Structural Racialization: Theory and Practice in Illinois

Illinois Legal Aid Advocates Conference 2017
Presenters

• Candace Moore, Lawyers’ Committee for Civil Rights
• Alice Setrini, LAF Chicago
• Kate Walz, Shriver Center
• James Brady, LAF Chicago (moderator)
Agenda

• Overview of the 4 Forms of Racism

• Look at examples of Systemic Racism in areas of housing, education, health

• Discuss tools and strategies for addressing Structural Racialization
Defining Terms

- **Race-**
  Not a Biological Reality. It is a social, ideological, and political construction whose meaning differs across contexts and over time.

- **Racism-**
  Must be understood as ideology, structure, and process in which inequalities inherent in the wider social system are related in a deterministic way to differences and cultural factors attributed to those who are seen as a different “race” or “ethnic” group.

*Holmes & Fajana citing Minnijean Brown Trickey, Confronting Racism, Past and Present to Heal Ourselves and Heal the World.*
Defining Terms

Poverty
The state of having insufficient resources to meet life needs. Poverty has been racialized such that we often unconsciously conflate being poor with being a person of color.

Participating households by race and ethnicity of the household head, 2013

*Not Hispanic

Note: Seven percent of households had no household head and no adult listed on the file.
### 4 Forms of Racism

<table>
<thead>
<tr>
<th>Individual level</th>
<th>Internal</th>
<th>Interpersonal racism</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>![Human Icon]</td>
<td>![Human Icon]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Systemic level</th>
<th>Institutional racism</th>
<th>Structural racism</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>![Building Icon]</td>
<td>![City Skyline Icon]</td>
</tr>
</tbody>
</table>

*Images credit: Race Forward*
## Individual Level: Internal

<table>
<thead>
<tr>
<th>Individual Level</th>
<th>Internal</th>
</tr>
</thead>
</table>

Lies within individuals
# Individual Level: Interpersonal

<table>
<thead>
<tr>
<th>Individual Level</th>
<th>Interpersonal</th>
</tr>
</thead>
</table>

Occurs between individuals
Systemic Level: Institutional

Occurs within institutions and systems of power
Systemic Level: Structural

Racial bias among institutions across society
Dimensions of Structural Racialization

- History
- Culture
- Interconnected institutions and policies
- Ideology
Implicit Bias

- Implicit biases are pervasive
- People are often unaware
- Implicit biases predict behavior
- People differ in levels of implicit bias
Structural Racialization Shown in Housing

Kate Walz
“Tinley Park has 20 percent minority! Orland Park has 6! Why don’t you build it over there? Build it in your backyard! I don’t want it […] I don’t want […] built in Tinley. We don’t want it in the south end of Tinley. Simple. Build it somewhere else. I don’t need it. We’ve already got 20 percent.”
Lambert v. ACHA

1969

CAIRO, ILLINOIS: RACISM AT FLOODTIDE
J.S. Commission on Civil Rights

2016

CHAOS IN CAIRO

SARGENT Shriver National Center on Poverty Law
Changes urged for major Will County road project

By Susan Deliak Laufer - Contact Reporter
Daily Southtown
A RACIAL IMPACT STATEMENT ON THE REDEVELOPMENT OF LAHTROP HOMES

The Julia C. Lathrop Homes, a low-rise development of walk-up apartment buildings and town-
one row houses, is the only major family public housing development remaining on Chicago's North Side. It is located in one of the highest opportunity areas in the city. Lathrop is immediately adjacent to an area that has seen booming residential and commercial development in recent years and is so well served now for low-income residents. Lathrop is one of the only majority integrated family public housing developments in the City of Chicago. At least 75% of the 725 units of public housing in Lathrop are vacant and unfillable or filled with tenants in need, and many of these units have been left vacant for more than two years. The CHA's plans to revitalize Lathrop - which calls for the demolition of 125 of family public housing units of Lathrop to be replaced elsewhere in the City of Chicago - surely ignores the issues and inaction implications of that decision.

525 Task Force Advocacy
O’Berry et. al. v. East Chicago Housing Authority

Displacement of public housing community within Superfund site;

Complaint alleged the contaminated siting was known to public officials.
Structural Racialization Shown in Health Disparities

Alice Setrini
WHAT WOULD YOU DO WITH AN EXTRA 6 YEARS?

Life Expectancy at Birth, IL
White: 79.3 yrs
Black: 73.7 yrs

Households of color with children in the U.S. are twice as likely as white households to be food insecure.

14% White
32% Black
27% Latino

Health Conditions and Causes of Death, US

Blacks and Latinos are about 2 times as likely to have poor or fair health as whites.

Blacks and Latinos experience 7 to 9 times the rate of tuberculosis and HIV infection than whites.

Blacks are 1.2 times as likely to die from coronary heart disease and 1.5 times as likely to die from strokes as whites.
Social Roots of Health Disparities in Chicago

Poor Housing Conditions
- Lead poisoning
- Asthma
- Physical and Mental Disabilities
- Developmental Delays
- Injury

Lack of Income (Public Benefit/Disability Denials)
- Hunger and Malnutrition
- Low-birth Weight
- Developmental Delays
- Chronic Health Conditions
- Depression

- 81,000 children harmed by lead paint
- Higher asthma mortality rate and double hospitalizations than rest of U.S.
- 383,954 Chicagoans live in a food desert
- 581,558 (20.6%) people are food insecure
- 124,228 children live in food desert (enough children to fill 2,484 school buses)
- Large immigrant population
Life Expectancy Disparity in Chicago
Lead Poisoning

2013

This map to the right shows the percentage of children tested who had at least 6 micrograms of lead per deciliter of blood, by Chicago census tract. Enter an address below to see the rate in that census tract.

Search by street address

Enter an address

South Chicago
Tract 4601
178 children tested 16 tested high

Percentage testing high by year

2013: 16%
2014: 15%
2015: 14%
2016: 13%
2017: 12%
2018: 11%
2019: 10%
2020: 9%
2021: 8%
2022: 7%

Racial breakdown

Poverty rate

- 0.0% to 14.9%
- 15.0% to 28.9%
- 30.0% to 75.0%

white
black
asian
hispanic
other
Medical-Legal Response

• Work with embedded community partners
• Interdisciplinary partnership to address the whole patient
• Early identification of health-harming legal issues- before they become critical
• Engage in preventative lawyering and advocacy
• Identify systemic issues and engage in policy reform
Reaching Spanish-speaking clients

All LAF cases with 2017 intake (through early June)

8327 clients

Erie MLP cases referred in 2017 (through early June)

307 patients
Structural Racialization Shown in Education

Candace Moore
Education Equity Project

Protect and promote access to education by addressing individual and systemic barriers that disproportionately impact disadvantaged communities

1. Individual Representation
2. Advocacy for Systems Change
3. Empowering Communities
THE SCHOOL-TO-PRISON PIPELINE
School Pushout Practices

Interpersonal
In the ’15-’16 School Year... 329 students were EXPELLED!

Just 3% of Schools Accounted for 62% of all Expulsions!
<table>
<thead>
<tr>
<th>School</th>
<th>Expulsions per 100 Students</th>
<th># of Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noble - Baker HS</td>
<td>5.01</td>
<td>19</td>
</tr>
<tr>
<td>Noble - Johnson HS</td>
<td>3.25</td>
<td>27</td>
</tr>
<tr>
<td>Noble - Hansberry HS</td>
<td>3.16</td>
<td>23</td>
</tr>
<tr>
<td>Noble - Rowe Clark HS</td>
<td>3.06</td>
<td>16</td>
</tr>
<tr>
<td>Instituto-Lozano HS</td>
<td>2.83</td>
<td>3</td>
</tr>
<tr>
<td>Noble - Academy HS</td>
<td>2.07</td>
<td>5</td>
</tr>
<tr>
<td>Noble - Bulls HS</td>
<td>1.95</td>
<td>21</td>
</tr>
<tr>
<td>Urban Prep - West HS</td>
<td>1.90</td>
<td>6</td>
</tr>
<tr>
<td>CICS - Ellison HS</td>
<td>1.65</td>
<td>7</td>
</tr>
<tr>
<td>Urban Prep - Englewood HS</td>
<td>1.65</td>
<td>7</td>
</tr>
<tr>
<td>U of C - Woodson</td>
<td>1.62</td>
<td>5</td>
</tr>
<tr>
<td>Perspectives - Math &amp; Sci HS</td>
<td>1.56</td>
<td>8</td>
</tr>
<tr>
<td>Noble - ITW Speer HS</td>
<td>1.55</td>
<td>10</td>
</tr>
<tr>
<td>CICS - ChicagoQuest HS</td>
<td>1.42</td>
<td>2</td>
</tr>
<tr>
<td>Noble - UIC HS</td>
<td>1.37</td>
<td>12</td>
</tr>
<tr>
<td>Noble - DRW HS</td>
<td>1.36</td>
<td>8</td>
</tr>
<tr>
<td>Foundations</td>
<td>1.32</td>
<td>2</td>
</tr>
<tr>
<td>Amandla</td>
<td>1.27</td>
<td>4</td>
</tr>
<tr>
<td>Noble - Comer</td>
<td>1.26</td>
<td>13</td>
</tr>
<tr>
<td>Urban Prep - Bronzeville HS</td>
<td>1.22</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total: 203**

19 of these 20 schools are charter schools.

10 of these 20 schools are part of the Noble Network of Charter Schools.
In the ’15-’16 School Year ...

13,948 CPS* Students Received Out of School Suspensions

Just 3% of Schools Accounted for 20% of the suspensions!

100% of these schools are on the South and West sides of Chicago—mostly Black and Hispanic communities.

16 schools suspended at least a third of their students.
Implicit Bias and Stereotypes

Internalized

Interpersonal
Where does implicit bias show up in school discipline?

**INTERPRETATION OF SUBJECTIVE INFRACTIONS**
- Ex. Disruptive behavior/excessive noise, disrespect, insubordination
  - Dependent on the context and how the person assessing the behavior is feeling
  - How loud is too loud? What qualifies as disrespect? What qualifies as threatening?

**DISCIPLINARY DECISIONS**
- How do we determine severity of discipline?
- What behavior constitutes a pattern? What generalizations/assumptions do we make?
- What are the appropriate interventions to remediate student behavior?

**CONFIRMATION BIAS**
- We see more errors and problems where we expect to see more errors or problems

**TEACHER’S EXPECTATIONS OF STUDENT ACHIEVEMENT**
What can we do to address implicit bias?

• Become aware of our own biases
  • Project Implicit → Implicit Association Test
    • IAT is an empirical tool to measure bias
    • Statistically, speed and accuracy difference meaningfully reflects your cognitive process
  • Counter-stereotypical exemplars = examples of individuals who contradict widely held stereotypes
    • Ex. Male nurses, female scientist, African American judges, etc.
    • Visually shift the narrative with images (photos, posters, décor) and stories (books, movies)

• Slowing down/taking more care to process decisions
  • Ex. Checklist and Protocols
  • “Approach to Student Behaviors Guide” and the “Disciplinary Checklist” within TSDC’s Model Student Code of Conduct

• Intergroup contact = opportunities to meaningfully engage with individuals whose identities differ from you

• Data Collection and Analyses
  • Collecting meaningful data → Identify trends and root causes → Solutions
System-wide Disparate Outcomes

Institutional

Structural
CHICAGO: Where are the schools that expel the most students?

District Enrollment: 396,683

- White - 9%
- African American - 39%
- Native American - less than 1%
- Asian - 4%
- Hispanic - 46%
- Multiracial - 1%
- Other - Less than 1%

In School Suspension: 38,869

- White - 2%
- African American - 71%
- Native American - less than 1%
- Asian - 0%
- Hispanic - 25%
- Multiracial - Less than 1%
- Other - Less than 1%

Out of School Suspension: 22,652

- White - 3%
- African American - 71%
- Native American - less than 1%
- Asian - Less than 1%
- Hispanic - 25%
- Multiracial - 1%
- Other - Less than 1%

Expulsions: 329 (includes charter and district)

- White - Less than 1%
- African American - 77%
- Native American - 0%
- Asian - 0%
- Hispanic - 31%
- Multiracial - Less than 1%
- Other - 0%
District Expulsions: 48

Charter Expulsions: 281

**Breakdown Between District and Charter Run Schools**

**SY 15-'16**

- White: 0%
- African American: 69%
- Native American: 0%
- Asian: 0%
- Hispanic: 17%
- Multiracial: 0%
- Other: 0%

- White: Less than 1%
- African American: 78%
- Native American: 0%
- Asian: 0%
- Hispanic: 21%
- Multiracial: Less than 1%
- Other: 0%
Punitive Culture and Climate

- Interpersonal
- Institutional
- Structural
The Transforming School Discipline Collaborative (TSDC) is an interdisciplinary team of attorneys, school psychologists, policy advocates and community partners dedicated to supporting districts and schools to implement equitable and non-exclusionary discipline practices.

We aim to meaningfully reduce the high numbers of school days that students lose due to exclusionary discipline policies and to eradicate inequities in the administration of discipline.
The Collaborative
Discussion
Key Take Aways

• Don’t be dismayed
• Issue spot and use a Race Equity Lens