How Decolonizing Data and Language can Lead to Equitable and Inclusive System Solutions

Tuesday, July 28, 2020
We Are On Indigenous Land.
Thank you to our generous 20 in 20 sponsors. We truly appreciate your support!
How to Make the Most of This Webinar

• Choose Your View.

• Nonverbal Feedback.

• Chat With Us.

• Participate in Polls.

Expanding reach. Enhancing impact. Advancing equity.
Presenters

Carmen Holley
Center for Childhood Resilience at Lurie Children's Hospital

Penny Smith
Erikson Institute

Cristina Pacione-Zayas
Erikson Institute

Expanding reach. Enhancing impact. Advancing equity.
Who is here today?

• Take our poll.
What is your label?

• Reflect on your reactions.

• What do the labels provoke in your thinking?

• Type comments in the chat box.
black parent problem
Guiding Questions

• What is the difference between structural-level data and individual-level data?

• What is the connection between structural data and racial equity?

• What is the impact of language and structural data on generating systemic solutions?
Differentiate between structural and individual data indicators.
Structural Barrier Example

States with Medicaid-covered social-emotional screening
Using Data for Racial Equity and System Solutions

<table>
<thead>
<tr>
<th>Race</th>
<th>Police Incidents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>15</td>
<td>0.18%</td>
</tr>
<tr>
<td>Asian</td>
<td>88</td>
<td>1.06%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>5482</td>
<td>66.13%</td>
</tr>
<tr>
<td>Hawaiian or Pacific Islander</td>
<td>3</td>
<td>0.04%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2277</td>
<td>27.47%</td>
</tr>
<tr>
<td>Multi</td>
<td>85</td>
<td>1.03%</td>
</tr>
<tr>
<td>N/A</td>
<td>3</td>
<td>0.04%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>337</td>
<td>4.07%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>8290</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Using Data for Racial Equity and System Solutions

<table>
<thead>
<tr>
<th>Race</th>
<th>Police Incidents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>15</td>
<td>0.18%</td>
</tr>
<tr>
<td>Asian</td>
<td>88</td>
<td>1.06%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>5482</td>
<td>66.13%</td>
</tr>
<tr>
<td>Hawaiian or Pacific Islander</td>
<td>3</td>
<td>0.04%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2277</td>
<td>27.47%</td>
</tr>
<tr>
<td>Multi</td>
<td>85</td>
<td>1.03%</td>
</tr>
<tr>
<td>N/A</td>
<td>3</td>
<td>0.04%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>337</td>
<td>4.07%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>8290</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Using Data for Racial Equity and System Solutions

<table>
<thead>
<tr>
<th>Race</th>
<th>Police Incidents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>15</td>
<td>0.18%</td>
</tr>
<tr>
<td>Asian</td>
<td>88</td>
<td>1.06%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>5482</td>
<td>66.13%</td>
</tr>
<tr>
<td>Hawaiian or Pacific Islander</td>
<td>5</td>
<td>0.04%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2277</td>
<td>27.47%</td>
</tr>
<tr>
<td>Multi</td>
<td>85</td>
<td>1.03%</td>
</tr>
<tr>
<td>N/A</td>
<td>3</td>
<td>0.04%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>337</td>
<td>4.07%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>8290</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Using Data for Racial Equity and System Solutions

CHICAGO PUBLIC SCHOOLS FY20 BUDGET:

SCHOOL COUNSELING AND POSTSECONDARY ADVISING: $8,673,444
SCHOOL RESOURCE OFFICERS: $33,000,000

#CopsOutCPS
copsoutcps.com
Critique sample data for language and structural analysis
Using Data for Racial Equity and Systemic Solutions

• Review the data presented in infographic.

• Using the chat function, respond to the following questions:

  - What type of data points prevail in handout?

  - What conclusions do the data points lead the reader to support?

  - In what ways can you suggest strengthening the use of data in each handout to generate a system solution?
Educate vs. Incarcerate

Education Funding

- $1 Billion per school district
- $11,110 per student
- $8,985 per student

Corrections Funding

- $31,900 per prisoner
- $871 Million annually

Philadelphia Poverty and Education

- 82% of students in Philadelphia live in poverty
- 49% of the students are from the suburbs

US Education and Incarceration

- 1/100 high school dropouts end up in prison
- 1/35 non-violent offenses end up in prison

US Incarceration Demographics

- Nonviolent offenses: 1/10
- Drug offenses: 1/35
- Violence offenses: 1/100

US Incarceration and Mental Illness

- 1.25 million people with mental illness end up in prison

Source: https://visual.ly/community/infographic/education/education-vs-incarceration
Build awareness of the influence of language in solution development.
What is the problem with labels?
What is the problem with labels?

- At promise.
- At risk.
- Disadvantaged.
- Disenfranchised.
- In need.
- Low income.
- Meeting their “needs.”
- Minority.
- Needy.
- Opportunity youth/zones/communities.

- Overburdened.
- Problem children.
- Promise zones.
- Those (fill in the blank).
- Underprivileged.
- Underserved.
- Urban.
- Victimized.
- Vulnerable.
- West-
- Others?

Expanding reach. Enhancing impact. Advancing equity.
Reflection Prompts

Squared Away

Swirling

Take away, barrier, strategy
# Cheat Sheet

**Objective:** Decolonizing language to focus on better systemic solutions

<table>
<thead>
<tr>
<th>Instead of...</th>
<th>Where does your language place the onus? OR Does it dehumanize?</th>
<th>How about...</th>
<th>Where does your language place the onus? OR Does it dehumanize?</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;low-income families/children/communities&quot;</td>
<td>Individual</td>
<td>&quot;Families/Children/Communities with limited to no access to economic/material resources...&quot;</td>
<td>System</td>
</tr>
<tr>
<td>&quot;80% of X children failed the standardized assessment...&quot;</td>
<td>Individual</td>
<td>&quot;The school system failed to prepare 80% of children who took the standardized assessment...&quot;</td>
<td>System</td>
</tr>
<tr>
<td>&quot;at-risk children&quot;</td>
<td>Individual</td>
<td>&quot;Children who were at risk of not receiving...&quot;</td>
<td>System</td>
</tr>
<tr>
<td>&quot;minorities&quot;</td>
<td>Dehumanizes</td>
<td>&quot;People of Color&quot;, &quot;Black&quot;, &quot;Latin X&quot;, &quot;Indigenous&quot;, &quot;Black American Descendants of Slavery&quot;, &quot;Black Immigrants&quot;</td>
<td>Does not dehumanize</td>
</tr>
<tr>
<td>Presenting data that captures low test scores without a structural analysis</td>
<td>Individual</td>
<td>Presenting data that captures student/teacher ratios or impact of uneven distribution of resources...</td>
<td>System</td>
</tr>
<tr>
<td>Homeless person</td>
<td>Individual</td>
<td>Individuals who are experiencing homelessness or housing instability</td>
<td>System</td>
</tr>
<tr>
<td>Disabled/handicapped/crippled</td>
<td>Individual</td>
<td>Person who is differently abled</td>
<td>Does not dehumanize</td>
</tr>
<tr>
<td>Autistic</td>
<td>Individual</td>
<td>Person on the autism spectrum or neural diverse</td>
<td>Does not dehumanize</td>
</tr>
<tr>
<td>Troubled youth</td>
<td>Individual</td>
<td>Youth affected by...; or Youth experiencing</td>
<td>System</td>
</tr>
<tr>
<td>Poor</td>
<td>Individual</td>
<td>Children/families with limited access to economic resources</td>
<td>System</td>
</tr>
<tr>
<td>GUESSING</td>
<td>Individual; Dehumanizes</td>
<td>DO YOUR HOMEWORK: Most groups of individuals provide online resources for avoiding deficit or paternalistic language.</td>
<td>System; Does not dehumanize</td>
</tr>
</tbody>
</table>

---

**Erikson Institute**

**Early Childhood Leadership Academy**
Bingo Cards

• For Early Childhood Labeling: https://myfreebingocards.com/bingo-card-generator/30-free-cards/q34wnc

• For General Labeling: https://mfbc.us/m/ct2yhk

Expanding reach. Enhancing impact. Advancing equity.
Policy and Leadership App

Download: You can find the Erikson Institute-Policy app in Google Play Store, or the Apple App Store.

Contact Us: Have questions? Please feel free to reach out to us.

Penny Smith (psmith@erikson.edu)
Cristina Pacione-Zayas (pacionezayas@erikson.edu)
Evaluation

Please respond to the two questions that pop up on your screen.

Also, please tell us in the chat box what was useful, significant, or new and how we can improve the webinar.