SCHOOL·BASED
HEALTH ALLIANCE

Race, Equity and Inclusion in School-Based Health Care

Pedro Antonio Noguera, Ph.D
Emery Stoops and Joyce King Stoops Dean of the USC Rossier School of Education

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e.g., Tammy Jones +3

How did you find out about this webinar?

We Believe…

In the transformational power of the health and education intersection

SCHOOL-BASED HEALTH ALLIANCE
Redefining Health for Kids and Teens

Re-Imagining School-Based Healthcare Together :
SUPPORTING STUDENTS NOW AND IN THE FUTURE

REMINDERS

☝ All attendees are in **listen-only mode**.

☝ We want to hear your questions! To ask a question during the session, use the **"Chat" icon** that appears on the bottom your Zoom control panel.

Audio Settings ^   Chat   Raise Hand   Q&A   Leave Meeting
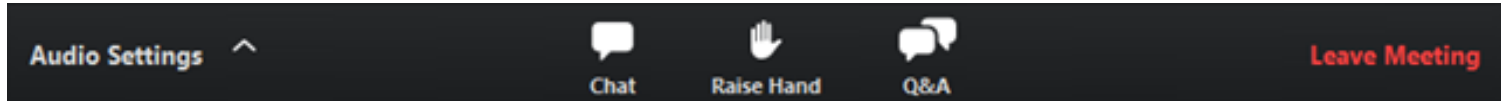
☝ Please complete evaluation poll questions at the end of the presentation.

WEBINAR ARCHIVE

- [School-Based Health Centers in the Time of COVID-19](#)

- [Suicide Prevention, Intervention, and Postvention During COVID-19: What School-Based Staff Need to Know](#)

- [Lead the Way: Engaging Youth in Health Care](#)

- [How You(th) Are the Key to Tackling the Stigma on Mental Health](#)
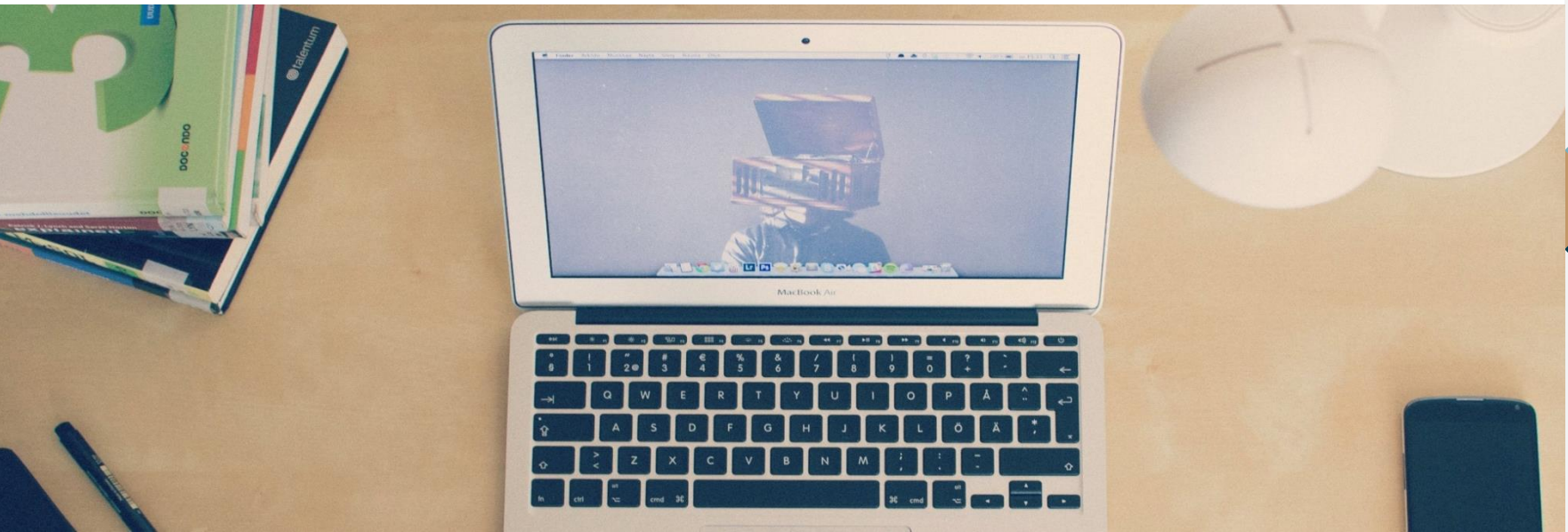
TODAY'S PRESENTER
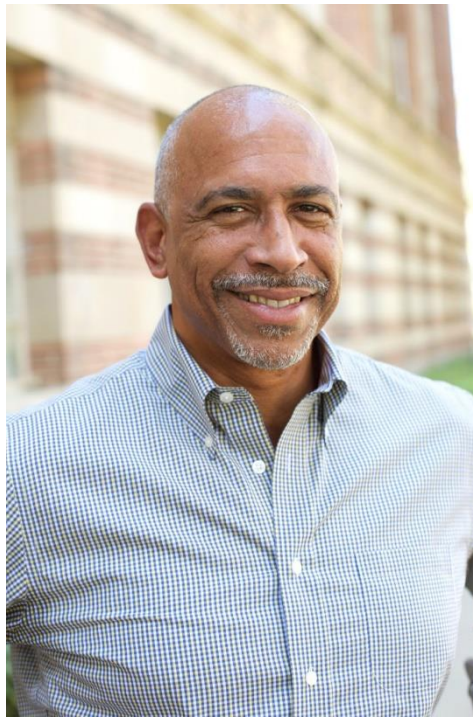
Pedro Antonio Noguera, Ph.D

Educating the Whole Child: *Address the Health Needs of Students at School*

Pedro A. Noguera
Emery Stoops and Joyce King Stoops Dean

The pandemic exposed and exacerbated inequities in education.
Key Questions:

How can we begin planning to make schools better and more responsive to student needs than they were before?

Can we shift the paradigm to place equity, health and the social and emotional needs of children at the center of our work?

What are the barriers to equity at your school? How can we respond to them or eliminate them entirely?

Where will you need to build capacity to improve outcomes for kids?

Is the Pandemic an Opportunity for Change?

Since we know that disturbance is required for change and there is no doubt that disturbance is happening as we speak, the question is, *are we willing to use this opportunity to create the kind of educational system we want?* We have learned that if we are going to change a system, we as individuals first have to *see* what the system is producing, then we have to ENGAGE with others to design something different, and finally we have to ACT. *– Hugh Vasquez, NEP*

Can We Make Schools More Responsive to Student Needs?

How do we make our school, education, and child-development systems more individually responsive to the needs of our students? Why not construct a system that meets children where they are and gives them what they need inside and outside of school in order to be successful? Let's take this opportunity to end the "one size fits all" factory model of education. *– Paul Reville, former MA Commissioner of Education.*

The Need for Change

Schools as we have known them are often characterized by…

- Deep and persistent disparities in achievement based on race and SES

- Disproportionate discipline and special ed placements for children of color

- Narrow focus on achievement at the expense of basic needs such as health

- Excessive reliance on pressure and fear of failure as motivators

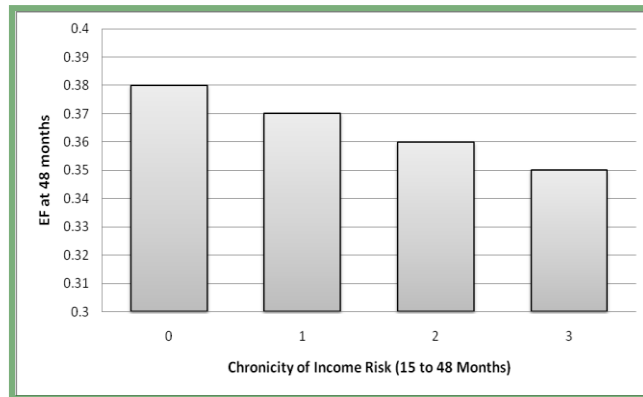- An impersonal and often punitive school culture

Child Poverty in the U.S. 2018

White	13.4%
Black	**36.9%**
Latino	**30.4%**
ALL	19.9%

Source: US Census Bureau

Toxic stress impacts learning

Children exposed to higher levels of poverty for longer periods of time have greater difficulty with
- Attention
- Working memory
- Inhibitory control

Increasing evidence for the "toxic stress hypothesis –

⭕ Stressors associated with poverty increase wear and tear on cardiovascular and HPA axis-> hypothesized to be "biomediator" of impact on brain development and function

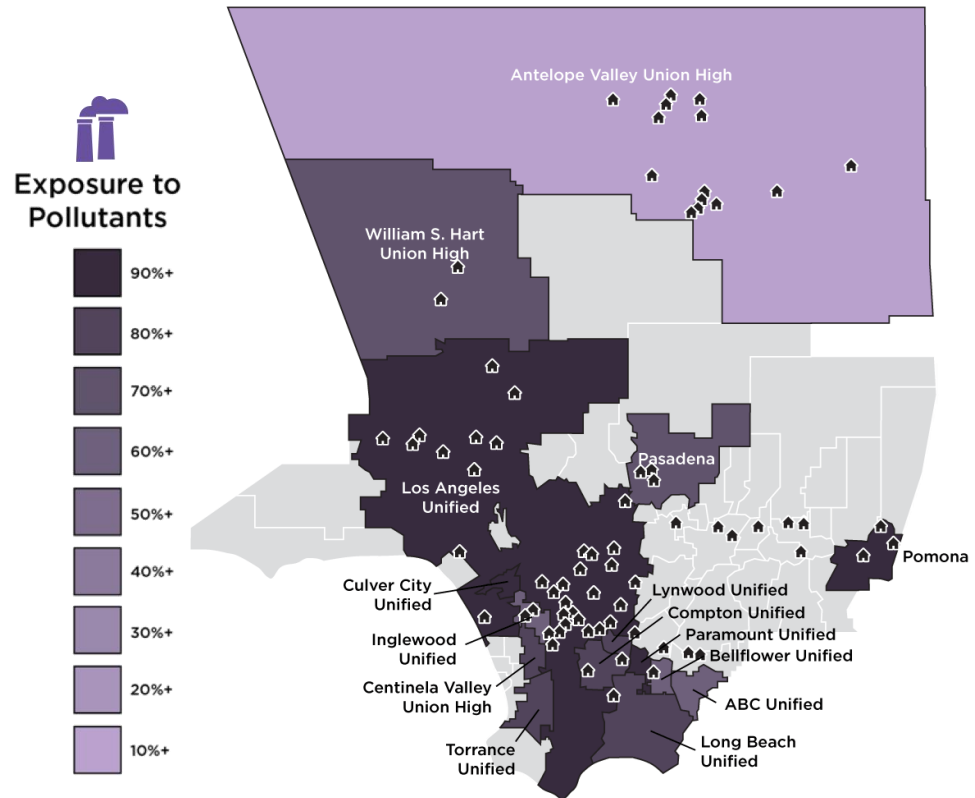# Race and Place Matter

Human Development Index for LA County School Districts with 800 Black Students or More
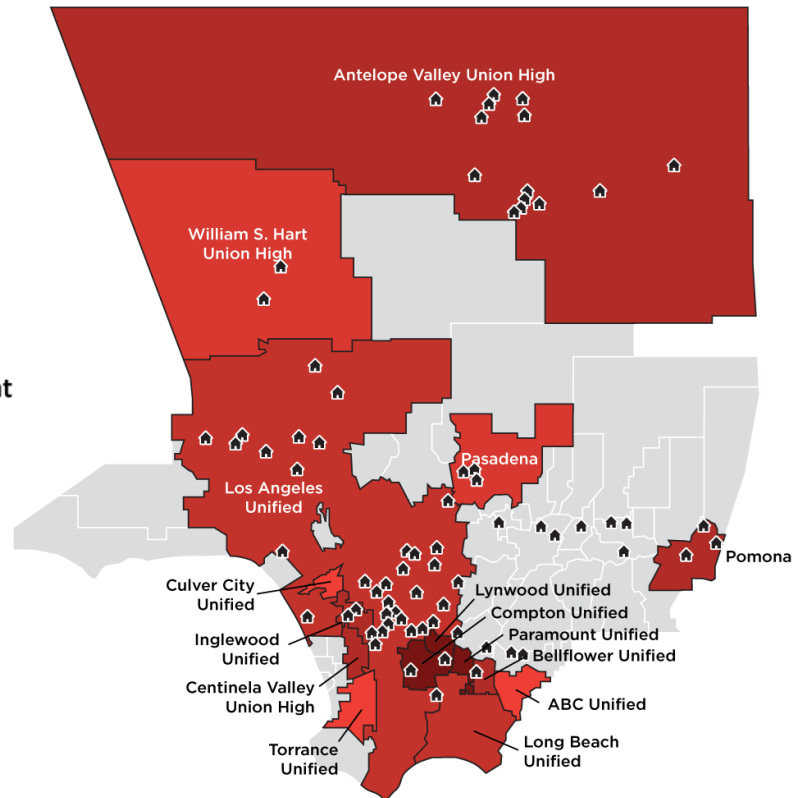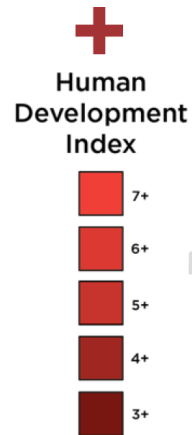
Environment impacts child development
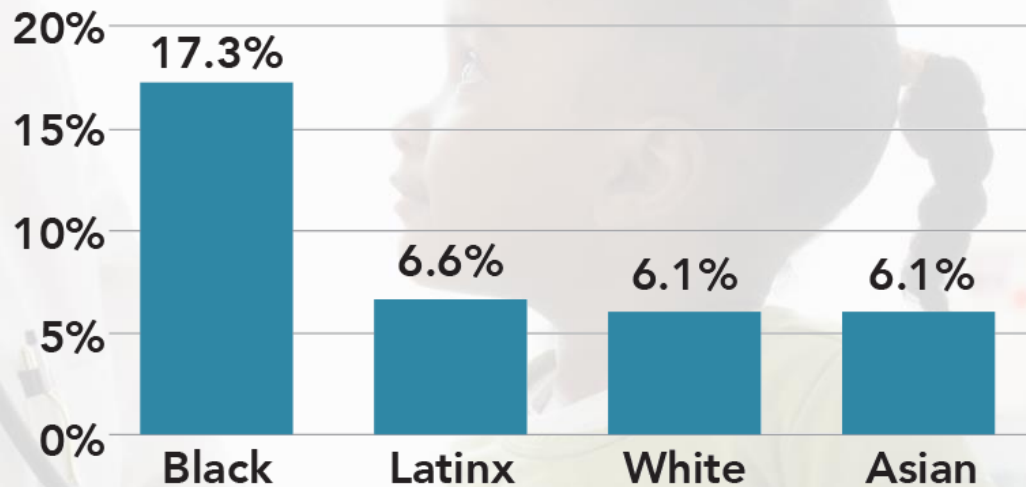
Exposure to Pollutants for LA County School Districts with 800 Black Students or More

Health is affected by the environment

Social, environmental and health data reveals that Black children and families are more likely to be negatively impacted by their surroundings.

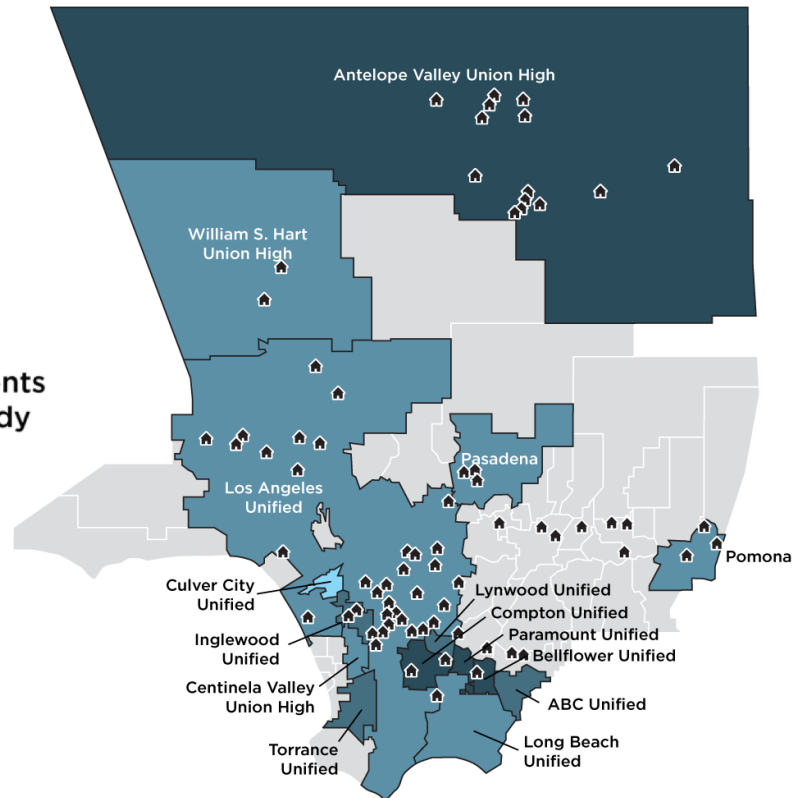Figure 15: Percent of Children (0-17) with Asthma by Race/Ethnicity - LA County, 2015

#BeyondTheSchoolhouse

Academic patterns are influenced by structural racism

UC/CSU Readiness for LA County School Districts with 800 Black Students or More
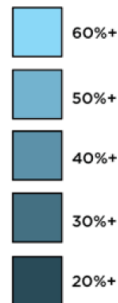
Concentrated Need

Black students in LA are concentrated in schools with limited resources despite large numbers of disadvantaged students (students experiencing homelessness, in special education, etc.).

Figure 7: Enrollment Rates for Homeless Students in Los Angeles by Race and Ethnicity 2017-2018
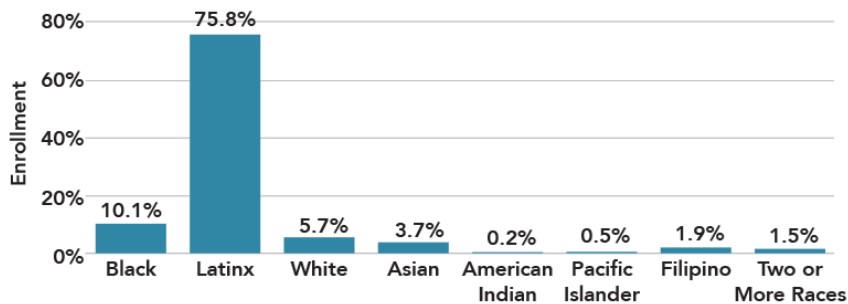
Black students are overrepresented among students experiencing homelessness.

Figure 8: Enrollment Rates for Foster Care Students in Los Angeles by Race and Ethnicity 2017-2018
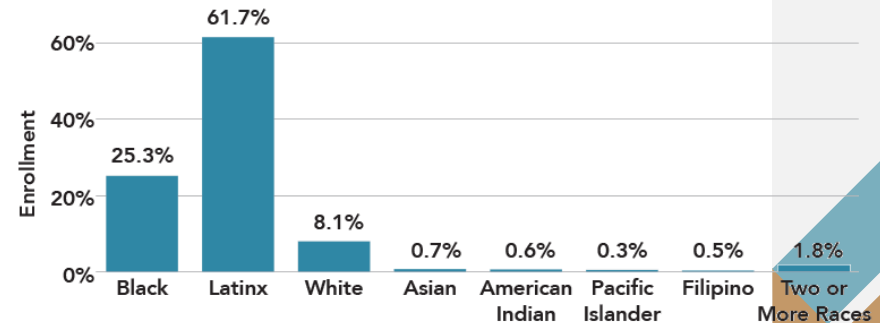
25% of children in the foster care system in LA County are Black.

Racial disparities are reinforced

Key academic and school climate indicators illustrate distinct differences between Black students and students of other racial and ethnic groups.

Figure 5: Suspension Rates for Students in Los Angeles by Race and Ethnicity 2017-2018
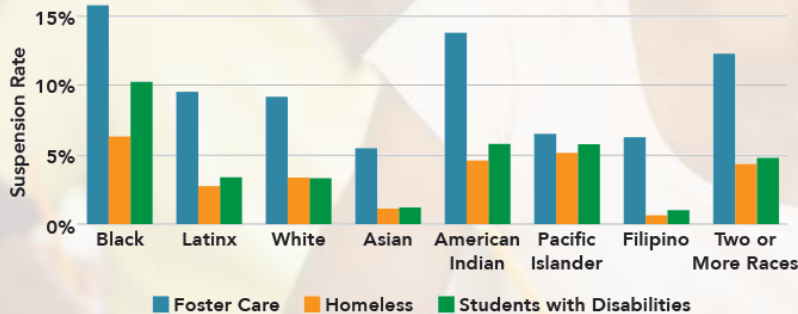
Black students have the highest suspension rates. Rates are highest for youth in foster care, students experiencing homelessness and students with disabilities.

Figure 6: Chronic Absenteeism Rates by Ethnicity for Los Angeles 2017-2018
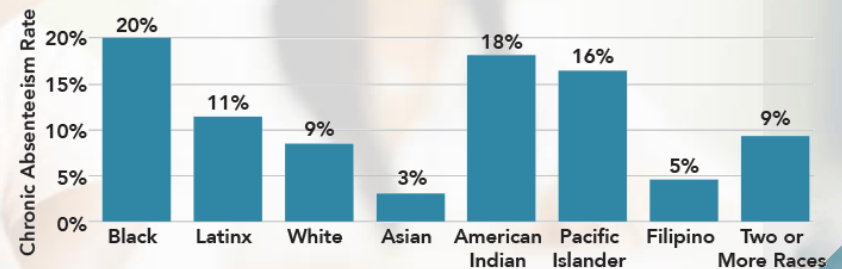
Black youth have the highest rate of chronic absenteeism.

Can schools promote wellness and academic success?

Wellness Must Be Central to Education

Wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life. **Wellness is** more than being free from illness, it **is** a dynamic process of change and growth. "...a state of complete physical, mental, and social **well-being**, and not merely the absence of disease or infirmity."

New Zealand Wellness Budget: The initiative has <u>five priorities</u> for 2019: aiding the transition to a sustainable and low-emissions economy, supporting a thriving nation in the digital age, lifting Māori and Pacific incomes, skills and opportunities, reducing child poverty, and supporting mental health for all New Zealanders.

Making the Pursuit of Equity Central

Equity is: Giving students what they need to be successful

Acknowledging and addressing differences in the needs of students.

Responding to academic, social and psychological needs that arise from the pandemic and inequality in society

A *commitment to fairness* in treatment – educational leaders must be the guardians and advocates for equity.

A willingness to *speak out* when injustice is evident and children are denied the opportunity to learn.

© CASEL 2017

Equality, Equity, Reality and the Goal

EQUALITY: *giving everyone the same, regardless of whether it is what they need or not.*

EQUITY: *giving everyone exactly what they need, when they need it.*
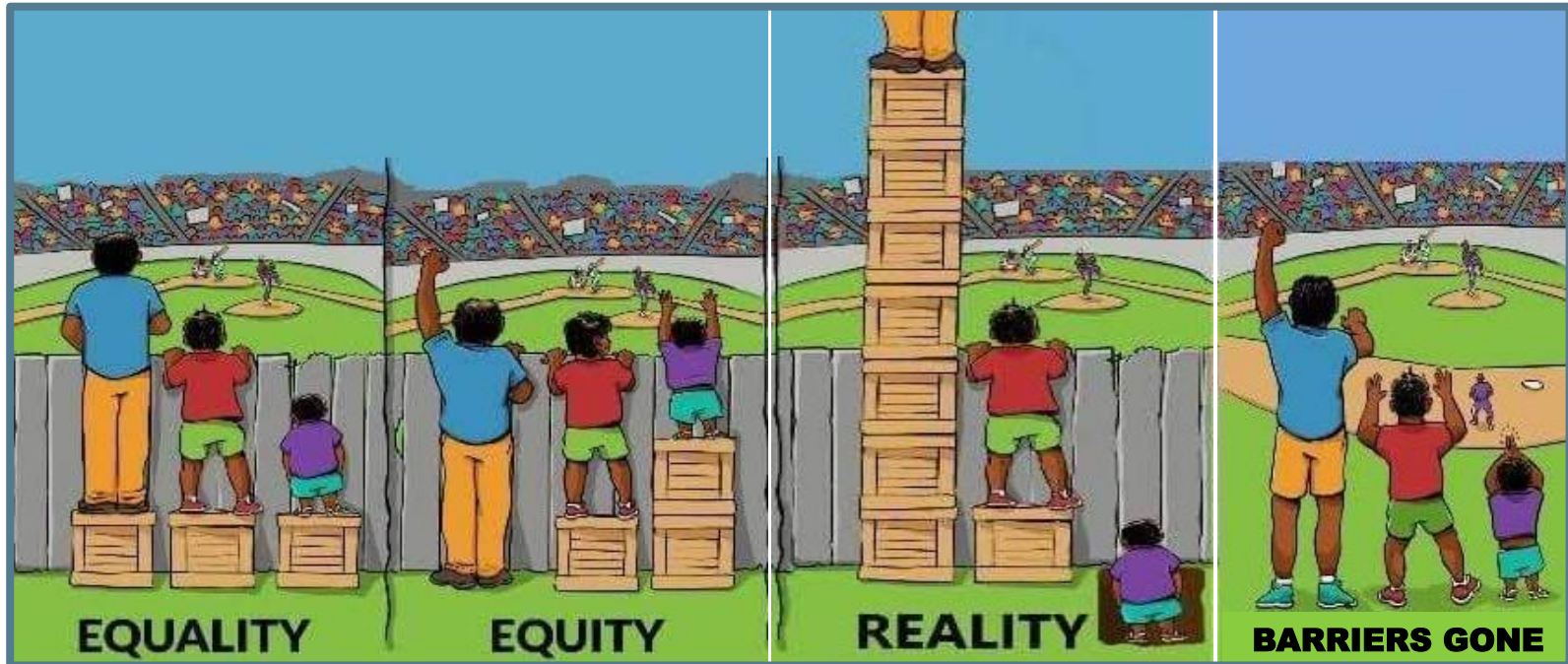
THE GOAL: *should be to eliminate barriers to learning for ALL students!*

Typical Barriers to Equity

COMPLACENCY

Implicit bias – lower expectations, weak/strained relationships

Tendency to see teaching and learning as disconnected

Punitive mindset in grading and providing feedback

Unequal access to external support

Ignoring the basic needs of children and focusing narrowly upon achievement

Reflection

Are these issues/challenges present in your school

or district?

What are your primary equity challenges?

Can Schools be Places Where...

A child's race or SES background does not predict how well they will do in school?

The culture and language of children are treated as assets and resources to be valued rather than negated through assimilation?

The needs of children are addressed in a thoughtful manner in partnership with their parents and community-based organizations?

SEL and academic engagement lead to higher achievement: Hollenbeck Middle School, LA

Creating a student-centered culture
Social Justice Humanitas Academy

▶ Community building

▶ Collective decision making

▶ School-community partnerships

▶ Teacher empowerment

▶ Students evaluate teachers

▶ Results: 4ᵗʰ highest grad rate in LA, 95% college enrollment, no fights in 6 years

MANN UCLA COMMUNITY SCHOOL

You can see the future from here.

2019

SELF-DIRECTED & PASSIONATE LEARNERS

70% *"I can meet all the learning goals my teachers set."* High school students 9% higher than LAUSD in 2018-19

# of students enrolled, Grades 6-11 Fall 2019 vs. 322 in Fall 2016 **486**

GLOBALLY & CULTURALLY COMPETENT

73% *"My school work helps me to think about the world through other points of view."* Spring 2019

103
students attended UCLA UniCamp in Big Bear, Summer 2019

UCLA

34,500
UCLA engagement hours to enrich student learning

MASTERS OF ACADEMIC CONTENT & SKILLS

78% 9th & 10th Graders On Track to Graduate--17% higher than LAUSD in 2018-19

Students passing Chemistry with "C" or better, Spring 2019

84%

What happens here and now to impact climate change? UCLA Research-practice partnership

ACTIVE & CRITICAL PARTICIPANTS IN SOCIETY

Young Screenwriters Institute, UCLA Theatre, Film & Television; USC Young Executives Program; UCLA Youth Employment Program; The Co-op Academy Program...

30 # students visted HBCU and other college campuses, Summer 2019 **HBCU**

Student leaders on Community Schools Panel at UCLA, March 2019
student leaders
Women's Leadership Conference
Choices Mentoring Program
Transform Learning LA

We Need a Shift in the Paradigm

A paradigm is more than a program. It is rooted in beliefs about what is possible and needed.

- From measuring and sorting to developing talent in all children
- From pressure and competition to collaboration and cultivating intrinsic motivation to learn
- From assessment to rank to assessment to guide learning
- From ignoring student needs to recognizing and responding to them
- From parents as consumers to parents as partners

Pursuing Excellence through Equity Requires Us to Understand:

Child Development – A holistic approach to education and differentiated support

Neuroscience – elasticity of brain makes it necessary to ensure that all students are stimulated and have access to deeper learning

Context - Understanding and responding to the way students are influenced by their environment

Family – Peers – Community - Society

To Advance Equity: *Educators Must Find the Balance between Technical and Adaptive Work*

Adaptive work

1. A focus on the dynamic and complex nature of the work, its substance, meaning and purpose

2. Work guided by a long-term vision, with medium- and short-term goals

3. An awareness that we are trying to achieve our goals in a constantly changing environment

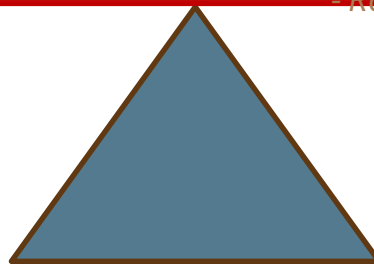   *- Ron Hiefitz - Leadership on the Line*

Technical work

1. A focus on managing the operations of the system

2. Ensuring that procedures are working

3. And employees and students are in compliance with policy

Key Adaptive Questions After the Pandemic

How will your school/district support the mental health needs of students?

How will we address lost learning, unmotivated students, frightened adults?

How will we help teachers to address heightened awareness about racial injustice related to police killings?

Are school leaders prepared to support staff and students?

What will we need to know about the children?

How were they learning at home?

Where might there be gaps and losses in learning?

What will their social and emotional needs be?

How can we tap into or rekindle their dreams and aspirations?

Five Essential Ingredients for School Improvement **Organizing Schools for Improvement, 2010** *– Bryke, et.al.*

1 A coherent instructional guidance system

2 Development of the professional capacity of staff

3 Strong parent-community-school ties

4 A student-centered learning climate

5 Shared leadership to drive change

Discussion

How will you maintain a focus on the five essential ingredients of school improvement?

What do you anticipate will be the primary concerns of:

- Teachers and other staff
- Students
- Parents

What can you do now to prepare to address their concerns?

Building Community First

Start with all staff meetings: check in, listen to concerns/fears, help staff to feel comfortable about returning to work

Spend the first few days with kids hearing their stories about life in quarantine. Do group activities to help kids become reacquainted with each other and with staff.

Play games together, make it fun to be back. Sing, dance, enjoy each other.

Educational Goals After the Pandemic

Learning should be meaningful, active and relevant

Relationships should be central

Whole child focus should be maintained

Learning for adults and kids should be collaborative

Learning should develop higher order thinking skills

Learning should encourage the development of mastery

Capacity Building is Essential

- Serving as an ongoing *process* aimed at aligning the **skills of staff to the needs of students**
  - Tailored, *differentiated professional development*
  - Developing *strategic partnerships* to address social, emotional and mental health needs of students
- Utilizing *Collaborative problem solving* between schools and central office
- Building trust when providing necessary support to teachers and schools

Areas Where Capacity Building Will Typically be Needed

Whole child focus: teachers often lack training in how to address non-academic needs (e.g. health, nutrition, SEL, etc.)

Many teachers have never been trained in how to support students through distance learning

Cultural competence among staff – in design of lessons and relationship building

Teachers will need help in moving from a focus on student compliance to a focus on student empowerment

Be Careful with Interventions

We may want to accelerate learning opportunities for students who are behind academically through summer school but…

Supplemental learning should not be treated as punishment or remediation

Must be carried out by effective teachers

Students with IEPs must receive support that is aligned with their needs

Academic support must be tailored to enhance learning

Schools will need to develop early intervention systems to identify and support struggling students

Useful Resources

Reopening Schools in the Context of COVID-19: Health and Safety Guidelines From Other Countries

Leading Through Anxiety - HBS

Pandemic Parenting – NY Times 4/19/20

Stay Engaged During Coronavirus Quarantine

Supporting Online Learning During the Pandemic

A Q and A with a Homeschooling Expert from Ed Source – 4/16

Mental Health Wellness Tips for Quarantine

Teaching online - https://www.edutopia.org/article/getting-ready-teach-next-year

All are available on Facebook *- Pedro A. Noguera, Ph.D.*

Resources Related to the Uprising

Facing History and Ourselves, an article about the uprising in Ferguson but quite relevant

https://www.facinghistory.org/resource-library/facing-ferguson-news-literacy-digital-age/ferguson-brought-national-attention

For Teachers

https://www.rethinkingschools.org/books/title/teaching-for-black-lives

https://sharemylesson.com/todays-news-tomorrows-lesson/george-floyd

Police Brutality in Black Communities

Washington Post: **Violence in Minneapolis is rooted in the history of racist policing in America**

The Conversation: **The racist roots of American policing: From slave patrols to traffic stops**

Facing History and Ourselves: **Part Five: Violence and Backlash**

Questions

What steps should your school/district take to address equity challenges prior to the re-opening of school?

Where will capacity building among the staff be needed?

   Content knowledge,

   Relationships across racial/cultural differences

   Pedagogical strategies to enhance engagement

What strategies can you use to build community and help people to feel comfortable at school again?

Final Thoughts from Paul Reville

The best that can come of this is a new paradigm shift in terms of the way in which we look at education…children's well-being and success depend on more than just schooling. We need to look holistically, at the entirety of children's lives…they need a wide array of essential supports and opportunities outside of school. These education prerequisites go far beyond the purview of school systems, but rather are the responsibility of communities and society at large. In order to learn, children need equal access to health care, food, clean water, stable housing, and out-of-school enrichment opportunities... We have to reconceptualize the whole job of child development and education, and construct systems that meet children where they are and give them what they need, both inside and outside of school, in order for all of them to have a genuine opportunity to be successful. - https://news.harvard.edu/gazette/story/2020/04/the-pandemics-impact-on-education/

QUESTIONS?

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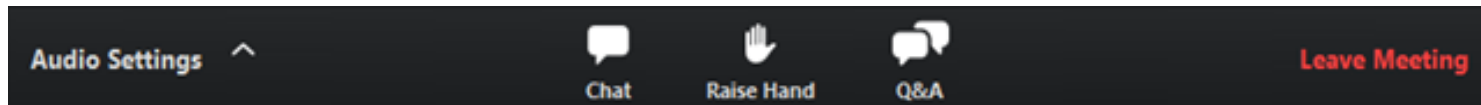
THANK YOU!
Additional Questions? Contact us at:
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