Practical Tools for Advancing Equity

November 6, 2023
Title V Maternal & Child Health Federal-State Partnership Meeting
Welcome!

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Amy Mullenix, MSPH, MSW

National MCH Workforce Development Center
The University of North Carolina at Chapel Hill

The National MCH Workforce Development Center is supported by the Health Resources and Services Administration of the U.S. Department of Health and Human Services under cooperative agreement number UE7MC26282.
The National MCH Workforce Development Center

• Supports MCH Title V professionals tackle complex challenges through training, collaborative learning, coaching, and consultation.
• Focuses on skills in change management, equity & engagement, systems integration and evidence-based decision making.
• Partners with states as experts of their own experience.
• Funded by MCHB, we have worked with 49 states and jurisdictions since 2014.
Session Goals

• Learn about two tools that can advance health equity and/or inclusion
• Have time to practice one equity-centered tool on everyday MCH work
• Consider how one equity-centered tool can be used in future work
Introductions

Name
State
Equity-specific role or other role?
Two tools to try on today…

Crafting Narratives and Shifting Power

Best for:
- Narrower challenge where you know there’s a power dynamic in place you want to understand and address
- Appreciating progress and setting intentions

Is My MCH Practice Culturally Responsive?

Best for:
- When you want to understand whether equity is centered at individual and group level
- Assessing change over time
Achieving equity means all people have a fair opportunity to attain their full health potential and no one is disadvantaged from achieving this potential.

- World Health Organization
Crafting Narratives and Shifting Power

- Inequity
- Decisions
- Influence
- Narrative
<table>
<thead>
<tr>
<th><strong>INEQUITY</strong></th>
<th><strong>DECISION</strong></th>
<th><strong>INFLUENCE</strong></th>
<th><strong>NARRATIVE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A policy, legislative or administrative decision that contributed to the inequity</td>
<td>1</td>
<td>An organization, coalition, alliance or intermediary that had influence in the decisions</td>
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<tr>
<td>2</td>
<td></td>
<td>2</td>
<td>A dominant narrative or story around this issue</td>
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A policy, legislative or administrative decision that contributed to the inequity

An organization, coalition, alliance or intermediary that had influence in the decisions

A dominant narrative or story around this issue

**REFLECT:**

Who is **impacted**?

Who **benefitted**?

How are race, class, gender, other dimensions reflected?
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<th>DECISION</th>
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<tr>
<td>What decisions are we making that ALLOW US to address the inequity?</td>
<td>Who are we making those decisions with?</td>
<td>What narrative are we projecting? What story are we telling in words and actions?</td>
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Our Equity Work
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**Reflect**

- What do we feel we can and can’t change? Why?
- How are we reinforcing or challenging power imbalances?
- What narrative are we projecting about ourselves and our organization?
Inequity

**DECISIONS**

**NARRATIVE**

Applying a Power Framework

An organization, institution, coalition, alliance or intermediary that had a hand in influencing those decisions.

A policy, legislative, and/or administrative decision that has contributed to the issue

**EXAMPLE**

- **Professional Orgs / agencies**
  - "They are non-compliant"

- **Hospitals**
  - "People lack personal motivation"

- **People who Fund**
  - "WOMEN have not gotten prenatal care"

- **Medicaid not reimbursed / not a clear way to get reimbursed**

- **We haven't prioritized that with funding we do have**

- **History of harmful policies lead to current distrust**

- **Other policies that have burdened individuals to do the work**

- "Real expensive and we don't have enough data..."

A dominant narrative or story around this issue

Adapted from
Our Equity Work

**DECISION**
What decisions are we making that ALLOW US to address the inequity?

- Disaggregating data to highlight what’s happening
- Get funding to CBO’s and trusted allies
- Working with Jack… give voice to grassroots

**INFLUENCE**
Who are we making those decisions with?

- Community members (priorities, processes, results, funding)
- Home Visiting + front line providers

**NARRATIVE**
What narrative are we projecting? What story are we telling in words and actions?

- “JUST DO IT” (see our funding app)
- “We need to balance the resources”
## Our Equity Practice Intentions

<table>
<thead>
<tr>
<th>Amplify  (things we are doing right)</th>
<th>Change  (new things to tackle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
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<td>2</td>
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</table>
Is my MCH practice culturally responsive?
Reinforcing Concepts

“a lifelong commitment to self-evaluation and critique, to redressing power imbalances, and to developing mutually beneficial and non-paternalistic partnerships with communities on behalf of individuals and defined populations”

Tervalon & Murray-Garcia, 1998

Actions that are respectful of, and relevant to, the beliefs, practices, culture and linguistic needs of diverse populations and communities.

Adapted from State of Victoria, Department of Health, 2009
Equity in the Process

Exploration
Who defines community assets & needs?
Who participates in decision making?

Installation
Who is funded, resourced?
Whose capacity is strengthened?

Initial Implementation
How is ‘quality’ defined? By whom?

Full Implementation
How do we continually improve? How can we center equity more?

3-5 Years

Source: National Implementation Research Network
Tool Overview – Is My PH Practice Culturally Responsive?

• A point-in-time assessment at four levels
  1. Individual
  2. Implementation Practice
  3. Process evaluation
  4. Outcome evaluation

• Focused the integration of a culturally responsive, racial equity lens in current practice

• Intended for repeated use areas of strength and targets for growth

Prepared by MPHI and the Implementation Group. Adapted with permission.
Section 1: Individual PH Practitioner

Focus on individual practice

- Recognizes continuous learning
- Facilitates reflection on personal biases
- Supports the whole and how we work in teams
## Section 1: Cultural Responsiveness of MCH Practitioner

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>I do not know</th>
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<tbody>
<tr>
<td>I use a variety of sources to learn about the cultural heritage of other people.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>I seek information to better understand the cultural context of a program and its stakeholders at the start of a new implementation.</td>
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<td>At all stages of implementation, I examine the potential impact of cultural stereotypes and my own personal biases around race, ethnicity, gender, socioeconomic status, and other individual differences.</td>
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<td>I seek feedback from clients and other stakeholders about how I relate to others with different cultural identities.</td>
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<tr>
<td>I work as a part of a diverse team.</td>
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<tr>
<td>I pay attention to the similarities and differences of life experiences between the implementation team and members of the target population and consider how those dynamics might impact practice.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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</tr>
<tr>
<td>I deliberately include time in the implementation planning and support activities to discuss cultural and racial issues that might occur in the work.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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</table>
Section 2, 3, & 4: Team Practices

Focused on how team carries out their work, including:

• Engaging community partners
• Assessing and improving process
• Interpreting data

Photo by Shane Rounce on Unsplash
## Section 2: Cultural Responsiveness of Team Practice

<table>
<thead>
<tr>
<th>Our team engages community members, consumers, and stakeholders in...</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>I do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>...needs assessment and implementation planning to support equitable outcomes.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>...identifying appropriate practices that will address equity.</td>
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</tr>
<tr>
<td>...creating and/or tailoring culturally responsive interventions and activities (i.e., programs, practices, and supports) focused on equity.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>...identifying appropriate supports and resources to accomplish equity goals.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>...conducting interviews, surveys, and other primary data collection activities that support ongoing improvement in service to positive outcomes for the community.</td>
<td>1</td>
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<td>4</td>
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</tr>
<tr>
<td>...defining criteria for “success.”</td>
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<td>2</td>
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<tr>
<td>...interpreting ongoing improvement data and informing analysis that supports equitable decision making.</td>
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</table>
## Section 3: Applying the Lens to Process Evaluation

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<thead>
<tr>
<th></th>
<th>Never</th>
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</tr>
</thead>
<tbody>
<tr>
<td>In designing ongoing improvement plans for answering questions about how the program/project/initiative/service was implemented, our team pays attention to...</td>
<td></td>
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<tr>
<td>...demographics/diversity of background of the organization’s governing board.</td>
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</tr>
<tr>
<td>...the extent of shared experiences between members of the governing board and recipients of the program’s services.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>...diversity (including demographics and cultural background) of program staff.</td>
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<td>0</td>
</tr>
<tr>
<td>...any hierarchical dynamics between and among the governing board and staff that have the potential to impact project success and evaluation outcomes and results. (Power/privilege relationship)</td>
<td></td>
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<tr>
<td>...the organization’s historical stance and/or practice related to issues of equity.</td>
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<tr>
<td>...community context and dynamics, makeup of the community, and tension along cultural lines.</td>
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<tr>
<td>Our team assesses whether local demographics, socioeconomic factors, cultural factors, and other attributes of the community played a role in the process to define program goals and objectives.</td>
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<tr>
<td>Our team collects information about efforts undertaken by the...</td>
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</tbody>
</table>

25
### Section 4: Applying the Lens to Outcome Evaluation

<table>
<thead>
<tr>
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<th>Sometimes</th>
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<th>Always</th>
<th>I do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>In analyzing and interpreting outcome data, our team disaggregates data along demographic lines to identify and assess the extent of differential impacts of the program.</td>
<td>1</td>
<td>2</td>
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In assessing program outcomes, we look for...

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<tr>
<td>...disparities in access to program services among different groups represented in the target population.</td>
<td>1</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>...disparities in program effectiveness among different groups.</td>
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<td>...differences in outcomes among groups.</td>
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<tr>
<td>...any unintended consequences of program activities due to cultural or racial/ethnic issues/context</td>
<td>1</td>
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<tr>
<td>...indications of potential impact (positive or negative) on issues of diversity, inclusion, and equity within the broader community in which the program operates.</td>
<td>1</td>
<td>2</td>
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<td>...whether the most “in need” community group was served equitably.</td>
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<td>...indicators of “change” in power relationship, institutional relationships.</td>
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I deliberately include time in the implementation planning and support activities to discuss cultural and racial issues that might occur in the work.
So what? Taking Action

Section 5: Implications and Action Planning

<table>
<thead>
<tr>
<th>Areas of Culturally Responsive Practice</th>
<th>Implications for Action</th>
<th>Details (Dates, actors, goals, etc.)</th>
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<tbody>
<tr>
<td>Section: Item</td>
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Tool Time
Choose a tool to practice

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**Is My MCH Practice Culturally Responsive?**

Best for:
- When you want to understand whether equity is centered at individual and group level
- Assessing change over time
Reflections

How did it go?
What felt useful?
Were there any surprises?
How might you use this back home?
Other thoughts?
Questions & Discussion

Thank you for your feedback!

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Mullenix@email.unc.edu
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