Health Equity and Youth: Understanding the Disparities

May 2, 2018
Webinar Presenters

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WestEd
CENTER FOR EDUCATION EQUITY (CEE)

CEE is a project of MAEC, Inc., in partnership with WestEd and the American Institutes for Research (AIR).

CEE is one of four regional equity assistance centers funded by the U.S. Department of Education under Title IV of the Civil Rights Act of 1964.

Center for Education Equity (CEE) is committed to the sharing of information regarding issues of equity in education. References to any specific publication, person, or idea is for the information and convenience of the public and does not necessarily reflect the views and opinions of CEE. The contents of this presentation were developed under a grant from the U.S. Department of Education (S004D110021). However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
REGION I EQUITY ASSISTANCE CENTER
CEE’s goals are to:

• Improve and sustain the systemic capacity of public education systems to address problems caused by segregation and inequities.

• Increase equitable educational opportunities for all students regardless of race, gender, religion, and national origin (English Learners).

Whom we serve:

• CEE provides technical assistance and training to states, districts, schools, and community-based organizations within Region I at the request of school boards and other responsible governmental agencies.
Exploring Equity Issues

CEE publishes a monthly Exploring Equity Issues digest that includes personal, practical, and research perspectives on an important topic related to education using a variety of formats.

Formats include:

- Equity Briefs
- Webinars
- The Practitioner Perspectives Blog
- Communities of Practice

Find them online
www.cee-maec.org/exploring-equity-issues
Exploring Equity Issues
April 2018 Digest

Each month, CEE’s Exploring Equity Issues includes personal, practical, and research perspectives on one topic through a variety of formats. This month: Health Equity.

**Equity Brief - Health Equity: Equipping Educators to Take Action**

Educators can play a critical role in addressing health resource gaps, inside and outside of the classroom. In this brief, the authors offer startling statistics about health disparities and give educators strategies on addressing them. Many student health issues are preventable through education and awareness of available resources.

Angela Glymph, Ph.D. and Lisa Walker, M.S.
Peer Health Exchange

**The Practitioner’s Perspective - A Tale of Two Cities: My Health Equity Work in the Nation’s Capital**

Dr. Maranda Ward teaches health equity to undergraduate students. Her research is translated into practice as the Co-Founder and Executive Director of Promising Futures. In her blog, she takes you on a bus ride from an affluent part of town replete with healthy and abundant food options and services, to her neighborhood, where residents struggle to even meet their most basic needs. She uses these examples to engage students in understanding structural inequity.

Maranda C. Ward, Ed.D., MPH
Promising Futures
George Washington University

www.cee-maec.org/exploring-equity-issues
Webinar Etiquette

• Use the **Q&A box** if you have any questions.

• Use the **chat box** to share your comments or to engage other participants during the webinar.

• Complete a **brief survey** after the webinar.

• **Closed captioning** services can be accessed using the box on the right hand side of your screen.
Objectives

• Discuss The Greenlining Institute
• Discuss health disparities in the U.S.
• Discuss health disparities amongst youth
• Discuss opportunities for educators
About The Greenlining Institute

Mission:
Building a nation where communities of color thrive and race is never a barrier to OPPORTUNITY and GOOD HEALTH
REDLINING

The discriminatory practice of denying resources and quality services to communities based on the racial / ethnic makeup of that neighborhood.
Health Disparities in the US

Moving Upstream: A Story of Prevention and Intervention
Health Disparities in the US

Factors that Influence Health

- 10% Physical Environment
  - Air & Water Quality
  - Housing & Transportation
- 20% Clinical Care
  - Access to Care
  - Quality of Care
- 30% Health Behavior
  - Smoking/Substance Abuse
  - Diet & Exercise
- 40% Social Economic Factors
  - Education
  - Job/Income
  - Family & Social Support
Health Disparities in the US

U.S. has the worst health disparities of any “developed” nation in the world.
Health Disparities in the US
Health Disparities Amongst Youth

• Attacks on public sector and on communities of color are historical and structural, and are upheld through institutions, bad legislation, unfair practices and policies, and culture
• Generations of under resourced communities that lead to youth PTSD
• Hyper gentrification as violence
• CHIP Reauthorization
• Immigration Raids and threats to DACA
• Etc.
Opportunities for Education

- Community Benefits from Non Profit Hospital Investments
- Increasing STEM and Health Pipeline Programs for Youth in Order to Develop a Diverse Health Workforce
Community Benefit Investment in Education

Activities conducted by *not-for-profit hospitals* that target community needs and priorities primarily through disease **PREVENTION** and **IMPROVEMENT** of health status.
COMMUNITY HEALTH NEEDS ASSESSMENT

Not-for-profit hospitals are required to solicit feedback and input from the communities they serve.

- Maximize community expertise
- Uplift community voices
- Build strategic partnerships
Community Benefit Investment in Education

We can improve health through investments in education, housing, environmental improvements, workforce development, and other vital resources.
Community Benefit in California

We believe hospitals should invest in community health services to improve health outcomes for vulnerable populations.
Opportunities for Education
Health Workforce Pipelines for Students
Let’s Build!
Questions

Please type your questions in the Q&A box on the right hand-side panel.
Health & Educational Equity: Establishing the Link

Maranda C. Ward, Ed.D., MPH
Co-Founder & Executive Director, Promising Futures
Visiting Assistant Professor, The George Washington University
About Me

• Community educator
• Curriculum developer
• Youth builder
**Objectives**

- Discuss the social determinants of health
- Explore the impact of health disparities on student performance and behavior
- Review how a youth development pipeline addresses health and education outcomes among youth in Washington, DC
- Share best practices for educators to address health and educational equity
Vision
A society in which all people live long, healthy lives.

Mission
Healthy People 2020 strives to:

- Identify nationwide health improvement priorities.
- Increase public awareness and understanding of the determinants of health, disease, and disability and the opportunities for progress.
- Provide measurable objectives and goals that are applicable at the national, State, and local levels.
- Engage multiple sectors to take actions to strengthen policies and improve practices that are driven by the best available evidence and knowledge.
- Identify critical research, evaluation, and data collection needs.

Overarching Goals
- Attain high-quality, longer lives free of preventable disease, disability, injury, and premature death.
- Achieve health equity, eliminate disparities, and improve the health of all groups.
- Create social and physical environments that promote good health for all.
- Promote quality of life, healthy development, and healthy behaviors across all life stages.

www.healthypeople.gov
Activity

What aspects of education, if any, can impact one’s health?

Please type your responses in the Chat box on the right hand-side panel.
# Social Determinants of Health

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**Health Outcomes**

Mortality, Morbidity, Life Expectancy, Health Care Expenditures, Health Status, Functional Limitations

Heiman & Artiga (2015)
Did you know...

Children from middle to upper class families know ______ more words when they come to school than their working/lower class peers?

a) 30  
b) 300  
c) 300,000  
d) 3,000,000  
e) 30,000,000  

Key Trends in U.S. Student Performance

- Progress by Black and Hispanic students in closing the math and reading test score gaps between their White counterparts
- Asian students continue to outperform their White counterparts on math and reading tests
- English language learners have lower math and reading test scores than English speakers
- Attending a high-poverty school lowers math and reading achievement for students in all racial and ethnic groups

Carnoy & Garcia (2017)
Meet Jordan
## Social Determinants of Health

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### Health Outcomes
- Mortality, Morbidity, Life Expectancy
- Health Care Expenditures
- Health Status
- Functional Limitations

Heiman & Artiga (2015)
# Food Insecurity Indicators

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<th>Behavior that demonstrates food insecurity</th>
<th>Physical Appearance</th>
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<tr>
<td>* Rushing food lines</td>
<td>* Extreme thinness</td>
</tr>
<tr>
<td>* Extreme hunger on Monday morning</td>
<td>* Puffy, swollen skin</td>
</tr>
<tr>
<td>* Eating all of the food served</td>
<td>* Chronically dry, cracked lips</td>
</tr>
<tr>
<td>* Lingering around for or asking for seconds</td>
<td>* Brittle, spoon shaped nails</td>
</tr>
<tr>
<td>* Comments about not having enough food at home</td>
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<th>School Performance</th>
<th>Home Environment</th>
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<td>* Excessive absences and/or tardiness</td>
<td>* Often cooks own meal, or has another sibling who does</td>
</tr>
<tr>
<td>* Repetition of a grade</td>
<td>* Moves frequently</td>
</tr>
<tr>
<td>* Chronic sickness</td>
<td>* Loss of income</td>
</tr>
<tr>
<td>* Short attention span/inability to concentrate</td>
<td>* Often spends the night away from home (primary residence )</td>
</tr>
<tr>
<td>* Chronic behavior that leads to disciplinary action</td>
<td>* Family crisis</td>
</tr>
<tr>
<td>(hyperactive, aggressive, irritable, anxious, withdrawn, distressed, passive/aggressive)</td>
<td></td>
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Vineyard Family Services (2016)
Your zip code is an indicator of your health

“Mapping Life Expectancy”

www.societyhealth.vcu.edu
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**Health Outcomes**
Mortality, Morbidity, Life Expectancy, Health Care Expenditures, Health Status, Functional Limitations

Heiman & Artiga (2015)
Asthma is the most common chronic disease that causes U.S. school absenteeism.

It has been classified as one of the “educationally relevant health disparities”

GSK (2018)
Adolescent Development

Teach me

Connect with me

Keep me safe
Theoretical Perspectives on Youth Development

There are three models

1. **Prevention Sciences**: consumed with risk and protective factors
2. **Positive Youth Development (PYD)**: consumed with assets & resiliency
3. **Collaboration of Risk/PYD**: implications debated
What is PYD?

- Evidence-based
- Internal and External
- Building blocks
- Intentional

Search Institute (2015)
## The Eight Categories of Developmental Assets Measured in the DAP

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<th>Internal Assets</th>
</tr>
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<td><strong>SUPPORT</strong></td>
<td><strong>COMMITMENT TO LEARNING</strong></td>
</tr>
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<td>Measures whether children have caring adults in their lives, which may include parents, neighbors, and/or teachers.</td>
<td>Asks questions related to whether children care about school and completing their homework, as well as appreciate learning new things.</td>
</tr>
<tr>
<td><strong>EMPOWERMENT</strong></td>
<td><strong>POSITIVE VALUES</strong></td>
</tr>
<tr>
<td>Asks questions about how safe children feel at school and at home, as well as their perception of being valued and appreciated.</td>
<td>Seeks to understand if children value taking responsibility for their actions and helping others, are honest and have respect for others and their community.</td>
</tr>
<tr>
<td><strong>BOUNDARIES AND EXPECTATIONS</strong></td>
<td><strong>SOCIAL COMPETENCIES</strong></td>
</tr>
<tr>
<td>Hones in on whether a child feels he or she must abide by boundaries and expectations set at home, in school and in their neighborhood.</td>
<td>Measures a child’s willingness to express his or her feelings, establish relationships with others, say no to activities or suggestions that are dangerous, and can find positive ways to deal with hardships.</td>
</tr>
<tr>
<td><strong>CONSTRUCTIVE USE OF TIME</strong></td>
<td><strong>POSITIVE IDENTITY</strong></td>
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<tr>
<td>Evaluates whether children are involved in outside activities like clubs, music or art programs or religious groups.</td>
<td>Measures a child’s self-worth.</td>
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Search Institute (2015)
Promising Futures

• Long-term programming  
  – Ambassadors  
  – Peer Educators  
  – Youth Builders  
• 50% complete pipeline  
• 90% enroll in 4-year colleges

Program Elements:  
Teach financial literacy, support LGBTQ youth, promote educational success
Activity

What opportunities exist for educators to engage in youth development work?

Please type your responses in the Chat box on the right hand-side panel.
Best Practices for Educators to Advance Equity

- Support access to high-quality early childhood education
- Support school-based health centers
- Learn about implicit bias in education and how to fight it
- Support disciplinary policies that minimize expulsions
- Promote opportunities to keep youth in school and help them graduate
- Ensure that funding policies provide adequate resources to schools serving higher-need students
- Teach financial literacy early
- Support LG BTQ needs in schools

References

Questions

Please type your questions in the Q&A box on the right hand-side panel.
Health Equity: Equipping Educators to Take Action

Angela D. Glymph-Austin, PhD
Vice President, Programs and Strategic Learning
Peer Health Exchange
Objectives

• To build an understanding of health equity as an important education issue
• To offer educators tangible strategies for advancing health equity within their schools
The Case for Health Equity as an Education Issue
Poll Question

Choose the answer that best describes how you feel about addressing health equity in your school?

- I don’t know where to start
- I wish I can do more but I’m stretched too thin
- I feel like I have a good handle on addressing health equity in my school

Please enter your response to the poll question on the right hand-side panel.
Why Focus on Health Equity in Education?

Quality of Life Outcomes: (e.g., wealth, education)

Equality doesn’t mean Equity
Why Focus on Health Equity in Education?

Quality of Life Outcomes: (e.g., wealth, education)

Meaningful engagement in school

Health Outcomes

Equality doesn’t mean Equity
Why Focus on Health Equity in Education?

Belongs to race/ethnicity, socioeconomic, sexual orientation and gender identity groups that most disadvantaged due to systemic oppression.

Life Outcomes: (Education)

Meaningful engagement in school

Health Outcomes

Equality doesn’t mean Equity
Why Focus on Health Equity in Education?

Life Outcomes: (Education)

Meaningful engagement in school

Health Outcomes

Equality doesn’t mean Equity

Belongs to race/ethnicity, socioeconomic, sexual orientation and gender identity groups that are most disadvantaged due to systemic oppression

Educators’ role in combating health inequities
Advancing Health Equity: Useful Strategies for Educators
Educators as a Trusted Bridge From Classroom to Clinic

**BARRIERS TO GRADUATION**
- Unintentional pregnancy, Risky sexual behaviors
- Substance use
- Mental health and stress
- Unhealthy dietary behaviors and physical inactivity

**HEALTHCARE ACCESS**
Appropriate utilization of:
- Primary care
- Mental and behavioral health services
- Reproductive and sexual health counseling
- Topical health education resources

Encourage help-seeking behavior

Empowering young people to make healthy decisions
Peer Health Exchange: A Case Study of Creating Strong Linkage to Care for Young People

Peer Health Exchange (PHE)

- A non-profit organization that provides health education to high schools in underserved communities in the Bay area, Boston, Chicago, Los Angeles, and New York City
- Partner with high schools and health centers (school-based and community) to connect young people to health resources
  - Host teachers and health providers play key roles in ensuring the success of this partnership
  - PHE worked with host teachers and clinic staff to facilitate tours of school-based health centers for young people
Impact of Strong Linkage to Care: Evidence from Peer Health Exchange’s Evaluation Study

PHE students are:
- Nearly 2x as likely to use a community or school-based health center
- Significantly more likely to talk to a trusted adult about being sad
- 38% more likely to talk to an adult about health concerns

School-based health centers who partnered with PHE in 16-17 collectively reported a:
- 32% increase in enrollment
- 57% increase in utilization

What can you do as educators?
Strategy 1: De-stigmatize help-seeking behavior

- Create and encourage a classroom culture that normalizes and de-stigmatizes help-seeking behavior
- Employ the strategies you already use for encouraging academic help-seeking behavior
- Reduce shame around getting help when students are struggling
Strategy 2: Learn and share school and community health resources with students

- Find out about all of the health resources within (e.g., school-based health centers) and nearby your schools (e.g., community health centers).
  - Many offer age-appropriate healthcare services, including primary care, mental health care, substance abuse counseling, dental health, health education and health promotion that are free or at low cost.
Strategy 3: Re-inforce life skills

- Educators can reinforce the following life skills that map to positive physical and mental health outcomes and correlate with academic success:
  - Communication,
  - Advocacy,
  - Self-efficacy
  - Decision-making
Strategy 4: Support inclusive practices within your school

• Educators can build young people’s trust and openness to these resources by supporting inclusive practices within their schools.
  ◦ Examples:
    – Suggest having bilingual health resources for their English language learners
    – Promote the use of gender-neutral bathrooms to advance equal choice for all students, regardless of gender identity
Poll Question

Now that you have learned about ways you can address health equity in your school, how ready do feel to take on this work?

- It still feels overwhelming, I’m not sure where to start
- I might be able to try a few things
- I am pumped to do this work

Please enter your response to the poll question on the right hand-side panel.
Questions

Please type your questions in the Q&A box on the right hand-side panel.
CONTACT INFORMATION

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The webinar survey will pop up in a separate browser window/tab.