

DOWNLOAD PDF CAN EDUCATIONAL IMPROVEMENT EQUALIZE MINORITY ECONOMIC OPPORTUNITIES? THE CASE OF THE UNITED STATES

Chapter 1 : Educational equity - Wikipedia

In , the U.S. Supreme Court made a bold statement about racial inequality in Brown v. Board of Education. Following the Court's decision, Ferguson (in this volume) noted that it was not just about the equitable distribution of resources for black and white students.

In the Democratic Republic of the Congo, girls are outnumbered two to one. For example, in Nigeria , children are socialized into their specific gender role as soon as their parents know their gender. Men are the preferred gender and are encouraged to engage in computer and scientific learning while the women learn domestic skills. These gender roles are deep rooted within the state, however, with the increase of westernized education within Nigeria, there has been a recent increase in women having the ability to receive an equal education. There is still much to be changed, though. Nigeria still needs policies that encourage educational attainment for men and women based on merit, rather than gender. Attacks include kidnappings, bombings, torture, rape and murder. In Somalia , girls have been abducted. In Colombia , the Democratic Republic of the Congo, and Libya students were reported to have been raped and harassed. With marginal variables between most countries, women have a lower employment rate, are unemployed longer, are paid less and have less secure jobs. First for being young, in the difficult phase of transition between training and working life, in an age group that has, on an average, twice the jobless rate of older workers and are at the mercy of employers who exploit them under the pretext of enabling them to acquire professional experience. Secondly they are discriminated against for being women and are more likely to be offered low paying or low status jobs. Belenky and colleagues conducted research which found that there was an inconsistency between the kind of knowledge appealing to women and the kind of knowledge being taught in most educational institutions. Particularly in Latin America , the difference is attributed to prominence of gangs and violence attracting male youth. The gangs pull the males in, distracting them from school and causing them to drop out. Dropout rates for males has also increased over the years in all racial groups, especially in African Americans. They have exceeded the number of high school and college dropout rates than any other racial ethnicity for the past 30 years. A majority of the research found that males were primarily the most "left behind" in education because of higher graduation dropout rates, lower test scores, and failing grades. They found that as males get older, primarily from ages 9 to 17, they are less likely to be labeled "proficient" in reading and mathematics than girls were. In general, males arrive in kindergarten much less ready and prepared for schooling than females. This creates a gap that continually increases over time into middle and high school. Nationally, there are boys in 9th grade for every girls, and among African American males, there are boys for every girls. States have discovered that 9th grade has become one of the biggest drop out years. However, since , males have been at a larger disadvantage and the gap between males and females keeps increasing. In , one in five African American males received an out of school suspension. So many of them go to work right after they become adults physically, which means at the age around 15 to 18. This is the age they should obtain high school education. Males get worse grades than females do regardless of year or country examined in most subjects. The gender gap in graduation rates is particularly large for minority students. This was due to the post effects of the court case Plessy v. Ferguson where it was decided that educational facilities were allowed to segregate white students from students of color as long as the educational facilities were considered equal. Educational facilities did not follow the federal mandate, in a studies through taken from to of Southern States per pupil expenditures \$ dollars on instruction varied from Whites to Blacks. On average White students received 17% more educational expenditures than their Black counterparts. Westminster in followed by Brown v. Board of Education in 1954. The decision of Brown v. Board of Education would lead to the desegregation of schools by federal law, but the years of lower education, segregation of household salaries

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between whites and people of color, and racial wealth gaps would leave people of color at a disadvantage to seek proper equal education for generations to come. Differences of academic skills in children of different race starts at an early age, according to National Assessment of Educational Progress there is a remaining gap showing Black and Latino children being able to demonstrate cognitive proficiency compared to their White counterparts. In the data 89 percent of White children presented the ability to understand written and spoken words while only 79 and 78 percent of Black and Latino children were able to comprehend written and spoken words the trend would continue into ages 4-6. For example, in the s minorities experienced a cultural phenomenon called "fear of acting White", minorities would shun and ridicule those in their social groups who had shown a higher intelligence than others. Shown in a graph comparing popularity to grade point average among Blacks, Latinos, and Whites built based on data from the National Longitudinal Study of Adolescent Health popularity of White students increased as their grades increased, for Black and Latino students popularity would drop as grades would rise. Latino students and college preparedness[edit] Latino migration[edit] In the United States, Latinos are the largest growing population. As of July 1, , Latinos make up Their homeland is either dealing with an economic crisis or is involved in a war. The United States capitalizes on the migration of Latin American migrants. With the disadvantage of their legal status, American businesses employ them and pay them an extremely low wage. Diaspora is the dispersion of any group from their original homeland. One in every four children come from immigrant families. The growth in children of immigrant parents does not go unawared, in a way society and the government accepts it. Yet, the lack of knowledge regarding post-secondary education financial help increases the gap of Latino children to restrain from obtaining higher education. Children who come from a household that contains at least one immigrant parent, are less likely to attend childhood or preschool programs. The beginning of junior year through senior year in high school consists of preparation to college research and application process. The focus is to portray the way immigrants and their American born child work around the education system to attain college education. Due to the influx of the Latino population, there amount of Latino high school students graduates has increased as well. Federal Student Aid comes from the federal government in which helps a student pay for educational expenses of college in three possible formats, grant, work-study, and loan. This may limit the continuance of the application due to the fear of providing personal information. The chances of young teens entering college reduces when personal information from parents are not given. Many young teens with immigrant parents are part of the minority group in which income is not sufficient to pay college tuition or repay loans with interest. The concept of college as highly expensive makes Latino students less likely to attend a four-year institution or even attend postsecondary education. Out of that percentage, only 31 percent met the college-readiness benchmark for both portions of the test ERW and Math. There is also a growing gap between gifted students from low-income background and higher-income background. Arguments against standardized tests claim that they are culturally biased, favoring White students, require a certain mastery of the English language, and can lack cultural sensitivity in terms of format and presentation. Teachers also tend to have lower expectations of minority students, even if they are identified as gifted. Forty-five states allow for parental nominations, but the nomination form is not sensitive to cultural differences and minority parents can have difficulty understanding the form. Forty-two states allow self nomination, but minority students tend not to self nominate because of social-emotional variables like peer pressure or feeling isolated or rejected by peers. Therefore, providing their child with special instruction and enrichment. It is important that the instruments used to screen students are valid, reliable, and sensitive to students from diverse cultural backgrounds. There should also be multiple types quantitative , qualitative , objective , subjective and sources teachers, parents, students of information used in the screening process. An example would be classes that focus on study skills or time management skills. More specifically, teachers should attend professional development that addresses the characteristics and behaviors of underrepresented gifted populations,

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awareness of cultural differences, children with multiple exceptionalities, developing positive peer culture in the classroom and school, and equitable and unbiased assessments. These programs should help students stay in school and provide a path to a career instead of having to go to work when they are old enough, which is a major barrier students of low income families face. Special education[edit] In addition to the unbalanced scale of gender disproportionality in formal education, students with " special needs " comprise yet another facet of educational inequality. Prior to the passing of the Education for All Handicapped Children Act currently known as the Individuals with Disabilities Education Act IDEA approximately 2 million children with special needs were not receiving sufficient public education. Of those that were within the academic system, many were reduced to lower standards of teaching, isolated conditions, or even removal from school buildings altogether and relocated out of peer circulation. And while there are those that benefit from the turning of this academic tide, there are still many students most of which are minorities with disabilities that find themselves in times of learning hardship due to the unbalanced distribution of special education funding. African American students were 3 times as likely to be labeled as special needs than that of Caucasians. Students who both are special education students and of a minority face unequal chances for a quality education to meet their personal needs. Special education referrals are, in most cases in the hands of the general education teacher, this is subjective and because of differences, disabilities can be overlooked or unrecognized. Poorly trained teachers at minority schools, poor school relationships, and poor parent-to-teacher relationships play a role in this inequality. With these factors, minority students are at a disadvantage because they are not given the appropriate resources that would in turn benefit their educational needs. At that time national averages of caucasians labeled with the same moniker came in at 0. During this period no Individual state rose over 2. This information was calculated by data gathered from the US Department of Education. Researchers Edward Fierros and James Conroy , in their study of district level data regarding the issue of minority over-representation, have suggested that many states may be mistaken with their current projections and that disturbing minority based trends may be hidden within the numbers. According to the Individuals with Disabilities Act students with special needs are entitled to facilities and support that cater to their individual needs, they should not be automatically isolated from their peers or from the benefits of general education. However, according to Fierros and Conroy, once minority children such as African Americans and Latinos are labeled as students with special needs they are far less likely than caucasians to be placed in settings of inclusive learning and often receive less desirable treatment overall. While historically there has been no ironclad solution to righting the wrongs of racial prejudices, there are ways in which we can all individually begin the process of equality within our educational institutions. Organizations such as the US Department of Education provide resources that we as teachers, students, parents, and concerned individuals can utilize in order to better educate ourselves on the current issues and services regarding special needs education. One such resource is the Office of Special Education and Rehabilitative Services OSERS which provides links to currently debated topics, programs, initiatives, reports and resources as well support services. The belief that certain communities in the United States were inferior in comparison to others has allowed these disadvantages to foster into the great magnitude of educational inequality that we see apparent today. For African Americans, deliberate systematic education oppression date back to enslavement, more specifically In , North Carolina passed legislature that prohibited slave education. While the original legislature prohibited African Americans from being taught how to write, as other States adopted their own versions of the law, southern anti-literacy legislatures banned far more than just writing. Varying Southern laws prohibited African Americans from learn how to read, write, and assembling without the presence of slave owners. Many states as far as requiring free African Americans to leave in fear of them educating their enslaved brethren. By , the public education of all African-Americans was strictly prohibited. The enslavement of African Americans removed the access to education for generations. Social, economic,

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and political barriers held blacks in a position of subordination. This form of segregation is often referred to as de jure segregation.

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Chapter 2 : Improving Economic Opportunity in the United States | Center on Budget and Policy Priorities

Chairman Tiberi, ranking member Heinrich, it is a pleasure to once again come before this committee, and I thank you for holding this hearing on the state of economic opportunity in the United States.

January 11, 7: After 20 years of displacement and war in northern Uganda, women with disabilities - physical, sensory, mental and intellectual - face an even more complex and grueling process of return and relocation than their neighbors. They experience stigma and sexual violence and are often denied access to health care and justice. The fundamental human rights guarantees of equality and non-discrimination are legally binding obligations and do not need instrumental justifications. That said there is a growing body of evidence that human rights-based approaches, and these key guarantees in particular, can lead to more sustainable and inclusive development results. Even in countries where there have been significant gains toward achieving the MDGs, inequalities have grown. The MDGs have supported aggregate progress—often without acknowledging the importance of investing in the most marginalized and excluded, or giving due credit to governments and institutions which do ensure that development benefits these populations. Recognition of this shortcoming in the MDGs has brought an increasing awareness of the importance of working to reverse growing economic inequalities through the post framework, and a key element of this must be actively working to dismantle discrimination. Under international law, this requires states to identify and eliminate discrimination and ensure equality. This may require legislative or administrative reform to repeal discriminatory provisions or address discriminatory practices by the government or private actors, a change in resource allocation, or educational measures. The post framework should embody the responsibility of states, when acting together or alone, to take proactive measures to identify and address entrenched discrimination, both direct and indirect. It should embody the responsibility of states, international institutions, and corporations to avoid and remedy discrimination for which they are directly or indirectly responsible. The framework should go some way toward achieving this by including goals, targets, and indicators directed at reducing discrimination and ensuring that the social and economic needs of the most marginalized communities are being addressed fairly, and at reducing wealth inequalities more broadly. Recommendations

Targets and indicators in the post framework should be designed to reduce existing inequalities, address entrenched discrimination, and realize the social and economic rights of the most in need while also remaining feasible, affordable, and implementable. The post framework should emphasize the importance of development reaching the most marginalized populations, including indigenous peoples. It can go some way toward achieving this by including: A specific target of addressing the social and economic needs of the most marginalized or discriminated against groups in each country. The framework should establish the methodology for identifying marginalized or disadvantaged groups, but the groups identified would vary country to country. Indicators should look to identify structural discrimination, including consideration of discriminatory laws and discrimination by private actors. Considerations should include whether governments have non-discrimination laws that bind public and private entities with a definition of discrimination consistent with international human rights law, require public and private institutions to develop non-discrimination action plans, and fully implement such laws and policies. Indicators should measure realization of urgent social and economic needs of the most marginalized populations. Indicators which measure the achievement of each target for the most marginalized or discriminated against groups in each country. In order to achieve this, disaggregated data will be essential. It may not be feasible to disaggregate data by all potential grounds of discrimination. The post framework should emphasize the importance of development reaching the poorest. A specific target of addressing the social and economic needs of the poorest two wealth quintiles in each country. Indicators which measure the achievement of each target by wealth

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quintiles. This will require the collection of data along wealth quintiles. A specific target on reducing income inequalities within countries, with an emphasis on reducing the gap between the richest and poorest quintiles. Other human rights treaties have since prohibited discrimination on the grounds of marital status, [xiii] descent or ethnic origin, [xiv] disability, [xv] nationality, [xvi] age, [xvii] and economic position. HIV status, homelessness, or because they engage in sex work. Discrimination also includes incitement to discriminate and harassment. This includes addressing the urgent social needs of such populations as well as assessing difficulties that marginalized and excluded groups experience in enjoying economic, social and cultural rights, and taking the necessary steps to address these difficulties. According to Bureau of Justice Statistics approximately 3. The relationship between discrimination, inequality, and poverty can also be seen, for instance, in Burma. Discrimination against certain ethnic minorities is widespread in Burma and addressing this discrimination should be a key element of poverty reduction strategies. The Burmese government has long denied Rohingya the right to obtain citizenship in Burma, which has facilitated human rights abuses against them and rendered them stateless, posing a serious obstacle to achieving a durable solution to the sectarian violence in Arakan State and resolving the situation of Rohingya refugees. As international donors enhance engagement with the Burmese government in response to significant governance and human rights reforms, donors and the government should work to address the urgent social needs of the most in need. As set out below, dismantling discrimination and addressing inequality requires a range of fully implemented laws, policies and programmes, and may include temporary special measures. It may also require a change in resource allocation, with devotion of greater resources to marginalized groups. Maintenance of state-sponsored discrimination can undermine development activities for specific sectors of the population, even if overall a country is meeting its goals and indicators. It has doubled female primary school enrollment in 10 years, and more than halved infant mortality. According to some studies, both the rich and the poor have benefitted from these gains. However, Human Rights Watch research demonstrated that certain women and families may not benefit from these societal gains due to discriminatory family laws that push them deeper into poverty. Dismantle Discriminatory Practices The post framework should recognize the importance of identifying, prohibiting, and dismantling discriminatory practices—both of both a direct and indirect nature—for poverty alleviation. Governments should implement the necessary strategies, policies, and action plans, which may include temporary special measures to accelerate the achievement of equality, to address discrimination. Yet millions of children suffer from discriminatory barriers to education and either never attend school or are compelled to leave school early. While MDG 2 highlighted equal education for girls, it did not highlight other discriminatory barriers to education. As a result, children with disabilities represent a significant proportion of the, primary school age children who remain out of school in Nepal. These patterns are replicated elsewhere—globally, children with disabilities are less likely to start school and have significantly lower rates of school completion than non-disabled children. The government, donors, and international institutions need to take the necessary steps to address the barriers that keep children with disabilities from attending school. Human Rights Watch research has also documented how discrimination and abuse against women and children has impacted their ability to access quality health care. Similarly, Human Rights Watch found in a report that efforts to roll out antiretroviral treatment in Kenya had limited impact as they failed to address the discrimination, stigma, abuse, and neglect that many people living with HIV experience. Human Rights Watch identified a range of barriers and forms of discrimination which children faced in accessing HIV testing and treatment. HIV-positive mothers who were victims of violence and property rights abuses were unable to access treatment for themselves or their children because they could not afford transport to health centers or enough food to avoid serious side effects from the drugs. Parents or caregivers lacked accurate information about medical care for children, or avoided testing and treatment because of stigma and discrimination. Orphans also faced neglect and abuse. HIV testing and treatment

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programs should work to remove discriminatory barriers to care. Address Discrimination by Private Actors

Discrimination by private actors in workplaces, the provision of services, or other sectors of society may prevent the enjoyment of human rights. Gender-based violence is a form of private discrimination that may prevent some women equal access to the benefits of state or donor-led development programs. Nondiscrimination in the workplace is enshrined as a core labor right and key to addressing inequality and poverty. Human Rights Watch research has shown how user fees and transport costs present a barrier for poorer families are burdened in accessing health care or education. It can go some way toward achieving this by including indicators which measure the achievement of targets by wealth quintiles, with a specific target of addressing the social and economic needs of the poorest two quintiles. Several NGOs have suggested also including a specific target on reducing income inequalities within countries, with an emphasis on reducing the gap between the richest and poorest quintiles. The post framework should recognize the risk of discrimination in development policies and actively prevent against it. Human Rights Watch has documented discrimination in the distribution of aid, disproportionate negative impacts of development policies, and failure in project design to consider at-risk groups. We have also documented how development initiatives have violated the rights of indigenous peoples rather than seeking to realize their social and economic rights while respecting their cultural rights. There is no reference in the MDGs to people being hurt or disadvantaged by development efforts. Nor do many developing country governments, bilateral donors, or the international financial institutions use a human rights framework for understanding, mitigating, and remedying the harm that may result from development efforts. An explicit focus within the MDGs and in development strategies on human rights and associated principles of transparency, consultation, participation, and accountability could have helped to correct this. Avoid Discrimination in the Distribution of Aid Too often, government funds or development aid are misused for political gain rather than investing in the realization of social and economic rights. This can come in the form of outright corruption, in discrimination on the basis of political opinion in the distribution of aid, or in investing in areas where politicians will most benefit rather than investing in the areas of greatest need. Local officials denied these people access to seeds and fertilizer, agricultural land, credit, food aid, and other resources for development on the basis of their political opinion. The post framework should acknowledge this risk and work to prevent it. Design Projects to Consider At-Risk Groups and Avoid Adverse Impacts Governments and donors should ensure that their development strategies and projects are designed to consider at-risk groups and avoid any adverse rights impacts and develop accessible, effective accountability mechanisms for those discriminated against. The scheme is also described as a voluntary one. It is anything but. Our research shows that people are being forced to move against their will and government soldiers have beaten and abused those who have objected to the move. Fear and intimidation are widespread amongst affected populations. Despite government pledges, the land near the new villages still needs to be cleared, while food and agricultural assistance have not been provided. As a result, some of the relocated populations have faced hunger and even starvation. The post framework should expressly commit to the protection of indigenous peoples rights and prevent against violations of these rights in the name of development. Also in Ethiopia, Human Rights Watch has documented forced relocations of agro-pastoralist indigenous peoples linked to the creation of , hectares of state-run sugar plantations along the Omo River. State security forces used intimidation, assaults and arbitrary arrests when people questioned the relocations or refused to move. The Ethiopian government has failed to meaningfully consult, compensate, or discuss with these communities alternative means of livelihoods. It recognizes beneficiaries of aid as rights-holders with legal entitlements and identifies governments and their partners, including international institutions, as duty bearers with correlating obligations to meet those entitlements. All of the core human rights treaties adopted since the UDHR contain legal obligations related to equality and non-discrimination. This requires states to establish equality under the law and address policies, programs, or even stereotypes that create or perpetuate

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discrimination. It requires particular attention to the needs of protected groups, the impact of programs on their respective rights, and the establishment of procedures to ensure accountability and participation in development that affects them. It also requires that human rights standards guide all stages of programming. Duty-Bearers The commitment to equality and non-discrimination should extend not only directly from states, but also from donors and multilateral organizations. In compliance with their international obligations, states should respect the enjoyment of human rights in other countries and prevent third parties, through political or legal means, from interfering with the enjoyment of rights. Thus, all actors engaged in development should adopt a rights-based approach to their work, which requires a specific action to ensure equality and non-discrimination in process and outcome. Office of the High Commissioner for Human Rights. Accelerating the MDGs with Equity. Retrieved January 8, , from <http://> Decisions around data collection must be considered within the human rights context of any country. For instance, in countries where there are discriminatory laws against people on the basis of sexual orientation or gender identity, or where people are routinely targeted for their sexual orientation or gender identity, any system of data collection disaggregated on these grounds must not put people at risk. How reducing inequality could give our children a better future.

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Chapter 3 : Discrimination, Inequality, and Poverty—A Human Rights Perspective | Human Rights Watch

Educational Equity in America: Is Education Remedy by which inequality of opportunity and poverty can be reduced, thereby becoming the great landmark United.

Board of Education Kim M. Board of Education Supreme Court decision that ordered the racial integration of public schools, segregation produced and perpetuated unequal educational chances for blacks, Hispanics, and American Indians. This landmark Court decision gave a strong impetus to the civil rights movement and a spate of antidiscrimination and affirmative action legislation designed to equalize educational opportunity and, ultimately, eliminate racial gaps in education and economic outcomes. The decade of the s inspired great hope that the War on Poverty and the civil rights movement would yield high social dividends toward the twin goals of reducing socioeconomic inequality and promoting racial and ethnic integration. Achieving a color-blind meritocracy— one consistent with the vision of the architects of the Great Society— seemed well within the reach of social policy. Philosophically, the meritocratic foundations of our democratic society remain intact. However, support for the social policies needed to achieve the integrated society envisioned after the Supreme Court decision has eroded as the demographic composition of the population has become more diverse along racial and ethnic lines Bobo and Kluegel, ; Kuklinski et al. Moreover, recent trends indicate that in some ways we are further away from the goal of economic equality than we were in the mids Marshall, ; Danziger and Gottschalk, Persisting educational disparity is a major reason for persisting economic inequality. This has been even more true after , when the returns to education rose, especially favoring college-educated workers Danziger and Gottschalk, ; Carnevale, Achieving High Educational Standards for All: The National Academies Press. To trace the evolution of educational attainment since the landmark Supreme Court decision mandating integration of segregated schools, we assemble comparative data from published statistics on minority schooling from to the present. Two disturbing developments set the stage for changing educational opportunity in the United States. First, despite impressive gains in educational attainment since the s, more recent improvements since have been very modest, especially for Hispanics, who continue to leave school before graduating at four times the rate of non-Hispanic whites National Center for Educational Statistics, a; Current Population Surveys, , Bureau of the Census, Our purpose in raising these issues is not to replay past societal failures, but rather to question whether it is possible to achieve a color-blind meritocracy without first equalizing educational opportunity at all levels of education. To begin, we trace the increasing racial and ethnic diversity of the school-age population in the United States and illustrate key social and economic correlates of group membership that exacerbate educational disparities, such as residential concentration, living arrangements, poverty, parental education, access to computers, and linguistic diversity. Subsequently, we discuss how the educational pipeline reduces the pool of students able to compete for college admissions. The concluding section discusses the practices that can reverse the trends toward rising educational inequality by leveling the playing field when children enter the educational system and preventing achievement gaps at the lower and middle grades. We argue that the increasing diversification of the student population requires strong policies of inclusion and representation because this is a minimum condition for shaping a common voice and preserving the meritocratic foundations of all educational institutions. Board of Education in The spatial dimensions of population distribution are important for appreciating how segregation continues to delimit educational opportunity to the present day. In , the U. Bureau of the Census enumerated million inhabitants, of which just under one-third were of school age. The vast majority of such students—12 percent—were black and just 2 percent were Hispanic and other races combined. During the s, the U. However, because the U. The minority share of youth rose relatively slowly during the s and s, reaching 15 percent by and 16 percent a decade later U. Bureau of the Census, , By nearly 1 in 4 of the 77 million people

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ages 5 to 24 were classified as minority. Ten years later, 30 percent of school-age youth were black, Hispanic, Asian, or American Indian. And, as Figure 1 shows, this proportion exceeded 1 in 3 by 1990. Although the diversification of the school-age population appears gradual when evaluated on a decade-by-decade basis, the pace of change is quite striking from a year perspective—approximately two generations in demographic time. Figure 1 reveals that the minority share of the K population more than doubled in 50 years, increasing by a factor of 2. The absolute size of the minority college-age population grew slightly faster, at 61 percent. These trends indicate that diversification simultaneously affected primary and secondary schools, as well as colleges and universities. Both the direction and timing of these demographic shifts have important implications for educational opportunities and outcomes. Bureau of the Census, 1990. Combined, these trends have raised the value of postsecondary schooling while in- Page Share Cite Suggested Citation: During this same period the volume and composition of immigrants arriving on U. The foreign-born share of the total population decreased slightly during the 1950s, stabilized during the 1960s, and increased substantially thereafter U. Not only did the volume of immigrants admitted to the United States increase after 1965, but also the regional origins of new arrivals became more diversified Farley, 1990; Rumbaut, 1996. Because the majority of immigrants and their children now hail from Latin America and Asia, the foreign born share of Hispanic and Asian students rose appreciably. In 1960, 16 percent of all Hispanics were foreign born, but by 1990, over 1 in 3 was born outside the United States U. This share remained constant during the 1970s, but since the population base increased by 25 million in absolute terms, there were more immigrant children enrolled in educational institutions. Large-scale Asian immigration is a more recent phenomenon than Hispanic immigration. Because the Asian population base is much smaller, the impact of recent immigration is even more striking. In 1960, 1 in 3 Asians were foreign born, but by 1990 over 3 in 5 Asians were immigrants U. This share remained quite stable during the 1970s, as the Immigration and Naturalization Service implemented new measures to regulate the numbers of immigrants admitted. As evident in Figure 2, recent immigration trends have left an indelible imprint on the school-age population at the turn of the 21st century. Nearly 3 in 4 Hispanic and 81 percent of Asian youth are either foreign born or children of immigrants. By contrast, only 10 percent of black school-age youth are foreign born or children of immigrants, and an even smaller share of white youth so qualify. These demographic shifts pose formidable challenges for education systems, but not uniformly at the national, regional, and local levels. Not only are minority youth geographically concentrated, but they are also disproportionately more likely than their white peers to be in central-city school districts Current Population Surveys, 1990. If all schools afforded equal educational opportunity, differences in geographic location would be irrelevant for the contours of racial and ethnic inequality. Unfortunately, this is not the case National Center for Education Statistics, 1990, a, a. Moreover, the distribution of minority students among urban, suburban, and rural schools has also become more unequal since the landmark Supreme Court decision in Orfield et al. Regionally, black students remain concentrated in the South and in the major industrial cities of the Midwest and the Northeast U. Current Population Surveys, 1990. Hispanics have increased their presence throughout the Southwest, even while they established a strong representation in South Florida, the Eastern Seaboard, and in selected pockets of the Midwest, where agricultural and industrial jobs lured employment-hungry workers during the 1950s and 1960s Bean and Tienda, 1990; U. Compared with blacks and Hispanics, Asians are more regionally dispersed, but they also have a strong presence on the West and East coasts, as well as several pockets in the South and South-east. At the state level, the impact of recent demographic trends on population composition has been highly uneven. Furthermore, 45 percent of Texans are nonwhite, as are approximately one-third of New York, New Jersey, and Florida residents. Just over one-quarter of Illinois inhabitants self-identify as black, Hispanic, Asian, or American Indian. In many counties and cities in these states, people of color represent a clear demographic majority. Current Population Surveys, 1990. In 1960, 39 percent of central-city student populations were minority, but 29 years later this share had climbed to 64 percent. These changes in the school-age population occurred during a

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period of suburbanization and depopulation of the largest urban areas, which further polarized educational opportunity among precollege students Orfield et al. Currently, just over 1 in 3 central-city students are white, 30 percent are black, 1 in 4 are Hispanic, 8 percent are Asian, and 1 percent American Indian. Of all black students, nearly half reside in a central-city school district, whereas only 14 percent of all white students do so. Although only 14 percent of American Indians live in urban school districts, the vast majority of the remainder attends rural schools rather than higher performing suburban schools where white youth are disproportionately concentrated. These differences in the geographic distribution of students would be inconsequential if the quality of schooling afforded in central-city, suburban, and rural school districts were roughly comparable. Overall, these trends in the demography of the school-age population pose formidable challenges for school systems responsible for educating large numbers of minority students, including recent immigrants. But with the possible exception of linguistic variation, these challenges do not derive from diversity per se. Rather, they are the consequence of persistent inequities in the resource endowments of urban, suburban, and rural schools and the inability of local governments to implement significant reform in underperforming schools Arum, ; Kain and Singleton, In the face of persisting residential segregation Massey and Denton, , the need to readdress inequities in educational curricula is even more urgent now than in the past, when minority representation in underperforming, central-city schools was lower. Key correlates of group membershipâ€”such as family structure, poverty, parental education, access to computers, and linguistic diversityâ€”exacerbate educational disparities in the United States. These disparities then contribute to the exclusion of large numbers of Page Share Cite Suggested Citation: Because of their pivotal role in determining educational outcomes, we briefly summarize and illustrate these correlates of educational attainment that produce educational disparities between minority and nonminority youth. The rise in the share of children reared in single-parent homes is one of the most profound social changes witnessed during the past 40 years Wojtkiewicz et al. Living arrangements are crucial for understanding racial and ethnic differences in educational opportunities and outcomes, because youth reared by a lone parent have considerably lower educational achievement than those reared by two parents Teachman et al. Bureau of the Census, ; Wojtkiewicz, The share of youth living with one parent more than doubled from to the present, but as Figure 5 shows, this overall change conceals large differences by race and Hispanic origin. In , less than 10 percent of white children and nearly a third of black children lived with a single mother. By , 18 percent of white children, 27 percent of Hispanic children, and over half of blacks lived with a single mother. Page Share Cite Suggested Citation: Nearly 10 percent of black and 5 percent of Hispanic children resided with neither parent in , compared with only 3 percent of their white counterparts Federal Interagency Forum on Child and Family Statistics, Presumably these children lived with more distant family members, with friends, or in foster homes. Although their relative proportions are small, their absolute numbers are not. These youth, who experience a myriad of social problems, are especially vulnerable to school failure, and they are among those in greatest need of social support. For a large majority, the idea of high school graduation, much less college attendance, is an alien concept. If current trends in family structure continue, the shares of minority youth residing in vulnerable families will grow, potentially widening racial and ethnic gaps in school attainment even more. Past research also indicates the important role of siblings in determining the educational attainment of youth Blake, ; Powell and Steelman, Research consistently demonstrates the inverse relationship between family size and completed levels of schooling, regardless of race and ethnicity Lloyd, In fact, the influence of family size on educational attainment rivals those of parental education and occupation. In , the typical white family had an average of 2. By , the number of children per family had dropped to a mere 1. Bureau of the Census, b.

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Chapter 4 : 5 facts about economic inequality | Pew Research Center

The manifestations of child poverty influence both the educational opportunities available to children and the educational outcomes that they will likely achieve. Data on family structure and behaviors, food.

My testimony stresses the following points: These opportunity barriers include high levels of income inequality, unequal access to educational opportunities, residential segregation by income, inadequate investments in children and certain areas, and a markedly slower employment recovery in rural relative to metro areas. Near-term policy solutions aimed at reducing these barriers include running tight labor markets, infrastructure investment, direct job creation, health care and other work supports, apprenticeships, and more. Longer-term solutions invoke policy interventions targeting inequality, inadequate housing, income and wage stagnation, nutritional and health support, the criminal justice system, and educational access. Avoiding policies that keep opportunity barriers in place is just as important as the proactive agenda items I recommend. Reducing the provision of public health care, regressive tax cuts, and budget cuts to programs that help low- and moderate-income families would all reduce opportunity. Opportunity Barriers and Their Causes There is no fixed definition of economic opportunity, but most will agree that it corresponds to the realization of personal potential. If a child faces an inadequate school system, or a toxic environment, it will be much harder for her to realize her intellectual, and later, her economic, potential. If a parent lives in a community with an insufficient quantity of jobs, or jobs that pay wages that are too low to support a family, or jobs for which she lacks the necessary skills, both she and her family face opportunity shortfalls. Such barriers can meaningfully be extended beyond schooling and jobs to housing, nutrition, health care, and even infrastructure. For example, consider the fact that due to toxic infrastructure “lead leaching into water pipes” children in parts of our country may suffer brain impairments though, importantly, such damage need not be permanent. Given that framing of the problem, a clear role for policy in the opportunity space is to take down the barriers that get between people and the realization of their economic potential. The extent of the problem can be at least roughly measured through a set of proxies that indicate the existence of opportunity barriers. Labor market barriers associated with income, race, and education. Racial disparities exist in unemployment rates even controlling for education. For black people, it is twice that. Black people with at least BAs have unemployment rates of 4. Labor market barriers associated with rural areas. My own work has documented periods of slack labor markets and their negative impact on the earnings and income growth of low- and moderate-income working families. While employment levels fell about the same amount in percentage terms in both areas over the Great Recession of , metro employment has recovered much more quickly, as the gap at the end of the figure reveals. In the middle of , rural employment was still well below its pre-recession peak. The next figure shows that the size of the labor force has significantly declined in rural areas, a trend all the more striking when compared to the labor force growth in metro areas during this same time period. Part of the discrepancy is due to differential population growth rates “while population grew over this period in metro areas, it was flat in rural places” but the rural labor force grew even more slowly than the rural population. In recent decades, families with children have lived in increasingly segregated neighborhoods, [6] a trend driven both by rising income inequality and by wealthier parents segregating themselves into areas with higher-performing schools, among other factors. As Chetty et al. Overall, results indicate that children face greater and increasing stratification in neighborhood contexts than do all residents, and this has implications for growing inequalities in their future outcomes. But among children of parents with lower incomes and education levels, 72 percent pursued higher education and only 14 percent completed a BA. The figure below, from Chetty et al. For families in the top 5 percent, that ratio was eight cents on the dollar. By , the debt-to-income ratio had more than doubled to 0. While higher educational attainment is clearly associated

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with higher earnings, it is also the case that children who grow up in affluent households but do not graduate from college are 2. Recent research by Raj Chetty and others finds correlations between higher inequality and lower mobility. In fact, growing inequality is associated with less investment in children, both by parents and by governments. The National Employment Law Project reports that 70 million people in America now have a conviction or arrest history that can show up on a routine background check for employment. Research shows extensive employment and earnings disadvantages to those with criminal records, with serious negative spillovers to the families of those who face incarceration. The fact that these problems disproportionately affect racial minorities is partially a function of institutionalized racism associated with the criminal justice system, so the barrier of discrimination is germane here as well. The root causes of these problems are described by the barriers themselves. Discrimination, persistently slack labor markets, historically high levels of inequality and even higher levels of wealth inequality, regional economic segregation, inadequate investments in both the contemporary and future well-being of less-advantaged children and families often through disinvestment in public goods, low access to educational opportunities, high exposure to toxic environments—all of these factors are causes of the erosion of opportunity for many in our society. Especially given the economic focus of this committee, I stress the role of our high levels of inequality as one of the most important opportunity barriers. A common concern among macroeconomic analysts today, for good reason, is that growth, particularly productivity growth, has slowed sharply over the past decade a problem seen across advanced economies. I would characterize this deceleration as one of the most important constraints on growth and, thereby, on aggregate living standards. If most of the growth flows to the top of the scale, as has occurred in recent decades, then absent aggressive redistribution, we cannot expect to push back on the many problems just documented. A useful way to think about policies targeting opportunity is to consider those that can address near-term opportunity barriers and those that address longer-term barriers. Long-term interventions, like quality pre-school or improved access to higher education, can enhance the future opportunities of children. As I report below, considerable research has found that many safety net programs, like nutritional and health care support, both help reduce poverty in the near term and improve longer-term outcomes for children. Near-Term Opportunity Enhancers Running a tight labor market. There is extensive evidence showing that lower-wage and minority workers are disproportionately helped by tight labor markets. Forthcoming research from the Center on Budget and Policy Priorities CBPP Full Employment Project shows that in both Ohio and New Mexico, for example, the real annual earnings of non-college-educated, prime-age men ended up in at about the same level as they were in see figure below. The figure, however, reveals a strong response to the tight labor market of the s in both states, as well as a strong pop at the end of the figure, in the latest year in which data is available, that continues in a forecast that assumes unemployment continues to decline. The recovery appears to finally be reaching some places that have thus far been left behind, so absent clear evidence of inflationary pressures, the Fed should proceed with caution. I should note that complaints about the conditions of our public capital are bipartisan: Civil engineers have identified [16] the productivity-dampening deterioration of our roads, bridges, public transit, and other transportation infrastructure. Roofs, windows, boilers, and ventilation, plumbing, and electrical systems need to be fixed, upgraded, or replaced. While Congress often tries to provide help to left-behind places through targeted tax credits, such incentives have a poor track record. Infrastructure ideas, like renovating our stock of public schools by directly creating temporary jobs, fit into this space as well, but Bernstein and Spielberg elaborate a more ambitious approach. We also cite research showing that there can be lasting benefits from helping such workers overcome labor market barriers that are preventing them from gainful employment. Though our work largely focused on direct jobs to offset recessions, today many policy makers are legitimately concerned about places facing recession-like conditions even while other places are doing much better. This initiative should enable states to try different approaches to subsidized jobs, encouraging them to

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experiment to learn more about what works best and for whom. Another important way to help less advantaged persons get in and stay in the labor force “ and to tap entrepreneurial opportunities “ is to ensure a solid system of work supports, with health care as a standout example. Members will thus be interested in the findings from two studies suggesting that employer-provided health coverage is a constraint on business formation by potential entrepreneurs. Helping small manufacturers join global supply chains: The Trump Administration has talked about the need for policy to help our manufacturers compete more effectively in the global economy. In analysis I did with Congressman Ro Khanna, we argued that policy should target smaller manufacturers from areas with displaced workers, helping such firms modernize and find their way into the global supply chain. In this recent op-ed, I also suggest two measures to level the trade playing field and push back on currency manipulation: They estimate that their investment agenda private and public would generate 2. Economist Robert Lerman makes a strong case that apprenticeship programs, or work-based learning, can be highly effective in connecting young workers with limited prospects to good jobs. Public policy can help and is doing so in some states and other advanced economies through grants and credits to employers who start up apprenticeship programs, as well as spreading the word to the broader employment community. Moreover, these programs can enhance opportunity by setting out career pathways for upward mobility, as well as including post-secondary education as part of their package. The inequality and mobility expert Raj Chetty and various teams of researchers have identified a set of neighborhood correlates associated with lower and high levels of opportunity and mobility for children. While Chetty et al. For example, they find that communities with a large share of mother-only families experience relatively low mobility. But two-parent families in those neighborhoods experience the same lower mobility rates, suggesting that single parenthood is likely a correlate more than a cause. Also, policy makers cannot, of course, simply advocate leaving disadvantaged neighborhoods as a sole strategy for families there. We must apply policies like those noted above to help the families that stay behind. Helping people move to opportunity is certainly one valid strategy, but moving opportunity to people where they are is another. Longer-Term Investments in Opportunity As discussed above, the long-term rise of income inequality has negative impacts on long-term opportunity and mobility through at least three channels. Children in neighborhoods of concentrated poverty are exposed to more environmental hazards, lower-quality public goods, and less privileged social networks than children in higher-income neighborhoods. Higher-income parents can invest in more enrichment opportunities for their children, and children from wealthier families can attend more adequately funded schools. Addressing these long-term barriers requires policy interventions targeting inequality, inadequate housing, income and wage stagnation, nutritional and health support, educational access, and environmental degradation. Importantly, extensive research on longitudinal data data that tracks people or places over time finds that many of our safety net programs work as long-term mobility enhancers. They work like investments, with lasting impacts. CBPP has elaborated a set of recommendations for boosting longer-term opportunities in the spirit of this research by strengthening and extending successful safety net programs. For example, bipartisan support exists for significantly increasing the value of the EITC for childless adults. Older low-income childless workers are eligible for only a very small credit; e. Proposals to significantly increase the value of the credit would lift hundreds of thousands of workers out of poverty and bring millions closer to the poverty threshold. However, researchers argue that these expansion proposals could have positive impacts on longer-term labor supply, reduced incarceration, and higher marriage rates. Increasing the EITC is sometimes promoted as a substitute to higher minimum wages. But Sard also notes that relatively few families are able to use vouchers to find housing in low-poverty areas with access to better educational opportunities, and she suggests improvements that would enable more such moves, including increased incentives for state and local agencies to seek higher-opportunity locations; setting subsidy caps and jurisdictional rules that facilitate moving to opportunity; and direct assistance and encouragement both to landlords in low-poverty

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areas and to families who would benefit from moving to such areas. For example, Mitchell and Leachman recommend state-level policies that can reduce the negative effects of incarceration rates: I now turn to that and other policies that should be strongly resisted in the interest of promoting opportunity. Policies That Would Diminish Opportunity There are at least three areas where Congress and the Trump Administration are in danger of taking steps with the potential to significantly reduce opportunities: I have already testified to the opportunity-enhancing characteristics of publicly provided health care, including how it unlocks entrepreneurial opportunities and improves the long-term health and educational attainment of children who receive it. Subsidized coverage, a key component of the ACA, also provides income relief for families whose budgets are already tight even before paying for health coverage. In total, as scored by the Congressional Budget Office, the bill would have completely unwound the coverage gains of the ACA, adding 24 million to the ranks of the uninsured. Instead, as noted above, I urge members to build on the successes of the ACA and improve its flaws. That would mean expanding Medicaid to the 19 states that have yet to adopt it, introducing a public option into the insurance exchanges, as President Obama himself suggested last year, and strengthening the risk pool by raising enrollment and marketplace subsidies to lower out-of-pocket costs. As noted throughout this testimony, and as the work of Chetty and others have underscored, high levels of inequality are associated with immobility, wage and income stagnation, residential segregation, and diminished opportunity in both the near term and, especially regarding poor children facing educational and environmental barriers, the long term. As Congress moves on to tax policy, it is notable in this regard that, according to the non-partisan Tax Policy Center TPC , by , just short of percent of the tax cuts in the House Republican tax plan go to the top 1 percent see figure below. Many programs in this budget category are associated with reducing the opportunity barriers discussed throughout this testimony, including housing assistance programs, job training programs, Head Start, aid for poor school districts, Pell grants, the MEP discussed above a program within Commerce which helps small manufacturers access global supply chains , and block grants that support community and economic development.

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Chapter 5 : Supplier Diversity | Business & Community Economic Development

As a consequence of structural inequalities in access to knowledge and resources, students from racial and ethnic "minority" groups in the United States face persistent and profound barriers to educational opportunity.

KERA also featured a strong accountability program based on a new assessment system and providing financial rewards [to schools] for exceptional performance and significant sanctions for poor performance. Lois Gray, superintendent of schools in Hardin County, Kentucky, discussed in a preconference workshop how the Kentucky Educational Reform Act has changed education in her district. She described how faculty and staff in her district were now under the same kind of pressure to perform that Kentucky basketball coaches have been under for a long time: They are being put on the spot. So, we have tried to liken [schooling] to athletics. As discussed below, the Kentucky Educational Reform Act emphasizes capacity building, performance standards, and accountability. *Achieving High Educational Standards for All: The National Academies Press*. She argued that reform programs that mainly emphasize testing and accountability reflect the perception that lack of motivation is the primary problem that needs to be addressed. As in Kentucky, the potential threat of negative sanctions is used to motivate teachers and administrators in the schools she studied in Chicago. There is quite a bit of research that supports the idea that motivation is important in performance, and that there is some interplay between motivation, ability, and the situation in which people work. So, there is reason to emphasize motivation as well as capacity building [in reform]. But there also is quite a bit of research that says that motivation itself is largely dependent on whether the individuals involved think that they can attain whatever goal is set up. Since Rose began as a school funding equity case, it is not surprising that KERA places a strong emphasis on capacity building as well as accountability. KERA addresses capacity building by requiring specific programs and policies and by augmenting and equalizing funding. In addition to teacher professional development: There have been efforts to remove barriers to learning. One of those was to put family and youth resource service centers in the schools to make sure children get the physical care that they need, to help parents have the skills they need to parent, to provide advocacy for them when they need that. So, we are trying to take care of some of the disadvantages that sometimes happen. We have a homework bus that travels to communities where children may not go to the library. It has computers with homework helpers and online encyclopedias, and staff who can help. She went on to describe an information management system, not unlike what John Bransford described as an important tool to be used in promoting learning: Page 79 Share Cite Suggested Citation: At the click of a button, we can now manipulate different pieces of information so we can do an in-depth evaluation of how a specific child is doing, or how well specific groups are doing. Which children are not doing well? Which children are doing well? What can we learn about the ones who are successful? Where did their teachers go to school? What professional development did their teachers do? How do African American males do when they take algebra 1 from this teacher vs. Is there a difference? Can we replicate success? We can find that out in our data warehouse. These are some of the things we are doing in Hardin County to remove barriers for children, and similar things are happening elsewhere in Kentucky. Superintendent Gray has made substantial progress in improving achievement for students in Hardin County, and she says that Kentucky, as a whole, has made gains. I think that the thing that is most astounding about Kentucky is that somehow policy makers in Kentucky have convinced the voters to be patient, and I think that that is one of the most important lessons. If you can figure out a way to create incentives for patience, while at the same time having really clear milestones measuring progress toward goals , that will take you a long way toward solving a lot of these problems. Jacob Adams and Michael Rebell also addressed this issue in relation to the legal principle of educational adequacy. As Adams put it, the legal concept of educational adequacy has shifted the focus of the courts from issues related to the equality of inputs

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to outputsâ€”to the concern that students from all backgrounds should have a reasonable expectation of obtaining an adequate education, as it is defined by each state. For students from disadvantaged backgrounds, mere fiscal equity may not be sufficient to provide a reasonable assurance of an adequate education see Chapter 4 discussion of the educational achievement of students in high-poverty schools. Additional funding may be needed. Jacob Adams noted that this principle was acknowledged in a ruling of the Wisconsin supreme court in summer Rebell notes in this volume that funding equity cases have helped to diminish disparities between rich and poor districts but did nothing to address disparities among schools in the same district or funding disparities among the states. Interstate disparities account for approximately two-thirds of all funding disparities National Research Council, e. Despite the progress toward more equitable funding, substantial disparities remain between rich and poor districts and, to a lesser extent, between high- minority and other districts National Research Council, e: Ferguson in this volume and others National Research Council, e: The validity of this argument is difficult to assess, given the number and complexity of factors involved e. Ferguson addressed this question by evaluating studies of the effectiveness of spending for specific purposes. For example, he argued that spending on preschool and class size reduction improves academic outcomes Page 81 Share Cite Suggested Citation: Ferguson argued that evidence of the effectiveness of money spent on Title I or Chapter 1 , which along with Head Start is the largest federal education program serving disadvantaged students, has been hard to find. Although Head Start is discussed briefly in Chapter 2 , and evidence of the effectiveness of Head Start and Title I is briefly discussed by Ferguson [in this volume], these major programs affecting the education of minority and disadvantaged students were not discussed in detail by any conference presenter. Measures of teacher quality also are correlated with academic outcomes. To the extent that additional funding helps in the recruitment and retention of good teachers, then it is reasonable to argue that more money used for these purposes can improve educational outcomes for a more detailed discussion of these issues, see Ferguson, in this volume. In Chapter 3 , David Cohen argued that the quality of a school building or the presence of instructional materials in a school has little to do with student learning per se. For learning to occur, resources must be used, and used skillfully, in a well-coordinated instructional program. Of course, resources cannot be used in teaching and learning if they are not present or if school facilities are in such poor condition that the environment is not conducive to learning U. Department of Education, e; Kozol, Their presence or absence depends at least as much on good research, strong leadership, and organizational planning as on money. The first Bush administration launched a campaign called America to coordinate the implementation of the standards U. Department of Education, The Clinton administration continued and expanded this effort with two additional goals, and renamed the implementation campaign, Goals U. Perhaps even more importantly, many state governments have made standards and accountability the centerpiece of their education policies Curran, Several presenters argued that, at times, standards-based reform has been inappropriately equated with simply setting high standards and then holding students and educators accountable for achieving them. Developing the instructional capacity see Cohen, Chapter 3 needed to achieve the standards sometimes is overlooked as an integral part of standards-based reform. That may mean that you provide more funds,. But your fundamental question is: He made the point, however, that there is serious doubt as to whether the impact ultimately will be beneficial or harmful. Proponents of standards-based reform and high-stakes testing argue that since these students often are the ones who currently are being educated most poorly, they stand to gain the most from efforts to hold schools, students, and teachers to high standards of teaching and learning. They will be disproportionately retained in grade or denied high school diplomas. What it comes down to, I think, is whether we are going to use standards and high-stakes testing as Page 83 Share Cite Suggested Citation: Furthermore, Heubert noted, if a test is not used to secure the best available placement or treatment for students, then it is being used inappropriately. That is, educators should not have to choose between failing a large number of students or allowing those students to

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graduate or progress to the next grade without having achieved established performance standards. Standards-based reforms will help students if used in this way to build instructional capacity—to fine-tune and improve curriculum and instruction so that all children achieve well-defined, high academic standards. For Heubert, it is very much an open question what the effect of standards and high-stakes testing will be. Despite substantial efforts by some states to align standards, assessments, and curricula, Achieve found that some of the problems of validity and alignment described above in High Stakes remain unresolved Edwards, According to Heubert, the percentage of students—especially minority and disadvantaged students—who do not graduate from high school was already very high before states and school districts began their most recent round of increases in graduation and promotion requirements National Research Council, c: In the school year, 18 states required the passing of an exit exam to graduate from high school, with a total of 24 committed to implementing exit exams within the next several years. Of the 18 that required passage of a graduation exam in , 5 had exams calibrated to 10th grade level standards or higher. The number of states that will require mastery of similarly high standards within the next several years is expected to rise to 21 Edwards, In , three states required students to pass an examination in order to be promoted from one grade to another. Seven states are committed to implementing statewide promotion exams within the next few years. Heubert noted that, in addition to statewide testing policies, many big-city school districts require passage of a district-wide test both as a condition for graduation and for promotion from grade to grade. Students who are retained even once are at significantly increased risk of dropping out. He added that the effects of failing a promotion test often are not perceived until years later. The harm, or potential harm is invisible at the time initial retention occurs. In this sense, I would compare retention in grade with high blood pressure—a silent threat, whose effects are not felt until much later. The outcome will depend on the leadership and skill of educators to coordinate and fine-tune educational resources to meet the instructional needs of students from all backgrounds. The outcome also will depend on the willingness of the public and public officials to devote the resources needed to improve instructional capacity and to make sure that the resources are used wisely. Finally, much also will depend on the availability and use of high-quality research to guide educators and policy makers as they decide how best to make education spending matter. Chapter 6 provides examples of how researchers and practitioners are working together to make standards-based reform work for all children.

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Chapter 6 : Educational inequality - Wikipedia

Nearly half of the funding for public schools in the United States, however, is provided through local taxes, generating large differences in funding between wealthy and impoverished communities (National Center for Education Statistics, a).

Although similar, there can be important distinctions between the two. Equity[edit] Equity recognizes that some are at a larger disadvantage than others and aims at compensating for these peoples misfortunes and disabilities to ensure that everyone can attain the same type of healthy lifestyle. Examples of this are: Social justice leaders in education strive to ensure equitable outcomes for their students. Equality[edit] The American Library Association defines equality as: Everyone is given equal opportunities and accessibility and are then free to do what they please with it. However, this is not to say that everyone is then inherently equal. Some people may choose to seize these open and equal opportunities while others let them pass by. Socio-economic equity in education[edit] Education equality on countries that are members of the OECD. The numbers correspond to the average difference of points in the results of the PISA test of a student from a high socio-economic level and a student from a low socio-economic level in their respective country. A higher number represents a more unequal education system whilst a smaller number indicates a more equal education system Income and class[edit] Income has always played an important role in shaping academic success. Those who come from a family of a higher socioeconomic status SES are privileged with more opportunities than those of lower SES. Parents generally feel more comfortable intervening on behalf of their children to acquire better grades or more qualified teachers Levitsky. This creates an unfair advantage and distinct class barrier. Costs of education[edit] The extraordinarily high cost of the many prestigious high schools and universities in the United States makes an attempt at a "level playing field" for all students not so level. High-achieving low-income students do not have the means to attend selective schools that better prepare a student for later success. Because of this, low-income students do not even attempt to apply to the top-tier schools for which they are more than qualified. In addition, neighborhoods generally segregated by class leave lower-income students in lower-quality schools. Fewer than 30 percent of students in the bottom quarter of incomes even enroll in a four-year school and among that group, fewer than half graduate. Tracking sorts students into different classes or groups based on ability or future plans. Starting at an extremely young age, the sorting of students mimics a hierarchy similar to what may form later in life. Students are both viewed and treated differently depending on which track they take. The quality of teaching and curricula vary between tracks and as a result, those of the lower track are disadvantaged with inferior resources, teachers, etc. In many cases, tracking stunts students who may develop the ability to excel past their original placement. Racial equity in education[edit] From a scientific point of view, the human species is a single species. Nevertheless, the term racial group is enshrined in legislation, and phrases such as race equality and race relations are in widespread official use. This includes providing students with a full opportunity for participation in all educational programs regardless of their race. Below are some examples of countries that have to deal with racial discrimination in education. US Department of Education: The Commission on Equity and Excellence in Education issues a seminal report in Rather, this is a declaration of an urgent national mission: This collective wisdom is a historic blueprint for making the dream of equity, and a world-class education, for each and every American child a reality. From the beginning of this nation, there were many barriers to the schooling and education of girls and racial, national origin, and language groups not from the dominant culture. Approaches and resources for achieving equality and equity in the public schooling of girls and ethnic, racial, and language minority groups are still evolving. Globalization of the economy, increasingly diverse and interconnected populations, and rapid technological change are posing new and demanding challenges to

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individuals and societies alike. School systems are rethinking the knowledge and skills students need for success, and the educational strategies and systems required for all children to achieve them. Within the Asia-Pacific region, for example, Korea, Shanghai-China, and Japan are examples of Asian education systems that have climbed the ladder to the top in both quality and equity indicators. During the apartheid era, which began when the National Party won control of Parliament in and ended with a negotiated settlement more than four decades later, the provision of education was racially unequal by design. Resources were lavished on schools serving white students while schools serving the black majority were systematically deprived of qualified teachers, physical resources and teaching aids such as textbook and stationery. The rationale for such inequity was a matter of public record. By embedding race equality in teaching and learning, institutions can ensure that they acknowledge the experiences and values of all students, including minority ethnic and international students. Universities Scotland first published the Race Equality Toolkit: Gender discrimination in education has been very evident and underlying problem in many countries, especially in developing countries where cultural and societal stigma continue to hinder growth and prosperity for women. Some of the reasonings that girls provided include harassment, restorations to freedom, and an inherent lack of opportunities, compared to boys. It promotes individual freedom and empowerment and yields important development benefits. And yet girls in many underdeveloped countries are denied secondary education. Figure on the right shows the discrepancies in secondary education in the world. Countries such as Sudan, Somalia, Thailand and Afghanistan face the highest of inequity when it comes to gender bias. A New York Times article [16] highlights how education systems, especially public school systems, tend to segregate. Boys and girls are often taught with different approaches, which programs children to think they are different and deserve different treatment. However, studies show that boys and girls learn differently, and therefore should be taught differently. Boys learn better when they keep moving, while girls learn better sitting in one place with silence. Therefore, "in this reasoning" segregating the genders promotes gender equity in education, as both boys and girls have optimized learning. This category primarily relates to the bias displayed for education external to the school environment. This includes restraints due to poverty and child labour, socio-economic constraints, lack of parental involvement and community participation. Harmful practices like child marriage and predetermined gender roles are cultural hindrances. Lack of investment in quality education, inappropriate attitudes and behaviors, lack of female teachers as role models and lack of gender-friendly school environment are all factors that promote gender inequity in education. Equity in education increases the work force of the nation, therefore increasing national income, economic productivity, and [gross domestic product]. It reduces fertility and infant mortality, improves child health, increases life expectancy and increases standards of living. Above all, female education can increase output levels and allow countries to attain sustainable development. Equity in education of women also reduces the possibilities of trafficking and exploitation of women. While progress is being made in sub-Saharan Africa in primary education, gender inequality is in fact widening among older children. The ratio of girls enrolled in primary school rose from 85 to 93 per boys between and, whereas it fell from 83 to 82 and from 67 to 63 at the secondary and tertiary levels. The Center for the Study of Race and Equity in Education unites University of Pennsylvania scholars who do research on race, racism, racial climates, and important topics pertaining to equity in education. Center staff and affiliates collaborate on funded research projects, environmental assessment activities, and the production of research reports. Principally, the Center aims to publish cutting-edge implications for education policy and practice, with an explicit focus on improving equity in schools, colleges and universities, and social contexts that influence educational outcomes. What follows is a work in progress, started by members of a class entitled "Equity in 12 Public Education" held the Fall of and "Equity and Social Justice in Education: The site has timelines, reviews of articles on selected issues, and additional resources. Asia Society is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among

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peoples, leaders and institutions of Asia and the United States in a global context. Across the fields of arts, business, culture, education, and policy, the Society provides insight, generates ideas, and promotes collaboration to address present challenges and create a shared future. The highest performing education systems are those that combine quality with equity. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential definition of fairness and that all individuals reach at least a basic minimum level of skills definition of inclusion. In these education systems, the vast majority of students have the opportunity to attain high-level skills, regardless of their own personal and socio-economic circumstances. Education Northwest works to transform teaching and learning by providing resources that help schools, districts, and communities across the country find comprehensive, research-based solutions to the challenges they face. The Intercultural Development Research Association IDRA is an independent, non-profit organization that is dedicated to assuring educational opportunity for every child. The South Central Collaborative for Equity helps schools become more racially equitable, ensure equal opportunity for academic achievement, provide fair discipline, decrease conflict, and engage parents and community members. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential. The Centre undertakes and informs policy design, implementation, and institutional practice to improve higher education participation and success for marginalised and disadvantaged people in Australia. Race, social class, and gender as issues related to schooling have received major attention from educators and social scientists over the last two decades. Race equality in education - a survey report by England[edit] The local authorities in England gave a survey report Race equality in education in November This report illustrates good practice on race equality in education in a sample of schools and local education authorities LEAs surveyed between the summer of and the spring of The survey focused on schools and LEAs that were involved effectively in race equality in education. Four areas were examined by inspectors: Race equality and education “ by UK educational system[edit] The Association of Teachers and Lecturers ATL ATL promotes and protects the interests of its members “ teachers, lecturers, support staff and other education professionals introduced a practical resource for the school workforce Race equality and education in the UK educational system. Lee described the rationale for a special theme issue, "Reconceptualizing Race and Ethnicity in Educational Research. This paper evaluates progress towards this goal using three distinct concepts: The authors find that the country has succeeded in establishing racial equity defined as equal treatment, primarily through race-blind policies for allocating state funds for schools. Progress measured by the other two criteria, however, has been constrained by the legacy of apartheid, including poor facilities and lack of human capacity in schools serving black students, and by policies such as school fees. A review of a sample of education literature from four academic journals, spanning ten years, sought to determine how much these status groups were integrated. The study found little integration. The study then provided a research example on cooperative learning to illustrate how attention to only one status group oversimplifies the analysis of student behavior in school. From findings of studies integrating race and class, and race and gender, the study argues that attending only to race, in this example, oversimplifies behavior analysis and may help perpetuate gender and class biases. To determine to what extent race, social class, and gender are integrated in the education literature, the study examined a sample of literature published over a ten-year period and 30 articles focused primarily on race, or on school issues related directly to race, such as desegregation. Asia Society organized the Global Cities Education Network, a network of urban school systems in North America and Asia to focus on challenges and opportunities for improvement common to them, and to virtually all city education systems. Supporting Disadvantaged Students and Schools a , which

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maps out policy levers that can help build high quality and equitable education systems, with a particular focus on North American and Asia-Pacific countries. Those without the skills to participate socially and economically in society generate higher costs of healthcare , income support , child welfare and social security. While the feminist movement has made great strides for women, other groups have not been as fortunate. Generally, social mobility has not increased, while economic inequality has.

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Chapter 7 : Can Education Eliminate Race, Class, and Gender Inequality

Ensuring Equal Opportunity in Public Education How Local School District Funding Practices Hurt Disadvantaged Students and What Federal Policy Can Do About It.

Inequality in Teaching and Schooling: Few Americans realize that the U. Poor and minority students are concentrated in the least well-funded schools, most of which are located in central cities or rural areas and funded at levels substantially below those of neighboring suburban districts. Recent analyses of data prepared for school finance cases in Alabama, New Jersey, New York, Louisiana, and Texas have found that on every tangible measure—from qualified teachers to curriculum offerings—schools serving greater numbers of students of color had significantly fewer resources than schools serving mostly white students. In combination, policies associated with school funding, resource allocations, and tracking leave minority students with fewer and lower-quality books, curriculum materials, laboratories, and computers; significantly larger class sizes; less qualified and experienced teachers; and less access to high-quality curriculum. The end results of these educational inequalities are increasingly tragic. Whereas a high school dropout had two chances out of three of getting a job 20 years ago, today he or she has less than one chance out of three, and the job he or she can get pays less than half of what would have been earned 20 years earlier WT Grant Foundation, The effects of dropping out are much worse for young people of color than for whites. Even recent graduates from high school struggle to find jobs. Those who do not succeed in school are becoming part of a growing underclass, cut off from productive engagement in society. In addition, working class young people and adults who were prepared for the disappearing jobs of the past teeter on the brink of downward social mobility. Because the economy can no longer absorb many unskilled workers at decent wages, lack of education is increasingly linked to crime and welfare dependency. Women who have not finished high school are much more likely than others to be on welfare, while men are much more likely to be in prison. National investments in the last decade have tipped heavily toward incarceration rather than education. Department of Commerce, , p. The situation is worse in some parts of the country. In , there were more African-American citizens on probation, in jail, in prison, or on parole 1., than there were in college 1., U. Department of Commerce, table numbers and , pp. Increased incarceration, and its disproportionate effects upon the African-American community, are a function of new criminal justice policies and ongoing police discrimination Miller, as well as lack of access to education. Meanwhile, schools have changed slowly. As I describe below, schools that serve large numbers of students of color are least likely to offer the kind of curriculum and teaching needed to meet the new standards being enacted across the states and to help students attain the skills needed in a knowledge work economy. Although overall educational attainment for black Americans increased steadily between and , this trend is reversing in some states that have imposed graduation exams without improving opportunities to learn. However, dropout rates have been increasing for black male students since Recent evidence from individual states like Texas, Florida, and Georgia where exit exams have been instituted indicates that dropout and pushout rates have increased substantially for African-American and Hispanic students during the s Haney, The situation in many urban school systems deteriorated throughout the s and s as drops in per pupil expenditures have accompanied tax cuts while immigration and enrollments have grown. Urban schools serve increased numbers of students who do not speak English as their native language and growing proportions requiring special educational services. These students are increasingly served by growing numbers of unqualified teachers who have been hired since the late s. As new tests in many states and the National Assessment of Educational Progress, focus more on higher-order skills, problem solving, analytic and writing ability, they diverge from the lower-level skills taught in many texts and tested by widely used multiple choice examinations. Students whose education is guided mostly by workbooks compatible with basic skills tests find

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themselves at a growing disadvantage when they confront the more challenging expectations of new standards and the assessments that accompany them. As Taylor and Piche noted: Inequitable systems of school finance inflict disproportionate harm on minority and economically disadvantaged students. On an inter-state basis, such students are concentrated in states, primarily in the South, that have the lowest capacities to finance public education. On an intra-state basis, many of the states with the widest disparities in educational expenditures are large industrial states. In these states, many minorities and economically disadvantaged students are located in property-poor urban districts which fare the worst in educational expenditures. In addition, in several states economically disadvantaged students, white and black, are concentrated in rural districts which suffer from fiscal inequity pp. In their review of resource allocation studies, MacPhail-Wilcox and King summarized the resulting situation as follows: School expenditure levels correlate positively with student socioeconomic status and negatively with educational need when school size and grade level are controlled statisticallyâ€Teachers with higher salaries are concentrated in high-income and low-minority schools. Furthermore, pupil-teacher ratios are higher in schools with larger minority and low-income student populationsâ€ Educational units with higher proportions of low-income and minority students are allocated fewer fiscal and educational resources than are more affluent educational units, despite the probability that these students have substantially greater need for both p. These inequalities are increasingly the subject of legal action. The State of New York provides a recent example. Studies have found that by virtually any resource measureâ€state and local dollars per pupil, student-teacher ratios and student-staff ratios, class sizes, teacher experience, and teacher qualificationsâ€ districts with greater proportions of poor and minority students receive fewer resources than others Berne, State of New York. A similar suit is now pending in the Superior Court of California Williams v. A critical problem is that shortages of funds make it difficult for urban and poor rural schools to compete in the marketplace for qualified teachers. When districts do not find qualified teachers, they assign the least able individuals to the students with the least political clout. In , for example, the Los Angeles City School District was sued by students in predominantly minority schools because their schools were not only overcrowded and less well funded than other schools, they were also disproportionately staffed by inexperienced and unprepared teachers hired on emergency credentials Rodriguez et al. Consent decree filed August 12, A growing body of research suggests that inequitable distributions of qualified teachers are a major cause of the achievement gap. Recent studies have found that differential teacher effectiveness is an extremely strong determinant of differences in student learning, far outweighing the effects of differences in class size and heterogeneity. These studies also find evidence of bias in assignment of students to teachers of different effectiveness levels, including indications that African American students are nearly twice as likely to be assigned to the most ineffective teachers and about half as likely to be assigned to the most effective teachers. Other data also indicate that black students are more likely to attend large schools than white students Paterson Institute, , with much larger than average class sizes NCES, a, p. A , and confirm that smaller schools and classes make a difference for student achievement for a review, see Darling-Hammond, These findings are confirmed elsewhere. Student test scores 5th grade math by effectiveness level of teachers over a three-year period, for two metropolitan school systems. Cumulative and Residual Effects of more Of the inputs which are potentially policy-controllable teacher quality, teacher numbers via the pupil-teacher ratio and capital stock our analysis indicates quite clearly that improving the quality of teachers in the classroom will do more for students who are most educationally at risk, those prone to fail, than reducing the class size or improving the capital stock by any reasonable margin which would be available to policy makers p. Effects of educational investments: Achievement gains were calculated as standard deviation units on a range of achievement tests in the 60 studies reviewed. Unfortunately, policymakers have nearly always been willing to fill teaching vacancies by lowering standards so that people who have had little or no preparation for teaching can be hired, especially if their clients are minority and

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low-income students. As Evertson and colleagues concluded: The available research suggests that among students who become teachers, those enrolled in formal preservice preparation programs are more likely to be effective than those who do not have such training. Moreover, almost all well planned and executed efforts within teacher preparation programs to teach students specific knowledge or skills seem to succeed, at least in the short run. Most important, their students learn at lower levels. See figure 3. *Journal of Teacher Education*, 36 3 May-June; more Teacher expertise and curriculum quality are interrelated, because expert teachers are a prerequisite for the successful implementation of challenging curriculum. Thus, policies that resolve shortages in poor districts by hiring unprepared teachers serve only to exacerbate the inequalities low-income and minority children experience. He found that differences in reading outcomes among students were almost entirely explained not by socioeconomic status or race, but by the quality of instruction the students received: Our evidence shows that the level of learning responds strongly to the quality of instruction: However, the study also found that the quality of instruction received by African-American students was, on average, much lower than that received by white students, thus creating a racial gap in aggregate achievement at the end of first grade. These students, though, learned less during first grade than their lower-aptitude white counterparts because their teacher was unable to provide the quality instruction this talented group deserved. Furthermore, teachers who have had more professional coursework are more likely to use an approach that integrates literature and writing, which is associated with stronger achievement. For example, teachers with more staff development hours in reading are much more likely to use a wide variety of books, newspapers, and materials from other subject areas and to engage students in regular writing, all of which are associated with higher reading achievement. They are also less likely to use reading kits, basal readers, and workbooks which are associated with lower levels of reading achievement. NAEP, Most studies have estimated effects statistically based on natural occurrences of different tracking policies. Another study of African-American high school youth randomly placed in public housing in the Chicago suburbs rather than in the city, found similar results. Compared to their comparable city-placed peers who were of equivalent income and initial academic attainment, the students who were enabled to attend largely white and better-funded suburban schools had better educational outcomes across many dimensions. These examples are drawn from carefully controlled studies that confirm what many other studies have suggested. The Unequal Distribution Of Teachers Minority and low-income students in urban settings are most likely to find themselves in classrooms staffed by inadequately prepared, inexperienced, and ill-qualified teachers because funding inequities, distributions of local power, labor market conditions, and dysfunctional hiring practices conspire to produce teacher shortages of which they bear the brunt. By every measure of qualifications, unqualified and underprepared teachers continue to be found disproportionately in schools serving greater numbers of low-income or minority students. NCES, a. The vast majority of these teachers were assigned to the most disadvantaged schools in central city and poor rural school districts. Districts with the greatest concentrations of poor children, minority children, and children of immigrants are also those where incoming teachers are least likely to have learned about up-to-date teaching methods or about how children grow, learn, and develop—and what to do if they are having difficulties. In addition, when faced with shortages, districts often hire substitutes, assign teachers outside their fields of qualification, expand class sizes, or cancel course offerings. No matter what strategies are adopted, the quality of instruction suffers. This adds additional problems of staff instability to the already difficult circumstances in which central city youth attend school. Where these practices persist, many children in central city schools are taught by a parade of short-term substitute teachers, inexperienced teachers without support, and underqualified teachers who are not really familiar with either their subject matter or effective methods. The California Commission on the Teaching Profession concluded that disproportionate numbers of minority and poor students are taught throughout their entire school careers by the least qualified teachers. This sets up the school failure that society predicts for them. Based on teacher experience, certification status,

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preparation in the discipline, degrees, self-confidence, and teacher and principal perceptions of competence, it is clear that low-income and minority students have less contact with the best-qualified science and mathematics teachers. Our evidence lends considerable support to the argument that low-income, minority, and inner-city students have fewer opportunitiesâ€”They have considerably less access to science and mathematics knowledge at school, fewer material resources, less-engaging learning activities in their classrooms, and less-qualified teachersâ€” p. Access to High-Quality Curriculum In addition to being taught by teachers less qualified than those of their white and suburban counterparts, urban and minority students face dramatic differences in courses, curriculum materials, and equipment. Unequal access to high-level courses and challenging curriculum explains much of the difference in achievement between minority students and white students. These data also demonstrate that for students of all racial and ethnic groups, course taking is strongly related to achievement. For students with similar course taking records, achievement test score differences by race or ethnicity narrow substantially Jones, ; College Board, , p. One source of inequality is the fact that high-minority schools are much less likely to offer advanced and college preparatory courses in mathematics and science than are schools that serve affluent and largely white populations of students Matthews, ; Oakes, Schools serving predominantly minority and poor populations offer fewer advanced courses and more remedial courses in academic subjects, and they have smaller academic tracks and larger vocational programs NCES, ; Rock et al. The size and rigor of college preparatory programs within schools vary with the race and socioeconomic status of school populations California State Department of Education, As plaintiffs noted in the New Jersey school finance case, wealthy and predominantly white Montclair offers foreign languages at the preschool level, while poor and predominantly black Paterson does not offer any until high schoolâ€” and then, relatively few. When high-minority, low-income schools offer any advanced or college preparatory courses, they offer them to only a very tiny fraction of students. Thus, at the high school level, African American, Hispanics, and Native Americans have traditionally been underrepresented in academic programs and overrepresented in general education or vocational education programs, where they receive fewer courses in areas such as English, mathematics, and science College Board,

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Chapter 8 : Affirmative Action

U.S. Department of Education! Office for Civil Rights Washington, DC Revised August INTRODUCTION. In recent years, there has been a surge of immigrants with limited English language skills to the United States.

Blog Affirmative Action Affirmative Action began as a plan to equalize the educational, employment, and contracting opportunities for minorities and women with opportunities given to their white, male counterparts. Such race-conscious Affirmative Action programs have been the source of much controversy and sometimes violent protests. Race-conscious affirmative action programs are subject to review under Title VII of the Civil Rights Act of 1964, if practiced by private or public employers and unions, Title VI if practiced by state or private recipients of federal funds, and the Equal Protection Clause of the 14th Amendment, if practiced by governmental agencies. At the same time, the Civil Rights Act was being enforced by the federal courts against discriminatory companies, unions, and other institutions. Through those contractor commitments, the department also could indirectly pressure labor unions, who supplied the employees at job sites, to create more ethnically balanced work crews. One key case in understanding the Civil Rights Act and its intentions was the *Griggs v. Duke Power Company* case of 1971. That case held that not only is intentional racial discrimination prohibited, but also hiring and employment policies that have perpetuated the effects of past discrimination. In addition, arbitrary blocks against the employment and advancement of black employees that were unintentional are prohibited and to be removed by private employers. Further, it discriminated against black applicants who, due to a history of inadequate education in racially segregated schools, would more likely fail the test than their white counterparts. The standard holds that it is not always possible to recognize those who would have been hired under employment practices that perpetuate racial exclusion. It established that companies failing to employ a workforce that reflected the racial makeup of the "local, qualified" labor force, were in violation of the act. It also set a precedent for outcome-oriented Affirmative Action policies. Prior to the fall of 1964, universities had not given racial nor ethnic integration a top priority in awarding admission to their learning institutions. Since there were so few racial and ethnic minority students who received a Ph. D. At the same time, Anglo-American philosophy began to change from an indirect treatment of moral and political questions having to do with justice, to actually stating their views. Thus the debate over the legitimacy of Affirmative Action began on university campuses throughout the country, while those institutions were forced to exercise racial and gender preferences in their selection processes. *Bakke*, that explicit quotas violated the Equal Protection Clause. They did, however, find it legal to use race as one of many other factors in determining admissions to universities, using informal targets for minority admissions rather than strict quotas. Two differing opinions were written in the *Bakke* case. While both agreed that universities may use race-based affirmative action practices for admissions, they could not agree on the fundamental reasons to account for them. Contracting businesses Regarding private businesses that contract with the federal government, the Supreme Court held in *Fullilove v. Klutznick* of that federal funds should be set aside for a certain percentage of minority-owned businesses that are not involved in discriminatory practices. As in the *Griggs* case, those set-asides could not continue longer than the effects of the discrimination. It also would provide a procedure to prevent non-disadvantaged, minority businesses from claiming the set-aside, and ensure that not too great a burden is placed on fault-free, non-minority businesses. But those innocent, non-minority businesses could be required to subcontract 10 percent of their business to minority businesses. Since a number of decisions based on prohibiting the perpetuation of the effects of discrimination came after the *Griggs* case, the Supreme Court held that those practices performed prior to the Civil Rights Act were not illegal. *Fullilove* asserted that Congress has the same power over private parties contracting businesses that allows for regulating state action under *Griggs*-style disparate impact standards, even though *Washington v.*

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Davis does not directly allow such an action for private parties under the Equal Protection Clause. Federal agencies In the *Washington v. Davis* case of , the Supreme Court determined that the federal government could not be held to the same disparate impact standard, under the due process clause of the Fifth Amendment , because private employers were under the Civil Rights Act. In that case, black plaintiffs sued the Washington, D. It could not be proven effective in determining the capability of its applicants. In more recent history, President Bill Clinton signed a direct order on July 19, , avowing support of affirmative action, stating that all Affirmative Action programs be reviewed by cabinet secretaries and agency officials to determine if they met four tests. In an effort to bring the federal government into compliance with the recent Supreme Court ruling in the *Adarand v. Peña* case, Clinton stated that a program must be eliminated or reorganized if it: It also stated, among other things, that race-generated programs must be narrowly tailored to reach their intended goal and serve a compelling government interest. *Weber* case, the Supreme Court ruled that the private sector could apply voluntary racial preference programs in hiring. On the other hand, others believed that a temporary imbalance in employment and higher learning institutions helped to counteract past injustices until racial, minority, and gender equality could be achieved. Reagan believed that the government promoted reverse discrimination and stated that it should relax its efforts to reach employment equality on behalf of blacks and other minority groups. He also believed that compensating blacks and other minority groups for past discrimination with hiring quotas, numerical goals, and timetables, ought to be eliminated. As a result of those cuts, the EEOC filed 60 percent fewer cases by than it had at the beginning of the Reagan administration. Also, cases against segregation in schools or housing, prepared by the Justice Department, virtually disappeared. In support of Affirmative Action An example of the policy succeeding is the improvement of schooling for minorities. From to , the percentage of blacks ages who graduated from college rose from 5. A survey performed in of primary-care physicians from 51 California communities found a direct relation between the ethnic or race group and the physicians who served them. Increases in African-American and Hispanic physicians have paralleled a proportional rise in the quality of health care received in communities with higher concentrations of those minorities. Many minorities and women continue to support Affirmative Action, but a growing number of them are admitting that the benefits may no longer be worth its side effect: Overall, minorities and women continue to possess the vastly lower-paying jobs and are actively discriminated against in some sectors. By requiring corporations and contracting businesses to exercise special consideration for minorities and women in their hiring practices, the end result has sometimes been a less experienced or qualified workforce, resulting in a decreased ability to compete against less racially diverse corporations. In many cases, however, with increased training opportunities, those less qualified have proven to become as effective as those more skilled. Conclusion The debate over the need for, and type of, Affirmative Action practices continues today in the courts. Many contend that the effects it was attempting to achieve have not been accomplished. In the private sector, the debate also continues with white males accusing Affirmative Action of robbing them of promotions and other opportunities. Corporations continue to voice their concerns for overall effectiveness to compete against less racially diverse corporations. Has affirmative action come to the end of its lifespan of effectiveness? Will there be other measures taken to ensure a more racially and gender-balanced society? Off-site search results for "Affirmative Action" Affirmative Action Do the beneficiaries of affirmative action deserve their benefits. Do the losers deserve their loss? Other Affirmative Action Pages Affirmative Action Information Center Center Race, Gender, and Affirmative Action:

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Chapter 9 : Unequal School Funding in the United States - Educational Leadership

The United States simply cannot afford the enormous waste of human capital, talent, and the economic costs of the opportunity gap. Yet today, perhaps for the first time in decades, a growing opportunity gap threatens to decrease social mobility and solidify the transmission of privilege from one generation to the next.

As stated in the Policy, the goal of the Targeted Business Program is to meet: Toward this goal the University is committed to the use of its purchasing power to enhance employment and business opportunities with targeted businesses. The Office for Business and Community Economic Development is charged with outreach, monitoring and reporting responsibilities necessary to impact this goal. Both current and historical facts are considered in determining ownership qualifications and participation in the management and operations of the company. Your business is a for-profit enterprise. Your business is physically located in the United States or its trust territories. Trust Territories of the Pacific or the Northern Marianas. A person who is an American Indian, Eskimo, Aleut or Native Hawaiian, and regarded as such by the community of which the person claims to be a part. Native Americans must be documented members of a North American tribe, band or otherwise organized group of native people who are indigenous to the continental United States and proof can be provided through a Native American Blood Degree Certificate i. The minority owner s shall possess the power to direct or cause the direction of the management and policies of the firm and shall possess the capability of making day-to-day as well as major decisions on matters of management, policy and operations of the firm. Such control shall be known or at least tacitly acknowledged in day-to-day operations by employees and business references of the business. The minority ownership and control shall be real and continuing and not created solely to take advantage of special programs aimed at minority business development. The Targeted Business Program serves as a first stop for certified targeted business wanting to explore potential opportunities to do business with the University. Learn more about how the University purchases goods and services by visiting our vendor links. Designed to recognize University departments and individual staff persons who demonstrate exemplary efforts in supporting and doing business with Targeted Businesses; the AIR Program is a key means of recognizing program excellence. Through this program departments can receive financial rewards based on their efforts to purchase goods and services from targeted businesses while individual staff are also recognized and rewarded for their work in assisting and creating business opportunities for targeted businesses. Construction The University of Minnesota is committed to community and economic development. In partnership with community-based organizations, city government, unions, and primary contractors, the University strives to implement innovative strategies to build a diverse labor force on all University construction projects. At the start of every project, general contractors are required to establish levels of participation for targeted businesses. On a monthly basis, these reports are reviewed to determine if the projects are realized, and to identify areas for improvement.