

# Austin Civilian Conservation Corps Core Curriculum Equity Modules 2022

---

City of Austin , Parks and Recreation Department, Office of the Director  
Assembled by Kerstin Johansson, LaJuan Tucker, & Sona  
Shah



RECORD THESE SESSIONS TO USE FOR OTHERS?

# ACCC Mission and Vision

## Who we are

We are the next generation Climate Corps

## Vision

We envision and model a transformed work culture in which we,

- Care for ourselves, others, and the planet;
- Dismantle supremacist systems that operate upon us and within us; *(from [Allied Media](#))*
- Support leadership that represents the communities we live in and collaborate with;
- Adapt to changing circumstances and address the most pressing environmental and social challenges, (currently climate change & displacement)

## Mission

Prioritize equity in green workforce development. Expand the narrative of green vocations.

- Examine and shape change in work cultures;
- Build more equitable pathways to employment and organizational leadership and entrepreneurship, and strengthen networks of support for those most impacted by a changing climate;
- Cultivate and fairly compensate the next generation of leaders;
- Invest in people and projects that have direct impact on climate justice



# ACCC Curriculum Overview

---



Core Areas: Health & Wellbeing, Equity, Civic Engagement, Environmental Sustainability, & Employment Readiness

# Why We Focus on Racial Equity

---

Race is the biggest predictor of life outcomes - housing, employment, education, life expectancy, health...

Equity: when race is no longer the biggest predictor of life outcomes.

The City of Austin recognizes historical and structural disparities and a need for alleviation of these wrongs by critically transforming its institutions and creating a culture of equity. The City recognizes that race is the primary determinant of social equity.

# Equity Curricular Outline

To transform to a culture of care and advance race equity the modules aim to: normalize talking about race & develop our group & individual racial analysis tool/perspective, operationalize what we learn & put it into daily practice, and organize by connecting and building a network in PARD and beyond. It works to address oppression and racism at personal, institutional, structural, and systemic levels. It is designed to support people develop their racial equity lens and move up the "scale" (DO we want to include this?).

This curriculum builds off the work of many others' work, energy, care, and talent (ADD resources & ACKNOWLEDGMENTS slide at end). It honors and builds off the work of our ancestors. (wording?)

## Pre Survey

Module 1: Introduction

Module 2: History: City of Austin

Module 3: Implicit bias & microaggressions

Module 4: Intersectional identity & storytelling

Module 5: White organizational culture to a culture of care

Module 6: Resiliency & Racial Healing

Ongoing sessions to revisit topics from modules 1-6, and other topics

Pathway specific equity module

## Post Survey

---

# Schedule

Module 1: Introduction - Tuesday, June 7th 12:00-1:30PM , Sona & Kerstin (in person)

Module 2: History: City of Austin Weds, June 8th 2:00-3:30PM watch video, Kerstin facilitate

2.5 -Debrief Session : Friday, June 10th 9:30-11:00AM - Kerstin, LaJuan, Sam? (switched to virtual))

Module 3: Implicit bias & microaggressions (adapted from Autumn's & Keree's) Tuesday, June 14 12:30-2:00PM—(in person) LaJuan, Kerstin there

Module 4: Intersectional identity & storytelling , Weds, June 15 12:00-1:30? (in person)

Module 5: Culture: white organizational culture Thurs, June 16 2:00-3:30PM (Remote)

Module 6: Resiliency & Racial Healing (2 sessions in July with Carmelita) (Remote)

Ongoing sessions to revisit topics from modules 1-6, and other topics

Pathway specific equity module

---

# Facilitator Introduction Slide Template

---

- Name (pronounce & reiterate how you want it pronounced)
- Pronouns
- Race
- Title, Org/Department/Division/Workgroup
- 1-2 minutes on your journey with this work and “your why” for this work

1-2 photos that share you & your culture

# Facilitator Introduction Slide Template

---

- Name (pronounce & reiterate how you want it pronounced)
- Pronouns
- Title, Org/Department/Division/Workgroup
- 1-2 minutes on your journey with this work and “your why” for this work

1-2 photos that share you & your culture



# Module 1

## Introduction to Equity

Objectives: All will be able to:

- Understand why we lead with race
- Define and explain the difference between equality and equity
- Share thoughts and questions about Parks & Recreation Department (PARD), ACCC and race equity

# Sona Shah, Equity & Inclusion Program Manager



# Outline

---

1. Introductions: facilitators & members
2. [Pre Survey](#)
3. Review PARD Temp NEO equity module
4. ACCC Equity
5. Group discussion

# Community Agreements

---



- Stay engaged
- Lean into discomfort
- Own your learning
- Own your impact
- Expect/Accept non-closure
- Confidentiality

# Review Module from New Employee Materials

Slides - start at slide 6

<https://docs.google.com/presentation/d/1vHHacD5N9unuUAec7LGKWjEmYBOQzpdTmUleC23dBas/edit?usp=sharing>

[video of Equity Module](#) (15 mins)

# ACCC Equity

How do we center equity?

Review mission, vision, & curricular outline

## Group Discussion - small groups

How do you feel about this?

What stands out to you?

What clarifying questions do you have?

What are you curious to learn more about?

Team leads share their thoughts and feelings on these topics.

# Closing

---

- Gratitude
  - General for the time together and the space we created today.
  - Specific shoutouts
- The next session will be about Austin's history of systemic racism and will be Weds at 2pm remote.
- Mindfulness activity (inspired by work of Resmaa Menakem or Ruth King)
  - 4-4-6 breathing
  - Body scan
  - Sunlight filling your body
  - Grounded-sitting or laying
  - Gratitude
  - Joy

# Module 2

## History: City of Austin & PARD History

Objectives: All will be able to:

- Gain some historical context of Austin and how history has shaped the disparities we see today
- Write down thoughts and questions for our debrief session on Friday



# Outline

---

## Today

1. Introductions & agreements
2. Go over equity curriculum (slides 2-4)
3. Watch a video alone/in groups
4. Closer

## Friday: Reflection Discussion

1. Introductions: facilitators & members (just name & pronouns)
2. Go over equity curriculum (slides 2-4)
3. Group discussion

# Facilitator Introduction Slide Template

---

- Name (pronounce & reiterate how you want it pronounced)
- Pronouns
- Title, Org/Department/Division/Workgroup
- 1-2 minutes on your journey with this work and “your why” for this work

1-2 photos that share you & your culture

# Community Agreements

---



- Stay engaged
- Lean into discomfort
- Own your learning
- Own your impact
- Expect/Accept non-closure
- Confidentiality

# Content

---

Each person write down the discussion questions from next slide. Save these for Friday.

Choice for watching the video- whole group? Small? Individually Internet can be challenging? Asked to be accountable to being engaged/present.

Mindfulness time- this content can be heavy, sad, triggering and bring up a lot of stuff. Facilitators/team leads share what helps them stay present/engaged? Take 5 mins to center/break/move...

Video <https://austin.uli.org/uli-resources/history-of-local-systemic-real-estate-inequalities/> (1 hour)

[Slides](#)

Whole group—Closing

# Discussion Questions

---

- What stood out to you as new/shocking/different from your previous thinking?
- What are you feeling? (take time to feel, process together)
- How do you see history (events, policies ideas has shaped the disparities we see today?
- How does this impact you? Our work together?

Share thoughts and questions

# Closing

---

- Gratitude
  - General for the time together and the space we created today.
  - Specific shoutouts
- The next session will be a discussion on this video and will be on Friday at 9:30 in person.
- Mindfulness activity (inspired by work of Resmaa Menakem or Ruth King)
  - 4-4-6 breathing
  - Body scan
  - Sunlight filling your body
  - Grounded-sitting or laying
  - Gratitude
  - Joy
-

# Module 3

## Implicit bias & microaggressions

Objectives: All will be able to:

- Recognize microaggressions come from implicit or unconscious bias
- Define & recognize examples of microaggressions
- Share examples
- Understand & practice steps to address microaggressions
- Share resiliency strategies

# Outline

---

Brain prep- cadet graduates, we are going to ask what you remember from your 4 sessions during school! Please be ready to share. Sona, LaJuan & I facilitated these sessions.

1. Introductions
2. Go over equity curriculum (slides 2-4)
3. Implicit Bias & Microaggressions
4. Closing



# Facilitator Introduction Slide Template

---

- Name (pronounce & reiterate how you want it pronounced)
- Pronouns
- Title, Org/Department/Division/Workgroup
- 1-2 minutes on your journey with this work and “your why” for this work

1-2 photos that share you & your culture

# Community Agreements

---



- Stay engaged
- Lean into discomfort
- Own your learning
- Own your impact
- Expect/Accept non-closure
- Confidentiality

# Implicit Bias

## Definition

Negative unconscious prejudices, stereotypes, or beliefs held by a person that they may be unaware of having. Despite this unawareness, implicit biases are often expressed in real-life situations through a person's actions and attitudes and thus have real-world implications.

---

Our biases drive 99% of  
our behaviour.



**HIDDEN  
RACIAL  
BIAS**



PBS •  
NEWS  
HOUR  
#PBSNEWS

# Microaggression

## Definition

Small daily insults & indignities perpetrated against marginalized or oppressed people because of their affiliation with that marginalized or oppressed group.

What does Marginalized mean? What does oppressed mean? What are examples of marginalized or oppressed groups?

---

Micro-aggressions are a reality to:

People of color



People with disabilities



LGBTQI



Women



# Can be a lot of things

- Words
- Body language & facial expressions
- Images
- Objects

They are **cumulative**, or they add up

They are often unacknowledged

"I see my students for who they are, not their race."



"I don't see race."



"I believe, like Rev. Martin Luther King, that people should be judged by the content of their character."



"I don't care if my students are white, black, or purple."



"I just follow the curriculum. It doesn't talk about race."



"You feel awkward with me and my community and don't want to teach me."

"To be blind to color is to be blind to the consequences of color."



"You don't see who I am."

"You don't recognize our struggles and can't teach us."

"How can you not see my color?! Look at me!"

# Breakout Groups

Reflect on what we have discussed so far.  
Share your own experiences.

# Addressing Microaggressions

---

If you are on  
the receiving  
end....



PAUSE



Think Before you React

- Did this microaggression occur?
- Should I respond to this? Is it safe for me? Do I have the energy?



Use Emotional Intelligence

- How should I respond to this microaggression?

# Addressing Microaggressions: **Aggressor/committing**

---

Acknowledge that you are.

Remember your intent is not the point.

The impact of your words are what matters.

# If you decide to take ACTION

Take this is a learning experience & change your words/behavior in the future.

Apologize if you think the apology will support the person harmed (do not apologize to make yourself feel better).

- Ask permission, “Can I offer you an apology?” “Can I share something I think may have been harmful to you and offer an apology”
- DO NOT
  - force the other person to acknowledge your good intentions.
  - ask for forgiveness!
  - have the person support you/turn yourself into the victim!
  - Use phrases like, “I am sorry you are feeling upset” (that makes it wrong for the other person to feel)
- Commit to not repeating your harm



# Apologizing Examples

DO NOT - “I’m sorry you feel hurt” Instead “I am sorry I hurt you”

“I think I said something that might have harmed you. I’m sorry for saying/doing \_\_\_\_\_. I am guessing that was hurtful, and I am sorry for hurting you. What was it like for you? “

“Ooo dang, I just committed a microaggression. That was super lame I just assumed \_\_\_\_ about you. I am sorry for the harm I might have just caused you. I have reflected on that and will definitely not be saying/doing that in the future. Do you want to share anything with me? Is there anything I can do to support you?”

“Can I share something I think may have been harmful to you and offer an apology? I acted surprised and said “you don’t speak Spanish?!”. I realize that I had some bias and assumed because of your Latinx identity that you spoke Spanish. I thought about that comment and realized that my comment could be harmful and make you feel othered/bad. I am sorry for assuming and making you feel bad. Am I reading this situation right?”

# Strategies to be resilient when you experience microaggressions

Facilitators share their experiences & strategies.

Each person think about self & share one strategy that is something you can start using.

# Breakout Groups

Reflect on resiliency strategies. Share your own experiences.

# Closing

---

- Gratitude
  - General for the time together and the space we created today.
  - Specific shoutouts
- The next session will be about \_\_\_\_ and will be on this date \_\_\_\_\_.
- Mindfulness activity, use from Resmaa Menakem or Ruth King
  - Mindfulness activity (inspired by work of Resmaa Menakem or Ruth King)
    - 4-4-6 breathing
    - Body scan
    - Sunlight filling your body
    - Grounded-sitting or laying
    - Gratitude
    - Joy
  - 
  -

# Module 4

## Intersectional identity & storytelling

Objectives: All will be able to:

- Define intersectional(ity)
- Define oppression
- Explore our identities & share our experiences (Investigate internalized superiority/inferiority as we work towards individual reconciliation)

# Outline

---

1. Introductions: facilitators & members (just name & pronouns)
2. Go over equity curriculum (slides 2-4)
3. Set the foundation-
  - a. Origin story
  - b. Social Identities definition-social identities internally constructed, externally applied (power, benefits, disadvantage), immutable/sticky (hard to change) - Skyra—HOW do systems view you?
  - c. Intersectionality & oppression
  - d. Skyra's notes-
4. Stories from us
5. Reflection/activity/discussion

# Facilitator Introduction Slide Template

---

- Name (pronounce & reiterate how you want it pronounced)
- Pronouns
- Title, Org/Department/Division/Workgroup
- 1-2 minutes on your journey with this work and “your why” for this work

1-2 photos that share you & your culture

# Community Agreements

---



- Stay engaged
- Lean into discomfort
- Own your learning
- Own your impact
- Expect/Accept non-closure
- Confidentiality



---

I watched/listened to a few of Kimberlé Crenshaw's talks/interviews on Intersectionality:

- <https://www.npr.org/2021/03/29/982357959/what-does-intersectionality-mean>
- <https://youtu.be/-DW4HLgYPIA>
- I decided this will be the best to share in the APH Equity Academy, since it is concise, and the language in this one feels the most accessible (not too academic or jargon-y): <https://youtu.be/akOe5-UzQ2o>
  - The whole talk is powerful, but the part up until 11:34 is where she really lays out the definition of intersectionality. The part after that is a powerful ritual of speaking the names of Black women killed by police (with tough images/brief videos shared) – also important but could be triggering for some groups, so I guess just one of those times we use our discretion regarding if it feels like the right time/place to bring that into the mix.

Here is a link to a “resource packet” that we used to give out at Creative Action for our “Power, Privilege, and Oppression” workshop; it has the intersectional identity-mapping worksheet I talked about in there. I added lots of comment bubbles with more details about how I usually try to verbally set things up, and things I’d do differently now that I’m further along in my learning in this work:

<https://docs.google.com/document/d/10Oax9nbiz0pS66BK82AiwZFzUFdfTrdfVaxH00k4qIQ/edit?usp=sharing>

I attached another version of the worksheet we used to use at Creative Action as well.

When I eventually get a version of the Intersectiona

# Intersectional(ity)

---

- was a term that Dr. Kimberlé Crenshaw (law professor, civil rights advocate and scholar) created.
- Others, including scholars Audre Lorde, Angela Davis, and Gloria Anzaldúa have discussed intersectionality in other terms and theories as well.



# Intersectional Defined

---

**Intersectional(ity) means** having multiple realities and identities that intersect (or come together) to make us who we are. Our multiple identities affect the way we experience the world and the oppressive challenges we face are unique to who we are.

# Intersectional

---



Skin Color

# Oppression & Marginalized Defined

---

**Oppression means** that groups of people seen as “superior” use their power to control other groups of people that are seen as “inferior” or “less than”. Oppression allows those in charge or seen as “superior” to control resources (education, finances, etc.) and deny other groups access and choice. This has long term negative effects and can prevent those that are oppressed from reaching their full spiritual, emotional, physical, and psychological well-being and potential. (*Adapted from: Arcus Center for Social Justice Leadership*)

**Marginalized** *to an unimportant or powerless position within a society or group*

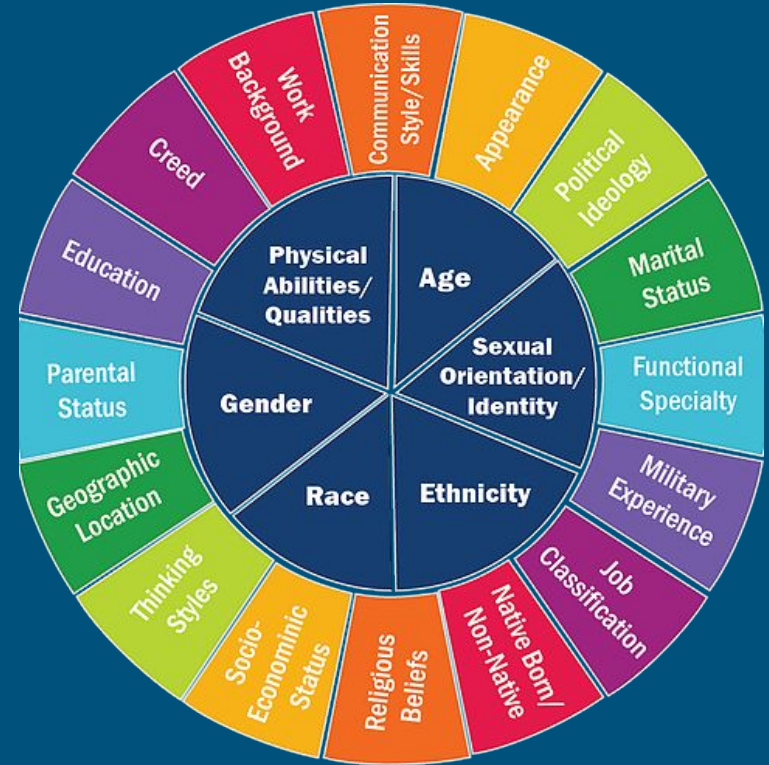
# Oppression Defined

---



# Facilitators Share

---



---

Define privilege that lead to blindspots

ACTIVITY possibilities—be intentional about this - do NOT want to ask POC or folks with compounding marginalized identities to “Be on display”

-Worksheet from Natalie

-write or circle your identities. Reflection questions for group and individuals. Which identities do you think about more about less?

Example: I do not have to use a wheelchair to get around, so I do not need to notice what buildings are wheelchair accessible. If I did, I would notice that way more!

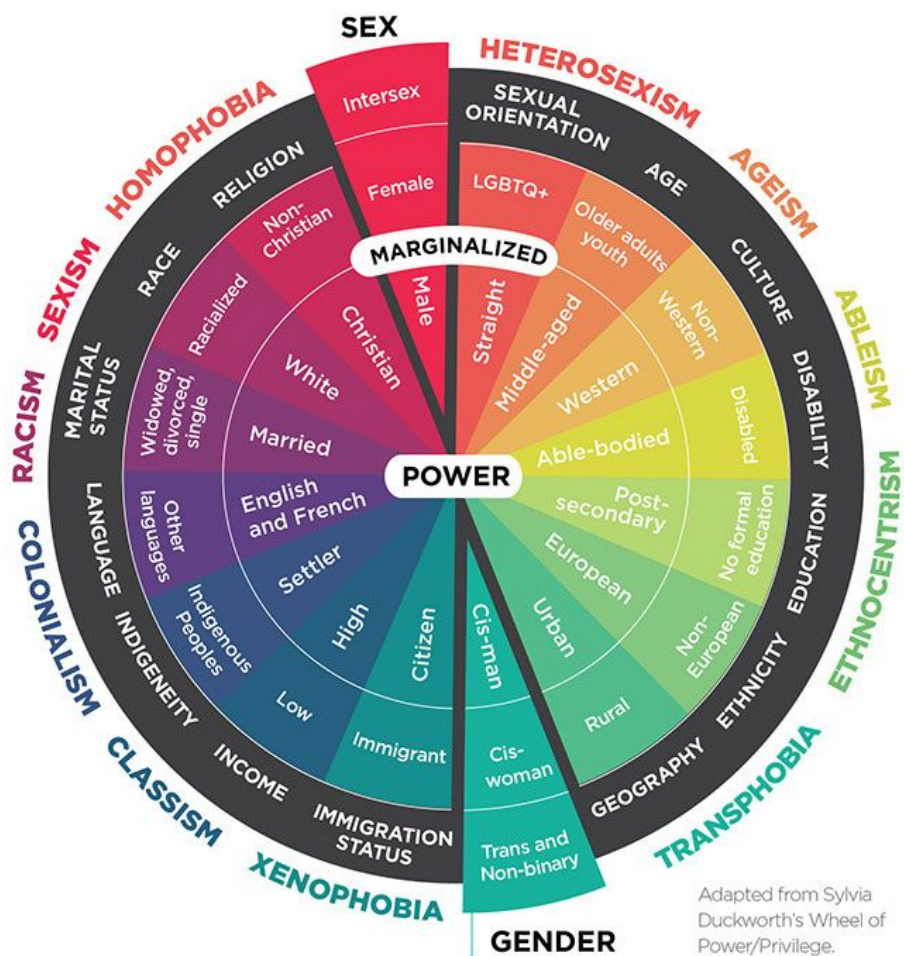
—Find “Your Privilege Score activity” (Courageous Conversations)

Unpacking the Invisible Knapsack activity, rate yourself

–Adrienne Maree Brown’s circle - nice language

Goal to do less harm. Recognize when we have caused harm. Acknowledge to the person/people when we have caused harm. Ask the hurt person/people how they want to be apologized/repared.





Adapted from Sylvia Duckworth's Wheel of Power/Privilege.

Some gender identity terms include:

Agender	Genderfluid	Gender neutral	Transgender man
Bigender	Genderqueer	Non-binary	Transgender woman

# Closing

---

- Gratitude
  - General for the time together and the space we created today.
  - Specific shoutouts
- The next session will be about \_\_\_\_ and will be on this date \_\_\_\_\_.
- Mindfulness activity, use from Resmaa Menakem or Ruth King

# Module 5

## Culture: white organizational culture to culture of care

Objectives: All will be able to:

- Define culture
- Understand that white organizational culture is the dominant culture in which we live and work
- Understand that

# Facilitator Introduction Slide Template

---

- Name (pronounce & reiterate how you want it pronounced)
- Pronouns
- Title, Org/Department/Division/Workgroup
- 1-2 minutes on your journey with this work and “your why” for this work

1-2 photos that share you & your culture

# Community Agreements

---



- Stay engaged
- Lean into discomfort
- Own your learning
- Own your impact
- Expect/Accept non-closure
- Confidentiality

# Outline

---

1. Introductions: facilitators & members
2. Go over equity curriculum (slides 2-4)
3. White Organizational Culture, shifting to a culture of care
4. Group discussion

# Content

What is culture? Fish in water example & image.

Visioning exercise-what is the culture you want to live/work in? What does it sound like? Feel like? Look like?

Choose parts of these

- Article: [White Culture](#) - 1 pager
- Article: [White Supremacy Culture – Still Here](#) - good definition of culture & wsc

Make clear that white people and non-white or BIPOC people have been socialized/trained to continue WSC. We can choose to be aware, reflect, and change our culture. It takes work. KJ share (literally body pain-ish when discovering how I practice WSC). Autumn share. Then show other article with characteristics & shift to/antidotes.

- Article: [White Dominant Culture & Something Different](#) - nice 2 columns, similar to antidotes
- Article: [White Supremacy Culture From Dismantling Racism: A Workbook for Social Change Groups by Kenneth Jones and Tema Okun, ChangeWork, 2001](#) - great overview of characteristics and antidotes
- 

Maybe split into a few groups? — allow choice, encourage if identify as white or BIPOC- what to expect in white dominated/white organizational cultures & spaces, (code switching, white saviorism & how to navigate, white supremacy culture, sexism/patriarchy) & White people doing this work-how to build accountability & resilience (*Sona, LaJuan, Kerstin & apprentices/IP*)

Discussion Questions: Alone or in small groups (whatever learning style works best for you):

- What are your initial thoughts and feelings?
- Look at the characteristics of white culture. What ones stand out to you that have caused you harm? What ones do you see yourself practicing?
- Shifting to a culture of care: look at the antidotes/shifts. What would that feel like or be like to have a dominant culture like that? How would that change things?
- Challenge: choose the characteristic that is most powerful/ingrained in you. For the next week, practice being aware of when that comes up in you. Just notice it.

Whole group share outs

-

# Content

## Other resources

[https://drive.google.com/drive/folders/19mZ-MEYluut4HXWCv\\_Wnntea4Sq\\_ha2jR?usp=sharing](https://drive.google.com/drive/folders/19mZ-MEYluut4HXWCv_Wnntea4Sq_ha2jR?usp=sharing)

<https://livingcities.org/blog/1417-finding-myself-beyond-white-institutional-culture/>



# Closing

---

- Gratitude
  - General for the time together and the space we created today.
  - Specific shoutouts
- The next session will be about \_\_\_\_ and will be on this date \_\_\_\_\_.
- Mindfulness activity, use from Resmaa Menakem or Ruth King

# Module 6

## Resiliency & Racial Healing

Objectives: All will be able to:

- Take steps towards
  - -recognize our common humanity
  - -acknowledge the truth of past wrongs
  - -build authentic relationships
  - -transform workplace & communities
  - -belonging

# Facilitator Introduction Slide Template

---

- Name (pronounce & reiterate how you want it pronounced)
- Pronouns
- Title, Org/Department/Division/Workgroup
- 1-2 minutes on your journey with this work and “your why” for this work

1-2 photos that share you & your culture

# Outline

---

1. Introductions: facilitators & members
2. Go over equity curriculum (slides 2-4)
3. --
4. Group discussion

# Community Agreements

---



- Stay engaged
- Lean into discomfort
- Own your learning
- Own your impact
- Expect/Accept non-closure
- Confidentiality

# Content

Develop this, Carmelita

resiliency (mind, body spirit)

Ruth King Meditation

Prentis hemphill

# Closing

---

- Gratitude
  - General for the time together and the space we created today.
  - Specific shoutouts
- The next session will be about \_\_\_\_ and will be on this date \_\_\_\_\_.
- Mindfulness activity, use from Resmaa Menakem or Ruth King

# Ongoing sessions

to revisit topics from modules 1-6,  
and other topics



# Topics

---

- Definitely revisit topics to get towards “Immersion 1”: more history & policies, Individual Reconciliation --internalized superiority/inferiority -privilege-fragility-anti racism
  - History [Resources](#)
  - PARD history, Kim McKnight's , “The Trouble with Being Green” Rusty Hecker & Rocio Villalobos's presentation, Equity Office's timeline
- Intersectional environmentalism  
[https://docs.google.com/presentation/d/1Qs9o33TPllfZbaSWThACf6J61jft7ej5Z1jN2RdgLlo/edit#slide=id.g946215e05f\\_0\\_110](https://docs.google.com/presentation/d/1Qs9o33TPllfZbaSWThACf6J61jft7ej5Z1jN2RdgLlo/edit#slide=id.g946215e05f_0_110)
- Resiliency-affinity spaces
- Individual (small group) discovery and projects

# Pathway specific equity module

co created by Sona, KJ, LT & pathway team  
leads/SPOCS

**Just add the links to modules, not include each  
slide below**

# Pathway Specific Equity Modules

---

- Land Management (Already incorporated into existing modules)
- Forestry
- Green stormwater infrastructure
- Environmental Education
- Museums and Cultural Programs
- Digital Media



# Leading with Racial Equity

---

By Sona Shah, LaJuan Tucker, and  
Kerstin Johansson



# Learning Objectives

---

- Understand difference between equity and equality
- Definition of racial equity and why City leads with this
- Examine examples of PARD programming implementing racial equity improvements
- Review Government Alliance on Race and Equity Framework

EQUALITY



Equal Resources

EQUITY



Equal Outcomes

# City of Austin Strategic Direction 2023

---

*“To advance equitable outcomes, the City of Austin is leading with a lens of racial equity and healing. Race is the primary predictor of outcomes and it is time to recognize, understand, and address racism at its various levels: personal, institutional, structural, and systemic.”*

# Racial Equity

## Definition

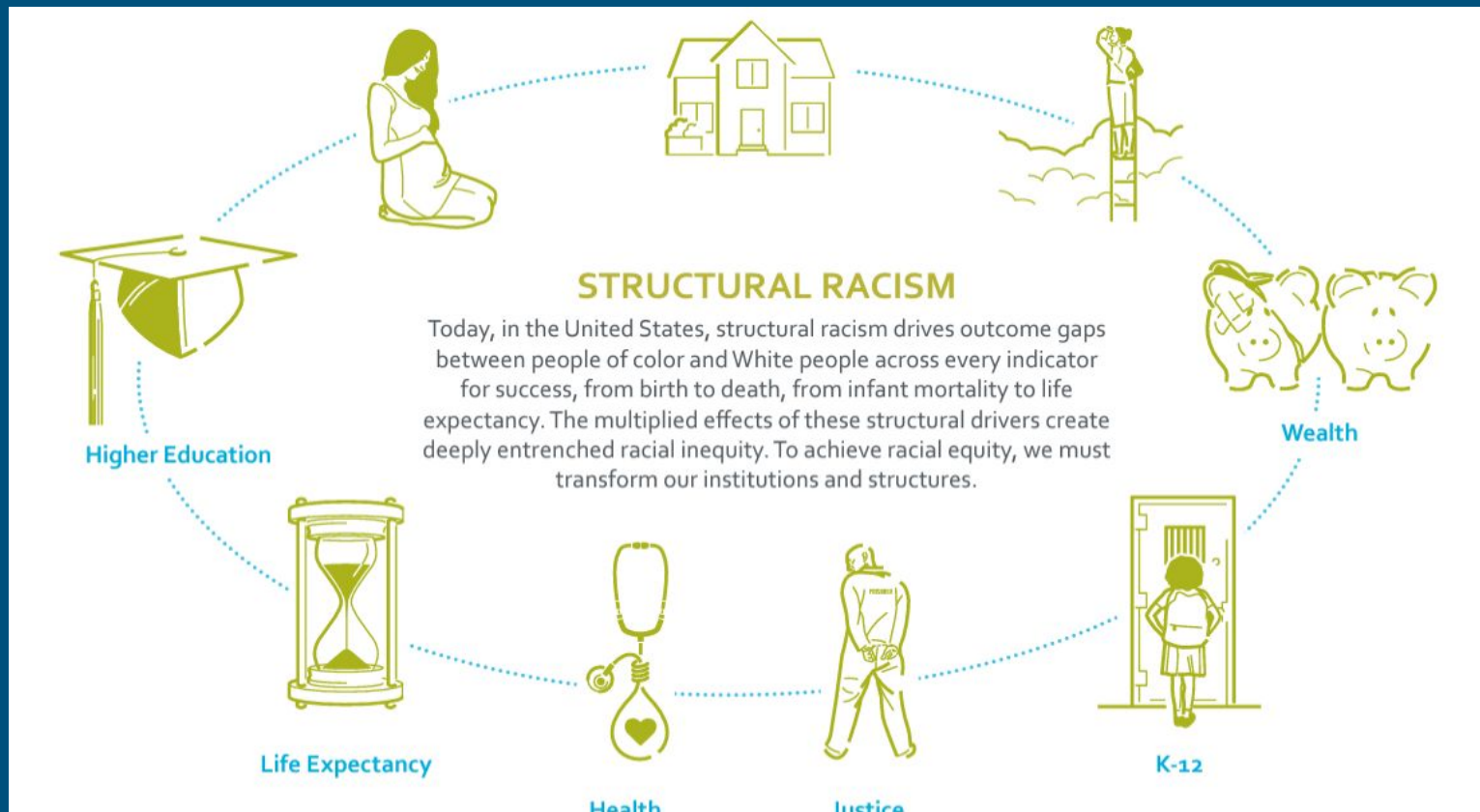
The condition when race no longer predicts a person's quality of life outcomes in our community.

---



*“If we are not proactively addressing equity, we’re perpetuating injustice.”*

-Austin Community Climate Plan



# Austin Civilian Conservation Corps

---

## ACCC Background

*The Austin Civilian Conservation Corps helps Austinites who have been economically impacted by COVID-19 earn income, serve their community, and gain skills that can lead to strong new careers in conservation and sustainability fields.*

### Key points

- Created by Council Resolution 20200507-061 (May 2020).
- COVID-19 recovery workforce program focused on green jobs, modeled (in spirit) after 1930s CCC program
- Focused on **creating equitable access** to low-barrier programs that provide income, support, and pathways to additional jobs/careers/training
- Run by a program team with representatives from multiple departments
- Transition to PARD with 5 Million allocation for workforce development

# ACCC Proposal

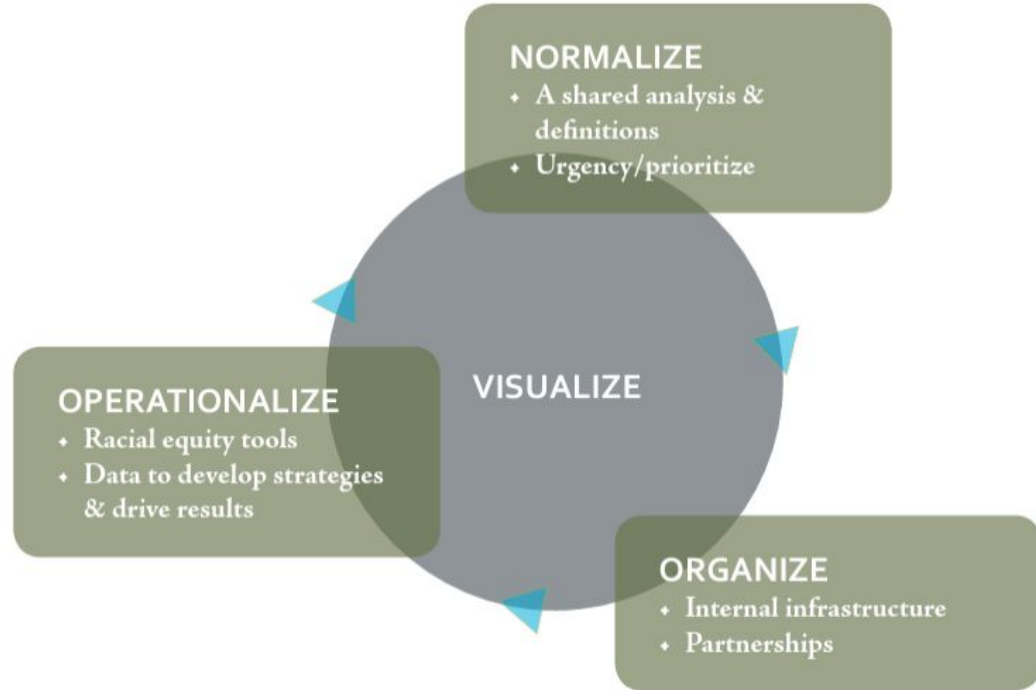
- Current open ACCC positions
  - Crew Leader and Crew Member Positions Available
- Request for **Internal COA** proposals (rolling basis)
  - Can include external partners, departments and agencies
  - Addresses equity
  - Pathways to advancement
  - Leverage funding to expand opportunities

The screenshot shows a web form with the following sections:

- Title:** Request for Proposals Internal Austin Civilian Conservation Corps 2.0
- Description:** The Austin Civilian Conservation Corps (ACCC) helps Austin residents who have been economically impacted by COVID-19 earn income, serve their community, and gain skills that can lead to strong new careers. Please use this form for City of Austin Departments and staff to propose potential ACCC workforce development ideas.
- Email \***: A text input field with a "Valid email" error message and a "This form is collecting emails. [Change settings](#)" note below it.
- Your Name, Department, Division/Work Unit**: A text input field with a "Long answer text" error message below it.
- Project Overview and Background Information: (Briefly describe the purposes of this project) \***: A text input field with a "Long answer text" error message below it.
- Describe the Scope of Work: What work will be**: A text input field with a "Long answer text" error message below it.

# GARE Equity Framework

---



"I see my students for who they are, not their race."



"I don't see race."



"I believe, like Rev. Martin Luther King, that people should be judged by the content of their character."



"I don't care if my students are white, black, or purple."



"I just follow the curriculum. It doesn't talk about race."





"You feel awkward with me and my community and don't want to teach me."

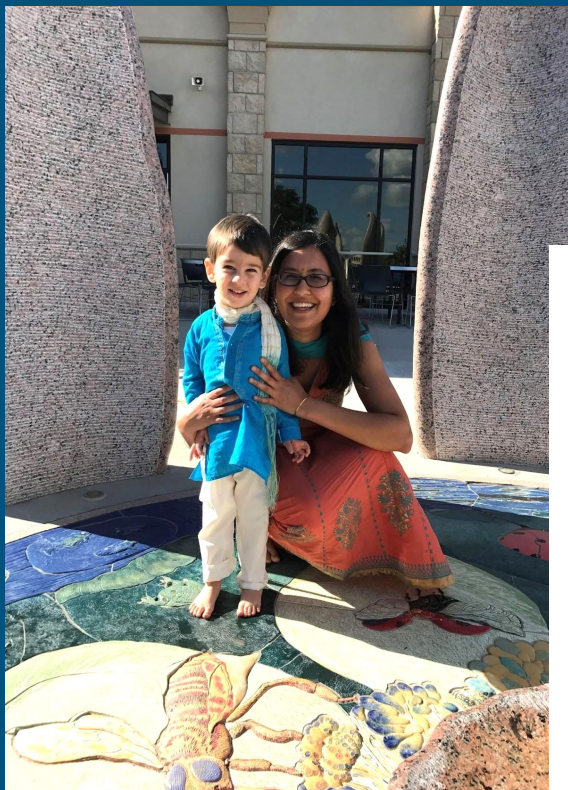
"To be blind to color is to be blind to the consequences of color."



"You don't see who I am."

"You don't recognize our struggles and can't teach us."

"How can you not see my color?! Look at me!"



## MY API LIVE

### Accessible, Pertinent Information

Get accurate COVID-19 information from the Asian Pacific Islander (API) Work Group

Join Us Live on the Austin Public Health Facebook Page  
[Facebook.com/AustinPublicHealth](https://www.facebook.com/AustinPublicHealth)  
 on the 2nd and 4th Friday of every month, at 10 a.m.

မြန်မာဘာသာအတွက်  
 512-768-8862 ကို ဖုန်းခေါ်ဆိုပါ

Xin gọi 512-729-6206  
 để nghe bằng tiếng Việt

拨打512-846-7161  
 中文普通话收听



[Facebook.com/AustinPublicHealth](https://www.facebook.com/AustinPublicHealth)



# Stories from the South

• [aarcatx.eventbrite.com](https://aarcatx.eventbrite.com)

## ◆ Archiving Your Family History

Hosted by the Asian American Resource Center in collaboration with the Austin History Center



**01.31.2021**  
 2 PM CST / ZOOM



Aggarwal Family, 1971, Aggarwal Family Papers, AR.2010.003, Austin History Center | Sing Family Photo, Ca. 1910, Sing Family Papers, AR.2008.002(003) | Nguyen Family Papers, AR. 2009.056

# Resources

---

- [10 Anti-racist Action Steps by Dear White Women Podcast](#)
- [National Museum of African American History & Culture's Talking About Race Portal](#)
  - [Whiteness](#)
- *Mindful of Race: Transforming Racism from the Inside Out* by Ruth King
- [National Recreation and Park Association Equity Resources](#)



Questions?



# Leading with Racial Equity

---

PARD Community Recreation Division  
April 28, 2022



# Sona Shah, Equity & Inclusion Program Manager



Janet Moore,  
Recreation Program Supervisor  
Oswaldo A.B. Cantu / Pan American Recreation Center



Jason Miller,  
Recreation Program Supervisor  
South Austin Senior Activity Center (SASAC)



# Outline

---

1. Why do we lead with race?
2. Equality vs. Equity
3. Implicit Bias & Microaggressions
4. NRPA Language Guide
5. Group discussion



# Community Agreements

---



- Stay engaged
- Lean into discomfort
- Own your learning
- Own your impact
- Expect/Accept non-closure
- Confidentiality

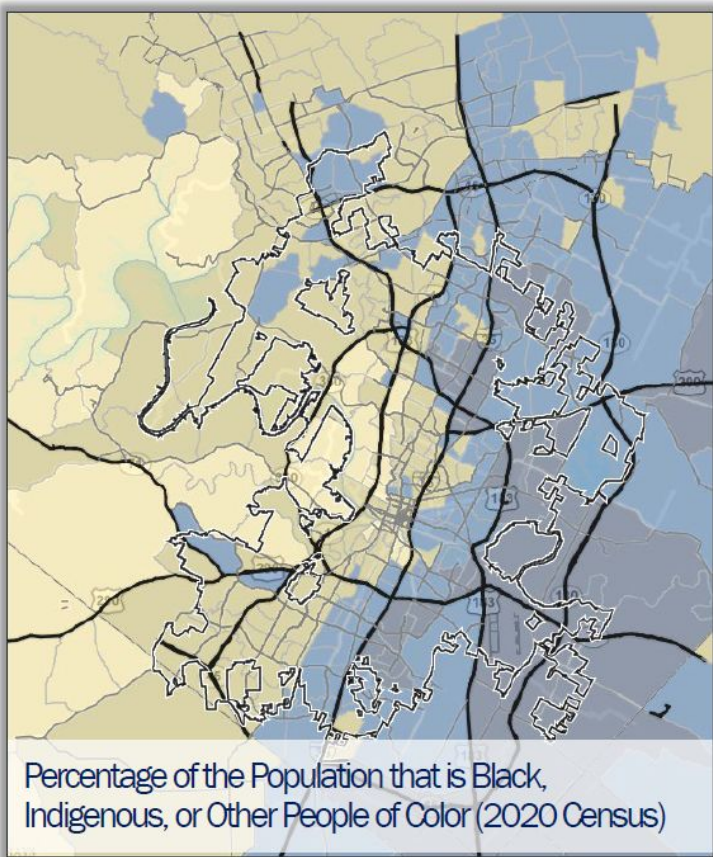
***We want Austin to be the most  
liveable city in the country.***







# Racial and Economic Segregation



Census 2020 Population Data by Race/Ethnicity

- 0% - 25% BIPOC
- 25% - 50% BIPOC
- 50% - 75% BIPOC
- 75% - 100% BIPOC

## Study: Austin is Most Economically Segregated Metro Area

Among the largest metro areas in the country, Austin ranks as the place where wealthy, college-educated professionals and less-educated, blue-collar workers are least likely to share the same neighborhoods. [f](#) [t](#)

BY EMILY BADGER, THE WASHINGTON POST FEB. 23, 2015 6:17 PM



Stevie Ray Vaughn © Trey Ratcliff

# Values that Support Quality of Life in Austin

---

- Equity
- Affordability
- Innovation
- Sustainability & Resiliency
- Proactive Prevention
- Community Trust and Relationships

# City of Austin Strategic Direction 2023

---

*“To advance equitable outcomes, the City of Austin is leading with a lens of racial equity and healing. **Race** is the primary predictor of outcomes and it is time to recognize, understand, and address racism at its various levels: personal, institutional, structural, and systemic.”*

# Racial Equity

## Definition

The condition when race no longer predicts a person's quality of life outcomes in our community.

---

EQUALITY



Equal Resources

EQUITY



Equal Outcomes

# Implicit Bias

## Definition

Negative unconscious prejudices, stereotypes, or beliefs held by a person that they may be unaware of having. Despite this unawareness, implicit biases are often expressed in real-life situations through a person's actions and attitudes and thus have real-world implications.

---

Our biases drive 99% of  
our behaviour.



**HIDDEN  
RACIAL  
BIAS**





PBS  
NEWS  
HOUR  
#PBSNEWS

# Microaggression

## Definition

Negative unconscious prejudices, stereotypes, or beliefs held by a person that they may be unaware of having. Despite this unawareness, implicit biases are often expressed in real-life situations through a person's actions and attitudes and thus have real-world implications.

---

"I see my students for who they are, not their race."



"I don't see race."



"I believe, like Rev. Martin Luther King, that people should be judged by the content of their character."



"I don't care if my students are white, black, or purple."



"I just follow the curriculum. It doesn't talk about race."



"You feel awkward with me and my community and don't want to teach me."

"To be blind to color is to be blind to the consequences of color."



"You don't see who I am."

"You don't recognize our struggles and can't teach us."

"How can you not see my color?! Look at me!"

# NRPA Language Guide

---

# MARGINALIZED

# RACISM

# RACIALLY CHARGED / MOTIVATED

Being treated as insignificant or peripheral. **Avoid this term in general when describing people** because it can come across as condescending and have negative connotations when used in a broad way.

Racism is racial prejudice — an unjustifiable, and usually negative, attitude based on someone's race — plus the power to carry out discrimination through social and institutional power.

In writing, **avoid using terms like “racially charged” or “racially motivated.”** Instead, be specific about the type of discrimination. If the term racist/racism is appropriate, use it. Don't try to gloss it over.

## UNDER-REPRESENTED

Often an effective term when discussing communities and populations. As always, specificity and context guide the best usage, but this term often works well when discussing less-specific groups.

## UNDER-RESOURCED

This refers to communities lacking in income, employment opportunities, educational opportunities, access to care, access to healthy foods, access to safe places to exercise and other resources. **Use only in a literal sense.**

## UNDERSERVED

**Exercise caution with this word.** It can have negative connotations, as if people need to be served to succeed. It can, sometimes, support the negative “savior” idea. Under-resourced is usually a better option.

# PEOPLE OF COLOR

- **people of color:** *Use caution with this term.* It can be acceptable in broad references to multiple races other than white. Be aware, however, that many people object to the term for various reasons, including that it lumps together anyone who isn't white into one monolithic group. As always, be as specific as possible.
- Avoid using the term “Black, Indigenous and people of color”, which some see as more inclusive by distinguishing the experiences of Black and Indigenous people, but others see as less inclusive by diminishing the experiences of everyone else.
- Do not use the shorthand POC or BIPOC unless necessary in a direct quotation.
- *Do not use “person of color” to describe an individual.*



## CISGENDER

- **cisgender:** A term used to describe a person whose gender identity aligns with those typically associated with the sex assigned to them at birth.

## GENDER EXPRESSION

- **gender expression:** External appearance of one's gender identity, usually expressed through behavior, clothing, body characteristics or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

## GENDER IDENTITY

- **gender identity:** One's innermost concept of self as male, female, a blend of both or neither — how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

## LGBTQ+

- **LGBTQ+:** An acronym for “lesbian, gay, bisexual, transgender and queer.” The acronym is acceptable to use on its own without spelling out on first instance. You also may see “LGBTQIA+” used.

**non-binary:** An adjective describing a person who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. While many also identify as transgender, not all non-binary people do.

NON-BINARY

**pronouns:** Always use a person's preferred pronouns (they/she/he) and do not assume you know what someone's preference may be. Initiate a conversation by saying something like, "My preferred pronouns are... How should I refer to you?" When writing hypothetically about people, do not use "him/her." Instead, use "they/their/them" even for singular pronouns.

PRONOUNS

**transgender:** An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

TRANSGENDER

## AGEISM

**ageism:** Ageism is the stereotyping and discrimination against individuals or groups on the basis of their age.

## OLDER ADULTS

**older adults:** Preferred over senior citizens, seniors or elderly as a general term when appropriate and relevant. It is best used when referring to groups of people and not specific individuals.

## CAREGIVER

**Caregiver:** “Caregiver” is preferable to “caretaker” when referring to the care of people.

## HOMELESS

**homeless:** An individual who lacks a fixed, regular and adequate nighttime residence. Use person-first language: people experiencing homelessness; **avoid “homeless people” or the “homeless”**. The term, “homeless shelter” may be used, although some prefer the term, “emergency shelter.”

## LOW INCOME

● **low income/low-income:** Low-income communities is an acceptable term, but it is important to note that “low income” or “low-income community” has historically served as an implicit descriptor for people of marginalized races and/or ethnicities.

## POVERTY

● **poverty:** A level at which someone lacks income, resilience and access to resources and services.

# Discussion

---

# Resources

---

- [10 Anti-racist Action Steps by Dear White Women Podcast](#)
- [National Museum of African American History & Culture's Talking About Race Portal](#)
  - [Whiteness](#)
- [\*Mindful of Race: Transforming Racism from the Inside Out\* by Ruth King](#)
- [National Recreation and Park Association Equity Resources](#)