Insights on Advancing Race Equity in TANF

September 23rd 1pm – 2:30 (ET)

Agenda

- Welcome
- Advancing Race Equity in TANF Project Summary
  - Trinka Landry-Bourne & Mary Nelson, APHSA
- Staff Training & Development
  - Overview, Trinka Landry-Bourne
  - Brandi Turner, Kansas Department for Children and Families
- Using Data
  - Overview, Mary Nelson
  - Breanca Merritt, Indiana Family and Social Services Administration
- Q&A and Audience Discussion

Who's in the Room?

Your facilitators today:

Mary Nelson & Trinka Landry-Bourne

Introduce yourselves!

Please share in the chat:

- Name
- Position
- Organization
- One thing you hope to gain from this session today

First, some definitions

- <u>EQUITY</u> is defined as "the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality" (EO 13985 2021, 7009).

- <u>DISPROPORTIONALITY</u> is defined as "overrepresentation or underrepresentation of a racial or ethnic group compared with its percentage in the total population" (Children's Information Gateway 2021, 2).

- <u>RACISM</u> is defined as a "system—consisting of structures, policies, practices, and norms— that assigns value and determines opportunity based on the way people look or the color of their skin. This results in conditions that unfairly advantage some and disadvantage others throughout society" (CDC, Racism and Health, n.d.).

  - [ACF Equity in Action](#)

- <u>RACIAL EQUITY</u> is a process of eliminating racial disparities and improving outcomes for everyone. It is the intentional and continual practice of changing policies, practices, systems, and structures by prioritizing measurable change in the lives of people of color

  - [Race Forward](#)

Advancing Race Equity in TANF

Conducted by APHSA, with support from BLH Technologies, Inc., in the performance of the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance

Peer-to-Peer Discussions

A series of small group, peer-to-peer conversations to:

- Explore policy and practice questions about TANF and race equity and
- Identify opportunities for future research and development of practice tools.

Established a feedback loop with a cross-section of human services executives and TANF administrators from 19 states and counties.

Five additional conversations with stakeholders to support peer-to-peer engagement, resource sharing, identification of best practices & challenges/opportunities.

- Synthesized key themes from these discussions

Peer-to-Peer Discussion
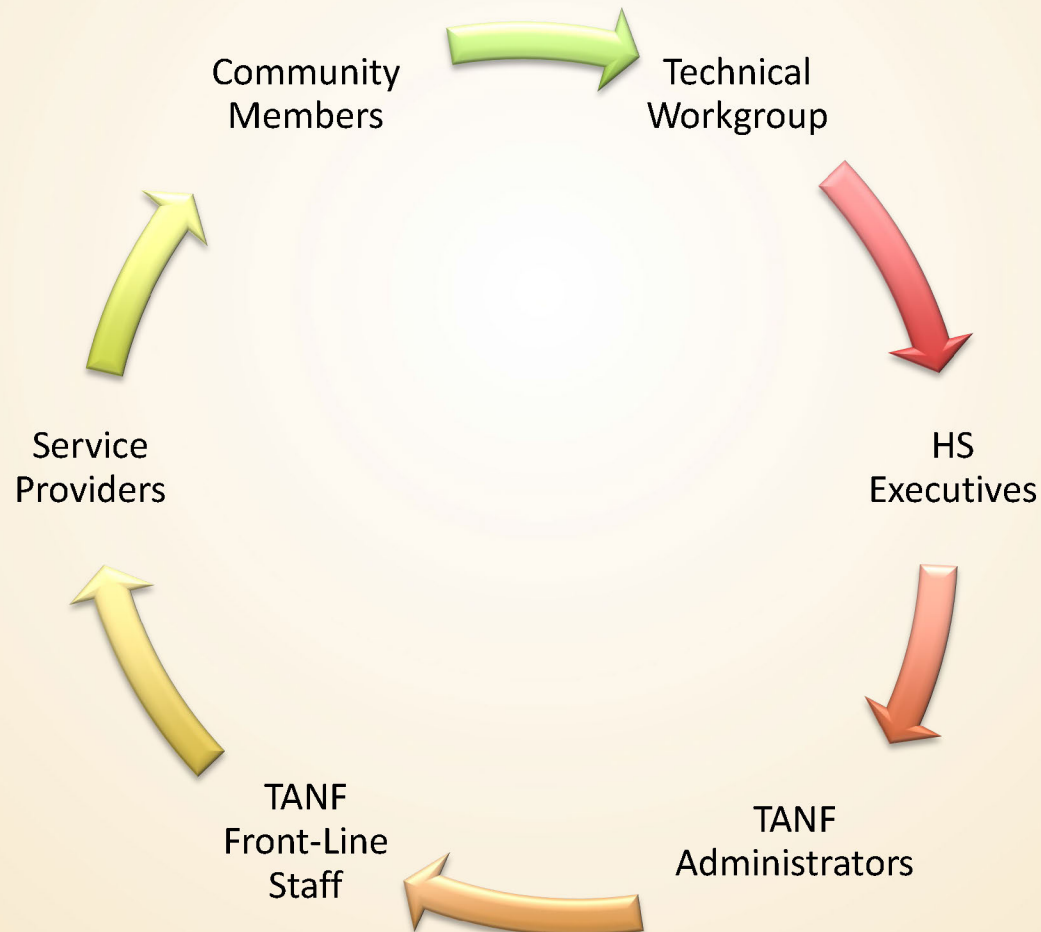
Key Themes

- Using Data to Understand Disproportionalities in TANF Programs
- Examining the Race Equity Implications of Proposed Policy and Practice Decisions in TANF
- Using Staff Training & Development to Promote Race Equity
- Integrating Stakeholder Engagement in TANF Policy & Practice
- Leveraging Economic Mobility to Close the Racial Wealth Gap

Using Staff Training & Development to Promote Race Equity

Learning Cohort:

- 17 states or counties, inclusive of 33 participants
- 3 peer-to-peer learning sessions
- Developed tools to facilitate conversations, share identified resources & practice examples

# The Cohort's Three Phases

Phase 1

Create a common language with partners and stakeholders and begin dialogues to assess community and organizational needs for race equity.

Phase 2

Share findings with key decision makers, and identify training and staff development options and a framework for decision making.

Phase 3

Create a sustainable action plan to start advancing race equity in TANF with training and staff development.

Creating a Common Language
Cohort Exercise

What terms do you think are important to include as part of a shared vocabulary to advance race equity in TANF?

Join at
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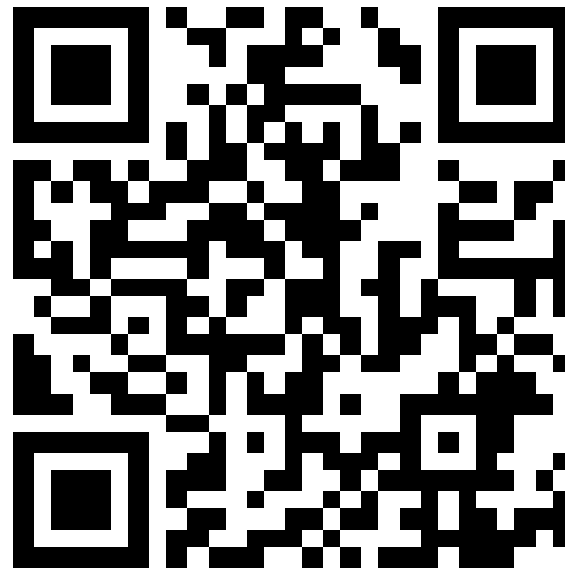
Resources for Race Equity Assessments

- [Research and Organizational Assessment, Racial Equity Action Plans, Government Alliance on Race & Equity](#)

- [Organizational Assessment: An Overlooked Approach To Managing Diversity and Addressing Racism in the Workplace, Journal of Diversity Management](#)

- [Tool for Organizational Self Assessment Related to Racial Equity, Coalition of Communities of Color](#)

Approaching Staff Development & Training Decisions

Core Values

Strategic Alignment · **Leadership Commitment & Communication** · **Stakeholder Involvement** · **Accountability & Recognition** · **Ethical Practice**

Ground conversations in five core values that cut across all components of training programs. Described in A New Key to Success: Guidelines for Effective Staff Development and Training Programs in Human Services Agencies these can serve as a framework for critical decision making.

Putting the Pieces Together

It can be challenging to know where to begin to implement staff training and development that centers on race equity in TANF. APHSA has [a customizable race equity planning worksheet](#) that provides a suggested framework to start promoting equitable economic mobility for all families.
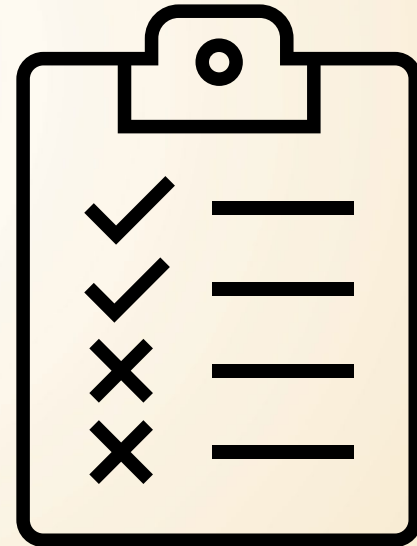
State Practice Example Kansas

Brandi Turner

DEI Officer, Organizational Health and Development

Kansas Department for Children and Families

Pursing Equity within the Kansas Department for Children and Families

Brandi Turner - DEI Officer| Webinar| 09.23.2022

Every system needs a Common **aim and** Purpose

Build an INTENTIONAL **agency character around Diversity,** EQUITY**, and inclusion**

To protect children, strengthen families and promote adult self-sufficiency.

WHAT WE BELIEVE:

PEOPLE HAVE THE CAPACITY:

- To progress
- To succeed
- To grow
- To do well in life

WE VALUE COMMUNITIES AND THE PEOPLE THAT MAKE THEM UNIQUE:

- We honor the whole person
- We rely on each other
- We are partners, not competitors
- We all benefit from a collective impact approach
- Communities bring strength through relationships and resources
- Client's needs are temporary

PEOPLE ARE THE EXPERTS ON THEIR LIVES AND HAVE:

- Voices
- Choices
- Needs
- Strengths
- Life Stories
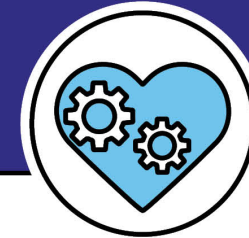
WE LEAD WITH AUTHENTICITY, CURIOSITY, AND RESPECT:

- We are innovative
- We are inclusive
- We are experts
- We are leaders
- We are authentic
- We are diverse
- We care about our work and the people we serve
- We share success stories

DATA-DRIVEN
methodology

BALANCE

Action with Reflection

ALLY SUPPORT NETWORK

ALLYSHIP

According to Dictionary.com –

The status or role a person who advocates and actively works for the inclusion of a marginalized or politicized group in all areas of society, not as a member of that group but in solidarity with its struggle and point of view under its leadership.

The Ally Support Network...

Kansas Department for Children and Families

IS:

- An opportunity to demonstrate intentional commitment to the progression of diversity, equity and inclusion at DCF by engaging in continued awareness, learning, empathy, practice, support and connectedness.

- A brave space in which everyone can feel that they belong, can lead from wherever they are, and can take intentional action steps toward the advancement of diversity, equity and inclusion.

- A network of like-spirited individuals with a broad range of lived experiences and perspectives that intends to support every individual's personal journey of growth and change.

IS NOT:

- An exclusive club or clique.

- A requirement or expectation.

- Connected to performance reviews.

- A way to supervise or regulate behavior or activities.

- A measure of morality, values, or any other personal characteristics.

- A space in which to express personal complaints, issues or conflicts that do not directly relate to diversity, equity and inclusion at DCF.

- The only place in which you can get or give support.

End of Presentation Slides

- Brandi Turner – DEI Officer
  - brandi.turner@ks.gov

Using Data to Understand Disproportionalities in TANF Programs

Learning Cohort:

- 17 states or counties, inclusive of 38 participants

- 3 peer-to-peer learning sessions

- Developed tools to facilitate conversations, share identified resources & practice examples

Cohort Question: What are TANF Administrators interests regarding operationalizing data to advance race equity?

- **Be introduced to new tools and resources, and give context to work** in TANF (for continued, life-long learners, and for those new to TANF or new to their position).

- Understanding "**what data is available to collect?**"

- Understanding "**what data should be collected**, and **how can it be best collected?**"

- Understanding **how to best review data** to identify race equity issues, particularly disproportionalities, barriers to equity, etc.?

- **Reporting on the data** that is collected in an impactful way.

- **Integrating data into meaningful policy or practice changes** that will advance equity in TANF.

- Considering how to **align data collection initiatives for TANF programs with broader agency and state government equity goals and strategies**.

- **Establishing an overall strategic plan** to collect and use data to promote diversity, equity and inclusion in TANF.

Cohort Question: What race equity issues are cohort members interested in exploring with data?

- Impact of coaching models/case management
- Disproportionality in sanctions/strategies to reduce unnecessary sanctions
- Impact of child support policies on equity
- Impact of 2-Gen approaches on equity
- Collecting accurate data on race and ethnicity in a respectful and trauma-informed way
- Disaggregating data in evaluation frameworks to better understand outcomes
- Equity in employment and training activities (referrals to, service delivery, outcomes)
- Assessing benefits level adequacy in its effectiveness to close the racial wealth gap
- Real-time feedback on quality of services and disparities in service delivery

Speaking the Same Language

In addition to establishing a shared vocabulary on racial equity, administrators, staff and researchers must also have a common language with relation to data and research.
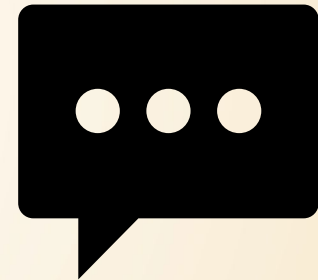
Tip: Use [data dictionaries](#) to define common terms, data elements, and other important features.
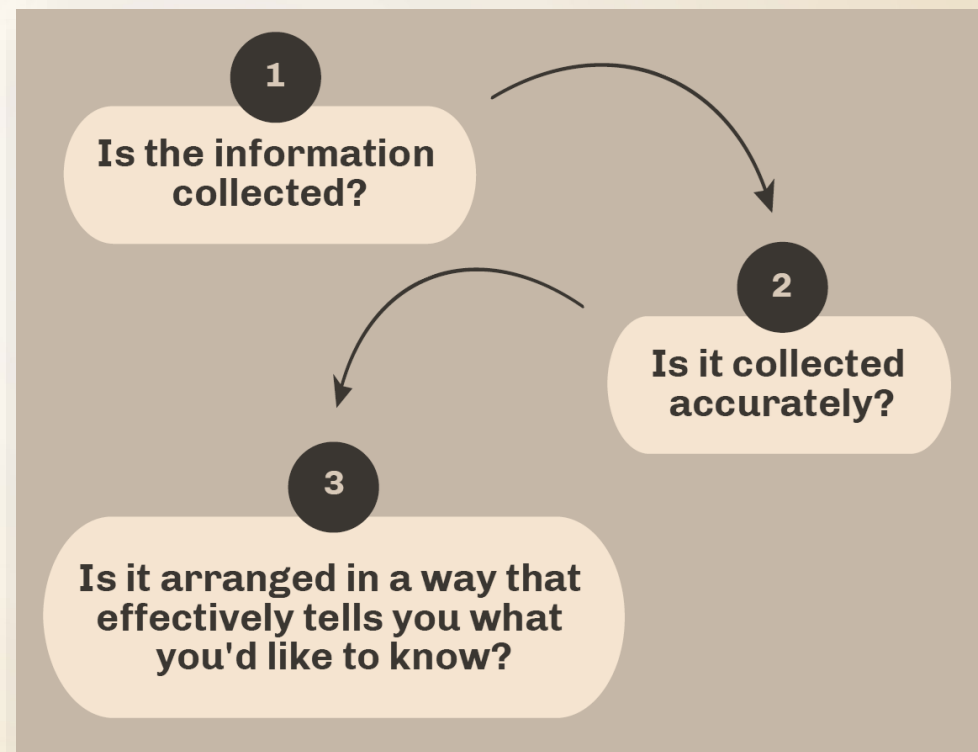
Formulating a Race Equity Question

It can be helpful to first contemplate, what do you want to know about TANF and race equity?

Considerations for Data Collection

Knowing what information is needed to answer race equity questions can guide data project planning discussions between TANF leadership and those responsible for data collection and research.

1 Is the information collected?

2 Is it collected accurately?

3 Is it arranged in a way that effectively tells you what you'd like to know?

Sharing Your Findings

National Equity Atlas, Racial Equity Data Lab: [Data Visualization](#)

- Techniques for data visualization that can be applied to dashboards, briefs, data walks and other data sharing mechanisms

Integrating Race Equity Data into Policy & Practice Decisions

Two potential frameworks to use:

- [The Government Alliance on Race and Equity's(GARE), Racial Equity Toolkit, Racial Equity Tool](#)

- [The Commonwealth Fund, The Racial Equity and Policy (REAP) Framework](#)

State Practice Example
Indiana

Breanca Merritt, Ph.D., Chief Health Equity & ADA Officer
Indiana Family and Social Services Administration

Designing Equitable Systems: Lessons Learned from Indiana's Hoosier Health and Wellbeing Atlas (HHWA)

Breanca Merritt, Ph.D.
Chief Health Equity and ADA Officer
Indiana Family and Social Services Administration

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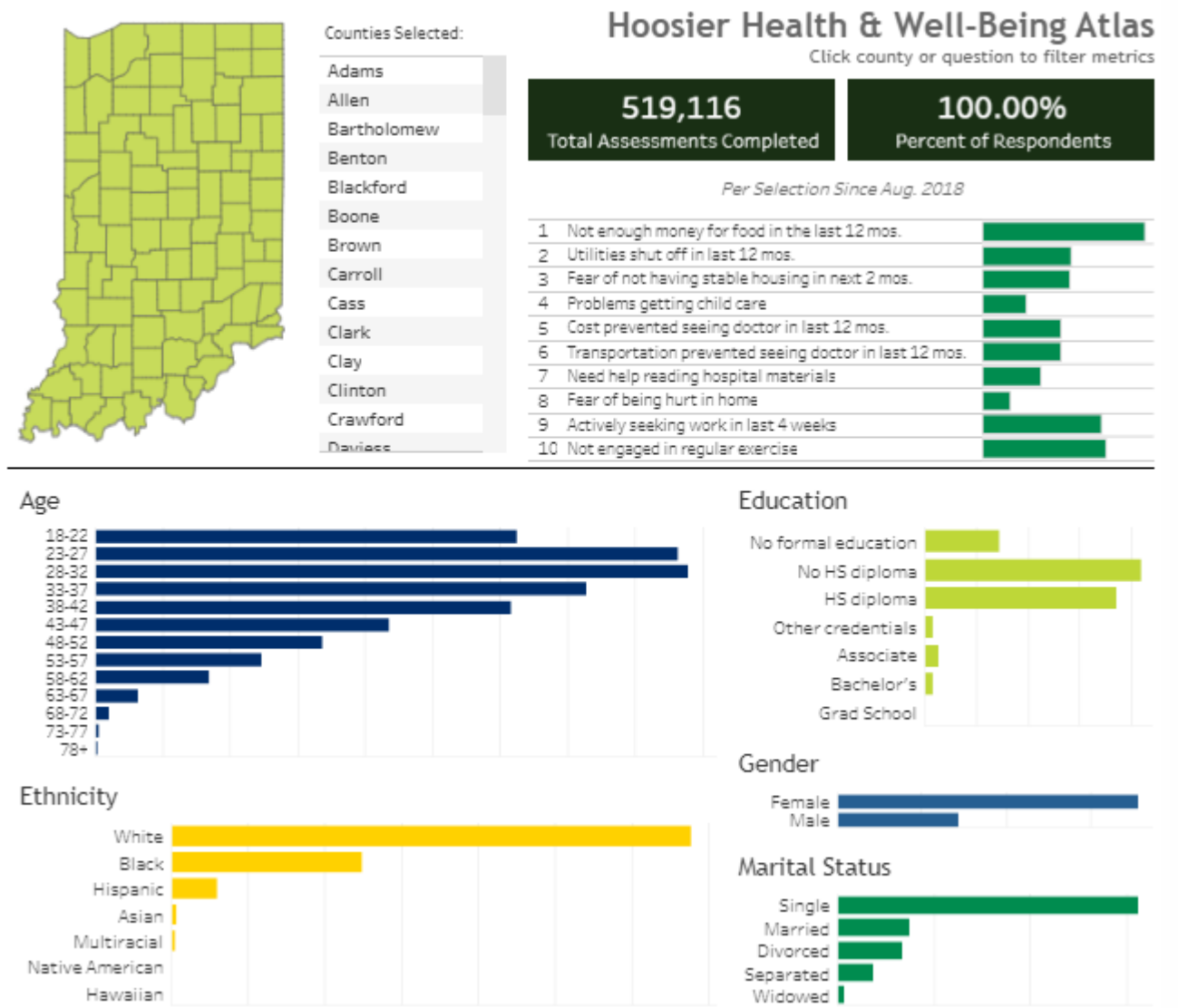INDIANA FAMILY & SOCIAL SERVICES ADMINISTRATION
FSSA

To compassionately serve our diverse community of Hoosiers by dismantling long-standing persistent inequity through deliberate human services system improvement.
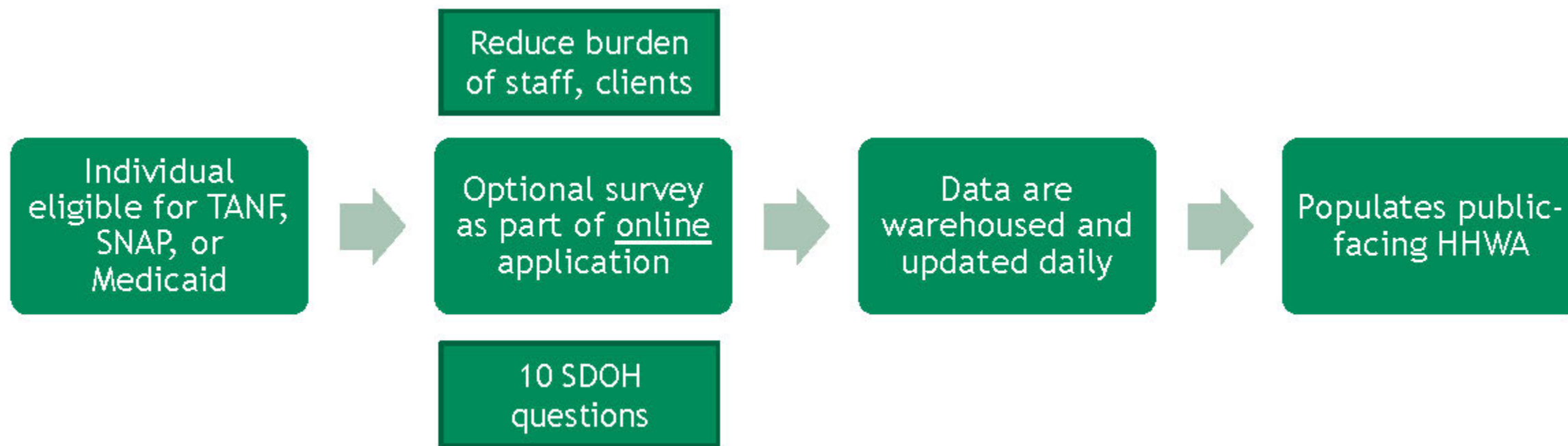
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About the HHWA

- Launched in 2018, publicized in 2020
- Initial goals:
  - Show trends in SDOH among vulnerable populations
  - Increase statewide knowledge and understanding of (local) SDOH
  - Attempt to quantify information that is historically qualitative

About the HHWA: Data Flow

```
Individual              Reduce burden
eligible for TANF,      of staff, clients
SNAP, or
Medicaid          →     Optional survey       →     Data are            →     Populates public-
                        as part of online           warehoused and            facing HHWA
                        application                 updated daily

                        10 SDOH
                        questions
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About the trends

- 2022 analysis
- 17% response rate (?500,000
- Overrepresentation of POC in areas of need
- Respondents skew younger
- Opportunities for Medicaid

Recipient Race	Count	Percentage
AMERICAN INDIAN OR ALASKAN NATIVE	849	0.25%
ASIAN OR PACIFIC ISLANDER	4,073	1.18%
ASIAN PACIFIC AMERICAN	0	0.00%
BLACK	74,387	21.64%
BLACK (NON-HISPANIC)	49	0.01%
CAUCASIAN	218,640	63.60%
HISPANIC	4,146	1.21%
MUTUALLY DEFINED	0	0.00%
NATIVE AMERICAN	0	0.00%
NATIVE HAWAIIAN	1	0.00%
NOT AVAILABLE	41,158	11.97%
NOT PROVIDED	79	0.02%
OTHER RACE OR ETHNICITY	19	0.01%
PACIFIC ISLANDER	82	0.02%
SUBCONTINENT ASIAN AMERICAN	2	0.00%
WHITE (NON-HISPANIC)	295	0.09%
TOTAL	**343,780**	**100%**

Reimagining the System

Indiana 211	Family Resources	Mental Health and Addiction	Medicaid Policy and Planning
Disability and Rehabilitative Services	Disability Determination Bureau	Aging	Early Childhood and Out-of-School Learning

Lessons Learned and Next Steps

Analytic Capacity	Improved Points of Service	Closed Loop Referrals	Collaboration
• New equity-focused data analysts	• Data guidance, best practices and data collection	• Improving process and reducing client and staff burden	• Clinical care and FQHCs

Questions?
healthyopportunities@fssa.in.gov

Questions for Contemplation

- How can you see yourself using this information in your work?

- Does it resonate?

- What's next, and what strategies will you use to hold yourself accountable?

Audience Questions