



RACE matters

**Confronting Racism to Close the Gap on Health Disparities:
Grantmakers in Health**

February 15, 2007



The Annie E. Casey Foundation

Race Matters Toolkit in Context



- Race Matters. Almost every indicator of well-being shows troubling disparities/ disproportionality by race
- Class Matters too. However, class doesn't fully explain racial disparities; within class disparities remain
- Disparities are often created and maintained inadvertently through policies and practices that contain barriers to opportunity



Race Matters Toolkit in Context (continued)



- Self-determination can be fully realized after inequitable policies and practices are addressed
- The only way to close equity gaps is with an intentional focus on race
- If opportunities in all key areas of well-being are equitable, then equitable results will follow
- Given the right message, analysis, and tools, people will work toward racial equity



Philip's Story



**Child Born
Right After
WWII**

**Father's
Status**

**GI Bill: FHA
& VA loans**

**Consequences
for Child's
Education**

**Consequences
for Child's
Well-being in
Adulthood**

**Low-income,
White**

**White
veteran, high
school
diploma, from
Philadelphia**

**Able to use
low-interest
mortgage
provisions to
move family
from public
housing to
segregated
suburban
home ownership**

**Family borrowed
from home equity
to support child's
college education
(first in family to
go to college)**

**Philip gets
professional
job, buys own
house,
inherits
appreciated
house
when
father
dies**



Thomas's Story



**Child Born
Right After
WWII**

**Father's
Status**

**GI Bill: FHA
& VA loans**

**Consequences
for Child's
Education**

**Consequences
for Child's
Well-being in
Adulthood**

**Low-income,
Black**

**Black
veteran, high
school
diploma, from
Philadelphia**

**Could not access
home loan b/c of
racially-restrictive
underwriting
criteria; family
remained in rental
housing in the city**

**Family could not
afford to send
child to college;
high school
diploma is from
under-resourced
segregated school**

**Thomas works
in minimum
wage jobs,
continues to
live in family
home,
has to
borrow \$
when father
dies to give
him decent
funeral**





Juan's Story

Child Born Right After WWII

Father's Status

GI Bill: FHA & VA loans

Consequences for Child's Education

Consequences for Child's Well-being in Adulthood

Low-income, Latino

Latino veteran, high school diploma, from Texas

Could not access home loan b/c of racially-restrictive underwriting criteria; family remained in rural rental housing

Family could not afford to send child to college; high school diploma is from under-resourced language segregated and racially segregated school

Juan works in minimum wage jobs, continues to live in family home, marries newcomer Latina, sends part of family's limited income to her extended family in Mexico





Fast Forward to Today . . .

Philip's Children:

Philip gives children his father's appreciated house

They live in thriving communities

Their college education's paid by home equity

Philip establishes trust fund for grandchildren

Thomas' and Juan's Children:

They have no houses to inherit

They live in disinvested communities

At work, they complete college on work study and student loans, with subsequent starting debts to pay back

Thomas and Juan have few personal assets to leave grandchildren



What are Embedded Racial Inequities?



- the accumulated advantages for whites as a group
- the accumulated disadvantages for people of color as a group.
- produced by public and private sector policies and practices



What's different about work that uses an embedded racial inequities lens?



Making the Case: Looking at data and analyzing the problem differently



Different from what?

- Across the board aggregated data or quick assumptions on the basis of simple disaggregation

How is it different?

- Data are always disaggregated by race and deeply analyzed (e.g., homeownership and school suspensions).

TOOL: What's Race Got to Do With It?





Making the Case: Telling a different story of race

Different from what?

Typical focus on the individual

How is it different?

Focus on structural explanations for racial disparities

(i.e., policies and practices)

- e.g. Family Economic Success (IDAs, predatory lending, financial literacy)

TOOL: Fact Sheets



Shaping the Message: Talking about issues differently



Different from what?

- Divisive, rhetorical, and individually focused messages

How is it different?

- Leading with values that unite instead of divide; bundling solutions with problem descriptions; leading with structural and embedded issues
- **TOOL: How to Talk About Race**





Doing the Work: Defining success differently

Different from what?

- Generic, across-the-board outcomes

How is it different?

- Equitable outcomes (e.g., juvenile detention)

TOOL: Racial Equity Impact Analysis



Doing the Work: Thinking about interventions differently



Different from what?

- Color-blind approach

How is it different?

- Race-informed approach

TOOL: System Reform Strategies and Community Building Strategies



Doing the Work: Thinking about ourselves differently



Different from what?

- Good people with good intentions

How is it different?

- Assessing our capacity to do work that uses an embedded racial inequities lens

TOOL: Organizational Self-Assessment



Race Matters in Action: New Mexico Voices for Children



- State-wide Race Matters Conference
- New DHS African-American Liaison
- Race Matters Coalition
- New Mexico Fact Sheets
- Pending: Memorial on Racial Impact Analysis for child/family policy proposals



Race Matters in Action: Michigan's Children



- Analyze recommendations on child welfare over-representation
- Training of staff
- Training of state-wide early childhood collaboratives



Race Matters in Action: The Annie E. Casey Foundation



- Development of staff competencies on equity and diversity
- Training of internal policy workgroup on racial equity framework
- Development of a template to analyze potential racial impact of child/family policy

