HURON-CLINTON METROPARKS
DIVERSITY EQUITY & INCLUSION PLAN

Administrative Office
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HURON-CLINTON METROPARKS

ORGANIZATIONAL OVERVIEW

The Huron-Clinton Metroparks is a regional special park authority encompassing Livingston, Macomb, Oakland, Washtenaw and Wayne counties.

It was sanctioned by the Michigan State Legislature in Act No.147 of the Public Acts of 1939 and was approved, in 1940, by the residents of the five counties. The Board of Commissioners held its first meeting in 1941 and funding for the Metroparks became available in 1942.

The governing body of the Metroparks is a seven-member Board of Commissioners. Two of the members are selected by the governor, to represent the district at large, and the other five are selected by the Board of Commissioners from each of the five-member counties.

Currently, 13 Metroparks cover almost 25,000 acres and serve more than 7.3 million visitors on average annually. The Metroparks are located along the Huron and Clinton rivers, providing a greenbelt around the Detroit metropolitan area. The parks are generally, more than 1,000 acres each, with Stony Creek Metropark and Kensington Metropark being more than 4,400 acres each.

The Metroparks provide a natural oasis from urban and suburban life. They provide an ever-growing variety of year-round, outdoor recreational and educational activities in safe, clean environments. More than 55 miles of paved hike/bike trails course through the Metroparks and some of these trails connect with many more miles of trails outside the Metroparks. The system operates seven regulation golf courses and one par-3 course. Picnicking, fishing, swimming, boating, hiking, nature study, biking, golf, disc golf, winter sports and a host of special outdoor programs and events are available within a short drive to southeast Michigan residents.

The Metroparks have made a strong commitment to environmental education and preservation. It operates 10 full-service interpretive centers — nature, farm and historical — that provide a variety of programs, both on site and off site, for almost 1.5 million people annually. In addition, it boasts three mobile learning centers to engage with schools, community centers, fairs and other locations in southeast Michigan to conduct nature, farm and history programs for groups that may not have the means or opportunities to visit a Metropark.

GUIDING MISSION, VISION & CORE VALUES

Much like any operation of the organization, the DEI plan and associated strategies shall support the mission, vision, core values and work of our organization. Since DEI is a new department within the Metroparks system, stronger alignment will be a goal in future planning efforts.

Mission Statement

The Huron-Clinton Metropolitan Authority, a regional park system created in 1940 by the citizens of southeast Michigan, provides excellent recreational and educational opportunities while serving as stewards of its natural resources. Our efforts are guided by the belief that the use of parks and exposure to natural environments enhance society's health and quality of life.

Vision

The Metroparks offer 365-day access to open space, outdoor experiences, and abundant resources for the communities of southeast Michigan now and into the future.

Core Values

The Metroparks provide unique quality-of-life amenities to southeast Michigan through our commitment to:

- ➢ Excellence in public service, stewardship, and programming
- ➢ Sustainability in balancing the environmental, social, and economic impacts of the Metroparks
- ➢ Responsibility in planning, development, and maintenance
- ➢ and Connectivity to the places and people we serve

REGIONAL OVERVIEW

Data Used

U. S. Census Bureau data, specifically Data USA, was used to better understand demographics in the Metropark service region (Livingston, Macomb, Oakland, Washtenaw and Wayne counties). There were several data points collected and analyzed; however, for the purpose of this plan, only the demographic information related to race and disability were used. These data points were selected as they provide clear-cut examples of the need for the work being proposed in this plan.

In addition to pure demographics, the data gleaned from the HCMA Climate Survey and the Seasonal Employee Entrance Survey provided information about Metroparks employees that informed training and recruitment strategies. Employee data was provided by Metroparks Human Resources Department.

Regional Population 4,425,948

- White 65%
- POC 35%
- PWD 7%
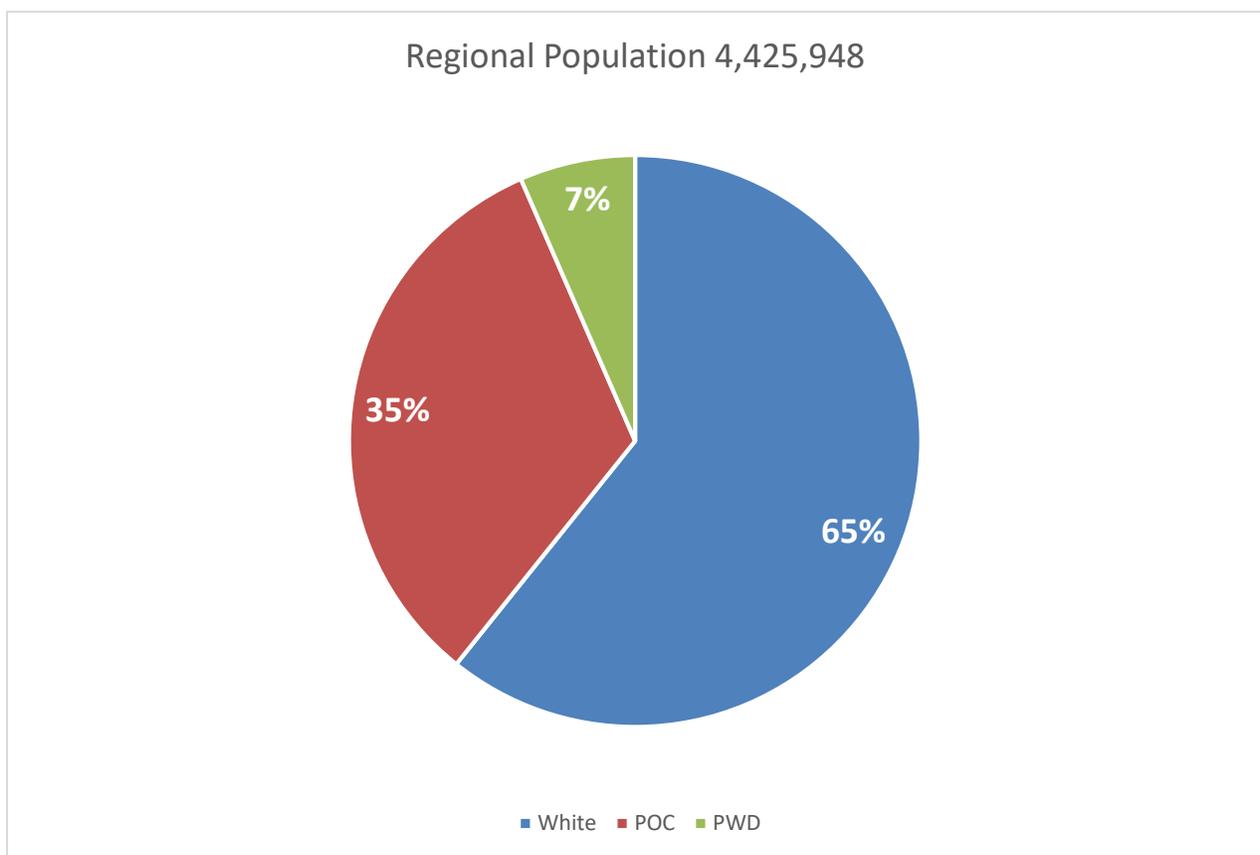
POC=People of Color (represents all individuals who do not identify as white); PWD=People with Disability (represents all individuals who identify as having a disability); Data for Livingston, Macomb, Oakland, Washtenaw and Wayne counties.

The data in the chart above shows the racial makeup and the percentage of individuals who identify as having a disability in our five-county region.

The chart below shows the current makeup of Metroparks employees.

Metroparks Total 650 Employees

Legend: ■ White ■ POC

Pie chart: 96% White, 4% POC
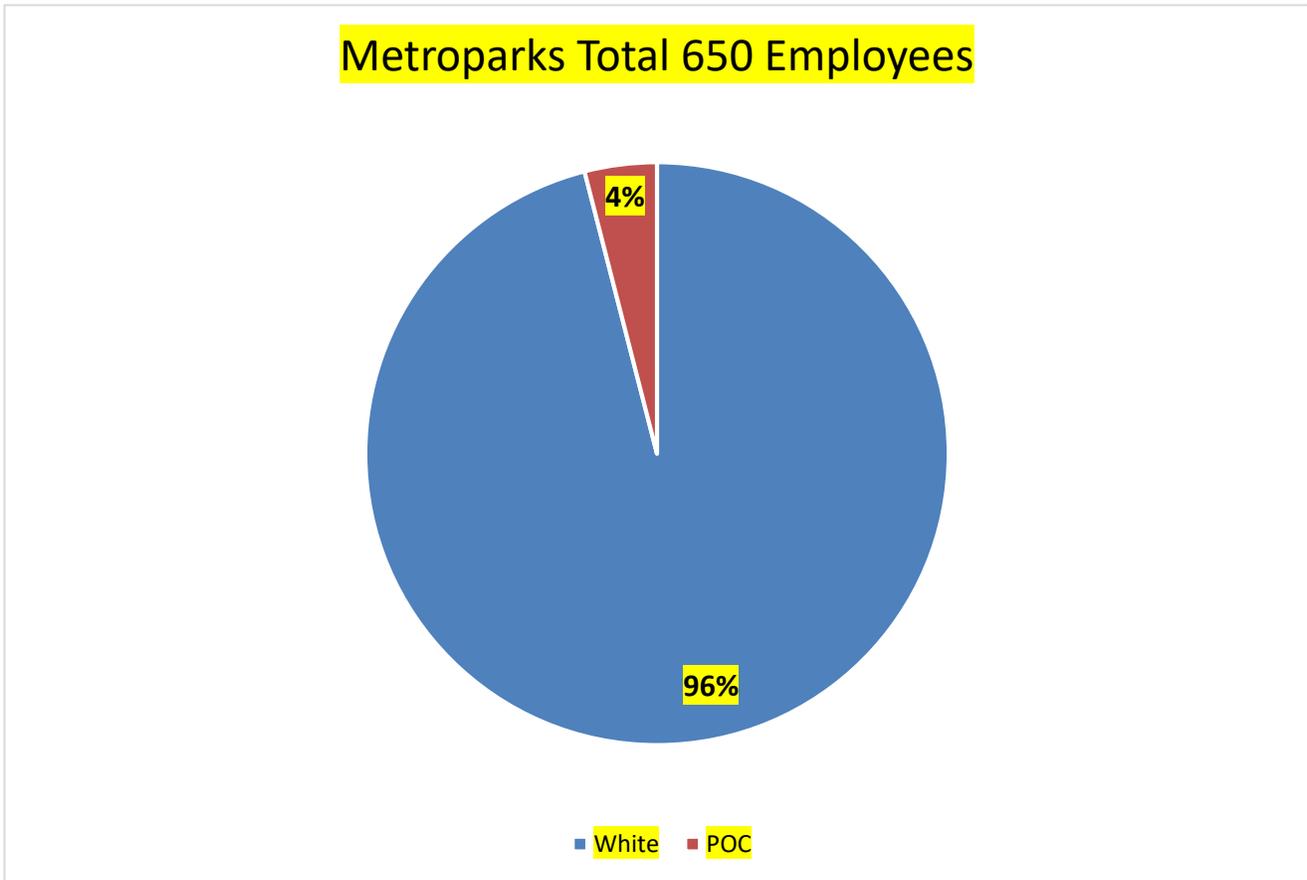
Current DEI Trends in Parks and Recreation

Park and recreation agencies have the power and the responsibility to create welcoming and inclusive spaces that promote positive health outcomes physically, socially and mentally and connect people to our natural habitats, with an emphasis on reaching our most vulnerable populations and community members. With that in mind, the following is a list of current national trends in DEI that we are beginning to discuss with the goal of incorporating these recognized best practices into the Metroparks' core values, vision and mission:

Increasing Diversity Among Park Staff and Leadership
Park systems nationally are making important strides to acknowledge past marginalization of underrepresented groups in an effort to become genuinely inclusive. Efforts to increase levels of diversity in park leadership, boards and staff is trending nationally and is being actively strategized at the Metroparks.

Creating and Adopting a Formal Inclusion Policy

According to the National Recreation and Parks Association (NRPA, 2019) only two in five park and recreation agencies have a formal policy that ensure their offerings and facilities are inclusive to all members of the community. Creating and implementing a formal inclusion policy allows agencies to maintain a consistent set of guidance and matching action. With a formal policy, this inclusion standard will thrive even through staff turnover, leadership changes, shifts in agency priorities and funding shortages.

Non-binary Gender Identification in Parks and Recreation

With a rising national movement for gender equality, local governments and park and recreation agencies will increase efforts to adopt inclusive policies and engage members of the LGBTQ+ community. Actions will range from making enrollment forms non-gender specific to modifying signage on existing restrooms and planning new bathroom facilities to be gender neutral. The efforts will involve much of park and recreation management and include training for staff to become more LGBTQ+ inclusive and engaging LGBTQ+ individuals and groups to provide advice and assistance, as we work to improve practices and policies.

These trends are not based on benevolence; it is business. As our national population becomes more diverse, members of historically marginalized groups are NOT turning to parks as they consider recreation choices. As these groups continue to grow, we cannot ignore this trend, nor the market share associated with it.

Future Trends in DEI in Parks and Recreation

For the Metroparks, the future is just as important as the present. We must get ahead of our increasing diversity and declining attendance. We must look to new and innovative ways of connecting with our region. We must leave no doubt that the Metroparks is where everyone wants to: work, recreate, learn and play.

Although DEI is relatively new to parks and recreation, there are many trends being proposed nationally to connect park offerings to the needs of the communities they serve. The following is an example of a trend that may find a home in the Metroparks.

Collaboration with Nontraditional Partners

"Health in All Policies" (HiAP) is a concept described by the World Health Organization as assisting "leaders and policymakers to integrate considerations of health, well-being and equity during the development, implementation and evaluation of policies and services." Health must be considered in everything we develop. When we think of health and helping people make healthy choices, we naturally defer to public health departments and healthcare groups. But, the focus has shifted to parks, housing, transportation, education, air quality, criminal justice, energy and employment agencies as the groups that are best positioned to create policies and practices that promote healthy and inclusive communities and environments.

THE BUSINESS CASE FOR DEI

There are three key areas in which embracing and implementing key business practices in support of DEI will benefit our organization in tangible ways:

- Accomplishing the organization's core mission
- Establishing the organization's brand
- Improving the "bottom line."

Accomplishing the Mission

This is an area that will be addressed in our strategic planning process and is therefore admittedly out of order. However, it is not hard to imagine how a more inclusive, diverse workforce could benefit the Metroparks. Consider the following:

- Establishing the Metroparks as an **employer of choice** in our region, thus drawing top candidates during recruitment;

- Creating a culture of **safety and wellness** through healthy dialog, openness, tolerance, and improved understanding – all of which are common outcomes of embracing diversity, equity, and inclusion; and

- Building a culture that reflects the diversity of our region helps customers see themselves in our parks; increasing the sense of belonging.

Brand

Potential customers and partners are more likely to "see themselves" in a diverse organization, increasing their confidence in the potential partnership due to improved understanding, communication, and empathy. This opens new potential markets and encourages partnerships that can reduce costs or increase revenue.

Bottom Line

New markets. Increasing diversity opens up new customer markets. Shifting demographics in the U.S. are changing buying habits and patterns increasingly toward communities of color, Latinos, and LGBTQ. In order to reach the expanding, diverse markets, organizations need to be able to reflect the communities served and "speak their language." Customers and partners look for organizations who "look like me," and that often affects their choices.

Performance Improvements. Diversity in the workforce means having a multitude of different cultures, educational backgrounds, and points of view present. These cultural, educational, and conceptual perspectives provide greater depth and breadth in problem-solving and idea generation than in mono-cultural workplaces.

Expanded Recruitment. Removing barriers to upward mobility opens up recruitment to a wider, more competitive market of applicants and increases the likelihood of finding candidates with knowledge, skills and abilities that align with job demands. This also leads to **Better Talent Recruitment and Retention**.

Excellence. Inclusivity enables organizations to establish and pursue creative and visionary goals that go well beyond compliance and helps them become "organizations of excellence" and leaders within their respective fields.

Better Decisions. Decisions made by a group with diverse backgrounds and perspectives get better results than those made by homogeneous groups because the resulting differences leads to a wider range of options and more careful processing of information.

Organizational Resilience and Relevance

Monocultural workforces are susceptible to "groupthink," which can isolate the organization and make it decreasingly relevant and less viable in the long term. Diversity in the workforce provides multiple sources of inspiration and points of view, better reflecting the diversity of perspectives in an increasingly complex and multifaceted world. This makes us better able to understand, anticipate, respond to, and proactively serve the people of our region and beyond. Practicing social equity will help us become increasingly relevant and resilient.

DEI MISSION AND GOAL

Metroparks leadership understand that, as an organization, we can no longer accept the status quo. Our region is quickly diversifying, and we must find ways to connect with, learn from and provide *appropriate* and visionary service to our diverse patrons. We also recognize that although DEI is a separate department, the work touches almost every aspect of the Metropark system. The broad nature of the work makes it difficult to quantify as established benchmarks for the department may not reflect the actual impact of the work.

It is not in the purview of the DEI department to express a separate vision from that currently approved by the Board. Therefore, the focus of this plan will be the DEI Mission, Goals, Objectives and Action Plan.

Mission:

> **To change the culture of the Metroparks to be genuinely diverse, equitable and inclusive.**

Goals:

- **Internal**: Increase & maintain the overall level of diversity across the Metroparks system to reflect the demographics of the Metroparks' service region

- **External**: Decrease barriers & increase opportunities for participation of underrepresented communities and populations to reflect the demographics of the Metroparks' service region

Objectives:

- Collect and Analyze Data to inform the work
- Establish an HCMA Advisory Team
- Facilitate and/or Coordinate Training for Metroparks staff
- Create continuous learning opportunities
- Provide departmental support to identify and decrease barriers to access of Metropark programs
- Create opportunities for participation for underrepresented populations

FRAMING

The Metroparks is a complex organization. Therefore, the DEI plan is equally complex. Our DEI work will be based on the premise that the Metroparks is a complete system and therefore operates according to W. Edward Deming's fundamental principle of improvement:

"**Every system** is perfectly **designed to get the results it gets**."

Adopting this principle acknowledges that DEI in the Metroparks will be **complex** as there are many components in our system (i.e. HR, Marketing, Planning, Parks, etc.) and **complicated** as there is (and will continue to be) a high level of difficulty throughout the process.

Common Language

Creating a process such as is proposed in this plan, first requires the development of a common language. Common language is important to ensure that everyone is clear on what our shared definitions of the terms Diversity, Equity and Inclusion are; and to provide a common context. This postulation was confirmed by the data provided by the HCMA Climate Survey; where there was a wide variance in responses to the questions that asked," which definition best represents what (either Diversity, Equity or Inclusion) means to you?"

To ensure that we (the Metroparks) are all on the same page; a Metroparks DEI Key Terms and Definitions sheet has been created. These key terms and definitions will be shared throughout the Metroparks system as well as reinforced in future DEI communications to staff. The goal is to introduce the language we want to operationalize in the Metroparks.

Process

Our DEI plan will be a dynamic process; with many moving parts. To describe these dynamics, we will use Bruce Tuckman's, an educational psychologist, four stages of organizational development: Forming, Storming, Norming and Performing.

Forming

In this stage, we begin with the process of creating the foundational structures that will support the change we want to make. The work of this stage includes (but is not limited to): training staff on DEI basics; review of organizational policies, procedures and practices across the system; revision of the previously mentioned process (where needed); communicating changes and/or adjustments to the Association, Union and staff; along with dates for implementation with expectations for accountability. Additionally, we develop and reconfigure the relationships necessary to move the work forward.

Given the complexity of the Metropark system this stage can last up to three years. However, we have a goal of completed this stage by the end of 2020.

Storming

Next, is the storming phase. In this stage, people start to push against the boundaries established in the forming stage. **This is the stage where most DEI processes fail.**

Storming starts when newly enacted processes from the Forming stage become operationalized and conflicts with the historic (actual) way we do our work. For example, managers and staff may be upset that a preferred (not necessarily most qualified) candidate may not be selected because of the results of the new interview process. Grievances and lawsuits are most common during this stage, as people fight to maintain fidelity of the historic system.

Storming can also happen in other situations. For example, staff may challenge the authority of the DEI department or challenge the commitment of Metroparks leadership to enact, support and sustain the changes enacted. Some individuals may opt to simply wait it out, until we give in. It is during those times it will be important to recognize what is happening, address each situation appropriately (i.e. training, conflict resolution, etc.), over-communicate, stay the course and continue moving forward.

This stage will test our commitment to DEI. However, it is necessary to prove to Metroparks management and staff that we are committed to creating a genuinely diverse, equitable and inclusive environment. The stronger that commitment is relayed to all; the shorter this stage will be.

This stage is also very stressful. Finding ways to minimize that stress will be key. We will work directly with legal counsel to ensure the Metroparks is on sound legal footing at all stages.

Norming

Gradually, we will emerge into the Norming stage. In this stage, staff begin to accept the operationalized changes from the previous stages. There is a calming of tensions and we settle in to our new normal. Staff understand expectations and are more at ease with accountability. Our DEI goals are being realized; not only are we more diverse, equitable and inclusive, all of our staff is benefiting from the process.

However, this is no time to rest. The maintenance of the process is critical to its survival. Continuing to provide training, staying ahead of emerging regional trends and providing opportunities for staff to become leaders in the DEI space will support the work of the previous stages.

There is often a protracted overlap between Storming and Norming stages. As new situations arise, we may experience Storming again.

The Norming stage will not be discussed in this plan; as it is too speculative at this time. Norming will be a focus of the next iteration of the DEI plan.

Performing

In the Performing stage, we will have reached the pentacle of our transition. Our work environment will be very different from the Forming stage and it will be self-sustaining. The success of the system will not depend on any one player and people will be able to join or leave without disrupting performance.

The caution in this stage is complacency. DEI is always evolving. For example, the diversity of our region might change in ways we cannot foresee. In that case, we will have to (as an organization this time) determine if and how we adjust as well. New adjustments, will push us send us through the stages again; however, it won't be as difficult.

The Performing stage will not be discussed in this plan; as it is also too speculative at this time. Performing will a focus of the next iteration of the DEI plan.

Our Iceberg

Our iceberg represents the complexities of the proposed work. It reminds us that DEI work happens on multiple fronts simultaneously; some seen but most unseen. It also reminds us that to generate *sustainable* change, we must always be mindful of personal blind spots that keep us from seeing those things that hold the system firmly in place and actively work *against* our efforts for change.

In building our foundation, it will be important to keep the focus on the Metroparks as a system and how each employee contributes to it. We must provide space for employees to tell their stories, express their fears and grieve what they feel they are losing. Additionally, we must uncover and differentiate between the way we **say** we get things done (the visible) and the way we **actually** get things done (invisible). All of this while maintaining a gentle but steady "push" to keep moving in the desired direction and creating the narrative for our new normal.

Above the water line of the iceberg is "The way we **say** we get things done". It represents those things are easily seen or communicated as representative of the Metroparks culture. Below the waterline are those things that either prevent us from changing and keep us from seeing the need to change. The elements at the bottom of the iceberg represent those considerations that, if not acknowledged and brought above the water level, will act as anchors, holding the system in place.
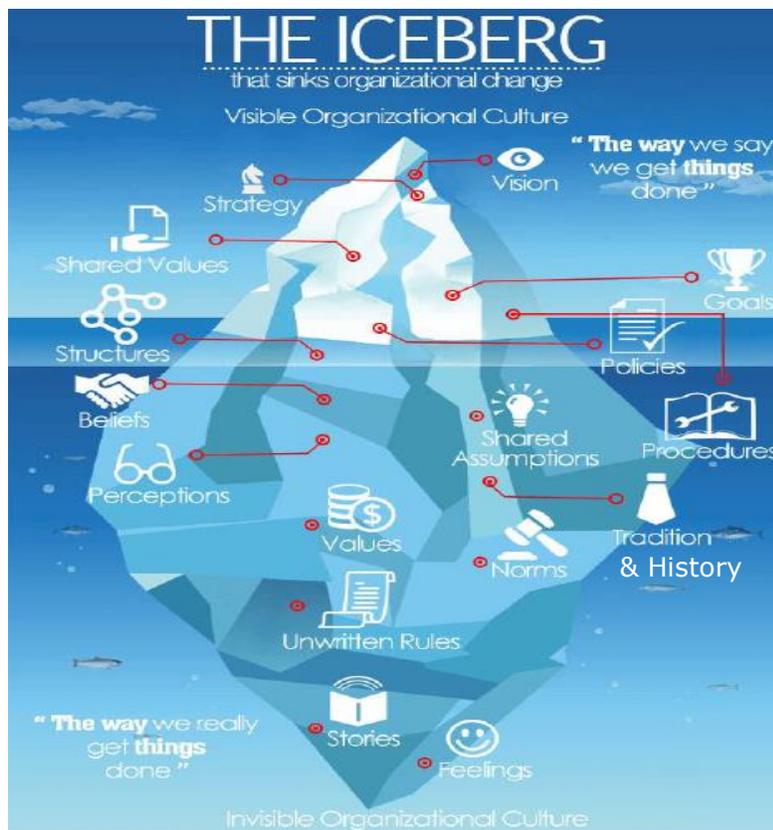
Anticipated Challenges

It cannot be stated enough, DEI work is difficult, slow, tedious and saturated with pitfalls. There will be fits and starts, broadening and narrowing of scope, constant reassessments and strategies; but in the end, we will continue to move forward together.

Retrenchment

An important (and anticipated) aspect of DEI work is concept of **retrenchment**. **Retrenchment** refers to a phenomenon in which diversity, equity and inclusion gains are often followed by losses; this is a form of organizational, institutional or structural resistance to changing the status quo. For example:

On March 21, 2014, a U.S. District Court ruled the state Michigan's denial of marriage rights to same-sex couples unconstitutional. More than 300 same-sex couples married in Michigan the next day before the (retrenchment) Sixth Circuit Court of Appeals stayed enforcement of the district court decision. On November 6, the Sixth Circuit reversed the lower court's ruling and upheld Michigan's ban on same-sex marriage. The state was ordered to recognize the 323 marriages performed on March 22, and the state announced it would not appeal that order.

Strategies

To address this challenge, we must do the following:

- Keep our eye on the goal
- Recognize what we are seeing
- Ask and answer the questions "Why and How is this happening? "and "How do we address it together?"
- Address issues directly, quickly and as kindly as possible
- Keep moving forward

Complexity

There is NOTHING easy about DEI work. Throughout our process, we will constantly be working on multiple levels simultaneously. Working in this way may make the work look messy and unorganized (it actually is!). Nevertheless, being consistent and constantly moving toward the goal; along with continuous assessment will win the day.

We all want to see change immediately. However, the level of organizational complexity requires a methodical approach to the work. This approach means the work will appear slow at times. However, we must resist the urge to "push" the work forward and trust the process if we want change that is sustainable and long-lasting.

PHASE ONE: FOUNDATION BUILDING 2019-2021 (FORMING)

As we work toward comprehensive systems change, foundation building in year one is the most critical point in the process. This phase will serve as the cornerstone of **all** our DEI work going forward. It is slow and methodical; exciting and frustrating; always reflective. To be successful in this phase, we must avoid the urge to move without strategy; to push forward before we have a foothold; and overwhelm staff with too much information. If we chose to rush this process, we risk attempting to build a stronger organization on a weak foundation; which is problematic and ill advised.

During this phase, we start by taking a hard look at our organization (through data and observation), build awareness across the system (through training, communication and relationship), actively and critically examine what DEI means to and for the Metroparks and better understand how it operates, and reassessing current policies and practices to support the change we want to see in our organization.

2019-2020 DEI Objectives

Collect and Analyze Metroparks Data
DEI is new to the Metroparks. Therefore, there is very little data that exist relative to DEI, besides straight employment numbers. Ongoing data collection and analysis are the only ways to effectively and efficiently generate metrics to measure progress.

The purpose of this objective is to inform the DEI work. These assessments help us to (a) better understand of the internal climate of the organization; (b) introduce the work of DEI across the system; (c) and assess the level of comfort with DEI topics; (d) build trust; and (e) acclimate staff to data collection.

We started data collection with the **Climate Survey**. The Climate Survey provided baseline data that helped inform the DEI plan. For example:

- The percentage of individuals who had not had diversity training was 61 percent; making training a priority
- The need for a common language led to the development of our HCMA Definition sheet (**See Attachment 1**)
- The level of discomfort related to having DEI conversations at work was the impetus for how we will work

Since then we have launched the **Seasonal Employee Entrance Survey**. Since seasonal employment is the main way of entering the Metroparks system, this survey will help us understand where our seasonal employees live (by zip code) and how they find out about jobs in the Metroparks. This information will be used as part of our ongoing recruitment strategy. Current significant findings are:

- 55% of seasonal employees have worked for the Metroparks before.

- 65% heard about the job from a family member or friend.

We will soon launch the **Seasonal Employment Exit survey**. This survey will provide information about seasonal employees' work experiences. This information will be used in trainings for staff, management and seasonal employees.

Finally, the leadership team has completed a DEI self-assessment. This tool provides both a way to take stock of current efforts and a set of benchmarks that can be used to determine where we are and where we need to go.

- Forming—create assessment/evaluation tools, communicate the purpose of each tool, outline the regular intervals in which the assessment will take place. Establish a norm in data collection.
- Storming—getting people to trust the assessments; communicating what is learned and how the data will be utilized; using the data to support change against challenges; training is provided to help staff better understand how to use and how to create assessments
- Norming—assessments are operationalized in all areas; they are used to create and audit programs, guide park initiatives, etc.; staff can provide leadership to others in the creation and administration of assessments
- Performing—Staff is looking for assessments and applying the data to their daily work

Establish an HCMA Advisory Team—**Complete;** (**See Attachment 2**)
As we began to envision the DEI work, it became clear that the Chief of DEI could not do the necessary work alone. Help would be needed to spread the work throughout the Metroparks system. To address this challenge, the Metroparks Advisory Team (MAT) was created.

The goal of the Advisory Team is to support the work if the DEI department, across the system, by becoming trained advocates, facilitators and thought partners.

The Advisory Team had its first training on Tuesday, Oct. 1, 2019 at Indian Springs.
- Forming—pull together volunteers; start training
- Storming—continue training; some people may fall away/others my join; create space for difficult conversations; work to keep the nucleus together as we build the capacity of team members; learn what it means to "stay at the table" (keep engaging, especially when it gets hard); bring others into the process
- Norming—Robust meetings; suggestions on how to train staff and share learning with customers; become advocates for DEI work
- Performing—Advisory Team is a resource to the system; able to provide and/or assist with trainings; MAT recruits new members;

Facilitate or Coordinate Training for Metroparks Staff
Training is a vital element in accomplishing the DEI goal. There are multiple challenges to this task: (a) the number of parks; (b) number of employees; (c) distance between parks and; (d) the multiple levels of training needed. One thing is for certain, the only place to start is at the beginning.

Training 650 employees, across 13 parks, is daunting but doable. We have started the training process with the Metropark Advisory Team. We used that training as a bellwether, to determine where to start with staff. From this original training, we are developing a Metroparks DEI Training process.

Leading DEI (6 hours)—Training for Chiefs, Department Heads, Superintendents and Park Operation Managers; focused on:

- Self-awareness
- Understanding "Why" we are doing DEI
- Creating a DEI culture
- Recognizing Blind Spots
- Leading for Change
- Communication for Change

Managing DEI (6 hours)—Training for Managers and Supervisors; focused on:

- Self-awareness
- Communication
- Recognizing Blind Spots
- Conflict Resolution
- Monitoring a DEI culture

DEI Basics (4 hours)—Staff Training; focuses on
- Self-awareness
- Communication
- Value
- Introduction to DEI

These trainings will be facilitated by the Chief of DEI and Traci Kim (consultant) The goal is to complete all initial employee training by May 2020. After the initial training, a rotating training schedule will be developed to ensure regularly scheduled trainings going forward.

Metroparks Police Department
The Police Department will receive training that is coordinated with training from DEI. Police training is scheduled for February/March 2020 and will be facilitated by Darnell Blackburn. The Chief of DEI is working with Mr. Blackburn to ensure a commonality in topics and evaluation measures.

Additionally, Police Command Staff will receive Leading for DEI training comparable to that of organizational leadership.

Seasonal Employees
Seasonal Employees will also receive DEI training as part of their on-boarding. We will work with HR, Park Superintendents and Park Managers to create a video training series, with an evaluation component, to meet this objective.

Additional Training
Training will not be an occasional occurrence. It is our goal to offer training in variety of ways.
- Regularly scheduled training to keep the DEI lessons moving forward and build the capacity of staff
- Training related to incidents
- Training requested by Management

- Training requested by Staff

Review HCMA Policies, Processes and Procedures

To change culture, we must have structures to support the change we want to see. This works starts with reviews of our policies, processes and procedures. This work will be done in partnership with HR and will include (but not be limited to) recruitment, hiring processes, retention.

Another component of this objective is discipline. What happens if/when individuals decide they would rather not change? This objective requires us to work directly with the Employee Association to negotiate this process. Additionally, a conflict resolution program has been developed and will be reviewed with Association Representatives and, at the appropriate time, be presented to the membership.

- Forming—creating the team(s) to work on this process; beginning the work
- Storming—adamant disagreement regarding past practice; resistance to change; over-communication of change to staff; resistance to change; lawsuits and grievances
- Norming—changes initiated and accepted; decreased resistance
- Performing—changes are operationalized; become the new normal

Positioning, Relationship Building and Documentation

The path we walk is not only new for us, but new to many across the country. In alignment with the Marketing Plan, we will work to position ourselves as thought leaders in the DEI space. We will build relationships with DEI professionals across the state and country; looking for, implementing and establishing best practices.

Additionally, we will document our work and progress; including celebrations and disappointments. We will use the information generation to learn, grow and share with peers. The intention is to become a leader in the DEI space in the future.

PHASE TWO: IMPLEMENTATION 2021-2022 (STORMING)

There is a huge difference between wanting diversity and making diversity happen. The moment a person from an under represented group is hired; questions will begin to swirl: Is that the diversity hire? Are they qualified? Are they receiving special treatment? This is natural but will need to be addressed quickly and definitively and managed effectively.

It will be important in phase two to:

- Over communicate
- Directly connect what is being said to training topics and/or develop training (and other) ways to respond
- Continue to remind staff that although their feelings are normal; they have a professional responsibility and are accountable for what they learned in training
- Provide opportunities for interventions without penalty

Implementation of new policies, processes and procedures

This will be the most difficult part of this early process. In fact, this is the stage where most DEI initiatives fail. They do not fail because the plan is not sound. They fail because of immense pressure applied by employees and the retreat of leadership.

Before we move too far into this process, Leadership must be clear that we MUST go through this stage. It will be intense; it may be particularly intense for those individuals who are members of underrepresented groups and have recently joined our organization.

Prepare for Retrenchment

WHEN retrenchment comes, it will be critical to recognize it for what it is; an attempt to maintain the status quo. We must be prepared to stand by the changes and choices made during the Forming stage.

To offset some of the intensity of retrenchment we must:

- Engage staff in the changes **before** implementation; work with the Association and Union
- Openly discuss what the changes mean for staff provide space to allow staff to express and grieve what they feel they are losing.
- Directly address all misinformation
- Connect changes to data collected through surveys (use their words to support changes)
- Always provide the "Why" for the changes
- Stand firm
- OVERCOMMUNICATE EVERYTHING!

Conscious Appreciation (CA)

It cannot be stated enough; DEI work is difficult and will cause some level of retrenchment among staff. To counter this, a conflict resolution process has been created. The *Conscious Appreciation* (CA) program is a process wherein we apply DEI principles to a conflict resolution process. CA provides opportunity for learning and reinforcing DEI principles as we deal with conflicts that arise in real time. Through this program and as we begin to increase the levels of diversity in the system. CA will also be used to identify future training topics.

The impact of the CA program will not show up in Board reports; as it is meant to be a tool to help us avoid situations elevating to that level. However, it is an example of pervasiveness of our DEI work.

Create Continuous Learning Opportunities

In addition to training, it will be important to regularly reinforce learning and to practice the skills taught in training. To accomplish this, we are working with the Advisory Team to create ongoing engagement opportunities (Boosts) for staff. Boosts can be anything that reinforces or expands learning. We will work to find Boosts that are optional AND mandatory. The following are examples of Boosts:

- Staff reads
- Access to a Metroparks lending library
- Internal DEI Blog
- Metropark Newsletter "Advice" column
- Online training

Continue to provide departmental support

This is the work of DEI that supports internal departments as we work together to institutionalize the DEI work. This work will be done in collaboration with various departments and the Metroparks Leadership Team and will consist of policy and practice reviews, community engagement support, outreach, etc.

In times of retrenchment, it will be important to for Department Heads, Managers and Supervisors to keep the pulse of their staff. The DEI department will be available to help through any and all transitions as needed; particularly those associated with new hires.

ASSESSMENT AND EVALUATION

Assessments and Evaluations are critical components of all work; particularly DEI work. Since DEI work is not a linear process, it is important to establish benchmarks at the outset and revisit them regularly to monitor program and determine success. Assessments and evaluations help to keep us on track in the midst of the dynamic happenings associated with DEI processes.

Assessments
For our purpose, **Assessments** are used to:
- Collect data
- Establish benchmarks and trends
- Monitor learning
- Monitor improvement
- Measure accountability

Beginning in May 2019, the process of data collection and establishing benchmarks has been ongoing. The following is the list of assessments to date:

Climate Survey – provided a broad overview of the Metroparks climate and baseline DEI indicators:
- Will repeat in 2021
- NOT included in this plan due to length and previous update

Seasonal Employees Entrance Survey – Since seasonal employment is the main way of entering the Metroparks system, this survey will help us understand where our seasonal employees live (by zip code) and how they find out about jobs in the Metroparks. This information will be used as part of our ongoing recruitment strategy.
- Will repeat in 2020

Seasonal Employees Exit Survey – This survey will provide information about the work experiences of seasonal employees. This information will be used in trainings for staff, management and seasonal employees.
- Will repeat in 2020

DEI self-assessment – The Leadership team participated in this assessment. This tool provides both a way to take stock of current efforts and a set of benchmarks that can be used to determine where we are and where we need to go.
- Will repeat in late 2020

Evaluation
For our purpose, **Evaluations** are used to:
- Analyze success
- Make decisions

Data collection is relatively new to the Metroparks. Therefore, we do not currently have enough data to complete an evaluation. Our goal is to collect enough data to be able to produce an evaluation report in 2020.

ATTACHMENT #1: METROPARKS DEI KEY TERMS AND DEFINITIONS

Metroparks DEI Key Terms and Definitions

Ableism: Prejudiced thoughts and discriminatory actions based on differences in physical, mental, and/or emotional ability; usually that of able-bodied/minded persons against people with illness, disabilities, or less developed skills/ talents.

Able-bodied: A person who does not have a disability.

Accessibility: The extent to which a facility or process is readily approachable and usable by individuals with disabilities, particularly such areas as the personnel office, worksite and public areas.

Advocate: 1 *noun:* a person who actively works to end intolerance, educate others, and support social equity for a marginalized group. **2** *verb:* to actively support or plea in favor of a particular cause, the action of working to end intolerance or educate others.

Bias: a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned.

Confirmation Bias: The tendency to interpret new evidence as confirmation of one's existing beliefs or theories. You see what you expect to see, as in the cycle of conditioned behavior. Confirmation bias hinders us from shifting our perspectives, so when we see something that is contrary to what we believe, we see it only as an outlier.

Cultural Appropriation: Theft of cultural elements for one's own use, commodification, or profit –

including symbols, art, language, customs, etc. – often without understanding, acknowledgement, or respect for its value in the original culture (i.e. blackface, Native American mascots, sugar skulls, etc.)

Cultural Competence: The capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge, and (5) adapt to diversity and the cultural contexts of the communities one serves.

Discrimination: The unequal treatment of members of various groups based on race, gender, age, social class, sexual orientation, physical ability, religion and other categories.

Diversity: A state or condition that comprises a wide range of abilities, experience, knowledge, and strengths due to its heterogeneity in age, background, ethnicity, physical abilities, political and religious beliefs, sex and other attributes.

Dominant group: The group that holds the power and authority in society relative to the subordinates and determines how that power and authority may be acceptably used.

Equality: When everyone gets the same thing, receives the same amount, or when everyone is treated the same way.

Equity: The fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of disadvantaged groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources. Tackling issues of equity requires an understanding of the root causes of outcome disparities within our society.

Fundamental Attribution Error: A common cognitive action in which one attributes his/her own success and positive actions to his/her own innate characteristics ("I'm a good person") and failure to external influences ("I lost it in the sun"), while attributing others success to external influences ("he had help, was lucky") and failure to others' innate characteristics ('they're bad people"). This operates on the group levels as well, with the ingroup giving itself favorable attributions, while giving the outgroup unfavorable attributions, as way of maintaining a feeling of superiority. A "double standard."

Gender Identity: A person's internal, personal sense of being a man or a woman (or boy or girl.)

Implicit Bias: Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to eclipse individuals' stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. The Implicit Association Test (IAT) is often used to measure implicit biases with regard to race, gender, sexual orientation, age, religion, and other topics.

Inclusion: Involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive organization promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.

Institutionalized racism: Differential access to the goods, services, and opportunities of society by race.

ism: How certain groups have the power and the privilege to act on their biases and prejudices, and to define what is right, good, beautiful and true; the ability to use that power to maintain dominance and exclude others who are not in that group.

Microaggressions: Microaggression is a term used for brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative prejudicial slights and insults toward any group, particularly culturally marginalized groups.

Prejudice: An unjustified or incorrect attitude (usually negative) towards an individual based solely on the individual's membership of a social group.

Race: A social construct used to define groups of people sharing similar physical characteristics and has no meaningful biological difference.

Racism: A system of advantage based on race.

Retrenchment: A phenomenon in which diversity, equity and inclusion gains are often followed by

Sometimes subtle but unmistakable losses. This is a form of organizational, institutional or structural resistance to changing the status quo.

Sexual Orientation: One's natural preference in sexual partners.

Stereotype: The rigid, oversimplified belief or image that is applied to both an entire category of people of a racial or ethnic group and to each individual within it. It is usually negative and greatly distorts the real characteristics of the group.

Subordinate group: The group that lacks power in society and is labeled as defective or substandard in significant ways. The dominant group assigns roles to the subordinate group that reflect the latter's devalued status.

Transgender is a term used to describe people whose gender identity differs from the sex they were assigned at birth.

White Privilege: A term to capture all of the dynamics that go into being defined and/or perceived as white in society. White privilege grants material and psychological advantages that are often invisible and taken for granted by whites but are very visible to people of color.

ATTACHMENT #2:
HCMA ADVISORY TEAM MEMBERS

Marcus Kelly	Kensington	Police
Nina Kelly	AO	Planning and Development
Marco Signorelli	Lower Huron	Maintenance
Tracy Houser	AO	Administration
Garnet Potter	Kensington	Natural Resources
Steve Sebert	Stony Creek	Park Operations Supervisor
Victoria Sluder	Kensington	Interpretive Services Supervisor
Bruna Salerno	Lake St. Clair	Maintenance
Sue Knapp	Lake St. Clair	Park Operations Supervisor
Dale Alexander	Stony Creek	Police
Kristen Battle	AO	Human Resources
Paula Kulchar	Oakwoods	Interpretive Services
Artina Sadler	AO	DEI Chief

ATTACHMENT 3: SELF-ASSESSMENT

Q 1

Our organization is actively committed to issues of diversity, equity and inclusion.

Answered: 6   Skipped: 0
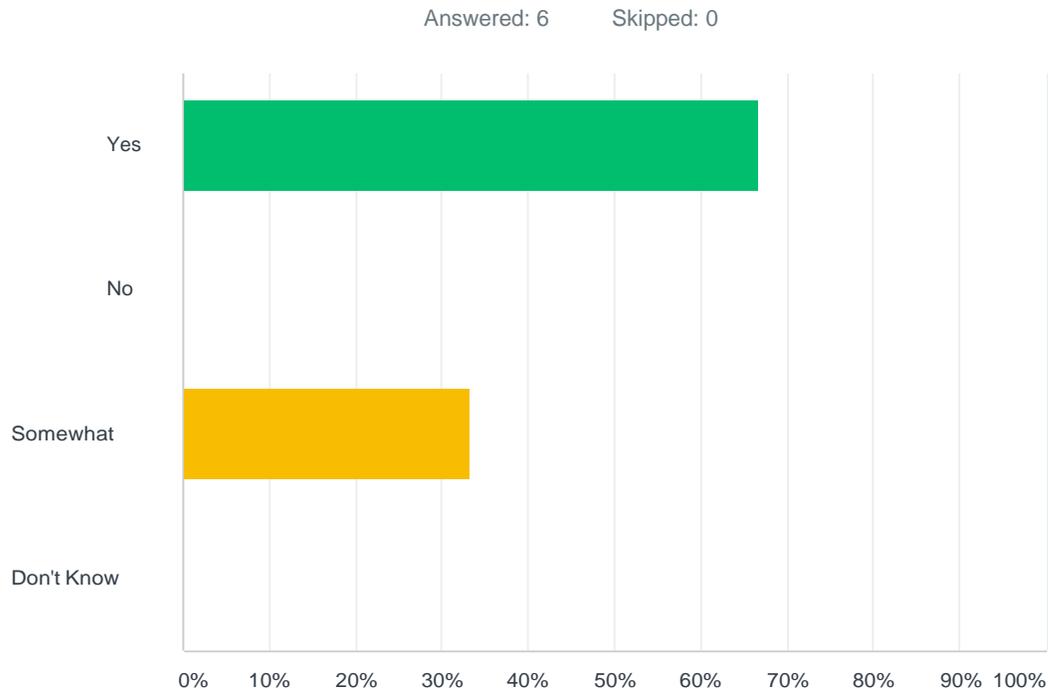
ANSWER CHOICES	RESPONSES	
Yes	66.67%	4
No	0.00%	0
Somewhat	33.33%	2
Don't Know	0.00%	0
TOTAL		6

Q 2
Our mission and vision statements include reference to or goals for diversity, equity and inclusion.

Answered: 6   Skipped: 0
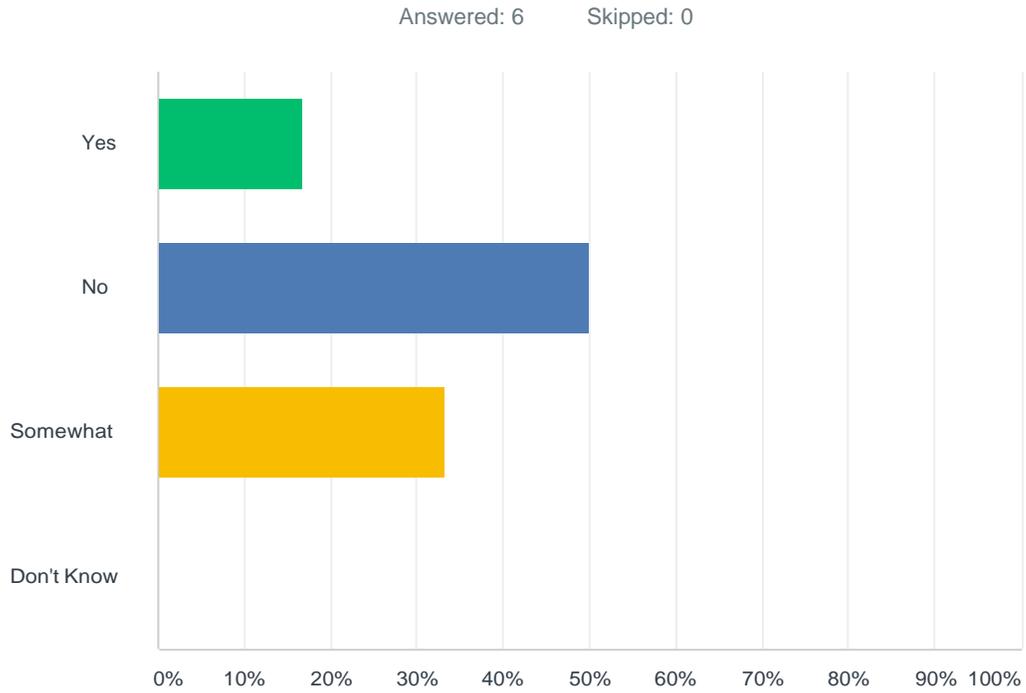
ANSWER CHOICES	RESPONSES	
Yes	16.67%	1
No	50.00%	3
Somewhat	33.33%	2
Don't Know	0.00%	0
TOTAL		6

Q 3
The principles of diversity, equity and inclusion are embedded in our core values.

Answered: 6   Skipped: 0
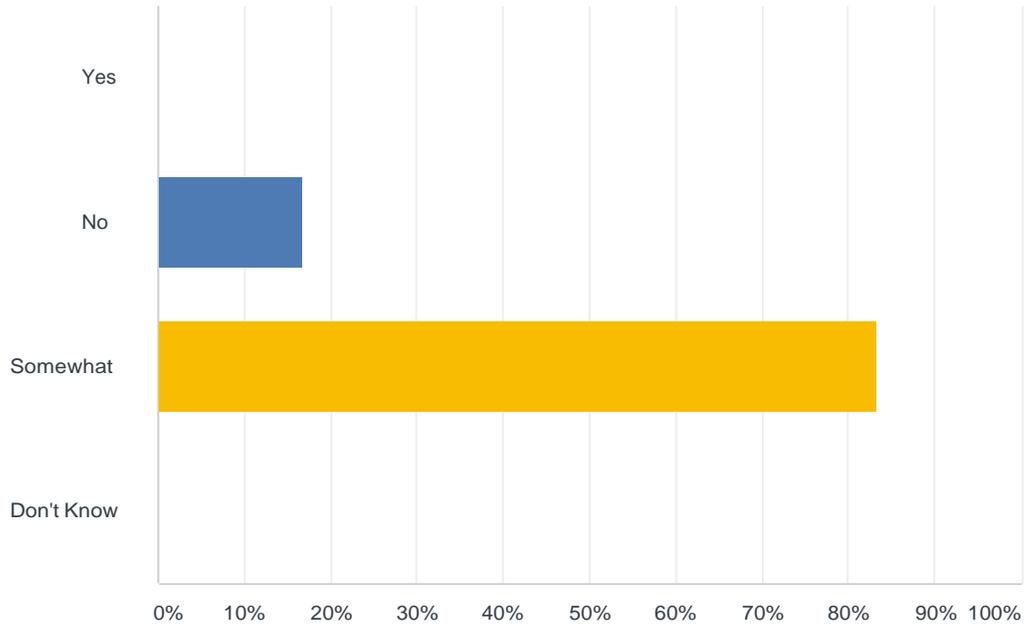
ANSWER CHOICES	RESPONSES	
Yes	0.00%	0
No	16.67%	1
Somewhat	83.33%	5
Don't Know	0.00%	0
TOTAL		6

Q 4

We have resources dedicated to diversity, equity, and inclusion issues, including professional development for managers and staff.

Answered: 6   Skipped: 0
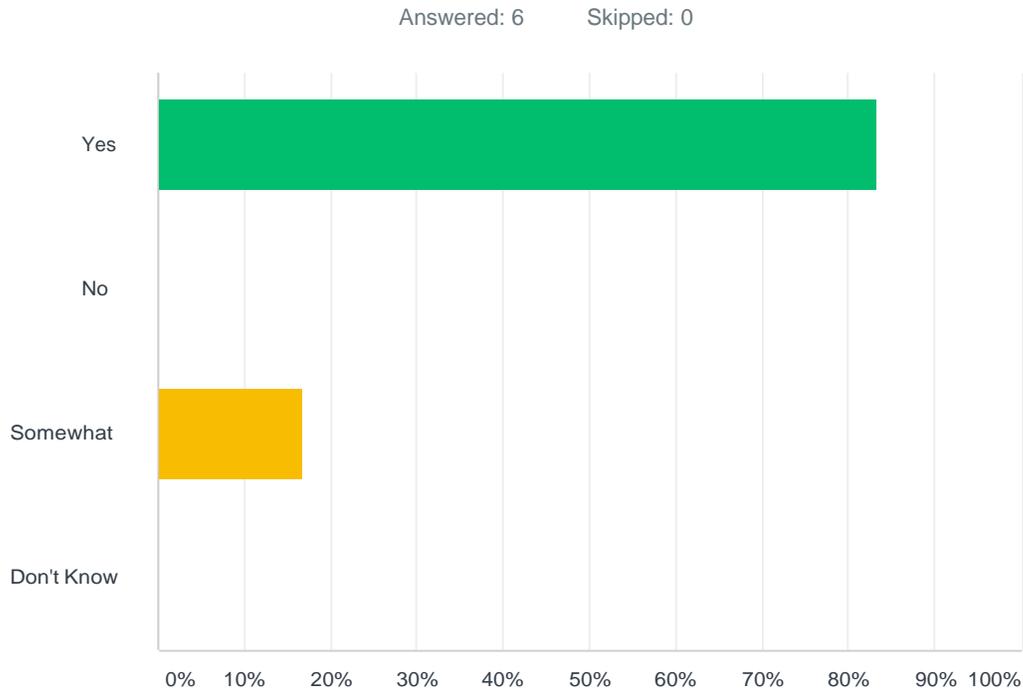
ANSWER CHOICES	RESPONSES	
Yes	83.33%	5
No	0.00%	0
Somewhat	16.67%	1
Don't Know	0.00%	0
TOTAL		6

Q 5

Our diversity, equity and inclusion values are reflected in our internal and external communications, such as program description, outreach materials, website and newsletters.

Answered: 6   Skipped: 0
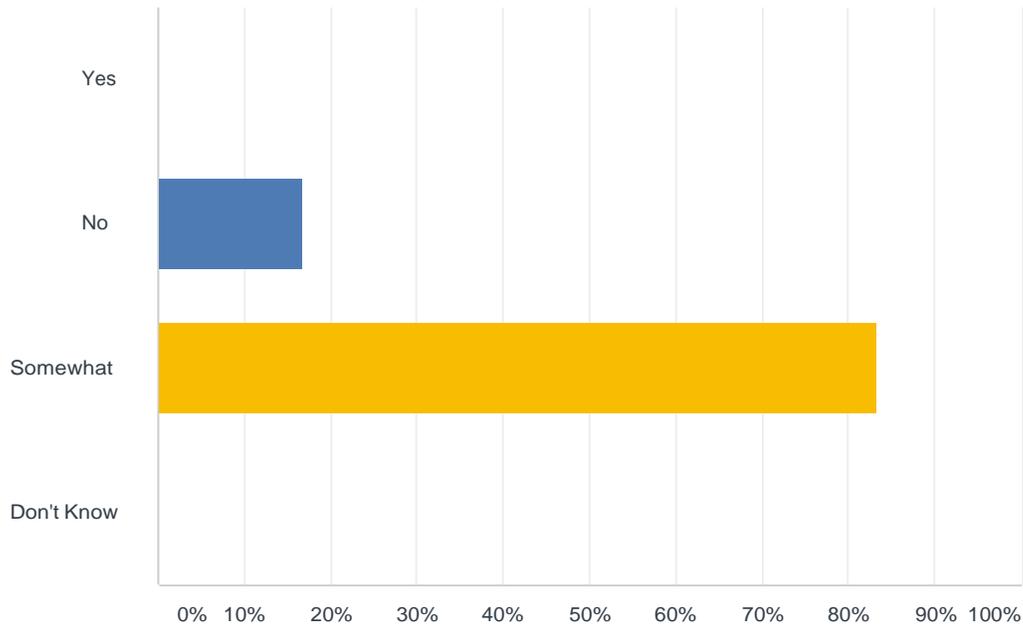
ANSWER CHOICES	RESPONSES	
Yes	0.00%	0
No	16.67%	1
Somewhat	83.33%	5
Don't Know	0.00%	0
TOTAL		6

Q 6
We regularly and systematically collect and analyze data about diversity, equity and inclusion.

Answered: 6   Skipped: 0
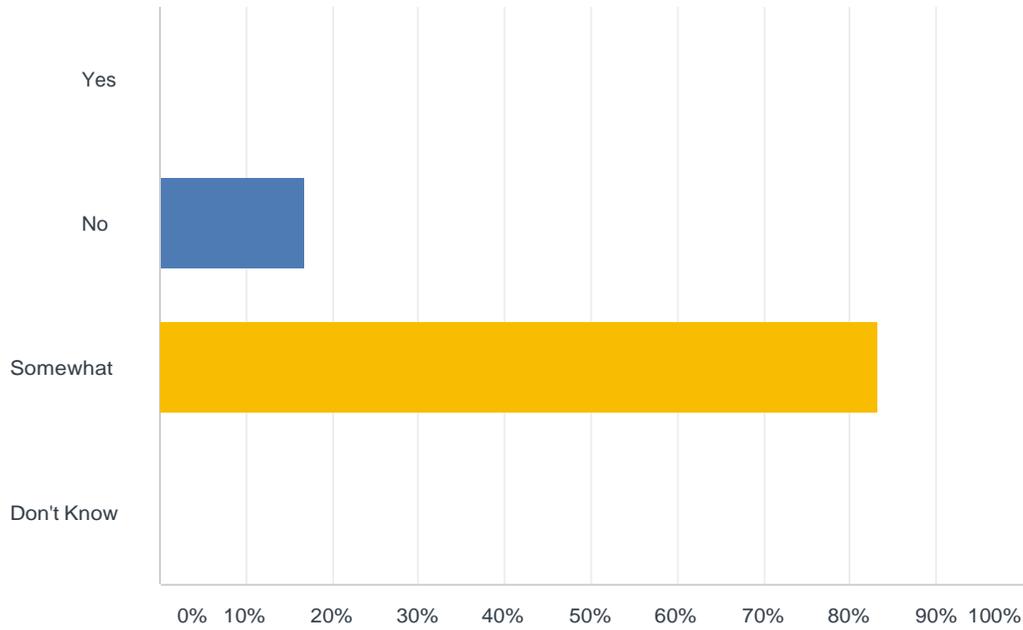
| ANSWER CHOICES	RESPONSES	
Yes	0.00%	0
No	16.67%	1
Somewhat	83.33%	5
Don't Know	0.00%	0
TOTAL		6

Q 7
We use program assessments and evaluations that assess our ability to be responsive to the needs of our increasingly diverse region, state, and national context.

Answered: 6   Skipped: 0
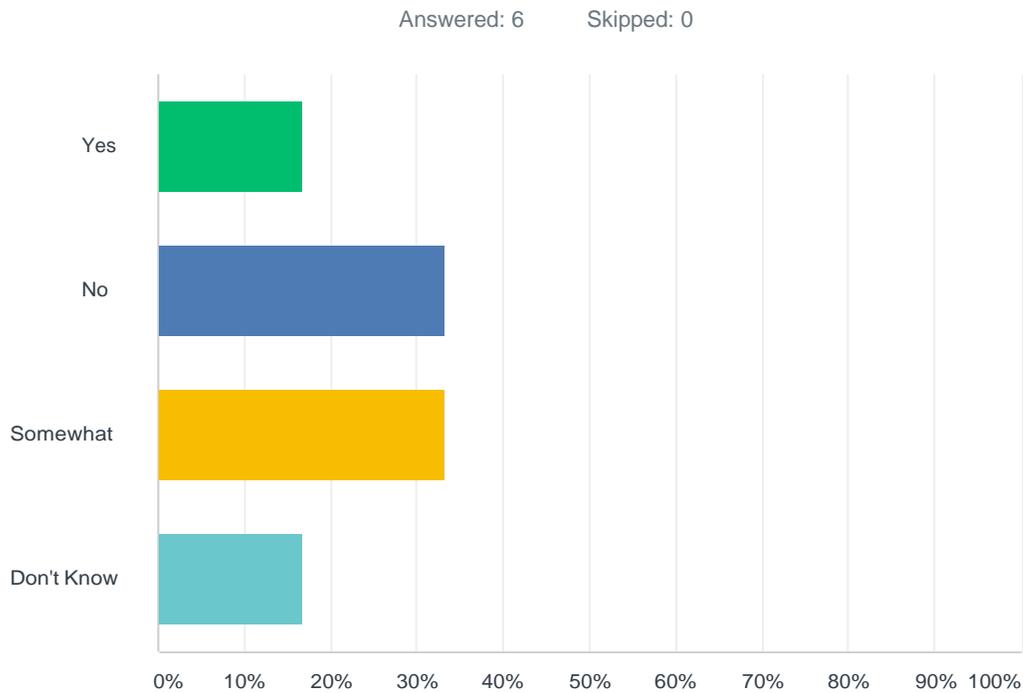
ANSWER CHOICES	RESPONSES	
Yes	16.67%	1
No	33.33%	2
Somewhat	33.33%	2
Don't Know	16.67%	1
TOTAL		6

Q 8
We actively develop resources for supporting our diversity, equity and inclusion needs.

Answered: 6   Skipped: 0
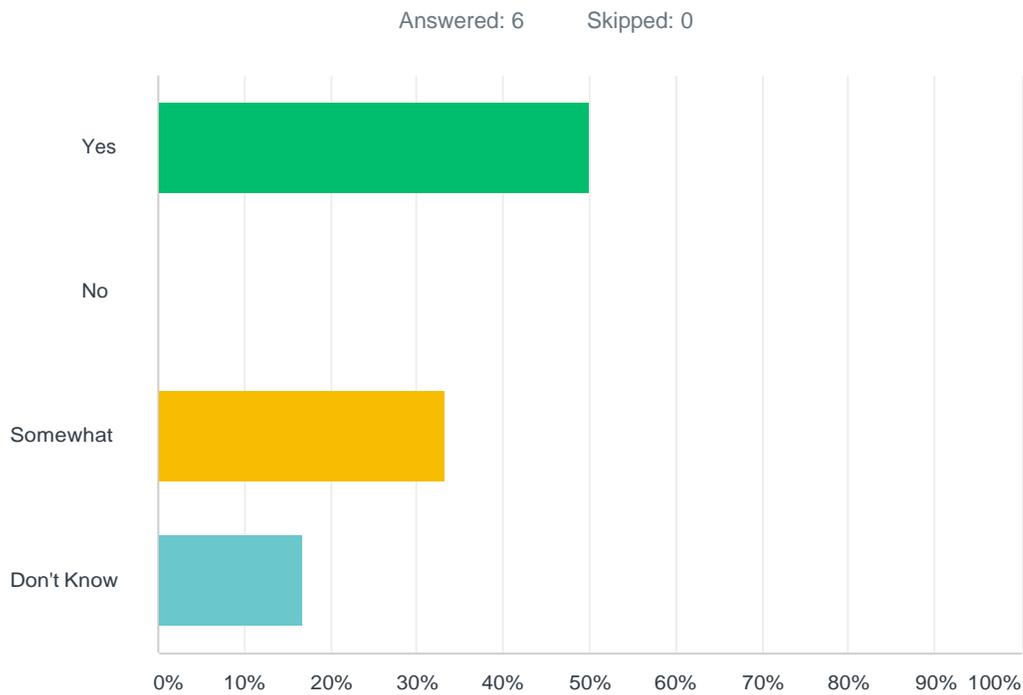
| ANSWER CHOICES	RESPONSES	
Yes	50.00%	3
No	0.00%	0
Somewhat	33.33%	2
Don't Know	16.67%	1
TOTAL		6

Q 9

Our managers and staff are familiar with our internal data gathering and analysis resources relevant to diversity, equity, and inclusion.

Answered: 6   Skipped: 0
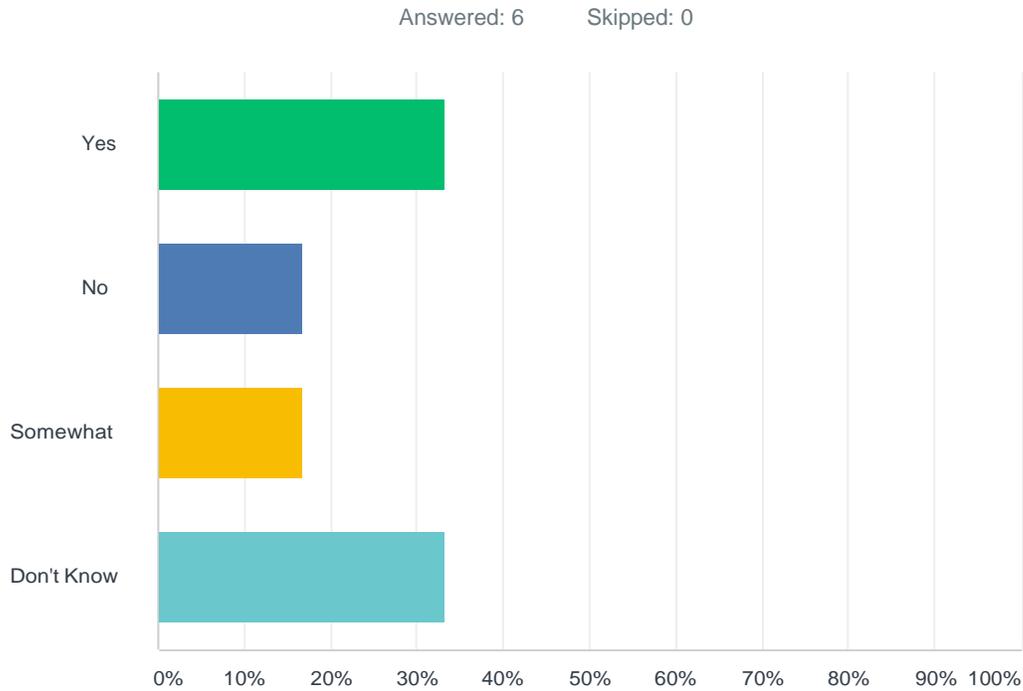
| ANSWER CHOICES	RESPONSES	
Yes	33.33%	2
No	16.67%	1
Somewhat	16.67%	1
Don't Know	33.33%	2
TOTAL		6

Q 10

We research new developments in program assessment for diversity, equity, and inclusion and update our practices accordingly.

Answered: 6   Skipped: 0
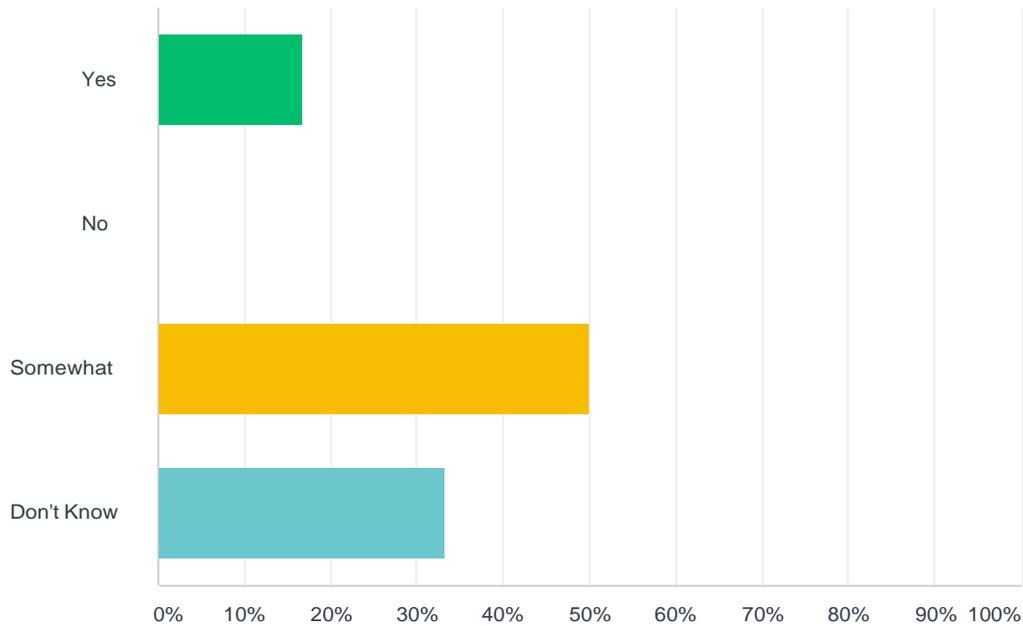
| ANSWER CHOICES	RESPONSES	
Yes	16.67%	1
No	0.00%	0
Somewhat	50.00%	3
Don't Know	33.33%	2
TOTAL		6

Q 11
We encourage innovation that address equity and inclusion in our workplace, curriculum development, and engagement activities, where relevant.

Answered: 6   Skipped: 0
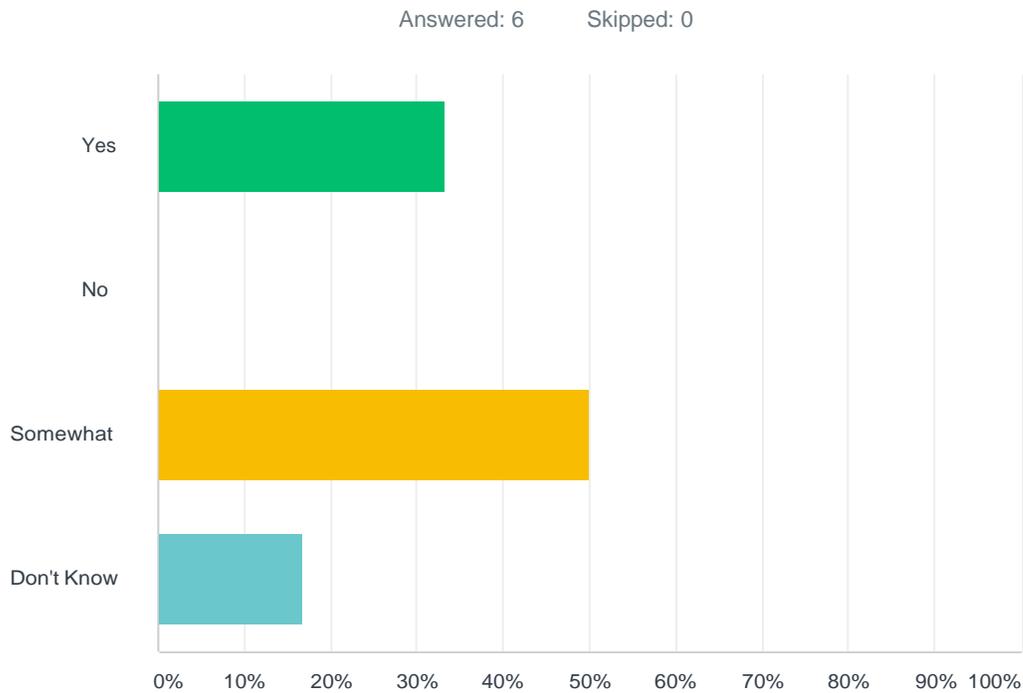
ANSWER CHOICES	RESPONSES	
Yes	33.33%	2
No	0.00%	0
Somewhat	50.00%	3
Don't Know	16.67%	1
TOTAL		6

Q 12

Our meetings, outreach practices and engagement activities offer all groups, including those from underrepresented communities, the opportunity to fully engage.

Answered: 6   Skipped: 0
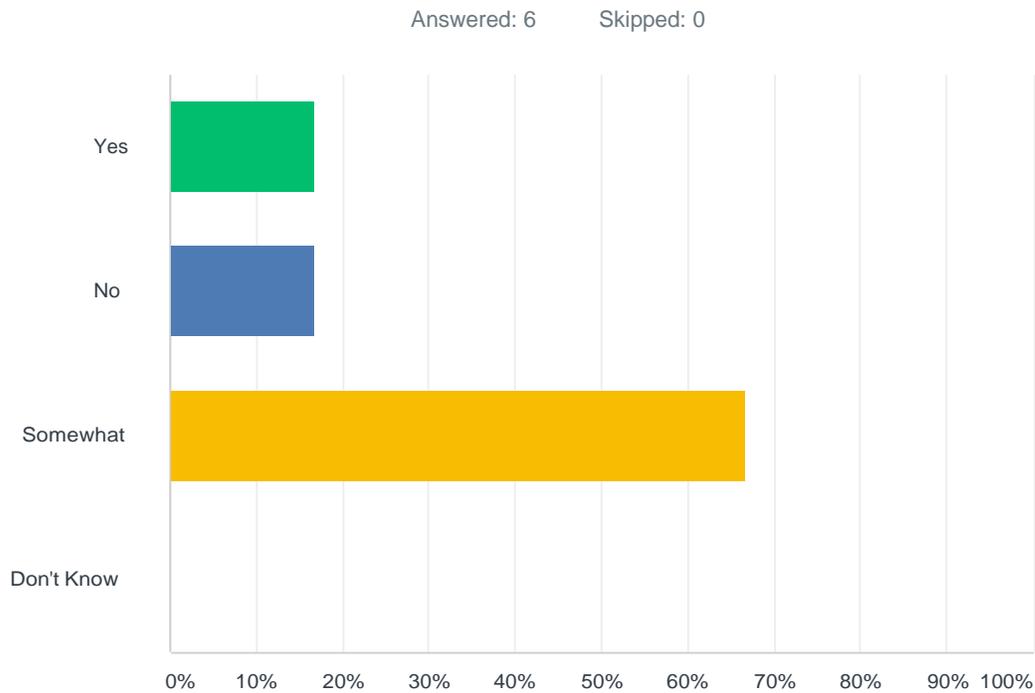
ANSWER CHOICES	RESPONSES	
Yes	16.67%	1
No	16.67%	1
Somewhat	66.67%	4
Don't Know	0.00%	0
TOTAL		6

Q 13
Our organization actively seeks to hire a diverse staff.

Answered: 6   Skipped: 0
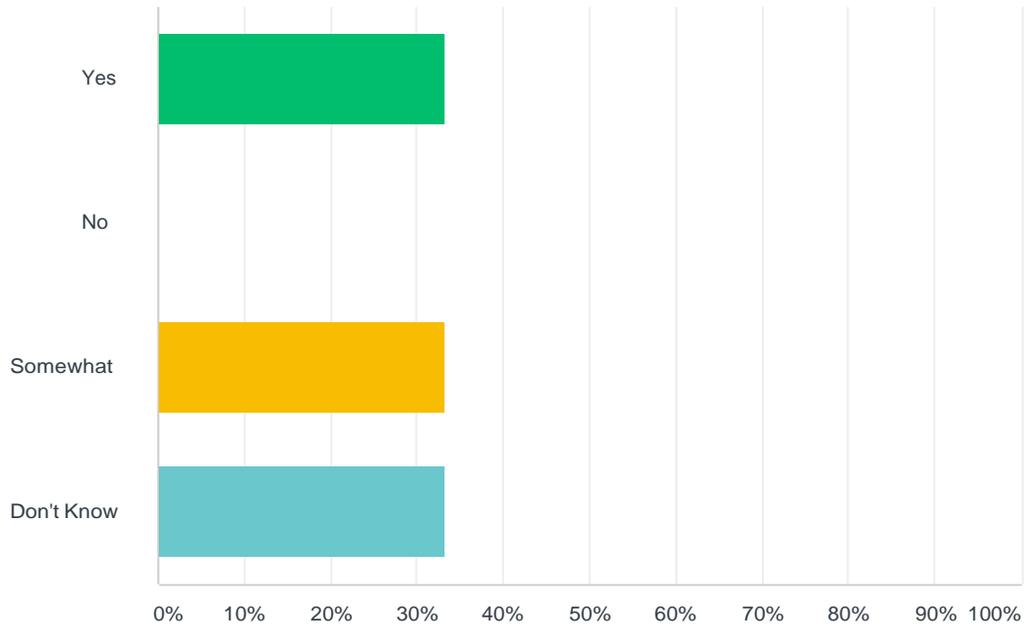
ANSWER CHOICES	RESPONSES	
Yes	33.33%	2
No	0.00%	0
Somewhat	33.33%	2
Don't Know	33.33%	2
TOTAL		6

Q 14

We employ best practices for fair and inclusive hiring and advancement such as: active outreach to underrepresented communities, assessible employment applications, appointing diverse hiring committees, using clear hiring criteria, supporting professional development and career advancement for current staff.

Answered: 6   Skipped: 0
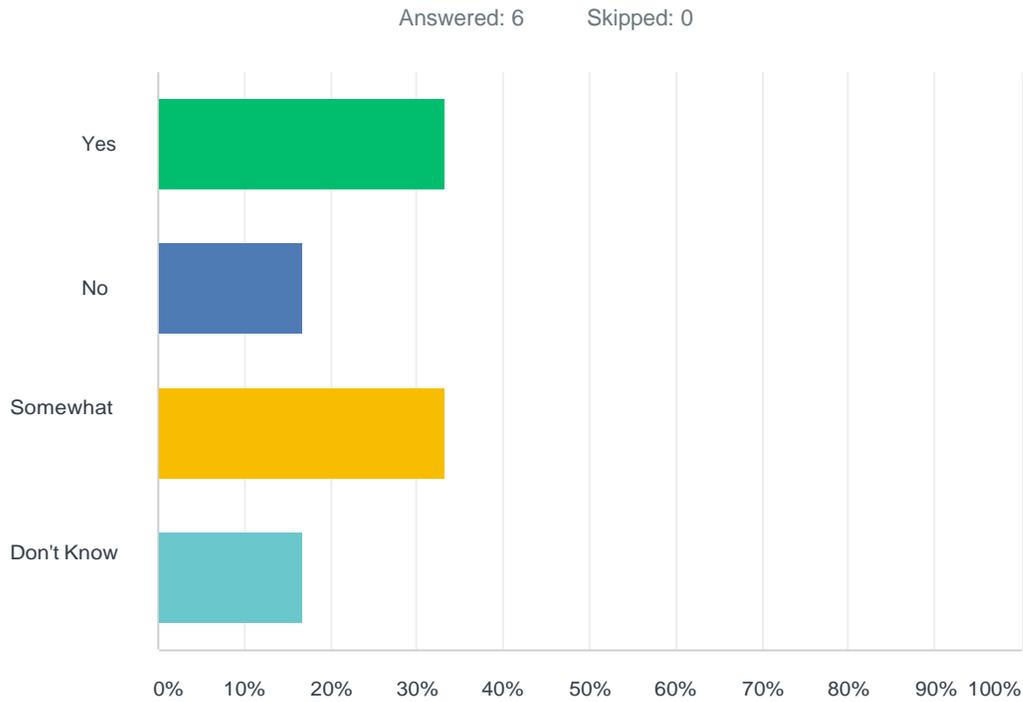
ANSWER CHOICES	RESPONSES	
Yes	33.33%	2
No	16.67%	1
Somewhat	33.33%	2
Don't Know	16.67%	1
TOTAL		6

Q 15

We regularly review our hiring, retention and advancement policies and practices for effectiveness and best practice.

Answered: 6   Skipped: 0
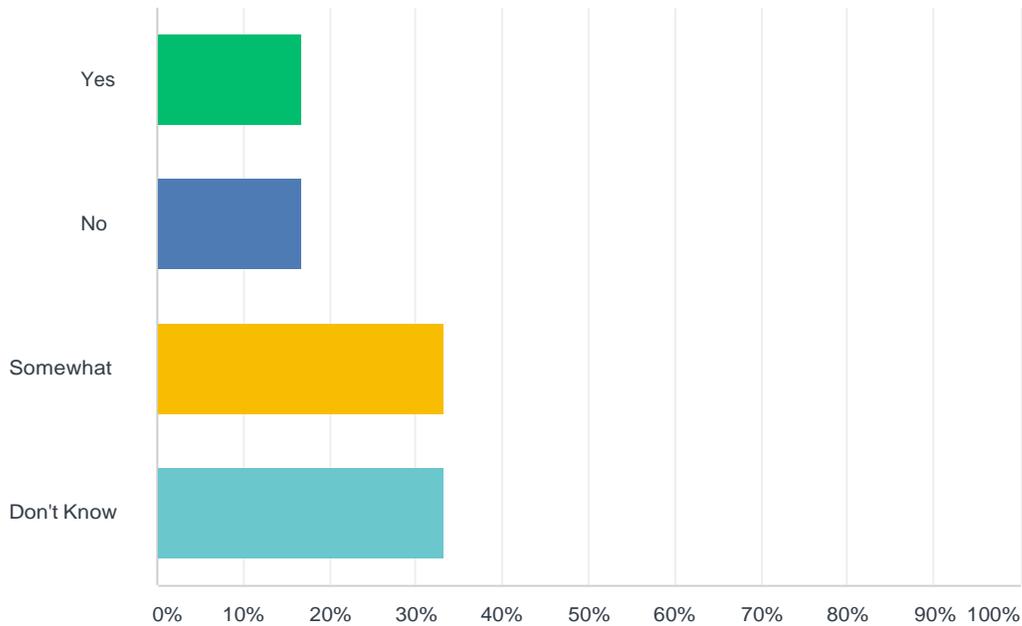
| ANSWER CHOICES	RESPONSES	
Yes	16.67%	1
No	16.67%	1
Somewhat	33.33%	2
Don't Know	33.33%	2
TOTAL		

Q 16

Staff from underrepresented identity groups are proportionally represented in leadership and management positions as comparedwith their overall numbers in our service region.

Answered: 6   Skipped: 0
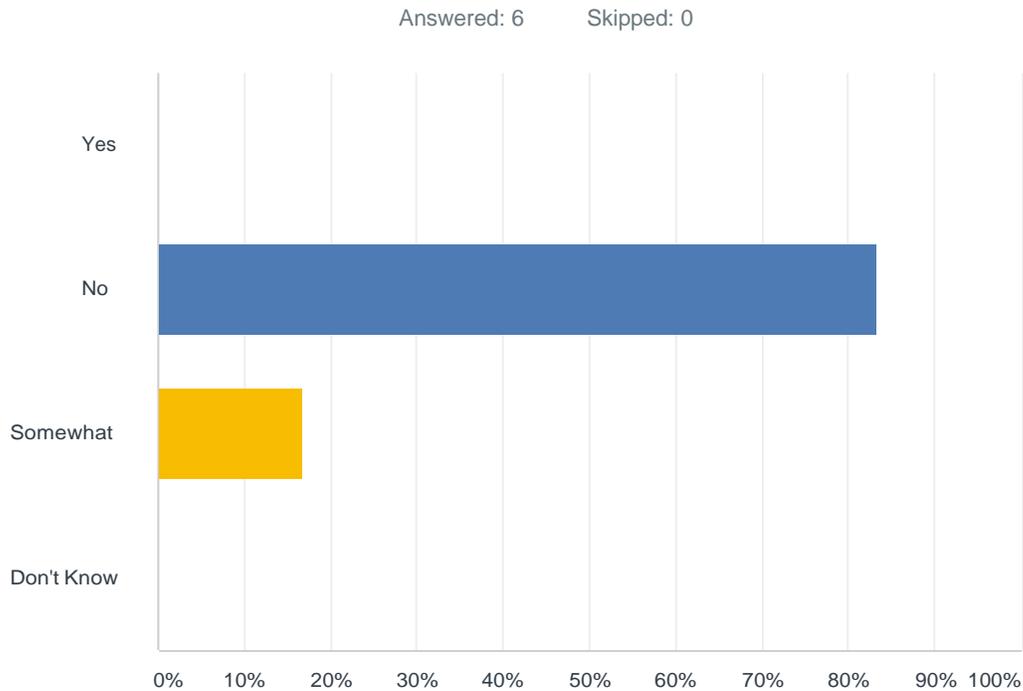
| ANSWER CHOICES	RESPONSES	
Yes	0.00%	0
No	83.33%	5
Somewhat	16.67%	1
Don't Know	0.00%	0
TOTAL		6

Q 17
All staff have organization, area, park, department support to continue their professional growth and career advancement.

Answered: 6   Skipped: 0
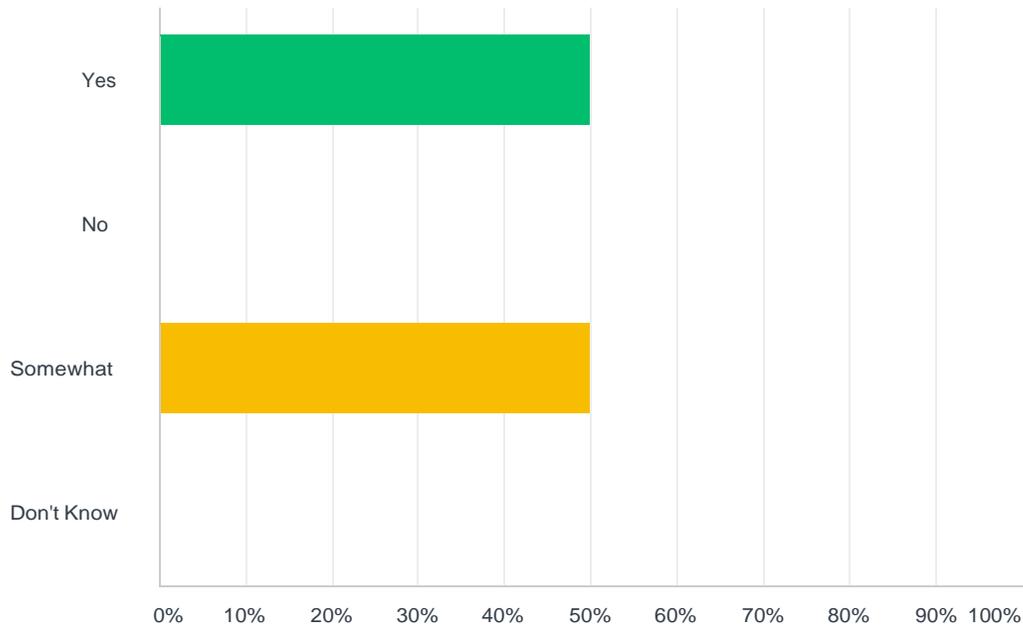
ANSWER CHOICES	RESPONSES	
Yes	50.00%	3
No	0.00%	0
Somewhat	50.00%	3
Don't Know	0.00%	0
TOTAL		6

Q 18

We provide mentoring opportunities for all levels of staff and management, internally and through other campus venues.

Answered: 6   Skipped: 0
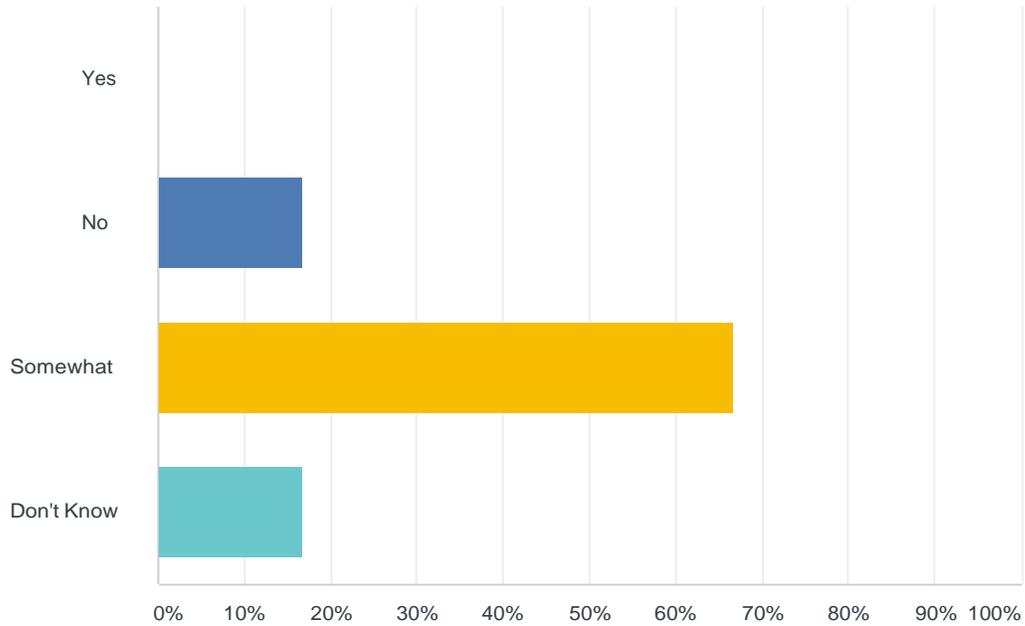
ANSWER CHOICES	RESPONSES	
Yes	0.00%	0
No	16.67%	1
Somewhat	66.67%	4
Don't Know	16.67%	1
TOTAL		6

Q 19

We provide staff with opportunities to engage in community-based learning and public service.

Answered: 6   Skipped: 0
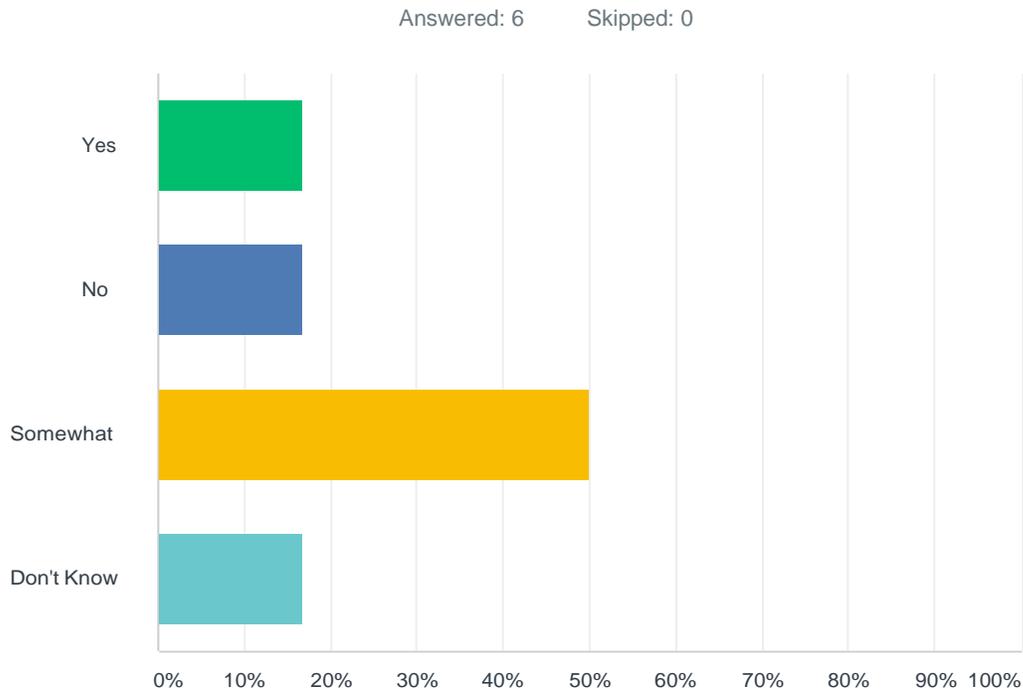
ANSWER CHOICES	RESPONSES	
Yes	16.67%	1
No	16.67%	1
Somewhat	50.00%	3
Don't Know	16.67%	1
TOTAL		6

Q 20

We actively advocate for more accurately reflecting the diversity of our region in all of our hiring.

Answered: 6   Skipped: 0
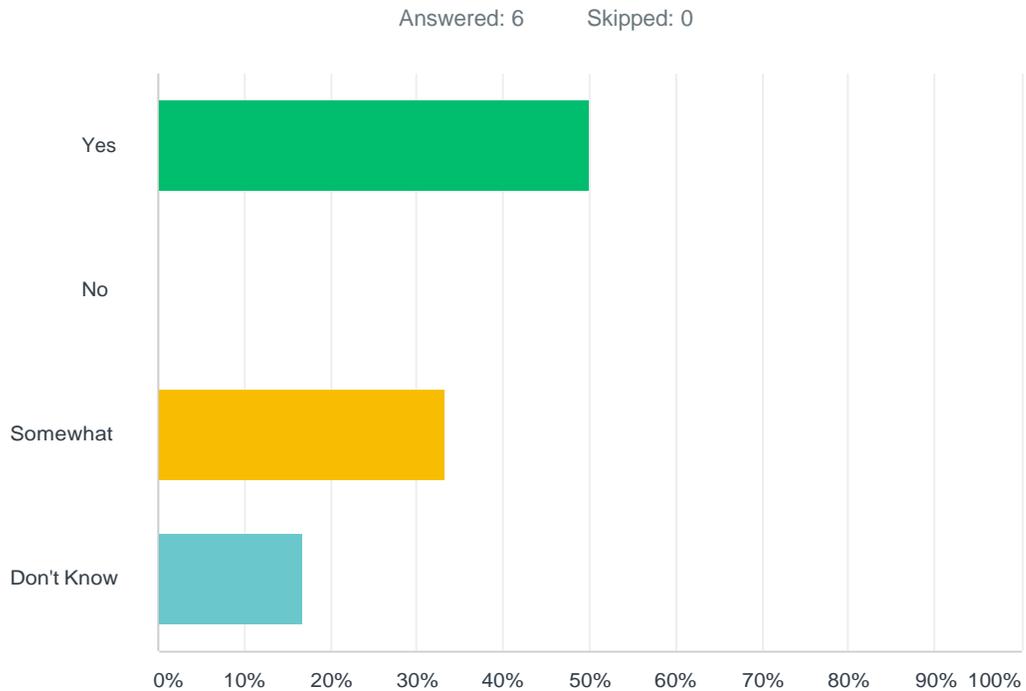
ANSWER CHOICES	RESPONSES	
Yes	50.00%	3
No	0.00%	0
Somewhat	33.33%	2
Don't Know	16.67%	1
TOTAL		6

Q 21

We have a succession plan that ensures diversity in our workforce in the coming years.

Answered: 6   Skipped: 0
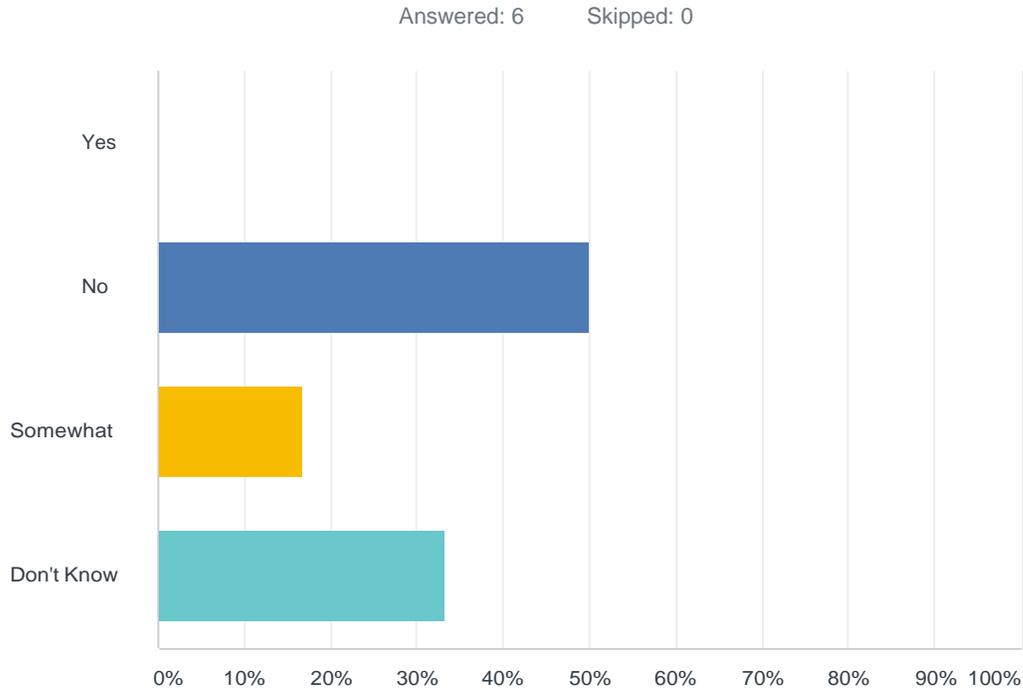
ANSWER CHOICES	RESPONSES	
Yes	0.00%	0
No	50.00%	3
Somewhat	16.67%	1
Don't Know	33.33%	2
TOTAL		6

Q 22

Our managers and staff engage in professional development and/or dialogue about topics related to diversity, equity and inclusion and use performance management tool to track and build our capacity in this area.

Answered: 6   Skipped: 0
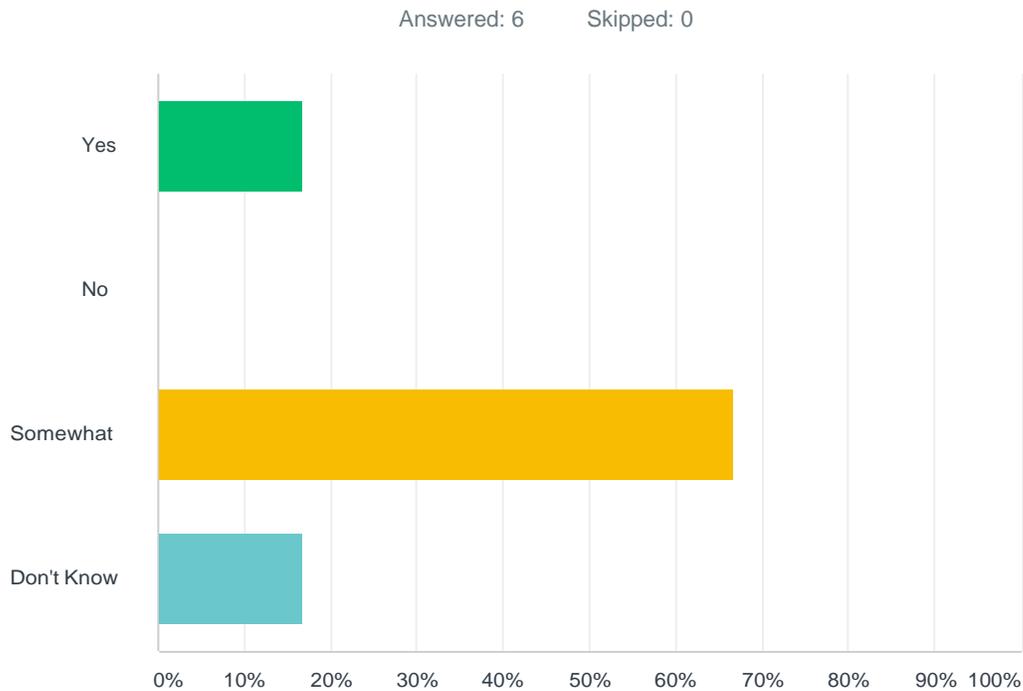
| ANSWER CHOICES	RESPONSES	
Yes	16.67%	1
No	0.00%	0
Somewhat	66.67%	4
Don't Know	16.67%	1
TOTAL		6

Q 23

We provide fair and transparent recognition processes for achieving excellence across all staff positions.

Answered: 6   Skipped: 0
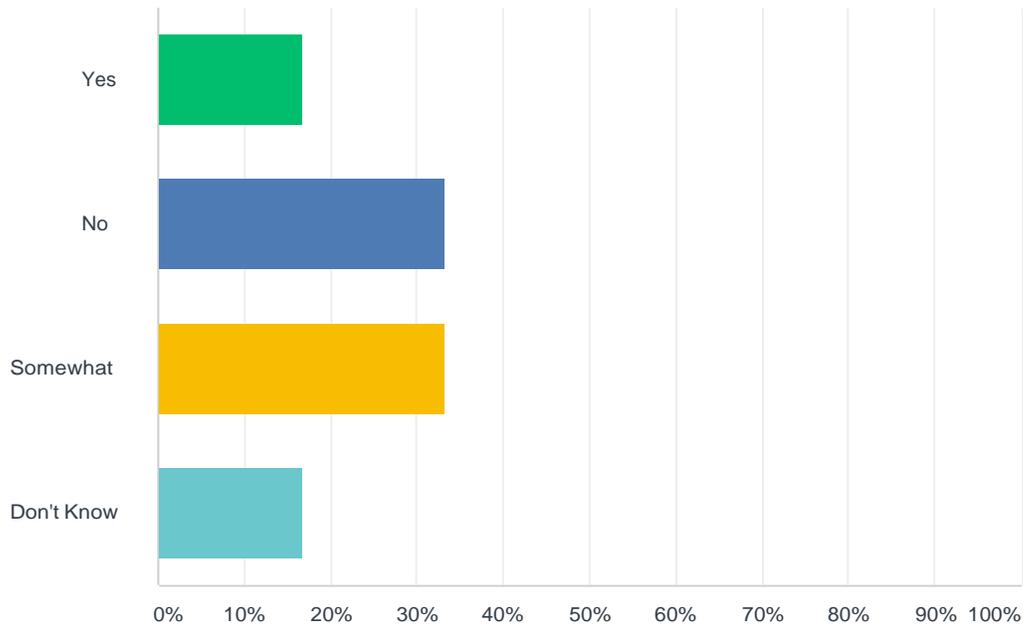
ANSWER CHOICES	RESPONSES	
Yes	16.67%	1
No	33.33%	2
Somewhat	33.33%	2
Don't Know	16.67%	1
TOTAL		6

Q 24

We regularly assess and provide resources to address workplace climate related to: race, ethnicity, gender, gender identity, religion, sexual orientation, socioeconomic status, disability/ability, nationality and other areas of diversity for all of our staff members and our patrons.

Answered: 6   Skipped: 0
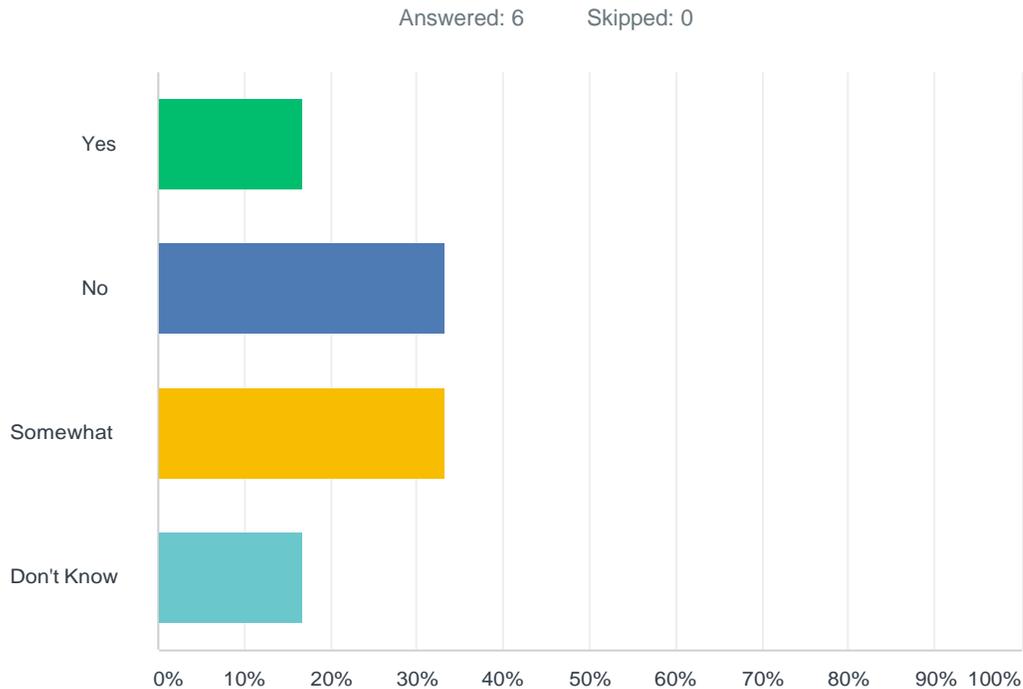
ANSWER CHOICES	RESPONSES	
Yes	16.67%	1
No	33.33%	2
Somewhat	33.33%	2
Don't Know	16.67%	1
TOTAL		6

Q 25

We regularly assess the degree to which our staff feels respected, valued, fully included and welcomed and provide resources andtraining to address challenges and support an inclusive climate.

Answered: 6   Skipped: 0
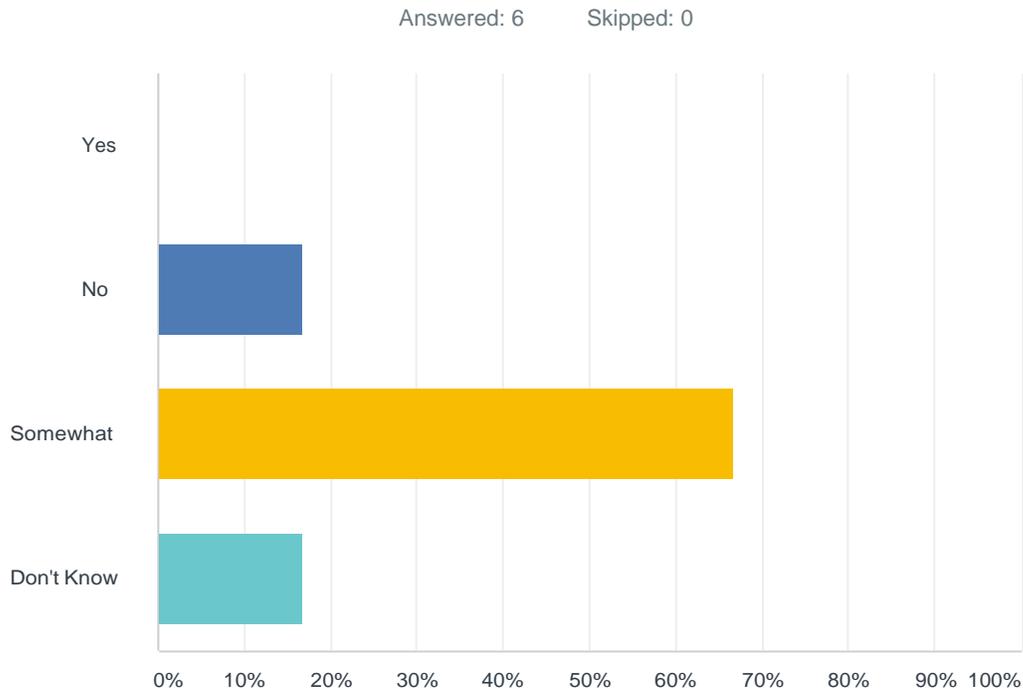
ANSWER CHOICES	RESPONSES	
Yes	0.00%	0
No	16.67%	1
Somewhat	66.67%	4
Don't Know	16.67%	1
TOTAL		6

Q 26

There is a clear culture of respect, collegiality, intergroup dialogue and collaboration across differences in all levels and positions of our organization.

Answered: 6   Skipped: 0
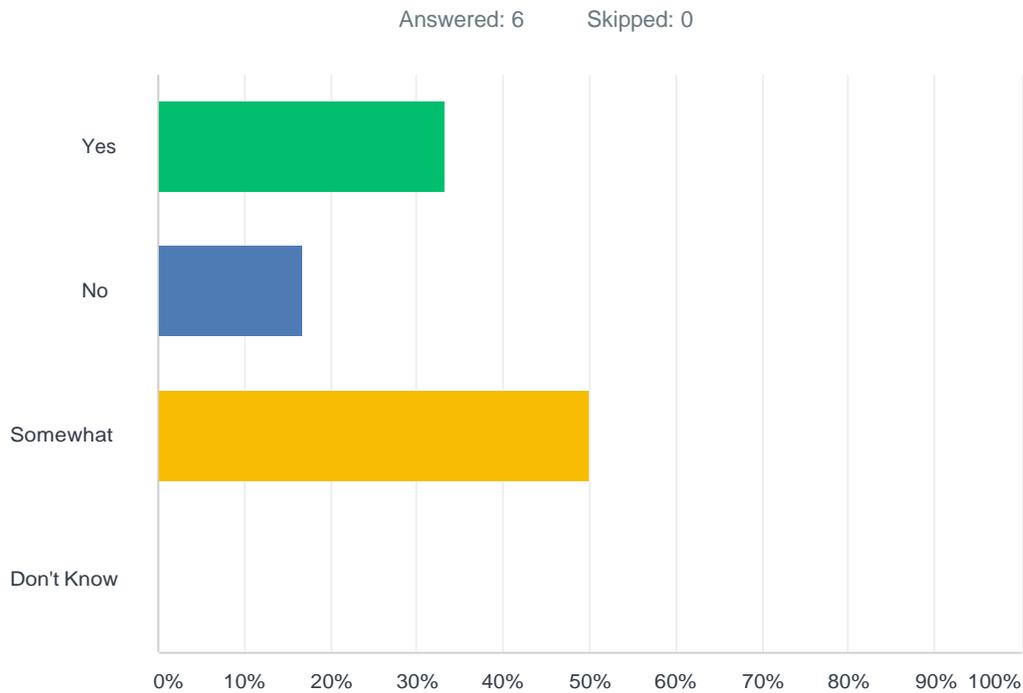
ANSWER CHOICES	RESPONSES	
Yes	33.33%	2
No	16.67%	1
Somewhat	50.00%	3
Don't Know	0.00%	0
TOTAL		6

Q 27

All organization, park, area and department events and activities are physically accessible to participants with disabilities.

Answered: 6   Skipped: 0
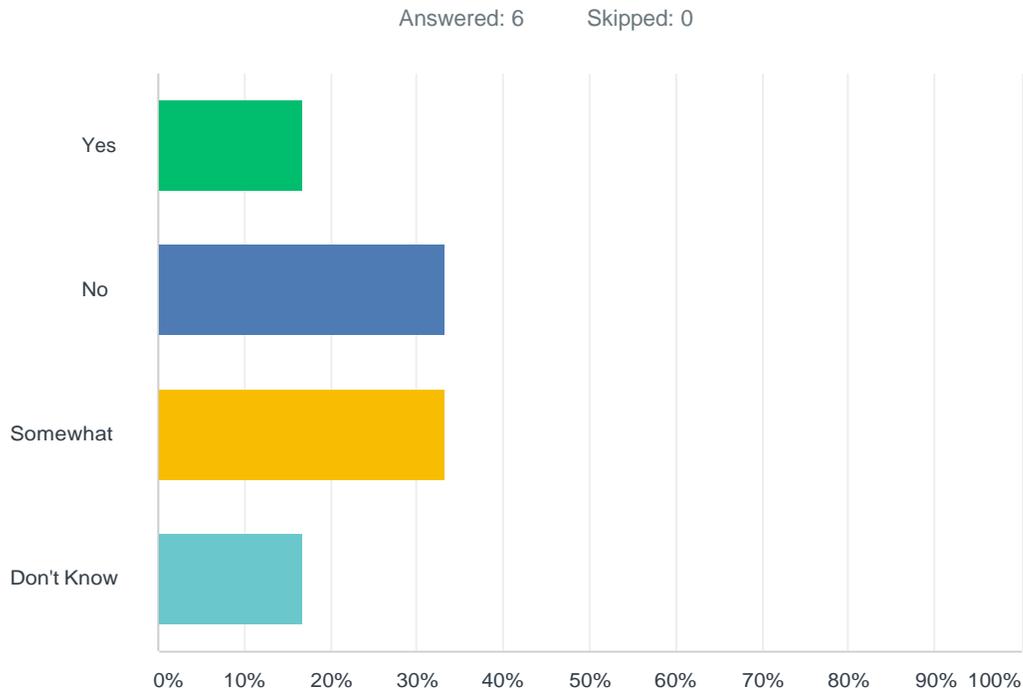
ANSWER CHOICES	RESPONSES	
Yes	16.67%	1
No	33.33%	2
Somewhat	33.33%	2
Don't Know	16.67%	1
TOTAL		6

Q 28

If issues of insensitivity, exclusion, disrespect or harassment arise in our workplace or other spaces we support, they are addressed directly and in a timely manner.

Answered: 6   Skipped: 0
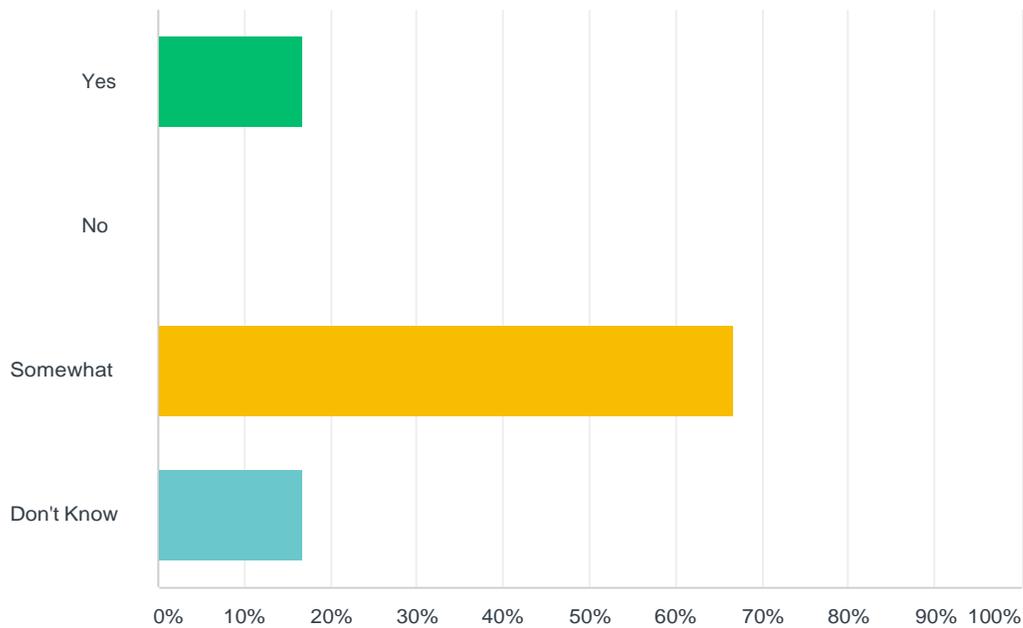
ANSWER CHOICES	RESPONSES	
Yes	16.67%	1
No	0.00%	0
Somewhat	66.67%	4
Don't Know	16.67%	1
TOTAL		6

Q 29

Visible images and materials throughout our organization are welcoming and inclusive to diverse groups. For example, they include positive multicultural images, reflect the experiences of multiple communities, offer messages of equity and inclusion and showcase our own diversity.

Answered: 6   Skipped: 0
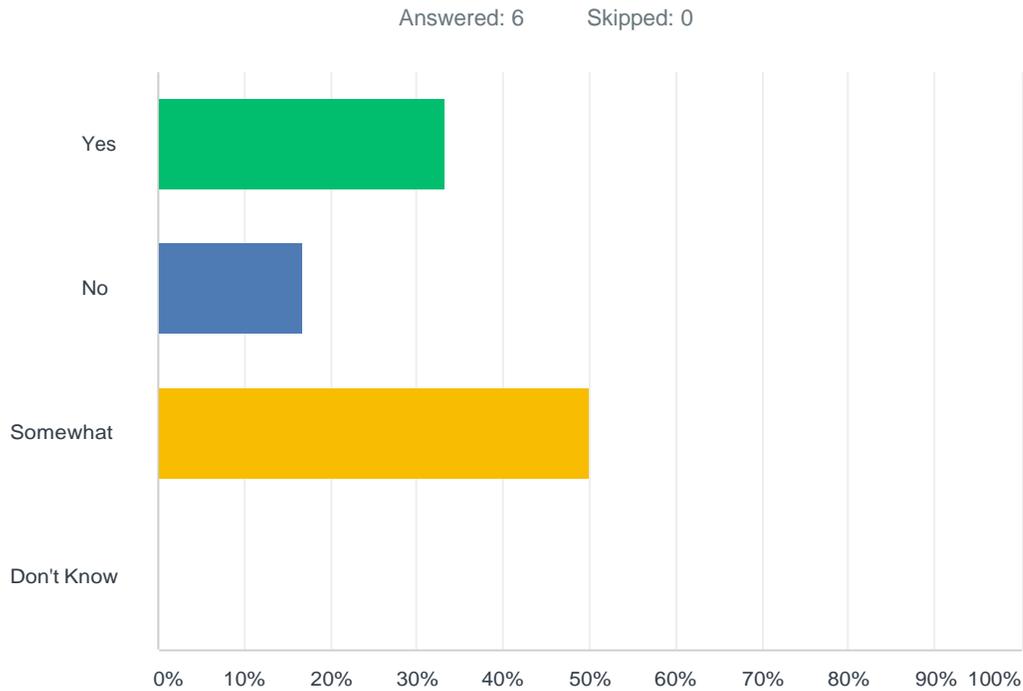
ANSWER CHOICES	RESPONSES	
Yes	33.33%	2
No	16.67%	1
Somewhat	50.00%	3
Don't Know	0.00%	0
TOTAL		6

Q 30

We use data from organization surveys and other reports to help understand our climate needs, as well as how we can become leaders in the region and state in creating a fully welcoming and inclusive environment for all.

Answered: 6   Skipped: 0
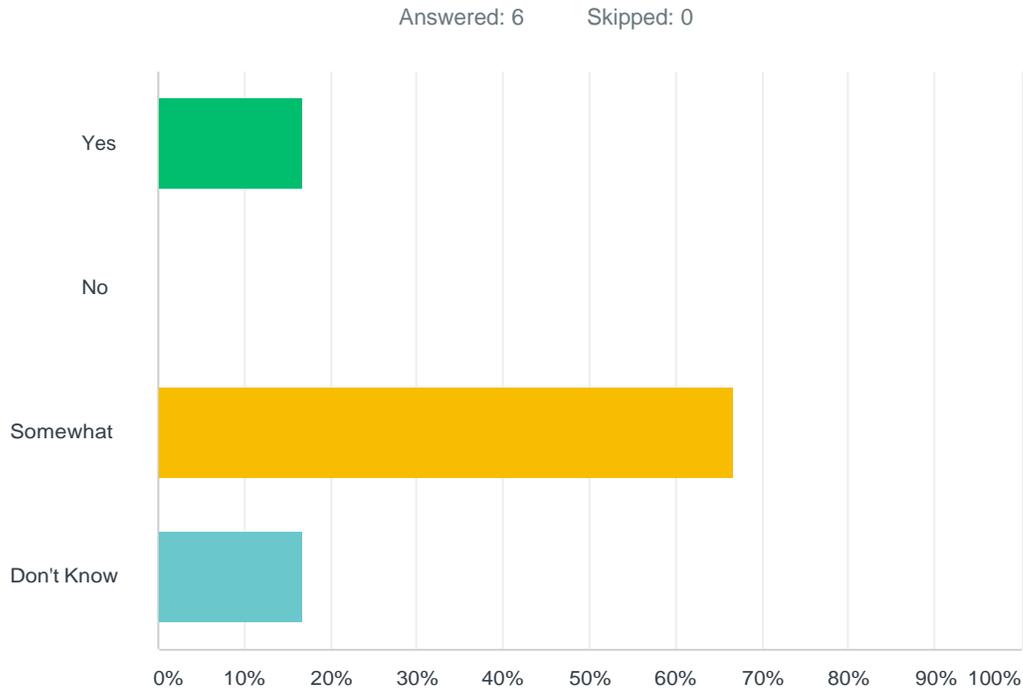
ANSWER CHOICES	RESPONSES	
Yes	16.67%	1
No	0.00%	0
Somewhat	66.67%	4
Don't Know	16.67%	1
TOTAL		6

Q 31

Our staff, as well as our physical spaces, provide a comfortable environment for discussion of personal and professional topics related to race, ethnicity, gender, gender identity, religion, sexual orientation, socioeconomic status, disability/ability, and other areas of diversity.

Answered: 6   Skipped: 0
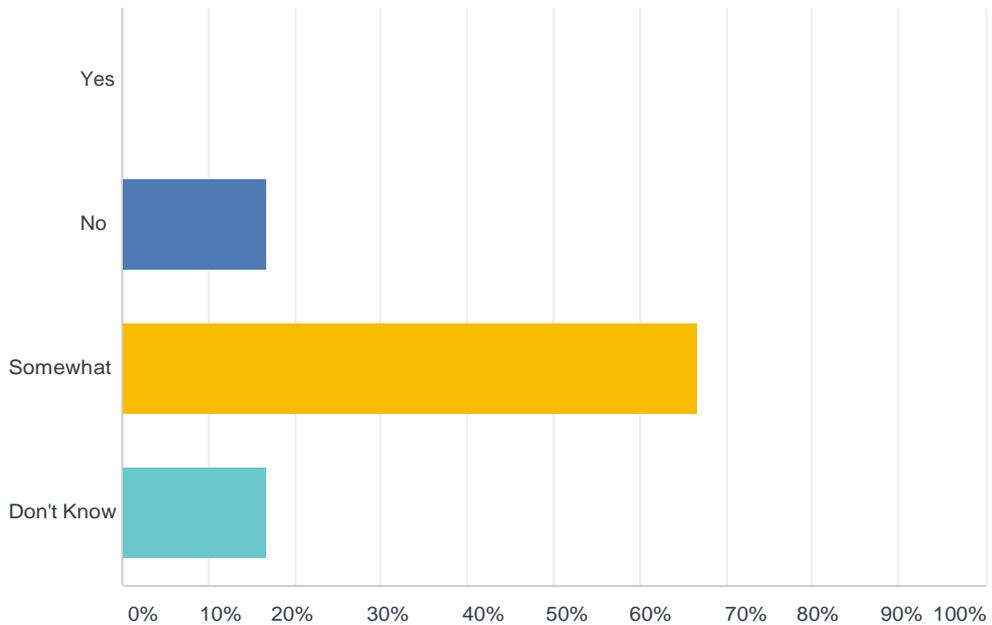
ANSWER CHOICES	RESPONSES	
Yes	0.00%	0
No	16.67%	1
Somewhat	66.67%	4
Don't Know	16.67%	1
TOTAL		6

ATTACHMENT 3: ACTION PLANS

Tool	2019							
	May	June	July	Aug	Sep	Oct	Nov	Dec
Climate Survey--provided a broad overview of the Metroparks climate and baseline DEI indicators. **Repeat in 2021**	🟩	🟩						
Seasonal Employees Entrance Survey—Since seasonal employment is the main way of entering the Metroparks system, this survey will help us understand where our seasonal employees live (by zip code) and how they find out about jobs in the Metroparks. This information will be used as part of our ongoing recruitment strategy.		🟦	🟦	🟦	🟦	🟦		
Seasonal Employees Exit Survey--This survey will provide information about the work experiences of seasonal employees. This information will be used in trainings for staff, management and seasonal employees. **Repeat in 2020**							🟩	🟩
DEI self-assessment—The Leadership team participated in this assessment. This tool provides both a way to take stock of current efforts and a set of benchmarks that can be used to determine where we are and where we need to go. **Repeat in late 2020 and 2021**							🟦	

Tool	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Climate Survey--provided a broad overview of the Metroparks climate and baseline DEI indicators. **Repeat in 2021**												
Seasonal Employees Entrance Survey—Since seasonal employment is the main way of entering the Metroparks system, this survey will help us understand where our seasonal employees live (by zip code) and how they find out about jobs in the Metroparks. This information will be used as part of our ongoing recruitment strategy.						██	██	██	██	██		
Seasonal Employees Exit Survey--This survey will provide information about the work experiences of seasonal employees. This information will be used in trainings for staff, management and seasonal employees. **Repeat in 2020**	██										██	██
DEI self-assessment—The Leadership team participated in this assessment. This tool provides both a way to take stock of current efforts and a set of benchmarks that can be used to determine where we are and where we need to go. **Repeat in late 2020 and 2021**											██	

The table spans **2020**.

Tool	2021											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Climate Survey--provided a broad overview of the Metroparks climate and baseline DEI indicators. **Repeat in 2021**			🟩	🟩								
Seasonal Employees Entrance Survey—Since seasonal employment is the main way of entering the Metroparks system, this survey will help us understand where our seasonal employees live (by zip code) and how they find out about jobs in the Metroparks. This information will be used as part of our ongoing recruitment strategy.						🟦	🟦	🟦	🟦	🟦		
Seasonal Employees Exit Survey--This survey will provide information about the work experiences of seasonal employees. This information will be used in trainings for staff, management and seasonal employees. **Repeat in 2020**	🟩										🟩	🟩
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Tool	2022											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Climate Survey--provided a broad overview of the Metroparks climate and baseline DEI indicators. **Repeat in 2021**			■	■								
Seasonal Employees Entrance Survey—Since seasonal employment is the main way of entering the Metroparks system, this survey will help us understand where our seasonal employees live (by zip code) and how they find out about jobs in the Metroparks. This information will be used as part of our ongoing recruitment strategy.		■	■									
Seasonal Employees Exit Survey--This survey will provide information about the work experiences of seasonal employees. This information will be used in trainings for staff, management and seasonal employees. **Repeat in 2020**	■					■	■					
DEI self-assessment—The Leadership team participated in this assessment. This tool provides both a way to take stock of current efforts and a set of benchmarks that can be used to determine where we are and where we need to go. **Repeat in late 2020 and 2021**										■		

Training Plan

Training	2019							
	May	**June**	**July**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**
Leading DEI (6 hours) Training for Chiefs, Department Heads, Superintendents and Park Operation Managers.							🟩	
Managing DEI (6 hours) Training for Managers and Supervisors								🟦
DEI Basics (4 hours) Staff Training								

Training	2020											
	Jan	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**
Leading DEI (6 hours) Training for Chiefs, Department Heads, Superintendents and Park Operation Managers.										🟩		
Managing DEI (6 hours) Training for Managers and Supervisors												🟦
DEI Basics (4 hours) Staff Training	🟩	🟩	🟩	🟩								

Training	2021											
	Jan	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**
Leading DEI (6 hours) Training for Chiefs, Department Heads, Superintendents and Park Operation Managers.										🟩		
Managing DEI (6 hours) Training for Managers and Supervisors												🟦
DEI Basics (4 hours) Staff Training	🟩	🟩	🟩	🟩								

Training	2022											
	Jan	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**
Leading DEI (6 hours) Training for Chiefs, Department Heads, Superintendents and Park Operation Managers.										🟩		
Managing DEI (6 hours) Training for Managers and Supervisors												🟦
DEI Basics (4 hours) Staff Training	🟩	🟩	🟩	🟩	🟩							