

Pro-Black Accountability Plan

A policy and action based proposal to hold Performing Arts Workshop accountable to our commitment to be actively Pro Black.

Includes: Recommended Actions, Recommended Policies, Recommended Supporting Documents, Recommended Timelines, Recommended Methods of Measurement, Research to Conduct, and Questions to Consider

Considerations:

- 💡 What actions are we going to continue to take? What new actions that don't require a policy change are we going to take?
- 💡 What are the new recommended supporting policies & how will we implement them?
- 💡 How will we measure our levels of success? (action & results, not tokenizing)

Framework:

- 💡 Commitment made in Support of Black Lives Statement
- 💡 Action and Guideline Recommendations with Timeline
- 💡 Policy Revision Recommendations with Timeline
- 💡 Effectiveness Evaluation Recommendations
- 💡 Research to conduct/Questions to consider

****The highlighted items in the Action, Guideline, and Policy Recommendations section correspond with the highlighted items in the Methods of Measurement section of the same color for each section.***

See the [Workshop's Statement in Support of Black Lives](#)

Black Leadership

Commitment made in Support of Black Lives Statement	We commit to revising and refocusing on a clear pathway for Black leadership among teaching artists, the board, and the staff in the <i>next year</i>
Action, Guideline, and Policy Recommendations	<p>I. Make the artist advancement track clearer. Ensuring that the promotion track is clear and shared to all makes it accessible and available as a personal advocacy tool. We know that when advancement tracks are obscured, they will continue to benefit white staff and non-Black staff first, or exclusively, by default. See corresponding method of measurement.</p> <ul style="list-style-type: none">● Introduce new hires to the advancement track● Revisit in every performance review. Provide artists with opportunities to ask questions regarding their promotion eligibility and specific areas of focus and growth that the Workshop requires for their promotion.● Mentors discuss pathways to leadership with each Artist Intern, during each TSA, and at least twice a year in the Workshop Flash. <p>II. Clearly, consistently, and proactively communicate the existing pathways to leadership and specifically encourage Black staff members to seek leadership or opportunities that will develop and increase their leadership.</p> <p>III. Continue to expand our thinking and embrace the complexity of what “ready for leadership” means, what criteria is steeped in white supremacy, how do we recognize the inherent value of Black leadership while not tokenizing people and setting anyone up for failure? See corresponding method of measurement.</p> <ul style="list-style-type: none">● Examine qualifications for leadership advancement for white supremacist values● Revise criteria to align with anti-racist, pro-Black lens (prioritize experience with and ability to engage in anti-racist practices as a necessary skill) <p>IV. Build long-term relationships with nonprofits that support Black leaders -- actively avoid just reaching out when hiring. See corresponding method of measurement.</p> <ul style="list-style-type: none">● Conduct outreach to local Black-led organizations aligned with the Workshop’s aspirational values to develop long term relationships (District 11 Black Leaders, IT Bookman leadership, etc.)● Assess resources the Workshop can share with these organizations● Engage in at least two collaborations with Black led organizations in the next year.● Support and highlight the work of these organizations (recommend volunteer opportunities to Workshop staff and stakeholders, highlight events, invite to Workshop Learning and Growth facilitated sessions, etc.) <p>V. Require assessing anti-racism practices (only hiring candidates that actively engage in anti racist practices - as determined by the assessment) and facilitating an anti-racism “entrance conversation” for each staff and board position.</p> <p style="text-align: center;">Interview Questions</p> <ul style="list-style-type: none">● Develop the questions for the interview in consultation with the ARC● Develop a rubric for answers (checking for an understanding of systems and policies, and for sharing examples of their own practices and lived experience)

Methods of Measurement

- Note: Be intentional about not using anti-racist language as a barrier to entry for potential staff, specifically for applicants with lived experience of anti-Blackness and racism

Onboarding Process

- [Onboarding process](#)
- Require that all staff and board members (new and existing as relevant) undergo the four session onboarding process

VI. Integrate criteria for Board selection that requires the Board to reflect the youth populations we serve and for Board members to have an understanding of and engagement with our anti-racist work

- Draft criteria
- Advocate for board/ED criteria approval
- Review the demographic information we have about the youth we serve and compare to the demographics of the Board to identify discrepancies

Questions to ask and actions to measure

Did the Workshop make the advancement track available at every artist interview?

Did every artist review the advancement track at every performance review?

Have pathways to leadership discussions been formally added to the list of discussion items for artist interns?

Were pathways to leadership discussed with each intern?

Were pathways to leadership discussed in each TSA debrief?

How many newsletters featured information about leadership pathways within the organization?

How many Black artists were recommended for leadership?

How many Black artists moved on the pathway to artist advancement?

Did the Workshop review their leadership criteria with an anti-racist focus?

Did the Workshop implement changes to their criteria?

Did more Black people move into positions of leadership?

Did Black people remain in those positions of leadership?

Did the Workshop compile a list of local Black-led organizations who they want to support/partner with

Did the Workshop collaborate with at least two Black-led organizations? How?

Have hiring managers used the interview questions developed in consultation with the

**Research to
conduct/
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ARC in every interview? Are they consistent? Did they hire any candidate that did not meet the recommended criteria? Did they hire a candidate that did not demonstrate as good an understanding of anti-racism as another candidate?

Has the board used the interview questions developed in consultations with the ARC in every interview? Are they consistent? Did they onboard any candidate that did not meet the recommended criteria? Did they onboard a candidate that did not demonstrate as good an understanding of anti-racism as another candidate?

Did the Workshop hire more Black people?

Did the Board demonstrate a greater understanding of our anti-racist framework and accountability protocol? Did they make policy decisions that reflect this understanding?

Did the Workshop identify leadership roles in every area of the organization? (i.e. Artist Mentors for Artistic Staff, Director of Development for development team members, etc). What are the existing pathways to those leadership roles? What are the barriers for Black people to take on those roles?

Did Board demographics shift to match the demographics of the youth we serve?

What skills are devalued by white supremacy culture that we can recognize and value highly (ability to engage in anti-racist and Pro-Black practices, ability to build relationships with Black youth and Black communities, communication skills other than written, knowledge of Black history and culture, etc.)

What white supremacy norms - punctuality and deadlines - are necessary for the function of this org in a white supremacist system?

How can we support candidate growth in these areas?

How can we reassess what's necessary in these areas?

How can we center critical skills that are devalued by white supremacy culture in our artist advancement track?

What are the barriers for Black leaders to succeed at the Workshop?

Do Black people hold leadership positions with decision making power and access to organizational resources?

How can the Workshop ensure that leadership positions are sustainable for Black artists, staff members, and board members? What are the organizational obstacles for success? What are the organizational weaknesses that inhibit the success of Black leaders?

What organizational, cultural, and policy shifts does the Workshop need to engage in so that Black artists, staff, and board members?

Work Culture and Black Demonstrations

<p>Commitment made in Support of Black Lives Statement</p>	<p>We commit to continuously assessing and shifting the culture of our organization to uplift Black people and co-create space for Black staff to show up as they are</p> <p>We commit to supporting protests, demonstrators, and organizers</p>
<p>Action, Guideline, and Policy Recommendations</p>	<p>I.I. Culture Shift</p> <ul style="list-style-type: none"> ● Talk about anti-Blackness with all artists/board/staff at the Workshop, regardless of racial identity. ● Create buy-in to anti-racist and pro-Black culture across all Workshop groups (artists, staff, board). ● Invite Black leadership at all levels and avoid the complacency of tokenism that says, “Now that we have one Black leader, we’ve succeeded.” ● Engage in honest discussions and assessments of the Workshop’s reputation in Black communities in the Bay Area. ● Include resources for non-Black people to educate themselves without relying on Black artist/staff/board labor, as part of the onboarding plan for new artists/staff/board <p>II. Solicit feedback on racist/ anti-racist culture at the Workshop</p> <ul style="list-style-type: none"> ● Create survey/ assessment of the Workshop's environment for Black people ● Circulate the assessment with Black staff and artists within the Workshop and outside of the Workshop as relevant and only if the Workshop can compensate Black artists and former Workshop Black teaching artists to provide feedback. ● Implement mid-year check ins or surveys with artists as an opportunity to gather artist feedback outside of the context of a performance review ● Name past harms and assess progress towards repairing them (so that there’s a clear map of where we are before someone new joins). <p>III. Feedback from Black Staff</p> <ul style="list-style-type: none"> ● Provide clear pathways for Black staff to give anonymous or named feedback regarding their experiences and their perspective on the Workshop’s practices, etc. (Box of anonymity, Google Forms, direct communication with ARC members) ● Commit to documenting the feedback and responding to that feedback with action. <i>The ARC (in collaboration with all directors, managers, and the board) is responsible for documenting and holding staff and themselves accountable for responsive action.</i> ● Name specific conditions that need to be changed. ● Create an action plan for addressing them that involves multiple people working collaboratively (instead of one new Black leader acting in isolation without support). ● Actively ask questions instead of letting Black people suffer in silence. What is your experience with racism like at the Workshop? What is your experience with anti-racism like at the Workshop? <p>IV. Support Mental Health and Support protests, demonstrators, and organizers.</p> <ul style="list-style-type: none"> ● Offer extended time off benefits (for example x hours of mental health time and/or protesting, demonstrating, and organizing for the employee to use

	<p>however they choose). The Workshop encourages employees to use this time to organize against racism and anti-Blackness, attend Black Lives Matter demonstrations, and particularly for Black staff to take time to rest, unplug, process, etc.</p> <ul style="list-style-type: none"> • The current proposal is to combine extended time for mental health and to support protests, demonstrators, and organizers. This is a starting point to provide extended time off that is not currently offered. The goal is to eventually separate this into two essential categories: Mental Health and Time to engage in anti-racist and pro-black organizing, protesting, and demonstrating. • Make clear in the employee manual that employees can offer unused sick time back to the general pool to be used by other staff as needed • Offer a baseline of 16 hours of extended time off benefits for all employees, with additional hours offered based on FTE equivalent. 30 for .5 FTE, 60 for FTE. etc. <p>V. Learning and Growth</p> <ul style="list-style-type: none"> • Commit time in Learning and Growing toward recognizing and rooting out anti-Blackness specifically • Require other staff (beyond artists) to participate in Learning and Growth around anti-Blackness
<p>Methods of Measurement</p>	<p>See Tema Okun’s piece for qualitative assessments -- “How did that feel?” What is the feeling we’re trying to create? Did you feel it? (As a survey, for example.) Create shorthand (i.e. Community Agreements) for naming white supremacy culture comes up and become comfortable with that naming, i.e. “I think we’re falling into some either/or thinking -- what other options are possible?” or “I feel like there’s a strong sense of urgency in this conversation, but [Name’s] point is important. Let’s slow down so we can talk about it.” Define pro-Black and anti-racist workplace culture beyond who’s present (i.e. success isn’t achieved when there are Black artists, staff, and board members -- success is a culture that supports those Black artists/staff/board members).</p> <p>Were surveys or check in questions created?</p> <p>Were mid-year check-ins/ surveys conducted?</p> <p>Did the Workshop receive feedback on racism at the Workshop?</p> <p>How was this feedback responded to verbally and with action?</p>
<p>Research to conduct/ Questions to consider</p>	<p>The Workshop does not want to continue to place an undue burden on Black staff to name racism/ways they’re oppressed or not fairly considered from positions of leadership, etc. Every member of the Workshop community should be skilled up to recognize and interrupt racism and anti-Blackness. The Workshop also needs to create safer pathways for feedback and build trust that the feedback will be received and acted upon.</p>

Evaluation Feedback

Commitment made in Support of Black Lives Statement

We commit to soliciting feedback to revise our evaluation systems and tools, to create and communicate clear explanations, to check for understanding, and to address and lessen the influence of white supremacy culture in our performance evaluation

Action, Guideline, and Policy Recommendations

I. Partnership and Workshop anti-racist practice alignment. [See corresponding method of measurement.](#)

- Program managers check in with their partners in the final two week of the partnership
- General check in (program quality, future partnership, etc.)
- Gather feedback to the Workshop's organizational survey.
- Input information gathered into a program document, Partner Survey Feedback 20/21
- Use feedback to inform survey revisions

II. Gather feedback from artists

- Add feedback questions to the current End of Residency survey
- What question/s is/are not relevant? Why?
- What questions would artists revise to best address their site(s), students, and experience(s)?
- What questions would artists add?
- The Program Team reviews feedback from artists and partners to make adjustments to surveys, while making sure the questions reflect the Workshop's anti-racism framework.

III. Gather feedback from staff

- Every March in preparation for Annual Reviews, staff give feedback on evaluation questions and process
- Use a guided anti-racist framework.
 - Are these questions relevant to today?
 - How are these questions not challenging or challenging white supremacist structures?
 - How do these questions perpetuate anti-Blackness?

IV. The Workshop must be evaluated yearly to examine the progress of it's anti-racism work. [See corresponding method of measurement.](#)

- Create tools to assess the state of anti-racism policies, procedures, and guidelines
- Gather feedback from all staff (administrative, artists)
- Gather feedback from partners
- Gather feedback from Black leaders in District 11
- Ask: Did the organization accomplish its goals set? If not, what goals weren't met? Why? Next step?
- How will this evaluation determine coming year goals.
- Develop questions in staff evaluations that measure progress of anti-racism practices at the Workshop
- Develop a rubric for answers when applicable

V. Dedicate Learning and Growth funds every year to provide 1-2 required trainings for all staff on anti-racist practices in supervision, communication, etc.

Methods of Measurement	<p>Did we create the necessary tools to measure growth/impact?</p> <p>Do we see growth in partner’s understanding, support and participation in our anti-racism work?</p> <p>Did we see progress in staff’s commitment and learning in anti-racism work specific to their roles?</p> <p>Can each staff member answer the question, "How are you fighting anti-Blackness and practicing anti-racism in your role?"</p> <p>Can managing staff or other colleagues articulate progress/ actions the staff member has been taking toward anti-racism in their role? Can colleagues and/ or direct reports name this for their managers?</p> <p>How have directors and managers changed their supervision styles to disrupt white supremacist work structures?</p>
Research to conduct/ Questions to consider	<p>building research doc: https://docs.google.com/document/d/1k_H7Um0oWkLjSwmtjhAMVLimhjSPpRBBtZIKF7wWiTE/edit?usp=sharing</p>

	<ul style="list-style-type: none"> •

Funding

Commitment made in Support of Black Lives Statement	<p>We commit to seek funding to commission our teaching artists, and specifically prioritize Black teaching artists, to create a new performance and/or gallery showcase at the Powerhouse in the next two to three years . This performance/showcase will be available to students, partners, and District 11 community members at low to no cost, in line with our Community Benefits Agreement for the Powerhouse.</p> <p><i>*modified from one year (in the statement released in support of Black Lives) due to the ongoing pandemic, staff capacity, and available funding restrictions</i></p>
Action, Guideline, and Policy Recommendations	<p>I. Dedicate 2-3 Development hours a week to research funding opportunities that support art making (focus on Black Workshop teaching artists).</p> <ul style="list-style-type: none"> • Recommended Timeline: Begin researching in March 2021 • Create a tracker to list progress and share with staff and teaching artists as relevant <p>II. Develop a proposal with specific teaching artists or groups of teaching artists. Prioritize</p>

	<p>Black teaching artists for this proposal</p> <ul style="list-style-type: none"> ● Consult with the program team to identify potential artists and proposal scopes <p>III. Create opportunities to provide Black artists with in kind access to the Powerhouse space.</p> <ul style="list-style-type: none"> ● Research and apply for funding ● Create shareable guidelines and trackers for in kind Powerhouse rehearsal and performance space <p>IV. Plan and lead focus group/Q&A session for Workshop Black Artists and District 11 Black Artists to inform project proposals</p> <ul style="list-style-type: none"> ● Prepare questions, seek feedback for the questions from artist mentors, allow for questions from artists, schedule based on artist availability. ● Lead annual/bi annual focus groups for Black Artists to determine what they need to support their artmaking practices (Program and Development collaboration) ● Communicate expectations for student and family performance engagement/attendance ● Document feedback to inform research and applications for funding ● Answer questions when possible, note questions that require further research and respond within a week via email, phone, text, etc. ● Recommended Timeline: First focus group to be held in Summer 2021
<p>Methods of Measurement Recommendations</p>	<p>Did we create a new performance and/or gallery showcase at the Powerhouse in 2021?</p> <p>How many available grants did we identify to fund this work?</p> <p>How many did we apply for?</p> <p>How many did we receive?</p> <p>What artists did we collaborate with for the project?</p> <p>How often did Black Artists use in kind rehearsal space?</p> <p>How often did Black Artists inquire about rehearsal space use?</p> <p>How often did Black Artists use in kind performance space?</p> <p>How often did Black Artists inquire about performance space use?</p> <p>How often were we able to meet those requests?</p> <p>When we weren't able to meet those requests, what was our reasons?</p> <p>Did Performing Arts Workshop conduct the focus group?</p> <p>How often?</p> <p>Who participated?</p>
<p>Research to conduct/ Questions to consider</p>	<p>What opportunities does the Hewlett foundation offer?</p> <p>Consider proposals for collaboration (dance and spoken word, visual arts and spoken word, dance and visual arts, etc)</p> <p>How can we minimize competition with Black artists to fund our Black teaching artists' artmaking?</p>

What production costs can we NOT fundraise for? Why?

What is the maximum number of hours per artist?

If the maximum in kind number of hours per artist is met, how can we provide more hours? No cost rehearsal space in exchange for staffing the Powerhouse when possible?

How many hours per year can we dedicate to in kind rehearsal space?

How many hours per year can we dedicate to in kind performance space?

How can Performing Arts Workshop support Black artists' artmaking while also meeting our arts education mission?

Powerhouse Use

Commitment made in Support of Black Lives Statement	<p>We commit to prioritizing Black artists, students, and community organizations for opportunities to use (at low to no cost) the Powerhouse for rehearsal and performance space.</p>
Action, Guideline, and Policy Recommendations	<p>I. Commit to 5-10 days a month that are dedicated to Black artists, students and community organizations to use Powerhouse space.</p> <ul style="list-style-type: none"> ● Development department commits 2-3 hours a week to seek funding to support Black artists, students and community organizations’ Powerhouse shows and events. ● (WORKING DRAFT) POWERHOUSE RENTAL POLICIES <p>II. Promote Space Use to the Workshop and District 11 Black Communities</p> <ul style="list-style-type: none"> ● Promote available Powerhouse space for Black artists, students and community organizations biweekly through Newsflash, Workshop’s social media platform, Next Door, schools with the highest population of Black students and their school groups. ● Build meaningful relationships with Black leaders and organizations with clear communication, follow through, and support of their goals. ● Lead contact checks in monthly/bi-monthly to maintain relationships or attend local meetings. ● Create a calendar system that is shared publicly that blocks out time reserve for Black artists, students and community organizations. ● Create clear sign up systems that are fair <p>III. Support the Work of Black Artists at the Powerhouse</p> <ul style="list-style-type: none"> ● Workshop staff promote Black led events through Workshop channels on a monthly basis. ● Workshop staff and teaching artists are paid to attend 1-2 Black led events at the Powerhouse every semester.
Methods of Measurement	<p>Did we see Black led events at the Powerhouse?</p> <p>Are Black artists, students and community organizations (particularly members of D11) aware of Powerhouse space opportunities?</p>
Research to conduct/ Questions to consider	<p>How can we provide in kind space use for Black artists and Black community leaders (District 11)?</p> <p>What legal consultations do we need to seek to be able to meet this commitment?</p>

Anti-Racism Committee

<p>Commitment made in Support of Black Lives Statement</p>	<p>The Anti-Racism Committee commits to consistently advocating to the board and executive director to take organizational risks to support Black artists, staff members, and board members when those risks are necessary because of the historical white supremacist roots of philanthropy as a field, the white supremacist values both explicit and implicit in professional spaces (as evidenced by the coded meaning of the word “professionalism,” for example), the fact that being white is considered a protected class in human resource law even though whiteness is a privilege, and because Performing Arts Workshop has predominantly white people in leadership positions on staff and a predominantly white board of directors. We recognize that this is not enough. We commit to learning new ways to do the work, to an ongoing and continuous process, and to bravely and boldly addressing internal conflicts towards a more just organization.</p>
<p>Action, Guideline, and Policy Recommendations</p>	<p>I. Pro Black Accountability Plan</p> <ul style="list-style-type: none"> ● Create and finalize the plan ● Update the plan as necessary ● Assign actions to all Workshop members as relevant and appropriate ● Create ARC subcommittee ● ARC subcommittee assesses progress and challenges <p>II. ARC Proposals</p> <ul style="list-style-type: none"> ● Intersectionality Framework ● Onboarding Process ● Organizational Anti-Racism Vision ● Organizational Anti-Racist Framework ● Partnership Framework ● Performance Improvement Plan Guidelines ● Statement in Defense of Black Lives FAQ ● Style Guide ● Teaching Artist Positions and Promotion Track
<p>Methods of Measurement</p>	<p>What are the effects of all action, guideline, and policy changes? What actions did the Workshop take? What guidelines did the Workshop apply? What policies did the Workshop add? What actions did the Workshop NOT take? What guidelines did the Workshop NOT apply? What policies did the Workshop NOT add? Why?</p>
<p>Research to conduct/ Questions to consider</p>	

Black-led Organizations

Commitment made in Support of Black Lives Statement	Supporting Black led organizations on the ground of different uprisings by: educating our stakeholders about the work of these organizations, sharing resources and ways to support these organizations, and creating community building and networking opportunities for our artists and staff to share their own knowledge, resources, and connections as it relates to the Defense of Black Lives.
Action, Guideline, and Policy Recommendations	<p>I. Update Pro Black Resource list on a monthly basis to share with artists, partners, board members, and stakeholders.</p> <ul style="list-style-type: none"> ● Highlight Black led organization, events, artist in the Workshop’s Newsflash. ● Share resources regularly at learning and growth sessions. <p>II. Learning and Growth</p> <ul style="list-style-type: none"> ● Program team will bring in at least 1-2 Black facilitators to Learning and Growth sessions every year. <p>III. Black Leadership and Black Led Organizations</p> <ul style="list-style-type: none"> ● The Workshop will host a networking event at the Powerhouse every 2-4 months to bring together Black led organizations, artists, and/or youth. <ul style="list-style-type: none"> ○ Events led by and in collaboration with Bay Area Black leaders ● The Workshop will set aside funding to pay staff 2-3 hours a month and artist mentors 4-6 hours a semester to volunteer or work on small projects for local Black led organizations. (ie: helping to promote, photographing, creating flyers, etc) <p>IV. Supporting Black Youth and Leadership</p> <ul style="list-style-type: none"> ● Collaborate with Black led organizations every year to have their youth or artists guest teach workshops at the Powerhouse.
Methods of Measurement Recommendations	<p>Is the Workshop’s Pro Black Resource list regularly updated? Is it current? Is it Useful?</p> <p>Who is seeing and using the resource list?</p> <p>Is the resource list part of the onboarding process?</p> <p>What networking events did the Workshop host? When?</p> <p>Did the Workshop budget for supporting Black led Organizations through staff volunteer work?</p> <p>Did the Workshop support Black led organizations to showcase their teaching at the Powerhouse?</p>
Research to conduct/ Questions to consider	

Community Engagement

Commitment made in Support of Black Lives Statement	We commit to engaging with the current uprisings as a part of our Powerhouse curriculum
Action, Guideline, and Policy Recommendations	<p>I. Program Team and Artist Mentors support and implement requirement to engage with current uprisings as part of the Workshop’s Powerhouse Curriculum</p> <ul style="list-style-type: none"> ● Powerhouse programs communicates this requirement and holds a brainstorming session for how to meet this requirement with every Powerhouse teaching artists <ul style="list-style-type: none"> ○ Communicate through a structured orientation ● Define the purpose of engaging with uprisings for Black Lives in the Workshop’s curriculum and the core ideas/ learnings we intend to engage our students with. ● Debrief with Powerhouse teaching artists about their experiences with integrating Movement for Black Lives content/ frameworks into curriculum. ● Define the purpose and key takeaways/ themes to engage students around ● Draft this requirement if not explicitly stated already in the anti-racist framework <p>II. Support all artists to integrate engaging with the current uprisings into their curriculum</p> <ul style="list-style-type: none"> ● Scale up the Workshop’s curriculum building supports for artists in the beginning of the year, specifically reviewing curriculum overviews from the artist's latest residency or their upcoming residency
Methods of Measurement Recommendations	<p>Was a purpose defined and understood by artists?</p> <p>How did the purpose/ themes appear in each Powerhouse residency?</p> <p>Did a debrief occur? Was our application of the uprisings in curriculum discussed?</p> <p>What further support do artists need to build with these themes in future residencies?</p> <p>What worked well in different art forms and age groups?</p> <p>What challenges did teaching artists face and how can we collaborate to meet those challenges in the present and for the future?</p> <p>Did we offer support around this in curriculum building sessions/ Growth and Learnings?</p>
Research to conduct/ Questions to consider	

Structural Feedback

<p>Commitment made in Support of Black Lives Statement</p>	<p>We commit to soliciting, listening to, and responding to feedback about our structural anti-Blackness with action</p>
<p>Action Guideline, and Policy Recommendations</p>	<p>I. Create an organizational anti-racist framework and accountability protocol (modeled after the anti-racist framework accountability protocol)</p> <ul style="list-style-type: none"> ● Obtain Board approval for implementation ● Share the framework and protocol with staff ● *Revise the document consistently and as necessary <p>II. Create digital and hard copy opportunities for anonymous feedback</p> <ul style="list-style-type: none"> ● Procure a Box of Anonymity to be extended to staff and teaching artists ● Anti-racism committee checks weekly/bi-weekly ● Create a google survey that allows staff and teaching artists to report racism electronically ● Create opportunities for open feedback ● *Offer anti-racism committee email for staff and teaching artists that wish to report racism ● Identify who is responsible for following up ● *Identify how we will hold all staff and teaching artists accountable including every member of the anti-racism committee <p>III. Document all reported incidents of racism and Performing Arts Workshop’s response to those reports</p> <ul style="list-style-type: none"> ● Create an anonymized version for sharing ● Maintain a detailed version for internal management/anti-racism committee use
<p>Methods of Measurement</p>	<p>How did Performing Arts Workshop respond to feedback from Black teaching artists and staff members?</p> <p>Has the Workshop documented all incidents and responses (anonymized) in a shareable format?</p> <p>Has the Workshop documented all incidents and responses in detail and how are we protecting this sensitive information?</p> <ul style="list-style-type: none"> ● How did the Workshop track and respond to each report specifically? <p>What actions did the Workshop take to respond to incidents of racism?</p> <p>How did the Workshop hold the person reported accountable?</p> <p>Did the Workshop follow up with the reporting person when possible?</p> <ul style="list-style-type: none"> ● Create an opportunity for feedback on this experience <ul style="list-style-type: none"> ○ Was the matter addressed to your satisfaction by the Workshop? How? Or Why not?

**Research to
conduct/
Questions to
consider**

What risks is Performing Arts Workshop willing to take to ensure the accountability protocol is anti-racist?

What risks is Performing Arts Workshop NOT willing to take to ensure the accountability protocol is anti-racist? Why? What are the risks of not taking these risks?

How can we protect Black staff members?

How can we protect staff members that experience racism?

How do we anonymize feedback to track organizational trends in a shareable document for the Board and Staff?

Anti-Racist Framework

<p>Commitment made in Support of Black Lives Statement</p>	<p>We maintain our commitment to integrating our antiracist framework, leading with the specificity of anti-Blackness, frequently and thoroughly into all we do as an organization</p>
<p>Action, Guideline, and Policy Recommendations</p>	<p>I. Create and implement a Pro-Black accountability plan with specific action items and accountability measures</p> <ul style="list-style-type: none"> ● Revise the document consistently and as necessary <p>II. Maintain focus on integrating the ant-racist framework into the learning and growth curriculum for teaching artists</p>
<p>Methods of Measurement</p>	<p>Measure each action individually and collectively to assess progress and refocus on areas of growth as necessary</p>
<p>Research to conduct/ Questions to consider</p>	<p>Revise the framework and the organization’s pedagogical approach based on organizational learning, anti-racism committee learning, and necessary shifts in focus to better support Black teaching artists and students</p>

Centering Black Trans Community

Commitment	We commit to supporting Black Trans Lives
Action, Guideline, and Policy Recommendations	<p>I, Create employment policies in support of Black trans lives (adapted from Model Transgender Employment Policy)</p> <ul style="list-style-type: none">● Privacy Policy<ul style="list-style-type: none">○ Transgender employees have the right to discuss their gender identity or expression openly, or to keep that information private. The transgender employee gets to decide when, with whom, and how much to share their private information. Information about an employee’s transgender status (such as the sex they were assigned at birth) can constitute confidential medical information under privacy laws like HIPAA. Management, human resources staff, or coworkers should not disclose information that may reveal an employee’s transgender status or gender non-conforming presentation to others. That kind of personal or confidential information may only be shared with the transgender employee’s consent and with coworkers who truly need to know to do their jobs.● Official Records<ul style="list-style-type: none">○ Our company will change an employee’s official record to reflect a change in name or gender upon request from the employee. Certain types of records, like those relating to payroll and retirement accounts, may require a legal name change before the person’s name can be changed. Most records, however, can be changed to reflect a person’s preferred name without proof of a legal name change. A transgender employee has the right to be addressed by the name and pronoun corresponding to the employee’s gender identity. Official records will also be changed to reflect the employee’s new name and gender upon the employee’s request. As quickly as possible, we will make every effort to update any photographs at the transitioning employee’s workplace so the transitioning employee’s gender identity and expression are represented accurately. If a new or transitioning employee has questions about company records or ID documents, the employee should contact the executive director.● Names/ Pronouns<ul style="list-style-type: none">○ An employee has the right to be addressed by the name and pronoun that correspond to the employee’s gender identity, upon request. A court-ordered name or gender change is not required. The intentional or persistent refusal to respect an employee’s gender identity (for example, intentionally referring to the employee by a name or pronoun that does not correspond to the employee’s gender identity) can constitute harassment and is a violation of this policy. If you are unsure what pronoun a transitioning coworker might prefer, you can politely ask your coworker how they would like to be addressed.

- Workplace Transition Plan :see [Trans, Non-binary, Two-spirited, and gender expansive staff support document](#)
 - Employees who transition on the job can expect the support of management and human resources staff. An employee designated by the Executive Director will work with each transitioning employee individually to ensure a successful workplace transition.
 - The policy should address:
 - Who is charged with helping a transitioning employee manage his/her workplace transition, » What a transitioning employee can expect from management, Model Transgender Employment Policy 6 » What management’s expectations are for staff, transitioning employees, and any existing lesbian, gay, bisexual, transgender (LGBT) employee resource group in facilitating a successful workplace transition, and » What the general procedure is for implementing transition-related workplace changes, such as adjusting personnel and administrative records, and developing an individualized communication plan to share the news with coworkers and clients.
 - Sample Transition Plan at the end of this document
- Restroom Accessibility
 - Restroom Accessibility Employees shall have access to the restroom corresponding to their gender identity. Any employee who has a need or desire for increased privacy, regardless of the underlying reason, will be provided access to a single-stall restroom, when available. No employee, however, shall be required to use such a restroom. All employees have a right to safe and appropriate restroom facilities, including the right to use a restroom that corresponds to the employee’s gender identity, regardless of the employee’s sex assigned at birth. That is, transgender women must be permitted to use the women’s restroom, and transgender men must be permitted to use the men’s restroom. That decision should be left to the transgender employee to determine the most appropriate and safest option for them. Some employees – transgender or non-transgender – may desire additional privacy. Where possible, an employer will make available a unisex single-stall restroom that can be used by any employee who has a need for increased privacy, regardless of the underlying reason. For example, if any employee does not want to share a multi-person restroom with a transgender coworker, they can make use of this kind of option, if available.
- Dress Code
 - Performing Arts Workshop does not have dress codes that restrict employees’ clothing or appearance on the basis of gender. Transgender and gender non-conforming employees have the right to comply with company dress codes in a manner consistent with their gender identity or gender expression.
- Discrimination/ Harassment
 - It is unlawful and violates company policy to discriminate in any way (including, but not limited to, failure to hire, failure to promote, or

unlawful termination) against an employee because of the employee’s actual or perceived gender identity. Additionally it also is unlawful and contrary to this policy to retaliate against any person objecting to, or supporting enforcement of legal protections against, gender identity discrimination in employment.

Performing Arts Workshop is committed to creating a safe work environment for transgender and gender non-conforming employees. Any incident of discrimination, harassment, or violence based on gender identity or expression will be given immediate and effective attention, including, but not limited to, investigating the incident, taking suitable corrective action, and providing employees and staff with appropriate resources.

II. Partner with/support organizations that support Black trans lives in the Bay Area and continuously educate Workshop staff in partnership with these organizations

- Develop a relationship with a Black trans led organization to lead a yearly session with all staff and mentors at the Workshop.
 - [Marsha P. Johnson Institute](#), [St. James Infirmary](#), and [TGIJP](#)
 - August 2021 (3 hours)
- Continue to develop other opportunities for support and collaboration with these organizations

III. Ensure that all bathrooms meet handbook commitments

- Confirm Powerhouse Bathroom Accessibility

IV. Seek healthcare providers that offer transition coverage

- Commit to working toward entering into health insurance contracts that include coverage for transition-related care.

Methods of Measurement Recommendations

Did the Workshop adopt all recommended policies into their Employee Handbook and related policies?

Does the Workshop have an official Transition Plan?

Are Powerhouse restrooms accessible?

Research to conduct/ Questions to consider

Finance Researches healthcare providers that cover transition related care. Does our current healthcare provider cover transition related care? If not, how can the Workshop change to a provider that does?

TEMPLATE

Commitment made in Support of Black Lives Statement	
Action and Guideline Recommendations with Timeline	
Policy Revision Recommendations with Timeline	
Methods of Measurement Recommendations	
Research to conduct/ Questions to consider	

Resources

List of Resources to Discuss for Including Items Specific to Black Trans People in Pro-Black Accountability Plan:

- [Black Trans Women and Black Trans Femmes: Leading & Living Fiercely](#)
- [‘Trans-forming’ the Workplace to Be Transgender Inclusive](#)
- [Model Transgender Employment Policy](#)
- [From Words To Action: Showing Up for Black Trans Women - In response to our sister, Muhlaysia Booker](#)
- We should explore partnerships with the [Marsha P. Johnson Institute](#), [St. James Infirmary](#), and [TGIJP](#)
- [Transgender Inclusion in the Workplace: Recommended Policies and Practices](#)
- [Building a inclusive workplace for Transgender employees](#)
- [Trans\(forming\).org](#)
- [Fierce](#)
- [SONG](#)
- [Model Transgender Employment Policy](#)

Questions

- How do we incorporate this plan into our anti-racism onboarding?