

# *Office of Equity*

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## **Family Treatment Court All-Sites Meeting Creating a Culture of Equity & Inclusion**

Karen A. Johnson, PhD (she| her | Beloved)  
Equity Director



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**VA**



U.S. Department  
of Veterans Affairs





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*equity & justice for all*



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# The Legislature finds that...

- Washington state population has become increasingly diverse

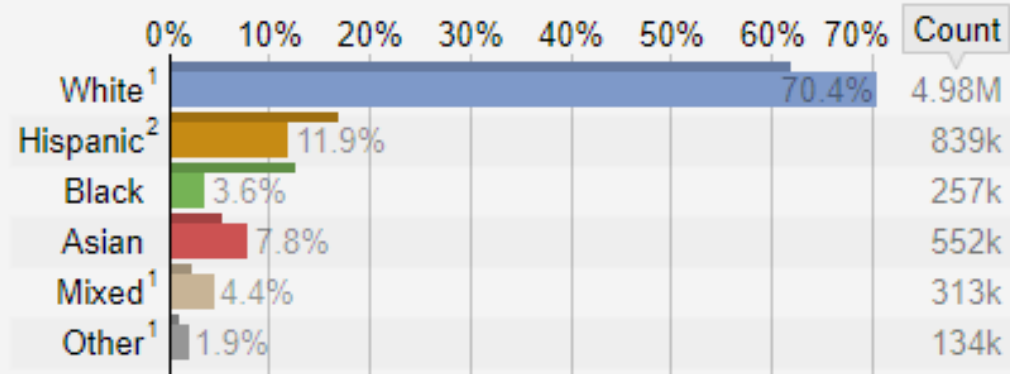


## Race and Ethnicity

Percentage of the total population.

Scope: population of the United States and Washington

■ Washington — United States



Count number of members in ethno-racial group

<sup>1</sup> non-Hispanic

<sup>2</sup> excluding black and Asian Hispanics

Source: Google, Oct 27, 2020



# *The Legislature finds that...*

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- Historically and currently marginalized communities still **do not have** the same opportunities to meet parity across nearly every measure including education, wealth, employment, health, and more.
- **Inequities** based on race, ethnicity, gender, and other characteristics continue to be deep, pervasive, and persistent, and they come at a great economic and social cost.

# Student Succeeds Act long-term goals.

Table 1: shows the four-year graduation rates for the class of 2018.

4-Yr Cohort Grad Rate	Actual C/O 2017	Actual C/O 2018	C/O 2018 Target	Statewide Indicators Target
<b>All Students</b>	<b>79.3</b>	<b>80.9</b>	<b>80.4</b>	Exceeds annual target
Black / African American	71.5	74.4	73.4	Exceeds annual target
Amer. Indian / Alaskan Native	60.3	60.4	63.3	Did not meet annual target
Asian	87.5	90.0	87.7	Exceeds annual target
Hispanic / Latino	72.7	75.2	74.4	Exceeds annual target
Hawaiian / Pacific Islander	68.1	74.0	70.3	Exceeds annual target
White	81.9	82.9	82.7	Exceeds annual target
Two or More Races	79.7	80.7	80.8	Did not meet annual target
Students with a Disability	59.4	61.7	62.4	Did not meet annual target
Limited English	57.8	64.1	61.0	Exceeds annual target
Low-Income	70.0	72.1	72.0	Exceeds annual target

Source: State Board of Education Class of 2018 Graduation Rate report prepared for the March 2019 Board meeting





# Poverty Rate in Washington State

RACE & ETHNICITY				
African American	Asian American	Latino	Native American	White
16.3%	7.9%	16.0%	21.0%	8.2%

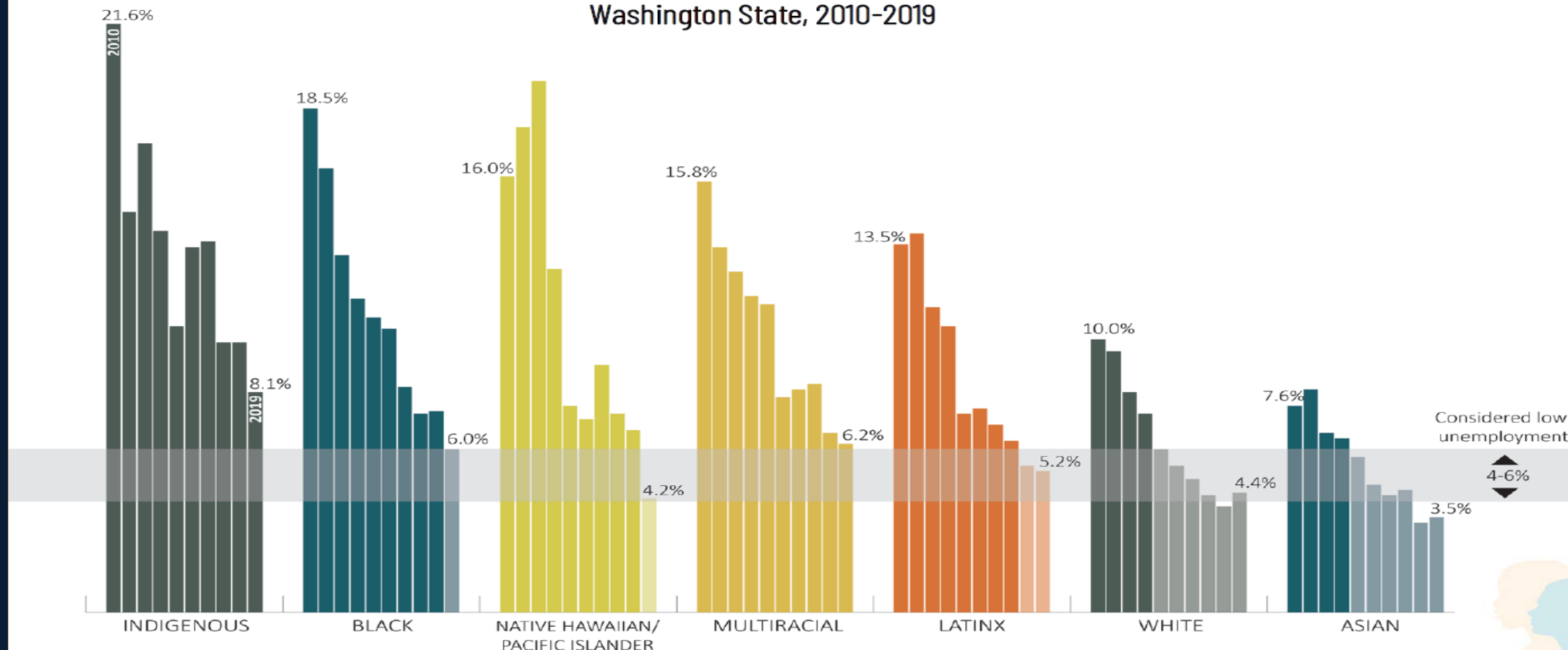


Center for American progress: <https://talkpoverty.org/state-year-report/washington-2020-report/>, Washington 2020



# Unemployment Rate by Race

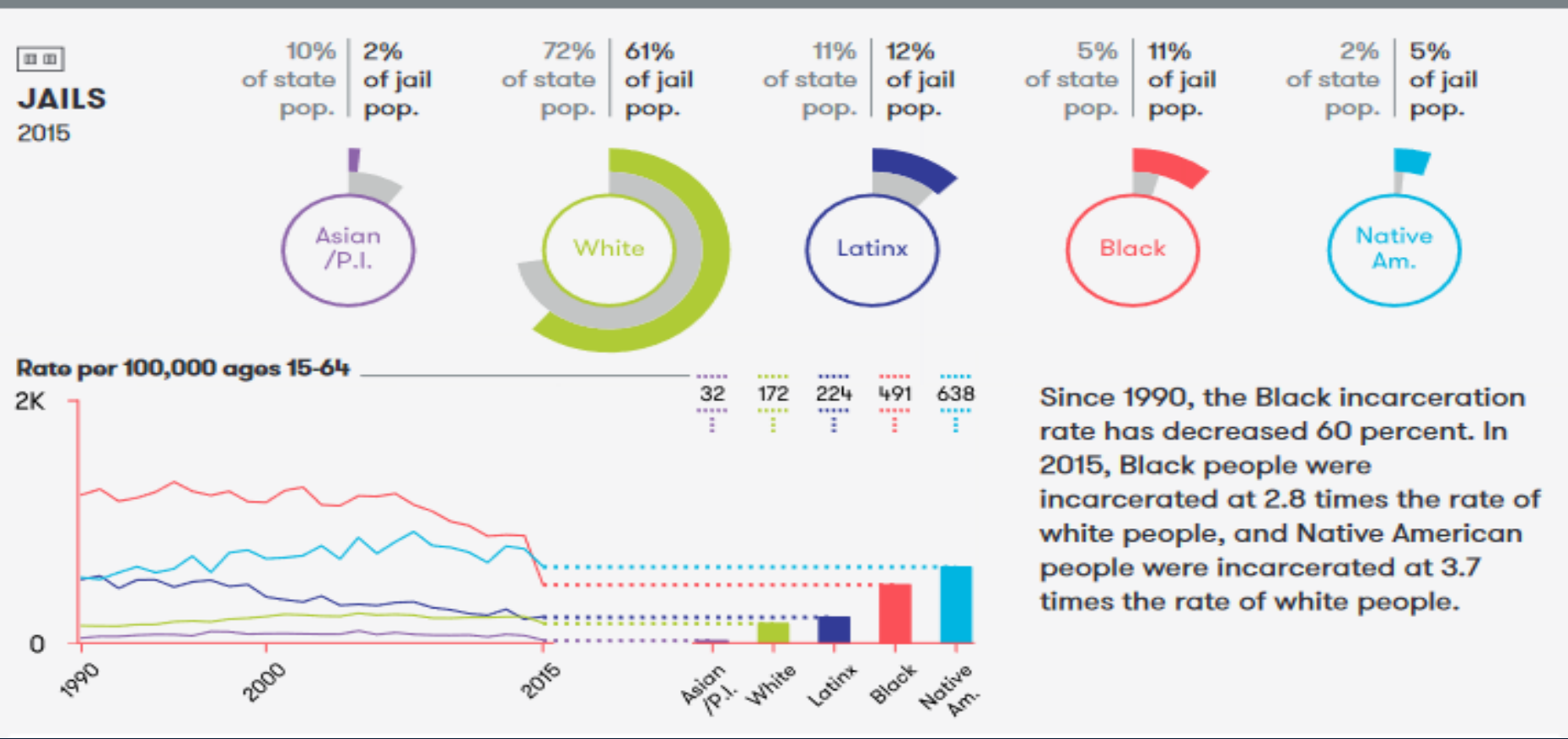
## Unemployment Rate by Race Washington State, 2010-2019



Source: American Community Survey 1-Year Data, 2010-2019



# Race and Ethnicity in Jails

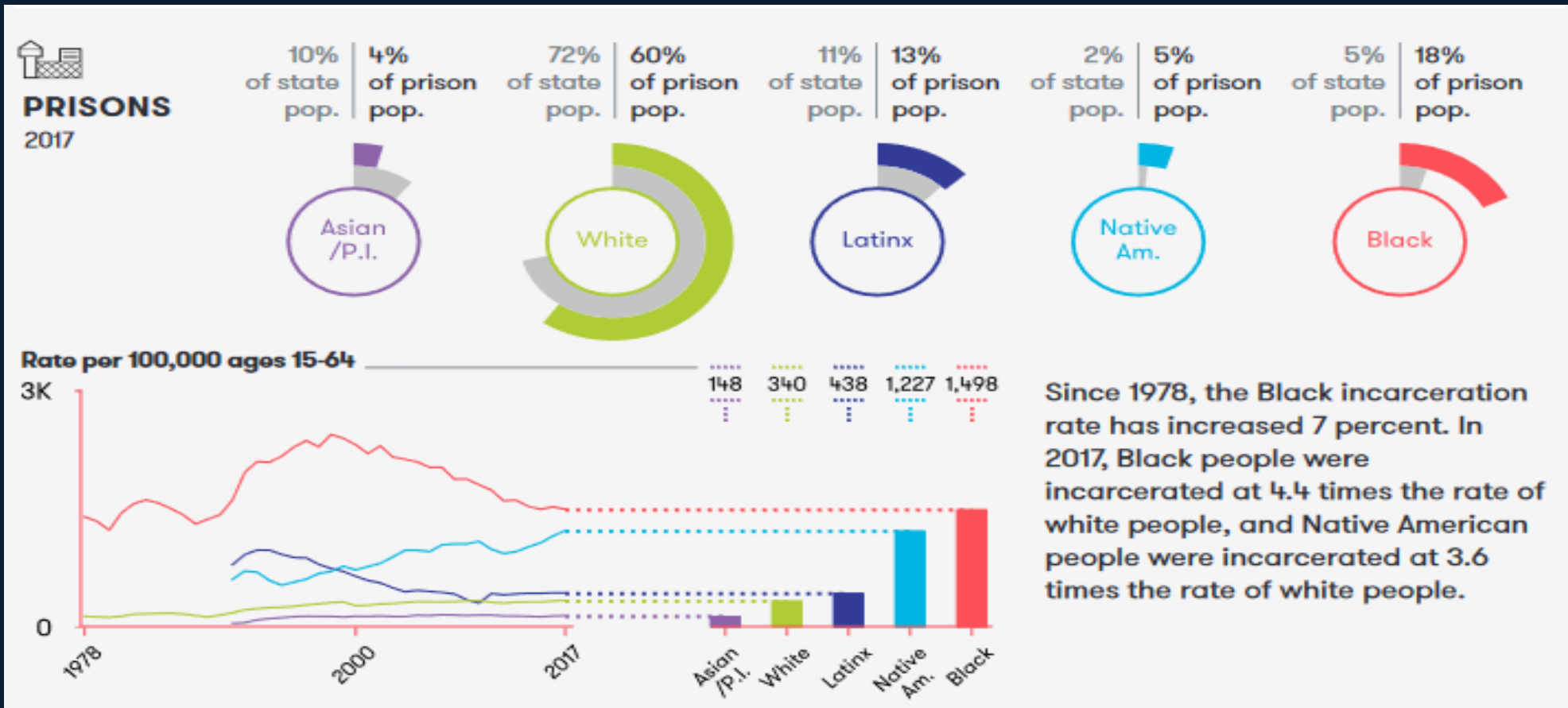


Source: Vera Institute of Justice – Incarceration Trends in Washington:  
<https://www.vera.org/downloads/pdfdownloads/state-incarceration-trends-washington.pdf>

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# Race and Ethnicity in Prisons



Source: Vera Institute of Justice – Incarceration Trends in Washington:  
<https://www.vera.org/downloads/pdfdownloads/state-incarceration-trends-washington.pdf>

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# The Office of Equity

## Why

- **VISION:** Everyone in WA has full access to the opportunities, power, and resources they need to flourish and achieve their full potential.
- **MISSION:** Promote access to equitable opportunities and resources that reduce disparities and improve outcomes statewide across state government.



# Office of Equity

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## What

- Develop the state's five-year equity plan
- Help agencies develop their own Equity plan
- Design online performance dashboard
- Publish agency progress toward equity goals
- Help the state develop language-access requirements



# Office of Equity

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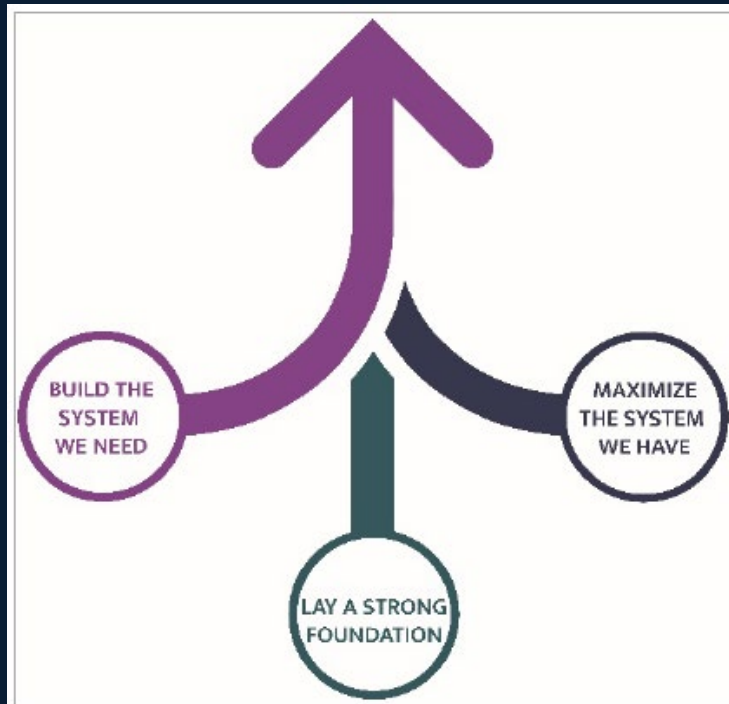
## What

- Promote systemic and cultural change by introducing best practices & change management
- Remove barriers to accessing state services
- Decrease inequities across state government



# The Office of Equity

## How



**Lay a strong foundation.** Center equity in all operations, programs, and interactions

**Maximize the system we have.** Strengthen policy, integration, and collaboration across systems, sectors, and jurisdictions

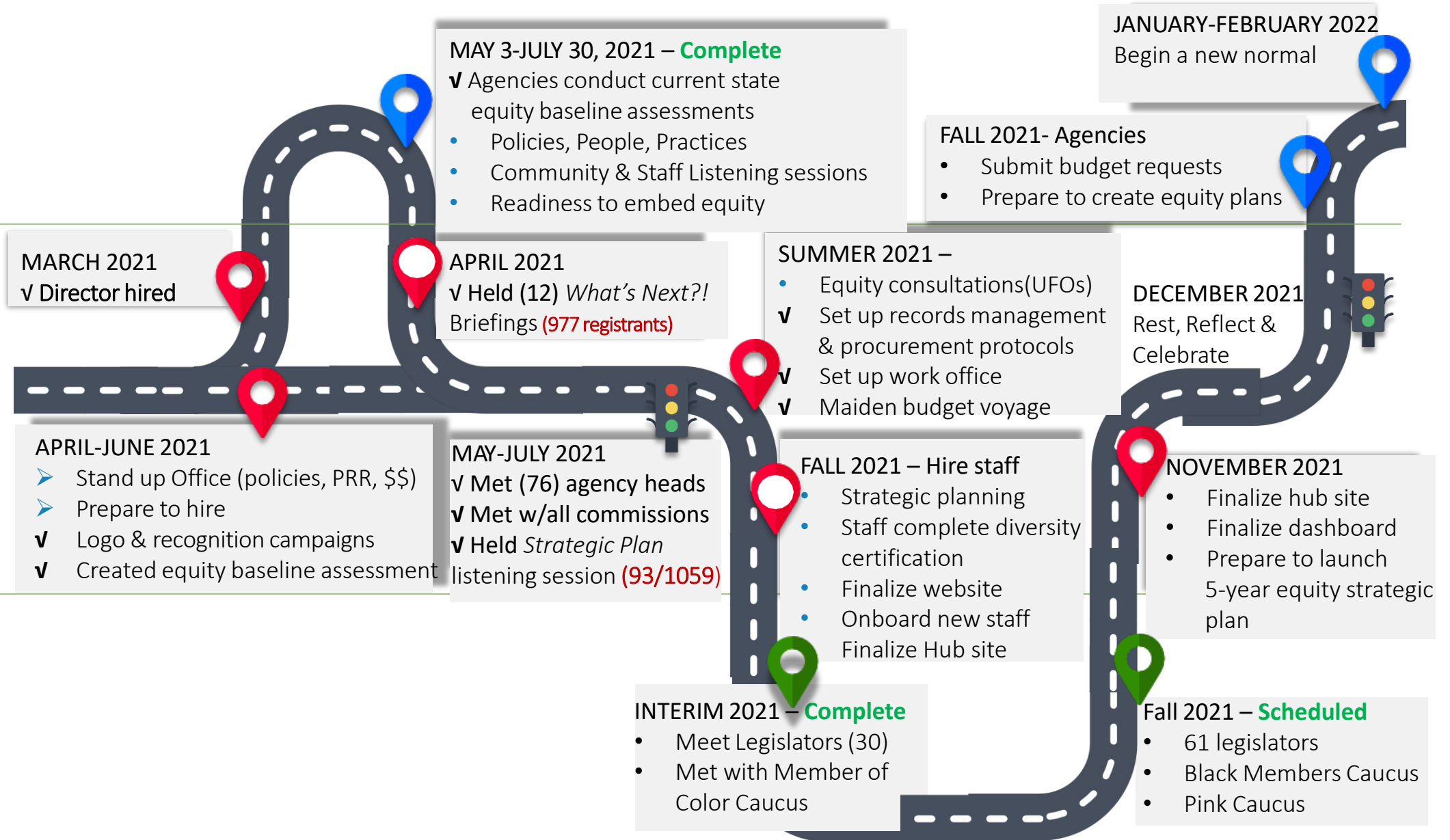
**Build the system we need.** Begin to dismantle racism by addressing root causes through bold systemic and cultural change.

Blueprint for a Just & Equitable Future: 10-Year Plan to Dismantle Poverty in Washington, p. 50





# TIMELINE & MILESTONES



# Office of Equity



# The New Normal

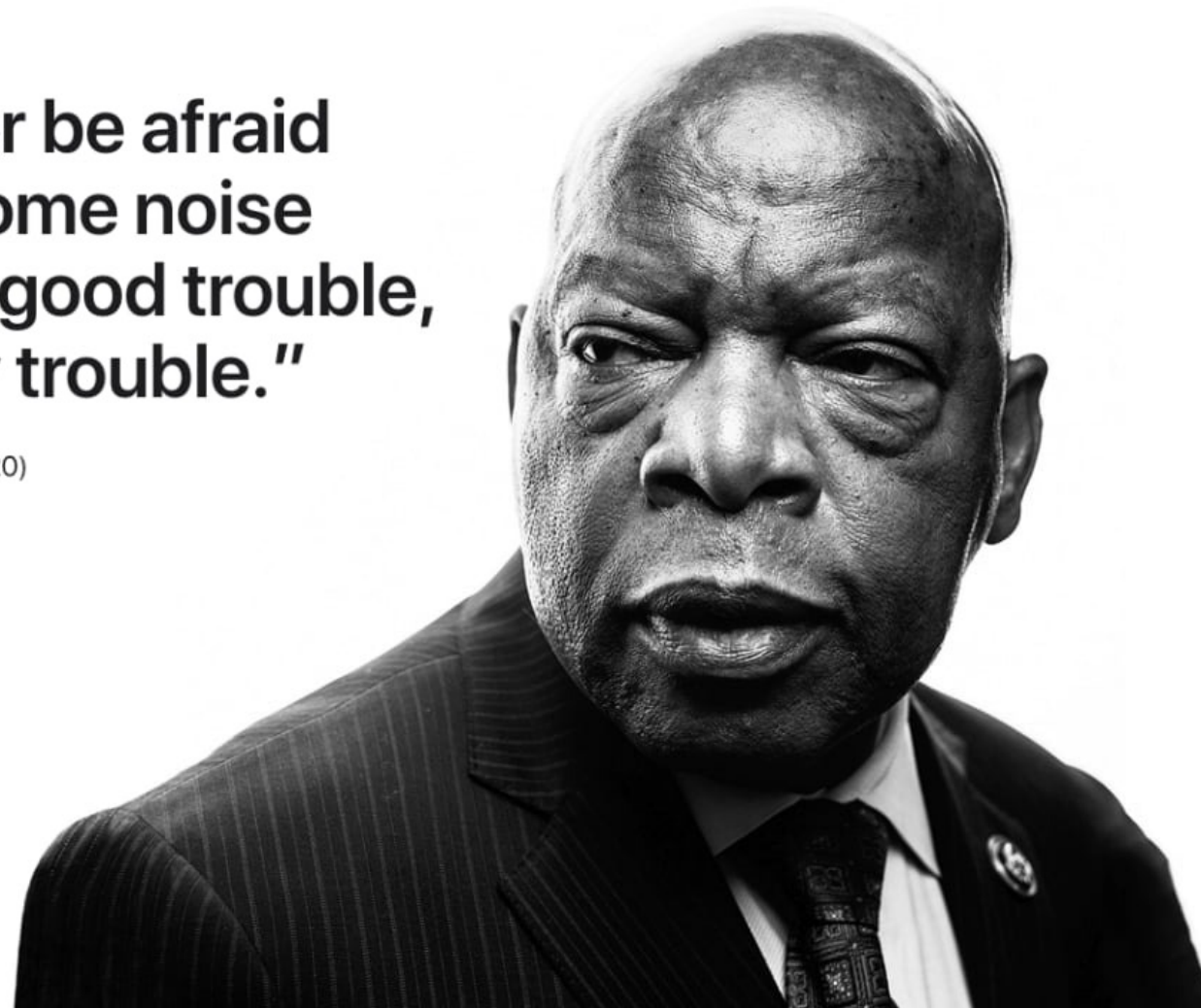


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**"Never, ever be afraid  
to make some noise  
and get in good trouble,  
necessary trouble."**

Rep. John Lewis (1940-2020)



“You must tell yourself,

‘No matter how hard it is, or how  
hard it gets,

I’m going to make it.’”

~Les Brown





# resilience

(noun) re-sil-ience

"...the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress – such as family and relationship problems, serious health problems or workplace and financial stressors."

"It means 'bouncing back' from difficult experiences."

# Did you know?



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A graphic design featuring a large black circle on the right side containing white text. To the left of the circle, there are three green leaves with black outlines and a red flower with many petals and a yellow center. The text inside the circle reads: "IN A RACIST SOCIETY IT IS NOT ENOUGH TO BE NON-RACIST." followed by "WE MUST BE ANTI-RACIST." and "-ANGELA DAVIS-" at the bottom.

IN A RACIST  
SOCIETY IT IS  
NOT ENOUGH  
TO BE NON-RACIST.

WE MUST BE  
ANTI-RACIST.

-ANGELA DAVIS-



# ANTI-RACISM





Anti-Black racism  
is a public health  
crisis that demands  
action NOW



**The Fire Next Time:**  
Anti-Black Racism and  
the Struggle to Live in  
the United States

**Self-care and  
Community**

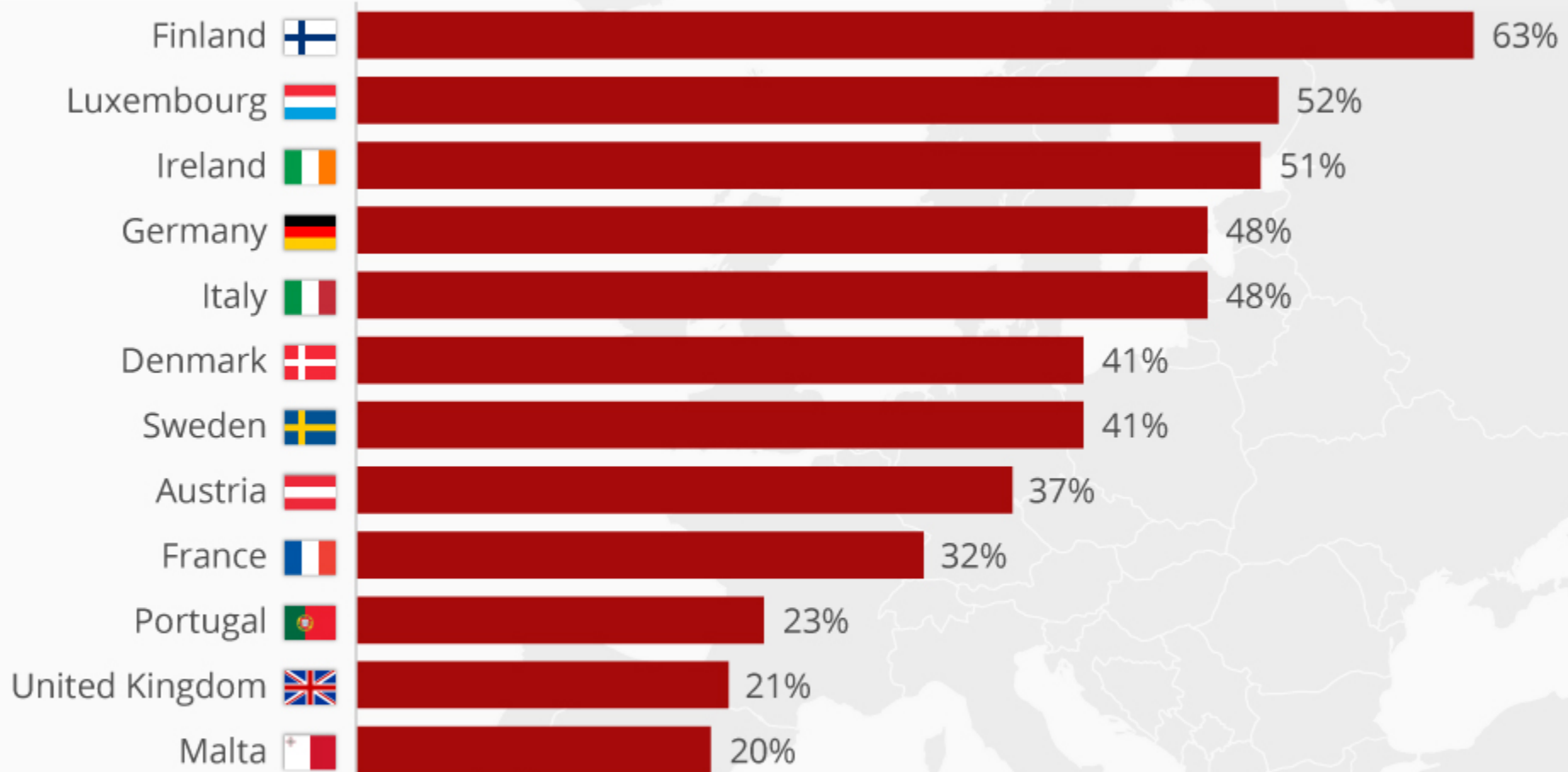
Thursday, June 4, 2020      Friday, June 5, 2020

# TOWARD ANTI-RACISM

Understanding Anti-Black  
Racism and Healing  
Racial Trauma

# Widespread Racism Against Black People In The EU

Share of black people who experienced racist harassment in the past 5 years

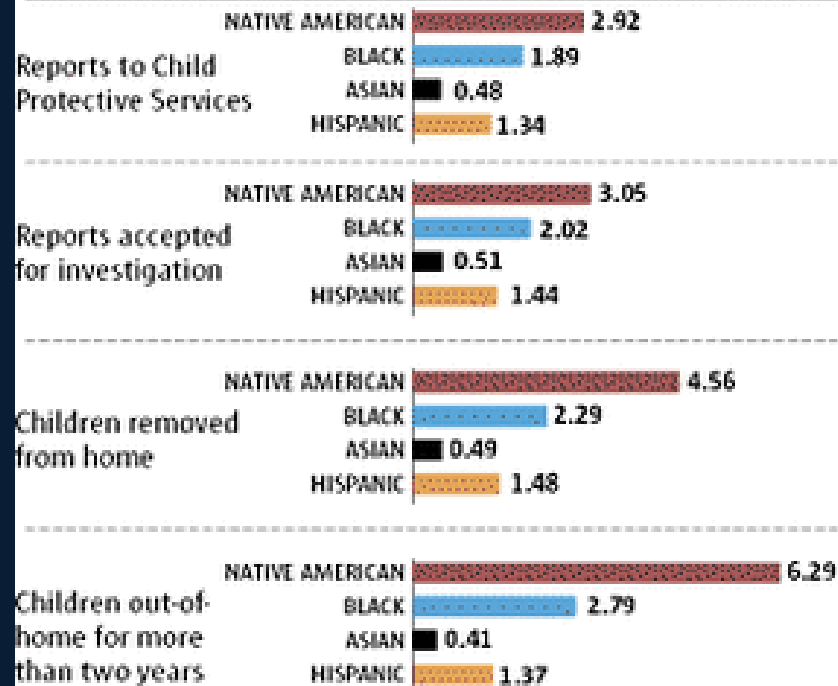




## Racial imbalance in child welfare

The chart below shows the rates at which children of certain racial and ethnic groups are involved with various steps in the child welfare system, compared with whites. Native American children, for example, are almost three times more likely than whites to be the subjects of reports to Child Protective Services.

RATES OF INVOLVEMENT, COMPARED WITH WHITES



NOTE: Numbers have been adjusted to reflect the fact that whites make up a larger percentage of the population.

Source: Racial disproportionality in Washington state report to Department of Social and Health Services

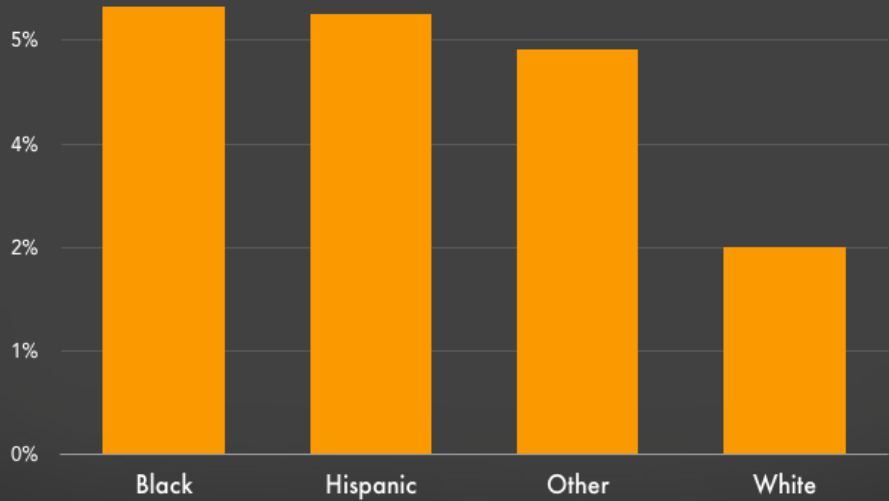
THE SEATTLE TIMES



# Police are twice as likely to use force against people of color

Percentage of respondents, by race, who reported that (a) their most recent police contact in 2015 was initiated by police and (b) police threatened or used force against them during that interaction

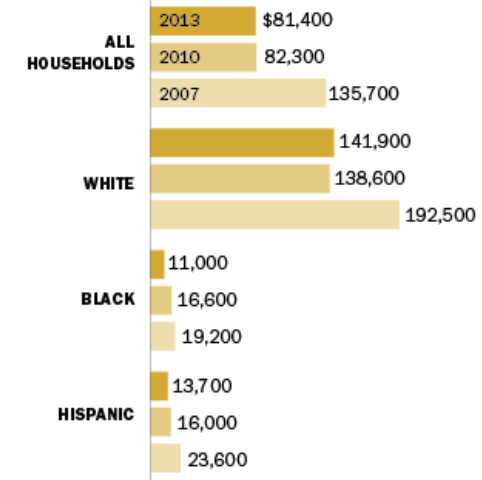
People who experienced the threat or use of force when they were most recently approached by police



Data Source: Bureau of Justice Statistics "Contacts Between Police and the Public, 2015" Table 18

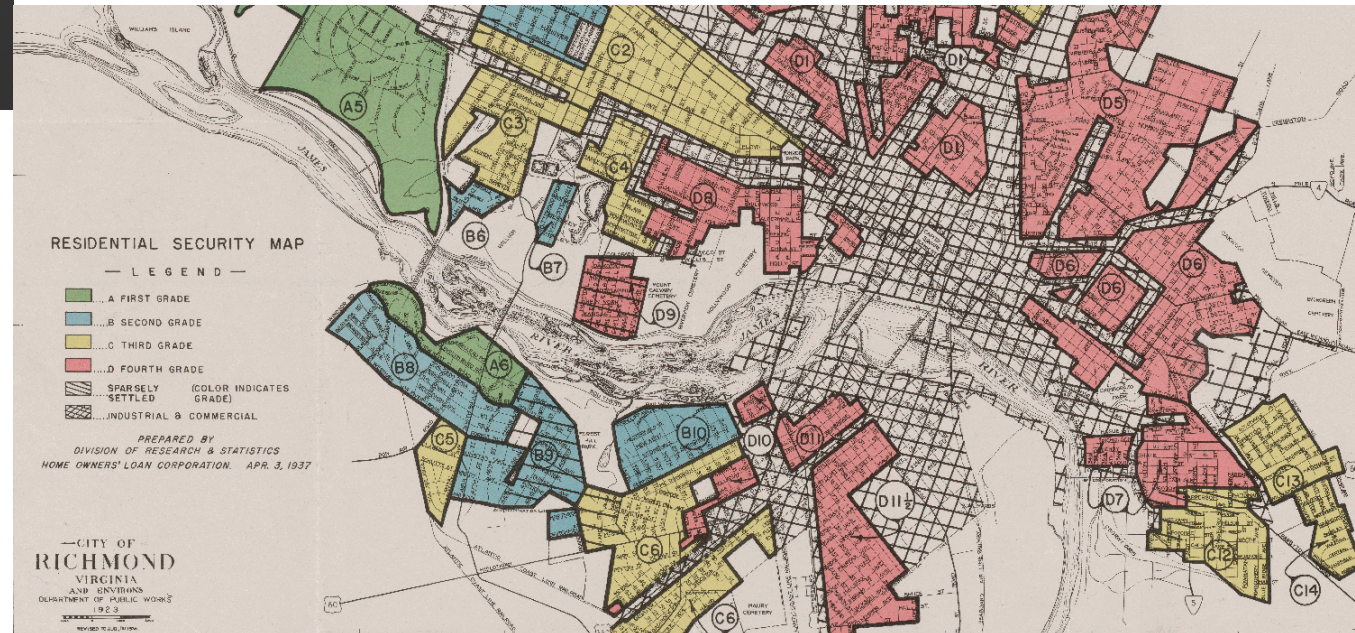
# Wealth by Race and Ethnicity, 2007-13

Median net worth of households, in 2013 dollars



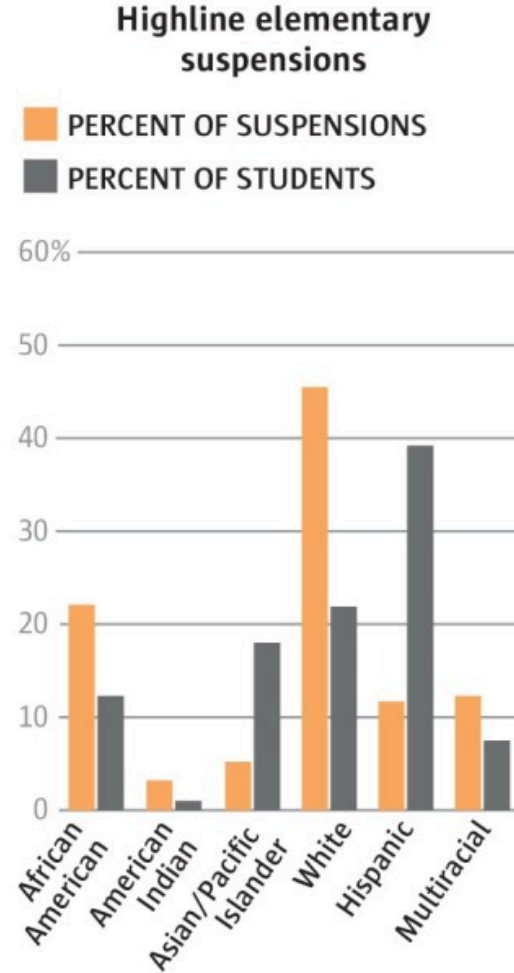
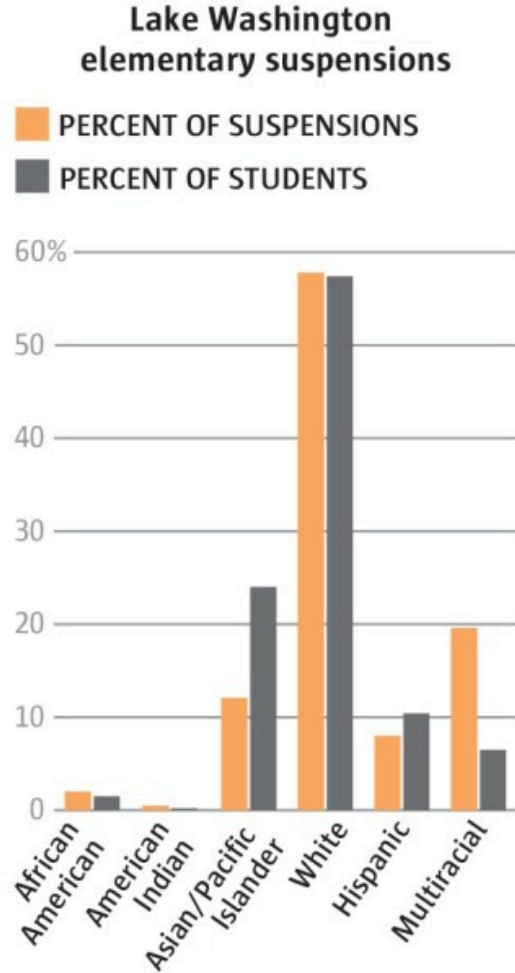
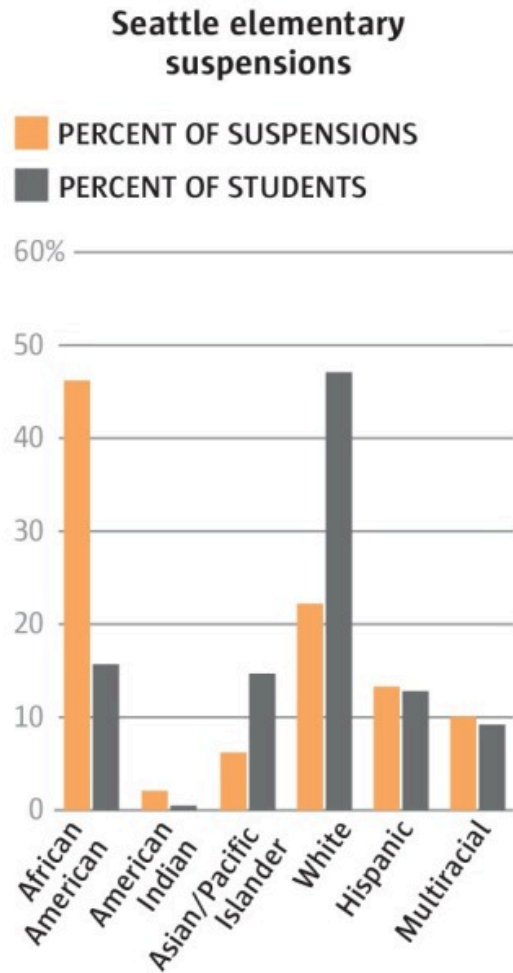
Note: Blacks and whites include only non-Hispanics. Hispanics are of any race.  
Source: Pew Research Center tabulations of Survey of Consumer Finances public-use data

PEW RESEARCH CENTER



# Racial divide starts with little kids

School discipline starts with kindergarteners, and the rates vary widely. In Seattle, for example, suspension rates for kids in fifth grade and below were more skewed in 2013-14 than in two neighboring districts that also agreed to provide discipline data.








Note: Shows the total number of suspensions by race, not the total number of students suspended

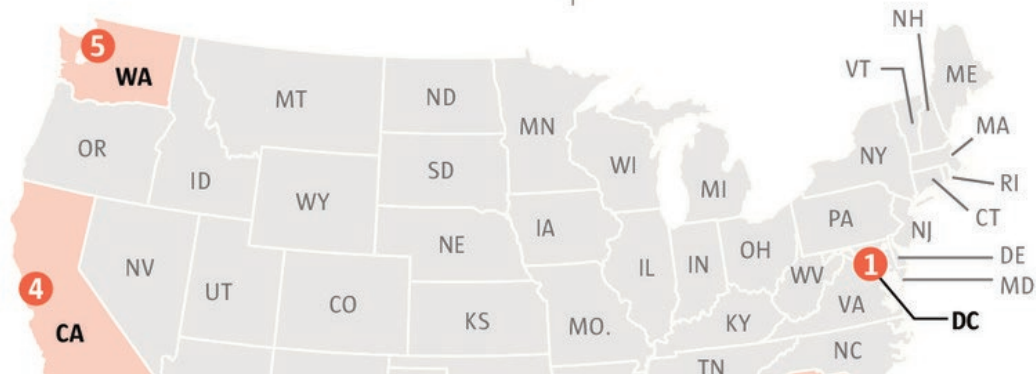
Source: Seattle Times analysis of data provided by Seattle, Lake Washington and Highline school districts



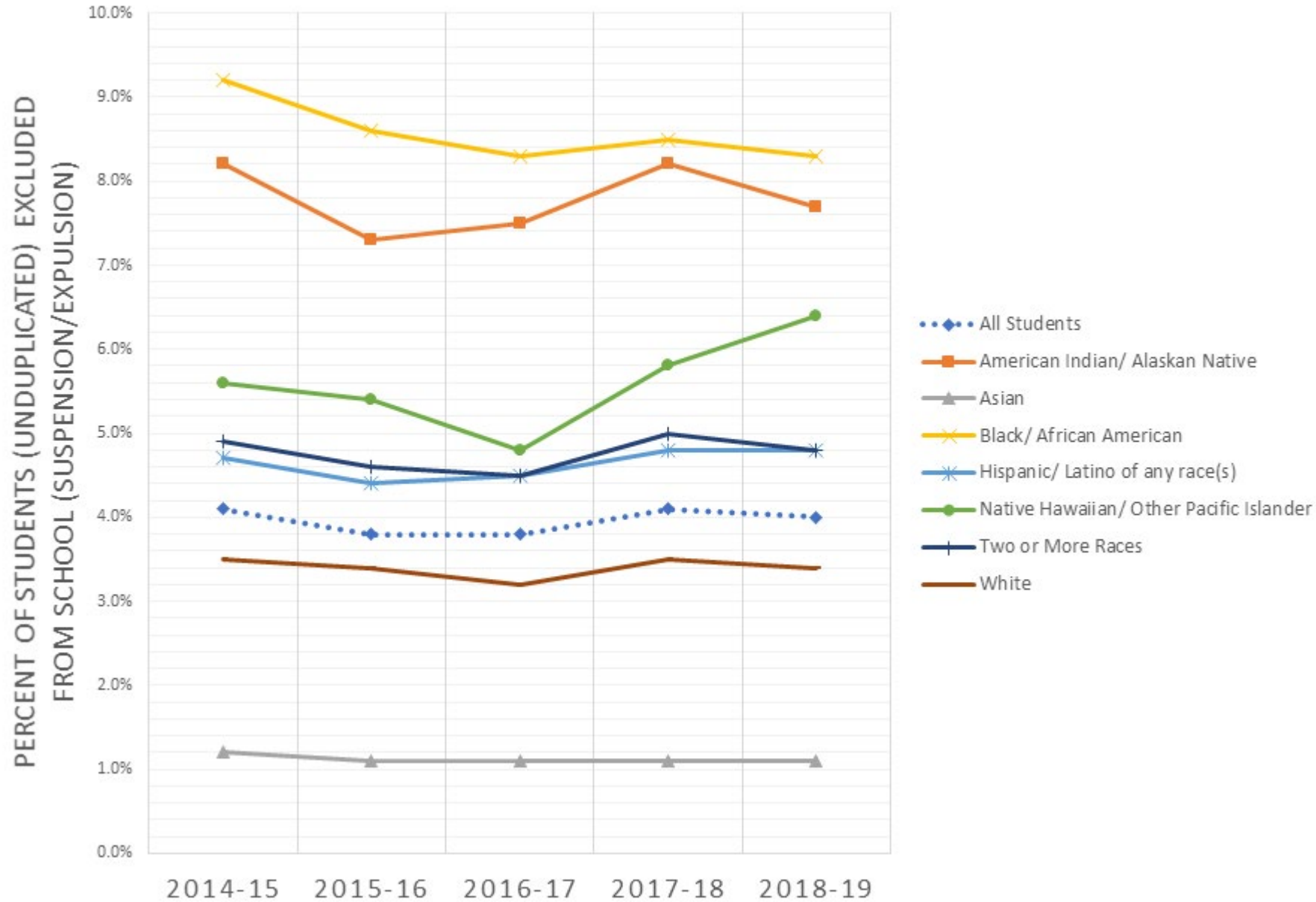
# Wide gap between white and black kids in Seattle

Black students test three and a half grade levels behind white students in the Seattle school district, according to a new study. That ranks as the 5th biggest achievement gap among the nation's 200 largest school districts.

DISTRICT	GRADE 3-8 ENROLLMENT	WHITE-BLACK ACHIEVEMENT GAP (IN GRADE LEVELS)
1 District of Columbia Public Schools	16,645	4.4 
2 Atlanta Public Schools	23,061	4.2 
3 Charleston 01	19,364	3.8 
4 Oakland Unified	21,940	3.8 
5 Seattle Public Schools	21,303	3.5 



## WASHINGTON K-12 EXCLUSION RATES BY RACE/ETHNICITY, 2014-19





# Sharp increase in discipline of black children

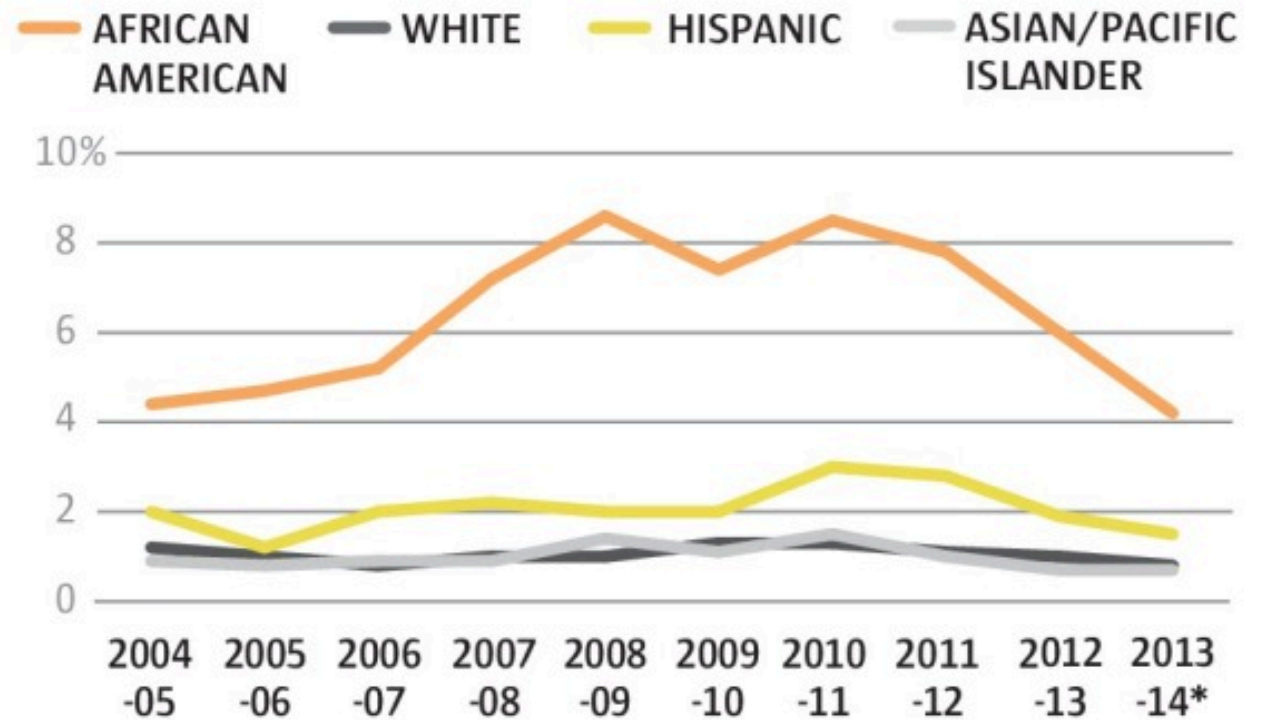
The racial gap in suspensions of less than 11 days for Seattle elementary students widened between 2004 and 2008. It has since narrowed, but black children are still disciplined at more than four times the rate of whites.

*\*2013-14 rates include in-house suspension*

*Note: Native American and multiracial students are not included because of their small numbers.*

*Source: Seattle Times analysis of data provided by Seattle Public Schools*

### Short-term suspension rates for Seattle elementary students



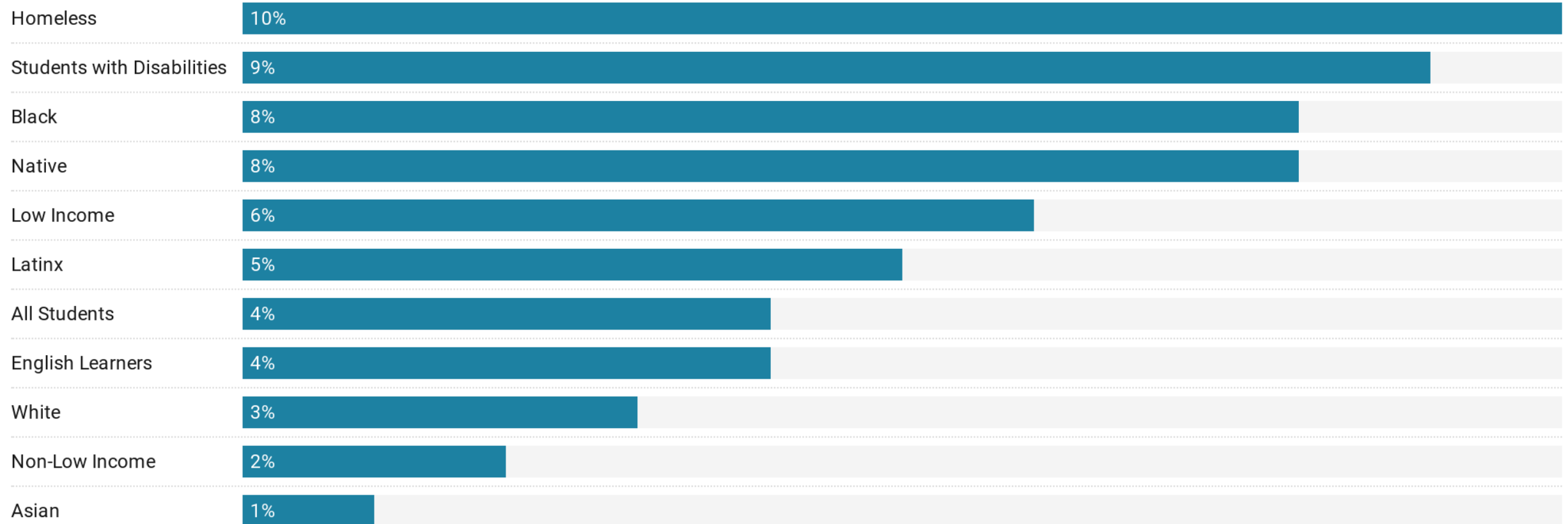
STEPHANIE REDDING / THE SEATTLE TIMES

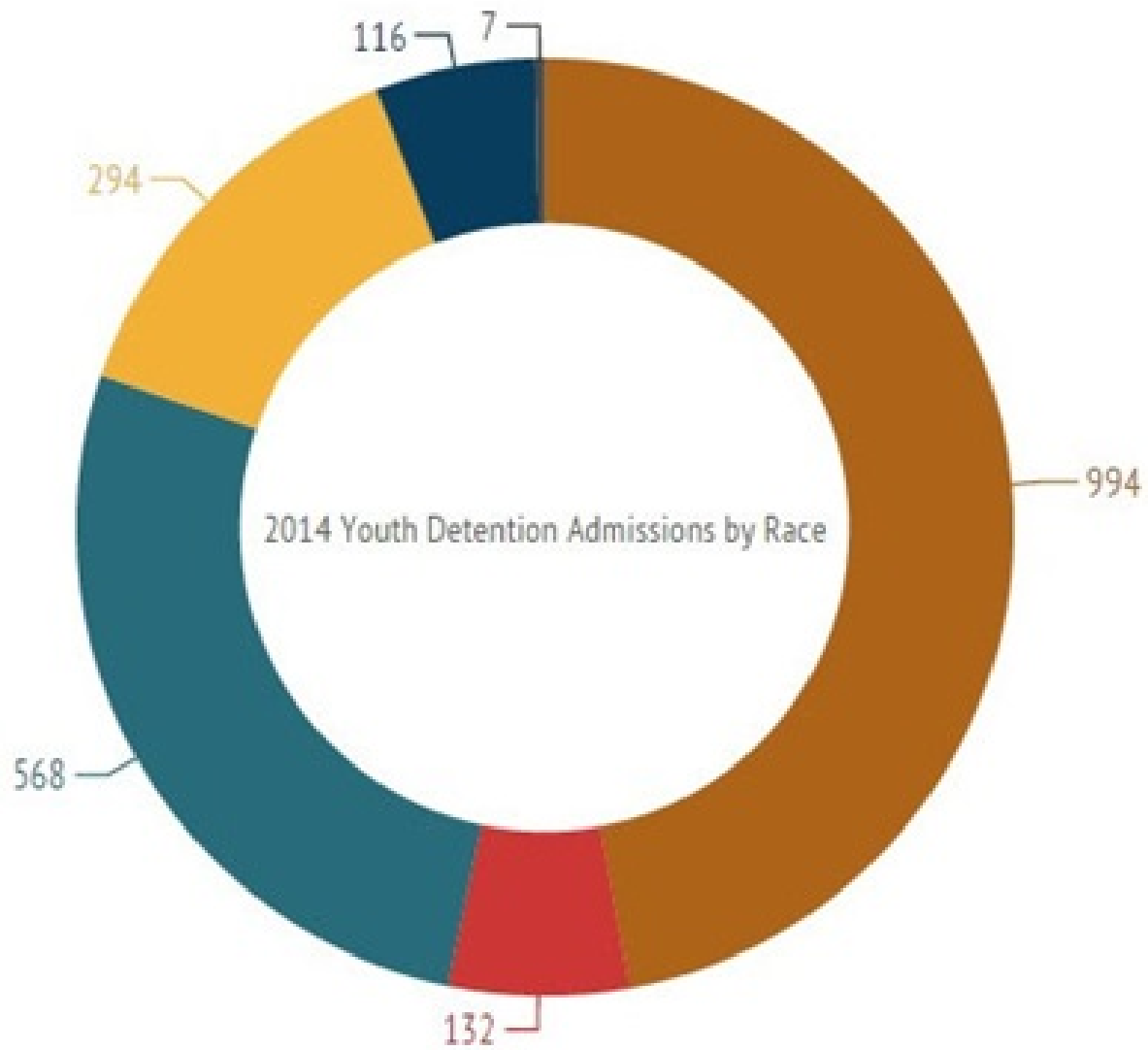




## Washington's schools suspend students at different rates

Washington state has worked to reduce disparities in school discipline rates among different groups of students. Still, schools were doling out short-term suspensions to Black, homeless and Native students, and students with disabilities, at significantly higher rates than their peers.



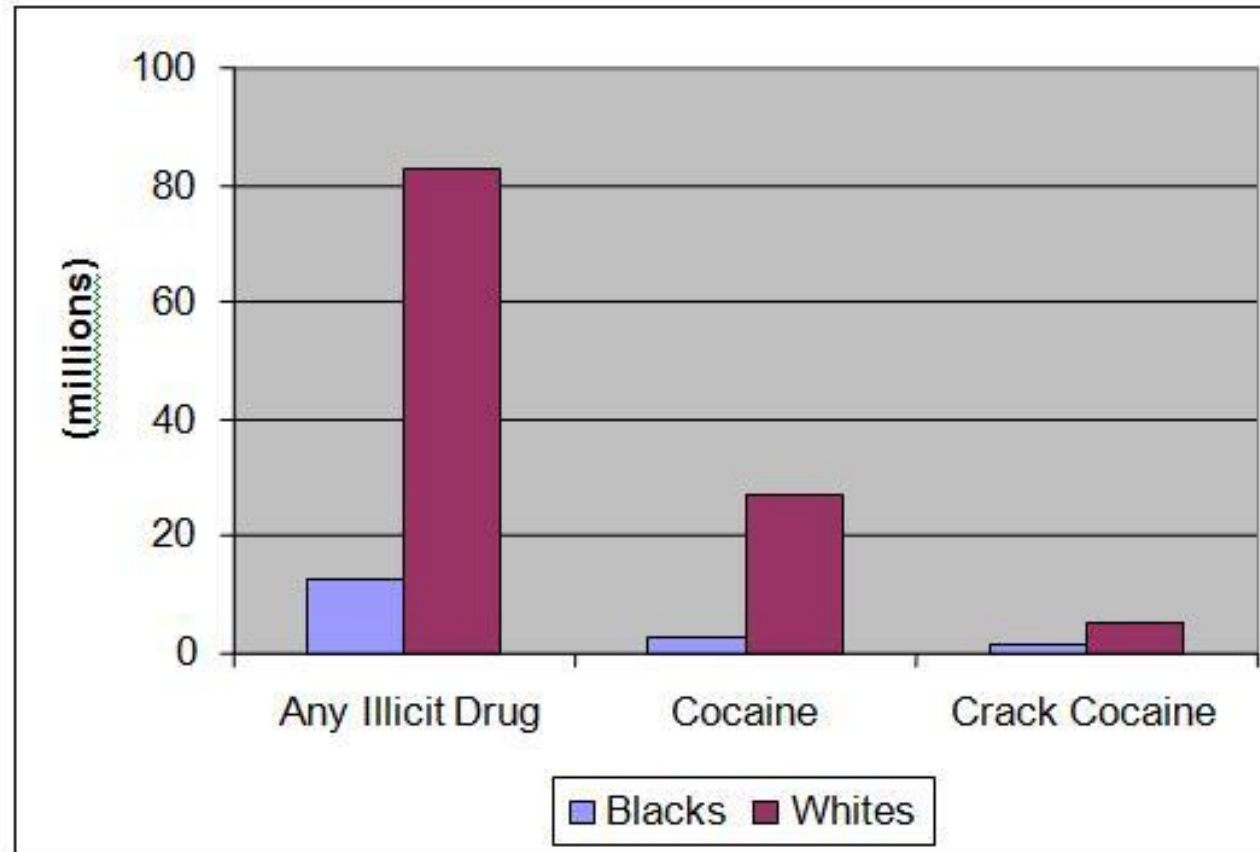


● Asian 
 ● White 
 ● Latino 
 ● Native 
 ● Unknown 
 ● Black

## Juvenile Justice, King County



FIGURE 1: Lifetime Drug Use by Race, Ages 12 and Older  
(Estimates for drug use by persons age twelve and older from SAMHSA)



# The Effects of Stereotypes

## 17 Million

Whites reported having used an illicit drug within the last month

## 4 Million

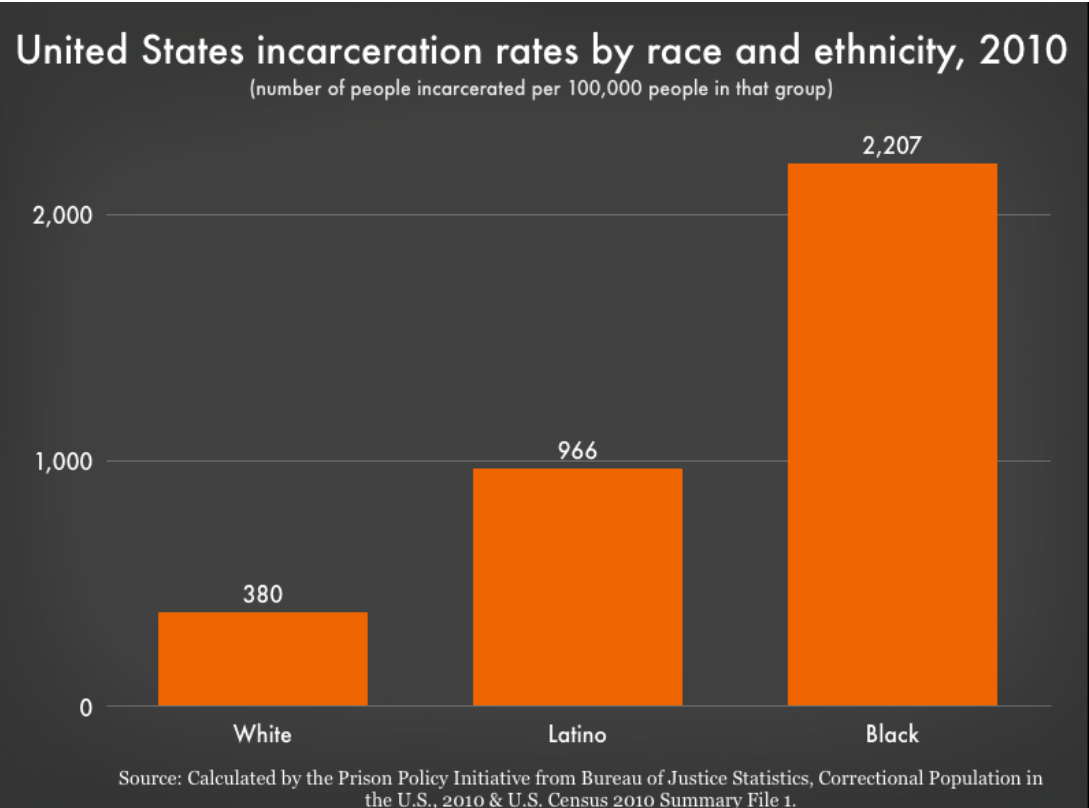
Blacks reported having used an illicit drug within the last month

Although African Americans make up only **12.5%** of illicit drug users, **33%** of drug incarcerations are black. This leads to major roadblocks in treatments for substance abuse among the population, as there is a fear in self-reporting.<sup>1</sup>



<sup>1</sup> <https://www.naacp.org/criminal-justice-fact-sheet/>





# Incarceration Rates



In Washington State  
**18%**

“...the share of Black people in prison (18%) is four times higher than their share in the state population.”

Source: Creating an Equitable Future in Washington State  
Report, p. 22



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## Black Adult Incarceration Rate

5x higher than  
state average

## Black Children Detention Rate

4x higher than  
state average

2010 Census Congressional District Summary, PCT20 Group Quarters Population by Group Quarters Type. Total Population by Race:QT-P3-Geography-Washington: Race and Hispanic or Latino Origin: 2010. Juvenile Population by Race: P12 Sec by Age



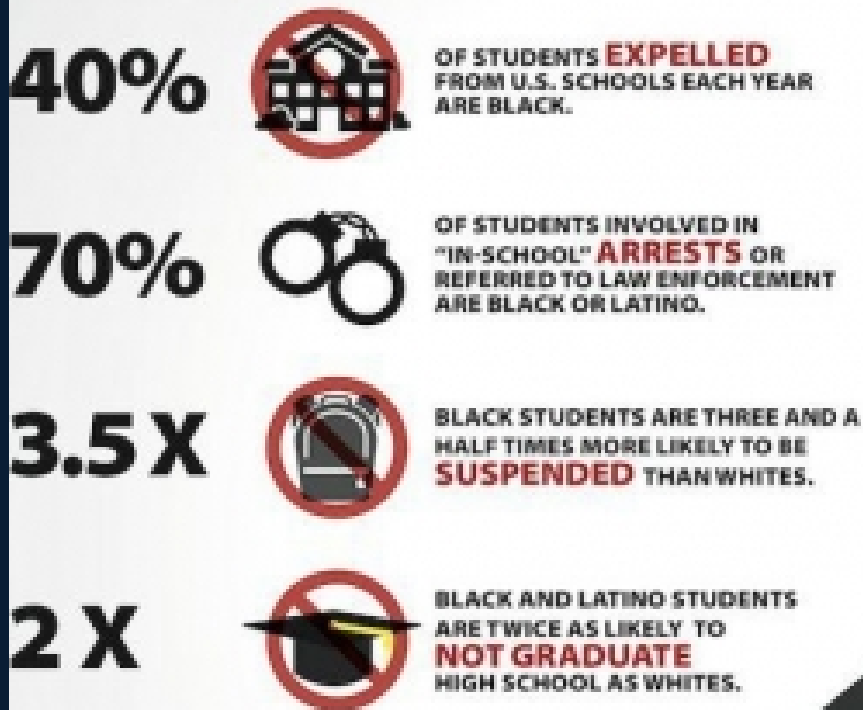


# ARE OUR CHILDREN BEING PUSHED INTO PRISON?

**THE PIPELINE TO PRISON:** THE U.S. HAS THE HIGHEST INCARCERATION RATE IN THE WORLD, AND ITS PRISONS AND JAILS ARE OVERWHELMINGLY FILLED WITH AFRICAN AMERICANS AND LATINOS. THE PATHS TO PRISON FOR YOUNG AFRICAN-AMERICAN AND LATINO MEN ARE MANY, BUT THE STARTING POINTS ARE OFTEN THE SCHOOL AND FOSTER CARE SYSTEMS.

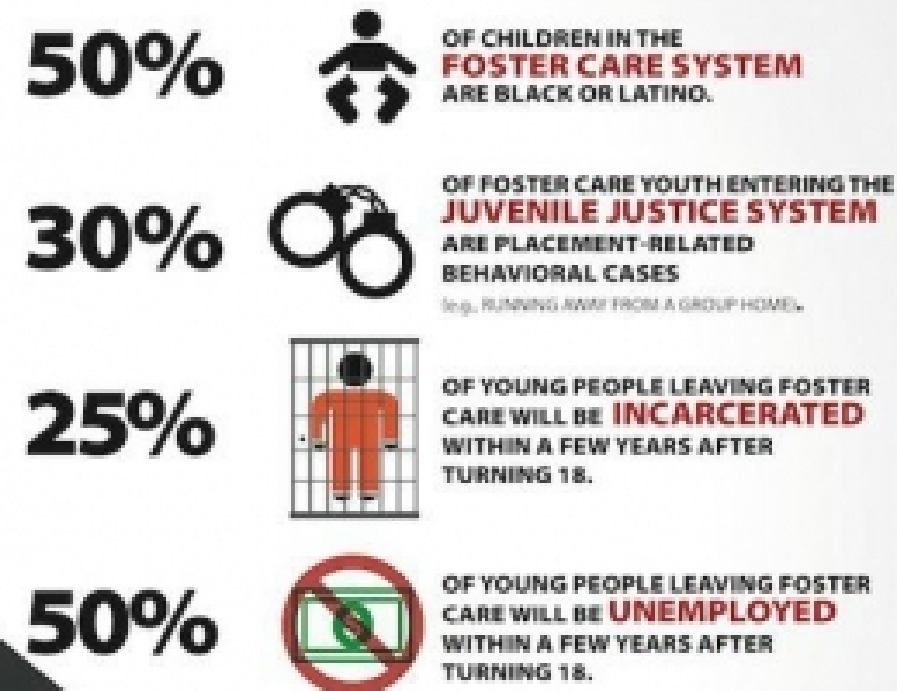
## FROM SCHOOL TO PRISON

STUDENTS OF COLOR FACE HARSHER DISCIPLINE AND ARE MORE LIKELY TO BE PUSHED OUT OF SCHOOL THAN WHITES.



## FROM FOSTER CARE TO PRISON

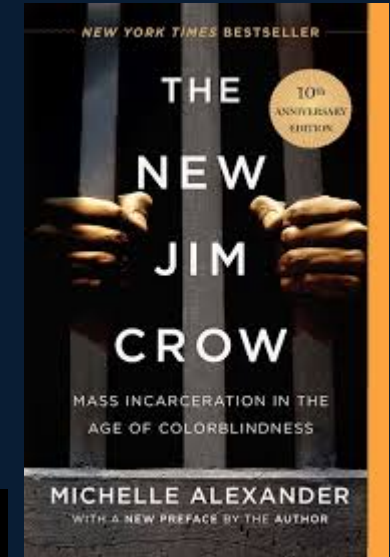
YOUTH OF COLOR ARE MORE LIKELY THAN WHITES TO BE PLACED IN THE FOSTER CARE SYSTEM, A BREEDING GROUND FOR THE CRIMINAL JUSTICE SYSTEM.



# 13th Amendment

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.





# END THE SCHOOL TO PRISON PIPELINE

Criminalization of children and youth, excessive and exclusionary school discipline policies, and juvenile justice involvement, push too many children and youth into and/or deeper into – the criminal justice system.



**Black students are 4x more likely to be suspended than their white peers**



**Black girls are 10x more likely than white girls to receive discipline referrals**

@Kids\_Rising

**KIDSRISING!**

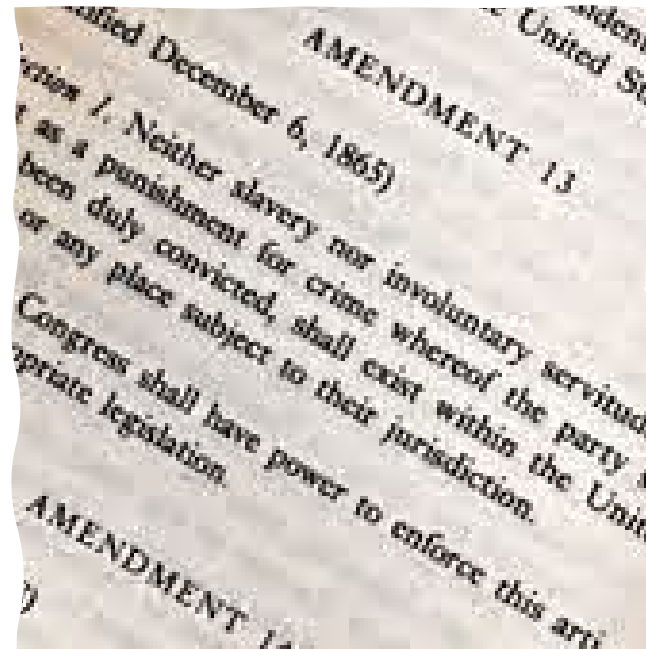
@MomsRising

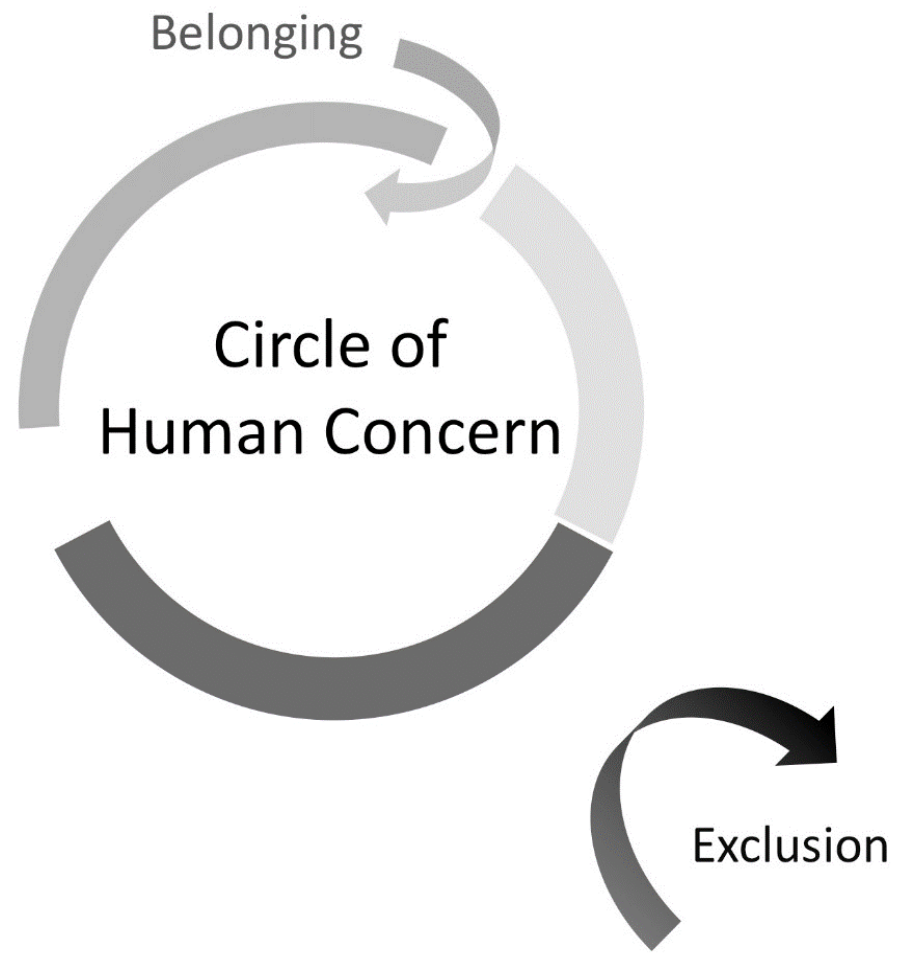
# Emancipation

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*“To deny people their human rights is to challenge their very humanity.”*

*~Nelson Mandela*







We have to talk about liberating minds as well as liberating society.

(Angela Davis)

[izquotes.com](http://izquotes.com)

# Themes for the Journey

- White Fragility
- Race & Racism
- White Privilege & Systemic Racism
- Unconscious Bias & Microaggressions



## Foundational Understanding

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# Focus Areas

- Increased self-awareness
- Alignment between Core Values & actions
- Retraining the brain
- Deliberate inclusive action





# 1. Make the unconscious conscious



“

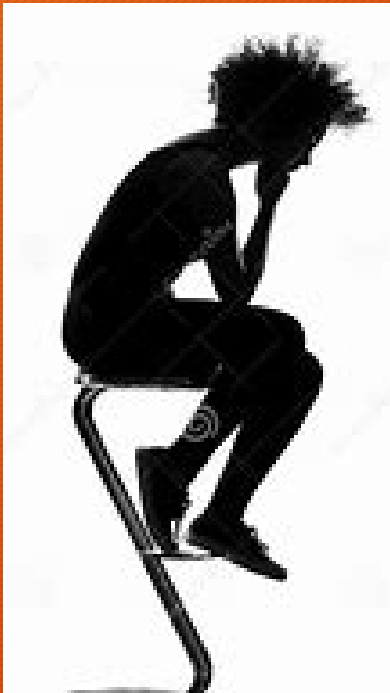
We have to talk  
about **liberating**  
minds as well as  
liberating society.

”

*Angela Davis*

# Reflection

Talking about racism is difficult for me because...



## NORMS

- Experience Discomfort
- Take Risks
- Stay Engaged
- Listen for Understanding
- Speak Your Truth
- No Fixing
- Expect and Accept Non-Closure



- 1) In the workplace do you tend to attack, avoid or engage?
- 2) Which of these are you willing to practice until it becomes a way of being?

Who are you (name, title)?

Where are you on your  
implicit bias journey?



Where do you want to be?



# The Competence Ladder

2021

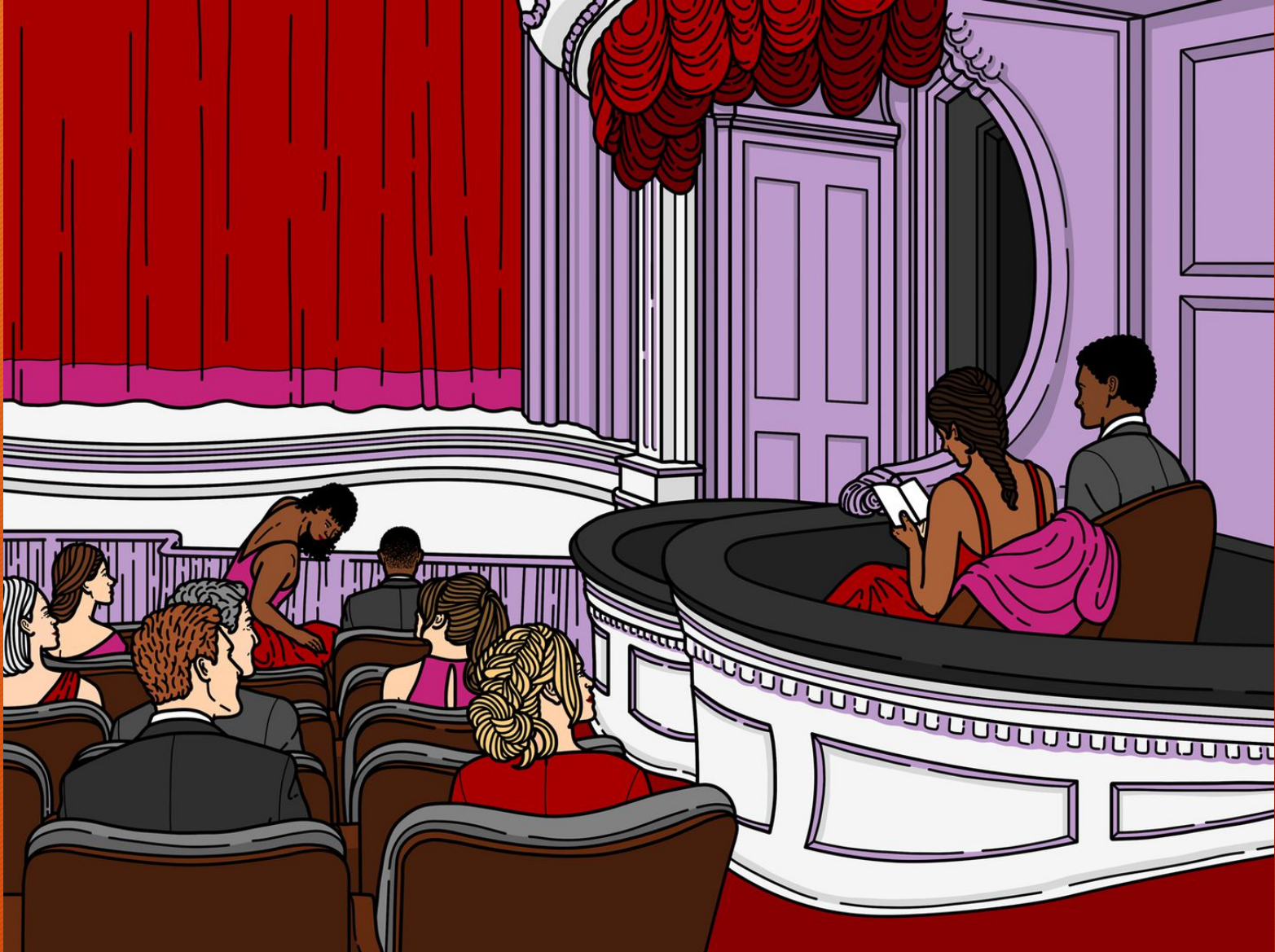
Unconsciously Incompetent	Consciously Incompetent	Unconsciously Competent	Consciously Competent	Unconsciously, Consciously Competent
“I don’t know, and I don’t know I don’t know.”	“I don’t know, and I know I don’t know.”	“Things are working, but I don’t know why.”	“I know, and I know that I know.”	“I know, and I know that I know, and I’ve turned it over to being natural, free-flowing, spontaneous and consistent.”



**Project Implicit®**

Project Implicit

***The IAT measures the ease with which people associate words or pictures representing either of two contrasting groups – such as white people and black people or men and women – with positive or negative meanings. (Bower, 2006)***





SORRY, MY CLIENTS  
DON'T LIKE THE  
COLOUR OF YOUR TIE...



## 2. Align your core values & actions



**RACISM.**  
IT STOPS  
WITH **ME**



**CALL IT OUT:**  
RACISM, RACIAL DISCRIMINATION AND HUMAN RIGHTS

Ontario  
Human Rights Commission  
Commission ontarienne des  
droits de la personne

59

**See it**  
**Speak out & Act**  
**RACISM IS ALL OUR PROBLEM.**

**ANTI-RACIST  
POLICIES**

**DISCRIMINATORY  
DRESS CODE**

**VAGUE CONDUCT  
POLICIES**

**APPROVED**



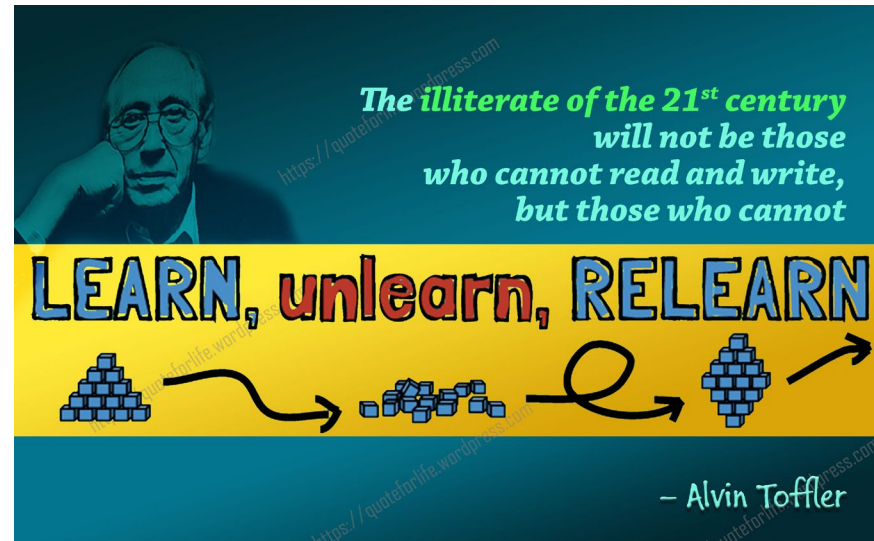
# Continuum on Becoming an Anti-Racist Multicultural Organization

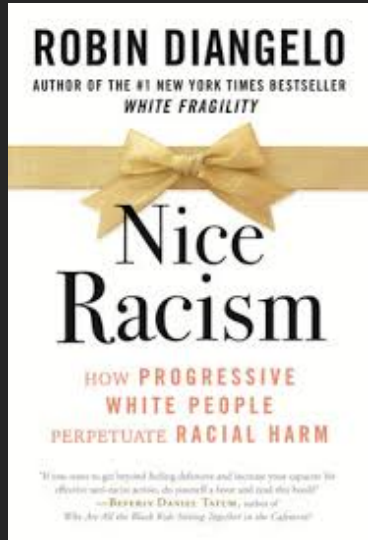
MONOCULTURAL ==> MULTICULTURAL ==> ANTI-RACIST ==> ANTI-RACIST MULTICULTURAL

*Racial and Cultural Differences Seen as Deficits ==> Tolerant of Racial and Cultural Differences ==> Racial and Cultural Differences Seen as Assets*

<b>Exclusive</b>  <b>An Exclusionary Institution</b>	<b>2. Passive</b>  <b>A "Club" Institution</b>	<b>3. Symbolic Change</b>  <b>A Compliance Organization</b>	<b>4. Identity Change</b>  <b>An Affirming Institution</b>	<b>5. Structural Change</b>  <b>A Transforming Institution</b>	<b>6. Fully Inclusive Anti-Racist Multicultural Organization in a Transformed Society</b>
<ul style="list-style-type: none"> <li>• Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos, and Asian Americans</li> <li>• Intentionally and publicly enforces the racist status quo throughout institution</li> <li>• Institutionalization of racism includes formal policies and practices, teachings, and decision making on all levels</li> <li>• Usually has similar intentional policies and practices toward other socially oppressed groups such as women, gays and lesbians, Third</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerant of a limited number of "token" People of Color and members from other social identity groups allowed in with "proper" perspective and credentials.</li> <li>• May still secretly limit or exclude People of Color in contradiction to public policies</li> <li>• Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings, and decision making on all levels of institutional life</li> <li>• Often declares, "We</li> </ul>	<ul style="list-style-type: none"> <li>• Makes official policy pronouncements regarding multicultural diversity</li> <li>• Sees itself as "non-racist" institution with open doors to People of Color</li> <li>• Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff</li> <li>• Expanding view of diversity includes other socially oppressed groups</li> </ul> <p style="text-align: center;"><i>But...</i></p>	<ul style="list-style-type: none"> <li>• Growing understanding of racism as barrier to effective diversity</li> <li>• Develops analysis of systemic racism</li> <li>• Sponsors programs of anti-racism training</li> <li>• New consciousness of institutionalized white power and privilege</li> <li>• Develops intentional identity as an "anti-racist" institution</li> <li>• Begins to develop accountability to racially oppressed communities</li> <li>• Increasing commitment to dismantle racism and eliminate inherent white advantage</li> </ul>	<ul style="list-style-type: none"> <li>• Commits to process of intentional institutional restructuring, based upon anti-racist analysis and identity</li> <li>• Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their world-view, culture and lifestyles</li> <li>• Implements structures, policies and practices with inclusive decision making and other forms of power sharing on all levels of the institutions life and work</li> <li>• Commits to struggle to</li> </ul>	<ul style="list-style-type: none"> <li>• Future vision of an institution and wider community that has overcome systemic racism and all other forms of oppression.</li> <li>• Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices</li> <li>• Members across all identity groups are full participants in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interest</li> </ul>

# 3. Retrain your brain



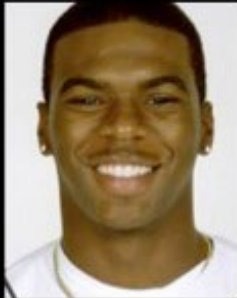




Pending. Cops indicted, all acquitted. Cop indicted, convicted. Served 11 months. Cop indicted, pending. Cop not indicted. Cops not indicted.



**ERIC GARNER**  
2014, Age 43  
Pending.



**SEAN BELL**  
2006, Age 23  
Cops indicted, acquitted.



**TIM STANSBURY**  
2004, Age 19  
Cop not indicted.



**EZELL FORD**  
2014, Age 25  
Pending.

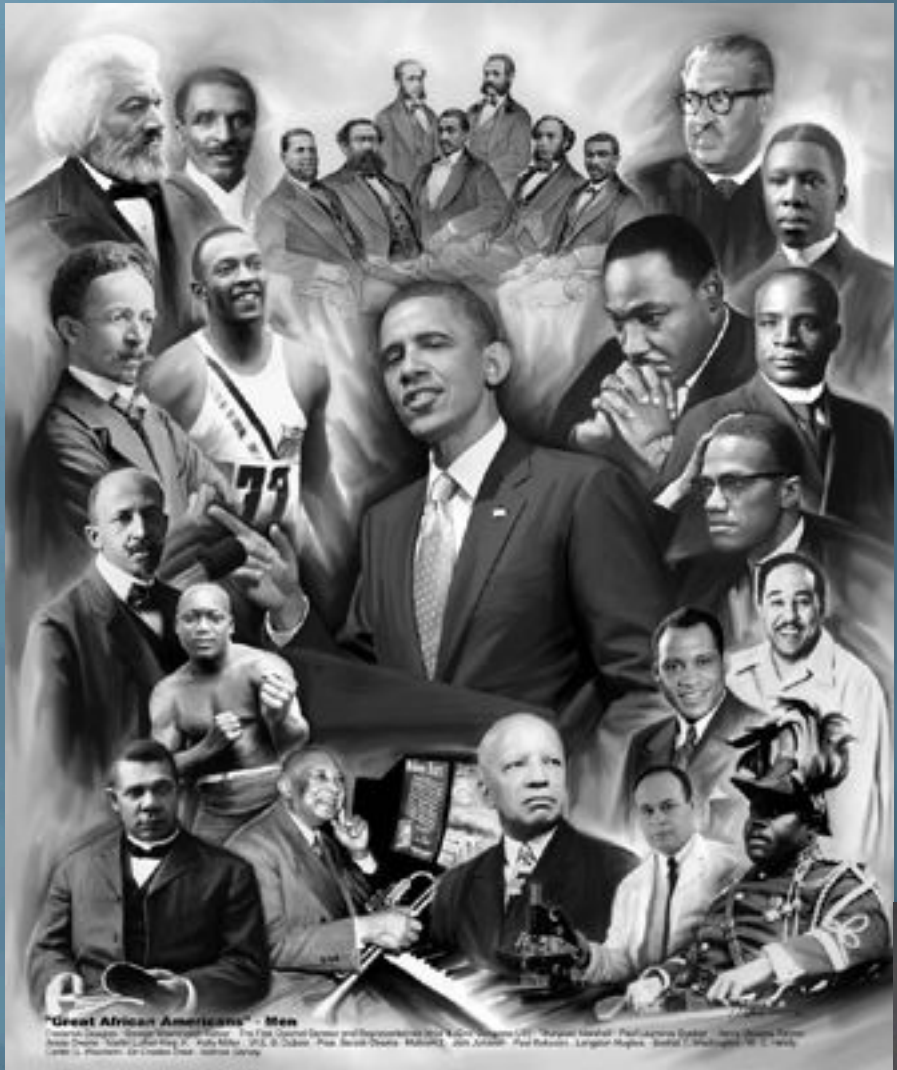


**RAMARLEY GRAHAM**  
2012, Age 18  
Cop indicted, indictment  
tossed on technicality.



**DANE**  
201...  
Cop indicted, to...

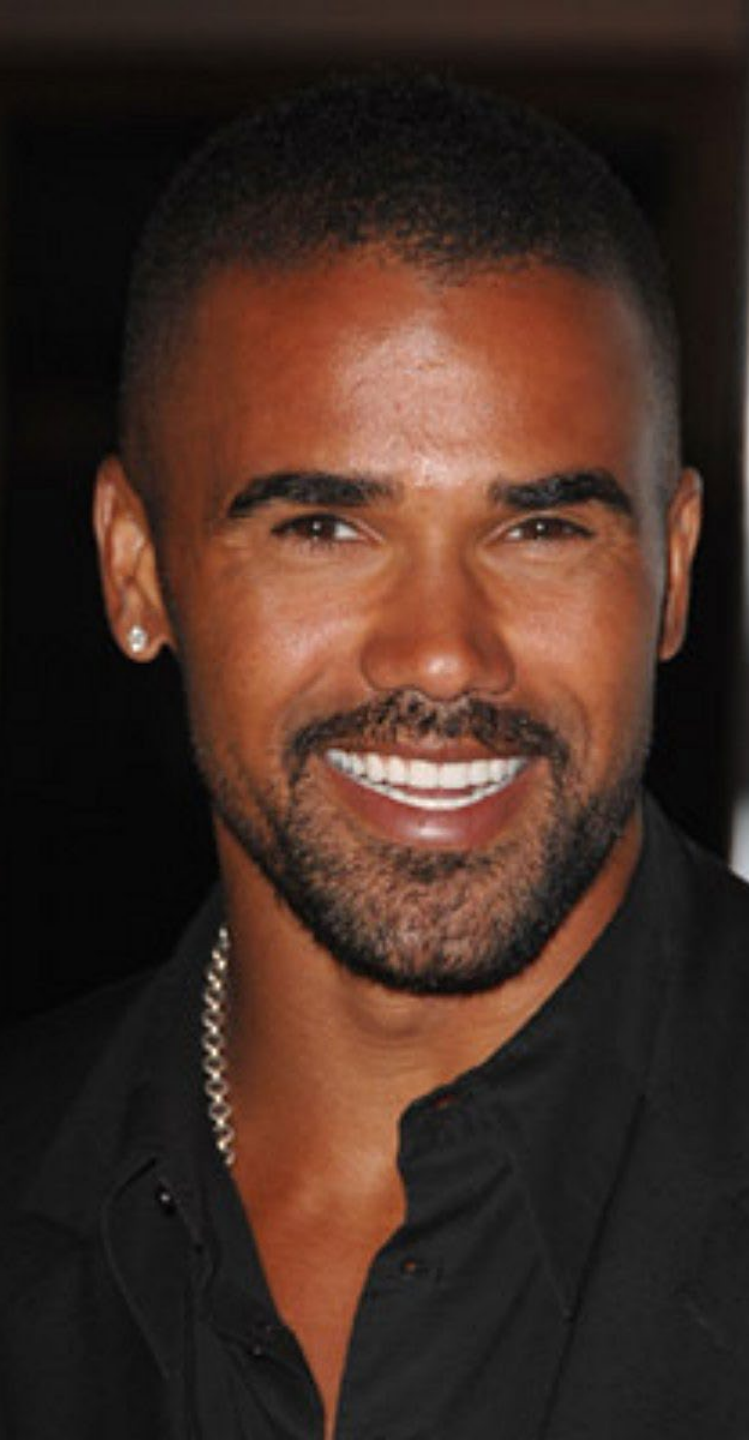


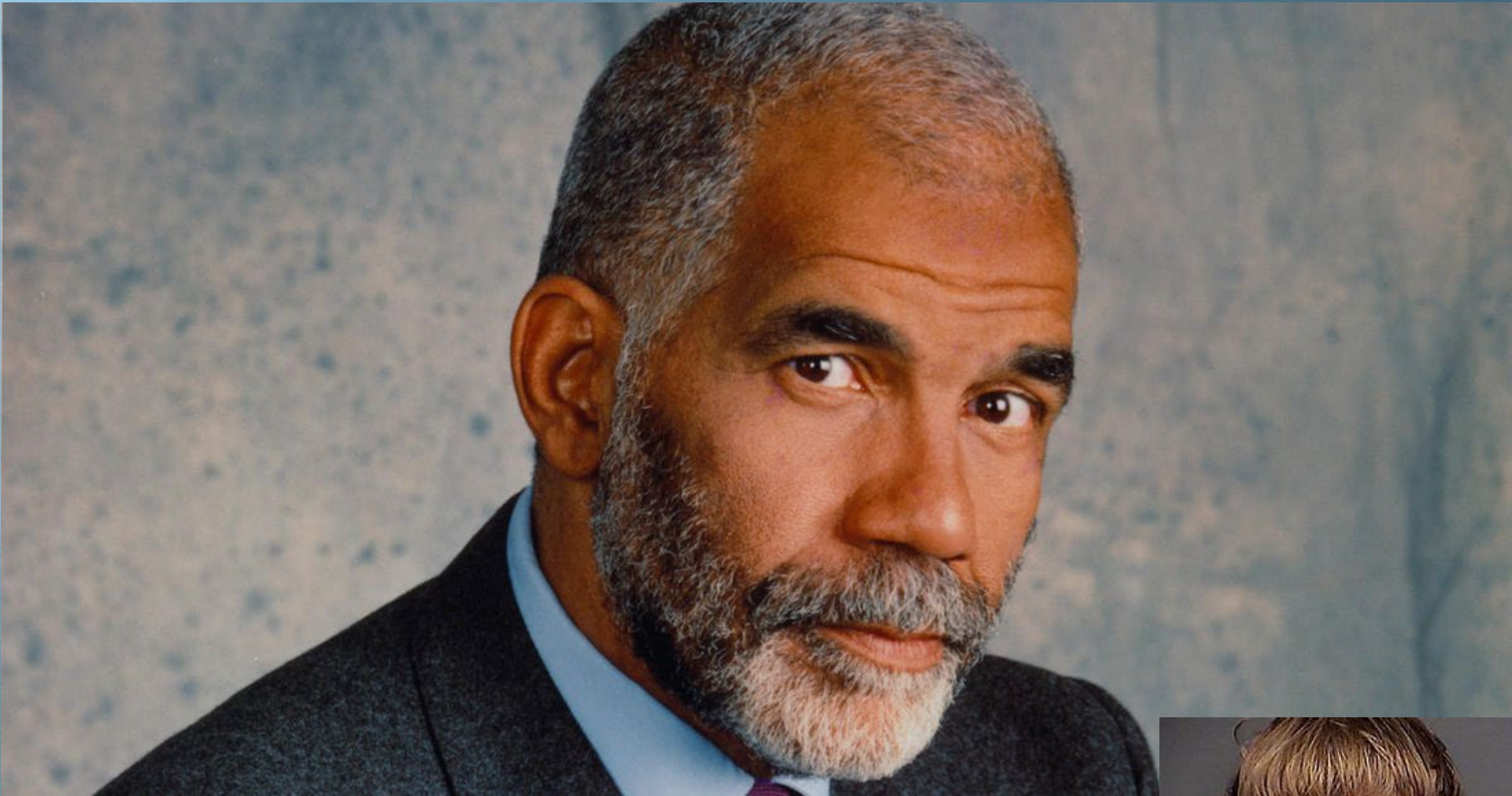








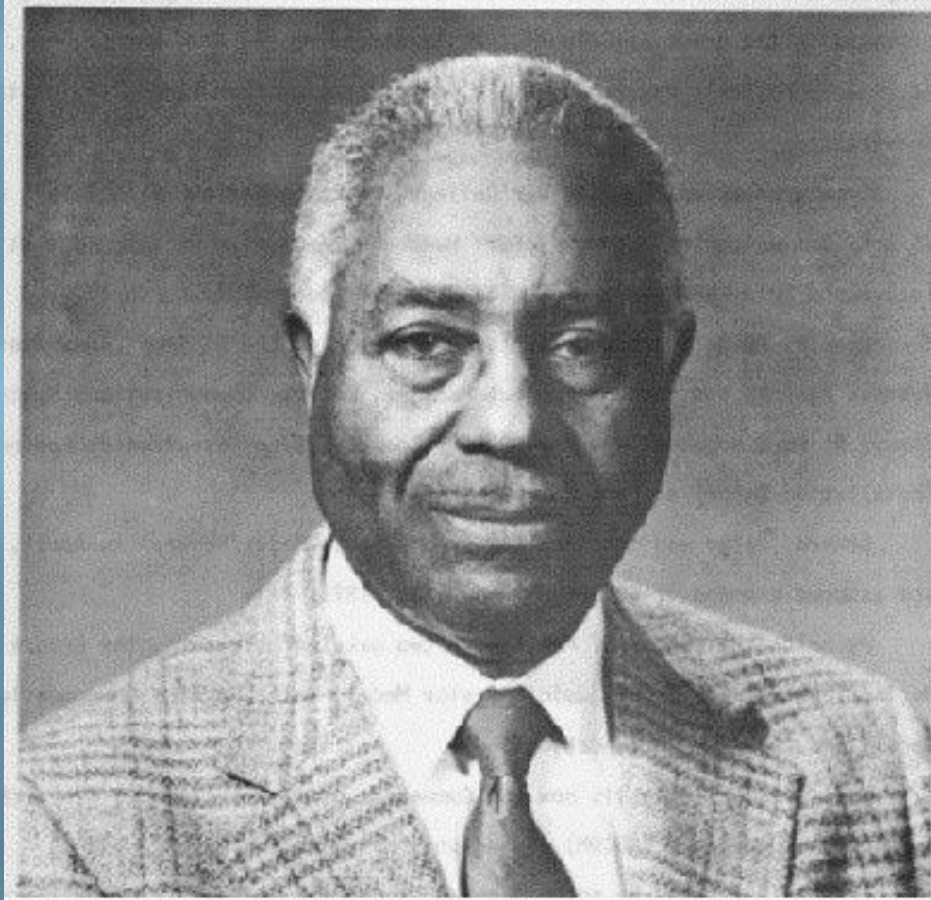












## **Dr. Walter McAfee**

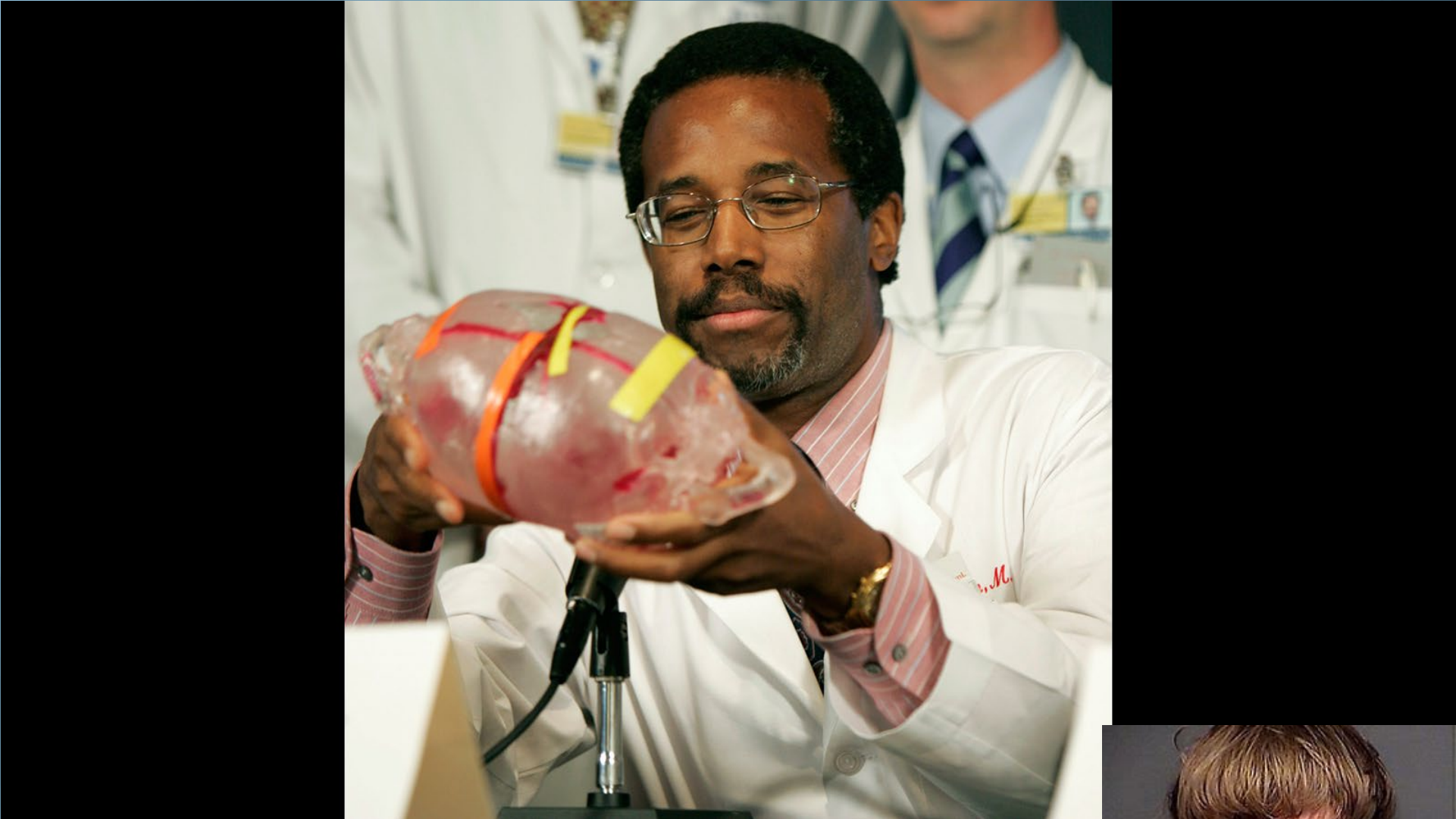
**The African American mathematician and physicist who was the first to calculate the speed of the moon in 1946.**

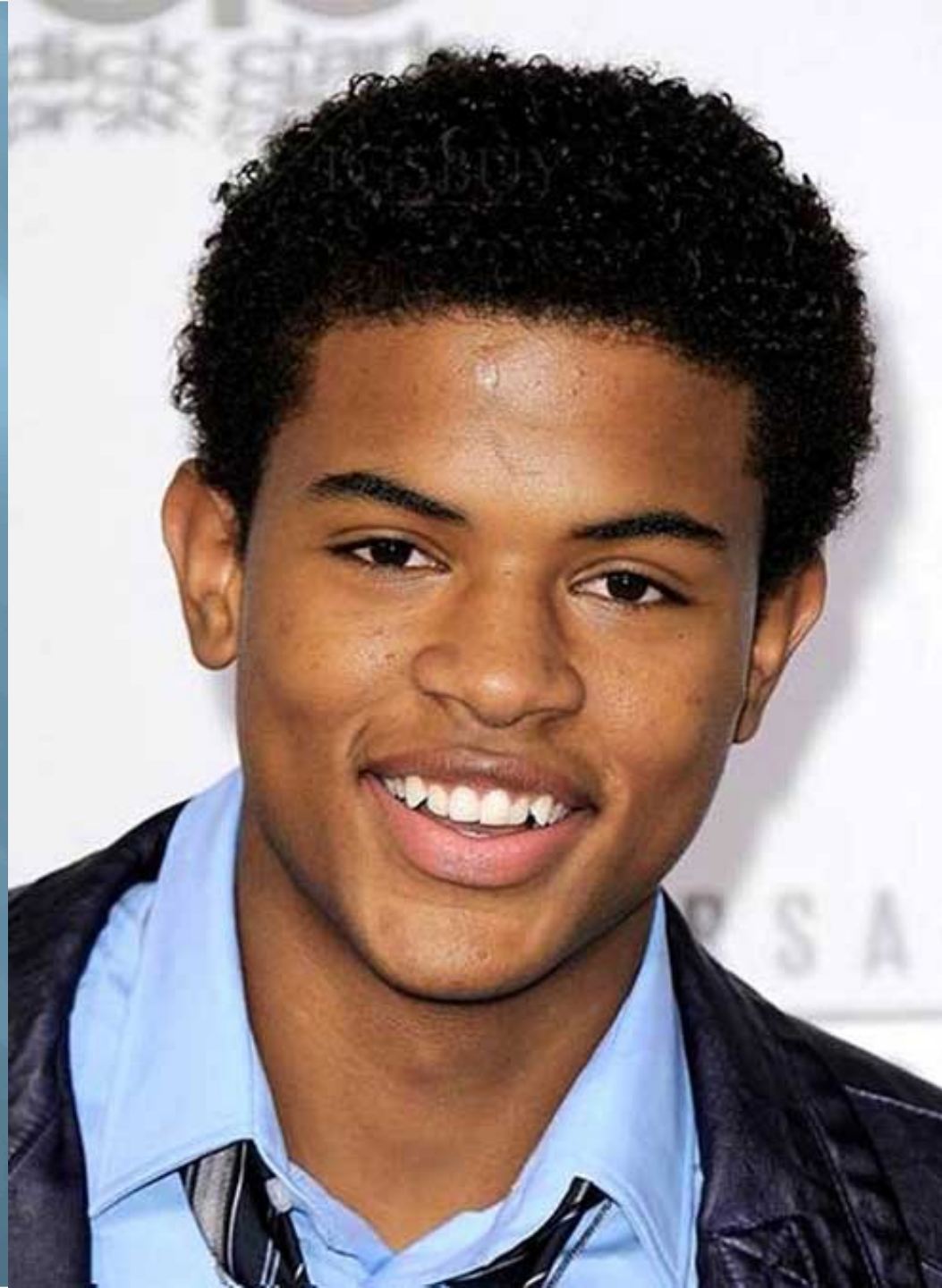


















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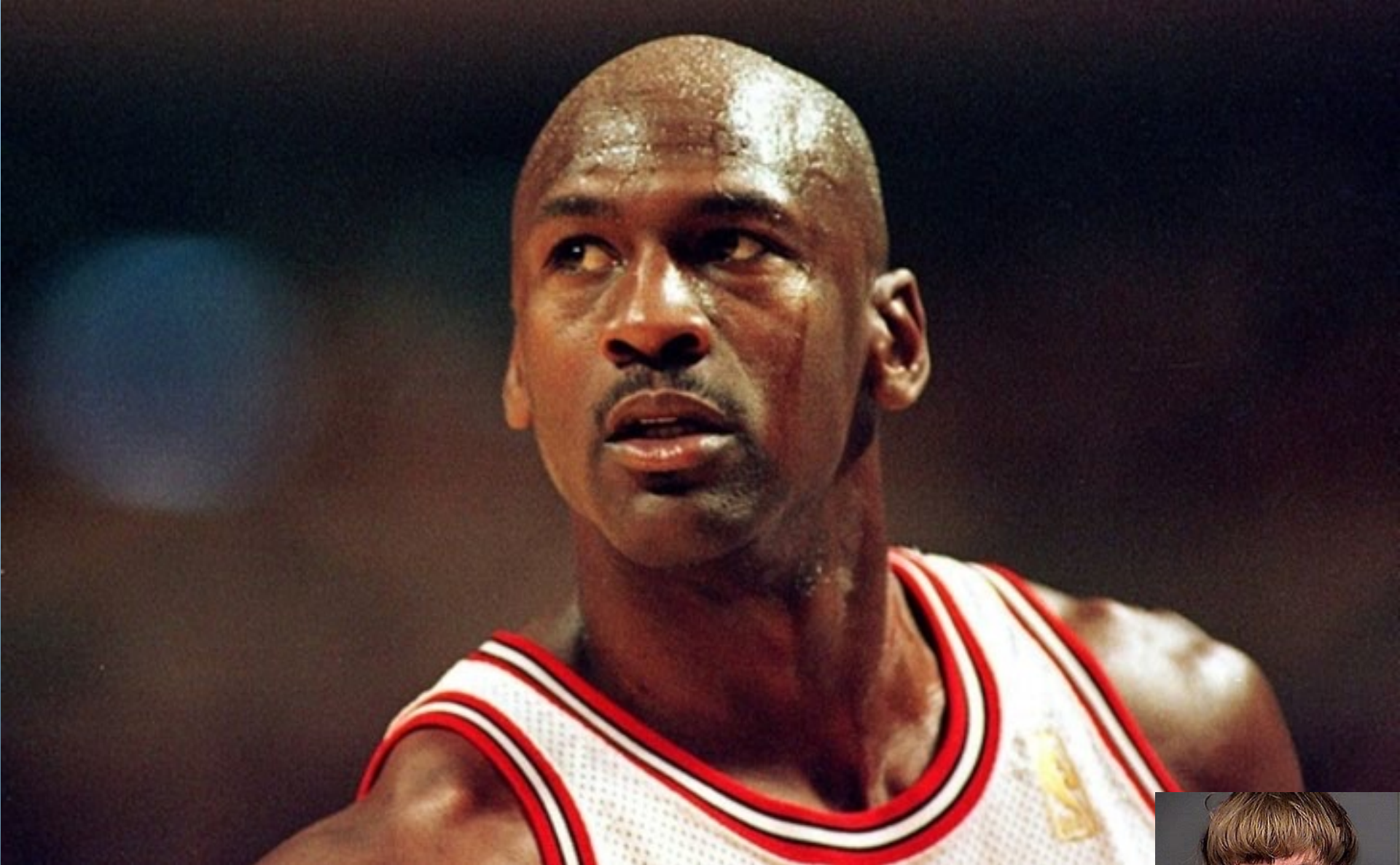
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Glenn Harris / © Photorazzi













## **4. Take deliberate anti-racist action**

**"In a racist society,  
it is not enough to be  
non-racist, we must be  
anti-racist."**

**- Angela Y. Davis**



“The beauty of anti-racism is that you don't have to pretend to be free of racism

to be an anti-racist.

Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And it's the only way forward.

# White, Whiteness, White Supremacy & Racial Difference

America's Foundation

# Required Reading

## 15 Characteristics of White Supremacy Culture

- Perfectionism
- Sense of Urgency
- Defensiveness
- Quantity Over Quality
- Worship of the Written Word
- Only One Right Way
- Paternalism
- Either/Or Thinking
- Power Hoarding
- Fear of Open Conflict
- Individualism
- I'm the Only One
- Progress is Bigger, More
- Objectivity
- Right to Comfort

Tema Okun and Kenneth Jones,  
*Dismantling Racism Workbook*, 2001

### Input: Reading White Supremacy Culture

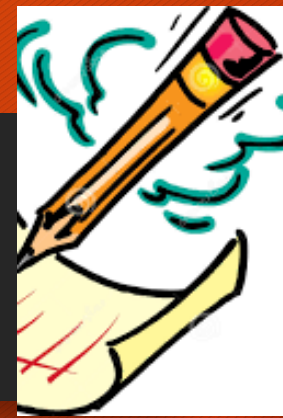
Read WSC article and annotate, using the following prompts:

- Which caused me to have an emotional reaction?
- Which of these have I experienced negatively?
- Which one have I enacted on someone else? At school, at home, or in relationships/friendships?
- What was the negative impact?
- Why was this comfortable/natural for me?

5:39

MacBook Air

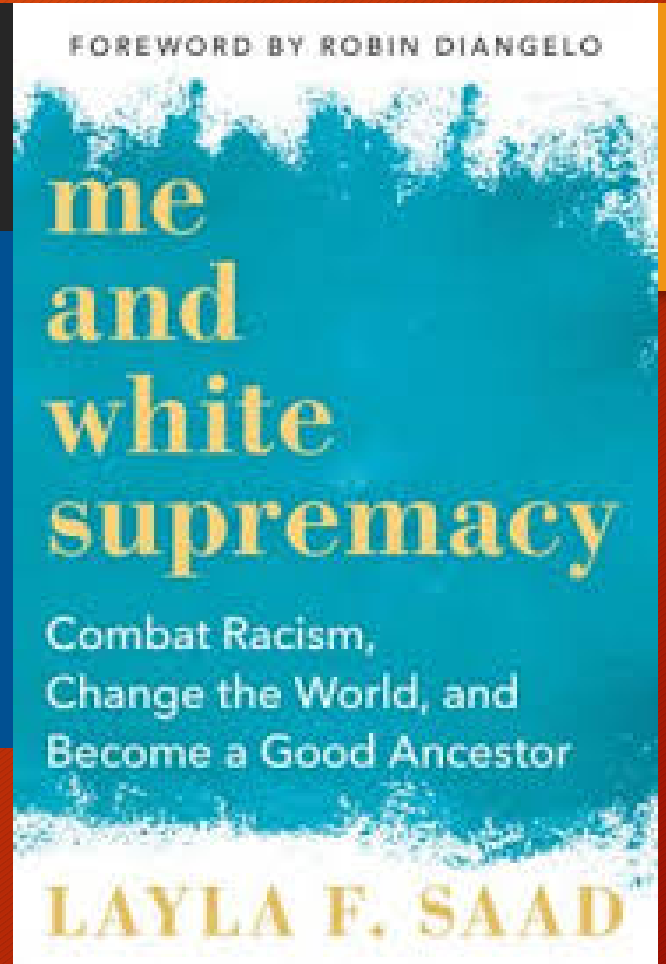
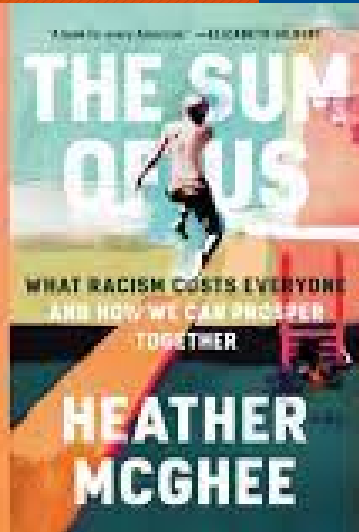
# Reflection



- 1. Which of these characteristics are at play in your life? In the Family Treatment Court system?*
- 2. How do they stand in the way of Black and Brown children and families experiencing health, wealth, and well-being?*
- 3. How will you shift your belief(s)/behaviors to achieve these outcomes?*



# Resources






Keep it Real  
Keep it 100



**"BUT RACE IS THE CHILD OF  
RACISM, NOT THE FATHER."**

**-TA-NEHISI COATES,  
BETWEEN THE WORLD AND ME**

A photograph of a person wearing a red hoodie, seen from behind, holding a large cardboard sign high above their head. The sign has handwritten text in black marker. The person is in a crowd of other people, some wearing hoods and masks, suggesting a protest or public demonstration. In the background, there are trees and a street sign with a blue circle and a white arrow pointing up. The overall scene is outdoors and appears to be a public gathering.

IT'S A PRIVILEGE  
TO EDUCATE YOURSELF  
ABOUT RACISM  
INSTEAD OF  
EXPERIENCING IT!!!

A photograph of an iceberg floating in the ocean. The tip of the iceberg is visible above the water line, while the much larger, jagged base is submerged below. The sky is a clear, bright blue, and the water is a deep, dark blue. The text is overlaid on the image, with the main quote centered over the submerged part of the iceberg.

**UNTIL YOU MAKE THE UNCONSCIOUS  
CONSCIOUS, IT WILL CONTROL YOUR  
LIFE AND YOU WILL CALL IT FATE.**

**~ CARL JUNG**

**IN5D.COM**

**RACISM.**  
**IT STOPS**  
**WITH ME**

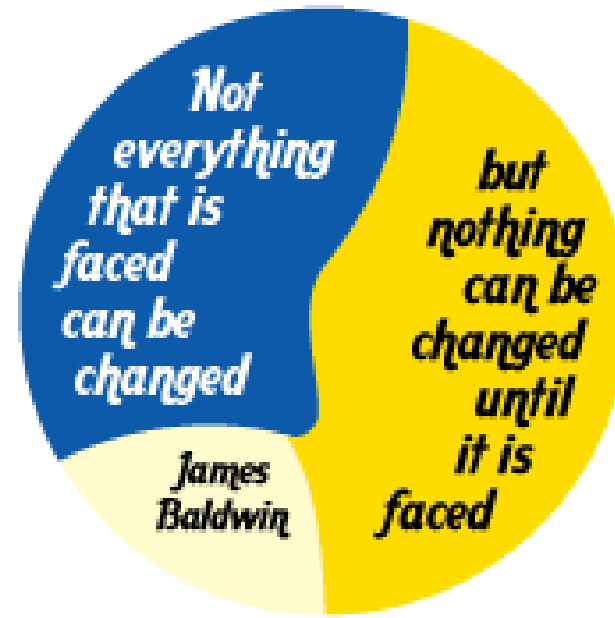


OFFICE OF GOVERNOR JAY INSLEE

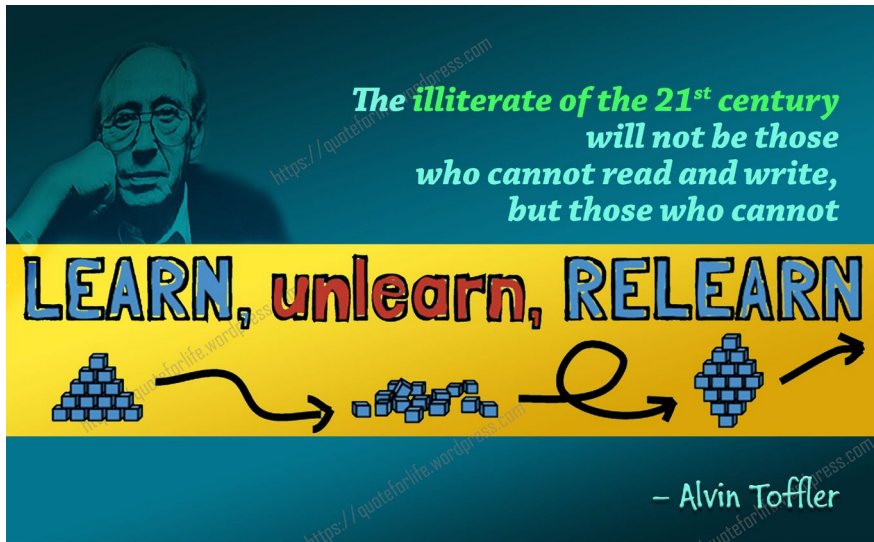




**1. Make the  
unconscious  
conscious**



**2. Align your  
core values &  
actions**



**3. Retrain your brain**

**"In a racist society,  
it is not enough to be  
non-racist, we must be  
anti-racist."**

**- Angela Y. Davis**

**4. Take deliberate anti-racist action**

FORWARD.  
UPWARD.  
ONWARD.  
TOGETHER.

[theFUOTproject.com](http://theFUOTproject.com)



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