

Why Race, Culture & Health Matters in Education: Closing the gap in public education & health care

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Education & Health Disparities: Similar Challenges, Few Changes



How do child health disparities intersect with the school readiness gap?

- Health problems affect young children directly and indirectly in a multitude of ways, example:
 - Lack of medical access -- Lead poisoning → child's cognition, behavior problems
- **Racial differences in health conditions and in maternal health and behavior may account for up to 25% of the racial gap in school readiness (Currie, 2005).**
- Minority children living in poverty are not only more likely to have particular health conditions but they also are less likely to be treated for them.

Health & Education Disparities

One Informing the Other?

- The evidence indicates that high-risk populations for health problems are usually also high-risk for educational problems, and vice-versa.
- Thus, beyond their particular characteristics, health disparities and education inequities seem to be two related outcomes of the same mother-problem: ***socio-economic inequities & racial realities.***
- And, as it is known, socio-economic inequities affect racial and ethnic minorities ***harder than the majority population.***

A Look at Classrooms in the United States

Current demographics in the U.S., if an elementary classroom of 30 would look like the following:

- **12 of the 30 students would live in poverty**
- **3 would live in “extreme poverty”**
- **10 of the students’ primary language would not be English, but would be one of over 430 languages spoken in the U.S.**
- **7 of the students would be immigrant children, or the offspring of immigrant adults**
- **5 of the students would not be reared by their biological parents (Reared by grandparents or foster parents)**
- **1 of the students would be homeless**
- **7 of the students will have been physically, sexually, verbally or emotionally abused before turning 18 years old**

– U.S. Department of Education, 2013; U.S. Census Bureau, 2012; Migration Policy Institute, 2015; Dept. of Children & Family Services, 2013; Children’s Defense Fund, 2014

Trauma Matters!

*Trauma is the emotional, psychological and physiological **residue left over from heightened stress** that accompanies experience of threat, violence, neglect, abuse and life changing events*

Source: Australian Childhood Foundation, *Making Space for Learning: Trauma Informed Practice in Schools*, 2010,
www.childhood.org.au

*Trauma typically has a significant and long lasting affect on **cognitive development, socio-emotional development & overall learning***

Source: American Academy of Child and Adolescent Psychiatry, <www.aacap.org>

How does trauma manifest?

- Anger
- Withdrawal
- Depression
- Disengagement
- Hyper aggression
- Lack of trust in adults
- Academic underperformance
- Emotional volatility
- Aberrant behavior
- Chronic absenteeism



DOUBLE

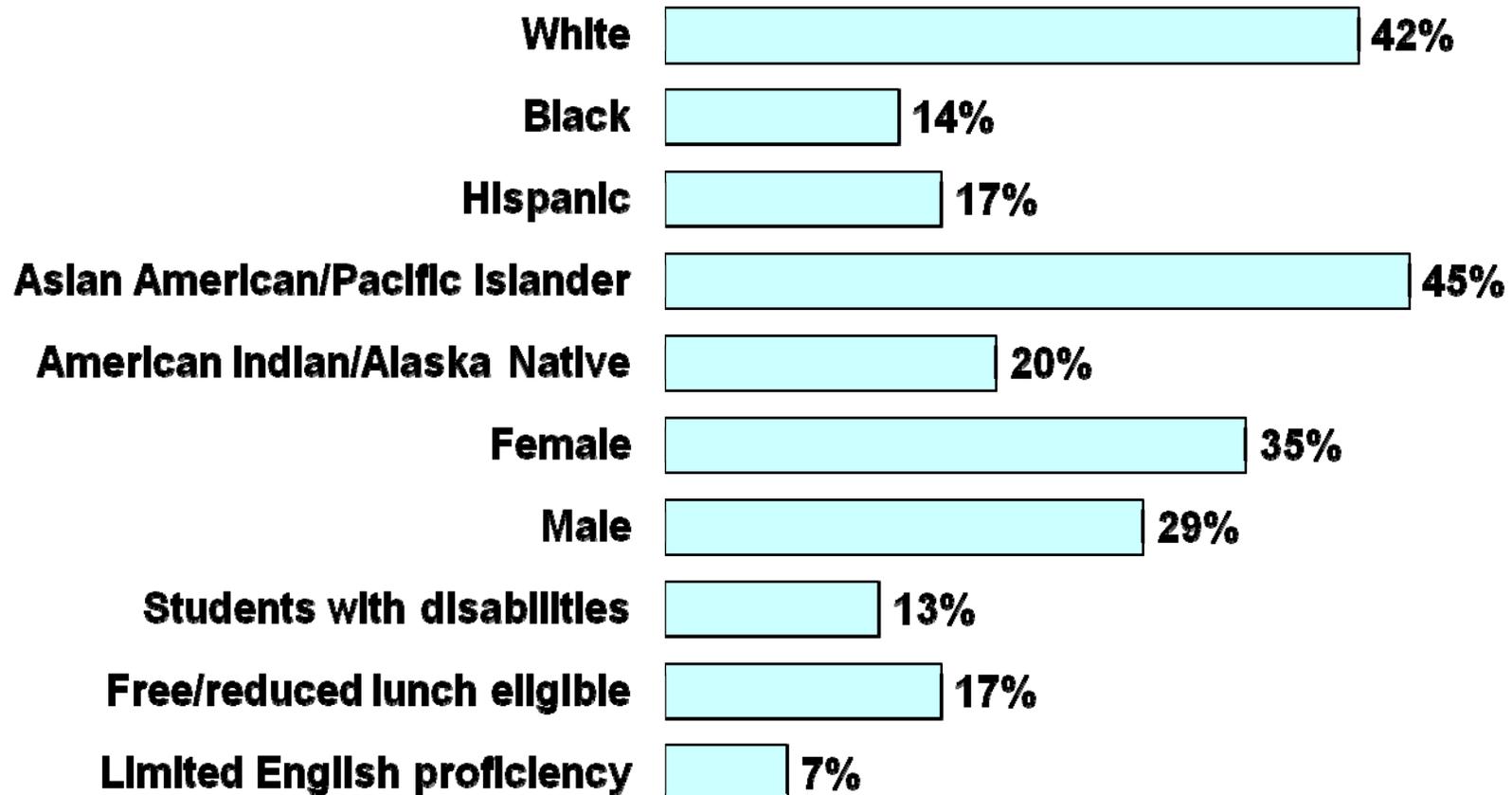
JEOPARDY

**HOW THIRD-GRADE
READING SKILLS
AND POVERTY
INFLUENCE HIGH
SCHOOL GRADUATION**

By Donald J. Hernandez
Professor, Department of Sociology
Hunter College and the Graduate Center,
City University of New York and
Senior Advisor, Foundation for Child Development

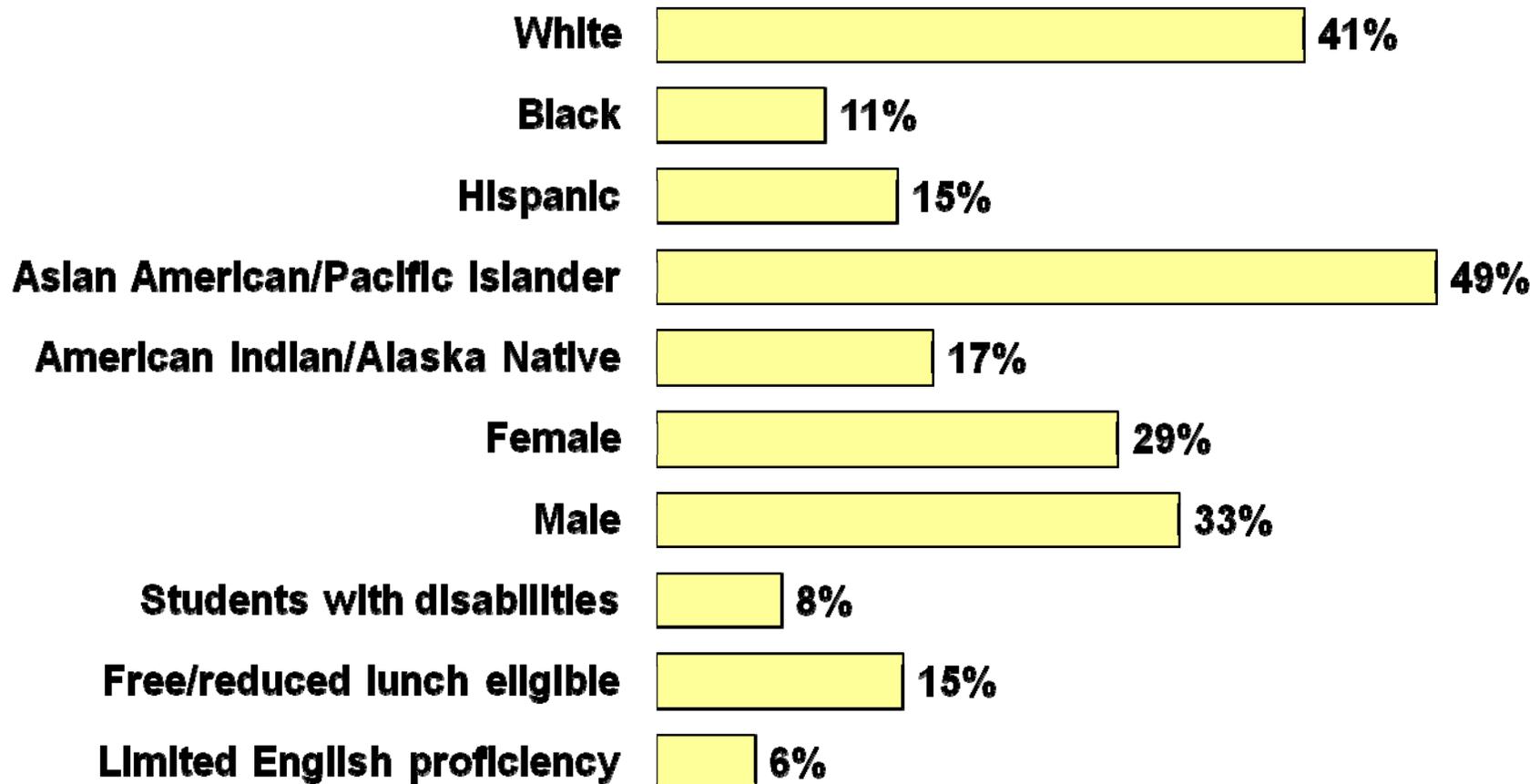
The Annie E. Casey Foundation

Percentages of Grade 4 Students Scoring At or Above the "Proficient" Range on the NAEP Reading Test, 2014



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015.

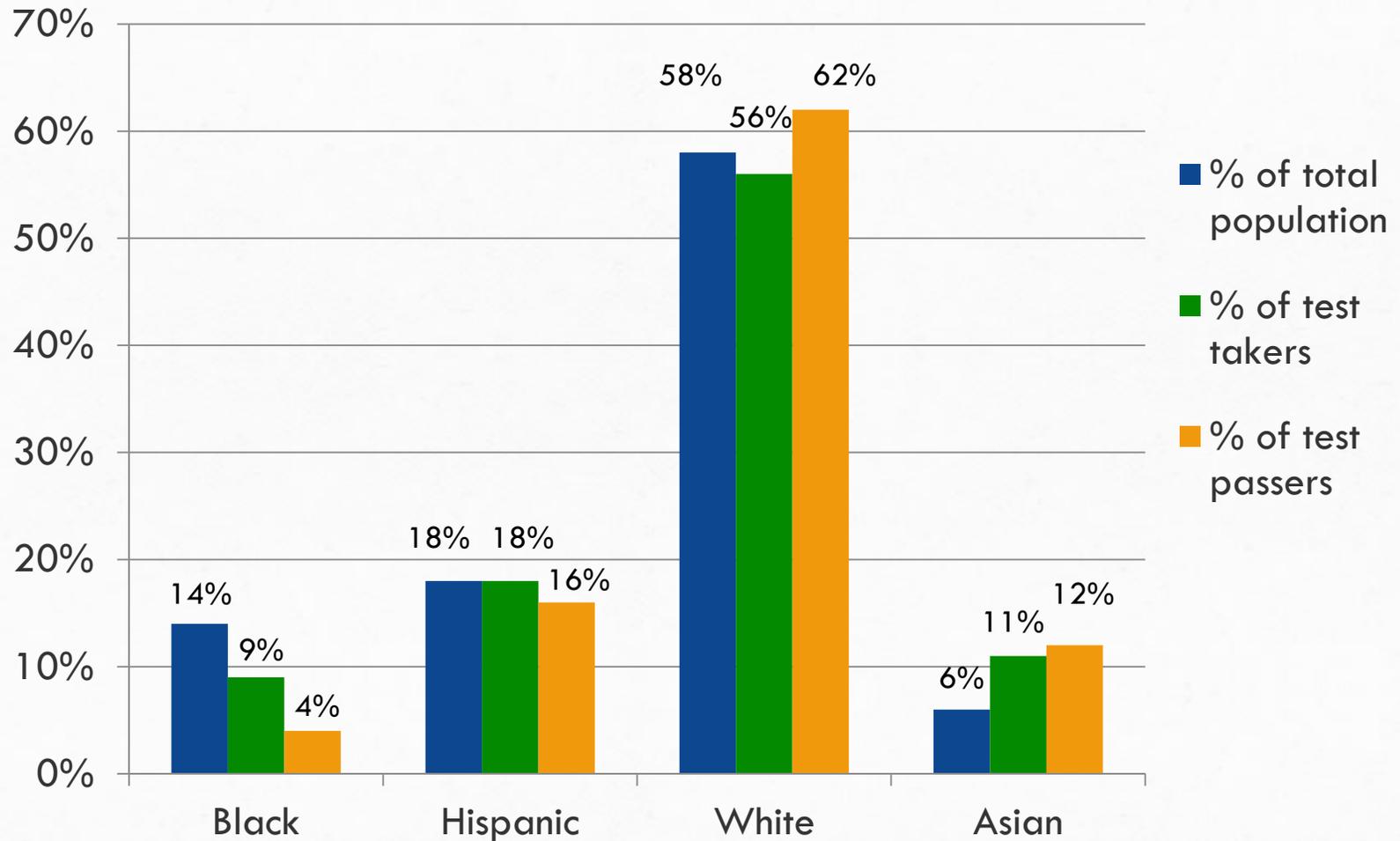
Percentages of Grade 8 Students Scoring At or Above the "Proficient" Range on the NAEP Math Test, 2014



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015.

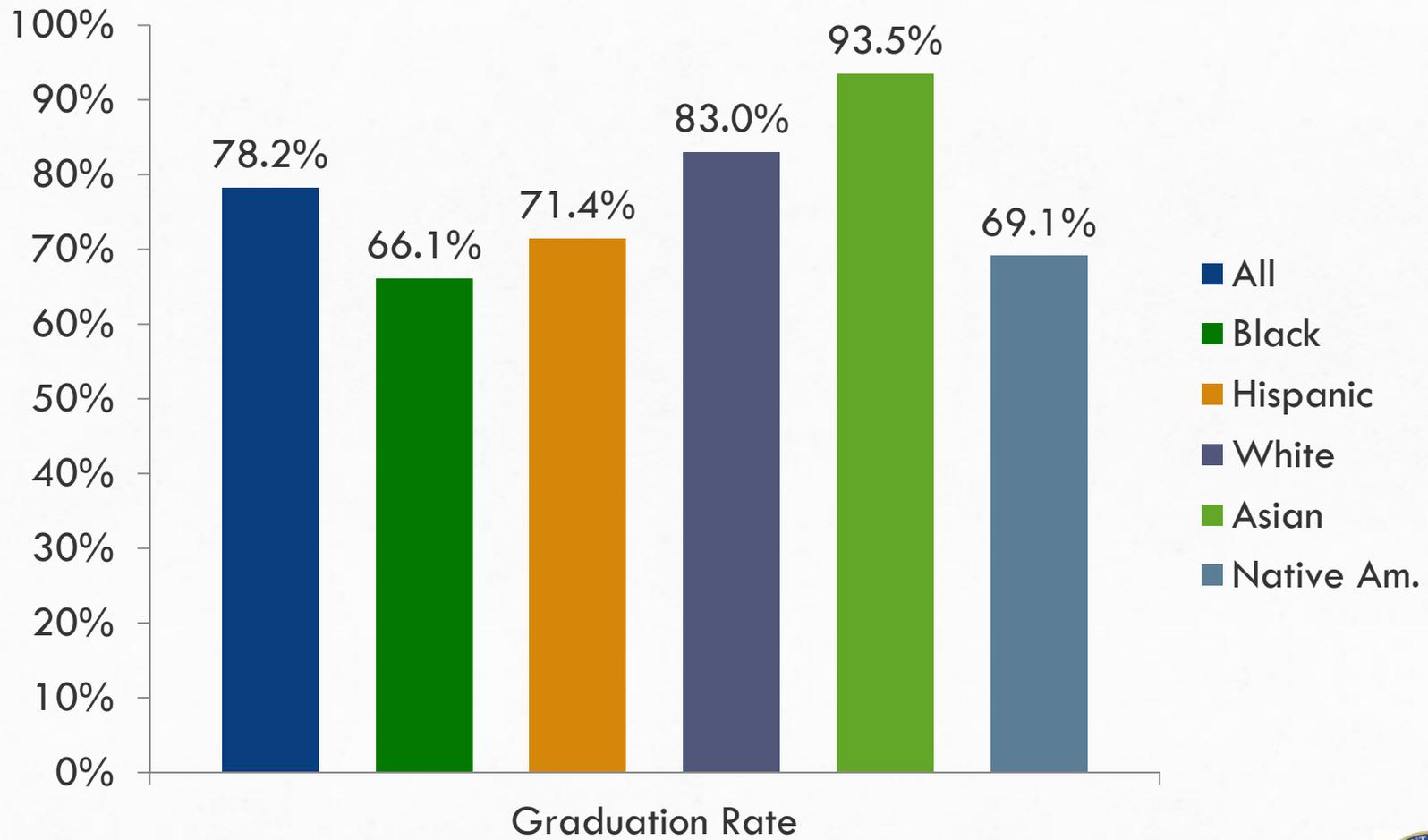
THE CHALLENGE:

DISPARITIES IN ADVANCED COURSEWORK



THE CHALLENGE:

DISPARITIES IN HIGH SCHOOL GRADUATION



SCHOOL PUSHOUT MATTERS:

DISPARITIES IN SCHOOL DISCIPLINE

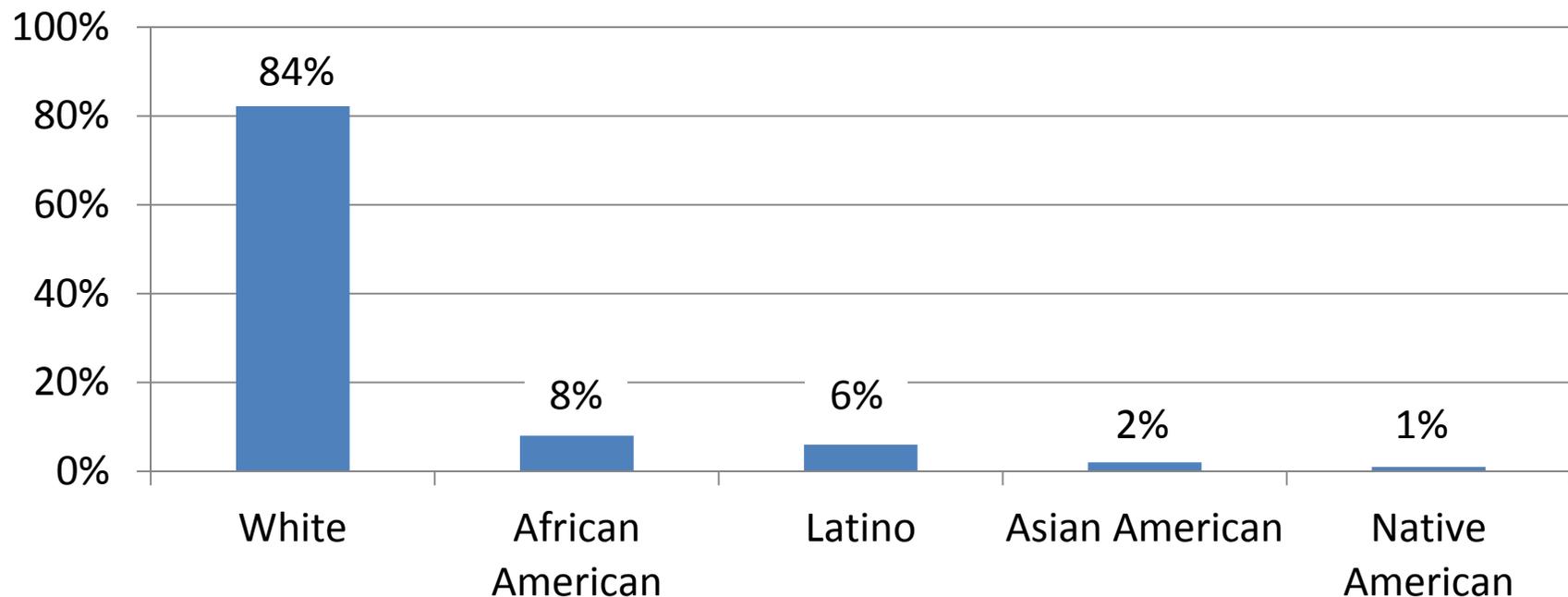
- Suspension rates for preschool children are uneven and unacceptable across the country.
- Black students represent 18 percent of preschool enrollment **but 42 percent of students suspended once,** and 48 percent of students suspended more than once.
- US Dept. of Education, 2011-2012



A Changing (?) Nation of Teachers

In 2014, teachers:

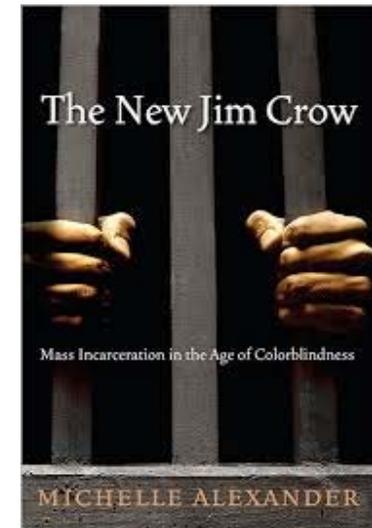
100% middle class 75% female



In 2014, 35% of schools had **ZERO** teachers of color.

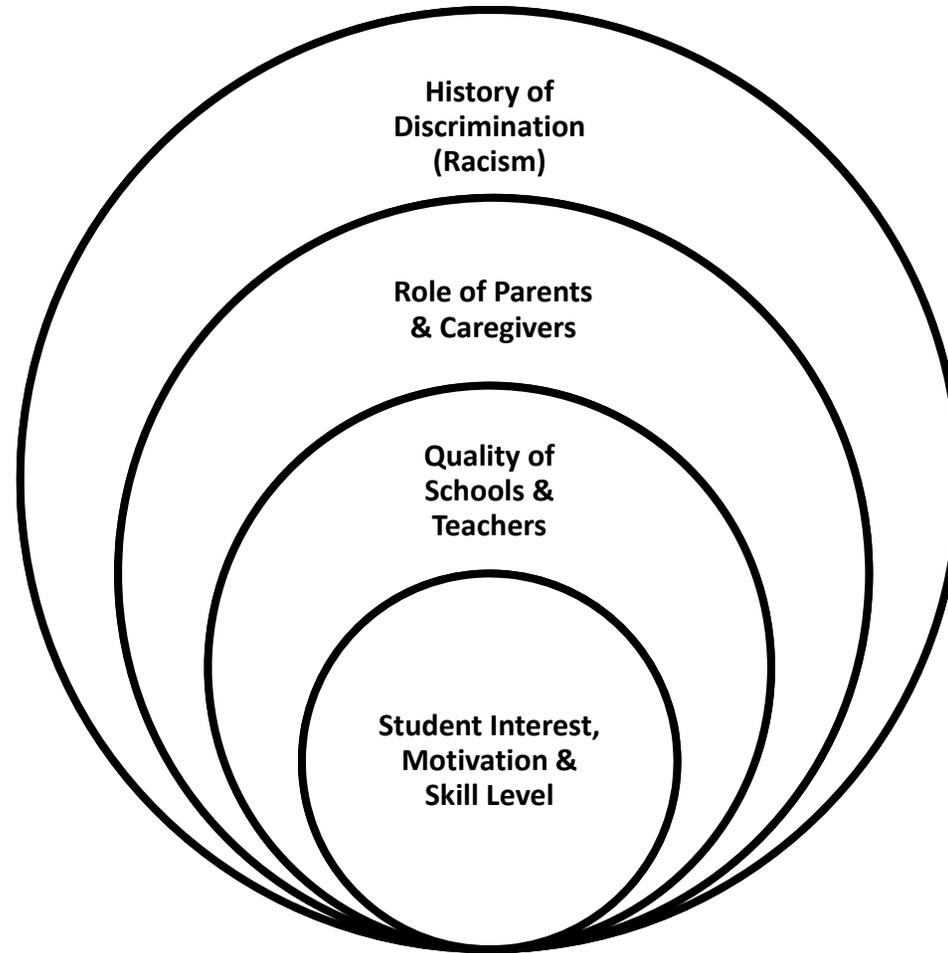
The Criminalization of Young Black Males

- In 2013, Black males comprised:
 - **7%** of the total number of children under 18 years old (NCES, 2013)
 - **40%** of school age children arrested,
 - **43%** of the cases in juvenile court
 - **45%** of youth in juvenile detention
 - **50%** of the cases waived to criminal court



(U.S. Dept. of Education, 2015, U.S. Census Bureau, 2014, U.S. Department of Labor, 2015; ChildrensDefenseFund.org, 2015).

Contributing Factors

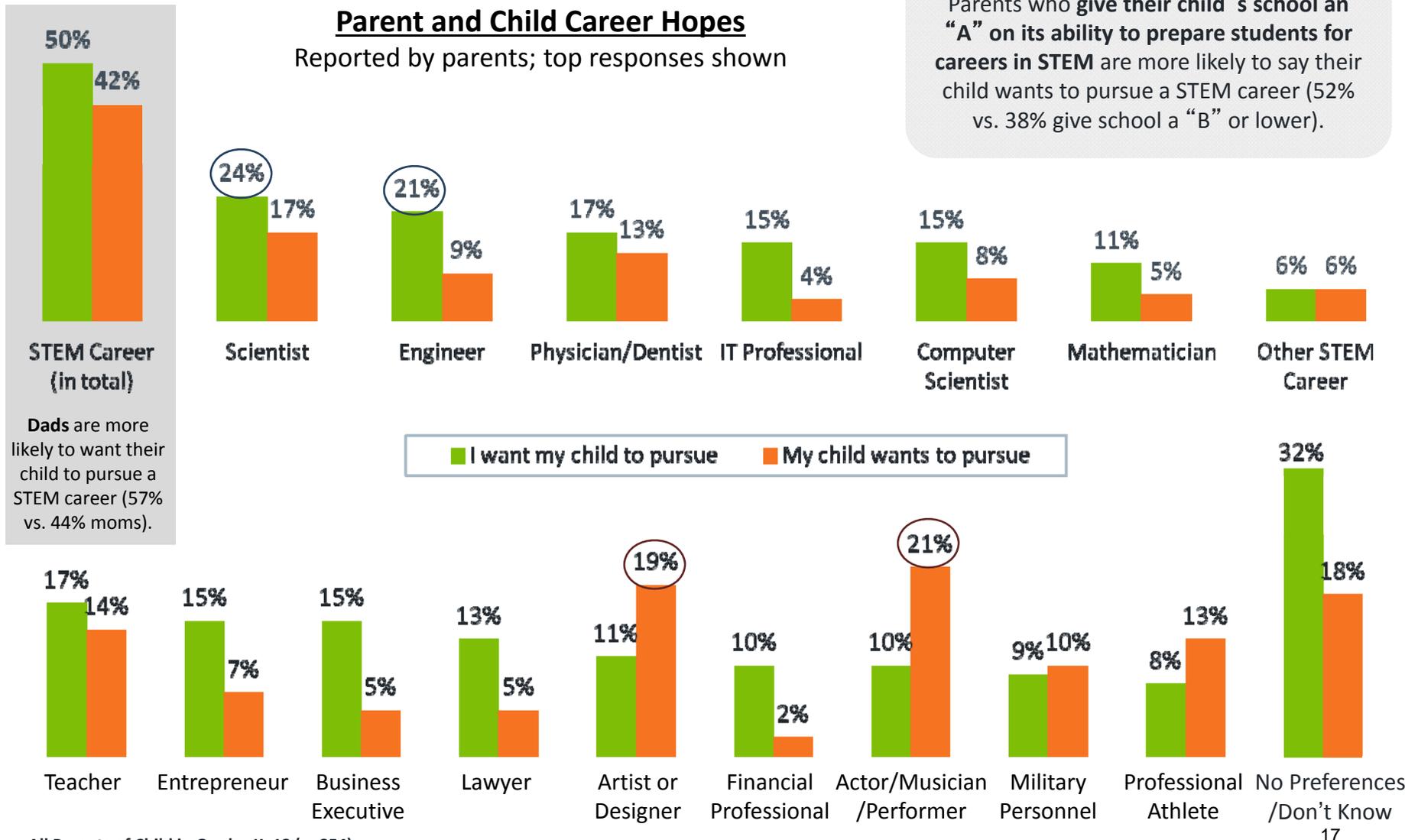


Among careers tested, the two careers parents most want their child to pursue are scientist and engineer; overall, half of parents say they would like their child to pursue a STEM career. On the other hand, parents think their kids are more interested in becoming performers or artists.

Parent and Child Career Hopes

Reported by parents; top responses shown

Parents who give their child's school an "A" on its ability to prepare students for careers in STEM are more likely to say their child wants to pursue a STEM career (52% vs. 38% give school a "B" or lower).

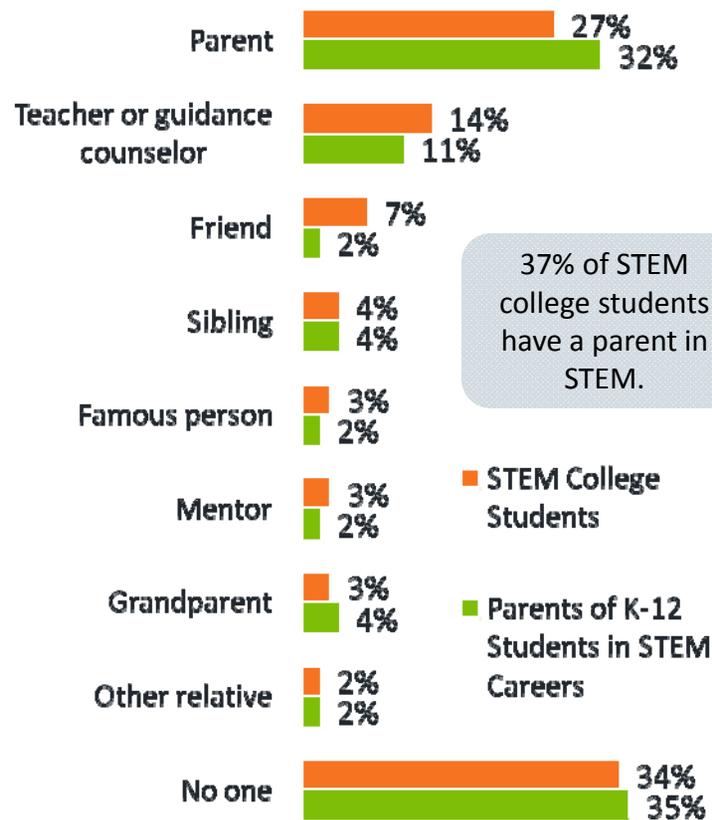


Base: All Parents of Child in Grades K-12 (n=854)
 Q1020: Which of the following careers, if any, would you like your child to pursue? Which of the following, if any, do you think your child will want to pursue?

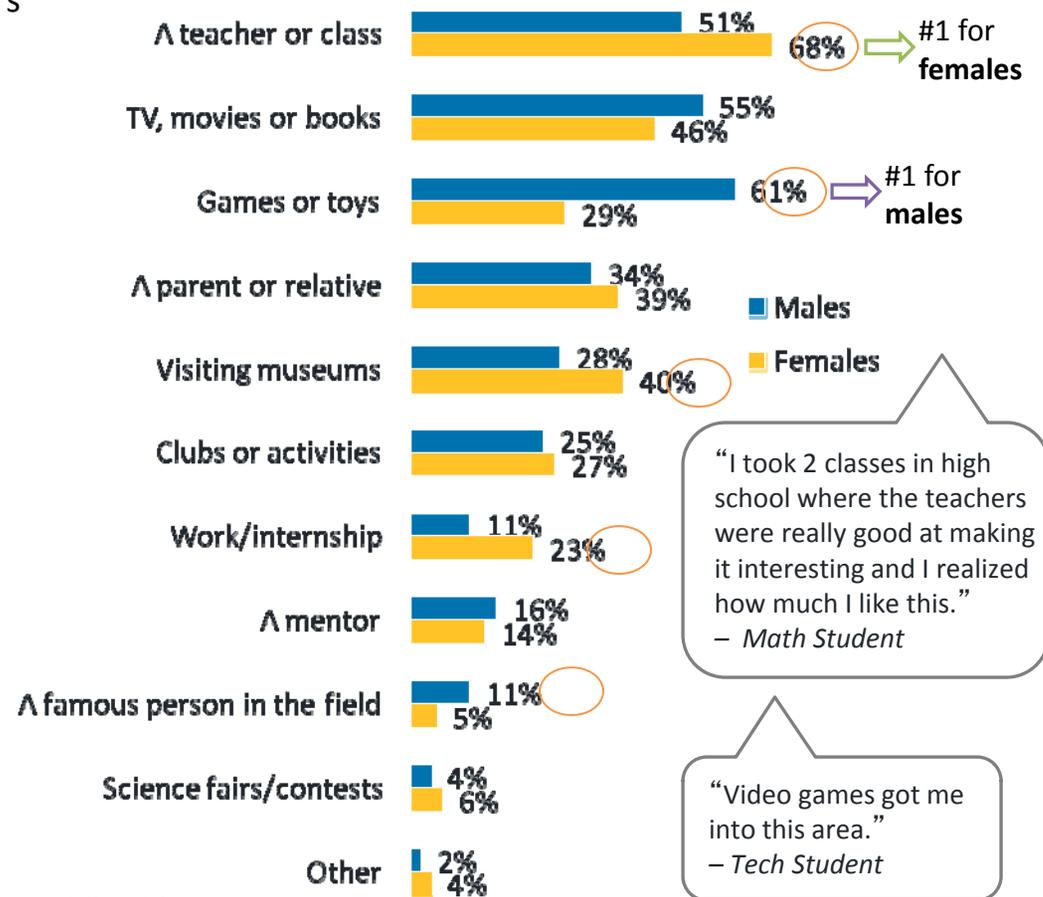
About a third of college students say that no one had the most influence on their decision to pursue STEM — the same is true of parents who are in STEM fields today. However, over half of students say that a teacher or class got them interested in STEM. Half also said that media, games and toys played a role.

WHO Had the MOST Influence on Your Decision to Pursue STEM?

Reported by students and parents in STEM careers



STEM Students: Before College, WHAT Got You Interested in STEM?



Base: Parents in STEM Careers (n=132) Q1005: When you were a child, who was the most influential person in your life in helping you decide what career to pursue?

Base: All College Students (n=500) Q820: Who had the most influence on your decision to study in this area?; Q840: Before going to college, which of the following got you interested in science, technology, engineering and/or mathematics?; Q845: Please tell us specifically what got you interested in science, technology, engineering and/or mathematics.

○ = significant difference between males and females.

STEM Students: What Can Parents and Schools Do to Help Kids and Teens Become Interested in STEM?

“Expose them at an early age, show them it is fun and interesting.”
—Biomedical Sciences Student

“Fun games — see how science, technology, engineering, and mathematics are actually applicable to real life.”
—Engineering Student



“Parents can be more hands on and supportive in teaching their children outside of school to help reinforce what is learned in school. Schools should also have a lot more hands on and visual learning rather than always reading from the textbook. For example, instead of reading about photosynthesis take the students outside and show them photosynthesis.” —Pre-Med Student

Base: All College Students (n=500)

Q950: What can parents and schools do to help kids and teens become interested in science, technology, engineering and mathematics?

The word cloud illustrates keywords used by students to indicate how parents and schools can make STEM more interesting for kids. Larger words represent higher frequencies while smaller words represent lower frequencies.

What can we do?

- **Increase access to high quality, comprehensive programs such as: Head Start.**
- **Involve families and communities (Ready schools, ready families, ready communities).**
- **Trauma informed care for educational practitioners**
- **Wrap around services to address the complexities of students' & families needs**
- **Engage the community and society at large: Commitment and support from leaders to make investing in children's well-being a priority.**

What can we do?

- Increase access to health care services and child health insurance
- **Information about available early care and education programs**
- Offer medical supports in school and afterschool programs
- **Family support programs that are culturally and linguistically appropriate**
- Training health and education personnel to provide culturally responsive services

**Prepare educators and
health professionals to
work as a team.**

THANK YOU!

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Why Race, Culture & Health Matters: Closing
the achievement gap in public education to
increase diversity in public health professions

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Commission to End Health Care Disparities

April 1, 2016

Chicago, IL