



DIVERSITY, EQUITY & INCLUSION GOALS

Approved Oct. 2021



PETER & ELIZABETH TOWER FOUNDATION

Why We Are In It

Equity is a critical piece of our work at the Peter & Elizabeth Tower Foundation. We believe that young people with intellectual disabilities, learning disabilities, mental illness, and substance use disorders should have the chance to achieve their personal goals, regardless of the challenges they face. We also know that some young people need more support than others to get where they want to go because of the intersection of these identities with systemic inequalities.

For this reason, we pay attention to the convergence of our focus areas with issues of racism, sexism, classism, ableism, and more. Aligning our grantmaking with the reality that young people's needs vary in accordance with their identities and lived experiences makes us a stronger, more impactful grantmaker.

Our DEI Goals, outlined on the following pages, are framed aspirationally and drive our internal equity agenda.



We conduct our grantmaking with an equity perspective.

Paying attention to systemic inequities that intersect with our four focus areas, makes us a more intentional and just funder.



We award grants and deploy nongrant financial assets with an equity lens to advance Foundation and grant partner goals.



People of all abilities, identities, and backgrounds can access Foundation opportunities equally.



We factor into our funding decisions the applicant's work to advance equity in their organization and community.

We advocate for equitable systems.

We are explicit about advancing systemic equity for the populations we focus on, and we examine and experiment with ways to improve unjust systems.



We use our position in the community to advocate for just systems in partnership with organizations and the people closest to the issue.



We experiment with different strategies and partners to advance our shared advocacy agenda.



We use communications as a major lever to inform and raise awareness on critical issues and amplify the voices of people closest to the issues.

We closely resemble the communities that we fund.

Our staff and board, and our culture of belonging,
show that we value diverse voices.



We work to build an increasingly diverse pipeline of potential board and staff members.



All staff and board feel valued and all aspects of the organization reflect the voice, contributions and interests of a multicultural constituency.



The organization has an inclusive culture where people can be themselves and has created systems, policies and practices to maintain this culture.



We pay attention to the diversity of our partners, thought leaders, and grant partners.

We meaningfully engage communities in our work.

The Foundation engages and co-creates with community in convenings, feedback, and decision-making.



People with lived expertise, our grant partners, and leaders in the fields we fund are a part of important Foundation decisions.



We invite people with diverse perspectives into our grantmaking decisions.



We learn and adapt from feedback from our partners (going beyond the usual suspects) in all of our areas of work and share what we learn.



We actively seek out opportunities to co-create with and convene our partners, and we recognize when it is important for us to play the role of supportive participant at other convening tables.

We prioritize learning about diversity, inclusion, and equity and apply what we learn.

We are committed to learning and growing at the individual, interpersonal, organizational, and systemic levels to promote a culture of belonging internally and externally. We are data-informed and use our communications platform to advance racial equity.



We educate ourselves on the ways in which inequities are produced and maintained on the basis of racism, ableism, and other systemic inequities that intersect with our focus areas.



We collect and report on equity information to learn from and strengthen our work.



DEI learning is a key component of staff work and board competencies.