



Establishing Contact Points to Strategically Identify the Presence of Racial and Ethnic Disparities



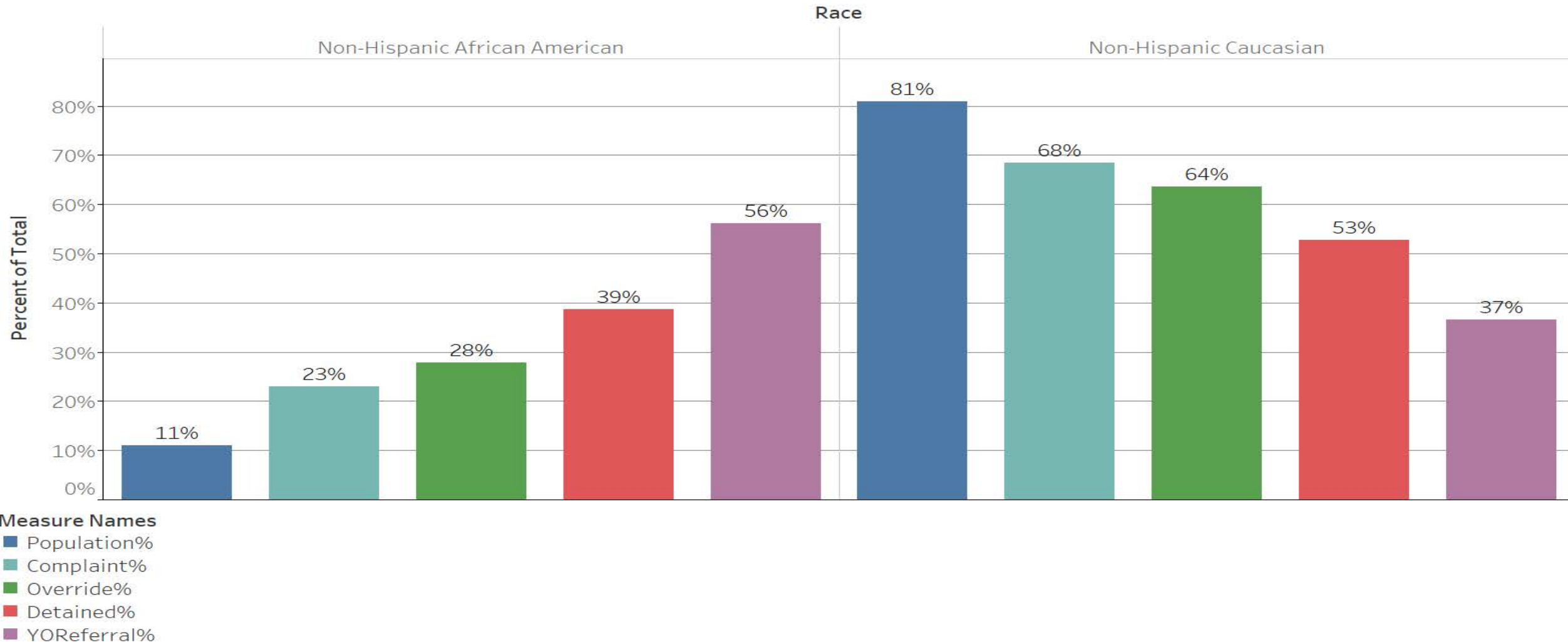
Pastor Edward L. Palmer Sr, Certified Diversity Trainer

THE IMPACT OF RACIAL AND ETHNIC DISPARITIES



Example from the CDW Program: Key Contact Points by Race

Key System Contact Points in Kentucky by Race and Ethnicity, 2020



Dual System Exposure

- Childhood Trauma and Maltreatment increases the chances of Juvenile Justice involvement by 55%
- Childhood Trauma increase the chances of delinquency by 47% to 55% for any arrest
- A history of maltreatment increases the likelihood that a youth will commit a violent offense by 96%



Dual System Exposure

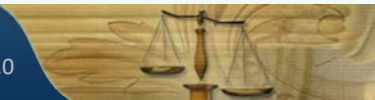
- Involvement in the child welfare system due to abuse and neglect increase the chance that a youth will enter the JJS at a younger age and remain for longer periods of time
- Tough on crime policies can result in young people being given developmentally inappropriate sanctions, placing those with DNA histories at greater disadvantage



Dual System Exposure

- Youth placed in group homes are 2.5 times more likely to get involved in the Juvenile Justice system
- 90% of youth with 5 or more foster placements will enter the Juvenile Justice system

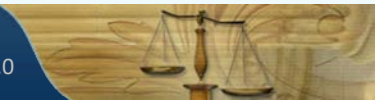
- <https://experts.umn.edu/en/publications/juvenile-delinquency-in-child-welfare-investigating-group-home-ef>



Dual System Exposure

- “Black children are twice as likely to be placed in foster care as white kids. Because black kids are already subject to disproportionate rates of school discipline and criminalization, being a foster youth compounds this risk...”

- 2016 report from the center for children’s law and policy



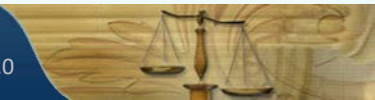
Disproportionality in School Discipline

- The Penn Graduate School of Education published a research piece on the Disproportionate Impact of K-12 School Suspension and Expulsion of Black Students in Southern States
- Nationally 1.2 million black students were suspended from K-12 in a single academic year
- 55% of those suspensions occurred in 13 Southern states (Kentucky was one of the 13)
- On average blacks were 24% of the students in the 3,022 districts analyzed



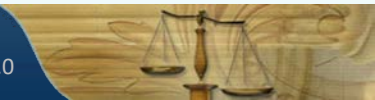
Disproportionality in School Discipline

- In 132 Southern school districts, blacks were disproportionately suspended at rates five times or higher than their representation in the student population
- In 84 districts, blacks were 100% of the students suspended from public schools
- In Mississippi alone blacks were 74% of suspensions from public schools
- In Kentucky blacks were 11% of the student population, but they account for 26% of suspensions and 13% of expulsions



Disproportionality in School Discipline

- Research suggest that disproportionality in how school discipline is carried out is a contributing factor in the achievement gap
- Research also bares out a connection between the suspension and expulsion of black children to their ultimate involvement in the juvenile justice system



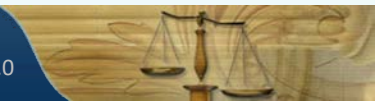
The Intersection of Race and Poverty

- Black children are three times as likely as White children to be born into poverty, and almost four times as likely to live in extreme poverty
- 1 in 3 Latino babies and 2 in 5 Black babies are born into poverty



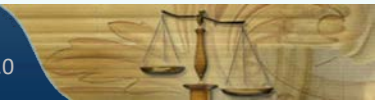
The Impact of Juvenile Incarceration

- Juvenile incarceration decreases the chances of high school graduation by 13 to 39 percent.
- Juvenile incarceration increases the chances of incarceration as an adult by 23 to 41 percent.



Four Step Process for Addressing Racial and Ethnic Disparities (RED)

- Identify: pinpoint disproportionality and disparities
- Construct: build strategies that aggressively address the challenges and barriers to the desired equitable outcomes
- Institutionalize: incorporate into policy the effective processes constructed
- Reevaluate: assess again after institutionalization to measure progress and ensure continuous quality improvement



Using Data to Identify Disparities

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Kentucky Department for Behavioral Health, Developmental and Intellectual Disabilities

A disclaimer...

- Intended for a “*non-expert*” audience and is not exhaustive
- Highlight basic, guiding principles and key considerations to:
 - Enable you to construct a mental framework when thinking about and working with data
 - Improve planning and execution of data analyses
 - Enhance efficacy when communicating findings
 - Stimulate data-driven, objective discussions to guide change efforts
 - Empower you to feel more comfortable and be part of conversations about data

What is a *disparity*?

parity

“The state or condition of being equal”

(Synonyms: Equality, Equivalence, Uniformity, Sameness, Congruence)

disparity

“A great difference”

(Synonyms: Inequality, Inconsistency, Imbalance, Incongruity)

From a data perspective...

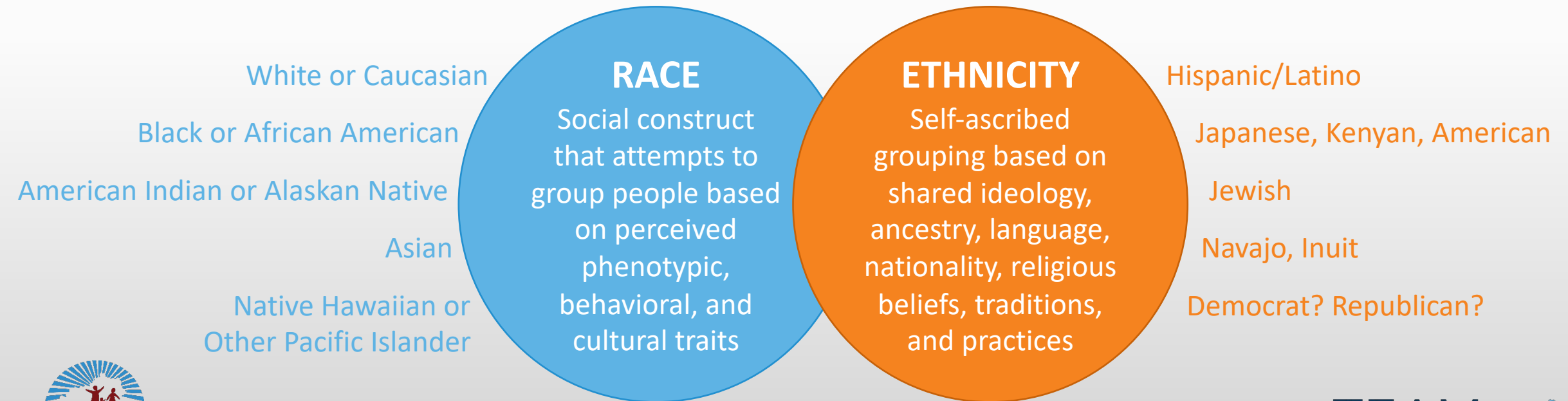
- Disparities are differences between data points that represent groups of interest on some measure
 - Numbers with unequal values ($1 \neq 2$)
- What constitutes a “great” difference?
 - Magnitude and meaningfulness
 - Numerical differences?
 - Statistically significant differences?
 - Functional differences?
- Must carefully decide what differences are (not) meaningful
 - The more systematic and objective, the better

Interrogatives

- Answers are often predicated on questions
- Remember interrogatives?
 - Who? What? When? Where? Why?
 - How?
- Simple and effective way to help guide and focus thinking when planning and executing efforts to identify disparities in data

Who...

- People of different ethnic/racial groups who experience inequities that result from disparities in their experiences with systems, institutions, and policies
- Prerequisite: Data on ethnicity and race must be collected/available



What...

- What do we NEED/WANT to know? Disparities in...
 - Service access/allocation/utilization?
 - Patient/client/participant outcomes?
 - Staffing and hiring practices?
- What are more general problem areas (gaps in services, systems, outcomes) that may reveal further inequities when disaggregated?
 - Existing disparities with specific groups (e.g., SUD, MI, Children, Youth) (← **Who**)

What...

- What data (re)sources are available?
 - Databases
 - Internal Staff/Groups/Departments (← **Who**)
 - External Collaborators/Partners (← **Who**)
- What type of data do you have or need?
 - Quantitative
 - Qualitative

Participant Measures: How → What

- Participant measures are data regarding key contact points in your program
- Participant measures answer questions like:
 - How many participants do we have in our program?
 - Who are our participants? Demographics (e.g., race, gender, sexual orientation)
 - Where are our participants located?
 - What are the outcomes for those participants?
 - When did they participate, and for how long?
 - Why did they come to our program?

Participant Measures: How → What

- You may collect or have participant data in a variety of forms:
 - Sign-up sheets/registration forms for the program
 - Exit surveys/feedback forms
 - Interviews with participants
 - Documents submitted by participants
 - Electronic case management system
- Relevant participant data needs to be compiled into an “environment” that supports analysis and visualization
 - Microsoft Excel
 - EHR or case management system
 - Statistical software package (SPSS, STATA, R, etc.)

Comparisons by Race?

- Any contact point can be broken down by race and ethnicity (must have that information!)
- Appropriate comparators may be necessary to identify where disparities exist
 - Baseline data?
 - Other complementary participant data (e.g., outcomes)?

Data-specific Considerations

- What ***quantity*** of data do you have?
 - Do you have enough data points to arrive at meaningful conclusions?
 - Disaggregation means that you will be dividing a large dataset into smaller components that are unlikely to be equal
 - Be aware of the size of each of the groups (n), low n s can paint misleading pictures
- What is the ***quality*** of the data?
 - Known problems or limitations?
 - How complete are the data?

When...

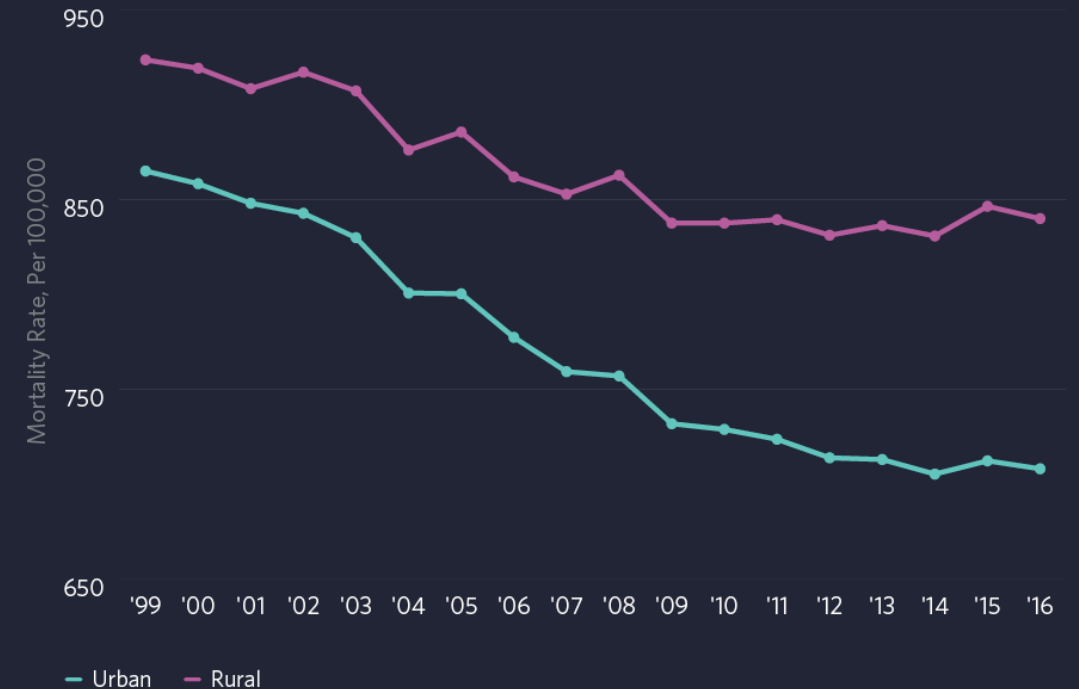
- Don't forget the critical variable of time!
- Data from a single time point can be informative but it can't tell you about any trends or changes over time.
 - Are things improving? Are things getting worse?
- Lag?
 - Some disparities may appear after data collection
 - When does your measurement need to take place to capture it?
 - Cross-sectional vs. Longitudinal Data

Where...

- Regional/Geographical differences may be critical
 - Composition of population?
 - Disparities may affect different groups in different ways depending on the unique characteristics of and circumstances operating in a particular geographical area
- Where do these groups live?
 - Urban
 - Rural

Urban-Rural Mortality

The mortality rate has been higher in rural areas compared to urban areas since at least 1999, but the gap widened after 2009.



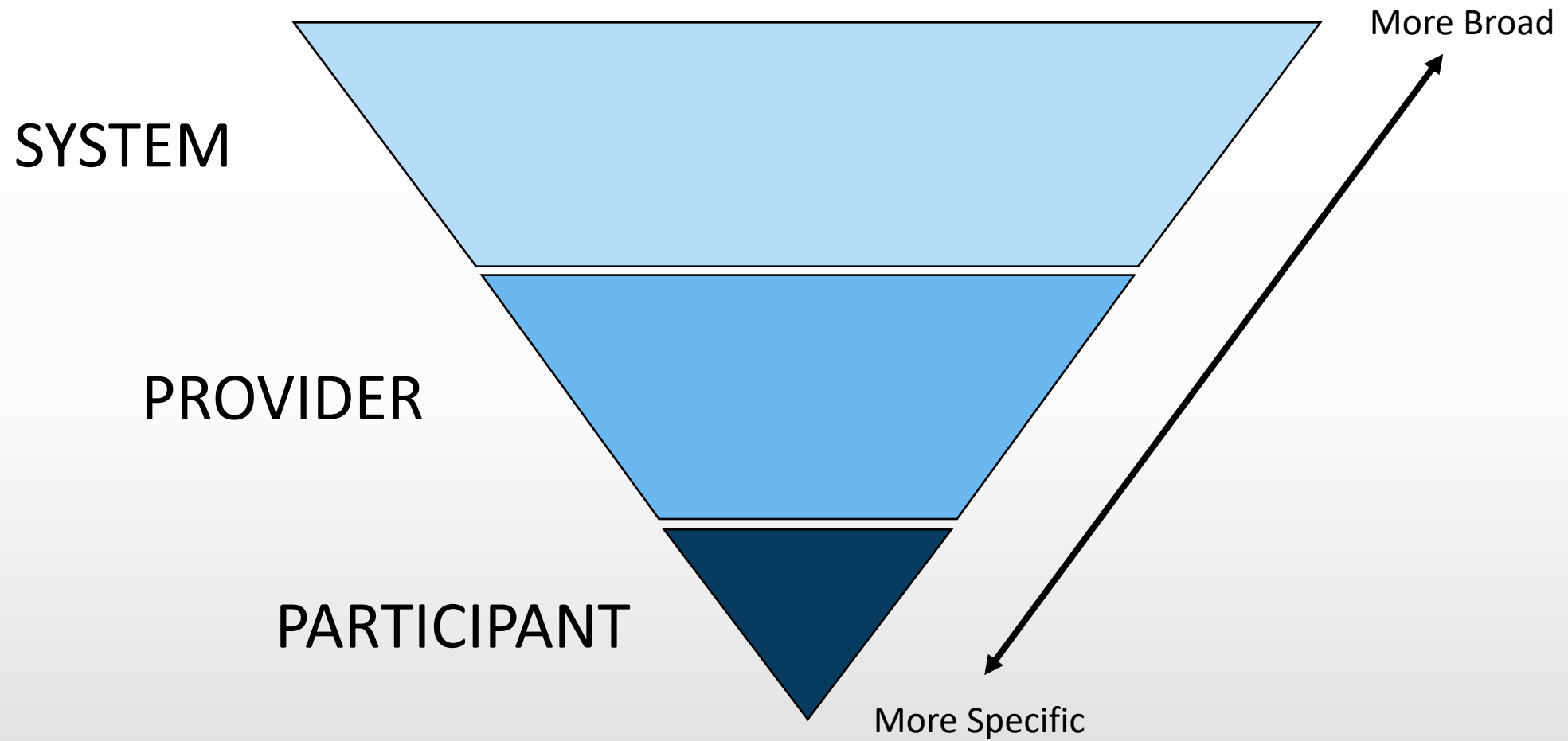
Source: U.S. Centers for Disease Control and Prevention

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Image Credit: <https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2020/01/31/rural-americas-health-crisis-seizes-states-attention>

How...

- How might we structure/format data to maximize its value?
 - Think about the structural organization of your “system”
 - Reveal different levels of analysis that are possible
 - What could each level tell you about potential disparities?
 - Disparities may be apparent at certain levels and not others (intervention targeting)
- Community Mental Health Center (CMHC) SUD treatment service data example
 - Levels of analysis
 - Key elements



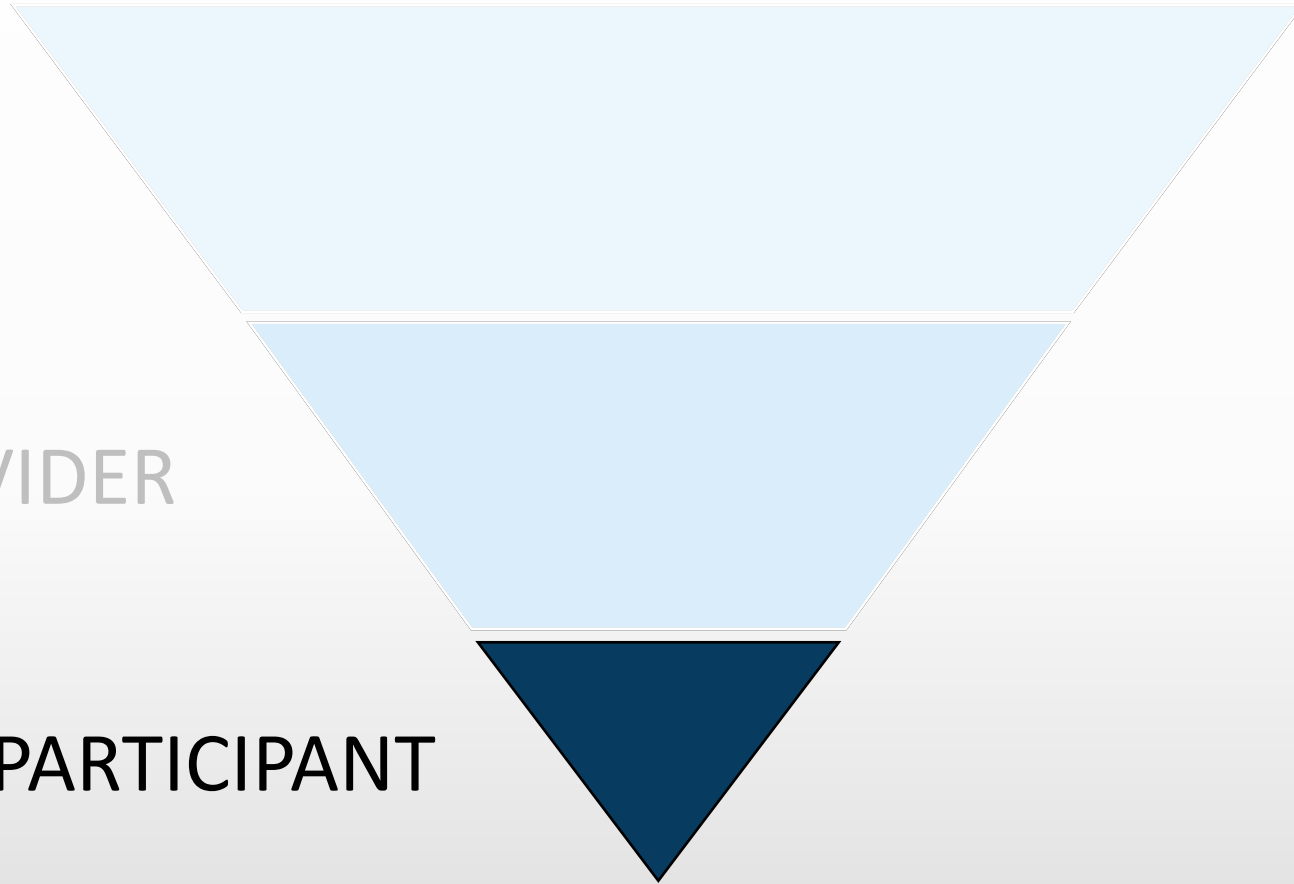
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4- LifeSkills	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
5- Communicare	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
6- Seven Counties	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
7- NorthKey	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
8- Comprehend	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
10- Pathways	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
11- Mountain	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
12- Kentucky River	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
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14- Adanta	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
15- New Vista	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
16- The Healing Place	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
17- The More Center	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
18- Central Kentucky Recovery Center	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
19- Wellspring	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Totals CMHC Provider Type	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
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GRAND TOTALS (all provider types)	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

****Acknowledgement:** Special thanks to Ms. Hope Beatty, DBHDID Behavioral Health Services Information System Coordinator, and team for their integral contributions in developing this table.

SYSTEM

PROVIDER

PARTICIPANT



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Disaggregated by Race

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Totals CMHC Provider																								#
Totals Provider																								#
GRAND TOTAL																								#

These columns provide information about the total number of people that received a service (within each provider).
BUT what's the comparator?

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14- Adanta	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
15- New Vista	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
16- The Healing Place	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
17- The More Center	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
18- Central Kentucky Recovery Center	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
19- Wellspring	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Totals (MHC Provider)																							#	#
Total Pro																							#	#
GRAN																							#	#
PROVIDER TYPES																							#	#

These columns provide information about the total number of service units delivered (by each provider).
BUT what's the comparator?

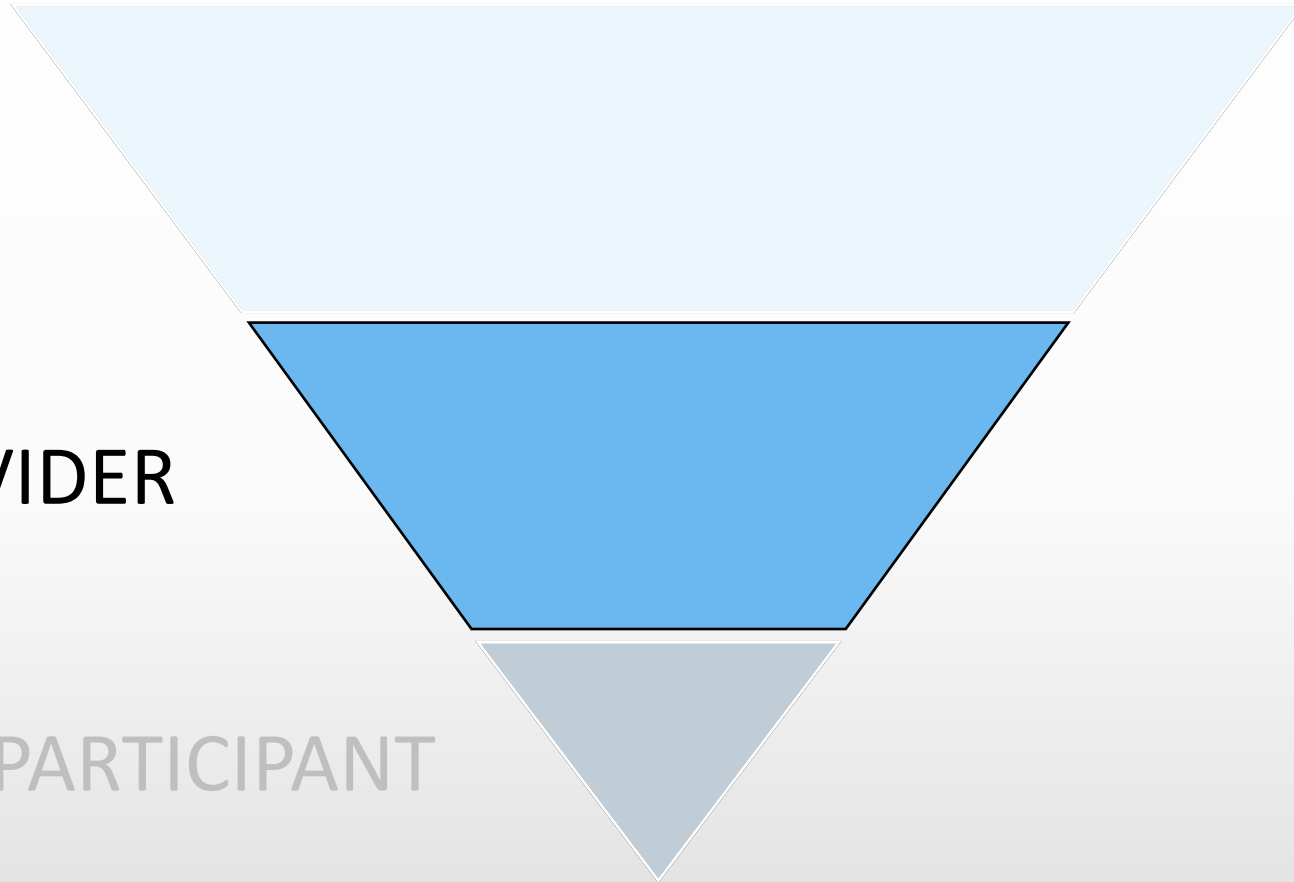
SFY2019	Race																							
Region	White / Caucasian			Black / African American			American Indian / Alaskan Native			Asian			Native Hawaiian / Pacific Islander			Multi-Race			Race Unknown			Total		
	Adult			Adult			Adult			Adult			Adult			Adult			Adult			Adult		
	# clients	# service	avg # svcs per client	# clients	# service	avg # svcs per client	# clients	# service	avg # svcs per client	# clients	# service	avg # svcs per client	# clients	# service	avg # svcs per client	# clients	# service	avg # svcs per client	# clients	# service	avg # svcs per client	# clients	# services	avg # svcs per client
1- Four Rivers	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
2- Pennyroyal	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
3- River Valley	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
4- LifeSkills	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
5- Communicare	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
6- Seven Counties	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
7- NorthKey	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
8- Comprehend	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
10- Pathways	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
11- Mountain	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
12- Kentucky River	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
13- Cumberland River	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
14- Adanta	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
15- New Vista	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
16- The Healing Place	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
17- The More Center	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
18- Central Kentucky Recovery Center	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
19- Wellspring	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Totals CMHC Provider																							#	#
Type																							#	#
Totals Non-Provider																							#	#
GRAND TOT: provider t																							#	#

These columns provide information about the number of service units that are received on average per client (within each provider) to permit comparisons across race groups. *All things being equal, we would expect these averages to be comparable...appreciable differences here may be a clue!*

SYSTEM

PROVIDER

PARTICIPANT



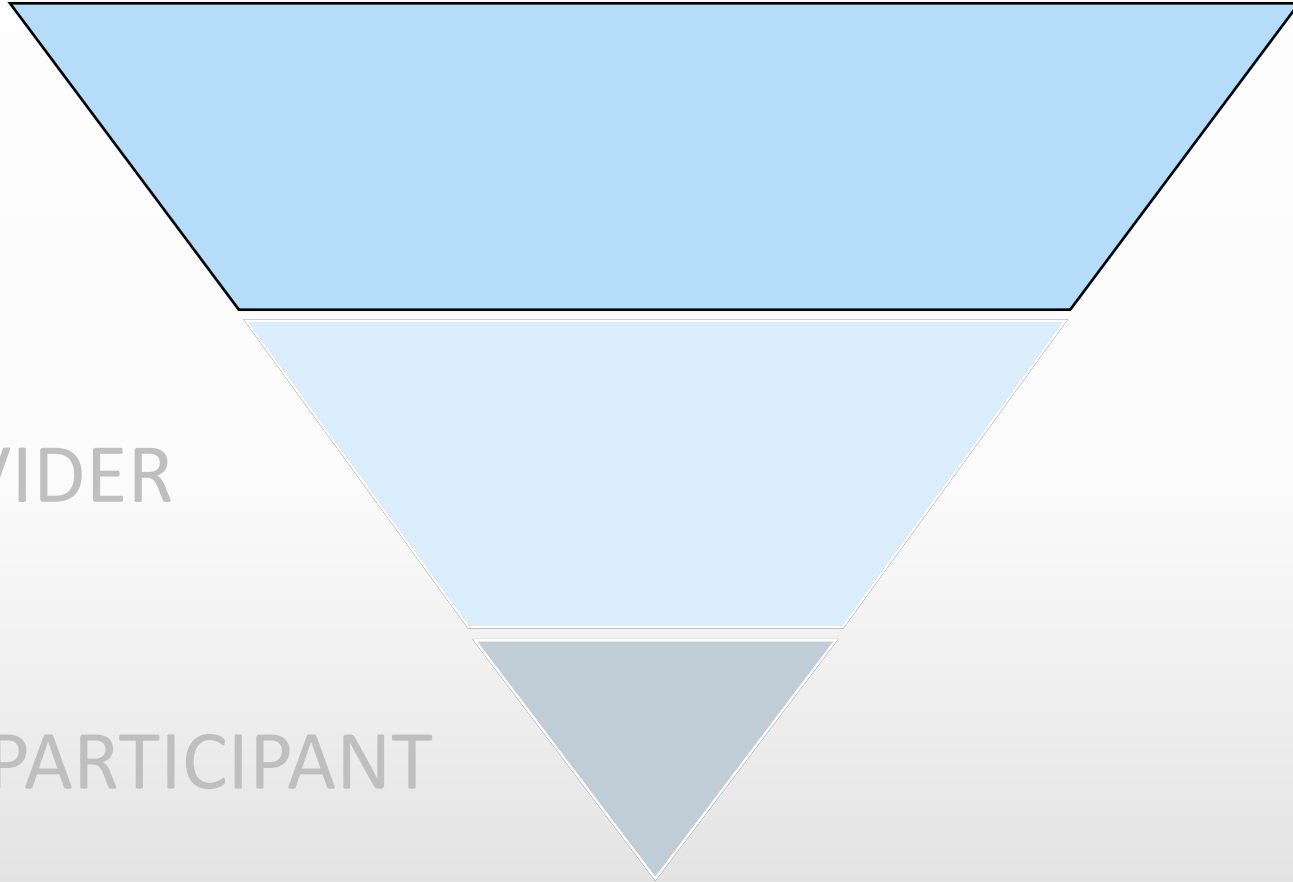
SFY2019	Race																							
Region	White / Caucasian			Black / African American			American Indian / Alaskan Native			Asian			Native Hawaiian / Pacific Islander			Multi-Race			Race Unknown			Total		
	Adult			Adult			Adult			Adult			Adult			Adult			Adult			Adult		
	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client
1- Four Rivers	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
2- Pennyroyal	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
3- River Valley	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
4- LifeSkills	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
5- Communicare	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
6- Seven Counties	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
7- NorthKey	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
8- Comprehend	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
10- Pathways	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
11- Mountain	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
12- Kentucky River	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
13- Cumberland River	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
14- Adanta	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
15- New Vista	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
16- The Healing Place	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
17- The More Center	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
18- Central Kentucky Recovery Center	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
19- Wellspring	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Totals CMHC Provider Type																							#	#
Totals Non-CMHC Provider Type																							#	#
GRAND TOTALS (all provider types)																							#	#

Each row represents service data from one provider. Enable comparisons across providers (when appropriate) and, when paired with complementary data, within a provider **across time** or relative to other companion services.

SYSTEM

PROVIDER

PARTICIPANT



SFY2019	Race																							
Region	White / Caucasian			Black / African American			American Indian / Alaskan Native			Asian			Native Hawaiian / Pacific Islander			Multi-Race			Race Unknown			Total		
	Adult			Adult			Adult			Adult			Adult			Adult			Adult			Adult		
	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client
1- Four Rivers	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
2- Pennyroyal	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
3- River Valley	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
4- LifeSkills	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
5- Communicare	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
6- Seven Counties	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
7- NorthKey	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
8- Comprehend	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
10- Pathways	#	#	#	#	#	#	These data permit system-wide comparisons of a service by race.							#	#	#	#	#	#	#	#	#	#	#
11- Mountain	#	#	#	#	#	#								#	#	#	#	#	#	#	#	#	#	#
12- Kentucky River	#	#	#	#	#	#								#	#	#	#	#	#	#	#	#	#	#
13- Cumberland River	#	#	#	#	#	#								#	#	#	#	#	#	#	#	#	#	#
14- Adanta	#	#	#	#	#	#								#	#	#	#	#	#	#	#	#	#	#
15- New Vista	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
16- The Healing Place	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
17- The More Center	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
18- Central Kentucky Recovery Center	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
19- Wellspring	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Totals CMHC Provider Type	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Totals Non-CMHC Provider Type	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
GRAND TOTALS (all provider types)	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

SFY2019	Race																							
Region	White / Caucasian			Black / African American			American Indian / Alaskan Native			Asian			Native Hawaiian / Pacific Islander			Multi-Race			Race Unknown			Total		
	Adult			Adult			Adult			Adult			Adult			Adult			Adult			Adult		
	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client	# clients	# services	avg # svcs per client
1- Four Rivers	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
2- Pennyroyal	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
3- River Valley	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
4- LifeSkills	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
5- Communicare	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
6- Seven Counties	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
7- NorthKey	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
8- Comprehend	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
10- Pathways	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
11- Mountain	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
12- Kentucky River	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
13- Cumberland River	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
14- Adanta	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
15- New Vista	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
16- The Healing Place	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
17- The More Center	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
18- Central Kentucky Recovery Center	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
19- Wellspring	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Totals CMHC Provider Type	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Totals Non-CMHC Provider Type	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
GRAND TOTALS (all provider types)	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

Values represent sums or averages of the values for each provider in the columns above

How...

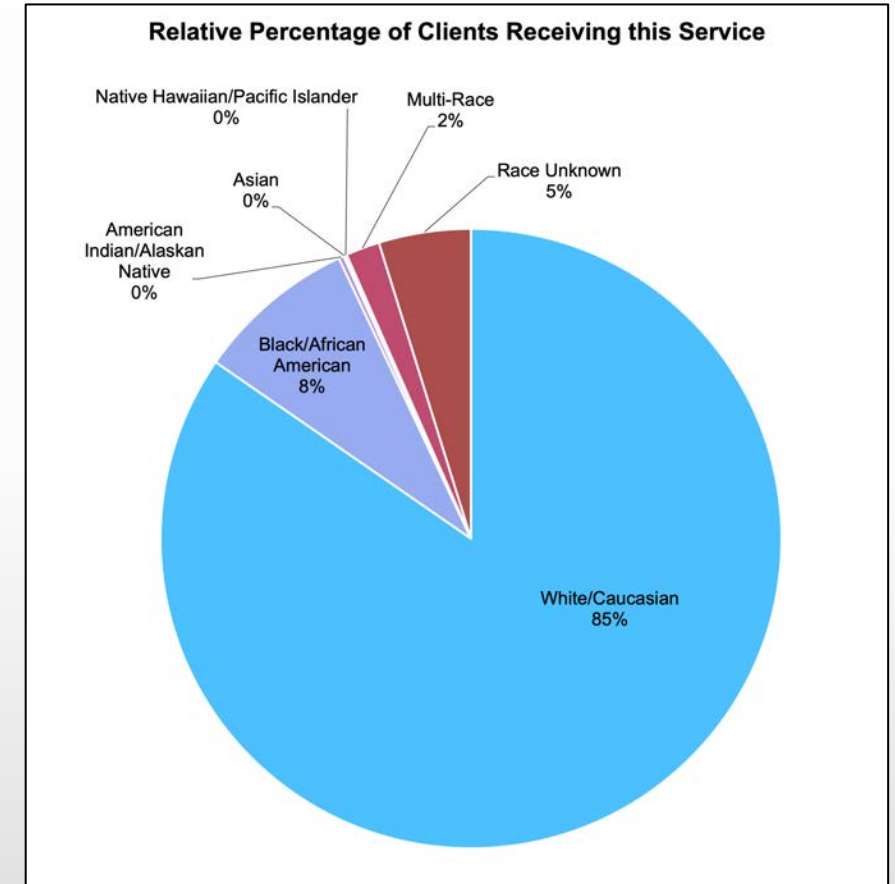
- How might we structure/format data to maximize its value?
 - Think about the structural organization of your “system”
 - Reveal different levels of analysis that are possible
 - What could each level tell you about potential disparities?
 - Disparities may be apparent at certain levels and not others (intervention targeting)
- How would I graph the data?
 - Start with what you want to see at the end and work backwards

Data Visualization

- Sight is the most dominant bodily sense!
 - Over 50% of the cerebral cortex is dedicated to processing visual information in some capacity
- Effectiveness
 - Format? Layout? Keep it as simple as possible...
 - Descriptive titles, labels, legends, and captions are essential!
- Impact – What's the take-home point?
 - What format/layout makes that obvious and clear?

Data Visualization

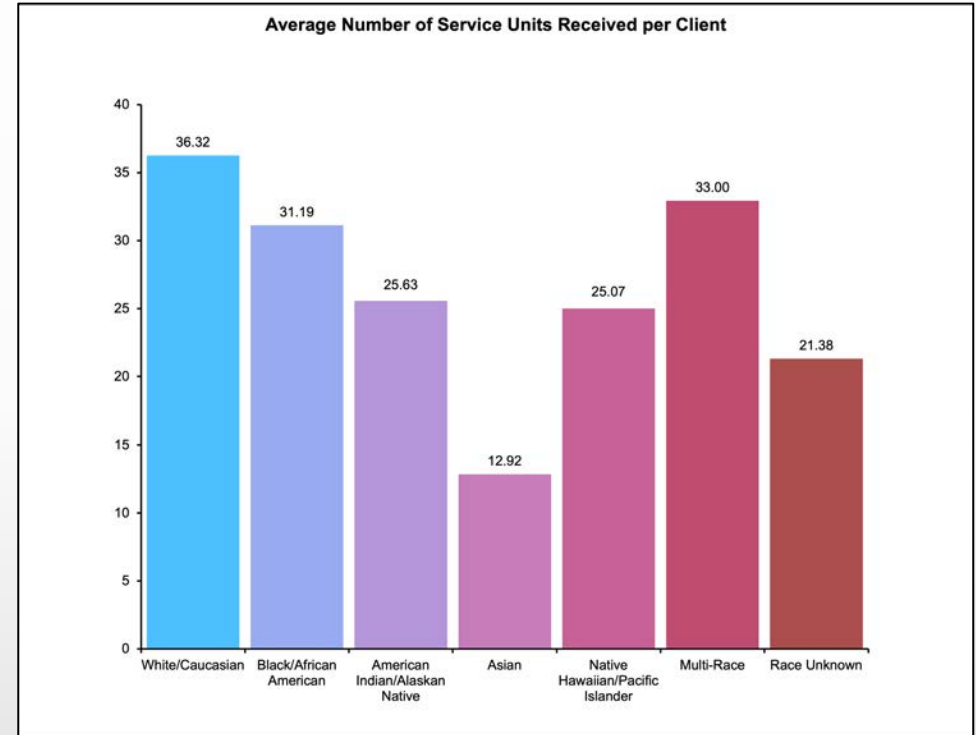
- What type of graph/chart?
 - **Pie Charts:** Good for showing relative composition, not so good for direct comparisons
 - Bar/Column Charts: Good for making more direct comparisons
 - Scatter Plots: Good for showing relationships between measures (correlation \neq causation)



Data Visualization

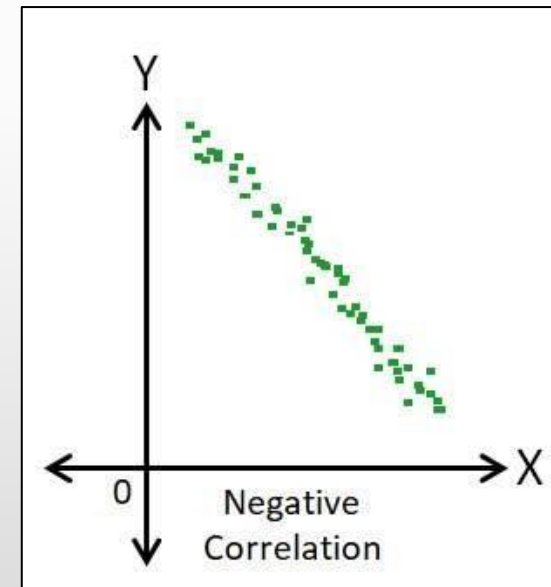
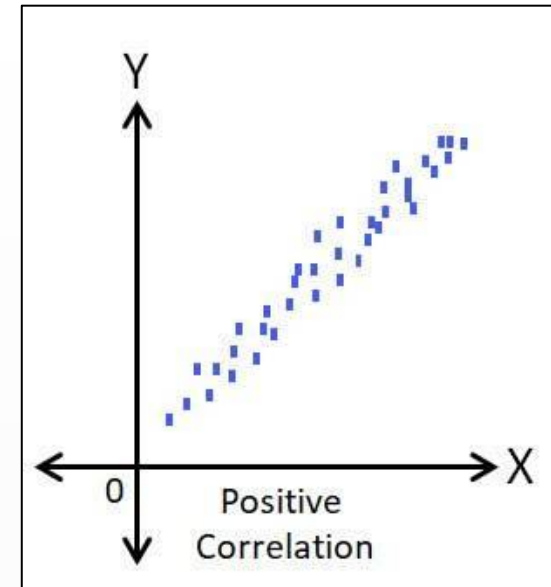
- What type of graph/chart?
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between measures (correlation ≠ causation)



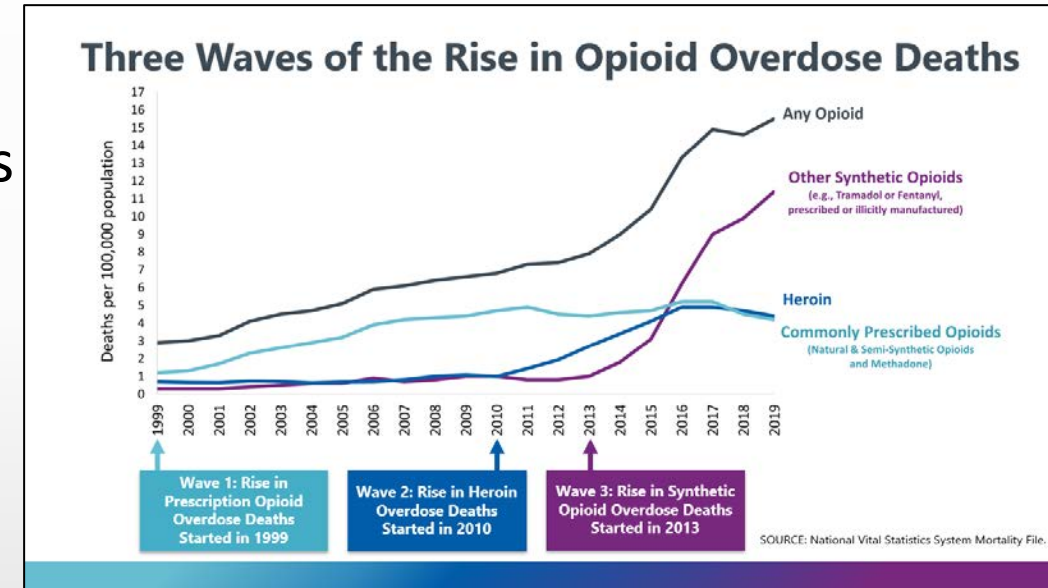
Data Visualization

- What type of graph/chart?
 - **Pie Charts:** Good for showing relative composition, not so good for direct comparisons
 - **Bar/Column Charts:** Good for making more direct comparisons
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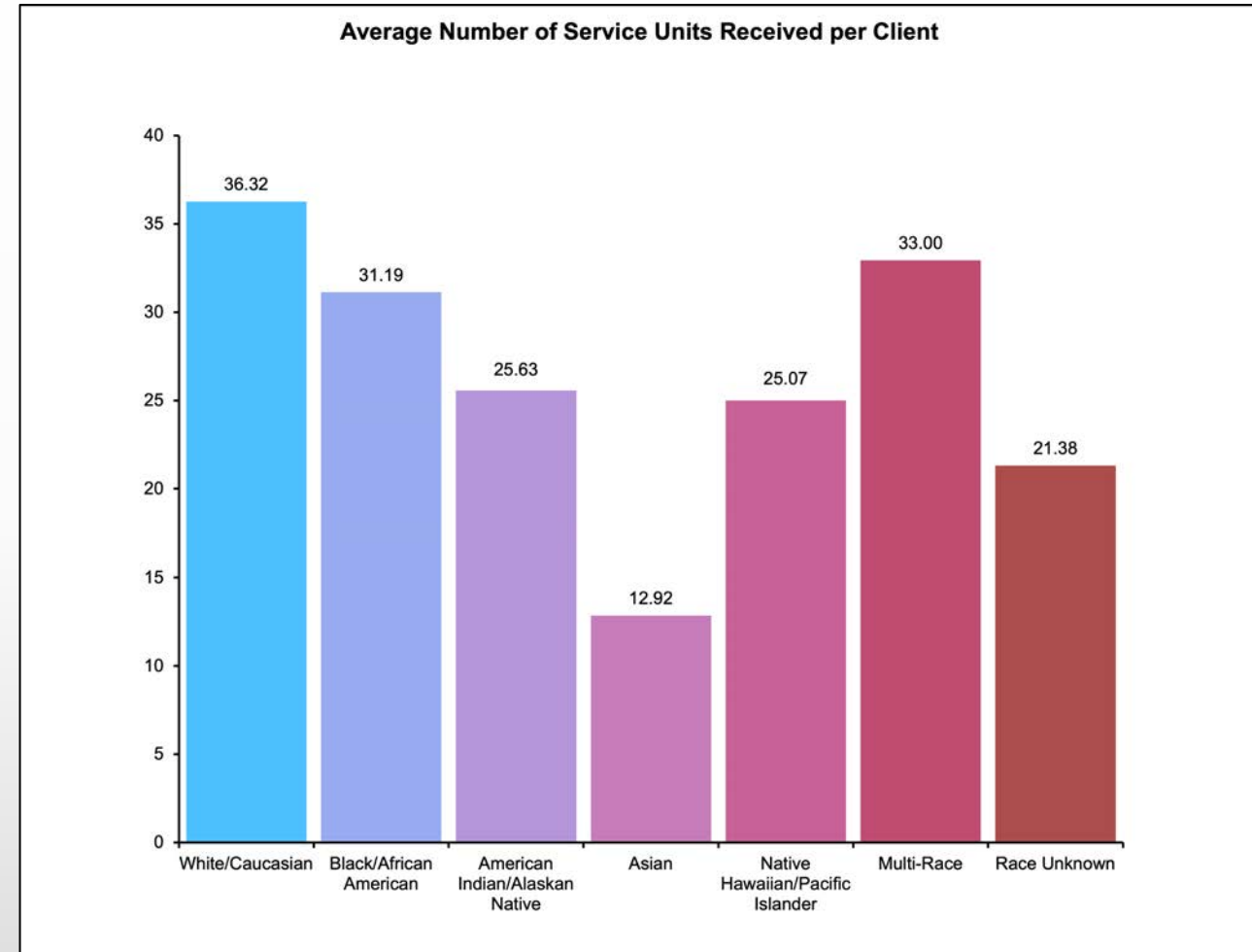
Data Visualization

- What type of graph/chart?
 - **Pie Charts:** Good for showing relative composition, not so good for direct comparisons
 - **Bar/Column Charts:** Good for making more direct comparisons
 - **Scatter Plots:** Good for exploring relationships between measures (correlation \neq causation)
 - **Line Graphs:** Good for making comparisons across time



Data Visualization

- What comparisons are intended?
 - Put things next to each other if they are intended to be compared

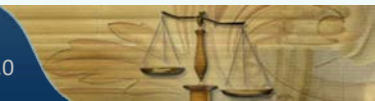


How...

- How will the data inform your next steps?
 - Will you have information that you can act upon?
 - How do we format/structure the data to ensure that it is actionable?
- How do we ensure that we've contextualized the data appropriately, so that the interpretation is accurate?
- What can the data not tell you?
 - All datasets have constraints and limitations
 - Sometimes more important than knowing what it can tell you

Lynette Ponder, Assistant Director, Department of Community Based Services

EXAMPLES OF CONSTRUCTING LOCAL SOLUTIONS





**Department for Community Based Services
(DCBS)**

Race Community and Child Welfare (RCCW)

Race Community and Child Welfare

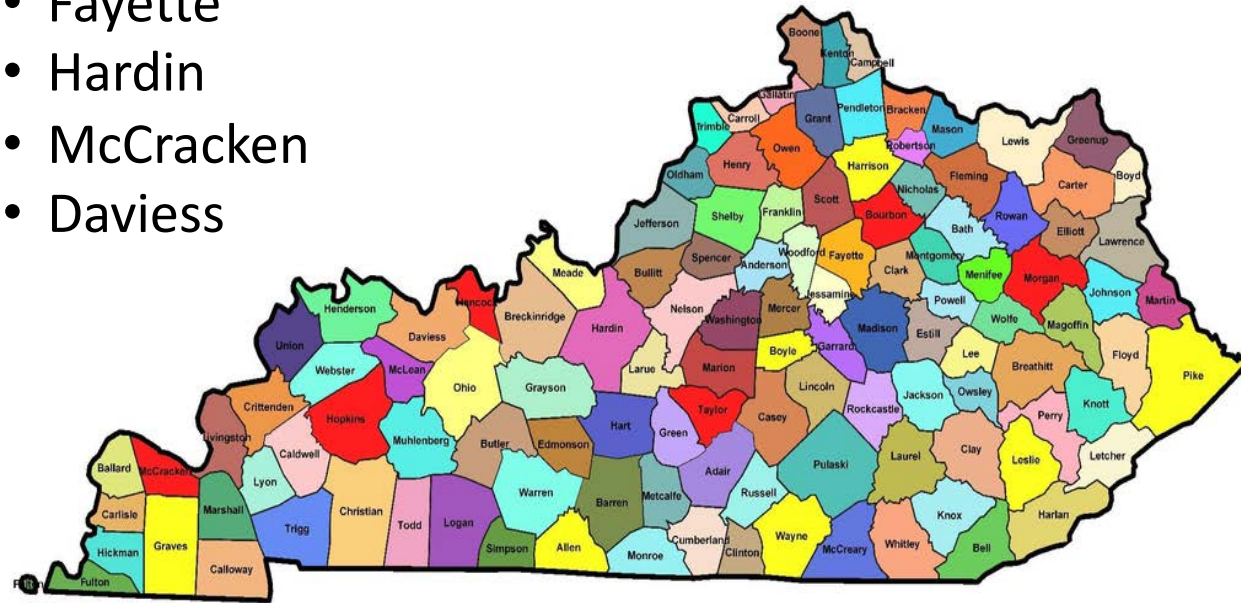
- Statewide efforts to reduce racial disproportionality and disparity in Kentucky's child welfare system have largely been organized through the Race, Community and Child Welfare (RCCW) initiative. This statewide effort was initially formed in 2007 with the goal of reducing, and ultimately eliminating, racial disparities among children and families involved with child welfare system.
- RCCW Initiative is a local committee in targeted counties made up of community organizations, residents and DCBS staff that review local Child Welfare for their Community and Plan and Implement Strategies to Address Disproportionate representation and Disparities in the Child Welfare System

Race Community and Child Welfare

- Initially, RCCW was seated in five counties in five of the Service Regions in Kentucky. These counties were selected due to the disproportionality and disparate outcomes for African Americans. Jefferson, Fayette, Hardin, McCracken and Daviess Counties.
- In 2021, one goal of DCBS 21st Century Building Back Better is to expand the RCCW into the remaining four regions Cumberland, Eastern Mountain Service Region, Northern Bluegrass and Northeastern Service Regions.

Race Community and Child Welfare Counties

- Jefferson
- Fayette
- Hardin
- McCracken
- Daviess



It Takes A Village- We are all part of the Child Welfare System



Race Community and Child Welfare

- review data and study the issue of race and its impact upon children of color in the child welfare system,
- develop community leadership and commitment to address the disproportionality
- make appropriate recommendations for improvements to state and local leaders
- seek sponsorships to support community awareness and training
- continue community dialogue on racism
- will serve as the focal point for action to address racial disproportionality
- collaborate with local DCBS managers and staff to develop and implement practice strategies for improvement
- Participate in statewide discussions through representation on the SIAC standing committee on disproportionality

Race Community and Child Welfare

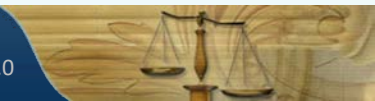
- Commit to Equity for All
- Join the Local RCCW Committee
- Learn how children of color in your community are faring by reviewing local data.
- Attend available trainings on Implicit Bias and Institutional Racism
- Become a Foster/Adoptive Parent to a Child or Sibling Group in your Community
- Identify Resources in your community that support the safety and well- being of children
- Mentor Young Parents –hold support groups at your church or organization
- Hold a foster care informational meeting at your church or organization
- Consider opening a visitation center at your church or agency.
- Support legislation that addresses disproportionality and funding for relative caregivers.

Race Community and Child Welfare

- Lynette Ponder, Assistant Director, Department of Community Based Services, Division of Service Regions
- Lynette.ponder@ky.gov

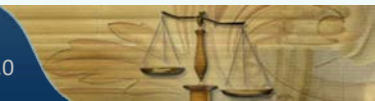
Dominique Clark, Program Project Coordinator for Family and Juvenile Services

BUILDING POLICIES TO INSTITUTIONALIZE SUCCESSFUL CHANGES



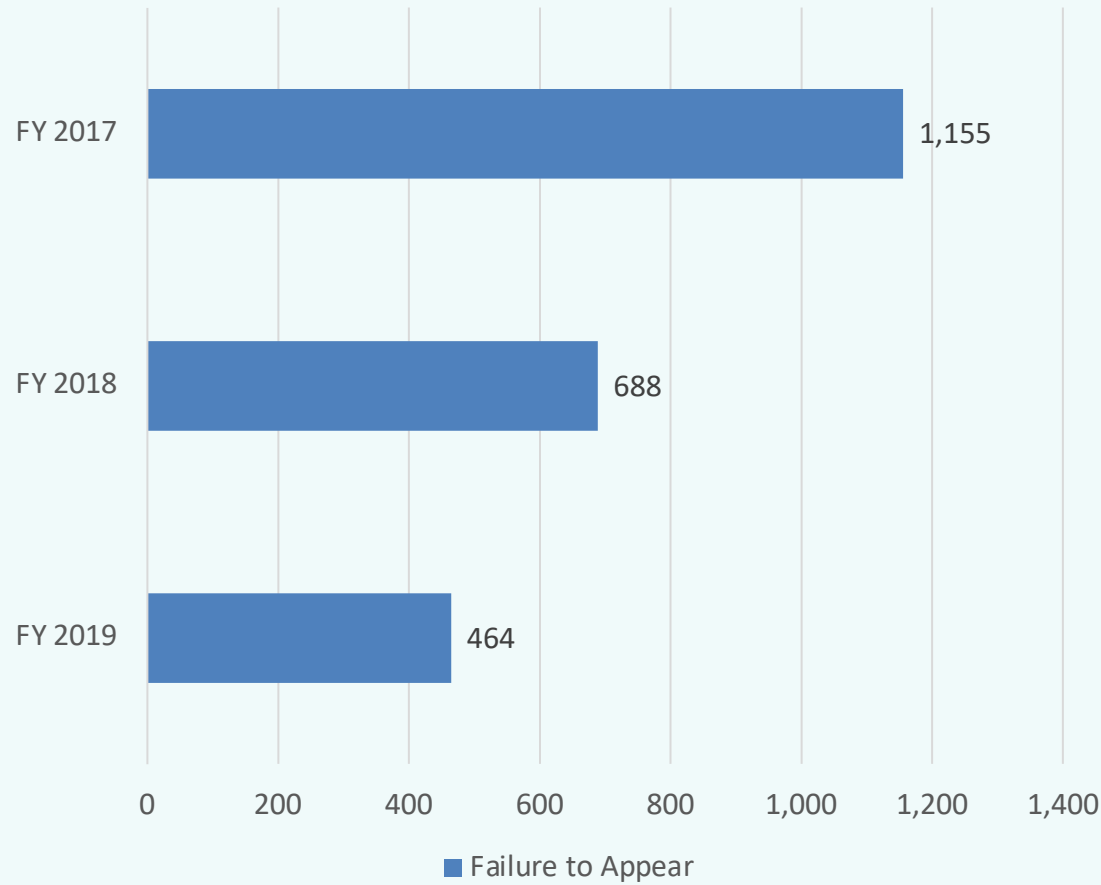
What Approaches are Helpful in Institutionalizing Change?

- Modify Policies and Procedures
 - After analyzing policies and procedures, modify them as needed to eliminate practices that directly contribute to the problem and promote practices that provide positive opportunities for racial and ethnic minorities
 - Organizations should also use data tracking and analysis to monitor the impact of their policy and procedure changes
- Look at Policies with a Racial Lens
 - Ideally, your team examining policies should be racially diverse; if not, it is important to reach out to stakeholders who can provide this perspective
 - Think about the potential impacts of a policy; what impact are you anticipating? What does your theory about the impact assume? What will happen for people who don't match your assumptions?
- Individualize Your Approach
 - Equity is understanding that the path to success will require unique tools for each situation
- Collaborate With Stakeholders
 - As there are changes to policies and procedures, it's important to share that information with its stakeholders. The result is stronger cross system collaboration and improved outcomes for clients who interact with multiple systems

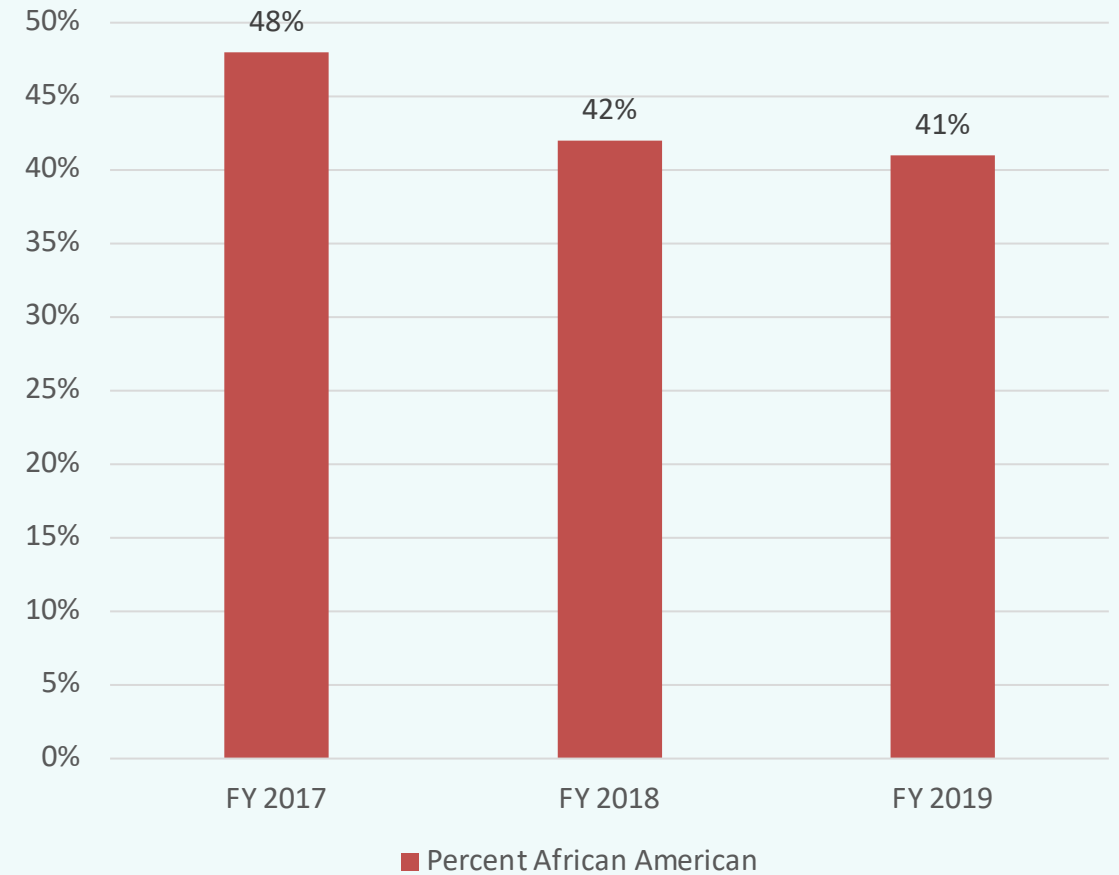


Example: The Impact of the FJS Failure to Appear Policy

Reduction in the Number of Failure to Appear Case Closures

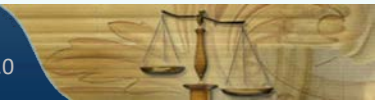


Reduction in the Disproportionality of African American Youth Among FTA



Put Successful Practices Into Policy

- The previous slide showed the successful impact of a policy that the CDW Program institutionalized after seeing the disproportionate impact of the old approach
- Institutionalization is important for multiple reasons:
 - It gives systemic power to the solution instead of the problem
 - It inoculates positive change to the potential impact of changes in staff or leadership
 - It creates a system of accountability for those who intentionally do not utilize best practice



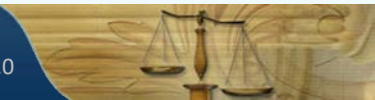
The Strategic Plan Equity Committee

- It is pivotal for agencies to apply a racial lens when you identify practice, procedures and policies that could be a contributing factor in racial and ethnic disparities.
- The Department of Family & Juvenile Services created an Equity Committee comprised of managers and staff. This committee's purpose is to apply a racial lens to department activities and evaluate relevant issues.
- We are broken up into 4 subcommittees that focus their time and talents in the areas of training, data, continuous quality improvement and policy analysis. The committee has a strategic plan to ensure that the process of applying a racial lens is not only continuous but intentional.



Examples of Efforts Towards Individualized Services

- The CDW program takes pride in creating and making sure that the specific needs of youth they serve. CDWs in the counties with the highest percent of RED work hard to expand and build the service array.
- They work hard to cultivate community partnerships, so they can offer diversion opportunities that are tailored to the youth that they serve. They make sure that the services are not only effective but culturally competent.
- There is a major lift currently in the CDW program to find mental health services for the youth and families of color that we serve. With this lift up, we have been attempting to use all of the resources we can.



The Importance of Individualization

- It is important to understand that every client has a unique background and will have different strengths and needs.
- It is important that frontline staff provide feedback to leadership on policies that may be a barrier to using the individualized approach.



R. Ian Shepard, Regional Supervisor with Family and Juvenile Services

RETURNING TO THE DATA TO REEVALUATE YOUR OUTCOMES



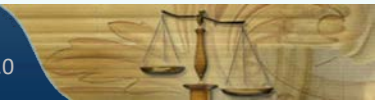
Look Again at Your Data to See if Your Goals are Met

- This is why having measurable goals is important: you want your data to be able to concretely say that you did or did not accomplish your goal
- If Your Goal Was Met:
 - Institutionalization is important; make sure to build systems to keep the good work going
 - What's next? Set a new goal either for the same data point or move on to a new contact point
- If Your Goal Was Not Met:
 - What data can help you to understand why your goal was not accomplished?
 - What new approach can you take to achieve the goal? Should the goal be adjusted?



Document Your Work

- When a new policy rolls out, make sure to log the pilot date so that you can measure changes one year out, two years out, etc.
 - There are few things more frustrating than searching your old e-mails to find the day a policy change went into effect
- Surveys soon after a rollout that are then repeated at a later date (e.g. one year) can help understand the change in perceptions around a policy/practice over the course of its implementation
 - Qualitative data has value too and can help to identify problems or opportunities that can then be measured quantitatively



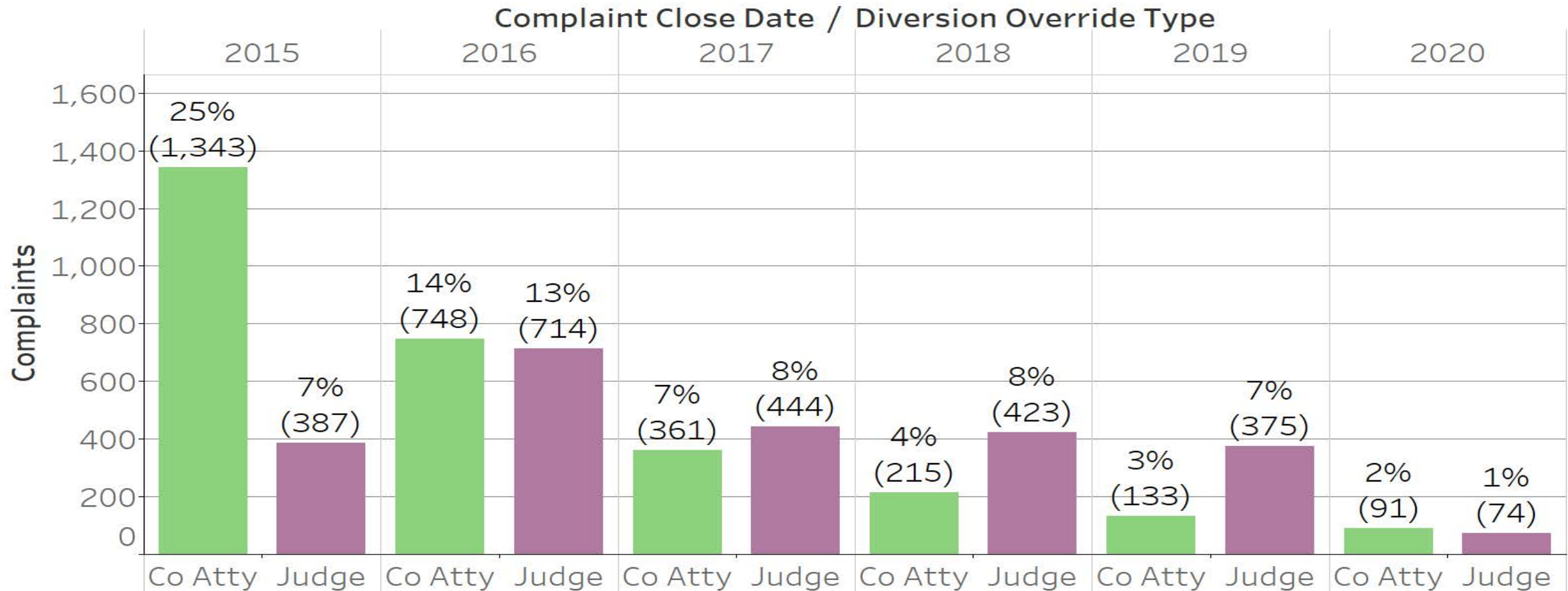
What Tools Equip Us for Reevaluation?

- Use Your Equity Assessment to Drive Training
 - What are the weakest areas for your staff? Where do they feel they need support?
 - These are great topics for future trainings on RED
- Edit Your Action Plans
 - Your strategic plan or local action plan should not be a static document; as goals are completed or not, adjustments should be made
 - Establishing scheduled, reoccurring times to revisit your action plan will make it easier to keep it up to date – it's not a REaction plan, after all!



Example: Reevaluating Action Plan Goals in Jefferson County

Diversion Overrides in Jefferson County by Override Type 2015, 2016, 2017 and 3 more



Example: Change in Comfort Engaging Other Racial and Ethnic Groups Tracked Via Yearly Racial Equity Assessment

On a scale of 1 – 10, how comfortable do you feel engaging all of the racial and ethnic groups served by the AOC?

Year	Mode	Median	Mean	Range
2017	10	10	8.97	3 – 10
2018	10	9	8.75	3 – 10
2019	10	10	9.31	5 – 10



**NOW LET'S "REEVALUATE" TODAY'S
DISCUSSION...**



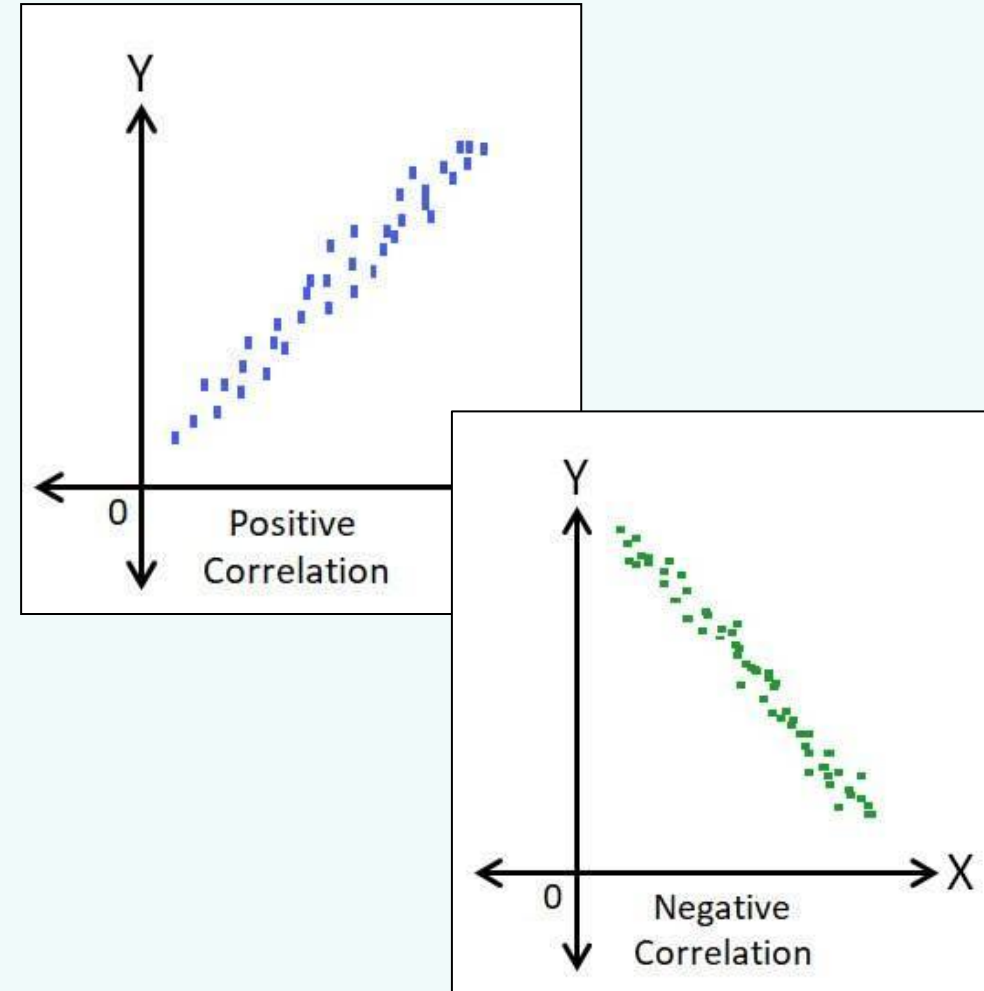
Disproportionality and Disparity Exist in Interconnected Systems and Snowball Into Long-Term Negative Impacts

- Black youth are twice as likely to experience foster care compared to white youth
- Youth in care are 55% more likely to enter the juvenile justice system
- Black youth are more likely to experience suspension as a punishment for negative behaviors at school, pushing them towards the justice system
- Youth with justice involvement are less likely to graduate high school and more likely to be involved in the justice system as an adult



Data is an Essential Tool for Beginning Your Work to Address Racial and Ethnic Disparities by Identifying Where the Problem Is

- Use your interrogatives:
 - WHO is impacted by RED?
 - WHAT data resources do we have available?
 - WHEN should we look at to see these trends over time?
 - WHERE are we seeing RED issues exasperated?
 - HOW can we format our data to make it useful to others?



Constructing Programs to Address RED is Most Effective When Local Stakeholders Focus Together on Local Solutions

- Race Community and Child Welfare (RCCW) program brings together stakeholders with the goal of eliminating racial disparity in the child welfare system
- “We are all child welfare” – each player has a unique role in the larger system and having them at the table allows them to utilize that role to help the cause
- Formulate a plan with concrete goals and action steps to make success a measurable objective rather than an abstract idea



Give Systemic Power to Solutions by Institutionalizing Successful Constructs



- Build new policies and re-examine old ones using a racial lens (how will this impact marginalized groups?)
- Solutions should be individualized and include contributions by those affected by the changes (family and youth voice)
- Institutionalizing solutions ensures that positive change will be carried on by new leaders and staff as personnel change within an agency



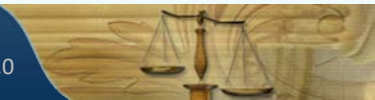
Re-evaluate Your Efforts to See What Worked and to Change Direction if Needed

- Useful tools for re-evaluating:
 - Rerun the data you used in the **identify** phase to see the impact after the point your solution was implemented
 - Gather survey data at regular intervals from staff and clients to track change in perception and knowledge
- If your goals weren't met, explore why and adjust your approach to accomplish the goal moving forward
- Met goals don't mean the end of the work – celebrate and then look forward to the next challenge to overcome



To Conclude: Simple Steps to Utilizing Performance Measures

- Identify your most important contact points and break them down by race to identify points of disproportionality or disparity
- Construct an action plan with SMART goals to address the problems discovered by the data analysis
- Institutionalize any positive changes into policy to build systemic solutions
- Reevaluate the changes to see if your goals are being met



QUESTIONS?

