



| CENTER FOR WORK EDUCATION AND EMPLOYMENT |

Inclusiveness Project
2010-2011 Denver Foundation Learning Community Blueprint
May 2011

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Inclusiveness Project

CENTER FOR WORK EDUCATION AND EMPLOYMENT

INTRODUCTION

OVERVIEW

CWEE experienced significant dynamic forces over the past year. Recognizing that a changing environment necessitated different approaches to helping individuals prepare for and gain employment, CWEE embarked upon a year-long strategic business planning process in January 2010 led by Corona Insights. This project required an intense amount of time and focus of our staff and board leadership over the year. We completed our strategic business plan in January 2011. The plan describes a five-plus year timeframe implemented in three phases. The strategy statement envisions CWEE working with a broader population emphasizing partnerships with businesses and community organizations as well as full utilization of our participants and alumni in roles as ambassadors to help further our goals.

Externally, our state and nation's continued economic downturn created significant volume issues for our program with the welfare rolls doubling over the past two to three years. Our classes and caseloads are at capacity and the individuals we are serving have difficult and complex needs increasing the workload for all.

The awareness, knowledge gained, and understanding of how to approach a strategic process and optimal ways to involve staff, board and community in such a large undertaking positively served the inclusiveness initiative during the important first year. We also kept an eye on how the content of the strategic business plan could interconnect with the inclusiveness initiative. This has been particularly true during the development of the blueprint and we are ensuring that both plans are reflective of one another. We will sync the timeframes for the blueprint goals to the already established strategic planning timeline implementation phases. Staff, management and board members have worked to measure their involvement in both planning initiatives to assure that optimal energy and focus are shared as well as preserved to guard against burn out and insufficient quality of work.

CWEE's management, staff and board is committed to diversity and inclusion. At the close of the strategic planning process this year we went through the important step of re-visiting our values. We modified our values to the following: inclusiveness, collaboration, integrity, innovation, and excellence. Changing what had been diversity to inclusiveness reflects our growth in becoming a learning-centered organization. Historically CWEE has fostered a culture of self-awareness and growth. This initiative is poised to leverage these strengths to work in a more comprehensive way with diversity and inclusion. CWEE promotes a learning environment rich in honesty and integrity in our classrooms. CWEE was at a perfect place in our maturity as an organization to fully embrace the goals of the inclusiveness initiative starting in 2010. This past year has been a journey to transform the future for CWEE.

PURPOSE AND RATIONALE

Prior to making an application to The Denver Foundation to become a participant in the Inclusiveness Initiative, CWEE had identified racial and ethnic diversity as an organizational goal.

During design sessions for the 2010 work plan, the topic of inclusiveness arose frequently in conversations with management and staff. What came out of those sessions was a goal to “foster and promote a CWEE culture that reflects our values and mission,” with an aspiration to “become a model of inclusion.” An outcome within this goal was “to commit to a diversity development strategy.” Our application to The Denver Foundation further developed these goals anticipating the two-year initiative would allow CWEE to move toward becoming more inclusive of people of color and weave inclusiveness throughout the organization and community. We specifically focused on creating and designing a process of change that would include all levels of responsibility, crossing all functional work areas and include staff, board members, participants, alumni and volunteers.

CWEE’s staff and board are not closely aligned with the participant make-up of our program. 74% of the participants we served in the past year are people of color. Currently there is one person of color on our board of directors (17%) and our staff of 25 consists of 36% persons of color.

The five following blueprint goals are the foundation of our blueprint that will drive us as we strive to become a more inclusive organization:

- Attract and retain diversity at all levels of the organization
- Utilization of stakeholders
- Program delivery and learning environment
- Organizational culture
- Accountability/evaluation and communication

OUR DEFINITIONS

Our definition of racial diversity: Racial diversity mirrors the diversity of the participant population currently served by CWEE, which is 44% Latino, 27% Caucasian, 23% African American, 4% Mixed Race and 2% Native American (FY 2010). For the purposes of the goals contained in the blueprint, we will update these demographics on an annual basis to reflect that year’s current statistics.

Our definition of age diversity: The age range (18-25) which reflects the current participant population (FY 2010). This definition will be updated each year to reflect that year’s current statistics. We plan to learn about the relevant needs for individuals in this age range and how we can help foster their relationship and affiliation with CWEE.

CWEE’s operating definition of socioeconomic status: Individuals with low socioeconomic status often lack the financial, social, and educational supports that characterize individuals with high socioeconomic status. Individuals who live in poverty have inadequate or limited access to available financial, social and educational supports and resources.

Our definition of inclusiveness: An attitude and mindset of consciousness, choosing to notice and pay attention, to ensure through specific behaviors that those who are not currently present to represent themselves are represented; and, once they are a part of our activities, we will recognize and value the contribution only they can uniquely bring.

The definition of an inclusive organization: A learning-centered organization has diverse individuals involved and values the perspectives and contributions of all people. These organizations strive to incorporate the needs and viewpoints of diverse communities in the design and implementation of their programs and services.

CASE STATEMENT

Our work on the case statement started in October 2010. Denise Materre, our facilitating consultant, shared sample case statements and reiterated the description and purpose of the case statement and the blueprint. We started work on the case statement with the whole committee, a subcommittee was formed to refine it, and a draft was submitted to the entire staff for feedback. Committee members met with their Buddies (the staff pairs and groups that we created for communication purposes) to gain direct feedback about the case statement. The subcommittee synthesized the resulting feedback into a powerful and comprehensive case statement.

The transparent process demystified the work of the committee, the product had greater input and buy in and we built trust with the staff as a whole. The case statement was approved by the committee on December 7, 2010 and shared with the CWEE board of directors on December 8, 2010.

At CWEE, our participants are at the core of who we are and what we do. We value and build a lasting connection with our participants based on an understanding that race and socio-economic status have limited their opportunities and circumstances. We recognize the unequal impact of these factors and seek to equip our participants and all who are involved in the CWEE community to overcome and transcend these challenges.

We value and celebrate the range of diversity, culture and unique differences among the CWEE community. In order to fully realize CWEE's mission we have made a commitment to focus on the following three aspects of diversity: race, socio-economic status and age. As an organization we will deepen and change our culture and environment embracing inclusiveness by:

- *attracting and retaining racial diversity at all levels of our organization including board, staff, volunteers and community partners*
- *incorporating the importance of age diversity in our programming*
- *raising awareness about socio-economic status in order to overcome the constraints and disparities of poverty*
- *incorporating diverse perspectives to achieve relevant and innovative programming*
- *embracing participants and alumni as critical partners and investing in their long-term success to become contributors at all levels of our organization*
- *becoming the program of choice for funders to invest in and for collaborative partnerships to flourish*

PROCESS USED TO DEVELOP THE BLUEPRINT

We hired Denise Materre as our facilitating consultant in July 2010, after a very thorough and diligent interviewing process. Denise facilitated our meetings starting in late August and we have met at least every other week or monthly through May 2011. The committee size settled at 12 with one board member who is a CWEE alumni and a person of color, five staff that are persons of color and an overall mix in representation across all CWEE departments. Our board leadership is committed to the process with two board members regularly attending the learning community meetings.

Our standard meeting agenda includes member check-ins and check-outs, sharing any meaningful learning about race, diversity or culture since our last meeting, workbook topics related to the deliverables, and the communication plan directed to the rest of the staff. Minutes are taken

for each meeting to memorialize our process and include follow-up actions listed as well as “talking points” to share with individuals outside the committee. We developed “agreements” which are behaviors to create a safe environment that would encourage our full, honest participation.

We created a unique communication plan in order to share main topics and the workings of the committee with the rest of the staff. We started with matching up each committee member with a staff “buddy” and we met with them in between meetings to share the talking points as well as discuss any concerns or questions that they may have. In January we switched to buddy groups that include three to four outside staff members and two to three committee members to streamline the process, encourage discussion, and to facilitate sharing and communication.

We developed a training plan for the entire staff as well as the board. CWEE schedules a certain number of staff learning and planning days in our annual calendar. We agreed to include inclusiveness training in half of the learning days. The first session was held in October, the second was held in March and both were facilitated by our consultant. Topics for the first training included definitions of diversity and inclusiveness, costs and benefits for becoming an inclusive organization, the role of the inclusiveness committee and the project, and sharing our cultural stories. The second training included an overview of the Omni survey data, results of two participant focus groups, messages and stereotypes we receive and definitions of race, ethnicity, culture and age. The board of directors also held training in April covering the same topics.

We began in earnest to build the blueprint in January. The committee broke out into small groups to develop the initial goals identified in our case statement. These subcommittees worked to create a draft of their goal statement and related objectives/tasks using the format provided by The Denver Foundation. The subcommittees continued to refine the drafts and a blueprint working group was responsible for all remaining components as well as preparing the final format.

We are also intentionally linking the format and timeframes of the blueprint to our recently completed CWEE strategic business plan document. As previously stated, linking the two plans strategically will allow us to incorporate annual planning goals, tasks, responsible parties, timelines and necessary resources for the inclusiveness blueprint into our CWEE annual work plan which is developed each year.

DURATION OF BLUEPRINT

The blueprint is a four year plan commencing July 1, 2011, the start of CWEE’s FY 2012. As stated previously, we are linking the format and timeframe for the blueprint to our recently completed CWEE strategic business plan. The strategic business plan will roll out in three phases. Phase 1 is FY 2012, Phase 2 is FY 2013-2014 and Phase 3 is FY 2015 and beyond.

Goals and tasks included in the strategic business plan and the inclusiveness blueprint will become a part of the CWEE annual work plan. The annual work plan is developed each year and commences on July 1, the start of our program and fiscal year. This detailed document consists of goals, tasks, timelines, staff “drivers” and the responsible CWEE team. The entire staff reviews the work plan during a daylong retreat at the beginning of the program year. The plan is monitored by the management team regularly and is reviewed with the staff quarterly. Any necessary adjustments and modifications are made throughout the year.

The duration of the blueprint will span July 2012 through June 2016 (four fiscal years). Each year, as we prepare our annual work plan, the blueprint tasks will be reviewed and incorporated based on the process outlined above.

RESEARCH

METHODOLOGY

The inclusiveness committee identified the following groups as critical constituents: staff, board, participants, and volunteers. Listed below is the CWEE data gathering activity to date:

- One formal survey with 33 staff and board respondents, conducted by OMNI
- Two focus groups with current participants, facilitated by Zenzal Carr
- Two one-on-one interviews with employees leaving CWEE, conducted by Denise Materre

OMNI Survey: (in five sections)

What it did and did not reveal:

- 33 surveys were completed, respondents were staff and board only
- Two to three individuals skipped every question
- 13 out of 33 skipped the question: *“In what areas has CWEE been successful in addressing issues of diversity and inclusiveness?”*
- 12 out of 33 skipped the question: *“In what areas has CWEE not been successful in addressing issues of diversity and inclusiveness?”*
- No participant or volunteer input was gathered
- No racial demographics by question were provided

The Profile section reflected the racial profile for the staff and board respondents included 71% white/Caucasian. The Workplace Environment section revealed the following as areas for potential improvement: learning from feedback and creating a space for open, safe dialogue to improve programs. In the Organizational Effectiveness section there was a split vote (15/31) indicating CWEE is somewhat or not effective at “considering issues of culture, race & ethnicity in designing and implementing programs.” In addition, there was a split vote (15/31) indicating CWEE is somewhat or not effective at “providing the people who work here with the training and resources to work effectively with racially/ethnically diverse populations.” In the Personal Experience and Satisfaction section, the following was reflected: an overall a very high sense of belonging (4.33/5.0) and that skills and work contributions are valued (4.40/5.0.)

Additional potential issues surfaced in the following areas, (but the degree or the nature of the concern remains unclear): comfort level in talking openly about issues related to race/ethnicity, concern that “less qualified” individuals were hired based on their racial/ethnic background, experiences of isolation because of race/ethnic heritage (example: 21/30 did not see this as an issue; 4 did not agree or disagree; 3 agreed; 2 not applicable; 3 did not respond.)

Questions that surfaced as a result of the Omni survey are: 1. How can we create an environment that encourages staff to feel at ease in discussing issues regarding race? 2. How can we create programs that consider issues of culture, race & ethnicity? 3. How can we provide staff with the necessary tools and training to work effectively with racially/ethnically diverse populations?

Focus Group One:

Respondents were CWEE participants of mixed racial representation; the facilitator was an individual who is a CWEE alum, board member and inclusiveness committee member; and the recorder was a CWEE staff member.

Responses were very program-focused and did not fully answer the questions as we had hoped.

As we reflected on our process after the initial focus group, some questions that surfaced were: 1. Should a current staff member be present during focus groups with active participants given that it could inhibit their ability to comfortably and honestly answer the questions? 2. Are participants in a position to answer questions about their race and ethnicity? Specifically, if meeting their basic needs is the priority, do concerns about race and subsequent discussions rise to a significant level of importance? 3. How can we create a safer environment in the future for participants to disclose their thoughts and opinions without fear or concern of having their confidentiality compromised? 4. Should we add additional questions to try and elicit more in-depth information and clarity surrounding race, etc.?

Focus Group Two:

Due to the lack of definitive information gathered, we opted to hold another focus group, comprised solely of participants of color. We also asked an additional question to specifically obtain more direct responses regarding the impact of race, as viewed by participants.

Respondents of the second group were all participants of color, the facilitator was the same individual who did the first focus group; and the recorder was a CWEE intern.

Overall, the participants' responses were again very program focused. However, the sixth question did generate more in-depth race-related observations than were provided in the first focus group.

As we reflected on the process of this second focus group some questions that surfaced were: 1. Can participants sufficiently relate to the questions to provide helpful and meaningful information for CWEE? Furthermore, since they are not typically asked to share their personal experience and the potential impacts of race, did they view this as an opportunity to vent? 2. Could the sixth question (which seemed to generate emotion) have posed a reaction because CWEE is meeting their needs and not until a "trigger" occurs, do participants process how their race, etc. is regarded at CWEE? Additionally, do participants know how to talk about race/ethnicity without having anger attached to it? Do they know what it would take to feel honored because they never have been? 3. How can current staff and future CWEE employees share their personal experience with overcoming obstacles to improve communication with participants and build rapport? 4. What methods can we explore to help our participants find their unique "voice" to discuss race?

Exit Interviews:

Denise Materre conducted two exit interviews with members of staff in November 2010, who were leaving CWEE and had been peripheral contributors to the initiative. The employee feedback provided was summarized to identify themes, maintain confidentiality and contribute to the Blueprint Goals. Specifically the comments and insights helped to inform our development of the recruitment and retention, utilization of stakeholders, program delivery and learning environment and organizational culture goals.

KEY FINDINGS FOR ORGANIZATION

Based on these initial findings, the committee is acutely aware that there are considerable gaps in our knowledge relating to the effectiveness of current inclusiveness practices. Ongoing information gathering to address these opportunities for improvement will be critical to achieving the case statement and executing the blueprint. As a result, a research objective has been included as part of some blueprint goals. Moving forward, special attention will be given to consolidating and analyzing data previously gathered over the past few years, expanding the sources of data (additional constituents and stakeholders particularly focusing on people of color,) and further diversifying our information gathering methods.

ACTION PLAN

BLUEPRINT GOAL ONE: Attract and retain diversity at all levels of the organization

CWEE will attract and retain racial diversity at all levels of the organization including staff, board, volunteers, alumni and community partners. The definition of racial diversity is contained in the introduction section of this blueprint document (see "Our Definitions.") In addition we will emphasize awareness of socio-economic conditions.

Primary staff-related inclusiveness issue for this goal:

Develop a systemic process for recruitment and retention of management, supervisor team, program staff, board of directors and volunteers.

Desired outcome(s):

CWEE will strive for the racial diversity mirroring our participant population as current positions are filled or newly established positions occur:

- At least 30% of the management team will be persons of color (currently 0%)
- At least 30% of the supervisor team will be persons of color (currently 0%)
- At least 50% of the program staff will be persons of color (currently 36%)
- At least 30% of the board of directors will be persons of color (currently 17%)
- At least 30% of the volunteers will be persons of color (not known currently)

Primary objectives in support of this goal:

1. Attract and retain program staff and management to reflect the desired outcomes articulated above.
2. Attract and retain racially diverse board to reflect the desired outcomes articulated above.
3. Attract and retain racially diverse volunteers to reflect the desired outcomes articulated above.
4. Attract and retain community partners reflecting the participant population of CWEE.

OBJECTIVE #1: Attract and retain program staff and management to reflect the desired outcomes articulated above.

Tasks:

- a. Post job openings with minority publications i.e. LaVoz, Urban Spectrum and minority chambers of commerce and other community organizations serving communities of color. Set an intention of recruiting alumni of color for open positions.

- b. Explore establishing additional CWEE participant internships to develop a potential hiring pipeline of qualified applicants of color.
- c. Expand interview questions to include experience directly related to inclusiveness, diversity and adversity. Internal interviewing committee consists of at least 1-2 staff of color. Review and expand current job descriptions/qualifications to include knowledge of the participant communities that we serve and the inclusiveness commitment of CWEE.
- d. Review and expand the employee performance management system to include expectations specific to inclusiveness goals as well as suggestions from staff to improve the organization. Review and expand the employee exit interviewing process to include inclusiveness questions and themes. As a succession plan is created at CWEE, emphasis will be given to providing development opportunities for staff of color to ensure equality in the leadership identification and selection process.
- e. Create a structured process for ongoing dialogue with staff and board to continually reiterate CWEE's commitment to an inclusive workplace.
- f. Assess organizational needs related to resources for employee recruitment and third party mediation beyond the current arrangement with Mountain States Employers Council.

OBJECTIVE #2: To attract and retain a diverse board of directors to reflect the desired outcomes articulated above.

Tasks:

- a. Establish recruitment goals (board development grid) for areas of expertise plus racial diversity.
- b. Establish relationships with minority chambers of commerce and business groups.
- c. Utilize former board members of color who are active in the Denver community to recruit new prospective members.
- d. Recruit from the pool of alumni, volunteers and community partners who are people of color.

OBJECTIVE #3: Volunteers reflect the diversity of program participants and the desired outcomes articulated above.

Tasks:

- a. Establish recruitment plan to attract a diverse mix of volunteers utilizing black or Latino churches, black and Latina sororities, Latino and African American community centers, etc.
- b. Volunteer training will emphasize sensitivity to race, ethnicity, culture and age of the diverse participant population we serve.

OBJECTIVE #4: Attract and retain community partners reflecting the participant population of CWEE. CWEE becomes the program of choice for employers, funders and community partners as collaboration with them expands.

Tasks:

- a. Establish CWEE staff liaisons for community outreach purposes. Identify 10-15 organizations that primarily serve people of color and develop a partnership which includes posting job and volunteer openings, sending news releases, e-newsletter, etc. Select five of these organizations and establish a deeper relationship/partnership via the CWEE staff liaisons (as a pilot.)

BLUEPRINT GOAL TWO: Utilization of stakeholders

Embrace stakeholders of diverse race, age and socio-economic status as critical partners to become contributors at all levels of the organization.

Primary staff-related inclusiveness issue for this goal:

Enhance inclusion and utilization of stakeholders: staff, board, participants, alumni, volunteers, community partners and funders.

Desired outcomes:

- Create reciprocity and mutually beneficial relationships between constituents and stakeholders
- Increase successful program completions
- Enrich and increase relevance of CWEE programming
- Increase visibility of CWEE with marketing that effectively tells our story

Primary objectives in support of this goal:

1. Utilize people of diverse race, age, and socio-economic status as critical partners and advisors, informing program development. To understand and incorporate participant/alumni perspective as it relates to CWEE history, values, culture and programming.
2. Utilize ambassadors to advocate for opportunities for participants and alumni.

Objective #1: Utilize people of diverse race, age, and socio-economic status as critical partners and advisors, informing program development. To understand and incorporate participant/alumni perspective as it relates to CWEE history, values, culture and programming.

Tasks:

- a. Observe and participate in classrooms with specific themes/topics/areas of focus in mind. Build into expectation of non-instructional staff and board to do two times per year.
- b. Actively solicit and listen to input from participants and alumni and review the 25th Anniversary data.
- c. Create an alumni engagement model that is reciprocal in nature with alumni contributing at all levels of our organization including board, volunteers, mentors, and staff, and outside ambassadors.
- d. Utilize alumni to speak to current participants during assembly or other forum, either in person or through video.
- e. Recruit alumni for volunteer program.
- f. Expand alumni network and database through networking with alumni we are in contact with, could include planning an alumni reunion.
- g. Create PSA that includes video clips of alumni stories. Could also get on Beverly Weaver's "Newsmakers" on TV (CNN/ channel 37). Target funding from private donors for alumni video project.
- h. Board members use their clout to influence employers to the benefit of participants and alumni. Use board networks to increase our visibility and further the delivery of our message.

Objective #2: Utilize ambassadors to advocate for opportunities for participants and alumni¹.

Tasks:

- a. Engage staff members in public relations activities.
- b. Management team delivers brief CWEE history in classroom to generate investment and engagement of participants.
- c. Utilize board clout and influence to facilitate more in-depth application of the CWEE model by advocating for opportunity. Identify critical events and tables that we need to be at, from an inclusive community perspective.
- d. Engage participants and alumni in public relations activities. Include in meetings with employers, present at board meetings, have alumni serve on program panels in the classroom.
- e. Identify how to recruit, train and utilize volunteers more effectively (e.g. identify what are their interests and connections so that they can become ambassadors).
- f. Have community partners train staff on an effective model for developing participant and alumni ambassadors.
- g. Ask funders to offer dedicated volunteers from their staff.
- h. Seek funding for ambassador training and development for participants, alumni and staff.

BLUEPRINT GOAL THREE: Program delivery and learning environment

Create fluid programming to facilitate a fully inclusive learning environment that meets participants' changing needs and supports them in successfully meeting their individually defined goals

Primary staff-related inclusiveness issue for this goal:

Develop and implement a systemic process of intentional collection, analysis and discussion of data relating to program and participants.

Desired outcomes:

- Create program materials that are inclusive, meet participant needs and assist them with goal completion
- Initiate continuous involvement/feedback/evaluation from current and former participants to evaluate and improve program delivery and learning environment
- Increase successful program completions
- Better prepare participants for Phase III and employment

Primary objectives in support of this goal:

1. Collect and organize data around program ability to meet participant needs and support their successful attainment of individual goals.
2. Assess program ability to meet participant needs and implement program/learning environment changes to better support their successful attainment of individual goals.

¹ The concept of ambassadors is a component of CWEE's Strategic Business Plan which launches FY 2012. The concept is inspired by the article "Creating High-Impact Nonprofits," Stanford Social Innovation Review, Heather McLeod Grant & Leslie R. Crutchfield, Fall 2007. This article asserts that one of six practices of high-impact nonprofits is to "Inspire Evangelists: High-impact nonprofits build strong communities of supporters who help them achieve their larger goals. They value volunteers, donors, and advisors not only for their time, money, and guidance, but also for their evangelism. To inspire supporters' commitment, these nonprofits create emotional experiences that help connect supporters to the group's mission and core values." (page 37)

3. Evaluate effectiveness of program adjustments and overall program ability to meet participant needs and support their successful attainment of individual goals.

Objective #1: Collect and organize data around program ability to meet participant needs and support their successful attainment of individual goals.

Tasks:

- a. Gather and organize data already generated: OMNI results, zero-week surveys, Ana Gutierrez's alumni surveys and current participant interviews, class evaluation forms, focus group results, class feedback sheets and former staff and alumni surveys from 25th Anniversary.
- b. Gather new data: additional focus groups with participants and alumni, additional surveys to alumni, participant and staff suggestion box, scheduled conversations, feedback from volunteers and interns, reports from Civicore relating to successful completions of GED/computer certifications, internship completions, employment and dropout rates cross-referenced by race, age, and gender, research best practices of community partners.
- c. Create new data gathering techniques to capture feedback from participants and alumni relating to case management and employment services.
- d. Have scheduled check-ins with staff regarding creating an inclusive culture (department meetings, supervisor meetings, huddles, SLP's, and other events.)
- e. Create new data sources: get feedback from volunteer and/or internship program, community partners, advisory councils.

Objective #2: Assess program ability to meet participant needs and implement program/learning environment changes to better support their successful attainment of individual goals.

Tasks:

- a. Analyze collective data to determine trends and opportunities for improvement focusing on the following areas: curriculum, case management, employment services and general program (assembly, student council, participant events, etc.) Make recommendations for changes/adjustments and seek feedback from participants.
- b. Develop policy and implement changes to program and learning environment based on finalized recommendations to increase program ability to meet participant needs and support their successful attainment of individual goals.

Objective #3: Evaluate effectiveness of program adjustments and overall program ability to meet participant needs and support their successful attainment of individual goals.

Tasks:

- a. Establish a cyclical information gathering / assessment / implementation / evaluation process annually to consistently gather feedback from all stakeholders, most specifically participants, to continually grow and adapt the program to meet the changing needs of CWEE's population, our community and the economy.

BLUEPRINT GOAL FOUR: Organizational culture

Create a culturally-conscious environment that welcomes and empowers people of diverse race, age and socio-economic backgrounds.

Primary staff-related inclusiveness issue for this goal:

To create a systemic change in an effort to promote Inclusiveness on an organizational level where the organization values and celebrates diversity and is committed to honoring personal expression.

Desired outcomes:

- Create an organizational culture that integrates diversity into work perspectives
- Create a physical space that welcomes staff, board, volunteers, and participants and appeals to their diverse backgrounds
- Visually inform participants of CWEE's mission, vision, and values the moment they enter our facility and let them know where the organization stands on Inclusiveness
- Participants show interest in their physical space, interpersonal communication through "talk" and curiosity
- Be an organization that practices cultural awareness

Primary objectives in support of this goal:

1. Provide cultural awareness/intercultural communication training to staff, board, and volunteers and integrate trainings to create a fully inclusive organizational culture work perspective
2. Assess current environment: physical space, clothing boutique, food and events
3. Adjust or enhance physical space (community mural, symbolism, collective "I AM" collage, visible mission, vision and values, space for quiet reflection)

Objective #1: Provide cultural awareness/intercultural communication training to staff, board, and volunteers and integrate trainings to create a fully inclusive organizational culture work perspective.

Tasks:

- a. Gather data from staff, board and volunteers to assess their comfort level with intercultural communication. Analyze data to determine what areas improvements could be made.
- b. Research consultants/trainers in the area of intercultural communication/cultural awareness. Set training dates for all staff, board and volunteers to attend.
- c. Continuously re-visit and check-in to encourage ongoing "inclusive conversations" and "courageous conversations"
- d. Participate in a community service/immersion day where all staff visit a community agency comprised of people of color.
- e. Compile inclusiveness, diversity, and socio-economic status related articles, books, and research data in CWEE library to encourage staff, board and volunteers to continue facilitating inclusive conversations.
- f. Incorporate inclusiveness topics and "health" check-ins at monthly and ongoing meetings.
- g. Begin to implement additional data collecting techniques for continued monitoring and improvement of intercultural communication/cultural awareness.

Objective #2: Assess current environment: physical space, clothing boutique, food, and events.

Tasks:

- a. Survey participants for feedback on physical environment, particularly related to cultural identification.
- b. Survey staff and board for feedback on physical environment, particularly related to cultural identification.
- c. Survey volunteers for feedback on physical environment, particularly related to cultural identification.

Objective #3: Adjust or enhance: physical space (symbolism, collective “I AM” collage, visible mission, vision and values)

Tasks:

- a. Based on collected data, begin to adjust physical space accordingly
- b. Research physical space identification (cultural symbols, art, colors, etc.) particularly as it relates to our population. Ask for participant assistance in creating a space that is welcoming and reflective of who they are (collective “I am” collage)
- c. Display mission, vision, values and inclusiveness case statement for participants to view.
- d. Research physical space practices that foster communication, encourages openness, and dialogue.
- e. Collaborate with local art galleries for art, sculpture, etc. (Chicano History and Arts Council, Latin American Cultural Center, etc.)
- f. Continually audit an assortment of reading material (books, magazines, newspapers, etc.) relevant to our participants.
- g. Solicit organizations for more age appropriate clothing donations for boutique.

BLUEPRINT GOAL FIVE: Accountability/Evaluation and Communication

Create ongoing evaluation and communication of the Inclusiveness Blueprint throughout all phases of implementation.

Primary staff-related inclusiveness issue for this goal:

Develop a systemic process for regular evaluation of each goal, objective and task. Develop a systemic communication process which informs all stakeholders of benchmarks, achievements and modifications of the blueprint as it is implemented.

Desired outcomes:

- Develop an evaluation process which is consistent and reliable
- Develop a communication process which informs all stakeholders of benchmarks and achievements as well as modifications that may occur during the blueprint implementation

Primary objectives in support of this goal:

1. Develop a systemic accountability/evaluation process
2. Develop a systemic communication process

Objective #1: Develop a systemic accountability/evaluation process

Tasks:

- a. Articulate inclusiveness goals, objectives and tasks into CWEE’s annual work plan including establishing timelines, responsible parties and resources. Define desired outcomes in the logic model.
- b. Inclusiveness committee meets regularly throughout the year to monitor and evaluate the blueprint goals and accomplishments. The inclusiveness committee will remain intact for this role throughout the duration of the blueprint.
- c. CWEE board of directors, staff, participants, alumni, volunteers and community partners receive a semi-annual written report about accomplishments of the blueprint goals provided by the inclusiveness committee.
- d. Build inclusiveness goals into each employee’s annual goals.

Objective #2: Develop a communication process which informs all stakeholders of benchmarks and achievements as well as changes that may occur during the blueprint implementation

Tasks:

- a. The inclusiveness case statement is added to the employee handbook, participant policies, orientation materials and other organizational materials as relevant.
- b. A summary of the blueprint is added to the website.
- c. The inclusiveness case statement and a summary of the blueprint are sent out to funders and stakeholders initially.
- d. Blueprint goals and inclusiveness initiative goals are a part of all CWEE funding/development proposals.

TIMELINE MATRIX

GOAL#1			
Task	Phase	Responsible Party	Resources Needed
1a	PHI	Operations Administrator	\$ advertising
1b	PHII	Supervisor Team	
1c	PHI	Management Team	
1d	PHI	Management Team	
1e	PHI	Management Team and Board	
1f	PHII	Management Team	\$ consulting contract
2a	PHI	Board	
2b	PHI	Board	
2c	PHI	Board	
2d	PHI	Board	
3a	PHI	Ops. Admin. & Inclus. Comm.	
3b	PHII	Ops. Admin. & Inclus. Comm.	\$ materials
4a	PHI	Ops. Admin. & Inclus. Comm.	\$ memberships and marketing materials
GOAL#2			
Task	Phase	Responsible Party	Resources Needed
1a	PHI	Instructional Supervisor	
1b	PHII	Case Manager Supers.	
1c	PHIII	Instructional Supervisor	
1d	PHI	Case Manager Supers.	
1e	PHI	Post-TANF Case managers	
1f	PHII	Post-TANF Case managers	\$ for meetings
1g	PHII	Development Manager	\$ materials, production
1h	PHII	Board Members	
2a	PHI	Development Manager	
2b	PHI	Management Team	
2c	PHII	Board	
2d	PHII	Development Manager	
2e	PHII	Operations Administrator	
2f	PHII	Operations Administrator	
2g	PHIII	Development Manager	
2h	PHI	Development Manager	\$ for training

GOAL#3			
Task	Phase	Responsible Party	Resources Needed
1a	PHI	Instructional Team	
1b	PHI →	Inclus. Comm. and M Team	\$ consultant, survey tools
1c	PHI	CM Team and Employ. Team	\$ survey tools
1d	PHI	Management/Super. Team	
1e	PHII	Operations Admin.	\$ survey tools
2a	PHI →	Supervisor Team	\$ data analysis
2b	PHII →	M. Team and Super. Team	
3a	PHI →	Super. Team	\$ data analysis
GOAL#4			
Task	Phase	Responsible Party	Resources Needed
1a	PHI	Ops. Admin and M Team	\$ surveys and analysis
1b	PHI	Inclusiveness Comm.	\$ trainers
1c	PHI →	M Team and Super Team	
1d	PHI →	All staff	
1e	PHII	Inclusiveness Comm.	
1f	PHI	All staff teams	
1g	PHII	Inclusiveness Committee	\$ surveys and analysis
2a	PHI	Instructional Team	
2b	PHI	Instructional Team	
2c	PHII	Operations Administrator	
3a	PHI/PHII	Inclusiveness Committee	
3b	PHI/PHII	Inclusiveness Committee	
3c	PHI	Operations Administrator	
3d	PHI →	Inclusiveness Committee	\$ consultant
3e	PHII	Employment Team	
3f	PHI →	Instructional Team	
3g	PHI →	Development Manager	
GOAL#5			
Task	Phase	Responsible Party	Resources Needed
1a	PHI →	Management Team	
1b	PHI →	Inclusiveness Committee	
1c	PHI →	Inclusiveness Committee	
1d	PHII →	Supervisor Team	
2a	PHI	Operations Administrator	
2b	PHI →	Development Manager	
2c	PHI	Development Manager	
2d	PHI	Development Manager	