# Leading Planning w/Racial Equity

- Shared language/defining Racism, power, oppression and implicit bias

- Reflect on your power as a funder to address COVID in your community

- Things to consider in your planning + tool, resources, community examples

# Language

**Racism** is different from racial prejudice, hatred, or discrimination. Racism involves one group having the **power** to carry out systematic discrimination through institutional policies and practices and by shaping the cultural beliefs and values that support those racist policies and practices.

Indicators of **structural racism** include: inequalities in power, access, opportunities, treatment, policy impacts and outcomes, whether they are intentional or not.

**Oppression** is prolonged, unjust treatment or control over another group

**Implicit Bias** refers to the attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner. These biases are activated without an individual's awareness or intentional control.
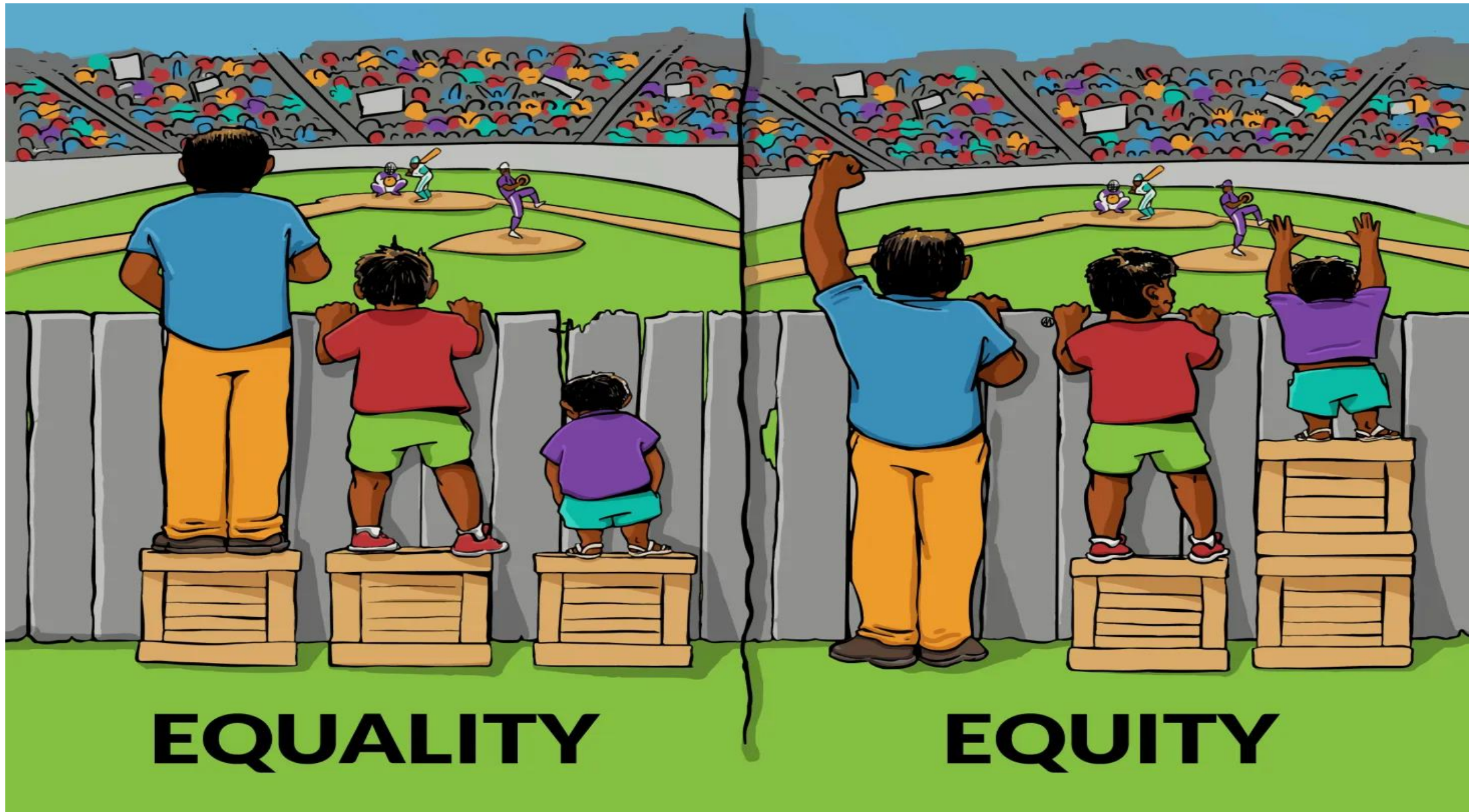
# Equality vs. Equity

- Equality is about sameness; it focuses on making sure everyone gets the same thing

- Equity is about fairness and making sure **everyone** has the opportunity to live prosperous lives; it ensures that each person gets what the person/population needs. It addresses the **differences** to achieving positive outcomes.

**Racial Equity is realized when:**

- Race can no longer be used to predict outcomes

- Outcomes for all groups are improved
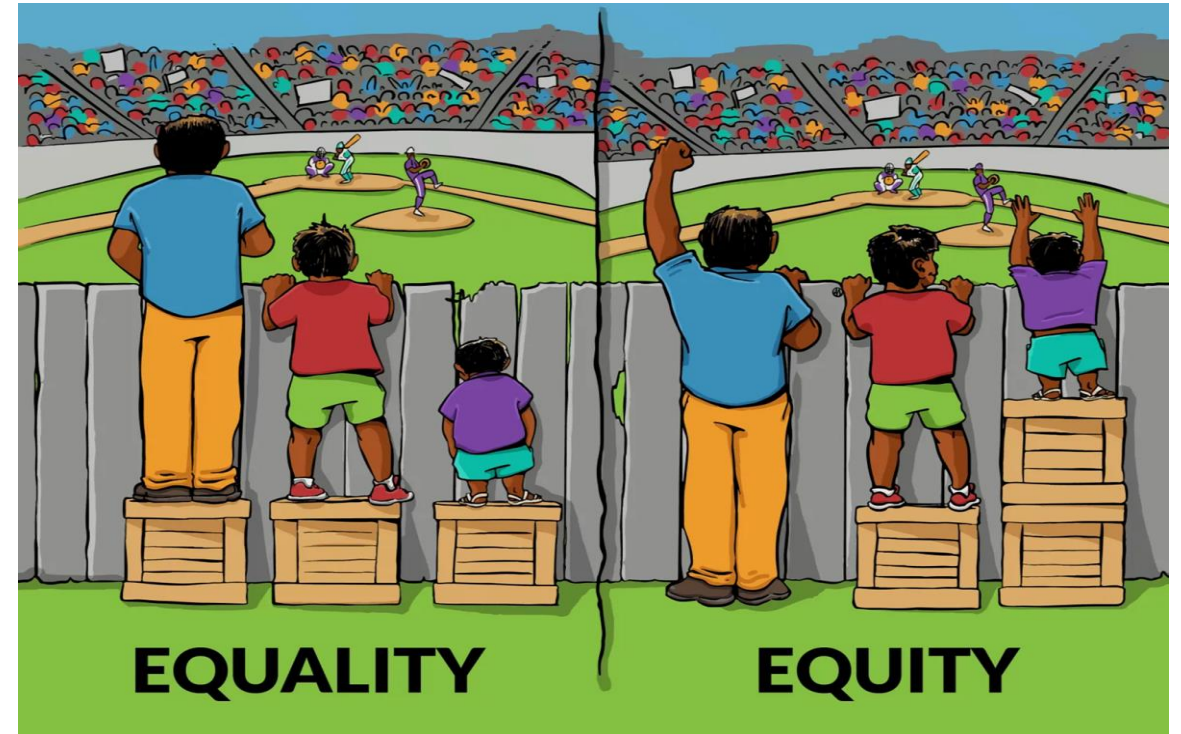
EQUALITY     EQUITY

# Stimulus Funding + Power

**How will you use your power to fund strategies that improve the housing outcomes of oppressed or marginalized groups in your community?**

# Ingredients: Planning Considerations

Leadership – Look at your leadership & decision-making structures (power)

*Centralized power at city level that governs the CoC's priorities; majority white CoC Board; majority white consumer board*

Data – Make data available, transparent (data is power); use a racial equity analysis

*Centralized data at city level; real-time housing placement/CE data is unavailable*

Hiring/Partnering/Linking Arms/Training

*Opportunities in linking arms may lie in local organizing groups; system-wide training opportunities*

System and staff policies/processes

*Opportunities to build a more proactive CE system to benefit those who are most marginalized (i.e. ADA and sidewalk ramps)*

# Concrete Stimulus Planning Steps

1. Include people with lived experience in decision-making (**redistribute power**).

   Keep asking- who is at the table? Who even "owns" the table and why? Who is not at the table?

2. Identify where you see the most disparities  - start spending money there.

3. Contract with providers who have expertise- think the "glob" to bring up provider capacity if they have never run HUD grants before.

4. Track equity within your housing outcomes. Look at those numbers frequently and do something different to improve those outcomes.
   1. # of placements; length of time to permanent housing; returns to homelessness
   2. Don't try to jump to solutions/strategies; need to take time to figure out root causes

# Pivoting from White Dominant Culture Norms

| 'NORM' of White Dominant Culture | PIVOT | SOMETHING DIFFERENT |
|---|---|---|
| **Either/or thinking**<br>Believing people are racist or not racist, good or bad. Seeing incidents of inequity as isolated events. | | **Systems and complexity thinking**<br>Understanding context and intersectionality. Seeing patterns, holding contradictory thoughts & feelings simultaneously. |
| **Paternalism**<br>No consultation or transparency in decision making. Taking over campaigns, mediating and facilitating others. | | **Partnership**<br>Decision making is clear, affected parties are consulted. Evaluations include staff at all levels. Leadership of Frontline communities is respected and nurtured. |
| **Competition**<br>Taking unearned credit for wins. Coopting local organizing efforts, or the work of other staff. Treating core campaign issues as more important than issues that other people are working on. | | **Collaboration**<br>Taking time to build relationships based on trust. Focus is on 'building a bigger pie' instead of fighting over a slice. Mutual support and promotion of each other's campaigns and issues. |
| **Power hoarding**<br>Ideas from less senior people are treated as a threat, information and decision making is confidential. Holding on to resources, scarcity mindset. | | **Power sharing**<br>Ideas at all levels are valued for the positional expertise they represent, ideas from others are requested and space is made for them to be heard. Budgets are made available for viewing, providing input on, and resources are shared equitably and appropriately. |
| **Comfort with predominantly white leadership**<br>Defaulting to all or mostly white leadership using urgency and lack of available, qualified people of color as justifications for doing so. | | **Leadership representative of the communities most affected by inequity**<br>Take time to weave into the fabric of the organization a critical mass of equity-oriented people of color in leadership and on staff at large. Create inclusive |

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| **Priorities and timelines that perpetuate white supremacy culture**<br>Sense of urgency for funder-driven deliverables, but not for community building, capacity building or equity work implementation. | | **Priorities and timelines set for sustainability and equity**<br>People have space for what comes up that is important to address in the moment. More realistic timeframes set. Allocating time for the unexpected and based on how long things actually took last time. |
| **Superiority of the nonprofit written word**<br>If it's not written down, it is not valued. If it's written down in any way other than "Standard American English", it is seen as incorrect or less intelligent. Superiors "correct", edit and change documents to reflect a particular normalized language for that non-profit. | | **All forms of communication valued and taken seriously**<br>Communication is treated simply as communication, stripped of "right" or "wrong", recognizing that an individual's use of language involves culture, power, lived experience and geography. Editing focuses solely on communicating more clearly to a particular audience and done with permission of the writer. Appreciation for how in some communities, info relayed effectively through relationship networks and the spoken word, not just the written word. |
| **Comprehensiveness**<br>Continual research and writing that leads nowhere. Creating multiple reports, groups, committees that are working in isolation and don't build on each other's work. Vision, values and goals that no one can remember nor easily refer to in a meeting. | | **Clarity & alignment for action**<br>Simple, memorizable and repeatable shared vision, values and goals. |

# Equity Based Decisions: New or Reaffirmed Partnerships

**OUTREACH** to and **ENGAGE** with community representatives and organizations that represent and/or are experts in reaching and engaging with underserved and marginalized populations

- Participate in decision-making

- Contract with as new providers

Examples

- YWCA's, Urban Leagues, CDC's, local NAACP chapters, communities of faith, culturally specific organizations, advocacy/organizing agencies

# Racial Equity Impact Assessment

Use a **Racial Equity Impact Assessment** as a systematic way to examine how different racial and ethnic groups will be affected by a proposed action or decision.

**Goal:** Reduce, eliminate or prevent racial inequities in decision making

**Timing:** Use it during the decision-making process, prior to enacting new proposals.

# Racial Equity Impact Assessment

*Below are sample questions to use to anticipate, assess and prevent potential adverse consequences of proposed actions on different racial groups.*

## 1. IDENTIFYING STAKEHOLDERS

Which racial/ethnic groups may be most affected by and concerned with the issues related to this proposal?

## 2. ENGAGING STAKEHOLDERS

Have stakeholders from different racial/ethnic groups— especially those most adversely affected—been informed, meaningfully involved and authentically represented in the development of this proposal? Who's missing and how can they be engaged?

## 3. IDENTIFYING AND DOCUMENTING RACIAL INEQUITIES

Which racial/ethnic groups are currently most advantaged and most disadvantaged by the issues this proposal seeks to address? How are they affected differently? What quantitative and qualitative evidence of inequality exists? What evidence is missing or needed?

## 4. EXAMINING THE CAUSES

What factors may be producing and perpetuating racial inequities associated with this issue? How did the inequities arise? Are they expanding or narrowing? Does the proposal address root causes? If not, how could it?

## 5. CLARIFYING THE PURPOSE

## 6. CONSIDERING ADVERSE IMPACTS

What adverse impacts or unintended consequences could result from this policy? Which racial/ethnic groups could be negatively affected? How could adverse impacts be prevented or minimized?

## 7. ADVANCING EQUITABLE IMPACTS

What positive impacts on equality and inclusion, if any, could result from this proposal? Which racial/ethnic groups could benefit? Are there further ways to maximize equitable opportunities and impacts?

## 8. EXAMINING ALTERNATIVES OR IMPROVEMENTS

Are there better ways to reduce racial disparities and advance racial equity? What provisions could be changed or added to ensure positive impacts on racial equity and inclusion?

## 9. ENSURING VIABILITY AND SUSTAINABILITY

Is the proposal realistic, adequately funded, with mechanisms to ensure successful implementation and enforcement. Are there provisions to ensure ongoing data collection, public reporting, stakeholder participation and public accountability?

## 10. IDENTIFYING SUCCESS INDICATORS

https://www.raceforward.org/sites/default/files/RacialJusticeImpactAssessment_v5.pdf

# Equity Strategies: Community Example #1

**Valuing the Expertise of People with Lived Experience**

In Seattle/King County, Diversion Coaches are selected as the local experts in delivering problem-solving activities and include people with lived experience of homelessness. The Coaches are paid hourly as contracted support to the CoC. They provide diversion supports directly as well as conduct the training for other system partners and support the ongoing learning of the community. A racial equity framework is applied to the training itself and includes topics such as implicit bias and white dominant culture norms.

**Note:** *this year Seattle/King County framed the HUD annual CE training requirement for access points as a required, racial equity conference that focused on how CE and the staff within it can continue to improve housing outcomes and service experience for people of color.*

# Equity Strategies: Community Example #2

**Use data to understand where people experiencing homelessness at higher rates are most likely to access services and target resources in these locations**

In Montgomery Co, PA, Your Way Home re-designed their data dashboards and performance analysis to use an equity lens, analyzing outcomes by race, ethnicity, gender, disability, and household size.

Using this approach, a pilot program for prevention was specifically targeted to African Americans, who are disproportionately represented among the homeless population, as well as the Latinx and LGBTQ populations, who have been found to avoid homeless services in the community despite experiencing high rates of housing crises.

# Equity Strategies + Considerations

- Local prioritization and eligibility criteria – are there any systemic & programmatic barriers that create disparities for black, indigenous and other people of color?

- Length of subsidy – consider people who are directly impacted from COVID 19 and unemployment – assume longer program LOS in planning projections

- Subrecipients for funding – Check assumptions on who is getting the funding?  Are they organizations with black and indigenous leadership? Are they serving black and indigenous communities and hire staff that culturally reflect and connect the community it serves?

- RFP Language – Make it accessible to engage new orgs and encourage diverse applicants

- Review procurement guidelines and make as accessible as possible

# Discussion

Which racial/ethnic groups may be most affected in your community and how might you involve them in your planning?

What equity approaches are you using now that could be used for investment planning?

What unintended consequences may you run into or challenges might you face in implementation?

**What ideas do you have to analyze policies and procurements with an equity lens?**

# Racial Equity: Tools & Resources

- Racial Equity Analysis Tool

- Racial Equity Impact Assessments

- Example: Lessons Learned from Chicago's COVID-19 Racial Equity Rapid Response Team

- Using Your Data to Analyze Racial Disparities During the COVID-19 Pandemic

- C4: Coordinated Entry Systems Racial Equity Analysis

- USICH Racial Equity Data Guidebook