

ARKANSAS RACIAL EQUITY SUMMIT NOTES



UNIVERSITY OF
CENTRAL
ARKANSAS™

CENTER FOR
COMMUNITY
& ECONOMIC
DEVELOPMENT

Criminal Justice System

Zachary Crow, DecARcerate

Barriers in Arkansas

- The criminal justice system has always been weaponized against black people and blackness
 - The history itself has been a barrier to achieving justice in Arkansas
- Specifically, we need to look at probation and parole in Arkansas
 - The prison population has remained steady in the past two or three years
 - Before that, there was a massive spike - not from people committing new crimes but for sending folks back to prison for violating parole
- There is also a monetary incentive that surrounds the entire criminal justice system
 - Private prisons and private corporations do have a hand in the criminal justice system
 - There is also work to be done in fines, fees, and bail - much of this money goes to fund police and police retirement

Next Steps After Summit

- Larger Level Issues
 - There has been a lot of work to create better data - we need better data to be able to measure these issues
 - Re-think bail and parole
 - Look into excessive sentencing
 - In the last nine years, the percentage of elderly individuals entering the prison system has doubled
 - We are holding people for longer periods of time
 - We have created 16 new offenses this year with longer sentences attached to 11 laws
 - We need to think about the way in which we are criminalizing more things for longer periods of time
- Individual Level
 - In the next legislative session, we will see a lot of opportunities to volunteer online to work on these legislative issues
 - Getting on DecARcerate's newsletter to be updating is one thing that you can do to stay informed and get involved: <https://www.decarceratear.org/getupdates>
 - There are multiple campaigns with specific issues that you can get involved in by volunteering and advocating for these issues

Furonda Brasfield, Attorney

Barriers in Arkansas

- A bail or cash bond is supposed to be a last resort - bail is only supposed to be imposed if there are no other factors to ensure that the defendant will return
 - That is not how we use bail in Arkansas - cash bail is the default and does not consider a person's ability to pay
 - In the bail statute, bail is supposed to also consider how much a person can pay
- Racial disparities are a huge barrier for people of color
 - A report of the racial disparities found that African Americans are treated much more harshly and disparately
 - Arrested at greater rates, have higher and longer charges
- There is a school to prison pipeline - getting kids on status offenses (not going to school, staying past curfew, etc.) and getting them into juvenile detention
- 13th Amendment of the constitution outlawed slavery unless it was a part of a punishment for a crime
- Implicit bias that we all hold impede racial justice in Arkansas
 - Most of our lives are segregated - church, friend groups, etc.
 - These biases come into play in the legal process

Next Steps After Summit

- Sign up today to be a member of DecARcerate
- Take the implicit bias test: <https://implicit.harvard.edu/implicit/>
- Join forces with groups that are doing this work - working at the grassroots level and actively lobbying lawmakers on creating sustainable change
 - Most of these people are just following the laws - sometimes these laws must be changed

Questions

Is there a correlation between housing and probability to go to prison?

- Furonda
 - Stability after incarceration is very important to prevent re-offenses and prison recidivism
 - There are felons that cannot live in certain places, get food stamps, and find barriers to employment after they served their times
 - Re-entry needs to be a much higher priority than it currently is in the state

Are there any efforts to address the issues of bail and parole?

- Zachary
 - DecARcerate has several campaigns that address these issues – visit the website for more information
 - There are a few pieces of legislation coming down the pipeline that are about the subject of parole and bail – we do not know the specifics of these bills

Can we end no-knock warrants and require body cameras?

- Furonda
 - We should have a different standard for no knock warrants
 - The justification for some no-knock warrants are when there are violent people who are known to have weapons - there are rare cases in which no-knock warrants are necessary
 - There is an opportunity to have body cameras so that we are not just taking a police officer's word or an individual's word but taking the actual footage and recording into account

Can you share your thoughts on police reform in Arkansas?

- Zachary
 - This is an important conversation, but I don't know what that looks like on a practical level
 - There is certainly an opportunity to address this in a way that has never been addressed before in this next legislative session
 - At the very least, we are having a conversation in the state of Arkansas that has not been had in a long time
 - There are ways that Black Lives Matter activists are forcing a conversation that has not been had in a long time
- Furonda
 - We can start with every officer having a body camera that needs to be on at all times
 - We need a database of bad actors in Arkansas to track police officers who have had incidents in their past that can be an indicator of future behavior
 - We need routine mental evaluations for police officers
 - I can only imagine what kind of mental toll it takes to be a police officer every day - we need to support our officers in their mental health needs
 - We need comprehensive reviews of police departments
 - A police officer has ultimate authority on the streets
 - We need to have a comprehensive review of the policy and procedures
- Jimmy Warren

- I have served on a law enforcement task force that includes body cameras for all police officers in the state of Arkansas
- There is also legislation in the works that involve mental health evaluations to deal with the mental toll of being a police officer

Can you talk about the privatization of prisons?

- Zachary
 - Arkansas currently does not have private prisons, but that is about to change
 - A handful of counties came together to build a private regional jail that will cover a couple of counties
 - The counties will contract with the private prison operator to house individuals
 - The counties have MOU's with the department of corrections that include that 90% of bedspace will be reserved for those from the Department of Corrections
 - It is a private prison under the guise of a private regional jail
 - In the next year, we may see this private prison system come to Arkansas and pave the way of other privatization in our prison system

For those of us who may not know about the criminal justice system as a whole, can you give us some resources to understand it?

- Furonda
 - Take Harvard University's implicit bias test: <https://implicit.harvard.edu/implicit/>
 - [Check out the racial disparities in Arkansas prison system study](#)
 - African Americans are twice as likely to receive the death penalty
 - Death Penalty Information Center: <https://deathpenaltyinfo.org/>
 - Check out Facebook pages of those who work in this space - do some research and find groups that you would like to be involved in
 - DecARcerate
 - Arkansas Coalition to Abolish the Death Penalty
- Zachary
 - DecARcerate has put together a list of things to listen to, watch, and read
 - Read "Are Prisons Obsolete" by Angela Davis and "The New Jim Crow" by Michelle Alexander
 - Watch 13th by Ava Duverney
 - DecARcerate Research Page: <https://www.decarceratear.org/research>
 - The Marshall Project: <https://www.themarshallproject.org/>

Educational Outcomes

Reginald Ballard, Regional Vice President for the Urban League of the State of Arkansas Young Professionals

- If there is a downward trend in education outcomes, it will likely be tied to inequities or the lack of addressing equitable solutions.
- Equitable indicators for school districts can be found at: <https://myschoolinfo.arkansas.gov/>
- If you want to do equity work inside of your school system, there are many federal programs and funding you can tie into, such as Title II, Part A. Learn more about assistance available through the Equity Assistance Center here: <http://dese.ade.arkansas.gov/divisions/legal/equity-assistance>
 - Data needs to drive conversations around creating equitable solutions at the local level. Ask yourself, “How can the student success plan address any equity gaps that are occurring?”
- Equity is a process; equality is an outcome. When you are looking to achieve equity, consider things that are right in front of your face: teacher experience, effectiveness, district and school leadership, attendance rates, economic disparity in your district, family/community engagement, and your school climate. Take all of these things into consideration to create equitable solutions; engage all stakeholders.
- How has the pandemic affected education?
 - The pandemic has greatly exposed issues that we already knew existed. Fortunately funding has been made available to support those issues, but there is still a long way to go. The pandemic also spurred conversation on the status of “where we are” and opened peoples’ eyes to the issues within our education system, especially in K-12.
 - Technology has been the biggest divide.
 - *A participant shared:* My experience working with my local school district is that the gap is widening.

If you could change one thing in our education system, what would it be?

- Blended learning models will be used in our schools and will not be going away. We have been slowly moving in that direction and the pandemic has made that transition go even faster. Allowing individuals in the community to have input or power in our schools is the single greatest impact we can make. Use community engagement as a tool to create change.

What are your thoughts on charter schools?

- I think it depends on the community, the families, and the students on whether charter schools are effective or not. What are the outcomes? If they are not better than traditional public schools, there is no space for them. It is important to determine and understand what you are providing, not who is providing it.

Do you have any resources to share?

- Government sites that house a lot of data; it is important to use that data to drive decisions. Reiterated that it is important to approach change at the local level. The Arkansas Department of Education houses all the information you need to identify school funding and what that funding can be used for. Talk to your school leaders (school board, principal, superintendent) about using the funding they receive for initiatives to promote equity. It is important that people who do have access to that information use it to engage people around them and government officials. Information can also be found at the elementary and secondary education websites and on your local schools’ website. The data speaks for itself!

Cory Biggs, Associate Director of ForwARd Arkansas

- Educational inequity falls starkly along racial lines.
- There are a number of ways to look at inequity in education.
 - Educators themselves - who are they? There is a lack of educators who look like the diverse student population.
 - Ask yourself, “Is the learning experience equitable?”
 - Behavioral punishment is doled out along racial lines creating inequity.

- Accountability system: we have seen lots of improvement but needs to go further. Testing is the #1 priority of schools and focuses on students who are in the middle, not those who are struggling. Students on both ends of the spectrum taken for granted or ignored. Testing has created trends for resegregation; families are choosing to move away from schools who are “underperforming” on test scores.
- Deep societal issues shape our schools, and we ask our educators to address and solve those issues, but it is not their job; they do not have the tools required to do so.
- There are many issues with equitable access to broadband.
 - Because of work done to identify gaps in broadband and technology access at the state they were able to see the issues, primarily with the “homework gap.” As more instruction uses technology, more homework is built around those technologies and access to broadband and technology is not equitable in our households. It is not just a question of access, but a question of affordability. There is so much work left to do.
 - There is also a major differentiation in digital literacy between families and households in our state as well.
- Learn more about ForwARd Arkansas at: <https://forwardarkansas.org/>
- How has the pandemic affected education?
 - The pandemic has showcased how important our schools are outside of education. Schools provide meals, after school programs, family support, health care, etc.
 - Communities have come up with creative ways to continue food programs for their student population (and sometimes the community) during the pandemic.
 - Schools provide essential nutrition and access to school-based health (nurses, counseling/mental health services). Students and families rely on school services. Encouraged by creativity in the state to keep these programs active.

If you could affect one thing in education, what would it be?

- Broadband issues must be fixed. Virtual learning is here to stay.

What are your thoughts on charter schools?

- Forward AR will work with anyone (private, public, charter), bipartisan on the issue. Important issue is “What is working? What is not working?” Charter schools were created for experimentation, but that is not how it has played out in our state; it’s become a political issue. There needs to be a return to the initial focus of what charter school was developed for. Funding in Arkansas is a hotly contested issue concerning education. The state and schools have access to Enhanced Student Achievement (ESA) funds, essentially funds to help alleviate poverty. These funds were designed to close the achievement gap and were only supposed to be used for specific programs and initiatives, but that use has since expanded in our state to cover items they were not intended for. If you want to be an advocate for equity, get involved with talking to your school board about ESA dollars and how they are being used. Unfortunately, many Arkansas open-enrollment charter schools display a lower number of students with special needs, non-English speaking students, and students in poverty than public schools in the same district. Charter schools need to serve all students.

Do you have any resources to share?

- There needs to be transformative new ways to deliver education; nothing has changed in 100+ years. Advocate for community schools model (examples: Little Rock and Batesville with CARES Act dollars). The model is a simple concept: schools are public buildings and “never close.” The school district meets the community’s needs like after school options for parents and students, community health care, financial literacy, and culinary classes, etc. These ideas can happen anywhere! Find more information at:
 - Community schools: <http://www.communityschools.org>
 - Ford Next Generation Learning (NGL) schools: www.fordngl.com (All four districts in central Arkansas use this model: NLR, Jacksonville, LR and PCSSD)

General questions from participants:

- Can either Reginald or Cory speak to the work around improving inequities in the K-12 to Higher Ed pipelines? As the chair of a department at UCA, it is clear to me that when we do recruiting, we are often replicating these

inequities and we are also ill-equipped to consider the ways in which our students may have very different preparations for the transition to higher ed. We have some great folks working on these issues here, but I would love to hear the K-12 perspective and research insight!

- *Reginald shared:* Community empowerment through education. Who better to solve the issues than the people experiencing the problems? Giving community members the tools they need to solve the issues in the community will be more sustainable overall. Legislation is in place about equity in education; more communities should use this language as a platform and to create conversations and engage the community. Identify what is important in your community and organize citizens around it.
- How can we encourage educators, administration, and educational organizations to recognize how power and oppression plays a role in the classroom?
 - *A participant shared:* I was recently given the opportunity to present to other teachers in my district. It was very well delivered, but not well received. So, I think another question is how do we help those who feel offended to receive the message.

Health Outcomes

Dr. Brookshield Laurent, Executive Director of DPHI at NYIT Jonesboro

DPHI - Mission is to leverage our assets in education, research, policy, and community engagement to create more equitable and healthy communities.

Health Disparity

- “a particular type of health difference that is closely linked with social, economic, and/or environmental disadvantage.”
- Health disparities adversely affect groups of people who have systematically experienced greater obstacles to health based:
 - On their racial or ethnic group; religion; socioeconomic status; gender; age; mental health; cognitive, sensor, or physical disability; sexual orientation or gender identity; geographic location; or other characteristics historically linked to Discrimination or exclusion

Areas to explore to address the cause of health disparities

- Research
 - Methods: Established research methods can disqualify certain people from participating, so we do not know enough about certain people groups.
 - Ethics: Historically, certain people groups were unethically treated in the name of research and not provided appropriate treatment.
- Medicine/Medical Care
- Medical Education
- Health care delivery and system
- Social determinants of health

Examples of health disparities

- Infant mortality rate (rates per 1000 live births)
 - White 4.7, Black 11, Hispanic 5.1, Asian 3.8, AIAN 9.2, NHOPI 7.6
- “Why would you see in certain people groups, specifically in Blacks, Native Americans, or Hispanics, would you see a higher likelihood of their infants dying per capita?”
- Life Expectancy at Birth by Gender and Race in Arkansas, 1990-2014
 - Life expectancy of white men vs black men has a gap of 9 years in 1990s and 7 years up to 2014.
- Age adjusted death rates per 100,000 for selected by race/ethnicity, 2017
 - Diabetes, Heart Disease, Cancer
 - These rates are disproportionate amongst race groups

Impetus for Research on Health and Race

- Patterns of racial/ethnic inequities in health and why need to learn more...
 - Rates of disease and death are elevated for historically marginalized racial groups, blacks, Native Americans, Native Hawaiians, and other Pacific Islanders
 - Persistence of racial difference in health even after adjustment for socioeconomic status
 - Documented declining health for LatinX immigrants overtime
 - Research indicates that across virtually every type of diagnostic and treatment intervention blacks and other minorities receive fewer procedures and poorer-quality medical care than do whites.
 - COVID-19: multiple data is showing that Black, Indigenous, Latinx, and other people of color have a higher disparity not only in the infection but dying from the illness as well.
- Nationwide, Black people are dying at a quicker rate

Resource: Racism and Health: Evidence and Needed Research by David Williams

How racism affects health

Principle Mechanisms of Racism

- structural /institutional racism
- Cultural racism
- Individual racism

Aaron Pilkington, Regional Vice President of Operations of ARCare

Barriers

- Lack of access to and choice in care
- Lack of trust in providers
 - Providers are often not originally part of the community. Not familiar with neighbors.
- Lack of education
 - Lack of public education when it comes to prevention and management.
 - Communities who don't receive funds to boost this information suffer the most

Steps to fix?

- Incentivize policy makers and leaders to provide more scholarships for minority providers to go and set up in minority communities.
 - Mends issues of trust. You have to be part of the community to understand it.
 - Provides opportunity for future students with low income backgrounds.
 - Creates higher paying jobs in the community.
 - Creates choice.

Resources:

1. DHS Website
2. Arkansas Health Minority Report, annual yearly, 2019 specifically

LaCoya Stewart, Health Program Specialist at the Arkansas Minority Health Commission

AR Minority Health Commission - Est. 1991. Charged with task to study issues related to delivery of and access to health services for minorities in AR, identify any gaps in health services or systems that particularly affect minorities, make recommendations to relevant agencies and legislature for improving the delivery of access to health services to minorities, study and make recommendations to ensure future minority health needs are met.

Across the USA, gaps in health are largely persistent. Many are caused by barriers at all levels of society. It is hard to be healthy without access to good healthcare, jobs, and schools.

According to a 2019 study, 43% of urban blacks, 45% rural, and 23% Hispanics feel they are treated less fairly than whites in getting health care from doctors or hospitals in their area.

Barriers

- Health care
 - several hospital closures
 - In August, North Metro Medical Center in Jacksonville
 - In May 2019, Dequeen Medical Center
 - Currently several hospitals in Izard County
- Farming and jobs in rural areas
- Life expectancy in rural areas
 - On average, Arkansans in the Delta have 12 years less life expectancy compared to Arkansans in Northwest and Central Arkansas counties.

Next steps?

- Establish a network of coordination and collaboration with other agencies

- Community based organizations committed to equity in health outcomes

Resources

- AR Minority Health Commission - community advocates, health fairs, sponsorship opportunities, health screening, mobile health unit
- ARMinorityHealth.com
- Minority Health Workforce Diversity Scholarship

Dr. Laurent - addendum

- Healthcare delivery is absolutely key.... Majority of forces that really affect health outcomes have much more to do with what happens outside of the clinic and in the community.

I. Impact of Different Factors on Risk of Premature Death

- 40% individual behavior
- 30% Genetics
- 20% Social and Environmental Factors
- 10% Health Care

- Would argue that the line between Social & Environmental Factors and Individual Behavior is actually “perforated” Our environment affects the decision we make.
- Structure Affects Function... Consider how you can orient your community to give citizens more options, opportunities, ways to connect to different people...

II. Figure - Social and Economic Factors Drive Health Outcomes from Henry J Kaiser Family Foundation

- Health Outcomes: mortality, morbidity, life expectancy, health care expenditures, health status, functional limitations.
- Economic Stability = Employment, income, expenses, debt, medical bills, support...
- Neighborhood and Physical Environment = housing, transportation, walkability, zip code, geography. . .
- Education = Literacy, language, Early childhood education, vocational training, higher education...
- Food = security and access to healthy options
- Community & Social Context = Social integration, support systems, stress, exposure to violence/trauma
- Health Care System = Cover, provider availability, provider linguistic & cultural competency, quality of care...
- All of this is interrupted by racism and discrimination

III. Segregation and Health

Segregation is a critical determinant of social economic status

- Strong predictor of variations in health
- Reduced...
 - Economic status in adulthood by access to quality elementary and high school educations
 - Preparation for higher education
 - Employment opportunities
- School in segregated areas....
 - Fewer high-quality teachers
 - Lower level of educational resources/per student spending
 - High neighborhood of violence, crime, and poverty
 - Less invested communities
- You see the same areas where redlining was implemented are struggling the most with their health

Questions

How are you or do you utilize Community Health Workers in combating improving health outcomes?

- Stewart - AR Community Health Commission collaborates medical providers to host health fairs, sponsorship opportunities to assist with providing care, help providers acquire equipment...
- Pilkington - ARCare utilizes mobile units, partnerships in areas that need help to supply care....
- Laurent - Community Health Workers in Arkansas have historically built the bridge to establish trust with the health care system, from things as simple as teaching hand washing and even going into homes to help.

Community Health Workers should be better integrated in our state and health care systems. They can bring so much to the table and make changes

Recently, St. Vincent in LR closed Labor & Delivery. Especially consider maternal and infant mortality rates, how can we prevent that from happening? How can we prevent facilities from closing?

- Laurent- First, infant mortality begins before conception. Knowledge, caring for our bodies, addressing chronic illness, intervention, prenatal care, delivery. . . All those things need to be addressed and will change infant mortality. Yes, clinics need to stay open, but we also need to address what happens before a child is conceived.

At my work, there are a lot of seniors. Recently, we found out that they are changing our Medicare options. Can students at DPHI help us determine the best Medicare D option? There are 16 different kinds.

- Laurent - Our students are trained to help with things like that, but helping people navigate this system, that is actually a full-time job. Things change every year, it's a lot of work. It is, in fact, cumbersome. I think any of my colleagues and even Mrs. Anna Huff Davis (participant) can provide resources that are available to our community to navigate this
- Anna Huff Davis - There are SHIP Volunteers across the state - Senior Health Improvement Information Program. They have volunteers, counselors, and community health workers who help out. Community Health Workers are well versed in this type of issue.

I noticed gender and race not factored into determining ACE's score? Why do you think that is?

- Laurent - Regarding research, race is an interesting variable, because it's not a biological factor and it is a social construct. Scientifically speaking, we have to be careful how we quantify race. How we define it can be misconstrued.

Wealth and Income Disparities

Sydney Diavua, Federal Reserve Bank of St. Louis

- Role of Community Development at the Federal Reserve
 - Looks at local and regional level to promote economic resilience
 - Community Development department includes: Policy and Analysis, Community Engagements, Center for Household Financial Stability, Special Projects, and Strategic Support
 - Works to build awareness and build capacity to create economic resilience
- Community Reinvestment Act (CRA)
 - Allowed funds and direction to counteract and prevent redlining in communities
- Most black families in the US have less than the typical white family
 - Median home value is \$145,000 for white families
 - \$88,000 for black families
 - \$110,000 for black families
- Effect of COVID-19 on Arkansas Employment
 - Unemployment rate was 6.8% in August
 - White Unemployment: 5.6%
 - Black Unemployment: 16.8%
- These issues are not new and are due to a history of intentional efforts to disenfranchise communities of color - without robust thinking, we will continue to see these wealth and income disparities

Dr. Karama Neal, President of Southern Bancorp Partners

- It is important to think about what equity means - equity is not equality
 - Equality: you treat everyone the same
 - Equity: assumes that we are not at the same starting point - resources allocated by relative need
- Equality is good if the playing field is level - that is not the society that we live in
- If you take politics out, people want to live in a more equitable society
- Southern Bancorp is a CDFI and provides 60% of their services to low wealth and low-income communities
- Southern Bancorp was founded with an equity lens to increase economic opportunity in Arkansas
 - When folks have access to tools to build their savings and wealth, they can better weather economic shock and meet their goals
 - Focus on savings, home ownership, and entrepreneurship in these communities to build their savings and wealth

Questions

How is our state uniquely positioned to enact change?

- Dr. Neal:
 - We are a fairly small state so we can get stuff done
 - When we improve economic equity for everyone, we are doing it for our whole society
 - When people are able to save, they are less dependent on public works
 - When they have more money there are opportunities to spend more money through their disposable income
 - Important to also think about other races (Hispanic population specifically in Arkansas)
 - Thinking about language access, broadband access, etc.
 - The pie doesn't stay the same size, it gets bigger
- Sydney:
 - 16 trillion dollars have been lost due to lack of black access to wealth due to redlining
 - If we closed that gap, we could add 5 trillion to our economy
 - We can become a more productive economy and society

- The pandemic has exacerbated these issues

What does building wealth look like for people of color in Arkansas?

- Check out Segregated by Design: <https://www.segregatedbydesign.com/>
- There are a lot of things to think about
- Credit scores: it itself is not inequitable but it takes into account things that are inherently inequitable
- Make sure that

How will widespread job loss due to COVID-19 affect how we think about low wage workers?

- Sydney Diavua
 - It is changing the nature of work and the way we think of “low wage workers” - now think of them as “essential”
 - Only 65% of American households can cover a \$400 surprise expense
 - Also looking at alternative ways to become educated - do we need a four-year degree?
 - Important institutions like community colleges, CTE programs
 - Follow up on Federal Reserve report
- Dr. Karama Neal
 - We are not saving enough
 - When we think about systems of wealth building, investment, and savings, these systems were created by and for middle to high income individuals
 - Most of these systems are not designed to help low income people
 - 401k, mortgage income tax credit, etc.

I am a part of a new nonprofit organization that provides basic provisions for people in need (food, clothing, etc.). How can we be more intentional about serving communities of color?

- You need to design your organization to solve the issue and for your organization to no longer be necessary
 - Some organizations have done this, this should be the goal of your organizations
- People are having trouble meeting their immediate needs, but we need to think about structural issues
 - How do you partner and collaborate with other organizations to build that system?

Can you speak more about redlining and efforts to counteract redlining?

- We are seeing a lot of this work through patterns of investing
 - Opportunity zones can create challenges in our communities as to who gets investments and what that investment looks like - still do not understand the long-term effects of this
- The Federal Reserve is releasing a proposal about what the CRA will look like in the future
- Resources to check out:
 - Prosperity Now: <https://prosperitynow.org/>
 - The Color of Law (book)

Organizational Policy Solutions

Co-Creating Courageous Spaces

- As facilitators we are trying to help you process the information you have received today.
- In this session, consider these points:
 - “In order to feel safe enough to have a real conversation, I need...”
 - “I feel respected when...”
- Potential Agreements for Courageous Conversations
 - Be Here to Your Best Ability
 - Intent does not equal Impact
 - Use “I” Statements and Speak Your Truth
 - Take Space, Make Space
 - The Vegas Twist “What happens here stays here”
 - Expect & Accept Non-Closure
- Guiding Principles of Just Communities of Arkansas
 - Racism is not inherent to humans, it is learned.
 - Race is a social construct with real implications.
 - Racism is harmful to all humans but only oppresses Black, Indigenous, and other People of Color.
 - Racism occurs on individual, cultural and institutional levels.
 - We all have a story and experience around race.
 - We are each in different places in our learning and understanding about racism and that is okay.
 - Racism can end.

Laying the Groundwork for Co-Creating Racially Equitable Organizations

- Today’s Purpose: Tripping over the truth
- We’ve heard about...
 - The history of racism, this helps us develop humility.
 - Language, this helps us develop racial literacy.
- In this session... we will talk about the reality of our current organizations and how we can be responsive to create change
- “African Americans and other minorities are at risk of not dying well.” - Duke Divinity School Professor, Richard Payne.
 - It is a human right to a dignified and comfortable death.

Discussion Questions

Considering what you knew prior to this summit and what you’ve learned today, what is your definition of racial equity?

- Living in an environment where I can exist and not have to worry about being perceived as a threat, I’m comfortable in a room of people who look like me, and my viewpoint is respected. Freedom to live my life fully and authentically on my terms without having to worry about anyone else’s thoughts, interpretations about me. It means Freedom. Opportunities. I will be judged by the content of my character.
- Regarding the idea of “color blindness”: If you are not blind and you are not color blind, you very much see color. And we operate and engage in a society that loves to see color - in fashion and in art. There are 7 billion beautiful complexions around the globe to acknowledge. Being a black woman is not the sum total of my existence, it does inform how I navigate, operate, and inform how I engage with society. While the intent of “color blindness” may be “I try not to treat people differently based on the color of their skin,” the impact is that you’ve removed that life experience from that person of color, because that racial makeup makes up so much of their lived experience. Do not take away those people’s experiences.
- Regarding the idea of “a level playing field” and “everyone’s opportunities are the same”: Theoretically, the idea of everyone having the same opportunities to compete is equality and it is the goal.

Unfortunately, the reality of our world is that everyone does not start at the same place. Some people have more obstacles in their lane than others, so it's going to be a bigger challenge for them.

What did you learn today about structural racism that is challenging you the most?

- Crossing barriers of perceptions and unconscious biases regarding skin color, having difficult conversations, articulating complex issues, how to create equity without falling into stereotypes, lack of education regarding our history, things so slow to change, how much structural racism still exists today

Given what you understand, or at least know, about racial equity, why is it important to your work?

- To represent a city's citizenship in government, to create space, to find people jobs, address health disparities, to help people succeed.

Moving Forward

- Process of Racial Equity & Culture-Building (Cycle of Liberation, Bobbie Harro)
 - Waking up & getting ready (intra-personal)
 - Reaching out & community building (interpersonal)
 - Coalescing and creating change (institutional)
 - Maintaining and integration (systemic)
- "Explanation is not about showing off knowledge; it is about inviting others into it."
 - Words matter
 - Impact matters more
 - Mutual Understanding Matters Most
 - Power of explanation is exactly that, we have the power to invite people in to understand what we mean with certain words. It's important to explain where we're at with folks to create equity.
 - The energy for change lies in the gap between where you are and where you want to be.
 - What is your vision, mission statement in regard to racial equity?
 - Embrace discomfort.
- What do we aspire to be as individuals?
 - Humility - allowing each and every person to be the owner of their experience, acknowledging that only they are an expert in their experience; willingness to continually self-assess; willing to fix power imbalances
- What do we aspire to be as institutions?
 - Responsiveness - As leaders, regardless of personal ... taking it upon ourselves to do the intrapersonal work so we can have the necessary interpersonal communication when we are in leadership roles; willing to ask questions "Am I missing anything? What am I not understanding?" so we are able to bring all voices to the table.
- Racially humble people co-creating a racial responsive and humble workplace culture looks like...
 - A culture of belonging where every person feels respected and their voice adds value.
 - A culture where every person feels they can bring their "whole self" to the workplace and are safe enough to share their authentic voice without fear of embarrassment or retaliation. This includes hair, clothing, appearance...
 - A culture that proactively engages, seeks to understand, and draws on a representative variety of lived experiences, cultures, and perspectives
 - A culture that empowers everyone to do their best work and develops solutions to workplace problems by affirming our similarities, while at the same time finding values in our differences.
- Be intentional:
 - Individual Roles and Responsibilities
 - Learn *our* history and current culture
 - Understand *your* privilege and biases
 - While individual understanding of race and racism will help move us closer toward racial equity, that goal will require organizational and community leaders to help people learn and imagine how we can dismantle racism. We need to see, read, and hear examples, stories, and questions that counter homogenous and limiting racialized representations. We also need to highlight and celebrate media and art that helps us learn and imagine, including films, novels, and musicals.

Imagining how the world can and should be different will enable us to put practices, policies, and systems in place that disrupt and dismantle racist legacies of the past.

- Institutional Roles & Responsibilities
 - Beyond diversity training
 - Data - know where you are as an organization, every voice is amplified
 - Design
- What's next for you?
 - Designing Racially Equitable Equity Programs and Policies
 - 5 Cores Principles
 - 1. Center the needs and leadership of communities of color first.
 - 2. Name and consider each community of color individually, avoiding terms such as "minority."
 - 3. Analyze the specific outcomes for each racial and ethnic group.
 - 4. Set up policies and programs that are responsive in a way that is proportionate to the disparate impacts.
 - 5. Include a robust implementation and monitoring plan.
- Final Thoughts
 - Amber: You can't be what you can't see. Language matters - racial bias kills people, not race.
 - Donald: What are we waiting for?
- What is your 15%? What is in your power to make change *now* within your institution?

Local Policy Solutions

Here is a list of racial equity tools and resources that you can use moving forward:

Advancing Racial Equity and Transforming Government: A Resource Guide to Put Ideas to Action

https://www.racialequityalliance.org/wp-content/uploads/2015/02/GARE-Resource_Guide.pdf

Asking Powerful Questions

https://www.racialequitytools.org/resourcefiles/MiniReport_SocialChange_3_R2.pdf

Assets for the Poor: The Benefits of Spreading Asset Ownership

<https://www.russellsage.org/publications/assets-poor-1>

A Vision for Black Lives: Policy Demands for Black Power, Freedom and Justice

https://drive.google.com/file/d/18P77MCFJSvhNNkyavzj3XyU7UcF5_RDq/view?usp=sharing

Braver Angels: What We Will Do To Hold America Together

<https://braverangels.org/>

Building Diverse Community-Based Coalitions

<https://www.racialequitytools.org/resourcefiles/praxis3.pdf>

Chicago Public Schools: Community Schools Initiative

<https://www.cps.edu/about/departments/community-schools-initiative/>

City of Seattle's Race and Social Justice Budget and Policy Filter Supplemental Toolkit

<https://www.racialequitytools.org/resourcefiles/nelson.pdf>

Closing the Racial Inequality Gaps: The Economic Costs of Racial Inequality in the U.S.

<https://www.citivelocity.com/citigps/closing-the-racial-inequality-gaps/>

Coming to the Table: Taking America Beyond the Legacy of Slavery

<https://comingtothetable.org/>

Community Tool Box

<https://ctb.ku.edu/en>

Confronting Criminal Justice Debt: A Guide for Policy Reform

<https://cjdebtreform.org/sites/criminaldebt/themes/debtor/blob/Confronting-Crim-Justice-Debt-Guide-to-Policy-Reform.pdf>

Health Care and the Competitive Advantage of Racial Equity: How Advancing Racial Equity Can Create Business Value

<https://www.policylink.org/sites/default/files/Health%20Care%20and%20the%20Competitive%20Advantage%20of%20Racial%20Equity.pdf>

Healthy People 2030

<https://health.gov/healthypeople>

Jadestone Vintage Soul

<https://anchor.fm/jadestonevintagesoul>

Pax Christi-Little Rock presents "Racism & White Privilege" featuring Kwami Abdul-Bey

<https://www.youtube.com/watch?v=8bh4SJmSdSI>

Promoting Health Equity: A Resource to Help Communities Address Social Determinants in Health
<https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/sdoh-workbook.pdf>

Segregated by Design
<https://www.segregatedbydesign.com/>

Shelter-in-Place Virtual Film Series: V-REP (Voter Registration, Education & Participation) Film Series
<http://apjmm2019.eventbrite.com>

The Rhythm of Poetic Justice
<https://www.littlerocksoiree.com/post/132998/the-rhythm-of-poetic-justice?utm=slide>

The Urban Institute's Next50 Initiative
<https://next50.urban.org/>

The "What" of BHC (Building Healthy Communities)
http://ca-endow.s3.amazonaws.com/wp-content/uploads/TCE_TheWhatofBHC_Card_Stackv2.pdf

United for ALICE: Arkansas--2017 State Overview
<https://www.unitedforalice.org/arkansas>

50-State Criminal Justice Debt Reform Builder: Arkansas
<https://cjdebtreform.org/state/88>

APJMM's Arkansas Lynching Sites Interactive Map
<https://apjmm.org/interactive-map/>

"THE TABLES HAVE TURNED: A Street Guide to Guerrilla Lawfare" by kwami k. kwami
<https://drive.google.com/file/d/1llyNFwFYK1UrQcu7IINhF2dWy9Nt40mG/view?usp=sharing>

WFYMALC's Seeing AR History in 20/20 podcast
<https://open.spotify.com/show/0OJNQHVHJdBO9ZJDPgSO4Y>

General Chat Notes and Resources

- For those seeking more on slavery, Kelly Houston Jones has a book on the subject coming out next spring: <https://ugapress.org/book/9780820360201/a-weary-land/>
- Slavery by Another Name is a 90-minute documentary that challenges one of Americans' most cherished assumptions: the belief that slavery in this country ended with the Emancipation Proclamation. <http://www.pbs.org/tpt/slavery-by-another-name/home/>
- Please check out the [Descendants of the Elaine Massacre of 1919](#) page on Facebook.
- This story from Phillips County breaks my heart. <https://encyclopediaofarkansas.net/entries/elaine-massacre-of-1919-1102/>
- Story on the Descendants Group posted yesterday on Facing South: <https://www.facingsouth.org/2020/10/descendants-arkansas-elaine-massacre-victims-push-restorative-justice>
- Link to the Elaine Massacre Memorial Site: <https://www.elainemassacrememorial.org/>
- Link to further discussion on private schools and race: <https://encyclopediaofarkansas.net/entries/private-school-movement-9384/>
- An article about the resegregation process by former UCA student Mallory Roberson: <https://cdn.ymaws.com/www.apaonline.org/resource/collection/950518C1-3421-484C-8153-CDA6ED737182/BlackExperienceV14n1.pdf>
- Best website to find equity data for education: <https://myschoolinfo.arkansas.gov>
- Equity Assistance program from the Department of Education: <http://dese.ade.arkansas.gov/divisions/legal/equity-assistance>
- Information about the community schools model: <http://www.communityschools.org>
- Information about the Ford Next Generation Learning: www.fordnigl.com
- Richard Rothstein's book "The Color of Law:" <https://www.epi.org/publication/the-color-of-law-a-forgotten-history-of-how-our-government-segregated-america/>
- Information about ALICE (Asset Limited, Income Constrained, Employed): <https://www.aliceinar.org/>
- Segregated by Design video: <https://www.segregatedbydesign.com/>
- There is an organization called Indivisible that activates voters to ensure values of equity, compassion, inclusion and justice are upheld at all levels of government.: <https://www.indivisiblelrca.org/>
- Specific policy points to bring to policy makers: <https://contractwithblackamerica.us/>
- 2020 Voter's Guide on the 3 Ballot Issues Link: https://www.uaex.edu/business-communities/voter-education/docs/2020ArkansasBallotIssueVoterGuide_Accessible.pdf