



The following packet of information was developed for the Wyoming Arts Council by consultant Aura Sunada Newlin in 2022 as part of the Arts Council's new five-year strategic plan. Source materials and additional resources are cited at the bottom of each page. These tools are meant to serve as a guide for other organizations and can be adapted and used as a whole or in part.

With a primary focus on empowering artists and fostering vibrant communities, the Arts Council's strategic plan emphasizes equitable investments, community connections, and the sustainable growth of the arts in Wyoming. Taken as a whole, the tools included in this packet are an equity framework to assist the Arts Council in ongoing evaluation, planning, and decision-making.

Pages 1-6 is the first of three tools and is designed to **identify patterns and gaps**. This resource helps gather demographic information to identify where there are existing patterns or gaps in programs and services. It provides example outcomes and benchmarking.

Page 7 is a series of 5 questions to help **enhance equitable decision-making** and help guide internal processes. These questions can be applied to a variety of programs at any stage, from those in the planning phase to existing programs.

Pages 8-13 is an institutional assessment with questions that can be answered individually or in a group to work toward helping **reduce disparities**. This tool recognizes that equity work happens on a continuum and can help pinpoint priorities for an organization.

Mark Gordon | Governor  
Dave Glenn | Acting Director  
Sara Sheen | Deputy Director  
Rachel Clifton | Manager



ARTS. PARKS.  
HISTORY.

As part of our effort to make our programs and events even more accessible and meaningful across all segments of our Wyoming communities, the Wyoming Arts Council will be designing and implementing concrete strategies to **Identify patterns and gaps in representation across various demographic categories**

*To begin, here's one concrete strategy:*

Within the organization, count the number of people in each **role**, by year, over the past 5 years (or more, depending on availability of data). Disaggregate by demographic categories of interest. I have created sample spreadsheets as a starting point (See sheet 2b), with the categories listed below.

**Roles:**

- Personnel
  - Board member
  - Full-time staff
  - Part-time staff
  - Independent consultants/advisors/jurors/committee members
- Individual award recipients
  - Governor's Arts Award
  - Native Art Fellows
  - Creative Writing Fellows
  - Performing Arts Fellows
  - Visual Arts Fellows
  - Professional Development/Career Advancement grant recipients
  - Wyoming Independent Music Initiative (WIMI) [people/artists]
  - (etc.)
- Organization grant recipients
  - Chair/ED/president/ leader of organization
  - Board members
  - Full-time staff members
  - Part-time staff members
- Program participants
  - Arts Summit
  - Folk art programs
  - Creative Aging programs
  - Healthcare & housing for people in the arts
  - Piatigorsky tour

- Plein Air in the Parks
- Exhibits, concerts, and performances around the state (Caravan...)
- Poetry Out Loud
- etc
- Host town
  - For board meetings
  - Folk art programs
  - Creative Aging programs
  - Healthcare & housing for people in the arts
  - Piatigorsky tour
  - Plein Air in the Parks
  - Exhibits, concerts, and performances around the state (Caravan...)
  - Poetry Out Loud
  - etc

**Demographic category of interest, as applicable:**

- Race/Ethnicity<sup>1</sup>
  - Black
  - Hispanic/Latine
  - Asian (Central, South, Southeast, East)
  - White
  - Native American
  - Native Hawaiian/Other Pacific Islander
  - Middle Eastern/North African
  - Two or more
- Gender identity
  - Female
  - Male
  - Non-binary/LGBTQ+
- Sexual orientation
  - Straight
  - LGBTQ+
- Military/Veteran status<sup>2</sup>
  - Military service member (Active Duty, Reserves, or National Guard)
  - Military Veteran
  - Military Spouse or Family Member

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<sup>1</sup> Categories taken from Netflix: <https://about.netflix.com/en/news/netflix-inclusion-report-2021>

<sup>2</sup> Categories taken from [Americans for the Arts - 2019 DEI Survey D2](#)

- None of the above
- Disability status<sup>3</sup>
  - Identifying as a person with a disability (a sensory, physical, mobility, health or age-related, cognitive, mental health, or other impairment or medical condition):
    - Yes
    - No
- Generation<sup>4</sup>
  - Born 1946 or earlier (Elders)
  - Born 1947 to 1964 (Baby Boomers)
  - Born 1965 to 1980 (Generation X)
  - Born 1981 to 1995 (Millennials)
  - Born 1995 or later (Generation Z)
- Geographic diversity
  - WY town
  - WY County
  - Population size (Need to determine ranges)

\*\*The most robust way to “count” will be to create a database with the above fields, or to add these fields to your existing database. If you don’t have a database or your database management capabilities are limited, you could simply tally your numbers in the sample spreadsheet or adapt one of the following charts from from the Annie E. Casey Foundation’s tool for “Institutionalizing Management Accountability for Equity, Diversity, & Inclusion.”<sup>5</sup>

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<sup>3</sup> Categories taken from [Americans for the Arts - 2019 DEI Survey D2](#)

<sup>4</sup> Categories taken from [Americans for the Arts - 2019 DEI Survey D2](#)

<sup>5</sup> The Annie E. Casey Foundation. (2009). *Advancing the mission: Tools for equity, diversity, and inclusion* (pp. 59-64).

<https://assets.aecf.org/m/resourcedoc/aecf-AdvancingtheMissionRESPECT-2009.pdf>

Once you have at least 1 year of data tallied, you can examine for patterns and gaps, and set benchmarks and a timeline for the improvements that you hope to make. The following benchmarking guidance is adapted with permission from the Annie E. Casey Foundation<sup>6</sup>

**Outcomes to strive for:**

1. Greater diversity in staff and leadership at all levels of the organization
2. Greater diversity in the people and organizations who receive institutional resources, including grants, contracts, and fees for service
3. Regular collection of key demographic data in operations and programs
4. Routine use of data by management to improve performance
5. Operational guidance for recruitment, hiring, and succession planning
6. Operational guidance for how program staff is expected to advance equity through the impact of their grant portfolios

**Benchmarking and Performance Tracking**

Periodic analysis of performance requires a baseline and an aspiration, using consistent formats over time in order to reveal change or identify lack of progress. Simpler formats are often more useful because they capture complex issues in user-friendly ways. Chart 7 below is one example. A sample format for requesting the reporting of diversity by grantees is provided in Chart 8.

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<sup>6</sup> Most of the language in this document is taken directly from [Advancing the Mission: Tools for Equity, Diversity, and Inclusion](#), a 2009 report by the Annie E. Casey Foundation. Terminology and framing has been minimally adapted with permission from the AECF. This adapted version targets rural arts organizations and focuses on equity issues for a range of non-dominant identities and statuses (e.g., people of color, women, LGBTQ+ people, veterans, people with disabilities, older adults), whereas the original report targets grant-making institutions and focuses specifically on race and ethnicity.

**Chart 7. Workforce Diversity Goal-Setting**

	% People of Color: Current Estimates	% People of Color: Long-term Goal, 3-5 Years	% Female: Current Estimates	% Female: Long-term Goal, 3-5 Years
Executive				
Senior				
Mid Level				
Support				

## Chart 8. Tracking Grantee Diversity

Workforce Analysis - Diversity Table																	
Grantee: Unit Name:			Grant Number: Portfolio Name:														
Please complete the chart below for the organization as a whole: (please count each person only once, based on his or her primary role ).																	
CATEGORY	Total number of people in this category		Number of people in this category who consider themselves:														
	Male	Female	White, non-Hispanic		Black, non-Hispanic		Hispanic		American Indian/ Alaskan Native		Asian		Native Hawaiian or other Pacific Islander		Mixed or Other		
Male			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Board Members																	
Senior Management (EDs, VPs and Directors of large units)																	
Program Staff (includes Senior Fellows, Fellows, Research Associates, Research Assistants)																	
Administrative Staff (IT staff, finance and accounting, administrative support staff, maintenance)																	
Other Staff																	
<b>TOTAL</b>																	

As part of our effort to make our programs and events even more accessible and meaningful across all segments of our Wyoming communities, the Wyoming Arts Council will be designing and implementing concrete strategies to **enhance equitable decision-making in our operations and grant-making**

*To begin, here's one concrete strategy:*

Adapt and apply the Annie E. Casey Foundation's "Equity Impact Analysis"<sup>1</sup> to every policy decision and every grant decision.

### Equity Impact Analysis

Use the following five questions routinely to produce policies/practices/decisions that have a good chance of generating more equitable outcomes.

1. Who are the groups affected by the policy/ practice/decision, and are they at the table? This range of voices will produce the richest discussion possible for achieving desired results.
2. How will the policy/practice/decision affect each group? Since different groups are likely to be differently situated, what is its probable impact on each?
3. How will the policy/practice/decision be perceived by each group? For policies/practices/decisions to be effective, they should reflect knowledge of group circumstances and be culturally aligned .
4. Does the policy/practice/decision ignore or worsen existing disparities, or produce other unintended consequences? Closing gaps on disparities requires attention to this question.
5. Based on the above responses, what revisions are needed in the policy/practice/decision under discussion? How might the intervention be modified to close gaps?

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<sup>1</sup>The Annie E. Casey Foundation. (2009). *Advancing the mission: Tools for equity, diversity, and inclusion* (pp. 77-80). <https://assets.aecf.org/m/resourcedoc/aecf-AdvancingtheMissionRESPECT-2009.pdf>. In the original document, this tool is called the "Racial Equity Impact Analysis." The adapted version for the Wyoming Arts Council considers the full range of demographic categories of interest.



As part of our effort to make our programs and events even more accessible and meaningful across all segments of our Wyoming communities, the Wyoming Arts Council will be designing and implementing concrete strategies to **reduce disparities that show up in our data**

*To begin, here's one concrete strategy:*

Picking a strategy will depend in part on what your data show. However, steps to *reduce* disparities -- and not just *measure* them -- can and should be taken at the same time that the first round of data is being compiled. In the absence of concrete numbers, a good place to start is the Institutional Assessment Quiz developed by the Annie E. Casey Foundation. This tool will help you reflect on where your organization is on the equity "learning continuum," and guide you toward actionable steps that align with your priorities and will be feasible within the context of your resources.

### **Institutional Assessment Quiz<sup>1</sup>**

Adapted with permission from the Annie E. Casey Foundation<sup>2</sup>

**Why should I consider this tool?** It's always good to have a baseline to start from – in conversations about organizational equity, diversity, and inclusion, and in identifying actions that may need to be taken toward those ends.

**What issues does it address?** This tool gives you a checklist of features that characterize organizations at different "places" in terms of how they focus on diversity/equity/inclusion, or not. It provides a shared starting place for envisioning how to do a better job in advancing a mission for ALL members of the communities you serve.

**What's needed in an organization in order for this tool to work?** Anyone can use this tool at any time. But it is best when individuals within the organization use it in groups, whether formal or informal. It will open up conversations about what steps can be taken toward organizational diversity, equity, and inclusion. Units within organizations and organizations as a whole can use the tool annually to benchmark their progress toward being an organization that advances equity.

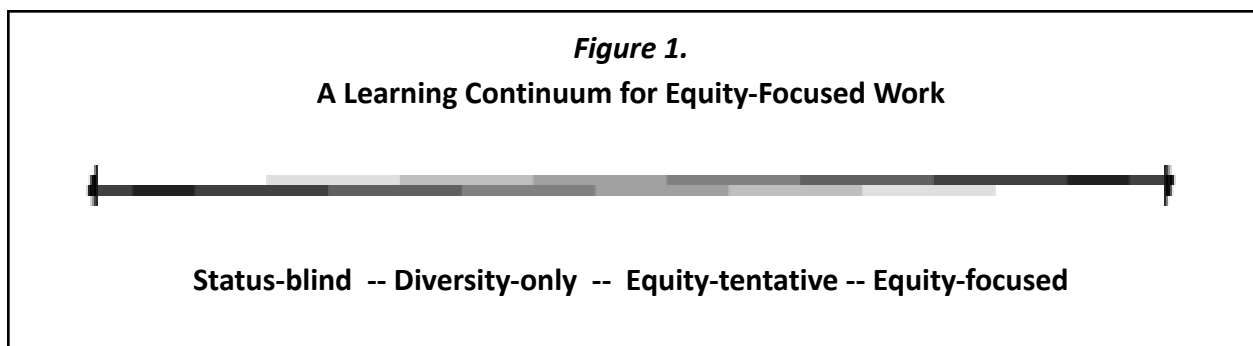
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<sup>1</sup> The Annie E. Casey Foundation. (2009). *Advancing the mission: Tools for equity, diversity, and inclusion* (pp. 31-34). <https://assets.aecf.org/m/resourcedoc/aecf-AdvancingtheMissionRESPECT-2009.pdf>

<sup>2</sup> Most of the language in this document is taken directly from [Advancing the Mission: Tools for Equity, Diversity, and Inclusion](#), a 2009 report by the Annie E. Casey Foundation. Terminology and framing has been minimally adapted with permission from the AECF. This adapted version targets rural arts organizations and focuses on equity issues for a range of non-dominant identities and statuses (e.g., people of color, women, LGBTQ+ people, veterans, people with disabilities, older adults), whereas the original report targets grant-making institutions and focuses specifically on race and ethnicity.

### ***A Learning Continuum***

The following learning continuum (Figure 1) summarizes different places an organization may move to or land with regard to equity-focused work. To be sure, different units of a given organization, and even different people within those units, can be found in different places. The language is purposeful – specifically referring to “places” rather than “stages” and a “continuum” rather than a “trajectory” so as not to imply linear progression. An organizational learning process around equity may not be smooth or sequential, does not always move into deeper and deeper work, and may not be coherent across its various components.



At the left end of the continuum is a “place” that is “status-blind,” either by design or default. That is, the organization tends to think that what’s good for “everyone” will necessarily be good for people of non-dominant identities and statuses (e.g., people of color, women, LGBTQ+ people, veterans, people with disabilities, older adults). Thus, it does not lift up issues of diversity, equity, and inclusion in any regular or routine way. Further, it may even take the position that paying attention to identity-based diversity or disparities diverts attention away from shared concerns. As one colleague said, “Focusing on [race/identity] is applying reverse discrimination. I get very sensitive about this.”

Moving toward the middle are organizations with a deliberate emphasis on diversity (but diversity-only), recognizing that it offers value to the workplace and the work. This “place” is not attuned to equity or inclusion. Organizations in this place may feel either that (a) doing the work of creating diversity will allow other goals to fall in place, or (b) doing the work of diversity is itself labor-intensive, not really allowing space to work on reducing disparities between different identity/status groups. As one organizational partner said, “We just launched a major diversity initiative. We don’t want to confuse people with talking about equity now.”

Also near the middle are organizations that find the data showing disparities based on race, gender, and other identities/statuses to be troubling. They know something needs to be done, and yet are not sure how to act systematically on that concern. They may take a step or two in the way of funding or outreach, often without a shared theory of change to guide these decisions. They may also recognize that their own staff and Board are not diverse but presume that slow turnover of staff and Board members dictates slow change generally. Such organizations can be characterized as “equity-tentative.” A frequently heard comment is, “We just don’t know what to do, but we don’t want to get it wrong.”

Finally, at the right end of the continuum is an equity-focused approach: one which characterizes the most identity/status-intentional organizations. This “place” recognizes that virtually all programmatic and operational functions must be identity/status-informed in order to advance the overall organizational mission for everyone.

*The Wyoming Arts Council is embarking on equity work as part of our strategic plan. As a way of holding ourselves accountable to the values we espouse, we are encouraging our institutional partners and grantees to do the same. We therefore invite grant applicants to identify, for your own purposes, where your organization is on this continuum. Here are three simple steps to do that:*

**STEP 1. The Quiz.** For all four “places” on Figure 2, put a check mark in all boxes that describe your organization.

**STEP 2. The Totals.** Now count the number of items you checked in each of the “places” and enter it here:

Equity-focused approach \_\_\_\_\_

Equity-tentative approach \_\_\_\_\_

Diversity-only approach \_\_\_\_\_

Status-blind approach \_\_\_\_\_

**STEP 3. What Now?** You can probably see the “place” your organization is in by looking at the highest number in your totals. The specific items you did not check under the Equity-focused approach will tell you where your next steps might be. If you are ready to move from one place

on the continuum to another, at least on given dimensions, then take a look at the tools and templates suggested in the following reports for specific aspects of work, and see if they can be translated into actions you are ready to take in your own organization.

*Advancing the Mission: Tools for Equity, Diversity, and Inclusion*<sup>3</sup>

*Embracing Racial Equity: 7 Steps to Advance and Embed Race Equity and Inclusion Within Your Organization*<sup>4</sup>

If you are using this quiz in a group, see if everyone's scores land your organization in the same "place." If not, it is constructive to have a discussion about what your colleagues see differently, and why. These kinds of discussions can themselves lead to change – change in the sharing of information and perceptions, if nothing else.

This quiz offers a useful way to benchmark your organization. Take the same quiz a year from now and see what's changed – in either direction.

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<sup>3</sup> The Annie E. Casey Foundation. (2009). *Advancing the mission: Tools for equity, diversity, and inclusion*. <https://assets.aecf.org/m/resourcedoc/aecf-AdvancingtheMissionRESPECT-2009.pdf>

<sup>4</sup> The Annie E. Casey Foundation. (2014). *Embracing Racial Equity: 7 Steps to Advance and Embed Race Equity and Inclusion Within Your Organization*. <https://www.aecf.org/resources/race-equity-and-inclusion-action-guide>

**Figure 2.**  
**Institutional Assessment Quiz**

**Equity-Focused approach**

My Organization:

- Routinely collects, disaggregates, and analyzes data by key demographics (race, ethnicity, gender, gender identity, veteran status, disability status, age) in operational and programmatic work.
- Regularly goes through training on the causes and consequences of identity/status-based inequities.
- Views diversity as a positive feature of an organization, and communicates that reducing identity/status-based inequities is critical to its mission
- Offers regular opportunities for cross-cultural conversations and learning that involve honest dialogue about achievements and challenges alike, both past and present.
- Has mechanisms for holding itself accountable on issues of diversity, equity and inclusion
- “Closes the loop” of continuous improvement by:
  - Collecting data that is disaggregated by identity/status;
  - Using that data to propose strategies for reducing inequities;
  - Implementing those strategies
  - Collecting more data to measure the effects of the intervention(s);
  - Using the new data to propose new strategies
  - (repeat)

**Equity-tentative approach**

My Organization:

- Collects and disaggregates data by key demographics (race, ethnicity, gender, gender identity, veteran status, disability status, age) in both operational (internal) and programmatic (external) work but is not sure what to do with it.
- May have gone through training on the causes and consequences of identity/status-based inequities, but is unclear about what to do next.
- Has some recognition that reducing identity/status-based disparities is important to its work.
- Offers opportunities for cross-cultural conversations and learning that involve honest dialogue about achievements and challenges alike, both past and present.
- Has mechanisms for holding itself accountable on issues of diversity, but not on issues of equity or inclusion.

- Allocates some time and resources toward increasing diversity, equity, and inclusion in its work, but follow-through is lacking.

### **Diversity-only approach**

My Organization:

- Collects and disaggregates data by key demographics (race, ethnicity, gender, gender identity, veteran status, disability status, age) in operational (internal) work but not in programmatic (external) work
- Proposes “universal” strategies that are presumed to work for all people
- Sees “diversity” as an important organizational consideration
- Offers opportunities for cross-cultural conversations and learning. However, the focus tends to celebrate achievements without acknowledging challenges, and/or it tends to portray the past but not the present.
- Has mechanisms for holding itself accountable on issues of diversity, but not on issues of equity or inclusion
- Applauds diversity but does not allocate meaningful time and resources toward increasing equity or inclusion in its work

### **Identity-blind**

My Organization:

- Does not collect, disaggregate, or analyze data by key demographics (race, ethnicity, gender, gender identity, veteran status, disability status, age) in programmatic or operational work
- Proposes “universal” strategies that are presumed to work for all people
- Does not see “diversity” as an important organizational consideration.
- Believes that highlighting issues of identity will only create conflict.
- Has no mechanisms for holding itself accountable on issues of diversity, equity, and inclusion
- Does not allocate meaningful time and resources toward increasing equity or inclusion in its work