

Building an Inclusive Economy
Social Policy Institute
Washington University
St. Louis, MO

CLOSING
THE GAP
SOLUTIONS FOR AN
INCLUSIVE ECONOMY

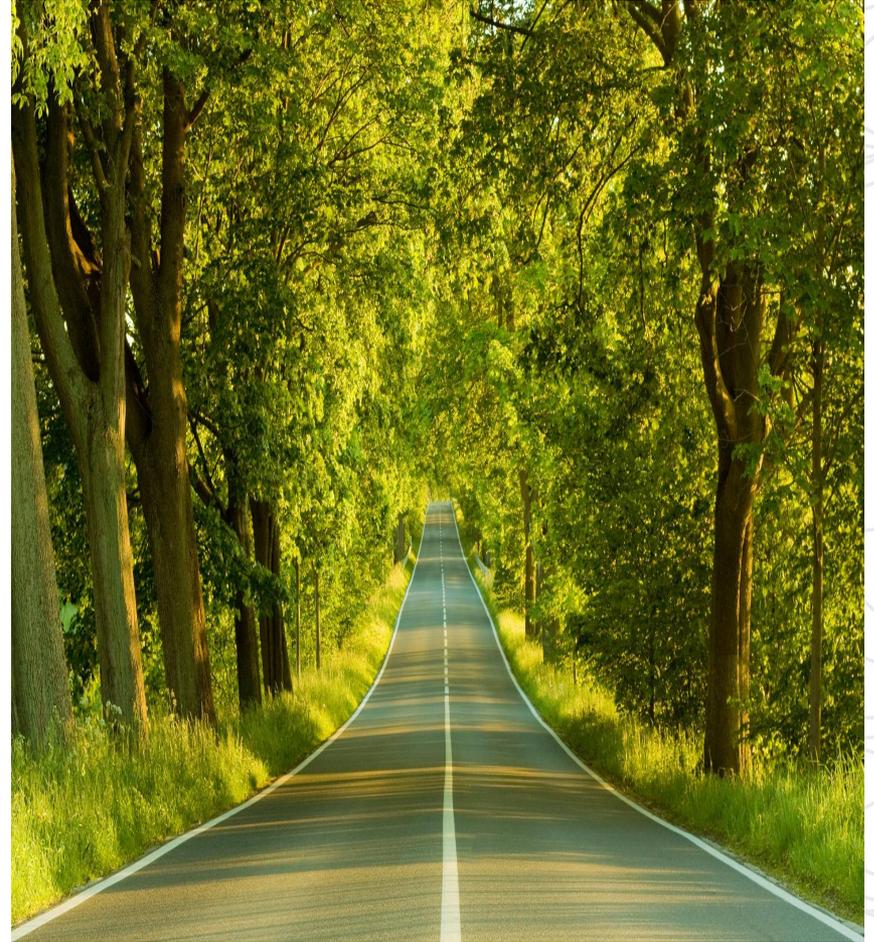
Wednesday, October 7, 2020
Presenter: Tony Neal



Educational **Equity** Consultants
Where Change Starts With One And Ends With All

7 Minute Road Map

- Examine the Groundwater Approach to understanding systems
- What are the stats?
- How do we imagine a new narrative?
- What does leadership for change look like?





**This is the moment
To declare
What is obsolete.**

**What can be reformed
and what must be
Re-Imagined**

-Valarie Kaur



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Training & Leadership

- Education
- Health Care
- Criminal Justice System
- Housing
- Economy

“Transformational leaders don't start by denying the world around them. Instead, they describe a future they'd like to create instead.”

Seth Godin



From: <http://www.flickr.com/photos/bdesham/3259862682/>



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The Groundwater Approach

source: racialequityinstitute.com

If you have a lake in front of your house and one fish is floating belly-up dead, it makes sense to analyze the fish.

- **What is wrong with it?**

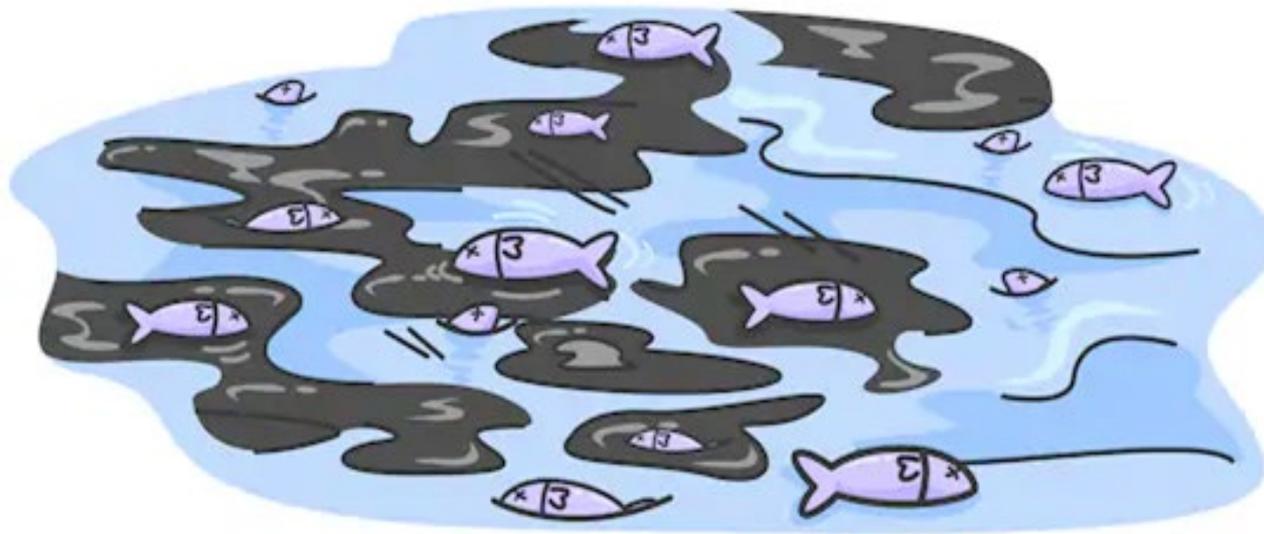


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The Groundwater Approach

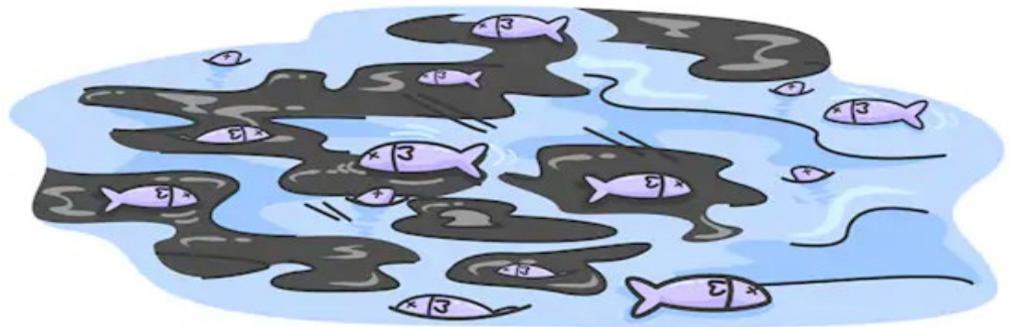
But if you come out to that same lake and half the fish are floating belly-up dead, what should you do?



The Groundwater Approach

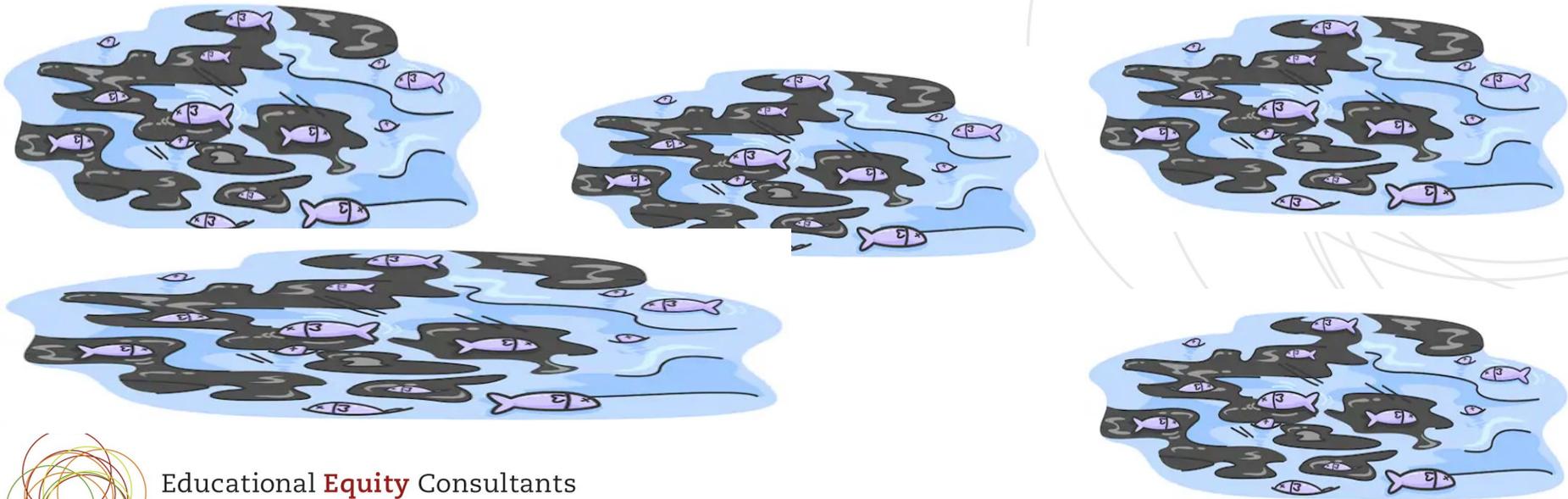
Imagine the lake is the **education system** and half the students are failing. This time we'd ask:

- *Might the system itself be causing such consistent, unacceptable outcomes for students?*
- *If so, how?*



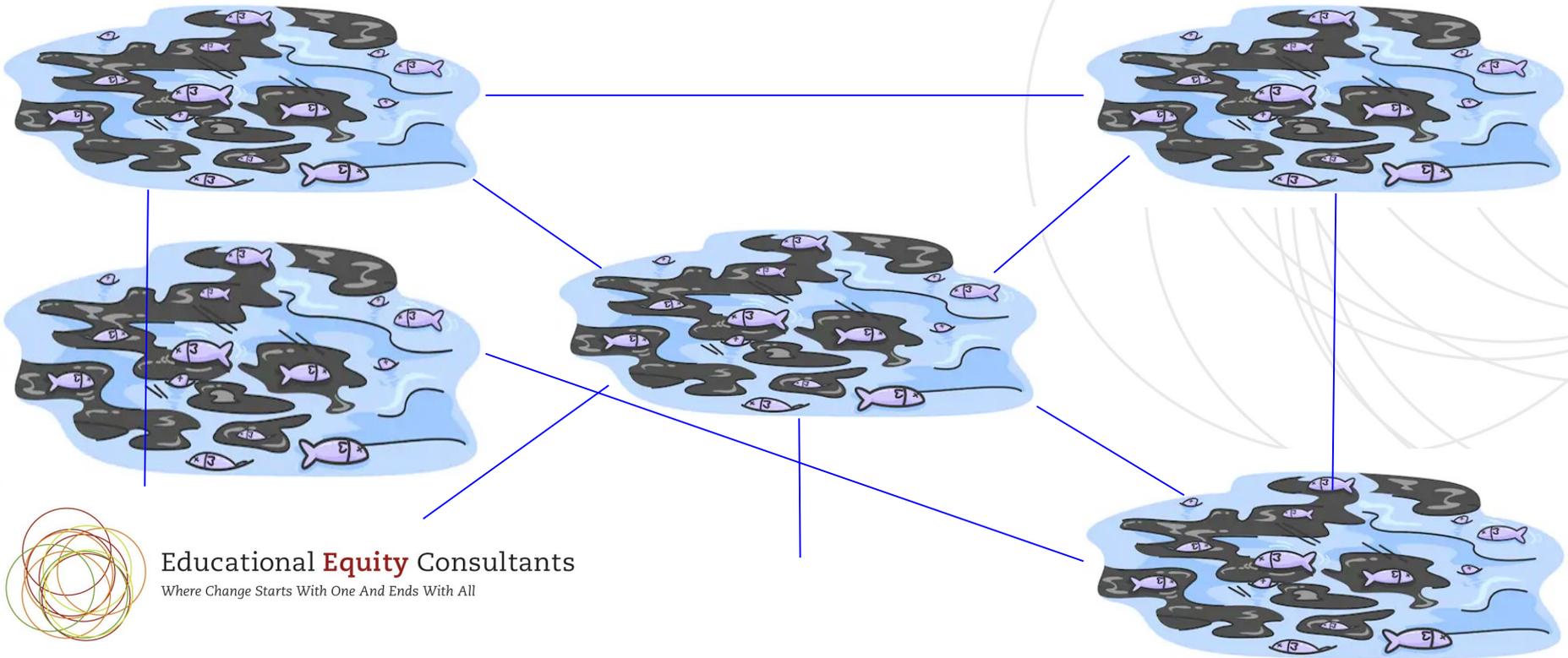
The Groundwater Approach

Now... picture five lakes around your house, and in each and every lake half the fish are floating belly-up dead! **What is it time to do?**
Now it's time to analyze the groundwater...



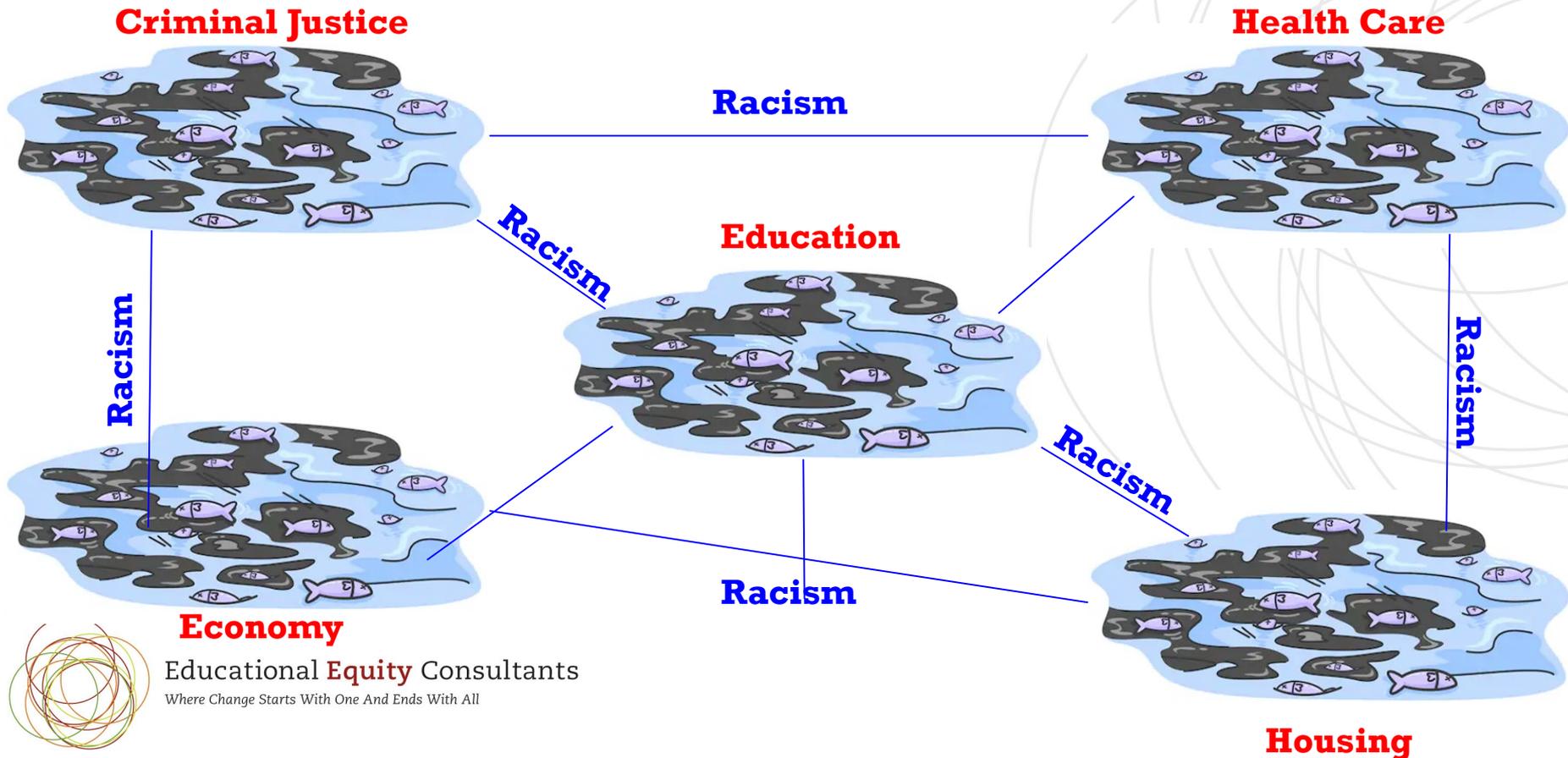
The Groundwater Approach

How did the water in all these lakes end up with the same contamination? On the surface the lakes don't appear to be connected, but it's possible — even likely — that they are. In fact, over 95% of the freshwater on the planet is not above ground where we can see it; it is below the surface in the groundwater.



The Groundwater Approach

Now we can look back to the **education system** example and see how, under the surface it is connected to similar disparities in other systems and see racism as a common factor in the “groundwater” of all of these systems.



Effects of Systemic Racism on Black Americans

- White families hold 90% of wealth, Blacks 2.6%

Source: The Federal Reserve

- White families earn \$100, Black families earn \$57.30

Source: Yale University

- Black unemployment rate is double that of Whites

Source: Pew Research Center

- Black college grads 2x as likely to be unemployed

Source: Center for Economic and Policy Research

- Job applicants with “White-sounding” names called back 50% more than individuals with “Black-sounding” names

Source: The National Bureau of Economics



Effects of Systemic Racism on Black Americans

- Black drivers are 30% more likely to be pulled over.

Source: Stanford University

- Blacks are infected with COVID-19, 3X more than Whites.

Source: University of Minnesota, Center for infectious Disease Research and Policy

- #1 predictor of graduation: if child is reading on grade level in 3rd grade. If not, 4x less likely to graduate. If from a low-income house hold, 6x less likely to graduate.

Source: The Anne E. Casey Foundation

- 31% of poor Black Children not reading proficiently in 3rd grade do not finish school compared to 26% of White children.

Source: The Anne E. Casey Foundation



Effects of Systemic Racism on Black Americans

- 18% preschoolers are Black; 50% of suspensions are Black
Source: NPR
- Black students 3x more likely to be suspended, even with similar infractions.
Source: U.S. Department of Education, Office for Civil Rights
- 13% of U.S. population is Black; 40% of prison population is Black
Source: Prison Policy Initiative
- Black home ownership: 42%, White home ownership: 72%
Source: Chicago Tribune



Forward Through Ferguson

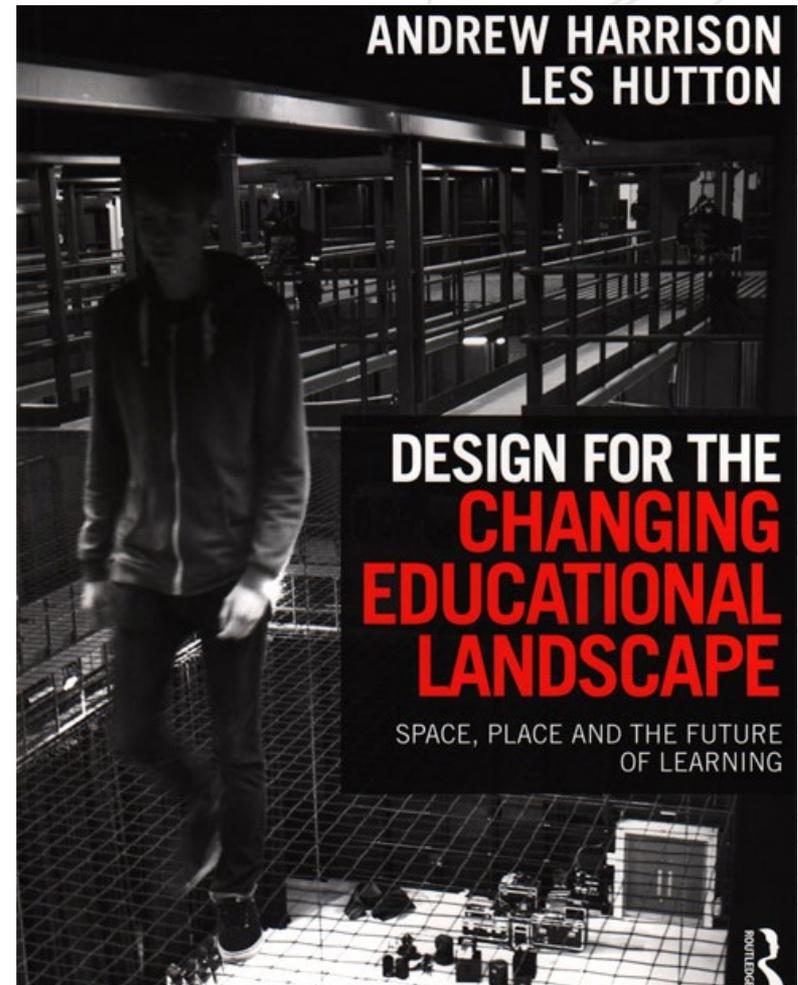
Source: stillunequal.org

Educational Landscape

- Segregation
- Property taxes
- Funding
- Educational Environment



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Forward Through Ferguson

Source: stillunequal.org

Majority White District

- \$181,899 Median assessed value of property
- \$79,729 Median income
- \$4.27 Tax Levy ceiling for \$100 of assessed value

Majority Black District

- \$97,751 Median assessed value of property
- \$41,107 Median income
- \$4.78 Tax Levy ceiling for \$100 of assessed value



5 Leadership Skills: Culturally Proficient Leaders

Name the differences: What are the various identities that are present?

Claim your differences: What are the identities of those most likely to serve in a leadership role?

Lead the dynamics of differences: What are the necessary leadership skills to lead in conflicts that are encountered because of differences?

Adopt policies or practices that make a difference: What is intentionally in place to embrace diversity and what is missing?

Reform system to view diversity as strength: What is the impact upon the rest of the system for proactive efforts to strengthen and value differences?

Adopted from The Culturally Proficient Schools, Corwin Press 2013, Lindsey, Roberts and Campbell Jones.



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