

RACE AND EDUCATION

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Annotated Bibliography

Anderson, A. C., & Foster, P. J. (1964). Discrimination and Inequality in Education. *Sociology of Education*, 38(1), 1-18.

This article critically examines discrimination, inequality, and prejudices in the educational system. Diversity within the educational system is primarily responsible due to the extent, purpose and basis of differential treatment among a diverse population. The difficult to both identify and utilize discrimination poses many difficulties. It is important to define “discrimination” so that social policy can create an enhanced society where educational access is equal for all.

Arnold, D. H., & Doctoroff, G. L. (2003). The Early Education of Socioeconomically Disadvantaged Children. 518-536. *Annual Review of Psychology*, 54(1), 517.

This article reviews selected research concerning low socioeconomic children and education. Race and culture is included as both of these factors play a significant role in educational attainment as well as an increased risk for poverty. In addition, this article explores gender and education. Low socioeconomic boys are less likely to succeed in school, while girls are less likely to pursue careers in math and science.

Donnor, J. K. (2012). Whose Compelling Interest? The Ending of Desegregation and the Affirming of Racial Inequality in Education. *Education and Urban Society*, 44(5), 535-552. doi:10.1177/0013124511404888

This article examines *Parents v. Seattle School District*, the United States Supreme Court ruling that declares public school integration unconstitutional. “Whiteness” and White privilege, according to the author, still remains deeply engraved in society today, and was the primary reason why the Supreme Court ruled against school integration. Unfortunately, the Supreme Court ruling further promoted inequality within the educational system, and resisted enhanced educational opportunities to students of color.

Guiffrida, D. A., & Douthit, K. Z. (2010). The Black Student Experience at Predominantly White Colleges: Implications for School and College Counselors. *Journal of Counseling and Development*, 88(3), 311-318.

This article is primarily composed for college counselors in their mission to providing support and assistance to Black students attending Predominantly White institutions (PWIs). This article provides basic research conducted on Black students attending PWIs, with the intention of creating better counselor-student relationships. The research included in the article focuses on how relationships, environment, clubs, and general administration can be both a liability and positive influence on students.

Heckman, J. J. (2005). *The Region*. 19(2), 18-29.

James J. Heckman, an American economist who won the Nobel Prize in 2000 for his analysis of selective samples, was interviewed by *The Region*. Heckman reflects on personal experiences which include discrimination, segregation, and prejudices within the community. He further analyzes childhood education and the black-white disparities. Early intervention programs prove to be successful programs which help enrich the lives of students who have very little resources.

Katel, Peter. (2011, October 28). Child Poverty. *CQ Researcher*. Sage Publications. Volume 21, Number 38. Pages 901-928.

This article examines the implications of poverty in America. It includes statistics, qualitative, and quantitative studies concerning the effects of poverty. A chronology is included in the article, outlining the early welfare goals in history since 1909-2011. It also provides stories concerning random American citizens living in poverty. These stories address the struggles and outcomes for people living in poverty conditions.

Kozol, Jonathon. (2008). *Letters to a Young Teacher*. Three Rivers Press.

Jonathon Kozol, an education activist and accomplished writer, shares letters with Francesca, a new teacher immersed in an Boston inner-city school. The letters that they share, and the honesty in the content of the letters, is incredible. Kozol writes of the current problems in the education system, such as segregated school, standardized testing, and a lack of teachers willing to incorporate creativity into the classroom. Overall, his vast experience and general view of teaching provides readers and Francesca with sound advice to teaching in America.

Monroe, Carla R. (2005). Why Are “Bad Boys” Always Black?: Causes of Disproportionality in School Discipline and Recommendations for Change, *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*. 97:1. Pages 45-50.

Carla Monroe, an assistant professor at Wheelock College in Boston, explains the connection between school experiences and delinquency. Of primary concern, there is a clear over-representation of Black males in the U.S justice system and school delinquency patterns. Monroe mentions how zero-tolerance policies, and White privilege continue to add to the flawed education system, which actively seeks African Americans for disciplinary problems. Recommendations for educators to address disproportionality are provided at the end of the text.

Perna, L., Milem, J., Gerald, D., Baum, E., Rowan, H., & Hutchens, N. (2006). The Status of Equity for Black Undergraduates in Public Higher Education in the South: Still Separate and Unequal. *Research in Higher Education*, 47(2), 197-228. doi:10.1007/s11162-005-8886-2

This article examines the equality in higher education institutions for Black students in the South. Statistics show that significant improvements have been implemented into the education system, however, substantial inequality in bachelor attainment and enrollment in higher educational institutions still remain for Black students in the South. The status of Blacks vary dependent upon certain higher education institutions.

Roksa, J. (2011). Differentiation and work: Inequality in Degree Attainment in U.S. Higher Education. *Higher Education*, 61(3), 293-308. doi:10.1007/s10734-010-9378-7

This article explores the results from the National Longitudinal Survey of Youth of 1997 (NLSY97). This study shows how students' employment patterns are related to degree completion in a differentiated system of higher education. Those students' who dedicate more hours to paid employment have negative consequences when trying to attain a degree in higher educational institutions. Intention of article is to develop a more comprehensive understanding of inequality through the relationship of differentiation and paid employment.

Social Class Effects and Multiple Identities. (2007). *ASHE Higher Education Report*, 33(3), 59-68.

A review on literature that focuses on higher education coexisting with ranging socioeconomic status, social class, and income status. The article addresses the issue of race and educational attainment. In addition, the article explores how gender, race and class can play a significant role in college choice, access, and experiences.

Race and Education

INTRODUCTION

On the morning of November 17, 2006, the New York City Police Department (NYPD) swarmed Wadleigh Secondary School. The officers' descent on Wadleigh, a Manhattan public high school attended by over 880 students, was not a spontaneous response to an emergency situation. Instead, it was a routine, if unannounced, visit – part of New York City's campaign to reduce the number of weapons in schools by deploying NYPD personnel to a random junior high or high school each day to install metal detectors that students must pass through in order to get to class. At Wadleigh, the NYPD installed metal detectors inside the school building before the school day began and sent in dozens of officers to patrol the school. Every student, in order to enter the building, was required to walk through the metal detectors and to have his or her backpack, jacket, and other belongings searched by officers' probing hands. Officers selected some students for additional scanning with handheld metal detectors, requiring them to lean against a table or wall, spread their legs, hold their arms out, and lift each foot to be wanded. The metal detectors and searches caused chaos with some students missing as many as three class periods while waiting in line to be scanned. In all, over one-third of students were marked late for class. Attendance at Wadleigh dropped about ten percent that day (Fellow and Mukherjee, 2007).

The excerpt from the article, “Criminalizing the Classroom: The Over-Policing of New York City Schools”, is not an uncommon scenario in today's urban school system. The criminalization of under-privileged students is a big problem considering that militaristic policing disproportionality takes place on campuses serving primarily minority populations. Therefore, the low-income schools are a distinct population that suffers from continual disadvantages in the education system when compared to wealthy schools serving advantaged children. This is one of the many examples of disproportionality in the United States. In other words, minority people lack the same opportunities and resources as advantaged, White people. This process may start as early as prenatal care, with mother's maintaining a nutritious diet and providing their children with active, stimulating experiences while in the womb. With minority women having trouble attaining affordable health care in the United States, there are already putting their future children at risk. While prenatal care is essential to infant educational

outcomes and vitality, many factors in early childhood contribute to a successful or detrimental educational experiences. For starters, child poverty in America is a serious concern. While poverty affects all age groups, individuals under the age of 18 are affected the most harshly. Therefore, a large majority of children, the future people of America, are living in poverty stricken conditions. Studies show that the effects of poverty on education is profound and multidimensional – those who experience poverty conditions are at high risk for academic failure (Katel, 2011). With this knowledge, one would assume that the United States is adequately funding and supporting early education, child care services, and programs designed to enriching the children of the future. However, early education receives very little money when compared to other expenditures, such a military expenses. This senior project will explore the discrepancies in race and education, and the contributing factors of minority exploitation in the American school system. The discrepancies in prenatal care, poverty, early childhood education, and the criminalization of minority students all contribute to a segregated, exploitative school system.

PRENATAL CARE

Educational success begins with mother's effectively taking care of their future child. It is a fact that minority women, poor women, and unmarried women are more likely to receive poor prenatal care. Research indicates that Black women are less likely to receive prenatal care when compared to White women. A study published in 1997, concerning the barriers in prenatal care, found that Black women face many challenges (Kiely, Schoendorf, Tossounian, 1997). About 8 percent of Black mothers began prenatal care during the third trimester, while only 2.5 percent of White mothers began prenatal care during the third trimester (Kiely, et al., 1997). African American mothers were more likely to be less educated, live in poverty, and have their medical expenses covered by Medicaid than White women (Kiely, et al., 1997). In addition, the study discovered that socio-economic status played a huge role in determining the level of prenatal care. However, this finding is not surprising

considering there is a strong correlation between differing racial groups and income. Unfortunately, income and wealth further reinforce the truth that White experiences do not replicate minority experiences. Low socio-economic status individuals are typically “minorities” and minorities do not reap the benefits of advantaged, Whites.

Jamie Lynch, the author of an article using the *Early Childhood Longitudinal Study-Birth Cohort* for data analysis, provides more substantial evidence concluding that minorities suffer prenatal care and education. The study found that minorities were at a greater risk for experiencing poor health, they are less likely to have health insurance, adequate doctors within a reasonable distance from their home, or receive quality medical care (Lynch, 2011). Racial minority women were also found to breast feed less often than White women, which is found to profoundly affect the infants future cognitive abilities (Lynch, 2011). Lynch's study also concluded that minority children are more likely to suffer from health problems, which positively correlate to the achievement gaps existing before formal schooling. The findings continually stress that low birth weight infants, particularly common in African American births, usually have a negative effect on schooling. Low birth weight infants, infants who are born under five pounds, are farther behind “healthy” children in math and literacy skills (Lynch, 2011).

A lack of prenatal care and prenatal education can be particularly devastating to an unborn child's educational opportunities later in life. Adequate and intentional prenatal care is extremely beneficial to the infant's health. For example, educated women who are “expecting” are mindful of the choices they make in their daily life for the well-being of their unborn child. Some healthy choices include reading to their child while in the womb, eating appropriate foods while pregnant, and avoiding stressful situations. While these healthy choices may seem “minor” to the lifespan of a child, the impact is overwhelming. So, in conclusion, because racial minority women receive poor prenatal care/education, they are unintentionally giving their child a disadvantaged future. As stated above,

proper infant care and maternal education are the beginning steps to fostering a bright future for a healthy child.

POVERTY IN AMERICA

While prenatal care is essential to providing positive educational outcomes for children, even more prevalent to educational success, is eradicating the current American poverty crisis. The U.S. Department of Health and Human Services provide shocking statistics on poverty in the United States. According to the U.S. Department of Health and Human Services, about 15.1% or 46 million Americans were living in poverty conditions in 2011 (ASPE Human Services, 2011). The particularly devastating “poverty-problem” in America affects children far more than any other age group. According to 2011 statistics, 21.9% of people under the age of 18 are living in poverty, with about 16.1 million children living in poor conditions (ASPE Human Services, 2011). With little surprise, poverty is highly divided between each race, with a substantial amount of minorities living in poor conditions. In 2011, about 37.4% of African American children live in poverty while 34.1% of Hispanic children live in poverty conditions (ASPE Human Services, 2011). Non-Hispanic White children are less likely to experience poverty, with about 12.5% of reported White children living in poverty in 2011 (ASPE Human Services, 2011). Longitudinal studies on poverty conclude that poverty has lasting effects, ultimately effecting children's educational performance far beyond their childhood years. This finding is extremely important, as about 1 in 5 children live in a household below the poverty line (Arnold and Doctoroff, 2003). What does this say about America's future? A historical background of poverty in the United States will provide a basis to understand the policies implemented today, and what we can do to fix America's poverty crisis.

According to researcher Peter Katel, children have been the main concern of U.S. anti-poverty efforts in the early 1900's (Katel, 2011). In 1909, Theodore Roosevelt led to established a federal

Children's Bureau and a foster-care system to ensure children's health and security (Katel, 2011). The security of subsidized child care was not fully promised in the early 1900's. Because counties were not legally required to participate in the state pension laws, vulnerable women must have had another source of income in order to sustain a living (Katel, 2011). Amongst the Great Depression, Franklin D. Roosevelt implemented the "New Deal" package, which included the Aid to Dependent Children (ADC) program. This program intended to provide a "reasonable subsistence" to families in need of monetary assistance (Katel, 2011). However, most of the states refused to grant subsidies to children who had been born out of wedlock. In other words, most states denied innocent children the right to receive government assistance because of harsh societal standards for women to birth a baby before wedlock. This, is the first of many disappointing legal policies that further restrict innocent children. The Aid to Dependent Children program gave the states the right to grant aid to whichever household was "suitable" according to the norms of society (Katel, 2011). This power gave the states the right to avoid helping unwed mothers, or more specifically, African American women.

During the 1960's, many of the policies implemented were designed to combat the "war on poverty". A new sudden interest in the poor, children, and the well-being of minorities surfaced. In 1962, the ADC was renamed into the Aid to Families with Dependent Children (AFDC). During this time, the AFDC saw beneficiaries more than double by 1970 (Katel, 2011). The amount of those who qualified for welfare were substantially higher than the previous years. By 1971, about ninety percent of families considered suitable for welfare were on the welfare rolls (Katel, 2011). The Republicans negative attitude towards welfare spending began to dominate newspapers and left the citizens of the United States feeling unsure of the benefits they were providing to those who were desperately in need of financial assistance. Newsweeklies were centered around the American welfare "problem" further reinforcing the fearful idea that the "welfare queens" would consume all the United States money and leave the country with little hope. In 1971, *U.S. News and World Report*, a newsweekly heavily

dominated by Conservative perspectives, scared the nation with write-ups concerning welfare spending threatened to “bankrupt the United States and cities, and to drain the U.S. Treasury with chronic federal deficits” (Katel, 2011). These threats, in turn, created reasons for government officials to further restrict and restrain policies designed to help American citizens in need of financial assistance.

Currently, “experts” have been arguing over the causes of child poverty in the United States, giving little attention to solving the current problem. Liberals argue that child poverty stem from the lack of jobs in America in addition to the scarce help provided by the government for the struggling families. Conservatives blame irresponsible parents for having a child out of wedlock and making poor decisions in family processes. Evidently, there are such strong opinions, especially for those trying to preserve their party affiliation, that literally nothing “gets done”, and the children of the United States are neglected yet again.

Unfortunately, there have been no arguments if the effects of poverty extend into children's adult lives. In fact, the longer a child spends in poverty, the less opportunity they have to escape poverty later on in their adult lives (Arnold and Doctoroff, 2003). A handful of “problems” have been linked to poverty and poor educational experiences. Children living in poverty are more likely to display a range of social, emotional, and behavioral problems compared to children living in homes above the poverty line. Research shows that Black children are destined to remain in poverty while White children have a far better chance of outgrowing poverty later in life. Specifically, 33 percent of African American children living in persistent poverty will remain in poverty as young adults, compared to the 7 percent of White children who will remain in poverty conditions as a young adult (Katel, 2011). Evidently, the chances for African American children to escape poverty is bleak.

Escaping poverty may be bleak, but escaping a poor education that will extend into higher education, especially at a young age, is even more bleak. Early education for people of color is substantially different from the privileged, white people of America. These discrepancies are evident in

studies concerning America's early education policies and current statistics. In order to fully understand how detrimental poor education during early childhood can be, I will explore the current early education problem in the United States, and the detrimental effects that this has on young children.

EARLY EDUCATION IN AMERICA

America is struggling with providing children a comprehensive, cohesive opportunity to receive quality Early Education. Research suggests that in 2011 more children were attending pre-school programs, while the United States budget was dropping for these programs. According to the *State of Preschool 2011*, an annual report from the National Institute for Early Education Research in New Jersey, about 1 million children attended preschool programs which was a significant increase from the previous year of 30,818 children attending preschool (Meaney, 2012). This is a huge success considering the benefits of early education, however, during this increase in enrollment, funding to support preschool programs dropped. The high demand for quality early education is drastically altered by the inability to provide education for young children. Even more astonishing, total state funding for preschool programs decreased by nearly 60 million dollars nationwide (Meaney, 2012). Only 12 states were considered to be providing enough child-funding to meet all 10 benchmarks for quality standards developed by The National Institute for early education Research (Meaney, 2012).

A comparison of White, Hispanic and Black children in their attendance rates in preschool proves to be interesting. In recent decades, there have been advances in minorities attending early education programs, yet, there are still many differences. According to the Current Population Survey, ranging from years 1968-2000, there are clear patterns in minority and advantaged preschool attendance (Magnuson and Waldfogel, 2005). For example, Hispanic children have consistently remained below their White and Black peers. Black three-year-old children have had differing

positions in preschool attendance rates throughout the years (Magnuson and Waldfogel, 2005). In the 1960's Black children were more likely (slightly) than White children to attend a preschool. In the 1980's, White attendance rates steadily increased while Black children attendance rates were rapidly declining. However, trends from the early 2000's suggest that Black children are more likely to attend preschool than compared to White and Hispanic children (Magnuson and Waldfogel, 2005).

This finding was particularly interesting considering that Black children tend to be academically disadvantaged compared to their White peers. Further investigation proves that while Black and White children may be attending preschool programs at a similar rate, the quality of care provided is significantly different. Because Black and Hispanic children tend to be economically disadvantaged, minority children are more likely to attend publicly funded preschools. This trend can be considered a “disadvantage in disguise”. Black children are attending educational programs, yet, they are not provided with the same care and quality as other institutions. While it is a success that children are attending preschool, the *quality* of education provided is the main predictor in a child's educational success. With about 60 million dollars extracted from public funding of early education programs in the United States, the quality of such programs decrease and suffer .

It is difficult to study the “quality” of care provided by early education teachers, especially with the very little research conducted in this field. Fortunately, a study conducted by Margaret Burchinal and Debby Cryer provides evidence on quality care differences between Black and White young children. One of their references, Cost, Quality, and Outcomes (CQO) study received information from only four states in America. Even though it is not representative of the nation, it does provide information on the different care White and Black children receive in educational settings. The study found that White children experienced higher quality care across all measures (Magnuson and Waldfogel, 2005). Therefore, White children receive hidden advantages when compared to minority children who are not provided, or treated the same as White children.

The lack of *quality* care can deprive children of motivation to remain in school and have zest for learning. Young minority children are likely to have differing educational outcomes than their White counterparts, who develop confidence in their learning abilities. This confidence extends into a willingness to learn and achieve in school, while, low socio-economic status children tend to feel less competent in their educational abilities. This disinterest increases steadily, especially when children enter first grade, and recognize that their skills are often times more limited than White, privileged children. This cycle of failure and disinterest continue throughout a child's life. Even worse, teachers may perpetuate this cycle, by ignoring children who need their assistance desperately. Teachers who place lower expectations tend to disengage and refrain from academically challenging their students. This further exacerbates the cycle of failure and gives more reason for children to feel incompetent in their academic abilities.

Several noteworthy barriers in minority children educational attainment should be mentioned to gain a better understanding of how education deprivation begins at a young age. These barriers include structural school factors, home life, limited access to technology, and cultural background (Arnold and Doctoroff, 2003). Low income children are far more likely to suffer the consequences of crowded classrooms, which play an important role in educational outcomes. Jonathon Kozol, a children's activist and accomplished writer, also mentions the importance in attending “beautiful” schools, instead of a trashed, urban environments that many inner-city children are exposed to (Kozol, 2008). Beautiful settings “refine the souls of children” while ugly settings do not allow children to think creatively (Kozol, 2008). In addition, over-crowded schools and segregated urban schools, in turn, are less likely to have student access to technology that furthers students educational abilities. Studies concerning young children and technology show that 1 in 5 low socio-economic student had a computer at home, compared to the 91% of high socio-economic status students (Arnold and Doctoroff, 2003).

In accordance with fewer low income children having less access to technology in their

households, children of low socio-economic status have few resources in the household dedicated to their educational well-being. This lack of resources has a profound effect on children, especially when compared to children who have a surplus of resources. As mentioned earlier in this paper, children in low-income households are less likely to have books, educational toys, and educational experiences. These implications begin at an early age when children lack access to simple picture books, which are proven to increase the willingness of a child to read more books. However, a lack of resources can affect children of all ages. For example, elementary school children may have to share books with peers or leave books at school instead of taking them home. In addition to limited resources, minority culture may clash with the current educational system which is created by White, privileged, policy-makers. An interesting study found that African American children learn most efficiently in “cooperative and music-based activities” (Arnold and Doctoroff, 2003). Again, the current education system is created by wealthy, White people, which excludes other cultures and their specific way of learning. While it is impossible to include all cultures in the educational system, there is a desperate need for a more cohesive, accepting education system.

In summary, the early education for young children in the United States is flawed. Currently, minority children are suffering from this system that is ultimately designed for, and created by, privileged people. Early education is such a crucial time in a person's life to foster positive self-esteem, strong academic abilities, and mindful, nurturing values in children. Instead, America is falling increasingly behind in education when compared to other countries. The Organization for Economic and Cooperation and Development (OECD) published findings from a study comparing educational outcomes in the top 34 developed economies around the world. The United States ranks 26th in early childhood education when compared to other countries (Ferenstein, 2012). Trends indicate the the United States will continue to be surpassed in future years (Ferenstein, 2012). Not only are we falling far behind, but we are convincing our children that their academic difficulties are their, personal

problem, rather than the result of structural discrimination. I choose not to hold innocent children responsible for their academic challenges, but rather, I hold policy-makers responsible for creating a severely flawed education system, which actively seeks to reproduce inequality in America.

The most disturbing realization is that we live in a country that was designed to give everyone an equal chance. There is absolutely no equality in education and basic standards of living, especially for children at a young age. For minorities who are older in age, yes, it is undeniable that they have clear disadvantages when compared to White people. While this is evident, it is very rare for policy-makers or average people to ask questions, and understand exactly where that discrimination begins. It begins while in the womb. It begins with Shannon Barnett, a mother residing in New Mexico, that provides for her family of five with about 15,000 dollars a year (Katel, 2011). It begins with real people, who are unable to feed, house, and care for their children because of the structural problems facing American individuals.

It breaks my heart to place these unfair outcomes on children who literally have no choice, at such a young age. People of color are literally destined to fail in all realms of the American society. Studies show that minorities are less educated, less wealthy, and have poorer self-esteem compared to their White peers. Children do not come out of the womb uneducated, less economically stable, and self-conscious; these discrepancies are created by the policies and societies limitations in providing an equal chance for people of color. Placing those disadvantages on a pure, innocent child is extremely disappointing to the United States.

HOPE FOR CHILDREN

Even with the current problems in the United States, there is still hope for young, disadvantaged children seeking a bright future. Various programs have been created in order to help children suffering from poverty and low socio-economic status households. These programs range in outcomes and

purposes. The U.S. Department of Health and Human Services' Head Start program is an example of an early intervention program for young children. Head Start, which began in 1965 under President Lyndon B. Johnson's "War on Poverty", is the largest publicly funded early education program (Magnuson and Waldfogel, 2005). Head Start services are provided for families who are below the federal poverty level, or families with children who have disabilities. Under Head Start, federal grants are given to various community organizations that provide early education and various resources to families with children age three to four (Magnuson and Waldfogel, 2005). The effects of Head Start programs on disadvantaged children is profound. In fact, in 2002, Head Start programs served an estimated "65 percent of eligible three- and four- year olds, some 10 percent of all children in that age group" (Magnuson and Waldfogel, 2005). A series of observational studies found that Head Start improves children's social competence and verbal skills (Magnuson and Waldfogel, 2005). Longitudinal studies regarding Head Start further stress the importance of Head Start programs by finding that children enrolled in Head Start programs as a young child were less likely to engage in "criminal" activity as they grow older (Magnuson and Waldfogel, 2005).

Even though Head Start programs foster educational success in children, only about 1/3 of Head Start teachers hold 4-year University degrees. Therefore, the *quality* of these programs compared to privately funded institutions is debatable. While Katherine Magnuson critically analyzes the Headstart program, she states, "Head Start programs appear to have beneficial cognitive and behavioral effects for the children it serves, though, how large the effects are, how long they persist, and whether they vary by race and ethnic group remain unclear" (Magnuson and Waldfogel, 2005). This finding is frustrating, especially with the realization that educational opportunities are achievable, especially in a wealthy, industrialized nation. The nation's overly ambitious educational goals for children have proved to be unsuccessful because we continue to ignore the core problem of early education achievement gaps: poverty. A few suggestions provided by researchers Rebell and Wolff will enhance

the current education system for young children in the United States.

Rebell and Wolff agree that after school programs, family support, and policy infrastructure that supports comprehensive education for all young children will benefit the children of America (Rebell and Wolff, 2012). First, after school programs and various summer camps should be incorporated in the school system to further progress children's learning and social abilities. These programs have shown to increase social relations and give children an opportunity to boost academic learning. Parental involvement and family support are extremely important for children to succeed in the classroom. For example, in a study with economically disadvantaged, African American 12-year-olds found that parental expectations for educational attainment contributed significantly to academic success (Bevans, Devine, Efreom, Overstreet, 2005). The positive correlation between parental involvement and educational success should not only encourage educators to maintain healthy relationships with the family, rather, it is the educators "ethical" responsibility to create trusting relationships within the family (Bevans et. al, 2005). Lastly, if all students have a constitutional right to an adequate education, then policies need to protect the education system rather than eliminating educational opportunities for those who live in poverty. Rebell and Wolff comment, "to ensure comprehensive educational opportunity for disadvantaged children, states must develop a policy infrastructure that also defines expected outcomes, explicit standards, necessary resources, and effective accountability mechanisms for each of the prime comprehensive service areas" (Rebell and Wolf, 2005).

MINORITY CRIMINALIZATION IN EDUCATION

It is evident that clear discrepancies are present in the education system. The United States Supreme Court ruling in 1954, *Brown v. Board of Education*, did not guarantee equal access to education for all Americans. While it is important to note that Blacks have made substantial gains in

educational attainment, these accomplishments are not to be celebrated considering White students are much more likely to succeed in educational endeavors, regardless of intellectual abilities. As explained previously, these disadvantages in education can begin extremely early in the life cycle. Even though a clear disadvantage in education (and almost all realms of life) can begin in the womb, the most damaging disadvantages in education begins when children are introduced to society. The criminalization of minority peoples in the education system is an increasingly current issue. The United States education system is criminalizing minority students by disproportionately implementing discipline and zero-tolerance policies in schools with large minority populations. Not only are education policies further restrict minority students, rather, the environment we expect minorities to flourish are not appropriate educational environments to feel safe, secure, and important. This section will be dedicated to exploring the criminalization within the education system, the implications that follow these zero-tolerance policies, and the overall environment of college for minority populations.

Carla R. Monroe, an awareness activist and assistant professor at Wheelock College in Boston, shared a touching, personal experience that clearly reveals how serious criminalizing minorities has become within the education system.

Curiosity about the crowd forming on the next block attracted me to the scene in time to witness Kevin's arrest. I watched him struggle futilely against the police officer's determined hold of his upper body. Kevin's winced expression was briefly visible as the handcuffs were placed around his restrained wrists. His body seemed limp and defeated as he was moved from the grassy plot into the back of the police car, sobbing. As the climax of the arrest slowly subsided, clipped thoughts and questions flooded my mind. Kevin was an eight grade kid from my school. I had never seen a 13-year-old in the back of a police car; definitely never anyone that young in police custody. Why? What happened? What now? Unfortunately, I had arrived too late to know how the arrest had been set in motion. Some of the other onlookers said that Kevin had tried to rob someone; others commented that the drug incident was related. As strands of truth and speculation shaped Kevin's story, I walked back to the school campus. He was in my second period class.

The form of notification soon arrived from the district office. Beside Kevin's name were the expected words. *Status: Suspended. Location: Juvenile detention.* The document provided a crisp, and matter-of-fact conclusion to the story. Yet, my own experiences with Kevin, coupled with observations by student and colleagues, raised complicated

questions about the situation. Already struggling academically, what effect would Kevin's incarceration have on his Intellectual development? How would he readjust to mainstream society and school following his release? What life implications did juvenile detainment hold for a young, adolescent, particularly a Black male? (Monroe 2010).

These final questions continue to haunt researchers and concerned citizens of the United States, due to the realization that Kevin will most likely remain on the “jailhouse track” for the rest of his life. Unfortunately, these stories are not random acts of punishment, rather, happening on a regular, consistent basis. The criminalization of adolescents in the education system is proving to be a ineffective, and perpetuating cycle of failure in society. By incarcerating adolescents for minor offenses, made possible by the police officers on middle school campuses, these children are left to remain in the justice system for years. Social Scientists have become increasingly interested in the criminalization of minorities in the educational system, considering that studies show that violence is declining. Why is there a demand for police officers in minority-populated schools, while there is a steady decline in “criminal” behavior? Sadly, social control of minorities is the only feasible explanation for such behavior.

Social control seems to be a convincing argument for the criminalization of adolescents, considering that African Americans are disproportionately targeted for disciplinary action in society. According to reports, Black students are 2 to 5 times more likely to be suspended than White students (Monroe, 2005). Qualitative reports further suggest that African Americans students are treated unfairly by teachers who place harsh, punitive consequences on their actions while students of others races receive less punishment (Monroe, 2005). According to Carla Monroe, the core reasons for discipline gaps in race is because of the “criminalization of Black males, race and class privilege, and zero tolerance policies” (Monroe, 2005). While there are other factors in targeting primarily African-American adolescents for “criminal” behavior, these three areas need to be further explored in order to create possible solutions to the pressing issue.

The criminalization of minorities, particularly Black students, within the United States education system, is evident in the research. “Crime-control”, a recent trend in urban schools, represents the greater use of security personnel, surveillance systems, and various types of disciplinary equipment in the education system. Now, more than ever, it is “normal” for vicious, drug-sensitized dogs to be scouring across campus in pursuit of finding drugs or various “criminal” accessories. Hallways and lockers are supervised by administrators for the fear that criminal behavior will occur if the “dangerous” students are not supervised. Metal detectors are regularly installed on urban campuses to reinforce the idea that minority populated schools are dangerous and need criminal attention. Police officers are also present on school campuses.

Most importantly, these forms of crime-control are only present in schools that contain a majority of Black students. The over-representation of Black students receiving punitive consequences to “criminal” behavior is astonishing considering that crime-control is not the ultimate goal, rather social control of the Black population. While studies prove that an increase in criminal behavior is not a cause for an increase in militant supervision of students, this leaves researchers questioning the possible reasons for targeting Black populations. While there is a vast range of possible causes, one prominent theme is the portrayal of Black youth through the media, and the way African-Americans portray themselves in the American society. American culture often portrays Black people to be violent, criminal, threatening, and dangerous. Idolized African American rappers are often tattooed, in and out of prison systems, and virtually revealing “criminal” struggles throughout life in the form of music. This is not to say that these role-models are “criminal”, rather, there is a lacking presence of diverse role-models for African Americans. How can you blame young adolescents for aspiring to be similar to the rappers portrayed in the media, considering there is little to NO room for successful Black role models in the American culture.

African-American adolescents may perpetuate the cycle of portraying Blacks as dangerous by

the choices young adolescents make. For example, African-American may protect their identity by portraying a more intimidating style through the eyes of White culture. West writes,

for most young Black men, power is acquired by stylizing their bodies over space and time in such a way that their bodies reflect their uniqueness and provoke fear in others. To be “bad” is good not simply because it subverts the language of the dominant white culture but also because it imposes a unique kind of order for young black men on their own distinctive chaos and solicits an attention that makes others pull back with some trepidation. This young black male style is a form of self-identification and resistance in a hostile culture; it also is an instance of machismo identity ready for violent encounters (Monroe, 2005).

In summary, although African Americans may be innocently developing a sense of identity, they are in some ways, fueling stereotypes that African-American's are dangerous and threatening. These negative stereotypes developed within White culture are harmful to the Black population, as these stereotypes can be the defining factor in how young people view themselves.

White privilege plays a crucial role in the over-discipline of Black students. Essentially, White privilege shapes the learning opportunities and educational opportunities of non-Whites in America. Logically, it makes sense that Black students are often misunderstood and misrepresented in an education system that was created by White individuals. Therefore, the policies enacted in schools are sought to benefit White people, rather than including all other races. The “White privilege” is also evident in various lawsuits concerning the anti-integration of school systems. For example, *Parents Involved in Community Schools vs. Seattle School District No. 1*, an anti-integration lawsuit, raised concern when the plaintiff declared “injury and harm” to White families that had to compete for seats in school (Donnor, 2011). A more in depth analysis of this lawsuit will reveal how serious White privilege is in society.

Parent's vs. Seattle School District No. 1, was a lawsuit comprised of White parents, who sued the Seattle school district for “preferring one individual to another for no reason other than race” (Donnor, 2011). This school segregation began with the extremely divided housing populations in Seattle. According to the school district, about “75% of the District's non-White students live in the

southern half of the city, while 67% of Whites live in the northern half” (Donnor, 2011). As a result, “24 of the 36 neighborhoods surrounding the Districts's elementary schools in the southern portion of the city had student populations that were more than 70% non-White and nine had populations that were 90% non-White” (Donnor, 2011). In an effort to desegregate the school systems in Seattle, the Seattle school district enacted various desegregation programs. The most current program, the Open Choice Plan, integrated schools by having families select any high school in the district to enroll their children. Families would rank their school preference out of the 10 high schools in the area. When too many families sought a particular institution, the district would have various “tie-breakers” to place certain students ahead of others, such as sibling priority. *Parents vs. Seattle School District No. 1* declared the district's desegregation program to be unconstitutional. The parent's organization found the desegregation programs to cause “prospective harm to students and injuries to their families resulting from denial of admission to the school of their choice” (Donnor, 2011). According to the Supreme Court, a predominantly White group of people, the fact that the Seattle school district used “race” as variable in assigning students to certain schools was flawed.

This ruling, at first, seems to be a logical decision. However, further analysis proves that the court's decision to blatantly allow the legal segregation of school is depriving minority people of educational opportunities equal to White students. In fact, this ruling is allowing White people to further their economic, social, political and educational advantages over people of color (Donnor, 2011). By eliminating the needs and interests of minority families in Seattle, White domination continues to prevail. The true reason this case was found unconstitutional is because it disrupts White supremacy, something that the policy-makers in society have tried their hardest to protect. The covert racism is so relevant in America, and harmful to all people. No individual wants to accept that race should be a determining factor in school choice, however, current society makes this possible through segregated housing and other various factors. It is for this purpose that people perceive the attempts to

promote racial justice to be unjust and discriminatory.

The last, defining factor that contributes to the disparities in education discipline according to Carla Monroe, are the zero-tolerance policies initiatives (Monroe, 2005). Zero-tolerance policies were placed in the system to counter the “criminal” behavior in school systems (Welch, 2010). About 94% of schools have accepted zero-tolerance policies in the United States school system (Monroe, 2005). These policies, however, are ineffective. The one thing that zero-tolerance policies have done is further exacerbate the present racial discrepancies in the education system. Zero-tolerance approaches leave little room for teachers to distinguish between minor offenses and severe offenses, which need to be reported to further professionals. This inability to distinguish between minor and severe offenses puts teachers in a compromising situation. Writing a referral to a young Black student for “misbehaving” in the classroom, this teacher has unknowingly created a much more in depth, and usually undeserving punishment. Teachers need to avoid zero-tolerance policies, rather, work cooperatively with the students in order to achieve a better classroom environment, and better future for the student.

In addition to the various policies designed to make under-privileged students fail, the educational environments that are created for student success are often created for White students. While this statement is debatable, and difficult to prove considering various schools and universities have clubs/organizations dedicated to making minorities feel comfortable in the educational setting, there still is a huge disparity. Through qualitative studies conducted on predominantly White institutions, it is evident that various University settings are primarily created for the success of White students. Little research is available on predominantly White institutions (PWI's), considering it is such a relevant, detrimental trend in America. Various aspects of PWI's have limited resources for minority-student success, and tend to be psychologically damaging places for minority students, particularly Black students, to achieve in school.

Research shows that maintaining positive, strong relationships with faculty members are crucial

to student success at college (Douthit and Guiffrida, 2010). In addition, faculty relationships are often positively correlated with student satisfaction with college (Douthit and Guiffrida, 2010). Therefore, the relationships between students and professors are proven to positively enhance educational outcomes and satisfaction at school. Unfortunately, even with this proven understanding, Black students are less likely to ask for help, or reach out to faculty members due to cultural insensitivity displayed by various Professors. Even at college, a place where faculty members are highly educated, Professor's are still known to make stereotypical comments about Black student, or fail to incorporate Black perspectives in their curriculum. For these reasons, it is understandable why Black students are less likely to reach out to those who are intentionally or unintentionally insensitive to their experiences. The distanced relationship to faculty members proves to be a bad choice considering that this relationship leads to success in college life. Black students are more likely than White peers at PWI's to turn to family, friends, and racial/ethnic counselors (Douthitt and Guiffrida, 2010). The support provided by family members and friends is crucial in college, however, academic support and clarification should be provided by faculty members.

HOPE FOR MINORITY STUDENTS

It is disheartening to realize that minorities are limited to their educational success. These shortages have nothing to do with intellectual abilities, rather the inability of the United States education system to integrate people of color into the highly selective system. While radical policies changes for bettering minority educational outcomes are somewhat unattainable, transformation in the education system begins with the teachers of America. The disproportionality of minority students being criminalized at much higher rates than their White peers needs to be addressed by teachers immediately if the education system can ever become a nurturing, flourishing system.

First, teachers must educate themselves and let go of all pre-existing stereotypes. These

stereotypes allow the educator, who usually has the best intentions, to unintentionally discipline students who are not deserving of the punishment. For example, it is a mainstream stereotype that boys are more “problematic” than girls, therefore, young boys are often disciplined far more intensely and frequently compared to girls in the education system. In another example, studies show that Black children are far more likely to get in trouble with administrator's than White children. Black children are not more aggressive, rather they are a part of a harmful stereotype that labels them as “problematic”. Secondly, teachers must incorporate differing teaching methods for the benefit of their students and value all culture's in the classrooms. Research concludes that the education system was intended to serve the “American, White” culture, leaving the other learning techniques out of the system. If teachers were instructed to respect and create holistic, inclusive lesson plans, they would be helping children succeed in the education system. Lastly, teachers should “re-think” the disciplinary system enacted by the school officials and try their best to be sensible about the discipline for their students. Therefore, when an innocent child gives another student a Midol tablet to relieve a headache, this minor case should not be handled with a professional, rather, the teacher should handle it. Following one's own judgment regardless of the officials recommendations becomes difficult because educators are putting their occupation at risk. This risk is worthwhile. Criminalizing students begins with the policies enacted in the education system, however, it is in the hands of the teacher to create a trusting, compassionate environment in the classroom. This environment is not likely to have disciplinary problems.

Jonathon Kozol, a social equality activist and accomplished writer, has extensive personal experience and advice for the American education system. In his various writings, “Letters to a Young Teacher”, and “The Shame of the Nation”, Kozol addresses the complications of teaching in inner-city schools with the current unattainable American education standards. According to Kozol, the policies implemented in the United States, and the classroom structure makes educators primarily responsible

for teaching a classroom that is “unteachable”. The “policies” that Kozol refers to the current standardized testing trend, which is the ultimate indicator of a child's knowledge according to the American education system. Evidently, inner city schools are accused of under-performing on the tests year after year. The failure to meet the “standards” makes it difficult for the school to receive adequate funding, which further perpetuates the cycle of “failure” in urban schools. Despite the harsh realities of segregated and unfair schooling in America, Jonathon Kozol continues to find joy, compassion, and tremendous rewards from a flawed education system. In his work, “Letters to a Young Teacher, Kozol shares his experience and knowledge to Francesca, a young teacher beginning her career at an inner-city school in Boston (Kozol, 2008). Francesca intimately shares her disappoints, hardships, and challenges with Jonathon Kozol, who ultimately replies with some advice that he has gained through his years of teaching.

First, Kozol believes that educators should have the “calling to teach”. According to Kozol, the “calling to teach”, is “fundamentally altruistic and represents a desire to share what you value and to empower others” (Kozol, 2008). This calling and true passion for children must be present in order to “cope” with the job. Kozol goes on to explain how the “pay is low”, the work environment is often “stressful”, and the constant budget cuts disrupt continue to put stress on the classroom environment (Kozol, 2008). However, the passion and love for instilling values in children who desperately need guidance makes the profession worthwhile. Educators must not only have a desire to teach, but rather, a desire to establish true relationships with their students. This relationships begins with trust, and ends with a mutual understanding and cooperation in the classroom. As Kozol began teaching at the beginning of his career in 1964, in an inner-city school in Boston, he made a promise to student's that were deemed to be “terrible” children. “I told them that they would not be abandoned. I told them I was there to stay” (Kozol, 2008). Kozol recognized the the children had been treated in an unforgivable manner, and exploited every ounce of energy in order to show the children that he was

there to be a loyal, nurturing educator. This trust developed over the years, and the “terrible” children suddenly began to trust Kozol, and his compassionate teaching methods. Finally, Kozol encourages teachers to fully respect their student's. Despite children's age, they display maturity, and often “teach” the educators far more than wise adults. In Kozol's experience, he finds that children want to be recognized, heard, and appreciated.

A little girl sitting right in front of me will wave her fingers in my face, climbing halfway out of her chair, as if she's going to poke me in the eyes if I won't call on her, and making the most heartrending sounds- 'Oooh! Oooh!'- in case I still don't notice that she's there. Then, when I finally call on her, more often than not she forgets the question that I asked, looks up at me in sweet bewilderment, and asks me, 'What?' It turns out she didn't have anything to say. She just wanted me to recognize that she was there (Kozol, 2008).

It is evident that this young girl did not care about what she was contributing to the conversation, rather, she wanted to be heard, and she wanted to be respected. Too often minority children are labeled as “troubled”, and strict disciplinary teachers are encouraged to restore order in the classroom for the benefit of the children. However, this strategy fails to solve the “real” problem, because the children are not “the problem” to begin with. Jonathon Kozol's attempts to motivate educators by implementing creativity, energy, trust, and respect in the classroom, is the step to providing better educational outcomes for children in America.

CONCLUSION

In conclusion, the education system for minorities is extremely flawed. The United States supposedly provides fair and free education to all, however, fails to address why receiving a decent education is a challenge, especially for minority individuals. Minorities are more likely to receive poor access to health care, which deprives them of having the resources needed to give birth to a healthy child. From the lack of prenatal care to the lack of educational resources, such as books, minority children are more likely to suffer deprivations in early childhood. These deprivations continue to foster

as low income children are forced into over-crowded, segregated institutions that manipulate the “troublesome” children in order to “restore order” in the education system.

While there have been educational gains in minority education, in addition to various programs designed to aid minority populations, such as Head Start, these programs may have temporary outcomes. Therefore, the change begins with the teachers of America. The true reform in the education system begins with the educators passion and persistence in providing children (especially under-privileged children) with the educational opportunities that they deserve. Jonathon Kozol, in one of his works, “Letters to a Young Teacher”, wrote about why educators should teach, especially in a time when educators are discouraged to express creative and compassionate teaching methods. He answered this question with the simple response “... because there are still children” (Kozol, 2008). Yes, because there are still children in this nation, the people of the United States need to hold policy-makers responsible for neglecting and depriving innocent children from a quality education.

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