Expected Results

✓ Share a perspective on how public policy creates racial inequity

✓ Introduce a tool to consider the potential “racial impact” of policies and institutional practices

✓ Identify the implications of these issues in your public policy work moving forward
WHY AN INTENTIONAL RACIAL EQUITY LENS IS NECESSARY
The U.S. has historical patterns of policies and practices -- and media messages and images to bolster them -- that result in the exclusion, marginalization and control of Black people. These persist, sometimes in new forms, up to today.
Persistent patterns of discrimination: **Schools**

- **Inequitable facilities** (e.g. old, over-crowded, ill-maintained)
- **Inequitable learning resources** (e.g., funds, curriculum, availability of courses)
- **Persistent race and class segregation**
- **Differential access to experienced, prepared teachers**
- **Differential treatment** within the classroom (e.g., lowered expectations)
- **Differential treatment** in terms of discipline
- **Differential access to funds to pay for college tuition** and other educational expenses
Persistent patterns of exploitation and discrimination: **Workplace**

- Historically, from **enslavement** to **convict leasing** to **sharecropping** to exclusion from specific occupations to exclusion from specific work protections
- Placement of **jobs** away from Black communities ("spatial mismatch")
- Public sector **job loss**, where opportunity for Black people has been most available
- Ongoing **explicit and implicit bias** in recruitment, hiring, compensation, retention
Persistent patterns of discrimination: Public systems

➢ **Child welfare.** Even under comparable family circumstances, Black and Native American children are more likely to be removed from their homes by child welfare authorities.

➢ **Juvenile justice.** Black youth arrested, charged and incarcerated more than White youth for similar conduct. Once detained, remain in the system longer, less likely to receive needed supports, disproportionately likely to be transferred to adult prisons.

➢ **Voting.** From denial of the franchise prior to the Civil War to Jim Crow laws such as literacy tests and poll taxes to modern suppression tactics like intimidation, disinformation, disenfranchisement of convicted felons, and stringent voter ID requirements.
Persistent patterns of stereotyping and marginalization: Media portrayal

- Historically inconsistent stereotypes, but consistent in their harmful effect
- Focus on deficit and lack, not asset and substance
- Overuse of White male vantage point in media
- Mobilizes mistreatment of Black people interpersonally and institutionally
- Discourages positive self concept
- Limited accurate coverage of range of Blackness
Starting Assumptions

Disparities are often created and maintained through policies and practices that contain barriers to opportunity.

The only way to close equity gaps is with an intentional focus on race.

Given the right message, analysis, and tools, people will work toward racial equity.
Policies and practices create barriers to opportunity: An historical example that shapes opportunity today

Film clip from *Race: The Power of an Illusion*
Available from California Newsreel
Please pair up and take a few minutes to answer: *What are your initial thoughts and reactions to the film clip?*
Philip’s Story

Child born right after WWII

Father’s status

Low-income, White

GI Bill: FHA & VA loans

Able to use low-interest mortgage provisions to move family from public housing to segregated suburban home ownership

Consequences for child’s education

Family borrowed from home equity to send child to college (first in family to go to college)

Consequences for child’s well-being in adulthood

Philip gets professional job, buys own house, inherits appreciated house when father dies, is able to save for retirement
# Thomas’ Story

<table>
<thead>
<tr>
<th>Child born right after WWII</th>
<th>Father’s status</th>
<th>GI Bill : FHA &amp; VA loans</th>
<th>Consequences for child’s education</th>
<th>Consequences for child’s well-being in adulthood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-income, Black</td>
<td>Black veteran, high school diploma</td>
<td>Could not access home loan b/c of racially restrictive underwriting criteria; family remained in rental housing in the city</td>
<td>Family could not afford to send child to college; high school diploma is from under-resourced school</td>
<td>Thomas works in lower-wage jobs, remains in rental home, has to borrow $ when father dies to give him decent funeral</td>
</tr>
</tbody>
</table>
Philip’s & Thomas’ story in pictures

- 1948: Both Dads in WWII
- 1955: GI Bill
- 2005:
GIs from other racial groups had similar experiences.
HOW BALTIMORE NEIGHBORHOODS CAME TO BE WHAT THEY ARE TODAY...

Restrictive covenants and zoning to produce and maintain segregated neighborhoods (Whites, Jews, Blacks)

- FHA redlining
- Neighborhoods for Blacks coming to work in war industry
- GI Bill creates White suburbia

1910s & 20s
- Blockbusting
- Public services decline in changing neighborhoods
- 1955-65 City loses 82 industries (65 to County); SSA moves to Woodlawn
- Blacks in County experience “expulsionary zoning” and displacement by highways
- Public housing concentrated in already struggling areas of City

1930s & 40s
- Flipping, subprime mortgage abuse, lead paint contamination decimate Black neighborhoods
- City partially settles Thompson v. HUD with Housing Mobility Program

1950s - 80s

1990s & 2000s
THREE CORE TOOLS TO ADVANCE EQUITY FOR BLACK COMMUNITIES
Being strategic about race-informed work means:

1. Leading with data disaggregated by race to design policies, programs and investment strategies.

2. Analyzing the impact of any proposed policies, programs and investment strategies on Black communities.

3. Messaging opportunities and challenges facing Black communities accurately and effectively.
2. Analyze the impact of proposed policy, programs and investment strategies on Black populations

- Assess the potential impact of any new or modified programs, policies and investment strategies on Black populations.

- Consider any unintended impacts.

- Engage Black populations in the process.

Tool: Racial Equity Impact Analysis
RACIAL EQUITY IMPACT ANALYSIS

1. Is the Black community most affected by this investment/practice/decision represented at the table? Is there another “table” where they are present?

2. For the investment/practice/decision being considered here (existing or new), what results are you trying to achieve?

3. How will the investment/practice/decision affect Black communities?

4. How will the investment/practice/decision be perceived in these communities? What’s the basis for your beliefs?

5. Do you think the investment/practice/decision worsens existing disparities faced by Black communities or may produce other unintended consequences?

6. Based on your answers to #1 through #5, how should the investment/practice/decision be revised?

Adapted from Race Matters, Annie E. Casey Foundation
Illustration: Racial Equity Impact Analysis

**Situation:** The school system has received a one-time-only corporate grant to advance young students’ technology skills and modernize teaching. It is proposed that each of the system’s elementary schools will receive an equal amount: $7,400. It is important to note that schools serving a high % of African American children tend to have weaker infrastructures. What is the impact of this decision for Black students?

<table>
<thead>
<tr>
<th>Question from Impact Analysis</th>
<th>Areas for Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the Black community most affected by this philanthropic investment/practice/decision represented at the table? Is there another “table” where they are present?</td>
<td>Who are the Black groups for whom representatives should be at the table? Is there already a table where they are present?</td>
</tr>
<tr>
<td>For the philanthropic investment/practice/decision being considered here (existing or new), what results are you trying to achieve? How will the proposed policy/practice/decision affect each group?</td>
<td>Goal is to improve student technology skills and modernize teaching. Schools serving a high % of African American children tend to have weaker infrastructures on which to build so may need more funds for comparable educational payoff. What else?</td>
</tr>
<tr>
<td>How will the proposed policy/practice/decision be perceived by each group?</td>
<td></td>
</tr>
<tr>
<td>Does the policy/practice/decision worsen or ignore existing disparities? Produce other unintended consequences?</td>
<td>If it is the case that schools serving a high % of African American children have weaker infrastructures, $7,400 may not be adequate to have meaningful educational impact – thus widening gaps. What else?</td>
</tr>
<tr>
<td>Based on the above responses, what revisions are needed in the policy/practice/decision under discussion?</td>
<td>All of the above considered...</td>
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TIME TO TEST-DRIVE!!!