Advancing Racial Equity: the role of government

The Government Alliance on Race and Equity
Gordon F. Goodwin
In pairs/ triplets...

- Name, where you work, title
- What experience and concerns do you bring to discussions about race?
Today’s Objectives:

• Gain awareness of government’s role in creating racial inequity
• Clarify key terms and concepts to support the normalizing of racial equity
• Be motivated to take action
Creating a learning environment:

• Take space, make space
• What is said here, stays here; what is learned here, leaves here
• Brave space
• Offer what you can, ask for what you need
• One mic, one conversation
Government Alliance on Race & Equity

A national network of government working to achieve racial equity and advance opportunities for all.

✓ Launched as a member network in 2016 (12 members)
✓ Currently 100 Core members and growing!
✓ Active in 32 states / 150+ cities
What is the GARE Network?

• We are a membership network of jurisdictions working to achieve racial equity – sharing of practices, tools, and resources to build a national movement for racial equity.

• We offer pathways for new jurisdictions to begin racial equity work – GARE tools and resources position jurisdictions for success.

• We support and build local and regional collaborations that are focused on achieving racial equity – Eliminating racial inequities through institutional coordination and accountability for creating positive community impact.
GARE Greater MN
2019 Learning Community

- Columbia Heights
- Fairmont
- Luverne
- Marshall
- Monticello
- Saint James
- Shakopee
- Wilmar
National best practice

Normalize
- A shared analysis and definitions
- Urgency / prioritize

Operationalize
- Racial equity tools
- Data to develop strategies and drive results

Organize
- Internal infrastructure
- Partnerships

Visualize
Best Practice Time Allocation*

*Insight shared by GARE MN 2017 Introductory cohort jurisdictions
Advancing racial equity includes:

- Assigning **intention** to institutional culture change
- Designing **strategies** to focus improvements for those worse off
- Focusing on changing **institutional practices and procedures** – not “fixing” individual people
- Assigning **priority, actions and resources** to advancing racial equity (*walk the talk*)
Asking Different Questions

FROM:

- Blame
  - Who’s a racist?

- Intentions
  - What did they mean?
  - What was their attitude?

- Prejudice
  - What beliefs made them do it?

- Grievance
  - How can we fix what just happened?

TO:

- Causes
  - What’s causing the racial inequities?

- Effects
  - What were the actions?
  - What are the impacts?

- Systems
  - What institutions are responsible?

- Solutions
  - What proactive strategies and solutions?
## GARE Learning Community Pathway

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<thead>
<tr>
<th>Month</th>
<th>Topics</th>
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<tr>
<td>January</td>
<td>• Normalizing</td>
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<td>• Operationalizing</td>
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<td>• Organizing</td>
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<td>April</td>
<td>• Leadership &amp; structure</td>
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<td>• Racial Equity toolkit</td>
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<td>• Results-based Accountability</td>
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<td>• Content focus areas</td>
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<td>October</td>
<td>• Community engagement</td>
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<td>• Racial Equity Action Plan</td>
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<td>December</td>
<td>• Commencement</td>
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<td>• Racial Equity Action Plan</td>
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The Role of Government
Overview and Assumptions

• Race matters

• We aren’t just talking about individual acts of bigotry, we are talking about institutions and systems that perpetuate inequity. We are all a part of institutions and systems.

• We have a responsibility for advancing racial equity.
Values and realities

• All men are created equal
• With liberty and justice for all
• Government of the people, by the people, for the people, shall not perish from the earth
History of government and race

Initially explicit: Government explicitly creates and maintains racial inequity.

Became implicit: Discrimination illegal, but “race-neutral” policies and practices perpetuate inequity.

Government for racial equity: Proactive policies, practices and procedures that advance racial equity.
Current Context

2010: Majority of new births are people of color

2030: Majority of people age 20-34 are people of color

2042: Majority of all Americans are people of color
Laying it on the Line

1. Hiring and promotion decisions should be based solely on merit.

2. Civic institutions should always reflect our language, values and culture.

3. I believe we can end racial inequity.
Early Experiences with Race
Early Experiences Activity Marker

• Part 1
  – Silently jot down responses to 4 questions

• Part 2
  – Partner with another person in the room
  – 1 talker : 1 listener for the whole time

• Part 3
  – Listener and talker switch roles

• Part 4
  – Free-flowing exchange between partners
Break
Race: the Power of an Illusion
Episode 3, “The House You Live In”

Watch the video: http://bit.ly/2MPT5aA
Reflections

In pairs/ triplets...

• In what ways did government contribute to racial inequity?
Normalizing
Equity? Equality?
What’s the difference?

ALL GENDER RESTROOM
Anyone can use this restroom, regardless of gender identity or expression
Racial inequity in the U.S.

From infant mortality to life expectancy, race predicts how well you will do...
MN Disparities

Disparities by race 2016

- Individuals below poverty level:
  - Of color: 22%
  - White: 7%
- Graduating on time:
  - Of color: 69%
  - White: 87%
- Homeownership rate:
  - Of color: 41%
  - White: 76%

Source: Minnesota Compass website
Racial equity means:

Closing the gaps so that race does not predict one’s success, while improving outcomes for all
When Leading with Race, we are…

….Race *explicit*, not *exclusive*
always bring an “intersectional” analysis

- Race and gender …..
- “ “ “ “ disability status….
- “ “ “ “ income inequality
Achieving racial equity requires us to...

...Target strategies to focus improvements for those worse off

...Move beyond service provision to focus on changing policies, institutions and structures
The City of Roseville is dedicated to creating an inclusive community where the predictability of success is not based on race or ethnicity.

The actions of government at the federal, state, and local level have created racial disparities that continue to harm our community. Rectifying these disparities is critical to the development of a vibrant community and a high quality of life for all residents.

All City Departments will prioritize racial equity in their planning, delivery, and evaluation of programs, policies, and services.

The City of Roseville is committed to taking tangible steps to normalize, organize, and operationalize racial equity principles and tools, with an eye toward impactful and sustainable outcomes that create a more equitable community.
Equality, Equity, Justice and Reality
How we think
How we behave
The Unconscious Mind

Schemas: the “frames” through which our brains help us understand and navigate the world:

1. Sort into categories
2. Create associations
3. Fill in the gaps
Schemas

Help us organize information into broader categories. They largely reside in the subconscious.

✓ Objects
✓ Human beings (e.g., “the elderly”)

Schemas and the unconscious are social. They exist in and are shaped by our environment.
What color are the following lines of text?

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<th>Xoc jbní oew</th>
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**Race Forward**

**Center for Social Inclusion**

**Alliance on Race & Equity**
How We Think

Humans need meaning.
  • Individual meaning
  • Collective meaning

Only 2% of emotional cognition is available consciously.

Racial bias tends to reside in the unconscious network.

We unconsciously think about race even when we do not explicitly discuss it.
Explicit bias

Expressed directly

Aware of bias / operates consciously

Example – Sign in the window of an apartment building – “whites only”

Implicit bias

Expressed indirectly

Unaware of bias / operates sub-consciously

Example – a property manager doing more criminal background checks on African Americans than whites.
Examples of implicit bias

Screened auditions account for up to 46% of the increase in the percentage of females in symphony orchestras since 1970.

Claudia Goldin, Cecilia Rouse: The Impact of "Blind" Auditions on Female Musicians (1997)
Examples of implicit bias in Education

1. Implicit bias has real-world impact

Link: https://youtu.be/KBZPHE1oPJ0
What to do with bias?

• Suppressing or denying biased thoughts can actually increase prejudice rather than eradicate it.

• Openly acknowledging and challenging biases allows us to develop strategic interventions.
What creates different outcomes?
Bias at school

- **Institutional/Explicit**
  - *Policies which explicitly discriminate against a group.*
  - People of color historically prohibited from legally attending a school with a White student population.

- **Institutional/Implicit**
  - *Policies that negatively impact one group unintentionally.*
  - School library “no exception” enforcement of fine collection for late returns disproportionately creates barriers to people of color, who are overrepresented among low-income populations.

- **Individual/Explicit**
  - *Prejudice in action – discrimination.*
  - Administrator or teacher caught using a racial slur to refer to a student while disciplining them.

- **Individual/Implicit**
  - *Unconscious attitudes and beliefs.*
  - Students of color more likely to receive office referrals and other disciplinary measures for staff discretion regarding “disruptive behavior,” “excessive noise,” or “disrespect” while whites receive office referrals for specific behaviors like “smoking” or “vandalism.”
Examples from your work –

Institutional/Explicit

Policies which explicitly discriminate against a group.

Institutional/Implicit

Policies that negatively impact one group unintentionally.

Individual/Explicit

Prejudice in action – discrimination.

Individual/Implicit

Unconscious attitudes and beliefs.
Scenario
**Individual racism:**
- Bigotry or discrimination by an individual based on race.

**Institutional racism:**
- Policies, practices and procedures that work better for white people than for people of color, often unintentionally or inadvertently.

**Structural racism:**
- A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color.
Structures are a part of our lives:
Next Steps
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