



The White House Initiative on Educational Excellence for African Americans: **Addressing the double jeopardy facing African American LGBT Students**

Eliza Byard, Ph.D. | Executive Director

June 29, 2015

The problem

Anti-LGBT bias & violence prevalent in K-12 schools

- **85% of LGBT youth were verbally harassed** in the past year.
- **65% heard homophobic remarks** like “fag” or “dyke” frequently or often.
- **30% missed at least one day of school in the past month** because they felt unsafe or uncomfortable.

The problem

Bias & violence decrease achievement & well-being

- **Lower GPA**
- **Less likely to plan to go to college**
- **Lower self-esteem**

Higher vulnerability to drop out/push out

“A lot of the people are like, oh, black people can't be gay or there's no gay black people and that's wrong cause I'm standing here and I identify as black and gay so for me, I go through a lot of stuff I feel like a lot of people were bullying me for both targets cause they are like, oh, he has a double minority so we're going to attack him for both and definitely a lot of people tried to go at it because oh, he's black but he's also gay so if we can't pick on the black part, we're going to pick on the gay part.”

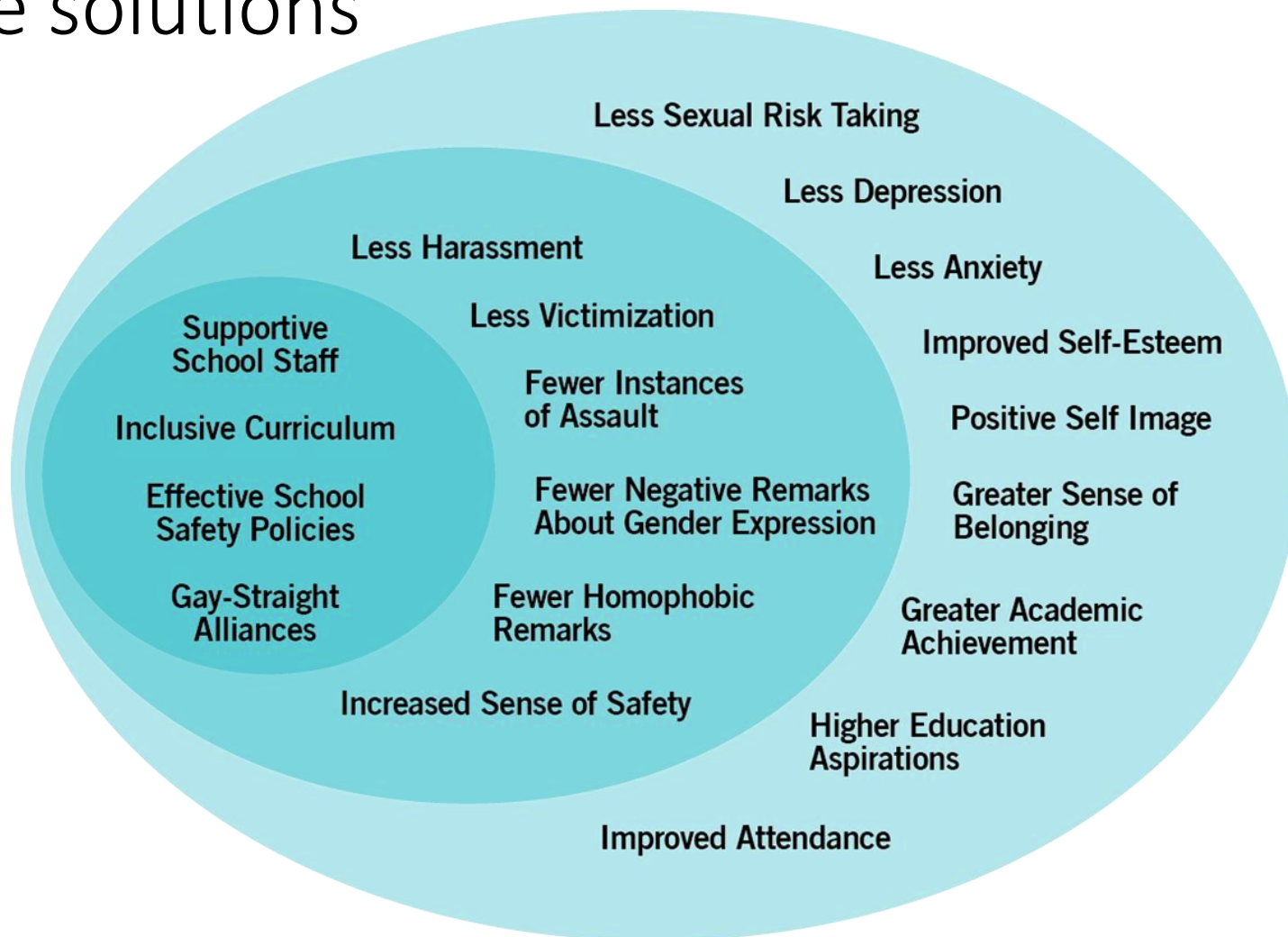
– *Dontae, High School Senior*

The problem

Double jeopardy for African American LGBTQ students experiencing anti-LGBT AND race-based harassment and overt/covert discrimination:

- **Compounds impact on GPA**
- **Compounds impact on well-being**
- **Significantly more likely to be disciplined at school, even higher vulnerability to drop out/push out**

The solutions

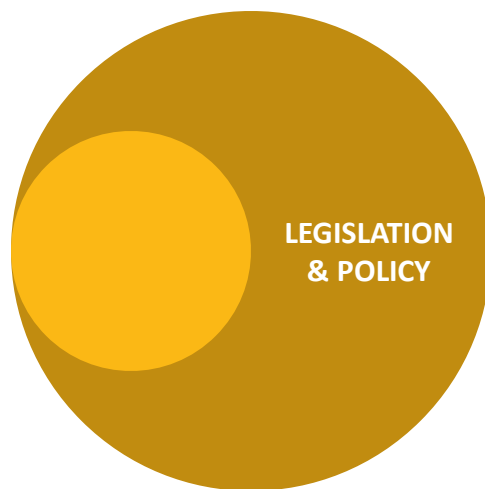


GLSEN's strategy



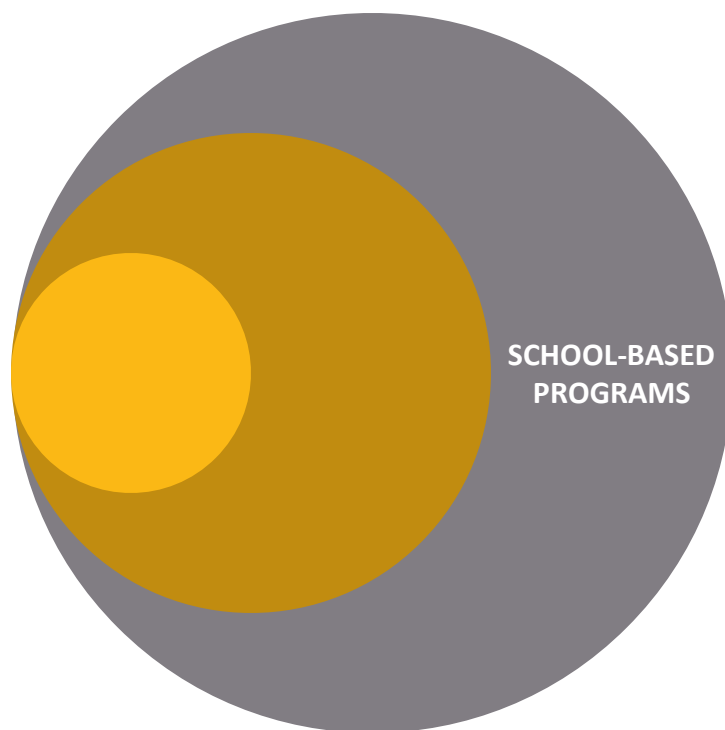
Providing **INSIGHTS**
into the landscape
and how students
are truly affected on
a day-to-day basis

GLSEN's strategy



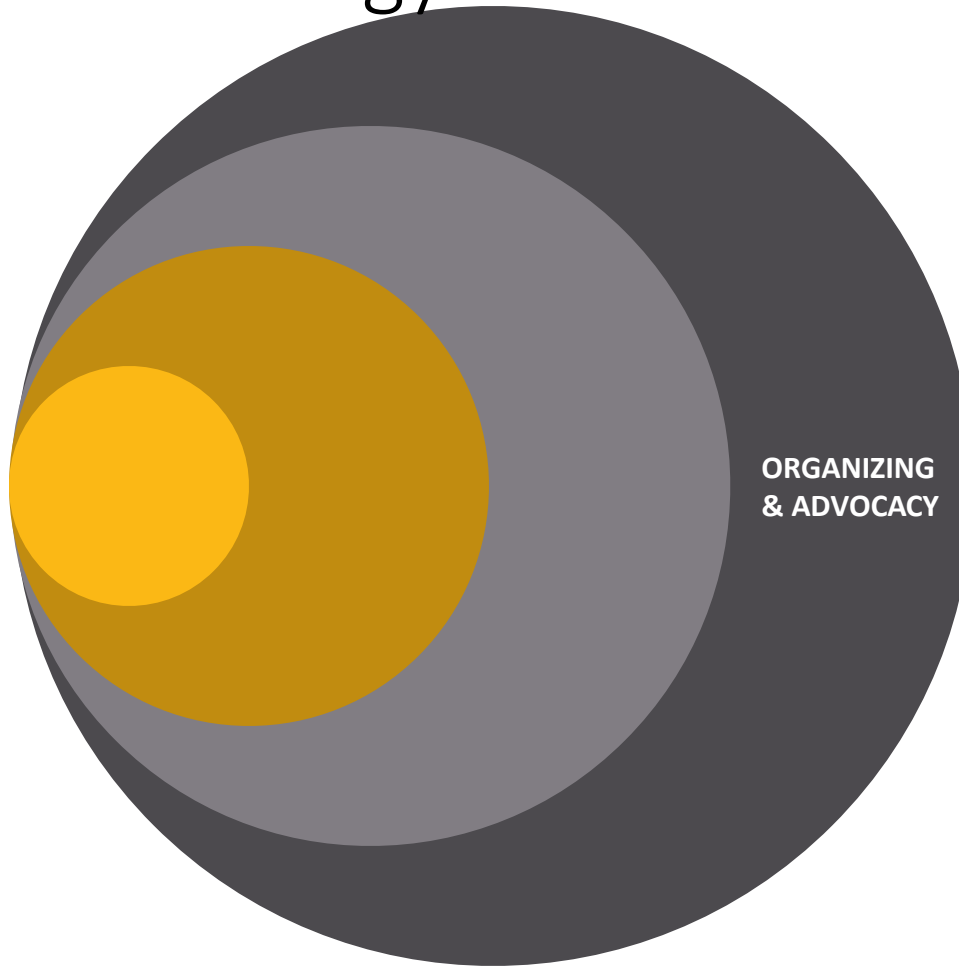
Working to build the
INFRASTRUCTURE
that will enable safe
and affirming
schools

GLSEN's strategy



Helping educators
build and cultivate
safe school
ENVIRONMENTS

GLSEN's strategy



INSPIRATION for youth & educators to stand together to shift perceptions, create environments of acceptance and capitalize on teachable moments

Critical considerations

- **Predominantly White teaching corps**
- **Inadequate funding and support to public schools**
- **Curricular inclusion: LGBT, African American, African American LGBT**
- **Reparative/restorative approaches to school discipline**
- **Creating space for African American LGBTQ leaders**

ALLY WEEK 20

Ally Wall Of Fame

fag-got (fag'ot) 1. there was a time when the word "fagot" meant a bundle of sticks, but then people started using it in an insulting, offensive way and things changed, so when you say things like "fagot," "fags" and "faggot" you may hurt someone. 2. a hater. 3. get over it. ThinkB4U

ally

1. Someone who has your back at all the times, even if you have beliefs that are different from their own.

ALLY WEEK 2013

1. Ally	2. Ally	3. Ally	4. Ally	5. Ally	6. Ally	7. Ally	8. Ally	9. Ally	10. Ally	11. Ally	12. Ally	13. Ally	14. Ally	15. Ally	16. Ally	17. Ally	18. Ally	19. Ally	20. Ally	21. Ally	22. Ally	23. Ally	24. Ally	25. Ally	26. Ally	27. Ally	28. Ally	29. Ally	30. Ally	31. Ally	32. Ally	33. Ally	34. Ally	35. Ally	36. Ally	37. Ally	38. Ally	39. Ally	40. Ally	41. Ally	42. Ally	43. Ally	44. Ally	45. Ally	46. Ally	47. Ally	48. Ally	49. Ally	50. Ally	51. Ally	52. Ally	53. Ally	54. Ally	55. Ally	56. Ally	57. Ally	58. Ally	59. Ally	60. Ally	61. Ally	62. Ally	63. Ally	64. Ally	65. Ally	66. Ally	67. Ally	68. Ally	69. Ally	70. Ally	71. Ally	72. Ally	73. Ally	74. Ally	75. Ally	76. Ally	77. Ally	78. Ally	79. Ally	80. Ally	81. Ally	82. Ally	83. Ally	84. Ally	85. Ally	86. Ally	87. Ally	88. Ally	89. Ally	90. Ally	91. Ally	92. Ally	93. Ally	94. Ally	95. Ally	96. Ally	97. Ally	98. Ally	99. Ally	100. Ally
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For more information:

GLSEN.org

Facebook | Twitter | Instagram | Tumblr

BLACK LGBTQ EDUCATOR IMPACT

Challenges

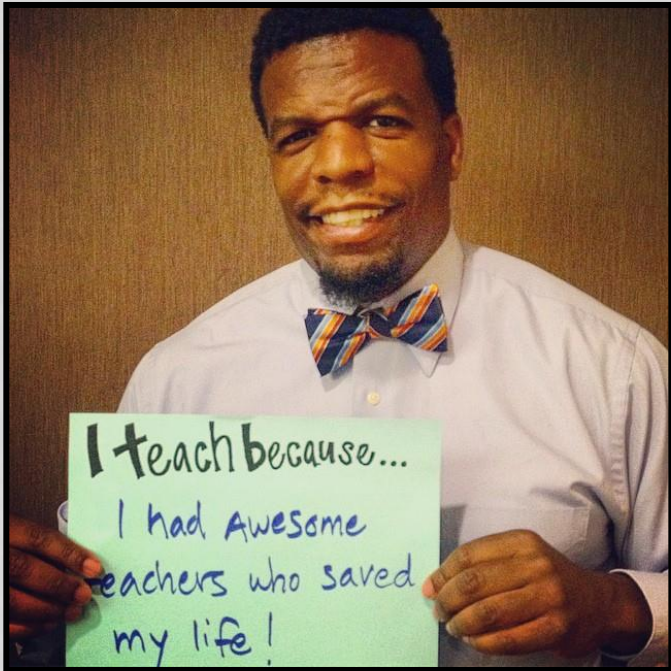
- Discouragement, quite often from black leadership and mentors in schools, with regard to being OUT.
- Lack of employment protections. Being OUT poses real threat to promotions/professional mobility.
- Heteronormative school culture and climate produces stress that negatively impact performance.
- Lack of cultural competency or affirmation (e.g., stigma of predatory behavior or conflation of sexual identity and sex).

Triumphs

- Strong achievement outcomes often overshadow concerns around identity. Integration of culturally responsive pedagogy.
- School community engagement beyond classroom is celebrated. LGBTQ teachers, some without children, find great pride in assuming this role for students.
- Character development (e.g., resiliency) modeled for students.
- Intersectional vantage point often enables empathy and relatability

Tim'm T. West

Senior Managing Director, Teach For America
LGBTQ Community Initiative



- School and Community Engagement
- Parent
 - High School English Department Chair
 - University Professor and Advisor
 - Academic Lead Teacher
 - PTA Liaison
 - Varsity Basketball Coach
 - Advisor to GSA, Spoken Word Club, Black History Programming Committee
 - Nearly 20 years of teaching curriculum development

"I eventually did come out to my students in after two students I coached on the basketball team got into an argument where the 'f' word was passed around as liberally as the ball itself. It was second semester and I knew the rapport with my students was strong. They knew that I valued and loved them; and that I held high expectations of them both inside and outside of the classroom. So I wasn't going to let this word fly. The word hurt, not just me, but other students in the class who were LGBTQ or had same-sex parents."

Sheila Martin

Jacksonville, FL

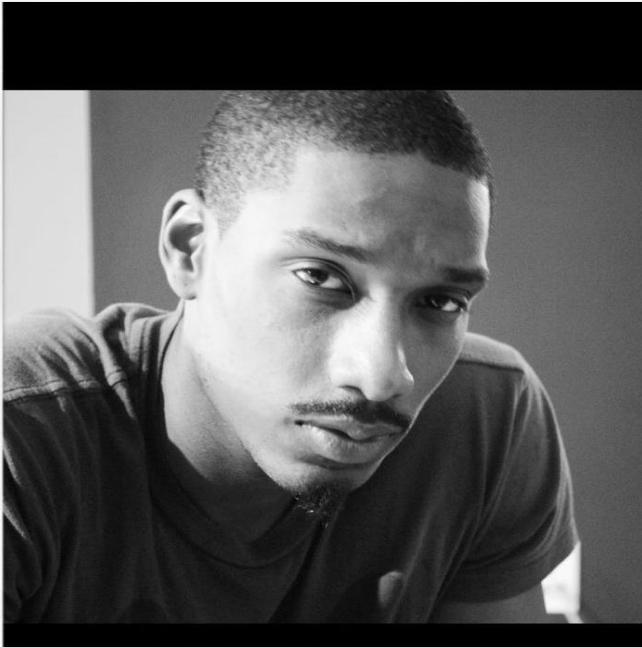


- Washington, D.C. metro area and 2015 graduate of George Mason University
- Member of the 2015 Jacksonville Corps and who will be teaching High School English Language Arts.
- Vast interests in research, Educational Leadership, Culturally Responsive Teaching.

“Intersectionality is at the core of my experience as a future educator. I have served as a member of the Northern Virginia Pride Board of Directors, volunteered for the Reconciling Ministries Network, and helped to plan discussions and events for the local and national black LGBTQ community. My work and research has been focused on examining and embracing the intersections of race, sexuality and religion, particularly in the black community. As I begin my journey with Teach for America, I hope to continue to dialogue about these intersections, particularly as they affect students in low-income communities. I am certain that my experience and passion will make me a vibrant presence on the TFA Corps Member Advisory Board for our LGBTQ Community Initiative.”

Gary D. Hamilton

Washington, DC



- (Nearly 10 years) K-12 Special Education Teacher District of Columbia Public Schools
- 2014-2015 Highly Effective Teacher
- America Achieves Teacher and Principal Fellow
- Teacher Selection Ambassador DCPS
- Teacher Trainer Flamboyant Foundation
- Washington Teacher's Union Teacher Leader (2012-2013)
- Guest Speaker Teacher Appreciation Week White House Initiative "My Brother's Keeper"
- Summer School Model Teacher (DC Teaching Fellows) District of Columbia Public Schools

• "...for students who deal with racism and poverty on a daily basis, there may be little space to explore the topic of homosexuality. In the black community in particular, being open about sexuality is a serious challenge. Acting outside of the strong heterosexual male stereotype is seen as weakness, equated with being defective, and in too many Black churches, being gay is still seen as a terrible transgression. Because of this, in many low-income minority schools, including the one in the neighborhood in which I teach, both students and teachers are still afraid to talk openly about their sexuality."

Allecyn Gay

Arkansas Delta



“One of the greatest challenges I have had is decided to be who I am as a school leader. I have been OUT since high school however work in places where I have no legal protections. What’s most important to me are my students seeing themselves in those who are teaching them. The challenge for me has been to be myself... and also just walking that fine line of what is acceptable to say to students and teachers as an out person of color. I never thought about myself as being part of the LGBTQ community until I got in to Education and more specifically Teach For America... which is, by far, the most affirming community I’ve been a part of as an Educator. I think it means a lot more for me now... since I’m going into school leadership.”

- Graduate of both Southern Univ. Baton Rouge and Columbia Teachers College and member of Delta Sigma Theta, Sorority, Inc.
- TFA Corps South Louisiana 2008. Taught 3 additional years in LA after the corps before joining our staff as a Real Time Coach supporting our teachers in AL
- Founding Dean of a KIPP School in the Arkansas Delta.

Omar Currie

Orange County, North Carolina



“I am an openly gay man and within a few minutes of talking to me, any family is going to know that I’m gay. I wanted to know what [school leadership’s] response is going to be when that becomes a problem for someone, and was assured I was hired because of my ability to teach and that I was “supported 100 percent, regardless of what parental concerns are. ’I spoke to the principal after a bullying incident and she said [students] didn’t really understand what they were doing and there was no reason to have any kind of disciplinary action or conversation. To me it was extremely frustrating. As a gay black man, who grew up in rural North Carolina, I was bullied every single day in middle school and there were teachers who saw it and gave it a pass.”

- Studied at UNC- Chapel Hill where he was a student leader and Resident Advisor.
- Former teacher at Efland Cheeks Elementary School.
- Made National headlines because he read a book called “King & King” after students were bullying a student they called “gay”
- Despite strong support from community and families, given test scores and achievement, resigned citing a lack of support from school.

Guye Turner

Washington, DC



“I draw upon experiences as a low-income student of color in DC and have used it over the course of my teaching career to shape my work as an Instructional Lead Teacher, Teacher Mentor, Teacher of the Year, Asst. Principal, and now as Principal and leader of the nation’s first replication of an Expeditionary Learning School. It’s meaningful for colleagues at school, as well as students and families, to see a school leader who shows up daily to create a school culture and climate in which all students can thrive and feel accepted. My achievement isn’t in spite of being gay, but because I’m gay.”

- Graduate George Washington University with a BA in Sociology and completed a Masters in Teaching (Elementary Education) from American University.
- Teacher of the Year at 2011 at Jamestown Elementary School in Arlington, VA
- Principal at Two Rivers Public Charter School at Young.

BLACK GIRLS MATTER: PUSHED OUT, OVERPOLICED AND UNDERPROTECTED

African American Policy Forum Report

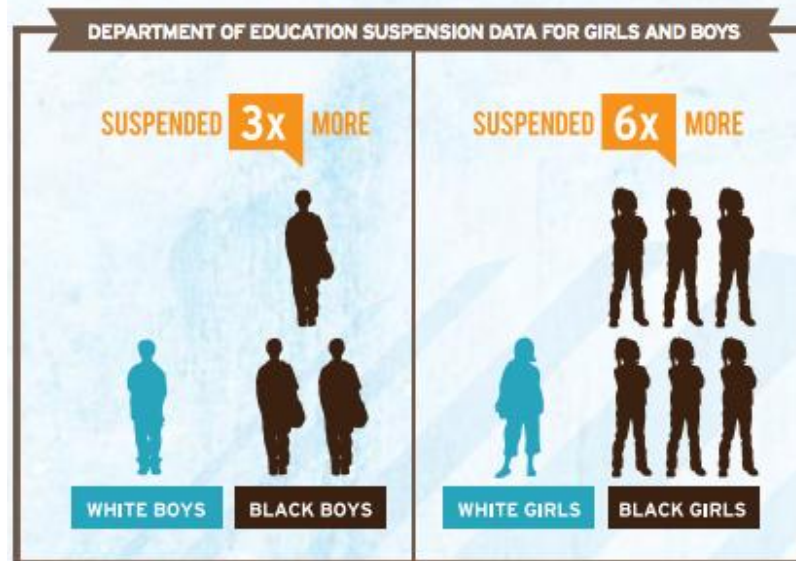


Figure 1: Intra-gender comparison of suspension rates. Department of Education, school year 2011-2012

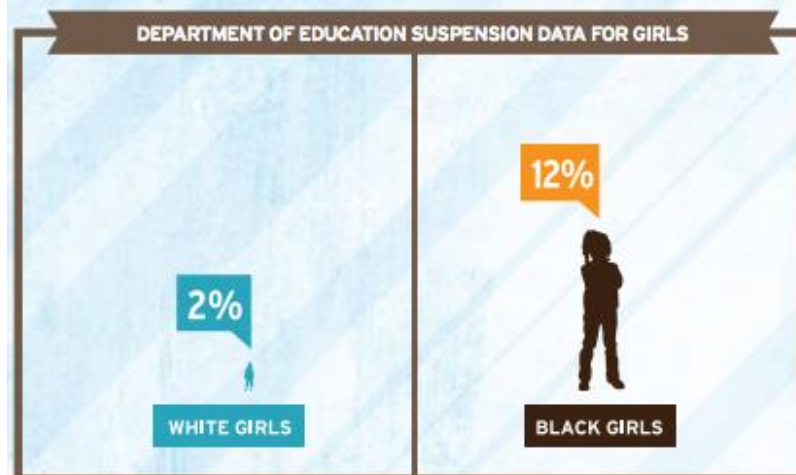



Figure 2: Intra-gender comparison of suspension rates. Department of Education, school year 2011-2012. Illustration represents bottom quartile of 100 percent scale.

 Center for Intersectionality
and Social Policy Studies

 AFRICAN-AMERICAN
POLICY FORUM

BLACK GIRLS MATTER: PUSHED OUT, OVERPOLICED AND UNDERPROTECTED



www.aapf.org



BLACK YOUTH PROJECT 100 RESOURCES

1) BLACK LIBERATION AND LGBTQ

RIGHTS: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=MO0FM7KJ1FK&FEATURE=YOUTU.BE](https://www.youtube.com/watch?v=MO0FM7KJ1FK&feature=youtu.be)

2) BYP100 ECONOMIC JUSTICE

WORK: [HTTP://BYP100.ORG/FF15SIGNUP/](http://byp100.org/ff15signup/)

3) THE AGENDA TO KEEP US

SAFE: [HTTP://BYP100.ORG/BYP100-AGENDA-KEEP-US-SAFE/](http://byp100.org/byp100-agenda-keep-us-safe/)

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