Serving with Intentionality:

Staying relevant for the future of Y Service

INDIANA ALLIANCE OF YMCAS CONFERENCE

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JESSICA MOORE – YMCA OF GREATER INDIANAPOLIS

Jessica Moore

- B.A. SPANISH (LATIN AMERICAN & CARIBBEAN STUDIES)

- M.A. INTERNATIONAL RELATIONS

- QUALIFIED ADMINISTRATOR INTERCULTURAL DEVELOPMENT INVENTORY

- 15+ YEARS OF EXPERIENCE WORKING IN INCLUSION & INTERCULTURAL DEVELOPMENT

Jessica Moore

How do we **intentionally** prepare for the future of Y service?

with a mind toward equity

- LIMITATIONS & DEFINITIONS

- CENSUS NATIONAL & LOCAL DEMOGRAPHIC TRENDS

- NARRATIVE & NUMBERS

- GETTING STARTED

- QUESTIONS

THE PLAN

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LIMITATIONS & DEFINITIONS

× Not intended to outline a full equity strategy or plan.

× We won't take a deep dive into demographic data.

× Not intended as an intercultural development tool.

× We won't discuss every dimension of diversity.

LIMITATIONS

How do you define equity?

Write it down.

Equity is not equality.

Equity is not zero sum.

EQUITY:

"A continual process of ensuring that every individual has the access and opportunity they need to thrive, and are not at a disadvantage from achieving their potential because of their background, identity, or social position."

as defined by Y-USA DIGMD Glossary of Terms

Prioritizes the experiences of historically excluded groups – age, disability, race/ethnicity, gender identity, language, socioeconomics <u>and</u> commits to identifying and removing barriers that prohibit those groups/individuals from thriving.

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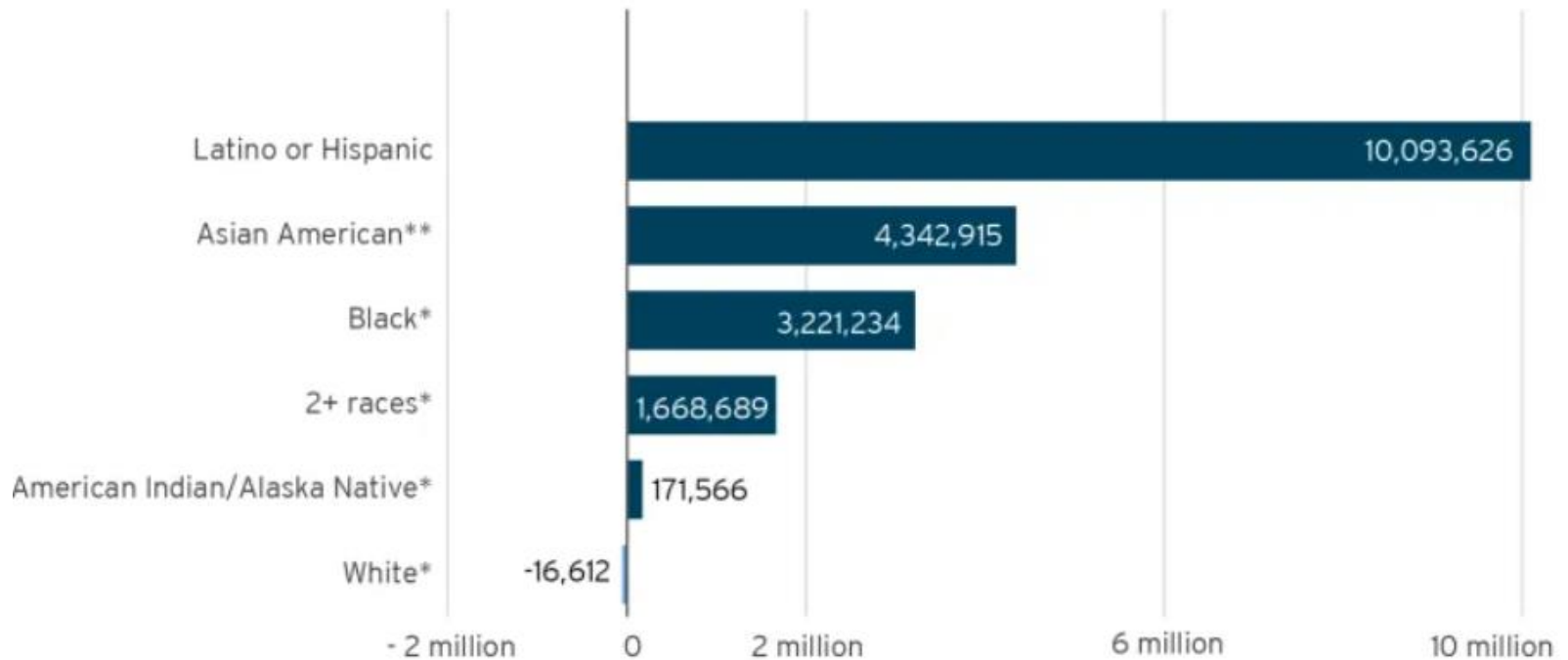
What does the Y look like in 20 years?

REPORT

The nation is diversifying even faster than predicted, according to new census data

William H. Frey · Wednesday, July 1, 2020

Brookings Institute

Race-ethnic contributions to change in US population
2010 to 2019

Latino or Hispanic — 10,093,626

Asian American** — 4,342,915

Black* — 3,221,234

2+ races* — 1,668,689

American Indian/Alaska Native* — 171,566

White* — -16,612

- 2 million · 0 · 2 million · 6 million · 10 million

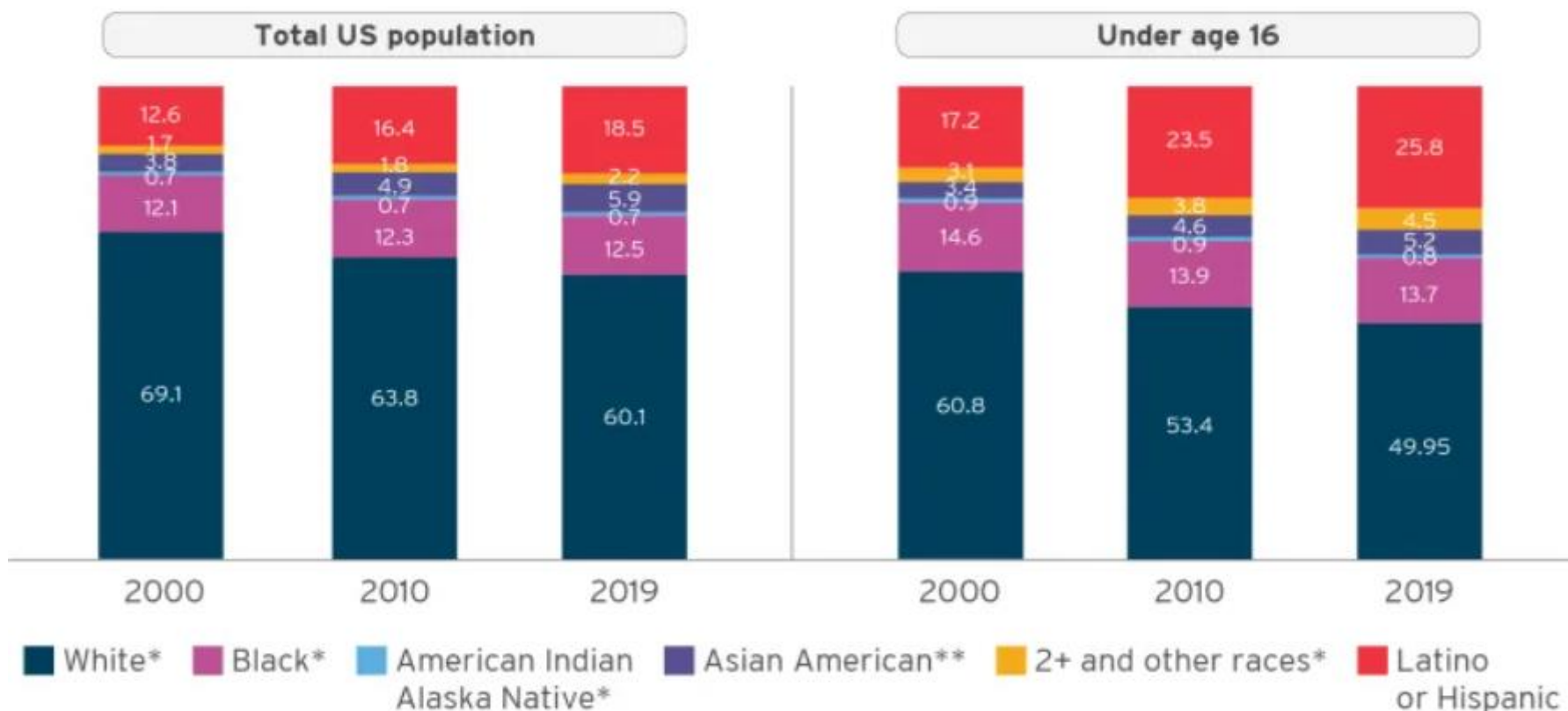* members of race group who do not identify as Latino or Hispanic
* non-Latino or Hispanic Asians, Hawaiians and other Pacific Islanders

Source: William H Frey analysis of Census population estimates
released June 25, 2020

B | Metropolitan Policy Program
at BROOKINGS

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Race-ethnic profile for total US and under age 16 populations
2000, 2010, and 2019

Total US population

	2000	2010	2019
Latino or Hispanic	12.6	16.4	18.5
2+ and other races*	1.7	1.8	2.2
Asian American**	3.8	4.9	5.9
American Indian Alaska Native*	0.7	0.7	0.7
Black*	12.1	12.3	12.5
White*	69.1	63.8	60.1

Under age 16

	2000	2010	2019
Latino or Hispanic	17.2	23.5	25.8
2+ and other races*	3.1	3.8	4.5
Asian American**	3.4	4.6	5.2
American Indian Alaska Native*	0.9	0.9	0.8
Black*	14.6	13.9	13.7
White*	60.8	53.4	49.95

Legend: ■ White* ■ Black* ■ American Indian Alaska Native* ■ Asian American** ■ 2+ and other races* ■ Latino or Hispanic

* members of race group who do not identify as Latino or Hispanic
* non-Latino or Hispanic Asians, Hawaiians and other Pacific Islanders

Source: William H Frey analysis of 2000 US Census and Census population estimates, released June 25, 2020
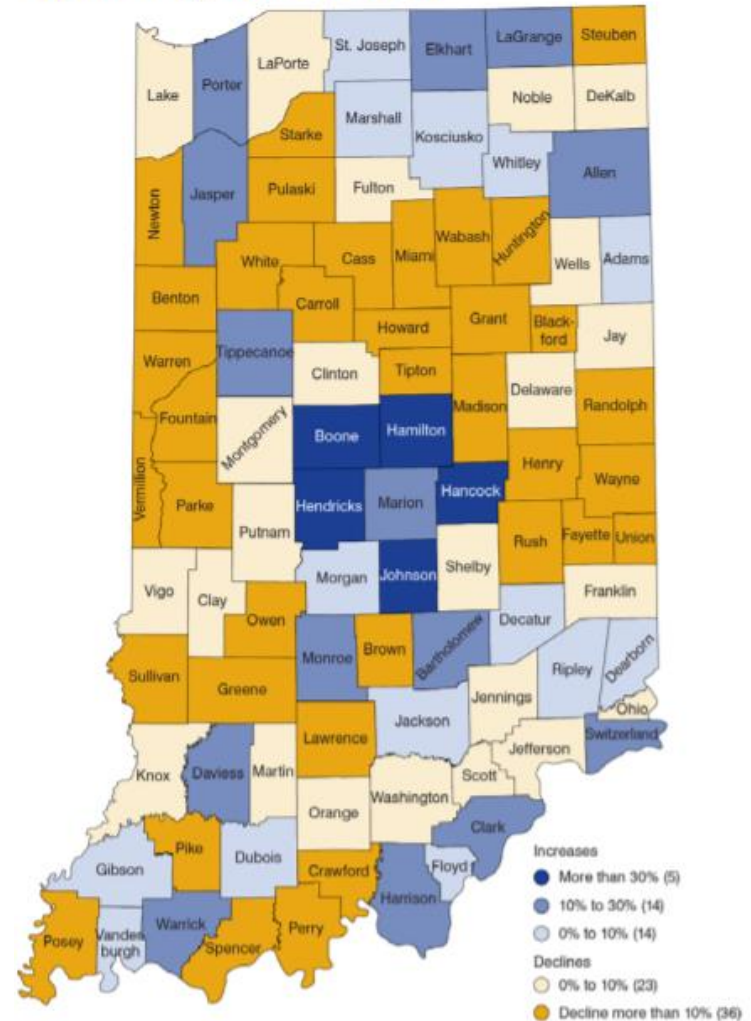
B | **Metropolitan Policy Program** at BROOKINGS

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"Indiana's population grew by 4.7% between 2010 and 2020…In 2010, the state had more than 6.48 million residents, compared to nearly 6.79 million in 2020.

That growth was largely driven by the state becoming more racially diverse."

Source: IndyStar

Projected Population Change by County, 2015 to 2050

Increases
- ● More than 30% (5)
- ● 10% to 30% (14)
- ○ 0% to 10% (14)

Declines
- ○ 0% to 10% (23)
- ● Decline more than 10% (36)

Source: Indiana Business Research Center

In Summary

- Census data shows that race/ethnic identity and age are two of the most significant findings.

- Growth over the last 10 years has been represented by people of color – through natural birth and migration.

- We have an aging population.

- On a smaller scale, Indiana has seen growth in its race and ethnic communities.

Where do we begin?

Introspection
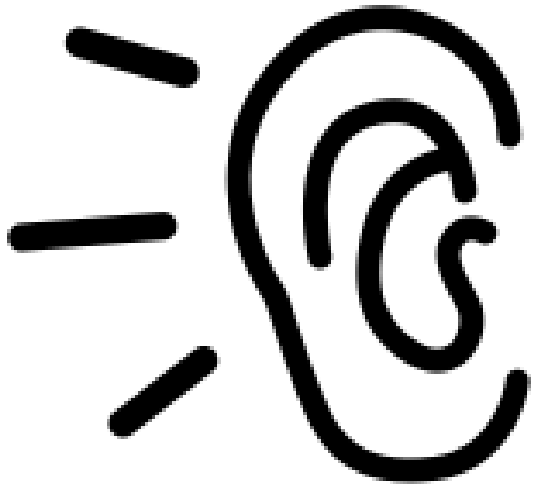
PERSONAL & ORGANIZATIONAL

Where do you live?

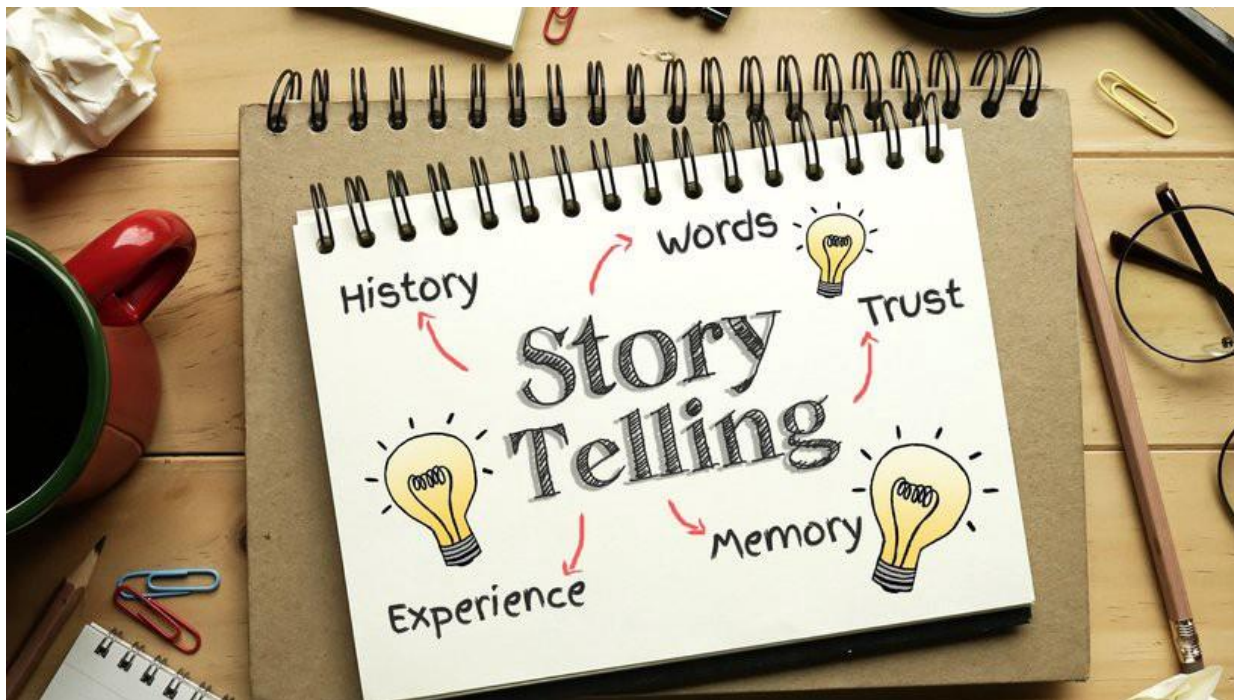Where do you work?

Where do you play?

Where do you worship?

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LISTEN + LEARN

Narrative

WHAT ARE THE EXPERIENCES OF STAFF AND COMMUNITIES?

What is important for you to hear from staff and community?

Narrative

COMMUNITY

- What community groups do you see? Who do you not see?

- What has been the history/experience of community with the Y?

- How do the narratives vary across communities?

- What are the needs/interests of community?

STAFF

- What have been the experiences of staff – primarily historically excluded groups?

- How do the narratives vary across different staffing groups (PT/FT)?

- What is the narrative around why people are excluded?

- Who has leadership and influence in the organization? Boards, etc.?

Numbers

DISAGGREGATE DATA MATTERS

What data do you need/want to know?

Numbers

COMMUNITY

- Who do you see visiting your centers? Who is missing?

- Utilize census data to break down the communities represented in your service areas.

- Utilize school community data in order to get a sense of immediate community growth.

STAFF

- Disaggregate staffing data – does it mirror what you see in your communities?

- What percentage of your youth and BIPOC (Black, Indigenous, People of Color) staff have access to development opportunities? MEDI? Other mentorship and leadership programs?

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Getting Started:

- Be introspective

- Establish foundational understanding, expectations, and accountability for your work

- Listen to the stories, experiences, and histories of staff and community

- Disaggregate the numbers/data

- Set data-driven goals

The Future of Y Service

Questions?