

Evaluation of Equity, Diversity, and Inclusion Practices at The Mockingbird Society

Karolynn Tom

YDP 8060: Youth Development in the Context of a Global and Diverse Society

December 15, 2017

Clemson University

The Mockingbird Society (TMS) is a non-profit advocacy organization in Washington State that works with children, youth, and families to improve the foster care system and end youth homelessness (The Mockingbird Society [TMS], 2017). Mockingbird has three program departments, Youth Programs, Family Programs, and the Public Policy and Advocacy team. The Youth Programs works with youth and young adults ages 13-24 who have lived experiences with foster care and/or homelessness by engaging them in seven chapters across the state. Each chapter works through an annual advocacy cycle where they identify policy issues, propose solutions, and advocate for positive changes in the foster care and homeless response systems. The Family Programs works to implement the Mockingbird Family Model (MFM), a unique foster care delivery model, throughout the state, the nation, and the world. The MFM creates a micro-community of foster homes with at least one highly experienced foster parent. This micro-community forms a constellation that provides emotional and logistical support to each other, much like an extended family. The Public Policy and Advocacy team partners with both the Youth Programs and Family Programs to support the advocacy efforts at the state level.

The Mockingbird Society aims to serve a large population which is diverse in many aspects. There were over 9,000 youth in out-of-home placement as of October 1st, 2017 in Washington State (Partners for Our Children, 2017). In addition, there were over 13,000 unaccompanied youth and young adults who experienced homelessness last year in Washington (Noble, 2016). Youth in care are disproportionately People of Color, with African Americans being overrepresented by almost double compared to the general population (Wulzcyn & Lery, 2007). In addition, LGBTQ youth are also disproportionately in the foster care system (Wilson, Cooper, Kastanis, & Nezhad, 2014). Similarly, People of Color and those who identify as LGBTQ are more likely to experience homelessness (Morton, Dworksy, & Samuels, 2017).

Furthermore, youth in care (Pecora et al., 2005) and youth who experience homelessness (Morton et al., 2017) have a high incidence of mental health and other chronic illnesses. Youth and alumni of the foster care and homeless response system also have lower educational attainment (Morton et al., 2017; Pecora et al., 2005).

Mockingbird's targeted program population is diverse in many ways from race/ethnicity, LGBTQ, disability identities. To fulfill its mission Mockingbird must create an inclusive environment that honors diversity. Importantly, a new initiative has been started at TMS to create an Equity, Diversity, and Inclusion plan. The goal of this paper is to evaluate The Mockingbird Society's current diversity, equity, and inclusion practices. Afterwards recommendations will be discussed for the Equity Committee to consider as it begins this essential work.

Evaluation

To begin to evaluate the current level of diversity, equity, and inclusion policies and practices at The Mockingbird Society, the Organizational Responses to Diversity model proposed by Minors (1996) is useful (as cited in Allison, Schneider, & Kivel, 2016). This model describes six stages of organizational inclusion that exist on a continuum. Organizations in the first two stages, Excluding Organization and Passive Club, are considered discriminatory organizations. Discriminatory organizations promote the dominant culture and exclude diverse individuals. In stages three and four, organizations are considered nondiscriminatory. Nondiscriminatory organizations actively espouse inclusion and diversity principles, but ignore the power dynamics between the dominant and marginalized cultures. In stage three, or the Token Acceptance stage, organizations have begun to create policies for greater inclusion. These agencies tend to have more diverse individuals in frontline positions who are doing the

direct services; but, there is less diversity represented in managerial positions. Organizations in the Symbolic Equity, or fourth stage of the model, have policies to encourage inclusion of diverse individuals, but fail to follow through with the policies. In addition, these organizations value and prioritize diversity training. Finally, anti-discriminatory organizations comprise the final two stages of the model. Organizations in the fifth and sixth stages actively promote diversity and inclusion in both policy and practice. These organizations are considered in the Substantial Equity (fifth) or the Including Organizations (sixth) stages (Allison et al., 2016).

In using the Organizational Responses to Diversity model, The Mockingbird Society would be considered a Nondiscriminatory organization. In the continuum, TMS policies and practices most closely align with stage three or Token Acceptance, and is making some movement into the Symbolic Equity stage. Mockingbird would be classified as a Token Acceptance organization because it espouses to be an inclusive organization and stresses that its programming has a specific emphasis on serving People of Color and LGBTQ individuals. Even so, these policies are not explicitly written anywhere, and current organizational practices continue to best serve the mainstream culture. In addition, TMS has the most diversity hires at the bottom of the organization. It is beginning to enter the Symbolic Equity stage because TMS has begun to prioritize diversity training; however, the commitment to have ongoing training has yet to be established. In addition, with the creation of the Equity Committee more conversations about being responsive to the diverse needs of program participants are occurring. Of note, no conversations, policies, or practices are being initiated concerning inclusion practices for individuals with disabilities. It seems that Mockingbird has yet to “recognize disability as a marker of diversity” (Devine, 2017, p. 175).

Staff and Leadership

To be an Including Organization Mockingbird will need to improve their employment policies and practices. Lefkovitz (2016) recommends that organizational staff look like the program participants and community they serve. Importantly, Mockingbird currently defines diverse hires to include those who have lived experience with foster care and/or homelessness. Using this definition, Mockingbird's diverse hires are concentrated in the entry-level or bottom level of the organization. TMS employs program participants on a part-time basis. These participant staff account for half of the entire staff. This is a positive inclusion practice as it shows value for those that come from diverse backgrounds. However, all the participant staff positions are part-time. Most of the participant staff positions are limited to 10-20 hours per month. There are five participant staff positions that are scheduled for approximately 15 hours per week. Of note, the only staff that do not make a living wage, are the participant staff. Even as Mockingbird has taken strides to hire diverse individuals at the bottom of the organization, there are significant barriers for individuals in these participant staff positions to be promoted. Outside of the participant staff, two senior management staff, including the Executive Director have lived experience with foster care and/or homelessness. While People of Color and those who identify as LGBTQ are over-represented in foster care and homelessness populations, they do not comprise a significant proportion of Mockingbird's overall staff. In fact, People of Color represent less than 20 percent of the total staff, with most of those individuals being frontline staff.

Besides senior management positions, Mockingbird also lacks diverse representation on the Board of Directors (BOD). Advisory boards should be composed of people from all the segments of the community (Kivel & Kivel, 2016). There are current and former social workers and foster parents on the Board, which constitutes a strength. However, there are no individuals

with foster care or homelessness experience on the Board, besides the Executive Director who is a non-voting member. Furthermore, there are no foster parents who are currently part of a Mockingbird Family Model constellation who sit on the BOD. Also, while Mockingbird is a state-wide organization all board members live on the West side of the state, with most of the members residing in the greater Seattle area. The lack of geographical representation limits the Board's understanding of the unique challenges that face the staff and participants in areas outside of Seattle.

Programming

In line with the Token Acceptance stage, Mockingbird espouses inclusion, but program practices do not necessarily align with true inclusion. For the Youth Programs, one main weakness is that there is minimal effort to create accommodations for those with disabilities. Program activities are often designed for the most abled individuals. There are several participants who are on the autistic spectrum, yet staff are ill-trained in how to best provide accommodations for these individuals. In fact, in the summer of 2017, one participant was excluded from one of Mockingbird's biggest events because staff felt they were not prepared to support the young person. Six months later this young person still mentions how they are sad that they were not able to attend and that they hope they will be selected to go next year. Another participant at the summer event could not fully participate because they were overwhelmed and overstimulated by the crowd and by the noise. The staff had not intentionally thought about the needs of those who have lower sensory stimulation limits. While creating and implementing appropriate accommodations for program participants is a clear weakness, Youth Programs staff have made small efforts to create a more inclusive program. One way they have done this is by working to modify activities for those with learning disabilities and different

literacy levels. Importantly, this effort could be better supported if staff were properly trained on modifying activities for different learning styles and abilities. Currently, there is no diversity training budget or schedule for staff. However, if a staff member finds a training at no or low cost, they are usually supported in attending.

Mockingbird's Family Programs staff work in a consulting fashion helping foster care licensing agencies implement the Mockingbird Family Model. They have been successful in outreaching to a significant number of communities. The fact that the MFM is being implemented in several different countries shows some level of cultural competency. Currently, the other countries that have begun to implement the MFM have very similar cultural values and norms to those held in the United States according to Hofstede's Cultural Dimensions model (Hofstede Insights, 2017). Hofstede's Cultural Dimensions model will be discussed in more detail below. Unfortunately, the Mockingbird Family Model has not been intentionally modified to serve different cultures. In this sense, the model is rigid and conforms to mainstream cultural values only. Another challenge for the Family Programs, is that it relies on partner agencies to recruit the foster families. While staff seem to support recruitment of diverse families into MFM constellations, there is no written policy or specific practice that prioritizes and/or encourages this recruitment of a diverse set of foster families.

Recommendations

Process

As The Mockingbird Society begins its work on developing an Equity, Diversity, and Inclusion (EDI) plan there are several recommendations concerning the process that should be considered. Overall, TMS should take an organizational learning approach that follows deuteron learning. A deuteron organizational learning approach would include an assessment of what

needs to change followed by creating the changes identified, and then an evaluation of the effectiveness of the changes should be conducted (Salk, Bartlett, & Schneider, 2016). TMS should prioritize creating a cultural responsive framework of policies and practices rather than a culturally competent framework. The term cultural responsive aligns better with the idea that culture is fluid and dynamic (Simpkins, Riggs, Ngo, Etekal, & Okamoto, 2017). In contrast, the term competence suggests that a person can reach an end goal of learning (Simpkins et al., 2017). In fact, Campihna-Bacote (2002) argued that cultural competence training should be seen as an ongoing process (as cited in Mowatt, Ostermeyer, & Floyd, 2016). In using a deuteran learning and cultural responsive framework the Equity Committee should incorporate opportunities for continuing evaluation of policies and practices, which may include a specific timeframe for updating the entire EDI plan.

Mockingbird needs to be strategic in including a variety of individuals in the development of the EDI plan. The Equity Committee should be comprised of members at all levels of the organization from frontline staff to senior management (Third Sector New England [TSNE], 2010). Also, members of the Board of Directors and participants in both the Youth and Family Programs should be invited to participate on the committee (TSNE, 2010). Furthermore, representatives from the entire organization including staff, program participants, and other stakeholders including the Board of Directors and external organizational partners should be included in strategic ways throughout process (TSNE, 2010). For instance, all stakeholders should be surveyed at the beginning of the implementation process in an organizational cultural audit (TSNE, 2010). This survey should be used to evaluate current knowledge and perceptions about Mockingbird's organizational inclusion policies and practices (TSNE, 2010). Additionally, the survey can be used to identify diversity training topics (Kivel & Kivel, 2016).

The Equity Committee should also ensure that all stakeholders are informed about the progress the committee is making on the creation and implementation of the EDI plan, and continually illicit feedback from this larger group of stakeholders (TSNE, 2010).

A final note on the process of the creation and implementation of an EDI plan is that appropriate resources need to be allocated for the creation and implementation of the plan or framework. The Equity Committee needs to create a budget for the work of the EDI plan (TSNE, 2010). Important items to include in the EDI budget would include money for staff time, training, material resources, and perhaps consulting fees (TSNE, 2010). While some budget items, such as consulting fees, may be needed only for the initial EDI plan efforts, most items will be ongoing expenses. For example, EDI efforts should be included in staff member's regular duties, with supervisors understanding EDI tasks as a priority among the day-to-day tasks (TSNE, 2010). Another continuing expense will be for diversity training because it should be done on an ongoing basis (Kivel & Kivel, 2016). Finally, money should be set aside for the creation of culturally responsive program materials and decorations (Lefkovitz, 2016).

Staff

Mockingbird lacks clear diversity, equity, and inclusion guidelines for hiring, promoting, and retaining a diverse set of staff. One recommendation is for TMS to create a clear pathway for participant staff to be promoted to full-time positions. Currently, one barrier that faces participant staff is the education requirements. Mockingbird should evaluate their requirements and whether there are unintentional biases against those in the community that they desire to serve. Importantly, everyone has implicit biases. An implicit bias is an attitude or belief that someone may have that they may be unaware of (Project Implicit, 2011). Harro (2010b) describes the Cycle of Socialization as one way to understand how implicit biases form, from the

first socializations by a person's main caretakers, to the institutional socializations by a person's community, to enforcements actions by the community. Each step in the cycle serves to reinforce both positive and negative biases towards different identities. Institutional policies that maintain the oppression of marginalized groups serve to prevent full inclusion and equity (Harro, 2010b). By creating a promotion pathway for participant staff, Mockingbird will be working through what Harro (2010a) calls the Cycle of Liberation. Harro (2010a) argues that it is through the activities in the Cycle of Liberation that oppression can be dismantled, and greater equity achieved.

Another recommendation is that there be a greater emphasis on diversity training for all staff. Many authors suggest that cultural competency trainings are an essential part of improving equity, diversity, and inclusion in organizations (Bedini & Stone, 2016; Ceconi, 2016; Devine, 2016; Kivel & Kivel, 2016; Mowatt et al., 2016). As mentioned in the evaluation, there is currently no diversity training budget or schedule for staff members. Furthermore, the few trainings that have been done have not been offered to most of the participant staff. The Equity Committee should create a training schedule that covers a variety of topics. Trainings should cover equity, diversity, and inclusion as it relates to race/ethnicity, LGTBTQ, disability, religion/spirituality, and class, among others. Disability cultural responsive training should be prioritized for the Youth Programs staff. Specifically, a training on serving those on the Autistic spectrum would be beneficial for Youth Programs staff. Additionally, Youth Programs staff need the knowledge and resources to best accommodate a wide range of literacy levels and learning styles. In keeping in the culturally responsive framework, the training topics and schedule should be flexible in order to meet the needs of the current organizational and cultural

dynamics. The Equity Committee and senior management should continually seek feedback and suggestions for training needs from staff and program participants.

Additionally, it is crucial that staff participate in quality cultural competency and diversity training. Quality training begins with quality facilitators (Bedini & Stone, 2016). Trainers need to be confident in facilitating difficult conversations that may come with high emotions and they need to be willing to go beyond the normal diversity topics and their experiences (Bedini & Stone, 2016). Some characteristics of quality diversity training include that it covers attitudes along with the knowledge and skills to create program and organizational change, that there be enough space to fully debrief the topic, and that they highlight the importance of being an ally (Bedini & Stone, 2016). Finally, quality diversity training will focus on system changes and not just personal biases (Bedini & Stone, 2016). Mockingbird should prioritize trainings that meet these standards and keep a running list of trainings to repeat and trainings to avoid. This will be a helpful resource as new staff join the Mockingbird team.

Leadership

Regarding the leadership at The Mockingbird Society, a greater effort to include a diverse set of individuals on the Board of Directors should be made. Kivel and Kivel (2016) recommend that governing boards should have representation from all segments of the community. In fact, it can be argued that for true equity and inclusion, power must be shared by all those involved (Kivel & Kivel, 2016). Therefore, program participants should be supported in becoming a part of the BOD. Ideally, at least one young person who is active in the youth programming and one foster parent involved in an MFM constellation should be on the Board. Additionally, efforts should be made to recruit and support board members from the East side of the state. To support

active participation on the BOD, Mockingbird should consider providing financial assistance to these individuals to help with travel costs and to honor the time commitment.

Since there are currently few diverse individuals on the senior management team, a second recommendation to improve inclusion in organizational leadership is for TMS to establish clear recruitment, hiring, and retention policies and practices for senior management positions. This effort would work to ensure that staff look like those they serve (Lefkowitz, 2016). Much like the general staff recommendation, the Equity Committee should initiate an evaluation of current policies and procedures for unintentional biases that may be preventing diverse hires being selected for senior management positions. Specifically, Mockingbird should work towards hiring more individuals with lived experience in the foster care and homelessness systems, People of Color, LGBTQ individuals, persons with disabilities, and those from different socioeconomic statuses. Again, this may look like creating a clear pathway for promotion within current employees. By increasing the number of diverse hires represented at the top of the organization, Mockingbird will move towards becoming a more inclusive organization where diverse individuals are empowered at every level and there are no significant differences in the levels of diverse representation between program participants, front line staff, and senior management (Allison et al., 2016).

Programming

Mockingbird Youth Programs should evaluate their programming practices specifically regarding supporting inclusion of participants with disabilities. One strategy that should be incorporated into program activity planning is Universal Design (UD) principles. Universal Design principles aim to ensure buildings, activities, and programs are available to all people to the greatest extent possible (Ceconi, 2016). In general, utilizing UD principles means increasing

options that individuals may choose from depending on their needs (Art Beyond Sight, 2014; Ceconi, 2016). One of the most common strategies for implementing UD is using a multisensory approach (Ceconi, 2016). This means that activities utilize at least two of the five senses: sight, smell, touch, taste, sound. The other UD principles include:

- Equitable use – The program is inclusive and doesn't segregate or stigmatize any participants. For example, do not call attention to the accommodation as this can stigmatize and embarrass the individual.
- Flexibility in use – The program provides appropriate accommodations that individuals are free to choose from.
- Simple and intuitive use – The program activities can be understood no matter the level of ability. Specifically, the activities are accessible to people with different levels of literacy and knowledge.
- Perceptible information – The program activities utilize different modes of presentation to share the same information, such as vocally giving the information and providing written material.
- Tolerance for error – The program activities limits the likelihood for hazards and safety issues.
- Low physical effort – The program activities ensure that there is not excessive physical activity that could lead to fatigue.
- Appropriate size and space for approach and use – The program activities are arranged such that all individuals can reach materials and participate irrespective of mobility or size (Art Beyond Sight, 2014).

In addition, UD principles have been brought into the classroom through the Universal Design for Learning (UDL) model (University of Vermont [UVM], 2017). UDL essentially aligns with UD principles, with the added emphasis on the importance of planning, presenting material to meet different learning styles, setting individualized goals, and opportunities for students to engage and lead their learning (UVM, 2017). Youth Program staff should specifically look at incorporating UDL principles in the creation of training curriculum. While no experience can be made completely accessible to everyone, knowing the needs of program participants can make sure that staff provide the most effective set of accommodations. On a final note, disability advocates stress that providing accommodations should just be a normal part of any organization and program activity (Devine, 2016; Ladau, 2017). As Devine (2016) states, “creating a culture of inclusion means *expecting* that people with disabilities will be active participants in all services that organizations have to offer *and* their inclusion is the norm in service delivery (p. 176). If more Mockingbird staff had this philosophy, more young people would be able to fully participate in program activities.

Mockingbird Family Programs should consider using Hofstede’s Cultural Dimension model to assist the implementation of the Mockingbird Family Model internationally. Hofstede’s Cultural Dimension model includes six different categories that countries are scored on a 100-point scale (MindTools, 2017). The categories are described below.

- Power Distance Index – A measurement of the level of acceptance of the degree of inequality between those with and without power.
- Individualism versus Collectivism – A measurement of the type of relationships people have to others in their community.

- Masculinity versus Femininity – A measurement of the norms related to the distribution of roles between women and men.
 - Uncertainty Avoidance Index – A measurement of the cultural norms in dealing with the anxiety of an uncertain future.
 - Pragmatic versus Normative – A measurement of the extent individuals need to explain the unknown. This measurement most closely relates to the typical level of spirituality and nationalism in a country.
 - Indulgence versus Restraint – A measurement of an individual’s tendency to want immediate gratification or follow stricter norms that often delay gratification.
- (MindTools, 2017).

The different category scores can help a person understand cultural differences. Importantly, while Hofstede’s Cultural Dimensions can provide a starting point for understanding interpersonal interactions with people from different cultures, it should not be utilized to stereotype individuals. Even within the United States there are multiple subcultures, that may not completely align with the overall scores of the country. A greater understanding of cultural differences can help with interpersonal relationships while working with persons from different cultures (MindTools, 2017). Understanding cultural differences can help Family Program staff to not only work with their partners locally and abroad, but also to optimize the MFM for cultural differences. Currently, the MFM has been implemented in countries with similar Cultural Dimension profiles. Modifying the model to take into consideration substantial cultural differences may make the model more appealing and inclusive to others.

Partnerships

A final recommendation is to create new, and strengthen existing partnerships with other agencies who are working with diverse individuals. Partnering with local agencies working with diverse populations can help strengthen outreach and programs through creating collaborative relationships with community members (Rodriguez, 2016). One suggestion for Mockingbird is to work with Fostering Together which works on recruiting and supporting foster families (Olive Crest, 2017). Fostering Together has specific recruitment specialists for different communities including African American, Native American, and Hispanic populations (Olive Crest, 2017). Furthermore, TMS should reach out to other organizations that are implementing EDI plans to learn from and support each organization's efforts.

Conclusion

It is a crucial time at The Mockingbird Society as the organization begins to look critically at their equity, diversity, and inclusion policies and practices. Mockingbird has a history of having social justice principles externally, but has yet to solidify what that means for their internal processes. In creating an Equity Committee that will work on creating and implementing an Equity, Diversity, and Inclusion plan, TMS has taken a step towards becoming a more inclusive and equitable organization. This work will not be easy, and it will take time. The leadership on the Board of Directors, staff on all levels, and program participants must be vigilant to make sure this vital work continues. The plan must be evaluated for effectiveness and redesigned frequently to ensure the best results. Hopefully, Mockingbird will be able to become a model organization for inclusion practices as they work to improve the foster care and homeless response systems.

References

- Allison, M.T., Schneider, I.E., & Kivel B.D. (2016). Introduction: Diversity and inclusion in recreation, leisure, and tourism organizations. In I.E. Schneider & B.D. Kivel (Eds.), *Diversity and inclusion in the recreation profession* (3rd ed.) (pp.1-16). Urbana, IL: Sagamore Publishing.
- Art Beyond Sight (2014). *Universal Design Principles and Guidelines*. Retrieved from <http://www.artbeyondsight.org/dic/module-4-museum-access-accessible-physical-space/universal-design-principles-and-guidelines/>
- Bedini, L.A., & Stone, C.F. (2016). Diversity and inclusion training in leisure, recreation, and tourism: Benefits and opportunities. In I.E. Schneider & B.D. Kivel (Eds.), *Diversity and inclusion in the recreation profession* (3rd ed.) (pp.288-309). Urbana, IL: Sagamore Publishing.
- Ceconi, B.A. (2016). Breaking down barriers: Inclusion of people with disabilities through creative strategies of universal design. In I.E. Schneider & B.D. Kivel (Eds.), *Diversity and inclusion in the recreation profession* (3rd ed.) (pp.320-327). Urbana, IL: Sagamore Publishing.
- Devine, M.A. (2016). Disability as diversity. In I.E. Schneider & B.D. Kivel (Eds.), *Diversity and inclusion in the recreation profession* (3rd ed.) (pp.169-182). Urbana, IL: Sagamore Publishing.
- Harro, B. (2010). The cycle of liberation. In M. Adams, W.J. Blumenfeld, C. Castañeda, H.W. Hackman, M.L. Peters, & X. Zúniga (Eds.), *Readings for diversity and social justice* (3rd ed.) (pp. 463-469). New York, NY: Routledge.

- Harro, B. (2010). The cycle of socialization. In M. Adams, W.J. Blumenfeld, C. Castañeda, H.W. Hackman, M.L. Peters, & X. Zúniga (Eds.), *Readings for diversity and social justice* (3rd ed.) (pp. 15-21). New York, NY: Routledge.
- Hofstede Insights. (2017). *Country comparison: Australia, United Kingdom, United States*. Retrieved from <https://www.hofstede-insights.com/country-comparison/australia,the-uk,the-usa/>
- Kivel, P. & Kivel B.D. (2016). Beyond cultural competence: Building allies and sharing power in leisure, recreation, and tourism settings. In I.E. Schneider & B.D. Kivel (Eds.), *Diversity and inclusion in the recreation profession* (3rd ed.) (pp.339-356). Urbana, IL: Sagamore Publishing.
- Ladau, E. (2017). *Words I wheel by* [Blog]. Retrieved from <http://wordsiwheelby.com/>
- Lefkowitz, B. (2016). "Nothing about me without me:" Working in partnership with youth. In I.E. Schneider & B.D. Kivel (Eds.), *Diversity and inclusion in the recreation profession* (3rd ed.) (pp.243-247). Urbana, IL: Sagamore Publishing.
- MindTools. (2017). Hofstede's cultural dimensions: Understanding different countries. Retrieved from https://www.mindtools.com/pages/article/newLDR_66.htm
- Morton, M.H., Dworksy, A., & Samuels, G.M. (2017). *Missed opportunities: Youth homelessness in America. National estimates*. Chicago, IL: Chapin Hall at the University of Chicago.
- Mowatt, R.A., Ostermeyer, M.D, & Floyd, M.F. (2016). Taking critical stances on race and ethnicity in recreation and tourism management organizations. In I.E. Schneider & B.D. Kivel (Eds.), *Diversity and inclusion in the recreation profession* (3rd ed.) (pp.183-207). Urbana, IL: Sagamore Publishing.

- Olive Crest. (2017). *Fostering together*. Retrieved from <http://fosteringtogether.org/>
- Noble, C. (2016). *Youth homelessness in Washington: Landscape scan*. Retrieved from www.awayhomewa.org/wp-content/uploads/2016/09/YouthHomelessnessWA_LandscapeScan_August-2016.pdf
- Pecora, P. J., Kessler, R. C., Williams, J., O'Brien, K., Downs, A. C., English, D., . . . Holmes, K. (2005). *Improving family foster care: Findings from the northwest foster care alumni study*. Seattle, WA: Casey Family Programs.
- Project Implicit (2011). *Frequently asked questions*. Retrieved from <https://implicit.harvard.edu/implicit/faqs.html>
- Rodriguez, A. (2016). The Latino institute: An equitable recreation program in the city of Phoenix. In I.E. Schneider & B.D. Kivel (Eds.), *Diversity and inclusion in the recreation profession* (3rd ed.) (pp.27-32). Urbana, IL: Sagamore Publishing.
- Salk, R.J., Bartlett, K.R., & Schneider I.E. (2016). Organizational learning: An approach to enhance diversity and inclusion. In I.E. Schneider & B.D. Kivel (Eds.), *Diversity and inclusion in the recreation profession* (3rd ed.) (pp.269-283). Urbana, IL: Sagamore Publishing.
- Simpkins, S. D., Riggs, N.R., Ngo, B., Vest Ettekal, A., & Okamoto, D. (2017). Designing culturally responsive organized after-school activities. *Journal of Adolescent Research*, 32(1), 11-36.
- The Mockingbird Society. (2017). *The Mockingbird Society*. Retrieved from <http://www.mockingbirdsociety.org>
- Third Sector New England. (2010). *Step-by-step: A guide to achieving diversity and inclusion in the workplace*. Boston, MA: Author.

University of Vermont (2017). *Guidelines and Principles of UDL*. Retrieved from

<https://www.uvm.edu/~cdci/universaldesign/?Page=about-udl/guidelines-principles.php&SM=about-udl/submenu.html>

Wilson, B.D.M., Cooper, K., Kastanis, A., Nezhad, S. (2014). *Sexual and gender minority youth in foster care: Assessing disproportionality and disparities in Los Angeles*. Los Angeles, CA: The Williams Institute, UCLA School of Law.

Wulczyn, F., & Lery, B. (2007). *Racial disparity in foster care admissions*. Chicago, IL: Chapin Hall at the University of Chicago.