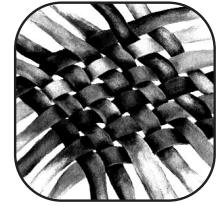


**MODULE 5: INFORMATION GATHERING,  
PART 1: AVAILABLE FACTS**



**Step One:** Creating Your Inclusion Committee

**Step Two:** Training and Consultants

**Step Three:** Definitions and Case Statement

**Step Four:** Gathering and Analyzing Information

**Step Five:** Creating Your Inclusion Blueprint

**Step Six:** Implementation



## MODULE 5: INFORMATION GATHERING, PART 1: AVAILABLE FACTS

### Overview of Content

This is the first of three modules that focus on information gathering. These modules will guide you through the process of collecting facts and perspectives related to inclusiveness and your organization, field, and community. In this module, you will be introduced to the purpose and format of the information gathering process. You will also develop an in-depth plan for collecting available facts about your community, your constituents, your field, and your organization in regard to inclusiveness.

Specifically, you will:

- Decide what facts are most relevant for your organization.
- Make a determination about the sources of information you will use.
- Decide who will be responsible for gathering these facts.
- Gather the facts.

Depending on how comprehensive you decide to make the fact-gathering process, it can take anywhere from two weeks to three months.

The purpose of the information-gathering process is to obtain information to use when planning your organization's work to become more fully inclusive. You will go through three modules as you create a map of the landscape of your community, field, and organization related to inclusiveness. First, you will look at the **available facts** — this is objective information that already exists, but which you must pull together and record. This could include U.S. Census data about the racial and ethnic makeup of your community, best practices in your organization's field around inclusiveness, or demographic information about the people who access your organization's services.

After you compile the available facts, you will gather **stakeholder perceptions**. Here, you will ask specific groups for their thoughts about your organization related to inclusiveness. You might survey or interview some or all of the following groups to obtain their opinions: clients, potential clients, members of your community, leaders in communities of color, staff members, board members, and donors. This process will allow you to collect information about the experiences and beliefs of these groups about the work that you do and how you do it.

In part three of the information-gathering process, you will compile and evaluate the information you have gathered in preparation for creating your inclusiveness blueprint.

### *Who to Involve*

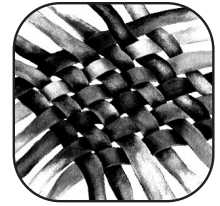
The work in this module will be completed by the Inclusiveness Committee as a whole or in a smaller representative group.

### *Complete Exercises*

- *Exercise 5-A: Defining Community*
- *Exercise 5-B: Selecting Facts to Collect About Your Community*
- *Exercise 5-C: Defining Your Field*
- *Exercise 5-D: Selecting Facts to Collect About Your Field*
- *Exercise 5-E: Selecting Facts to Collect About Your Organization*
- *Exercise 5-F: Community Fact-Gathering Work Plan: Topic, Source, and Person Responsible*
- *Exercise 5-G: Field Fact-Gathering Work Plan: Topic, Source, and Person Responsible*
- *Exercise 5-H: Organizational Fact-Gathering Work Plan: Topic, Source, and Person Responsible*
- *End-of-Module Checklist*

Step Four: Gathering and  
Analyzing  
Information

## MODULE 5: INFORMATION GATHERING, PART 1: AVAILABLE FACTS



### Developing Your Scope and Strategy

As you go through the tasks in this module, you will decide what facts to gather in each of three areas: your community, your field, and your organization.

- This information can help you realize what you are doing well, illuminate areas for improvement, and establish a mechanism to learn from others about their successes and challenges.
- These facts also can help you create benchmarks for your organization against which to measure its future progress.

**Note:** If you are worried that staff are too busy to spend time collecting the data, consider other resources that may be available to assist. For example, graduate students – particularly from nonprofit or related degree programs – are often looking for engaging projects for their coursework. You may also have volunteers who would be excited by the opportunity to engage in an interesting research project such as this. You may even find that board members with time on their hands will want to get involved in this effort and volunteer to help gather information for the inclusiveness initiative.

**For example,** let's suppose that in the information-gathering process you learn that your community is 15 percent Latino, but only 5 percent of your constituents are Latino. You may then ask yourself if these rates are appropriate, and strive to find the causes of this disparity. As a result, you may develop mechanisms to increase awareness among Latinos about the services your organization provides. If you want to assess your progress in achieving your goals in five years, you will compare your progress against your current benchmark. If in five years you discover that 10 percent of your constituents are Latino, you will know you have made progress, and you can use the new data to inform future efforts.

It is important to determine what information is a high priority to gather and what information you will gather only if you have time and other resources. When deciding whether a type of information is a high priority, consider whether or not the information you need is easily available. If information is not easily available, you might consider making a plan to collect those facts in the future as part of your inclusiveness blueprint.



**For example**, if you hope to acquire information on best practices within your field, but no one (such as a nonprofit association) has ever compiled such information, it may not be realistic for you to collect that particular type of data. However, you may decide to include a plan in your blueprint to encourage a nonprofit association of which you are a member to collect such data.

Furthermore, as you're making tough decisions about what type of information to gather, when in doubt, ***collect information that is important, not just interesting.***

**For example**, if your organization is a children's museum, it may be interesting to know the extent to which senior citizens access your services, but it may not be important to your inclusiveness initiative. If you're not sure how to decide whether something is important and not just interesting, ask yourself, "Would the work of the organization change depending on the outcome of the research findings?"

The exercises in this module will help you decide which facts are important to your inclusiveness initiative. After you complete *Exercises 5-A through 5-E*, you will decide which sources to use to get the information you want and then assign people from within your organization to collect the information (*Exercises 5-F through 5-H*).

**Complete** *Exercises 5-A: Defining Community; 5-B: Selecting Facts to Collect About Your Community; 5-C: Defining Your Field, 5-D: Selecting Facts to Collect About Your Field; 5-E: Selecting Facts to Collect About Your Organization; 5-F: Community Fact-Gathering Work Plan: Topic, Source, and Person Responsible; 5-G: Field Fact-Gathering Work Plan: Topic, Source, and Person Responsible; and 5-H: Organizational Fact-Gathering Work Plan: Topic, Source, and Person Responsible.*

#### ***Note for Organizations Interested in Addressing Other Diverse Communities***

Consider other demographic areas about which you might want to collect facts.

For example, an organization might decide to collect community information about socio-economic status in its service area. Another organization might collect data about field-wide best practices around making the workplace fully accessible for staff members from the disabled community. Organizations that want to collect information about sexual orientation in their community should note that accurate statistics about sexual orientation can be difficult to come by, since many people are not comfortable sharing this information.

**Track your progress in completing Module 5 on the *End-of-Module Checklist*, located after the exercises.**

## Module 5: Information Gathering Part 1, Available Facts

*The CHC Inclusiveness Committee meets to go through the worksheets regarding gathering information on the community, the field, and the organization.*

Two weeks after the Board meeting, the Inclusiveness Committee convened. Joe opened the meeting by thanking Eleanor and Beth for their work molding the input from the staff and Board into a case statement. “Thanks to you two, we have e-mail approval of the case statement and we’re ready to move forward. I think that calls for a toast!”

Luisa pulled a grocery bag out from under the table and distributed plastic champagne glasses, while Joe opened a bottle of sparkling cider. For a moment, everyone laughed and toasted each other for the work they’d done.

“We’ve completed the first three steps of our initiative,” said Joe. “We’ve assembled our committee, we’ve hired our consultant and begun our inclusiveness training, and we’ve created a case for inclusiveness at CHC. Now it’s time for the next step: information gathering.”

“Wow, that sounds like fun,” said Marcie sarcastically.

Luisa smiled, “Yeah, research, just what we all like to do!”

“I know, I know,” said Joe. “But we need to get an idea of where we are before we can decide where to go. And Ed’s going to help us.”

Ed stood up and said, “We need to think of this as if we’re creating the map for our

journey together. First, we get an idea of the landscape we’re in, then we look at what’s ahead.” He explained the process outlined in the workbook, then called for questions.

“I don’t get it,” said Melody. “We came up with all kinds of ideas for how we can improve while we were putting the case statement together. Why do we have to go through all this?”

“It would certainly be a shortcut to just put together a plan to accomplish those ideas,” said Ed. “But think of what you might be missing. If you aren’t clear about the community you’re serving, or the best practices of other organizations like yours, you might miss something that would dramatically change our efforts. What if you developed an outreach plan to increase your services to children from the Latino community, but that group was shrinking and the Asian community was growing?”

“I hadn’t thought of that,” said Melody. “I guess it is a good idea.”

The group started by defining their community and identifying the key facts that they would need to know. They got stuck on whether historical information about their community’s demographics would be a high priority or a low priority.

“The questions you want to ask yourself are: is the information easily available, and is it important, or simply interesting?” said Ed.

“Well, we could call the library and ask the research librarian,” said Trevor. “I would love to know for how many generations Spanish-speaking immigrants have been living in our city.”

“Yes, so would I, but how is that important to our work?” asked Hector. “We need to decide what we’re doing today, not a history lesson. I think that’s ‘interesting, but not important,’ don’t you?”

“I suppose you’re right,” said Trevor.

The committee made a plan for how they would gather the information they were seeking about the community, the field of community health clinics, and their own organization. Trevor volunteered to summarize the information about the field, if everyone passed their materials to him. Each manager agreed to work with his or her staff to gather information about their own area of responsibility, using the checklists in the workbook.

“Okay,” said Ed. “We’ve accomplished a lot today. I’ll summarize all of this in the spreadsheets as described in the workbook and e-mail them to you all. This process is going to take some time to accomplish, so I’ll be checking in with everyone. Let’s give updates on progress at our next meeting.”

At the next meeting, most people reported on what they’d done, but Trevor shook his head sheepishly when Ed asked about the field-wide data. “I’ve just been so busy, I haven’t gotten to compiling everything,” he said. “I could use some help.”

“I’ll be glad to help, boss,” said Melody. “Just tell me what to do.”

They agreed that Melody would write up short summaries of the reading materials that Trevor had collected, and that they would work together on compiling the report.

“Trevor, I know you feel badly, but it’s okay,” said Joe. “It’s sometimes hard to make time to do this work. If you need more help, or if you need to rearrange some of your other priorities, let me know. We’ll work something out...won’t we, Hector?”

Hector smiled but didn’t nod his head when Joe looked at him. If Joe thought it was okay for some of the finance team’s responsibilities to be put off, Hector wasn’t going to argue. But he thought this was just another example of how the touchy-feely took precedence over good business practices at CHC. He’d bring it up with Joe later, in private.

After most of the rest of the staff had left, Hector walked into Joe’s office. He accepted the soda that his friend offered him and sank down into a chair.

“Joe, I want to talk to you about this inclusiveness thing. It’s important, but we shouldn’t make the mistake of letting important priorities slide because of it,” said Hector. “It’s good work, sure, but if we don’t make deadline for the audit, then we’re in trouble.”

Joe couldn’t disagree. “Yes, it’s true that some things can’t wait. The important thing about this inclusiveness work is that we get it done - not how fast. We’ll give Trevor and Melody some more time. But Hector, I want your commitment to this process. When we’ve gone through this process, so many things about our work will improve.”

Hector took a sip of soda and looked skeptical.

Joe smiled. “Trust me on this one, my friend.”

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## EXERCISE 5-A

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### Defining Community

The information-gathering process begins with collecting data about your community. Your community is the geographic area that your organization serves, sometimes called your “catchment area.”

**Instructions:**

*Make sure you have internal agreement about the definition of your community.*

- *For example, if your organization is located in a suburban community, you will want to clarify whether your community is the whole surrounding metropolitan statistical area or whether it is limited to your suburban community.*
- *If your organization is rural, you may want to define community as the whole county or even a whole section of the state.*

Keep in mind that the U.S. Census generally tracks information by block, urban area, ZIP code, metropolitan statistical area (MSA), county, and state.

Define the “community” on which you will gather data and record that definition here:

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**Date Exercise Completed** \_\_\_\_\_





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## EXERCISE 5-B

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### Selecting Facts to Collect About Your Community

There are many types of information that you may want to collect about your community.

***Instructions:***

*Select the areas that are most relevant to your inclusiveness initiative and about which areas you will have the time, funds, and resources to collect information.*

*For each area, mark an “X” on the following charts to indicate whether the area is a high priority or a low priority for your inclusiveness assessment process. You need not begin gathering the information at this point. Focus instead on the priority level.*

*Use the “other” lines to add other priority areas for collecting data.*

continued

**Exercise 5-B: Selecting Facts to Collect About Your Community *continued***

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**Demographic Information**

<b><i>Community Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
1. Racial/ethnic breakdown		
2. Income levels		
3. Percentage of immigrant and U.S.-born individuals		
4. Historical information on demographic changes		
5. Projected demographic changes		
Other		
Other		
Other		

continued

**Exercise 5-B: Selecting Facts to Collect About Your Community** *continued*

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**Language Capacity**

<b><i>Community Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
1. Non-English speaking		
2. English only		
3. Bilingual/multilingual		
4. First languages of non-English speakers and bilingual speakers		
Other		
Other		
Other		

continued

**Exercise 5-B: Selecting Facts to Collect About Your Community *continued***

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**Comparable Local Organizations**

<b><i>Community Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
1. Nonprofit or government agencies that also serve our population group		
2. Organizations that are predominantly run by and serve mostly people of color and that provide similar services to what we provide		
Other		
Other		
Other		

continued

**Exercise 5-B: Selecting Facts to Collect About Your Community *continued***

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**Other Relevant Community Information**

<b><i>Community Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
Other		
Other		
Other		

***Date Exercise Completed*** \_\_\_\_\_



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## EXERCISE 5-C

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### Defining Your Field

In some areas of the nonprofit sector, a great deal of research has been done regarding inclusiveness and diversity. For example, the museum field has considerable information on who accesses the arts, who funds the arts, who works for museums, and who volunteers for museums.

This type of information, if available, can be invaluable to your inclusiveness initiative. If information isn't readily available, you may decide to do a brief scan of your colleagues to get information that is helpful to you.

***Instructions:***

*Make sure you have internal agreement about the definition of your field. For example, if your organization is a hunger-relief organization, decide whether your field is the broader human services field or the more specific sub-field of hunger-relief organizations.*

Define the "field" or "fields" that you will consider for the purposes of gathering facts and record that definition here:

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***Date Exercise Completed*** \_\_\_\_\_





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## EXERCISE 5-D

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### Selecting Facts to Collect About Your Field

There are many types of information that may be helpful for you to collect about your field.

***Instructions:***

*Select the areas that are most relevant to your inclusiveness initiative.*

*For each area, mark an “X” to indicate on the following charts whether the area is a high priority or low priority for your inclusiveness assessment process. You need not begin gathering information at this point; first, simply focus on determining the priority level for each area.*

*Use the “other” lines to add other priority areas.*

continued

**Exercise 5-D: Selecting Facts to Collect About Your Field *continued***

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**Field-Wide Facts on Clients/Beneficiaries**

<b><i>Field Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
1. Racial/ethnic breakdown		
2. Income levels		
3. Percentage of immigrant and U.S.-born individuals		
4. Historical information on changes of constituent groups (board, staff, clients or customers, volunteers, donors, or the community)		
5. Projected changes of constituent groups		
Other		
Other		
Other		

continued

**Exercise 5-D: Selecting Facts to Collect About Your Field *continued***

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**Field-Wide Facts on Staff/Board/Volunteers**

<b><i>Field Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
1. Racial/ethnic breakdown		
2. Income levels		
3. Percentage of immigrant and U.S.-born individuals		
Other		
Other		
Other		

continued

**Exercise 5-D: Selecting Facts to Collect About Your Field *continued***

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**Field-Wide Facts on Inclusiveness Topics**

<b><i>Field Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
1. Best practices and barriers in the field in relation to inclusiveness		
2. Data on the extent to which people of color are impacted by the issue that our field addresses (e.g., African Americans and diabetes; Native Americans and higher education scholarships)		
3. Market research on attitudes of people of color toward the field		
4. Data on giving trends of people of color to the field		
Other		
Other		
Other		

continued

**Exercise 5-D: Selecting Facts to Collect About Your Field *continued***

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**Other Information on Similar Organizations**

<i>Field Information</i>	<i>High Priority</i>	<i>Low Priority</i>
1. Mission and values		
2. Board of directors		
3. Personnel: staffing, recruiting, hiring/firing, promotions, mentoring		
4. Organizational culture		
5. Volunteers and helpers		
6. Programs and constituents		
7. Marketing and community relations		
8. Fundraising and membership		
Other		
Other		
Other		

continued

**Exercise 5-D: Selecting Facts to Collect About Your Field *continued***

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**Other Field-Wide Facts Relevant to Our Organization**

<i>Field Information</i>	<i>High Priority</i>	<i>Low Priority</i>
Other		
Other		
Other		

**Date Exercise Completed** \_\_\_\_\_

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## EXERCISE 5-E

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### Selecting Facts to Collect About Your Organization

The following information will help you understand how your organization is faring internally in relation to inclusiveness practices. It will be particularly useful to compare your organizational information with the information on your community (*Exercise 5-B*) and your field (*Exercise 5-D*).

There are many types of information that you may want to collect about your organization.

***Instructions:***

*Select the areas that are most relevant to your inclusiveness initiative. (This is a particularly good time to ask for feedback from people in your organization who are not a part of the Inclusiveness Committee. For example, you may want to ask each department to decide the fact-gathering areas that are pertinent to their particular work.)*

*For each area, mark an “X” on the following charts to indicate whether the area is a high priority or low priority for your inclusiveness information-gathering process. You need not gather this information at this time. First, simply focus on priority level.*

*Use the “other” lines to add other priority areas.*

continued

**Exercise 5-E: Selecting Facts to Collect About Your Organization *continued***

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**Mission/Values**

<i>Organizational Information</i>	<i>High Priority</i>	<i>Low Priority</i>
1. Our mission states a connection or commitment to inclusiveness.		
2. Our values state a connection or commitment to inclusiveness.		
Other		
Other		
Other		

continued



**Exercise 5-E: Selecting Facts to Collect About Your Organization** *continued*

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**Board of Directors**

<b><i>Organizational Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
1. Percentage of directors: race/ethnicity		
2. Percentage of directors: immigrant/U.S-born		
3. Percentage of directors: monolingual/bilingual/English-only speakers		
4. Percentage of directors: income level		
5. Attention to issues of inclusiveness with organizational policies and bylaws		
6. Specific organizational efforts to increase directors' knowledge in regards to communities of color		
Other		
Other		
Other		

continued

**Exercise 5-E: Selecting Facts to Collect About Your Organization** *continued*

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**Personnel (Staffing, Recruiting, Hiring/Firing, Promotions, Mentoring, and Contracting)**

<b><i>Organizational Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
1. Percentage of staff: race/ethnicity		
2. Percentage of staff: immigrant/U.S-born		
3. Percentage of staff: monolingual/bilingual/English-only speakers		
4. Percentage of staff: income level		
5. Pay equity: Are people in the same job with similar professional backgrounds and different racial/ethnic backgrounds receiving the same compensation?		
6. Overtime: Are there irregularities in how overtime is administered for racial/ethnic groups?		
7. Recruiting: What is the racial/ethnic background of the people who are being interviewed for staff positions?		
8. Retention: What is the turnover rate by race/ethnicity?		

continued

**Exercise 5-E: Selecting Facts to Collect About Your Organization *continued***

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**Personnel (Staffing, Recruiting, Hiring/Firing, Promotions, Mentoring, and Contracting) *continued***

<b><i>Organizational Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
9. Holidays: Are different religious and ethnic holidays recognized and respected in terms of release time for employees, program planning, and food for public and staff events?		
10. Policies: Does the organization have a written equal employment opportunity policy?		
11. Policies: Does the organization have a written affirmative action plan?		
12. Staff Diversity: Does the current level of diversity on the staff represent a change from past years? Greater or lesser?		
13. Staff Diversity: Are people of color equally represented at all levels and in all departments?		
14. Inclusiveness Advocacy: Does anyone have specific responsibility for promoting inclusiveness? If yes, who (by position)?		
15. Absenteeism: Are certain racial/ethnic groups absent more often than others?		
16. Staff Language Capacity: Are there specific efforts or incentives to hire and retain staff who speak languages common among our constituents?		
17. Continuing Education: Are there professional advancement and continuing education opportunities for all staff? If so, are there formal procedures for administering these benefits?		

continued

**Exercise 5-E: Selecting Facts to Collect About Your Organization *continued***

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**Personnel (Staffing, Recruiting, Hiring/Firing, Promotions, Mentoring, and Contracting) *continued***

<i>Organizational Information</i>	<i>High Priority</i>	<i>Low Priority</i>
Other		
Other		

continued

**Exercise 5-E: Selecting Facts to Collect About Your Organization *continued***

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**Volunteers and Helpers**

<b><i>Organizational Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
1. Percentage of volunteers: race/ethnicity		
2. Percentage of volunteers: immigrant/U.S-born		
3. Percentage of volunteers: monolingual/bilingual/English-only speakers		
4. Percentage of volunteers: income level		
5. Percentage of volunteers: zip code or neighborhood		
6. Are there specific volunteer campaigns targeted at communities of color?		
7. Are there training programs for volunteers on working with communities of color?		
8. Is the average tenure of volunteers of color similar to or different from the average tenure of white volunteers?		
9. Are issues of inclusiveness addressed in volunteer-related policies?		
Other		
Other		

continued

**Exercise 5-E: Selecting Facts to Collect About Your Organization *continued***

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**Programs and Constituents**

<b><i>Organizational Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
1. Do programmatic efforts address the needs and assets of communities of color?		
2. Are issues of inclusiveness addressed in program-related policies?		
3. Are resources dedicated to programmatic activities specifically directed at communities of color?		
4. Percentage of clients: race/ethnicity		
5. Percentage of clients: immigrant/U.S-born		
6. Percentage of clients: monolingual/bilingual/English-only speakers		
7. Percentage of clients: income level		
8. Percentage of clients: zip code or neighborhood		
9. Are issues of inclusiveness addressed in client-related policies?		
Other		
Other		
Other		

continued

**Exercise 5-E: Selecting Facts to Collect About Your Organization** *continued*

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**Marketing and Community Relations**

<b><i>Organizational Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
1. Are formal and informal outreach activities and policies directed at communities of color?		
2. Are efforts made to get feedback from communities of color regarding the organization, its programs, materials, location, or other topics?		
3. Are resources dedicated to outreach activities directed at communities of color?		
4. Does the organization engage in collaborative partnerships with organizations that predominantly serve communities of color?		
Other		
Other		
Other		

continued

**Exercise 5-E: Selecting Facts to Collect About Your Organization *continued***

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**Fundraising and Membership**

<i>Organizational Information</i>	<i>High Priority</i>	<i>Low Priority</i>
1. Percentage of donors: race/ethnicity		
2. Percentage of donors: immigrant/U.S-born		
3. Percentage of donors: monolingual/bilingual/English-only speakers		
4. Percentage of donors: income level and/or wealth		
5. Percentage of donors: zip code or neighborhood		
Other		
Other		
Other		
6. How much money is contributed by people of color? (actual and as a percentage of total contributions)		
7. Are issues of inclusiveness addressed in development policies?		
8. What is the involvement of people of color in fundraising events?		
9. Percentage of members: race/ethnicity		

continued



**Exercise 5-E: Selecting Facts to Collect About Your Organization *continued***

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**Fundraising and Membership *continued***

<b><i>Organizational Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
10. Percentage of members: immigrant/U.S-born		
11. Percentage of members: monolingual/bilingual/English-only speakers		
12. Percentage of members: income level		
13. Percentage of members: zip code or neighborhood		
14. Are issues of inclusiveness addressed in fundraising and/or membership-related policies?		
Other		
Other		
Other		

continued

**Exercise 5-E: Selecting Facts to Collect About Your Organization** *continued*

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**Contractors and Vendors**

<b><i>Organizational Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
1. Percentage of contractors/vendors: race/ethnicity		
2. What is the number of contracts awarded to contractors/vendors of color? (actual and/or as a percentage of total contracts awarded)		
3. Are issues of inclusiveness addressed in contractor/vendor-related policies?		
Other		
Other		
Other		

continued

**Exercise 5-E: Selecting Facts to Collect About Your Organization** *continued*

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**Other Relevant Organizational Information**

<b><i>Organizational Information</i></b>	<b><i>High Priority</i></b>	<b><i>Low Priority</i></b>
Other		
Other		
Other		

***Date Exercise Completed*** \_\_\_\_\_



## EXERCISE 5-F

### Community Fact-Gathering Work Plan: Topic, Source, and Person Responsible

**Instructions:**

Write your definition of community here as defined in *Exercise 5-A*.

Definition of Community: \_\_\_\_\_

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- Fill in column 1 (Community Information) by writing in all the “high priority” areas as identified in Exercise 5-B.
- Fill in column 2 by considering known sources and by researching other sources.
- Fill in column 3 by assigning a person responsible for gathering the facts.
- You may want to copy the blank page, should your list be longer.

*EXAMPLE for a fictitious child-care organization in Denver, Colorado*

*Definition of community: City and County of Denver, Colorado*

<b>Community Information</b>	<b>Fact Source</b>	<b>Responsible Person (fictitious)</b>
<i>Racial/ethnic breakdown of population</i>	<i>2000 U.S. Census</i>	<i>Catalina Jimenez</i>
<i>Percentage of monolingual Spanish speakers in population</i>	<i>2000 U.S. Census</i>	<i>Joe Young</i>
<i>City/County Government Agencies with childcare centers in predominantly Latino neighborhoods</i>	<i>Denver Department of Health and Human Services</i>	<i>Janice Doe</i>

**Exercise 5-F: Community Fact-Gathering Work Place *continued***

<i>Community Information</i>	<i>Fact Source</i>	<i>Responsible Person</i>

**Date Exercise Completed** \_\_\_\_\_

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## EXERCISE 5-G

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### Field Fact-Gathering Work Plan: Topic, Source, and Person Responsible

***Instructions:***

Write your definition of field here as defined in *Exercise 5-C*.

Definition of Field: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- *Fill in column 1 (Field Information) by writing in all the “high priority” areas as identified in Exercise 5-D.*
- *Fill in column 2 by considering known sources and by researching other sources.*
- *Fill in column 3 by assigning a person responsible for gathering the facts.*

continued

**EXERCISE 5-G: Field Fact-Gathering Work Plan *continued***

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<i><b>Field Information</b></i>	<i><b>Fact Source</b></i>	<i><b>Responsible Person</b></i>

**Date Exercise Completed \_\_\_\_\_**



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## EXERCISE 5-H

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### **Organizational Fact-Gathering Work Plan: Topic, Source, and Person Responsible**

***Instructions:***

- *Fill in column 1 (Organizational Information) by writing in all the “high priority” areas as identified in Exercise 5-E.*
- *Fill in column 2 by considering known sources and by researching other sources.*
- *Fill in column 3 by assigning a person responsible for gathering the facts.*

continued

**EXERCISE 5-H: Organizational Fact-Gathering Work Plan** *continued*



<i><b>Organizational Information</b></i>	<i><b>Fact Source</b></i>	<i><b>Responsible Person</b></i>

**Date Exercise Completed** \_\_\_\_\_

## END-OF-MODULE CHECKLIST

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### Module 5

<i>Action Item</i>	<i>Date Completed</i>	<i>Notes</i>
Define the community you will gather facts on.		
Select facts to collect about your community.		
Define the field you will gather facts on.		
Select facts to collect about your field.		
Select facts to collect about your organization.		
Create work plan for gathering community facts.		
Create work plan for gathering field facts.		
Create work plan for gathering organizational facts.		

