

The Focusing on What Matters Framework

Focusing on What Matters is a framework designed to support Hewlett Foundation's collective efforts to address systemic racism by focusing on diversity, equity, inclusion, and justice. Our response to the racial reckoning that started in 2020, requires us to be more intentional about who and how we partner and support the people with whom we work, while also interrogating our policies and practices to assess equity and inclusivity.

This is a foundation-wide activity that will position us to begin telling our collective story, among other things.

Purpose: The framework is an extension of the work initiated in fall 2020 with the directors working closely with coaches and teams undertaking related efforts, to better understand the impact of systemic racism on our work. The framework is designed to facilitate team dialogue and activate decision making about systemic racism, diversity, equity, and inclusion, and the impact each has on our work.

Diversity, equity, inclusion, and racial justice are interrelated but distinct lens that must be applied across multiple dimensions of our work — people, programs, policies, and practices — which can be challenging to conceptualize , organize, and then act upon. Organizing and disaggregating information is expected to position the team to identify opportunities, patterns, and gaps more easily, which can then be used to inform our work, priorities, and learning. The framework provides a set of guiding questions, using each lens, across multiple dimensions.

While the framework focuses on race due to its deep and persistent connection to political and economic inequities and disparities, the intersectional nature of systemic racism requires that attention be given to gender, ability-status, orientation, and age. Users should not feel limited to questions provided; additional questions are encouraged.

Process: To get us started, each team will provide a *baseline assessment* for at least 2 of the 5Ps (see table below): people and partners, programs, and policies and practices. The baseline is intended to provide a description and status of the team's work, that will be used for future planning and learning efforts, including organizing and compiling each team and our collective efforts, activities, and progress. The baseline assessment should provide supporting data, where it's helpful to do so.

The framework is intended to inform the work of the team; it's not an **isolated activity**. To better support its incorporation into the work, identify one or more annual or bi-annual processes where a meaningful number of team members engage in discussions about team building; recruitment and retention; hiring of consultants or vendors; strategy, or budget development, including implementation or evaluation.

1. Select facilitator to guide discussions around the *Focusing on What Matters framework*. Chosen facilitator must have knowledge, experience, and comfort with leading discussions focused of diversity, identity, and inclusivity. The race and equity coaches or Chief of Equity and Culture are ideal candidates for facilitation, but teams are encouraged to choose based on needs. If outside facilitator is selected, they will be required to complete a brief orientation for consistency and alignment with existing work.
2. The team should respond to all prompts based on current beliefs, mindsets, priorities, and strategy, where appropriate to do so. Summarize results of the baseline for each dimension, identify meaningful opportunities, challenges, and gaps. The summary should also identify one or more priorities areas, change(s) you expect, based on team's effort, and the question(s) you expect to answer in the next 12-months.
3. Prepare a Presentation of Learning.¹ Presentations of Learning will be an opportunity for teams to share and learn with members of the senior team. It is an opportunity for colleagues to understand the decision making, including the choices and tradeoffs of each team, as well as areas where they might be growing or struggling. In the inaugural year, teams can elect to have director present on its behalf. In future years, members of the team, other than director, will be expected to present.

The Presentations of Learning will consist of brief description of the priorities, including reasons they were selected, and supporting research and data; resources and supports needed for success; what outcome(s) you expect to change, internally and externally, which question(s) you will learn more about, any risks or tradeoffs that were made. The protocol will use inquiry to illicit supportive and formative feedback for the team.

Resources: There are several data sources and tools that can be used to support this work. The following are a select list of data and other tools that can be used inform and support the work. The first 2 must be used, where appropriate to do so.

- Center for Effective Philanthropy’s, Grantee perception report
- Center for Effective Philanthropy’s, Grantee demographics
- [2020 Change Philanthropy’s, Diversity Among Philanthropic Professionals survey](#)
- [Equitable Grantmaking Continuum](#)
- [Liberatory Design: Mindsets and Modes to design for equity](#)
- [9 questions to help you develop an equity mindset](#)
- Race-equity coach or facilitator report or feedback
- Team or employee pulse survey
- Other source (s)

| | Priority Areas | | | | |
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| | Diversity | Equity | Inclusion and Belonging | Racial Justice | |
| PROTOTYPE | People and partners (staff, grantees, consultants, contractors, vendors, etc.) | To what extent, does the racial composition of the team’s people and partners compare with other teams at Hewlett, other foundations, respective industry/field? In what ways could racial diversity, or other types diversity, meaningfully contribute to team’s programming, strategy, and grantmaking? | Are opportunities available to address racial disparities and inequities among people and partners? What would it mean for the team, strategy, and field to prioritize or not-prioritize these disparities and inequities? Are there reasons the team or foundation should or should not prioritize? | To what extent, are people and partners of color included and welcomed? To what extent, are opportunities available for people and partners of color to meaningfully contribute to work? | To what extent, are people and partners of color positioned to lead? How are the voices and identities of people and partners of color centered? In what ways, are those most affected by the issue involved in addressing? |
| | Programs (departmental function within foundation, e.g., human resources, information technology, grantmaking teams, etc.) | To what extent, is racial diversity a consideration in team’s programming, strategy, and grantmaking? To what extent does the team’s work, strategy, or grantmaking align with DEI best practice in field? | Are opportunities available to address racial disparities and inequities in team’s program area, strategy, and grantmaking? Are opportunities available to address other related inequities (gender, orientation, language, ableism)? What would it mean for team, strategy, foundation, or field if we address or not? Are there reasons to address or not to address? | To what extent, does team’s work, strategy, and grantmaking respond to the priorities of people and partners of color? Are there opportunities to make one or more program areas more inclusive? | To what extent, does team’s work, strategy, and grantmaking center the priorities, needs, and interests of people of color or other marginalized groups? In what ways, are those most adversely affected involved in decision making? |

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| | Diversity | Equity | Inclusion and Belonging | Racial Justice |
| <p>Policies (Policies are written and established. Can be internal/external communications, hiring/promotions, recognition)</p> | <p>To what extent, do team’s policies reflect or address systemic racism in context or field?</p> <p>To what extent, do opportunities exist for team to view policies using racial equity lens?</p> <p>How aligned are team’s policies and with DEI best practice in field? (please provide source)</p> | <p>To what extent, are opportunities available to address racial disparities and inequities in policies?</p> <p>What would it mean for team, strategy, foundation, or field if we address or not?</p> <p>Are there reasons to address or not to address?</p> | <p>To what extent, are team’s policies inclusive of staff and partners who identify as people of color?</p> <p>To what extent, do team’s policies respond to or reflect the priorities, needs, and interests of staff and partners who identify as people of color?</p> | <p>To what extent, are team’s policies centering the needs and interests of people and partners who identify as people of color?</p> |
| <p>Practices² Practices are things that are common knowledge or otherwise understood. Can be internal/external; formal/informal)</p> | <p>To what extent, do team’s practices reflect or address systemic racism in context or field?</p> <p>To what extent, do opportunities exist to view team’s practices using racial equity lens?</p> <p>How aligned are team’s practices with DEI best practice in field? (please provide source)</p> | <p>To what extent, are opportunities available to address racial disparities and inequities in practices?</p> <p>What would it mean for team, strategy, foundation, or field if we address or not?</p> <p>Are there reasons to address or not to address?</p> | <p>To what extent, are team’s practices inclusive of staff and partners who identify as people of color?</p> <p>To what extent, do team’s practices respond to or reflect the priorities of staff and partners who identify as people of color?</p> | <p>To what extent, are team’s practices centering the needs and interests of people and partners who identify as people of color?</p> |

NOTES

1. A corresponding protocol, including description of the process, will be developed for the POL.
2. This is a good source for assessing informal practices: [“That’s how we’ve always done it!” \(A guide to using PTR\) - The Management Center](#)