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.

For Example:
- Voting Rights
- FHA Loans
- Residential segregation
- Access to education, green space, resources, safety, healthcare, etc.
- Jobs, hiring and advancement

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 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

Racial wealth audit

HTTP://RACIALWEALTHAUDIT.ORG/DOWNLOADS/RACIALWEALTHGAP.PDF
WHY DOES EDUCATION NOT CONFER THE SAME BENEFIT AS EXPECTED?

Education: on- and off-ramps, obstacles

Figure 8. Rates of College Graduation

![Bar chart showing the rates of college graduation by race.](source)

- White families: 34%
- Black families: 20%
- Latino families: 13%

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

![Graph showing the reduction of the wealth gap.](source)

- Latino families (any race): $3,528
- Black families: $1,313
- White families: $120k
WHY DOES HOMEOWNERSHIP NOT CONVEY THE SAME EFFECTS AS EXPECTED?

Homeownership

Figure 2. Homeownership Rates

Figure 3. Reduction of the Wealth Gap After Equalizing Homeownership Rates
Tax Policies Can Boost and Block Simultaneously

<table>
<thead>
<tr>
<th>Who Benefits from the Tax Code?</th>
<th>MILLIONAIRES</th>
<th>WORKING FAMILIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>$138,280</td>
<td>$10</td>
<td></td>
</tr>
<tr>
<td>$11,890</td>
<td>$18</td>
<td></td>
</tr>
<tr>
<td>$10,020</td>
<td>$110</td>
<td></td>
</tr>
<tr>
<td>$0</td>
<td>$88</td>
<td></td>
</tr>
<tr>
<td>$160,190</td>
<td>$226</td>
<td></td>
</tr>
</tbody>
</table>

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 2016 from several tax programs for tax units in the two income categories.
What questions should you ask?

HTTPS://WWW.RACIALEQUITYTOOLS.ORG/RESOURCEFILES/RACIALEQUITYTOOLKIT.PDF
RACIAL AND SOCIAL JUSTICE BEST PRACTICES CRITERIA

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

ASK WHAT IS BEST FOR MARGINALIZED PEOPLE AT EVERY JUNCTURE

Racial Equity Implementation Impact Analyses

- action & desired results
- how are racial groups effected?
- expand access to marginalized?
- significantly reduce racial disparities?
- advance racial equity?
Example: Infant/Toddler Access

- Access for Latinx infants and toddlers
- Latinx families less likely to use I/T care
- New program may impact existing providers
- Consider the specific needs of Latinx families and IF need and How need it I/T care
- Reduce racial inequities in access and child outcomes?
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
Racial Equity Impact Analysis Worksheet

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

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong> Review Best Practices slide; review an example of completed</td>
</tr>
<tr>
<td>analysis (see Section V).</td>
</tr>
<tr>
<td><strong>Step 2</strong> Identify appropriate staff to complete the analysis</td>
</tr>
<tr>
<td><strong>Step 3</strong> Collect data necessary for completion of the Racial Equity</td>
</tr>
<tr>
<td>Impact Analysis (see sidebar for resources).</td>
</tr>
</tbody>
</table>

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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THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
AND SO MANY MORE!

Selected Resources


