



Operationalizing Equity:

The Impact of Equity of Access, Assessment, and Opportunity on Outcomes

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June 26, 2024



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Operationalizing Equity: The Impact of Equity of Access, Assessment, and Opportunity on Outcomes

Meet Your Presenters



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Agenda

- What is equity?
- Gaps in outcomes
- Cultural Competence
- Diversity and Equity of Access
- Equity of Assessment
- Inclusion and Equity of Opportunity
- WIOA Equity-Focused Conceptual Framework
- Economic Self-Sufficiency after Exit
- Neurolinguistic Programming (NLP) Presuppositions



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What is Equity?



- Fairness
- Justice
- Impartiality
- Leveling the playing field
- Meeting people where they are
- Minimizing barriers
- Adjustments to imbalances
- Closing the gaps in outcomes





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Gaps in Outcomes

Title I Adult Exiters Employment Rate
Four Quarters After Exit



 Reference Group
 Disproportionately impacted Groups

	Female				Male				Female	Male	Total
	Hispanic, any race	Non-Hispanic			Hispanic, any race	Non-Hispanic					
		White	Black	Other Race		White	Black	Other Race			
All Exiters	81.0%	83.5%	79.5%	76.5%	72.6%	69.5%	64.8%	67.7%	80.8%	67.7%	74.9%
Received Training	82.6%	85.8%	81.3%	76.9%	73.6%	70.6%	66.2%	67.7%	82.9%	68.8%	76.6%
Training Completed	85.0%	88.7%	82.9%	79.6%	74.6%	72.1%	67.1%	68.3%	85.1%	70.0%	78.3%
Training Not Completed	74.2%	75.0%	76.6%	63.4%	68.9%	64.4%	63.1%	64.0%	75.2%	64.4%	70.7%
No Training	76.3%	69.7%	75.0%	75.7%	69.6%	65.9%	61.2%	67.8%	74.2%	64.2%	69.6%
TRE	45.0%	56.6%	41.6%	53.3%	45.7%	47.9%	41.0%	47.5%	48.3%	44.4%	46.8%

Source: Illinois PIRL files for PY18-22. WIOA Title I Adult program exiters between 01/01/2017 and 09/30/2022.

Gaps in Outcomes

Title I Adult Exiters Retention with Same Employer 2nd Quarter to 4th Quarter After Exit

 Reference Group
 Disproportionately impacted Groups

	Female				Male				Female	Male	Total
	Hispanic, any race	Non-Hispanic			Hispanic, any race	Non-Hispanic					
		White	Black	Other Race		White	Black	Other Race			
All Exiters	57.8%	57.8%	46.9%	57.5%	54.7%	50.5%	40.9%	54.4%	52.6%	47.1%	50.3%
Received Training	59.8%	57.8%	46.6%	55.3%	54.9%	49.2%	40.3%	52.3%	53.0%	46.5%	50.3%
Training Completed	61.8%	59.7%	47.5%	57.3%	56.5%	50.7%	41.9%	51.6%	54.6%	48.0%	51.9%
Training Not Completed	51.8%	49.6%	43.7%	43.9%	46.2%	41.7%	34.3%	56.6%	46.7%	39.5%	44.0%
No Training	51.5%	57.3%	47.7%	62.4%	54.3%	55.3%	42.4%	60.4%	51.1%	49.1%	50.3%

Source: Illinois PIRL files for PY18-22. WIOA Title I Adult program exiters between 01/01/2017 and 09/30/2022.



Cultural Competence

Cultural Knowledge

Basic understanding that there is diversity in cultures across the population.

Cultural Awareness

Open to the idea of changing cultural attitudes.

Cultural Humility

Self-awareness of personal and cultural biases and sensitivity to significant cultural issues faced by others.

Cultural Sensitivity

Knowing that differences exist between cultures, but not assigning values to differences

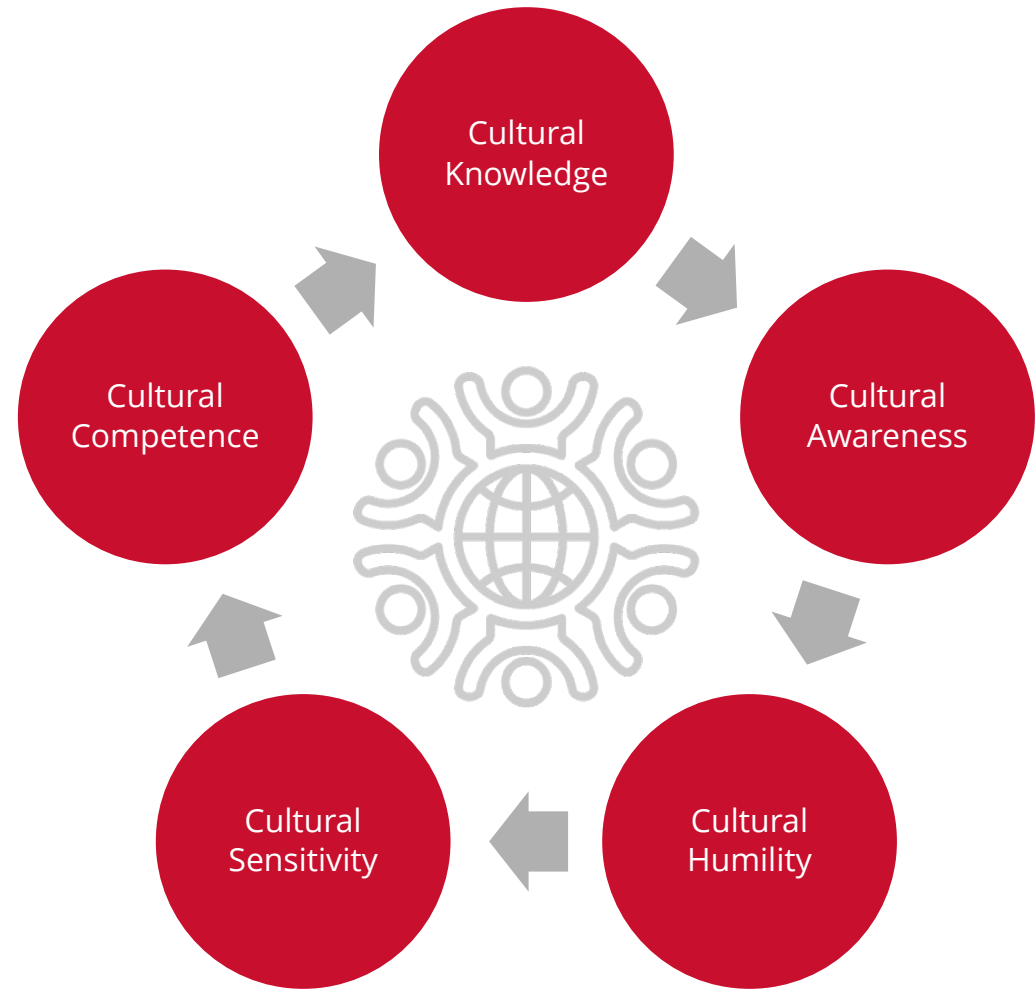


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Cultural Competence



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Diversity & Equity of Access



Outreach and Recruitment

- **Outreach** - focused on a comprehensive communication strategy that raises general program awareness geared to widen participation. Outreach is synonymous with marketing.
- **Recruitment** - focused on attracting specific participants or groups that grantees are seeking to enroll in their program.

Application and Intake

- **Application** - process of collecting information for eligibility
- **Intake** - the act of registering or admitting someone into a program or service.



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Exiter Demographics vs. Comparison Group

Title I Adult Exiters vs. Adults in Poverty

			Participants	Pct of Total	Comparison Group
Female	Non-Hispanic	Hispanic, any race	1,801	7.4%	8.7%
		White	4,330	17.8%	27.6%
		Black	6,458	26.6%	13.9%
		Other Race	835	3.4%	4.4%
Male	Non-Hispanic	Hispanic, any race	1,809	7.4%	7.2%
		White	3,093	12.7%	22.1%
		Black	5,196	21.4%	12.3%
		Other Race	796	3.3%	3.7%
		Female	13,424	55.2%	53.1%
		Male	10,894	44.8%	45.3%
		Total	24,318		

Source: Illinois PIRL files for PY18-22. WIOA Title I Adult program exiters between 01/01/2017 and 09/30/2022.



Priority Populations

Title I Adult Exiters

	Female				Male			
	Hispanic, any race	Non-Hispanic			Hispanic, any race	Non-Hispanic		
		White	Black	Other Race		White	Black	Other Race
Low Income	78.1%	83.7%	90.1%	70.2%	66.2%	73.6%	79.6%	73.9%
Low Levels of Literacy	48.8%	32.3%	43.6%	52.7%	52.3%	40.8%	52.7%	51.5%
Veteran Status	0.9%	0.9%	0.7%	0.8%	4.1%	6.5%	4.4%	3.9%
Priority Population	91.3%	91.3%	96.0%	91.7%	88.5%	88.9%	93.7%	91.2%
Single Parent	26.4%	41.9%	30.1%	20.8%	4.5%	6.1%	5.5%	2.9%
Ex-Offender	2.5%	4.9%	4.9%	3.5%	14.9%	18.0%	26.8%	10.1%
English Language Learner	4.1%	1.0%	1.7%	21.0%	3.5%	2.0%	1.8%	18.2%
Disability	2.1%	3.9%	2.6%	2.8%	2.2%	5.0%	2.2%	2.5%
Homeless	0.8%	1.1%	1.2%	1.6%	1.3%	3.1%	2.7%	2.8%
Cultural Barriers	0.9%	0.6%	1.6%	11.4%	0.3%	1.0%	1.2%	11.7%

Source: Illinois PIRL files for PY18-22. WIOA Title I Adult program exiters between 01/01/2017 and 09/30/2022.

Equity of Assessment of Barriers

Assessment of Barriers

Situational

- Situational poverty is a period of being poor caused by situational factors, in contrast with generational poverty, which is a form of entrenched poverty that can encompass multiple generations of a family.

Multigenerational

- Multigenerational poverty is a form of entrenched poverty that can encompass multiple generations of a family.
- Black Americans are 41% more likely to be in third-generation poverty than White adults are to be poor.



Equity of Assessment for Training Programs

Assessment for Training Programs

Academic

- Basic Skills Proficiency
- Math and Reading Literacy

Occupational Skills & Interests

- Prior work experience
- Employability
- Interests
- Values
- Aptitudes



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Inclusion & Equity of Opportunity



Supportive Service Delivery

- Situational
- Multigenerational

Training Placement

- Academic
- Occupational Skills and Interests
- Consumer Informed Choices?



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Inclusion and Equity of Opportunity

Title I Adult Exiters Entered Training Occupation Group

	Female				Male				Median Earnings 2Q	Empl Rate 2Q
	Hispanic, any race	Non-Hispanic			Hispanic, any race	Non-Hispanic				
		White	Black	Other Race		White	Black	Other Race		
Entered Training	1,342	3,720	4,567	568	1,384	2,403	3,788	588	9,176	79.7%
Healthcare Practitioners	38.5%	61.3%	44.5%	43.8%	3.3%	6.3%	3.2%	5.4%	12,027	90.8%
Transportation	10.2%	4.9%	12.3%	6.2%	53.7%	44.2%	65.7%	42.3%	9,879	70.7%
Healthcare Support	23.4%	17.7%	20.6%	14.4%	1.4%	1.6%	0.9%	1.2%	6,540	83.6%
Production	6.4%	2.4%	2.6%	3.5%	19.7%	17.6%	10.9%	16.3%	8,152	79.5%
Computer	2.8%	2.5%	3.7%	7.0%	5.9%	9.4%	5.5%	10.7%	9,251	70.2%
Management	3.6%	2.5%	5.7%	11.8%	1.9%	3.5%	3.4%	9.4%	8,575	74.3%
Install, Maint, and Rep	0.6%	0.5%	0.5%	0.5%	9.3%	9.4%	3.0%	8.3%	8,988	77.8%

Source: Illinois PIRL files for PY18-22. WIOA Title I Adult program exiters between 01/01/2017 and 09/30/2022.

WIOA Equity-Focused Conceptual Framework



Economic Self- Sufficiency After Exit

- Employment and the Benefits Cliff
- Upward Mobility for Certified Nursing Assistants
- Turnover Rates in Truck Driving



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Employment and the Benefits Cliff

The **employment and benefits cliff** is a phenomenon that can occur when an individual's income or earnings increase to the point where they are **no longer eligible** for certain government benefits, such as Medicaid, food assistance, or childcare subsidies.



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Upward Mobility for Certified Nursing Assistants

- Low Wages
- Limited Career Paths
- Limited Access to Education and Training
- Physically Demanding Work
- Burnout and Stress
- Limited Recognition and Respect



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Turnover Rates in Truck Driving

- Hiring Standards
- Health Requirements for Obtaining a Commercial Driver's License (CDL)
- Long Hours and Time Away From Home
- Safety & Health Concerns
- Burnout and Stress




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Neurolinguistic Programming (NLP) Presuppositions



Have respect for other's model of the world

- We are all unique and experience the world in different ways.

The map is not the territory

- How people make sense of the world is through their own personal experiences.

Behind every behavior there is a positive intention

- There is usually some positive intention behind what people say and do.



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Questions?



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