

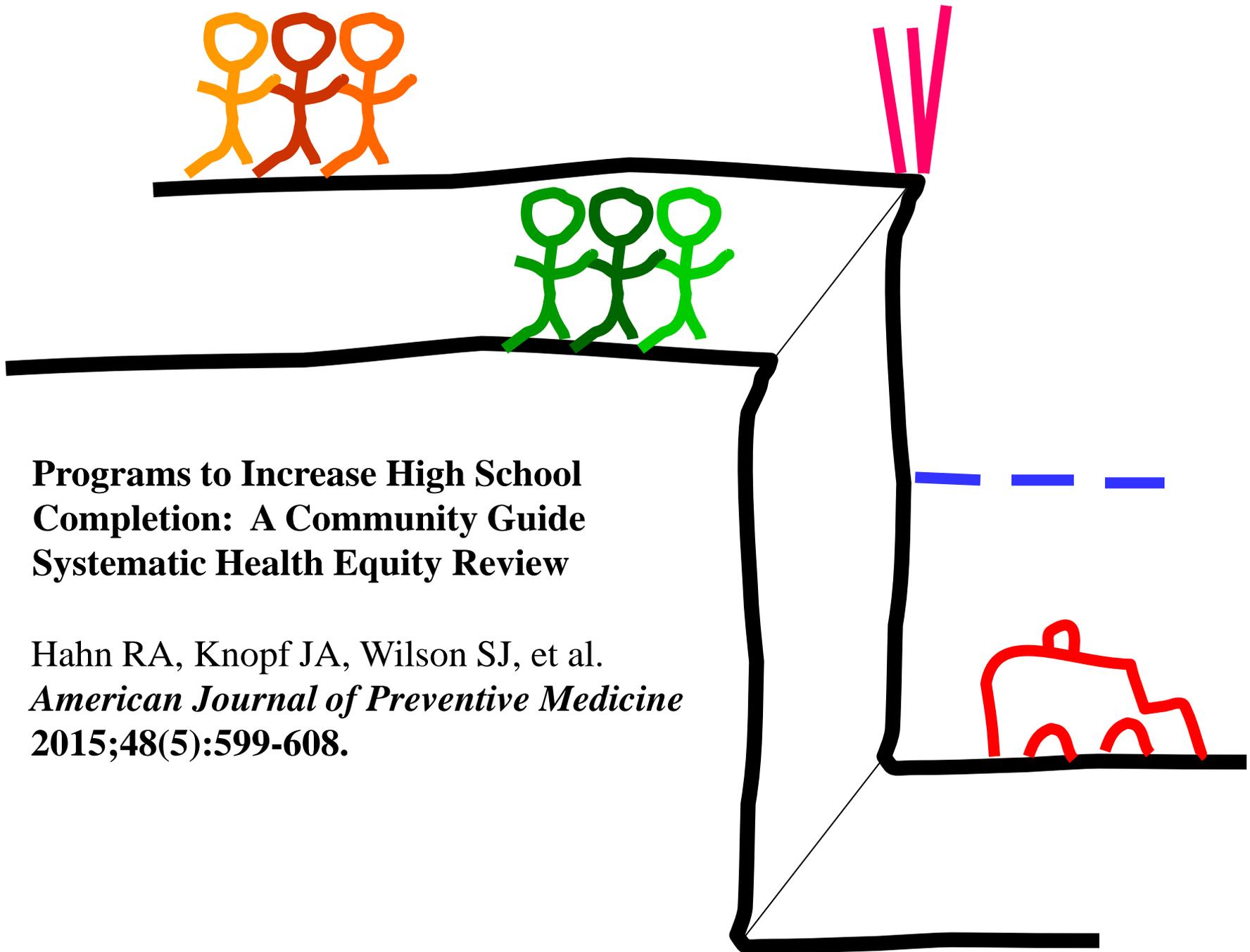
Racism

The silent partner in high school dropout
and health disparities

Camara Phyllis Jones, MD, MPH, PhD

“The Impact of Racism on the Health and Well-Being of the Nation”
APHA Racism and Health Webinar Series

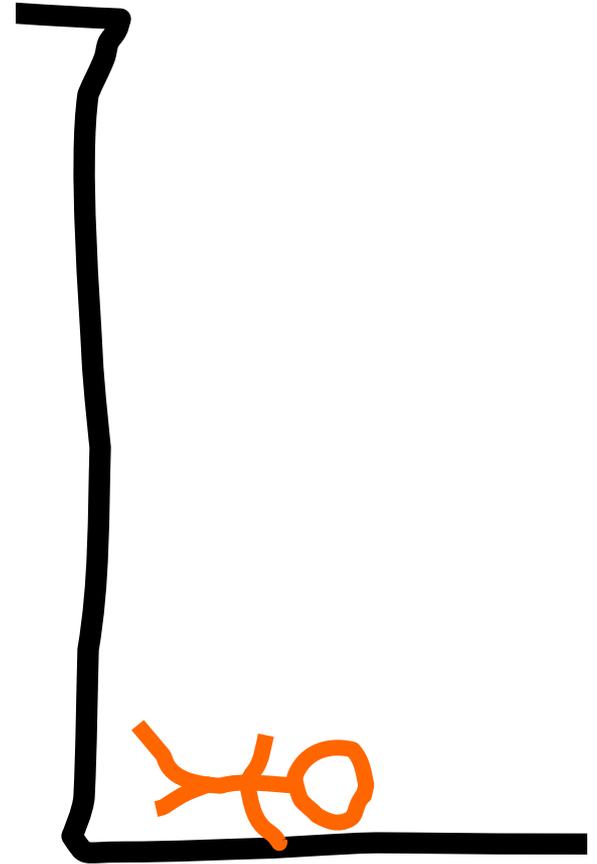
*American Public Health Association
from Atlanta, Georgia
September 1, 2015*



**Programs to Increase High School
Completion: A Community Guide
Systematic Health Equity Review**

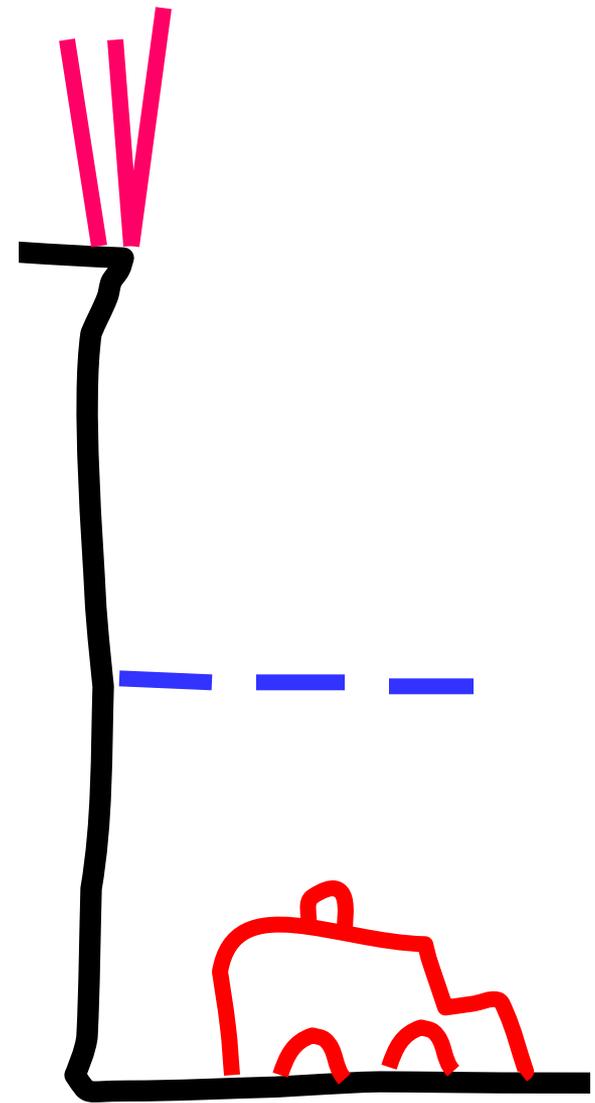
Hahn RA, Knopf JA, Wilson SJ, et al.
American Journal of Preventive Medicine
2015;48(5):599-608.

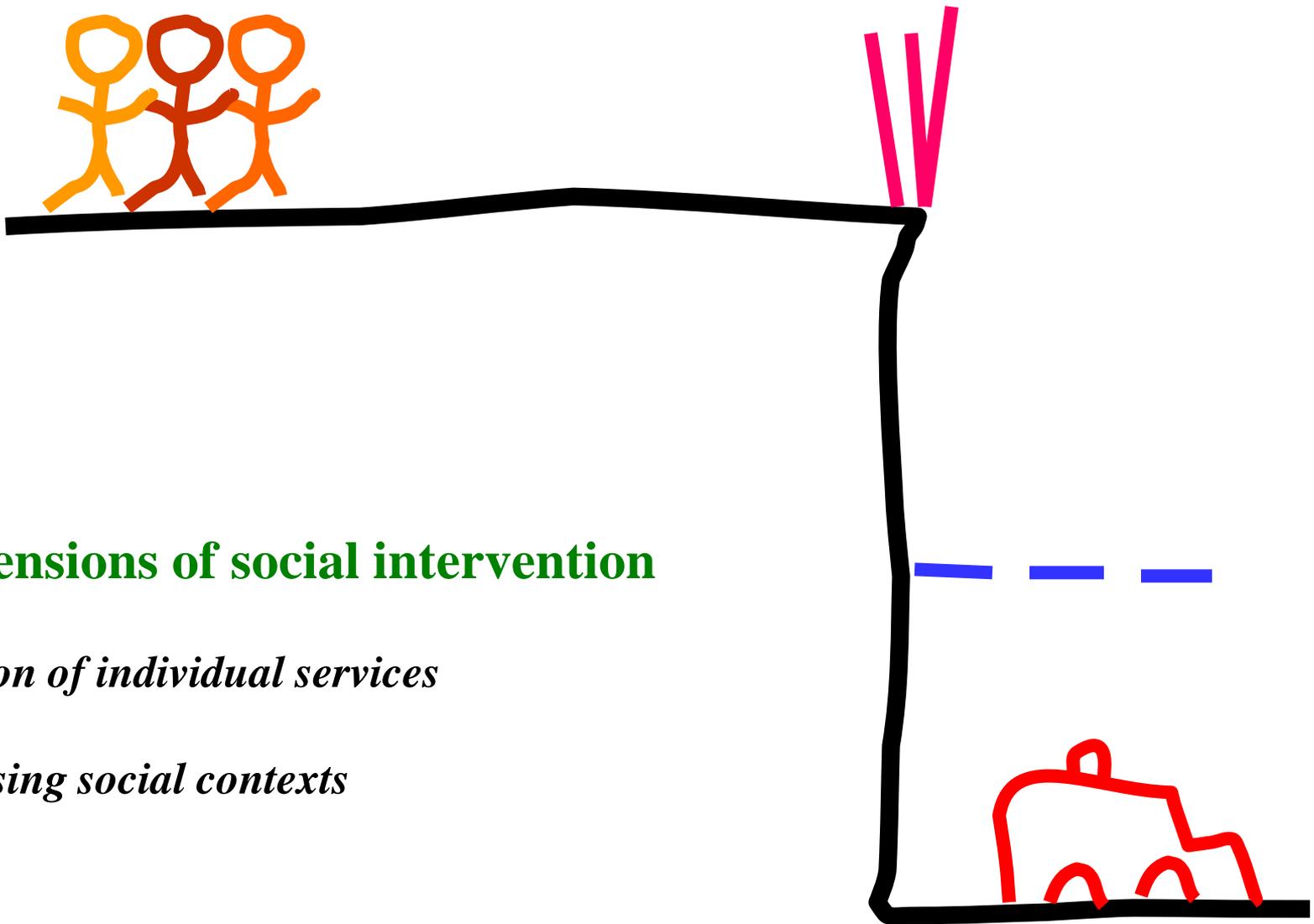
3 dimensions of social intervention



3 dimensions of social intervention

Provision of individual services

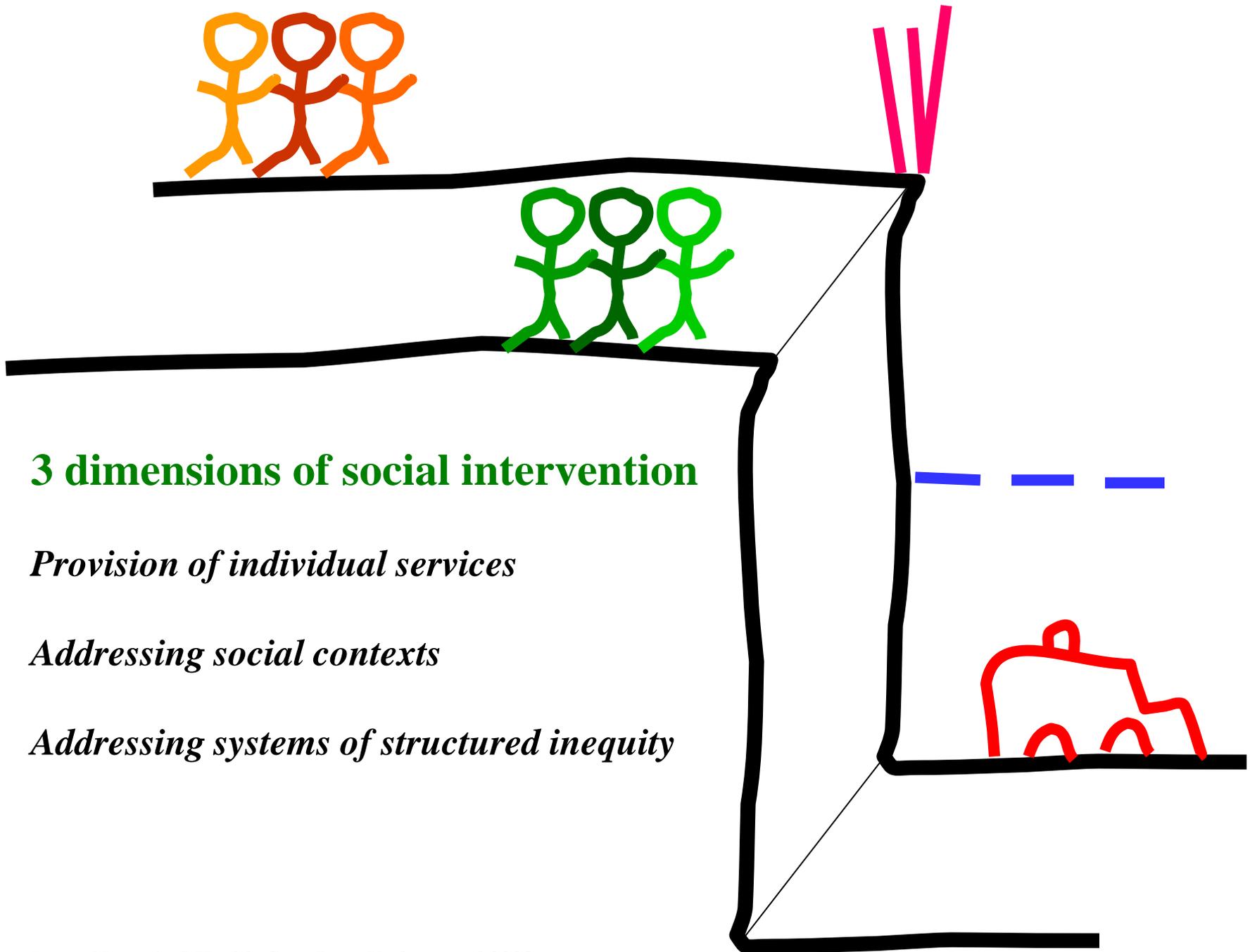


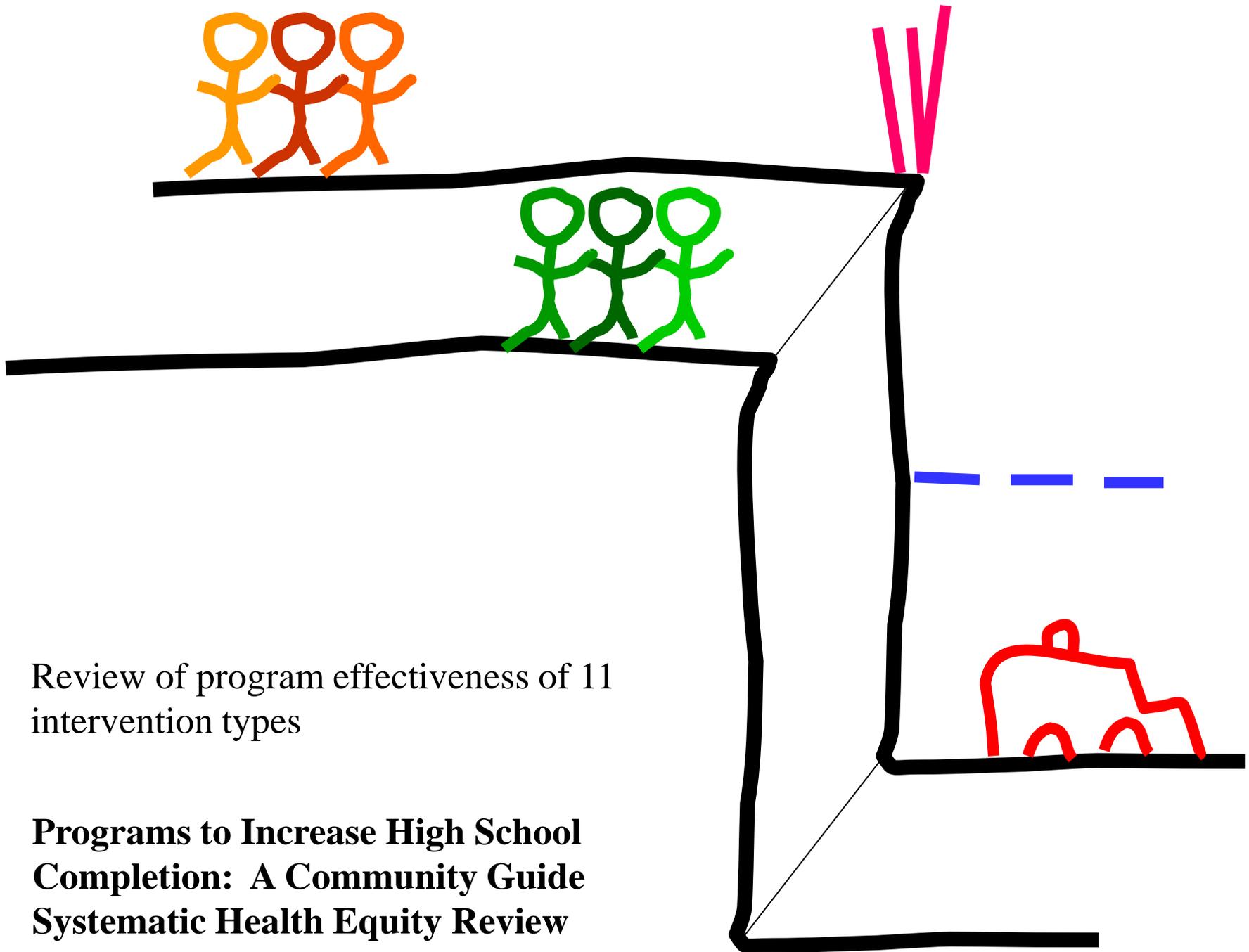


3 dimensions of social intervention

Provision of individual services

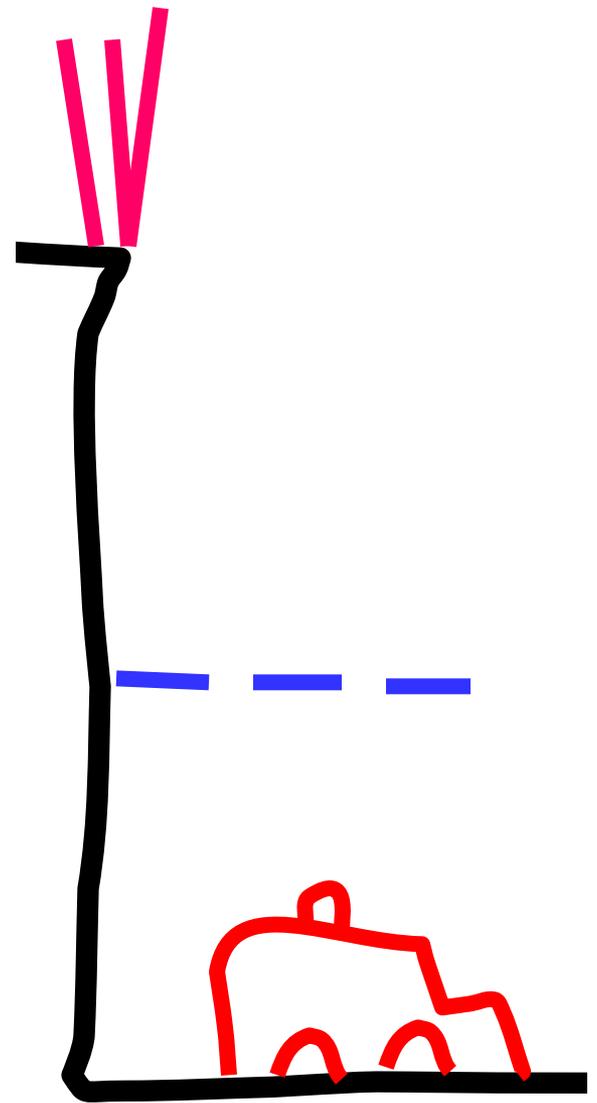
Addressing social contexts



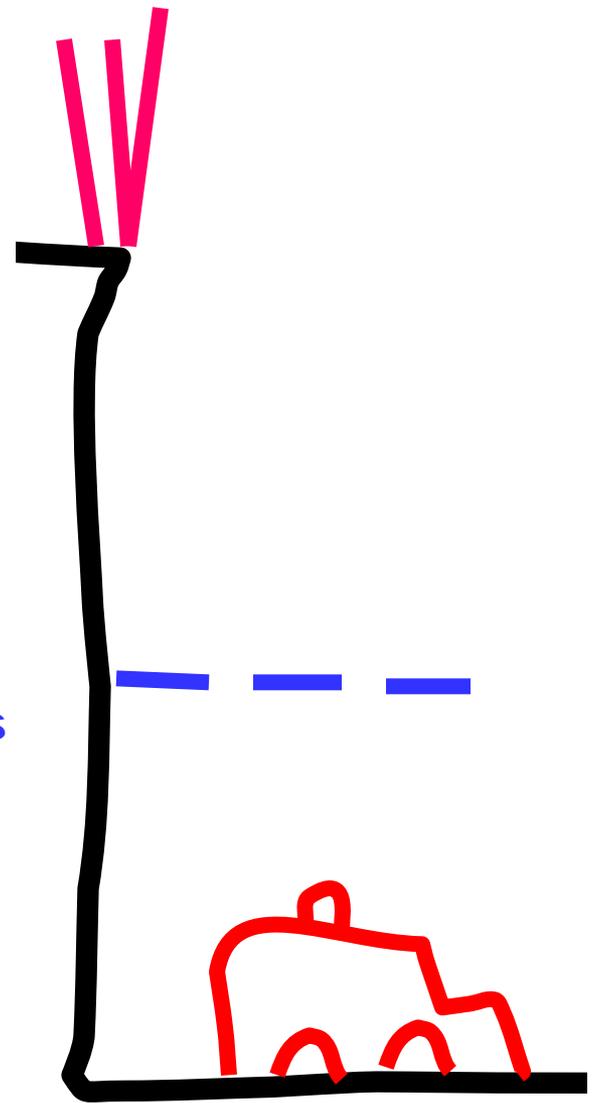


Case management
Alternative schooling

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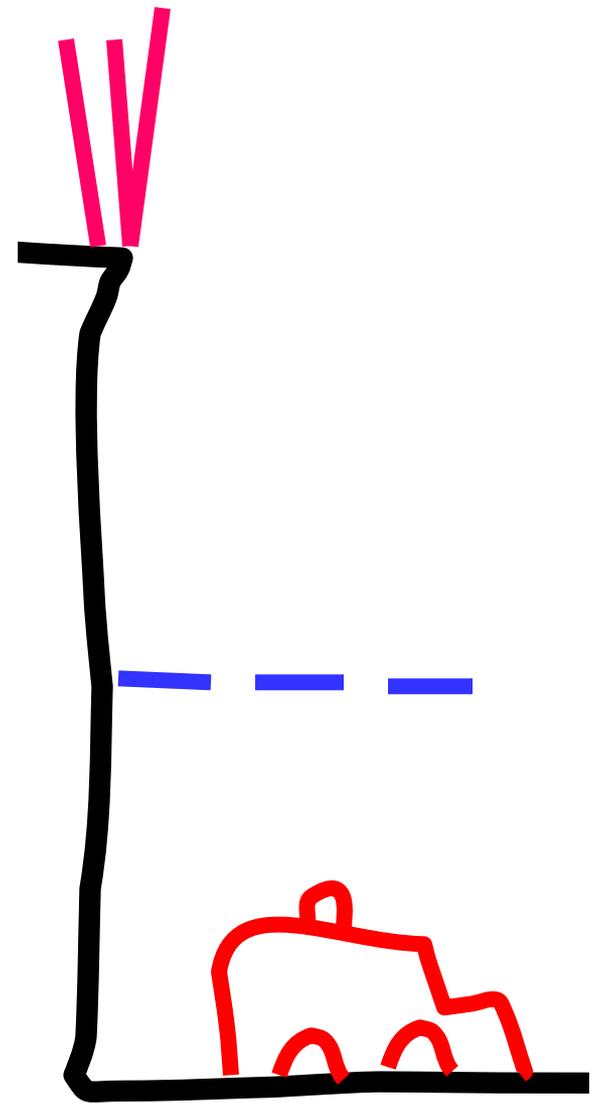


Vocational training
Socio-emotional skills training
Supplemental academic services
Attendance monitoring

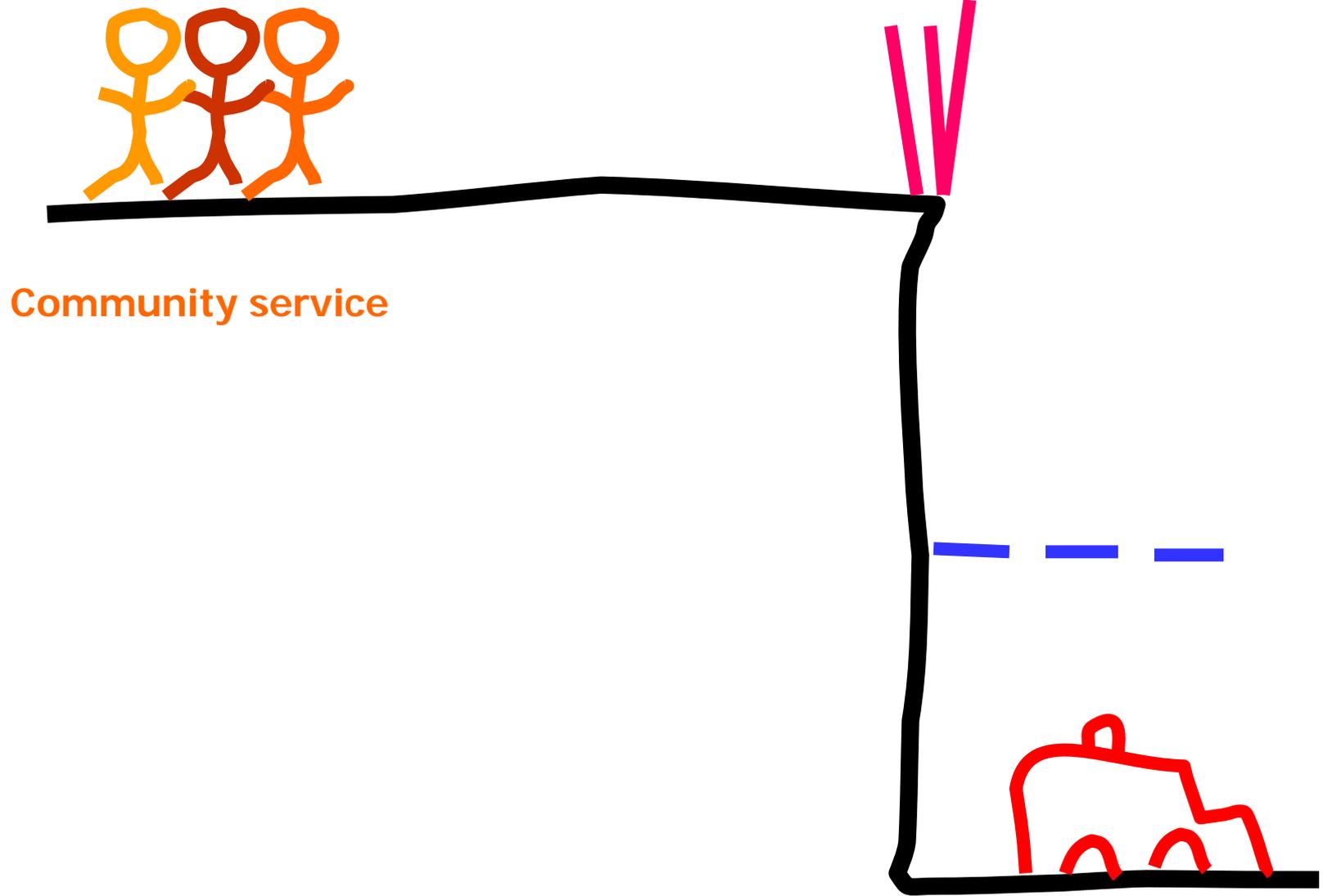


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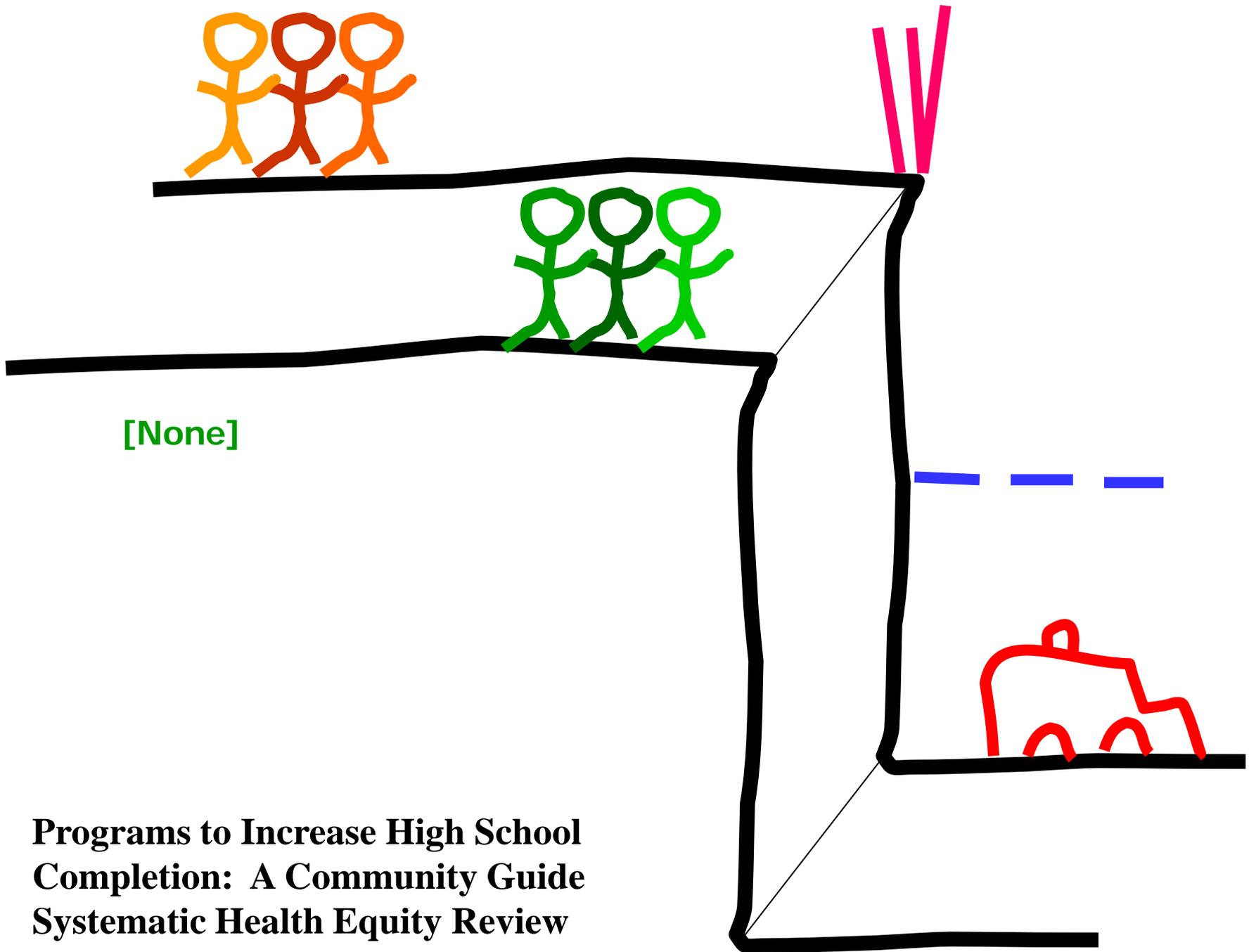
College oriented programming
Mentoring and counseling
School and class restructuring
Multiservice packages



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ICERD

- ❑ *International Convention on the Elimination of all forms of Racial Discrimination*

International anti-racism treaty adopted by the UN General Assembly in 1965

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx>

- ❑ **US signed in 1966**
- ❑ **US ratified in 1994**

Current status

- ❑ **3rd US report submitted to the UN Committee on the Elimination of Racial Discrimination (CERD) in 2013**
http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CERD%2fC%2fUSA%2f7-9&Lang=en
- ❑ **82 parallel reports submitted by civil society organizations**
- ❑ **CERD considered at its 85th session (13-14 Aug 2014)**

CERD *Concluding Observations*

- ❑ **14-page document (25 Sep 2014) available online**
http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CERD%2fC%2fUSA%2fCO%2f7-9&Lang=en

- ❑ **Concerns and recommendations**
 - Racial profiling (paras 8 and 18)
 - Residential segregation (para 13)
 - Achievement gap in education (para 14)
 - Differential access to health care (para 15)
 - Disproportionate incarceration (para 20)

Paragraph 13

Discrimination and segregation in housing

- While acknowledging the positive steps taken by the State party to address discrimination in access to housing and to reverse historical patterns of segregation, the Committee remains concerned at:**

Committee on the Elimination of Racial Discrimination. Concluding observations on the combined seventh to ninth reports of the United States of America. CERD/C/USA/CO/7-9 (25 September 2014).

Paragraph 13

Discrimination and segregation in housing

- While acknowledging the positive steps taken by the State party to address discrimination in access to housing and to reverse historical patterns of segregation, the Committee remains concerned at:**
 - (b) The high degree of racial segregation and concentrated poverty in neighbourhoods characterized by sub-standard conditions and services, ...**

Committee on the Elimination of Racial Discrimination. Concluding observations on the combined seventh to ninth reports of the United States of America. CERD/C/USA/CO/7-9 (25 September 2014).

Paragraph 13

Discrimination and segregation in housing

- **While acknowledging the positive steps taken by the State party to address discrimination in access to housing and to reverse historical patterns of segregation, the Committee remains concerned at:**

(b) ...including poor housing conditions, limited employment opportunities, inadequate access to health-care facilities, underresourced schools and high exposure to crime and violence

Paragraph 14 Education

- **While welcoming measures taken by the State party to address *de facto* racial segregation in education, such as the formation of the Equity and Excellence Commission in 2011, the Committee remains concerned ...**

Committee on the Elimination of Racial Discrimination. Concluding observations on the combined seventh to ninth reports of the United States of America. CERD/C/USA/CO/7-9 (25 September 2014).

Paragraph 14 Education

- ❑ **... that students from racial and ethnic minorities disproportionately continue to attend segregated schools with segregated or unequal facilities and that even those who are enrolled in racially diverse schools are frequently assigned to “single-race” classes, ...**

Committee on the Elimination of Racial Discrimination. Concluding observations on the combined seventh to ninth reports of the United States of America. CERD/C/USA/CO/7-9 (25 September 2014).

Paragraph 14 Education

- ❑ **...denied equal access to advanced courses and disciplined unfairly and disproportionately due to their race, including referral to the criminal justice system**

Committee on the Elimination of Racial Discrimination. Concluding observations on the combined seventh to ninth reports of the United States of America. CERD/C/USA/CO/7-9 (25 September 2014).

Paragraph 14 Education

- ❑ ... It also expresses concern at racial disparities in academic achievement, which contribute to unequal access to employment opportunities

Committee on the Elimination of Racial Discrimination. Concluding observations on the combined seventh to ninth reports of the United States of America. CERD/C/USA/CO/7-9 (25 September 2014).

Paragraph 14 Education

- ❑ **The Committee recommends that the State party intensify its efforts to ensure equal access to education by, *inter alia*:**

Committee on the Elimination of Racial Discrimination. Concluding observations on the combined seventh to ninth reports of the United States of America. CERD/C/USA/CO/7-9 (25 September 2014).

Paragraph 14 Education

- **The Committee recommends that the State party intensify its efforts to ensure equal access to education by, *inter alia*:**
 - (a) Developing and adopting a comprehensive plan to address racial segregation in schools and neighbourhoods, with concrete goals, timelines and impact assessment mechanisms**

Paragraph 14 Education

- **The Committee recommends that the State party intensify its efforts to ensure equal access to education by, *inter alia*:**
 - (b) Increasing federal funding for programmes and policies that promote racially integrated learning environments for students**

Committee on the Elimination of Racial Discrimination. Concluding observations on the combined seventh to ninth reports of the United States of America. CERD/C/USA/CO/7-9 (25 September 2014).

Paragraph 14 Education

- **The Committee recommends that the State party intensify its efforts to ensure equal access to education by, *inter alia*:**
 - (c) Effectively implementing the recommendations contained in the report of the Equity and Excellence Commission published in February 2013**

See <http://www2.ed.gov/about/bdscomm/list/eec/equity-excellence-commission-report.pdf>.

Committee on the Elimination of Racial Discrimination. Concluding observations on the combined seventh to ninth reports of the United States of America. CERD/C/USA/CO/7-9 (25 September 2014).

Paragraph 14 Education

- ❑ **The Committee recommends that the State party intensify its efforts to ensure equal access to education by, *inter alia*:**
 - (d) Re-authorizing the Elementary and Secondary Education Act with provisions that support and encourage solutions to address school segregation**

Paragraph 14 Education

- **The Committee recommends that the State party intensify its efforts to ensure equal access to education by, *inter alia*:**
 - (e) Continuing to work closely with state and local education authorities as well as civil society groups to strengthen measures to address the factors that contribute to the educational achievement gap**

Paragraph 25

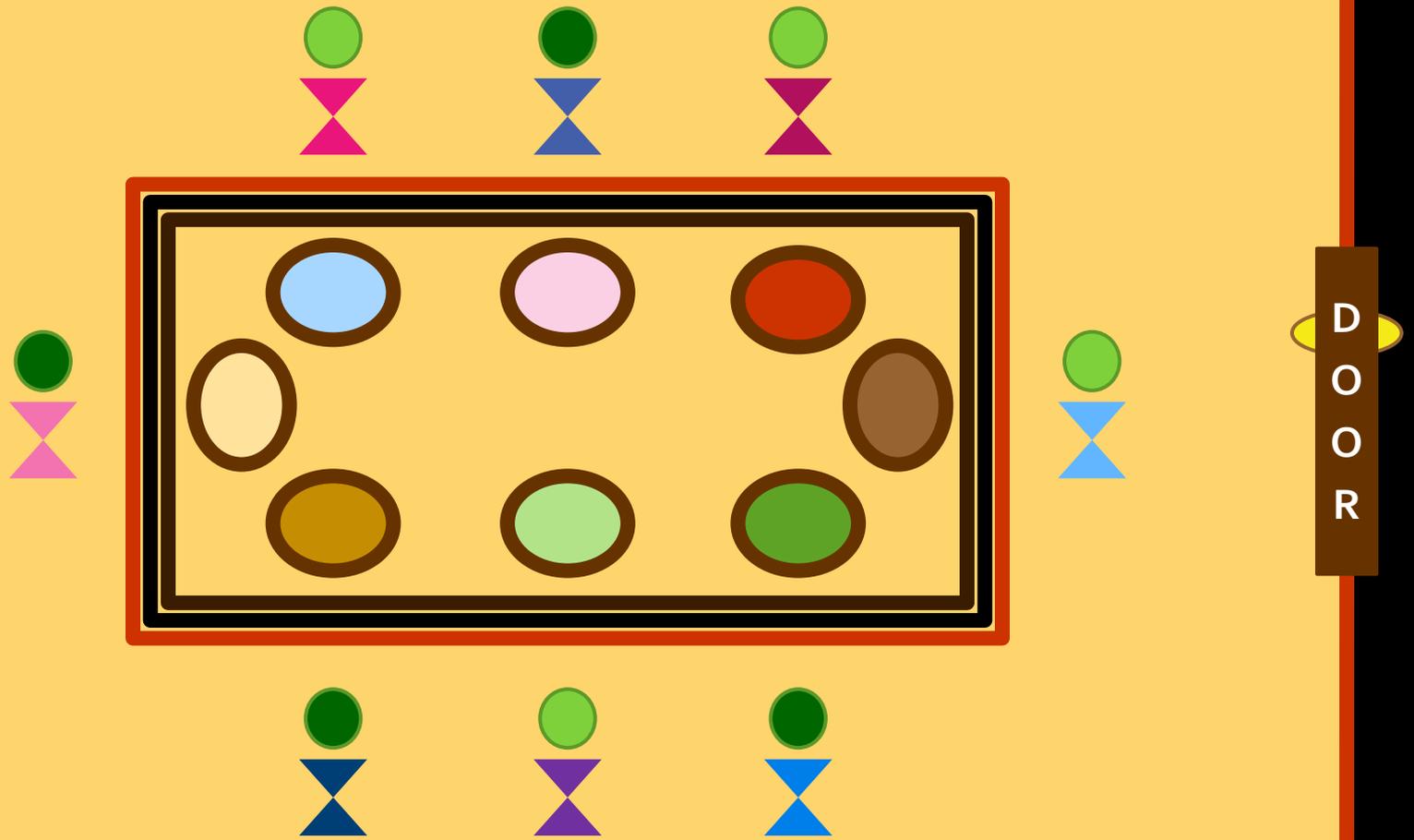
National action plan to combat racial discrimination

- ❑ **The Committee recommends that the State party adopt a national action plan to combat structural racial discrimination**

Committee on the Elimination of Racial Discrimination. Concluding observations on the combined seventh to ninth reports of the United States of America. CERD/C/USA/CO/7-9 (25 September 2014).

Dual Reality: A restaurant saga





I looked up and noticed a sign . . .

OPEN

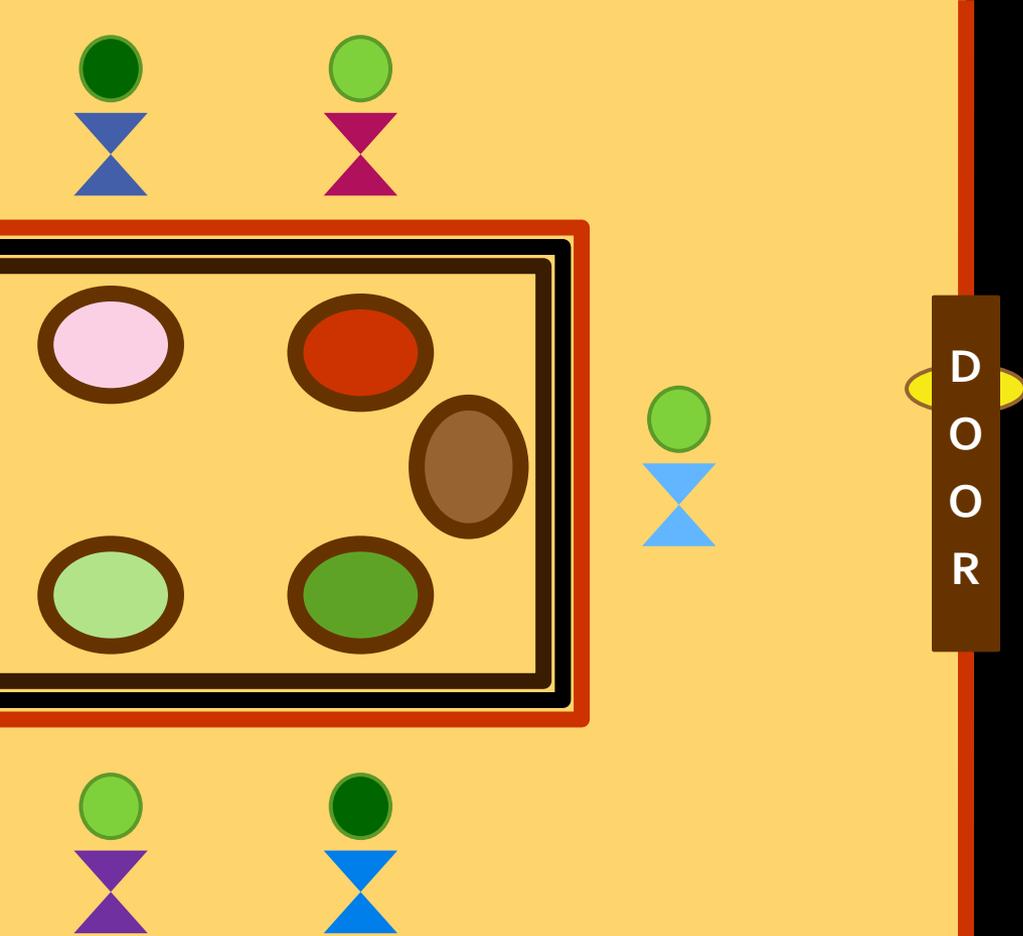




CLOSED

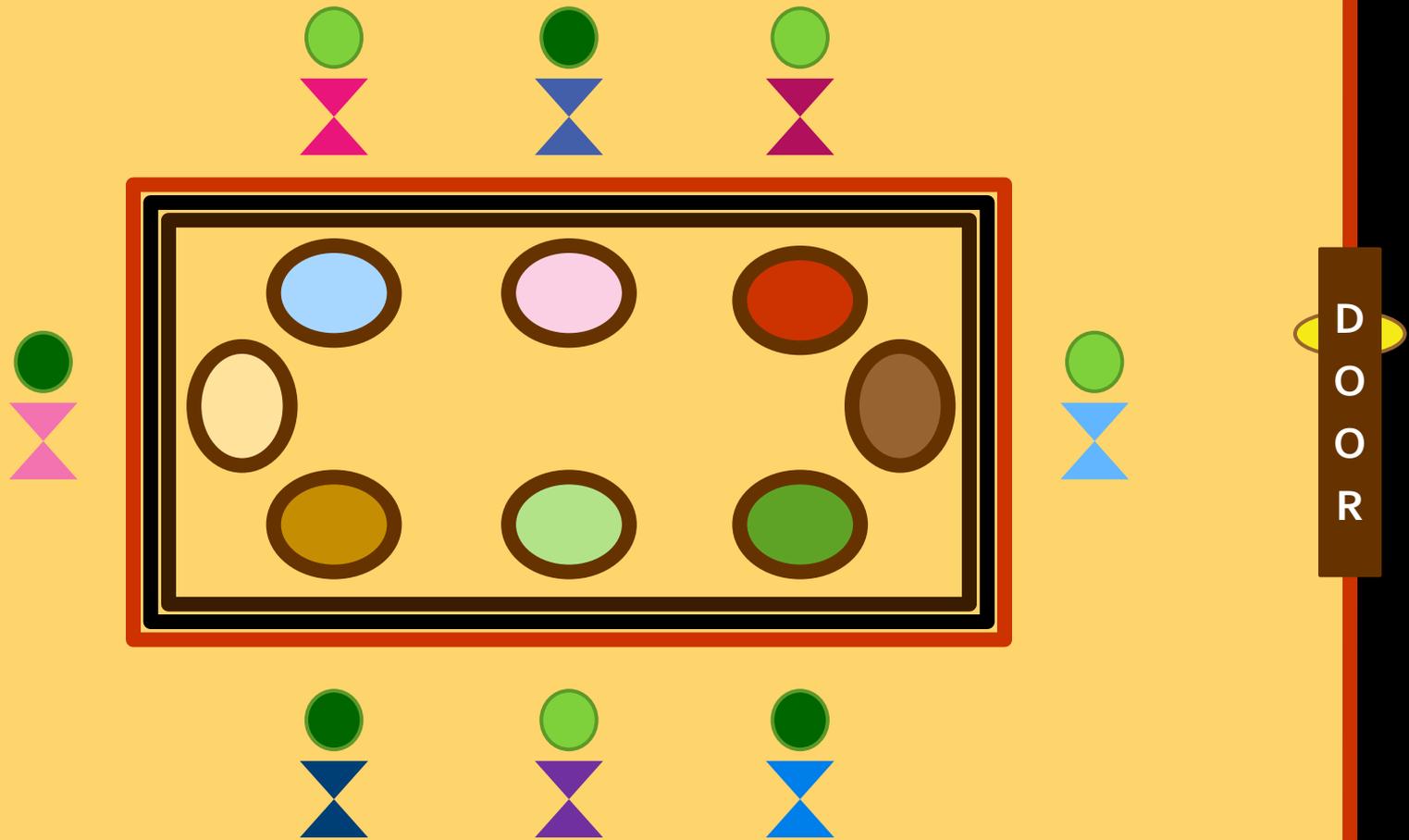


Racism structures “Open/Closed”
signs in our society.



Those on the outside
are very aware of the
two-sided nature
of the sign.

It is difficult
to recognize
systems of inequity
that privilege us.



Is there really a two-sided sign?

Hard to know, when only see "Open".
A privilege not to HAVE to know.
Once DO know, can choose to act.

What is racism?

A system

What is racism?

A system of structuring opportunity and assigning value

What is racism?

A system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call “race”)

What is racism?

A system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call “race”), that

- Unfairly disadvantages some individuals and communities

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A system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call “race”), that

- Unfairly disadvantages some individuals and communities
- Unfairly advantages other individuals and communities

What is racism?

A system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call “race”), that

- Unfairly disadvantages some individuals and communities
- Unfairly advantages other individuals and communities
- Saps the strength of the whole society through the waste of human resources