

# Racial Equity and Impact

Using a racial equity centered Results-Based  
Accountability framework in after school  
programs

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Erika Bernabei

Equity & Results, LLC

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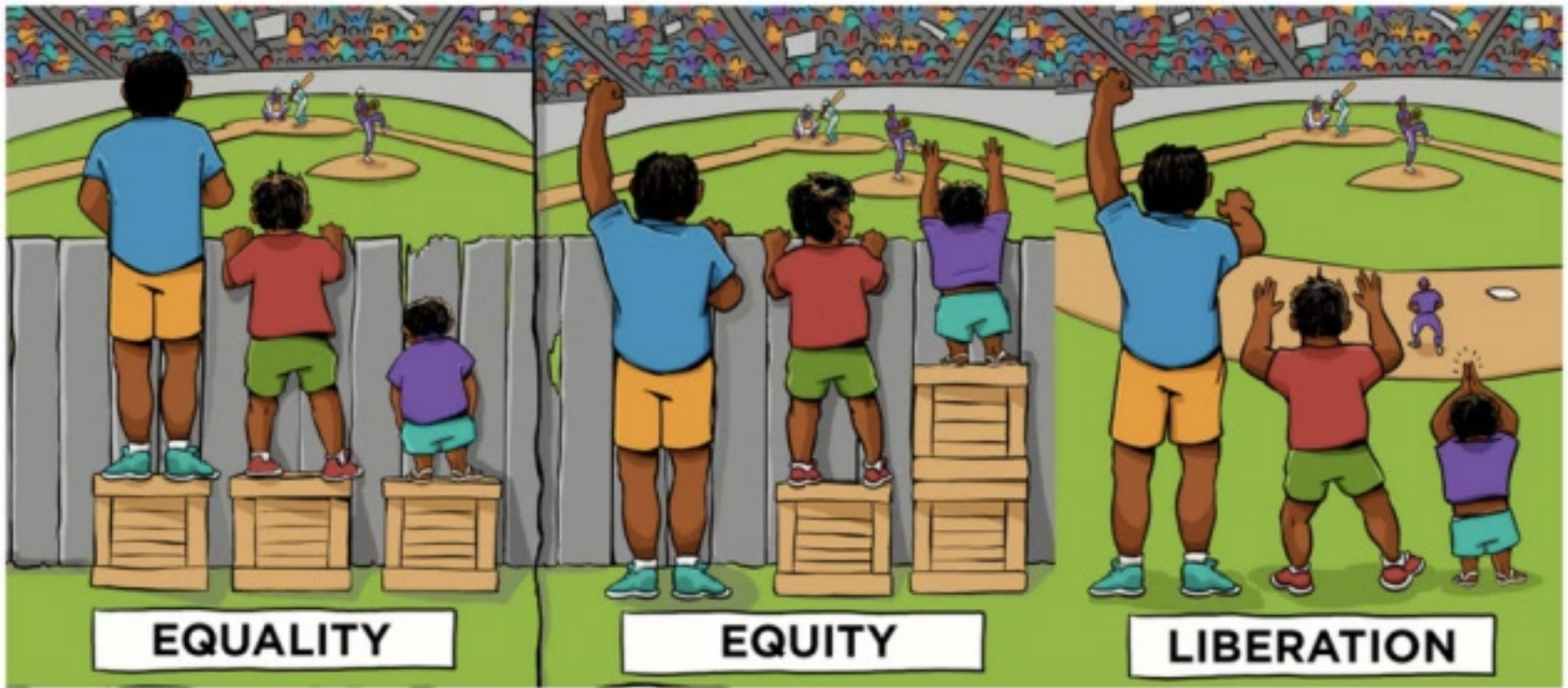
**"You can't be neutral  
on a moving train."**

- Howard Zinn

# Definition of racism:

## Race prejudice + power

-The People's Institute for  
Survival and Beyond



(Center for Story Based Strategy)

# Racial disparities in graduation in New York City

The graduation rate for black and Hispanic students is more than 20 percentage points below that of white students in NYC (2017, NY Times)

From 2011 – 2015, high schools in the highest performing quintile had graduation rates jump from 93% to 97 %, but in the lowest quintile experienced a drop, from 61% to 50% – mostly in the Bronx, with student who are majority Black and Latinx (2016, Office of the NYS Comptroller)

**What is accountability and  
to whom are we accountable?**

**NOT ONLY COMPLIANCE**

# Not just about intentions

Work, done with the best intentions, does not alone produce the racial equity in our communities ...  
or it would have already.

**We need tools**

**Results Based Accountability**



# Using a community centered, racial equity lens as the foundation for results work

- Community leaders and staff are mutually responsible for planning, identifying, collecting, sharing and using data
- A transparent, non-punitive culture around data *analysis* and *use* is created that is different that from reporting
- Communities aren't blamed for systems failures
  - Data is used consistently

# Using a community centered, racial equity lens as the foundation for results work

- Solutions are picked with an eye to root cause so that they will more likely work to disrupt and shift racially disproportionate outcomes
- Authentic, trusting relationships are built so that when data goes in the wrong direction, the group will encourage and empower people to seek solutions rather than blame team members

# Use disaggregated data to inform your decisions

...because there are unintended consequences of stopping at the first cut of data

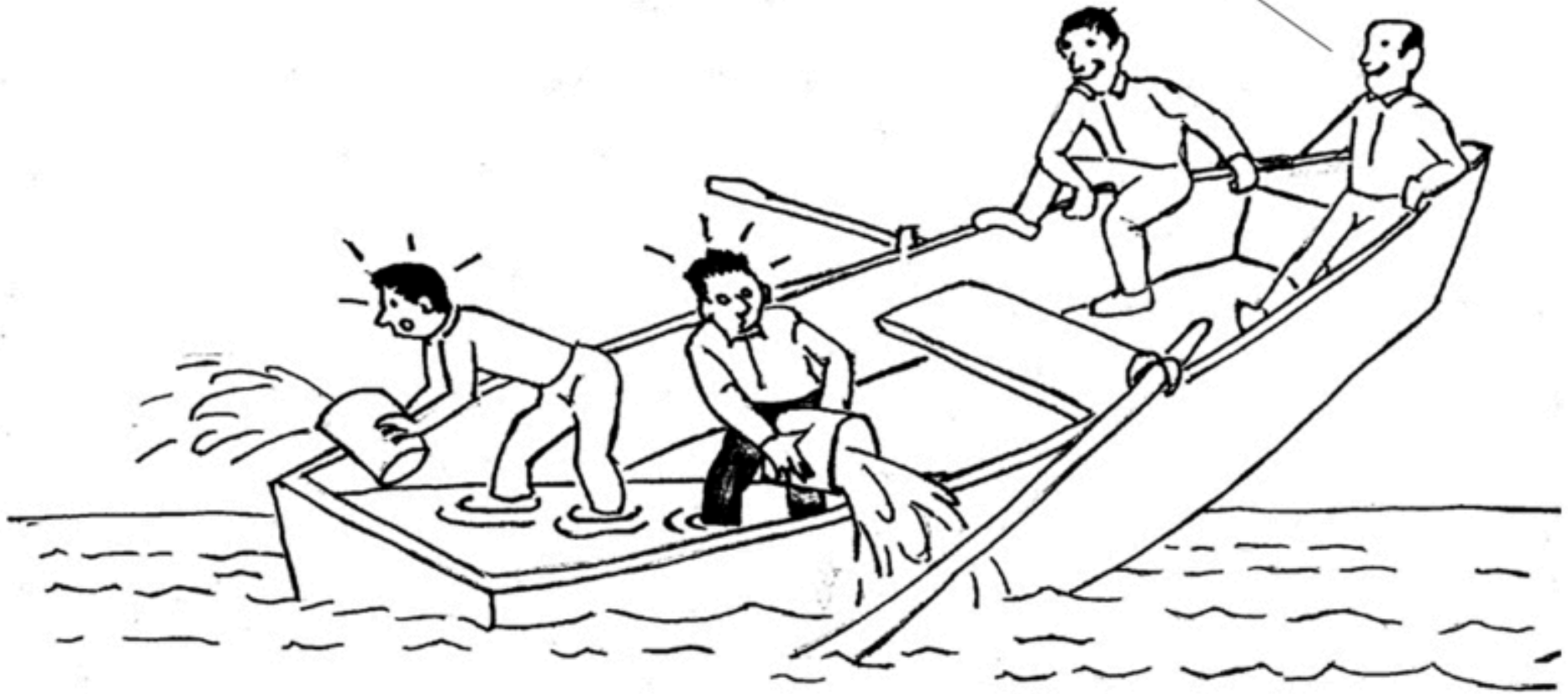
**Answer the Q:**

Whose lives are you looking to impact?

Then disaggregate by race, ethnicity, gender, sexual orientation, language, etc.

# Root Cause Analysis

Sure glad the hole isn't at our end.



# Key principles of Results-Based Accountability

- Data-informed, transparent decision-making
- Start at the end to determine what you seek to achieve and work backwards using data to map out the means
- Identify the appropriate level of accountability:
  - Population or whole community (*long term*)
  - Performance: Service System, Agency, Division or Program (*where the rubber hits the road*)
- Establish partnerships and ask effective questions to quickly get from ends to means

# Key principles of Results Based Accountability

- Use 7 questions to work effectively with partners
- Answer 3 questions to develop performance measures to determine the effectiveness of programs, services, agencies, systems and initiatives:
  - How much did we do?
  - How well did we do it?
  - Is anyone better off?
- Maintain language discipline

# Definitions

## RESULT

A condition of well-being for children, adults, families or communities.

i.e. All children in Queens are well educated, All people in Bed Stuy live in safe communities, All people in Brooklyn are economically self sufficient

## INDICATOR

A measure which helps quantify the result.

i.e. high school graduation rate, police arrest rate/crime rate, unemployment rate

## PERFORMANCE MEASURE

A measure of how well a program, agency or service system is working.

1. Quantity How much did we do?
2. Quality How well did we do it?
3. Impact Is anyone better off?



# Community leadership in selection and review of data

Even if data looks shows a positive impact, communities experiencing strategies need to help to identify the “why?” to determine any unintended consequences of success.

They are best positioned to flag root causes of otherwise neutral seeming actions or under the radar factors., and will should help refining solutions to ineffective practices.

# Put a stake in the ground

Now the hard work begins.

Each agency/program contributes to one or more  
indicator.

Identify performance measures that show how your  
work is connected to those indicators and use them  
to track your impact over time.

# 7 Questions of Performance Accountability

- Who do you/does your work serve?
- How can you measure if they are better off?
- How can you measure the quality of your work?
- How are you doing on these measures quantitatively (data trend) and qualitatively (root cause/story)?
- Who are the partners with a role to play?
- What works brainstorm (practices, processes, and/or policies)?
- What do you propose to do, in what timeline and in what budget?

# Who/what do you serve? (institutions, people, systems)

Clarity about who/what you serve gives focus to the measures you select – it also ensures that you do not unintentionally hold people accountable for change outside of the scope of the work.

Not every strategy will impact community members directly (i.e. parenting program); some will impact other kinds of stakeholders, such as elected officials (i.e. policy brief development), board members (i.e. training), or internal staff (i.e. hiring policy)

# Is anyone better off/ did the work make a difference?

**Answer the questions:**

How would I know if this solution worked?

What is the intended impact?

How would I know if anyone is “better off” as a result  
of it/it made a difference?

**...and articulate it as a measure.**

# What are the Root Causes?

What are the factors that contribute to the racial disparity you see in the data?

What factors do you anticipate affecting the future?

What are the causes and forces at work?

Dig deep and try to identify the “root causes”

Ask “WHY” 3-5 times!

# Selecting meaningful partners

After root cause analysis, consider which partners you need to do impactful work. GARE must partner with the **jurisdictions served**, and a broad range of other institutions to successfully address racial inequity.

## Consider:

- government agencies
- local government leadership
- nonprofits
- philanthropies
- community based, advocacy and community organizing groups
- the private sector
- any other partners that would be required

# Unlikely Partners

Think of “unlikely suspects” or partners that you have avoided in the past

*These might well be the exact partners you need in order to get to equitable outcomes*

Consider current partners and how they might **expand, stop** or **change** what they are doing

Even if you cannot figure out how to get a needed partner to the table, name them and create a plan with others



# What works / critical strategies brainstorm to change the data trend in service of racial equity?

No one program or policy will produce a result, but over time, multiple strategies can have an impact.

Identify strategies in multiple categories.

You may use the following categories to begin the conversation:

- Low-cost, no-cost ideas
- Ideas identified through community knowledge
- Promising practices
- Evidence-based practices
- Out of the box/ "imagine if" ideas

# **Consider how current policies and service systems maintain or reinforce structural/institutional racism**

Think about everything you do, including current activities and service systems, policy implementation/changes and best practices.

\*Remember that root causes inform brainstorming.

# Developing Performance Measures

## How much did we do?

**# organizations/  
people served**

**# activities  
(by type of  
activity)**

## How well did we do it?

**% common measures**

e.g. workload ratio, staff composition,  
% staff fully trained/culturally  
competent

**% activity-specific  
measures**

e.g. % timely  
% people completing activity/training  
attendance rate,  
% correct and complete

## Is anyone better off?

**#/% skills/knowledge**

e.g. knowledge of how to start a small biz

**#/% attitude/opinion**

e.g. feel a sense of belonging

**#/% behavior**

e.g. school attendance, residents included in decision-making, eating more fresh  
fruits and vegetables

**#/% circumstance**

e.g. working, in stable housing, diabetes rate

# Criteria for Prioritizing Indicators & Performance Measures

## Communication Power

Does the measure communicate to a broad range of audiences?  
Do people care about this measure?

## Proxy Power

Does the measure say something of central importance about  
the result or action?

Does the measure stand in the place of a number of others?

## Data Power

Are good, accessible data available?

**Consider how some of your current policies and strategies maintain or reinforce structural/institutional racism**

# What's next? Action commitments

- Who will do what, by when?
- What resources are needed to get it done?
- Is this a long-term action that needs time or can it be done tomorrow?
- What is the active role of community leadership in making these decisions?
- Write it down

**Erika Bernabei**

**[erika@equityandresults.com](mailto:erika@equityandresults.com)**

**914.924.3850**

**erikabernabei.com**

**equityandresults.com**