Equity Framework to Support Program Implementation
Using lens in all aspects of the process

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OSBM Performance Management Academy
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Flow

- Start with Equity
- Equitable access, experiences, and outcomes
- Root cause analyses
- Equity impact template

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MUST BE A DISRUPTOR!

Take home message

- Need to address equitable access, experiences and outcomes

- Consider root cause analyses

- Use template to guide collective approach, accountability, and impact

- Equity-centered data analyses must attend to disrupting the cycle of systemic racism – access, experiences, and outcomes

Starting with Equity

Equitable learning systems provide access to **resources, opportunities, and experiences** to children and families that result in positive outcomes that are not associated with children's demographic characteristics. They actively and continuously **identify and intentionally eliminate manifestations of systemic racism and other forms of oppression.**

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START WITH EQUITY

14 PRORITIES TO DISMANTLE SYSTEMIC RACISM IN EARLY CARE AND EDUCATION
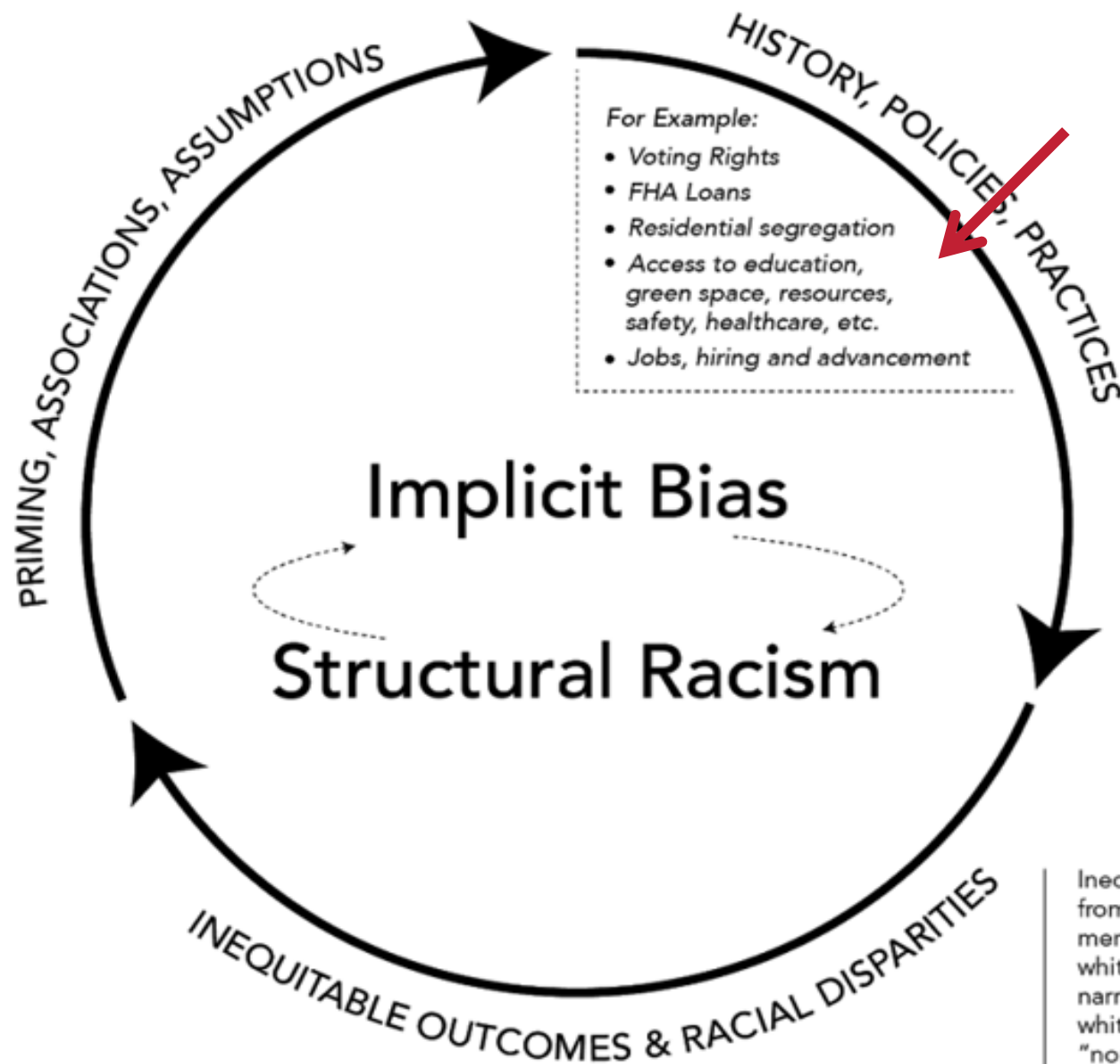
CHILDREN'S EQUITY PROJECT

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

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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

PRIMING, ASSOCIATIONS, ASSUMPTIONS

HISTORY, POLICIES, PRACTICES

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)

Implicit Bias

Structural Racism

INEQUITABLE OUTCOMES & RACIAL DISPARITIES

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
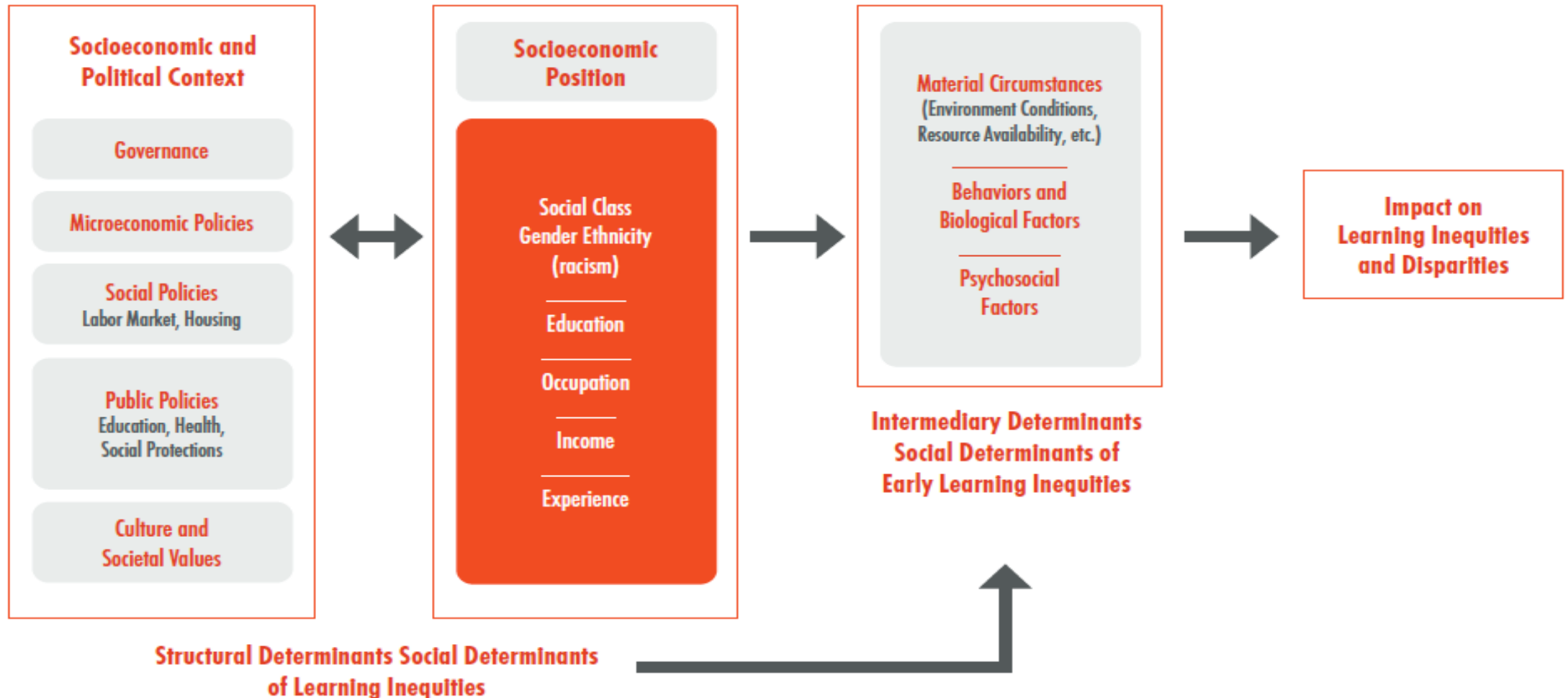
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"Implicit Bias and Structural Racialization," By Kathleen Osta & Hugh Vasquez, National Equity Project.

Structural determinants of health/ early learning: Root causes

Strategies and policies must <u>combat racism and inequities</u>.

- 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 **<u>manage</u>** the effects of these injustices, but they don't overcome or cure them. Policies, conversely, **<u>actually shift</u>** 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

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Racial wealth audit

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Education: on- and off-ramps, obstacles

Figure 8. Rates of College Graduation

White families: 34%
Black families: 20%
Latino families: 13%
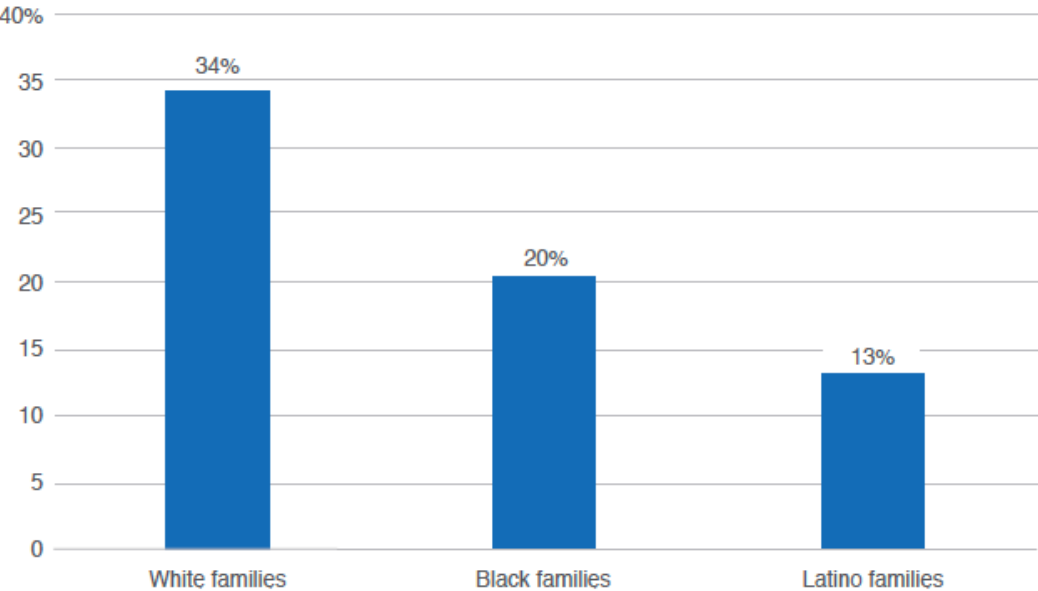
Source: Survey of Income and Program Participation (SIPP), 2008 Panel Wave 10, 2011

Figure 9. Reduction of the Wealth Gap After Equalizing College Graduation Rates
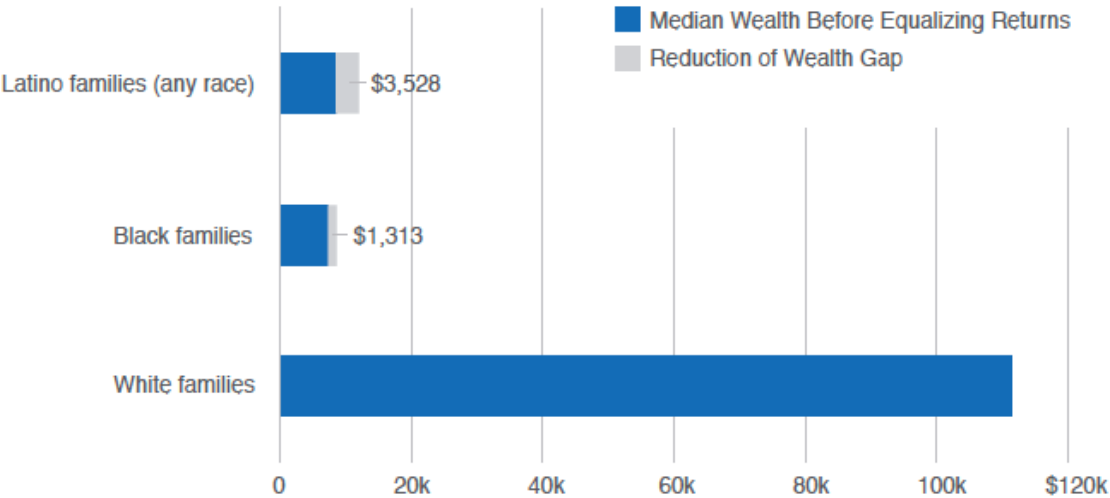
- Median Wealth Before Equalizing Returns
- Reduction of Wealth Gap

Latino families (any race): $3,528
Black families: $1,313
White families

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

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Homeownership

Figure 2. Homeownership Rates

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

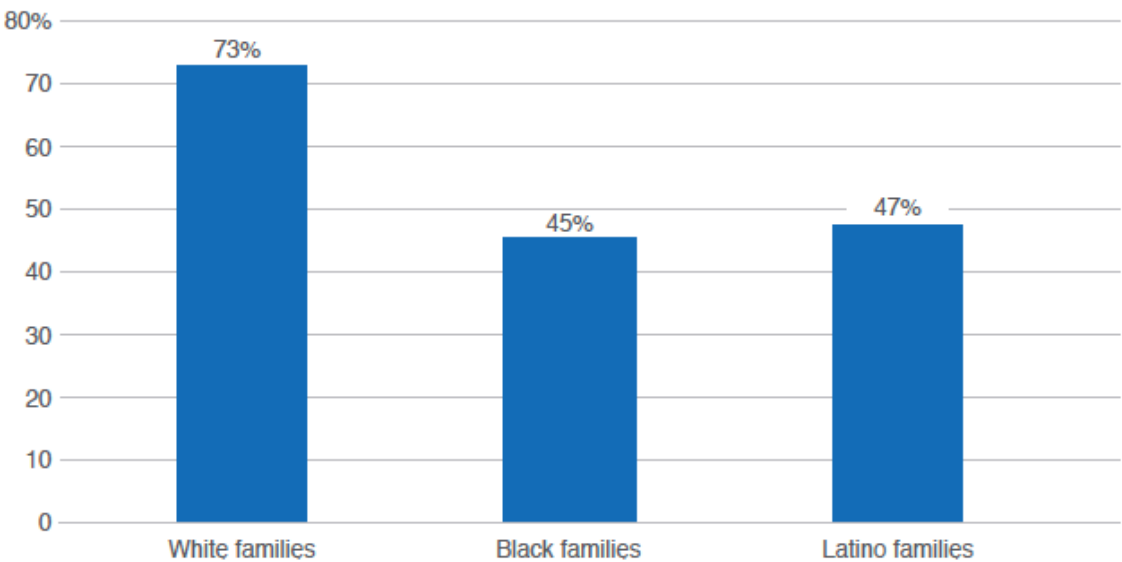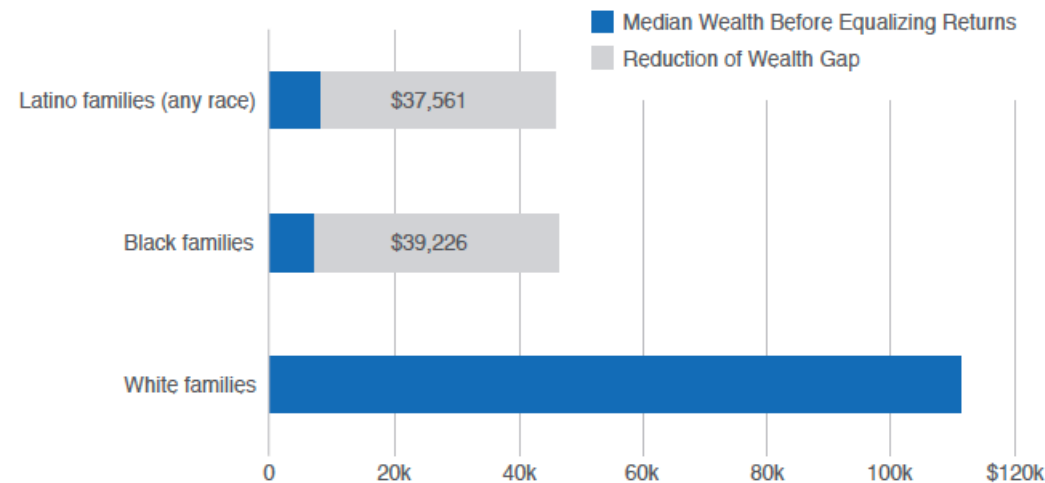Figure 3. Reduction of the Wealth Gap After Equalizing Homeownership Rates

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

Tax Policies Can Boost and Block Simultaneously

Who Benefits from the Tax Code?

MILLIONAIRES	$138,280	$11,890	$10,020	$0	$160,190
VS	SAVINGS & INVESTMENTS	HOMEOWNERSHIP	RETIREMENT	HIGHER EDUCATION	TOTAL FOR 2015
WORKING FAMILIES	$10	$18	$110	$88	$226

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 united in the two income categories.

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What questions should you ask?

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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.

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ASK WHAT IS BEST FOR MARGINALIZED PEOPLE AT EVERY JUNCTURE

Racial Equity Implementation Impact Analyses

action &
desired results → existing racial
disparities? → how are racial
groups
effected?

expand access
to
marginalized? → significantly
reduce racial
disparities? → advance racial
equity?
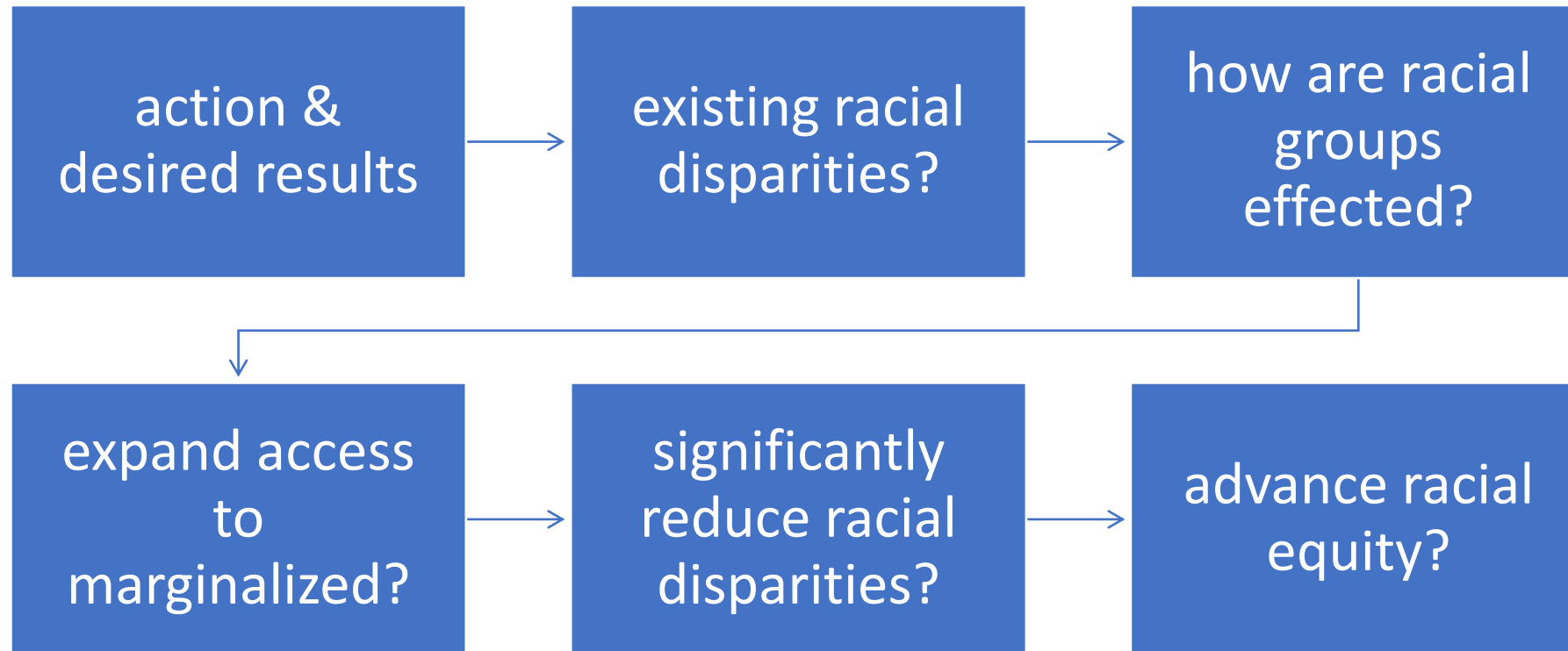
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Example: Infant/Toddler Access

access for Latine infants and toddlers → Latine families less likely to use I/T care → new program may impact existing providers → consider the specific needs of Latine families and *IF* need and *HOW* need I/T care → reduce racial inequities in access, experiences, and child outcomes?
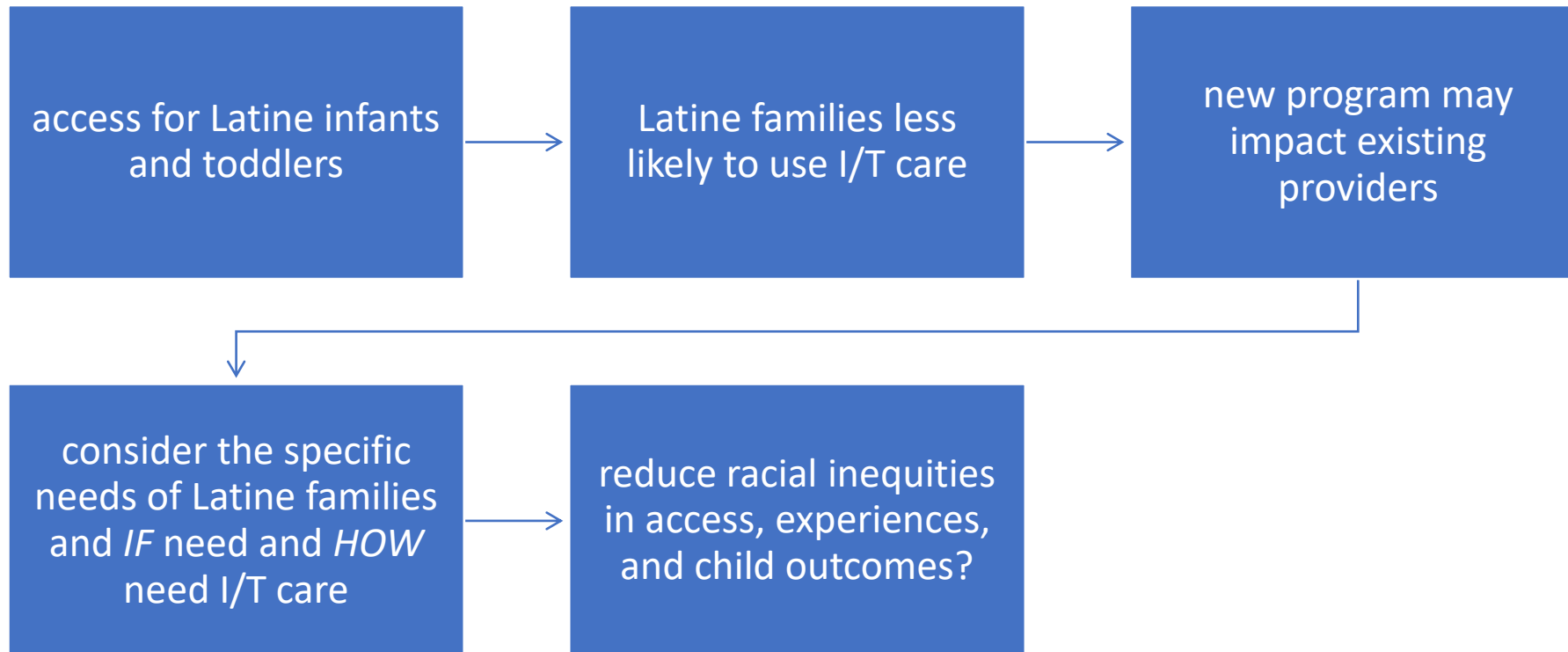
Equity-centered Data Development and Usage

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)

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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

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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

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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

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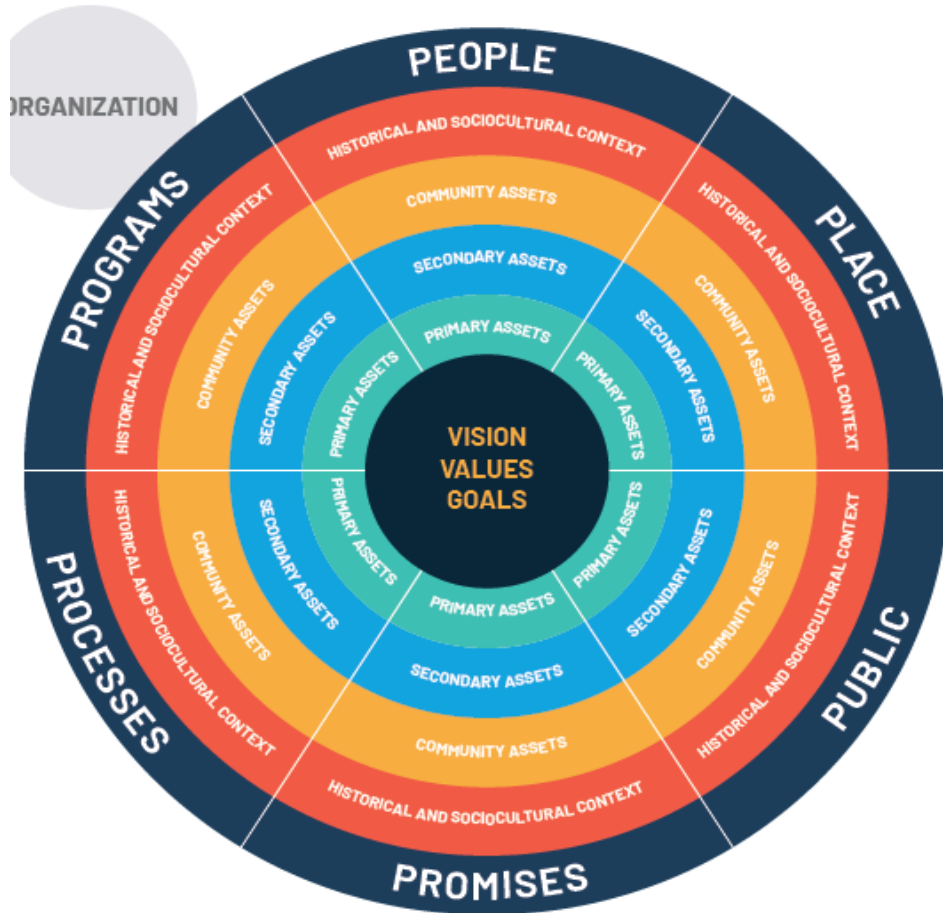
- People: know the people and their assets
- Place: geographical features and climate
- Public: residents who will benefit
- Promises: time and resources expected
- Processes: theory of action that guide the work
- Program: programs and projects that structure the work

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

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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)?

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THANK YOU!
QUESTIONS?

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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

- Blevins, D., Meek, S., & Iruka, I. U. (2021). *Start with Equity: Early Childhood Equity Strategic Plan Template.* Children's Equity Project. Download here.

- 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.

- Meek, S., Iruka, I. U,...Powell, T. (2020). *Fourteen priorities to dismantle systemic racism in early care and education.* Tempe, AZ: Arizona State University, The Children's Equity Project. Download here!

- Race & Social Justice Initiative (2010) *Racial Equity Toolkit for Policies, Programs, and Budget.* Seattle, WA: Author Download here.

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