LOCAL AND REGIONAL
GOVERNMENT ALLIANCE ON
RACE & EQUITY

CSi
CENTER FOR
SOCIAL INCLUSION

Introductory Advancing Racial Equity Training

Facilitator Guide

This facilitator's guide is for an introductory racial equity training that you can use in your work place or in other settings. It incorporates a powerpoint presentation and interactive exercises that will help create interactive and engaging conversations about racial equity.

Background and
Objectives of the workshop are:
* 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,
* Participants will be able to identify instances of implicit and explicit bias and individual, institutional and structural racism, and
* Participants will be motivated to take action.

The workshop curriculum was developed by the Government Alliance on Race and Equity / Center for Social Inclusion. Variations of it have been used with thousands of people across the country.

Your role as a co-facilitator is incredibly important. For some participants, this workshop may be their first conversation about institutional and structural racism. For other participants, this will be an opportunity to delve more deeply into the ways that different types of racism impact our lives, our communities and our work. Talking about race and racism can be challenging, and it doesn't always lead to clear answers. As a co-facilitator, you will model how to hold the grey areas and sit with any discomfort that might arise. We aim to "normalize" conversations about racism so that we can actually focus on making changes. Through co-facilitation, you will help guide participants toward increased understanding and actions to achieve racial equity.

Things to remember as a facilitator:
* **You don't have to know all the answers.** If someone asks a question that you don't know the answer to, you don't have to have an answer. For factual questions, it is fine to acknowledge you don't know and indicate that it is a good area for follow-up research, and for opinion questions, ask for thoughts from other people.
* **Be as affirming and engaging as possible.** If a participant says something that is in disagreement, re-frame their statement in a helpful way so as to increase understanding of all participants. If someone says something seriously problematic, share how and why, in a direct, non-accusatory, kind and engaging manner.
* **Remember, you are responsible for keeping the group as a whole moving.** Keep track of time, and don't let anyone take up too much space.

Preparing to facilitate a workshop
Ideally, you will want to co-facilitate conversations about race, rather than facilitating on your own. If you haven't done much facilitation of conversations about race previously, partner with someone who has more experience. Our aim is to provide consistent, high quality workshop experiences.

* **Review** – Make sure you have reviewed the complete Facilitator's Guide, the workshop agenda and all participant materials.
* **Coordinate** – Talk with your co-facilitator and decide which of the two of you will lead each part of the workshop. Make sure you have shared responsibility and equal voice as facilitators.
* **Practice** – Even though practicing by yourself or with your co-facilitator can feel artificial, actually verbalizing the materials is important and will help to increase your comfort level. Practice the sections you feel least confident presenting.

Logistics:
Size matters. Too small of a group, and you might not have a significant range of experiences and thoughts. Too big of a group, and you won't have sufficient time for interaction. In general, groups of 12 to 24 are good for introductory workshops. Ideally, facilitation should be done in mixed-race and mixed gender (if possible) pairs.

For each workshop, you will need participant handouts, the training PowerPoint, a laptop and projector, and the sign-in sheet. Make sure to test the equipment before starting and ensure the PowerPoint, video and audio are all good to go.

Workshop agenda and facilitator speaking points

Time	Activity and Speaking Points
30 min	Slide 1
	Welcome and facilitator Introductions
	Welcome, everyone. It's our pleasure to be here with you all today. It is great to be the facilitators for today's workshop and for all of us to be a part of a movement for racial equity.
	Facilitators briefly introduce yourselves and share your role and why you've volunteered for this effort.
	Slide 2
	The workshop has a mix of different activities; we have designed it to be interesting, engaging and useful for our work. The objectives of the workshop are:
	• 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,
	• Participants will *be able to identify* instances of implicit and explicit bias and individual, institutional and structural racism, and
	• Participants will be *motivated to take action*.
	Announcements
	• Make sure your cell phones are off or on vibrate.
	• Restroom locations.
	• The material can be challenging at times. We will provide a structure that helps us all engage and participate.
	• Any other pertinent announcements.
	Ground Rules
	Before we begin we want to establish some ground rules. 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 ground rules is important to you.
	Can I ask for a show of hands to indicate your willingness to use these ground rules?
	Overview and assumptions
	We want to start with some basic assumptions for today's conversation.

Time	Activity and Speaking Points
	Assumption #1 – Race matters We live in a highly racialized society – i.e. race matters. We know that some progress has been made over the years when it comes to racial equity. Yet, if you look at any measure of success (income, education, health, criminal justice, etc.), significant differences in outcomes based on race remain deep and pervasive. We're having this conversation because of these inequities, because of our desire to create equitable outcomes where everyone can succeed. **Assumption #2 – 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.** Sometimes there is a tendency to focus on personal acts of racism. Instead, we want to focus on the institutions and systems that continue to impact people based on their race. We are all a part of systems and institutions. We need to analyze why inequities continue to persist, and to develop practical changes that result in different outcomes. White people have sometimes viewed race as something that happens to "other people" – like walking through an art museum and studying a painting on the wall entitled "Race in the U.S." However, white people are not just looking at the picture; white people are *IN* the picture. **Assumption #3 – We have a responsibility for advancing racial equity.** None of us asked to be born into a world where race influences every single indicator for success. Nevertheless, although we are not responsible for history, we are responsible for what happens today and the future. Racism impacts all of us, and we all have a role to play in ending it. Introductions Let's warm up with introductions. Please share your name, your job, and your racial identification[1]. (Facilitators go first to model brevity and clarity.) *If anyone expresses confusion or discomfort sharing racial identification, additional information you can provide is:* ● *Of course, we are all members of the human race and most, though not all of us identify as "American," but we also all have racial identification, the box you check on the census or when filling out a form for an institution.* ● *This is an opportunity to begin to normalize talking about race, racism and racial equity.* *If after the go-around, participants have identified other characteristics, such as ethnicity, gender, religion, etc,* ● *Some other characteristics were shared in addition to race. Although this workshop focuses on race, it is really important to note the complexity of our individual identities, including not just race, but also ethnicity, gender, sexual orientation, ability, religion and so on.* ● *We'll be focusing on race today, but want to also acknowledge the reality of inequities relating to gender, sexual orientation, ability and other areas as well. We are focusing on race because:* ● ***Pervasiveness****: Racial disparities are pervasive and deep* ● ***Specificity****: Strategies to achieve racial equity differ from those to achieve equity in other areas. "One-size-fits all" strategies are rarely successful. To have maximum impact, focus and specificity are necessary.*

[1] Background information about race that might be useful for you, if needed:
- Race as we know and define it is a social construct. There is no scientific reality to this construct. Race is socio-politically-determined, not biologically determined.
- The U.S. notion of race has been around for a little over 300 years. Before that, there were identity groups based on ethnicity and religion. Ideas of race, both scientific and cultural, have continued to shift over time.
- Our ideas of race come from family, the media, schools, government, religion, etc.
- The number of different races shifts over time according to what our institutions say.
- Although there are negative consequences from racism, racial categories can also be associated with important cultural values.

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- **Building bridges:** *Normalizing conversations on race can address the fragmentation that keeps marginalized communities from effectively coming together. An approach that recognizes the inter-connected ways in which marginalization takes place will help to achieve greater unity across communities.*
- **Replicability:** *A racial equity framework that is clear about the differences between individual, institutional and structural marginalization, as well as the history and current reality of inequities, has applications for other marginalized groups.*

Thank you for sharing a bit about yourselves, especially your race. Often times, we have found that white people are less accustomed to being asked to share or talk about their race. Given how much race affects all of us, it is so important to be able to normalize the conversation so that we can develop meaningful strategies for eliminating racial inequities.

Slide 3
We know that values around equality are not anything new...they predate the founding of this nation. From where comes this statement, "All men are created equal"? (Declaration of Independence) And who is credited with drafting this statement? (Thomas Jefferson). So who exactly was Jefferson referencing when he said this? (white male landowners). What about this statement "with liberty and justice for all"? (Pledge of Allegiance). Every morning millions of American schoolchildren recite this phrase in their schools, reaffirming our national notions of equality. What of this statement, "Government of the people, for the people, by the people"? (Gettysburg Address). When Lincoln said these words, he laid down a vision for the highest aspiration of what government could be for its citizens.

Slide 4
As government, we have to acknowledge the role that government has played historically in the creation of racial inequities. For more than two centuries, it set the table for who could vote, who could own property, who was property, who had access to opportunity. The legacy of government is one of establishing and exacerbating inequity and we must hold that reality as we do this work to reverse those policies and practices that do so.

With the advent of the Civil Rights Movement, community advocacy of many decades began to come to fruition in the form of substantive progress on a number of critical policy reforms intended to resolve the equity gap. The Fair Housing Act, The Civil Rights Act, the Voting Rights Act were milestones that began to move the nation in the right direction. The explicit racism that widespread until the 1960s began to recede, but what we found was that this discrimination became more implicit, making it in some ways more difficult to address the policies that create or extend inequities. By the time of the Civil Rights Movement, laws and policies were passed that helped to create positive changes, including dealing with explicit acts of discrimination. However, despite progress in addressing explicit discrimination, racial inequities continue to be deep, pervasive, and persistent across the country. Racial inequities exist across all indicators for success, including in education, criminal justice, jobs, housing, public infrastructure, and health.
Discrimination becomes illegal, but "race-neutral" policies and practices perpetuate inequity.

What we have seen in recent years is a growing movement within government where local governments, not satisfied with the outcomes of their services to communities, have began to review their practices with an eye to racial equity. A number of proactive policies, practices and procedures that advance this approach have surfaced as a result.

Slide 5
We also need to consider more broadly about the current context of race. For many, President Obama, our nation's first Black President, signaled an era of post-racialism – the idea that race no longer has

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	the power it once did. Yet, since his ascendency to office, we've seen, according to the Southern Poverty Law Center, the number of hate groups dramatically increased just in the past decade. We've seen the racial wealth gap rise to the highest its been in the past 25 years according to Pew. In the past year, we've seen too many lives lost to violence by police and vigilantes. Mike Brown – Ferguson. Akai Gurley – Brooklyn. Tamir Rice – Cleveland. Rekia Boyd – Chicago. These names remind us that race still matters in our society And many of us in this room know this. We know that there are disparities across race on a number of social indicators, which creates racially segregated, high poverty neighborhoods. But, instead of focusing more resources as a society in taking those disparities head on, we have chosen to rely more on policing and criminalization to address social conditions in those communities. We've chosen to see these social conditions as a symptom of individuals rather than a symptom of structures. This impacts our attitudes. We've also chosen to consciously ignore race, race still plays an unconscious role in our decision-making. For example, Doctors are less likely to prescribe pain medication to Black patients than White patients according to a study by the University of Rochester. In a video game simulation, College students are more likely to shoot an unarmed black than a white man with a gun. Something is at work here. Race still holds space in our brains. Slide 6 When we look at the momentum that is building in jurisdictions across the country, we find that the work that governments are doing to advance racial equity falls into three primary baskets. **Normalize.** It is so important to be able to normalize the conversation about race, so that we can develop meaningful strategies for eliminating racial inequities. If we say racism, and one person is talking about individual acts of bigotry, another person is talking about institutional racism, and still a third person is talking about systemic racism, odds are we may not have a very productive conversation. Jurisdictions can use a racial equity framework that clearly articulates racial equity, implicit and explicit bias, and individual, institutional, and structural racism. Clear definitions of terminology are critical. It also means operating with urgency and accountability: While there is often a belief that change is hard and takes time, we have seen repeatedly that when change is a priority and urgency is felt, change is embraced and can take place much more quickly than expected. **Operationalize.** Racial inequities are not random; they have been created and sustained over time. Inequities will not disappear without effort. We need to have a strategy that builds institutional systems specifically designed to change the way that government does business. Tools must be used to change the policies, programs and practices that are perpetuating inequities. Measurement must take place at two levels—first, to measure the success of specific programmatic and policy changes, and second, to develop baselines, set goals, and measure progress toward goals. Use of data in this manner is necessary for accountability. **Organize.** Jurisdictions need to be committed to the breadth and depth of institutional transformation so that impacts are sustainable. While the leadership of elected and top officials is critical, changes take place on the ground, and infrastructure that creates racial equity experts and teams throughout government is necessary. And we must partner with other institutions and communities: The work of local and regional government on racial equity is necessary, but it is not sufficient. To achieve racial equity in the community, local and regional government needs to work in partnership with communities, state and

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	federal government, and other institutions to achieve meaningful results. This collaboration will have the biggest impact on overall racial equity when engaging communities of color, school districts, employers, and others.
	Slide 7 So let's start with Normalizing.
30 min	<u>Activity: Laying It on the Line</u> Slide 8 We are now going to move into an activity called, "Laying it on the Line." This is a really simple activity. You will be the line! To my left is "strongly disagree" and to my right is "strongly agree." We will read statements, and you should move to anywhere along the continuum to indicate whether you agree or disagree and how strongly. This exercise has only two simple rules: 1. There are no right or wrong answers. 2. We won't explain the statements. (We can re-read them.) Please stand and move to form a line along the wall. If you are not comfortable standing for the next 20 minutes, please grab a chair and sit with it. If you need assistance moving the chair, please let me know. *One facilitator should introduce the activity and rules, and the other facilitator should read the first statement, and then alternate statements. After participants have a chance to choose where they stand, ask for volunteers to share why they are standing where they are, starting at the "strongly disagree" end, and moving to the "strongly agree" end. After hearing from all points of the continuum, you can ask if anyone wants to change their location based on what they're heard.* *It is important that facilitators do not explain the comment and never tell anyone they are "wrong" unless the information they are using is factually incorrect. This activity is not about right and wrong.* **Neighborhood growth and development is a good thing.** *Key points to emphasize if group does not:* • *Growth and development can bring positive things, such as jobs and neighborhood amenities. However, growth can also mean loss of affordable housing and community based businesses and organizations.* • *Gentrification can also take place. Although gentrification can sometimes be a loaded word, all it means is that people who previously lived in a neighborhood can no longer afford to do so.* **Hiring and promotion decisions should be based solely on merit.** *Key points to emphasize if group does not:* • *Merit is subjective in nature. People in positions of power have the ability to define merit, and can do so in a narrow or expansive manner, e.g., focusing on educational requirements or being inclusive of community based experiences.* • *Ideas about the United States being a "meritocracy," and yet, we often don't have a clear and consistent definition of merit.* • *Professional and educational accomplishments are not the only way to value someone's capabilities as an employee. Diverse life experiences and perspectives are critical aspects of a highly effective work environment.* • *Due to current and historic race-based inequities in education, we know that many educational requirements will have disproportionate limitations on some communities of color.* • *If we only use a limited definition of merit to promote career advancement, we will disproportionately impact communities of color.* **I believe we can end racial inequity.**

Time	Activity and Speaking Points
	Key points to emphasize if group does not:
	- *Racial inequities did not happen randomly, they were intentionally created and have been maintained by legislation, policies and practices, some explicit and some implicit. To achieve racial equity, we will need to make concerted efforts.*
	- *"We" in this room have some power and influence. To get to racial equity, we will have to grow the circle of people working for equity.*
	- *We have made some progress (discrimination is illegal, we have an African-American president, etc), but there is much work to be done.*
	- *Although there are many examples of "human nature" being oppressive, there are also many examples where the values of love, community and collaboration have prevailed. Much as it might be easy to see the many ways in which oppression has taken place, it is important that we operate in accordance with our value for equity. We must have a vision for what we want our society to be like, in order to move in that direction. Holding this belief helps to keep us moving forward toward racial equity.*
	Important things to emphasize about this activity, as it's happening:
	- *Even at opposite ends, there is often a lot of agreement*
	- *Words matter. Sometimes our conversations about race can become heated, emotional or polarized in a challenging way. And sometimes we aren't even using words to mean the same thing. How we use and define words matters. So it's important that we are clear about our terminology.*
	- *The power of this exercise is letting insights emerge from the dialogue. It is best for the facilitators to wait until the end to make summarizing comments.*
20 min	Activity: Early experiences with race
	Slide 9
	Now we're going to do an activity that will help us think about our early experiences with race. And, I want you to be aware; this is a highly structured exercise.
	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 turn to the second page of your packet, and each of you will read the questions and take a few minutes to jot down your personal responses to the questions.
	- Then we will get in pairs. Each person will have about 2.5 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, be silent. Additional thoughts may come to you. The other person does not talk until I call "time."
	- We will then have 2.5 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.
	Now, get into pairs, and decide who is going to go first.
	Call time after each 2.5 minute segment, and then call the large group back together.
	First, let me ask, raise your hand if 2.5 minutes felt like a long time to talk. Okay, for how many did it feel

Time	Activity and Speaking Points
	short? And did the structure feel comfortable?
	Anyone have any insights to share? *Facilitate open-ended conversation. If it starts someplace other than teachers, facilitate the conversation for a few minutes before transitioning it to teachers.*
	Now, let's talk about teachers. Raise your hand if you've had teachers primarily of the same race as yourself. *(Notice the pattern of many white people having had teachers of their same race. Also be comfortable facilitating conversation about immigrants' experiences such as not having gone to school in the U.S., people of different generations, etc.)*
	Not only do schools tend to still be segregated, which reflects neighborhood segregation, but teachers across the county tend to be disproportionately white. It is not unusual for people in this exercise to have not previously thought about the racial make-up of their teachers, and then once they do, to be surprised by what they find. Given that approximately 85% of teachers are white, it isn't surprising that many of us have learned primarily from white teachers.
	Why is this important? What messages are conveyed to students? *Facilitate conversation and be prepared to pull in any of the points below that aren't shared by participants:* • Students do not have teachers of color as role models. • White people have knowledge. • White people have power and authority.
	In closing, I want to emphasize the importance of the race of teachers when it comes to academic achievement. Research shows that students do better academically when they have had teachers of different races. This is true not only for students of color, but for white students as well. If we support academic achievement, increasing the diversity of teachers should be a primary strategy.
	The reality is that before school desegregation, we actually had lots of teachers of color, teaching in segregated schools. When school desegregation took place, tens of thousands of teachers of color lost their jobs. White parents did not want their children learning from black teachers. This is an excellent example of the complexity of race. Although the intention of school desegregation was good, the reality is that there were also unintended negative consequences.
60 min	OPTION 2 – Watch "Race: the Power of an Illusion" – episode 3 Slide 10 "Race: the Power of an Illusion" is a three part series. We are just going to be watching the third episode today, "The House We Live In." I would encourage you to watch the other two episodes as well – they provide excellent information about the science and history of race. *After the video, reconvene the group, and ask if anyone has any "aha's or insights" they would like to share. Summarize any themes that participants share.*
10 min	Break
60 min	What is racial equity and racial inequity? What is explicit and implicit bias? What is individual, institutional and structural racism? *Co-facilitators should share this presentation and decide ahead of time how to divide the slides and speaking parts.*

Time	Activity and Speaking Points
	Slide 11
	Let's start with the difference between equality and equity.
	So everyone here has been to a major sporting event or to a show. Half-time or intermissions comes around and where does everyone go? The restroom. So what is the difference in experience for men and women?
	(allow participants to answer)
	Wait lines can be anywhere from double to triple longer for women. As we think about the difference between equity and equality, the question is how many restrooms are in those facilities for men versus women. They are the same, they are equal. Half of us are men, half of us are women, so therefore, half the restrooms are for women and half for men. But it turns out that for a whole slew of reasons in the ways in which restrooms are used and who designed the restrooms that the experienced outcome is quantitatively different.
	Often times when a system is not working for one group, we think about it in terms of the group for which it is most visibly not working. However, I want to ask you, what are men doing while women are waiting in line?
	(allow participants to answer)
	Men are waiting too. Next time you are in that situation, check it out. Clustered in the outer ring, you will see men waiting too. Waiting for their mothers, their daughters, their partners, their friends. It turns out that when a system is not working for some, there are impacts on all of us.
	So equity is just recognizing that when a system is out of balance, we need to apply a little bit of common sense and a little bit of justice to get to a better solution. Nationally, this conversation about restrooms has led in many directions, in the most pragmatic sense, you have architects today saying, "I'm going to build two women's restrooms for every one men's restroom." But in a more transformational sense, we have people in the transgender and gender-non-confirming community challenging our fundamental notions of gender, leading us to gender-neutral restrooms or family-style restrooms that are open to all. Part of the reason we like this is it highlights the opportunity to move beyond equality to get to equity so that we have solutions that work for everyone.
	Slide 12
	In the United States, racial inequities exist across every single indicator for success, from birth to death, from infant mortality to life expectancy. This is the case regardless of what region you live in, whether you are in a city, suburb or rural area. Every single indicator for success, including jobs, education, housing, criminal justice and health, to name but a few. That is racial inequity.
	Slide 13
	We hear a lot about racial inequities, but we think it is really important to think about what we aspire to – racial equity – where we would eliminate racial inequities and increase success for everyone. Our goal isn't just to close the gaps, since we don't want to just make this equally bad for everyone.
	Often times when people are working on closing the gaps, they think in terms of treating symptoms and not causes, and as a result, end up talking about programs and services. While programs and services are critically important, they will never be sufficient to achieve racial equity. We have to be able to target strategies to focus improvements for those worse off and move beyond "services" and focus on changing policies, institutions and structures.
	Slide 14-15
	A few words about the brain. The unconscious mind plays a very important role in our being able to navigate the millions of pieces of data our senses perceive every moment. We could do an entire seminar

Time	Activity and Speaking Points
	on this phenomena, but I want to focus in on schemas.

Schemas help us organize information into broader categories. Meanings associated with those categories are then activated. Our mind can then fill in the gaps based on experience or interpolation.

Schemas are social. They exist in our environment, language, metaphors, etc. For example, for meat-eaters in the room, have you ever tried a new type of meat and had someone say, "it tastes like chicken." Does it really taste like chicken? No, it is really just a way of offering a broad categorization. The unconscious is not just an individual or internal phenomenon. We have all been socialized to think about race within categories, generalizations or stereotypes.

Provide examples –
- Both men and women hold them about gender
- Both whites and people of color hold them about race
- If my primary exposure to Latinos growing up was via Speedy Gonzalez, that is going to continue to reside in my unconscious mind. We could go through a list of stereotypes by race, and quickly as a group be able to name common stereotypes about races.

Schemas play a particularly significant role when there is:
- Ambiguity (including lack of information)
- Stress from competing tasks
- Time pressure
- Under-representation of the group in question (when the group does not reach critical mass)

Examples of Schemas:
- AIRPORTS: We know where to go in new or foreign airports.

Slide 16
We want to share a short video to highlight what we mean by the power of the unconscious mind.

Play video
This clip is great at highlighting how the brain works. You were told to count the number of passes – that is where you focused. If I had told you to watch for the moon-walking bear, you would have easily seen the beer. Right? Hard to do both though!

There is a whole of new brain research being done that is providing excellent information about how the brain holds information, both consciously and unconsciously, and much of that research is really informative to our work for racial equity.

Slide 17-19
So, let's shift to color. Here's an exercise. As each line of words comes up, **quickly shout out** the color. What happened? *(allow participants to answer)*
Different types of thinking take place in different ways – slow thinking and fast thinking. It turns out that reading is fast thinking in our brains, and color is slow thinking. When you see a line of text that reads "blue," but the color is green, your brain's fast thinking makes you shout out "blue" despite the color of green. Even after you realized the disconnect, your brain moved into cognitive dissonance, and you either still got it wrong or it took you longer.

This happens with race as well. We have all been socialized to think about race, and some of that plays out at the conscious level and some at the unconscious level.

Slide 20

Time	Activity and Speaking Points
	Let's first think about bias. So, what is bias?

Bias is a tricky topic – we are in a place and time where we have values for equality and justice, and as a result, there is often a tendency to want to say "I don't have bias" or "I don't see color," but of course we all do see color, and we all have biases. Bias is merely the evaluation of one group and its members relative to another.

We all carry bias, or prejudgment. Acting on biases can be discriminatory and can create negative outcomes for particular groups.

Slide 21
Explicit bias is expressed directly, the person is aware of their bias, and the bias operates consciously. You can think of before the civil rights movement when landlords would post signs in their windows of who they would or would not rent to.

Implicit bias is indirect. The person is unaware of their bias, and it operates sub-consciously. An example might be a property manager doing more criminal background checks on African Americans than whites. With implicit bias, a person might consciously reject prejudice and stereotypes, and yet still has those tapes running in the background.

Slide 22
Again, there has been some great research into implicit bias. Here are a few examples:
For years, orchestras and symphonies had primarily male performers, and for years, they tried to recruit female musicians, but with little success. So they did something different – they put the person auditioning behind a screen, so the conductor could only hear the music, and not see the performer. There was a large immediate increase, depending on the orchestra or symphony, the numbers ranged from 25% to 46%. One researcher took it another step, and looked at the impact of hearing someone walk across a stage. Removing the influence of the sound of someone's footsteps and type of shoes, amazingly enough meant an additional 10% increase in the number of women.

Source: http://ideas.repec.org/p/nbr/nberwo/5903.html

Slide 23
When it comes to hiring processes and race, there have been a lot of studies that have documented the impacts. Candidates with more "white-sounding" names received 50% more callbacks for jobs than those with "African-American sounding" names, even when the resumes were otherwise nearly identical. Let's pause for a moment and think back to the laying it on the line statement around "all hiring and promotion decisions should be based solely on merit." Clearly, as this study shows, there is more going on in hiring decisions than just merit.

When researchers have gone back and shared this with the human resource managers, people have been really surprised and upset. They had no conscious intent to discriminate, it was playing out at the unconscious level. To counter this implicit bias, some companies have taken the step of removing names from resumes.

Source:
http://www.prrac.org/full_text.php?text_id=1365&item_id=13243&newsletter_id=119&header=Race+%2F+Racism&kc=1

Slide 24
So, what to do with bias?

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	Research has shown that suppressing or denying prejudiced thoughts can actually increase prejudice rather than eradicate it. If instead of repressing biases, we openly acknowledge and directly challenge or refute them, we can make more progress at overcoming them. If we identify institutional inequities and the ways that implicit bias may be impacting outcomes, we can come up with strategies to counter implicit bias, like removing names from resumes. (Lama & Cutler 2009) *Share a personal example of how you have seen institutional practices that counter bias.* Slide 25 If our goal is to eliminate racial inequity in the community, it is important for us to consider what it is that is driving those different outcomes. Whether we are talking about high school graduation rates, employment and unemployment rates, life expectancy, or any number of other outcomes, the pervasive nature of the disparity is deep. And it isn't just individual acts of bigotry that are driving the outcomes. Slide 26 If we are only thinking that biases get perpetuated by individual actors explicitly, we lose significant ability to leverage change. Race plays out on multiple levels, both implicitly and explicitly, consciously and subconsciously, both individually and institutionally. It isn't just a matter of bad people having bad intentions. Slide 27 Let's break this down with an example. Because the police department has often been in the news, it is an area that perhaps we may have greater familiarity. The examples in this slide came from police officers themselves who are working on racial equity. • **Institutional / Explicit** – These are policies that explicitly discriminate against a group. These are of course now illegal, so we are less likely to see them nowadays. An example would be a police department refusing to hire people of color. • **Institutional / Implicit** – These are policies that negatively impact a group unintentionally. An example is the police department focusing on street-level drug arrests. Research has shown that white people and people of color use drugs roughly equally, with some drugs being more of less prevalent for some groups. However, every single step in the criminal justice system results in more and more disparity, starting with who gets arrested, and continuing on to who gets charged, who gets prosecuted, who gets convicted, the sentences received, and the time served. So we start with equivalent drug use, and end up with huge racially disparate outcomes of who is coming out of the prison system. Starting with the beginning is important – who gets arrested. It turns out there are some different patterns that play out. How are white people more likely to deal drugs? (responses likely to be -- *out of their homes, at parties, office towers*). So, if we know that focusing on street level drug arrests leads to a disproportionate arrest rate of people of color, that is the very beginning of where the disproportionality starts. (*might want to acknowledge the complexity of street level drug dealing, if needed. Street level drug dealing can have a negative impact on many people in communities, police are often responding to calls, etc*) • **Individual / Explicit** – This is where prejudice is put into action, or discrimination. An example would be a police officer calling someone a racial slur while arresting them. This is often times where we see the media focus. Even though individual / explicit biases can be "seductive," e.g. easy to get pulled into, this is not the biggest opportunity for us to leverage opportunities for change. • **Individual / Implicit** – These are the unconscious attitudes and beliefs. An example would be a

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	police officer calling for back-up more often when stopping a person of color. What is important for us to remember about individual / implicit is the cumulative impact of patterns. Frequently, it isn't just an individual officer or cashier acting out of implicit bias, but many people. When we gain awareness of these patterns via either formal research or observation, there is a great opportunity to make sure there is an appropriate institutional response. For instance, research has shown that officers are more likely to call for back-up when the suspect is a person of color. Police departments can address this individual pattern that manifests within the institution with an institutional response, such as training about implicit bias and development of policies and procedures for when officers should call for back-up. Any questions on this way of thinking about bias? *(allow participants to answer)* Slide 28 Now it is your turn to think about individual / institutional and implicit / explicit when it comes to our own work. Let's get into groups of four or five, and have a small group discussion coming up with examples in all four columns. It's okay if your example in the institutional / explicit column is historical. *You should have about fifteen to twenty minutes for this exercise. After about ten minutes, do a check-in to make sure that the groups have come up with at least one example in each column and given them a few minutes to wrap up. Pull the large group back together and ask for a few examples, focusing on institutional implicit bias.* Slide 29 Racism has often thought of as individual acts of bias. While discrimination is still very much a reality, focusing on individual acts of racism can obscure the institutional and structural realities that create and maintain racial inequity more broadly. To fully address the impacts of racism it is important to address institutional and structural biases. Let's think about *racism* on three different levels: **Individual Racism:** Pre-judgment, bias 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:** The history and current reality of institutional racism across all institutions. This combines to create a system that negatively impacts communities of color. Let's imagine what this looks like in our everyday lives. I'm going to borrow the model that Race Forward, a national policy and advocacy organization, uses to tie these together: • **Individual racism** is the *room we're all sitting in* – it's our immediate context. • **Institutional racism** is the *building this room is in* – it's the policies and practices that dictate how we live our lives. • **Structural racism** is the *skyline of buildings around us*, all of which interact to dictate our outcomes. We know that individual racism is alive and well, but it's an easy place to get stuck in conversation. In order to improve outcomes, we need to focus on institutional and structural racism, so we can make changes to systems that affect many people. Slide 30 Before we move on to the last activity, I want to talk just a minute about equity in the community. Our

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	institutions are organized around services, e.g., the housing department is focused on housing, the school district is focused on education, the police department is focused on criminal justice. But people, real people, lead whole lives. What we know is that if a family is homeless, their kids are less likely to be doing well in school. If their kids are less likely to be doing well in school, they are less likely to get a good job when they get out, and so on and so on. So, for us to have the greatest impact in achieving racial equity, it important that we break down those silos across institutions, and look for strategies that are systemic in nature. The definition we used for structural racism was "institutional racism across all institutions." It is also important that we take responsibility for where we have power and influence, and for us, that means working for racial equity, which is a great segue into our next exercise.
20 min	**Assessment – opportunities for change** Slide 31 Please turn to the second to last page in your packet, the paper that is titled "Turning ideas into action." Take a few minutes to jot down your own thoughts about things you can do differently in your own job and activities. Now turn to a person next to you, someone you haven't yet had a one-on-one conversation with and share your response to: ✓ What is one thing you can take on to advance racial equity? *After about five minutes:* Now, I want the pairs to join to together so you are in groups of 4 (or 6) people and have a group discussion about: ✓ What are the opportunities for institutional actions to promote racial equity? Start by making sure everyone has an opportunity to share at least one of their ideas before you jump into a group discussion. Please designate a note taker and someone to report out – your ideas should be documented for implantation purposes. *Facilitators should move between groups to make sure they are each on track. Possible ideas for you to suggest (if groups need encouragement):* • *Expand the way in which your organization includes community members.* • *Create an environment or workplace that is open and inclusive.* • *Build diversity and inclusion into your human resource policies.* • *Eliminate racial disparities in policies and practices (e.g. customer service, hiring and promotion, access to services, board member selection, etc.).* • *Organize with other groups to achieve meaningful, structural changes.* • *Use a Racial Equity Tool (such as the Government Alliance on Race and Equity's Racial Equity Toolkit, free to download from the web site) to evaluate your group's budget, policies, programs and/or outreach strategies.* • *Participate in structured learning or trainings about individual, institutional and structural racism.* *After about ten minutes,* This is your one-minute warning. We won't have time for full report-outs, but we do want each group to share one of their ideas. Let's all come back together for a report out.
15 min	**Closing / resources** Slide 32 *If there is time, you can do a group closing*

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	Now, we want to have each person share one thing you learned or a personal action step from today's session.
	Start to your right or left, and then go around in a circle.
	Thank you so much for participating in this workshop. We're honored to have been a part of this learning with you and look forward to hearing more about how you continue this work to support racial equity.