

Co-Creating Race Equity Tools: Practical Strategies for Evaluation and Continuous Quality Improvement (CQI) Efforts



Planning for Action!

Welcome!

We're so glad you joined us!

Bringing an Equity Lens to CQI and Evaluation

We'll discuss and preview a new tool in development to support child welfare systems in this important work!

Case Study: Ohio START

What can it look like in a “real world” application?

Questions and Answers

Where do we begin? What are some challenges and some supports needed?

Applying Race Equity Strategies Throughout the CQI Process



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Capacity Building
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A Partnership Amongst Several Organizations



Our Beliefs About Race Equity in CQI and Evaluation

We believe:

- This work must be approached with humility.
- We can enhance our own work and support those with whom we work by having bidirectional and explicit conversations about incorporating race equity approaches.
- Evaluation and CQI have a role to play in achieving race equity.

Our Beliefs About Race Equity in CQI and Evaluation

We believe:

- Actionable evaluation and CQI strategies exist that can support race equity.
- There is a need to distill best practices and consistently apply a race equity lens in evaluation and CQI.
- We can build evidence of what works in race equity approaches in evaluation and CQI.

Foundational CQI Activities

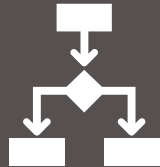
Articulate the
Vision



Develop a
Theory of Change



Develop a
Logic Model



Identify key
Outcomes & Performance Measures









Develop a
Performance Measurement Plan



Activate the
Improvement Planning Process



Overview of the Tool

FOUNDATIONAL CQI ACTIVITIES		RACE EQUITY STRATEGIES	OUTCOMES
 VISION			
 THEORY of CHANGE			
 LOGIC MODEL			
 OUTCOMES AND PERFORMANCE MEASURES			
 PERFORMANCE MEASUREMENT PLAN			
 IMPROVEMENT PLANNING PROCESS			

Overview of the Tool

RACE EQUITY STRATEGIES

- ☑ Apply a race equity lens and an understanding of historical context when designing the data infrastructure (*Hawn, 2020*).
- ☑ Maximize the inclusion of multiple stakeholders in the design of data collection strategies and instruments (*Stern, Guckenburg, Persson, & Petrosino, 2019*).
- ☑ As part of designing the data collection strategy (*Child Trends, 2019, p. 19, 22*):
 - ☑ Engage community stakeholders to understand what type(s) of data the community trusts
 - ☑ Determine how the community likes to receive data and ensure the data accurately reflect their preferences

OUTCOMES

- Increased co-ownership of findings by diverse communities (*The California Endowment, 2005*)
- Increased representation of stakeholder voice and certain communities' experiences in the data being collected
- Increased power sharing
- Increased conceptual equivalence (*Dettlaff*)
- Building of data literacy amongst all partners (*Hawn, 2020*)

Develop a
**Performance
Measurement
Plan**



NEXT STEPS

We would love to have your insight and input!

If you would like to participate in future opportunities to review and provide feedback to help us finalize this tool, please send your contact information to:

Carla Carpenter – Carla.Carpenter@icf.com

THANK YOU!!



Ohio START Implementation: Identifying and Addressing Racial-Ethnic Inequities



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Elinam Dellor, Ph.D.



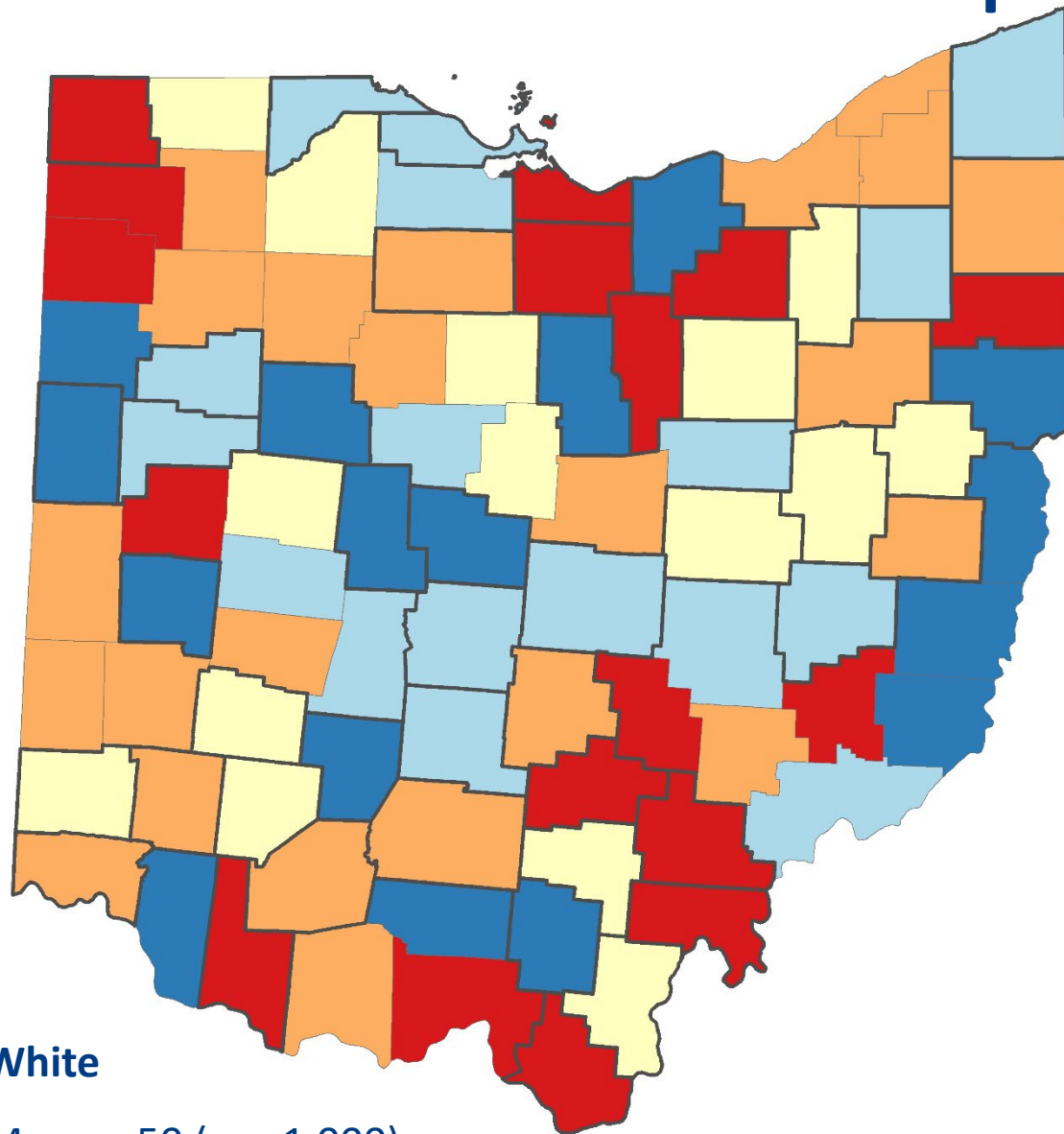
THE OHIO STATE UNIVERSITY



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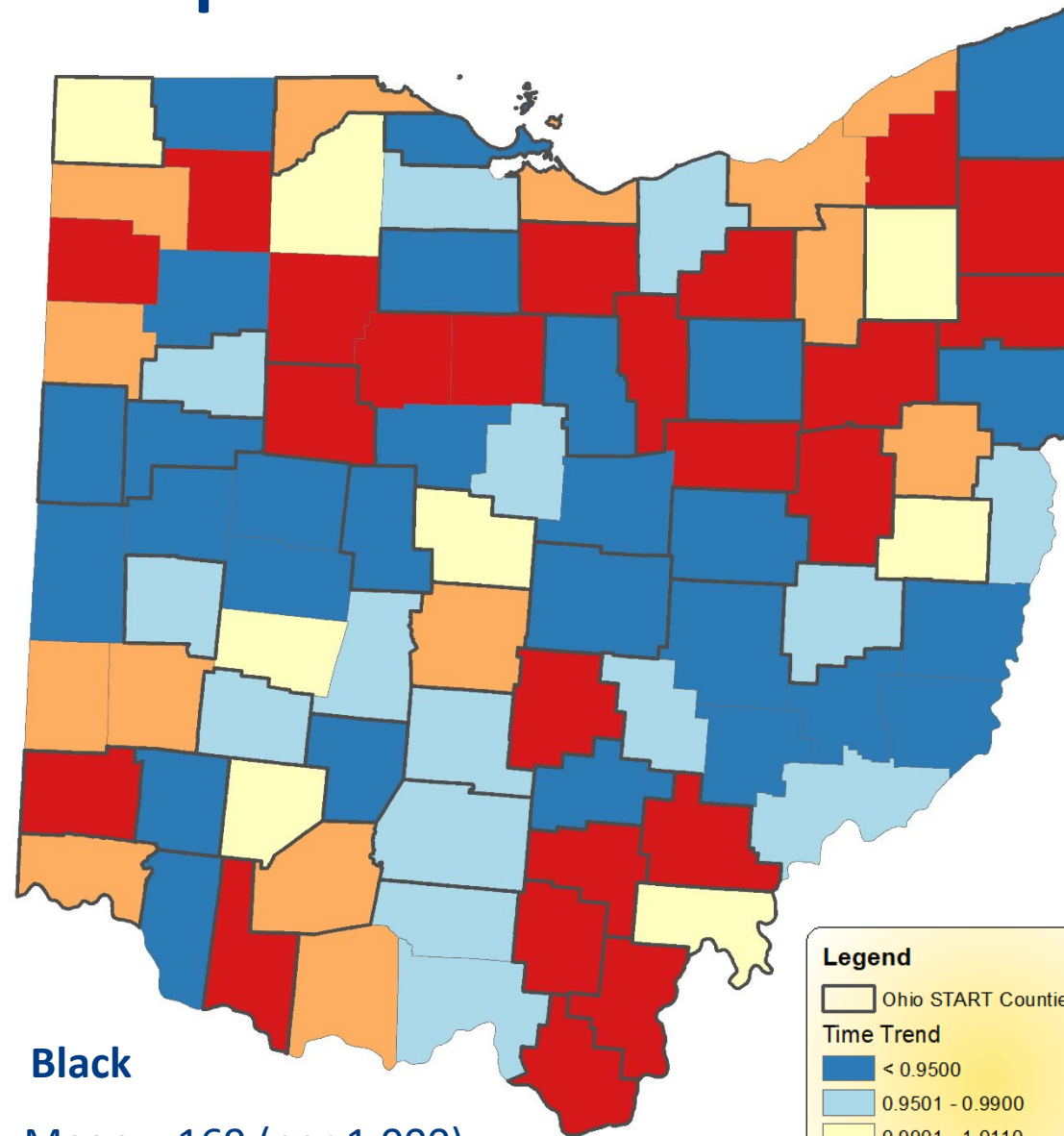
Referrals per Child Population



White

Mean = 50 (per 1,000)

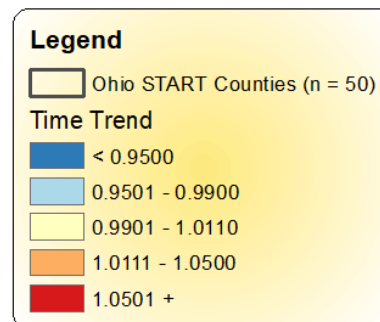
Time Trend = 1.005



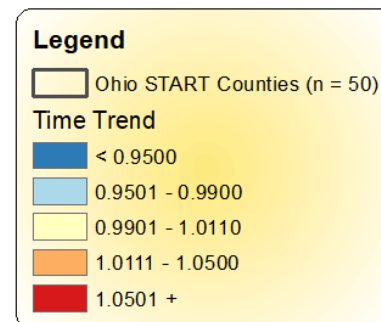
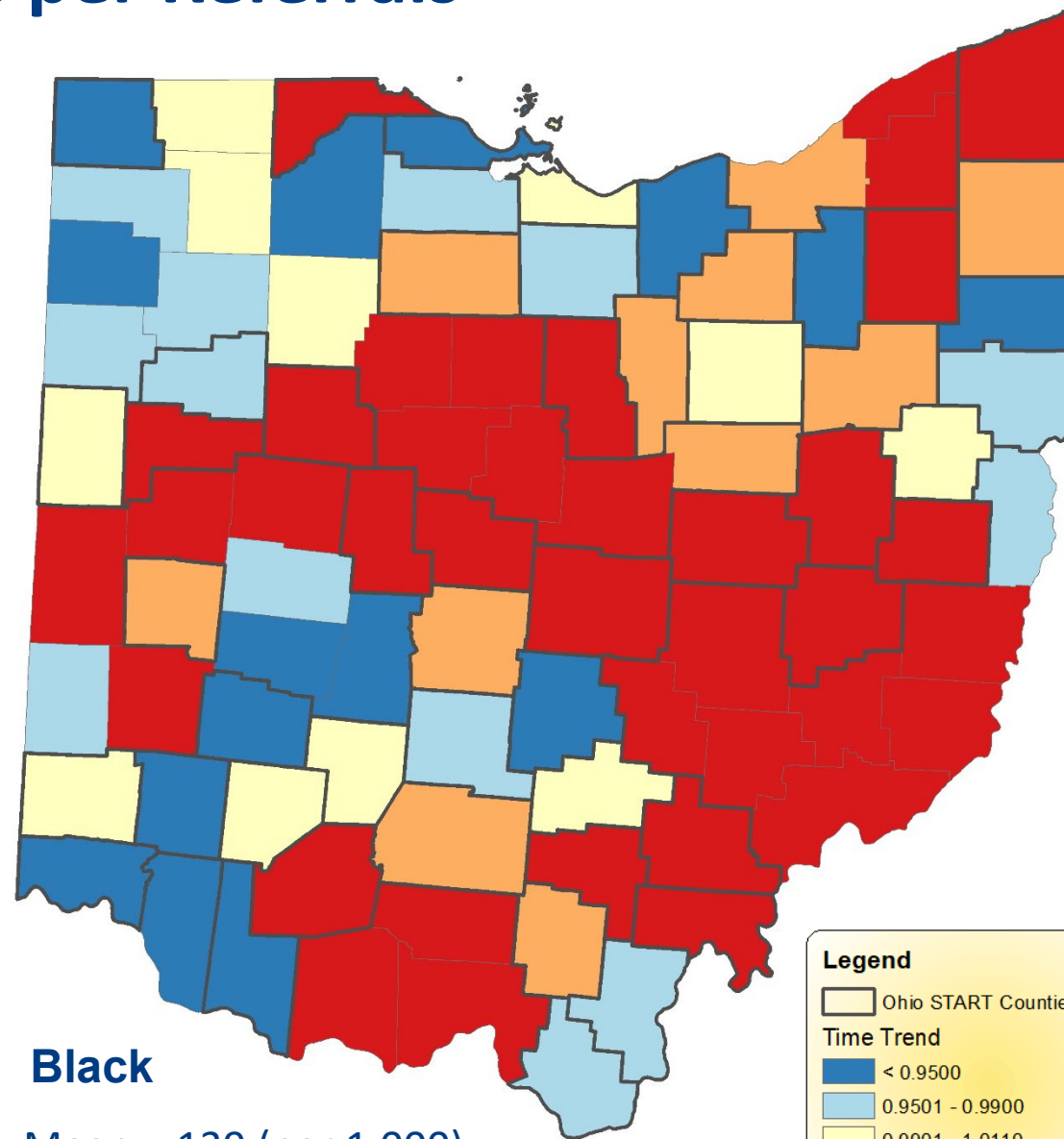
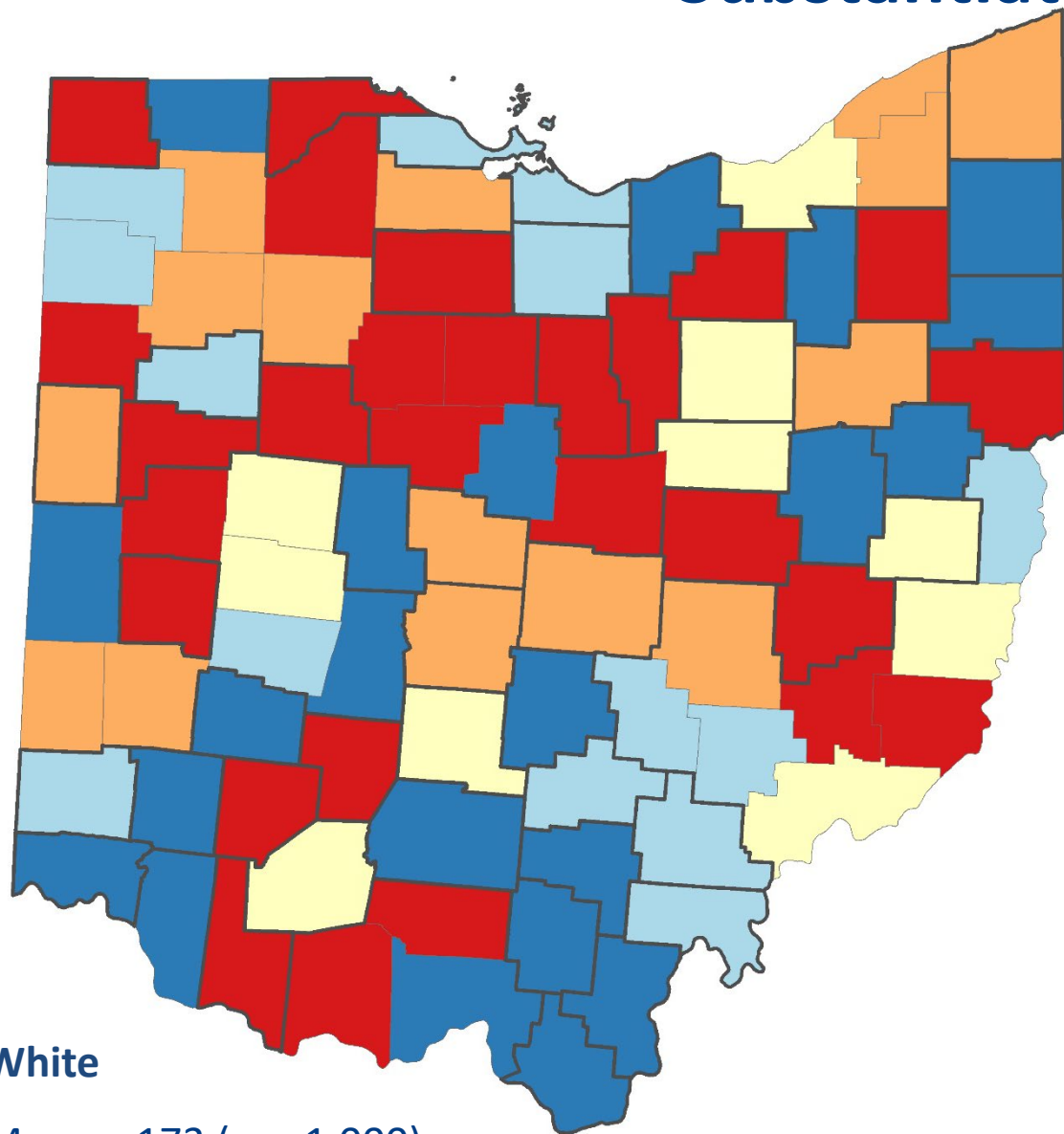
Black

Mean = 169 (per 1,000)

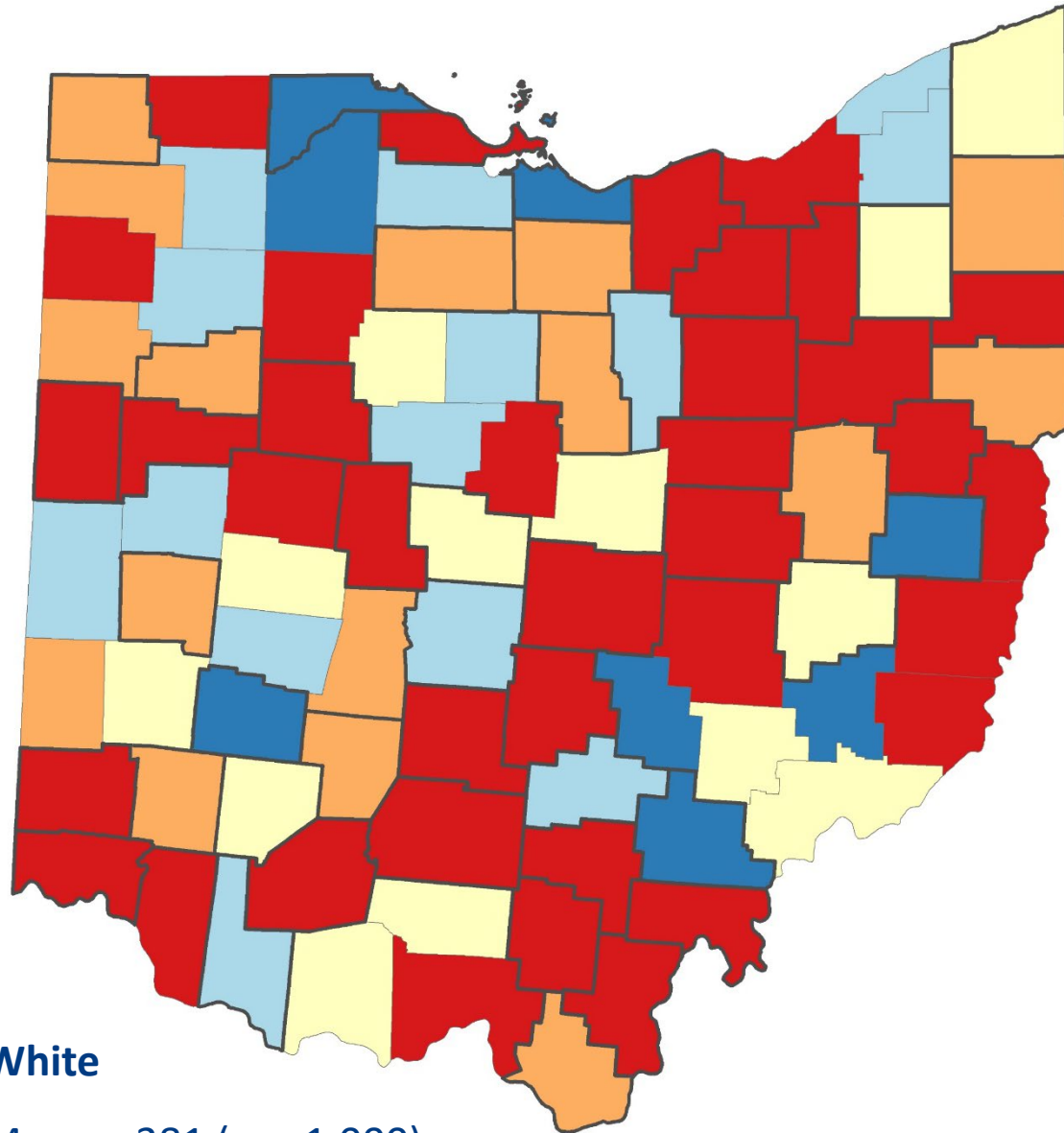
Time Trend = .973



Substantiations per Referrals



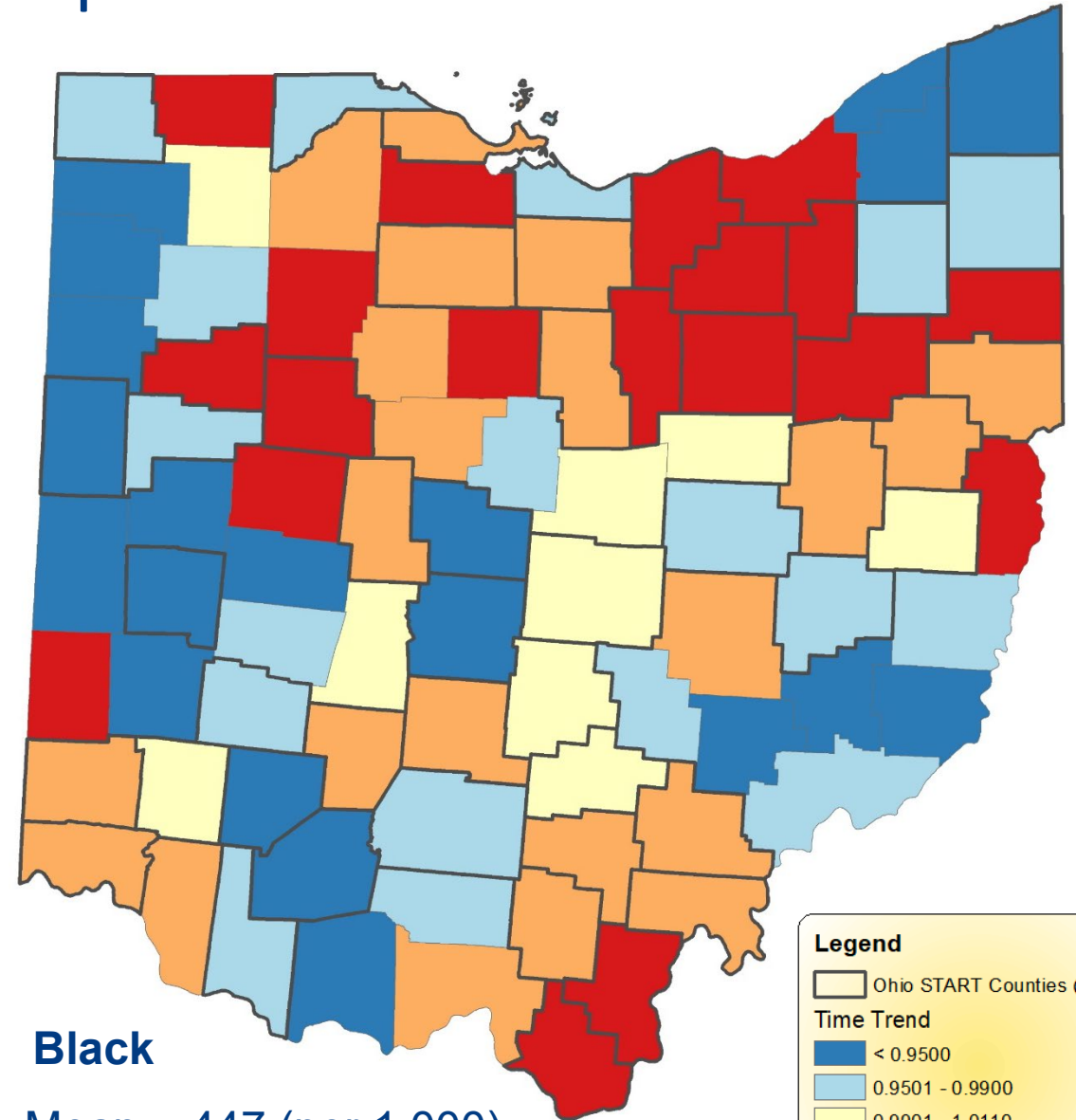
Out of Home Placements per Substantiations



White

Mean = 381 (per 1,000)

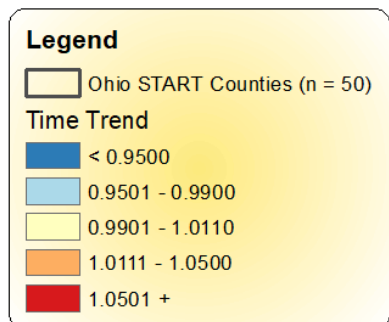
Time Trend = 1.034



Black

Mean = 447 (per 1,000)

Time Trend = 1.000

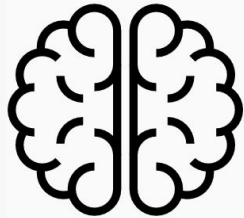


Ohio START

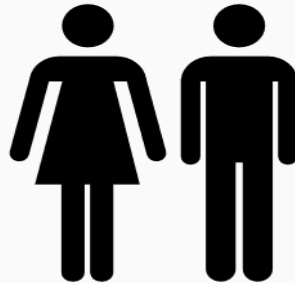


State Agencies

Cross-Sector Collaborations



Caseworker-Peer Mentor Dyads



<https://u.osu.edu/ohiostart/evaluation/dashboard/>



How Well Does Ohio START Reach Parents Equitably Across Racial and Ethnic Groups?

- The proportion of START parents who are White is significantly higher (by 29%) than we would expect ($z=9.89$, $p<.000$).
- The proportion of START parents who are Black is 84% lower than we would expect ($z=-7.38$, $p<.000$).
- The proportion of START parents who are multiracial is 53.8% lower than we would expect ($z=-4.74$, $p<.000$).

What Is the Barrier?	“State the Problem.”	Families of Color Decline Ohio START Because We Don’t Partner With Culturally Specific Providers.
Define a strategy.	Provide a 1-sentence description.	Develop and maintain collaborative relationships with a high-quality SUD treatment provider in a predominantly Black neighborhood in county.
Operationalize the strategy.	Who, What , When, Why, Frequency, Duration, and Target	<ul style="list-style-type: none">• Identify potential agency partners.• Agree on terms of partnership or memorandum of understanding.• Invite clinicians to START-specific training, meetings, etc.• Determine methods for identifying, referring, and coordinating care for appropriate families.• Revisit partnership and make adjustments after 6 months.

Questions?

- ▶ Elinam Dellor (dellor.1@osu.edu)
- ▶ Bridget Freisthler (freisthler.19@osu.edu)

- ▶ Ohio START Program [Website](#)
- ▶ Ohio START Evaluation [Website](#)



Discussion, Questions, and Answers

What barriers or challenges do you see to implementing the types of strategies we've been discussing today?

What supports would help your organization implement similar strategies?

Up Next!

Thank you for your participation today!

Please return to the theater to join us for the next plenary session -
***From Understanding to Action: Shifting Power Dynamics to
Advance Racial Equity***

The next session will begin at 1:15 p.m. Eastern Daylight Time.

