

## **DRAFT Proposal: Race Equity Training Agenda to Effectively Implement Race Equity Tool**

### **Goals:**

- Expand on initial race equity training using the Race Equity Advocacy Tool categories as guidance
- Increase understanding of how to use Race Equity Tool for policy and litigation efforts at CLS, and increase its effectiveness
- Address internal race equity through use of debiasing techniques, various tools to increase leadership and strategies for organizational change
- Develop institutional goals and follow up on race equity to measure and discuss outcomes, success of race equity training and race equity advocacy

**April 3: Follow up discussion on the race equity tool:** This discussion will focus on how the race equity tool has been used in the past year, and explain changes that have been made to the race equity tool since then. It would be helpful to determine what advocates believe are the benefits to using the race equity tool, and what sections advocates feel most comfortable using. This session would also provide an opportunity to discuss the challenges that advocates and project groups have experienced in using the tool.

- **Facilitators:** Two individuals from the race equity workgroup
- **Time:** 1.5 hours
- **Format:** Discussion
- **Other key questions/goals:**
  - Goal: Discuss how these trainings fit into the bigger picture race equity work at CLS
  - The importance of independent research and learning by staff
  - To what extent have advocates done independent research/study to further examine and learn about race equity?
  - Have there been successes in using race equity tool/advocacy
    - Litigation? Talk about examples – possibly the WFP dairy case, EJP work on equitable distribution of resources in Yakima, IP's work on the no new youth jail proposal and community review board or CYP's language access project (there may be other work that we could highlight
    - Policy? (need more examples – EJP's voting rights leg comes to mind as well as IP's auto decline and CYP's immigration work – there may be more)
  - Begin to set guidelines requirements for the race equity tool
    - How the tool fits into the advocacy acceptance criteria
    - What is the expected process for using the race equity tool? individually or as a team?
    - Are there expectations for how much of CLS's work should be affirmative race equity work?
    - What is the appropriate way to comment on use of the race equity tool?
    - Explain that there will be regular follow up discussions on the race equity tool that are built into our training process
    - Is the race equity tool best used as a case planning tool or in some other way?

- How do we incorporate the ideas/analysis included in the tool so that it has an organization-wide impact outside of just advocates?
- **Materials:**
  - The Race Equity Case Planning Tool

**April 17: Examining Bias and de-biasing generally:** This would be part of a three month sub-training on bias and de-biasing, and how it affects our work both internally and externally. The first part of the series will be a general refresher of the bias section from the all-staff race equity training from July 2016. We will also ask staff to take an Implicit association test ( IAT). As per the recommendation of the Collective, we will ask staff to discuss that with a colleague. (CSO can help with that coordination.)We will then go more in-depth with training on explicit bias and implicit bias, both on the individual and systemic level, how to identify bias and the different methods that can be used for addressing bias in a meaningful and sustainable way. As with all trainings, this will help better prepare advocates and staff to use the bias section of the race equity tool. As a prep for the discussion, staff should take at least one race-based IAT test to begin to get acclimated with the process and to help facilitate discussion.

- **Facilitators:** Identify an outside facilitator who has done bias training
- **Time:** 2 hours
- **Key questions:**
  - Get the group to understand that the next part of the discussion is addressing organizational bias within CLS, so they should begin to think about their own biases and not just how it manifests itself on an individual level in interactions outside of CLS, but also think how it plays out within CLS.
- **Materials:** IAT prior to the training and materials addressing the limitations of the IAT

**May 1: Examining Internal Bias at CLS and de-biasing:** This session would build on the April 17 training on bias, but specifically discuss bias within CLS – identifying racial bias, and techniques the organization can and will utilize to address bias – particularly racialized bias. The training will look at bias in terms of hiring, leadership, decision making (advocacy, clients, etc.). This may also be a good time to integrate and further discuss some of the work that has been done through caucusing. The goal is to find ways to implement de-biasing within CLS internally and revisit the topic periodically to assess progress.

- **Facilitators:** Outside facilitator in conjunction with CLS staff. Non-CLS staff so that everyone is accountable
- **Time:** 2 hours
- **Other key questions/goals:**
  - How do we recognize acknowledge bias in the workplace?
  - What is the goal of de-biasing? How can it become sustainable?
  - How do we choose the appropriate de-biasing tools? How is de-biasing practiced?
  - Are there other de-biasing tools that have not been covered in this training?
  - How will these techniques be applied?

**Goal:** begin noticing and identifying bias over the next 2-4 weeks

**Goal:** choose a specific de-biasing technique (individually/project group level/organizationally) and begin to apply to it

**Goal:** Revisit and assess progress in 2 months

**Materials:** obtain from outside facilitator

**May 15: Examining External Bias and de-biasing at CLS:** While the organization begins to identify areas of internal bias, we also need to begin to or further examine our external explicit and implicit biases and how they manifest themselves in our advocacy – messaging, client interaction, client community, policy and litigation decisions, etc. CLS should follow a similar approach to the May 1 training for 1) identifying biases; 2) coming up with ways to address those biases; and 3) setting timelines for assessing our progress on these biases.

- **Facilitators:** CLS staff
- **Time:** 2 hours
- **Key questions:**
  - Is external bias adequately covered in the race equity case planning tool? If not, what can be added to ensure that we are appropriately addressing bias?
  - Understanding that bias is not an excuse – it must be addressed and addressed long-term. How do we institutionalize the need to address bias besides use of the race equity case planning tool?
  - Racial bias is not a “one size fits all problem”

**Goal:** begin identifying bias over the next 2-4 weeks

**Goal:** choose a specific de-biasing technique (individually/project group level/organizationally) and begin to apply to

**Goal:** Visit and assess progress in 2 months

**June 12: Revisiting the Race Equity Tool:** This is an opportunity to follow up on our April 3 training where changes to the race equity tool were proposed. We will discuss how the tool has been used since then, whether they have resulted in improvements in race equity analysis, and whether further changes are needed.

- **Facilitators:** Advocacy director, Directing attorneys
- **Time:** 1.5 hours
- **Key questions:**
  - How has the tool changed the way you plan your advocacy?
  - How does your project group use the tool?
  - Are there any organization-wide expectations of how the tool should be used?
  - Benefits? Challenges?
  - Have you used any outside resources to guide your analysis?

- Are there specific examples of work that has been proposed/approved since April where the case planning tool was used? What have been the outcomes?
- Any suggested changes to the tool?

**Goal:** Continued improvement of the race equity case planning tool. Revisit again in 4 months

- **Materials:** Race equity tool, notes of how 1 or 2 project groups approached advocacy using the tool?

**June 26: Community Engagement I:** Community engagement is an essential part of planning our race equity work. This training examines how we can better move toward becoming an organization whose advocacy is community led. This session will discuss what real community engagement means, how we identify “the community,” and what it means to be community led in our policy work, litigation, and other forms of advocacy.

- **Facilitators:** Two individuals at CLS who have successfully engaged community and members of community groups
- **Time:** 2 hours
- **Key Questions:**
  - What communities are we currently engaged with?
  - How are we currently engaging different communities?
  - Are these communities reflective of the greater community?
  - Are there communities that do not trust us? Why? How do we earn/build trust in these communities?
  - Are there communities we are not currently engaging with?
  - Are our relationships meaningful?
  - Now that we know what it means to be community led, how do we accomplish this?
  - Are there examples within the organization where we have successfully engaged with communities?
  - Are there examples where CLS has not successfully engaged with communities?
  - What about in the last year?
  - Should CLS have benchmarks regarding community engagement?
  - What are challenges?
  - Have we engaged with communities we are not comfortable with? How do we do this?
  - Are there situations where community engagement is impossible? What do we do in these situations?
  - How does bias impact community engagement? Internally? Externally?
  - Does the race equity case planning tool currently allow for a full and critical discussion about community engagement? If not, what could be changed?
  - How does community engagement approaches differ among the different populations CLS works with (racially, geographically, etc.)?
  - What kinds of non-advocacy community engagement needs to take place?
    - Hiring: Outreach to minority bar associations and student groups?

- **Materials:**
- **Goals:** Undertake an inventory and assessment of our current community engagement

**July 17: Community Engagement II:** This training will focus on how community engagement has occurred at other legal aid organizations in WA and throughout the country. We will have speakers from 2-3 organizations to explain how community engagement is successfully done, how to engage in and sustain community led advocacy, how it can fail, and suggestions for how we can improve community engagement. If time permits, CLS can engage in a follow up discussion after speakers have concluded to discuss what was helpful, what tools or strategies we can adopt, what criticisms/concerns staff has about the speakers approaches and whether they can be applied at CLS.

- **Facilitators:** 2-3 guest speakers that work with or members of populations that are reflective of the populations we work with (i.e. prisoners, undocumented immigrants, rural populations, people who are homeless)
- **Time:** 2.5 hours
- **Key Questions:**
  - Goal: Based on the two community engagement trainings, the organization should begin to develop plans/expectations for community engagement. Can revisit in 3 months to see where progress has occurred
  - Try to identify how speakers do case planning on race equity for determining how and when to engage in a particular type of advocacy
  - How do their organizations make sure non-advocacy community engagement occurs?

**Goals:** Understand how to engage communities and undertake community led advocacy

**July 24: Systemic Racism: A long history of affirmative action for Whites:** This is an opportunity to look at how policies in the U.S. are racialized, including those related to many of the topics we work on at CLS

- **Facilitators:** CLS staff
- **Time:** 1.5 hour brown bag session
- **Key Questions:**
  - How is the advocacy CLS engages in racialized and systemic
  - How do we identify systemic racism in our work?
  - Has the race equity case planning tool helped us to identify these issues? What are some examples?

**Goal:** To get a better understanding of systemic racism

- **Materials:**
  - The House We Live In (Episode 3)
  - Selected cases and other materials on how the legal system contributed to the definition of whiteness and how systemically racist policies play out

**July 31 – September 10: hiatus**

**September 11: Messaging I:** This training will be led by the Opportunity Agenda, who will examine messaging through a race equity lens. Opportunity Agenda is a social justice communication lab. They collaborate with social justice leaders to move hearts and minds, driving lasting policy and culture change. They bring the inspirational voices of opportunity and possibility to social justice issues through communication expertise, and creative engagement. To advance the impact of the social justice community, they shape compelling narratives and messages; build the communication capacity of social justice leaders through training and resources; and engage with artists, creatives, and culture makers as powerful storytellers to shift the public discourse.

- **Facilitator:** The Opportunity Agenda (hopefully we could have them come in)
- **Time:** 2 hours

**Goals:** learn what is being done nationally to promote social justice messaging through a race equity lens and obtain

**September 25: Messaging II:** CLS's communications team will lead a discussion on how it messages through a race equity lens and what steps advocates should be taking to make sure this messaging occurs. Come up with a plan for how project groups can be educated and develop messaging plans

- **Facilitator:** CLS communications team
  - Goal:
  - How does bias play into messaging
  - Does the race equity case planning tool adequately address racially equity considerations in messaging
  - What are the challenges in messaging through a race equity lens?
  - Where have you successfully messaged through this lens?
  - How does bias and community engagement factor into this discussion?
  - What is the goal of messaging at CLS?
  - How can we better develop our race equity messaging?

**October 16: Race Equity and Data:** Data and how we use it can be effective ways to identify and guide our race equity work. This session will look at the benefits of data, how mapping can help to show distribution of opportunity and racial disparities, how we can work with researchers to access and analyze data, and other tools that can be used to effectively use data.

- **Facilitators:** Researcher/data analyst
- **Time:** 1.5 hours
- **Key Questions:**
  - How has CLS used data as an advocacy tool in the race equity context?
  - What are the benefits of using data? Are there drawbacks?
  - How do we form partnerships with researchers and data analysts to ensure this work can be done?
  - How can we use data in litigation? Policy? Outreach and community education?

- **Materials:** Mapping materials (King County's recent mapping, CLS mapping project with IP on the youth jail), caselaw/statistics on disparate impact theory

**October 30: Racially Equitable Policy Advocacy:** Taking what we've learned thus far in all of the training, what does racially equitable policy advocacy look like? How do we approach racially equitable policy advocacy? What are examples of good policy advocacy and not-so-good policy advocacy at CLS? We will look at FARE, the Community Review Board Children's Task Force (?)

- **Facilitators:** Staff that has done race equity work in policy advocacy, outside person who has done race equity work in policy advocacy
- **Time:** 2 hours
- **Key Questions:**
  - How are we preparing for the state legislative session?
    - Are we addressing bias?
    - Are we engaging community?
    - Is the policy advocacy community led?
    - Who makes the decisions on the bills we work on and defend?
    - Are we acknowledging systemic racism?
    - What data are we using? How are we using it?
    - Are we talking about race equity in our discussions with legislators? If not, why? What has been the feedback?
  - Is the case planning tool working for our policy work?
  - Does our approach change depending on where our policy work occurs? Locally, statewide?
  - What communities are left out of policy work?
  - How can we talk about race with legislators and other policy makers?

**November 30: Revisiting the Race Equity Tool III:** This is the third follow up to the race equity tool and covers the same topics as the previous two sessions. The tool is a working document and the goal is always to amend it so that it is being used in the most effective way possible.

- **Facilitators:** Internal Staff
- **Time:** 1.5 hours
- **Other Goals/Questions**
  - How has the tool changed the way you plan your advocacy?
  - How does your project group use the tool?
  - Are there any organization-wide expectations of how the tool should be used?
  - Benefits? Challenges?
  - Have you used any outside resources to guide your analysis?
  - Are there specific examples of work that has been proposed/approved since April where the case planning tool was used? What have been the outcomes?
  - Have you and your project group gotten more comfortable in using the tool? Why or why not?

- Have the trainings been helpful to use of the tool? What additional training is needed?
- Have you done self-learning on any of the topics covered in the trainings? Why or why not?
- Goal: Continued improvement of the race equity case planning tool. Revisit again in 2-3 months

#### **December 1 – January 8: hiatus of training**

**January 8: Racially equitable Litigation:** This training session will look at how race equity can be used at each stage of litigation, from investigation through trial. We will look at how this has been done nationally, providing examples of cases. We will also explore whether CLS has used race equity in its litigation and how we can better do so moving forward.

- **Facilitator:** CLS and outside facilitators
- **Time:** 2.0 hours
- **Key Goals/Questions**
- **Materials:** Texas v. Inclusive Communities case, etc.

**February 5: Assessing our progress since April:** This session will solely focus on our progress so we can assess where we are as a program 10 months into our training. At each of the earlier trainings, there should have been follow up discussions among project groups, the policy director and the advocacy director about setting progress goals. Here we will see if we have met those goals in each of the key areas of the training (de-biasing (internal and external), community engagement, messaging, and data).

**April 9: Race Equity and Intersectionality:** One of the outstanding questions for the July 2016 training was how do we just focus on race equity, when there are other equitable considerations that intersect with race equity. This training will begin to address the intersectionality and help us further develop our race equity analysis in a more critical and deeper way.