Brave New World

The Systemic Super - Highway

Changing Lanes, Creating Intersections That Move Us from Conversation to Action!

The Black Mothers Forum
The Systemic Super-Highway of Racism and Social Inequality.

How might Behavioral Health impact Systemic Racism, Social Injustice?

- This question is crucial and has led to new ways of creating professional opportunities to align Behavioral Health development & expertise with the professions of Policing and Education.

- The current methods of responses to mental health and behavior interventions are misaligned and do not contribute to the overall well being of the Black and Brown communities.

- In fact, the absence of quality, timely Behavioral Health contributes to the prison pipeline both in the streets and at school.

- How might behavioral health evolve to create a community focused approach?
The Systemic Super – Highway of Racism & Social Inequality.
A Black Mothers Forum Workshop & Facilitated Session

At The End of This Workshop Participants will be able to:

2. Describe the systems that intersect & how? How do they overlap and connect with Behavioral Health Services?
3. Describe ways of Partnering to impact the School to Prison Pipeline.
4. Describe transformational change as it relates to the behavioral health system.
5. Create and Commit to an Outcome for Action:

Describe next steps to target the systems [identified for transformation] and increase momentum by building relationships with action oriented, results focused & learning agile people → Trust, Collaboration, Expertise & Execution.
Systems’ Intersections
People, Process, Platform.

- What is a System?
Systems → Impacts

- Education
- Criminal Justice
- Whole Person Health/Wellcare
- Social Justice
- Housing
- Economics

Student
# Eliminating The School to Prison Pipeline: From Conversation to Action.

**What are alternative ways of thinking, organizing, and acting that help create systematic and systemic changes for more equitable futures? Consider the possibilities.**

**Alternative Ways of Thinking, Acting and Organizing using horizontal approaches.**

- **Focus, Collaboration & Culture.** Tackling big, out of date systems like education, health, prison.

- **What is a system? And What is Systemic?** Define the problem? Define the intended outcome of systematic thinking?

- **Collectivism & Individualism collide with engagement & advocacy.**

- **Speaking the Same Language (What are we doing?)** Why are we doing it? What can we do?

- **How do policies, politics impact your field?**

**How can we foster places and spaces for open and civil dialogue in contentious political times?**

- **Identifying Your Allies & Early Adopters** to foster spaces and places for open civil dialogue during contentious political times.

- **Create a cross org, personal approach to real issues that matter.**

- **Create sub-teams** that will allow better concentration, expertise & focus.
So what is a system? How are systems managed?

• We have found that **the 3 levels of the performance improvement process** is an effective way for any person to diagnose the situation before recommending action.

• Ideally in order to **conduct the diagnosis** then call in representatives from various parts of the community, other functions of the education system and diverse thinkers (across unlikely industries) to contribute to a **comprehensive solution** is very rarely used. Usually time, money and people are cited as the reason.

• **So the reality for systems thinking is that it takes support from leadership, time, and desire. Other components systems thinking includes opportunities to discover current state of skills knowledge, and behavior.**
<table>
<thead>
<tr>
<th></th>
<th>GOALS</th>
<th>DESIGN</th>
<th>MANAGEMENT</th>
</tr>
</thead>
</table>
| ORGANIZATIONAL LEVEL | • Organizational Goals  
• Has the organization’s strategy/direction been articulated and communicated?  
• Does the strategy make sense? | • Organizational Design  
• Are all relevant functions in place?  
• Are all functions necessary?  
• What are the inputs & outputs? | • Organization Management  
• Have appropriate function goals been set?  
• Is relevant performance measured?  
• Are resources appropriately allocated?  
• What are the interfaces between entities? |
| PROCESS LEVEL | Simple as possible?  
User friendly?  
Change Agility?  
Mapped? Visible? | Integration?  
Client-Centered?  
Provides Resources.  
Provides Coaching.  
Clear & Concise. |
| JOB PERFORMER LEVEL | What do People need to learn?  
Right People, Right Jobs.  
Change Readiness? | How will they be trained?  
How will development take place? | How do you measure outcomes and performance?  
Effectiveness & Efficiency?  
Manage Talent & Development of Self & Team. |
### Performance Needs – Process Level

<table>
<thead>
<tr>
<th>PROCESS LEVEL</th>
<th>GOALS</th>
<th>DESIGN</th>
<th>MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROCESS GOALS</td>
<td>• Are goals for key processes in alignment with strategy? • Where can the goals be found?</td>
<td>PROCESS DESIGN</td>
<td>• Have appropriate process sub goals been set? • Is the process performance managed? • Are sufficient resources allocated to each process? • Are the interfaces between process steps being managed?</td>
</tr>
<tr>
<td>PROCESS DESIGN</td>
<td>• Are all relevant functions in place? • Are all the functions necessary? • Does the structure support the strategy? • Is there a feedback loop in place?</td>
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</table>
### Performance Needs – The Job/Role Level – Doing the Work!

<table>
<thead>
<tr>
<th>ROLES/JOB/PERFORMER LEVEL</th>
<th>GOALS</th>
<th>DESIGN</th>
<th>MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOB GOALS</td>
<td>• Are job/role outputs and standards linked to process requirements (which are in turn linked to customer and organization requirements)?</td>
<td>• Are process requirements reflected in the appropriate jobs/roles?</td>
<td>• Do the performers understand the Job Goals (outputs they are expected to produce and standards they are expected to meet)?</td>
</tr>
<tr>
<td>JOB DESIGN</td>
<td>• Are job steps in a logical sequence?</td>
<td>• Have supportive policies and procedures been developed?</td>
<td>• Do the performers know if they are meeting the job goals?</td>
</tr>
<tr>
<td>JOB MANAGEMENT</td>
<td>• Do the performers have the right skills/knowledge to achieve the goals.</td>
<td></td>
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</tr>
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Education As A System!

• There are so many moving parts to systems that one must realize how important it is to stay abreast of any changes, legislation, and systematic changes.

• The one major part of the system is the PEOPLE – The receivers of the services offered by the system and the individual performers of the system that must make it work.

• We will take a journey of the education system and I will ask you to look at the most intricate parts of the system to determine where the best impact can be made.

• On this journey I am going to challenge you to create a whole new system which is equal to transformation AND ONE THAT YOU WILL BE PROUD OF.
<table>
<thead>
<tr>
<th>GOVERNANCE/POLICIES Federal/State/District</th>
<th>SKILLING &amp; DEVELOPMENT</th>
<th>POLICE PRESENCE</th>
<th>CONTENT</th>
<th>ESS = Gifted &amp; Special Needs STEM; STEAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHERS/COACHES RECRUITING/RETENTION</td>
<td>MENTORING/TUTORING</td>
<td>RESOURCES TANGIBLE &amp; SERVICES</td>
<td>ORGANIZATIONAL CLIMATE</td>
<td>21ST CENTURY LEARNING &amp; WORKFORCE READINESS</td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>FUNDING</td>
<td>ECONOMIC/SOCIAL ISSUES</td>
<td>TRANSPORTATION</td>
<td>RESTORATIVE PRACTICES &amp; PROGRAMS</td>
</tr>
<tr>
<td>GEOGRAPHY/ZIP CODE</td>
<td>HEALTH &amp; WELLNESS HOLISTIC-Mental/Dental/Physical</td>
<td>POLITICAL/ LEGISLATIVE</td>
<td>EXPERIENCES &amp; EXPOSURE</td>
<td>UPWARD BOUND</td>
</tr>
<tr>
<td>SUPPLIES</td>
<td>OTHER SERVICES</td>
<td>DEFINITION &amp; EXPECTATIONS</td>
<td>REPORTING &amp; MEASURMENTS</td>
<td>JTEDS/CTE</td>
</tr>
<tr>
<td>ADMINISTRATION, LEADERSHIP &amp; ABOVE</td>
<td>ASSESSMENTS/SUBSTANTIVE &amp; FORMATIVE</td>
<td>PARENTING - ALL</td>
<td>FACILITIES</td>
<td>PROGRAMS – ACCESS &amp; TYPES</td>
</tr>
<tr>
<td>DEPARTMENT OF EDUCATION - US</td>
<td>OTHER ENTITIES</td>
<td>CHILDREN &amp; FAMILY SERVICES</td>
<td>CHARTER, PRIVATE OR TRADITIONAL/COMBINATION</td>
<td>OPPORTUNITIES</td>
</tr>
<tr>
<td>STRENGTHS</td>
<td>INNOVATION</td>
<td>TECHNOLOGIES/DIGITAL</td>
<td>OTHER SYSTEMS THAT IMPACT ED SYSTEM</td>
<td>PROCESSES &amp; PROCEDURES</td>
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</table>
• What are the INTERSECTIONS OF THE SYSTEMs? Are they safe?
• Where does Healthcare intersect with other systems? Improvements?
• How is success measured?
Interconnectivity – Organizational & Community Based Solutions
“The Least obvious part of the system, its function or purpose, is often the most crucial determinant of the system’s behavior.”
~ Donella H. Meadows

Changing interconnections in a system can change it drastically.

What are the interconnections to Education? Changes that can improve and clarify the purpose.

A system is more than the sum of its parts. It may exhibit adaptive, dynamic, goal setting, self preserving, and sometimes evolutionary behavior. Interconnectivity becomes vital to effectiveness & efficiency.

~Debora R. Colbert
Who Is Invited to the Table?

- What type of Leadership is needed to implement/execute the transformational change? Top Down approaches, Do they work?

- What are the skills needed to organize a collaborative team/organization? A movement? Who else should be invited to the table? Why & When?

- What does the team need to know about the System that requires change?

*Note:* Placing too much emphasis on national leadership and national institutions minimize the importance of the local struggles, making it difficult to appreciate the roles “ordinary” people play in change.
Systems Thinking – What is the impact to results?

The Silo Effect

Collaboration – X Functional Approach

Silo Effect - Individualism

Collaboration – Cross Functional Approach - Collectivism
The Visual of Disconnection – The Silo Effect

- REIMAGINE OUR MAJOR SYSTEMS MOVING AWAY FROM SILOS TO CROSS FUNCTIONAL- HOLISTIC APPROACHES!
- How would Behavioral Health be impacted?
The Organizer - Driving Collaboration

Starting the Conversation
- Build Relationships

Driving Collaboration
- By Inviting & Inclusion

Creating a Process that may be Brainstorming/Think Tank/Innovation Streams
- Leading to best ideas/approaches

Creating Teams & Accountability Streams with Clear Communication
- Set Timelines & Project Management with Technology/Effective Methods

Identify Go Dates & Execution Plans Based on Impact
- Report Progress & Adaptations Needed
Transformational Impact of the Educational System – From Survival To Living!

- Policies & Legislation
- Work-Force Readiness & Pay Equity
- Criminal & Social Justice Transformed
- Health & Wellness
- Culture & Inclusion
- Community Development & Sustainability
- Wealth & Poverty
- Readiness & Readiness
Eliminating The School to Prison Pipeline: From Conversation to Action.

How can we share Organizing Best Practices?

- Organizations that do this work invite each other to meetings, events, problem solving, policy creation/elimination & programs. (Methods & Technology)
- Create a signature event and better utilize current org events to showcase expertise & connect people.
- Enhance communication & sharing channels.

What work is needed to create alliances for transformative changes and how can we build and strengthen them?

- Common Language & Building Trust in Communities.
- Focus on the relationship and purpose!
- Improving access and partnering with healthcare providers.
- Who is ready to create alliances? Start at once!
- Ideation for partnering – Focus & Scope – Moving Forward. Relationships + Open Communication!
The Challenge!
The Call To Act!