

# Supplementals: Anti-Racism and Equity

## Families of Color Seattle (FOCS) Workshop 2021





## Mission

Build a strong community by supporting families of color through equitable parent programs, resource sharing, and fostering meaningful connections



## Vision

Children of color are born into a loving community that is racially and economically just



## Values

- WOC & mother leadership
- Economic impact
- Anti-bias education
- Dismantling racism
- An intercultural and interethnic community



## Pillars

- Parenting support
- Intergenerational knowledge
- Community building
- Community education & advocacy



## Services

- Parent & affinity groups
- Arts & events
- Consulting & trainings
- Resource sharing

# Reactions to Harvard's Implicit Association Test

- What was surprising in your results?
- What does implicit bias mean to you after taking this test?

Group thoughts?

**As we continue to grow and reach beyond where we feel most comfortable, we can take a lesson from Jay Smooth, a speaker on race conversations:**

*And in general I think we need to move away from the premise that being a good person is a fixed, immutable characteristic, and shift towards seeing being good as a practice, and it is a practice that we carry out by engaging with our imperfections. ...we need to shift toward thinking of being a good person the same way we think of being a clean person. Being a clean person is something that you maintain and work on every day. We don't assume that I'm a clean person therefore I don't need to brush my teeth. And when someone suggests to us that we've got something stuck in our teeth, we don't say "Wh-what do you mean? I have something stuck in my teeth? I'm a clean person! Why would you--"*

*So I know that this is no small task, but if we could shift a little bit closer, toward viewing these race conversations the same way we view a conversation about something stuck in our teeth, it would go a long way toward making our conversations a bit smoother and allow us to work together on bigger issues around race.*

# Talking about Race, Disability, & Gender with your children

- **Start early.** Use real life examples and inclusive books to guide.
- Talk about race and disability in context often in everyday life and **normalize people of color's and disabled people's positive contributions to counter negative stereotypes.**
- **Racial cultural literacy-** learning about and respecting others, including historical narratives of how people of color are impacted by policies and laws.
- **Be honest in age appropriate** ways about prejudice and oppression.
- Tell stories of your **own family's immigration stories** and experiences being marginalized to grow compassion.
- **“Lift up the freedom fighters.”** Center stories of marginalized narratives of greatness.  
**(DECENTER Whiteness: how segregated is our life & home?)**
- Be active, don't be a bystander. **SHOW UP, Be a “Solutionary”**
- **Plan for a marathon,** not a sprint.

\*\* Adapted from FOCS & Kids Rising 2017

## Anti-Racist Practices - At Home

1. Do a media audit at home. What's in your Hulu queue? What's on your bookshelf? Who writes the stories, who benefits from the stories, who is missing from the stories?
2. Racism is like climate change: we inherited this mess and have a responsibility to help clean it up. How can your family help? What's your racial justice equivalent of recycling, using less water, or taking public transit? What can you do daily/weekly/monthly?
3. Identify your superpowers. How can you use them in anti-racism work?
4. Invite BIPOC families to have playdates, gatherings, affinity groups
5. Watch movies & shows directed by BIPOC / with BIPOC cast
6. Make time for reflection and self-care. This is a marathon, not a sprint.

# Anti-Racist Practices - School and Community

1. Advocate for inclusive classrooms and inclusion on field trips and after school activities
2. Bring in speakers from marginalized communities for different narratives
3. Amplify the voices of BIPOC folks. Share your platform. Ask the BIPOC folks in your life how they would like you to support them.
4. Increase women of color's leadership in classrooms, volunteerism, and PTA's staff and administration, specialists of color.
5. Provide financial scholarships for working families of color and families of disabled children
6. Buy from POC businesses, 5% of your spending to poorer neighborhoods
7. Use an Equity Tool/ Audit to analyze current and future policies (can be found on the SPS and City of Seattle website)

# Living Social Justice

What decisions are in our control?

What do you need to change to undo racism in your child's worldview?

What is your personal commitment to change tomorrow and forward?

What change needs to happen to support families of color and marginalized families to feel more connected, more visible, and valued?

# RESOURCES

Teaching Tolerance: Teaching Hard History podcasts Southern Poverty Law Center

This Book Is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do The Work, Tiffany Jewell

So You Want to Talk About Race, Ijeoma Oluo

Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race,

Beverly Daniel Tatum

The History of White People, Nell Irvin Painter

The New Jim Crow: Mass Incarceration in the Age of Colorblindness, Michelle Alexander

The Color of Law: A Forgotten History of How Our Government Segregated America, Richard Rothstein

Stamped from the Beginning: The Definitive History of Racist Ideas in America, Ibram X. Kendi

Caste: The Origins of Our Discontents, Isabel Wilkerson

How to Be an Antiracist, Ibram X. Kendi

# RESOURCES

**Racial justice with Black narrative:** Ijeoma Oluo, Ta-Nehisi Coates, Angela Davis, adrienne maree brown

**White Privilege:** Beverly Daniel Tatum, Tim Wise, *Unpacking the Invisible Knapsack*, Peggy Macintosh, 1989. *What Does it Mean to Be White*, Robin DiAngelo, 2012. *White People*, Jose Antonio Vargas, 2015, Seeing White podcast, *A Definitive History of Racist Ideas in America*, Ibram Kendi

**Indigenous Native:** *Project 562*, Matika Wilbur, Tracy Rector, Gyasi Ross, Haunani-Kay Trask

**Multiracial/ Mixed Race:** *Raising Mixed Race*, Sharon Chang

**Transracial Adoption:** Angela Tucker, Rhonda Roorda, Joel Peterson, Beth Hall; *Outsiders Within: Writing on Transracial Adoption*

**Queer, Trans, Feminist:** Black Lives Matter, Audre Lorde, Margaret Cho, Laverne Cox, *Revolutionary Mothering*

**Education Equity:** *More Than A Score*, Jesse Hagopian, 2015., Dr. Beverly Tatum

**Housing Segregation & Public School Impacts :** “*Choosing a School for my Daughter in a Segregated City*,” June 9, 2016 New York Times, Seattle Racial Restrictive Covenants, 1920-1948. *Race the Power of an Illusion*, 2003

# Race and Disability Intersection

**Autistic people of color:** All the Weight of Our Dreams, 2017

**Disabled parent perspective:** Meriah Nichols, Meriahnichols.com

**Youth with Disabilities:** Yo! Disabled and Proud

**Disability in Media:** Disability Visibility Project (*Partnership with StoryCorps*)

**Disability Justice:** Disability Rights Education and Defense Fund - civil rights law & advocacy

**Parent Advocates:** Council of Parent Attorneys and Advocates *Copaa.org*

**Local Self-Advocates:** SAIL (Self Advocates In Leadership)

**Disability Advocacy for POC:** Open Doors for Multicultural Families

**Parent Support:** The Arc of King County; Parent to Parent