

PAVING THE WAY? OR CREATING ROADBLOCKS?

Steps Three, Four and Five are the process of applying a structural racism “litmus test” to each precondition. These will be the determinants of whether or not the precondition is possible and/or able to stay in place.



Remember to take a cross-sectoral approach. Policies and practices across multiple sectors (e.g. education, housing and employment) often cumulatively reinforce inequities.

NOTE: Steps three, four and five cannot be completed adequately in a single “brainstorming” session. They require significant policy-related research and expert institutional analysis.

Step 3: Public Policies

Public Policies are those that directly allocate public resources and indirectly influence the distribution of private resources.

What public policies (+/-) affect each precondition? Is there a policy that could be put in place or modified that would help achieve the goal?

CONSIDERATIONS: For on-going awareness about public policies that impact your work, you might consider the following practices:

- Use keyword searches to navigate AZ governmental agency systems for various bills, referendums or updates
- Monitor the relevant committees to see which topics are being addressed
- Hire a Public Policy firm/Lobbyist aligned with your organization's goals and values

Step 4: Social and Institutional Practices

Social and Institutional Practices are norms, regulations and standard operating procedures of public and private institutions that can generate or reduce racially biased outcomes.

What social and institutional practices (+/-) affect each precondition? Are there practices that could be put in place or modified?

Considerations: Decision-making, conflict resolution strategies, how meetings are run, how meetings are planned, written and *unwritten* rules and expectations, among others.

TIPS: Your front line staff and your client base will be the best source of information about your institutional practices. Staff can point to which practices work well and which seem to create unequal advantages for some and barriers or challenges for some participants. Disaggregating your client data by race to look for patterns of program use can also be very telling.

Step 5: Cultural Representations

Cultural Representations are language, images, narratives, frames and cognitive cues that form the “conventional” wisdom about race. This includes belief systems, stereotypes, media images and more.)

What representations, stereotypes and belief systems (+/-) affect each of the preconditions? What alternatives could be introduced?

Considerations: Think about the power of our early years’ socialization and how ingrained we all are in white supremacy culture, internalized dominance or oppression, the belief of the U.S. as a meritocracy, among others. Both implicit and explicit biases are at play here.

→ **EXERCISE:** Use the following pages to work through steps 3-5 to identify the policies, practices and representations that will determine whether each building block in your process is reachable.

Desired Racial Equity Outcome



Precondition # 1



Public Policies	Social and Institutional Practices	Cultural Representations

Desired Racial Equity Outcome



Precondition # 2



Public Policies	Social and Institutional Practices	Cultural Representations

Desired Racial Equity Outcome



Precondition # 1



Public Policies	Social and Institutional Practices	Cultural Representations