

WELCOME TO THE DATS COMMUNITY MEETING

AGENDA

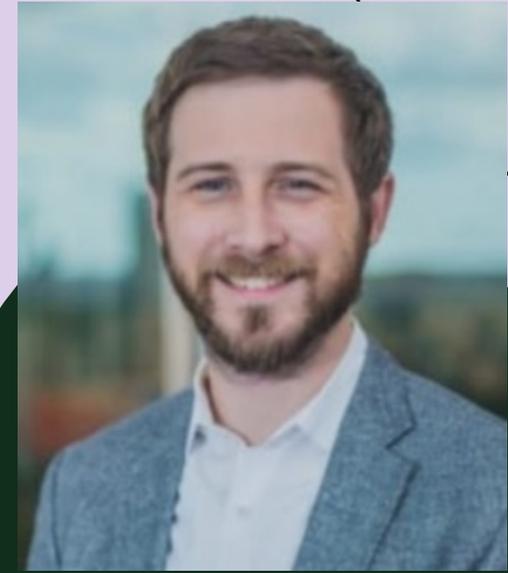
- Welcome
- Upcoming Events
- Co-Presenters of The Education Trust:
Jonathan Feinstein, State Director for Texas
And Dr. Winnie Chan, P-12 Research Director



DATS Welcomes:

Jonathan Feinstein

- Brings more than 15 years of experience in education as a teacher, organizer, and nonprofit leader
- Serves as the State Director for Texas, where he works with and supports partners statewide to advance educational equity for students of color and from low-income backgrounds
- Worked at The Commit Partnership, and directly impacted stakeholders to improve cradle-to-career outcomes for students in Dallas County
- He holds a bachelor's degree in American Studies from Wesleyan University with a concentration in Ethnic Studies



Jonathan Feinstein



Winnie Chan, Ph.D.

Winnie Chan

- P-12 Research Director at the Education Trust
- Community psychologist and has conducted research with diverse communities in the U.S. and abroad for more than 10 years
- Currently, she leads Ed Trust's research on identifying best practices and policies to eliminate opportunity gaps in education for students of color and students from low-income backgrounds
- She received her Ph.D. in psychology from the University of Illinois at Chicago





Today's Presentation

1. Introduction
2. What is discrimination?
3. What is the impact of discrimination on young people?
4. How can we fight discrimination?

About The Education Trust

A national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income backgrounds.

Through our research and advocacy, Ed Trust supports efforts that expand excellence and equity in education from preschool through college and increase political and public will to act on equity issues.

Change narrative. Change policy. Change practice.



The Education Trust

About The Education Trust in Texas

We bridge policy and community: We seek to influence policy in Texas by learning from and partnering with youth, families, educators, community-based organizations, civic and business leaders.

Our goal is to drive an inclusive conversation about how every Texan can benefit from an education system that better serves students of color and students from low-income backgrounds, pre-K through college and career.



The Education Trust

IN TEXAS

Learn more at
edtrust.org/Texas

Why we are here

“Until we are all free, none of us are free.”

- Emma Lazarus,
“The New Colossus”, 1883

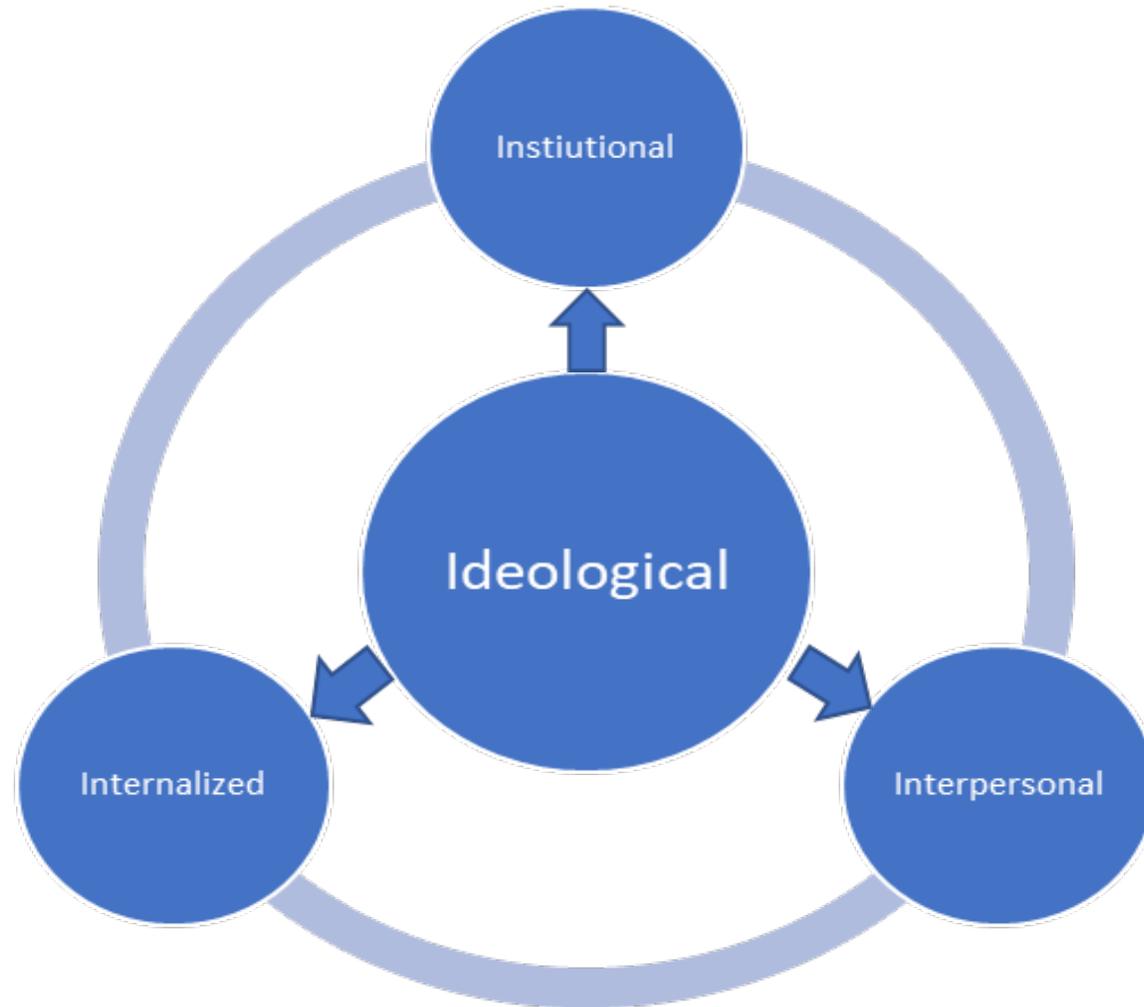
“Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.”

– Rev. Dr. Martin Luther King, Jr.,
Letter from a Birmingham Jail, April 16, 1963

How does discrimination
manifest?

A **system of social structures** that provides or denies access, safety, resources and power based on group categories and produces and reproduces group-based inequities.

How does discrimination manifest?



How does discrimination manifest?

Internalized Inferiority

Thinking and/or acting as if aspects of one's own social group are inferior, deficient, not-enough, not-deserving and/or other.

E.g., internalized model minority myth, stereotype threat

Internalized Superiority

Consciously or subconsciously believing that aspects of one own's social groups are superior and/or the norm.

E.g., Norm vs. "diverse," denial of others' lived experiences

How does discrimination manifest?

Interpersonal

Verbal or nonverbal communication and/or actions by those with privilege that consciously or subconsciously harm, discriminate against, isolate, and/or minimize the experience of those without structural power.

E.g., racial slur, microaggression

How does discrimination manifest?

Institutional

Policies and practices that perpetuate a cycle of inequity and are promoted overtly or subtly by institutions.

E.g., dress code against natural hair, curriculum that do not reflect the experience of LGBTQ students or students of color,

How does discrimination manifest?

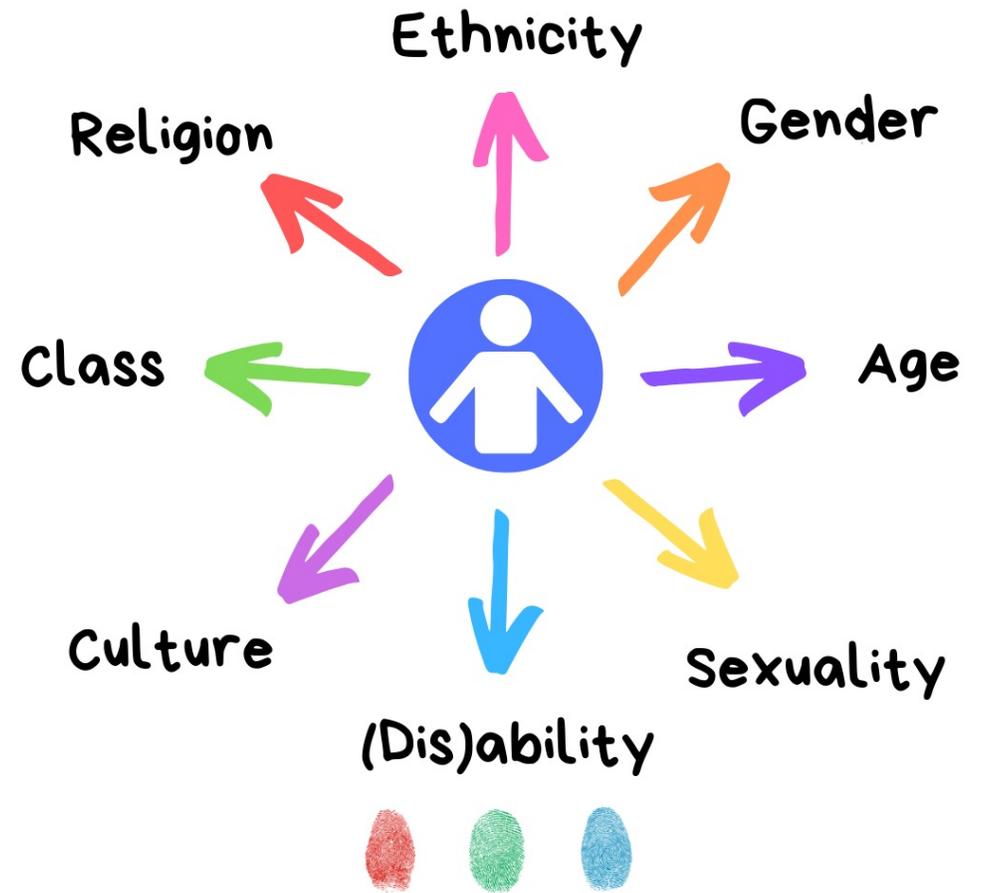
Ideological

A historical and institutionally perpetuated system of ideas and beliefs that exploits continents and nations and oppresses people from non-dominant group

E.g., White supremacy, heteronormativity, misogyny/patriarchy

Intersectionality

Intersectionality is about fighting discrimination *within* discrimination, tackling inequalities *within* inequalities, and protecting minorities *within* minorities.



<https://medium.com/dna-s-blog/identity-beyond-disability-3d59d19b1dad>

What is the impact of
discrimination?

Microaggression

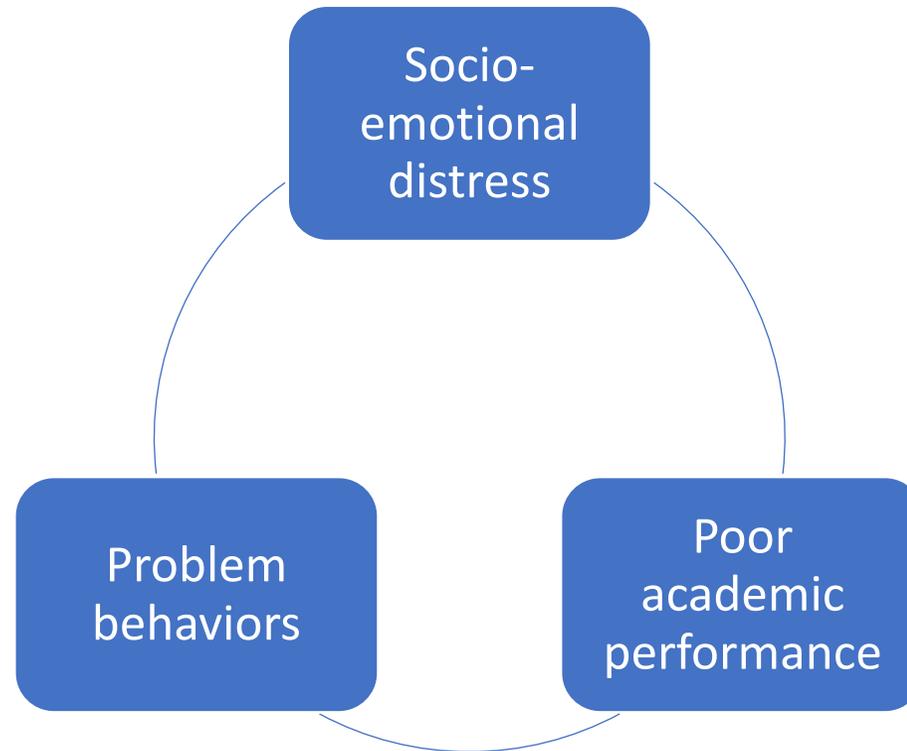
“Brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults to the target person or group” (Sue, 2007)

“Death by a thousand cuts”

“Racism doesn’t need to be overt; it doesn’t need to be physical. The most painful effect of racism is that it questions whether you belong.”

Racism is harmful to adolescents

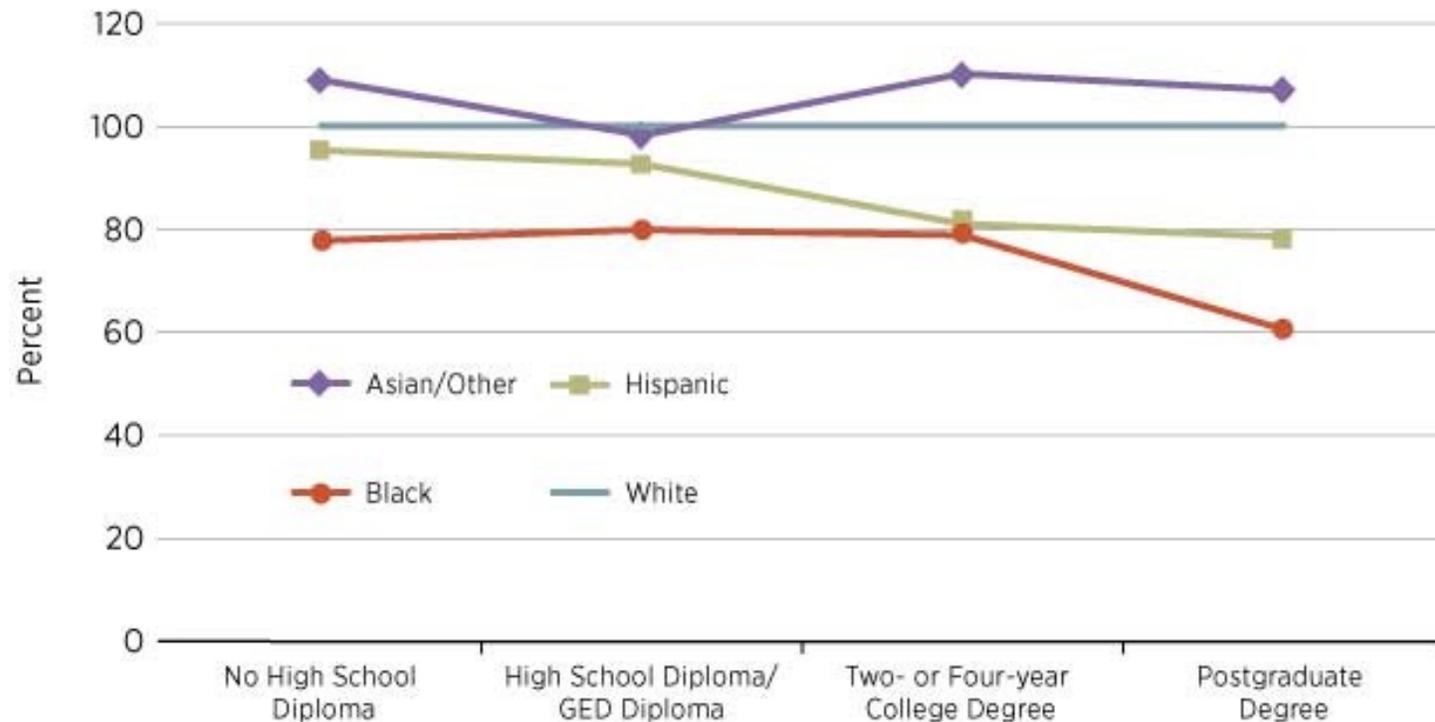
Racism is detrimental to the well-being of adolescents of color:



[Benner et al., 2018](#)

Education does not always mean upward mobility for Black and Latino Americans

Predicted Wealth Relative to White Family with Same Education



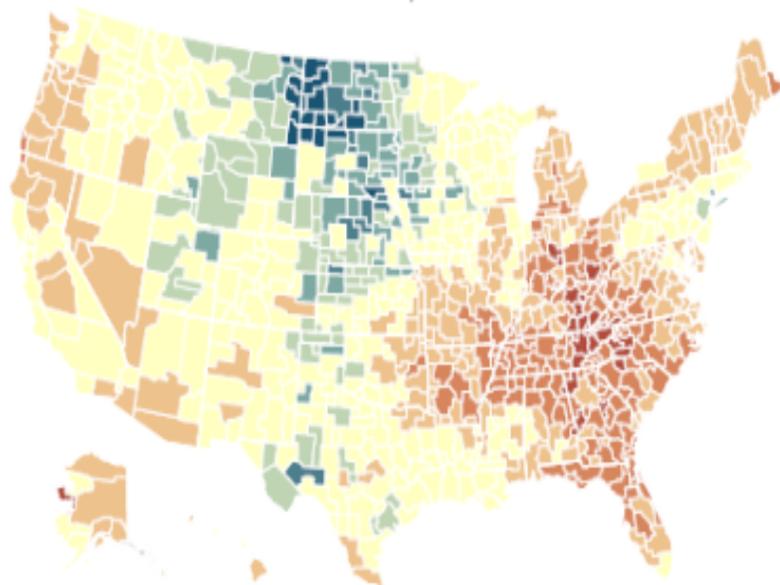
SOURCE: Emmons and Ricketts (2016).

NOTE: The blue horizontal line represents the white head of household.

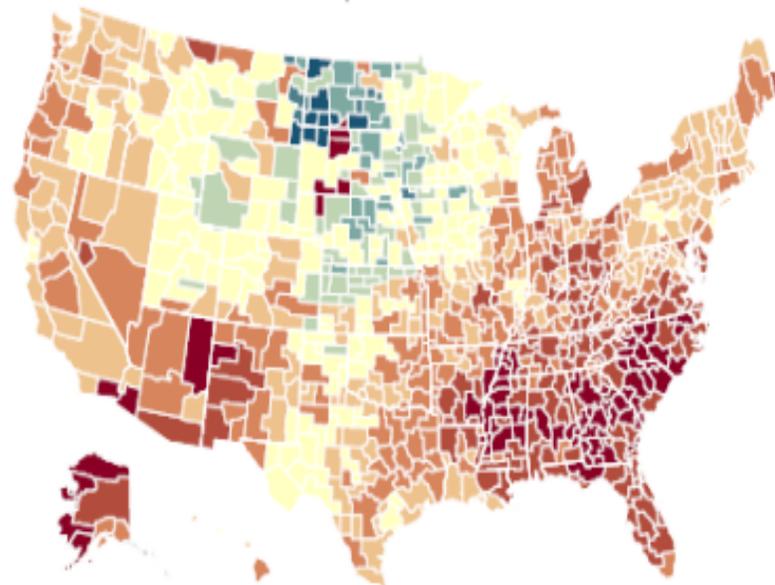
■ FEDERAL RESERVE BANK OF ST. LOUIS

Equal opportunity is not a reality for all

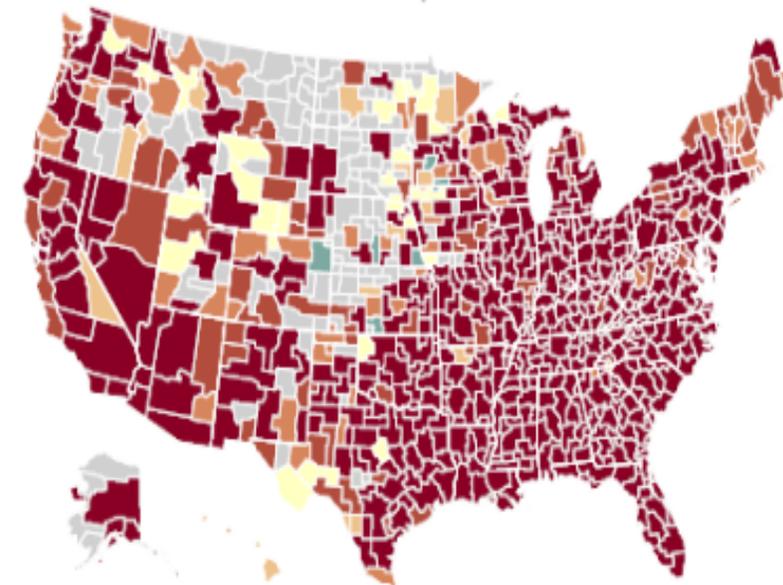
Average income of **white children** from poor families



Average income of **all children** from poor families



Average income of **black children** from poor families



Where children end up (average household percentile)

36th 39th 42nd 45th 51st 54th 57th 60th

What can we do to fight
discrimination?

Policy & Practice Lessons

SIX RECOMMENDATIONS

for school and district leaders
to implement toward creating equitable learning environments

01

Provide meaningful professional development and supports

02

Engage parents, students, and communities as full partners

03

Diversify the workforce

04

Ensure equitable access to and supports for success in rigorous and culturally sustaining coursework

05

Develop inclusive discipline and dress code policies

06

Provide access to integrated wraparound services and supports

From Ed Trust's report, *Social, Emotional and Academic Development Through an Equity Lens*

Organizing Lessons

1. Keep doing the work to push yourself and systems. Stay committed to your own growth and learning.
2. Work alongside and in solidarity with those most impacted, especially young people.
3. Keep expanding your circle, one person and one group at a time. Remember that there are more people being harmed than helped by injustice.
4. Learn with and from courageous leaders elsewhere. Your community is not alone.

Advocacy Lessons

1. Redirect the focus to students, away from individual agendas and adult politics.
2. Stay data-centered (quantitative and qualitative) and solutions-oriented to appeal to head, heart and hands.
3. Learn to “power map” and use every lever of policy change available to you, including state associations and policymakers.

TASB Advocacy Agenda Principles

The following Cornerstone Principles guide TASB's Advocacy Agenda and organizational conduct.

- Promotion of equity, intentional eradication of systemic racism, and the recognition of all cultures and races that have contributed to the rich history of Texas and the United States to include support for diversity and cultural awareness initiatives throughout the state.

<https://www.tasb.org/legislative/tasb-advocacy-agenda/cornerstone-principles.aspx>

District leadership matters



LEADERS IN DIVERSITY — Jeannie Stone
Jeannie Stone, Ed.D., Superintendent of Schools, Richardson ...

JEANNIE STONE
SUPERINTENDENT, RICHARDSON ISD

After taking a stand to fight systemic racism in the district, Richardson ISD Superintendent Jeannie Stone has been using her leadership role to push for changes for both staff and students.

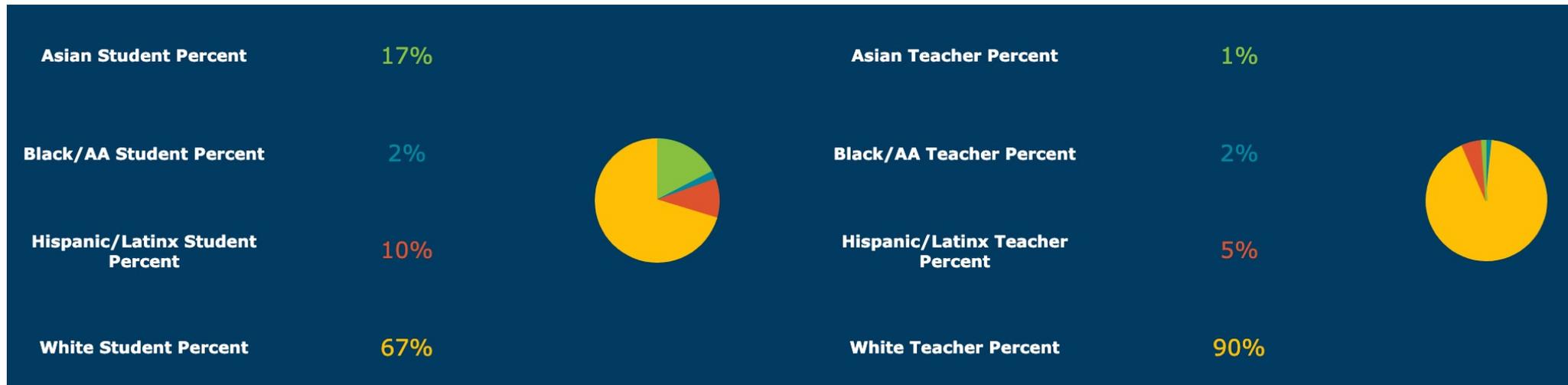
<https://www.bizjournals.com/dallas/video/6237047433001>

FWISD RACIAL & ETHNIC EQUITY PLEDGE

- I pledge to take a stand in support of racial equity for all Fort Worth ISD students, families, and staff.
 - I will listen first and seek to understand others' perspectives and experiences, even if it stands in direct contradiction to my own.
 - I will examine my own biases and actively seek to change them.
 - I will speak up when I observe situations of prejudice, racism, and the exploitation of any person on the basis of their race.
 - I will reach out to those who are different from me in order to break down the walls that divide us.
 - I commit to honor and embrace diversity and treat individuals as I would hope to be treated.
2. Additionally, the Board officially adopts the FWISD Racial & Ethnic Equity Pledge developed by the Committee and asks everyone to do more, take the pledge and help make Fort Worth ISD, the City of Fort Worth, the State of Texas, and the Country a place where all are equal.

<https://www.fwisd.org/cms/lib/TX01918778/Centricity/Domain/160/RESOLUTION%20racial%20equity%20committee.pdf>

Representation matters





The Education Trust

EdTrust.org

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Call To Action

- Monday at 5:00 P.M.
CISD School Board Meeting
- Tuesday from 5:00-8:00
Kendra Scott
- Sign Up For DATS Newsletter

