Understanding Internal and External Systems in a Best Effort to Reduce Racial Employment and Education Disparities
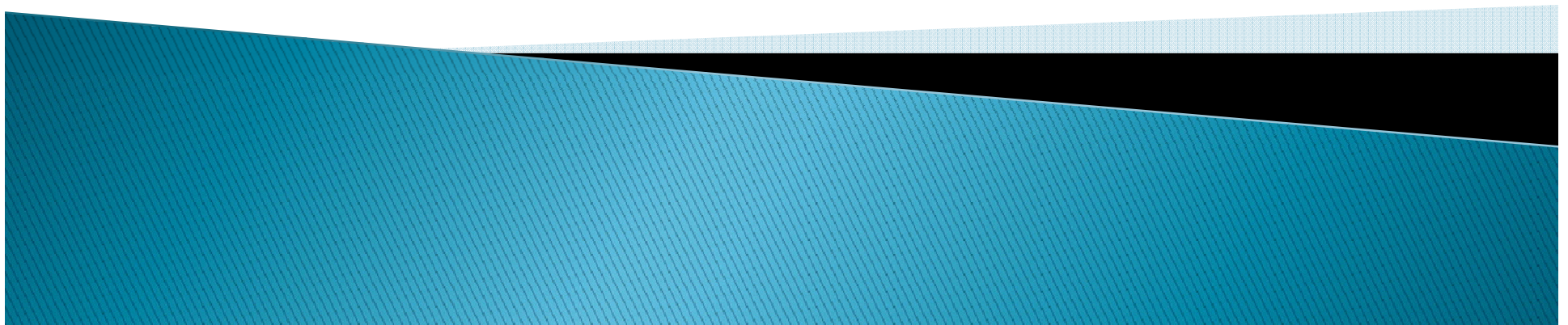
Welcome!

Boozhoo!

Hotep!

Salaam!

Hola!

Soo Dhowoow!

Dobro Pozhalovat!

Baga Nagaan Dhuftan!

Nyob Zoo!

Hau!

Ta Tu Loe Mu!

Purpose

- Second part to the first (101) training: Culture & Employment Services (February 25th).

- We aim to assist agencies to have a shared language and framework in which to carry out our <u>collective</u> goals of:

  - accommodating all the cultures and ethnic groups,

  - deepening our understanding of systems that create inequity,

  - reflecting upon one's self as related to identity, biases, entitlement, and oppression,

  - analyzing an inequitable distribution of power (i.e. interpersonal, institutional and structural systems),

  - moving <u>from learning to doing</u> in order to reduce education and employment racial disparities.

Objectives (at the end of today's 102 session, participants will more clearly be able to):

- Identify how the principles outlined in the Ramsey County goals for "Cultivating Economic Prosperity & Combating Areas of Concentrated Poverty," and "Racial Equity" serve as our guides in both our WFS and agency disparity reduction plans

- Acknowledge that *Cultural Competency* is an ongoing, life-long commitment to continually <u>evaluate one's self and use of power</u> as related to service to our families

- Revisit the following WFS Operational Definitions: Cultural Competence, Culturally Appropriate Services, Culturally Informed Services, Culturally Specific Services and Racial Disparities Reduction Strategies

Objectives, cont.

- Acknowledge that co-workers and colleagues each celebrate their unique identity and <u>legacy</u>

- Identify (Internal and External) Systems of Inequity with <u>power and money</u> being the engines that drive the system

- Fill the gap between learning and doing- use information from 101 and 102 training to then go back to your own agency cultural competency and disparity reduction plans with a refreshed perspective and <u>renewed sense of commitment</u>

Ground Rules

- Remember our common goal of economic prosperity,

- Commit to an open mind and learning something new- we are ever-changing beings and we are constantly learning!

- Meet each other where we are; honor each other's unique life experiences,

- Give each other the benefit of the doubt; exercise compassion in our efforts to understand and communicate with one another,

- Know there is no "magic bullet," and we are all striving to end the systematic education and employment disparities,

- We are learning community and encourage thoughtful questions, however we planners are not the experts, therefore questions will be noted and responded to through follow up e-mails and future training

Background

Ramsey County "*Cultivating Economic Prosperity & Combating Concentrated Areas of Poverty*"

1. …growth does not happen equitably… Ramsey County has the highest proportion of census tracks identified as Concentrated Areas of Financial Poverty.

2. Ramsey County is and will remain significantly more diverse than the Region, meaning that race-based disparities will have a greater impact.

3. Racial disparities in academic achievement **persist** regardless of family income level. (Saint Paul Children's Collaborative Master Youth Plan Baseline Data 2012)

4. Racial disparities in employment **persist** even when factors of education, experience, and preparation are equal. (Everybody In)

Ramsey County "*Racial Equity*"

1. Ramsey County…cannot ever achieve its overall mission/ vision/ goals without addressing racial equity

2. All residents regardless of skin color should have equal access to government services **and equity in outcomes** of county services.

3. Despite the County's rich cultural heritage, the distribution of social and economic opportunities is unequal. **Racism** is a significant factor…. Racial inequities in Ramsey County are **systemic problems**, cutting across one's lifespan and cutting across institutional systems.

4. Disparities are **part of the fabric** of Ramsey County–documented in health, poverty status, education, employment–and in Ramsey County services and staff makeup.

Rule of Thumb

7 Ways   7 Times

Cultural competence is never fully realized, achieved, or completed, but rather cultural competence is a lifelong process for social workers (and employment counselors) who will always encounter diverse clients and new situations in their practice.

Supervisors and workers should have the expectation that cultural competence is an ongoing learning process integral and central to daily supervision.

~National Association of Social Workers Standards for Cultural Competence

Cultural Competence

- More than diversity- importance of treating participants as they would like to be treated, not as staff members would like to be treated.

- Cultural competence requires a **willingness** <u>**and ability to exercise humility**</u>—adopting a stance of inquiry related to all cultures we serve and <u>**refraining from making assumptions**</u>.

- Recognize participant's resilience/strength. Resilience is also not something that you're either born with or not; develops as people grow and gain improved thinking and self-management skills. <u>**Resilience also comes from supportive relationships with parents, peers and family, as well as cultural beliefs and traditions.**</u>

Culturally Appropriate Services

- Providing service-delivery that reflect and accommodate the range of identities represented in the DWP/MFIP population.

- Employing staff, or purchasing interpreter services to meet the language needs of the DWP/MFIP population.

- Recruiting, hiring, and retaining donors, board members, and staff members at all levels who increasingly reflect the range of identities represented in the DWP/MFIP population.

- Developing relationships and coordinating services with culturally-specific and community-based programs that reflect the range of identities represented in the DWP/MFIP population.

- Involving participants' family in decision-making and service-delivery when determined appropriate.

- Continually engaging all levels of staff in training to increase their understanding of the historical and global context underlying the current inequitable distribution of power.

Culturally Informed Services

- Focusing **<u>less on what staff members know</u>** about other cultures and more on what they don't know.

- Develop programs in consultation **<u>with</u>** representatives from participants' communities.

<u>Culturally Specific Services</u>

- Response to the Department of Human Services (DHS) defined disparities found within American Indian and African American demographics.

- **Strength-based employment services** incorporate and build on participants' values, beliefs, worldviews, and traditions, many of which are rooted in or informed by culture and experience.

- **<u>Honors</u>** collective resistance movements against historic/systematic oppression (e.g. American Indian Movement or Civil Rights Movement).

# Racial Disparities Reduction Strategies

- RC Workforce Solutions and their contracted agencies employ programs to address the disparities in **Length of Time on DWP/MFIP and the Self-Support Index.**

- S-SI tracks whether, one year after being on DWP/MFIP, participants do one or both of the following for three consecutive months: 1) work an average of 30 hours or more hours per week, or 2) no longer receive the cash portion of their monthly grant (as a result of increased household earned or unearned income). In essence, the S-SI measures the extent to which families increase their income or retain full-time employment so as *not to qualify for DWP/MFIP cash* assistance.

Stories of Legacy , Meaning, and Wisdom
(Identity, History, and Culture)

Pair off into two and allow each other eight minutes to answer:
1. *What is the meaning of your name?*

2. *How do you identify racially, ethnically, or culturally?*
E.g. I am Hmong, or I am of Italian Heritage, or I am a member
of the Lakota Nation.

3. *Name an example of a challenge that your people have had*
and how they rose above the adversity (resiliency).
E.g. of challenges: war in home country, religious persecution,
slavery, children stolen and sent to boarding schools…
E.g. of overcoming/resiliency: storytelling, strong spiritual
beliefs, strong families, inner strength, work well in
groups…

Systems of Inequity
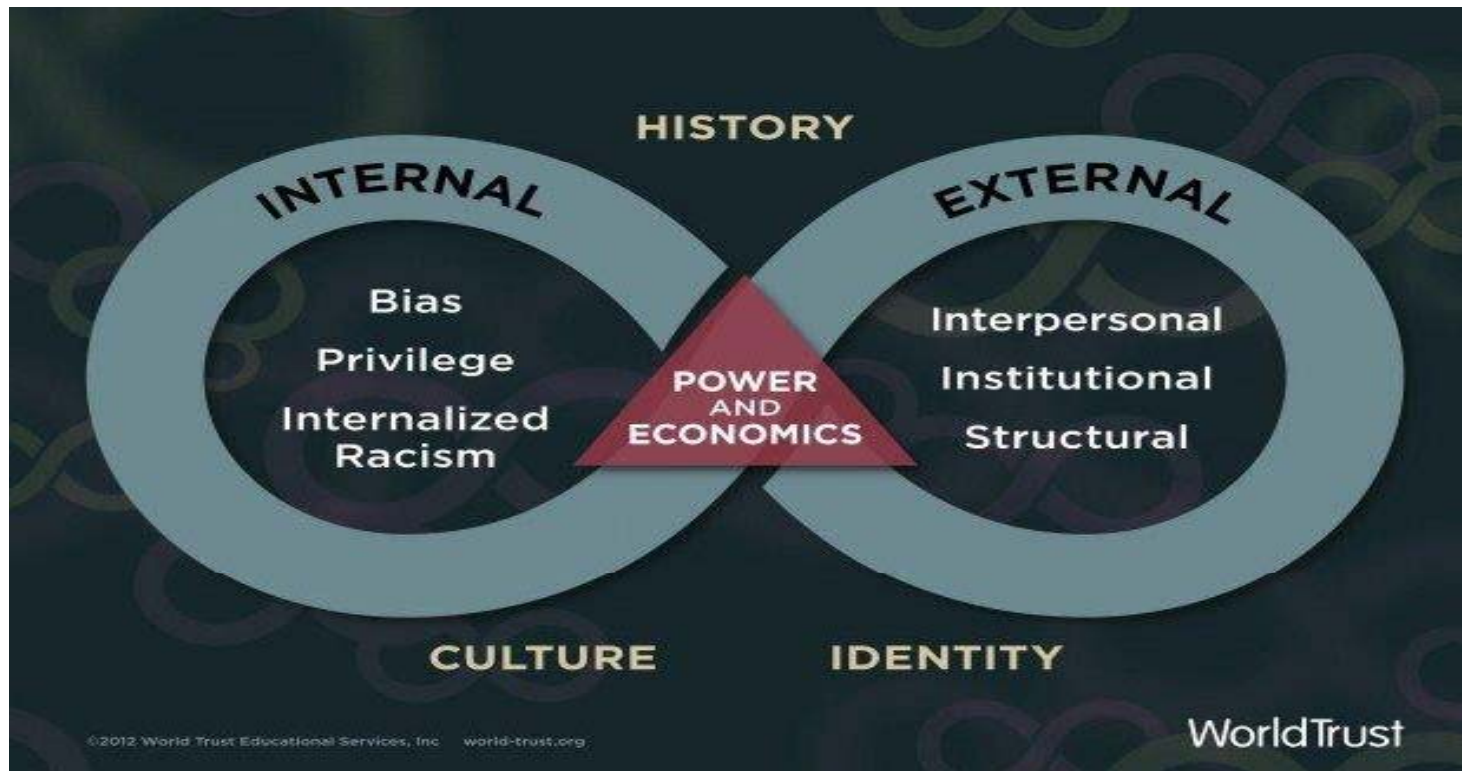
Internal Systems *(experiences and beliefs):*

Bias- an unfair preference for, or dislike of something

Privilege- privilege refers to the set of societal privileges that people (usually white people) benefit from beyond those commonly experienced by others (usually people of color) in the same social, political, or economic spaces

Internalized Racism- the personal acceptance (conscious or subconscious) of the dominant society's racist views.
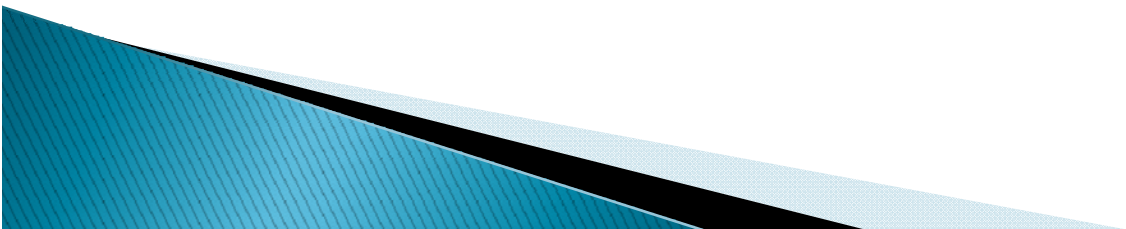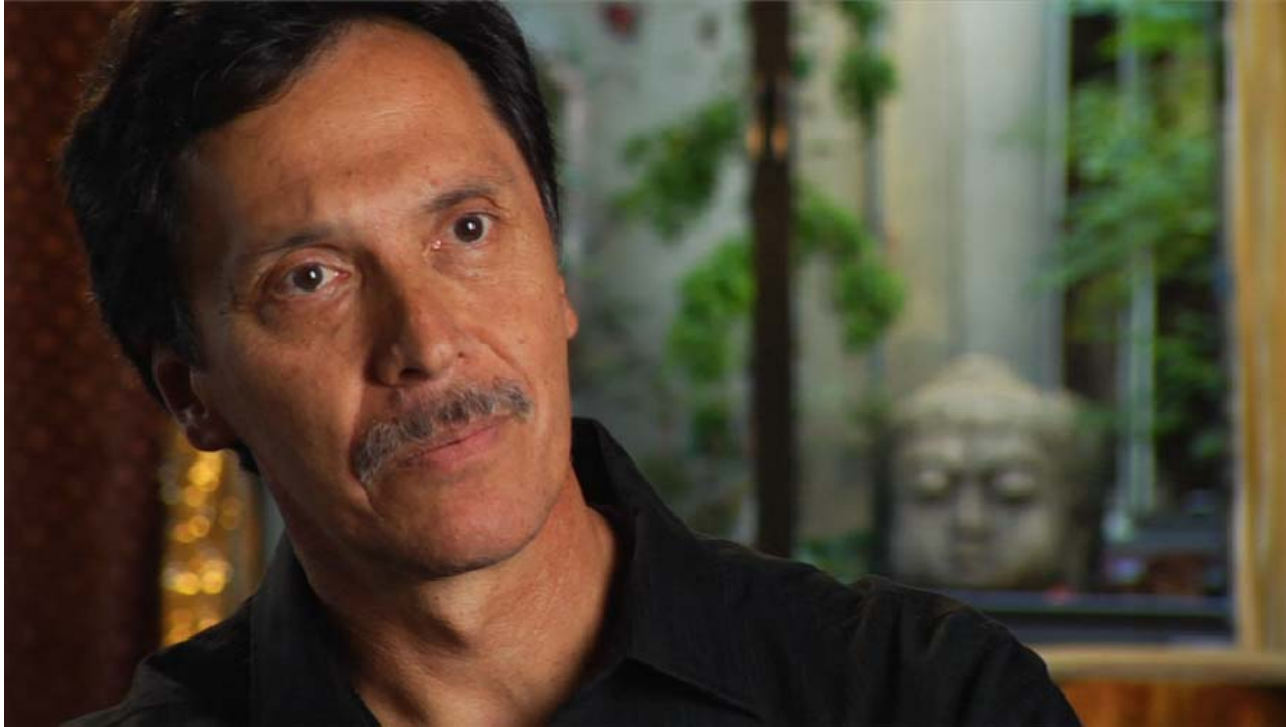
Implicit Bias

Tim Wise, Author and Speaker

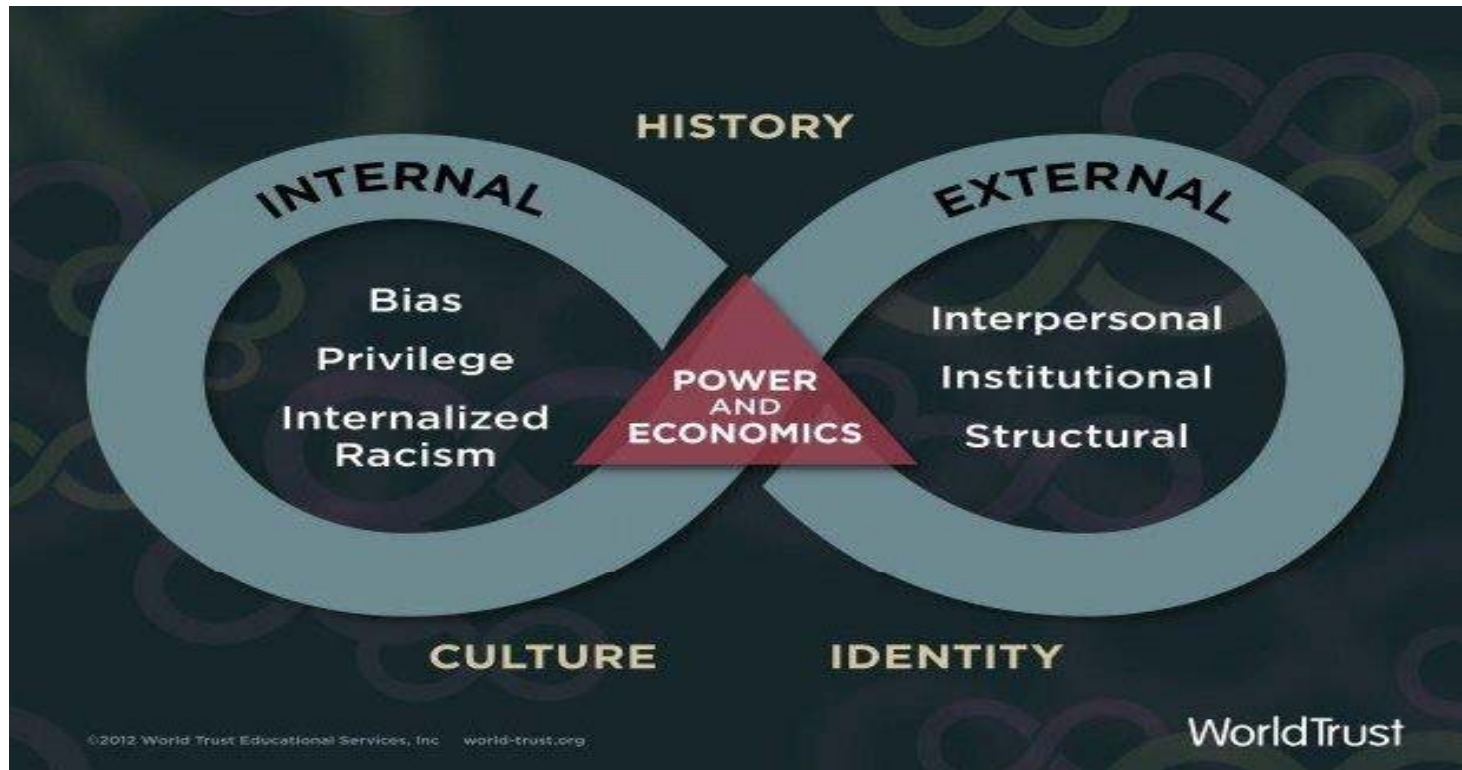# Internalized Privilege/ Entitlement

Suzy LaPientre, Educator

Internalized Racism or Oppression

Hugo Vasquez, National Equity Project

Systems of Inequity

HISTORY

INTERNAL

Bias
Privilege
Internalized
Racism

POWER
AND
ECONOMICS

EXTERNAL

Interpersonal
Institutional
Structural

CULTURE   IDENTITY

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<u>External Systems</u> (relationships):

Interpersonal- relationships between people

Institutional Racism- the laws, customs, traditions, and practices that systematically result in racial inequalities in a society- it's the institutionalization of interpersonal racism

Structural Racism- <u>a system</u> of social structures that produces cumulative, durable, race-based inequalities
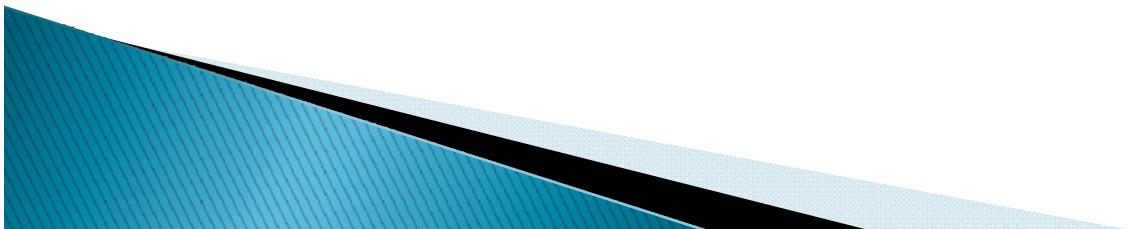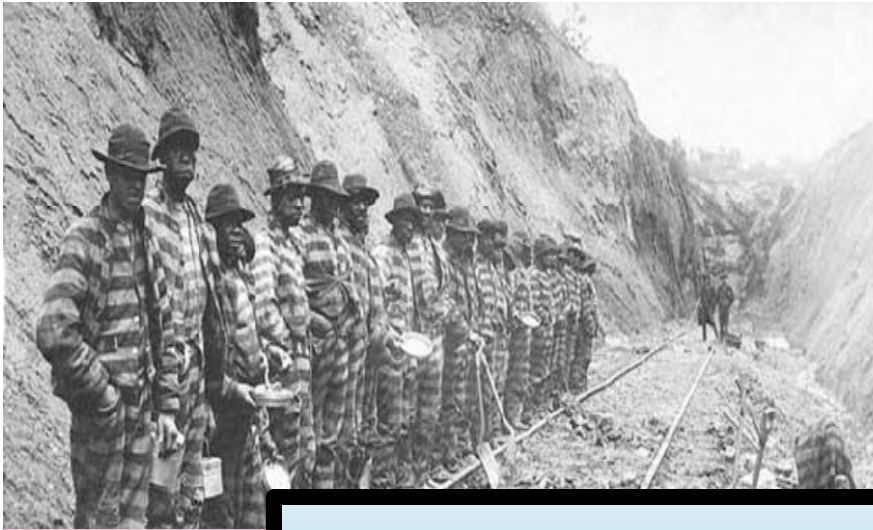
Interpersonal Racism

Connie Heller

Institutional Relationships

Rinku Sen, Applied Research Center

Structural Relationships

Rinku Sen, Applied Research Center

Power and Economics

Three Lakota Boys, Carlisle Indian Industrial School, ca. 1900

WALL STREET IS OUR STREET

Break
10 Mins.
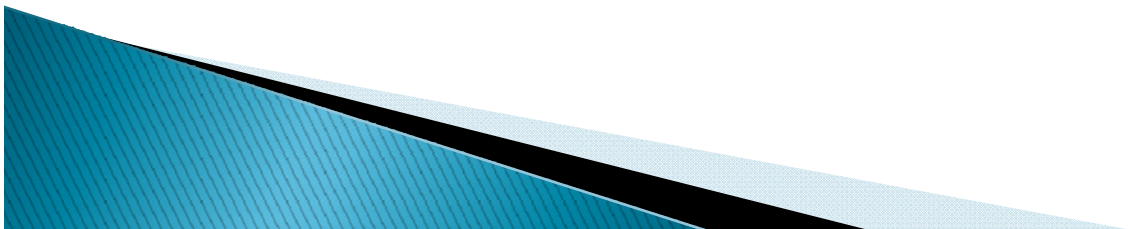
Taking Action, Becoming Allies

Bryan Stevenson,
Executive Director of the Equal Justice Initiative

Exercise A: Ted Talk Video Discussion

10 min discussion-10 min sharing

After watching Ted Talk Video, discuss with a partner the following questions:

1. What stood out for you in Stevenson's Talk?

2. Why do you think it stood out for you?

3. What are the patterns you can name regarding who becomes incarcerated?

4. How does incarceration impact families?

Exercise B – Discussion

Exercise B and C Total 30 mins.

Each table will be assigned a topic.
Discuss in group table the following questions:

Task: Imagine you are in charge of coordinating a community meeting to successfully gather input from the entire community about the following topics:

1. Housing
2. Workforce Development
3. Immigration
4. Education
5. Transportation
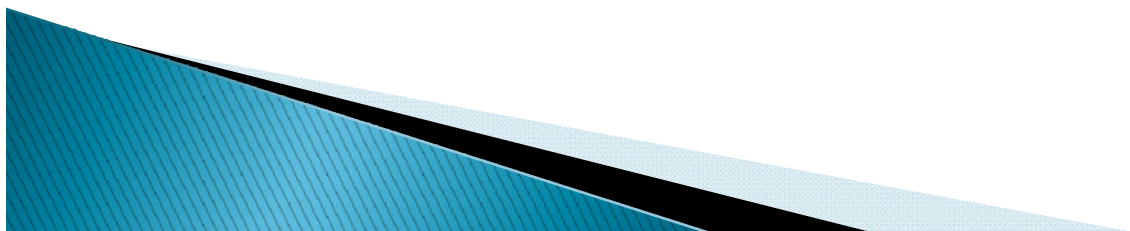
Exercise B: Questions

How would you design the meeting so that all communities feel welcome to participate?

How would you invite them?

How would you set up an environment where people feel accepted?

What is needed to support them in being there?

How would you encourage them to speak?

Exercise B: Examples

▸ **Invite**: Phone calls in multiple languages, face to face invite

▸ **Environment support**: Provide childcare, food, transportation

▸ **Encouraging to speak**: Translations, speakers to represent the community
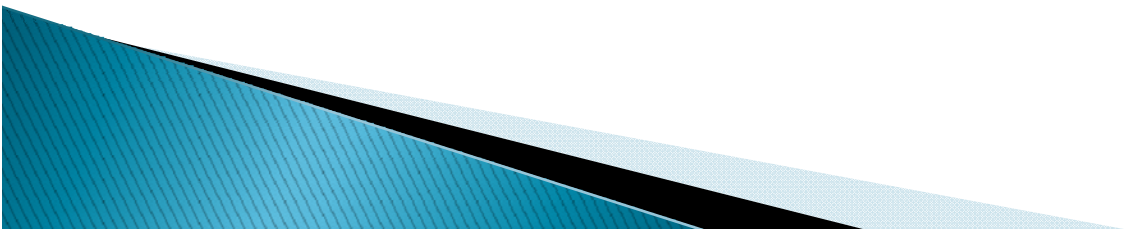
Exercise C: Creating Interview Protocol

*Group use same TOPIC from exercise B

Task: Create interview questions to ask potential candidates for local office to determine whether or not they will represent your interests. Imagine
that they are being elected or appointed to their post and you have a hand in choosing who will represent you.

1. Who are you interviewing?

2. What 3 questions would you ask to see if they can understand you and your community?

3. What types of responses would you look for/what outcomes would you seek?

Exercise C: Examples

Topic: Corrections
Interview: Sheriff

Sample Questions:

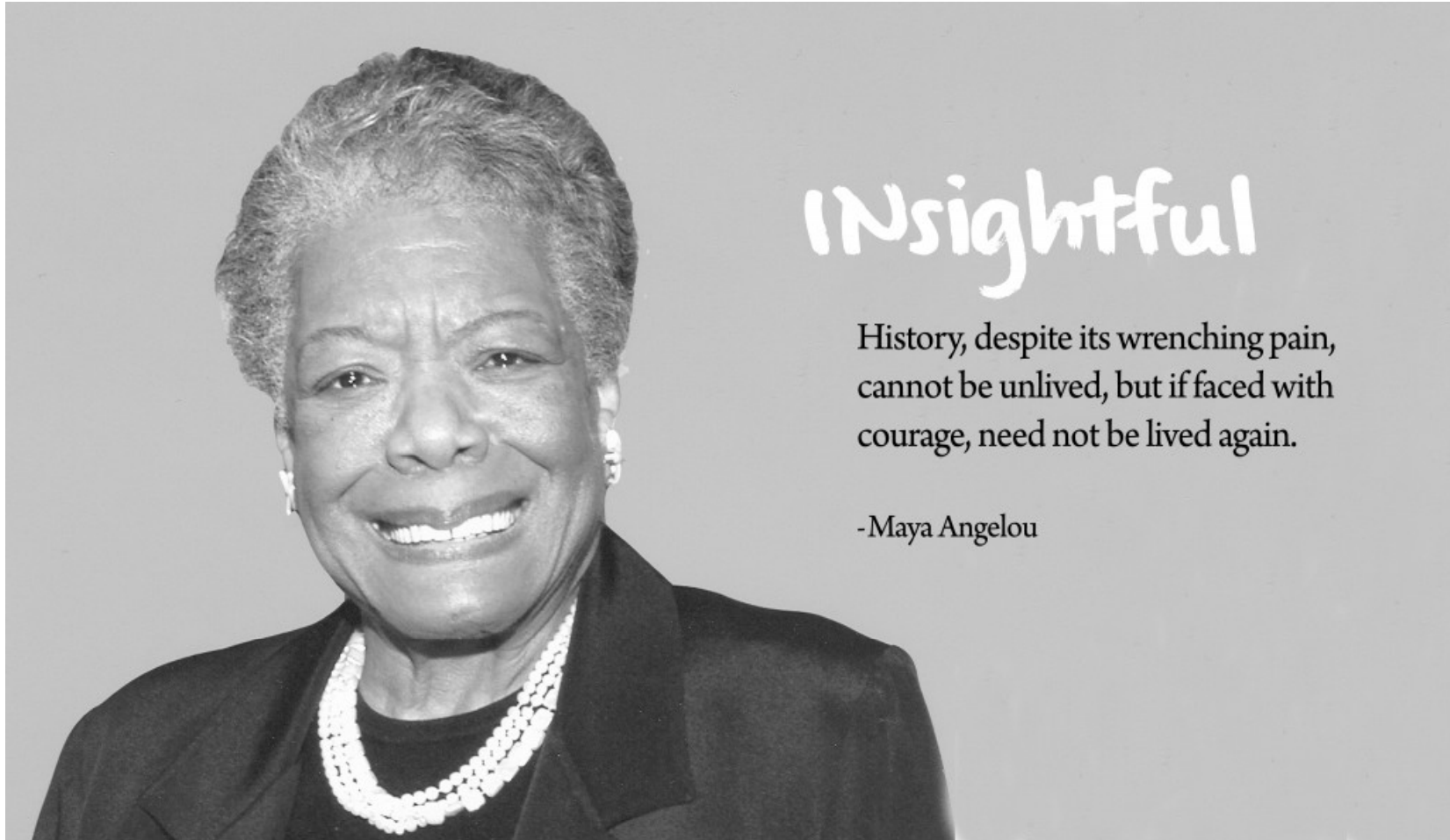What will you do to ensure that officers are culturally competent?

Many officers falsify reports, or do not report at all, what measure do you have to ensure accountability is in place?

Sample Responses:

- Ensure that officers receive cultural trainings: understanding of one's own culture
- Awareness and acknowledgment of differences: language, age, culture, socio-economic status, political and religious beliefs, sexual orientation, and life experiences
- Knowledge and skills for navigating the dynamics of difference
- Ensures that accountability are visible and officer reports are received immediately

Next Steps

INsightful

History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again.

-Maya Angelou

[Maya Angelou](#)