Name

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Course

Date

Position Letter

The state of public education paints a picture of how children from the rich and the low-income families will compete for opportunities in the future. Racial inequality in public education affirms problems minority groups face in their quest for empowerment. New York's poor district schools are dominated by children from Latino and African American families- require government aid to ably compete with schools from rich districts, which are generally dominated by the white majority. Poor district schools account for the education of 80 percent of the Black and Latino children, mostly from low-income families. The low graduation rate in high need district schools, at 69%, compared to 95% at rich district schools, underscores the depth of education racism in our public institutions (The Alliance for Quality Education). In this respect, there is a need for action to try and treat the problem of racial education.

The following policy intervention can be considered to correct the problem of education racism:

**Increase Education Fund**

The government should consider increasing educational aid for poor district schools to help them build a structured infrastructure to support learners. The Foundation Aid has always been underfunded to the detriment of education in poor district public schools. According to the New York State Education Department (SED), the government owes districts $4.2 billion in Foundation Aid, with most affected schools being high-need (The Alliance for Quality Education). The aid is necessary to help the affected schools successfully compete with rich district schools. It is imperative to note that an increase in the fund to poor district schools is directly proportional to an increase in graduation rates. A 10 percent increase in funding results in a 10 percent increase in graduation rates (The Alliance for Quality Education). Ultimately, the aid should serve as the equalizer between the rich and poor schools.

**Lower the Qualification for Financial Aid to Students from Low-Income Families**

The eligibility criteria have been tough, locking out many needy students from accessing financial aid. For instance, the 30 credits cutoff implies that only high-performing students can access the financial aid, even when most of those who cannot attain this requirement are in dire need of financial support to complete their education (The Alliance for Quality Education). The requirement does not take into account factors that contribute to low credits among learners from low-income families. Consequently, lowering the eligibility for financial aid is necessary to ensure that more needy learners get financial aid, reducing educational racism in public education.

**Create a Financial Aid to Support Non-Educational Needs of Needy Students**

Apart from paying tuition fees, learners ought to meet their needs, such as food, shelter, clothing, and healthcare. All these are necessary to keep them in a good state of mind to pursue their education. Economic constraints make it hard for a student from low-income families to effectively concentrate on education, contributing to low credits and eventual ineligibility for financial aid (St. Amour par. 5). About 50 percent of students in high-need schools face financial challenges in sustaining their upkeep, which contributes to stress, drug abuse, crime, low graduation rates, and poor academic performance (The Alliance for Quality Education par 12).

In conclusion, educational racism in public education can be addressed by increasing education funds, lowering the eligibility of education aid, and introducing a fund to support the non-educational needs of needy students. Education funds would help poor district schools build the right infrastructure to serve learners, mostly from low-income African American and Latino families. Lowering eligibility for funding would give thousands of needy students who miss financial aid based on eligibility a chance to access aid, resulting in improved academic performance and graduation rates.

Works Cited

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