



# RACE matters

## PowerPoint Presentation

DVD



The Annie E. Casey Foundation

# Our Working Assumptions



- **Race Matters.** Almost every indicator of well-being shows troubling disparities/disproportionalities by race
- **Disparities are often created and maintained inadvertently** through policies and practices that contain barriers to opportunity
- **It's possible-- and only possible-- to close equity gaps by using strategies determined through an intentional focus on race**
- **If opportunities in all key areas of well-being are equitable, then equitable results will follow**
- **Given the right message, analysis, and tools, people will work toward racial equity**



# Overview of the Presentation

- Illustrative stories through the lens of “embedded racial inequities”
- What are embedded racial inequities?
- What’s different about work that uses an embedded racial inequities lens?
- How can the Race Matters Toolkit help?
- Q & A



# The GI Bill: A Story of Embedded Racial Inequity



# Philip's Story



**Child Born  
Right After  
WWII**

**Father's  
Status**

**GI Bill: FHA  
& VA loans**

**Consequences  
for Child's  
Education**

**Consequences  
for Child's  
Well-being in  
Adulthood**

**Low-income,  
White**

**White  
veteran, high  
school  
diploma, from  
Philadelphia**

**Able to use  
low-interest  
mortgage  
provisions to  
move family  
from public  
housing to  
segregated  
suburban  
home ownership**

**Family borrowed  
from home equity  
to support child's  
college education  
(first in family to  
go to college)**

**Philip gets  
professional  
job, buys own  
house,  
inherits  
appreciated  
house  
when  
father  
dies**



# Thomas's Story



**Child Born  
Right After  
WWII**

**Father's  
Status**

**GI Bill: FHA  
& VA loans**

**Consequences  
for Child's  
Education**

**Consequences  
for Child's  
Well-being in  
Adulthood**

**Low-income,  
Black**

**Black  
veteran, high  
school  
diploma, from  
Philadelphia**

**Could not access  
home loan b/c of  
racially-restrictive  
underwriting  
criteria; family  
remained in rental  
housing in the city**

**Family could not  
afford to send  
child to college;  
high school  
diploma is from  
under-resourced  
segregated school**

**Thomas works  
in minimum  
wage jobs,  
continues to  
live in family  
home,  
considers  
joining the  
Army, has to  
borrow \$  
when father  
dies to give  
him decent  
funeral**



# Juan's Story



**Child Born Right After WWII**

**Father's Status**

**GI Bill: FHA & VA loans**

**Consequences for Child's Education**

**Consequences for Child's Well-being in Adulthood**

**Low-income, Latino**

**Latino veteran, high school diploma, from Texas**

**Could not access home loan b/c of racially-restrictive underwriting criteria; family remained in rural rental housing**

**Family could not afford to send child to college; high school diploma is from under-resourced language segregated and racially segregated school**

**Juan works in minimum wage jobs, continues to live in family home, marries newcomer Latina, sends part of family's limited income to her extended family in Mexico**



# Fast Forward to Today . . .



## Philip's Children:

Philip gives children his father's appreciated house

They live in thriving communities

Their college education's paid by home equity

Philip establishes trust fund for grandchildren

## Thomas' and Juan's Children:

They have no houses to inherit

They live in disinvested communities

At work, they complete college on work study and student loans, with subsequent starting debts to pay back

Thomas and Juan have few personal assets to leave grandchildren



# Other Inequality of Opportunity Stories that Still Matter Today



- Initial social security coverage
- Unemployment insurance coverage
- Other social policies?



# Era of Equal Opportunity Policies (50s, 60s, and 70s)



## Opportunity Victories . . .

Mendez vs. Westminster  
Brown vs. Board of Education

## But Inequitable Outcomes

Schools today remain racially segregated and still unequal in terms of access to resources.

Fair Housing Act of 1968

Discrimination persists in zoning, real estate practices, and lending.

Affirmative Action

Largest beneficiaries have been White women.

Voting Rights Act of 1965

More elected officials of color but w/o adequate resources in urban areas to govern effectively; redistricting to erode political power; ballot box inequities.



# Era of Retrenchment (80s, 90s, 00s)



## Challenge to Opportunity Victories

English Only Laws as state referenda

“Racial Privacy” Act as state referenda

Anti-affirmative action legal challenges

## Inequitable Outcomes

Deprives civil rights (e.g. vote, legal proceedings, and education) for those with limited English proficiency

If passed, no data for accountability to promote equity in education, public contracting, or employment

Erode the small employment and education gains that have been made and increase the likelihood of return to previous practices



# Bottom Line



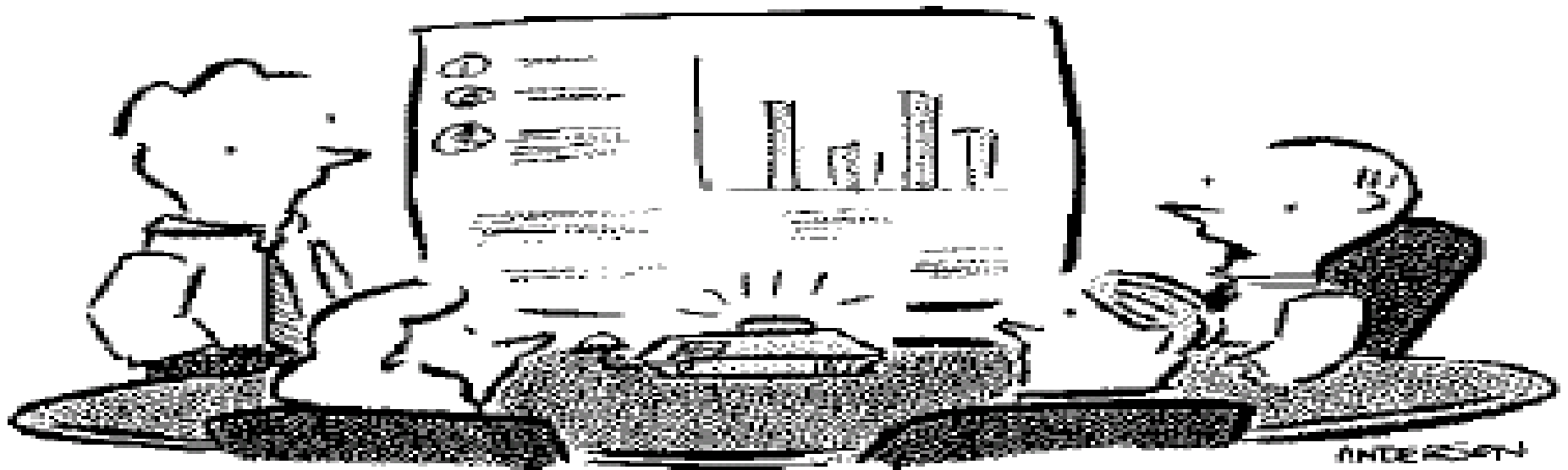
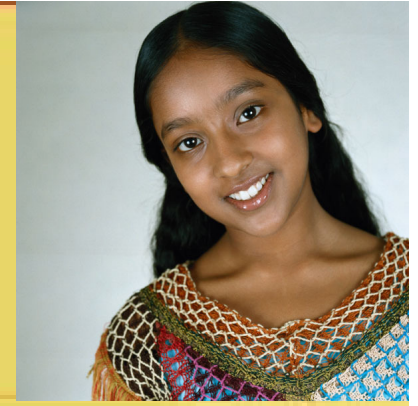
Being classified as Black, Asian, Native American or Latino has never carried, and still doesn't carry, the same advantages as being classified as White.



# What are Embedded Racial Inequities?



# What are Embedded Racial Inequities?



*"I think I speak for all of us when I say what in God's name are you talking about?"*



# What are Embedded Racial Inequities?



- the accumulated advantages for whites as a group
- the accumulated disadvantages for people of color as a group.
- produced by public and private sector policies and practices



# What are Embedded Racial Inequities?



These effects are reinforced by:

- Differential perceptions and images of people of color and whites
- Dominant U.S. norms and values



# What's different about work that uses an embedded racial inequities lens?



# What's different about work that uses an embedded racial inequities lens?



- **Makes the case differently**
- **Shapes the message differently**
- **Does the actual work differently**



# Making the Case: Looking at data and analyzing the problem differently



## Different from what?

- Across the board aggregated data or quick assumptions on the basis of simple disaggregation

## How is it different?

- Data are always disaggregated by race and deeply analyzed (e.g., school suspensions and expulsions).

## **TOOL: What's Race Got to Do With It?**



# Making the Case: Telling a different story of race

## Different from what?

Typical focus on the individual

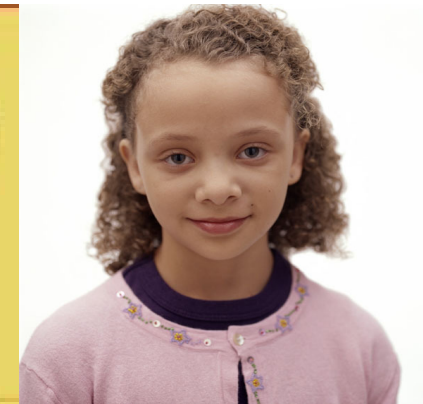
## How is it different?

Focus on structural explanations for racial disparities

*(i.e., policies and practices)*

- e.g. News magazine report on pedestrian fatality and racially-drawn public transportation routes.

## **TOOL: Fact Sheets**



# Shaping the Message: Talking about issues differently



## Different from what?

- Divisive, rhetorical, and individually focused messages

## How is it different?

- Leading with values that unite instead of divide; bundling solutions with problem descriptions; leading with structural and embedded issues
- e.g., community good over interest group; predatory lending before financial literacy

## **TOOL: How to Talk About Race**



# Doing the Work: Defining success differently



## Different from what?

- Generic, across-the-board outcomes

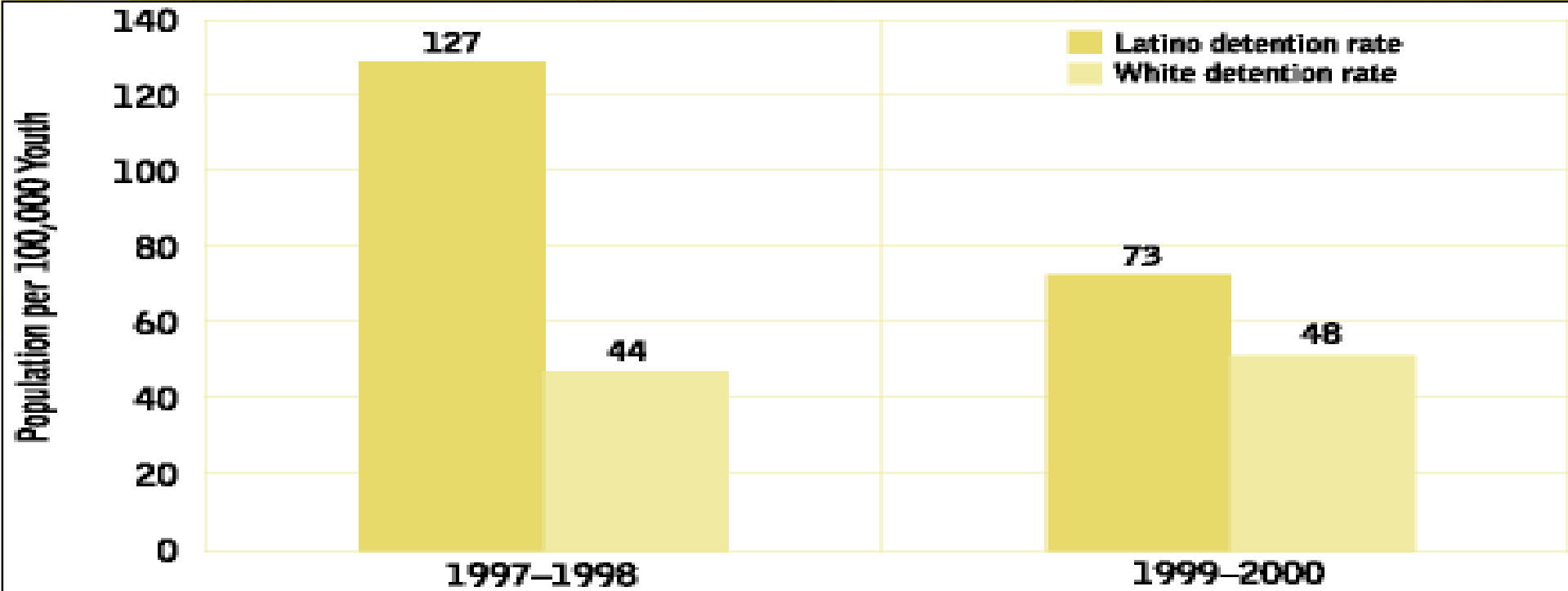
## How is it different?

- Equitable outcomes (e.g., juvenile detention)

**TOOL: Racial Equity Impact Analysis**



# Juvenile Detention Alternative Initiatives



Detention rate for Latino youth decline by 43% from 1997-1998 to 1999-2000. During that time, the average daily population of the detention center dropped from 49 to 37.



# Doing the Work: Thinking about interventions differently



## Different from what?

- Color-blind approach

## How is it different?

- Race-informed approach (e.g., caseload reduction)

**TOOL: System Reform Strategies and Community Building Strategies**



# Doing the Work: Thinking about ourselves differently



## Different from what?

- Good people with good intentions

## How is it different?

- Assessing our capacity to do work that uses an embedded racial inequities lens

e.g., Do we have the right competencies? Are we making the right investments? Does our organization operate in ways that eliminate embedded racial inequities?

**TOOL: Organizational Self-Assessment**



# How Can the Race Matters Tool Kit Help?



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- b. Race Matters PowerPoint

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## III. Shaping the Message

- a. How to Talk about Race

## IV. Race Matters

- a. Race Matters User's Guide
- b. Race Matters PowerPoint
- c. Community Building Strategies
- d. Organizational Self-Assessment



# How Can the Race Matters Toolkit Help?

## Race Matters PowerPoint

**Q:** Why should I use this tool?

**A:** Any effective focus on race needs a shared knowledge base and a shared language, which this PowerPoint provides.



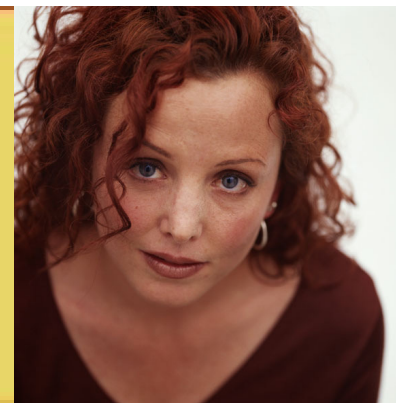
**Q:** What will the tool help me accomplish?

**A:**

- a focused conversation about race
- a common understanding of how policies and practices contribute to inequities
- an overview of the Race Matters Toolkit and how the tools enable a new way of working toward equitable results



# How Can the Race Matters Toolkit Help?



## Making the Case: What's Race Got to Do With It?

**Q:** Why should I use this tool?

**A:**

- Sometimes race matters in situations that aren't even presented in racial terms.
- Other times the story behind the data is far more complicated than initial data reveal.
- And sometimes race isn't a major factor, even when a situation is presented as such.

**Q:** What will the tool help me accomplish?

**A:** It guides you in determining whether disparities are products of unequal opportunities by race or more so the result of other factors.



# How Can the Race Matters Toolkit Help?



## Making the Case: Fact Sheets

**Q:** Why should I use this tool?

**A:** There's limited attention to policies and practices as the sources of racial inequities.

**Q:** What will the tool help me accomplish?

**A:**

- A quick source for analyzing problems created by policies and practices and identifying strategies to solve them
- A quick source of information for proposal writing and advocacy
- A model for ways to think through issues around race by moving from analysis to strategy



# How Can the Race Matters Toolkit Help?



## Shaping the Message: How to Talk About Race

**Q:** Why should I use this tool?

**A:** Productive conversations about race are difficult to have. Based in communications research, this tool makes such conversations more likely to achieve results everyone can embrace.

**Q:** What will the tool help me accomplish?

**A:**

- Frame conversations about racial inequities in ways that keep others engaged and on point
- Get through predictably sensitive moments that typically arise when people talk about race
- Think about communications strategies for advocacy work



# How Can the Race Matters Toolkit Help?



## Doing the Work: Racial Equity Impact Analysis

**Q:** Why should I use this tool?

**A:** Today many racially inequitable impacts are produced inadvertently, through decisions that may not even explicitly address race, may appear race neutral, or may even be offered to address racial inequities.

**Q:** What will the tool help me accomplish?

**A:** It guides you to review existing and proposed policies, programs, and practices to determine if they are likely to provide opportunity for all.



# How Can the Race Matters Toolkit Help?



## Doing the Work: System Reform Strategies

**Q:** Why should I use this tool?

**A:** Some otherwise good system reform ideas can fall short of maximizing opportunity for all if not intentionally viewed for how they play out around race.

**Q:** What will the tool help me accomplish?

**A:** It offers a systematic process for assessing opportunity for all in policy and practice reform by walking you through key questions you should ask about reform strategies.



# How Can the Race Matters Toolkit Help?



## Doing the Work: Community Building Strategies

**Q: Why should I use this tool?**

**A: Some otherwise good community building strategies and practices can fall short of maximizing opportunity for all if not intentionally viewed for how they play out around race.**

**Q: What will the tool help me accomplish?**

**A: It offers a systematic process for assessing opportunity for all in community building by walking you through key questions you should ask about planned strategies.**



# How Can the Race Matters Toolkit Help?



## Doing the Work: Organizational Self-Assessment

**Q: Why should I use this tool?**

**A: Because racial inequity is deeply embedded, it requires intentionality to produce opportunity for all.**

**Q: What will the tool help me accomplish?**

**A: It can be used to raise organizational awareness, development organizational equity action plans, and track organizational change.**



# How Can the Race Matters Toolkit Help?



Going Deeper on a

**Race Matters tool that might help YOU**  
**in your next steps**



## Q & A



- What are your burning thoughts and questions?
- How might the Race Matters Toolkit help you specifically?

