

# Protecting Our Waters: What's Race Got to Do With It?

December 5, 2013 | University of Washington Ethnic Cultural Center

## Post Event Summary



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# Workshop Overview

On December 5, 2013, 65 participants from 27 different government, non-profit, community and private organizations gathered to discuss the impacts of racial inequities on the environmental movement during the Protecting Our Waters: What's Race Got to Do With It? workshop hosted by Seattle Public Utilities with support from the Seattle Office for Civil Rights. During the three hour meeting, participants discussed institutional racism, culture, inclusive outreach, and tools to promote equity.

## **Organizations Represented:**

- Adopt a Stream Foundation
- Cascadia Consulting Group Inc.
- Cascadia Environmental Center
- City of Shoreline
- Duwamish River Cleanup Coalition
- EarthCorps
- Friends of the Burke Gillman Trail
- Friends of the Cedar Watershed
- Futurewise
- King County
- National Parks Services
- Nature Consortium
- Puget Sound Partnership
- Puget Soundkeeper Alliance
- Seattle Aquarium
- Seattle Audubon
- Seattle Office for Civil Rights
- Seattle Parks
- Seattle Parks and Recreation
- Seattle Public Utilities
- SPU Community Advisory Committee
- Seattle Tilth
- Sightline Institute
- Urban Wilderness Project
- Private Citizens

## **Speakers:**

**Nancy Ahern**, Deputy Director Utility Services Management, Seattle Public Utilities  
**Darlene Flynn**, Seattle Office for Civil Rights  
**Elliot Bronstein**, Seattle Office for Civil Rights  
**Susan Harper**, Seattle Public Utilities

## **Facilitators and Additional Support:**

Miles Mayhew, Sheryl Shapiro, Steve Hamai, Daniel Sims, Veronic Fincher, Liz Fikjes, Susan Stoltzfus, Sudha Nandagopal, Steve Smith, Rachel Garrett, Natalie Hunter, Fiona McCargo, Noel Miller

# Protecting Our Waters: What's Race Got to Do With It?

December 5, 2013

**5:30** Networking / Light Meal

**6:00** Opening Remarks: Nancy Ahern

**6:15** Presentation: Darlene Flynn / Elliott Bronstein

**7:00** Break

**7:15** Six Essential Strategies for Inclusive Engagement – Table Activity

**7:50** Next Steps – Table Discussion

**8:10** Discussion Wrap Up / Closing Remarks / Evaluation

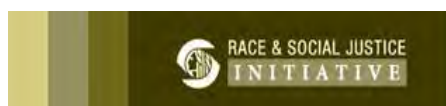
## Speaker Bios

**Darlene Flynn** began her public service career with the City of Seattle over twenty years ago as the Legislative Assistant for then Councilmember Jim Street. During her time with the City she has also worked for Seattle Public Utilities as a Strategic Advisor in the Directors Office and in the Department of Neighborhoods as a Neighborhood Development Manager.

In 2004 she joined the Seattle Office for Civil Rights as a Policy Lead for the Race & Social Justice Initiative (RSJI) Coordinating Team, where she provides strategic planning support to the initiative and technical assistance for departments and their Change Teams. She has also been the Initiative's lead staff for the RSJI Capacity Building, focused on designing and implementing training and leadership development to support the Initiative.

**Elliott Bronstein** is the Public Information Officer for the City of Seattle's Office for Civil Rights (SOCR). He also serves on the coordinating committee for the City of Seattle Race and Social Justice Initiative, an effort of Seattle city government to achieve racial equity.

Prior to joining SOCR, Elliott served for 15 years as the editor of The Voice, a monthly newspaper for public housing residents in Seattle-King County. He hails from Winnipeg in Canada. Elliott is one of those peculiar people you see riding a bicycle to work in the middle of December in a torrential downpour.



ADVANCE OPPORTUNITY.  
ACHIEVE EQUITY.

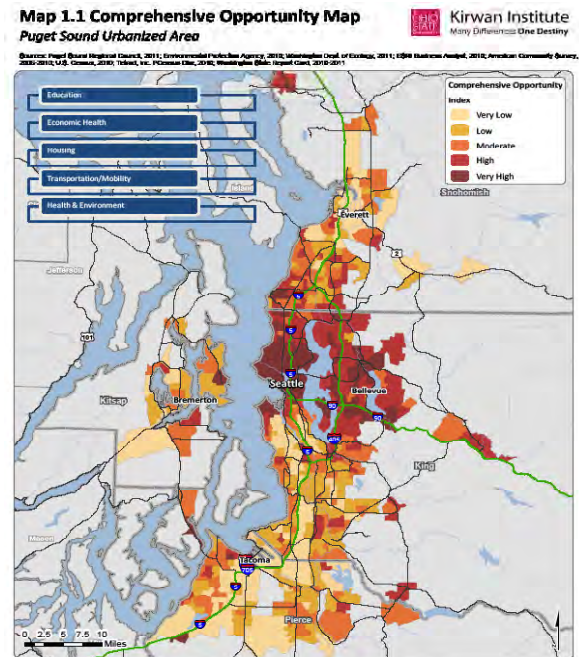
# Racial Equity Overview

Presented by Darlene Flynn and Elliot Bronstein



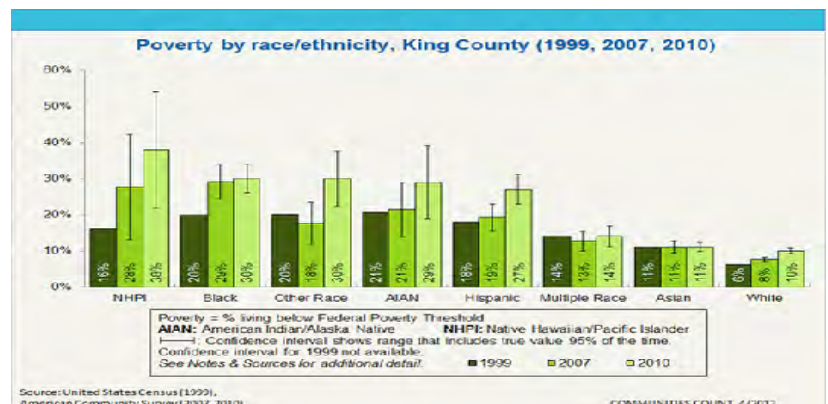
## Assumptions for Thinking About Racism:

- *We live in a highly racialized society* - i.e. race matters.
- *We are all part of the picture.* (I'm walking through an art museum and studying a painting on the wall entitled "Racism in the U.S." But I'm not looking at the picture; I'm IN the picture. I have a place in the picture. It's important for each of us to ask ourselves: "Where am I in this picture? Where do I fit in?")
- *None of us asked for this.* None of us are responsible for the past; but all of us are responsible for the present and to some extent, the future.



## Racial Disparities in Seattle:

- Though poverty has increased for everyone following the economic downturn since 2010, the distribution is unequal and greater for people of color. For example, African Americans' net worth was about 1/10 that of white people, now since the recession it's about 1/20.
- Comprehensive opportunity (education, economic health, housing, transportation/ mobility and health and environment) is distributed unequally between predominately white communities and communities of color.





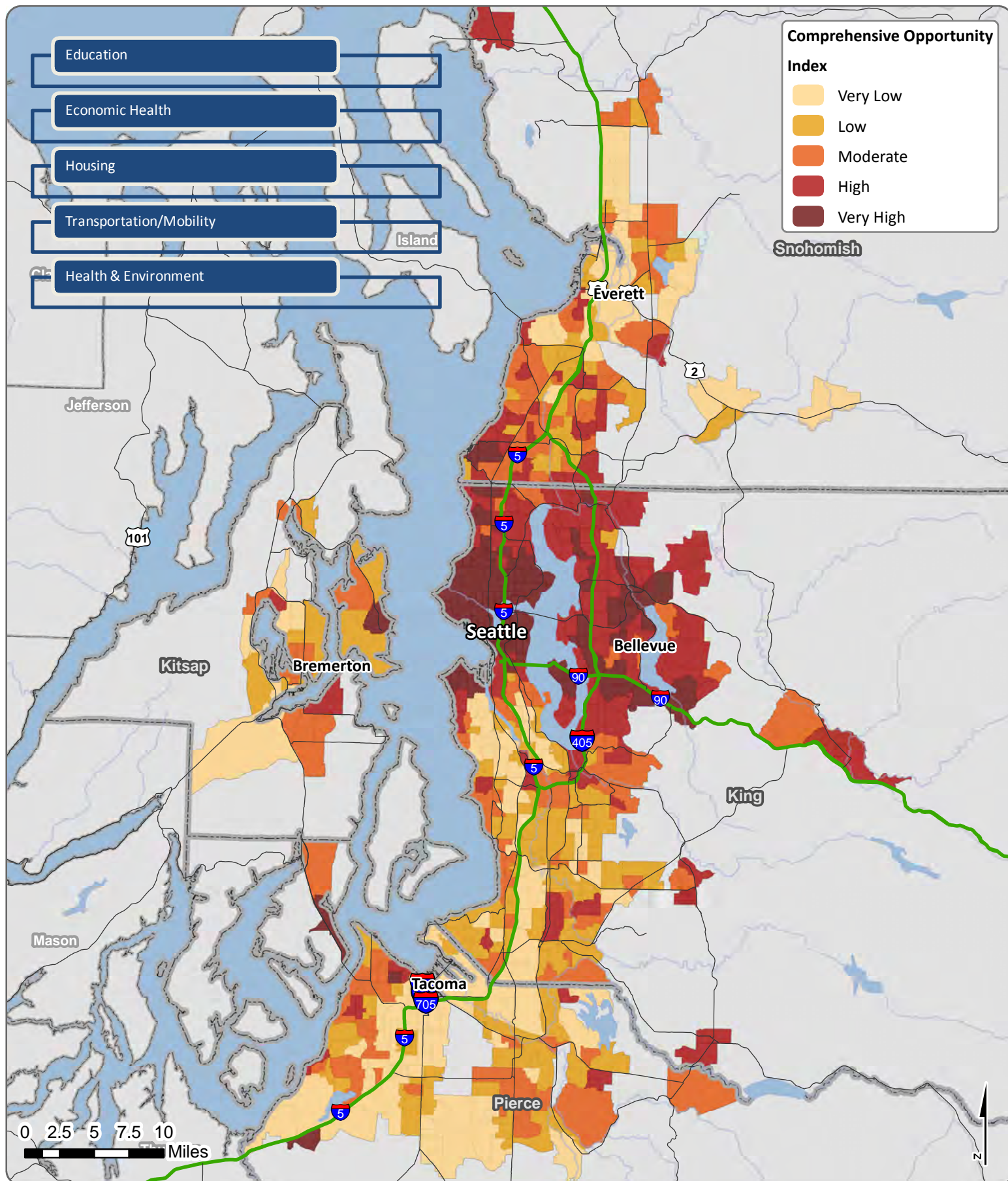
# Map 1.1 Comprehensive Opportunity Map

## Puget Sound Urbanized Area



Kirwan Institute  
Many Differences One Destiny

Sources: Puget Sound Regional Council, 2011; Environmental Protection Agency, 2010; Washington Dept. of Ecology, 2011; ESRI Business Analyst, 2010; American Community Survey, 2006-2010; U.S. Census, 2010; Tetrad, Inc. PCensus Dbx, 2010; Washington State Report Card, 2010-2011



# Racial Equity Overview

Presented by Darlene Flynn and Elliot Bronstein



## Equity ~

- *Acknowledges* significant, measurable, system-wide inequities, based on race, socio-economic status, gender, among others, that have created unequal starting places
- *Recognizes* that to achieve equity, the system that works for the dominant group will not necessarily work for other groups
- *Ensures* equitable opportunity, access and outcomes through intentional action

\*Adapted from Equity Matters NW – 2010 -2011

## Racial Equity Mission

- Undo institutional inequity
- Promote inclusion
- Partner with the community and other institutions

## Root Cause of Racial Inequity

Institutional Racism: institutional arrangements that produce better results for white people than for people of color (racial disparities).

***Racial Prejudice + Institutional Power = Institutional Racism***

# Racial Equity Overview

Presented by Darlene Flynn and Elliot Bronstein



## What is Culture?

- Pattern of arrangements, behaviors whereby a society operates
- Patterns of behaviors transmitted by symbols
- Set of rules and norms that promote predictability and belonging

*“Cultural barriers are ever present and operate on a continuum from more to less impact. Our challenge is to see how they are manifesting and strategize for change in the direction of less impact. This is a social developmental process – we are collectively developing the will and skill to move away from the most inequitable way of navigating differences that are the legacy of our history”.*

*-Darlene Flynn*

*“...maybe the problem is not those who are different than the norm, maybe the problem is the norm itself.”*

*-Tim Wise*

## Increasing Cultural Competence and Inclusion

- *Attitudes* change to become less monocultural and biased.
- *Policies* change to become more equitable and culturally impartial.
- *Practices* become more accessible and relevant to other cultures and races.



# Breakout Session Overview

## Six Essential Strategies for Inclusive Engagement

\*Developed by Equity Matters NW



1. Build Personal Relationships with Racial/ Ethnic Groups
2. Create a Welcoming Atmosphere
3. Increase Accessibility
4. Develop Alternative Methods for Engagement
5. Partner with Diverse Organizations and Agencies
6. Maintain a Presence Within the Community

*Focus Audience:* Historically under-represented communities / individuals

*Scenario:* You are helping to increase tree canopy in the City. Your project aims to engage volunteers to plant trees in parks and in the right of way. Your mission is to have 50% of your participants be people of color.

*Question:* How will you implement the strategy your table is assigned? What does equity look like?

*Task:* Identify tactics, strengths, and needs as they apply to your strategy

# Build Personal Relationships with Racial/ Ethnic Community

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## Tactics

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- Identify key constituents – who is included, who are we forgetting?
- Understanding values of groups you want to speak to
  - Why is this project valuable?
  - How to do outreach?
- Incentives for participation (spaces, compensation, money, eliminate barriers to accessibility)
- Backyards (the trees are the trees they want)
- Location of event if accessible to participants
- Building traditions (e.g. regular monthly or annual events)
- Identify community leader to act as “bridge”
- Opportunities to tell “provider” what they are interested in
- Planting trees in honor of community or other meaningful people in their lives
- Show photographs of ways of people being in nature and animals and ask groups’ interest in them throughout exercise
- Find and build on knowledge already in community

## Strengths

---

- Strong relationship with community partners
- City of Seattle
  - Demographic info
  - Money
  - Access
  - Lists of organizations
  - Translations
- Work with community organization to build shared goals with environmental organizations
- Diverse workforce
- Diverse volunteer base
- Existing partnerships
- Trees
- Persistence and patience in building relationships

## Needs

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- Time
- Understand participants relationship/ beliefs/ experience with the forest
- Establish trust and credibility
- Commitment and longevity
- Preparation for event (providing clothes, boots, etc.)
- Offer a variety of ways to be connected to project (may not be able to plant at event time)
- How to build a common agenda

# Create A Welcoming Atmosphere

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## Tactics

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- Family friendly activities
- Food! Chocolate!
- Intentional inclusion: new and regulars
- Anticipate other languages
- Provide appropriate clothes and tools
- Recruitment through known and trusted community leaders/ members
- Let people know they are making a difference
- Show people you respect them and really care

## Strengths

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- Chefs, retired teachers
- Being present and constant in the community
- Personal relationships

## Needs

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- Food – think about audience and food choice
- Diversify the tasks (kids, adults, etc.)
- Prep work – scout the area and don't make it too hard
- Have capacity to deal with different languages
- Build new relationships, especially people of color

# Increase Accessibility

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## Tactics

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- Expand participation beyond planting
- Figure out how to make it feel value added to community
- Is this a benefit to you and why?
- Language
- Identify community needs and interests to make it relevant
- Understanding culture and value
- Meet community leaders
- Provide transportation
- Asking community best way to reach the goal
- Provide childcare
- Make the event relevant for all volunteers and types of folks
- Accommodate multilingual volunteers
- Tree planting areas should be in places where participants live
- Combine tree planting with existing community events (overcome time)
- Asking community for input about how to best accommodate volunteer needs
- Understanding cultural norms
- Alternate forms of communication

## Strengths

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- Larger network of similar but different groups (city/ NGO/ community/ faith)
- Translators
- Community leaders
- Community centers
- Schools and churches

## Needs

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- Time for sufficient planning and relationship building
- Resources (childcare, transportation, etc.)
- Willingness to spend some of the resources to use on the planning and involving the community
- Expectations on reporting numbers → what is considered success?
- Different communications
- Spaces to plant trees
- Barriers to activity/ proposed benefit
- Lack of understanding of culture and values



# Develop Alternative Methods for Engagement

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## Tactics

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- Identify the cultural barriers
- Provide giveaways
- Provide translation and interpretation
- Activities for families/ kids
- Hold event in the community
- Door-to-door recruitment
- Connect with schools/ youth programs
- Find out what the cultural values are and appeal to them
- Identify cultural connections to the environment
- Provide music
- Provide food
- Ask communities where they get their information
- Partnering with local business
- Youth as your spokesman
- Partner with cultural/ community centers
- Culturally-specific news/ information sources

## Strengths

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- Community-based organizations are knowledgeable and willing to help
- PTAs represent the community and are well connected (so can connect us)
- Access to people who are multilingual
- Community respect/ interpersonal relationships
- Policy support
- People

## Needs

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- Pool outreach resources for leverage across departments and agencies
- Transit system doesn't service everyone well
- Change the hiring practice of the organization to attract diverse employees that represent the community
- Trust
- Money
- Time
- People

# Partner with Diverse Organizations and Agencies

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## Tactics

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- Best timing of the outreach and engagement (cultural holidays etc.)
- Recruiting community members
- Identify the benefits of trees and how it helps the neighborhood
- Establish relationships without an ask
- Existing resources (group with volunteers)
- Potential partners:
  - Schools, churches, community groups
- Needs of partners (community service hours, education needs/ standard of education)
- Ask where are areas where trees are needed
- Stay neighborhood/ community based
- Ensure our committee is reflective of the community (even better if from community)
- Identify existing agencies/ organizations in the neighborhood, especially those working with diverse populations
- Contact leaders of groups
- Find organizations that are trusted

## Strengths

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- Many existing potential partners
- Strong environmental ethic city-wide
- Funding for non-profits
- Low effort – high impact (simple activity and message)
- Lasting reward provides stepping stones (jobs, skills education)
- Family friendly and neighborhood friendly
- Moving from our committee's stewardship to community ownership
- Thought of a variety of tasks so everyone can play (not just plant)
- We have access to resources, including knowledge of government and trees

## Needs

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- Language skills
- Work with community members to develop program
- Tailored approach for multiple audiences
- Understand their issues and concerns
- Education about how to plant a tree
- Demographic information of the community
- Research audience
  - Motivators
  - Needs
  - Barriers
- Diversity within organization

# Maintain a Presence Within the Community

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## Tactics

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- Tap the expertise and knowledge within the community
- Identify the length of time we want to commit to maintaining the relationship
- Identify money for the maintenance of the trees
- Identify all of the community groups that are already there (schools, faith-based, etc.)
- Enlarge the picture beyond tree canopy to larger environmental education programs to connect with families/ groups
- Don't silo the topic
- Recruit ambassadors, stewards with incentives with diversity of leadership
- Be clear about benefits (not just environment, but cultural and health)

## Strengths

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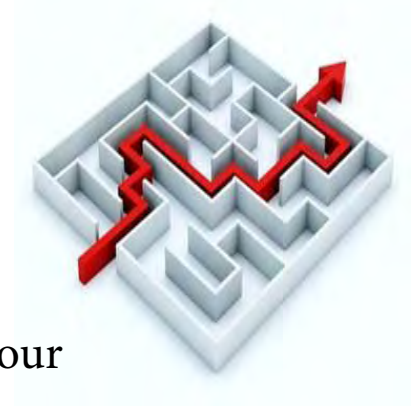
- Budget
- Willingness to compromise/ open-mindedness
- Relationships
  - Already established
- Scientific expertise (environmental)

## Needs

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- Language and cultural skills
  - Help from community?
- Learn what the community cares about – take time to *ask*, showing you care
- Be clear about maintenance needs and provide the *tools, training, other resources* → *Support*
- Fact finding – why canopy is important to community

# Breakout Session Overview



## Next Steps Discussion

- What opportunities do you see to create equity in your watershed work?
- How can equitable inclusion benefit our watershed work?
- What challenges do you perceive to making progress promoting equity?
- What would be the most helpful to overcome these challenges?

*“With such beautiful, amazing and passionate people like the group that came together tonight, we can get there!”*

-Evaluation response





## Next Steps Discussion Notebook Summaries

The following are transcripts from notes taken during the Protecting Our Waters: What's Race Got to Do With It? meeting on December 5, 2013. These are direct transcripts with no edits beyond spelling and formatting.

### Notebook 1:

- This workshop is a good example of what could be brought into the workplace
- Trying to apply equity in work. Programs (Aquarium inviting or going to different groups, flood mitigation). Looking at who is engaged and who is not.
- Internship opportunities for diverse communities (workplace employees don't represent community)
- Role of government in interfacing with entire community
- Takes a more proactive role to address issues

### Notebook 2:

- Opportunities to create equity:
  - Broadening message
  - Teaching/ training
  - Making it a priority/ creating a plan to build on, increase capacity for it
  - Evaluating project needs based off of landscape/ demographics
- How can equitable inclusion benefit watershed?
  - Meet broader audience so more are aware/ healthier communities overall
  - Citizen engagement and participation increases
  - More ideas, solutions
- What challenges do you perceive?
  - Industrial resistance (people who benefit)
  - Status quo resistance
  - Lack of funding for it
  - Having quantifiable goals
- Helpful to overcome challenges:
  - Money
  - Training
  - Collective efficacy

### **Notebook 3:**

- Advertisements in difficult languages (ex: Spanish language magazine) vs. gardening class that requires money and transportation
- Resistance within the organization
- Increase access to technology
- Who is getting emails?
- How to get the word out in person?
- Go to classrooms
- Door to door
- Walk up to strangers
- Face time people-to-people
- “I know you think this is just for white people, but trust me it’s not.”

### **Notebook 4:**

- Need the resources to be able to promote solutions (tactics) for increasing equity and cultural competency
- More cultural competency within the agency
- Having hiring policy that reflects the demographics of the local area (or accommodates for racial inequity)
- Early education recruiting about challenging types of jobs and topics of interest
  - Science, environmental, etc.
- Make the information we provide (data on environmental issues) culturally competent and relevant for our customers

### **Notebook 5:**

- What opportunities do you see to create equity in your work?
  - Commit to support women and minority owned businesses
  - Increase communication (signage, reader boards)
  - Improve knowledge and understanding of board members and staff
- How can equitable inclusion benefit our organizations?
  - Diversifying volunteer and/ or donor base – is this culturally based
  - Create awareness of mission
  - Community notices the effort you’re making and your relationship improves
- What are the key challenges to promoting equity?
  - Resistance from people who think they’re already “there” – don’t think they need help
  - The idea that people of color have to lead the effort, which puts pressure unfairly on them

- What would be helpful to overcome these challenges?
  - More awareness raising and training

#### **Notebook 6:**

- Opportunities to create equity:
  - Shift from focus on walking distance to people who come by vehicle
  - Getting a cleanup that's going to benefit the whole community
  - We'll get there more quickly when staff and decision makers have been trained
- Dichotomy
- Duwamish – environmental justice; people directly helped by the work
- Puget Soundkeeper Alliance: more about seeking people to engage
- Who gets funding and who doesn't?
- Diving resources not equitably
- It's the system we're operating in

#### **Notebook 7:**

- Education:
  - Who gets the funding?
  - Connected to property values
  - Who's teaching?
  - What is taught?
  - Who is learning?
  - Who feels like they belong to that environment?
- Opportunities
  - Water as the perfect symbol to bring communities
    - Clean water to tell stories about protection
    - To tell stories about environment
    - Connection to each other
- Environment → middle class, white issue
  - How to broaden so that it is intimate to person (close to heart and hearth)
  - Opportunity to go deeper than political
- Bridge the cultural chasm
- Bring people together
- Hold in children – democratize
  - Affects their future
  - Connect to past
- Challenges
  - Cultural chasm (opportunity too)
  - Behavior change

- Adapting the programs to the many needs of where people are (opportunity to improve too)
- How do you create stewardship ethic?

### **Notebook 8:**

- Strategies to build equity:
  - Finding allies
  - Addressing lack of diversity of staff members
  - Questions:
    - How do we recruit?
    - How do we connect to build the community?
  - Make environmental work be paid an attractive wage
  - Including examining qualifications i.e. valuing experience, being flexible
- Make it a value and keep trying
- Recognize that one staff person doing equity work is not enough
  - Long term support programs promoting equity is necessary
- Upper management represented at every meeting

### **Group Brainstorming: Examples of Institutional Racism**

- Education
  - Enough funding
  - Who designs/ decides
- Military
  - Volunteer military → poor people of color overrepresented
  - Stratified leadership
- Housing
  - Predatory lending
  - Asymmetrical information



# Post Workshop Evaluation

On closing of the workshop, participants were asked to complete an evaluation of their experiences. Response was overwhelmingly positive, with 92.5% of participants saying they could identify strategies for inclusive engagement. The following are a few key takeaways from the evaluation:

- When asked if they would bring the information from the workshop to their organization, 100% of participants agreed, with 76.3% strongly agreeing.
- When asked if they were comfortable talking about race, most (47.5%) said they somewhat agreed. No responding participants disagreed with the statement.
- When asked if they were interested in collaborating with other organizations to go deeper into the subject, 97.3% of responding participants agreed, with 78.9% strongly agreeing.
- When asked if their organizations offered trainings on equity and inclusive engagement, results were very mixed for participants. This suggests that training on these issues is a need. Comments also reinforce this sentiment.

*“I think it is great to explain background of racism and difference between equality and equity”*

*“Only through discussing can we begin to be comfortable tackling these topics.”*

*“It is never a completely comfortable discussion because it can be so deeply personal.”*

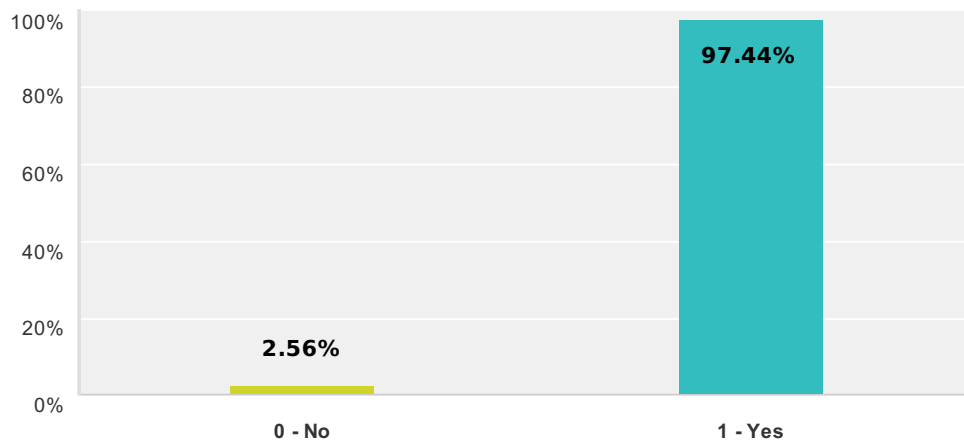
*“Would love to hear from other organizations about what they see, hear, and know.”*

*“Diversity is important if an organization wants to stay relevant in any community.”*



## Q1 I can identify examples of institutional racism.

Answered: 39 Skipped: 1



Answer Choices	Responses	
0 - No	2.56%	1
1 - Yes	97.44%	38
<b>Total</b>		<b>39</b>

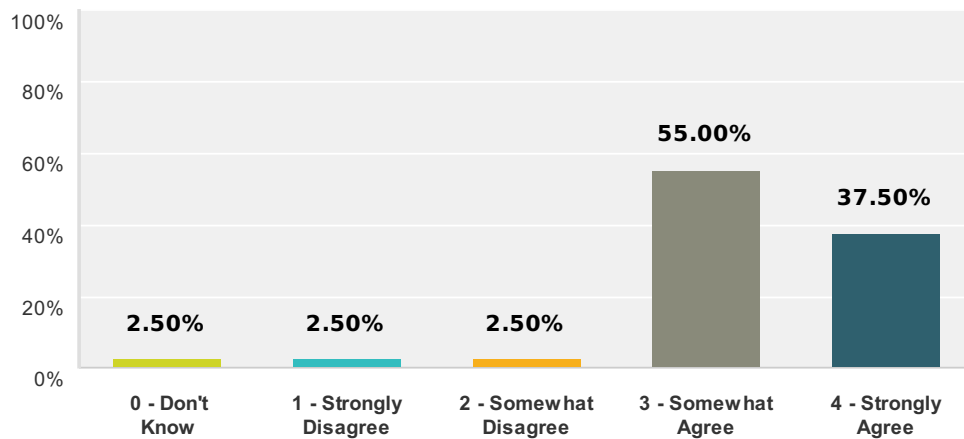
Please provide an example
Judgements about background/ ability based on race
Overrepresentation of white people (men!) in leadership roles in religion, military, corporations, politics...
Housing covenants that play out in today's housing choices and options
Not involving all groups/ people in a party or planned work event.
Illegible
Hiring practices in many institutions
When people are routinely brought in from outside to fill higher positions (rewarding high degrees only not experience)
Workforce doesn't match population
Budget cuts effecting minority and groups less likely to fight back
Prison system and banking issues, this knowledge increased a bit - thank you!
Examples of institutional racism exist in many places, a big one is in our housing policies
People of color normally live in highly polluted places, these places are not prioritized for its cleanup (compared to more affluent areas).
People are not randomly distributed, so local action will likely be inequitable
The criminal "justice" system/ prison-industrial complex
Redlining
Outreach via electronic messages only or promotions only for white people. White people only in senior leadership
Public school funding, public school discipline, mandatory minimum sentencing, stop and frisk
Unequitable hiring practices, dominant value of time, structure around governmental agencies and communication w/ community. Ex) 911 call in complaints re graffiti etc
How and to whom job openings are sent out as an organization
Property taxes being used to determine how much funding a neighborhood school gets. Those w/ power and opportunities get it passed down to them.
Education

## Protecting Our Waters: What's Race Got to Do With It? Evaluation

I am learning
Education systems that favor students who have past family members who have attended the same school
Everything we think and do, there is a connection to institutional racism. This includes practicing unfair judgement based on racial opportunities. Ex: education- who decides who is in power, who receives funding.
Educational racism - the communities with the least \$ get the least resources, lowest paid teachers, supplies, etc. Those communities are often communities with more people of color
Criteria for hiring
The ease w/ which middle class white kids grow up w/ the expectation of a college education.
Native Americans as sports mascots
Communication w/o cultural competency.
Differential mortgage rates

## Q2 I can identify strategies for inclusive engagement.

Answered: 40 Skipped: 0



Answer Choices	Responses	
0 - Don't Know	2.50%	1
1 - Strongly Disagree	2.50%	1
2 - Somewhat Disagree	2.50%	1
3 - Somewhat Agree	55.00%	22
4 - Strongly Agree	37.50%	15
<b>Total</b>		<b>40</b>

Please provide an example
Community-based meetings w/ strong local leadership.
Inclusion
Providing translation
genuine interest ask participants what they want strong community partnerships
Having non-dominant culture members plan and facilitate community gatherings.
Multiple modes of recruitment.
Building trust - the challenge is implementation!
Encourage/ empower/ hire local community members to work on your projects, it will be more meaningful to them and they will make it be meaningful to their fellow neighbors, friends, etc.
Outreach targeted to all groups
Providing interpretation services at a community event
Not relying on electronic methods only, doing postings on community boards in the language of the community, etc.
Create a welcoming environment
Providing interpreters and translation services. Providing childcare, food, bus vouchers or reimbursement for transportation
Transportation and childcare
Providing childcare, translators, having community connections
Being more aware about difference
Ask community members what they need. Provide that. Show that you care.
Emphasize shared values and create connections
Find out what people in the community want before developing a program

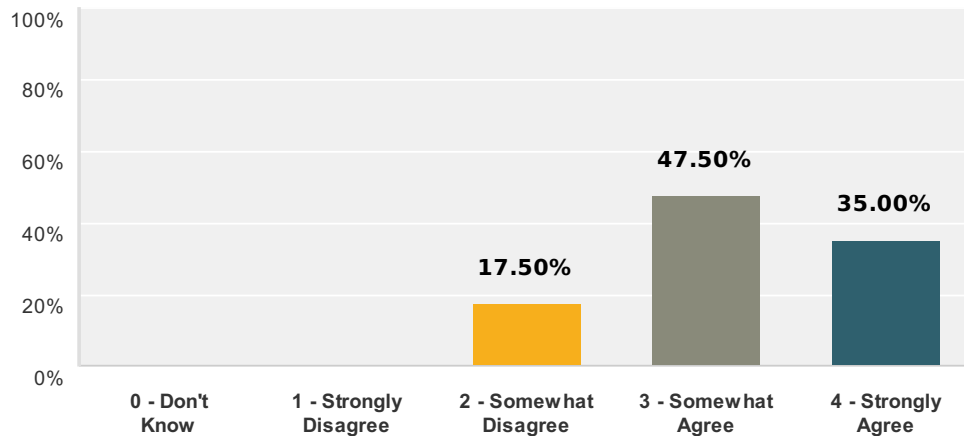


## Protecting Our Waters: What's Race Got to Do With It? Evaluation

Build personal relationships in communities of color
Listen to what the other person feels they need
Multiple kinds of and types of information (online, paper, etc.) in multiple languages with culturally competent cues.
Taking time to listen to those you are trying to engage
Talking to people more appropriately, listening to people about what strategies work for them

## Q3 I feel comfortable talking about race.

Answered: 40 Skipped: 0

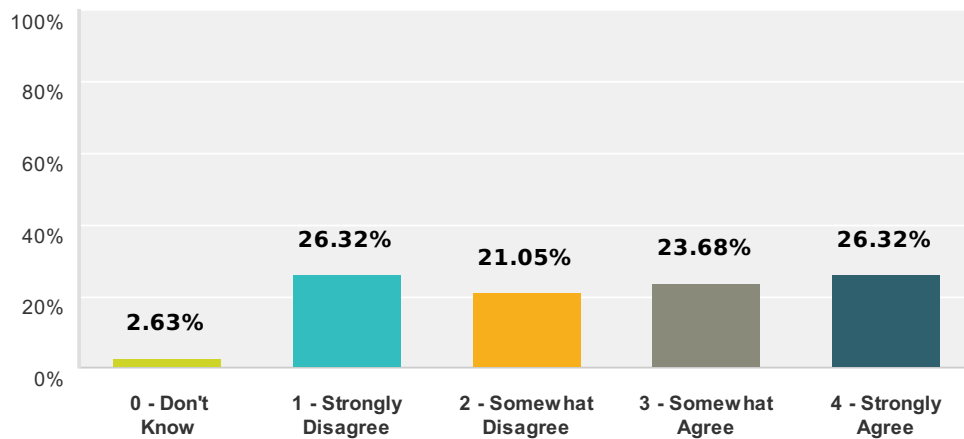


Answer Choices	Responses
0 - Don't Know	0% 0
1 - Strongly Disagree	0% 0
2 - Somewhat Disagree	17.50% 7
3 - Somewhat Agree	47.50% 19
4 - Strongly Agree	35% 14
<b>Total</b>	<b>40</b>

Comments
Feel comfortable talking about family value
Hard, uncomfortable, and so necessary
It will never be completely comfortable
But still more comfortable than before!
Although it is uncomfortable, it has to be said/ talked about.
In comfortable settings. Harder w/o knowing the people - especially on a professional front.
Depends on forum
Once people agree to have a respectful discussion, it feels safe to proceed
I don't like being put on the spot to speak on behalf of all people of color, as I have in the past.
Shouldn't it be at least a little uncomfortable to talk about?
Only through discussing can we begin to be comfortable in tackling these topics
Entirely dependent on audience
Its hard to talk about w/ white ppl. Especially when defensiveness happens.
In an environment where we are acknowledging that's what we're talking about.
Interested and engaged
Race is such a personal issue that makes people uncomfortable because they know it is unfair
It is never a completely comfortable discussion because it can be so deeply personal.
Working on it
Always! :)
Race isn't easy to talk about - that's why our American culture doesn't do it more.

## Q4 My organization offers training centered on equity and inclusive engagement for staff.

Answered: 38 Skipped: 2

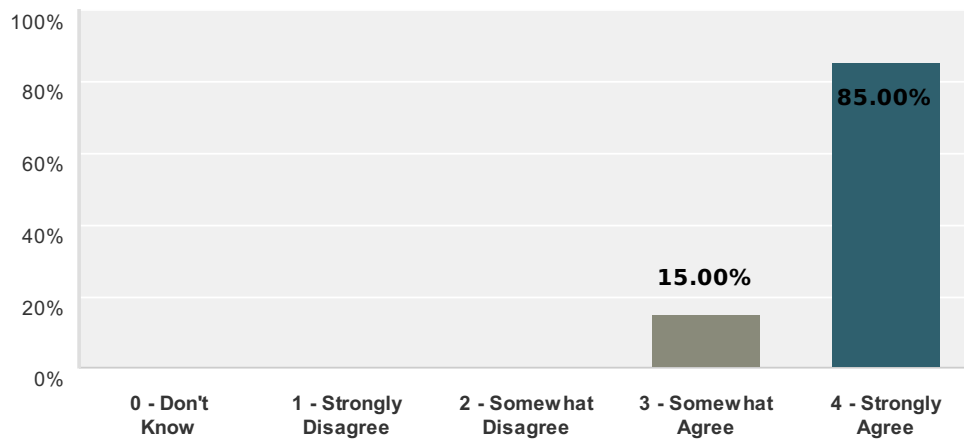


Answer Choices	Responses
0 - Don't Know	2.63% 1
1 - Strongly Disagree	26.32% 10
2 - Somewhat Disagree	21.05% 8
3 - Somewhat Agree	23.68% 9
4 - Strongly Agree	26.32% 10
<b>Total</b>	<b>38</b>

Comments
Had one diversity training but was not w/ everyone
Our budget is very limited.
Summer staff are trained. Would like to increase
I am working on it!
Workshops like today
While we have items to address in a plan - we don't have trainings for all staff (for some there are). It would be super appreciated.
Will pay to send staff to trainings
Most of our staff (3/4) are people of color and are all about equity (it is at the core of what we do) as well as inclusive engagement since we work with and for a very diverse community
We don't have staff
Working to change this
Depends on the office
None so far that I know of
Only at the prompting of people and other P.O.C.s
King County WCRD offered cultural competency training by Equity Matters NW. It was great!
We have trainings. Could be more and more problem-solving based.
We are continuing to teach and educate ourselves
We have done some trainings, but often participate in trainings offered via other venues
Promotes attendance at events like this through individual effort, not company level

## Q5 I am interested in actively promoting racial equity in my work.

Answered: 40 Skipped: 0

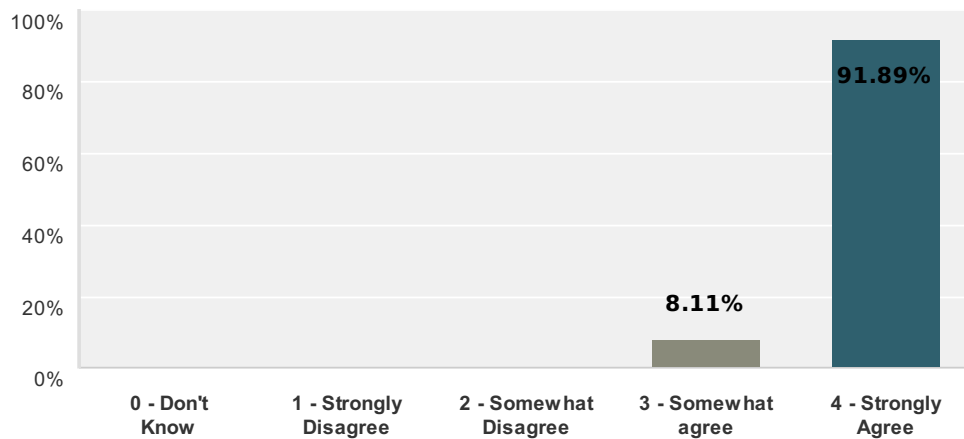


Answer Choices	Responses	
0 - Don't Know	0%	0
1 - Strongly Disagree	0%	0
2 - Somewhat Disagree	0%	0
3 - Somewhat Agree	15%	6
4 - Strongly Agree	85%	34
<b>Total</b>		<b>40</b>

Comments
I am hesitant sometimes
With such beautiful, amazing and passionate people like the group that came together tonight, we can get there!
We target all students in a school rather than self-selected students
It's why I went to grad school!
More of these workshops!
Hell yes.
I focus on equitable outreach a breaking down barriers to participation
Everyone has the right to equality
And cultural competency!
The world is changing; we are becoming more diverse. If we don't look for ways to make our work and our lives fit, we will become irrelevant.

## Q6 Promoting equity in my watershed work is important for the future.

Answered: 37 Skipped: 3

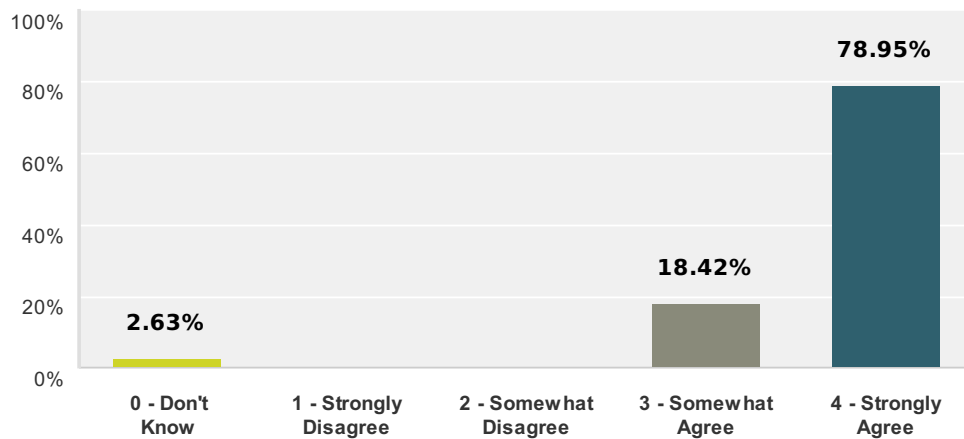


Answer Choices	Responses
0 - Don't Know	0%
1 - Strongly Disagree	0%
2 - Somewhat Disagree	0%
3 - Somewhat agree	8.11%
4 - Strongly Agree	91.89%
<b>Total</b>	<b>37</b>

Please explain your answer
WE all live in a watershed
We all use the watershed in different ways!
I think more direct connections to the watershed inequity issues as well as the broad picture
Equity is a necessary step to making environmental issues salient for all cultures.
It's important for all our survival
Everyone should access to clean water.
Harmful activities are often located in communities least able to resist them. Many would not be allowed at all if they could potentially occur anywhere
Yes, but I wish we'd talk more about this link, though I'm still a bit confused about the what/ how of this
My org. has problems engaging people of color in our work and b/c demographics are changing this may become a fatal problem.
The watershed is everyone's. Everyone should have some level of self determination and leadership
Water is for everyone
We want to pull a more diverse group into what we are doing.
Critical
Water unites us
Water quality affects everyone. We all have the right to good water quality.
We all share the same water - its future depends on all citizens support

## Q7 I am interested in collaborating with other organizations to go deeper into the subject.

Answered: 38 Skipped: 2

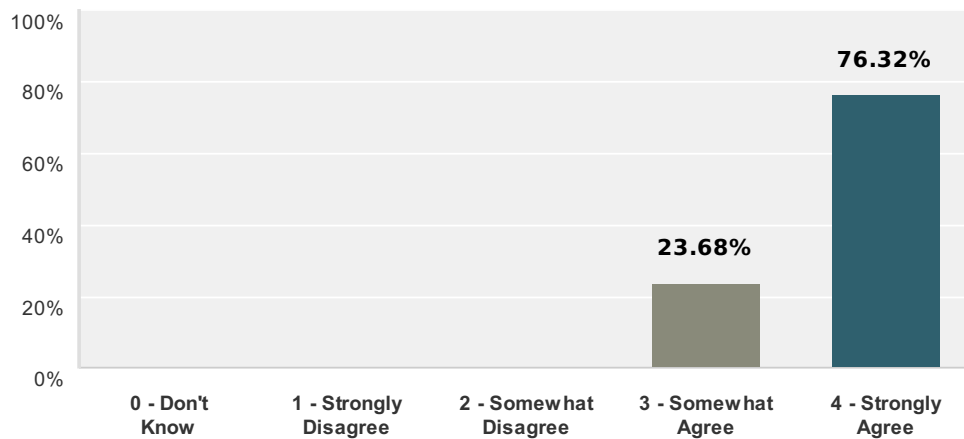


Answer Choices	Responses	
0 - Don't Know	2.63%	1
1 - Strongly Disagree	0%	0
2 - Somewhat Disagree	0%	0
3 - Somewhat Agree	18.42%	7
4 - Strongly Agree	78.95%	30
<b>Total</b>		<b>38</b>

Comments
And we do!
With Restore Our Waters - Yes
Attending more events and learning
Perhaps meeting for a couple hours once a month
Would love to hear from other orgs about what they see, hear, and know. Case studies
Diversity is important if an organization wants to stay relevant in any community

## Q8 I will bring this information back to my organization.

Answered: 38 Skipped: 2



Answer Choices	Responses	
0 - Don't Know	0%	0
1 - Strongly Disagree	0%	0
2 - Somewhat Disagree	0%	0
3 - Somewhat Agree	23.68%	9
4 - Strongly Agree	76.32%	29
<b>Total</b>		<b>38</b>

Comments
I think it is great to explain background of racism and difference between equality and equity
Director is pretty set in his ways
I will talk about today's event to the other interns as well as friends and classmates
There are some things I will incorporate but it also requires a large conversation on values and making it a priority
A topic to discuss at board meetings
My work can directly impact what we talked about.
It is risky business to have these conversations w/ supervisors and colleagues. Risks alienation, work environment, collaboration, prejudice
I will bring this information to my department and broadening participation committee



## Q9 Please provide any additional thoughts, concerns, comments.

Answered: 17 Skipped: 23

Responses
Thank you for the organized approach. Share stories of what people wrote. Ask who is doing it already (what they learn, how it can be applied) Thanks for the food
Thanks for the seminar
Well done, well facilitated. Thank you so much
Very good workshop - enlightening! Thank you!
Thank you! Please have more of these!
Both halves were effective overall, but I would have like more large-group discussion about the link/ importance of linking equity to our watershed work
Thanks for providing this training opportunity
Thank you for a wonderful session! Time flew by!
The food was AWESOME
Thank you!
Thank you for doing this. We need more opportunity to discuss equity as it relates to the environment.
1. case studies- showing. 2- best practices - sharing. 3. share linked network around this topic. 4. please share attendees list or at least orgs represented. 5. Speakers were great - bu the title of the conference never got addressed. 6. Thank you!
Would love a series or "201" to continue delving deeper. Would love more support creating an inclusive outreach action plan for my organization. Email contact list of workshop participants or orgs represented.
This was a great workshop
Look forward to more chances to talk about water issues specifically. Look forward to collaborate w/ the others in the room.
Thanks! I'd love a follow-up. I could talk for much longer on this subject.
Thank you for hosting this.

## RACE & SOCIAL JUSTICE RESOURCES

### Online resources:

**Racialicious** - Racialicious is a blog about the intersection of race and pop culture.

<http://www.racialicious.com>

- <http://www.racialicious.com/2013/12/03/comedian-aamer-rahman-on-reverse-racism/>

**Colorlines** - Current Racial Justice News & Analysis <http://colorlines.com/>

**Race Forward** - Race Forward advances racial justice through research, media, and practice.

<http://www.raceforward.org/>

### Film & Book Resources:

- **Princess Angeline** (DVD)– The history of Chief Seattle's people & their struggle for tribal recognition.
- **Bury My Heart At Wounded Knee** - ( Dee Brown)
- **Lakota Woman** – ( Mary Crow Dog)
- <http://world-trust.org/dr-shakti-butler/>
  - Shakti Butler, PhD, filmmaker and Founder & Creative Director of World Trust, is a dynamic educator in the field of racial equity. Dr. Butler engages her audience with participatory keynotes and seminars, often using clips from her films. She is frequently hired by organizations seeking a catalyst for change.
  - Dr. Shakti Butler is a multiracial African-American woman (African, Arawak Indian, and Russian-Jewish) whose work as a creative and visionary bridge builder has challenged and inspired learning for over two decades. She is the producer and director of groundbreaking documentaries including **The Way Home**, **Mirrors of Privilege: Making Whiteness Visible**, and **Light in the Shadows**. Her latest film *Cracking the Codes: The System of Racial Inequity* uses story, theater and music to illuminate the larger frame of structural/systemic racial inequity.

By connecting moving personal stories to a broader societal context, **Cracking the Codes: The System of Racial Inequity** illuminates the institutional and structural aspects of inequity.



#### YouTube Cracking the Codes video excerpts:

- Joy DeGruy "A Trip to the Grocery Store"
- Cracking the Codes: Unconscious Bias
- History, Identity and Culture
- Tim Wise, Fear & Envy
- Power Analysis
- Aeshah Clotey, Interpersonal Relationships

- **A VILLAGE CALLED VERSAILLES (DVD)** is an Emmy®-nominated documentary about Versailles, an isolated community in eastern New Orleans that has been settled by Vietnamese “boat people” since the late 1970s. In the aftermath of Hurricane Katrina, the Vietnamese American residents in Versailles impressively rise to the challenges by returning and rebuilding before any other flooded neighborhood in New Orleans, only to have their homes threatened by a new government-imposed toxic landfill just two miles away. A VILLAGE CALLED VERSAILLES recounts the empowering story of how this group of people, who has already suffered so much in their lifetime, turns a devastating disaster into a catalyst for change and a chance for a better future. <http://www.newday.com/films/avillagecalledversailles.html>
- **Spencer Nakasako’s Trilogy ( DVD) – a.k.a. Don Bonus , Refugee, Kelly Loves Tony**
- **Faces of Change (DVD)** – A documentary by Michele Stephenson
- **The Minority Reporter (DVD)** – “You Mean, There’s Race in My Movie?”  
[www.mminorityreporter.com](http://www.mminorityreporter.com)
- **Traces of the Trade – A Story from the Deep North (DVD)**– Katrina Browne’s story about her family being the largest slave-trading dynasty in U.S. history.
- **Not In Our Town – Light in The Darkness (DVD)** – Tells the story of residents of a Long Island village taking action after anti-immigrant violence devastates their community.
- **Brooklyn Matters (DVD)** – exposes how, in one community, powerful real estate interests and politicians collaborate to circumvent local laws, seize private property through eminent domain, and manipulate public participation and racial politics to push forward what could become the densest development in the United States.
- **El Barrio Tours: Gentrification In East Harlem (DVD)** – An in depth look at the phenomena of gentrification as seen through the changes in the largest Puerto Rican neighborhood in the 50 states.
- **Valentino's Ghost** – (DVD) takes viewers on a chronological journey through more than a century of images of Muslims, Arabs and Islam in the U.S. media, from the early 20th-century fantasies of romantic sheiks to today's damaging stereotypes as evil fanatics.  
<http://bullfrogfilms.com/>
- **White Like Me: Reflections on Race from a Privileged Son (Tim Wise)**  
<http://www.timwise.org/>
- **Colorblind: The Rise of Post-Racial Politics and the Retreat from Racial Equity (Tim Wise)**
- **Between Barack and a Hard Place: Racism and White Denial in the Age of Obama (Tim Wise)**
- **Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing (Joy DeGruy Leary)**
- **Racial Microaggressions in Everyday Life – Implications for Clinical Practice (Derald Wing Sue, Christina M. Capodilupo, Gina C. Torino, Jenifer M. Bucceri, Aisha M.B. Holder, Kevin L. Nadal, and Marta Esquilin – Teachers College, Columbia University)**

- Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education (Ozlem Sensoy & Robin DiAngelo )
- What Does it Mean to be White?: Developing White Racial Literacy (Counterpoints: Studies in the Postmodern Theory of Education)( Robin DiAngelo) <http://www.robindiangelo.com/>
- Black Against Empire: The History & Politics of the Black Panther Party (Joshua Bloom, Waldo E Martin, Jr)
- The Color of Conscience (DVD) – (Idaho Public Television)
- Lifting the White Veil – (Jeff Hitchcock)
- The New Jim Crow – Mass Incarceration in the Age of Colorblindness (Michelle Alexander)
- The Myth of the Model Minority – Asian Americans Facing Racism Rosalind S Chou & Joe R. Feagin)
- YELLOW Race in America Beyond Black & White – (Frank H Wu)
- The Eye of the Storm (DVD) – (Jane Elliott), check out the “Complete Blue Eyed” “blue-eyed/brown-eyed” series
- A People’s History of the United States – (Howard Zinn)
- Unnatural Causes – Is Inequality Making Us Sick (DVD)– (California News Reel <http://www.newsreel.org/>)
- Ending Racism – Working For a Racism Free 21<sup>st</sup> Century (DVD & Discussion Guide) - (Crossroads) [www.crossroadsantiracism.org](http://www.crossroadsantiracism.org))
- Black in Seattle - (<http://kuow.org/topic/black-seattle>)

