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Reducing Inequalities in Georgetown and Williamsburg County: An Analysis of the United Nations’ Sustainable Development Goal Number 10

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In the summer of 2021, I had the privilege of working as a summer intern for the non-profit organization Black River United Way. The United Way umbrella organization is a network of thousands of non-profit organizations throughout the global network working to achieve a more healthy and sustainable community. Black River United Way, often also referred to as BRUW, works to serve both Georgetown and Williamsburg County. Founded in 1970, Black River United Way focuses on helping to reduce inequalities within the community and ensuring that there is a particular level of sustainable growth among its county’s citizens.¹

Black River United Way prides itself on values such as a community focus, commitment to access, collaborative nature, and heightened credibility. From these values, they have three large umbrella initiatives, often referred to as their bold plays. These include early grade reading success, family self-sufficiency, and disaster resiliency. The first of these focuses on the low literacy rates within the county, spearheaded by their Mission Read program. This program works to help elevate literacy rates among 3rd grade students within both counties. The second area of focus is on family self-sufficiency, recently illustrated through their VITA program. This program was aimed at helping families file their taxes for free, rather than having them pay a minimum of $100 for tax assistance. Finally, their third outreach program focuses on housing. Black River United Way helps to repair homes in order to ensure a livable situation for all citizens. These specific bold plays help to support the United Nations’ Sustainable Development Goals. It should be noted that within the last two years the main focus of BRUW has shifted to their Mission Read Program due to the urgency of reaching the goals. These specific bold plays help to support goals 1, 4, and 11: “no poverty”, “quality education”, and “sustainable cities and communities”.² Yet, an advancement of their organization has shifted to reflect on the UN SDG 10, reduced inequalities.

In December of 2020 United Way Worldwide voted to include several new membership criteria. In order to continue being an accredited United Way, each organization would need to implement this new criterion by December 31, 2021. One set of this new criteria highlighted the topics of justice, equity, diversity, and inclusion (JEDI) at its core, placing a special emphasis on

racial equity. The first portion of this criteria was to create and maintain a public statement against any form of racial/ethnic discrimination. The second criteria was to mandate each staff member undergo a total of 7 hours of JEDI training. Board members are mandated a total of 3.5 hours of JEDI training. Finally, the third piece of criteria required was that each of Black River United Way’s outreach programs be available to everyone (equality), while simultaneously targeting specific populations of people to achieve a more equitable community (equity).

As an intern, I was brought onto the Black River United Way team to ensure that each of these criteria was met. In the past, Black River United Way has not had a specific person devoted to ensuring that the non-profit organization focuses on ensuring that their programs work towards achieving an equitable Georgetown and Williamsburg County. The purpose of my internship position is to ensure that each of these criteria are not only been met, but exceed the expectations of United Way Worldwide, while also ensuring that these new criteria have a sustainability plan in place to ensure its longevity. The first two requirements are relatively straightforward compared to the last. Both a qualitative and quantitative analysis of the demographics of people reached by BRUW’s Mission Read program will be conducted. This analysis will focus specifically on Mission Read because it is BRUW’s largest current initiative; one that the organization is focusing more resources into. This analysis will ensure that programs are available to everyone, regardless of race, ethnicity, gender, sexual orientation, and religion. Furthermore, this analysis will also work to ensure that those demographics who are at a disadvantage receive proportionally more resources in order to ensure a more equitable community.

These tasks directly relate to the United Nations’ Sustainable Development Goal 10. Goals 10 focuses on ensuring a more sustainable world through the reduction of inequalities. My internship work focuses on the subgoals 10.2 and 10.3; promotion of economic and political inclusion regardless of demographics and reduction of inequities by making opportunities equal for all. These goals have become increasingly important in implementation within Georgetown and Williamsburg County because of an increased awareness of the gender, racial, and financial disparities that exist. By working to analyze BRUW’s impact on these disparities, sustainable

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solutions can be created in order to further work towards a more sustainable Georgetown in terms of inequities.

Public Statement

As aforementioned, Black River United Way seeks to serve both Georgetown and Williamsburg Counties. Williamsburg, a population of 31,324\textsuperscript{4} people, and Georgetown, a population of 61,952\textsuperscript{5}, have a total combined population of 93,276 people. Approximately 31% of the Georgetown population identifies as Black and less than 5% identifies as any other racial minority.\textsuperscript{6} Within Williamsburg, approximately 64% of the population identifies as Black while less than 4% identifies as any other racial minority.\textsuperscript{7} Of the poverty levels within both counties, those who are Black make up a majority of the statistic; of those living in poverty, 58% identify as African American.\textsuperscript{8} Based on these face-value statistics and comparing to other groups, there is a clear financial inequality that continues to exist among the people.

A public statement on behalf of Black River United Way helps to educate the public on the issues that most may not realize are ongoing. As previously discussed, the historic discrimination that has taken place in these two counties can still be seen today. Minorities have often received lower quality resources, which will be discussed in further detail in proceeding sections, which has led to a positive feedback loop of poverty and ending these disparities begins\textsuperscript{9} What is meant by this quote is that it must take a general education of the public on such issues in order to encourage change. Therefore, the delivery of a public statement is influential in the education process and helping to further goals number 10.

\begin{footnotesize}
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\item[\textsuperscript{6}] Census Reporter, “Georgetown County, SC.”
\item[\textsuperscript{7}] Census Reporter, “Williamsburg County, SC.”
\item[\textsuperscript{9}] Robin DiAngelo, ”Race In Education,” Counterpoints 497, no. 1 (2016): 16.
\end{itemize}
\end{footnotesize}
In order to successfully craft this statement, I reviewed the previously published statements of other United Ways. The United Way of Snohomish County\(^{10}\) and the United Way of Washtenaw County\(^{11}\) were researched and used as a case study to craft said public statement. Both of their public statements addressing discrimination and equity have elements particular to their county, while simultaneously illustrating how their work contributes to a national sense of equity as well. Furthermore, in order to fully engage myself in the meaning of equity I turned to several research articles. The best definition that I could find that properly illustrated the core meaning of equity is “Equity invokes a search for the social, economics, and political causes of an inequality, and for remedies that consider the context and circumstances of disparate outcomes.”\(^{12}\) Further, the United Nations endorsed a report which illustrated the difference between equality and equity when writing “Equality implies that no differences should exist between people. Everyone should have or receive the same. Equity, on the other hand, accepts differences but it argues against unfair and avoidable disparities. Differences have to be earned fairly, based on a level playing field and on principles of social justice”.\(^{13}\) In turn, my final product can be found on Black River United Way’s website\(^{14}\) which reads:

“The difference between equity and equality lies in the conscious reflection on the idea that different people may need different assistance or resources in order to achieve a balance among all people. Black River United Way recognizes these imbalances and seeks to eliminate them through the work that we do. We recognize that systems of injustice have historically placed undue burdens upon particular demographics of people, leaving them behind in the community. Black River United Way unequivocally denounces this discrimination, and any other discrimination along racial or ethnic lines, as such discrimination harms the sustainability and health of our community. We seek to

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\(^{10}\) “Our Core Work,” United Way of Snohomish County, accessed June 1, 2021, [https://www.uwsc.org/](https://www.uwsc.org/).


embrace the intersectionality of identity and end any historical, economic, and/or social inequities that exist in our community.

In order to combat these issues, Black River United Way seeks to achieve a more equitable community through its initiatives. Equity is a core ideal at Black River United Way. In order to account for both transparency and accountability, Black River United Way will analyze its initiatives annually to ensure that they are available to everyone, regardless of race, ethnicity, gender, or other demographic. Not only will this analysis ensure that access to these initiatives is equal to everyone, it will also ensure that Black River United Way gives additional assistance to those specific groups of people who have been marginalized in order to achieve a more equitable community and empower all citizens. By doing so, Black River United Way can create a more collaborative, sustainable, equitable, and empowering community for all.”

Goal 10, although potentially not directly solved by a public statement, is promoted through this action. Bringing attention to a prevalent issue is the first step in creating a more sustainable community. In order to do so, reflection must be made, and a learning process must begin. It is inevitably clear from the statistics that a racial disparity exists within both Georgetown and Williamsburg counties. Combating these inequities begins with awareness and reflection. Should every United Way issue a public statement, an inevitable education of the global community would occur through the cross-reference of public statements. This extends BRUW’s public statement impact further than just the counties it serves; it sets up the framework to have a global impact.

In order to ensure that this statement is a sustainable practice for BRUW, an annual reflection will be conducted to ensure that the statement publicly issued still accounts for the disparities that exist and address relevant issues. Each year the staff and board of BRUW will be responsible for ensuring that their public statement is current. Such practice will be done through a checklist style form. Elements of the annual public statement include incorporating both historic and current examples of inequities within the community, detailing how Black River United Way is working to address these inequities, and annual equity reports. These annual equity reports will be based upon the number of people served and the reduction in inequalities. Reduction in inequalities will, in the future, be measured by the increase in children meeting 3rd grade literacy requirements and the reduction in the racial wealth gap between the two counties.

**Diversity, Equity, and Inclusion Trainings**
Requiring members of an employment agency or an organization to participate in a particular number of diversity, equity, and inclusion trainings is becoming a more popular practice. Yet, many people fail to see the rationale or purpose behind such training. Case studies have been used to justify the importance of diversity and inclusion in the workplace, which are often used within said trainings to illustrate the importance.

In an article written by Elizabeth Paluck the actual and realized impact of diversity trainings within an institutional level is discussed. Through a multivariate analysis of various diversity trainings implemented throughout various employment industries, it was found that these trainings are only particularly impactful in education ideas, not particularly behaviors.\textsuperscript{15} This case study established that there are five crucial elements of a diversity training that must be present for behaviors to be changed: “bringing out differences”, “utilizing emotions”, “presence of ‘minorities’”, “discussing stereotypes”, and “mandatory versus voluntary training”.\textsuperscript{16} While diversity training within an institutional level can have a profound impact on changing behaviors, it is the utilization of these elements that produces the largest impact within the practice. This article was used as a guideline to the creation of the JEDI trainings delivered to Black River United Way.

In order to take advantage of the full potential of these training opportunities I decided to participate in a variety of trainings myself. I took a numerous number of trainings ranging from the acceptance of disabled volunteers in a non-profit setting to use of census data to understand equity. After immersing myself in the various knowledge of JEDI topics I began working on an agenda for both the staff and board members. Because a different required amount of time is allotted based on title (staff versus board), two different agendas were created. For the staff I focused on creating more engaging, in-person activities. Topics range from the difference between racism and discrimination to the idea of privilege and its impact. Each training is set up to have a mix of lecture style material and engaging activities, ending with a period of reflection. This period of reflection is used to start conversation and discuss how this information can be taken outside of the workplace.

\textsuperscript{16} Paluck, ”Diversity Training,” 589-591.
For the board I focused on creating more virtual activities. The reasoning for this is because most board members have a limited amount of time to participate in in-person activities. Furthermore, I decided to take advantage of this opportunity and use it to encourage the board members to bring the information that they learned back to their own workplace. This would promote expansion of ideas across social, economic, and geographic borders. Activities focused on a range of topics from the difference in equality and equity to the understanding of internalized bias. A full agenda and overview of the materials used to facilitate board trainings can be found here.17

Performance indicators were utilized in order to gauge the impact of the training on both the staff and the community. After each training was delivered, whether it be online self-paced or in-person workshops, a google form was issued. Each google form asked for both feedback on the delivery of the training (e.g., how engaging the training was, how informative the training was) and the use of the learned information. While the first portion of the google form was more directed towards my benefit, the second portion of the google form helps to gauge changed behaviors. These outcomes are measured by the amount of people who indicated that they learned a new idea and the amount of people who indicated that the ideas that they learned would change their daily behaviors and activities. Feedback from the first staff JEDI training indicated that of the 8 people involved, 100% have made an effort to change their daily activities to promote inclusion, especially on the basis of race and ethnicity. It is estimated that this performance measure will remain consistent throughout the remaining staff and board trainings.

As previously mentioned, education is the match that begins a wildfire of change. Educating people at the ground level through JEDI trainings is what creates a sense of community and unified activism. UN SDG 10.3, reducing inequalities of outcomes, is indicated by the “proportion of the population reporting having personally felt discriminated against or harassed within the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law”18. Such training, as indicated by real-world feedback, helps to increase awareness of the issues in which different demographics may be struggling.

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17 file:///home/chronos/u-ba74216476cc7488fb0f168c02151f2222a71906/MyFiles/Downloads/BRUW%20Training%20Goals%20&%20Toolkit.pdf
18 United Nations, ”Goal 10”.
The previously measured outcomes have illustrated a desire to change behavior. Should these results be applied nationally, or even globally, there would inevitably be a reduction in the number of people who feel discriminated against or harassed because the ideas of equity and inclusion would be widespread. Yet, bringing these outcomes to a global point is merely a goal. We can see the framework for this goal built at the community level within Georgetown and Williamsburg counties through these trainings.

**Community Programs Equitability Analysis**

Perhaps the largest indicator of Black River United Way’s progress in promoting equity is a comprehensive analysis and reflection of their largest community outreach initiative: Mission Read.

Due to the Family Educational Rights and Privacy Act\(^{19}\) a large amount of individualistic demographic information cannot be collected within our Mission Read program in order to maintain the confidentiality rights of the students. In order to account for this, I used publications from the Department of Education of South Carolina and the participation of schools within the counties to help gather demographic and test information. From the Department of Education, “report cards” were utilized to help analyze the breakdown of which schools in which counties were consistently failing to meet literacy requirements within the 3\(^{rd}\) grade. Furthermore, a demographic breakdown was utilized as well; this breakdown details which students are not meeting expectations by race, disability, and sex. Then, the budget of Black River United Way’s Mission Read program was utilized to see where resources are being pooled. This was used to determine whether or not Black River United Way was locating resources equitably among schools who need extra resources the most.

It is important not to overlook the importance of equity within educational settings simply because of the FERPA law. A case study in Brazil revealed that discrepancies in access to reliable internet, the salaries of teachers, and the diversity of schools were correlated with test

scores and academic success. Furthermore, the research found that these discrepancies were higher within minority populations, particularly those who were descendants of an African ethnicity. Although this case study explores a situation within a different country, it can be applied to the common thread of issues that is seen within Georgetown andWilliamsburg counties which affect literacy rates. By conducting local research into this subject, global findings can be affirmed and used to spark equity conversations elsewhere.

From this research I found that there is a significant difference of 3rd grade students meeting literacy requirements along racial and ethnic lines. Using the Department of Education’s SC READY test scores, I was able to determine test scores along demographic lines; these test scores are from 2019 because this was the last recorded year. In Georgetown County of the 275 black students tested 37.1% did not meet literacy requirements in the 3rd grade. Of the 338 white students tested, only 17.5% did not meet 3rd grade requirements. See Figure 1 for a full detailing of the test scores and demographic categories. Within Williamsburg County of the 249 black children tested, 47.4% did not meet 3rd grade literacy requirements. Each other racial demographic does not have reportable test scores because of FERPA laws; the sample size is too small, so the information would be personally identifiable. See Figure 2 for a full outline of the test scores for 2019 along racial categories. The data analysis shows that white students meet the 3rd grade requirements more often than black students.

Figure 1:

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20 J. Douglas Willms, L. Tramonte, Jesus Duarte, and Soledad Bos, ”Assessing Educational Equality and Equity with Large-Scale Assessment Date: Brazil as a Case Study,” Inter-American Development Bank, (March 2012): 3.

21 Willms, Tramonte, Duarte, and Bos, ”Assessing Educational Equality and Equity,” 1.


23 South Carolina Department of Education, ”District Scores Georgetown.”

Figure 1 is a chart taken from the Department of Education for South Carolina. It details the difference in demographics for school performance, specifically in ELA for the 3rd grade within Georgetown County.

Figure 2:

When comparing demographic categories with the performance of schools, well performing schools have a higher population of white students. On the other hand, lower performing schools have a higher population of black students. While the reasoning behind this phenomenon is currently unknown, it has determined where Black River United Way pools resources for its Mission Read program. Working in nine schools with six partner organizations, the budget for the Mission Read program is approximately $387,996. Isolating various expenses,
the amount dedicated primarily to equity is $96,999. This was found by cross analyzing the number of resources devoted to each school, focused on the racial divide in school performance.

Additionally, I attempted to dig even further into the equitable values of this organization to see how BRUW promoted equitable, sustainable growth outside of its outreach programs. This analysis was conducted through an interview style conversation with the CEO of Black River United Way, Yolanda McCray. Questions focused on how BRUW uses efforts outside of their outreach programs to enhance equity within the Georgetown and Williamsburg communities. The use of a dollar amount helps to quantify the amount of support that BRUW dedicates annually to promoting equity in the community outside of its organization. Yet, the amount of financial support does not have to be through direct funding. Instead, the lending of staff, publicity services, and devotion of resources could be used to help quantify this support.

From this interview I found that Black River United Way consistently supports and funds organizations that seek to achieve equity within the community, and organizations that support the leadership development of people of color. For example, Yolanda McCray, Black River United Way’s CEO, dedicated over 40 hours of development, about $1,800, to the creation of a community-wide talk in wake of the George Floyd tragedy. This talk led to BRUW’s support of the Georgetown County Sheriff’s Office Citizens Review Board. The board meets monthly to ensure that social and racial justice are upheld, increase the influence and voice of those who have been historically silenced, and form alliances with stakeholders in the community to further the equitable nature of the local justice system. Furthermore, Black River United Way actively ensures that businesses with a staff of 50% or more people of color have the ability to actively compete for contracts. One business that is supported by Black River United Way is the upcoming restaurant MorningTime, located in rural Georgetown. Black River United Way was connected with this business through Access Alliance and will continue to support this all-black business through multiple future events. This promotion and support has, in turn, earned the restaurant other contracts with other local organizations. The active awareness and support of such businesses and practices help to reduce inequalities by giving traditionally minority views a larger scope of influence.

This analysis directly relates to the UN SDG 10.3, “Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and
promoting appropriate legislation, policies and action in this regard.”\textsuperscript{25} BRUW’s promotion and assistance in facilitating the recruitment of individuals to participate in the Citizens Advisory Board helps to ensure that any and all citizens are treated fairly within the justice system of Georgetown County. Furthermore, goal 10.2 states, ”By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status”\textsuperscript{26}

Although only one outreach initiative is required to be analyzed and meet equity requirements according to United Way Worldwide, it is Black River United Way’s mission to ensure that each of their outreach initiatives hold equity as a core value. In order to develop a strategy in the future that is free of FERPA laws, a quantitative analysis will be used. Demographic information will be recorded and analyzed from each outreach program. These demographics will include gender, race/ethnicity, sexual orientation, marital status, citizenship status, education level, employment status, annual income, and number of children. Information will be recorded in sections pertaining to the total in the county and total in the program. Then, information will be further broken down into percentage of the program and percentage of the county. This will allow the cross-reference of demographic information for both the county and the program. Furthermore, each county will be both analyzed as an individual and as a combined unit.

A fully flourished report detailing each demographic and each program’s accessibility will be accessible on Black River United Way’s website, under the JEDI section, as of December 31, 2021.\textsuperscript{27} In order to ensure that this analysis is sustainable and Black River United Way is held accountable for actively working towards promoting goal 10, an annual analysis of each umbrella initiative will take place. Similar questions will be asked each year. The expectation is that as time goes on, more resources and attention will be devoted to ensuring that equity is upheld, ultimately working towards a more sustainable community by reducing inequalities.

\textbf{Recommendations and Impact}

\textsuperscript{26} United Nations, ”Goal 10”.
\textsuperscript{27} Black River United Way, ”Justice, Equity, Diversity, & Inclusion”.
Now that Black River United Way has an anti-racism statement, webpage dedicated to their JEDI work, annual JEDI trainings, and a consistent analysis of equity, recommendations lie in the upkeep of these projects, combined with a further analysis. Recommendations for continued success within JEDI is to maintain a sustainable upkeep of the already produced outlets. This would include an annual revision of the anti-racism statement and website, continued staff and board dedication to learning about inequities within the community, and a continued recognition of the importance of equity.

I would also like to propose increased listening sessions within Georgetown and Williamsburg counties, both by BRUW and the local governments. These listening sessions, whether monthly or more sporadic, allow citizens to feel heard. There is no better way to understand what a community needs most to succeed than straight from the people. Allowing these listening sessions to be open to anyone and nonjudgmental create a nurturing environment for change.

As for the overall equitable nature of Georgetown and Williamsburg counties, there is significant work to be done. As illustrated earlier, there is a significant disparity between literacy rates and school performance among races. Based upon this conclusion it can be reasonably assumed that these disparities exist elsewhere in the community as well: income level. Focusing on the education disparity is a wise choice because a good education is a powerful tool. By teaching children to think on their own and act as individuals you give them the power to be successful. Yet, where there is a significant lack in quality education because of inequities you create a positive feedback loop; a parent is uneducated so they can’t get a good job-they become poor-they have children-their children cannot get a good education-they become poor. This feedback loop can only be stopped by increasing access, equality, and funding for solid educations among both counties.

All of this presented work essentially comes down to the simple question: so what? What does JEDI work and an equitable focus mean for the local community? All in all, it means sustainable growth as illustrated by the continuous dedication to UN SDG 10. Black River United Way’s actions involving JEDI work have produced an impact that can be both felt and recognized at the local level, national level, and global level.
Within the local community the impact is already being felt. The JEDI trainings have produced outcomes reducing discriminatory behavior, playing into UN SDG 10.3. Furthermore, staff members of Black River United Way have taken the information that they have previously learned through these trainings out into the community to educate citizens whether it be in the grocery store or a county council meeting. Although the idea is in the very beginning stages, such positive feedback has led to the potential creation of an annual equity event for the community to learn about equity in its community and globally. There has been a clear and measurable impact on the community through the JEDI work.

For the nation the impact lies in the idea that even a community as low income and as rural as Georgetown and Williamsburg can achieve a measurable amount of sustainable growth. Yet, Black River United Way has shown a sincere and extreme dedication to the upholding of justice, equity, diversity, and inclusion in its community. There has been a special emphasis placed on the school systems within the counties and the inequities that are housed within them. By calling attention to this, Black River United Way is encouraging other small, rural counties to self-reflect on their school systems and any inequities in funding or quality of schooling that may exist. This will create a domino effect throughout the country and bring about better change for students everywhere.

As for a global impact, it may be hard to picture two counties as small and overlooked as Georgetown and Williamsburg having an impact on global sustainability. Yet, true change occurs at the individual and ground level. Illustrating that even the smaller counties can produce significant change unites communities all over the globe. One person cannot shoulder the responsibility of creating an equitable Earth. Instead, it must be the joining of hands from people all over to work towards this mission together. This is how Black River United Way’s dedication to JEDI work and UN SDG 10 will inevitably have a global impact.

**Future Directions**

Equity work is never finished, no matter the time and effort you put into it. A JEDI centered focus has begun to present itself at the forefront of numerous organization’s minds. With this being said, there is significant room for future research to be conducted; research that may even be essential to the understanding of future directions.
Future research on the importance of understanding “justice, equity, diversity, and inclusion” in other United Ways, and potentially even other organizations, should be investigated. Long-term questions remain on the impact of sparking a conversation on these ideals and their effect on the equitable outcomes of community outreach programs. Does a focus on these ideals enhance equitable outcomes? Or is there no statistical difference? This would be a long-term project which would potentially show exponential growth overtime. Related to the case study on the impact of JEDI training in the workplace, this study would seek to find what makes these conversations impactful and influence change. Yet, the idea that discussing these terms within a non-profit, community serving organization is crucial to helping promote an equitable community remains stable.

Additionally, the impact of JEDI work on equitable outcomes may be different in one area of the nation or globe than another. This could depend upon the concentration of minorities, the political climate, economic status, or any other potential determining factor. This idea should be further investigated because it holds great stake in the outcome of JEDI initiatives. Perhaps if there is a negative correlation between two factors in one area it may mean that an organization needs to dedicate and allocate more resources towards their JEDI initiative to achieve true equity. Once again, this is an intriguing and important idea to discuss.

Perhaps one of the largest questions within my research that remains unanswered is the impact that the COVID-19 pandemic has had, or will have, on literacy inequalities among children. It is estimated that both schools and school grade children have been placed under a significant burden through the primary use of online learning during this pandemic. Future research should investigate the effect that this learning setting has had on education, as well as the racial literacy gap that existed prior. This study should cross reference parent engagement, reliable access to internet, income levels, and consistent class attendance. The root cause of potential disparities should be investigated whether it be lack of motivation, parent restriction, or lack of quality access to the internet. This research plays into both UN SDG numbers 4 and 10: quality education and reduced inequalities. Ultimately, these are just some immediate questions to be answered with future research within the areas of JEDI.

Concluding Thoughts
There is still much progress to be made within both Georgetown and Williamsburg County in order to achieve a more equitable community. Yet even just a little progress in helping to reduce inequalities is crucial to the sustainable development of communities. Without helping to reduce inequalities, demographics of people are repeatedly left behind, resulting in unsustainable growth of certain populations. The UN SDG number 10 is becoming increasingly more important to citizens around the globe. An increased awareness and active stance against discrimination has become more popular among all citizens. With the ideals of justice, equity, diversity, and inclusion in the forefront of our minds we can pave the path towards a more inclusive, sustainable society. This paving begins at the ground level; Black River United Way has shouldered this responsibility through the work that I have done this summer.

Although significant progress has been made in helping restructure equity as a core value within Black River United Way, there is more work to be done. Current plans to create a “sustainability” binder for each of the ideas that I have brought to life this summer and underway. This binder will include how the idea was implemented, how to review it annually, and what elements are crucial to its success. I am beyond excited to be able to join Black River United Way for another year through the Americorps VISTA program. During my service year I will be working primarily on expanding Black River United Way’s Justice, Equity, Diversity, and Inclusion department. Furthermore, BRUW wants to take equity even farther than its internal operations. One of my tasks during my service year will be to create surveys that analyze BRUW’s partner organizations to ensure that they, as well, value equity as a core ideal. Further, I will be working to create a “workplan” for each initiative that details the importance of JEDI work throughout each step of the program, whether it be community impact, volunteer recruitment, etc.

The connotation of the word sustainable often brings about pictures of the environment. Yet, while this idea of sustainability is crucial, the element of social sustainability is equally important. The three p’s of sustainability are people, planet, and prosperity. Without the sustainable promotion of all, a sustainable community cannot be created. My internship work has focused on the sustainable promotion of people in order to uphold the three pillars of sustainability. Creating a community in which social aspects of growth are sustainable allows for a more equitable and healthier environment. While this work focused primarily on UN SDG 10,
there is ultimately an intersectionality among all goals which fosters a network of sustainable development.

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