Taking Action with Humility: Supporting Equity in Our Process

Day 4 Team Time Tool and Participant Resources

This guidance is intended to help participants make the most of the day 4 sessions as well as plan next steps drawing on all the previous sessions. The two activities outlined below are designed to support participants to make the best use of their team time (roughly 4:00-4:45pm EST).

- **Activity 1** is designed to support collaborative team reflection using the **'Is My Practice Culturally Responsive? tool'** (Immediately below; allow at least 20 minutes).
    - Note: Section 1 may be used as an alternative, as described below. Sections 3 and 4 are not used in this activity.
- **Activity 2** is intended to support planning next steps using the **30/30 tool** (starts on Page 8; allow at least 20 minutes)

***Note**: Additional resources on pages 11-12 **will not be used** in team time but may be helpful to participants at other times.*

Team Time – Activity 1 **Assessment Using the 'Is My Practice Culturally Responsive' Tool**		
Step 1	Team members will individually complete **Section 2** of the 'Is My Practice Culturally Responsive' tool assessment.	**5 min.**
Step 2	Team members will share and discuss the results, using the guiding questions below. Capture notes and ideas on the team's Jamboard OR in the space provided below.	**15 min.**
Guiding Questions	Thinking about your **team's practices**, • Did you identify areas of strength? Where? • Did you identify areas for growth? Where? • Do you think this tool could be helpful to your work? How? • What action steps make sense based on your team discussions?	
Alternative Approach **for individuals or groups with limited experience**	Participants who are attending individually and/or groups with limited experience working together can complete **Section 1** of the tool and reflect on the questions below. Thinking about how your **individual practices**, • Did you identify areas of strength? Where? • Did you identify areas for growth? Where? • Do you think this tool could be helpful to your work? How? • What actions makes sense based on your reflections?	

Notes	Jamboard alternative: Use this space for your notes and as an alternative to Jamboard. Your facilitator can provide the link to your group's Jamboard if needed.

Is My Practice Culturally Responsive?

Self-Assessment for Maternal and Child Health Practitioners

This instrument provides maternal and child health (MCH) practitioners with a point-in-time assessment of the degree to which their current practice incorporates the principles and methods for conducting work using a culturally responsive and racial equity lens. Because this lens requires an ongoing process of learning, reflecting, and adjusting, the instrument will provide **the greatest insight when repeated at regular intervals** to identify changes in areas of strength, as well as targets for growth.

The assessment has four sections with a total of 38 statements. Each statement describes a task related to conducting work using a culturally responsive and racial equity lens. The tool begins with an individual focus, then shifts to a team focus. For each task statement, indicate how often over the past year your practice incorporated the activity described.

During the Team Time of the Skills Institute, please complete Section 2 individually.

This document was adapted with permission to better reflect the maternal and child health (MCH) context.[1] Thanks and appreciation are due to Paul Elam and Jennifer Schroeder for the permission and support of this adaptation.

The original tool was designed by:

MPHI® THE Implementation GROUP

Learn more here:

- Michigan Public Health Institute www.mphi.org
- Center for Culturally Responsive Engagement: https://www.mphi.org/our-teams/center-for-culturally-responsive-engagement/
- The Implementation Group: https://www.theimplementationgroup.com/

[1] The original source for this variation can be found here: *https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/IS%20Self%20Assessment.pdf*

Section 1: Cultural Responsiveness of MCH Practitioner

	Never	*Rarely*	*Sometimes*	*Often*	*Always*	*I do not Know*
I use a variety of sources to learn about the cultural heritage of other people.	1	2	3	4	5	0
I seek information to better understand the cultural context of a program and its stakeholders at the start of a new implementation.	1	2	3	4	5	0
At all stages of implementation, I examine the potential impact of cultural stereotypes and my own personal biases around race, ethnicity, gender, socioeconomic status, and other individual differences.	1	2	3	4	5	0
I seek feedback from clients and other stakeholders about how I relate to others with different cultural identities.	1	2	3	4	5	0
I work as a part of a diverse team.	1	2	3	4	5	0
I pay attention to the similarities and differences of life experiences between the implementation team and members of the target population and consider how those dynamics might impact practice.	1	2	3	4	5	0
I deliberately include time in the implementation planning and support activities to discuss cultural and racial issues that might occur in the work.	1	2	3	4	5	0

Section 2: Cultural Responsiveness of Team Practice

	Never	*Rarely*	*Sometimes*	*Often*	*Always*	*I do not know*
Our team engages community members, consumers, and stakeholders in…						
…needs assessment and implementation planning to support equitable outcomes.	1	2	3	4	5	0
…identifying appropriate practices that will address equity.	1	2	3	4	5	0
…creating and/or tailoring culturally responsive interventions and activities (i.e., programs, practices, and supports) focused on equity.	1	2	3	4	5	0
…identifying appropriate supports and resources to accomplish equity goals.	1	2	3	4	5	0
…conducting interviews, surveys, and other primary data collection activities that support ongoing improvement in service to positive outcomes for the community.	1	2	3	4	5	0
…defining criteria for "success."	1	2	3	4	5	0
…interpreting ongoing improvement data and informing analysis that supports equitable decision making.	1	2	3	4	5	0
…disseminating and applying findings to the community to ensure equitable practice for all.	1	2	3	4	5	0
Data-collection instruments (i.e., surveys, interview protocols, etc.) are selected and adapted to ensure appropriateness for the culture(s) of the people of whom the questions are being asked.	1	2	3	4	5	0
Needs assessment and implementation planning activities that require interaction with community members, consumers, and stakeholders are led by the team members who are best suited to understand the specific cultural context, based on factors such as shared experiences with the target population, knowledge of the target population, and awareness of biases.	1	2	3	4	5	0

Section 3: Applying the Lens to Process Evaluation

	Never	*Rarely*	*Sometimes*	*Often*	*Always*	*I do not Know*
In designing ongoing improvement plans for answering questions about how the program/project/initiative/service was implemented, our team pays attention to…						
…demographics/diversity of background of the organization's governing board.	1	2	3	4	5	0
…the extent of shared experiences between members of the governing board and recipients of the program's services.	1	2	3	4	5	0
…diversity (including demographics and cultural background) of program staff.	1	2	3	4	5	0
…any hierarchical dynamics between and among the governing board and staff that have the potential to impact project success and evaluation outcomes and results. (Power/privilege relationship)	1	2	3	4	5	0
…the organization's historical stance and/or practice related to issues of equity.	1	2	3	4	5	0
…community context and dynamics, makeup of the community, and tension along cultural lines.	1	2	3	4	5	0
Our team assesses whether local demographics, socioeconomic factors, cultural factors, and other attributes of the community played a role in the process to define program goals and objectives.	1	2	3	4	5	0
Our team collects information about efforts undertaken by the organization to build cultural competency among the program staff.	1	2	3	4	5	0
Our team assesses the extent to which community stakeholders were actively involved in the planning and implementation of program activities.	1	2	3	4	5	0
Our team considers how the case was made for a specific demographic to receive targeted intervention and whether or not there was adherence to these criteria.	1	2	3	4	5	0
Our team assesses whether there are differences in how services are delivered based on the group identities of recipients.	1	2	3	4	5	0
Where differences in service delivery are required, we seek to understand the nature of the differences, the policies and practices causing the differences, and the steps taken by the program to address the differences.	1	2	3	4	5	0
Our team collects input from program stakeholders about the extent to which the organization is perceived as a credible proponent of diversity, inclusion, and equity.	1	2	3	4	5	0

Section 4: Applying the Lens to Outcome Evaluation

	Never	*Rarely*	*Sometimes*	*Often*	*Always*	*I do not know*
In analyzing and interpreting outcome data, our team disaggregates data along demographic lines to identify and assess the extent of differential impacts of the program.	1	2	3	4	5	0
In assessing program outcomes, we look for…						
…disparities in access to program services among different groups represented in the target population.	1	2	3	4	5	0
…disparities in program effectiveness among different groups.	1	2	3	4	5	0
…differences in outcomes among groups.	1	2	3	4	5	0
…any unintended consequences of program activities due to cultural or racial/ethnic issues/context	1	2	3	4	5	0
…indications of potential impact (positive or negative) on issues of diversity, inclusion, and equity within the broader community in which the program operates.	1	2	3	4	5	0
…whether the most “in need” community group was served equitably.	1	2	3	4	5	0
…indicators of “change” in power relationship, institutional relationships.	1	2	3	4	5	0
…indicators of positive/negative impacts on priority population and the community being served.	1	2	3	4	5	0
…indicators of system-wide changes attributable to this program.	1	2	3	4	5	0

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Team Time Guide and Participant Resources

Team Time – Activity 2

Reflection and Action Planning Using the 30/30

About the Tool: The 30/30 tool facilitates collaborative progress monitoring – essentially, 30 days in 30 minutes. Teams typically meet regularly to review progress, reflect on learning, and plan their next steps. Section 1 of the form below supports reflection while section 2 guides planning. You can adapt the approach as needed (e.g. a 20/20 or a 40/40).

Team Time Guidance: Please focus on the following questions during team time:

- *What have we learned?* (**30/30 Section 1, Q2)**
- *When, where and how will we get together?* (**30/30 Section 2, Q6**)
- *What will we do next?* (**30/30 Section 2, Q7)**

Use Jamboard of the space below to capture your notes and plans.

Section 1: Reflection

1) What have we accomplished?

Reflect on the action taken in the last 30 days. This should include all activities in your action plan from the last meeting if this is not your first 30/30. Each team member should briefly report on the action item(s) they took on. If tasks have not been completed, figure out how to move forward.

2) What have we each learned?

Consider new information, observations, insights, results of data analysis from the last 30 days.

3) Does our proposed course still make sense?

Based on what we have learned and know now, do we need to adjust? Discuss any possible course correction needed and be sure to consider/update your timeline if needed.

4) What (if anything) should we be communicating?

To whom? How? By when?

This component of the 30/30 requires you to pause and think about the current status of your project work. Thinking through the status of your current project will help you develop appropriate activities in the action plan portion of the 30/30.

5) Which of these best describes our team?

A) We're working our plan and progress is coming along.
B) We've hit some road bumps and have had to make some adjustments, but our goals/outcomes and project are still the same.
C) We've decided to make major changes to our project and/or outcomes.

Section 2: Action Planning

6) When, where and how will we get together?

7) What will we do next? Who will do it? How will we know if we are on track and making progress? By when will we do it?

Use the action plan template below for your next 30 days.

30/30 Action Plan Template

Work/Activity What will you do?	**Product/ Accomplishment** What is the hoped-for product or accomplishment?	**Indicator/Measure** How will you know if you are on task for this product or accomplishment? Include data sources, if applicable.	**Person Responsible** Who is responsible for this work/activity?	**Frequency/ Deadline** What is the frequency or deadline for this work/activity?
Example: Team Meeting	Revise and approve workplan; provide updates to team members who did not attend the institute	Meeting convened; Team process developed. Meeting minutes	John Smith	Frequency TBD at first meeting
Example: Invite state Equity and Diversity Officer to present to the team on state level DEI efforts	Team members will have expanded understanding of and identify potential connections to state efforts	Increase team member knowledge, understanding. Post meeting survey of participants. Collection of new connections ideas.	Thea Colton	March 30, 2021

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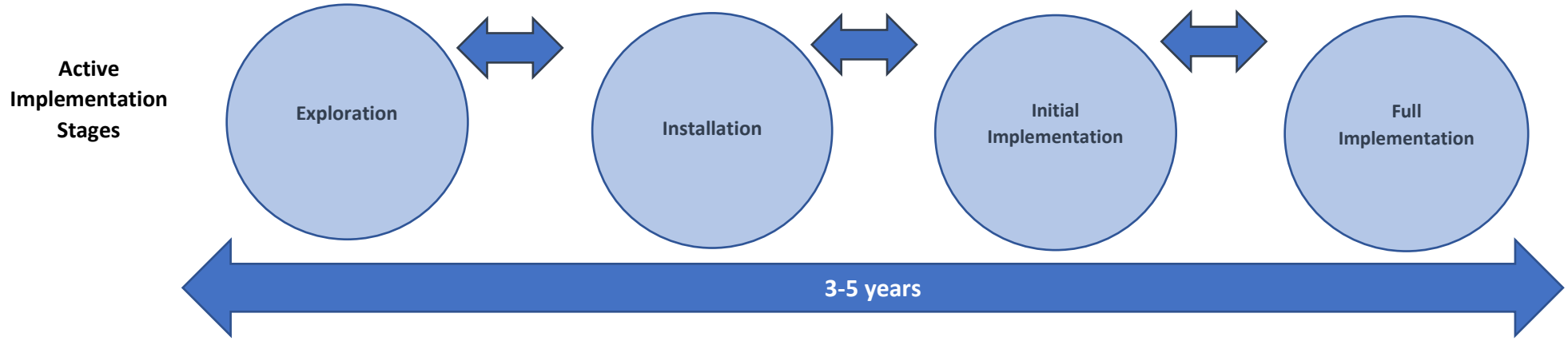
Additional Resources - Equity & Evidence Based Decision Making Resource Guide



Stage	Exploration	Installation	Initial implementation	Full Implementation
Description	**Focus:** Identifying resources and needs, evaluating fit and feasibility of potential program/strategies	**Focus:** Identifying and strengthening the resources and capacities necessary to carry out the selected program/strategy.	**Focus:** Measuring and continuous improvement of implementation, initial outcomes.	**Focus:** Ongoing improvement, scale, sustaining resources and capacity.
Key Equity Considerations	1) Honoring and leveraging community expertise through involvement in the process and decision-making 2) Ensuring context, culture, and history inform analysis of the public health challenge 3) Using data to identify disparate impact and access issues among diverse populations 4) Identifying responsive strategies with relevant and	1) Involving community in the process and decision-making 2) Strengthening capacity in effected communities 3) Strengthening inclusive communication and feedback loops 4) Appreciative appraisal of the strengths and capacity of effected communities, including trust and networks	1) Initiating collaborative assessments with community partners 2) Gathering, differentiating and analyzing data to identify and respond to inequities, 3) Sourcing and testing improvement ideas of and with the impacted community 4) Communicating continuously about process and outcomes through formal and informal channels	1) Sustaining community involvement in the improvement processes 2) Exploring opportunities for scale up 3) Celebrating progress with the community 4) Addressing challenges related to equity and equitable practice 5) Building the evidence base of effective approaches, especially related to

Stage	Exploration	Installation	Initial implementation	Full Implementation
	community generated evidence			culturally responsive adaptations
Relevant Tools to Explore	• **Hexagon Tool:** make informed choices about which evidence-based program will fit and be feasible within a given context • **Racial Equity Impact Assessment:** Systematically examines how different racial and ethnic groups may be affected by a potential action or decision. • **Health Equity Impact Assessment:** Used to identify unintended potential health impacts (both positive and negative) of a policy, program, or initiative on groups most impacted by historic/current structural inequities	• **Stakeholder Engagement Analysis:** Helps identify relevant stakeholders as well as power, influence, and interest in the project. • **Foundational Practices for Addressing Health Equity:** Helps public health entities to introduce a set of foundational practices to advance health equity within an organization and with partners.	**Foundational Practices for Addressing Health Equity** • *Refer to Foundational Practice IV: Use Data to Advance Health Equity on page 22.* • *Refer to Foundational Practice V: Advance Equity through Continuous Learning on page 25.* • *Refer to Foundational Practice VI: Support Successful Partnerships and Strengthen Community Capacity on page 28.*	**Foundational Practices for Addressing Health Equity** • *Refer to Foundational Practice IV: Use Data to Advance Health Equity on page 22.* • *Refer to Foundational Practice V: Advance Equity through Continuous Learning on page 25.* • *Refer to Foundational Practice VI: Support Successful Partnerships and Strengthen Community Capacity on page 28.*
	• **Is My Practice Culturally Responsive? Checklist:** Supports practitioners to assess the degree to which current practice incorporates principles and methods for conducting work using a culturally responsive and racial equity lens. Relevant across all stages.			