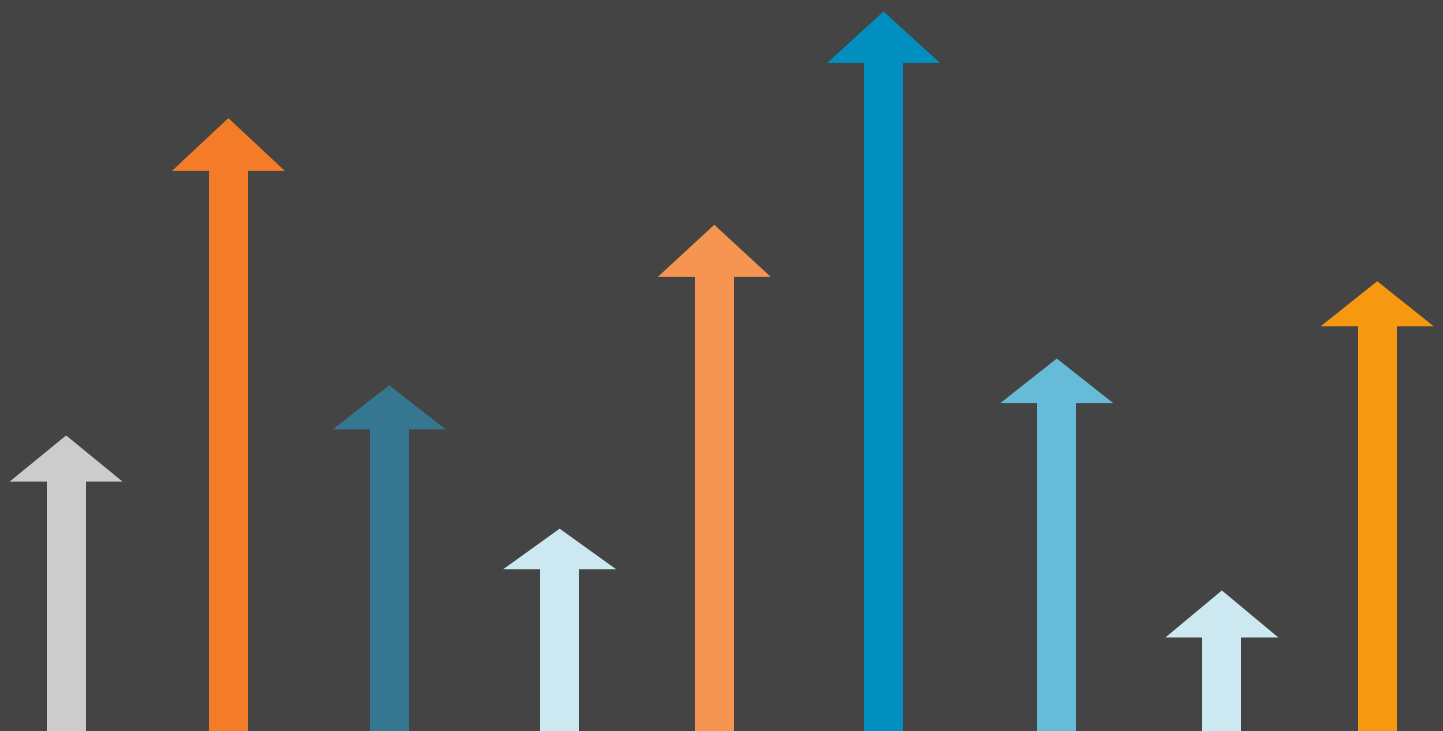
Morehead-Cain Fellows
Summer Project

STL FORWARD THROUGH FERGUSON

SUSTAINABLE EQUITY DEVELOPMENT GOALS



STL FORWARD THROUGH FERGUSON

SUSTAINABLE EQUITY DEVELOPMENT GOALS

1 PRIORITIZE THE WORK

2 CREATE SPACE TO THRIVE

3 REFORM RECRUITMENT AND RETENTION

4 VALUE THE COMMUNITY

5 INNOVATE FOR EQUITY

From the working group

A call was heard throughout the St. Louis Region in late summer of 2014. It rose up from thousands of voices in unison, congregating in the sunbathed streets of the city, yearning for change. It was not new, but for those tumultuous weeks, it was more audible than ever. Those voices call for everyone—from every sector and walk of life, from every political party, and from every municipality—to work together to make this shared space into the more beautiful region our hearts know is possible.

The working group which produced this project conducted eight weeks of intensive research, engagement, and project building to capture the myriad voices within St. Louis institutions. The purpose was to produce a tool that can be used by any organization, regardless of size or sector, to build its Racial Equity capacity. This project will help actualize the priorities set out by the Ferguson Commission Report and the #STL2039 Action Plan's Bulid Racial Equity Capacity strategy. It will require the commitment, expertise, and creativity of those who use it, but the possibilities for the good it can produce are boundless.

We thank you for engaging in this Work, for using this tool, and we encourage you to carry forward your efforts with the energy of those voices. It is vital to the health of our people, our systems, and our region.

THE TEAM

Rhea Jaisinghani is a sophomore at the University of North Carolina at Chapel Hill studying Mathematics and Biostatistics in the Gillings School of Public Health. As a first generation American and the daughter of two Indian immigrants, Rhea identifies as a North Indian female. While Rhea has lived in many regions of the US, she is proud to call Nashville, Tennessee home.

Kimathi Muiruri is a sophomore at the University of North Carolina at Chapel Hill studying Environmental Health Sciences with a minor in History. He is a black-identifying first generation North American, the son of Kenyan immigrants. Kimathi has carried out extensive study in philosophy, history, and critical race theory. While now calling Chapel Hill home, he is a proud native of Toronto, Canada.

Jordyn Williams is a sophomore at the University of North Carolina at Chapel Hill studying biology and anthropology with a pre-dental concentration. She grew up in an African American household in Greenville, North Carolina. She was initially drawn to the work of Racial Equity through personally lived and observed experiences surrounding race that did not yield equitable outcomes.

Taner Jacobs is a sophomore at the University of North Carolina at Chapel Hill studying Advertising and Communications. As a Native American male, he has pride in his people, the Lumbee Tribe of North Carolina. He grew up in a predominantly Lumbee area in the edge of Lumberton, North Carolina known as the Saddletree Community.

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THE TASK

The four members of this working group are all Morehead-Cain Fellows at the University of North Carolina at Chapel Hill. For the Summer of 2018, each elected to participate in a pilot program called Civic Collaboration, which is designed to serve as an innovative experience of public service. With an emphasis on embracing ambiguity and teamwork, this program sends a group of scholars to a mid-sized American city to work with a partner organization on an issue relevant to the area. This cohort was selected to be fellows of Forward Through Ferguson and to serve as fellows **working on specific vectors** for the organization's latest phase of action.

Before arriving in St. Louis, the working group received four vector questions from Forward Through Ferguson that would come to inform the creation of their project. Forward Through Ferguson is in its third year of operation working with **a growing number of community leaders** and volunteers, as well as working relationships with over 100 regional organizations dedicated to implementation of the Ferguson Commission Report signature priorities.[1] This summer, FTF is launching a formal network of partners across the region as they work to meet their Racial Equity goals. Therefore, the vector questions focused on the second **key Action Strategy from FTF's #STL2039 Action Plan**, Build Racial Equity Capacity.[2]

What is the landscape of institutions in the St. Louis region with the potential for high-impact changes in outcomes for people of color?

Where are those institutions on the path to Racial Equity and are they ready (or willing) to change?

How do we prioritize which institutions and organizations should be targeted when we have limited resources?

How do we measure the progress and report it to the community members each year?

The charge of the working group was to produce a project which could help to **answer these questions** while also formulating a **sustainable product** which could be useful after their departure. Under the guidance of local experts, and taking inspiration from the landmark 2015 United Nations Sustainable Development Goals, the group decided to produce a set of Sustainable Equity Development Goals (SEDGs) for Institutions of the St. Louis Region.[3]

SUSTAINABLE EQUITY DEVELOPMENT GOALS
for institutions in the St. Louis Region

GUIDE FOR THE GOALS

The following is a brief guide to proper usage of the Sustainable Equity Development Goals tool. The latter part of this section is the fully formed goals, presented in charts, and their aligment to FTF's Path to Racial Equity tool.

THIS TOOL IS...

... a living document. The working group encourages both organizations that explicitly work on Racial Equity and institutions with a commitment to the work to take this tool and and help us refine it. The tool is comprehensive, but only a beginning. The working group has laid down a solid, usable foundation. It is now up to the greater community to build out from it.

... a template. The SEDGs are a template for institutions to use and improve upon for their own purposes. Each subgoal offers broad methods to advance the work of Racial Equity, but these mechanisms must be adapted to fit the internal structure of each organization using them. In a phrase: this tool still requires institutions to be creative and innovative, and to seek help.

... a commitment. Just like the #STL2039 Action Plan states, an integral part of the equation for equity is the Heartset for the Work. The working group urges institutions to understand that this work cannot be a side note. It must be front and center; there must be an explicit commitment. In order to successfully implement the subgoals from the SEDGs, institutions must be ready to dedicate time, resources, and human capital to the work.

... a process. It may seem as though once an institution has achieved all twenty-two subgoals, they can be deemed a Racially Equitable institution. However, the working group urges institutions to interpret the SEDGs as just one part of the continual transformation.

THIS TOOL IS NOT...

... an ordered list. Each goal is not contingent on completing the last. These targets can be undertaken simultaneously. This list requires the ethic of "yes-and," rather than an "either-or" mentality. Each subgoal is marked with it's phase on the the Path to Racial Equity tool to help institutions know where to begin.

... a set of policy recommendations. While it does provide strategies, the SEDGs are not a group of bylaw amendments that can be added at the stroke of a pen. This work implies changing hearts, minds, culture, and policy.[4] Those using this tool must innovate within the recommendations to produce teams and initiatives that can accomplish the subgoals it sets out.

... a checklist. This tool does not include quantitative targets for any of the subgoal action and impact metrics. Progress looks different for every institution. The group encourages each organization using this tool to find its baseline and set its own ambitious targets.

... a project. This journy cannot be competed in isolation. In the work of Racial Equity, it is necessary to live into Radical Collaboration. No *one* institution has all the answers or strategies. To improve is to continuously share with and learn from the successes and failures of the community. Build connections with other institutions and Forward Through Ferguson.

GLOSSARY OF TERMS

Racial Equity: A state in which a person's life outcomes cannot be predicted by race. When our regional systems (education, housing, healthcare, jobs, transportation, and more) work well for all people so that disparities are closed and all residents, regardless of their race and zipcode, have justice and the opportunity to thrive.

Institution: Any formal structure or organization by which social, cultural, financial, or political resources are distributed.[5]

Institutional Racism: Race based discrimination stemming from the day to day operations of social institutions and structures.[6]

Racial Bias: Expressions of racism which manifest due to unconsciously held beliefs, prejudices, and inequitably designed systems which disadvantage some and advantage others on the basis of race.

REDI: Racial Equity, Diversity, and Inclusion; an acronym for equity, diversity, and inclusion work that centers a structural racism or critical race lens.

Internal Constituent: Any member of an institution; someone who works for an organization in any capacity.

Employee of Color: Internal constituent who identifies as a person of color or nonwhite.

Internal Assessment: The formal mechanism for periodic review of an organization's activities, structure, and operations, and the constructive criticism which follows. This review and criticism can be done for whole organizations or for individuals within.

Organizational Development: Intentional efforts and initiatives to improve an organization's structure or practices.

Goal: An ambitious but actionable vision for a better institutional future.

Subgoal: Actionable strategies by which to achieve the broader goal.

Action Metric: Process checkpoints indicating whether an organization using this tool has taken positive steps towards achieving a subgoal

Impact Metric: Outcome measurement of transformation within an organization.

1 PRIORITIZE THE WORK

The introduction of the commission report expresses a clear dedication to "intentionally [applying] a Racial Equity lens" to all work.[7] Institutions must be committed to weaving the ethic of Racial Equity into the fabric of their work.

Subgoal	Path to Racial Equity	Action Metrics	Impact Metrics
1.1 Connect with and utilize external Racial Equity resources and expand institutional capacity for these resources.	Awareness	**1.1.1** Percent budget allotted to REDI work **1.1.2** Presence and tenure of external REDI consultancy **1.1.3** Availability of REDI training and experiences for internal constituents **1.1.4** Number of external partners in REDI work	**1.1.5** Employee satisfaction ratings of REDI work **1.1.6** Percent employee participation in voluntary training **1.1.7** Progress made on other SEDG subgoals **1.1.8** Percent employees reporting greater understanding of REDI and implicit bias
1.2 Achieve high-level leadership support for the advancement of Racial Equity.	A	**1.2.1** Percent senior leaders with anti bias training **1.2.2** Percent budget allotted to REDI work **1.2.3** Senior leadership presence in internal REDI initiatives	**1.2.4** Employee of color approval ratings of management
1.3 Establish a common language pertaining to Racial Equity.	U	**1.3.1** Percent employees reporting presence of Racial Equity discussion opportunities **1.3.2** Percent employees reporting presence of Racial Equity learning opportunities **1.3.3** Availability of REDI training and experiences for employees **1.3.4** Presence of regular reports regarding internal Racial Equity work **1.3.5** Availability of REDI literature to internal constituents	**1.3.6** Percent employees reporting greater understanding of REDI and implicit bias

Path to Racial Equity Tool Phases: A = "Awareness of Inequity", U = "Understanding of Why Inequity Exists", T = "Transforming Towards Equity"

1 PRIORITIZE THE WORK

continued

Subgoal	Path to Racial Equity	Action Metrics	Impact Metrics
1.4 Include Racial Equity targets in organizational goal-setting.	U	**1.4.1** Percent of yearly goals dedicated to Racial Equity	**1.4.2** Employee of color approval ratings of management **1.4.3** Employee satisfaction ratings of REDI work
1.5 Conduct regular institutional assessments of Racial Equity progression to ensure accountability.	U	**1.5.1** Percent REDI-related questions on end of year survey **1.5.2** Engagement of third party assessments **1.5.3** Disaggregated data **1.5.4** Management response to employee dissatisfaction	**1.5.5** Employee satisfaction ratings of REDI work **1.5.6** Progress made on other SEDG subgoals
1.6 Apply a Racial Equity lens when conducting internal operations and decisions.	T	**1.6.1** Consideration of Racial Equity impacts of all internal policies **1.6.2** Presence of internal REDI advocacy **1.6.3** Disaggregated data	**1.6.4** Employee of color satisfaction ratings **1.6.5** Employee of color attrition rates **1.6.6** Employee of color/non-employee of color tenure disparity

Path to Racial Equity Tool Phases: A = "Awareness of Inequity", U = "Understanding of Why Inequity Exists", T = "Transforming Towards Equity"

2 CREATE SPACE TO THRIVE

Within the Ferguson Commission Report lies the signature priority of providing all within the St. Louis region the Opportunity to Thrive. For an institution to succeed, leaders must foster a space where internal constituents are encouraged and feel comfortable enough to voice their concerns.[8] When employees, those very individuals who allow the institutions to succeed and operate, feel secure and valued, the transition to a racially equitable future has a solid foundation to progress.

Subgoal	Path to Racial Equity	Action Metrics	Impact Metrics
2.1 Formalize reporting and response structure for incidents of bias and racism in the workplace.	A	**2.1.1** Anonymity of surveys **2.1.2** Presence of report structure **2.1.3** Presence of response policy	**2.1.4** Number of bias incident reports per year **2.1.5** Employee satisfaction of support accessibility
2.2 Create a democratic space for internal constituents to individually assess the status of Racial Equity in the organization.	U	**2.2.1** Percent employees reporting greater understanding of REDI and implicit bias	**2.2.5** Employee of color end of year survey response rates **2.2.6** Employee of color satisfaction ratings **2.2.7** Employee satisfaction ratings of REDI work
2.3 Establish healthy work culture with formalized structures which accept questions and concerns about the work of Racial Equity.	U	**2.3.1** Percent internal constituents reporting greater understanding of REDI and implicit bias	**2.3.2** Non-employee of color end of year survey response rates **2.3.3** Employee satisfaction ratings **2.3.4** Responses to work climate assessment **2.3.5** Employee retention rates
2.4 Foster a collaborative workplace where internal constituents from different backgrounds and departments are encouraged to engage with one another.	T	**2.4.1** Percent internal constituents reporting opportunities for inter-departmental dialogue	**2.4.2** Responses to work climate assessment **2.4.3** Employee satisfaction ratings **2.4.4** Presence of collaboration between departments on internal initiatives

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2 CREATE SPACE TO THRIVE

continued

Subgoal	Path to Racial Equity	Action Metrics	Impact Metrics
2.5 Ensure a comfortable and welcoming workplace environment for internal constituents.	T	**2.5.1** Percent internal constituents reporting presence of Racial Equity conversation opportunities **2.5.2** Percent internal constituents reporting presence of Racial Equity learning opportunities **2.5.3** Presence of mechanisms for regular employee feedback **2.5.4** Number of official team building opportunities	**2.5.5** Employee of color retention rates **2.5.6** Employee of color satisfaction ratings **2.5.7** Number of bias reports per cycle

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3 REFORM RECRUITMENT AND RETENTION

This goal was largely influenced by the multitude of Calls to Action pertaining to hiring practices within different sectors of the region. The section on "Realigning Incentives" in particular emphasizes job training programs, work-based learning opportunities, and pathways for vertical mobility. Implementing Racial Equity requires adapting the practices which define how institutions are composed - from leadership and mentors to staff and workers.[9]

Subgoal	Path to Racial Equity	Action Metrics	Impact Metrics
3.1 Offer robust training opportunities for newly hired employees which can help them use transferable skills to excel within the organization.	T	**3.1.1** Presence of early performance reviews and recommendations from senior staff **3.1.2** Percent budget allotted to the professional development of new hirees **3.1.3** Number of voluntary professional development training opportunities	**3.1.4** Six month employee of color retention rates **3.1.5** Employee of color performance on first employee evaluation **3.1.6** Percent of recent hirees that report accessibility of feedback **3.1.7** Employee of color/non-employee of color promotion rate disparity
3.2 Reform hiring and promotion to equally value nontraditional qualities in applicants.	T	**3.2.1** Presence of a standard panel interview procedure which intentionally mitigates bias **3.2.2** Presence of mechanism for evaluating transferable skills within candidate profiles	**3.2.3** Diversity of hiree skill profiles **3.2.4** Employee of color/non-employee of color hiring disparity **3.2.5** Employee of color/non-employee of color salary disparity at given position level
3.3 Ensure accessible mentorship opportunities throughout the institution to encourage individual professional growth for all employees.	T	**3.3.1** Percent employees of color reporting accessibility of formal mentorship opportunities **3.3.2** Employee of color retention rates **3.3.3** Percent employees who report informal networking opportunities	**3.3.4** Employee of color/non-employee of color promotion rate disparity **3.3.5** Employee of color performance on periodical evaluations
3.4 Establish recognized vertical mobility opportunities for internal constituents at all levels.	T	**3.4.1** Employee of color retention rates **3.4.2** Percent employees reporting access to career advancement opportunities	**3.4.3** Percent senior employees promoted from within **3.4.4** Employee of color/non-employee of color promotion rate disparity

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4 VALUE THE COMMUNITY

The Ferguson Commission was composed of members from the community: this is a hallmark example of the imperative for institutions which affect life outcomes to engage and know the people of their communities. All institutions in the St. Louis region have the responsibility to consider the impacts which their practices have on all of their people, particularly those who have historically been marginalized.[10]

Subgoal	Path to Racial Equity	Action Metrics	Impact Metrics
4.1 Consider community impact before executing external projects.	A	**4.1.1** Presence of formal impact analysis prior to all external projects **4.1.2** Presence of community engagement embedded into project planning	**4.1.3** Qualitative feedback from community
4.2 Construct a method by which the institution can collect and implement feedback from communities affected by their actions.	U	**4.2.1** Presence of structure for formal evaluation from community **4.2.2** Inclusion of community responses in project criteria	**4.2.3** Percent responses from community to project follow up surveys
4.3 Invest time and resources into community-led initiatives and organizations.	T	**4.3.1** Percent budget allotted to investing in community-led initiatives	**4.3.2** Percent community reporting presence of institution as positive

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5 INNOVATE FOR EQUITY

The Action Plan for Racial Equity Capacity Building explicitly calls for those dedicated to the work to "continuously create and share... curated resources," from policy strategies to success stories. Institutions must constantly seek opportunities to learn from and encourage others within their sphere of influence in order to create a community around Racial Equity work.[11]

Subgoal	Path to Racial Equity	Action Metrics	Impact Metrics
5.1 Collaborate with other organizations to improve Racial Equity practice.	U	**5.1.1** Number of business partners committed to advancing Racial Equity 5.1.2 Percent of budget allotted to REDI work	**5.1.3** Presence of explicit application of Racial Equity lens in projects with other institutions
5.2 Acknowledge and lift up internal Racial Equity-related progress within the institution.	T	**5.2.1** Percent of budget allotted to REDI work **5.2.2** Inclusion of formal assessment of REDI progress in institutional review reports **5.2.3** Presence of support for individual employee REDI advancement efforts	**5.2.4** Employee of color satisfaction ratings **5.2.5** Employee satisfaction ratings of REDI work **5.2.6** Employee of color approval ratings of management
5.3 Share ideas and resources with other institutions to prompt further engagement in the work of Racial Equity.	T	**5.3.1** Presence of mechanism for external publication of internal Racial Equity work	**5.3.2** Number of business partners committed to advancing Racial Equity
5.4 Support and invest in external Racial Equity initiatives in order to improve regional equity.	T	**5.4.1** Institutional investment in local Racial Equity practitioners **5.4.2** Presence of mechanism to highlight REDI advancement efforts of external groups **5.4.3** Number of business partners committed to advancing Racial Equity	**5.4.4** Qualitative feedback from community

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Acknowledgments

The creation of this tool would not have been possible without the help of **several partner institutions** and key representatives who took the time to offer their insights. The information which these individuals offered on the **typical practices** of organizational development in the region, as well as their **individual perspectives** on the trajectory of Racial Equity in St. Louis, was invaluable for the formation of this tool. Forward Through Ferguson and the fellows working group would like to extend our sincerest thanks to the following individuals and their organizations:

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Claire Schell - Assistant Vice President of Employee Experience at U.S. Bancorp Community Development Corporation (USBCDC)
Yvonne Sparks - Assistant Vice President and Director, Community Reinvestment Initiatives at STL Federal Reserve Bank

Thank you to all who read this tool and use it for the improvement of this region. The working group would like to emphasize that the efficacy of this tool is contingent upon the **continued dedication** of those who elect to use it. We implore all to be **unflinching** in the continuation of this work, and to **never stop innovating** on the path to achieving Racial Equity.

End Notes

1 The Ferguson Commission, "Forward Through Ferguson: A Path to Racial Equity" (public report, St. Louis MO, 2015) pp. All

2 Forward Through Ferguson, "#STL2039 Action Plan: Achieving an equitable St. Louis" (public report, St. Louis MO, 2018) pp. 7

3 United Nations General Assembly, "Transforming our world: the 2030 Agenda for Sustainable Development" (public report, New York, 2015) pp. All

4 Yvonne Sparks (STL Regional Chamber), interview by Rhea Jaisinghani et al., June 2018

5 Forward Through Ferguson, "#STL2039 Action Plan: Achieving an equitable St. Louis" (public report, St. Louis MO, 2018) pp. 6

6 George Ritzer, Essentials of Sociology (Thousand Oaks, California: Sage, 2015) pp. 185

7 The Ferguson Commission, "Forward Through Ferguson: A Path to Racial Equity" (public report, St. Louis MO, 2015) pp. 17

8 Vallorie Patton (St. Louis Federal Reserve Bank), interview by Taner Jacobs et al., June 2018

9 Yvonne Sparks (STL Regional Chamber), interview by Rhea Jaisinghani et al., June 2018

10 Claire Schell (US Bancorp CDC), interview by Jordyn Williams et al., June 2018

11 Charles Pearson (Normandy Schools Collaborative), interview by Jordyn Williams et al., June 2018

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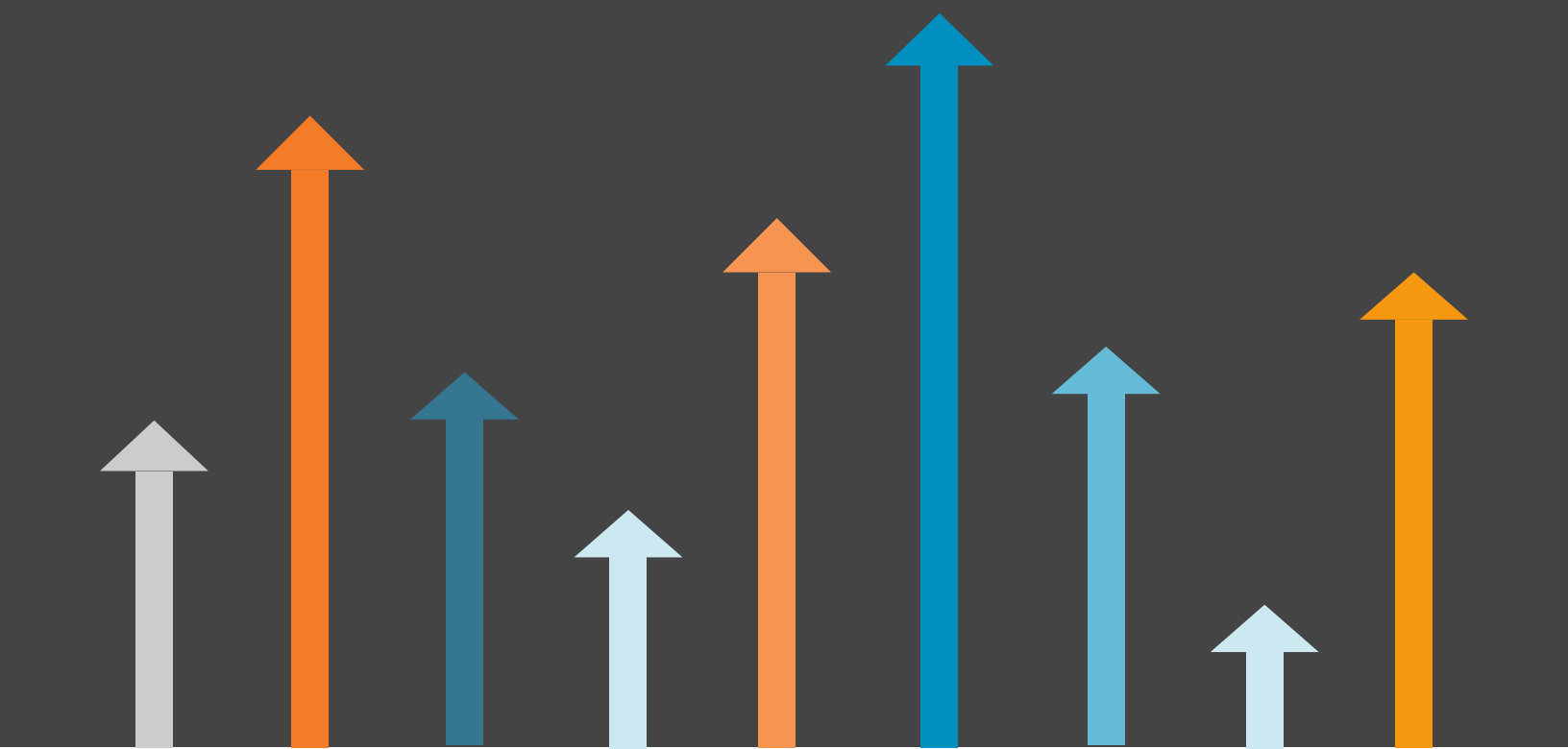
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