



Grantmakers in the Arts
Supporting a Creative America

Racial Equity in Arts Funding Workshop

Online | 9 March 2021

ACT 1: KEY CONCEPTS OF RACE, RACISM, ANTI-RACISM SYSTEMS: 3 hours

Understanding key concepts related to structural
racism & developing an equity lens

Welcome!

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Presenters

- **Nadia Elokda**, VP & Director of Programs, Grantmakers in the Arts
- **Cardozie Jones**, Founder & Primary Facilitator, True North EDI
- **Sherylynn Sealy**, Program Manager, Grantmakers in the Arts
- **Eddie Torres**, President & CEO, Grantmakers in the Arts

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Land Acknowledgements

- GIA is headquartered on the unceded land of the Lenape and Wappinger peoples.
- We ask you to join in acknowledging the Lenape and Wappinger communities, their elders both past and present, as well as future generations.
- This acknowledgement demonstrates a commitment to beginning the process of working to dismantle the ongoing legacies of settler colonialism.

Story Huddle

Story Huddle: Getting to know the room

What is a value you inherited from your family?

Story Huddle: Getting to know the room

Can you describe a time you felt truly affirmed in your identity?

Story Huddle: Getting to know the room

How does the mission of your organization intersect with your identity?

Overview of the Day

Workshop Goals

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Workshop Goals:

- Explore key concepts relative to structural racism.
- Consider how racism manifests in our sector.
- Identify institutional barriers to racial equity.
- Strategize how our sector might shift power to artists and organizations led by/serving people of color, working for racial justice.
- Making the work of realizing racial equity in arts funding tangible.

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Engagement Norms

- Please feel free to eat, stretch, and move.
- Your kids, creatures, and podmates are welcome!
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- Turn off your mic in the large group.
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- Share the Air / One mic
- What is said stays, what is learned is leaves
- Selective vulnerability
- Commitment to shared burden
- Acknowledge that everyone brings cultural knowledge to the discussion
- Accept and expect a lack of closure



Source: YES! Jam Facilitator

Overview of the Day

Will Do

- Introduce why we lead with race, but do so intersectionally
- Dig into the barriers of discussing race
- Understand how race is constructed and operates
- Distill what was shared in this session and prep for next week

Might Do

- Unpack how structural racism operates in your life and work

Won't Do

- Leave today with complete resolution

Leading with Race

Three Key Facts

- 1) **Race is a construct** and is not biologically determined. Race is a modern idea.
- 2) **Policy drives the social construction of race** and has contributed to changing ideas and definitions of race over time.
- 3) **We did not choose this system**, but we have a responsibility to address it.

Why Lead with Race?



From Kris Straub, chainsawsuit.com

Why Lead with Race?

- Within oppressed peoples' communities, people of color still face the worst social outcomes
- Strategies of combining considerations of race with other considerations too often result in racialized people being pushed into the background or ignored
- The U.S.' creation of race was established to keep oppressed peoples separate.

Why Lead with Race? Within oppressed peoples' communities, people of color still face the worst social outcomes

- **Women's earnings:** White women \$0.81 on the dollar; Black women \$0.65; Latinx women \$0.62
- **Women & violence:** The murder rate of Native American women is 10x higher than in the rest of the nation
- **Trans people & violence:** 72% of Americans are White; 80% of the trans people that have been victims of fatal violence have been BIPOC
- **Trans people & poverty:** White 2x as likely as the general population to live in extreme poverty; Latinx transgender 7x; Black transgender 8x
- **Disability & poverty:** 24% of White people with a disability live in poverty; 40% of Black people with a disability live in poverty

Why Lead with Race? Combining race with other considerations: racialized people being pushed into the background

- Affirmative action has helped white women more than any racialized group

Why Lead with Race? The U.S.' creation of race was established to keep oppressed peoples separate.

- Race is a means to convince people who are being helped by a policy or practice to disavow it
- White women who oppose affirmative action
- Whites who oppose safety-net programs

Why Lead with Race?

- Racial inequities deep and pervasive
- Racial anxiety on the rise
- Intersectional: race explicit, not exclusive (e.g. “Race and...”)
- A structural approach can be useful in examining other systemic constructs
- Specificity matters

Systemic Racial Equity

Important Distinctions in Language

Equity, inclusion, and diversity: three different concepts.

Diversity

- Its focus is on variety; typically of those who come from historically marginalized populations
- The point of intervention is the individual
- The methodology is human resources, hiring
- It can help individuals yet maintain inequitable structures
- Valued in isolation, it can lead to tokenism

Inclusion

- Listening to and including diverse voices in decision-making
- The points of intervention are management and governance
- It can leave racialized structures intact
- It can provide institutional-scale power and agency for individuals, which may have impact beneficial for their communities
- It is not focused on societal-scale power and agency for peoples or communities

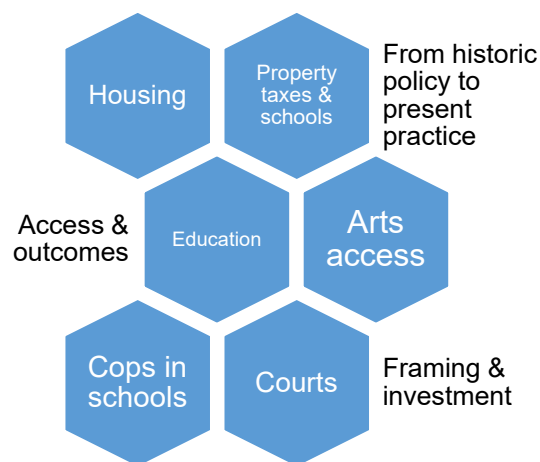
Equity

- Its focus is on resources and power for communities
- The points of intervention are policies, systems, structures
- Striving to identify and eliminate barriers that have prevented the full participation of some groups
- Improving equity involves increasing justice and fairness within the procedures and processes of institutions/systems, as well as in their distribution of resources

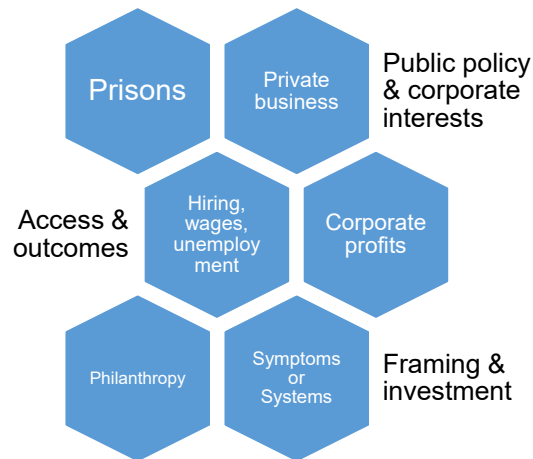
Equity

- Tackling equity issues requires an **understanding of the root causes** of outcome disparities within our society
- Racial equity is pursued through a **commitment to healing and remedying the historical erasure, suppression, and marginalization** of people's racial and cultural practices.
- Equity is a **unique opportunity for funders**:
 1. Funders have resources at their disposal
 2. Equity can be an intervention at a broader scale than just one institution/agency but instead at the scale of a funding portfolio

Equity: Policies, Systems, Structures



Equity: Policies, Systems, Structures



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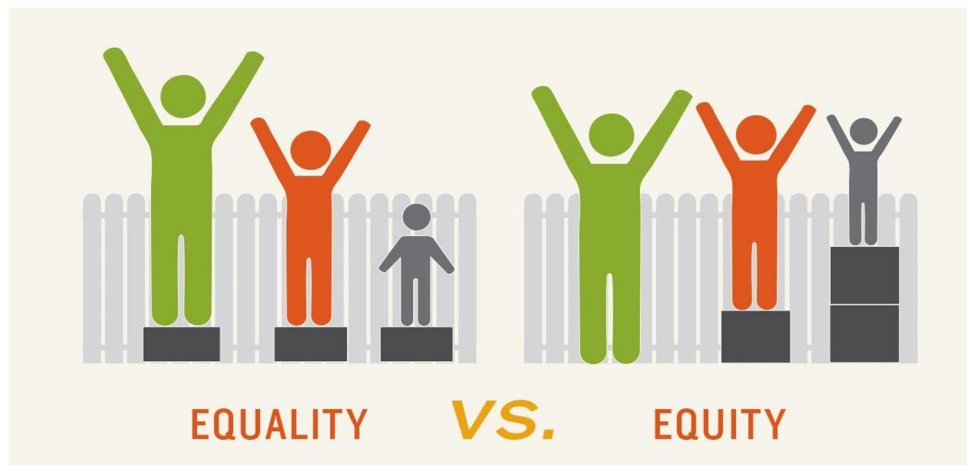
Racial Justice

- **Racial Justice** is the *systematic* fair treatment of people of all races that results in equitable opportunities and *outcomes* for everyone.

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Equality vs. Equity



Source: Annie E. Casey Foundation's *Race Equity and Inclusion Action Guide*

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Structural Inequity



Source: Race Forward

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Some Distinctions about Equity

We see gaps in frameworks, strategies, and approaches:

Diversity ≠ Equity

Equality ≠ Equity

Inclusion ≠ Equity

Cultural Specificity/Competency ≠ Equity

Racial Equity Means...

- “Closing the gaps” so that race does not predict one’s success, while also **improving outcomes for all.** [Our Horizon is Racial Justice.](#)
- To do so, we must:
 - ✓ Have **targeted strategies** that focus improvements for those worse off.
 - ✓ Move beyond “services” or “charity” and **focus on changing policies and transforming institutions, sectors, and structures.**
- To this end, we organize within the broad national sector of arts and culture, arts philanthropy, public funding, and peer PSO’s to **build capacity, interventions, and collaborations for racial equity and justice.**

Racial Justice is the *systematic*
fair treatment of people of all races
that results in equitable opportunities
and *outcomes* for everyone.

Racial Justice is a *state of being* and
antithetical to white supremacy culture.

Reflection

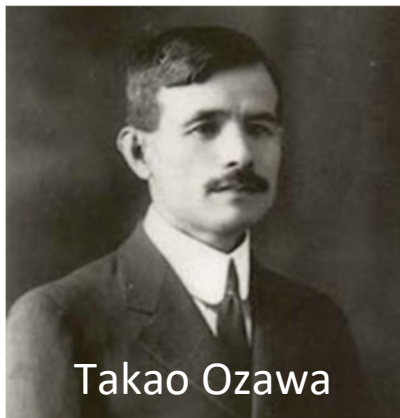
*How can DEI initiatives be different than racial equity
and racial justice?*

Early Experiences with Race

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***Race: The Power of an Illusion* [1922]**



Takao Ozawa



Bhagat Singh Thind

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***Race: The Power of an Illusion* [2003]**



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Having *the* Conversation

What are some of the things that keep us from having meaningful and authentic conversations about race?

Watch the following conversation. Stay present to what you observe, hear, and feel. Be prepared to share.

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James Baldwin on *The Dick Cavett Show* [1968]



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Having *the Conversation*

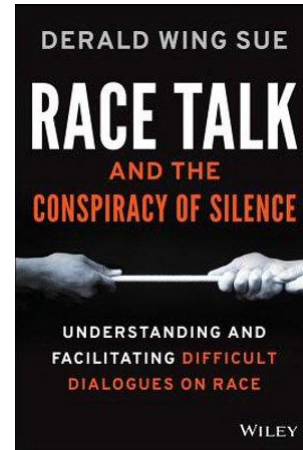
What did you observe or notice about this interaction? What played out?

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How were you raised to talk/think about race?

Derald Wing Sue is an educational psychologist who identifies three protocols that fundamentally impede our ability to meaningfully participate in dialogue around power and privilege.



Race Talk Protocols

POLITENESS PROTOCOL dictates that potentially offensive or uncomfortable topics should be (a) avoided, ignored, and silenced or (b) spoken about in a very light or superficial manner.

Race Talk Protocols

ACADEMIC PROTOCOL manifests in both academic and professional environments as the expression of strong and/or intense emotions being discouraged. In these spaces, intellectual inquiry is prioritized and is characterized by objectivity, detachment, and rational discourse.

Race Talk Protocols

In ACADEMIC PROTOCOL, elevation of the mind over the body dictates that these environments should be conducted in a sterile, objective decorum devoid of feelings.

Race Talk Protocols

COLORBLIND PROTOCOL, or colorblindness, is the belief that race (and/or other identity markers) do not matter, that we should be a “colorblind” society, and that people should be judged on the basis of their internal attributes and not their race, gender, socio-economic status, etc.



Race Talk Protocols

SHARE: What is lost and what is gained when these protocols are in place?

How to Engage with Racial Equity Concepts Until Our Next Session?

Using the Race Forward Systems Analysis worksheet, identify how each dimension of racism – internal, interpersonal, institutional, and structural – shows up in your work.

Consider yourself or your organization.

An Offering to Carry Forward from Today





Grantmakers in the Arts
Supporting a Creative America

Racial Equity in Arts Funding Workshop

Online | 16 March 2021

**Act 2: CULTURE, DOMINANT CULTURE, & RACISM IN ARTS FUNDING
[INSIDE OUT]: 3 hours**

Module: Explore the expression of racism in the arts sector

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- Accept and expect a lack of closure



Source: YES! Jam Facilitator

Overview of the Day

Will Do

- Further unpack how racism operates and is sustained at multiple levels
- Explore the role culture plays in systems and structures
- Understand how grantmaking was created and exists within a highly racialized system
- Begin to distill how structural racism operates in your work

Might Do

- Understand how each of us is prepared to participate in anti-racist work

Won't Do

- Leave today with complete resolution

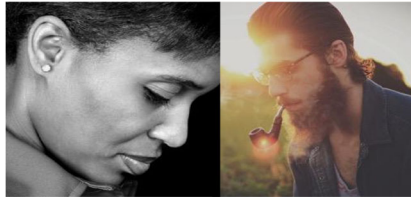
**“Race is the child of racism,
not the father.”**

– Ta-Nehisi Coates

Four Levels of Racism

“SYMPTOMS” [MICRO]

Internalized



Interpersonal



“SYSTEMS” [MACRO]

Institutional



Structural



Source: John a powell, "Systems Thinking and Race Workshop," from The California Endowment ©2011

Strategies to Address Different Levels of Racism

Internalized Racism

Support groups, racial healing
Mentoring, counseling, and education

Interpersonal Racism

Diversity trainings
Cross-cultural dialogues, dinners

Institutional Racism

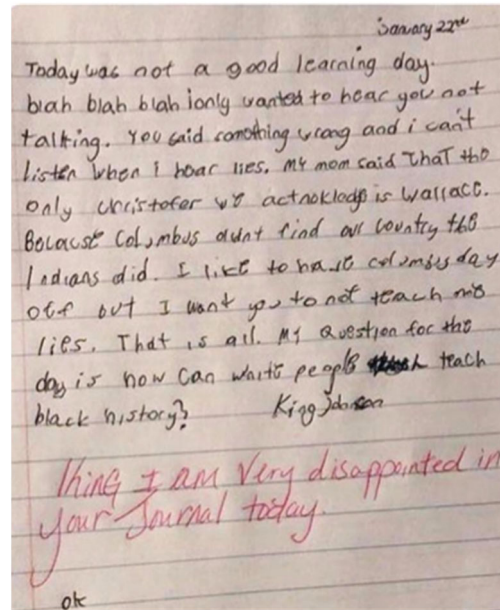
Changing policy and practices
Creating new institutions

Structural Racism

Highlighting history, root causes
Challenging racist myths, ideologies
Challenging multiple institutions or addressing their interactions

Using a Racial Equity Lens

*Working in **your breakout group**, identify and discuss how internalized, interpersonal, institutional, and/or structural racism might be manifesting?*



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Lay It on the Line

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**I feel confident that I have the
skills, knowledge, and motivation
I need to lead for racial equity.**

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**Our DEI initiatives have been
effective in moving our field
to racial justice.**

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**I feel safe and supported in raising
issues about racial equity within
my professional environment.**

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**If we are successful in shifting
the arts and culture sector to center
race, we will achieve racial equity.**

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Culture, the Brain, & Implicit Bias

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*When you hear the word “culture,”
what comes to mind?*

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“Culture is the way that every brain makes sense of the world. That is why everyone, regardless of race or ethnicity, has a culture. Think of culture as software for the brain’s hardware. The brain uses cultural information to turn everyday happenings into meaningful events.”

-- Zaretta Hammond



Observable/Concrete | Lower Impact

Unspoken Rules | Higher Impact

Unconscious Rules | Deep Impact

Observable/Concrete | Lower Impact

*Food, Dress, Music,
Arts, Language,
Celebrations,
Holidays, Games,
Heroes, Traditions*



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Unspoken Rules | Higher Impact

*Courtesy, Conversational
Patterns, Personal Space,
Etiquette, Facial Expressions,
Non-Verbal Communication,
Body Language, Touching,
Eye-Contact, Patterns of
Handling Emotions*



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Unconscious Rules | Deep Impact

- *Notions of Modesty*
- *Concept of Beauty*
- *Courtship Practices*
- *Relationships to Animals*
- *Notions of Leadership*
- *Tempo of Work*
- *Concepts of Food*
- *Ideals of Childrearing*
- *Theory of Disease*
- *Nature of Friendships*
- *Tone of Voice*
- *Attitudes Towards Elders*
- *Concept of Cleanliness*
- *Notions of Adolescence*
- *Competition v. Cooperation*
- *Tolerance of Physical Pain*
- *Concept of “self”*
- *Concept of Past and Future*
- *Definition of Obscenity*

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Observable/Concrete | Lower Impact

Food | Dress | Music | Visual Arts | Drama | Crafts | Dance | Literature | Language | Celebrations | Holidays | Games

Unspoken Rules | Higher Impact

Courtesy | Contextual Conversational Patterns | Concept of Time | Personal Space | Rules of Conduct | Facial Expressions
Non-Verbal Communication | Body Language | Touching | Eye-Contact | Patterns of Handling Emotions

Unconscious Rules | Deep Impact

Notions of Modesty | Concept of Beauty | Concepts of race | Courtship Practices | Relationships to Animals | Notions of Leadership
Tempo of Work | Concepts of Food | Ideals of Childrearing | Theory of Disease | Nature of Friendships | Tone of Voice
Attitudes Towards Elders | Concept of Cleanliness | Notions of Adolescence | Patterns of Group Decision-Making
Preference for Competition v. Cooperation | Tolerance of Physical Pain | Concept of “self” | Concept of Past and Future
Definition of Obscenity | Concept of Justice

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Identifying our Cultural Lens

Take a look at the Culture Tree:

1. Put a check next to an item that you take pride in.
2. Underline an item that you associate with a pet-peeve.
3. Circle one item that you can associate with some kind of conflict in your life, be it momentary or over a period of time.

Be prepared to share with a partner.



Observable/Concrete | Lower Impact

Food | Dress | Music | Visual Arts | Drama | Crafts | Dance | Literature | Language | Celebrations | Holidays | Games

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How Culture Operates (and is weaponized)

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*"The interesting stuff about the unconscious, **the unconscious is social**. The unconscious is very, very fast. The conscious is very slow.*

*So, often times we think the way that we actually connect is to not see that we have differences, and we're afraid of difference at the conscious level, and so we say we all have to be the same. And we aren't all the same in terms of our human value...human expression. And so, while the conscious is running away from our different expressions, **the unconscious is noticing, categorizing, and often times reflecting the response that society has said about those differences.**"*

-- john a powell

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Jamila Lyiscott, Three Ways to Speak English [2014]



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Policies Precede Beliefs (Ibram X. Kendi)

Segregationist Racism –

The belief that the inferiority of African, Latinx, Asian, Arab, and Native Americans (ALAANA)/people of color is a product of nature and immutable

Assimilationist Racism –

The belief that the inferiority of POC's is cultural and can be corrected

- Swedish economist and Nobel Laureate Gunnar Myrdal writes in his 1944 study of race relations, *An American Dilemma*, that POC's should become assimilated into American culture, to acquire the traits held in esteem by the dominant white Americans

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Policies Precede Beliefs (Ibram X. Kendi)

Anti-racism –

- Work to eradicate the racialized outcomes of our nation's institutional and social systems and structures.
- Redesigning or replacing those systems and structures.
- Acknowledgement that BIPOC's in the U.S. are different from Whites in the U.S.
- Respect for BIPOC's cultural differences as just that – different, not better or worse.

Dominant White Supremacy Culture

- Sets whiteness as the dominant, privileged group; as the norm or default culture.
- Impacts how non-dominant or non-privileged groups are understood, viewed, and treated by others.
- Compares and judges non-dominant or non-privileged groups to the default.
- Does not leave room for multiple, cultural ways of being to be treated or perceived equally.

White Supremacy Culture [Tema Okun, dRworks]

- Perfectionism
- Sense of urgency
- Quantity over quality
- Only one right way
- Paternalism

Think | Wonder | Connect

*What does what
you hear/see make
you think of?*

*What questions are
coming up for you?*

*What connections
are you making to
things you've seen
or experienced?*

Racial Equity in Arts Funding

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Practices follow Structures



Marcus Walton, president & CEO,
Grantmakers for Effective Organizations

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Assignments [links in the chat!]

1. Review Donella Meadows' *Leverage Points: Places to Intervene in a System*.
2. Review GIA's case studies.

Reflection

Share in the chat

What is one thing you are going to do to take care of yourself between now and our next workshop?



Grantmakers in the Arts
Supporting a Creative America

Racial Equity in Arts Funding Workshop

Online | 23 March 2021

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- **Angelique Power**, President & CEO, Field Foundation
- **Caitlin Strokosch**, President & CEO, National Performance Network

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Source: YES! Jam Facilitator

Overview of the Day

Will Do

- Understand the intersections between racist and capitalistic systems at the origins of funding
- Unpack how racism operates and is sustained within grantmaking systems and institutions
- Begin to distill how structural racism operates in your work
- Learn how peer-practitioners commit to and practice anti-racism

Might Do

- Understand how each of us is prepared to participate in anti-racist work

Won't Do

- Leave today with resolution
- Generate perfect answers for how to dismantle structural racism within arts funding

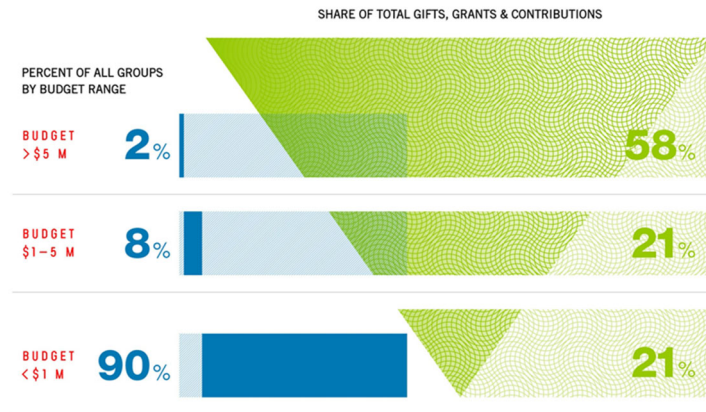
Racial Equity in Funding

Investment in policies, practices, and actions that produce equitable access, power, and outcomes for people and communities of color.

Arts Funding in the Context of Race

Funding Distribution by Budget Size

Source: National Center for Charitable Statistics (2016)



Source: "Not Just Money: Equity Issues in Arts Philanthropy," Helicon Collaborative, 2017

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Arts Funding in the Context of Race

- Increasing awareness of diversity, equity, and inclusion issues
- 2% of all cultural institutions receive nearly 60% of foundation giving in the arts
- Inequality up 5% from a decade ago
- 33% of U.S. residents are people of color
- 4% of cultural philanthropy goes to organizations of color

Source: "Not Just Money: Equity Issues in Arts Philanthropy," Helicon Collaborative, 2017

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Arts Funding in the Context of Race

Largest predominantly
White nonprofit theatre
companies:

\$50-\$60 million/year

Largest predominantly
Black theatre company:

\$3.5 million/year

Largest predominantly
Latinx theatre company:

\$2.5 million/year

Arts Funding in the Context of Race

An organization of color or ALAANA (African, Latinx, Asian, Arab, Native American) organization is defined by

1. Self-determination;
2. Primary mission, intentions, and practices are BY, FOR, and ABOUT artists, cultures, and communities of color;
3. Intention of the organization to perpetuate, promote, and present art that is representative of a culture, a people, and/or is given form by those artists; and
4. Is not a charity construct (i.e. “We’re helping those underprivileged people.”)

Practices follow Structures (Ian Haney López)

Strategic Racism

A calculated decision to seek advantage –

- Money
- Status
- Power

– by activating and manipulating the racialized beliefs and assumptions that we have inherited.

Arts Funding in the Context of Race

Root Causes of Funding Inequity

1. Copied the practices of high-net-worth individual donors;
2. Leverage favors organizations who have wealthy individuals in their networks;
3. Rewarded institutions in their moneyed networks, instead of organizations in low-income communities; and
4. These practices remain enshrined in giving practices of foundations and government agencies.

Arts Policy Shapes Racial Outcomes

Ford Foundation

The Ford Foundation is a private, nonprofit institution dedicated to the public well-being. It seeks to identify and contribute to the solution of problems of national or international importance. The Foundation works mainly by granting funds to institutions and organizations for experimental, demonstration, and developmental efforts that give promise of producing significant advances in various fields. Annual Report 1976. Occasionally, the Foundation itself administers projects. As an additional means of accomplishing program objectives, the Foundation in some instances makes grants to individuals whose professional talent or experience corresponds with its programs and activities. The Foundation was established in 1936 by Henry Ford and Edsel Ford and made grants largely to Michigan charitable and educational institutions until 1950, when it became a national organization. Including the fiscal year 1976.

National Endowment for the Arts



Expansion Arts



Racial Equity Lessons

Social Justice Lens

Intentional Policy

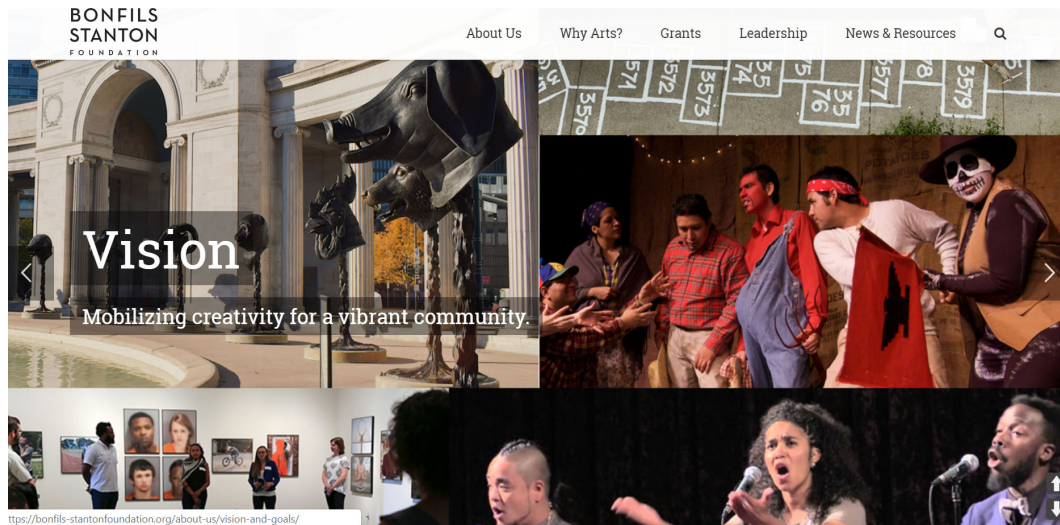
Buy-in from
Leadership

Community-Based
Processes

Accountability
Measures

Case Study: Bonfils-Stanton Foundation

Strategies for Intervention



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Case Study: Bonfils-Stanton Foundation

Strategies for Intervention

- Broadened their pool of **nominators** - entirely opened up the **nominating process**
- Rotated the selection panel members and ensured a higher proportion of **ALAANA/POC individuals on the selection panel**
- Have become more **embracing** of leaders of **smaller organizations**

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Case Study: Bonfils-Stanton Foundation

Strategies for Intervention

- **POC grantees** in their leadership-development program have gone from **20% to an average of 50%** over 5 years
- Over 5 years the percentage of Bonfils-Stanton's dollars going to organizations of color **from 2.4% to 13.1%**
- Bonfils-Stanton's Board of Trustees has gone from never having a BIPOC individual on the board to now having **3 out of 9 board members**

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Case Study: South Carolina Arts Commission

Strategies for Intervention



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Case Study: South Carolina Arts Commission

Strategies for Intervention

- The Gullah Geechee Heritage Corridor Partnership Program
- Increase the number of African American grantees in South Carolina Arts Commission's grantee roster by...
- Building new relationships with community leaders
- Investing in capacity building before they become grantees

Case Study: South Carolina Arts Commission

Strategies for Intervention

In corridor, few formal arts organizations:

1. Looking for **community contacts in non-arts organizations**
2. Identifying possible **working groups**
3. Working with applicants to design **projects that reflect community concerns**
4. **Interviewing artists** in lieu of a written application

Case Study: South Carolina Arts Commission

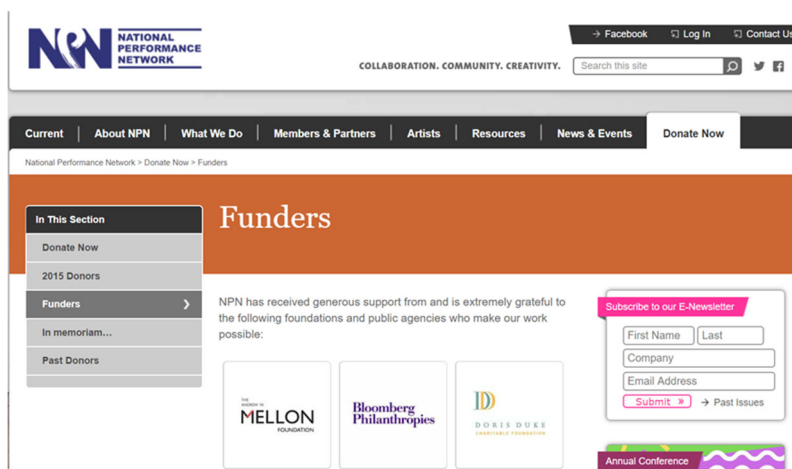
Strategies for Intervention

Within five years of the evaluation the SC Arts Commission's practices resulted in:

- Went from 2% of Operating Support grantees were organizations of color to 6%
- Over 5 years: 21 grants, totaling \$84,964, were awarded to Gullah artists
- Building relationships with community committees in these counties so that they can become eligible for funding in the future

Case Study: NPN Leveraging a Network for Equity (LANE)

Strategies for Intervention



Supported by Andrew W. Mellon Foundation, as part of Comprehensive Organizational Health Initiative

Case Study: NPN Leveraging a Network for Equity (LANE) Strategies for Intervention

- Focuses on organizations of color, and geographically isolated and/or small- to mid-sized community groups
- A mix of **convening, consultancy, and financial capital to remediate** years of divestment
- Phase 1 (2015–16) involved **diagnostics, education, and planning**
- Phases 2 and 3 (2016–24) engage cohorts of 6 organizations each in a process of convening together and **designing individual road maps for sustainability**

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Case Study: NPN Leveraging a Network for Equity (LANE) Strategies for Intervention

Each organizational participant receives:

- **Recovery capital** and additional **general operating** support
- **Change/risk capital**
- Ongoing and in-person **convenings** with peers
- **A customized plan** outlining potential shifts in their business model and infrastructure, led by NonProfit Finance Fund & other consultants
- Continued professional development and consulting

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Case Study: NPN Leveraging a Network for Equity (LANE) Strategies for Intervention

By 2024, NPN's intent, through LANE, is:

1. To infuse up to 24 of the most vulnerable members of its network with up to \$15M in total capital.
2. To develop new business models that can adapt to changing landscapes.
3. To ensure cultural diversity within the network and growing leadership in the field.

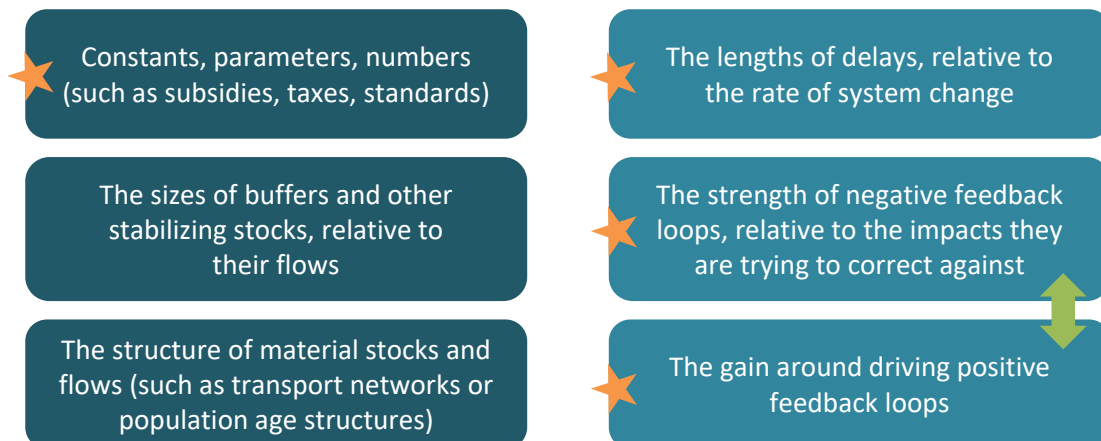


**Angelique Power, president & CEO
Field Foundation of Illinois**



**Caitlin Strokosch, president & CEO
National Performance Network**

Leverage Points to Intervene in a System



Leverage Points to Intervene in a System

The structure of information flows
(who does and does not have
access to information)

The goals of the system

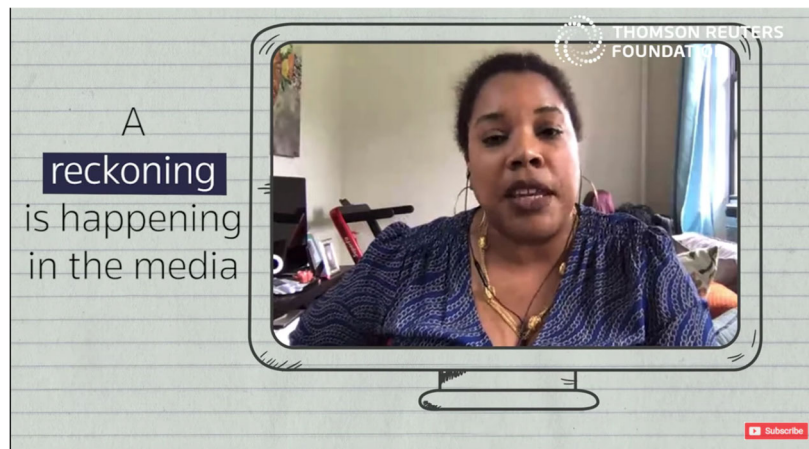
The rules of the system
(such as incentives, punishments,
or constraints)

The mindset or paradigm out of which
the system — its goals, structure,
rules, delays, parameters — arises.

The power to add, change, evolve, or
self-organize system structure

The power to transcend paradigms

Unconscious bias: do newsrooms struggle to report on race issues? [2020]



De-Coding Racial Bias in Arts Funding Language

Code: I'm concerned about the **quality** of the work.

English:

De-Coding Racial Bias in Arts Funding Language

Code: I'm concerned about the **quality** of the work.

English: I'm concerned that the work is not **Western European...European-American...White.**

Different cultures have different standards of quality. We could ask **members of that culture** whether it's quality work.

De-Coding Racial Bias in Arts Funding Language

Code: Mainstream artist/organization

English:

De-Coding Racial Bias in Arts Funding Language

Code: Mainstream artist/organization

English: Western European...European-American...White
artist/organization

This term implies that European Americans or whites **are the norm** against which other cultures should be compared. What if we just call them Western European...European-American...White?

De-Coding Racial Bias in Arts Funding Language

Code: Culturally-specific organization

English:

De-Coding Racial Bias in Arts Funding Language

Code: Culturally-specific organization

English: Organization **of color** or **ALAANA** organization

All cultures are specific, including Western Europe and Western European-American. Organizations of color are being **explicit** about their cultures.

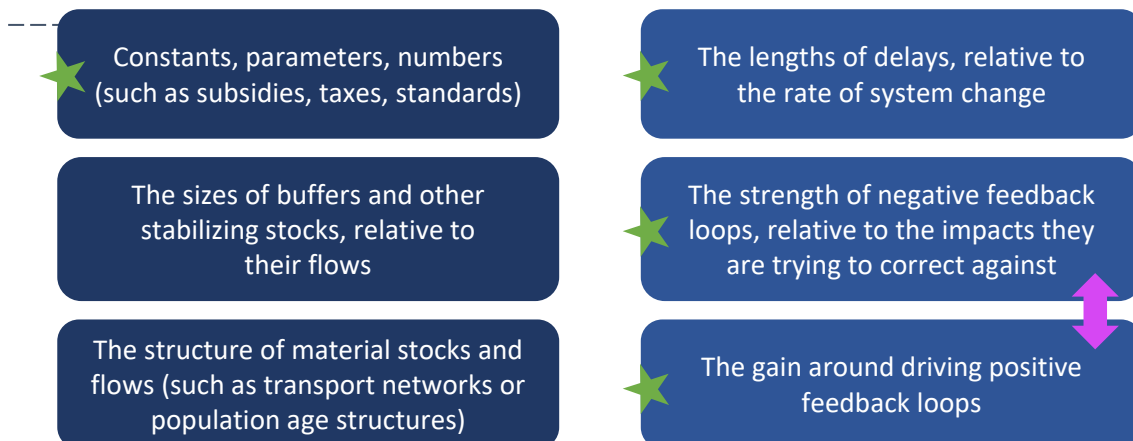
De-Coding Racial Bias in Arts Funding Language

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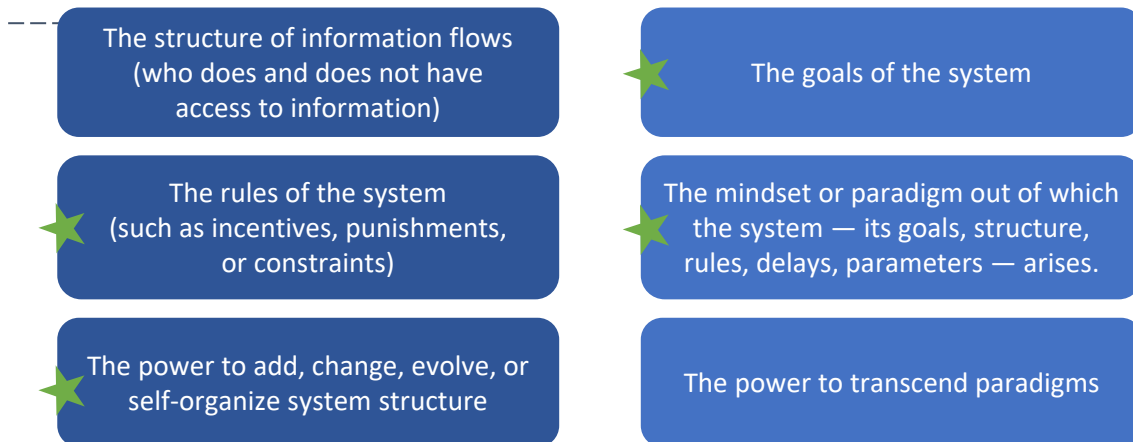
English: _____

What **implicit bias** can you identify and how might you attempt to **interrupt this institutional practice**?

Leverage Points to Intervene in a System



Leverage Points to Intervene in a System



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Small Group Discussion

In your breakout groups, each take a turn presenting your particular opportunity/challenge:

- This is the challenge or opportunity we were facing.
- These were our decision points.
- Here were the obstacles.
- This is how we may address.

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Full Group Discussion

- What's coming up for you in your heart, body and mind?

Think on These Things

- What do I need to remind myself to do:
 - before and as I assess existing grant programs?
 - before and as I conceptualize a new grant program?
 - before I propose a grant program to our board/commission?
 - before I design an application process?
 - before I decide selection criteria?
 - before I decide a selection process?
- What are other decision-points when I need to remind myself to engage in equitable strategies?
- Where can I influence the embrace of racial equity in my organization/agency? Among my peers?
- What further strategies can I engage?
- What questions do I need to ask myself as I keep going in order to keep me accountable?

Small Group Discussion

- What do I need to remind myself to do:
 - Before and as I assess existing grant programs?
 - Before and as I conceptualize a new grant program?
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Journaling Commitments

- What upcoming processes present opportunities for you to utilize racial equity strategies?
- What upcoming moments present opportunities for you to advocate for racial equity?
- Are there lingering questions and thoughts that are coming up for you?

Wrap up: Thank you!

- GIA will send you this slide deck and the workshop materials
- Can we share your email with the other workshop participants?
- Share in the chat someone who inspires you to do this work

Racial Equity Resources: Philanthropy

- GIA's Statement on Racial Equity <http://www.giarts.org/racial-equity-arts-philanthropy-statement-purpose>
- Philanthropic Initiative for Racial Equity www.racialequity.org/publications.html
- Philanthropic Initiative for Racial Equity's Short-Changed: Foundation Giving in Communities of Color www.racialequity.org/catalytic-change.html
- Helicon Collaborative's Not Just Money: Equity Issues in Cultural Philanthropy http://heliconcollab.net/our_work/not-just-money/
- Racial Equity Tools www.racialequitytools.org
- W.K. Kellogg Foundation's Racial Equity Resource Guide www.racialequityresourceguide.org
- Annie E. Casey Foundation's Race Matters www.aecf.org/resources/race-matters-toolkit-users-guide/
- The Racial Equity section of Grantmakers in the Arts' website www.giarts.org/racial-equity-arts-philanthropy-statement-purpose

Racial Equity Resources: Advocacy

- Unite4Equity's self-assessment: <https://unite4equity.org/>
- Western States Center's Moving a Racial Justice Agenda: Organizational Assessment: Are You Ready?: www.njjn.org/uploads/digital-library/westernstates3.pdf
- Race Matters' Organizational Self-Assessment tool: www.aecf.org/resources/race-matters-organizational-self-assessment/
- Race Matters' How to Talk About Race: www.aecf.org/m/resourcedoc/AECF-racemattershowtotalkaboutrace-2006.pdf
- Race Matters' PowerPoint presentation: www.aecf.org/resources/race-matters-powerpoint-presentation/

Thank you!