



# Commission on Improving the Status of Children in Indiana

## Guide for Equity Consideration

### Purpose

The Guide for Equity Consideration is designed to assist Commission members and other decision-makers in examining how proposed actions will affect different groups of people. It can be used to identify and help address the unintended consequences of policies, practices, and decisions on disparate populations. We recommend utilizing this framework as a tool to incorporate the voices of those most impacted by decisions being made on behalf of Indiana's children.

### Questions to Ask

Please consider the following asks, as you make decisions that improve the status of children.

#### Does the intended action:

1. Have data analyzing its effect on disparate populations?
  - a. What are major data supported trends and anecdotal experiences for disparate populations associated with this action? What is the data source(s) for these trends and experiences?
  - b. What additional data will you collect, track, and evaluate to assess the equity impacts of this action moving forward, and how will that data inform your future decisions?
2. Engage and integrate disparate populations' voices? If so, how?
  - a. Was a meaningful effort made to gather the perspectives of the people who will be impacted by this decision? Were these perspectives representative of all the populations affected?
3. Benefit disparate populations short- and long-term? If so, how?
  - a. What are the economic, personal, familial, community, and educational impacts of this action on disparate populations short- and long-term?
4. Potentially harm disparate populations short- and long-term? If so, how?
  - a. What are the potential risks to or unintended consequences that this action has on disparate populations?
5. Come from a position of privilege?
  - a. In what ways are the actions perpetuating inequitable policies or practices?
6. Promote equitable connections for disparate populations to resources and services?

- a. How are disparate populations informed of and linked to available resources or services related to this action?
7. Protect individuals and/or groups if they respond to issues of inequity? If so, how?
    - a. Are people able to freely share feedback, including negative feedback, about the decision without risking harm (such as a loss of benefits or having their view disregarded in future decisions)?

## Definitions of Selected Terms

**Disaggregated Data:** Data that has been divided into detailed sub-categories that may include, but not be limited to social-economic status, race, ethnicity, geographical location, gender identification, sexual orientation, immigration status, and level of ability or disability. This data is intended to “advance an understanding of how different groups are differently situated.” Collecting disaggregated data can reveal patterns and trends that would not be observable otherwise. When data shows disparities by race/ethnicity, it is important not to inadvertently present it in ways that reinforce stereotypes against those groups experiencing the brunt of inequities.

**Disparate populations:** Communities of people and other dimensions of difference who face unique challenges, risks, inequities and disparities in healthcare, educational systems, economic systems, housing, criminal justice, etc. For the purpose of the Commission on Improving the Status of Children in Indiana, disparate populations refer to youth who are members of underserved groups or communities that experience or are susceptible to adverse differences in conditions and/or outcomes due to unequal treatment and/or access to services. These groups may include, but are not limited to youth living at or below the federal poverty level; racial and ethnic minority groups; youth who live in low resourced communities; youth who identify as lesbian, bisexual, gay, transgender or questioning; youth who experience homelessness; youth engaged with the foster care system; youth that have recently immigrated into the United States; youth that are English learners; and youth that are blind, deaf, or have physical, emotional or intellectual disabilities. *(Adapted from: Hood, Katurakes, Harness, et al. (2011) Disparities at NCCP Sites <https://www.accc-cancer.org/docs/Documents/oncology-issues/articles/JA11/ja11-reducing-cancer-healthcare> and MassTAPP: Technical Assistance Partnership for Prevention <http://masstapp.edc.org/step-1-assessment/task-4-analyze-assessment-data>*

**Privilege:** Often not recognized by the people who have it, privilege is unearned social power which includes access to resources and opportunities afforded by formal and informal institutions based on social identities of the dominant culture (white, male, Christian, straight, upper middle class, able bodied, etc. *(Development, M. A. (2013) Racial Equity Tools.Org's Glossary. Retrieved from Racial Equity Tools: <https://www.racialequitytools.org/glossary#>*)