Exploring Structural Racism
Your Facilitators Today Are...

Holy Chea  
Pierce County Program Quality Manager  
School’s Out Washington

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King County Program Quality Coach  
School’s Out Washington
Your Facilitators Today Are...

Sheely Mauck
Statewide Quality Education Director
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Porter Eichenlaub
SEL Program Manager
School’s Out Washington
• Materials
• Restroom location
• Encourage engagement and learning
  • Silence phones
  • Lean in
• Attention Getters
Practicing Self Care

• Remember to Breathe

• Notice how you’re feeling throughout

• Use the break space if you need some personal time
Training Objectives

Participants will...

- Understand what structural racism is and how it contributes to inequitable outcomes based on race

- Identify connections between historical racial injustices & present-day realities for young people and communities of color

- Begin exploration of strategies to work towards racial equity
This workshop will NOT...

• Provide specific strategies for personal work around race or address interpersonal racial dynamics.

• Provide specific next steps for dismantling structural racism or achieving racial equity.

• Be the last time you will need to think about race and structural racism.
• Welcome & Introductions
• Opening Activity
• Definitions & Components of Structural Racism
• Ongoing Impact of Structural Racism
• Racial Equity – A Path Forward
• Implementation
• Reflection
Group Agreements

I agree to...

- Speak from my own experience
- Take risks
- Honor the complexity of this work
- Trust each other’s learning process
- Move in, move out
- Maintain confidentiality
Suggestions for Constructive Dialogue

“Can you say what you mean by...?”

“I’d like to share another perspective on that.”

“Your comment/statement made me feel...”

“In my experience thinking about this, it has been useful to...”

“Yes, and...”
For me, talking about race feels like...
Let’s hear from Marley Dias

Founder of #1000BlackGirlBooks campaign and youth activist, who in 6th grade, wanted to change the fact all of her mandatory school reading was about white boys and dogs.
Reflecting on the video, discuss:

Why should the Education & ELO Fields Focus on Race?
Racial disparities are striking, enduring, and pervasive.

Race and racism impacts youth – youth of color have historically and continuously experienced poor outcomes compared to their white counterparts.

Young people intersect systems, policies, practices, and stereotypes that contribute to racial disparities.

The successes of a few youth of color cannot obscure the overall pattern of opportunities or benefits that is defined by race.
Defining Structural Racism
Race is a modern idea with no genetic basis

More variation is within, not between “races”

The idea of race was created in part to justify social inequities as natural.

While race isn’t biological, racism is still real.
Types of Racism

Basic Forms of Racialization

- **INTERNALIZED**
  Beliefs within individuals
  Stereotype Threat

- **INTERPERSONAL**
  Bigotry between individuals,
  Racial Anxiety

- **INSTITUTIONAL**
  Bias within an agency, school.

- **STRUCTURAL**
  Cumulative among institutions,
  durable, multigenerational

http://www.projectlinkedfate.org/deliberate/think/structural-racialization/
Components of Structural Racism

Intersections of Institutional Racism

- Education
- Employment
- Housing
- Environment
- Criminal Justice
- Health

Beliefs | Attitudes | History | Values | Ideology | Culture
Going Deeper with Structural Racism

RACIAL HIERARCHY

Allows privileges associated with whiteness & disadvantages associated with color to endure and adapt over time.

Maintains Inequitable Racial Group Outcomes
Why is Structural Racism difficult to see?
“Fish don’t notice the water they’re swimming in.”
Structural causes of inequalities are difficult to see because:

- We are so embedded in them.
- They are woven into the fabric of our assumptions about how things operate.
- They are self-perpetuating and don’t require active work to be maintained.
Going Deeper with Structural Racism
Exploring Structural Racism Through Stories

- **Silent Thinking & Writing Time:** Once you know your assigned number, find the corresponding numbered article in your handout entitled: *Exploring Structural Racism Through Stories*.

- Read individually at your seat and write any thoughts or responses to the question prompts.
- **Find** the chart paper for your article
- As a group, **discuss and write** your reactions, questions, and thoughts
- **Prepare to share** 1 or 2 key takeaways with the larger group
1. Tale of Two Diplomas

2. The First G.I. Bill

3. Yakima Voting System

4. Seattle Racial Covenants
How do you think the practice of having multiple diplomas came to be?

What strategies can be taken to support youth in planning for their futures and navigating school policies or systems?
How did institutions like banking and education impact the effectiveness of the G.I. Bill?

What are other examples of federal policies/benefit programs that have been applied or implemented differently across states or regions of the country?
How does a lack of representation in city councils or local governments impact residents (consider the short term and generationally)?

What are the benefits and limitations of state/local rights and control?
Seattle Racial Restrictive Covenants

How have racial restrictive covenants impacted current day demographics of neighborhoods?

What impact does leaving racial covenants in deeds have on communities (even if they are unenforceable today)?
breathe...

"I am an expression of the divine, just like a peach is, just like a fish is. I have a right to be this way...I can’t apologize for that, nor can I change it, nor do I want to... We will never have to be other than who we are in order to be successful...We realize that we are as ourselves unlimited and our experiences valid. It is for the rest of the world to recognize this, if they choose.”
– Alice Walker
A Brief History

1862
HOMESTEAD ACT
{LEGISLATIVE ACTION}
HAVING BEEN VIOLENTLY INVADED BY U.S. SOLDIERS IN VIOLATION OF TREATIES
What examples of policies and practices that exemplify structural racism stood out to you? What are other examples that come to mind?

For Example:

• Redlining & “steering”
• Public education systems funded by property taxes
• Subprime lending
• Hiring Practices
• “Stop and frisk”
Examples:

Equal Opportunity:
A “level playing field”

Meritocracy:
Advancement depends on talent and effort

Individualism/ personal responsibility:
Individual choices and behaviors determine outcomes
Stereotypes, images, and narratives are transmitted by media and can be reinforced by “common sense.”
Cultural Representations in Media

JUSTIN BIEBER
- Allegedly vandalized neighbor's house
- Arrested for DUI, drag racing and resisting arrest
- Charged with assaulting a limo driver in Toronto

MISGUIDED YOUNG MAN

CONGRESSMAN MIKE GRIMM
- Allegedly threatened patron with a gun during a bar altercation
- Threatened to throw a reporter over a third-story balcony and break him in half

BEHAVED INAPPROPRIATELY

RICHARD SHERMAN
- Spoke in an aggressive manner after making the play of his life and sending his team to the Superbowl

THUG
breathe...

"It has been so important for me to embrace what I personally bring to the table. Let your stories inform your voice."

– Vivian Nuñez, founder of Too Damn Young
Ongoing Impact of Structural Racism
How Structural Racism plays out in... Housing
First – Review the data and make note of any curiosities or questions

Then Discuss:
What are the stories in the data that are not being shared?

Given this data, what does this mean for young people, and what do we need to consider when working with young people?
Figure 27.4. Percentage distribution of educational attainment of adults age 25 and older, by race/ethnicity: 2016

1 Total includes other racial/ethnic groups not separately shown as well as respondents who wrote in some other race that was not included as an option on the questionnaire and therefore could not be placed into any of the other groups.

NOTE: High school completers include diploma recipients and those completing high school through alternative credentials, such as a GED. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded estimates. Detail may not sum to totals because of rounding.

ANNUAL MEDIAN FAMILY INCOME IN PIERCE COUNTY

<table>
<thead>
<tr>
<th>Race/Group</th>
<th>Median Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Races</td>
<td>$68,729</td>
</tr>
<tr>
<td>American Indian and Alaska Native</td>
<td>$52,976</td>
</tr>
<tr>
<td>Asian</td>
<td>$64,905</td>
</tr>
<tr>
<td>Black/African American</td>
<td>$58,060</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>$60,731</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>$46,718</td>
</tr>
<tr>
<td>White</td>
<td>$74,384</td>
</tr>
<tr>
<td>Two or more races</td>
<td>$57,968</td>
</tr>
<tr>
<td>Other</td>
<td>$40,592</td>
</tr>
</tbody>
</table>

What it takes to live in Pierce County for a family of four: $69,970

Selected population profile in the United States, 2011-2013 American Community Survey 3-Year Estimates
Mental health affects everyone regardless of culture, race, age, ethnicity, gender and sexual orientation.

At 28.3%, American Indians and Alaska Natives have the highest rate of mental health conditions among all communities.

1 in every 5 children ages 13-18 have or will have a serious mental health condition.
For tips on how to talk with teens about their mental health visit: http://www.slideshare.net/NAMIPAMainLine/tips-for-talking-about-mental-health-with-a-child-or-teen

**Additional Challenges for LGBTQ community**

Lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth are 2 to 3 times more likely to attempt suicide than straight youth.

LGBTQ individuals are 2 or more times more likely as straight individuals to have a mental health condition.
Racial divide starts with little kids

School discipline starts with kindergarteners, and the rates vary widely. In Seattle, for example, suspension rates for kids in fifth grade and below were more skewed in 2013-14 than in two neighboring districts that also agreed to provide discipline data.

Note: Shows the total number of suspensions by race, not the total number of students suspended
Source: Seattle Times analysis of data provided by Seattle, Lake Washington and Highline school districts
What are the stories in the data that are not being shared?

Given this data, what does this mean for young people, and what do we need to consider when working with young people?
School Discipline
Influence of representations in determining outcomes in opportunity domains.

STRUCTURAL DISCRIMINATION
THE UNEQUAL OPPORTUNITY RACE

A Visual
breathe...

"I need to see my own beauty and to continue to be reminded that I am enough, that I am worthy of love without effort, that I am beautiful, that the texture of my hair and that the shape of my curves, the size of my lips, the color of my skin, and the feelings that I have are all worthy and okay."

– Tracee Ellis Ross
Legacies of Privilege

Advancing Equity

Colorblindness, Equality, & Equity

White People’s Role
Legacies of Privilege & Inequities
Psychologist Beverly Daniel Tatum summarizes the impact of institutionalized racial policies like FHA loan practices: “To the child of that parent, it looks like, ‘My father worked hard, bought a house, passed his wealth on to me, made it possible for me to go to school...How come your father didn’t do that?’ How would you answer the child of that privileged parent? How would you explain the situation to the child of the parent who was disadvantaged by government policies?

Colorblindness, Equality, & Equity
Supreme Court Justice Henry Blackmun said, “To get beyond racism we must first take account of race. There is no other way.” Who benefits if we adopt a colorblind approach to society? How is colorblindness different from equality and equity?

White People’s Role
Legal scholar john a. powell says “The slick thing about whiteness is that you can reap the benefits of a racist society without personally being racist.” What is the role of white people in working towards racial equity? What should they be responsible for? How can white people work with people of color to achieve racial equity?

Advancing Equity
How would you respond to Beverly Daniel Tatum’s questions: What can I influence? Who is included in this picture and who isn’t; who has had opportunities in my environment and who hasn’t? What can I do about that?
Racial Equity – A Path Forward
What we mean by “racial equity”

We will have achieved **Racial Equity** when people are **no more or less likely** to encounter life’s burdens or benefits just because of one’s race or ethnicity.
Equality vs. Equity

Equality

Equity
• We live in a society where race matters.

• We’re all part of the picture.

• None of us asked for this. The structures of race and racism were set up in the past. But still, all of us are responsible for the present and the future.

• As we sit here talking about race and racism, racism is playing out. We need to have these conversations, but we also need to take action on what we can influence to end racism.
breathe...

You are not obligated to complete the work, but neither are you free to abandon it.

– Rabbi Tarfon, Pirke Avot 2:21
What can we do to start dismantling structural racism?

Where do we start?
Where else can we begin to reduce inequities?
Resources

For further reading:
• Beverly Daniel Tatum – *Why are all the Black Kids Sitting Together*
• Ijeoma Oluo – *So You Wanna Talk About Race*
• Fakequity Blog

For self-work:
• Layla F. Saad – *Me and White Supremacy – The Workbook*

For working with youth:
• Marley Dias – 1000 Black Girl Books Resource Guide
• Teaching Tolerance

For work with your colleagues:
• [www.courageousconversations.com](http://www.courageousconversations.com)
• [www.racialequitytools.org](http://www.racialequitytools.org)
Story by: Wangari Maathai, political activist, founder of the Green Belt Movement, and 2004 Nobel Peace Prize recipient
Moving forward, I will commit to
______________________________________
______________________________________
______________________________________
______________________________________
because
______________________________________
______________________________________
______________________________________

What things are within your control? What is in your circle of influence?

What personal strengths do you bring to this work?

What are some potential next steps for you?
Please complete the evaluation form to help us make improvements to this training. We appreciate your feedback!

More Questions? Please Contact Us:
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Thank You