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Please contact the PPCC's Chair, Rashaad Abdur-Rahman at r_hm89@hotmail.com to request use of the following information.

Updated 9/18/12



–Read Before Moving Ahead

The Race Community and Child Welfare's (RCCW) Policy Practice and Culture Change (PPCC) committee developed this powerpoint to assist agencies/institutions in our community with understanding, challenging and most importantly changing poor outcomes based on race and racial disparities. The goal is to achieve race equity so that white, black and brown families in our community receive the same access to services, treatment and outcomes in LIKE circumstances.



–Read Before Moving Ahead

Please use this power point to gain insight into this very harmful problem and then act on this new insight to change practices in your agency/institution so that one's skin hue is no longer a determining factor for poor outcomes or disparate treatment. The PPCC committee has included a handout of simple practices that can assist you and your agency/institution towards the path of race equity.



–Read Before Moving Ahead

THE PURPOSE OF THIS POWER POINT IS TO AFFECT CHANGE!

- * Do NOT use this power point to talk the problem to death.**
- * Do NOT use this power point to gain new information and do nothing with it.**
- * Do NOT use this power point to “act” as an enlightened agency/institution, write a grant and access local, state or federal dollars; achieving the same poor outcomes that have been continuously occurring in our community.**

RACE
COMMUNITY &
CHILD
WELFARE



Vision

A community committed to equitable child welfare through racial healing.

Mission

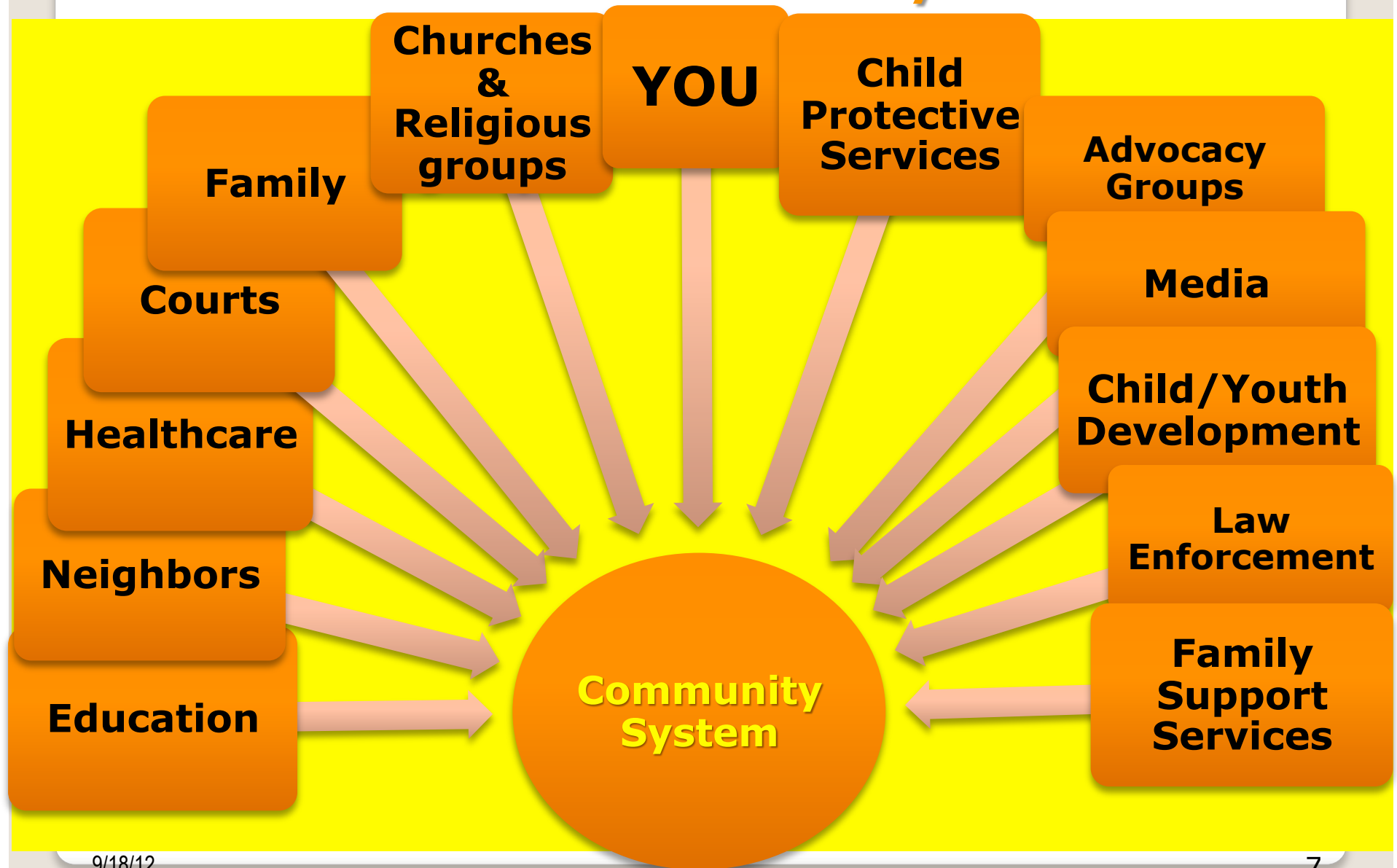
We amplify the evidence of racial injustice to engage the community in equitable policies, practices and programs for ALL children and families.

Racial Healing

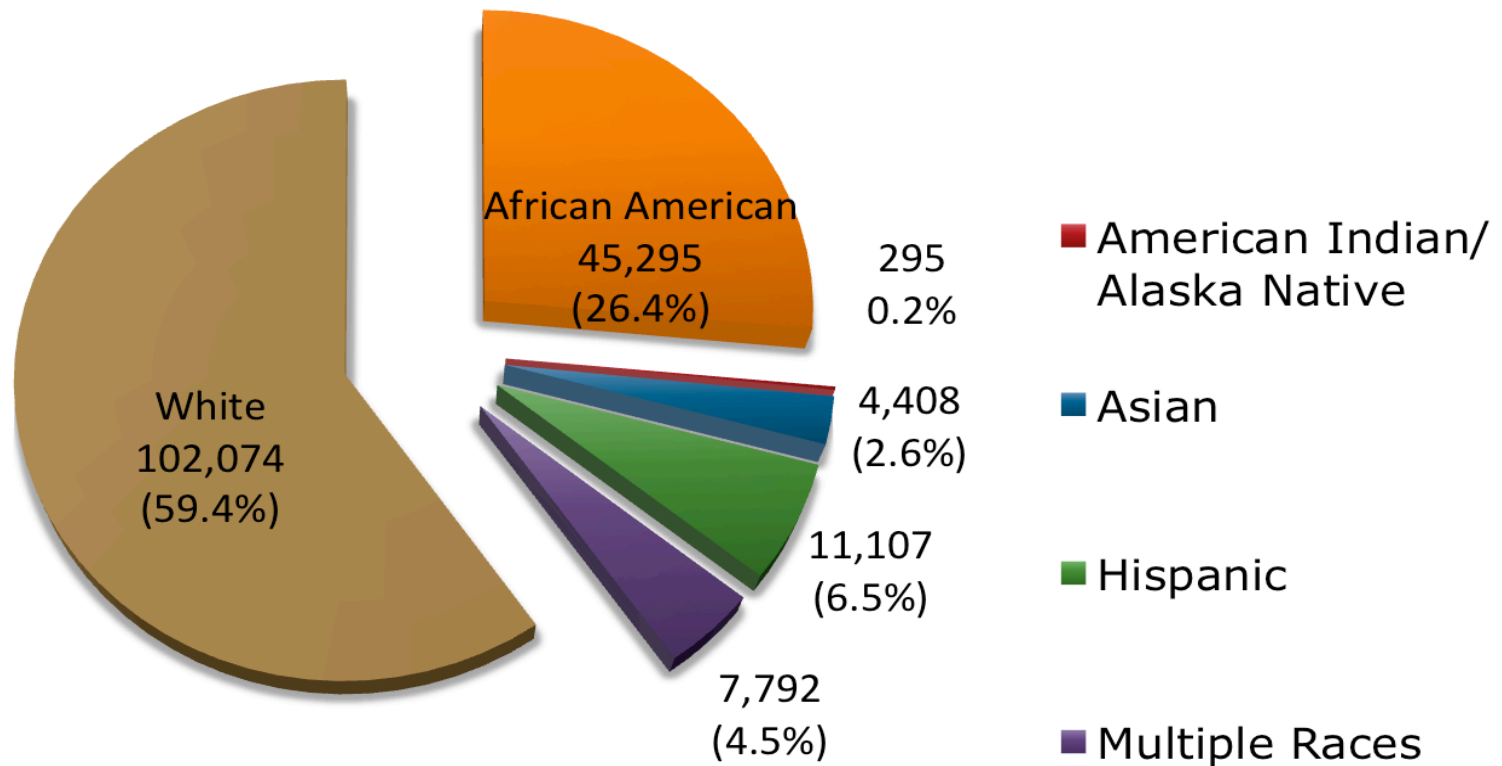
A group of efforts to acknowledge the wrongs and group suffering of the past while trying to address the cumulative and current consequences of the past injustices. To healing literally means to restore to wholeness, to repair damage, and to set right. Through social healing efforts we strive to acknowledge and to achieve our unity, our “oneness” as a human family.

(W. W. Kellogg Foundation)

The Child Welfare System is a



Jefferson County Child Population 2010



Disproportionality

Refers to the differences in the percentage of children of a certain racial or ethnic group in the country as compared to the percentage of the children of the same group in the child welfare system.

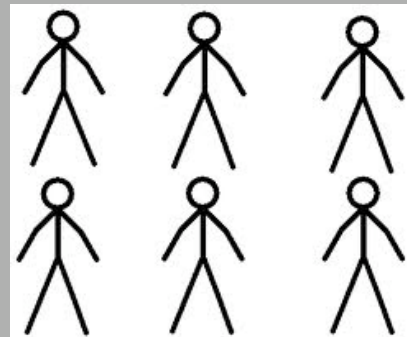
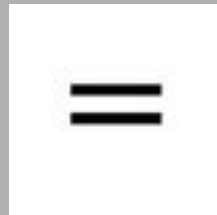
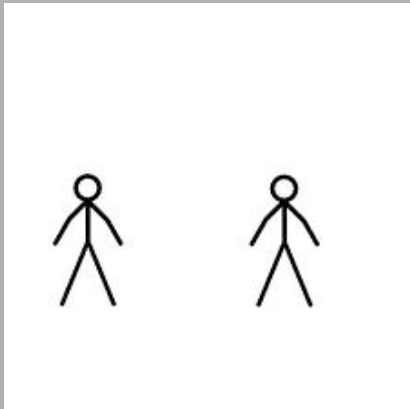
(Casey – CSSP Alliance for Racial Equity in the CWS – Synthesis on Research on Disproportionality in Child Welfare: An Update, Oct. 2006, pg. 9)

Disproportionality

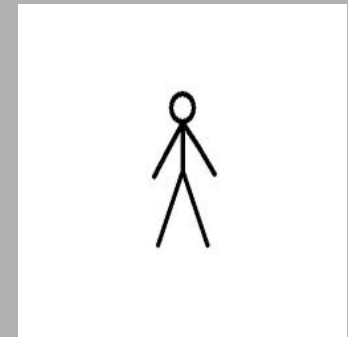
For example, in 2000 although several studies have shown in LIKE circumstances all families maltreat children at similar rates, black children made up 15.1 percent of the children in this country but 36.6 percent of the children in the child welfare system.

(Casey – CSSP Alliance for Racial Equity in the CWS – Synthesis on Research on Disproportionality in Child Welfare: An Update, Oct. 2006, pg. 9)

Disproportionality



OR

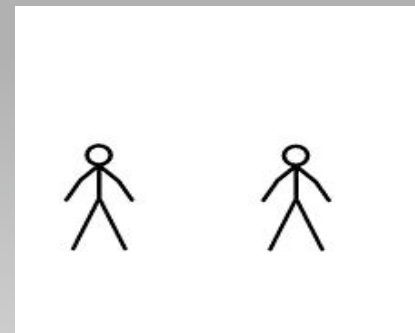
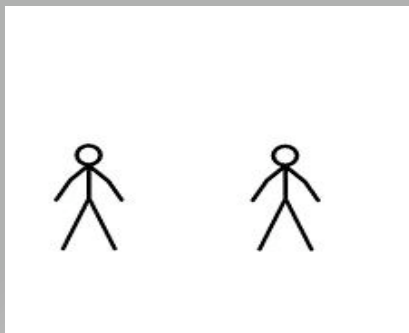


Over
representation

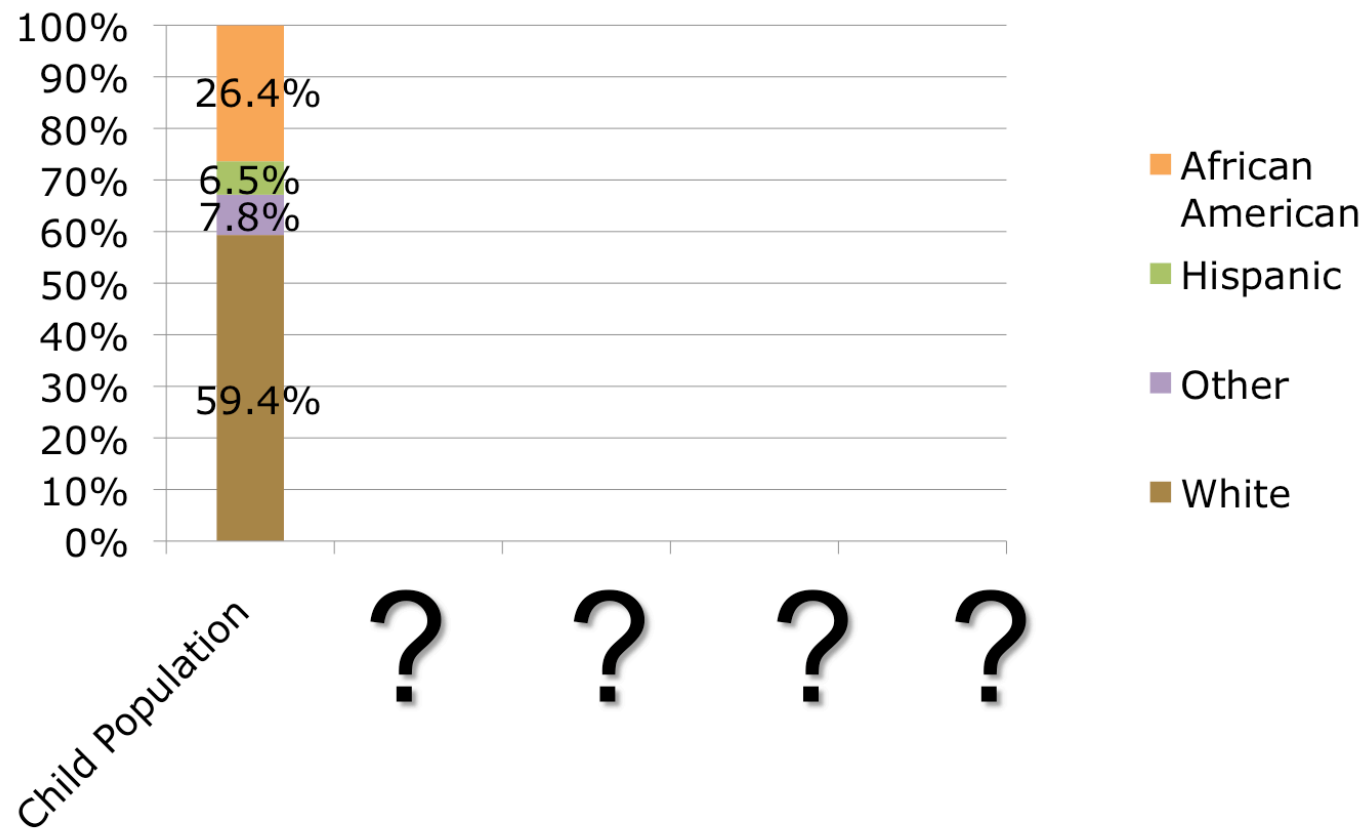
Under
representation

versus

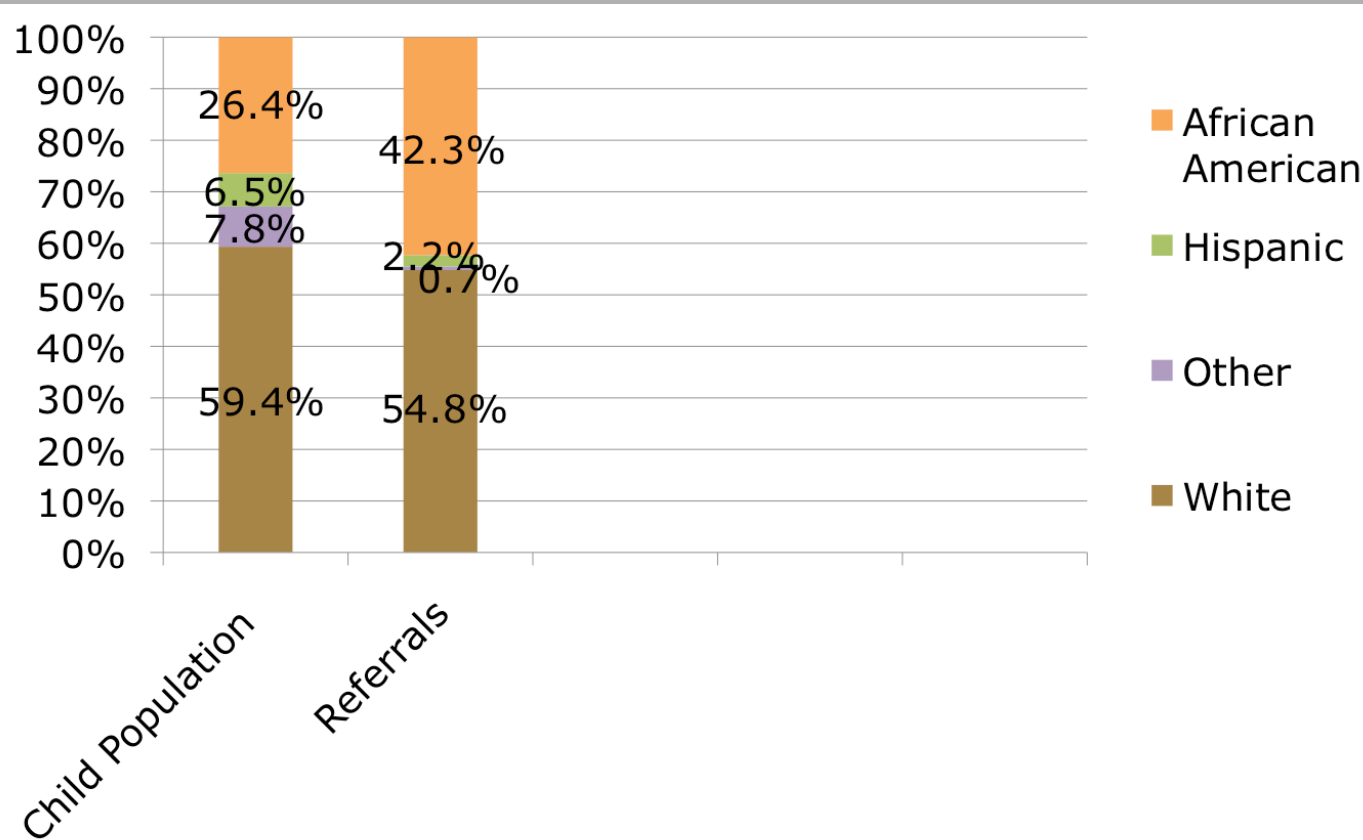
Reality



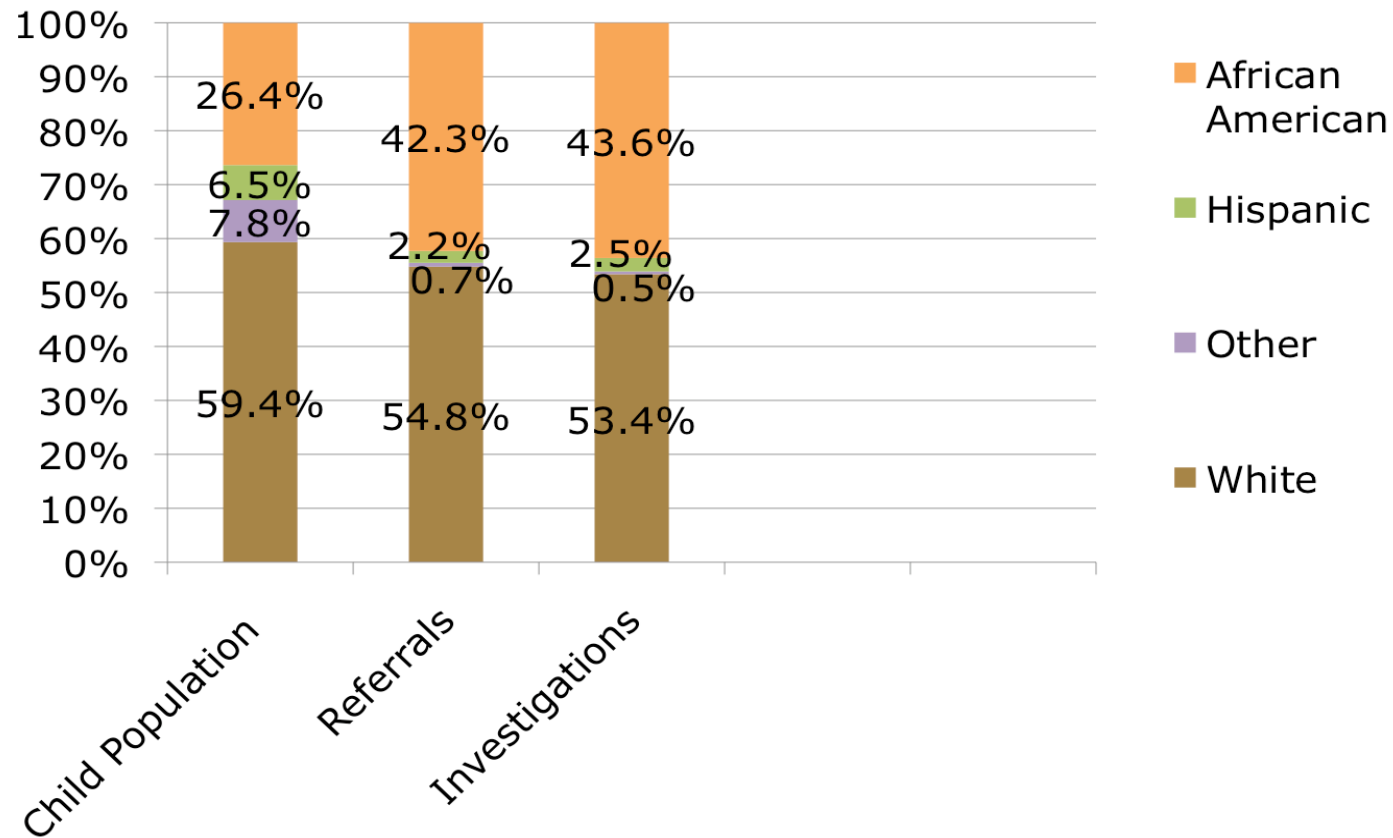
2010 Census Jefferson County Child Population Compared to



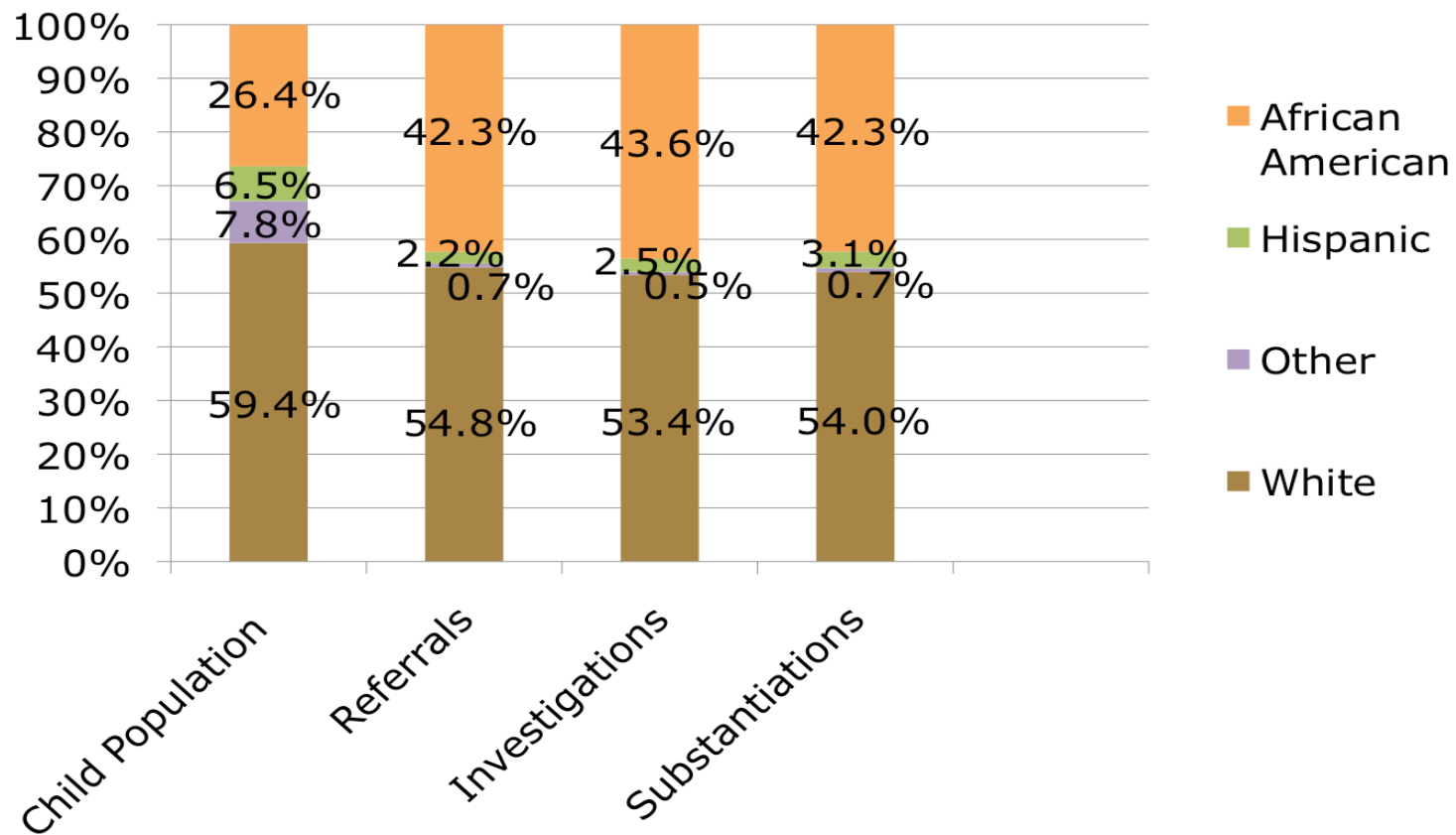
2010 Census Jefferson Co. Child Pop. Compared to Referrals, (April 2010- March 2011)



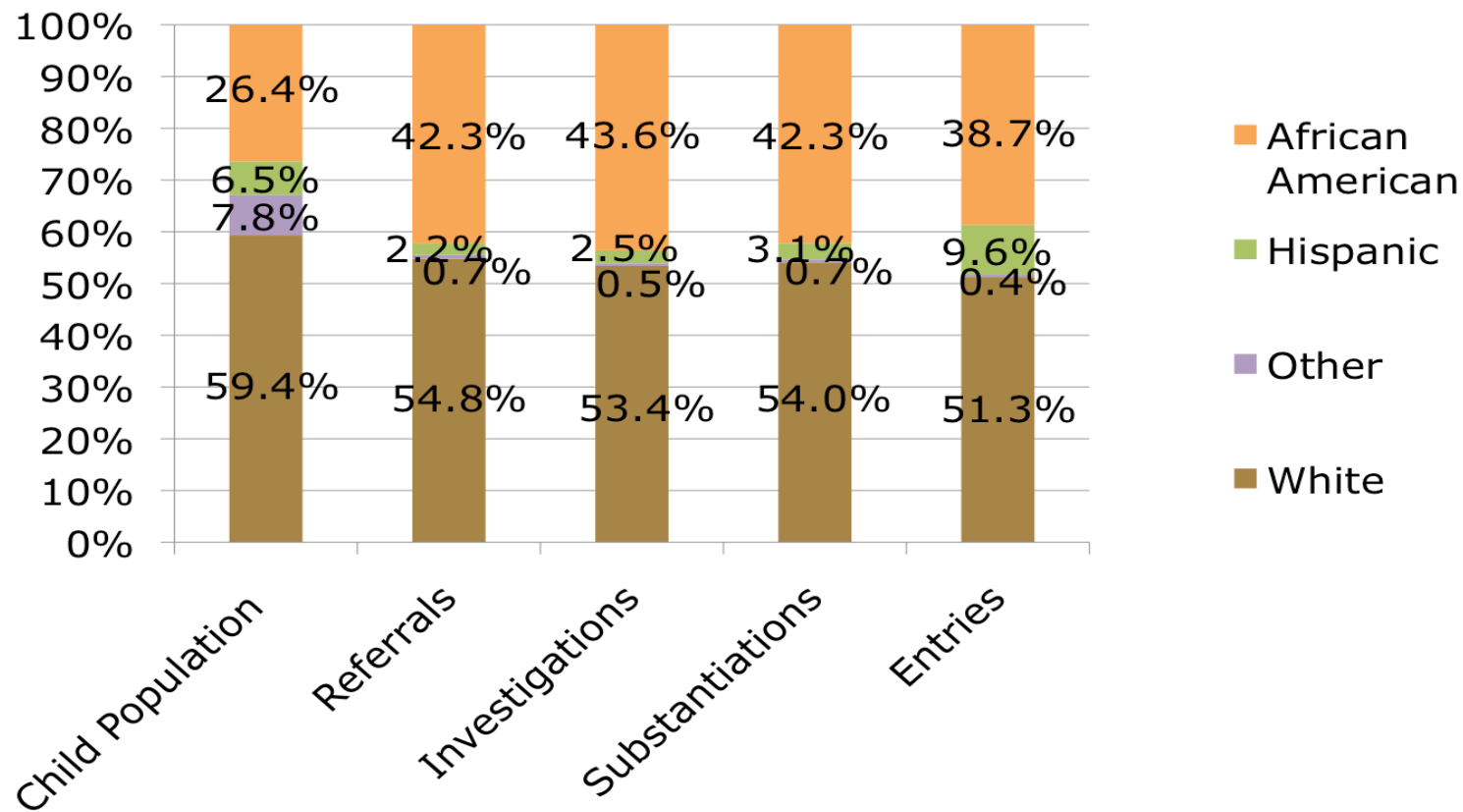
2010 Census Jefferson Co. Child Pop. Compared to Referrals, Investigations, (April 2010- March 2011)



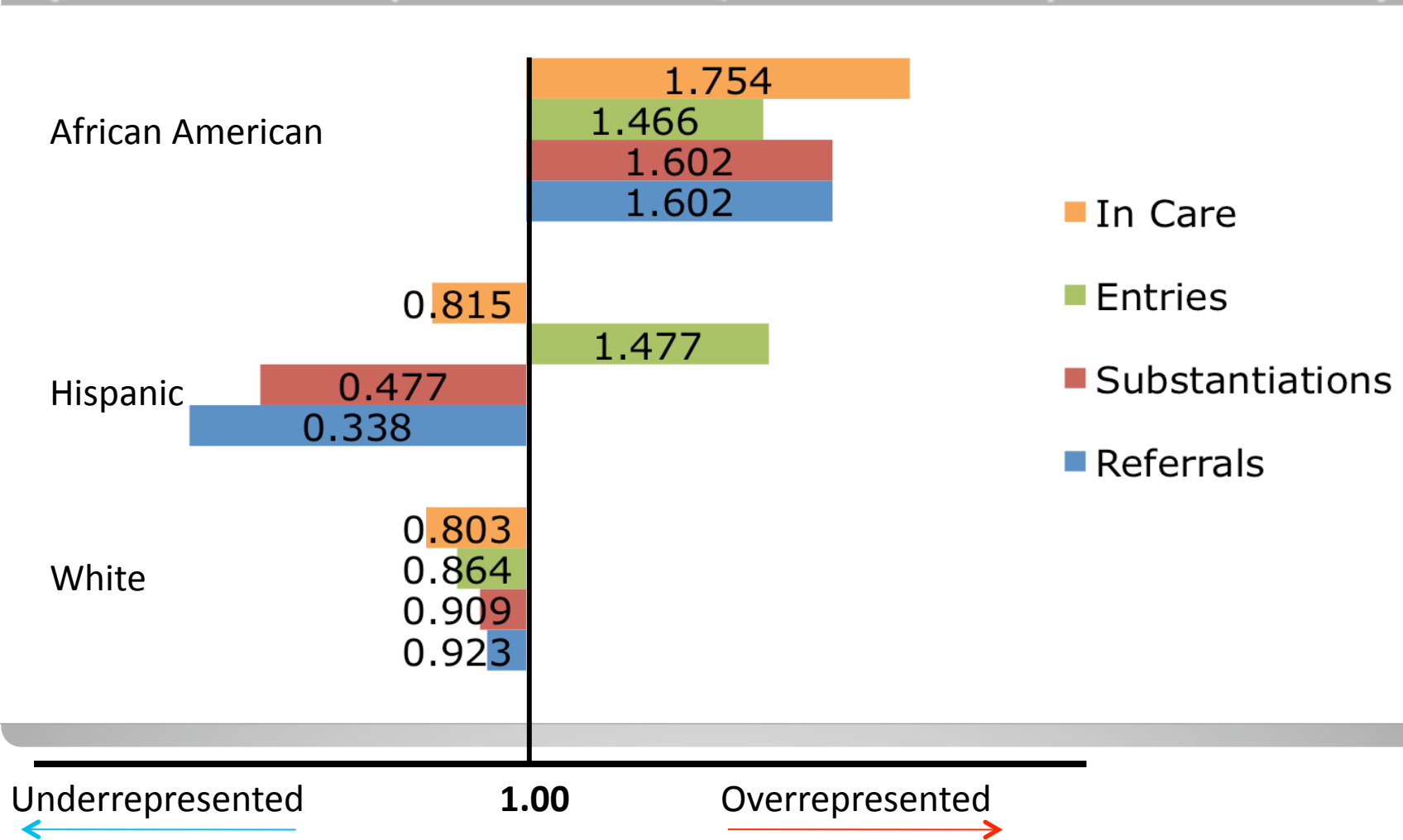
2010 Census Jefferson Co. Child Pop. Compared to Referrals, Investigations and Substantiations (April 2010- March 2011)



2010 Census Jefferson Co. Child Pop. Compared to Referrals, Investigations, Substantiations and Entries into Out-of-Home Care (April 2010- March 2011)



Racial Disproportionality Indices for Jefferson County by Decision Point (<1 =underrepresentation, >1 =overrepresentation)



Disparity

Means unequal treatment when comparing a racial or ethnic minority to a non-minority in similar circumstances.

This can be observed in many forms including decision points (e.g., reporting, investigation, substantiation, foster care placement, exit), treatment, services, or resources.

(Casey – CSSP Alliance for Racial Equity in the CWS –
Synthesis on Research on Disproportionality in Child Welfare:
An Update, Oct. 2006, pg. 9)

Disparity continued

Research shows that children of color in foster care and their families are treated differently from—and often not as well as—white children and their families in the system. For example, in LIKE circumstances African Americans are likely to be diverted to the criminal justice system whereas white children are likely to be diverted to the mental health system.

(Casey – CSSP Alliance for Racial Equity in the CWS – Synthesis on Research on Disproportionality in Child Welfare: An Update, Oct. 2006, pg. 9)

Disparity

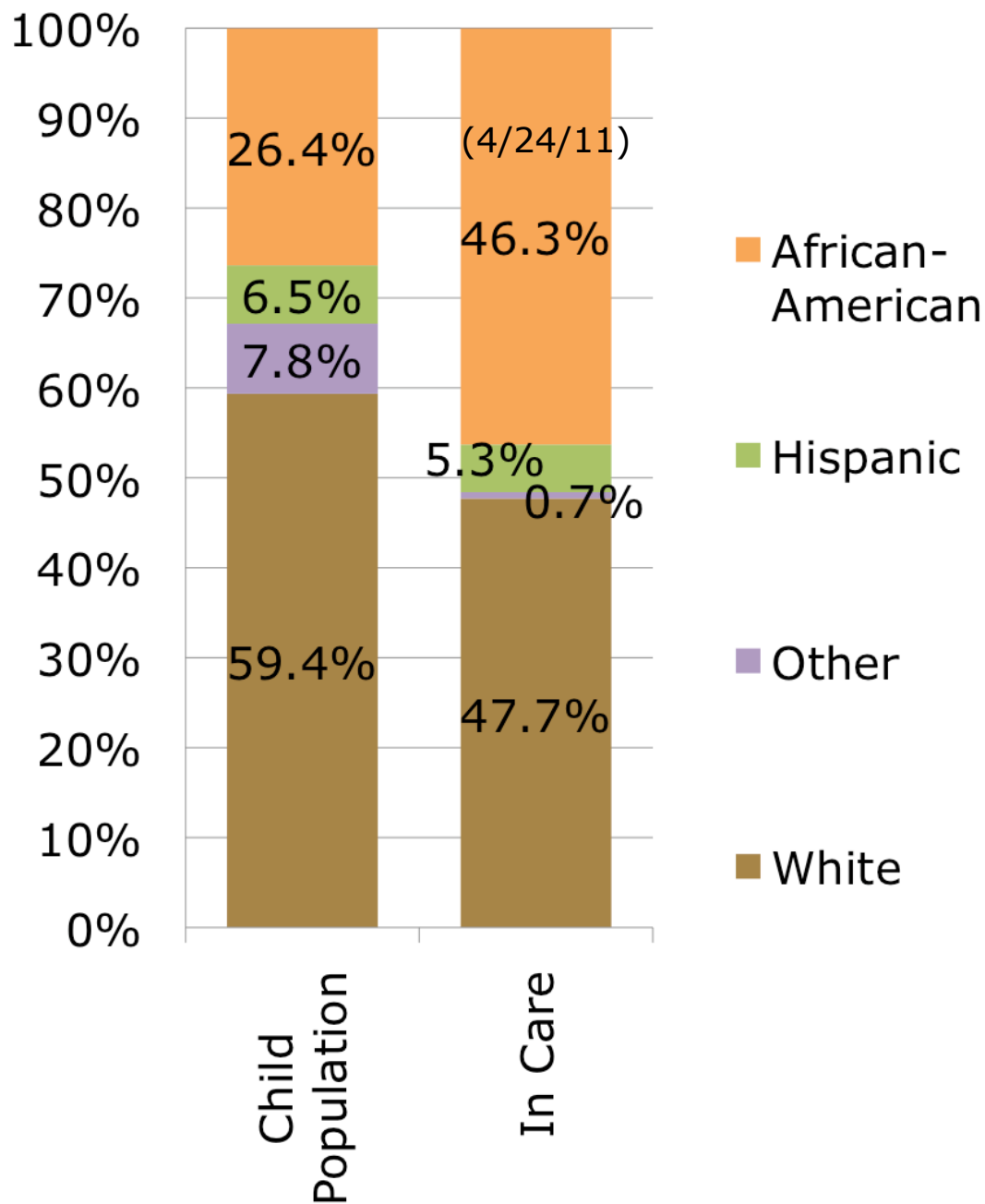
**Mental
Health**



Marijuana



**Criminal
Justice**



African-American Disproportionality

46.3% = 1.754
26.4%

White Disproportionality

47.7% = 0.803
59.4%

Disparity Index

1.754 = 2.18
0.803

African-American youth are **more than twice as likely as White youth to be in out-of-home care in Jefferson County.**

Bilateral Consequences!!

Over Representation

- Families of color are over referred
- In like circumstances a higher rate of substantiation
- Children of color are removed from their homes at higher rates in like circumstances
 - Linger in care longer
 - Are more likely to be moved multiple placements
 - Less likely to receive mental health services
 - More likely to be diverted to juvenile justice system
 - Less likely to be reunified with family or be adopted

Under Representation

KY Annual Report of Child Fatalities and Near Fatalities '06-'10

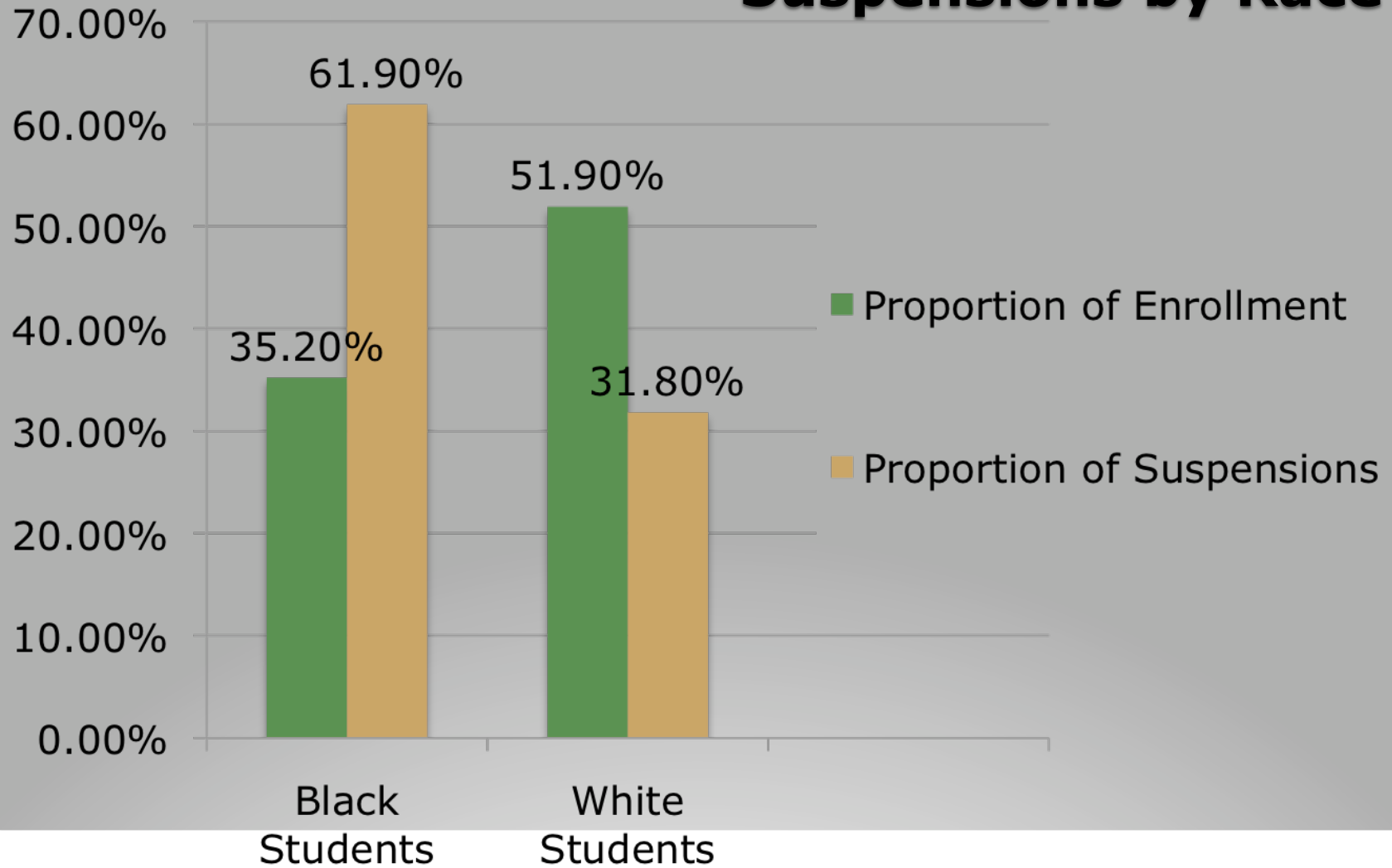
- 80% of victims are "white"
- 73% of perpetrators were one or both parents
- 43% were caused by abusive head trauma
 - Dr. Lisa Curry, UofL School of Medicine found that healthcare professionals are more likely to miss obvious signs of abusive head trauma when the family is "white", two parents and middle/upper class

JCPS Enrollment and Suspension 2009-2010

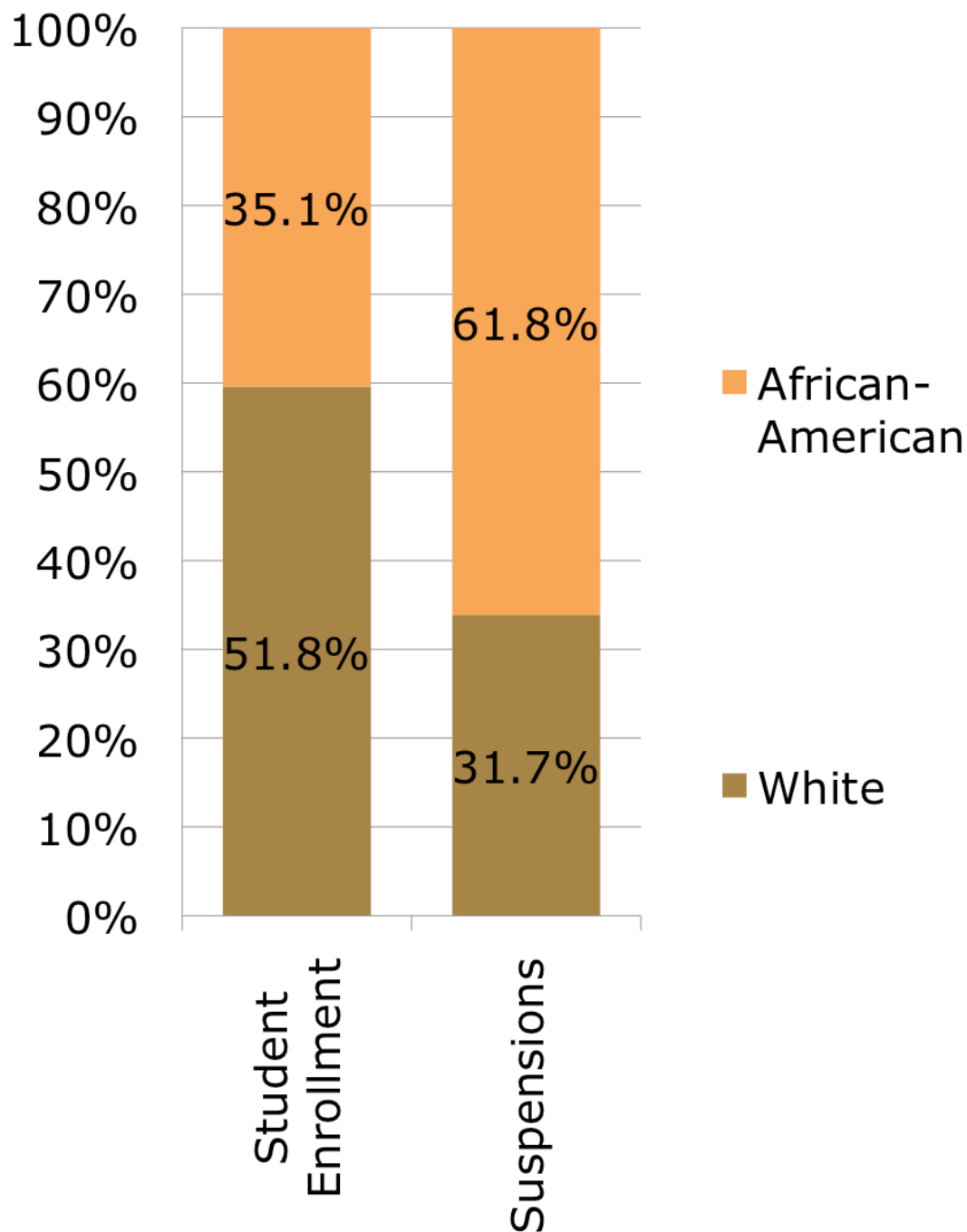
Jefferson County Schools	Enrollments	Suspensions
Total District Student Body	93,721	16,519
White Students	48,609	5,249
Black Students	32,954	10,223
Special Education Students	13,293	3,250
White Special Education Students	7,501	983
Black Special Education Students	5,792	2,269

Data compiled by Children's Law Center (CLC)

JCPS 2009-2010 Suspensions by Race



Data compiled by Children's Law Center (CLC)



African-American Disproportionality

$$\frac{61.8\%}{35.1\%} = 1.76$$

White Disproportionality

$$\frac{31.7\%}{51.8\%} = 0.61$$

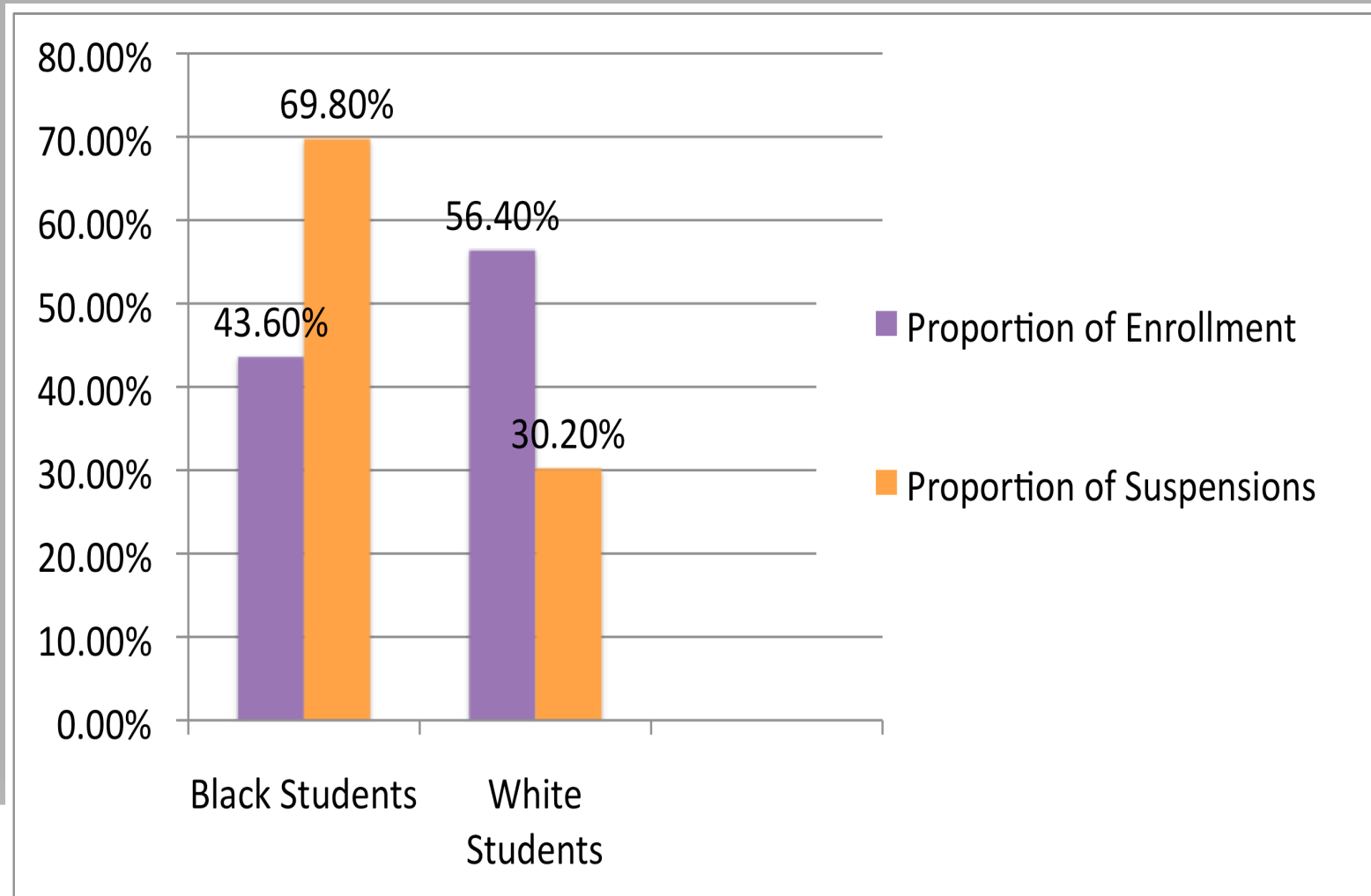
Disparity Index

$$\frac{1.76}{0.61} = 2.88$$

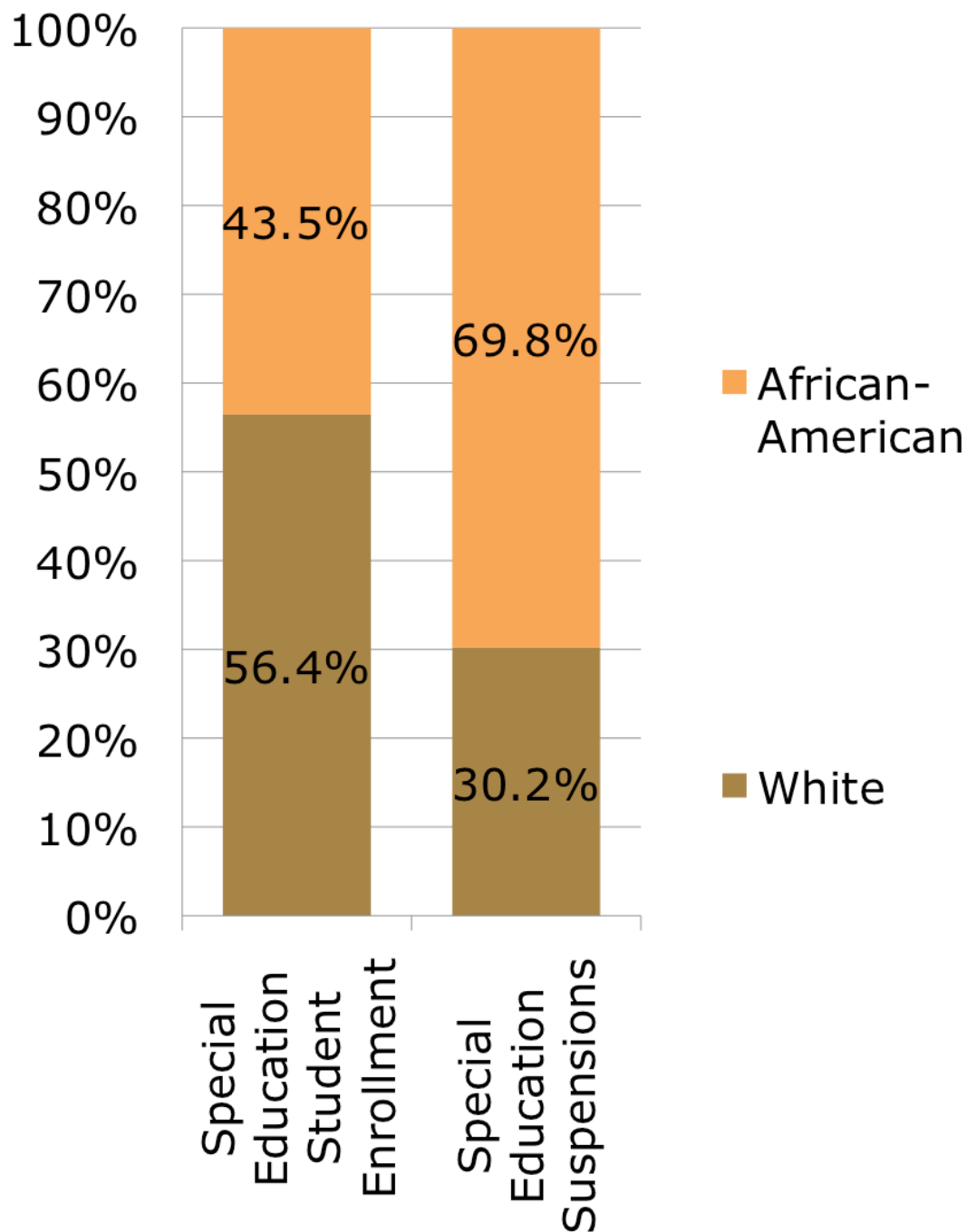
African-American students are almost three times as likely as White students to be suspended in Jefferson County Public Schools.

JCPS 2009-2010

Suspensions by Race Special Education



Data compiled by Children's Law Center (CLC)



African-American Disproportionality

$$\frac{69.8\%}{43.5\%} = 1.6$$

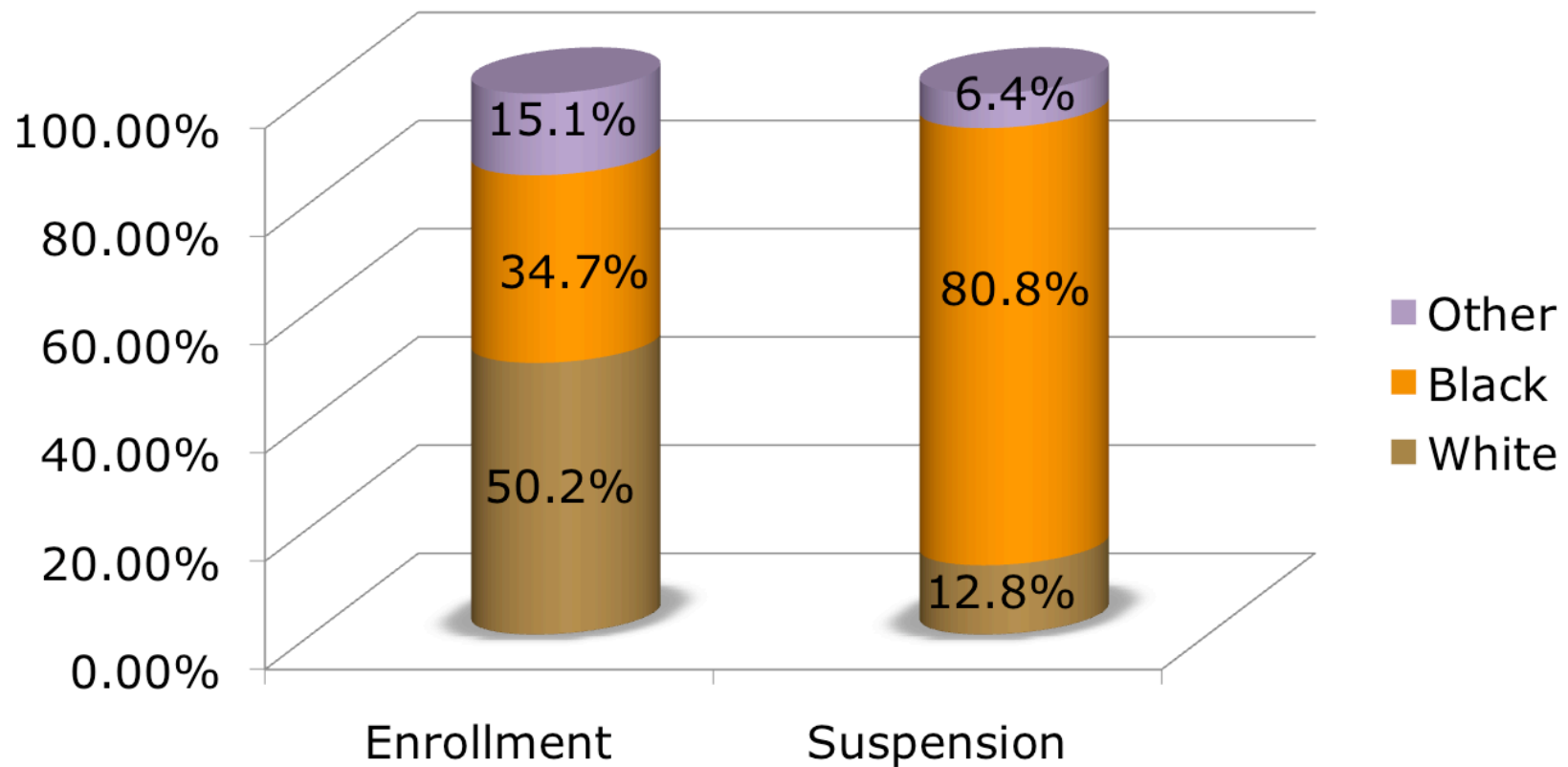
White Disproportionality

$$\frac{30.2\%}{56.4\%} = 0.535$$

Disparity Index

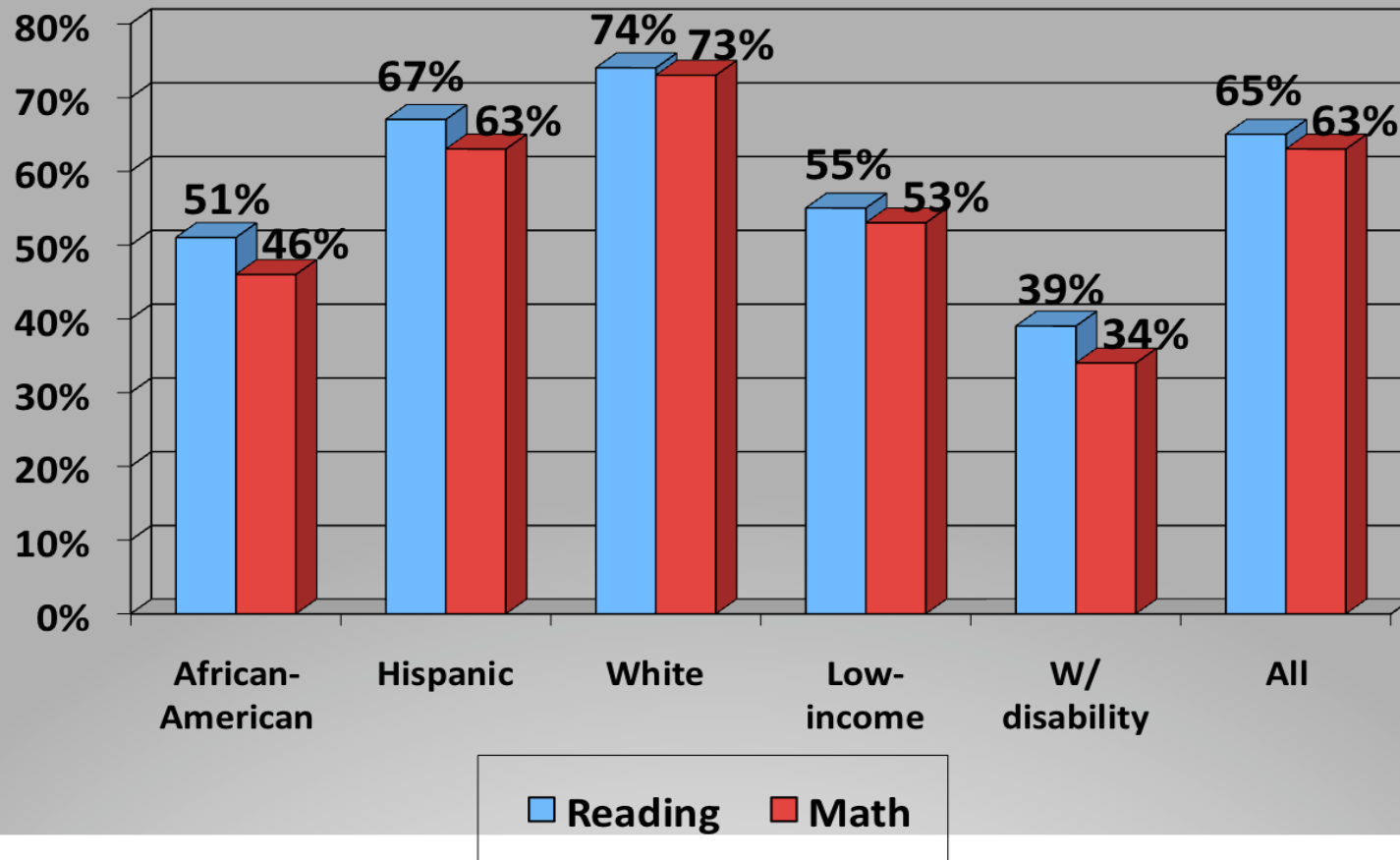
$$\frac{1.60}{0.535} = 2.99$$

African-American students receiving special education services are **three times as likely as White students receiving these same services to be suspended in Jefferson County Public Schools.**

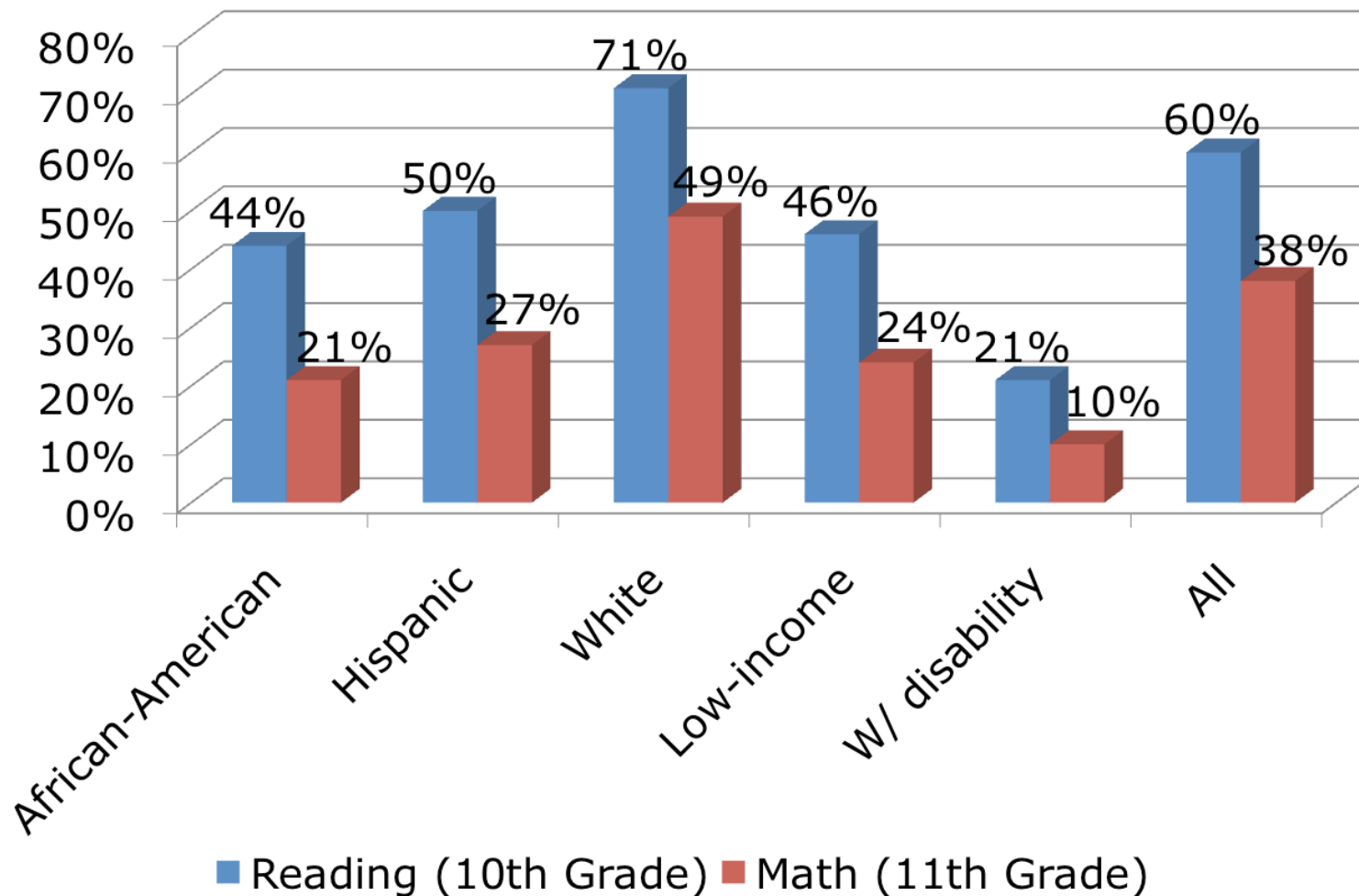


JCPS Kindergarten Suspension Disproportionality 2010-2011

JCPS 3rd Graders Scoring Proficient or Above in Reading and Math, 2010



JCPS High School Students Scoring Proficient or Above in Reading (10th grade) and Math (11th grade), 2010



Top 3 Reporting Sources in Jefferson County by Race/Ethnicity

	African American	Hispanic	White
3/1/2010 — 2/28/2011	1. School Personnel	1. Law Enforcement/ Court Personnel	1. School Personnel
	2. Law Enforcement/ Court Personnel	2. Social Services Personnel	2. Law Enforcement/ Court Personnel
	3. Social Services Personnel	3. Anonymous	3. Anonymous

Bilateral Consequences!!

Over Discipline

- Students miss out on instruction and fall behind in key subjects – reading and math
- Research shows that discretionary school discipline is a pipeline to prison
- Students get diverted to the juvenile justice system
- States use 3rd and 4th grade illiteracy rates as a key factor in determining the number of prison cells to build
- Zero tolerance means zero intelligence

Under Discipline

What is the impact???

- Are these students less likely to receive needed services?
- Are these students more likely to be sent home without being formally suspended?
- Do these students develop unhealthy boundaries in interpersonal relationships because of learned privilege?
- Is this the beginning of an over-inflated sense of self and/or narcissism?

Individual Education Plans (IEP)

- Ensure the Present Levels of Performance (PLP) is completed
 - Any problems the student is having should be documented in this area
 - There can be academic goals on the IEP, if they are addressed in the PLP
- If there is no implementation data, then the IEP **IS NOT** being implemented
 - If this occurs the school is in violation of Federal Law
- Every IEP should have a baseline percentage – i.e. 10%

Recommendations

- Ensure suspension is documented so that a database is being built that shows the student needs additional services
- Assess if the issue is an interpersonal conflict between a teacher/administrator and the student
- Contact the School-Based or District Area-Based Student Response Team (SRT)
- Be familiar with Code of Conduct
 - If student is suspended ensure it is aligned with the Code of Conduct
 - Student Bill of Rights
 - Appeal process

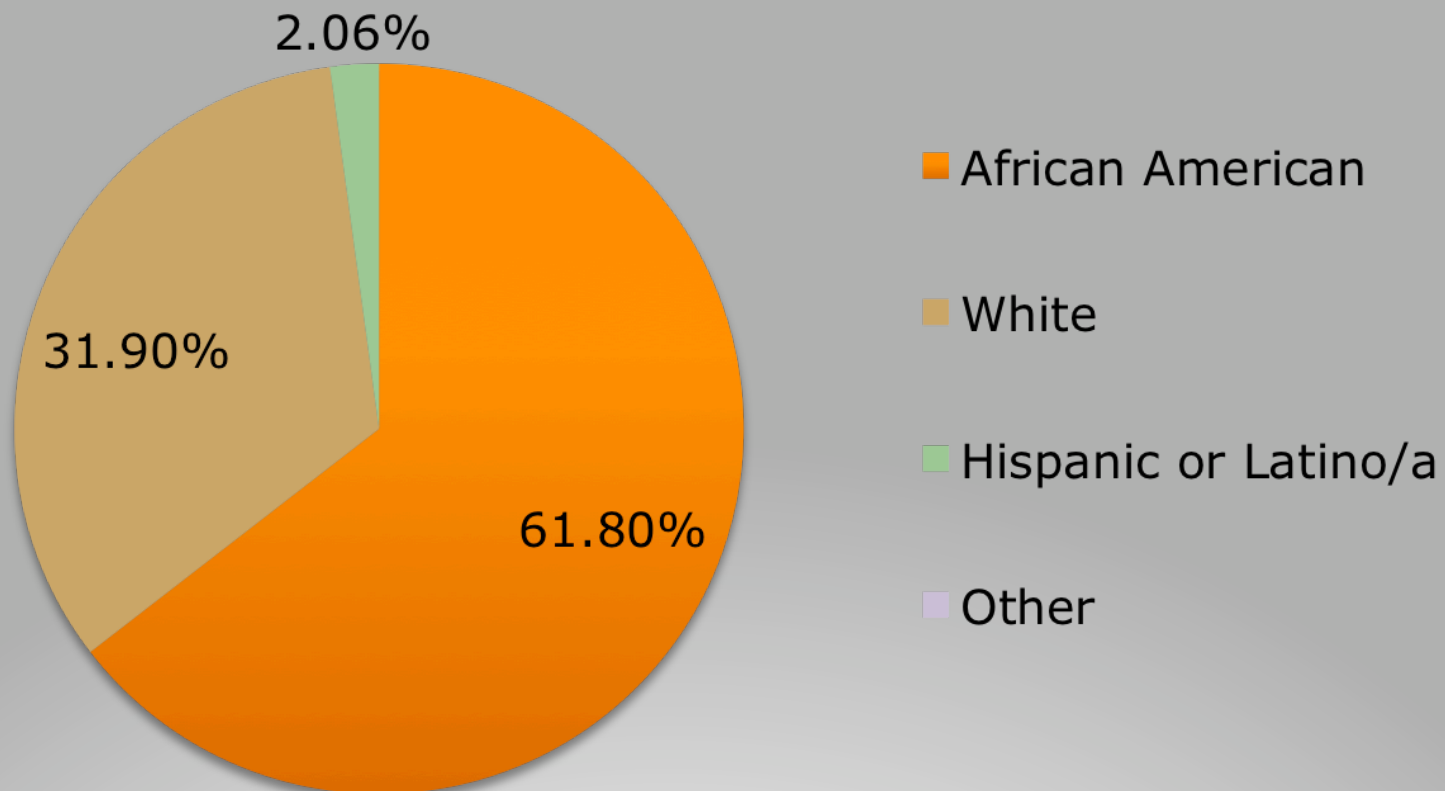
Recommendations cont. -

- Contact John Marshall, Asst. Superintendent of Diversity, Equity and Poverty Programs (502) 485-3506
- Contact the Division of Learning Services (Frankfort) Phone: 502-564-4970 x4109 OR www.education.ky.gov/KDE/Instructional+Resources/Exceptional+Children/
- Contact Protection and Advocacy (P&A) at (502) 564-2967 or (800) 372-2988

- We've looked at the Child Welfare structure and Educational structure in Jefferson County. Let's take a look at another structure in Jefferson County. These structures work together to create a system. This system produces outcomes, which reinforce benefits or burdens over time.
- Remember Dr. John Powell refers to this system as structural racialization. Structural racialization is the joint operation of institutions or structures that produces racialized outcomes over time. These outcomes unevenly distribute benefits, burdens and meanings.

Kentucky Department of Juvenile Justice (DJJ) Jefferson County

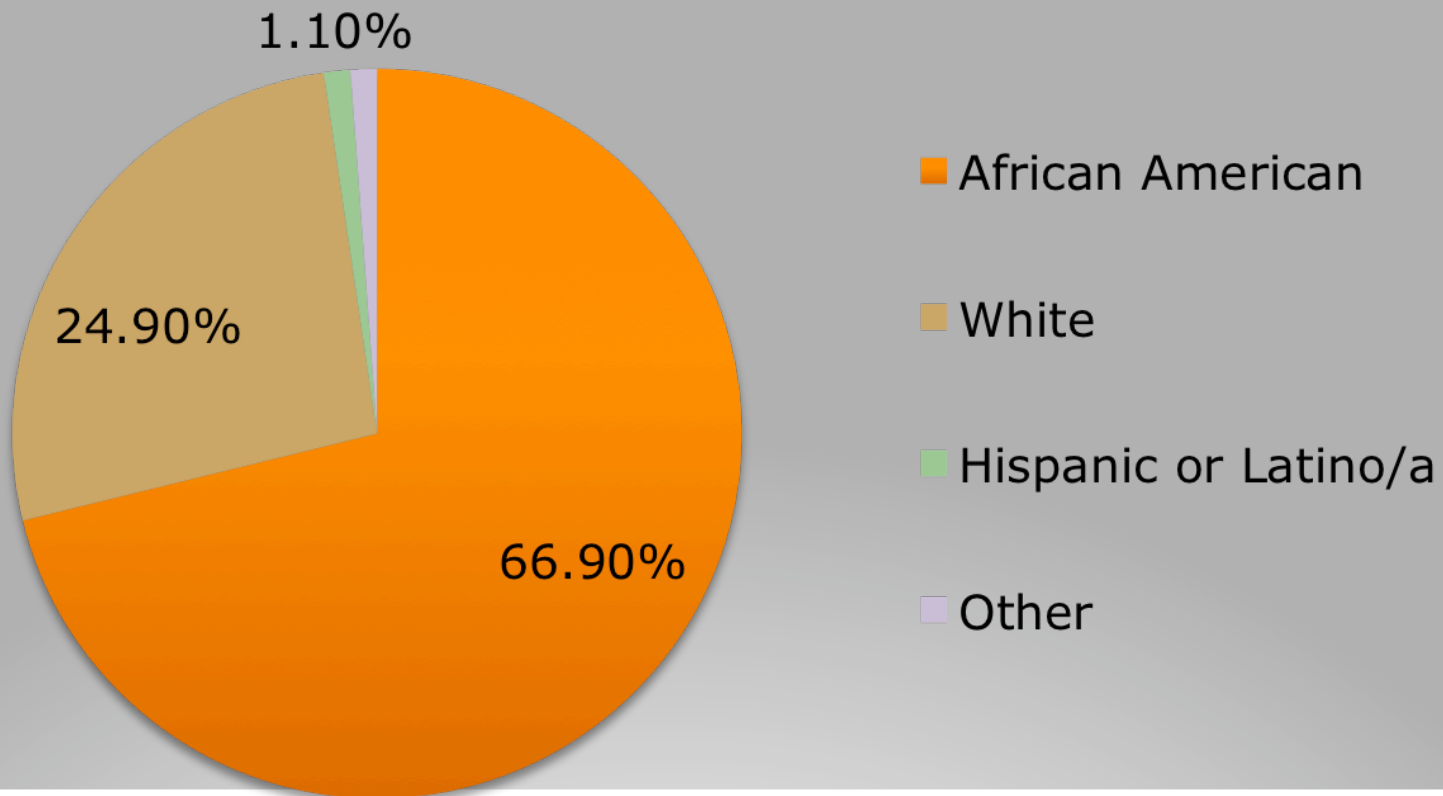
DJJ 2011 Committed Youth



Committed – a youth assigned to the care, custody and control of DJJ.

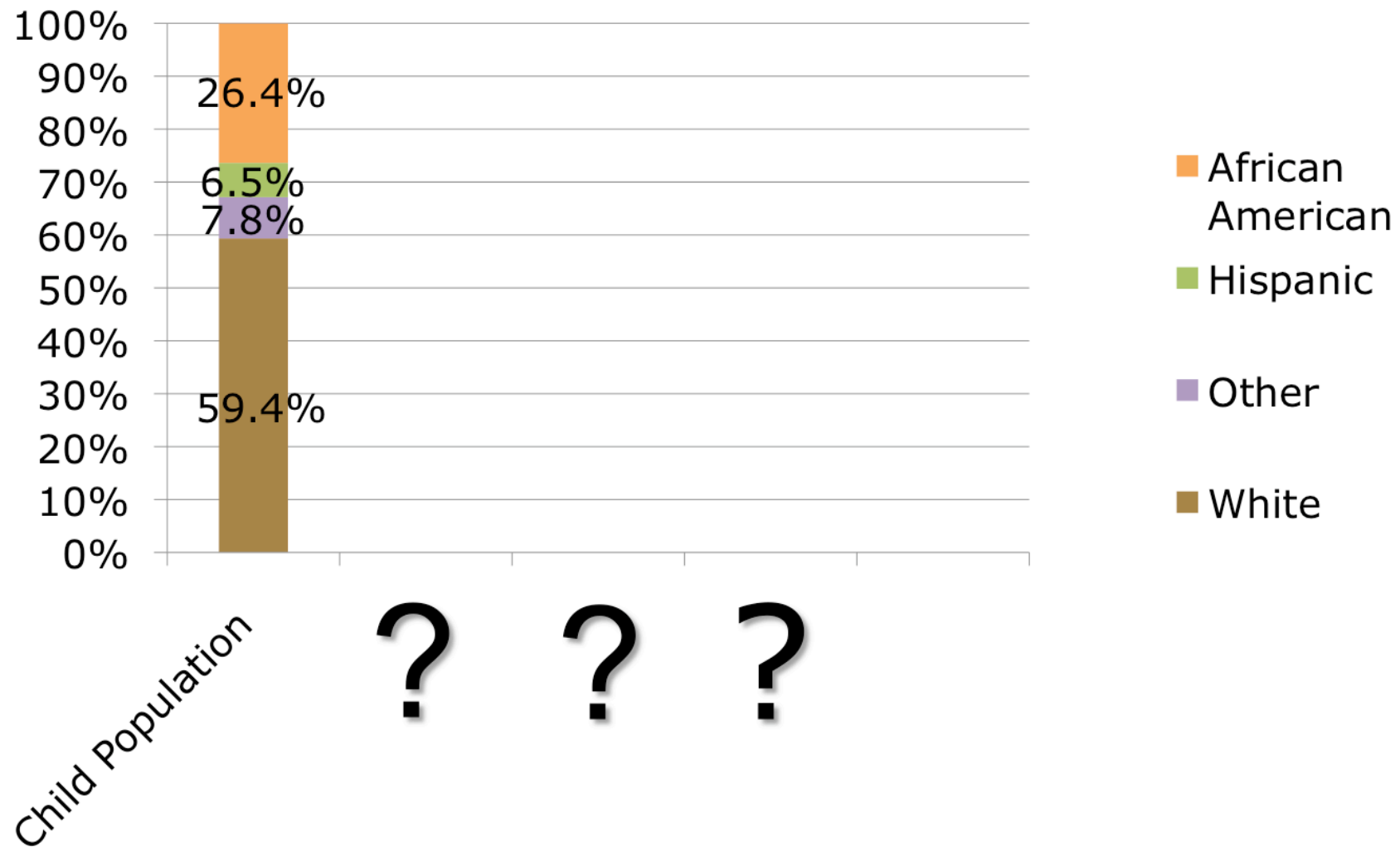
Kentucky Department of Juvenile Justice (DJJ) Jefferson County

DJJ 2011 Probated Youth

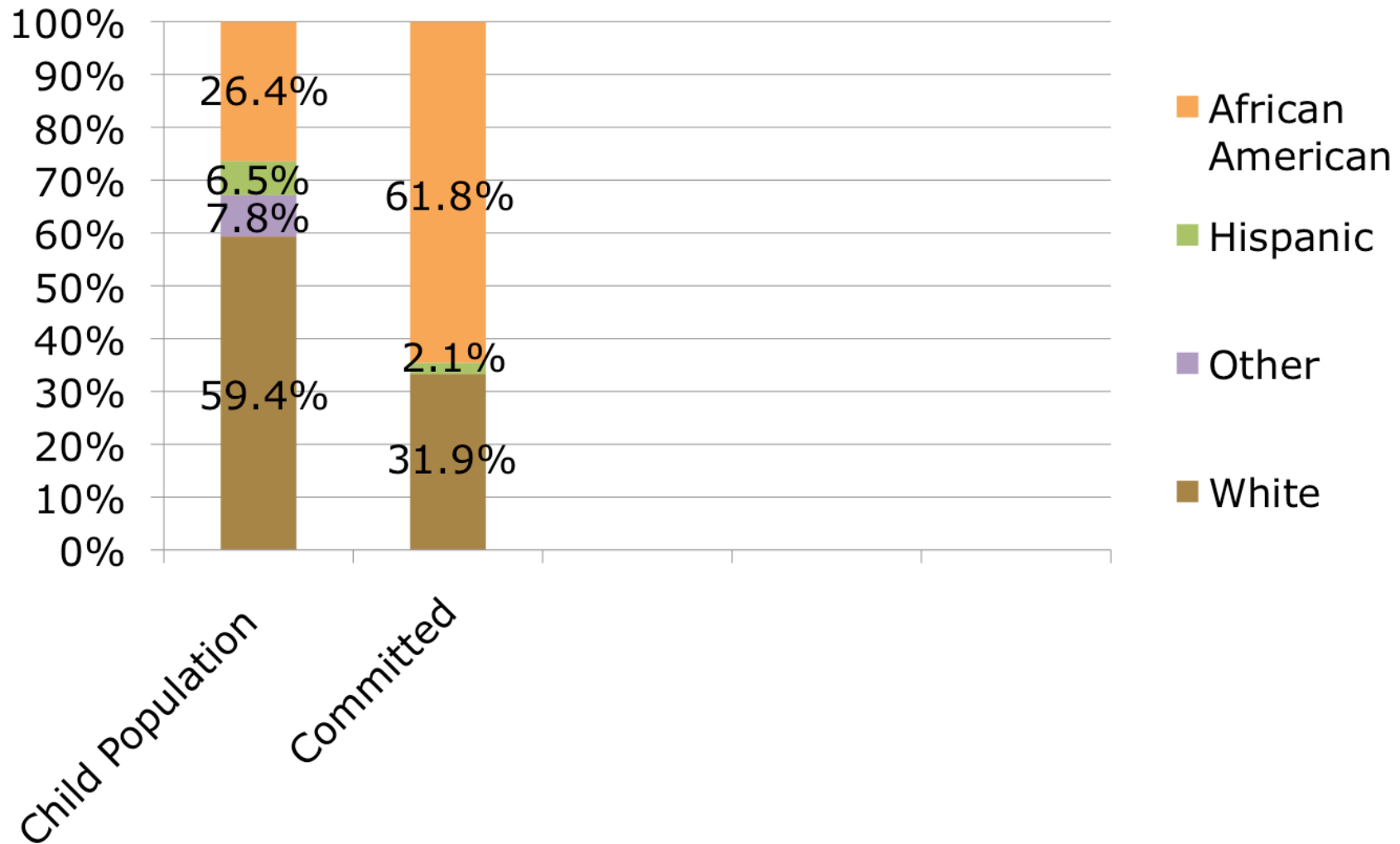


Probated – a youth assigned to DJJ for the purpose of State supervision.

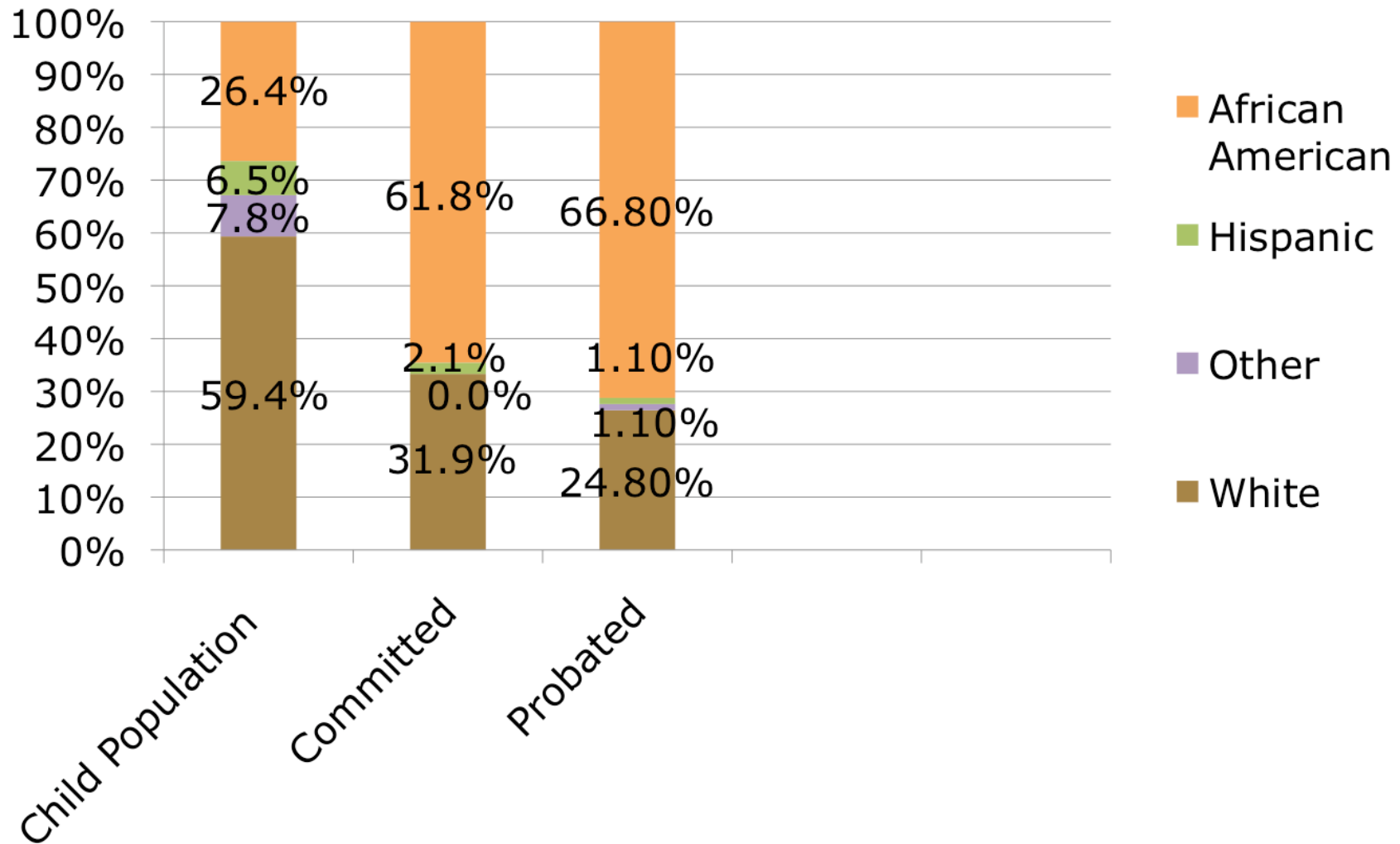
2010 Census Jefferson County Child Population Compared to



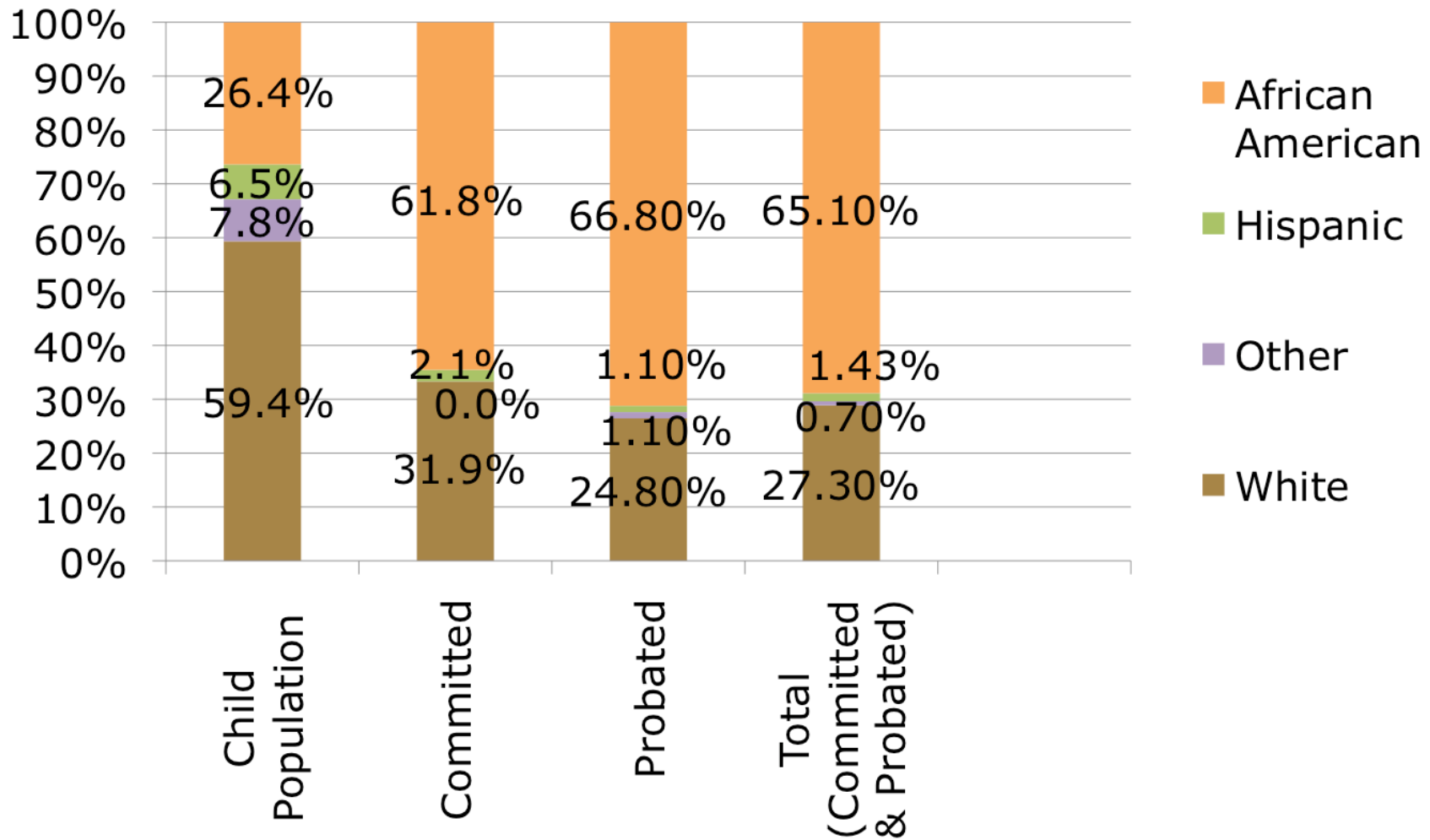
2010 Census Jefferson Co. Child Pop. Compared to
Department of Juvenile Justice Jefferson County
Committed population 2011



2010 Census Jefferson Co. Child Pop. Compared to
Department of Juvenile Justice Jefferson County
Probated population 2011



2010 Census Jefferson Co. Child Pop. Compared to Department of Juvenile Justice Jefferson County **Total** population 2011



You have just viewed disproportionate data from three major local structures in Jefferson County/Metro Louisville.

As a social/human service practitioner some questions to consider are –

What are the bilateral consequences of disproportionality and disparate treatment?

What are some simple practice changes we can make in our own practice to ensure equitable outcomes in like circumstances for all families?

Who can we connect with in our work to ensure we are using an equitable lens in our practice?

What questions need to be asked in supervision to ensure equitable practice?

Ten Racial Healing Practices

- 1. Raise Awareness** – Have a courageous conversation with a friend, colleague over lunch or share data by race with a family member.
- 2. Data** – Collect and report data by race using the major decision points of your agencies system. Use congruent data sources. In LIKE circumstances is your agency producing similar results for all people receiving services or are there differences?
- 3. Establish Anti-Racism/Race Equity committees** – Challenge your agency/institution to engage in intentional race equity practices. Advocate for a committee with real power and resources to discuss and implement race equitable practices. This is NOT a diversity pot luck. This is NOT cultural competency – privileged people fixing people made into the racialized other.
- 4. Environmental Aesthetics** – Take inventory of pictures, design and décor of your agency/institution. Work to ensure that people of various ethnicities, cultures, genders and backgrounds are visually represented.

Ten Racial Healing Practices continued

5. **Community Resource** – Identify local community resources and support systems that are less harmful and disruptive of black and brown families in our community.
6. **Structured Assessment Instruments** – Use structured assessment instruments to reduce implicit bias and disparate outcomes. Implicit biases are a known cause of racial disproportionality and disparity. Using a structured assessment instrument has been proven to assist gatekeepers with more accurately diagnosing, assessing and decision-making.
7. **Anti-Racist Evidence Based Practices** – Use evidenced based practices that are known to intentionally reduce disproportionality and disparities. Add a question about race/ racism in the hiring process.

Ten Racial Healing Practices continued

8. **Book Discussion Group** – Organize and participate in a book discussion group that addresses issues such as race and racism. Use alternative learning resources that are not typically used in primary or post-secondary education.
9. **Courageous Conversations** – During your next family gathering or holiday, initiate a courageous conversation about disproportionality, disparities and privilege. Have an intentional discussion about racial bias. Talk about ways to be part of the solution.
10. **Anti-racism Policies & Procedures** – Advocate for your agency/institution to adopt and utilize anti-racism policies and procedures that will aid in reducing disproportionality and disparate outcomes. Have these written into the agencies strategic plan and adopted by the Board.