

Race Equity Impact Assessment Tool to Support the CQI Process

*Presentation for the 2024 CQI Conference: Practical CQI: Skills And Tools for Real World
Application*

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Presentation Objectives

01

Understanding Race
Equity, Racial
Disparity, &
Supporting Data

02

Race Equity
Assessment Toolkit

03

Impact Assessment
and CQI



What is Racial Equity?

Racial equity 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, 2022*

<https://www.raceforward.org/about/what-is-racial-equity-key-concepts>

Why Focus on Racial Equity In Child Welfare Practice?

- Historical oppression of Black Americans in the U.S.
- Structural racism in the founding and expansion of child protection agencies
- Diversity, equity, and inclusion in staffing and contracting in the Illinois child welfare system
- Over-surveillance of Black families affects disproportionate outcomes
- Lack of equitable support for Black families in education, employment, and housing correlated with child welfare involvement
- Social, political, economic contexts of White supremacy that reinforce racial inequities and social injustice



But...

How do we know we have a problem with race equity in our practice?

By determining our RDI!

Racial distributions are not enough.

Definitions

Racial disproportionality is the over- or under-representation of a racial group in the child welfare system compared to its representation in a relevant base population.

Racial disparity refers to unequal outcomes of a racial group compared to those of another racial group.

Racial Disproportionality Index (RDI)

What does the RDI tell us and how is it calculated?

- RDI the percentage of children in a racial or ethnic group involved in some part of the child welfare system divided by the percentage of children in a relevant base population

% of children in a racial group / relevant population

Two kinds of RDIs:

1. Absolute RDI

% of children in a racial group / general population

2. Relative RDI

% of children in a racial group at PC / all children investigated

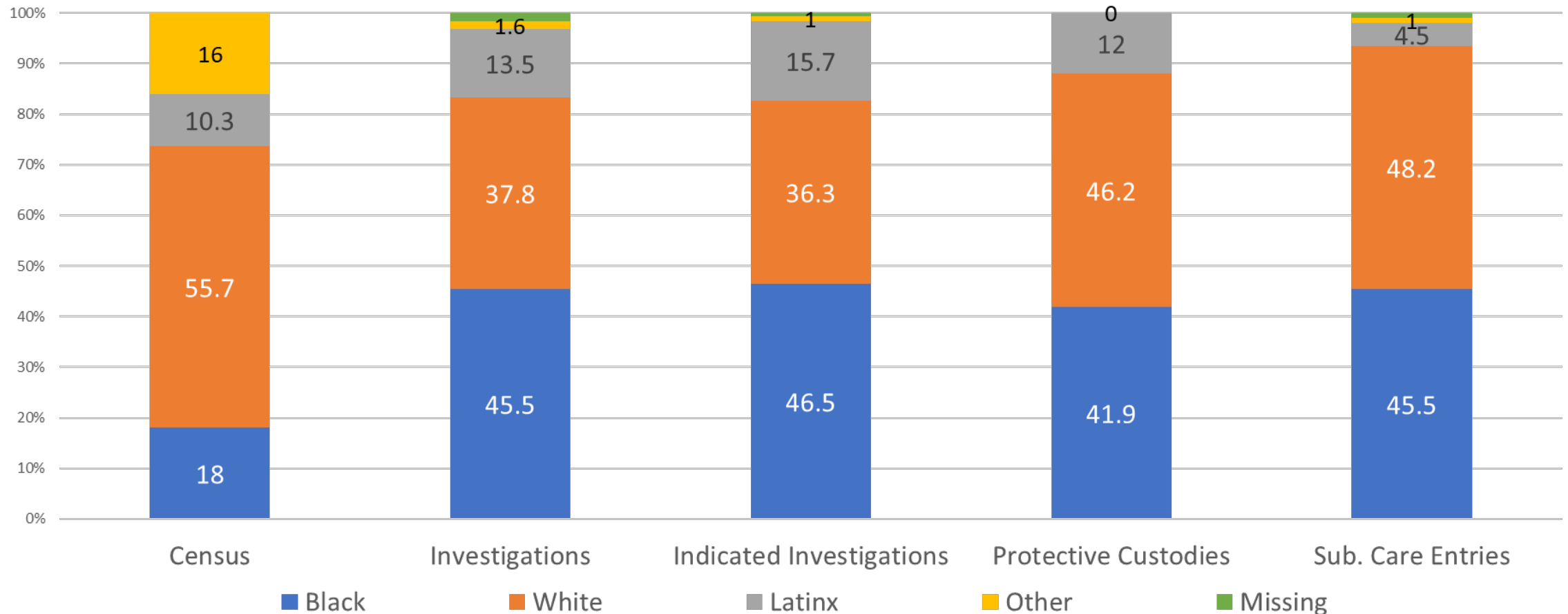
Interpreting the RDI

Absolute RDI values close to 1.0 indicate no disproportionality.

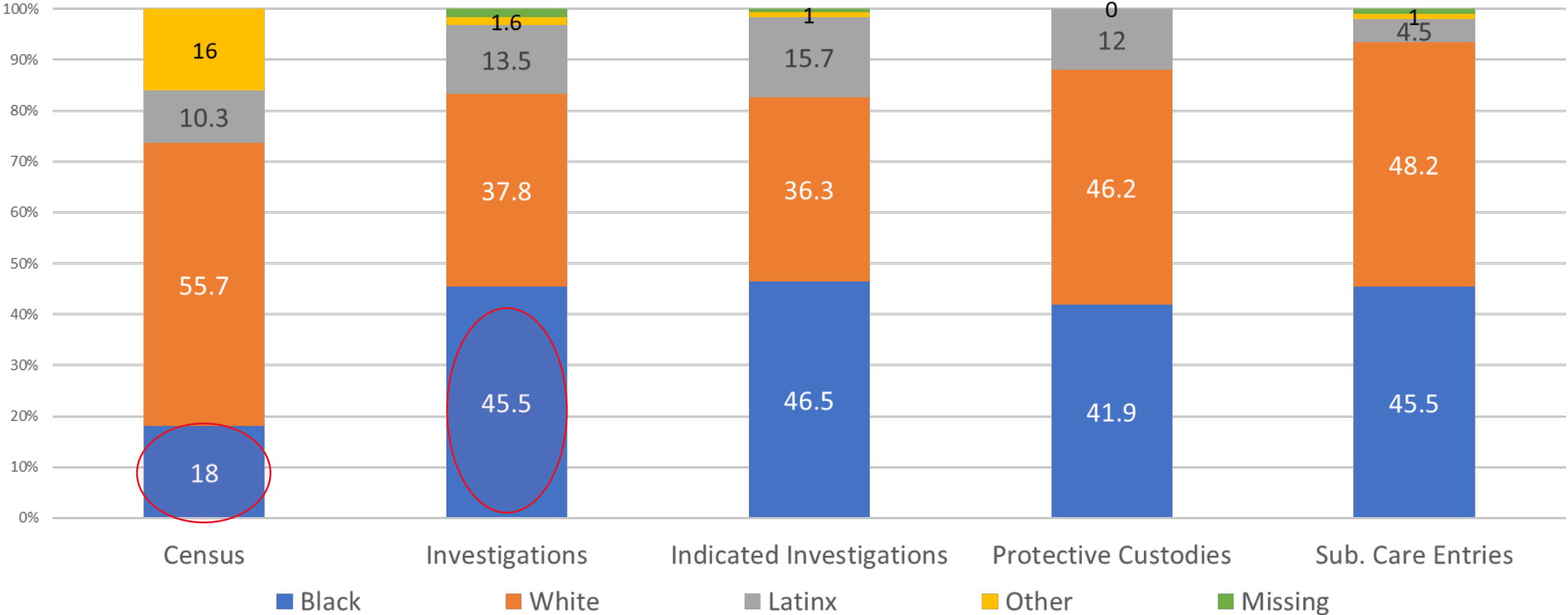
Absolute RDI less than 1.0 indicate under-representation compared to the child population.

Absolute RDI greater than 1.0 indicator **over**-representation compared to the child population.

RDI Calculation Example



Absolute RDI Calculation Example



Illinois Child Population (0-19): 2019 – 2023

	2019 (N=3,145,143)	2020 (N=3,177,225)	2021 (N=3,104,921)	2022 (N=3,039,860)	2023 (N=3,039,860)
	(%)	(%)	(%)	(%)	(%)
White	51.00	50.56	50.37	50.13	50.13
Black ¹	15.33	15.33	15.31	15.31	15.31
Latinx	24.53	24.84	24.90	24.98	24.98
Asian	5.47	5.55	5.62	5.70	5.70
Multiracial	3.50	3.55	3.63	3.70	3.70
Native American ²	0.14	0.14	0.14	0.14	0.14
Pacific Islander ³	0.03	0.03	0.03	0.03	0.03

Note: The 2022 Illinois child population data were used to calculate the RDI for FY2022 and FY2023.

¹ Black/African American

² Native American/Alaska Native

³ Native Hawaiian/Other Pacific Islander

Children in Illinois Substitute Care (0-17): 2019 – 2023

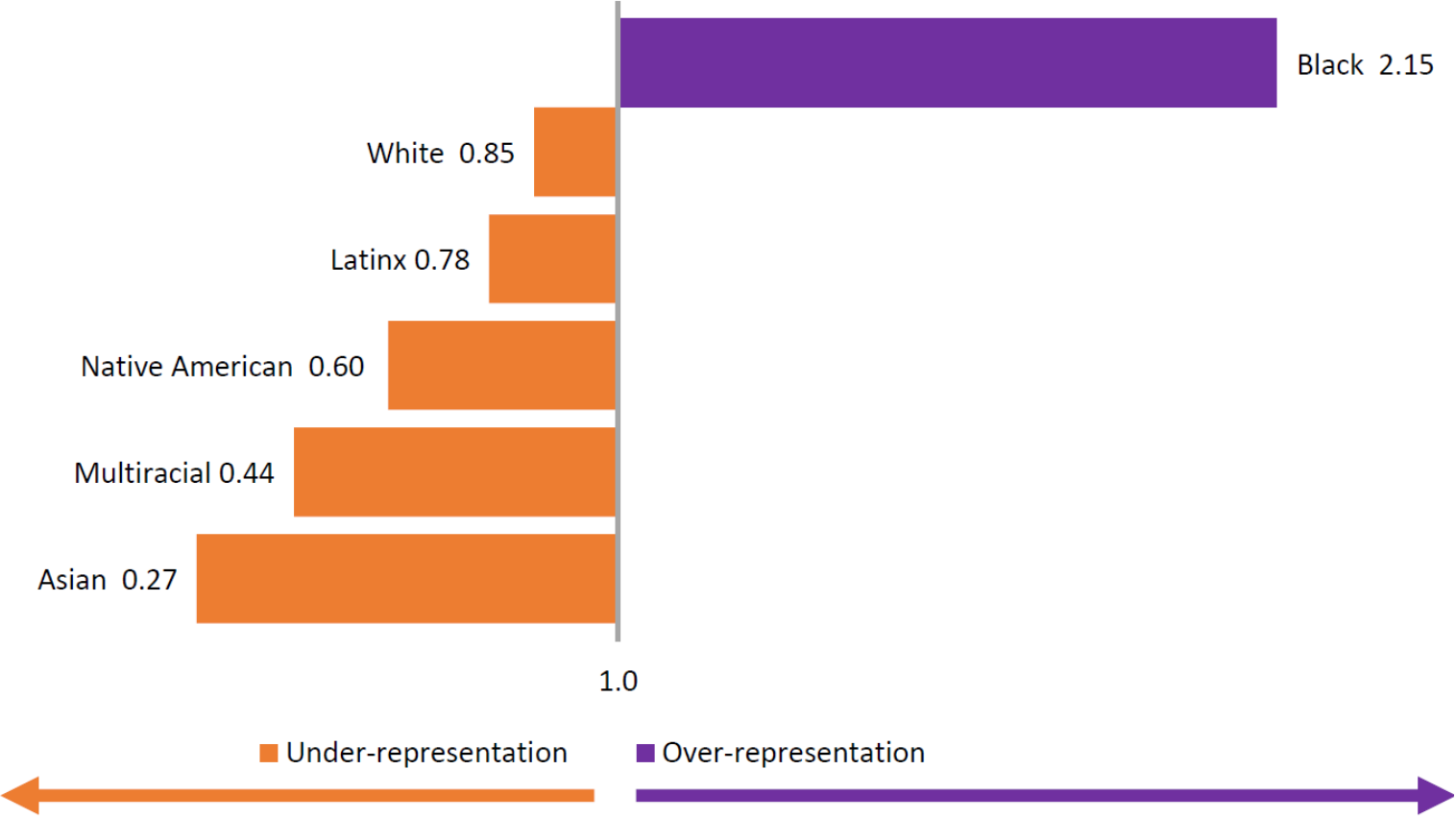
	2019 (N=20,874)	2020 (N=22,956)	2021 (N=24,975)	2022 (N=24,531)	2023 (N=23,968)
	(%)	(%)	(%)	(%)	(%)
White	45.83	46.00	46.79	47.06	47.09
Black ¹	42.01	41.08	39.13	38.57	38.44
Latinx	9.27	9.98	11.01	11.39	11.36
Asian	0.24	0.28	0.33	0.36	0.35
Multiracial	2.35	2.35	2.44	2.37	2.47
Native American ²	0.12	0.13	0.12	0.11	0.11
Pacific Islander ³	0.02	0.02	0.04	0.03	0.02

¹ Black/African American

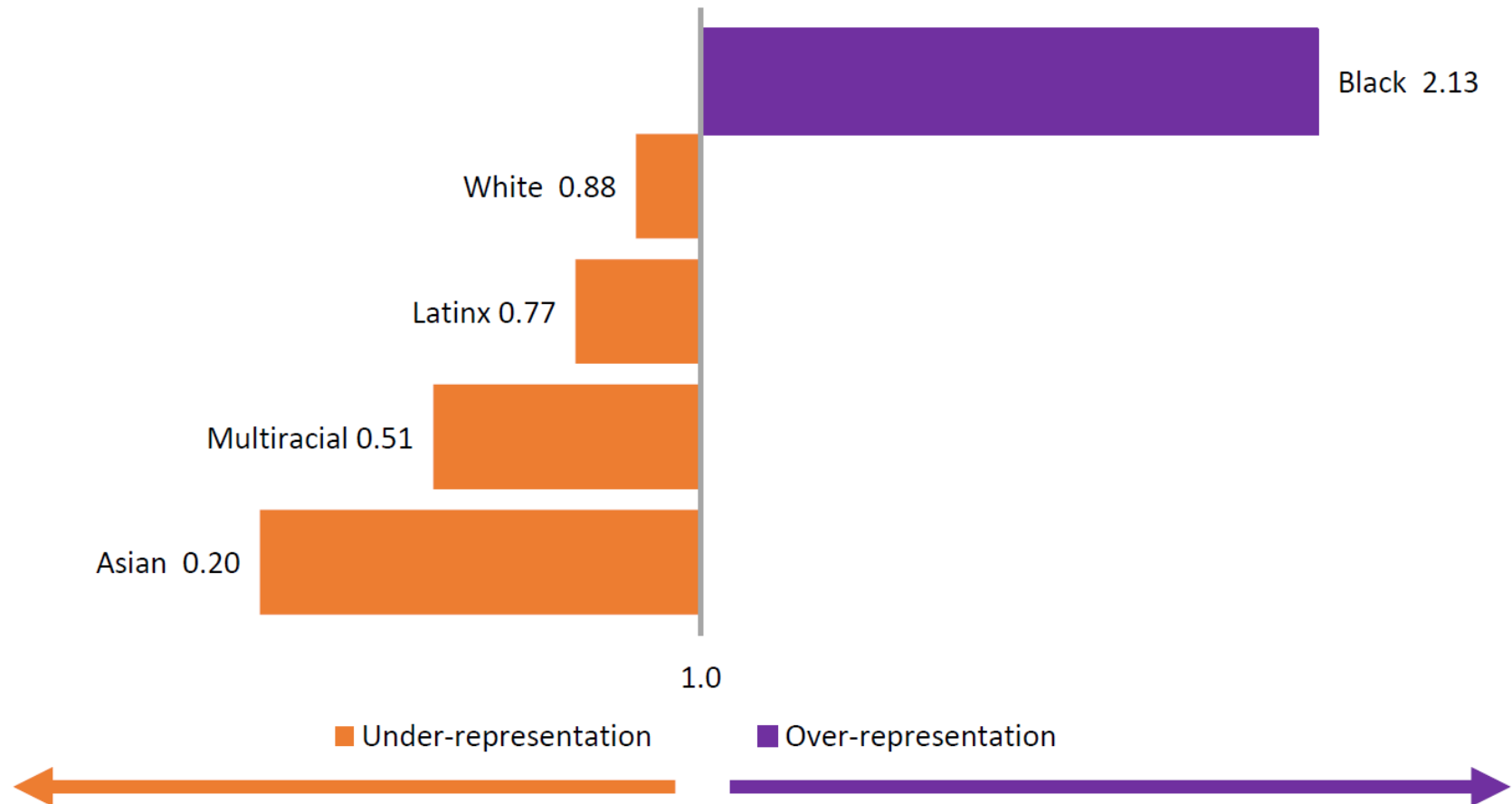
² Native American/Alaska Native

³ Native Hawaiian/Other Pacific Islander

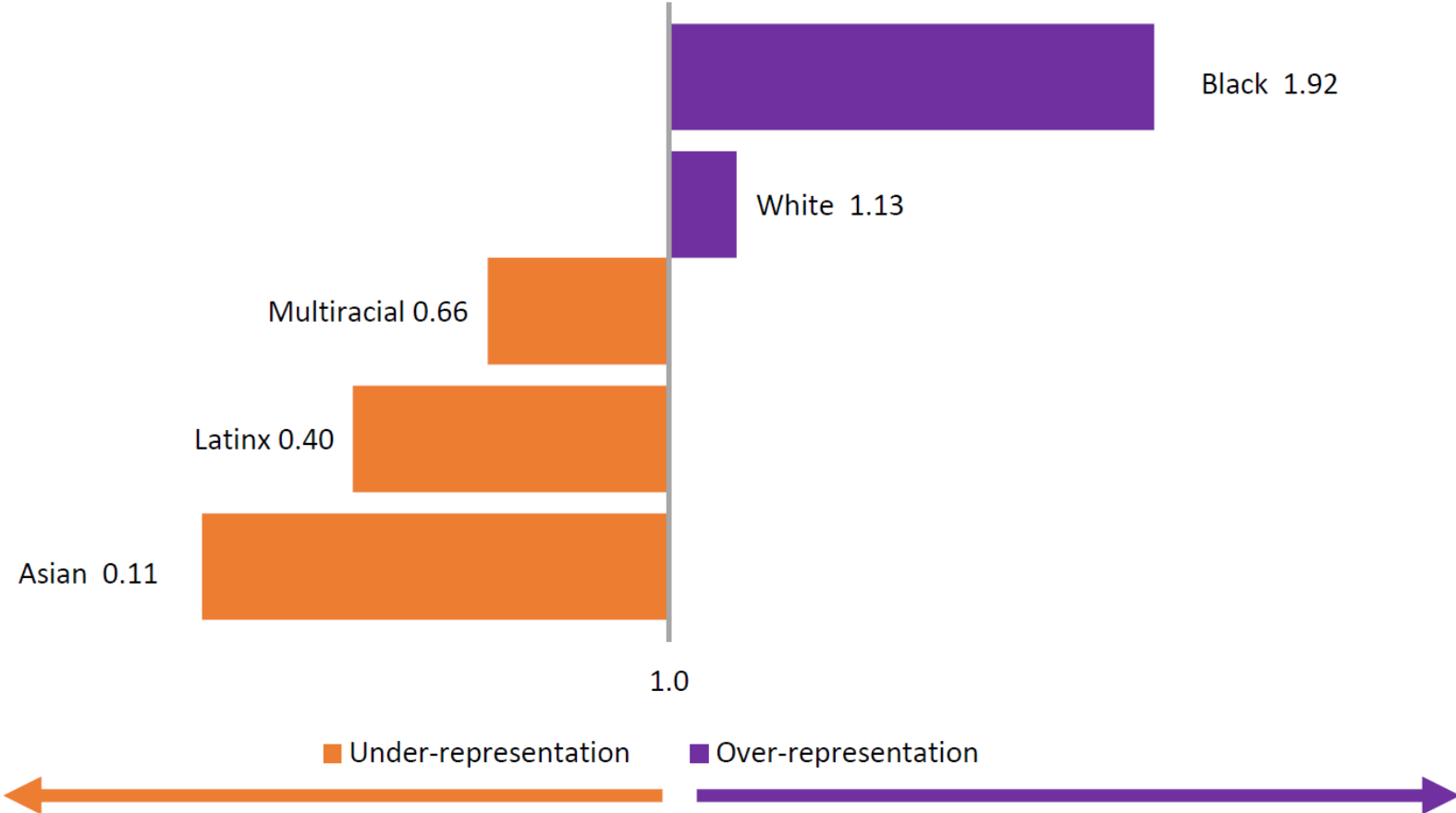
Children in Investigations



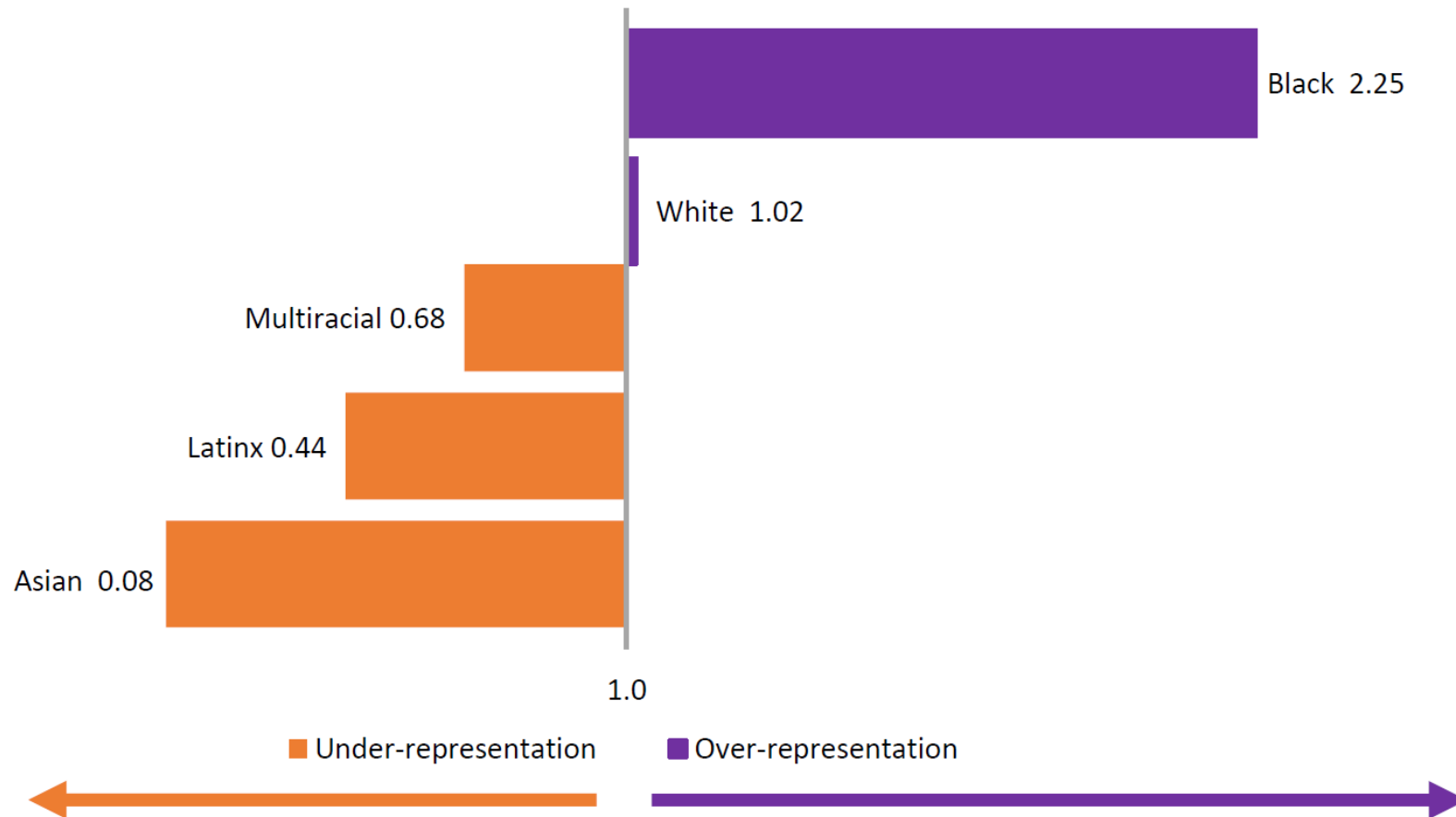
Children in Indicated Investigations



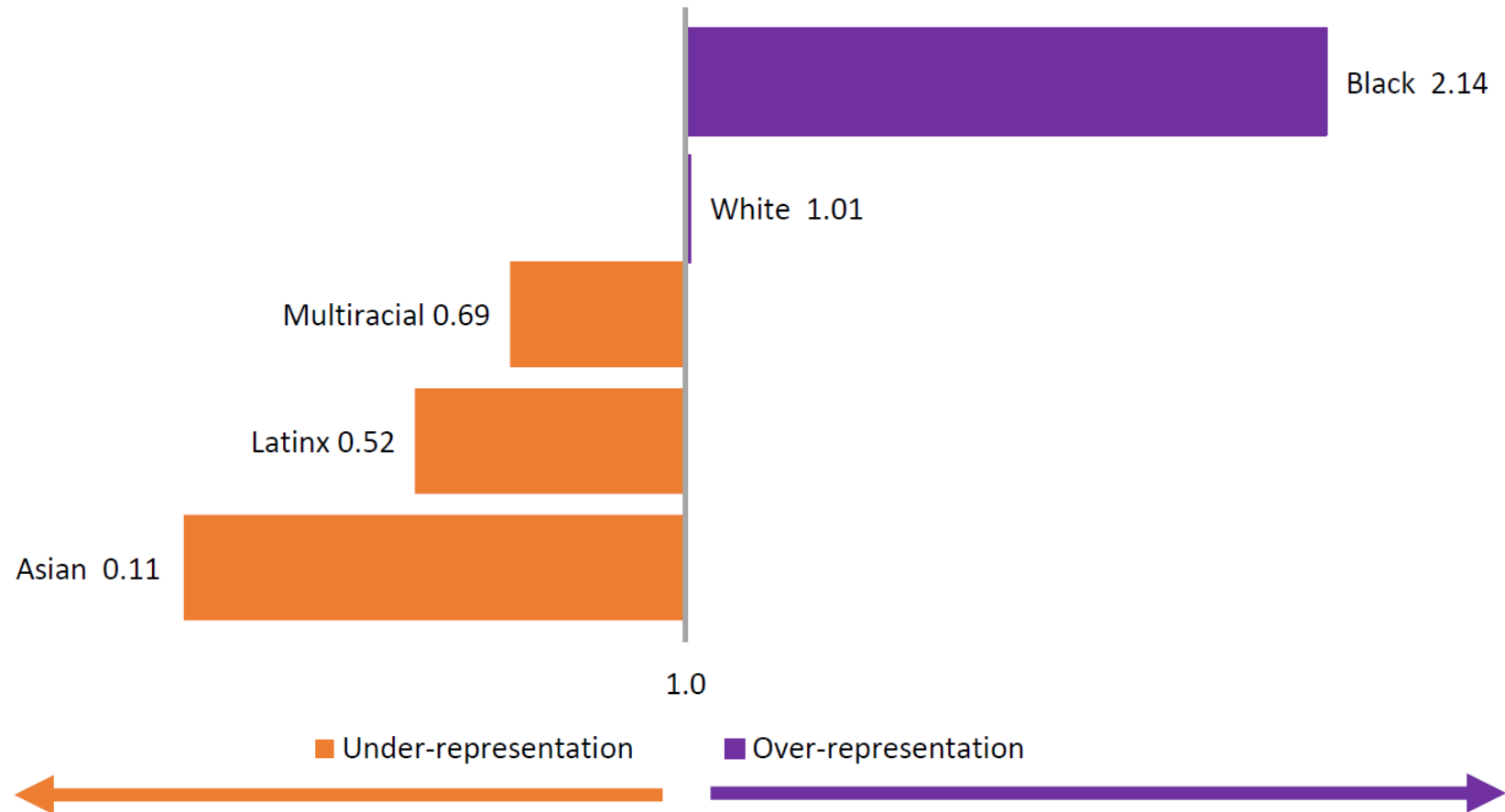
Children in Screened-In Investigations



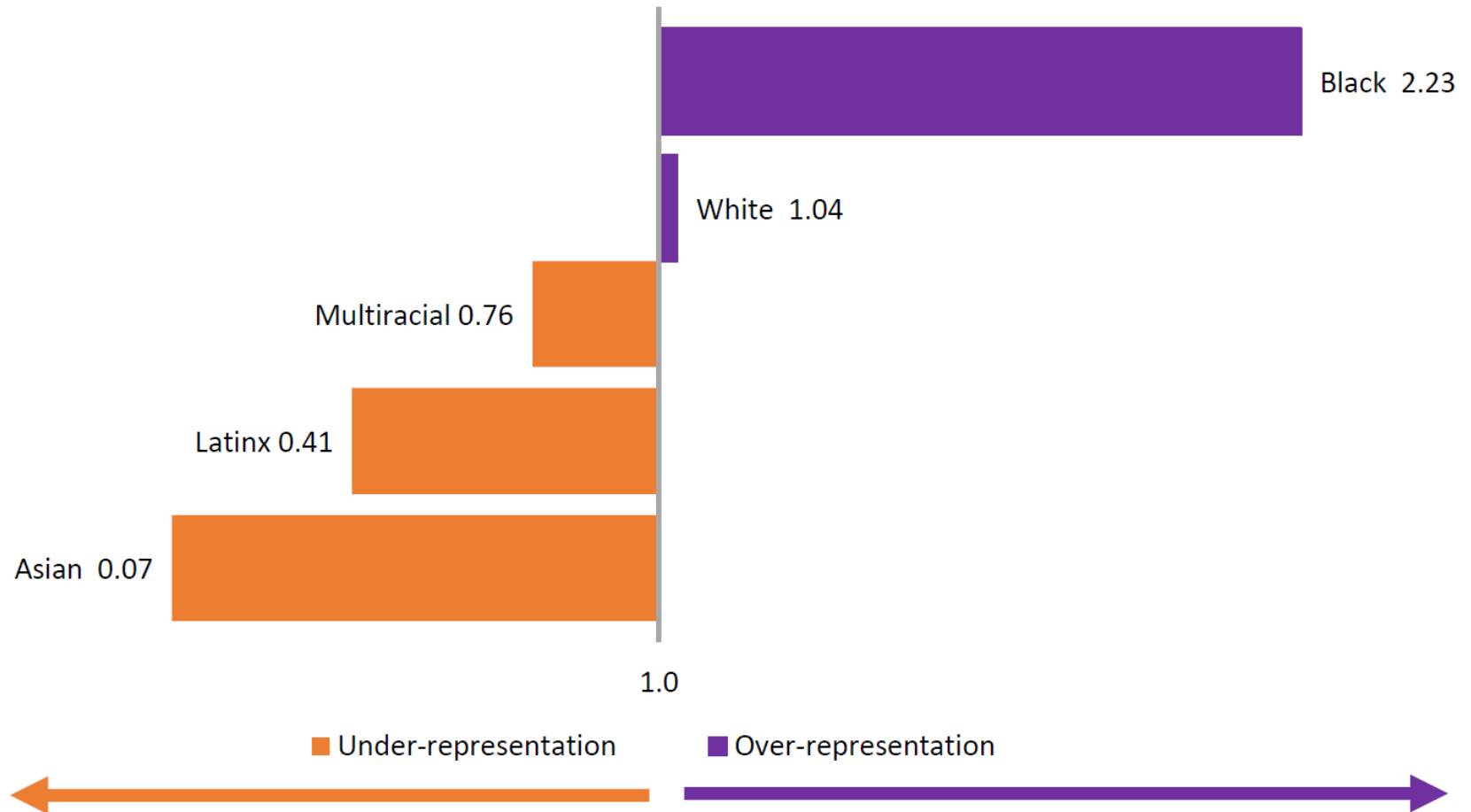
Children in Protective Custodies



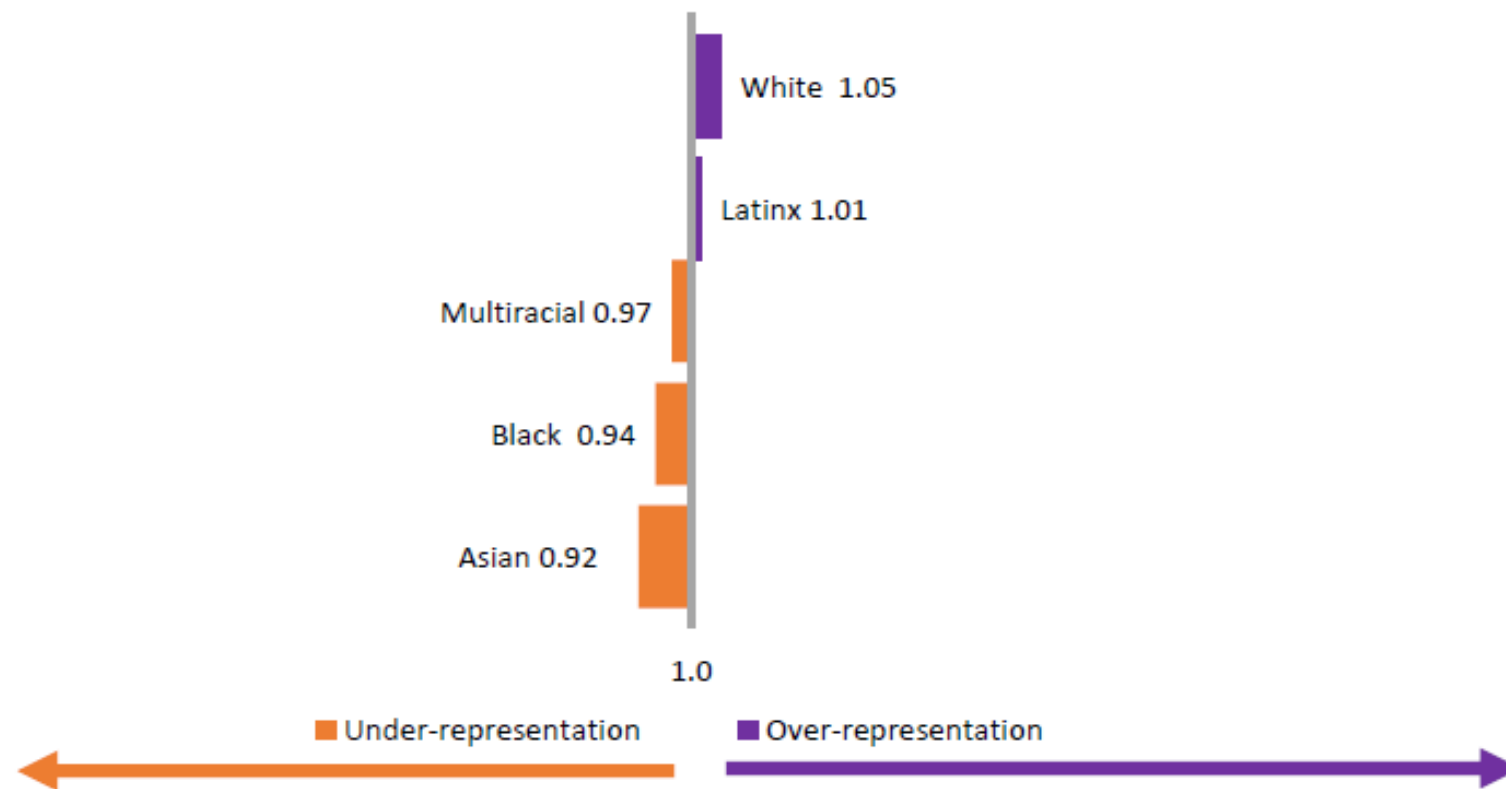
Children Involved in Safety Plans



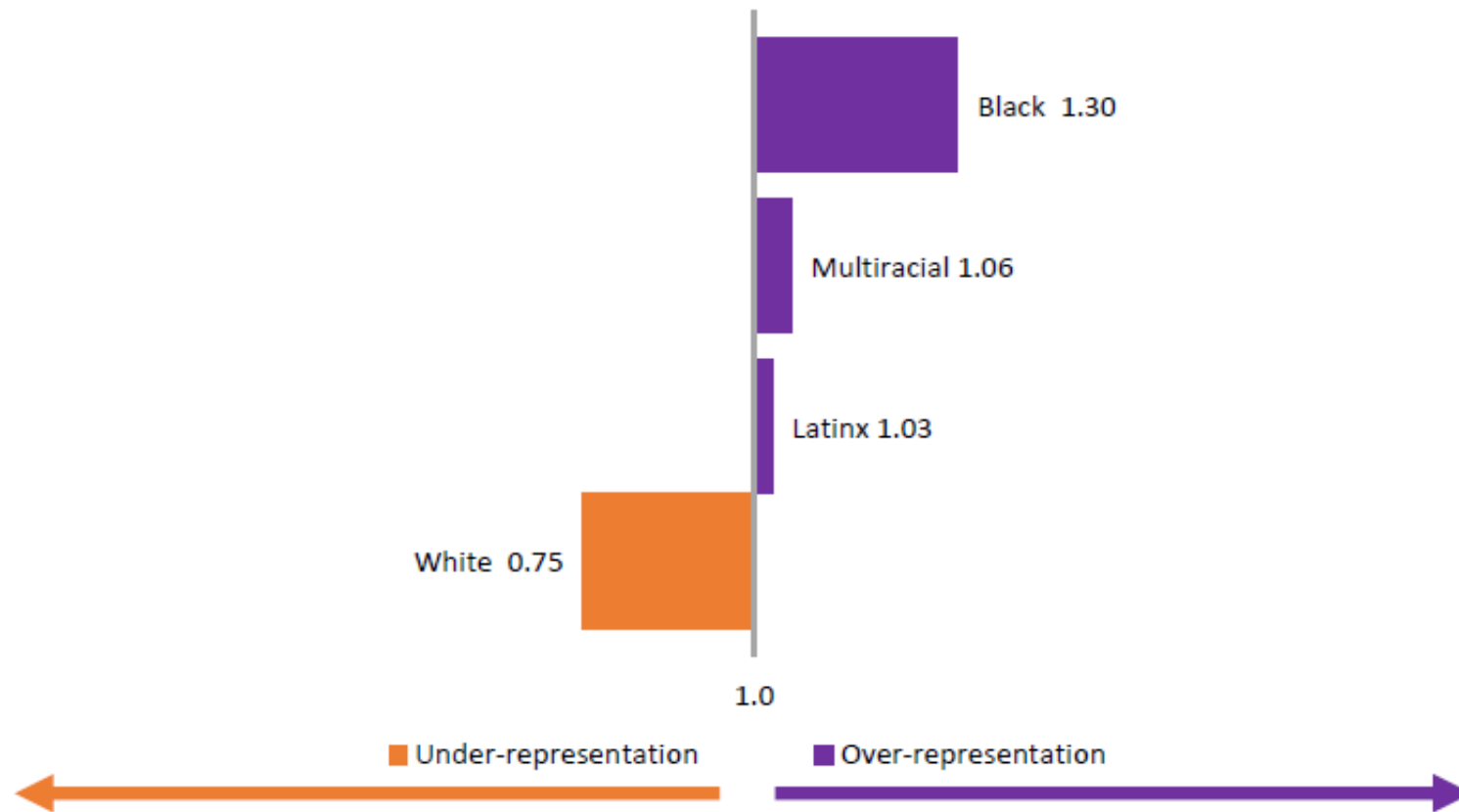
Children Entered Substitute Care



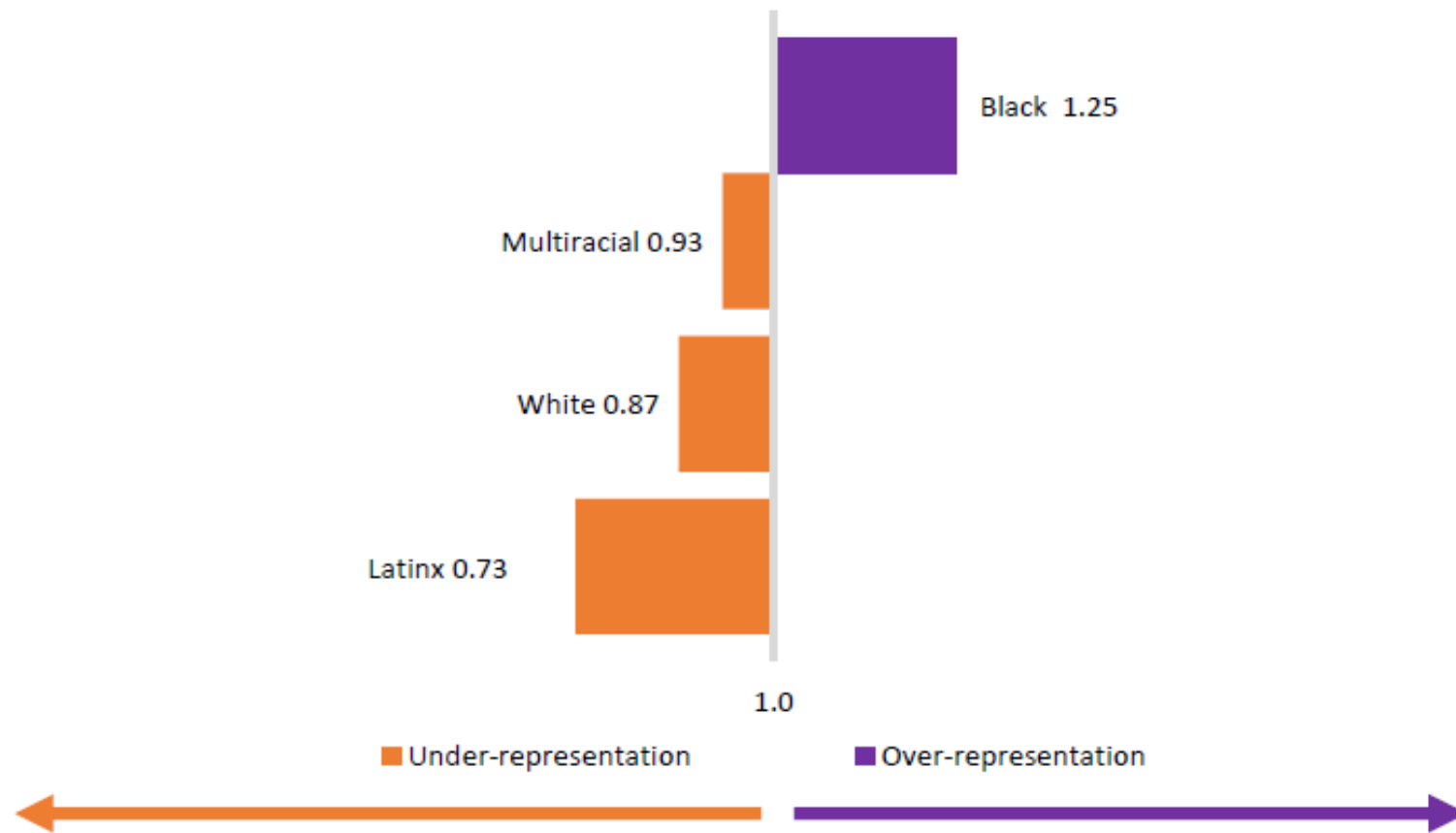
Children in Kinship Foster Care Placements



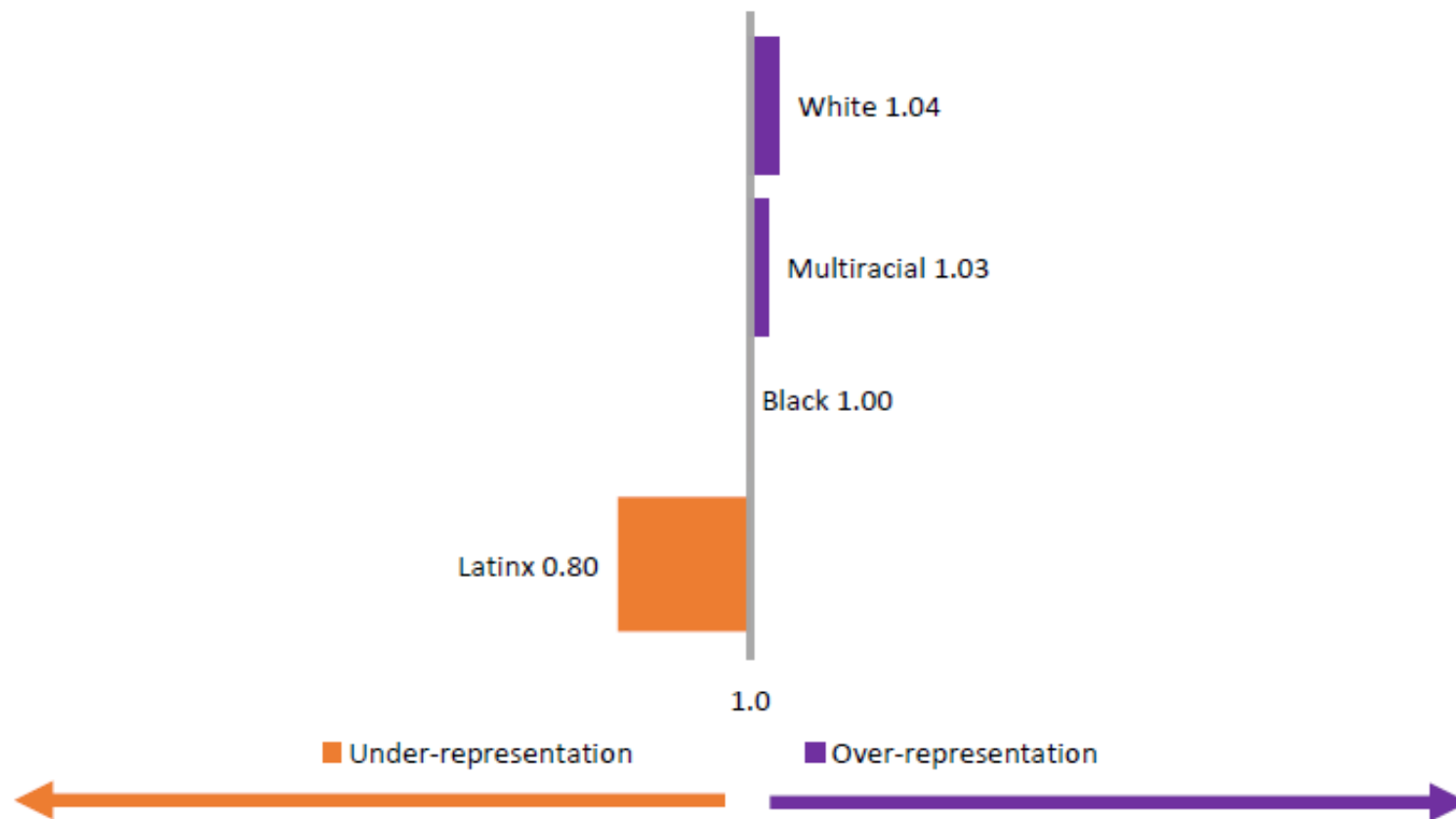
Children in Specialized Foster Care Placements



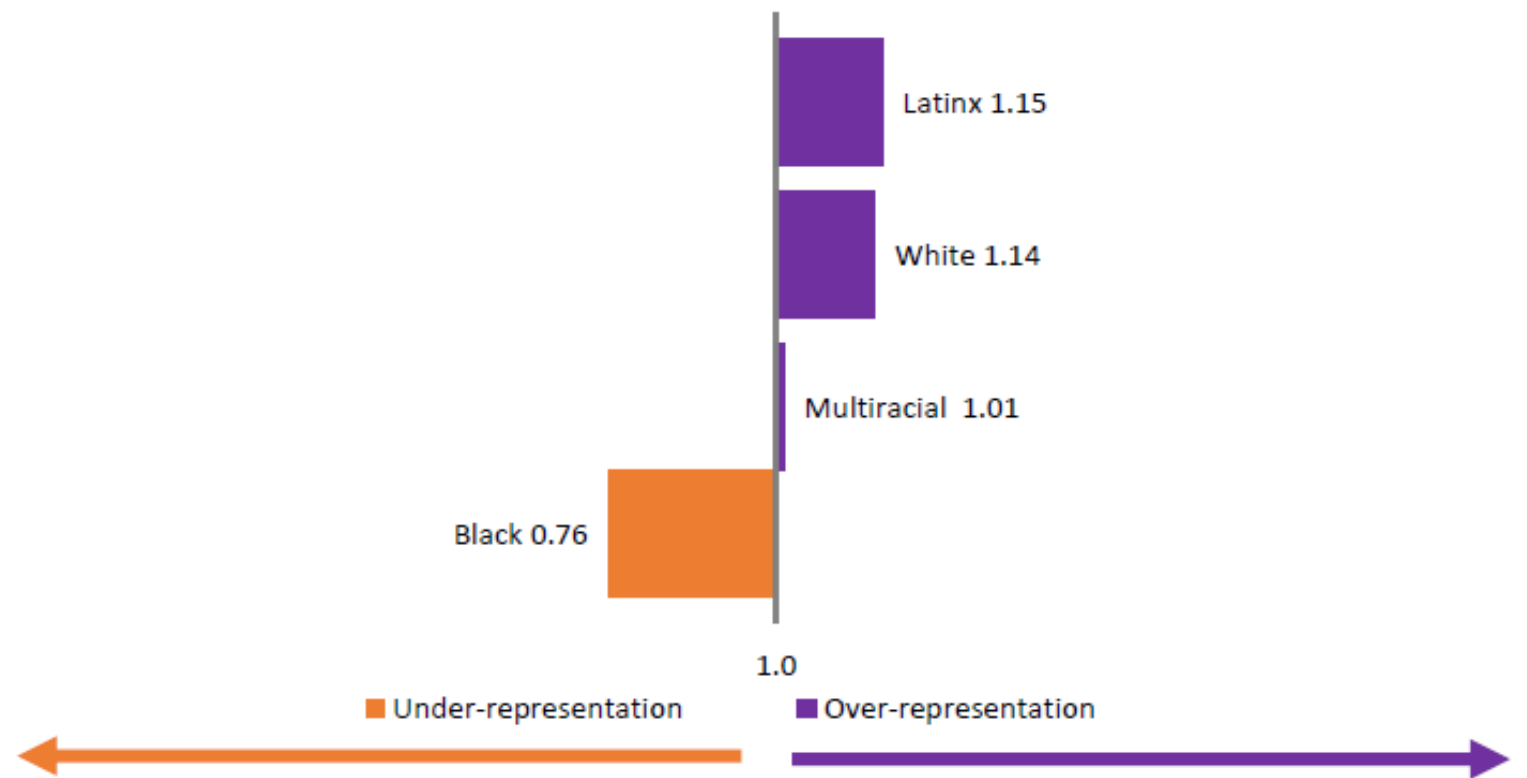
Children in Congregate Care Placements



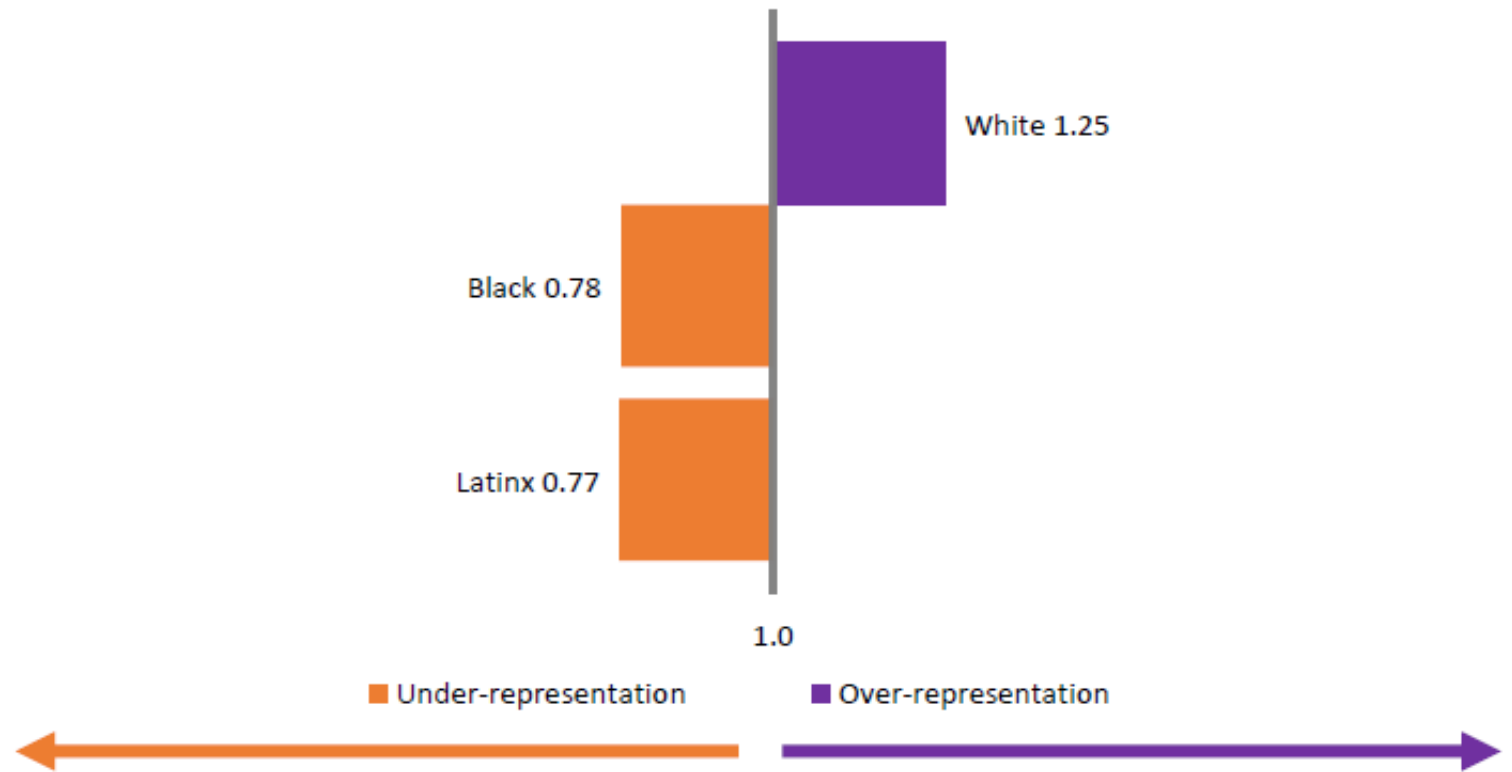
Children in Substitute Care <12 Months



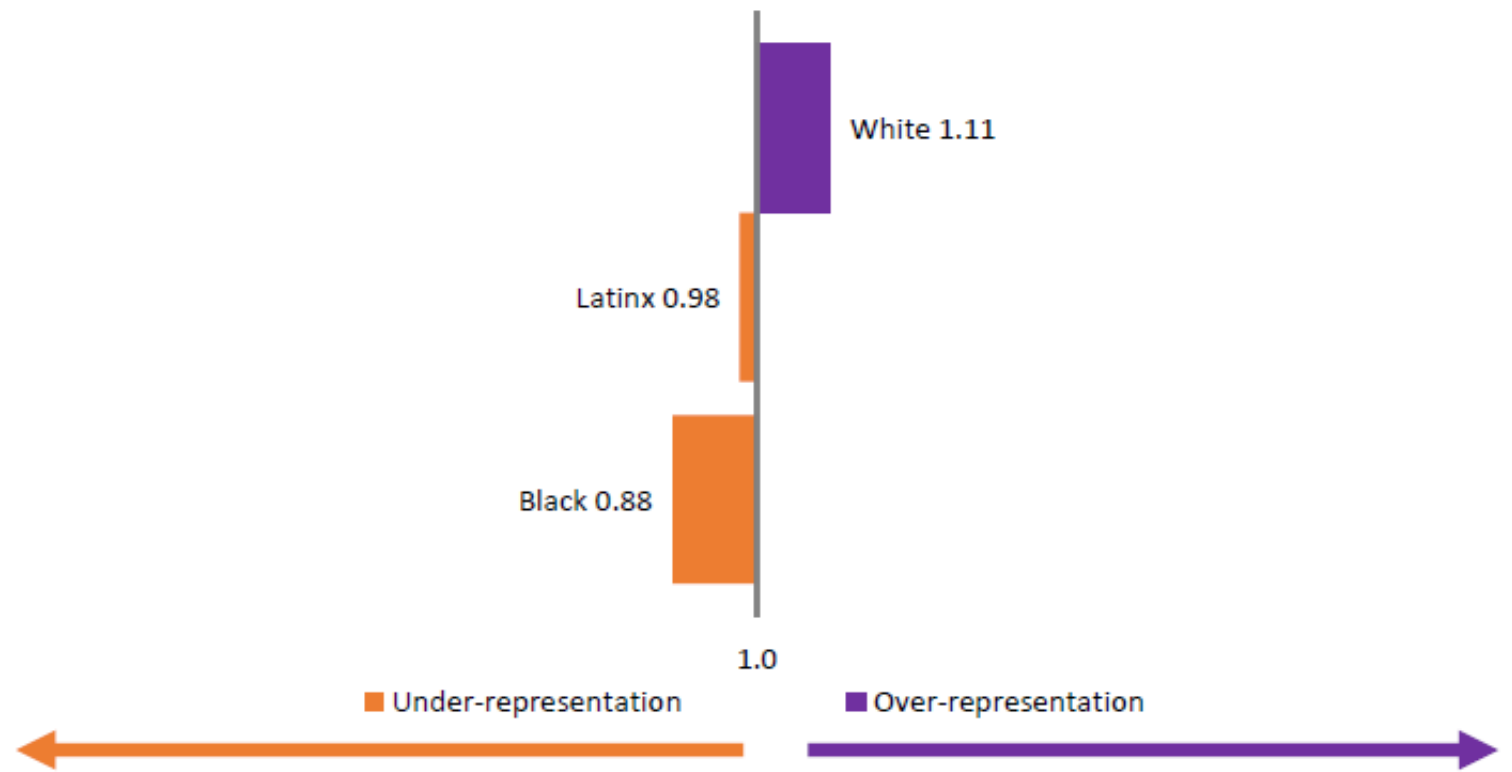
Children in Substitute Care 24 – 35 Months



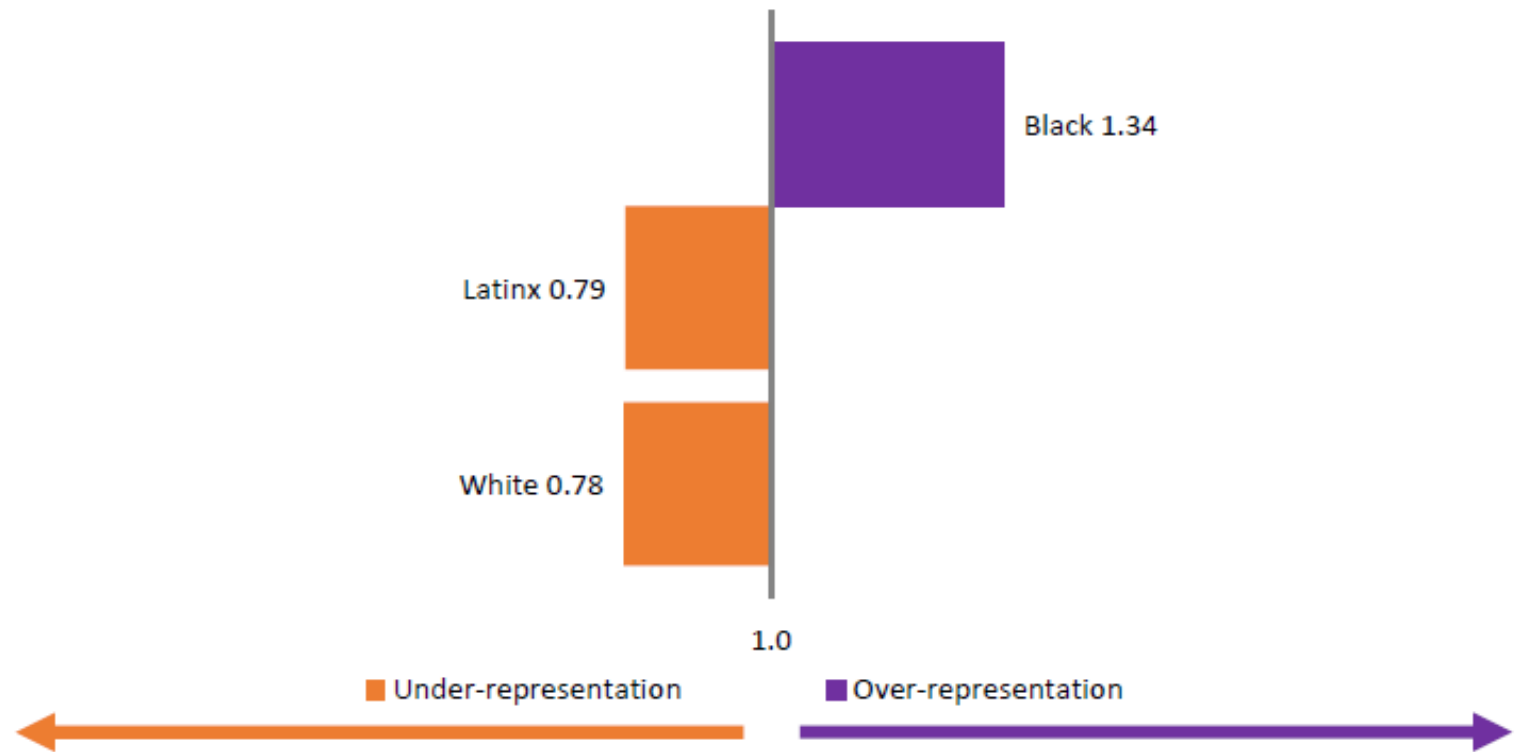
Children in Substitute Care 36 – 47 Months



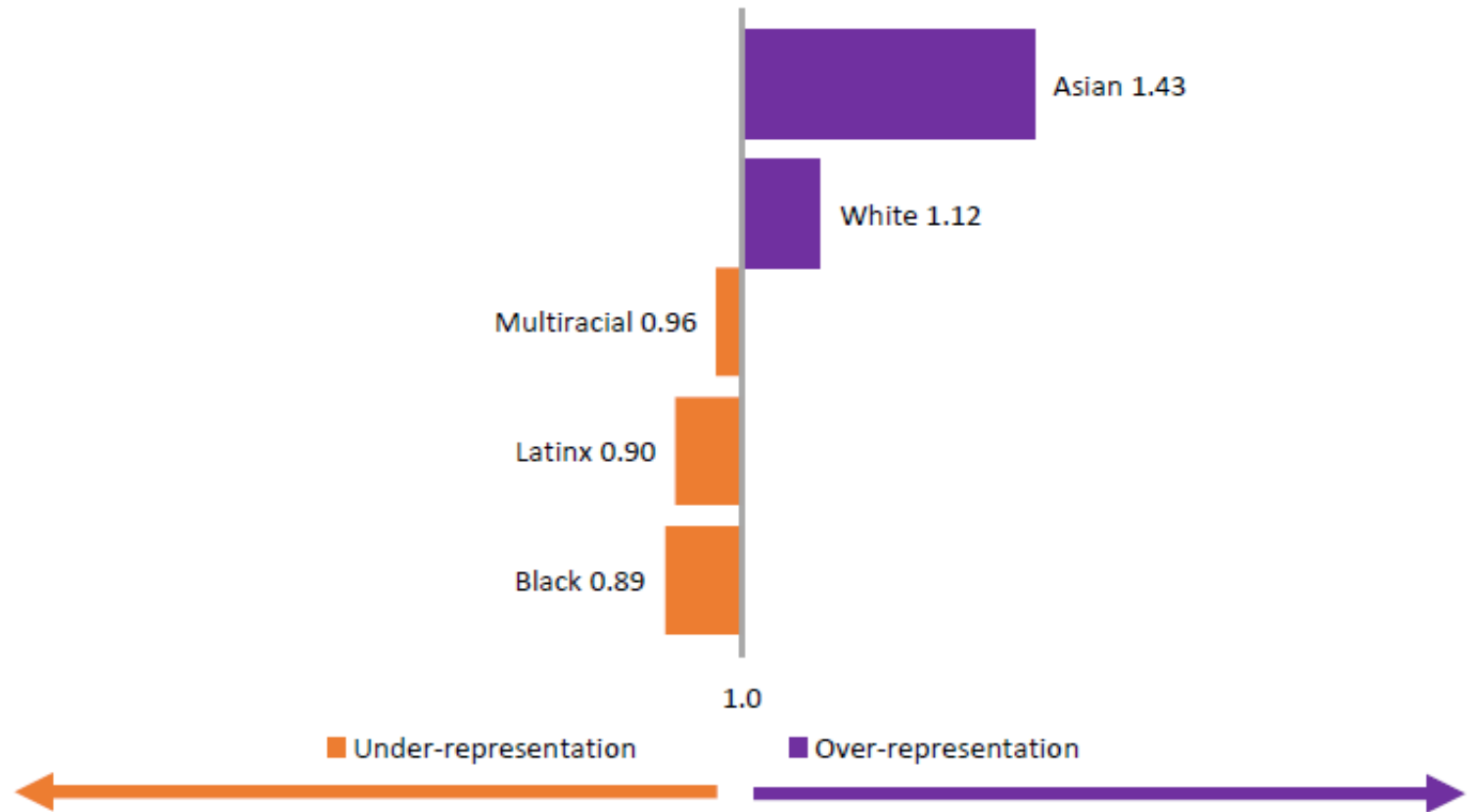
Children in Substitute Care 48 – 59 Months



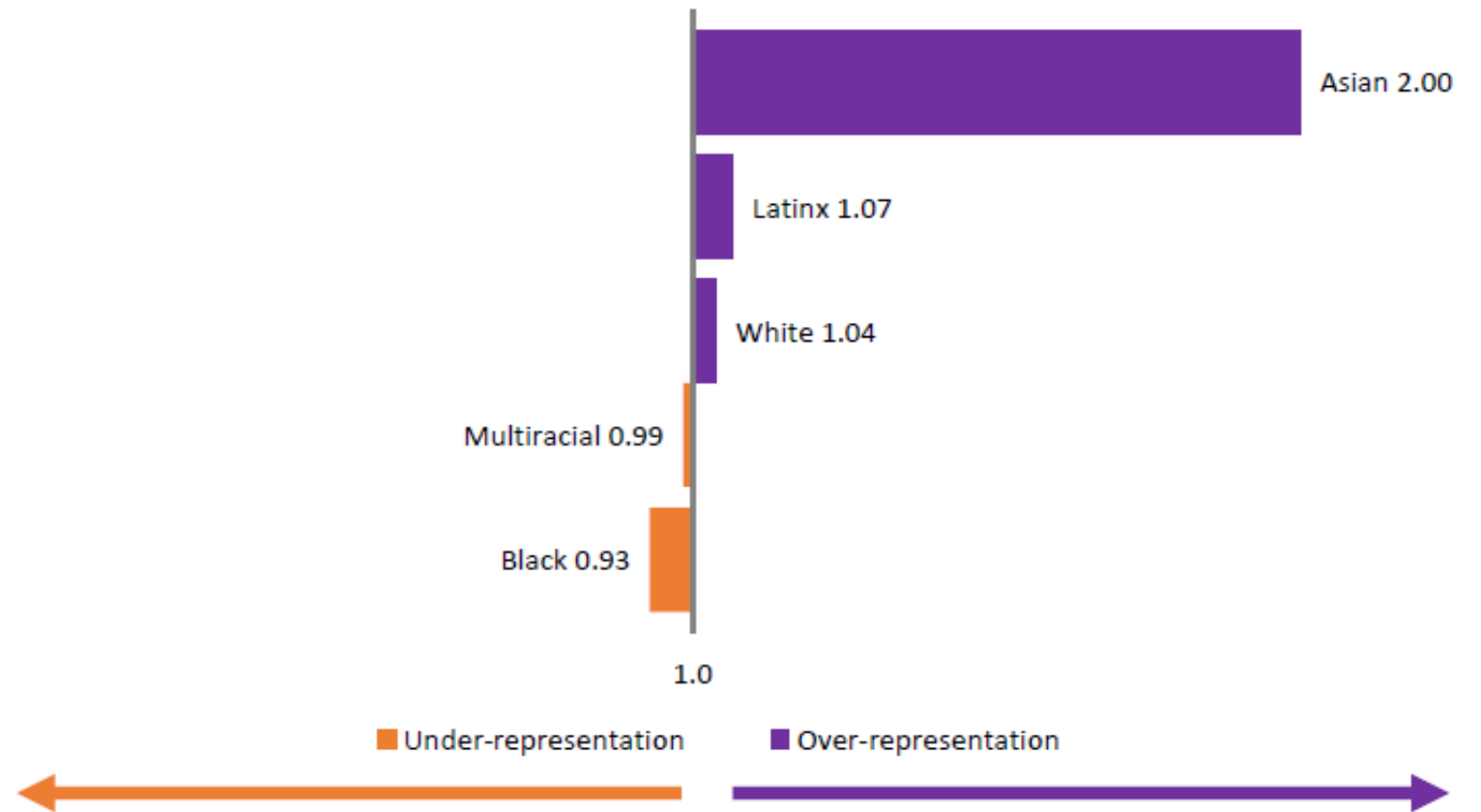
Children in Substitute Care 60 Months or More



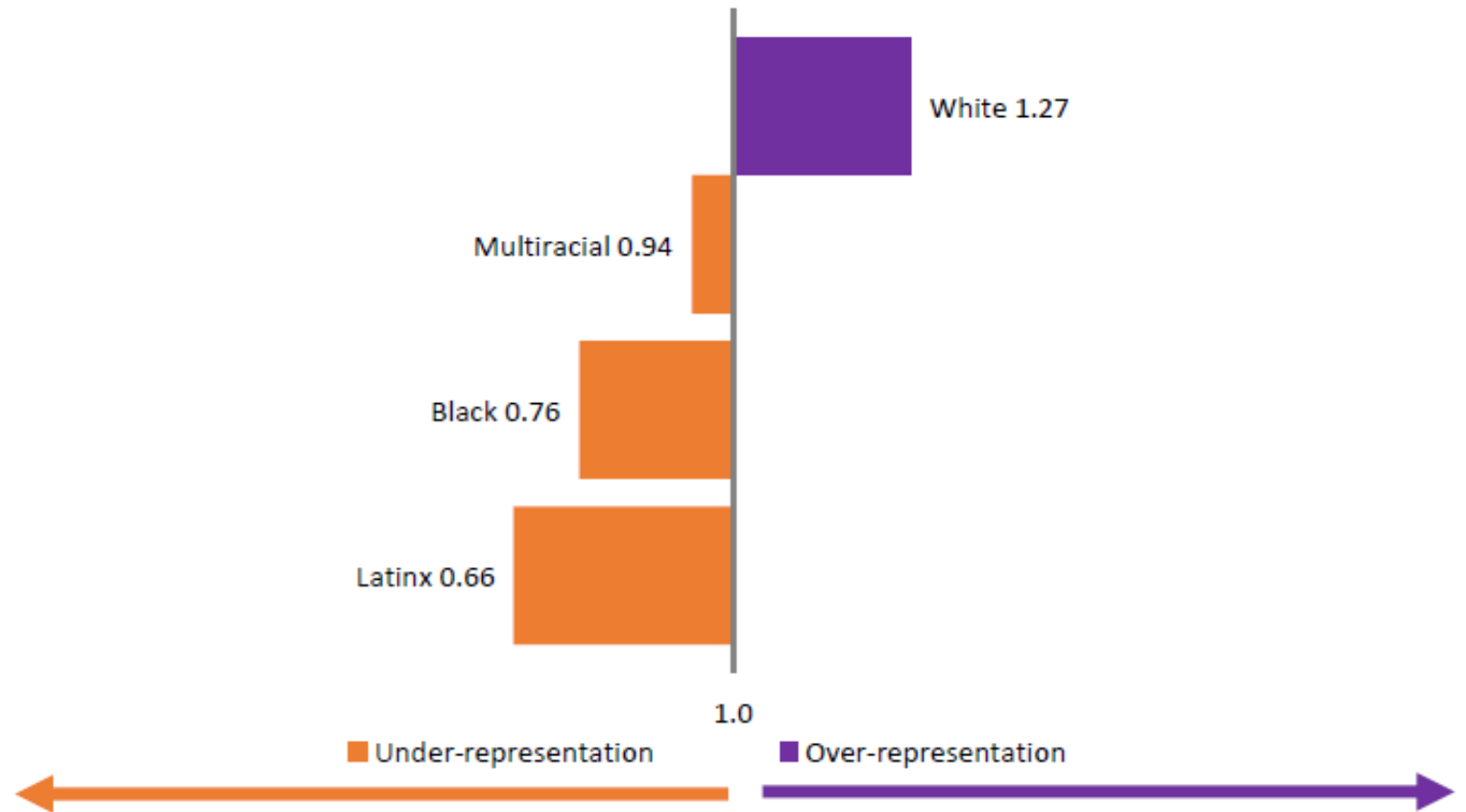
Children Who Achieve Permanence



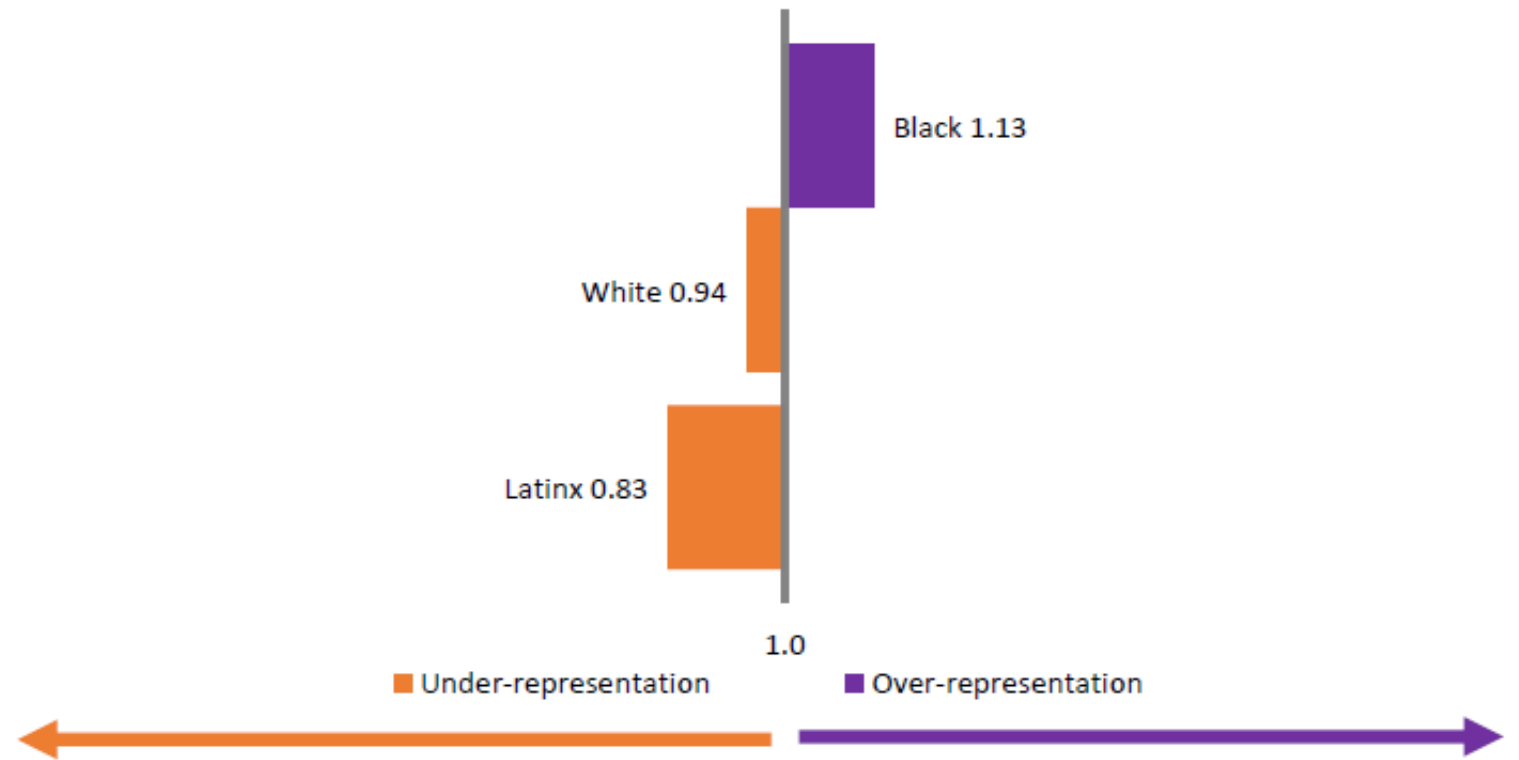
Children Achieving Permanence Through Reunification



Children Achieving Permanence Through Adoption



Children Achieving Permanence Through Guardianship



Race Equity Impact Assessment Toolkit



Office of Racial Equity Practice & Child Welfare Advisory
Race Equity Committee Collaboration

Heidi E. Mueller, Director

Race Equity Impact Assessment Toolkit

Bringing Equity to the Forefront of Child Welfare

April 2024



Race Equity Impact Assessment Toolkit Structure & Contents

Intro

Race & Child Welfare Overview

- Common understanding/level setting
- Implicit bias & impact
- Equality vs. equity

Overview

Getting into it

- Race Equity Impact Assessment Tool
- Developing Equity Action Plans
- Use in CQI

Resources

Help

- Glossary of Terms
- Addition supporting resources for toolkit implementation

Conducting Impact Assessments

- ❖ Impact Assessments generally:
 - Measure efficacy of organizational activities
 - Defines the significance of change
- ❖ Race Equity Impact Assessment:
 - Reduce and mitigate racial discrimination and inequities
 - Develop interventions that don't unintentionally harm

Race Equity Impact Assessment Tool



ORGANIZATIONAL SELF-ASSESSMENT¹

Who Should Use This Tool?
Because unequal opportunities and racial inequity are deeply embedded and usually not intended, producing equitable opportunities, operations and results requires being intentional.

What Will the Tool Accomplish?
It raises organizational awareness, starts focused conversations, contributes to the development of equity action plans, and tracks organizational change. Organizations that care about these issues can produce early results by using this tool.

How Do I Use It?

- Answer each question by circling the response that most closely applies. (For the section on staff competencies, decide if your focus is your own unit or the entire organization.)
- Add up the numbers associated with each answer to get your Racial Equity Score.
- Use the chart at the end of the tool to find out what your Racial Equity Score means for your next steps.

STAFF COMPETENCIES	ORGANIZATIONAL OPERATIONS
<p>1. Staff are trained in and are knowledgeable at the 101 level about the range of barriers to equal opportunity and the depth of embedded racial inequity—how they are produced and how they can be reduced.</p> <p>D—None 1—Some 2—Almost All 3—All</p>	<p>1. Removing barriers to opportunity and disparity/ disproportionality reduction are explicit goals of the work and are articulated in a mission/vision statement.</p> <p>D—No 1—Moving in That Direction 2—Yes</p>
<p>2. Staff have a deep level of understanding about barriers to opportunity and embedded racial inequities in their special area of focus—including critical data and information about how inequities are produced and how they can be reduced.</p> <p>D—None 1—Some 2—Almost All 3—All</p>	<p>2. The unit has an internal team that guides the ongoing work of removing barriers to opportunity and reducing racial disparity/disproportionality.</p> <p>D—No 1—Moving in That Direction 2—Yes</p>
<p>3. Staff are comfortable and competent about discussing issues of barriers to opportunity and embedded racial inequities with relevant individuals and groups.</p> <p>D—Rarely 1—Sometimes 2—Almost Always 3—Always</p>	<p>3. The organization's goals of reducing barriers to opportunity and racial disparity/ disproportionality are reflected in resource allocations.</p> <p>D—No 1—Moving in That Direction 2—Yes</p>
<p>4. Staff exhibit cultural competence in interactions with diverse groups.</p> <p>D—None 1—Some 2—Almost All 3—All</p>	<p>4. Investments promote capacity building and asset building for people and communities of color.</p> <p>D—Rarely 1—Sometimes 2—Almost Always 3—Always</p>
<p>5. Staff disaggregate data by race in all analyses.</p> <p>D—Rarely 1—Sometimes 2—Almost Always 3—Always</p>	<p>5. Results of investments show opportunity for all and a reduction in racial disparity/ disproportionality.</p> <p>D—Rarely 1—Sometimes 2—Almost Always 3—Always</p>
<p>6. A racial equity analysis is applied to policy issues.</p> <p>D—Rarely 1—Sometimes 2—Almost Always 3—Always</p>	<p>6. The organization has a deliberate plan to develop and promote the leadership of staff of color.</p> <p>D—No 1—Moving in That Direction 2—Yes</p>
<p>7. A racial equity analysis is applied to practice issues.</p> <p>D—Rarely 1—Sometimes 2—Almost Always 3—Always</p>	<p>7. The organization has regular trainings and discussions at the staff and/or board levels about removing barriers to opportunity and reducing racial disparity and disproportionality, both internally and externally.</p> <p>D—No 1—Moving in That Direction 2—Yes</p>
<p>8. Written materials reflect a knowledge and understanding of barriers to opportunity and embedded racial inequities.</p> <p>D—None 1—Some 2—Almost All 3—All</p>	<p>8. The organization regularly assesses workforce composition by race/ethnicity and develops/implements strategies for increasing diversity at all levels.</p> <p>D—No 1—Moving in That Direction 2—Yes</p>
<p>9. Staff can articulate the costs of failing to address barriers to opportunity and embedded racial inequities.</p> <p>D—None 1—Some 2—Almost All 3—All</p>	<p>9. The environment of the organization (food, art, holiday activities, etc.) is multicultural.</p> <p>D—No 1—Moving in That Direction 2—Yes</p>
	<p>10. The organization has a mechanism in place to address complaints about barriers to opportunity and racial inequities in the workplace.</p> <p>D—No 1—Moving in That Direction 2—Yes</p>

NOW: Add up the numbers associated with each answer to get your Racial Equity Score.
My Racial Equity Score is _____.

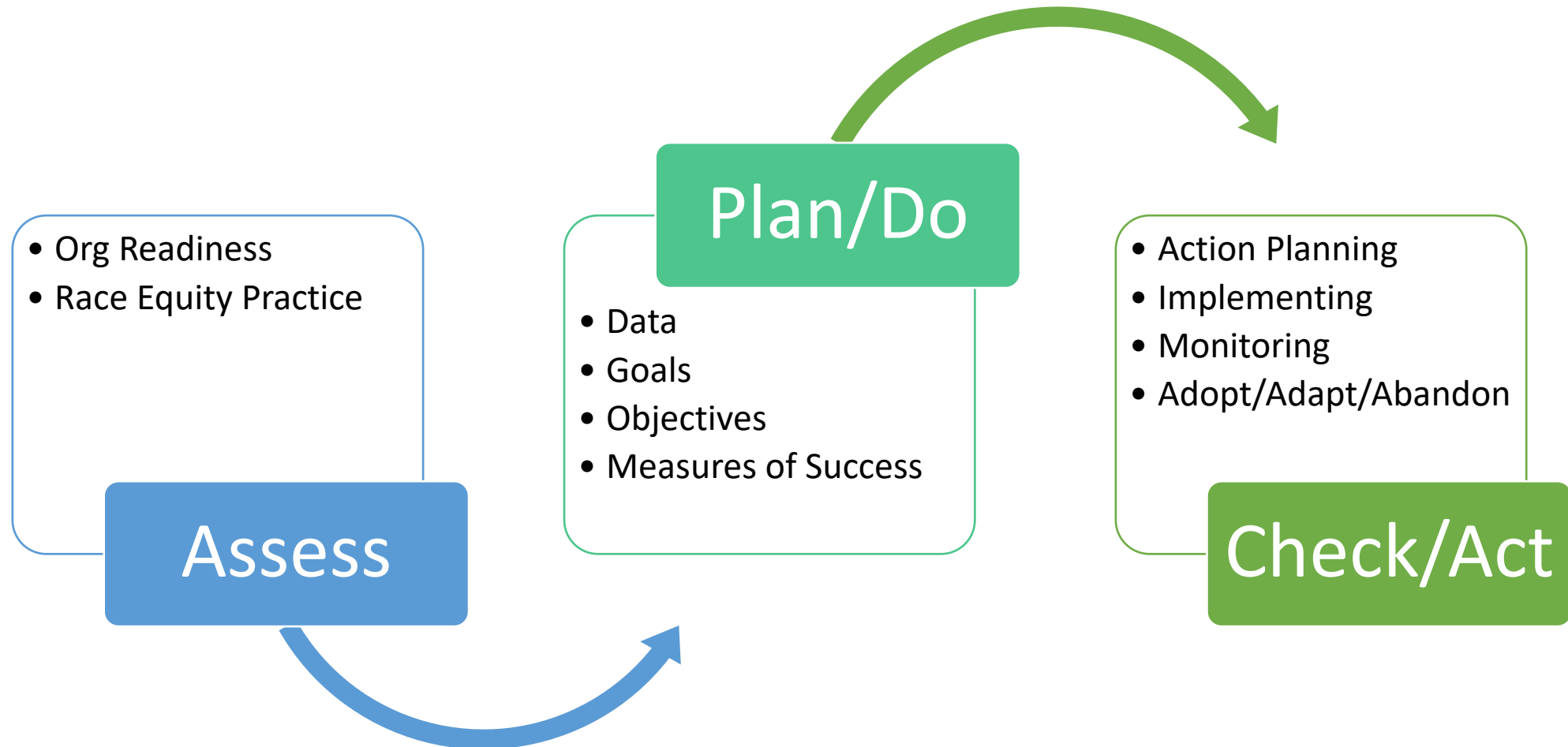
FINALLY: Use the chart below to see what your next steps should be.

RACIAL EQUITY SCORE	NEXT STEPS	TOOLS THAT CAN HELP
<20	<p>Become intentional Make an emphasis on racially equitable results explicit in your unit/organization's mission statement, and evaluate performance with this emphasis as a criterion.</p>	<p>If you had in this Toolkit can help your organization become more intentional in its commitment to opportunity for all, but you may want to start with How to Talk about Race to decide HOW to talk about the issues. Sometimes organizations do not have intentional efforts to produce equity because they get stuck on debates related to language instead of action. You should also review the Race Matters PowerPoint to understand how becoming intentional changes the work you do.</p>
25-29	<p>Build staff/organizational capacity If fewer points are in the area of Staff Competencies, identify opportunities for staff to better understand embedded racial inequities—how they are produced and reinforced, and how they can be eliminated. If fewer points are in the area of organizational operations, identify policies and procedures that should be improved to promote racially equitable results.</p>	<p>Staff competencies can be built using the Race Matters PowerPoint, What's Race Got to Do with It?, and the Fact Sheets. Organizational operations can be improved with the Racial Equity Impact Analysis and System Reform Strategies.</p>
35-39	<p>Fine-tune staff/organizational capacity See which items are scored lowest, and work on them.</p>	<p>Select relevant tools from the Toolkit based on the areas that need fine-tuning. To help you select the right tools, the Race Matters Users Guide, this very tool and what it will accomplish.</p>
40-45	<p>Monitor others! Because one unit's or organization's success in promoting opportunity for all and reducing disparities is likely to be tied to others' performance, see what you've learned to help wherever a racial equity approach for critical partners.</p>	<p>You are in a good position to go deeper on the issues by creating your own tools specific to your content area. The easiest place to start is by developing a Fact Sheet.</p>



Impact Assessment Exercise

Group CQI Activity



In Closing

- Disaggregate your data by race
- Determine RDIs at specific decision points and milestones for youth and families of color in your organization
- Engage your organization in beginning an Impact Assessment – brave and courageous discussions in a safe learning space
- Encourage and support conversations about bias – conscious or unconscious. Change begins with beginning where we are
- Root Cause Analysis: Engage in brave and courageous conversations about why your organization might have more African American children in specialized foster care, or be under-represented in achievement of permanency, or experience longer lengths of stay in foster care (use 5 Whys tool)
- Use your model of CQI to identify and implement a small test of change with the information learned during root cause analysis conversations about racial inequities
- Keep working your CQI Cycle of Improvement toward reduced disparities and inequities!

Thank You

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Data provided by Dr. Tamara Fuller, UIUC, Child and Family Research Center

Racial Disproportionality in the Illinois Child Welfare System: FY2023 Report in Response to HB2914

https://cfrc.illinois.edu/pubs/rp_20240131_RacialDisproportionalityInTheIllinoisChildWelfareSystem.pdf