



PACIFIC EDUCATIONAL GROUP



CALIFORNIA SCHOOL BOARDS ASSOCIATION
Celebrating Educational Opportunities for
Hispanic Students

San Jose, California

“A
*Courageous
Conversation*”

ABOUT THE IMPACT OF RACE
ON STUDENT ACHIEVEMENT

GLENN E. SINGLETON,
Keynote Presenter



America's Perfect Storm:

Three Forces Changing Our Nation's Future

Source, Educational Testing Services, Policy Information Report, 2006

The Economy, Jobs and the Workforce

The Changing Demographic Landscape

The Pre-K–16 Educational Achievement Gap



America's Perfect Storm:

Three Forces Changing Our Nation's Future

Source, Educational Testing Services, Policy Information Report, 2006

The Economy, Jobs and the Workforce

- **Workforce has grown 30 million in 20 years.**
- **Two thirds of new jobs require college education.**
- **Earnings gap for males with college degree has increased from 51% to 96% in 25 years.**



America's Perfect Storm:

Three Forces Changing Our Nation's Future

Source, Educational Testing Services, Policy Information Report, 2006

The Changing Demographic Landscape

- US population to grow 60 million in 25 years.
- Immigration accounts for 50% of growth.
- Latinos will account for 20% of US pop., 60% foreign born; 80% lacking HS diploma.



America's Perfect Storm:

Three Forces Changing Our Nation's Future

Source, Educational Testing Services, Policy Information Report, 2006

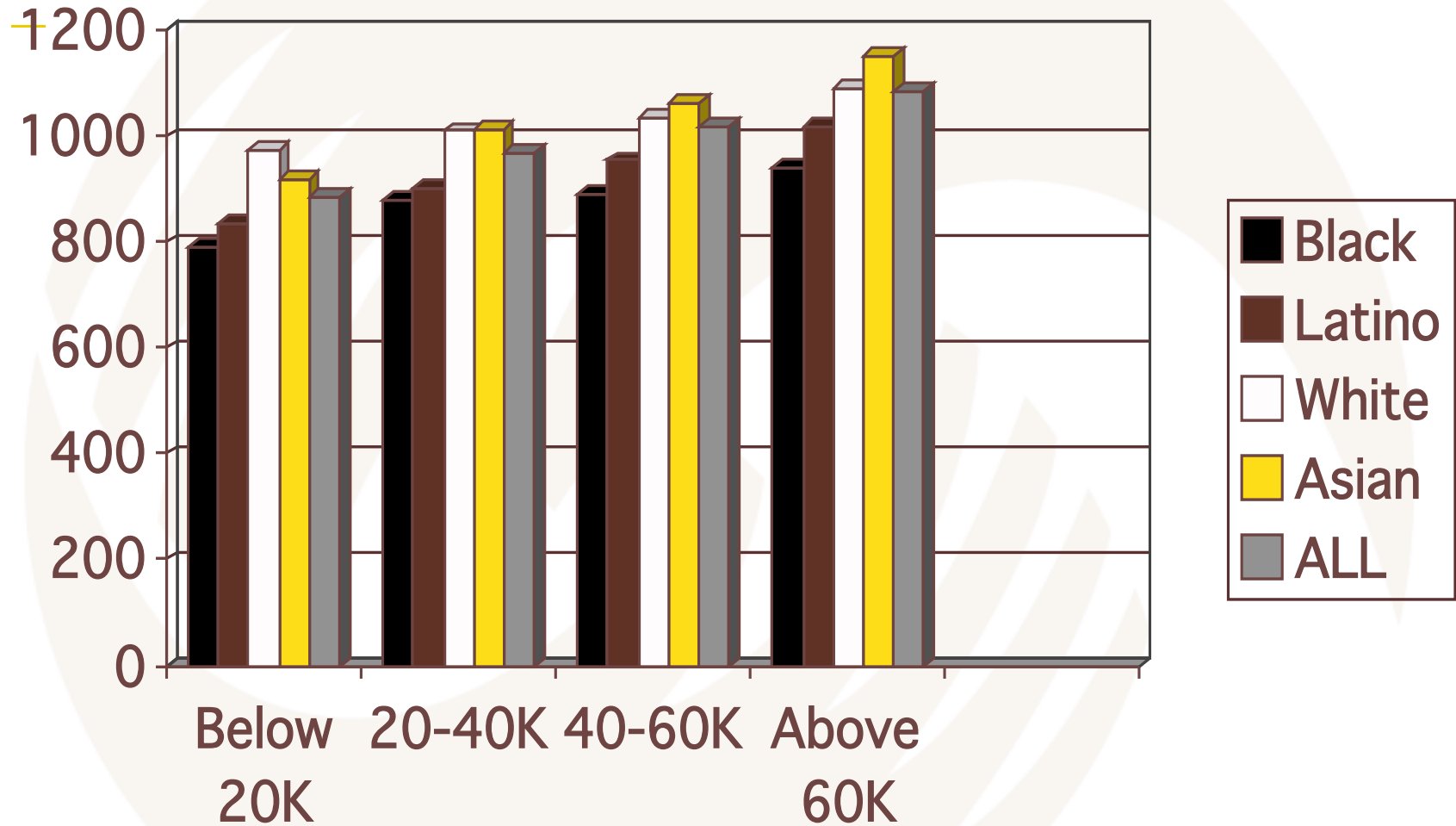
The Pre-K–16 Educational Achievement Gap

- **Overall HS Graduation Rate has fallen from 77% to 70%;**
50% for Students of Color.
- **US ranks 16 out of 21 developed nations with respect to HS graduation rates.**
- **Increasing number of 16 Year-olds lack sufficient literacy, numeracy skills.**
- **Steady or widening race/ethnicity proficiency gap.**



AVERAGE SAT SCORES BY PARENTAL INCOME AND RACE/ETHNICITY

FIGURE 3.1 COURAGEOUS CONVERSATIONS ABOUT RACE (SINGLETON/LINTON)



Source: National Center for Education Statistics, U.S. Department of Education, Copyright 1998.



2007 California Standards Test, taken by 4.7 million students last spring

Students	Nondisadvantaged scoring at grade level or above	Disadvantaged scoring at grade level or above
Asian American	77%	48%
Black	40	24
Latino	42	26
White	67	41



2007 California Standards Test, taken by 4.7 million students last spring

Disadvantaged	Achievement gap	Change since 2003
Black/white	17 points	1
Latino/white	15 points	-1
Black/Asian American	24 points	5
Latino/Asian American	22 points	3



2007 California Standards Test, taken by 4.7 million students last spring

Non-disadvantaged	Achievement gap	Change since 2003
Black/white	27 points	0
Latino/white	25 points	-1
Black/Asian American	37 points	-1
Latino/Asian American	35 points	-2

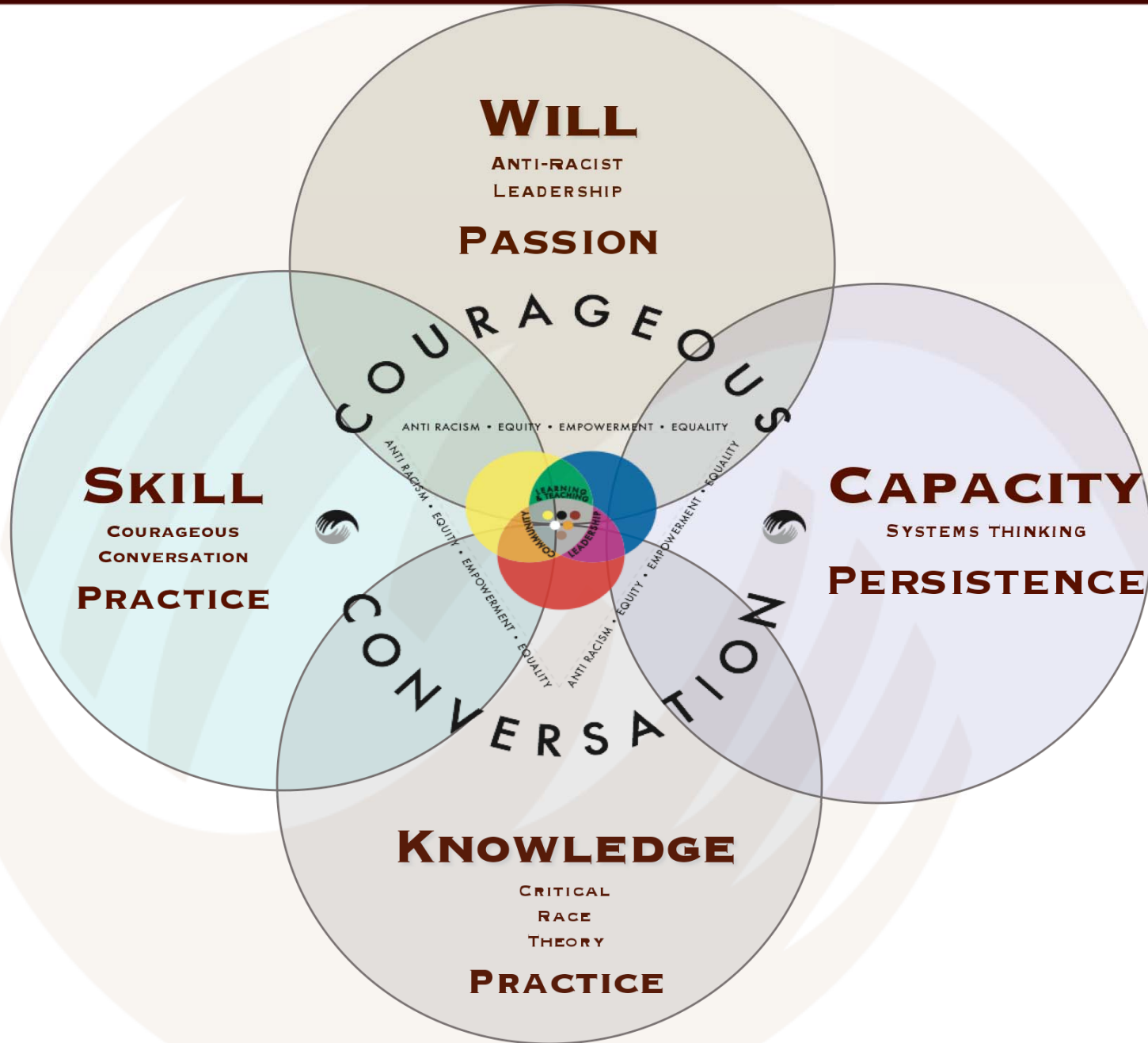


“The Racial Achievement Gap”

An Essential Question

Why do you believe
Black and Brown students are
persistently and perpetually
the lowest performing populations in
Public Schools?







Our Stories...

*The stories people tell
have a way of taking care of them.
If stories come to you, care for them.
And learn to give them away
where they are needed.*

*Sometimes a person needs a story
more than food to stay alive.
That is why we put stories
in each other's memory.*

This is how people care for themselves.

BARRY LOPEZ



What's Our Story?

Dispositions
Ideas
Thoughts
Answers



Reflection
Questions
Discoveries
BELIEFS



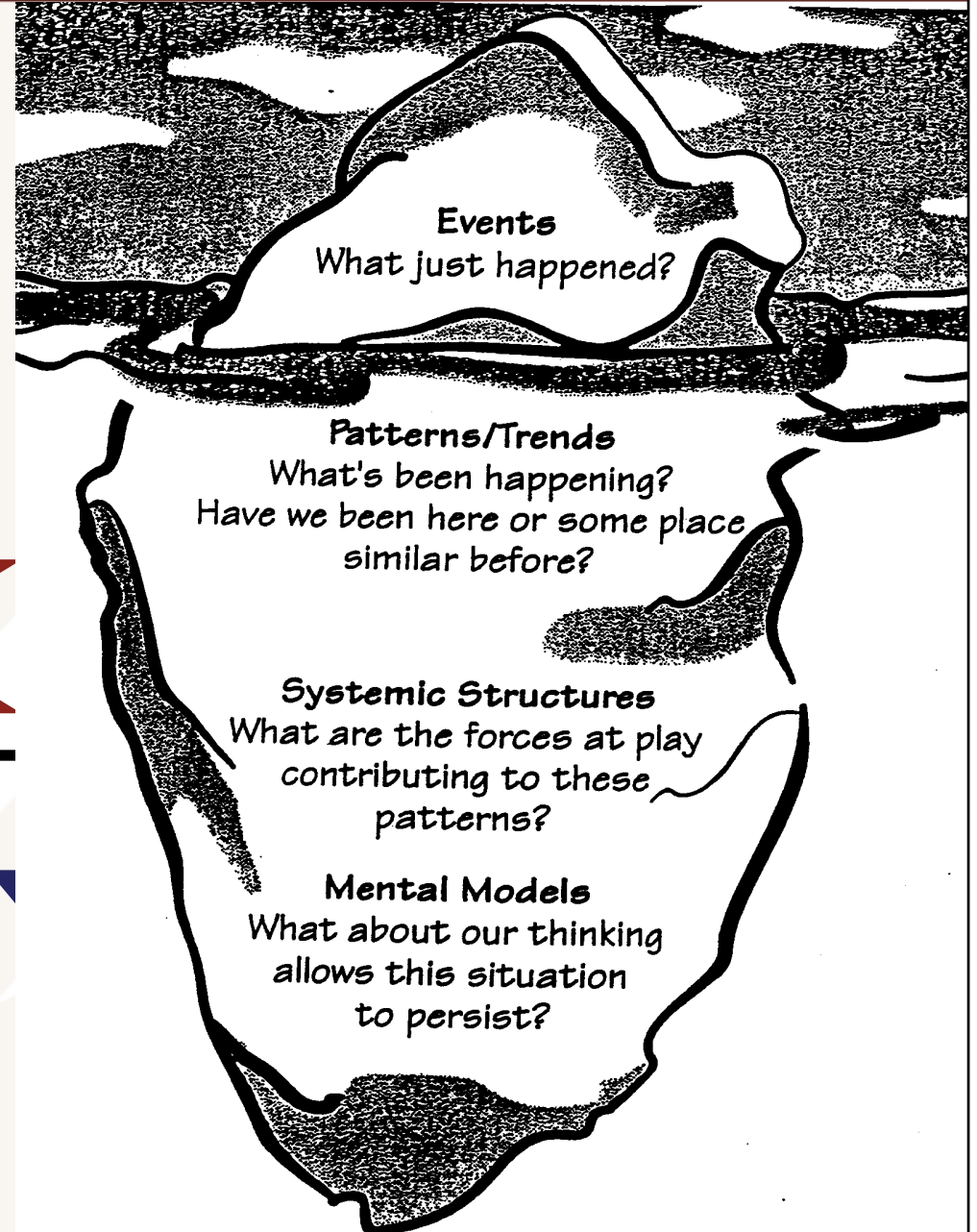
...listening...requires not only open eyes and ears, but open hearts and minds. *We do not really see through our eyes or hear through our ears, **but through our beliefs**...*It is not easy, but it is the only way to learn what it might feel like to be someone else and the only way to start the dialogue.



BELLI



PRACT





Factors Educators Believe Determine Student Achievement

**FAMILY
SUPPORT**

POVERTY

LANGUAGE

MOBILITY

What Do These Factors Have In Common?



“Public education has successfully shifted the blame for the failure of schools to meet the needs of minority students on to the shoulders of the clients they purport to serve. They have pulled off the perfect crime, for they can never be held accountable, since the reason for failure is said to be the fault of poor homes, cultural handicaps, linguistic deficiencies and deprived neighborhoods. *The fact that schools are geared primarily to serve, monolingual, white, middle-class and Anglo clients is never questioned.*”

-Tomas Arcienega (1977)



**“These are not just economic
achievement gaps.
They are racial achievement gaps,”
said Jack O’Connell, state superintendent
of public instruction.
“We cannot afford to excuse them.
We must take notice and take action.”**

Jack O’Connell,
State Superintendent of Public Instruction
Los Angeles Times, August 19, 2007





Our Belief...

*Systemic Racism is
the most devastating factor
contributing to the diminished capacity
of all children,
especially American Indian, Black and Brown
children, to achieve at the highest levels
and contributes to the fracturing
of the communities
that nurture and support them.*

PACIFIC EDUCATIONAL GROUP, INC.

FALL 1995

REVISED 2006



What is Racism?

SYSTEMIC RACISM

INSTITUTIONALIZED RACISM

INTERNALIZED RACISM

PERSONALLY-MEDIATED RACISM



How We Frame the Problem...

Moving From ... **“The Achievement Gap”**

- White Student Norm Reference
- Black/Brown Student Deficits and Deficiencies
- Improvement Measured by Standardized Test

To... **Systemic Racial Educational Disparities**

- Unequal Opportunities
- Denied Access
- Inequitable Resource Allocation
- Lowered Expectations





How Racial Disparities Present

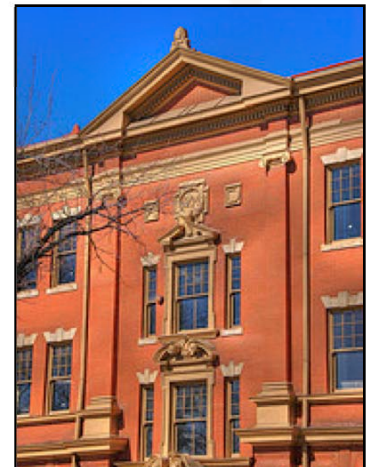
Evidence of a Need to Have Courageous Conversation

**Challenges with “Diversity”
Student Discipline Issues**

**“Achievement Gap”
Test Scores Disparities**

***Disproportionality in Special Education
Gifted and Talented Education***

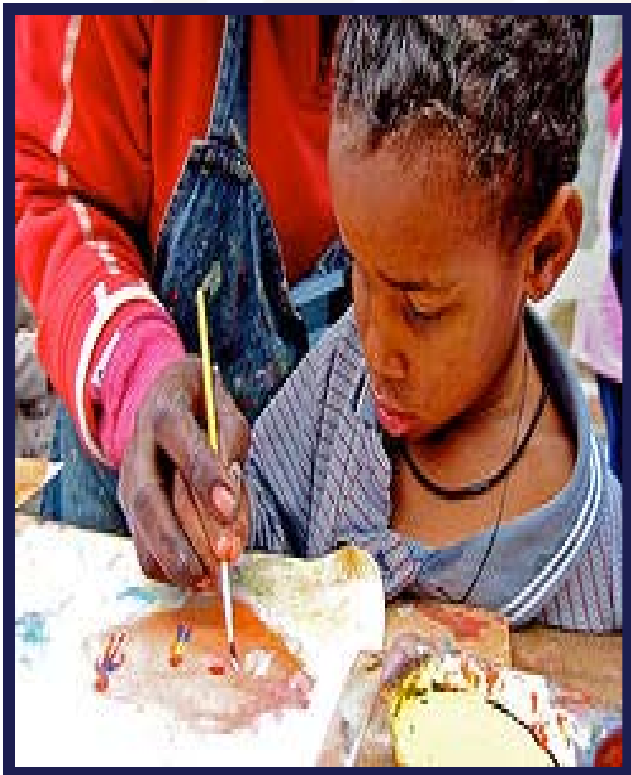
**Declining Enrollments/
Demographic Imbalance in Schools:
Boundary Changes/ Redistricting**





PEG's Three Research Based Assumptions

You can not address racial achievement disparities without dealing with race!



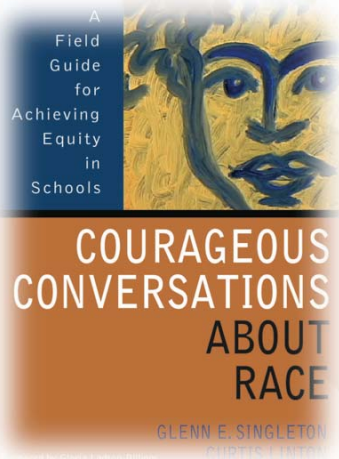
**To Perpetuate Systemic Racism
Does Not Require
Intention or *Malice...***

**A “teacher” teaches his/her
culture primarily, the grade-level
and/or subject matter standards
secondarily.**



**“Race *is not* the only factor...
but, it is *the* missing factor...”**

...Why is that?

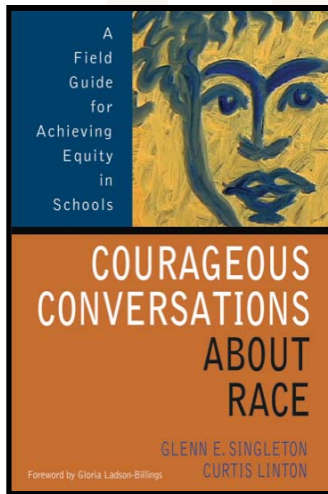




Courageous Conversation is...

...utilizing the Four Agreements, Six Conditions and Compass in order to engage, sustain and deepen interracial dialogue about race, racial identity and institutional racism for the purposes of examining schooling and improving student achievement.

Courageous Conversations About Race:
A Strategy for Achieving Equity in Schools
Singleton and Linton ©2005





Race in my life?

...how much is my life impacted by race?

(0 – 100%)

100%

- ★ *Race is...both Positive and Negative Experiences*
- ★ *Race is...included as one of many aspects of “Diversity”*
- ★ *Race is...both People of Color and White People*

Six Conditions of Courageous Conversation

1. Establish a racial context that is *personal, local and immediate.*



The Race for the Presidency





Do We Have the Will to Educate All Children?

The knowledge and skills to educate all children already exist. Because we have lived in a historically oppressive society, educational issues tend to be framed as technical issues, which denies their political origin and meaning... **There are no pedagogical barriers to teaching and learning when willing people are prepared and made available to children.**

If we embrace a will to excellence, we can deeply restructure education in ways that will enable teachers to release the full potential of all our children.

Asa G. Hilliard
The Maroon Within Us



August 22, 1933 – August 12, 2007



Systemic Racial Disparities...
Getting to the heart of the matter!



Problem

Cause

Solution

Implementation

Adapted by Dr. Jawanza Kunjufu
From the work of Barbara Sizemore



Problem:

Systemic Racial Disparities...
Getting to the heart of the matter!



Cause(s)

Passion

Practices
(Beliefs)

Persistence



What's Glenn Singleton's Story since 1992...

**BRINGING NATIONAL FOCUS
TO SYSTEMIC RACIAL DISPARITIES**

RAISING EDUCATORS' RACIAL CONSCIOUSNESS

**DEVELOPING EDUCATORS'
WILL, SKILL, KNOWLEDGE & CAPACITY
TO ENGAGE IN COURAGEOUS CONVERSATION**

**ASSISTING EDUCATORS IN
DELIVERING ANTI-RACIST
EDUCATION**



Courageous Conversation...

Statewide Consortium 2005

Regional Consortium 2003

District -Wide 2000

Whole School 1998

Classroom 1995



...A Strategy for Achieving Equity



SYSTEMIC EQUITY TRANSFORMATIONAL FRAMEWORK

PACIFIC EDUCATIONAL GROUP
K-12 DISTRICT, REGIONAL, STATE AND
HIGHER EDUCATION PARTNERS

- California (9) ~ ^
 - Colorado
 - Connecticut (12) * ^
 - Illinois (2)
 - Indiana ^
 - Minnesota (14) *
 - Michigan
 - Maryland
 - North Carolina
 - Ohio (9) * ^
 - Oregon (2)
 - Pennsylvania
 - Virginia
 - Washington ~
 - Wisconsin ^

 - Toronto, Ontario
- * REGIONAL PROGRAM
^ STATE PROGRAM
~ HIGHER EDUCATION



California Partners:

- San Diego County School Leadership Center 12 yrs*
- Oak Grove School District 10yrs*
- Santa Clara County Office of Education 8 yrs*
- San Mateo County Office of Education 6 yrs*
- San Leandro Unified School District 4 yrs*
- North Sacramento School District 3 yrs*
- Sacramento City College 3 yrs*
- Sacramento City Unified School District 1 yr*



Six Levels of Courageous Leadership



...A Strategy for Achieving Equity





CALIFORNIA SCHOOL BOARDS ASSOCIATION

Creating Educational

Opportunities for

Black Students

Oakland, California





PACIFIC EDUCATIONAL GROUP



The Summit for Courageous Conversation: Achieving Racial Equity and Excellence in Education
September 27-October 1, 2008 • New Orleans Marriott • New Orleans, Louisiana
Summit@pacificeducationalgroup.com

Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools
by Glenn E. Singleton and Curtis Linton, Corwin Press, Sherman Oaks, CA. November 2005©.
Available through Pacific Educational Group, Inc., Corwin Press., and Amazon.com

For a Professional Development Video, Contact:

The Video Journal of Education
Closing the Achievement Gap featuring Glenn Singleton
Edition #PRSNTR 1201
Tel: 801.566.6500
Fax: 888.566.6888

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