MIND THE GAP NATIONAL WEBINAR SERIES, Session #9

Achieving Racial Equity through Workforce & Organizational Change

Juanita Gallion, Senior Associate
Tashira Halyard, Senior Associate

December 1, 2016
Today’s Session

• **Introduction to Topic/Context & WDF**

• **CSSP Presentation**
  o Welcome & Introductions
  o Key Concepts
  o CSSP’s Journey
  o National Scan: Themes & Strategies
  o Lessons Learned & Tips for Other Agencies

• **Q & A**

• **Closing & Next Steps**
Workforce Development Framework
To Support Staff and Advance Improved Outcomes for Children, Youth & Families

Workforce Development Planning Process

1. Gather Data: Environmental Assessment
2. Identify Need: Organizational Assessment
3. Identify Gaps
4. Analyze Workforce Supply & Demand
5. Close the Gaps: Implement Workforce Development Components
6. Monitor & Evaluate

Continuous Quality Improvement

Workforce Development Components

Leadership

- VISION, MISSION, VALUES
- Supervision & Performance Management
- Job Analysis & Position Requirements
- Education & Professional Preparation
- Recruitment, Screening & Selection
- Incentives & Work Conditions
- Professional Development & Training
- Organizational Environment
- Community Context

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WELCOME & INTRODUCTIONS

• Juanita Gallion, Senior Associate, Center for the Study of Social Policy

• Tashira Halyard, Senior Associate, Center for the Study of Social Policy
PRESENTATION OVERVIEW

1. Review of key equity concepts and how they impact workforce and organizational functioning
2. Review of CSSP internal journey of using an equity frame in its work
3. Uplift strategies being used in child welfare organizations and across systems to reduce disproportionality and disparate outcomes
KEY CONCEPTS

Review of key equity concepts & how they impact workforce and organizational functioning
EQUITY + EQUALITY + JUSTICE

• Equality is sameness
• Equity is providing opportunities based on level of need
• Justice is removing all barriers
IMPLICIT BIAS & RACIAL ANXIETY

- **Implicit bias**: attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner.

- **Racial anxiety**: heightened levels of stress and emotion that we confront when interacting with people of different races.
White privilege: historical and current societal privileges that benefit people identified as white

White supremacy: belief that white people are superior to all other races and should therefore dominate society
TYPES OF RACISM

• **Internalized racism**: internalizing racist attitudes towards members of one’s own ethnic group and themselves

• **Interpersonal racism**: occurs between individuals

• **Institutional racism**: pattern of institutions treating a group of people negatively based on their race

• **Systemic racism**: combined effects of racism across institutions
LEVELS OF RACISM

Internalized

Interpersonal

Institutional

Systemic
SYSTEMS OF OPPRESSION

• Racism, sexism, classism, heterosexism, transphobia and other forms of discrimination and marginalization are systems of oppression

• Overarching structure of domination

• Intervening public systems as systems of oppression
INTERSECTIONALITY

Interconnectedness of race, ethnicity, ability, class, sexual orientation, gender identity, gender expression, disability and immigration status
RACIAL INEQUITIES IN CHILD WELFARE

• Racial disproportionality and disparities exist in child welfare

• Disproportionality is present in child welfare systems at all levels: reports of alleged maltreatment, investigation, substantiation and placement in out-of-home care

• Children of color experience disparate treatment once involved with the system, including longer stays in out-of-home care, experience more placements and have significantly different discharge patterns than their white peers, regardless of age or gender
2014 National Child Welfare Data by Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Percent of U.S. Population</th>
<th>Percent of Children in Foster Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native Children</td>
<td>2%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Black or African American Children</td>
<td>24%</td>
<td>13%</td>
</tr>
<tr>
<td>Hispanic or Latino Children</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>White Children</td>
<td>78.3%</td>
<td>42%</td>
</tr>
<tr>
<td>Asian Children</td>
<td>1%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

DISPARATE OUTCOMES

• African American and AI/NA children are less likely to return home to their families, be adopted or find legal guardianship than their white counterparts and are more likely to age out of care

• Aging-out of foster care is associated with negative consequences, and more than half of youth who age out of care are youth of color

• Psychotropic drugs are overused and unequally applied to youth of color in foster care

• In many jurisdictions, Black boys are disproportionately more likely to live in congregant care
ALLIANCE FOR RACIAL EQUITY IN CHILD WELFARE

- Founded in 2004, with the purpose of informing programs, practices and policies that achieve racial equity in child welfare systems.
- Knowledge dissemination about racial disproportionality and disparities in the child welfare system and promising approaches.
- Work with social service administrators and states to assist in their efforts to make their systems more equitable using data-driven approaches.
OUR RACIAL EQUITY JOURNEY

CSSP’s approach to becoming an anti-racist organization

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Our Tipping Point

Confluence of influential staff who recognized a need to address race equity in our external work and internally at CSSP
Ramping Up (I)

• Started a process for on-going learning around issues of diversity, equity & disparities (Staff Retreat, 2003)
• Stated a core CSSP value of addressing issues of race, class, culture & power (Staff Retreat, 2004)
• Commitment to increasing staff competencies on issues of race, class, ethnicity, culture, equity, and social justice as an organization, and in our daily work (Staff Retreat, 2005)
Ramping Up (2)

- Created the first CSSP “-Ism’s” committee in 2005
- Staff retreat in 2006 focused on “Race, Ism and Equity”
  1. Self-assessment
  2. Organizational assessment
  3. Review of various trainings and strategies to boost staff competencies
- Organizational consultant hired in 2007
  1. Produced a report based on staff interviews, consultant findings, and recommended activities
  2. Distinguished what seemed to be management issues and racial equity issues
Organizational Commitments

CSSP staff review recommendations – and commit to wanting to become an “anti-racist” organization, meaning We would strive to align our identity with a commitment to:

• ACKNOWLEDGE THE IMPACT OF INSTITUTIONAL RACISM IN THIS COUNTRY

• CONFRONT EXPLICIT PRACTICES THAT TREAT PEOPLE DIFFERENTLY BASED UPON RACE

• WORK TO ACHIEVE EQUITY THROUGH ALL OF OUR AREAS OF WORK

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Being an Anti-Racist Organization...

- Be prepared and competent in confronting and addressing inequities encountered in our many areas of work.

- Strengthen knowledge, skills, attitudes and individual personal competence to address inequities based on race, both internally and in our external work and written products.

- Explicitly promote racial equity in our organization’s human resources, management, governance and practices.
Being an Anti-Racist Organization... (2)

- Acknowledge the impact of structural and institutional racism and confront explicit practices that treat people differently based upon race:
  - Recognize that structural racism is based upon explicit institutional practices that treat people differently based upon race.
  - Try to confront and address racial inequities when we see them internally within our organization and in our work.
  - Seek to apply a racial equity analysis to all aspects of our system change, policy and community change work as well as our business practices.
  - Strives to achieve diversity based on race, ethnicity, class and sexual orientation and gender identity in our staff, consultants, board of directors and partners.
What We’ve Achieved...

• Established foundational training/knowledge required for all staff
• Revisited hiring, career and promotional pathways
• Developed an organizational assessment and benchmarking tool for race equity
• Engaged experts to discuss and interact with staff and project teams
• Created a formal Race Equity Team (RET)
What We’ve Achieved… (2)

- Expanded the role of the Race Equity Team
- Expanded our focus to include Intersectionality
- Asked project teams to embed a racial equity and justice lens in their work
- Devoted portions of each staff retreat to focus on racial equity and continuous learning and development
- Created an Intersectionality & Race Equity library and feature new books, videos, and other materials for staff use
What We’ve Achieved… (3)

- Defined a set of core competencies related to race equity
- Partnered with other national organizations in a learning agenda around this work
What We’re Doing Now...

1. Developing performance measures for our organizational work on race equity
2. Formalizing the use of race equity as a criterion for funding, partnerships, and seeking new work
3. Tracking the diversity of people and organizations with whom we contract
4. Developing a core organizational training
5. Expanding our technical assistance and training capacity and consulting
What We Can Do Better...

1. Continue to revisit our hiring, orientation, and advancement process to ensure accountability
2. Routinely review progress through each internal team’s work
3. Balance our internal work with our external work
4. Continue to seek out and engage new voices and perspective to further our own knowledge and views
5. Because RET is voluntary and staff have to navigate competing priorities for time, need to secure funding that allows dedicated staff time for RET.
Benchmarks of Competence....

• Externally
  o Help leaders of the communities and systems with which we work improve outcomes for children and families of color and reduce/eliminate disparities.
  o The jurisdictions (state, county or cities) with which we partner will show progress towards improving outcomes for children and families of color and reducing disparities by race/ethnicity.

• Internally
  o 100 percent of staff will demonstrate progress in
    1- building knowledge and skills related to CSSP’s Racial Equity Core Competencies
    2- understanding how disparities affect their work and CSSP’s strategies to address those disparities.
  o 100 percent of CSSP initiatives will demonstrate progress towards achieving at least one racial equity goal.
PRACTICES & POLICIES TO IMPROVE CHILD & FAMILY WELL-BEING

Strategies to Strengthen Outcomes for Children of Color Involved in Child Welfare Systems

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OVERVIEW: CSSP NATIONAL SCAN

• Internet-based survey of child welfare administrators and other professionals
• Shared types of strategies and range of partners
• Twelve (12) states and jurisdictions
• Foundational information in the report and profiles of jurisdictional work to date
• Demonstrated how far we’ve come and have to go

NATIONAL SCAN: MAIN THEMES

- Legislative directives and/or executive mandates
- Operational structures with the responsibility of advancing equity
- Data development and analysis strategies
- Training, workforce development and capacity building
- Structuring new partnerships
- Engaging tribal governments
- Community engagement
OPERATIONAL STRUCTURES

• The work needs some **place to “live”**
• Responsible for carrying out **action agenda**
• Operate out of or report directly to the **executive leader**
• Engage other **key institutions and community members**
• Part of a larger **system improvement agenda**
OPERATIONAL STRUCTURE STRATEGIES

- Identify and fund staff roles
- Organize by county or region
- Diverse leadership levels
WORKFORCE & TRAINING INVESTMENT

• Establish an understanding of race equity and inclusion principles
• Develop a culturally competent and diverse workforce
• Provide staff training in implicit bias, de-biasing techniques and the levels/types of racism
WORKFORCE & TRAINING INVESTMENT STRATEGIES

- Anti-racism and oppression trainings by organizations like *The Peoples Institute for Survival and Beyond, RaceForward and Kirwan Institute*
- **Knowing Who You Are** training curriculum that teaches the importance of healthy racial and ethnic identity development
- Discussions facilitated around documentaries such as *Race: The Power of an Illusion* and *The House We Live In*
- Simulation exercises to build cultural awareness and humility
COMMUNITY ENGAGEMENT

• Distance and distrust between child welfare and communities overrepresented

• Confidentiality does not limit community engagement efforts

• System performance and policies shared with community

• Invest in community-based organizations for supports and services
COMMUNITY ENGAGEMENT STRATEGIES

• Facilitated community forums
• Engage faith leaders
• Cultural consultants
DATA DEVELOPMENT & ANALYSIS

- **Earliest stage** of every state or local agency’s focus
- Pinpoint where and at what **decision points** disproportionality and disparities exist
- **Publicly available and accessible**
DATA DEVELOPMENT & ANALYSIS STRATEGIES

- Legislative mandate
- Longitudinal
- Publicly available
- Collect qualitative data tools like the Institutional Analysis
Closing Lessons Learned & Tips

• What have we learned from our work in this area that is most relevant to others?
• What were the critical elements to our positive momentum?
• What might we do differently next time?
• What do we wish we had known when we embarked on these initiatives?
• How can these strategies best be initiated — best first steps?
CSSP RESOURCES


• Staff Core Competencies: http://bit.ly/2gph009

www.cssp.org

https://www.facebook.com/pages/Center-for-the-Study-of-Social-Policy

https://twitter.com/CtrSocialPolicy
Q&A

Questions

Comments

Feedback
Follow-up Learning Exchange

December 7, 2016 at 3:00 pm EST, 2:00 pm CST, 1:00 pm MST, 12:00 pm PST, 11:00 am AKST, 10:00 am HAST

• Please join us for a 60-minute follow-up webinar highlighting the efforts of Ramsey County, MN and a discussion designed to enhance critical thinking on advancing racial equity through workforce and organizational change

• To register: http://bit.ly/NCWWWILearnExch9
Additional NCWWI Resources

- MyNCWWI - Cultural Responsiveness & Disproportionality
- Previous NCWWI webinars:
  - Building a Culturally Responsive Workforce: The Texas Model for Undoing Disproportionality & Disparities in Child Welfare
  - Cultural Humility and Management in Child Welfare
  - Disproportionality & Disparities: Understanding the Organizational Contributors
  - The Indian Child Welfare Act (ICWA) An Overview
- Quick Bits
  - Diversity QuickBit Module 1: Cultural Identity and Situational Factors
  - Diversity QuickBit Module 2: Cultural Openness
- 1-pagers:
  - Cultural Competence: NCWWI 1-page Summary
  - Cultural Responsiveness: NCWWI 1-page Summary
  - Culturally Competent Systems of Care: NCWWI 1-page Summary
- Reference List - Cultural Responsiveness Disproportionality Reference List
Mind the Gap
Upcoming Sessions

Winter 2017, Session 10
Worker2Worker: Peer Mentoring, Critical Incident Debriefing and Taming Traumatic Stress in Child Welfare

Spring 2017, Session 11
Data Fellows/Managing with Data
Contact Us

Tashira Halyard, Senior Associate
Tashira.Halyard@cssp.org
(202) 371-1565

Juanita Gallion, Senior Associate
Juanita.Gallion@cssp.org
(202) 371-1565

Salvador Armendariz, Salvador.Armendariz@du.edu
Sara Munson, smunson@ssw.rutgers.edu
Sharon Kollar, skollar@albany.edu
Thank You!

Connect with Us

www.NCWWI.org