Ground Rules

• Turn off email, instant messaging tools and clear other distractions away from you “committee meeting” area
• Listen openly and disagree respectively
• Get outside of your comfort zone and try new thoughts and behaviors
• Be curious; ask questions
• Any others you want to add??
Objectives

• Create effective “Committee” environment for conversations about racial equity and transportation
• Support the increasing agreement about the centering of racial equity in the funding and policy decisions of TAB
• Support the development of a shared racial equity approach
History and Race

• History of Public and Social Policy
• Transportation and Race
• Evolving understanding of the Role of Race and Racism
Allocation of Value, Allocation of Resources

“We allocate value to people, then we allocate resources. No value = no resources”

Empathy
Compassion

} Public Policy
Examples of Public, Social Policy

- Manifest Destiny
- Slavery
- Redlining
- Urban Renewal
- G.I. Bill
- War on Crime/Black Codes
- Federal Highway Planning

- Indian Removal Act
- Segregation
- War on Drugs
- Jim Crow
- Union Membership
- Miscegenation
- Cultural Imperialism
Redlining in the Twin Cities
In the 1960s, the construction of Interstate 94 destroyed Rondo Avenue and devastated the historic Rondo neighborhood. 70 businesses were lost and 400 families were displaced.

Credjafawn Co-op Store
678 Rondo Ave.
Federal Highway Planning – Other Cities

- West Oakland
- West Baltimore
- Atlanta
- Denver
- Chicago

- New York
- Minneapolis – Saint Paul
- Richmond, Virginia
- Miami
- Many others
Race and transportation are intertwined

• Segregated transportation services

• Federally funded highways that plowed through, or isolated, minority neighborhoods

• Inadequate or substandard walking or bike-riding infrastructure for people who rely on these modes to get around, leading to higher incidences of collisions

• Transportation facilities that negatively impact local air quality and leads to negative health effects for residents
Structures are a Part of Our Lives:

Transportation Decisions
Evolving Understanding of the Role of Race/Racism
Racism

**Individual racism:**
- Bigotry or discrimination by an individual based on race.

**Institutional racism:**
- Policies, practices and procedures that work better for white people than for people of color, often unintentionally or inadvertently.

**Structural racism:**
- A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color.
DIVERSITY
the quality of being different or unique at the individual or group level

EQUITY
the pledge of fair treatment, opportunity and advancement while striving to identify and eliminate barriers

INCLUSION
the act of bringing together and harnessing differences in a way that is beneficial
Explicit and Implicit

- Institutional Explicit
- Institutional Implicit
- Individual Explicit
- Individual Implicit
Bias at Work – Library Example

**Institutional/Explicit**

Policies which explicitly discriminate against a group.

People of color historically prohibited from using libraries by force of law (this occurred in the South and North)

**Institutional/Implicit**

Policies that negatively impact one group unintentionally.

Library’s strict enforcement of fine collection disproportionately creates barriers to people of color, who are overrepresented among low-income populations

**Individual/Explicit**

Prejudice in action – discrimination.

Library staff person lets a patron know that they are not being served because they are a different race

**Individual/Implicit**

Unconscious attitudes and beliefs.

Staff decides to renew a lost item, extend return date, mark as “claims returned” or waive charges more often for white patrons than for patrons of color
Seattle Policing Example

**Institutional / Explicit**
- Policies which explicitly discriminate against a group.
  - *Example:* Police department refusing to hire people of color.

**Institutional / Implicit**
- Policies that negatively impact one group unintentionally.
  - *Example:* Police department focusing on street-level drug arrests.

**Individual / Explicit**
- Prejudice in action – discrimination.
  - *Example:* Police officer calling someone an ethnic slur while arresting them.

**Individual / Implicit**
- Unconscious attitudes and beliefs.
  - *Example:* Police officer calling for back-up more often when stopping a person of color.
Racial disparities and where we stand today

• Race and Social Disparities
• Metropolitan Council/Transportation Advisory Board – Stated Equity Commitment
• Why We Lead with Race
“Not everything that is faced can be changed, but nothing can be changed until it is faced.”

James Baldwin
Racism is ....

• Racism is Real
2018 Racial Disparities in the Twin Cities Metro

These are the **largest gaps** in the U.S.

<table>
<thead>
<tr>
<th>Category</th>
<th>All metro residents</th>
<th>White metro residents</th>
<th>Metro residents of color &amp; indigenous residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment rate</td>
<td>80.0%</td>
<td>82.2%</td>
<td>73.2%</td>
</tr>
<tr>
<td>Poverty rate</td>
<td>8.5%</td>
<td>5.3%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Homeownership rate</td>
<td>70.0%</td>
<td>76.7%</td>
<td>40.2%</td>
</tr>
<tr>
<td>Per capita income</td>
<td>$40,722</td>
<td>$46,288</td>
<td>$24,150</td>
</tr>
<tr>
<td>Median hourly earnings</td>
<td>$21.71</td>
<td>$23.45</td>
<td>$17.00</td>
</tr>
</tbody>
</table>

Instead of Leading in Disparities the Region Could Have:

- 171,000: More people with a high school diploma
- 124,000: More people with jobs
- 274,000: Fewer people in poverty
- $31 Billion: Billion in additional income
- 186,000: More homeowners
Thrive 2040 MSP Equity Definition

**Connects All**

to opportunity and creates viable housing, transportation, and recreation options for people of all races, ethnicities, incomes and abilities so that all communities share the opportunities and challenges of growth and change.

**Full Economic Potential**

*of all our residents must be able to access opportunity.* opportunities to all groups.

**Stronger Region**

when all people live in communities that provide them access to opportunities for success, prosperity and quality of life.
TAB Focus Statement

• The work of TAB is specifically related to transportation policy and federal funding decisions.

• We will contribute to the Thrive MSP 2040 equity outcome and apply specific criteria to ensure that our decisions and recommendations reflect a commitment to improve safety and access to education, employment, housing, health care, and recreation opportunities for people of all ages, races, ethnicities, incomes, and abilities.
Why We Lead with Race

• Racial inequities deep and pervasive
• Racial anxiety on the rise – race is often an elephant in the room
• Learning an institutional and structural approach can be used with other areas of marginalization
• Specificity matters!
When Leading with Race, We Are…

….Race explicit, not exclusive

Race and
• Gender
• Ethnicity
• Disability status
• Income/class
• Religion
• Sexual orientation
Leading with Race – Disability Scenario

Poverty rates

White, non-Latinx: 12.7%
Black or African American, non-Latinx: 44.1%
Asian, non-Latinx: 26.7%
Hispanic or Latinx: 27.2%
Indigenous, non-Latinx: 44.3%
Some other race or multiracial, non-Latinx: 26.3%

Source: U.S. Census Bureau, 2014-2018 American Community Survey Public Use Microdata Sample.
Leading with Race – Gender Pay Scenario

Women as a Percentage of White Male Wages

- Men
- Women (all)
- Latina
- White, non-Latina
- Black, non-Latina
- Native, non-Latina
- Asian, non-Latina
- Two or more races, non-
- Other race, non-Latina

Problematic starting point
Keys to Effective Racial Equity Outcomes

• Prioritize effective conversation about race and racial driven disparities
• Call out and move from transactional to transformational approaches to decision making
• Show and be accountable for your math
Equity is not solely an outcome; Equity is a process.
Four Barriers to Dialoguing About Race

• Defining “racism” differently
• Trying to create “comfortable” dialogue
• Arguing that “We are all the same.” or “Skin color should not be an issue . . .” before the real and lived experiences are acknowledged or discussed
• Speaking from different levels of analysis
### What does it mean to take a “transformational” approach?

<table>
<thead>
<tr>
<th>Transactional Approach</th>
<th>Transformational Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solves technical problems</td>
<td>Solves an adaptive problem</td>
</tr>
<tr>
<td>Problem is easy to identify</td>
<td>Problem is easy to deny (under the surface)</td>
</tr>
<tr>
<td>Routine solution using skills and experience readily available</td>
<td>Requires change in values, beliefs, roles, relationships, and structure of operations</td>
</tr>
<tr>
<td>Often solved by an authority or expert</td>
<td>People facing the problem are involved in the work of solving it</td>
</tr>
<tr>
<td>Requires change in just one or a few places, contained within organizational boundaries</td>
<td>Requires change across organizational boundaries</td>
</tr>
<tr>
<td>People tend to be receptive to the technical solution</td>
<td>People tend to avoid (or push back on) addressing the adaptive challenge</td>
</tr>
<tr>
<td>Solution can often be implemented quickly, sometimes by edict</td>
<td>Transformation requires experiments and new discoveries, takes a long time to implement, cannot be implemented by edict</td>
</tr>
<tr>
<td>Produces short-term gains for communities, but leaves the existing structure in place</td>
<td>Shifts cultural values and political will to create racial equity</td>
</tr>
</tbody>
</table>
### Examples: transactional versus transformational

<table>
<thead>
<tr>
<th>Transactional</th>
<th>Transformational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite DBE contractors to apply for contracts</td>
<td>A package of policy changes, the cumulative impact of which is substantive, along with increased capacity for minority-owned businesses to compete as primes and strengthened relationships between DBEs and primes</td>
</tr>
<tr>
<td>Translate documents for limited English speaking public</td>
<td>Strong and sustained relationships with immigrant and refugee communities; immigrant and refugee community members are hired as employees and programs and policies are shaped by those influences</td>
</tr>
</tbody>
</table>
Show and be accountable for your approach

• Did you lead with race?
• What are the desired results and what do they look like?
• What are the community indicators that would measure the desired results?
• What does the data and your partners tell you?
• What works to change the data trends toward racial equity?
Questions

How might you use this information to have more effective conversation among the committee?

What do you think TAB needs to Start doing? Stop doing? Keep doing? To support racial equity.
The opposite of poverty is not wealth, the opposite of poverty is justice.

Bryan Stevenson
The End