

ANTI-RACISM LEADERSHIP TEAM (ARLT) ANNUAL PLANNING DAY for 2013

“Together, Setting a Course for Racial Equity”



ARLT Annual Planning Session, November 20, 2012

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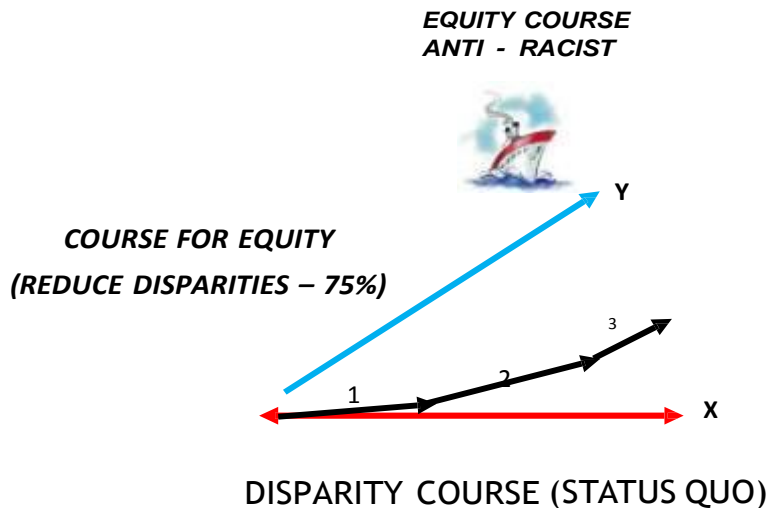
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Creating Organizational Change: Charting a Course for Equity

Each year during the Annual Planning Session, an ARLT member charts the course for the next year. This is a Summary of a Presentation by Don Jones , November 20, 2012

ARLT is charting a course for equity. It has established a long-term goal of reducing disparities in client outcomes due to institutional racism by 75%. We made an organizational commitment to move away from the status quo, or in other terms, a disparity course. We will continue to challenge the status quo and not operate on auto pilot. We recognize this will be a 30 year passage. We see ourselves as a large ship where course changes, small or large, will cumulatively make a difference over time. We bring this critical perspective to all of our work.



As we do anti-racism work, often times in uncharted waters, we make assumptions about where we are going and how we will get there. ARLT assumes, for example, that we can change public policy (and other building blocks) and thereby reduce disparities. We also assume that by working on our six building blocks we can become an anti-racist organization.

In our systems change work, we recognize the wisdom of advisors as we navigate the uncharted waters of anti-racism work. In the past, MCARI has provided us guidance in organizing and leading a system wide effort. Khatib Waheed, Center for the Study of Social Policy, worked with ARLT and workgroup members to develop a preamble, long-term goal and key building blocks of change. Today, Heather Hackman is helping us build a better 'shift' lens and understanding of white privilege.

As a team, we will consider 'tips for voyagers' in Anti-Racism work:

- Set a clear direction, destination (equity course)

- Make short-term, cumulative adjustments

- Check our assumptions

- Listen critically to advisors

- Stay on watch (no autopilot)

- Keep everyone safe

- Frequently ask key questions: Where are we today? Are we on course? How fast are we going? When will we get there? Are the crews well informed? Should we (ARLT) make adjustments in plans?

Celebrating ARLT accomplishments is an important facet of group dynamics. Each year at the Annual Planning session, work groups share their achievements with skits and presentations.

Action Steps (these build on the steps first listed in the 2030 Strategic Plan)

Building Blocks of Change to Reach Long-Term Goal	Action Items	Responsible Group (ARLT Workgroups, Directors, Managers, Leadership Team, Service Teams, Units, Other)	Person(s) responsible for communicating expectations to each group
Public Policy is in Place Supporting Racial Equity in Human Services	1. Research development of a system/ structure that allows flexible use of holidays by individual staff so they can more fully observe their holiday traditions. Completed	ARLT/Public Policy Work Group	Assigned members will take to Public Policy Work Group
	2. Plan for inclusion of one identified issue for inclusion in upcoming county legislative platform. Completed	ARLT/Public Policy Work Group	Same as above
Changing Policies and Practices	3. Based on feedback, re-evaluate procedure to establish employee resource networks Completed	ARLT/Hiring & Retention Work Group	Assigned members take to Hiring & Retention
	4. Identify & implement hiring tools and practices that are culturally sensitive/responsive. Completed	ARLT/Hiring&Retention Work Group	Same as above
	5. Develop procedure to address grievance of racism – include examination of Respectful Workplace policy. Completed	Management Team with assistance from Human Resources	Assigned ARLT mgt members take to Mgt Team
	6. Respond to need for interpreters in non-majority languages Completed	Management Team with assistance from county interpreters	Same as above

Building Blocks of Change to Reach Long-Term Goal	Action Items	Responsible Group (ARLT Workgroups, Directors, Managers, Leadership Team, Service Teams, Units, Other)	Person(s) Responsible for Communicating Expectations to Each Group
Our Institutionalized Anti-Racism Training is Focused on Individual and Institutional Change	7. Assure policies (new & current) are racially equitable and that decision-making processes in the organization examine impacts on racial/cultural groups. Develop and implement a department-wide plan to a) train staff in racial equity concepts, assessment, analysis and b) utilize racial equity in the organization. Completed	Training Action Team	Training Action Team
	8. Provide advanced training Completed	Training Action Team	Same as above
	9. Restructure AR training structure in sections. Move training to next level: from diversity to topics on anti-racism, white privilege, and adaptive change/personal transformation. Completed	Training Action Team – (with REAL Team as needed.)	Same as above
	10. Build link from anti-racism training to job performance (solution-based training). Completed	Training Action Team	Same as above
	11. Require all front-line staff attend specific trainings Completed	Management Team with Training Action Team & REAL Team	ARLT Mgt members to take to Mgt & Leadership
A Continuous Improvement Process is in Place and Assures Accountability for Racially Equitable Outcomes	12. Assure supervisors/managers are accountable for anti-racism activities. Include feedback from the bottom up. Completed	Management, front line and training ARLT members will volunteer	3 ARLT members to put in mgt, frontline and trng plans
	13. Develop & implement formal accountability/communication process where service teams/units report AR progress annually Completed	ARLT Facilitators, ARLT, Services Teams – with Management Team	3 ARLT members put in Service & Mgt Plans
	14. Incorporate formal recognition & celebration of AR efforts and accomplishments at the ARLT level Completed	ARLT Facilitators	ARLT volunteers to build into Fac. annual plan

Building Blocks of Change to Reach Long-Term Goal	Action Items	Responsible Group (ARLT Workgroups, Directors, Managers, Leadership Team, Service Teams, Units, Other)	Person(s) responsible for communicating expectations to each group
We are Actively Partnering with Stakeholders to Build Racial Equity Policy Accountability and Public Will	15. Intentionally partner with other cultural organizations to seek feedback. Completed	Service Teams ARLT/Contracting Work Group	ARLT via e-mail to service teams Assigned ARLT members take to Contracting Work Group
	16. Partner with schools and hospitals to provide examine current referral practices, and provide support training around referral practices. Completed	Service Teams	ARLT via e-mail to service teams
We and the County Board are Committed to Racial Justice	17. Provide supervisors with support and tools on the anti-racism performance appraisal factor; include one on one support for supervisors to lead AR activities with their unit Completed	REAL Team with Manager's Group	The REAL ARLT rep will take to REAL Team
	18. Provide more AR visuals such as posters and quotes around Human Services Completed	ARLT/ Communication Work Group	A communication & a training rep will take 18
	19. Provide training to Board Completed	ARLT/ Communication Work Group	and 19 to communication work group
Added after meeting	20.		

Thanking Work Group, Service Team and General ARLT Members is an important part of the group's continued efforts and success



Members who contributed to this Annual Plan: Jamal Abokor, Juin Charnell , Joyce Darby, Carol Fogarty, Kathleen Ford, Kathy Gilmore, Serbreda Hill, Christy Hong, Don Jones, Suzy Levy, Yang Lor, Charles Lyght, Aweys Mohamed, Meghan Mohs, Amy Pinsonnault, Craig Ryd, Colleen Shaver, Jonna Shelomith, Denise Templeton, Eric Uddin, Kenya Walker, Loretta Whitehead, Cha Xiong, Chao Yang Naly Yang, Andrea Zuber

Quotes Shared throughout the Day

"The world does need tourists who ride by in a bus clucking their tongues. The world as it is needs those who will love it enough to change it, with what they have, where they are."
Robert Fulghum

"I grew up in a traditional...household, which meant, apart from much warmth and chicken soup, an assumption that all the children would be "successful." It was never openly articulated, but it was implied in many family interactions.

Each evening at the dinner table, for instance, with my parents seated at either end, and we four children between, my father would turn to my eldest brother and say, "What did you do today?" And my brother would describe, at what seemed to me considerable length, all the things he'd accomplished. Then my second brother would be asked the same question, and then my sister. By the time it came to me, I would be a nervous wreck, because usually I didn't think what I had done that day was very significant. Moreover, I realized that the question being asked was not really, "What did you do today?" but "What did you achieve today?" And I thought I hadn't achieved nearly as much as my very accomplished siblings. So I grew up with an undertow of anxiety that lasted into my middle age...

[So] I settled on a game called I am a contribution. Unlike success and failure, contribution has no other side. It is not arrived at by comparison. All at once I found that the fearful question, "Is it enough?" and the even more fearful question, "Am I loved for who I am, or for what I have accomplished?" could both be replaced by the joyful question, "How will I be a contribution today?"...

When I began playing the game of contribution, on the other hand, I found there was no better orchestra than the one I was conducting, no better person to be with than the one I was with; in fact there was no "better." In the game of contribution you wake up each day and bask in the notion that you are a gift to others.

The most joyful person I know is a college professor who left his secure position to take on the problem of homelessness in one of our country's biggest cities. The man is not young – and the task he took on was huge. At a time when many of his peers were settling down to collect on a lifetime of goodwill and academic merit, he was selling off his worldly goods and going to live as a resident manager in an inner-city shelter. "You can't be serious!" I overheard one of his young students say to him. "How much can one person accomplish given the time you have left?" Rather than reacting to the student's innocent rudeness with a rebuke, the professor sighed deeply and replied, "I know my time is short and the task is huge. But what you don't understand is that what I'm doing is just the first part of a two-hundred-year plan." Carol Orsborn from: THE ART OF RESILIENCE. 100 PATHS TO WISDOM AND STRENGTH IN AN UNCERTAIN WORLD in THE ART OF POSSIBILITY: TRANSFORMING PROFESSIONAL AND PERSONAL LIFE by Rosamund Stone Zander and Benjamin Zander

"The meaning of awe is to realize that life takes place under wide horizons, horizons that range beyond the span of an individual life or even the life of a nation, a generation, or an era." - Rabbi Abraham Joshua Heschel