Request for Proposals

Anti-Racism Guide on the Side
for the
Kalamazoo Youth Development Network (KYD Network)

Issued: August 14, 2020

Responses due to KYD Network: September 4, 2020
Introduction

The Kalamazoo Youth Development Network (KYD Network) serves as the intermediary for 60 youth-serving organizations in Kalamazoo and Calhoun counties. Our vision is that all youth are college, career, and community ready by 21. We achieve our mission by ensuring all youth have access to high quality, youth-driven, inclusive and equitable out-of-school (OST) time programs that are well coordinated.

KYD Network transitioned to become a 501(c)3 in July 2018. We have had a board for two years that currently consists of fourteen members, nine of whom are Black, Indigenous, People of Color (BIPOC) and five are white. During 2019-20 program year, our board created its Anti-Racism Committee (ARC), that consists of five board members and four staff.

As our theory of change indicates (see Appendix), we seek to change the odds for all youth by changing the OST landscape. We do this by implementing the Youth Program Quality Intervention (YPQI), an evidence-based continuous quality improvement process that includes the assess/plan/improve model. We offer five program areas:

1. Quality;
2. Family engagement;
3. Social emotional learning;
4. Youth leadership; and
5. Inclusion and equity.

In addition to implementing the YPQI, KYD Network facilitates three Affinity Groups, one of which is the Inclusion and Equity Affinity Group. This group consist of individuals who are interested in advancing the goals set forth in its charter (see Appendix). The Inclusion and Equity group adopted the use of a standardized assessment tool from the Annie E. Casey Race Matters toolkit during 2019-20. KYD Network staff ask our cohort members to complete the assessment and establish annual goals. For more information regarding KYD Network, please visit our website at www.kydnet.org or email Meg Blinkiewicz, Executive Director, at meg@kydnet.org

Scope of Work

This RFP seeks to engage a “guide on the side” that will work with KYD Network until August 31, 2021 to achieve the following three objectives:

1. Create an action plan for the ARC that will enable it to achieve its two goals. This plan must be aligned with the three-year strategic plan that KYD Network is creating in 2020-21.
2. Provide coaching and technical assistance to the KYD Network board and staff as it implements its ARC action plan;
3. Provide coaching and technical assistance to KYD Network staff so that they can facilitate the Inclusion and Equity Affinity Group effectively during 2020-21.
Objectives 1 and 2: Create an action plan with the ARC that will enable it to achieve its two goals and provide coaching and technical assistance to the ARC and staff to ensure the plan is aligned with the three-year strategic plan.

Several months ago, the ARC created a charter, included in the appendix of the RFP, and also analyzed the staff and board Race Matters assessment results. This analysis led the ARC’s decision to focus on two goals:

1. Ensure that removing barriers and disproportionality reducing disparities are explicit organizational goals and are articulated in the organization’s vision and mission statements; and

2. Create a deliberate plan to develop and promote staff of color into leadership positions.

Given that KYD Network is creating a three-year strategic plan during 2020-21, the action plan created to address goal one should be integrated into the organization’s strategic planning process. The selected bidder will be working directly with the ARC to ensure that KYD Network’s vision and mission statements articulate its focus on removing barriers and reducing disparities. KYD Network staff have been tasked with identifying potential disparities for us to focus on and their work will be an element of the ARC’s action plan. The successful bidder must describe how it will guide the ARC through the process of revising KYD Network’s vision and mission and how the ARC will align this work with the organization’s strategic planning process.

The successful bidder also will help to create a leadership plan for staff of color as well as strategies for successful implementation of the plan. The plan should include metrics of success and progress benchmarks so that the ARC can report to the board about its progress to create the plan. The plan should also include longer-term measures of success related to the number of staff of color who serve in leadership positions.

Objective 3: Provide coaching and technical assistance to KYD Network staff so that they can facilitate the Inclusion and Equity Affinity Group effectively during 2020-21.

KYD Network staff have been facilitating this Affinity Group for four years and have partnered with different local consultants during this time. These “guides on the side” helped us to create the first draft of the Affinity Group’s charter and subsequent revisions. These local experts also have facilitated different trainings with cohort members including Implicit Bias 101 and Cultural Competence.

During 2020-21, KYD Network seeks a consultant with experience in anti-racism and youth development. Our staff and board are reading the book “Reclaiming Community: Race and the Uncertain Future of Youth Work” by Bianca Balridge and will use her work to frame our work over the next three years, through our strategic plan and our Inclusion and Equity Affinity Group.
We would like our local guide on the side to be able to ask us relevant and critical questions about Dr. Baldridge’s work so that we can effectively transition from positive youth development to critical youth development over the next several years. The Affinity Group will meet up to six times during the 2020-21 program year.

**Deliverables**

KYD Network expects the following deliverables:

1. Creation of a one-year action plan by December 8 that addresses the ARC’s two goals;
2. Revised organizational vision and mission statements by April 2021; and
3. Provision of coaching and technical assistance to KYD Network staff throughout the 2020-21 year (September 1, 2020 to August 31, 2021) with respect to facilitating the Inclusion and Equity Affinity Group.

**Timeline**

A tentative timeline of activities is presented in Table 1. The activities and attendant dates are subject to change.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Tentative Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>RFP out for response</td>
<td>August 17</td>
</tr>
<tr>
<td>Proposals due</td>
<td>September 4</td>
</tr>
<tr>
<td>Selection made</td>
<td>September 11</td>
</tr>
<tr>
<td>Contractor meets with ED to discuss plan</td>
<td>September 20</td>
</tr>
<tr>
<td>Contractor meets with ARC to finalize plan</td>
<td>October 13</td>
</tr>
<tr>
<td>Draft action plan submitted to ARC</td>
<td>November 10</td>
</tr>
<tr>
<td>Finalize action plan submitted to ARC</td>
<td>December 8</td>
</tr>
<tr>
<td>Contractor meets with ARC to provide implementation support</td>
<td>Up to four times</td>
</tr>
<tr>
<td>Contractor meets with staff six times over course of contract to support Inclusion and Equity Affinity Group</td>
<td>October 2020 to August 2021</td>
</tr>
<tr>
<td>KYD Network’s three-year strategic plan finalized</td>
<td>April 2021</td>
</tr>
</tbody>
</table>
Budget

KYD Network has $8,000 to complete this work. The successful bidder will submit a detailed budget that allows KYD Network to understand the cost of each activity proposed by the bidder.

Selection Criteria

Each proposal will be reviewed and scored according to the criteria presented in Table 2.

Table 2
Selection Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated ability to produce an anti-racism action plan for a non-profit organization and to provide coaching and TA to KYD Network staff related to its inclusion and Equity Affinity Group</td>
<td>60</td>
</tr>
<tr>
<td>Diverse team, including local team members</td>
<td>10</td>
</tr>
<tr>
<td>Understanding of, and experience with, local context, including youth-development sector</td>
<td>10</td>
</tr>
<tr>
<td>Quality and relevancy of work product(s) submitted with proposal</td>
<td>10</td>
</tr>
<tr>
<td>Detail of budget</td>
<td>5</td>
</tr>
<tr>
<td>References</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Required Documentation

KYD Network requests that at least one work sample be included in each response along with a list of three references (name of person and contact information).

Other Information

All proposals must be submitted to Meg V. Blinkiewicz, Executive Director, by noon on September 4, 2020 via email (meg@kydnet.org). Questions must be sent via email to Dr. Blinkiewicz and will be addressed within 24 hours.
Appendices

1. KYD Network Theory of Change
2. Anti-Racism Committee Charter
3. Inclusion and Equity Affinity Group Charter
4. Annie E. Casey Race Matters Assessment
**Theory of Change – 2020**

-DRAFT-

**Change How We Do Business**
- Affinity Groups
  - Youth Leadership
  - Inclusion & Equity
  - Social Emotional Learning (SEL)
  - Summer Learning
- Youth Driven Spaces
- Action Fridays
- Accountability
  - Disparities selected
  - Anti-racist identity

**Outcomes**
- **Youth**
  - Improved SEL skills
  - Increased youth leadership opportunities
- **Program**
  - Improved quality
  - Strengthened family engagement
  - Inclusive and equitable practices
- **Sector**
  - Increased funding
  - Collaboration within and across sectors

**Change the Landscape of OST**

<table>
<thead>
<tr>
<th>Assess</th>
<th>Plan</th>
<th>Improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality: YPQA</td>
<td>Planning with Data</td>
<td>Quality Coaching process</td>
</tr>
<tr>
<td>Family Engagement: Bosnet</td>
<td>Goals in each area</td>
<td>Coaching in five program areas</td>
</tr>
<tr>
<td>Inclusion &amp; Equity: Anti-Racist Benchmarks</td>
<td></td>
<td>Training (Skills Saturdays, Action Fridays, summer Professional Development weeks)</td>
</tr>
<tr>
<td>SEL: DESSA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth Leadership: YPQA, Youth Driven Spaces</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Change Odds for Youth**
- Bust barriers
- Reduce disparities
- Increase access to OST
- Increase opportunities to participate in decision making in community

**North Star**
All youth in Kalamazoo County are college, career, and community ready by the age of 21.
Anti-Racism Committee Charter
Draft #2
April 20, 2020

Introduction

The Kalamazoo Youth Development Network serves as an intermediary organization for the out-of-school time (OST) sector in Kalamazoo County. Our vision is a community where all youth are career, college, and community ready by 21. We achieve this vision through our mission of ensuring that all Kalamazoo County youth have access to high quality, youth-driven, diverse, inclusive, and equitable out-of-school time programs that are part of a well-coordinated system that uses data and best practice strategies.

Over the past two years, KYD Network has transformed from an information sharing-group to a collective action movement. As the intermediary for the out-of-school time (OST) sector, KYD Network is dedicated to building a sustainable OST system. That system includes a shared vision for youth, a common definition of quality and supports to achieving program quality, county-wide coordination of the OST sector, engaged leadership, shared accountability, continuous quality improvement, sustainability, and coordinated advocacy.

To achieve our mission, KYD Network formed an Anti-Racism Committee to guide the internal work of the organization, to create more equitable and inclusive spaces for youth in Kalamazoo County. This charter sets forth the vision for KYD Network, our guiding definitions, why inclusion and equity matter in OST, and our proclamation. This committee is comprised of Board and Staff participants.

Vision

Given that KYD Network seeks to support the out-of-school time sector while improving outcomes for youth and that we ultimately want all youth to be college, career, and community ready by 21, our vision focuses on youth. We understand that our practices must change to realize this vision, but ultimately, our goal is to improve the lives of youth in Kalamazoo County.

Youth develop and use relevant tools necessary to:

- recognize, claim, and appreciate an authentic positive self-identity; and
- understand and process issues to be able to counter systemic exclusion and inequity.

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1 Peake and Jordan, 2016.
2 Kendi, 2019.
Guiding Definitions

This Committee recognizes the importance of creating a shared language within the organization. As such, we have created, in community, a set of definitions to guide our work.

Board and Staff engaged in reading Ibram Kendi’s book, How to be an Anti-Racist and have been working to adopt similar language. Some of the definitions used will be from his book and will provide examples.

**Anti-Racist: from Ibram Kendi’s book**

**Diversity:** Individual differences (e.g. personality and language) and group-social differences, including, but not limited to:

- Race
- Ethnicity
- Gender
- Sexual orientation
- Gender identity
- Education
- Socio-economic status
- Age
- Physical abilities
- Religious beliefs
- Political beliefs

**Cultural agility:** is ability to be one’s authentic cultural self while engaging others and honoring their cultural selves\(^1\).

**Inclusion:** occurs when we have a welcoming environment for all to experience supportive energy and a sense of belonging while feeling valued and respected as one’s authentic self.

**Equity:** occurs when services and resources meet individual and self-identified needs to ensure all youth are career, college, and community ready by 21.

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\(^1\) Peake and Jordan, 2016.
\(^2\) Kendi, 2019.
Anti-Racism Committee Charter
Draft #2
April 20, 2020

Racist: should be treated as a plain, descriptive term for policies and ideas that create or justify racial inequities, not a personal attack. Someone is being racist when he or she endorses a racist idea or policy.

Why Anti-Racism is for the youth development sector?

Research and first-hand narratives alike demonstrate that all of the outcomes central to the youth development field—educational preparedness, employment readiness, physical and emotional health, civic engagement and the like—rest, in part, on the country’s enduring racial legacies.

Research also shows practitioners lack support for addressing Anti-Racism issues they face in their day-to-day work. KYD Network can provide the skills and safe space for Staff and Board Members to engage in Anti-Racism work in meaningful ways.

Proclamation

KYD Network commits to the ongoing implementation of an internal team that guides the ongoing work of removing barriers to opportunity and reducing racial disparity/disproportionality. Our goal is to reduce barriers to opportunity and racial disparities/disproportionality.

In order to support the OST Network, the Anti-Racism Committee commits to:

- Creating and monitoring annual Key Performance Indicators
- Conducting reviews of KYD Network policies & procedures
- Staying current on Anti-Racism best practices
- Adopt an equity lens as a foundation for our youth development work, which entails an analysis of:
  - Specific power arrangements that enforce cultural disparities;
  - Public policies and institutional practices that affect youth;
  - General cultural assumptions, values, ideologies, and stereotypes that allow disparities to go unchallenged;
  - How gains on some inclusion and equity issues can be undermined by forces in differing inclusion and equity issues; and
  - Other contextual factors that have enormous influences on outcomes for children, youth, families, and communities.

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1 Peake and Jordan, 2016.
2 Kendi, 2019.
Inclusion and Equity Affinity Group Charter
May 26, 2017

Introduction

The Kalamazoo Youth Development Network serves as an intermediary organization for the out-of-school time (OST) sector in Kalamazoo County. Our vision is a community where all youth are career, college, and community ready by 21. We achieve this vision through our mission of ensuring that all Kalamazoo County youth have access to high quality, youth-driven, diverse, inclusive, and equitable out-of-school time programs that are part of a well-coordinated system that uses data and best practice strategies.

Over the past two years, KYD Network has transformed from an information sharing-group to a collective action movement. As the intermediary for the out-of-school time (OST) sector, KYD Network is dedicated to building a sustainable OST system. That system includes a shared vision for youth, a common definition of quality and supports to achieving program quality, county-wide coordination of the OST sector, engaged leadership, shared accountability, continuous quality improvement, sustainability, and coordinated advocacy.

To achieve our mission, KYD Network formed the Inclusion and Equity Affinity Group whose charge is to guide the OST sector’s journey to create more equitable and inclusive spaces for youth in Kalamazoo County. This charter sets forth the OST sector’s vision, our guiding definitions, what inclusion and equity matters in the OST, and our proclamation. This Affinity Group is open to anyone interested in furthering our goals.

Vision

Given that the out-of-school time sector seeks to improve outcomes for youth and that we ultimately want all youth to be college, career, and community ready by 21, our vision focuses on youth. We understand that our practices must change to realize this vision, but ultimately, our goal is to improve the lives of youth in Kalamazoo County.

Youth develop and use relevant tools necessary to:

- recognize, claim, and appreciate an authentic positive self-identity; and
- understand and process issues to be able to counter systemic exclusion and inequity.

Guiding Definitions

This Affinity Group recognizes the important of creating a shared language within the OST sector. As such, we have created, in community, a set of definitions to guide our work.
Diversity: Individual differences (e.g. personality and language) and group-social differences, including, but not limited to:

- Race
- Ethnicity
- Gender
- Sexual orientation
- Gender identity
- Education
- Socio-economic status
- Age
- Physical abilities
- Religious beliefs
- Political beliefs

Cultural agility: Is ability to be one's authentic cultural self while engaging others and honoring their cultural selves.

Inclusion: Occurs when we have a welcoming environment for all to experience supportive energy and a sense of belonging while feeling valued and respected as one's authentic self.

Equity: Occurs when services and resources meet individual and self-identified needs to ensure all youth are career, college, and community ready by 21.

Figure A illustrates how the OST sector views the relationship among these concepts. The OST sector will continue to grow its capacity to measure its work in each of these areas.

Figure A. Relationships Among Concepts

Image courtesy of: Building the Bridge for Diversity and Inclusion: Testing a Regional Strategy, Rosenberg, Wooten, McDonald, and Burton
Why Inclusion & Equity for the youth development sector?

With the emergent attention focused on the communities, environments, and contexts in which young people grow, youth development programs still overwhelmingly focus on the individual youth as the primary “unit of change.” With inclusion and equity embedded in an equity framework, youth organizations will continue to provide high quality youth development interventions to youth while also being cognizant of barriers that affect the lives of all youth and beyond.

Further, research and first-hand narratives alike demonstrate that all of the outcomes central to the youth development field—educational preparedness, employment readiness, physical and emotional health, civic engagement and the like—rest, in part, on the country’s enduring racial legacies.

Lastly, research also shows that practitioners lack support for addressing inclusion and equity issues they face in their day-to-day work. KYD Network can provide the skills and safe space for the youth development sector to engage in inclusion and equity work in meaningful ways.

Proclamation

During the out-of-school time hours, youth serving organizations strive to create an environment of inclusion and equity for youth where each and every young person can create a positive sense of self, rooted in their unique cultural context. Operating from an equity framework, there are skills that the youth development work force can learn in order to provide youth with environments that encourage them to fully embrace their individual identities.

We, the “second shift” will:

- Create opportunities for youth to explore and discuss their culture in a safe environment.
- Adopt an equity lens as a foundation for our youth development work, which entails an analysis of:
  - Specific power arrangements that enforce cultural disparities;
  - Public policies and institutional practices that affect youth;
  - General cultural assumptions, values, ideologies, and stereotypes that allow disparities to go unchallenged;
  - How gains on some inclusion and equity issues can be undermined by forces in differing inclusion and equity issues; and
• Other contextual factors that have enormous influences on outcomes for children, youth, families, and communities.

• Partner with the youth development and other sectors in order to tackle inclusion and equity issues that we are not equipped to address independently.
• Keep inclusion and equity central to our organizations and programs.
• Use our influence in ways to address inclusion and equity whenever possible.
• Continue to build our capacity to engage in difficult conversations and strategy related to inclusion and equity.
Ann%27s E. Casey Foundation%27s Race Matters
Organizational Self-Assessment

Why Should I Use This Tool?
Because unequal opportunities and racial inequity are deeply embedded and usually not intended, producing equitable opportunities, operations and results requires being intentional.

What Will the Tool Accomplish?
It raises organizational awareness, starts focused conversations, contributes to the development of equity action plans, and tracks organizational change. Organizations that care about these issues can produce early results by using this tool.

How Do I Use It?
- Answer each question by circling the response that most closely applies. (For the section on staff competencies, decide if your focus is your own unit or the entire organization.)
- Add up the numbers associated with each answer to get your Racial Equity Score.
- Use the chart at the end of the tool to find out what your Racial Equity Score means for your next steps.

### STAFF COMPETENCIES

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. Staff are trained in and are knowledgeable at the 101 level about the range of barriers to equal opportunity and the depth of embedded racial inequities- how they are produced and how they can be reduced.</td>
<td>0 = None</td>
<td>1 = Some</td>
<td>2 = Almost All</td>
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<tr>
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<tr>
<td>2. Staff have a deep level of understanding about barriers to opportunity and embedded racial inequities in their special area of focus- including critical data and information about how inequities are produced and how they can be reduced.</td>
<td>0 = None</td>
<td>1 = Some</td>
<td>2 = Almost All</td>
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<tr>
<td>3. Staff are comfortable and competent about discussing issues of barriers to opportunity and embedded racial inequities with relevant individuals and groups.</td>
<td>0 = Rarely</td>
<td>1 = Sometimes</td>
<td>2 = Almost Always</td>
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<tr>
<td>4. Staff exhibit cultural competence in interactions with diverse groups.</td>
<td>0 = None</td>
<td>1 = Some</td>
<td>2 = Almost All</td>
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<tr>
<td>5. Staff disaggregate data by race in all analyses.</td>
<td>0 = Rarely</td>
<td>1 = Sometimes</td>
<td>2 = Almost Always</td>
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<td></td>
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<tr>
<td>6. A racial equity analysis is applied to policy issues.</td>
<td>0 = Rarely</td>
<td>1 = Sometimes</td>
<td>2 = Almost Always</td>
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<tr>
<td></td>
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<tr>
<td>7. A racial equity analysis is applied to practice issues.</td>
<td>0 = Rarely</td>
<td>1 = Sometimes</td>
<td>2 = Almost Always</td>
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<td></td>
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<tr>
<td>8. Written materials reflect a knowledge and understanding of barriers to opportunity and embedded racial inequities.</td>
<td>0 = None</td>
<td>1 = Some</td>
<td>2 = Almost All</td>
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<tr>
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<tr>
<td>9. Staff can articulate the costs of failing to address barriers to opportunity and embedded racial inequities.</td>
<td>0 = None</td>
<td>1 = Some</td>
<td>2 = Almost All</td>
</tr>
</tbody>
</table>

### ORGANIZATIONAL OPERATIONS
### Annie E. Casey Foundation’s Race Matters Organizational Self-Assessment

1. Removing barriers to opportunity and disparity/disproportionality reduction are explicit goals of the work and are articulated in a mission/vision statement.
   - 0 = No
   - 1 = Moving In That Direction
   - 2 = Yes

2. The unit has an internal team that guides the ongoing work of removing barriers to opportunity and reducing racial disparity/disproportionality.
   - 0 = No
   - 1 = Moving In That Direction
   - 2 = Yes

3. The organization’s goals of reducing barriers to opportunity and racial disparities/disproportionality are reflected in resource allocations.
   - 0 = No
   - 1 = Moving In That Direction
   - 2 = Yes

4. Investments promote capacity-building and asset-building for people and communities of color.
   - 0 = Rarely
   - 1 = Sometimes
   - 2 = Almost Always
   - 3 = Always

5. Results of investments show opportunity for all and a reduction in racial disparities/disproportionality.
   - 0 = Rarely
   - 1 = Sometimes
   - 2 = Almost Always
   - 3 = Always

6. The organization has a deliberate plan to develop and promote the leadership of staff of color.
   - 0 = No
   - 1 = Moving In That Direction
   - 2 = Yes

7. The organization has regular trainings and discussions at the staff and/or board levels about removing barriers to opportunity and reducing racial disparities and disproportionality, both internally and externally.
   - 0 = No
   - 1 = Moving In That Direction
   - 2 = Yes

8. The organization regularly assesses workforce composition by race/ethnicity and develops/implements strategies for increasing diversity at all levels.
   - 0 = No
   - 1 = Moving In That Direction
   - 2 = Yes

9. The environment of the organization (food, art, holiday activities, etc) is multicultural.
   - 0 = No
   - 1 = Moving In That Direction
   - 2 = Yes

10. The organization has a mechanism in place to address complaints about barriers to opportunity and racial inequities in the workplace.
    - 0 = No
    - 1 = Moving In That Direction
    - 2 = Yes

**NOW:** Add up the numbers associated with each answer to get your Racial Equity Score.

**My Racial Equity Score is __________**

**FINALLY:** Use the chart below to see what your next steps should be.

<table>
<thead>
<tr>
<th>Racial Equity Score</th>
<th>Next Steps</th>
<th>Tools That Can Help</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td>Toolkit Activities</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>&lt;20</td>
<td>Become intentional. Make an emphasis on racially equitable results explicit in your unit's/organization's mission statement, and evaluate performance with this emphasis as a criterion.</td>
<td>Every tool in this Toolkit can help your organization become more intentional in its commitment to opportunity for all. But you may want to start with How to Talk about Race to decide HOW to talk about the issues. Sometimes organizations do not have intentional efforts to produce equity because they get stuck on debates related to language instead of action. You should also review the Race Matters PowerPoint to understand how becoming intentional changes the work you do.</td>
</tr>
<tr>
<td>20-29</td>
<td>Build staff/organizational capacity. If fewer points are in the area of Staff Competencies, identify opportunities for staff to better understand embedded racial inequities — how they are produced and maintained, and how they can be eliminated. If fewer points are in the area of organizational operations, identify policies and procedures that should be improved to promote racially equitable results.</td>
<td>Staff competencies can be built using the Race Matters PowerPoint, What's Race Got to Do with It?, and the Fact Sheets. Organizational operations can be improved with the Racial Equity Impact Analysis and System Reform Strategies.</td>
</tr>
<tr>
<td>30-39</td>
<td>Fine-tune staff/organizational capacity. See which items are scored lowest, and work on them.</td>
<td>Select relevant tools from the Toolkit based on the areas that need fine-tuning. To help you select the right tools, the Race Matters Users Guide lists every tool and what it will accomplish.</td>
</tr>
<tr>
<td>40-49</td>
<td>Mentor others! Because one unit's or organization's success in promoting opportunity for all and reducing disparities is likely to be tied to others' performance, use what you’ve learned to help advance a racial equity approach for critical partners.</td>
<td>You are in a good position to go deeper on the issues by creating your own tools specific to your content area. The easiest place to start is by developing a Fact Sheet.</td>
</tr>
</tbody>
</table>