

1b.TS1 Is the group developing a process to work together that includes people who are affected by the issue, is reflective of different cultures and different perspectives, and has inclusive decision-making and leadership?

- An inclusive, antiracist process includes mechanisms to make sure that the work is accountable to the people most affected by the issue – for example, parents and students of color who attend schools in which there are persistent grade, promotion, and test score gaps among different racial/ethnic groups (an “achievement gap” as it is sometimes called). (See **LINK** *Accountability, or Who Benefits From Our Work?* <http://www.paulkivel.com/>)
- Some of the ways groups become more accountable include:
 - Making sure that the groups include people who are affected by the issues – not just getting input from these groups, but in leadership and decision-making roles; (see Dudley Street Neighborhood Initiative Governance strategies in **LINK** *A Community Builder’s Tool Kit* <http://www.projectchange.org/publications.toolkit.pdf>)
 - Organizing within a community to identify the issues they care about and who they feel best represents their interests, and then using that information and those people to lead the effort – rather than pulling together the “usual suspects” or people who are already known as leaders outside their own community;
 - Taking responsibility for reporting progress and results to community members at regular, known intervals in public ways.
- Groups that work on equity, social justice, anti-racism, and inclusion issues generally try to include people who are affected by the issues, and they also often include people from different racial/ethnic groups, ages, sectors, and classes. Often, these groups become less diverse over time – those who share certain ways of interacting remain and those with different preferences, styles, or needs leave.
- To remain inclusive, groups have found they need to:
 - Have skillful paid staff who recognize that their job is to carry out the decisions of leadership and who know how to staff busy, often volunteer, leaders with many other day to day responsibilities;
 - Constantly check to see whose voices are dominating decision making processes, and make sure that people most accustomed to controlling these processes (older people with respect to younger people; white people with respect to people of color; men with respect to women; wealthier people with respect to poorer people; advocates and system

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workers with respect to neighborhood residents, parents, beneficiaries of services, and volunteers) are not dominating the processes¹;

- Ensure that everyone follows the rules that the group establishes for decision-making and strategy work (since people used to dominating these processes often work outside the rules if the rules require equitable voice or giving more weight to those most affected by the issue);
- Balance time spent on process with actions that move the work forward – because group members will have different levels of tolerance and need for each;
- Continually develop new leadership to sustain the effort over time;
 - Some communities invest in parent and neighborhood resident training programs that emphasize civic leadership skill such as how to interpret legislative budgets and how to influence school resource allocations.
- Create strategies to rotate leadership to allow people to leave gracefully when they have taken all the risk they are able to take and/or when their actions suggest they are no longer able to support the group’s strategies for change.
- Even when groups are quite diverse and have developed inclusive processes for doing their substantive work, we notice that these processes don’t always extend to their evaluation work. Evaluation subcommittees are often dominated mostly by white people, rather than people of color, and by people whose jobs require them to be part of the group, rather than by volunteers, neighborhood residents, parents, or others most affected by the issue.
- This is an issue, since a key question for evaluation of equity, social justice, anti-racism, and inclusion work is “what constitutes success, and who says so?”

¹ It can help to have two individuals (one white and one person of color) observe dynamics of race, power, and privilege in group meetings and share them with the group from time to time. Things to notice include: who is talking, who is silent, who is interrupted, who is present but not invited into the discussion, who restates what others are saying, if several people say the same things, which people’s ideas are most consistently ignored and which people’s ideas are consistently taken up by the group. Also, what is the pattern, if any, of: decisions on starting and ending the meeting and other time considerations, moving an idea to a decision, deciding when to revisit a decision.

- Thus, we encourage groups to pay as much attention to who works on the evaluation, and how, as they do to all of the other processes and strategies of the group.

Additional resources:

LINK *Assessing Organizational Racism and Moving a Racial Justice Agenda*
Organizational Assessment: Are You Ready? <http://www.westernstatescenter.org/>

LINK *Making Progress Toward the Issue of Race: Goals and Processes for Citizen Involvement* <http://www.nlc.org/> for ideas on how to engage residents in these discussions.

LINK *A Review of Public Participation and Consultation Methods*
<http://www.vcn.bc.ca/citizens-handbook/compareparticipation.pdf>