

TABLE 1.3 Under(Lie)ing Conditions and Potential Opportunity Gaps

UNDER(LIE)ING CONDITIONS	POTENTIAL OUTCOMES AND OPPORTUNITY GAPS
<p>Pushout Lie: Schools believe if they push minoritized students out of classrooms, over refer them to the office to punish them for “misbehavior,” then student behavior will improve and students will learn more.</p>	<ul style="list-style-type: none"> • Missed instructional time • Disproportionate suspensions and expulsions • Cradle-to-school-to-prison intersection
<p>Representation Lie: Schools believe, support, and advance the idea that science, technology, engineering, and mathematics (STEM) success and participation is a function and result of innate ability and skill. Schools do not and cannot play a role in adding to the underrepresentation and under-enrollment of Black and Brown students in STEM areas.</p>	<ul style="list-style-type: none"> • Fewer STEM-related learning opportunities for minoritized bodies • Black (and some Brown) students do not see themselves as “STEM people.” • STEM pipeline is deeply affected, and minoritized bodies move into non-STEM-related majors and careers.
<p>Advanced Placement Lie: Schools do not guide, shepherd, or encourage minoritized students into enrolling or joining advanced classes, clubs, and organizations. Schools believe it is acceptable that students of color are celebrated only or mostly in “big-time” sport and not expected to be well represented in white-dominated spaces such as gifted and talented programs, BETA clubs, quiz bowl teams, and so forth.</p>	<ul style="list-style-type: none"> • Lack of experience, learning, and contributions through experiences designed for students who are socially constructed as “smart,” “capable,” or “deserving” of these courses and organizations • Students of color begin to internalize the lie that they somehow are not deserving or worthy of these “extra-” or co-curricular opportunities.
<p>Collaboration and Partnership Lie: Educators in schools believe they are the best, most informed arbiters of knowledge and knowing in a school and district. Schools build poor collaborations and partnerships between schools and the families and communities they serve because they see the families of their students as deficient and not capable of contributing to the excellence of school or community.</p>	<ul style="list-style-type: none"> • Families, parents, and communities do not trust schools to teach, support, and nurture their children. • Unnecessary barriers and tensions keep families and communities from working together to support the learning and development of young people.
<p>Recruitment Lie: Schools do not assertively build recruitment and retention strategies to increase the number of high-quality, effective teachers of color because they believe these teachers do not exist. Schools believe if they practice the same recruiting strategies across the board as they recruit teachers of color, they will yield a strong teacher of color cadre in districts and schools.</p>	<ul style="list-style-type: none"> • Low (and declining) numbers of teachers of color in the teaching force • Fewer teachers of color as mentors and curriculum engineers
<p>Model Minority Lie: Schools believe that all Asian American students have the same ethnic origin and are a monolith. Schools essentialize Asian American students as a “model” minority and work to make them believe they are better than other communities of color. Schools do not</p>	<ul style="list-style-type: none"> • Asian American students feel stuck between school communities that do not honor and understand them and are pressured to live up to myths about identities, heritage, ethnic origins, achievement, and socialization as models.

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believe that broader disturbing discourses about Asian American communities affect these students' sense of belonging and self-worth.	<ul style="list-style-type: none"> • Diverse ethnic origins are erased. • Asian American students are blamed for and/or teased about "bird flu" and/or "China virus"; such interactions are embarrassing, dehumanizing, and stressful.
Mental and Psychological Health Lie: Schools believe mental health challenges should be handled outside of the school building and do not put resources into building a community that promotes the mental, emotional, and psychological health of educators and young people.	<ul style="list-style-type: none"> • Educators and young people must work through traumatic experiences without support. • Educators and young people's toxic behaviors are punished as irrational and disconnected from their mental and psychological wellness.
Avoidance Lie: Schools believe they must be silent, evasive, and unconcerned about political discourse against the teaching and leadership of truth in schools.	<ul style="list-style-type: none"> • Educators are afraid to teach and lead for fear of losing their positions. • Young people may internalize the idea that political bullies win based on lies if they scream loud enough. • Young people do not experience the courage, advocacy, and commitment of their educators to fight for truth as they learn about historical and contemporary racist structures, institutions, doctrines, policies, insights, and practices meant to maintain an inequitable status quo.
Curriculum Narrowing Lie: Schools believe they should (and must) narrow the curriculum that pushes out the arts and physical education, especially in "high-need" schools.	<ul style="list-style-type: none"> • Young people miss opportunities to learn and experience a broader curriculum that addresses the imagination, aesthetics, and mobility.
Language Lie: Schools see language as arbitrary and inconsequential. Schools misrepresent gaps in student test scores as achievement gaps. Schools believe the onus of test scores and student outcomes are a function and result of student effort and mask the negative results as achievement gaps instead of opportunity gaps.	<ul style="list-style-type: none"> • Opportunity gaps across disciplines are masked in the language of achievement gaps. • Onus for low student success is placed on students and their families.
Censorship Lie: Schools ignore, ostracize, minimize, censor, silence, and distort developmentally appropriate curriculum and learning opportunities and intersections of race and racism.	<ul style="list-style-type: none"> • Marginalization of students • Students feel disconnected, unheard, and unwelcomed in schools and districts. • Students of color are underserved because of confounding marginalizing they experience due to their race and other identity markers.
Equal Funding Lie: Districts and policymakers believe they should pursue and adopt equal funding and resource mechanisms rather than equitable ones that allocate more resources to historically underserved school communities where there is a majority of young people of color.	<ul style="list-style-type: none"> • Schools and communities that need the most resources are punished through a framework of equality (at best), and inequity is perpetuated and accelerated.