

Equity Framework to Support Program Implementation

USING LENS IN ALL ASPECTS OF THE PROCESS

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Defining Equity *(adapted from RWJF)*

“Everyone has a fair and just opportunity to thrive and reach their potential. This requires removing obstacles such as poverty, racism, discrimination, and their consequences, including powerlessness, lack of access to resources, network, and capital, and basic necessities.”





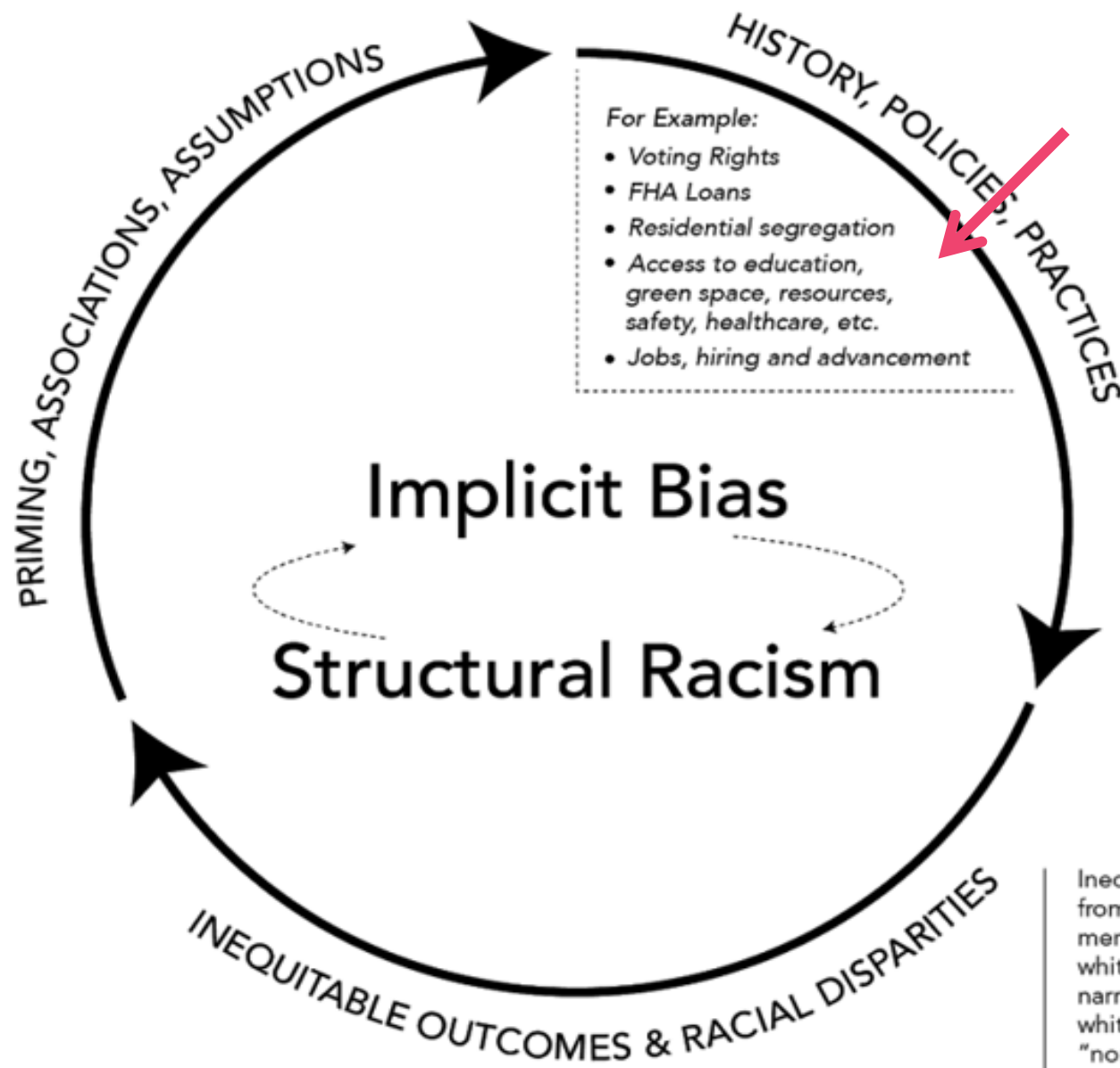
Vision for Equitable Outcome?

WHAT ARE THE MARKERS FOR EQUITABLE OUTCOMES?

Vision for Equitable Outcome?

- Want to ensure that opportunities, access, and impact are not determined by race, ethnicity, gender, language, socioeconomic status, religion, or ability
- Everyone can access supports or services that they need to meet their potential
- Individuals (and communities) are healed and “repaired” from historical and past trauma

Dominant narratives about race (family, media, society) coupled with racialized structural arrangements and differential outcomes by race all prime us to believe that people of color are inferior to white people, create and maintain harmful associations, and lead us to make harmful assumptions, consciously and unconsciously, about people of color



Race is created to justify enslaving people from Africa (economic engine of country)

Policies and practices that consolidate and protect power bestow unearned economic, social, cultural, and political advantage to people called "white," and unearned disadvantage to people of color

National narrative (ideology, belief system) about people of color being "less than" human (and less than white) justifies mistreatment and inequality (white supremacy)

Inequitable outcomes and experiences resulting from policy decisions in health, housing, employment, education, and life expectancy - reinforces white supremacist beliefs and ideology; dominant narrative uses disparate outcomes as evidence of white superiority, promotes whiteness as "normal" and desirable and justifies inequality

STRATEGIES AND POLICIES MUST BE USED FOR PUBLIC GOOD. EQUAL IS NOT ALWAYS RIGHT.

Strategies and policies must combat racism and inequities.

- Many early childhood education and other education strategies – childcare subsidies, home visiting, Early Head Start, ESSA, Title IX, Title V – need to be converted to anti-racist policies.

*Strategies and programs can help people **manage** the effects of these injustices, but they don't overcome or cure them. Policies, conversely, **actually shift** the way communities and their members react and relate to one another, empowering people to improve their own well-being in a systematic way. We can only achieve equity for all in America through collective commitment to policy intervention and a clearly articulated picture of success. ~Starsky Wilson*

<https://www.governing.com/gov-institute/voices/col-social-equity-crucial-difference-policies-programs-ferguson.html>

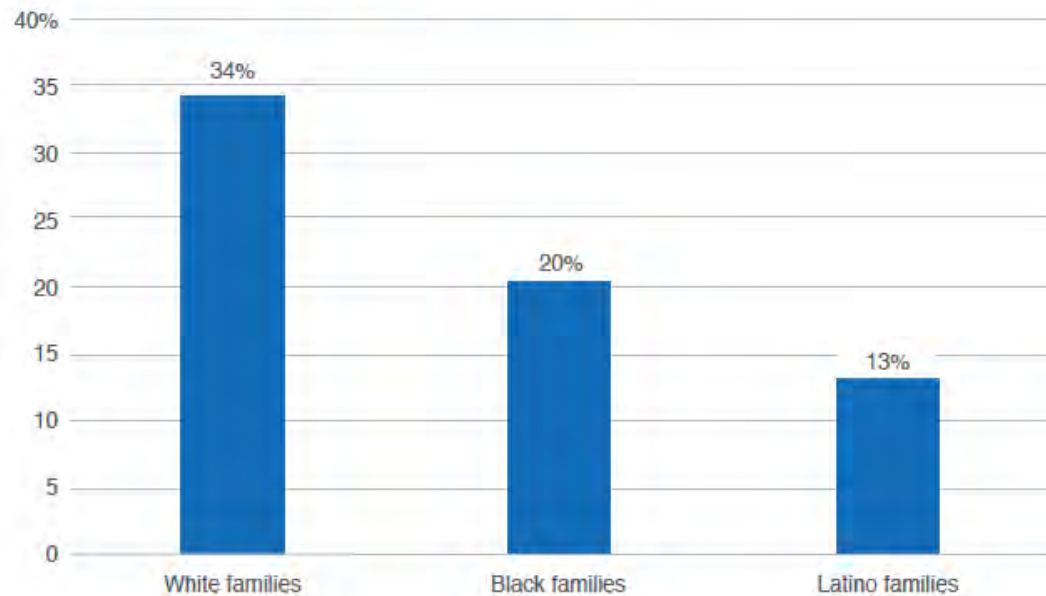
[HTTP://RACIALWEALTHAUDIT.ORG/DOWNLOADS/RACIALWEALTHGAP.PDF](http://RACIALWEALTHAUDIT.ORG/DOWNLOADS/RACIALWEALTHGAP.PDF)

Racial wealth audit

WHY DOES EDUCATION NOT CONFER THE SAME BENEFIT AS EXPECTED?

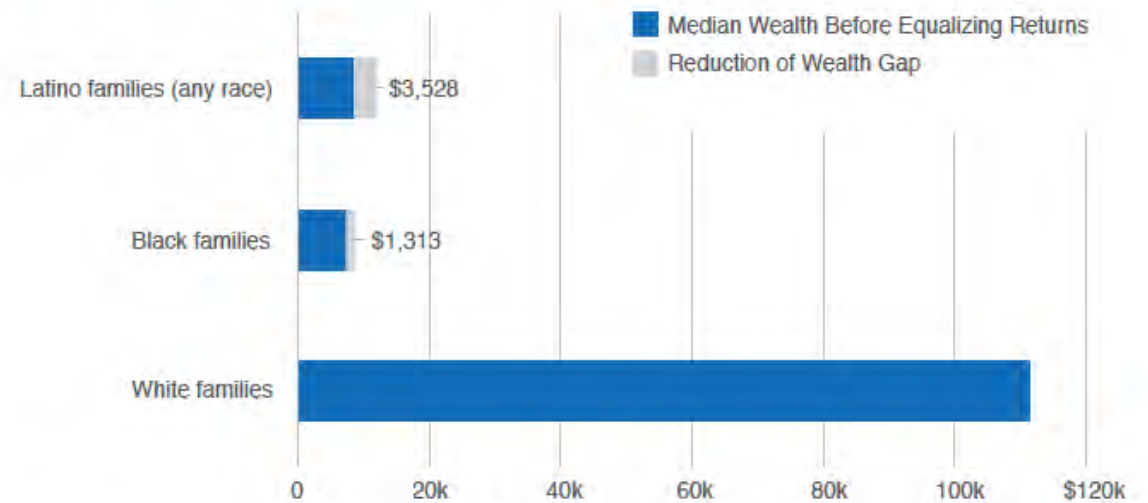
Education: on- and off-ramps, obstacles

Figure 8. Rates of College Graduation



Source: Survey of Income and Program Participation (SIPP), 2008 Panel Wave 10, 2011

Figure 9. Reduction of the Wealth Gap After Equalizing College Graduation Rates

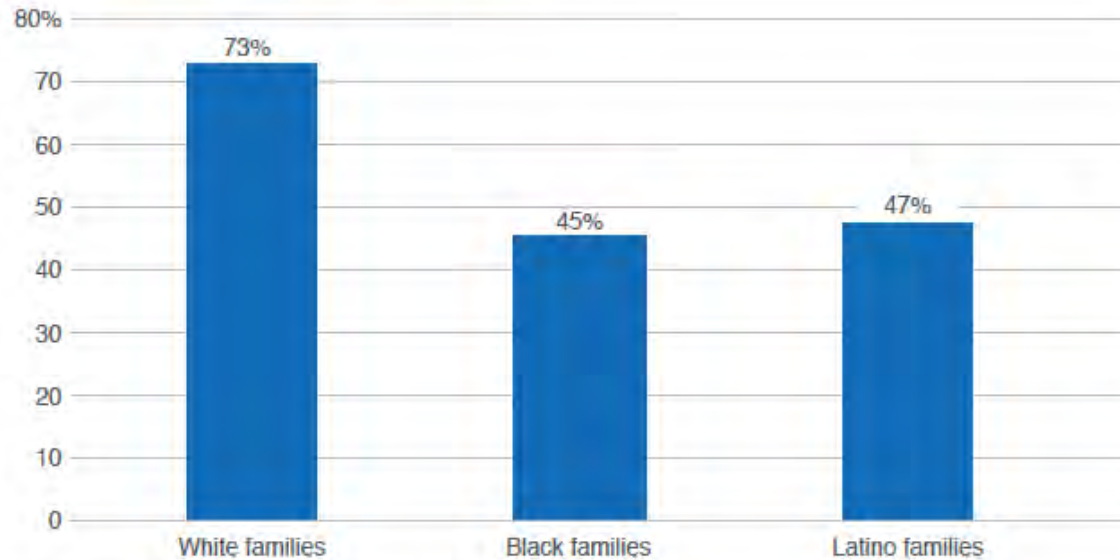


Source: Survey of Income and Program Participation (SIPP), 2008 Panel Wave 10, 2011

WHY DOES HOMEOWNERSHIP NOT CONVEY THE SAME EFFECTS AS EXPECTED?

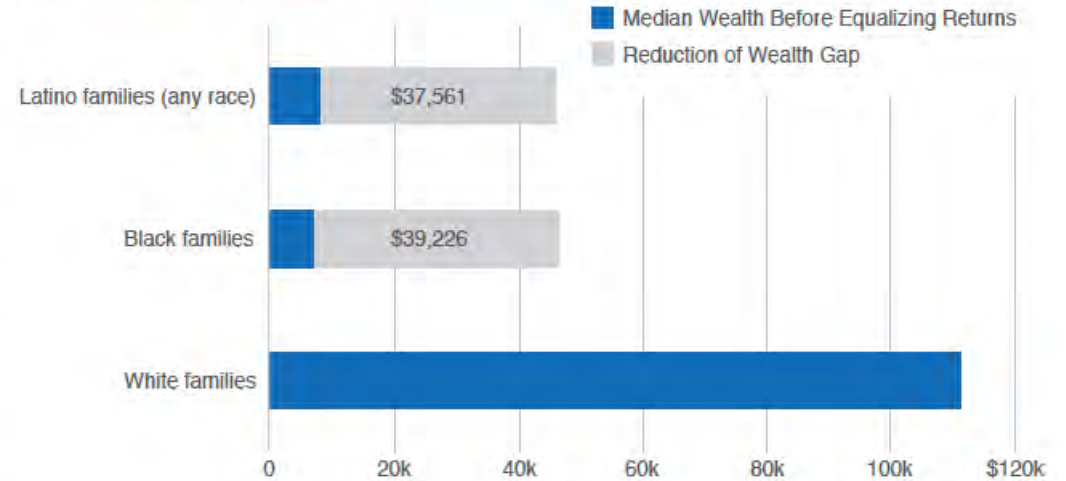
Homeownership

Figure 2. Homeownership Rates



Source: Survey of Income and Program Participation (SIPP), 2008 Panel Wave 10, 2011

Figure 3. Reduction of the Wealth Gap After Equalizing Homeownership Rates



Source: Survey of Income and Program Participation (SIPP), 2008 Panel Wave 10, 2011

TAXES GENERALLY BENEFIT THE WEALTH AND BOOSTS THEIR WEALTH BUILDING.

Tax Policies Can Boost and Block Simultaneously



Source: Calculations based on data from Urban-Brookings Tax Policy Center (2016). "Working families" defined as those with \$50,000 or less in income. Dollar amounts reflect the average benefit in 2015 from several tax programs for tax units in the two income categories.

[HTTPS://WWW.RACIALEQUITYTOOLS.ORG/RESOURCEFILES/RACIALEQUITYTOOLKIT.PDF](https://www.racialequitytools.org/resourcefiles/racialequitytoolkit.pdf)

What questions should you ask?

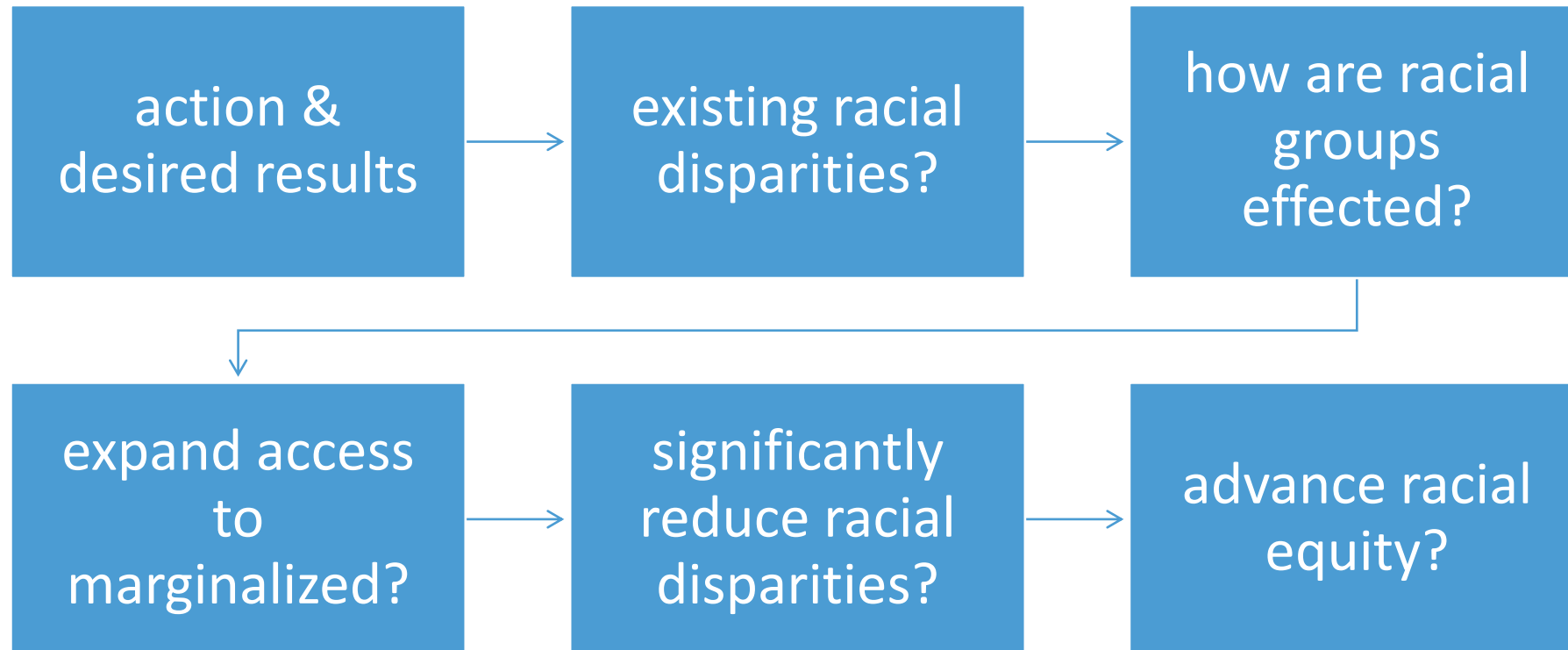
Best Practice for Equity-centered Implementation

- Assess community conditions and desired impact and outcomes
- Determine how your policies and strategies will lead to outcome
- Expand opportunity and access for individuals (or communities)
- Affect systemic change
- Promote racially inclusive collaboration, engagement, and co-creation
- Educate on racial issues and elevate racial consciousness
- Use data/tools to make sound decision

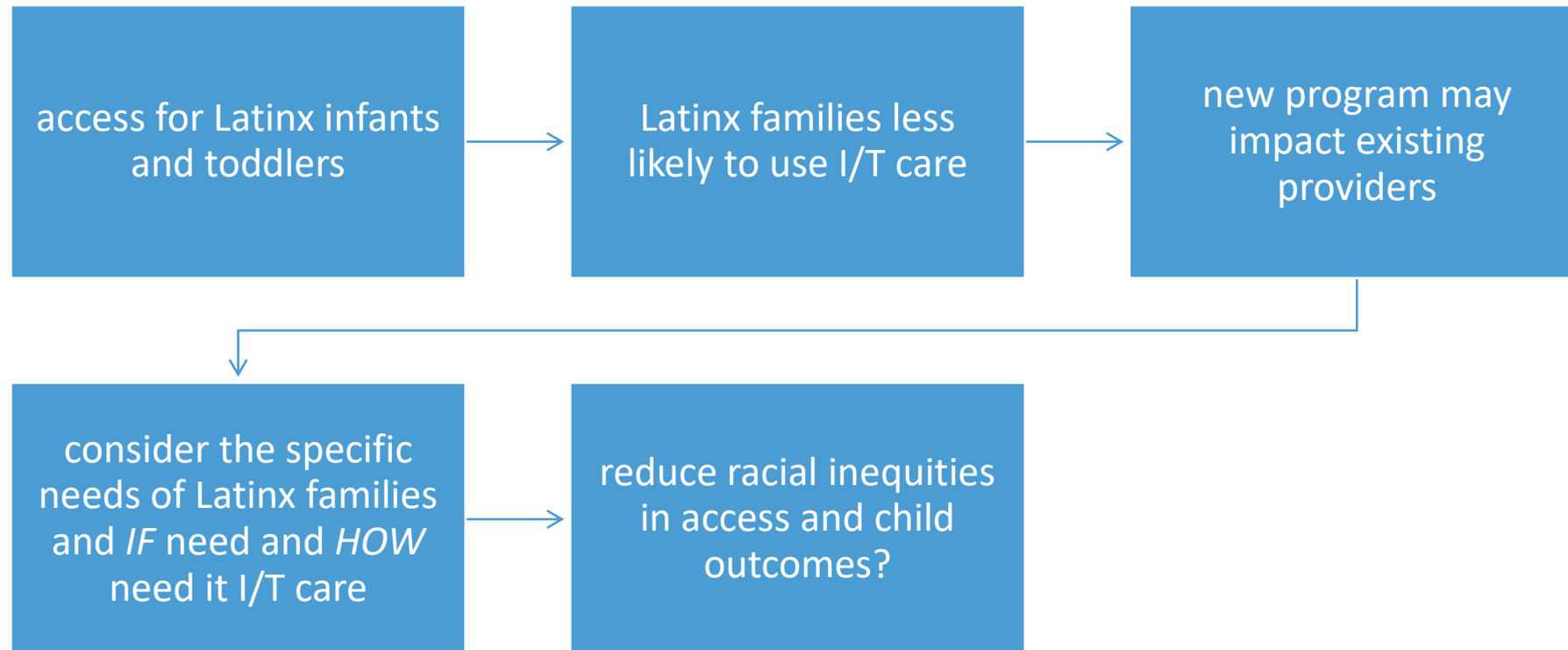
Source. Race & Social Justice Initiative (2010) Racial Equity Toolkit for Policies, Programs, and Budget.

ASK WHAT IS BEST FOR MARGINALIZED PEOPLE AT EVERY JUNCTURE

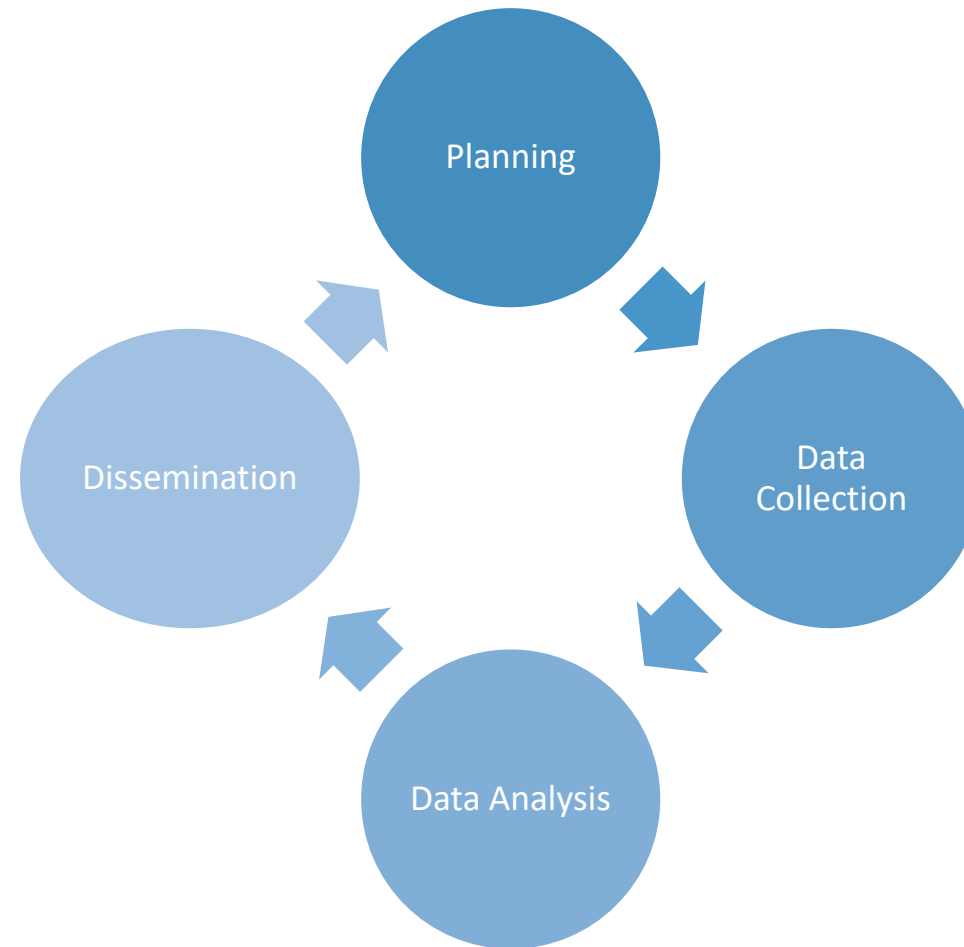
Racial Equity Implementation Impact Analyses



Example: Infant/Toddler Access



Equity-centered Data Development and Usage



Planning

- Know your context
- What is the issue and concern
- How does it benefit the community
- Who is harmed or healed
- Think about positive practices (e.g., diverse perspectives, root cause analyses) and problematic practices (e.g., use of token representation, barriers to authentic community engagement)

Data collection

- Create a shared data collection agenda that combines practice, policy, and research
- Determine the collection design and rationale for why and examine each major detail of the process (team, training, power, measures, indicators)
- Check your assumptions about what is best for you may have biases and perpetuate deficits

Data analyses and statistical tools/algorithms

- Numbers and truth claims
 - Numbers/data used for description and action (e.g., comprehensiveness of NAEP)
- Numbers and accountability
 - Data used for accountability only if valid (e.g., falsifying test scores, removing students before testing)
- Numbers and equity
 - Statistics and numbers can be manipulated – for good and bad – (e.g., reverse racism)
- Involve community in interpretation and actionable use of data, disaggregate data, use mixed methods, and consider context

Dissemination

- Audience: don't forget the community as stakeholders, especially marginalized communities
- Message: tone, content, and messenger (e.g., jargon, deficit, victim-blaming and shaming, community liaison, transparency in equity framing)
- Medium: match media to stakeholders and intended impact, ask individual/community how information can be shared, co-create dissemination plan with community
- Sustainability: consider recommendation and implications, and following up based on expected outcomes

Asset mapping is critical!



- People: know the people and their assets
- Place: geographical features and climate
- Public: residents who will benefit
- Promises: time and resources expected
- Processes: theory of action that guide the work
- Program: programs and projects that structure the work

Actionable Intelligence for Social Policy
<https://www.aisp.upenn.edu>

EQUITY FRAMEWORK IS A JOURNEY AND TAKES WORK, TIME, HUMILITY AND DEDICATION!

Practice work/tool (see handout)

Racial Equity Impact Analysis Worksheet

The following three steps are recommended before filling out the rest of the worksheet:

	Description
Step 1	Review Best Practices slide; review an example of completed analysis (see Section V).
Step 2	Identify appropriate staff to complete the analysis
Step 3	Collect data necessary for completion of the Racial Equity Impact Analysis (see sidebar for resources).

1. Department and Project/Program/Policy Title:
2. Briefly describe the proposed action and the desired results:
3. Who are the racial / ethnic groups affected by this program, policy or practice? How will each group be affected? What are the racial disparities related to this project?
4. How does the proposed action expand opportunity and access for individuals to services (including immigrants and refugees)?

THANK YOU! QUESTIONS?

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AND SO MANY MORE!

Selected Resources

- Andrews, K., Parekh, J., & Peckoo, S. (2019). *How to Embed a Racial and Ethnic Equity Perspective in Research: Practical Guidance for the Research Process*. Bethesda, MD: Child Trends
- Gillborn, D., Warmington, P., & Demack, S. (2018, 2018/03/04). QuantCrit: education, policy, 'Big Data' and principles for a critical race theory of statistics. *Race Ethnicity and Education*, 21(2), 158-179. <https://doi.org/10.1080/13613324.2017.1377417>
- Hawn Nelson, A., Jenkins, D., Zanti, S., Katz, M., Berkowitz, E., et al. (2020). *A Toolkit for Centering Racial Equity Throughout Data Integration*. Actionable Intelligence for Social Policy, University of Pennsylvania.
- Race & Social Justice Initiative (2010) *Racial Equity Toolkit for Policies, Programs, and Budget*. Seattle, WA: Author