

*Not corrected for spelling or grammar. (?) means I wasn't sure because of handwriting.

What are you doing individually or within your organization that is uncomfortable to interrupt everyday institutional racism?

POC

- (Japanese American, Asian American, Half Asian/Half White) I work with immigrant/refugee children of color in out-of-school-time spaces. Much of my work is centered around giving these students supports that are tailored to their strengths and challenges in order to ensure they have as many opportunities and are as prepared as possible to achieve their goals in school + personal lives. As a non-immigrant, ½ person of color, it can lead to uncomfortable conversations about different experiences, privileges, and societal expectations.
- Personally working to confront everyday institutional racism when I encounter & recognize it as I'm not necessarily comfortable with conflict.
- (Asian American) Working on power dynamics and helping people understand privilege and power and how that upholds systemic racism.
- (Black) W/in organization sitting at table with our partners consistently addressing what our kids of color are experiencing w/in the education system.
Interestingly, the way I show up professionally differs from how I disrupt as an individual. As an individual, I can sometimes succumb to internalized oppression that screams "make nice" or "make white people feel okay."
- (Snoqualmie) Stepping back from the PhD path to create and focus on family center as a Native male.
- (Black) Talking about it every single day. Raising children of color who question racism.
- My family lives in Bellevue. We were all set to move to Seattle but one circumstance after another has kept us on the Eastside. Now I'm beginning to understand that I am over in Bellevue for a reason. Equity/systemic racism needs to be exposed on the Eastside. I feel called to be maybe that "voice in the wilderness."
- (Vietnamese American) This question pushed me to reflect/think that I may not be doing enough because what I do in my job day to day interrupts racism, but I may not be pushing to the point of being uncomfortable and I probably could. I could be doing more and making myself uncomfortable...
- Having conversations & challenging systems that ultimately affect POC families and students. Leveraging and creating space for voices of others.
- (Mexican Mestiza, Non-Hispanic, Indigenous + Mix Race) Call out/speak up, w/ English not being my 1st language, about issues that matter for student success but are not a priority for the current school system (non-standardized info).
- (Filipina American) Not enough! I work for a small non-profit that has 7 white people, 3 POC. Not speaking up or calling out when white folks in the room/meeting are taking up space. My own internalized oppression gets in the way and I stay silent b/c I'm afraid to make others uncomfortable or I don't want to interrupt.

- (Japanese - Asian) Trying to change how “it’s always been done.” Encouraging others to speak up.
- (Asian American) Building diversity project in a predominantly white male space. Forcing them to remember equity is an ongoing issue. (I work in STEM workforce).
- (Filipino American)SEA creation of Race + Equity Teams. Support members in facilitating dialogues around racism in schools. Cultivate and push forward educator leaders in doing this work.

White

- Work in fundraising—trying to push what is a very classist, racist, white savior institution of nonprofit fundraising + look for ≠ ways to center our students + staff as much (or more) than our donors at events, in materials has been uncomfortable, and challenging.
- Board member training & exposure to racial equity & education realities (risk of losing them). Power sharing as hierarchical leader & white male.
Investing time, talent, resources in race/equity training curriculum for staff & AmeriCorps members.
Not enough.
- Talking to my conservative white family about racial injustice (and using my privilege as an ally to get those points across), being aware of my participation in the greater system of oppression and knowing when to take v. give space.
- (Jewish) I have been the one to bring issues of institutional racism up in my organization at the team, department and org wide level. Helped to launch an Education Equity Team in 2015 to make sure there was a space to address relevant issues in the department.
- I am attempting to have SPS examine the structure around delivering legally required highly capable education in a segregated setting. These schools and classes end up being the most affluent, white, non-disabled in the district—perhaps (need more data) perpetuating the achievement gap.
- Modifying recruitment/hiring practices to diversify staff (increase # of tutors of color)—will make placement of tutors in schools more complicated than it has been before.
- Being willing to say often “I don’t know” and seek to understand more about the communities we serve, as a white woman. Trying to remind myself as a person of privilege, I don’t really understand.
- Changing how we prioritize our work. Challenging language and assumptions circulating in statewide policy discussions. Making cultural responsiveness (and training to get closer to understanding what that means) an expectation.

What are you doing individually or within your organization that is uncomfortable to lift up and center communities of color?

POC

- (Japanese American/Asian American/Half Asian/Half White) Creating staffing organization that builds in pipelines for immigrants/refugees/POCs to rise up within my organization. Also, changing job descriptions to highlight other requirements than traditional ones that could exclude candidates (e.g., Bachelors degree, # years formal job experience, etc.)
- Working to engage communities and individuals of color to strength their voice & participation in civic engagement.
- (Asian American) It's hard to center what is not there. Library is a white organization full of academic privilege. How do we recognize our privilege and power?
- (Black) Organization access to programming, staff we hire, pushing back about why race matters to partners, tables we sit at.
- (Snoqualmie) Saying that I cannot raise up and center all marginalized people.
- (Black) Changing the narrative. Turning the cannots into cans.
- Working with Hillman City Business Association to reach out to small business owners of color, in particular immigrant business owners to connect with the HCBA and also to support and help businesses thrive and feel a part of the neighborhood.
- (Vietnamese American) Being aware of colorism→being intentional about putting darkest skinned POC first—black, African American, Native, etc. Being aware that even though I'm POC, I've got a lot more privilege than other POC.
- Question, challenge, engage, student voice, families.
- (Mexican Mestiza, Non-Hispanic, Indigenous + Mix Race) Check myself in the way I do things that support institutionalized racism that prevail white power that harm POC directly or indirectly.
- (Filipina American)Planning of Spokane event—having conversations w/ folks on how to center communities of color for this. Don't just do business as usual or only hear from white folks.
- (Japanese - Asian) Being the token POC or “establishment POC” when meeting communities of color.
- (Asian American) I'm often the token POC in a room and have to be “the POC voice.” My uncomfortable things is to stop feeling like I always have to talk and try to listen more to other POCs. I want to hear more POC stories, instead of being the teller.
- (Filipino American) Being hyper-intentional about engaging our members of color + listening to [illegible]→connect out leaders of color. Build genuine relationships w/ POC ++ organic leaders.

White

- Join SESEC board, and try to shift all my volunteer in philanthropy to POC-led/centered orgs. Didn't take promotion so that we could have open hire + have a change to hire leadership staff that reflect our students. (First-gen college going, POC, low-income).
- Asset based agendas & narratives @ forefront
Uncomfortable = finding the balance of storytelling w/ POC & authentically (about communities of color) sharing w/out tokenizing on co-opting voices, culture, & accomplishments.
- Talk to my students about their cultural background and how I can better tailor my educational plans to meet their unique needs.

- (Jewish) Prioritizing relationships & partnerships with communities of color that provide a space for mutual learning & growth. Disrupting the traditional policy (?) of planning in isolation for outreach & working together to identify need & build programs/activities.
- The board has required the district to fill out a section on equity analysis. Often, I have found, the information included is not from an authentic equity analysis. I try to regularly call this fact out and ask that the deficiency be transparent at worst or that the analysis be done authentically at best.
- Reaching out to more places for applicants of color.
- Focusing on bringing more mindfulness teachers who are people of color into the space by training and making those more accessible to a diverse group of people.
- Recentering our spending on outreach to communities of color, interp., translation. Changing our priorities for relationships, including those w/in our team (hiring, retention, promotion).
- Not enough, focusing on recruiting more volunteers of color and providing enough supports to more culturally representative people volunteer.