Incorporating and Accelerating Race Equity to Strengthen EBP Implementation

THE ANNIE E. CASEY FOUNDATION

The Annie E. Casey Foundation

The Annie E. Casey Foundation creates a brighter future for the nation's children by developing solutions to strengthen families, build paths to economic opportunity and transform struggling communities into safer and healthier places to live, work and grow.
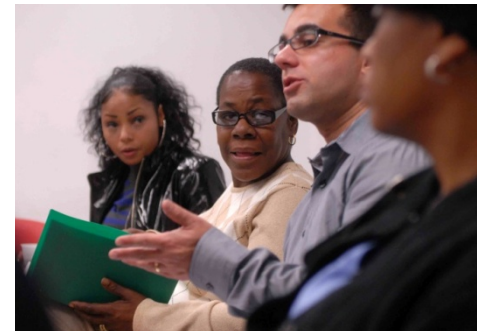
FAMILY

OPPORTUNITY

COMMUNITY

Evidence-Aligned Results and Strategies

All children and youth have a nurturing and supportive family

Children and youth of color achieve well-being outcomes with the effective use of racial-equity informed, evidence-based programs and policies in their communities

Employing evidence-based approaches within a place-based context

Building and supporting evidence-based practices and programs
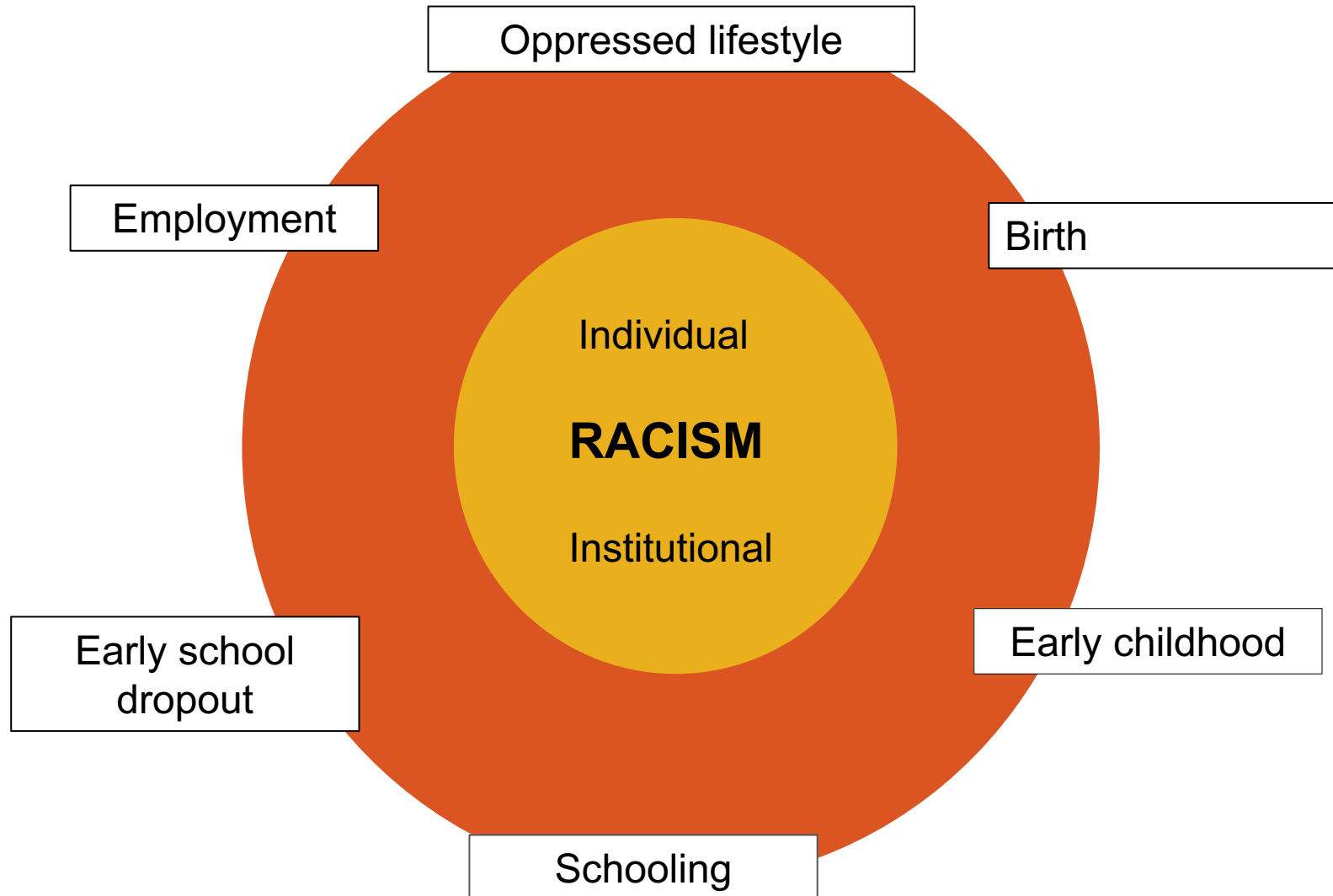
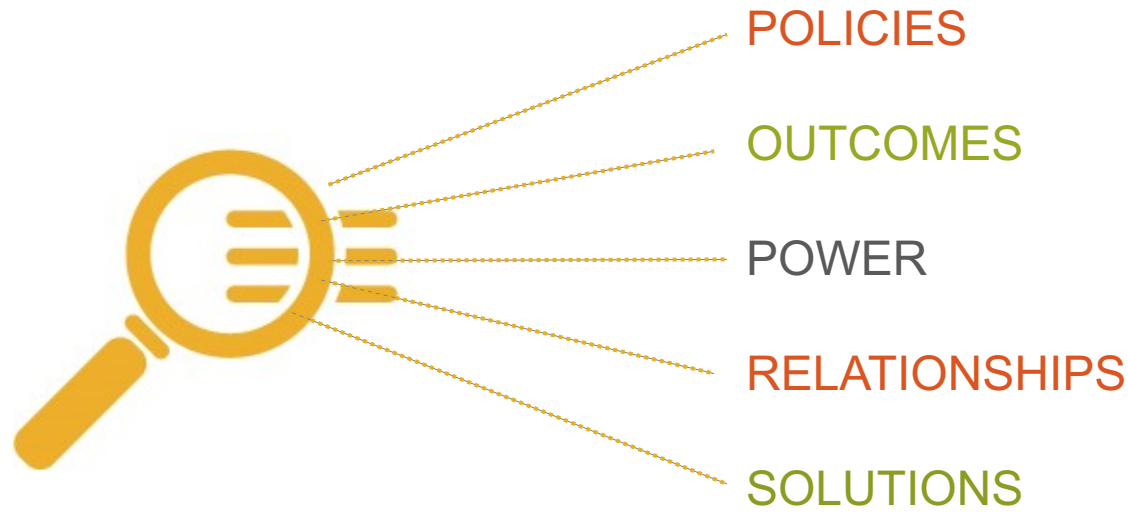Applying implementation science

Racism Defined

Racism is:

"**systematized** oppression of one race over another, characterized by various forms of oppression within **every sphere of social relations,** including economic exploitation, political subordination, cultural devaluation, psychological violation, etc. These states together make up a whole of interacting and **developing processes** which operate so **normally and naturally** and are so much a part of the existing **institutions of society** that the individuals involved are barely conscious of their operation"

 James Boggs, Racism and the Class Struggle, 147-148.

The Effects of Racism

Oppressed lifestyle

Employment

Birth

Individual

RACISM

Institutional

Early school dropout

Early childhood

Schooling

Using a Racial Equity Lens

POLICIES

OUTCOMES

POWER

RELATIONSHIPS
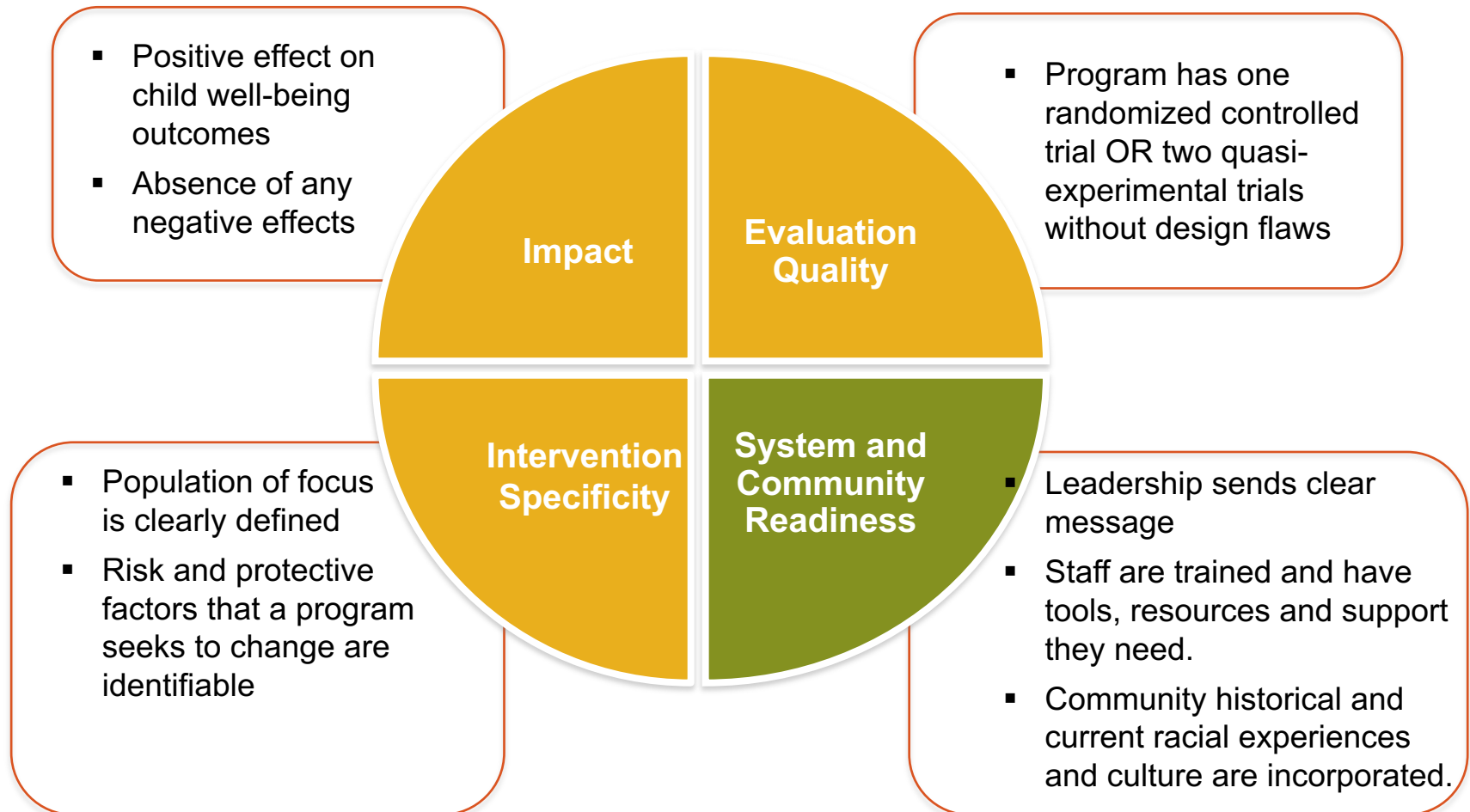
SOLUTIONS

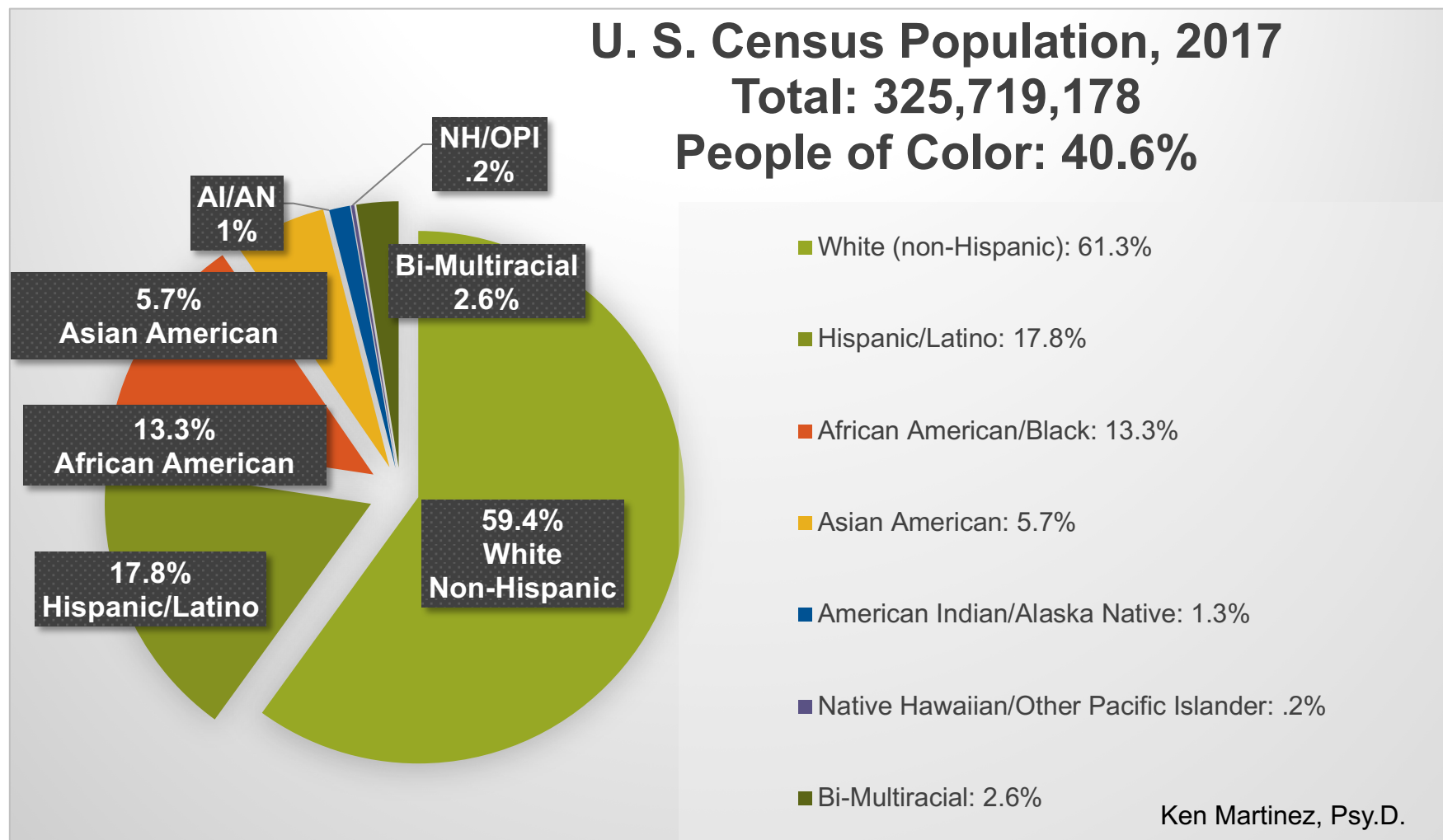"The metaphor of a lens allows us to see our contexts in new and revealing ways."

-#FacingRace14

Essential Characteristics of Proven Programs

- Positive effect on child well-being outcomes
- Absence of any negative effects

Impact

Evaluation Quality

- Program has one randomized controlled trial OR two quasi-experimental trials without design flaws

Intervention Specificity

System and Community Readiness

- Population of focus is clearly defined
- Risk and protective factors that a program seeks to change are identifiable

- Leadership sends clear message
- Staff are trained and have tools, resources and support they need.
- Community historical and current racial experiences and culture are incorporated.

The Changing Demographics of America

U. S. Census Population, 2017
Total: 325,719,178
People of Color: 40.6%

NH/OPI .2%

AI/AN 1%

5.7% Asian American

Bi-Multiracial 2.6%

13.3% African American

17.8% Hispanic/Latino

59.4% White Non-Hispanic

- White (non-Hispanic): 61.3%
- Hispanic/Latino: 17.8%
- African American/Black: 13.3%
- Asian American: 5.7%
- American Indian/Alaska Native: 1.3%
- Native Hawaiian/Other Pacific Islander: .2%
- Bi-Multiracial: 2.6%

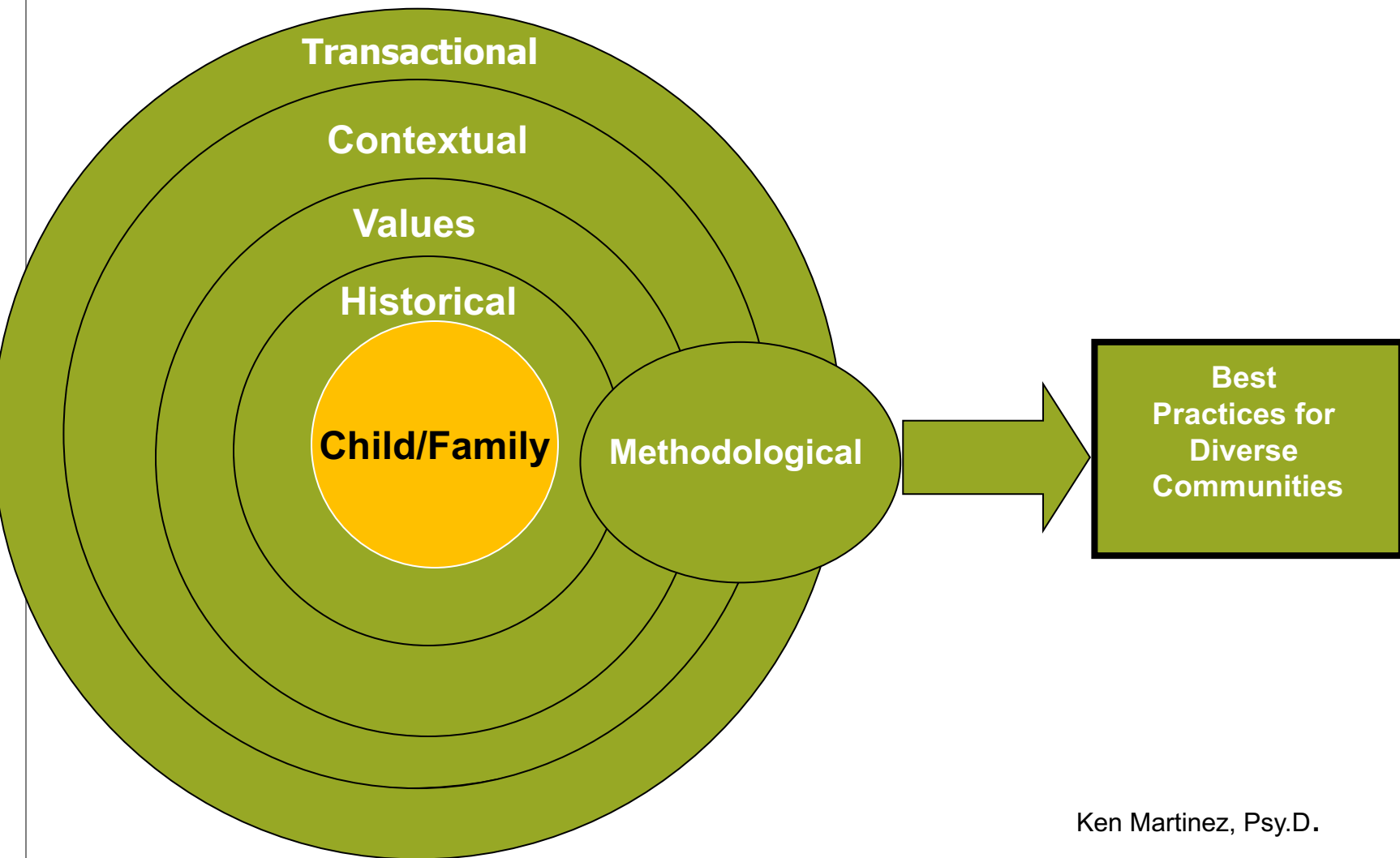Ken Martinez, Psy.D.

Conceptualizations of Culture

- A mixture of observable and non-observable phenomena

- Process of constructing shared ideas, attitudes and values that guide and motivate behavior

- Process of meaning making

Ken Martinez, Psy.D.

Dynamic Ecological Contexts of Culture To Consider When Developing, Adapting, Choosing and Using EBPs with People of Color

Transactional

Contextual

Values

Historical

Child/Family

Methodological

Best Practices for Diverse Communities

Ken Martinez, Psy.D.

Domains and Variables

Historical
- **Racism**
- **Ethnocentrism**
- **Colonialism**
- **Displacement**
- **Genocide**
- **Prejudice**
- **Discrimination**
- **Exploitation**

Values
Cultural beliefs
- **Spirituality**
- **Religion**
- **Concepts of:**
  - Family
  - Respect
  - Communal vs. individualistic
  - Cooperation vs. competition
  - Interdependence vs. independence
- **Rituals**
- **Traditions**
- **World view**

Contextual
- **SES**
- **Immigration status**
- **Generation in United States**
- **Degree of political power**
- **Transnationalism**
- **Geographic region**
- **Cultural knowledge**
- **Acculturation level**
- **Self-identified cultural identity**
- **Heterogeneity within culture**
- **Respect for community knowledge**
- **Setting**
- **Age**

Methodological
- **Paradigm/conceptualization**
- **Epistemology**
  - **Empirical**
  - **Non-empirical**
    - Qualitative
    - Pluralistic
- **Efficacy vs. effectiveness**
- **Definition of evidence**
  - By whom
  - Using what standard
  - Compared to what
- **Research approach**
  - Traditional (Top down)
  - Community defined (Bottom up)
- **Data collection/analysis/interpretation**
- **Translation**
- **Clinician/Consumer match**

Transactional
- **Language**
- **Engagement**
- **Synchronous goals**
- **Relationship**
- **Engaging youth, families, & consumers in research**
- **Availability of providers**

Developing, Adapting, Choosing and Using Evidence-Based Practices

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Overlooked Aspects of Culture

- The non-observable world views that frame the way we see reality, ourselves and others
  - Metaphysical systems
  - Epistemologies as culturally constituted

- Cognitive or conceptual styles and their diversity (Vargas, 2014)

Psychology as Science

— Political beliefs and values are intertwined with our Western concept of science

— Need to examine the beliefs and values of our dominant epistemology by which we define science

— Need to appreciate how American and Western psychology is socio-historically rooted

Ken Martinez, Psy.D.

Psychology's Globalization of the American/Western Way of Thinking

- 2008 survey of top six psychology journals (Watters, 2013)

  – 96% of subjects in studies from 2003 to 2007 were Western European

  – Nearly 70% were from the United States

  – 96% of subjects in these studies were from countries that represent 12% of world's population

- Most research based on the Western mind (Henrich, Heine, and Norenzayan, 2010)

  – Culturally shaped analytic/individualistic mind-sets may partly explain why Western researchers have failed to take into account the interplay between culture and cognition.

Ken Martinez, Psy.D.

Consider This…

We know that cultural values, attitudes, beliefs and ideas influence how we think. But perhaps, more importantly:

- Culture itself **frames** how we think, which then affects our values, attitudes, beliefs and ideas.

- This process is reciprocal and interactive.

Ken Martinez, Psy.D.

What about Evidence?
Who Defines It?

- What if "evidence" was defined from more than one world view or epistemology?

- What if policy makers, researchers, funders, administrators and key decision-makers considered other definitions of "evidence" (from other world views) as accepted funding criteria?

- What if "evidence" was also defined from the "bottom up" instead of only from the "top down" (i.e., practice-based evidence or community-defined evidence)

Ken Martinez, Psy.D.

Considerations and Implications

- Consider the values/beliefs, historical, contextual, transactional and methodological variables/issues when developing, choosing and using EBPs

- Consider cultural match of practice/treatment to population

- Use full range of practice options that work in communities of color, not limited to "approved lists"

Considerations and Implications

- Train clinicians on the meta-skills necessary to equitably engage with persons of other cultures and uncover local cultural content and evidence

- Caution when globalizing EBPs based on efficacy studies on solely American populations

- Address the limitations of cross-cultural research using American/Western methodologies and analyses

- Avoid premature research generalizations about the universality of developmental and psychological processes across cultures

Ken Martinez, Psy.D.

Considerations and Implications

- Participatory action research or other similar community-based research models ought to be encouraged to engage families, youth, consumers and communities in research within their own communities

- Cost is also a consideration for cultural communities since some EBPs are proprietary

- Work with policy makers to refrain from "legislating" practices under the pretext of good stewardship, risking the omission or the restriction of community/cultural results-based options

What Are We Trying to Achieve?

- Successful implementation ensures programs work for the healthy development and well-being of young people and their families.

- The intersection of effective community engagement and strong research and evaluation strengthens the implementation of evidence-based programs.
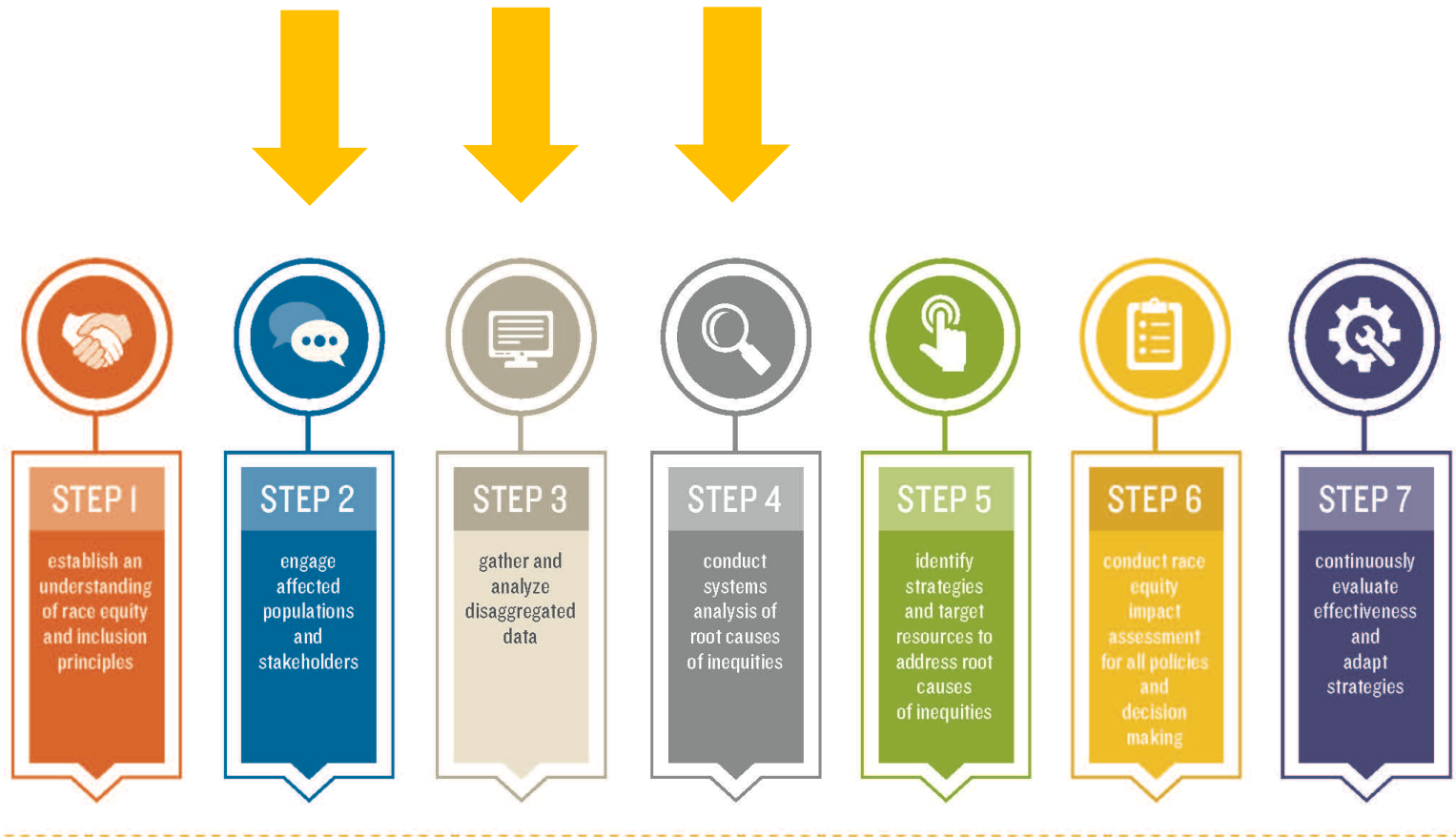
Universal Societal Challenges

- Programs and practices are not equipping enough of our children to thrive in health, education, well-being and employment
- Racist policies of the past and today have disconnected children of color from these building blocks of opportunity.
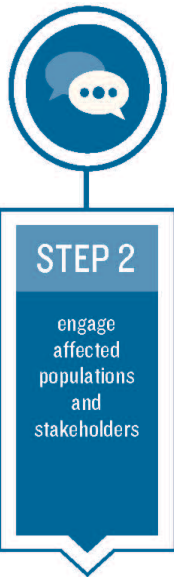
Challenges for Our Field

- Lack of input from members of the community.

- Prevalence of data presented in ways that precludes the identification of differences in needs and outcomes in diverse samples

- Underrepresentation of people of color in the field of program implementation, evidence-building, research and evaluation

- Lack of analysis of structural and system-level drivers of racial inequity

7 Steps to Advance Race Equity

STEP 1
establish an understanding of race equity and inclusion principles

STEP 2
engage affected populations and stakeholders

STEP 3
gather and analyze disaggregated data

STEP 4
conduct systems analysis of root causes of inequities

STEP 5
identify strategies and target resources to address root causes of inequities

STEP 6
conduct race equity impact assessment for all policies and decision making

STEP 7
continuously evaluate effectiveness and adapt strategies

Engage Affected Populations and Stakeholders

STEP 2

engage affected populations and stakeholders

- Take into account cultural differences in program implementation, evidence-building, research and evaluation and gather reliable evidence about what works for affected populations and inform better outcomes.

- Ensure initiatives and solutions have the best chance of achieving outcomes by employing diverse evaluation experts.

Gather and Analyze Disaggregated Data

STEP 3

gather and analyze disaggregated data

- Collect, analyze and use race and ethnicity data as an integral part of the continuing improvement efforts, quality assurance, supervision and accountability processes of every organization and public system.

- Provide technical assistance to develop and strengthen human and institutional resources (training, partnership building, employment of community members on evaluation tasks).

- Collaborate with diverse researchers and evaluators.

Conduct Systems Analysis of Root Cause of Inequities

STEP 4

conduct systems analysis of root causes of inequities

A systems analysis, or structural racism analysis, helps us look at problems holistically, by considering the context and compounding dynamics, to uncover root causes and possible solutions.

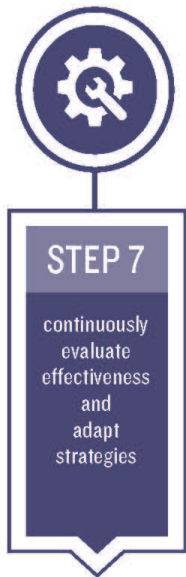1. Identify root causes and contributing factors

2. Surface possible strategies and solutions for addressing the problems

3. Help discern among the options generated which strategies and solutions can leverage desired changes and make transformative systemic impacts

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# Continuously Evaluate Effectiveness and Adapt Strategies

STEP 7

continuously
evaluate
effectiveness
and
adapt
strategies

- Important to consistently assess whether investments are accomplishing stated racial equity goals.

- Focus data and research on programs with "community credibility" and, if proven effective, analyze how they can be implemented at scale for people of color.

Implement Strategy

Track Results

Assess Progress

Revise Strategy
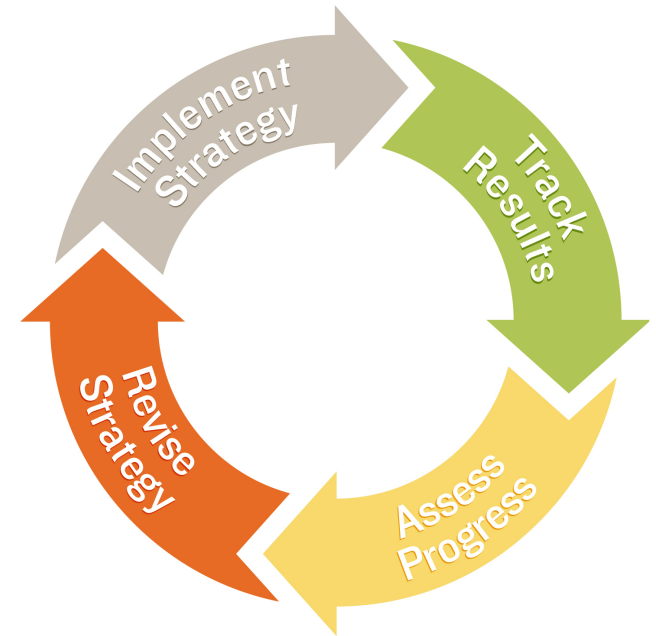
Equitable Evaluation Framework

STEP 7
continuously evaluate effectiveness and adapt strategies
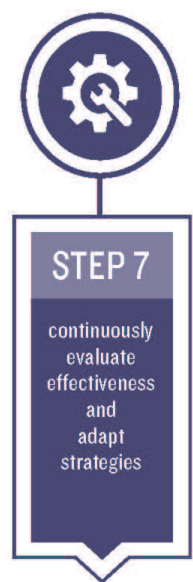
Diversity in research/evaluation team

Culturally appropriate methods

Analysis of racial and ethnic disparities

Analysis of structural and systems-level drivers of inequity

Community role in shaping and owning research/evaluation

Dissemination of findings

Source: Equitable Evaluation Project (2018). Framing Paper. Equitable Evaluation.org.

Culturally Appropriate Methods

- Methods are relevant and valid for the community.

- Rigor is assessed not just methodologically but in the context of the communities.

- Methods are designed to examine community/individual assets.

Analysis of Structural and Systems-level Drivers of Inequity

- Research/evaluation questions address issues related to racial/ethnic inequities.

- Data are analyzed by race and ethnicity to identify disparities.

- Analyses look at the intersectionality of race/ethnicity, gender, age, socio-economic status, education, etc.

Community Role in Shaping and Owning Research and Evaluation

- There is a focus on engaging community members in the co-design of the research or evaluation (e.g., community advisory group).

- Community members have access to the data collected through the research or evaluation.

Guiding Principles of Community Engagement in Evaluation

- Employ an empowerment approach

- Provide capacity building

- Respect cultural diversity

- Build trust

- Conduct an ethical approach

The Community-Engaged Research Continuum: from Low to High Community Involvement

LOW	MEDIUM Community-engaged Research Continuum HIGH	
Traditional Research Approach	**Research with the Community**	**Community-based Participatory Research Approach**
Researcher defines problem	Research IN the community, or WITH the community	Community identifies problem or works with researcher to identify problem
Research IN or ON the community	Research WITH community as partner	Research WITH community as full partner
People as subjects	People as participants	People as participants and collaborators
Community organizations may assist	Community organizations may help recruit participants and serve on advisory board	Community organizations are partners with researchers
Researchers gain skills and knowledge	Researchers gain skills and knowledge, some awareness of helping community develop skills	Researchers and community work together to help build community capacity
Researchers control process, resources and data interpretation	Researchers control research, community representatives may help make minor decisions	Researcher and community share control equally
Researchers own data, control use and dissemination	Researchers own the data and decide how it will be used and disseminated	Data are shared; researchers and community decide its use and dissemination
Other examples in evaluation- Community member answers the evaluator's interview questions completely and honestly. Community member agrees to release access to his/her educational data/school records.	Other examples in evaluation- Community members participate in pilot testing data collection instruments for an evaluation and in analyzing the results of community member feedback on the data collection instruments. Community members assist with public relations for the project by sharing the dissemination points of contact, e.g.- churches, community groups	Other examples in evaluation- Community members lead the design of the evaluation questions which are the basis for a survey. Community members have the power to influence the program implementation and evaluation plans so they are more culturally relevant.

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