



# AHL Diversity, Equity, Inclusion Workgroup

May 20, 2020

June 17, 2020

# Introductions & Recap of Workgroup Purpose

- What is your passion for Diversity/Equity/Inclusion in Lynnfield?
  - Name, affiliation with organizations in Lynnfield or beyond

What do you know/want to know about A Healthy Lynnfield?



# Workgroup Purpose and Goals

- To make recommendations for improvement to AHL membership and function in relation to diversity, equity, and inclusion (DEI)
- To assess training/capacity needs of stakeholders and other audiences
- To assess how we can better meet the needs of the populations defined in our community prevention plan and Partnerships for Success initiative (GLBTQ Youth, English Language Learners, Youth with Chronic Illness)
- To leverage community work/resources and work collaboratively with other groups with common goals

# What is already Happening In Lynnfield with respect to Diversity, Equity, and Inclusion?

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  - Lynnfield Loves-Race Amity Day, BLM March
  - Cultural Council-grants & school Multi-cultural night event
  - LMS and LHS Book Read and Movie Discussion as part of summer teacher professional development
  - Library-list of books to read
- What are some perceived needs/challenges?
  - “don’t know what you don’t know”; “comfortable not knowing”; other community priorities



# What does the data say?

## AHL Community Assessment Jan 2020/Diversity Q's

- AHL represents the diversity of the community with respect to age, race, ethnicity, age and socio-economic status (3.26)
- Membership is representative of all sectors of the community (3.7)
- AHL would benefit from having more members (3.4)
- AHL Prevention Activities reflect the diversity of the community along dimensions such as language, race, ethnicity, age and socio economic status (3.81)

# Who else needs to be on this workgroup & when can we meet again?

- Higher Ed
- Recovery Community
- Cultural Organizations
- Populations Impacted
  - Youth, GLBTQ, English Language Learners
- Other Diverse voices of Lynnfield
  - Language, race, ethnicity, age



# Coalition Cultural Competence Check List

- Coalition members are representative of the target populations
- Published materials and curricula are relevant to target populations
- Activities take into account language, culture and socio-economics of community
- Members have training in cultural competency/relevancy
- There is a cultural competent outreach plan

# Recommendations

- Potential Introductory Training for Town Employees
- Potential Support of Training for Law Enforcement
- Coalition Training
- One collaborative community initiative with community partners (Book Read)
- Continued Outreach/Identification of New Members



# A Coalition Model: Cultural Competence Throughout the Planning Process

## Assessment

- Accurately assess the influence of their own values, perceptions, opinions, knowledge, and social position on their interactions with others.
- Provide and promote an atmosphere in which similarities and differences can be explored, and understand that this process is not only cognitive but attitudinal and affective, as well.

## Capacity

- Learn to be an ally to groups that experience prejudice and discrimination in the community. Help others learn to be an ally to their own cultural groups.
- Help expand other people's knowledge of their culture, and affirm and legitimize other people's cultural perspectives.

## Planning

- Learn to embrace new, ambiguous, and unpredictable situations, and be persistent in keeping communication lines open when misunderstandings arise.
- Encourage community members to see themselves in a multicultural perspective, and encourage skills-building in cross-cultural interactions and communication.

## Implementation

- Encourage and accommodate a variety of learning and participation styles, building on community members' strengths.
- Draw upon the experiences of participants or collaborators to include diverse perspectives in any given intervention.

## Evaluation

- Be skeptical about the validity of diagnostic tools applied to people who are culturally different from those upon whom the norms were based.
- Understand, believe, and convey that there are no culturally deprived or culturally neutral individuals or groups, and that all cultures have their own integrity, validity, and coherence, and deserve respect.