Ensuring Equity in Education

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Racism exists at multiple levels

Racism is the use of **institutional power to organize around white supremacy** AND the oppression, denigration, and dehumanizing based on skin color. This means that white people, people who look white, or whiteness based on language and culture benefit from this system and arrangement of power, privilege, and resources. Whiteness is then regarded as beautiful, intelligent, worthy, and something to aspire to; thus maintaining the racist system.

- Adapted from Crenshaw, 1995; Lee, 1996
Implicit Bias

A set of **automatic and uncontrolled** cognitive processes that affect our attitudes toward others. These biases are thought to be involuntary and not under the conscious control of the individual and can lead to either favorable or unfavorable characterizations of others.

Implicit Bias and Structural Racialization

Dominant narratives about race (family, media, society) coupled with racialized structural arrangements and differential outcomes by race all prime us to believe that people of color are inferior to white people, create and maintain harmful associations, and lead us to make harmful assumptions, consciously and unconsciously, about people of color.

For Example:
- Voting Rights
- FHA Loans
- Residential segregation
- Access to education, green space, resources, safety, healthcare, etc.
- Jobs, hiring and advancement

Race is created to justify enslave people from Africa (economic engine of country)

Policies and practices that consolidate and protect power bestow unearned economic, social, cultural, and political advantage to people called “white,” and unearned disadvantage to people of color.

National narrative (ideology, belief system) about people of color being “less than” human (and less than white) justifies mistreatment and inequality (white supremacy)

Inequitable outcomes and experiences resulting from policy decisions in health, housing, employment, education, and life expectancy - reinforces white supremacist beliefs and ideology; dominant narrative uses disparate outcomes as evidence of white superiority, promotes whiteness as “normal” and desirable and justifies inequality.

"Implicit Bias and Structural Racialization," By Kathleen Osta & Hugh Vasquez, National Equity Project.
EVERYONE HAS A FAIR AND JUST OPPORTUNITY TO THRIVE AND REACH THEIR POTENTIAL BY REMOVING OBSTACLES.
SOLIDIFYING OUR VILLAGES

Minoritized Child Development

#1 Social Position Variables
- Race
- Social Class
- Ethnicity
- Gender

#2 Racism
- Prejudice
- Discrimination
- Oppression

#3 Segregation
- Residential
- Economic
- Social & Psychological

#4 Promoting/Inhibiting Environments
- Schools
- Neighborhoods
- Health Care

#5 Adaptive Culture
- Traditions & Cultural Legacies
- Economic & Political Historic Migration & Acculturation
- Current Contextual Demands

#6 Child Characteristics
- Age
- Temperament
- Health Status
- Biological Factors
- Physical Characteristics

#7 Family
- Structure & Roles
- Family Values, Beliefs, & Goals
- Racial Socialization
- Socioeconomic Status

#8 Developmental Competencies
- Cognitive
- Social
- Emotional
- Linguistic
- Biculturalism
- Coping with Racism

#9 Current Contextual Demands

FOR GOOD OR BAD...

Your work has power.
Cradle-to-Prison pipeline starts early

Source: U.S. Department of Education Office for Civil Rights, Civil Rights Data Collection Data Snapshot (Early Childhood), March 21, 2014
Teachers/adults are hypersensitive towards Black children

Preschool teachers were primed to watch a “challenging behavior” video

Videos differed along race and gender

Teachers were asked to press a key every time they saw a potential problem

Teachers more likely to gaze at Black children and boys

Teachers reported more Black boys required their attention (42%) vs. White boys (30%) vs. White girls (13%) vs. Black girls (10%)
Doll Test...from Italy
What does this video make you feel or think about?

WHAT ELSE IS ON YOUR MIND?
Racism leads to child trauma

• Race-based traumatic stress presents with a variety of symptoms and have life-long consequences and children may show intense fear, anxiety, helplessness, re-experiencing the event, and avoidance in response to racial incidents.

• Black children and adolescents are particularly vulnerable to racial trauma because they may not have yet developed a sophisticated cognitive understanding or the affective language with which to process the ongoing effects of racism.

• Through their experiences with other children and adults, by age 3 the children know themselves and others in racial ethnic terms, grounded in a society where race continues to matter.

• Need for more research focused on how racism impacts young children’s learning, development, and wellbeing.
How can you engage in anti-bias/anti-racist work for children?
Principles for Supporting Marginalized Children: P.A.C.C.

Risk Factors / Racial Inequities
- Violence/Lack of Safety/Health
- Low Quality Education
- Fragile Identity
- Low Quality Caregiving
- Loss and Trauma
- Harsh/Inconsistent/Ineffective Discipline

Protective Factors / Ingredients for Success
- Protection
- Affection
- Correction
- Connection

Bridges / Strengths
- Mediating Institutions
- Networks of Social, Cultural and Intellectual Capital

EARLY CARE AND EDUCATION
Optimal Development

*Adapted from Stevenson, Davis, Abduk-Kabir, 2001; Winn & Stevenson, 2005
Protection

• Harm
• Violence
• Psychological Trauma
• Concentrated Disadvantage
Affection

- Intentional Affirmation
- Caring
- Nurturance
Correction

• Support for Adaptive Behaviors

• Reconciliation

• Humanity
Connection

- Belonging
- Value
- Uniqueness
How can you implement PACC?

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<td>Sensitivity to Individual Experiences</td>
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<td>Reduced Exposure to Violence &amp; Racism</td>
<td><strong>Child-Centered Approaches</strong></td>
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**Equity Research Action Coalition**
UNC Frank Porter Graham Child Development Institute
The how of anti-racist and anti-bias work
Work must be RICHER!

- Re-educate about history
- Integrate rather than just desegregate
- Critique everything
- Humility of privilege
- Erase racism
- Re-vision new ways, approaches, theories, teams...

Our country will be enriched by limiting the dehumanization of people and eradication of racism and bias in all aspects of our world, including programming, policy, & research.
Take home message

• Your work has **power** and must be used well.

• Role is to engage in **protection, affection, correction, & connection**

• You can’t just do anti-racism work; you must live it – **R.I.C.H.E.R**.

• We are on a **journey** so continue to read, engage, and lean in...doing nothing is condoning racism.
“Speaking like this doesn’t mean that [I am] we’re anti-white, but it does mean [I am] we’re anti-exploitation, [I am] we’re anti-degradation, [I am] we’re anti-oppression.”

~ Malcom X