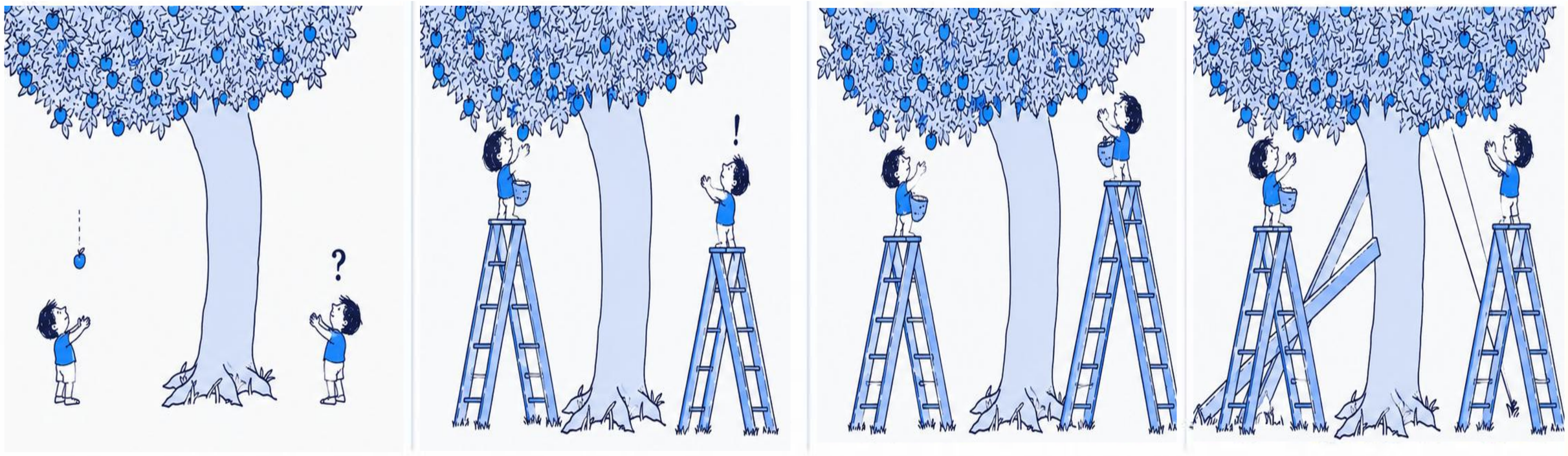
Equity through Identification: How Adverse Childhood Experiences Shape Equity in Public Service Delivery

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Inequality | **Equality** | **Equity** | **Justice**



BACKGROUND

Representative Bureaucracy

Bureaucrats' identities matter.

Adverse Childhood Experiences (ACEs)

Childhood adversity shapes worldviews and perceptions.

Social Equity

Street-level bureaucrats play a central role in promoting equity.

RESEARCH QUESTION

How do adverse childhood experiences shape equity-oriented behavior in public service delivery?

METHODS

N = 64 Street-Level Bureaucrats

- Social Workers (n = 23)
- Teachers (n = 22)
- Police Officers (n = 19)

Data Collection

- Semi-structured interviews
- Focus groups

Analysis

- Grounded theory approach

SAMPLE HIGHLIGHT

25% of participants spontaneously reported childhood adversity (despite not being part of the sampling strategy)



HOW EQUITY EMERGES: CONCEPTUAL MODEL

Childhood Adversity → Recognition of Similarity → Intersubjective Identification → Adversity-Based Representation → Selective Equity-Oriented Behavior

VOICES FROM THE FIELD

> *"I saw a bit of myself in her. I saw someone with real potential, and it felt unfair that just being born into a certain environment would hold her back. I felt a need to help her."*
>
> *- **Teacher 1***

> *"I personally experienced it myself. When I see someone from a low socioeconomic background, it influences me. I try to give them the lowest fine possible."*
>
> *- **Police officer 17***

COUNTRIBUTIONS

Theoretical

Extending Representative Bureaucracy Beyond Demographics

Empirical

Comparing three types of SLBs: social workers, teachers and police officers.

Practical

Highlighting how Lived experiences influence equitable public service delivery.