

**Advancing Racial Equity  
The Role of Government**

**Association of Metropolitan School  
Districts - Re-Imagine MN  
February 4, 2019**

***Objectives***

Participants will:

- Gain awareness of the history of race; implicit and explicit bias; and individual, institutional, and structural racism and how it impacts our lives,
- Be able to identify instances of implicit and explicit bias and individual, institutional and structural racism
- Be motivated to act

***Agenda***

8:30 – 9:15	Introductory exercise <ul style="list-style-type: none"> <li>• Learning objectives</li> <li>• Learning environment</li> <li>• Why race matters</li> <li>• The role of government</li> <li>• What supports institutional culture change for racial equity?</li> </ul>
9:15 – 9:45	Laying it on the Line <i>(interactive exercise)</i>
9:45 – 10:00	Early experiences with race <i>(interactive exercise)</i>
10:00 – 10:15	Break
10:15 – 11:00	Excerpt <b>Race: the Power of An Illusion</b> , Episode 3 “The House You Live In” <ul style="list-style-type: none"> <li>• Paired discussion – an insight and a question from Race: The Power of An Illusion</li> </ul>
11:00 – 12:00	Normalizing for Racial Equity <i>What is racial equity and inequity? What is explicit and implicit bias? What is individual, institutional and structural racism?</i> <ul style="list-style-type: none"> <li>• Scenario Exercise</li> </ul>
12:00 – 12:15	Putting ideas into action <ul style="list-style-type: none"> <li>• In pairs – What is one thing you can do differently in your job moving forward?</li> <li>• What are the opportunities for institutional actions to promote racial equity?</li> </ul>



## **Our Learning Environment**

### **Take space, make space**

*If, when in racially-mixed groups discussing race, you usually hold back, speak up. If, when in racially-mixed groups discussing race, you tend to speak often, take a pause.*

### **What is said here, stays here; what is learned here, leaves here**

*Maintain confidentiality – if you later share about your experience in this workshop, refrain from using names.*

### **Brave space**

*Experience any discomfort that comes up as part of the learning process. Breathe.*

*No shaming, attacking or discounting. Expect and accept non-closure on long-term issues; the work is ongoing.*

### **Offer what you can, ask for what you need**

*Stay engaged. Speak from your own experience. Listen for understanding. Honor concerns – ask for suggestions.*

### **One mic, one conversation**





## Identifying Racism: Education Scenario<sup>1</sup>

**Narrator:** Recent media reported that only slightly more than half of African American, Latino and Native American students graduate from public schools. Gayl, who is African American, and her boyfriend Diego are raising their child, who they had when they were fifteen. She lives with her parents at a public housing project and attends a local high school. Due to occupancy standards, Diego cannot live with them. Diego, who is from El Salvador, recently dropped out of high school. He works evenings at a gas station near her school, which allows him to care for his daughter during the day while Gayl goes to school. He meets them at school for lunch each day so they can have family time.

Recently, Diego was arrested for selling marijuana, which he justified as a way to provide necessary income for his family since his job only pays minimum wage. Gayl is struggling to both maintain her grades and keep her attendance – childcare is a challenge. Gayl is in a meeting with the school social worker, Jessica, who is white, and her favorite teacher Carlos, who is Filipino. Carlos is one of the few teachers of color at her school.

**Jessica:** I wanted to start by saying what a strength it is that you have stayed in school; most girls in your position would have dropped out sooner. Unfortunately, we are here today to talk about your violations of the District’s attendance policy. Once again you have had more than seven unexcused absences this past month. We may have to refer you to Juvenile Court for a truancy petition. This will require you to go to a Truancy Workshop.

**Carlos:** Gayl, I would love for you to stay in school but your absences are affecting our classrooms and your grades. It seems like you need to either get your act together or consider dropping out of school. Have you thought about getting a GED instead?

**Gayl:** I know I need a real high school diploma. How can I attend a Truancy Workshop? I barely have time to make it to school. Diego and I are working hard to make sure I graduate. I just have one more year. Don’t you believe I am smart enough to do it?

**Carlos:** From the recent thing I heard about Diego, I fear he may be more a part of your problem than a solution for you.

**Narrator:** Gayl leaves the meeting feeling defeated. She runs into Brandon, a white student who is a leader in student government.

**Brandon:** Wow, I was bummed to hear about Diego! Without him none of us would be able to get the good stuff. How is he doing?

**Gayl:** His court date is this afternoon so he will finally get out of Juvenile Detention. Hopefully he will still have his job. It looks like I may have to drop out now. Seems I just don’t have what it takes to graduate from high school.

**Brandon:** I am sure you can, it just takes more self-discipline and determination. Try harder, Gayl. It is definitely a lot of work. If I can support you in tutoring, let me know.

**Gayl:** Thanks, but I am already part of the Youth Tutoring Program down the street at Catholic Community Services. It is great when I can get there, I just need more childcare so I can go.

**Narrator:** After school, Gail hurries downtown to meet her parents at Diego’s court hearing. Afterwards, she and Diego are deciding how to move forward.

**Diego:** This is impossible. It is my first offense so they say they let me off easy. But they gave me a SODA- it means “stay out of drug area”- so I can’t go within a three-block area where I was arrested or I will violate my parole. The three blocks include your school and my job.

**What are examples of individual racism in the scenario?** (Definition: Pre-judgment, bias or discrimination by an individual, based on race)

**What are examples of institutional racism in the scenario?** (Definition: Policies, practices and procedures that work better for white people than for people of color, often unintentionally)

**What are examples of structural racism in the scenario?** (Definition: The history and current reality of institutional racism across all institutions. This combines to create a system that negatively impacts communities of color.)



## Putting ideas into Action

Where are there opportunities to advance racial equity in your own work or community?

- Customer service
- Hiring and promotion
- Public engagement
- Contracting
- Budget
- Policymaking
- Other:

1) What is one thing you can do differently in your job moving forward?

2) What are the opportunities for institutional actions to advance racial equity?

## Evaluation Form

**1. Overall, how would you rate this workshop?**

- Excellent
- Very good
- Good
- Fair
- Poor

	Not at all	Not so much	Yes, somewhat	Yes, definitely
2. Did you gain understanding of the role of government in advancing racial equity?				
3. Did you develop a better understanding of racial equity terminology, such as implicit bias and institutional and structural racism?				
4. Did you gain an introductory understanding of operationalizing and organizing for racial equity?				

**6. What did you find most useful?**

**7. What would have made the workshop better?**