

# Equity, Justice & Data Integration

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Actionable Intelligence for Social Policy (AISP)

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Broward County Data Collaborative

78,139 NEGROES IN CITIES  
OF OVER 10,000 INHABITANTS

8,025 NEGROES IN CITIES  
FROM 5,000 TO 10,000

37899  
NEGROES  
IN CITIES  
FROM  
2,500 TO 5,000

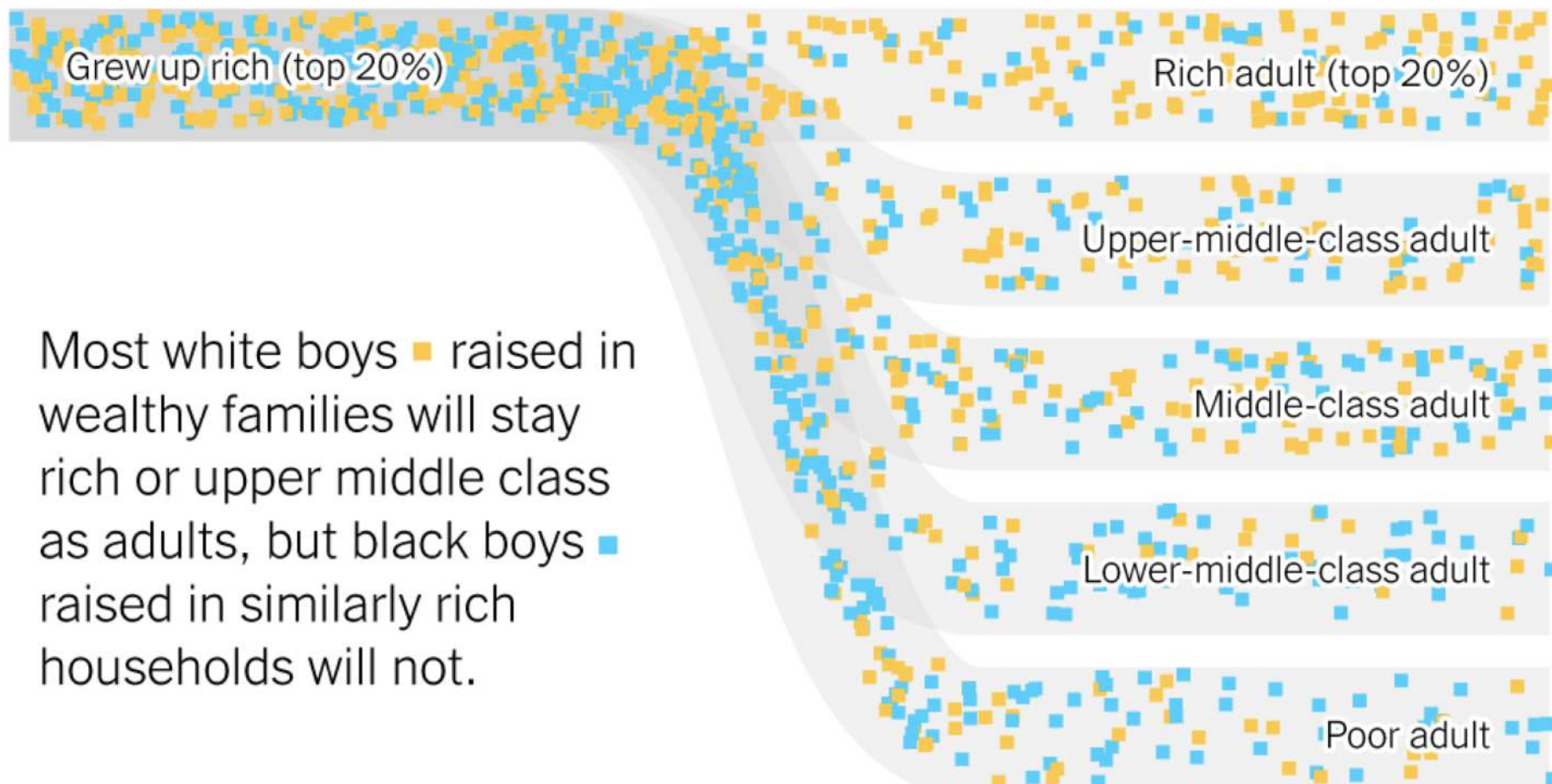
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NEGROES LIVING IN THE COUNTRY AND VILLAGES



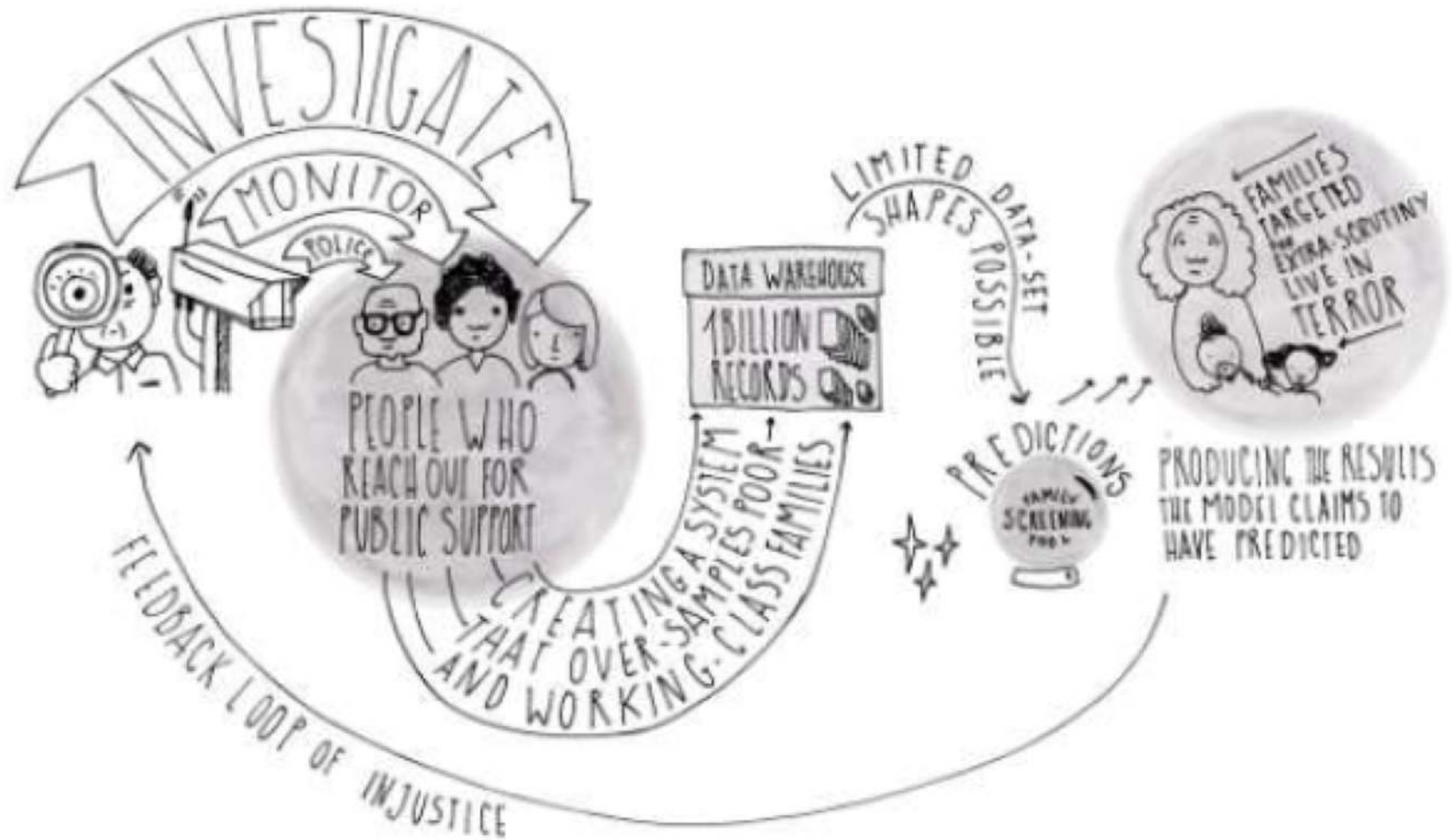
**As kids**

**As adults**



Most white boys ■ raised in wealthy families will stay rich or upper middle class as adults, but black boys ■ raised in similarly rich households will not.

# FEEDBACK LOOPS OF INJUSTICE



# Why? Unrecognized Bias.

# Where can bias appear?

Planning

Data collection

Data analysis

Reporting

Algorithms

Thank you to CT Data Collaborative for this content on bias through the project lifecycle.

# Where can bias appear?

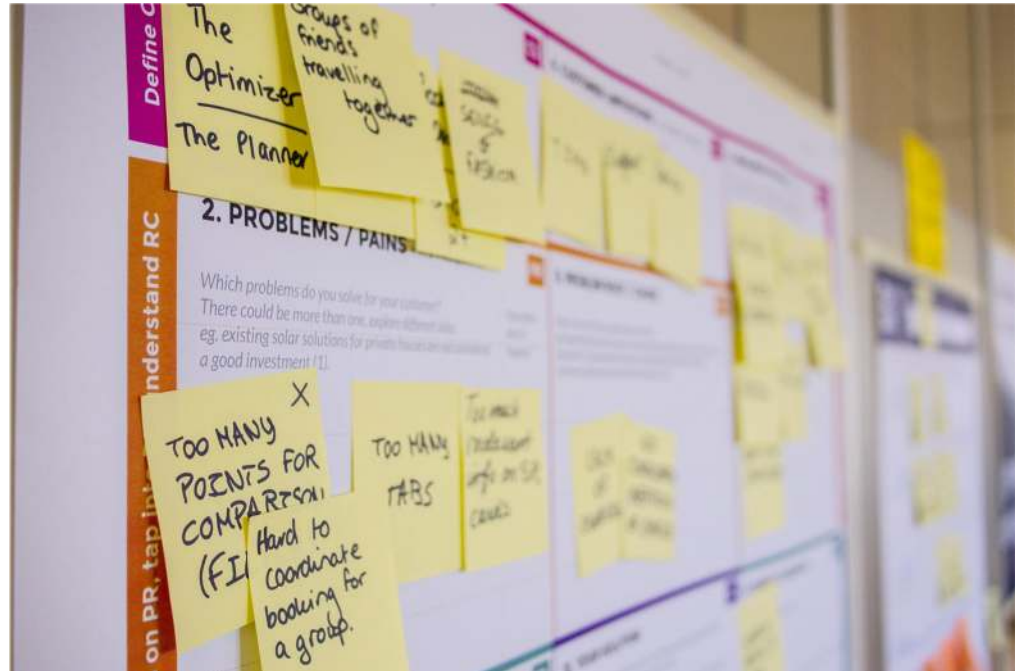
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# Where can bias appear?

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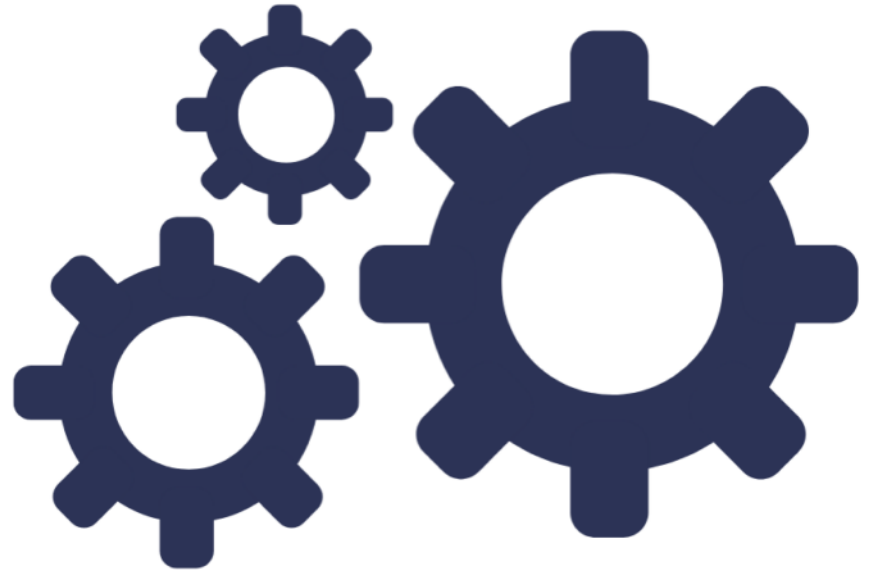
Planning

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# Where can bias appear?

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# Where can bias appear?

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Planning

Data collection

Data analysis

Reporting

**Algorithms**



# Key Issues

- 1) Institutions don't acknowledge that bias is baked into administrative data (as a result of systemic inequities in the development and administration of policies and programs).
- 2) Meanwhile, the public are rarely consulted in the development and use of data systems.
- 3) And though data infrastructure can be a powerful tool to support equity-oriented reforms, equity is rarely centered as a core goal for data integration.

# Centering Equity within Cross-Agency Data Integration Efforts

Expert Panel report, Coming in January 2020

Some key questions guiding the work:

- ☐ How can governance structures be implemented to ensure a wide range of voices and oversight influence data access and use?
- ☐ What are the consequences of excluding community voices during the IDS inquiry process?
- ☐ What principles and mechanisms must be in place for inclusive engagement to be productive and meaningful?
- ☐ What risks are involved in engaging communities in building and using data infrastructure? Are there stages of development at which this makes more or less sense? Might it increase the perception of risk to data partners?
- ☐ What decision points are most important to be informed by a broad set of community stakeholders?

# Broward County Integrated Data System and Racial Equity

Sue Gallagher, EdD

Chief Innovation Officer

Children's Services Council of Broward County



# Origin & Evolution of Racism in the US

## Bacon's Rebellion

1674

- Slave Codes
- Violence to maintain racial hierarchy
- Message – Blacks are not human
- Protests & Resistance

## Civil War

1864

- Black Codes (Jim Crow)
- Violence to maintain racial hierarchy
- Message – Blacks should be separate
- Protests & Resistance

## Civil Rights

1964

- Race Neutral Policies
- Violence to maintain racial hierarchy
- Message – Blacks behavior is wrong
- Protests & Resistance

Carol Anderson, Ibram X. Kendi

[www.cscbroward.org](http://www.cscbroward.org)



How does the shape of racism show up in integrated data systems?

**Hierarchy**

**Concentration of Resources**

**Structural Violence (unmet human needs)**

**Segregation**



# History of Racism & Resistance in Fort Lauderdale

(Deborah Work, 2001)



## 1920s

- **1920s**
- White leaders decided it was bad business to mingle the races
- White tourists did not want to see Blacks except as help.
- Use of Eminent Domain - many Black families forced to sell houses East of US 1 for less than value
- **1922**
- Dr. James Sistrunk - Black Physician arrived
- Planning officials created city grid that solidified segregation
- City officials restricted where black families could live and set curfews at 8pm or needed permission from White people
- Jim Crow practices in effect: Black & white entrances, water fountains, Blacks not able use library, hospital
- Black Beach - substandard open 2 days/week, need ID card, Owners not wanting to see Blacks on the beach
- White Business Forced to leave Colored town
- Police force and White Vigilante justice created fear and mistrust
- Black children only allowed to go to school 3 months of the year once Black only school built in 1924



## 1930s

- Dillard School went up to 10<sup>th</sup> grade but had no funding for supplies.
- Black students had to walk from Oakland Park & Dania to get to school because buses were only for White children
- Black neighborhoods had no sidewalks and limited sanitation services
- Violence by whites against blacks was common place in the 30s including hangings, shooting, cutting to death.
- Attempt to organize Ft. Lauderdale's Black businessmen failed because there was not enough Black capital.
- **1937**
- Dr. Von D. Mizell arrived
- **1938**
- James L. Bass 1st Black dentist arrived
- **1939**
- Ft. Lauderdale's 1st public housing project build



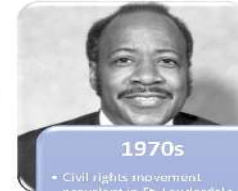
## 1940s

- Dr. Mizell requested Library, park, and beach access, sanitary sewage system, increase police protection; not granted until 1960s\*
- **1940**
- Segregated Hospital was created (Provident) - Black doctors were not allowed to do surgery in White hospitals and Blacks could not receive treatment in White hospitals
- **1941**
- 1<sup>st</sup> year black children get 9 months of school- whites fought it wanted them to work in the fields
- **1945**
- Dr. Mizell founded the Ft. Lauderdale NAACP chapter to fight against police practice of arresting black people at random and making them work in the fields when they could not pay fines.
- **1946**
- Federal Government mandated 9 month school year for Black children
- **1947**
- First 2 Black cops were hired



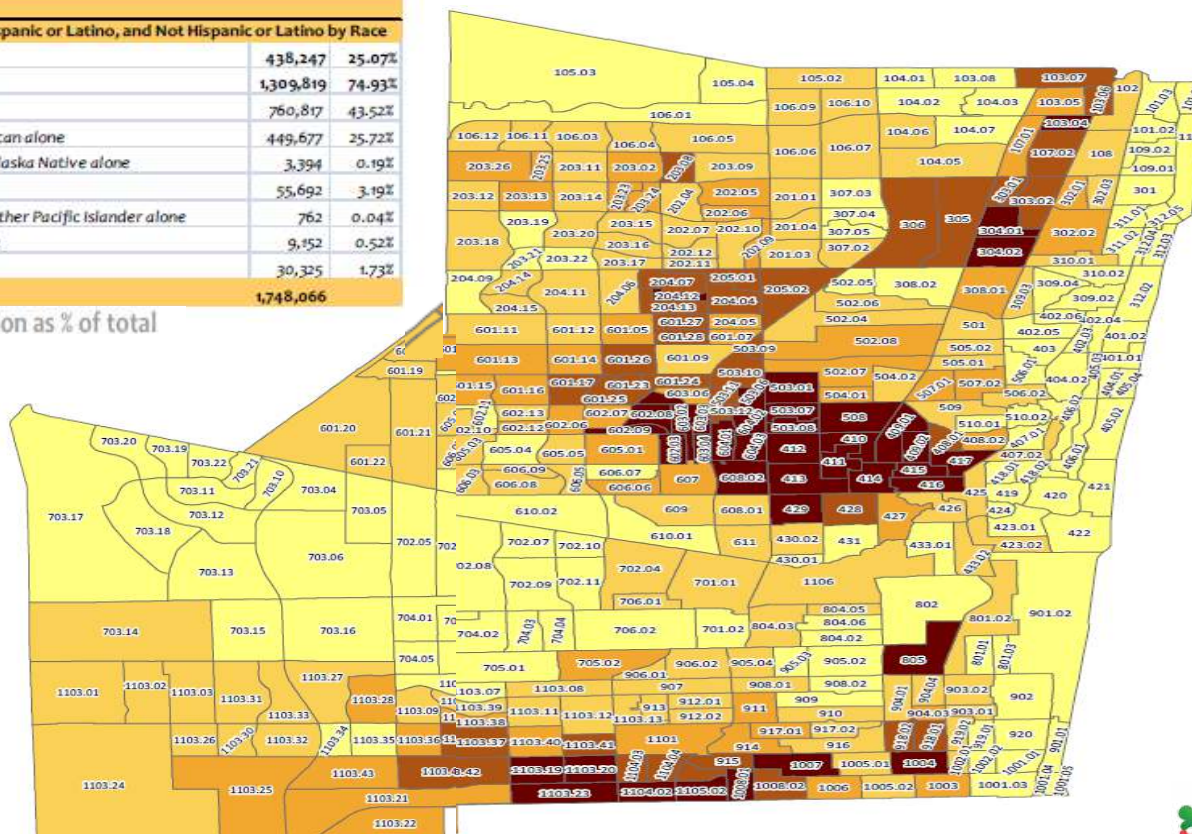
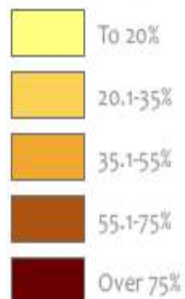
## 1950s & 1960s

- **1950s** Sit ins due no access to restaurants, libraries and beaches.
- **1961**
- Voting barriers were in place for Blacks
- **1963**
- Blacks had the legal right to swim anywhere, yet it took years to integrate, not allowed in restaurants or hotels
- **1964**
- Integration of hospitals was mandated- Blacks received poorer service in White hospital, Black doctors not allowed to work in White hospital, Black doctors lost jobs
- **1966**
- Confederate flag in Fort Lauderdale flown at protest of Blacks for poor prison conditions.
- NAACP protested "colored men & women signs" at Fort Lauderdale middle school
- **1960s** - Alcyee Hastings sued hotels and restaurants to integrate
- **1969** Fort Lauderdale Riot



## 1970s

- Civil rights movement prevalent in Ft. Lauderdale
- KKK maintained a strong presence & responded violently to freedom rides, sit-ins, & mass demonstrations
- **1973**
- Andrew DeGraffenreidt elected 1<sup>st</sup> Black City Commissioner.
- **1972**
- Thomas J. Reddick appointed 1st black Circuit Court Judge.
- **1974**
- K.C.W. (Kathleen C. Wright), first Black female, elected to school board.
- **1970s** - residential segregation increases as middle class whites abandoned urban residential areas for new developments in suburbs.

Minority Population as % of total

Data Source: 2010 Census, Redistricting Data, Table P2.

# Shifting from a White Dominance Lens to an Equity Lens

1. Understand the Dynamics of Historical and Structural Racism in the United States
2. Know the local history of racism/residential segregation in the geographic reach of the IDS
3. Know the racial history of law and policy in each data sectors
4. Learn about the racial bias in the data



Data and Data Systems  
as  
Tools & Opportunities  
for  
Growing Equitable Relationships &  
Communities

# Broward Data Collaborative

## PARTNERS



## GOALS

- 1 Measure and contract around **long-term, cross-system, and two-generational outcomes**
- 2 Apply a **racial equity lens** to this enhanced outcomes-oriented contracting and IDS work
- 3 **Empower providers and participants to be co-researchers** in pursuit of long-term outcomes
- 4 Share model of **IDS-enabled, outcomes-oriented contracting at scale** with State and nationally



# BDC Vision & Mission

**Vision: Broward's Data Collaborative (BDC) integrates state and local data to contribute to the well-being of Broward's children, families and communities.**

**Mission: Through collective action, diverse research strategies, and the use of high quality data, BDC generates actionable intelligence that improves quality of life outcomes and community conditions.**

# Community Participation Action Research (CPAR)

CPAR is an approach to research based on the idea that **the people of a community possess expert knowledge about their lived experience** and community conditions in a way that cannot be understood strictly through academic research.

Enhance collaboration between community members, community organizations, and researchers **in every step of the research process**

Action-oriented, taking the results and process of the research **to drive social change**

Relevant, as the **community works together** to define problems

Innovative, because community members understand best what resources already exist to go towards addressing their issues

Critical, awareness of institutional and structural racism.



# CPAR Pilot in Broward County

## Capacity building

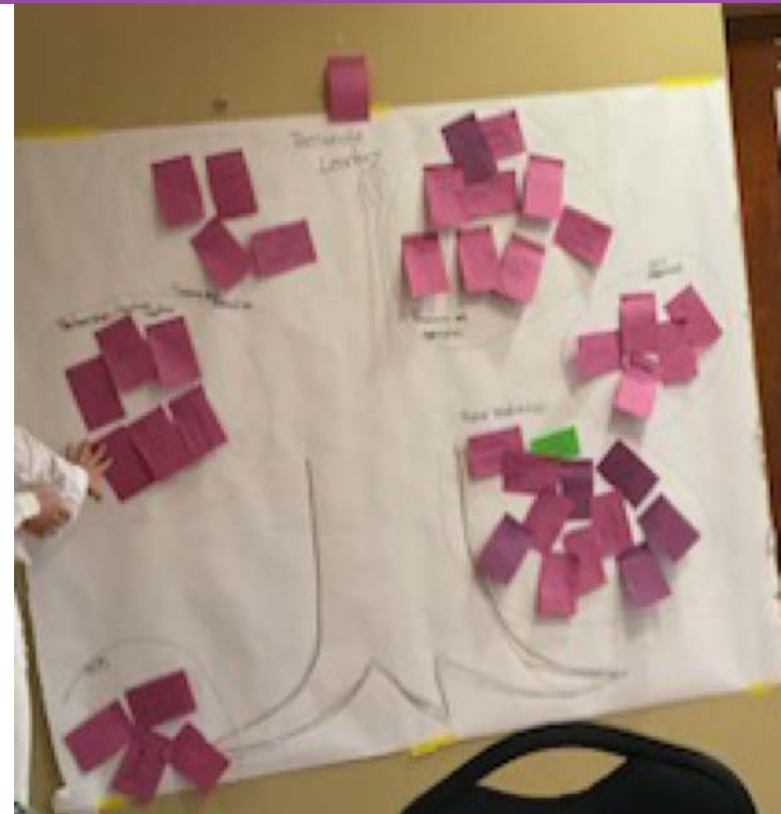
Workshops with Dr. Maria Elena Torre and  
Dr. Sarah Zeller-Berkman,  
Public Science Project, CUNY

March 2018 – Build Relationships / Design  
Project

April – June 2018 Data Gathering

July 2018 – Listening & Creating

15 youth 25 Community Partners





# Youth Adult Partnerships



Child Welfare

Juvenile  
Justice

Behavioral  
Health

Note: Image from Free Child Institute

# Key Phases of CPAR

- Establishing a Research Team
- Group Knowledge Building
- Clarifying Topic, Questions, Audience, Purpose
- Deciding Methods – What Kinds of Data will be most useful for you?
- Collecting Data
- Analyzing Data – Making Sense of what you've learned
- Creating Research Products

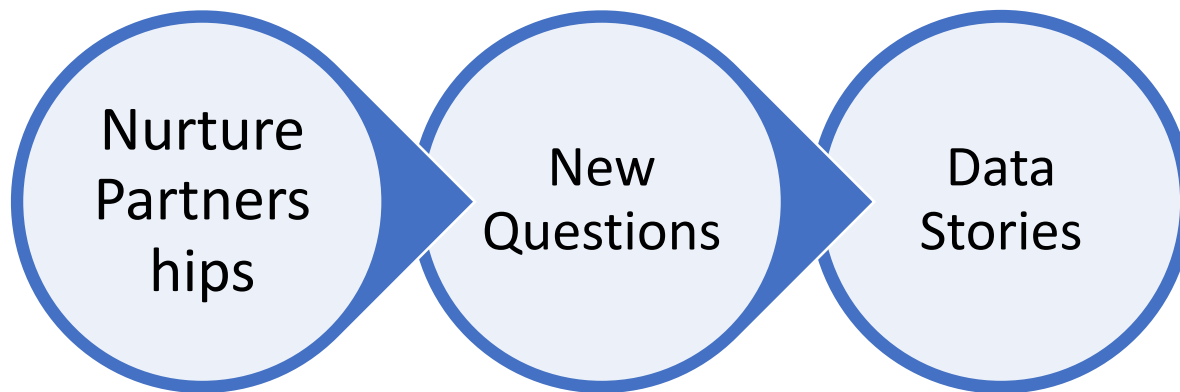
# Public Science Project (Broward, 2018)

## Three Commitments

1. Shift problems off the backs of individuals onto systems, structures and policies.
2. Social science as a mechanism to lift up a people - Action happens all along the way.
3. Engage Desire and Imagination



These numbers are me and I am more than these numbers



Best cure for  
the misuse of  
Big Data is  
telling Better  
Stories  
(Eubanks,  
2018)

## Worries & Warnings

- **Be aware of problematic dynamics**
  - **Ideologies, assumptions, discourse arising from structural racism and prejudice**
- **“Objective Data”**
- **Blaming Individuals rather than looking at systemic conditions**
- **Focus on “Fixing Individuals” rather than systems**

# Youth Adult Partnering on Data Analysis & Research Recommendations

**Environment**

**Safety**  
(physical, emotional, human rights, trafficking, theft)  
peer to peer bullying  
Confidentiality - pictures, volunteers, vans, neighborhood/locations  
\* trauma informed  
\* strength based/ supportive, loving, caring  
\* gender appropriate security  
\* SAFE SLEEPING Arrangements  
Age appropriate rooming  
"They weren't watching that kids, they didn't care who they were doing."

Move from Institutionalization to personalized care  
(food, Sanitary napkins, pampers)  
I-2  
"Peer relationship is shit" Youth Stated  
I-1 Treat you like you are from the  
I-2 - difficulty speaking Spanish  
I-3 Personal hygiene same as the same  
"Fosterism can really bring out a lot of jealousy in a lot of people, especially females. You go give her a couple extra tampons, and then when I run out, oh I gotta wait til tomorrow? oh no, we gonna have an issue. I'm gonna wanna smack."

**STEAL FROM THE CABINET  
ITS FOOD"**

Youth

Treat us with dignity & respect  
Listen to us.  
Don't label us.  
Give us consistent support  
Give us a Second Chance.  
Lyft texts

FTA Program

Youth are dependent on others to attend C  
Re-scheduling reduces trauma of being pushed deeper into the system  
Work with children & not against them →  
More positive outcomes

# Data Whispering

Surprising

Troubling

Exciting

Repeated/Similar

Standout



# CPAR Research Products



Do you hear my cry?

I'm so hurt inside  
But do you hear my cry?

When my case workers are not even on my side  
Do you hear my cry?

When I am getting bullied and abandoned  
Do you hear my cry?

Every time I tell you I am hurting, you think it's a lie  
You never hear my cry

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An open letter to Ismael from a group of youth.

We want to share with you some of the experiences we had when we lived in a group home so that you and other young people can have more positive experiences and achieve better life outcomes. We know that the when staff and youth are in the struggle together, they will succeed together.

We appreciate that being a group home staff is not easy and sometimes we cry, we get angry, we are hurt and depressed and we feel worthless - that is not for you to deal with and we hope you understand that these behaviors come from one or more childhood traumas (ie parents who are addicted to drugs, who were physically abusive, etc.) that need healing. We are in the group home in the first place because we have been taken away from our family or they passed away. And when we get treated badly, talked down to and not seen or heard, that makes our trauma worse and puts healing further out of reach. If you are talking with a child from a broken home, just imagine how much it can impact them. If you are speaking positively to them, look out for a long way.

We hope that you are here to help us and not like many of us have felt that since staff are just here to collect a paycheck. We hope you can fulfill your passion in helping youth become successful adults by listening to us, caring for us, supporting our growth and seeing us as individuals. Your praise and encouragement goes a long way to making us feel seen, heard and capable. The most important thing for us to succeed is to have a caring adult in our lives who is there for us unconditionally.

Specifically, we encourage you to attend trainings that help you understand why we behave the way we do and how to respond to us. We cut our because we are not heard, cared for, seen or supported. Please check in with us every day - how are we feeling, what are we struggling with, what do we need and then us as individuals - I may need different things than other youth because we are all individuals. We need opportunities to grow, develop our gifts and have our dreams supported. The one support, the more we observe, the more we become we are watching everything you do and say and feel - you are our role models - if you exhibit disrespectful, harmful and uncaring behaviors, that's what we learn to do as well.

Please watch the video, Foster Shock, <https://www.youtube.com/watch?v=139427634>, password Foster to understand us better.

Thank you for listening, learning and caring about us - it makes all the difference in the world. Together we are stronger.

Thomas Bryant  
Corbin Matthews  
Youth Who Lived in Group Homes  
From CPAR Child Welfare, C-Research Unit

**If your child has been arrested, here is what you need to know:**

**If my child is arrested, are they guilty?**  
No, being arrested does not mean your child is guilty but missing court will result in an arrest warrant for your child that has added financial cost to you as a parent/ guardian.

**Do I need to go to court with my child?**  
It would be best if you were at court with your child, but your child must attend.

**How should I prepare for court?**  
Check your child's court date and time, call in your child's absence from school, arrange reliable transportation, be prepared for parking costs and arrive at least 30 min early.

**If for some reason your child will miss court, you must call the numbers in red below ASAP:**  
XXX-XXX-XXXX

Children who are arrested for missing court can only be picked up at the Juvenile Assessment Center (JAC) or Juvenile Detention Center "The Tent" by a parent/guardian.

**Si su hijo (a) ha sido arrestado, esto es lo que necesita saber:**

**Si mi hijo(a) es arrestado, ¿Es culpable?**  
No, su hijo(a) no es culpable, pero faltar a la cita en la corte resultará en una orden de arresto para su hijo y en un costo financiero para usted como padre/madre/tutor.

**¿Debo ir a la corte con mi hijo(a)?**  
La mejor alternativa es acompañar a su hijo ya que él/ella tiene que presentarse en la corte.

**¿Cómo me debo preparar para ir a la corte?**  
Verifique la fecha y hora de la corte de su hijo (a), llame a la escuela para notificar la ausencia, consiga transporte confiable, prepárese para los costos de estacionamiento y llegue al menos 30 minutos antes de su cita.

**Si por alguna razón su hijo(a) va a faltar a la corte, debe llamar a los números en rojo lo antes posible.**  
XXX-XXX-XXXX

Los niños que son arrestados por no asistir a la corte solo pueden ser recogidos en el Centro de Evaluación Juvenil o en el Centro de Detención Juvenil por un padre/madre/tutor.

**Si yo te arete piñt ou, ist la se sa ou arewen konnen:**

**Si piñt mwen an te arete, èske li koupab?**  
Non, yo te li arete pa vle di piñt ou a koupab, men manke dat tribinal la pral lakaz you mende arestasyon pou piñt ou a ki ap ajoute frè finansye ou kòm you paran / gadyen.

**Èske mwen bezwen ale nan tribinal ak piñt mwen an?**  
Li ta pi bon si ou le nan tribinal ak piñt ou a, men piñt ou a dwe ale.

**Ki jan mwen ta dwe prepare pou tribinal?**  
Tcheke dat ak la piñt ou a, rele nan absans piñt ou a nan lekòl la, fè aranjman pou transpò serye, prepare pou depans pou peye epi rive anvan 30 minit bonk.

**Si pou kè rezon piñt ou a pral rate tribinal la, ou dwe rele chif yo nan wouj anba a pi vit ke posib:**  
XXX-XXX-XXXX

Tirouzi ki te arete yo pou tribinal li manke a kapab pran sèvis nan Sant Admisyon pou Jwèl ouwa Sant pou Jwèl Jwèl pa you paran / gadyen.

**Verbiing, CSC, Face, OJOPT?**

**You are arrested, now what?**

**If you are Arrested or received a Notice to Appear in court, here is what you need to know...**

(Image from video)

Behavioral Health Video <https://youtu.be/KwZNSCuLes8>



# Youth Reflections on CPAR Experience

“ I went through this foster care group home]already and I would not want no one else to go through either so if it is my voice and my opinion can help other kids , I will do anything to make them feel more comfortable and safe.” -

**Youth co-researcher**

“ It has been difficult but it has made me more sensitive to others and their situation. I have met some amazing, compassionate people that has become my team.” –**Youth co-researcher**

# Adult Reflections on CPAR Experience

“As a case manager in this field, you can sometimes forget how “abnormal” it is what most of these children experience and working on something that called out this injustices and unfair practices was refreshing and encouraging.” –**Adult co-researcher**

“ I have been working in the system for over 13 years, and was starting to feel burned out. I now realize my work is not done. I will continue exemplify and model the positive behavior our youth deserve.” – **Adult co-researcher**

# Youth as Co-Researchers: Growing Equitable Relationships, Spaces & Communities

- Engage people whose data is in the system
  - CPAR – design, collect, analyze & co-create products
- Center the lived experiences of people whose data is in the system
- Richly contextualize the data processes in history, structures, policies and participant stories
- CPAR research findings should be incorporated into the integrated data system of Broward County in the form of “youth driven community data.”

# IDS & Racial Equity Questions

## Basic Technological Design Principles (Eubanks, 2018)

1. Does the tool increase self-determination and agency of the people?
2. Would the tool be tolerated if it was targeted at wealthy people?

### *Imagine*

How would a data-based system work if it was meant to encourage poor and working class people to use resources to meet their needs in their own way?

What would decision making systems that see poor people, families and neighborhoods as infinitely valuable & innovative look like?

Data is a power relationship (our Data Bodies, 2019)

# IDS & Racial Equity Questions

## Cultural Humility (Tervalon & Garcia, 1998)

Address bias and privilege of researchers

- ❖ Demonstrate openness
- ❖ Examine their own biases
- ❖ Addressing power dynamics
- ❖ Committing to authentic partnership

# IDS & Racial Equity Questions

1. Use Racial Equity Lens in your IDS
2. Have RE experts on your IDS leadership team team (historians, sociologists, anthropologists, etc)
3. Do a power analysis of your processes & relationships (<https://www.racialequitytools.org/module/power-analysis>)
4. Ask what do data points are leave out?
5. Be comfortable with not knowing – focus on learning together

# Questions?

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