Parents, Schools, and Equity:
Unique Supports for Black High Achievement

Dr. James P. Huguley

Dr. Ming-Te Wang
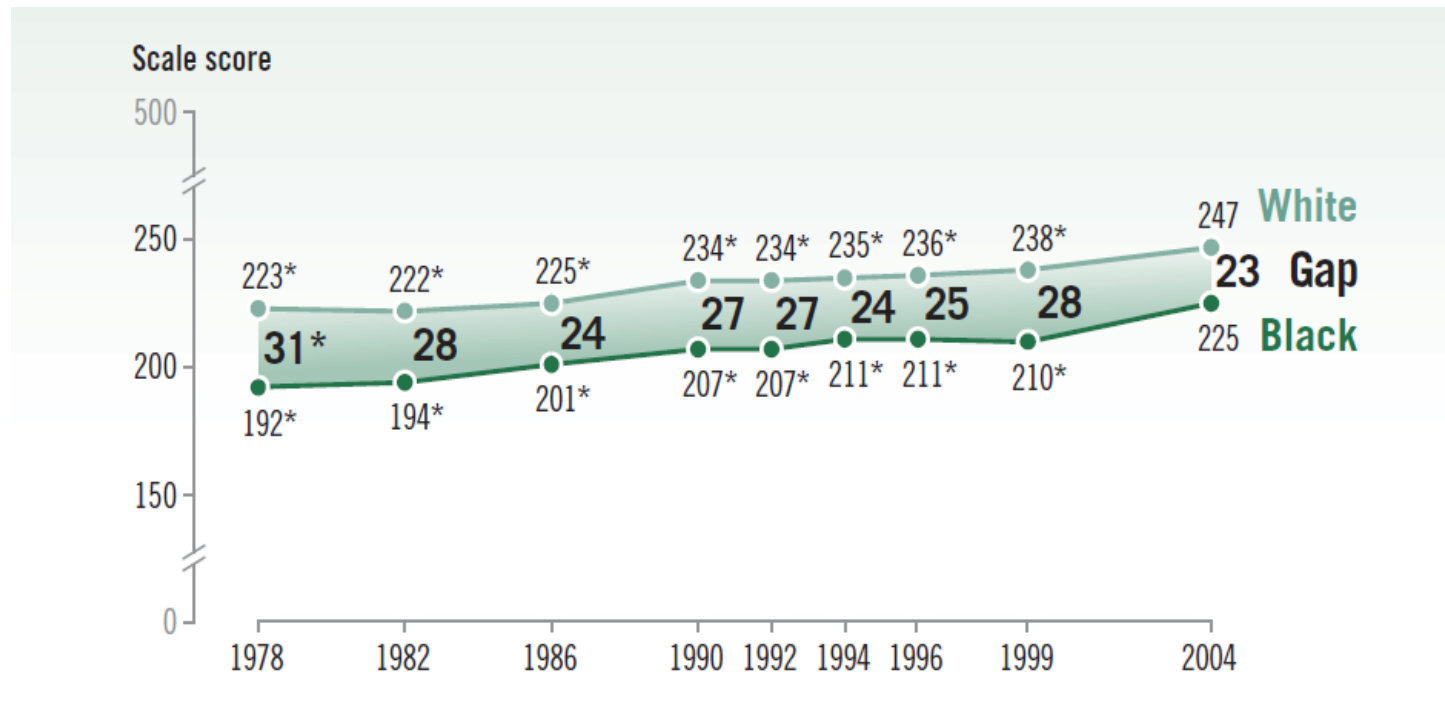
University of Pittsburgh

Center on Race and Social Problems

School of Education

School of Social Work

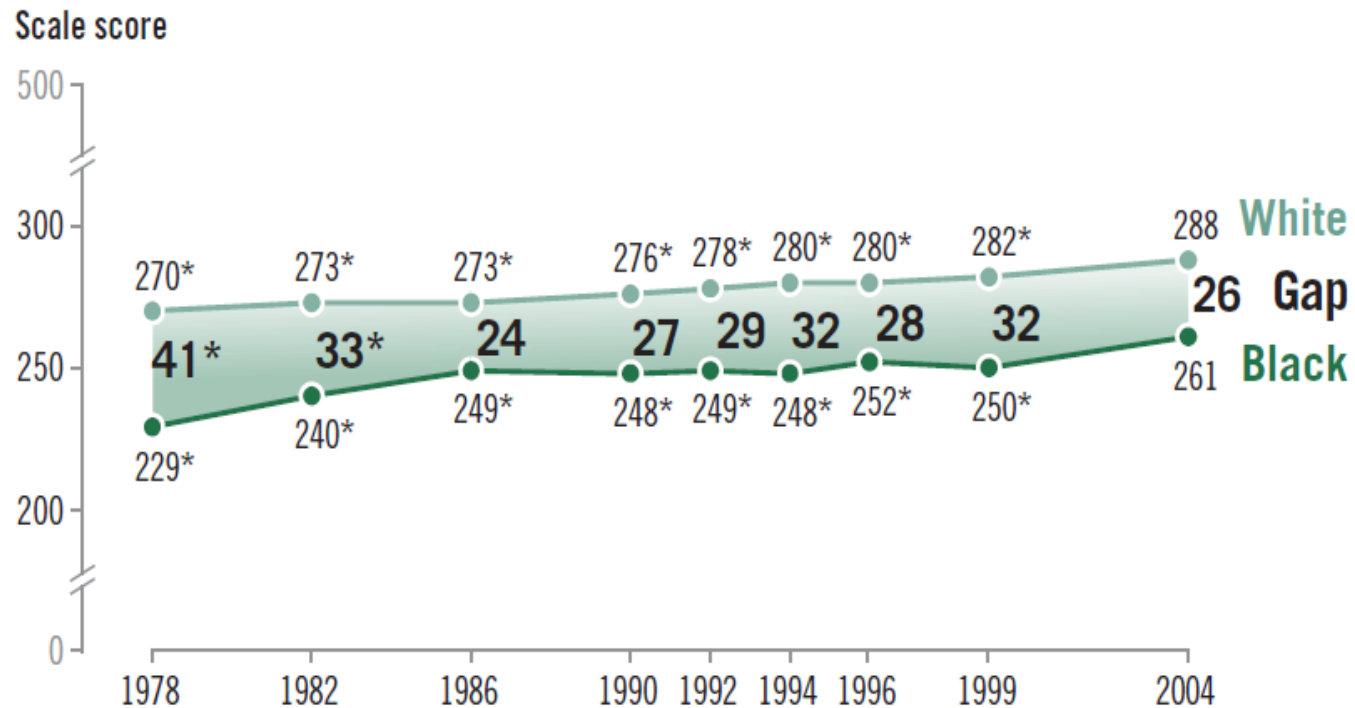# Achievement Disparity Trends over Time

4th Grade Mathematics

National Center for Educational Statistics (2009)

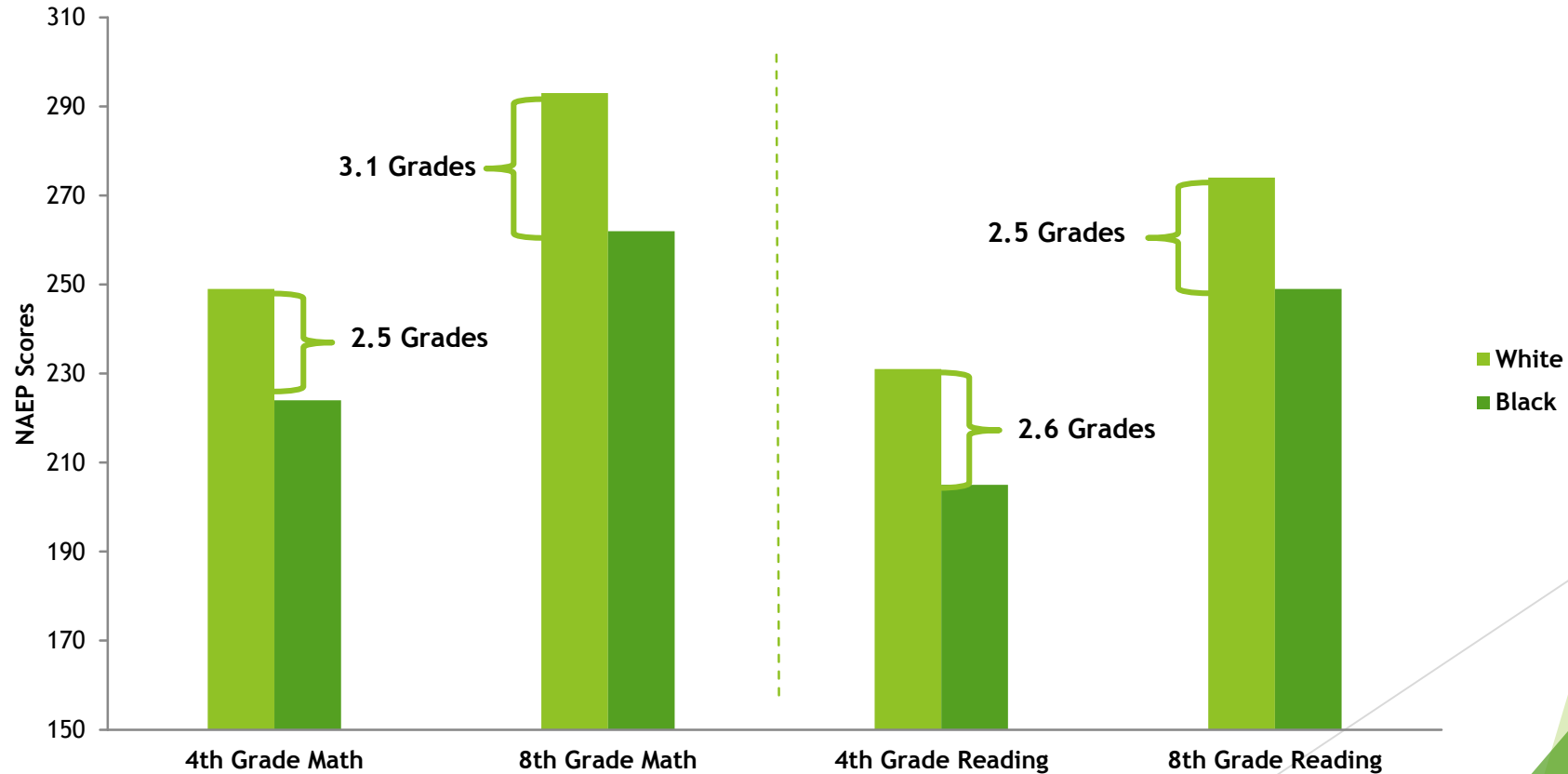# Achievement Disparity Trends over Time

8th Grade Mathematics

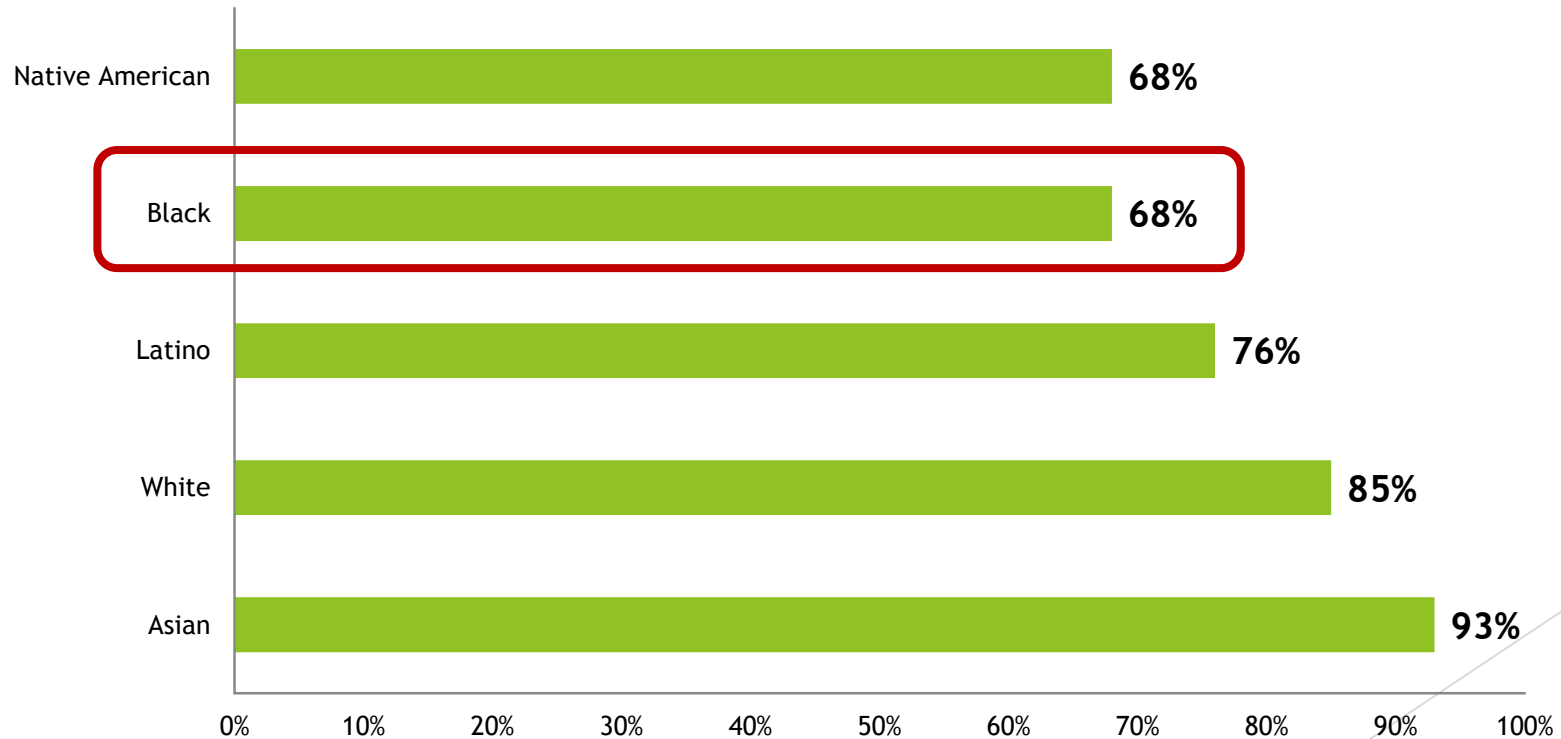National Center for Educational Statistics (2009)

Black White Educational Achievement Disparities Today

Current 4th and 8th Grade Achievement by Race

Black-White Educational Achievement Disparities Today

4-Year High School Graduation Rates (2012)

Race	Rate
Native American	68%
Black	68%
Latino	76%
White	85%
Asian	93%

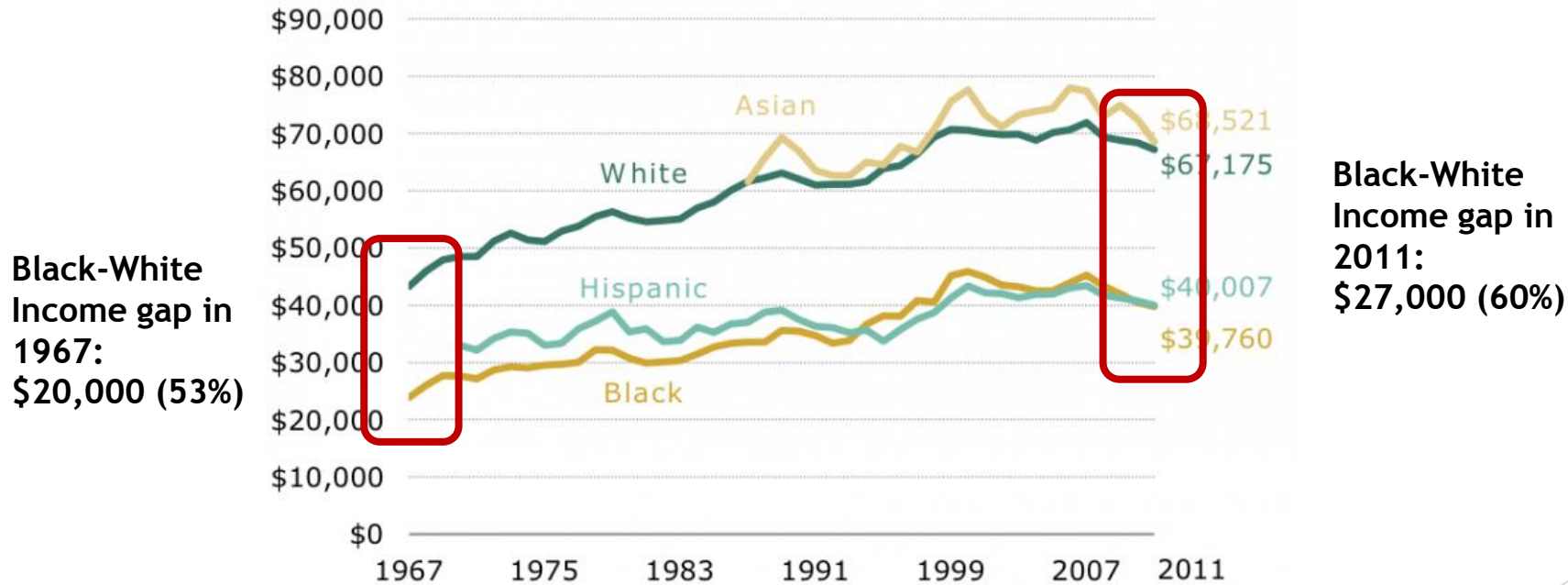(NCES, 2012)

Achievement Gap Problems are Twofold

1. **Half the Battle (at least 50% of the gap)**: Black children are disproportionately coming from economic backgrounds that are grossly less advantaged to their white counterparts (Jencks & Phillips, 1998).

    1. Worse home and community conditions

    2. Lower quality schools

    3. Fewer educational resources

    4. More economic stress

Black-White Economic Disparities: Income Gaps

Median Adjusted Household Income by Race/Ethnicity of Householder, 1967-2011

in 2012 dollars

Black-White Income gap in 1967: $20,000 (53%)

Black-White Income gap in 2011: $27,000 (60%)

Asian $68,521
White $67,175
Hispanic $40,007
Black $39,760

$90,000
$80,000
$70,000
$60,000
$50,000
$40,000
$30,000
$20,000
$10,000
$0

1967   1975   1983   1991   1999   2007   2011

Pew Research Center, (2011)

Black Child Poverty in Pittsburgh (J. Wallace, 2014)

% African Americans Under Age 5 Living in Poverty
Metro Areas, 2008

Pgh. White
14.6%
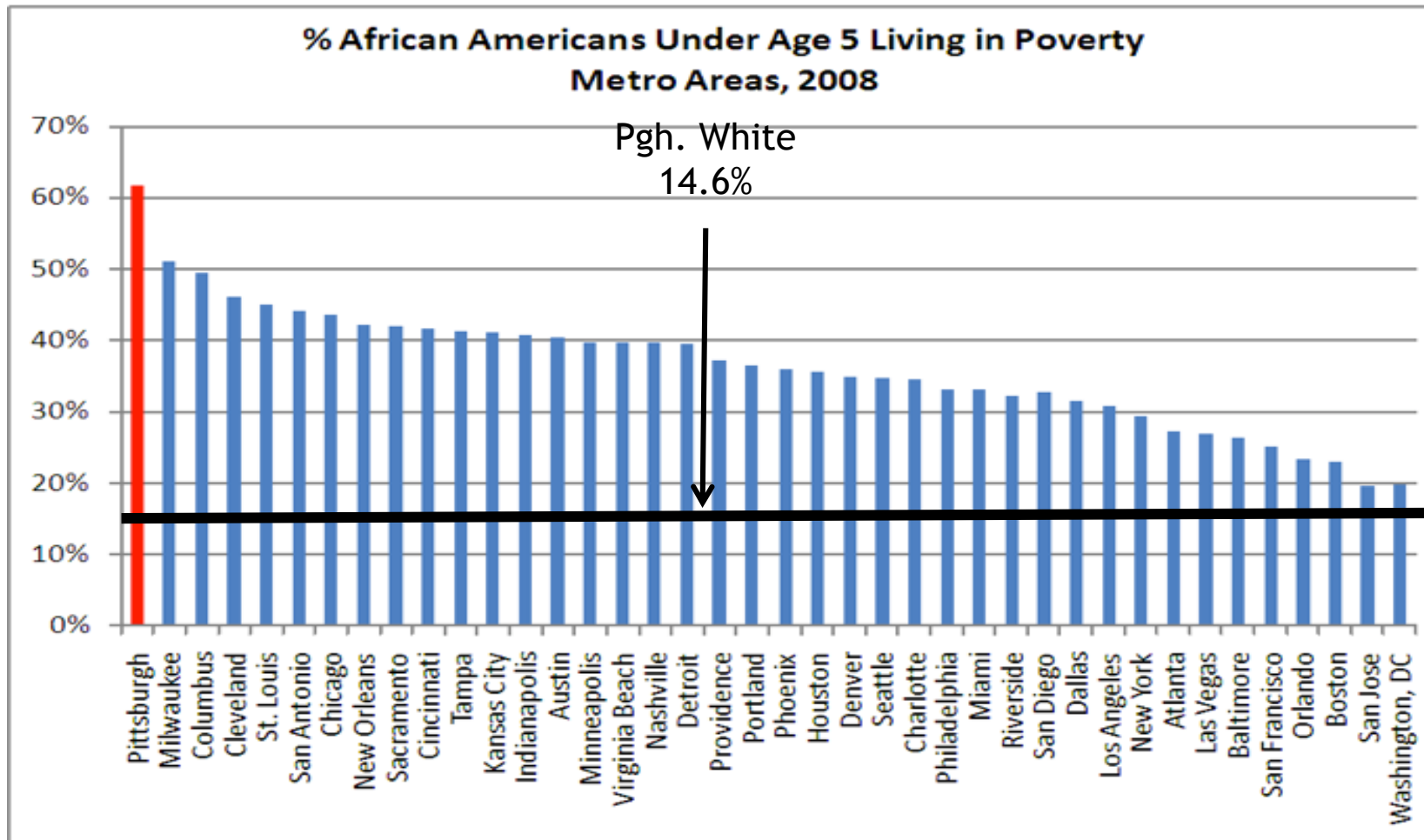
Black-White Economic Disparities: Wealth Gaps

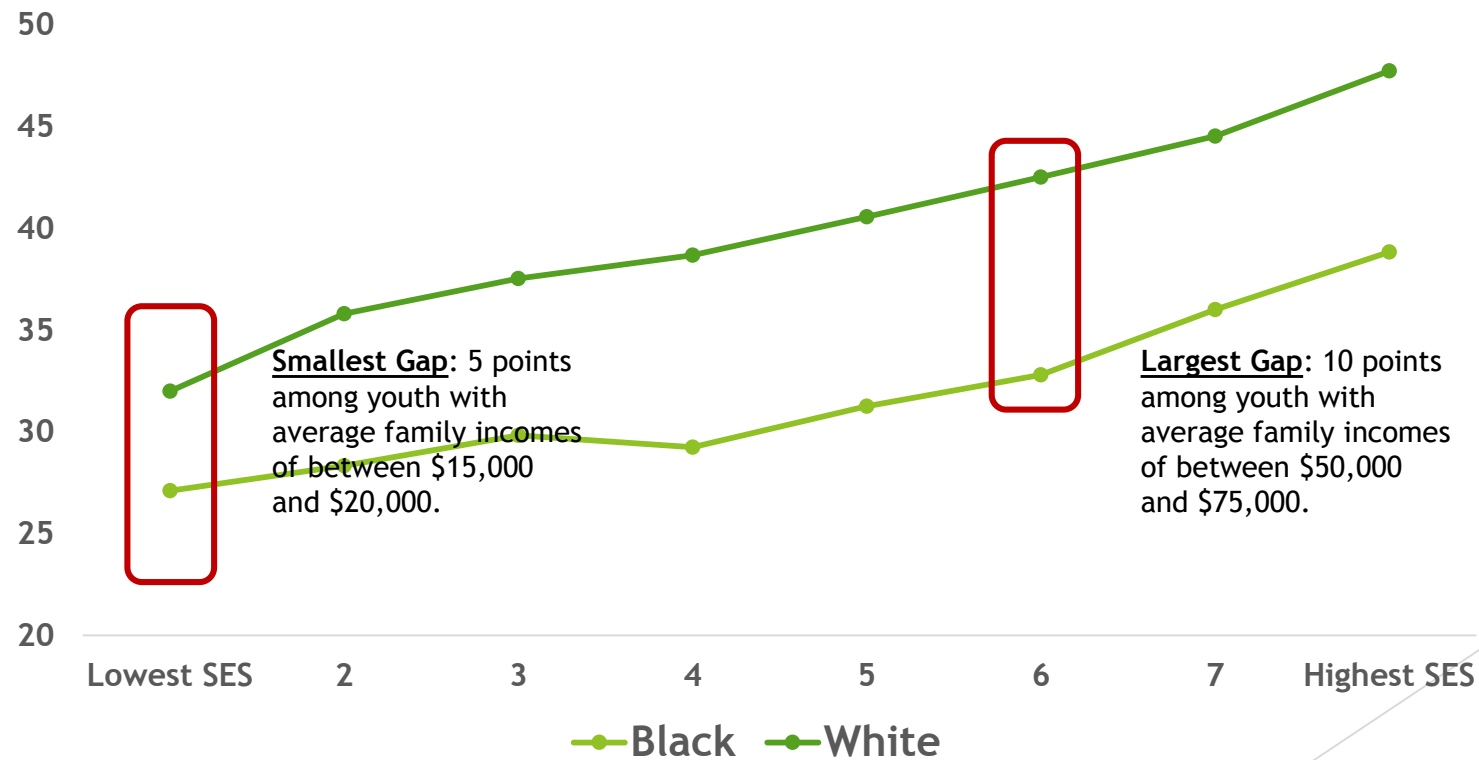**Median Net Worth of Households, by Race/Ethnicity, 1984 to 2011**

In 2012 dollars
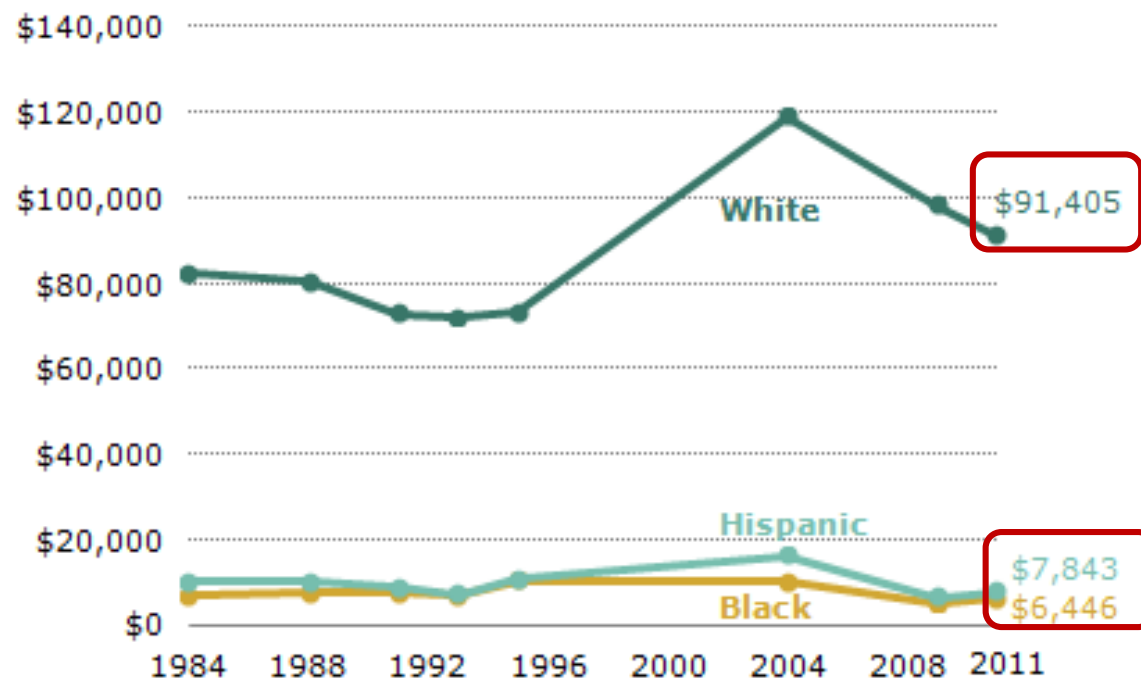
White Households in the US have 14x the assets of Black Households (Pew, 2013)

	White	Hispanic	Black
2011	$91,405	$7,843	$6,446

Achievement Gap Problems are Twofold

1. **Half the Battle:** Black children are disproportionately coming from economic backgrounds that are grossly less advantaged to their white counterparts

2. Even in more comparable economic circumstances, there are still sizable disparities in Black and White achievement

   1. School choice options
   2. Lack of Black high achievement communities
   3. Within school racial academic hierarchies
   4. Lack of two-parent households

The Achievement Gap Exists at All Socio-economic Status Levels

10th Grade Mathematics Achievement Difference By Socioeconomic Status

Smallest Gap: 5 points among youth with average family incomes of between $15,000 and $20,000.

Largest Gap: 10 points among youth with average family incomes of between $50,000 and $75,000.

Black — White

Racial Achievement Dynamics (Huguley, 2014)

- Black-White education achievement gap exists across contexts, but it operates differently

- Part of the issue is that Black students across the income spectrum are disproportionately in less resourced schools

- Black students benefit more from better schools than do their White peers from similar backgrounds

Proportions of Blacks in Private Schools By Socio-economic Income Bracket

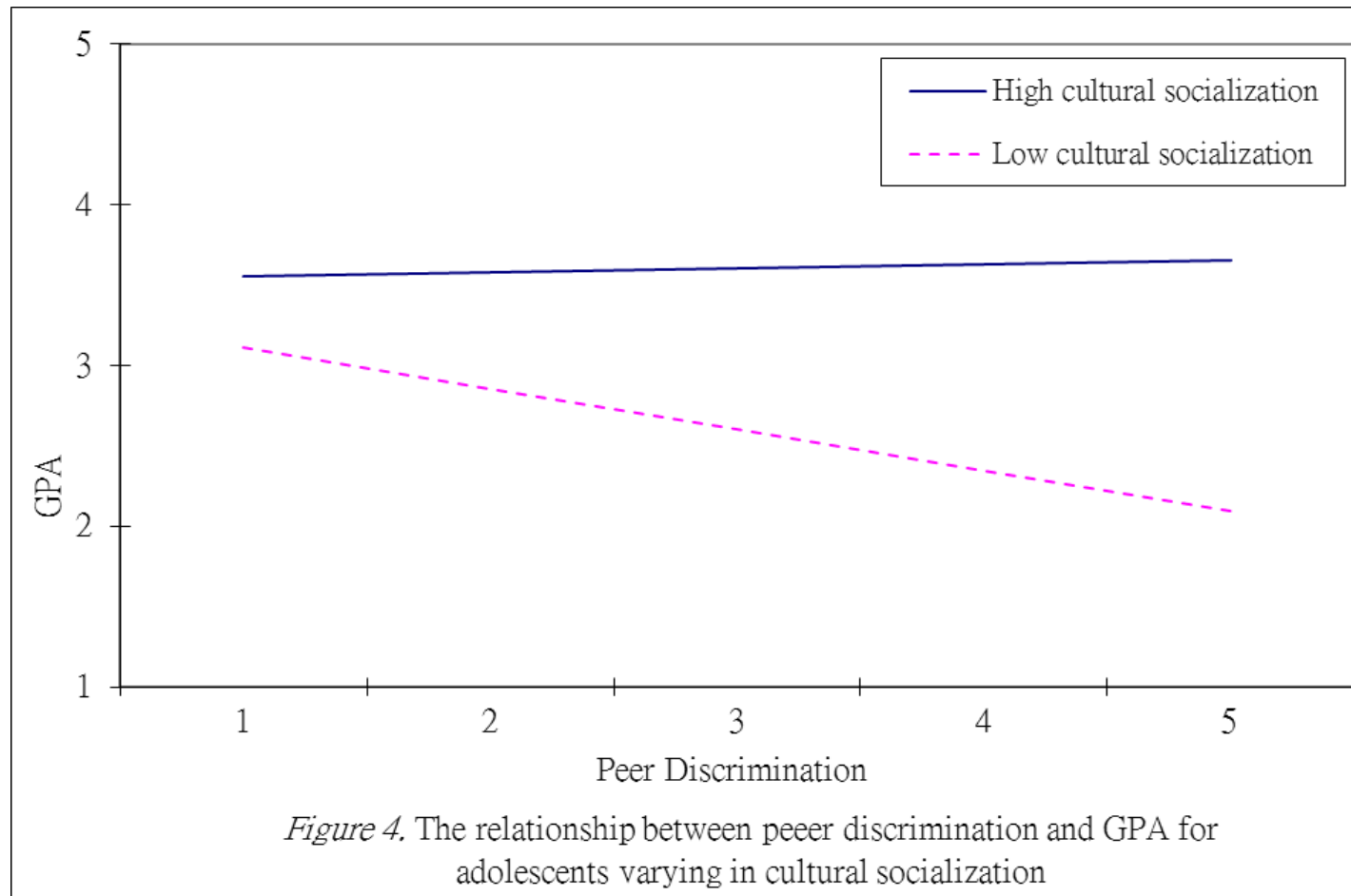|	Black	White
Top Quarter ($75,000 or more)	26%	46%
2nd Quarter	15%	25%
3rd Quarter	11%	18%
Bottom Quarter	6%	9%

In the Home: Teaching About Race Pride And Preparation for Bias (Wang & Huguley, 2012)
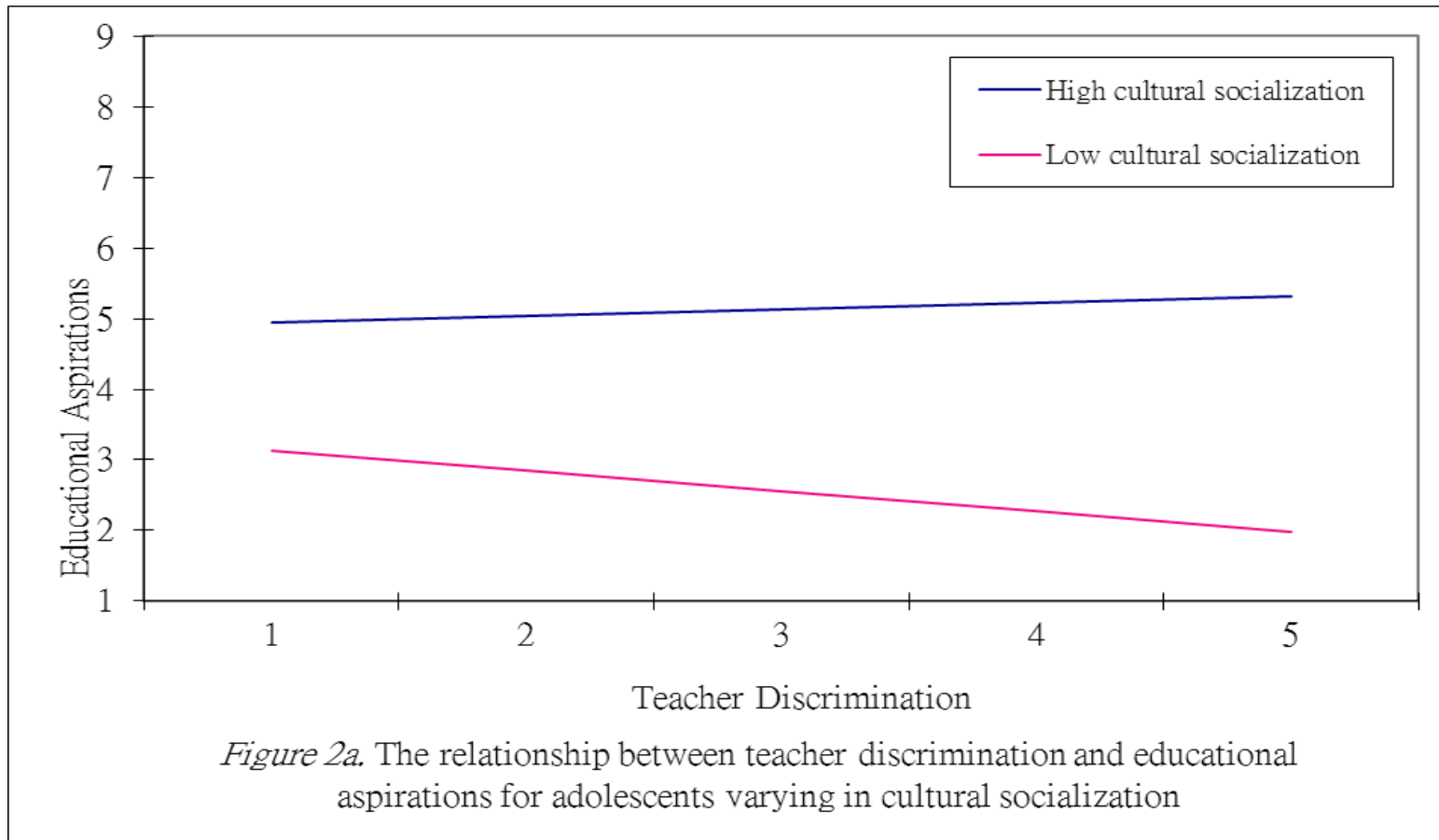
Study 1: Research Questions:

- Do teaching about racial pride and preparing Black children for racial biases associate positively with academic outcomes?

- Do these parenting practices offset the negative effects of discrimination effects in school?

Teaching Race Pride
Offsets Discrimination Effects On GPA

Figure 4. The relationship between peeer discrimination and GPA for adolescents varying in cultural socialization

Teaching Race Pride Offsets Discrimination Effects On Aspirations

Figure 2a. The relationship between teacher discrimination and educational aspirations for adolescents varying in cultural socialization

Teaching about Racial Pride and Preparing Youth for Racial Bias together has Unique Benefits

Figure 5. The relationship between preparation for bias and educational aspiration for adolescents varying in cultural socialization
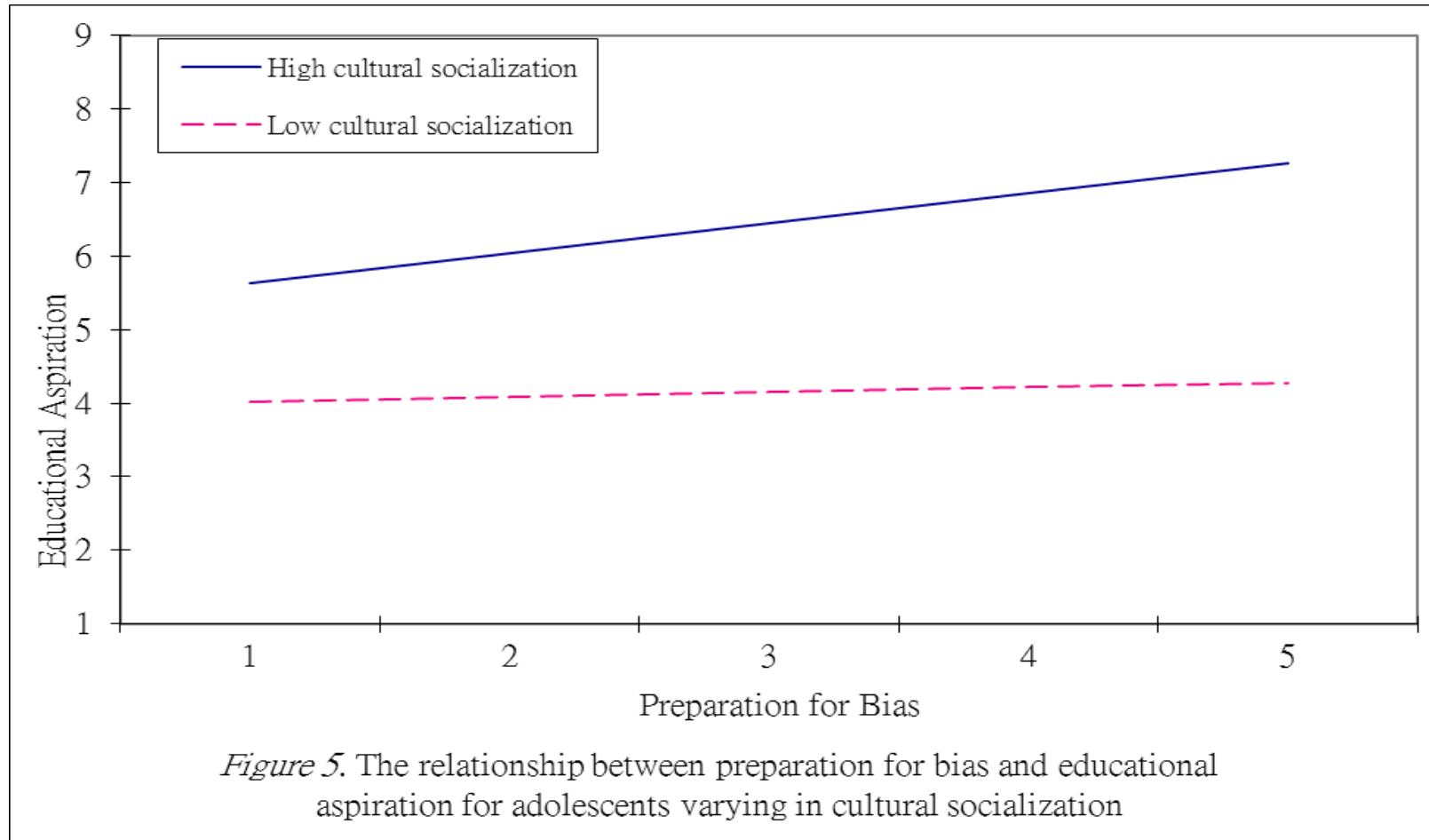
Current Racial Socialization Study

Do racial socialization practices have value independent of good general parenting practices?

- Cultural Socialization (Teaching Race Pride)
- Preparation for Bias

In the context of

- Active involvement
- Connectedness
- Rules and restrictions
- Academic expectations
- Democratic Approaches

Current Study: Preliminary Results

- Highly engaged Black parents are the one who also are more likely to engage in racial socialization

- Racial pride socialization modestly associated with higher GPA and educational aspirations independent of other parenting practices

- Racial pride socialization modestly associated with higher aspirations independent of other parenting practices

In sum, Racial Socialization Benefits...

- Higher GPA

- Higher Educational Aspirations

- Offsetting Teacher and peer discrimination effects

- Better identification with school

- Potential to help narrow gaps!

The SHORT LIST:
What Matters At Home and School for Youth

At Home

- Health and Nutrition
- Safety (physical and emotional)
- Warmth and Connectedness
- Structure and High Expectations
- Strong Habits
- Values and Beliefs
- Strong communities
- Affirmation and Encouragement
- Growth mindset
- Strong Racial Identity
- Trust

At School

- Health and Nutrition
- Safety (physical and emotional)
- Warmth and Connectedness*
- Structure and High Expectations
- Academic Peer Norms
- Opportunities to Excel
- Sense of Belonging
- Affirmation and Encouragement
- Growth mindset
- Racially inclusive achievement culture
- Trust

Achieving in College In Science, Technology, Engineering, Math, and Beyond

Within the self:

▶ Understanding that it takes Hard Work

▶ Sense of Self as Achiever

Within the school:

▶ Strong Sense of Community (achievement culture and togetherness)

▶ Mentors and experience in the field

▶ Personal Investment from Faculty and Staff

(Hrabowski, 2013)

Conclusions: In School and At Home

- Quality adult relationships (Support and Encouragement)

- High expectations

- Racial identity as achievers

- **Peer achievement culture**

- Physical and emotional safety

- High achievement opportunities

- Growth mindset (Effort is intelligent)

Next Steps

- Understanding Preparation for Bias in Black Families

- Understanding Motivation and S.T.E.M. achievement

- Developing interventions for S.T.E.M. success

- Building partnerships with practitioners and community organizations

Thank You

James P. Huguley

huguley@pitt.edu

Ming-Te Wang

mtwang@pitt.edu