The Role of Racial Equity in SNAP-Ed Part 3

What does equity look like within an organization?
Advancing equity through recruitment, hiring, retention and promotion

June 30, 2022
Honor Native Lands

We gather for this webinar from different places but all on the traditional lands of indigenous peoples past and present.

We honor with gratitude the land itself and the people who have stewarded it throughout the generations.

This calls us to commit to continuing to learn how to be better stewards of the land we inhabit and the practices in which we engage.

HONOR NATIVE LAND: A GUIDE AND CALL TO ACKNOWLEDGMENT
Available at: https://usdac.us/nativeland
Tribal Land site: https://native-land.ca/

Native Land Digital. Available at: https://native-land.ca/
Outline

- Overview – Molly De Marco
- Framing the issue – Latresh Davenport
- Presentations
- Reflections – Latresh Davenport
- Q & A
- Wrap-up and next steps
Welcome & Housekeeping

• Please use the Q&A feature to ask questions throughout the webinar.
• The chat feature will be enabled to communicate thoughts among attendees; however, please remember our discussion agreements slide when utilizing the chat. **Be mindful. Be respectful. Be humble.**
• Live captioning is available. Use the ‘Live Transcript (CC)’ button to turn it on.
• You received a link to the slides in your reminder email.
• This training will be recorded and posted on all host websites. All those registered will receive an email with links following this training.
• The answers to questions will also be shared via email and websites.
Attendees will be able to:

• Identify 2 practices that their organization can implement to advance equity in internal workplace policies related to recruitment, hiring and retention.

• Describe three strategies to work within your human resources system to write job descriptions and conduct recruitment and hiring with an equity lens, for example, how to include lived experience as a job requirement.

• Identify their sphere of influence and how their decisions can impact equity within their organization related to employee hiring and retention.
1. This webinar is not open to discussions that question or challenge the existence of racism, injustice, and inequity. This webinar is not a place to question the validity of learning about race, racism, equity, or white supremacy.
2. Share your learning, reflections, and truths using “I” statements whenever possible, focusing on your own experiences and understandings.
3. Treat each other with respect, honesty, appreciation and grace whenever possible, as many of you will be in different “places” along your learning path.
4. If you have any concerns about a discussion during this webinar, please contact molly_demarco@unc.edu.

Source: Online Discussion Agreements – FSNE 21-Day Racial Equity Habit-Building Challenge (foodsolutionsne.org)
Framing the issue
Guiding Principles

- Do no harm
- People that we serve who have been most harmed from disinvestment, discrimination, and disenfranchisement is in the best position to inform solutions
- People are the experts of their own lives
- Impact over intent
- We are ultimately accountable to the communities we serve
- Start with the opportunity
- Be transparent
- We believe that healthy food access is a right, not a privilege, and all people no matter gender, ethnicity, race, class, sexual orientation, national origin, disability, or age hold this right.
- Our work centers the lived experiences of communities and honoring their strengths and knowledge. Policies, programs, and interventions must be planned, delivered and evaluated through community-based participatory methods.
- Acknowledging the intersection of food insecurity with economic and social injustices, we involve cross-sectoral partners in our work and collaborate at the local community level.
Working definition of equity

**Process** - equitable access to programming, shifting power and resources to marginalized communities, centers marginalized community members in decision-making.

**Outcomes** - Developing a shared definition of success, equitable outcomes, shared program benefits, diversifying the workforce, improving the material and intangible circumstance of marginalized communities.
Discrimination

**Internalized**
Lies within individuals. These are private beliefs about race that reside inside our minds.

**Interpersonal**
Occurs between individuals. Once we bring our private beliefs about race into our interactions with others, we are now in the interpersonal realm.

**Institutional**
Occurs within institutions. It involves discriminatory treatment, unfair policies and practices, and inequitable opportunities and impacts, based on race.

**Structural**
Is racial bias across institutions and society.
The goal is to create a **Racial Equity Culture**

One that is focused on proactively counteracting race inequities inside and outside of the organization*

*Awake to Woke to Work: Building a Race Equity Culture. Equity in the Center.*
Strategic Approach to Institutional Change

Normalize
- Use a racial equity framework
- Operate with urgency and accountability

Organize
- Build organizational capacity
- Partner with other organizations and communities

Operationalize
- Implement racial equity tools
- Be data-driven
Poll

How are you involved in hiring processes within your organization?
Speakers

- Elena Serrano, Virginia Tech University
- Jennifer Ward, University of Tennessee
- Teresa Jackson, OKTEP
- Jennifer Owens, HealthMMPowers
Goal: To offer nutrition education opportunities to SNAP-eligible audiences through a variety of approaches
Direct Education

• Position Description (Program Assistants/Peer Educators)

The individual in this position recruits, enrolls, and teaches adult participants in home or group settings basic principles of food resource management, food preparation, nutrition, and physical activity. This includes collaborating with local agencies and organizations that work with people living in poverty, marketing the program, and collecting evaluation records for all programs.
Direct Education

• Educator Characteristics (Program Assistants/Peer Educators)
  
  • Relate to Target Audience – Recruited from target communities and populations
    
    • No nutrition background required
  
  • No expertise expected in Content and Teaching Methods - Intensive investment in resources needed for training and professional development
    
    • New hire training adapted to meet core competencies and include continuous assessment of staff
  
  • Educational requirements: High school graduation or G.E.D.
Advancement

• Within Virginia Cooperative Extension, advancement opportunities were only available for MS-level employees (to move to Agents)

• A Senior PA track was developed specifically for SNAP-Ed (and EFNEP) Program Assistants in partnership with the College Division of Human Resources
Application Process

Family Nutrition Program
Senior Program Assistant Application

Purpose of Senior Program Assistants

The opportunity to serve as a Senior Program Assistant allows Family Nutrition Program Assistants to advance in their career paths while learning and sharing their expertise with new hires so they will be successful, which is beneficial to the entire FNP program. Those selected to serve in this role will have additional responsibilities of mentoring, training, and sharing their expertise with new hires to help them be successful. Financial compensation will be given to Senior Program Assistants for these additional responsibilities.

Qualifications of Senior Program Assistants

Only experienced Program Assistants (PAs) with a minimum of 5 years of experience may qualify for the mentor role. To qualify PAs must be in good standing with a yearly performance rating of strong or model. Additionally, PAs must demonstrate the following:

- Strong teaching performance, including being a performance leader in their district
- Strong teaching skills demonstrated by behavior change in diagnostic reports
- Proficiency in record-keeping
- Consistent model performance in teaching and recruiting clients
- Ability to work collaboratively with VCE staff, faculty, and other agencies that serve families and children with limited resources
- Potential ability to coach and nurture less experienced program assistants
Application Process

• Applications are sought once a year (paused 2020, 2021)

• The SNAP-Ed leadership team reviews applications and discusses with PA supervisors about all selections

• Successful applicants attend a “retreat” with other senior PAs to discuss the expectations, share ideas, and receive leadership training

• Start date coincides with new programming year

• Senior PAs are compensated with a 10% increase to base salary

• We currently have 11 Senior Program Assistants, who represent each district and youth and adult SNAP-Ed Program Assistants
Lessons Learned

• Specialized training and professional development were important to empower Program Assistants and help transition them from “colleagues” to “mentors” and “leaders”

• Management requires a designated staff person(s) (not full time) to connect, follow-up, and check-in with senior PAs

• Written guidelines are important for clear expectations and scope, especially for mentorship
  • For our purposes, we wanted senior Peer Educators to mentor and train, not supervise

• Develop and share how they will be evaluated as part of annual evaluation
Coordination

Virginia Family Nutrition Program
Senior PA Log/Activity Sheet

Mentor:
Mentee(s):

Instructions: Please fill in any activity you do for mentoring or training as part of your senior PA responsibilities. It can be 15 minutes long to several hours or days. Include your travel time in the length of time. Use one sheet for all activities and mentees. Feel free to add lines. Please send quarterly to your Area Coordinator by January 1, April 1, July 1, and October 1. You may keep a running log of all activities for a year.

<table>
<thead>
<tr>
<th>Date</th>
<th>Email/phone call/observation/office visit/training</th>
<th>Length of time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 1/1/19 Office visit</td>
<td>3 hours (including travel time)</td>
<td>Helped check inventory, set up office, and reviewed forms with [Mentee]</td>
<td></td>
</tr>
<tr>
<td>Example: 10/27/19 Training – New hire training</td>
<td>4 hours (including travel time)</td>
<td>Talked with new hires and taught one lesson.</td>
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Mentorship Guidelines

Mentorship offers the opportunity for a new employee to learn from a more experienced person. The guidelines are designed to provide you with some specific activities to do as a mentor. The checklist should be completed within 60 days after Phase I New Hire Training. It should be shared with the mentee’s Area Coordinator, so that additional training or support can be provided.

Welcome and Introduction – Send a welcome email to your mentor, briefly introducing yourself and requesting a time to talk by phone. A welcome phone call (in case email isn’t up), then an email. This should occur during the mentee’s first week on the job.

Set up a time with your mentor to meet in-person to discuss PA rules and responsibilities and schedule a date/time to observe you teaching. Other topics include previous work experience, including community programs and working with individuals living in poverty, goals for their new position, and expectations for the mentor-mentee relationship. What are they hoping to get out of mentorship? What are some areas of their job that they are still不清楚 about after new hire training phase 1?

Program Observation – This is one of the most important activities you will do as a mentor – showing your mentee everything needed to set-up, teach, and evaluate a program. It is best if the mentee can meet you in advance of the class to learn what’s involved in gathering supplies, setting up a class, welcoming participants, and then finishing the class and packing up. After the class, debrief with your mentee about any questions she/he has.

The lesson you teach should match what the PA will be teaching. So, if you are a SNAP-Ed adult PA mentoring an ENPEP adult PA, arrange for the mentee to attend a class from ESBA, not HESA since HESA is not allowed for ENPEP. It is important to demonstrate a food experience for the lesson that the mentee is observing. Ideally, the lesson would be the first or last lesson if both you and your mentee are the same program (SNAP-Ed or ENPEP) in order to show how you complete the enrollment or exit forms. Be sure to follow program guidelines, including displaying the Aedt for Justice for All posters, as needed.

Teach Back – Ask your mentee to teach a mock lesson to you. Using the field observation form/third page shows the right outcome areas of strengths and areas that could be strengthened. This can be done in person or via Zoom.

Eligibility: Collaborations/Partnerships – After the program observation, review how you determined eligibility of the class. Give some tips and tools for identifying champions and collaborators in the community that can help the mentee recruit appropriate groups. Brainstorm ideas with the mentor. Explain how to set up a MOA. Discuss possible partnerships with SNAP-Ed Agents and other VCE personnel.
Successes

• We have found that employees value this opportunity for growth

• Other Program Assistants appreciate senior PAs; often they feel more comfortable calling a “peer” for support in place of their supervisor

• We also offer tuition reimbursement programs for Program Assistants who wish to pursue BS and MS degrees (outside of VT)
  
  • In Virginia, community colleges are free
  
  • Paid out of overhead

• One big success was that one of our senior PAs became a SNAP-Ed Agent
INTRODUCTION

Positionality

Academic and professional background

Focus on inclusion in administration and leadership
The Imperative

| To reach SNAP eligible adults and families with nutrition and physical activity education |
| Embedded in this mission is the imperative to reduce health disparities |
| Access to food cannot be disentangled from issues of race, gender, ability, and other axes of diversity |
| Implementing agencies must embed DEI and equity principles at all levels of work |
THEORETICAL PERSPECTIVE

Transformational & Authentic Leadership
KEY AREAS

HIRING  RETENTION  PROMOTION
THE TN EXAMPLE
WAGE EQUITY

THE PROBLEM  THE SOLUTION
BUDGETS ARE MORAL DOCUMENTS
STRATEGIES TO RAISE PAY

- Working within Extension
- Cutting costs
- Sustainable staffing plans
- Reclassification
- Leveraging multiple programs
POTENTIAL PITFALLS

SUPPLY CHAIN COSTS
STAGNANT FUNDING
PERCENTAGE OF BUDGET TO SALARY
SYSTEM LIMITATIONS
Teresa Jackson, MS, RDN, LD
Tribal Partnerships & Outcomes Partner

teresajackson@oktep.com
“Mainstream models, programs, and funding agencies too often assume that tribal community members and practitioners can immediately begin to resolve an issue; they pay little attention to the social, cultural, historical, and political environment and to the time needed to build effective working relationships.”

Examine Principles of Practice

- Strengthen research in minority health and health disparities, from understanding etiology to improving methods and developing interventions
- Strengthen the evaluation and reporting of minority health and health disparities research
- Support the expansion of workforce diversity

The NIMHD Scientific Advancement Plan.
Partnerships for Health Equity

- Conducting research: Native American nutrition and health
- Translating and disseminating research information
- Promoting and supporting the training of a diverse research workforce
- Fostering innovative collaborations and partnerships
Who is OKTEP?

- Leadership
- Language
- Locations

We embrace integrative leadership, recognizing the first step of health equity attainment begins by seeing and engaging each other at multiple levels of influence, supporting collective impact with our best intentions and purposes to accomplish what none of us can fully accomplish on our own.

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Leadership and Locations

- Where are positions located?
- Where does “supervision” reside?
Recruitment and Hiring

- Currently have 5 health promotion partners officing within Tribal Communities
  - Absentee Shawnee Tribe
  - Indian Health Care Resource Center (Intertribal, Tulsa)
  - Muscogee (Creek) Nation – 2
  - Seminole Nation of Oklahoma

- Intertribal health promotion partner that works with several Tribal Communities
  - Iowa Tribe
  - Otoe-Missouria Tribe
  - Pawnee Nation
  - Sac and Fox Nation
  - Tonkawa Tribe
Jennifer Owens, HealthMPowers
Jennifer.Owens@healthmpowers.org
HealthMMPowers Equity Journey

- Naming equity as mission, data and moral imperative
- Organization-wide charter of internal and external outcomes
- Ownership with Leadership Team and accountability staff group
- Staff learning opportunities to support personal equity journey
- Professional development and program/ops investments to ensure equity is verb
Charter Commitment to DEIA

**ORGANIZATION-WIDE CHARTER: DIVERSITY, EQUITY AND INCLUSION**

**INTERNAL**
- Staff and Board can **articulate why equity is mission-imperative**.
- Staff is involved in quarterly evidence-based **DEI professional development/courses** that support our work.
- **Board has increased literacy around key DEI issues** as it pertains to mission and governance.
- HMP will strive to **disaggregate program data** by race, gender, age whenever possible, in support of strengthening the delivery of our mission and “meeting people where they are.”
- Staff and Board embody a **culture of empathy & respect**.

**EXTERNAL**
- Trainings, resources, and services are **aligned with what our communities need**.
- HMP has processes in place to collaboratively engage with communities to identify specific challenges to **build stronger partnerships**.

HMP develops a systemic and shared understanding around why DEI values, approaches and skills strengthen our collective ability to deliver on the mission.
Mission, data and moral imperative
# Diversity is the floor

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<td><strong>FY20</strong>&lt;br&gt;(Dana Griffith, Chris Stewart, Suzanne Glenn, Shelle Deal, Kendall Charlton, Adria Myer, Delilah Landrum, Kristy Bond, Lee Ann Else, Christi Kay, Sequoya Howard)</td>
<td>36%</td>
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<td><strong>FY21</strong>&lt;br&gt;(Dana Griffith, Chris Stewart, Suzanne Glenn, Shelle Deal, Kendall Charlton, Adria Myer, Delilah Landrum, Kristy Bond, Crystal Lazarus, Jennifer Owens, Sequoya Howard, Lee Ann Else)</td>
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<td><strong>FY22</strong>&lt;br&gt;(Chris Stewart, Shelle Deal, Kendall Charlton, Adria Myer, Crystal Lazarus, Sequoya Howard, Kristy Bond, Lee Ann Else, Danielle Adamson, Jennifer Owens)</td>
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<td><strong>FY22</strong></td>
<td>27%</td>
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The Work: All of us, every day, forever - INTERNAL

- Updated our job posting and recruiting process to include a focus on HBCU alumni groups, and more diverse connections to promote openings such as relying on our community partners including the Latin American Association, Center for Pan Asian Community Services and more
- Initiated the process of posting position salary ranges to promote transparency in recruiting
- Added a question about applicant’s approach, experience and thoughts on diversity, equity and inclusion and serving communities in a supportive partnership role.
- Updated the HMP Employee Handbook, with an inclusive input process for all staff including the DEI committee, to create an equitable environment including but not limited to creating the organization’s first formal parental leave program.
- Augmented the HMP new employee on-boarding process to include a review of the DEI charter and the organization’s commitment to DEI.
- Consistently gauging needs among the staff for DEI topics and professional development through surveys and ongoing requests for iterative feedback.
- Created an internal-facing email publication called 5 Things on a Friday that shared key DEI articles, resources and anecdotes related to the work of HMP.
- Began the process of training the staff to conduct community landscape assessments to better prepare to serve the communities we work in by understanding the assets and needs.
The Work: All of us, every day, forever - EXTERNAL

- Began to consistently speak to the health inequities related to the work of HMP in public-facing settings including but not limited to the HMP blog, virtual events, meetings with funders and partners and in published writing such as the op-ed on the heels of the 2021 Kids Count report which was published by Georgia Health News.
- Equipped staff with trainings and tools to lead inclusive and effective trainings, especially when a difficult circumstance arises.
- Began the process of normalizing the addition of pronouns to our email signatures, Zoom identity, etc. to show our partners that we are an inclusive staff and institution.
- Updated forward-facing resources and communications to ensure they are accessible for all abilities, as well as culturally-appropriate and in line with best practice. (This occurred in partnership with funding from SNAP-Ed in the fall of 2021.)
Lessons Learned

- Equity is best when it’s in the DNA of the organization, a way of leading, a way of developing programming, a way of communicating, evaluating, etc.
- How to structure, maintain and ensure accountability
- Mindful attention to language
- Trust must be prioritized
- Careful attention to ensure no harm is done
- Don’t underestimate investment needed to do this work with fidelity
- Recognize your whiteness, your privilege and ensure you are not doing harm
Equity named in organizational strategic plan, aspiration, KPIs

Amplify our impact and accelerate change in Georgia communities by elevating youth voices, cultivating and deepening relationships and leveraging data to champion health equity.
FY 2023 SNAP-Ed Proposal Equity Investments
FY 2023 SNAP-Ed Proposed Equity Enhancements

- Co-design and development of a program rubric focused on Diversity, Equity, Inclusion and Accessibility
- Ensure cultural and linguistically appropriate materials including a budget for translation of materials including the social ads served to direct SNAP-Ed participants to local food assistance sites.
- Continued movement toward disaggregation of program data
- Focus groups with setting and community change agents to ensure resources, services and PSE indicators reflect health and racial equity.
- BIPOC resources (sold by vendors and/or literature books reflecting BIPOC community)
Reflection

WHAT IS RESONATING WITH YOU? / WHAT IS CHALLENGING YOU?

WHAT PRACTICES SHOULD WE KEEP IN MIND DURING THIS WORK?
Next Steps/Things to consider

- Creating shared language
- Identifying and supporting organizational champions
- Gather and disaggregate data about disparities in hiring, retention, promotion, and compensation
- Complete compensation audits
- Draft diversity goals
- Review recruitment procedures
- Build internal capacity to support equity - centered initiatives through trainings, peer learning, community of practices
- Establish a feedback mechanism for employees and community members
- Create policies and incentives to act on changes that advance equity
- Shift organizational culture - consider what is celebrated? What is incentivized?
Q + A
• Awake to Woke to Work: Building a Race Equity Culture. [https://equityinthecenter.org/aww/](https://equityinthecenter.org/aww/)


• Office of Minority Health Resource Center (OMHRC) is a source for minority health literature, research, and referrals for consumers, community organizations and health professionals. Available at: [https://minorityhealth.hhs.gov/](https://minorityhealth.hhs.gov/)


• NIMHD Scientific Advancement Plan established to improve health equity by advancing the science of minority health and health disparities. Available at: [https://www.nimhd.nih.gov/about/overview/scientific-advancement.html](https://www.nimhd.nih.gov/about/overview/scientific-advancement.html)
Join us next Thursday!

The Role of Racial Equity in SNAP-Ed Part 3: What does equity look like within an organization?

Discussion

Thursday, July 7th 3:00 to 4 pm EST
Registration Link: https://unc.zoom.us/webinar/register/WN_BNg6ojfGSAy9dvIrsuta7w