



**PROMOTING RACIAL EQUITY IN TRAUMA-INFORMED CARE/
SERVICES TO REDUCE RACIAL AND ETHNIC
DISPROPORTIONALITY AND DISPARITIES IN CHILD WELFARE**

**JUVENILE COURT PROGRAMS
OREGON JUDICIAL DEPARTMENT
PORTLAND, OREGON**

DECEMBER 19, 2011

10:30 – 11:45 AM

PRESENTER: KHATIB WAHEED

Learning Objectives

- 1. Introduce key data, concepts, frameworks and definitions that:**
 - Helps build organizational capacity to have ongoing “courageous conversations” about the intersections of race, trauma, equity and the need for child welfare reform.
- 2. Facilitate a safe learning environment that:**
 - Utilizes dyads to allow participants to “practice” using a racial equity lens when discussing disproportionality and disparities in child welfare.

**COURAGEOUS
CONVERSATIONS :
LEADING WITH RACE
AND
USING AN EQUITY LENS**

**KHATIB WAHEED, PRESENTER
PROMOTING RACIAL EQUITY IN TRAUMA-INFORMED CARE/SERVICES
PORTLAND, OREGON
12/19/11**

“When another person’s welfare means more to you than your own, only then can you say you love. Anything else is just business, give-and-take.”

- **Eknath Easwaran** in *Gandhi the Man*

**KHATIB WAHEED, PRESENTER
PROMOTING RACIAL EQUITY IN TRAUMA-INFORMED CARE/SERVICES
PORTLAND, OREGON
12/19/11**

COURAGEOUS CONVERSATIONS : WHOSE CONCERN IS IT?

African Proverb- *“It takes a village to rear a child.”*

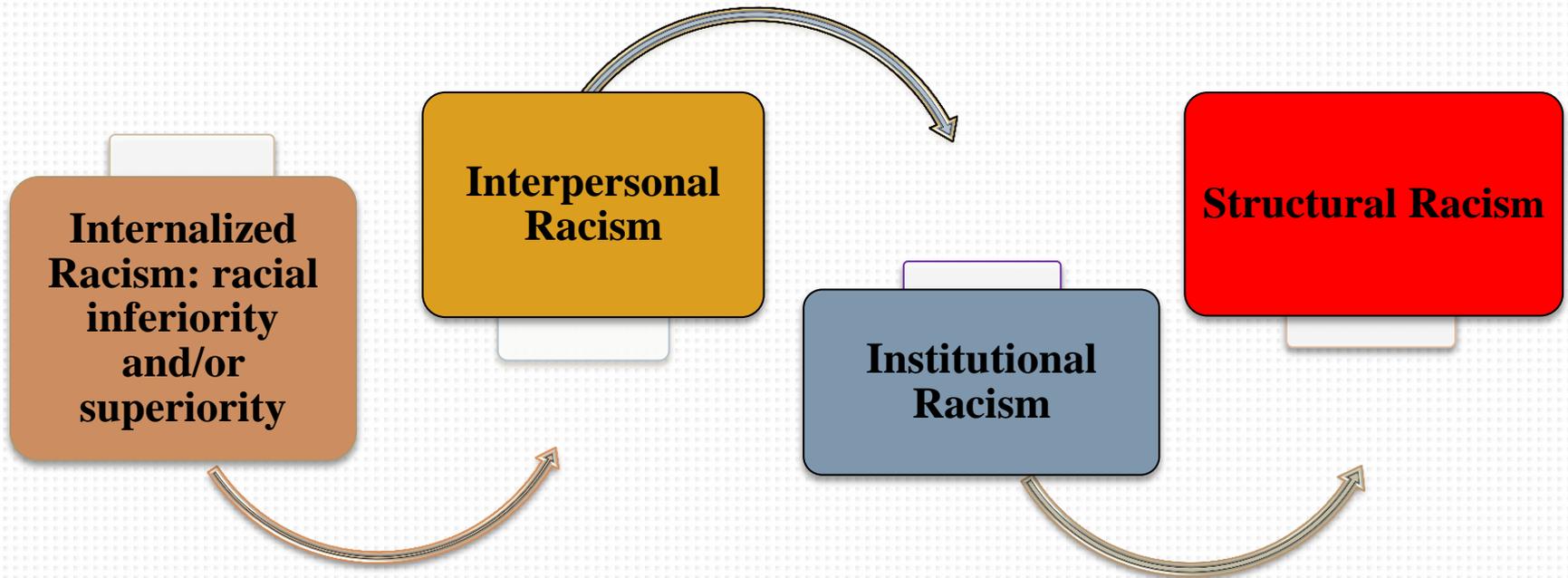
1. What does it take to rebuild the village?

- Community, school and domestic violence, and physical and sexual abuse are symptomatic of a broader set of social and familial problems;
- Solutions must be addressed by the entire community/region and not just child welfare and law enforcement.
- How might race be influencing how and which systems respond?

2. How were the villages constituted?

- Disproportionality and disparities in child welfare are symptomatic of a broader range of social inequities;
- Solutions must be addressed by the entire community/region and not just child welfare and law enforcement.
- How might race be influencing how and which systems respond?

DIFFERENT LEVELS OR TYPES OF RACISM



KHATIB WAHEED, PRESENTER
PROMOTING RACIAL EQUITY IN TRAUMA-INFORMED CARE/SERVICES
PORTLAND, OREGON
12/19/11

COURAGEOUS CONVERSATIONS, LEADING WITH RACE AND APPLYING AN EQUITY LENS

What do we mean?

- Collecting and analyzing the data at key decision points
- Introducing race into the conversations about disproportionality and disparities
- Interpreting the data and its relevance to the addressing the issues through the design, implementation, and monitoring processes

WHAT DOES THE DATA TELL US?

**KHATIB WAHEED, PRESENTER
PROMOTING RACIAL EQUITY IN TRAUMA-INFORMED CARE/SERVICES
PORTLAND, OREGON
12/19/11**

WHAT DOES THE DATA TELL Us?

1986-1999:

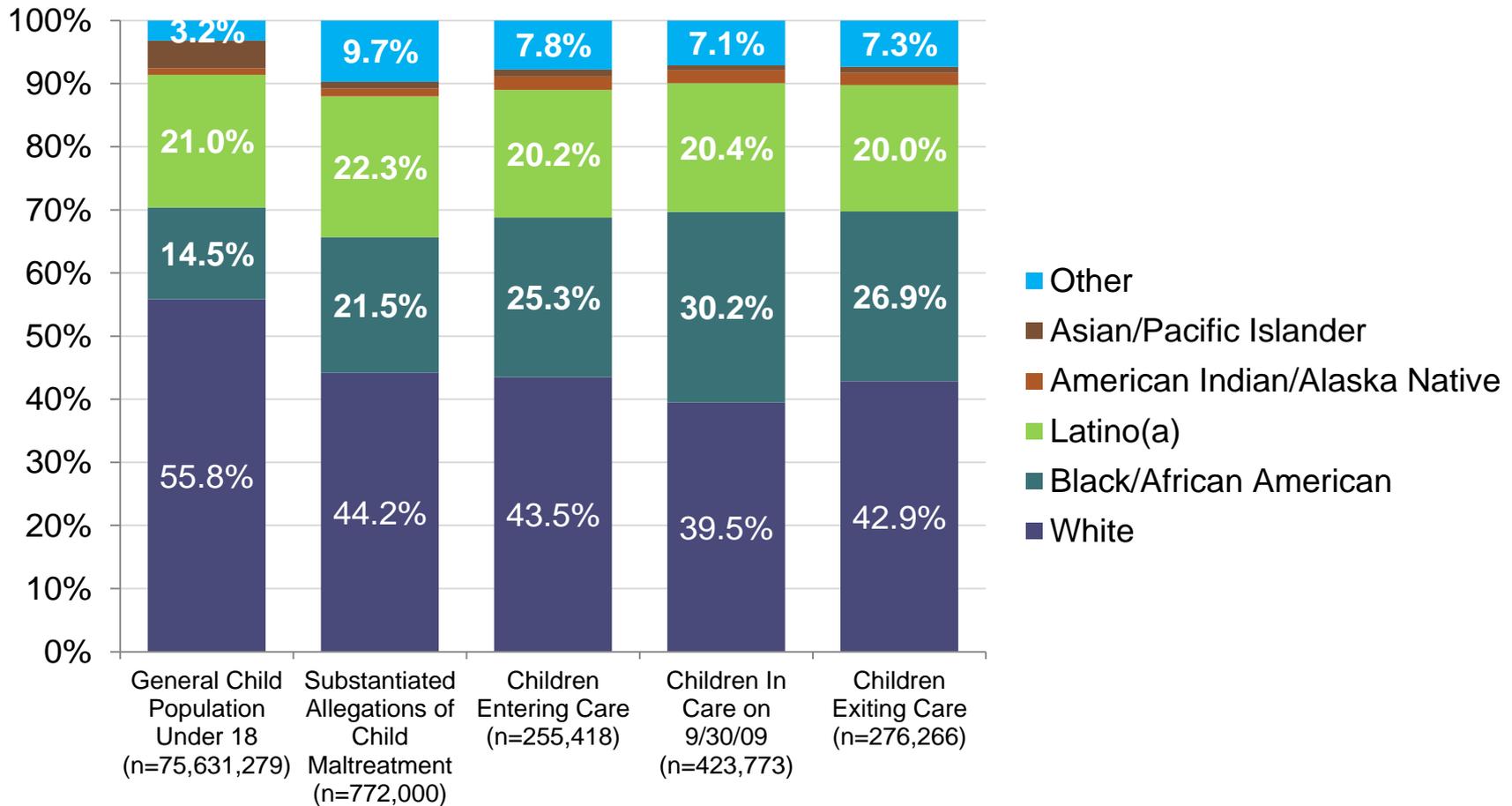
- Foster care population more than doubled from 269,000 to 567,000
- Largely attributable to urban crack cocaine epidemic, increased methamphetamine use and disparate federal drug sentencing guidelines.

1999-2009:

- Foster care population has declined from 567,000 to 424,000
- Largely attributable to numerous states making reduction a policy goal and federal policy support for achieving timely permanency.

Casey Family Programs, Public Policy Series: Foster Care Reductions and Child Safety (Draft)

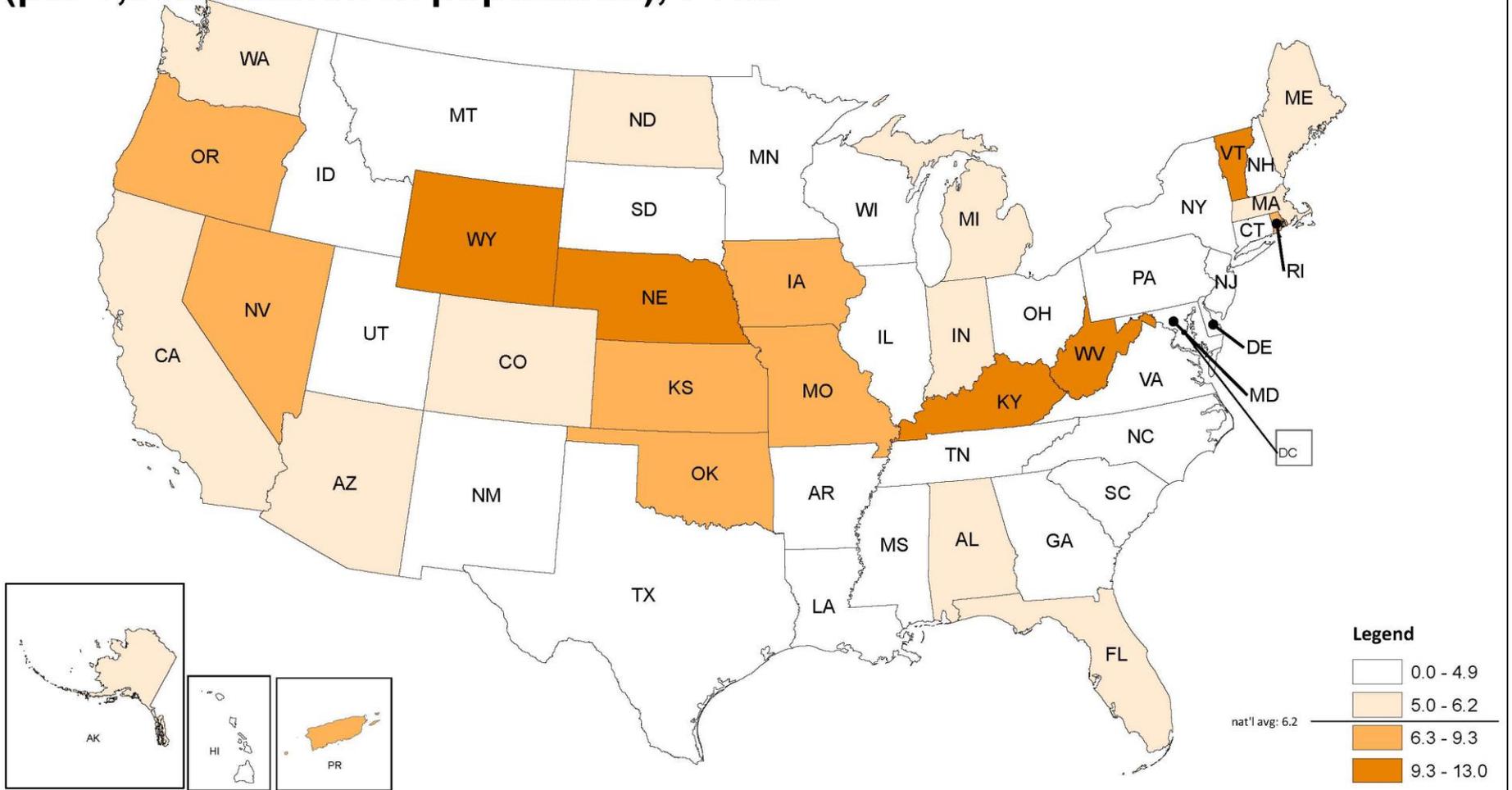
Path Through the Child Welfare System, FY09



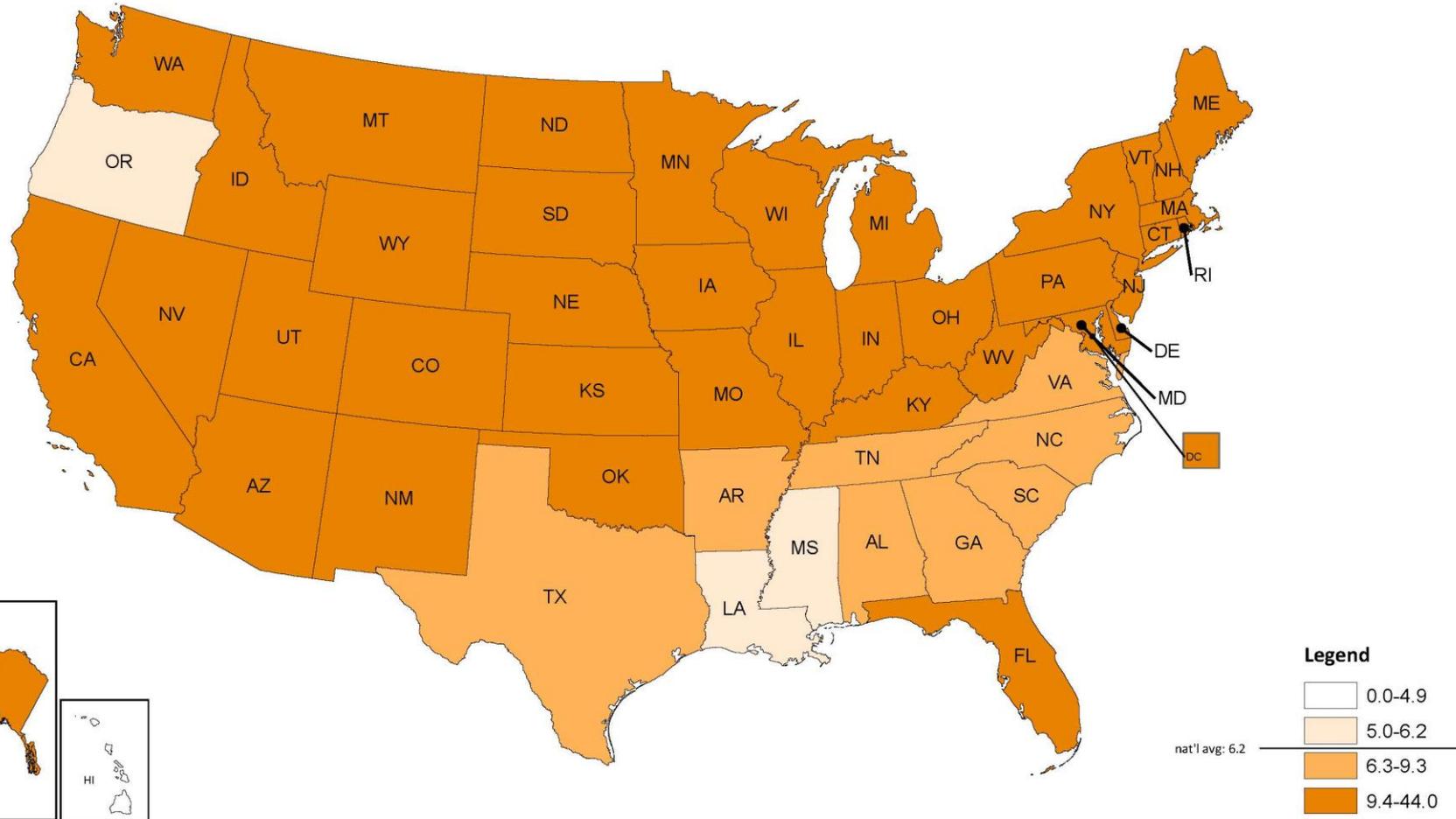
Note: All data is from 2009 with the exception of the child maltreatment data, which is from 2008

Source: population data is from Claritas, child maltreatment data is from NCANDS, placement data is from AFCARS

Rate of White Children in Out-of-Home Care (per 1,000 children in population), FY08



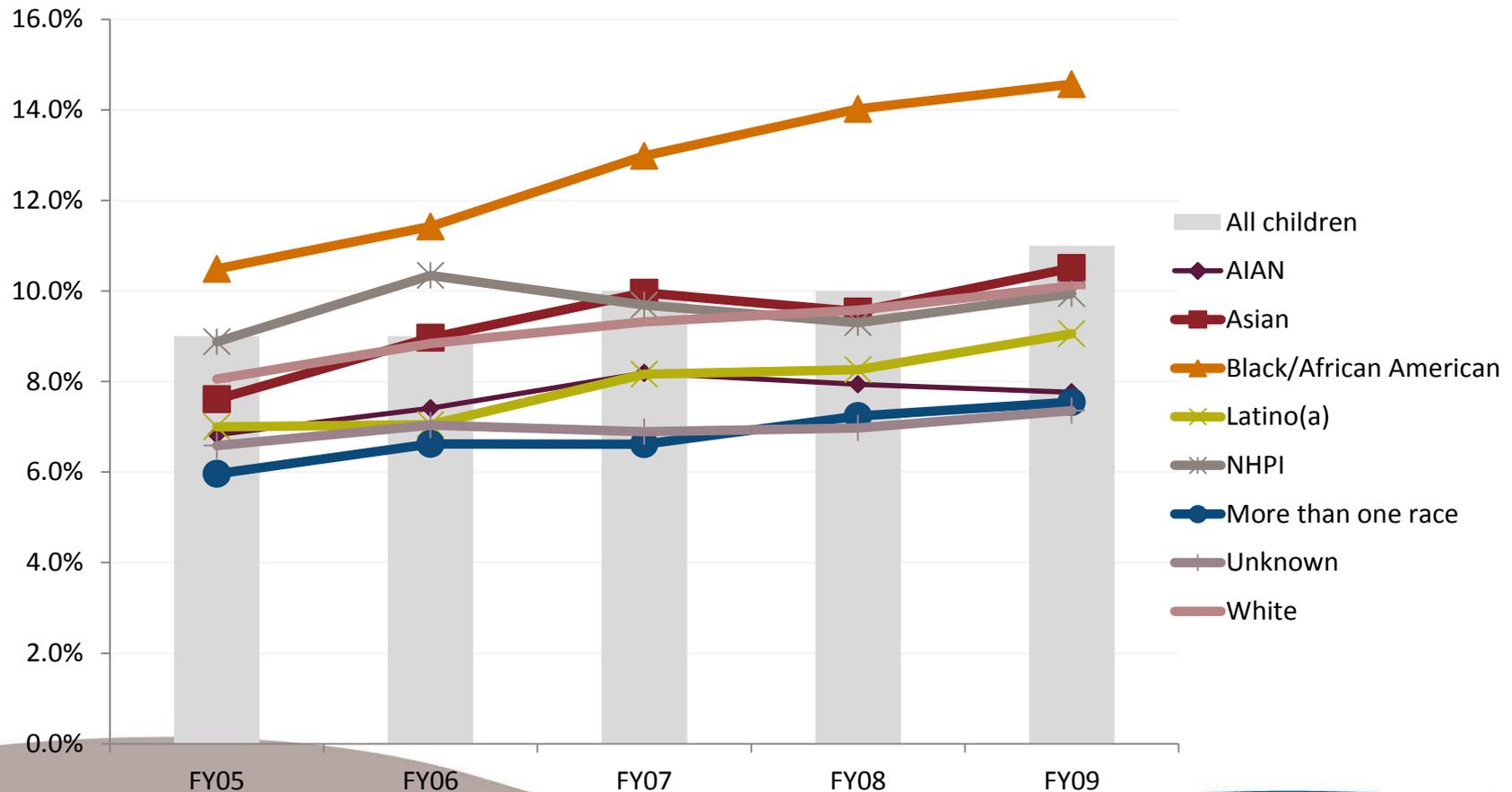
Rate of African American/Black Children in Out-of-Home Care (per 1,000 children in population), FY08



Source: AFCARS
Note: Data for PR is not available.

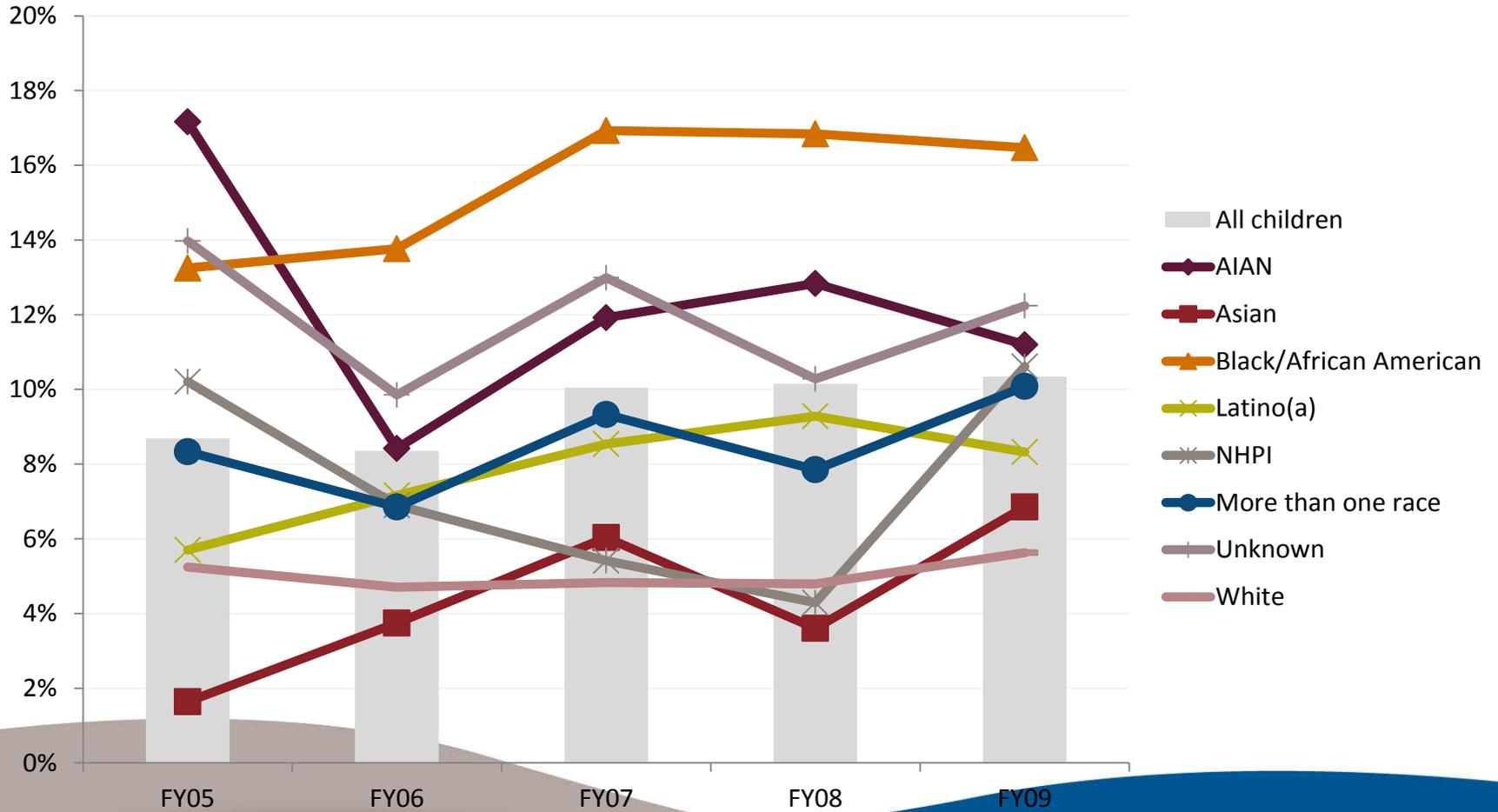
Youth Who “Age Out” of Care:

African American Youth Exiting Care Are More Likely to Age Out



Youth Who “Age Out” of Care:

A great percent of African American youth who age out of care first entered care at age 0-3



WHAT DOES THE DATA TELL US?

Certain children from families of color are still more likely to be:

1. Referred to the child welfare system;
2. Removed unnecessarily from their homes;
3. Left to languish in foster care without returning home or finding an alternative lifelong family connection; and/or
4. Denied the cultural and linguistic supports and family connections to transition successfully to adulthood.

**KHATIB WAHEED, TRAINER/PRESENTER
RACIAL EQUITY AWARENESS TRAINING / LEARNING EXCHANGE
IOWA TOT
CEDAR RAPIDS, IOWA
12/15/11**

GETTING ON THE SAME PAGE: DEFINING KEY TERMINOLOGY

**KHATIB WAHEED, PRESENTER
PROMOTING RACIAL EQUITY IN TRAUMA-INFORMED CARE/SERVICES
PORTLAND, OREGON
12/19/11**

GETTING ON THE SAME PAGE: DEFINING KEY TERMINOLOGY

1. Historic Trauma

“ The cumulative emotional and psychological injury both over the life span and across generations, emanating from massive group trauma and a cataclysmic history of genocide. The effects includes:

- Unsettled emotional trauma, depression, high mortality rates
- High rates of alcohol abuse, child maltreatment and domestic violence.”

Maria Yellow Horse Braveheart, PhD, Graduate School of Social Work, University of Denver

GETTING ON THE SAME PAGE: DEFINING KEY TERMINOLOGY

2. Racial Equality

- A process of acknowledging and undoing historic, social and political racial/ethnic discrimination.

A social and political approach toward ensuring fair access to society's major opportunity structures such as housing, education, business/employment, and health regardless of race, ethnicity/nationality, gender, religion, age, sexual orientation or ability group.

GETTING ON THE SAME PAGE: DEFINING KEY TERMINOLOGY

3. Racial Equity

- A metric to assess if we are achieving equality.

“A social outcome measure that occurs when the distribution of society’s resources, benefits and burdens, and the achievement of good and bad outcomes are no longer predictable by race.”

Aspen Institute Roundtable on Comprehensive Community Initiatives for Children and Families

GETTING ON THE SAME PAGE: DEFINING KEY TERMINOLOGY

4. Structural Racism

“The many factors that work together to produce and maintain racial hierarchies and inequities in America today:

- National values, culture and history
- Policies, practices and cultural stereotypes”

Aspen Institute Roundtable on Comprehensive Community Initiatives for Children and Families

KHATIB WAHEED, PRESENTER
PROMOTING RACIAL EQUITY IN TRAUMA-INFORMED CARE/SERVICES
PORTLAND, OREGON
12/19/11

GETTING ON THE SAME PAGE: DEFINING KEY TERMINOLOGY

5. Trauma-Informed Care

An approach to engage people with histories of trauma that recognizes the presence of traumatic symptoms and acknowledges the role that trauma has played in their lives.

- It is a paradigm shift from asking “what is wrong with you?” to “what has happened to you?”

APPLYING AN EQUITY LENS

**KHATIB WAHEED, PRESENTER
PROMOTING RACIAL EQUITY IN TRAUMA-INFORMED CARE/SERVICES
PORTLAND, OREGON
12/19/11**

APPLYING AN EQUITY LENS

Basic Framing

1. Context

- Is there a **history** of racial disparity around this or related issues or actions?
- Is there **current** disparity of impacts by race/ethnicity around this or any related issues or actions? If so, how will the current action impact these?

Racial Equity Impact Analysis developed by Paula Dressel

APPLYING AN EQUITY LENS

Basic Framing

2. Immediate Benefits and Burdens

- Which racial/ethnic group(s) will experience the **benefits** of this action?
- Which groups will experience the **burdens** or costs?
- How does a benefit-burden issue impede or move the needle toward racial equity?
- Are there conflicts between seemingly competing rights or opportunities?
- Can these be addressed using a “win/win or both/and” approach?

Racial Equity Impact Analysis developed by Paula Dressel

KHATIB WAHEED, PRESENTER
PROMOTING RACIAL EQUITY IN TRAUMA-INFORMED CARE/SERVICES
PORTLAND, OREGON
12/19/11



HOUSING: A CRITICAL INTERVENTION POINT TO ADDRESS STRUCTURAL DISADVANTAGE

Housing, in particular its location, is the primary mechanism for accessing opportunity in our society

- Housing location determines the quality of schools children attend, the quality of public services they receive, access to employment and transportation, health risks, access to health care and public safety
- For those living in high poverty neighborhoods, these factors can significantly inhibit life outcomes
- School and housing mobility programs have shown dramatic outcomes for children who can access higher opportunity communities

RACIAL EQUITY LENS: WHOSE CONCERN IS IT?

Center for American Progress: The Economic Costs of Poverty in the U.S.

1. Arguments for reducing poverty in the U.S. often rest on the moral imperative about fairness and equal opportunity.
2. **There is also an economic case to be made. There is an economic cost for child poverty.**
 - Childhood poverty costs about *\$500 billion annually*
3. Figure is based upon:
 - Statistical relationships between a child growing up in poverty and their earnings, propensity to commit crime, and quality of health later in life; and
 - Estimates of the costs that crime and poor health per person imposes on the economy.
4. **Policy implication is that investing significant resources in poverty reduction in the U.S. might be more cost effective over time than previously thought.**

APPLYING AN EQUITY LENS

Basic Framing

3. Longer-term Results

- How will the action **build the capacity** and **empower** individuals, families and communities of color?
- Have their **authentic voices** been **represented** at the table?
- What can be done to address and **impact the factors** contributing to the disparities?

Racial Equity Impact Analysis developed by Paula Dressel

APPLYING AN EQUITY LENS

Basic Framing

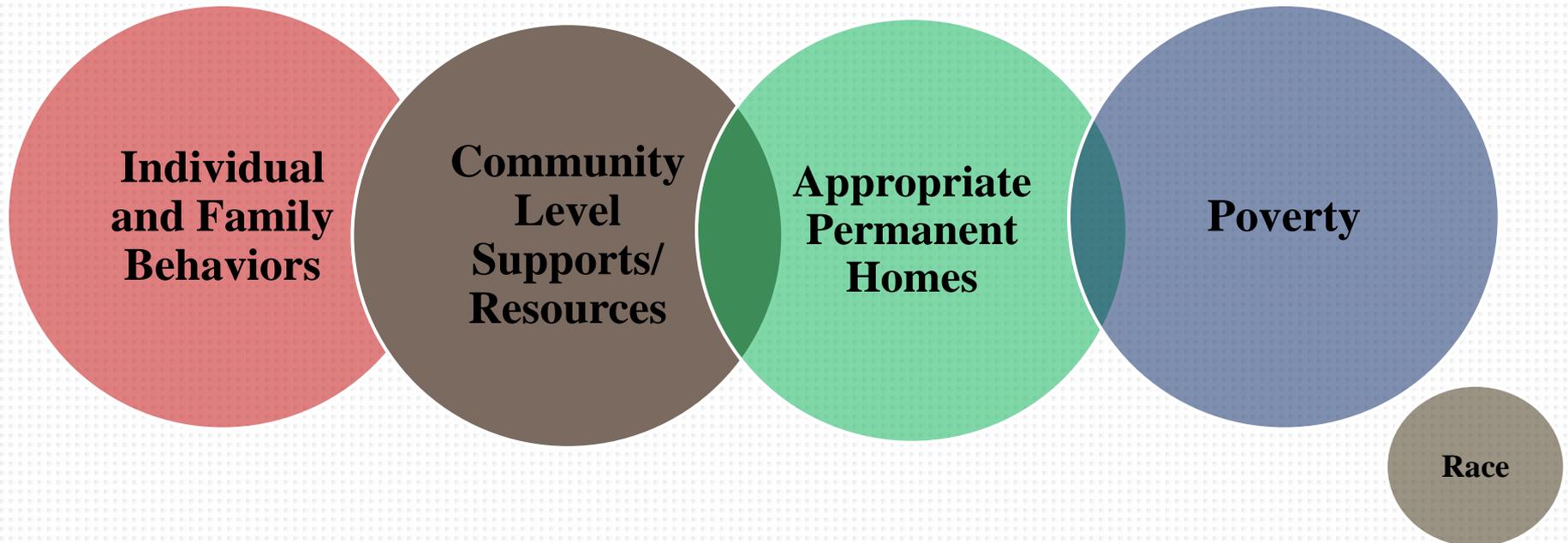
- 4. Conclusion** : Will the action decrease, have no impact or increase racial inequity/disparities?
- If it is likely to maintain or increase inequities, how can it be **revised** to have a more equitable impact in both the short-term and the long-term?
 - If it is likely to reduce disparities, will its design and implementation be carefully **documented** as a model for others?

Racial Equity Impact Analysis developed by Paula Dressel

KHATIB WAHEED, PRESENTER
PROMOTING RACIAL EQUITY IN TRAUMA-INFORMED CARE/SERVICES
PORTLAND, OREGON
12/19/11

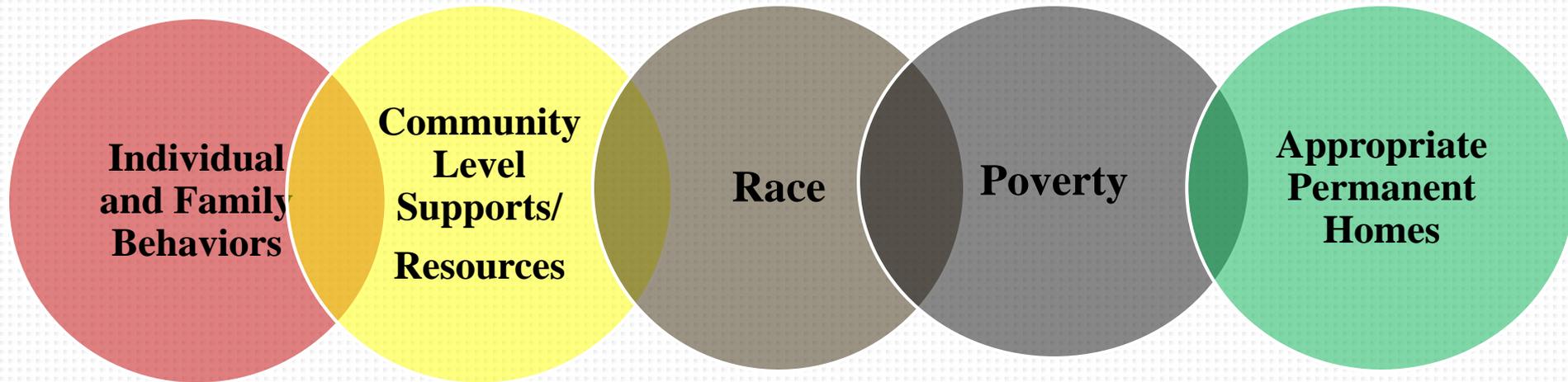
APPLYING AN EQUITY LENS

When structural racism and a racial equity lens *are not* a part of the analysis about reducing disproportionality and disparity, then the proportion of emphasis placed upon race looks something like this:



APPLYING AN EQUITY LENS

When structural racism and a racial equity lens are a part of the analysis about disproportionality and disparity, then the proportion of emphasis placed upon race should look more like this:



IDENTIFYING THE ISSUES AND FRAMEWORKS

**KHATIB WAHEED, PRESENTER
PROMOTING RACIAL EQUITY IN TRAUMA-INFORMED CARE/SERVICES
PORTLAND, OREGON
12/19/11**

WHAT ARE THE ISSUES?

Both disproportionality and disparities are important concerns to be addressed and safely reduced.

Definition

- **Disproportionality:** The over or under-representation of minority children under age 18 in foster care compared to their representation in the general population.

Definition

- **Disparity:** Disparate or inequitable treatment, services, and outcomes for minority children as compared to those provided and experienced by similarly-situated Caucasian children.

WHAT ARE THE ISSUES?

Indian Child Welfare Act of 1978

Issue:

High numbers of Native American children were being removed from their families and placed outside of their Native communities.

Adoption Assistance and Child Welfare Act of 1980

Issue:

Too many children were being removed from their homes unnecessarily, and once placed in foster care, the reunification and adoption efforts were often found to be inadequate.

WHAT HAVE BEEN THE DOMINANT FRAMES/APPROACHES?

Frame:

- Families and communities of color are pervaded by family dysfunction and cultural pathology

Approach:

- Children need to be rescued/removed
- Child centered focus

OR

Frame:

- Families and communities of color are disadvantaged by embedded structural inequities

Approach:

- Families need to be supported and preserved
- Child centered and family focused

BRIEF HISTORIC PERSPECTIVE

“Orphan Train Movement” led by Rev. Charles Loring Brace, New York Children’s Aid Society:

- 150,000 to 200,000 relocated between 1854-1930’s.



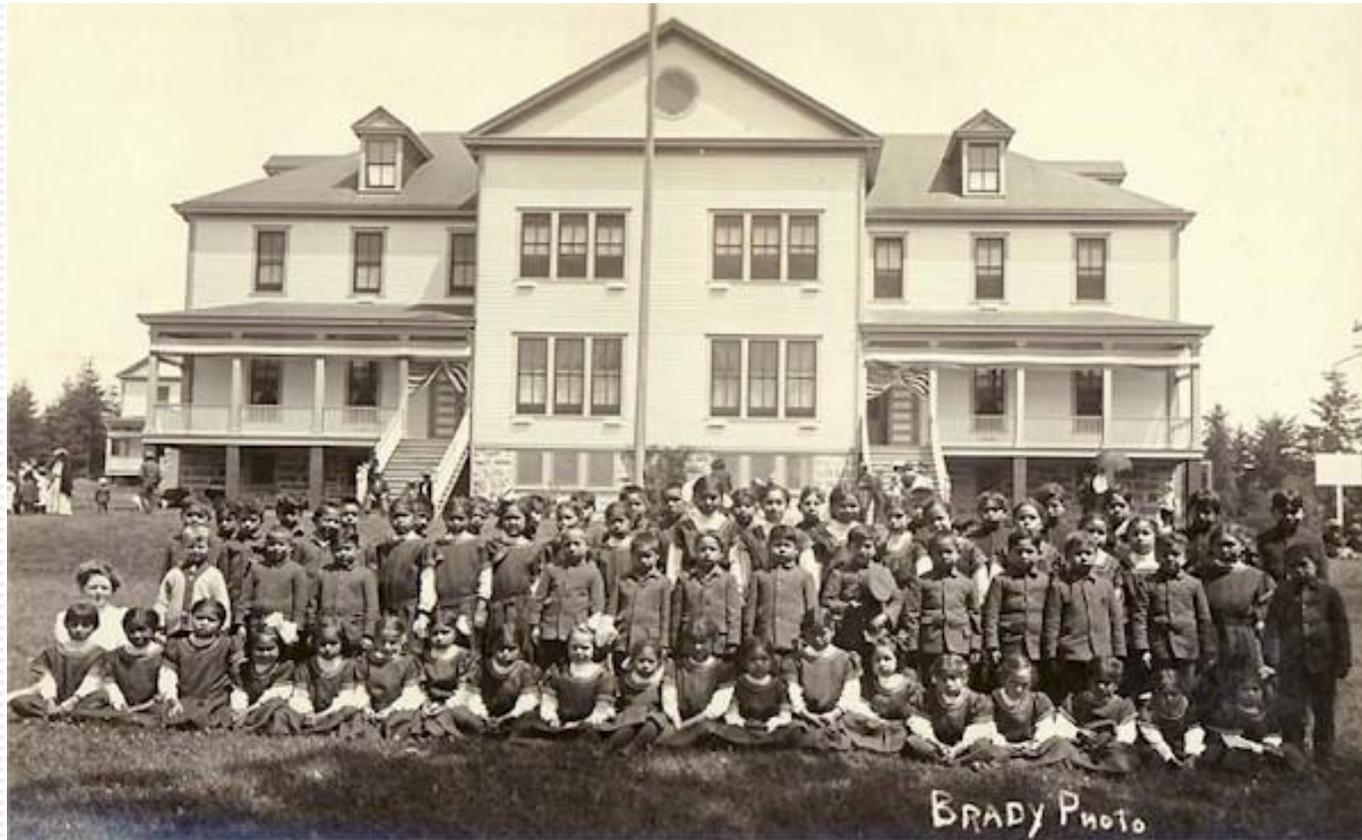
BRIEF HISTORIC PERSPECTIVE

Native American Boarding Schools like the Carlisle Indian Boarding School under General Richard Pratt:

- 10,606 Native children relocated between 1879-1918

**KHATIB WAHEED, PRESENTER
PROMOTING RACIAL EQUITY IN TRAUMA-INFORMED CARE/SERVICES
PORTLAND, OREGON
12/19/11**

BRIEF HISTORIC PERSPECTIVE



TULALIP INDIAN BOARDING SCHOOL

BRIEF HISTORIC PERSPECTIVE



**CARLISLE INDIAN BOARDING SCHOOL
1885**

BRIEF HISTORIC PERSPECTIVE

“ Black families were virtually excluded from openly segregated child welfare services until the end of World War II...According to the 1923 Census, 31 northern states reported that 1,070 child caring agencies provided services as follows:

- 35 served Blacks only; 264 accepted all races; 60 took non-white children except Blacks; and 711 reserved for White Children.

Dorothy Roberts, *Shattered Bonds: The Color of Child Welfare*

KHATIB WAHEED, PRESENTER
PROMOTING RACIAL EQUITY IN TRAUMA-INFORMED CARE/SERVICES
PORTLAND, OREGON
12/19/11



The Brooklyn Howard Colored Orphan Asylum.
 1550 DEAN ST. BROOKLYN, N.Y.



The Undeveloped

Where Does Your Money Go?

- To feed and clothe the Orphan*
- To educate and develop them*
- To instil Christian principles*
- To train their hands*
- To make them useful citizens*



The Developed

I promise to pay, God helping me, for the support of the Brooklyn Howard Colored Orphan Asylum, \$ per year.

Name

Address

.

I have promised to pay to the Brooklyn Howard Colored Orphan Asylum \$ per year to support the work.

Signature

Date

**COURAGEOUS
CONVERSATIONS :
PRACTICE TALKING ABOUT
RACE
USING AN EQUITY LENS**

**KHATIB WAHEED, PRESENTER
PROMOTING RACIAL EQUITY IN TRAUMA-INFORMED CARE/SERVICES
PORTLAND, OREGON
12/19/11**

COURAGEOUS CONVERSATIONS

Part I (Dyads): Starting the Courageous Conversation

1. What are some biases and cultural stereotypes that you have heard about children and families of color involved with child welfare?
2. What role does historic trauma, structural inequities and embedded disadvantage play regarding the perpetuation of these biases and stereotypes?
3. How might an increased use of Trauma-Informed Care/Services developed within a racially equitable and culturally competent framework help to improve practice and outcomes for these children and their families?

“Some men see things as they are and say, ‘Why?’ I dream of things that never were and ask, ‘Why not?’”

- **Bobby Kennedy**

**KHATIB WAHEED, PRESENTER
PROMOTING RACIAL EQUITY IN TRAUMA-INFORMED CARE/SERVICES
PORTLAND, OREGON
12/19/11**

FOR MORE INFORMATION PLEASE CONTACT:

Khatib Waheed, Trainer/Facilitator

314-721-0557 (office)

314-799-1336 (cell)

khatib.waheed@sbcglobal.net