



**The City of Middletown**

**and**

**NCCJ**

**Partnering to Make  
a Difference**

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## **Report on Anti-Racism Initiative in the City of Middletown**

### **Introduction**

Over the last year the National Conference for Community and Justice (NCCJ) has partnered with the City of Middletown on a comprehensive, wide-ranging anti-racism project. The project has three goals: to train town leadership and members of the Human Relations Commission on racism, to find out what the residents of color feel about racism in the city, and to begin looking for solutions to the current obstacles Middletown faces to achieving racial equity. The initiative included two anti-racism trainings for town leadership, four focus groups with town residents, and two community conversations with town residents. This report details the work that was done and gives recommendations for how the City can improve its climate to create a more inclusive environment for residents of color.

### **Anti-Racism Trainings Overview**

The Human Relations Commission decided that while the focus groups and community conversations should be about the residents, the anti-racism trainings would be most effective delivered to town leadership. The purpose of the trainings would be to develop shared understanding of racism as a system of oppression and give leadership a toolkit they could immediately start using to effect change in their workplaces and out in the city. The training was delivered to the mayor, members of the common council, the chief of police and high-ranking officers, and school administrators. This was a two-day training and participants were required to take both days. Both trainings were delivered by the same facilitators, and every effort was made to keep the trainings as similar as possible.

NCCJ workshops are based on the Social Justice Education master's and doctoral programs of the Department of Education at the University of Massachusetts. Our workshops involve theory, history, and activities so that learners can situate themselves in the social structures and develop an understanding of their role and their relative levels of privilege and oppression. NCCJ provides an environment where participants can have productive dialogue that is informed by historical context and an understanding of how systems continue to function in contemporary times.

The NCCJ anti-racism program allows individuals across a spectrum of understanding of social justice issues to enter the conversation. We built our agenda to include definitions, history, a framing of oppression, unpacking white privilege/white supremacy, microaggressions, and taking action both personally and organizationally. An evaluation was given at the end of day two of both workshops and is included as an attachment to this report. Also attached is a compiled list of resources garnered over the 4 days of training, as

well as a compilation of how to take action on a personal level to interrupt bias, microaggressions and bigotry.

### **Focus Groups Methodology**

The purpose of the focus groups was to discover what ways people of color are seeing racism surface in Middletown, how they navigate it, and what recommendations they have for the town on improving the racial climate in the city. Focus groups are qualitative research. As such, they do not provide statistical analysis or numeric data sets for researchers to work with, but instead they give researchers a glimpse into the experiences of people in the research pool. Focus groups provide the depth of an interview with the economy of survey data by interviewing several people at a time. Because they are qualitative, they provide a rich pool of descriptive data for researchers to examine in order to find out how a phenomenon is manifesting in a specific environment.

In order to ensure validity an outside researcher from the NCCJ who is a person of color as well as a trained qualitative researcher conducted the focus groups. An outside researcher helps to ensure validity by allowing the participants to be candid and vulnerable without fear of reprisal or retaliation from the town. In two of the focus groups we also provided a notetaker who was also a person of color. The race of the facilitator and notetaker was an important factor in helping the participants to be comfortable. All four focus groups were recorded, and the recordings were destroyed after they were transcribed.

The Human Relations Commission worked in conjunction with the Office of Equal Opportunity and Diversity Management to identify people to participate in the focus groups. 38 people from various racial groups participated in the focus groups representing Black (African American and recent immigrants<sup>1</sup>), Asian, Latinx<sup>\*\*</sup>, Middle Eastern, and bi and multi-racial groups. No compensation was given for the participation in these focus groups, but the participants were provided food and drink since the groups took place in the dinner hour or directly after school when people were likely to be hungry.

The NCCJ established ground rules to ensure the comfort of the participants and that the space would remain respectful and productive. The ground rules included things such as confidentiality, speak from the I, don't interrupt, and other basic guidelines for a productive dialogue. The participants were guided through a discussion on the positive aspects of being a person of color in Middletown, the negative aspects of being a person of color in Middletown, and their ideas for how Middletown could be made more inclusive. Each focus group took one hour, and at the end participants were informed that they could reach out to

Faith Jackson, the Director of the Office of Equal Opportunity and Diversity Management, should they need any support or have any questions following the focus group.

## **Community Conversations Overview**

The Human Relations Commission decided that the Community Conversations should continue to solicit the perspectives of people of color. The goals of the community conversations were to explore the themes that came up from the focus groups and find out what additional themes might be missing. The community conversations were also key in compiling recommendations from residents of color for how to begin addressing barriers the city has to a fully inclusive town.

The community conversations were well-attended with 30 people at the first one and 33 people at the second one. The participants of the focus groups were invited back and new participants were invited in and were the majority of the attendees. NCCJ presented an overview of the project and the results of the focus groups before moving on to the planning phase of the conversation.

## **Results**

### **Theme: Labor Equity**

#### Summary of Challenges

Most of the challenges on labor and equity surround hiring practices and opportunities for advancement in positions for the City of Middletown. The majority of people of color who are city employees are in the positions which have lower wages and low prestige, but even these positions can be inaccessible. Residents charge that positions are difficult to break into because those who are in charge of the hiring tend to hire people who they already know or have a connection to, which deepens existing racial dynamics and divides. There is also a sentiment that a good faith effort is not put forth to recruit and retain people of color to staff city positions.

#### Summary of Requested Actions

Residents have identified the need for more representation of people of color within the city leadership and at Town Hall, especially in higher level positions. Residents would like the city to make a concerted effort to recruit, hire, and retain people of color. Residents would like the city to recognize and take advantage of the significant talent pool already in existence in Middletown. Residents would like hiring managers to think beyond the people they know to fill positions and to have City Hall staff reflect the diversity of the town itself.

## NCCJ Recommendations and Solutions

- Advertise in diverse avenues and populations for ALL level positions to create a diverse pool of candidates.
- Assess hiring practices at every stage to make sure they are in line with the most up to date methods of recruiting racially diverse employees.
- Assess hiring practices for bias and utilize methods which minimize bias as much as possible.
- Extensive training for employees involved in hiring practices so they can learn how to recognize and circumvent bias.
- Create a mentoring program for front line staff so that when management and supervisory positions open up there are veteran staff prepared for advancement.
- A more transparent hiring process which makes available all of the criteria used in the hiring decision.
- Provide feedback when candidates are not chosen to improve their chances should they choose to reapply.
- The racial makeup of City Hall should mirror the racial makeup of the town so that all people are adequately represented. Assess existing affirmative action policies around hiring and promotions. Develop oversight to make sure they are being upheld.
- Assess the needs of the Office of Equal Opportunity and Diversity Management. Expand staff or provide any needed support.

### **Theme: Criminal Justice System Equity**

#### Summary of Challenges

The challenges around the criminal justice system revolve around policing practices and inequities in how cases are handled within the court system. Residents charge that people of color have higher rates of stops and arrests than white residents. Residents also feel that sentencing for similar infractions are racially biased, with people of color experiencing longer and more punitive sentences. Finally, residents charge that the court process is often time consuming and difficult, causing those navigating the justice system to experience significant continuances and changes which result in absenteeism, childcare issues, and job loss.

#### Summary of Requested Actions

Residents would like police to update their policing practices to minimize bias in terms of stops and arrest, and to hold accountable officers who violate the existing and updated guidelines. Residents would like to see sentencing become more equitable and to have a

smoother process for navigating the court process if they become involved in it. Residents would like the court system to adhere to the processes already put into place by the judiciary, i.e. Accelerated Release should not involve probation.

#### NCCJ Recommendations and Solutions

- Commission an independent review of policing guidelines and practices.
- Review available data on arrest and sentencing rates by race for signs of racial bias. Crime rates in America tend to be similar across races, but arrests and sentences do not reflect this.
- Extensive and ongoing training for police force, court employees, and judiciary in racial bias.
- Implement a community policing model if not already in use, where police are integrated into the community as a resource for all residents.

#### **Theme: Information Equity**

##### Summary of Challenges

Most of the challenges in information equity lie in the availability and accessibility of information about town programs and resources such as jobs, social services, grants, and other opportunities. Residents charge that information is difficult to access and often disbursed when opportunities have nearly expired, making applying a hardship.

##### Summary of Requested Actions

Residents would like information to be shared earlier and more often in ways that they are more familiar with. Residents request more transparency from town leadership about available programs jobs.

#### NCCJ Recommendations and Solutions

- Assess current information sharing practices across all town programs and recruitment practices.
- Solicit information via surveys and interviews from residents of color about effective venues and methods of communication.
- Host targeted information sharing fairs such as people of color specific job fairs, social service fairs, etc.

#### **Theme: Housing Segregation**

##### Summary of Challenges

Middletown continues to be challenged by the housing segregation and lack of affordable housing that is endemic to the United States. Residents highlighted high concentrations of poverty in specific neighborhoods, and that higher income residents are generally concentrated in better resourced neighborhoods. Residents also noted that people of color are more highly concentrated in low-income neighborhoods in Middletown.

#### Summary of Requested Actions

Residents would like to see an end to housing segregation in their city. They would like to see resources allocated more equitably and for low-income neighborhoods to receive the same city services that wealthier neighborhoods receive in terms of clean up, sanitation, lawn care, and other services which create a more attractive living space. Residents would like areas which are showing signs of decay to be updated and for all publicly owned buildings and residencies to receive funding to be updated and made safer and more attractive.

#### NCCJ Recommendations and Solutions

- Create mixed income housing communities.
- Move away from concentrating residents who require housing assistance in dense areas so that they can be better integrated into the community and take advantage of more community resources.
- Assess areas of the city in need of rehabilitation and direct resources there.
- Organize/sponsor community events centered around improving the community such as clean up days, community gardens, or selecting one neighborhood or building to rehabilitate at a time.
- Assess current allocation of community resources. Make sure all neighborhoods are adequately resourced in terms of waste receptacles and other support.
- Advocate for an expansion of housing support for low- and moderate-income residents from federal programs or through additional grant opportunities.

#### **Theme: Education Inequity**

##### Summary of Challenges

Both adult and youth residents noticed inequities the way education is being administered. As in the larger city, there are differences in who is disciplined for infractions and in the severity of the punishment. Educational tracking – whether formal or informal -has resulted in more challenging courses and bigger opportunities being populated primarily by white students. Additionally, there is a lack of support for students of color within the school and a lack of representation of people of color in teaching and

administrative positions; most people of color employed in the school system are employed as support staff, creating a power differential within the school.

### Summary of Requested Actions

Residents would like to see more people of color represented in teaching and administrative positions. They would also like more education for parents around the availability of AP courses and other college-track opportunities as well as education on how to enroll their children in them. Residents charge that curriculum does not adequately represent racial make-up of the country.

### NCCJ Recommendations and Solutions

- Extensive and ongoing training for school staff and district staff on racial bias.
- Review current curriculum and look for ways to make it more inclusive across all subject matters.
- Assess current recruitment practices for upper level courses.
- Implement programs to recruit and retain teachers and administrators of color.
- Implement a training and mentoring program for paraprofessionals so that they can be eligible for promotions and opportunities that become available.
- Develop race-conscious recruitment strategies with an implementation process: *who, what, where, when, and how much* - for full time, part time, and internship opportunities.
- Deviate from using only traditional pools for recruitment. Target historically Black Colleges and Universities, clients, community members, and local schools to name a few.
- Establish racially diverse hiring committees who are involved in outreach, resume review, interviews, and selection processes in a consistent manner. Managers and supervisors should include committee members from within and across departments.
- Develop policies which normalize students' differences in culture and make sure they are supported. For example, a dedicated prayer space for Muslim students that they can access without strict rules that can create additional hurdles to worship.
- Do not use the criminal justice system as a resource for schools. Deal with discipline issues internally in a way that supports student health and well-being.
- Standardize discipline practices and hold teachers and administrators accountable for making sure that discipline is equitable.

## **Theme: Community Building**

### Summary of Challenges

Communities of color in the United States have traditionally relied on mutual aid organizations for community building, networking, and information sharing. Residents in Middletown charge that there is no gathering place for people to engage in these supportive activities and that this contributes to youth delinquency and makes it more difficult for the relatively few people of color who are in positions of power to conduct outreach and deliver aid.

### Summary of Requested Actions

Residents would like to have a community center that was open to all residents and conveniently located to populations who have been traditionally marginalized. Residents would like to see more programs created for youth, and for youth city jobs to encompass more than outdoor labor. Residents would like to see the city recognize that not all residents of color attend religious gatherings and for the city to put in place pathways to organize and communicate with people of color outside of the churches.

### NCCJ Recommendations and Solutions

- Establish a community center that is centrally located, free, and open to all residents.
- Establish youth jobs programs that lead to actual opportunities within the community such as entry level positions or skill building.
- Establish community networks for residents of color to engage in information sharing, and community building. Develop support programs for residents that are racially specific, such as a Middletown Black Resident Association.
- Establish or expand already existing recreational programs for youth after school and during school vacations. Programs should be financially accessible.
- Provide funding for youth with financial need to participate in already existing programs. Publicize the availability of any already existing financial support.

## **Theme: Overall Racial Climate**

### Summary of Challenges

Middletown residents of color love the city for its central location, small town feeling, and racial diversity, but feel that the city struggles with structural and covert racism. Residents of color report incidents in navigating public spaces and in the way the town is run that remind them that they are racially other. The Anti-Racism Initiative that the city has already engaged in is the beginning of an ongoing effort to engage the residents of color by creating a more racially inclusive environment. This sort of climate change will be a sustained effort, but residents worry that this initiative, like many others, will not be continued and racial issues

will continue to go unaddressed. It is important that the city continues to do this work while demonstrating to the residents that they are making a good faith effort to enact change.

### Summary of Requested Actions

Residents would like to see the results of their participation in the focus groups and community conversations. Residents would like assurance that the city understands the breadth of the work that has to be done and that the city is taking concrete actions to move forward on improving racial climate. Residents are concerned that white residents will not be open to the amount of work that must be done or the changes that must be made.

### NCCJ Recommendations and Solutions

- The city should work to make sure that all residents are aware of the anti-racism work that is being done. Town leaders who are in support of the work – especially those who have already participated in the Anti-Racism trainings - should make their support known.
- Develop a two-year plan to address the racial climate. Revisit the plan at the end of the first year for updates and improvements and should be part of the fiscal plan in budgeting.
- The town should host a series of events to begin addressing the racial climate on a town-wide level. These should be engaging events which begin a conversation on historical and current racism. Ideas include movie screenings with talk backs, book groups, art exhibits, and other informative events.
- Town business owners should be engaged in ways to make their businesses more inclusive and welcoming.
- Start affinity groups as a monthly space, to discuss race and racism. We recommend that two groups be formed – one for White people and one for POC. However, we acknowledge that POC as a group have different experiences, so we recommend that there is time set aside regularly for affinity groups within the POC group (Black/AA, Asian/Pacific Islander, Latino/a/x, Native/Indigenous, and Multi-Racial/Bi-Racial). We also recommend that there is intentional selection of leaders of these two groups. It is important that the leaders have awareness and understanding of race and racism themselves and specifically for the leader of the White group the ability to discuss White supremacy and its impacts. We recommend that this person does not hold a position of power in Middletown.
- Host events that celebrate the contributions of people of color to building Middletown and to building America. Make sure that all people of color see themselves represented at various events. The recent Middle Passage Ceremony and Port Marker was well received by town residents and should be used as an example of how the contributions of people of color can be recognized.

## Community Conversations: Participants Recommendations

(4) – Economics, universal pre-k, family meetings, bully free initiatives with school support, cell phones, community, conversations with police and students, respect education.

1. School – updated cultural awareness
  2. Competent staff
  3. Positive male role models
  4. Unbiased employment ops.
  5. Low income housing/rent
  6. Youth of color activity events
  7. Advocate for yourself
  8. Out of school support
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### Racism in...

- Hiring practices at city hall
- You gotta know somebody
- Housing discrimination
- Working harder for less pay/recognition
- Schools assembly
- One black man at city hall

### How to Fix:

- Job fairs
  - Transparency in job process
  - Prioritize hiring POC
  - Break down city staff by payroll/job positions
  - Additional training for city/staff ongoing
  - Black leadership that represents the black community
  - More teachers of color
  - Give all kids the same opportunities
  - Transparency with programs like STEM
    - o Requirements and access
  - Police accountability/training
    - o Fewer cops in school/more counselors
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Driving While Black

- Apply consequences to offending officers

Lack of inclusion and diversity in school programs

- Campaigns to get more P.O.C. involved

Hiring

- Outreach to HBCU's
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- Active recruitment of teachers of color and diverse populations
- Equality on the job/housing
- Job progression
- Curriculum and creativity in teaching (arts and culture)
- Professional development like this for teachers, admin, and faculty – accountability for everyone
- Documentary to watch: Reconstruction by Henry Louis Gates on PBS  
City of Middletown Community Conversation

How does Racism Show up?

- Hiring in schools
  - Paras black
  - Teachers
  - White
- Hiring all around the city
  - Key postar -white
    - Talk but no walk
- Everywhere
  - Real estate
  - Education
  - City
  - Healthcare
    - Husky doesn't approve the frames for your glasses.
- Pops up when real changes are trying to happen
  - Ex: school name

- Housing
  - Segregation
  - Unaffordable
    - Told my name-sorry we don't take section 8
- Stores are discriminatory with shoppers
- Racial Profiling
- Discipline in school
- No representation on city committees/boards/commissions/projects
- Job
- No real complaint processes

What can be done?

- Stores
  - Training on racial equity and bias
- Schools continuous training must be priority
- Education around whiteness fragility and supremacy
- Equity and Inclusion office for city
  - Something similar for schools but separate
    - Independent from city
- Citizen review board for police
- Separation of school and city
  - Abolish planning and zoning
- Transparency and accountability
  - Reports
  - Audits
  - Presentations
- Curriculum changes in school
  - Books
  - Teachers
  - Classes(access)
  - Opportunities
  - Pre-K
- Culture change for new businesses +city
- Abolish Police

How do we get there?

- Separation of school and city
- Community steering committee to oversee office of equity and inclusion (oversite)

- Public overhaul of policies and procedures for undoing racism and white supremacy and normalcy
- Model of state inclusion office
- 3 segments
- Monitoring measurable outcomes for until racism initiatives.

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- How does racism show up in Middletown?
- What kind of things could be done to change this?
- Who/what do we need to get here?

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- City Hall workforce
  - Lack of diversity
- Lack of minority teachers
- Opportunity Gap in schools
- Housing Segregation
- Summer Programs/ Youth Jobs
- Churches
- Police Interaction/Brutality
- Library Interaction
- Rehab Facilities (for elderly)
- Health/Substance Abuse
- Access to Healthy diet

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- Human Relations-Need for representation, collect data
- Community Forums (w/o fear of retaliation)
- Hire Qualified Candidates Not Based on Nepotism (need mechanism to ensure this outcome)
- Set Targets for AP classes
  - Have a certain number of students of color in then or there won't be AP classes
- Mandatory Racism Training
- Civilian Review Board
- Consequences for misconduct toward POC
- Civilian component to hiring process (Police, etc)
  
- Will Power to Change!
- Checks and Balances
- Alternative Routes for Equitable Outcomes
- Funding
- Proactive quarterly meetings
- Youth Involvement
- Remove Fear- SPEAK UP!!!

- 6-7 votes on council -civic engagement
    - Engaged & community support
  - More Leadership
    - Clergy
  - Coordination Meetings
  - Churches needed in the community
    - Ministerial alliance
  - Black Caucus- Youth Involved
    - What does this look like?
  - NAACP
- 
- Lack of affordable housing creates concentration of racial and economic grouping of people
  - More affordable housing across the city (diff. neighborhood)
  - Require new developments to house affordable housing
  - Reinvest CDBG funds to rehab existing housing stock
  - Create a community group (statutory) that will have to sign off on new housing construction
  - More POC on planning and zoning
  - Common council
  - Engaged citizenry
  - Mayor
  - Landlords
  - Realtors
  - Local businesses
  - State Reps.

#### Change African American Principle/Mayor

- Because we don't have these people in leadership, people underneath, people underneath follow suit. If racism shows up in the leadership, people follow.
- Independent incident review board? Audits?
- No equality in police intervention in the community
- P.A.L? something to bridge the gap between youth and police/community
- People of color on our police force
- Shows up in school parent/teacher conference
- How to create initiatives to get more people of color involved in the schools
- More church leaders to support parents.
- More liaisons of color.
- More unity among resources available

- Minority organizations have little accessibility to funds coming into the city. / Organizations are not taken seriously.
  - Empower people of color in positions of influence to speak up
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## Racism in Middletown

1.)

- Statistics of Middletown arrests
- School: AP & Honors Classes
  - Resources in certain schools
  - Sports Programs
  - Teachers
- Diversity in School Teachers\
- Isolated Housing
- Job Selections

2.)

- Racial Equity Office
- Affirmative Action in all housing
- Make it welcome
- Empower Black Voices
- Youth Leadership
- More Student Led Events
- Lack of Education
- Community Networking
- Black Owned Facilities

3.)

- Educating
- Stand up for what we feel
- US
- Community Leaders
- City Administrators

## Anti-Racism Resource List

This list was created with contributions from Anti-Racism Workshop participants on May 3 & 4, 2018

### **ARTICLES**

**“No We’re Not All Equal and No You Can’t Be Anything You Want to Be”** by Steffi Erbilgin, February 2017

[https://www.huffingtonpost.com/steffi-erbilgin/no-were-not-all-equal-and-no-you-cant-be-anything-you-want-to-be\\_b\\_9228200.html](https://www.huffingtonpost.com/steffi-erbilgin/no-were-not-all-equal-and-no-you-cant-be-anything-you-want-to-be_b_9228200.html)

### **BOOKS**

***A People’s History of The United States*** by Howard Zinn

***Dark Continent Of Our Bodies: Black Feminism & Politics of Respectability***, by White, E. Frances.

***Lies My Teacher Told Me*** by Loewen, James W.

***Minorities and Family Therapy*** by George Saba and Kenneth V. Hardy

***Growing Up White: A Veteran Teacher Reflects on Racism*** by Julie Landsman

***Heart and Soul: The Story of America and African Americans*** (Children’s Book) by Kadir Nelson

***Between the World and Me*** by Ta-Nehisi Coates

***We Were Eight Years in Power*** by Ta-Nehisi Coates

***Lies My Teacher Told Me*** by James W. Loewen

***A People’s History of The United States*** by Howard Zinn

***We Were Eight Years in Power*** by Ta-Nehisi Coates

***Between the World and Me*** by Ta0Nehisi Coates

***White Fragility: Why It’s so Hard for White People to Talk About Racism*** by Robin DiAngelo

***Waking up White, and Finding Myself in the Story of Race*** by Debby Irving

***Privilege, Power, and Difference*** by Allan G. Johnson

***White Like Me: Reflections on Race from a Privileged Son*** by Tim Wise

***White by Law: The Legal Construction of Race*** by Ian Haney López

***Why are All The Black Kids Sitting Together In The Cafeteria?: And Other Conversations About Race*** by Beverly Daniel Tatum

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

***The Color of Compromise: American's Church's Complicity in Racism*** by Jemar Tisby

***So You Want to Talk About Race*** by Ijeoma Oluo

***Me and White Supremacy*** by Layla F. Saad

***When They Call You a Terrorist: A Black Lives Matter Memoir*** by Patrisse Khan-Cullors

***Fear and What Follows*** by Tim Parrish

## **VIDEOS**

**“Ta-Nehisi Coates on Words that Don’t Belong To Everyone”**

<https://www.youtube.com/watch?v=OO15S3WC9pg>

**“Color Blind or Color Brave?”** by Mellody Hobson A TedTalk, March 2014

[https://www.ted.com/talks/mellody\\_hobson\\_color\\_blind\\_or\\_color\\_brave](https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave)

**“How Microaggressions Are Like Mosquito Bites”**

<https://www.youtube.com/watch?v=hDd3bzA7450>

**“13<sup>th</sup>”** A documentary by Ava DuVernay

**“Where to Invade Next”** A documentary by Michael Moore

**“Good Hair”** A documentary by Jeff Stilson and Chris Rock

**“The Color of Law”** by Richard Rothstein

Racism is Real (video)

<https://www.youtube.com/watch?v=r9UqnQC7jY4>

## **PODCASTS**

**“1619 Project”** by The New York Times

**“Code Switch”** by NPR

## **TESTS**

**“The Implicit Bias Test”** by Harvard

<https://implicit.harvard.edu/implicit/user/agg/blindspot/indexrk.htm>

## **ARTICLES**

**“10 Ways Well-Meaning White Teachers Bring Racism Into Our Schools”** by Jamie Utt

<https://everydayfeminism.com/2015/08/10-ways-well-meaning-white-teachers-bring-racism-into-our-schools/>

**“Ethnic and Racial Minorities & Socioeconomic Status”**

<https://www.apa.org/pi/ses/resources/publications/factsheet-erm.pdf>

**“Teaching Young Children about Race: A Guide for Parents and Teachers”** by Louise Derman-Sparks and Julie Olsen Edwards

<http://www.teachingforchange.org/teaching-about-race>

**“Understanding the School-to-Prison Pipeline”** by Nicki Lisa Cole, Ph.D.

<https://www.thoughtco.com/school-to-prison-pipeline-4136170>

**“8 Facts You Should Know About the Criminal Justice System and People of Color”** by Jamal Hagler

<https://www.americanprogress.org/issues/race/news/2015/05/28/113436/8-facts-you-should-know-about-the-criminal-justice-system-and-people-of-color/>

## WHAT CAN WE DO?

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| <ul style="list-style-type: none"><li>➤ “Ouch”</li><li>➤ Ask questions</li><li>➤ Reinstate/interruptions</li><li>➤ Take a time out</li><li>➤ Set environment</li><li>➤ Circle work</li><li>➤ Keep it going</li><li>➤ Educate</li><li>➤ Direct/redirect</li><li>➤ Make suggestions</li><li>➤ Mindful body language</li><li>➤ Share feelings</li><li>➤ Build boundaries</li><li>➤ Stay calm</li><li>➤ Be an ally</li><li>➤ Ask for examples</li><li>➤ Hold accountable</li><li>➤ Listen</li><li>➤ Make it personal</li><li>➤ Build/incorporate allies</li><li>➤ Be “P.C. police”</li><li>➤ Safety matters</li><li>➤ Use analogies</li><li>➤ Own it- make it about you</li><li>➤ Meet people where they are</li><li>➤ Seek people for help/support</li></ul> | <ul style="list-style-type: none"><li>➤ Use details and specifics</li><li>➤ Provide info/resources</li><li>➤ Broaden to big picture</li><li>➤ Take a deep breath</li><li>➤ Hold person as concerned</li><li>➤ If you think you can – you can</li><li>➤ Confirm &amp; make it personal to the antagonist</li><li>➤ Were you successful?</li><li>➤ How do you know?</li><li>➤ Sit in the truth</li><li>➤ White silence is violence</li><li>➤ De-escalate</li><li>➤ Build empathy</li><li>➤ Be assertive, not aggressive</li><li>➤ Make it about group</li><li>➤ Offer suggestions</li><li>➤ Use humor, avoid sarcasm</li><li>➤ Name it</li><li>➤ Find commonalities</li><li>➤ Empower others to make change</li><li>➤ Offer alternatives</li><li>➤ Raise the bar</li><li>➤ Validate/affirm their experience</li><li>➤ Think of other perspectives</li><li>➤ Change the subject</li></ul> |
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1. <sup>i</sup> NCCJ understands black as a race and African-American as an ethnicity. Ethnicity encompasses shared history, language, food, and other cultural markers. In the United States we place all black people in one racial-ethnic group, but there are clear cultural differences between African-Americans and black immigrant groups.
  2. Latinx is a gender-neutral term for people of Hispanic origin.