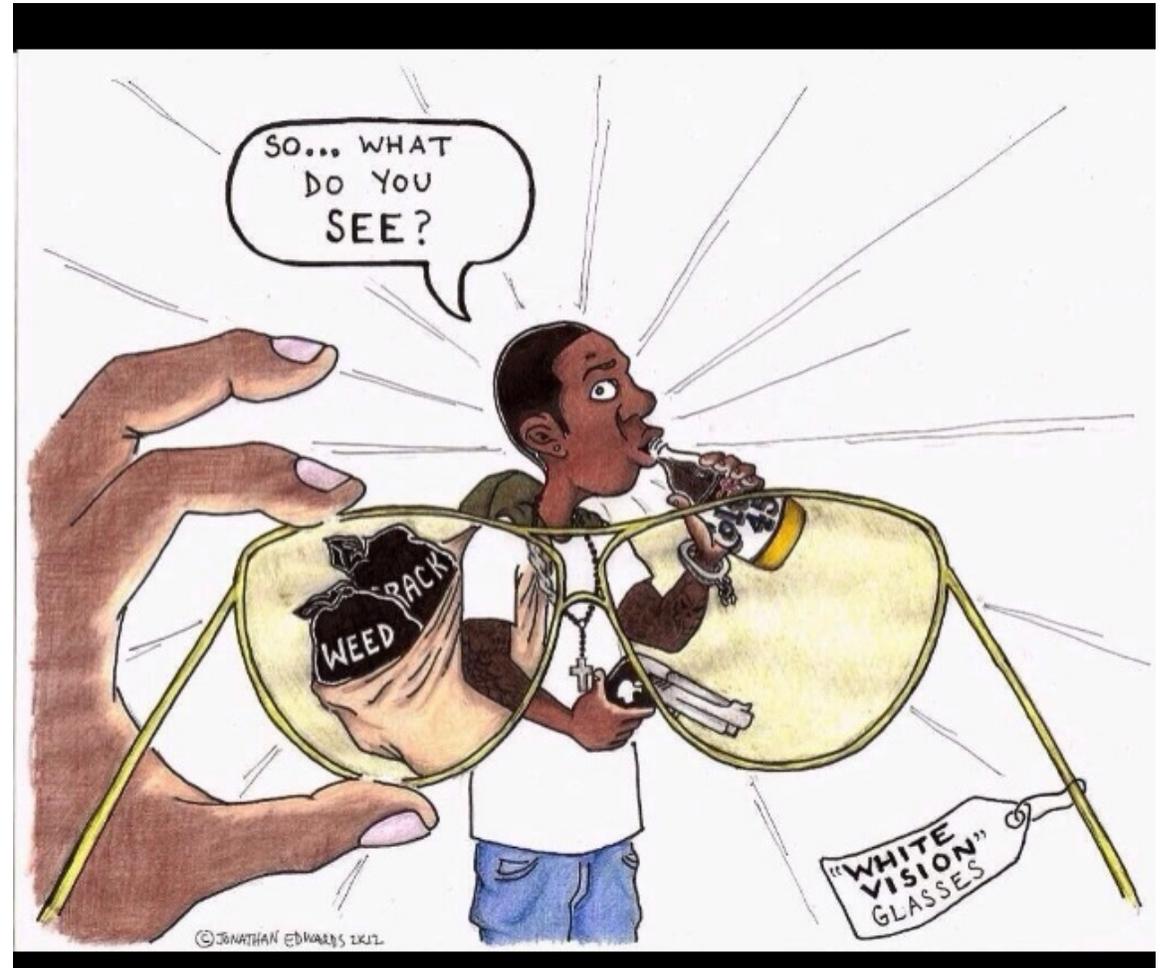


Note: Whites, blacks, Asian/Pacific Islander and American Indian/Alaska Native include only non-Hispanics. Hispanics are of any race. Prior to 2008, "two or more races" was not an available category. In 2008 and 2009, some students of both Asian origin and Hawaiian or Other Pacific Islander origin were included in the two or more races category. In 2010 and 2011, all students of both Asian origin and Hawaiian or Other Pacific Islander origin were included in the two or more races category. In 2008, five states reported enrollment counts for students of two or more races. In 2009, 14 states reported enrollment counts for students of two or more races.

Source: National Center for Education Statistics, U.S. Department of Education.

Achievement

Underrepresentation of Students of Color
in Gifted and Talented Programs



Media Representation Affects Perception

- When reporting on crimes, the media uses incriminating photos of victims of color, but positive photos of White suspects.
- Unequal representation affects how African American youth are perceived by society at large.

Theater Shooting Suspect Was Brilliant Science Student

July 21, 2012 10:27 AM

Share 4 Tweet 2 +1 5 View Comments



James Holmes (credit: CBS)

Police: Michael Brown Struggled With Officer Before Shooting

Brian Kelly (Twitter: @brpkelly)

August 10, 2014 11:31 AM

Share 11 Tweet 22 +1 11 View Comments



Balanced Representation (GATE vs SPED)

- African American & Latino students are dramatically underrepresented in academically rigorous programs.
- 16% of the nation's public school students are Black, but only 9% of students enrolled in gifted and talented programs.
- A quarter of high schools with the highest percentage of Black & Latino students do not offer Algebra II; a third do not offer chemistry.
- This math does not add up.





Promising Practices

- **Universal screening:** Assessing every student in a given grade or class for giftedness can help eliminate the issue of referral bias.
- **Professional Development:** All educators should receive comprehensive and effective cultural competency professional development.
- **Curriculum:** Schools and districts should incentivize and support educators in developing and using culturally relevant curricula.
- **Practice:** Educators can increase engagement and improve outcomes for students of color by shaping their classroom practices and content to connect with the cultures their students have lived in and experienced.
- **Improve Diversity:** Schools and districts must improve practices for recruiting and retaining more educators of color and culturally competent professional development.
- **Increase Access:** Offer GATE programs and increase access to AP/IB courses where they do not currently exist.

Rights

Excessive Discipline Measures Against
Students of Color





Opportunity: End Excessive Discipline Measures Against Students of Color

- Students of color are disproportionately subject to disciplinary action in schools. Suspension, expulsion, and in-school detention causes students to miss classroom time and fall further behind in their coursework.
- Black children represent 18% of preschool enrollment, but 48% of preschool children receiving more than one out-of-school suspension.
- From kindergarten through high school, Black students are nearly 4 times more likely to be suspended and nearly twice as likely to be expelled as White students.
- Black boys are about 3 times more likely (20%) to receive an out-of-school suspension than White boys (6%).
- Black girls are 6 times more likely (12%) to receive an out-of-school suspension than White girls (2%).

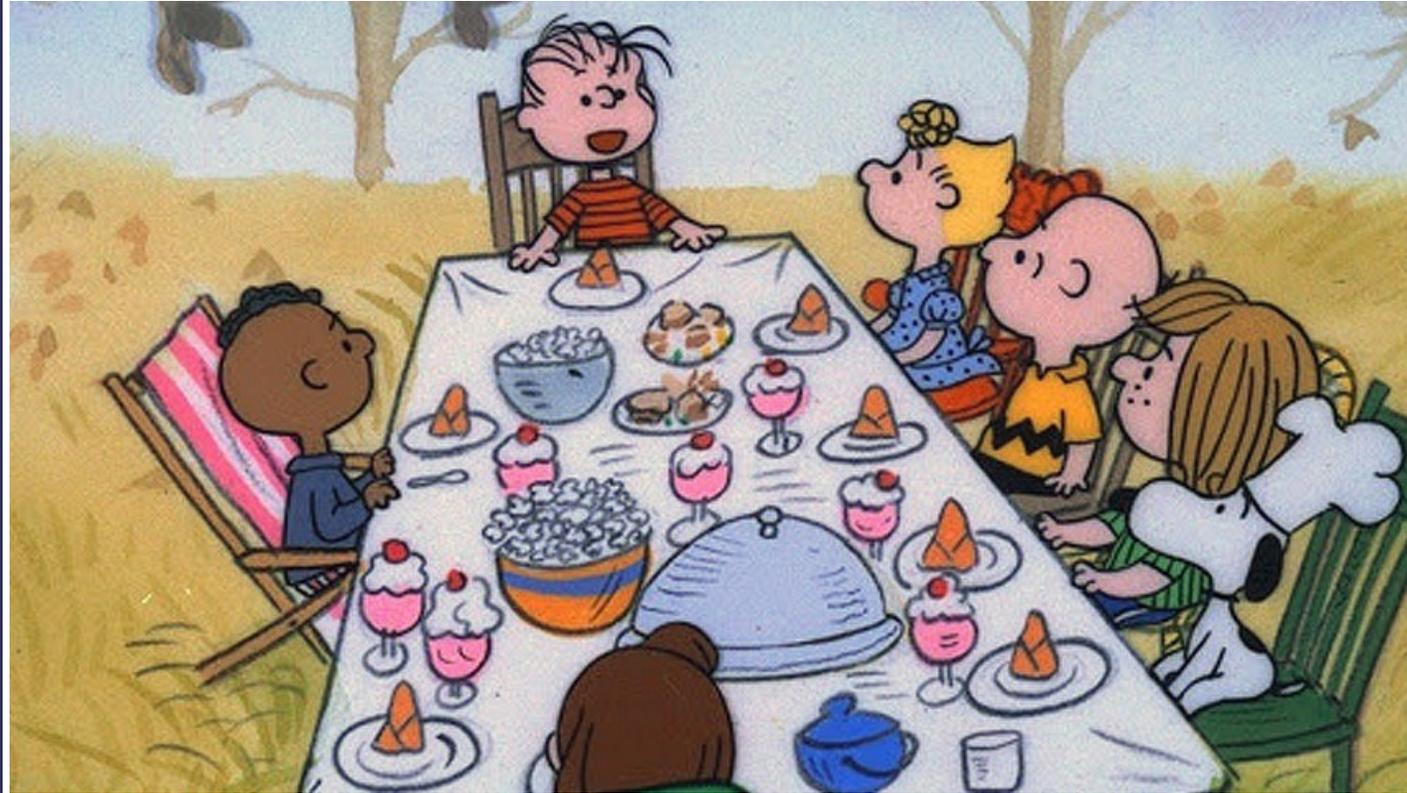


Solution: End Excessive Discipline Measures Against Students of Color

- Zero-tolerance policies should be banned.
- Schools should discourage suspensions and expulsions (especially for more subjective infractions such as willful defiance.)
- Schools should invest in counselors and professional development for teachers and leaders on how to best implement discipline, including the use of **restorative justice**, which creates a safe space for the accused and the affected to make amends amicably.
- Schools should adopt trauma-informed approaches to school discipline (“What’s wrong?” vs. “What’s wrong with you?”)

Wellness

How the Stress of Racism & Implicit Bias
Affects Learning Development





"To be a Negro in this country and to be relatively conscious is to be in a rage almost all the time." - James Baldwin

Opportunity: The Stress of Racism Affects Learning Development

- The learning and development of Black/Latino students is impaired by explicit and implicit biases, as well as overt racism.
- The stress of racial discrimination may partly explain the gaps in academic performance between Black/Latino youth and their White counterparts.
- Researchers found that the physiological response to two sources of race-based stressors leads the body to pump out more stress hormones in Black and Latino students:
 - **Perceived Discrimination:** The perception that you will be treated differently or unfairly because of your race.
 - **Stereotype Threat:** The stress of confirming negative expectations about your racial or ethnic group.



Opportunity: The Stress of Racism Affects Learning Development (cont.)

- The biological reaction to race-based stress is compounded by the psychological response to discrimination or the coping mechanisms students of color develop to lessen the distress.
- Over time children develop strategies to reduce the racial stressors; however, these strategies have consequences for academic success.
- Students might cope by devaluing the importance of tests or deciding that doing well in school isn't a part of their identity, which then affects academic performance.



Solution: The Stress of Racism Affects Learning Development

- Promoting positive ethnic and racial identity reduces feelings of separation or exclusion and improve students' ability to focus in the classroom.
- Teachers can help students develop positive feelings about their ethnic and racial identity by exposing them to diverse role models, and creating a safe space for them to celebrate their differences.
- The ultimate solution to this problem is reducing student exposure to racial discrimination and improving race relations in the U.S.
- In the meantime, there are ways caring and concerned adults can help students deal with the stress.



Moving Forward: Success in Spite of Barriers

“We can't assume that every blocked opportunity leads to someone retreating. In fact, I think the narrative and the arc around Black education is often finding success in spite of barriers.”

*-L'Heureux Lewis-McCoy, associate professor of sociology and Black Studies
at the City College of New York*

Questions

Q1: What were between one and three key takeaways or “Aha” moments for you from the presentation?

Q2: What will you do, with this information, to disrupt institutional racism and other forms of bias?

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Resources: Documentaries

- [The Abolitionists – American Experience](#) – directed by Rob Rapley
- [The African Americans: Many Rivers To Cross](#) – with Henry Louis Gates, Jr
- [Adopted](#) by Barb Lee
- [American Promise](#) – directed by Joe Brewster and Michèle Stephenson
- [Black in America and Black in America 2](#) – with Soledad O’Brien
- [The Central Park Five – A Film](#) by Ken Burns, David McMahaon, and Sarah Burns
- [The Color of Fear](#) – directed by Lee Mun Wah
- [Cracking the Codes: The System of Racial Inequity](#) – a film by Shakti Butler
- [Latino Americans](#) – a PBS and WETA Production
- [Life Cycles of Inequity – Colorlines](#), written by Kai Wright and produced by André Robert Lee
- [The Prep School Negro](#) by André Robert Lee
- [Race: The Power of An Illusion](#) – A PBS and California Newsreel Production
- [Slavery By Another Name](#) – directed by Sam Pollard
- [Vincent Who?](#) – a film by Tony Lam
- [Who Killed Vincent Chin?](#) – directed by Christine Choy, Renee Tajima-Pena

Resources: Books

- [A People's History of the United States: 1492 – Present](#), by Howard Zinn
- [Between the World and Me](#), by Ta-Nehisi Coates
- [Covering](#), by Kenji Yoshino
- [The New Jim Crow: Mass Incarceration in the Age of Colorblindness](#), by Michelle Alexander
- [Nurture Shock](#), by Po Bronson & Ashley Merryman
- [Post Traumatic Slave Syndrome](#), by Dr. Joy DeGruy
- [Slavery By Another Name: The Re-Enslavement of Black Americans from the Civil War to WWII](#), by Douglas A. Blackmon
- [Waking Up White](#), by Debby Irving
- [We Can't Teach What We Don't Know](#), by Gary R. Howard
- [Whistling Vivaldi](#), by Claude Steele
- [White Like Me: Reflections on Race from a Privileged Son](#), by Tim Wise
- [I'm Chocolate, You're Vanilla: Raising Healthy Black and Biracial Children in a Race-Conscious World](#), by Marguerite Wright
- [Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations about Race](#), by Beverly Tatum
- [Yellow: Race in America Beyond Black and White](#), by Frank Wu

Resources: Articles, Websites, Publications & Organizations

- [The Case for Reparations](#), by Ta-Nehisi Coates
- [White Privilege: Unpacking the Invisible Knapsack](#), by Peggy McIntosh
- [Code Switch: Frontiers of Race, Culture and Ethnicity](#)
- [Colorlines](#)
- [Identities.Mic](#)
- [Race: Are We So Different?](#)
- [Vox Identities](#)
- [Border Crossers](#)
- [Facing History and Ourselves](#)
- [The People's Institute for Survival and Beyond, Undoing Racism Workshop](#)
- [Perception Institute](#)
- [The Privilege Institute](#)
- [SEED Project](#)
- [Race Forward](#)
- [Teaching Tolerance, a Project of the Southern Poverty Law Center](#)

Resources: WHIEEAA

- [Faith-Based and Community Leaders Early Learning Toolkit](#)
- [The Next Generation: A College Completion Toolkit for First-Generation and Non-Traditional Students](#)
- [#AfAmTeachIn Toolkit](#)
- [LGBTQ Teach in Toolkit](#)
- [Fact Sheet - New Faces of Black America: English Language Learners Who Are Black](#)
- [Fact Sheet - Call for African American Educators](#)
- [Fact Sheet - Supporting Science, Technology, Engineering and Mathematics \(STEM\) Success among African American Students](#)
- [Video - NEA 2016 DA: Institutional Racism Panel](#)
- [Video - The Village Work of Supporting the Learning and Development of African American LGBTQ Youth](#)
- [Video - Opportunities to Ensure Black LGBTQ Youth Thrive](#)