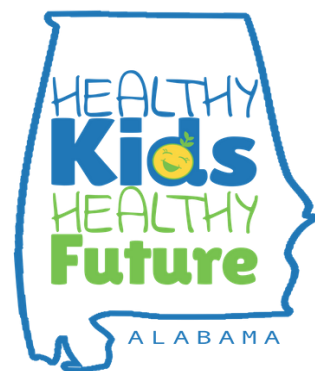


Advancing Equity for Healthy Outcomes: Two State Approaches to Integrating Equity

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Objectives

- Highlight the equity training and technical assistance opportunities that are available to state coalitions.
 - Two states, Alabama and Wisconsin, will share their experiences of applying the training content to guide the work of their ECE coalitions.
-

Institute for Public Health Innovation

IPHI builds partnerships across sectors and cultivates innovative solutions to improve health and well-being for all people and communities throughout MD, VA and DC, particularly those most affected by health inequities.

IPHI Offices: Richmond, VA; Largo, MD; and Washington, DC.



Healthy and Equitable Communities Workshop: Overarching Objectives

- ✓ Identify root causes of health inequities
- ✓ Account for racism and other systems of oppression in your work
- ✓ Build diverse and inclusive partnerships
- ✓ Create and deliver messaging to promote equity to decision makers



- ✓ Develop practical, upstream strategies to advance equity in your community

Dismantling Inequity

Identify inequitable outcomes



Early childhood outcomes and traditional risk factors

Identify the distribution of social, economic, and environmental determinants of health

Disaggregate data by race, income, gender, disability, place, etc.

Include Communities



Partner with and learn from affected communities

Partner with other agencies and advocates

Assess and address power dynamics

Budget for equity

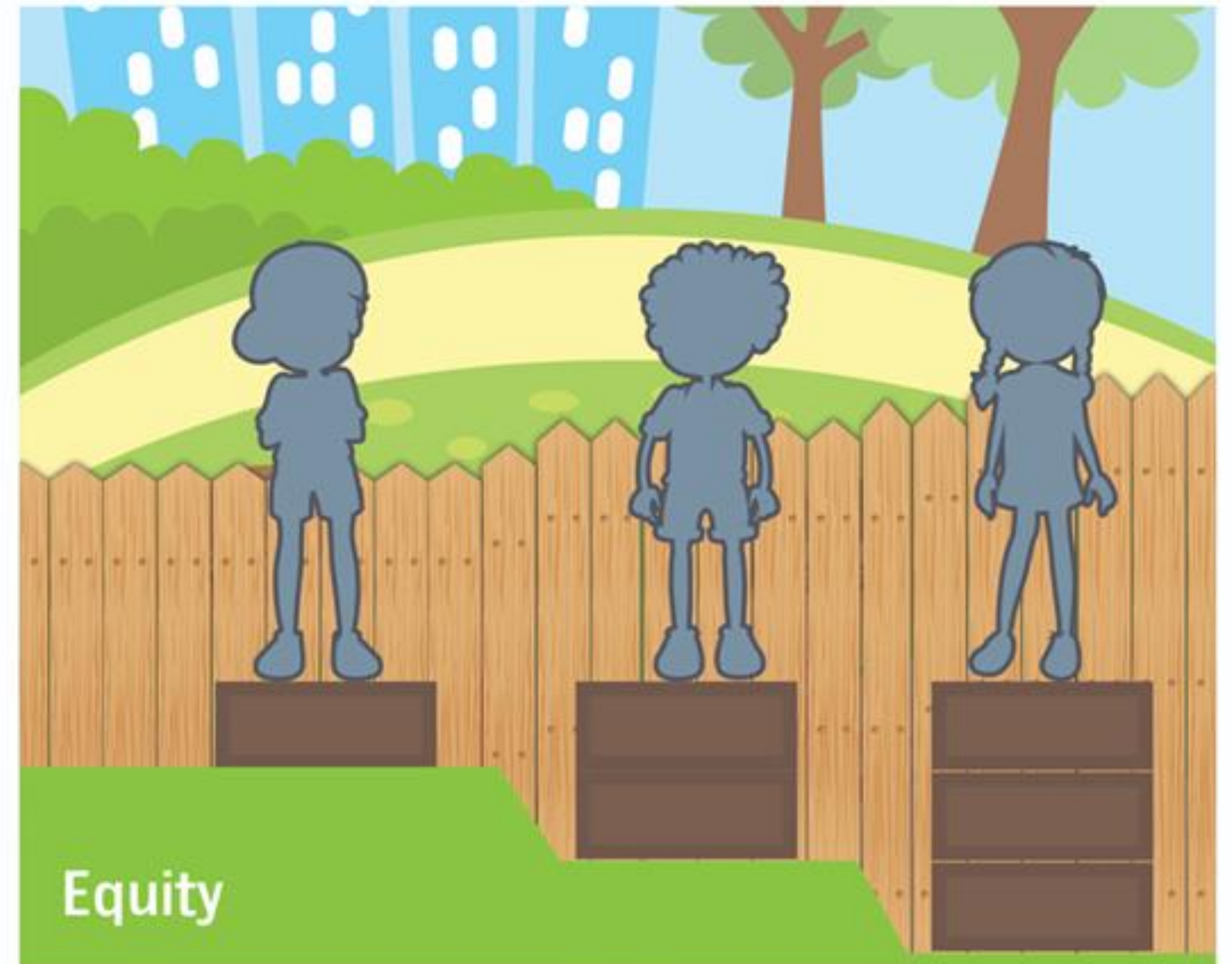
Expose the systems and structures that create racially inequitable outcomes by constantly asking:



- Who is marginalized here?
- Why?
- What are the structures that are creating the outcome?
- How can we intervene to change the structures and the outcomes?
- Who do we need to engage in the process?
- What policy, program, process or system changes can we inspire?
- How can we make sure that strategies do not disenfranchise?

Equality versus Equity

Leveling the Playing Field: The Difference between Equality & Equity



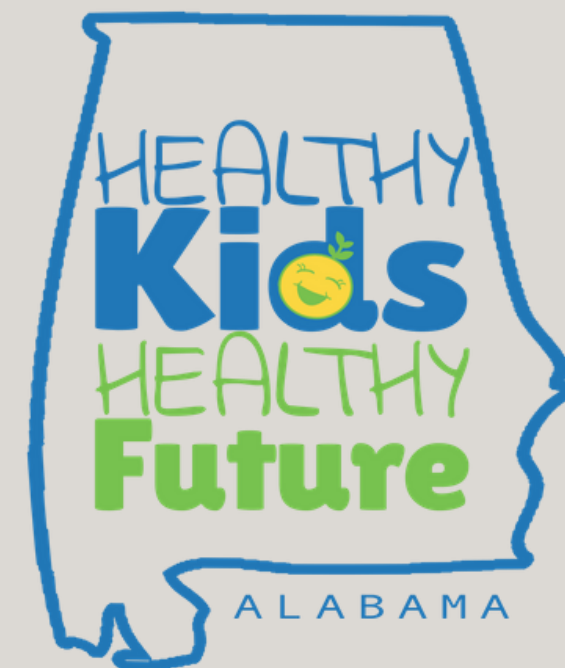
Alabama's Journey

- Nemours (2016-Present)
 - Launched Coalition and Learning Collaboratives
 - CDC's Spectrum of Opportunities
- Child Care Aware® of America's Healthy Child Care, Healthy Communities Project (2015-2017, 2018)
- ASPHN Obesity Mini CoIIN- Farm to ECE



Alabama's Journey

- Equity, Diversity, and Inclusion Training August 2019
 - 40 participants
 - Diverse group of coalition members
- Since the EDI Training
 - Coalition partner assessment
 - Rethinking leadership structure
 - Plans to better engage ECE programs and create a space for them to guide and lead the work
 - Intensive Farm to ECE work to center equity



Alabama's Journey



Challenges

- Knowing where to start
- ECE program engagement
- Different partner views on equity

Successes

- Coalition commitment to equity
- ECE program engagement
- Incorporating equity into regular discussions/training content



Wisconsin's Journey

- Healthy Early began in 2007
- Utilizes a 'backbone' infrastructure, collective impact and shared leadership
- Healthy Early sets 'statewide priorities' every few years
- Equity became a major priority in 2018
- Healthy Early's steering committee attended a training by IPHI in 2019



Wisconsin's Journey

- Using IPHI's tools, Healthy Early set a goal of increasing 'community voices' by 60% within the steering committee and broader network
- Steps Healthy Early has taken:
 - Targeted Universalism discussion. What are the most impact communities in WI? How can we better target resources?
 - WI Tribal Nations and Milwaukee were prioritized
 - Relational building efforts
 - Rethinking Steering Committee Structure

- * Goal: 60% of voices affecting decision making to be of affected Communities*
- UNDERSTAND DATA & PRIORITY COMMUNITIES (INEQUITIES)
 - MAP CONNECTIONS & PRIORITY COMMUNITIES
 - BUILD RELATIONSHIPS - ID ROLES, PRIORITIES, CAPACITY, NETWORKS, FUNDING
- * Thoughtful + Patient.
- * Are there childcare providers of Colour Association in the state
 - * Parent advisory councils
 - * Regional Action teams.
 - * Native early childhood Association
 - * individual leaders across the state
 - * stronger together for cities?
 - * CONNECT WITH OTHER SECTORS THAT HAVE EFFECTIVELY ENGAGED COMMUNITIES



Wisconsin's Journey



Challenges:

- Understanding best ways to compensate individuals that are 'not professionally paid' to participate in Healthy Early
- Authentic engagement and relational building; stakeholder mapping



Lessons Learned



‘Slow and steady work’
that is built on relationships
Relationships move at the
‘speed of trust’



Getting started is important-
However you choose to do it!



Power dynamics within a
coalition are important.
Striving to balance the power is
key!

Lessons Learned



Meeting the different needs of communities and ECE providers is critical



Center equity in your coalition's work (e.g., grants, projects, trainings, messaging)



**Diversity of
people,
perspectives**



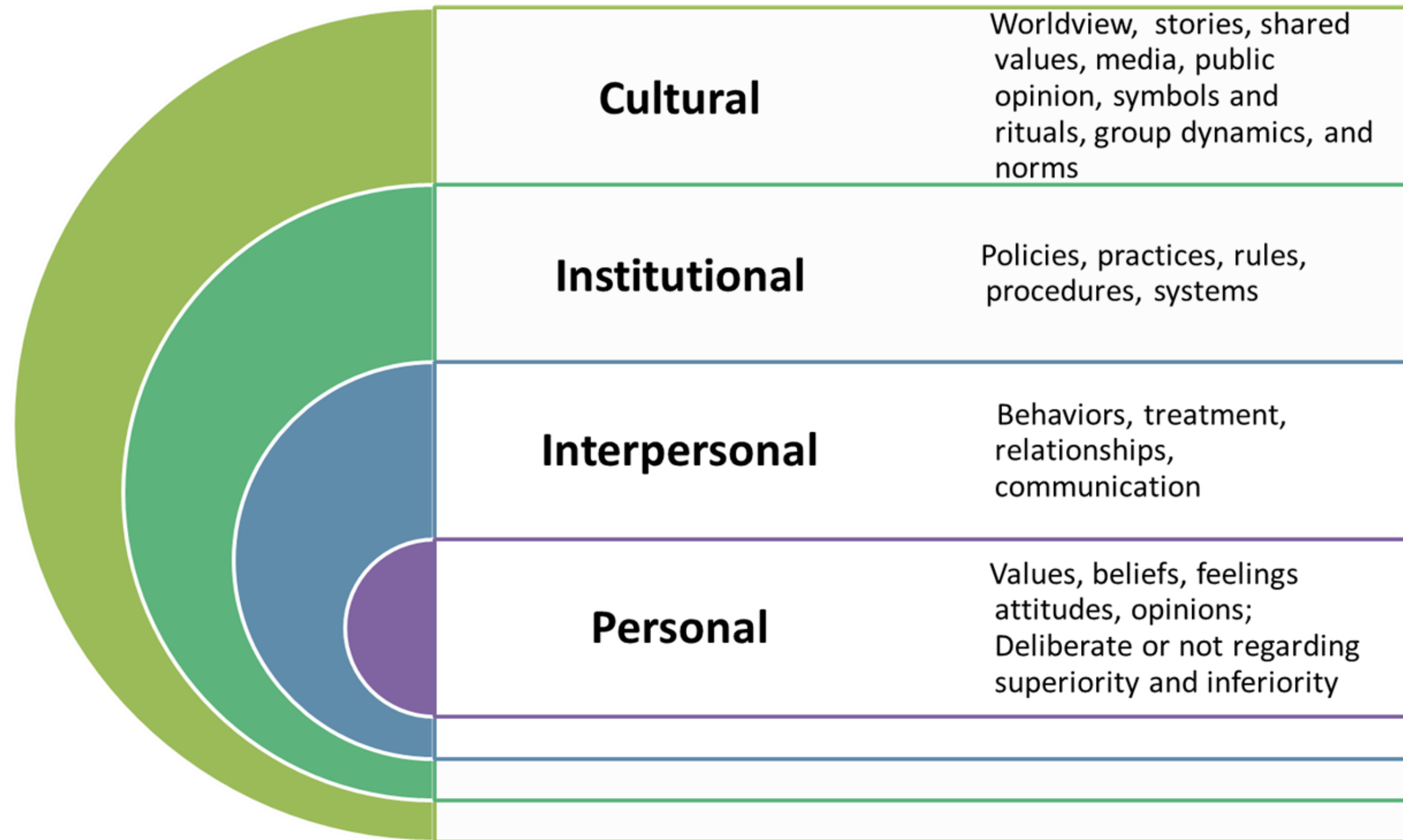
**Inclusion:
power, voice,
organizational
culture**



**Equity = results
from policy,
practice,
position**



Structural Oppression and Racism

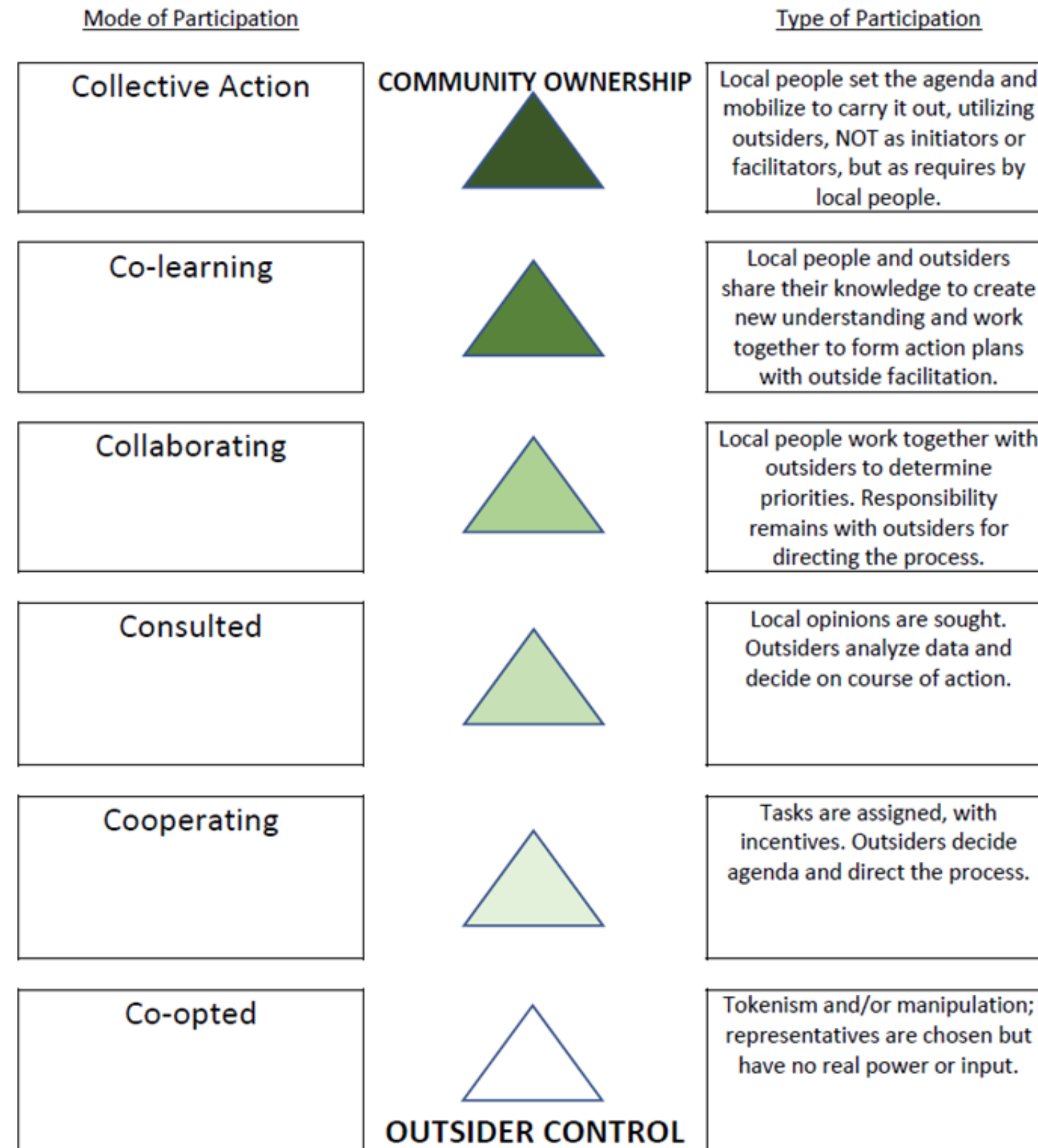


Community Participation

- “Community participation occurs **when a community organizes itself and takes responsibility for managing its problems**
- Taking responsibility includes **identifying the problems, developing actions, putting them into place, and following through”**



Levels of Community Participation



Assessing and Expanding Coalition Representation

Directions: Evaluate the representation at the table within your coalition:

	Current Representation	Additional Representation Needed	Recruitment Strategy
Sectors that influence social determinants of health and their distribution			
Communities with lived experience related to health inequities and the distribution of social determinants of health			

POWER DYNAMICS



Visible Power

Who is at the decision-making table? How are decisions made?



**Shapes
decisions**



Hidden Power

Who decides who's at the decision-making table? What are(not) priorities? How set?



**Shapes
politics**



Invisible Power

Narratives that define the understanding of the issue/problem



**Shapes
meaning**

	Examples	Responses/Strategies
<p>Visible Power— Who's represented? How inclusive is decision-making?</p>		
<p>Hidden Power— Who decides who's at the table? Who decides agenda?</p>		
<p>Invisible Power—What are the narratives that shape understanding of the issues and dynamics?</p>		

Equity Impact Review Tool



Inform. Involve. Inspire.

Equity Impact Review Tool

1. Proposed Strategy (e.g. policy, program, process, plan, system)

- Briefly describe the strategy.

- What is the intended impact or expected outcome of the strategy?

- How does the strategy affect equity? Early childhood? Health equity and other community priorities?

2. Consider the Impact

Select the factors the strategy may affect. It may impact many factors or just one.

Factors that contribute to equity	Check all that apply
Access to healthy food	
Access to safe, affordable, housing for all people	
Supportive neighborhoods/social support/social capital	
Healthy indoor and outdoor places	
Access to safe, clean, and quality indoors or outdoor spaces, such as parks, trees, and playgrounds	
Early childhood development services and community supports	
Education that provides high quality and culturally appropriate education for each student	
Job training and jobs that provide all residents a livable income	
Community economic development that supports local homes, businesses, buildings and land	

Step 1. SCOPING		Step 2. POTENTIAL IMPACTS			Step 3. MITIGATION	Step 4. MONITORING	Step 5. DISSEMINATION
a) Populations* Using evidence, identify which populations may experience significant unintended equity and health impacts (positive or negative) as a result of the planned policy, program, process, plan or system	b) Determinants of Health Identify determinants of equity and health to be considered alongside the populations you identify.	Unintended Positive Impacts.	Unintended Negative Impacts.	More Information Needed.	Identify ways to reduce potential negative impacts and amplify the positive impacts.	Identify ways to measure success for each mitigation strategy identified.	Identify ways to share results and recommendations to address equity.
Age-related groups (o.g., children, youth, seniors, etc.)							
Disability (o.g., physical, deaf, deafened or hard of hearing, visual, intellectual/developmental, learning, etc.)							
Ethnic-racial communities (o.g., racial/ethnicized or cultural minorities, immigrants and refugees, etc.)							
Formerly incarcerated							
Homeless (including marginally or under-housed, etc.)							

Discussion



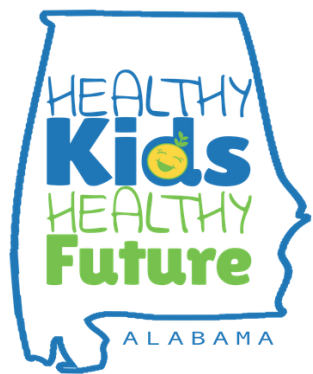
Thank you
for joining!





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