

**Mid-Atlantic CTTT**  
**Strategic Plan Draft Outline**  
Summation of  
Deliberations and Strategic Planning (Brainstorming)  
Retreats / Gatherings  
October 2011 – July 2012

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Mid-Atlantic Regional Summation of  
Deliberations and Strategic Planning (Brainstorming)  
Retreats / Gatherings  
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**Condensed Vision** (*What the world will look like when we have fulfilled our mission*)

Mindful that one group's celebration may be another group's tragedy, we envision a society that appreciates diversity, connects human beings with porous boundaries, and acknowledges all connections, especially blood ties between African Americans and European Americans. We would live together as one family in a more truthful, peaceful and just society, honoring people of all ethnicity, class and gender. We envision a society of true tolerance based on a common understanding of the harms of enslavement; where European Americans and African Americans have compassion and all human beings respect each other.

Submitted by Jim Mustin

**Expanded Vision** (*What the world will look like when we have fulfilled our mission*)

Our vision is an American family, community, nation and world where diversity is modeled; where reconciliation and the joys of connection are practiced as we celebrate our shared humanity. As a model and to get to that place, descendants of slaveholders and descendants of those held in enslavement take responsibility for compassionately and creatively educating other descendants of those held in enslavement (slavery) and slaveholders about the historical harms done by enslavement, starting with our families and reaching out to descendants of people enslaved by our families, connecting them in creative and curative ways with our European American and African American families, recognizing together the harms slavery did -- in all its different ways -- to all the families, the community and the nation; and together seeking ways to heal those harms through activities involving drama, art, music, reunions, film, internet and recruiting on genealogy websites, and organizations i.e. e.g. Colonial Dames, National Council of Negro Women, Sons and Daughters of Confederacy (and American- Revolution), Union League, etc.

While being mindful that one group's celebration may be another group's tragedy, we envision a society that appreciates diversity, connects as human beings with porous boundaries, acknowledges all family connections, especially historic blood kinship ties between African Americans and European Americans and live together as

one family in a more truthful, peaceful and just society, which honors all people across the would-be-divides of ethnicity, class and gender.

This is a vision of dialogue and action, gatherings and giving support with laughter, candor, grace and loving kindness, laying the foundation for and encouraging true (trusted) friendships; leading to a society in which communities, families and individuals are indeed seen and known by the content of their character, the work of their hands and minds, by their dreams and their relationships, not by the color of their skin, the land of their birth, the size of their bank account, the shape of their body, or the group with whom they spend their time of worship or reflection. The result is a “salad” of humanity that commemorates and honors our differences and commonalities. It exhibits a willingness to move into different spheres.

Our vision is a society of true tolerance in which there is historic preservation and a common understanding of the harms of enslavement (slavery); where European Americans and African Americans have compassion and all human beings show respect for each other. We also recognize the harms of racism and together work to repair those harms, with constant self-evaluation and reflection that is devoid of fear of melanin and/or the absence of melanin and where everyone has equitable access to good income, education, wealth and prosperity.

## **Values** *(How we treat each other and others)*

Acknowledge that which is not being said.	Love, including one’s “enemy”
Authenticity to one’s highest self	Mercy
Being Honored	Non interruption
Confidentiality (in the context of personal attribution)	Non judgment
Forgiveness	Non-violence
Freedom to make mistakes	Peace
Grace	Respect
Honoring	Safe space to speak the truth
Humility	Seeking understanding
Humor	Silence
Inclusion	Trust
	Value interruption
	Values stories of pain and joy

## **Issues** *(That which matters to us relative to the legacies and aftermaths of enslavement)*

### I. Avoidance Mechanisms / Denial / Diffusion / Counter-acting

- II. Educational Injustices / Access to Good Education / Disparate Access to Good Education / Mis-education
- III. Access to Good Income / Economic Justice / Equitable Creation of Wealth and Prosperity / Poverty / Economic Disparities / Empowerment / Power Imbalance / Injustice
- IV. Guilt
- V. Alternatives to Current Justice System / Restorative Justice / Current Justice System is Unjust / Disparate Encounters, Convictions, Sentencing, Incarceration Length based on Melanin Content / Injustice
- VI. Racism / Segregation (ethnic / racial) / Exclusion

**Programs / Projects** *(To address the issues related to the legacies and aftermaths of enslavement)*

### **Overarching Project**

#### **Create a CTTT Website Registry of all Programs and Projects**

- I. Combating Avoidance Mechanisms, Denial, Diffusion, Counter-acting.
  - A. Genealogy teams to help people find linked descendants
    - Evaluation monitors & measures:
      - Effectiveness of connecting linked descendents
      - # of teams per state
      - Quality of research (Is it addressing justice?)
      - Compare what is being done and what should be done
  - B. Refurbish Slave Cemeteries, historic sites, etc.
    - Evaluation monitors & measures:
      - Progress and amount of ongoing work
      - Inclusive of all areas of Mid-Atlantic Region
  - C. Partnerships with historic sites, museums, etc.

- Evaluation monitors & measures:
  - Progress and amount of ongoing work
  - CTTT to visit evolving orgs. not normally thought of, e.g. DAR, Monticello, etc

#### D. Underground Railroad routes in states, towns with film, signage, etc.

- Evaluation monitors & measures:
    - Progress and amount of ongoing work
    - Identification of paths & sties of resistance to slavery
    - Identification of embarkation and disembarkation sties
    - “Amazing races” to follow Underground Railroad paths
- [\(http://blogs.hanover.edu/students/2010/05/the-underground-railroad-amazing-race/\)](http://blogs.hanover.edu/students/2010/05/the-underground-railroad-amazing-race/)  
[http://www.weareteachers.com/ideas/partnerask/teachingidea?app=21135&grantId=84\)](http://www.weareteachers.com/ideas/partnerask/teachingidea?app=21135&grantId=84)

#### E. Oral History projects (Prioritize ~ stories are being lost; the umbrella for other projects)

- Evaluation monitors & measures:
  - Progress and amount of ongoing work
  - M.O.S.T. (Mobile Occupy Street Theatre)
  - Occurrences at Community Colleges
  - Creation of local Oral History Centers

#### F. Dialogue processes (Ongoing, inspired by M.O.S.T., fluid, celebrate commonalities, share universal human emotions on how to be together)

- Evaluation monitors & measures:
  - Number of participants.

## **II. Educational Injustices / Access to Good Education / Disparate Access to Good Education / Mis-education**

A. CTTT Educational Scholarship Endowments (To descendants of the enslaved, enslavers, African Americans and European Americans to attend historically African American Colleges and Universities to attend historically European American Colleges and Universities, to work in African American communities, or to support CTTT work

- Evaluation monitors & measures:
  - \$\$ raised per unit of time to support endow
  - # of endowments
  - # of recipients (direct / indirect)
  - # of and % of ethnic groups

- % of ethnicities of decision-makers compared to % of ethnicities who are recipients
- Types and results of work done by recipients in communities

B. Pre-school, primary, secondary school programs to help African Americans and European American students to graduate from high school

- Evaluation monitors & measures:
  - # of participants initially enrolled who complete studies
  - % of ethnic backgrounds of students and leaders
  - Offer information on school and school systems' role in the tragedy of enslavement, e.g. disparate access to education

C. Inclusion Charter Schools

- Evaluation monitors & measures:
  - % of ethnicities in school and community at large
  - High school graduation rate in comparison

D. After school educational and diversity trainings

- Evaluation monitors & measures:
  - Number of participants.
  - Number of students by ethnic group
  - Percentage of students by ethnic group
  - Number of teachers/instructors by ethnic group
  - Percentage of teachers/instructors by ethnic group

E. Educational in lieu of detention programs

- Evaluation monitors & measures:
  - Improved disciplinary systems
    - More restorative, involving the community

F. "Justice Scholarships" – Research and advocacy to assist institutions and companies to recognize connections to enslavement and to start scholarship programs.

- Evaluation monitors & measures:

G. Develop and disseminate curricula on the history (good & bad) of race relations taught by bi-ethnic teams.

- Evaluation monitors & measures:

#### H. National TV Shows on CTTT (Oprah, Fox, etc.)

- Evaluation monitors & measures:

#### I. Oral History projects

- Evaluation monitors & measures:

#### J. Connecting People (Adults & Children) to their own and their families' relation to history (e. g . Relatives of people in Hampton Roads to Liberia)

- Evaluation monitors & measures

#### K. Educate the Educators courses– especially as Continuing Education (CE) credits

#### L. Events / Dialogues associated with Virginia Historic Roadside Markers

- Possible funding by Virginia Dept. of Historic Resources  
[http://www.dhr.virginia.gov/hiway\\_markers/hwmarker\\_info.htm](http://www.dhr.virginia.gov/hiway_markers/hwmarker_info.htm)
- Possible funding by Virginia Foundation for the Humanities  
<http://virginiahumanities.org/grants/>

### III. Access to Good Income / Economic Justice / Equitable Creation of Wealth and Prosperity / Poverty /Economic Disparities / Empowerment / Power Imbalance / Injustice

#### A. Community Development Financial Banks / Institutions (CDBs / CDFIs)

- Evaluation monitors & measures:
  - # of loans
  - % of ethnicities given loans
  - Amounts of loans
  - Reasons for loans, i.e. how they are used
  - # of institutions involved
  - Personal financial education in schools
  - # of historical perpetuator financial institutions to promote resources (loans, grants, scholarships)
  - Awards for good deeds

#### B. CTTT internal empowerment trainings with the CTTT approach, story telling, film making, etc.

- Evaluation monitors & measures:

- # of participants
- #s and % of ethnicities
- # of trainings
- Amounts of funds available
- Breadth of training opportunities (financial, educational, etc.)

### C. Multi-ethnic Cultural Centers (Educational & Heritage Tourism initiatives)

#### 1. Regional Museums and exhibits

- Evaluation monitors & measures:
  - # of visitors
  - % of visitors by ethnicity
  - Results of exit questionnaires
  - Partnerships with other organizations (field trips, measure progress)
  - Diverse heritage activities- tracking increase in diversity of participants and ethnic diversity of exhibits
  - Heritage tourism as economic development (walking tours, festivals) designed for ethnic diversity, sharing diversity & reconciliation
  - # of jobs created with family sustainable wages & benefits
  - % of ethnicities who get those jobs relative to % in population

#### 2. Oral History / genealogy / Ancestry.com, etc

- Evaluation monitors & measures:

#### 3. Afterschool and literacy programs

- Evaluation monitors & measures:

#### 4. Campus dormitory / retreat centers

- Evaluation monitors & measures:

### D. Need racial balance within CTTT events (modeling today's work, emotions, things to appeal to diverse groups, e.g. music, story telling, etc.

- Evaluation monitors & measures:

### E. CTTT legislative monitor at all levels of economic justice

- Evaluation monitors & measures:

### F. Networking and talking about issues related to enslavement in many places

- Evaluation monitors & measures:



- G. Roles for food security – Integrated (multi-cultural) planting of community gardens, harvesting them together, cooking and eating together
- Evaluation monitors & measures:

#### IV. Guilt

A. Inclusion Charter Schools

- Evaluation monitors & measures:

B. National Coalition Building Institute Trainings (<http://ncbi.org/about-ncbi/>)

- Evaluation monitors & measures

#### V. Alternatives to Current Justice System / Restorative Justice / Current Justice System is Unjust / Disparate Encounters, Convictions, Sentencing, Incarceration Length Based on Melanin Content / Injustice

A. Neighborhood, community, county, state, federal Restorative Justice Alternatives (Massive incarceration = today's Jim Crow / Slavery –Michele Alexander:

<http://www.youtube.com/watch?v=4BSwEYyFu2E> )

- Evaluation monitors & measures:
  - Number of participants.
  - Number of students by ethnic group
  - Percentage of students by ethnic group
  - Number of teachers/instructors by ethnic group
  - Percentage of teachers/instructors by ethnic group

B. Re-entry programs

1. Provide educational programs / resources for the incarcerated (Boaz & Ruth organization in Richmond as excellent example of programs to assist with jobs after re-entry)

- Evaluation monitors & measures:
  - Number of participants.
  - Number of students by ethnic group
  - Percentage of students by ethnic group
  - Number of teachers/instructors by ethnic group
  - Percentage of teachers/instructors by ethnic group

C. Mediation Trainings and Implementation in jails and prisons.

- Evaluation monitors & measures:
  - Number of participants.
  - Number of students by ethnic group
  - Percentage of students by ethnic group
  - Number of teachers/instructors by ethnic group
  - Percentage of teachers/instructors by ethnic group

C. Programs for Drug Rehabilitation (e.g. The Healing Place in Richmond)

- Evaluation monitors & measures:

D. Support Educational Programs / Resources for the Incarcerated

- Evaluation monitors & measures:

E. Changing the Paradigm:

1. Re-educate our youth / public on justice issues

- Evaluation monitors & measures:

2. Re-defining “gangs” and other terms

- Evaluation monitors & measures:

3. Who deserves to be and who is being convicted and sentenced to death

- Evaluation monitors & measures:

## VI. Racism / Segregation (ethnic / racial) / Exclusion

A. Dialogue processes

- Evaluation monitors & measures:

*ATC 7/15/2012*