Driving Toward Equity Workshop Series

Facilitators Guide

In September 2015, the Urban Sustainability Directors Network (USDN), in partnership with the Government Alliance on Race and Equity (GARE) and Center for Social Inclusion (CSI), launched a professional development program for sustainability directors and their staff to master best practices for adding a racial equity lens to sustainability. The program included a holistic curriculum of five webinars, videos and worksheets to support local government staff in applying an equity lens to sustainability projects, including choosing a good project, communicating about the project and racial equity, building a team, applying proven equity tools, and designing the project to embed an equity lens in local government practice. The videos and worksheets are available online at http://usdn.org/public/page/55/Equity-in-Sustainability.

This facilitator's guide is designed for racial equity advocates to use the videos and worksheets with others who are working to bring an equity lens to sustainability projects. By working through concepts, challenges, and solutions together, people build capacity to address racial inequity. The five videos are:

- Video 1 – The Opportunity for Government to Advance Racial Equity: Lessons Learned from Seattle
- Video 2 – Communicating About Equity
- Video 3 – Building Shared Understanding of Equity: Key Terminology
- Video 4 – Racial Equity Tools
- Video 5 – Building a Racial Equity Team

Sustainability is a broad concept. People working on sustainability are often well-versed in topics ranging from the environment to housing, growth and development, jobs, education and beyond. This curriculum and the videos are applicable to the breadth of the field of sustainability.

The curriculum is designed for advancing racial equity in organizations so that values are put into action. People within the organization must ***normalize*** racial equity as a key value and have clear understanding and shared definitions. They must ***operationalize*** equity via new policies and by transforming the underlying culture of the organization. And finally, they must ***organize***, both internally and in partnership with other institutions and the community.

For each video, the facilitator's guide provides pre-reading assignments that will prepare participants for a rich discussion about the topic and a two-hour agenda that includes time for the video and exercises. Each agenda starts with pre-video discussion questions, followed by

the video, a discussion to deepen understanding, and, last, a discussion to apply the new knowledge. Participants can use the worksheets on the website (http://usdn.org/public/page/55/Equity-in-Sustainability) on their own afterwards to re-enforce the concepts.

You can use this facilitator's guide to offer colleagues a five-part series, offer one of the five topics at a time, or combine them into half-day workshops or a day-long workshop. If you combine topics, you can use the agenda templates attached to this document to adjust times, (e.g., you won't need to do multiple introductions and closings).

USDN may be able to provide resources to provide training for facilitators to increase skill in facilitating conversations about race. Please contact the program coordinator to request support.

Preparing for workshops

Our aim is to provide consistent, high quality workshop experiences; preparation for facilitation will help to maximize success. Being prepared is essential. Key logistical considerations include:

- ***Size of the group:*** A good size for your team is 3-8 people. If it is larger than 10, it might be good to get a co-coordinator, break it up, or think about meeting for longer periods of time. Too small of a group might not yield a range of experiences, and too large can be a challenge to provide space for all voices to be heard. Some of the exercises are in pairs, so an even number of participants is ideal. If there is an odd number of participants, one of the co-facilitators should participate in the paired sharing.

- ***Make-up of the group***: The curriculum and videos are designed to introduce key concepts for advancing racial equity within organizations. You should invite people to participate who are focused on learning, engaging, and implementing the concepts within their organizations.

- ***Co-facilitation*** in mixed-race pairs can provide the opportunity to model cross-racial teamwork and understanding of respective roles and responsibilities for addressing racial inequity.

- ***If facilitating conversations about race is new for you***, make sure you partner with an experienced facilitator for your first few sessions. Support and coaching from an experienced facilitator will help to develop your skill.

- ***Inviting people to participate in a workshop*** – Make sure that the workshop objectives are shared in the invitation and that participants receive the pre-workshop assignments.

- ***Workshop evaluations*** – Collecting feedback from participants will help you improve your own facilitation skills and make refinements to future sessions. Evaluations for each session should link back to the specific workshop objectives.
    - For assessing the attainment of the objectives, we have found a four-point scale to be most useful, e.g., "Did you gain an increased understanding of the historical role of government in relation to race and how to build a shared understanding of equity in local government?" with 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, and to 4=strongly agree.
    - In addition, two open-ended questions are useful – "What did you like best about this workshop?" and "What would have made this workshop better?" You can use a link to an online survey that participants receive after the workshop or distribute hard copies at the end of the workshop.

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 a bit "off," 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.

Getting ready to facilitate

- **Review –** Make sure you have reviewed the complete Facilitator's Guide, the workshop agenda and all participant materials. Also read **Attachment 1: Tips for Multicultural Facilitation**.
- **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.
- **Customize –** Participant agendas are included as attachments to this packet. You should add the date and times to the agenda, and your own contact information.
- **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. The guide provides general content, but you will need to provide expanded details in your own voice. Practice delivering the materials beforehand so that you are not voicing concepts for the first time in front of an audience.

Don't forget materials and equipment!

For each workshop, you will need participant handouts, a laptop and projector (with wireless or the video downloaded), a sign-in sheet, and the worksheets from the respective video to distribute at the end. Make sure to test the equipment before starting, and ensure the video and audio are all good to go.

USDN urban sustainability directors network

LOCAL AND REGIONAL GOVERNMENT ALLIANCE ON RACE & EQUITY

CSI CENTER FOR SOCIAL INCLUSION

Workshop 1 – The Opportunity for Government to Advance Racial Equity: Lessons Learned from Seattle

Learning Objectives – In this video, participants will:

- ✓ Gain increased understanding of the historical role of government in relation to race and how to build a shared understanding of equity in local government.
- ✓ Learn about the experiences in the City of Seattle—both leading up to the Race and Social Justice Initiative and with the launching and implementation of the Initiative—including key decision points, challenges and successes, and acknowledging the larger context while focusing on where there is leverage and power.
- ✓ Be able to consider key factors for success in advancing racial equity within sustainability in your own jurisdictions and how to find the racial equity story for your community.

Pre-Workshop Prep – Participants should be asked to read the following background document: How Seattle and King County Are Tackling Institutional Inequities (by Julie Nelson, Glenn Harris, Sandy Ciske and Matias Valenzuela September/October 2009 issue of *Poverty & Race*)

Time	***Agenda Item***	***Facilitator Notes***
15 minutes	Welcome and introductions	<u>Welcome and facilitator introductions</u> Welcome, everyone. It's our pleasure to be here with you all today. We appreciate your interest in the work to advance racial equity. *Facilitators briefly introduce yourselves and share why you've volunteered for this effort.* *Hand out **Agenda with Group Agreements on the back (Attachment 2)**.* <u>Objectives</u> *Share the workshop objectives.* Hopefully you all had the opportunity to do the pre-reading. In today's discussion we will be digging deeper into some of the ideas in the article. If you didn't have a chance to read it beforehand, we encourage you to read it afterwards. The workshop has a mix of different activities; we have designed it to be interesting, engaging and useful for our work. We know that race can sometimes be an uncomfortable topic. We know that doesn't have to be the case. Today's workshop is designed to help you participate in effective conversations about race.

Time	*Agenda Item*	*Facilitator Notes*
		The objectives of the workshop are: • Gain increased understanding of the historical role of government in relation to race and how to build a shared understanding of equity in local government. • Learn about the experiences in the City of Seattle—both leading up to the Race and Social Justice Initiative and with the launching and implementation of the Initiative—including key decision points, challenges and successes, and acknowledging the larger context while focusing on where there is leverage and power. • Be able to consider key factors for success in advancing racial equity within sustainability in your own jurisdictions and how to find the racial equity story for your community. <u>Participant introductions</u> Ask participants to share: name, role, one thing they hope to gain from the workshop. <u>Announcements</u> • Make sure your cell phones are off or on vibrate. • Restroom locations. • Any other pertinent announcements.
5 minutes	Group agreements	Before we begin we want to establish some group agreements. 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.

Time	*Agenda Item*	*Facilitator Notes*
		Share a personal take on why one of the group agreements is important to you. Can I ask for a show of hands to indicate your willingness to use these group agreements?
20 minutes	Paired sharing: thoughts on racial equity	Now we're going to do an activity that will help us think about racial equity. This is a highly structured exercise with some rules… 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 have questions that we'll be discussing, starting with self-reflection, with everyone taking a few minutes to jot down their personal responses to the questions. • Then we will get in pairs. Each person will have about 2½ 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, it's okay to be silent. Additional thoughts may come to you. The other person does not talk until I call "time," at which point you will switch, the talker becomes listener and the listener becomes talker. • We will then have 2½ 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. • What is your definition of racial equity? Racial inequity? • How do racial inequities impact your field of work? *(You can customize this statement if your participants are all from the*

Time	*Agenda Item*	*Facilitator Notes*
		same field.) Now, get into pairs, and decide who is going to go first. *Call time after each 2 ½ minute segment, and then call the large group back together.* First, let me ask, raise your hand if 2 ½ minutes felt like a long time to talk. Okay, for how many did it feel short? And did the structure feel comfortable? Anyone want to share your definition or any insights about the relationship between racial equity and your field of work? *Facilitate open-ended conversation with one person facilitating and the other writing up themes on the flip chart (15 minutes). Major themes you will want to cull out include:* • Racial inequities exist across all indicators for success and can be used to predict how well people fare. • Race can sometimes be a loaded topic. When we don't have shared understanding or definitions, it is more likely to be a challenge. • We are not focusing on individual acts of bigotry. Racial inequities are created through institutions and structures.
30 minutes	**Presentation and video** Deepening understanding	Now we are going to watch our first video, "The Opportunity for Government to Advance Racial Equity: Lessons Learned from Seattle." As you watch the video, jot down any insights or questions that arise, as well as reasons why you think it is important for government to address racial inequity. *Video: 15 minutes* *Facilitate a conversation about the video with the questions listed below. Be prepared to start the conversation with one of your own takeaways if participants need encouraging. (15 minutes)* • What were your key ah-has and takeaways from the video? • Reflecting on your community, what are some of the ways in which government played a role in creating or sustaining racial inequity? • What are some of the reasons why you think it is important for

Time	*Agenda Item*	*Facilitator Notes*
		government to address racial inequity?
40 minutes	**Lessons from Seattle – applied learning** (small group discussion)	*Distribute* **Attachment 3: Opportunities to Advance Racial Equity.** *Organize participants into small groups of 4 to 6 people, either counting off or based on their organization or affiliation. Ask for small groups to assign both a recorder and a reporter. Provide flip chart paper for recording of themes.* *Small group, 30 minutes* In small groups, discuss: 1. In your current work environment, what are the key opportunities to normalize, organize, and operationalize racial equity? 2. What are a few concrete next action steps you could take to develop and implement your own racial equity initiative? 3. Who are potential allies that you could work with to implement action steps? *(Full group report back, 10 minutes)*
10 minutes	Closing	Thank you for your participation today. We have focused on how institutions can work to advance racial equity. However, we know that institutions are made up of individuals. We want to close out our time today by doing a go-round with each of you sharing one of the following: • An insight from today's video or conversation. • An action step that you will personally be able to take to help advance racial equity. *Express your appreciation for their engagement. Ask participants to complete the evaluation (if you are doing one) and encourage them to use the worksheet from the USDN website as homework to further explore the topics from this session.*

Workshop 2: Communicating About Equity

Learning Objectives – In this session participants will:

- ✓ Learn key concepts for talking about race and how to talk about race-based inequities in a manner that advances racial equity.
- ✓ Understand the differences in narratives, framing, and messaging and the relationships between communications tactics.
- ✓ Develop skill at articulating a compelling story for racial equity and sustainability in cities.
- ✓ Learn about strategies for avoiding common pitfalls in communicating about equity.

Pre-Workshop Prep – Participants should be asked to read the following background document: Center for Social Inclusion: "Talking About Race Toolkit."

Time	*Agenda Item*	*Facilitator Notes*
15 minutes	Welcome, objectives and introductions	<u>Welcome and facilitator introductions</u> Welcome, everyone. It's our pleasure to be here with you all today. We appreciate your interest in the work to advance racial equity. *Facilitators briefly introduce yourselves and share why you've volunteered for this effort. Distribute* ***Agenda with Group Agreements on the back (Attachment 4).*** <u>Objectives</u> *Share the workshop objectives.* Hopefully you all had the opportunity to do the pre-reading. In today's discussion we will be digging deeper into some of the ideas in the toolkit. If you didn't have a chance to read it beforehand, we encourage you to read it afterwards. The workshop has a mix of different activities; we have designed it to be interesting, engaging, and useful for our work. We know that race can sometimes be an uncomfortable topic. We know that doesn't have to be the case. Today's workshop is designed to help you participate in effective conversations about race. The objectives of the workshop are: • Learn key concepts for talking about race and how to talk about race-based inequities in a manner that advances racial equity. • Understand the differences in narratives, framing, and messaging and the relationships between communications tactics. • Develop skill at articulating a compelling story for racial equity and sustainability in cities. • Learn about strategies for avoiding common pitfalls in communicating about equity. <u>Participant introductions</u> Ask participants to share: name, role, and one thing they hope to gain from today's workshop.

Time	***Agenda Item***	***Facilitator Notes***
		<u>Announcements</u> • Make sure your cell phones are off or on vibrate. • Restroom locations. • Any other pertinent announcements.
5 minutes	Group agreements	Before we begin we want to establish some group agreements. 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 group agreements is important to you.* Can I ask for a show of hands to indicate your willingness to use these group agreements?
20 minutes	Paired sharing: talking about racial equity	Now we're going to do an activity that will help us think about communicating about racial equity. This is a highly structured exercise with some rules… 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 have questions that we'll be discussing, starting with self-reflection, with everyone taking a few minutes to jot down their personal responses to the questions. • Then we will get in pairs. Each person will have about 2½ 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, it's okay to be silent. Additional thoughts may come to you. The other person

Time	*Agenda Item*	*Facilitator Notes*
		does not talk until I call "time," at which point you will switch, the talker becomes listener and the listener becomes talker. • We will then have 2½ 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. • Do you routinely talk with your colleagues, friends and/or neighbors about race? What has helped to make those conversations go well? Not well? • To whom would you need to communicate in order to advance racial equity in your work place? What are the types of communication your colleagues respond best to, i.e. stories, facts, images? Now, get into pairs, and decide who is going to go first. *Call time after each 2 ½ minute segment, and then call the large group back together.* First, let me ask, raise your hand if 2 ½ minutes felt like a long time to talk. Okay, for how many did it feel short? Did the structure feel comfortable? Anyone have any insights to share on how to communicate successfully about race? *Facilitate open-ended conversation (10 minutes). Major themes you will want to cull out include:* • Conversations about race can sometimes be challenging,

Time	*Agenda Item*	*Facilitator Notes*
		especially if we don't have a shared understanding of what we are talking about. That is why it is so critical that we normalize conversations about race. • Race is often the "elephant in the room." If we can't talk about race, then we won't be able to develop strategies to eliminate racial inequities. • It is important to know your audience. Different people and groups are motivated by different things, including stories, facts, etc. *One person facilitates and the other write up themes on the flip chart.*
35 minutes	**Presentation and video** Deepening understanding	*Watch the first 2 minutes of the video (pause right after Ian Haney Lopez speaks, with the screen "Racialized images and codes in the political arena") and ask the questions below.* *Large group discussion (8 minutes)* • What is racial coding? Name examples of racial coding. • What racial assumptions are triggered by the following code words? ○ "Welfare cheats" ○ "Illegal aliens" ○ "States' rights" ○ "Anchor babies" ○ "Inner city" ○ "Obamacare" *<u>Hint:</u> think about which racial group these code words are referring to and how those words stereotype that group.* *Watch the rest of the video (15 minutes)* *Video debrief (10 minutes) / large group discussion* • What were your key ah-has or takeaways from the video? • A so-called colorblind message in the video was "Obamacare makes you lazy." What are other "colorblind" messages that, in effect, perpetuate racial stereotypes? • The video talked about individual responsibility and limited government as the two dominant "meta-frames" on race operating now. How do these "meta-frames" influence the general public's perception of people of color?

Time	*Agenda Item*	*Facilitator Notes*

35 minutes	**Communicating about race learning** (large and small group discussion)	*Distribute the handout,* **Attachment 5: Communicating About Equity Handout.** *Organize participants into small groups of 4 to 6 people, either counting off or based on their organization or affiliation. Ask for small groups/pairs to assign both a recorder and a reporter. Provide flip chart paper for recording of themes.*
		
		Small group, 20 minutes
		• Using the "Affirm-Counter-Transform" model, craft a message to respond to one of the following statements:
		  ○ I don't understand why government should be talking about race.
		  ○ Sustainability doesn't have anything to do with race.
		  ○ My family worked hard to get to where we are, it seems like hard work is a part of what has made the United States great, and some people just don't want to work.
		If you have extra time, select a particularly resonant issue for your organization and develop an additional message.
		
		10 minute report back
		Have each group share the message they developed.
		
		After each group has shared, large group discussion:
		• What worked well in the process of using the tool?
		• What was most challenging?
		(Full group report back, 5 minutes)

10 minutes	Closing	Thank you for your participation today. We have focused on communicating about race. We want to close out our time today by doing a go-round with each of you sharing one of the following: • What is one thing that excited you today (concept, conversation, etc.)? • What is one thing you are grappling with or want to know more about? *Express your appreciation for their engagement. Ask participants to complete the evaluation (if you are doing one) and encourage them to use the worksheet from the USDN website as homework to further explore the topics from this session.*

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Workshop 3 – Building Shared Understanding of Equity: Key Terminology

Learning Objectives

- ✓ Gain an increased understanding of a racial equity framework, including definitions of key terms such as (1) racial equity, (2) implicit and explicit bias, and (3) individual, institutional, and structural racism.
- ✓ Learn about examples of structural racism and the relationship between structural racism and sustainability.
- ✓ Consider opportunities to use your work on sustainability to move a racial equity agenda in your own city.

Pre-Workshop Prep – Participants should read the following background document: GARE Resource Guide, pages 7-20

Time	*Agenda Item*	*Facilitator Notes*
15 minutes	Welcome, objectives and introductions	Welcome and facilitator introductions Welcome, everyone. It's our pleasure to be here with you all today. We appreciate your interest in the work to advance racial equity. *Facilitators briefly introduce yourselves and share why you've volunteered for this effort. Distribute* ***Agenda with Group Agreements on the back (Attachment 6).*** Objectives *Share the workshop objectives.* Hopefully you all had the opportunity to do the pre-reading. In today's discussion we will be digging deeper into some of the ideas in the Resource Guide. If you didn't have a chance to read it beforehand, we encourage you to read it afterwards. The workshop has a mix of different activities; we have designed it to be interesting, engaging and useful for our work. We know that race can sometimes be an uncomfortable topic. We know that doesn't have to be the case. Today's workshop is designed to help you build shared understanding of equity. The objectives of the workshop are: • Gain an increased understanding of a racial equity framework, including definitions of key terms such as (1) racial equity, (2) implicit and explicit bias, and (3) individual, institutional, and structural racism.

Time	*Agenda Item*	*Facilitator Notes*
		• Learn about examples of structural racism and the relationship between structural racism and sustainability. • Consider opportunities to use your work on sustainability to move a racial equity agenda in your own city. <u>Participant introductions</u> Ask participants to share: name, role, whether they attended any previous sessions, and one thing they hope to gain from the workshop. <u>Announcements</u> • Make sure your cell phones are off or on vibrate. • Restroom locations. • Any other pertinent announcements.
5 minutes	Group agreements	Before we begin we want to establish some group agreements. 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 group agreements is important to you.* Can I ask for a show of hands to indicate your willingness to use these group agreements?
20 minutes	Paired sharing: experiences in the work	Now we're going to do an activity that will help us think about race and racial equity. As a reminder: • We'll have questions that we'll be discussing, starting with self-reflection, with everyone taking a few minutes to jot down their

Time	*Agenda Item*	*Facilitator Notes*
	place relating to race	personal responses to the questions. • Then we will get in pairs. Each person will have about 2½ 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, it's okay to be silent. Additional thoughts may come to you. The other person does not talk until I call "time," at which point you will switch, the talker becomes listener and the lister becomes talker. • We will then have 2½ minutes for cross-talk where you can have an interactive conversation. We want to intentionally interrupt some patterns that sometimes play out in our communications. • 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. • What is your experience working in a multi-racial environment? • Does race impact your work today? If so, how? If not, why not? Now, get into pairs, and decide who is going to go first. *Call time after each 2 ½ minute segment, and then call the large group back together.* First, let me ask, raise your hand if 2 ½ minutes felt like a long time to talk. Okay, for how many did it feel short? And did the structure feel comfortable? Anyone have any insights to share about how racism impacts your work today? *Facilitate open-ended conversation (10 minutes). Major themes you will want to cull out include:* • Some of our workplaces may have become more integrated over time, but many have not. Many of our job

Time	*Agenda Item*	*Facilitator Notes*
		classifications continue to be somewhat segregated, either by function or hierarchy. • 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 we 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. • 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. *One person facilitates and the other writes up themes on the flip chart.*
30 minutes	**Presentation and video** Deepening understanding	*Watch the first 12 minutes of the video, pause the video when "Initiatives for racial justice" comes on the screen and ask the following questions:* • What are the key differences between individual, institutional, and structural racism? • How did the elements of structural racism play out in Crystal Wade's story? *8 minute discussion* *Continue to watch the video until the end (5 minutes), then pose the following questions:* • What resonated? What do you still have questions about? *5 minute discussion*
40 minutes	**Racial Equity Definitions – applied learning**	Now we are going to dig a little deeper into the differences between implicit and explicit bias at the individual and institutional levels. We're going to start with some criminal justice examples. Because police departments have been in the news, it is an area

Time	*Agenda Item*	*Facilitator Notes*
	(large and small group discussion)	with which you may collectively be familiar. After walking through the criminal justice example, you'll have time to talk about your own work places. *Distribute* **Attachment 7: Building Shared Understanding of Equity Handout** *with examples of individual, institutional, implicit and explicit bias from the criminal justice system. Walk participants through these examples (10 minutes)* • **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 shows that white people and people of color use drugs roughly equally, with some drugs being more or less prevalent for some groups. However, every single step in the criminal justice system results in more and more racial 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 -- o*ut 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. (*You 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

Time	*Agenda Item*	*Facilitator Notes*
		the biggest opportunity for us to leverage opportunities for change. • **Individual / Implicit** – These are the unconscious attitudes and beliefs. An example would be a 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. Now it is your turn to think about individual / institutional and implicit / explicit when it comes to your 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. Please have someone serve as a recorder, and someone else a reporter. *After about fifteen 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 five more minutes to wrap up. Pull the large group back together and ask for a few examples, focusing on institutional implicit bias.* *10 minute discussion*
10 minutes	Closing	Thank you for your participation today. We have focused on some key terminology about race. We want to close out our time today by doing a go-round with each of you sharing one of the following: • What is one thing that excited you today (concept, conversation, etc.)?

Time	*Agenda Item*	*Facilitator Notes*
		• What is one thing you are grappling with, want to know more about? *Express your appreciation for their engagement. Ask participants to complete the evaluation (if you are doing one) and encourage them to use the worksheet from the USDN website as homework to further explore the topics from this session.*

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Workshop 4: Racial Equity Tools

Learning Objectives

- ✓ Learn about a Racial Equity Tool and how it can be applied, focusing on case studies.
- ✓ Hear examples from local sustainability leaders who are promoting racial justice solutions by using racial equity tools.
- ✓ Gain an increased understanding of key questions for addressing inequities.
- ✓ Identify opportunities to advance racial equity within policies, practices, and programs in your own city.

Pre-Workshop Prep – Participants should watch the YouTube Changing the Lights Video created by Julie Nelson and Glenn Harris and review GARE's Racial Equity Toolkit.

Time	***Agenda Item***	***Facilitator Notes***
15 minutes	Welcome, objectives and introductions	Welcome and facilitator introductions Welcome, everyone. It's our pleasure to be here with you all today. We appreciate your interest in the work to advance racial equity. *Facilitators briefly introduce yourselves and share why you've volunteered for this effort. Distribute* ***Agenda with Group Agreements on the back (Attachment 8)****.* Objectives *Share the workshop objectives.* Hopefully you all had the opportunity to watch the Changing the Lights video and review the Government Alliance on Race and Equity Racial Equity Toolkit. In today's discussion we will be digging deeper into some of the ideas in the video. If you didn't have a chance to view it beforehand, we encourage you to watch it afterwards. The workshop has a mix of different activities; we have designed it to be interesting, engaging and useful for our work. We know that race can sometimes be an uncomfortable topic. We know that doesn't have to be the case. Today's workshop is designed to help you use a racial equity tool to address racial inequities. A racial equity tool provides a structure for thoughtful consideration of racial equity in any decision. The objectives of the workshop are: • Learn about a Racial Equity Tool and how it can be applied,

Time	*Agenda Item*	*Facilitator Notes*
		focusing on case studies. • Hear examples from local sustainability leaders who are promoting racial justice solutions by using racial equity tools. • Gain an increased understanding of key questions for addressing inequities. • Identify opportunities to advance racial equity within policies, practices, and programs in your own city. <u>Participant introductions</u> Ask participants to share: name, role, whether they attended any previous sessions, and one thing they hope to gain from the workshop. <u>Announcements</u> • Make sure your cell phones are off or on vibrate. • Restroom locations. • Any other pertinent announcements.
5 minutes	Group agreements	Before we begin we want to establish some group agreements. 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 group agreements is important to you.* Can I ask for a show of hands to indicate your willingness to use these group agreements?
20 minutes	Paired sharing: how	Now we're going to do an activity that will help set the stage for use of a racial equity tool. As a reminder:

Time	*Agenda Item*	*Facilitator Notes*
	tools help you do your job	• We'll have questions that we'll be discussing, starting with self-reflection, with everyone taking a few minutes to jot down their personal responses to the questions. • Then we will get in pairs. Each person will have about 2½ 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, it's okay to be silent. Additional thoughts may come to you. The other person does not talk until I call "time," at which point you will switch, the talker becomes listener and the listener becomes talker. • We will then have 2½ minutes for cross-talk where you can have an interactive conversation. 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. • What process tools do you use in your work place setting to get your job done? Process tools include needs assessments, planning checklists, etc. Why do you use tools? • From your personal experience, where have process tools been most effective in getting results? Now, get into pairs, and decide who is going to go first. *Call time after each 2 ½ minute segment, and then call the large group back together.* First, let me ask, raise your hand if 2 ½ minutes felt like a long time to talk. Okay, for how many did it feel short? And did the structure feel comfortable?

Time	*Agenda Item*	*Facilitator Notes*
		Anyone have any insights to share? *Facilitate open-ended conversation (15 minutes). Major themes you will want to cull out include:* • Tools are useful for accomplishing specific things, e.g., using a screwdriver makes driving a screw easier. A budget issue paper is a tool for identifying ways to increase or decrease your organization's budget. • Tools are a means to an end. They can help us achieve results and maximize our impact. • Although we don't often think about tools in our work places, we use a wide range of different tools on a routine basis. The tools we use reinforce our organizations values and priorities. In order to integrate racial equity into our organization and to operationalize it as more than a value or words on paper, using a Racial Equity Tool is a way to proactively integrate racial equity into routine decision making. *One person facilitates and the other writes up themes on the flip chart.*
25 minutes	**Presentation and video** Deepening understanding	*Watch the video (12 minutes)* *13 minute discussion (large group):* *Summarize what a racial equity tool is.* A racial equity tool is a simple set of questions that provide a structure for thoughtful consideration of racial equity in any decision. Using the tool helps you to: 1. Clearly articulate racial equity goals and outcomes 2. Collect the data necessary to understand the problem 3. Engage all parts of the community that may be affected in crafting solutions 4. Do the analysis needed to ensure that strategies advance racial equity and mitigate unintended consequences 5. Craft an implementation plan for advancing racial equity that will guide you through the process 6. Put in place mechanisms for communication, evaluation and accountability that will help you stay on course and build support for further change

Time	*Agenda Item*	*Facilitator Notes*
		Share the following two questions: • In the video, some of the examples of a racial equity tool being used include during the budget, in health programs, comprehensive plans, transportation plans, and hiring. How and when might a racial equity tool be used in your workplace? • The video also identified potential barriers to the use of racial equity tools and strategies to overcome barriers. Are there any that you think you might face? *Major themes you will want to cull out include:* • Organizations, systems and structures have been designed to achieve the outcomes they currently do (racially inequitable outcomes). A racial equity tool provides a way to proactively insert racial equity into routine decision-making. • Although using a racial equity tool can feel challenging at the beginning, think of it as a skill or competency to be learned and developed. Most of us came into our jobs, and learned our jobs based on the status quo. A racial equity tool provides the opportunity to interrupt the status quo, clearly articulate racial equity outcomes, develop and implement racial equity strategies and center communities.
50 minutes	**Racial Equity Tools – applied learning** (large and small group discussion)	*Introduce the scenario exercise (10 minutes)* Now we are going to use a scenario to identify potential examples of individual, institutional and structural racism and discuss ways in which a racial equity tool could be used to advance racial equity in one of these cases. *Distribute copies of* **Attachment 9: Drivers of Inequity Scenario** *and* **Attachment 10: Racial Equity Toolkit Worksheet.** *Ask for volunteers to read each of the roles in the scenario.* *Discussion of scenario in small groups (15 minutes)* Let's get into groups of four or five to talk about the scenario. • First, identify one example each of individual, institutional and structural racism. • Then, for one example of institutional or structural racism, talk about how you could use a racial equity tool to address the racism using the **Racial Equity Toolkit Worksheet.** Please have someone serve as a recorder and someone else a

Time	*Agenda Item*	*Facilitator Notes*
		reporter. *After about five minutes, do a check-in to make sure that the groups have come up with at least one example of each type of racism and have moved on to talk about use of a racial equity tool.* *Large group report back (5 minutes)* *Pull the large group back together and ask:* • How could a racial equity tool be used to address racial inequities called out in this scenario, including community engagement, development of strategies to eliminate racial inequities, and creating greater public will? *Major themes you will want to cull out include:* • Although we can speculate about individual racism in the scenario, e.g., the amount of space that Nick felt comfortable taking up, the reference to "those people," etc, we actually don't know what is in the hearts and minds of individual people. • An examples of institutional racism might include the meeting not being designed to meet the needs of diverse communities. • Examples of structural racism might include the connection between housing, taxes and school funding or using criminal background checks as a screen for housing assistance. These are examples that cut across multiple systems, and have a cumulative, multiplier effect on racial inequities in the community. • A racial equity tool could have been used prior to this meeting to 1) better design public engagement that is inclusive and allows more voices to be heard, 2) develop strategies to advance racial equity, such as limiting the use of criminal background checks in housing to relevant crimes or using zoning laws to create more mixed-income housing, and 3) started the meeting with the recognition that we all need safe and affordable housing before talking about racial inequities (which can trigger racial anxiety and implicit bias). *Regroup by Organization/Team to apply racial equity tool (20 minutes including 10 minutes discussion; 10 minutes reporting out)*

Time	*Agenda Item*	*Facilitator Notes*
		Discussion: Organize participants based on their work group or organization. If there is no affiliation, groups can be randomly assigned. Ask for small groups/pairs to assign both a recorder and a reporter. Provide flip chart paper for recording of themes. Decision points are key opportunities to use a racial equity tool. We are going to get into small groups so that you can talk about using a racial equity tool in your own organizations. Small group 1) Brainstorm – What are upcoming decision points for your organization? 2) Select one upcoming decision point to strategize using a racial equity tool. 3) Using **Attachment 10: Racial Equity Toolkit Worksheet**, talk about how you could use the racial equity tool to integrate racial equity into the decision making process. *Large group report back:* • Share a key highlight from each small group discussion. • What worked well? What was challenging?
10 minutes	Closing	Thank you for your participation today. We have focused on when and how to use an equity tool. We want to close out our time today by doing a go-round with each of you sharing one of the following: • What is one thing that excited you today (concept, conversation, etc.)? • What is one thing you are grappling with, want to know more about? *Express your appreciation for their engagement. Ask participants to complete the evaluation (if you are doing one) and encourage them to use the worksheet from the USDN website as homework to further explore the topics from this session.*

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Workshop 5: Building a Racial Equity Team

Learning Objectives

- Gain an increased understanding of how change happens in organizations and the key considerations for building organizational capacity to advance racial equity across functions and hierarchy in your city.
- Be prepared to address barriers and potential opposition to developing a team.
- Explore different team structures and connections with community.
- Develop first steps and resources for building organizational capacity to advance racial equity.

Pre-Workshop Prep – participants should read Equity: The Soul of Collective Impact

Time	***Agenda Item***	***Facilitator Notes***
15 minutes	Welcome, objectives and introductions	Welcome and facilitator introductions Welcome, everyone. It's our pleasure to be here with you all today. We appreciate your interest in the work to advance racial equity. *Facilitators briefly introduce yourselves and share why you've volunteered for this effort.* *Distribute **Agenda with Group Agreements on the back (Attachment 11)**.* Objectives *Share the workshop objectives.* Hopefully you all had the opportunity to do the pre-reading. In today's discussion we will be digging deeper into some of the ideas in the article. If you didn't have a chance to read it beforehand, we encourage you to read it afterwards. The workshop has a mix of different activities; we have designed it to be interesting, engaging and useful for our work. We know that race can sometimes be an uncomfortable topic. We know that doesn't have to be the case. Today's workshop is designed to help you build a racial equity team. The objectives of the workshop are: • Gain an increased understanding of how change happens in organizations and the key considerations for building organizational capacity to advance racial equity across functions and hierarchy in your city.

Time	*Agenda Item*	*Facilitator Notes*
		• Be prepared to address barriers and potential opposition to developing a team. • Explore different team structures and connections with community. • Develop first steps and resources for building organizational capacity to advance racial equity. <u>Participant introductions</u> Ask participants to share: name, role, whether they attended any previous sessions, and one thing they hope to gain from the workshop. <u>Announcements</u> • Make sure your cell phones are off or on vibrate. • Restroom locations. • Any other pertinent announcements.
5 minutes	Group agreements	Before we begin we want to establish some group agreements. 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 group agreements is important to you.* Can I ask for a show of hands to indicate your willingness to use these ground rules?
20 minutes	Paired sharing:	Now we're going to do an activity that will help us think about teams. As a reminder:

Time	*Agenda Item*	*Facilitator Notes*
	thoughts on effective teams	• We'll have questions that we'll be discussing, starting with self-reflection, with everyone taking a few minutes to jot down their personal responses to the questions. • Then we will get in pairs. Each person will have about 2½ 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, it's okay to be silent. Additional thoughts may come to you. The other person does not talk until I call "time," at which point you will switch, the talker becomes listener and the listener becomes talker. • We will then have 2½ minutes for cross-talk where you can have an interactive conversation. We want to intentionally interrupt some patterns that sometimes play out in our communications. • 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. • From your personal experience, when has working in a team been most effective? Least effective? • What makes a team effective? *Be as concrete as possible.* Now, get into pairs, and decide who is going to go first. *Call time after each 2 ½ minute segment, and then call the large group back together.* First, let me ask, raise your hand if 2 ½ minutes felt like a long time to talk. Okay, for how many did it feel short? And did the structure feel comfortable? Anyone have any insights to share? *Facilitate open-ended conversation (15 minutes). Major themes you*

Time	*Agenda Item*	*Facilitator Notes*
		will want to cull out include: • Teams are effective when they have a clear vision and work plan, are made up of members with defined roles, responsibilities and expectations; members are invested in the success of the team; are empowered and supported by leadership, etc. *One person facilitates and the other writes up themes on the flip chart.*
50 minutes	**Presentation and video** Deepening understanding	*Watch the first 5 minutes of the video (stop the video when "Examples of Equity Teamwork" appears) and ask the following questions (large group, 10 minutes):* • What does a racial equity team allow you to do? • How can a racial equity team ensure that racial equity is being advanced across all levels in your organization/institution? • What support does a racial equity team need from top-level leaders in an organization to advance racial equity? *Watch the rest of the video (10 minutes)* *Ask participants to form small groups for discussion of the following questions and have someone serve as a recorder and someone else a reporter. (15 minutes for small group discussion)* • What do you think are the most important criteria to consider when building your racial equity team? • What do you think are the most important concrete tasks that need to be completed by a racial equity team? *Large group report back (10 minutes)*
30 minutes	**Racial Equity Teams – applied learning** (large and small group discussion)	*Hand out Attachment 12: Discussion questions – Organizing your Racial Equity Team* Ask participants to develop small groups based on who they work with most closely and discuss: *20 minutes of small group discussion:* • What is one problem you are trying to solve in regards to racial equity? • What influence do you have? Who are supporters? Opposition? What is their power to influence the process you are trying to create to solve the problem?

Time	*Agenda Item*	*Facilitator Notes*
		• Who do you need on your team to move your goal? Brainstorm up to five criteria you think will be most important for your team members. • What is one short- term opportunity that could catalyze convening of your first team meeting? *10 minute report back*
10 minutes	Closing	Thank you for your participation today. We have focused on racial equity teams. We want to close out our time today by doing a go-round with each of you sharing one of the following: • What is one thing that excited you today (concept, conversation, etc.)? • What is one thing you are grappling with, want to know more about? *Express your appreciation for their engagement. Ask participants to complete the evaluation (if you are doing one) and encourage them to use the worksheet from the USDN website as homework to further explore the topics from this session.*

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Attachment 1: Tips for multicultural facilitation

Un-Strategies for Multicultural Facilitation: Avoiding Twelve Facilitative Pitfalls

by Paul C. Gorski for EdChange and the Multicultural Pavilion

1. Know your hot buttons and have strategies for dealing with them – do NOT use the dialogue for your own processing. Process your hot buttons before and/or after, but never during a dialogue you're facilitating. If you work with a team of facilitators, plan meetings to process the issues that are difficult for you.

2. Be clear and honest about the purpose of the dialogue or experience you're facilitating. Participants should never have to inquire about the purpose of the dialogue during or after the experience.

3. Provide airtime. You should never talk more than your participants. In fact, the more airtime taken by participants, the better you've performed as a facilitator. Don't feel like you must respond to every comment. Work to ensure that you are not the central aspect of the dialogue. The content of the dialogue and interaction among participants should always be central.

4. Reject the first-hand-up, first-called-on approach to facilitation. Allow several seconds to pass before you call on someone so that quieter folks who reflect as the dialogue goes on can catch up and participate.

5. Make ground rules clear at the beginning and call people on them early, if needed. If you don't address breaches of ground rules early, you will not be able to enforce them when you most desperately need to do so.

6. You are responsible for providing everyone an equitable opportunity to participate. Equitable participation does not mean that everyone speaks the same amount of time – it means everyone, regardless of participation style, has an equal opportunity to be heard. You can't be afraid to challenge people who dominate the conversation no matter how uncomfortable that sort of confrontation can be.

7. Never ask participants to share something that you are unwilling to share. Make yourself vulnerable and be a model by sharing on activities, when appropriate.

8. Do not pretend to have the answer to every question. When possible, bounce questions back to the whole group before you answer them yourself, even if they're directed to you from a participant.

9. Thoughtfully planned and executed activities can lead to fruitful dialogue, but don't fill so much time with activities that no time remains for dialogue. When you do use activities, choose those

that pull from participants' personal experience instead of those that synthesize personal experience.

10. Identify your strengths as a facilitator and build your plans around them. If you fill the dialogue with topics and activities with which you're uncomfortable, participants will notice your lack of confidence and take advantage of it.

11. Even if you want to be "objective" you cannot allow the dialogue to become yet another place where underrepresented groups are oppressed. Be an advocate for all participants, but particularly for those who have, until now, been silenced.

12. Too often, participants feel that dialogues end too suddenly without a clear progression to closure. Develop strategies for dialogue closure so that you can facilitate this progression effectively. This does not mean that you should wrap up the conversation for everyone but instead that you should have some strategy in mind for drawing the dialogue to a close through a final question, short activity, or commitment to action.

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Attachment 2

Workshop 1 Agenda – The Opportunity for Government to Advance Racial Equity: Lessons Learned from Seattle

Learning Objectives:

- ✓ Gain increased understanding of the historical role of government in relation to race and how to build a shared understanding of equity in local government.
- ✓ Learn about the experiences in the City of Seattle—both leading up to the Race and Social Justice Initiative and with the launching and implementation of the Initiative—including key decision points, challenges and successes, and acknowledging the larger context while focusing on where there is leverage and power.
- ✓ Be able to consider key factors for success in advancing racial equity within sustainability in your own jurisdictions and how to find the racial equity story for your community.

Pre-Workshop Prep – Read the following background document: How Seattle and King County Are Tackling Institutional Inequities (by Julie Nelson, Glenn Harris, Sandy Ciske and Matias Valenzuela September/October 2009 issue of *Poverty & Race*)

Time	***Agenda Item***
15 minutes	Welcome and introductions
5 minutes	Group agreements
20 minutes	Paired sharing: initial thoughts on racial equity • What is your definition of racial equity? Racial inequity? • How do racial equities impact your field of work?
30 minutes	Video and discussion "The Opportunity for Government to Advance Racial Equity: Lessons Learned from Seattle."
40 minutes	Discussion – Lessons from Seattle
10 minutes	Closing

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Group Agreements

1. Stay engaged. Speak from your own experience. Experience any discomfort that comes up as part of the learning process. Breathe.
2. 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.
3. Expect and accept non-closure on long-term issues; the work is ongoing.
4. Listen for understanding. Honor concerns – ask for suggestions. No shaming, attacking or discounting.
5. Maintain confidentiality – if you later share about your experience in this workshop, refrain from using names.

Attachment 3

Workshop 1: Opportunities to Advance Racial Equity handout

Small group discussions

- What are the opportunities in your current work environment to normalize, organize, and operationalize racial equity?
- What are a few concrete next action steps you could take to develop and implement your own racial equity initiative?
- Who are potential allies that you could work with to implement action steps?

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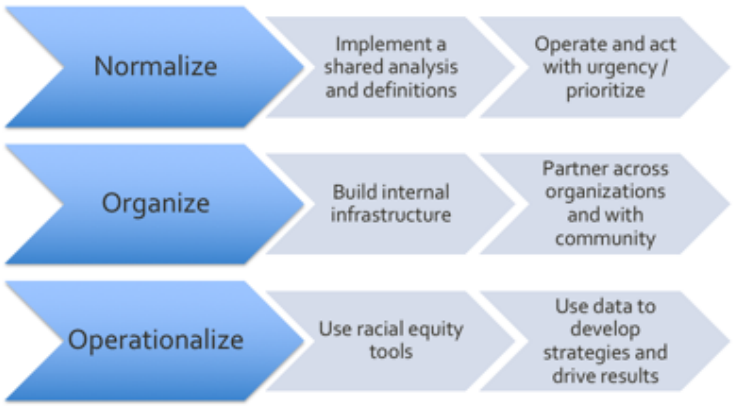

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Attachment 4

Workshop 2 Agenda: Communicating About Equity

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Learning Objectives:

- ✓ Learn key concepts for talking about race and how to talk about race-based inequities in a manner that advances racial equity.
- ✓ Understand the differences in narratives, framing, and messaging and the relationships between communications tactics.
- ✓ Develop skill at articulating a compelling story for racial equity and sustainability in cities.
- ✓ Learn about strategies for avoiding common pitfalls in communicating about equity.

Pre-Workshop Prep – Read the following background document: Center for Social Inclusion: "Talking About Race Toolkit."

Time	***Agenda Item***
15 minutes	Welcome, objectives and introductions
5 minutes	Group agreements
20 minutes	Paired sharing: talking about racial equity • Do you routinely talk with your colleagues, friends and/or neighbors about race? What has helped to make those conversations go well? Not well? • To whom would you need to communicate in order to advance racial equity in your work place? What are the types of communication your colleagues respond best to, i.e. stories, facts, images?
35 minutes	**Presentation and video** "Communicating about Race"
35 minutes	Group discussion – Using the Center for Social Inclusion's "Affirm Counter Transform" communications tool
10 minutes	Closing

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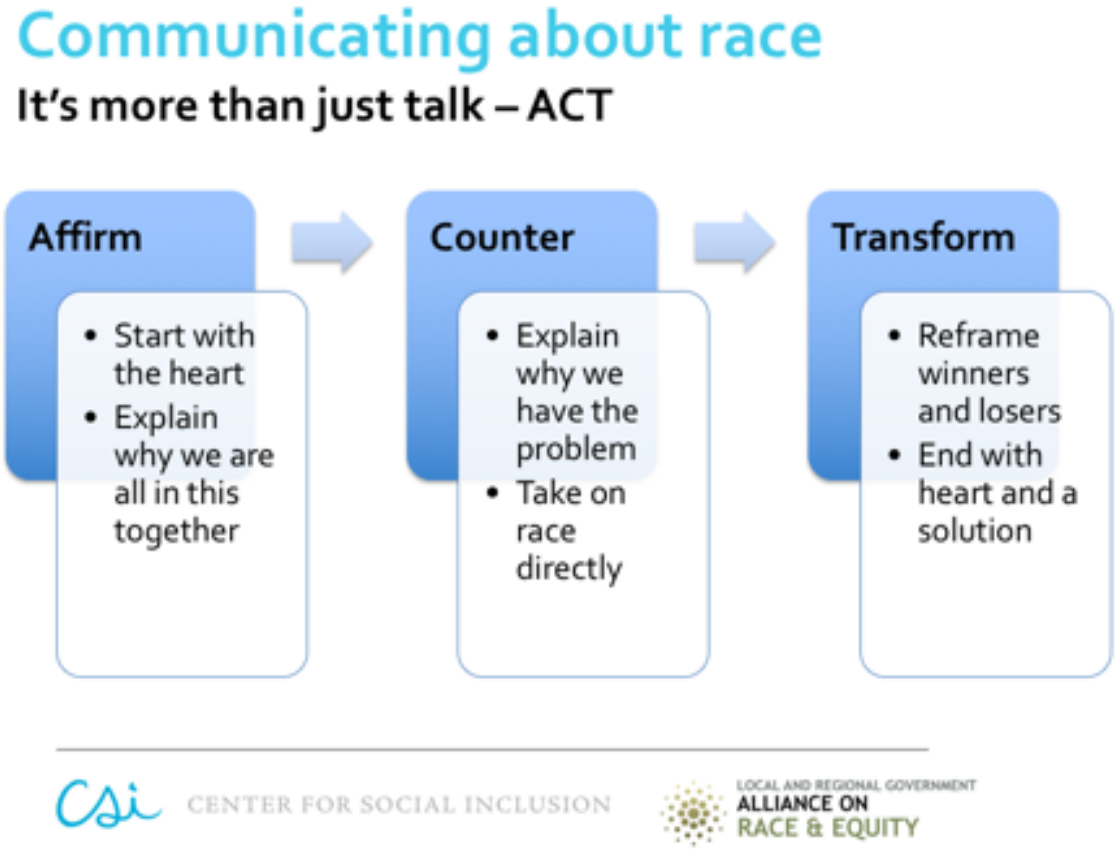
Group Agreements

1. Stay engaged. Speak from your own experience. Experience any discomfort that comes up as part of the learning process. Breathe.
2. 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.
3. Expect and accept non-closure on long-term issues; the work is ongoing.
4. Listen for understanding. Honor concerns – ask for suggestions. No shaming, attacking or discounting.
5. Maintain confidentiality – if you later share about your experience in this workshop, refrain from using names.

Attachment 5: Communicating About Equity Handout



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Attachment 6

Workshop 3 Agenda – Building Shared Understanding of Equity: Key Terminology

Learning Objectives

- ✓ Gain an increased understanding of a racial equity framework, including definitions of key terms such as (1) racial equity, (2) implicit and explicit bias, and (3) individual, institutional, and structural racism.
- ✓ Learn about examples of structural racism and the relationship between structural racism and sustainability.
- ✓ Consider opportunities to use your work on sustainability to move a racial equity agenda in your own city.

Pre-Workshop Prep – Read the following background document: GARE Resource Guide, pages 7-20

Time	***Agenda Item***
15 minutes	Welcome, objectives and introductions
5 minutes	Group agreements
20 minutes	Paired sharing: experiences in the work place relating to race • What is your experience working in a multi-racial environment? • Does race impact your work today? If so, how? If not, why not?
30 minutes	Presentation and video Building Shared Understanding of Equity: Key Terminology
40 minutes	Group discussion – Racial Equity Definitions
10 minutes	Closing

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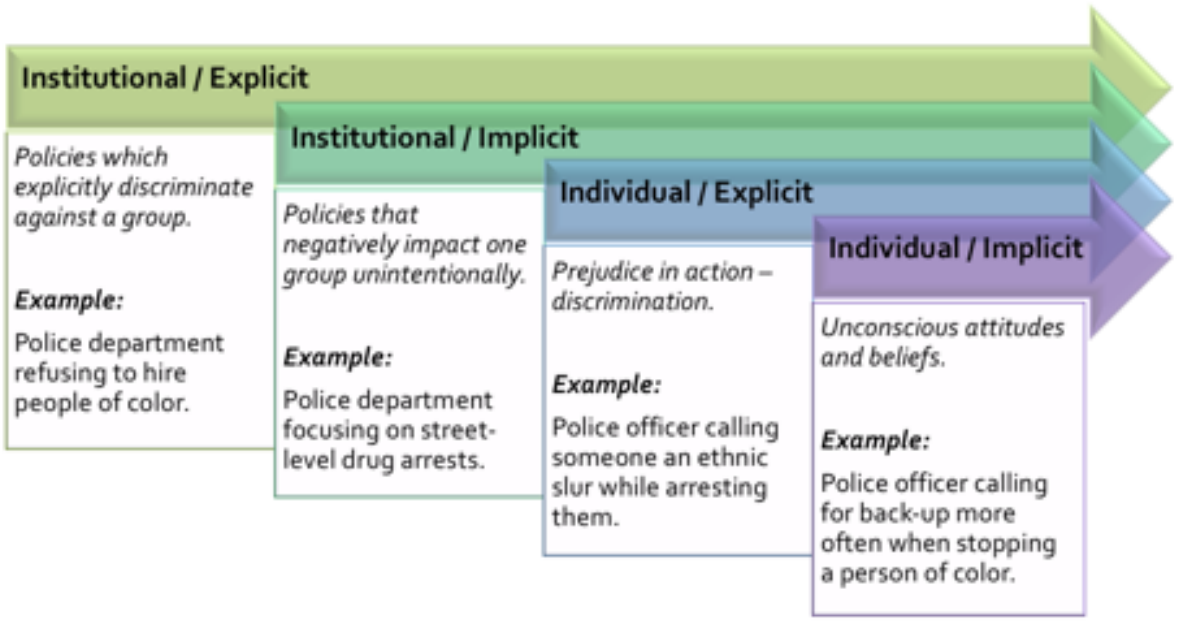
Group Agreements

1. Stay engaged. Speak from your own experience. Experience any discomfort that comes up as part of the learning process. Breathe.
2. 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.
3. Expect and accept non-closure on long-term issues; the work is ongoing.
4. Listen for understanding. Honor concerns – ask for suggestions. No shaming, attacking or discounting.
5. Maintain confidentiality – if you later share about your experience in this workshop, refrain from using names.

Attachment 7: Building Shared Understanding of Equity Handout



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Attachment 8

Workshop 4 Agenda – Using a Racial Equity Tool

Learning Objectives

- ✓ Learn about a Racial Equity Tool and how it can be applied, focusing on case studies.
- ✓ Hear examples from local sustainability leaders who are promoting racial justice solutions by using racial equity tools.
- ✓ Gain an increased understanding of key questions for addressing inequities.
- ✓ Identify opportunities to advance racial equity within policies, practices, and programs in your own city.

Pre-Workshop Prep – Watch the YouTube Changing the Lights Video created by Julie Nelson and Glenn Harris and review GARE's Racial Equity Toolkit.

Time	***Agenda Item***
15 minutes	Welcome, objectives and introductions
5 minutes	Group agreements
20 minutes	Paired sharing: how tools help you do your job • What process tools do you use in your work place setting to get your job done? Process tools include budget issue papers, needs assessments, planning checklists, etc. Why do you use tools? • From your personal experience, where have process tools been most effective in getting results?
25 minutes	Presentation and video Using a racial equity tool
50 minutes	Group discussion and exercises – Racial Equity Tools ✓ Scenario – Drivers of Inequity ✓ Opportunities to use a racial equity tool
10 minutes	Closing

Attachment 9: Drivers of Inequity Scenario[1]

Narrator: Recent media reports have highlighted the changing demographics in many neighborhoods. Shifting demographics, combined with a newly proposed subsidized housing complex, have led to tension in one neighborhood. A community meeting is taking place to discuss the new housing and the public safety concerns expressed by some residents.

Andi, from the city is facilitating the conversation, and two city staffers are there to help respond to questions: Laverne who works in planning and zoning and Officer Melton, who is a police officer in the neighborhood. The manager for the new complex, Eduardo, is also in the room. The room is packed, with meeting participants clearly divided, including Patty and Nick who are opposed to the housing and Darlene who has been on the wait list for housing for 8 months and is eager to move in.

Andi: Welcome to tonight's discussion. I want to start by sharing a few of the results of the recently released "Community Equity Profile: Housing." As stated in that profile, our vision is that we have an adequate amount of safe and affordable housing for all income groups. The data collected in that profile illustrates that we have work to do – 10% of Whites pay more than 50% of their income on housing, 29% of Blacks, and 36% of Asians. There just is not enough affordable housing for people who need it. The city has approved the permits for the new project, and we are excited that this new housing will help to close the gap. We also understand that there have been a lot of concerns expressed about the safety of the neighborhood. We want to talk tonight about how this new project can benefit both the new neighbors and the existing neighbors. Thanks to everyone who has signed up to share your perspectives – we have two hours scheduled and fifty people who would like to speak. That means that you should keep your comments short. Let's start at the top of the list with Patty.

Patty: I can't believe the city approved this project. This is in the middle of a single-family neighborhood. Having all these people move into our neighborhood means an increase of crime and more traffic. It just isn't right. The city has to stop.

Andi: Nick is next.

Nick: I've already seen an increase in loitering and you know that those people are dealing drugs. Our children are not safe. If this project gets built, I'm not sure I will even want to keep my children in our local school. It has always been a good school until now. I want to know what the police are going to do.

Andi: Ben is next.

Nick: Wait, I said I want to know what the police are going to do! Can't Officer Melton respond? He works in this neighborhood and I want to know what he thinks. Officer Melton?

Officer Melton: I used to work at one of the other complexes, and when people missed too many months of rent, I was the one who had to evict them. I hated to do that, but that was what had to be done. We used to have a social services aide who tried to help people get assistance, but when there

[1] Based on an exercise from RaceForward (https://www.raceforward.org) and adapted by the Government Alliance on Race and Equity.

wasn't any assistance, I just had to put their stuff out on the street. That's not why I signed up to be a police officer.

Nick: See, he works for the city, and he doesn't even like it.

Andi: We need to get back to the list; there are a lot of people who want to speak.

Nick: Sure, in a minute, but we need to know how this project is going to be managed. What are they going to do to keep our neighborhood safe?

Eduardo: Safety is our number one concern. We will be doing criminal background checks to make sure that nobody with a record moves into our project. As you can see by the design posters in the back, this will be a pretty project and we want to keep it that way.

Nick: And what about the permit approval, that doesn't seem right. Lavern, what did you have to do with that. Was this some sort of buy-off?

Laverne: No, this is a good project and I can tell you more details.

Darlene: I'm sorry to interrupt, but I didn't know I was going to have to wait two hours to say something. I rushed here after work, and have to pick my kids up at their childcare program and it is about to close. I really need housing. I've been paying two-thirds of my paycheck for rent, and can't even pay other bills some months. This housing is really critical, I'm trying hard to make it, but just can't when the pay is so low. I have to go now, but I would like to be a part of this neighborhood.

Questions for discussion:

- ✓ **What are examples of individual racism?** (Pre-judgment, bias or discrimination by an individual, based on race)
- ✓ **What are examples of institutional racism?** (Policies, practices and procedures that work better for white people than for people of color, often unintentionally)
- ✓ **What are examples of structural racism?** (The history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color.)
- ✓ **How could a racial equity tool be used in this scenario to improve outcomes? How could you:**
    - Better engage all communities?
    - Develop and expand strategies to eliminate racial inequities?
    - Create greater public will?

Attachment 10: Racial Equity Toolkit Worksheet

Step #1 – What is your proposal and the desired results and outcomes?

1. Describe the policy, program, practice or budget decision (for the sake of brevity, we refer to this as a "proposal" in the remainder of these steps)

2. What are the intended results (in the community) and outcomes (within your own organization)?
3. What does this proposal have an ability to impact?

- ☐ Children and youth
- ☐ Community engagement
- ☐ Contracting equity
- ☐ Criminal justice
- ☐ Economic development
- ☐ Education
- ☐ Environment
- ☐ Food access and affordability
- ☐ Government practices
- ☐ Health
- ☐ Housing
- ☐ Human services
- ☐ Jobs
- ☐ Parks and recreation
- ☐ Planning / development
- ☐ Transportation
- ☐ Utilities
- ☐ Workforce equity
- ☐ Other _____

Step #2 – What's the data? What does the data tell us?

1. Will the proposal have impacts in specific geographic areas (neighborhoods, areas, or regions)? What are the racial demographics of those living in the area?
2. What does population level data, including quantitative and qualitative data, tell you about existing racial inequities? What does it tell you about root causes or factors influencing racial inequities?
3. What performance level data do you have available for your proposal? This should include data associated with existing programs or policies.
4. Are there data gaps? What additional data would be helpful in analyzing the proposal? If so, how can you obtain better data?

Step #3 – How have communities been engaged? Are there opportunities to expand engagement?

1. Who are the most affected community members who are concerned with or have experience related to this proposal? How have you involved these community members in the development of this proposal?
2. What has your engagement process told you about the burdens or benefits for different groups?
3. What has your engagement process told you about the factors that produce or perpetuate racial inequity related to this proposal?

Step #4 – What are your strategies for advancing racial equity?

1. Given what you have learned from research and stakeholder involvement, how will the proposal increase or decrease racial equity? Who would benefit from or be burdened by your proposal?
2. What are potential unintended consequences? What are the ways in which your proposal could be modified to enhance positive impacts or reduce negative impacts?

3. Are there complementary strategies that you can implement? What are ways in which existing partnerships could be strengthened to maximize impact in the community? How will you partner with stakeholders for long-term positive change?
4. Are the impacts aligned with your community outcomes defined in Step #1?

Step #5 – What is your plan for implementation?

1. Describe your plan for implementation.
2. Is your plan:
    - ☐ Realistic?
    - ☐ Adequately funded?
    - ☐ Adequately resourced with personnel?
    - ☐ Adequately resources with mechanisms to ensure successful implementation and enforcement?
    - ☐ Adequately resourced to ensure on-going data collection, public reporting, and community engagement?

    If the answer to any of these questions is no, what resources or actions are needed?

Step #6 – How will you ensure accountability, communicate, and evaluate results?

1. How will impacts be documented and evaluated? Are you achieving the anticipated outcomes? Are you having impact in the community?
2. What are your messages and communication strategies that are will help advance racial equity?
3. How will you continue to partner and deepen relationships with communities to make sure your work to advance racial equity is working and sustainable for the long-haul?

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Attachment 11
Workshop 5 Agenda – Building a Racial Equity Team

Learning Objectives

- Gain an increased understanding of how change happens in organizations and the key considerations for building organizational capacity to advance racial equity across functions and hierarchy in their city.
- Be prepared to address barriers and potential opposition to developing a team.
- Explore different team structures and connections with community.
- Develop first steps and resources for building organizational capacity to advance racial equity.

Pre-Workshop Prep – Read Equity: The Soul of Collective Impact

Time	***Agenda Item***
15 minutes	Welcome, objectives and introductions
5 minutes	Group agreements
20 minutes	Paired sharing: thoughts on effective teams • From your personal experience, when has working in a team been most effective? Least effective? • What makes a team effective?
50 minutes	Presentation and video Building a racial equity team
30 minutes	Group discussion – Racial Equity Teams
10 minutes	Closing

Attachment 12: Discussion Questions – Organizing your Racial Equity Team

- What is one problem you are trying to solve in regards to racial equity?

- What influence do you have? Who are supporters? Opposition? What is their power to influence the process you are trying to create to solve the problem?

- Who do you need on your team to move your goal? Brainstorm up to five criteria you think will be most important for your team members.

- What is one short- term opportunity that could catalyze convening of your first team meeting?