**Public Health - Seattle & King County**

**Racism is a Public Health Crisis / Equity and Social Justice**

***Working Division Plan 2023-24***

**Your Division: ___APDE/CDIP_____**

**Division Director: ___Nadine Chan_____**

**Person submitting plans: ___Nadine Chan and Blishda Lacet_____**

1) **What is the division's process for developing this plan (who has participated from employees and communities)? How will they continue to be engaged? What systems of transparency and accountability will you create?**

**Employee and community engagement**

Our division has an over 10-year history of staff-led processes to guide the division's racial equity and social justice work (RESJ). For this request, to update the division's RESJ plan, APDE/CDIP's ESJ Committee voted to use a staff-led (not a top down) process. Thus, all APDE/CDIP staff were invited to join one of three workgroups (policies & budget, workforce/workplace, and community partnerships). Five volunteers participated in each of these workgroups (14 employees total) and represented both sections, all levels, and various program/project teams. The workgroups met weekly for six weeks, drafted the plan and then passed it on to the division's ESJ committee and then the management team, who discussed the draft plan with representatives from each workgroup and made the plan available to all staff before submitting this to the Office of Equity of Community Partnerships.

Community engagement is a cornerstone of APDE/CDIP's work. When we think of communities impacted by the division's work, we think of both the folks in our division, as well as folks we work with outside of our division. Staff, which include students/fellows, bring lived experience with the racial/ethnic, income, geographic, gender (and more) perspectives to inform the division's work. Outside of our division, our staff work with over 250 community partners annually. The division's broad and deep experience with and in partnership with community has and will continue to inform the plan. For example, this plan draws from the information gathered by a consultant Communities of Opportunity commissioned to make recommendations around equitable contracting, a process that involved interviews with a number of community partners. The plan was also informed by COO's Strategy Lab, which involved gathering input from community partners.

Our division builds ESJ into routine operations. Going forward, APDE/CDIP will continue to use existing channels to engage employees at all levels of the division as well as community-based organizations and community members. These channels include, but are not limited to, the following:

Engagement within our division

- APDE/CDIP ESJ committee meetings and subgroups (small project teams) working on action items
- Division leadership team meetings, section manager meetings, and staff meetings

- Recruitments that hire staff and provide student internships/fellowships that increase the diversity of perspectives needed to achieve racial equity and social justice

Engagement with folks we work with outside of our division

- Division representative on the department's EIB PH affinity group
- Project or program-specific community advisory boards
- Listening sessions with community members, including through the Community Health Needs Assessment and across the various evaluation projects
- Engaging with community on data collection and interpretation of quantitative and qualitative data
- Partner with community-based organizations on funding opportunities
- Align with BSK work with consultant to create an antiracist culture

**Systems of transparency and accountability**

Since 2015, APDE/CDIP managers have included an ESJ goal as part of their annual EPAS goals. By 2019, all staff were asked to include an ESJ goal, which are reviewed with supervisors. In 2022, APDE/CDIP completed a division-wide ESJ strategic planning process that led to a set of ESJ priority actions for the division. We then created a system to track the division's ESJ priorities. Our tier board includes a tracker of ESJ goals. For example, a metric for 2022 was 100% of new budgets include line items for translation and stipends for community engagement as applicable. In 2023, division's ESJ Committee led a QI process (via a survey) to identify adjustments that should be made to systems we use to track ESJ priorities. Based on anonymous input from committee members, the following will continue to be used:

- All staff will include at least one ESJ goal in their annual EPAS, and supervisors are expected to check in periodically with their staff regarding progress on these goals. All staff are also encouraged to engage in ESJ division plan priorities that connect to their existing bodies of work.
- A progress tracker for the division-wide ESJ priority actions is a tool we use to hold ourselves accountable and make our progress visible to all staff. The tracker can be viewed on our All Staff SharePoint site.
- Two ESJ committee representatives (one from each section) meet quarterly with the division leadership team to align on priorities, share ideas, and address barriers/challenges that arise. During these meetings the group reviews the ESJ progress tracker, prioritizes 1-3 action items for the quarter, and works to identify a potential project manager/lead for each prioritized item.
- Each quarter, the ESJ committee representatives provide progress updates at their respective section all staff meetings following their meeting with the division leadership team.

2) **Priorities for the next 2 years regarding Racism is a Public Health Crisis policies and budget, workforce/workplace equity, and community partnerships**

   A. **Racism is a Public Health Crisis policies and budget**

| Inequities addressed | Objectives | Actions | Examples of Potential Measures |
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| Contracted partners reflect the diversity of KC communities and serve communities most impacted by historic, systematic, and structural racism (including Black and indigenous communities) | Seek to fund organizations with racial/ ethnically diverse leadership and who serve communities most impacted by historic, systematic, and structural racism (including Black and indigenous communities) | Assess what processes exist within RFA or RFP process to learn about demographic characteristics of the applicant organizations' leadership and who they serve | Completed assessment |
| | | Propose a methodology to assess the demographics of applicants who receive and don't receive funding;<br><br>Evaluate what factors contribute to applications that are and are not successful | Completed analysis |

| | | Identify and implement actions our division can take to reduce inequities experienced by RFx applicants: this may include providing TA to future RFx applicants, including anti-bias workshops for RFx reviewers, and developing a checklist for reviewers that includes this as a step (while understanding this will need to fit within existing processes laid out by CPRES, BSK etc.) | Completed assessment of what actions our division can take (such as whether there are gaps in resources or awareness and use of TA/resources for RFx applicants)

Implemented actions in our division's RFx processes (e.g., checklist that includes anti-bias training for RFx reviewers before reviewing applications and % reviewers in our division who completed such training)

Completed evaluation of whether division's actions to address inequities experienced by applicants to our division's RFx are associated with awards going to organizations with racial/ethnically diverse leadership |
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| Opportunities for input in division's decision-making processes (such as RFxs) by communities most impacted by historic, systematic, and structural racism (including Black and indigenous communities) | Ensure we are intentionally engaging communities most impacted by historic, systematic, and structural racism in the work our division carries out | Identify tools (such as distribution lists, RFxs, etc.) to outreach to and gather input from community (note: COO's Strategy Lab is an example of using RFA process to gather community input)<br><br>Identify ways to bring visibility to the work APDE/CDIP is doing to engage communities (and which ones) within our specific programs and projects | Documents created to track community input in RFx decisions; and track changes to systems and practices within the division |

**B. Workforce/workplace equity**

| Inequities addressed | Objectives | Actions | Examples of Potential Measures |
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| Build networks to support staff who historically and systematically have experienced barriers to success (Queer, Trans, Black, Indigenous, and People of Color QTBIPOC) | To identify opportunities to and build networks or support systems for all staff, including folks who identify as QTBIPOC | Create multiple options to connect staff with mentors, buddies, affinity groups, and fellow subject matter experts<br><br>Develop and implement a pilot mentorship process in our division (could include a workshop for potential mentors that is grounded in racial equity)<br><br>Assure mentors include QTBIPOC leaders | % Staff (QTBIPOC and others) who feel they have access to mentorship and network they seek |

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| Workforce reflects communities most impacted by inequities and have lived and subject matter experience in relevant topic areas | Consistently seek lived and subject matter experience in building our workforce | Partner with HR to ensure job postings across the division consistently include language about lived along with subject matter experience in the qualifications and allow alternatives to post-secondary and/or graduate-level education in the minimum qualifications | Standard template for job descriptions includes language seeking lived experience and allowing alternatives to post-secondary and/or graduate-level education in the minimum qualifications<br><br>(Note: HR is working on a standard template and APDE/CDIP will add this language for our division) |
| Staff have strategies to reduce unhealthy conflict and burnout, especially for BIPOC staff, when working with multiple stakeholders | Provide training for staff to help manage and coordinate groups experiencing conflict or tension in ways that are creative and constructive | Training for division staff on generative conflict (e.g., training offered by Vision Change Win) | # of trainings offered<br><br># people trained<br><br># of staff who used the generative conflict model in practice (based on survey 6 months post-training) |
| All staff have access to information about job expectations and performance reviews | Ensure that staff know how performance will be evaluated and that there are no disparities in how evaluations are conducted depending on supervisor or employee | Communicate and provide transparency around how performance evaluations are conducted and expectations for supervisors/employees | Change made to onboarding materials and any relevant documents to include expectations for goal setting and performance reviews (e.g., include links to performance review forms in onboarding plan template) |
| Need for staff input to continue to inform decisions around hybrid work | Confirm hybrid model is working for staff and that staff input informs decision-making | Build check-in processes to assess how the hybrid model is working for staff and to identify any potential inequities (such as via staff surveys and supervisor/staff check-ins) | % staff who feel they are able to get their work done in hybrid work environment |

C.  **Community Partnerships**

| Inequities addressed | Objectives | Actions | Examples of Potential Measures |
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| Staff have strategies to reduce unhealthy conflict and burnout, especially for BIPOC staff, when working with multiple stakeholders | Provide training for staff to help manage and coordinate groups experiencing conflict or tension in ways that are creative and constructive | Training for division staff on generative conflict (e.g., training offered by Vision Change Win) | # of trainings offered<br><br># people trained<br><br># of staff who used the generative conflict model in practice (based on survey 6 months post-training) |
| Language accessibility in our data, partnerships, contracting and services | Ensure language accessibility goes beyond translation and interpretation and that community partners' language access needs are met from the application process and beyond (including once they are partnering with us to provide contracted services) | New budgets to include line items for translation and communication products that use clear language, as applicable<br><br>APDE/CDIP's language access liaison will stay closely connected to PH's Language Access Team<br><br>Partner with Language Access Team to identify how language access is currently used in division and its impact on partnerships<br><br>Develop a community of practice and/or regular communications on best practices for integrating language access into processes and budgets, learning from other programs that have already done this | Community of practice and/or resources about best practices so that our division's products use clear language and meet language access needs |

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| | | Assure we use plain language<br><br>Explore options to improve visual access to data/online information | |
| Assure opportunities for meaningful and equitable engagement with community partners | County-wide Community Engagers Team (CET)'s work will include gaining insight into how divisions and departments are engaging community, including through community advisory boards<br><br>CET will work to identify best practices and to standardize where possible (e.g., around use of stipends, equitable contracting, etc.) | Share APDE/CDIP's experience to influence work of county-wide Community Engagers Team (CET) around standardization and best practices<br><br>Bring back learnings from CET to shape APDE/CDIP's best practices around community engagement | Engage in CET meetings regularly (cadence is more than monthly)<br><br>Provide report outs on CET work periodically at all staff section meetings<br><br>Resources that all staff can access to find emerging and best practices around equitable engagement with community partners in the work our division carries out |
| Communities need to be represented fully, respectfully, and accurately in our data and data products | Continue serving as a champion for and making improvements in how data is collected and shared | Develop and move forward the following action items:<br>• Review and refine APDE guidelines on how to present data on multiple races to ensure communities are represented fully, respectfully, and accurately<br>• Continue to advocate for changes in how the federal government collects data on race and ethnicity<br>• Continue to provide training and resources to | APDE lead identified (Y/N)<br><br>Objectives achieved (Y/N) |

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| | | APDE staff on data equity (e.g., data biographies, data disaggregation, etc.) | |