

EXHIBIT - 13

RACE & SOCIAL JUSTICE INITIATIVE



Seattle
Office for Civil Rights

Racial disparities have been eliminated and racial equity achieved.



Pages 1-4: 15-20 minutes

Welcome

The RSJI vision that unifies this work across City departments and connects us with community goals

Intro RSJI Teams, Change Teams, CORE Team, Sub-cabinet and RET's.

This is a training about framing, how we frame and center our work.

Think about how this affects you as a city employee and how you and your role can help the city work towards racial equity.

RSJI Change Agents Video



A little more about the RSJI from some of the change agents from around the city.

Share personal journey:

Examples

Experienced racism

Awareness of systematic racism

Reflecting on whiteness

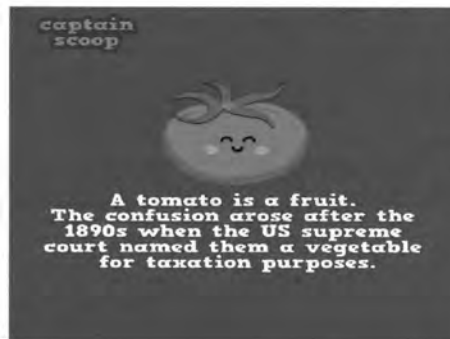
Internalized oppression

Internalized superiority

How the elements of white supremacy culture affect us all: relationship to time, perfectionism, sense of urgency, right to comfort, defensiveness, paternalism, either/or thinking, individualism, etc.

INTRODUCTIONS

1. Name and department
2. How you identify racially



Let's do introductions, please share your name, what you do for the City & your primary racial (identity(ies)). We are **all members of the human race** and all of us **live in the United States and so can call ourselves residence of America or Americans**. This is an opportunity to notice what "racial" groups are represented in the room today and who is not and for us to increase our comfort level with naming race. (*Go around room-facilitators model first*).

LEARNING OBJECTIVES

1. How and why differences matter in our society
2. Define privilege and explore how it shows up
3. Why leading with a racial equity lens is the strategy to create equity for all.

A Brief History

1. How was our country formed?
2. Who was the Constitution written to protect?
3. How was the economy developed?
4. Who can name laws that restricted and/or increased people's rights?



At the formation of the US, back in 1492, who was here? How did the colonizers deal with indigenous people?

Genocide: Ask for examples of this (Native American)

Enslavement: Ask for examples of this (African American)

Bordering: Ask for example of this (Chinese Exclusion Act of 1882)

Who wrote the Constitution? White, Christian, Male, Land-owners

Examples to explore:

How white indentured servants were elevated with positionality over African slaves and offered a small payment for this and how that created an economic ladder for white folks out of poverty and ensured black folks remained poor.

When white labor movements were being organized for fair wages, fair employment conditions, safety conditions, black laborer's were brought in as strike breakers and provided temporary access to jobs otherwise inaccessible to them.

The documentary 13th: how it explores how law, policies and economics can create a system of oppression without naming race specifically and still have incredibly racialized outcomes.

Table Discussion

At your table discussion the types of oppressions that exist in our society?



Have participants discuss oppression they have felt and/or seen in the United States, Seattle and at work.



Types of Oppression



Debrief Table discussion



BINGO

CHECK YOUR PRIVILEGE BINGO!

| | | | | |
|--------------------------------------|----------------------|------------------------------|----------------------|-------------------|
| Native English Speaker | Cis | Thin | No Speech impediment | Currently Housed |
| Male | White | Conventionally Attractive | Heterosexual | Book Smart |
| Speaks with an American Accent | No Criminal Record | Human (FREE SPACE) | Tall | Christian |
| Support a Mainstream Political Party | Adult | Born in country of residence | Wealthy | Able-bodied |
| Employed | First-World Resident | Well-Connected Family | Not a red-head | Formally Educated |

Privilege Bingo: Have participants take a minute to circle words that are true for them.

Have them pair with a partner to discuss their results.

See who has multiple bingos. Debrief.



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Individual Exercise

| Privileged Group | Target/Oppressed Group | Oppression |
|-------------------|--|--------------------|
| White | People of Color | Racism |
| Non-Native | Native/Indigenous | Colonialism |
| Non-Trans Men | Women and Trans people | Sexism |
| Non-Disabled | People with a disability | Ableism |
| Christian | Other religions or spiritual practices | Christian hegemony |
| Heterosexual | Lesbian, Gay, Bi, Queer, etc. | Heterosexism |
| Adult | Youth/Elder | Ageism |
| Wealthy | Poor and working class | Classism |
| Citizen | Non-citizen | Nationalism |
| Formally educated | Non-formally educated | Elitism |

This is a description of a power system

Review four privileged (VALUED) groups, oppressed (DE-VALUED) groups, the type of oppressions (POWER DYNAMIC) and intersectionality (NON-BINARY, binary is oppositional and can be hierarchical).

Ask if there are any folks didn't know of or are curious about?

Color-blindness centers whiteness

Multi-culturalism celebrates our differences

Resistance to multi-culturalism can look like: "I don't see race", "I'm a good person" or focusing on intention verses impact

What does it look like to acknowledge and embrace differences?

Dealing with Difference

- Explicit Bias
- Implicit Bias
- Micro-Aggressions
- Invalidating other people's experiences

**"PRIVILEGE IS WHEN
YOU THINK SOMETHING
IS NOT A PROBLEM
BECAUSE IT'S NOT A
PROBLEM TO YOU
PERSONALLY."**

FACEBOOK/STOPTHETEAPARTY

Walk through the definition of each bullet point and ask for examples of each one

Ask participants how does oppression show up?

Ask participants how does resistance show up?
(Ex: Harper's Ferry, Black Lives Matter, etc.)

SEATTLE LEADS WITH A RACIAL EQUITY LENS



Share example of Seattle Public Schools graduation rates (or something else near and dear to you) and how graduation rates in general pretty poor (75%-80%) but with kids of color the graduation rate hovers around 50%. It is important to ask what are the barriers to kids graduating? What are the additional barriers kids of color are facing in graduating? If you remove the barriers kids of color are facing, everyone benefits.

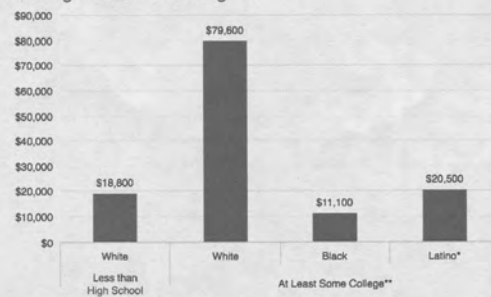
Language shift: we are failing 50% of Black students vs. 50% of Black students are failing. What are the consequences of us failing them?

We have failed solutions: More schooling for kids (pre-K, summer school, etc) without supporting student needs, teachers, parents and not acknowledging the dynamic of white folks teaching kids of color.

Here at the city of Seattle, we employ more folks of color statistically than our current population, however, it is still very racially stratified. This does not get us to an Anti-racist outcome.

Educational Attainment & Race national data

Figure 1. Median Wealth by Educational Attainment for Working Households under Age 55



The Asset Value of Whiteness: Understanding the Racial Wealth Gap
Brandeis University and Demos (2017)

This slides explores certain myths of the United States: our society is equal and there is equal access to social mobility.

So, for example, a 2014 Brookings Institute study looked at class mobility by race and determined that if you're white, you have a 16% chance of making it from the bottom quintile to the top quintile by age 40. But if you're Black, that chance is only 3%.

The same study showed that if you're white, you have a 23% chance of remaining in that same bottom quintile until you're 40. And if you're Black, that chance that you will remain among the most poor goes up to 51%.

When we leave race off the table, the differences that people experience in relation to institutions, because of their race, do not get addressed. Why do we do that?

In dyads, discuss how you have been impacted by racism? White Supremacy Culture?

Class Mobility & Race

national data

Class Mobility by Race

| Race | % likelihood will move from bottom 1/5 to top 1/5 by age 40 |
|-------|---|
| White | 16% |
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Lack of Class Mobility by Race

| Race | % likelihood will still be counted among poorest by age 40 |
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Brookings Institute (2014)

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What are additional barriers to folks of color in gaining social mobility?

When we leave race off the table, the differences that people experience in relation to institutions, because of their race, do not get addressed.

STRUCTURAL ISSUES NEED STRUCTURAL SOLUTIONS

Attending college does not
close the racial wealth gap.

Raising children in a two-
parent household does not
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Working full time does not
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Spending less does not
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- Even so, the median white adult who attended college has 7.2 times the wealth of the median black adult who attended college, according to the study.
- Likewise with working full-time and raising children in a two-parent household: whites who do those things have greater wealth than blacks who do those things.

Why?

-- Inheritance = jump start wealth accumulation for whites: whites are five times as likely as Black folks to receive substantial inheritances and gifts while parents are still alive

-- racial segregation in neighborhoods

-- restricted access to affordable credit (for Black people)

-- consumer racial discrimination for Blacks and Latinos (e.g. 2012 Wells Fargo settlement of \$175M to Blacks and Latinos for racial steering in mortgage lending = a "racial surtax")

-- in a related Duke study: Retail desertification in racially segregated neighborhoods, restricted access to affordable credit for blacks, and consumer racial discrimination, we argue, result in lower overall spending for blacks at all income levels

racial steering in mortgages. In 2012, for example, Wells Fargo & Co. paid at least \$175 million to settle allegations that it steered thousands of black and Latino borrowers into subprime mortgages when non-Hispanic white borrowers with similar credit profiles received prime loans. Prosecutors called the steering a "racial surtax."

In pairs, consider what would close the racial wealth gap? Debrief.

WHY DO WE LEAD WITH A RACIAL EQUITY LENS?

OPPORTUNITY & LIFE OUTCOMES

Across all measures, one's race is the most persistent and salient predictor of opportunities and life outcomes.

CENTER THOSE MOST IMPACTED

Achieving equity for all requires that we design policies and practices that address the needs of those who are most impacted.

IT INCLUDES ALL OF US

Racial equity is not just about better outcomes for people of color. It's about a world in which we all get to be whole and valued, where white supremacy culture – including the ableist, classist, heteropatriarchal norms it upholds – no longer dominates.

It is strategic.

HOW DO WE LEAD WITH A RACIAL EQUITY LENS?

- **USE RACE-EXPLICIT LANGUAGE**
- **LIFT UP INTERSECTING OPPRESSIONS**
- **SHIFT OUR CULTURE**
- **MAKE IT A LIFE PRACTICE**
- **ACKNOWLEDGE HISTORY & HOW IT PLAYS OUT TODAY**

Talk about who is in the room and who is not, name race equity when setting goals and looking at programming.

Center the most disenfranchised when designing services. Ex: Homelessness: If you focus on creating supportive pathways to housing for people who are black, trans, disabled and unsheltered, everyone benefits. People with these identities have more barriers than those without these identities and so everyone benefits.

Antidotes to WSC: develop a culture of appreciation, develop a culture of curiosity and continuous learning, understand and appreciate different work styles, include quality goals and process goals, value people's experiences, acknowledge the value of the voices in the room, be clear about who makes what decisions and who has what responsibilities, notice and challenge either/or thinking, role play ways to handle conflict, be willing to be uncomfortable, etc.

Commit to conversations, learning and growing for life.

TABLE DISCUSSION

What can you do as a city employee?



How does your work shift when leading with a racial equity lens?

Popcorn out, if there is time, or offer a few minutes for self-reflection.

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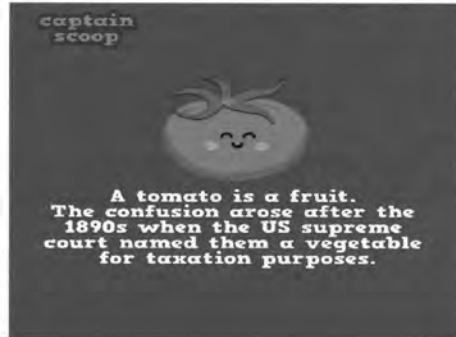
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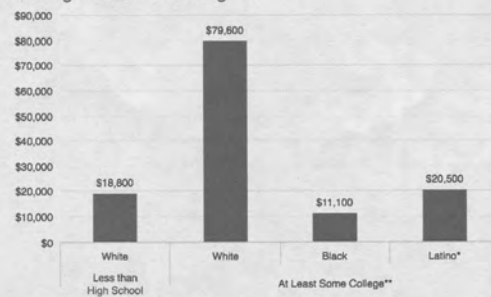
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TABLE DISCUSSION

What can you do as a city employee?



How does your work shift when leading with a racial equity lens?

Popcorn out, if there is time, or offer a few minutes for self-reflection.

What you can do

- Diversify your media and information sources
- Apply a Racial Equity Lens to your work.
- Slow down rushed processes and use the Racial Equity Toolkit
- Get Involved!
- Track and report racial outcomes in your sphere of influence – articulate your racial equity thinking process

Diversify your media

Be intentional about looking for and paying close attention to diverse voices of color on the tv, on the internet and on the radio to help shape your awareness, understanding and thinking about political, economic and social issues. Check out [Colorlines](#), [The Root](#) or [This Week in Blackness](#) to get started.

Slow Down rushed processes/avoid ambiguity

- Use the RET
- Question valuing efficiency over equitable outcomes

Join your Change Team, take more trainings, have conversations in your spheres of influence.

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- Encourage continued learning & awareness building
- Questions
- If time allows, one take away from each participant.
- Thank you