Racial Equity/RBA 101

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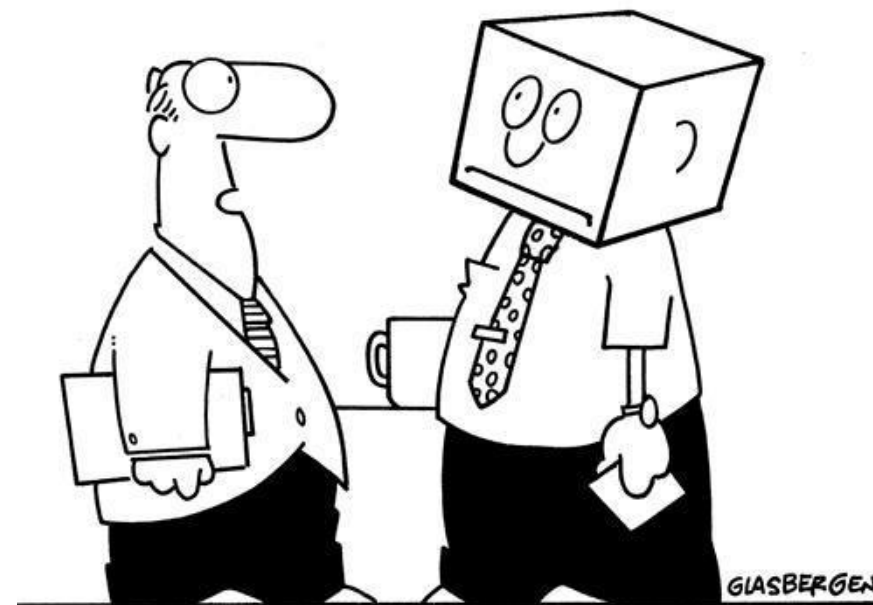You can't be neutral
on a moving train.
- Howard Zinn

Why Such Intentional Focus on Equity?

Work, done with the best intentions, does not produce the racial equity we demand in our communities …

or it would have already.

The train will take us where it always has unless we build new pathways to equity.

Working Assumptions

- Race matters. Almost every indicator of well-being shows troubling disparities by race

- Disparities are often created and maintained inadvertently through policies and practices that contain barriers to opportunity

- It's possible-- and only possible-- to close equity gaps by using strategies determined through an intentional focus on race

- If opportunities in all key areas of well-being are equitable, then equitable results will follow

- Given the right message, analysis, and tools, people will work toward racial equity

"Thinking outside of the box is difficult for some people. Keep trying."

Credit to the RACE MATTERS Toolkit, researched and funded by Annie E. Casey Foundation

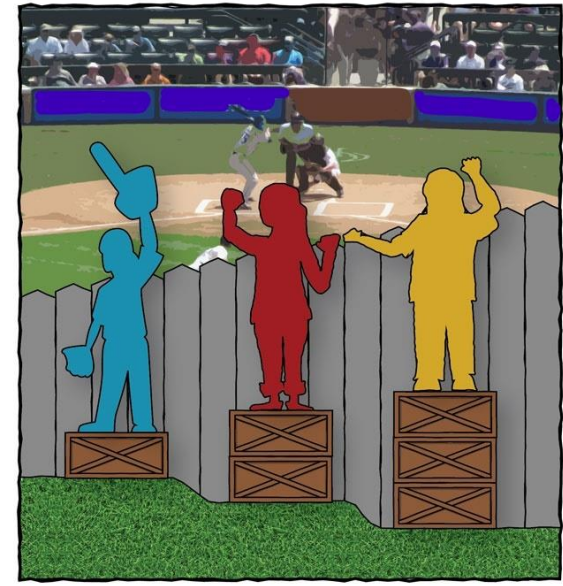# What is Equity?

EQUALITY

EQUITY

Eq-ui-ty (*ek-wi-tee*), noun

- Just and fair inclusion.

- An equitable society is one in which all can participate and prosper.

- The goals of equity must be to create conditions that allow all to reach their full potential.

- In short, equity creates a path from hope to change.

EQUALITY

EQUITY

Equity Principals

- Systems focused, outcome and data driven (eliminate disparities)

- Shift individuals from gatekeepers to agents of institutional transformation (change agents)

- Take action to identify and address institutional elements of racism

- Stay grounded in history and root causes of racial inequity

- Be accountable to those most impacted by racial disparities

Adapted from Undoing Racism – The People's Institute for Survival and Beyond)

Who are we Typically Accountable to?

Implementing Racial Equity

Step 1 — **Name the desired future condition** – *All residents of the City of Oakland are economically secure and living in thriving, healthy communities.*

Step 2 — **Use disparity data to understand current conditions** – *African American, Latinos and some Asian groups over represented in poverty, unemployment/underemployment, living with poor health outcomes and shorter life expectancy.*
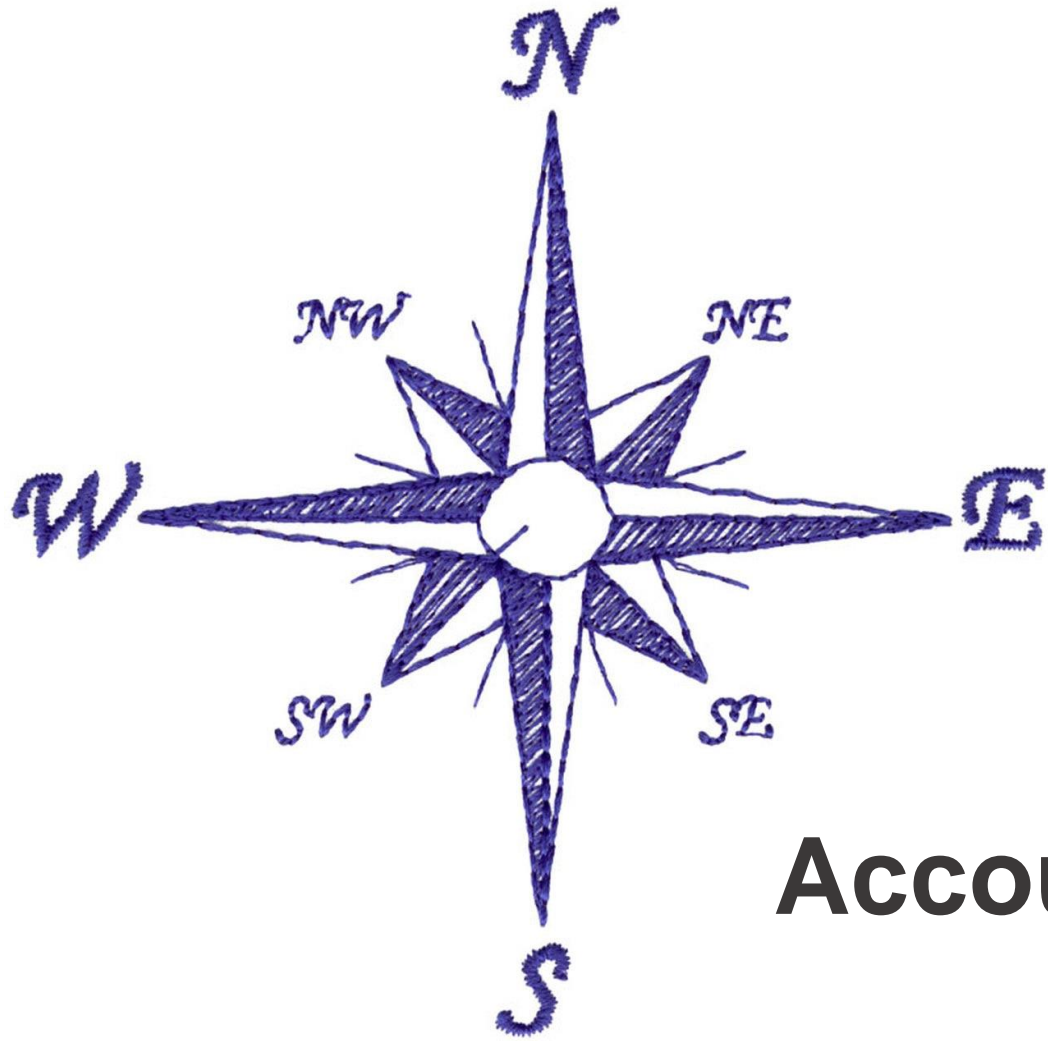
Step 3 — **Work with the impacted community -** *to complete a root cause analysis to deepen understanding of the problem, and to determine what partnerships and actions are needed to respond comprehensively.*

Step 4 — **Design equity approaches with rigorous performance measures** – *to address root causes of disparities and to remove barriers to economic security.*

Step 5 — **Repeat Steps 2 - 5 as needed** – *in a continuous improvement loop until desired future conditions from Step 1 are achieved.*

We need tools:

Results Based Accountability Works to Change Direction

Key Principles of
Results Based Accountability

- Data-informed, community involved, transparent decision-making

- Start at the end to determine what you want to achieve and work backwards to the means

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- Identify the right level of accountability:
  - Population or whole community (*long term – close disparities*)
  - Performance: programs, services, agencies, systems and initiatives (*where the rubber hits the road*)

- Ask effective questions to quickly get from ends to means

Using a community centered, racial equity lens as the foundation for results work

- Data, interpreted with community, is used consistently

- Solutions are chosen with an eye to root cause so that they will more likely work to disrupt and shift racially disproportionate outcomes

- Authentic, problem solving relationships so that when data goes in the wrong direction, the group will encourage and empower people to course correct rather than blame team members or the community

Using a community centered, racial equity lens as the foundation for results work

- Community leaders and staff are mutually responsible for planning, identifying, collecting, and using data to formulate meaningful solutions

- A transparent, non-punitive culture around data *analysis* and *use* is created that is different that from compliance reporting

- Communities aren't blamed for systems failures
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- Data, equity rational and decision making process is shared with community

Use Disaggregated Data to Inform Your Decisions

…because there are unintended consequences of stopping at the first cut of data

Answer the Q:

Whose lives are you looking to impact?

Then disaggregate by race, ethnicity, gender, sexual orientation, language, etc.

DEFINITIONS

RESULT

A condition of well-being for children, adults, families or communities.

i.e. All children are well educated, All people live in safe communities, All people are economically self sufficient

INDICATOR

A measure which helps quantify the result.

i.e. high school graduation rate, police arrest rate/crime rate, unemployment rate

PERFORMANCE MEASURE

A measure of how well a program, agency or service system is working.

1. Quantity - How much did we do?
2. Quality - How well did we do it?
3. Impact - Is anyone better off?
   Who? How do we know?

About Results

- Think about larger context of your work to transform systems to get equitable outcomes for communities of color.

- The whole community cannot experience well-being when communities of color experience those conditions at disproportionately lower rates.

- Results should be positive, i.e. "healthy" versus "not sick."

RESULTS: Think about Oakland and answer the following questions:

1. What is the condition of well-being (result/s) that you want for people in your community? [state in positive terms]

2. What would these conditions look like if you could see or experience them? [describe like google earth]

3. How could you measure it?

What would it look like?
How could racial equity be experienced?

- Answer in a culturally relevant, contextualized manner connected to the vision you have for racial equity.

- The question is not about any community, but about people of color who are most impacted by racial disparities in Oakland?

- Ask yourself, whose vision does this picture reflect?

- Does it reinforce a deficit orientation toward the community?

- Does it authentically reflect what a result means in Oakland?

How can we measure it?
Identify indicators

- Measures look similar across the country, but you will have information about Oakland's unique context once you review your disaggregated data by race/ethnicity over time

Root Cause Analysis is Critical

- Data trends over time can highlight racially disproportionate, systems-level outcomes for communities of color.

- Ask "why" 3 to 5 times to move past superficial understandings of the sources of racial inequity and get to the underlying causes/histories.

- Use skilled, preferably multiracial, facilitation to push back on views that reinforce racism and actively surface the historic and present day root causes underlying the assumptions.

What are the Root Causes?

What are the factors that contribute to the racial disparity you see in the data?

What factors do you anticipate affecting the future?

What are the causes and forces at work?

Dig deep and try to identify the "root causes"

Ask "WHY" 3-5 times!

Consider how current policies and service systems maintain or reinforce structural/institutional racism

The group considers all strategies—from current activities and service systems, to policy implementation/change and new, client-level programs towards the end of racial equity.

*Remember that the root causes inform brainstorming.

Solution Brainstorm!

- No one program or policy will produce a result, but over time, multiple strategies can have an impact.

- Identify a large number of strategies in multiple categories.
- *This is not a research project for evidence-based practices only!*

- Use the following categories to guide the brainstorm:
  - ➢Low-cost, no-cost ideas
  - ➢Ideas identified through community knowledge
  - ➢Promising practices
  - ➢Evidence-based practices
  - ➢Out of the box/ "imagine if" ideas

Caution! Do not get too attached to solutions – consult with and gather community wisdom before running down the road.
Lead with allyship attitude.

Putting a stake in the ground – Performance Measures

Now the hard work begins:

- Identify solutions that are connected back to one or more indicators.

- Now you need to identify performance measures that show how your work is connected to those indicators and use those performance measures to track your impact over time.

Is anyone better off/ did the work make a difference?

Answer the questions:

How would I know if this solution worked?

What is the intended impact?

How would I know if anyone is "better off" as a result of it/it made a difference?

…**and articulate it as a measure**.

This is the difference between doing business as usual, which has produced racially inequitable outcomes for generations, and being accountable for the impact of our work

Equity/RBA Opportunities in RFP

Call out Disparities to be Addressed

- 1. support the healthy development of young children through pre-school education, school-readiness programs, physical and behavioral health services, parent education, and case management;

- 2. help children and youth succeed in school and graduate high school through afterschool academic support and college readiness programs, arts, music, sports, outdoor education, internships, work experience, parent education, and leadership development, including civic engagement, service-learning, and arts expression;

- 3. prevent and reduce violence, crime, and gang involvement among children and youth through case management, physical and behavioral health services, internships, work experience, outdoor education, and leadership development, including civic engagement, service-learning, and arts expression;

- 4. help youth transition to productive adulthood through case management, physical and behavioral health services, hard-skills training and job placement in high-demand industries, internships, work experience, and leadership development, including civic engagement, service-learning, and arts expression.

Organize/Vet Strategies with Violence Prevention Wrap Around (assign points)

- Community – general community asset building, self-help, healing, skill building

- Primary – target population; all youth in harms way

- Secondary – target population; youth displaying violence proximate behavior (not yet involved)

- Tertiary – target population; violence involved
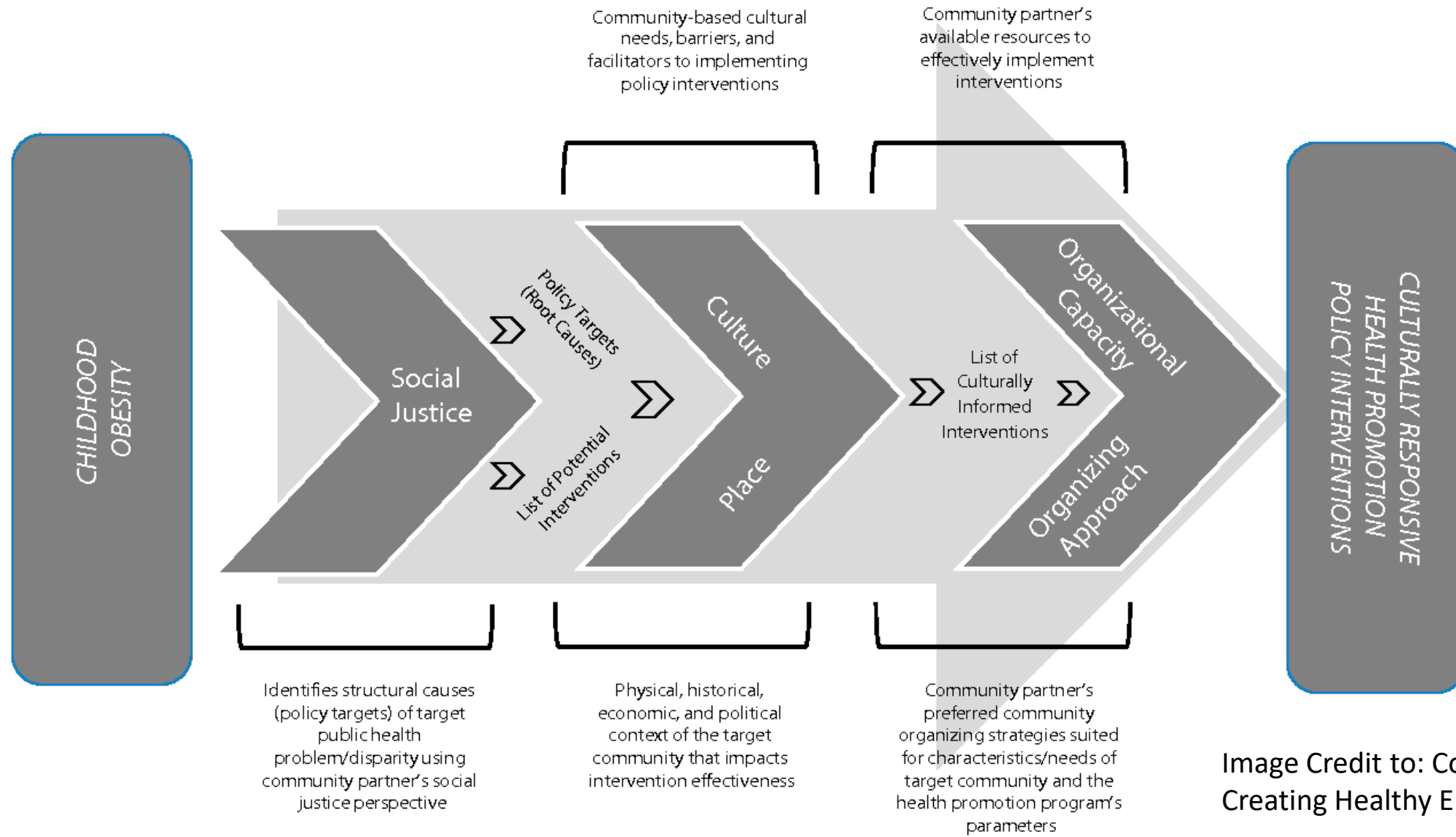
Meaningful Solutions Involve Community

Community-based cultural needs, barriers, and facilitators to implementing policy interventions

Community partner's available resources to effectively implement interventions

CHILDHOOD OBESITY

Social Justice

Policy Targets (Root Causes)

List of Potential Interventions

Culture

Place

List of Culturally Informed Interventions

Organizational Capacity

Organizing Approach

CULTURALLY RESPONSIVE HEALTH PROMOTION POLICY INTERVENTIONS

Identifies structural causes (policy targets) of target public health problem/disparity using community partner's social justice perspective

Physical, historical, economic, and political context of the target community that impacts intervention effectiveness

Community partner's preferred community organizing strategies suited for characteristics/needs of target community and the health promotion program's parameters

Image Credit to: Communities of Color Creating Healthy Environments

Open the process up for new strategies to emerge!

- No one program or policy will produce a result, but over time, multiple strategies can have an impact.

- Identify a large number of strategies in multiple categories.
- *This is not a research project for evidence-based practices only!*

- Use the following categories to guide scoping and evaluation of programs:
  - ➢Low-cost, no-cost ideas
  - ➢Ideas identified through community knowledge
  - ➢Promising practices
  - ➢Evidence-based practices
  - ➢Out of the box/ "imagine if" ideas

Require Meaningful Performance Measures

How much did we do?

**# organizations/
people served**

**# activities
(by type of
activity)**

How well did we do it?

% common measures
e.g. workload ratio, staff composition,
% staff fully trained/culturally
competent
% services in language spoken,

**% activity-specific
measures**
e.g. % timely
% people completing
activity/training attendance rate,
% correct and complete

Is anyone better off?Who?How do we know?

#/% skills/knowledge
e.g. knowledge of how to start a small biz

#/% attitude/opinion
e.g. feel a sense of belonging in the organization

#/% behavior
e.g. school attendance, residents included in decision-making

#/% circumstance
e.g. working, in stable housing