

JANUARY 2022

DIVERSITY, EQUITY AND INCLUSION PROGRAM EVALUATION: CENTERING RESIDENT AND ALUMNI VOICES



Transforming Parents' Lives. Improving Children's Futures.

Alexandrea Wilson, MSW
Bill Emerson National Hunger Fellow

02

ACKNOWLEDGEMENT

This report was made possible by the support of Warren Village alumni, interns, residents and staff. Thank you for your cooperation and continued dedication to racial equity, diversity and inclusion.

Special thanks to those who participated in the interviews, focus groups and surveys. I would also like to thank Stacy Cavanaugh, Laura Greshin and Elise Matatall for their support with data collection and analysis.



03

TABLE OF CONTENTS

Pg. 4 Project Overview

Pg. 5 Project Timeline

Pg. 6-13 Qualitative Analysis: Positive & Negative Themes

Pg. 14-18 Qualitative Analysis: Recommendations

Pg. 19-20 Analysis Summary

Pg. 21-31 Quantitative Feedback of Current Programs

Pg. 32-35 Models of Engagement

Pg.36-44 Engagement Strategy & Implementation

Pg. 45 Closing Statement

Pg. 46 Appendix

04

PROJECT OVERVIEW:

Over the past 5 months we conducted a series of qualitative interviews to understand current DEI efforts. During embedded participant observations the need for (a) gaining an understanding of current efforts to incorporate resident and alumni participation in programming design and change and (b) evaluating current mechanisms for engaging resident and alumni for feedback and participation emerged. The data collected also informed a strategy for increasing meaningful resident and alumni involvement.

Qualitative interviews were conducted with several staff. Additionally, focus groups and individual interviews were conducted **with a total of 15 residents and alumni. An estimated total of 30** residents and alumni also took part in a participatory evaluation of programs such as L.E.A.D, Family Voice, Peer Resource Navigators and the Diversity, Equity and Inclusion committee.

Attending Family Services staff meetings, all staff meetings, alumni and Peer Resource Navigator meetings offered valuable opportunities to make participatory observations that would also help to inform this evaluation.

Interviewing community organizations with established mechanisms for equitable and sustainable participation of service recipients informed the final deliverable of this project.

The final deliverable included in this report is a strategic implementation plan to create a Resident and Alumni Advisory Council to facilitate participant involvement in decision making, programming design and change.



05

PROJECT TIMELINE:

The evaluation took place over the course of 5 months. We began with interviewing staff and then residents and alumni. There were some challenges with interviewing alumni and residents therefore much of the data collected from these groups occurred during the months of October and November.

□ September 2021

Designed the interview guides and kicked off the evaluation by interviewing staff.

□ October 2021

Began meeting with local organizations with established participant led models to inform Warren Village best practices for engaging residents and alumni. Staff interviews are completed. Individual interviews and focus groups with alumni and residents begin.

□ November 2021

Focus groups and individual interviews with alumni and residents are completed. Data analysis begins.

□ December 2021

A participatory evaluation method is utilized to obtain quantitative feedback on resident and alumni programs during the United holiday party and gift distribution. Data analysis is completed and the writing of the final report is initiated.

□ January 2022 - February 4th, 2022

Final report is complete and a summary is provided to the Board of Directors. Additionally, Alex Wilson presents findings to staff, alumni and residents via an open forum.

06

CURRENT EFFORTS TO INCORPORATE RESIDENT AND ALUMNI PARTICIPATION IN PROGRAMMING DESIGN AND CHANGE

Qualitative Analysis

A series of qualitative interviews were conducted with staff from the administrative team, Family Services and Learning Center. Alumni and current residents were also invited to be interviewed. The interviews provided insight into the experiences of residents and alumni regarding DEI initiatives, opportunities and barriers to incorporating alumni and resident voices into programmatic change and design.

The following pages show prominent themes among residents and alumni. Themes fall into one of the three categories:

- Positive themes are aspects that participants seemed to like or praise about DEI initiatives at Warren Village.
- Negative themes are criticisms, complaints, or negative experiences with DEI initiatives or with DEI at Warren Village.
- Future oriented themes are recommendations, suggestions, or wishes for the future regarding DEI at Warren Village.

07

ALUMNI AND RESIDENT POSITIVE KEY THEMES

Alumni and residents expressed a positive attitude toward the racial and cultural diversity amongst residents at Warren Village. This racial and cultural diversity helps to contribute to an inclusive environment. Warren Village's efforts toward recognizing all cultural holidays is another positive theme amongst alumni and resident experiences.

Positive Theme: The racial and cultural diversity that exists among residents and alumni makes Warren Village feel more inclusive for participants.

Direct Quote(s):

"And just because there is no place in Denver as diverse as Warren Village. I mean, granted, we don't have a lot of men, but they're there! There's so many diverse people, and I've just met so many amazing people from all over the world, and it's just, it was the coolest experience to live there."

"I did see a lot of different races and nationalities and everything at Warren Village, which was amazing, like, I loved that about Warren Village because I didn't, definitely did not ever feel out of place or like I was in the wrong place. So I did enjoy that."

Positive theme: Warren Village's intentionality around recognizing all holidays contributes to an inclusive environment.

Direct Quote(s):

"It's definitely helped me feel as though they're intentional about, or somewhat intentional...it's there – the intention is there. For them to acknowledge something outside of what's mainstream, because we do know that what's mainstream is usually what's been accepted by White people mostly. So it does let me know that the intention is there."

08

ALUMNI AND RESIDENT NEGATIVE KEY THEMES

Staff racial and cultural diversity has a significant impact upon the experiences of alumni and residents. The data shows lack of racial and cultural diversity amongst staff was an especially prominent theme among alumni and residents. Alumni and residents identified this as a shortfall within Warren Village. Similar themes were outlined in the 2020 Praxis report.

Negative theme: Residents are not comfortable disclosing to family services staff due to perceptions of a predominantly White staff not being able to understand the experiences of residents.

Direct Quote(s):

"I felt like they (family advocates) did not understand that so it's hard to come to them about certain things being the minority and living a different life and doing things different from what they're normally used to doing"

"But I felt like the staff itself was majority White. And it was hard to relate, or to have someone relate to me. Especially when it came to my own culture, I guess, and talking to them about any problems that I had, they would always give their idea of what I should do in my life to, I guess, relieve some of my stress. And it just wasn't didn't mesh well with what people of my culture believe."

"That's what, you know, that's [how the hiring works?], but I remember saying, all the advocates are the same. All the advocates are young, you know, 25 to 35 year old White women and I feel like– I know for me, if I don't feel like I'm represented and I have someone to speak to, then there's a lot, a lot of people here who feel it way more than I do. "

"A lot of the residents don't feel safe bringing up concerns to them (family advocates) because they feel like they're just going to stick together, like there's more of them (Warren Village Family Services staff) than there is of us. They don't even understand anyway. So, that's that. "

09

ALUMNI AND RESIDENT NEGATIVE KEY THEMES

“Tokenism is the practice of doing something (such as hiring a person who belongs to a minority group) only to prevent criticism and give the appearance that people are being treated fairly.”

The following themes reflect reoccurring feelings among alumni and residents of feeling tokenized due to the lack of racial and cultural diversity. Consequently alumni and residents expressed that their personal aspirations and needs were not taken into consideration as the expectations that Warren Village had set for them were centered instead. These themes may reflect the prescription of the "success sequence" or classist ideas of what it means to be successful.

Negative theme: Lack of racial diversity within Warren Village community leads to BIPOC alumni and residents feeling tokenized.

Direct Quote(s):

"I also have like visited some of the Warren I mean, gone to some of the Warren Village events and I felt like that was not diverse at all. And that was really hard to see as somebody that was looking to others to provide more help to Warren Village. I wish I just saw a lot more color in that crowd. The multiple crowds that I've seen maybe just wanted one demographic and I felt like it was just reaching out to one demographic to fill the financial void I guess of what Warren Village was looking for, if that makes any sense."

Negative theme: Staff expectations of residents appear to come before the needs and personal aspirations of residents. Perception from residents is that their level of compliance or adherence to their advocates' wishes impacts ability to receive future services or opportunities. (continues on next page..)

Direct Quote(s):

"Because the residents were very diverse but the staff members were not. So it was like you know, you're assigned an advocate and you're specifically like only supposed to go to that advocate to discuss certain things, you know, issues that you're you're going through, and I feel like, you know, with my time with my experience of being there, it was very pushed for me to like, go and get that education."

10

ALUMNI AND RESIDENT NEGATIVE KEY THEMES

THE FOLLOWING THEMES ARE RELATED TO THE PREVIOUS THEME OF RESIDENTS FEELING A LACK OF AUTONOMY.

Negative theme: Staff expectations of residents appear to come before the needs and personal aspirations of residents. Perception from residents is that their level of compliance or adherence to their advocates' wishes impacts ability to receive future services or opportunities.

Direct Quote(s):

"So I know, plenty of times, I felt like I was kind of pushed back into a corner. Because I felt like I had to do what my advocate was, you know, expecting of me or having these expectations of me or what she wanted me to enroll in and things like that. So I would say that's the only thing that I kind of, I guess you could say, kind of looked down upon or like struggled with"

"You know, I felt the same way. Like if I did not comply with what my advocate had told me that then I was maybe not helped as much in the future."

11

ALUMNI AND RESIDENT NEGATIVE KEY THEMES

Alumni and residents discussed instances of poor treatment of BIPOC residents going unaddressed due to the positionality of staff (power imbalances).

Negative theme: Instances of poor treatment of residents by staff has gone unaddressed.

Direct Quote(s):

"Like you can, you know, do all the projects you want, but when you have people who work here that call to these people like they're second class citizens and treat them as such, all that goes out the window."

"I've seen it happen to a lot of the African woman here – a whole lot. And then some of the people who are considered the main culprits of that treatment, nothing happens to them. I don't know if nothing happened to them, but it's gone on for so long to where I believe nothing has happened to them. And it makes it difficult to report and trust that something's gonna be done about it because it's gone on for so long, but I know it happens. I know it happens, because it's happened to me plenty of times."

"When I did have a grievance about someone they told me. Oh, they'll they'll never let her go. She's been here for 30 years or something like that and they blew me off. I was never told, okay, well, you and put a complaint in with this person and that's where it'll get looked into what, whatever, whatever. So, in my mind, I'm like, okay, so I don't matter. And that person matters more than me just because of seniority, I guess. So I kind of was stuck with my complaint. And that kind of shined a dim light on the whole program for me."

12

ALUMNI AND RESIDENT NEGATIVE KEY THEMES

Alumni and residents also recognized that there was little to no Diversity, equity or inclusion work being done prior to the Black Lives Matter protests of Summer 2020. Additionally, the following negative theme(s) show that the grievance policy has not been made accessible to residents and alumni.

Negative theme: Prior to BLM protest Warren Village was not engaging in DEI work including considering experiences of BIPOC residents.

Direct Quote(s):

"But a lot of that [diversity, equity and inclusion projects at Warren Village] kind of wasn't really a thing that at the same level it is now like before George Floyd you know I think that's when a lot of this is kind of ramped up and and I love it and I hate to say it it just wasn't as frequent as it should have been two years before."

Negative theme: Alumni and residents were not aware of the Warren Village grievance policy and process

Direct Quote(s):

During separate focus groups with residents and alumni they were asked if they were made aware of the grievance policy at Warren Village. Many of them expressed that they were not familiar with the policy.

13

ALUMNI AND RESIDENT NEGATIVE KEY THEMES

The final theme to highlight in the negative category is that opportunities to be more involved in Warren Village outside of residency are not always attainable for residents and alumni. Mostly due to alumni and residents having the responsibility of being a single parent, working and/or attending school. Alumni and residents expressed that some events were not made accessible to them.

Negative theme: There is a need for childcare and transportation support for residents and alumni to be more involved in DEI initiatives.

Direct Quote(s):

"I think a lot of it would have been transportation if I'm thinking about a lot of the problems with classes in general for me. If there was anything off of campus, Warren Village transportation was an issue, and time. If there was no evening childcare, I— and there was just, you know, I had a baby, so I couldn't bring him with me. So I think that was it: lack of evening childcare and probably transportation for a few things."

"I remember seeing them and thinking, "oh cool, I should try to go to that," and then I had class or my son, you know, so I didn't get to go."

During a focus group a resident voiced that "she wishes they'd go back to extended childcare hours (she works 12-hour nursing shifts) and wants to see more opportunities to discuss/influence choices around childcare." Two other residents agreed with this.

14

ALUMNI AND RESIDENT FUTURE ORIENTED THEMES

“

Well, I think that a (resident and alumni led committee) would be good to help give like people who may be still don't feel comfortable voicing their concerns and opinions to like, you know an admin at Warren Village. You know, it's kind of like a buffer to where you know, they voice their concern to a peer.

”

This evaluation aimed to center alumni and resident voices especially around DEI and programmatic change. The previous positive and negative themes highlighted areas of strength and improvement for Warren Village as the organization strives to become more diverse, equitable and inclusive.

The following future oriented themes will highlight recommendations made by alumni and residents in regards to how Warren Village can best incorporate alumni and resident voices in programmatic change and design.

15

RECOMMENDATIONS:

ALUMNI AND RESIDENT FUTURE ORIENTED THEMES

Recommendation #1: Give residents the option to change family advocates as this might help them to create rapport with Warren Village family services staff

Direct Quote(s):

"But like, feel like it would help. If, you know, if you had a really big issue, like a legit one with your advocate being able to switch easier"

"I completely agree with that. I think that would be amazing. If I could have just said, Hey, I want someone else. Because I knew that I was bombarding on the person that I wanted to become my advocate, when she was totally swamped with her own whole floor of people who needed help so and I noticed everyone gravitated towards her"

Recommendation #2: Create more opportunities for alumni to stay connected Warren Village community

Direct Quote(s):

"I think that would have been so cool for just– to learn about so much more that I didn't know – I probably had no clue about at the time – and just build a bigger community with Warren Village. When it comes to now as an alumni, the same thing: if there was more ways to get involved even outside being a peer resource navigator, or even just a way to, you know, evening childcare classes– evening childcare was back, and we could go to classes Warren Village at night."

"I just think that it'd be a lot easier if there was a way for us to feel like we have that support when we leave and I just don't I mean, I even I haven't even connected with Elise and I've been out for months now almost four months of Warren Village because I'm I just don't know, I don't I'm just like in my head. I'm like, Are you guys really there for me? Or, you know, was I just surviving in this program? Was I just going through it?"

16

RECOMMENDATIONS:

ALUMNI AND RESIDENT FUTURE ORIENTED THEMES

A Brief Note: This recommendation was also reflected in the staff themes that were not highlighted in this report. The staff themes pinpoint the obstacles to hiring a more diverse staff. These obstacles include lack of racial diversity in Denver, difficulty attracting a diverse applicant pool, low engagement with communities of color and a need for equitable hiring practices. Intentional ways to diversify staff will be included in the final portion of this report.

Recommendation #3: Warren Village should be more intentional about diversifying its staff especially in Family Services and the Learning Center as a more diverse staff could contribute to a more inclusive environment

Direct Quote(s):

"I just remember saying that. I was like, you know, it's just— obviously no one can be in my exact situation, but it would be nice if there was somebody who was in recovery, or had experienced mental health issues, or you know, even a Black woman that's an advocate. That would be so helpful to so many people because a lot of us really couldn't connect on the level that we could have had we had someone to relate to on that level."

"I feel like Warren Village should show up more in their efforts to diversify their staff, especially within the childcare, but then more so within Family Services, because the relationship between Family Services and the residents who live here has been strained so deeply by a lot of the people who work in Family Services that just happen to be white. "

"Yes, and I know this has been an ongoing topic with them, but more diverse staff here at Warren Village. And I feel as though their efforts to recruit more diverse staff could definitely be improved if they showed up at more diverse places, you know? If they showed up at places where minorities frequent, if Warren Village showed their faces in social media spaces where social issues that affect minorities are being talked about. Things like that."

17

RECOMMENDATIONS:

ALUMNI AND RESIDENTS FUTURE ORIENTED THEMES

Recommendation #4: Collaborate with residents and alumni to identify ways to be more inclusive of racial and cultural diversity within Warren Village

Direct Quote(s):

"I would definitely like to see them actually do more for just things that, you know, come up. You know, like Pride Month: do more than just put it on the calendar. Black History Month: do more than just pop it on the calendar and put it on our doors. More acknowledgement, you know? More of an environment that feels inclusive here, like more pictures of people on the wall who truly made a difference here who are of color. "

"I wish they would reach out to residents more to see what is it that you want to see, you know? Like, "if we were to do this with this holiday," or "this is coming up soon.""

Recommendation #5: Provide residents and alumni the space to have input on childcare policies

Direct Quote(s):

During a focus group with several residents a resident voiced that she "wished they'd go back to extended childcare hours" (she works 12-hour nursing shifts) and wants to see more opportunities to discuss/influence choices around childcare. Two other residents agreed with this.

18

RECOMMENDATIONS

ALUMNI AND RESIDENT FUTURE ORIENTED THEMES

Recommendation #6: Opportunities for more social events led by residents and alumni for residents and alumni

Direct Quote(s):

During a focus group with several residents a resident voiced that she would like to see more social events celebrating them as moms, suggested “mommies and mimosas/muffins” event, or doing makeup with some of the residents who are talented makeup artists, or other pampering things for moms. Wants to see more events that make moms feel supported, rewarded and appreciated. She said she’d want to be part of committee to help decide on this”

Recommendation #7: Establish a participant led channel for engaging with alumni and residents

Direct Quote(s):

"I feel like maybe if we had some committee or something to brainstorm on how we can kind of like maybe even a, what do you call it, someone that can do flyers or whatever, um, I can't think of the word I apologize marketing specialists that can help those alumni become more involved. Because I think if we grow that part of it it would turn back into the whole mentoring thing, because that's exactly what we're trying to do."

"So maybe finding a way to like, I don't know, try and reach out to people after the fact, because I just feel like a lot of times, then the negative experiences (of alumni) are easily, easily fixed, or there's a solution. And it's just not communicated correctly, if that makes sense."

"Well, I think that a (resident and alumni led committee) would be good to help give like people who may be still don't feel comfortable voicing their concerns and opinions to like, you know, admin at Warren village. You know, it's kind of like a buffer to where you know, they voice they're concern to a peer. "

19

ANALYSIS SUMMARY

Warren Village is making the effort to improve cultural competency, racial diversity and inclusivity of residents and alumni within the organization. Therefore, while staff were interviewed, this report prioritized sharing the views of alumni and residents around having more of a voice in programing design and change. Overall, the positive, negative and future oriented themes depict the complex and layered experiences of alumni and residents at Warren Village. Through this qualitative analysis Warren Village has the opportunity to identify next steps to build upon its strengths and address areas of improvement.

Reflected in this analysis is that cultural and racial diversity among alumni and residents is a source of capital that should be recognized and uplifted in order to create a more inclusive environment. The two positive themes bring forth the importance of Warren Village continuing to celebrate cultural and racial diversity in meaningful ways that especially center and involve alumni and residents.

The areas of improvement are reflected in the negative themes category. Amongst the themes is a reoccurring message of the lack of cultural and racial diversity amongst staff impacting resident and alumni experiences during their time as residents. Staff racial and cultural diversity appears to be strongly related to the outcomes of resident experiences.

Data collected through the qualitative interviews has informed recommended next steps for Warren Village. The recommendations should be seriously considered by Warren Village leadership and staff. The future oriented themes or recommendations reflect resident and alumni participants motivations for participating and desires for future efforts in being involved in programmatic change and design. From the recommendations one can conclude that residents desire to have more of a voice on the policies and operations within Warren Village. Alumni and residents also expressed an interest in seeing more racial and cultural diversity amongst staff as well as being involved in the process of creating more inclusivity within Warren Village.

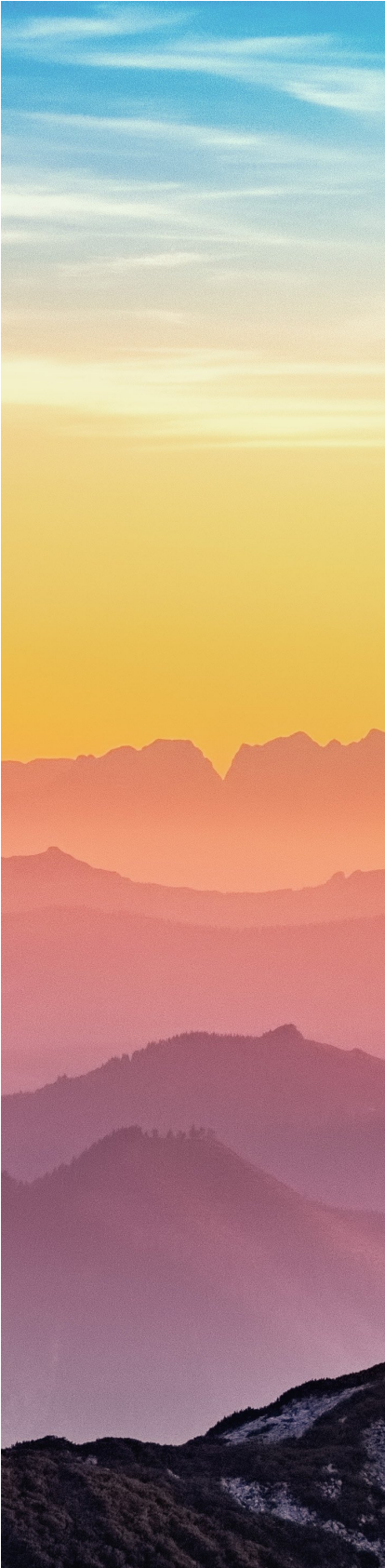
20

ANALYSIS SUMMARY

The final portion of this report will include a strategy for increasing meaningful resident and alumni involvement. This strategy will incorporate and build upon the recommendations provided by alumni and residents. A main component of this strategy will highlight recommendation #7: establish a participant led channel for engaging with alumni and residents. The participant led channel will take shape via a alumni and resident led advisory committee that will be an active voice in programming design and change within Warren Village. Prior to this strategy this report will provide a quantitative overview of participant perceptions of current mechanisms for engaging resident and alumni for feedback and participation. These current mechanisms include the Peer Resource Navigators, Family Voice, L.E.A.D and the recently formed Diversity, Equity and Inclusion committee. The quantitative overview also offers up feedback from participants on the proposed Resident and Alumni Advisory committee.

21

QUANTITATIVE FEEDBACK OF ALUMNI AND RESIDENT PROGRAMS



A participatory evaluation method was utilized to gather feedback from alumni and residents on participant centered programs such as Family Voice, Peer Resource Navigators, L.E.A.D and the Diversity, Equity and Inclusion committee (DEIC). Alumni and resident feedback on a potential Resident and Alumni Advisory Committee was also obtained and helped to inform the mechanisms of the proposed committee.

22

QUANTITATIVE FEEDBACK OF ALUMNI AND RESIDENT PROGRAMS: L.E.A.D.

L.E.A.D.

L.E.A.D. is a 10 month self-development program that was formed by alumnae and current board member Marsha Brown. L.E.A.D. continues to be resident led. Warren Village has invested in L.E.A.D. by establishing a budget for the program that has also contributed to its success. L.E.A.D. is a 10-month, self-development program with a transformational base model. The program is currently led by resident Reba Jones who describes the program as "more of a place where you can come and fall apart, pick yourself up again, and create a new way of being from all of your pieces that you just revealed within yourself."

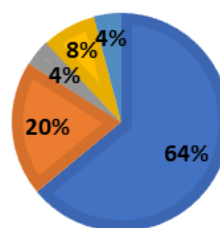
During the participatory evaluation process two questions were posed to alumni and residents 1.) How helpful was L.E.A.D. to you as a resident/current resident and 2.) If you were involved with L.E.A.D., how involved were you?

23

QUANTITATIVE FEEDBACK OF ALUMNI AND RESIDENT PROGRAMS: L.E.A.D.

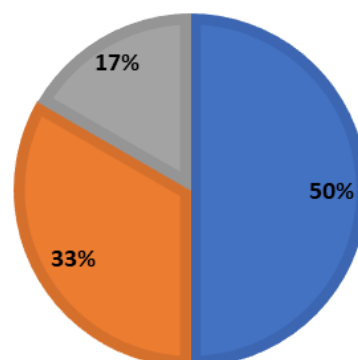
HOW HELPFUL WAS L.E.A.D TO YOU AS A RESIDENT/CURRENT RESIDENT?

- Very helpful (64%)
- Somewhat helpful (20%)
- Neither helpful or unhelpful (4%)
- Somewhat unhelpful (8%)
- Very unhelpful (4%)



IF YOU WERE INVOLVED WITH L.E.A.D HOW INVOLVED WERE YOU?

- Very Involved (50%)
- Somewhat Involved (33%)
- Not Involved (17%)



24

QUANTITATIVE FEEDBACK OF ALUMNI AND RESIDENT PROGRAMS: FAMILY VOICE

"Family Voice helped me with housing, school and better placement for me and my child".

- Warren Village alumnae

Family Voice

Family Voice is a periodic life skills class run by the Director of Family Services. Residents receive life skills credits for their participation. Additionally, Family Voice is an opportunity for residents to provide feedback on Warren Village programs.

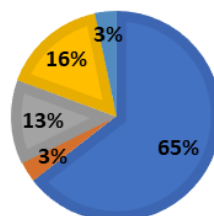
During the participatory evaluation process two questions were posed to alumni and residents 1.) How helpful was Family Voice to you as a resident/current resident? 2.) If you were Involved with Family Voice, how Involved were you?

25

QUANTITATIVE FEEDBACK OF ALUMNI AND RESIDENT PROGRAMS: FAMILY VOICE

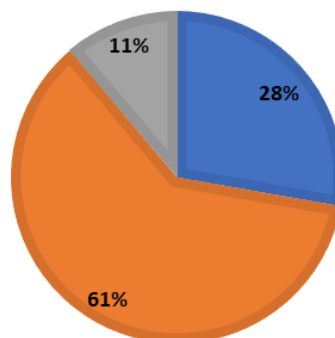
HOW HELPFUL WAS FAMILY VOICE TO YOU AS A RESIDENT/CURRENT RESIDENT?

- Very helpful (65%)
- Somewhat helpful (3%)
- Neither helpful or unhelpful (13%)
- Somewhat unhelpful (16%)
- Very unhelpful (3%)



IF YOU WERE INVOLVED WITH FAMILY VOICE HOW INVOLVED WERE YOU?

- Very Involved (28%)
- Somewhat Involved (61%)
- Not Involved (11%)



26

QUANTITATIVE FEEDBACK OF ALUMNI AND RESIDENT PROGRAMS: PEER RESOURCE NAVIGATORS

Peer Resource Navigators

The Peer Resource Navigators assist alumni in maintaining self-sufficiency after living at Warren Village through acting as a peer advocate to empower, educate and support Warren Village alumni. They provide referrals to local community agencies, edit scholarship essays, and provide advice about how to advocate for oneself within complex social service systems.

During the participatory evaluation process two questions were posed to alumni and residents 1.) How helpful has the Peer Resource Navigator program been to you as an alumni or resident? 2.) How often have you utilized the Peer Resource Navigators (for example, reached out to a Peer Resource Navigator)?

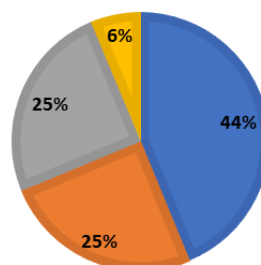
27

QUANTITATIVE FEEDBACK OF ALUMNI AND RESIDENTS: PEER RESOURCE NAVIGATORS

A BRIEF NOTE: THE PRN IS AN ALUMNI-FOCUSED PROGRAM. BOTH ALUMNI AND RESIDENTS RESPONDED TO QUESTIONS ON THE PEER RESOURCE NAVIGATOR PROGRAM. THEREFORE THE DATA MAY REFLECT SOME DISCREPANCIES OF USE OF THE PROGRAM. FOR EXAMPLE THE SECOND GRAPH REFLECTS THAT 38% HAVE NEVER UTILIZED THE PRN PROGRAM. THIS MAY REFLECT RESIDENT DATA.

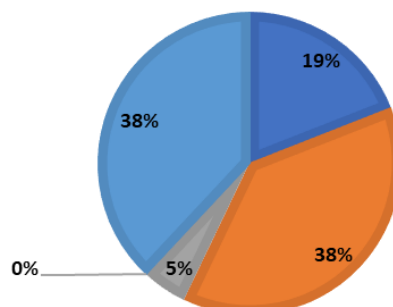
HOW HELPFUL HAS THE PEER RESOURCE NAVIGATOR PROGRAM BEEN TO YOU AS AN ALUMNI OR RESIDENT?

■ Very helpful (44%) ■ Somewhat helpful (25%)
■ Neither helpful or unhelpful (25%) ■ Somewhat unhelpful (6%)
■ Very unhelpful (0%)



HOW OFTEN HAVE YOU UTILIZED THE PRN PROGRAM ?

■ Yearly (19%) ■ Monthly (38%) ■ Weekly (5%) ■ Daily (0%) ■ Never (38%)



28

QUANTITATIVE FEEDBACK OF ALUMNI AND RESIDENT PROGRAMS: DIVERSITY, EQUITY AND INCLUSION COMMITTEE

Diversity, Equity, Inclusion Committee (DEIC)

The Diversity, Equity, and Inclusion Committee began meeting monthly in April 2021 with a solid group of members dedicated to making change internally and promoting equity among our programs. The group is made up of staff from all departments as well as residents and alumni (schedule-permitting). The DEI Committee is focusing its efforts on two different subcommittees, an Outreach subcommittee and a Policies & Procedures subcommittee. The co-leaders and committee are also taking the recommendations from our consultant, Praxis LLC, and creating an implementation plan to create goals and measures for this complex, intensive work.

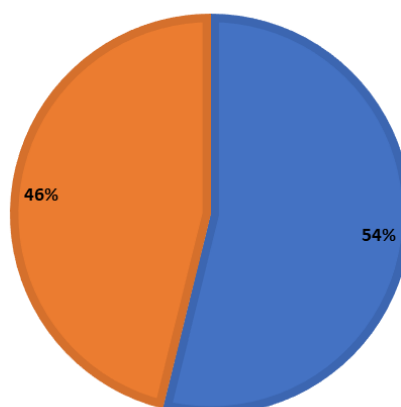
During the participatory evaluation process two questions were posed to alumni and residents 1.) Were you aware that alumni and residents can join the DEIC? 2.) Would you be interested in joining the DEIC? Due to the DEIC being newly formed these questions were aimed toward gauging alumni and resident awareness of said committees.

29

QUANTITATIVE FEEDBACK OF ALUMNI AND RESIDENT PROGRAMS: DIVERSITY, EQUITY AND INCLUSION COMMITTEE

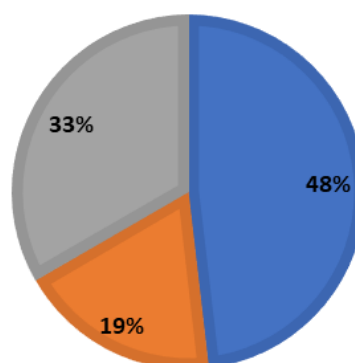
WERE YOU AWARE THAT RESIDENTS AND ALUMNI ARE
WELCOME TO JOIN THE DEI COMMITTEE?

■ Yes (54%) ■ No (46%)



WOULD YOU BE INTERESTED IN BEING PART
OF THE DEI COMMITTEE?

■ Yes (48%) ■ No (19%) ■ Maybe (33%)



30



QUANTITATIVE FEEDBACK OF ALUMNI AND RESIDENT PROGRAMS: PROPOSED RESIDENT AND ALUMNI ADVISORY COMMITTEE

Resident and Alumni Advisory Committee

The alumni and resident themes reflected that overall participants at Warren Village would like to have more of a say in hiring practices, DEI, childcare policies and other important aspects of Warren Village. One way that Warren Village could facilitate this is through a participant led channel such as an Resident and Alumni Advisory Committee.

During the participatory data collection alumni and residents were asked about the committee. More specifically regarding 1.) How interested are you in being part of the Resident and Alumni Advisory Committee? and 2.) Which aspects of Warren Village should the committee be involved in?

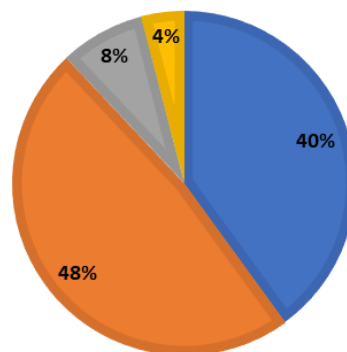
This data helps to show favor amongst alumni and residents for a Resident and Alumni Advisory Committee and to inform its implementation.

31

QUANTITATIVE FEEDBACK OF ALUMNI AND RESIDENT PROGRAMS: PROPOSED RESIDENT AND ALUMNI ADVISORY COMMITTEE

HOW INTERESTED ARE YOU IN BEING PART OF THE RESIDENT AND ALUMNI ADVISORY COMMITTEE?

■ Very Interested (40%) ■ Somewhat Interested (48%)
■ Somewhat not Interested (8%) ■ Not Interested (4%)



Which aspects of Warren Village should the committee be involved in?



32

POTENTIAL MODELS TO ENGAGE RESIDENT AND ALUMNI

COMPARABLE COMMUNITY ORGANIZATION EFFORTS

The chart below outlines the models of local community organizations to engage participants as partners. These organizations include The Delores Project, The Mile High Early Learning Center, Emergency Family Assistance Association and Growing Home. Interviews were conducted with staff at these organizations to understand how they were formed, implemented and sustained.

These models can be used to inform similar participant led mechanisms within Warren Village.

Guest Advisory
Committee

Resident Advisory
Committee
(community circle)

Participant
Advisory
Committee

Program Advisory
Committee

Participant
Centered
Approach

Policy Council

33

POTENTIAL MODELS TO ENGAGE RESIDENT AND ALUMNI

COMPARABLE COMMUNITY ORGANIZATIONS EFFORTS CONTINUED...

The interviews with comparable community organizations provided insight into how Warren Village can implement similar mechanisms. The following pages summarize main points from the interviews.

How was the need for this identified?

- For most of the models staff or the board of directors identified the need for a participatory model as they wanted to engage participants in a meaningful way.
- Growing Home recognized that their staff did not reflect the populations which the organization served which led to them identifying a need to create an approach to make Growing Home a space where participants felt comfortable.
- The Board of Directors at the Emergency Family Assistance Association identified the need for their Participant Advisory Committee.

Overall the need for these models were identified by staff as they recognized the importance of engaging participants in decision making. The lessons that these organizations learned are similar to what Warren Village is facing now - such as addressing the fact that staff don't necessarily represent the populations in which it serves.

34

POTENTIAL MODELS TO ENGAGE RESIDENT AND ALUMNI

COMPARABLE COMMUNITY ORGANIZATIONS EFFORTS CONTINUED...

The interviews with comparable community organizations provided insight into how Warren Village can implement similar mechanisms. This following pages summarize main points from the interviews.

What were/are the challenges to forming this initiative?

- The Delores Project expressed that attendance of participants was a factor in forming the committee. They were able to overcome this by staff putting in extra effort to understand participant needs.
- Participants' lives may not always allow them to continuously participate. The Emergency Family Assistance Association noted that recruitment and formation of their Participant Advisory Committee took extensive efforts including holding informational meetings to recruit for the committee.
- Internal conflict between participants should be anticipated. Growing Home shared that staff may have to play the role of facilitator and/or mediator.
- Be sure that the committee's input is implemented and that there is a healthy level of transparency. Create meaningful feedback loops.

35

POTENTIAL MODELS TO ENGAGE RESIDENT AND ALUMNI

COMPARABLE COMMUNITY ORGANIZATIONS EFFORTS CONTINUED...

How do you involve people with lived experience?

- Show participants how their involvement could support their long term professional and personal goals.

"I had one parent who was like I want to do this so that I can feel better about reentering the workforce because she had left her last one to have a child. They felt as though "I don't feel like I have skills that are marketable for a job." And I was like you absolutely do. You know so we, she gave a lot of confidence in creating budgets and doing that sort of thing. And then when it came time to like find a job they asked can you be one of my references? I said absolutely"

- Stacia Harris, Early Head Start-Child Care Partnership Director

- **Incentivize participation.** Participants should be compensated for their time as their involvement is valuable and is also labor. The Emergency Family Assistance Association offers a \$45 monthly stipend to PAC members. This helps to remove some barriers to participation. At the Mile High Early Learning Center this looks like ordering pizza for late night meetings.
- **Continue to evaluate equitable practices.** It is critical to continuously assess the needs of participants and how the efforts implemented to engage them are participant centered.
- **Support participants** in their journey to becoming more involved with decision making. The Mile High Early Learning center assist parents in creating their campaigns for a spot on the committees.

36

INCREASING MEANINGFUL INVOLVEMENT OF RESIDENTS AND ALUMNI

NEXT STEPS

A strengths-based approach will be essential to forming a mechanism that is participant led and fosters sustainable, equitable participation of alumni and residents. The racial and cultural diversity among alumni and residents is a strength which Warren Village should draw upon. Their lived experiences can be an asset to Warren Village's growth into a transformative and radically inclusive space.

While Warren Village has made great strides toward uplifting racial equity and inclusivity of participants there are some aspects of Warren Village that need to be immediately addressed. **A need for more racial diversity amongst staff is one such theme that was reflected in the qualitative data of alumni, residents and staff and can help to sustain alumni and resident involvement.**

The Praxis report highlighted some ways to improve racial diversity amongst staff. Warren Village should seriously consider implementing these as one step toward improving racial and cultural diversity and engaging alumni and residents.

37

INCREASING MEANINGFUL INVOLVEMENT OF RESIDENTS AND ALUMNI

NEXT STEPS : DIVERSIFYING STAFF

The following bullets summarize the recommendations made by the 2021 Praxis report on diversifying Warren Village staff. Warren Village is planning to hire a part time Diversity, Equity, Inclusion and Culture Officer. This role could help to support the creation of the Resident and Alumni committee.

- **Hire alumni.** There is a current policy that requires alumni to live outside of Warren Village for at least two years to be considered for employment. How could Warren Village create a pipeline for qualified alumni to become staff members.
- **Evaluate hiring practices and advancement requirements.** How do these practices reinforce classist and white supremacist ideas around professionalism? Who is being denied access to these roles based on current hiring practices? How can Warren Village diversify its applicant pool?
- **Increase outreach to BIPOC communities when hiring.** Consider partnering (for hiring purposes) with community colleges, universities and BIPOC serving organizations and institutions in Denver (as well as the greater Colorado area) to attract a more diverse applicant pool.

38

INCREASING MEANINGFUL INVOLVEMENT OF RESIDENTS AND ALUMNI

NEXT STEPS: IMPLEMENTING AN ALUMNI AND RESIDENT ADVISORY COMMITTEE

As evidenced by the qualitative and quantitative analysis conducted alumni and residents would like to have more of a voice in programming. 40% of alumni and residents that participated in the evaluation stated that they would like to be involved in the formation of a Alumni and Resident Advisory Committee. Their input is valuable and fills in gaps in knowledge that exist within Warren Village. In order to better engage alumni and residents it is suggested that Warren Village implement the Alumni and Resident Advisory Committee. This committee should be participant led and staff will play a supporting role to the committee.

The quantitative data collected through the analysis process informed that **alumni and residents would like the committee to be involved in (in order of importance)**

- The survey process for residents and alumni
- Planning for social activities
- Participating in the staff hiring process
- Providing feedback on Warren Village policies
- Participating in Warren Village's strategic planning process
- Providing feedback or input on marketing campaigns

INCREASING MEANINGFUL INVOLVEMENT OF RESIDENTS AND ALUMNI

NEXT STEPS: IMPLEMENTING AN ALUMNI AND RESIDENT ADVISORY COMMITTEE

The feedback from the evaluation should inform the formation of the Alumni and Resident Advisory Committee. The following bullets outline the phases or next steps to be taken for the committee to be formed.

Phase 1: Committee Preparation

This phase will involve setting the foundation for the committee. **A dedicated staff will be required in order to kickoff phase 1.** Therefore it is critical to identify staff who can help to facilitate the formation of the committee. **Leaders amongst alumni and resident should be a part of this process as well. Participants involved in the DEI Committee, Family Voice, L.E.A.D and the Peer Resource Navigators would be great resources to building the foundation for the committee.**

Phase 1 should involve the following steps with the support of staff and leaders amongst alumni and residents.

- **Incentivization.** Prior to approaching potential candidates consider how will participants be compensated for the time? What are the benefits to being a part of the committee?
- **Establish an informal or formal process of finalizing the committee.** This will be decided by resident and alumni leaders and dedicated committee staff. The process could be an formal election where alumni and residents vote or informal where whomever shows interest is a part of the committee.

40

INCREASING MEANINGFUL INVOLVEMENT OF RESIDENTS AND ALUMNI

NEXT STEPS: IMPLEMENTING AN ALUMNI AND RESIDENT ADVISORY COMMITTEE

Phase 1: Committee Preparation

- **Participant recruitment.** Leaders amongst alumni and residents and staff will work together to identify participants who are interested in being a part of the committee. Alumni and resident leaders and staff can decide beforehand how many individuals should be recruited.

Programs such as Family Voice and L.E.A.D could be a fruitful place to start recruitment. These programs center current residents and those residents tend to be more involved in Warren Village programs. Alumni can be reached through the Peer Resource Navigators and the Alumni Navigator. **Other outreach methods could be used as well such as Family Advocates reaching out to residents** and marketing the committee to residents and alumni via emails or flyers.

Phase 2: Formation of Committee Processes

Once the committee is established committee processes such as membership requirements, member roles, bylaws (if necessary), functions, meeting times etc. should be established. These policies should reflect the capacity of alumni and residents.

Phase 2 should involve the following steps with the support of staff and leaders amongst alumni and residents.

41

INCREASING MEANINGFUL INVOLVEMENT OF RESIDENTS AND ALUMNI

NEXT STEPS: IMPLEMENTING AN ALUMNI AND RESIDENT ADVISORY COMMITTEE

Phase 2: Formation of Committee Processes

- **Establish a statement of purpose and committee policies that help to give the committee structure and guidance.** These policies should be created by alumni and residents with the support of staff.
- **Create an accessible, public facing document that outlines the statement of purpose and committee policies.** Transparency will be significant to the success of the committee. This document will not only be a guiding point for the committee but also inform alumni, residents, staff and board members of the committee's purpose and processes.

Phase 3: Integration of the Committee into Decision Making Processes

The Resident and Alumni Advisory Committee has been fully formed. Recruitment and committee structure has been formed. Phase 3 details steps toward ensuring that the committee is fully engaged throughout programmatic change and design at Warren Village.

42

INCREASING MEANINGFUL INVOLVEMENT OF RESIDENTS AND ALUMNI

NEXT STEPS: IMPLEMENTING AN ALUMNI AND RESIDENT ADVISORY COMMITTEE

Phase 3: Integration of the Committee into Decision Making Processes

- **Introduce the committee.** Who makes up the committee? How can alumni and residents reach out with concerns? This introduction should answer those questions for the Warren Village community. The introduction could take shape of a brief announcement or be included in an organization wide newsletter (that includes alumni and residents). Perhaps the committee could stage a virtual or in person meet and greet with alumni and residents.
- **An initial meeting with staff leadership and the Board of Directors** is an essential next step in phase 3. This meeting should focus on rapport building and establishing a foundation for a mutually beneficial relationship between participant and staff leadership.

Phase 4: Sustaining Continued Participation

The final phase is ongoing. Participants' capacity may shift, causing changes to occur frequently in the committee structure. Phase 4 includes a continued evaluation of alumni and residents needs for continued involvement.

43

INCREASING MEANINGFUL INVOLVEMENT OF RESIDENTS AND ALUMNI

NEXT STEPS: IMPLEMENTING AN ALUMNI AND RESIDENT ADVISORY COMMITTEE

Phase 4: Sustaining Continued Participation

Phase 4 draws upon the lessons provided by comparable community organizations and their models for participant engagement.

- **What does equitable involvement look like for the Resident and Alumni Advisory Committee participants?** Regularly check in with the committee on their capacity and needs. This will help to sustain their continued involvement. For example, if a stipend as a form of compensation is implemented should this be increased based on amount of work the committee is doing?
- **Continue to support alumni and residents in their journey toward becoming more involved.** Especially in the beginning, alumni and residents should feel that they have the full support of staff in being more vocal in Warren Village decision making. For example, coaching committee members before presenting to staff or attending board meetings is a form of support.
- **Cultivate leadership within the committee.** The committee members act as leaders and liaisons between staff and alumni and residents. Through continued support of staff, committee members will be able to grow into leaders who are effective advocates for the Warren Village community.

44

INCREASING MEANINGFUL INVOLVEMENT OF RESIDENTS AND ALUMNI

NEXT STEPS: IMPLEMENTING AN ALUMNI AND RESIDENT ADVISORY COMMITTEE

Phase 4: Sustaining Continued Participation

Phase 4 draws upon the lessons provided by comparable community organizations and their models for participant engagement.

- **Close feedback loops.** Committee members and general alumni and residents should be able to see their input put into practice. When the committee is engaged in the decision making process on a particular policy and voice specific concerns then those concerns need to be reflected in those final decisions.
- **Make a concerted effort to recruit staff who have similar experiences/backgrounds of the committee members to work closely with the committee.** The qualitative analysis reflected themes of alumni and residents feeling alienated due to staff not reflecting their personal identities. Therefore it is important to ensure that staff who are working with the committee share similar lived experiences or identities.

45

CLOSING STATEMENT

Warren Village is in a unique position to transform the way it centers power internally and participates in a white supremacist system. Centering participant voices is a step toward becoming a more equitable organization, but this step will take a great amount of time and resources. Therefore, a commitment beyond dialogue, evaluation and speculation is required at all levels of Warren Village. The resources to carry out the task of including participants in decision making lie within Warren Village and the surrounding communities which it serves. The social, political and other types of capital to implement this initiative is not out of reach.

The contents of this report are guiding points to creating a more participant centered environment at Warren Village. Warren Village has many strengths to draw upon in creating the infrastructure to facilitate full participant engagement. While it may take some time and there will be obstacles to fulfilling this goal, obstacles should be seen as opportunities for learning. It is important to reiterate that strengths-based and participant centered approaches are frameworks which Warren Village can adopt in order to push forth a participant centered strategy in a sustainable and meaningful way.

APPENDIX

A.PROJECT OVERVIEW

The evaluation aimed to inform a sustainable, equitable and participant centered mechanism for meaningful resident and alumni involvement.

Objective 1. **Gain an understanding of current efforts to incorporate resident and alumni participation in programming design and change**

- Deliverable: **Write-up from interviews detailing current efforts and feedback**

Objective 2. **Research comparable community organizations' efforts to create similar mechanisms for client participation and involvement to inform similar mechanisms at Warren Village**

- Deliverable : **Brief outline of mechanisms and recommendations for Warren Village**

Objective 3. **Evaluate current mechanisms for engaging resident and alumni for feedback and participation**

- Deliverable: **Outline of the strengths and weaknesses of current projects**

Final Deliverable: **Strategic implementation plan to increasing meaningful resident and alumni involvement;**