Missouri
COMMON GRANT
APPLICATION
Version 2.0

Funder Guide:
Incorporating Diversity, Equity, & Inclusion (DEI)

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INTRODUCTION

Background

In 2012, representatives from the St. Louis grantmaking community came together with the Gateway Center for Giving to create a Missouri Common Grant Application (CGA) and related materials.

The goals for the creation of this application were:

- Designing a standard, yet customizable, Common Grant Application (CGA) for Missouri grantmakers.
- Allow Missouri grantmakers and grantseekers to work from a common set of questions that reinforce solid nonprofit practices.
- Save grantseekers time and effort by using a single template for many different applications.

In 2016-2017, the Gateway Center for Giving convened a committee of grantmakers and nonprofit representatives to update the CGA to incorporate a lens of diversity, equity, and inclusion (DEI). A DEI framework informs the work of both grantmakers and nonprofits and offers a mechanism to address the profound disparities in opportunity that exist for marginalized groups. The inclusion of DEI-related language and questions throughout the CGA and related materials is meant to:

1) Provide a valuable perspective to grantmakers about their potential grantees' capacity to navigate DEI issues; and
2) Encourage self-assessment and dialogue about DEI issues by both nonprofits and grantmakers.

Why the Funder Guide on DEI?

The Funder Guide: Incorporating Diversity, Equity & Inclusion (a.k.a. The Funder Guide) is intended to help grantmakers customize their grant applications by incorporating a DEI lens that best suits their mission, values, and organizational culture. This will encourage funders to collect informative grantee data that reinforces nonprofit practices which support diversity, equity, and inclusion.

Funder Guide on DEI Overview

This Funder Guide covers each question and attachment in the CGA that has been altered from the original CGA using a DEI lens. It can be read start to finish or referred to for clarification related to a specific component, question, or attachment.

The Funder Guide explains why a particular question is being asked or was altered from its original state and provides additional insight into the intent of the question. The "Tips and Things to Consider" are suggestions, not requirements. It is up to individual grantmakers to choose how deeply they want to investigate and encourage an organization's commitment to advancing diversity, equity, and inclusion in their work.

Modifying DEI Questions in the CGA

Due to the range of grantmakers that utilize the CGA, some of the DEI-related questions and language may not coincide with a grantmaker's funding priorities, values, or mission. If this is the case, we encourage funders to modify the document to better suit their needs. As these decisions are made, it is important for a funder to consider their ability and willingness to have conversations with applicants about the way in which they plan to use the DEI data provided by the agency.

Using DEI Data from the CGA

In addition to dialoguing with potential grantees about the topics of diversity, equity, and inclusion, we encourage funders to contemplate how they wish to use the DEI-related information organizations provide in their applications. For example, some grantmakers will consider "DEI data" as a pivotal component of their decision-making process to fund an organization, while others will use it to generally inform their decisions but prioritize other components of a grant application that are not considered "DEI data." It is important for funders to be clear with agencies about their level of consideration of "DEI data," as applicants may have anxiety about their current DEI efforts within their work and organizational culture.

Ultimately, the inclusion of DEI-related questions and language is intended to provide funders with valuable perspectives on their potential grantees' capacity to navigate DEI issues. It also serves to encourage self-assessment and dialogue about DEI issues by both nonprofits and grantmakers.

Frequently Asked Questions

1. **Why are there questions and language regarding Diversity, Equity, and Inclusion (DEI) in the CGA?**
   The Gateway Center for Giving recognizes the importance of including considerations about DEI in grantmaking, as using a DEI lens informs the work of both grantmakers and nonprofits and offers a mechanism to address the profound disparities in opportunity that exist for marginalized groups. The inclusion of DEI-related language and questions throughout the CGA and related materials is meant to: 1) provide a valuable perspective to grantmakers about their potential grantees' capacity to navigate DEI issues, and 2) encourage self-assessment and dialogue about DEI issues by both nonprofits and grantmakers.

2. **How do you define Diversity, Equity, and Inclusion (DEI)?**
   There are a variety of definitions for these terms. You can find the definitions we utilized in the DEI Glossary of Terms.

3. **What does using a lens of Diversity, Equity, and Inclusion (DEI) in grantmaking actually mean?**
   According to GrantCraft, "…Using a [DEI] lens means paying disciplined attention to race and ethnicity while analyzing problems, looking for solutions, and defining success. Some use the approach to enhance their own perspectives on grantmaking; others adopt it as part of a commitment endorsed across their foundations."[1] *For example, grantmakers may, in addition to a program-based grant, choose to provide additional funding to help grantees meet their self-identified goals for diversity, equity, or inclusion.*

4. **If I currently use the CGA as a basis for my grant application, do I have to change it to reflect the DEI revisions?**
   No. You are not mandated to modify your current grant application simply because you used the previous CGA as a template for your organization's grant application. That being said, the Gateway Center for Giving encourages funders to review the DEI revisions in the CGA Version 2.0 and consider that those changes reflect the changing face of philanthropy.

5. **Should I penalize a grant applicant if they do not prioritize DEI in their work or organizational culture?**
   It is up to the individual funder to determine how they wish to use the "DEI data" acquired from the CGA. Many funders have used "DEI data" as a starting point for conversation about an organization's potential to grow and incorporate a DEI lens into their work. Some funders may choose to commit to fostering growth by partnering with them as a grantee and providing them with financial support for professional development opportunities and consulting.
   - *If you do NOT want applicant's answer to influence the ranking of their proposal, you can add language such as: "Answers to this question will not affect the ranking of your proposal."*
   - *If you DO wish to have an applicant's answer to influence the ranking of their proposal, you can add language such as: "Priority is given to applicants who demonstrate intentionality in diversity, inclusion, and equity in their practice and results."*
     - *When reviewing applications, you can look at an organization's mission statement, project description, proposal summary, evaluation practices, board composition, etc. as ways in which an organization has the opportunity to utilize a DEI framework.*

[1] GrantCraft, *Grantmaking with a Racial Equity Lens*.

Discussing DEI with Applicants & Grantees

As grantmakers are often generalists, it is helpful for them to have tools and guidelines to encourage intentional engagement with their applicants or grantees around the topics of diversity, equity and inclusion (DEI) when reviewing proposals. Discussing DEI with applicants or grantees can "clarify the connection between diversity and quality"[2] and result in outcomes that better move the needle for marginalized populations. Below are a couple resources for funders who would like to explore issues of diversity, equity and inclusion with their grantee partners.

- Protocol for Discussing Diversity With Grantees: Discussion Questions and Support Strategies by the Ford Foundation on GrantCraft, 2007
- *Racial Equity Impact Analysis* by the Annie E. Casey Foundation, 2006

Funder Self-Assessment on DEI

An increasing number of donors are making the commitment to support equity in their work. For example, grantmakers at the Annie E. Casey Foundation "routinely rate aspects of their programming for alignment with the foundation's overall commitment to eliminating disparities in children's well-being. The ratings help the foundation develop thoughtful policies, which in turn enable staff to design programs and make individual grants that address racial and ethnic disparities."[3] Performing self-assessments for diversity, equity and inclusion as funders not only serves as a model for grantees, but also provides an intimate understanding of the challenges and opportunities for growth that often result from asking grantees to pursue DEI work.

The Gateway Center for Giving's Diversity, Equity & Inclusion Funders Affinity Group webpage has a variety of useful resources for funders who wish to advance their own grantmaking practices using a lens of diversity, equity, and/or inclusion. Examples of resources on the GCG website include:

- *Racial Equity Impact Analysis* by Race Matters and adapted from The Annie E. Casey Foundation, 2006
- *State of the Work: Stories from the Movement to Advance Diversity, Equity, and Inclusion* by D5 Coalition, 2016
- *Advancing the Mission: Tools for Equity, Diversity and Inclusion* by The Annie E. Casey Foundation, 2009
- *Racial Equity Programming Check-Up* by the Annie E. Casey Foundation on GrantCraft, 2007
- *The Road to Achieving Equity: Findings and Lessons from a Field Scan of Foundations That Are Embracing Equity as a Primary Focus* by Kris Putnam-Walkerly and Elizabeth Russel, 2016
- *A Checklist of Potential Actions: Incorporating DEI in Your Grantmaking Process* by Equity in Philanthropy, 2016

Additional Information/Resources on DEI

For funders who are looking for more information about, and impact of, diversity, equity, and inclusion in our communities, we recommend you read through any of the following resources:

- *For the Sake of All*, edited by Purnell J., Camberos G., and Fields R., 2015
- *Forward Through Ferguson: A Path Toward Racial Equity* by The Ferguson Commission, 2015
- *The Equity Solution: Racial Inclusion is Key to Growing a Strong Economy*, PolicyLink & University of Southern California, 2014
- *An Equity Assessment of the St. Louis Region* by Public Policy Research Center, UMSL-St. Louis, 2015
- *The Business Case for Racial Equity* by Altarum Institute & W.K. Kellogg Foundation, 2013
- *Foundations Facilitate Diversity, Equity, and Inclusion: Partnering With Community and Nonprofits* by OMG Center for Collaborative Learning for the D5 Coalition, 2014
- *Why Inclusiveness? Inclusiveness and its Benefits for Nonprofit Organizations*, The Denver Foundation, 2008

[2] GrantCraft, *Protocol for Discussing Diversity With Grantees: Discussion questions and support strategies*.
[3] GrantCraft, *Racial Equity Programming Check-Up: A tool from the Annie E. Casey Foundation*.

Notable National Foundations Utilizing a DEI Lens in their Grantmaking

- The California Endowment
- The California Wellness Foundation
- The Annie E. Casey Foundation
- The Colorado Trust
- Consumer Health Foundation
- The Denver Foundation
- Ford Foundation
- The Heinz Endowments
- W.K. Kellogg Foundation
- The Kresge Foundation
- Mary Reynolds Babcock Foundation
- Robert Wood Johnson Foundation
- The San Francisco Foundation
- Schott Foundation

Notable Coalitions, Collaborations & Partnerships Committing to Advancing DEI

- Association of Black Foundation Executives: A Philanthropic Partnership for Black Communities
- CEO Action for Diversity & Inclusion Pledge
- D5 Coalition

DEI Glossary of Terms

Cultural Competency: The process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, spiritual traditions, immigration status, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each.[1]

Diversity: Term that describes the presence of individuals from various backgrounds and/or with various identities. The term is often used to include aspects of race, ethnicity, gender, sexual orientation, class, and ability.[2]

Equity: The condition that would be achieved if the identities assigned to historically oppressed groups no longer acted as the most powerful predictor of how one fares, with the root causes of inequities eliminated. (Examples include the elimination of policies, practices, attitudes, and cultural messages that reinforce or fail to eliminate differential outcomes by group identity/background).[3]

Inclusion: The degree to which individuals with diverse perspectives and backgrounds are able to participate fully in the decision-making processes of an organization or group.[4]

Marginalize: The process of making an individual, group, or class of people less important or relegated to a secondary position, which often leads to exclusion from meaningful participation in society.

Strengths-Based Practice/Perspective: Model of intervention that shifts the focus of work with clients and communities from power-over to power-with, from deficits to capacities, from expert-focused to the-client-as-expert.[5]

[1] National Association of Social Workers, *Standards and Indicators for Cultural Competence in Social Work Practice*, 2015.
[2] Baltimore Community Foundation, *DEI Definitions of Terms*. Drawn from Baltimore Racial Justice Action. 2014.
[3] Ibid.
[4] D5 Coalition, *State of the Work: Stories from the Movement to Advance Diversity, Equity, and Inclusion*, 2016.
[5] Hammond, Wayne. Resiliency Initiatives, *Principles of Strength-Based Practice*, 2010.

PART II- NARRATIVE

SECTION B, QUESTION 3 – DIVERSITY, EQUITY, & INCLUSION: EFFORTS & AMBITIONS

This question is intended for an applicant to explain their organizational capacity to navigate diversity, equity, and inclusion (DEI) issues in a world of profound disparities in opportunity for marginalized groups. This will demonstrate an organization's ability to assess their own limitations and also identify areas of opportunity to best incorporate a DEI lens into their work.

Tips and Things to Consider:

- There are no "correct" answers, as every organization's work in the areas of diversity, equity, and inclusion (DEI) is different and can present unique opportunities to grow. It is up to each organization to identify what "diversity," equity," and "inclusion" means to them within their organizational and community-based context.
    - If you need additional guidance about how an organization might define these terms, please see our DEI Glossary of Terms on Page 5 of this *Funder Guide*.
    - If an organization <u>does not</u> have any active efforts or initiatives that incorporate a DEI lens into its work, we ask them to list any DEI goals their organization hopes to achieve in the future (e.g. developing a more diverse board of directors, conducting yearly cultural competency trainings with staff, active inclusion of diverse vendors, mechanisms for senior accountability for DEI performance, etc.).
        - As agencies differ in size, mission, vision, organizational structure, etc., it is up to the funder to set their own expectations about an organization's active involvement and commitment to diversity, equity, and inclusion in their work.
- If an applicant expresses difficulty in answering this question, ask the applicant to start small and consider whether their organization has a non-discrimination policy which outlines their organization's commitment to fair employment practices or a statement on diversity, equity, and inclusion, which summarizes their organization's values and stance on DEI.
    - Answers to this question should focus on the organization's overarching DEI practices, but can also be supplemented with DEI practices related to the specific program for which funds are being sought.
- Be ready to field questions about how and if an agency's answers to this question will or will not affect the ranking of their proposal.
- Although many agencies will not ask a funder directly, we strongly encourage grantmakers to be transparent with nonprofits about 1) how they define diversity, equity, and inclusion, and 2) <u>their own</u> efforts to incorporate a DEI lens into their work. (*See Funder Self-Assessment on Page 4 of this Funder Guide for resources to help learn how to navigate DEI and grantmaking).*
- If a funder wants to dive deeper into this topic, they can ask for a potential grantee to attach their non-discrimination/affirmative action policy, code of ethics, or values statements to their application. Having these documents can demonstrate an agency's thoughtful, active, and forward-thinking strategy.

<u>RESPONSE EXAMPLES</u>

Below are examples of two applicants' responses which explain how their organizations strive to promote diversity, equity, and inclusion (DEI) within their programs, staff, board, or volunteers.

- *Focus on the organization's board of directors:*
    - *ABC Non-Profit, Inc.is committed to building an inclusive and diverse organization and movement. The organization is led by a diverse board of directors, which consists of 50% African-American individuals, 20% Hispanic/Latino, and 30% White/Caucasian. In addition to racial diversity, we strive to be inclusive of all sexual orientations and abilities, as our board has two self-identified gay individuals and another individual with a physical disability.*
- *Focus on the organization's cultural competency:*
    - *We provide materials to our clients in both Spanish and English, and ABC Non-Profit, Inc. covers translation costs into other languages upon request.*
    - *ABC Non-Profit, Inc. annually offers cultural competency training to board members, staff, and volunteers, and has implemented new employee orientation specific to issues of inclusiveness.*

Additional Resources:
The following resources have helpful suggestions for ways in which an organization can begin or further its commitment to DEI. We state in the User Guide for Nonprofits to contact the funder to which they are submitting an application if they have questions about their commitment to DEI and/or their DEI expectations for grantees.

- Bridgespan Group—*Five Ways to Build and Maintain Staff Diversity*, 2013
- D5 Coalition—*Policies, Practices, and Programs for Advancing Diversity, Equity & Inclusion*, 2013
- The Denver Foundation—*Inclusiveness at Work: How to Build Inclusive Nonprofit Organizations*, 2005
- Gay & Lesbian Fund for Colorado—*Inclusive Workplace Toolkit*, 2011
- Green 2.0—*Beyond Diversity: A Roadmap to Building an Inclusive Organization*, 2017
- Lever—*A Step-by-Step Guide to Cultivating Diversity and Inclusion Part 1: 50+ Ideas*, 2017
- Minnesota Council on Foundations—*Supplier Diversity Policy*, 2017
- National Council of Nonprofits—*Nonprofits, You Are the Champions for Diversity, Inclusion and Equity*, 2016
- Stanford Social Innovation Review—*Five Ways to Build Diverse, Inclusive Leadership Teams*, 2015
- Third Sector New England—*Achieving Diversity in the Nonprofit Workplace: A Step-by-Step Guide*, 2010

SECTION B, QUESTION 4 – DIVERSITY, EQUITY, & INCLUSION: DEMOGRAPHICS

This question is intended for an applicant to demonstrate their organization's efforts to be diverse by analyzing how the key stakeholders at their organization reflect the community/clientele they serve. It is essential for an agency to have diverse perspectives and life experiences within their leadership team and staff, as it encourages rich conversation, leads to greater innovation, and increases the likelihood of achieving impactful organizational and programmatic outcomes.

Tips and Things to Consider:

- There are no wrong answers to this question. Funders are encouraged to openly listen to an applicant's story (i.e., a nonprofit's capabilities, limitations, fears, etc.) in order to understand how those realities have shaped its internal community and impact in the community.
- Funders should recognize the differences in history, mission, and culture among nonprofit organizations. It is the responsibility of individual nonprofits to determine how best to incorporate the voices of, and be accountable to, the communities they serve.
- If an applicant expresses difficulty in answering this question, ask them to consider how their organization defines diversity within their community/clientele, and how they ensure that everyone is represented in their organization.
    - You might suggest an agency consider their stakeholders, including partner agencies. Their organization might be a part of a regional coalition or rely upon focus groups or committees to gain the perspective of people representing various demographics, including the demographics of the community/clients their organization serves.
- When discussing diversity with applicants, it is best to ask about their approach to determining how their staff, board, and volunteers identify their race, ability, sexual orientation, etc. Whenever possible, organizations should avoid guessing or assuming how people would identify.

RESPONSE EXAMPLE
Below is an example of an applicant's response which addresses how the demographics of their targeted constituents/community are reflected in the composition of their staff, board, and volunteers.

- *ABC Non-Profit, Inc. primarily serves low income, African-American women and girls. Our organization mainly recruits female staff from local communities with an emphasis on priority neighborhoods. More than 20 young women (ages 15-18) volunteer annually at our organization for pre-employment experience, the majority of who identify as African-American/Black.*
- *ABC Non-Profit, Inc. provides quarterly practicum supervision to three, female, University of XYZ Masters of Social Work graduate students.*
- *Our Board of Directors consists of five, White/Caucasian men, one White/Caucasian female, and two African-American/Black females. The remaining two positions on the board of ABC Non-Profit, Inc. are reserved for a community advocate and youth advocate, both of whom are required to be female members of the community. To*

remove barriers to participation, our board policies include provisions for accommodations for persons with disabilities, and for board members who claim daycare and travel expenses.

Additional Resources:

- Resources for Data Collection by the D5 Coalition, 2014
- *A Call to Action: Trustee Advocacy to Advance Opportunity for Black Communities in Philanthropy* by ABFE: A Philanthropic Partnership for Black Communities, 2016
- Social Inclusion Audit, Question Two by the Canadian Libraries Council, 2017

SECTION C, QUESTION 6 – DESCRIPTION OF COMMUNITY/CLIENT NEEDS & STRENGTHS

This question is for an applicant to identify the concern or issue a project will address. This will demonstrate how an organization understands the need it is addressing through their specific project. This section also provides an opportunity for an applicant to apply a DEI lens to their work by acknowledging the key strengths, capacities, and assets of a community/client in need and re-imagine the outcomes of their work using an aspirational, strengths-based perspective.

Tips and Things to Consider:

- This section is intended for an applicant to explain to you why the issue they want to address is important and demonstrate that their organization has expertise on the problem and the ability to utilize a strengths-based (or asset-based) perspective in their work.
    - A strengths-based perspective does not *deny* that people experience problems and challenges, but rather, encourages those who are facing a problem to participate, take control, and learn in an effort to break the cycle of emphasizing deficits and reliance upon outside experts.
- A strengths-based approach to work in the social service sector is a subtle way in which funders can use a DEI lens in their grantmaking. Often, nonprofits tackle social challenges by viewing their work in terms of the needs, problems, and deficiencies of a community/client (e.g. lack of jobs, opportunities, skills, investment, etc.). When nonprofits recognize the communities/clients they serve as capable, resourceful, and gifted, they view that community/client through a different lens. Nonprofits can utilize this positive lens and empower their communities/clients to make the most of what is working well and allocate their resources more effectively. Organizations using an asset-based lens thwart the "one-size-fits-all approach" and "acknowledge that not all communities are the same—that each has [unique] strengths and interests and thus different strategies will work with different communities based on their internal interests and capacities."[4] By recognizing that a community/client has "expertise" in their own problem(s), and furthermore, the solutions needed to address those problems, it encourages inclusion of community members/clients in nonprofit program development and evaluation and promotes a balance of power between nonprofits and the communities/clients they serve.
- Remember that nobody has nothing. Strengths can take the form of:
    - Human assets (e.g., skills, knowledge, labor, health);
    - Social assets (e.g., social networks, relationships of trust and reciprocity);
    - Natural assets (e.g., land, water, fertile soil, weather patterns);
    - Financial assets (e.g., cash, savings, pensions); and
    - Physical assets (e.g., roads, bridges, schools, clinics, transportation, and sanitation).
- Contextual considerations: Some nonprofits have a more difficult time identifying client strengths if their primary function is solely to manage crisis. In this case, examples of strengths can be a client's help-seeking behavior, social supports, hope for the future, and/or effort put forth to stabilize their life.
- To help you identify the strengths and assets of the community/clients an organization serves, consider the following questions and statements:
    - Identify a time when the community/clients your organization serves was at its best.
    - What does the community/clients your organization serves value most about itself?
    - What is the essence of the community/clients your organization serves that makes it unique and strong?

[4] Preskill, H.S. & Catsambas, T.T., *Reframing Evaluation Through Appreciative Inquiry*, 2006.

RESPONSE EXAMPLE

Below is an example of an applicant's response to Question 6 which incorporates a strengths-based perspective into their answer. The answer to Question 5 is also included to provide context.

Issue: There are documented known gang risk factors within the youth population of the City of St. Louis.

Gang risk factors are defined as neighborhood concentrations of documented gang presence and regular gang and youth violence. Contributing factors include high crime, poverty, unemployment rates, and low education levels. Additional factors include a high percentage of school students who qualify as disadvantaged (Title I) and schools with poor daily attendance (below 80%).

As reported by the St. Louis Post-Dispatch in 2007, the St. Louis Metropolitan Police Department estimates 5,000 youth across the metropolitan area are members of a street gang. They are unusually hybridized, compared with Los Angeles or Chicago gang types, forming alliances evolved from local traditions, immigrant populations, and neighborhood divisions. According to a senior economist with the Federal Reserve Bank of St. Louis, the metropolitan area now has some of the nation's highest neighborhood concentrations of joblessness, low income, and lack of education.

Many young people living in communities with high crime, poverty, unemployment rates and low education levels have high levels of resiliency, as seen through their abilities to survive past adversity and cope with emotional stressors. In addition, youth often have a close personal network of friends and family members who act as a self-organized support system that promotes engagement within a community via religious services, sporting groups, and/or local businesses.

If the strengths of the community our organization serves are mobilized, then a community with less gang activity within the youth population of the City of St. Louis would result. Instead of joining gangs, young people would find accessible, affordable, and inclusive opportunities to develop their leadership skills and boost self-esteem, which are goals of this project. In addition, youth would be able to safely participate in a variety of leisure activities such as community sports, Scouts, and volunteering.

Additional Resources:

- *Tool Kit [for Asset-Based Community Development]* by the Asset-Based Community Development Institute at DePaul University, 2017
    - *The New Paradigm for Effective Community Impact – Asset Based* by Dan Duncan of the Asset-Based Community Development Institute
    - *What is Asset-Based Community Development (ABCD)* by the Collaborative for Neighborhood Transformation
- Grassroots Grantmaking Overview by Grassroots Grantmaking, 2017
- Mission: Core Values by the Foundation for Sustainable Development, 2016
- *What is the Strengths Perspective?* By Sustaining Community, 2012

SECTION D, QUESTION 15 - KEY PLAYERS & TRAINING NEEDS

This question provides an opportunity for an applicant to apply a DEI lens to their work by identifying any staff, board, or volunteer training needs (such as cultural competency training) required to best implement the project.

Tips and Things to Consider:

- This is a perfect opportunity for applicants to consider how and if any of the key players listed in their answer to Question 14 may benefit from additional training. For example, cultural competency sessions, workshops on the effective use of social media, or training in new technologies.
- Some agencies may indicate that they do not need any additional training in order to successfully implement the project. This is completely permissible. Remember, that when an applicant identifies professional development needs, it is not a sign of weakness, but rather, indicates organizational self-awareness and a growth-mindset.
- While the descriptions of an organization's personnel should let you know that they have qualified stakeholders committed to the project, it is an opportunity for an agency to be transparent about their efforts to incorporate a DEI lens into their work. Many nonprofits do not yet have the capacity (e.g., time, funding, support from leadership, etc.) to reframe their work using a lens of diversity, equity, and inclusion, and would benefit from funding that supports those efforts.

RESPONSE EXAMPLE

Below is an example of an applicant's response to Question 15 which incorporates a request for cultural competency training. The answer to Question 14 is also included to provide context.

The Project will employ two staff for part of their time, two police officers for part of their time, and 14 police officers for hourly overtime, and engage their supervisors.

- *Project Director (10% of full time) – Responsible for hiring project staff, overseeing project development and operation, establishing and maintaining links with local government agencies, and budget. The Project Director will be Lisa Jones, Vice President of K-12 Services, ABC Non-Profit, Inc. (author of this proposal).*
- *Project Coordinator (40% of full time) – Responsible for developing project and implementing operations, enhancing links with local government agencies, reviewing invoices for budget, and routine communications. Responsible for collecting entry level data regarding students' risk factors and conducting periodic assessment of changes in their level of knowledge, comprehension, and application of that information. Also responsible for developing and implementing a system for periodic formative evaluation of the work of the police officers. Will be housed at ABC Non-Profit, Inc.*
- *Police Coordinator (20% of full time) and Assistant Police Coordinator (20% of full time) – Responsible for recruiting police officers, establishing and maintaining a working linkage with the schools, selecting officers for GREAT training, and scheduling officers for service delivery at the schools. The Police Coordinators will have a background in juvenile justice, crime suppression, gang culture, and police intelligence, surveillance, and operations. Will be housed at the St. Louis Metropolitan Police Department.*
- *Police Officers (hourly overtime at 3 hours per week for 26 weeks) – Responsible for delivering GREAT curriculum lessons to elementary and middle school students, in coordination with classroom teachers. Each officer will have a background as trained/certified in GREAT, familiarity with the neighborhood where assigned schools are located, and an interest in juvenile justice.*

All staff and police officers will be required to attend a 2-day, 5-hour Diversity & Inclusion Training by XYZ Training Organization. The goal of attending the training is to raise awareness around the importance and impact of diversity and inclusion, and to provide tangible tools and resources that staff and officers can utilize in their specific roles for The Project.

Additional Resources & Training Organizations:

- Forward Through Ferguson
- Diversity Awareness Partnership
- National Conference for Community and Justice of Metropolitan St. Louis (NCCJ)
- International Institute Saint Louis
- Anti-Defamation League (ADL)
- Racial Equity Learning Exchange, led by Khatib A.F. Waheed, LLC
- The Anti-Racist Collective (ARC)
- promo
- Race Matters Institute
- CrossRoads Anti-Racism Organizing and Training
- The Racial Equity Institute
- *Training for Racial Equity and Inclusion: A Guide to Selected Programs* by The Aspen Institute, 2002

SECTION D, QUESTION 19 - EVALUATION

This section is for an applicant to describe the methods they use for measuring progress toward achieving established goals or desired outcomes and/or the names of specific tools that the organization uses to measure outcomes. This section also provides an opportunity for applicants to apply a DEI lens to their work by intentionally including the community/clientele their organization serves in various parts of their evaluation process.

Tips and Things to Consider:

- Best practices in nonprofit operations encourage that organizations engage in some examination of their activities to help guide their work.
- It's important for grantmakers to understand that organizations in the startup phase (less than two years old) may not have a lot of outcome data to report, particularly around DEI.
- A complete answer to these questions requires an applicant to provide information about their future plans for measuring impact, as well as reporting on previous evaluation results or findings.
- When an applicant is describing the methods (e.g., client feedback, pre- and post-tests, focus groups, surveys, co-designing evaluation tools, co-collecting data with community members, etc.) for measuring progress toward achieving established goals or desired outcomes, they should include what the organization is measuring, how often each tool is used, and, if appropriate, why a particular tool or method was selected.
    - Co-designing evaluation tools and co-collecting data with community members/clients are evaluation tactics organizations can use to be more inclusive in their work. Involving the community/clientele their organization serves in the development of their evaluation tools and collection of their evaluation data can: 1) expand the capacity of their organization to collect data with rigor, 2) provide a community/clientele a greater sense of ownership over the data, 3) better identify the needs of a community/clientele, and 4) create a sustainable and cost-effective way to utilize the expertise of their community/clientele.
- For project requests, applicants should limit the answer to how outcome is measured for that specific project.
- For startup organizations, applicants should describe how the organization is planning to measure outcomes.
- For general operating or capital requests, applicants should summarize key evaluation results or findings that demonstrate the organization's outcomes and indicate the time frame for the results or findings.
- For existing project requests, applicants should summarize key evaluation results or findings that demonstrate the project's past results and indicate the time frame for the results or findings.
    - Applicants should not be afraid to share disappointing results. The key is what the organization learns from experience and how it adjusts its practices in light of the results. Many nonprofits are addressing very complex social issues, and therefore, it is a real sign of strength to have uncovered a flaw in the organization's approach. Deliberately working to address those flaws can lead to improved outcomes in the future.
    - Applicants should summarize what they have learned from their most recent evaluation results that best reflect the organization's overall impact. Applicants should include the timeframe the evaluation results cover and composite data (e.g., "Over the past 5 years, the graduation rate for our youth in mentoring relationships was 85%." or "Habitat enhancement and reintroduction of 10 river otter pairs yielded a net gain of 22 pups over the course of two years.").
- This section may include the organization's plan for disseminating information of/from the project to other audiences. This may include newsletters, workshops, radio broadcasts, presentations, printed handouts, slide shows, training projects, etc.

RESPONSE EXAMPLE

Below is an example of an applicant's response that describes the methods they use for measuring progress and explains how their organization strives to promote cultural sensitivity and inclusion in their program evaluation process.

Project evaluation consists of two different evaluative strategies - formative and summative.

- *Formative Evaluation – Primarily qualitative in nature, the formative evaluation will be conducted through interviews and open-ended questionnaires. Police officers will be asked about the day-to-day operation of the GREAT School Component, the topics covered in the training and orientation, the attractiveness of the training materials, and other questions to provide feedback for the ongoing improvement of the operation of the Project. The Project Coordinator*

will meet regularly with police officers to share findings from the formative evaluation effort. Periodic reports will be prepared that identify the major findings of the formative evaluation and how they have been used to improve Project operation.

- *Summative Evaluation – Primarily quantitative in nature, the summative evaluation will begin with the establishment of baseline data at the beginning of the Project (using a random sample of students to assess their gang risk factors and life skills knowledge) and then be conducted at academic semester intervals (just prior to each group of police officers completing their Project service). Data for the summative evaluation will focus on the two primary goals of the project and the objectives of each.*

  Goal #1
  - *Pre/post tests of knowledge gain on the part of the student in gang resistance information (Objective 1.1).*
  - *Selected interviews of students to assess their ability to effectively apply gang resistance information (Objective 1.2).*
  - *Selected interviews of students to evaluate changes in their life skills and non-violent problem solving (Objective 1.3).*

  Goal #2
  - *Records of number of students involved in the project (Objective 2.1).*
  - *Documentation of agendas/attendance rosters from all classroom sessions (Objective 2.1).*
  - *Documentation of number of students graduating from GREAT and number of police hours recorded in the school classroom (Objective 2.3).*
  - *Comparative analysis of Goal #2 data with similar data from previous GREAT projects (Objective 2.4)*

The GREAT Program believes that the community we are serving should be an active partner in designing and shaping our program, rather than being passive recipients of a pre-determined model of service. As a result of this core value, elements of both of our evaluative strategies have been co-designed with the multiple stakeholder groups involved in the project, specifically, police officers, students who both have and have not been exposed to the GREAT School Component, and those student's parents and teachers. At the end of every school year, the GREAT Program hosts a focus group for all stakeholders in order to communicate the results of our program and to learn how we might better evaluate our program impact.

The GREAT Program also ensures that our evaluation techniques are culturally sensitive in order to build an environment of inclusivity with our constituents. This is important to us because it helps build internal and external enthusiasm for the organization and its strategies by encouraging individuals to take ownership of the goals and efforts to achieve our stated outcomes. In addition, it ensures that our informational database reflects the needs and perceptions of all stakeholders involved in the project and incorporates a level of objectivity into the process which leads to greater clarity in our evaluation results.[5]

A yearly online report will be issued that presents the formative and summative findings to the broader community.

Additional Resources:

- *Building Community Capacity for Participation in Evaluation: Why It Matters and What Works* by Grantmakers for Effective Organizations (GEO), 2017
- *An Introduction to Co-design* by Ingrid Burkett, Knode, 2011
- *Effective Nonprofit Evaluation: Through a "Community of Learners"* by Chantell Johnson and Allison Crean, TCC Group, 2008
- *Evaluation: A Toolkit to Support Principles & Practices for Nonprofit Excellence in Colorado*, 2nd ed., by Colorado Nonprofit Association, 2011

[5] Colorado Nonprofit Association, *Evaluation: A Toolkit to Support Principles & Practices for Nonprofit Excellence in Colorado*.

PART III- REQUIRED ATTACHMENTS

ATTACHMENT 2 - List of current board of directors including their professional affiliations (name of organization of employment and title), and ZIP code of residence.

This question is for an applicant to provide a detailed list of current board of directors' members in order to clarify the composition of the board. Board member's professional affiliations indicate key leaders, and provide information on the various skill sets represented on the nonprofit's board. Board member's ZIP code of residence reflects the residential geographic distribution of the agency's board.

Tips and Things to Consider:

- The information should include name, title on board (if applicable), name of employer, job title, and ZIP code of residence.
- Board members influence the way an organization approaches its mission, how it views and interacts with the community/clients it serves, how money is spent, what initiatives are given priority, and how success is defined and measured.[6] These decisions are best made by a leadership team with diverse careers, perspectives, and backgrounds.
    - A board member's ZIP code of residence may indicate diversity of lived experience, including their access to resources, their cultural environment, their social-economic-status (SES), and other demographics.
- Please instruct the applicants to ask the members of their board of directors how they prefer to acknowledge their ethnic/racial identity. Whenever possible, organizations should avoid guessing or assuming how people would identify.
- If you would like to dive more deeply into this question in order to better understand if and how the composition of an organization's board reflects the population they serve, you can add another bullet to the question with language such as: "Racial/ethnic identity (e.g. African-American/Black, Hispanic/Latino, White/Caucasian)"
    - Specific resource for those funders who would like to collect additional, more detailed diversity data: The Chinook Fund's *Diversity Data Sheet* within its Grant Application.
        - The Chinook Fund has completely devoted its funding to promote DEI efforts in their community. The Fund provides grants to organizations working to challenge the root causes of oppression and believes the root causes of our most serious social problems include systemic racism, sexism, heterosexism, classism, ableism and ageism.

RESPONSE EXAMPLE

Marcia Lopez, Board President
ABC Law Firm, Partner
ZIP Code of Residence: 63105

Joseph Smith, Secretary
Community Volunteer
ZIP Code of Residence: 63135

Susan Michaels, Treasurer
LMN Energy, Vice President Administration
ZIP Code of Residence: 63116

Additional Resources:

- BoardSource's Diversity, Inclusion, and Equity webpage has a variety of useful resources for funders who want to advance their own grantmaking practices using a lens of diversity, equity, and/or inclusion. Examples of resources on the BoardSource website include:
    - *A Stronger Case for Board Diversity* by Rick Moyers of Nonprofit Leadership Blog, 2017
    - *Board Diversity in Action: A Diversity and Inclusion Assessment* by BoardSource, 2016
    - If Your Board Looked Like Your Community by The James Irvine Foundation, 2016

[6] Moyers, Rick. *A Stronger Case for Board Diversity*. Nonprofit Leadership Blog, 2017.

    - *Benchmarking Board Diversity: Leading with Intent* by BoardSource, 2015
    - *Diversity and Inclusion in the Foundation Boardroom: Voices of Diverse Trustees by Council of Michigan Foundations*, 2012
- Beyond Political Correctness: Building a Diverse Board by The Bridgespan Group, 2009
- St. Louis Business Diversity Initiative has Fellows and Alumni looking to connect to community and leadership opportunities
- United Way of Greater St. Louis offers resources for organizations looking to strengthen diversity on their board

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Common Grant Application Version 2.0 Committee:

- Dianne Benjamin, ARCHS
- Clare Brewka, Gateway Center for Giving
- Cynthia Crim, Commerce Bank
- Kathy Doellefeld-Clancy, Joseph H. & Florence A. Roblee Foundation
- Diane Drollinger, Network for Strong Communities (NSC)
- Deb Dubin, Gateway Center for Giving
- Wendy Jaffe, Trio Foundation of St. Louis
- Samantha Sherrod, United Way of Greater St. Louis

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- Commerce Bank
- Missouri Foundation for Health
- Spire
- Trio Foundation of St. Louis

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- Amy Lottes, The Little Bit Foundation
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- Jim Schallom, Sherwood Forest
- Lisa Thorp, St. Louis Public Library, Grants & Foundation Center

The following resources and reports were used to help with developing the Common Grant Application Version 2.0:

- *Colorado Common Grant Application* & *Colorado Common Grant Application User Guide*. 2010
- Baltimore Community Foundation, *Grant Application—Education*. 2014
- Baltimore Community Foundation, *DEI Definitions of Terms*. Drawn from Baltimore Racial Justice Action, *Definitions*.
- The Denver Foundation, *Grants Guidelines*. 2016
- Associated Grant Makers, *Common Proposal Form*. 2016
- The Chinook Fund, *Funding Guidelines & Grant Application*. 2016
- D5 Coalition, *State of the Work: Stories from the Movement to Advance Diversity, Equity, and Inclusion*. 2016

Common Grant Application Version 1.0 Committee:

- Dianne Benjamin, ARCHS
- John Brightman, Brightman Family Fund
- Sarah Carta, Washington University
- Kathy Doellefeld-Clancy, Joseph H. & Florence A. Roblee Foundation
- Diane Drollinger, Greater St. Louis Community Foundation
- Kay Dusenbery, Daughters of Charity Foundation of St. Louis
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- Gil Weyhaupt, Room at the Inn

The following resources and reports were used to help compile the information found in the CGA Version 1.0 User Guide:

- Barbara Davis for the Minnesota Council on Foundations, *Writing a Successful Grant Proposal*. 2005
- Colorado *Common Grant Forms*
- S. Joseph Levine, Ph.D. for Michigan State University. *Guide for Writing a Funding Proposal*. 2011
- Foundation Center- *Proposal Writing Short Course*
- Ohio Grantmakers Forum (dba Philanthropy Ohio)
- University of Arizona Foundation- *Helpful Grantseeking Links*
- University of Arizona- *Grants Glossary*