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**STAFF**

*Cindy J. Arenberg Seltzer  
President/CEO*

**LEGAL COUNSEL**

*John Milledge*

*Garry Johnson*

**DATE:** January 28, 2016  
**TO:** Council Members  
**FROM:** Cindy Arenberg Seltzer, President/CEO   
**SUBJECT:** Information for February 3<sup>rd</sup> PPC Meeting

Enclosed is the information packet for the February 3<sup>rd</sup> Program Planning Committee (PPC) meeting, at 3:30pm, at the CSC Office. We are eager to further explore your reflections and ideas on the discussion and solutions offered at the December 3<sup>rd</sup> meeting, as well as ideas for improving well-being in 33311.

For this February meeting, we ask you to review the attached three proposals from national experts on racial equity whom we have been speaking to about working in Broward. Each has different strengths and a different approach. Broward County Human Services Department and Broward Sheriff's Office have expressed an interest in partnering on this work. We would like to have the benefit of your insights as we explore next steps with our partners.

In addition, we hope to review the recommendations of the City of Fort Lauderdale Justice Study that Maria highlighted at our January Council meeting.

I look forward to continuing the conversation on the 3<sup>rd</sup>.

**Children's Services Council of Broward County**

6600 W Commercial Blvd  
Lauderhill, FL 33319

**Program Planning Committee**

**Agenda**

**February 3, 2016  
3:30 PM**

- |  |                |  |
|--|----------------|--|
| <b>I. Welcome and Introductions</b>  |                | Kim Gorsuch,<br>Committee Chair            |
| <b>II. Approve December 3, 2015 Committee Minutes</b>                      | <b>(Tab 1)</b> | Kim Gorsuch,<br>Committee Chair            |
| <b>III. Follow Up to December 3, 2015, Suggestions</b>                     | <b>(Tab 2)</b> | Cindy Arenberg Seltzer,<br>President/CEO   |
| <b>IV. Review Proposals for Racial Equity Capacity Building (Tab 3)</b>    |                | Sue Gallagher,<br>Chief Innovation Officer |
| <b>V. Review City of Fort Lauderdale Justice Study (To Be Distributed)</b> |                | Maria Schneider,<br>Council Member         |
| <b>VI. Reflections</b>   |                |  |
| <b>VII. Next Steps</b>   |                |  |
| <b>VIII. Public Comment</b>  |                |  |
| <b>IX. Next Meeting Date</b>   |                |  |
| <b>X. Adjourn</b>  |                |  |



# CHILDREN'S SERVICES COUNCIL OF BROWARD COUNTY

6600 W. Commercial Blvd.

Lauderhill, FL 33319

## Program Planning Committee Meeting

### Minutes

December 3, 2015

2:00 P.M.

**Members in Attendance:** Governor Appointee Cathy Donnelly; DCF Circuit 17 Community Development Administrator Kim Gorsuch; Governor Appointee Ana Valladares

**Staff in Attendance:** Cindy Arenberg Seltzer, President/CEO; Sue Gallagher; Sandra Bernard-Bastien; Audrey Stang; Amy Jacques; Andrew Leone; Laura Ganci

### Agenda:

#### I. Welcome and Introductions:

Committee Chair Kim Gorsuch called the meeting to order at 2:05 P.M. and reiterated her original request to take a more in depth look into the community and CSC's funding approach and resources in zip code 33311. Specifically, how much CSC money is currently being spent there, are the best results being achieved, and is there a different approach that would be more effective?

Ms. Arenberg Seltzer pointed out that the material Dr. Sue Gallagher, CSC's Chief Innovation Officer, would be presenting was designed to lay a foundation for future work. She noted this was just the starting point for a longer review of what can and should be done.

Dr. Gallagher laid the framework for the ensuing discussion and distributed the attached material to guide the Committee through the historical and structural conditions within the 33311 community, which would then allow the Committee to identify how CSC's leadership, advocacy, and resources can continue to improve results for the children and families through empowerment, collaboration, and supporting a quality continuum of care.

#### II. Discussion of Council's Referred Topics:

##### a) History of 33311:

Dr. Gallagher shared the history of how 33311 was created, stressing the need to know and understand the history of one's community in order to prevent history from repeating itself and to better understand the morphing of systemic and structural racism. Suggested actions and solutions were discussed, especially around the importance of service providers understanding the community's history. Possible ways to educate the community were discussed.

##### b) Segregation, Poverty, and Racism:

Committee members looked at the process by which segregation leads to poverty, as well as the need to interrupt structural racism and implicit bias and create opportunities. They also looked at ways to move from segregation to equity, with equity being the just and fair inclusion into a society where all can participate, prosper, and reach their full potential. Suggested actions and solutions were discussed, including addressing transportation barriers to youth employment and the need to create opportunities within walking distance in youth's neighborhoods.

c) Current ALICE and Poverty Data:

Committee members looked at poverty and ALICE (Asset Limited, Income Constrained, Employed) data for those residing in zip code 33311.

d) Current Initiatives & Best Practices:

Committee members looked at current initiatives and best practices to reverse the effects of segregation and create opportunities for all.

e) 33311 Trend Data:

Committee members reviewed trend data in the 33311 zip code to see if resources have made a difference overall, over time. It was shown that teen pregnancies have decreased, as well as youth arrests. And while high school graduation rates were trending up, there was a decrease in rates last year. Trend data also showed increases in the removal of children from their homes, and it was noted that significant efforts to address this issue are currently be taken.

f) CSC Programs and Results:

Committee members looked at CSC resources, services, and programs within 33311. In the top 5 CSC-funded programs alone in 33311 for FY 13/14, approximately 10% of the CSC budget is directed toward 33311. Those programs are Family Strengthening, Out of School Time, Delinquency Prevention, Early Education, and Diversion. The measured results indicate the CSC programs are successful. Dr. Gallagher noted that evidence-based programs do work, but they need to be connected to the other pieces.

**III. Reflections:**

Committee members reflected upon the material and prior discussion and shared possible solutions for further exploration and consideration, such as training case managers to effectively connect families, addressing the waitlist for afterschool programs, contracting directly for quality childcare for infants and toddlers in 33311, increasing the effectiveness of 2-1-1, establishing roving community ambassadors, and creating a leadership or advisory board that would include formal and informal community leaders within 33311 who would meet regularly.

**IV. Next Steps:**

Committee members were asked to further reflect upon the information and discussion and send any ideas to Dr. Gallagher or Ms. Arenberg Seltzer. The Committee will meet again in January or early February, and Members were asked to bring with them at that time a list of ideas that would then be used to formulate a work plan.

**V. Public Comment:**

There was none.

**VI. Next Meeting Date:**

It was decided that the Committee would continue the discussion in January or early February.

**VII. Adjourn:**

The meeting adjourned at 4:21pm.

**TAB 2**

# A Deeper Dive in 33311 – Suggestions for Action

**CSC Mission:** To provide the leadership, advocacy and resources necessary to enhance children's lives and empower them to become responsible, productive adults through collaborative planning and funding of a continuum of quality care.

**CSC Vision:** The children of Broward County shall have the opportunity to realize their full potential, their hopes and their dreams supported by a nurturing family and community.

## Leadership

- Courageous Conversation about Race
- Service System Improvements – Children's Strategic Plan
- Using our communication infrastructure to promote fairness between places, prevention and interdependence as shared values (Frameworks Institute)

## Advocacy

- All in City Policy /Practices
- Affordable Housing
  - Livable wages
  - Safe environment
  - Fair criminal justice system

## Resources For Prevention

- Opportunities to bring to scale (Social impact bonds, local businesses)
- Summer Youth Employment
  - Family Strengthening /Kinship/MOMS/Healthy Families
  - New DAY
  - Afterschool programs
  - Capacity Building
  - Integrate Arts

## Enhance & Empower Children

- Know local history – oppression and resilience and strong leaders (Mizell, Bass, Sistrunk, Hastings, Kathleen C. Wright)
- Racial/Ethnic coping strategies (ie., Law & You, anti-bias trg)
- Deepening Cultural Competency Strategies with Decreasing Implicit Bias, Racial Anxiety, Stereotype threat
- Explore ways to help children grieve and heal their losses from violence and/or incarceration.

## Collaborative Planning

- Amplify Youth Voice, Family Voice
- Equity Research & Advisory Board
- Counter Symbolic Racism
- Avoid the "Principle-Implementation Gap"(Rabinowitz, 2009)
- Celebrate cultures
- Strength based approaches

## Continuum of Quality Care

- Encourage natural supports of community, community reinvestment activities, economic development
- Heal racial trauma of individuals and communities including healing from White Dominance
- Disaggregate data to show results

**TAB 3**



## For Program Planning Committee February 3, 2016

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<b>Click Here to Select Goal Type Goal:</b>	All Goals
<b>Objective:</b>	N/A
<b>Issue:</b>	Opportunities for CSC Leadership, Advocacy, Funding and Outcomes in 33311 Zip Code
<b>Action:</b>	For Planning Purposes
<b>Budget Impact:</b>	None at this time.

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**Background:** The Program Planning Committee meeting on December 3, 2015 started a deeper conversation and look at the 33311 community. Staff presented the history of the area, current conditions and initiatives and CSC programs and results in 33311. 33311 Trend Data shows consistent improvement on two key child well-being outcomes: declining rates of delinquency referrals and teen pregnancy. The program successes, however, are fighting the head winds of segregation, concentrated poverty and economic underinvestment.

**Current Status:** The Broward County Human Services Director and Broward Sheriff's Office Administrators have expressed an interest in partnering with CSC on advancing racial equity in Broward County. As a result, CSC staff received three bids from national organizations (Just Partners, Inc., Pacific Education Group, and the People's Institute for Survival and Beyond) to build Broward's local capacity to promote racial equity (see attached). Each organization recommends an initial stakeholder training for 1.5 to 2 days followed by either more workshops and/or technical assistance/coaching to develop a strategic plan or approach to co-create equity. CSC will provide Broward specific history, data and service arrays to the selected organization to customize the goals, strategies and outcomes. Staff are requesting direction on the desired outcome(s) of the work, such as specifying a community indicator to improve (i.e., child welfare or juvenile justice disproportionality), a focus on policy, practice, community engagement and empowerment and/or healing. Staff will share the PPC recommendations for advancing the racial equity work with the County and BSO.

Since the December PPC meeting, staff have begun sharing the presentation with community partners, building internal capacity to increase equity and connecting to other entities that focus on equity. Staff have shared the presentation with representatives from Nova Southeastern's Huizenga School of Business and will be sharing the presentation with the Community of Promise workgroup in 33311 in February 2016. In addition, staff shared the full Program Planning Committee presentation with over 30 CSC staff and have begun internal dialogues to identify and interrupt structural racism and strategies to co-create equity. Training to reduce implicit bias and racial anxiety is slated to start in April 2016. CSC is participating the Broward Behavioral Health Coalition Equity and Evaluation Committee.

**Recommended Action:** For Planning Purposes



**Proposed Scope of Work to  
Children's Services Council of Broward County**  
*Offered by the Race Matters Institute of JustPartners, Inc.*

January 23, 2016

We welcome the opportunity to work with you to address the stated goals of the Children's Services Council of Broward County. Specifically, we understand that you are interested in having an introductory workshop about advancing racial equity and coaching/technical assistance to co-create a racial equity plan for Broward County over a 12 month period. Participants in the process will include county government, law enforcement and community leaders. We assume that the CSC Council Members and CEO will participate, as well.

Prior to detailing our offering, we would like to introduce ourselves.

**About JustPartners, Inc. (JPI) and the Race Matters Institute (RMI).** JustPartners, Inc. is a minority-led 501c3 national consulting firm established in 2003 and based in Baltimore, MD. It is home to the Race Matters Institute, whose origin began over a decade ago as a program within the Annie E. Casey Foundation. The Foundation later provided the initial resources for RMI to be launched as a separate self-sustaining consulting enterprise.

RMI assists nonprofits, government units, school systems, community organizations, philanthropies, and national networks to increase their mission-driven results across their diverse constituencies through customized organizational audits, strategic planning, training, technical assistance, coaching, and product development. The results for our clients are **mission-driven strategies and concrete actions** that enable them to be more intentional, programmatically and operationally, to advance racially equitable outcomes. For more than a decade RMI has provided consulting services to clients from over 30 states, at the national level, and across national networks. We have a strong record of repeated engagement by these clients as their work goes more deeply into their respective issues. We are especially known for our ability to customize race-informed strategies to an organization's or network's specific mission and everyday work.

RMI uses diverse teams in our work. This project will be led by Dr. Paula Dressel, JPI's Vice President, who is based in Atlanta, GA. She will serve as the overall point of contact. Prior to becoming a principal in JustPartners, Inc., Dr. Dressel was Director of Planning, Research and Development at the Annie E. Casey Foundation. Her expertise includes issues of social welfare policy, racially equitable organizational practice, community planning, and strategic planning. Paula holds a Ph.D. in sociology from the University of Georgia. Dr. Scott's background is in research, advocacy, government relations and consulting. She is an experienced policy analyst in the areas of budget and tax policy, health, and nutrition, with expertise on the intersection of race and equity in public systems. Prior to becoming Director of the Race Matters Institute, she held the position of Vice President of Policy and Equity Programs at Voices for America's Children. Joanna holds a Ph.D. in public policy from the University of Maryland, Baltimore County.

**How We Work with Clients.** Our support is intended to help you achieve *your* goals. So, we work closely with our client point(s) of contact to ensure that everything we do is customized to your needs, circumstances, and pacing. This means that:

- We always co-design or discuss session materials with our point(s) of contact, giving you the opportunity to review power points and other customized work prior to it being used or shared more broadly.
- We always utilize a place-based racial history and incorporate local demographics (along with their nuance and complexity) into our work.
- We use evaluation forms to incorporate real-time feedback into subsequent work.
- We debrief with you to ensure that we have achieved the results you anticipated and to make any course-corrections that might be advisable.
- There will be no surprises!

**Contextualizing Our Approach.** It is important to understand how our focus on racial **equity** relates to the concepts of diversity and inclusion (see Figure 1). **Diversity** refers to the wide array of differences among people, their varying experiences, and their perspectives on the world. A diverse organization is *not necessarily* an equitable organization. **Inclusion** typically means the ability of diverse people to raise their perspectives authentically, and for those voices to matter and impact decisions within an organization. **Equity** refers to the *result* of policies, practices, and other actions so that advantage and disadvantage are not systematically distributed on the basis of race and ethnicity. Strategies that produce equity must be targeted to address the unequal needs, conditions, and positions of people and communities that are created by institutional and structural barriers – typically found in policies and practices.

**Figure 1. Distinctions among Diversity, Inclusion, Equity**



Because our focus for advancing equity is on policies, practices, and related institutional and community decisions, it differs from work that others offer around racial diversity and inclusion. The latter trainings typically give deep attention to the personal and interpersonal ways that inequities are manifest. They are certainly complementary approaches to ours, but they are significantly different. While they seek to produce individual change, our work is intended to produce institutional and community change.

**Case Examples of Our Work.** As previously mentioned, our clients include nonprofits, government units, school systems, community organizations, philanthropies, and national networks and initiatives. As examples, we have worked with nonprofits whose reach is national (Living Cities), state (Kentucky Youth Advocates) and local (Baltimore Family League); government units such as the Children’s Administration of the State of Washington’s Department of Social and Health Services; school systems such as the Guilford County, NC Public Schools; community organizations such as the cross-sector Racial Equity Roundtable in Buffalo, NY; philanthropies that are both national in scope (Annie E. Casey Foundation) and community-focused (Greater Kansas City Community Foundation); national networks such as the Opportunity Finance Network; and national initiatives such as the Campaign for Grade Level Reading.

While our work with the Greater Buffalo Racial Equity Roundtable (RER) is significantly more extensive than what you seek, it may best illustrate how we bring stakeholders from different sectors together. The Roundtable was in the process of formation when we were brought in to work with them in Summer, 2015. In six months we have:

- conducted personal interviews with each member to ascertain what participants viewed as challenges to and opportunities for the region with regard to racial equity;
- produced a written environmental scan that included a local racial history, current equity initiatives, opportunities and challenges related to equity as embedded in local planning data and reports, and relevant best practices from other communities;
- grounded in the above, co-designed and offered a 1.5 day introductory racial equity training so that the Roundtable would have a shared language for its work, a shared appreciation of the local racial history, and a shared perspective on structural factors producing inequities in the region;
- co-designed and facilitated a 2-day Strategic Planning Retreat;
- produced a draft written 3-5 year strategic action plan for the RER;
- used feedback on the draft to begin drafting a final version of the plan, to be presented for approval on March 9 of this year.

While it is premature to report the results of that effort, we anticipate that at least one local government and one major educational entity will make significant public commitments to specific equity actions and that three issue-area task forces will pursue identified policy concerns. Just as important for sustainability, these cross-sector stakeholders now have stronger relationships, a shared understanding of local drivers of inequities, and appreciation for the collective effort that is needed to produce desired results.

**Proposed Plan of Action.** Because we co-design the work with clients, we welcome discussion around the following so that it meets your specific needs. Our proposal is necessarily less specific than it can be when we know more detailed parameters of your effort – e.g., whether your stakeholder participants are already identified and have established relationships, the extent to which local data to inform an understanding of equity already exist, and the breadth of your desired results that would guide the desired strategic plan. Prior to having that knowledge, we offer the proposed plan of action:

- **Step 1.** On-site kick-off meeting with the client to confirm a shared understanding of our work together. Assembly of local materials to enable customization of the racial equity training. We will rely on our client point(s) of contact for guidance to local documents that may not be readily available to the public. **Result:** *A working relationship is established for the contract; we have important materials that can build our understanding of the local context.*
- **Step 2.** Co-design and delivery of a customized 1.5-2 day introductory workshop about advancing racial equity, where participants will adopt a shared aspiration for the racial equity strategic plan, a diagnosis of the challenges, an overarching approach for the work and coherent actions that might flow therefrom. (Adapted from the strategic planning approach of *Good Strategy, Bad Strategy* by Richard Rumelt). **Result:** *Participants develop a shared language and a shared framework for the work ahead and identify the anchor premises for the development of a strategic plan.*
- **Step 3.** Based on the identified premises in Step 2, a strategic plan is drafted. Our budget enables two options for this Step – one in which we offer an initial draft in close consultation with our point(s) of contact, and another whereby we coach a team at the Children’s Services Council as they write the plan. **Result:** *A draft plan is available for feedback.*
- **Step 4.** Input on the draft from those who participated in the workshop in Step 2. We would need to discuss with you the appropriate input process. As a placeholder, we have included one trip for us to facilitate this as an in-person discussion. Who undertakes the revisions based on input depends on which option you choose in Step 3. **Result:** *The plan receives stakeholder buy-in and can be finalized.*
- **Step 5.** Follow-up coaching for 6 months, up to 12 hours total, to ensure that work is on track. **Result:** *Plan gains traction.*

**Budget.** Please note that the Product Fees identified below for each Step are “turn-key” costs for the full activity. They incorporate the work of Drs. Scott and Dressel for planning, co-design, customized materials development, research, service delivery, and debriefing following the activity. Two Options are given, depending on whether we draft the plan or we coach your team to do so.

	<b>Option 1 – JPI/RMI writes the Plan</b>	<b>Option 2 – We coach you to write the Plan</b>
<b>Personnel (product fees)</b> <ul style="list-style-type: none"> <li>• <i>Dr. Paula Dressel - \$18,000 (Option 1) or \$22,500 (Option 2)</i></li> </ul> Includes kick-off meeting, co-facilitate racial equity training session, lead strategic planning draft writing (Option 1) or coaching (Option 2)	\$33,600	\$40,050

<p><i>Dr. Joanna Shoffner Scott - \$15,600 (Option 1) or \$17,550 (Option 2)</i></p> <p>Includes kick-off meeting, creation of local racial history and customization of training from local documents, lead for racial equity training, review of strategic planning draft(s)</p>		
JPI overhead @ 10%	\$3,360	\$4005
<b>TOTAL</b>	<b>\$36,960</b>	<b>\$44,055</b>
Travel: Assumes up to 3 round-trips ATL-FLL (Dressel) and BWI-FLL (Scott), 5 overnights each in Broward Co.	<i>At cost, up to \$6,000</i>	

**Timeline.**

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Months 7-12
Kick-off meeting	Review of local materials	Introductory training	Development of draft and final strategic plan, possibly to include on-site meeting of stakeholders for input			Coaching

**Payment Schedule**

- 1/3 upon receipt of contract
- 1/3 + travel following Introductory training, with submission of invoice
- 1/3 + travel upon conclusion of final plan, with submission of invoice

# PACIFIC EDUCATIONAL GROUP

December 4, 2015

## CHILDREN'S SERVICES COUNCIL OF BROWARD COUNTY 2016 Racial Equity Professional Learning Plan

Pacific Educational Group (PEG) will provide the following professional development, coaching, and consulting services to the Children's Services Council of Broward County during the 2016 fiscal year for the purpose of developing and accelerating the council's capacity to engage in systemic equity transformation and eliminate racial disparities in Broward County.

Component	Dates	Description	Anticipated Consultant(s)	Fee
<b>1: County-Wide Equity Leadership Team (CELT) Development and Consultation</b>	Four dates TBD, starting in January	CELT seminars are focused on building executive capacity and accountability for leading and implementing equity-based initiatives.. Sessions will integrate the CSC Broward's on-the-ground experience with the Collective Impact model with PEG's expertise in the Courageous Conversations About Race Protocol, Adaptive Leadership, Critical Race Theory and Systems Thinking tools.	Courtlandt Butts	\$12,000
<b>2: Beyond Diversity Seminar</b>		The two-day <i>Beyond Diversity</i> seminar is the foundation (pre-requisite) for all equity leadership development phases. <i>Beyond Diversity</i> is designed to help community leaders understand the impact of race on community initiatives and the role that racism plays in institutionalized achievement disparities.	Courtlandt Butts	\$11,150
<b>Total Fee for Above Programming (inclusive of travel)</b>				<b>\$23,150</b>

For more information please contact:

**PACIFIC EDUCATIONAL GROUP**  
COURTLANDT BUTTS  
Equity Program Manager - Government/NGO  
415.816.8729 (cell)



## **The People's Institute for Survival and Beyond Training and Technical Assistance Process for Implementing Anti-Racist Principles and Practices in Schools, Institutions, and Community Groups**

*The People's Institute for Survival and Beyond works with organizations, schools and community groups to facilitate community organizing and movement-building rooted in and sustained by anti-racist principles, policies and practices.*

*The People's Institute believes that as institutions and individuals deepen their anti-racist analysis and actions, they are able to work more effectively to strengthen families and support the development of leadership in low-income communities. They become models for social transformation of communities, organizations, and schools throughout the country.*

### **PROCESS**

With training and technical assistance from The People's Institute, [name of school or organization] will reach consensus on an anti-racist vision for itself and the communities it serves. We recommend that [name] take the following steps to help the organization internalize and strengthen its anti-racist organizing principles, policies and practices.

#### **1. Undo Racism**

*We understand racism as a dehumanizing ideology that is the single most critical barrier to building effective coalitions for social transformation. We teach that racism has been consciously and systematically constructed, and that it can be undone when people understand what it is, where it comes from, how it functions, why it is perpetuated, and how to organize against it.*

Action: [Staff, leadership and constituents of organization] will participate in The People's Institute introductory *Undoing Racism*<sup>TM</sup>/*Community Organizing* workshop so as to have a common language and analysis of power and racism.

#### **2. Understand, Share and Celebrate Culture**

*We recognize culture as a way of life – the life support system of a community. A community whose culture is respected, nurtured and valued gains a sense of its own power. In the United States, the imposition of a dominant culture that values one world view over others has had a dehumanizing impact on all people. Understanding how this imposition occurred and how it is manifested is the first step toward transforming the collective culture into a humane culture.*

Action: Look at the [school or organization] culture as it manifests itself in its policies, functions and actions. What values does it aspire to and what values are actually in place? What is the quality of relationships within the organization? How do the cultures of constituent communities affect their relationships with the school/organization?

### 3. Re-examine and Learn from History

*We believe that re-examining history is a tool for effective organizing. History teaches that all institutions in the U.S. have roots that can be traced back or linked to periods of genocidal enslavement or separate-but-equal policies that have created inequities in wealth, access to and control of those institutions. As individuals and organizations research and critique the history of all peoples, they are able to use anti-racist principles to create a more humane future.*

Action: Explore [school/organization] history and reputation: How did it come into being? Who determined its vision? Who has regularly spoken for the organization? What has been its role in building a social justice movement?

### 4. Analyze the Manifestations of Racism

*We identify manifestations of racism in **individuals, institutions, culture, language** and in our relationship to our **environment**. These forms of racism are interrelated. For example, individual racism is nurtured by the dominant culture and backed up by institutions. Racism manifested as **militarism** is enforced by law enforcement institutions at home and by armies and intelligence agencies abroad. In order to dismantle racism we must analyze the power of its interlocking manifestations.*

Action: Examine how racism manifests itself in [the school/organization]. Conduct a similar examination of the interlocking manifestations of racism in constituent organizations and communities.

### 5. Undo Internalized Racial Oppression

*We understand that Internalized Racial Oppression manifests itself both as Internalized Racial **Inferiority** and Internalized Racial **Superiority**. It leads individuals, institutions and whole systems to accept and act out definitions of individuals and groups that are rooted in a racial construct that designates one or more “races” as inferior and others as superior. Over many generations, internalized racial inferiority expresses itself in such self-defeating behaviors as self-blame, rage, colorism, ethnocentrism, denial, etc. The process of internalized racial superiority, over generations, gives those designated as a “superior race” unearned privileges and unacknowledged power and often makes their racial advantages invisible to them.*

Action: Analyze how Internalized Racial **Inferiority** and **Superiority** are manifested within [the school/organization] staff, faculty, board, and in communities served by the [school/organization]. If people of color and white people have used caucuses to share experiences and insights, what have been the results?

### 6. Develop Leadership

*We believe that effective anti-racist organizing is demonstrated by the leadership that is intentionally and systematically developed within local communities and organizations. We encourage and mentor young people and low-income persons to find their voice and assume their rightful roles as anti-racist organizers.*

Actions: Ensure that the planning team that is selected to facilitate anti-racist work with constituents it represents [the school/organization] diverse community. Examine [the organization's] leadership in working for anti-racist systemic change.

## 7. Maintain Accountability

*We have learned that to organize with integrity we must be accountable to those communities that struggle with racism. Institutions that serve, work on behalf of, and obtain resources in the name of those communities must respect and follow their collective leadership.*

Action: Analyze to whom [school/organization] is accountable. Explore the dynamics of accountability within it and among constituencies. Is there a process to determine faculty/student/practitioner accountability to their own constituencies?

## 8. Network

*We recognize that the growth of a movement for social transformation requires networking – “building a net that works” to sustain hope and overcome isolation. Through networking, we develop relationships based on shared values; we create alliances that bridge issues and ideologies; we expand the movement so people are less likely to fall through.*

Action: Understand the role of networking in how [staff and constituent leaders] are selected. Explore how networking helps constituents sustain their efforts to build the movement for social justice.

## 9. Reshape Gatekeeping

*We recognize that persons who work in institutions often function as gatekeepers who, consciously or unconsciously, ensure that institutions perpetuate unjust and inequitable values and practices. Gatekeepers who operate with anti-racist values and maintain accountable relationships with the community can help to generate institutional transformation rather than to perpetuate a status quo.*

Action : Evaluate the effectiveness of the [school/organization] policies and procedures in promoting an anti-racist vision. Examine roles of staff, board and constituent representatives to see how each functions as a gatekeeper to strengthen or weaken community self-determination.

### ***Preliminary Steps by [school/organization]***

1. Participate in introductory *Undoing Racism*<sup>TM</sup>/*Community Organizing* workshop;
2. Assemble identity documents, vision statements and policy/procedural statements at all levels of the organization;
3. In conversation with The People's Institute, select a core planning team to facilitate the [school/organization's] process for achieving its anti-racist vision.

### ***Preliminary Steps by The People's Institute***

1. After conversations with [school/organization] planning team, select trainers/organizers for its Strategy Team;
2. Meet with planning team to design an anti-racist strategy, including concrete tasks and timeline

### ***Stage I: Completing an Anti-Racist Assessment of the [school/organization]***

Assessment of [school/organization] through participant observation, interviews, and review of documents and organizing strategies to develop an overview of its current anti-racist culture and the extent to which its staff, faculty, students and board understand organizing to achieve grassroots empowerment.

*Internal assessment* of [school/organization] by its staff and board will include the following questions:

- To what extent are anti-racist principles part of its history and current personnel, policies, programs, constituency, structure and mission?
- What are its internal dynamics of leadership development?
- How does the [school/organization] culture express itself at all its organization levels?
- How does it address manifestations of internalized racial superiority and inferiority?

*External assessment* of [school/organization] by local, regional and statewide organizers/constituents will include the following questions:

- To what extent do constituents feel empowered to address issues of racism and oppression with [school/organization]?
- What are [school/organization's] relationships with communities it funds and serves?
- How well does school/organization respond to direction by its constituencies?
- Are constituents at [school/organization] peer-review?

### ***Stage II: Implementing an Anti-Racist Vision with [School/Organization's] and their Constituents***

As [school/organization] staff & constituent representatives complete their analysis of the organization, its history, and the effectiveness of its relationship with constituents, they will move naturally to create and implement an anti-racist vision for the larger [school/organization]. Central to this vision will be community leadership.

During Stage II, The People's Institute Strategy Team will facilitate the following actions by [the school/organization]:

- [School/organization] and their constituents will participate in the *Undoing Racism*<sup>TM</sup>/*Community Organizing* process;
- Constituents will complete internal/external assessments of their organizations similar to those completed in Stage I by the school/organization itself;
- A visioning team will engage staff, board, faculty and constituents in dialogue and discussion about the [school/organization's] anti-racist vision;

- Community representatives will work with faculty, board and staff to design Principles of Community Accountability.

### ***Stage III: Sustaining and Expanding Anti-Racist Vision, Principles and Practices***

Institutions in the United States resist becoming anti-racist. Like rubber bands, they snap back to their former, racist shape whenever pressure is relaxed. To sustain an anti-racist culture in any organization or community requires vigilance, persistence and risk. It requires careful strategic planning, principled leadership and effective anti-racist organizing. Finally, it requires active accountability to low-income communities of color that have a sense of their own power.

During Stage III, [school/organization] staff, board and constituent representatives, working with The People's Institute Strategy Team, will:

- Implement a process of continuous reflection, assessment and evaluation;
- Host gatherings with sister organizations (grassroots, philanthropic, academic, human service) to share insights and understandings and solicit feedback;
- Advocate for institutional transformation with other institutions;
- Live by principles of accountability so that changing leadership will not diminish the [school/organization's] vision, focus or commitment to anti-racist organizing.

## **CONCLUSION**

*The People's Institute believes that anti-racist principles are essential for effective organizing of a movement for social justice and equity. We believe that such a movement must be led by communities of color. The role of institutions like The People's Institute and schools, organizations, and community groups is to help communities get a sense of their own power and account to them for our institutional principles and actions. Anti-racist leadership development is central to this empowerment process: As low-income communities analyze the history, systems and manifestations of racism that oppress them, as they celebrate the culture that sustains them, and as they build effective networks across geography, ethnicity, language and ideology, they become effective leaders in the movement for social justice.*



## THE PEOPLE'S INSTITUTE FOR SURVIVAL AND BEYOND

### UNDOING RACISM™ WORKSHOP

#### ANTICIPATED OUTCOMES

- Develop a common definition of racism and an understanding of the different forms it takes – individual, institutional, linguistic, and cultural;
- Develop a common language and analysis for examining racism in the United States;
- Understand one's own connection to institutional racism and its impact on his/her work;
- Understand why people are poor and the role of institutions in exacerbating institutional racism, particularly for people and communities of color;
- Understand the historical context for how racial classifications in the United States came to be and how/why they are maintained;
- Understand the historical context for how U.S. institutions came to be and who they have been designed to serve;
- Understand how all of us, including white people, are adversely impacted by racism every day, everywhere;
- Surface assumptions about how your work is (or is not) affected by racism;
- Develop awareness and understanding about ways to begin undoing racism™;
- Gain knowledge about how to be more effective in the work you do with your constituencies, your organizations, your communities, your families;
- Understand the role of community organizing and building effective multiracial coalitions as a means for undoing racism™.

**Cost: Workshop for 2.5 days \$15,000.00 (negotiable especially if you hold more than one) It is recommended to host up to 3 or 4 workshops with 40 people each.**