



DIVERSITY & INCLUSION IN OUR SCHOOLS

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Teacher diversity

Using data from the American Community Survey, they show that in 2015 just over half of American children aged 5 to 17 were white, but nearly 80 percent of young teachers (whom they define as individuals aged 25 to 34, with a bachelor's degree, and teaching at the prekindergarten through high school level) were white.

Meanwhile, while black students comprise around 13 percent of all school-aged children, black teachers represent only around 8 percent of all young teachers.

And while Hispanic students comprise around 24 percent of all school-aged children, Hispanic teachers represent only around 9 percent of all young teachers.

Asian teachers are slightly underrepresented relative to the percentage of Asian students in the population.

10.8 percent of white young adults with bachelor's degrees were teachers in 2015, compared with 8.6 percent of young black college graduates and 9.4 percent of young Hispanic college graduates. Asian young college graduates become teachers at dramatically lower rates: Only 3.3 of Asian young adults with bachelor's degrees were teachers. Putting the pieces together, 4.4 percent of white young adults in 2015 were teachers, as compared with 1.8 percent of black young adults, 1.5 percent of Hispanic young adults, and 2.1 percent of Asian young adults.

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Teacher diversity cont.

Research indicates that minority students do better contemporaneously in school – and likely in the long run as well – when they are exposed to teachers of their same race or ethnicity.

Consider two cities with nearly the same proportion of black school-aged children:
In Fort Lauderdale, 22 percent of teachers are black while 34 percent of school-aged children are black, while in Milwaukee, just 8 percent of teachers are black even though 36 percent of school-aged children are black.

One can compare the same two cities regarding Hispanic teacher representation as well:
18 percent of Fort Lauderdale teachers are Hispanic, relative to 30 percent of Fort Lauderdale school-aged children, and

5 percent of Milwaukee teachers are Hispanic, relative to 22 percent of Milwaukee school-aged children.

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High school diplomas

While 95 percent of Asian young adults (those aged 25 to 34) in 2015 graduated from high school and 94 percent of white young adults graduated from high school, smaller fractions of black (89 percent) and Hispanic (76 percent) young adults had high school diplomas.

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College degrees

Racial and ethnic gaps in college degree attainment were even more stark: 65 percent of Asian young adults held bachelor's degrees and 40 percent of white young adults held bachelor's degrees, but only 21 percent of black young adults and 16 percent of Hispanic young adults held bachelor's degrees.

Source: https://www.brookings.edu/wp-content/uploads/2019/09/Inclusion-and-Diversity-Report_2019-1.pdf

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Corporate diversity: Diversity Programs That Get Results

Companies do a better job of increasing diversity when they forgo the control tactics and frame their efforts more positively. The most effective programs spark engagement, increase contact among different groups, or draw on people’s strong desire to look good to others.

% CHANGE OVER FIVE YEARS IN REPRESENTATION AMONG MANAGERS

Type of program	White		Black		Hispanic		Asian	
	Men	Women	Men	Women	Men	Women	Men	Women
Voluntary training			+13.3		+9.1		+9.3	+12.6
Self-managed teams	-2.8	+5.6	+3.4	+3.9				+3.6
Cross-training	-1.4	+3.0	+2.7	+3.0	-3.9		+6.5	+4.1
College recruitment: women*	-2.0	+10.2	+7.9	+8.7		+10.0	+18.3	+8.6
College recruitment: minorities**			+7.7	+8.9				
Mentoring				+18.0	+9.1	+23.7	+18.0	+24.0
Diversity task forces	-3.3	+11.6	+8.7	+22.7	+12.0	+16.2	+30.2	+24.2
Diversity managers		+7.5	+17.0	+11.1		+18.2	+10.9	+13.6

*College recruitment targeting women turns recruiting managers into diversity champions, so it also helps boost the numbers for black and Asian-American men.

**College recruitment targeting minorities often focuses on historically black schools, which lifts the numbers of African-American men and women.

NOTE GRAY INDICATES NO STATISTICAL CERTAINTY OF A PROGRAM’S EFFECT.

SOURCE AUTHORS’ STUDY OF 829 MIDSIZE AND LARGE U.S. FIRMS. THE ANALYSIS ISOLATED THE EFFECTS OF DIVERSITY PROGRAMS FROM EVERYTHING ELSE GOING ON IN THE COMPANIES AND IN THE ECONOMY.
FROM “WHY DIVERSITY PROGRAMS FAIL,” BY FRANK DOBBIN AND ALEXANDRA KALEV, JULY–AUGUST 2016

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Inclusion in Schools

The term **inclusion** captures, in one word, an all-embracing societal ideology. Regarding individuals with disabilities and special education, inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms.

When we include all children in our school programs, they learn acceptance of other people, and that each person has unique abilities. Children learn from each other.

Inclusive systems provide a better quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions.

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Benefits to Students

By promoting diversity, equity and inclusion in schools, students benefit in the following ways:

- They are better prepared for a **global economy**.
By being exposed to people from different cultures and social groups, students are better prepared for a global world.
- They have more **confidence**.
A recent study in the journal of Child Development found students feel safer when they have access to a diverse education.
- They have **more empathy and less prejudice**.
When students attend schools in less racially isolated environments, they are less likely to develop prejudice and to stereotype others.

Benefits to Students cont.

- **Achievement improves**

Studies have shown that students in diverse schools have higher test scores, on average.

- **Creativity improves**

Diverse classrooms encourage problem-solving, critical thinking and creativity because of the varying perspectives that challenge students to think in different ways.

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