Eric holder speech:  
http://www.youtube.com/watch?v=KT0CYy1y1g8&sns=em  
Should start around 14:20

Frontline:  
http://www.youtube.com/watch?v=edDIdyL_MDw  
Start at 6:48 and end at approximately 9:15.
How does the Changing Racial, Ethnic, and Linguistic Diversity of the US Population Impact the DD Service System?

Barbara Yoshioka Wheeler, Ph.D., Associate Director, USC UCEDD
Associate Prof. of Clinical Pediatrics, USC Keck School of Medicine

Reinventing Quality Conference
Baltimore, MD., August 5, 2014
People with DD at the Intersection of Race and Disability

Race
Ethnicity
Language

Disability
“Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law; for the policy of separating the races is usually interpreted as denoting the inferiority of the [minority] group. A sense of inferiority affects the motivation of a child to learn.” - Brown v. Board of Education, 1954

[40 years later]

2014: “Codified segregation of public schools has been barred since Brown. But in too many of our school districts, significant divisions persist and segregation has reoccurred.” - Eric Holder, U.S. Attorney General
1954, 1955
Brown v Board of Education

1955: Several schools in Washington, D.C. are integrated

1963, over 200 African American students enroll in previous all-white schools in Greensboro, North Carolina, a significant increase from the nineteen students the year before.

1968: 32% of African American students in the South attend school with whites.

1963: 62% of Americans—73% of Northerners and 31% of Southerners—believe Blacks and Whites should attend the same schools.

1956: 49% of Americans—61% of Northerners and 15% of Southerners—believe that Whites and Blacks should attend the same schools.
2014: Eric Holder’s Commencement Speech at Morgan State University (60th Anniversary of Brown v. Board of Education)
Why? Low-Income Minority Students attend Under-resourced Schools
Why?

Within districts, more affluent parents are seeking to secede from metropolitan areas to become incorporated entities: The Baton Rouge Experience (from Frontline)
The charter school movement has been a major political success, but it has been a civil rights failure.”

Gary Orfield, PhD, UCLA

Why?

The marketplace concept that drives charter school legislation proves to be a disincentive when it comes to serving children with disabilities.”

Joseph R. McKinney

<table>
<thead>
<tr>
<th>Special Education Status</th>
<th>Public N</th>
<th>Public %</th>
<th>Charter N</th>
<th>Charter %</th>
</tr>
</thead>
<tbody>
<tr>
<td># Districts-All</td>
<td>1029</td>
<td>100.0%</td>
<td>199</td>
<td>100.0%</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>414</td>
<td>40.2%</td>
<td>14</td>
<td>7.0%</td>
</tr>
<tr>
<td>Visually Impaired</td>
<td>606</td>
<td>58.9%</td>
<td>14</td>
<td>7.0%</td>
</tr>
<tr>
<td>Auditorily Impaired</td>
<td>587</td>
<td>57.0%</td>
<td>32</td>
<td>16.1%</td>
</tr>
<tr>
<td>Emotionally Disturbed</td>
<td>860</td>
<td>83.6%</td>
<td>122</td>
<td>61.3%</td>
</tr>
<tr>
<td>Learning Disturbed</td>
<td>1022</td>
<td>99.3%</td>
<td>193</td>
<td>97.0%</td>
</tr>
<tr>
<td>Mentally Retarded</td>
<td>889</td>
<td>86.4%</td>
<td>95</td>
<td>47.7%</td>
</tr>
<tr>
<td>Other Health Impaired</td>
<td>973</td>
<td>94.6%</td>
<td>161</td>
<td>80.9%</td>
</tr>
<tr>
<td>Orthopedically Impaired</td>
<td>547</td>
<td>53.2%</td>
<td>27</td>
<td>13.6%</td>
</tr>
<tr>
<td>Speech Impairment</td>
<td>1018</td>
<td>98.9%</td>
<td>148</td>
<td>74.4%</td>
</tr>
<tr>
<td>Deaf-Blindness</td>
<td>116</td>
<td>11.3%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Non-categorical early childhood</td>
<td>522</td>
<td>50.7%</td>
<td>7</td>
<td>3.5%</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>5</td>
<td>0.5%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Autistic</td>
<td>851</td>
<td>82.7%</td>
<td>91</td>
<td>45.7%</td>
</tr>
</tbody>
</table>

Charter Schools and the Education Gap?

Education Gap
As charter-school enrollment grows, the percentage of special needs students isn’t keeping pace.

Number of students in charter schools
- 2.00 million
- Estimate: 2.05 million

Percentage of students with disabilities in the 2009-10 school year who attended:
- Charter schools: 8.2%
- Traditional public schools: 11.2%
- Entire public school-age population: 11.1%

Sources: National Alliance for Public Charter Schools (number of students); U.S. Government Accountability Office (students with disabilities)
Are DD services equitably distributed to all eligible clients?

The Case of California
Charts developed by Disability Rights CA
Statewide - All Consumers by Race 
FY11-12 (N=289,091)

Per Capita Expenditures by 
Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Per Capita Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pl</td>
<td>$10,166</td>
</tr>
<tr>
<td>Black</td>
<td>$12,455</td>
</tr>
<tr>
<td>Hispanic</td>
<td>$7,471</td>
</tr>
<tr>
<td>NA</td>
<td>$8,048</td>
</tr>
<tr>
<td>Other</td>
<td>$13,299</td>
</tr>
<tr>
<td>White</td>
<td>$16,496</td>
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</tbody>
</table>

Variance from Average of $11,352

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Variance from Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pl</td>
<td>$(1,186)</td>
</tr>
<tr>
<td>Black</td>
<td>$(3,881)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>$(3,304)</td>
</tr>
<tr>
<td>NA</td>
<td>$(3,000)</td>
</tr>
<tr>
<td>Other</td>
<td>$(2,000)</td>
</tr>
<tr>
<td>White</td>
<td>$(1,000)</td>
</tr>
</tbody>
</table>
Statewide - All Consumers by Language Spoken
FY11-12 (N=289,091)

Per Capita Expenditures by Language

<table>
<thead>
<tr>
<th>Language</th>
<th>Per Capita Expenditures</th>
<th>Variance from Average of $11,352</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>$9,527</td>
<td>$(1,826)</td>
</tr>
<tr>
<td>English</td>
<td>$12,728</td>
<td>$1,375</td>
</tr>
<tr>
<td>Other</td>
<td>$13,097</td>
<td>$1,744</td>
</tr>
<tr>
<td>Spanish</td>
<td>$6,529</td>
<td>$(4,823)</td>
</tr>
</tbody>
</table>

Statewide - 5
Are all RCs the same?
Are all RCs the same?

Los Angeles RCs

Central RC

$14,000  $12,000  $10,000  $8,000  $6,000  $4,000  $2,000  $-

$12,846

Asian/PI  Black  Hispanic  NA  Other  White

Los Angeles RCs

$14,000  $12,000  $10,000  $8,000  $6,000  $4,000  $2,000  $-

$12,846

Asian/PI  Black  Hispanic  NA  Other  White
Where do we go from Here?

• Learn from past Lessons—The Case of California
• The Critical Importance of Transparency—All DD data should be disaggregated by Race, Ethnicity, and Language
• Investing in Workforce Diversity is critical to our readiness for the future.
• Dual Identities of Minorities with Disabilities—Which comes First?
• How to create an inclusive agenda based on equity and justice for all.
• Continued Neglect of Evidence of Disparities in access to and utilization of services leaves the system vulnerable to Accusations of Bias, Prejudice, and Discrimination
## Lessons from the Past

### 21 years

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>DDS EMAC Report</td>
<td>DDS POS Study I</td>
<td>DDS POS Study II</td>
<td>AB 1535 (Bass)</td>
<td>UCSF POS Study</td>
<td>AB 302 (Beall)</td>
<td>AB 2204 (Beall)</td>
<td>LA Times Article</td>
<td>Steinberg Hearing</td>
<td>TBL 4519.5</td>
</tr>
</tbody>
</table>

**Ethnic inequity in POS is indeed evident** and these inequities are borne entirely by minority clients living at home.

Very large diffs in average POS for persons from different ethnic groups.

Refuted previous and later findings.

When entered age and residence type first, difference among ethnic groups in expenditures were small.

Required DDS to prepare annual reports of POS expenditures and Denials of eligibility.

Minorities had 23-31% lower odds of receiving any RC services.

Hispanics --$3,190< Asian/PIs --$2,560< AA--$1,320<

Required DDS to take into account state’s ethnic (and other characteristics) when convening stakeholder groups.

These inequalities call for immediate scrutiny and urgent corrective actions.

Warrior parents fare best securing autism services.
4519.5 Trailer Bill Language

- 4519.5. (a) The department and the regional centers shall annually collaborate to compile data relating to purchase of service authorization, utilization, and expenditure by each regional center with respect to all of the following:
  - (1) The age of consumer, categorized by the following:
    - (A) Birth to age two, inclusive.
    - (B) Three to 21, inclusive.
    - (C) Twenty-two and older.
  - (2) Race or ethnicity of the consumer.
  - (3) Primary language spoken by the consumer, and other related details, as feasible.
  - (4) Disability detail, in accordance with the categories established by subdivision (a) of Section 4512, and, if applicable, a category specifying that the disability is unknown.
Transparency

Posting of Data by Race, Ethnicity and Language

Per Capita Expenditures by Race/Ethnicity

- Asian/PI: $10,166
- Black: $12,455
- Hispanic: $7,471
- NA: $8,048
- Other: $13,299
- White: $16,496

Variance from Average of $11,352

- Asian/PI: $-1,186
- Black: $1,102
- Hispanic: $(3,881)
- NA: $(3,304)
- Other: $1,946
- White: $5,143

Statewide - 3
California Employment Data

Transparency--What about Employment Outcomes? (thanks to Denyse Curtwright, Chief, Work Services Section, CA DDS)

The data is from the 2008-2011 Disability Status Report, California, by Cornell University, based on analysis of the US Census Bureau's, American Community Survey (ACS), pages 32 for 2008, 31 for 2009-2011. The data reflects non-institutionalized working-age people (21-64) with/without disabilities working in California. The six types of disabilities included in the data are: sensory, physical, mental, self-care, go-outside-home, and employment.

The data is from the Employment Development Department (EDD). California EDD data reflects wages reported to EDD for the purpose of Unemployment Insurance reporting, a limitation of the data as some people have contract earnings that are unreported.
CA's EF Annual Report will report data which are disaggregated by Disability, age, race or ethnicity, and primarily language spoken.
A paradigm Shift

Minorities with DD—Which Identity First?

118.3 million members of racial & ethnic groups

1.7 million* at the intersection of race and DD

4.5 million people with DD

*Estimate based on 1.425% DD prevalence applied to minority census information
Historic Injustices—Racial/Ethnic Roots of Advocacy
Workforce Diversity
Start from Race and Ethnicity
Build Capacity

Research

- Community Research Ambassadors
- Minority Opportunities in Research

Minority in DD

- Self-Advocacy
- Employment
- Post-secondary Ed.

Pre-Service Training

- Race-based Leadership Training
- CDC Undergrad. PH Scholars Program

Ceative Capacity Building & Assistance & Technical Assistance

- Reaching Latino and Chinese Families OSEP CPRC
- Chinese SAGE

- Income Inequality
- Genomic Medicine
- Environment

*Estimate based on 1.425% DD prevalence applied to minority census information
References