



MARCH 4, 2022

# RACIAL EQUITY TOOLKIT

## PINELLAS COUNTY CONTINUUM OF CARE

Adapted from the Housing Development Consortium and Washington Race & Justice Initiative

## TABLE OF CONTENTS

Introduction	3
Securing An Organizational Commitment	3
Education	4
Power of Language	7
Identification	9
Creating & Implementation	18
Continuous Improvement	20
Appendixes	
A: Pinellas County CoC Glossary of Shared Language	21
B: Organizational Assessment	27
C: Organizational Plan Template	37
D: Racial Equity Impact Tool Worksheet	28
E: Name & Framing Racism and White Privilege in Everyday Life – Role Play Activity	41

## INTRODUCTION

This toolkit was adapted from the Housing Development Consortium’s Race Equity Toolkit (2016) and the Washington Race Equity and Justice Initiative’s (REJI) Organizational Race Equity Toolkit, 2<sup>nd</sup> Edition (2020). The toolkit has been customized to fit the needs and characteristics of the Pinellas County Continuum of Care. The toolkit is divided into 5 sections based on these principles for racial equity:

- Securing an organizational commitment
- Education on racial equity
- Identification of racial equity issues in organizations
- Creation of a plan for change
- Implementation of the tools

## SECURING AN ORGANIZATIONAL COMMITMENT

An integral part of moving toward race equity is securing a commitment across stakeholders – particularly from leadership – to the work. This requires intentionality, effort, and both human and financial resources. The foundational steps to this commitment include developing and articulating clear goals, identifying champions, creating space for authentic relationship-building and difficult conversations, surfacing cultural difference-related tensions, and bracing for change.

The goal is for these new practices and operating procedures to become routine and expected within the organization. Instead of one-off trainings, a sustained pattern of ongoing professional development and learning about equity is encouraged and expected. Instead of creating a temporary task force or committee, equity is infused into every process. Instead of just serving or engaging more clients or communities of color, considering how organizational power can be more equitably distributed and shifted to those who are most affected by our work and decisions.

### **Creating More Equitable Organizational Culture**

To take an equitable approach, an organization must recognize its culture - its norms, patterns of behavior, and expectations - and examine where and how their culture is driven by “white dominant culture.” The premise of white dominant culture is the often unspoken and coded notion that values, behaviors, practices, beliefs, and ways of working associated with white people are seen as superior to those of people of color and other marginalized identities. Everything from hairstyles and dress to the pictures we post in our workspaces and, attention to timing, deadlines, and tardiness is guided by the dominant culture that surrounds us and what we come to view as our ‘normal.’ Dominant culture is the unofficial rulebook that is followed and infused into how success is defined in the workplace. Although white people may find it distressing to understand the effects of this “invisible” force, it is quite visible and engrained into

daily life for many people of color. For organizations to transform their culture they need to diagnose, disrupt, and dismantle many “common” workplace dynamics.

To “walk the talk” of race equity, an organization needs to actively invest financial and human resources in learning, development, and support for race equity to achieve better outcomes for staff, volunteers, partners, and clients of color.

## EDUCATION

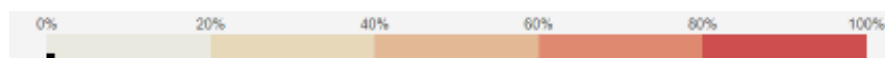
This section provides a brief history of housing inequity in Pinellas County but should not be used in place of independent research and critical thinking. To know why racial equity work is important, one must dedicate themselves to learning the national and local history of racial inequity.

In the 1880’s, many Black families relocated to Pinellas County to work in the citrus and rail industries. They developed distinct communities within areas designed for people of color. This segregation was further compounded in the 1930’s when redlining became a common practice. Redlining created a more strict and formalized system of racial segregation, pushing people of color out of their suburban communities and into urban housing projects<sup>1</sup>. During this time there was a 60.4% growth in African Americans moving to south St. Petersburg.

This legalized racial discrimination, disenfranchisement, and racial segregation was ended in 1964 when President Lyndon Johnson signed the Civil Rights Act. In 1968, the act was expanded and Title VIII, known as the Fair Housing Act, was added. The Fair Housing Act prohibits discrimination concerning the sale, rental, and financing of housing based on race, religion, national origin, sex, disability, and familial status.

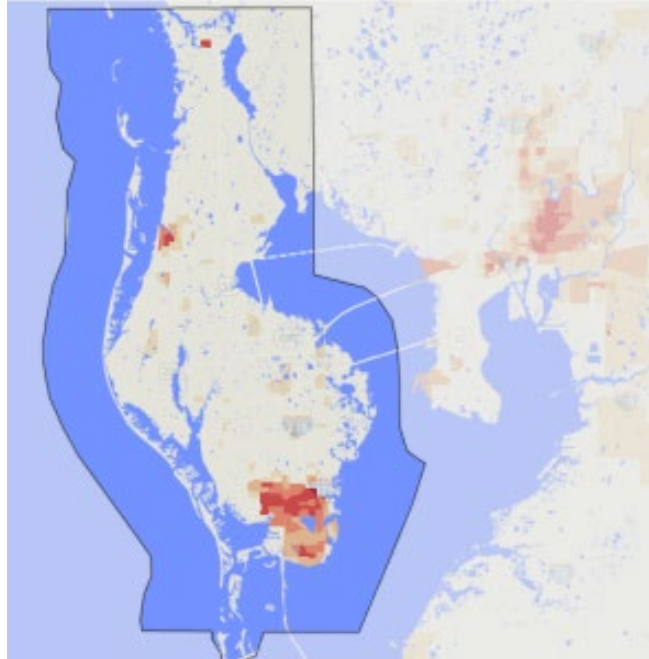
The Civil Rights Act represents a significant step in the journey for equality, however, physical segregation is still evident in many places, including Pinellas County. The map below shows the concentration of Black residences in Pinellas County<sup>2</sup>, demonstrating that the struggle for true equity continues today.

Blacks as a Percentage of the Population in Pinellas County



<sup>1</sup> Rothstein, R. (2017). The Color of Law

<sup>2</sup> Statistical Atlas. (2018). Race and Ethnicity in Pinellas County, Florida



Pinellas County's Office on Human Rights has the authority and responsibility to enforce the anti-discrimination provisions of the Fair Housing Act.<sup>3</sup> Part of this responsibility includes affirmatively furthering fair housing efforts by conducting an analysis of impediments to fair housing choice and taking actions to remove these barriers. A summary of these impediments and recommended actions to be taken by the county and its partners is listed below.

#### *Pinellas County Impediments to Fair Housing Actions*

A. Impediment: Discrimination about home mortgage loans

Recommended Actions:

- Allocate county resources to examine and understand the reasoning for lower loan origination rates for minority groups as well as high income in a lower income tract.
- Allocate county resources to sustain and expand awareness of homebuyer opportunities to those in protected classes.
- Develop outreach programs to educate financial institutions about county and City collective housing opportunities and credit counseling assistance to low- and moderate-income households financed with federal, state, and local resources.
- Allocate county resources to perform Fair Housing Rental and Mortgage Testing.

B. Impediment: Discrimination of nationally and locally protected classes

Recommended Actions:

- Allocate county resources to sustain and expand awareness, education, and training opportunities to landlords, property manager, and realtors; concerning

---

<sup>3</sup> [http://www.pinellascounty.org/Humanrights/fair\\_housing.htm#fairhousing](http://www.pinellascounty.org/Humanrights/fair_housing.htm#fairhousing)

national and local housing discrimination laws and policies, with a particular focus in discrimination related to services animals.

- Improve presentation to housing providers regarding their obligations and responsibilities in the areas of reasonable accommodations for those with disabilities, including Homeowners Associations and Condominium Owners Associations, and other communal housing providers.
- Continue to contractually require non-discrimination against race, color, religion sex, disability, familial status, and national origin, for all program participants and subrecipients.

C. Impediment: Incompetency in Fair Housing Policy

Recommended Actions:

- Continue the county's efforts to proactively offer to persons who are limited English proficient (LEP) the availability of oral interpretation at public meetings and notices in languages other than English.
- Ensure programs and activities normally provided in English are accessible to LEP Persons and thus do not discriminate based on national origin
- Continue to offer Homebuyer Classes and Counseling in Spanish.
- Continue to ensure that all Fair Housing Marketing Plans and publications contain information advising persons of their rights under the Fair Housing Act; including the right to relocate to residences in the areas of non-minority concentration at their option; and referrals for minority persons to comparable and suitable decent, safe, and sanitary replacement dwellings not located in areas of minority concentration.

D. Impediment: Areas of Limited Opportunity

Recommended Actions:

- Address factors which preclude residents from being able to choose their housing fully and freely.

E. Impediment: Transportation-Burdened Areas

Recommended Actions:

- Continue to work and advocate efforts with Pinellas Suncoast Transportation Authority for alternative transportation modes, additional routes, and longer service times for existing routes in underserved areas.

F. Impediment: Income Barriers

Recommended Actions:

- Develop outreach programs, in conjunction with childcare and transportation services providers, to identify specific areas of opportunity to improve access to these services.
- Continue to work with non-profits, educators, and hire professionals to ensure job readiness and training providers sponsor educational classes and job fairs in African American communities.
- Continue to advocate and partner with developers to entice businesses to the area that provide new employment opportunities that match educational levels of the community.

- Continue to ensure that all vendors, contractors, and employees paid with state and federal funds are contractually obligated to affirmatively assure that minority business and women's business enterprises have an equal opportunity to compete for contracts, subcontracts, sources of supplies, equipment, construction, and services.
- Continue to ensure that all project sponsors, vendors, and contractors assure equal employment opportunity to all persons regardless of race, color, national origin, sex, or disability for federally funded subrecipients.
- Allocate resources to research the reasons for lower loan origination rates in the moderate-income category to adjust programmatic requirements to provide access to funds for this group.

G. Impediment: Condition of Housing Stock

Recommended Actions:

- Address the aging housing stock in Pinellas County and increase access to home improvement loans

H. Impediment: Age of Housing

Recommended Actions:

- Continue to work in target areas including the Greater Ridgecrest Area (including Dansville), Highpoint, Central and East Lealman, and Tarpon Springs to build new, affordable single-family homes.

## POWER OF LANGUAGE

Racial equity should be inclusive, thoughtful, and produce constructive dialogue that leads to beneficial outcomes for all. For this to be achieved the way in which we communicate must be fine-tuned and well-defined.

Using the correct vocabulary is crucial to engaging in productive conversations about race and enacting racial equity work. Key words need to be emphasized, while others should either be fully addressed or taken out of the lexicon. For example, the term "minority" is beginning to be overlooked in favor of "people of color." While this might seem like a slight change, consider connotation. "minority" has an imperialist tonality, as in, "lesser;" while "majority" implies "dominance." "People or person of color" is neutral, explanative, and fair.

Key words related to race equity and their definitions can be found in Appendix A: The Pinellas County Continuum of Care Glossary of Shared Language.

### **Creating Organizational Space for Conversations on Race**

The CoC's membership is comprised of many organizations of different sizes and types. This can create challenges in creating a tool that specifies how to discuss race. Therefore, organizations should consider their characteristics and needs of their staff when creating an organizational space for these difficult conversations. Consider the following:

### Staff Characteristics

Think about the characteristics of organizational staff:

- How large is the staff?
- Is it large enough to warrant smaller, focused discussion groups?

Is there a member who specifically deals with racial equity issues, and can this staff member be engaged to set the stage, taking the first steps toward equity work within the organization?

**Remember:** *Engaging as many staff and leaders as possible will help to create the biggest impact. Having everyone on board is a challenging task, but it will help to have the most effective conversation about these larger issues.*

### Leadership

Think about how a plan to engage leadership in these conversations:

- Will these be staff-driven or management-driven conversations?

**Remember:** *Whoever leads these conversations will impact the outcomes. Keep in mind that management-driven conversations can end up feeling prescriptive, and staff-driven conversations still need to engage management to create an impact.*

### Topics of Conversation

Think about who should decide the topics of conversation:

- Should this be a space where staff mention personal issues?
- Should there be a curriculum decided upon beforehand?

**Remember:** *Organizations can decide to create a space where people can have larger conversations about race in general or create an issue-specific space where staff and management bring up more organizational issues.*

### Space/Time

Outline the type of space to imagine where these conversations to occur.

- Does the organization have a physical space that is suitable for these types of conversations?
- Is it large enough? Is it comfortable?

Consider the appropriate time for when these conversations should occur for the organization (morning, lunch, afternoon, after hours) and think about how much time should be given to these discussion sessions.

**Remember:** *Choosing a time that works for most of the staff and management will allow the highest level of input into this conversation. Engaging most of the members of the organization is important. A/so, choosing a space where people feel comfortable sharing honest opinions is vital for effective and open conversations.*



### Educational Opportunities

Consider any educational materials that would be relevant for creating a baseline understanding of race and its role in our organizations.

- Will there be reading materials provided to spark discussions?
- Presentations? Videos? News articles?
- How will the organization be aware of the impact word choice and vocabulary can have?

**Remember:** *It helps if everyone uses the same vocabulary and has a similar amount of background knowledge of these issues before beginning these conversations. If some members are behind others, help to educate each other! The more knowledge passed around, the better.*

### Opportunities for Feedback

Think about how the organization plans to gather feedback on these conversations (comment cards, a contact person).

**Remember:** *It helps to have feedback on how these conversations are going. At the beginning, anticipate some kinks and challenges that will need to be worked out over time. Be flexible and adaptable as these conversations take shape over time.*

### Outcomes of Conversations

Discuss the outcomes of these conversations will be.

- Will these conversations to lead to specific actions?
- Are these conversations acting as open discussion forums?

**Remember:** The organization has a reason for engaging in this type of work, so think about the impact these conversations may have on the organization.

## IDENTIFICATION

This section will help identify key areas of opportunity for racial equity growth in an organization. It contains a listing of cultural elements that lead to racial oppression, role playing activities (Attachment E) for further identification of racial inequities, and an organization self-assessment. These activities will help identify the challenges organizations need to overcome to improve its racial equity lens.

### **Dominant Culture Elements**

Culture is powerful precisely because it is so present and at the same time so exceedingly difficult to name or identify. The purposes of listing the following characteristics of white middle-class dominant culture<sup>4</sup> is to point out how organizations that may unconsciously use these characteristics as their norms and standards make it difficult, if not impossible, to open the door to differing culture. As a result, many organizations, while saying want to be multicultural, only

---

<sup>4</sup> Scott Winn (2010) from "White Supremacy Culture" Dismantling Racism: A Workbook for Social Change Groups Kenneth Jones and Tema Okun, Changework 2001

allow others to come in if they adapt or conform to already existing cultural norms. Being able to identify and name the cultural norms your organization wants is the first step to making room for a truly multi-cultural organization.

Perfectionism	Antidotes to Perfectionism
<ul style="list-style-type: none"> <li>• Appreciation that is expressed is usually directed to those who already get most of the credit anyway</li> <li>• Pointing out either how a person or piece of work is inadequate</li> <li>• Talking to others about the inadequacies of a person or their work without ever talking directly to him or her</li> <li>• Mistakes are seen as personal, i.e., they reflect badly on the person making them as opposed to being seen for what they are – mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a culture of appreciation where the organization takes time to make sure that everyone’s work and efforts are appreciated</li> <li>• Develop a learning organization, where it is expected that everyone will make mistakes and those mistakes offer opportunities for learning</li> <li>• Separate the person from the mistake</li> <li>• When offering feedback, always speak to things that went well before offering criticism</li> <li>• Ask people to offer specific suggestions for how to do things differently when offering criticism</li> </ul>
Sense of Urgency and Progress	Antidotes to Sense of Urgency and Progress
<ul style="list-style-type: none"> <li>• Continued sense of urgency that makes it difficult to take time to be inclusive, to encourage democratic and/or thoughtful decision-making, to think long-term, and to consider consequences</li> <li>• Frequently results in sacrificing potential allies for quick or highly visible results, (e.g., sacrificing interests of communities of color to win victories for white people)</li> <li>• Little time, energy, or money put into reflection or identifying lessons learned that can improve practice</li> <li>• Progress that only expands (adds staff or projects) or develops the ability to serve more people (regardless of how well they are serving them)</li> <li>• Gives no value, to the possible costs, (e.g., possibility that those we serve may be exploited, excluded, or underserved, focusing how many we are serving instead of quality of service or values created by the ways we serve)</li> </ul>	<ul style="list-style-type: none"> <li>• Creating realistic workplans</li> <li>• Leadership which understands that things take longer than anyone expects</li> <li>• Discuss and plan for what it means to set goals of inclusivity and diversity, particularly in terms of time</li> <li>• Learn from experience how long things take</li> <li>• Be clear about how the organization will make good decisions in an atmosphere of urgency.</li> <li>• Create ‘Seventh Generation’ thinking by asking how the actions of the group now will affect people seven generations from now</li> <li>• Make sure that any cost/benefit analysis includes all the costs, not just the financial ones, (e.g., the cost in morale, the cost in credibility, the cost in the use of resources)</li> <li>• Include process goals in planning, (e.g., making sure that the goals speak to how you want to do your work, not just what you want to do)</li> </ul>
Defensiveness	Antidotes to Defensiveness

<ul style="list-style-type: none"> <li>Any criticism of those with power is viewed as threatening, rude, or inappropriate <ul style="list-style-type: none"> <li>People respond to new or challenging ideas with defensiveness, making it exceedingly <b>difficult</b> to raise these ideas</li> <li>A lot of energy in the organization is spent trying to make sure that people's feelings are <b>not</b> getting hurt or working around defensive people</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Understand the link between defensiveness and fear (of losing power, losing face, losing comfort, losing privilege)</li> <li>Work on your own defensiveness</li> <li>Discuss the ways in which defensiveness or resistance to new ideas gets in the way of the mission.</li> </ul>
<b>Quantity over Quality</b>	<b>Antidotes to Quantity over Quality</b>
<ul style="list-style-type: none"> <li>All resources of organization are directed toward producing measurable goals</li> <li>Things that can be measured are more highly valued than things that cannot, (e.g., numbers of people attending a meeting, newsletter circulation, money spent are valued more than quality of relationships, democratic decision making, ability to constructively deal with conflict)</li> <li>If it cannot be measured, it has no value</li> </ul>	<ul style="list-style-type: none"> <li>Include process or quality goals in planning</li> <li>Make sure the organization has a values statement that expresses the ways you want to do your work</li> <li>Look for ways to measure process goals (for example if there is a goal of inclusivity, think about ways you can measure whether you have achieved that goal)</li> <li>Recognize those times when you need to get off the agenda to address underlying concerns</li> </ul>
<b>Only One Right Way</b>	<b>Antidotes to Only One Right Way</b>
<ul style="list-style-type: none"> <li>The belief that there is one right way to do things and once people are introduced to the right way, they will "see the light" and adopt it</li> <li>When they do not adapt or change, then something is wrong with them (the other, those not changing), not with us (those who 'know' the right way)</li> <li>Like the missionary who does not see the value in the culture of other communities, sees only value in their beliefs about what is good</li> <li>Decision making is clear to those with power and unclear to those without it</li> <li>Those with power think they can make decisions for and in the interests to those without power</li> <li>Those with power often do <b>not</b> think it is important or necessary</li> </ul>	<ul style="list-style-type: none"> <li>Accept that there are many ways to get to the same goal</li> <li>Look for the tendency for a group or a person to keep pushing the same point over and over out of a belief that there is only one right way</li> <li>When working with communities from a different culture than yours or your organizations, be clear that you have some learning to do about the communities' ways of doing</li> <li>Never assume that you or your organization know what's best for the community in isolation from meaningful relationships with that community</li> <li>Make sure that everyone knows and understands who makes decisions</li> <li>Make sure everyone knows and understands their level of responsibility and authority in the organization</li> </ul>

<ul style="list-style-type: none"> <li>to understand the viewpoint or experience of those for whom they are making decisions</li> </ul>	<ul style="list-style-type: none"> <li>Include people who are affected by decisions in the decision-making</li> </ul>
<b>Either/Or Thinking</b>	<b>Antidotes to Either/Or Thinking</b>
<ul style="list-style-type: none"> <li>Things are either/or – good/bad, right/wrong, with us/against us</li> <li>Linked to perfectionism</li> <li>in making it difficult to learn from mistakes or accommodate conflict</li> <li>No sense that things can be both/and</li> <li>Results in trying to simplify complex things, for example believing that poverty is simply a result of lack of education</li> </ul>	<ul style="list-style-type: none"> <li>Notice when people use ‘either/or’ language &amp; push to produce more than two alternatives</li> <li>Notice when people are simplifying complex issues, particularly when the stakes seem high, or an urgent decision needs to be made</li> <li>Slow it down &amp; encourage people to do a deeper analysis</li> <li>Avoid making decisions under extreme pressure</li> </ul>
<b>Power Hoarding</b>	<b>Antidotes to Power Hoarding</b>
<ul style="list-style-type: none"> <li>Little, if any, value around sharing power</li> <li>Power seen as limited, only so much to go around</li> <li>Those with power feel threatened when anyone suggests changes in how things should be done in the organization, feel suggestions for change are a reflection on their leadership</li> <li>Those with power assume they have the best interests of the organization at heart and assume those wanting change are ill-informed, emotional, inexperienced</li> </ul>	<ul style="list-style-type: none"> <li>Include power sharing in the organization’s values statement</li> <li>Discuss what good leadership looks like &amp; make sure people understand that a good leader develops the power &amp; skills of others</li> <li>Understand that change is inevitable &amp; challenges to your leadership can be healthy &amp; productive</li> <li>Make sure the organization is focused on the mission</li> </ul>
<b>Fear of Open Conflict</b>	<b>Antidotes to Fear of Open Conflict</b>
<ul style="list-style-type: none"> <li>People in power fear conflict and try to ignore it or run from it</li> <li>When someone raises an issue that causes discomfort, the response is to blame the person for raising the issue rather than to look at the issue which is causing the problem</li> <li>Emphasis on being polite</li> <li>Equating the raising of difficult issues with being impudent or rude</li> </ul>	<ul style="list-style-type: none"> <li>Role play ways to handle conflict before conflict happens</li> <li>Distinguish between being polite &amp; raising hard issues</li> <li>Do not require those who raise hard issues to raise them in ‘acceptable’ ways</li> <li>Once a conflict is resolved, take the opportunity to revisit it and see how it might have been handled differently</li> </ul>
<b>Objectivity</b>	<b>Antidotes to Objectivity</b>

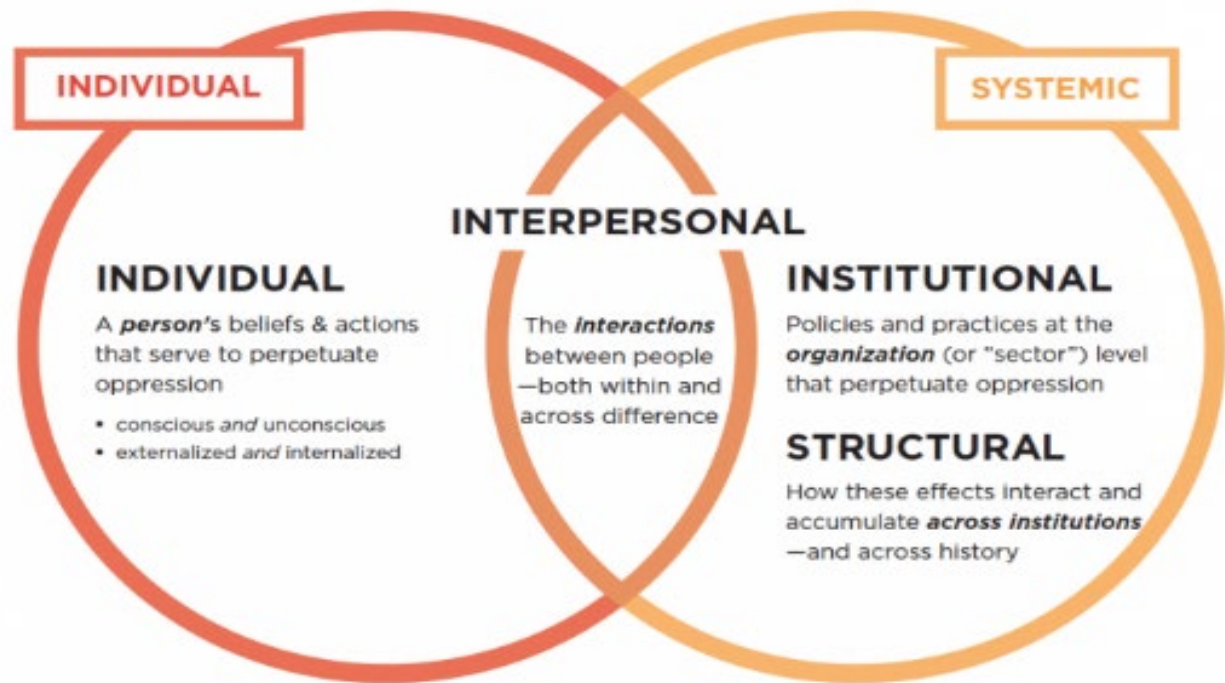
<ul style="list-style-type: none"> <li>• The belief that there is such a thing as being objective</li> <li>• The belief that emotions are inherently destructive, irrational, and should not play a role in decision-making or group process</li> <li>• Invalidating people who show emotion</li> </ul>	<ul style="list-style-type: none"> <li>• Realize that everybody has a worldview &amp; that everybody’s worldview affects the way they understand things</li> <li>• Realize this includes you too</li> <li>• Push yourself to sit with discomfort when people are expressing themselves in ways which are not familiar to you</li> </ul>
<b>Right to Comfort</b>	<b>Antidotes to Right to Comfort</b>
<ul style="list-style-type: none"> <li>• The belief that those with power have a right to emotional &amp; psychological comfort</li> <li>• Equating individual acts of unfairness against white people with systemic racism</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that discomfort is at the root of all growth &amp; learning</li> <li>• Welcome it as much as you can</li> <li>• Deepen your political analysis of racism &amp; oppression</li> <li>• Do not take everything personally</li> </ul>

### Program/Project Design

The likelihood of successfully reaching a given set of objectives is greatly increased when we consider what is happening and what action to take from multiple perspectives – if we examine situations, relationships, practices, and policies, etc. using multiple critical lenses. The picture below represents the lens of systemic oppression<sup>5</sup>. Learning about and applying the lens of systemic oppression is fundamental to coaching for equity.

---

<sup>5</sup> National Equity Project, The Lens of Systemic Oppression



In addition to designing your program through multiple lenses, consider integrating the following into the creation, implementation, and evaluation of your program.

#### *Lived Experience Engagement*

- Respect those with lived experience and their time
  - Hold meetings that fit within their schedules
  - Feed them if meeting occurs during mealtimes
- Be clear on how the organization needs help
  - Ask broad questions such as “what would you like to see in your community?”
  - Involve diverse groups
  - Have diversity in age, sex, socioeconomic characteristics to help capture the wider range of opinions and preferences
- Be aware of the organization and your personal position and bias
  - Make the team working on the project diverse
  - Be aware of personal bias and professional positions
  - Don’t hold an “expert mentality” because what the organization thinks may be “best” may not be what the community needs
  - Avoid the use of a “savior” mentality when engaging those with lived experience
- Trust
  - To gain trust is to have trust
  - Understand that there could already be distrust embedded within the community
  - Go to those with lived experience, do not expect them to come to you or the organization

- Do not make promises
- Deliver what will help
- Report back often on progress, barriers, and successes
- Use simple, direct language
  - Do not use a lot of jargon or acronyms

*Design programs/projects with culture in mind*

- Amenities should cater to the everyday needs of the community
- When planning for housing, ask those with lived experience how they would like to use their space
- Involve those with lived experience in the physical design process to encourage education equity
- Be culturally sensitive in design. If the organization is primarily a housing provider, team up with other services
  - Combining housing services with educational resources, activities for youth, and economic resources will ensure the success of the project
  - Create partnerships with service providers so that everyone is on the same page
  - Concurrency will also help to gain trust from residents and the larger community

*Logistics of Community Engagement*

The logistics of community engagement is critical for turnout and community interest. Paying attention to the following logistical issues will enhance participation and improve overall effort.

Venue	Making meetings geographically close to communities or stakeholders is critical to get a good turnout. Choosing a site that is community centered may more familiar and comfortable for attendees. Does the venue accommodate for public parking and transportation?
Host	If inviting public officials make sure appropriate channels have been followed before inviting them to participate. Clarify their roles.
Staffing	Will program staff, or partner staff to help with set up, welcoming, and meeting facilitation?
Budget	Is the budget adequate to provide resources for advertising, communication and promotion, rental space, refreshments/ food, transportation, childcare, translation/interpretation?
Accessibility	Is the location wheelchair accessible and code approved for people with disabilities?
Time	Is there staff that can attend evening or weekend meetings? Can the event accommodate community members by hosting evening or weekend meetings?

**Recruiting, Hiring, and Retaining a Diverse Workforce**

Recruiting, hiring, and retaining diverse and inclusive teams is a key component of building organizational equity. These teams also perform better and are more innovative and adaptive

across numerous measures. Suggested equity practices in recruitment and hiring include posting salary ranges, considering “equivalent experience” as comparable to formal education, and completing anonymized reviews of applications. When reviewing your organizations hiring policies and procedures, also consider the following:

### *Recruitment and Outreach*

What might seem on its face as straightforward and objective criteria to developing a job description may turn out to create barriers for people of color and other marginalized identities. Question the value and rationale and consider the race equity impacts of:

- Not using credit checks, criminal background checks, and e-verify
- Not asking for salary history
- Include the salary range when posting positions
- Making salaries publicly available
- Not negotiation salaries generally
- Be specific and intentional about where open positions are being posted throughout the community.

Suggested best practices are to showcase and highlight the organization’s equity commitment:

- Model transparency and highlight the existing racial and ethnic diversity present at the organization and underscore its commitment to race equity and justice.
- Provide examples as to how the organization values race equity.
- Emphasize experience and skills over academic or professional degrees. Demonstrate a commitment to equity by offering incentives (financial or other) for specialized skills (such as language ability) or experiences.
- Test out the job description to make sure it doesn’t only appeal to white dominant culture. Think about the words being used and be mindful of using inclusive language that may appeal more to marginalized identities. Examples may include words such as: collaboration, loyalty, passion.
- Include experience with and commitment to race equity as a required qualification. Ask for a diversity statement from candidates.
- Post the salary range.
- Make salaries public.
- Post the organizational commitment to race equity and justice hiring and retention

Recruitment and outreach tactics that are aimed at bringing greater diversity to an organization can result in tokenism. A phased-in race equity strategic plan and benchmarks for retention and leadership development that is informed by staff, insights from all levels increases organizations’ likelihood of delivering on its race equity goals. Consider the below suggested practices:

- Form a racially diverse recruiting and/or hiring team that includes a mix of leaders, managers, supervisors, staff from other units and staff that would report to the position.
- Draft job descriptions together.
- Partner with community organizations, faith and community groups closely connected



with people of color and other marginalized identities to develop a targeted recruitment plan.

- Attend diversity, equity and inclusive job fairs and other job fairs organized by law schools, colleges/universities, and community colleges that traditionally have more students and graduates of color and other marginalized identities.
- Personalize recruitment; call applicants and follow up.
- Reach out and find candidates. Use the internet and social media tools like LinkedIn to find competitive candidates but do not use this method exclusively.
- Maintain professional networks and make note of potential candidates from marginalized identities.
- Maintain a file of resumes and contact information for potential candidates who are people of color and other marginalized identities.
- Recruit continuously—not only when there are openings.
- Go out for coffee. Build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.
- Be open and honest. Transparency about the organization’s race equity goals, commitment, journey, and continued opportunities for change is critical.

### *Hiring Policies & Practices*

To ensure organization-wide alignment and commitment to race equity and justice goals, all intentional race equity practices must match the organization’s policies. Even the process and the people engaged in the process for creating and drafting these policies must align with race equity goals.

- Build a Race Equity Team representing a diagonal slice of the organization including staff and volunteers at all levels to examine current hiring, recruitment, retention and leadership development policies and practices.
- Formally empower the Race Equity Team with influence and decision-making authority to make changes to policies and practices.
- Ensure minimum job requirements include work and lived experiences.
- Substitute skill sets for educational requirements.

To combat bias in hiring include the following steps:

- Ensure diverse candidate selection
- Diverse hiring committee
- Ensure diverse hiring committee completes bias assessment(s)
- Train hiring committee on how to conduct interviews and group interviewing
- Use standardized interview questions
- Deploy culturally responsive, active outreach for employment recruitment
  - Publish openings with historical Black universities
  - Send job openings to affinity groups
  - Encourage individuals with work and lived experience to apply

### *Retention & Evaluation*

One of the greatest challenges for organizations that have made progress in increasing diversity in their hiring process is retaining People of color. Transforming workplaces from white dominant culture spaces into welcoming and learning environments where all staff feel valued, empowered, heard and most importantly, where they can present their authentic selves, is key to getting closer to achieving many organizational race equity goals. Daily habits and practices can either support or undermine race equity efforts.

#### One to One Staff & Supervisor Meetings

- All supervisors should create and verbalize an open-door policy.
- Supervisors should make time for regularly scheduled meetings with direct reports: talk less, ask more and actively listen often.
- Be direct. Have open and honest conversations about how the organization is doing on meeting its race equity goals.
- Offer flexible work arrangements when possible.
- Like educational loan repayment assistance programs, consider other forms of compensation such as dependent care (including children and elderly family members) and transportation reimbursements/subsidies.
- Be proactive with developing and updating personalized retention plans.
- Analyze and evaluate performance standards and compensation with a race equity lens.
- Schedule “stay interviews”, an interview between a manager and an employee that's designed to learn what keeps employees working for an organization and what aspects need improvement, as well as planned opportunities for more freedom, challenge, growth, and recognition.
- Use post-exit interviews to accurately identify the causes of turnover.
- Make expectations explicit. Don't rely on supervisory norms that staff member might not be aware of.

Organizations can also create pipelines for direct service employees for advancement through training and mentoring, rather than always requiring formal education. Institute shadowing opportunities with leadership to promote growth opportunities.

## **CREATION AND IMPLEMENTATION**

This portion of the tool kit shows an organization how it can move toward developing a racial equity lens in daily work.

- The Organizational Assessment guides organizations in a self-assessment of their equity policies and practices
- The Organizational Plan for Racial Equity outlines the steps an organization plans to take in moving racial equity work forward.

- The Racial Equity Impact Tool gives a step-by-step process of how to consider the impacts of an organization's work before moving forward.

### **Organizational Assessment**

The Organizational Assessment (Appendix B) was adapted from the Housing Development Consortium and the Washington Race Equity and Justice Initiative's Organizational Assessment. Each of these tools were data-tested and designed to gather a holistic snapshot of practices and policies as they relate to racial equity.

The assessment will help organizations gather baseline data and information areas for change and improvement. It includes specific actions and targets that will lead to improved outcomes for the community. Additionally, the Organizational Assessment will:

- Encourage transformative dialogue within organizations, leading to a greater understanding of racial equity issues and how to address them.
- Facilitate the sharing of information, resources, mutual support, and improvement tools.
- Build shared accountability across different organizations.
- Help organizations identify priorities that can be detailed in an Organizational Equity Plan

The Organizational Assessment is divided into four sections: Organizational Readiness Reflection, General Questions, Short Answer Questions, and Narratives. These sections can be completed in any order. The length of time each section can take to complete depends upon the depth of information the organization is looking to assess. There are no set timelines for completion. Each organization should establish an internal timeline for assessment and planning. Timelines need to be flexible and reflective of the organization's equity goal.

Through assessment, organizations may find that they can apply a more consistent equity lens to policies, procedures, and practices or that organizational structure and culture can cause challenges to equity being integrated into strategy and practice.<sup>6</sup>

#### *Who Should Complete the Tool?*

It is recommended that the organization's chief executive and senior management team take the lead responsibility for completing the tool. However, to truly make an organizational impact, organizations need to commit to involving frontline staff to achieve effective results. Teams should include a cross section of frontline staff and higher-level officials. The chief executive should inform and engage the organization's board leadership as appropriate before, during, and/or after completion of the tool.

### **Organizational Plan**

With tools and resources available within this toolkit, organizations will have the opportunity to develop an action plan to institute racial equity within their organization. The template for an organizational plan (Appendix C) is geared to develop achievable commitments and a relevant

---

<sup>6</sup> Nellie Mae Education Foundation, (2018), 6 Things We've Learned Through An Equity Assessment Process

strategy to advance racial equity over the course of one year. There are tips within the template as to where to find assistance with strategy and planning.

### **Equity Impact Tool**

The goal of the Racial Equity Impact Tool<sup>7</sup> (Appendix D) is to lay out a process and set of questions to guide the development, implementation, and evaluation of policies, initiatives, programs, and budget issues to address the impacts of racial equity. Organizations should use this tool to address the issues that were revealed in the organizational self-assessment and to be aligned with desired outcomes outlined in the organizational plan for racial equity.

There are six steps involved in the process for using the tool:

1. Set outcomes
  - a. Leadership communicates key outcomes for racial equity to guide analysis.
2. Involve those impacted the most (Stakeholders, as in community members, staff, individuals and families with lived experience, and others).
3. Gather information from community and staff on how the issue benefits or burdens the community in terms of racial equity.
4. Determine benefit and/or burden
  - a. Analyze issue for Impact and alignment with racial equity outcomes.
5. Advance opportunity or minimize harm
  - a. Develop strategies to create greater racial equity or minimize unintended consequences.
6. Evaluate. Raise racial awareness. Be accountable.
  - a. Track impacts on communities of color over time. Continue to communicate with and involve stakeholders. Document unresolved issues.

## **CONTINUOUS IMPROVEMENT**

Once a quarter, The CoC's Diversity, Equity, and Inclusion Committee will offer assistance with this toolkit to CoC members and organizations. The committee is interested in feedback from organizations who complete this process and would appreciate receiving a copy of the report from this analysis. Contact [aslyker@hlapinellas.org](mailto:aslyker@hlapinellas.org) for more information about the committee or to schedule time to receive assistance.

---

<sup>7</sup> Race and Social Justice initiative, <https://www.seattle.gov/rsji>

## Appendix A: Pinellas County Continuum of Care Glossary of Shared Language

Antiracism <sup>8</sup>	Antiracism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Antiracism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts.
Antiracist <sup>9</sup>	An antiracist is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression or ideas that racial groups are equals and do not need developing and supporting policies that reduce racial inequity.
Bias	Prejudice: an inclination or preference, especially one that interferes with impartial judgment. Explicit Bias: The conscious action by a person to act on their prejudice through verbal, physical or exclusionary behavior. Implicit Bias: The unconscious presentation of prejudice that can seep into a person’s affect or behavior and is outside the full awareness of that person.
BIPOC <sup>10</sup>	Acronym short for “Black, Indigenous, and people of color”
“Black” <sup>11</sup>	In the context of writing style guidelines, news and research organizations increasingly capitalize the term “Black” when referring to people and cultures of African origin and do not capitalize “white” in racial, ethnic, and cultural contexts.
Black Lives Matter <sup>12</sup>	A global organization whose mission is to address systemic and state violence against African Americans. Per the Black Lives Matter organizers: “In 2013, three radical Black organizers—Alicia Garza, Patrisse Cullors, and Opal Tometi—created a Black centered political will and movement building project called #BlackLivesMatter. It was in response to the acquittal of Trayvon Martin’s murderer, George Zimmerman. The project is now a member-led global network of more than forty chapters. Black Lives Matter members organize and build local power to intervene in violence inflicted on Black communities by the state and vigilantes. Black Lives Matter is an ideological and political intervention in a world where Black lives are systematically and intentionally targeted for demise. It is an affirmation of Black folks’ humanity, our contributions to this society, and our resilience in the face of deadly oppression.”
Climate Justice	Climate justice is a term and movement that acknowledges climate change can have differing social, economic, public health, and other adverse impacts on underprivileged populations. Advocates for climate justice are striving to have these inequities addressed head-on through long-term mitigation and adaptation strategies.

<sup>8</sup> Race Forward

<sup>9</sup> Ibram X Kendi, *How to be an Antiracist*, Random House, 2019

<sup>10</sup> New York Times, “Where Did BIPOC Come From?”

<sup>11</sup> New York Times, [“Uppercasing ‘Black’”](#), June 30, 2020

<sup>12</sup> Black Lives Matter, [“Herstory”](#)

Coalition	A collection of different people or groups working toward a common goal.
Critical Race Theory <sup>13</sup>	The Critical Race Theory movement is a collection of activists and scholars interested in studying and transforming the relationship among race, racism, and power. The movement considers many of the same issues that conventional civil rights and ethnic studies discourses take up but places them in a broader perspective that includes economics, history, context, group- and self-interest, and even feelings and the unconscious. Critical race theory treats race as central to the law and policy of the United States.
Discrimination <sup>14</sup>	The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion, and other categories.
Diversity <sup>15</sup>	The wide variety of shared and different personal and group characteristics among human beings. Diversity includes many characteristics that may be visible such as race, gender, and age, and it also includes less obvious characteristics like personality style, ethnicity, ability, education, religion, job function, life experience, lifestyle, sexual orientation, gender identity, geography, regional differences, work experience, and family situation that make us similar to and different from one another.
Environmental Justice <sup>16</sup>	Environmental justice is the fair treatment and meaningful involvement of all people, regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Fair treatment means that no population bears a disproportionate share of negative environmental consequences resulting from industrial, municipal, and commercial operations or from the execution of federal, state, and local laws; regulations; and policies. Meaningful involvement requires effective access to decision makers for all, and the ability in all communities to make informed decisions and take positive actions to produce environmental justice for themselves.
Environmental Racism	Environmental racism is the disproportionate impact of environmental hazards on people of color. Environmental racism refers to the institutional rules, regulations, policies, or government and/or corporate decisions that deliberately target certain communities for locally undesirable land uses and lax enforcement of zoning and environmental laws, resulting in communities being disproportionately exposed to toxic and hazardous waste based upon race. Environmental justice is the movement's response to environmental racism.
Equality	A state of affairs in which all people within a specific society or isolated group have the same status in certain respects, including civil rights, freedom of speech, property rights and equal access to certain social goods and services.

<sup>13</sup> Critical Race Theory: An Introduction by Richard Delgado, Jean Stefancic, NYU Press, 2001

<sup>14</sup> Institute for Democratic Renewal and Project Change Anti-Racism Initiative, [A Community Builder's Tool Kit](#).

<sup>15</sup> University of California at Berkeley Center for Equity, Gender and Leadership, [Equity Fluent Leaders Glossary of Key Terms](#).

<sup>16</sup> [United States Department of Energy](#)

Equity <sup>17</sup>	Equity is providing support, assistance, and tools to provide everyone with what they need to succeed in society. While equality seeks the same treatment for everyone, equity seeks the same outcome for everyone-- while materially adjusting for historical, economic, and social disadvantages. See definition for Racial Equity.
Ethnicity <sup>18</sup>	A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, and ancestral geographical base.
Generational Poverty <sup>19</sup>	Generational Poverty is where a family has lived in poverty for at least two generations. It is important to understand the difference between Generational Poverty and Situational Poverty. A person/family can experience Situational Poverty when their income and support is decreased due to a specific change—job loss, divorce, death, etc. While there can be a domino effect caused by this one significant change, this is often a temporary setback. This typically is not so with generational poverty.
Hispanic	Refers to people who speak Spanish or who are descendants of those from Spanish speaking countries.
Intergenerational Wealth <sup>20</sup>	A long-term perspective reflective of wealth’s cumulative nature and the extent and channels of wealth reproduction across generations. Grandparental wealth is a unique predictor of grandchildren’s wealth, with five channels serving as the means of wealth transmission: gifts and bequests, education, marriage, homeownership, and business ownership. Because of the advantages arising from intergenerational family wealth, African American households experience significant disadvantages in both wealth attainment and intergenerational wealth mobility compared to whites.
Gentrification <sup>21</sup>	A process of neighborhood change that includes economic change in a historically disinvested neighborhood — by means of real estate investment and/or new higher-income residents moving in, as well as demographic change that may include changes in the education level and the racial make-up of residents.  This process often increases the demand for housing and drives up prices, resulting in an increase in property values and the displacement of earlier, usually poorer residents. Many anti-displacement activists define gentrification

<sup>17</sup> From the Ross Initiative in Sports for Equality, Rise Module: Equality vs. Equity, <https://risetowin.org/what-we-do/educate/resource-module/equality-vs-equity/index.html>

<sup>18</sup> *Teaching for Diversity and Social Justice: A Sourcebook*. Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. Routledge, 1997.

<sup>19</sup> *Urban Ventures*

<sup>20</sup> *Multigenerational Correlations in Family Wealth*. Fabian T Pfeffer, Alexandra Killewald, Generations of Advantage. Social Forces, Volume 96, Issue 4, June 2018. *Intergenerational Wealth Mobility and Racial Inequality*. Pfeffer FT, Killewald A. Socius. January 2019.

<sup>21</sup> *Gentrification and Neighborhood Revitalization: WHAT’S THE DIFFERENCE?* National Low Income Housing Coalition.

	as a profit-driven, race, and class change of a historically disinvested neighborhood.
Gentrification without Displacement <sup>22</sup>	In the context of gentrification, displacement often means precisely what one might expect: the forced movement of people out of their homes. Although there is debate about the significance of displacement as a result of gentrification, gentrification without displacement represents the infusion of much-needed investment in disinvested areas—including capital investments, better services, jobs, thriving businesses and other components of a healthy, vibrant neighborhood—while protecting current residents from displacement.
Implicit Bias <sup>23</sup>	Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals’ attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals’ stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess.
Inclusion <sup>24</sup>	Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.
Inequity	Racial inequity is when two or more racial groups are not standing on approximately equal footing. such as the percentages of each ethnic group in terms of dropout rates, single family home ownership, access to healthcare, etc.
Institutional Racism <sup>25</sup>	Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may not mention any racial group, but their effect is to create advantages for some groups and oppression and disadvantage for others.
Internalized Racism <sup>26</sup>	Internalized Racism occurs when individuals in racial groups believe, consciously or unconsciously, racist beliefs about themselves or members of their racial group.
Latino	Refers to geography: specifically, people from Latin America including Central America, South America, and the Caribbean.
Latinx	Relating to people of Latin American origin or descent and is a gender-neutral non-binary alternative to Latino or Latina
Marginalized	Excluded, ignored, or relegated to the outer edge of a group/society/community.
Oppression <sup>27</sup>	The systematic subjugation of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful social group.

<sup>22</sup> <https://ksr.hkspublications.org/2019/07/22/gentrification-without-displacement-a-cautionary-tale-from-brooklyn-to-detroit/>, Kennedy School Review, Harvard Kennedy School.

<sup>23</sup> *State of the Science Implicit Bias Review 2013*, Cheryl Staats, Kirwan Institute, The Ohio State University.

<sup>24</sup> OpenSource Leadership Strategies, *Some Working Definitions*.

<sup>25</sup> *Flipping the Script: White Privilege and Community Building*. Maggie Potapchuk, Sally Leiderman, Donna Bivens and Barbara Major. 2005.

<sup>26</sup> Pacific University Oregon, *Equity, Diversity & Inclusion Glossary of Terms*.

<sup>27</sup> Dismantling Racism Works Web Workbook, *Racism Defined*.



Race <sup>28</sup>	Race is a social and political construct created, starting in the late 16 <sup>th</sup> century, to categorize individuals based on superficial physical characteristics. This categorization was created to give power and access to white people, while simultaneously disempowering and denying access and power to people of color. The construct of race justified and facilitated the colonization, enslavement, genocide, oppression, marginalization, segregation, and domination of persons based on the color of their skin.
Racial Equity <sup>29</sup>	Racial equity is both an outcome and a process. As an outcome, racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or fail to eliminate them. As a process, we apply racial equity when those most impacted by racial inequity are meaningfully involved in the creation and implementation of the policies and practices that impact their lives.
Racial Justice <sup>30</sup>	The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.
Racism <sup>31</sup>	Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices. Racism is different from racial prejudice, hatred, or discrimination.  Racism = race prejudice + social and institutional power Racism = a system of advantage based on race Racism = a system of oppression based on race Racism = a white supremacy system
Redlining	The federal government, through a now-defunct agency called the Homeowners Loan Corporation, worked with local real estate agents and banks to create the maps that drew red lines around predominantly Black and Latino neighborhoods where the government would not insure, and the private sector would not loan money for homeownership. Redlining is at the root of the gulf in wealth between Black and white households in the U.S, even though it was outlawed by the 1968 Fair Housing Act and the 1977 Community Reinvestment Act.
Resilience <sup>32</sup>	The ability to recover from some shock or disturbance.

<sup>28</sup> KIPP Public Schools, [Leading for Racial Equity Glossary](#).

<sup>29</sup> [Center for Social Inclusion](#)

<sup>30</sup> Race Forward, [Race Reporting Guide](#).

<sup>31</sup> Dismantling Racism Works Web Workbook, [Racism Defined](#).

<sup>32</sup> Pacific University Oregon, [Equity, Diversity & Inclusion Glossary of Terms](#).

Segregation <sup>33</sup>	Racial segregation is the systematic separation of people into racial or other ethnic groups in daily life. In the United States, racial segregation was mandated by law in some states (see Jim Crow laws) until the U.S. Supreme Court led by Chief Justice Earl Warren struck down racial segregationist laws throughout the United States.
Structural Racism <sup>34</sup>	The normalization and legitimization of an array of dynamics – historical, cultural, institutional, and interpersonal – that routinely advantage whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of white supremacy, diffused, and infused in all aspects of society including its history, culture, politics, economics, and entire social fabric. Structural involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism – all other forms of racism emerge from structural racism.
Social Determinants of Health <sup>35</sup>	The social determinants of health are the conditions in which people are born, grow, live, work, and age. These circumstances are shaped by the distribution of money, power, and resources at the global, national, and local levels. Examples of resources include employment, housing, education, health care, public safety, and food access.
Systemic Racism <sup>36</sup>	In many ways “systemic racism” and “structural racism” are synonymous. If there is a difference between the terms, it can be said to exist in the fact that a structural racism analysis pays more attention to the historical, cultural, and social psychological aspects of our currently racialized society.
White Privilege <sup>37</sup>	White privilege, or “historically accumulated white privilege,” as we have come to call it, refers to whites’ historical and contemporary advantages in access to quality education, decent jobs and livable wages, homeownership, retirement benefits, wealth and so on.
White Supremacy	White supremacy is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations, and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power, and privilege.
Whiteness <sup>38</sup>	A broad social construction that embraces the white culture, history, ideology, racialization, expressions, and economic, experiences, epistemology, and emotions and behaviors and nonetheless reaps material, political, economic, and structural benefits for those socially deemed white.

<sup>33</sup> [The Warren Court: Completion of a Constitutional Revolution](#)" (PDF). *William & Mary Law School Scholarship Repository*. Archived from the original (PDF) on 3 October 2019.

<sup>34</sup> [Structural Racism for the Race and Public Policy Conference](#), Keith Lawrence, Aspen Institute on Community Change and Terry Keleher, Applied Research Center at UC Berkeley.

<sup>35</sup> World Health Organization [http://www.who.int/social\\_determinants/sdh\\_definition/en/](http://www.who.int/social_determinants/sdh_definition/en/)

<sup>36</sup> [Aspen Institute](#)

<sup>37</sup> [Aspen Institute](#)

<sup>38</sup> Pacific University Oregon, [Equity, Diversity & Inclusion Glossary of Terms](#).

## Appendix B: Organizational Assessment

This assessment is an in-depth look into an organization’s policies, procedures, governance, collaboration/partnerships, and evaluation practices. There are four steps for this assessment. There is no timeframe for completing this assessment, each organization should establish their own internal guidelines based on resources available. While the assessment summary states, to be completed after finishing the full assessment, an organization can choose to complete a summary after completing each section and establish preliminary action plans. It could take an organization several months to years to establish an organizational plan for equity.

### Step 1: Organizational Readiness Reflection

#### *Directions*

Score each question using the below indicators that best describes where the organization is in relation to the organizational characteristics and workforce competencies:

1. No work within this area
2. Identified as an area for improvement but no plans/work yet
3. Planning/implementation in process
4. Implemented but not yet uniformly applied across organization
5. Firmly established and able to model for other organizations

### Securing an Organizational Commitment to Race Equity Work

1. The organization incorporates race equity into its mission, vision, and/or values statements.

1	2	3	4	5
---	---	---	---	---

2. The organization has allocated financial and human resources toward internal and/or external race equity work. This may include assigning personnel or funding for coordination of work, development, and implementation of plans, and/or monitoring and evaluation work.

1	2	3	4	5
---	---	---	---	---

3. Organizational commitment to addressing/eliminating racial and ethnic inequities.

1	2	3	4	5
---	---	---	---	---

4. The organization has plans to use racial equity work in planning and implementation.

1	2	3	4	5
---	---	---	---	---

5. Organizational hiring practices to address racial and ethnic inequities, addressing the hiring of employees who represent communities of color; immigrant and refugees within the confines of current law.

1	2	3	4	5
---	---	---	---	---

6. Organization uses supports to create and support authentic community partnerships that are empowering and respective of local context with engagement and input.

1	2	3	4	5
---	---	---	---	---

7. The organization establishes and uses supports for staff to address racial and ethnic inequities.

1	2	3	4	5
---	---	---	---	---

8. Internal communications within the organization are inclusive and culturally responsive.

1	2	3	4	5
---	---	---	---	---

9. The organization uses data gathering and planning practices that are accessible to and as appropriate, driven by community stakeholders, incorporating community narratives and experience.

1	2	3	4	5
---	---	---	---	---

10. The organization supports an authentic and early process for noticing, naming, and addressing dynamics of racism within the organization.

1	2	3	4	5
---	---	---	---	---

11. The organization establishes and uses supports for staff to address racial and ethnic inequities.

1	2	3	4	5
---	---	---	---	---

**Creating More Equitable Organizational Culture**

1. The board of directors, executive staff, management staff, and all employees have an understanding of the social, environmental and structural determinants of racial and ethnic inequities.

1	2	3	4	5
---	---	---	---	---

2. The board of directors, executive staff, management staff, and all employees have knowledge of affected community (can be developed by building and maintaining authentic relationships with communities of color, analysis of community-driven data, etc.).

1	2	3	4	5
---	---	---	---	---

3. The organization creates space for discussing issues of race and racism in ways that are relevant to the work.

1	2	3	4	5
---	---	---	---	---

4. The organization encourages/makes racial competency trainings, in addition to culture competency training, available on an ongoing basis to staff, board, and volunteers.

1	2	3	4	5
---	---	---	---	---

5. The organization encourages ideas, strategies, initiatives, and feedback from all stakeholders of the organization (including frontline staff, volunteers, clients - not only those with positional authority).

1	2	3	4	5
---	---	---	---	---

6. The organization has made a public and displayed commitment to racial equity.

1	2	3	4	5
---	---	---	---	---

7. The Board of Directors is representative of the community being served, including representation from individuals with lived experience.

1	2	3	4	5
---	---	---	---	---

8. The organization has a written racial equity plan with clear actions, timelines, people responsible for each action, indicators of progress and processes for monitoring and evaluation.

1	2	3	4	5
---	---	---	---	---

9. The organization visibly post materials in appropriate and relevant languages other than English.

1	2	3	4	5
---	---	---	---	---

10. Advocacy on behalf of racial equity or social justice seen as part of the organization's work.

1	2	3	4	5
---	---	---	---	---

11. There are visible signs of the organization's commitment to racial equity in primary physical location(s), e.g., signage that states the organization's commitment and/or physical representation of diverse communities.

1	2	3	4	5
---	---	---	---	---

12. Organizational materials are assessed for racial bias and reviewed to ensure reflection of the community's diversity.

1	2	3	4	5
---	---	---	---	---

13. The organization requires vendors and contractors to adhere to the organization's equity practices and policies.

1	2	3	4	5
---	---	---	---	---

14. The organization has an internal structure that drives the organization's equity work and is responsible for evaluating strategic plan outcomes that focus on equity. e.g., an equity committee responsible for addressing racial equity.

1	2	3	4	5
---	---	---	---	---

15. Organizational meetings are conducted in a manner that supports equity and inclusion, and values diverse ways of speaking, thinking, debating, reflecting, and making decisions.

1	2	3	4	5
---	---	---	---	---

**Recruiting, Hiring, & Retaining a Diverse Workforce**

1. The organization has benchmarks to work toward around leadership, professional development, retention of staff, and volunteers of color.

1	2	3	4	5
---	---	---	---	---

2. The organization has internal hiring policies to address hiring inequities and promote outreach, recruitment, and retention of marginalized communities, specifically people of color.

1	2	3	4	5
---	---	---	---	---

3. The organization acts on suggested equity practices in recruitment and hiring, including but not limited to posting salary ranges, considering “equivalent experience” as comparable to formal education, and/or anonymized reviews of applications.

1	2	3	4	5
---	---	---	---	---

4. The organization has explicit policies prohibiting discrimination, microaggressions, and harassment of people of color as well as a mechanism in place to address issues raised regarding racial or other equity-related barriers for opportunity occurring in the workplace.

1	2	3	4	5
---	---	---	---	---

5. The organization evaluates staff, volunteers, and leadership, during performance reviews or otherwise, on the development or application of anti-racism and pro-equity skills.

1	2	3	4	5
---	---	---	---	---

6. The organization works to ensure that people of color and people of color-led organizations are robustly represented within its pipeline of leaders and decision-makers.

1	2	3	4	5
---	---	---	---	---

7. The organization provides a living wage to all personnel that considers regional cost of living (i.e., housing, food, transportation, child care, health care).

1	2	3	4	5
---	---	---	---	---

8. Racial justice knowledge, skills and practices are incorporated into performance objectives (such as job descriptions and work plans) and appraisals/ evaluations for staff.

1	2	3	4	5
---	---	---	---	---

9. The organization has effective formal and informal complaint procedures for staff regarding workplace complaints.

1	2	3	4	5
---	---	---	---	---

10. Performance appraisals/evaluations include progress on racial equity and cultural competency goals.

1	2	3	4	5
---	---	---	---	---

**Developing Accountability to and In Partnership with Communities of Color**

1. The organization intentionally identifies and builds relationships with organizations and communities of color and Hispanic/LatinX as key, relevant stakeholders.

1	2	3	4	5
---	---	---	---	---

2. The organization partners with communities of color and Hispanic/LatinX in ways that allow voices, and perspectives for shared organizational decision making.

1	2	3	4	5
---	---	---	---	---

3. The organization develops and implements an accountability structure and honors the actions because of inclusive decision-making with organizations and communities of color and Hispanic/LatinX as relevant stakeholders.

1	2	3	4	5
---	---	---	---	---

4. The organization implements review processes that include partnerships with communities of color and Hispanic/LatinX.

1	2	3	4	5
---	---	---	---	---

5. The organization has policies and practices in place that allows for responsiveness when community-based partners ask for immediate support and action.

1	2	3	4	5
---	---	---	---	---

### Applying An Anti-Racism Lens to Programs, Advocacy, & Decision Making

1. The organization's evidence-based decisions regarding communities of color (either collectively or as individual communities) are reviewed with the impacted community.

1	2	3	4	5
---	---	---	---	---

2. The organization has policies in place that aims and prioritizes collecting, tracking, and analyzing data on racial demographics to inform program goals and advance racial equity (i.e., disaggregating client data by race and considers factors like language access/interpretation, accommodations, childcare, food, and proximity to transportation, when planning projects.)

1	2	3	4	5
---	---	---	---	---

### Reflections

If you notice that the answers tend toward the 1 and 2 range, we recommend that you only complete Step Two. If you notice that the answers tend toward the 3 and 4 range, we recommend that you skip to Step Three. If a majority of your answers are in the 5 range, skip to Step Four.

### Step Two – General Questions

#### Directions

Please answer the questions below. Put a "Y," "N" "?" or "N/A" in the blank to indicate Yes, No, Unknown, or Not Applicable.

1. Does the organization have an internal structure whose goal is to address issues of racial equity (e.g., an equity committee, human resources, or professional development focus)?

Y	N	?	NA
---	---	---	----

2. Is the Board of Directors representative of the community being served?

Y	N	?	NA
---	---	---	----

3. Does the organization have a racial equity policy?

Y	N	?	NA
---	---	---	----

4. Does the organization have a written racial equity plan with clear actions, timelines, people responsible for each action, indicators of progress and processes for monitoring and evaluation?

- |   |   |   |    |
|---|---|---|----|
| Y | N | ? | NA |
|---|---|---|----|
5. Does the organization allow ideas and initiatives to derive from all facets, including but not limited to residents, frontline staff, and leadership? (Not only from executive staff)
- |   |   |   |    |
|---|---|---|----|
| Y | N | ? | NA |
|---|---|---|----|
6. Does the organization have a formal practice regarding the collection of race and ethnicity data for clients, board of directors, volunteers, and employees?
- |   |   |   |    |
|---|---|---|----|
| Y | N | ? | NA |
|---|---|---|----|
7. Do the organization have a plan for how it will use this data?
- |   |   |   |    |
|---|---|---|----|
| Y | N | ? | NA |
|---|---|---|----|
8. Is there a policy regulating the use of race and ethnicity data?
- |   |   |   |    |
|---|---|---|----|
| Y | N | ? | NA |
|---|---|---|----|
9. Does the organization provide language interpreter/translator services for people who speak languages other than English?
- |   |   |   |    |
|---|---|---|----|
| Y | N | ? | NA |
|---|---|---|----|
10. Does the organization assess the racial, ethnic, and linguistic makeup of its workforce?
- |   |   |   |    |
|---|---|---|----|
| Y | N | ? | NA |
|---|---|---|----|
11. Are racial equity and cultural competency training made available to the organization's workforce?
- |   |   |   |    |
|---|---|---|----|
| Y | N | ? | NA |
|---|---|---|----|
12. Does the organization meet with leaders from communities of color to get feedback about the organization?
- |   |   |   |    |
|---|---|---|----|
| Y | N | ? | NA |
|---|---|---|----|
13. Does the organization meet regularly with leaders from communities of color specifically to design and focus the organization's work on Pinellas County?
- |   |   |   |    |
|---|---|---|----|
| Y | N | ? | NA |
|---|---|---|----|

### Step 3: Short Answer Questions

#### Organizational Commitment, Leadership & Governance

1. If the organization has made a public commitment to racial equity, please describe how the commitment was made and who made it.  
Click or tap here to enter text.
2. If the organization has an internal structure, e.g., an equity committee responsible to addressing racial equity, please describe the structure including its scope of work and composition.  
Click or tap here to enter text.



### **Racial Equity Policies & Implementation Practices**

1. If the organization has a written racial equity policy and/or plan, how are communities of color incorporated into ongoing implementation efforts?

Click or tap here to enter text.

### **Organizational Climate, Culture & Communications**

1. Describe the organization's primary physical space and what it may communicate to diverse stakeholders. Is it welcoming and accessible? Consider the use of height, open spaces, natural or artificial light, art, signage, and visual representations.

Click or tap here to enter text.

2. Describe whether, and how, the organization's entrance area is welcoming and supportive of diverse individuals and families (e.g., is there comfortable seating and supports for those with children?).

Click or tap here to enter text.

3. Please provide a couple of examples of how organizational meetings are conducted in a manner that supports equity and inclusion, and values diverse ways of speaking, thinking, debating, reflecting, and making decisions.

Click or tap here to enter text.

4. What practices or structures does the organization have in place to support employees of color, e.g., mentoring, employee support groups, comprehensive orientations? Are there supports for employees of color to move into positions with low diversity?

Click or tap here to enter text.

5. How does the organization market, brand and/or message its equity initiatives?

Click or tap here to enter text.

### **Service-Based Equity**

1. Please provide a couple of examples of how race and ethnicity service-user data has informed the organization's service delivery practices and decision-making regarding services.

Click or tap here to enter text.

2. How does the organization ensure that language services (translation/interpretation) are adequately aligned with community needs?

Click or tap here to enter text.

### **Service User Voice & Influence**

1. Please list organizational structures that ensure service-user participation by communities of color (e.g., service delivery, evaluation, quality improvement, hiring practices, performance appraisals, service-user satisfaction).

Click or tap here to enter text.

### **Workforce Composition & Quality**

1. Please list the organization's key priorities related to cultural and linguistic competencies for staff and leadership.

Click or tap here to enter text.

### **Community Collaboration**

1. In what ways are communities of color formally recognized as key stakeholders in organizational decision-making?

Click or tap here to enter text.

2. How does the organization ensure that community engagement practices with communities of color are culturally appropriate for communities of color? Please include some specific practices.

Click or tap here to enter text.

### **Resource Allocation & Contracting Practices**

1. Please provide a couple of examples of how racial justice values influence the organization's investments.

Click or tap here to enter text.

### **Data, Metrics & Continuous Quality Improvement**

1. Please provide a couple of examples of how race and ethnicity data from within the organization has affected your services, investments, or employment practices.

Click or tap here to enter text.

## **Step 4: Narrative Questions**

### **Organizational Commitment, Leadership & Governance**

1. How do the senior leaders of the organizations act consistently around racial equity by, e.g., allocating sufficient resources for equity initiatives, making racial justice a standing agenda item at key meetings, and ensuring people of color are decision makers? Provide 2-3 specific examples.

Click or tap here to enter text.

### **Racial Equity Policies & Implementation Practices**

1. If the organization has a written racial equity policy and/or plan, how does the governing body monitor progress?

Click or tap here to enter text.

### **Organizational Climate, Culture & Communications**

1. How is the organization's internal culture of inclusion and equity communicated? (Practices may include noticing barriers to participation, planning that incorporates participation supports, public appreciation of "out loud" interrupting or naming of inequities, and encouragement when difficult topics are surfaced.)

Click or tap here to enter text.

2. Please describe how the organization actively builds a culture of inclusion and equity.

Click or tap here to enter text.

3. What processes and practices intentionally include or exclude community members?

Click or tap here to enter text.

4. How does the organization support an authentic and early process for noticing, naming, and addressing dynamics of racism within the organization?

Click or tap here to enter text.

### **Service-Based Equity**

1. How does the organization incorporate goals of service equity and culturally appropriate service delivery? Provide a couple of examples of how this is codified in policy or implemented in practice.

Click or tap here to enter text.

2. Please describe how the organization evaluates the quality and effectiveness of interpretation and translation services it either contracts for or provides.

Click or tap here to enter text.

### **Stakeholder Voice & Influence**

1. Please provide a couple of examples of how client and stakeholder input has influenced the organization.

Click or tap here to enter text.

### **Workforce Composition & Quality**

1. If the organization has an internal structure responsible for workforce diversity (e.g., or office of diversity), please briefly describe the structure or role, and the scope of work.

Click or tap here to enter text.

2. How do racial justice and cultural competency goals inform the organization's investments in training and professional development?

Click or tap here to enter text.

3. How does the organization evaluate the effectiveness of racial equity and cultural competency trainings available for staff and leadership?

Click or tap here to enter text.

### **Community Collaboration**

1. How does the organization ensure that your organization is responsive to current and emerging issues in communities of color?  
Click or tap here to enter text.
2. How does the organization formally collaborate with community-based organizations of color to determine and address your organization's responsiveness to the needs of communities of color?  
Click or tap here to enter text.

### **Resource Allocation & Contracting Practices**

1. In what ways does the organization's budget allocations aligned with racial equity goals, plans, policies and/or values?  
Click or tap here to enter text.

### **Data, Metrics & Continuous Quality Improvement**

1. Please describe how programs are evaluated in terms of their impact on communities of color and racial equity goals? You may include internal and external evaluation processes.  
Click or tap here to enter text.

### **Assessment & Accountability Tool Summary**

This one-page summary should be completed after an organization completes all the steps of the assessment.

1. Organizational Overview (Please provide a 5-10 sentences that are a description of the organization as it relates to race equity.):  
Click or tap here to enter text.
2. Strengths (Based on the results of the assessment tool.)  
Click or tap here to enter text.
3. Opportunities for Growth (Based on the results of the assessment tool.)  
Click or tap here to enter text.
4. Possible Action Areas (Based on the results of the assessment tool - These are three actions that will take in the next 12 months)  
Click or tap here to enter text.
5. Stretch Goals (Based on the results of the assessment tool - These are three actions that will take in the next three to five years.)  
Click or tap here to enter text.

## Appendix C: Organizational Plan

### Organizational Plan Template

**General-** Please share the name of the organization, core values, and the lead contact(s).

**Goals-** Please outline the primary racial equity goals the organization hopes to accomplish in one year based on the possible action areas from the assessment tool summary.

**Action Plan** – What strategies will be implemented to accomplish the goals.

**Staffing** - Outline how this work will be staffed. For assistance see the Power of Language and Identification sections of the tool kit.

**Budget-** Outline the budget for this work.

**Timeline-** Please provide a month-by-month outline of the project.

**Future-** Please share how the organization will include a racial equity lens in future strategic planning. For help with this section see Creating Organization Space for Conversation on Race.

**CoC Support-** Please share how the CoC can support the organization in carrying out its goals.

## Appendix D: Racial Equity Impact Tool Worksheet

**Title of Program of Project:** Click or tap here to enter text.

**Description:** Click or tap here to enter text.

**Department:** Click or tap here to enter text.

**Contact:** Click or tap here to enter text.

**Check the term that best describes the racial equity division the organization would like to implement:**

Policy       Initiative       Program       Budget Issue

### Step 1: Set Outcomes

What is the primary purpose for addressing racial equity? Which of the following racial equity opportunity areas will the issue primarily impact:

- Education
- Community Development
- Health
- Environmental
- Criminal Justice
- Jobs/Workforce Development
- Housing
- Homeless
- Other: Please List [Click or tap here to enter text.](#)

Are there impacts on:

- Contracting Equity
- Workforce Equity
- Immigrant and Refugee Access to Services
- Inclusive Outreach and Public Engagement

If there are impacts, please describe:

[Click or tap here to enter text.](#)

**Step 2: Involve Stakeholders.** (The Education section of this tool kit may be of assistance.)

What geographic areas are being impacted the most?

[Click or tap here to enter text.](#)

What are the racial demographics of those living in the area or are impacted by the issue?  
Click or tap here to enter text.

How has the organization involved community members and stakeholders?  
Click or tap here to enter text.

What does data and conversations with stakeholders tell the organization about existing racial inequities that influence people's lives and should be taken into consideration?  
Click or tap here to enter text.

What are the root causes or factors creating these racial inequities?  
Click or tap here to enter text.

### **Step 3: Determine Benefit and/or Burden**

Take into consideration what has been learned from stakeholder involvement and provide a statement about benefit or additional burden to the organization. (The Identification and Securing an Organizational Commitment sections of this tool kit may be of assistance.)

How will policy, initiative, program, or budget issue increase or decrease racial equity?

a. What are potential unintended consequences?

Click or tap here to enter text.

b. What benefits may result?

Click or tap here to enter text.

c. Are impacts aligned with the organization's community outcomes that were defined in step 1?

Click or tap here to enter text.

### **Step 4: Advance Opportunity or Minimize Harm**

How will the organization address the impacts (including unintended consequences) on racial equity? (The Language Matters, Identification, and Securing an Organizational Commitment sections of this tool kit may be of assistance.)

a. What strategies address immediate impacts?

i. Program Strategies?

Click or tap here to enter text.

ii. Policy Strategies?

Click or tap here to enter text.

iii. Partnership Strategies?

Click or tap here to enter text.

- b. How will the organization's partner with stakeholders for long-term positive change?  
Click or tap here to enter text.
- c. If impacts are not aligned with desires community outcomes, how will the organization re-align the work?

**Step 5: Evaluate. Raise Racial Awareness. Be accountable** (The Securing an Organizational Commitment section of this tool kit may be of assistance.)  
How will the organization evaluate and be accountable?

- a. How will the organization evaluate, and report impacts on racial equity over time?  
Click or tap here to enter text.
- b. What is the goal and timeline for eliminating racial inequity?  
Click or tap here to enter text.
- c. How will the organization retain stakeholder participation and ensure internal public accountability?  
Click or tap here to enter text.
- d. How will the organization raise awareness about racial inequity related to this issue?  
Click or tap here to enter text.
- e. What is unresolved? What resources/partnerships does the organization still need to make changes?  
Click or tap here to enter text.



## Appendix E: Naming & Framing Racism and White Privilege in Everyday Life - Role-Play Activity

Below are some role-play scenarios that your organization can set-up to help develop skills and tools for challenging racism and white privilege in your everyday workplace lives.

*For each scenario, there are two roles:*

**Role 1:** Subject of intervention: the person you need to talk to intervene in the situation.

**Role 2:** Namer/framer: the person who is intervening in an oppressive situation, explaining the principles of racism, or pointing out how the racial lens applies.

**Observers:** These people provide feedback on how the namer/framer did, offer suggestions or give praise.

*Here is how it goes:*

1. Each scenario has a description of the situation, followed by further background as necessary to set the stage. Everyone should read the situation or have someone read it aloud before starting.
2. In most scenarios, the Subject (Role 1) reacts or says something to begin the dialogue based on the described scenario.
3. The Namer/Framer (Role 2) engages in dialogue to interrupt an oppressive moment or educate the subject.
4. The Subject can respond and play their role, but keep in mind this is only for practice, no need to get into debates. Try to keep whole interaction to a couple of minutes to give everyone plenty of time to practice.
5. Observer should stop it after two or three exchanges and give brief observations/suggestions.

*For the namer/framer:*

This is the time to take a risk. If you never knew what to say, now's the time to just try something and see how it works. If it does not work, why? What would work better? If this is old hat for you, try to go deeper.

*For the subject:*

Try to understand where the person in your role is coming from and respond as you think they would. Do not go out of your way to put on an Oscar winning performance by trying to make it difficult, and do not try to make it easy either. Just try to understand the perspective beneath the statement and portray it honestly.

*For the observers:*

What did you notice during the interaction? What non-verbal cues did you pick up from either of the role-play pair? What did the namer/framer do right? What could be a good thing to build on? Where did they get stuck? What alternative approaches can you suggest?

*Naming & Framing Tips and Tricks*

**Naming** - Calling out instances of racism and white privilege

**Framing** -Strategy of using an analysis of institutional and structural racism to reshape the conversation

### *Potential Approaches for Challenging Racism - Scenarios*

1. Marginalization of people of color in the workplace:

A person of color expresses a strong opinion supporting a suggested course of action, citing an emotional personal story. The group facilitator, clearly uncomfortable with the emotion expressed, nods and asks if there are any other ideas. The suggested course of action is not discussed any further and a couple of other ideas, suggested by white people are discussed at length and someone makes a motion to accept the one that was talked about the most.

**Role 1 (s):** The facilitator says, "Well, if there is no further discussion, I will call for a vote."

**Role 2 (n/f):** Say something to interrupt the racism in this situation.

2. Promotion of racial stereotypes in the workplace:

You notice that your company's new promotional brochure has pictures of white people in business suits shaking hands with elected officials and black people in hard hats with shovels in their hands.

**Role 1 (s):** A coworker who you mentioned this to has never noticed these trends and says, "I don't get it what's the big deal?"

**Role 2 (n/f):** As a person in this workplace, try naming and framing the racism in this situation with your coworker.

3. Promotion of racial stereotypes in the workplace:

Your agency invites a speaker to talk about community needs in the face of the economic downturn.

**Role 1 (s):** He makes the statement that "We are recommending development of family resource centers that will have parenting classes and cultural activities because in our study we have found that the community (a neighborhood that you know is mostly African American suffers from gang violence in part because of weak family structure and lack of cultural resources."

**Role 2 (n/f):** As a member of the audience, try naming and framing the racism in this statement.

*{This scenario is important to address because of people's general unwillingness to admit that race and class are inextricably tied. In this scenario, addressing the larger racial issues at play*

*will help to identify the elements of structural racism that keep certain communities from thriving)*

4. Diversity Proves Racism Not an Issue in Your Office

**Role 1 (s):** A co-worker says, "Things are diverse here. The last place I worked at was 100% whites and mostly men. So do not tell me we need to address racism here. We are doing great."

**Role 2(n/f):** Try naming and framing racism in response to this statement.

5. Focusing on Race is Really the Problem:

You have a good relationship with your white supervisor and feel comfortable airing your concerns and complaints about the organization you work for without fear of being fired (white privilege in action). You mention that many other social service organizations are adopting anti-racism initiatives and think it would be a good thing for your organization to do as well.

**Role 1 (s):** Your supervisor says, "If you keep focusing on race, we will never get past it. We are all part of humanity; the idea of race is just made up anyway- we just need to quit putting people into artificial racial classifications. By focusing on race, we just continue racism."

**Role 2 (n/f):** Try naming and framing racism in response to this statement.

6. Cultural Repression in the Workplace:

Your manager has worked hard over the past five years to hire a staff that reflects the population your organization is serving, which is diverse. As the office has changed from mostly white to about one third diverse people of color; the decor in the office has begun to change. Many people decorate their cubicles with textiles, art, and posters reflecting their cultures and post flyers and posters about community events on the outside of their cubicles. After a visit from the national leadership, an email comes from HR that new standards for personal effects and decoration of cubicles have been established. The standards require that decoration of personal space must conform to business standards and should be limited to a small number of framed family photos, small, tasteful art objects and nothing that can be seen above or outside the cubicle walls.

**Role 1 (s):** Your boss, who is white, announces, "You all received the email from HR about office decor. I expect you to comply with it by the end of the week."

**Role 2 (n/f):** Try a response that names or frames the racism in this situation.

7. Discrimination in the Workplace:

A powerful supervisor has disciplined several people of color resulting in demotions and undesirable reassignments. The white people in her unit get assignments that allow them to

gain new skills and recognition while the people of color consistently get mundane, less desirable work or projects that are required, but under resourced, resulting in harder work and mediocre results.

**Role 1 (s):** A coworker who you mentioned this to has never noticed these trends and says, "It can't be intentional on the part of our supervisor; we are an equal opportunity employer and workplace. This sounds like conspiracy theory stuff to me."

**Role 2 (n/f):** As a white person in this workplace, try naming and framing the racism in this situation with your co-worker.

8. Moving From Education to Action:

Your anti-racism group is mostly white, and people are very engaged in educational activities like videos, book groups, speakers on issues of racism. They have great, insightful discussions at these events. They are not willing to go to protests against racial profiling by the police, or demonstrations following a police shooting of a black man, or school board meetings about academic disparities, or rallies for bilingual education.

**Role 1 (s):** Another member of your group says, "This education work we are doing is incredibly important, after all education is the solution to all problems. Besides, we are all volunteers and don't want to waste our weekends going to rallies and protests."

**Role 2(n/f):** Suggest or ask a question to move the group toward getting involved in creating change.

---

**WHAT IS THE DIFFERENCE BETWEEN TRACKING COMMUNITY OUTCOMES AND EVALUATING THE OUTCOMES OF CHANGE STRATEGIES?**

- Community outcomes are conditions that are desired for the whole community — such as on-time graduation for all high school-age youth in a given school district or all residents of a county living in adequate housing at an affordable cost.
- Outcomes of change strategies are the specific changes that are expected to result from the implementation of particular strategies, often in a particular situation or with a particular group
- Change strategies may be targeted at specific groups within the community — for example, at students who are currently behind grade level in middle school or neighborhoods with a high number of absentee landlords who are not maintaining their properties.
- Change strategies may also target organizations or institutions rather than individuals, because these organizations and institutions are in control of resources or opportunities that affect what happens to individuals. For example, change strategies may target school-based management teams to increase the diversity of their membership and the effectiveness of their actions. Or, change strategies may target banks to increase the availability of moderate-interest loans for home improvements or small business start-ups in a particular neighborhood.
- Groups working for change generally want to know about both kinds of outcomes — the conditions of well-being for the whole community that they are ultimately hoping to affect, and the specific results of their activities.
- Gathering information about community outcomes is often called “outcome tracking” and the data are often presented in the form of a community “report card.”
- Showing trends and differences between groups in these outcomes can be a powerful way to demonstrate that a problem exists that needs to be addressed.
- It is also a good way to tell whether what is being done is starting to make a difference across a whole community or other group.
  - Measuring the outcomes of specific strategies or activities for specific people, organizations or institutions who are the targets of those strategies is an important part of evaluating change efforts. It is often done to look at whether or not we are on track to making changes for the community as a whole, before those kinds of broad changes could reasonably be seen.
- If you are using a theory of change approach to evaluation, your theory of change should show how you expect changes for particular people, institutions or organizations to lead to changes for the community as a whole.
- Then, if your evaluation shows that your strategies do produce the specific changes for the particular groups you have indicated, you have a basis for concluding that at least some of the conditions for improving community outcomes are in place as a result of your efforts.

## REJI: Race Equity Culture Continuum for Organizations

The [Crossroads Anti-Racist Organizational Continuum](#) is one powerful visual tool to quickly understand where an organization's starting point might be and illustrates the developmental stages towards committing to, demonstrating and delivering on the promise of Race Equity and Justice. The continuum below, adapted from Crossroads and EYC Associates, is drawn from a "Multicultural Organizational Development Continuum" by Bailey Jackson and Rita Hardiman and further developed by Andrea Avazian and Ronice Branding. It provides insight into where individuals are on their journey toward racial justice competence.

While reviewing the anti-racist continuum, engage stakeholders in discussion and reflection on which stage your organization currently sits in and the following questions:

- What brought you to choose that phase?
- What keeps your organization "stuck" in that phase?
- Do other phases on the continuum align with your organization as well? If so, which ones? Does your organization fall into more than one stage?
- What actions would your organization need to take to move up on the continuum?
- What else stands out you when you review this continuum with your organization in mind?





For strategies of action on each of the stages, explore the diagram below:



**EXCLUSIONARY** ➔

**CLUB** ➔

- ..... Build a shared understanding of the current exclusionary practices.
- ..... Gather data about the impact of status quo on members and reputation of the org.
- ..... Identify any “levers for change” to shift the status quo (i.e., bias incidents, potential law suits, drop in retention).
- ..... Increase visibility of leaders reinforcing their commitment to create a safe, inclusive workplace environment and policies.

- ..... Create a race equity team/committee with diverse representation. Adjust members’ work load to allow full participation.
- ..... Create space for conversation about race through retreats, trainings, and dialogue.
- ..... Conduct an audit with internal and external stakeholders to gather data about org culture such as recruitment and retention of staff of color, grievances, client data, etc. to inform new equitable policies.



**COMPLIANCE** ➔

**AFFIRMING** ➔

- ..... Continue to collect and analyze data.
- ..... Develop long-term equity & inclusion plan.
- ..... Continue training of leadership and staff.
- ..... Clarify and communicate clear expectations for quality of experience for all clients and staff across race.
- ..... Revise performance system to measure race equity practices.
- ..... Implement an initiative to increase race equity of all leaders and staff.

- ..... Leaders review org-wide data on recruitment, retention, development and promotions regularly.
- ..... Conduct feedback sessions with board and staff to diagnose data from the audits.
- ..... Empower a race equity team to work with leadership to address priority issues identified in audit.
- ..... Create space for affinity group learning and connection.
- ..... Train all staff on how to integrate equity and inclusion into their day-to-day activities.



**REDEFINING** ➔

- ..... New race equity norms are communicated widely.
- ..... Revise performance systems, onboarding, and training to highlight key skills and competencies that support the new norms.
- ..... Regular analysis and revision of policies, practices and procedures to ensure that a “race equity analysis” is actively engaged in all planning and decision-making processes, including recruiting and hiring.
- ..... Enhance community outreach efforts and partnership initiatives to build accountability to communities most affected by the work of the organization.

**EQUITABLE & INCLUSIVE** ➔

- ..... Implement continuous improvement strategies and conduct regular audits.
- ..... Revise policies, practices and norms as needed.
- ..... Initiate regional efforts to share good practices, increase inclusion in other orgs and community partners.
- ..... Stay current on efforts of peer organizations.
- ..... Continue to influence all recruiting efforts of leaders, managers, and staff to ensure they demonstrate commitment and success in creating and maintaining inclusive workplace.



## REJI: *Community Agreements*



### ***Establish Brave Space***

In difficult conversations our learning often comes through our own discomfort and risk taking. By avoiding conflict or keeping others “comfortable” you may miss the opportunity to authentically engage with others or further your own understanding. However, we also recognize that sometimes our words create harm despite our best intentions. We acknowledge we are here to learn in community with one another. Our discussions will be more fruitful when we can embrace discomfort, take responsibility for our impact, and extend grace whenever possible.

***Take Space/Make Space*** If you are someone who tends to not speak a lot, challenge yourself to contribute by speaking more. If you tend to speak a lot, make space for others to participate and focus on listening. As a group, notice and acknowledge power dynamics in the room – who is talking first? Who is holding power because of their role (like the facilitator), status, or identity? Who is disengaging or observing instead of actively participating?



### ***Honor Confidentiality***

Share themes and learning outside of the space, but not individual stories.

### ***Be Present***

Engage in active listening and be aware of your thoughts and feelings in the moment. What do you need to stay present and engaged? Limit technology and distractions to only that which furthers your learning.

### ***Speak Your Truth and Let Others Speak Theirs***

Different perspectives are welcome and encouraged. Speak from your own lived experience and not from experience that you do not personally have. Your normal may not be my normal.

### ***Together We Know a Lot***

Each of us brings knowledge to our discussions. But together, we know more than anyone of us alone. Shared learning is a practice in humility because we have something to learn from everyone in the room. It also means we all have a responsibility to share what we know and our questions, so that others may learn from us.

### ***No Fixing, No Saving***

We are here to do our own work and to be in community with one another. Listen deeply and allow others to experience their own discomfort, which may further their learning. If you find yourself wanting to “fix” a situation or alleviate someone else’s (or your own) discomfort, take a moment to reflect on what is coming up for you.

### ***When Your Mind Starts to Judge, Instead Turn to Wonder***

Approach problems and challenges from a place of curiosity and creative thinking rather than a point of frustration or judgment. When you are feeling heated, challenge yourself to form questions instead of statements. Try to remain open to feedback and inquiry that others may offer you.

### ***Embrace Imperfection (We Cannot Be Articulate All of the Time)***

As much as we would like to be, we are human and, therefore, imperfect. We cannot always be articulate. Often people feel hesitant to participate for fear of “messing up” or stumbling over their words. We encourage everyone to participate, even if you cannot get it right all the time. Messing up is an important part of learning and growing. In addition, creating gracious space for ourselves can help us do the same for others.

### ***Expect and Accept Non-Closure***

We want to solve problems and resolve conflict, but this is lifelong work. These are processes and awareness-raising conversations intended to further individual transformation, not the transformation of others. Sometimes you may have to revisit conversations to reconcile differences, and in other cases, things will go left unsaid, unfinished.



## Acknowledgments

Aorta Consulting: [http://aorta.coop/portfolio\\_page/tips-and-tools-for-addressing-systemic-power/](http://aorta.coop/portfolio_page/tips-and-tools-for-addressing-systemic-power/)  
Cultures Connecting: <http://culturesconnecting.com/products/>  
Fleur Larsen Facilitation: <http://www.fleurlarsenfacilitation.com>  
Reverb DEI: <https://www.reverbdei.com/>

## Activity: Breathing Life into Community Agreements

Community Agreements often play a bit part at the beginning of our meetings and are never spoken of again. They can easily become a rote part of our work, resulting in a missed opportunity for impactful change in how we come to racial equity discussions. Integrating them into our work can help illuminate unhelpful dynamics and lead us to more helpful ways of showing up.

### Community Agreements and White Supremacy Norms

There is a reason we need to solidify different ways of being together when we gather to talk about race. Many of the unhelpful ways of gathering called out in community agreements are directly connected to the norms that Tema Okun and Kenneth Jones outline in their seminal article about [White Supremacy characteristics](#), such as:

The **individualism** that distracts us from the fact that **together we know a lot**.

The **perfectionism** that causes us to clam up, for fear that we will say the wrong thing or **be inarticulate**.

The **defensiveness** and **right to comfort** that pulls us **away from wonder and into judgment**.

The **fear of open conflict** that makes us crave “safe space” instead of **brave space**.

A conversation of how these two groups of ideas are connected can help participants understand the ways in which white supremacy culture erodes our ability to engage authentically in conversations about race. Breaking down these patterns in long-form helps us understand the dynamics of white supremacy that are woven throughout everything we do; community agreements can give us a shorthand to remind us daily that we can intentionally be different together.

### Community Agreement Spotlight

Explore community agreements as a way to create self-reflective spaces and shed light on group dynamics. Choose one community agreement per meeting and ask participants to reflect on questions about it in small groups or pairs.

For example, while exploring the community agreement, “**Take Space, Make Space**,” you might ask participants to consider:

“What barriers are you experience to speaking up in the group?”



“What emotional needs are satisfied when you speak in a group setting?”

When considering the community agreement, “**Embrace Imperfection**,” you might ask:

“What stories do you tell yourself about what will happen if you don’t do things perfectly?”

You might ask participants who are experiencing a lot of conflicts to engage with the community agreement “**Turn Judgement into Wonder**” by asking them to think of something they have heard that made them angry and considering:

“Is there a question you could ask that would help you move beyond your anger and create deeper understanding?”

Move all the way through the agreements and then ask participants to consider how multiple agreements might interact. For example, does an inability to embrace perfection lead to an unwillingness to take space in the group? How might turning to judgment erode the production of group knowledge? Post the community agreements in a prominent place so that participants can be reminded of all they have learned through this process about themselves and the group.