



CHSDA Equity, Diversity, and Inclusion Assessment Overview



Presented 04/06/2022



Agenda

Overview

EDI Assessment

Assessment Findings

Key Takeaways/Themes

Recommendations

Questions



Overview

Colorado Human Services Directors Association (CHSDA) in partnership with American Public Human Services Association (APHSA) developed an Organizational Effectiveness Race Equity Tool through facilitated discussions. This Assessment will assist Colorado's Human Services Agencies benchmark their organization's current state for equity and race equity.

Equity, Diversity, and Inclusion Assessment



The CHSDA Equity Diversity and Inclusion Assessment was presented at the CHSDA conference and disseminated to all County Directors within Colorado. A total of **43 responses** were received. The following provides a summary of the demographics, themes, and recommendations.

Throughout the Summary, promising practices that were provided via open response questions are shared and gaps in knowledge/policy/practice are identified as “needs”.

3 Steps to Equity Diversity and Inclusion

Review the following steps to assist in assessing where your department is in implementing EDI Efforts as presented in each question



Equity, Diversity, and Inclusion Assessment

Throughout the Summary, promising practices that were provided via open response questions are shared and gaps in knowledge/policy/practice are identified as “needs”.

1

Three (3) steps to Equity, Diversity, and Inclusion

2

Definition of Terms

3

Answer Key

Demographics (Questions 1-4)



Region

Majority (46.51%) from
Southeast and Metro
regions

Rest split between NW,
SW, NE and SLV (only 4
respondents or 9.30% of
the total group)



County Size

Majority (46.51 %) identified as “small” counties and only 20.93% identified as “large”

The remaining 32.56% identified as “medium” sized.



Make-Up of County

Majority (60.47%) identified as Rural with the remaining split almost evenly between Urban, Mountain and Frontier.

Demographics (Questions 1-4)



43 Total Respondents

40 of 64 Counties (63%)

04/06/2022

Regional Representation

64% Metro

50% NW

60% NE

67% SE

75% SW

83% SLV



Make-Up of County Respondents

73% of B11 Counties
Responded

60% of BOS Counties
Responded

CHS/SDA/APHSA Presentation



Focus Areas

The assessment entailed six areas of focus: Organizational Area, Organizational Culture, Learning Environment, Executive Team and Elected Officials, Community and Data. The following summary identifies key themes highlighted from the responses in each of the focus areas.





Organizational Area (Questions 5- 17)

Questions focused on EDI efforts related to the makeup/diversity of staff and Leadership actions related to EDI. Highlighted the need for Increased work in this area. Specifically, areas with majority answers of Beginning Work and/or Unknown/not indicate a need for **defined EDI goals, targeted recruitment/retention efforts, internal data collection/analysis, and purposeful application.**



Organizational Area

Question 5

My leadership team and I make it clear that diverse representation within HS staff is important.

49% of respondents indicated already planning (19%) or implementing (30%).

Question 13

The Department encourages discussion about race equity.

41% of respondents indicated they are already planning (8%) or implementing (33%).



Organizational Area Promising Practices

- ☐ Bridges Out of Poverty curriculum
- ☐ Cultural competency training
- ☐ Using books/assigned reading
- ☐ Various State trainings



Organizational Culture (Questions 18-28)

Questions focused on EDI efforts related to the values, norms, and policies of the Department within their county. Illuminated need for **a clear vision, concrete goals, and a common/shared language around EDI.**



Organizational Culture

Question 21

The Department is learning to address challenges that occur in diverse environments.

37% of respondents indicated they are already planning (11%) or implementing (26%).

Promising Practices

Implementation of an EDI task committee
Working with our County Commissioners and Administrator around EDI goals



Learning Environment (Questions 29- 37)

Questions focused on EDI efforts related training and staff enrichment. Responses again indicate the need for a **common language** around EDI. Also reiterated the need for a **concrete EDI plan, tools, and resources around EDI** as well as the need to incorporate and RE lens.



Learning Environment

Questions 30

The Department has committed to providing EDI leadership training, mentoring, and coaching plans for leadership positions.

24% of respondents indicated they are already planning (18%) or implementing (6%).



Learning Environment Promising Practices

- ☐ Use of Harvard Bias tool to identify/highlight implicit bias

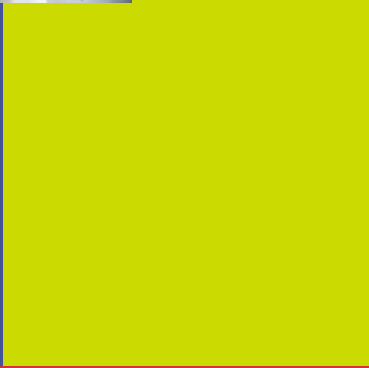
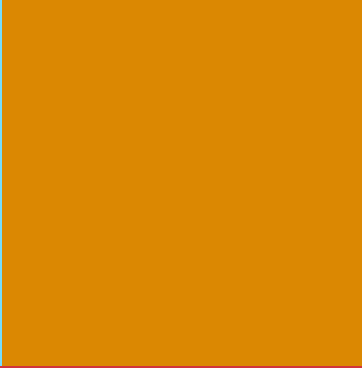
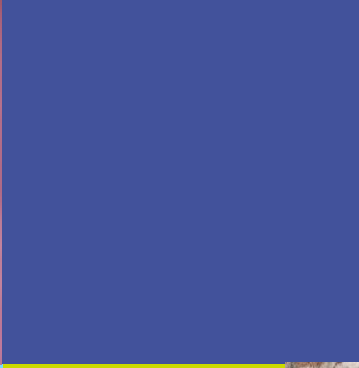
Previous responses that apply:

- ☐ Bridges Out of Poverty curriculum
- ☐ Cultural competency training
- ☐ Using books/assigned reading
- ☐ Various State trainings



Executive Team and Elected Officials (Questions 38- 43)

Questions focused on EDI actions that illustrate whether EDI is valued and championed at the highest levels. Again, illuminated the need for a **solid EDI strategy and specific efforts (with accountability measures including designated EDI Champions)** as well as the need for resources to support those efforts.



Executive Team and Elected

Question 38

My organization has senior leadership who are dedicated to championing equity and EDI efforts.

36% of respondents indicated they are already planning (15%) or implementing (21%).

Promising Practices

Implementation of CHSDA EDI Survey



Community (Questions 44-54)

Questions related to the level of effort made to engage and involve the community served in EDI actions. Need for **more analysis regarding the existence and effects of systemic barriers (which would then facilitate the ability to apply the results to promote RE); need to incorporate a RE lens when vetting and contracting with local service providers.**



Community

Question 48

My organization develops personal relationship with community members as evidenced by specific positions, opportunities for feedback, workgroups, etc.

58% of respondents indicated they are already planning (6%) or implementing (52%).

Question 52

Our programs view and treat the communities we work with as stakeholders, leaders of, assets to the work.

54% of respondents indicated they are already planning (18%) or implementing (36%).



Community Promising Practices

- Utilized community survey
- Worked with community non-profits and hired community members/former service recipients as SMES to incorporate community voice.



Data (Questions 55- 61)

Questions related to how/if data is collected, assessed and disseminated related to EDI. Many of the respondents skipped these questions (indicating a lack of knowledge in this area) The responses that were gathered indicate a need for **more data and an analysis of root causes of disparities linked to RE in each region.**



Data

Question 60

My organization prioritizes CQI in race equity work.

22% of respondents indicated they are already planning (3%) or implementing (19%).

Promising Practices

Previous Response that applies:

☐ Utilized community survey

Implementation/Ongoing

The assessment identified eleven (11) counties in the Implementation/Ongoing stage. Most of the counties were medium in size with a few small and one large county. The following are promising practices highlighted from responses:

- Examining data within our county regarding racial and other cultural disparities.
- Implementing self-assessments will be implemented with annual EDI/cultural competency trainings for all staff.
- Scheduling a strategic planning session to determine goals/objectives for the next 3-5 years.
- Advancing equity, diversity, and inclusion training.
- Refining cultural diversity in planning.

Key Takeaways

1. Define EDI Goals.
2. Targeted recruitment/retention efforts, internal data collection/analysis, and purposeful application.
3. Clear vision, concrete goals, and common/shared language.
4. Concrete EDI plan, tools, and resources as well as need to incorporate an RE lens.
5. Solid EDI strategy and specific efforts (with accountability measures including designated EDI Champions) as well as need for resources to support those efforts.
6. More analysis regarding the existence and effects of systemic barriers.
7. Incorporate a RE lens when vetting and contracting with local service providers.
8. More data and an analysis of root causes of disparities linked to RE in each region.



Recommendations



Training in applying a Race Equity lens and greater awareness of Cultural Competency.



Planning/Visioning work within counties to create a clear vision and common/shared language.



Strategic planning and goal setting incorporating a race equity lens.

CHSDA Options for Next Steps



- One remaining APHSA peer learning session.
- EDI session at CCI/CHSDA Summer Conference in Vail, Colorado.



Development of a resource guide/toolkit that aligns with each of the topic areas in the assessment.



- EDI Executive Coaching for Counties
- SubPACs and PAC opportunities
- Incorporate into association strategic planning process (unsure if will occur in 2022)



QUESTIONS

