RAMSEY COUNTY COMMUNITY AND HUMAN SERVICES TRAINING SESSION

STRUCTURAL RACISM THEORY OF CHANGE FRAMEWORK

Ramsey County Community Human Services
East Side Community Center
160 E. Kellogg
St. Paul, Minnesota
October 5-6, 2010

Presenter/Facilitator:
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Ramsey County Community Human Services Anti-Racism Leadership Team - 2013
Desired Results

By the end of the meeting, participants will have identified and agreed upon:

1. Some specific organizational policies, practices and cultural stereotypes that they want to see changed or eliminated;

2. A Long Term Change Goal for each of the ARLT Work Groups that is aligned with Column 6 in the Continuum on Becoming an Anti-Racist Multi-Cultural Institution Framework;

3. An overall Long Term Change Goal for RCCHS;
4. Where RCCHS is currently located on the Cross Roads and MCARI, “Continuum on Becoming an Anti-Racist Multi-Cultural Institution Framework;” and

5. A definition of what racial equity means and how the Aspen Roundtable on Comprehensive Community Initiatives’, “Structural Racism Theory of Change Framework” informs the work at RCCHS.
What Is a Structural Racism Theory of Change?
1. How do we define Structural Racism Theory of Change?

- A step-by-step backward mapping process to help identify the necessary interim and early outcomes required to reduce racial disparities in jurisdictions, neighborhoods and regions.

Aspen Institute Roundtable on Comprehensive Community Initiatives, 2004
2. What are the basic premises?

- Chronic racial gaps are strongly associated with structural racism; and
- Focus is on how public policies, institutional practices and cultural representations contribute to the specific problems.

Aspen Institute Roundtable on Comprehensive Community Initiatives,
3. What are the basic steps in the process?

- Define, in specific terms, the desired long-term change that the initiative hopes to bring about and its dimensions.
- Identify the preconditions that are necessary and sufficient to bring about the desired long-term change.
- Identify and analyze specific public policies, institutional practices and cultural representations which are barriers to the existence of the preconditions.
Map out some action strategies to address and/or remove each of the barriers to the preconditions.

Assess the initiative’s overall capacity to implement the plan.
4. Why do we use this approach?

- It helps uncover institutional-level barriers and cultural stereotypes that contribute to the production/reproduction of racial disparities.
- It helps prioritize the ways institutional forces as opposed to individual-level forces affect both negative community outcomes and racial inequities.
GETTING ON THE SAME PAGE:
DEFINING OTHER KEY TERMINOLOGY
1. **Long Term Change Goal**

   Represents the specific racial disparities that are to be reduced or eliminated in a given place and within a given timeframe. The long-term change is generally a comprehensive vision and its components are the concrete “dimensions” that will be measured as a sign of success.

**Example of LTC:**

- Elimination of racial wealth disparities region wide by the year 2050.
GETTING ON THE SAME PAGE: DEFINING OTHER KEY TERMINOLOGY

2. Dimensions

These are the various aspects of a desired long term change that, when taken together, represent each aspect of what is to be accomplished.

Example of Dimensions for LTC:

- Proportionality in minority homeownership rates, business ownership, and stock ownership.”

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3. Preconditions

Each dimension of the long-term change should have a set of minimum requirements for moving in that direction. These requirements are the essential prerequisites, or what is necessary in order to achieve the goal.

Example Home Ownership:
- Equitable access to prime mortgage lenders and lending rates.
- Equal protection from predatory (sub prime rate) lenders.
4. Public Policies

These are laws that directly allocate public resources and indirectly influence the distribution of private resources. Public policies reflect the interests of powerbrokers and their constituencies within the public. These interests derive, in part, from core values such as beliefs about race, gender and religion.

Example:
- Federally financed red-lining under-writing policies that assess risk associated with loans made to specific urban neighborhoods.
5. Institutional Practices

These are the “legitimate” decision-making and standard operating procedures of public and private institutions that, though seemingly race-neutral, continually generate racially biased outcomes.

Examples:

- Real estate market steering practices.
- Drive-by home value property assessment practices.
6. Cultural Representation

Popular images, frames and stereotypes of people of color that, though often damaging to their prospects for achieving genuine equality of opportunity, are widely seen as “unbiased” or “harmless.”

Example:
- Media depictions of black neighborhoods as unsafe.

Aspen Institute Roundtable on Comprehensive Community Initiatives
7. Racial Equity

A social outcome measure that occurs when the distribution of society’s resources, benefits and burdens, and the achievement of good and bad outcomes are no longer predictable by race.

- It is a **metric** to assess if we are achieving equality.

Aspen Institute Roundtable on Comprehensive Community Initiatives
8. **Racial Equality**

A social and political approach to ensure fair access regardless of race, ethnicity/nationality, gender, religion or ability group to society’s major opportunity structures such as housing, education, business/employment, and health.

- It is a **process** for acknowledging and undoing historic, social and political discrimination.
GETTING ON THE SAME PAGE: DEFINING OTHER KEY TERMINOLOGY

9. Structural Racism

The many factors that work together to produce and maintain racial hierarchies and inequities in America today:

- National values, culture and history
- Policies, practices and cultural stereotypes

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GROUND RULES FOR RACE EQUITY DIALOGUE
GROUND RULES FOR RACE EQUITY DIALOGUE

R - Respect;
O - Openness to Opportunities; Ouch!
P - Participate or pass;
E - Educate; and
S - Support.

A to Z Initiatives, Inc.
DEFINING THE ORGANIZATIONAL IDENTITY OF RCCHS
IDENTITY OF RCCHS

Dyad Question # 1:

- Why do you believe that RCCHS wants to become an anti-racist organization?

Dyad Question # 2:

- What evidence have you seen so far to support this belief?
Small Group Question # 1:
- What are some changes in policies, practices and/or cultural stereotypes that each of the current ARLT Workgroups will have to help establish at the institutional level in order for RCCHS to reduce the racial/ethnic disparities that currently exist across the four divisions?

Small Group Question # 2:
- How will the success be measured? What will be some of the specific performance measures that you will want to achieve?
Defining Organizational Success
Defining Organizational Success

Work Group Question # 1:

- What changes in policies, practices and cultural stereotypes will your ARLT work group have to help bring about in order for each of the five statements in Column 6 to become true?

Work Group Question # 2:

- How will your work group measure or quantify the success in racially equitable terms?
IT IS NOW TIME FOR LUNCH:
SO LET’S EAT!!!
DEFINING THE DESIRED LONG TERM CHANGE GOAL AND ITS DIMENSIONS
Mission

The mission of ARLT is to recognize racism in our institution and implement a transformational strategy for change. The vision of ARLT is to become an anti-racist, multi-cultural organization.

Example for ARLT:
- Becoming an anti-racist multicultural organization would entail developing the following six dimensions as a part of the Long Term Change Goal: contracting, hiring and retention, training, leadership development, communications and changing practice.
ARLT Work Group Long Term Change (LTC) Goal

1. Long Term Goal

Represents the specific racial disparities that are to be reduced or eliminated in a given place and within a given timeframe. The long-term change is generally a comprehensive vision and its components are the concrete “dimensions” that will be measured as a sign of success.

Example of LTC for Contracting:

- Achieve racial/ethnic equity in the number of culturally competent minority agencies and organizations receiving service contracts from RCCHS by the year 2020.
2. Dimensions

These are the various aspects of a desired long term change that, when taken together, represent each aspect of what is to be accomplished.

Example for Contracting:

- Monitoring and quality assurance
ARLT Work Group Long Term Change (LTC) Goal

Step One: Based upon the mission and vision of the ARTL, and the five statements identified in Column 6 of the Continuum, define the long-term change goal for your respective Work Groups in terms that are measurable, comprehensive, easy to communicate and doable terms.

Question:
- What will be the Long Term Change Goal for your ARLT Work Group have to be in order for RCCHS to accomplish its mission of becoming a fully inclusive transformed institution in a transforming society?

Question:
- How will your work group measure or quantify its success in racially equitable terms?
Question:
- What does your data tell you about the disparities that exist organization-wide across the four divisions (Financial Assistance, Children’s Services, Administration and Adult Services)?
The RCCHS Long Term Change Goal
(LTC) GOAL FOR RCCHS

Task:
Combine all of the Long Term Change Goals (LTCG) for each of the ARTL Work Groups and develop and define the Long Term Change Goal for RCCHS in terms that are measurable, comprehensive, easy to communicate and doable terms.

Question:
- What will the Long Term Change Goal for RCCHS have to be in order to accomplish it’s mission of becoming a fully inclusive transformed institution in a transforming society?

Question:
- How will your work group measure or quantify its success in racially equitable terms?
Defining the Long Term Change (LTC) Goal for RCCHS

Example: Alliance for Racial Equity in Child Welfare

• **Mission:** To create a child welfare system that is free of structural racism and that benefits all children, families, and communities.

• **Long-Term Goal:** By 2015, to significantly reduce racial and ethnic disproportionality and disparity in jurisdictions with whom we are partnering.
Crafting the Long Term Change goal
Change Goal

Using the “Fist to Five” approach to group consensus building, we now ask the question:

- Have we identified a Long Term Change Goal for RCCHS that we can all agree upon?
It is now time to adjourn for the day: Great job!!!
IDENTIFYING THE NECESSARY AND SUFFICIENT PRECONDITIONS
GETTING ON THE SAME PAGE: DEFINING OTHER KEY TERMINOLOGY

1. Precondition

Each dimension of the long-term change should have a set of minimum requirements for moving in that direction. These requirements are the essential prerequisites, or what is necessary in order to achieve the goal.

Example Home Ownership:
- Equitable access to prime mortgage lenders and lending rates.
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GETTING ON THE SAME PAGE: DEFINING OTHER KEY TERMINOLOGY

2. Institutional Practices

These are the “legitimate” decision-making and standard operating procedures of public and private institutions that, though seemingly race-neutral, continually generate racially biased outcomes.

Examples:

- **Example of Home Ownership Precondition:**
- Real estate market steering practices.
- Drive-by home value property assessment practices.
3. Public Policies

These are laws that directly allocate public resources and indirectly influence the distribution of private resources. Public policies reflect the interests of powerbrokers and their constituencies within the public. These interests derive, in part, from core values such as beliefs about race, gender and religion.

Example of Home Ownership Precondition:
- Federally financed red-lining under-writing policies that assess risk associated with loans made to specific urban neighborhoods.
4. Cultural Representation

Popular images, frames and stereotypes of people of color that, though often damaging to their prospects for achieving genuine equality of opportunity, are widely seen as “unbiased” or “harmless.”

Example of Home Ownership Precondition:
- Media depictions of black neighborhoods as unsafe.

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IDENTIFYING THE PRECONDITIONS

Task:
Identify 1-3 preconditions for your ARLT Work Group that are essential for achieving the Long Term Change Goal of RCCHS. Participants should use the following questions to guide the discussion:

Question:
- What specific policies and practices have to be in place in the area of focus for your ARLT Work Group in order to achieve the LTC Goal for RCCHS?

Question:
- What cultural stereotypes or racial biases have to be eliminated in the area of focus for your ARLT Work Group in order to achieve the LTC Goal for RCCHS?
IDENTIFYING THE BARRIERS
Task:
Identify 1-3 types of policies, practices and/or cultural stereotypes that are preventing the preconditions from being established. Use the following questions to guide the discussion:

Question:
- What are some existing organizational structures, policies and/or practices that are making it difficult for your work group to establish the essential preconditions previously identified?

Question:
- What are some existing cultural stereotypes or racial biases that are making it difficult for your work group to establish the essential preconditions previously identified?
“To laugh often and much; to win the respect of intelligent people and affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty and ... find the best in others; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to know even one life has breathed easier because you have lived. This is to have succeeded.”

- Ralph Waldo Emerson
It is now time to adjourn:

Thank you and Great job!!!
How To Reach The Alliance For Racial Equity In Child Welfare
For More Information Contact:

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The presentation took place in October 2010. Since then, Waheed has left the Center and has his own consulting business. His contact email is Khatib.Waheed@sbcglobal.net.