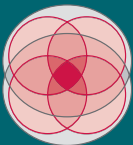




# Social Media & Communications Toolkit

IMPLICIT BIAS & SCHOOL DISCIPLINE



**KIRWAN INSTITUTE**  
for the Study of Race and Ethnicity

# How to Connect Implicit Bias and School Discipline via Messaging and Social Media

**A**t the Kirwan Institute for the Study of Race and Ethnicity, we acknowledge education as a critical opportunity structure that can have a transformative impact on people’s lives. However, we recognize that structural racialization and implicit racial biases can serve as barriers to opportunity for many communities of color. Notably, conversations about K–12 racialized discipline disparities have begun to consider the influence of implicit racial bias.

Work by the Kirwan Institute has sought to uplift implicit racial bias as a contributing factor to this disproportionality in school discipline. Unfortunately, our research has uncovered racialized discipline disparities in schools that are widespread and persistent, both nationally and in Ohio. Students who are pushed out of the classroom through disciplinary measures are denied educational opportunities, which can have lasting life impacts. Shedding light on the uneven landscape of school discipline in Ohio is a first step towards dismantling these disparities and crafting discipline policies that are fair and just for all students.

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**This toolkit aims to assist any individual or organization** desiring to raise awareness about racially disproportionate school discipline and how implicit bias may contribute to these alarming disparities. Guidance provided in this document will help educational stakeholders and others who are concerned about these disparities communicate clearly and effectively about them, both via social media and traditional communication methods.

*What are the **best practices** for communicating implicit bias and school discipline?*

*How can **social media** be used to share knowledge surrounding this issue?*

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This toolkit focuses on five best practices for effective dialogue with an eye toward social media. Many of these ideas may be used or applied to traditional forms of communication as well. Please bear in mind that these tips are not exhaustive but rather are some quick guidelines for effective conversation, particularly in online formats.

#### SOCIAL MEDIA & COMMUNICATIONS TOOLKIT

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- I. Know Your Resources**
- II. Determine a Strategy**
- III. Practice Effective Value-Based messaging**
- IV. Build Your Online Community**
- V. Get Started!**

## I. Know Your Resources

**A** key first step to gaining credibility talking about any issue is to have identified and consulted key resources for obtaining reliable information on the subject matter. As the author of the nation's only annual publication reporting on the latest implicit bias research, The Kirwan Institute has been deeply engaged in efforts to educate communities on the causes and impacts of implicit bias as a powerful explanation of the persistence of so many societal inequities.

Our work around implicit bias and school discipline in Ohio produced a range of materials aimed to educate and equip individuals with the tools necessary to share this knowledge with others, such as this social media toolkit. Other products include:

- A data-focused report that examines discipline disparities in Ohio (both from a state-level perspective as well as insights into particular districts)
- A piece that explores how implicit racial bias can operate in the education domain and influence school discipline
- A national scan of successful intervention strategies that have reduced student “push out” and/or diminished discipline disproportionality
- Issue briefs
- A short introductory video
- A webinar recording (“School Discipline, Implicit Bias, and Race: Exploring the Data and Dynamics” – May 2014)

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The materials listed above can be found by visiting [KirwanInstitute.osu.edu/school-discipline](http://KirwanInstitute.osu.edu/school-discipline). We encourage you to use any of these publications as resources in your work and social media management.

## II. Determine Your Strategy

**A**fter identifying your access to information on the subject matter, it is important to create a strategy for the messages you intend to share. Maximizing efficiency will be more successful when able to follow along with identified plans and goals. Some ideas for identifying a strategy are:

- Determine the desired outcome or goal that is to come from the sharing this information
- Connect implicit bias and school discipline with your organization's mission and goals
- Mention these topics in organizational newsletters, Op-Eds, or similar publications
- Include these ideas in presentations you give
- Disseminate key materials to your colleagues, partners, and other working in the field via listservs
- For social media:
  - » Create a “post-schedule” in order to designate specific time to discussing school-discipline disparities among any regularly-scheduled posts
  - » Work with interested parties or colleagues in the field to plan Twitter Chats and online dialogues at scheduled times

### III. Practice Effective Value-Based Messaging

As is the case with all marketing efforts, it is important to create messages that resonate with your audience. Remember, the goal is not to offend or upset audiences through harsh, off-putting posts, but rather to **use language and words that will appeal to the emotions and values they hold**. This section provides numerous example talking points related to school discipline and implicit bias, grouped into themes that appeal value and emotion-focused themes, such as:

- The importance of educational opportunity for *all* students
- The unfortunate barriers that can impede access to educational opportunity
- The devastating and long-term impacts that can result from exclusionary school discipline policies
- The urgent importance of understanding the dynamics of implicit racial bias and its impact on school discipline
- The significance of efforts designed to address implicit biases in the educational environment

#### EXAMPLE MESSAGES:

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##### ***The Importance of Educational Opportunity***

- The value of education for youth in the K–12 system is generally undisputed. We recognize education as a key societal structure that facilitates many life opportunities in both the short and long term. Access to quality education can help position students for academic, social, and future professional success.
- We are all motivated to see all children succeed. We recognize that young people are our future and recognize that investing in their education, health, and overall wellbeing benefits society as a whole, both now and into the future.

## ***Barriers to Educational Opportunity***

- Despite this shared interest in students' educations, unfortunately some school discipline policies can serve as a barrier on this pathway to opportunity. Policies that rely heavily on exclusionary disciplinary actions (e.g., out-of-school suspensions and expulsions) can contribute to student “pushout,” wherein students are prevented or discouraged from continuing their education within the school building.
- Extensive data reveals an uneven landscape of school discipline in which some groups of students, particularly students of color, are disciplined more frequently than their White peers. Consider these 2011–2012 national statistics from the U.S. Department of Education:
  - » Black students are suspended and expelled at rates three times higher than their White peers.<sup>1</sup>
  - » While on average 4.6% of White students receive suspensions, 16.4% of Black students do.<sup>2</sup>
- State-level data from Ohio mirrors these disturbing national trends.
  - » Across time, Black, non-Hispanic students have been disciplined more often than their non-Black peers. Looking at the data for all types of discipline by race per 100 students from 2005–06 to 2012–13, we find that even during the academic year when non-Hispanic Black student discipline rate was at its lowest (2009–10), it was still more than twice the rate of the next most disciplined group that year (Multiracial students).<sup>3</sup>

## ***Devastating Implications of Exclusionary Discipline Policies***

- School discipline policies that are exclusionary—meaning those that remove students from the classroom environment—can have a range of negative ramifications for the short and long terms. For example, students who are suspended, expelled, or otherwise removed from the classroom for any duration miss valuable instruction time. Upon return to class, many find that they have fallen behind their peers academically due to this lost time, which can lead to frustration or boredom. They are also at a higher risk for future school dropout.

- Recent years have seen a noticeable increase in school disciplinary cases being referred to the criminal (juvenile) justice system. This distressing national trend in which students effectively are funneled from the education system into the criminal justice system, often for minor, nonviolent offenses that previously had been addressed in school, is known as the school-to-prison pipeline.
- Zero tolerance policies are often noted as contributing to the school-to-prison pipeline. These policies mandate predetermined consequences regardless of the context or gravity of the behavior, thereby pushing students away from the classroom context via out-of-school suspensions or expulsions. Moreover, students who find themselves removed from the educational environment, often unsupervised during school hours, may engage in antisocial activities that lead to involvement in the criminal justice system

### ***Implicit Racial Bias May Influence School Discipline***

- Also known as implicit social cognition, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which are activated involuntarily and without individuals' awareness or intentional control, have been shown to have real-world effects in a variety of domains, including education. These subtle, unconscious mental processes that people are not even aware of may be playing a role in shaping children's futures.
- Many of the infractions for which students are disciplined are ambiguous and have a subjective component, such as assessing what comprises "excessive noise" or "disruptive behavior." For example, what one teacher deems to be disobedient or disruptive behavior may be acceptable to another. Importantly, research from the field of implicit bias suggests that ambiguous situations are ripe for the arousal of implicit bias. Teachers' experiences and automatic implicit associations can shape their interpretation of situations that may merit discipline.
- Culture-based misunderstandings between teachers and students may contribute to the reasons why many students of color disproportionately disciplined relative to their peers. These misunderstandings, often the byproduct of inadequate cultural competency, can lead to students being disciplined unnecessarily for perceived unruliness even when their actions were not intended to be inappropriate.



- Numerous studies have uncovered implicit associations related to Blacks, such as criminality, aggression, or being dangerous. While these associations are implicit, they can affect perceptions of what students require greater control vs. those who will respond to less punitive forms of discipline.
- In January 2014, the U.S. Department of Education and U.S. Department of Justice jointly released the first-ever national policy guidelines on school discipline and school climate. In addition to acknowledging racialized discipline disparities in K–12 education, the guidelines also recognize implicit bias as a consideration with respect to the administration of school discipline. The guidance package encourages training for school staff members to increase awareness of their own unconscious biases.

### **Addressing Implicit Bias**

- Understanding the influence of implicit biases in school discipline is a critical first step to ending racialized disparities, reducing student push out, and ensuring that all students have access to educational opportunity.
- One key way to combat implicit bias is increasing knowledge and awareness of its existence, often through educational programming. Awareness-raising efforts allow individuals to recognize any discrepancies that may exist between their conscious beliefs and implicit associations, therefore providing motivation for some to begin to “reprogram” the implicit associations they hold.
- Increasing teachers’ and administrators’ cultural competence and making them more culturally responsive to their student populations is another approach that helps to counter discipline disparities while addressing implicit bias. By understanding and responding to students’ cultures, teachers are better positioned to interpret potential disciplinary situations in light of students’ cultural orientations, as opposed to relying on implicit biases.

## IV. Build Your Online Community

**W**hen trying to raise awareness and discussion on a particular topic, such as implicit bias and school discipline, it helps to know which other organizations are engaged in the same conversations. In the appendix of this document, we have included a list of the many organizations and initiatives that are actively working to address racialized discipline disparities and dismantle the school-to-prison pipeline. We recommend this list as a good place to start when building your online network around this issue.

### 8 TIPS FOR INITIATING MAXIMIZING SOCIAL MEDIA CONNECTIONS

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1. Locate the search box and search names of individuals and organizations you know to be engaged in this particular field.
2. Follow or “Like” these pages or any others that appear to be interested in implicit bias, education, or school discipline.
3. Take some time to familiarize yourself with a few organizations and individuals (their missions, work, etc.).
4. Re-tweet, re-post, or reply to other organizations’ posts and resources.
5. Tag or mention individuals or organizations in posts most relative to their work.
6. Utilize hashtags and use the “search” or “discover” tabs to identify conversations related to implicit bias or school discipline.
7. Do not be afraid to direct message! Online conversations have the potential to become in-person collaboration.
8. Do your best to relate posts back to your organization’s mission and/or website.

## V. Get Started!

**W**e hope that you have found this toolkit useful as you prepare to bring the dialogue on implicit bias and school discipline to the social media realm or continue conversations in other formats. To better connect our audiences and colleagues, we have composed some example Facebook posts and Tweets. Please feel free to use these posts and/or adapt them to fit you specific interests as you engage in these conversations on school discipline disparities!

### FACEBOOK

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- There is a strong link between implicit racial bias in schools and the racialization of the school-to-prison pipeline. To combat this trend, implicit racial biases must be addressed and overcome.
- The troubling school-to-prison pipeline is influenced by implicit racial bias. To defeat the school-to-prison pipeline, these biases must be challenged.
- Racial disproportionality in school discipline systematically pushes many students of color out of the classroom and into the school-to-prison pipeline.
- Why are students of color subject to disproportionate school discipline and school-based arrests? Implicit racial bias in the application of school discipline may provide an answer.
- Students of color are unfairly pushed into the school-to-prison pipeline. We can help solve this national crisis by challenging implicit racial biases in school discipline and turning away from harmful zero tolerance policies. Better alternatives to traditional school discipline exist, like Positive Behavioral Interventions and Supports.

## TWITTER

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Possible hashtags to use: #schooldiscipline #safeschools #implicitbias #schoolto-prison

- Shocking racial disproportionalities in school discipline are linked to implicit racial bias
- Why do students of color receive disproportionate school discipline? Implicit racial bias may provide an answer
- Addressing implicit racial biases may be the first step in dismantling the school-to-prison pipeline
- Better alternatives to traditional school discipline can help end the school-to-prison pipeline
- Schools across the country have reduced racial discipline disproportionalities through PBIS & ending zero tolerance policies
- Implicit racial biases in application of school discipline can contribute to the racialized school-to-prison pipeline

# Appendix

## *Organizations, Initiatives, and Entities Working on These Topics*

**M**any organizations and initiatives are actively working to dismantle the school-to-prison pipeline and end racialized discipline disparities. These efforts take various forms but share similar goals. Although not comprehensive, this document shares some information regarding a few of these efforts for individuals interested in connecting with a group working in their state or region.

### **Advancement Project**

Washington, D.C.

<http://www.advancementproject.org/>

Facebook: <https://www.facebook.com/AdvancementProject>

Twitter: [https://twitter.com/adv\\_project](https://twitter.com/adv_project)

Founded in 1999, Advancement Project is a next-generation, multi-racial civil rights organization that strives to fulfill America's promise of a caring, inclusive, and just democracy. Advancement Project believes that policy advocacy, litigation, and multi-racial grassroots organizing are more effective methods of dismantling structural racism when used together than separately

Ending the Schoolhouse to Jailhouse Track is Advancement's Project's response to the school-to-prison pipeline. The program aims to expose the use of harsh disciplinary policies, to develop and implement discipline reforms on the local level, to encourage youth and parents to become agents of change, and to facilitate national reform.

### **American Civil Liberties Union (ACLU)**

New York, NY

<https://www.aclu.org/>

Facebook: <https://www.facebook.com/aclu.nationwide>

Twitter: <https://twitter.com/ACLU>

Founded in 1920, the American Civil Liberties Union seeks to protect individual rights and lib-

erties by working in courts, legislature, and communities. The American Civil Liberties Union also works to extend rights to disenfranchised populations, including people of color, women, the LGBTQ population, prisoners, and people with disabilities. To combat the school-to-prison pipeline, the American Civil Liberties Union is challenging zero-tolerance policies and over policing in schools.

### **Appleseed Network**

Washington, D.C.

<https://www.appleseednetwork.org/>

Facebook: <https://www.facebook.com/nationalappleseed>

Twitter: [https://twitter.com/Appleseed\\_Ntwrk](https://twitter.com/Appleseed_Ntwrk)

With offices across the nation and in Mexico, the Appleseed Network advocates for child welfare and educational equality. The organization is a nonprofit network of public interest justice centers that uses legal, legislative, and market-based structural reform to increase equality and justice for all. The Appleseed Network seeks to build a society in which opportunities are genuine, access to the law is universal and equal, and government advances public interest.

### **Children's Defense Fund**

Washington, D.C., as well as some state offices

[www.childrensdefense.org](http://www.childrensdefense.org)

Facebook: <https://www.facebook.com/childrens-defensefund>

Twitter: <https://twitter.com/childdefender>

Launched in 2007, the Children's Defense Fund's Cradle to Prison Pipeline® campaign aims to reduce youth detention and incarceration by focusing on preventative services, including quality early childhood development and education, as well as health and mental health. Conceiving the Cradle to Prison Pipeline® as a national crisis, efforts and dedicated coalitions to address this issue have formed in several states.

### **The Civil Rights Project**

Los Angeles, CA

<http://civilrightsproject.ucla.edu/>

Facebook: <https://www.facebook.com/pages/Civil-Rights-ProjectProyecto-Derechos-Civiles-at-UCLA/124921007573577>

Twitter: <https://twitter.com/CRPatUCLA>

The Civil Rights Project aims to renew the civil rights movement with a new generation of research in social science and law. Established in 1996, the Civil Rights Project uses research as a foundation to promote civil rights and equal opportunity for racial and ethnic groups in the U.S.

### **Community Coalition (CoCo)**

Los Angeles, CA

[www.cocosouthla.org](http://www.cocosouthla.org)

Facebook: <https://www.facebook.com/CoCo-SouthLA?ref=ts>

Twitter: <https://twitter.com/CoCoSouthLA>

Founded in 1990 by U.S. Congresswoman Karen Bass, Community Coalition works to build a healthy and prosperous South L.A. Through community organizing and leadership development, Community Coalition works to transform schools and end the school-to-prison pipeline.

### **The Discipline Disparities Research-to-Practice Collaborative**

A nationwide collaborative

<http://www.indiana.edu/~atlantic/>

Facebook: <https://www.facebook.com/equityprojectiu>

Twitter: <https://twitter.com/equityprojectiu>

Funded by Atlantic Philanthropies and Open Society Foundations, this collaborative of 26 nationally-known researchers, educators, advocates, and policy analysts coalesced around the problem of school discipline disparities. Looking

at these disparities from an intersectional approach that recognizes race, gender, and sexual orientation, this three-year effort convened a range of stakeholders to improve current knowledge, increase effective interventions, and develop a policy agenda focused on equitable school discipline. Efforts of this collaborative yielded eleven funded research projects, commissioned conference papers, and a series of briefing papers.

### **Families and Friends of Louisiana's Incarcerated Children (FFLIC)**

Offices in New Orleans, Southwest Louisiana, and Lafayette

<http://www.ffclic.org/>

Facebook: <https://www.facebook.com/pages/Families-and-Friends-of-Louisianas-Incarcerated-Children/174824405871879>

Twitter: <https://twitter.com/ffclicla>

Families and Friends of Louisiana's Incarcerated Children fights to improve the lives of all Louisiana youth, especially those involved in or targeted by the juvenile justice system. The Families and Friends of Louisiana's Incarcerated Children's campaign to end the school-to-prison pipeline involves reducing the number of students referred to the juvenile justice system by eliminating misuse and overuse of zero tolerance policies and exclusionary discipline practices, and by rewriting Louisiana's state statutes. The campaign also seeks to organize a Parent in Leadership Project in New Orleans to coordinate parents and schools around the use of Positive Behavior Supports in school and at home.

### **Fight Crime: Invest in Kids**

Washington, D.C.

<http://www.fightcrime.org/>

Facebook: <https://www.facebook.com/fightcrimeinvest>

Twitter: <https://twitter.com/FightCrime>

Fight Crime: Invest in Kids is an anti-crime organization made up of police chiefs, sheriffs, prosecutors, and violence survivors. Their goal is to prevent children from engaging in crime and violence through high quality program. The organization analyses crime prevention strategies, informs the public and policymakers, and urges investment in researched, effective programs. Fight Crime: Invest in Kids focuses on early ed-

ucation programs, prevention of child abuse and neglect, after-school programs for children and teens, and interventions to help children in need. Their work is nationally coordinated, but also state specific.

### **Fix School Discipline**

Chapters in CA

<http://www.fixschooldiscipline.org>

Facebook: <https://www.facebook.com/Fix-SchoolDiscipline>

Twitter: <https://twitter.com/keepmeinschool>

Fix School Discipline is a project of the Public Counsel, the nation's largest pro-bono law firm. Public Counsel addresses systemic poverty and civil rights issues through impact litigation and policy advocacy. The organization seeks to protect the legal rights of disadvantaged children, to represent immigrants who have been victims of torture, persecution, domestic violence, trafficking, and other crimes, and to foster economic justice by providing underserved communities with access to quality legal representation.

The Public Counsel's Fix School Discipline website features videos, news clips, research, and toolkits for educators and community members. The function of the website is to provide resources to learn more about the problems and solutions concerning the prevalence of harsh school discipline in California.

### **Justice Center (The Council of State Governments)**

Washington, D.C.

<http://csgjusticecenter.org/>

Facebook: <https://www.facebook.com/csgjusticecenter>

Twitter: <https://twitter.com/csgjc>

Born from The Council of State Governments in 2006, The Justice Center promotes effective data-driven practices to provide practical solutions to public safety and cross-systems problems. The Justice Center's Youth Program engages educators, juvenile justice practitioners, behavioral health professionals, and other stakeholders through two projects: the School Discipline Consensus Project and the Juvenile Justice Project. The School Discipline Consensus Project is a national initiative to provide

policy recommendations for schools that are addressing the impact of discipline practices on academic outcomes and student involvement in the juvenile justice system. The Juvenile Justice Project focuses on developing and disseminating key principles that help guide policymakers in applying juvenile justice strategies that improve outcomes for youth in the juvenile justice system.

### **Juvenile Law Center**

Philadelphia, PA

<http://www.jlc.org/>

Facebook: <https://www.facebook.com/Juvenile-LawCenter>

Twitter: <https://twitter.com/Juvlaw1975>

Founded in 1975, the Juvenile Law Center is the oldest non-profit, public interest law firm for children in the U.S. The Juvenile Law Center shapes and uses the law to protect and advance children's rights, focusing on children 10 to 21 years of age in the child welfare and justice systems. Additionally, the Juvenile Law Center work to ensure that law, policies, and practices affecting youth are research-based, developmentally appropriate for children, and consistent with international human rights values. The organization's strategies include litigation, appellate advocacy, amicus briefs, policy reform, public education, training and strategic communications.

### **Kirwan Institute for the Study of Race and Ethnicity**

Columbus, OH

<http://kirwaninstitute.osu.edu>

Facebook: <https://www.facebook.com/KirwanInstitute>

Twitter: <https://twitter.com/KirwanInstitute>

As a university-wide, interdisciplinary research institute at The Ohio State University, the Kirwan Institute for the Study of Race and Ethnicity works to deepen understanding of the causes of—and solutions to—racial and ethnic disparities worldwide and to bring about a society that is fair and just for all people. Kirwan Institute research is designed to be actively used to solve problems in society. Its research and staff expertise are shared through an extensive network of colleagues and partners—ranging from other

researchers, grassroots social justice advocates, policymakers, and community leaders nationally and globally, who can quickly put ideas into action. The Kirwan Institute has shed light on racialized discipline disparities in Ohio and considers the role of implicit racial bias as a contributing factor to these disparities.

### **Mississippi Coalition for the Prevention of Schoolhouse to Jailhouse**

Mississippi

[http://southernecho.org/s/?page\\_id=191](http://southernecho.org/s/?page_id=191)

Facebook: <https://www.facebook.com/pages/MS-Coalition-for-the-Prevention-of-Schoolhouse-to-Jailhouse/106130069422436>

MS-Coalition-for-the-Prevention-of-Schoolhouse-to-Jailhouse/106130069422436

Established in 2003, the Mississippi Coalition for the Prevention of Schoolhouse to Jailhouse is comprised of an alliance of 65+ state and local organizations. The coalition seeks to dismantle the schoolhouse to jailhouse pipeline and keep students in schools through positive behavior intervention strategies.

### **NAACP Legal Defense and Educational Fund**

New York, NY and Washington, D.C.

<http://www.naacpldf.org/>

Facebook: <https://www.facebook.com/naacpldf>

Twitter: [https://twitter.com/NAACP\\_LDF](https://twitter.com/NAACP_LDF)

The NAACP Legal Defense and Educational Fund uses litigation, advocacy, and public education to fight for racial justice. The NAACP Legal Defense Fund focuses on structural changes in order to expand democracy, eliminate disparities, and achieve racial justice. The organization's campaigns center on issues of criminal justice, economic justice, education, and political participation. The NAACP Legal Defense Fund attempts to reverse the school-to-prison pipeline through advocacy, education-focused programs, and partnering with community organizations.

### **National Economic & Social Rights Initiative**

Offices in Philadelphia and New York City

<http://www.nesri.org/>

Facebook: <https://www.facebook.com/NESRIorg>

Twitter: <https://twitter.com/NESRIorg>

Founded in 2004, the National Economic and Social Rights Initiative focuses on health, housing, education and work with dignity. The organization believes in building a broad social movement led by those directly impacted by the issues. Their Human Right to Education Program works with students, parents, educators, and advocates to ensure that public schools protect the dignity of their students, and provide them with a quality education. The program focuses on school climate and classroom environment, discipline policies and police intervention, and parents, student, and teacher participation in decision-making.

### **Ohio Poverty Law Center**

Columbus, OH

<http://www.ohiopovertylawcenter.org/>

Facebook: <https://www.facebook.com/pages/Ohio-Poverty-Law-Center/54556842961>

Twitter: <https://twitter.com/OhioPovertyLaw>

Established in 1966, the Ohio Poverty Law Center works on policy advocacy to expand, protect, and enforce the legal rights of low-income Ohioans. The attorneys of Ohio Poverty Law Center believe in using the law to combat poverty in Ohio. In 2013, Ohio Poverty Law Center presented testimony before the Ohio Senate Joint Task Force on School Safety to emphasize the importance of creating positive school climates, eliminating zero tolerance policies, and improving school discipline practices. The organization has also provided policy recommendations to the Ohio Department of Education and published literature about the zero tolerance discipline policies. The Ohio Poverty Law Center is a member of the Dignity in Schools Campaign.

### **Padres y Jóvenes Unidos**

Denver, CO

<http://www.padresunidos.org/>

Facebook: <https://www.facebook.com/padres.unidos.1>

Padres y Jóvenes Unidos (Parents and Youth United) operates on the belief that education is a right, not a privilege. The organization believes that all students, regardless of race,



income, or immigration status deserve equal access to high-quality public schools that will prepare them for college. Their End the School to Jail Track campaign aims to keep students in schools by ending harsh discipline practices that push students out of school for minor misbehaviors. The campaign uses grassroots, youth-led organizing at the local and state levels to change school discipline policy, and also to ensure that the policies are being implemented. In Denver, Padres y Jóvenes Unidos leads an accountability campaign to force Denver Public Schools to implement reformed school discipline policies.

### **Right on Crime**

Austin, TX

<http://www.righoncrime.com/>

Facebook: [https://www.facebook.com/righon-crime?v=app\\_392248091048](https://www.facebook.com/righon-crime?v=app_392248091048)

Twitter: <https://twitter.com/RightOnCrime>

Comprised of members of the nation's conservative movement, Right on Crime approaches over-criminalization and juvenile justice reform from a distinctly conservative perspective. Right on Crime advocates for reduced government spending in the criminal justice system to curb over-criminalization of non-violent offenders. At the school level, Right on Crime recommends implementing discipline policies that correct misbehavior at an early stage, like teen courts, community service, behavior contracts, and peer mediation. The organization also advocates for non-violent youth offenders' right to expunge their records so that the juvenile record does not become a barrier to opportunity. Right on Crime is a project of the Texas Public Policy Foundation, in cooperation with Justice Fellowship.

### **Solutions Not Suspensions**

Los Angeles, CA

<http://stopsuspensions.org/>

Launched in 2012, Solutions Not Suspensions is a grassroots initiative of students, educators, parents, and community leaders that calls for a moratorium on out-of-school suspensions, and for schools to adopt constructive disciplinary policies that benefit students, classrooms, and communities. Multiple organizations and initia-

tives have signed on to the moratorium call, including the Southern Poverty Law Center, Public Counsel Law Center, Youth Justice Center, the NAACP Mississippi State Conference, and others.

### **Southern Poverty Law Center (SPLC)**

Montgomery, AL

<http://www.splcenter.org/>

Facebook: <https://www.facebook.com/SPLCenter>

Twitter: <https://twitter.com/splcenter>

Founded in 1971, the Southern Poverty Law Center is a nonprofit civil rights organization dedicated to fighting hate and bigotry, and to seeking justice for the most vulnerable members of society. Through lawsuits, programs, and publications, the Southern Poverty Law Center seeks to end institutionalized racism, and to win justice for victims of discrimination. In 2007, the Southern Poverty Law Center launched the School to Prison Reform Project to help students obtain services that can help them on the path to graduation. The School to Prison Reform Project, based in New Orleans, ensures that public schools provide quality special educational services to children with disabilities. The School to Prison Pipeline is also addressed by the Southern Poverty Law Center's Teaching Tolerance program.

### **Texas Organizing Project**

Offices in Houston, Dallas, San Antonio, Rio Grande Valley, TX

<http://www.organizetexas.org/>

Facebook: <https://www.facebook.com/Organize-Texas>

Twitter: <https://twitter.com/TXOrgProject>

The Texas Organizing Project seeks to improve the lives of low-income and working class families through community organizing, and civic and electoral engagement. Their mission is to promote social and economic equality for low to moderate income Texans. Their Better Schools campaign brings together parents, grandparents, and community members to advocate for policies that help end the school-to-prison pipeline. The members work to build a shared agenda between parents, teachers, and school employees to reduce the dropout rate and improve career and college readiness for students.

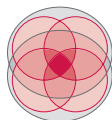
This publication was produced by the Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University. As a university-wide, interdisciplinary research institute, the Kirwan Institute works to deepen understanding of the causes of—and solutions to—racial and ethnic disparities worldwide and to bring about a society that is fair and just for all people.

Kirwan Institute research is designed to be actively used to solve problems in society. Its research and staff expertise are shared through an extensive network of colleagues and partners—ranging from other researchers, grassroots social justice advocates, policymakers, and community leaders nationally and globally, who can quickly put ideas into action.

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## For More Information

The Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University is known and respected nationally and deeply engaged in social issues. We are focused on projects that are integrated with sound research, strategic communication, and advocacy. To learn more, visit [www.kirwaninstitute.osu.edu](http://www.kirwaninstitute.osu.edu).



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