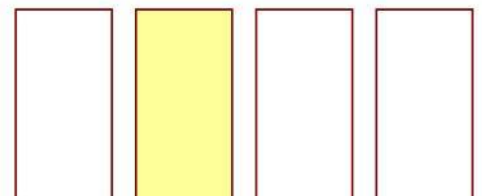


# ADVANCING THE MISSION:

## Tools for Equity, Diversity, and Inclusion



## Acknowledgements

Support for the production of this Toolkit was provided by the Annie E. Casey Foundation ([www.aecf.org](http://www.aecf.org)), which works to foster public policies, human service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. This Toolkit was produced by JustPartners, Inc. (JPI), of Baltimore, MD ([www.justpartners.org](http://www.justpartners.org)). JPI thanks the Foundation for its support but acknowledges that the findings and conclusions presented here are those of JPI project staff alone. As such, they do not necessarily reflect the opinions of the Foundation.

JPI especially thanks Delia Carmen, Associate Director, Equity, Diversity, and Inclusion, at the Annie E. Casey Foundation, whose leadership and guidance in the production of the Toolkit was invaluable. This appreciation also extends to the members and alumni of RESPECT who gave their input and feedback at critical points in the Toolkit's development, most especially Mareasa Isaacs, who thoughtfully reviewed the full document. We would also like to acknowledge the contributions of Mahmood "Billo" Harper and Joy Moore for their work on the video for this Toolkit.

Over 15 years RESPECT's Facilitators and administrative staff have kept important issues of equity, diversity, and inclusion on the table and helped to shape the Foundation's progress in these areas. They are Sherece West, Marsha Wickliffe, Mareasa Isaacs, Paula Dressel, Susan Batten, Corey Anderson, K.C. Burton, Delia Carmen, Ruth Mayden, Rachel McIntosh, Gloria Wicks, Elizabeth Hyleck, Terri Grant, Arvenita Washington, Luis Diaz, and Reiza Rahim. Several Senior Leadership members also participated and provided a crucial link to that group: Sandy Jibrell, Patrick McCarthy, and Ken Jones. This story reflects their dedication to advancing the goals of equity, diversity, and inclusion as core features of the Foundation's overall mission.

September, 2009

---



## Foreword

The first question a foundation asks is, “How can we achieve our mission?” and the second is, “What do we need in order to do that?” When foundations raise matters of equity, diversity, and inclusion (EDI) within the context of answering these questions, the issues have a better chance of staying on the table and infusing everyone’s work. When equity, diversity, and inclusion are understood as mission-relevant, strategies for achieving them have “natural homes” to fit into, as the “hard-wiring” tools in this Toolkit illustrate.

Addressing issues of EDI makes good business sense. Here’s my assessment of the upfront investment needed in EDI: development of a shared language and point of view within the organization to ensure productive discussion, strengthened staff competencies around EDI in their focus areas, and a cross-section of grantees, technical assistance providers, and vendors that reflect the EDI commitment. Building staff capacity and enhancing organizational networks takes time and intention and is likely to be an ongoing process. Think of it this way — it takes time to learn new computer software, and that’s an understood cost of doing business. So should it be with EDI issues.

What’s the return on EDI investments that can be realized? These are likely to include:

- A growing proportion of investments that closes racial gaps
- Organizational operations that produce a double bottom line
- A growing proportion of staff who demonstrate high capacity to achieve these results
- More effective internal decisions because of diversity and inclusion in decision-making
- An improved organizational reputation in communities of color
- An enhanced foundation leadership role in the philanthropic sector because of EDI results

To me, the business case is clear and compelling. While our efforts are in a continual process of improvement, please borrow whatever tools in this Toolkit might work for you. Together, we can build stronger organizations and a stronger nation.

**Kenneth M. Jones II**

Vice President for Finance and Administration  
Annie E. Casey Foundation

---



## Foreword

The last 15 years of the Annie E. Casey Foundation's 60 year history has included the inception and growth of an internal affinity group aptly named RESPECT. Initially convened as an informal place for staff concerned with issues of racial equity, class, and power to exchange ideas and concerns within the context of the Foundation's work in underserved communities, RESPECT has now evolved to be a more integral part of the foundation and has broadened its attention to all issues of equity, diversity and inclusion that affect our staff, our organization and the communities in which we work.

It is with great pleasure and pride that we present RESPECT's story -- a journey that we feel has lessons for the field of philanthropy and other organizations that are committed to addressing these issues. The tools you will find here may appear to be very straightforward and simple. But I can assure you that the development and adaptation of any of these tools within one's own organization will take thoughtful, provocative discussion, which we believe is the real value of the Toolkit. While the Toolkit is certainly sufficient to get you started, we are currently exploring ways to provide further assistance.

As discomfoting as it may be, dialogue about race is necessary if we are to grow as individuals, organizations and communities. RESPECT has continued to shine light on organizational and institutional policies and practices that sustain or lead to inequitable outcomes for kids and families. Casey staff may have begun our journey in a somewhat reactionary mode, in keeping with the grass-roots movement of the civil rights era to which many of the earliest RESPECT members were appreciatively attuned. RESPECT has now earned its place as an important results- based partner that assists in building the capacity of all staff to address these issues in our work. An affirmation of this is coined in our new by-line: "RESPECT is a part of the work, not apart from the work."

At a recent panel discussion on *Post-Racial America*, Ben Jealous, CEO of the NAACP, quipped to the audience, "We may be preaching to the choir, but that's okay, as the choir needs to come together for choir practice so that we may be better evangelists." The RESPECT choir, to extend the metaphor, continues to practice and then provides opportunities to engage others in dialogue about the need to be intentional in addressing racial/ethnic/gender/sexual orientation disparities.

As a fully engaged RESPECT participant in my ten years at the Foundation, I have been honored to work alongside committed, visionary and persistent advocates. I thank each and every RESPECT participant and its partners for their time and energy to support the ideals and aspirations that now we are pleased to share by way of this Toolkit. It is not only a compilation of our own best practices, but also serves as a small tribute to the RESPECT legacy. I especially thank Paula Dressel, Pat Kelly, and Sheena Belton of Just Partners, Inc., who worked tirelessly to help shape and bring the Toolkit to fruition; Mahmood Harper, Billo Communications, for the development of the video; and Mareasa Isaacs and Joy Moore, RESPECT alumni and dear colleagues, for their input and final edits.

Our song is crisper, and now more melodic and syncopated with the foundation's rhythms. We and our work are all the better for it.

### **Delia Carmen**

Associate Director, Equity, Diversity & Inclusion  
Annie E. Casey Foundation

---

# Contents

<b>1. About this Toolkit</b> .....	1
<b>2. The RESPECT story: A brief history of the RESPECT affinity group</b> .....	3
<b>3. Advancing equity, diversity, and inclusion</b> .....	27
<b>3.1 <u>Cross-Cutting Tools</u></b>	
▪ Institutional assessment quiz.....	31
▪ Creating and sustaining an affinity group.....	35
▪ Building and sustaining awareness .....	49
▪ Video: <i>The RESPECT Story</i> .....	55
<b>3.2 <u>The “Hard-Wire” Group</u></b>	
▪ Institutionalizing management accountability for EDI.....	59
▪ Institutionalizing EDI commitment through (1) senior staffing.....	65
and (2) all staff performance expectations	
▪ Institutionalizing EDI commitment through Equity Coaches.....	69
▪ Hard-wiring grant making for EDI results.....	73
▪ Hard-wiring policy discussions for EDI results.....	77
▪ Hard-wiring for socially responsible operations.....	81
<b>4. Concluding thoughts</b> .....	87
<b>Appendix. Partners in the RESPECT work</b> .....	88

---





## About This Toolkit

The country's well-being relies on a strong and innovative philanthropic sector. With a commitment to democratic principles, mutual assistance, and innovative problem-solving, U.S. foundations contribute their ideas and dollars to tackling both longstanding and emergent social concerns, with the flexibility and political capital that other institutions envy. One of the longstanding challenges about which a growing number of foundations has become intentional is **the need to close racial/ethnic gaps in order to be successful in advancing their mission**. The pervasiveness of these gaps across issue areas, and their embeddedness within all U.S. social institutions, undermine well-being for children, families, and communities of color, compromise the effectiveness of institutions, and weaken the nation more generally.

**A thousand flowers appear to be blooming** in terms of how foundations approach matters of race and ethnicity within their own walls and in their grantmaking. This Toolkit offers encouragement to start where you can, and the hope that those efforts will persist until **equity, diversity, and inclusion**<sup>1</sup> are all addressed as central to the work. This collection of tools is based on a **case example** of what one Foundation has undertaken and accomplished because of a growing commitment to equity, diversity, and inclusion. As such, it is only one story — not a prescription. Here you'll find a description of the concrete steps that have been taken, a little of the back story and challenges of the work, and some tools based on this example that can be adapted for your own organization, if you choose. This is complex work that can only benefit from learning and borrowing from one another.

This case study isn't a perfected story, and it's certainly **not a finished story**. But the hope is that, in its own small way, it is inspirational. It was produced through years of conversations -- some of them difficult, many ongoing -- and hours upon years of deep and shared learning, both inside and outside the Foundation. Spirits and commitment were renewed with each step forward and by each new staff member who embraced the values of equity, diversity, and inclusion. If what has been learned and achieved here can jumpstart other efforts, then the satisfactions will only be magnified.

---

<sup>1</sup> *Equity* refers to the inability to predict outcomes by race/ethnicity. For example, equity will exist in high school graduation rates when we *cannot predict* that any given group has a better chance for this achievement than any other. *Diversity* focuses on representation of a range of groups in a given setting. Schools will be diverse if they contain students and staff from the range of racial/ethnic groups in a community. *Inclusion* is the active acceptance of and respect for all participants in a setting. Throughout the Toolkit these terms refer to **groups classified by race and/or ethnicity**, whose life experiences are either advantaged or disadvantaged because of such classification.



**Use this Toolkit however it's right for you.**

- **In a hurry?** That means going straight to the tool that seems to respond to the questions, challenges, or aspirations you have today. Go ahead and do that. If it's useful, you're likely then to inspect other tools or want to know the larger story that produced them. This will lead you to other places in the Toolkit.
- **Need the background?** You may prefer a more linear understanding of what's available here —Who are the faces behind the tools? Why would this benefit you and your work? What are the different ways you can approach equity, diversity, and inclusion once you are ready to be intentional about it? And what other resources are there to help you? If this is your style, front-to-back reading is waiting for you. The formats are varied to keep you stimulated.
- **Not sure where to start?** Each tool begins by answering a standard set of questions: Why should I consider this tool? What issues does it address? What's needed in an organization in order for this tool to work? These can help you identify items of interest. Short of that, you can simply scan through the materials until something catches your attention, and start there.
- **Prefer video over text?** Then start with the video first. Ask your colleagues to watch it with you. Our hope is that it will energize you, start discussions, and then you will want to move to additional ideas in the text.
- **Not part of a foundation?** Read the Toolkit anyway. The term “organization” is often used rather than “foundation,” since most of what's here is applicable more broadly. It's only when reference is made to grants or investments that you'll find specific application to foundations.
- **Want additional resources around equity, diversity, and inclusion?** The *Race Matters* Toolkit of the Annie E. Casey Foundation may be just what you're looking for. It is a companion piece to this Toolkit, using the same language and point of view, but with a focus on external programmatic work. Go to [www.aecf.org/racematters.aspx](http://www.aecf.org/racematters.aspx) to access the full set of tools and fact sheets.

**Thank you for your interest in equity, diversity, and inclusion!**  
**Everyone stands to benefit from movement toward these intertwined goals.**





# The RESPECT Story



## The RESPECT Story: *A Brief History of the RESPECT Affinity Group*

Organizational learning about racial/ethnic disparities takes place over time. It is a story that plays out in most organizations, taking different trajectories, sometimes with visible results, maybe even transformative results. The story offered here is one of how a self-organized affinity group -- people who shared a common concern about race, class, and power – within the grant-making arm of the Annie E. Casey Foundation<sup>1</sup> catalyzed that learning process. They have taken advantage of significant learning moments, embraced the issue of closing racial/ethnic gaps for vulnerable children and families as **mission-critical**, and advanced that understanding and work both inside and outside the Foundation for over 15 years. The affinity group has served as an advocate, catalyst, convener, ally, alarm system, information node, and “homeplace” where people sharing interests around race and ethnicity have strategized for change and reinforced and energized one another’s commitment toward that end.

In a nation witnessing dramatic changes in the racial/ethnic composition of the population, it is a story that will continue to be written in this organization and others, by design or default. The hope is that by sharing the lessons learned here – the tensions and struggles as well as the achievements – others will be encouraged to undertake an intentional learning trajectory around reducing the disparities and disproportionality that compromise too many children, families, and communities of color in the nation. These are necessarily mission-driven issues for any organization committed to improving life in the U.S. today. As Doug Nelson, President of the Annie E. Casey Foundation, puts it: ***“We are aware that race is central to any analysis of social conditions in America today; it is equally central to any attempt to address these conditions.”***

---

<sup>1</sup> The work of Casey Family Services’ Diversity Committee has similarly energized the direct services arm of the Annie E. Casey Foundation.

## ***A Learning Continuum***

Looking back over 15 years, now with more experience around issues of race/ethnicity, it is possible to describe a learning continuum (Figure 1) that summarizes different places an organization may move to or land with regard to race/ethnicity-focused work.<sup>2</sup> To be sure, different units of a given organization, and even different people within those units, can be found in different places.

The language is purposeful – specifically referring to “places” rather than “stages” and a “continuum” rather than a “trajectory” so as not to imply linear progression. An organizational learning process around race and ethnicity may not be smooth or sequential, does not always move into deeper and deeper work, and may not be coherent across its various components. With apologies in advance for caricatures or simplification, the belief is that these “places” have actionable value. They have offered a deeper understanding when looking at the organization described here.

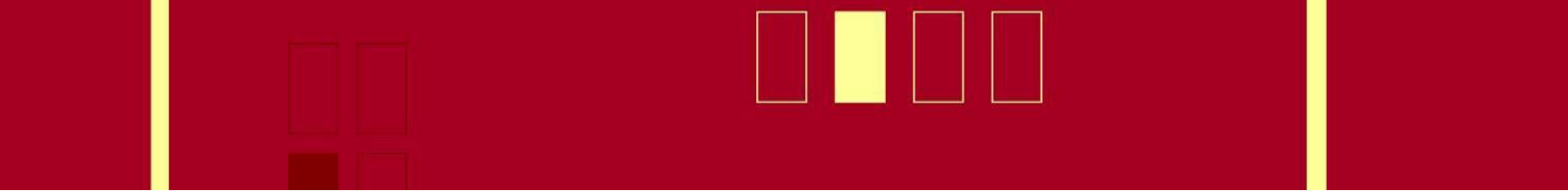
### ***Figure 1.***

#### **A Learning Continuum for Race-Focused Work**



At the left end of the continuum is a “place” that is “color-blind,” either by design or default. That is, the organization tends to think that what’s good for “everyone” will necessarily be good for people of color. Thus, it does not lift up issues of equity, diversity, and inclusion in any regular or routine way. Further, it may even take the position that paying attention to racial/ ethnic diversity or disparities diverts attention away from shared concerns. As one colleague said, “Focusing on race is applying a reverse discrimination. I get very sensitive about this.”

<sup>2</sup> Our thinking benefits from: Bennett, M. J. (1993) “Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity.” In R. M. Paige (Ed.) *Education for the Intercultural Experience*. Yarmouth, ME: Intercultural Press.



Moving toward the middle are those organizations with a decided and deliberate emphasis on diversity (but diversity-only), recognizing that it offers value to the workplace and the work. This “place’ is not attuned to equity and may not even be active around issues of inclusion. Organizations in this place may feel either that (a) doing the work of creating diversity will allow other goals to fall in place, or (b) doing the work of diversity is itself labor-intensive, not really allowing space to work on issues of race. As one organizational partner said, “We just launched a major diversity initiative. We don’t want to confuse people with talking about equity now.”

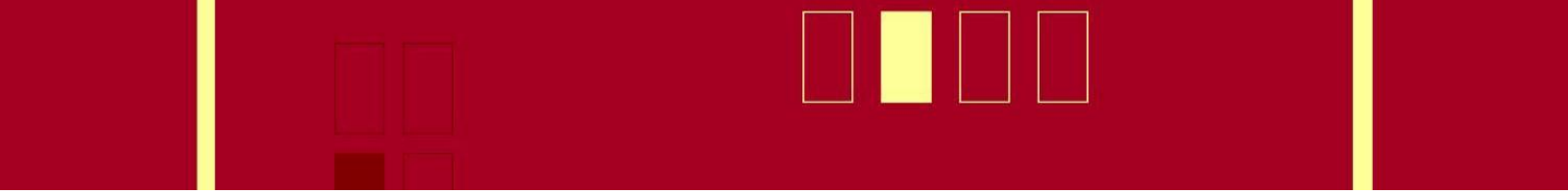
Also near the middle are those organizations that find the data showing racial disparities troubling, know something needs to be done, and yet are not sure how to act systematically on that concern. They may take a step or two in the way of funding or outreach, often without a shared theory of change to guide these decisions. They may also recognize that their own staff and Board are not diverse but presume that slow turnover of staff and Board members dictates slow change generally. Such organizations can be characterized as “race-tentative.” A frequently heard comment is, “We just don’t know what to do, but we don’t want to get it wrong.”

Finally, at the right end of the continuum is a racial equity approach, one which characterizes the most race-intentional organizations. This “place” recognizes that virtually all programmatic and operational functions must be race-informed in order to advance the overall organizational mission for everyone.

What you’ll see in the story here is the progression of one Foundation from the left side of the continuum to the right side, not in a straight line, not without U-turns, and not throughout all units, but still with noticeable movement and direction.

### ***Not an Easy Story to Tell***

This is not an easy story to tell. The storyline could be as varied as the **vantage points** of everyone who witnessed or participated in it. To be sure, what you read here comes from conversations and interviews with key members of the affinity group from its inception to



now, as well as a systematic review of the “written record” – minutes of meetings, reports, and other group documents. But just as the group had to resolve issues when competing assessments and preferences surfaced, so this narrative seeks to emphasize the shared ground the group chose to travel, recognizing that it may reflect no single individual’s exact recollection of significant moments or their exact meaning.

A second challenge in telling this story has to do with **tone**. In order for the case to be useful to others, it is important to reveal the organizational tensions that surfaced under given circumstances so that the reader can appreciate how these launched new strategies and led to better results. Affinity group members often felt that they took considerable risks to raise certain issues, keep them on the table, and challenge any lack of progress. At the same time, the story recognizes that the affinity group’s work could not have been done without the Foundation providing resources, time, and space for the work to happen. This narrative wants to acknowledge both parts of the story. In short, the intent is for this brief history to be read as a collective struggle on the part of everyone in an organization to identify the right approaches, messages, and pace for taking on work to close racial gaps in the well-being of children, families, and communities. No explicit disagreement has existed about this mission-driven aspiration, regardless of the considerable and ongoing debate over how to achieve it.

A third challenge in telling the story has to do with “**claims-making.**” Much has changed in terms of how the Foundation approaches race and ethnicity over the 15 years of the affinity group’s existence. This story does not try to identify direct cause-effect relationships for every given change in terms of what specific actions by which specific players produced each specific result. Rather, the claim here is that the affinity group has played a central catalytic role and been a tenacious collective voice for keeping the need to close racial gaps on the table and being out front in identifying strategies and investments for doing just that. Without the group’s existence and persistence, no collective location for advocacy and emphasis of this sort may have emerged, let alone persisted to this day.

## ***At the Beginning of This Story...***

*In 1993, the Annie E. Casey Foundation was preparing for a major multi-year, multi-site, “place-based” initiative. In this new direction for grantmaking, Foundation staff would have greater interaction with local residents and their community-based institutions. Many of these communities would be communities of color, given the way that poverty and place are “racialized” in the U.S., segregating low-income people of color in opportunity-poor neighborhoods. As staff prepared for this transition to new responsibilities, several African American staff became distressed over an insensitive remark that a white program officer made in relation to vulnerable African American communities. The remark suggested an ignorance of communities of color that would not serve the Foundation well. A learning moment had arrived. It would be only the first of many catalytic moments in this 15-year story.*

*On February 23, 1994, in a conference room at the Foundation’s offices, then in New Haven, CT, two African American staff – a Program Associate and a Senior*

*Program Associate -- stood before a group of Casey colleagues to introduce a guest speaker. The purpose of this staff development session was to use the catalytic moment to discuss an article published in Essence magazine a few months earlier entitled, “Black Children in Trouble: What You Can Do to End Our Worst Crisis Since Slavery.” The featured speaker was Geoffrey Canada, President and CEO of the Rheedlen Centers for Children and Families in New York City, now known as the Harlem Children’s Zone.*

*Canada was there to describe the worsening set of problems faced by Black children and their families—in education, juvenile justice, health care, housing, employment, and a host of other areas. He explained the dimensions of the challenge, and helped Casey staff think through what could be done to have a significant impact on these social problems.*

*Let’s look at the continuum in Figure 1 again to think about the “place” around race/ethnicity that the Foundation seemed to be in at this moment. While no*

written policies at that time appear to have addressed diversity, staff was nevertheless becoming more diverse as new hiring occurred. Around this time, too, as many as four of the seven Senior Leadership team members were people of color.

New staff hires increased the representation of people of color in grant-making positions within the organization (although not evenly throughout units or position titles). Indeed, several of the new hires would soon be found among the cadre of individuals who gave initial leadership to the nascent affinity group that this moment produced. In some respects, the Foundation may have been seen as residing in a “diversity-only” space.

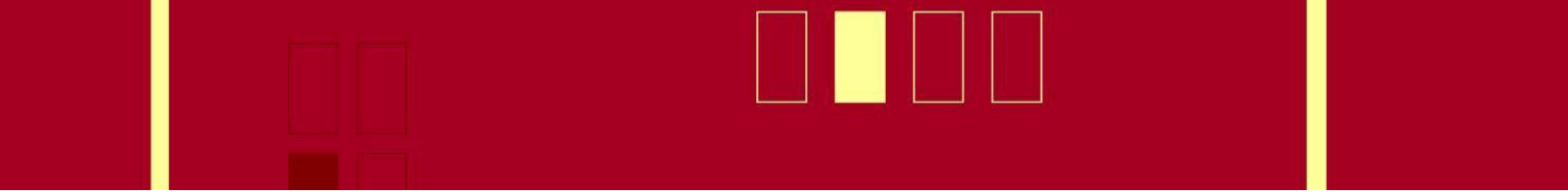
At the same time, the Foundation’s approach to its mission could be characterized as taking a “universalist,” or color-blind stance – that is, the assumption that good strategies are good for “everyone.” Yet, universal policies and practices are not targeted to the differently situated circumstances of racial-ethnic groups. By ignoring disparities, universal policies and practices all too often maintain them, and can actually worsen them. Such was the

concern of some staff at the outset of the Foundation’s expanding work. That concern soon turned into action.

By the mid-1990s, too, there was an established body of research showing that African Americans, Latinos, and other racial, ethnic and linguistic minority groups continued to fare worse on key indicators of well-being than their White counterparts. Casey’s work around vulnerable children and families would need to understand how such inequities are produced and what can be done to close the gaps, while simultaneously addressing vulnerability across all groups.



The staff members attending the 1994 meeting wanted to help the Foundation begin to address these disparities—intentionally and comprehensively. They wanted to be sure that this was done by listening to people in communities, appreciating community strengths as well as struggles, and interacting with local



*residents respectfully -- with culturally-grounded understanding and appreciation. Indeed, over the years staff would find vigorous allies from community residents and partners, whose “authentic demand” for change actively exposed the inequities that they face every day. The Foundation’s subsequent move to Baltimore, MD, was in part a choice to be in closer proximity to larger populations on whose behalf it advocated.*

*That initial staff development session resulted in the creation of a Race, Culture, Power (RCP) Work Group. This internal committee (later designated as an ‘affinity group’) sought to ensure that the Foundation’s resources and expertise were marshaled toward promoting equity, diversity and inclusion (EDI) in its grantmaking – the place in Figure 1 represented as “equity-focused.” The aspiration was to build and shape Casey’s position and knowledge base around EDI issues, and later to serve as a model for other foundations and organizations seeking to address racial disparities and disproportionality in policies and programs.*

*In a Foundation assessment of staff perceptions and competencies around issues of race/ethnicity completed in 1995*

*-- one advocated by the RCP Work Group -- staff cautioned that “...changes in the direction of the Foundation’s grantmaking approach would require an examination of the Foundation’s preparedness to do this work.” Senior management also recognized that intensive, long-term partnerships in the diverse communities included in the multi-site initiative would call for thoughtful preparation. Ralph Smith, a member of Senior Leadership at the time, and now the Foundation’s Executive Vice President, summarized it this way: “The Foundation’s commitment to improve the life chances of disadvantaged children and families will require ongoing work in and with communities of color. Consequently, the Foundation must develop, nurture, and maintain the skills, tools, knowledge, networks and belief systems that will enable it to function effectively and respectfully within these communities.” This assessment scratched a surface that revealed considerable differences and discomfort among staff in addressing issues of race – a tension that momentarily set back the work, even as it revealed a need for such work.*

*RCP began holding regular meetings to provide a forum for conversation and action around these concerns and aspirations. Through the forum, additional considerations surfaced about*



working “in and with” communities of color, such as:

- The power imbalance between a foundation with millions to invest, and a community that may be grateful but wary;
  - The need to balance research from “experts” with the actual experiences of local residents;
  - The potential missteps and misunderstandings that can occur when different racial/ethnic groups and social classes begin to work together;
  - The challenges that arise when the reach and power of community-based organizations of color are limited because of historic under-investment;
  - The difficulty of identifying and measuring success for complex, long-term interventions;
- The recognition that the empowerment of communities of color within the Foundation is important, too — in its own right and in order to “walk the talk” for observers beyond the foundation;
  - The lack of an internal shared vision or shared analysis around race and insufficient staff capacity to engage these issues in the community.

*In short, RCP had opened up a learning agenda that required a deep and long-term commitment to move from an approach at one end of the continuum in Figure 1 to the other. Beyond that, the challenge for the Foundation as a whole was to move from talk and knowledge to walk and action.*

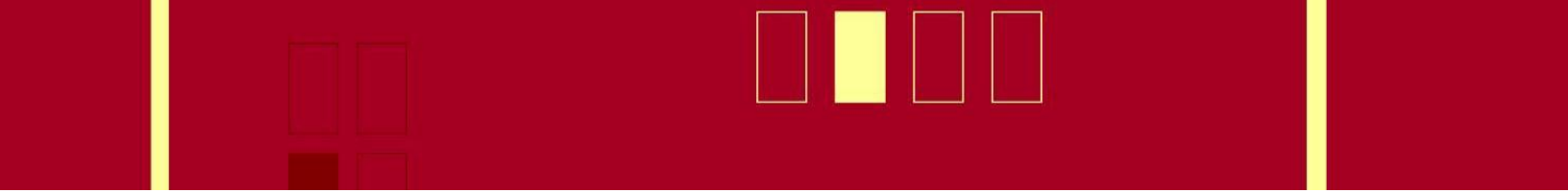
---

### **Struggle is Part of the Path**

*This was no small agenda. RCP began the undertaking with deep dedication but no budget, no official “place” in the organizational infrastructure, occasionally differing perspectives among its members about whether internal or external issues should receive priority, how best to approach whatever priorities were chosen, and finding the right words and a shared language that foster inclusion in*

*the work.*

*An opening for capturing an RCP budget allocation occurred in 2000. The new Research and Development (R&D) Unit was asked to house a grant focused on understanding structural racism within a community context. The grant itself would become a seed that over time blossomed into more systematic work around racial equity (at the right end of*



*the continuum in Figure 1), but the moment was filled with tension for other reasons. The unit's new director – and a new member of RCP – was white. Staff of color who had put themselves on the line from the beginning and built RCP worried that this move would marginalize them and their work. Direct and occasionally difficult conversations ensued between RCP leaders and the R&D unit. These resulted in opening the door for funding in the next and subsequent budget cycles for RCP activities, using the R&D budget line as the vehicle for doing so. RCP leadership managed that budget line, and an African American Senior Program Officer from RCP co-managed the research grant funds with the white R&D director.*

*The tensions that this moment surfaced inform most cross-racial advocacy work. They revolve around who can and should speak for whom, issues of white privilege, and the differential risks taken by different staff in advancing race-focused work. This would not be the only time that the appointment of a white staffer to lead a Foundation focus around race would prompt concern, if not cynicism. Some observations are worth noting here:*

⇒ *Allies are needed from all racial/ethnic groups for work on racial equity.*

⇒ *That said, white privilege can undermine alliances unless it is acknowledged and dealt with. White staff need to be careful not to allow themselves to be seen as the sole “go-to” place for a racial equity agenda or to assume the role of self-appointed bridge between a predominantly white power structure and staff of color. Alternatively, white staff who are grounded in the values of racial equity can serve as an important bridge with their “color-blind” white colleagues to advance a better understanding of how racial disparities are produced and maintained, as well as actions needed to close gaps.*

⇒ *Institutions with socially responsive missions are not immune from having to build competency and political will to work on issues of race/ethnicity. Indeed, they may be more challenged to be intentional about race/ethnicity simply because their mission appears to embed such issues within it. But many times that produces a universalist/color-blind approach rather than one explicitly focused on racial equity within the overall mission.*

⇒ *Staff from different racial/ethnic groups bring the asset of their voices and visions to the table as valuable resources. The centrality of these should not be undervalued or undermined. Too strong a focus*

*on a civil rights paradigm of change can supplant the role of communities of color in effecting change through self-determination.<sup>3</sup>*

⇒ *The issue of trust across groups will not be settled by a single situation – it is an ongoing process that deepens or unwinds with repeated testing of one another. It can also be threatened by what’s happening outside of the affinity group in the larger organization.*

*Struggles can be learning moments and opportunities for growth, or they can produce set-backs or paralysis. As already mentioned, this particular moment of struggle had within it the first explicit racial equity grant-making that the Foundation would do. The ability of RCP and R&D to find common cause launched a continuing collaboration that would strengthen research, grantmaking, and advocacy -- internally and externally.*

*RCP used portions of its budget to convene a Race/Ethnicity Advisory Group of expert researchers and practitioners around the country.<sup>4</sup> The Advisory Group*

---

<sup>3</sup> AECF Joint Affinity Group Framing Paper, October 26, 2006.

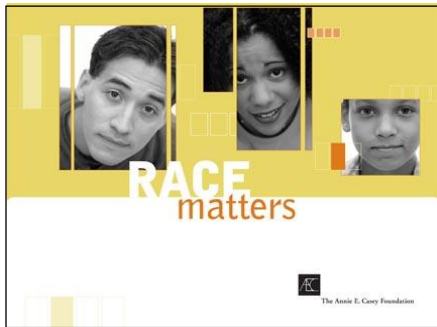
<sup>4</sup> An agenda from a February, 2002 Advisory Group Meeting identifies the following persons in attendance, with their affiliations at the time: Ben Butler, Community Development Associates; King Davis, University of Texas; Frank Gilliam, UCLA;

*helped RCP members advance their agenda by: (1) strengthening their understanding of how inequities are produced, maintained, and changed; and (2) bringing an outside expertise and credibility to internal Foundation debates through their presentations and advice to staff members beyond RCP. In effect, the Advisory Group helped to push members of the Foundation from being race-tentative to being intentional in applying a racial equity lens to their work. Their expertise provided the platform from which RCP and its successor RESPECT developed a shared language, point of view, and analysis that would strengthen its work. The Advisory Group work spawned progress externally, as well. Members from the several Advisory Groups over the years later catalyzed into the Philanthropy Initiative for Racial Equity, which urges the broader field of racial equity grantmakers to combat institutional and structural racism. And much of what was learned by Casey staff*

---

Keith Lawrence, Aspen Institute; Reuben Lizardo, California Tomorrow; Mignon Moore, Columbia University; Michael Omi, University of California; John Powell, University of Minnesota; Sylvia Puente, University of Notre Dame; Eric Rodriguez, National Council of La Raza; Alex Stepick, Florida International University; KaYing Yang, SEARAC. Others who played an important advisory role in the work were: Gary Delgado, Maya Wiley, Hedy Chang, Karen Fulbright-Anderson, Ann Kubisch, Mikani Themba-Nixon, Maggie Potapchuk, and Sally Leiderman.

*from the race-focused grant investments and the Advisory Group would later find its way into the Race Matters Toolkit produced by the R&D unit.*



*This moment of struggle also resulted in institutionalizing RCP as a standing Foundation entity that could receive funds to fuel its work. RCP's hybrid nature – informal in terms of the official organizational structure but formal in terms of having a budget line – offered nimbleness on the one hand but left a status uncertainty on the other. Later the story shows that RCP (soon to be re-named RESPECT) used this nimbleness to insinuate itself deeper within the Foundation's operations.*

*A second focus of struggle occurred early on. As mentioned above, the Foundation was embarking on a multi-year, multi-site, place-based initiative. This new undertaking had implications for the organizational structure as well as for grant-making. In re-organizing to meet*

*the expanded work of the Foundation, some personnel were given new leadership responsibilities, the overall management team was expanded, and the Senior Leadership team was re-constituted. In the process, the level of diversity in leadership that had existed previously decreased. On the continuum of race-focused work shown in Figure 1, a U-turn had occurred. An exhibited commitment to diversity had given way to what appeared to be a color-blind approach to re-organization. RCP took the lead in raising deep concern about this result with management. The occasion also catalyzed the group to re-examine its own work and strategize around how to be more effective and pro-active.*

*Prior to this time, the work of the affinity group had been broadly focused, but not deep in any given area. In a self-evaluation, RCP members acknowledged that their efforts were all over the map. But the set-back that had occurred with the re-organization prompted members to commit to better organize themselves in the interest of better results. Out of this moment emerged a theory of change, a set of outcomes and performance measures, and a commitment to capacity-building that would guide the group with greater focus in the years ahead.*

## **RESPECT Emerges**

*Race, ethnicity, sex/gender, language, power, culture, class: these were the issues that by 2002 were being raised by the next generation of RCP, which became the RESPECT affinity group. The change of names occurred rather serendipitously and took on high symbolic value. The members had struggled with how to find an acronym that addressed the range of issues it covered. They decided they wanted respect for all of them. RCP's ability to have a hearing in the Foundation's budget process reflected a respect and legitimacy it had not had before. So the time seemed right for the new name, which was accompanied by a far more intensive and structured approach to the learning agenda that RCP had initiated years before.*

*Over time, the affinity group was undergoing a metamorphosis that groups with strong commitments and high demands usually experience — how better to organize to achieve their aspirations. By 2002, RESPECT had the budget line to advance its work and a host of program officers (many of them RESPECT participants) who could use their investments in ways that would underwrite knowledge, policy, and*

*practice to close racial gaps, guided by a racial equity framework. A more formalized group structure was established (see Figure 3 on p. 43) to divide the labor and establish accountability among the staff who dedicated their time to this agenda. Along with its updated theory of change RESPECT developed performance measures for external and internal goals related to equity, diversity, and inclusion (see Figure 2 on p. 41). Over the years of discussion and learning, RESPECT had come to appreciate that its role should take a “both/and” approach rather than “either/or” — focusing on both internal operations and external grantmaking as arenas requiring race-informed work.*

*RESPECT's formal mission statement highlighted its commitment to “strengthening the Foundation's capacity to work effectively in diverse communities, and maximizing our contributions to the development, empowerment, and well-being of children and families in disinvested neighborhoods.” The shared point of view was a re-affirmed commitment to racial equity, the “place” at the right end of the continuum of race-focused work in Figure 1.*

By now, a Steering Committee was established, as well as several work groups. RESPECT took extraordinary steps to ensure that it “walked the talk” of equity, diversity, and inclusion by actively recruiting membership and participation from throughout the Foundation. The goal was not only to achieve wide representation but also a diversity of viewpoints across units, job titles, race/ethnicity, gender, and philosophies of grantmaking. To understand the different approaches to doing work around race, members participated in trainings on healing and racial reconciliation by Hope in the Cities, anti-racism training from the Peoples Institute for Survival and Beyond, classism by Class Action, and multiculturalism by Visions. The group developed a set of standards, or “core competencies” for working with different races, ethnicities, cultures and other interest groups (see Chart 10 on p. 67). And then it led the way to ensure that its members walked the talk for the competencies it promoted Foundation-wide.

Every step forward has been taken with considerable deliberation and inclusiveness. What RESPECT undertook around the development of the

competencies is a case in point. After extensive work to draft the competencies, they presented them to the Foundation’s Management Committee with the intent that these would lead to all-staff trainings to build organizational capacity. Management was reluctant to move ahead without larger staff input. So RESPECT enlisted a consultant to conduct focus groups (which were organized by gender, race/ethnicity, and function) and interviews with Foundation staff – obtaining participation from 78 of the Foundation’s employees -- to test out the proposed competencies and to take the temperature of the organization around issues of equity, diversity, and inclusion. Among what they learned from these sessions was that:

- ⇒ General support exists for the competencies because they invite staff to think in different ways: “RESPECT makes a clear case that inequities do exist and that the competencies are a way to focus on skills.”
- ⇒ More work would be needed to help others understand the concrete ways that competencies are expressed, and training would be needed to promote proficiency:

*“How will we know if we are doing them or how to do them?”*

⇒ *Many staff wanted the competencies to go beyond a focus on race/ethnicity to other dimensions of inequity such as class, gender, and sexual orientation: “The voices and concerns of women don’t get elevated.” “Using the word ‘culture’ in the proposed core competencies leaves me feeling like we’re shying away from more difficult topics like sexual orientation.” Some ethnic groups did not see applicability for themselves: “(Latinos) often feel like an afterthought. Most of the focus tends to be on African Americans.” “Asian/Pacific Islanders are not seen in this document.”*

⇒ *While most Whites acknowledged that racial/ethnic barriers still exist, some disagreed with the competencies’ emphasis on race: “I don’t see the need for these competencies because I don’t care what color you are.” In effect, some White staff are positioned on the left side of Figure 1 (the “color-blind” place) in an organization that increasingly has moved*

*toward the “place” on the right, an equity approach.*

*Armed with input from a cross-section of the Foundation, RESPECT proceeded to edit and revise the competencies and returned these to Management Committee with a recommendation that they be used as helpful indicators in staff performance evaluations to concretize the item on “Champions diversity, equity, and inclusion within and outside the organization.” These were then shared with all managers across the Foundation.*

*This example illustrates the value of RESPECT’s persistence in its EDI work and the value of organizational buy-in. More steps than originally anticipated were typically required to achieve its objectives. Processes frequently felt like a sequence of start-stall-stop-regroup-rethink-and start again. But the end results engage a broader group of staff.*

*Feedback in that process confirmed the need for deep attention to inequities in the Foundation’s work and in organizational operations, but it also opened up a bigger agenda than even the most dedicated group can – or should -- manage. Here again it became clear that thorough institutional commitment is*

*required to address the breadth and complexities of equity, diversity, and inclusion. The next section identifies specific institutional responses that have occurred.*

*At the same time, the honest and meaningful conversations in these focus groups and other RESPECT settings opened up the multiplicity of ways that inequities get expressed. RESPECT has periodically revisited its focus, which started out under RCP to address race,*

*class, and power inequities. “Race” was the shorthand used to refer to the political categories of racial/ethnic differentiation that impact access to resources and respect. African American staff started RCP and have provided the most leadership for and participation in RESPECT, since the Foundation earlier had fewer staff from other racial/ethnic groups of color. Because some staff still see RESPECT as a “Black/White thing,” RESPECT has responded with an even greater emphasis on inclusivity.*

---

## **Achieving Greater Traction**

**The Organizational Priority on Equity.**  
*A key step forward occurred in 2002 when the Foundation’s Senior Leadership Team announced the creation of an Organizational Priority on Equity (OPE) and the establishment of a work group to advance it. The OPE was one of a handful of cross-cutting issues for which the Foundation created dedicated work groups. No doubt the issues raised by RCP/RESPECT and its allies over the years had registered the need for more systematic attention to issues of equity both inside and outside the Foundation. The aim of the Organizational Priority on Equity is to increase the Foundation’s*

*capacity to set goals and track performance with regard to the racial, ethnic and gender implications of its consultants, contracting, site selection, grant making and policy priorities. In short, management had committed to “walking the talk” by institutionalizing accountability for equity at its own level and opening up the opportunity for issues of disparities to be tracked, benchmarked, and improved. This moment marked the institution’s movement on the continuum in Figure 1 to an equity-focused accountability process.*



**Associate Director, Equity, Diversity and Inclusion.** Another step forward in institutionalizing the work of EDI at the Foundation (and a commitment to the right end of Figure 1) came in 2004 when Senior Leadership approved the position of a Senior Associate (recently elevated to the title of Associate Director) to be responsible for management of a portfolio on Equity, Diversity, and Inclusion. Such a position had been advocated a decade before when RCP set its advocacy in motion. A running debate always accompanies the question about dedicated lines – if equity is the work of everyone, should it be housed in a single location? Of course, the most powerful approach is “both/and” – that everyone should be accountable and that a dedicated staff member should guide and support the organization-wide effort.

The EDI portfolio represents the next generation of activity that had previously been lodged under the R&D unit, and much more. The portfolio lead is expected to ensure coordination of its work with that of RESPECT, the Organizational Priority on Equity, and the Diversity Council of the Foundation’s direct services arm, Casey Family Services. The Associate Director for EDI serves on the Foundation’s Management Committee

and the work group for the Organizational Priority on Equity, opening up ways to “connect the dots” across strategic decision-making and functional units. Further, the incumbent in this role has always been an active member of RESPECT.

This position has provided the overall guidance and official leadership that had been missing from the Foundation’s work. The vision of the portfolio on Equity, Diversity, and Inclusion is to employ a racial equity frame to improve results for children and families in Casey-affiliated places; to contribute specifically to the Foundation’s knowledge and practice of reducing racial disparities in child outcomes; and to promote equity in the way the foundation carries out its work as a Foundation. It is a cross-cutting portfolio that supports all units.

The EDI portfolio and its manager have made enormous strides, thanks to the ability to dedicate almost full-time attention to this work. Among the achievements in the first four years of this position’s activation are the following:

- Assistance to 20+ states, either through their child advocacy organizations, governmental units, or United Ways, and

to two national networks to reduce racial disparities through application of the Race Matters Toolkit;

- Development and training of RESPECT's Equity Coaches to advance cross-unit accountability (see below);
- Deep consultation with two Foundation units — Services and Systems Reform and Community Change Initiatives -- to support the reduction of racial disparities in their work;
- Agreement by the Foundation's cross-unit Policy and Communications Strategic Work Group to use a Racial Equity Impact Analysis regularly in its discussions about Foundation policy priorities;
- Creation of unit work plans and monitoring of their implementation to address grantee and workforce diversity.

**Equity Coaches.** Since its emergence, the affinity group has taken upon itself the critical task of building capacity across the Foundation's staff to do the work of equity, diversity, and inclusion. As RESPECT has matured, become more results-oriented in its work, and increasingly judged itself by performance-based measures, it has recognized the need for a greater focus on capacity-building. Enter the idea to use its diverse membership to create and train a corp of Equity Coaches to keep race on the table

productively throughout the Foundation. This would facilitate all staff's movement to the right end of Figure 1.

Consistent with the recognition that responsibility for equity, diversity, and inclusion resides foundation-wide, RESPECT identifies a staff member in every unit to serve as an Equity Coach. It then provides these staff with training, peer learning opportunities, and resource materials, including the following:

- A RESPECT Information Packet detailing the work of the affinity group and its organizational partners;
- A copy of the key tools from the Race Matters Toolkit;
- A manual from Interaction Institute for Social Change, upon receiving their facilitation training.

The tool on page 62 provides a list of the considerable responsibilities and expectations for Equity Coaches. RESPECT knows that lasting change occurs from the ground up and is organizing to see that happen. While this effort is fairly new, some changes have already been prompted by individual coaches, including:

⇒ Developing a template for one unit to

*collect information on grantee and board diversity so that program officers in that unit will have consistency in reporting their data;*

- ⇒ *Co-facilitating discussions to create an action plan for how the unit will diversify its grantee base.*

**Strategies for Keeping Race/Ethnicity on the Table.** *Cross-cutting the rest of RESPECT’s work are activities to keep race/ethnicity on the table productively through a series of forums, speakers, brown bag lunches, film festivals, and other formats that open information and discussion to all staff. Often these events tap into “what’s missing” in results-focused conversations – the deep emotions and life experiences shaped by “race.” One staff member put it well: “We’re ‘fact-based,’ so we can talk about it to a point, yet there can be a disassociation when one attempts to take the conversation deeper.”*

*A quarterly “RESPECT Presents” event, open to staff and the surrounding community, highlights annual themes that have included “Changing Demographics” one year and “Addressing the Forgotten ‘isms”” another – in an effort to respond*

*to concerns about RESPECT’s need for greater inclusiveness. Other events have highlighted the diversity and power of artistic and creative expression. These sessions expose staff to issues and communities they may not have had interaction with before. And they have enabled members of the Baltimore community to connect with the Foundation in ways that acknowledge them as resourceful and valued community members.*

*Other formats such as brown bag lunches and open forums have come to be seen as a safe space for difficult and honest conversations about inequity in its various forms. The power of cross-unit, cross-functional, multi-racial dialogue cannot be overstated. Whether the focus is on the work of the organization, the organization itself, or a timely front-burner national issue or debate, RESPECT has been there to mobilize quickly in order to house and host the discussions that need to be had at any given time. Virtually no other space in organizational life is available for this purpose.*

## **Struggle Remains Part of the Path**

*This latest phase of RESPECT’s work has not been without struggle either. At times RESPECT has had to revisit its initial decision about focusing first and foremost on race/ethnicity, given the multiple factors that should also be addressed within an equity frame (e.g., gender, sexual orientation). In other words, according to the continuum in Figure 1, RESPECT moved to being race-tentative – albeit for the purpose of becoming more inclusive in terms of the issues raised. As part of this examination, for one year, lectures and other events that brought additional “isms” to the forefront of the conversation were offered. With each of these conversations, however, there was recognition that race still matters as a divider, even among sub-groups experiencing other forms of marginalization. The conclusion has been that it is important to keep race/ethnicity in the foreground to see RESPECT’s initial goals through, while recognizing within that agenda the intersecting “isms” that are implicated here, too. In other words, RESPECT has chosen to remain at the right end of the continuum in Figure 1.*

*That said, it was clearly articulated*

*from focus groups and other forums that RESPECT should advocate for attention to other forms of inequity such as gender, sexual orientation, and a more nuanced approach around ethnicities within the race work. One major step has been the development of a plan for RESPECT to create within the Foundation a series of affinity groups that align with those of the Council on Foundations, with RESPECT itself being the site for a Joint Affinity Group. The premise is that this will position the various groups to lead on the issues, concerns, and changes needed to reduce inequities that get expressed in so many different ways.*

*While this plan is still in its formative stages, it reflects the fact that RESPECT is dedicated to learning and evolving in pursuit of its commitment to equity, diversity, and inclusion.*

*Interestingly, other challenges are more related to successes than setbacks. Each time the Foundation has taken up work around equity, diversity, and inclusion, some piece of what otherwise might be seen as RESPECT’s work – at least its advocacy work – has migrated to*

*a new “home.” These moments call for reflection about the group’s next steps. Over time, and with the Foundation’s gradual shift to greater accountability around racial equity, RESPECT realizes that it remains best positioned to offer peer exchange and learning, new issue identification, and regular monitoring to ensure that changes undertaken to*

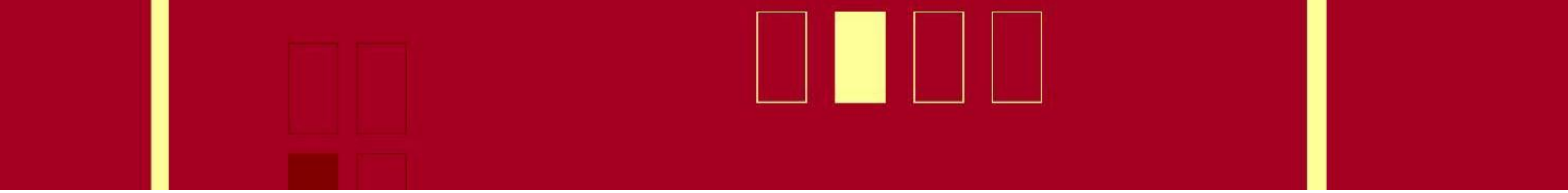
*advance equity, diversity, and inclusion move the foundation closer to those essential values. The “intangible” benefits RESPECT also offers to staff – the support, nurturing, and “safe space” that are antidotes to the burnout that too often comes with doing this kind of work – are themselves invaluable.*



***Looking Back:***

***RCP/RESPECT’s Influence on the Foundation’s Work***

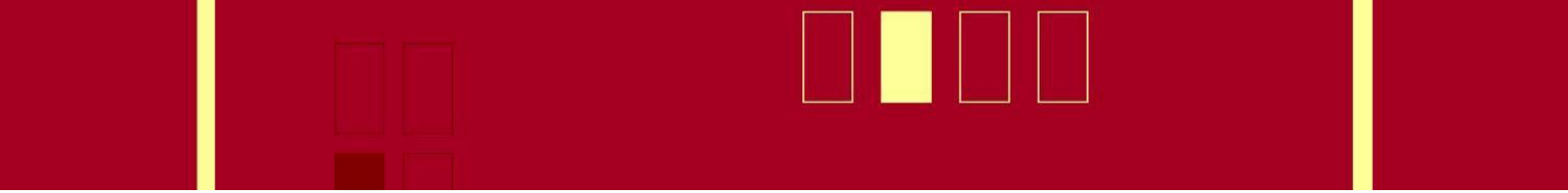
In the 15 years since the seeds of this work were planted, much has changed at the Foundation. What started as color-blind approaches, or a concentration on diversity alone, has become a focus on race/ethnicity using a racial equity approach. It is now “hard-wired” in meaningful ways — that is, it is built into some of the everyday structures and processes of the Foundation’s work. With such embeddedness, it is more likely to have staying power



and come to be seen as the routine and expected way the Foundation operates. Yet, with each new cohort of staff, many of the very same issues that were “resolved” earlier have the potential to be raised anew. So long as the color-blind and diversity-only approaches remain so broadly entrenched in our national psyche, work will need to be done to build capacity for the mission-critical goal of racial equity. To be sure, no one would claim that this work is nearing completion; neither could anyone claim that significant changes have not occurred. Much of what has occurred happened because the very presence of an affinity group catalyzes others in the Foundation around the importance of paying attention to race/ethnicity.

From that initial meeting on a cold winter day in 1994 to now, 15 years later, here’s a summary of **what looks different** at the Foundation:

1. **Management Accountability Structure.** Foundation management named the Organizational Priority on Equity as a standing focus for an internal accountability team chaired by the EDI Associate Director and including other senior personnel. Its charge is to set goals and track performance with regard to the racial, ethnic and gender implications of Casey consultant use, contracting, site selection, grant making and policy priorities. Much earlier in its history, RCP advocated successfully for an enhanced Human Resources function at the Foundation, whose office today shares responsibility for the Foundation’s diversity goals.
2. **Dedicated Portfolio Led by Associate Director.** The Foundation established a portfolio of investments on Equity, Diversity, and Inclusion, led by a Senior Program Officer, whose title later was changed to Associate Director, to ensure a coordinated effort for racial equity around internal learning and external investments. The EDI Associate Director chairs the team accountable for the Organizational Priority on Equity. Funding for the work of RESPECT is included in this portfolio.
3. **Grantmaking Processes.** All proposed investments require a write-up by program officers. The required template now asks questions about existing racial disparities around an issue, how an investment can contribute to closing gaps, and the diversity



of grantees. This “hard-wired” process has created the opportunity for all program officers to improve their knowledge and networks around disparities and identify strategies for disparities reduction. RESPECT undertakes a periodic analysis of these template write-ups to identify exemplary practices as well as opportunities for capacity-building.

4. **Performance Evaluation Criteria.** For routine annual performance reviews, an item has been added for rating staff on the following core competency: “Champions equity, diversity, and inclusion within and outside the Foundation.” The need to have behavioral indicators for measuring this item is what prompted RESPECT to develop the descriptions found in Chart 5 on p. 45.
  
5. **Equity Coaches.** In order to provide capacity-building and oversight throughout the Foundation, RESPECT has identified and trained one member of each Foundation unit in the core competencies it has defined as critical for equity work. This ensures that each operational and programmatic unit has at least one staff person dedicated to a level of accountability around equity, diversity, and inclusion.
  
6. **Impact Analyses.** The Foundation’s cross-functional Policy and Communications Strategic Work Group is committed to conducting a Racial Equity Impact Analysis in developing its priorities. This intentional discussion enables policy proposals to be fine-tuned in order to have a better chance of closing racial gaps.
  
7. **Socially Responsible Purchasing.** Administrative staff have become intentional in tracking their choice of vendors in order to ensure that the Foundation does everyday business in ways that invest in businesses of color.
  
8. **Institutionalization of RESPECT as an Affinity Group.** RESPECT has a dedicated budget line, has become a formal participant in the New Staff Orientation sessions, and reaches across the Foundation through its Equity Coaches. It hosts regular information-sharing events that draw from staff and the larger community. Even as responsibility for advancing equity, diversity, and inclusion has become more widespread across the Foundation, RESPECT remains an important advocacy group

and a valued forum for staff who seek cross-unit, intercultural exchange, shared learning, and support and guidance for doing this work.

The tools in this Toolkit are based on the changes that have occurred over the 15 years of RCP/RESPECT's existence. Please see which might be beneficial for your work and the mission of your organization. When all is said and done, this story is about improving **mission-driven results** — and working together toward that end. It is a story made honest by the recognition that there will be struggles along the path — but also made triumphant with each small step toward racially equitable practice and the improved outcomes that are achieved. Children, families, and communities of color deserve no less — and the vitality of the nation requires it.







# **Advancing Equity, Diversity, and Inclusion**



## Advancing Equity, Diversity, and Inclusion

While many foundations want to advance equity, diversity and inclusion, they are not sure how to proceed or even where to begin. To be sure, there is no prescription for the work. It's best to start where you are and build from that. In this section are some tools grounded in one Foundation's experience, with the hope that they can:

- stimulate your sense of possibility,
- allow you not to have to re-invent practices and approaches if these can work for you, and
- encourage your own exploration about how to move from aspiration to action.

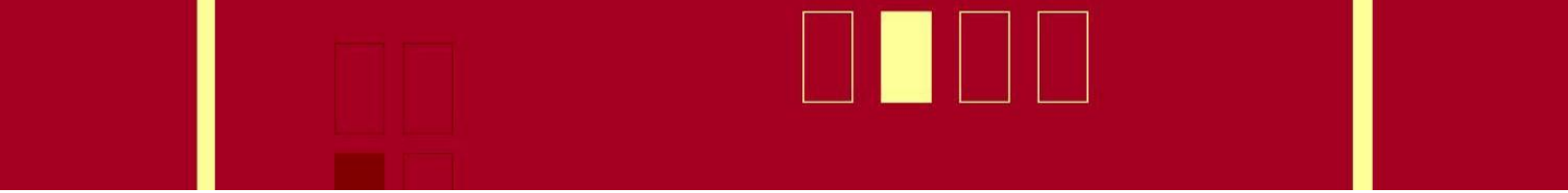
This section contains 11 tools. The tools are divided into two groups — Cross-Cutting Tools, and the Hard-wire Group.

The cross-cutting tools raise issues about the broad organizational climate or offer materials that are relevant across functional areas of an organization. They point to issues and actions that frequently are pre-requisite to an organization's commitment to EDI. Here's what you'll find in these tools:

### Cross-Cutting Tools

- Institutional assessment quiz
- Creating and sustaining an affinity group
- Building and sustaining awareness
- Video: *The RESPECT Story*

The second cluster of tools is referred to as the “hard-wire” group because they show how specific structures and processes of foundations or other organizations can be revised to build equity, diversity, and inclusion into the organizational DNA. These generally are not introduced or achieved simultaneously. Usually, they are the products of cycles of struggle, debate, development, testing, and revision. Every organization's trajectory for adoption of these features (or related approaches) will be unique to its history, mission, demographics, leadership, and other factors meaningful in its context. Change can come from Management to the front line, but it often occurs in just the reverse direction. The adoption of one feature can jump-start the need for other components, or it can produce an implementation fatigue that slows subsequent progress. Change may be interrupted for some time if an affinity group that had energized the conversation struggles with its own

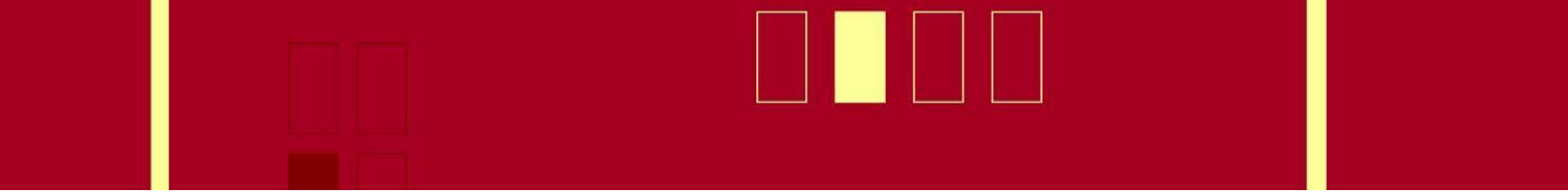


sustainability. In short, consider these tools in relation to the presenting opportunities for change in your own organization rather than seeing them as a prescriptive linear checklist for change. Here's what you'll find among these tools:

### The “Hard-Wire” Group

- Institutionalizing management accountability for EDI
- Institutionalizing EDI commitment through (1) senior staffing and (2) all staff performance expectations
- Institutionalizing EDI commitment through Equity Coaches
- Hard-wiring grant making for EDI results
- Hard-wiring staff performance measures for EDI results
- Hard-wiring policy discussions for EDI results
- Hard-wiring for socially responsible operations

Consider any one or a combination of these tools for your use. *Together* they produce a far more embedded and reinforcing commitment to equity, diversity, and inclusion than any one or a few standing alone is able to. As **mission-driven** issues, equity, diversity, and inclusion should be found throughout every aspect of an organization's work.





# Institutional Assessment Quiz

# Institutional Assessment Quiz

**Why should I consider this tool?** It's always good to have a baseline to start from – in conversations about organizational equity, diversity, and inclusion, and in identifying actions that may need to be taken toward those ends.

**What issues does it address?** This tool gives you a checklist of features that characterize organizations at different “places” in terms of how they focus on race/ethnicity, or not. It provides a shared starting place for envisioning how to do a better job in advancing a mission for ALL children, families, and communities.

### What's needed in an organization in order for this tool to work?

Anyone can use this tool at any time. But it is best when individuals within the organization use it in groups, whether formal or informal. It will open up conversations about what steps can be taken toward organizational equity, diversity, and inclusion. Units within organizations and organizations as a whole can use the tool annually to benchmark their progress toward being an organization that advances equity.

As mentioned earlier, a thousand flowers appear to be blooming in terms of how foundations approach matters of race and ethnicity within their own walls and in their grantmaking. From the RESPECT history, recall the simple continuum of race-focused work, which pictures typical “places” where foundations and other organizations find themselves in terms of addressing equity, diversity, and inclusion. Here it is again:



Would you like to **identify where your organization is** on this continuum? Here are three simple steps to do that:

**STEP 1. The Quiz.** For all four “places” on Chart 2, put a check mark in all boxes that describe your organization.

**STEP 2. The Totals.** Now count the number of items you checked in each of the “places” and enter it here:

Racial equity approach \_\_\_\_\_

Race-tentative approach \_\_\_\_\_

Diversity-only approach \_\_\_\_\_

Color-blind approach \_\_\_\_\_

**STEP 3. What Now?** You can probably see the “place” your organization is in by looking at the highest number in your totals. The specific items you did not check under the racial equity approach will tell you where your next steps might be. If you are ready to move from one place on the continuum to another, at least on given dimensions, then take a look at the tools and templates suggested for specific aspects of work, and see if they can be translated into actions you are ready to take in your own organization.

And, if you are using this quiz in a group, see if everyone’s scores land your organization in the same “place.” If not, it is constructive to have a discussion about what your colleagues see differently, and why. These kinds of discussions can themselves lead to change – change in the sharing of information and perceptions, if nothing else.

This quiz offers a useful way to benchmark your organization. Take the same quiz a year from now and see what’s changed – in either direction.

## Chart 1. Institutional Assessment Quiz

### My organization:

- Understands and communicates that reducing racial inequities is mission-critical
- Routinely collects, disaggregates, and analyzes data by race/ethnicity in programmatic and operational work
- Proposes targeted strategies that have been put through a racial impact analysis
- Views diversity as a value-added feature of organizations, and Inquires about the cultural competence of staff and grantees to work with diverse groups
- Has mechanisms for management accountability for equity, diversity, and inclusion
- Has mechanisms for staff accountability for equity, diversity, and inclusion
- Supports the efforts of affinity groups working on issues of equity, diversity, and inclusion

**Racial equity approach**

### My organization:

- Has some recognition that closing racial gaps is important to its work
- Collects and disaggregates data by race/ethnicity in programmatic work but is not sure what to do with it
- May have gone through anti-racism training but is unclear about what to do next
- May not appreciate the distinctions between equity and diversity/inclusion
- Has no management accountability mechanisms for equity, diversity and inclusion
- Has no staff accountability mechanisms for equity, diversity and inclusion
- Has an affinity groups working on issues of equity, diversity, and inclusion

**Race-tentative approach**

### My organization:

- Does not collect, disaggregate, or analyze data by race/ethnicity in programmatic work
- Proposes "universal" strategies in grant making that are presumed to work for all people
- Invests in grantees who have racial/ethnic backgrounds similar to groups with whom they work
- Sees "diversity" as an important organizational consideration
- Has accountability mechanisms for diversity, but not for equity and inclusion
- Offers cultural competence training as well as opportunities for cross-cultural conversations and learning
- Supports the efforts of affinity groups working on issues of diversity and inclusion

**Diversity-only approach**

### My organization:

- Does not collect, disaggregate, or analyze data by race/ethnicity in programmatic or operational work
- Proposes "universal" strategies that are presumed to work for all people
- Presumes that all grantees can work with all groups
- Does not see "diversity" as an important organizational consideration
- Believes that lifting up issues of race/ethnicity will only create conflict
- Has no accountability mechanisms for equity, diversity, and inclusion
- Discourages the formation of racial/ethnic affinity groups

**Color-blind approach**





# **Creating and Sustaining an Affinity Group**

# Creating and Sustaining an Affinity Group

**Why should I consider this tool?** If your organization does not have a location of responsibility for considering matters of race/ethnicity, this tool can help you think through the value of forming an affinity group to catalyze that work.

**What issues does it address?** The tool puts forth the kinds of issues and choices to be considered in forming and sustaining an affinity group. Plus it gives you concrete tips for structure and process.

**What's needed in an organization in order for this tool to work?**

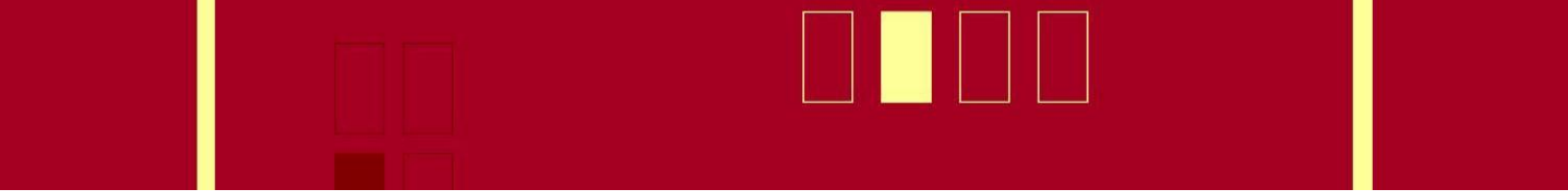
A core of staff (preferably some with senior status) with a commitment to lifting up issues of race/ethnicity in the organization can get things started. Incremental successes will keep things going.

Would your organization benefit from having a cross-unit, cross-functional, multi-racial work group that provides any of the following supports?

- Helps educate staff on issues around race/ethnicity
- Introduces experts and information about race/ethnicity to the organization
- Encourages management and staff to include an understanding of race/ethnicity as part of mission-relevant knowledge and competencies
- Provides a forum for discussion about issues and experiences around race/ethnicity
- Offers networking and peer exchange around race/ethnicity
- Represents an organizational space where staff of color and other members feel comfortable and respected.

If you answered “Yes” to several of the above items, then the possibility of having a RESPECT-like affinity group in your organization is something to take seriously. In a thorough self-assessment, the supports listed above are the key strengths that Casey’s RESPECT members identified for their affinity group and the reasons staff kept coming to its meetings (A. Ballen et.al., *RESPECT Group Assessment Report*, January, 2004).

The first part of this tool explores **Frequently Asked Questions** about an affinity group, with responses giving you issues to consider with regard to forming and sustaining one around race/ethnicity. The second part is a **Tip Sheet** on some useful structures and processes that can get you started in the work and keep you moving forward. When all is said and done,



your organization's needs, challenges, opportunities, and trajectory will help you sort out whether and how an affinity group is important for advancing your work on equity, diversity, and inclusion.

## **FREQUENTLY ASKED QUESTIONS**

### **Does my organization need an affinity group?**

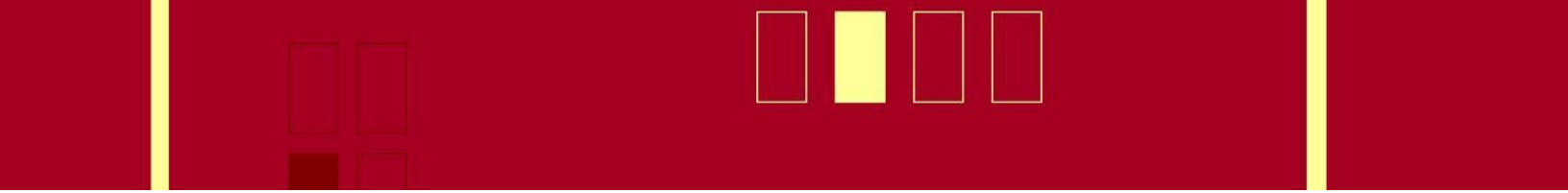
If you answered “Yes” to several of the questions at the beginning of this tool, then the conclusion is likely to be “Yes” to this lead question. But before forming a new group, you should consider if there's an already existing group for whom these issues could become a priority. If so, why hasn't that already happened? What is preventing it from being an engine for issues around race and ethnicity? Do staff of color occupy leadership positions in the existing group? You will need to sort through whether the existing group can be mobilized or if it is more advantageous to form a new affinity group to catalyze this work.

### **How formal should an affinity group be?**

Sometimes the more informal group has an advantage because it can take time to build relationships and trust, as well as offer an openness and inclusiveness that may never occur if you begin with a more formal structure. Achieving these platform bonds can make a subsequent more formal status operate more smoothly. The degree of “formality” begins to shift once you identify the goals you want to achieve – and thus, the tasks each member needs to take on. In other words, form follows function. You may start as a self-organized group and later become formalized through participation in your organization's processes (e.g., getting a budget line, participating in new staff orientations). As a self-organized group, you have considerable autonomy in terms of your purpose. This is both a blessing and a burden. The burden is that once you identify your purpose, the process for more formalized recognition may be uncertain and can require considerable deliberation, persistence, and allies to be achieved. Also, without a formal foothold, it may be more difficult to achieve your identified goals.

### **What roles and responsibilities should an affinity group take on?**

This depends on what your organization already is doing in terms of equity, diversity, and inclusion. A successful affinity group will fill an organizational gap. If you begin when the organization has no specific and intentional focus on equity, diversity, and inclusion, the landscape is wide open with regard to roles and responsibilities. But it also means that there are unlikely to be organizational structures with which to affiliate and/or partner. Over time, as specific and intentional organizational structures and processes emerge, your purposes will probably shift, but still remain robust — including providing an organizational space for peer exchange and capacity building around issues of race/ethnicity and continuing as a space where organization-wide accountability remains a focus. In short, you should consider: what are the most pressing needs of your organization around equity,



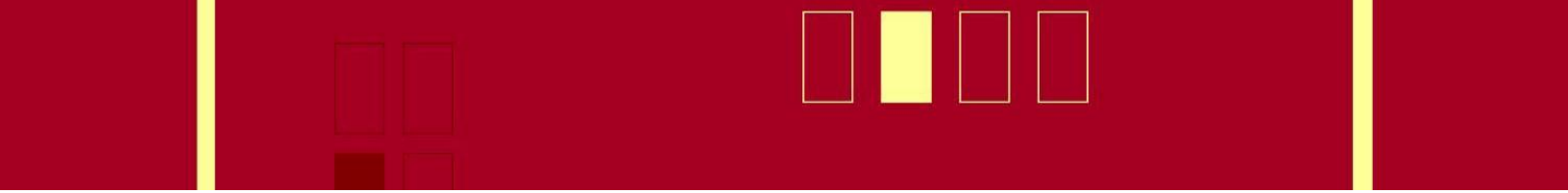
diversity, and inclusion? How can a new group add value in at least one identified area? The answer to this last question is most likely to lie in cross-cutting concerns rather than issues particular to a given unit. Be cautioned not to take on too much too soon, especially if you are self-organized and don't yet have access to a budget line. Recipes for disaffection include taking on too much without sufficient personnel or resources to accomplish it, and imagining the affinity group as the only place where responsibility for change should reside.

### **What do we need to get an affinity group started?**

Let's assume that you already have a small core of committed people. Without their energy, an affinity group is not likely to emerge or sustain itself. The **first thing** an affinity group needs to sort through is its point of view around equity, diversity, and inclusion and a shared language that expresses the point of view. People come to discussions about race/ethnicity with many shorthand notions and probably more than a few tender spots. Dedicate time to getting on the same page before reaching beyond the affinity group to promote change. Defining and prioritizing what you will be about and then developing a shared language to express the clarified point of view can take a year or more. As new members come on board, you will want to dedicate time to introducing them to the specific nature of your work, its point of view and shared language, and the history of the group and its achievements.

The **second thing** a group needs is enough time to develop a sense of trust internally. This is especially true when participants come from different racial/ethnic and class backgrounds and different units and roles within an organization. How does trust happen? Four basic ways — by sharing honest views and having those respected (and held in confidence when requested), by having a core group that sticks together over the long run, by working collaboratively on a shared goal, and by rejecting the usual features of stratification in group process that create conflict (e.g., managers having stronger voice than other staff, whites failing to listen carefully). Trust is a process that will be tested with each new turn of the group's work. Over time and with shared experience, the group will move from using any given word or action as a "litmus test" of a particular individual to deeper interpersonal relationships that allow for stumbles and offer ways of lifting one another up. Explicit discussion of participants' accountability to one another will keep the issue of trust on the table and provide an anchor for any concerns that may arise. An affinity group should be big enough to encompass the work of all staff, open enough so that people can come, go, and always feel included, and yet solid enough that it has a core group of participants who can take action.

The **third thing** a group needs at its beginning is a shared understanding of what is required for the "legitimacy" and validation of the group. Different markers of respect for an affinity group and its work include: a dedicated budget line, senior leadership acknowledgment, time on staff meeting agendas, and so on. When all is said and done, and apart from these external markers, self-respect remains the bottom line. The strength of an affinity group lies in knowing its value-added for its members and the organization. That is tied to how



well it achieves its expressed goals, no matter whether those named goals are for peer exchange or for organizational change. The realization of purpose is what produces legitimacy and sustains groups over time.

The section on **Tips** below should go a long way to help you get started and keep you moving forward.

### **Where does accountability lie?**

Accountability has two parts — accountability to one another as members of an affinity group, and accountability for the groups' goals, some of which must of necessity be shared beyond the group. Accountability to one another is what builds trust and shared purpose. The group would be well served to identify what is expected of its members and how that will be determined. For example, you may decide that all participants need to model certain competencies (see Chart \_\_\_) and that the completion of particular trainings is expected. With regard to broader organizational goals, these are the shared responsibility of all staff who have a hand in their realization. That said, an affinity group can play a key role to encourage, nudge, and monitor the results for particular goals, regardless of where they are to be implemented.

### **Who should be “members”?**

An affinity group typically starts with a small, self-organized group of staff with a deep commitment to the issues. Participation evolves as others hear about the group and become interested. Later, more formal outreach may occur. If the affinity group's work has implications across the entire organization, at some point you will want to actively recruit all staff to participate, and seek representation from all racial /ethnic groups, all programmatic and operational units, and all job titles. This in itself presents challenges — e.g., How to ensure baseline knowledge for everyone without getting into so much jargon that it turns people away? How to give attention to both programmatic and operational issues? How to ensure that everyone has a specific contribution to make? How to manage the twin needs of within-group and cross-group conversations?

Beyond the “who” of membership is the issue addressed above about accountability. Not surprisingly, groups are at their best when participants stay informed, attend meetings regularly, listen carefully to one another, and do what they're asked to do in between times. Some explicit expectations for individual accountability will enable the group to function well.

### **Is there a point where we declare success and move on?**

If the question means: Is there a point when the group is not needed? -- probably not. Advocacy groups remain important around issues that historically have been under-addressed or have slipped off the table. The work of embedding equity, diversity, and inclusion into the DNA of an organization is complex and not accomplished overnight or

even over a decade. Further, having a regular forum that brings people together across race/ethnicity, organizational unit, and job titles to focus on these matters is an ever-present resource for surfacing new issues and staying the course on old ones.

Of course, it is always important to take the temperature of the moment and revisit existing goals within that context. The hope is that you will have many occasions to declare success. On those occasions it is appropriate to re-examine the role of the affinity group. Positive organizational changes may alter some of your specific goals and reduce the work needed to keep certain issues on the table. In these regards, you can move on. But you need not disband. Instead, given the big agenda required by a commitment to equity, diversity, and inclusion, focus on those things that you are especially well situated to do — probably functions like peer support and information exchange, ongoing knowledge development around racial/ethnic issues, new issue identification, and regular monitoring to ensure that changes undertaken to advance equity, diversity, and inclusion move the organization closer to those essential values.

## TIPS FOR GETTING STARTED & MOVING FORWARD

### 1. SCHEDULING MEETINGS.

One important way to institutionalize the affinity group is to set a regular meeting time (e.g., the first Tuesday of every month at noon throughout the year), and stick to it! Participants will come to depend on that date and then can build their particular schedules around it.



### 2. GROUND RULES FOR DIFFICULT CONVERSATIONS.

Discussions as complex and sensitive as those around race/ethnicity can benefit from established “rules of the road” by which everyone agrees to operate. Chart 2 offers some for your consideration, but don’t just adopt these and run with them. The process of creating your own ground rules as a group produces an important conversation that is valuable in its own right.

### **Chart 2. Sample Ground Rules.**

- Try on new ideas
- It is okay to disagree
- It is not okay to blame, shame, or attack self or others
- Practice “self-focus”
- Notice “process” and “content”
- Practice both/and thinking
- Be aware of “intent” and “impact”
- Be present – Turn off cell phones
- Come back on time
- Stay engaged
- Assume the best
- Maintain confidentiality

### **3. DECISION-MAKING PROCESS.**

Advance agreement is important for how decisions will be made. Then it’s important to honor that process throughout. One example of a process grounded in seeking consensus is presented in Chart 3. Here again, rather than simply adopting this one, experience the valuable conversation that can be had and what can be learned about one another through a focused conversation about how group decisions should be made.

- 4. THEORY OF CHANGE.** We all come to our work with certain assumptions and beliefs about what is needed to produce change. The creation of a graphically displayed theory of change requires you to put on paper the many building blocks that you need to produce the results you want to achieve. It ensures that a common vision and pathways for getting there. A theory of change for a mature affinity group is presented in Figure 2. Start with aspirations that match the availability and commitment of your membership, and you can always build out from there.

### Chart 3. Fist-to-Five: A Tool to Find Consensus<sup>5</sup>

RESPECT strives to ensure that all voices are heard in its discussion and decision making. Whenever a group is discussing a possible solution or coming to a decision on any matter, **Fist-to-Five** is a good tool to determine what each person's opinion is at any given time.

#### COMBINING YOUR TEAM'S IDEAS: BUILDING CONSENSUS USING FIST-TO-FIVE

To use this technique the Team Leader restates a decision the group may make and asks everyone to show their level of support. Each person responds by showing a fist or a number of fingers that corresponds to their opinion.

**Fist:** A no vote - a way to block consensus. I need to talk more on the proposal and require changes for it to pass.

**1 Finger:** I still need to discuss certain issues and suggest changes that should be made.

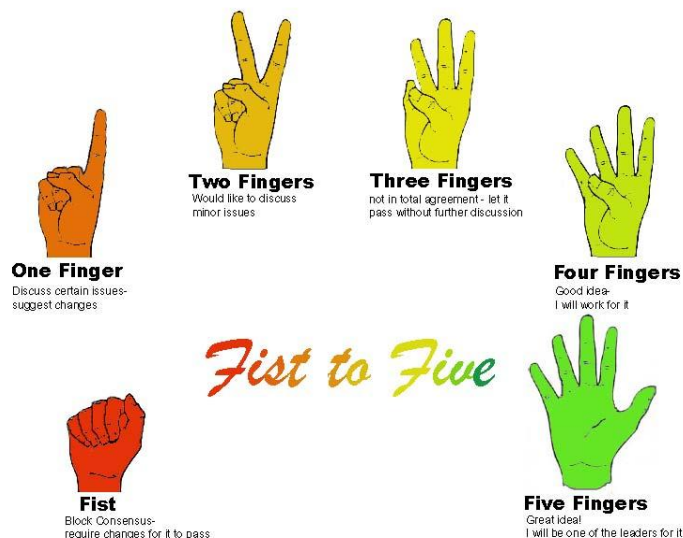
**2 Fingers:** I am more comfortable with the proposal but would like to discuss some minor issues.

**3 Fingers:** I'm not in total agreement but feel comfortable to let this decision or a proposal pass without further discussion.

**4 Fingers:** I think it's a good idea/decision and will work for it.

**5 Fingers:** It's a great idea and I will be one of the leaders in implementing it.

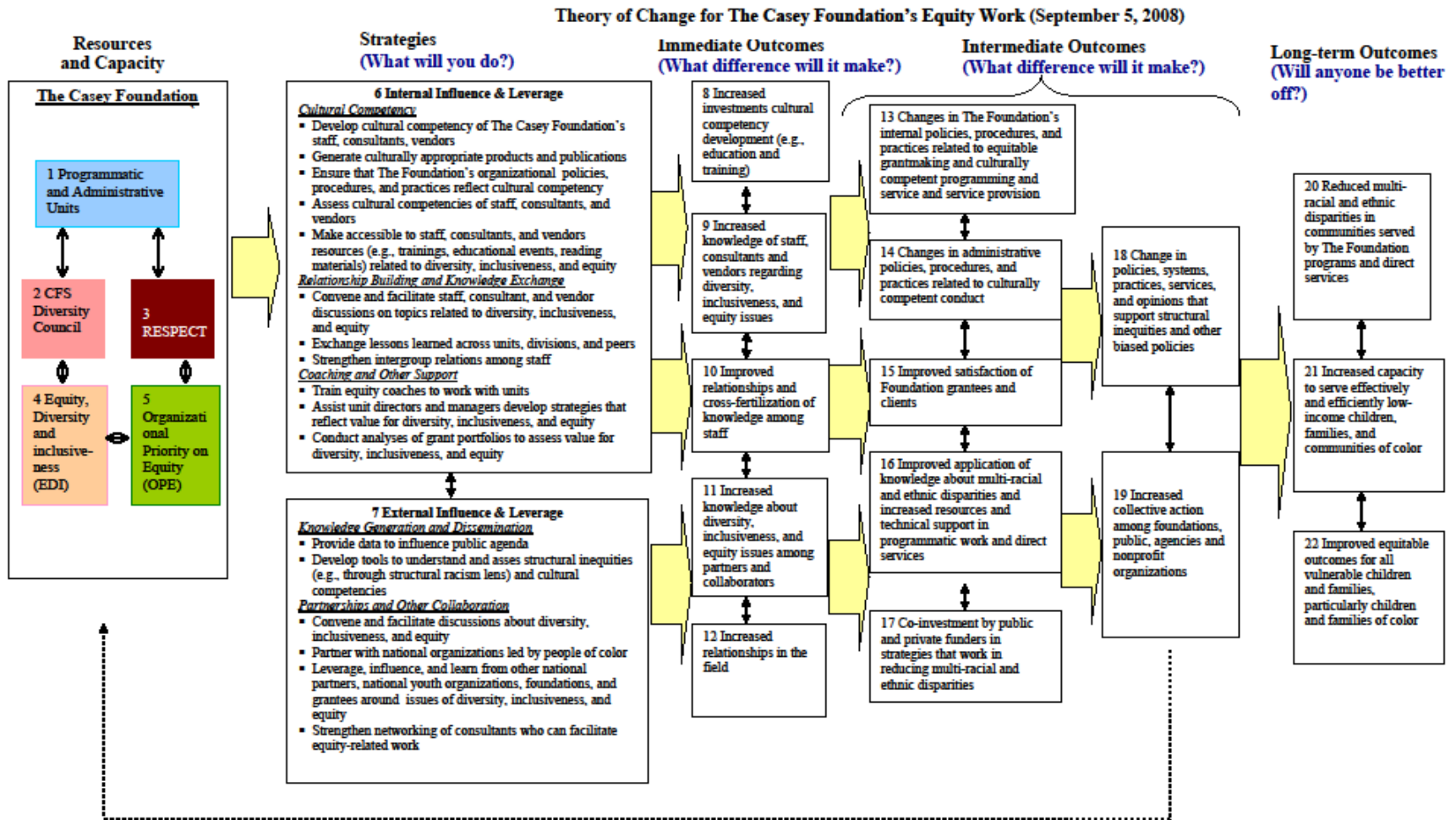
If anyone holds up fewer than three fingers, they should be given the opportunity to state their objections and the team should address their concerns. Teams continue the **Fist-to-Five** process until they achieve consensus (a minimum of three fingers or higher) or determine they must move on to the next issue.

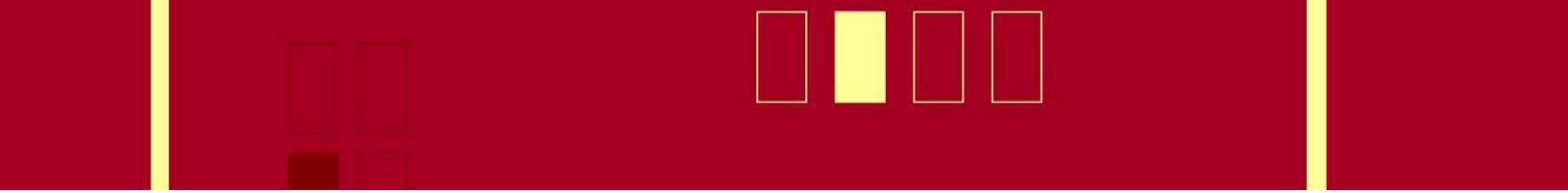


<sup>5</sup> Originally designed by the American Youth Foundation. Brought to our attention by the Praxis Group.



Figure 2.



- 
5. **ORGANIZATION.** Form does *follow* function, but it is equally important! An organizational chart for a mature affinity group in a large organization is presented in Figure 3 – a drawing that depicts RESPECT after about 10 years of evolution. Your level of organization should be aligned with the scope of your work and the size of your membership who can take on given roles. Structure is needed to achieve equity goals, but it should be as nimble as circumstances require for getting the work done.

The groups depicted in Figure 3 are tasked with the following responsibilities:

- **Steering Committee** -- oversees all administrative and budget work, plans monthly Forum meetings, and manages tasks of the work groups
- **The Forum** -- an open opportunity, scheduled monthly, where staff members can participate in and help guide the development of affinity group work
- **Staff and Public Education and Engagement Work Group** -- orients new staff about the affinity group during New Staff Orientation, develops and updates the group's informational and public relations materials, ensures that the Steering Committee is fully populated, diverse, and representative of all units
- **Capacity Development and Training Work Group** -- provides strategies to build the capacity of staff to work effectively in diverse communities and address issues of racism, multiculturalism, and equity in those communities
- **Results Work Group** -- monitors RESPECT's evolving Theory of Change, develops performance measures and tracking tools, and measures the group's outcomes.
- **Integration and Influence Work Group** -- coordinates communication and learning across organizational units, conducts surveys to map the full range of grant-making investments around disparities, surveys the learning and technical assistance interests of staff on issues of EDI
- **Affinity Groups** -- informal groups of staff and consultants with specialized interests based on race, ethnicity, culture, gender, sexual orientation, aligned with four ethnic-focused affinity groups: Asian Americans and Pacific Islanders in Philanthropy (AAPIP), Association of Black Foundation Executives (ABFE), Hispanics in Philanthropy (HIP), and Native Americans in Philanthropy (NAIP)

**Figure 3. RESPECT Structure**



6. **RESPONSIBILITY CHART.** Once your work is underway, you'll want to have mechanisms in place for members' accountability to one another. Chart 4 illustrates what this might look like. It has worked well for RESPECT.

**Chart 4.**  
**RESPECT RESPONSIBILITY CHART**

	Chair-person	Steering Committee	Capacity Development & Training Committee	Integration & Influence Committee	Public Education & Events Committee	Staff Engagement Committee	Entire RESPECT Group
<b>Budget</b>							
• Development							
• Write-up/ Presentation							
• Grants Management							
<b>Communications</b>							
• Internal – Doug							
• Internal – AECF							
• External Audiences							
<b>Programs &amp; Activities</b>							
• RESPECT Forum							
• Recruiting RESPECT Participants							
• Training AECF Staff							
• Applying RESPECT Lens to AECF Work							
• External Audiences							
<b>Management</b>							
• Staff Supervision							
• Contractor Supervision							

A = APPROVE—a person who must sign off or veto a decision before it is implemented or selected from options developed by the R role; accountable for the quality of the decision.  
R = RESPONSIBLE—the person who takes the initiative in the particular area, develops the alternatives, analyzes the situation, makes the initial recommendation, and is accountable if nothing happens in the area.  
C = CONSULTED—a person who must be consulted prior to a decision being reached but with no veto power.  
I = INFORMED—a person who must be notified after a decision, but before it is publicly announced; someone who needs to know the outcome for other related tasks but need not give input.  
DK = DON'T KNOW

7. **MEMBER COMPETENCIES.** As leaders for EDI, you will want to model the competencies that all staff need to produce their best work for the organizational mission. Chart 5 distinguishes different levels of capacity. Part of your work may be to advocate for and/or offer trainings and other development opportunities so that staff can build their capacities around EDI issues and strategies.

## Chart 5. Core Staff Competencies

### Level I

#### **Staff should be able to:**

1. Exhibit cultural competency by:
  - knowing how to listen to/ability to hear and validate issues dealing with culture and various forms of oppression or 'isms' and being able to send and receive appropriate nonverbal and verbal messages and responses
  - knowing one's own culture and position and being aware of personal biases or values that may affect others
  - accepting and respecting others' cultures, practices, and beliefs;
  - knowing implications of cross-cultural work;
  - working in an authentic and respectful manner on behalf of other cultures and differences; Must possess or seek out specific knowledge and information about the particular group with whom s/he is working, and
  - working toward mutually benefiting goals across diverse groups
2. Assess his/her own behavior as it is influenced by experiences of privilege and/or internalized oppression; modify that behavior to reflect better practices.
3. Communicate effectively about issues of race, class, power, and other forms of oppression or 'isms' (e.g., demonstrating a comfort level with talking about these issues) and being able to send and receive appropriate nonverbal and verbal messages and responses.

### Level II

#### **Staff should be able to:**

1. Apply an equity lens to reveal biasness in an issue or situation. This includes:
  - identifying and addressing biased behavior toward target groups based on race, ethnicity, gender, sexual orientation, religion, and class, among others; being a good consumer of data by disaggregating data by race, gender, and class; identifying possible connections between RESPECT issues (race, class, culture, power, and any other form of oppression) and an issue/activity happening within a community and creating a theory of change;
  - identifying grantees, consultants, and vendors of diverse backgrounds, as appropriate, to develop and support this area of work; and
  - judging the quality, relevance, and appropriateness of resources for addressing issues of race, other forms of oppression, and equity in particular situations.
2. Help others develop competencies in areas of race, class, culture, power, and other forms of oppression or isms and support their work on these issues.
  - A. The first level would be learning how to coach people of the same race, ethnicity, class, sexual orientation etc.
  - B. The next level would be learning how to coach people of other racial ethnic, class, and sexual orientation backgrounds, among others.

### Level III

#### **Staff with advanced competencies on issues of race, class, power, privilege, and oppression should be able to:**

1. Infuse an equity lens over the areas of work/and points of discussion across the Foundation.
2. Apply a clear analysis of 'embedded racial inequities' and accumulated advantage and disadvantage (privilege and racism) to the work of the Foundation at large and specific to a unit or program.

8. **LEADERSHIP.** In one form or another, leadership is essential to any group process. An affinity group that seeks to minimize hierarchy might consider using the term “facilitator” rather than “chair” in order to convey that all participants are equal contributors. This is especially important when group members come from different roles and responsibilities within the organization. Limiting the term anyone can serve as a facilitator and/or having co-facilitators gives everyone the opportunity to play a leadership role. Too, it reduces the chance that any single person will be viewed for long as “the” spokesperson of the group or consistently marginalized by those who take issue with the group’s work.





# **Building and Sustaining Awareness**

## Building and Sustaining Awareness

**Why should I consider this tool?** Keeping race on the table productively is an ongoing challenge. People come and go; issues ebb and flow. This tool offers ideas for maintaining an organizational approach to conversation and capacity-building, even as such discussions also need to occur within all units.

**What issues does it address?** The tool offers an array of options for maintaining an organizational awareness and identifies the different results that can be expected from each.

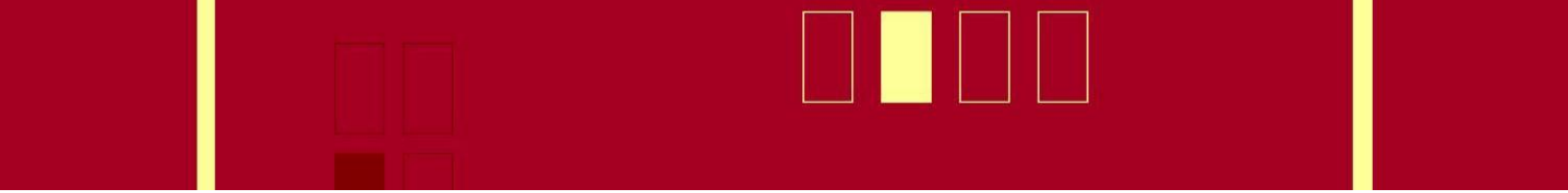
**What's needed in an organization in order for this tool to work?** A core staff with a commitment to lifting up issues of race/ethnicity in the organization, along with at least some modest budget.

Before an organization is fully able to embed an equity lens into the DNA of its organizational structures and processes, it needs a group (such as RESPECT has been for the Casey Foundation) to mobilize interest in and commitment to the work of equity, diversity, and inclusion. Building and sustaining awareness about the work can be achieved through many different avenues. The ones to be covered here are staff forums, brown bag discussions, regular communications, public events, and participation in new staff orientation. Elsewhere in this Toolkit another tactic is detailed – the use of unit-by-unit Equity Coaches who are available as resources for their colleagues in a shared effort to advance equity. Each of these makes a unique contribution to an overall infusion of an EDI lens into an organization's everyday activities. Chart 6 at the end of this section provides a quick look at which format may be best for your immediate needs.

**Staff forums.** Organizations benefit from having a regular “space” where staff can have safe and honest conversations about issues of race/ethnicity, whether the focus is on the work of the organization or the organization itself. If you have an affinity group, this is a useful venue for hosting such forums. They can be stand-alone sessions or dedicated portions of the regular affinity group meeting. If you choose the latter, just be careful that these conversations don't supplant the other regular business to be transacted.

It is important at the outset to have ground rules for the forum – guidelines such as protecting the confidentiality of discussions, focusing on problem-solving as well as problem-description, and so on. A safe place to “vent” is one of the functions a forum provides, but if that's all it does, a sense of paralysis and cynicism can too readily set in and drain all energy from what needs to be a forward-moving agenda. At its best, staff forums serve as early alarm systems around issues that can more easily be addressed when they are smaller or in their early stages. The forums also offer opportunities for cross-unit, cross-functional, and multi-racial peer exchange that may otherwise be limited. Understanding





the work, the challenges, and the achievements of others in the organization sets the stage for empathy across roles and responsibilities. Such conversations prompt the identification of ways to collaborate around the shared values of EDI.

Be sure to schedule forums at a time that enables participation from the widest range of staff. Keep that time regular, so staff knows to expect it and can arrange their schedules accordingly.

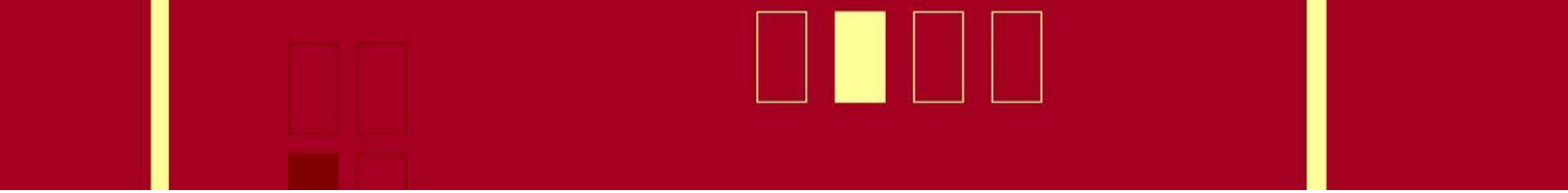
**Brown bag discussions.** This format has some features in common with staff forums in that it provides a cross-unit, cross-functional, multi-racial setting for the discussion of issues of race/ethnicity. What's different is that it has an expressed focus around a front-burner topic. The topic can be:

- a headline from current events (e.g., “What does an Obama Presidency mean for race in the U.S.?” or “What can be done around the glaring racial disparities in home foreclosures, and how did that happen anyway?”)
- a pressing issue internally around which staff may already be having hallway conversations (e.g., “As our organization focuses on cost savings, how can we insure that these are undertaken in racially equitable ways?”)
- examination or analysis of a new or proposed policy (e.g., the Dream Act)
- discussion of a recent cultural product (e.g., viewing a particular film with a racial equity lens, or sharing key points of a new book or report about race/ethnicity)
- any other focus that enables participants to think more deeply about issues of race and ethnicity

Where agreed upon, summaries can be made of the key points and conclusions reached through the discussions and made available to staff who could not attend. This feeds into the next item for keeping race/ethnicity on the table through regular communications.

**Regular communications.** The availability of useful materials on race/ethnicity is ever-growing. Hopefully, what you are doing and producing is growing and showing results, as well. One way to reinforce the centrality of race/ethnicity to your organization's mission is to keep before all staff some regular form of communication that reminds them this is the case. Here are some possibilities to consider:

- On a quarterly basis, send out a new, user-friendly resource that can be applied in your work (e.g., a pdf of one of the brief items from the *MORE Race Matters* series – available at [www.aecf.org](http://www.aecf.org), a link to a new publication describing research results critical to your mission, an available listing of experts of color in a given issue area).
- Whenever you have a brown bag discussion (see above) or a public event (see below), share a brief summary of the key “take-aways”.
- Highlight the success of a colleague whose work is showing inroads in closing racial



gaps, expanding the diversity of organizational vendors, or some similar achievement.

- Each month send out a postcard that conveys a message about cultural diversity or highlights a racially historic moment.
- Use technologies to generate staff input and feedback (e.g., Survey Monkey, team locations on the intranet).

What's key here is to communicate that change is happening, that resources for change are available, and that thoughtful conversations are occurring within your organization around EDI. Your communications want to convey the sense of possibility and the mission relevance of the information. They should be a steady drum-beat that communicates EDI as part of the organization's DNA.

**Public events.** When organizations use resources to host events for staff and the public, they convey both internally and externally that they care about race/ethnicity and seek to learn more. Well-known speakers (authors, practitioners, advocates, politicians), diverse cultural activities (films, dance, other forms of artistic and cultural expression), and the like can keep issues of equity, diversity, and inclusion in high profile and provide staff and guests with new kinds of exposure and insights. Some tips for maximizing the value of public events include:

- **Consider an annual theme** for quarterly events. The theme should have relevance to issues before the organization, so that the cumulative learning for the annual series offers value and insight to everyday work. For example, an annual series could address how other "isms" inform race/ethnicity – thus advancing participants' understanding of "intersectionality."
- Use these occasions to **learn from the community**. By opening events to the public, your organization can add to the resources available to its thinking. Ask local residents to be part of a panel to offer commentary on a speaker's words or reflections on a film. You may be surprised at how much this outreach does for your organization's reputation in the local community. Be sure to be activist in advertising the event within the community, using a diverse set of local allies to generate interest and engaging local media to reach diverse communities with the invitation.
- Find the right time and **make the space hospitable**. You will be confronted with finding a single good time to host a public event that draws participants from both your staff and the community. The best time seems to be soon after work – before your staff wants to leave but with enough time for the local community to arrive. This happens to be right at dinner time, and you know what that means! You will want to budget funds for the event that can cover both content and food. And be

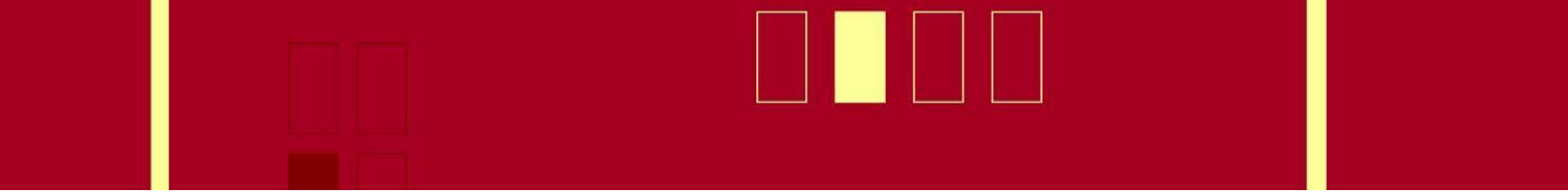
sure to advertise the food – it’s a great draw (but you knew that already). If your workplace is not usually open to the public, post welcoming signs at the door and easy-to-follow signs to the event space. Having someone at the front door to greet newcomers is invaluable.

**New staff hiring and orientation.** One of the most important venues for building awareness is in the interviewing process for new staff positions and the new staff orientation. By their nature, these sessions are intended to alert new staff to “what counts” and what they need to know to be effective in the organization. Raising issues of EDI in staff interviews during the hiring process and in New Staff Orientation sends the message that EDI is central to the work the organization does. These are times to alert new staff that EDI is everyone’s responsibility and that internal resources are available to them, such as an affinity group, Equity Coaches, quarterly events, and the like. You may want to create a brochure for inclusion in an application packet and a new staff orientation packet so that they will remember what’s available beyond having heard it that one time. In group interviews for candidates for staff positions, the EDI Manager’s participation is another way an organization can message the importance of EDI.

How can you tell which awareness-building format makes sense for your immediate needs? Chart 6 offers some guidance.

**Chart 6. Matching Your Needs to the Best Format**

Here’s the need...	Then here’s the format that may work best...
“Everyone is buzzing (or complaining) about an issue, and we can’t get our work done until we deal with it.”	Brown-bag lunch or Staff forum (whichever is quicker)
“Can you believe what happened (political or world event)?”	Brown-bag lunch
“Just a regular place to check my assumptions and perceptions”	Staff forum
“We all need to be kept up to date about EDI around here.”	New staff orientation Regular communications
“I need to have a deeper understanding of the issues.”	Public events Regular communications
“We need to listen to people in our community.”	Public events





**The Video:**  
***The RESPECT Story***



## The Video: *The RESPECT Story*

**Why should I consider this tool?** Stories are valuable learning devices. The video's story about RESPECT at the Annie E. Casey Foundation offers a rich case example to complement the RESPECT narrative and the tools in this Toolkit. The video can help you launch conversations, reframe issues, and celebrate each small success.

**What issues does it address?** It describes the value of a group like RESPECT for organizations and offers some lessons learned through RESPECT's ongoing work.

**What's needed in an organization in order for this tool to work?** This is easy to use – all you need is a small, interested group of colleagues to sit together, watch the video, and discuss what it causes you to think about in your own work. We've supplied some discussion questions that you might find useful, too.

**Overview.** The video is built around 7 key messages that are reinforced throughout the Toolkit:

1. An affinity group is a critical catalyst.
2. Ongoing peer exchange and capacity building are valuable for fostering change.
3. Grants are more likely to close racial gaps if this is a stated and expected result.
4. Everyone at the foundation has a role to play to promote equity, diversity and inclusion.
5. Senior management has an essential accountability function.
6. Keeping race/ethnicity on the table is a continuing process.
7. This is not extra work. It's integral to achieving the foundation's mission.

**Suggestions for Use.** In comparison to written materials, videos are often more engaging and don't require advance preparation. The video can be used informally to generate discussion about what you can do or formally to offer examples about what others have found possible. However you choose to use it, be sure to leave plenty of time for discussion. You may want to have participants collaborate prior to the film on developing ground rules for the subsequent discussion. The items in Chart 2 in this Toolkit can be helpful in thinking through the kinds of guidelines that would work for your group. And if this video generates interest, consider a monthly film offering starting with those listed below. The discussions that films like these can generate are valuable for understanding how colleagues within an organization "see" race/ethnicity -- or not.

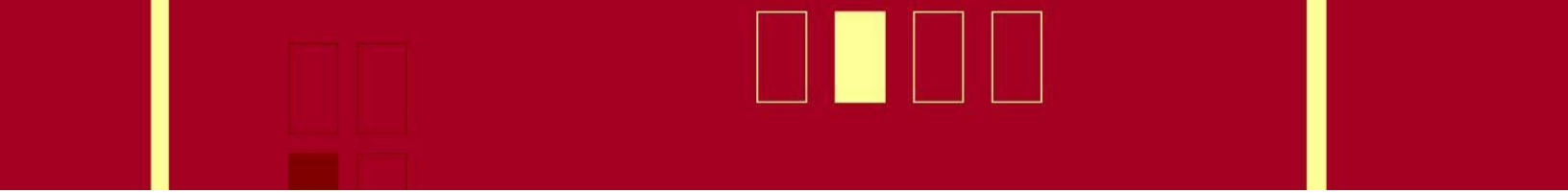
**Questions for Discussion.** The video sets the stage to discuss questions like the following:

1. What immediate reactions, ideas, and questions does the video bring to mind?

2. How are these issues central to our organization's mission?
3. How do we currently ensure that staff have sufficient capacity around issues of race/ethnicity? Do we need to do more?
4. What role can each of us play in our specific roles to advance equity, diversity, and inclusion?
5. Does our organization need an affinity group to mobilize around race/ethnicity?

**Other Videos.** Here are some other films that are useful as the basis for rich discussion around race/ethnicity: *Race: The Power of an Illusion*, *Unnatural Causes*, and *Traces of the Trade*, all available at [www.newsreel.org](http://www.newsreel.org), *Matters of Race*, available at [www.pbs.org](http://www.pbs.org), and the Academy Award-winning *Crash*.









# **Institutionalizing Management Accountability for Equity, Diversity, & Inclusion**

# Institutionalizing Management Accountability for Equity, Diversity, & Inclusion

**Why should I consider this tool?** Management plays an essential role in advancing the organizational mission. The same is true as it relates to equity, diversity, and inclusion as features of the mission. This tool suggests one approach to institutionalizing management accountability in these areas specifically.

**What issues does it address?** It provides the following in terms of management accountability for equity, diversity, and inclusion: creation of a group, its purpose and rationale, outcomes expected and a process for reaching them, and ideas about performance tracking.

**What's needed in an organization in order for this tool to work?** The essential ingredient is leaders who are committed to EDI. The credibility of a management accountability group is linked to who's on it, the organizational information it can access, how its recommendations are received, and how it relates to the rest of the organization.

Leadership from the top is a critical complement to leadership from an affinity group in order to achieve the goals of equity, diversity, and inclusion. It is often not one of the first pieces of the puzzle to be put in place, unless your organization has senior leaders who consider EDI a priority focus. In that case, or later because of staff demand, Senior Management may wish to constitute a cross-functional group charged with management oversight of EDI for your organization. While you will need to create a management accountability mechanism that suits your organization, here are some **key elements** that should be included in the constitution of such a group, the charge it's given, and the expectations for its accountability to the organization.

## Creation of a Management Accountability Group (MAG)

As a newly constituted function, a MAG should have an explicit charge: a stated purpose and a vision within the organization's context, a set of outcomes to achieve, a process for doing so, and ways to measure change. Here is some text to consider when developing a charge for a MAG.

### Purpose of the MAG

This should spell out the need to advance the organization's mission by improving its performance around racial equity. The expectation would include setting goals and tracking performance in both operations and programs. For foundations, specific areas would include hiring and retention, leadership, consultants, contracting, grant making, policy priorities, and financial investments.

## Vision

This section would put the focus on EDI within the context of the organizational mission. It would include statements such as:

*Diversity and inclusion in the organization - in its staff, its grantees, and in the people and neighborhoods being served - enrich the ideas, perspectives, and points of view that we use in formulating our work. Diversity and inclusion ensure that multiple viewpoints are considered in decisions about priorities, investments, and all other key organizational matters. Equity as an organizational goal indicates that our aspiration is for ALL constituents of our work to benefit from what we do and that this can be done in ways that close existing gaps among groups. Equity ensures that ALL means ALL in what we say and do.*

The vision could also contain key questions the Management Accountability Group should seek to address, providing clear and consistent answers to give staff a shared understanding. Such questions might be:

- What do we mean by equity, diversity, and inclusion?
- What are our organizational goals with respect to each?
- Where are we currently in relation to these goals?
- What action strategies will get us to our goals?

Another section of the vision might address immediate challenges to realizing the stated goals, such as:

- No routine data or performance measures are currently available on the issues the group will address.
- Staff perceptions are uncertain regarding the organizational commitment to these goals, and thus the need exists for concrete action and results at the earliest possible date.

## Outcomes

This section would offer an initial set of outcomes, or results, that are expected from the group's work. These might include:

- Greater diversity in staff with regard to race/ethnicity at all levels of the organization, and especially at the senior management levels
- Greater diversity in the people and organizations who receive institutional resources, including grants, contracts, and fees for service
- Regular collection of data by race/ethnicity in operations and programs
- Routine use of data by management to improve performance
- Operational guidance for recruitment, hiring, and succession planning

- Operational guidance for how program staff is expected to advance equity through the impact of their grant portfolios
- A more refined set of results based on broad staff input

**Process**

A description of how the Management Accountability Group will work, this section could include items like the following:

- Commit to having broad staff input into setting goals.
- Refine the vision statement, the goals, and the measures based on staff input.
- Establish baselines.
- Learn from your experience of what’s working and what isn’t.
- Learn from others.
- Develop internal communication and feedback processes.
- Recommend an initial, comprehensive set of strategies to Senior Leadership so that any necessary budget implications are considered.
- Monitor implementation of the strategies.
- Hold all staff accountable through routine performance measurement.
- Provide periodic reports to all staff about progress being made.

**Benchmarking and Performance Tracking**

Periodic analysis of performance requires a baseline and an aspiration, using consistent formats over time in order to reveal change or identify lack of progress. Simpler formats are often more useful because they capture complex issues in user-friendly ways. Chart 7 below is one example. Here, an oversight group can map performance around workforce diversity against stated strategic goals.

**Chart 7. Workforce Diversity Goal-Setting**

	% People of Color: Current Estimates	% People of Color: Long-term Goal, 3-5 Years	% Female: Current Estimates	% Female: Long-term Goal, 3-5 Years
<b>Executive</b>				
<b>Senior</b>				
<b>Mid Level</b>				
<b>Support</b>				

A sample format for requesting the reporting of diversity by grantees is provided in Chart 8.

### Chart 8. Tracking Grantee Diversity

Workforce Analysis - Diversity Table																	
Grantee: Unit Name:			Grant Number: Portfolio Name:														
Please complete the chart below for the organization as a whole: (please count each person only once, based on his or her primary role).																	
CATEGORY	Total number of people in this category		Number of people in this category who consider themselves:														
	Male	Female	White, non-Hispanic		Black, non-Hispanic		Hispanic		American Indian/ Alaskan Native		Asian		Native Hawaiian or other Pacific Islander		Mixed or Other		
Male			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Board Members																	
Senior Management (EDs, VPs and Directors of large units)																	
Program Staff (includes Senior Fellows, Fellows, Research Associates, Research Assistants)																	
Administrative Staff (IT staff, finance and accounting, administrative support staff, maintenance)																	
Other Staff																	
<b>TOTAL</b>																	

In addition, one way to determine the extent to which grants focus on equity, diversity, and inclusion is to undertake a content analysis of write-ups for proposed investments. While this is labor-intensive and might best be done by a consultant, it can give you a snapshot of areas that may require deeper attention in order to realize outcomes from investments that can close gaps. A content analysis might consider the following dimensions to baseline and track:

- Frequency of appearance of words related to EDI
- Frequency of reference to specific racial/ethnic groups
- % of write-ups that discuss root causes of inequities
- % of write-ups with specific strategies to mitigate or reduce barriers that produce inequities





# **Institutionalizing Commitment to EDI through Senior Staffing and All Staff Performance Expectations**

# Institutionalizing Commitment to EDI through Senior Staffing and All Staff Performance Expectations

**Why should I consider this tool?** This tool provides guidance about how to structure a senior staff position to lead the work and how to build expectations for equity, diversity, and inclusion into everyone’s work.

**What issues does it address?** It offers a job description for lead senior staff responsibilities and performance expectations for all staff.

**What’s needed in an organization in order for this tool to work?** Organizations need an explicit commitment to equity, diversity, and inclusion; resources to dedicate a senior position to leadership around these goals; and a regular staff performance measurement process within which these expectations can be tracked.

Throughout this Toolkit is the message that a commitment to equity, diversity, and inclusion is *everyone’s* job. But when something is supposed to be everyone's job, it all too quickly can become no one’s job — because no one wakes up every day feeling specifically accountable for the emphasis, at least not beyond the borders of their own work. That is why these tools advocate for a “both-and” approach: organizations need to make an EDI commitment BOTH everyone's job AND the job of someone in particular, a senior level person specifically. Such a person can supply the “glue” that EDI work needs in order to cohere as a mission-driven organizational commitment.

These two tools provide guidance about how to structure a senior staff position to lead the work and how to build EDI expectations into everyone’s work.

A senior staff position, along with shared responsibility for EDI, typically do not evolve until other things are in place in an organization – e.g., a broadly shared understanding that EDI are mission-relevant goals, and a growing body of work and applied examples that demonstrate how this is the case. Not infrequently, an organization that wants to show a quick commitment to EDI may appoint a junior person with an EDI-like title to get the work started. In this case, they should have direct access to Senior Leadership in order to bring an appropriate level of authority to the work.

## Dedicated Senior Staffing for EDI

How can the senior staff position be structured to ensure that this individual is able to “glue” the work everyone is expected to do on EDI effectively? The incumbent of this position ideally should:



- serve on the organization’s overall Management Committee
- preside over the Management Accountability Group (as described in the previous tool), if it exists
- be active in the affinity group for EDI, if it exists
- have a budget line that supports strategies to “connect the dots” and build capacities for equity across strategic decision-making and functional units
- have a budget line that allows for ongoing research, development, and application around strategic issues of EDI

Chart 9 provides a sample set of ideas for crafting a job description for this position. These can be incorporated into an existing senior position or constitute a stand-alone set of responsibilities. The key in making that choice is that the incumbent have sufficient time so that the work can be effective.

### **Chart 9. Associate Director, Equity, Diversity and Inclusion**

(items that can be incorporated into job descriptions)

#### **Job Summary**

The Senior Associate is a full-time, senior-level professional position, whose duties include the following:

Serve on the organization’s Management Committee

Manage the development of an organization-wide theory of change, point of view, strategies and performance measures to address and reduce structural racism and disparities in the organization’s work to *(insert your organizational mission here)*.

Work in partnership with *(insert other relevant units, such as an affinity group or a Management Accountability Group, and cross-functional work groups)* to ensure alignment for maximum results.

Engage, train and encourage staff to routinely conduct racial impact analyses in their work using the *Race Matters* Toolkit and develop strategies that will address areas of disparities.

Support the expansion of resources for capacity-building such as the *Race Matters* Toolkit and their application with key organizational partners.

Represent the organization and its leadership in external allied activities (e.g., for foundations: the Diversity in Philanthropy Project Committee, the Race and Equity in Philanthropy group).

Lead the Management Accountability Group to influence and leverage the development of tools and best practice models to support equity and diversity in the organization’s policies and practices.

Provide cross unit evaluation/equity coaching to unit managers, program officers and their associates.

Facilitate ongoing unit strategic discussions on how to address disparities/disproportionality

#### **Supervision**

Reports directly to *(a member of your Senior Leadership, at vice-presidential level)*

Supervises administrative support and consulting teams

#### **Qualifications**

Knowledge and practice base around issues of race and ethnicity

*(Insert other qualifications commensurate with expectations for organizational Managers)*

*Proven ability to work with diverse teams*

## Staff Performance Expectations

To ensure that other staff do not “punt” the responsibility for EDI work to the Senior Staff person alone, it is important for an organization to have EDI competencies built into the performance expectations of all staff. This sends the signal that EDI work is in fact central to the organization’s overall mission rather than the province of only specific staff members.

**Setting the expectation.** The following “boilerplate” for performance expectations can be used as is or revised to fit your organizational needs:

Core Competency: *“Champions equity, diversity, and inclusion within and outside the organization.”*

**Measuring the expectation.** Beyond the declaration of performance expectations, they must be measured effectively. This means that supervisors conducting performance reviews need to know what to look for to be able to assess the extent to which staff achieve expectations. Chart 5 on p. \_\_\_ gives you ideas for operationalizing the performance measures used in the boilerplate above.

**Improving staff performance.** Staff reviews have to mean something. In areas where staff fall short of performance expectations, organizations typically provide capacity building opportunities. The same should be true with staff performance around EDI. An organization needs to have in place learning opportunities for staff whose EDI performance could benefit from such. When an organization has a robust intentional commitment to EDI, it can readily call upon internal resources to provide these learning opportunities – for example, through coaching by the EDI Associate Director or an Equity Coach on use of the *Race Matters* Toolkit, or identification by the EDI Manager of external resources that map to a given staff member’s capacity-building needs.





# **Institutionalizing EDI Commitment through Equity Coaches**

# Institutionalizing EDI Commitment through Equity Coaches

**Why should I consider this tool?** Equity, diversity, and inclusion are complex issues that benefit from regular conversations and ongoing capacity-building. This tool provides one avenue for ensuring these.

**What issues does it address?** It provides a model for institutionalizing peer coaching around the goals of equity, diversity, and inclusion.

**What's needed in an organization in order for this tool to work?** This tool assumes an organizational structure that has multiple units, but it can be adapted to any other arrangement. You will need a core group of staff – ideally located in different parts of the organization – who have an interest in advancing equity, diversity, and inclusion.

Organizational learning around race/ethnicity is an ongoing process. While some staff may already be well grounded, many others will not be. One strategy for ensuring that all staff have resources nearby to advance their knowledge and skills is the creation of Equity Coaches for every unit of a large organization or as a core resource group for a smaller workplace. This strategy is consistent with the recognition that responsibility for equity, diversity, and inclusion resides organization-wide.

Equity Coaches may step up voluntarily from among staff or be identified for the role because they already demonstrate core competencies around issues of race/ethnicity. Their responsibility is to advance the organizational mission through committing to build their own competencies around race/ethnicity (perhaps as described in Level III in Chart 5) and then become a resource for colleagues. They are results oriented, moving accountability for EDI infusion into the routine work of the organization.

Where an organizational affinity group exists, Equity Coaches may emerge from within, or they should be actively aligned with its work. Coaches should be provided with necessary training, such as that offered on healing and racial reconciliation by Hope in the Cities, anti-racism from the Peoples Institute for Survival and Beyond, classism by Class Action, multiculturalism by Visions, and facilitation by the Interaction Institute for Social Change. Another useful resource is Ilana Shapiro's *Training for Racial Equity and Inclusion: A Guide to Selected Programs* (available through the Aspen Institute Roundtable on Community Change), which can help identify the kind of training that matches your needs. Peer exchange is another important opportunity to provide.

A template for a position description for Equity Coaches is found in Chart 10. It will help you think through what is needed and can work in your organization, as well as what Coaches need in order to offer robust support for their colleagues to advance equity on behalf of the organizational mission.

## **Chart 10. A Template for the Creation of Equity Coaches**

### **Responsibilities**

#### **Organization**

To commit to coaching other staff for equity, diversity, and inclusion capacity building and applying the Foundation's cultural competencies and Race Matter's tools in their own work, with grantees and vendors as it applies to the Foundation's socially responsible vendors initiative;

Be available to participate and/or make presentations at meetings, staff development, conferences, and/or national meetings on the work that the Foundation is doing while applying an equity lens;

Participate as trainers and/or co-trainers for sessions with Foundation staff, partners and/or grantees.

#### **Unit**

To work with leaders in your unit as appropriate to facilitate discussions about planning to use the Race Matters Toolkit, as well as facilitate or co-facilitate the actual discussions involved with using the Toolkit as appropriate;

Make yourself available to be a tangible and active resource for guidance and coaching within your unit;

To serve as a liaison across equity discussions and as a resource for understanding what is happening and not happening across units.

Assess, train, and track the need for capacity building within your unit.

#### **Individual**

To provide "on the spot" education through clarifying/explaining terms such as equity, equity lens, disparity, disproportionality, etc.;

Support individuals in achieving an equity lens of all of the Foundation's priorities;

Keep track of and respond to people's training needs;

Know the strengths and styles of fellow equity coaches and tap into one another's strengths and support one another as coaches;

Become familiar with RESPECT issue-related consultants and TA available to the Foundation.

## **Chart 10. A Template for the Creation of Equity Coaches**

### **Responsibilities (Continued)**

#### **Core Expectations**

- To have a clear understanding of the Foundation’s theory of change of reducing racial disparities and be able to reinforce why diversity matters in other key investments.
- To commit to achieving Level 3 mastery of Advanced Cultural Core Competencies (*see Appendix 1 in this Toolkit*) on issues of race, class, power, privilege and oppression and be able to provide coaching support/consultation to senior program officers, portfolio managers, and unit staff;
- Commit to eradicating racism where it exists and be able to address racial disparities and other inequities that you encounter;
- To commit to learning tools in the Race Matters Toolkit, and other resources;
- To be a good steward of the Foundation by promoting the use and integration of equity tools in the work of the Foundation by 1) conducting training; 2) coaching; and 3) facilitating conversations

#### **Development**

- Develop competency and capacity to utilize tools in the Race Matters Toolkit and help Foundation staff, consultants, close-in clients and others as needed to apply these tools to their area of work;
- Participate and become competent in various trainings offered by RESPECT, such as Race Matters Toolkit training, Race Matters “Train the Trainer” sessions, and Equity Coaches’ Facilitation training offered throughout the year;
- Participate in various RESPECT-related activities that lift up issues of race/ethnicity, class, culture, and equity;
- Keep doing your own personal work on understanding how your background and experiences impact your worldview regarding race, racism, and other forms of oppression, and how your identity affects your work for racial equity.





# Hard-Wiring Grantmaking for EDI Results

## Hard-Wiring Grantmaking for EDI Results

**Why should I consider this tool?** As a key function of a foundation, grant-making must necessarily be mission-aligned. Because equity, diversity, and inclusion are mission-driven issues, grant-making will want to reflect those concerns strategically and systematically.

**What issues does it address?** This tool suggests ways to build equity, diversity, and inclusion into the grant-making process as a routine and core consideration rather than an add-on or an afterthought.

**What's needed in an organization in order for this tool to work?** An organization needs a defined process for making grants or otherwise dispensing revenues so that EDI features can be built into it.

The mission of a foundation gets expressed most obviously through the grants it makes to achieve its stated purpose. For that reason, the grant making process is an essential place for embedding a commitment to -- and accountability for -- equity, diversity, and inclusion. The work of every program officer is positively impacted when they share accountability by routinely addressing how their grants reflect these commitments.

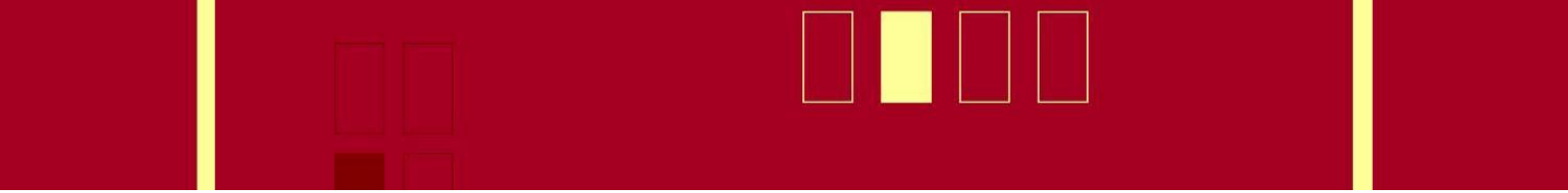
A Foundation can build questions like the following into the templates that program officers are required to fill out when proposing an investment:

### Focused Questions for Describing Proposed Investments

#### For overall investment areas:

- As you analyze the issue, does it contain racial/ethnic disparities? If so, what factors are driving them (both the immediate causes and the deeper causes)?
- Are other issues of equity – e.g., class, sexual orientation, language capacity, or other factors – relevant here as well? If you do not have the data or knowledge about these issues, how do you plan to obtain it?
- Please provide a brief statement about how you intend to close the racial/ethnic gaps or address other issues of equity that you have identified. What gives you confidence that these strategies will achieve those goals?
- Please provide a brief statement about how your investment strategy can contribute to greater diversity among foundation grantees and consultants. Describe the





specific expertise and experience that anticipated grantees have that differentiates them from other organizations that could do the same work, including experience with working in diverse communities and working toward closing racial/ethnic gaps.

**For individual investments:**

- Please provide a brief statement about how this grant addresses any existing racial/ethnic disparities, or other equity issues. Explain how the proposed investment affects each racial/ethnic group (to be identified).
- Please provide a brief statement about any way in which this grant contributes to diversity among Foundation grantees and consultants. What makes you confident that this grantee can be successful in doing this work, including working in diverse communities and working toward closing racial/ethnic gaps?

Inclusion of questions like these into established templates is a necessary first step that yields results over time. Responses to these questions get more substantive as program officers:

- Come to realize that their work could benefit from strengthened capacity to respond to these questions
- Seek assistance from peers, consultants, and grantees to improve their ability to address these concerns
- Move beyond simple disaggregation of data to a deeper analysis of causes and change strategies — often with coaching from colleagues and/or training on how to apply a resource like the *Race Matters* Toolkit to their work.

In addition to hard-wiring these questions into required templates, two other steps are important: monitoring responses for accountability, and capacity-building and information sharing where responses would benefit from greater substance.

A Management Accountability Group and/or an affinity group can periodically analyze responses to these questions and related write-ups and also survey program units to assess how program staff is moving toward a deeper understanding of equity, diversity, and inclusion. The Management Accountability tool provides sample tracking measures. Surveys can also determine the types of support staff may need to deepen their work. Studies conducted by the Annie E. Casey Foundation about its work (Association for the Study and Development of Community, *Analysis of Foundation Investment Summaries*, December, 2008; Marga, Inc., *Mapping AECF investments on Race, Class, Culture, and Power*, September 2006) have found that:

- Survey **response rates** by the program units increase over time.
- By 2006, race, culture, and power had become deliberate and **strategic areas of focus** across most groups.
- The most readily available resources for the work are **access to data** and people with **specific skills** in disparities reduction.
- Few portfolios have **performance measures** to determine how well their investments are addressing racial disparities.
- Staff's **top needs** are for sharing best practices, getting information about what others are doing to reduce disparities, and establishing performance measures.
- Each unit, and possibly each portfolio within that unit, has **specific organizations/individuals** that it engages in its race, culture, power work. There is little overlap across units.
- Problem analyses generally were presented in **systemic and structural** terms, with varying depth.
- The articulation of the understanding of a problem and **rationale** behind the choice of strategies for addressing it could be more explicit.
- Little mention is made of **engaging the groups** about whom data show disparities.
- **Racial/ethnic categories** were often broader than is useful for determining optimal strategies for change.

With each iteration of the budget cycle and related analyses, Casey gains a deeper understanding of how to support program officers' contributions to the Foundation's mission through enhancing their abilities to address issues of equity, diversity, and inclusion. For example, as a result of these findings, RESPECT created Equity Coaches and then arranged for them to confer with the Foundation's Results Coaches so that both groups would be results-oriented in ways that incorporated a racial equity focus. These steps addressed several of the concerns that surveys had uncovered.





# Hard-Wiring Policy Discussions for EDI Results

## Hard-Wiring Policy Discussions for EDI Results

**Why should I consider this tool?** Racially inequitable impacts are often produced inadvertently. That's why it's important to assess specifically what kinds of racial outcomes are likely to be produced by the work you undertake.

**What issues does it address?** It provides a set of guiding questions to determine if policies, programs, and practices are likely to close existing gaps around specific racial disparities.

**What's needed in an organization in order for this tool to work?** Ideally, an organization will commit to using these questions routinely in discussions around policies, programs, and practices. It works best when all relevant stakeholder groups are part of the discussion. Apart from an organizational commitment, any staff member can use these guiding questions in their individual work.

Every decision that an organization makes impacts people in one way or another – people inside the organization and externally. Typically those impacts vary for different racial/ethnic groups. Even, perhaps especially, decisions and policies that are believed to be “universal” are likely to have differential impact because racial/ethnic groups are “differently situated” with regard to opportunities and challenges. Think about these examples:

- A child advocacy group advances the proposal that a state should spend more of its child welfare funds for family support services. This idea is indeed *necessary*. Strengthening families rather than sending more children to foster care is a desirable goal. At the same time, different racial/ethnic groups are “differently situated” in terms of the opportunity they are likely to have to receive those services, even when their circumstances are *completely comparable*. Some research has shown that caseworker bias can produce “opportunity hoarding” for white families – that is, white families are more likely to be given the family support option rather than out-placement of children, even when their situation is no different from families of color whose children get out-placed. Consequently, child advocates who are intentional about racial equity are likely to want written into that proposal some set of objective, culturally-sensitive criteria that can guide decisions about which families receive support services. This addition positions the proposal better in terms of being *sufficient* to close racial gaps and produce equity.
- Or consider this: Your organization wishes to expand its pool of vendors so that businesses of color have a chance to obtain work with you. Consequently, it decides that it will advertise for vendors in the local business journal. To be sure, advertising for vendors gives others beyond your usual networks a chance to compete – a *necessary* condition for

diversifying the vendors your organization uses. However, using the business journal as the sole source for announcing opportunities may not be *sufficient* to reach the broadest range of businesses in the local area. Organizational purchasers who are intentional about equity, diversity, and inclusion will want to utilize a range of communications outlets that include media specifically targeted to communities of color and a diversity of messengers who are trusted within communities of color.

In both cases, and so many others (can you think of some in your work?), without explicit attention to race/ethnicity, policies with good core ideas can play out in ways that inadvertently disadvantage or harm people of color. The good news is that the *Race Matters* Toolkit contains five basic questions that can be used in every policy conversation to **turn necessary ideas into ones sufficient to advance equity**. Here's the simple Racial Equity Impact Analysis:

## ***The Racial Equity Impact Analysis***

### **Making Necessary Ideas Sufficient to Close Gaps**

Use the following **five questions** routinely to produce policies/practices/decisions that have a good chance of generating more equitable outcomes.

- 1. Who are the racial/ethnic groups affected by the policy/ practice/decision, and are they at the table?** This range of voices will produce the richest discussion possible for achieving desired results.
- 2. How will the policy/practice/decision affect each group?** Since different groups are likely to be differently situated, what is its probable impact on each?
- 3. How will the policy/practice/decision be perceived by each group?** For policies/practices/decisions to be effective, they should reflect knowledge of group circumstances and be culturally aligned .
- 4. Does the policy/practice/decision ignore or worsen existing disparities, or produce other unintended consequences?** Closing gaps on racial disparities *requires* attention to this question.
- 5. Based on the above responses, what revisions are needed in the policy/practice/decision under discussion?** How might the intervention be modified to close racial gaps?

Some people put the five questions on a business card and carry it around as a quick reference for any discussion in which they find themselves. The conversations that these

questions produce are rich, honest, constructive, and ultimately can produce smarter and more equitable policy choices.

The Starter Version of the *Race Matters* Toolkit is found at [www.aecf.org](http://www.aecf.org). Besides the Racial Equity Impact Analysis described here, it contains two other tools:

- ❖ *What's Race Got to Do with It?*—gives guidance for how to think through data that show disparities or disproportionality, moving toward their “deeper causes” where interventions can produce more long lasting results.
- ❖ *How to Talk About Race* – suggests strategies for messaging equitable policy proposals in ways that keep race on the table and people at the table.





# **Hard-Wiring for Socially Responsible Operations**

# Hard-Wiring for Socially Responsible Operations

**Why should I consider this tool?** Everything an organization does can be undertaken in ways that promote equity, diversity, and inclusion. This is what happens when organizations really “walk the talk.”

**What issues does it address?** In this tool are a set of steps that can produce racially equitable outcomes in any operational area of an organization. A case example is given to illustrate the steps.

**What’s needed in an organization in order for this tool to work?** This tool works wherever a staff member or a unit needs to make decisions in its area of responsibility. When a person or unit understands what decisions it controls, it can understand where this tool can be applied.

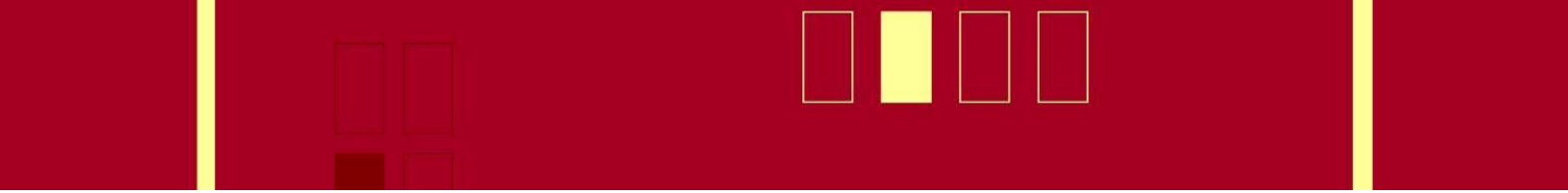
Becoming an organization that is fully committed to advancing equity, diversity, and inclusion requires looking at the organization’s operations as well as its programs. The operational focus is about “walking the talk,” expecting as much out of ourselves as from our grantees, partners, allies, and others. The good news about an operational focus is that everyone in the organization has an important role to play. Whatever work they do, whatever decisions they make — these are the places where a commitment to EDI can shine through, set examples for others, and contribute to a growing organizational synergy.

## Steps toward Socially Responsible Operations

How can staff take up this responsibility? The following steps offer some guidance:

1. Read the **Case Example** below before you start your own work.
2. Start with a **single decision**. What one decision do you make that has meaningful impact in your organization’s work? Purchasing? Investments? Customer relations? Product development? Hiring?
3. Look at the **data** regarding this decision. Do they show disparities by race/ethnicity? For example, has hiring produced sufficient diversity? Where do investment and purchasing contracts go? If you make grants, are these closing racial/ethnic gaps?
4. If the data show disparities, use the **What’s Race Got to Do with It?** tool from the Race Matters Toolkit to figure out how the disparities are getting produced and where you can intervene to make change.



- 
5. Choose an intervention point from Step #4 in that tool, and create a proposal for what to do around it. Run this proposal through the **Racial Equity Impact Analysis** in this Toolkit to be sure that it has a good chance of closing gaps.
  6. Proceed to implement the **refined proposal** developed from Step #5 in the Racial Equity Impact Analysis.
  7. After sufficient implementation time, collect data to **monitor** your progress toward closing gaps.
  8. Be alert to potential barriers in the implementation process that themselves may require intervention and **problem-solving**.
  9. Share your experience with others so everyone can **learn** from it.

## A Case Example

The first place where the Annie E. Casey Foundation made changes to its operations was in a focused area of purchasing — caterers for food functions. (See also *MORE Race Matters #2: Promoting Racially Equitable Purchasing* at [www.aecf.org](http://www.aecf.org).) Why start here? Because this is where the initial energy emerged. Administrative assistants (AAs) from one unit — some of whom were members of RESPECT — took it upon themselves to figure out how they could contribute to the Foundation’s EDI goals. They realized that one of the key decisions they make about the use of Foundation resources is the selection of vendors for the many functions that staff organize where refreshments and meals are provided. If they could model equity here, it could jump-start similar processes for other operational decisions and could be adopted in other units.

This is a case example of how they went about doing it, showing that results can come quickly when staff decide to be intentional about EDI. It also illustrates that policy change may be needed to underwrite EDI, and that one change often suggests others — with the potential to amplify overall results from what started as a small undertaking. Indeed, what Casey AAs did, and how they did it, is a model of a deliberate, evidence-based approach to EDI.

These staff believed that every dollar Casey spends should contribute to its mission of helping vulnerable children, families, and communities succeed. In other words, they understood what they would undertake as **mission-related**. They also recognized that their work supported the Organizational Priority on Equity. The Foundation is located in Baltimore, MD, which has its own share of poverty, disproportionately among African Americans. Knowing that catering is often provided by small businesses, and that small businesses are often the first source of employment for residents needing work, staff

decided to focus on what they termed “socially responsible purchasing.”

Within a mission-focused framework, “socially responsible purchasing” came to be defined in two ways:

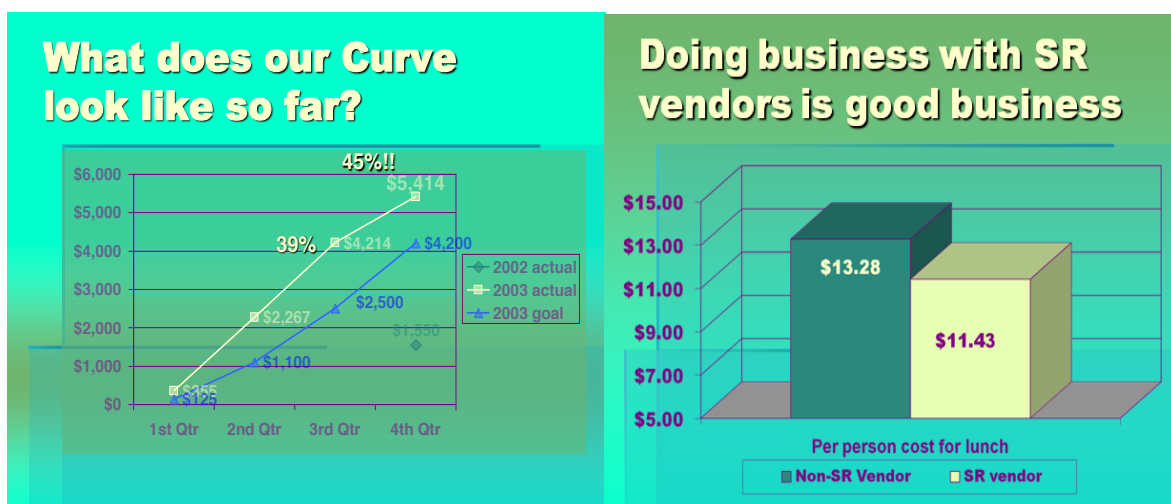
- Purchasing from minority– and women-owned businesses who meet the definition of the City of Baltimore’s Minority and Women’s Business Opportunity Office
- Purchasing from nonprofit vendors whose primary mission intersects Casey’s mission (e.g., caterers with jobs training programs, social service providers with a catering arm).

And, with a results-oriented focus, the AA team set a goal of 35% of catering funds being invested with vendors meeting the above criteria. In dollar terms, this amounted to \$4,200 out of \$12,000. The 35% mirrored the city’s affirmative action goals for its own contracting. The performance measures they set and then tracked included:

- Movement toward the 35% goal
- Maintenance of consumer satisfaction with meal quality
- Cost neutrality

They also realized that two-way capacity-building might be needed: vendor capacity for doing business with the Foundation, and Foundation capacity to work with new and often small vendors.

Look at the dramatic difference the AAs made in performance after only one year of implementation:



Results included exceeding the stated goal (increasing from 23% to 58% the caterers defined as socially responsible), maintaining consumer satisfaction (71% rated meals above

average for new vendors; 79% would like future use of new vendors), and actually reducing costs in the process.

Here’s what the AAs learned about the challenges and benefits of “walking the talk:”

<p style="text-align: center;"><b>CHALLENGES</b></p> <p style="text-align: center;">(which became opportunities for additional change)</p>	<p style="text-align: center;"><b>BENEFITS</b></p>
<p>Because most socially responsible vendors are under-resourced &amp; under-capitalized, their full capacity was tapped very soon (suggesting the opportunity to enlist co-investors for small business growth and expanded job opportunities)</p>	<p>Socially responsible vendors provided excellent personalized service. Portions delivered were so generous that we requested that they be reduced!</p>
<p>Because food functions vary in their size and needed service, there is upfront investment in learning new vendor capabilities. Socially responsible vendors were more likely to be able to cater smaller functions not requiring on-site serving staff.</p>	<p>Dollars spent are mission-relevant investments, demonstrating AA capacity to contribute through operations to the mission and the Organizational Priority on Equity.</p>
<p>Small and nonprofit vendors have greater cash flow concerns than others (which led to AAs working with the Finance Department to expedite payments to these vendors)</p>	<p>AAs had the opportunity to model EDI work and become a resource for mobilizing others toward these goals.</p>

The “take-aways” from this case example are many, but here are some of the most important:

1. Anyone anywhere in an organization can contribute to **mission-relevant** EDI work.
2. The choice to become **intentional** about that work can reap immediate results in ways of doing business.
3. Some changes in practice will require **policy revision** for sustainability. In this example, policies of the Finance unit had to become user-friendly to small businesses.
4. Some changes in practice will generate the need for **further change** — in this case, investors coming to the table to enable small businesses to expand in order to take advantage of increased demand.
5. Initial success can produce **bigger ideas** — and the potential for big innovation. Think of this: if every unit in the Foundation combined with units from nearby Baltimore nonprofits, hospitals, and government units were to form a buyer’s circle for various vendor needs and committed themselves to the city’s contracting goals, their demand – coupled with small business expansion dollars – could build jobs and

wealth for previously overlooked or under-utilized local businesses. Think of the complement to programmatic work when everyday business is conducted in mission-relevant ways.

6. The **public relations** advantages of practicing what you preach are enormous.





## Concluding Thoughts

Because equity, diversity, and inclusion are intimately interwoven with organizational missions, their pursuit cannot simply be “checked off” as having been addressed. These are critical parts of an organizational mission. As such, they require (1) institutionalization through dedicated structures and processes and (2) tracking in the same way that all institutional goals are benchmarked and annually assessed, with course corrections as needed. The strategies that inform your course benefit from continuous learning and peer exchange, emerging research findings, and hearing from those affected by the issues.

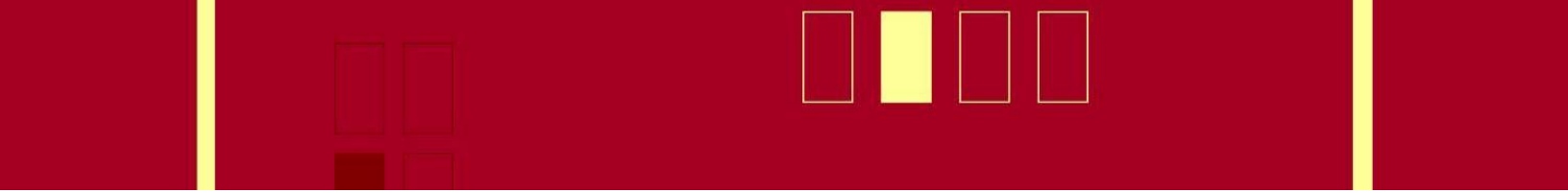
That said, there is no dearth of opportunities for measurable change. Quite literally, the fate of our nation depends on doing this well, and getting it right. The hope is that this set of tools offers both encouragement and practical guidance to those who share the seriousness of this commitment. Wherever anyone is situated within an organization, there is important work to be done. In the 21<sup>st</sup> century, the strength of an organization will be measured by how well these issues are embedded in their everyday way of doing business.

## Appendix

### Partners in the RESPECT work

Over the years, RESPECT has benefitted from the counsel, guidance, and technical assistance of numerous partners. These include:

Applied Research Center [www.arc.org](http://www.arc.org)  
Aspen Institute Roundtable on Community Change [www.aspeninstitute.org](http://www.aspeninstitute.org)  
Billo Communications [www.billocommunications.com](http://www.billocommunications.com)  
Center for Assessment and Policy Development [www.capd.prg](http://www.capd.prg)  
Community Science [www.communityscience.com](http://www.communityscience.com)  
Interaction institute for Social Change [www.interactioninstitute.org](http://www.interactioninstitute.org)  
JustPartners, Inc. [www.justpartners.org](http://www.justpartners.org)  
Kimedia, LLC [www.groupmemory.com](http://www.groupmemory.com)  
Kirwan Institute [www.kirwaninstitute.org](http://www.kirwaninstitute.org)  
Marga [www.margainc.com](http://www.margainc.com)  
Multicultural Collaborative <http://tel.coas.drexel.edu/multicultural>  
Peoples Institute for Survival and Beyond [www.pisab.org](http://www.pisab.org)  
Phoenix Cultural Resources [www.pcr-info.com](http://www.pcr-info.com)  
Potapchuk Associates [www.mpassociates.us](http://www.mpassociates.us)  
The Praxis Group [www.praxiscg.com](http://www.praxiscg.com)  
Project Change [www.projectchange-md.org](http://www.projectchange-md.org)  
Special Gathering, LLC [www.aspecialgathering.com](http://www.aspecialgathering.com)  
Visions, Inc. [www.visions-inc.com](http://www.visions-inc.com)



# The Annie E. Casey Foundation

