

# ADVANCING RACIAL EQUITY IN LOCAL GOVERNMENT

NLC – RACE, EQUITY AND LEADERSHIP / REAL



**Presenters:**

- Leon T. Andrews, REAL Director
- Rita Soler Ossolinski, REAL Program Director

# AGENDA

## February 9, 2021

**4:00 p.m. – 7:00 p.m. MST**

- I. Welcome and Introductions
- II. Training Objectives
  - a. Understand Foundations for Racial Equity in Governing
  - b. Develop Shared Understanding
  - c. Comprehend Historical Context
  - d. Explore Use of Tools and Data to Drive Results
- III. National Practice
- IV. Normalizing Racial Equity - Part 1

## February 23, 2021

**4:00 p.m. – 7:00 p.m. MST**

- I. Welcome Back!
- II. Normalizing Racial Equity - Part 2
- III. Operationalizing Racial Equity
- IV. Organizing Racial Equity
- V. Reflection and Wrap-up

**Discussion Questions for**  
***Race: The Power of An Illusion - Part III: The House We Live In***

**SEGMENT 1:**


- 1) How did the US government define whiteness during this historical period? How do you define what it means to be white?
- 2) What are similar or different ways that you think the US has defined being Black, Latino or Asian in America?
- 3) What role can you play to participate or lead efforts to help others in your community to understand how race has been defined?

**SEGMENT 2:**

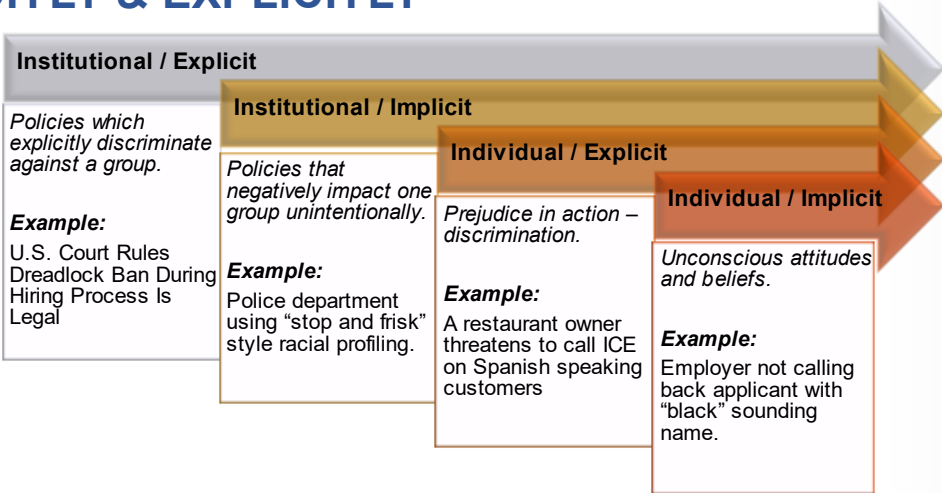
- 1) What are examples of individual/interpersonal racism that you could see playing out in the historical context described in the documentary?
- 2) What examples of institutional racism are highlighted in this documentary?
- 3) What are examples of structural racism that you could describe after watching this video?
- 4) Were there policies mentioned that you or your family have benefitted from or been hindered by?
- 5) Were there policies mentioned that provide an explanation for trends in your city?

# BIAS EXISTS IN BOTH INDIVIDUALS AND INSTITUTIONS, IMPLICITLY & EXPLICITLY

## EXAMPLES:




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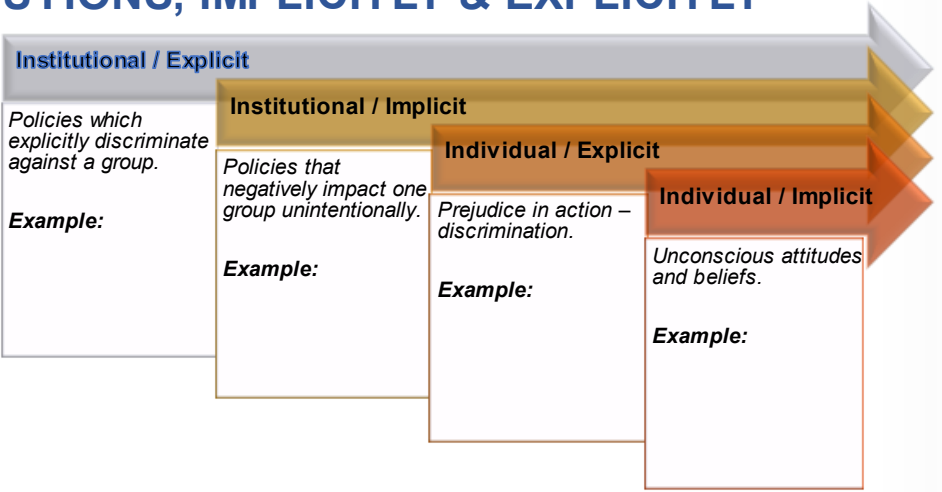
Institutional / Explicit	Institutional / Implicit	Individual / Explicit	Individual / Implicit
<i>Policies which explicitly discriminate against a group.</i>	<i>Policies that negatively impact one group unintentionally.</i>	<i>Prejudice in action – discrimination.</i>	<i>Unconscious attitudes and beliefs.</i>
<b>Example:</b> U.S. Court Rules Dreadlock Ban During Hiring Process Is Legal	<b>Example:</b> Police department using “stop and frisk” style racial profiling.	<b>Example:</b> A restaurant owner threatens to call ICE on Spanish speaking customers	<b>Example:</b> Employer not calling back applicant with “black” sounding name.

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## BLANK FORM / THINK OF ANOTHER EXAMPLE SPECIFIC TO YOUR TOWN:



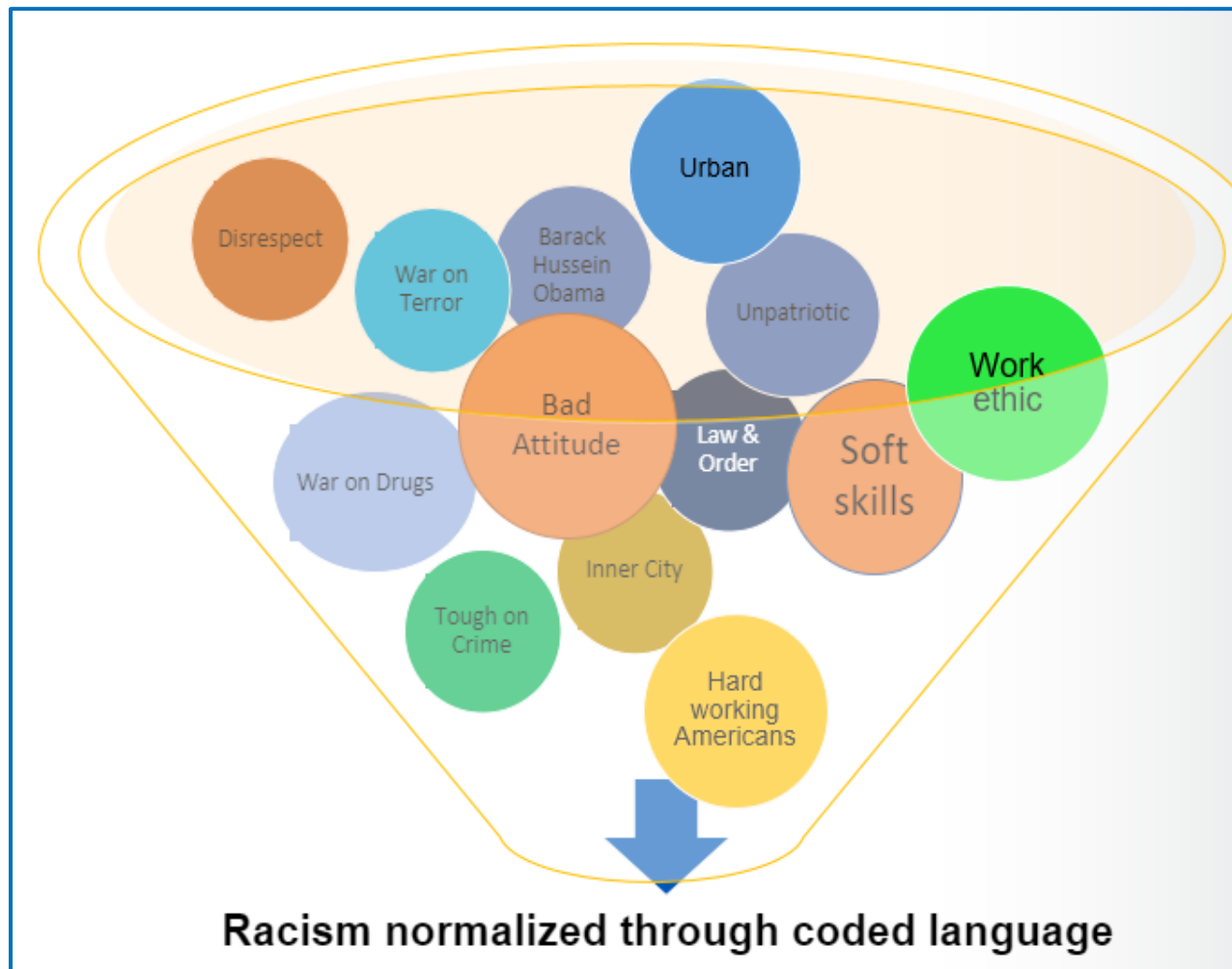
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## IDENTIFY CODED LANGUAGE AS RACIST



**CAN YOU THINK OF OTHER CODED LANGUAGE WE OFTEN HEAR IN NEWS, POLITICS, POLITE CONVERSATION, ETC?**

**WHAT EXACTLY DO THESE CODES MEAN?**

## ACT: AFFIRM / COUNTER / TRANSFORM

### ANTIRACISM REQUIRES ACTION

It's more than just talk – ACT

#### AFFIRM

- Start with the heart
- Explain why we are all in this together

#### COUNTER

- Explain structural roots and realities
- Take on race directly

#### TRANSFORM

- Reframe winners and losers
- End with heart and a solution

# RACIAL EQUITY FRAMEWORK

**RACIAL EQUITY TOOLS REQUIRE  
COMMUNITY ENGAGEMENT AT EVERY STEP**

