

Convening Achieving Educational Racial Equity through Policy and Beyond

April 29, 2015

Renton Technical College



Outline of the Day

- Why Focus on Race? – A Historical Perspective
- It Starts from Within - Harvard Process Implicit Bias Test
- Student Fishbowl and Debrief
- Keynote: Professor Kimberly Jenkins Robinson,
Professor of Law, University of Richmond School of Law
- Racial Equity Policy Development: Identifying Next Steps for Your District

NORMS

- Speak your own truth
- Experience discomfort
- Not pivoting to other “-isms” i.e. poverty, sexism
- Accept and expect non-closure
- Recognizing this is about gaining or enhancing your equity lens
- Maintain a learner stance and remain open to new thinking



Why Focus on Race?



- **Race Matters.** Almost every indicator of well-being shows troubling disparities/disproportionalities by race.
- **Disparities are often created and maintained inadvertently through policies and practices that contain barriers to opportunity.**
- **It's possible-- and only possible-- to close equity gaps by using strategies determined through an intentional focus on race.**
- **If opportunities in all key areas of well-being are equitable, then equitable results will follow.**
- **Given the right message, analysis, and tools, people will work toward racial equity.**

Individual, Institutional, Structural Racism

Individual racism:

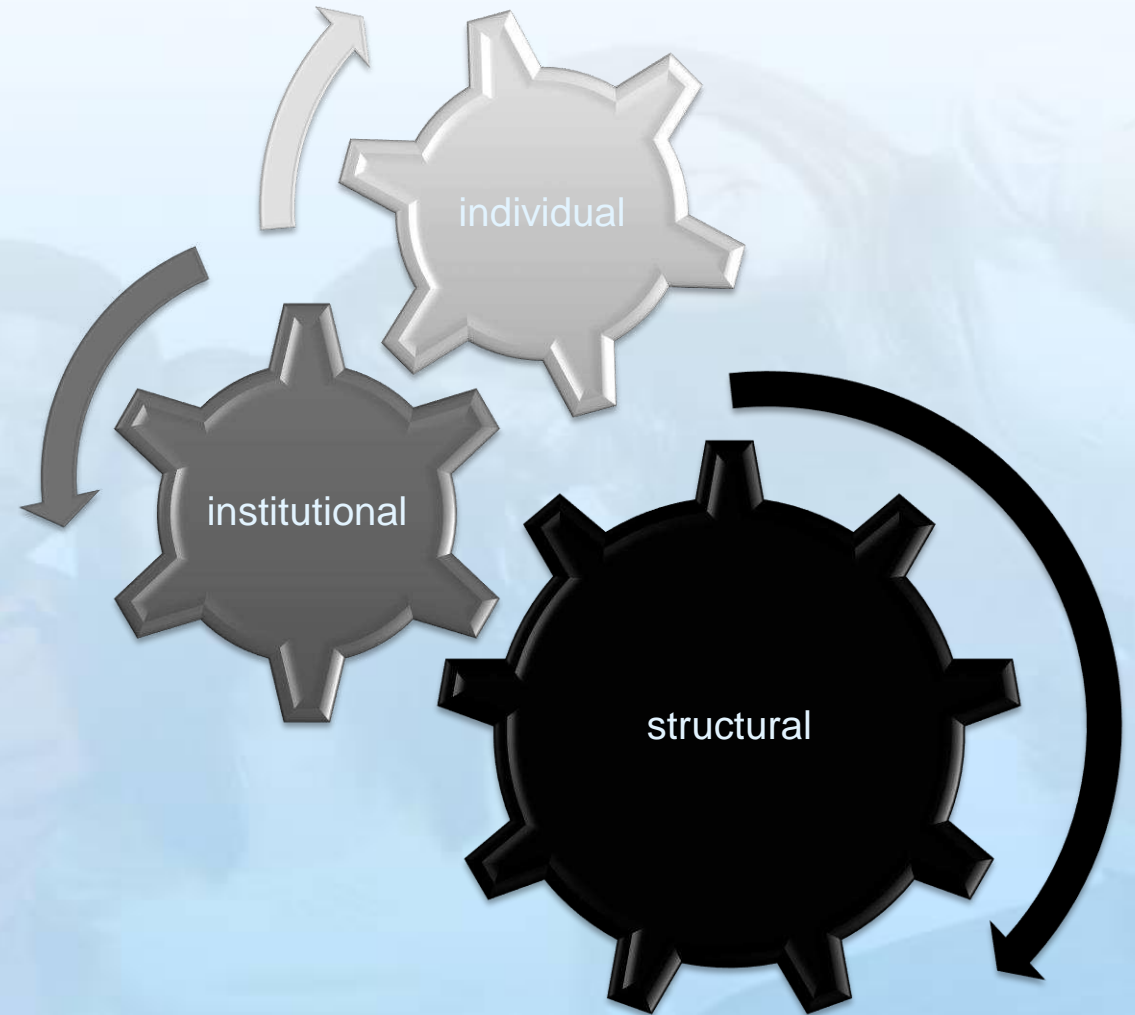
- Pre-judgment, bias, or discrimination by an individual based on race.

Institutional racism:

- Policies, practices and procedures that work to the benefit of white people and to the detriment of people of color, often unintentionally or inadvertently.

Structural racism:

- A history and current reality of institutional racism across all institutions. This combines to create a system that negatively impacts communities of color.

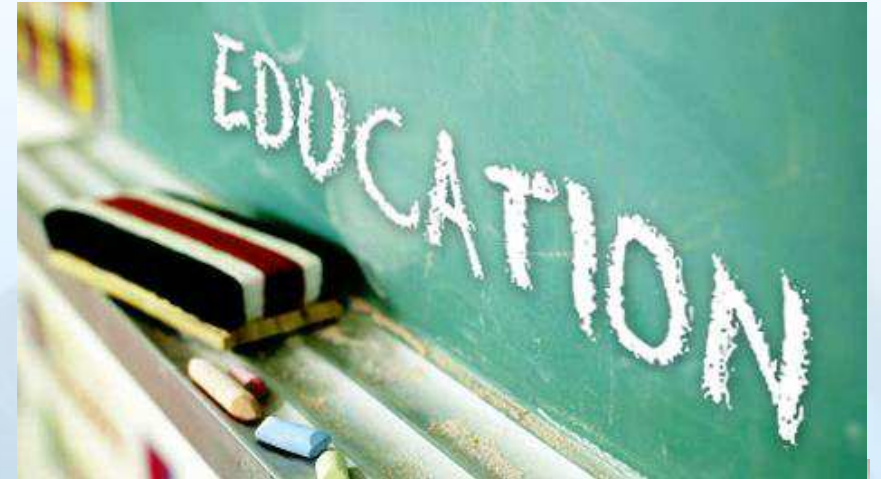


The Birth of Modern Education

- In pre-modern societies, formal education was for the elite and the clergy.
- What existed for the masses was family-based learning.
- Mass education was nonexistent prior to modernity, when educational systems first appeared.

Industry, Nation, and Schooling

- Mass education was introduced as industrialization spread.
- Schools provided an appropriately socialized and educated workforce.
- More and more jobs required basic academic skills.
- The modern workforce had to learn how to learn as technologies were constantly changing.



Reflection

- As we share the following historical perspectives, consider how recent some of the events are. How might these events impact the opportunity and achievement gaps we see in our schools?



A Historical Perspective...

1849-

Massachusetts Supreme Court rules segregated school permissible.

1857

Dred Scott, Supreme Court upholds the denial of citizenship to African Americans.

1863-

Emancipation Proclamation, freeing slaves in Southern States

1878 Carlisle Indian Boarding School opened, marking the "Kill the Indian, Save the Child" period.

1868

The Fourteenth Amendment is passed, guaranteeing "equal protection under the law."

1896-

Plessy V. Ferguson finds "separate but equal" laws constitutional.

1900

The Supreme Court allows a state to levy taxes on black and white citizens alike while providing a public school for white children only.

A Historical Perspective...

1927-

The Supreme Court finds that states possess the right to define a Chinese student as non-white for the purpose of segregating schools.

1940

30% of Americans, 40% of Northerners and 2% of Southerners believe that Whites and Blacks should attend the same schools.

1947-

A Federal Appeals Courts strikes down segregated schooling for Mexican American and White students.

1950

The Supreme Court orders the admission of a Black student to the University of Oklahoma, a White school, because there is no law school for Blacks.

1954

In a unanimous opinion, the Supreme Court in *Brown v. Board of Education* overturns *Plessy* and declares that separate schools are “inherently unequal”.

The Supreme Court orders the lower federal courts to require desegregation “with all deliberate speed”.

A Historical Perspective...

1963-

62% of Americans—73% of Northerners and 31% of Southerners – believe Blacks and Whites should attend the same schools.

1968

The Supreme Court orders states to dismantle segregated school systems “root and branch” in five areas: facilities, staff, faculty, extracurricular activities, and transportation

1973-

Section 504 of the Rehabilitation Act is passed prohibiting schools from discriminating against students with mental or physical impairments.

1978

The Supreme Court rejects tax exemptions for private religious schools that discriminate.

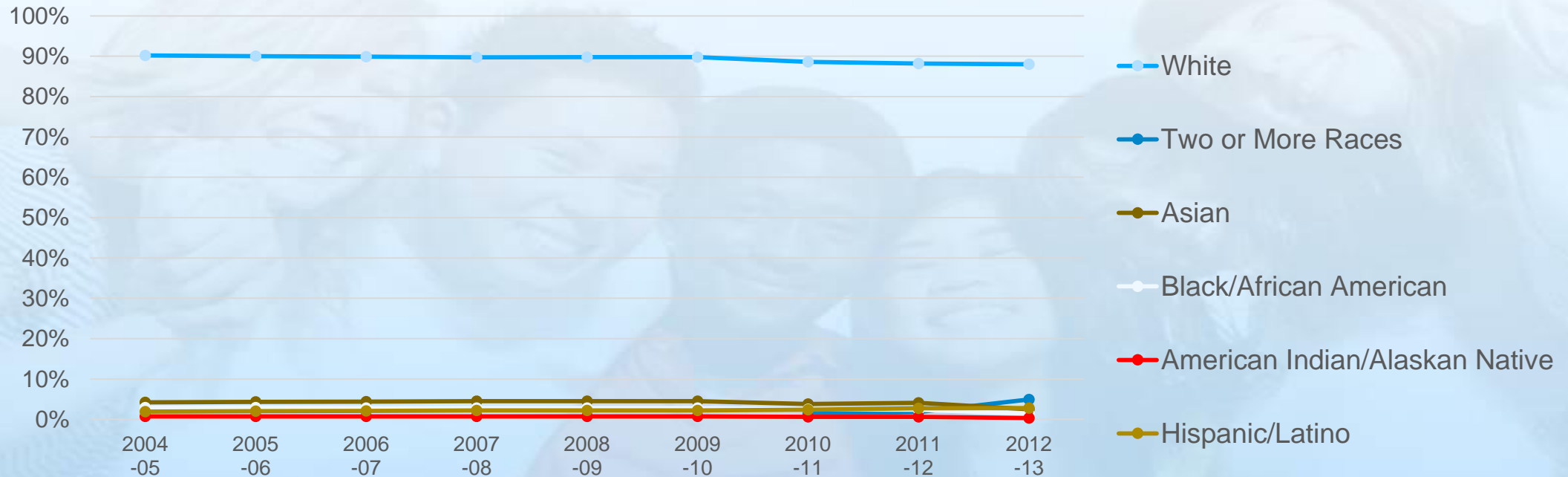
**1995-
Present
Day**

A federal appeals court prohibits the use of race in college and university admissions, ending affirmative action in Louisiana, Texas and Mississippi.

NCLB – No Child Left Behind – Aims to bring all students up to the proficient grade level and to hold states and districts for accountable for results.

PSESD Region

Percent of Elementary and Secondary Teachers by Race/Ethnicity

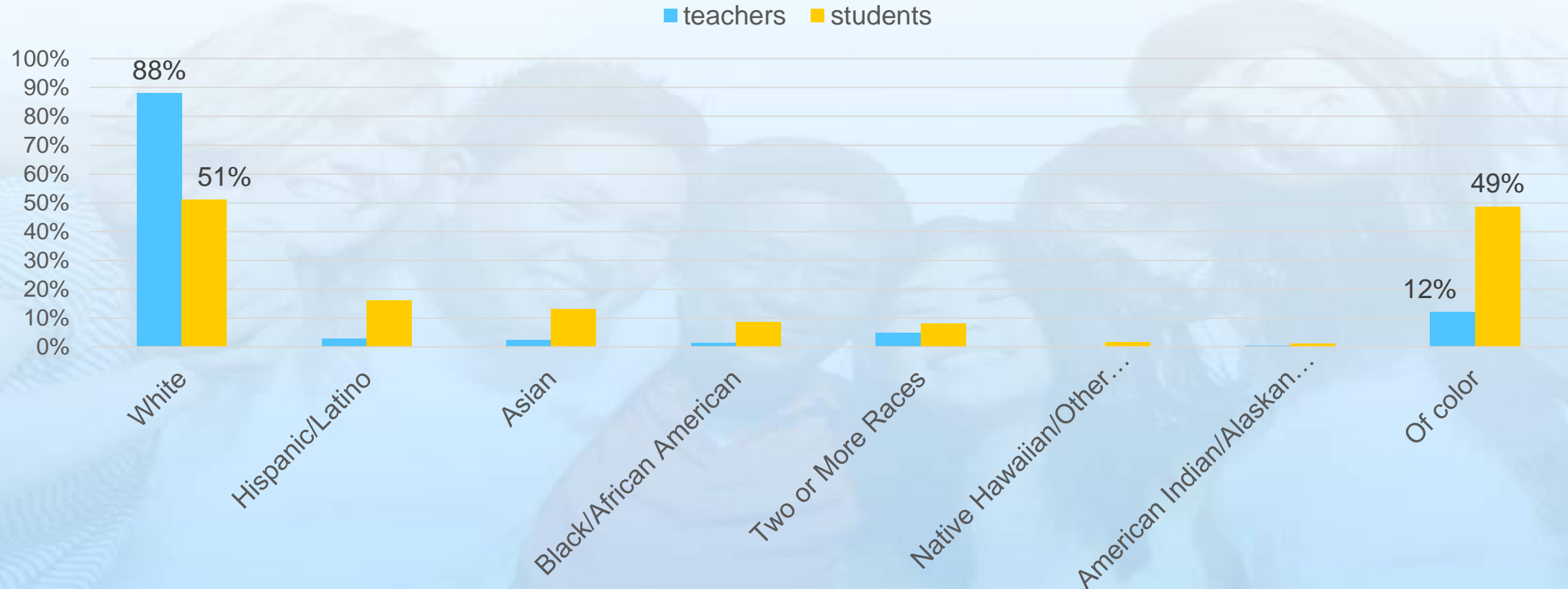


For elementary and secondary teachers in the PSESD region over the past 10 years

- White teachers constitute by far the largest group
- The PSESD region very closely matches overall State of Washington picture

PSESD Region

Percent of Teachers and Students by Race/Ethnicity in 2012-13

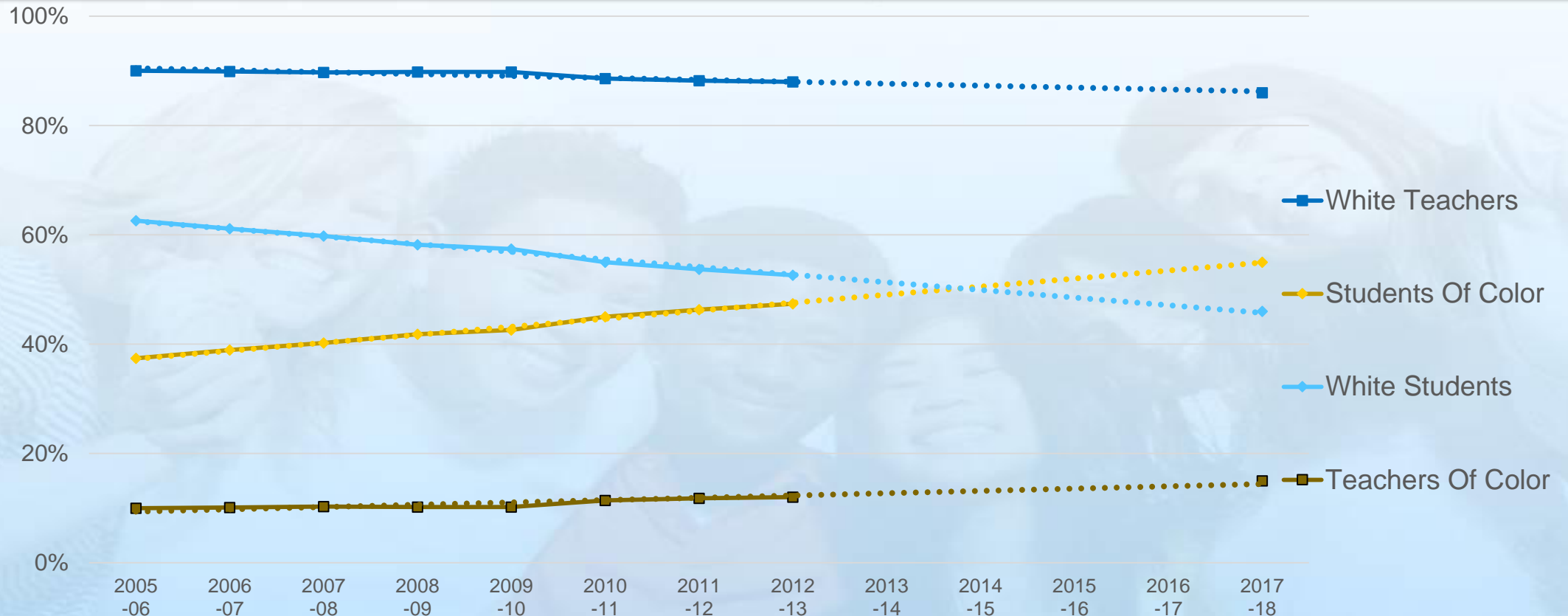


Comparing the relative percent of teachers and students by race/ethnicity in 2012-13

- The percent of White teachers is greater than the percent of White students
- The percent of teachers of Color is smaller than the percent of students of Color

PSESD Region

Percent of Teachers and Students Who Are White and Color –Trends and Projections



If the trends continue in a linear manner

- the percent of students of Color increases faster than the percent of teachers of Color creating a widening gap
- the percent of students of Color becomes greater than the percent of White students
- the percent of White teachers decreases only slightly

It Starts From Within... About Hidden Bias



Scientific research has demonstrated that biases thought to be absent or extinguished remain as "mental residue" in most of us. Studies show people can be consciously committed to egalitarianism, and deliberately work to behave without prejudice, yet still possess hidden negative prejudices or stereotypes.

- "Implicit Association Tests" (IATs) can tap those hidden, or automatic, stereotypes and prejudices that circumvent conscious control. [Project Implicit](#) — a collaborative research effort between researchers at Harvard University, the University of Virginia, and University of Washington — offers dozens of such tests.
- We believe the IAT procedure may be useful beyond the research purposes for which it was originally developed. It may be a tool that can jumpstart our thinking about hidden biases:

Where do they come from? How do they influence our actions? What can we do about them?

Take the next 3 minutes to skim the green article entitled, **“Test Yourself for Hidden Bias”**

Harvard Implicit Test

- Each of you has taken the Harvard Implicit Test for Racial Bias. Take a moment to review your summary report and jot down what you learned about yourself as you took the assessment.
 - *What surprised you?*
 - *What connections might you draw to your role in education?*



Student Voice

*“Students can be **visionaries**, advocates, and change agents when **given the permission**, the expectation, and some guidance. It is not so much whether students have the courage to face the challenge as it is whether **we have the courage to hear their voices** and let their energy pull us to think outside the boxes of our experiences and training. Perhaps we have run out of creativity or hope. Perhaps, instead of feeling that we must instill those characteristics in students, we can draw theirs out and be **revitalized** by the process.”*



Student Voice: Informing our Work

Use your yellow recording sheet to jot down student responses.

As you are listening, consider the following questions for reflection:

- ✓ *What did you learn about the daily experience of the students in the focus groups?*
- ✓ *How might their perspectives inform the work you do in education?*
- ✓ *How might their perspectives inform racial equity policy work?*



Break





**Professor Kimberly J. Robinson,
Professor of Law
University of Richmond School of Law**

System Implications and Next Steps

- How might what you heard today influence your work in developing a racial equity policy?
- If you already have a racial equity policy, how does this help you think about strengthening the policy?
Implementing the policy?

Achieving
Educational
Racial
Equity
through
Policy

Racial Equity Model Policy

Portland Public School
Racial Equity Educational Equity Policy

Saint Paul Public Schools
Racial Equity Policies

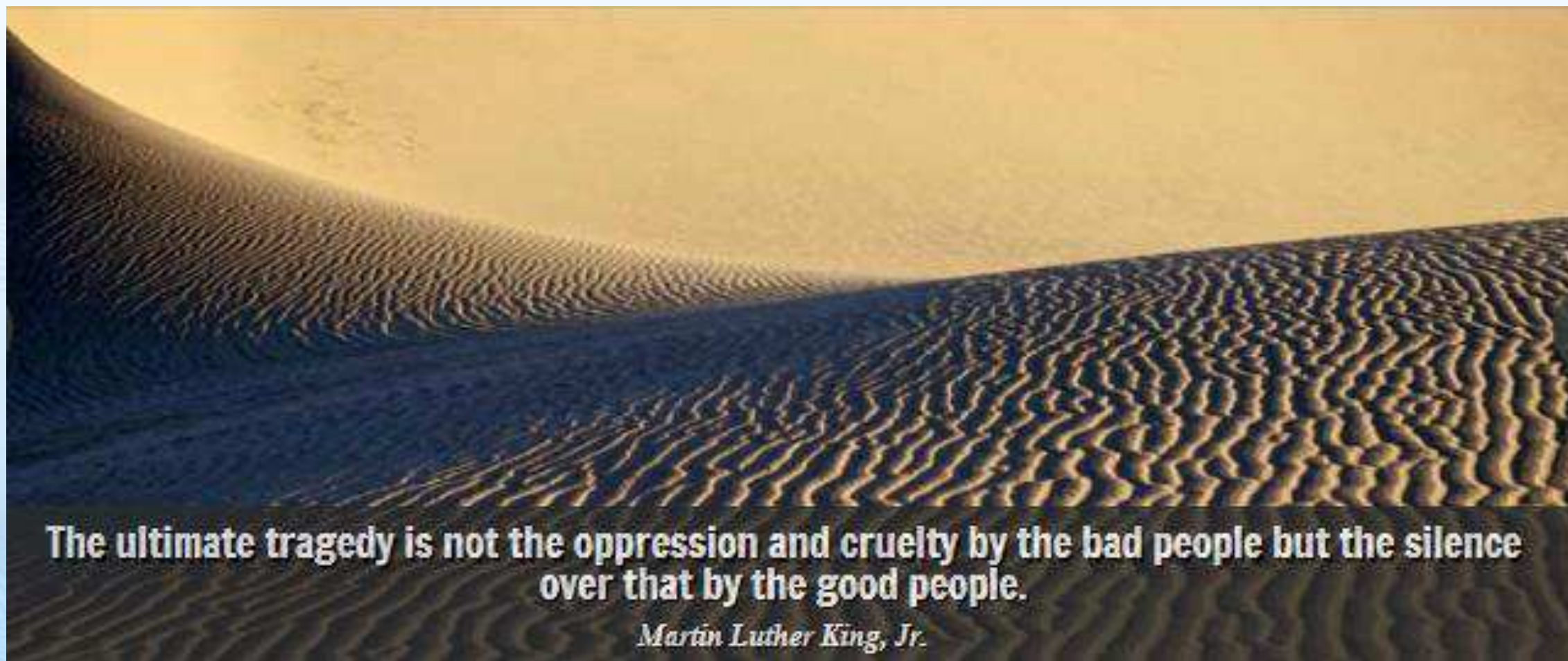
How might these policies inform the development of your district's racial equity policy? If you have a policy, how might these components strengthen the policy or inform implementation of the policy?



Next Steps

- *What are one or two key next steps your district or organization could take in the short-term and in the long-term to ensure progress towards creating a racial equity policy?*
- *How might district leadership, board members, CBO's, families and other educational partners collaborate to develop district racial equity policy? Does the district collaborate with CBO's serving communities of color? If you already do this, what does it look like?*

Closing



The ultimate tragedy is not the oppression and cruelty by the bad people but the silence over that by the good people.

Martin Luther King, Jr.