

SUGGESTED CITATION

Center for Research in Education and Social Policy. (2021) The State of Our Union: Black Girls in Delaware-- Image Policy Brief (PB21-002). Newark, DE: Center for Research in Education and Social Policy.

CRESP would like to recognize the contributions of Katrina Morrison, Tia Barnes, Sue Giancola, Shameeka Jelenewicz, Hilary Mead, Terry-Ann Richards, Danielle LeCourt, and Jackie Kerstetter towards the creation of this policy brief.

REFERENCES

Anderson, B. N., & Martin, J. A. (2018). What K-12 Teachers Need to Know About Teaching Gifted Black Girls Battling Perfectionism and Stereotype Threat. *Gifted Child Today*, 41(3), 117–124. <https://doi.org/10.1177/1076217518768339>

Bailey, M. & Trudy (2018) On misogynoir: citation, erasure, and plagiarism, *Feminist Media Studies*, 18:4, 762-768, DOI: [10.1080/14680777.2018.1447395](https://doi.org/10.1080/14680777.2018.1447395)

Blake, J., Epstein, R. (2019) Listening to Black Women and Girls: Lived Experiences of Adultification Bias. Center on Poverty and Inequality. Georgetown Law.

Crenshaw, K. (1993). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43, 1241-1299

Crenshaw, K. Ocen, P., and Nanda, J. (2015). Black girls matter: Pushed out, overpoliced, and underprotected. African American Policy Forum and Columbia Law School's Center for Intersectionality and Social Policy Studies.

Epstein, R., Blake, J. J., González, T., & Georgetown University. (2017). *Girlhood interrupted: The erasure of Black girls' childhood*.

Essien-Wood, I. & Wood, J.L. (2021). I Love My Hair: The Weaponizing of Black Girls Hair by Educators in Early Childhood Education. *Early Childhood Education Journal*. 49. [10.1007/s10643-020-01081-1](https://doi.org/10.1007/s10643-020-01081-1).
Anderson and Martin

Francis, D. V. (2012). Sugar and Spice and Everything Nice? Teacher Perceptions of Black Girls in the Classroom. *The Review of Black Political Economy*, 39(3), 311–320. <https://doi.org/10.1007/s12114-011-9098-y>

Morris, M.W. (2016). *Pushout: the criminalization of Black girls in schools*. New York: The New Press.

Muhammad, G. & McArthur, S. (2015). “Styled by Their Perceptions”: Black Adolescent Girls Interpret Representations of Black Females in Popular Culture. *Multicultural Perspectives*. 17. [10.1080/15210960.2015.1048340](https://doi.org/10.1080/15210960.2015.1048340).

National Women's Law Center. (2018). Dress Coded: Black girls, bodies, and bias in DC schools. Retrieved from: https://nwlc-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2018/04/Final_nwlc_DressCodeReport.pdf

Patrick, K., Onyeka-Crawford, A., and Duchesneau, N. (2020). And They Cared: How to Create Better, Safer Learning Environments for Girls of Color." The Education Trust and The National Women's Law Center.

Pierce, C. (1970). Offensive mechanisms. In F. B. Barbour (Ed.), *The Black seventies* (pp. 265– 282). Boston, MA: Porter Sargent

Rosenthal, L. & Overstreet, N. (2016). Stereotyping. *Encyclopedia of Mental Health*. 10.1016/B978-0-12-397045-9.00169-5. Watson

Samuel, R. (2020). The "Strong Black Woman" Stereotype is Dangerous. *Teen Vogue*.

Trent, M., Dooley, D. G., Douge, J., Section on Adolescent Health, Council on Community Pediatrics, and Committee on Adolescence . (2019). The impact of racism on child and adolescent health. *Pediatrics*, 144(2), Article: e20191765. <https://doi.org/10.1542/peds.2019-1765>

Watson, T. (2016). "Talking Back": The Perceptions and Experiences of Black Girls Who Attend City High School. *The Journal of Negro Education*, 85(3), 239-249. doi:10.7709/jnegroeducation.85.3.0239