

Race

- The term is used to refer to groupings of people according to common origin or background & associated with perceived biological markers.
- Ideas about race are culturally & socially transmitted and form the basis of racism, racial classification, and often complex racial identities.

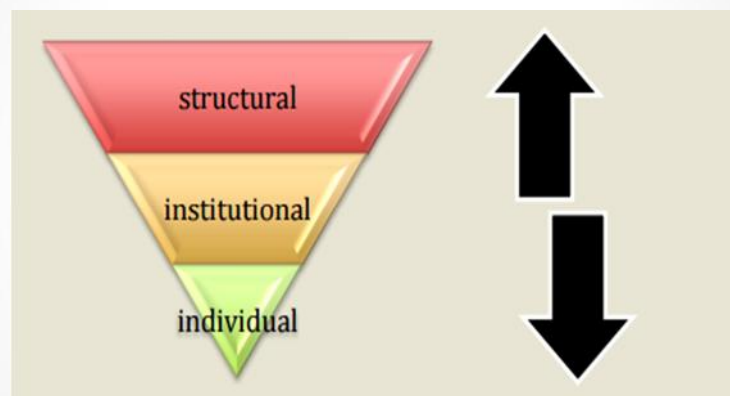
Source: Racial Equity Toolkit

Race

A recent idea created by western Europeans (following exploration across the world) to account for differences among people, and resulting in colonization, conquest, enslavement, & social hierarchy among humans.

Source: Racial Equity Toolkit

Types of Racism



<http://www.seattle.gov/Documents/Departments/RSJI/Defining-racism.pdf>

Types of Racism

- **Individual Racism:** prejudgment, bias, and stereotypes about an individual or group based on race. The impacts of racism on individuals include white people internalizing privilege and people of color internalizing oppression.
 - **White Privilege:** refers to the unquestioned and unearned set of advantages, entitlements, benefits, and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.

Source: Racial Equity Toolkit & Race Equity-Glossary of Terms

Types of Racism

- **Institutional Racism:** organizational programs, policies, or procedures that work to the benefit of white people and to the detriment of people of color, usually unintentionally or inadvertently.

Source: Racial Equity Toolkit

Types of Racism

- **Structural Racism:** the interplay of policies, practices, and programs of multiple institutions that leads to adverse outcomes and conditions for communities of color compared to white communities, which occurs within the context of racialized historical and cultural conditions.

Source: Racial Equity Toolkit

Impact @ Institutional & Structural Levels

- **Disparity:** means unequal treatment when comparing a [people of color to non-people of color].

This can be observed in many forms including decision and outcome points (e.g., special education placement, suspension), healthcare service).

Source: CSSP.org

Impact @ Institutional & Structural Levels

- **Disproportionality:** “the differences in the percentage of [people] of a certain racial or ethnic group in the country [or region] as compared to the percentage of [people] of the same group affected by a system[practice or policy]”.

Example - In 2000 black children made up 15.1 percent of the children in this country but 36.6 percent of the children in the child welfare system.” (Hill, 2006)

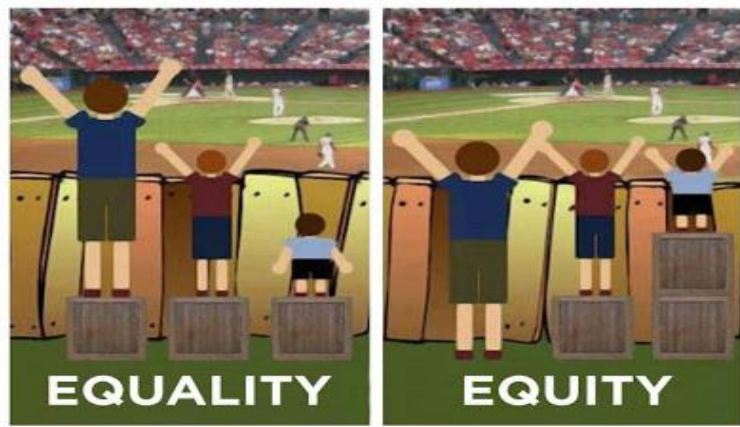
Source: CSSP.org

Choosing Our Response

...

Facilitating Change

Know the Difference



<http://uwpdx.blogspot.com/2013/07/measuring-up-assessing-ourselves-on.html>

Know the Difference

- **Equality:** “leveling the playing field,” offering everyone the same level of access to opportunity.
- **Equity:** addressing the fact that some may need more help than others and that structural and institutional barriers may hinder the success of disenfranchised people.

Source: Racial Equity Toolkit

Know the Difference

- **Valuing Diversity:** recognizing the differences between people and acknowledging that these differences are a valued asset.
- **Inclusion/Inclusiveness:** authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power

Source: Racial Equity- Glossary of Terms



Disproportionality in Discipline

Trudy Bender, Ed.S.
Coordinator – District Behavior Intervention, Waco ISD
May 19, 2016



WACO ISD

23 Schools: 15 elementary, 5 middle, 2 high, 1 DAEP
+specialized programs/campuses

16,000 students

- 57% Hispanic
- 30% African American
- 11% White
- 87% Economically Disadvantaged
- 7% Special Education



Disproportionality and Out of School Suspension

OSS

Fact or Fiction?

- Students of color and those with disabilities are more likely to be suspended or expelled than their peers for the same behavior.
- The racial makeup of a school's staff is a significant factor in suspension rates for African American students.
- "Out of school" youth are significantly more likely to fight, carry a weapon, use drugs, and engage in sexual intercourse.
- Suspensions and expulsions are linked to an increased likelihood of behavior problems, academic difficulty, detachment, and dropout.
- Students without behavior problems feel safer and have higher achievement when schools use high rates of suspension.

"Dignity in Schools" Fact Sheet, www.dignityinschools.org

Two Strikes: Race and the Disciplining of Young Students *Psychological Science* April 8, 2015

Suspending Progress

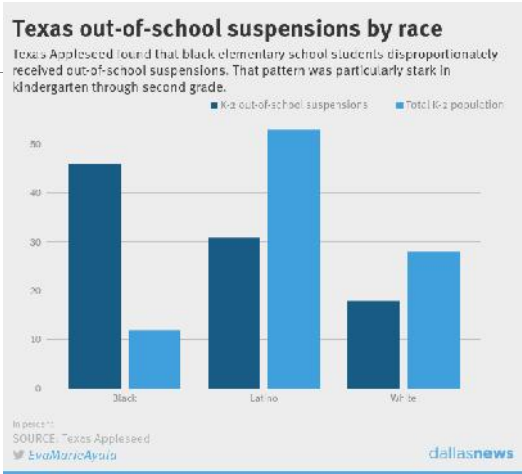
Researchers and child advocates have argued that contemporary disciplinary policies create winners and losers, often along racial and socioeconomic lines.

Our research suggests that there are **no winners**.

- Perry

<http://edsources.org/2015/study-suspensions-harm-well-behaved-kids/72501>

- Nationwide, African American students are suspended THREE TIMES as often as White students



From the Texas Appleseed Report, “Suspended Childhood”: <https://slate.adobe.com/a/6dvQB/>

“Not surprisingly, some districts have higher suspension rates than others. Among the ten districts with the most out-of-school suspensions in 2013-2014, **Waco ISD, Aldine ISD, Fort Worth ISD, and Killeen ISD had the highest rates of out-of-school suspensions.** In Waco ISD, for example, there were 22 out-of-school suspensions for every 100 elementary school students during the 2013-2014 school year.”

ELEMENTARY OUT-OF-SCHOOL SUSPENSIONS TEN WORST DISTRICTS IN TEXAS RANKED BY OSS RATE (2013-14)			
District	Total OSS Actions (PK-5)	District Size (PK-5)	OSS Rate*
WACO ISD	1,846	8,266	22 actions for every 100 students
ALDINE ISD	4,452	36,970	12 actions for every 100 students
FORT WORTH ISD	5,417	46,350	11 actions for every 100 students
KILLEEN ISD	2,220	23,138	10 actions for every 100 students
ALIEF ISD	1,845	24,472	8 actions for every 100 students
HOUSTON ISD	7,560	120,347	6 actions for every 100 students
DALLAS ISD	5,263	88,963	6 actions for every 100 students
SAN ANTONIO ISD	1,777	30,481	6 actions for every 100 students
ARLINGTON ISD	1,924	33,049	6 actions for every 100 students
CYPRESS-FAIRBANKS ISD	1,560	53,087	3 actions for every 100 students

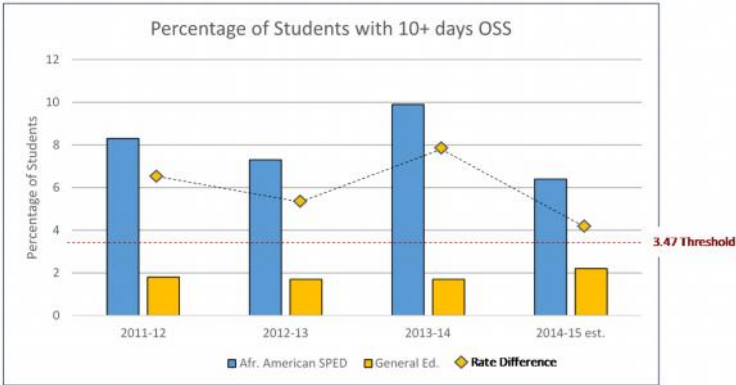
*OSS Rate reflects the ratio of Total OSS Actions to Total PK-5 Students.

Disproportionality in Waco ISD

Exclusionary Discipline methods: Out of School Suspension (OSS) and Expulsion

How does the rate of exclusionary discipline compare between African American Special Education students and the general population?

Waco ISD Disproportionality Rates



WACO ISD and Discipline

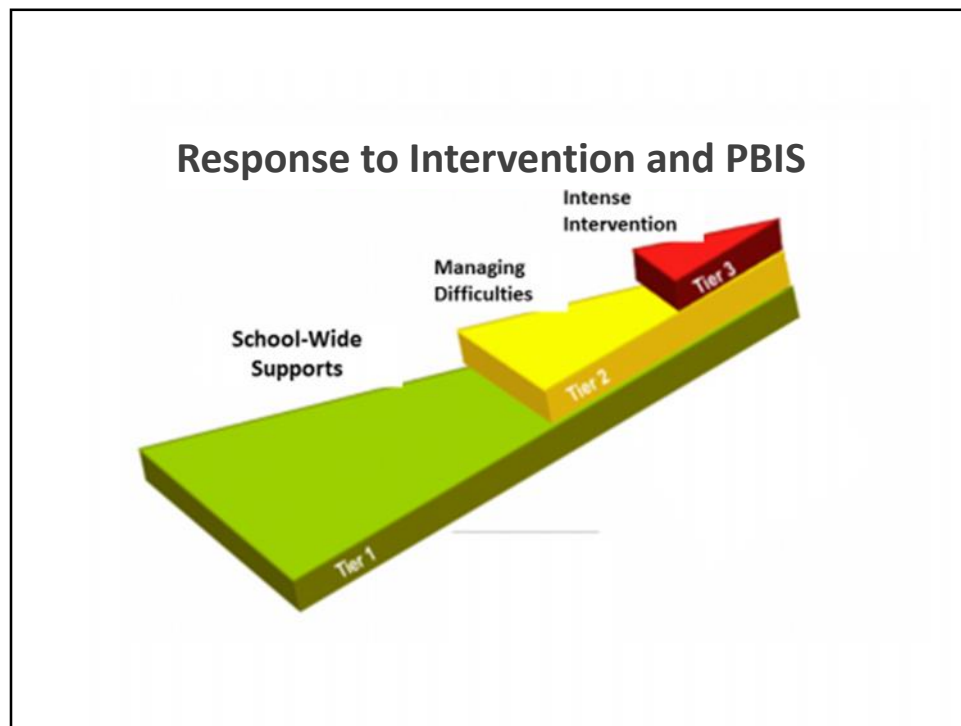
Waco ISD is on a mission to reduce suspensions and expulsions, keep students in school, and raise student achievement:

- Positive Behavior Intervention & Supports
- Restorative Practices
- Conscious Discipline
- RESET rooms
- Behavior Support Aides
- Behavior Specialists
- Professional Development



Best Practices for Reducing Disproportionality in Discipline

- Response to Intervention in academics and behavior - RTI
- Positive Behavior Interventions and Supports – PBIS
- Social/Emotional Learning and Restorative Practices
- Disaggregated Data
- Family and Community Involvement



Positive Behavior Interventions and Supports

A POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS) SYSTEM

- Clearly taught expectations for behavior
- Positive reinforcement for correct behavior
- Intentional community and relationship building

 Be **Safe**

 Be **Responsible**

 Be **Respectful**

Restorative Practices

Help create connections and relationships:

- Between staff members
- Between students
- Between students and staff members

Format for problem solving

Natural practice for social skills

Opportunities to “make it right”

Re-entry process for students in DAEP



Staff members use Community Building Circles to connect with each other



Students “Circle Up” Voluntarily for Community Building



Restorative Questions

*Focus on who was harmed and how to repair the **relationship**, rather than on which rule was broken and how to punish.*

What happened?

What were you thinking about at the time?

What do you think/feel about the incident now?

Who do you think has been affected by your actions?

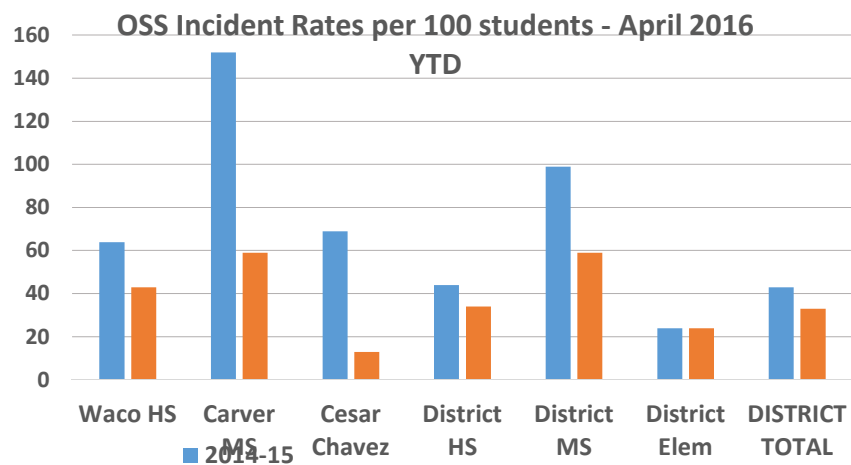
What can you do to make it right?

What can I do to help you?



Waco ISD Discipline Progress

- **The district overall decreased ISS incidents by 32% and OSS incidents by 23% year-to-date.** That amounts to nearly 5500 days of additional instruction time.
- **The district does not typically use OSS as a response to Preschooler misbehavior.** The district rate of OSS for preschoolers is less than 1 per 100.
- **Our Restorative Pilot campuses, Waco High and Carver Middle, have decreased OSS rates by 34% and 61% respectively.** ISS rates are also down at both schools.



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Racial Disparities and Health Outcomes

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Health Education Specialist

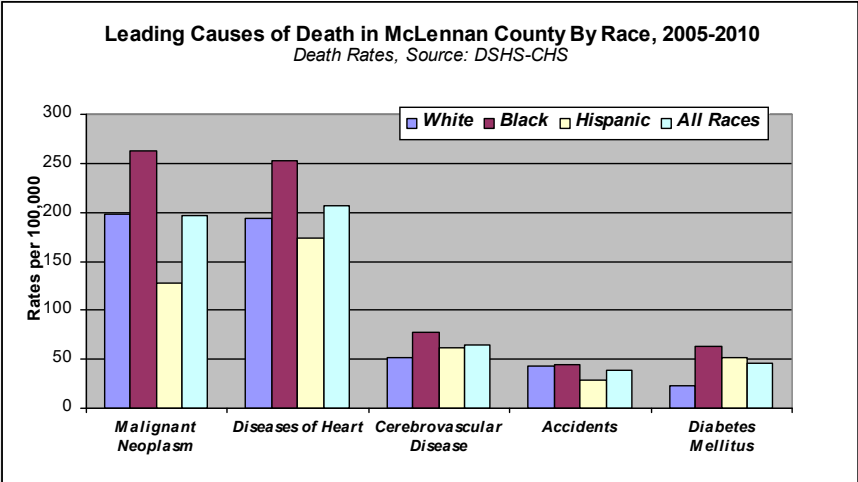
Overview

- **Review Definitions**
 - Race
 - Disparity
- **Disease by Race**
 - Infant Mortality Trends
- **Life Course Perspective Lens**
- **Equality vs Equity**
- **Summary/Recap**
- **Questions?**

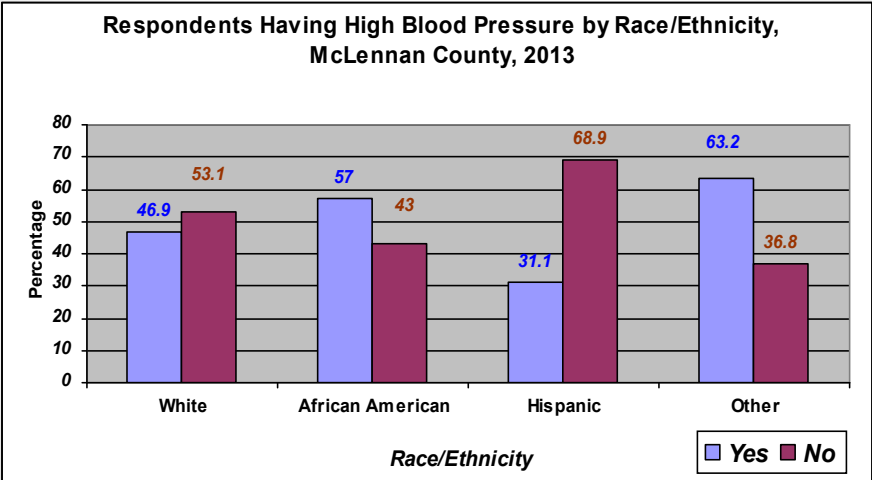
Review Definitions

- Race is not biological. It's a powerful social idea or construct that gives people different access
- Disparity is the unequal treatment when comparing minority to non-minority
- We see racial disparities in many areas of health...state & local data show disparities in regards to which populations are affected the most by disease or poor health outcomes

Leading Causes of Death in McLennan County
by Race, 2005-2010



Findings from the Community Health
Needs Assessment



Infant Mortality Defined

- Infant Mortality: The death of any live born baby prior to his/her first birthday.



Infant Mortality Cont.

- Infant Mortality is: Multi-- factorial.
- Rates reflect a society's commitment to the provision of:
 - High quality health care
 - *Adequate food and good nutrition
 - *Safe and stable housing
 - *A healthy psychological and physical environment
 - *Sufficient income to prevent impoverishment
- "As such, our ability to prevent infant deaths and to address long-- standing disparities in infant mortality rates between population groups is a barometer of our society's commitment to the health and well-being of all women, children and families." (SACIM, 2013)

Infant Mortality Cont.

- In short:
 - Infant mortality is an important indicator of the current population's health status and also predicts the health of the newest generation (NCHS, 2001)



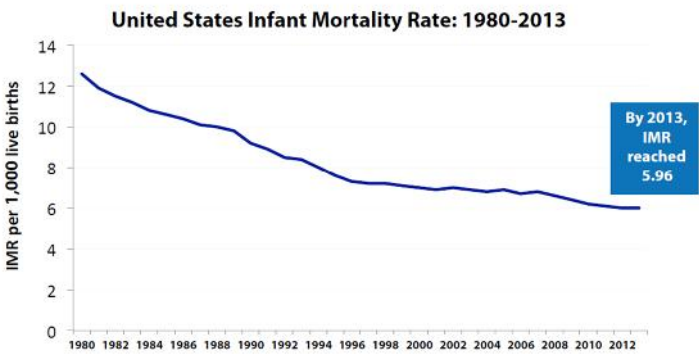
Infant Mortality Cont.

- State of Texas data reveals that for each year from 2000 to 2010, a greater percentage of black infants in Texas were born preterm when compared to all other races/ethnicities studied.
- Local data reflects this same trend in preterm birth rates:
 - African Americans (16.47%)
 - Hispanics (10.88%)
 - White/Non-Hispanic (9.98%)



Infant Mortality Trend

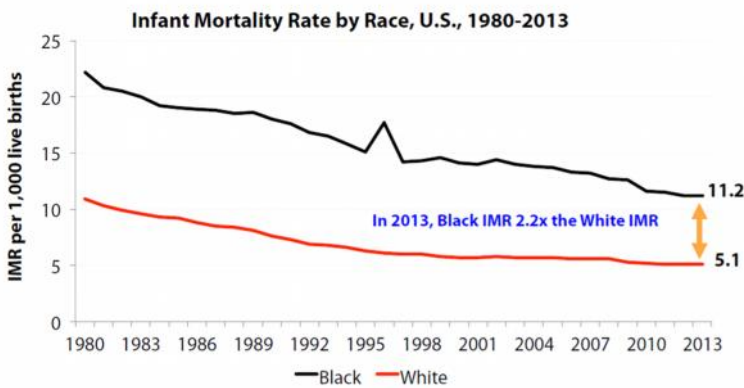
Overall U.S. Infant Mortality Rate (IMR) Decline:



NCHS

Infant Mortality Trend

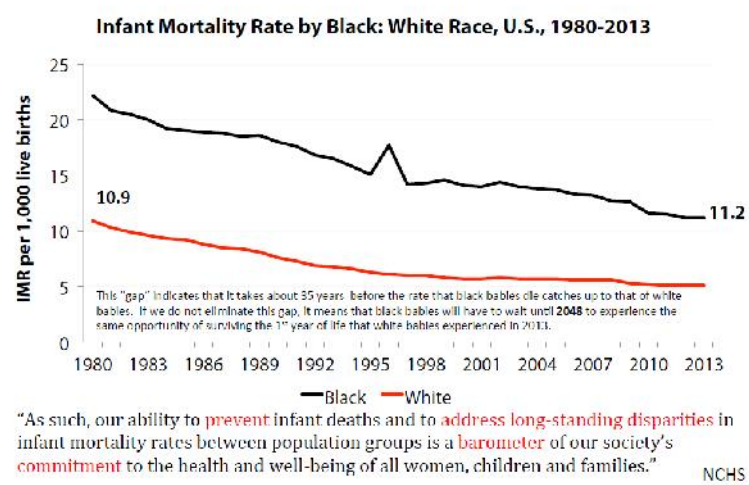
Racial Gaps in Infant Mortality Rates Persist:



NCHS

Infant Mortality Trend

Racial Gaps in Infant Mortality Rates Persist:



Infant Mortality

- The cause of these persisting racial disparities are associated with differential exposures to protective and risk factors during pregnancy, such as current socioeconomic status, maternal risky behaviors, prenatal care, psychosocial stress, or perinatal infections.

African American Babies
2-3x as likely to be born



Too soon
Too small
Too sick to survive


WHY?

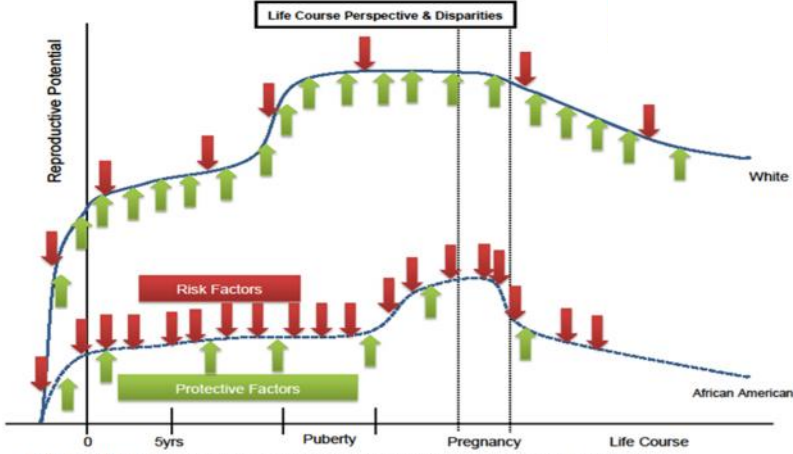
Why the Black/White Disparity?

African American Citizenship Status: 1619-2015

Time Span:	Status:	Years:	% U.S. Experience:
1619-1865	Slaves: "Chattel"	246	62%
1865-1964	Jim Crow: virtually no Citizenship rights	99	25%
1964-2016*	"Equal"	52	13%
1619-2016	"Struggle" "Unfairness"	397	100%

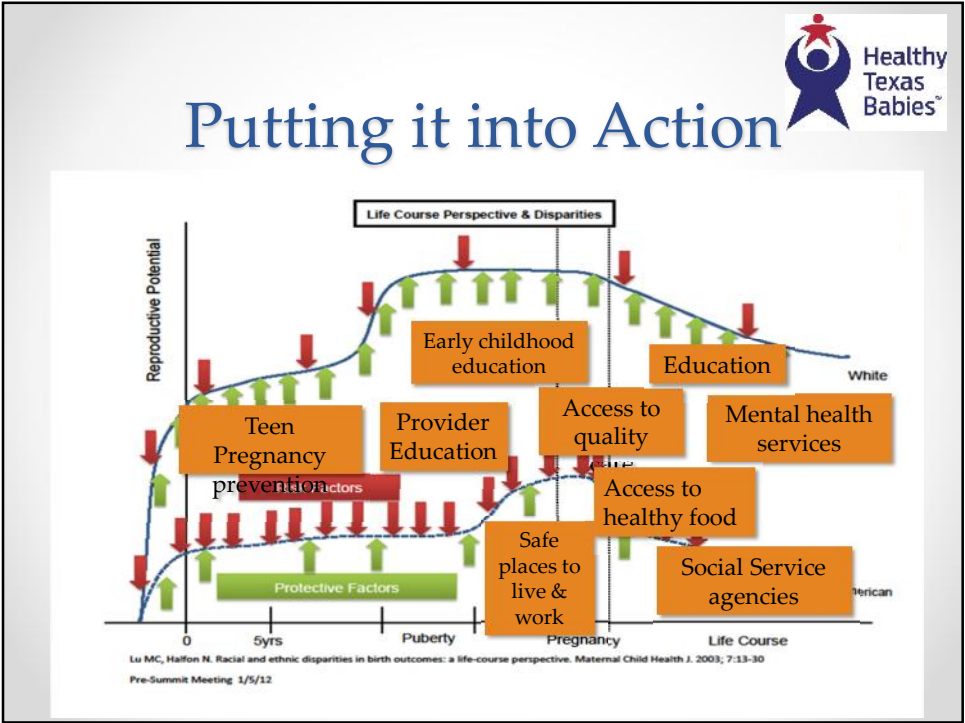
Life Course Perspective

Healthy
Texas
Babies™



The graph illustrates the life course perspective on reproductive potential. The y-axis represents 'Reproductive Potential' and the x-axis represents 'Life Course' with markers for 0, 5yrs, Puberty, and Pregnancy. Two curves are shown: a solid blue line for 'White' and a dashed blue line for 'African American'. The White curve starts high, peaks during the pregnancy period, and then declines. The African American curve starts lower, peaks later than the White curve, and then declines. Red arrows pointing down represent 'Risk Factors', which are more numerous and occur earlier for the African American population. Green arrows pointing up represent 'Protective Factors', which are more numerous and occur later for the African American population. A red box labeled 'Risk Factors' and a green box labeled 'Protective Factors' are placed above and below the curves respectively.

Lu MC, Halfon N. Racial and ethnic disparities in birth outcomes: a life-course perspective. Maternal Child Health J. 2003; 7:13-30
Pre-Summit Meeting 1/5/12



What do we want to achieve?

- **Equality** works when everyone begins from the same starting point, has comparable resources and therefore comparable chances of achieving the same results.
- Equality is always helpful, and for many aspects of our work it is essential and necessary,
 - But for the elimination of disparities, it does not achieve what we are attempting to accomplish.

African American Citizenship Status: 1619-2015

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MDCH, Health Equity Learning Labs 2013, provided by Hogan, V., Rowley, D., Berthiaume, R. and Thompson, Y, University of North Carolina at Chapel Hill. Adapted from <http://indianfunnypicture.com/search/equality+doesn%27t+mean+justice>

What do we want to achieve?

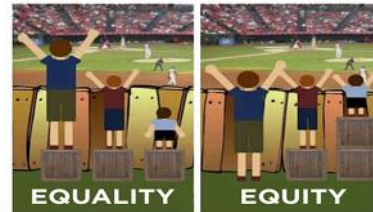
EQUALITY

EQUITY

MDCH, Health Equity Learning Labs 2013, provided by Hogan, V., Rowley, D., Berthiaume, R. and Thompson, Y, University of North Carolina at Chapel Hill. Adapted from <http://indianfunnypicture.com/search/equality+doesn%27t+mean+justice>

What do we want to achieve?

- **Equity**
- Addresses the fact that some may need more help than others and that structural and institutional barriers may hinder the success of disenfranchised people
- So...everyone receives help...
- – But, we preferentially provide the most help to individuals and communities that need the most assistance.



MDCH, Health Equity Learning Labs 2013, provided by Hogan, V., Rowley, D., Berthiaume, R. and Thompson, Y, University of North Carolina at Chapel Hill. Adapted from <http://img.funnypicture.com/search/equality+doesn%27+mean+justice>

Summary/Recap

- Keep Life Course in mind as you strategize within your organizations about how to reach clients/customers/those that might benefit from the service you are providing.
- Are your services equal or equitable for the more vulnerable populations who might need your services most?
- Do you get feedback from those outside your agency or organization (those outside the ballpark fence) to get their perception of your organization?

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Questions?



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Activity:

What types of disparities or disproportionalities exist in your work at the...

- Individual level?
- Institutional level?
- Structural level?

What's Next?

Thank You!

Cited Sources

- Slide 2,3,5,6,7,12: Housing Development consortium, "Racial Equity Toolkit: Applying a Racial Equity Lens to Your Organization"
- Slide 4: <http://www.seattle.gov/Documents/Departments/RSJI/Defining-racism.pdf>
- Slide 8: (?)
- Slide 9 & 10: Disparities & Disproportionality in Child Welfare: http://www.cssp.org/publications/child-welfare/alliance/Disparities-and-Disproportionality-in-Child-Welfare_An-Analysis-of-the-Research-December-2011.pdf
- Slide 5, 13: Center for the Study of Social Policy, "Race Equity-Glossary of Terms"
- Slide 11: <http://uwpx.blogspot.com/2013/07/measuring-up-assessing-ourselves-on.html>
- Slide 14: Valuing Diversity by Susan J. Barkman and Hannah L. Speaker (University of Arizona)
- White Privilege: Unpacking the Invisible Knapsack, Peggy McIntosh