DC Child & Family Services Agency
Diversity, Equity, Inclusion, & Belonging
Framework

GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

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DC

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Table of Contents

CFSA DEIB Framework Introduction

Definition of the DEIB Framework

The CFSA DEIB (Diversity, Equity, Inclusion, and Belonging) Framework is based on a developed, comprehensive, two-pronged approach that outlines the agency's vision, goals, and overarching strategies to identify and remove structural barriers to create equitable opportunities for all to thrive. This includes intentionality on continuously addressing racial disproportionalities and disparities experienced by children and families. This DEIB approach also commits to striving to be inclusionary with people of all identities and protected classes and embracing intersectionality. This framework is intended to support any staff or stakeholder affiliated with the agency to engage in concrete learnable, teachable, and doable actions and behaviors that align with CFSA's vision to become an agency centered on DEIB. The framework is meant to be practiced by considering all of its key pieces together when delivering services, engaging with, or acting on behalf of CFSA:

- *DEIB Two-Pronged Approach*: The two-pronged approach represents the agency's philosophy in striving towards DEIB.

- *DEIB Core Components*: The core components offer guidance for the buckets of work necessary to be completed on an individual and systemic level with a DEIB lens.

- *DEIB Practice Profiles*: The practice profiles offer concrete behaviors and practices necessary to be strived for and completed on the individual and systemic level to sustain long-term change and growth in developing a culture of DEIB.

- *DEIB Resource Directory/Appendix*: The resource directory contains helpful and tangible resources developed and/or vetted by CFSA staff to support people in promoting the framework.

The framework is intended for three specific audiences to use, including CFSA Agency Staff and Partners, CFSA Staff, and Direct Service Employees.

Definitions for Diversity, Equity, Inclusion, and Belonging

Diversity **-** Refers to the range of differences that make up a community, nation, or other grouping. These differences present in psychological, physical, and social characteristics including but not limited to race, ethnicity, nationality, religion, socioeconomic status, education, marital status, language, age, gender, sexual orientation, health, mental or physical ability, physical size, personality traits, learning differences, jobs, and functions. Diversity also includes different ideas, perspectives, beliefs, and values.

Equity **-** The process of ensuring fair treatment, access, opportunity, and advancement while striving to identify and eliminate barriers that have prevented the full participation of some groups.

Inclusion **-** The practice of authentically bringing the many people and communities of various identities, races, ethnicities, backgrounds, abilities, cultures, and beliefs into processes, activities, and decision/policy making in a way that shares power. Inclusive environments are those in which any individual or group can be and feel welcomed, respected, supported, and valued as a fully participating member. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.

Belonging **-** Describes everyone being treated and feeling like a full member of the larger community and can thrive. Belonging encompasses the feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group or place.

Definition of Stakeholder v. Partner

The distinction between stakeholder and partner is important because this DEIB framework was developed for partners to read and practice DEIB-focused behaviors and has been made accessible for stakeholders to read and be informed of the framework approach.

CFSA defines stakeholders as either internal or external. Internal stakeholders are CFSA employees, interns, and contractors who work to uphold the mission and vision of the Agency, This includes private agency social workers and staff as well as contractors who may not have direct service contact but provide support to internal stakeholders that do. External stakeholders are individuals, families, and community members who are currently engaged with CFSA through open investigations or family cases and those who were once engaged with CFSA. Our external stakeholders also include community-based organizations (e.g., The Collaboratives) who provide support and services to the DC community as prevention against child welfare system involvement.

We recognize the importance of keeping our CFSA internal and external stakeholders informed of the mission and vision of CFSA. However, this DEIB Framework was specifically developed to guide the practice of CFSA's internal stakeholder and partners.

CFSA defines partners as any entity (individual or organization) that has a formal relationship with CFSA through contracts, Memorandums of Agreement (MOA), Memorandums of Understanding (MOU), and includes all contracted and grant providers, resources parents, congregate care providers, the CFSA Lived Experience Advisory Council and the CFCSA Youth Advisory Council.

STAKEHOLDER:	Internal: CFSA employees, interns, and contractors who work to uphold the mission and vision of the Agency,
	External: individuals, families, and community members who are currently engaged with CFSA and community-based organizations
PARTNER:	Any entity (individual or organization) that has a formal relationship with CFSA

Methodology of Development

In 2020, the DC Child & Family Services Agency (CFSA) committed to devoting resources into developing an agency focused on diversity, equity, inclusion, and belonging (DEIB). This has resulted in the development of various subcommittees within the agency comprised by CFSA staff volunteers focusing on data, policy, shared language, communications, and training. CFSA has also further committed to DEIB by developing the Development & Equity Administration (DEA), which leads and implements change initiatives related to development and equity in partnership with CFSA's leadership with specific focus on the vision and strategies of becoming an inclusive agency for our internal and external stakeholders. Under the oversight of DEA and with the technical assistance and support of the Capacity Building Center for States (a service of the Children's Bureau), each of these subcommittees and their leadership developed this framework.

DEIB Agencywide Two-Pronged Approach

Racism is one of the most divisive forces in our society. Racial atrocities of the past continue to haunt current policies and practices that create unfair disparities of communities of color due to systematically oppressive design. If the desired outcome is for our existing child welfare system to be transformed into a child well-being system, we must obliterate barriers and eliminate long-term unequal social arrangements.

We know that children of color are disproportionately represented in the foster care system. As a result, they are less likely to encounter caseworkers, service providers, lawyers, judges, or GALs who share their race or ethnicity. In addition to people of color experiencing unfair disparate outcomes, we affirm that LGBTQ+ youth face increased discrimination, harassment, and hostility in the foster care system, as well as a higher-than-average rate of suicidality. We recognize that undocumented children face ongoing fear of family separation and experience significant barriers to accessing educational, health, employment, and housing services. These are just a few of the many real and complex issues we must take into consideration within our equitability framework. Our work with Diversity, Equity, Inclusion, and Belonging (DEIB) is

evolving, and we recognize the need for reviewing practices related to youth of color, LGBTQ+ youth, youth from various legal statuses in our country, and other historically marginalized communities.

This framework was designed to support our partners in the implementation of DEIB principles and to be an accessible document to inform our stakeholders on the steps we are taking in a two-pronged approach to first, continually address racial disproportionality and disparity experienced by children and families *and*, second, striving to be inclusionary with people of all identities and protected classes while embracing intersectionality so all people feel a sense of belonging.

CFSA believes in a two-pronged approach towards diversity, equity, inclusion, and belonging in order to better serve children, families, stakeholders, partners, and staff.

Continually addressing disproportionality and disparities experienced by children and families.

Always striving to be inclusionary with people of all identities and protected classes and embracing intersectionality so all people feel a sense of belonging.

This framing guides how we approach our daily practice, behaviors, and decision as it relates to diversity, equity, inclusion, and belonging.

Institutional Accountability

At the foundation of CFSA's work focused on diversity, equity, inclusion, and belonging is the practice of Cultural Humility. Cultural humility is centered on life-long learning and critical self-reflection, recognition and challenging of power imbalance that are inherent, and upholding institutional accountability. Institutional accountability as it relates to cultural humility includes assessing the organizational environment, policies, procedures, knowledge, and skills connected to worker practices. The work of the DIEB Steering Committee has focused on these assessments and identifying practices to address barriers and obstacles within CFSA that obstruct a cultural humility approach. Specifically, responses to the following questions were explored:
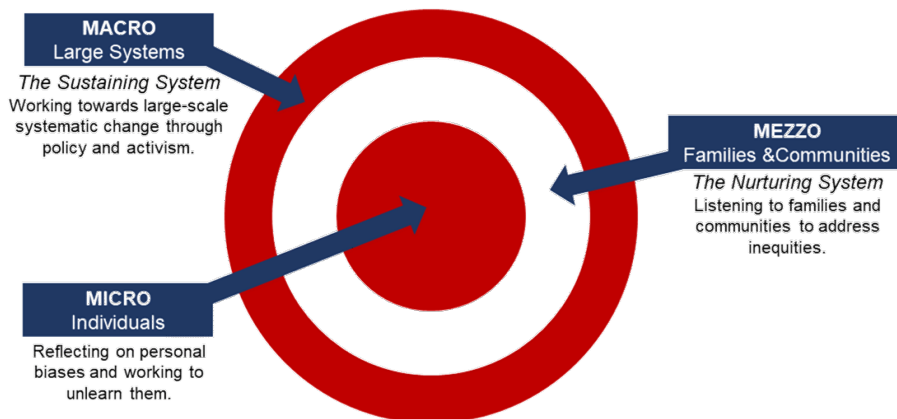
- What is the demographic profile of staff?
- Is the staff composition inclusive?
- Are staff required to undergo multicultural training?
- Does the institutional ethos support inclusion and respectful, substantive discussions of the clinical implications of difference?

- What processes contradict cultural humility?
- What is the history of the institution surrounding the community?
- What is the present model of relationship between the institution and the community?

★ From *Cultural Humility versus Cultural Competence: A Critical Distinction in Defining Physical Training Outcomes in Multicultural Education*

Institutional accountability is practiced at CFSA by reflecting on the agency's historical role in disproportionality and disparity, identifying the impact of this history on Black and Brown families from an overrepresentation standpoint and white families from an underrepresentation standpoint, and developing concrete practices that can be implemented to address these challenges.

Finally, institutional accountability is couched in the practices of ongoing learning and critical self-reflection. As an agency, CFSA has committed resources to continually engage in learning from our stakeholders and partners and incorporating this learning into practice. Additionally, through the development of assessment tools, surveys, and feedback loops, CFSA engages in self-reflection to guide the way forward towards being a more inclusive agency focused on addressing inequities at the micro, mezzo, and macro levels.

MACRO
Large Systems

The Sustaining System
Working towards large-scale systematic change through policy and activism.

MEZZO
Families &Communities

The Nurturing System
Listening to families and communities to address inequities.

MICRO
Individuals

Reflecting on personal biases and working to unlearn them.

DEIB Theory of Change

A theory of change includes a series of causal links (conditions, changes, short-term outcomes) that must unfold to achieve the desired outcome. Together, these links make up the pathway of change from the root cause(s) of the problem to the long-term outcome.

Theories of change illustrate the pathway from the root cause(s) of the problem to the desired outcome, help explain how and why change will occur, are generally developed before selecting a specific program or strategy, and support intervention selection.

CFSA's theory of change was developed in response to the following problem statements:

> ***Problem Statement 1***: In 2022, CFSA conducted an internal survey to assess CFSA workforce's familiarity with, and understanding of, key DEIB concepts as well as to identify how to strengthen DEIB within the agency. The survey findings brought to light the experiences of survey respondents at CFSA, including CFSA staff's experiences of racial bias and discrimination in the workplace.

> ***Problem Statement 2***: Approximately 80% of substantiated incidents of maltreatment in DC are related to neglect. Many of these situations concern the economic and concrete needs (clothing, housing, food, utilities, and transportation) of families experiencing poverty. Black and African American families are disproportionately referred to CFSA and disproportionally screened in for investigative, in-home, and foster care services.

Our desired long-term outcomes are:

> CFSA staff and partners are treated equitably and experience belonging in the working environment at CFSA.

> All children, youth, and families (particularly Black and African American children, youth, and families) experience equity in access to and provision of services resulting in reduced racial disparity and disproportionality in DC's child welfare system and equitable outcomes when they are involved in DC's child welfare system.

Pathway of Change

The DEIB framework establishes shared DEIB language and expected practices, which can be observed throughout agency meetings, conversations, and interactions with staff and stakeholders, as well as internal and external documents. **AND** Internal supports, like training and coaching, are identified and implemented to ensure DEIB principles are integrated and operationalized broadly across the agency and within specific agency functions.	**SO THAT**	Accessible pathways for communication and feedback loops are established that are inclusive of agency staff, partners, and internal and external stakeholders (i.e., youth, resource parents, birth parents). **AND** New and existing policies are analyzed, assessed, and amended through a DEIB lens.	**SO THAT**	Agency practices and processes are more effective in integrating DEIB, and practice is performed, and a shared language is used in a way that is reflective of the agency's DEIB principles. **AND** Agency staff can operate with a lens to understand and effectively perform their role in collecting, gathering, and analyzing disaggregated data to advance DEIB data quality, and measurement of disproportionality and disparity across the child welfare continuum.	**SO THAT**	The agency develops and maintains the capacity to utilize a continuous quality improvement approach for executing and accomplishing all work through a DEIB lens in a sustainable manner through measurement.	**SO THAT**	The agency continuously addresses racial disproportionality and disparity experienced by children and families in a way that is measured and performed on a systemic and case level. **AND** The agency practices inclusivity and belonging to a high fidelity with staff, stakeholders, partners, and the community, and continuously creates an environment where people of all identities feel seen and heard.

7

DEIB Agencywide Core Components

Creating a more equitable and inclusive agency requires work on an individual and systemic level. The core components of this framework can be practiced at any time to provide a clear framing for how to guide our actions and behaviors for this work. The core components should be viewed within the lens of CFSA's two-pronged approach. Under this approach, CFSA has developed essential core components necessary to be practiced using the agency's DEIB framework to fidelity. These core components for agency DEIB success include establishing an understanding of shared language; developing communications and feedback loops inclusive of staff and stakeholders; gathering and analyzing disaggregated data; conducting assessments and analysis on policy, process, and practice; utilizing and developing coaching and training supports; and always using a lens of Continuous Quality Improvement (CQI).

The Six Core Components Defined

Establish an understanding of shared language.

CFSA staff and partners work to utilize common strengths-based and healing-centered language that is inclusive of different experiences. This includes the ability to share information and tools about language with colleagues, partners, and the community.

Develop communications and feedback loops inclusive of staff and stakeholders.

CFSA staff and partners work to share information and gather feedback that is inclusive and engages staff and stakeholders as partners in the work and decision-making processes of the agency.

Gather and analyze disaggregated data.

CFSA staff and partners utilize data to hold ourselves accountable in our efforts to improve Diversity, Equity, Inclusion and Belonging (DEIB) outcomes for families impacted by the District of Columbia's child wellbeing system and to cultivate a DEIB-centered work environment. CFSA applies a lens of equity in the collection and use of qualitative and quantitative data and engages children and families with lived experience as partners.

Conduct assessments and analysis on policy, process, and practice.

CFSA staff and partners consistently apply tools and methods for examining policy, process, and practice to ensure focus on diversity, equity, inclusion, and belonging ensuring analysis and findings are addressed in the agency's Continuous Quality Improvement (CQI) process.

Utilize and develop coaching and training supports.

CFSA staff and partners utilize coaching and training that is designed, implemented, and evaluated in a manner which is inclusive of the diverse populations served. These supports provide an effective approach to promote growth development and performance improvement with colleagues, partners, and the community.

Always using a lens of Continuous Quality Improvement (CQI).

CFSA staff and partners utilize intentional qualitative and quantitative processes in the evaluation of the quality of services to identify strengths and needs within professional and agency practice and adjusting when necessary.

Core Components as SMART Goals

SMART goals eliminate generalities and guesswork, set clear timelines, and make it easier to track progress and identify milestones. Defining the core components as SMART goals helps to ensure that objectives of this DEIB Framework are attainable within a specific timeframe. SMART goals also support the assessment and evaluation of the implementation of this framework and CFSA's work through its pathways of change.

SMART stands for **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-Sensitive.

Establish an Understanding of Shared Language

SMART Goal: CFSA staff and partners use a shared language and understanding of racial and equitable terms to adapt language and further equity as evidenced by the percentage of CFSA staff and partners who complete identified training on the DEIB framework to include training on the shared language glossary by 9/30/2025.

Develop communication and feedback loops inclusive of staff and stakeholders.

SMART Goal: CFSA will engage staff and external stakeholders to provide expert knowledge in the development and practice of CFSA operations as evidenced by the number of initiatives, projects, and reports that incorporate the feedback of all staff, the Agency's Youth Advisory Council, and the Keeping DC Families Together Lived Experience Advisory Council and by the number of contracted community-based organizations completing the Equity, Inclusion, and Belonging Assessment by 9/30/2025.

Gather and analyze disaggregated data.

SMART Goal: CFSA staff and partners utilize data to hold ourselves accountable in our efforts to improve Diversity, Equity, Inclusion and Belonging (DEIB) outcomes for families impacted by the District of Columbia's child wellbeing system and to cultivate a DEIB-centered work environment as evidenced by the completion of a detailed report related to best practices in data collection and disaggregation and the percentage of staff trained specific to data collection and equity by 9/30/2024.

Conduct assessments and analysis on policy, process, and practice.

SMART Goal: CFSA staff and partners apply tools and methods for examining policy, process, and practice with a focus on diversity, equity, inclusion, and belonging as evidenced by the number of policies and processes that are evaluated by the identified tool and by the number of staff who disclose changes in practice in an agency-wide survey by 9/30/2025.

Utilize and develop coaching and training supports.

SMART Goal: CFSA staff and partners will have opportunities to engage in training and coaching sessions focused on inclusive practice with diverse populations as evidenced by the

number of new training sessions and coaching opportunities provided by the Development and Equity Administration and the number of attendees to these sessions by 9/30/2025.

Always use a lens of Continuous Quality Improvement (CQI).

SMART Goal: CFSA will build an infrastructure to track and monitor racial equity indicators as part of the agency's ongoing CQI data collection process as evidenced by the percentage of completion of a work plan to develop a tracking and monitoring tool by 9/30/2025.

DEIB Agencywide Practice Profiles for Staff and Partners

What is a Practice Profile and Why We Use Them

A practice profile is a tool that breaks down large concepts into discreet skills and activities that can be taught, learned, and observed. A practice profile operationalizes the "what" of a service by specifying the core elements of a service and then breaking down those elements to the level of saying and doing. Practice profile are developed through a rigorous team engagement process and are further informed by research and literature.

What is a practice profile? Children's Behavioral Health Knowledge Center. (n.d.). Retrieved and adapted; October 12, 2022, from https://www.cbhknowledge.center/what-are-practice-profiles

This approach takes the six core components (which also represent behaviors) and sets clear framing and guiding for how to approach practice on the individual or systemic level within the agency. This means that you should be able to practice these behaviors no matter what your role is at CFSA. These behaviors are also meant to be continuous and applicable throughout daily interactions and practice. They are directly connected and influenced by CFSA's two-pronged approach. Additionally, they are informed by other factors including tools and protocols developed from various DEIB committees within CFSA, the agency's DEIB Theory of Change, and alignment for sustainable tracking and adjustment, and continuous quality improvement under the Development & Equity Administration.

There are practice profiles to go along with each of the core components to reflect how to achieve desired behavior on an individual, team, and systemic level. These core components (behaviors) include establishing an understanding of shared language; developing communications and feedback loops inclusive of staff and stakeholders; gathering and analyzing disaggregated data; conducting assessments and analysis on policy, process, and practice; utilizing and developing coaching and training supports; and always using a lens of Continuous Quality Improvement (CQI).

How to Read the Practice Profiles

These practice profiles can be read a couple of ways. The first way to read it is identifying the core component(s)/behavior(s) you are hoping to work towards a desired level for on DEIB

10

depending on the task, interaction, or activity. You would then go to the right-hand side for desired practices and read all the practices or sub-behaviors that apply for your role as it relates to CFSA. You can also read multiple sections from the practice profiles document by starting on the right-hand side and reading the desired practices under only your designated roles.

Audiences

There are three and sometimes more audiences (roles) the practices and behaviors for which this guidance is written: CFSA Agency Staff and Partners, CFSA Staff, and Direct Service and Clinical Service Staff , and in some instances specific units or teams.

Systemic **–** These sections contain behaviors and practices that will be supported systematically across all audiences. These practices may include culture setting, establishing protocols, or developing policies, etc.

CFSA Agency and Partners – These sections contain behaviors and practices that anyone employed by CFSA or interacting with or on behalf of the agency should strive towards. As defined above, partners can include but are not limited to: any entity (individual or organization) that has a formal relationship with CFSA through contracts, Memorandums of Agreement (MOA), Memorandums of Understanding (MOU), and includes all contracted and grant providers, resources parents, congregate care providers, the National Center for Children and Families (NCCF), PSI Family Services, the CFSA Lived Experience Advisory Council and the CFCSA Youth Advisory Council.

CFSA Staff – These sections contain behaviors and practices that anyone employed by CFSA should strive towards.

Direct Service and Clinical Service Staff – These sections contain behaviors and practices anyone with a public facing role in either direct service or clinical service should strive towards.

For example, if you are a direct service employee (i.e., social worker), behaviors and practices in all three tiers apply to you. If you are a CFSA staff, both the All (or Most) CFSA Staff, as well as the All CFSA Staff and Stakeholders categories apply to you. Partners should focus on the All CFSA Staff and Partners sections, but with regard to their unique lens to ensure any tailoring, personalization, or customization of these behaviors and practices to strive towards DEIB.

DEIB Practice Profiles

Behavior/ Core Component	Desired Practice
Establish Shared Language. *CFSA staff and partners work to utilize common strengths-based and healing-centered language that is inclusive of different experiences. This includes the ability to share information and tools about language with colleagues, partners, and the community.*	**SYSTEMIC** • Incorporates fun and engaging activities to learn and infuse DEIB language into the work (i.e., gamification, engaging conversations, etc.) • Incorporate DEIB into pre-service training curricula. • Create a culture of psychological safety. **CFSA AGENCY AND PARTNERS** • Facilitates and engages in courageous conversations when language and behaviors are incongruent with CFSA DEIB values. • Acknowledges the use of deficit-based language and offer alternatives during conversations and meetings. • Accesses the DEA website regularly to view important language-based materials regularly, including the DEIB Glossary and Say This, Not That Language Style Guide, as well as other CFSA DEIB updates/documents. • References shared language tools developed by the agency, when necessary or as makes sense, in internal and external agendas, meetings, and conversations. • Seeks opportunities to utilize strengths-based, healing-informed language in daily conversations and interactions. • Seeks opportunities to utilize strength-based healing-informed language during training, coaching, and other internal meetings. • Recognizes and corrects mistakes with use of language in real-time, as well as over time (for example, using the wrong pronoun) • Asks and informs about language when there is a knowledge gap or opportunity for learning (and is encouraged through supervisors and management) **CFSA STAFF** • Reviews and considers CFSA shared language tools (i.e., DEIB glossary, Say This Not That style guide) when contributing to internal and public-facing documents such as federal and local reports, policy and strategic planning documents, case plans, contracts, and grant agreements. • References shared language tools regularly when using or interfacing with STAAND. • Assesses and analyzes language to use, change, or leave out when developing internal and public facing communication.

	DIRECT SERVICE STAFF and CLINICAL STAFF • Communicates case plan information to the client utilizing strengths-based, healing-informed language. • Seeks to use inclusive, healing centered language during any interaction with a child, youth, or parent. • Acknowledges the diverse backgrounds of people will include cultural and language differences among staff and in serving families, and practices inclusiveness. • Documents contacts with and about families using strengths-based, healing-centered language. • Documents case progress utilizing strengths-based, healing-informed language. • Takes action to advocate for the language needs of children, youth, and families, and seeks to dismantle any barriers to accessibility. • Stives to create spaces of psychological safety, recognizing mistakes regarding language and conversations will happen, and commits to continual learning. .
Develop Communications and Feedback Loops Inclusive of Staff and Stakeholders. *CFSA staff and partners work to share information and gather feedback that is inclusive and engages staff and stakeholders as partners in the work and decision-making processes of the agency.*	**SYSTEMIC** • Develop feedback loop process for children and families with lived experience. • Send community wide surveys related to newly implemented supports/services with a specific cadence (i.e., monthly, quarterly, biannually) • Identify when a specific and/or broader audience should know of or be involved in an agency occurrence and raises those suggestions in real-time. • Incorporate polls or surveys into existing standing meetings (as a pulse check) • Implement a communication strategy focused on each aspect of DEIB work at CFSA. • Share training evaluation feedback related to issues outside of training with agency management and leadership. • Identify opportunities to involve other staff in processes and conversations related to elements of their work (but may be traditionally siloed) • Have clear practices related to internal and external stakeholder engagement that is community facing. **AGENCY AND PARTNERS** • Identify and address challenges or barriers to families, children, youth, and community members' access to and participation in feedback loops (ex. Transportation to a focus group) • Identify a communication methodology for engaging contracted provider agency staff and leadership to elicit feedback and to generate ideas for process improvement.

	• Allow time in the agenda for individuals to complete the evaluation or feedback form with instant results instead of asking individuals to complete the survey or evaluation form after the meeting. • Develop guidance on communicating DEIB work across the different levels: within CFSA, other District agencies, and our stakeholders. **CFSA STAFF** • Share culture and climate survey report utilizing multiple forms of communication (e.g., DEA website, CFSA website, CFSA Today newsletter, etc.) • Integrates usage of DEIB tools into coaching, discussion, training, information dissemination, communications planning, and any other activities within your role Engage Community Partnerships and the Contracts Monitoring Division to support partnership efforts.. • Management Team and All Staff meetings to share shared language glossary work and tools. **DIRECT SERVICE AND CLINICAL STAFF** • Work with children and families to identify and match services that are culturally-relevant and appropriate to their needs. • Integrates DEIB into daily conversations formally and informally when appropriate to create a space where people can be more comfortable and psychologically safe. • Communicates about DEIB, and with a DEIB lens when case planning or executing on cases with children. Youth and families.
Conduct Assessment and Analysis on Practice, Policy, and Process. CFSA staff and partners consistently apply tools and methods for examining policy, process, and practice to ensure focus on diversity, equity, inclusion, and belonging ensuring analysis and findings are addressed in the	**SYSTEMIC** • Staff at all levels are able to weigh in and give input on policies that are being developed. • DC Residents and people with lived experience are at the table and give input on CFSA policies and practices. • Community sees and knows DEIB is a priority for CFSA work through our practices and policies. • Staff sees and knows DEIB is a priority for CFSA work through our practices and policies. • Methods used to assess CFSA DEIB practice surveys, needs assessment, focus groups, reports, etc. • Develop CQI tools that include DEIB focused assessment/questions and strategies for improvement. • Establish clear equity tools for use at all levels (Questionnaires, Logic Models) • Develop consumer/customer service feedback surveys and assess for necessary changes.

agency's Continuous Quality Improvement (CQI) process.	**AGENCY AND PARTNERS** • Staff understand practice and policy impact related to CFSA DEIB efforts. • Apply learning from various DEA-CWTA offerings to daily practice. **CFSA STAFF** • CFSA policy developers utilize a logic model (policy tool) process when updating and creating agency policy. • For every policy developed, there is a rubric (policy tool) that centers DEIB. **DIRECT SERVICE AND CLINICAL STAFF** • Engage in discussions (beyond clinical supervision) related to the impact of implicit bias (e.g. resource parents, contracted staff) • Utilize clinical supervision to identify implicit biases and assess improvement practices. • Utilizing group supervision for idea sharing and to identify practice implications.
Collect, analyze, report, and monitor data, and advise using an equity lens. *CFSA staff and partners utilize data to hold ourselves accountable in our efforts to improve Diversity, Equity, Inclusion and Belonging (DEIB) outcomes for families impacted by the District of Columbia's child wellbeing system and to cultivate a DEIB-centered work environment. CFSA applies a*	**SYSTEMIC** • Data is used to identify underlying factors that contribute to disparities. • CFSA identifies data quality as a strategic priority. • CFSA staff are engaged and connected with DEIB culture and climate work. • Data shared in simplified language that is easily understood. • Data reports do not imply or assume that white culture is the norm, standard, or default position. • Children and Families with lived experience are engaged as leads for agency programs/initiatives. • Data sharing across the District agencies focused on Health & Human Services agencies. • The community is engaged with our DEIB work and informed on a regular basis of our data findings. • Agency policies guiding data collection, use, and quality align with DEIB practices. • Staff have space and time to self-reflect on disparity data and implications for their practice. **AGENCY AND PARTNERS** • Community members are involved as partners in data collection, data analysis, interpretation, and dissemination. • Provide clear next steps to utilize data to improve practice.

lens of equity in the collection and use of qualitative and quantitative data and engages children and families with lived experience as partners.	• CFSA will take actions to increase equity in our decisions and work to improve outcomes for community members and staff . • When collecting demographic/person-centered data, self-identification and self-report are prioritized. • Gather information to evaluate whether staff represent the language diversity of our families and address gaps to achieve equity. • Attend sessions focused on how to utilize data to improve practices. • Utilize motivational interviewing skills to obtain sensitive information. **CFSA STAFF** • Train staff on the importance of gathering demographic data (race, ethnicity, ward, etc.). • Use CSSP tool "A guide for anti-racist data collection for: case workers and other frontline staff" for working with children and families and collecting race/ethnicity/gender/etc. data. • Staff at all levels review data reports about disproportionality and disparity. • Regular report-out/clean-up of missing data. • Missing data issues are resolved. **DIRECT SERVICE AND CLINICAL STAFF** • Update CFSA Dashboard to include additional race/ethnicity information. • Line Staff engaged in processes to identify what is behind the data(qualitative) • Data reports disaggregated by race are available, as needed. • Supervision reinforces and coach staff with change in practice and addressing any concerns in real time. • Group supervision or discussions within practice areas
Utilize and Develop Coaching and Training Supports with a DEIB lens. *All CFSA staff and partners will utilize coaching and training that is designed, implemented, and evaluated in a manner which is inclusive of the*	**SYSTEMIC** • At all levels, staff are trained in DC and CFSA's core DEIB principles, mission, and goals. This training can be completed through CWTA, DCHR, and the Mayor's Office of Race Equity. • During the hiring process (recruitment) - ensure HR is trained to ask specific interview questions to support inclusive recruitment and assess the DEIB lens of those being considered for employment. • HR staff will attend training offered to all CFSA staff, DEIB Committee will provide questions to add for interviews to ensure that DEIB lens questions are incorporated in all interviews. • Incorporate DEIB discussion during onboarding. • Involve direct services/clinical staff in training development to ensure practicality by establishing a review committee that consists of direct services/clinical staff that will review training yearly to ensure it address their current work and practices and speaks to the needs of population served.

diverse populations served. These supports will provide an effective approach to promote growth development and performance improvement with colleagues, partners, and the community.	• Capture the voice of people with lived experience in training. • Ensure all partners are well informed of DEIB expectations. • Work with OPI to distribute information to inform partners. • Make best practice tip sheets available to all staff and partners. Comm **AGENCY AND PARTNERS** • Ensure staff have protected time to complete/attend training sessions. • Encourage peer to peer coaching within teams. • Hold impromptu and formal meetings when there are systemic DEIB issues. • OD incorporate a slide pertaining to DEIB for management and all staff meetings that offer tips and polls. • Identify ways to extend training and support to our providers. • Support a transfer of learning via supervision, group meetings/discussions, etc. • Apply new learning to practice. • Attend training for knowledge/skills acquisition, not just CEUs. • Share personal knowledge & experiences in training sessions to support a shared learning environment. • Recommend training topics that align with Agency priorities. **CFSA STAFF** • Apply new learning to practice. Personal responsibility and addressed in supervision. • Attend training for knowledge/skills acquisition, not just CEUs. • Utilize offerings of DEIB trainings outside of CWTA or those offering CEUs. • Share personal knowledge & experiences in training sessions to support a shared learning environment. This is incorporated in the training to encourage sharing. **DIRECT SERVICE AND CLINICAL STAFF** • Engage in intentional and consistent supervisory feedback and coaching with the support of CWTA MACWS. • Individuals who supervise direct service staff provide coaching and modeling during supervision.
Always Use a Lens of Continuous Quality Improvement.	**SYSTEMIC** • Acknowledge DEIB work and the executive leadership's buy-in. • Ensure appropriate staffing to support the CQI process. • Evaluate the current Quality Service Review process to ensure that qualitative reviews reflect DEIB considerations.

CFSA staff and partners utilize intentional qualitative and quantitative processes in the evaluation of the quality of services to identify strengths and needs within professional and agency practice and adjusting when necessary.	• Ensure that all programs who collect qualitative data includes race and ethnicity and other DEIB specific into review processes to disaggregate data collected from reviews. • Qualitative and Quantitative data are translated in a way that is accessible to staff, community, children, and families with lived experience. • The Plan-Do-Study-Act Process is utilized for all review processes and equity strengths and areas for opportunity are regularly included. • Evaluate work in all program areas to assess alignment with DEIB principles and standards. **AGENCY AND PARTNERS** • Train administrative staff who complete qualitative data collection (e.g., case reviews) on the DEIB "standards," to assist with coaching and supporting practice change. • Create a one pager/tipsheet to assist with infusing DEIB into developing measures for data collection. • Formally identify opportunities for peer-to-peer information sharing to identify best practices or guidance for use throughout the agency. • Ensure that DEIB is integrated in CFSR case reviews, PIP, etc. • Assess, evaluate, and address personal implicit associations/biases. • Evaluate personal practice and adjust when necessary. • Respond to survey, poll, and other feedback requests. • Advocate for DEIB references or information sharing in CFSR, QSR, and CFSA LAB report outs. • Increase understanding of how qualitative and quantitative data supports decision-making processes. **CFSA STAFF** • Include DEIB CQI in measuring the Resource Parent intersections with children and families. **DIRECT SERVICE AND CLINICAL STAFF** • Build in DEIB discussions into the clinical supervisory aspect of the work. • Ensure contact narratives reflect equitable and inclusive language and information.

Accountability

Accountability takes clarity, commitment, and courage. For this DEIB framework to be effective, each audience represented must first have a clear understanding of what is required of them. The goal of this document is to provide clear and direct language regarding the established practice profiles and their core components. Commitment comes when each member of each audience personally takes on the responsibility of educating themselves about CFSA's DEIB Framework and commits to implementing these practice profiles into their daily engagement and practice. Finally, shifting language, addressing inequities, and being a champion for change takes courage. Each audience member must take a step of courage to engage in more equitable conversations and practices that will lead to a shift in the Agency's culture.

Through identified continuous quality improvement and evaluation processes, the DEIB Steering Committee is dedicated to ensuring the full application of this DEIB Framework. In the coming months, the DEIB Steering Committee will develop CFSA and Private Agency staff will see changes in their performance management requirements and community partners and external stakeholders will be informed through data and public reporting the progress the Agency has made to implementing and sustaining this DEIB approach.

Want more information? Visit https://www.dccfsa-dea.com/equity-change-management