**Workshop 4: Racial Equity Tools**

**Learning Objectives**

* Learn about a Racial Equity Tool and how it can be applied, focusing on case studies.
* Hear examples from local sustainability leaders who are promoting racial justice solutions by using racial equity tools.
* Gain an increased understanding of key questions for addressing inequities.
* Identify opportunities to advance racial equity within policies, practices, and programs in your own city.

**Pre-Workshop Prep –** Participants shouldwatch the YouTube [Changing the Lights Video](https://www.youtube.com/watch?v=T0k_ydKQdEo) created by Julie Nelson and Glenn Harris and review [GARE’s Racial Equity Toolkit](http://racialequityalliance.org/newsite/wp-content/uploads/2015/10/GARE-Racial_Equity_Toolkit.pdf).

| ***Time*** | ***Agenda Item*** | ***Facilitator Notes*** |
| --- | --- | --- |
| 15 minutes | Welcome, objectives 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. Distribute* ***Agenda with Group Agreements on the back (Attachment 8)****.* Objectives*Share the workshop objectives.* Hopefully you all had the opportunity to watch the Changing the Lights video and review the Government Alliance on Race and Equity Racial Equity Toolkit. In today’s discussion we will be digging deeper into some of the ideas in the video. If you didn’t have a chance to view it beforehand, we encourage you to watch 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 use a racial equity tool to address racial inequities. A racial equity tool provides a structure for thoughtful consideration of racial equity in any decision. The objectives of the workshop are:* Learn about a Racial Equity Tool and how it can be applied, focusing on case studies.
* Hear examples from local sustainability leaders who are promoting racial justice solutions by using racial equity tools.
* Gain an increased understanding of key questions for addressing inequities.
* Identify opportunities to advance racial equity within policies, practices, and programs in your own city.

Participant introductions Ask participants to share: name, role, whether they attended any previous sessions, and 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.
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| 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: how tools help you do your job  | Now we’re going to do an activity that will help set the stage for use of a racial equity tool. As a reminder:* 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.

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 process tools do you use in your work place setting to get your job done? Process tools include needs assessments, planning checklists, etc. Why do you use tools?
* From your personal experience, where have process tools been most effective in getting results?

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 have any insights to share? *Facilitate open-ended conversation (15 minutes). Major themes you will want to cull out include:** Tools are useful for accomplishing specific things, e.g., using a screwdriver makes driving a screw easier. A budget issue paper is a tool for identifying ways to increase or decrease your organization’s budget.
* Tools are a means to an end. They can help us achieve results and maximize our impact.
* Although we don’t often think about tools in our work places, we use a wide range of different tools on a routine basis. The tools we use reinforce our organizations values and priorities. In order to integrate racial equity into our organization and to operationalize it as more than a value or words on paper, using a Racial Equity Tool is a way to proactively integrate racial equity into routine decision making.

*One person facilitates and the other writes up themes on the flip chart.*  |
| 25 minutes | **Presentation and video**Deepening understanding | *Watch the video (12 minutes)**13 minute discussion (large group):**Summarize what a racial equity tool is.* A racial equity tool is a simple set of questions that provide a structure for thoughtful consideration of racial equity in any decision. Using the tool helps you to: 1. Clearly articulate racial equity goals and outcomes
2. Collect the data necessary to understand the problem
3. Engage all parts of the community that may be affected in crafting solutions
4. Do the analysis needed to ensure that strategies advance racial equity and mitigate unintended consequences
5. Craft an implementation plan for advancing racial equity that will guide you through the process
6. Put in place mechanisms for communication, evaluation and accountability that will help you stay on course and build support for further change

*Share the following two questions:* * In the video, some of the examples of a racial equity tool being used include during the budget, in health programs, comprehensive plans, transportation plans, and hiring. How and when might a racial equity tool be used in your workplace?
* The video also identified potential barriers to the use of racial equity tools and strategies to overcome barriers. Are there any that you think you might face?

*Major themes you will want to cull out include:** Organizations, systems and structures have been designed to achieve the outcomes they currently do (racially inequitable outcomes). A racial equity tool provides a way to proactively insert racial equity into routine decision-making.
* Although using a racial equity tool can feel challenging at the beginning, think of it as a skill or competency to be learned and developed. Most of us came into our jobs, and learned our jobs based on the status quo. A racial equity tool provides the opportunity to interrupt the status quo, clearly articulate racial equity outcomes, develop and implement racial equity strategies and center communities.
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| 50 minutes | **Racial Equity Tools – applied learning** (large and small group discussion) | *Introduce the scenario exercise (10 minutes)* Now we are going to use a scenario to identify potential examples of individual, institutional and structural racism and discuss ways in which a racial equity tool could be used to advance racial equity in one of these cases. *Distribute copies of* **Attachment 9: Drivers of Inequity Scenario** *and* **Attachment 10: Racial Equity Toolkit Worksheet.** *Ask for volunteers to read each of the roles in the scenario.* *Discussion of scenario in small groups (15 minutes)*Let’s get into groups of four or five to talk about the scenario. * First, identify one example each of individual, institutional and structural racism.
* Then, for one example of institutional or structural racism, talk about how you could use a racial equity tool to address the racism using the **Racial Equity Toolkit Worksheet.**

Please have someone serve as a recorder and someone else a reporter. *After about five minutes, do a check-in to make sure that the groups have come up with at least one example of each type of racism and have moved on to talk about use of a racial equity tool.**Large group report back (5 minutes)* *Pull the large group back together and ask:** How could a racial equity tool be used to address racial inequities called out in this scenario, including community engagement, development of strategies to eliminate racial inequities, and creating greater public will?

*Major themes you will want to cull out include:** Although we can speculate about individual racism in the scenario, e.g., the amount of space that Nick felt comfortable taking up, the reference to “those people,” etc, we actually don’t know what is in the hearts and minds of individual people.
* An examples of institutional racism might include the meeting not being designed to meet the needs of diverse communities.
* Examples of structural racism might include the connection between housing, taxes and school funding or using criminal background checks as a screen for housing assistance. These are examples that cut across multiple systems, and have a cumulative, multiplier effect on racial inequities in the community.
* A racial equity tool could have been used prior to this meeting to 1) better design public engagement that is inclusive and allows more voices to be heard, 2) develop strategies to advance racial equity, such as limiting the use of criminal background checks in housing to relevant crimes or using zoning laws to create more mixed-income housing, and 3) started the meeting with the recognition that we all need safe and affordable housing before talking about racial inequities (which can trigger racial anxiety and implicit bias).

*Regroup by Organization/Team to apply racial equity tool (20 minutes including 10 minutes discussion; 10 minutes reporting out)**Discussion: Organize participants based on their work group or organization. If there is no affiliation, groups can be randomly assigned. Ask for small groups/pairs to assign both a recorder and a reporter. Provide flip chart paper for recording of themes.* Decision points are key opportunities to use a racial equity tool. We are going to get into small groups so that you can talk about using a racial equity tool in your own organizations. Small group1. Brainstorm – What are upcoming decision points for your organization?
2. Select one upcoming decision point to strategize using a racial equity tool.
3. Using **Attachment 10: Racial Equity Toolkit Worksheet**, talk about how you could use the racial equity tool to integrate racial equity into the decision making process.

*Large group report back:* * Share a key highlight from each small group discussion.
* What worked well? What was challenging?
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| 10 minutes | Closing | Thank you for your participation today. We have focused on when and how to use an equity tool. We want to close out our time today by doing a go-round with each of you sharing one of the following: * What is one thing that excited you today (concept, conversation, etc.)?
* What is one thing you are grappling with, want to know more about?

*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 4 Agenda – Using a Racial Equity Tool**

**Learning Objectives**

* Learn about a Racial Equity Tool and how it can be applied, focusing on case studies.
* Hear examples from local sustainability leaders who are promoting racial justice solutions by using racial equity tools.
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| ***Time*** | ***Agenda Item*** |
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| 15 minutes | Welcome, objectives and introductions |
| 5 minutes | Group agreements  |
| 20 minutes | Paired sharing: how tools help you do your job * What process tools do you use in your work place setting to get your job done? Process tools include budget issue papers, needs assessments, planning checklists, etc. Why do you use tools?
* From your personal experience, where have process tools been most effective in getting results?
 |
| 25 minutes | Presentation and videoUsing a racial equity tool  |
| 50 minutes | Group discussion and exercises – Racial Equity Tools * Scenario – Drivers of Inequity
* Opportunities to use a racial equity tool
 |
| 10 minutes | Closing |

**Attachment 9: Drivers of Inequity Scenario[[1]](#footnote-1)**

**Narrator:** Recent media reports have highlighted the changing demographics in many neighborhoods. Shifting demographics, combined with a newly proposed subsidized housing complex, have led to tension in one neighborhood. A community meeting is taking place to discuss the new housing and the public safety concerns expressed by some residents.

Andi, from the city is facilitating the conversation, and two city staffers are there to help respond to questions: Laverne who works in planning and zoning and Officer Melton, who is a police officer in the neighborhood. The manager for the new complex, Eduardo, is also in the room. The room is packed, with meeting participants clearly divided, including Patty and Nick who are opposed to the housing and Darlene who has been on the wait list for housing for 8 months and is eager to move in.

**Andi:** Welcome to tonight’s discussion. I want to start by sharing a few of the results of the recently released “Community Equity Profile: Housing.” As stated in that profile, our vision is that we have an adequate amount of safe and affordable housing for all income groups. The data collected in that profile illustrates that we have work to do – 10% of Whites pay more than 50% of their income on housing, 29% of Blacks, and 36% of Asians. There just is not enough affordable housing for people who need it. The city has approved the permits for the new project, and we are excited that this new housing will help to close the gap. We also understand that there have been a lot of concerns expressed about the safety of the neighborhood. We want to talk tonight about how this new project can benefit both the new neighbors and the existing neighbors. Thanks to everyone who has signed up to share your perspectives – we have two hours scheduled and fifty people who would like to speak. That means that you should keep your comments short. Let’s start at the top of the list with Patty.

**Patty**: I can’t believe the city approved this project. This is in the middle of a single-family neighborhood. Having all these people move into our neighborhood means an increase of crime and more traffic. It just isn’t right. The city has to stop.

**Andi:** Nick is next.

**Nick**: I’ve already seen an increase in loitering and you know that those people are dealing drugs. Our children are not safe. If this project gets built, I’m not sure I will even want to keep my children in our local school. It has always been a good school until now. I want to know what the police are going to do.

**Andi**: Ben is next.

**Nick**: Wait, I said I want to know what the police are going to do! Can’t Officer Melton respond? He works in this neighborhood and I want to know what he thinks. Officer Melton?

**Officer Melton**: I used to work at one of the other complexes, and when people missed too many months of rent, I was the one who had to evict them. I hated to do that, but that was what had to be done. We used to have a social services aide who tried to help people get assistance, but when there wasn’t any assistance, I just had to put their stuff out on the street. That’s not why I signed up to be a police officer.

**Nick**: See, he works for the city, and he doesn’t even like it.

**Andi**: We need to get back to the list; there are a lot of people who want to speak.

**Nick**: Sure, in a minute, but we need to know how this project is going to be managed. What are they going to do to keep our neighborhood safe?

**Eduardo**: Safety is our number one concern. We will be doing criminal background checks to make sure that nobody with a record moves into our project. As you can see by the design posters in the back, this will be a pretty project and we want to keep it that way.

**Nick:** And what about the permit approval, that doesn’t seem right. Lavern, what did you have to do with that. Was this some sort of buy-off?

**Laverne**: No, this is a good project and I can tell you more details.

**Darlene:** I’m sorry to interrupt, but I didn’t know I was going to have to wait two hours to say something. I rushed here after work, and have to pick my kids up at their childcare program and it is about to close. I really need housing. I’ve been paying two-thirds of my paycheck for rent, and can’t even pay other bills some months. This housing is really critical, I’m trying hard to make it, but just can’t when the pay is so low. I have to go now, but I would like to be a part of this neighborhood.

**Questions for discussion:**

* **What are examples of individual racism?** (Pre-judgment, bias or discrimination by an individual, based on race)
* **What are examples of institutional racism?** (Policies, practices and procedures that work better for white people than for people of color, often unintentionally)
* **What are examples of structural racism?** (The history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color.)
* **How could a racial equity tool be used in this scenario to improve outcomes? How could you:**
	+ Better engage all communities?
	+ Develop and expand strategies to eliminate racial inequities?
	+ Create greater public will?

**Step #1 –** What is your proposal and the desired results and outcomes?

1. Describe the policy, program, practice or budget decision (for the sake of brevity, we refer to this as a “proposal” in the remainder of these steps)
2. What are the intended results (in the community) and outcomes (within your own organization)?
3. What does this proposal have an ability to impact?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Children and youth |  | Health |
|  | Community engagement |  | Housing |
|  | Contracting equity |  | Human services |
|  | Criminal justice |  | Jobs |
|  | Economic development |  | Parks and recreation |
|  | Education |  | Planning / development |
|  | Environment |  | Transportation |
|  | Food access and affordability |  | Utilities |
|  | Government practices |  | Workforce equity |
|  |  |  | Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Step #2 –** What’s the data? What does the data tell us?

1. Will the proposal have impacts in specific geographic areas (neighborhoods, areas, or regions)? What are the racial demographics of those living in the area?
2. What does population level data, including quantitative and qualitative data, tell you about existing racial inequities? What does it tell you about root causes or factors influencing racial inequities?
3. What performance level data do you have available for your proposal? This should include data associated with existing programs or policies.
4. Are there data gaps? What additional data would be helpful in analyzing the proposal? If so, how can you obtain better data?

**Step #3** – How have communities been engaged? Are there opportunities to expand engagement?

1. Who are the most affected community members who are concerned with or have experience related to this proposal? How have you involved these community members in the development of this proposal?
2. What has your engagement process told you about the burdens or benefits for different groups?
3. What has your engagement process told you about the factors that produce or perpetuate racial inequity related to this proposal?

**Step #4** – What are your strategies for advancing racial equity?

1. Given what you have learned from research and stakeholder involvement, how will the proposal increase or decrease racial equity? Who would benefit from or be burdened by your proposal?
2. What are potential unintended consequences? What are the ways in which your proposal could be modified to enhance positive impacts or reduce negative impacts?
3. Are there complementary strategies that you can implement? What are ways in which existing partnerships could be strengthened to maximize impact in the community? How will you partner with stakeholders for long-term positive change?
4. Are the impacts aligned with your community outcomes defined in Step #1?

**Step #5 –** What is your plan for implementation?

1. Describe your plan for implementation.
2. Is your plan:
* Realistic?
* Adequately funded?
* Adequately resourced with personnel?
* Adequately resources with mechanisms to ensure successful implementation and enforcement?
* Adequately resourced to ensure on-going data collection, public reporting, and community engagement?

If the answer to any of these questions is no, what resources or actions are needed?

**Step** **#6** – How will you ensure accountability, communicate, and evaluate results?

1. How will impacts be documented and evaluated? Are you achieving the anticipated outcomes? Are you having impact in the community?
2. What are your messages and communication strategies that are will help advance racial equity?
3. How will you continue to partner and deepen relationships with communities to make sure your work to advance racial equity is working and sustainable for the long-haul?
1. Based on an exercise from RaceForward (<https://www.raceforward.org>) and adapted by the Government Alliance on Race and Equity. [↑](#footnote-ref-1)