Equity in Multisector Collaboration Toolkit

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Introduction

Communities must come together in new ways to achieve equity

Our communities continue to face enormous and complex challenges: a global COVID-19 pandemic; the fight for racial justice; and housing, economic, and climate change crises, to name a few. Tragically, certain members of our communities suffer these challenges in compounded ways. The COVID-19 pandemic once again laid bare the fractious reality of our inequitable society as Black, Latinx, and Indigenous people suffered higher rates of COVID-19 cases, hospitalizations, and deaths from the virus. Violent and racist attacks against Asian Americans and Pacific Islanders increased as xenophobia and bigotry escalated during the pandemic. These experiences are tied to long-standing systemic racism and inequities in social determinants of health, such as income, health care access, education, and housing – and what impacts one group in the community impacts everyone in the community. In fact, the Centers for Disease Control declared racism a serious public health threat, driving severe, far-reaching, and unacceptable racial and ethnic health disparities.[1]

Equity – across intersections of race, ethnicity, gender, sexuality, class, and others – is the key to healthier, just, and more vibrant communities.

Creating equity is a journey

Chances are, if you're reading this, you are part of a multisector collaboration (MSC) which we define as a managed process by which organizations and stakeholders across multiple sectors come together to achieve common goals. Multisector collaborations are also known by other names including collective impact or cross-sector collaboration. We know that your MSC is working hard to improve outcomes in your community and also that there is wide variation in how communities center equity and social justice.

- You may be directly addressing inequities in health or housing or education or another issue important to your community
- You may be leading anti-racism work in your neighborhoods
- Your MSC may not yet have goals for centering equity
- Your MSC may be uncomfortable talking about race and social justice

Wherever you are in your journey to address equity and social justice, we know that it is challenging work. It's a journey and not a destination – with no simple steps, checklist, or recipe.

1. https://www.cdc.gov/media/releases/2021/s0408-racism-health.html

Asking the tough questions is part of the work

Operationalizing and centering equity in multisector collaborations requires everyone to ask tough questions – about the work you're doing, how you operate as a collaborative, and how you show up as individuals. Throughout this journey we'll pose many questions that you can bring into your discussions – questions that may challenge you personally, and questions that only the group can answer together. Some questions to start your thinking about equity:

- How is your MSC tackling equity?

- Who in your community is harmed disproportionately? Are Black people, Indigenous people, and People of Color (BIPOC) experiencing the harm in worse ways? What interventions can you target in these communities? How would you find out if you can't currently answer these questions?

- How does your MSC prevent reinforcing inequities and retraumatizing residents or people who are most harmed by inequities?

- Are you focusing on structural changes that will make significant and long lasting impact? Changes that root out racist policies that uphold racial inequities?

- How can your MSC start the conversation about racial justice if you don't feel equipped or you're afraid some in your MSC are not ready?

- How is your group discussing white supremacy culture?

Supporting Multisector Collaborations

The Blue Shield of California Foundation launched the approach area of Aligning Systems with Community Priorities in 2020 as part of our strategic refinement process. A core part of this approach area is fostering multisector collaboratives to disrupt domestic violence and curtail drivers of poor health. We wanted this work supporting multisector collaboratives to have an explicit focus on equity, where community residents and those with lived experience were at the center of solutions—and, equally important, we wanted to avoid reinforcing the inequities facing people in so many communities across California and nationwide. The principles of racial justice guide the purpose and development of these resources.

What is Racial Justice?

The elimination of racial hierarchies and advancement of collective liberation through the proactive creation and reinforcement of policies, practices, attitudes, and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.[2]

2. REJI Organizational Race Equity Toolkit https://justleadwa.org/wp-content/uploads/2020/11/REJI-Toolkit-v2-Final-2020-3.pdf

What approaches and tools can I use?

Drawing from a large pool of strategies and models that have been tried and tested across the country to address and center equity while working in multisector collaborations, we offer this **Equity Toolkit**. It's for collaborative funders and sponsors, community-based organizations, government agencies, residents and people who are most harmed by inequities and other partners. The Equity Toolkit is unique in its integration with quality improvement approaches.

What topics are addressed in the toolkit?

The Equity Toolkit focuses on five Equity Capabilities:

- Share Leadership and Power with Residents/ People Most Harmed by Inequities
- Define Ambitious Equity Goals and Use Data with an Equity Mindset
- Recognize and Eliminate Structural Barriers that Uphold Racism, Sexism, Homophobia, Classism, and Other Oppression
- Design Structures and Processes to Promote Equity at Individual and Organizational Levels
- Shift your Backbone Organization to a "Root Body"

Who should use this toolkit?

There is something for everyone to gain from using the Equity Toolkit. Your MSC might have a core group of people who hold space for the collaborative. You may call this the 'core team', a 'steering committee', or Collective Impact's 'backbone' organization. Whoever fulfills this role of 'glue' or 'scaffolding' for the MSC can help to organize as many members of the MSC as possible to complete the assessment questions and also use the activity guide to facilitate group conversations and encourage personal reflections.

The Equity Toolkit

- A set of assessment questions
- An activity and resource guide
- Agendas for group discussions

Equity Toolkit users

- Your MSC's core team or backbone organization
- Your MSC's partner organizations and members
- Your community's residents and/or people who are most harmed by inequities

Is the toolkit for the community at large, or just the backbone, or for me as an individual?

Yes, yes, and yes. Within any MSC we know that you're operating at multiple levels.[3]

- **Community Outcomes:** Trying to improve outcomes in your neighborhoods (housing, food, health, economic, climate justice, etc.)
- **How We Work Together:** Establishing the equity-producing processes and policies of the collaborative itself (how the group functions to achieve goals)
- **Partner Organizations:** What individual partner organizations can improve (one department, or one CBO)
- **Personal:** What each person does as an individual to contribute to a change (your own personal equity journey)

We know that you can't always work on equity goals for all of these levels at the same time. We suggest you be explicit about where you want to make improvements, at which level, over a specified duration of time so that you can make progress without overwhelmed.

Does this Equity Toolkit cover all my collaboration needs to know?

No. Definitely not. Whether your MSC is just starting out, or a few stops into your journey to address inequities and racial and social justice, the Equity Toolkit should not be the last stop. There are many other organizations and tools we'll link to that will complement and deepen your efforts, depending on your MSC's phase of development and readiness for change.

OK, we're ready. What do we do next?

This Equity Toolkit will guide you through a series of equity assessment questions, segments about Equity Values and Capabilities, group planning and goal setting for equity through group discussions, and personal reflection. The core team or backbone organization can help maintain the pace of these activities, hold space for the conversations, and pull in the resources that will support this journey.

Making Progress

- Define improvement goals
- Define what level
- Set a timeframe

3. Adapted from Junious Williams, Jr., Senior Advisor, Collective Impact Forum

Before we begin, what exactly is in the Equity Toolkit?

Equity Assessment

☐ Assessment questions
- Encourage as many members of your MSC to answer the assessment questions to learn as much as possible about where you can grow and improve your efforts in equity. Set a deadline so that you have robust group results to view at the same time.

- Work to have responses from people from the core team or backbone as well as members of the collaborative. There are two ways you can complete the assessment as a group. 1) Have a group discussion on each of the assessment questions to come up with a shared answer. This may be over multiple sessions to allow space to come to a consensus. 2) Each person completes the assessment individually and shares out their scores. It is important to go section by section in reporting out individual responses to understand points of alignment and difference. Then discuss and agree on the shared scores.

☐ Equity Assessment Scoring and Interpretation - In this section you will be able to tally up your scores and learn how to interpret your total score. This will offer some suggestions for where in the Equity Toolkit you can look for more information and ideas for discussion and exploration for your group.

Activity Guide

☐ Review the 5 Equity Capabilities. These highlight key Equity Values and Capabilities that are covered in more detail in the full report, Operationalizing Equity in Multisector Collaborations. Ask fellow MSC members to review the capability content before the group discussion. Members can return to the sections multiple times. They are invited to journal responses to the personal reflection questions and follow the links to additional resources, deepening their knowledge over time.

☐ Group discussion 1 - Understanding the Assessment Results as a Group. This is the first of three templated agendas that you can implement as is or tailor to your group's needs. The goals of this meeting are to:
- Discuss the Equity Assessment scoring, highlighting the areas of agreement and disagreement, ways to have deeper conversations about equity.
- Begin normalizing conversations on equity as a group.
- Set the stage for future conversations about setting goals for your equity work.

☐ Group discussion 2 - Using the Framework for Equity and Collaboration for Planning and Goal Setting. The next conversation your group will have is to determine your priorities and goals for addressing equity in your collaboration and your community.
- Identify areas where the MSC can focus its energy to increase and center equity; setting specific and measurable goals to do so.
- Develop approaches to achieving equity, including the creation of antiracist policies/strategies/practices.
- Set the stage for progress via conversations on structure and process to carry out the goals, including accountable persons or workgroups, timeframes, and monitoring.

☐ Group discussion 3 - Sharing Progress and Moving Forward. The goal of this meeting is to bring the group together every 1-3 months to share progress on the MSC's equity efforts.
- Each workgroup shares progress on their goals to eliminate inequities.
- Support each other to work through the challenges of this work.
- Identify any additional areas where the MSC can focus its energy to increase and center equity and/or adjust the current goals.
- Adjust as necessary the structure and process to carry out the goals, including accountable persons or workgroups, timeframes, and monitoring.

Acknowledgements

Equity Assessment

The purpose of the assessment questions is to help multisector collaborations (MSCs) know how much and how well they are implementing strategies to address inequities in their community outcomes, their collaboration, and within each of their partner organizations. Scoring of the questions will allow for placement along the continuum from Forming to Learning to Thriving.

Some tips for answering the Equity Assessment questions

- It's ok if you don't know the answer – there is no right or wrong answer. Your group isn't trying to get a high 'grade' but instead you're trying to get some ideas for where and how you can focus your efforts.

- So many people and communities are in the initial stages of addressing equity, you're not expected you to be able to answer all questions at the highest levels.

- As you answer the questions, jot down one or two (or more!) specific examples that come to mind and can justify your responses. You can share these examples during upcoming group meetings.

- Pay attention to Quantity: If you answer yes to a particular practice, can you think of multiple instances or just one or two?

- Pay attention to Quality: Is the practice being done 'well'? I.e., consistently across multiple sites or groups and with quantitative and qualitative feedback that supports it?

Note for the core group, backbone organization, or other facilitators: As many people in your MSC should complete these questions as possible, with special attention paid to getting responses from residents or people most harmed by inequities. You will have an opportunity to discuss where the responses were similar or differed amongst your MSC members.

ENGAGING RESIDENTS

Strive for the highest number possible of residents or people who are most harmed by inequities to complete the Equity Assessment.

How will you accomplish that?

- Can you compensate people for their time with stipends, gift vouchers, food, childcare or other incentives?

- Perhaps it's time to invite more residents to be part of the MSC overall.

- Can you ask your partner organizations to reach out to their networks in the community?

- Can your local community organizers help you connect with residents and people most harmed by inequities?

- And how can you ensure that this request is not extractive? What is your commitment to follow-up?

The Equity Assessment includes five capabilities of the Framework for Equity and Collaboration:

- Share Leadership and Power with Residents/People Most Harmed by Inequities

- Define Ambitious Equity Goals and Use Data with an Equity Mindset

- Recognize and Eliminate Structural Barriers that Uphold Racism, Sexism, Homophobia, Classism, and Other Oppression

- Design Structures and Processes to Promote Equity at Individual and Organizational Levels

- Shift your Backbone Organization to a "Root Body"

1. Share Leadership and Power with Residents/ People Most Harmed by Inequities

1.1 Choose the number below that best describes your MSC's inclusion of residents or people most harmed by inequities.

Not Started/Unsure 0	
1	We are beginning to plan how to include more community residents or people who are most harmed by inequities into our collaborative.
Forming 2	We are made up of about 25% of community residents or people who are most harmed by inequities.
3	Somewhere in between 2 and 4
Learning 4	We are made up of about 50% of community residents or people who are most harmed by inequities.
5	Somewhere in between 4 and 6
Thriving 6	We are made up of about 75% of community residents or people who are most harmed by inequities.

1.2 Choose the number below that best describes your MSC's access to power and decision making transparency

Not Started/Unsure 0	
1	We are starting to discuss expanding who makes decisions and how we make decisions so we can share power in our community's systems, institutions, and among residents and people who are most harmed by inequities. We want everyone to have a say in what happens.
Forming 2	We have made a few changes to our decision making roles and processes. These changes mean that more people get a say in how things are done, including the community's systems, institutions, residents, and people who are most harmed by inequities (such as Black people, Indigenous people, and People of color).
3	Somewhere in between 2 and 4
Learning 4	About half of our decisions involve sharing power equally among everyone in our community, including systems, institutions, residents, and people who are most harmed by inequities (such as Black people, Indigenous people, and People of color).
5	Somewhere in between 4 and 6
Thriving 6	All of our decisions involve sharing power with everyone across our community's systems, institutions, residents, and people who are most harmed by inequities (such as Black people, Indigenous people, and People of color).

1.3 Choose the number below that best describes your MSC's normalization of equity conversations

Not Started/Unsure 0	
1	We are aware that it is hard for our collaborative to name and talk about oppression. It is unlikely that we would name and talk about racial justice, white supremacy culture, misogyny, or homophobia for example.
Forming 2	We are just starting to learn the language for naming and talking about racial justice, white supremacy culture, misogyny, homophobia, or other systemic oppression in our collaborative.
3	Somewhere in between 2 and 4
Learning 4	We are somewhat comfortable naming and talking about racial justice, white supremacy culture, misogyny, homophobia, or other systemic oppression in our collaborative.
5	Somewhere in between 4 and 6
Thriving 6	We are very comfortable and regularly name and talk about racial justice, white supremacy culture, misogyny, homophobia, or other systemic oppression within our collaborative. We understand the terms to use and don't rely on just a few people to address systemic oppression. We listen deeply to what people who are most harmed by inequities say about equity.

1.4 Choose the number below that best describes your MSC's conversations about power.

For example, who they think holds power, whose power to leverage, who does not have power, who feels comfortable in the collaborative space, and who doesn't.

Not Started/Unsure 0	
1	We are just starting to plan how we can address and hold discussions about power.
Forming 2	On 1 or 2 occasions we've held discussions about power.
3	Somewhere in between 2 and 4
Learning 4	We sometimes have discussions about power.
5	Somewhere in between 4 and 6
Thriving 6	We regularly hold discussions about power.

1.5 Choose the number below that best describes how your MSC holds key conversations about equity

Not Started/Unsure 0	
1	We are just starting to plan where we will have key discussions about equity.
Forming 2	Key conversations about equity usually happen in informal settings, such as one-on-one meetings or social gatherings.
3	Somewhere in between 2 and 4
Learning 4	Key conversations about equity usually happen during our meetings, but we're not always told when they are happening, how to prepare, or with enough time to invite an inclusive group.
5	Somewhere in between 4 and 6
Thriving 6	Key conversations about equity usually take place in formal meetings. We publish an agenda ahead of time so that as many people as possible can join in.

1.6 Choose the number below that best describes your MSC's inclusive decision making

Not Started/Unsure 0	
1	We are starting to clarify and improve our decision making processes so they are more transparent and inclusive.
Forming 2	We have some guidelines for transparent and inclusive decision making, but they are used only once in a while.
3	Somewhere in between 2 and 4
Learning 4	Important decisions (such as how to spend our budget or share resources) go through a decision making process that prioritizes efficiency over inclusiveness. This means not everyone is included or has a say.
5	Somewhere in between 4 and 6
Thriving 6	Making important decisions (such as budget and how to share resources) is a process that makes sure everyone is involved, has a say, and power is shared fairly. This way, everyone affected by the decision can have a voice. This process also makes sure decisions are made transparently, so everyone knows what is happening.

1.7 Choose the number below that best describes your MSC's strategies to address root causes of inequities

Not Started/Unsure 0	
1	We are aware that working on racial justice must include addressing root causes, but we haven't started yet.
Forming 2	We are starting to talk about addressing root causes for systemic inequities. This includes deciding which are most important to our community for us to address, such as immigration, poverty, policing, intimate partner violence, health care, or education, etc.
3	Somewhere in between 2 and 4
Learning 4	We are using some strategies to address the root causes of inequities in one specific area that is most important for our communities of color, such as immigration, poverty, policing, intimate partner violence, health care, or education, etc.
5	Somewhere in between 4 and 6
Thriving 6	We are using multiple strategies to erase inequities in many areas that are most important for our communities of color, such as immigration, poverty, policing, intimate partner violence, health care, or education, etc.

1.8 Choose the number below that best describes the makeup of your MSC's core team, backbone or collaborative staff

Not Started/Unsure 0	
1	We are starting to talk about how to have more representation of people who are most harmed by inequities on our core team/backbone/ or collaborative staff.
Forming 2	One or two of our core team/backbone/ or collaborative staff represent people who are most harmed by inequities.
3	Somewhere in between 2 and 4
Learning 4	Some of our core team/backbone or collaborative staff represent people who are most harmed by inequities.
5	Somewhere in between 4 and 6
Thriving 6	Many of our core team/backbone/ or collaborative staff represent people who are most harmed by inequities.

1.9 Choose the number below that best describes the makeup of your MSC's leadership

Not Started/Unsure 0	
1	We are starting to talk about how to bring on more people who are most harmed by inequities into leadership roles.
Forming 2	People who represent those who are most harmed by inequities fill one or two leadership roles. This includes people on the board, the core team/backbone or collaborative staff, or workgroup leadership.
3	Somewhere in between 2 and 4
Learning 4	People who represent those who are most harmed by inequities fill some leadership roles. This includes people on the board, the core team/backbone or collaborative staff, or workgroup leadership.
5	Somewhere in between 4 and 6
Thriving 6	People who represent those who are most harmed by inequities fill many leadership roles. This includes people on the board, the core team/backbone or collaborative staff, or workgroup leadership.

1.10 Choose the number below that best describes how your MSC's partner organizations lift up grassroots or community voices

Not Started/Unsure 0	
1	We are starting to talk about how important it is for partner organizations to include the voice and input of residents or people who are most harmed by inequities.
Forming 2	One or two partner organizations are gathering the voice and input of residents or people who are most harmed by inequities.
3	Somewhere in between 2 and 4
Learning 4	About half of our partner organizations gather the voice and input of residents or people who are most harmed by inequities and bring that input back to the whole collaborative to shape our goals and decisions.
5	Somewhere in between 4 and 6
Thriving 6	Most of our partner organizations routinely use ways to gather the voice and input of residents or people who are most harmed by inequities and bring that input back to the whole collaborative to shape our goals and decisions.

2. Define Ambitious Equity Goals and Use Data with an Equity Mindset

2.1 Choose the number below that best describes your MSC's inclusive goal setting

Not Started/Unsure 0	
1	We are beginning to have confidence that our goals reflect the ideas of residents and people who are most harmed by inequities, but they usually don't shape goals from the start.
Forming 2	We are a little more confident that our goals reflect the ideas of residents and people who are most harmed by inequities because they are beginning to help shape the goals on one or two occasions from the start.
3	Somewhere in between 2 and 4
Learning 4	We have some confidence that our goals reflect the ideas of residents and people who are most harmed by inequities. They are helping to shape the goals from the beginning some of the time.
5	Somewhere in between 4 and 6
Thriving 6	We have high confidence that our goals reflect the ideas of residents and people who are most harmed by inequities because they are regularly involved in shaping the goals from the beginning.

2.2 Choose the number below that best describes your MSC's inclusive measurement activities

Not Started/Unsure 0	
1	We are beginning to plan how residents or people who are most harmed by inequities can play different roles in our measurement journey.
Forming 2	Once in a while residents or people who are most harmed by inequities select, collect, make sense of, or report our data.
3	Somewhere in between 2 and 4
Learning 4	About half the time residents or people who are most harmed by inequities select, collect, make sense of, or report our data.
5	Somewhere in between 4 and 6
Thriving 6	Most of the time residents or people who are most harmed by inequities select, collect, make sense of, or report our data.

2.3 Choose the number below that best describes your MSC's disaggregation of data

Not Started/Unsure 0	
1	We are aware that people are harmed by inequities all across the country, however we do not have a clear picture of this for our community, because we don't disaggregate (or separate out) data for different groups of people.
Forming 2	We are starting to talk about how to disaggregate (or separate out) our data to see where inequities are in our community.
3	Somewhere in between 2 and 4
Learning 4	We have some data that is disaggregated (or separated out) into different groups of people. We don't understand all the differences between these groups yet. We don't understand the special needs of every group yet.
5	Somewhere in between 4 and 6
Thriving 6	We have a clear picture of who lives in our community and what different groups' outcomes are. We disaggregate (or separate out) our data and understand the inequities and special needs of different groups in our community.

2.4 Choose the number below that best describes your MSC's data driven focus on equity

Not Started/Unsure 0	
1	We are planning how to help people who are most harmed by inequities. We do this by looking at our important outcomes.
Forming 2	We talk about the groups that are most harmed by inequities once in a while. We do this when we look at our important outcomes. But we don't have targeted strategies for different groups based on their specific conditions.
3	Somewhere in between 2 and 4
Learning 4	Some people are more harmed by inequities than others. We look at how well we are doing overall and then figure out what specific strategies might work best for different groups of people.
5	Somewhere in between 4 and 6
Thriving 6	We always talk about the groups who are most harmed by inequities. We do this when we look at our important outcomes. We have targeted strategies for different groups based on their specific conditions.

2.5 Choose the number below that best describes your MSC's trauma-informed approaches

Not Started/Unsure 0	
1	We have started to talk about how to prevent people who have experienced trauma from getting upset. We are doing this by talking about it in meetings where we share data. We want to make sure that we are careful when we talk about their neighborhood, family, or community. But we haven't done anything yet to help them.
Forming 2	We know about trauma-informed strategies. We know that we need to prevent people from being traumatized again. We sometimes have these conversations about data and their experiences. This includes their neighborhood, family, or community. Sometimes we put trauma-informed strategies into action, but we don't do it very often or plan for it.
3	Somewhere in between 2 and 4
Learning 4	We use trauma-informed strategies to prevent people from being traumatized again. We use these strategies about half the time when we talk about data that is related to their experience. This experience includes their neighborhood, family, or community.
5	Somewhere in between 4 and 6
Thriving 6	We always use trauma-informed strategies. We use these strategies to prevent people who have experienced trauma from being traumatized again. We do this any time we discuss data that relates to their experience. This includes their neighborhood, family, or community.

2.6 Choose the number below that best describes the scale of your MSC's equity impact

Not Started/Unsure 0	
1	If we meet our goals related to equity, it would make only a few areas less unequal.
Forming 2	Our goal is to reduce inequities but this will only have a small impact. The impact will likely only be felt by one organization, program, or part of the neighborhood. We do not have any plans to extend those benefits further.
3	Somewhere in between 2 and 4
Learning 4	We want to reduce inequities but this will only have a small impact. The impact will be felt at a smaller scale (e.g. one organization, program, or part of the neighborhood). But we know how to spread those gains further.
5	Somewhere in between 4 and 6
Thriving 6	Our goals related to equity will help cut inequities on a large scale. This will have a positive impact on many people, not just the clients of one organization or the people in one neighborhood.

2.7 Choose the number below that best describes your MSC's disciplined approach to equity

Not Started/Unsure **0**	
1	We are aware that we do not spend much time addressing inequities in our community.
Forming **2**	Only once in a while do we spend time and effort on a goal to reduce inequities like we do for any of our other major goals.
3	Somewhere in between 2 and 4
Learning **4**	The time and effort we spend on goals to reduce inequities is half of what we spend on our other major goals.
5	Somewhere in between 4 and 6
Thriving **6**	We spend the same amount of time and dedication to address inequities as we do on other major goals.

2.8 Choose the number below that best describes how your MSC assesses your core team's equity capability

Not Started/Unsure **0**	
1	We are starting to plan how to assess how well our core team connects with different communities. We are also planning how to assess their leadership skills. We want to see if they can develop and drive a common agenda that eliminates inequities. Lastly, we want to see if they are willing to give power to the community.
Forming **2**	Our core team has been assessed 1 or 2 times on their ability to connect with different communities. We assess their leadership skills, including how the core team develops and drives a common agenda that eliminates inequities. The assessment also includes how willing they are to give power to the community at large.
3	Somewhere in between 2 and 4
Learning **4**	We sometimes assess our core team's connection to the community. This assessment includes how well they connect with others and how they drive a common agenda. We also assess their willingness to give power to the community. This is not a built-in process.
5	Somewhere in between 4 and 6
Thriving **6**	We assess our core team's connection with the community regularly. This is done by everyone on the team. We assess their leadership skills. The assessment includes how well they connect with and drive a common agenda that reduces inequities. It also includes how willing they are to give power to the community. This is a built-in process.

3. Recognize and Eliminate Structural Barriers that Uphold Racism, Sexism, Homophobia, Classism, and Other Oppression

3.1 Choose the number below that best describes your MSC core team's structural approaches

Not Started/ Unsure 0	
1	Our core team or backbone staff is beginning to talk about the historical and structural barriers that are the root causes of inequities in our community. We don't yet have plans in place to continue these conversations.
Forming 2	Our core team or backbone staff continue to learn about historical and structural barriers that are the root causes of inequities in our community through trainings, racial justice and equity consultants, or other educational means. They are beginning to share what they're learning with the collaborative.
3	Somewhere in between 2 and 4
Learning 4	Our core team or backbone staff have some knowledge and continue to learn about historical and structural barriers that are the root causes of inequities in our community. Sometimes they talk about these root causes when we are discussing ways to address inequities.
5	Somewhere in between 4 and 6
Thriving 6	Our core team or backbone staff know a lot about the historical and structural barriers that are the root causes of inequities in our community. They are able to explain it to others in our collaborative and guide us in developing strategies to address them.

3.2 Choose the number below that best describes your MSC's approach to root causes of inequities

Not Started/Unsure 0	
1	We are starting to discuss what we can do to address root causes of inequities.
Forming 2	We are implementing 1 or 2 strategies that address root causes of inequities, such as counteracting redlining in our neighborhoods or disinvestment in food distribution channels, or improving transportation access.
3	Somewhere in between 2 and 4
Learning 4	We are implementing some strategies that address root causes of inequities, such as counteracting redlining in our neighborhoods or disinvestment in food distribution channels, or improving transportation access.
5	Somewhere in between 4 and 6
Thriving 6	We are implementing many strategies that address root causes of inequities, such as counteracting redlining in our neighborhoods or disinvestment in food distribution channels, or improving transportation access.

3.3 Choose the number below that best describes your MSC's anti-racism work

Not Started/Unsure 0	
1	We are aware that we can work together to dismantle racism in our community. But we don't have a plan for what steps to take next.
Forming 2	We are just beginning to discuss how we will dismantle racism in our community.
3	Somewhere in between 2 and 4
Learning 4	We sometimes talk about what steps we will take to dismantle racism in our community.
5	Somewhere in between 4 and 6
Thriving 6	We often talk about how to dismantle racism in our community.

3.4 Choose the number below that best describes how your MSC assesses your core team's structural approaches

Not Started/Unsure 0	
1	We are starting to plan how to evaluate the core team or backbone staff's ability to identify and lead discussions about structural barriers, like racism, sexism, and homophobia.
Forming 2	We have evaluated the core team or backbone staff just once on how well they can identify and lead discussions about structural barriers such as racism, sexism, homophobia, etc.
3	Somewhere in between 2 and 4
Learning 4	We sometimes evaluate the core team or backbone staff on how well they can identify and lead discussions about structural barriers such as racism, sexism, homophobia, etc.
5	Somewhere in between 4 and 6
Thriving 6	We regularly evaluate the core team or backbone staff on how well they can identify and lead discussions about structural barriers such as racism, sexism, homophobia, etc.

3.5 Choose the number below that best describes how those holding structural power (such as government agencies, elected officials, school districts, businesses, and other key anchor institutions) dismantle barriers to equity

Not Started/Unsure 0	
1	We have partners who have started to discuss their role in anti-racist policies. These partners are in positions to make or change policies that address structural barriers.
Forming 2	We have partners who can help us make or change policies that will address structural barriers. Some of our partners accept their unjust policies and negative impacts on the community, but we need more partners who care about this issue to join us.
3	Somewhere in between 2 and 4
Learning 4	We have partners who can help us change laws and policies that create structural barriers. Some of our partners are working to make up for past mistakes or harmful effects on the community. They are trying to build trust between themselves and their community.
5	Somewhere in between 4 and 6
Thriving 6	We have partners who can help us change policies that address structural barriers. Almost all of these partners are already following multiple anti-racist policies.

4. Design Structures and Processes to Promote Equity at Individual and Organizational Levels

4.1 Choose the number below that best describes your MSC's organizational processes that intentionally address equity

Not Started/Unsure 0	
1	We are starting to discuss developing and using an equity action plan.
Forming 2	We have a plan that will help us increase our equity. This plan has different policies and practices that we need to use. We have not yet put this plan into action.
3	Somewhere in between 2 and 4
Learning 4	We have a plan that helps us keep track of our equity. This plan is written down and has specific policies and practices. We follow this plan, and we also adapt it as needed.
5	Somewhere in between 4 and 6
Thriving 6	We have a plan that helps us achieve equity. This plan has policies and practices that we all need to follow. We all help make sure this plan is followed. The plan is changed often to meet our needs.

4.2 Choose the number below that best describes your MSC's accountability for equity plans

Not Started/Unsure 0	
1	The core team or backbone has started to develop ways for us to track our progress on our equity plan.
Forming 2	The core team or backbone has reported on our progress implementing equity policies and practices once. We do not know when this will happen again.
3	Somewhere in between 2 and 4
Learning 4	The core team or backbone sometimes reports on our progress implementing equity policies and practices.
5	Somewhere in between 4 and 6
Thriving 6	The core team or backbone regularly and often reports on our progress implementing equity policies and practices.

4.3 Choose the number below that best describes how your MSC supplements equity knowledge and skillsets

Not Started/Unsure 0	
1	We are aware that we may need help with education or planning for equity. We are beginning to discuss the benefits of having additional partners to help with this. This could be with external partners or consultants, or internally, with members of our collaborative who have expertise leading equity work.
Forming 2	We have invited partners or consultants to help us facilitate conversations on equity or anti-racism once or twice.
3	Somewhere in between 2 and 4
Learning 4	We sometimes invite partners or consultants to help us facilitate conversations on equity or anti-racism. However, it is not part of a longer term plan that supports our efforts to address equity.
5	Somewhere in between 4 and 6
Thriving 6	We know what our gaps are in equity knowledge and skillsets. We invite partners or consultants to fill those gaps and help us facilitate conversations on equity or anti-racism. It is part of our longer term plan to erase inequities.

4.4 Choose the number below that best describes your MSC's communication about equity plans

Not Started/Unsure 0	
1	We are starting to talk about how to communicate all the work and plans we have for equity across the collaborative.
Forming 2	We have communicated about the work and plans we have for equity across the collaborative, just once or twice.
3	Somewhere in between 2 and 4
Learning 4	We sometimes communicate across the collaborative about the work and plans we have for equity.
5	Somewhere in between 4 and 6
Thriving 6	We often communicate across the collaborative about the work we're doing to address equity.

4.5 Choose the number below that best describes your MSC's equity plans for all functions/departments

Not Started/Unsure 0	
0	We are starting to talk about the different parts of our collaborative and partner organizations where we could implement equity strategies, such as contracting, hiring, and budgeting.
Forming 2	We have implemented one or two equity strategies in different parts of our collaborative and partner organizations such as in contracting, hiring, and budgeting.
3	Somewhere in between 2 and 4
Learning 4	We are making some changes in how our collaborative and partner organizations operate to increase equity, such as in contracting, hiring, budgeting.
5	Somewhere in between 4 and 6
Thriving 6	We are making many changes in how our collaborative and partner organizations operate to increase equity, such as in contracting, hiring, budgeting. We regularly share how this is done so that more partner organizations will implement these equity strategies.

4.6 Choose the number below that best describes how your MSC core team reflects the community

Not Started/Unsure 0	
1	We are starting to discuss how to increase our core team or backbone's diversity so that it better represents our community and people who are most harmed by inequities.
Forming 2	We have been able to recruit core team or backbone members who reflect the make-up of our community and those who are most harmed by inequities. However, we need to create development and retention strategies so they continue to work with us.
3	Somewhere in between 2 and 4
Learning 4	We have a diverse core team or backbone that better reflects the make-up of our community and those who are most harmed by inequities. We are starting to implement plans to ensure their sense of belonging, continued development, and retention.
5	Somewhere in between 4 and 6
Thriving 6	We use a number of strategies to attract, develop, promote, and retain diverse staff on our core team or backbone. Our staff reflects the community we live in and the people who are most harmed by inequities.

4.7 Choose the number below that best describes your MSC's influence on partner organizations' equity work

Not Started/Unsure 0	
1	We are starting to talk about how our collaborative's equity work can influence and increase equity work done in our partner organizations.
Forming 2	There are one or two examples of how our collaborative's equity work is changing how our partner organizations are addressing equity.
3	Somewhere in between 2 and 4
Learning 4	We have some examples of partner organizations developing equity goals, activities, and plans for erasing inequities in our community. However, we don't have a routine process for assessing this or promoting this to happen.
5	Somewhere in between 4 and 6
Thriving 6	We have many examples of how our collaborative's equity work is influencing partner organizations to implement their own equity goals, activities, and plans for erasing inequities in our community. We have a process for assessing this and promoting this to happen.

5. Shift your Backbone Organization to a "Root Body"

5.1 Choose the number below that best describes how power to direct resources is shared in your MSC

Not Started/Unsure 0	
1	We have started to discuss whether our resources respond to the needs and desires of our communities.
Forming 2	We are somewhat confident that we allocate grant funds and resources to strategies or organizations in direct response to community voice, needs, and goals. However, we don't have a process for ensuring or measuring this in a routine way.
3	Somewhere in between 2 and 4
Learning 4	We have greater confidence that we allocate grant funds and resources to strategies or organizations in direct response to community voice, needs, and goals. We have a process to measure this. This means that sometimes we change our priorities when our community's priorities shift.
5	Somewhere in between 4 and 6
Thriving 6	We are highly confident that our resources and funding are driven by community needs and goals. We always pivot and make decisions that align with the community when their priorities shift.

5.2 Choose the number below that best describes how power to set agendas is shared with partner organizations

Not Started/Unsure 0	
1	We would like to create agendas and facilitate meetings together with our partner organizations. However, we don't have a process for this yet.
Forming 2	We create agendas and facilitate meetings together with our partner organizations once in a while.
3	Somewhere in between 2 and 4
Learning 4	We create agendas and facilitate meetings with our partner organizations sometimes.
5	Somewhere in between 4 and 6
Thriving 6	We often create agendas and facilitate meetings with our partner organizations.

5.3 Choose the number below that best describes how power to set agendas is shared with residents or people most harmed by inequities

Not Started/Unsure 0	
1	We would like to develop our agendas together with residents or people who are most harmed by inequities. However, we don't have a process for this yet.
Forming 2	We create agendas together with residents or people who are most harmed by inequities once in a while.
3	Somewhere in between 2 and 4
Learning 4	We create agendas together with residents or people who are most harmed by inequities sometimes.
5	Somewhere in between 4 and 6
Thriving 6	We often create agendas together with residents or people who are most harmed by inequities.

5.4 Choose the number below that best describes how your MSC's core team is assessed

Not Started/Unsure 0	
1	We are starting to discuss how to ask for everyone's honest opinion about the core team or backbone's ability to address equity.
Forming 2	We have asked once or twice for everyone's honest opinion about the core team or backbone's ability to address equity.
3	Somewhere in between 2 and 4
Learning 4	We sometimes ask everyone's honest opinion about the core team or backbone's ability to address equity.
5	Somewhere in between 4 and 6
Thriving 6	We regularly ask everyone for their honest opinion about the core team or backbone's ability for addressing equity, more than once a year.

5.5 Choose the number below that best describes how your MSC's residents or people most harmed by inequities have real power to affect decisions that impact them

Not Started/Unsure 0	
1	We are starting to discuss how important it is to make decisions with the people who are most impacted by them. These discussions have been about giving residents or people who are most harmed by inequities the power to veto important decisions.
Forming 2	Residents or people who are most harmed by inequities have input into our important decisions occasionally.
3	Somewhere in between 2 and 4
Learning 4	Residents or people who are most harmed by inequities have veto power. Veto power can be used for about half of our important decisions.
5	Somewhere in between 4 and 6
Thriving 6	Residents or people who are most harmed by inequities have veto power on all important decisions.

5.6 Choose the number below that best describes your MSC's pathways for resident leadership

Not Started/Unsure 0	
1	We are starting to discuss how to support residents or people who are most harmed by inequities as leaders.
Forming 2	Residents or people who are most harmed by inequities are seen as leaders in the community. They hold one or two leadership roles in our collaborative and are paid for their time.
3	Somewhere in between 2 and 4
Learning 4	Residents or people who are most harmed by inequities are seen as leaders in the community. They hold some leadership roles throughout the collaborative, are paid for their time, and supported by leadership training.
5	Somewhere in between 4 and 6
Thriving 6	Residents or people who are most harmed by inequities are seen as leaders in the community. They hold many leadership roles in our collaborative and are paid for their time. We have a leadership training and mentorship program to support them to be successful in their roles.

Equity Assessment Scoring and Interpretation

Use the scoring guide below to help you add up your scores for a Total Overall Score. You will also see your Subtotals for each of the five Equity Capabilities. Your MSC can decide whether you work on the areas with the lowest scores (Forming), given the greatest room for improvement. Or whether there are areas of greatest interest, momentum, or motivation to implement changes, which may have scored higher (Learning or Thriving).

Equity Capability	Question	Score
1. Share Leadership & Power	1.1	
	1.2	
	1.3	
	1.4	
	1.5	
	1.6	
	1.7	
	1.8	
	1.9	
	1.10	
Subtotal		

Equity Capability	Question	Score
2. Define Ambitious Equity Goals and Use Data with an Equity Mindset	2.1	
	2.2	
	2.3	
	2.4	
	2.5	
	2.6	
	2.7	
	2.8	
Subtotal		

Equity Capability	Question	Score
3. Recognize and Eliminate Structural Barriers that Uphold Racism, Sexism, Homophobia, Classism, and Other Oppression	3.1	
	3.2	
	3.3	
	3.4	
	3.5	
Subtotal		

Equity Capability	Question	Score
4. Design Structures and Processes to Promote Equity at Individual and Organizational Levels	4.1	
	4.2	
	4.3	
	4.4	
	4.5	
	4.6	
	4.7	
Subtotal		

Equity Capability	Question	Score
5. Shift your Backbone Organization to a "Root Body"	5.1	
	5.2	
	5.3	
	5.4	
	5.5	
	5.6	
Subtotal		

Equity Capability	Score
1	
2	
3	
4	
5	
Total Overall Score	

Equity Assessment Interpretation – Where are you Forming, Learning, or Thriving?

The Scoring Guide helps you locate where your MSC is on a scale of Forming, Learning, or Thriving. Your MSC may collect all the scores and assess where your group responds in similar and different ways. The differences can be helpful jumping off points for rich discussion and exploration for your group.

Now that you've answered the Equity Assessment questions, you can review the content in Sections 1 through 5 that highlight key Equity Capabilities:

- Share Leadership and Power with Residents/People Most Harmed by Inequities

- Define Ambitious Equity Goals and Use Data with an Equity Mindset

- Recognize and Eliminate Structural Barriers that Uphold Racism, Sexism, Homophobia, Classism, and other Oppression

- Design Structures and Processes to Promote Equity at Individual and Organizational Levels

- Shift your Backbone Organization to a "Root Body"

Your MSC will convene for group discussions about your collective equity work. In the meantime, you can come back to these sections again and again — journaling responses to the personal reflection questions, following the links to additional resources, and deepening your knowledge over time.

DON'T GET TOO CAUGHT UP IN A HIGH OR LOW SCORE

Sometimes people that are just starting out addressing equity will score themselves higher than those that have more experience or expertise in centering equity. This is normal. As is often said, 'You don't know what you don't know,' and as you learn more about the Equity Values, Equity Capabilities — and the mindsets, agreements, processes, and behavior changes necessary — you might see how hard it is to achieve the highest levels of these equity questions, and also the benefits of scoring yourself honestly and conservatively. That's when you've got room to grow, and something to work on together.

Interpreting Your Score

The Equity Assessment scores are intended to point out opportunities for new or continued focus. Your scores are not meant to grade or judge your multisector collaboration (MSC). Wherever your mutisector collaboration (MSC) is on the journey for equity and social justice, kudos to you for being there and aiming to do more. Whether you're fighting to 'simply' increase awareness amongst your MSC members about the disparate health outcomes such as Blacks and Latinos being twice as likely to die from COVID-19 than Whites, or you're working with local public officials to create programs that bolster housing and income security for the most vulnerable families in your community – we know it is hard work that takes sustained and strategic effort.

The Equity Assessment scores will highlight places where you can deepen your investigations into your approach to equity, both investigating the areas of strength (What are we doing well? How can we continue that? How can we apply that to other areas?) and areas of opportunity/lower scores (What goals can we craft that will make a difference in that area and for residents of our community? Who else needs to be involved to develop and implement the strategies that could make a difference in this area?)

Some **Do's** and **Don'ts** when looking at your scores:

Don't jump to conclusions - You may be tempted to say a high score means you have no more work to do, or low scores in multiple areas means you'll never be able to eliminate inequity or fight racism in your community.

Do use the scores to help you start conversations as an entire MSC.

Don't generalize - A high score at one point in time may change as new challenges arise in your community, or when new members join your MSC and bring new perspectives from their lived experience. A high overall score could mask, or not tell the whole story of, the challenges in specific equity capabilities. You may have a low score in one Equity Capability and very high scores in another.

Do dig deeper into the scoring and do schedule regular assessments throughout the year.

Don't expect a smooth curve - Your scores may increase as a result of hard work in one area, and backslide in that area, or other areas, due to changing conditions in your community. You may be 'Thriving' at one time and find yourself in 'Learning' at a future time, based either on your MSC taking a harder look at your assessment or challenging yourself to take on more complex goals and strategies.

Do remember that fighting racism and other injustices isn't easy, predictable, or smooth. Prepare for how you and your MSC will weather the bumps and detours along the way together.

Don't show only the 'good stuff' - It's natural to want to point to the high scoring areas, or your exemplar programs or partners, and conclude that your equity work is done. It is important to learn from those bright stars. But **do be clear and honest about the frequency and reach of those exemplar Equity Capabilities so that your entire system can learn.**

Don't 'check the boxes' until you're 'done' with your equity work - As the category headings of Forming, Learning, and Thriving suggest, eliminating inequities in your community, your MSC, and your partner organizations takes ongoing action and cultural transformation in each of these domains.

Do think about centering equity as something your MSC will always be doing, and not as a static destination.

Score: 0 – 71
Early Forming (Awareness)

Scores in this range indicate that your MSC is in a formative stage in centering equity.
You are raising awareness about the racial, ethnic, and other inequities in your community.
You are beginning to facilitate conversations about racism, anti-racism, and other inequities.
You are starting to agree as a MSC that there is the will and a pool of ideas that you want to
build on and you're assessing whether the right people are part of your MSC.

WHERE TO NEXT?
Creating a strong foundation for the work ahead

☐ Start having conversations about race, racism, and other inequities by familiarizing the MSC
with definitions of terms such as racism, white supremacy, etc.

☐ Create or revisit your MSC's mission statements or governance strategies that address and
describe your vision or work to create equity. See Equity Capability 4.

☐ Raise awareness of the inequities that may exist in your community by collecting and
disaggregating (i.e., splitting into categories) data by race, ethnicity, gender, neighborhood,
or other identities that are important to the community. See Equity Capability 2.

☐ Assess whether your MSC has meaningful engagement of residents or people who are most
harmed by inequities. In other words, Do your conversations and voices heard in the room reflect
BIPOC in your community? Residents or people most harmed by inequities? See Equity Capability 1.

Score: 72-143
Forming (Occasional application)

Your MSC has done some work to increase awareness of equity, racism and other injustices, and is taking initial steps to address inequities. There is evidence of forming plans, developing goals, and looking at data with the people most harmed by the inequities meaningfully engaged in the discussions, e.g., more BIPOC, residents, or people most harmed by inequities are part of the MSC and even in some leadership roles. Specific inequities are targeted because the MSC has begun to disaggregate the data on key community indicators. The core team or backbone is learning about the history and roots of racism, racist policies, and other bigotry and their cumulative impacts that affect all facets of the lives of BIPOC, women, the LGBTQIA+ community, and others. They are beginning to share what they're learning with the rest of the MSC. A few partner organizations are starting to recognize and acknowledge their institution's past racist or unjust policies and work to dismantle those policies.

WHERE TO NEXT?

Strengthening the practices and processes of the Equity Capabilities so that equity begins to take root in every aspect of the MSC, creating a strong foundation for the work ahead.

☐ Be explicit about how your MSC and your core team or backbone represent, or doesn't represent, the residents and people most harmed by inequities in your community. I.e., is your MSC a mostly White-led collaboration? What about your core team or backbone? How can you further challenge yourself in fully engaging with the community that is most harmed by those inequities? See Equity Capability 1.

☐ Make a plan for how you'll clarify and make your decision making process transparent as to how decisions are made, who has power and who doesn't have power to allocate resources, budgets, and staffing. See Equity Capability 1.

☐ Develop plans for how to share the power and responsibilities with residents or people most harmed by inequities for developing MSC agendas, facilitating discussions, selecting and reporting on measures. See Equity Capability 2 and 5.

☐ Solidify an equity plan that describes the equity policies and practices for how the MSC operates together. The frequency of monitoring and reporting progress of these plans should be explicit. See Equity Capability 4.

☐ Consider the areas that could be improved by looking at your disaggregated data. What is the data telling you about what inequities exist? What are the barriers to further data collection that supports your equity goals? How might you overcome these barriers? See Equity Capability 2.

☐ Identify opportunities within operations departments or functions within the MSC or its partner organizations to implement equity strategies or anti-racist policies, e.g., within contracting, hiring, budgeting functions. See Equity Capability 4.

☐ Consider whether and how the goals, strategies, resource and budget allocation decisions are reflective of ideas that came from the people who are most harmed by inequities, including when it is not aligned with the backbone's recommendations. When and how could you ensure their voice and ideas are indeed part of your MSCs decisions? See Equity Capability 5.

Score: 144-180
Learning (Applied half the time)

Scores in this range indicate that your MSC has done some good work addressing inequities and can celebrate those instances when the group is demonstrating mindsets, policies, and processes that center equity. Equity policies or practices are now happening about half the time, i.e., half of the MSC meetings, or within half of the partner organizations. Greater numbers of Black, Indigenous, and People of Color, residents or people most harmed by inequities are members of the MSC and holding leadership positions or are part of the core team or backbone. The MSC is actively working on explicit goals for equity. In fact, several of the MSC's key goals are targeted to address the specific conditions of different groups or geographic areas. You discuss inequities and disaggregated data with a trauma-informed approach and are beginning to invite internal and external partners with experience addressing equity to help facilitate and educate. Equity plans, practices, goals, measures, communications, and accountability are more and more explicit and transparent.

WHERE TO NEXT?
Implementing Equity Capabilities with consistency and regularity

☐ Review your equity goals and plans; Where can you strengthen activity that will eliminate inequities in the community outcomes or key drivers for the MSC?; Where can you bolster activity that will improve equity practices impacting how your MSC works together?; What activities within each of the partner organizations are possible? See Equity Capability 2.

☐ Continue to strengthen the MSC's understanding and ability to discuss facets of power, racial justice, white supremacy culture, anti-racism, etc. and identify strategies that directly counter barriers to equity within these contexts. See Equity Capability 1 and 3.

☐ Develop a process for regularly assessing the backbone's capabilities for facilitating the MSC's equity work as well as the MSC's progress on all equity strategies. Communicate and discuss the results regularly. See Equity Capability 5.

☐ Determine whether the scope and scale of your goals that address inequities are ambitious enough to impact greater numbers of people, organizations, or geographic areas. See Equity Capability 2 and 3.

☐ Consider how to further advance the involvement and impact of residents or the people most harmed by inequities. To what extent are they co-developing agendas, co-leading the MSC, or embedded within the backbone as paid staff? See Equity Capability 5.

☐ Develop a thoughtful pathway for successful leadership roles for residents or people most harmed by inequities in your MSC. See Equity Capability 5.

Score: 181-216
Thriving (Proactive, consistent centering of equity)

Your MSC has a lot to celebrate at this stage. Your high scores here indicate plans and implementation across multiple facets of the Equity Capabilities–you have concrete language for how equity is integral to your MSC's mission, guidelines for representation and roles of residents or people who are most harmed by inequities in your community, clear processes for decision making and how power is equitably distributed across the MSC, specific and measurable goals for equity that are targeted to the specific conditions of various groups in your community, a focus on making structural changes to dismantle racism or other forms of inequity, and partner organizations who embody and implement the Equity Capabilities within their own operations outside of the MSC.

WHERE TO NEXT ?
Improving everywhere and making impact at scale

☐ Consider sharing your successes and strengths with others in written or verbal forms. Other multisector collaborations, communities, and funders will appreciate details of how you've implemented practices that center equity. The process of summarizing your work is also a way to sustain your work and clarify exactly what you did to make an impact.

☐ Identify other ways that you can strengthen your equity work. These may be the most challenging areas or "high hanging fruit" for your MSC to tackle. Consider what additional skill sets or mindsets your backbone or Root Body could adopt. Are there changing power or other dynamics in your MSC to reconsider since you started this work? What new organizational or government policies or shifts in your environment have emerged that impact your community (whether potential benefits to the MSC such as new funding, or risks)? See Equity Capability 3.

☐ Decide what additional resources, relationships, shifts in power, mindsets, etc., are needed that would serve your goals in eliminating inequities. How will you bring those into your collaborative? See Equity Capability 4.

☐ Go back and regularly re-assess using the Equity Assessment as the MSC changes and new members enter. See Equity Assessment.

☐ Develop ways to hardwire or sustain the progress you've made in your equity journey. This may include documenting your new ways of working into written policies and procedures, or into the mission statements, bylaws, or MOUs that guide your MSC. Consider your equity and social justice dashboard: what metrics can you monitor over time to ensure continued progress on equity? Also, how can you further strengthen and deepen the trust and partnerships across your MSC and with residents and people who are most harmed by inequities? See Equity Capability 2 and 4.

Key Concepts to Fight Racism and Inequities
Framework for Equity and Collaboration

What's behind all of the questions? Where do we go next?

You answered a number of questions about your MSC's values, structures, policies, and explicit or implicit agreements, that are either perpetuating racism and other inequities, or actively fighting against racism and other inequities.

The Equity Assessment Scoring and Interpretation part of this Equity Toolkit gives your MSC some indication of where to focus your efforts to eliminate inequities. The following sections dive into key principles, processes, and capabilities involved in operationalizing and centering equity -– highlights of the key Equity Values and Capabilities that are covered in more detail in the full report, *Operationalizing Equity in Multisector Collaborations*.

The Equity Assessment Scoring provides some guidance about where to start, so don't feel like you have to read the following sections from front to back if you don't have time. You will have group discussions about the Equity Assessment Scoring, setting goals, and creating strategies for achieving equity.

Each section includes:
- Definition of the Equity Capability
- Why is it important, what are the benefits if we change?
- What can our MSC do differently?
- Going Deeper – Guiding the conversation within our MSC and What does this mean for me personally?
- Common roadblocks and challenges
- Resource List

As you review the capabilities 1 to 5, consider the challenges and opportunities the content poses. You can come back to the capabilities again and again, journaling responses to the personal reflection questions, following the links to additional resources, deepening your knowledge over time.

The concepts presented in these sections are not meant to be exhaustive of all the ideas, steps, activities, and conversations that you might encounter in your efforts over time, as eliminating inequities in your communities is no easy task. The work can't be summarized into simple checklists or steps that you can tick off in a superficial way. You can become comfortable and conversant in these concepts over time. However, we should all approach this work with a sense of urgency and start somewhere, as soon as possible. These sections are a good place to start.

Capability 1: Share leadership and power with residents/people most harmed by inequities
Capability 2: Define ambitious equity goals and use data with an equity mindset
Capability 3: Recognize and eliminate structural barriers that uphold racism, sexism, homophobia, classism, and other oppression
Capability 4: Design structures and processes to promote equity at individual and organizational levels
Capability 5: Shift from a Backbone to a "Root Body"

The full report accessed here describes additional Equity Values and Capabilities that can help your MSC dive even deeper into the work. The full Framework for Equity and Collaboration below is also covered in greater detail in the report.

Framework for Equity and Collaboration

EQUITY VALUES

Value 1	Value 2	Value 3
We are equity focused	We dismantle dominant culture practices that promote inequity or marginalization	We are led by and serve the people most harmed by inequities

EQUITY CAPABILITIES

STRONG TIES THROUGHOUT COMMUNITY		
Capability 1	Capability 2	
Create meaningful and deep engagement with community	Share leadership and power with residents/people most harmed by inequities	

DISCIPLINED IMPROVEMENT AND ACCOUNTABILITY APPROACH		
Capability 3	Capability 4	Capability 5
Define ambitious equity goals	Use a disciplined improvement approach to obtain results that residents want to see	Use data with an equity oriented mindset

STRATEGIES TO ADDRESS THE STRUCTURAL BARRIERS THAT UPHOLD INEQUITIES		
Capability 6	Capability 7	
Recognize and eliminate structural barriers that uphold racism, sexism, homophobia, classism, and other oppression	Design and implement collective and ambitious equity policy agendas	

BUILD CAPACITY FOR EQUITY AMONGST STAFF, LEADERSHIP, AND COMMUNITY LEADERS		
Capability 8	Capability 9	
Equity is highly valued as a core competency	Design structures and processes to promote equity at individual and organizational levels	

The numbering above pertains to the full report and is different from the numbering used in this toolkit.

What is this Equity Capability all about?
Sharing Leadership and Power

Racist power and other oppressions succeed in ways that are both seen and unseen by those who benefit and also those who suffer from the oppressions. This works by privileging the values, norms, desires, attitudes, and behaviors of one dominant culture over all others. For example, in the case of racism, White dominant culture is the modus operandi of the vast majority of health care institutions, government agencies, CBOs – unless the entity has taken specific steps to combat White supremacy culture, acknowledge the power existing in the community already, elevate local leaders of color, and share power.

For multisector collaborations, sharing power can mean creating governance, structures, and policies that elevate the leadership role of residents; adopting transparent decision making processes that clarify when and how residents can lead and be involved; and strengthening residents' capacity for community organizing and leadership through training, coaching, and mentoring opportunities.

These strategies can be implemented both within the MSC and also within individual partner organizations.

> We began by hiring community organizers from the neighborhood, people who have experience recruiting and building relationships with residents.
>
> – Deycy Hernandez, Formerly Promesa Boyle Heights, Los Angeles

Why is it important, what are the benefits if we change?

- The stories and experiences of people living the inequities helps you focus on the right things and come up with better solutions, e.g., farther-reaching structural changes vs. potentially shorter-term or geographically-based events such as farmers markets.

- It is far more powerful to do things in partnership vs. doing things 'to someone'.

- For sustainable improvements in equity, decision making power must center the voices of those who are harmed by decisions made within the MSC.

- Actively incorporating and valuing the contributions of residents / people most harmed by inequities builds trust between the MSC and the broader community.

An Example of One Funder Working to Share Leadership and Power

A philanthropic trust in Aotearoa (New Zealand) is creating different cultural norms so that "Māori (can) feel free to be Māori and to enjoy high-trust relationships with Pākehā without leaving our Māori selves at the door."
[Māori are the indigenous people of New Zealand; Pākehā are of white European descent]

This includes:[4]

• Moving to a bi-cultural governance model with two Māori and two Pākehā trustees

• Being gifted a new name Te Muka Rau, meaning "the many strands," to replace the previous name of "Thinktank Charitable Trust"

• Aligning the way they run trustee meetings with tikanga (Māori cultural practices), including karakia (incantation, ritual chant), wānanga (tribal knowledge, forum) and a shared meal. They are also finding ways to acknowledge and nurture the wairua (spirit, essence) of the trust and its work.

• Experimenting with making grants on the basis of a conversation between people requesting funding and our trustees, with the required checks and balances and paperwork managed internally

• Not asking for written reports on grants and instead meeting face-to-face

• Offering non-financial support like advice on fund-raising and technology, writing articles, and providing introductions to others

• Considering the role of reciprocity in philanthropy to better align with giving in Te Ao Māori (Māori world view)

• Being transparent in "who we are, how we work, where the money comes from, where it goes to – and being open and eager to learn from feedback"

What can our MSC do differently?

• Implement a transparent decision making process. Everyone should know how decisions are made in the MSC including what decisions are made by whom and by what process. Maximize the decision making power within those closest to the day-to-day work or who are most harmed by inequities, e.g., front-line staff, residents, or to the workgroups, versus an executive committee superseding the judgment of workgroups.[5]

• Adopt bylaws, MOUs, or policies and procedures that explicitly commit to equity, redistribution of power, and a more inclusive set of stakeholders sitting at the table and having a voice – a vote or veto power.

• Be creative and flexible about how the MSC incorporates residents' involvement given they're juggling their work, home, and other commitments.

• Incorporate many sources of resident voices across the multitude of community organizations and groups.

• Develop a continuum of roles, and ways to support residents in those roles, from workgroup member to board member.

4. Kate Frykberg, "Being Pākehā, improving relationships and exploring bicultural philanthropy," Jan 16, 2019.
5. Junious Williams, JD, Junious Williams Consulting, Inc.

As your MSC addresses equity, it can analyze the power it has, what impact it may have, and create equitable spaces and strategies using power's four faces:[6]

- **The power to organize people and resources for direct political involvement in visible decision making.** Who is getting a policy passed? The MSC's core team or backbone, community partners, and people who are most harmed by inequities can work together to make impactful decisions with an inclusive and representative approach.

- **The power to determine the political agenda and program.** Who gets to decide what is being debated? The MSC can build the political infrastructure or connect networks of organizations to craft policies and shape infrastructure and relational power within the collaboration.

- **The power to influence worldviews, ideologies, and narratives.** Who shapes our beliefs and what stories are told? This is about the power to shape people's conscious and unconscious understandings of the world, particularly in ways that determine what we think is possible or prevent us from asking questions or seeing any possibilities for change. One narrative particularly influential in addressing equity is the dominant beliefs in individual responsibility over collectivism and community good. The core team or backbone, community partners, and people most harmed by inequities can shape worldviews through media strategies, communications, and stories.

- **Power of coercion and force.** What overt or covert uses of coercion do people experience everyday? Even with consent there can be coercion, and for people of color and marginalized communities, coercion can be the key form of power that they experience which serves to maintain the status quo. The core team or backbone, community partners, and people most harmed by inequities can analyze how coercive power or force is being used within the collaborative.

Going Deeper
Guiding the conversation within our MSC

If your MSC completed the Equity Assessment together or you were able to see multiple responses to the questions, you may see where your collaboration agrees and where your responses were very different from each other. You can gain a lot of insight by discussing both the areas of convergence and divergence. A detailed agenda template to do so is available in the section, *Group Discussion Guide*, for your backbone or convenors to tailor to your group.

Some questions to consider addressing as a group that relate to the Equity Capability of Sharing Leadership and Power with Residents/People Most Harmed by Inequities include:

- What are examples we can point to where the residents in our community are in active roles developing strategies, making decisions on resources or budget, and/or have a vote in major decisions?

- What gets in the way of residents in our community playing active and meaningful roles? How do we assess this? What fears or notions come up about how hard this is? What ideas do we have to lessen these barriers to participation?

6. Adapted from Richard Healy, Grassroots Policy Project

- What information are we holding back from parts or the entire collaboration? E.g., budget, certain policies or strategies, people's stories of lived experience in the community or experience being in the MSC's meetings. Why do we hold back this information? What would happen? What can be gained if we make these things more transparent?

- What do we do to ensure that residents or people most harmed by inequities can take an active and meaningful role? What are some examples? E.g., training, mentoring, coaching, incentives, reimbursement. What positions of power do community members fill in our MSC? What steps can we take to strengthen community voice in all areas of the MSC?

- How does our collaboration exhibit denial, resistance and distance from each other and from addressing racial equity? What would it take to lessen how much that happens?

- How can we strengthen the following: having observable and transparent decision making, having a diverse set of stakeholders who set our agendas (including residents, people most harmed by inequities or 'unusual' actors in our system), how we're shaping awareness/action about inequities in our community, influencing institutions across our environment to dismantle racist policies or enact strategies to increase equity (amongst business, non-profits, foundations, politicians, government)?

What does this mean for me personally?

Addressing equity in your collaboration and your community also requires you to take a personal journey that acknowledges your ideas, reactions, feelings, beliefs, and fears. Increasing your self-awareness of the beliefs and biases you hold can help you unlock your ability to address equity in the room with your MSC. The personal and group journey go hand in hand.

Answer these questions in a personal notebook or journal that you can refer to as your MSC's equity journey evolves.

- How do I feel about sharing leadership and power in our MSC? What feels empowering to me personally, and what feels threatening?

- How do I feel about the conversations our MSC is having about equity so far?

- What power do I hold in the MSC?

- What roles do I play?

- What barriers do I experience in our MSC?

- What contributions to our equity journey am I most proud of?

- Who do I see as having power in the MSC (and what kind of power, e.g., to organize resources, to determine the agenda, to influence worldviews, to coerce)? Who do I see as not having power in the MSC? What impacts do I imagine all of this has on the individuals and on the collaborative?

- What am I afraid of giving up?

- What am I willing to do?

- How will I need to show up differently in our MSC?

Common roadblocks and challenges

- System leaders or high-level sponsors in the MSC can be unaware of the power they hold in the room, unintentionally shaping who is in the room, the conversation topics that show up on the agenda, who speaks, who doesn't, who makes decisions, who doesn't. Hold direct conversations with such individuals and implement strategies to mitigate imbalances in power amongst the MSC members.

- Biases can come up that fundamentally reinforce and help people who have power, wealth, or privilege to feel safe. Their biases can manifest in fears about discussions about race – that these conversations will result in conflict, difficult conversations, people of color "speaking back", expressing needs that are more than what the collaborative can give, underestimating others' ability to engage in the MSC's work. Their biases may prevent them from taking interpersonal risks, such as admitting they don't know something, worried about saying the wrong thing, or acknowledging their power and privilege. Support the group to understand the difference between discomfort (e.g., in taking these interpersonal risks) and psychological safety (e.g., being embarrassed, shamed or punished for their opinions or ideas). The group should ensure psychological safety for all, and understand that, at times, on the equity journey, people will feel uncomfortable.

- Your MSC could benefit from holding space for affinity groups to discuss racial equity in tandem with the ongoing large group discussions, e.g., a BIPOC subgroup and a White/dominant culture subgroup. The latter may be especially important for White MSC members to work through and learn about equity topics and issues without causing additional harm or burden on the BIPOC in the MSC. A BIPOC subgroup may benefit from the healing and moral support that comes from sharing racialized trauma without having to explain or defend themselves.

- Your MSC may need more guidance on how to reach out to and engage community members in your MSC. The full report addresses this Equity Capability – Create Meaningful and Deep Engagement with the Community.

RESOURCE LIST

Read the following sections in the full report for further insight and resources. Create Meaningful and Deep Engagement with Community and Share Leadership and Power with Residents/People Most Harmed by Inequities.

- **Tools for analyzing power, inclusion, and exclusion** – help groups analyze power on micro (individual, organizational, community) and macro (national and international) levels including whether decision making is observable, knowing who sets the agenda, and how meaning is shaped. There are tools and exercises to help individuals and groups understand the sources of power, strategies to amplify or mitigate impact of power or powerlessness, how socialization reinforces inequities in power, and the inequalities that exist within their group.

- Dismantling Racism's workbook has several resources that can help groups address fears, biases, and assumptions that can be barriers in a truly multi-cultural, power-sharing collaborative working towards racial equity. This includes analysis of the denial, resistance, and distancing behaviors that can occur amongst all parties involved. There is a description of Racial Equity Stages that describes the potential feelings and experiences of people within organizations at varying phases of their commitment to equity.
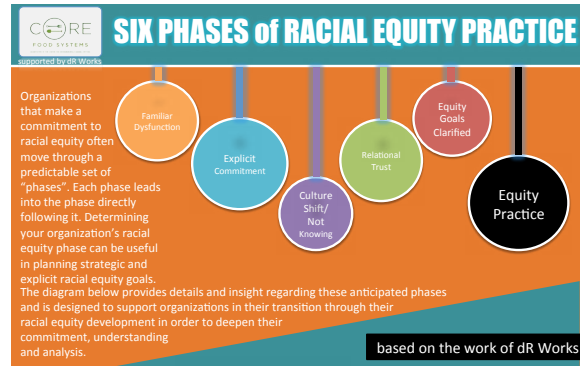

- **Community Engagement Assessment Tool - Nexus Community Partners**
  You can use this assessment tool to learn more about the continuum of partnering with community, from "outreach" to deep and meaningful "engagement". It addresses the kind of relationship, the intentions driving the relationship, activities to involve and generate ideas, and policies and structures.

- **Community Engagement Guide for Sustainable Communities - PolicyLink and The Kirwan Institute**
  This guide addresses the benefits of transformative community engagement (such as improved relations, deeper understanding of the issues, and reduced long-term costs); key principles of community engagement (such as honor the wisdom of residents, continuous reflection); and many strategies and examples for proactive engagement, decision making, governance, and conversation tips.

- **Inclusive Processes to Advance Racial Equity in Housing Recovery** further illuminates the continuum of inclusive processes, from "transparency" to "co-creation".
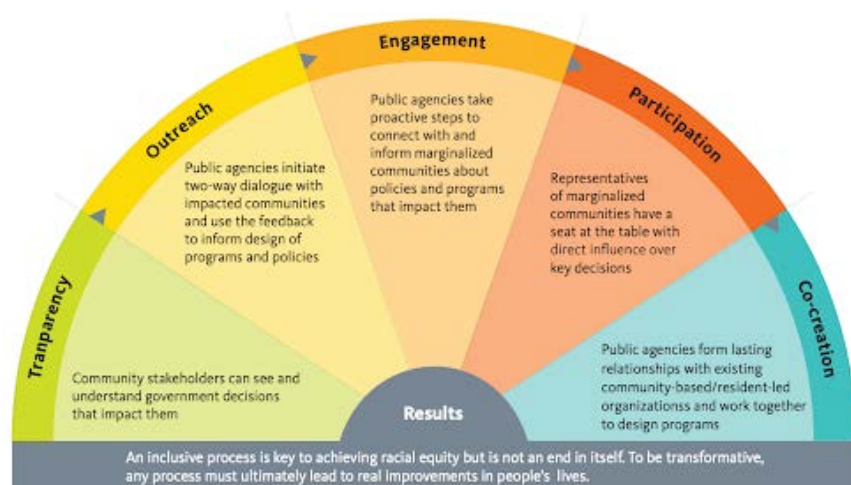
What is this Equity Capability all about?

Define ambitious equity goals and use data with an equity mindset

We need ambitious goals for racial justice and eliminating inequities more than ever.

The coronavirus pandemic has re-exposed longstanding structural and systemic inequities that Black people, Indigenous people, and People of Color (BIPOC) face in America. Black, Latinx, and Indigenous people are getting sick and dying of the virus at disproportionately higher rates than White people.[7] Causes include socioeconomic disparities, access to health care, crowded housing, occupation related exposure such as being a frontline or essential worker or critical infrastructure workers, and chronic disease disparities. Racially motivated and violent hate crimes against Asian Americans has surged from misplaced blame for the virus.[8]

The case for racial and social justice has never been stronger, nor has community and individual will for change been more widespread. Now is the time to create goals for change that are ambitious, far reaching, and long lasting. The more you involve residents and people with lived experience in defining goals, strategies, and measures, the more impactful these can be.

Why is it important, what are the benefits if we change?

• Building solutions with people who are directly affected can help you get to better solutions faster, in a way that is impactful and compelling because their challenges and strategies come from their lived experience, with a deeper understanding of the barriers. E.g., homeless runaway youth in Laramie County Wyoming preferred being referred to as unaccompanied students. Their involvement facilitated key policy changes such as shifting plans for a housing development to stipends to friends or family hosting the unaccompanied students with wraparound services. They were all housed within 12 months, and went from failing school to graduating. This was a population that people didn't want to talk about that transformed into a statewide governor's initiative.[9]

> You can draw on all sorts of improvement models. The key questions are who was involved in creating the theory of change, whose experience and what data was used to drive the understanding, and to what extent did the stories and insights of real people get incorporated?
>
> – Somava Saha Stout, MD, MS, WE in the World, formerly with Institute for Healthcare Improvement

7. Centers for Disease Control
8. Gover, A, Harper, S, Langton, L. Anti-Asian Hate Crime During the COVID-19 Pandemic: Exploring the Reproduction of Inequality, Am J Crim Justice, 2020; 45(4): 647-667.
9. Coleman S, Byrd K, Scaccia J, Stout S, Schall M, Callender S, Anderson J, Behrman N, Budnik A, Smith D, Brown L, Douglas W, Bussey R, McDermott E, Munene E, Mullin F, Hatchett L, Pohorelsky J, VanLanen T, Pairolero B, Mann Z. Engaging Community Members with Lived Experience. SCALE 1.0 Synthesis Reports. Cambridge, Massachusetts: Institute for Healthcare Improvement; 2017.

What can our MSC do differently?

- Set goals to achieve results at large scale. Collaboratives that are working to center equity in their work should hold themselves to a high standard and discipline for eliminating the inequities specific groups face. For example, extend the ambition of your goals to greater than one organizations' clients, or one program, or one small area of a neighborhood, although these may be intermediate goals on the way to longer term ambitious goals. Goals should honor the voice and wisdom of affected communities, alongside a commitment to collecting and analyzing disaggregated data on current disparities and improvements. Incremental and superficial pro-gramming changes are unlikely to affect the powerful changes that are necessary to eliminate inequities.

- Measure progress with an equity mindset. Data must be disaggregated – sorted by important group distinctions such as race/ethnicity, gender, or neighborhood – to be able to see what inequities or disparities exist in your community. The mea-sures that collaboratives track should be meaningful to residents and people most harmed by inequities, i.e., we should be tracking the issues that matter deeply to residents with both data and stories. Dashboards and conversations about data should show the connections between actions and changes in that data, and care should be taken to lessen the re-traumatization that people can experience when data is presented over and over in detached ways that mask the personal experi-ences and lives affected by inequities.

- When defining your goals and strategies, incorporate the principles of targeted universalism which is a more robust way to understand equity and repair the deep-ly embedded disparities in our society.[10] Equity does not mean equality, because people are situated differently. The goal is not to treat everyone the same but to treat everyone fairly. Also, you don't want to just close the gap between the marginalized group and the dominant group. You want to create a goal to raise the outcomes for everybody, to a universally high standard, and then implement strategies that are targeted in specific ways depending on how different groups are situated.

> "You cannot treat people who are differently situated, like people who have been the victims of discrimination and exclusion, the same as everybody and expect for there to be equality. For it to be fair and for us to ever achieve a level of equality, you've got to do something affirmative and directed towards the differences. Interventions have to be targeted specifically to those people who are experiencing inequitable outcomes. You've got to do something to make people whole. Otherwise, we're talking about just embedding these differences that are the result of discrimination and structural racism, and sexism, and gen-der discrimination permanently if you don't do something affirmatively."
>
> –Junious Williams, JD,
> Junious Williams Consulting, Inc.

10. https://belonging.berkeley.edu/targeteduniversalism

Going Deeper
Guiding the conversation within our MSC

If your MSC completed the Equity Assessment together or you were able to see multiple responses to the questions, you may see where your collaborative agrees and where your responses were very different from each other. You can gain a lot of insight by discussing both the areas of convergence and divergence. A detailed agenda template to do so is available in the section, *Group Discussion Guide*, for your backbone or convenors to tailor to your group.

Some questions to consider addressing as a group that relate to the Equity Capability of Define Ambitious Equity Goals and Use Data with an Equity Mindset include:

- How is our MSC striking the balance between both incremental and large scale change? Do we see them as both important, or prioritize one over the other? Why?

- When we envision our community as a place where race and ethnicity are not a factor whatsoever in people's health and well-being, i.e., where there are no racial inequities, what are the boldest and most far-reaching goals we can create, e.g., in people's employment, compensation, housing, schools, neighborhood environments, relationship to the criminal justice system, etc.? What would each of our MSC's partner organizations need to do to forge a path towards this vision?

- What are examples we can point to where residents or people most harmed by inequities are deeply involved in the discussion, selection, collection, and presentation of the MSC's measures?

- What gets in the way of developing deeper partnership with residents around our measures? What could we do to lessen those barriers?

- If we listed the top 5–10 measures that our MSC tracks, which ones do we show disaggregated by race/ethnicity, neighborhood, gender, or other lens that would help us know where inequities lie in our community? How often do we discuss and track that disaggregated data? In what ways do our goals and strategies reflect the disparities found in the disaggregated data?

What does this mean for me personally?

Addressing equity in your collaboration and your community also requires you to take a personal journey that acknowledges your ideas, reactions, feelings, beliefs, and fears. Increasing your self-awareness of the beliefs and biases you hold can help you unlock your ability to address equity in the room with your MSC. The personal and group journey go hand in hand.

Answer these questions in a personal notebook or journal that you can refer to as your MSC's equity journey evolves.

- How do I feel about our MSC creating more ambitious goals for equity? How do I think that will impact me? What does that mean I will have to change in my organization, my personal life?

- How do I benefit from the way our community is now? How do I lose out from the way our community is now?

- What biases or judgments do I hold about other people in our MSC or collaboration that might stand in the way of my contribution to ambitious goals to eliminate inequities?

- How do I feel about the conversations our MSC is having about data?

- What am I afraid of giving up?

Common roadblocks and challenges

- One area of measurement in an MSC that is easy to lose track of is measuring the backbone's own credibility, connection and engagement with the community, their leadership capacity to develop and drive a common agenda, and willingness to cede visibility and roles to the community at large. Develop a discipline for holding space for MSC members to answer questions related to these measures with candor and anonymity where possible.

- MSCs may have long-standing data and evaluation processes in place, or perhaps none. Either way, implementing the recommendations for using data with an equity mindset means the MSC will need to take the time to pause, step back, and assess how data is aligned with the goals of eliminating inequities, whether your measures are sufficient for identifying inequities, how data sharing agreements amongst partner organizations are structured, how to make more room for residents and people most harmed by inequities to be successful partners in your data work.

- Getting timely and disaggregated data for local areas can be very difficult. This may take some time and calling upon resources and allies your MSC may have in anchor institutions or amongst system leaders.

- Engaging residents in setting priorities and data collection may be time consuming and resource intensive. Rather than a full-blown citizen science project for example, your MSC can start small by doing several interviews with residents or people most harmed by inequities to gain input.

RESOURCE LIST

Read the following sections in the full report for further insight and resources. Define Ambitious Equity Goals; Use a Disciplined Improvement Approach to Obtain Results that Residents Want to See; Use Data with an Equity Oriented Mindset.

- GARE's Racial Equity Toolkit guides organizations to develop a plan for operationalizing equity. It helps identify clear goals, objectives and measurable outcomes, while engaging community in decision making processes. It is a step-by-step guide through six sets of questions:

    1. Proposal: What is the policy, program, practice or budget decision under consideration? What are the desired results and outcomes?

    2. Data: What's the data? What does the data tell us?

    3. Community engagement: How have communities been engaged? Are there opportunities to expand engagement?

    4. Analysis and strategies: Who will benefit from or be burdened by your proposal? What are your strategies for advancing racial equity or mitigating unintended consequences?

    5. Implementation: What is your plan for implementation?

    6. Accountability and communication: How will you ensure accountability, communicate, and evaluate results?

- Targeted universalism in five steps:[11]

    1. Set a universal goal.

    2. Measure how the overall population fares relative to the universal goal.

    3. Measure the performance of population segments relative to the universal goal.

    4. Understand how structures and other factors support or impede groups progress toward the universal goal.

    5. Implement targeted strategies so that each group can achieve the universal goal based upon their needs and circumstances.

- D5's tools and resources for collecting demographic data and mapping and visualizing the data.

- IHI's 100 Million Healthier Lives Change Library is an excellent resource for ideas to implement as you develop ambitious goals for equity in your community. There tools, toolkits, guidelines, websites, stories of transformation, and much more. For example, you can navigate to Priority Populations and find resources to support your equity-centering work with 1) Racial, Ethnic, and Cultural Groups, 2) Gender and Orientation Groups, 3) Disability, Neurodiversity, and Mental Health Groups, and 4) Age and Life-Stage Groups.

- Equity-centered design tools to support liberatory creative problem-solving approaches: Liberatory Design: Mindsets and Modes to design for equity

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11. Haas Institute for a Fair and Inclusive Society

What is this Equity Capability all about?

Recognize and eliminate structural barriers that uphold racism, sexism, homophobia, classism, and other oppression

MSCs must come together to investigate, acknowledge, and discuss the root causes of inequities in their communities. When the collaborative is able to grapple with the history of the community, being explicit about the role institutional or structural racism plays, then the MSC is able to focus their energy and strategies at the most effective levels.

Creating shared understanding of historical and structural barriers that uphold inequities. Collaboratives should create a shared understanding of historical and root causes that drive racism, sexism, homophobia, and other oppression. For example, with a better understanding of discriminatory policies like redlining, mass incarceration and over-policing and their effects on Black neighborhoods, community members and stakeholders will be better prepared for the work of dismantling institutional and structural barriers to opportunity for people of color. This can be achieved through regular teaching, discussion, and self-learning opportunities.

The Washington Race Equity and Justice Initiative summarizes some of our country's history of racist policies:[12]

- Genocidal policies towards Indigenous communities allowing White people to lay claim to their children, land, and natural resources;

- The enslavement of Africans during times of chattel slavery, Jim Crow laws, and "The New Jim Crow" manifested through our modern-day prison system;

- The Chinese Exclusion Act of 1882, Immigration Act of 1924, and other travel bans targeting immigrant communities such as the most recent Muslim Ban in 2018;

- Japanese internment during World War II, forcing Japanese Americans to give up their homes, property, and freedom, and incarcerating them in camps; and

- Racist residential segregation policy, such as the G.I. bill which provided employment, housing, and educational opportunities to (almost exclusively White) veterans returning from World War II and restrictive housing covenants prohibiting non-White residents from living in entire neighborhoods, resulting in patterns of segregation that persist across towns and cities in Washington State today.

> We don't go far enough and talk about the history of racism and oppression when we design our public health programs, so we end up with walking groups and all the initiatives we design with a social determinant in mind - food pantries and food access. It ends up being an access problem or an access framework, which gets us back to the person that's the problem rather than the system is the problem.
>
> – Abigail Ortiz, Southern Jamaica Plain Health Center, Brigham Health

12. The Washing Race Equity & Justice Initiative, Organizational Race Equity Toolkit

Crafting ambitious policy agendas to tackle barriers. With shared understanding of key barriers, collaboratives and partners can develop policy agendas aimed at addressing root causes of inequity at legislative, system, and program levels. Among the keys to success in this work: partnering with community organizers who understand the structural barriers at play in the community; and thinking critically about who holds power—and who doesn't—and how to leverage and build power to drive change.

Why is it important, what are the benefits if we change?

Understanding the structural and root causes of inequities means the MSC will be digging deeper and deeper into the long-standing barriers to an equitable, just, and fair society. It helps avoid activities that are superficial, 'band-aid', or 'check-the-box' in nature.

> Ultimately, power is being held by very few people, usually along some dimension of identity like race, gender, class — and that serves to keep resources and infrastructure favoring very few people and not all of us. Focusing on these causes is what we need to do to be ambitious.
>
> – Lili Farhang, Human Impact Partners, Oakland

Examples of MSCs' structurally informed equity work

The **Alameda County Public Health Department and Causa Justa:: Just Cause** partnered to reframe gentrification as a public health crisis. They conducted in-depth surveys of nearly 400 low-income San Francisco and Oakland residents resulting in one of the first reports in the nation to address the health impacts of foreclosure. Another project combined quantitative data and stories from the community to expose the health impacts of gentrification and reframed development and displacement as public health issues. The Alameda County Public Health Department and community partners passed policies, ordinances, housing protections, and affordable housing funding. The health department brought data and policy analysis skills and a health lens to offer objectivity, credibility, and urgency to issues. Causa Justa::Just Cause brought campaign knowledge, a deep understanding of housing issues in low-income communities, and an organized base of local residents to take collective action.

The **Oakland Healthy Start** consortium dramatically decreased Black infant mortality starting in the 1980s by disaggregating the data by race and neighborhood and coalescing community based organizations, churches, schools, advocates and other partners with community members at the center. Their multi-layered strategy addressed systemic and structural barriers, knowing that infant mortality was rooted in structural racism and community divestment. Interventions included family life resource centers that coordinated services for health, housing, school, and community economic development needs; aligning health care services to be able to follow families systemwide; and continuous monitoring and evaluation. Oakland's results and advocacy contributed to nationwide spread of Healthy Start.

What can our MSC do differently?

- Conduct challenging conversations about structural racism (and sexism, homophobia, etc.), oppressive institutional policies, and unequal power within the collaboration. The collaborative must see how racism operates at multiple levels within a community (internalized, personally mediated, institutional, and structural), so that efforts can be targeted across systems in the community.

- The collaborative can use discussion tools such as "The five whys" to address upstream and systems-informed that may have led to inequities based on what is known about the history of the community, and be explicit about the role institutional or structural discrimination plays.[13]

- Harness the power of different system players to take action at legislative, system, and program levels. System level players or stakeholders include city and government agencies, elected officials, school districts, businesses, and other key anchor institutions.

Going Deeper
Guiding the conversation within our MSC

If your MSC completed the Equity Assessment together or you were able to see multiple responses to the questions, you may see where your collaborative agrees and where your responses were very different from each other. You can gain a lot of insight by discussing both the areas of convergence and divergence. A detailed agenda template to do so available in the section, *Group Discussion Guide*, for your backbone or convenors to tailor to your group.

Some questions to consider addressing as a group that relates to the Equity Capability of Recognize and eliminate structural barriers that uphold racism, sexism, homophobia, classism, and other oppression include:

- How often and to what extent has our MSC talked about the history of racism and racist policies specifically in our community? Or countrywide? What have been the barriers to those conversations? What can we do to enable us to have these conversations more readily?

- To what extent have individual partner organizations in our MSC stepped up to the plate and taken meaningful steps to acknowledge and ameliorate their past role in policies or programs that may have harmed people in the community, or inadvertently sustained inequities? What are some examples? How can our MSC encourage this further?

- What strategies can our MSC point to that are aimed at dismantling structural or systems level barriers to equity?

- Which policies in our community are conceived or imbued with racist ideas or perspectives? It may not be enough to just see that a policy results in inequities, e.g., in child welfare policy, we can separate issues of poverty from the rationale of child removal. Is it child abuse to live in crowded housing? Is the answer taking a child from their family?

- How can we advocate for policy that also finances and incentivizes equity across systems, e.g. health care?

- What prevents us from looking at our goals and strategies with a structural lens and identifying additional ways for us to get closer to root causes of inequity?

13. Health Equity: A Guidebook for Public Health Practice.

What does this mean for me personally?

Addressing equity in your collaboration and your community also requires you to take a personal journey that acknowledges your ideas, reactions, feelings, beliefs, and fears. Increasing your self-awareness of the beliefs and biases you hold can help you unlock your ability to address equity in the room with your MSC. The personal and group journey go hand in hand.

Answer these questions in a personal notebook or journal that you can refer to as your MSC's equity journey evolves.

- How do I feel when our MSC discusses the history of racism in our community or our country? What really comes up for me?

- How prepared am I to make the connection between the history and policies that have created inequity to the kinds of strategies that our MSC can make today? What changes would I need to make personally or within my organization?

- What do I stand to gain?

- What am I afraid of giving up?

- What am I willing to do to dismantle structural barriers to equity? What are the easy things to do? What will be the harder ones?

Common roadblocks and challenges

- Organizations that are part of the collaborative may have to recognize the past unjust policies or impacts their organization may have had on the community - acknowledge it, take responsibility for it, and work hard to build trust and not reinforce the structures that create inequities.

- Implement continuous assessment and development of the core team or backbone staff's ability to undertake structural analyses of inequities.

RESOURCE LIST

Read the following sections in the full report for further insight and resources. Recognize and eliminate structural barriers that uphold racism, sexism, homophobia, classism, and other oppression; Design and implement collective and ambitious equity policy agendas.

- Dismantling Racism provides a sample of laws, court decisions, and other acts that laid the groundwork for structural barriers to equity in the US, from the founding of the country to current day.

- Metro Denver Partnership for Health's Health Equity Guidebook summarizes some of the history of discrimination in the US (page 15).

- Colorado Department of Public Health and Environment, Office of Health Equity's Equity Action Guide acknowledges structural racism and describes a history of inequitable policies that affect Coloradans from the 1800s. This timeline is then connected to modern-day outcomes of poverty, poor mental health, and diabetes. It provides an example of one community based organization that holds planning meetings between residents and public officials in a historically redlined and gentrifying neighborhood.

- The National Equity Atlas, a product of PolicyLink and the USC Program for Environmental and Regional Equity (PERE), provides data on demographic change, racial inclusion, and the economic benefits of equity for the 100 largest cities, 150 largest regions, all 50 states, and the United States.

- Dr. Camara Phyllis Jones' seminal work to describe levels of racism teases apart institutional (and structural), personally mediated, and internalized racism. This can help us design more powerful anti-racist strategies at each level.

What is this Equity Capability all about?

Design structures and processes to promote equity at individual and organizational levels

MSCs will not be able to eliminate inequities in their communities based solely on good will or intentions. It is not enough to claim equity as a MSC value or include it in a mission statement. MSCs must develop robust equity action plans to implement organizational policies and practices that will intentionally address inequities. This applies to the MSC's own operations as well as their partner organizations' operations.

How can MSCs move beyond platitudes and "lip service" to equity and liberation? MSCs can create clear structures within the organization that will support working on equity; guidance for people to deepen their understanding of equity, power, oppression, and privilege; norms and standards around how to have challenging conversations about inequities, racism, power, etc.; and an expectation that people will align with the organization's vision and strategies for equity.

A key driver is to hold all parts of the collaboration accountable for racial equity results. Organizations must have clearly articulated racial equity measures and hold each other publicly accountable by building trust, applying some peer pressure, and pushing each other to do better.

Our department has a racial and health equity learning institute. In our train-the-trainer model, we normalize conversations about race and understand the intersection of our multiple identities. Our staff are grounded in social justice so when we're talking about racial inequality, we are calling out the system, structures, and the role we've had as a government institution in setting up explicitly racist policies, having multigenerational impacts on the communities that we serve. When we understand the legacy of the inequitable policies and practices that continue to have an impact in the community today, we are able to then develop plans on what to do with that system. We are redesigning this training for community with community leaders. Our trainings include introduction to racial equity, structural racism 101, LGBTQ health, achieving health equity, cultural humility, authentic community engagement, and climate change.

–Analilia Garcia,
Santa Clara County Public Health Department

Why is it important, what are the benefits if we change?

Developing structures and processes that flow from MSCs' stated values and goals for equity creates a roadmap and articulates the steps the MSC needs to take to move from vision to results. It is foundational for a high performing equity-centered collaborative.

The equity action plan both sets the expectation for all members of the MSC to be involved in the equity work and also identifies the core team of people accountable for moving the equity work forward, setting the norms and pace.

Without a robust, multi-pronged equity action plan, MSCs could find themselves having made little progress on eliminating inequities or improving the experience of people of color (women or others harmed by inequities). For example, despite the nonprofit sector's greater awareness about racism and increased efforts to address equity and inclusion, staff are seeing little change in actual conditions, according to a 2019 survey of 5,000 nonprofit staff on their experiences of race and leadership in nonprofit settings.[14]

What can our MSC do differently?

- Develop a multiracial, multi-identity core team for equity that will facilitate the equity action plan, so that the different voices and perspectives of those most harmed by inequities, as well as those in the dominant culture, are included and heard. Pay attention to racial justice roles on the team, e.g., White team members have specific work to do in educating, naming, and risk taking around structural analysis with other White people.[15]

- Implement equity action plans. With shared understanding of equity values and capabilities, plans should include norms, guidance, structures and expectations for intentionally addressing inequities via contracting, hiring, budgeting, purchasing and all aspects of the collaborative's operations.
  Specific components include:

  - Prepare for leadership support - Determine who at the Board and senior leadership level will be the visible and accountable sponsors of the equity work and how they will endorse, promote, and resource that work.

  - Create an equity planning team and accountability structure - Pull together a multi-racial and multi-identity core team to drive the planning and monitoring processes of the equity action plan.

  - Develop a monitoring and reporting plan.

  - Define the organization's Equity Values.

  - Allocate resources to operationalize the equity action plan, including external partners for training and coaching.

  - Develop a communication plan.

14. Race to Lead revisited: Obstacles and Opportunities in Addressing the Nonprofit Racial Leadership Gap
15. Abigail Ortiz, MSW, MPH, Southern Jamaica Plain Health Center, Brigham Health

Going Deeper
Guiding the conversation within our MSC

If your MSC completed the Equity Assessment together or you were able to see multiple responses to the questions, you may see where your collaborative agrees and where your responses were very different from each other. You can gain a lot of insight by discussing both the areas of convergence and divergence. A detailed agenda template to do so is available in the section, *Group Discussion Guide*, for your backbone or convenors to tailor to your group.

Some questions to consider addressing as a group that relates to the Equity Capability of Design structures and processes to promote equity at individual and organizational levels include:

- How has our MSC "put our money where our mouth is" and created structures and pro-cesses to drive our equity work forward?

- Who within our MSC do we rely on to lead us in our equity work? To what extent do they have the accountability, authority, and resources to do so?

- To what extent do all members of our MSC take steps to align with our equity strategies? Where is there more work to be done to align everyone in our efforts to eliminate inequities?

What does this mean for me personally?

Addressing equity in your collaboration and your community also requires you to take a personal journey that acknowledges your ideas, reactions, feelings, beliefs, and fears. Increasing your self-awareness of the beliefs and biases you hold can help you unlock your ability to address equity in the room with your MSC. The personal and group journey go hand in hand.

Answer these questions in a personal notebook or journal that you can refer to as your MSC's equity journey evolves.

- When do I see specifically **my** words, decisions, and actions supporting or promoting our MSC's equity plans and strategies? Are there times when they did not? Or when I was silent or didn't take action that would have supported or promoted our MSC's equity plans and strategies?

- What more can I do personally to learn about equity, power, oppression, and privilege? What feelings, fears, or questions come up for me when I do that self-education?

- What am I prepared to do to help my MSC bolster its structures and processes for equity? What about in my partner organization?

- What do I stand to gain?

- What am I afraid of giving up?

Common roadblocks and challenges

- Some common challenges for MSCs that are looking internally to eliminate inequities in their own operations include: having leadership that reflects the racial demographics they serve, prioritizing funding allocations to POC-led organizations, and enforcing antidiscrimin.ation policies. Continuous monitoring and adjustments to the MSC equity action plan will help set the right targets and steps to overcome these challenges.

- People of color consistently have more negative experiences in organizations. The Race to Lead survey found persistent White advantage observed throughout nonprofit organizations, meaning the nonprofit sector is composed of predominantly White organizations that are mostly White in their board and leadership. According to Race to Lead, White people may thrive in these environments, but the data showed that people of color do not. In fact, the survey results suggest that White-dominant groups could learn from POC-led organizations, in which both people of color and White respondents reported more satisfaction with their work environment. Specific organizational practices can be identified and improved, from hiring procedures to raises and promotions, to how organizations acknowledge and incorporate employee voices.[16] The MSC's equity action plan can formalize these practices through its process of collaborative development, wide communication, clear accountabilities for actions, and measurement of progress, including listening to MSC members' experiences.

> The most impactful organizations on equity have diverse staffing within their organizations, at all levels. It's not just about having different skin tones represented on staff, but it's the real insights that people bring from lifelong lived experience. It's the relational capacities that they have, cultural understandings, lenses and analyses that they bring. It's also the lack of blinders or biases that people who are not from those backgrounds might inadvertently possess, even if they are actively trying to not be biased. So, different ages, different genders, different skill sets, different kinds of expertise or lenses that they bring – maybe somebody who's very healing and relationally oriented and then someone who's a real strategic community organizer type and then maybe somebody who's much more of a policy systems thinker – so that even within the team you have different capacities to connect with and mobilize different constituents that exist in any community.
>
> –Lisa Fujie Parks, Prevention Institute

16. Race to Lead revisited: Obstacles and Opportunities in Addressing the Nonprofit Racial Leadership Gap

RESOURCE LIST

Read the following sections in the full report for further insight and resources. Equity is Highly Valued as a Core Competency; Design Structures and Processes to Promote Equity at Individual and Organizational Levels.

- Living Cities works with leaders in cities across the US to improve the economic well-being of low-income people. They share their multi-year journey to embed racial equity and inclusion in "Operationalizing Racial Equity & Inclusion at Living Cities: Tools for Getting Started and Keeping At It." This includes 12 key themes and recommendations, tools, stories, and resources for equity training and consultation.

- Undoing Racism, a program of The People's Institute for Survival and Beyond (PISAB), supports participants to learn about the different forms of racism, its history and the structures and institutions that uphold it, and the work necessary to build multiracial coalitions for social equity.

- Race Forward's Racial Equity Impact Assessment (REIA) - Used when a group makes decisions, prior to enacting new proposals, the REIA has sample questions to use to anticipate, assess and prevent potential adverse consequences of proposed actions on different racial groups. Living Cities' abridged version Racial Equity Impact Analysis asks:
  - Are all racial/ethnic groups who are affected by the policy/practice/decision at the table?
  - How will the proposed policy/practice/decision affect each group?
  - How will the proposed policy/practice/decision be perceived by each group?
  - Does the policy/practice/decision worsen or ignore existing disparities?
  - Based on the above responses, what revisions are needed in the policy/practice/decision under discussion?

What is this Equity Capability all about?

Shift from a Backbone to a "Root Body"

We began this inquiry with the aim of understanding how to center equity in multisector collaborations, with backbone organizations as a key point of entry into this work. After significant information gathering from the literature, nearly forty stakeholder interviews, and an equity-centered design thinking session, we understand that the greatest impact on equity in communities demands multitudinous and flexible points of entry versus a single backbone organization.

We believe talking about a shift to a Root Body can address the limitations of the term backbone.[17] A Root Body suggests the foundational and interconnected networks of people that are within and/or across organizations, that come together to support the work of a community and their multisector collaboration. The Root Body nourishes and feeds the collaboration, with varying levels of formal and informal structures and processes. The Root Body can change, grow, and mature and its existence supports the community, its organizations, and collaborations to bloom and flourish.

How the collaboration is organized is up to the community to formulate and shape over time. The funder role is to support this process through financial resources, coaching, and technical assistance. But ultimately, the community must drive the process of creating the table, inviting participants to the table, and setting the agenda.

Other Root Body key principles include:

- Ensuring residents and people most harmed by inequities have shared power in the MSC to direct resources, set agendas, and lead discussions

- Collaborative decision making with transparency and accountability to the community

- Implementing formal and informal ways to collect community feedback on the backbone or Root Body

- Developing a clear pathway for resident leadership

- Addressing the necessity for racial healing work

> **How a community organizes their collaboration is fluid and not limited to "backbone" organizations to support it.**
>
> **The community decides.**

17. In the full report, Cristobal Consulting coined the term Root Body to connote the interconnected network -- a root system -- that provides a nourishing scaffolding for a collaboration. This new term evolves the idea of a backbone organization a step further.

Why is it important, what are the benefits if we change?

The designation of backbone has, at times, prioritized a static organization (a single organization serving as the lead over time) that has implemented five pre-conditions. In reality, when communities come together to solve problems, they evolve at different rates and develop and exhibit various functions in an organic way. It can take many years for trust, relationships, and shared community power to develop that lead to a formation of a structure of the commons, i.e., backbone organization.[18]

What can our MSC do differently?

- Have honest assessments and conversation about the collaborative mindset of your MSC. Gather feedback about what changes in the backbone structure or makeup are necessary to achieve equity. Are the MSC and its backbone open to different organizing structures?

- Determine the right organizing structure (and/or operating principles) for the MSC, be flexible over time. Sometimes this results in one organization holding space for the collaboration - you could call this a support organization, or a hub. Sometimes what is holding space for the collaboration are multiple people across organizations. You don't have to be locked into one way of operating.

- Consider multiple sources of MSC support. Collaborations can balance the strengths and weaknesses (capacities, experience, resources, connections) of various entities that would serve as a backbone.

- Seek out "unusual actors' in the system or oftentimes invisible and informal power within a community to drive towards outcomes.

- Work with residents, people most harmed by inequities, and partner organizations to co-develop MSC meeting agendas with backbone or root body, with discussions that center their input and voice vs. solely the backbone staff's input and voice.

- Pair a resident or partner organization as a co-lead of the MSC, or executive committee, or workgroup, who has as much decision making power as their co-lead from the backbone.

- Decision making is transparent, accessible, inclusive, and centering of residents and people most harmed by inequities, which can mean longer timeframes for sharing information and gathering input, not skipping steps to involve stakeholders for a quick decision.

- Residents and people most harmed by inequities can have veto power on the key decisions that will impact them.

- The MSC regularly assesses the equity capabilities of the backbone.

18. Somava Saha Stout, MD, WE In The World, formerly IHI

Going Deeper
Guiding the conversation within our MSC

If your MSC completed the Equity Assessment together or you were able to see multiple responses to the questions, you may see where your collaborative agrees and where your responses were very different from each other. You can gain a lot of insight by discussing both the areas of convergence and divergence. A detailed agenda to do so is available in the section, *Group Discussion Guide*, for your backbone or convenors to tailor to your group.

Some questions to consider addressing as a group that relates to Shifting from a Backbone to a Root Body include:

- To what extent does our MSC center and prioritize the input and ideas of residents and people most harmed by inequities versus treating their input as a check-the-box activity? What are specific examples?

- How much power (e.g., over resource allocation, setting agendas) does our backbone have versus power distributed across the MSC?

- How much knowledge, experience, and facility with issues such as equity, racism, and power analysis does our backbone have? In what ways can we bolster their capabilities in these areas?

- To what extent does our backbone represent the racial backgrounds and other identities of the communities we serve? What changes are necessary to strengthen that?

What does this mean for me personally?

Addressing equity in your collaboration and your community also requires you to take a personal journey that acknowledges your ideas, reactions, feelings, beliefs, and fears. Increasing your self-awareness of the beliefs and biases you hold can help you unlock your ability to address equity in the room with your MSC. The personal and group journey go hand in hand.

Answer these questions in a personal notebook or journal that you can refer to as your MSC's equity journey evolves.

- What feelings, fears, or concerns come up for me when I think about our backbone organization reflecting more of the racial background and identities of the communities that our MSC serves?

- How will I personally have to adjust in order for our MSC to more effectively center and prioritize the representation, input, and decision making power of residents and people most harmed by inequities?

- What am I afraid of giving up?

- What do I stand to gain?

Common roadblocks and challenges

- Preventing an additional layer of gatekeeping given backbones have had significant influence over how the collaborative's table is set and who gets to be at the table.

- Having a backbone can, at times, disincentivize the MSC's shared responsibility to see the work through. In other words, delegating the work to the backbone.

RESOURCE LIST

Read the following sections in the full report for further insight and resources. Three Equity Values – We are Equity Focused; We Dismantle Dominant Culture Practices that Promote Inequity or Marginalization; We are Led By and Serve the People Most Harmed by Inequities.

- Junious Williams (Collective Impact Forum, Senior Advisor) and Sarah Marxer (Aspen Institute Forum for Community Solutions) document the ways in which Collective Impact initiatives can implement strategies for equity and inclusion within the 5 conditions for Collective Impact framework.[19]

CONDITION	DESCRIPTION	EXAMPLE
Common Agenda	Asking how different parts of the community are affected by an issue and ensuring that the voices of those most affected are included in setting the agenda for change Explicitly setting goals to reduce disparities	Double the number of students in the district that are on track to graduate from high school career and college ready by 2025, while eliminating the achievement gaps for students of color.
Shared Measurement	Thinking about how data will be disaggregated to reveal disparities by neighborhood, race/ethnicity, income level, gender, and other important characteristics	Disaggregate high school graduation rates by race, gender, country of origin, and other forms of identity.
Mutually Reinforcing Activities	Tailoring activities to benefit the broader population while also focusing on a particular subset of the population who face significantly large barriers Pursuing activities that address structural and systemic barriers	Design strategies to improve math skills of all students, AND have an ESL-specific math tutoring program.
Continuous Communication	Ensuring that communication is accessible (in vehicle, language, etc.) and that those with lived experience are active participants in co-creating the work together	Individuals with lived experience participate in initiative's steering committee Website and meeting materials, including data and analysis, made available in English and other prominent local language (e.g., Spanish) Live translation for community meetings and focus groups
Backbone Support	Building credibility with the communities affected by inequities Developing skills and capacity for the backbone and partners to address disparities and authentically engage others	Backbone staff build authentic relationships with community they are working with Backbone team has individuals with lived experience on the team Backbone staff deliver and/or commission training for local partners on racial equity

Generative somatics: generative somatics engages a mind/body methodology that builds embodied leadership to align our personal and collective practices with our principles and to heal from trauma and internalized oppression.

Group Discussions

Once members of your MSC have completed the Equity Assessment questions and have had time to review the Equity Capabilities highlighted in previous sections of this toolkit, you can come together as a group, whether virtually or in-person, to discuss the results and make plans for how your MSC will center equity.

There is likely an infinite number of ways to structure group conversations on equity – the Group Discussions below, with three templated agendas – are one place to start. In addition to the three Group Discussions, you will likely have at least two planning meetings beforehand and a planning meeting in between each Group Discussion.

Nuts and bolts of the group discussions

Who will facilitate?

How your MSC sets up these discussions and determines facilitation is incredibly important to centering equity and racial justice. To use the 'setting the dinner table' metaphor, whoever sets the table determines the number of place settings, decides who is invited, and plans what food to serve. This represents incredible power to shape what is talked about, what decisions are made, and who gets a say.

Setting the stage: We suggest a small group of people who represent various parts of the MSC (the backbone, a systems leader, a smaller CBO, and grassroots voices such as an organizer or resident), organize these group discussions and decide who facilitates.

Choosing a facilitator(s): Perhaps a couple of people from the small, representative group mentioned above co-facilitates or the group rotates facilitation. Alternatively, this group could determine that either the power dynamics in the room are so skewed against the interests of those who are most harmed by inequities, or that the MSC's usual or 'fall-back' facilitators don't have the optimal mix of values, awareness, knowledge, experience and skill-set to hold space for your equity group discussions. In this case, you may consider bringing an outside facilitator to help with these discussions. More considerations about facilitation are on the following pages.

PLANNING TIME

A sample summary of planning and meeting time:

– Two 1.5 hour planning meetings to kick off the series of Group Discussions

– Three 2.5 hour Group Discussions

– Two 1.5 hour planning meetings to happen between the Group Discussions

Total: 13.5 hours

Who should attend?

Each of the three group discussions are designed to include all members of your MSC. In order to maximize your time together you can make sure your group is prepped with:

Context: Describe some of the goals for pursuing equity in your MSC, how you think the Equity Toolkit will help achieve those goals, and what you're requesting from them. The Equity Toolkit Introduction has language you can use about the urgency and crucial nature of eradicating inequities.

Pre-work: Each of the templated agendas specify some pre-work. For example, completing the Equity Questions is pre-work for the first group discussion. Make sure everybody is clear about what the pre-work is and be available to answer questions as they emerge.

Open hearts and minds: Embody the values of humility and courage as you ask your MSC members to do the same. Everyone will be in different places on their individual learning journeys for racial justice and liberation. We must hold each other in respectful solidarity as we raise the bar for the whole group to do better in rooting out racist power and implementing anti-racist strategies.

What will we talk about?

The templated agendas for each of the three group discussions are designed to follow a progression from:

1) Assessment identifying opportunities,

to

2) Planning goals and strategies,

and

3) Monitoring and learning progress and adjustments.

Group discussion 1

Understanding The Assessment Results As a Group.

This is the first of three templated agendas that you can implement as is or tailor to your group's needs.

The goals of this meeting are to

- Discuss the Equity Assessment results, highlighting the areas of agreement and disagreement, ways to have deeper conversations about equity.
- To begin normalizing conversations on equity as a group.
- Set the stage for future conversations about setting goals for your equity work.

Group discussion 2

Using the Framework for Equity and Collaboration for Planning and Goal Setting.

The next conversation your group will have is to determine your priorities and goals for addressing equity in your collaboration and your community.

- Identify areas where the MSC can focus its energy to increase and center equity; setting specific and measurable goals to do so.
- Develop approaches to achieving equity, including the creation of antiracist policies/strategies/practices.
- Set the stage for progress via conversations on structure and process to carry out the goals, including accountable persons or workgroups, timeframes, and monitoring.

Group discussion 3

Sharing Progress and Moving Forward.

The goal of this meeting is to bring the group together every 1–3 months to share progress on the MSC's equity efforts.

- Share progress on each workgroup's goals to eliminate inequities.
- Support each other to work through challenges of this work.
- Identify any additional areas where the MSC can focus its energy to increase and center equity and/or adjust the current goals.
- Adjust as necessary the structure and process to carry out the goals, including accountable persons or workgroups, timeframes, and monitoring.

Where will we convene?

The group discussions are designed for flexibility in location – either online or in-person.

When will we hold each of the meetings?

The templated agendas are designed to be approximately 2 hours and 20 minutes to 2 hours and 45 minutes long for each of the three meetings. We broke this up into three shorter meetings, keeping in mind that many of you may be convening virtually.

Designing for an in-person setting could allow for two half-days or one full-day session. Either way, you may choose to allot more time to each topic for additional discussion and reflection. Or your group may need to incorporate longer stretch and 'bio' breaks. There are also optional agenda items included which could deepen the conversations your MSC would like to have around racial and social justice. For example, Group Discussion 1 includes an optional agenda item of 'Sharing what we're learning about Equity Capabilities' which could allow for more time to digest new concepts.

Ultimately, you will have the best idea of how much time will be optimal for your MSC to move through the agenda topics. In order to keep up the momentum of the conversations, we suggest that the 1st and 2nd group discussions happen no more than two weeks apart. The 3rd group discussion will be four weeks after the 2nd one (to allow time for workgroup progress on goals).

How will we convene?

Each of the templated agendas includes as many of the meeting topics and logistical considerations spelled out with as much detail as possible. We've included the meeting purpose (i.e., goals), pre-work, materials needed for virtual or in-person meetings, facilitator notes (i.e., tips) and then finally, a breakdown of the agenda topics with time allotments, the 'why' behind each topic, and the 'how' illustrated with examples of an activity or a way to frame the topic.

We may have forgotten something or you may have particular approaches to holding your meeting that you'd like to incorporate. You can tailor the agendas to fit your MSC's needs. Just remember to keep in mind the overarching series of meetings arcing from assessment to planning to monitoring/learning.

Other Facilitation Considerations

Finding growth in separate groups so you're more powerful when you come together:

- There are advantages to having some affinity group time set aside for your MSCs. For example, how can White members of the MSC be ready to take this work on? What additional training, self-study, or peer heart-to-hearts are necessary to support their equity journey while not leaning on Black people, Indigenous people and People of Color in the group to either educate them or take on the lion's share of the work?

- Black, Indigenous, and People of Color may experience more understanding, support, and healing from trauma caused by racial injustice.

Further defining the facilitator's role

- Be attuned to power dynamics within the MSC that hinder or enable the equity work. Facilitators can map these power dynamic with the aid of the resources listed in Equity Capability 1: Share leadership and power with residents/people most harmed by inequities, such as power's four faces (pg. 3), or in the resource list (pg. 6).

- Remember you are operating within different facets of how inequity shows up: 1) outcomes in the community, 2) how your MSC works together, 3) within partner organizations, and 4) at individual levels.

- Be able to ask tough questions, while maintaining trust, connection, and partnership. Some MSC members may really struggle with hard conversations about racial injustice, historical trauma, deeply held beliefs and biases, for example. The facilitator(s) will need to hold space for a process and experience that may feel messy or challenging, but ultimately help the MSC to have an impact on inequities.

- Know when to ask for outside help. For example, a sign that the MSC may need to consider a shift in facilitation includes the facilitator or leads having interests, goals, or hidden agendas that prevent them from facilitating the group to identify, name, and eliminate inequities and inequitable policies.

Understanding the Equity Assessment Results as a Group

This is the first of three templated agendas that you can implement as is or tailor to your group's needs.

Purpose

☐ Discuss the Equity Assessment results highlighting the areas of agreement and disagreement, ways to have deeper conversations about equity

☐ To begin to normalize conversations on race and equity as a group

☐ Set the stage for future conversations about setting goals for your equity work

☐ (Optional) Share what we're learning about Equity Capabilities, sharing aha's and discussing questions

Pre-work

☐ Encourage as many members of the MSC and community as possible to complete the Equity Assessment.

☐ Once you've compiled the results in the Equity Assessment Scoring and Interpretation section, ask people to review them, flagging any aha's and jotting down their questions.

☐ MSC members should review as much of the Equity Capabilities as possible. They can still participate in the group discussion even if they don't have time to complete this.

Materials and prep for virtual

☐ Prepare the group to have conversations via webinar, video enabled where possible; Consider accessibility for hearing and visually impaired persons.

☐ If virtual breakout rooms are possible, practice using them with a small group of people beforehand.

☐ Email the links to the Equity Toolkit and the compiled Equity Assessment results to each person.

☐ Prep a google doc for the breakout sessions' note taking and other group activities.

Materials and prep for in-person

☐ Have copies of the compiled Equity Assessment results available for everyone.

☐ Post-it notes

☐ Flip chart paper

☐ Pens, markers

☐ Optional: Laptop for taking notes during breakout sessions and other group activities.

☐ Optional: Camera to take photos of any work done on post-it notes and flip chart paper.

For either

☐ Decide what language or ASL interpretation is needed and possible to offer.

☐ Meet one-on-one with anybody who will be new to the collaboration, especially residents or people most harmed by inequities, to discuss the goals of the work on equity and hear any concerns.

Facilitator Notes

☐ Allow for at least 2 hours and 40 minutes for this discussion.

☐ Diving into deeper conversations about Equity Capabilities is optional, with templated meeting process below.

☐ It would be helpful, but not mandatory, to have a 3rd party facilitator with DEI and/or improvement coaching experience. Otherwise, designate an internal facilitator who may have experience guiding a group to set goals and action plans.

☐ People have different levels of familiarity, or comfort, with talking about inequities, racism, or other forms of oppression. Encourage everyone to review the Activity Guide before the meeting.

☐ For more ideas and strategies on how to center equity in your multisector collaboration, see the full report [here](#).

After the Meeting

☐ Compile the available disaggregated data that was prioritized in the 1st group discussion. Make note of data that was not readily available or disaggregated for future follow-up. Highlight the inequities.

☐ Summarize the 3-5 areas of need or opportunity that were prioritized in the meeting. Organize these into different categories for breakout groups to use in the next meeting. Note the levels that each idea is trying to impact: community outcomes, how we work together as a collaborative, partner organizations, individuals.

Topic	Why	How
5 min. Discuss the purpose and goals your group has in using the Equity Toolkit	Discuss what the MSC is trying to achieve with respect to equity, why it's important, and what overall impact you want to have over time.	An example: Equity and racial justice are a top priority for our collaboration. We are engaging in this toolkit as a jumpstart to deeper awareness of the values and capabilities necessary to center equity in our work.
5 min. Land acknowledgment	When you slow down to remember on whose land you sit, you are recalling history, you are recalling a people and a way of life, you are acknowledging the privilege you have in living and working on that particular soil.	Virtual: Ask people to type into the chat, the original native inhabitants of the place where they sit. You can share this link to help them find their location and its native inhabitants. Seek ways to deepen this practice and encourage continued learning about the Indigenous people of the area so that this does not become performative, or check-the-box in nature.
10 min. Identify ground rules for the conversation	Ground rules are guidelines for how the group wants to have a conversation together. They are reminders to be open, respectful, and brave in the face of difficult conversations.	Sample ground rules: Focus on how systems of oppression are at work; Don't take naming of racism or other oppressions as personal affronts; Avoid attacking/blaming individuals; Be OK with some discomfort; Understand people are learning and will make mistakes; Step up and or step back – if you are used to talking a lot, step back and vice versa
30 min. Equity Assessment results: Areas of alignment and markers of progress being made	Understand collectively where you've agreed on what is working well and where you've got more work to do.	Breakout groups are useful here. Assign a notetaker from the breakout group, or better yet, from the facilitator group. Take notes on any ideas for future work that come up. Smaller groups of 3-5 answer the questions - • What can we agree that we are doing well? • What can we agree that we still need to work on? Ask for a volunteer to share one item for each question above. Come back to the big group for sharing. Virtual: Share screen so everyone can see the Equity Assessment results and notes being taken.

Topic	Why	How
30 min. Equity Assessment results: Areas where there is divergent ideas about how our MSC is doing on equity	Discussing where your MSC members disagree with each other could catalyze deeper conversations about equity, power dynamics, different perspectives of lived experience, etc. This could highlight areas that the MSC would like to work on.	Go back into the same breakout groups. The note taker should make notes of the ideas for needs or opportunities that come up. Breakout groups to answer the questions - • Where is there disagreement in how our Equity Assessment was answered? • What need or opportunity does that present for our work together? Ask for a volunteer to share 1 or 2 ideas of need or opportunity from this conversation. Come back to the big group for sharing. Virtual: Share screen so everyone can see the Equity Assessment results and notes being taken.
20 min. Break for MSC members Facilitators set up for prioritization	During long meetings, take time to help MSC members get some movement in their body, drink some water, or take a 'bio break'. Regular, even short, breaks will fuel the creativity and energy of the group.	Before you let people go on break, you can model some gentle stretches by tilting your head side to side and rolling your shoulders backwards and forwards. Acknowledge the good work they've done so far. FACILITATORS: During the 20min. break, using the google doc where breakout sessions notes were taken, organize the areas of need or opportunities that have just been identified into different categories for additional breakout groups to use after the break. If possible, note the levels that each idea is trying to impact: community outcomes, how we work together as a collaborative, partner organizations, individuals.

Topic	Why	How
30 min. Building on our opportunities	Continue to develop and then refine a set of priorities for the equity work.	This discussion builds on the areas of need or opportunity that were brought forward earlier in the group discussion. **20 min.** Place people in one breakout group for each of the categories you've organized over the break. Breakout groups will review the ideas in their category and then answer the questions - • Which of the ideas can we flesh out further? • What additional ideas (for policies, practices, programs) do we have for improvement to eliminate inequities? Each breakout group then prioritizes their top 3-5 ideas using a multivoting process.[20] Ask for a volunteer to share the top 3-5 ideas with the whole group. **10 min.** Come back to the big group for sharing.
15 min. Setting the stage for planning and goal setting through data	In order to set goals for equity at the 2nd group discussion, a clear picture of the current state would be helpful – e.g., a combination of reflections from today's meeting and disaggregated data on relevant measures. This exercise will help prioritize data collection prior to the 2nd group discussion.	Give people 5-7 min.. to jot down data they think will be important to see disaggregated (by race, ethnicity, gender, etc.) and whether it is readily sourced or further data collection is necessary. You could do this by providing a shared google document ahead of time with places for people to type into (simultaneously) – metric, source, data 'owner', rationale. Spend 5-7 min.. clarifying any questions about the data ideas posted. Explain that the core team or backbone organization will compile as much of the data as possible for people to review by the next group discussion.

20. Multivoting: 1) Count up the number of ideas you're voting on and divide that number by 3. The resulting number is the number of votes that each person has. 2) Tell people how many votes they are allotted. Ask them to put the letter "X" next to each idea they want to vote for or give them the correct number of sticker dots if in-person. They can put more than one of their votes on an idea. 3) Tally up the votes and read out the ideas that received the top 3-5 highest number of votes.

Topic	Why	How
10 min. Wrapping up with equity questions	Personal and group reflection all along the journey of the equity work will be important. This is a way to continuously check in with the process and themselves, to appreciate what is working well and raise questions when it's not working well.	Give 5 min. for personal reflection on the following questions - How do I know that I'm more self-aware and self-correcting as an equity leader? What emotions are coming up for me? Are we still on the path of achieving equity? How does this feel so far?
5 min. Next Steps	Acknowledge any items for follow-up that came up during the meeting. Prepare people for the next meeting on Planning and Goal Setting	Highlight any action steps identified during the meeting, and who will be accountable for its completion. Share the date, time, and purpose of the next meeting.
Optional additional meeting topics Diving into deeper discussions about Equity Capabilities	As MSC members review the Activity Guide's Equity Capabilities, questions, aha's and ideas for action will likely come up. It would be beneficial for your group to hold space for those conversations and learn about Equity Capabilities together.	Encourage as many people to participate in the discussion as possible. Depending on the size of your group, this could mean breaking out into groups of 3-5 people or into groups of 2 people. When you come back as a large group, ask for people to share their reflections of those breakout group conversations. If possible, assign at least one backbone member or other staff to each breakout so they can jot down notes about the themes that come up in conversation. Each of the Equity Capabilities has a section for "Going Deeper" with discussion questions for the MSC. Your groups can decide to spend as little or as much time on these questions. You can pose all of the questions offered, or pick and choose from each of the Equity Capabilities. You can also spread out these questions across the other templated agendas.

Using the Framework for Equity and Collaboration for Planning and Goal Setting

This is the second of three templated agendas that you can implement as is or tailor to your group's needs. We suggest that you hold this meeting two weeks after the first meeting in order to build on the momentum from those initial discussions.

Purpose

☐ Identify areas where the MSC can focus its energy to increase and center equity; setting specific and measurable goals to do so.

☐ Develop approaches to achieving equity, including the creation of antiracist policies/strategies/practices.

☐ Set the stage for progress via conversations on structure and process to carry out the goals, including accountable persons or workgroups, timeframes, and monitoring.

☐ Continue to normalize conversations on race and equity as a group

☐ (Optional) Share what we're learning about Equity Capabilities, sharing aha's and discussing questions

Pre-work

☐ Based on the 1st group discussion's prioritization of disaggregated data, compile a summary of what is currently available and ask MSC to review before the meeting.

☐ MSC members who haven't yet, could review the five Equity Capabilities. They can still participate in the group discussion even if they don't have time to complete this.

Materials and prep for virtual

☐ Email links to the summary of available disaggregated data that was prioritized in the 1st group discussion and also the summary of 3-5 areas of need or opportunity. Especially the latter could be on a google doc ready for people to use during breakout groups.

☐ Prepare the group to have conversations via webinar, video enabled where possible; Consider accessibility for hearing and visually impaired persons.

☐ Prep a google doc for the breakout sessions' note taking and other group activities.

Materials and prep for in-person

☐ Have copies of the summary of currently available disaggregated data that was prioritized in the 1st group discussion.

☐ Enlarge and post on the wall the summary of 3-5 areas of need or opportunity.

☐ Post-it notes

☐ Flip chart paper

☐ Pens, markers

☐ Optional: Laptop for taking notes during breakout sessions and other group activities.

☐ Optional: Camera to take photos of any work done on post-it notes and flip chart paper.

For either

☐ Summary of disaggregated data prioritized from the 1st discussion.

☐ Summary of the 3-5 areas of need or opportunity that were prioritized in the 1st discussion.

☐ Decide what language or ASL interpretation is needed and possible to offer.

☐ Meet one-on-one with anybody who will be new to the collaboration, especially residents or people with lived experience, to discuss the goals of the work on equity and hear any concerns.

Facilitator Notes

☐ Allow for at least 2 hours and 20 minutes for this discussion.

☐ Don't forget that you can deepen conversations around each of the Equity Capabilities using the "Going Deeper" questions in those sections of the Activity Guide. (Optional)

☐ It would be helpful, but not mandatory, to have a 3rd party facilitator with DEI and/or improvement coaching experience. Otherwise, designate an internal facilitator who may have experience guiding a group to set goals and action plans.

☐ People have different levels of familiarity, or comfort, with talking about inequities, racism, or other forms of oppression. Encourage everyone to review the Activity Guide before the meeting.

☐ For more ideas and strategies on how to center equity in your multisector collaboration, see the full report [here](#).

After the Meeting

☐ Continue the data collection efforts that you've started to support the equity work.

☐ Summarize/document the goals that are developed. Share them with the whole group.

☐ Ensure that each workgroup has what they need to communicate with each other, meets at least one time before the next meeting, and is supported to make progress on their particular goal area.

☐ Develop a PowerPoint slide template that workgroups can use to share progress at the next meeting. The template should include the names of workgroup members, the SMART goal(s) they're addressing, a list of strategies or ideas to test, how they will measure progress, challenges, learnings, next steps.

Topic	Why	How
10 min. Where we are on our equity journey. Revisit the purpose and goals your group has in using the Equity Toolkit.	Discuss what the MSC is trying to achieve with respect to equity, why it's important, and what overall impact you want to have over time. Summarize the highlights of the 1st group discussion.	An example: Equity and racial justice are a top priority for our collaboration. We are engaging in this toolkit as a jumpstart to deeper awareness of the values and capabilities necessary to center equity in our work. In our 1st group discussion we looked closely at our Equity Assessment results, highlighting where we agree and disagree; and prioritized the top 3-5 areas of need or opportunity for us to work on.
5 min. Land acknowledgment	When you slow down to remember on whose land you sit, you are recalling history, you are recalling a people and a way of life, you are acknowledging the privilege you have in living and working on that particular soil.	Virtual: Ask people to type into the chat, the original native inhabitants of the place where they sit. You can share this link to help them find their location and its native inhabitants. As the facilitator, you can acknowledge the native inhabitants and also something that you've learned about their culture through research or conversation with a representative. E.g., what is their native language and how do they say a greeting? Demonstrates how you will continue to deepen knowledge about, and include, Indigenous people in your community.
5 min. Review ground rules for the conversation.	Ground rules are guidelines for how the group wants to have a conversation together. They are reminders to be open, respectful, and brave in the face of difficult conversations.	Remind the group of the ground rules from the 1st group discussion, e.g.: Focus on how systems of oppression are at work; Don't take naming of racism or other oppressions as personal affronts; Avoid attacking/blaming individuals; Be OK with some discomfort; Understand people are learning and will make mistakes
30 min. Data on inequities	Using disaggregated data about community indicators that matter the most will help the group prioritize their efforts.	**10 min. –** Review the summary of disaggregated data that was prioritized in the 1st discussion. What inequities does the data reveal? What additional data still needs follow-up work to collect? Can others in the MSC help? **20 min. –** Ask the group to reflect on the highlighted inequities. What would the data suggest in terms of strategies to eliminate inequities? What additional questions do we still have about data?

Topic	Why	How
10 min. Break	During long meetings, take time to help MSC members get some movement in their body, drink some water, or take a 'bio break'. Regular, even short, breaks will fuel the creativity and energy of the group.	Before you let people go on break, you can model some gentle stretches by tilting your head side to side and rolling your shoulders backwards and forwards. Acknowledge the good work they've done so far.
50 min. Building on our opportunities and setting goals	Continue to develop and then refine a set of priorities for the equity work.	This discussion brings together the top 3-5 areas of need or opportunity that were prioritized in the 1st group discussion plus the highlighted inequities from the disaggregated data discussed above. **20 min.** Assign people to breakout groups, one for each of the 3-5 areas of need or opportunity. Breakout groups will review what's written about their area of need and then answer the questions - • Do we need to adjust this idea in light of our data discussion? • How might we flesh this idea out further? The breakout group then develops a SMART goal(s) for this area of need or opportunity, specifying 'how much' and 'by when' using the template: We will (increase/decrease/eliminate/develop) _____ (the opportunity for improvement) by _____ (a measurable amount) by _____ (a specific date). Ask for a volunteer to share their SMART goal(s) with the whole group. **30 min.** Come back to the big group for sharing. Each group reads out their SMART goal(s). People from the other groups can ask clarifying questions and/or make suggestions to further refine/enhance the goal.

Topic	Why	How
15 min. Hardwiring a process for working on the goals	Now that the group has set goals, you will build in some practices for accountability and structure to move forward on the goals. The MSC members have the opportunity to volunteer to work on various goals.	For each of the goal areas, ask for people to volunteer to either lead or participate in the workgroup that will work on that goal. Ask them to meet at least once before the next meeting. They will brainstorm strategies and then prioritize actions that will help them achieve these goals. At the group discussion 3 they'll get a chance to share any progress they've made.
10 min. Wrapping up with equity questions	Personal and group reflection all along the journey of the equity work will be important. This is a way to continuously check in with the process and themselves, to appreciate what is working well and raise questions when it's not working well.	Give 10 min. for personal reflection on the following questions - How do I know that I'm more self-aware and self-correcting as an equity leader? What emotions are coming up for me? Are we still on the path of achieving equity? How does this feel so far?
5 min. Next Steps	Acknowledge any items for follow-up that came up during the meeting. Prepare people for the next meeting on Sharing Progress and Moving Forward	Highlight any action steps identified during the meeting, and who will be accountable for its completion. Share the date, time, and purpose of the next meeting.

Sharing Progress and Moving Forward

This is the third of three templated agendas that you can implement as is or tailor to your group's needs. We suggest that you hold this meeting no more than four weeks after group discussion 2 in order to allow time for progress on the goals you set, but not too much time so that you lose momentum.

Purpose

☐ Bring the group together every 1-3 months to share progress on the MSC's equity efforts.

☐ Support each other to work through challenges of this work.

☐ Identify any additional areas where the MSC can focus its energy to increase and center equity and/or adjust the current goals.

☐ Adjust as necessary the structure and process to carry out the goals, including accountable persons or workgroups, timeframes, and monitoring.

☐ Continue to normalize conversations on race and equity as a group

☐ (Optional) Share what we're learning about Equity Capabilities, sharing aha's and discussing questions

Pre-work

☐ Review the set of goals that were developed during group discussion 2 and any updated disaggregated data that has been gathered since then.

☐ Each workgroup will prepare to present an update on their work using the PowerPoint template the facilitators provide.

Materials and prep for virtual

☐ Email links to any updated available disaggregated data and also the summary of goals that were set in group discussion 2.

☐ Prepare the group to have conversations via webinar, video enabled where possible; Consider accessibility for hearing and visually impaired persons.

☐ Prep a google doc for the breakout sessions' note taking and other group activities.

Materials and prep for in-person

☐ Have copies of updated available disaggregated data that was prioritized in the 1st group discussion.

☐ Enlarge and post on the wall the goals set in group discussion 2.

☐ Post-it notes

☐ Flip chart paper

☐ Pens, markers

☐ Optional: Laptop for taking notes during breakout sessions and other group activities.

☐ Optional: Camera to take photos of any work done on post-it notes and flip chart paper.

Materials and Prep for either virtual or in-person

☐ Each workgroup should complete a PowerPoint slide template to share progress. The template should include the names of workgroup members, the SMART goal(s) they're addressing, a list of strategies or ideas to test and have been tested, any data they have and how they will measure progress, challenges, learnings, next steps.

☐ Updated disaggregated data prioritized from the 1st discussion

☐ Summary of the goals that were set in group discussion 2.

☐ Decide what language or ASL interpretation is needed and possible to offer.

☐ Meet one-on-one with anybody who will be new to the collaboration, esp. residents or people with lived experience, to discuss the goals of the work on equity and hear any concerns.

Facilitator Notes

☐ Allow for at least 1 hours and 45 minutes for this discussion, depending on the number of workgroup presentations you have.

☐ Don't forget that you can deepen conversations around each of the Equity Capabilities using the "Going Deeper" questions in those sections of the Activity Guide. (Optional)

☐ It would be helpful, but not mandatory, to have a 3rd party facilitator with DEI and/or improvement coaching experience. Otherwise, designate an internal facilitator who may have experience guiding a group to set goals and action plans.

☐ People have different levels of familiarity, or comfort, with talking about inequities, racism, or other forms of oppression. Encourage everyone to review the Activity Guide before the meeting.

☐ For more ideas and strategies on how to center equity in your multisector collaboration, see the full report here.

After the Meeting

☐ Continue the data collection efforts that you've started to support the equity work.

☐ Share presentations and notes with the whole group.

☐ Ensure that each workgroup has what they need to communicate with each other, meets at least one time before the next meeting, and is supported to make progress on their particular goal area.

Topic	Why	How
10 min. Where we are on our equity journey. Revisit the purpose and goals your group has in using the Equity Toolkit.	Discuss what the MSC is trying to achieve with respect to equity, why it's important, and what overall impact you want to have over time. Summarize the highlights of the 2nd group discussion.	An example: Equity and racial justice are a top priority for our collaboration. We are engaging in this toolkit as a jumpstart to deeper awareness of the values and capabilities necessary to center equity in our work. In our 2nd group discussion we developed SMART goals to help us structure our work to eliminate inequities.
5 min. Land acknowledgment	When you slow down to remember on whose land you sit, you are recalling history, you are recalling a people and a way of life, you are acknowledging the privilege you have in living and working on that particular soil.	As the facilitator, how might you model ways to deepen your understanding and acknowledgment of the native inhabitants of your region? What art, music or information about cultural practices can you share? Are there advocacy, service or other community organizations that are native-led that you can share with the group?
5 min. Review ground rules for the conversation.	Ground rules are guidelines for how the group wants to have a conversation together. They are reminders to be open, respectful, and brave in the face of difficult conversations.	Remind the group of the ground rules from the 1st group discussion, e.g.: Focus on how systems of oppression are at work; Don't take naming of racism or other oppressions as personal affronts; Avoid attacking/blaming individuals; Be OK with some discomfort; Understand people are learning and will make mistakes
15 min. Data on inequities	Using disaggregated data about community indicators that matter the most will help the group prioritize their efforts.	Review any additional disaggregated data that has been collected since it was prioritized in the 1st discussion. What inequities does the data reveal? What additional data still needs follow-up work to collect? Can others in the MSC help?

Topic	Why	How
30 min. per workgroup Progress on our goals to eliminate inequities. Gather input from their peers on their biggest challenges.	A key to the MSC's success in eliminating inequalities will be the disciplined approach and accountability to the goals to implement antiracist policies and practices. Each workgroup will have the opportunity to share what's being done for each goal area and also gather ideas from the larger group on how to tackle challenges.	**15 min.** Representatives from each workgroup will present their progress using the PowerPoint template provided to them. Ideally a number of voices from the workgroup would present. These can be rotated from meeting to meeting. The final item to share will be: Describe a challenge they're facing in making progress on the goal. What are the barriers, what have they tried, what kind of feedback would be helpful? **15 min.** If virtual, the presenters will turn off their cameras. If in-person, the presenters will face away from the group. The rest of the group begins to talk about the challenge that is posed and what their ideas, feedback, tools, or advice is. During the last couple of minutes, the presenters can turn their cameras back on/turn around and share a couple of reflections about what they've heard.
10 min. Break	Be sure to sprinkle in regular short (5 min.) and/or long (15 min.) breaks in between workgroup presentations.	Before you let people go on break, you can model some gentle stretches by tilting your head side to side and rolling your shoulders backwards and forwards.
10 min. Wrapping up with equity questions	Personal and group reflection all along the journey of the equity work will be important. This is a way to continuously check in with the process and themselves, to appreciate what is working well and raise questions when it's not working well.	Give 10 min. for personal reflection on the following questions - How do I know that I'm more self-aware and self-correcting as an equity leader? What emotions are coming up for me? Are we still on the path of achieving equity? How does this feel so far?
5 min. Next Steps	Acknowledge any items for follow-up that came up during the meeting. Prepare people for the next meeting on Sharing Progress and Moving Forward	Highlight any action steps identified during the meeting, and who will be accountable for its completion. Share the date, time, and purpose of the next meeting.