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**Fairness and Equity**

**California Common Core**  
December 31, 2018



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**Overview of the Day**

- Welcome and Review of the Agenda
- Learning Objectives
- What is Fairness & Equity?
- Disproportionality and Disparity in Child Welfare
- Cultural Humility
- Practice Scenario
- Wrap-Up/Participant Satisfaction Survey

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Learning Objectives

- Trainee Guide, pg. 6

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Group  
Agreements



- Be collaborative
- Ask lots of questions—let us know what you think
- Be open to trying new things
- Be willing to make mistakes
- Maintain confidentiality
- Be responsible for your own learning

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What is Fairness and Equity?

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## What is Fairness and Equity?



Introduction to Environmental, Justice, Equity and Health. Lesson Plan 3 *How are Equality and Equity Different?* Retrieved 6/6/2016 from [justhealthaction.org/resources/jha-curriculum-material/](http://justhealthaction.org/resources/jha-curriculum-material/)

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## What is Fairness and Equity?

- Equity and equality are not the same.
- Equity doesn't strive for sameness; it strives for fairness.
- Fairness is achieved by treating everyone in a way that recognizes who they are and what their needs are.
- Everyone's needs are met according to their circumstances (i.e., barriers and opportunities).

Excerpt from "The School That Equity Built", *An Equitable Classroom Environment*. Elementary Teacher's Federation of Ontario, 2000, Ontario, Canada.

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"Equity is the process and equality is an outcome."

Education reform. *Equity*. (2016, April 21) Retrieved 6/6/2016 URL <http://edglossary.org/equity/>

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### A Band-Aid Approach

- Review the description of your injury.
- Imagine the level of treatment needed.
- The E.R. doctor will be around to provide treatment.

Friedman, Lisa. Teaching Fairness vs. Equality. Band-Aid Activity. Retrieved 6/6/2016 URL <http://jewishspecialneeds.blogspot.com/2013/12/teaching-difference-between-fairness.html>

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*Are Child Welfare Services  
fair and equitable?*

*Yes or No*

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### Disparity And Disproportionality

- DISPARITY is the disparate or inequitable treatment or services provided in non-dominant groups (i.e., non-White, LGBTQ, rural) compared to those provided to similarly situated (e.g., socio-economic status) children from dominant groups.
- DISPROPORTIONALITY is the over- or under-representation of children in foster care and child welfare, based on membership in certain groups, as compared to their representation in the general population

Orange County Children and Family Services, *Eliminating Racial Disparity and Disproportionality* Retrieved 6/6/16 URL: <https://cms.ocgov.com/gov/ssa/adopt/oc4kids/ff/strategy/workgroups/erdd/default.asp>

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Examples of Equitable Practice in Child Welfare

- Active Efforts vs. Reasonable Efforts
- Structured Decision Making Tools
  - Risk Assessment Tool
    - Very High/High = Promote
    - Very High/High = Weekly face-to-face contact
- Visitation Policy
  - Infants vs. Teens

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LGBTQ & Gender Non-Conforming System-Impacted Youth in the United States

- 1.6% of U.S. adults identify as gay or lesbian (CDC, July 2014)
- 0.7% of U.S. adults identify as bisexual (CDC, July 2014)
- 0.3% of U.S. adults identify as transgender (The Williams Institute, 2011)
- 19% of youth in foster care in L.A. identify as lesbian, gay, bisexual, transgendered, or queer (Wilson et al., 2014)
- 30% of LGBTQ youth in detention facilities were previously removed from their homes by child welfare, compared to 11% of heterosexual youth (Irvine & Canfield, 2016)
- 35% of gender non-conforming or transgender youth in detention facilities were previously removed from their homes by child welfare, compared to 10% of gender-conforming youth (Irvine & Canfield, 2016)

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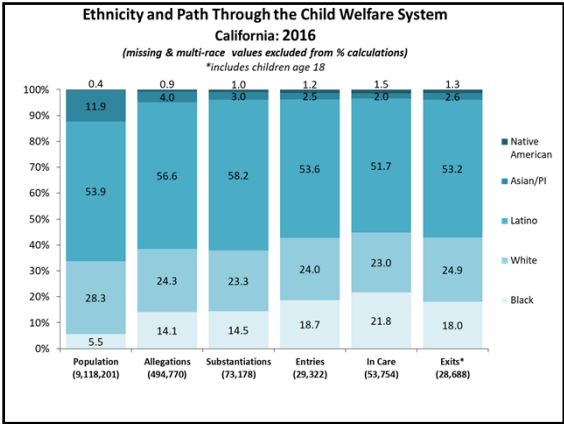
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### Examples of Inequitable Practice in Child Welfare

- White families are more likely to receive services that allow the children to remain in the home, while families of color are more likely to have their children placed in out-of-home care (Derezotes & Poertner, 2005).
- In the second round of CFSRs, only 19 states received a positive rating on the item regarding state efforts to recruit and retain resource parents who reflect the racial and ethnic diversity of the foster care population in that state (Children's Bureau, 2011). For California, this item was designated as an "Area Needing Improvement (ANI)" (Children's Bureau, 2008).
- African American and Native American children enter the foster care system at a disproportionately high rate. Once they have been removed from their homes, they are more likely to remain in care and less likely to be reunited with their families than are White children (Child Welfare Information Gateway, January 2011).
- Working with fathers and research into father's relatives are not always a standard part of Child Welfare practices (National AIA Resource Center, November 2015).
- 25.7% of L.A. County LGBTQ youth in foster care live in a group home, as compared to 10.1% of non-LGBTQ foster youth (Williams Institute, August 2014).

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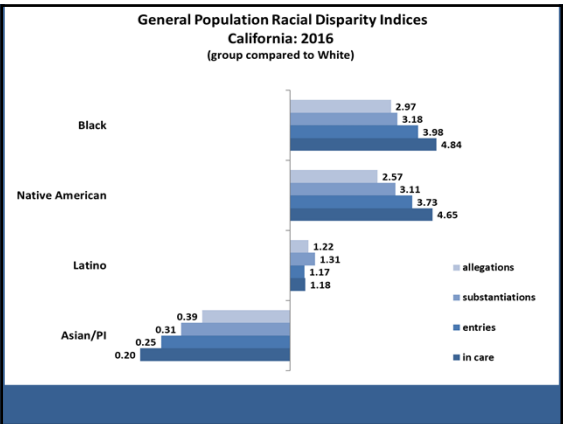
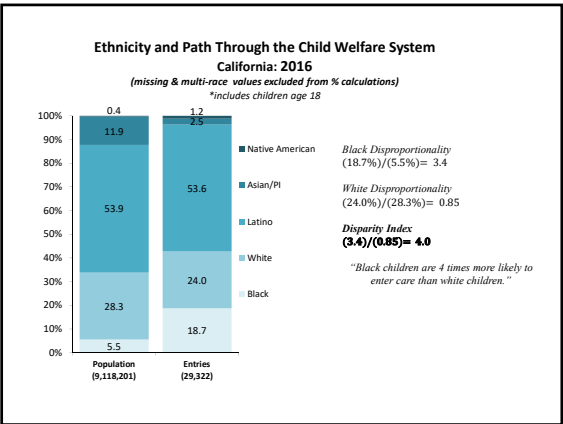
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## Proposed Explanations

- Disproportionate and disparate need of children and families of color
- Geographic context (i.e., region of country, region of state, urbanicity and/or neighborhood characteristics)
- Racial bias and discrimination in the child welfare system
- Child Welfare system processes and resources

*The Alliance for Racial Equity in Child Welfare: Disparities and Disproportionality in Child Welfare: Analysis of the Research, 2011*

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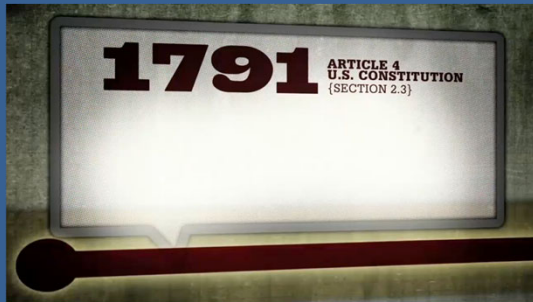
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## Legalize Democracy (Video)



(2013, October 17). *Legalize Democracy* [Video file]. Retrieved from [https://calwec-hosting.s3.amazonaws.com/CC3/classroom/videos/foundation\\_block/Legalize\\_Democracy.mp4](https://calwec-hosting.s3.amazonaws.com/CC3/classroom/videos/foundation_block/Legalize_Democracy.mp4)

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## Fair and Equitable Practice

Acknowledges that an accurate assessment is predicated on understanding the present day impact of **historical oppression** and resulting social stratification on an individual's and/or family's positionality (i.e., access to barriers and opportunities) in the community and society in which they belong.

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### A.D.D.R.E.S.S.I.N.G. Difference...

- Age and generational differences
- Developmental disabilities
- Disabilities (seen and unseen)
- Religion and spiritual orientation
- Ethnic and racial identity
- Socioeconomic status
- Sexual/affectional orientation
- Indigenous heritage (within my ethnicity)
- National origin
- Gender

Hays, P.A. (2013). Connecting Across Cultures: The Helper's Toolkit. Thousand Oaks, CA: SAGE, pp. 15-16. Original version published in Hays, P.A. (2008). Addressing cultural complexities in practice: Assessment, diagnosis, and therapy. Washington, D.C.: APA

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### Activities...

- 'Privilege Walk' AND
- 'Shooting for Success'

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### Fair and Equitable Practice

Acknowledges that one's social position affords advantage and disadvantage to some more than others based on a complex and multidimensional **intersection** of social identities that include race, class, gender, sexuality, faith, and other differences.

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## Fair and Equitable Practice

Requires a cultural awareness of ourselves and others while continuously acknowledging and examining our own **biases**, **prejudices** and **privileges**, and the ways in which both our actions and our inactions consciously or unconsciously perpetuate inequality.

Excerpt from "The School That Equity Built", *An Equitable Classroom Environment*. Elementary Teacher's Federation of Ontario, 2000, Ontario, Canada.

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## Fair and Equitable Practice

When such practices and attitudes become normalized in a system such as child welfare, the problem is termed systemic (i.e., structural) because it is embedded in the policies and decision making processes and it is perpetuated at an unconscious level.

Excerpt from "The School That Equity Built", *An Equitable Classroom Environment*. Elementary Teacher's Federation of Ontario, 2000, Ontario, Canada.

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## Cultural Humility

A cultural humility perspective challenges us to **learn** from the people with whom we interact, **reserve judgment**, and bridge the cultural divide between our perspectives, in order to facilitate well-being, and promote improved quality of life. Such a perspective **freees the observer from having to possess expert knowledge** in order to maintain knowledge-based power, control and authority over matters about which **diverse populations are far more knowledgeable**.

Tervalon, M. and Murray-Garcia, J. (1998).

Source: National CW Workforce Institute. Faller, Kathleen L. (Professor) & Ortega, Robert M. (Associate Professor) (2013, July 31). *Leadership Academy for Middle Managers, Cultural Humility and Management in Child Welfare Services*. [Video file] . Retrieved 6/6/2016 from <https://vimeo.com/71440920>

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## Cultural Humility (*cont'd*)

Cultural Humility promotes.....

- Continuous engagement in self-reflection and self-critique as life-long learners and reflective practitioners.
- Checking the power imbalances that exist in the professional-client relationship.
- Mutual respect, partnership, and advocacy with communities on behalf of the clients served and in which clients are embedded.

Source: National CW Workforce Institute, Faller, Kathleen L. (Professor) & Ortega, Robert M. (Associate Professor) (2013, July 31). *Leadership Academy for Middle Managers, Cultural Humility and Management in Child Welfare Services*. [Video file]. Retrieved 6/6/2016 from <https://vimeo.com/71440220>

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## Revisit A.D.D.R.E.S.S.I.N.G. Difference...

- Age and generational differences
- Developmental disabilities
- Disabilities (seen and unseen)
- Religion and spiritual orientation
- Ethnic and racial identity
- Socioeconomic status
- Sexual/affectional Orientation
- Indigenous heritage (within my ethnicity)
- National origin
- Gender

Hays, P.A. (2013). *Connecting Across Cultures: The Helper's Toolkit*. Thousand Oaks, CA: SAGE, pp. 15-16. Original version published in Hays, P.A. (2008). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy*. Washington DC: APA

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## Mini-Scenarios at Your Table Groups

- Individually, read the scenario given to your table group (A, B, C or D).
- As a table group, answer the questions.
- Debrief with larger group.

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Let's Practice... "Lizbeth" (Optional)

- Read the scenario.
- Discuss and list your responses at your tables.
- Create three to four different questions.

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Reflections.....

- ➔ What's one thing you heard today that you value and makes sense to you?
- ➔ What are you already doing to put that into action in your work?
- ➔ What else would you like to do to "land it" even more in your work with families?

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Questions or Comments?

Thank you!

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