**

**Workshop 1 – The Opportunity for Government to Advance Racial Equity: Lessons Learned from Seattle**

**Learning Objectives –** In this video, participants will:

* Gain increased understanding of the historical role of government in relation to race and how to build a shared understanding of equity in local government.
* Learn about the experiences in the City of Seattle—both leading up to the Race and Social Justice Initiative and with the launching and implementation of the Initiative—including key decision points, challenges and successes, and acknowledging the larger context while focusing on where there is leverage and power.
* Be able to consider key factors for success in advancing racial equity within sustainability in your own jurisdictions and how to find the racial equity story for your community.

**Pre-Workshop Prep –** Participants should be asked to read the following background document: [How Seattle and King County Are Tackling Institutional Inequities](https://www.usdn.org/uploads/cms/documents/seattleequityfoundations.pdf)(by Julie Nelson, Glenn Harris, Sandy Ciske and Matias Valenzuela September/October 2009 issue of *Poverty & Race*)

| ***Time*** | ***Agenda Item*** | ***Facilitator Notes*** |
| --- | --- | --- |
|  15 minutes | Welcome and introductions | Welcome and facilitator introductions Welcome, everyone. It’s our pleasure to be here with you all today. We appreciate your interest in the work to advance racial equity. *Facilitators briefly introduce yourselves and share why you’ve volunteered for this effort.* *Hand out* ***Agenda with Group Agreements on the back (Attachment 2)****.* Objectives*Share the workshop objectives.* Hopefully you all had the opportunity to do the pre-reading. In today’s discussion we will be digging deeper into some of the ideas in the article. If you didn’t have a chance to read it beforehand, we encourage you to read it afterwards. The workshop has a mix of different activities; we have designed it to be interesting, engaging and useful for our work. We know that race can sometimes be an uncomfortable topic. We know that doesn’t have to be the case. Today’s workshop is designed to help you participate in effective conversations about race. The objectives of the workshop are:* Gain increased understanding of the historical role of government in relation to race and how to build a shared understanding of equity in local government.
* Learn about the experiences in the City of Seattle—both leading up to the Race and Social Justice Initiative and with the launching and implementation of the Initiative—including key decision points, challenges and successes, and acknowledging the larger context while focusing on where there is leverage and power.
* Be able to consider key factors for success in advancing racial equity within sustainability in your own jurisdictions and how to find the racial equity story for your community.

Participant introductions Ask participants to share: name, role, one thing they hope to gain from the workshop.Announcements * Make sure your cell phones are off or on vibrate.
* Restroom locations.
* Any other pertinent announcements.
 |
|  5 minutes | Group agreements  | Before we begin we want to establish some group agreements. These are on the opposite side of your agenda. Let’s read them aloud. Can I have a volunteer start with #1? (*then proceed going around either to the right or left of the initial volunteer).* * Stay engaged. Speak from your own experience. Experience any discomfort that comes up as part of the learning process. Breathe.
* 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.
* Expect and accept non-closure on long-term issues; the work is ongoing.
* Listen for understanding. Honor concerns – ask for suggestions. No shaming, attacking or discounting.
* Maintain confidentiality – if you later share about your experience in this workshop, refrain from using names.

*Share a personal take on why one of the group agreements is important to you.* Can I ask for a show of hands to indicate your willingness to use these group agreements? |
| 20 minutes | Paired sharing: thoughts on racial equity | Now we’re going to do an activity that will help us think about racial equity. This is a highly structured exercise with some rules… how many of you like to follow rules? Part of the problem with rules is sometimes that people aren’t motivated to follow them if they don’t understand the reasoning for the rules. So, first, let me tell you the structure:* We’ll have questions that we’ll be discussing, starting with self-reflection, with everyone taking a few minutes to jot down their personal responses to the questions.
* Then we will get in pairs. Each person will have about 2½ minutes each to share their response to the questions. One person talks, the other person listens, without interrupting. If the person talking runs out of things to share, it’s okay to be silent. Additional thoughts may come to you. The other person does not talk until I call “time,” at which point you will switch, the talker becomes listener and the listener becomes talker.
* We will then have 2½ minutes for cross-talk where you can have an interactive conversation.

So, what is the reasoning behind these rules? We want to intentionally interrupt some patterns that sometimes play out in our communication. * We often don’t take time for self-reflection prior to talking.
* Rather than listening to the other person, we often think about what we’re going to say.
* There can be unequal participation – one person dominates and/or one person holds back.
* We can have discomfort with silence. Silence is OK.

So, does everyone understand both the directions and the reason for the structure? Now, start your self-reflection and jot down your answers to the questions. * + What is your definition of racial equity? Racial inequity?
	+ How do racial inequities impact your field of work? *(You can customize this statement if your participants are all from the same field.)*

Now, get into pairs, and decide who is going to go first. *Call time after each 2 ½ minute segment, and then call the large group back together.* First, let me ask, raise your hand if 2 ½ minutes felt like a long time to talk. Okay, for how many did it feel short? And did the structure feel comfortable? Anyone want to share your definition or any insights about the relationship between racial equity and your field of work? *Facilitate open-ended conversation with one person facilitating and the other writing up themes on the flip chart (15 minutes). Major themes you will want to cull out include:** Racial inequities exist across all indicators for success and can be used to predict how well people fare.
* Race can sometimes be a loaded topic. When we don’t have shared understanding or definitions, it is more likely to be a challenge.
* We are not focusing on individual acts of bigotry. Racial inequities are created through institutions and structures.
 |
| 30 minutes | **Presentation and video**Deepening understanding | Now we are going to watch our first video, *“*The Opportunity for Government to Advance Racial Equity: Lessons Learned from Seattle.” As you watch the video, jot down any insights or questions that arise, as well as reasons why you think it is important for government to address racial inequity.*Video: 15 minutes**Facilitate a conversation about the video with the questions listed below. Be prepared to start the conversation with one of your own takeaways if participants need encouraging. (15 minutes)* * What were your key ah-has and takeaways from the video?
* Reflecting on your community, what are some of the ways in which government played a role in creating or sustaining racial inequity?
* What are some of the reasons why you think it is important for government to address racial inequity?
 |
| 40 minutes | **Lessons from Seattle – applied learning** (small group discussion)  | *Distribute* **Attachment 3: Opportunities to Advance Racial Equity.** *Organize participants into small groups of 4 to 6 people, either counting off or based on their organization or affiliation. Ask for small groups to assign both a recorder and a reporter. Provide flip chart paper for recording of themes.* *Small group, 30 minutes*In small groups, discuss:1. In your current work environment, what are the key opportunities to normalize, organize, and operationalize racial equity?
2. What are a few concrete next action steps you could take to develop and implement your own racial equity initiative?
3. Who are potential allies that you could work with to implement action steps?

*(Full group report back, 10 minutes)* |
| 10 minutes | Closing | Thank you for your participation today. We have focused on how institutions can work to advance racial equity. However, we know that institutions are made up of individuals. We want to close out our time today by doing a go-round with each of you sharing one of the following: * An insight from today’s video or conversation.
* An action step that you will personally be able to take to help advance racial equity.

*Express your appreciation for their engagement. Ask participants to complete the evaluation (if you are doing one) and encourage them to use the worksheet from the USDN website as homework to further explore the topics from this session.*  |

**Workshop 1 Agenda – The Opportunity for Government to Advance Racial Equity: Lessons Learned from Seattle**

**Learning Objectives**:

* Gain increased understanding of the historical role of government in relation to race and how to build a shared understanding of equity in local government.
* Learn about the experiences in the City of Seattle—both leading up to the Race and Social Justice Initiative and with the launching and implementation of the Initiative—including key decision points, challenges and successes, and acknowledging the larger context while focusing on where there is leverage and power.
* Be able to consider key factors for success in advancing racial equity within sustainability in your own jurisdictions and how to find the racial equity story for your community.

**Pre-Workshop Prep –** Read the following background document: [How Seattle and King County Are Tackling Institutional Inequities](http://www.prrac.org/full_text.php?text_id=1239&item_id=11802&newsletter_id=107&header=Race+%2F+Racism&kc=1)(by Julie Nelson, Glenn Harris, Sandy Ciske and Matias Valenzuela September/October 2009 issue of *Poverty & Race*)

| ***Time*** | ***Agenda Item*** |
| --- | --- |
|  15 minutes | Welcome and introductions |
|  5 minutes | Group agreements  |
| 20 minutes | Paired sharing: initial thoughts on racial equity* + What is your definition of racial equity? Racial inequity?
	+ How do racial equities impact your field of work?
 |
| 30 minutes | Video and discussion*“*The Opportunity for Government to Advance Racial Equity: Lessons Learned from Seattle.” |
| 40 minutes | Discussion – Lessons from Seattle  |
| 10 minutes | Closing |

**Group Agreements**

1. Stay engaged. Speak from your own experience. Experience any discomfort that comes up as part of the learning process. Breathe.
2. 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.
3. Expect and accept non-closure on long-term issues; the work is ongoing.
4. Listen for understanding. Honor concerns – ask for suggestions. No shaming, attacking or discounting.
5. Maintain confidentiality – if you later share about your experience in this workshop, refrain from using names.

**Workshop 1: Opportunities to Advance Racial Equity handout**

****

****