

Diversity, Equity and Inclusion Toolkit

Adapted from 'Racial Equity Toolkit: An Opportunity to Operationalize Equity', 'Diversity and Inclusion Toolkit' from Brown University, and 'City of Portland Racial Equity Toolkit'

DIVERSITY, EQUITY & INCLUSION STATEMENT OF PRINCIPLE

We take the broadest possible view of diversity.

We value the visible and invisible qualities that make you who you are.

We welcome that every person brings a unique perspective and experience to advance our mission and progress our fight to break the cycle of poverty.

We believe that each United Way community member, donor, volunteer, advocate and employee must have equal access to solving community problems.

We strive to include diversity, equity and inclusion practices at the center of our daily work.

We commit to using these practices for our business and our communities.

Join us in embracing diversity, equity and inclusion for every person in every community.

LIVE UNITED

Table of Contents

- Introduction.....3
- Taking Action on Diversity, Equity & Inclusion (DEI).....3
- DIVERSITY, EQUITY & INCLUSION IN THE WORKPLACE.....5**
 - Create a Culture of DEI5
 - How Do We Foster a Workplace Culture that Values DEI?.....5
 - How Can We Understand Our Own Awareness of DEI in Our Organization?.....6
 - Identify Ways to Build an Inclusive Team8
 - LGBTQ+ Individuals.....9
- SERVICE EQUITY10**
 - Guiding Principles & Questions.....10
 - Step #1 – What are the desired outcomes and results?12
 - Step #2 – What’s the data? What does the data tell us?13
 - Step #3 – How have communities been engaged? Are there opportunities to expand engagement?13
 - Step #4 – What are your strategies for advancing service equity or mitigating unintended consequences?14
 - Step #5 – What is your plan for implementation?15
 - Step #6 – How will you ensure accountability, communicate and evaluate results?15
 - What if you don’t have enough time?.....15
 - How can you address barriers to successful implementation?16
- Conclusion16
- Worksheet.....16**
- Glossary.....20**

Introduction

In line with United Way of Pierce County's Value Statement – *the power of community, diversity and inclusion* – we have added an annual supplemental assessment as part of the 2020-2022 Community Impact Investment process to evaluate UWPC's investments to ensure that all people in Pierce County have access to the opportunities necessary to meet their basic needs, advance their well-being and achieve their full potential.

United Way of Pierce County (UWPC) believes that circumstances should not dictate opportunity. However, we recognize that socio-economic, geographic and racial disparities affect our communities. Equity is achieved through systematically addressing disparities in opportunities and outcomes caused by structures and systems through meaningful inclusion and representation of affected communities. Changes in institutional structures and systems are necessary to remove barriers and increase pathways to success. We are committed to looking at issues of race and socio-economic justice. We know that the complexities of inequity run deeply throughout multiple interconnected systems in our society.

UWPC is committed to working with organizations to create and maintain inclusive environments that are curious about, welcoming to and supportive of differences in the pursuit of shared community aspirations by understanding, honoring, engaging and including the richness and diversity of communities served. As a leader, convener and investor, we are proud to join with other allies in the ongoing work towards greater equity in service delivery and supports for Pierce County's children and families struggling simply due to their race, location and/or income.

Taking Action on Diversity, Equity & Inclusion (DEI)

In the words of Vu Le – writer, speaker and Executive Director of Rainier Valley Corps – ***“Equity requires the embrace of risk and failure. True equity and diversity and inclusion cannot exist without them....the status quo is not working, and holding hands chanting ‘equity, diversity and inclusion’ without actually doing stuff differently is dangerous because it makes us feel like we’re making progress when we’re not.”***

Equitable outcomes require intentional actions. United Way of Pierce County has added a supplemental DEI assessment for the 2020-2022 Community Impact Investment process. This will be an ongoing, annual assessment for this three-year cycle. We realize that organizations may be at different points in the continuum for equity in service delivery, but UWPC must ensure that donor dollars are being invested in organizations committed to diversity, equity and inclusion. There is no wrong or right place to be along the continuum; however, UWPC is expecting to see progress year over year. Our staff is available to help support organizations in improving their DEI work.

The following information is provided to help organizations move along the continuum. UWPC envisions a day when everyone has access to the opportunities to meet their basic needs, advance their well-being and achieve their full potential.

Why is this Important?

United Way of Pierce County believes that circumstances shouldn't dictate opportunity. We recognize that socio-economic, geographic and racial disparities affect our community, along with other factors such as religious beliefs, sexual orientation, physical and mental disabilities, etc., that can be underlying reasons for discrimination and inequity.

Because of the disproportionate numbers of people of color who experience poverty, unemployment, homelessness, poor health and many other community indicators, United Way of Pierce County wants to work with community partners to intentionally examine policies and practices that even if they have the appearance of fairness may marginalize individuals or groups and perpetuate disparities. According to *The Racial Equity Strategy Guide*, "Currently, race predicts where one lives, where one works, how well one does in school, how long someone will live and the likelihood of involvement in the criminal justice system." Communities of color and low-income populations have historically been under-served by our programs and investments, and under-represented in decision-making.

This document provides background, guidance, definitions and considerations as we all work through the process to do an equity analysis and, hopefully, to create change. As United Way of Pierce County, we seek to assure for our stakeholders that the organizations we invest in:

- Provide meaningful, inclusive engagement
- Provide and ensure equitable benefits of programs and services
- Do not discriminate; what they do does not result in discrimination (*whether through actions or inactions – intentional or unintentional*); and what they do does not result in disparate treatment or disparate/disproportionately inequitable impacts

As a local nonprofit funder, United Way of Pierce County has a responsibility and obligation to proactively address disparities and work toward equity and inclusion. It is also necessary for our collective prosperity, because one's race should not be a determinant of one's quality of life. Reducing disparities would increase purchasing power, raise tax revenues, increase economic and social growth and help Pierce County thrive.

Diversity, Equity & Inclusion in the Workplace

Create a Culture of DEI

An organization that values diversity, equity and inclusion is a place where staff demonstrates on a daily basis their respect for each individual's unique attributes. It is a workplace that requires us to understand and respect the beliefs, values and ethics of others while demonstrating our ability to work effectively with, communicate with and serve a diverse community of individuals. It is also essential that we interact and serve others with mutual respect while observing the highest standards of conduct. The workplace must be free from harassment, discriminations and intolerance.

Do's:

- Recognize that creating a workplace culture of diversity, equity and inclusion is an ongoing developmental process for individuals and organizations.
- Commit to building awareness, knowledge and communication across cultures and teams.
- Encourage others to be open, flexible and receptive of differences.
- Mentor others.
- Assume that all people are individuals who appreciate being treated with respect regardless of their ethnicity, race, nationality, religion, gender identity and expression, generational group, socioeconomic background and other aspects of cultural identity.

Don'ts:

- Assume that only colleagues from traditionally oppressed groups benefit from a community that promotes a culture that values diversity and inclusion. All stakeholders would benefit from understanding the diverse identities of the organization.
- Forget about elements of diversity that cannot be overlooked. Sexual orientation, age, gender identity and expression, religion, regional differences, country of origin, generation and all other aspects of identity are also elements that impact communication and working styles for some of the different groups you come into contact with at your job.

How Do We Foster a Workplace Culture that Values DEI?

- Have a defined set of values and principles, demonstrated behaviors, structures and strategies that enable all stakeholders, staff and supervisors/leadership to effectively work across differences.
- Demonstrate an ability and commitment to:
 1. Value diversity
 2. Manage the dynamics of differences
 3. Acquire an understanding of compliance and respect for diversity
 4. Appreciate diversity and the cultural contexts of the communities you serve

How Can We Understand Our Own Awareness of DEI in Our Organization?

- Increase self-awareness, explore and identify biases and privileges you may have, know your communication and work style preferences and develop an awareness of your cultural surroundings.
- Develop skills for communicating across cultures and identities.

Strategies for Communicating Across Cultures

Communicating across cultures is a field of study that looks at how people from differing cultural backgrounds communicate, in both similar and different ways, among themselves and across cultures. There are several practices you can implement to increase the strategies for cross-cultural communication in your department, such as:

- Demonstrate a value for diversity
- Communicate respect and show empathy
- Do not judge
- Recognize your own assumptions
- Explore your own unconscious biases
- Demonstrate flexibility and tolerate ambiguity
- Be conscious that humor may be misunderstood

Some tips for additional practices include:

- **Provide an open and safe environment:** be aware of situations and settings that are uncomfortable. Reduce power dynamics.
- **Focus on understanding:** be nonjudgmental and check tone, style and delivery of voice.
- **Seek first to understand, then to be understood:** when interacting with others in a diverse community or organization, it is likely that you will encounter new and/or controversial ideas. Demonstrate a clear understanding of these ideas by actively listening before formulating arguments for or against them. Back up your claims with intelligent arguments. Also critique ideas rather than individuals.
- **Explore the possibility that what is presented may not be the primary issue:** listen to others and give them time to tell their story in their own way and words; trust must develop before others share their vulnerability; trust is earned and developed over time. Identify root or underlying issues, which may prevent you from developing a relationship.
- **Acknowledge difference and different experiences:** avoid saying “I know how you feel” as it is always untrue. Most cultural minorities are more skilled in coping in the majority culture than members of the majority culture. Most majority culture members are less skilled in coping within a minorities’ culture.
- **Be aware of difference in nonverbal communication patterns:** eye contact and facial expressions.
- **Treat all people with dignity and respect regardless of diversity issues:** keep an open mind; keep it simple; speak to the person in a polite manner; avoid making judgments and assumptions; avoid ethnic, racial and gender jokes.
- **Respect all people as adults who have the right to make decisions freely:** avoid dictating or giving orders; avoid giving commands.

Enhance Respect

Enhancing respect in your work areas is one way of supporting colleagues within your department or program and helping them feel valued. Respect can be demonstrated through our choices, delegation, behaviors, verbal and non-verbal communication. There are several practices you can implement to increase awareness and a sense of respect in your workplace.

Do's:

- Make your expectations clear to your colleagues – create ground rules – regarding verbal and non-verbal communication (i.e., avoid eye rolling at meetings, talking over each other when you disagree with a viewpoint, etc.)
- Schedule at least one staff meeting a year specifically focused on discussing the work environment or to assess the climate, discuss feelings of respect and solicit feedback from colleagues about ways to improve the environment/climate/culture.
- Identify best practices to model.
- Provide consistent feedback to colleagues who need further mentoring and support on improving their behavior.
- Reward/reinforce respectful behavior when you see it.
- Manage conflicts and disagreements with respect in a timely and confidential manner.

Don'ts:

- Assume that all colleagues in your department or division have the same definition of respect as each other – or as you.
- Avoid conversations about disrespectful behavior in the hope of stopping the behavior all by itself.
- Rely on someone else, if you are a department director or leadership level, to provide vision and tools for respect in your department. This is part of your responsibility as a person in a leadership role.

What are some specific behaviors that can convey respect?

- Communication that is open and transparent.
- Decision making that is transparent, communicated and inclusive.
- Information being shared in a timely and consistent manner.
- Disagreeing without losing one's temper or otherwise conveying disrespect.
- Greeting students, faculty, staff and vendors by acknowledging them verbally and non-verbally.
- Respecting people's time by arriving at meetings on time and ending meetings promptly.
- Being open to criticism and feedback.
- Providing critical feedback in a manner that is caring and respectful to the individual.
- Taking responsibility for the impact of one's actions.

What are some suggestions for coaching and providing feedback about disrespectful behavior?

- Choose an appropriate time and private place to offer feedback. It is best not to let too much time pass, and also be calm and non-reactive to your own emotions.
- Ask the person how they saw their behavior impacting the situation or the other person involved.
- Listen to their own self-evaluation and provide feedback that encourages self-reflection.

- Examine the long-term impact this behavior has on the team or on job tasks and on their relationship with other colleagues and clients.
- Engage the person displaying disrespectful behavior. Have the person identify a solution for improvement.

Identify Ways to Build an Inclusive Team

Inclusive teams are characterized by open communication, transparent decision making and creativity. The purpose of building an inclusive team is to create a productive work climate of trust and respect. We work in a diverse community. We have members of our community that represent multiple and different identities. Our difference and similarities are based on age, gender identity and expression, religion, sexual orientation, socioeconomic class, ability and other forms of identity as well as opinions and beliefs, which require us to develop an inclusive team and/or organization.

Do's:

- Develop a brief statement or practice about how you will work within your team/organization.
- Link inclusion to specific behavioral expectations that are likely to generate trust, openness and inclusion. *For example, some of the behaviors that demonstrate inclusion are:*
 - *Communicating information consistently*
 - *Being open to feedback rather than being defensive*
 - *Respecting colleagues regardless of different styles or beliefs*
 - *Offering criticism in a constructive manner.*
- Communicate regularly to colleagues in your department or program as to why an inclusive culture is important: enhanced productivity, improved communication, better problem-solving and increased retention. *For example, there are several ways to remind your team that inclusion is an important value in your department:*
 - *One sentence that states departmental values and vision in quarterly staff meetings (i.e., devoted to work) or all new hire letters.*
- Build a more inclusive team: identify culture topics such as teamwork, communication and inclusion, and set a professional development goal for each member of your team related to at least one aspect of communication and inclusion.
- Mentor those who supervise others in a way that creates model behaviors that you would like to see from them.

Don'ts:

- Rely on the same people for advice all of the time. *For example, who you turn to for advice and buy-in should be as varied as your stakeholders and clients. If you find yourself with a homogenous group of advisors who never push back or point out challenges, your advisor group is not sufficiently inclusive. Seek out the perspective of colleagues and clients who have different backgrounds and expectations. Teamwork and projects generally benefit from having such diverse feedback.*
- Use some of your staff meeting time as an 'information dump'. Facilitate meetings that invite participation, explore ideas and model dialogue.
- Allow exclusionary or intolerant behavior to go unaddressed. Respond efficiently and with respect to behaviors that mock, shame, insult or injure staff.

LGBTQ+ Individuals

Our organizational cultures should be welcoming of all sexual orientations and gender identities. The purpose of educating ourselves about LGBTQ+ concerns is to maintain a harassment- and prejudice-free workplace, and to continue building a supportive climate for collaborators of all sexual orientations and gender identities.

Do's:

- Be responsible for openly communicating that LGBTQ+ colleagues are welcome and that you expect fair and respectful treatment of all staff, clients and stakeholders.
- Be sure that your department offers LGBTQ+ inclusive services and programs (i.e., do not assume heterosexuality when sending invitations for events and avoid gendered terms like Mr., Mrs., Ms., etc.)
- Respond to inappropriate jokes or comments immediately. Silence sends a message of agreement.

Don'ts:

- Ignore inappropriate language or humorous discussions around LGBTQ+ issues.
- Make generalizations about any group or identity.
- Reveal a person's sexual orientation or gender identity without their expressed permission.

Service Equity

Service Equity promotes health, safety and independence for all by adapting services and policy to eliminate discrimination and disparities in the delivery of human services.

UWPC is putting achievement of equity front and center. Collaboration is key! Supporting staff, stakeholders and community partners in this effort is crucial to the successful outcomes we are striving for. Providing guidance, learning together, sharing perspectives, coordinating efforts and strategically implementing actions are fundamental to the framework we are building together.

Guiding Principles & Questions

As you go through these guiding questions, it is important to keep in mind the diversity of those we work with and serve. As with DEI in the workplace, diversity is not limited to race, gender, disability or ethnicity. We strive for cultural humility, which is the process of self-reflection and awareness, giving careful consideration to our own assumptions and beliefs about others. We are taking action to provide every possible opportunity to ensure the highest level of service is achieved. Together, with the customer, we pursue outcomes that meet the needs of those we serve.

- **Engaging Communities:** Strengthening our relationships with community partners and advocates allows us to see and access our diverse populations through their lens. True partnership with our local communities means listening to the client voice with humility and respect while integrating it into organizational decisions.
 - 1) How has your organization made a public commitment to Service Equity?
 - 2) Does your organization have formal partnerships with other organizations serving communities with known disparities?
 - 3) What methods are currently in place to measure and assess the overall satisfaction of those you serve?
 - 4) How are clients and advocates currently involved in your decision-making process?
 - 5) What efforts are in place now to engage with local communities?
- **Data- and Evidence-Based Practices:** Our policies and programs are informed by data while identifying current gaps and disparities and highlighting what works best for different communities. What we mean by data is broad. It is more than just the numbers – we involve communities in identifying relevant data to ensure the collection and analysis is culturally appropriate and informed.
 - 1) How are you currently collecting relevant data to determine Service Equity practices, needs and assessment?
 - 2) What data is currently being used to drive decisions?
 - 3) What gaps and disparities have already been identified within your organization?
 - 4) Have you identified best practices to build upon within your organization and community?

- 5) Do you currently have a method for requesting and receiving feedback, both internally and externally?
- **Developing Champions:** UWPC recognizes employees as the most valuable resource. Education, support and development of staff positions each employee to be a champion of equity. Internal collaboration with new and ongoing employee development efforts and tools ensure we are building capacity within to support a true culture shift in how we all do our work.
 - 1) Have you established what a Champion of Service Equity is?
 - 2) How does leadership actively communicate with staff about DEI?
 - 3) Are you aware of current resources available to you, such as training, tools, information?
 - 4) How do you model and encourage Service Equity development and education?
 - 5) How are you building capacity to ensure Service Equity sustainability and growth within your staff?
 - **Directing Investments and Resources:** Service Equity is integrated throughout budgeting decisions, including allocation of funds, contract development and implementation, and supporting policies are created and updated. Leadership makes informed decisions, using all resources available, including the Service Equity framework.
 - 1) How is Service Equity a factor in budgetary decisions?
 - 2) How do staff demographics reflect those served?
 - 3) Does leadership have current data to make informed decisions?
 - 4) Do current policies support Service Equity within staffing?
 - 5) What efforts are currently in place to build upon current resources?
 - **Customizing Services for Individuals and Communities:** Individualized services are provided to all clients at their specific need level. Community needs inform and guide services. This customized approach at service delivery builds capacity to advance individual and community goals.
 - 1) Are services delivered where, when and how clients feel most comfortable and in a manner that is easy to access?
 - 2) Are employees able to recognize cultural differences between themselves and the client to effectively build client-helper relationships?
 - 3) Are policies and procedures flexible enough to allow staff to customize services?
 - 4) How do services emphasize client choice and self-determination?
 - 5) How have you identified barriers (physical, cultural, linguistic, monetary, etc.) to accessing services so that they may be eliminated?

- **Creating Dialogue:** Maintaining an open dialogue with intentional efforts focused on education, communication and partnerships ensures the elimination of former barriers and disparities. Internal and external communication efforts are centered on inclusion and outcomes.
 - 1) How has your organization made a public commitment to Service Equity?
 - 2) How do you cultivate cultural humility, awareness and responsiveness of your staff?
 - 3) How do you promote conversations about cultural and racial differences in a safe work environment?
 - 4) Do you collect and share data with your staff and stakeholders surrounding satisfaction amongst those we serve?
 - 5) How do you engage with staff, clients and communities surrounding Service Equity?

Step #1 – What are the desired outcomes and results?

Focus on the desired “end” condition.

- Results are at the community level and are the end conditions we are aiming to impact. Community indicators are the means by which we can measure impact in the community. Community indicators should be disaggregated by race.
- Outcomes are at the organization, department or program level. Appropriate performance measures allow monitoring of the success of implementation of actions that have a reasonable chance of influencing indicators and contributing to results. Performance measures respond to three different levels:
 - a) Quantity – how much did we do?
 - b) Quality – how well did we do it?
 - c) Is anyone better off?

We encourage you to be clear about the desired end conditions in the community and to emphasize those areas where you have the most direct influence. When you align community indicators, strategies and performance measures, you maximize the likelihood for impact. To ultimately impact community conditions, we must partner with other organizations, government, businesses and the community.

At the end of this step, you should be able to answer the following questions:

- 1) What are the intended equitable results (in the community) and what community indicators measure those results?
- 2) What are the intended equitable outcomes (within your organization) and what performance measures will monitor the success of your program/policy/practice?

Step #2 – What’s the data? What does the data tell us?

Measurement matters. Too often, data might be available but is not actually used to inform strategies and track results. We must use data at both levels, meaning data that clearly states: 1) community indicators and desired results, and 2) our specific program outcomes and performance measures.

In analyzing data, you should not only think about quantitative data, but also qualitative data. Remember that sometimes missing data can speak to the fact that certain communities, issues or inequities have historically been overlooked. Sometimes data sets treat communities as a monolithic group without respect to subpopulations with differing socioeconomic and cultural experience. Using the knowledge and expertise of a diverse set of voices, along with quantitative data is necessary.

Data can tell you which communities are experiencing disparities relevant to your program. For example, an analysis of a new fee for a after school program should collect community level data disaggregated by race at both the city and neighborhood level on income, public health outcomes for kids and other relevant outcomes. That same program should also collect performance level data disaggregated by race on the use of that program, use of private alternatives, impacts of previous fees on user behavior and other measures of access or barriers to the service.

You should be able to answer the following questions about data:

- 1) Will the program have impacts in specific geographic areas (neighborhoods, areas or regions)? What are the racial demographics of those living in the area?
- 2) What are the relevant disparities for communities of color (i.e., safety, housing, access to green space, jobs, wealth, transportation, etc.)?
- 3) What does population level data tell you about existing racial inequities? What does it tell you about root causes or factors influencing racial inequities?
- 4) What performance level data do you have available for your program? Is it disaggregated? This should include data associated with existing programs.
- 5) Are there data gaps? What additional data would be helpful in analyzing the proposal? If so, how can you obtain better data?

Step #3 – How have communities been engaged? Are there opportunities to expand engagement?

It is not enough to review data to assume how a program or policy might impact a community. Involving communities impacted by a topic, engaging community throughout all phases of a project, and maintaining clear and transparent communication as the policy or program is implemented will help produce more equitable results. There is a likelihood that other barriers exist, such as language, perception of being welcome, and lack of public transportation or childcare. For communities with limited English language skills, appropriate language materials and translation must be provided. Use community meetings and focus groups or consult with community groups to obtain input and feedback. Some suggestions:

- When using smaller groups to feed into a larger process, be transparent about the recommendations and/or thoughts that come out of the small groups (i.e., have a list of all the groups you met with and a summary of the recommendations from each)
- When using large group meetings, provide a mix of different ways for people to engage, such as hand-held tablets, written comments you collect, small group discussions, etc. Larger group discussions can lead to the participation of fewer voices.
- Use trusted advocates/outreach and engagement liaisons to collect information from communities that you know are typically underrepresented in public processes. For communities that have concerns about documentation status and interaction with agencies, this can be a particularly useful strategy.

You should be able to answer the following questions about community engagement and involving stakeholders:

- 1) Who are the most affected community members who are concerned with or have experience related to this proposal? How have you involved these community members in the development of this proposal?
- 2) What has your engagement process told you about the burdens or benefits for different groups?
- 3) What has your engagement process told you about the factors that produce or perpetuate racial inequity related to this proposal?

Step #4 – What are your strategies for advancing service equity or mitigating unintended consequences?

Based on your data and stakeholder input, step back and think about complementary strategies that will help to advance equity. It is also important to explicitly consider the unintended consequences so that impacts can be mitigated to the greatest extent possible.

We often tend to view policies, programs and practices in isolation. Because racial inequities are perpetuated through systems and structures, it is important to also think about complementary approaches that will provide additional leverage to maximize the impact on inequity in the community. An example of this is the “Ban-the-Box” legislation that many jurisdictions have passed that puts limitations on the use of criminal background checks in employment and/or housing decisions. While this is a policy that is designed to increase the likelihood of success for people coming out of incarceration, it is not a singular solution to racial inequities in the criminal justice system. To advance racial equity in the criminal justice system, we need comprehensive strategies that build upon good programs, policies and partnerships.

You should be able to answer the following questions about strategies to advance equity:

- 1) Given what you learned from the data and stakeholder involvement, how will the program or practice increase or decrease racial equity? Who would benefit from or be burdened by this program/practice?
- 2) What are potential unintended consequences? What are the ways in which your program or practice could be modified to enhance positive impacts and/or reduce negative impacts.

- 3) Are there complementary strategies that you can implement? What are ways in which existing partnerships could be strengthened to maximize impact in the community? How will you partner with stakeholders for long-term positive changes?
- 4) Are the impacts aligned with your community outcomes defined in Step #1?

Step #5 – What is your plan for implementation?

Now that you know what the unintended consequences, benefits and impacts of the program and have developed strategies to mitigate unintended consequences or expand impact, it is important to focus on thoughtful implementation.

You should be able to answer the following about implementation:

- 1) Describe your plan for implementation.
- 2) Is your plan:
 - a. Realistic?
 - b. Adequately funded?
 - c. Adequately resourced with personnel?
 - d. Adequately resourced with mechanisms to ensure successful implementation and enforcement?
 - e. Adequately resourced to ensure ongoing data collection, reporting and community engagement?
- 3) If the answer to any of those questions is 'no', what resources or actions are needed?

Step #6 – How will you ensure accountability, communicate and evaluate results?

Just as data was critical in analyzing potential impacts of the program or practice, data will be important in seeing whether the program or practice has worked. Developing mechanisms for collecting data and evaluating progress will help measure whether equity is being advanced.

Accountability entails putting processes, policies and leadership in place to ensure that program plans, evaluation recommendations and actions leading to the identification and elimination of root causes of inequities are actually implemented. How you communicate about your equity work is also important for its success. Poor communication can trigger implicit bias or perpetuate stereotypes, often unintentionally. Evaluating results means that you will be able to make any adjustments to maximize impact.

You should be answer the following questions about accountability and implementation:

- 1) How will impacts be documented and evaluated? Are you achieving the anticipated outcomes? Are you having impact in the community?
- 2) What are your messages and communication strategies that will help advance equity?
- 3) How will you continue to partner and deepen relationships with communities to make sure your work to advance equity is working and sustainable for the long haul?

What if you don't have enough time?

It is important to acknowledge that even with a short time frame, asking a few questions relating to racial equity can have a meaningful impact. Use the following questions for a 'quick turnaround' decision:

- What are the equity impacts of this particular decision?
- Who will benefit from or be burdened by this decision?
- Are there strategies to mitigate the unintended consequences?

How can you address barriers to successful implementation?

As a part of institutions and systems, it is often a challenge to redesign systems. One of the biggest challenges is often a skills gap. It is important to provide training, mentoring and support for managers and staff who are going through this process.

Other barriers to implementation that some have experienced include:

- A lack of support from leadership
- A tool or process being used in isolation
- A lack of support for implementing changes
- Perfection, which can be the enemy of good

Strategies for addressing these barriers include:

- Build the capacity of equity teams. Training is not just to cultivate skills for individual employees, but is also to build the skill of teams to create support for group implementation and to create a learning culture.
- Systematizing the use of this process. If the process is integrated into routine operations, such as a budget proposals or policies, then management and staff know that it is an important priority.
- Recognizing complexity. Program and policy decisions can be complex; there are numerous pros, cons and trade-offs to be considered. When this process is used on an iterative basis, complex nuances can be addressed over time.
- Maintaining accountability. Build the expectation that managers and directors routinely use this process into job descriptions.

Conclusion

Institutionalizing use of this process provides the opportunity to develop thoughtful, realistic strategies and timelines that advance equity and help to build long-term commitment and momentum. Once you have completed the process, share the results with stakeholders to provide comments on the results. This is your chance to learn and improve the program/practice/policy and hear feedback on the process itself. It is also an opportunity to raise awareness about inequities and your organization's role in addressing them.

Wait, you're not done yet! You should prepare to use this process again and again. Using it at different phases of a project/program will allow new opportunities to be identified and implemented. Strategies that are currently infeasible may later become possible. Innovative promising practices may prove to be effective over time. Also, evaluating results means you will be able to make any needed adjustments to maximize impact.

Service Equity in Your Daily Work

What is working? What isn't working?

Goals

What outcomes are you trying to accomplish and why are they important?

Data

What's the data? What is it telling us?

Community Engagement

How have communities been engaged? Are there opportunities to expand engagement?

Analysis & Strategies

What are your strategies for advancing racial equity or mitigating unintended consequences?

Implementation

What is your plan for implementation?

Resources

What resources are needed for you to be successful? What existing resources (i.e., tools, partnerships, people) can be utilized or built upon to further your goal?

Challenges

What will be the major barriers to making these actions possible (i.e., policies, systems, people)? How can these barriers be overcome?

Champions

Who will actively support you in making these actions happen?

Timelines

What happens when? Assign timelines and track progress.

Actions

What three actions can you take to support Service Equity in your daily work?

1) _____

2) _____

3) _____

Accountability & Communication

How will you ensure accountability, communicate and evaluate results?

Glossary of Terms

Accountable – Responsive to the needs and concerns of those most impacted by the issues you are working on, particularly communities of color and those historically underrepresented.

Adverse Impacts – Refers to the practices or policies that appear neutral but have a discriminatory effect on a protected group.

Bias – Prejudice toward one group and its members relative to another group.

Civil Rights Title VI – Refers to Federal law. No person in the United States, on the grounds of Race, Color or National Origin, shall be excluded from participation in, denied the benefits of, or subjected to discrimination under any program, service or activity of a public entity that receives federal assistance.

Communities of Color – A term used primarily in the U.S. to describe communities of people who are not identified as Caucasian, emphasizing common experiences of racism.

Community Indicator – The means by which we can measure socioeconomic conditions in the community. All community indicators should be disaggregated by race, if possible.

Community Outcomes – The specific result you are seeking to achieve that advances racial equity.

Contracting Equity – Investments in contracting, consulting and procurement should benefit the communities an organization serves, proportionate to the community's demographics.

Discrimination – Refers to practices or policies that may be considered discriminatory and illegal if they have a disproportionate 'adverse impact' on persons in a protected class.

Disparate Impacts – Refers to practices or policies that may be considered discriminatory and illegal if they have a disproportionate 'adverse impact' on persons in a protected class.

Diversity – Includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from one another.

Ethnicity – A category of people who identify with each other based on common language, ancestral, social, cultural or national experiences.

Equity – When one's identity cannot predict the outcome.

Equity Result – The condition we aim to achieve in the community.

Explicit Bias – Biases that people are aware of and that operate consciously. They are expressed directly.

Implicit Bias – Biases people are usually unaware of and that operate at the subconscious level. Implicit bias is usually expressed indirectly.

Inclusive Outreach and Public Engagement – Processes inclusive of people of diverse races, cultures, gender identities, sexual orientations and socioeconomic status. Access to information, resources and civic processes so community members can effectively engage in the design and delivery of public services.

Individual Racism – Pre-judgment, bias, stereotypes about an individual or group based on race. The impacts of racism on individuals including white people internalizing privilege and people of color internalizing oppression.

Institutional Racism – Organizational programs, policies, practices or procedures that work better for white people than for people of color, often unintentionally.

Performance Measures – Appropriate performance measures allow monitoring of the success of implementation of actions that have a reasonable chance of influencing indicators and contributing to results. Performance measures respond to three different levels: 1) Quantity – how much did we do?; 2) Quality – how well did we do it?; and 3) Is anyone better off?

Race – A non-scientific classification of human beings created by Europeans (whites) which assigns human worth and social status for the purpose of establishing and maintaining privilege and power.

Racial Disparity – A significant difference in conditions between a racial group and the Caucasian population that is avoidable and unjust. For example, the number of a particular race represented in management positions when compared to the percentage of that same population in the general population.

Racial Equity – When social, economic and political opportunities are not predicted based upon a person’s race. When race can no longer be used to predict life outcomes and outcomes for all groups are improved.

Racial Equity Framework – An understanding of the root causes of racial disparities, an analysis of the structures that perpetuate these disparities, and the ability to deploy critical strategies to undo those structures in order to replace them with structures that produce equitable outcomes.

Racial Inequity – Race can be used to predict life outcomes (i.e., disproportionality in education, jobs, criminal justice involvement, etc.).

Stakeholders – Those impacted by proposed policy, program, practice or budget issues who have potential concerns or issue expertise. Examples might include: specific racial/ethnic groups, other institutions/organizations, schools, businesses, unions, etc.

Structural Racism – The interplay of policies, practices and programs of multiple organizations/institutions which leads to adverse outcomes and conditions for communities of color compared to white communities that occurs within the context of racialized historical and cultural conditions.

Workforce Equity – The workforce of a community reflects the diversity of its residents, including across the breadth (functions and departments) and depth (hierarchy) of businesses, government, CBOs, etc.