



Advancing Racial Equity: The Role of Government

Michelle Melendez, City of Albuquerque Office of Equity & Inclusion



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RACE & EQUITY



Rename yourself

- Your first name, last initial
- Pronouns

*Example: Jasmine T.,
she/her, Anytown*



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This is how we Zoom it

Attendee

Rename yourself

Make requests
Raise hand
Request trainers speak slower
Request break

Mute & unmute yourself

Turn on & off video of yourself

Activate *raise hand* function

Join the chat

Type questions here

The screenshot shows a Zoom meeting interface with a dark theme. At the top, the meeting ID is 816-880-394. The main area is a video feed of a participant named 'nikko (Host)'. On the right, there is a 'Participants (2)' list showing 'Emi Yoko (me)' and 'nikko (Host)'. Below the video, there are controls for 'raise hand', 'yes', 'no', 'go slower', 'go faster', and 'more'. There are also buttons for 'Mute Me' and 'Reclaim Host'. At the bottom, there is a 'Chat' section with a message from 'Emi Yoko (me)' that says 'Hello!!!'. The bottom toolbar contains icons for 'Mute', 'Start Video', 'Invite', 'Participants', 'Share', 'Chat', and 'Record'. A red 'Leave Meeting' button is in the bottom right corner.

Participants (2)

Emi Yoko (me)

nikko (Host)

raise hand yes no go slower go faster more

Mute Me Reclaim Host

Chat

From Me to Everyone: Hello!!!

To: Everyone

Type message here...

Leave Meeting

TECH ETIQUETTE



Use your **video**,
if possible



If you have **headphones**,
use them! Keep your
microphone close to your
mouth when talking.



Keep yourself
muted unless you
are speaking



Change your
phone number
to **your name**



Use **chat** if you
have questions



If you have **tech**
questions use the chat
feature to ask our tech
person for support



If you lose
connection, just
log back on



Participate! We'll have
time for discussions in
breakouts and the large
group, as well as some
polling. When we ask for
volunteers, don't be shy!



Rename yourself

- Your first name, last initial
- Pronouns

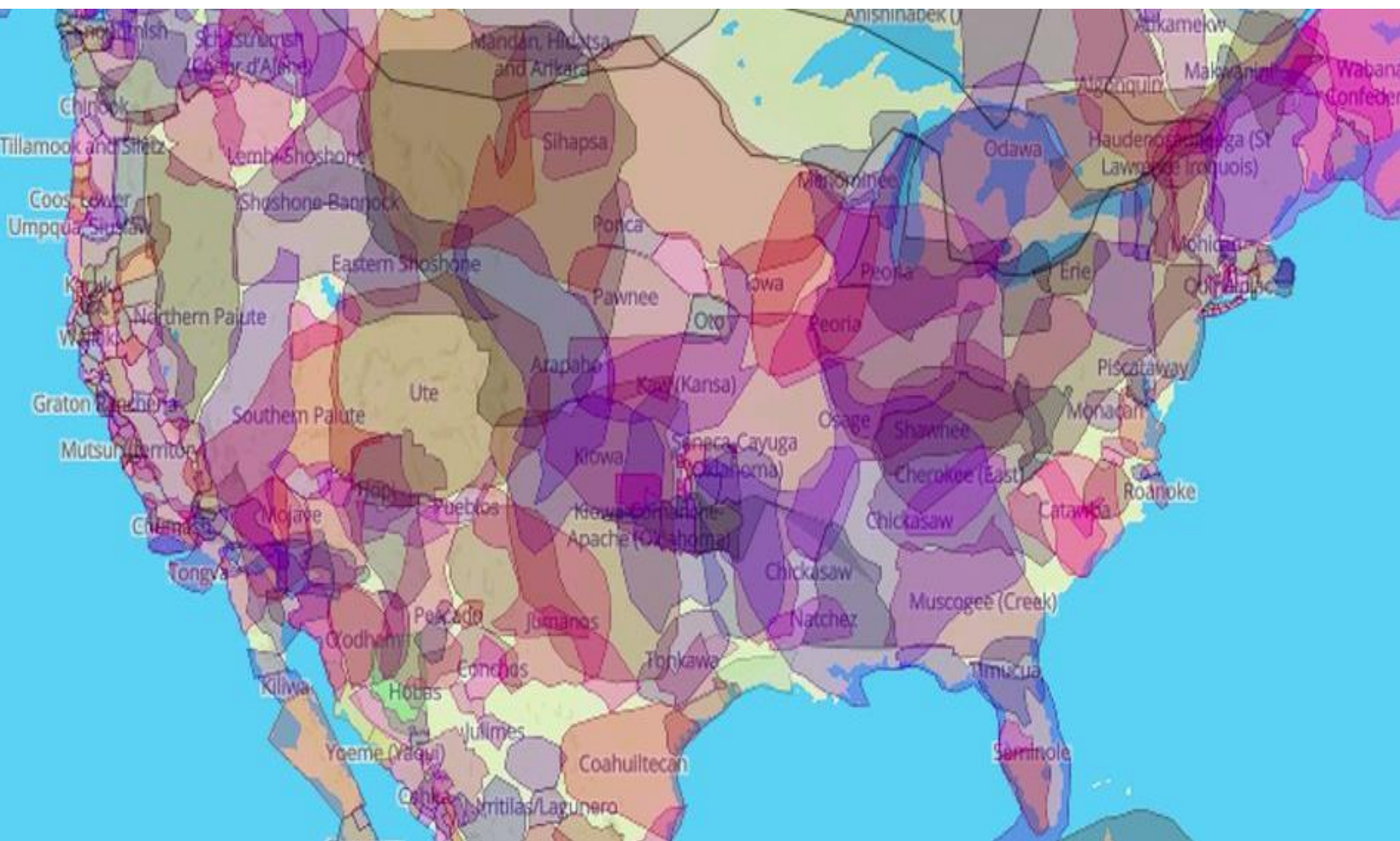
*Example: Jasmine, she/her,
Anytown*



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<https://native-land.ca/>





Paired Discussion:

- Name, pronouns
- A hope and a question you have for today



Objectives

- Understand the role of government in advancing racial equity.
- Develop a shared racial equity analysis, including definitions of key terminology
- Be motivated to take action.



Our learning environment

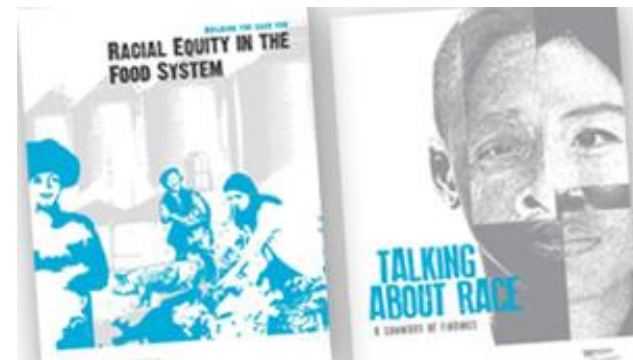
- Take space, make space
- What is said here, stays here
- What is learned here, leaves here
- Brave space
- Offer what you can, ask for what you need
- One mic, one conversation
- Accept and Expect a lack of closure
- Use "I" statements
- Listen for understanding



About GARE

Race Forward: The Center for Racial Justice Innovation united with Center for Social Inclusion in 2017 to become the new Race Forward.

The new Race Forward will work to transform institutions and partner with communities to move policy, culture, and narrative for racial justice.



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GARE Work Includes

- Colorlines
- Facing Race Conference
- GARE (Government Alliance on Race and Equity)
- & More



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Government Alliance on Race and Equity

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

- ✓ Core network – 281 members and growing!
- ✓ A half-dozen state agencies
- ✓ Expanded network – 32+ states / 150+ cities
- ✓ Provide tools to put theory into action



Overview and Assumptions

- Race matters.
- We aren't just talking about individual acts of bigotry.
- Institutions rely upon processes and procedures that can perpetuate inequity. We are all a part of institutions and systems.
- We have a responsibility to advance racial equity.



The Role of Government



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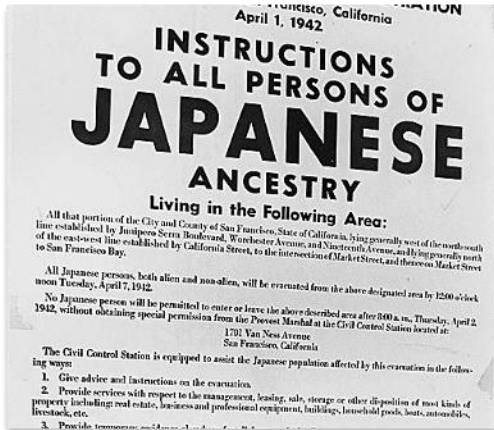
Values and realities

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



History of government and race

Initially explicit



Government explicitly creates and maintains racial inequity.

Became implicit



Discrimination illegal, but "race-neutral" policies and practices perpetuate inequity.

Government for racial equity



Proactive policies, practices and procedures that advance racial equity.



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Why we lead with race

- Racial inequities deep and pervasive
- Learning an institutional and structural approach can be used with other areas of marginalization
- Specificity matters

Race explicit, but not exclusive
always bring an “intersectional” analysis



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When Leading with Race, we are...

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

Race and...

-gender
-sexual orientation
-religious affiliation
-disability status
-income



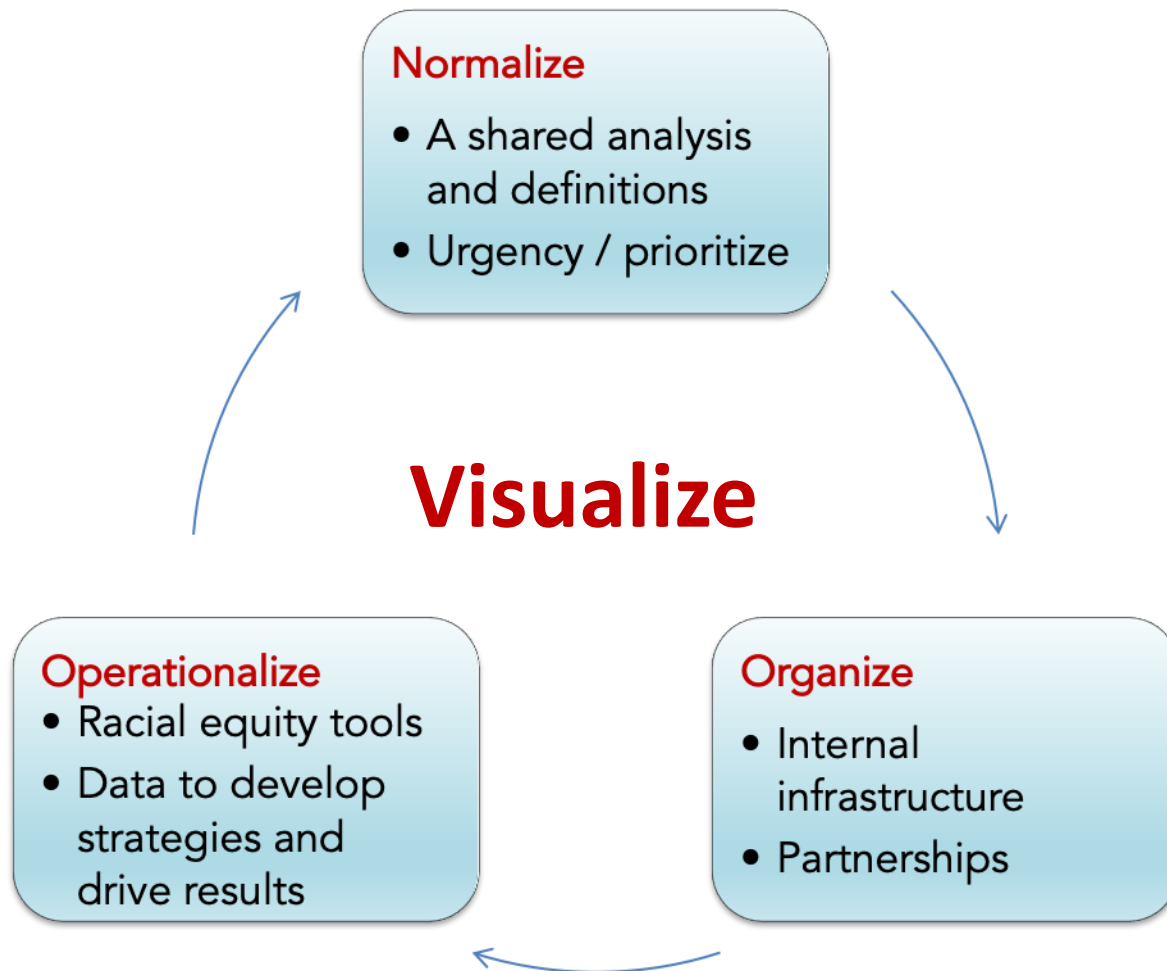
National Effective Practice



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National effective practice



Break



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Laying it on the Line



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Laying it on the Line

1. People who engage in public meetings are the ones who care most about the issues.
2. Hiring and promotion decisions should be based solely on merit.
3. I believe we can end racial inequity.



Early Experiences with Race



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Early Experiences Activity Marker

- How racially/ethnically diverse was your neighborhood growing up? What messages did you get about race/ethnicity from living there?
- When was the first time you had a teacher of a different race/ethnicity? How often did this occur? When was the first time you had a teacher of the same race/ethnicity? How often did this occur?
- When/how did you first realize that races/ethnicities were treated differently in society? Who helped you make sense of that difference in treatment and how did they do so?
- When did you first work in a community that was racially/ethnically different from the one you grew up in?



Teachers & Race

- Over 80% of United States public school teachers are white (in 2011, 84% nationally)*
- The 1954 Brown v. Board of Education Supreme Court ruling, applied to the integration of students of color but not teachers**
- There are documented benefits to having teachers of different races for students including:
 - **Better academic outcomes both students of color & white students**
<https://www.usnews.com/news/education-news/articles/2017-04-05/drop-out-risk-plummets-for-black-students-who-have-one-black-teacher>
 - **Offering of new and different perspectives, particularly to white students**
<https://www.theatlantic.com/education/archive/2015/08/teachers-of-color-white-students/400553/>
 - **Serving as role models for students of color** <http://m.cedr.us/papers/working/CEDR%20WP%202015-9.pdf>

References: * http://www.huffingtonpost.com/entry/minority-teachers_us_57d8730ae4b0fbd4b7bc3d40;
<http://www.edweek.org/media/pot2011final-blog.pdf>

**<https://www.nytimes.com/2017/04/20/opinion/where-did-all-the-black-teachers-go.html>;
<http://www.racialequitytools.org/resourcefiles/frankenberg.pdf>



LOCAL
GOV
RAC

race forward



&

csi

CENTER FOR
SOCIAL INCLUSION



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Race: The Power of an Illusion



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Paired discussion

- What reminds you of your own /family's experience?
- What resonates with you?
- Where do you see evidence of our racialized history in the present day?



Normalize

Shared analysis and definitions

Shared sense of urgency

Equity? Equality?

What's the difference?

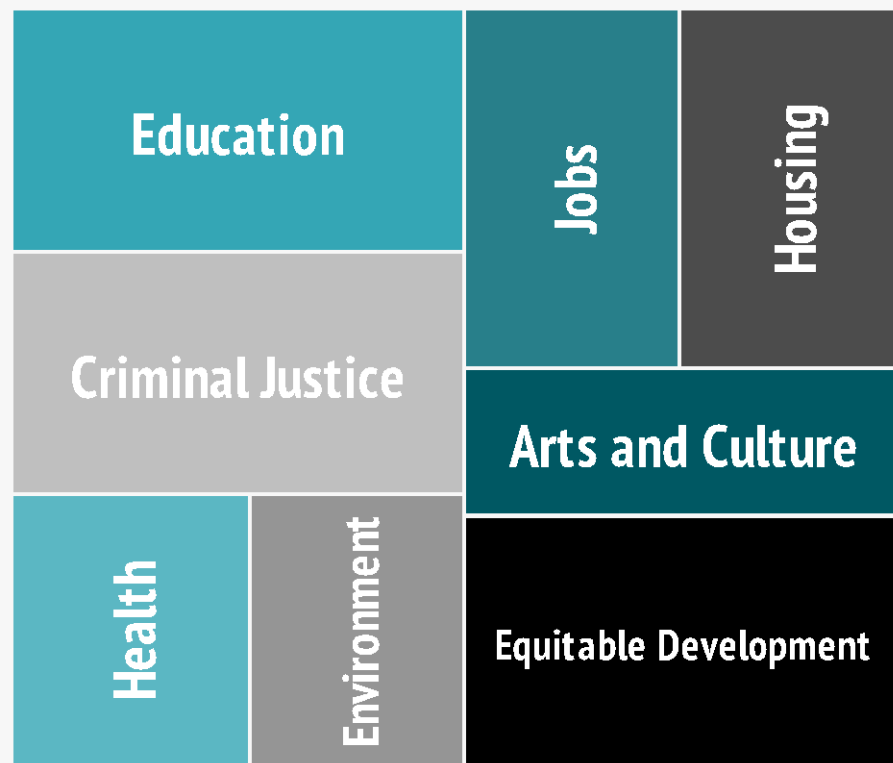


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Racial inequity in the U.S.

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



Equity Profile of Albuquerque

- Native Americans have the highest poverty rate at 32%.

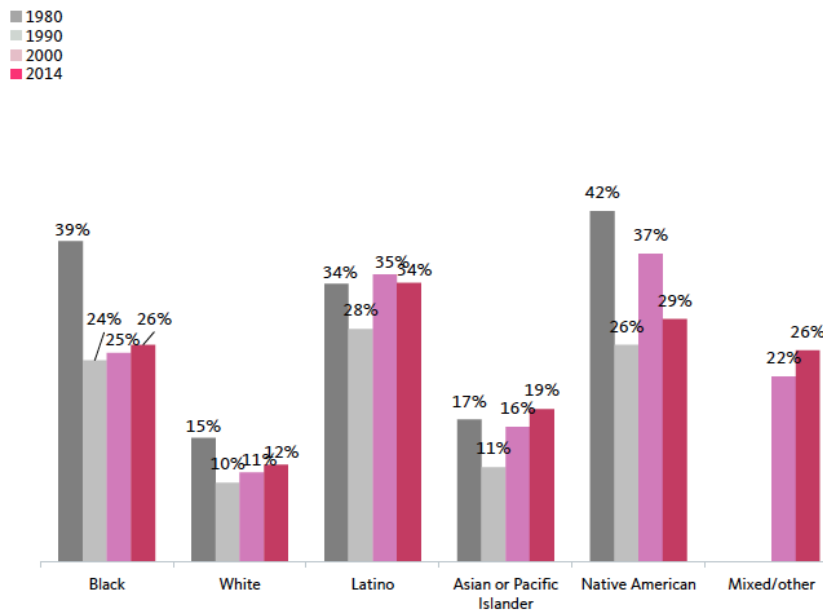
Economic vitality

Economic insecurity persists among communities of color

Because the federal poverty level is so low, it's helpful to look at the share of the population living below 200 percent of poverty. In 2014, double the poverty line was \$48,000 a year for a family of four – which is still well below a living wage.

In 2014, about 38 percent of Albuquerque residents lived below 200 percent of poverty, but this number ranged from 26 percent among Whites to about 47 percent among Blacks and Latinos.

Despite a sizable drop for many groups between 1990 and 2000, economic insecurity has increased even more since 2000
Percent of the Population Below 200 Percent of Poverty, 1980 to 2014



Education as the Equalizer?

Economic vitality

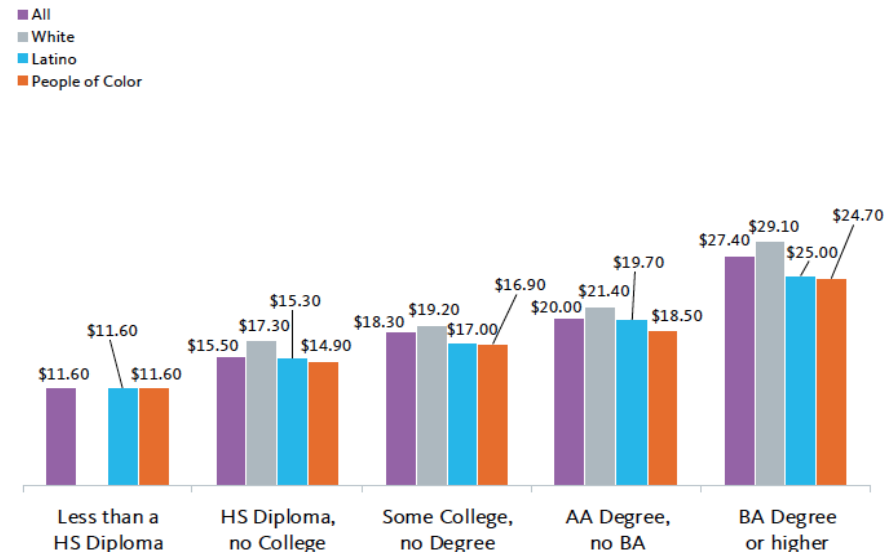
People of color in Albuquerque earn less than Whites at all levels of education

Wages also tend to increase with higher educational attainment, but people of color have lower median hourly wages at virtually every educational level compared to their White counterparts. White workers with some college but no degree earn more than workers of color with an Associate's degree.

The racial wage gap persists even at the highest education levels. The median wage of Albuquerque people of color with a BA degree or higher is \$25/hour compared with \$29/hour for their White peers.

Wages rise with education but racial gaps persist

Median Wages by Educational Attainment and Race/Ethnicity, 2014



Why?



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Racial equity means:

Closing the gaps so that race does not predict one's success, while also **improving outcomes for all**

- To do so, have to:
 - ✓ **Target strategies** to focus improvements for those worse off
 - ✓ Move beyond services and focus on changing **policies, institutions and structures**



DE&I are NOT a single concept

DIVERSITY ●●▶ INCLUSION ●●●●●●●●▶ EQUITY



Quantity

Different
identities &
cultures



Quality

Participation
across identities &
cultures



Justice

Policies, practices, &
procedures to ensure
equitable outcomes

Courtesy of Portland Office of Equity and Human Rights



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Why we focus on equity

- Diversity = representation
- Inclusion = access to decision-making, information, and opportunities
- Equity is about **outcomes**
 - *We ask a different set of questions*
 - *We take a holistic approach to strategy*
 - *We look at root causes*

Equity focused, but not exclusive
Diversity and inclusion necessary, but not sufficient



Bias

The evaluation of one group and its members relative to another.

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



Source: Unconscious (Implicit) Bias and Health Disparities: Where Do We Go from Here?



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Explicit bias

Expressed directly

Aware of bias / operates consciously

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

Implicit bias

Expressed indirectly

Unaware of bias / operates sub-consciously

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



Examples of implicit bias

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



Claudia Goldin, Cecilia Rouse:
The Impact of "Blind" Auditions on Female Musicians (1997)



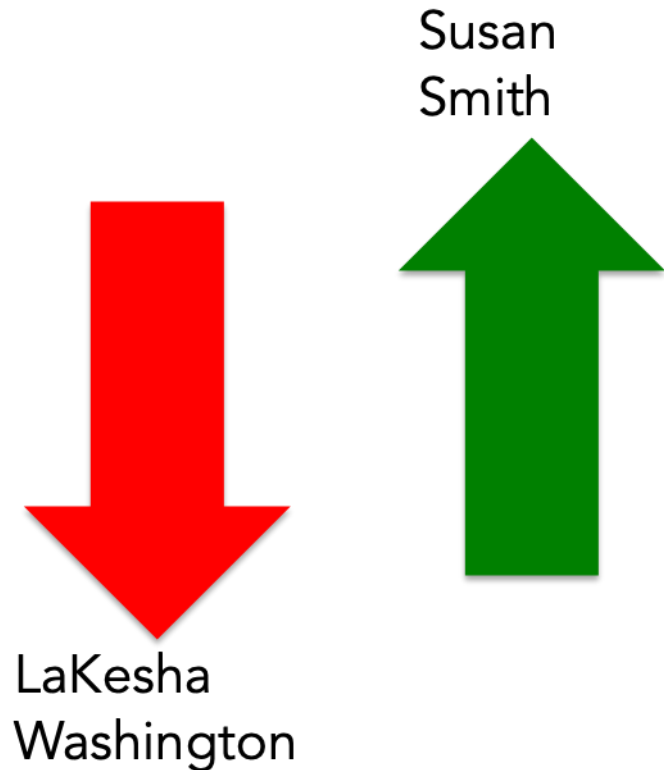
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Examples of implicit bias

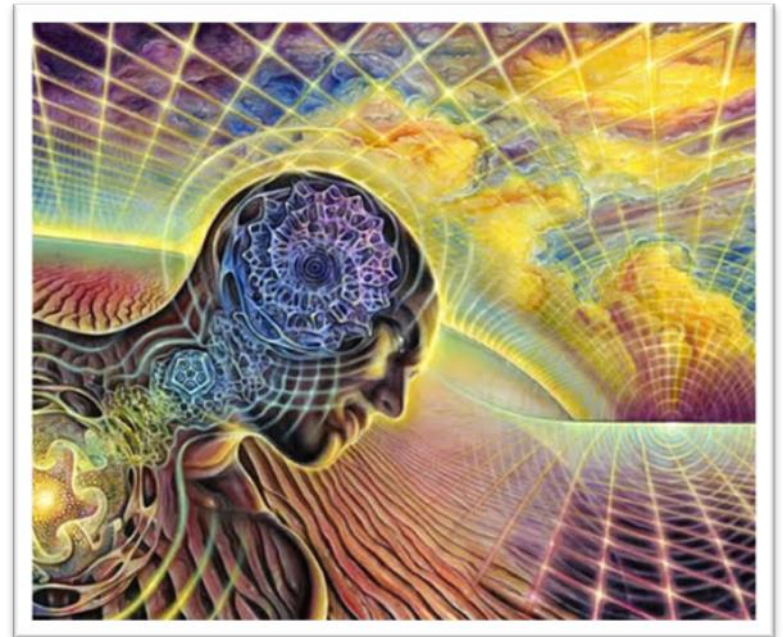
Job search – Identical resumes, apart from names.

White-sounding names – 50% more callbacks than African-American sounding names.



What to do with bias?

- Suppressing or denying biased thoughts can actually increase prejudice rather than eradicate it.
- Openly acknowledging and challenging biases allows us to develop strategic interventions.

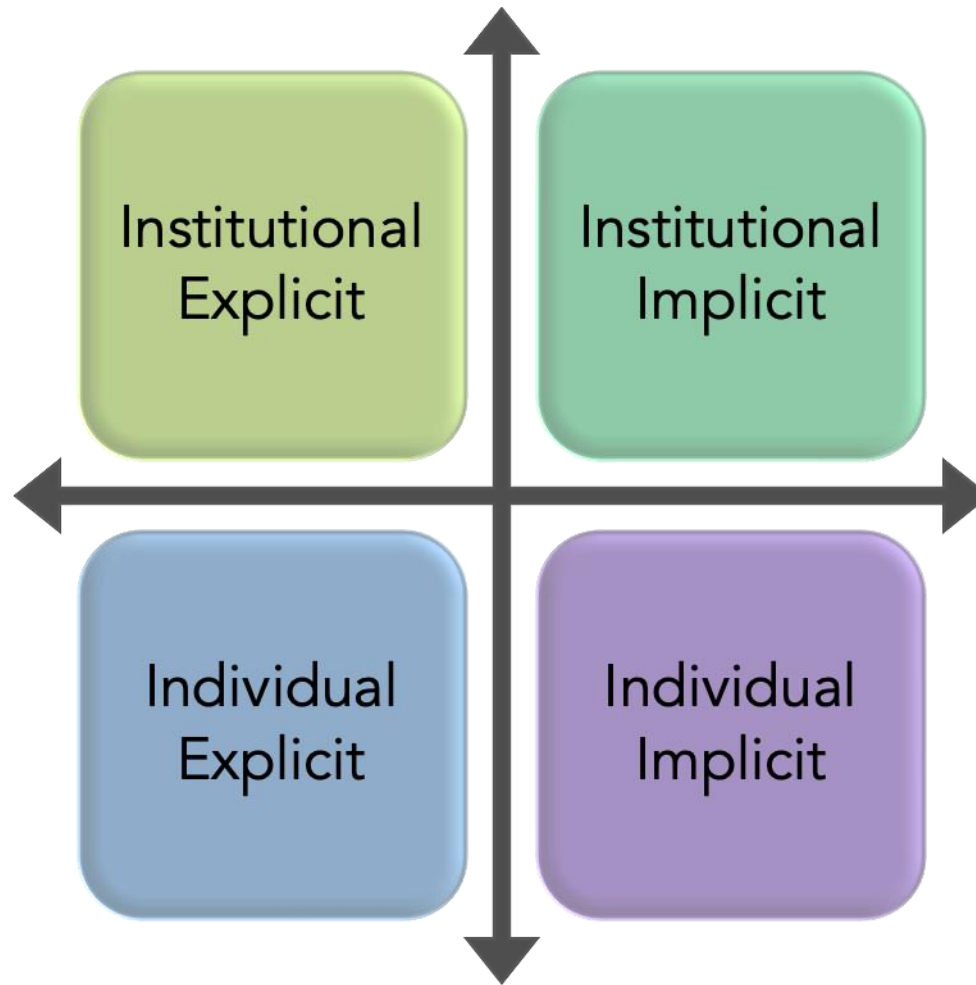


What creates different outcomes?



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Institutional / Explicit

Policies which explicitly discriminate against a group.

Example:

Police department refusing to hire people of color.

Institutional / Implicit

Policies that negatively impact one group unintentionally.

Example:

Police department focusing on street-level drug arrests.

Individual / Explicit

Prejudice in action – discrimination.

Example:

Police officer calling someone an ethnic slur while arresting them.

Individual / Implicit

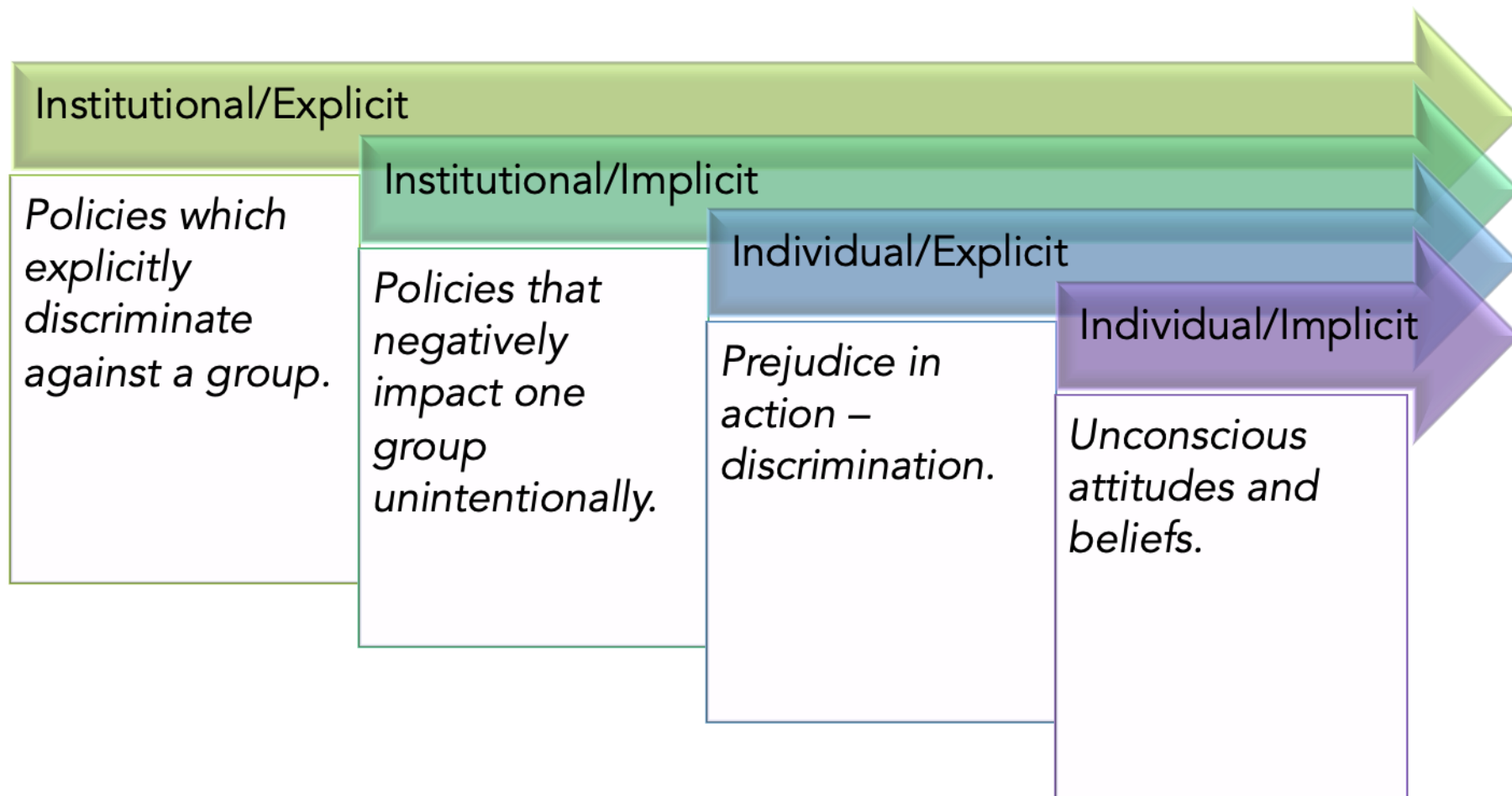
Unconscious attitudes and beliefs.

Example:

Police officer calling for back-up more often when stopping a person of color.



Examples from our Work



Individual racism:

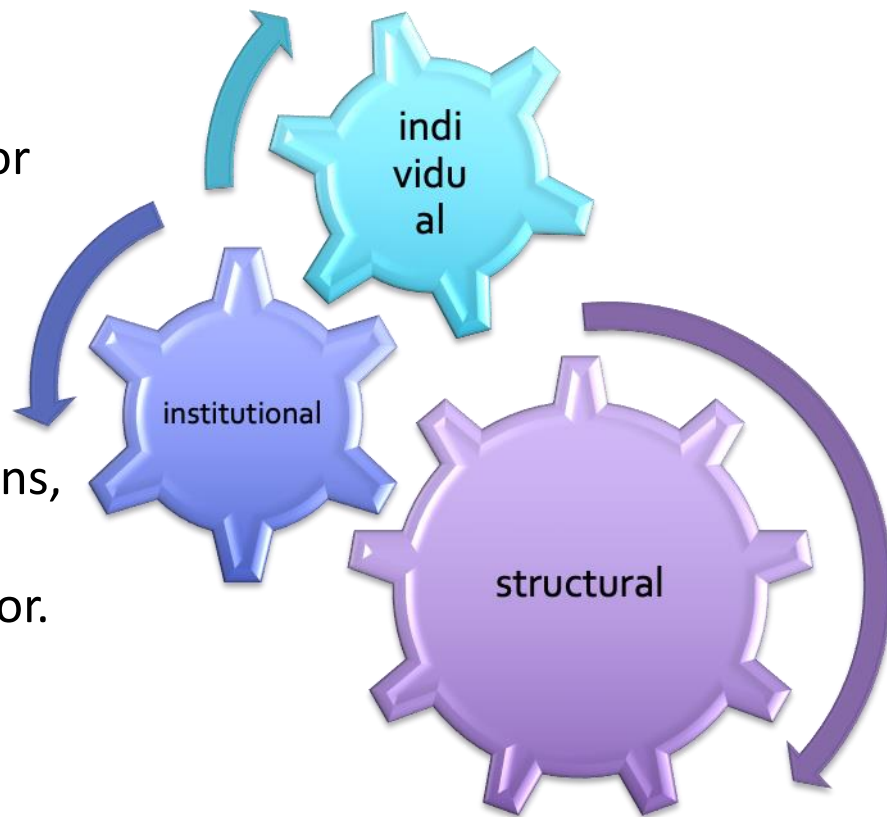
- Bigotry or discrimination by an individual based on race.

Institutional racism:

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

Structural racism:

- A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color.



Structures are a part of our lives:



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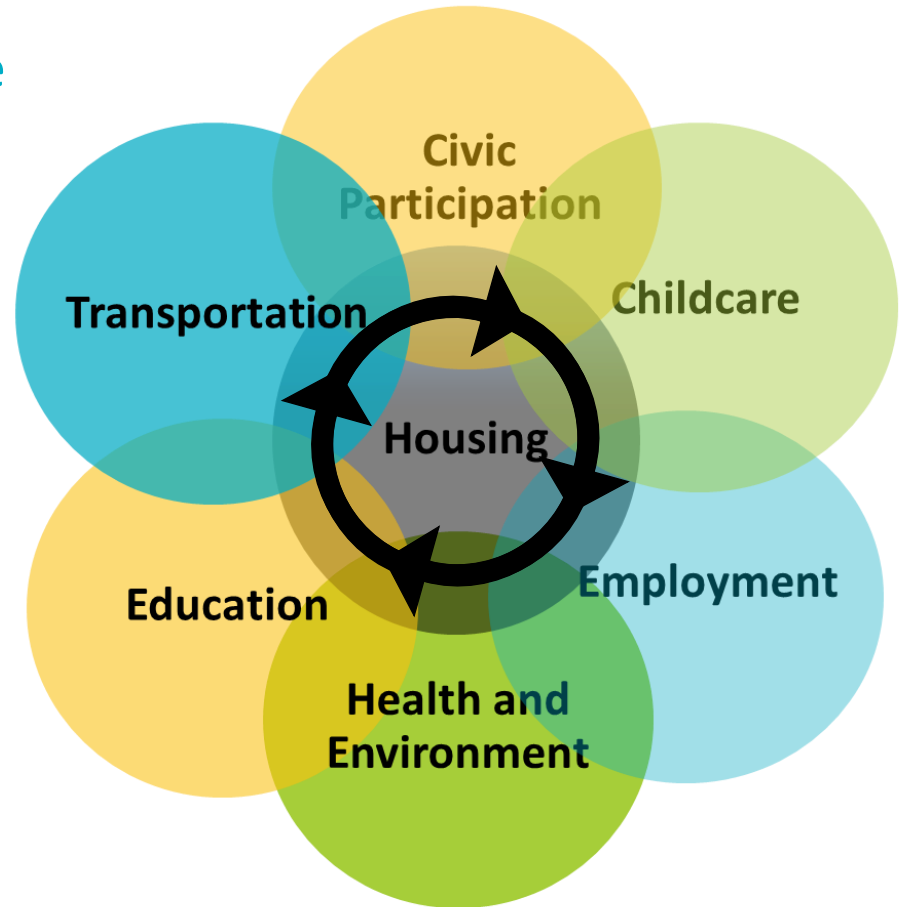
What We Mean by Structural Racial Inequity:

Structural Racism points to multiple institutions

The ways our public and private institutions interact to produce barriers to opportunity and racial disparities.

Intent to discriminate is largely irrelevant

Structures just do what they do, often invisibly, and reinforce disinvestment and disparities.



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Break



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Putting Theory Into Action



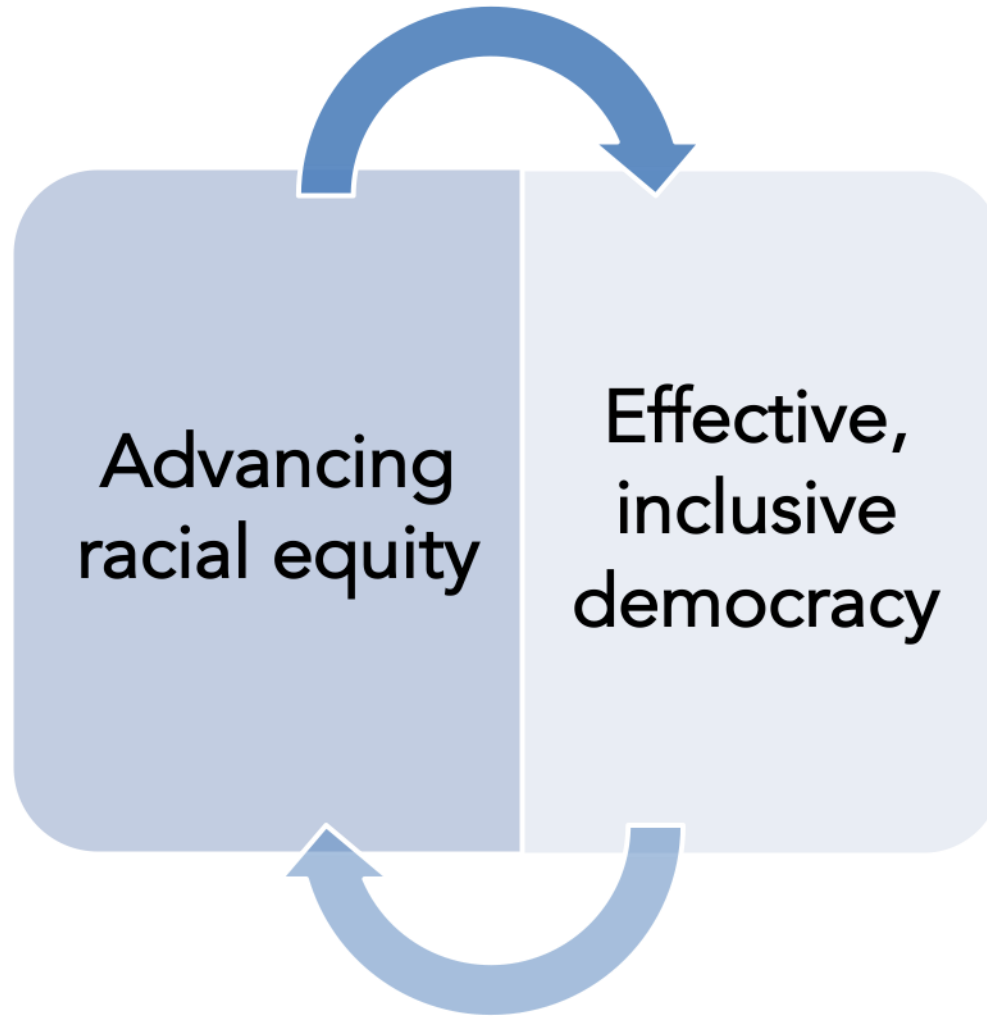
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Putting theory into action

- What is one action you can take to help advance racial equity?
- What are the opportunities for institutional actions to advance racial equity?





We cannot have a strong
multiracial democracy
without racial justice, and
we cannot have racial
justice without a strong
multiracial democracy.



Culture Change Curriculum 2021

- 1. Introduction to Racial Equity**
- 2. Implicit Bias and Creating Change**
- 3. Inclusive Outreach Strategies**
- 4. Introduction to Americans with Disabilities Act**
- 5. Anti-Racism and Social Justice Article Reading Circle**
- 6. Language Access – Working with an Interpreter**
- 7. People’s Institute for Survival and Beyond Undoing Racism**
- 8. Working with Diverse Populations (Native, Immigrant, Refugee, African American, Transgender)**
- 9. Racial Equity Assessment Training**
- 10. Reading Data from an Equity Lens**
- 11. Cultural Competence 101, Safe Zone Training, Islamophobia**
- 12. Civil Rights**



Session Evaluation



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Closing AHA's and appreciations



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*Not ev erything that is f aced can be chang ed,
but nothing can be chang ed until it is
f aced.*

James Baldwin

*Faith is taking the first step even when you
don't see the whole staircase.*

Martin Luther King, Jr.



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