

Grand Challenges for Social Work: Ensuring the Success of African American Students

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University



Grand Challenges
for Social Work

GCSW Evolution and Timeline

- Conceived as a 10 year project, at a minimum.
 - GCSW 1.0 Identification, Leadership, Development of Foundational Working Papers, Soliciting Input and Buy-in from Key SW Partners **2013**
 - GCSW 2.0 Launch, Announcement, Network Development and Strategic Planning **2016**
 - GCSW 3.0 Implementation, Network Expansion, Communications and Planning for Impact **2017-2019**

12 Grand Challenges

Ensure healthy development for all youth	Create social responses to a changing environment
Close the health gap	Harness technology for social good
Stop family violence	Promote smart decarceration
Advance long and productive lives	Reduce extreme economic inequality
Eradicate social isolation	Build financial capability for all
End homelessness	Achieve equal opportunity and justice



Criteria for Grand Challenges



Big, compelling and important



Amenable to analysis, assessment, improvement



Demonstrable progress in a decade

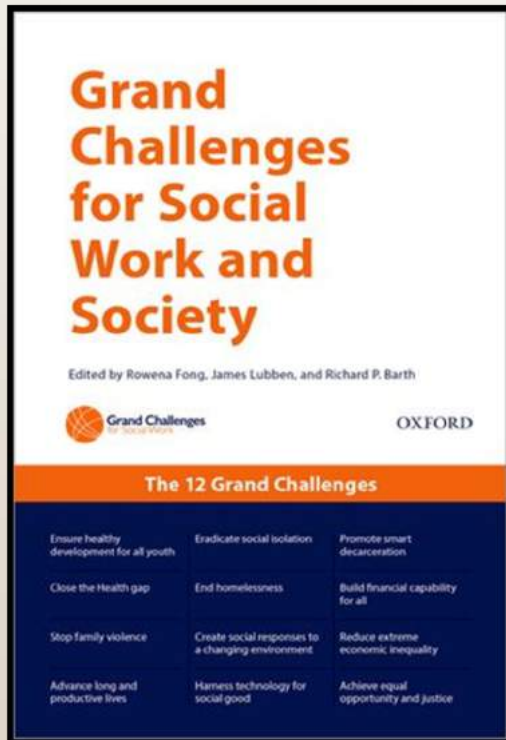


Cross-sector interdisciplinary collaboration



Significant innovation

Foundational Working Papers and New Book



Recent Progress Related to Social Justice

- National GC Workgroup established to work on social justice, inclusion, and address issues of racism in all 12 GCs.
- Working Paper introducing anti-racist content and perspective is forthcoming.
- Value Statement for GCSW has just been finalized.

GCSW Organization is Growing

- Grand Challenges Executive Committee
 - 5 associated GCEC subcommittees
 - 12 National GC Networks with 38 Co-Leads
 - SLG GC Subcommittee
 - NADD GC Subcommittee
 - Consortia Development
 - Sister SW organization involvement
 - 26+ Sustaining University Sponsors



Race at the Forefront: Sharpening a Focus on Race in Applied Research

Collaboration on Race, Inequality, and Social Mobility in America inaugural conference

Date: March 28-29, 2019

Location: Clark-Fox Forum, Brown School,
Washington University in St. Louis

Join us as we convene experts who study the impact of inequality and structural racism on people of color in the United States. Together, we will work toward the elimination of racial inequalities in social, economic and health outcomes.

Featuring

- **Angela Glover Blackwell**, founder in residence of PolicyLink
- **Bonnie Duran**, Professor of Public Health and Social Work, University of Washington, and an Indigenous Wellness Research Institute leader

[View the agenda and register.](#)

Sponsored by the Ford Foundation and Washington University in St. Louis partners: Clark-Fox Policy Institute, the Institute for Public Health, Office of the Provost, Office of the Vice Provost for Faculty Advancement and Institutional Diversity, and the Sociology Department.

Free and open to the public.



Center for Social
Development

BROWN SCHOOL AT WASHINGTON UNIVERSITY



Grand Challenges
for Social Work



Introductions

- Name
- City/Region
- School
- How do issues of race show up in my school?

John (19)

Timothy (15)

Julia (17)

Tyler (15)





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First, we need to look out the window....

The Black-White Achievement Gap Persists (Figure 1)

The black-white achievement gaps for 12th graders, based on the 2013 National Assessment of Educational Progress, remain unacceptably large, not much smaller than those identified by the Coleman Report for 1965. Progress in closing the gaps outside of the South has been largely disappointing.



NOTES: Data for 1965 combine the South and Southwest regions as "South." For the 2013 NAEP results, the following states are included in each region. Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. For 1965, Coleman included Arizona and New Mexico as part of the West, and Delaware, Maryland, and Washington, D.C., as part of the Northeast.

SOURCES: "Equality of Educational Opportunity" (1966), Table 3.121.3; National Assessment of Educational Progress, National Center for Education Statistics

How have we been doing?

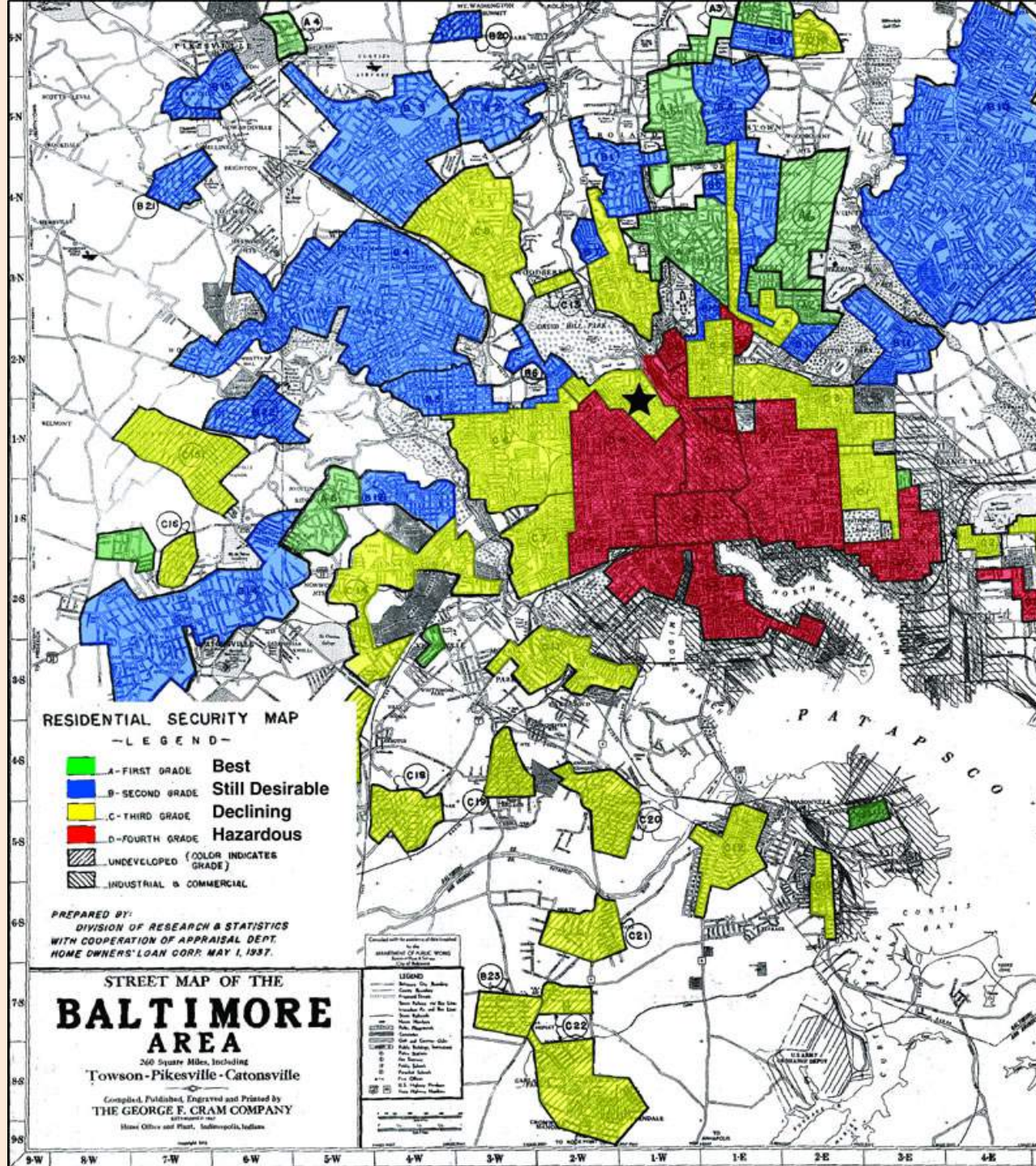
- At grade 4, the White-Black gap in reading narrowed from 32 points in 1992 to 26 points in 2015.
- At grade 8, the White-Black gap in 2015 (26 points) was not measurably different from the gap in 1992.
- **At grade 12, the white-black achievement gap in reading was larger in 2015 (30 points) than in 1992 (24 points)**



Separate and Unequal History

- Mass migration of Blacks from South to North
- "Black invasion" caused White flight
- Systematic use of zoning laws to create racial and social segregation
- Redlining – popular device to create racial designations for certain neighborhoods
- Allowed real estate appraisers to lower values in Black neighborhoods
- Overcrowding in urban centers led to violence and disease
- Government touted separation as being "good for Blacks"







BALTIMORE: **A BRIEF HISTORY OF THE CIVIL RIGHTS MOVEMENT**

JESSE VENTURA

OFF THE GRID







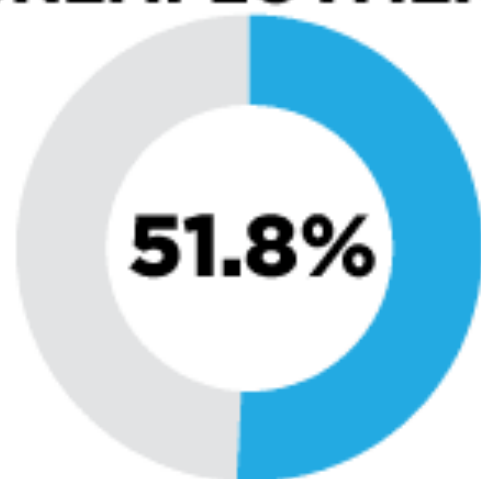




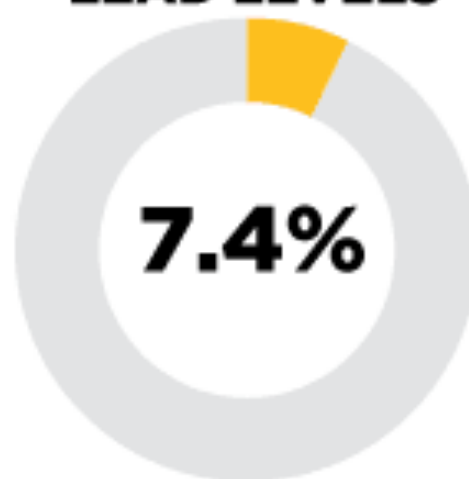
The economic reality of Sandtown-Winchester:

Freddie Gray's Neighborhood

UNEMPLOYMENT



CHILDREN WITH
ELEVATED BLOOD-
LEAD LEVELS



VACANT HOMES



THINKPROGRESS

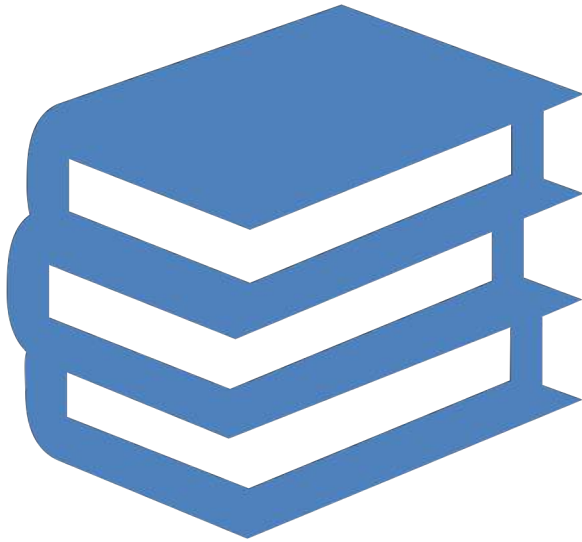




Baltimore City Public Schools

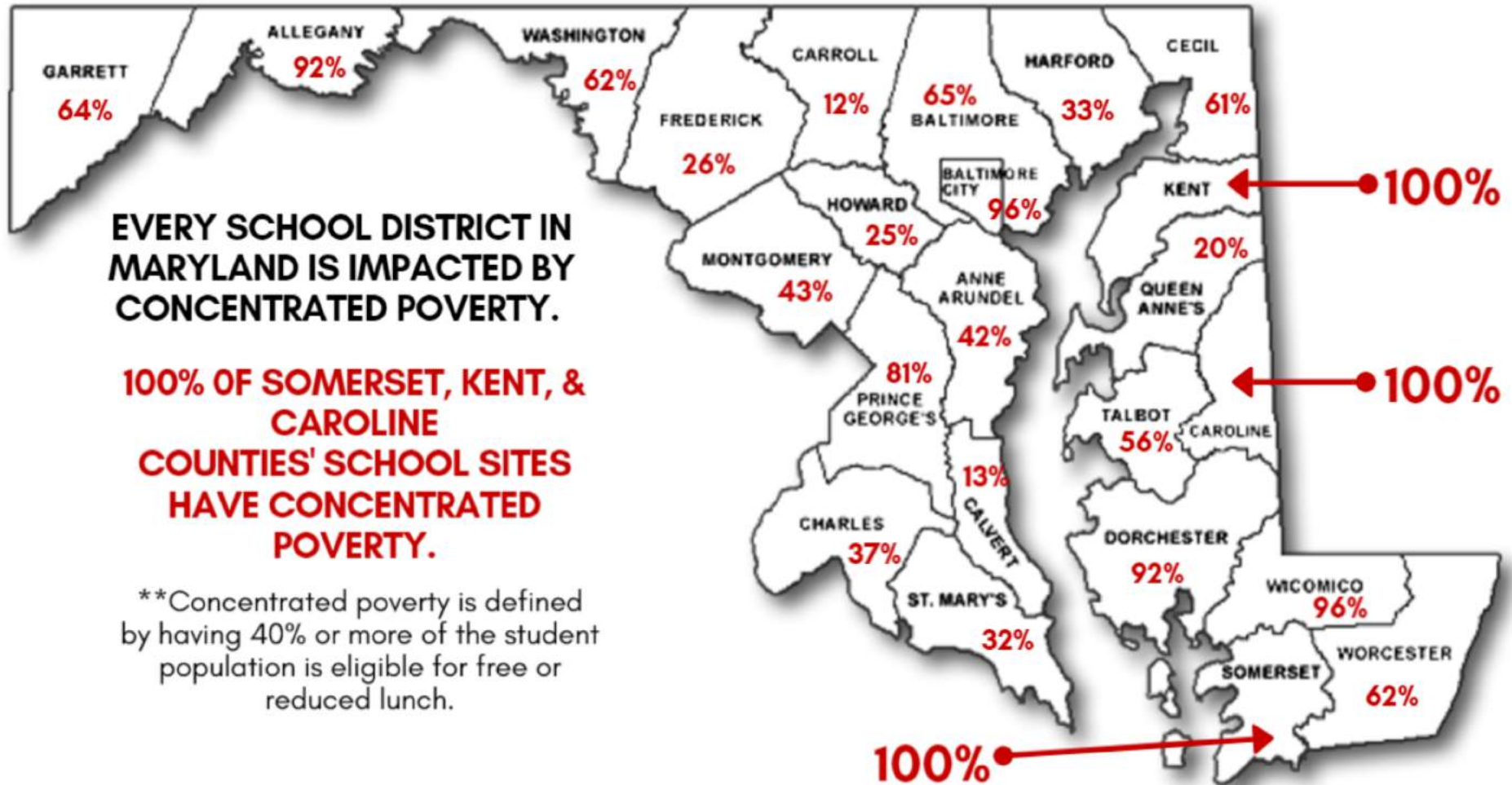
- 80,592 students
- Fourth largest school district in Maryland
- Demographics:
 - 78.6 percent African American
 - 11.3 percent Hispanic/Latino
 - 7.8 percent White

Baltimore City Public Schools, ctd.



- 8,500 suspensions in SY17, a 25% increase from the previous year
- 54% of kindergarteners, 48% of first graders, and 57% of second graders scored below proficient on reading assessments
- Recent laws have prohibited suspensions of early learners but have provided no strategies to replace suspensions

PERCENTAGE OF SCHOOL SITES WITH CONCENTRATED POVERTY





SYSTEMIC RACISM

+

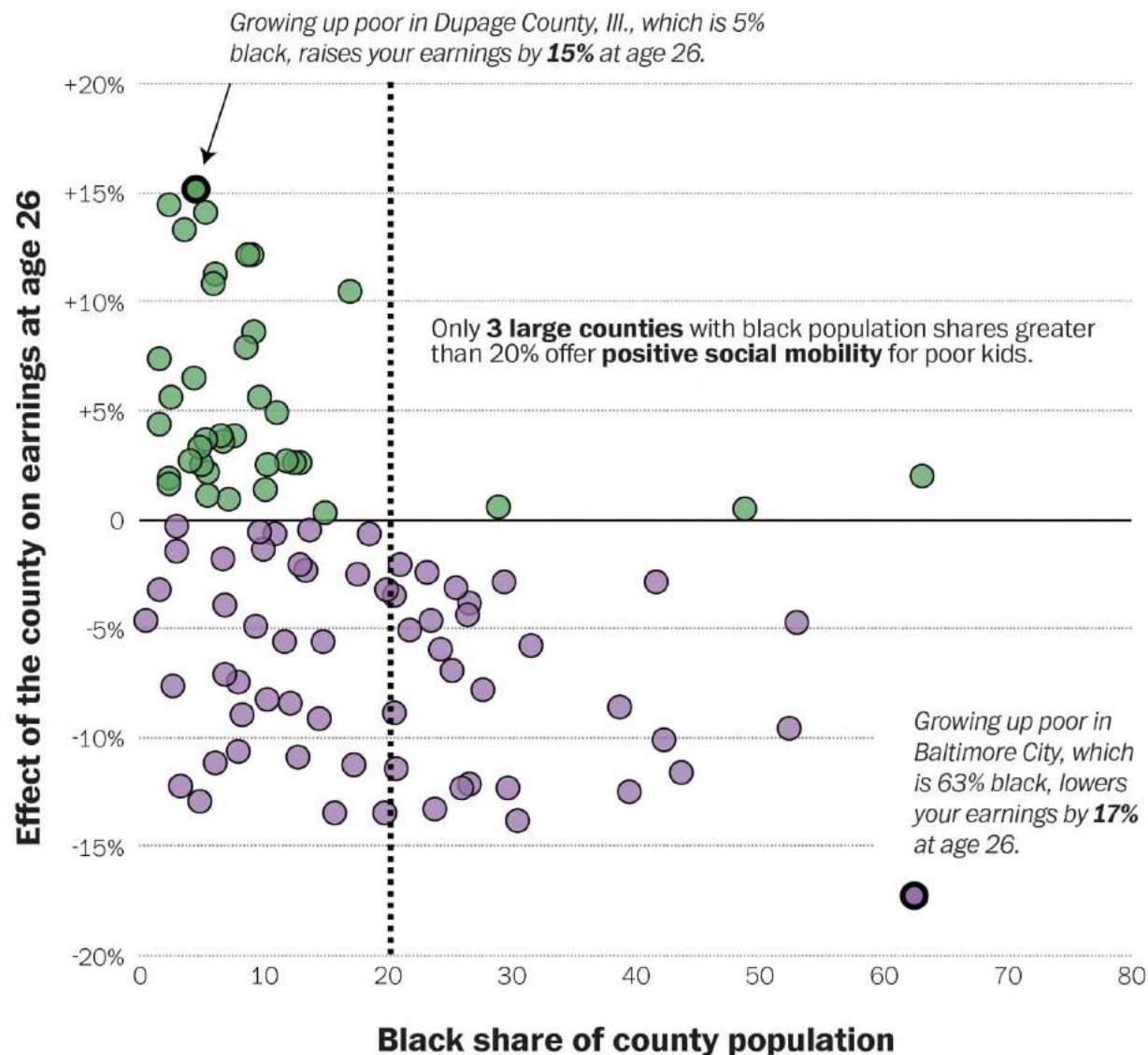
CONCENTRATED POVERTY

=

**Lack of Opportunity, Socially-
Engineered Trauma & Self-Blame
(internalized inferiority)**

The interplay of race and social mobility

Black pop. share vs. change in income from growing up in each of the 100 largest U.S. counties



***The system is perfectly aligned to
get the outcomes it achieves***

What part do you play?

Where we are today

- Systematic disinvestment in certain communities
- Lack of infrastructure
- Unfair policing/racial profiling
- Unreasonable bail/criminal justice practices
- **Inadequate/inequitable access to education**
- Inadequate access to housing
- Inadequate access to healthcare
- Inadequate access to jobs
- Inadequate access to transportation
- Inadequate access to healthy food
- Lack of green space/healthy social activities
- Increased socially-engineered trauma
- What else?



Common Trauma Responses

“If I admit a mistake, things will be worse than if I don’t.”

“People are unpredictable. Very few are to be trusted.”

“The world is threatening and bewildering.”

“The world is punitive, judgmental, humiliating and blaming.”

“When challenged, I must defend myself – my honor, and my self-respect. Above all else, I must defend my honor – at any price.”

Hodas, g. R. (2006). Responding to childhood trauma: the promise and practice of trauma informed care. Available from <http://www.Nasmhpd.Org/publicationsota.Cfm>



SWCOS

SOCIAL WORK COMMUNITY
OUTREACH SERVICE

THE POSITIVE
SCHOOLS CENTER

www.ssw.umaryland.edu/swcos/



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Grand Challenges
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<https://www.youtube.com/watch?v=ArjV5OngXP0&index=7&list=UUhQ23qJVjhdYl6abR6Abrgg&t=62s>



POSITIVE SCHOOL CLIMATE

Leadership

Positive Relationships

Teaching and Learning

Environment

Health and Safety

Trauma Responsive Educational Practices

Restorative and Healing Approaches

Racial Justice & Equity

Social, Emotional, & Character Development

Student, Family, & Community Voice



Elementary School #1

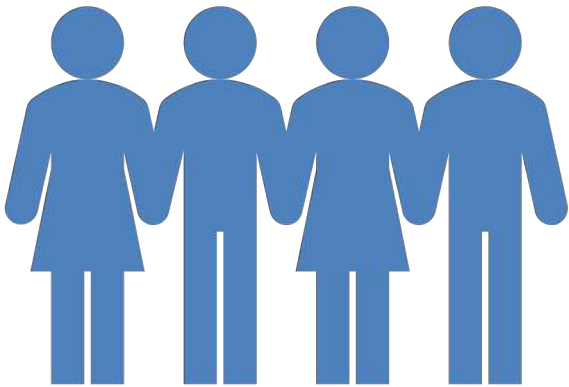
"I am happy to say that I have zero suspensions. I now see the difference making intentional small steps can make. The Positive Schools Center is providing my school with a breath of new life."

Principal

Elementary School #2

“My scholars just communicate differently and they resolve their differences in a more restorative way. We don’t have a lot of students yelling at one another.”

Principal



Elementary/Middle School #1



“PSC was pivotal in us galvanizing our staff in changing their mindset about discipline which had a huge impact on our students. Through the use of mindfulness, restorative practices, and the virtues project, staff was able to change the language used with students, which allowed them to think more about the impact of their behavior on our school community. A sense of kindness was felt more in our building. Students were actually thinking about how their actions influenced their school family. Meditating and finding calm space was essential in helping our earliest learners to grow.”

Culture and Climate Lead Teacher

Public Charter School

Detention Data

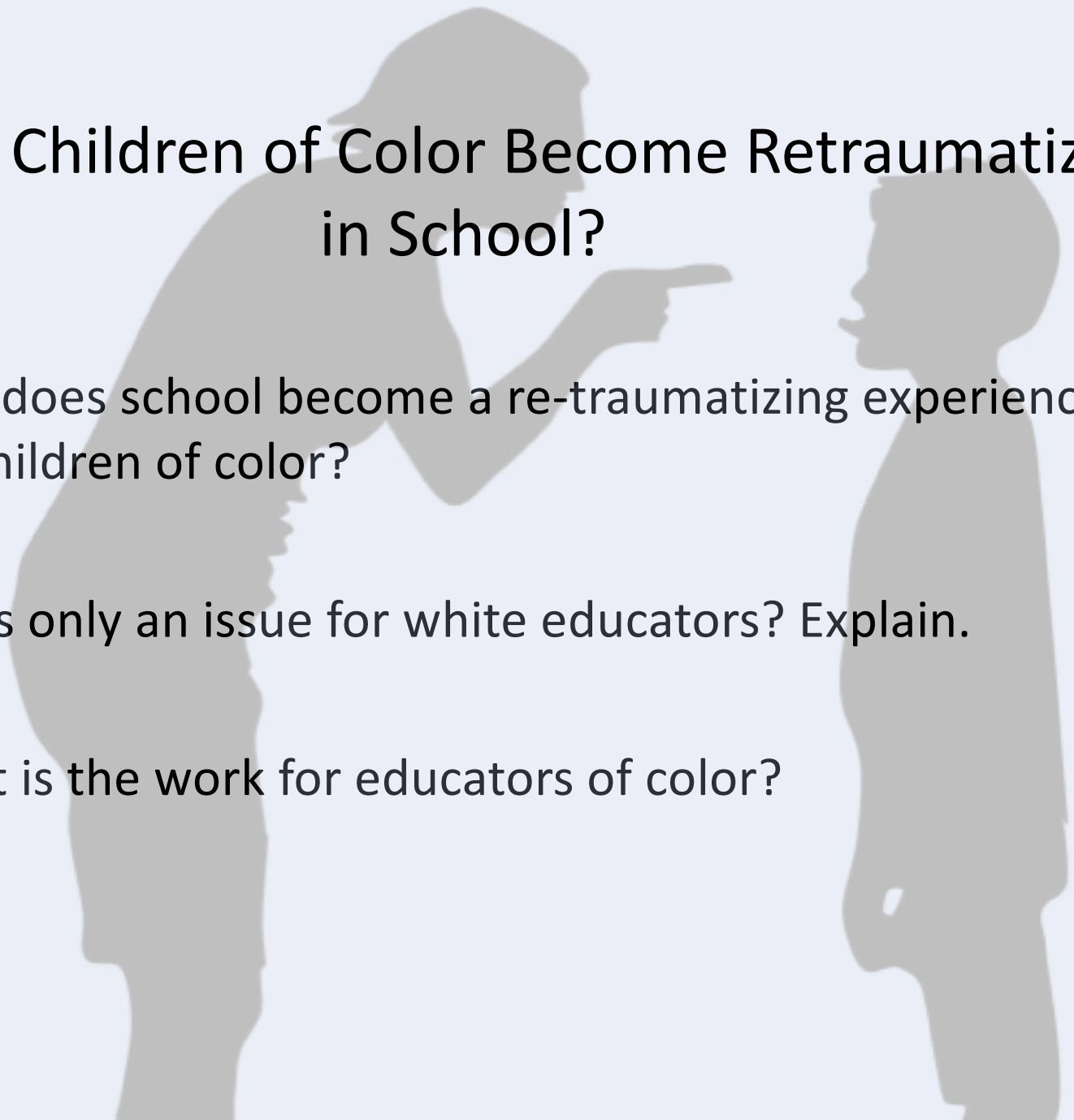
Grade	Sept. 2017	Sept. 2018	% Decrease (Sept. 2017 - Sept. 2018)	Oct. 2017	Oct. 2018	% Decrease (Oct. 2017 - Oct. 2018)
6th	216	63	71%	214	166	22%
7th	219	61	72%	312	159	49%
8th	221	30	86%	431	109	75%
Total	656	154	77%	957	434	55%


And now
we need to
look in the
mirror...



How Do Children of Color Become Retraumatized in School?

- How does school become a re-traumatizing experience for children of color?
- Is this only an issue for white educators? Explain.
- What is the work for educators of color?





There are
two options
to deal with
systemic
racism:

1. Confront white people and white systems about their racism
2. Build the self-love of people of color by turning their faces toward the light so they can see their own beauty

- -Dr. Veta Goler
Spelman College

*Turn all their faces to the light...and
if the beautiful see themselves, they
will love themselves.*

- LeRoi Jones/Amiri Baraka
The Revolutionary Theater



01

There are no
innate or biological
differences
between your
white students and
your students of
color

02

The
differences
have been
created

03

You can
“uncreate”
some of them

Do Your Own Work First

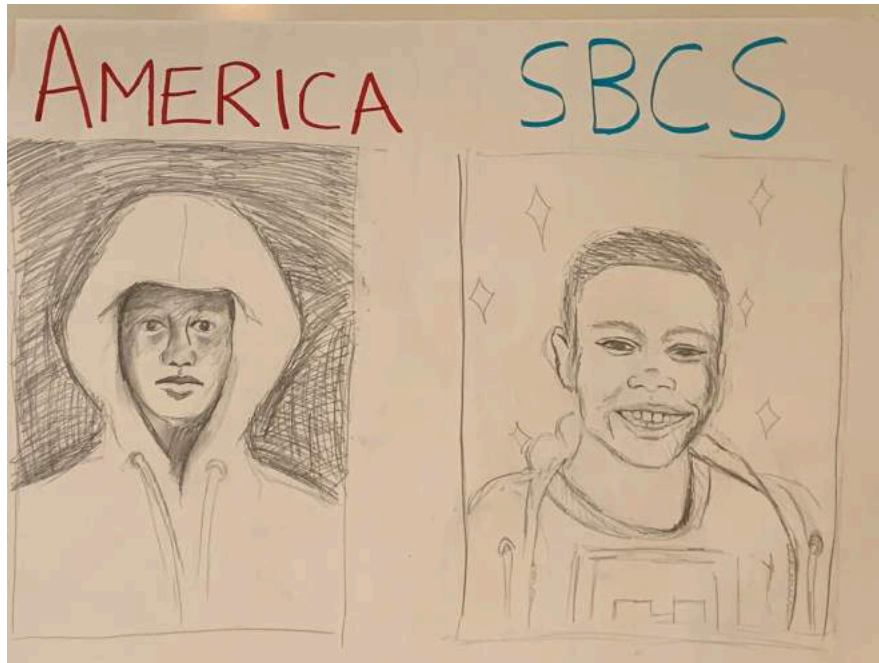
- Learn your own region's unpleasant racial history
- Understand where your students of color are coming from
- Learn what racism looks and sounds like
- Face your own internalized superiority or internalized inferiority
- Find people of your own race to hold you accountable
- Understand that there are only two choices: disrupt **or** maintain the status quo
- Choose (inaction is a choice)



WENDY'S READING/AUDIO LIST

- Not In My Neighborhood: How Bigotry Shaped A Great American City – *Antero Pietila*
- The New Jim Crow: Mass Incarceration In The Age Of Colorblindness – *Michelle Alexander*
- I'm Still Here: Black Dignity In A World Made For Whiteness – *Austin Channing Brown*
- Post Traumatic Slave Syndrome: America's Legacy Of Enduring Injury And Healing – *Joy A. Degruy*
- White Fragility: Why It's So Hard For White People To Talk About Racism – *Robin Diangelo*
- Me And White Supremacy Workbook – *Layla F. Saad*

Closing reflections



- What do you need to do to address racism in your school?
- How can you help your school address root causes of problem behaviors?
- What skills or support do you need to make those changes?
- What's your greatest resolve?

racism is taught...

**CALL TO ACTION
FOR ANTI-RACIST SOCIAL
WORKERS**

break the cycle

Contact Us!

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