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Fostering Racial and Ethnic Equity and Inclusion (REEI)

Lessons from Three Comprehensive Community Initiatives in Buffalo, Columbus, and San Antonio

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The Annie E. Casey Foundation launched Family-Centered Community Change (FCCC) in 2012 to support local partnerships in three high-poverty neighborhoods as they develop more integrated sets of services—including housing assistance, high-quality education, and job training—to help parents and children succeed together in a "two-generation approach." Rather than creating something new, the Foundation collaborated with partnerships located in Buffalo, New York; Columbus, Ohio; and San Antonio, Texas, and provided technical assistance, trainings, and peer-learning opportunities to build on their existing community-change efforts—a role the Casey Foundation refers to as strategic coinvestor. FCCC is a seven-year demonstration to support these three comprehensive community initiatives (CCIs) as they establish partnerships and programming, participate in an evaluation, and develop plans to sustain the work beyond the Casey Foundation's investment (The Annie E. Casey Foundation 2019).

Since 2013, the Urban Institute has been evaluating each initiative's design, implementation, and outcomes for families. The theory behind the demonstration is that "two-generation approaches," or initiatives that coordinate high-quality programs and services for children and parents, can help break intergenerational poverty and move families with low incomes toward greater economic independence. This paper is part of a series of reports based on what we have learned from five years of observations in our research.

Casey, the FCCC Communities, and Racial and Ethnic Equity and Inclusion

The Annie E. Casey Foundation hopes to foster a reality in which all young people—regardless of race, ethnicity, or community of residence—have the opportunities and support they need to reach their full potential.

Casey's goal for the three FCCC communities was to motivate them to apply a Racial and Ethnic Equity and Inclusion (REEI) lens to their work with families, using REEI concepts as "tools" in at least two ways: for tracking structural community challenges and increasing family participation in FCCC. The Foundation provided each FCCC initiative with REEI training beginning in 2015.

This brief explores the intent, goals, and potential opportunities the REEI training has sparked for the communities. It also grounds the discussion in Casey's own commitment to confronting racial inequity.

Communities beyond FCCC can draw lessons from the initiatives' efforts:

1. invest sufficient time in engaging and including all stakeholders in the process;
2. create shared definitions and language for discussing racial and ethnic equity and inclusion;
3. invest in ongoing training and learning opportunities;
4. collect and use data to track progress and improvements;
5. know the intended audience and stakeholders and how to frame what role they play in building racial and ethnic equity and inclusion; and
6. do the work by starting with themselves and practicing what they plan to preach to others.

The three FCCC initiatives each provide a core set of services that include early childhood education and child care, partnerships with local elementary schools, after-school care, employment and training for adults, financial education, and coaching to help parents set goals and stay on target. In addition to designing and coordinating services, all three initiatives operate amid similar conditions: within communities where families have widely varying needs and move frequently within neighborhoods with long histories of racial segregation and systemic racism, changing job markets, demographic changes, and gentrification. The communities vary in size, with the largest—San Antonio—covering nearly 72 square miles across 10 zip codes,[1] Columbus covering a two-and-a-half-mile area, and Buffalo covering a one-mile (97-block) area.

The poverty and segregation in each community are direct byproducts of racially discriminatory housing policies and mortgage-lending practices (or "redlining") that began in the 1930s. These policies and practices isolated mostly African American people and neighborhoods in many cities across the country so they were unable to access capital investments to improve their economic and housing conditions (Mitchell and Franco 2018).[2] Today, many of those same communities continue to suffer from isolation, discrimination, and disinvestment. The FCCC communities' racial demographics in both Buffalo and Columbus remain predominantly African American. In San Antonio's FCCC areas, the once

majority–African American communities are now roughly 65 percent Hispanic/Latinx and 33 percent African American, though still mostly low income.

Recognizing the roles that inequity and exclusion play in the communities' economic and social conditions, the Annie E. Casey Foundation provided each FCCC initiative with trainings on Racial and Ethnic Equity and Inclusion (REEI) beginning in 2015.

This brief explores the intent, goals, and potential opportunities the REEI trainings have sparked for the communities. We draw from interviews with FCCC staff and partners, Casey Foundation staff, and the FCCC evaluation and resource teams, which include three research organizations and one technical assistance resource consulting firm. The research organizations include the Urban Institute (evaluating all three community initiatives and outcomes for families), Metis Associates (helping to build and support each community's data capacity and performance measures), and TCC Group and Community Science (evaluating different aspects of Casey's coinvestor role in FCCC). Rouson Associates provides technical assistance for program and service implementation.

Many cities and communities in the US are much like the ones participating in FCCC—visibly struggling with racial and ethnic inequity and exclusion. This report describes three communities confronting these problems—Buffalo, Columbus, and San Antonio—and the lessons they are learning about what it might take to reach true REEI. We begin first with Casey's focus on equity and inclusion and then explore the FCCC communities' reflections on the REEI trainings they received and what both Casey and the communities have learned as they attempt to apply REEI in FCCC.

The Annie E. Casey Foundation's Focus on Equity and Inclusion

Recognizing the undeniable role race plays in US society, and in shaping children's opportunities, the Annie E. Casey Foundation began a journey more than two decades ago to promote equity and inclusion within every facet of its work. In doing so, the Foundation hopes to foster a reality in which all young people—regardless of race, ethnicity, or community of residence—have the opportunities and support they need to reach their full potential:

Casey's Equity and Inclusion Framework

The vision: all children are able to reach their full potential in life regardless of race, ethnicity, or community of residence.

The approach: employ data-driven, targeted strategies that support children, families, and communities with the greatest needs.

The strategy: provide data and culturally responsive tools to support the implementation of policy and practice changes that increase equitable opportunities and outcomes for all children. (The Annie E. Casey Foundation 2019)

See box 2 for Casey's definitions of race, equity, and inclusion.

How the Annie E. Casey Foundation Defines Race, Equity, and Inclusion

- **Race** is a socially constructed system of categorizing humans largely based on observable physical features (phenotypes) such as skin color and ancestry. There is no scientific basis for or discernible distinction between racial categories. The ideology of race has become embedded in our identities, institutions, and cultures and is used as a basis for discrimination and domination.

- **Equity** is defined as the state, quality, or ideal of being just, impartial, and fair. The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state of affairs or a lofty value. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept.

- **Inclusion** is the action or state of including or being included within a group or structure. More than simply diversity and numerical representation, inclusion involves authentic and empowered participation and a true sense of belonging.

Source: The Annie E. Casey Foundation, *Deploying Casey's REI Framework: Lessons from the Civic Sites* (Baltimore: The Annie E. Casey Foundation, 2016).

Rationale and Goals for Encouraging FCCC Communities to Pursue REEI

Casey's focus on racial equity and inclusion is embedded in all of its grantmaking and work with partners, including the FCCC communities. According to Urban Institute interviews with Casey staff, Casey's goal was to motivate the FCCC communities to apply an REEI lens in their work with families, utilizing the REEI concepts as "tools" in at least two ways:

- **A tool for tackling structural community challenges.** Casey staff recognize that racial and ethnic inequities—such as high unemployment and poverty, volatile housing rents and low homeownership rates, and poor access to reliable transportation and quality grocery stores—contribute to the educational and economic challenges FCCC families and communities face.

- **A tool for increasing family participation.** Casey staff view parent and resident engagement as an important equity strategy. Although family participation in the FCCC programs has generally increased with time, the three communities have continually tried to engage more families within the designated initiative neighborhoods. Casey staff anticipate that families with greater say in FCCC services and design will also participate more and foster more sustained community change.

Casey considers itself a "strategic coinvestor,"[3] providing financial and other support (e.g., hiring consultants to provide technical assistance) but not directing or prescribing strategies. During Urban's interview with Casey staff, staff offered ideas about what REEI within FCCC communities might look like, but they did not outline a set of expectations or results or communicate these ideas to the FCCC community teams. Casey staff thought REEI could take various forms and look different in each community. Concerning parental involvement, though, several staff members envisioned the FCCC

communities involving families in FCCC decisionmaking and leadership after the community teams learned more about REEI. Staff also thought community teams could incorporate participant "pushback" in the program design, by welcoming and exploring families' perspectives and resistance.

The Casey team acknowledged that REEI trainings alone are a "drop in the bucket" to help community teams fully understand racial and ethnic inequity and exclusion and advance equity strategies in the community teams' two-generation work. Casey staff anticipated FCCC community teams would have challenges involving local leaders and influencing policy, which Casey considers essential for creating equity and inclusion but has not funded directly. To address this need, Casey staff were looking for ways to provide more robust support, including offering webinars with concrete recommendations on potential actions and strategizing about ways to bring other major funders into the FCCC REEI conversation. Casey has seen that the community teams are heavily engaged in and focused on delivering services and may have difficulty simultaneously addressing broader institutional and policy influences.

What FCCC Communities Gained from REEI Trainings

Casey introduced the FCCC communities to the REEI perspective through two formal trainings given to the core organizations leading each FCCC initiative and representatives from the FCCC evaluation and resource teams. Casey offered the first training during a convening of the three community teams (including some program staff and parents) and the FCCC evaluation and resource teams in October 2015 in Fort Lauderdale, Florida. The training focused on key concepts related to race, racism, power, and dominant and subordinated group dynamics, and it included 6–10 participants from each community. In 2016, Casey identified consultants who traveled to the FCCC communities to hold two-day on-site staff trainings for 8–20 people in each community, including direct service team members, managers, and directors.

The trainings focused on language and how to define and discuss REEI. Trainers provided information about race as a socially and politically constructed concept that perpetuates racial gaps and disparities. The trainers also emphasized policies and practices and introduced tools for analyzing racial equity and advancing equitable outcomes. The individual on-site trainings focused on each community's own history and the structures contributing to current workforce disparities for people of color and people in poverty.

Below we discuss the FCCC community teams' experiences with the trainings and how they have struggled to apply the trainings in their work. We interviewed team members for general themes about and reactions to the trainings. We also incorporated trends from an anonymous postsurvey of people participating in the Fort Lauderdale training.[4] The local trainings were similar in the three communities and involved similar presentations, although one community had a different facilitator. Some quotes and comments we highlight may be more salient to a particular community, but, in general, the components staff singled out for praise and critique were similar for all three.

REEI Trainings on Individual Responsibility and Structural Systems

Both the Fort Lauderdale and local trainings focused on racial equity placed different weight on individual responsibility and structural influences. The Fort Lauderdale training primarily emphasized self-awareness, and the local trainings focused more heavily on structural systems influencing racial and ethnic inequity and exclusion.

> One FCCC provider who participated in both trainings observed the following:
>
> > The [local] two-day training…was very systems focused. Like, these are some things you can do in an organization to change hiring practices, etc. The one in Fort Lauderdale, it was very individualistic, looking within, recognizing, "Am I part of a dominant group? Nondominant group?" Being able to look inwards, [to recognize] "I'm a minority or I'm not." (FCCC provider)

> Reflecting on how racial inequity drives the systemic issues affecting their clients and their own personal experiences, one participant in a local training explained,
>
> > I'm not used to thinking about race because it kind of overlaps with poverty. Everyone we serve is highly impoverished. The systemic issues are something to think of. Why it's so messed up— there are reasons why. And that was a relief. (FCCC provider)

> The FCCC providers above demonstrate how the trainings inspired participants to think both personally and structurally about racial and ethnic equity and inclusion.

Critiques of the Trainings

Staff indicated that the trainings were "heavy" and commented about the intensity and length. As one of the Fort Lauderdale training attendees shared, the morning lecture style was "a bit too much." The participant would have preferred more interaction and "less density." A local training attendee commented similarly, "It's two long days. It *really* is." Participants in both the Fort Lauderdale and local trainings wanted more information, tools, and resources for applying the REEI principles in their daily work.

Despite the intensity, length, and perceived limited tools for real-life application, many FCCC staff and partners appreciated the trainings and felt they "happened at the right time" for their communities and FCCC work given racial dynamics and inequity in the neighborhoods. Participants remarked frequently that they wished more colleagues and community residents could have attended. Several regretted that not everyone was at the table who should have been and that the communities would have benefited from more decisionmakers, direct service staff, and community members attending.

Concerning the trainings themselves, several participants described effective visual aids, informative local historical context, and a richness of having presenters from different racial backgrounds. Participants found the visual aids depicting equity especially memorable. Several recalled the image of three children of different heights standing on boxes the same size to see a baseball game, with differing success (figure 1). Some grasped the difference between equality and equity more fully after seeing the image. Participants also remembered a picture of a flowerpot. One said, "The thing I

remember the most was the flowerpot. This is the pink flower, this is blue. Because you like the pink [are] better, you nurture them more. But you've got to make sure you treat everyone equally" (FCCC provider).

Visual Aid for Understanding Equality and Equity
Presented during local trainings
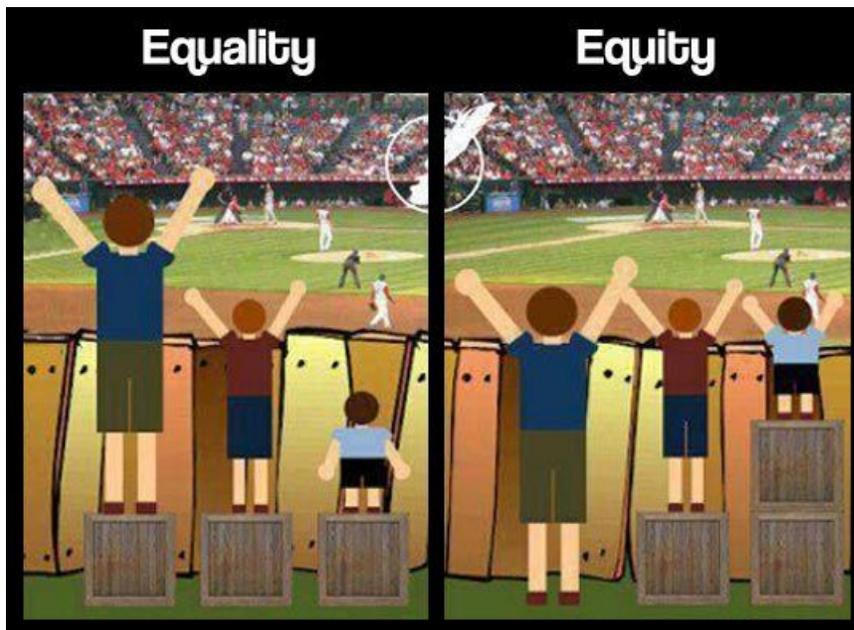
Source: Audrey Jordan and Paula Dressel, "Racial Equity in Practice: Five Building Blocks for Race-Informed Work" (Baltimore: Race Matters Institute, 2016).

In addition to the visual aids, participants noted the local histories of racism, discrimination, and segregation that the trainers incorporated in the presentations. One attendee recalled,

> A video they showed of the history of [my city] and another video about the trajectories of two families...kind of understanding that, there's a reason that you can't really apply the principles where the playing field is already level to a situation like we're in now. (FCCC provider)

Participants also appreciated that the presenters were different races:

> I think it was an excellent, excellent training. The presenters being African American and Caucasian and the way that they communicated the information and hearing from the Caucasian lens made the session compelling. (FCCC provider)

Another attendee noted that people of color "really drove the sessions" and the trainings provided "an opportunity to pay attention and listen and hear the sentiment" from people of color around the issues discussed.

Lessons from the Trainings

BECOMING MORE SELF-AWARE AND VULNERABLE

The training attendees were racially and ethnically diverse and included FCCC leadership, mid-level management, frontline staff, and parents. Participants' own races, ethnicities, and roles within FCCC contributed to new insights but also some discomfort in the mixed-group settings. In Buffalo and Columbus, the FCCC leaders who attended were predominantly white, with the mid-level management, frontline staff, and parents in attendance more racially diverse—both African American and white. In San Antonio, training participants, including program leaders, managers, and frontline staff, were racially and ethnically diverse—African American, Hispanic/Latinx, and white.

Participants reflected on their own backgrounds and perspectives. Some staff were already highly aware of racial inequities, and the trainings helped them engage with others with different experiences and outlooks. Others who were less familiar with the issues valued hearing peoples' views and learning how to apply a racial equity lens to their work. Participants similarly reported more self-awareness following the Fort Lauderdale training, with a new realization that they can be in the minority and majority in different situations—and, for some, that being white has afforded them blending, invisibility, and protection from discrimination.

Some participants felt the trainings also "stirred up a lot of mud" and intensified people's vulnerabilities, particularly for those who already experience racial discrimination. The trainings also raised issues for some participants that the community teams were not equipped to address. Some attendees wondered how to create safe spaces for people from different backgrounds and levels of power and authority within organizations and communities to discuss challenging topics. Others indicated that the topics surfaced underlying tensions, fears, pain, and vulnerabilities. To address these concerns, one attendee suggested that more support and resources from Casey around some potential repercussions from these discussions would improve the trainings' impact. They also suggested providing more grounding on the individual-awareness concepts that Fort Lauderdale participants received in advance of the systems-level presentations.

INCLUSION IS CONTEXT SPECIFIC

Although the FCCC community teams received similar trainings, participants responded to the materials differently based on their location and local demographic context. Participants considered what inclusion and cohesiveness could and should look like and observed that creating real inclusion may be more complex in communities with greater racial and ethnic diversity.

SEEING VALUE IN USING AN EQUITY LENS

Overall, the FCCC community team members saw personal and professional value in using an equity lens. Fort Lauderdale participants raised this point frequently. Many reflected that having an equity lens is critical for making sound decisions and policies that affect people. One person also noted that equity is a "constant battle" because "race matters" and racism is very present. Some participants felt the trainings helped them consider the dynamics affecting FCCC parents and came to see their mission as leveling the playing field for parents through supports with education, employment, and credit- and

asset-building. Another commented that an equity lens is important for providers and staff who make decisions affecting community members but may know little about the members' REEI-related struggles and obstacles.

Participants in both the local and Fort Lauderdale trainings valued engaging with and working to understand colleagues' perspectives and thought the material and tools could positively affect their organizations. One attendee shared,

> The variety of people who were in the room that day, with different backgrounds and different jobs, could talk about their experiences…we don't get a lot of space to talk about that…it affected our organization for the better. (FCCC provider)

This participant thought communicating about REEI made their organization better. Similarly, another reported that the trainings made her more aware of issues between frontline staff and leadership and hoped the knowledge would improve their community's communication among partners, participants, frontline staff, and managers.

Aspirations for REEI in FCCC Communities

Over a year after the first trainings, the FCCC community teams, the evaluation and resource teams, and Casey brainstormed about ways to advance an REEI agenda in FCCC, contemplating the following questions:

1. How would you recognize a community living the REEI principles if you saw one?
2. What does a community that's applying an REEI lens look like?
3. What does a community that has achieved racial and ethnic equity and inclusion look like?

To answer the first question, some envisioned a community where power is shared differently; where government and philanthropy invest more in bringing communities to equal footing; and where community programs and providers collect, analyze, and interpret data more deeply—not taking numbers at face value but examining the racial and ethnic dimensions and consequences. To answer the second question, one team member explained that such a community would communicate more transparently—not using proxy terms such as "poverty" when the true sentiment concerns race and class. To answer the third question, team members responded that such a community would be constantly evolving and evaluating how well it maintains racial and ethnic equity and inclusion.

Casey, the FCCC community teams, and the FCCC evaluation and resource teams generally agreed that to effect real change, beyond shaping the FCCC initiatives, each community would need to engage local policymakers. That is, addressing the structural barriers for FCCC families would mean tackling city-level issues around racial segregation, economic disinvestment, and inequities across major systems. To date, however, this level of engagement has been beyond the scope of FCCC's work.

Given the perceived barriers to changing major systems, the FCCC community teams concluded they first need to lay groundwork before building a true foundation. That groundwork encompassed six simultaneous pre-action-plan steps in the teams' immediate control: engaging, defining, learning, tracking, framing, and doing.

Engaging

The teams discussed needing to make room and time for engaging deeply, talking, listening, and *including* diverse perspectives in any plan.

- This step includes allotting sufficient time to hear from everyone, including FCCC parents. FCCC project team members, including Casey, the FCCC communities, and the evaluation and resource teams, reflected on how much time they needed to come together, demonstrating the necessary challenges of collaborating and including everyone.

- Communities need to create "safe spaces" for team members to discuss their concerns about REEI issues without fear of repercussions.

- The team acknowledged that racial and ethnic equity and inclusion is difficult and time-consuming; the issues are complex; and that addressing these challenges will be an ongoing process after the formal FCCC initiative ends.

Defining

The team discussed needing to define terms and establish shared language for REEI.

- What does parent engagement really entail? How much engagement does each stakeholder envision (e.g., will parents decide the programs; make hiring and budget decisions)? At what stage in the process do the FCCC community teams begin including the parents (e.g., during the initial planning phase or after the group has proposed an initial action plan)?

- What does inclusion mean, and who are the people and stakeholders the FCCC communities need to include? Inclusion can mean different things in different contexts, especially in communities with more racial and ethnic diversity. Defining meaningful inclusion may be more challenging in a more diverse community.

Learning

The team discussed needing ongoing trainings and technical assistance, especially opportunities to train new staff and refresh others. The group also discussed the deliberate, conscious attention and reinforcement communities would need.

Tracking

The team discussed needing to look at data differently—including examining the program and participation data that the community teams currently collect and assessing how they might use it differently when applying an REEI lens, as well as what other data they might need to collect to fully understand and track equity and inclusion.

Framing

The team discussed how applying an REEI lens would look at different levels—programmatically, with broader community stakeholders and leaders, and with funders. For each key interest group, the FCCC community teams pointed out that the communication and messaging about REEI would likely require different framing.

Doing

The team discussed the need to practice what they preach by being inclusive in their planning; using data to understand their own efforts, performance, and staffing; and demonstrating through their own actions what racial and ethnic equity and inclusion involves. "Doing" also entails the team critically evaluating their relationship with power and what it might mean to *share* power with families.

Successes and Challenges Carrying Out REEI

Since the initial trainings, the FCCC community teams have continued reflecting on and receiving REEI trainings. Still, over three years since the introduction, teams struggle with how to infuse REEI throughout their programming.

The communities have taken part in REEI capacity-building efforts, including trainings and presentations such as the webinar the Buffalo community team held about REEI practices with its lead organization, M&T Bank, in fall 2017. Casey also invited funders from each FCCC community to participate in a Funders Race Equity Lab facilitated by Just Partners. In early 2018, the Buffalo community team formed a parent committee to help families become more involved in the business and activities of FCCC and the local schools. Though the committee was new, staff hoped it would evolve organically, inspiring committee members to become vocal stakeholders and leaders in FCCC and the schools. The FCCC community team envisioned providing resources such as trainings or other supports as parents identified objectives and needs. For a time, FCCC staff provided meeting space, dinner, and child care, but deliberately did not participate in the meetings. The FCCC community team hoped the parent committee would ultimately become a contributing decisionmaking body for FCCC, but momentum waned by mid-2018 with less staff involvement and concurrent changes in the FCCC community team's leadership. In San Antonio, the FCCC community team invited families to participate in meetings with FCCC partner agencies when possible to share feedback and contribute to decisions about program design and funding. All three communities have sought families' input on programming,

including ideas for topics and speakers during family events (e.g., regular seminars for families, called Parent Achievement Zone (PAZ) café's in Buffalo, Family University in Columbus, and monthly Family Celebrations in San Antonio).

In 2019, Casey funded additional trainings, and both lead organizations in Columbus and San Antonio also contributed resources to REEI-related trainings for staff. In Buffalo, several staff members from each partner organization took part in a four-hour training about how to apply a racial equity lens to the policies their FCCC community team develops. A month later, three middle-management staff attended a follow-up training session that provided additional tools and resources to begin the work within organizations. Buffalo has participated in two additional trainings since then and has considered developing a vendor diversity policy. The lead organization in Columbus, Community Property of Ohio (CPO), funded their own two-hour REEI training at their organization's staff retreat. The interactive trainings included frontline staff, managers, and leadership. CPO also received a local award for inclusion in the workplace from Columbus Business First, an online business magazine, selected from among 89 organizations. The Columbus FCCC community team plans to continue integrating the REEI work and trauma-informed practices more seamlessly in their community work.

Like Buffalo and Columbus, the San Antonio FCCC community team also provided staff with additional trainings in 2019. Staff from the partner agencies, Goodwill and the San Antonio Housing Authority, took part in trauma awareness training. The three sessions, each two hours long, focused on equity and inclusion. Staff also participated in two sessions with a trainer covering self-care and the grieving process. At least three times a year, United Way of San Antonio, the lead organization for San Antonio's Dual Generation FCCC initiative, has provided cultural competency sessions for all United Way of San Antonio grantees including the Dual Generation partners. Sessions included trainings about implicit bias and diversity, equity, and inclusion.

FCCC community team members described how REEI trainings influenced them personally—making some better understand cultural perspectives different from their own and more sensitive to racial and related power dynamics. Teams have also reported making incremental programmatic changes—including hiring and promoting staff members of color and designing new expectations of partners (e.g., revising partner applications or vendor policies). Often, community teams reported working harder to establish parents as partners and critical resources for program planning, but the changes have not been systemic.

As the FCCC teams have assessed their progress against their pre-action-plan steps, they have focused on **learning**, and by extension, **engaging**. The communities have made less headway **defining**, **tracking**, **framing**, and **doing** REEI. All three teams have faced challenges in translating trainings into new practices and systemically involving parents and other community members in more inclusive ways. Others report difficulty exposing enough staff at all levels to the REEI perspective, especially amid staffing changes, and general obstacles prioritizing REEI over other programmatic gaps such as building stronger linkages to mental health resources—a need that all three communities have identified and focused on in recent efforts.

Conclusions

Three FCCC communities in Buffalo, Columbus, and San Antonio are more intentionally focusing on racial equity and inclusion in their work, just as the Annie E. Casey Foundation is in its own efforts. Like in the Foundation's journey, the FCCC communities have encountered challenges, discomforts, and insights as they have learned about and attempted to carry out racial and ethnic equity and inclusion. The community teams are posing questions such as how to do this work, where to begin, and how to track progress. Casey's theory is that encouraging the FCCC teams to use an REEI approach will help the teams more effectively support families to move toward economic stability. But, as we note above, translating the trainings and increased awareness into action will take time and require defining a series of discrete actions beyond increasing family engagement. For example, an REEI approach might mean engaging community members to codesign programming, cofacilitate activities, and engage in decisionmaking around priorities and budgeting. And while engaging parents should bring the communities closer to REEI, the FCCC community teams also realize other key stakeholders such as local policymakers are needed to truly tackle inequality and exclusion across major systems.

Communities beyond FCCC can draw key lessons from the initiatives' efforts, including the need to (1) invest sufficient time in engaging and including all stakeholders in the process; (2) create shared definitions and language for discussing topics of racial and ethnic equity and inclusion; (3) invest in ongoing trainings and learning opportunities; (4) collect and use data to track progress and improvements; (5) know the intended audience and stakeholders and how to frame what roles they play in building racial and ethnic equity and inclusion; and (6) do the work by starting with themselves and practicing what they plan to preach to others.

Notes

[1] The 10 zip codes in San Antonio's FCCC initiative range in size from .99 square miles (zip code 78208) to 22.37 square miles (zip code 78222), totaling 71.74 square miles.

[2] Bruce Mitchell and Juan Franco, "HOLC 'Redlining' Maps: The Persistent Structure of Segregation and Economic Inequality," National Community Reinvestment Coalition, March 20, 2018, https://ncrc.org/holc/.

[3] The "strategic coinvestor" role and its relationship to the FCCC initiative is explained further in Annie E. Casey Foundation (2019).

[4] Rouson Associates designed, administered, and analyzed the feedback survey and compiled themes in a report to Casey and the FCCC teams. The feedback in the summary combines responses from community team members, representatives from Casey, and the FCCC evaluation and resource team members who attended.

References

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Acknowledgments

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