

Introduction: The History Behind Black Education

According to an article written by Ama Mazama 2014, homeschooling is becoming an ever growing trend in American education (Mazama & Lundy, 2012). Since the 1990's the number of homeschooling families has grown by 74%. About 8% of homeschooling families are Black (Hirsh, 2019). For the general population, the history of homeschooling began during colonial times, and was the main form of schooling until the American public education system was established in the 1830s. During this time, enslaved Black people were forbidden from learning to read and write under America's anti-literacy laws. The anti-literacy laws (1740-1834) were created in response to multiple slave revolts which fueled the abolitionist movement. An excerpt from the South Carolina act of 1740 quotes, "Whereas, the having slaves taught to write, or suffering them to be employed in writing, may be attended with great inconveniences" (Mitchell, 2008).

The withholding of education has been weaponized to control and oppress Black people in America for centuries. An enslaved person learning to read and write could be punishable by death (Mitchell, 2008). Enslaved Black people learned to read and write in secret, ultimately using this skill as a form of resistance. Succeeding the 1863 emancipation proclamation, the grandfather clause was enacted in conjunction with literacy laws, poll taxes, and a voter registration for jury members, which stood to keep Black people from voting (Vogelsang-Coombs, 2016). The grandfather clause (1895-1910) made it so that citizens whose grandfather had voted were automatically registered and did not have to go through any extraneous processes to vote. This law effectively disenfranchised Black voters who were only just regaining their freedom after generations of enslavement.

Literacy laws that kept minorities from voting were not outlawed until the Voting Rights Act of 1965 (Grofman & Davis, 1992). Other instances of the weaponization of education or lack thereof against Black people include sharecropping, a land borrowing system that utilized faulty contracts to exploit the labor of newly free illiterate Black people (Riddle, 1995-1996). The Tuskegee Syphilis Experiment (1932-1972), in which health workers actively and knowingly withheld the cure for syphilis from a small Black rural town through the premise that they were treating “bad blood” (Brandt, 1978). Segregation in America’s public education system (1863-1964), which was outlawed in the famous Brown vs. Board of Education case which found that Black students received a significantly lower quality of education than their white counterparts (Wolters, 2005). Though Brown vs. Board of Education outlawed segregation within America’s school system, it still persists. For Black children, school choice is compounded by the history and legacy of redlining. Redlining is the practice of confining Black people to poor and lower income areas by denying them property loans and access to resources. School districts in lower income areas receive less resources. The school and quality of education that children go to is dictated by the area that they live in. (Burke & Schwalbach, 2021).

The American government offered little to no-help in the process of educating Black America following the Civil War. Challenges that limited accessibility to education during the Reconstruction Era include: funding, the lack of qualified and willing teachers, and the lack of access to white-owned buildings. Succeeding emancipation, Black people had a thirst for the education that they had been deprived of like no other. During slavery, it was estimated that fewer than 10% of all enslaved Black people could read and write (Fields, 2981). By 1910, the percentage of literate Black Americans rose to 70% (Snyder, 1993). Black Americans established

their own schools during the Reconstruction Era, often in churches owned by Black congregations. More often than not, teachers at these impromptu schools were Black northerners, as white teachers had little to no interest in teaching Black students. Black communities riled together to build the literacy rates which ultimately protected them from exploitation and awarded some semblance of financial security (African Americans and Education, 2021). Systemic barriers that stop Black students from receiving an adequate and equal education still persist. The quality of education for Black students is significantly lower than that of their white counterparts.

This can be attributed to “The Achievement Gap”. The Achievement Gap relates to the educational gap for students of color versus their white peers. Black students fall behind white students by nearly 3 years in terms of education by the time they graduate. Currently, schools in America’s public education system are largely segregated. A 2004 study found that 34% of Black students in America attended schools that were 90% Black. Only 68% of Black students compared to 85% of white students graduate high school within four years . Black teachers now account for only 7% of educators in the public school system (Ahmad & Boser, 2014). Barriers that Black students face in America’s public education system include a lack of cultural understanding, over-policing and high suspension rates, and a lack of concern on behalf of their white educators. This phenomena is labeled “The School to Prison Pipeline”, which conceptualizes over-policing in schools as a benefactor to disproportionate incarceration rates among Black students (Gregory et al., 2011). Other issues of racism that Black students face include hyper surveillance, racist school policies, and microaggressive actions, statements, and attitudes from school faculty (Kohli, et al, 2017). For reasons like these, many Black families are

choosing to educate their children at home. As more and more Black families choose homeschooling over public education, their reasons, methods, and motives are put into question.

Methods

Participants of this study include 6 Black homeschooling families in the Pittsburgh region. These homeschooling families have children varying in age from 0-18. The number of years spent homeschooling varies by family. Each homeschooling parent was interviewed individually and asked 10 questions related to their homeschooling experience. Following the completion of the study, each family received \$250 for their participation. Interviews were conducted and recorded on the virtual platform Zoom. Informed consent was sent through email and signatures were collected via docusign. In order to best understand how and why more black parents homeschool their children we employed qualitative methods used to look at the perspectives and practices of 6 homeschooling families. We conducted semi-structured interviews related to: the reasons these parents choose to homeschool; the impact of that decision on their children, themselves and their family; and the resources used to engage learning standards and culturally responsive tools. We collected the data over a two month period.

This study implores qualitative methods in conjunction with critical race theory to gauge the perceptions and experiences of Black homeschooling families as well as the methods and resources utilized in the Black homeschooling education sector. All data has been de-identified to protect participants' identity. Upon the collection of informed consent, researchers scheduled interviews with participants in a timely manner.

Our primary research question is: What is the experience of black homeschooling parents? In order to capture this experience, we inquired about their intentions for

homeschooling, the benefits and challenges of being Black homeschooling parents, curricular and social resources, and the overall impact of homeschooling on the family.

Findings

The findings are composed of five major themes that point to the experiences of Black homeschooling families in Pittsburgh, PA. These themes involve understanding: the motive, resources, barriers, supports and overall impact of the black homeschooling experience. First, our section on motives underlines the autonomy that black families want, need, and enjoy when they embark on the homeschool journey. Second, Black homeschooling families take advantage of the autonomy in how their children learn through the use of various tools, resources, and methods. Third, the parents highlighted three overarching barriers when engaging this process: laws and regulations, implicit and explicit racism, and half the families mentioned finances as an obstacle. Fourth, we learned that black homeschooling parents are supported by co-parents, family, and friends. Last, we engage a brief discussion on the impact that homeschooling has had on the children, the families, and themselves.

Motives

The driving motives behind the decision to homeschool are individualized and unique by family. The participants of this study offered a range of answers when asked about the contributing factors behind their decision to homeschool. Of those factors, educational autonomy was a recurring theme. For the purpose of this study, educational autonomy is defined as the ability to choose what, when, where, and how their children will be educated as well as who is doing the educating. 5 of the 6 study participants began their educational journey within the public education system. Of those 5 families, 100% expressed their dissatisfaction with the lack

of educational autonomy that the public school system awarded. 100% of study participants expressed a need for educational autonomy.

Familial Values

5 of the 6 parents involved in this study mentioned the instillation of familial values as a factor behind their decision to homeschool. Familial values include quality time, religious and spiritual beliefs, as well as ethics and ideals. Homeschooling allows parents the freedom, time, and autonomy to instill and reinforce important familial values and beliefs through their children's education. Homeschooling parent Aldrea iterates how values are taught and passed down within the family.

If your father wants you to know how to fish, he teaches you how to fish. If your mother wants you to know how to sow, she teaches you how to sow. If there's a particular history or time period that they think is important, they'll take you to the Museum. But it's always been a parent's first priority to make sure that they pass on their values.

Children spend more time with their peers and teachers than with their families. Because of this, family values may be difficult to instill and reinforce. 2/6 study participants mention these time constraints and the desire to expand quality family time. Study participant Muffy spoke about the lack of quality family time that the public education system school schedule allowed. She explained that if her children spend eight hours a day at school, and she spends eight hours a day at work, then there was little time left to be spent together

Homeschooling allows families the autonomy to both instill and reinforce important familial values. Families included in the study mention their lack of faith for the public education system to reinforce values taught and learned within the home. Stacey references this lack of faith during

her interview, explaining how important it is to educate her children “in an environment of love and dignity”, she mentions that public schools do not prioritize those environmental needs.

School Choice

3 of the 6 participants listed school choice, or lack thereof, as a factor behind their decision to homeschool. America’s public education system allows little to no room for school choice. The school, and quality of the school, that children attend is decided by the location that they live in. Lower income areas have lower achieving schools. Study participant Leah expresses how school choice is one of the few decisions that parents don’t get a direct input on. She states, “*I think that you should have full authority over how your children should be educated.*” Aldrea speaks on the socio-economic benefits of homeschooling and how homeschooling allows her family to stand apart from families in similar economic standing.

I've always made this joke that being able to home school is like a little taste of the upper class in the middle of the middle class because back in some old days, not the old days, but some old days, families could hire a governess and then they would technically have a homeschooling adult in their house. And you had to have a lot of money to hire a whole person just to teach your children. Homeschooling really allows us to economically stand in a different location than we are. But then also to academically put our children where we want them to be and not necessarily where they would be based on the school standard.

Negligence/ Lack of Concern/ Teacher Bias

Half of all study participants cited negligence and lack of concern on behalf of public school teachers and administrators. It seems that teachers and administrators were unable and in some cases unwilling to meet both the educational and emotional needs of their children. Kristine laments experiences of disappointment with public school educators as early as pre-school, explaining how teachers failed to meet her child's needs. She felt that homeschooling awarded her the autonomy to guarantee that her child's needs would be met. Other homeschooling parents express similar feelings. Leah for example, tells the story that finalized her decision to homeschool her daughter. Leah's daughter was severely bullied in the 6th grade. Leah had plead for the school to intervene, but her pleas were ignored and the school did little to nothing to stop the bullying. Eventually the bullying worsened, leading to a decline in her daughter's mental health and a suicide attempt. After her daughter's suicide attempt, Leah tried to intervene herself by sending therapists to the school. Even so, the bullying did not stop. The following year, Leah's daughter was placed in a classroom with the same bullies who had caused her so much grief. It was then that she decided to withdraw her daughter from school. In another situation with her son, Leah explains how school teachers and administrators admittedly ignored her son's educational needs

One of my sons, he's very shy and he has anxiety. And he had been in school all school year and it wasn't until April that the teacher told me that he didn't talk in school, after he had been there all year. And I was a volunteer parent, so I was always at the school, like, maybe three times a week volunteering and just doing different things. And no one

had ever mentioned that he was not talking at all. I realized that he was struggling academically. And I was asking them, "what did they think was going on"

Because he has A's on his report card, but when I'm working with him at home, he wasn't demonstrating grade A work. And what they basically told me was that they just gave him A's because he's very nice and quiet. That's basically what they told me, so at that point I figured that it would just be best for me to homeschool him as for all of the kids as well.

Curriculum Choice/Personalized Curriculum

Half of study participants referenced the ability to provide a tailored curriculum for their children as a benefit of homeschooling. The public school system does not allow for a customized education and does not consider the opinions of parents within the curriculum. Study participants enjoy the educational autonomy that the homeschooling experience provides. Through homeschooling, they are able to meet the individual needs of their children. The public school system does not allow for a customized education and does not consider the opinions of parents within the curriculum. Stacey speaks to the curriculum control that homeschooling allows. She is able to tailor her children's education to their interests and does not follow the public school standard of learning levels.

I like having control. And it might just be me being a control freak, but I really like having control over what and when my children learn things. And that's very important because we can't assume that everyone has the same ideals or ethics or standards on

what you teach your child when. Also each child, even with both of my sons, they're individuals. One child might learn something before the other one. It's not on grade levels. For example, this year I'll be teaching my third grader chemistry right alongside my 8th grader, because I feel that the periodic table is something that my younger son is very interested in, chemistry, whereas my older son isn't.

Tools and Methods

Each parent had their own personalized approach to homeschooling. Of the techniques mentioned are intrinsic learning, unschooling, eclectic unschooling, the charlotte mason method and the montessori method of education. Parents and families had their own personalized and unique interpretation and delivery of these methods.

Centering Autonomy

Frequently mentioned in parent interviews was the ability to tailor the delivery of education to their children's learning style, interests, and preferences. In this way, Black homeschooling parents provide their children agency and autonomy and use that provision as an educational tool. Students are able to focus on their interests and learn in ways that support their learning styles and reinforce their individuality. 5 of 6 of the homeschooling parents involved in the study explicitly mention providing their children choice as a method of education.

Homeschooling parents feel that providing children autonomy over their education promotes their independence and explores the concept of freedom.

Aldrea, who prefers to use an academic schedule, gives her children options when she can. She let's them pick the space that they do work, explaining, "that seems to help them to feel like "I own what I'm doing", And not that everything is someone dictating me."

The provision of autonomy is used as both a teaching method and a tool. Ebony considers her children's opinions and interests when curating lesson plans each day,

" I'll take an encyclopedia and I'll ask them "What do you want to learn about today? Do you want to learn about animals or plants?" And we'll pick something and I'll read for about 15 minutes and the next day, my oldest will do a presentation on what we learned. He'll kind of elaborate more and go on the internet and search up more information. I'll have my younger children do a coloring page on the animal or plant that we did that day."

Like Ebony, Leah tailors her homeschooling methods and the tools she uses to her children's preferences, " I kind of let them choose which ones they enjoy doing the most. And we kind of work with those ones."

Tangible Tools

Homeschooling parents involved in the study utilize a variety of tools and resources to educate their children. These tools include textbooks, workbooks, everyday interactions, the internet, television and other forms of media, and community resources such as the library.

Online Resources

The internet was another frequently mentioned tool. 4 of 6 study participants mentioned using the internet as an educational tool. For study participants, the internet provides free, affordable,

and engaging educational material. Muffy has chosen to forgo curriculum completely in place of free educational materials she accesses on the internet. Those materials include printable worksheets, the newspaper and youtube. She states that most of their lessons are built around YouTube. Similarly, Stacey uses online media and subscription services to assist her with educating her children. She explains how these tools help her clear up confusing topics, *“if he needs extra help from maybe someone else, he can use the videos that go along with the workbook. Or we can use YouTube or other resources.”* She also uses websites like CNN, MSNBC, ESPN, and even FOX to ensure her children do not have a polarized view of the world and are up to date on current world events.

Community Resources

Notably, the library was frequently mentioned as an educational resource for homeschooling families. Families utilize the library for free tools like books and magazines, as well as recreational and educational programming. Homeschooling parents also look to library programming as an opportunity to provide positive socialization. Both Ebony and Stacey incorporate library programming in their children’s homeschooling education.

Half of study participants explicitly mention using everyday community interactions as an educational tool. Muffy, who founded a nonprofit dedicated to providing resources for Black moms called Brown Mamas, explains the role her community plays in her children’s education , *“ We use the people around us, community members, and my community that I’ve built; I will create something for Brown Mama’s just because I need it for my own kids.”* She explains further, *“I try to get them involved in the community as much as I can. They still go to after school programs. They go to summer camp. They play sports. So definitely the community would be a big pool for us.”*

Barriers and Obstacles

Feelings of Isolation

Black families account for only 8% of the homeschooling community, a small portion compared to other demographics. Because of this, Black families often feel isolated from their homeschooling peers. 3 of 6 Black homeschooling parents involved in the study report feelings of isolation. The local homeschooling realm is majority white, and while Black families are welcome to participate, these spaces are rarely inclusive. Muffy speaks to the lack of diversity within the Pittsburgh homeschooling community,

I think definitely one of the things that make homeschooling difficult is to be Black as a homeschooler. And I can honestly not say that I've ever been in any homeschooling spaces that were not inclusive, but what I can say is I didn't always feel right and I just didn't want to go to all white places culturally, I just don't want to. It's uncomfortable.

Leah reports similar feelings of isolation. She mentions the “lack of other available homeschoolers of color”. She also speaks to her experience attending local homeschooling events whose attending population is made up of mostly white, religious families. She states, “sometimes when we would attend meetups and things like that, we didn't really make friends. We were kind of just still with our own family doing these activities.”

Not only do Black homeschooling families experience feelings of isolation in white spaces, but Black spaces as well. Because homeschooling is a new and growing trend in the Black

community, Black families whose children attend public school may not understand the motives of Black homeschooling families. Kristine explains this,

In the black community, they really do try to make you feel that you have danced on the graves of your ancestors for not participating in public school. I think going against the status quo isn't easy for everybody.

Laws & Regulations

Although homeschooling parents have control over curriculum and the dissemination of information, there are state laws & regulations that parents must follow. 2 of 6 study participants mention these regulations as an obstacle. Aldrea mentions how difficult and daunting it is to learn and understand the legal restrictions of homeschooling. Kristine has similar feelings,

I think bureaucracy will sometimes try to keep most people from doing it because if you if you were to if you were to have already had your kid in public school trying to pull them out, the information isn't always readily available.

Racial Protectionism

The term racial protectionists, coined by Ama Mazama in her 2012 article titled, “African American Homeschooling as Racial Protectionism” is used to define Black parents who opt to homeschool to shield their children from instances of racism that they have or could experience within the public education system (Mazama & Lundy, 2012). Overt and covert instances of racism are mentioned by parents throughout the study. Stacey explains an instance in which she felt her son’s entrepreneurial charter school exposed him to an experience that was too close to how the real world mistreats Black men, an experience in which she says “devastated” both her and her son. At the time, he was in elementary school. He created his own business at his

entrepreneurial charter school called “ChessN’At”, where he played board games with other students, hired students to run different games, and even competed. After a small mishap during one of the games, her son was sent to what the school called “court” and put on “trial”, where he ended up losing his business and got hired cleaning and sweeping up. She states, *“That was too close to life. It was too close to a Black male making a mistake, losing everything he had worked for, and being a janitor.”*

Another instance of cover racism is mentioned by Stacey, whose son was suspended multiple times within the school year. She states, *“within 2 months, he was suspended three times”* she describes this experience as being the *“straw that broke the camel's back”*.

Furthermore, study participants mention the reinforcement of positive attitudes towards Black culture as something that the public education system fails to provide their children.

Kristine felt that the public education system did not consider the intersectionality of race and cultural differences. *“Specifically for black and brown kids, I feel like it's better for them to be outside of the system and learning in a way that's conducive to their upbringing.”* Muffy expresses similar feelings, explaining how the education system does not incorporate the strengths and attitudes of Black children’s families and communities.

Support

Black families make up a small portion of the homeschooling community. The intersectionality of race creates a unique experience for these individuals. As the homeschooling community grows, Black homeschooling parents seek out their own support systems.

Facebook

The majority of study participants look to the internet for support. 4 of 6 participants explicitly mentioned turning to Facebook groups for support. Facebook groups provide a safe space for Black homeschooling parents to ask questions.

2 of 6 study participants have found support systems in in-person homeschooling groups. She explains how these families support each other,

There are a few moms and families in Pittsburgh that also home school their families and we know each other. We're able to kind of thug it out and struggle through it when we have to, and sometimes celebrate those little victories that only we could probably appreciate.

Inward Support Systems

Other homeschooling parents look inwardly for support, leaning on family, friends, and spouses. Muffy explains how she and her husband have learned to support each other throughout their homeschooling experience by “developing a stronger bond” and “getting in sync in terms of what we want for our children”. Stacey expressed similar sentiments, mentioning how she leans on her husband for mental support. Her and her husband divvy the work of homeschooling, “he’s the manager and I do the curriculum”. Furthermore, Stacey mentions her parents as an encouraging support system, for both herself and her children. Other homeschooling parents like Aldrea, seek out both friends and educators for support. She states, “I wanted to be aware of

what was going on in schools and also for them to know I was an advocate, not adversary. And I wanted to use every resource available.”

Impact

In this study, we asked six black homeschool families about the impact that homeschooling has made on their children, their families and themselves. They mentioned a variety of positive ways that homeschooling has had on all aspects of their life. In the case of their children, they appear more confident, more proactive, smarter, and more resourceful than other children their age who attend traditional school. In the case of their families, it helps improve the capacity for co-parenting, and supports building tighter family bonds in varied ways. In the case of themselves, they are less anxious about their child’s learning and wellbeing, it supports increases in their own knowledge and self-awareness.

Differences in the Learners

The impact that homeschooling has had on each child and their family is different. Participants primarily mentioned their children appeared significantly more confident than children their age who attend traditional school. For example, one mother mentioned that her oldest son (high school age), is less worried about his self image. From her perspective, he’s less concerned about the “clothing” and the “bling.” Another parent mentioned that their child’s confidence is higher because there are less limitations within the homeschooling process as compared to the traditional school process. Her home environment isn’t filled with the types of doubt and restriction that comes from public school. She says,

They didn't have anybody else saying, No, you can't read this book. No, you can't learn about that topic. Or no, you can't. No, you can't be an expert on this area because we

don't have a class about that. It was just like, whatever you want to learn, Let's do it. And I think that was very, very freeing.

Another family echoes these sentiments highlighting how her children are not just more confident learners but their overall just more confident people. Her children know that there is no rush for them to learn anything by the end of the year. In traditional school they struggled with the pace when students were ahead of them in their learning, and even when they were ahead in the classroom. They really got frustrated when they had to hear repeated lessons. Thus, homeschooling removes this limitation for more learning to ensue. Furthermore, another family mentioned that her children are “more proactive than other kids” that she’s engaged with. They know what to do, they don’t need a lot of help getting their day and their lessons started, “they’re independent.” She highlights how “they don't have any constraint holding them back to being the best.” While another parent shows that her children are “smarter and more resourceful than other kids their age.” Her kids are “ready to attack the world when they get out there even now.”

Changes in the Families

Overall, the participants were clear that homeschooling your children supports the development of tighter family bonds. One family mentioned that the impact of homeschooling has been “tremendous” for her family unit. She co-parents with her son’s father, and homeschooling allows for her sons to leave town without missing any planned lessons. And this has affected her co-parenting in a positive way. Homeschooling supports deeper bonds because families get to create “a lot of great memories.” One parent highlights how her kids siblings are also their peers, which has brought them a lot closer together. She also takes time to have her kids reflect on what they’re learning academically and socially and to come back and share what they’ve figured out and this also supports their closeness to one another. Another family echoed

the sentiments that the monthly homeschool reflections have brought her family closer, and provides flexibility with work and relaxation time because she's able to assess where their family time is being spent. They have "real conversations with their mother." As well, another parent mentioned that homeschool really helps to get to know and understand her kids. She says, "There's no walls between me and them and us and them." Their family bond is much tighter, and they're able to endure more as a family.

Growth in Themselves

When asked how the homeschooling experience has impacted their own personal lives and journey, they commented on being less anxious about their child's learning and wellbeing, support for increases in their own knowledge and self-awareness, and a growing awareness of their own inadequate education. For one of the parents, her brothers were pushed out of the traditional school system, and she has watched what that system does to people who are artists and have special or different learning needs. And watching her sons start to go through similar things really gave her anxiety. So homeschooling definitely took much of that away, so now her "anxiety is way down." Another mentioned how homeschooling has increased her knowledge of algebra, geography, and other subjects. It has enhanced her spiritual development. She's grown from teaching her kids about forgiveness and the willingness to apologize. She's learned entrepreneurial skills and money management. Furthermore, one of the mom's mentioned that homeschooling really helped "opened [her] eyes to how important it is to pour into our children and to be present for them" It helps her know that she is raising "decent individuals." It helped open her eyes "to how the human brain works." Another parent points to how homeschooling has helped her be "more cognizant of how [her] behaviors, words, actions, affect other people." It has helped her realize how pointless some things are by "seeing through the eyes of a child on

a day-to-day basis.” Teaching her children has supported her own personal reflection process. She’s more patient. Lastly, another parent mentioned that this experience has been a huge “blow to [her] ego.” And it showed her “how inadequate” her own education was. She’s more willing and open to try new things. It’s made her a better advocate for herself and her family. She’s learned how to be a “better model of how to learn.”

Discussion/Takeaways

Limited support systems for Black homeschooling families.

Conclusion

Within this moment, parents all around the world are, not only, managing the devastating effects of the COVID-19 virus, but the persistent inequities that result from the misorganization of k-12 school systems. Theoretical and empirical data point to a myriad of reasons for why Black families, in particular, are turning to homeschool. The parents in this study highlight only some of the amazing benefits of having control over your child’s education. Given the greater need to focus on every aspect of the child’s life within their education, it remains important that the places in which they learn promote all forms of safety in order for children to thrive.

Implications for Future Research

Because the majority of homeschooling parents involved in the study utilized resources on the internet to access free educational material, it is suggested that future research provide insight on how Black homeschoolers utilize the internet to make homeschooling economically accessible. Furthermore, the impact of online communities and social media platforms that specifically cater to Black homeschooling families should be explored as well as how these resources negate feelings of isolation, how Black homeschooling families carve out spaces on them, and the virtual support systems that these platforms offer. Other implications for future research include the attitudes, perceptions, and experiences of Black homeschooling children, the way they navigate the world and society, how they see themselves, and differences between them and their peers who did not receive a homeschooling education. Another topic that should be explored is the financial mobility of Black homeschooling families, economic obstacles within the Black homeschooling realm, as well as the socio-economic benefits of homeschooling for African-American families. Lastly, the perceptions and attitudes of non-homeschoolers within the Black community towards families who choose homeschooling should be explored, as well as the effect of these attitudes on the esteem and morale of Black homeschoolers.

Motives

-Black homeschooling parents want/need/enjoy autonomy in what their children learn.

Resources

-Black homeschooling parents want/need/enjoy autonomy in how their children learn, through the use of various tools/resources/methods.

Barriers/Obstacles

-Laws & regulations can serve as a barrier.

-Half of the families mentioned finances as a barrier when homeschooling their children.

-Black homeschooling parents experience various forms of implicit and explicit racism.

Support

-Black homeschooling parents are supported by co-parents, family, friends, etc (whatever the data says)

Impact

On the students:

-The impact of homeschooling on their children is that they're more confident.

-Their children are more proactive

On the families:

-Parents mentioned having tighter family bonds.

On themselves:

-They are smart/ more conscious/more self-aware.

-They learned that their education was limited/inadequate.

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Appendix A

1. What factors contributed to your decision to homeschool?
2. Why do you think homeschooling is important?
3. What are some homeschooling practices and methods that you use?
4. What tools and resources do you use?
5. What difference has homeschooling made in your child's education?
6. What makes homeschooling difficult?
7. What are the barriers to homeschooling?
8. Where do you go for support?
9. How has homeschooling impacted your family?
10. How has homeschooling impacted you?

