

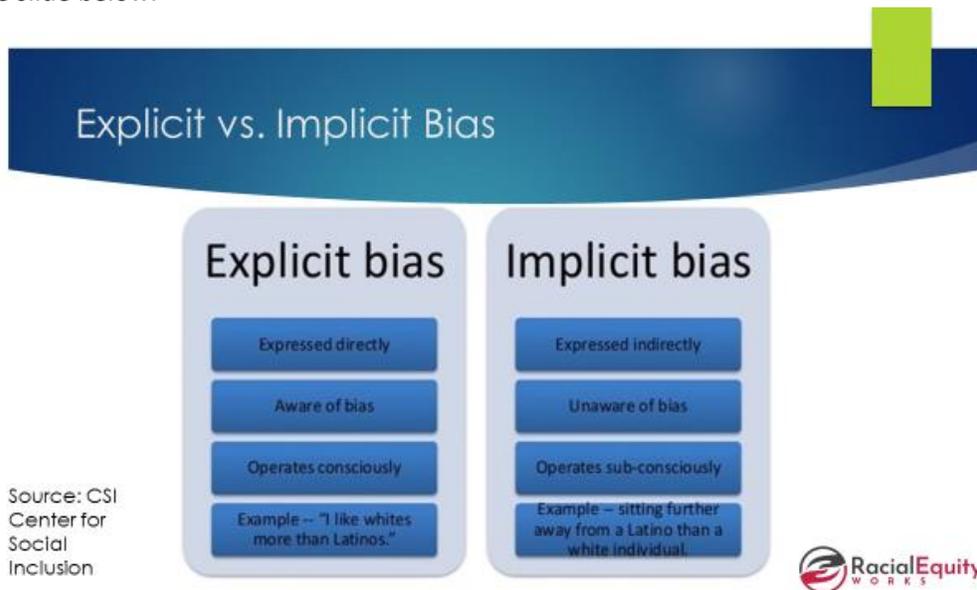
Governor's Poverty Reduction Work Group – 3/21/19 Minutes

Morning session: Racial Equity Training

(See full attached PowerPoint – [Stereotype Training PRWG Meeting 13.pptx](#))

Confronting Implicit Bias and Stereotype Threat to Achieve Equity
[Explicit Bias vs. Implicit Bias](#)

As we discussed in our previous meetings. We all possess implicit bias. And the converse of that bias is explicit bias. A subconscious bias (implicit) vs. a conscious bias (explicit)
See slide below.



But there are debiasing strategies we use to help recognize and remove bias.

Accountability – conduct an accountability exercise. Audit and collect data, review process; and ask How is implicit bias thwarting your commitment to racial equity?

Creating Equity Structures: require intentional and impactful strategies to build equity.

Hanging Out – don't isolate, be around different races, and acknowledge racial anxiety

Slowdown – Implicit bias is our autopilot. It creeps in when we are tired, hungry stressed.

Stereotype Threat – “the threat of being viewed through the lens of a negative stereotype or the fear of doing something that would inadvertently confirm that stereotype”



This threat is someone showing up with enthusiasm and ideas. And the result is people, like the women in the slide, are at risk of living up to a negative stereotype about their group.

See below.

Definitions

Stereotype – a generalization about a group in which identical characteristics are assigned to all members of the group, regardless of actual variation among the members.

Implicit Bias - varying degrees of stereotyping, prejudice, and/or discrimination below conscious awareness in a manner that benefits oneself or one's group; involves a limited or distorted perception of others.

Stereotype threat effects members of any group about whom there exists some negative stereotype. And remember, discrimination is an attitude based on my implicit bias. However, when we have stereotypes against Caucasians, they are safe and we tend to not act on them.

More directly, those stereotypes are based on a narrative and who controls that message. Power is the ability to control the message and Caucasians have controlled and held that power.

Stereotype Threat of Black Girls. The Adultification of Black Girls

The video – [Girlhood Interrupted: The Erasure of Black Girls Childhood](#) shows bias towards young black girls that don't need nurturing and protection because they are not vulnerable or they are "less innocent". This stereotype threat devolves for the individual because young black girls likely begin to navigate their stereotype threat probably around age two. This girl will be navigating the criminal justice system, beliefs about her sexuality, educational experience, etc. These are deep and pervasive consequences of how stereotype threat affects them. And robs them of being a child.

Patty's story:

Her parents lived in a time of assimilation so as a Latina, she grew up speaking English and feeling shame because she and members in her community were openly referred to as being a "greaser, wetback, low rider".

Her father served and was decorated in WWII and served in a Latin-American band and was led by white officers.

Unicef video of [“Would you stop if you saw this little girl on the street”](#) The two Anana’s – “Change starts when you choose to care”. A powerful video from Unicef

Reflection and Table Discussion takeaway:

Members were broken into groups of two or three and giving the following questions to discuss.

1. What is the stereotype that you “manage” in your life?
2. How has stereotype threat impacted your life experience
3. What is one stereotype that you have unwittingly applied to another person or group?

Takeaway:

- The discussion during the morning session was triggering for members of the group. Eu-Wanda offered that for her and many members of her community, these discussions can be especially triggering - specifically being a black women of color, she has been perceived as not being smart her entire life.
- We need to pause and think about what it must be like for people of color in this room to have experienced stereotype threat.
- Our Steering Committee co-Chair shared that for many people of color, Dealing with stereotype threat has been going on their whole life and has a profound impact on every decision you make and in every way you interact.

In preparation for our afternoon session on Education, several examples of stereotype threat and bias were given.

Final takeaways:

Consequences of Stereotype Threat

- Initial concerns related to academic performance
- Stereotype threat spillover – threat negatively impacts outcomes beyond performance
- Reduced career aspirations
- Job Engagement
- Non-openness to critical feedback
- Domain Engagement



Antidotes to Stereotype Threat

- Find role models you can relate to
- Highlight identities not tied to underperformance
- Practice self affirmation
- Practice growth mindset
- Reframe your performance anxiety



I Am Poem

Dr. Brené Brown is a research professor who has spent the last two decades studying courage, vulnerability, shame, and empathy; and has a TED talk: The Power of Vulnerability. Her take on courage is: I tell my story about who I am in totality. It is in those flaws and imperfections that I can perceive about myself where I grow.

Patty then introduced the “I am Poem” as a tool to look at yourself and further describe your courage and vulnerabilities. The poem is one written by you and about you. It expresses the way you feel, what you hope, think, dream, enjoy...

She will be asking 1 or 2 members to volunteer sharing their I Am poems at future meetings.

Morning Session Continued: Recommendations –

(Please see attached power point Recommendation Process PRWG Meeting 13.pptx)

The group went through the final process for how we will introduce, vet, and ultimately decide what recommendations to move forward with.

Takeaway:

- Vocalize the racial equity outcome we are seeking: **Washington residents, including people of color, are free from poverty and have the resources needed to reach their full potential**
- **Everyone in this room is gathering data in their work.** Patty laid out a lot of different examples education, food, housing, jobs. We encourage a sharing of that information. We know if we don't gather quantitative data we will miss that very important information.
- We analyze data to identify what is working and what is not. The examples of the re-entry from incarceration in January.
- Next, based on what we have learned, we develop recommendations. And avoid tendencies to induce gate keeping. (I.E. That is not politically viable, the time isn't right). Our job is to not decide those mechanisms – others will decide.
- Lori took us through the Elements of a 10-year Strategic Plan to Reduce Poverty & Inequality slide. This is setting the stage for how to frame the report for the Governor and how it fits into the Recommendation process.
 - Recommendations will be both Macro and Micro - These are up-stream and down-stream ideas.
- To keep track of our work we utilize A Work Plan – this has already been introduced – and we can call it whatever we want. But it basically a document where a list of everyone's recommendations are recorded for future use.
- Everyone will see the Work Plan each time recommendations are refined (i.e. duplicates removed, clearer language) for their feedback as well as a back and forth with the Steering Committee. Patty will assist in process.
- Finally - during the report-writing phase, she recommends that those with specific skill sets (i.e. homelessness, criminal justice, case management...) choose to work in this area. On other projects she had experts go through ideas to perfect make and stronger those recommendations. Result is a strong, impactful, and successfully implemented as possible.
- Caution: We are not going to review this information and move forward without group – we are not there yet and we won't be assessing these recommendations until the next couple of months – when we get to that point – I will ask for volunteers to step up. This work will likely be done telephonically.

- Patty suggests that when there are recommendations that lend themselves to system change – we use this [“Legacy Council”](#) template.
- Patty addressed the idea of dissent for a recommendation and had a different proposal: Trusting that the final recommendations that are developed by subject matter experts within the PRWG; that stem from a vast amount of data and research; will not require dissention. She is urging us to use the same generosity and graciousness we have shown in each other in the past year in hopes that we come to a group decision to support each other’s recommendations and put forward a report that is centered in consensus.
- No process is perfect but we want to continue to have open mindedness and strong inclusion. And will need to put some further thought around accepting the work of those who have not had the opportunity to come to these meeting.

Afternoon Session –

(Please see attached power point: [WA Budget & Policy Center-PRWG Meeting 13.pptx](#))

Presentation by Julie Watts, Deputy Director, Washington Budget and Policy Center on TANF.

Takeaway

- The Budget and Policy Center defines equity as being related to outcomes. And that outcomes are not accidents.
- As an organization they have decided to lead with race. They believe that when you target public policy solutions this way everyone will benefit.
- When working with data they have clear goals. A major one is investigate that data before we publish with communities of color.
- Case Study: The Budget and Policy center wanted to understand why poverty was remaining high even though people were coming off of TANF or Work First.
- What they learned:
 1. Implicit Bias occurs at initial contact with social worker
 2. Timelines are racist. It does not take into account the barriers that people of color and indigenous people have to overcome on a daily basis

Afternoon Session Continued:

(Please see attached PowerPoint [TLE Presentation PRWG Meeting 13.pptx.](#))

Babs Roberts, Director, Community Services Division, ESA, DSHS - gave a presentation on TANF from agency perspective.

Takeaway:

- Certainly this data gives us a problem with this policy.
- Action Planning – Short Term: Immediate mitigation and exploration
 - Implementing a secondary review process in all offices before a TLE termination
 - Pull more data
 - Case Reviews – pulling randomized cases focused on populations
 - Communicate!
- Mid-Term: Deeper Dive
 - EDI Lens on policy review- toolkit around the racial equity lens
 - Case Study/Research Review
- Long Term: Prevention
 - Using what we learn to inform policy development

Update of Steering Committee

Draydon and Marcy gave an update.

Importance of Steering Committee to have some time together. Folks are figuring different ways to integrate with the PRWG for these groups to get to know each other a little better and we want to find a time to do that.

Main highlights from their last meeting:

Often they find disconnect with what these agencies give as a success measure. One example was with Section 8 housing: a conversation happens with the client that focuses on the clear steps one would need to take to get from their current situation to home ownership. This feels to them almost ridiculous to have a conversation on homeownership -- something that they believe is NEVER going to happen to them. And the dismay that the state is spending so much money on training for homeownership.

Outcomes they strive for: I don't want the stigma of my life attached to me anymore.

Systems:

Steering Committee chairs heard an earful of experience within systems

- Systems not talking to each other.

Higher Education – in advance of the topic of the full PRWG March meeting – an education topic was discussed among the steering committee members.

Opportunities – parts that fall off the cliff with benefits and access. There was a lot of conversation about how early this has to start. Example: Benefits and access starts too late. Perception is that now it starts when you are a Junior or Senior in high school. Issues is not seeing these people in their life and start early feeling like our kids are falling through the cracks.

Afternoon Speakers - Session – Higher Education/Career Paths

Reneeka Massey-Jones, Lived Experience and Communications and Community Outreach Fellow at Equity in Education Coalition

Reneeka was generous to share her story with the group regarding her education experience.

She attended Washington Middle School, High School in Teanaway. Every week she felt targeted by faculty for minor violations – example: dress code violation. This took her out of the classroom.

It wasn't until college at Central Washington University that she didn't feel safe. Whether on campus, or grocery shopping, college was a very isolating kind of environment. There she worked as a server with an all-white supervisor team. The job was fine and she managed to make friends at work but then was never invited to socialize outside of work. She was consistently left out.

To manage all this rejection, she worked at finding groups friends like her. It was not unique to feel isolated. In elementary school in Spokane, WA, there were 2 years where she was the only black girl in the class except for her two brothers. She felt like she was treated like an object.

When she moved to the Seattle area, so many people asked her why she would talk so "white". She overcame this perception by learning to live in two worlds.

When her life came to applying for jobs after college, she would ask people what hair style she should wear – black hair, straight? Because she is automatically dismissed for her appearance and her real self can never come out.

Older brother has A.D.D. and dysgraphia. Told in elementary school he was stupid.

Q & A Takeaway:

1. Difference between - Equality and Equity. Equality is that you give each student a notebook and 2 pencils. Equity means you give a computer to someone who really needs it like her brother.
2. She managed by finding those groups i.e. cultural awareness groups where she was with peers and had teacher/faculty support and school resources
3. Would like to see more culturally sensitive administrators in education environments.
4. When you are hungry and homeless you cannot learn. To help reduce living in poverty, she recommends:
 - a. Free and reduced lunch – Is there a way to implement the practice that students who eligible for free and reduced lunch in high-school qualify for this benefit in college.
 - b. Homeless shelter – or looking for ways to house those students who are homeless or on the verge of being homeless.
 - c. Stability until you can be cared for.
 - d. Need academic counselors (parents can't help them because of their own draw backs)
 - e. Nurse practitioners (this may be the only type of healthcare they get)
 - f. Mental health practitioners (for disability)
 - g. Food pantry in the school for kids who need food can come in a get food. They have these all over Central Washington University,

Presentation Michael Nguyen, Recruitment and Retention Manager, Seattle Teacher Residency

(Please see attached power point: **Seattle Teacher Residency to PRWG Meeting 13.pptx**)

Takeaways:

- Seattle Teacher Residency is a partnership with UW, Seattle Public Schools, Seattle Education Association, and Alliance for Education.
- Mission is to accelerate student achievement through the preparation, support and retention of a group of exceptional teachers in Seattle Public Schools whose diversity reflects the demographics of their students.
- 15 month program where residency placement is in Seattle Public School classroom and teachers commit to 5 years at Seattle Public Schools.
- Residents receive a Masters in Teaching at UW

Presentation on Teacher Preparation: Tamar Zere, Race and Social Justice Initiative Manager and Former Dean of Workforce Development, Green River College

(Please see attached **Diversity & Equity in Hiring and Professional Development.PDF**)

Takeaways:

- Every public institution needs to be honest about institutional structural racism. We must grapple as a society as to who these students are and what they need from us.
- These institutions are PUBLIC so there needs to be representation in the hierarchy to make decision about what is going to happen to black and brown students.

- Need more realistic accounting of what students experience was at the community college. Example: The Community Colleges may have a good graduation rate but no idea about what that black and brown students experience was. They were isolated etc.
- Currently: The office of Race and Social Justice Initiative is engaged in City trainings.
- Tamar is not sure we can change institutions unless we change ourselves. There must be some room made for people to examine their long held beliefs – and recognize their cognitive dissonance.

Presentation on Washington State’s Educational Attainment Goals

Mark Bergeson, Associate Director of Academic Affairs and Policy, Washington Student Achievement Council

Erin Frazier, Policy Associate, Workforce Education, State Board for Community & Technical College

Heather Hudson, Director of Public Policy & Planning

(Please see attached PowerPoint **Educational Attainment to PRWG Meeting 13.pptx**)

Takeaways:

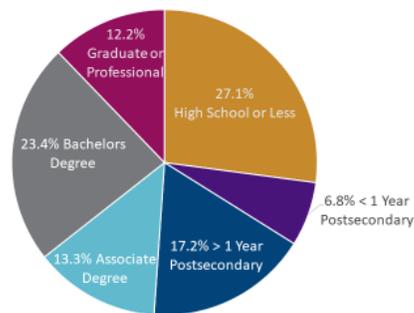
- Washington is engaged in a plan to increase education attainment. Current Postsecondary rate is 56% (those who have finished an education or training program after high school)
- Goal is 70% statewide postsecondary attainment and Communities of color currently fall very short of that 70%
- Over next 5 years, 70% of jobs in our state will require a credential or degree
- Result is employers find talent elsewhere – leaving our residents at a disadvantage for living-wage jobs. The median wage for High School or equivalent is \$35.9K per year, while that nearly doubles to \$60.6K with a Bachelor’s degree.
- Summary:

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Bold Strategies Needed

- Employers need a highly skilled workforce to remain competitive.
- Our residents are not earning the needed credentials – and there are gaps at every educational level.

Total Projected Job Openings by Education Level, 2020-2025



Source: 2017 WSAC, SBCTC, WFB Skilled and Educated Workforce Report.

Final Session: - Applying the Equity Toolkit to Develop Recommendations – Table Groups.

Groups discussed educational outcomes and shared. All of these recommendations are recorded into the PRWG Work Plan (discussed earlier in the day) maintained by our Facilitator, Patty Lally and will be distributed to group separately.