From *the* Ground Up

Unearthing Fairness for Ohio Kids

Groundwork Ohio is researching and publishing the *Ohio Early Childhood Race and Rural Equity Report* to bring greater understanding among policymakers and stakeholders of how race and location matters to the policies, institutions and systems that shape the future for children and families in Ohio. Taking action begins with honest and sincere conversations.

Achieving equity for Ohio kids requires all of us to begin to take responsibility for the things we can change by challenging our assumptions, investigating the evidence and recognizing what we don't yet know.

> " *Not everything that is faced can be changed, but nothing can be changed until it is faced.* "
>
> – James Baldwin

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What is Equity?

Equity is fulfilling people's needs so they can enjoy a full and healthy life. It is a just and fair solution for inclusion into society where all are equipped to participate and prosper—thus reaching full potential. For our youngest learners, equity means providing the necessary resources so that each child's health and educational achievement are not predictable by race, class, geography, language, gender or other relevant social factors.

Equality, in contrast, simply ensures that people get the same thing—aiming to promote fairness. But equality only works if all are in the same place and need the same help.

EQUALITY

Everyone is given the same thing.

VS

EQUITY

Everyone is given what they need for their situation & environment.

Achieving equitable outcomes does not require ***equality*** (giving all children the same), but does require ***equity*** (giving each child what they need to succeed). It is important to recognize that while each child has the ability to reach their highest potential, every child has unique gifts and challenges.

What is Disaggregated Data?

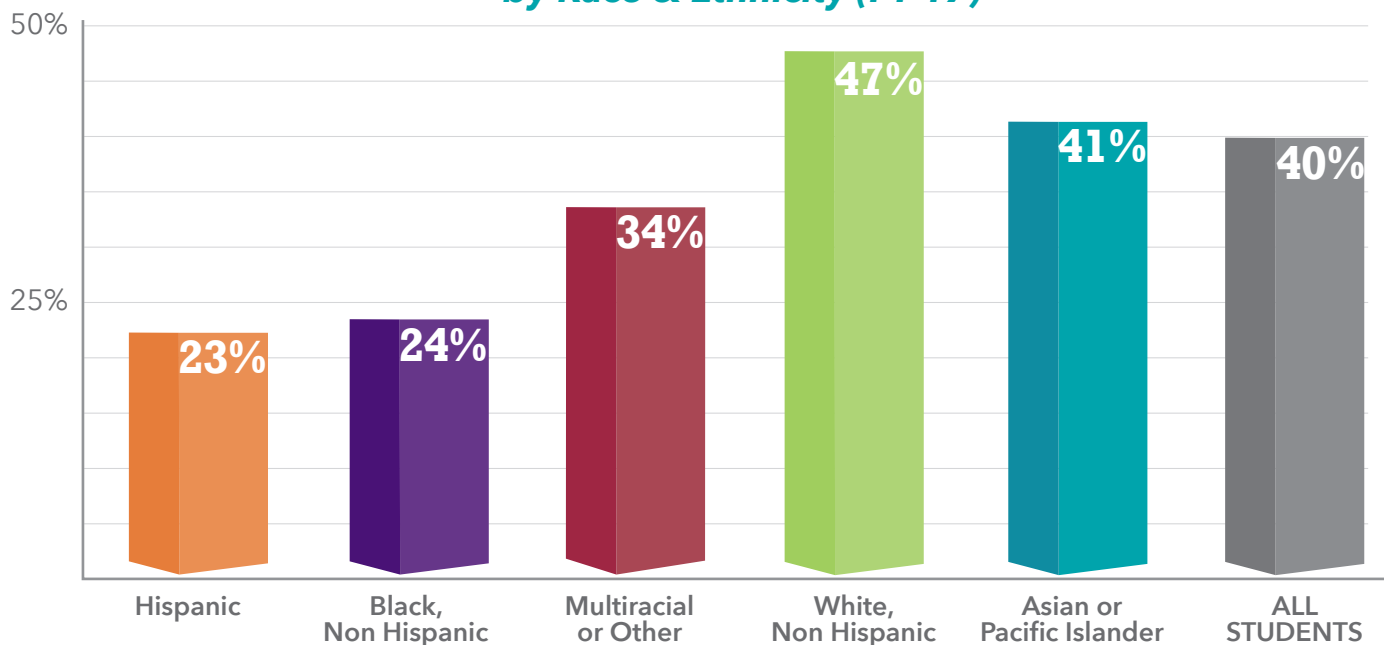*Our first step is gathering and analyzing disaggregated data.*

In order to advance equity for Ohio's children we have to know who Ohio children are and how systems are serving or failing to serve them. Usually data is reported in the aggregate. For example, **only 40% of all Ohio kids arrive in Kindergarten ready to learn.**

Without disaggregating data by breaking it apart by race, geography and other demographic variables, we fail to understand the whole story.

DISAGGREGATED DATA EXAMPLE

Kindergarten readiness data, disaggregated by race:

% Students Demonstrating Readiness for Kindergarten, by Race & Ethnicity (FY 17)

Category	%
Hispanic	23%
Black, Non Hispanic	24%
Multiracial or Other	34%
White, Non Hispanic	47%
Asian or Pacific Islander	41%
ALL STUDENTS	40%

This more detailed data becomes a powerful tool in preparing more Ohio kids to be ready to learn. Understanding who is more often left behind and investigating the barriers for these children has the potential to influence how we allocate resources necessary to help all children thrive and achieve equitable outcomes.

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Ohio Early Childhood Race & Rural Equity Report

Helpful Resources

1 Race Equity and Inclusion Action Guide
www.aecf.org/resources/race-equity-and-inclusion-action-guide

2 The Equity Manifesto
www.policylink.org/sites/default/files/pl_sum15_manifesto_FINAL_4app.pdf

3 Diversity & Equity in Early Childhood Systems-Build Initiative
www.buildinitiative.org/TheIssues/DiversityEquity.aspx

4 Truth, Racial Healing & Transformation-W.K. Kellogg Foundation
www.kirwaninstitute.osu.edu/researchandstrategicinitiatives/implicit-bias-review

5 Racial Equity Tools
www.racialequitytools.org

6 Implicit Bias Review
www.kirwaninstitute.osu.edu/researchandstrategicinitiatives/implicit-bias-review

7 Bias Isn't Just A Police Problem, It's A Preschool Problem-NPR
www.npr.org/sections/ed/2016/09/28/495488716/bias-isnt-just-a-police-problem-its-a-preschool-problem

8 The Harvard Implicit Bias Test
www.implicit.harvard.edu/implicit/takeatest.html

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