ANTI-BIAS STRATEGIC PLANNING SHEET:
“Reading” your Setting to form Goals and Actions (Nimmo 2017)

Instructions: Discuss and complete this form based on your current center or a program you are working with. If you are here with colleagues from the same program you should work together. Otherwise, work with a small group and help each other complete their program specific form.

STEP 1: Establish Your Baseline

Landscape: What are the significant contextual factors of the center and local community that could influence your social justice work?

1. Ecological features of the setting (e.g. rural/urban; in an apartment complex, etc.)

2. Demographics of program and neighborhood (e.g. ethnicity, language/s, social class etc.)

3. Accessible social and cultural resources in neighborhood (e.g. cultural center)

4. Relevant local issues, happenings, and politics (e.g., major employer closing).

5. Other?
How might the **Learning Environment** (center & classrooms) affect anti-bias change?

1. Do your learning materials reflect the diversity of your community? What is missing?

2. Does the program have resources for the staff and parents to learn about anti-bias education and develop cultural awareness? (this includes spaces to meet)

3. How does the indoor and outdoor physical space affect accessibility?

4. How does the current personnel & funding of the program support/limit anti-bias change?

What are your impressions about the program **stakeholders’** developmental readiness and capacity for anti-bias work?

1. Program Leader/s (e.g., leadership style, awareness of social identity, values, diversity)

2. Teachers/Staff (e.g., awareness of social identity, relevant skills and experiences, leadership qualities, diversity)

3. Families (e.g., demographics, awareness of and commitment to Anti-bias goals).
What are some of the key aspects of the culture and history of the program that might affect anti-bias change?

1. Values, expectations and assumptions (especially implicit!)

2. Informal and formal policies.

3. Rituals and celebrations.

4. Power dynamics (staff, families, community)

Who are the gatekeepers for your program and community? How can they deny or provide access to resources for anti-bias change?

1. Leaders.

2. Oversight Bodies (e.g., Board, school district)

3. Regulators and others (e.g. licensing)
**STEP 2. Analysis: Drawing from the Baseline information**

What is your overall assessment of the readiness of leaders, staff, families and community to shift toward an anti-bias program?

Who are the *allies* to anti-bias change you have already identified and how can they assist? (i.e., administration, teachers, parents, community members, friends).

Who are some *potential allies* you could reach out to next and how can they assist?

What specific *strengths, resources or opportunities* can I identify for diversity work? (e.g. gatekeepers, grants, classes, experts, time, money, commitment, etc.)
What specific **obstacles** do you see to anti-bias change? (e.g., financial, demographic, education, etc.)

What specific **fears or concerns** do you have about anti-bias change at your program?

*Possible Change*: How might your readiness, allies, strengths, resources and opportunities **address and remove** obstacles, fears and concerns?
**STEP 3: Use this analysis to develop anti-bias goals and a plan of action.**

**Longer Term:** Based on your analysis, articulate a long-term goal (1-3 years) that is “within your reach and within your power” (source unknown).

**Immediate:** What changes do you need to make now (or work on) to pave the way for this longer term anti-bias change? What are 2 goals that you can begin to work on immediately? Identify some *specific* strategies that you could use/implement.

Goal 1:

Strategies:

Goal 2:

Strategies: