

# Practical Tools for Advancing Equity

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Title V Maternal & Child Health Federal-State Partnership Meeting



National **MCH** Workforce  
Development Center  
Advancing Health Transformation

# Welcome!

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# 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

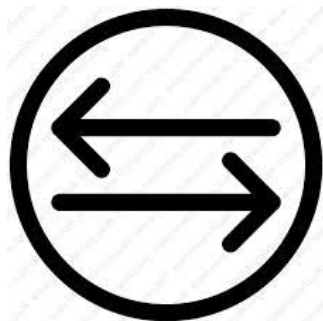
State

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

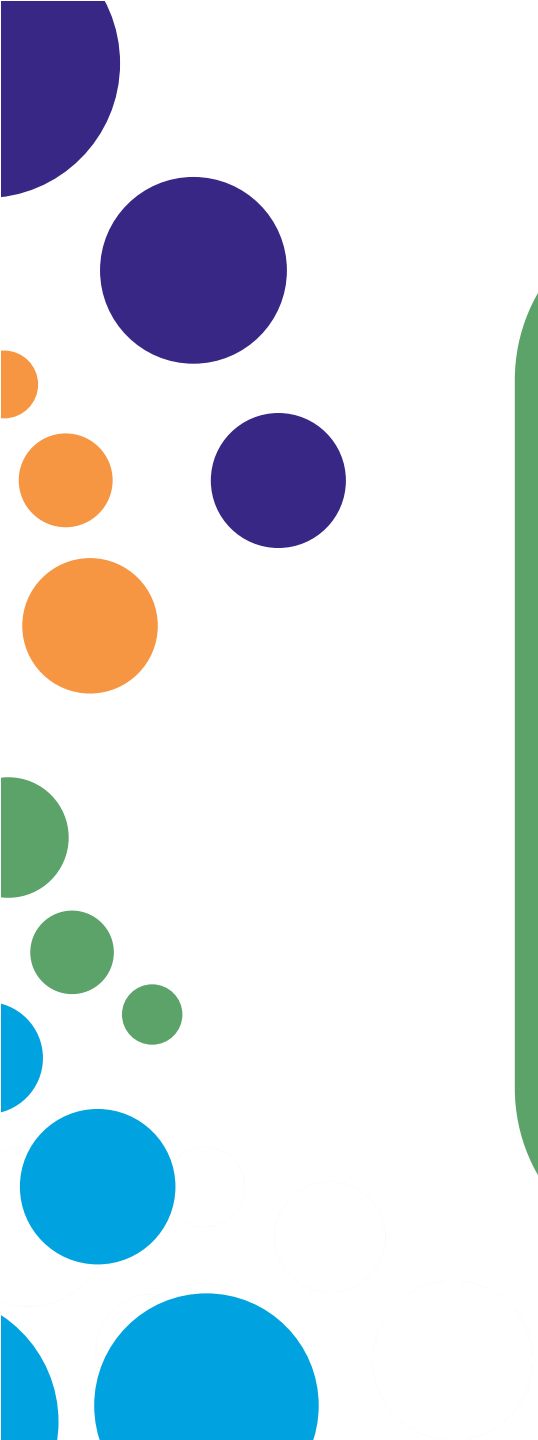
## Is My MCH Practice Culturally Responsive?



Best for:

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



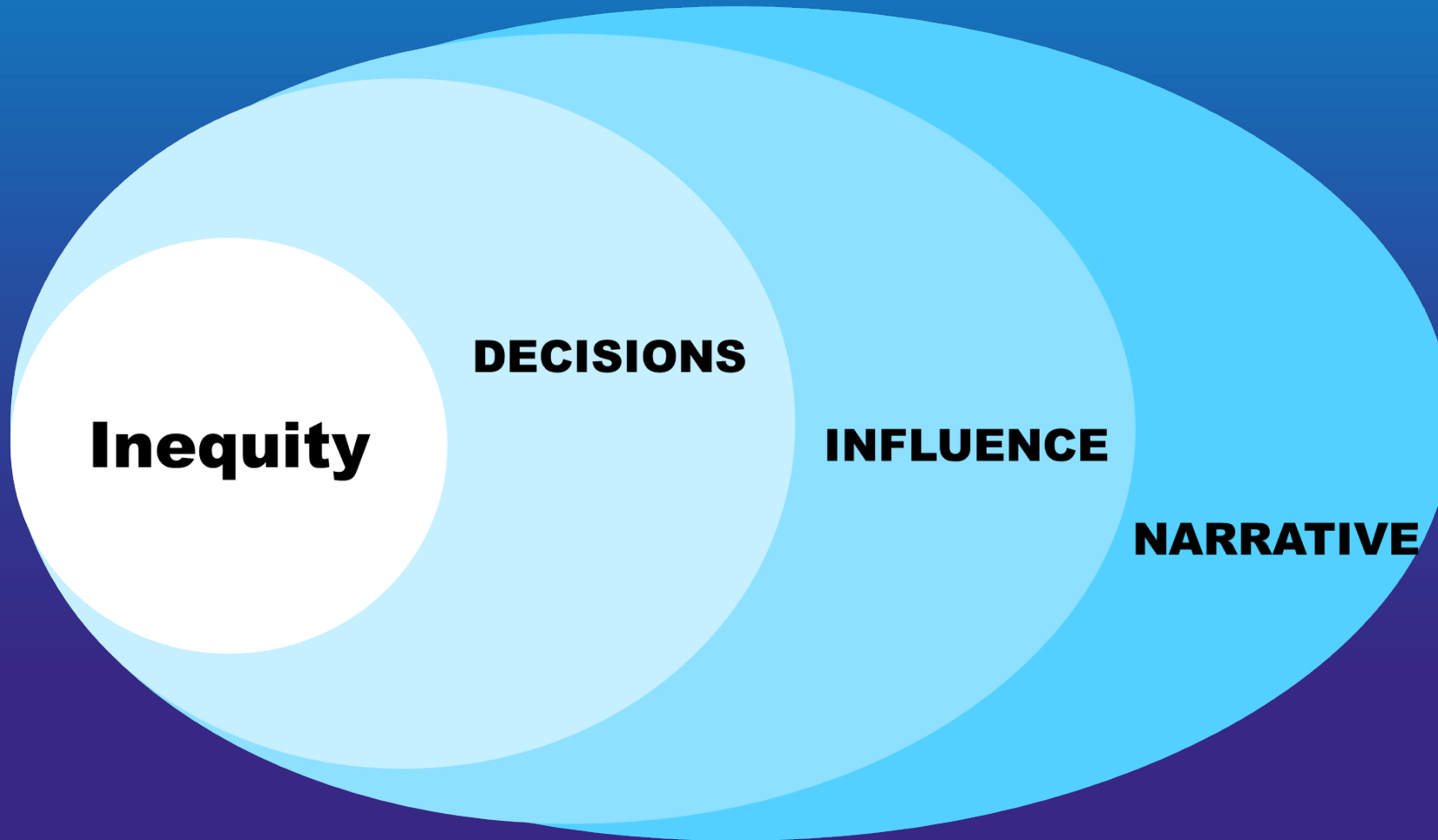


Achieving equity means **all people**  
have a **fair opportunity** to attain  
their **full health potential** and **no**  
**one** is disadvantaged from  
achieving this potential.

- World Health Organization



# Crafting Narratives and Shifting Power





# INEQUITY

## DECISION

## INFLUENCE

## NARRATIVE

1	1	1
2	2	2
3	3	3
<i>A policy, legislative or administrative decision that contributed to the inequity</i>	<i>An organization, coalition, alliance or intermediary that had influence in the decisions</i>	<i>A dominant narrative or story around this issue</i>



## INEQUITY

## DECISION

## INFLUENCE

## NARRATIVE

1

1

1

2

2

2

3

3

3

*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?



# Our Equity Work

## DECISION

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

## INFLUENCE

Who are we making those decisions with?

## NARRATIVE

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



# Our Equity Work

## DECISION

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

## INFLUENCE

Who are we making those decisions with?

## NARRATIVE

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

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## Reflect

*What do we feel we can and can't change? Why?*

*How are we reinforcing or challenging power imbalances?*

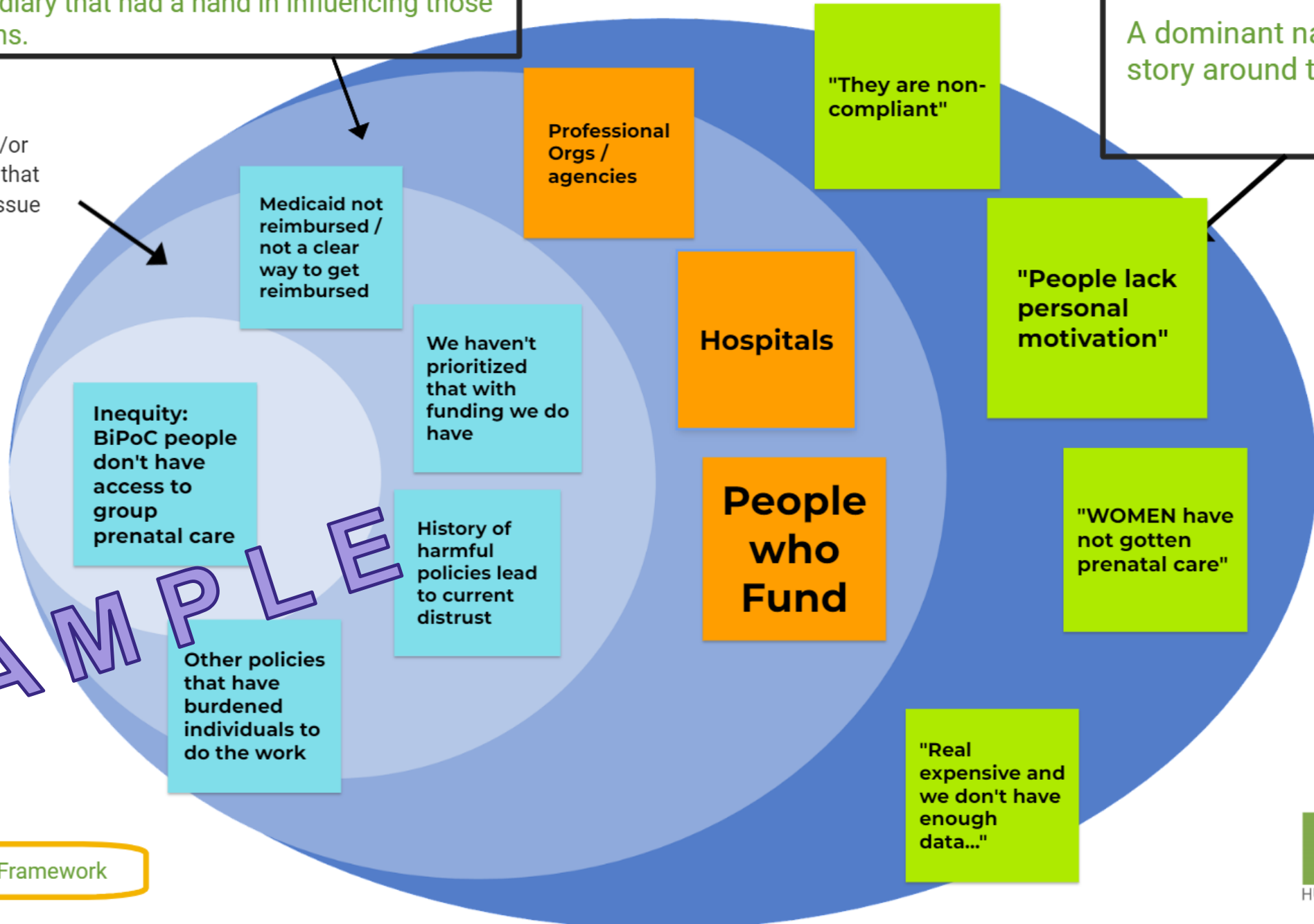
*What narrative are we projecting about ourselves and our organization?*



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

A dominant narrative or story around this issue

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



EXAMPLE

Applying a Power Framework

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)

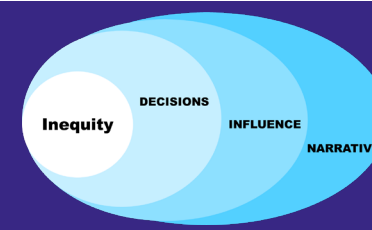
"We need to balance the resources"

EXAMPLE





# Our Equity Practice Intentions



## **Amplify** (things we are doing right)

1

2

3

## **Change** (new things to tackle)

1

2

3



# Is my MCH practice culturally responsive?

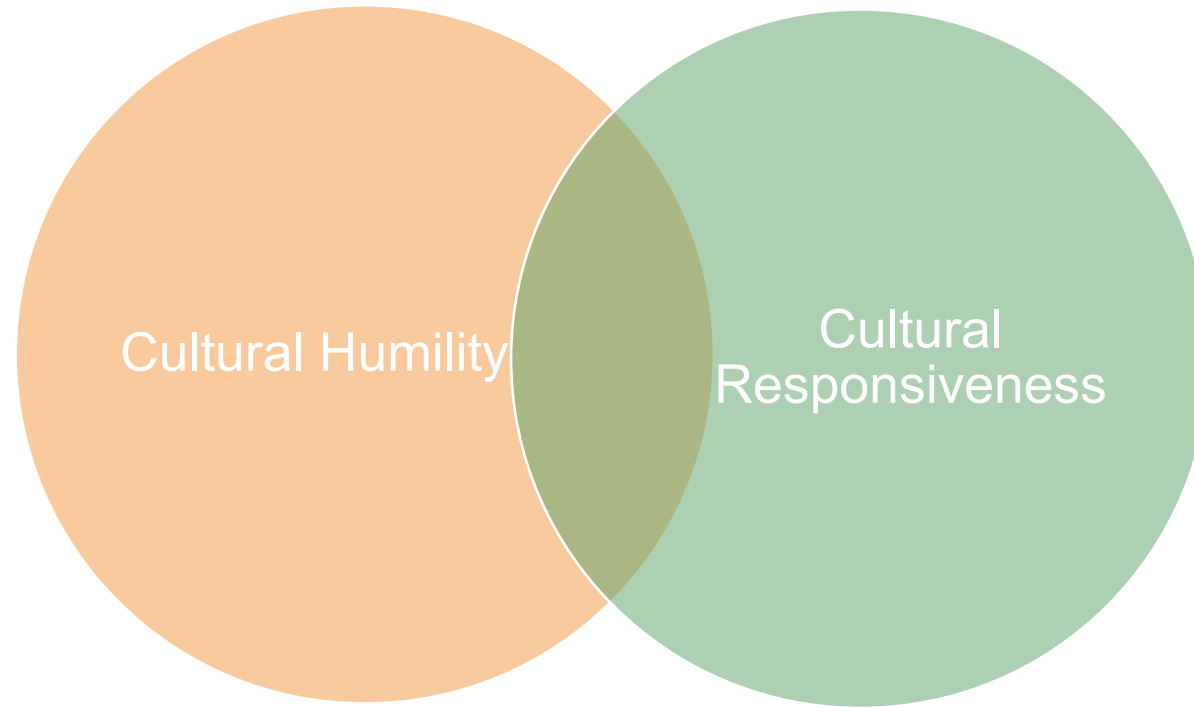


# Reinforcing Concepts

“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*

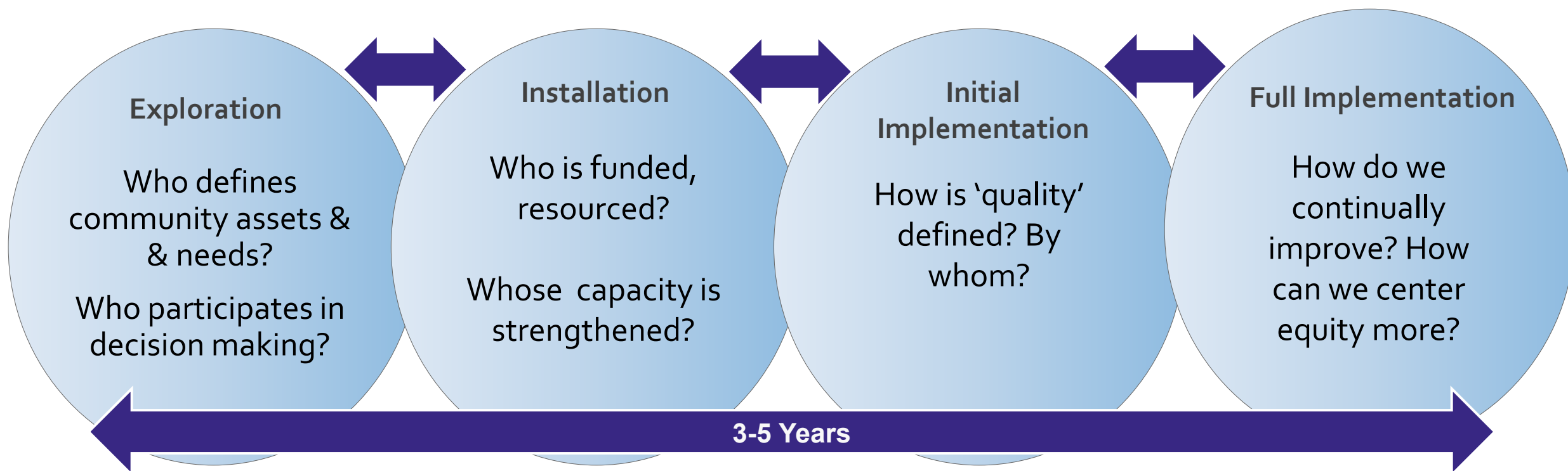


Actions that are **respectful of**, and **relevant to**, the beliefs, practices, culture and linguistic needs of diverse populations and communities.

Adapted from State of Victoria, Department of Health, 2009



# Equity in the *Process*



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



Taking Action with Humility: Supporting Equity in Our Process



## Is My Practice Culturally Responsive?

**Self-Assessment for Maternal and Child Health Practitioners**

This instrument provides maternal and child health (MCH) practitioners with a point-in-time assessment of the degree to which their current practice incorporates the principles and methods for conducting work using a culturally responsive and racial equity lens. Because this lens requires an ongoing process of learning, reflecting, and adjusting, the instrument will provide **the greatest insight when repeated at regular intervals** to identify changes in areas of strength, as well as targets for growth.

The assessment has four sections with a total of 38 statements. Each statement describes a task related to conducting work using a culturally responsive and racial equity lens. The tool begins with an individual focus, then shifts to a team focus. For each task statement, indicate how often over the past year your practice incorporated the activity described.

During the Team Time of the Skills Institute, please complete Section 2 individually.

This document was adapted with permission to better reflect the maternal and child health (MCH) context.<sup>1</sup> Thanks and appreciation are due to Paul Elam and Jennifer Schroeder for the permission and support of this adaptation.

The original tool was designed by:



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

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>	<i>I do not know</i>
I use a variety of sources to learn about the cultural heritage of other people.	1	2	3	4	5	0
I seek information to better understand the cultural context of a program and its stakeholders at the start of a new implementation.	1	2	3	4	5	0
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.	1	2	3	4	5	0
I seek feedback from clients and other stakeholders about how I relate to others with different cultural identities.	1	2	3	4	5	0
I work as a part of a diverse team.	1	2	3	4	5	0
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.	1	2	3	4	5	0
I deliberately include time in the implementation planning and support activities to discuss cultural and racial issues that might occur in the work.	1	2	3	4	5	0



# 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

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>	<i>I do not know</i>
Our team engages community members, consumers, and stakeholders in...						
...needs assessment and implementation planning to support equitable outcomes.	1	2	3	4	5	0
...identifying appropriate practices that will address equity.	1	2	3	4	5	0
...creating and/or tailoring culturally responsive interventions and activities (i.e., programs, practices, and supports) focused on equity.	1	2	3	4	5	0
...identifying appropriate supports and resources to accomplish equity goals.	1	2	3	4	5	0
...conducting interviews, surveys, and other primary data collection activities that support ongoing improvement in service to positive outcomes for the community.	1	2	3	4	5	0
...defining criteria for “success.”	1	2	3	4	5	0
...interpreting ongoing improvement data and informing analysis that supports equitable decision making.	1	2	3	4	5	0



## Section 3: Applying the Lens to Process Evaluation

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>	<i>I do not know</i>
In designing ongoing improvement plans for answering questions about how the program/project/initiative/service was implemented, our team pays attention to...						
...demographics/diversity of background of the organization's governing board.	1	2	3	4	5	0
...the extent of shared experiences between members of the governing board and recipients of the program's services.	1	2	3	4	5	0
...diversity (including demographics and cultural background) of program staff.	1	2	3	4	5	0
...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)	1	2	3	4	5	0
...the organization's historical stance and/or practice related to issues of equity.	1	2	3	4	5	0
...community context and dynamics, makeup of the community, and tension along cultural lines.	1	2	3	4	5	0
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.	1	2	3	4	5	0
Our team collects information about efforts undertaken by the	1	2	3	4	5	0

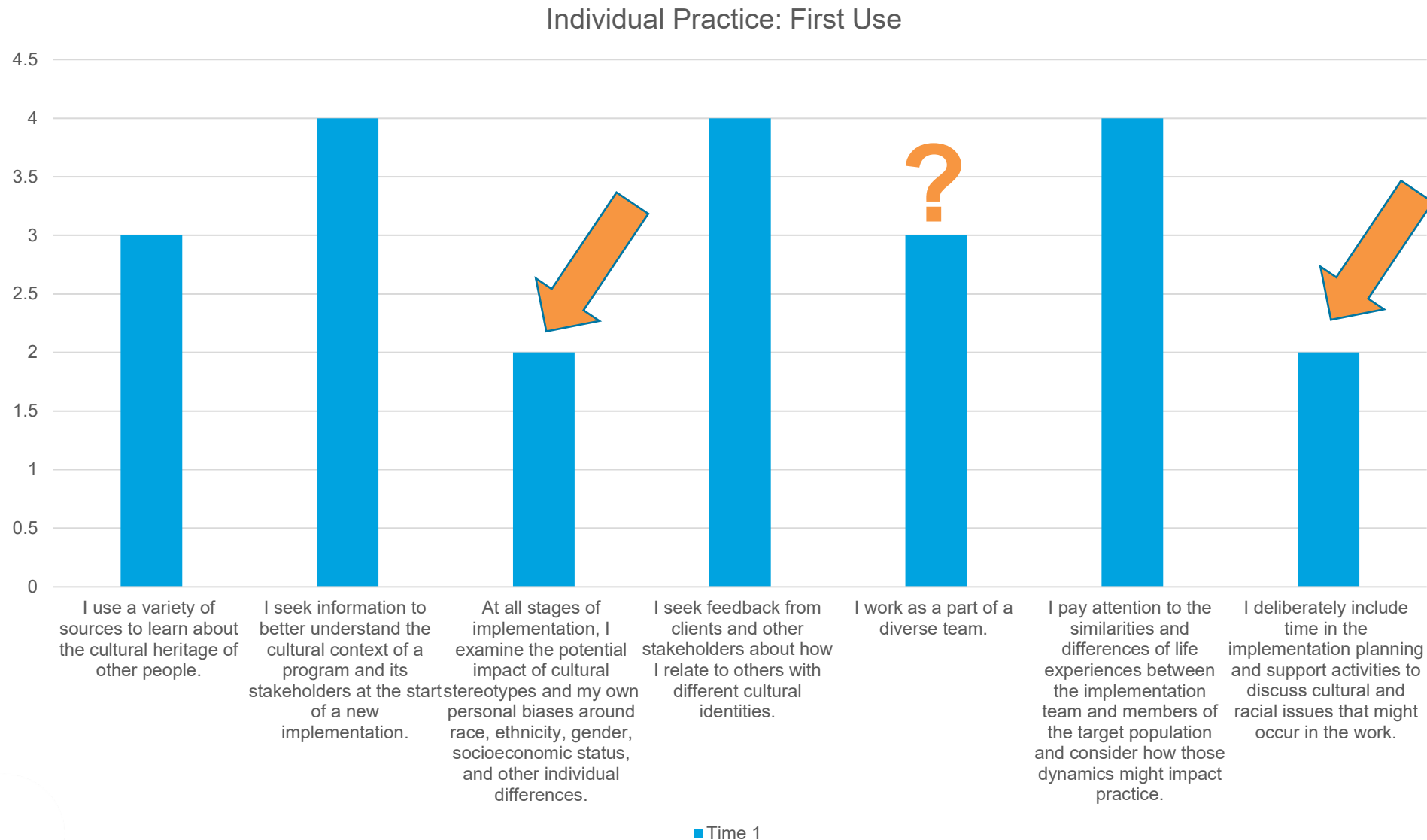


## Section 4: Applying the Lens to Outcome Evaluation

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>	<i>I do not know</i>
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.	1	2	3	4	5	0
In assessing program outcomes, we look for...						
...disparities in access to program services among different groups represented in the target population.	1	2	3	4	5	0
...disparities in program effectiveness among different groups.	1	2	3	4	5	0
...differences in outcomes among groups.	1	2	3	4	5	0
...any unintended consequences of program activities due to cultural or racial/ethnic issues/context	1	2	3	4	5	0
...indications of potential impact (positive or negative) on issues of diversity, inclusion, and equity within the broader community in which the program operates.	1	2	3	4	5	0
...whether the most “in need” community group was served equitably.	1	2	3	4	5	0
...indicators of “change” in power relationship, institutional relationships.	1	2	3	4	5	0



# Example Individual Practice: First Use





# So what? Taking Action

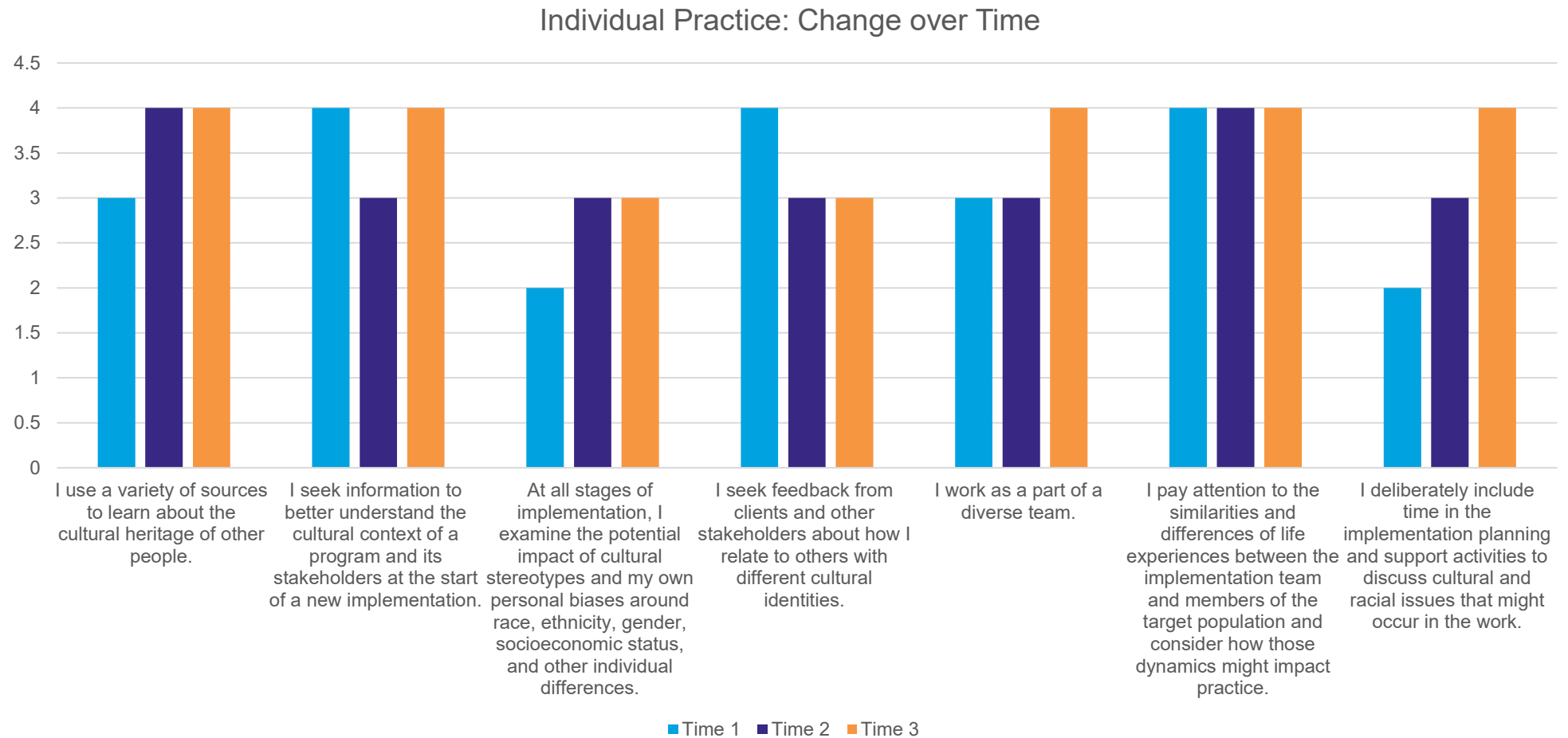
National Workforce Development Center Spring 2020

## Section 5: Implications and Action Planning

Areas of Culturally Responsive Practice		Implications for Action	Details (Dates, actors, goals, etc.)
Section:	Item		



# Example: Individual Practice: Change over Time

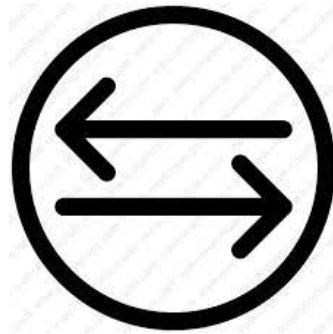


# Tool Time



# Choose a tool to practice

## Crafting Narratives and Shifting Power



Best for:

- Narrower challenge where you know there's a power dynamic in place you want to address

## 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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