

# PROMOTING RACIAL JUSTICE IN EDUCATION

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# Key Strategies

Conducting, commissioning, and communicating high-quality, nonpartisan research and analyses that are used by policymakers so that policies are improved, students learn, and society benefits.

# Key Strategies

Collaborating with partners to strengthen public understanding of effective education policies and practices to support better-designed policies and better implementation of programs.

# Major Areas of Work

Whole Child Education

Educator Quality

Equitable Resources and Access

Early Childhood Learning



FOREVER BREATHING  
IN OUR HEARTS



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# OVERVIEW

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- I. Roots of Racial Inequality in Public Education
- II. Current Manifestations – Research Findings
- III. Recommendations for Action
- IV. Policy Recommendations
- V. Q&A



# HISTORIC ROOTS

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OF RACIAL INEQUALITY IN K-12 PUBLIC EDUCATION



Entered according to act of Congress in the year 1872 by Currier & Ives in the Office of the Librarian of Congress at Washington.  
ROBERT C. DE LARGE, M.C. of S. Carolina.      JEFFERSON H. LONG, M.C. of Georgia.

U.S. Senator H. R. REVELS, of Mississippi.      BENJ. S. TURNER, M.C. of Alabama.      JOSIAH T. WALLS, M.C. of Florida.      JOSEPH H. RAINY, M.C. of S. Carolina.      R. BROWN ELLIOT, M.C. of S. Carolina.

## THE FIRST COLORED SENATOR AND REPRESENTATIVES.

In the 41<sup>st</sup> and 42<sup>nd</sup> Congress of the United States.

NEW YORK, PUBLISHED BY CURRIER & IVES, 125 NASSAU STREET.

1896  
**Plessy v. Ferguson**

1947  
**CA Prohibits School Segregation**

1955  
**Brown II**

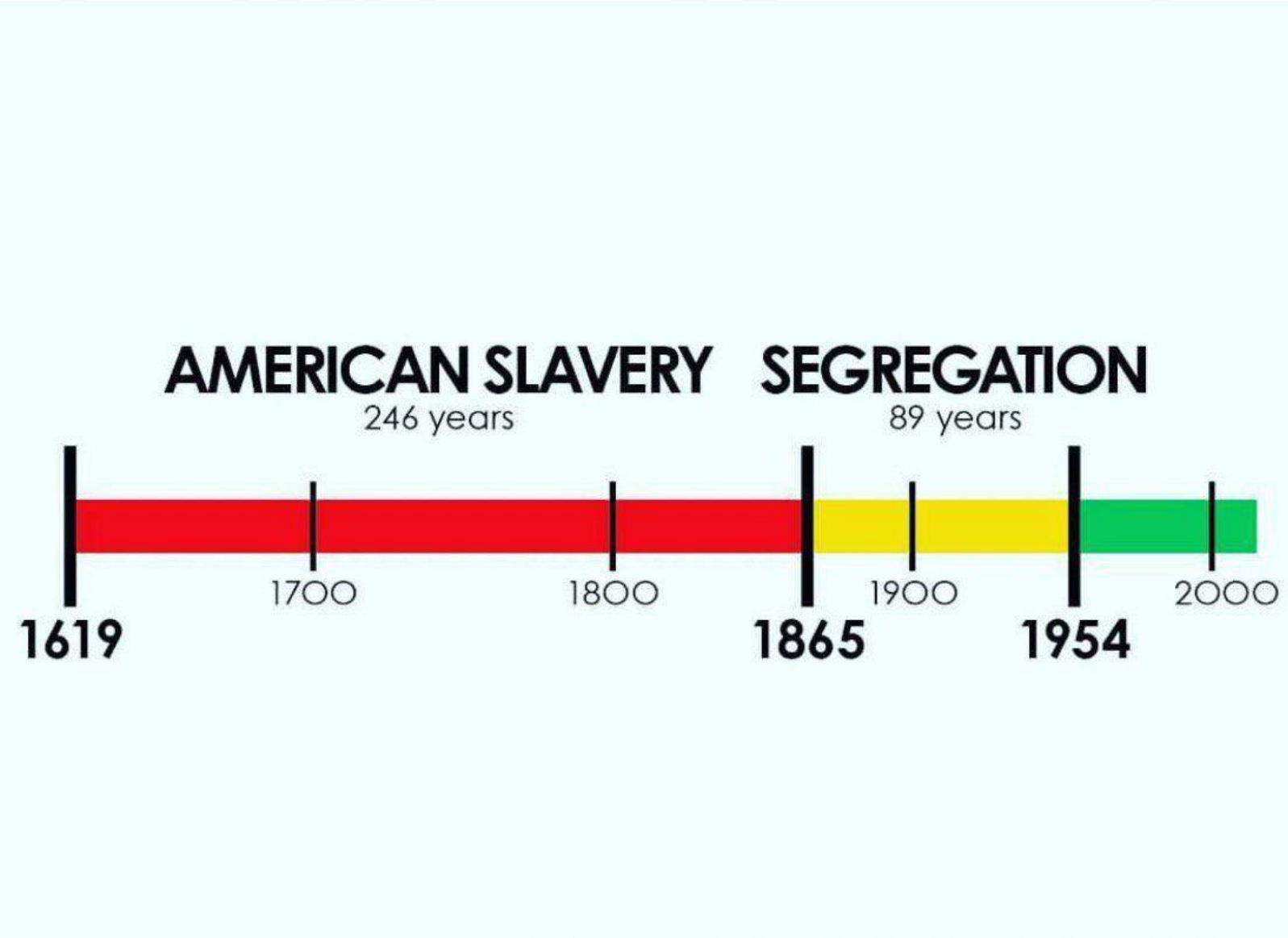
1965  
**Elementary and Secondary Education Act**



1946  
**Mendez v. Westminster**

1954  
**Brown v. Board of Education**

1964  
**Civil Rights Act**



# MODERN MANIFESTATIONS

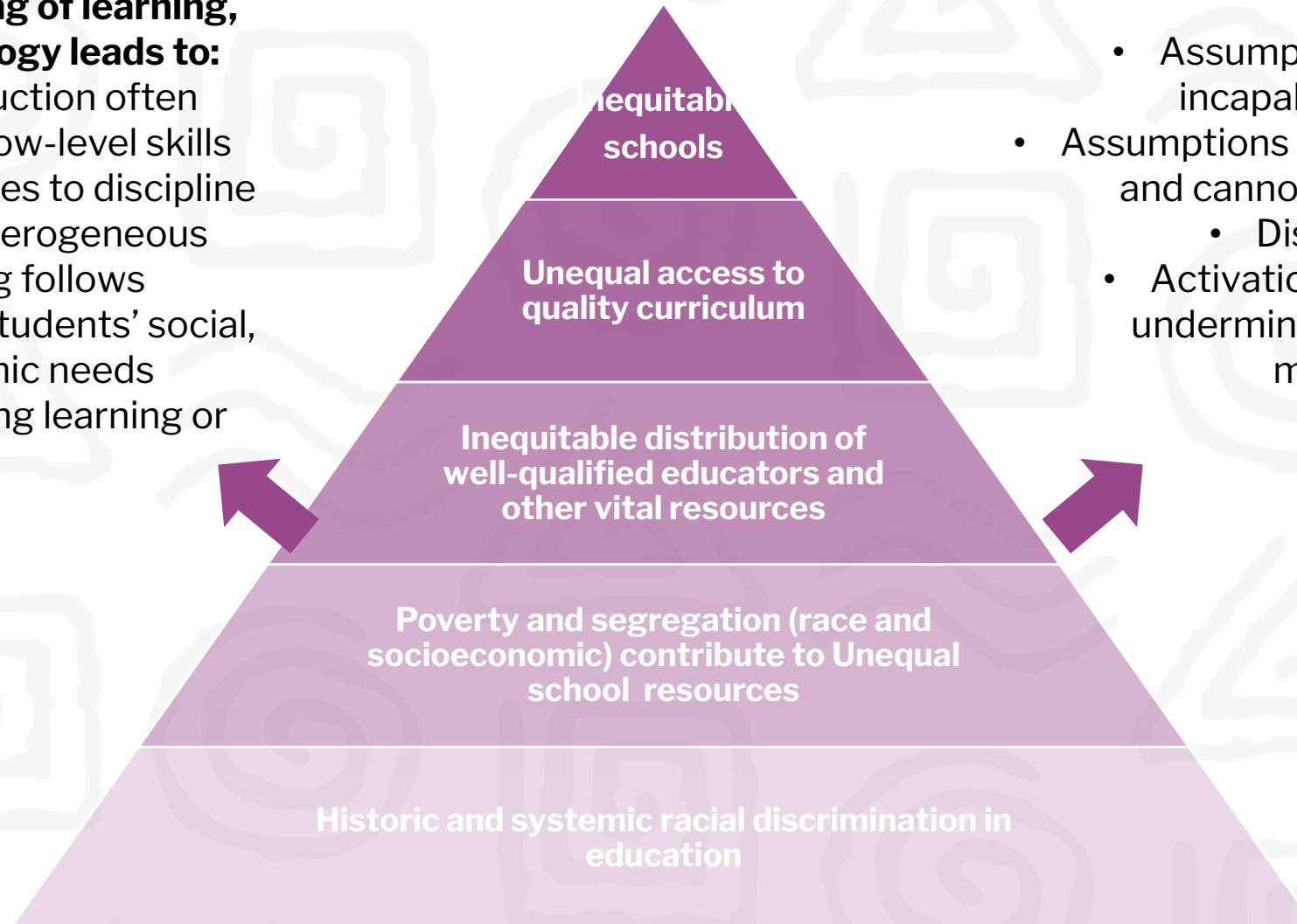
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OF RACIAL INEQUALITIES IN K-12 PUBLIC EDUCATION

# The Anatomy of Inequality

## Inadequate understanding of learning, development, and pedagogy leads to:

- Poorly organized instruction often focused on drill & kill, low-level skills
- Exclusionary approaches to discipline
- Inability to teach in heterogeneous classes; hence tracking follows
- Inability to recognize students' social, emotional, and academic needs
- Few tools for scaffolding learning or responding to needs



## Implicit bias adds:

- Assumptions that students are incapable and poorly behaved
- Assumptions that families don't care and cannot support their children
  - Discriminatory treatment
- Activation of stereotype threat, undermining confidence, growth mindset, & performance

# POLICY RECOMMENDATIO NS

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TO HELP ERADICATE RACIAL INEQUALITY IN K-12 PUBLIC  
EDUCATION

# **DIVERSE AND INCLUSIVE MAGNET SCHOOLS**



# ARTS MAGNET SCHOOLS

# KEY FEATURES OF DIVERSE AND INCLUSIVE MAGNET SCHOOLS

- INTEGRATIVE MISSION
- INCLUSIVE ADMISSIONS PROCESSES
- FAMILY AND COMMUNITY ENGAGEMENT
- PROVISION OF FREE TRANSPORTATION

# EXAMPLES OF ARTS MAGNET SCHOOLS

Waterbury Arts Magnet School

Howard Middle School Academy of Arts

Chattanooga High School Center for Creative Arts

# POLICIES TO PROMOTE DIVERSE AND INCLUSIVE MAGNET SCHOOLS

- “Whole school” versus “in-school” programs
- Allow Interdistrict transfers to allow students from neighboring districts to attend magnets
  - Non-exclusive admissions like lotteries
    - Outreach to families
  - Provision of transportation

# **CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS**

# FOSTERING CULTURALLY RESPONSIVE LEARNING

- Drawing upon prior knowledge and cultural and community contexts
- Connecting learning to real world experiences/Real-world applications
- Acknowledging cultural assets
- Promoting cross-cultural relationships
- Performance assessments

# POSITIVE RELATIONSHIPS

- Fostering Identity-safe learning environments
- Eliminating social-identity threats/stereotype threats
- Supporting relationship-centered learning designs
- Fostering personalization and trust





*“Hope is justified. Time and again, Americans of all races, colors, and creeds have shown themselves to be willing to fight for equality in the schoolhouse, at the lunch counter, and on the public bus. They are proof positive that while the movement toward justice and equality is slow, it is also inexorable.”*

*-Rucker Johnson*

# Resources

- The Federal Role and School Integration: Brown's Promise and Present Challenges
- Protecting Students' Civil Rights: The Federal Role in School Discipline
- Preparing Teachers to Support Social and Emotional Learning
- Education and the Path to One Nation, Indivisible
- Investing in Student Success: Lessons from State School Finance Reforms
- Linda Darling-Hammond written testimony before the Committee on Education and Labor, U.S. House of Representatives, Brown at 65: A Promise Unfulfilled