FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM

SCYPT RETREAT

July 10, 2019, 10:00 a.m. – 3:00 p.m.
Little River United Church of Christ

<u>Agenda</u>

1. Welcome and Introductions

2. Administrative Item

    a. Administrative 1: Approval of a Meeting Schedule for School Year 2018-19

3. Retreat Presentations and Discussion

    a. Update on School Readiness and Pre-K Planning
    b. Incorporating Equity in SCYPT Work

4. Adjourn

Successful Children and Youth Policy Team

Fairfax County Equitable School Readiness Strategic Plan

July 10, 2019

One Fairfax and The Equitable School Readiness Strategic Plan, Birth to Eight

Seek to advance racial and social equity so that every family has access to high quality, affordable, early childhood programs in the settings that best meet their family's needs.
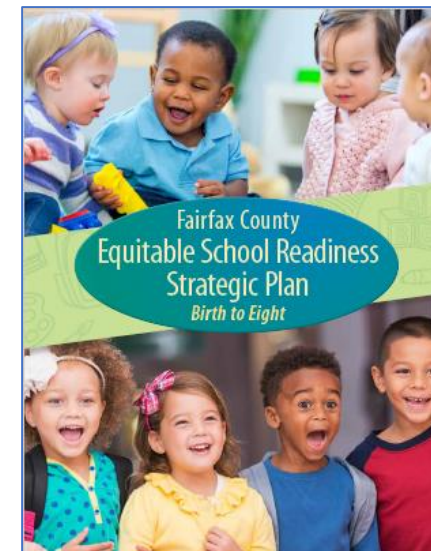
The Equitable School Readiness Strategic Plan Strategies

1 Establish meaningful partnerships with families to grow school readiness opportunities in all communities and support children's optimal development in all settings.

2 Provide equitable offerings of high-quality early development and learning experiences and related school readiness supports throughout the county.

3 Foster quality and effective professional learning in all early childhood programs and services.

4 Promote equity-focused planning and decision making, as well as shared accountability, through the use of data.

5 Nurture a whole community commitment to school success for all children.

Ongoing Planning Work – FY2019 Actions

Board of Supervisors FY2019 Budget Guidance directed the Successful Children and Youth Policy Team to develop a five-year plan to expand early childhood services. Three foundational actions were identified:

1. Map County and FCPS fiscal resources for children birth to five.

2. Develop and implement a point in time survey of early childhood programs to:
   - Address gaps in data identified in the development of the ESRSP.
   - Provide baseline and ongoing data.

3. Research early childhood systems in Virginia and other communities.

Fiscal Mapping

Methodology

- Services for children ages birth to five

- FY17, FY18 and FY19 adopted budget amounts for general fund/Notice of Award amount for grants

- Percentage calculations for fringe planning by FY

- Funding mapped by key components of an early childhood system
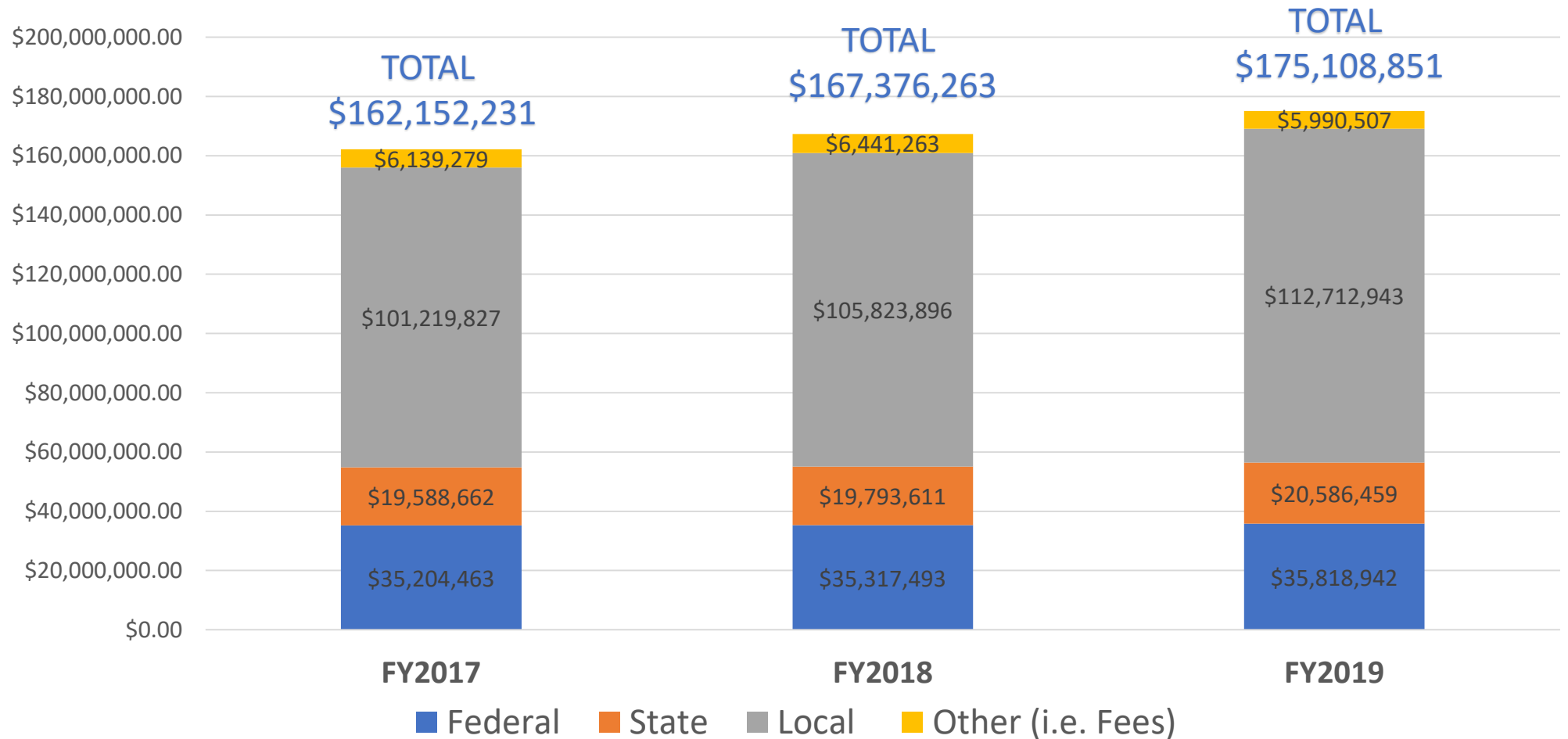
Information Received from:

-Fairfax County Public Schools
-Office for Children
-Department of Family Services
-Children's Services Act

-Neighborhood and Community Services
-Park Authority
-Libraries
-Health Department

Fiscal Mapping
Funding Growth

Source: OFC School Readiness Fiscal Mapping Birth to Five, does not include Benefits (TANF, SNAP, Medicaid, General Relief)
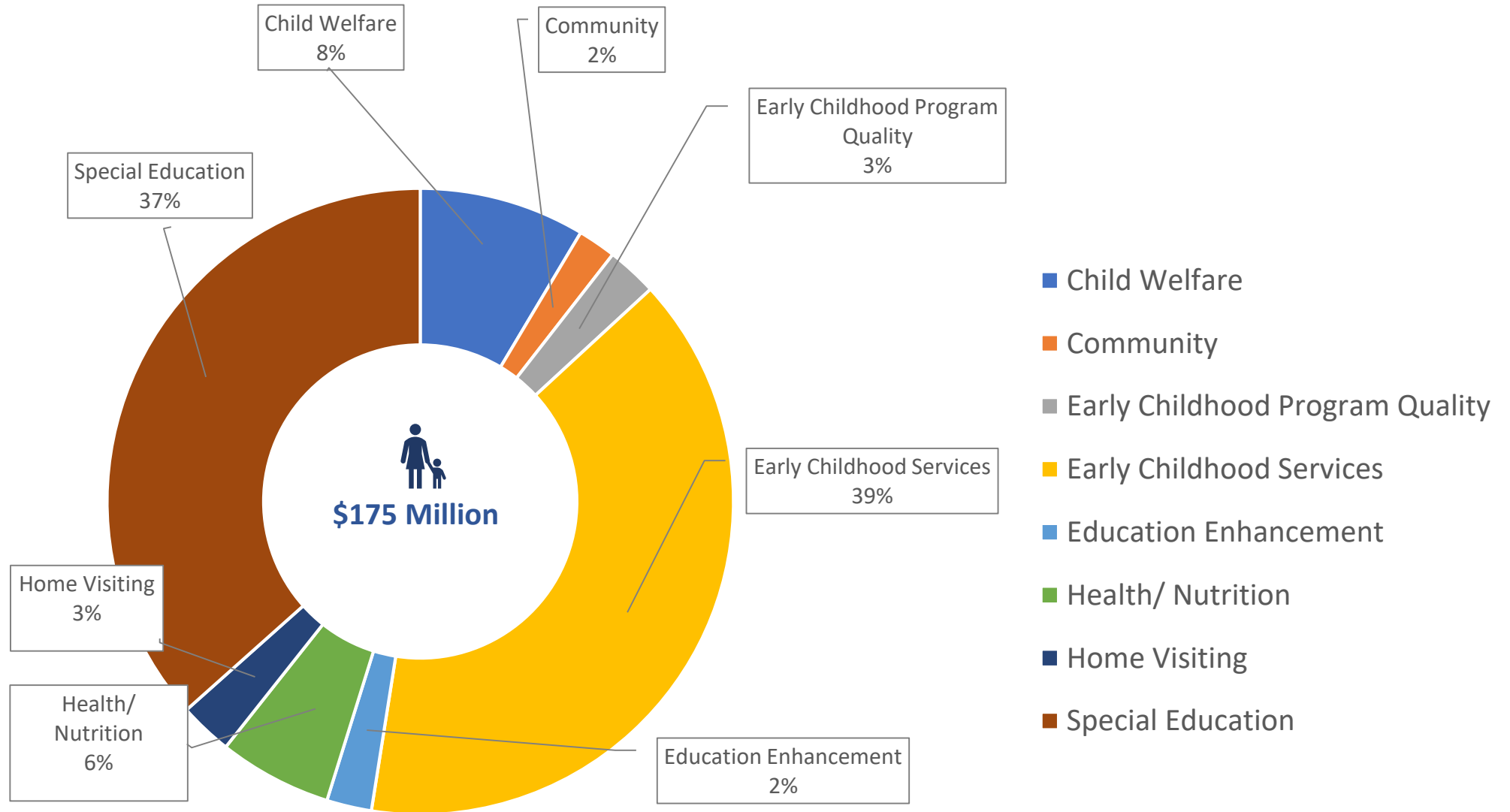
Fiscal Mapping – Funding Categories

COMMUNITY	EDUCATION ENHANCEMENT	EARLY CHILDHOOD PROGRAM QUALITY	HOME VISITING	HEALTH/ NUTRITION	CHILD WELFARE	SPECIAL EDUCATION	EARLY CHILDHOOD SERVICES
$3,450,831	$4,061,342	$4,571,017	$4,809,342	$10,239,816	$14,996,529	$64,071,368	$68,908,607
$2,937,901	$5,108,513	$4,072,923	$4,443,612	$10,843,659	$14,366,359	$58,697,918	$66,905,379
$2,874,590	$5,172,417	$3,640,562	$4,013,473	$10,789,033	$14,792,391	$54,452,874	$66,416,890

COMMUNITY
- Consolidated Community Funding Pool
- Family Resource Centers/ Neighborhood Initiatives
- Opportunity Neighborhoods

EDUCATION ENHANCEMENT
- Early Literacy Program
- Home Instruction for Parents of Preschool Youngsters
- Partners in Prevention Fund
- Park Authority Pre-K programs

EARLY CHILDHOOD PROGRAM QUALITY
- Community Education and Provider Services
- Institute for Early Learning
- Quality Initiatives
- Virginia Quality
- Infant Toddler Specialist Network

HOME VISITING
- Healthy Families Fairfax
- Nurse-Family Partnership

HEALTH/ NUTRITION
- United States Department of Agriculture, Child and Adult Care Food Program
- Maternal Child Health Services
- Women, Infant and Children
- Medical Care for Children Partnership

CHILD WELFARE
- Child Protective Services
- Foster Care & Adoption
- Family Partnership
- Children's Services Act
- Human Services Transportation
- Kinship Care Unit
- Neighborhood Networks
- Parenting Education Program
- Protection & Preservation Services

SPECIAL EDUCATION
- IDEA Part B /Childfind
- IDEA Part C/Infant Toddler Connection
- Therapeutic Recreation - preschool summer mini camp
- Therapeutic Recreation - SMILE

EARLY CHILDHOOD SERVICES
- Child Care Assistance & Referral
- Head Start & Early Head Start
- Virginia Preschool Initiative
- Virginia Preschool Initiative +
- Title 1
- FCPS School Board and County General Funds

- FY19
- FY18
- FY17

$175 Million in Total (FY19)

Fiscal Mapping (FY19)

$175 Million

Pie chart segments:
- Child Welfare 8%
- Community 2%
- Early Childhood Program Quality 3%
- Early Childhood Services 39%
- Education Enhancement 2%
- Health/ Nutrition 6%
- Home Visiting 3%
- Special Education 37%

Legend:
- Child Welfare
- Community
- Early Childhood Program Quality
- Early Childhood Services
- Education Enhancement
- Health/ Nutrition
- Home Visiting
- Special Education

Data and Fiscal Resources
Children Under Age Five in Fairfax County*

	Under 1 yr.	1 yr.	2 yr.	3 yr.	4 yr.	TOTALS Children under age 5
ALL CHILDREN UNDER AGE 5	12,677	12,813	13,239	13,547	13,682	65,958
Under 100% FPL	1,356	1,371	1,417	1,450	1,464	7,058
Under 200% FPL	3,030	3,062	3,164	3,238	3,270	15, 764
Under 300% FPL	4,298	4,344	4,488	4,592	4,638	22,360
Under 400% FPL	5,654	5,715	5,905	6,042	6,102	29,418

DISPARITIES IN LEARNING AND DEVELOPMENT BEGIN IN INFANCY**

Data and Fiscal Resources
Children Under Five in Fairfax County

Every baby in Fairfax County needs equitable opportunities to thrive.

"Research consistently finds negative effects of poverty and racial disparities among young children in low-income families and children of color, caused by differences in access to resources and services as well as contributing historical and social factors. The effects of disparities appear early and are critical—within their first two years infants from higher and lower socioeconomic status families already exhibit a **6-month gap** in processing skills critical to language development."*

*Source: Cosse, Ruth, et al. (2018). Building Strong Foundations: Racial inequity in policies that impact infants, toddlers, and families. CLASP and ZERO TO THREE, Washington, DC. www.zerotothree.org/resources/2561-building-strong-foundations-racial-inequity-in-policies-that-impact-infants-toddlers-and-families

Data and Fiscal Resources

Children Birth to Five Served in Publicly Funded Early Childhood Programs (Centers and Family Child Care Homes) – FY19

Program	County	FCPS	Community HS/EHS Delegate Program	Total Funded Slots*
Total	661	1,832	300	**2,793**

Child Care Assistance and Referral (0-5)**
1,994

Total children currently served in a publicly funded slot
4,787

*Federal, state and local funding sources including Early Head Start and Head Start, Title 1, Virginia Preschool Initiative, VPI+, Mixed Delivery, FCPS School Board and County General Funds

**Federal, state and local funding sources including Child Care and Development Block Grant Funds, County General Funds. (Office for Children, children served in May 2019)

Data and Fiscal Resources

Children under age 5 in Fairfax County living in households with income below 200% of Federal Poverty

72%

of economically disadvantaged children, **11,310**, may be attending private pay programs, informal arrangements or be at home.

28%

of children who are economically disadvantaged, **4,454****, are **currently served** in a publicly funded slot

Almost **1 in 4**

Children under age 5

are economically disadvantaged. A total of **15,764*** children under age 5 live under 200% FPL.

2,793 in funded slots
1,661*** receiving child care subsidy

*U.S. Census Bureau, Census 2010 Summary, ESRI 2018 Forecasts
**Fairfax County Office for Children and Fairfax County Public Schools FY2019
***Office for Children, children served (below 200% FPG) in May 2019
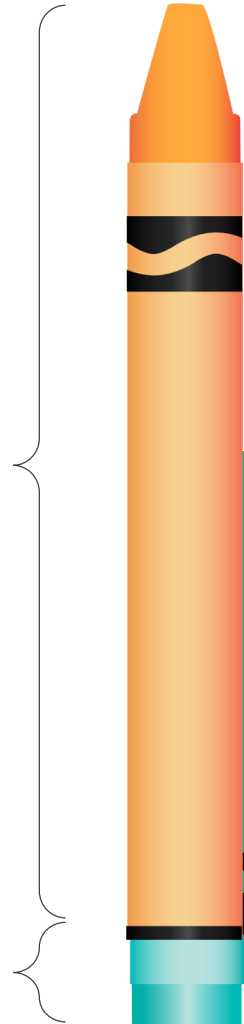
Data and Fiscal Resources

Children 3 and 4 years old in Fairfax County living in households with income below 200% of Federal Poverty

48%

of economically disadvantaged children, **3,151**, may be attending private pay programs, informal arrangements or be at home.

52%

of children who are economically disadvantaged, **3,357****, are **currently served** in a publicly funded slot
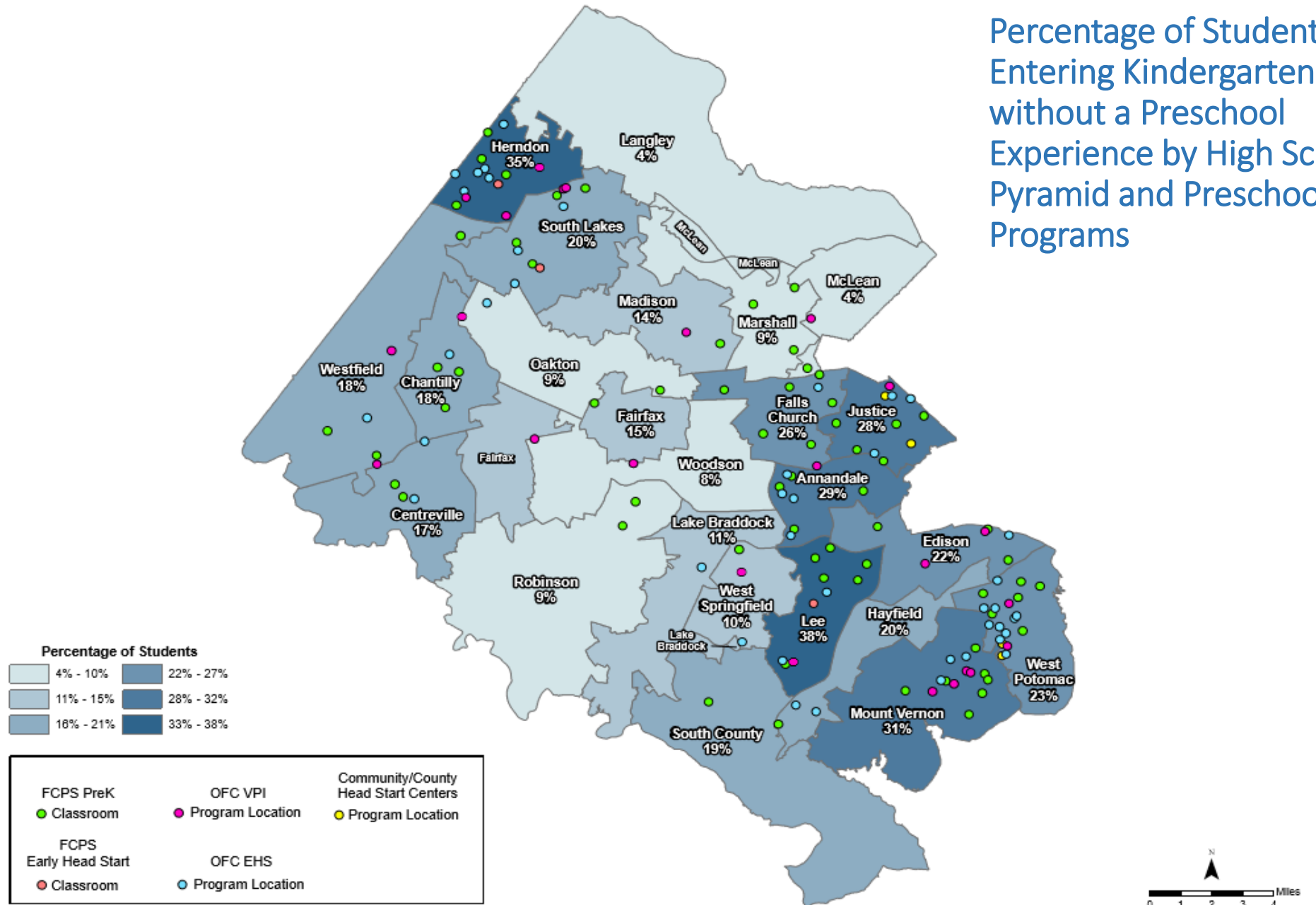
*U.S. Census Bureau, Census 2010 Summary, ESRI 2018 Forecasts
**Fairfax County Office for Children and Fairfax County Public Schools FY2019
***Office for Children, children served (below 200% FPG) in May 2019

Almost **1 in 4**

Children 3 and 4 years old

are economically disadvantaged. A total of **6,508*** children 3 and 4 years old live under 200% FPL.

2,493 in funded slots
864*** receiving child care subsidy

Data and Fiscal Resources

Children under age 3 in Fairfax County living in households with income below 200% of Federal Poverty

Almost 1 in 4
Children under age 3
are economically disadvantaged. A total of **9,256*** children under age 3 live under 200% FPL.

88%
of economically disadvantaged children, **8,159**, may be attending private pay programs, informal arrangements or be at home.

12%
of children who are economically disadvantaged, **1,097****, are **currently served** in a publicly funded slot

300 in funded slots
797*** receiving child care subsidy

*U.S. Census Bureau, Census 2010 Summary, ESRI 2018 Forecasts
**Fairfax County Office for Children and Fairfax County Public Schools FY2019
***Office for Children, children served (below 200% FPG) in May 2019

Percentage of Students Entering Kindergarten without a Preschool Experience by High School Pyramid and Preschool Programs
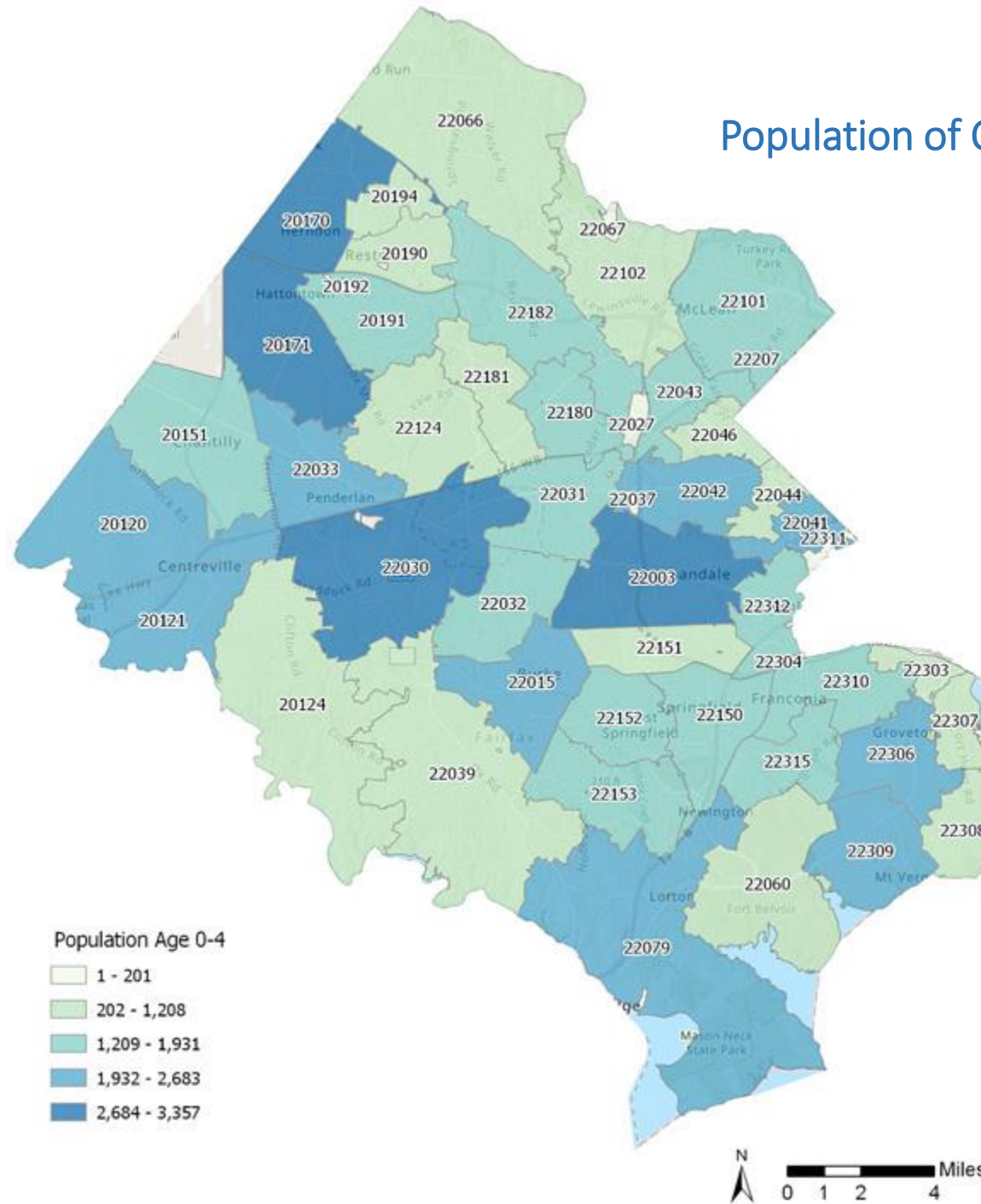
Herndon 35%
Langley 4%
South Lakes 20%
McLean
McLean
McLean 4%
Madison 14%
Marshall 9%
Westfield 18%
Chantilly 18%
Oakton 9%
Fairfax 15%
Falls Church 26%
Justice 28%
Fairfax
Woodson 8%
Annandale 29%
Centreville 17%
Lake Braddock 11%
Edison 22%
Robinson 9%
West Springfield 10%
Lee 38%
Hayfield 20%
Lake Braddock
West Potomac 23%
South County 19%
Mount Vernon 31%

Percentage of Students

4% - 10%		22% - 27%
11% - 15%		28% - 32%
16% - 21%		33% - 38%

FCPS PreK	OFC VPI	Community/County Head Start Centers
● Classroom	● Program Location	● Program Location
FCPS Early Head Start	**OFC EHS**	
● Classroom	● Program Location	

FCPS Kindergartners as of September 30, 2018 - Preschool Experience

April 2019

N

Miles
0 1 2 3 4

Population of Children Birth to 4 by Zip Code

Population Age 0-4
- 1 - 201
- 202 - 1,208
- 1,209 - 1,931
- 1,932 - 2,683
- 2,684 - 3,357

Population of Children Birth to 4, Diversity Index and Median Household Income by Zip Code

17
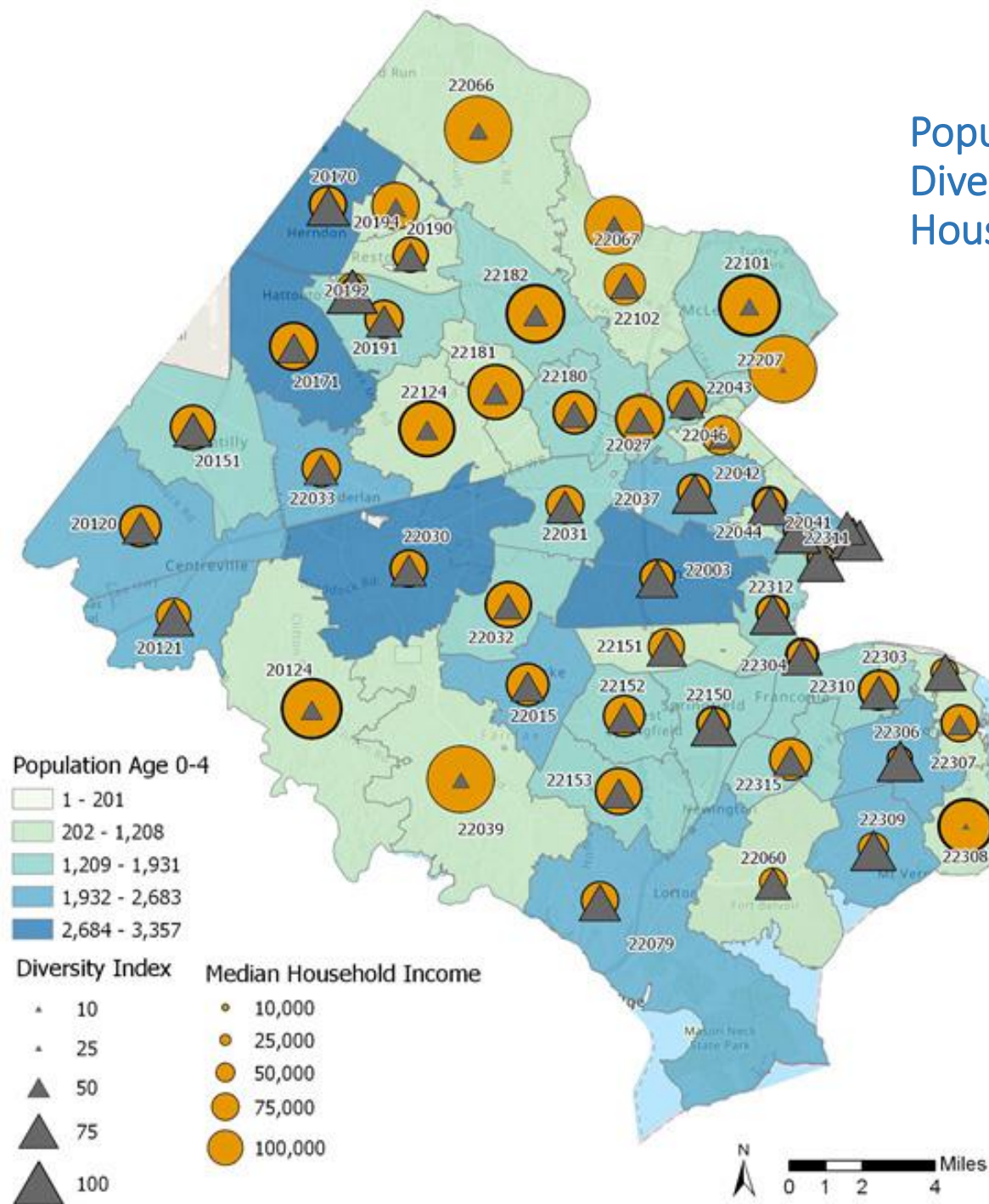
Survey of Early Childhood Programs

- Survey conducted by University of Virginia, Center for Survey Research (CSR)
- Survey in progress

Type of Child Care	Number Contacted
Centers	474
Religious Exempt Centers	85
Family Child Care Homes	1,539
TOTAL	**2,098**

- Survey results will provide specific information in these areas:

  - Capacity & Vacancy
  - Subsidy & Scholarship
  - Compensation & Benefits
  - Program Information (curriculum, partnering with families)

Early Childhood Systems

Eight jurisdictions contacted

Developing Capacity and Building Mixed Delivery Systems: Accomack County VA, Arlington County VA, Richmond City VA, Virginia Beach VA, Montgomery County MD

Expanding Services to children 3 and 4 years old: Buncombe County NC

Universal Pre-K for children 3 and 4 years old: New York City NY, Washington D.C.

Lessons Learned

Program components drive cost. Each jurisdiction is considering an expansion model that meets the particular needs of its community, while leveraging existing providers and support organizations. Program type, staffing requirements, approach to quality and other factors should be considered as part of a cost estimation activity.

Quality and expansion go hand in hand. It is important to develop strategies for making certain any newly-developed early childhood opportunities meet defined quality indicators or are supported in doing so.

Lessons Learned

State funding is an important factor. Like the K-12 system, early childhood programming must be funded by an appropriate mix of local, state and federal sources. All jurisdictions either have or are considering how to ensure that states are contributing an appropriate share of funding to support children and families in their communities.

Having a **centralized home** for early childhood learning and care is critical to effective system building and the coordination of options and stakeholders.

Considering **potential consequences** is key. Several jurisdictions are concerned with how an expansion of universal programming and related requirements will impact small and home-based early childhood programs.

Equitable School Readiness Strategic Plan

Mission: Families, communities, schools and the county work together to build an equitable coordinated and comprehensive system that ensures young children in Fairfax County are ready to be successful in kindergarten and beyond.

Equitable Early Childhood System
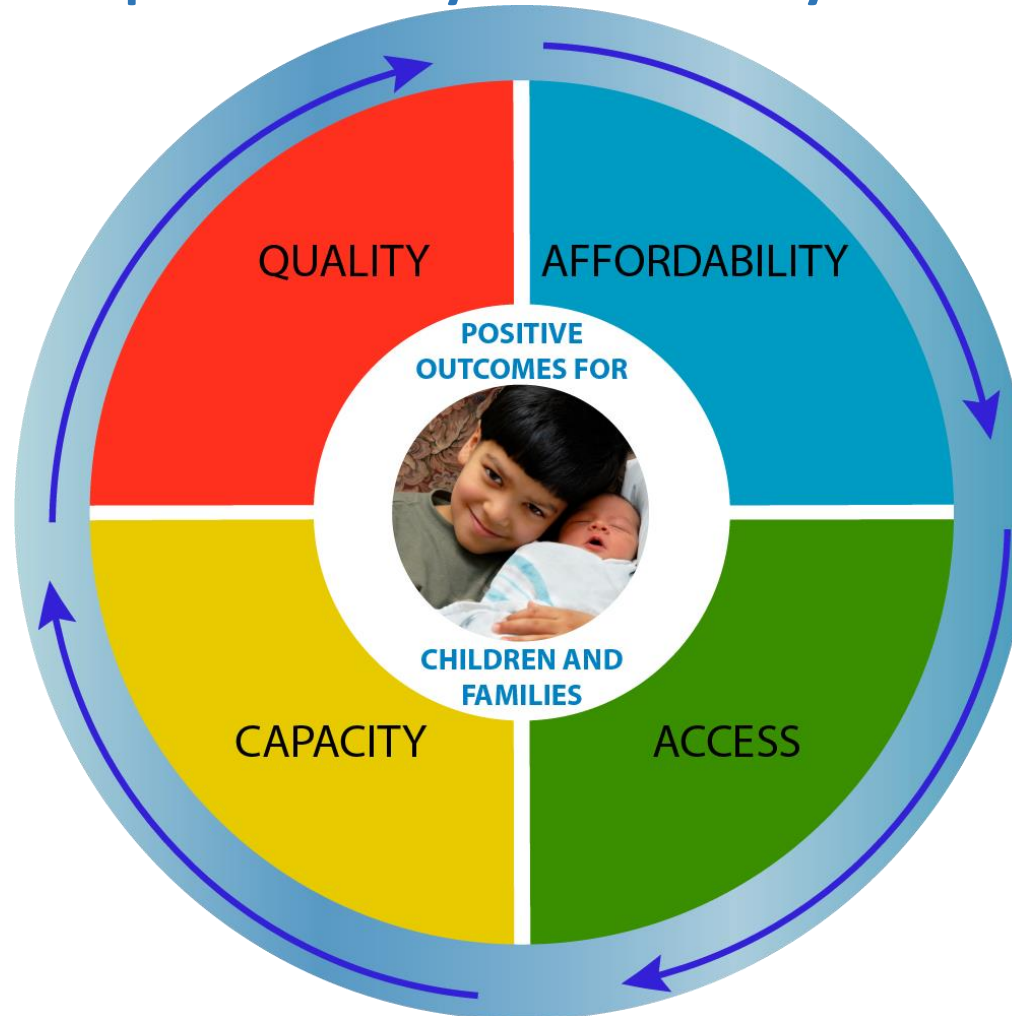
Multi-Year Strategies for Expanding Fairfax County's Early Childhood System

1 **Establish meaningful partnerships with families to grow school readiness opportunities in all communities and support children's optimal development in all settings.**

- Conduct study and evaluation of family needs and preferences for early childhood education to inform planning and decision making

2 **Provide equitable offerings of high-quality early development and learning experiences and related school readiness supports throughout the county.**

- Develop additional early childhood program facilities aligned with County and FCPS Capital Improvement Plans

- Establish a Family Child Care Network

- Serve additional children ages birth to five with public funds in family child care homes and centers (community and FCPS)

- Increase affordability for working families – expand income eligibility to 350% federal poverty level for the Child Care Assistance and Referral program

- Provide additional support for program quality

School Readiness Resources Panel

The Board of Supervisors has directed the County Executive and staff to convene a School Readiness Resources Panel to identify school readiness expansion goals and long-term funding strategies. The panel is comprised of community stakeholders and experts in funding opportunities for school readiness programs, activities and support. A subject matter expert will facilitate the work of the panel.

The School Readiness Resources Panel is meeting throughout the summer and will present recommendations to the Board of Supervisors and the Successful Children and Youth Policy Team in Fall 2019.

THANK YOU

SCYPT was created to address equity issues.
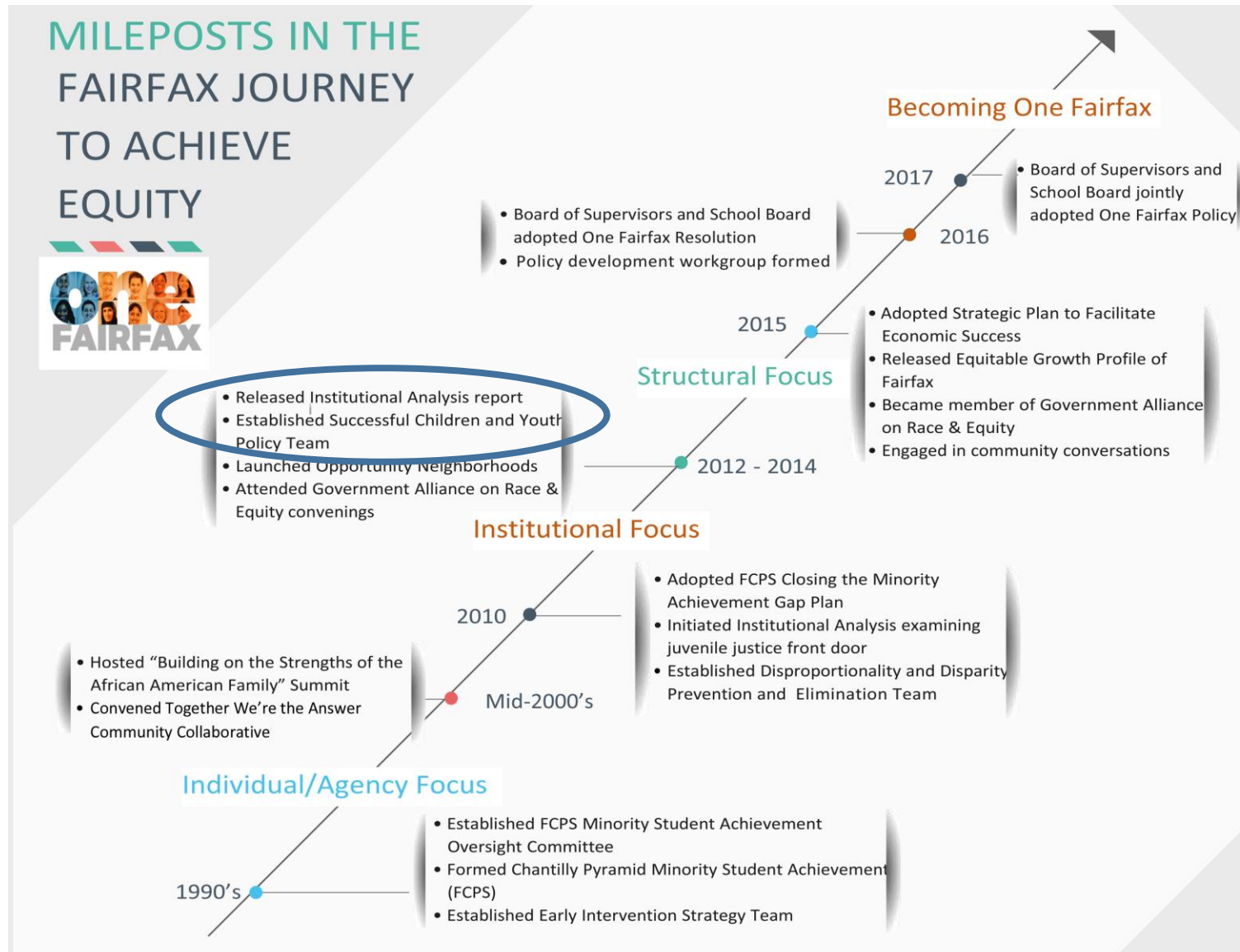
# SCYPT played a key role in the development of the One Fairfax resolution and policy.

SCYPT has sought to make decisions through an equity lens.

- Voices at the table
- Data
- Strategy development
- Policy guidance

Community Health Dashboard

LiveHealthy FAIRFAX

Creating social, economic and physical environments that promote good health for all.   FAIRFAX VIRGINIA

EXPLORE DATA   COMMUNITY HEALTH PRIORITIES   SUCCESSFUL CHILDREN & YOUTH   HUMAN SERVICES REPORT CARD   RESOURCES

Outcome Area 4: Children and youth are healthy.

Percentage of FCPS 8th, 10th, 12th grade students who report feeling sad or hopeless in the past year, by race/ethnicity
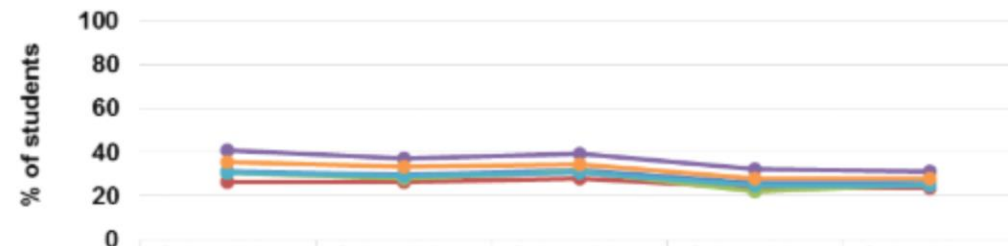
	School Year 2012-13	School Year 2013-14	School Year 2014-15	School Year 2015-16	School Year 2016-17
Overall	31.3	29.6	31.7	25.9	25.9
White	26.6	26.5	28.2	23.9	23.6
Black	30.8	27.8	31.4	22.1	25.1
Hispanic	40.8	37.0	39.5	32.2	31.4
Asian	30.8	28.9	30.8	24.8	24.8
Other/Multiple	35.6	33.3	34.4	27.8	28.0

SCYPT
THE FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM

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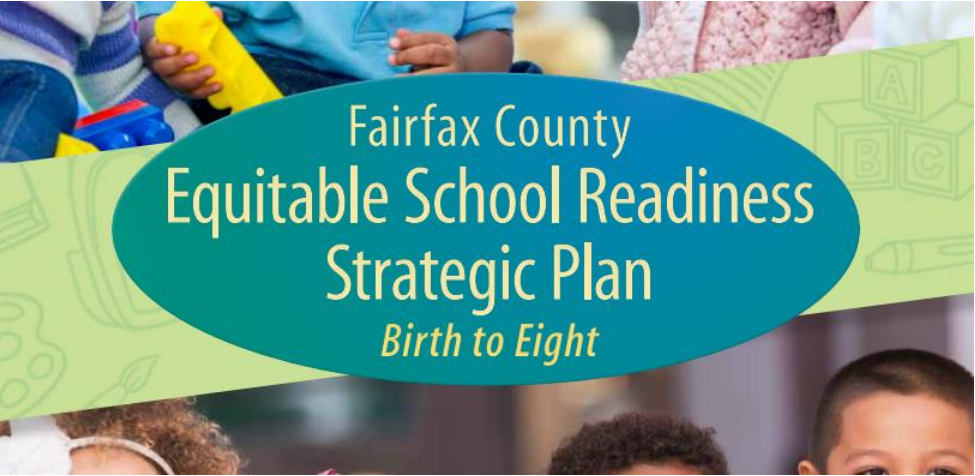
Fairfax County
Equitable School Readiness Strategic Plan
Birth to Eight

Strategy

2 **Provide equitable offerings of high-quality early development and learning experiences and related school readiness supports throughout the county.**

Indicator of Success

Children birth to eight have positive early childhood experiences and the supports they need in all settings. Disparities in access, affordability and quality are eliminated and the achievement gap is closed.

Actions

1. Implement the Early Development Instrument (EDI)[3] to understand the quality and availability of school readiness supports and services.

   ◆ Pilot the EDI in identified low child opportunity neighborhoods and use the results to expand the supply and affordability of quality early childhood programs, family strengthening, preventative health, mental health, dental health, and early intervention programs and services.

   ◆ Adopt lessons learned from the pilot in county-wide practices.

2. Increase the supply, access and affordability of quality early childhood programs.

3. In coordination with Healthy Minds Fairfax and

6. Expand and promote the use of developmental and social emotional screeners (e.g., ASQ-3, ASQ-SE, AEPS, DECA, ACES, etc.) among all early childhood programs, and use screener data to inform the provision of services for individual children and families.

7. Create an equity-focused culture among stakeholders and the public to include using an equity tool to guide decision-making for all early childhood programs, services and policies.

8. Expand and leverage Neighborhood School Readiness Teams to promote effective coordination of school readiness supports and services in neighborhoods throughout the county.

FAIRFAX-FALLS CHURCH
CHILDREN'S BEHAVIORAL HEALTH SYSTEM OF CARE
BLUEPRINT FOR 2016-2019

GOAL 8: Equity/Disparities

Implement targeted strategies to address disparities in outcomes & access based on race, ethnicity, sexual orientation, socio-economic status, geography, & other factors.

Strategies	Action Step(s)	Who....	When
A. Promote the adoption of culturally and Linguistically Appropriate Services (CLAS) Standards among BH providers.	1. CPMT adopts CLAS Standards 2. Based on the results of the local CLAS survey, implement a storytelling project to provide context for the need of CLAS Standard adoption. 3. Create an online clearinghouse for resources related to the CLAS standards.	1. CPMT 2. Partnership for a Healthier Fairfax – Healthy Workforce Team	1. 10/16 - 12/16 2. 4/16 - 12/17 3. 7/16 – 6/18

B. Increase access and availability to behavioral health services for underserved populations. Strategies are to be developed and implemented in a culturally competent manner and in partnership with the communities to be served.	1. Identify underserved communities through a review of current population and service data.
	2. Identify main strengths and barriers to providing and accessing behavioral health services among these populations.
	3. Develop and implement strategies to address identified barriers, which may include:
	    a. Partner with community-based organizations with existing presence in or relationships with underserved communities to jointly serve individuals on-site or to promote access to available services.
	    b. Implement expanded access to and use of telepsychiatry, mobile apps, and other technologies.
	    c. Implement flexible service delivery options, including expanded hours and locations.
	    d. Increase the availability of services offered in languages other than English.
		1. CSB, BH-SOC
		2. CSB, BH-SOC
		3. CSB, BH-SOC
			1. 4/16 - 12/16
			2. 4/16 - 9/17
			3. 7/16 - 12/17

C. Require training in cultural competence and advancing equity in alignment with One Fairfax for County, FCPS, and County-contracted behavioral health service providers.	1. Identify criteria for required learning and practice outcomes. 2. Identify appropriate, relevant, and effective trainings. 3. Develop policy and procedure to require trainings for staff and County-contracted providers. 4. Provide trainings on a regular basis.	1. CSB, SOC Training Committee, FCPS	1. 1/18 - 6/18 2. 1/18 - 6/18 3. 1/18 - 12/18 4. 7/18 - ongoing
D. Implement support structures for LGBTQ youth.	1. Identify and require relevant trainings to improve service options for the unique needs of LGBTQ youth with behavioral health needs. 2. Identify and implement best practices in supportive school and community opportunities for LGBTQ youth.	1. CSB, SOC Evidence-Based Practice Committee 2. FCPS, NCS, PMHT, SOC EBP Committee	1. 1/17 - 12/17 2. 1/17 - 12/17

Improving School Attendance in Fairfax County:
A Multi-Sector Action Plan

(The Attendance Action Plan)

Action Plan

Goal 1. Ensure a positive school climate, flexible instructional approaches, and supportive services to encourage school attendance and engagement.

Strategy 1.1. Conduct an awareness campaign to educate students, parents, and community stakeholders about the importance and benefits of school attendance, and on policies and procedures regarding school attendance.

- Develop a consistent brand and slogan for use across all platforms and with all audiences.
- Ensure materials targeted to specific audiences.
- Consider products to include: website, PSAs, social media, print materials, and webinars.
- Engage multiple sectors, including the business community, in development and implementation.
- Include an action campaign to engage youth.
- Incorporate messaging into Back to School Nights and Kindergarten Registration.

- *Promoting Equity:* Ensure messages and resources are culturally competent and linguistically appropriate. Target implementation to communities with identified risk factors, and tailor messages to identified communities. Engage youth and families in the development and dissemination of messages.

THE FAIRFAX COUNTY SUCCESSFUL
CHILDREN AND YOUTH POLICY TEAM

One Fairfax Refresher
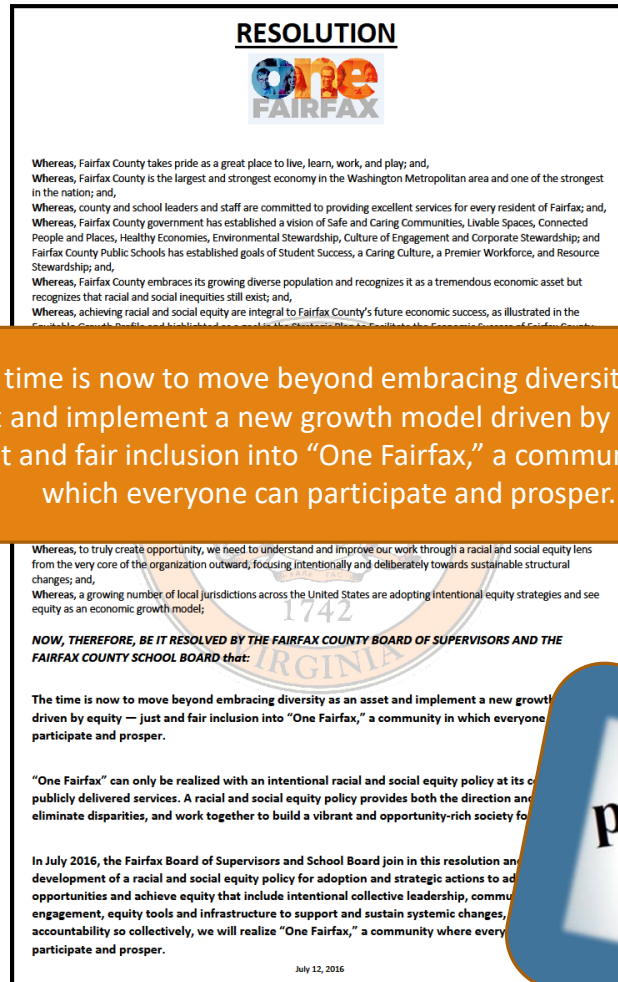
The time is now to move beyond embracing diversity as an asset and implement a new growth model driven by equity – just and fair inclusion into "One Fairfax," a community in which everyone can participate and prosper.

- *One Fairfax* **Resolution** adopted July 2016.
  - Acknowledged inequities and directed the development of a racial and social equity policy

- *One Fairfax* **Policy** adopted November 2017
  - Recognized equity as an economic imperative
  - Committed the county government and FCPS to intentionally consider equity when making policies, planning and delivering programs and services

- FCPS named **Chief Equity Officer** October 2017
  - Focus on Closing the Achievement Gap and Professional Learning and Cultural Responsiveness
  - Equity Leads, Family and Student Ombudsman, and Equity Profile

- County appointed **Chief Equity Officer** June 2018
  - Focus on creating Communities of Opportunity
  - Building organization-wide capacity to consider equity

Key Concepts

EQUALITY   EQUITY

Equality
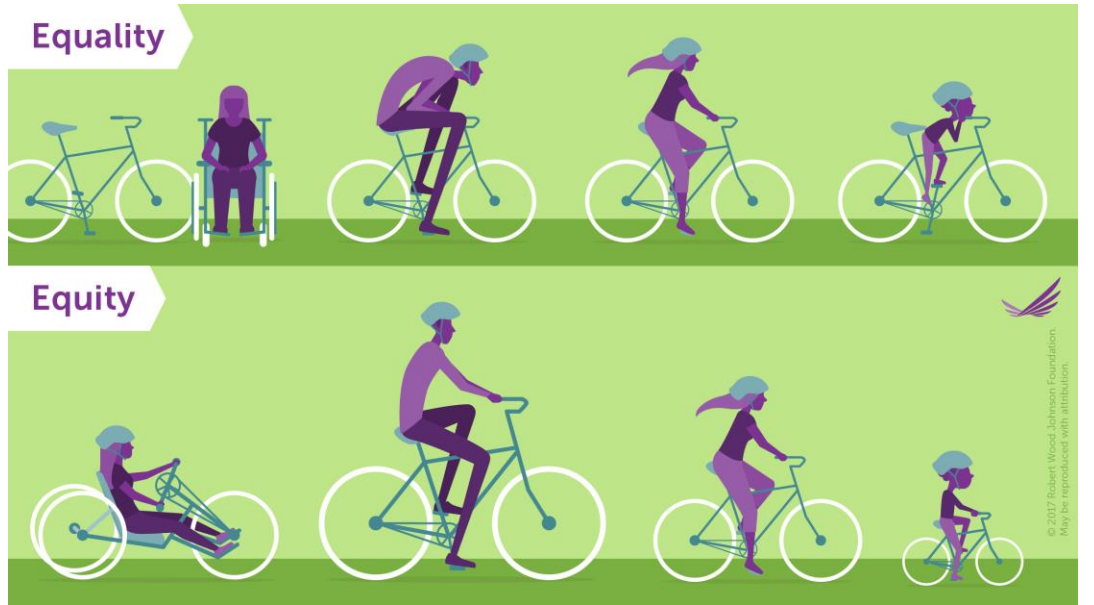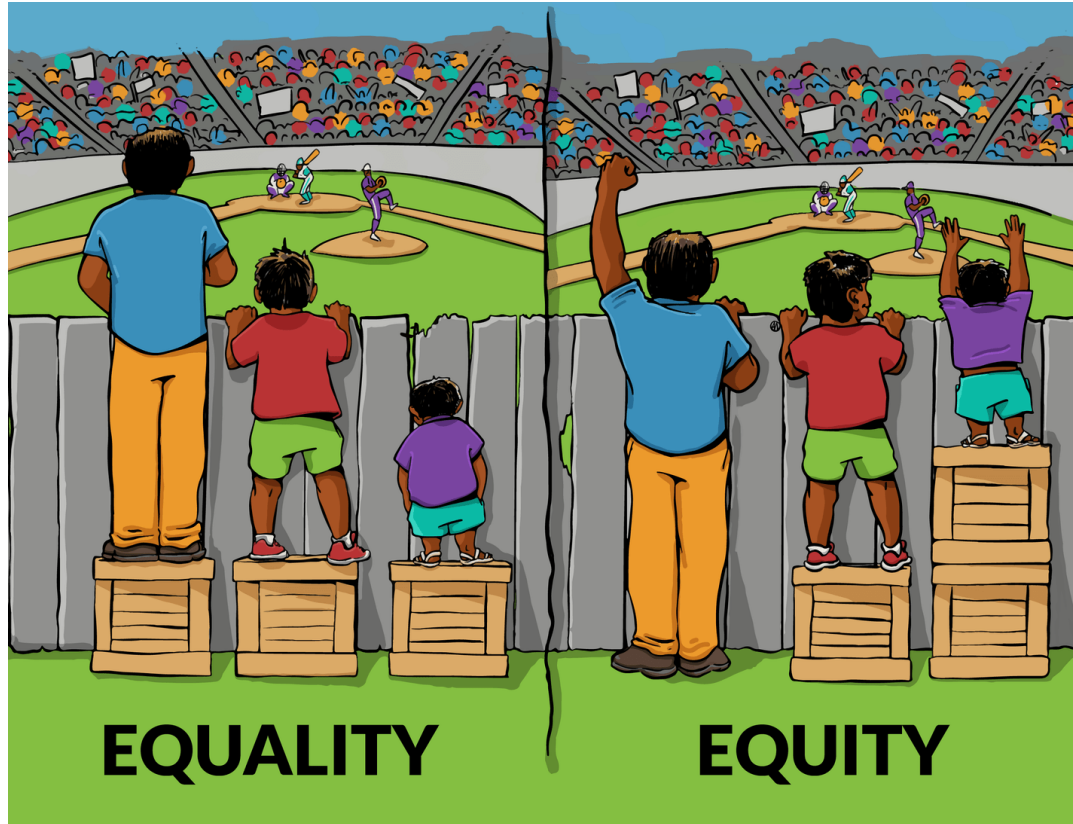
Equity

Diversity of people, perspectives

Inclusion: power, voice, organizational culture

Equity = results from policy, practice, position

RMI
Race Matters Institute
a program of JustPartners, Inc.

Individual racism:

* Pre-judgment, bias, or discrimination by an individual based on race.

Institutional racism:

* Policies, practices and procedures that work better for white people than for people of color, often unintentionally or inadvertently.
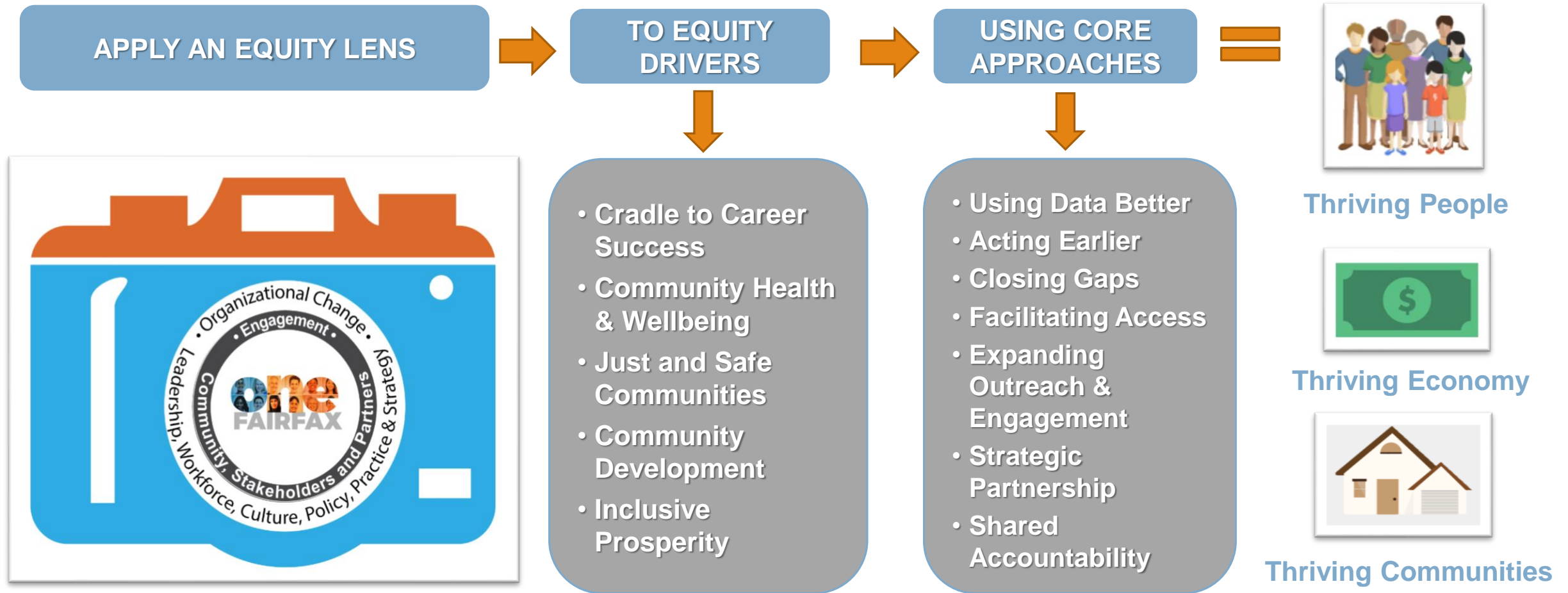
Structural racism:

* A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color.
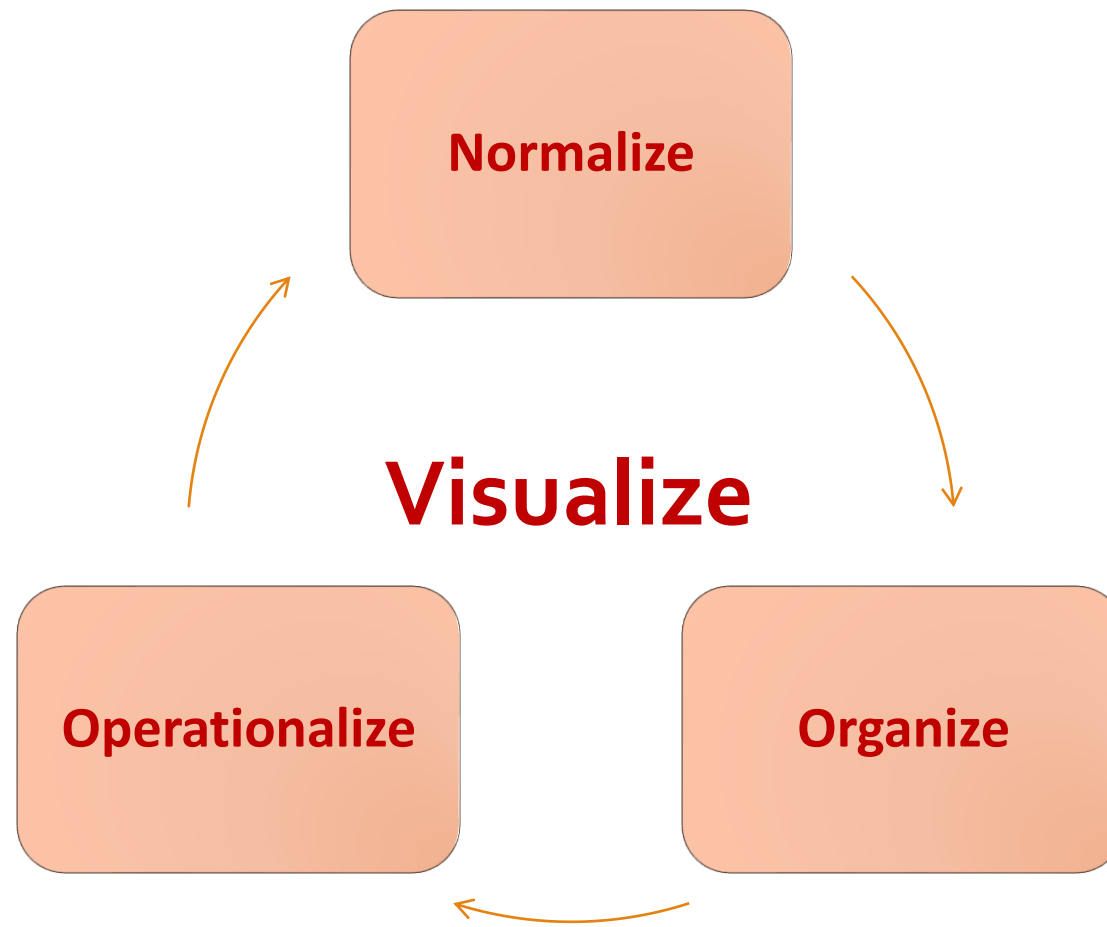

LOCAL AND REGIONAL
GOVERNMENT ALLIANCE ON
RACE & EQUITY
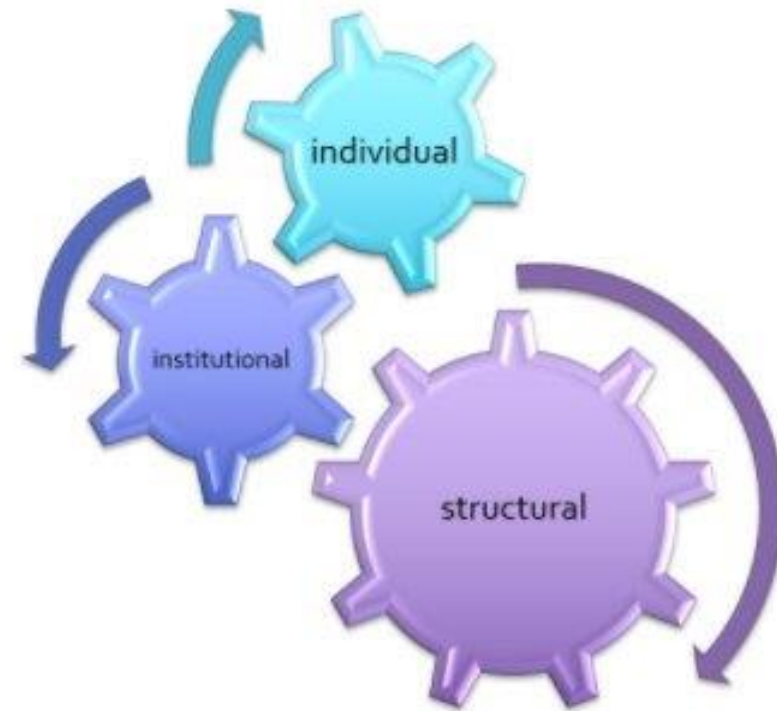
The Groundwater Approach:
Building a Practical Understanding of Structural Racism

REI
racial**equity**institute, llc

The Basic Plan for Becoming *One Fairfax* is to...

APPLY AN EQUITY LENS → **TO EQUITY DRIVERS** → **USING CORE APPROACHES** =

(Organizational Change • Engagement • Leadership, Workforce, Culture, Policy, Practice & Strategy • Community, Stakeholders and Partners — one FAIRFAX)

TO EQUITY DRIVERS

- **Cradle to Career Success**
- **Community Health & Wellbeing**
- **Just and Safe Communities**
- **Community Development**
- **Inclusive Prosperity**

USING CORE APPROACHES

- **Using Data Better**
- **Acting Earlier**
- **Closing Gaps**
- **Facilitating Access**
- **Expanding Outreach & Engagement**
- **Strategic Partnership**
- **Shared Accountability**

Thriving People

Thriving Economy

Thriving Communities

We *ALL* do better when we *ALL* do better!

Framework for Effective Practice

We're Building an Organization-wide Focus on Equity
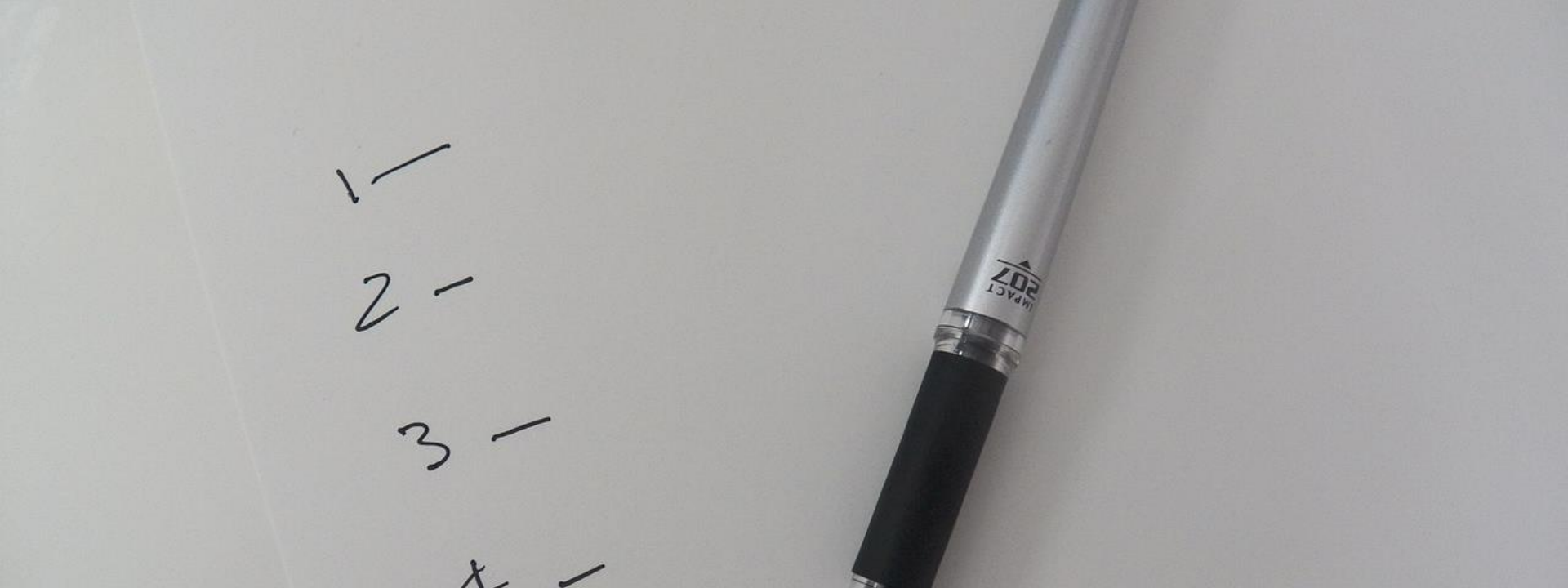
Collective Leadership
BOS, Executive, and Senior Leadership embodiment of the shared vision of One Fairfax.

| Housing | Transit | Public Safety | Parks & Recreation | Courts | Land Use | Health & Human Services | Core Functions |

Strategically Integrated Policy and Practice
Focus on unlocking the potential of every resident

Parameters
for the Conversation

- Speak from "first person" or use "I" language
- Own your intentions and their impact
- To challenge is your choice
- Respect everyone's voice
- Leaving the space to take a breather is okay
- Land the plane
- Personal/organizational stories stay in the room
- Cell phones turned to "vibrate" or even OFF!
- Permission to be imperfect

By the end of our session, we will:

- SCYPT members and committees/workgroups are introduced to two (2) tools to assist in incorporating equity into their everyday work; and
- SCYPT members gain hands-on experience with racial working with community-focused data;
- Create space to discuss how to "operationalize" equity and better understand issues through an equity lens; and
- Identify criteria that can be applied to proposed strategies that better address equity-centered considerations.
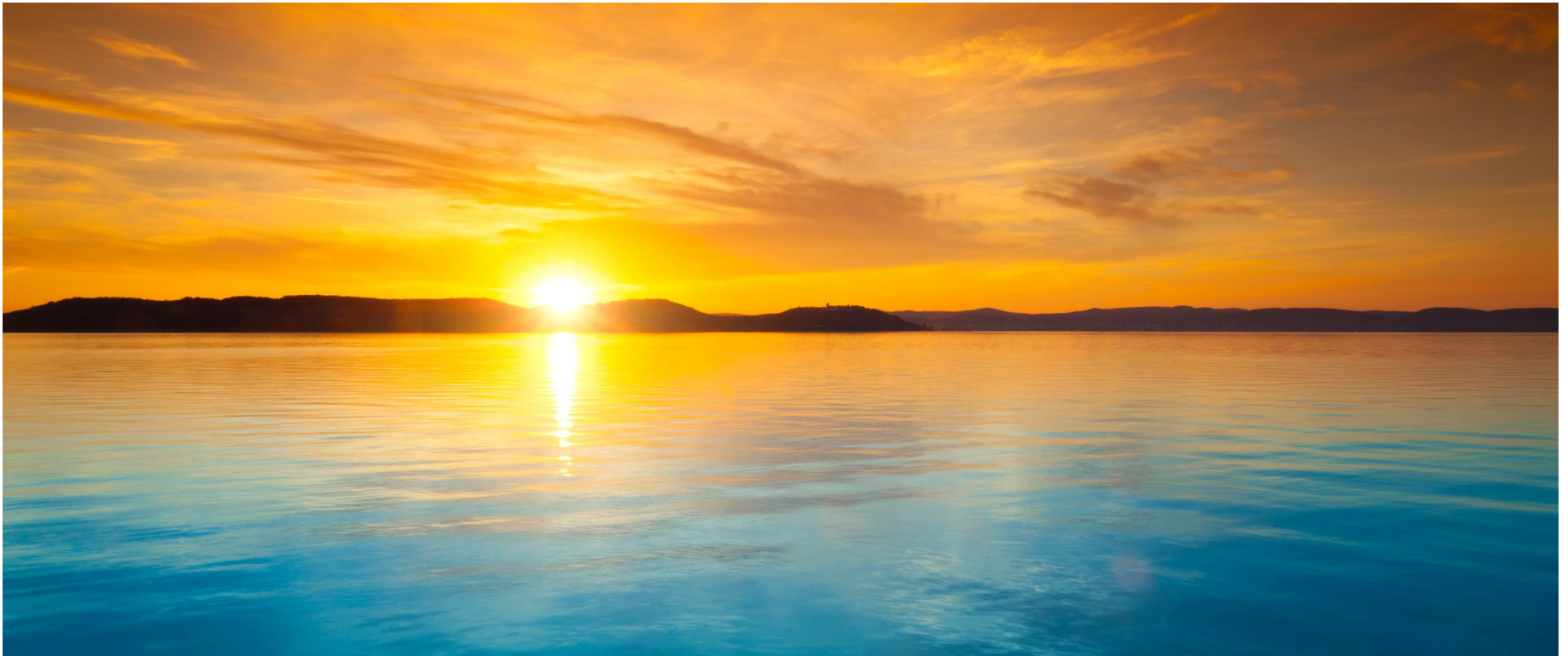
What is your greatest source of inspiration for the work you do?
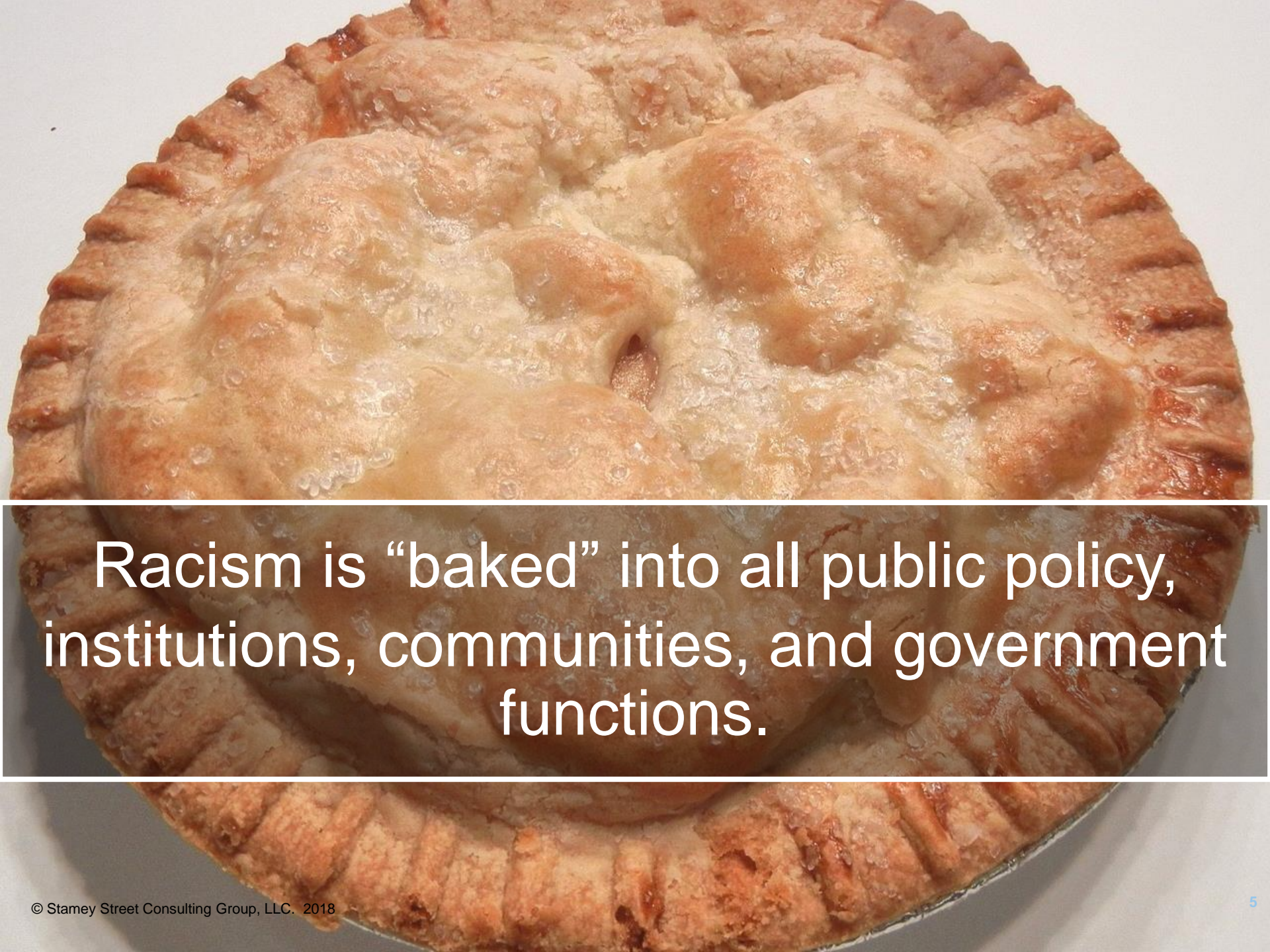
Racism is "baked" into all public policy, institutions, communities, and government functions.

What is racial equity?

Racial equity exists when one can no longer predict advantage or disadvantage by group identity.

- Improves Outcomes
- Closes Racial Gaps

Young high school graduates of color have higher unemployment rates than their white peers

Unemployment rate of young high school graduates, by race/ethnicity, 1989–2016*
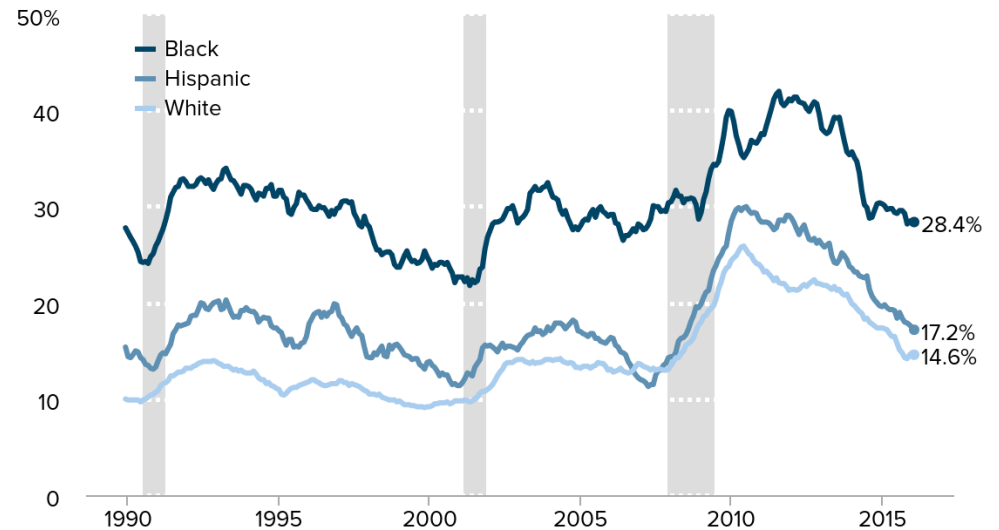
* Data reflect 12-month moving averages; data for 2016 represent 12-month average from March 2015 to February 2016.

Note: Shaded areas denote recessions. Data are for high school graduates age 17–20 who are not enrolled in further schooling. Race/ethnicity categories are mutually exclusive (i.e., white non-Hispanic, black non-Hispanic, and Hispanic any race).

**Source:** EPI analysis of basic monthly Current Population Survey microdata

Economic Policy Institute

How do we make equity actionable?

- Apply differential resources to unequal needs

- Remove barriers for differently situated individuals, families, and communities

- Treat individuals who are in similar situations, families, and communities in similar ways

Young college graduates of color have higher unemployment rates than their white peers

Unemployment rate of young college graduates, by race and ethnicity, 1989–2016*
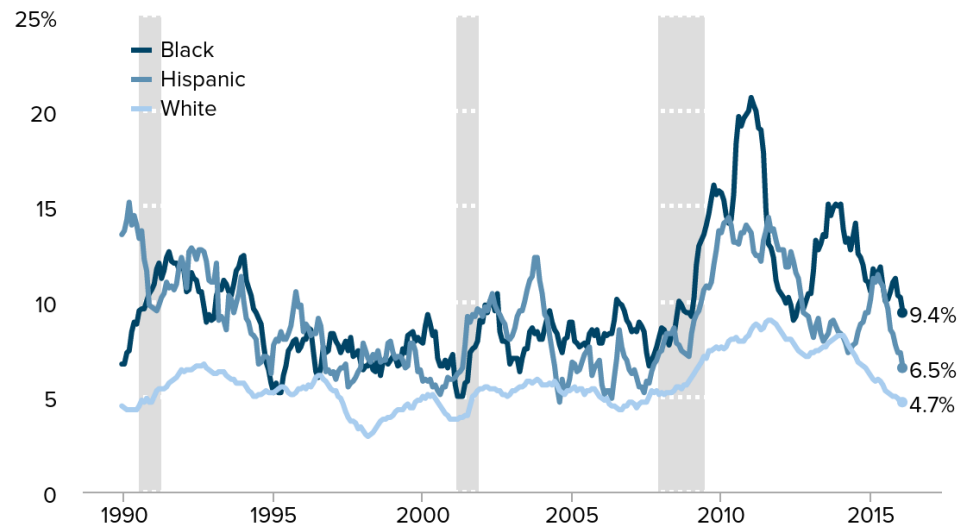
* Data reflect 12-month moving averages; data for 2016 represent 12-month average from March 2015 to February 2016.

Note: Data are for college graduates age 21–24 who do not have an advanced degree and are not enrolled in further schooling. Shaded areas denote recessions. Race/ethnicity categories are mutually exclusive (i.e., white non-Hispanic, black non-Hispanic, and Hispanic any race).

Source: EPI analysis of basic monthly Current Population Survey microdata

Economic Policy Institute

Process: Racial equity requires…

- treating individuals who are in similar situations – in similar ways

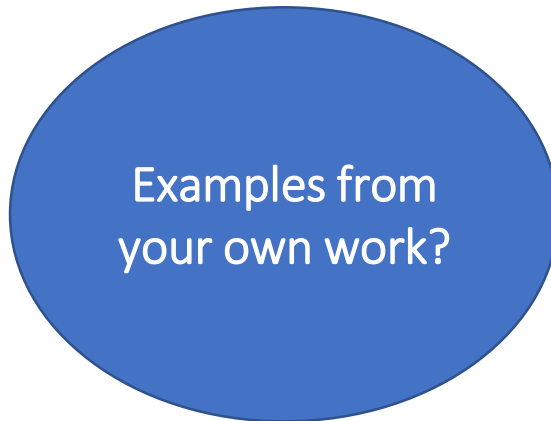…most policy solutions
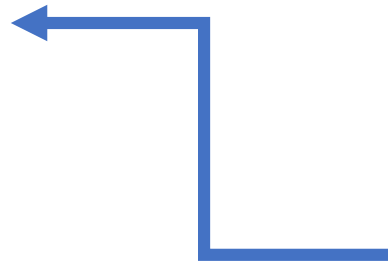
called UNIVERSALISM takes into account broader goals that impact everyone

Process: Racial equity requires...

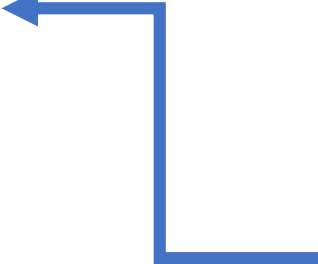- applying **differential** resources to **unequal** needs

Examples from your own work?

called TARGETED UNIVERSALIS M takes into account the differences between groups

Process: Racial equity requires…

- removing barriers for differently situated individuals (families, and communities, neighborhoods)

Examples from your own work?

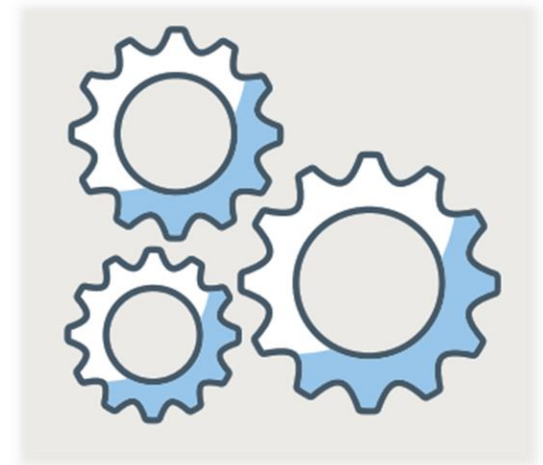called TARGETED UNIVERSALISM takes into account the differences between groups

What is your desired outcome?

Backmaps identify root causes and help tell structural stories

Deep data analysis & intervention identification

Value of the Tool

Organizes discussions to uncover the "back stories" for disparities

Identifies possible intervention points for change

Informs funding strategies

Shows how systems are interrelated and what each can do to close gaps

What **data** might you need to tell a strong <u>structural</u> story?

RACE-INFORMED RESEARCH

PRACTITIONER EXPERIENCE

LIVED EXPERIENCE

What's Race Got to Do With It?

1. For data that show disparities across racial/ethnic groups, what are the likely causes of the disparities?

2. Given the causes you've identified, what in turn causes them?

3. Do we need to (a) unbundle issues of diversity from issues of equity? (b) separate structural causes from individual causes?

4. What does this discussion suggest for possible policy or practice interventions to reduce racial disparities?

Percentage (%) of children aged 3-4 not enrolled in school in the previous 3 months

Asian and Pacific Islander	45%
Black or African American	56%
Hispanic or Latino	66%
White (non-Hispanic)	47%
Two or more races	55%

Including nursery school, preschool or kindergarten

Begin the analysis: For data that show racial/ethnic disparities or disproportionality, what are the likely causes?

Percentage (%) of children aged 3-4 not enrolled in school in the previous 3 months

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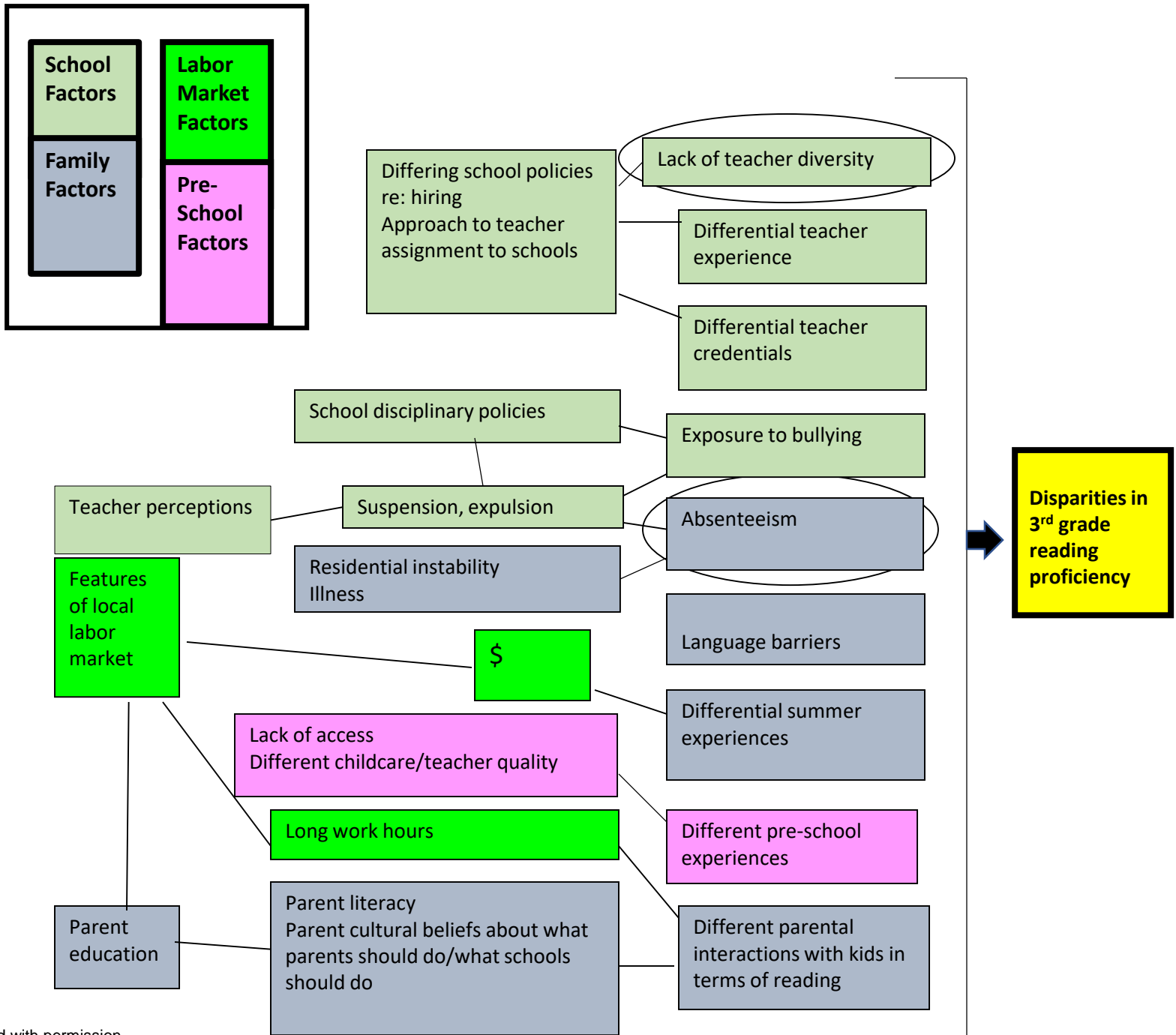Including nursery school, preschool or kindergarten

17

Deepen the analysis: Given the causes you identified, what in turn causes them? You can repeat this question until it reveals factors that are not actionable. What does your backmap suggest for shifts in interventions, approaches or advocacy?

Percentage (%) of children aged 3-4 not enrolled in school in the previous 3 months

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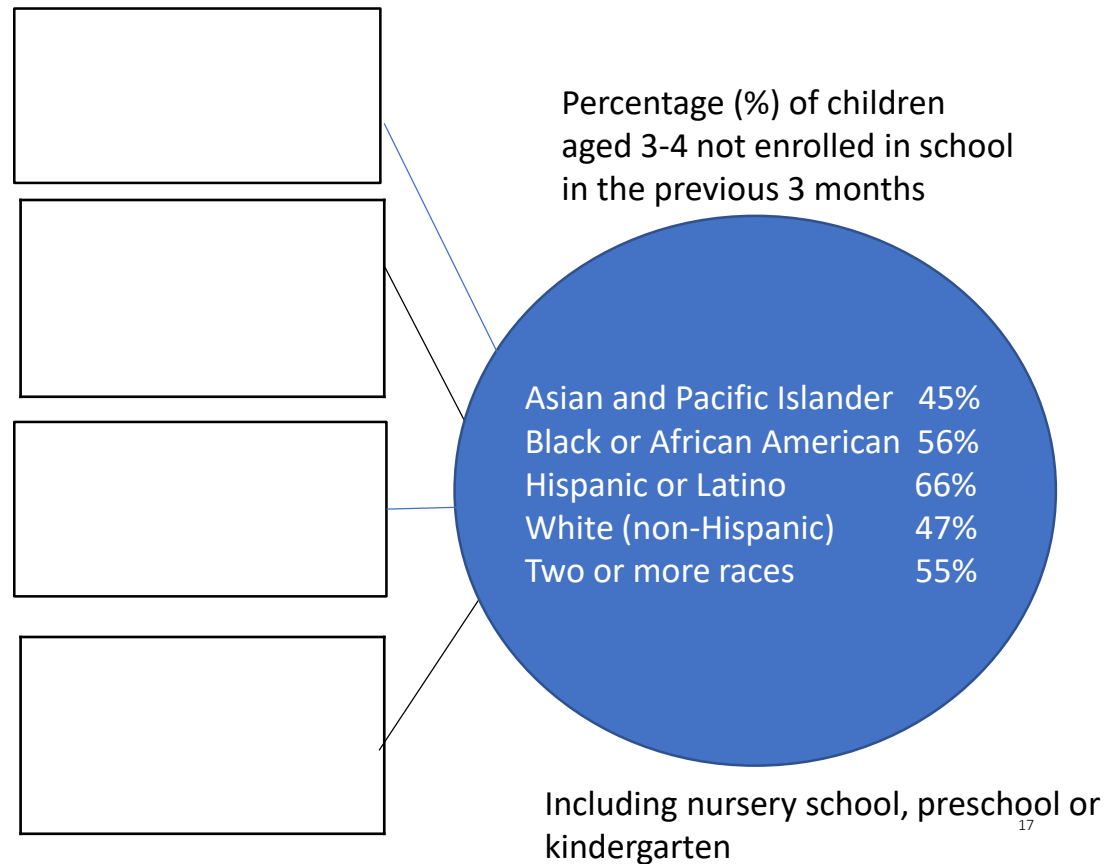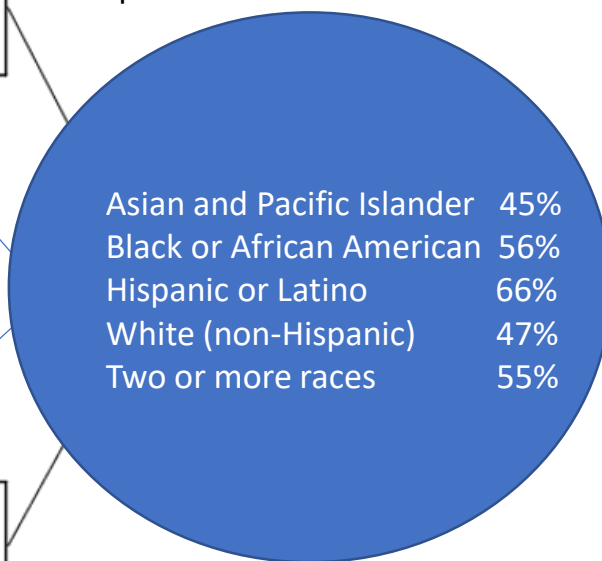
Including nursery school, preschool or kindergarten

Back Map for Educational Outcome of 3rd Grade Reading Proficiency

School Factors	Labor Market Factors
Family Factors	Pre-School Factors

Differing school policies re: hiring
Approach to teacher assignment to schools

Lack of teacher diversity

Differential teacher experience

Differential teacher credentials

School disciplinary policies

Exposure to bullying

Teacher perceptions

Suspension, expulsion

Absenteeism

Residential instability
Illness

Language barriers

Features of local labor market

$

Differential summer experiences

Lack of access
Different childcare/teacher quality

Long work hours

Different pre-school experiences

Parent education

Parent literacy
Parent cultural beliefs about what parents should do/what schools should do

Different parental interactions with kids in terms of reading

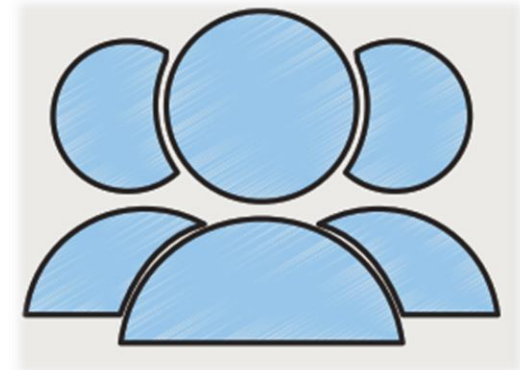**Disparities in 3rd grade reading proficiency**

Tool Debrief
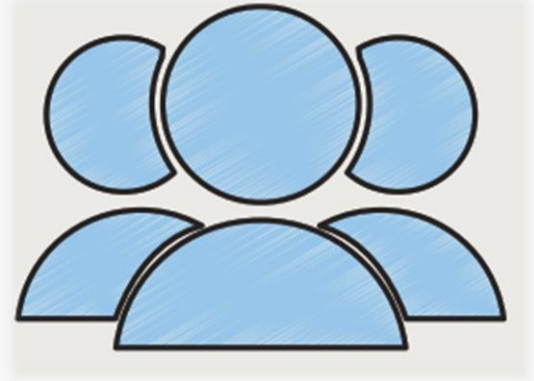
- The <u>tool</u>: What worked? What was difficult?

- <u>Uses</u> for the tool: How could you apply the tool to a current project?

- Where are the opportunities?

Consistent use of the Racial Equity Impact Analysis

Insurance that intervention is likely to close racial gaps and achieve desired outcomes

When to use the REIA Questions:

✓ Review existing **internal** policies, practices, protocols and strategies

✓ **Externally-facing** programmatic decisions

✓ Identify ways to improve **proposed** policies, practices, and protocols

✓ Determine if you are likely to achieve the **results** you anticipate

✓ Determine if you approach will actually **worsen** the problem you are trying to solve

22

Sources of information to complete the REIA:

1. Individual analysis+ knowledge and experience
2. Race-informed research
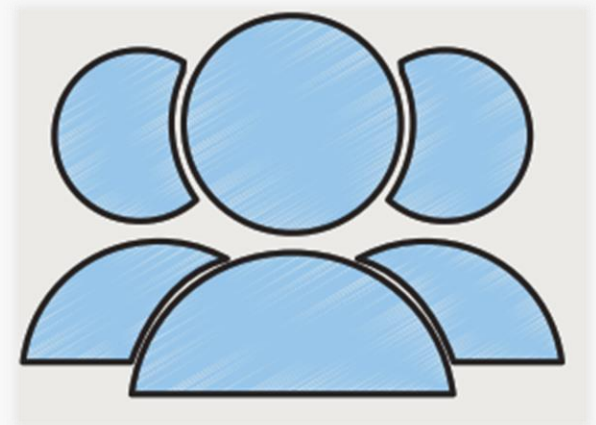
Racial Equity Impact Analysis

1. Are **all racial/ethnic groups** who are affected by the policy/practice/decision at the table? If not, who is **missing**?

2. How will the proposed policy/practice/decision **affect** each **racial** group?

3. How will the proposed policy/practice/decision **be perceived by** each **racial** group?

4. Does the policy/practice/decision **worsen or ignore** existing disparities?

5. Based on the above responses, **what revisions** are needed in the policy/practice/decision under discussion?

Illustration: Racial Equity Impact Analysis

Auto-assignment policy. A state Medicaid agency is experiencing **a steady increase** in the number of beneficiaries who require auto-assignment to a plan/primary provider at 30 days post enrollment in the program. What is the potential impact for communities of color?

Question from Impact Analysis	Areas for Discussion
Are all racial/ethnic groups who are affected by the policy at the table?	Who are *representatives of* the groups affected by auto-assignment that should be at the table? Is there already a table where they are present? ***Is their input already collected in existing feedback loops?***
(For the policy being considered here, what results is it trying to achieve?) **How will the policy affect each group?**	(Goal is to bridge the beneficiary to a medical home by matching beneficiaries with a plan/primary provider when one is not selected within a specific time period.) Auto assignment may not account for beneficiaries' recent use of providers, distance to access services, technology or English speaking capabilities.
How will the policy be perceived by each group?	This would need to be tested with the groups at the table.
Does the policy worsen or ignore existing disparities?	An increasing number of beneficiaries not selecting plans/providers could signal an outreach or education need. *Could auto-assignment (as used) unintentionally widen gaps?* What else?
Based on the above responses, what revisions are needed in the policy under discussion?	All of the above considered…how might either the *policy (auto-assignment) or other practices* be changed to take the above responses into account?

Racial equity impact analysis
Test drive exercise
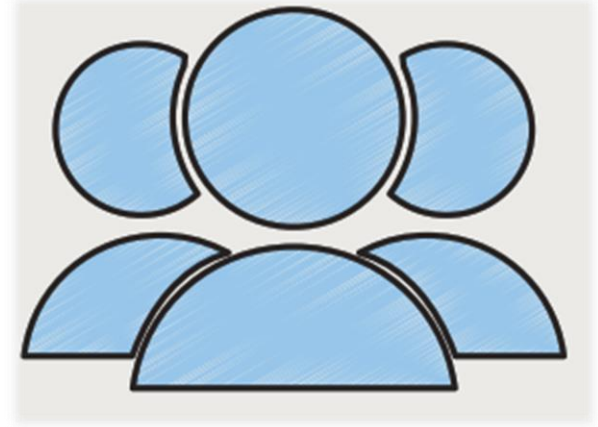
Desired outcome: Promote reading among young children as a strategy to strengthen school readiness

Beginning with this goal, how might racial groups be situated differently to respond (or participate) in the Read and Share program?

Racial equity impact analysis
Test drive example

What is the racial impact?

A NSRT strategy:

One of the NSRTs worked with the Thomas Jefferson public library to promote children's books. This branch is in the Falls Church area of Fairfax county. There are book recommendations that have accompanying tip sheets for parents on how to read and engage with their young children. The library displayed posters promoting the recommended books and online resources. The library also held readings of the books that incorporated guidance from the tip sheets.

Tool Debrief

- The <u>tool</u>: What worked? What was difficult?

- <u>Uses</u> for the tool: How could you apply the tool to a current project?

- Are there criteria that are applicable to SCYPT's work?

thank you.

Joanna Shoffner Scott, PhD., Principal
Email: joanna@stameystreet.com
202.866.0622

RACIAL EQUITY IMPACT ANALYSIS

This "5 Question Tool" that will help you determine if the policy, practice, strategy or decision under consideration will move you toward a specific desired outcome. The tool will also identify if there is likely to be disparate outcomes by race.
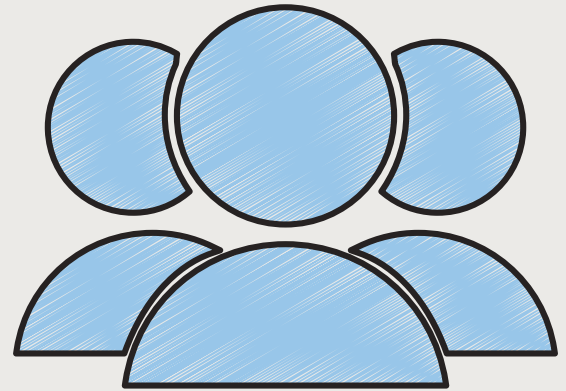
1

DECISION-MAKERS

Are all racial/ethnic groups who are affected by the policy, practice, strategy or decision under consideration at the table?
If not, who is missing?

2

AFFECT ON DIFFERENT GROUPS

How will the proposed policy, practice, strategy or decision **affect** each racial group?

3

GROUP PERCEPTION

How will the proposed policy, practice, strategy or decision **be perceived** by each racial group?

4

WORSEN OR IGNORE EXISTING DISPARITIES

Does the proposed policy, practice, strategy or decision worsen or ignore existing disparities?
If so, with what consequences?

5

REVISIONS

Based on the above responses, what **revisions** are needed in the policy, practice , strategy or decision under consideration?

Adapted by Dr. Joanna Shoffner Scott from the Race Matters Toolkit

Root Cause

Root Cause

Root Cause

Root Cause

Root Cause

First Level Drivers

First Level Drivers

First Level Drivers

First Level Drivers

First Level Drivers

**Data point**

Disaggregated by Race

Diversity

Equity
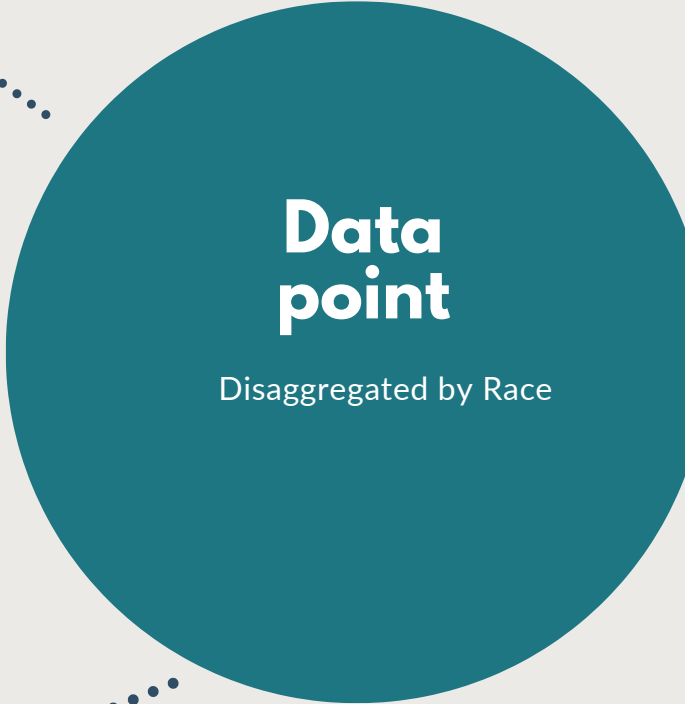
Individual

Structural

WHAT'S RACE GOT TO DO WITH IT?

This "4 Question Tool" will help you determine the structural drivers that create racial disparities. The tool can assist in providing a deeper, structural narrative to disaggregated data. It can also illustrate the connections between resources and root causes of inequities.
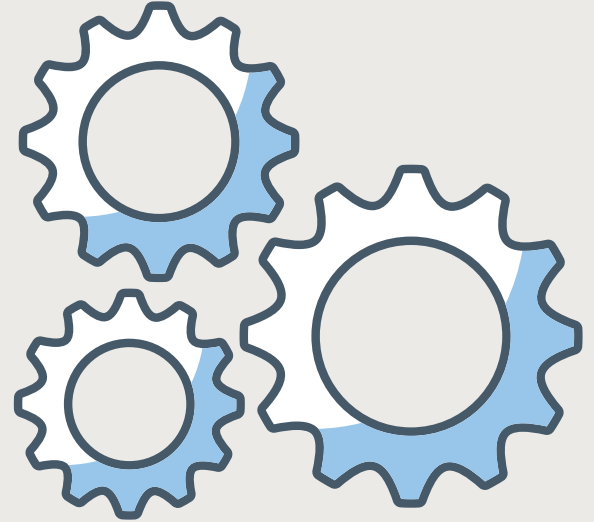
1   FIRST LEVEL DRIVERS

For data that show disparities across racial/ethnic groups, what are the likely causes of the disparities?

2   DEEPER CAUSES

Given the causes you've identified, what in turn causes them?
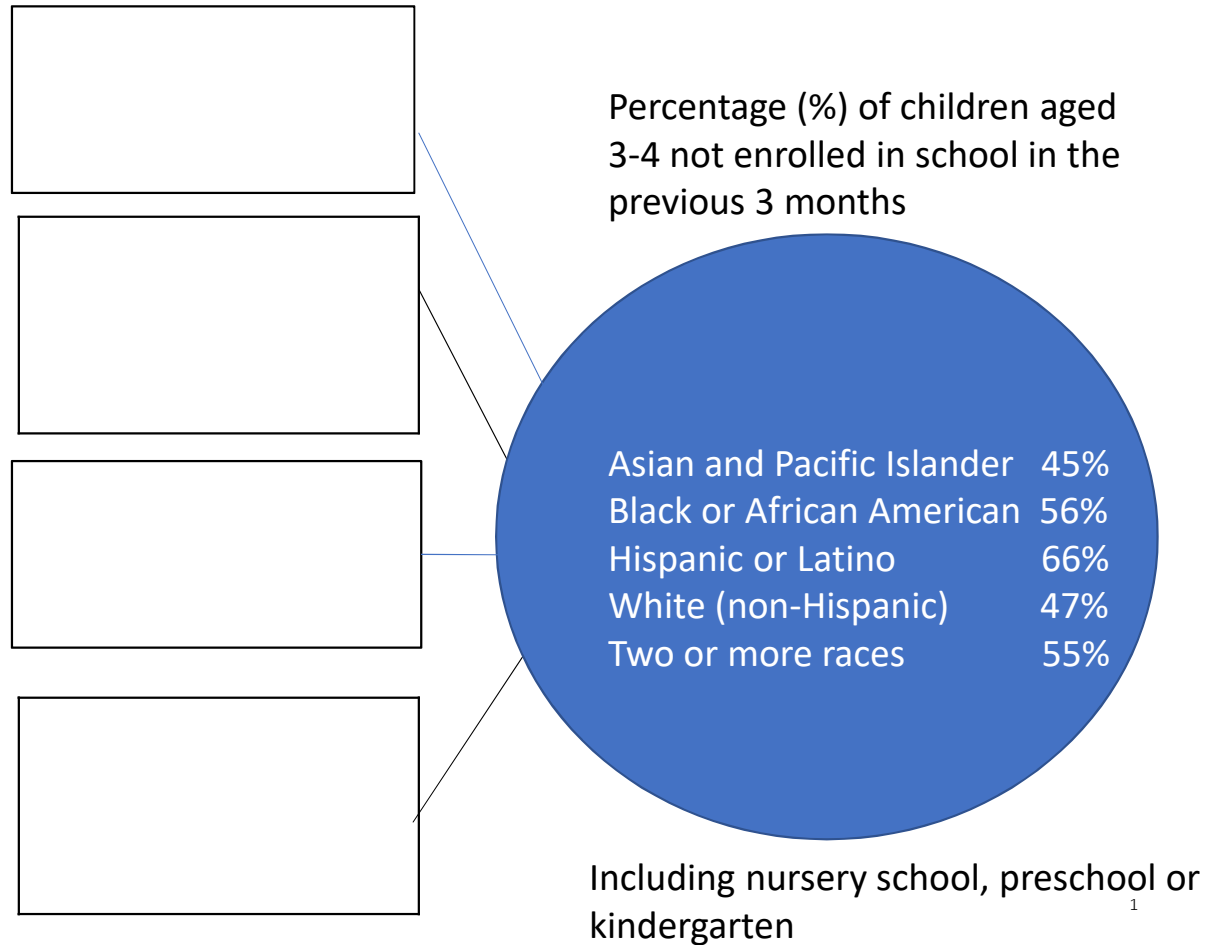
3   DIFFERENTIAL INFLUCENCES

Do we need to (a) unbundle issues of diversity from issues of equity? (b) separate structural causes from individual causes?
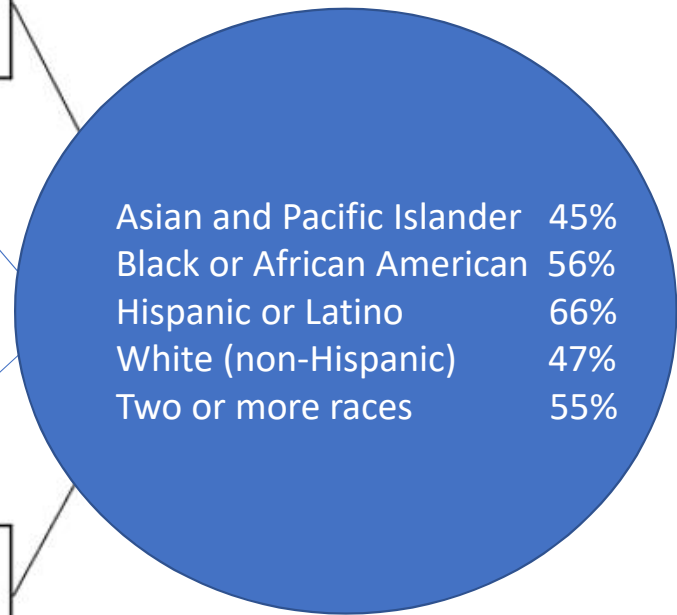
4   INTERVENTIONS

What does this discussion suggest for possible policy or practice interventions to reduce racial gaps?

Begin the analysis: For data that show racial/ethnic disparities or disproportionality, what are the likely causes?

Percentage (%) of children aged 3-4 not enrolled in school in the previous 3 months

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Two or more races   55%

Including nursery school, preschool or kindergarten

Deepen the analysis: Given the causes you identified, what in turn causes them? You can repeat this question until it reveals factors that are not actionable. What does your backmap suggest for shifts in interventions, approaches or advocacy?
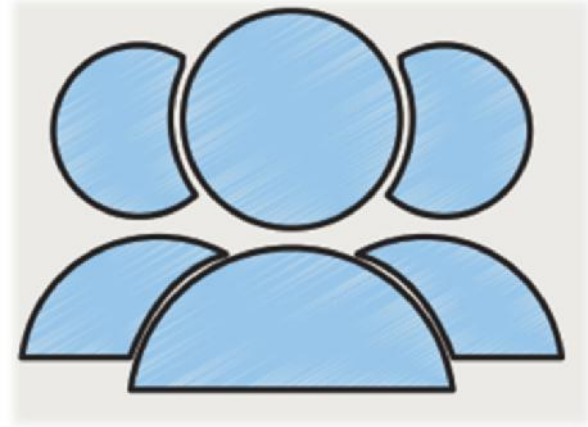
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Racial equity impact analysis - discussion guide

Test drive exercise

Desired outcome: Promote reading among young children as a strategy to strengthen school readiness

Beginning with this goal, how might racial groups be situated differently to respond (or participate) in the Read and Share program?

More about the Neighborhood School Readiness Project

The Neighborhood School Readiness Project is a partnership between school and county staff, early childhood educators and community members who work together to support young children's school readiness. **Their shared goal is to facilitate systemic change and to promote stronger connections at the neighborhood level to ensure children's smooth transition to kindergarten.**

The project is implemented through the organization of teams comprised of early childhood educators, county, school and the community representatives who understand the distinct social, emotional, economic and academic needs of young children and families within each neighborhood.

The project has raised awareness across Fairfax County about the importance of addressing the achievement gap before children enter kindergarten. Each neighborhood team is unique with demonstrated success in the increasing collaboration and coordination of government agencies and community organizations sharing a commitment to common goals surrounding young children at risk of school failure and their families. There are currently 11 Neighborhood School Readiness Teams serving 31 elementary school communities.

Racial equity impact analysis
Test drive example

What is the racial impact?

A NSRT strategy:

One of the NSRTs worked with the Thomas Jefferson public library to promote children's books. This branch is in the Falls Church area of Fairfax county. There are book recommendations that have accompanying tip sheets for parents on how to read and engage with their young children. The library displayed posters promoting the recommended books and online resources. The library also held readings of the books that incorporated guidance from the tip sheets.

Are all racial/ethnic groups who are affected by the strategy at the table?

Context for this question:

• Who are **the racial groups** that make up the families who use the Thomas Jefferson branch? Name them. Be explicit.

• Are decision-makers from those **racial groups** a part of the discussion to select this strategy? If not, who is missing?

How will the proposed strategy affect each group?

Context for this question:

- The impact may be the same for **individuals within racial the same group,** but the impact could <u>be larger for families from racial groups</u> that systemically experience discrimination.

- Unpacking this question is likely to surface **nuances or differences** in the experiences of the racial groups you've listed.

- How does the strategy account (or not) for these nuances?

How will the strategy be perceived by each group?

Context for this question:

- Does the reading list and tip sheet have the potential to attract (or turn away) families/caregivers to the Read and Share program? Pick up the suggested books?

- Participation or "buy-in" will likely be connected to a personal perception of belonging – "is this for me?"

Does the strategy worsen or ignore existing disparities in reading readiness?

Context for this question:

- Are there existing racial disparities in reading readiness among young children in the Falls Church area?

- Are there a range of books that appeal to families/caregivers from different racial groups?

- Based on the responses to these questions, then unpack why -- so that undesired outcomes can be prevented.

Based on the above responses, what revisions are needed in the strategy under discussion?

Context for this question:

Name as many areas for revisions in the strategy as identified by the group.