

# 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.

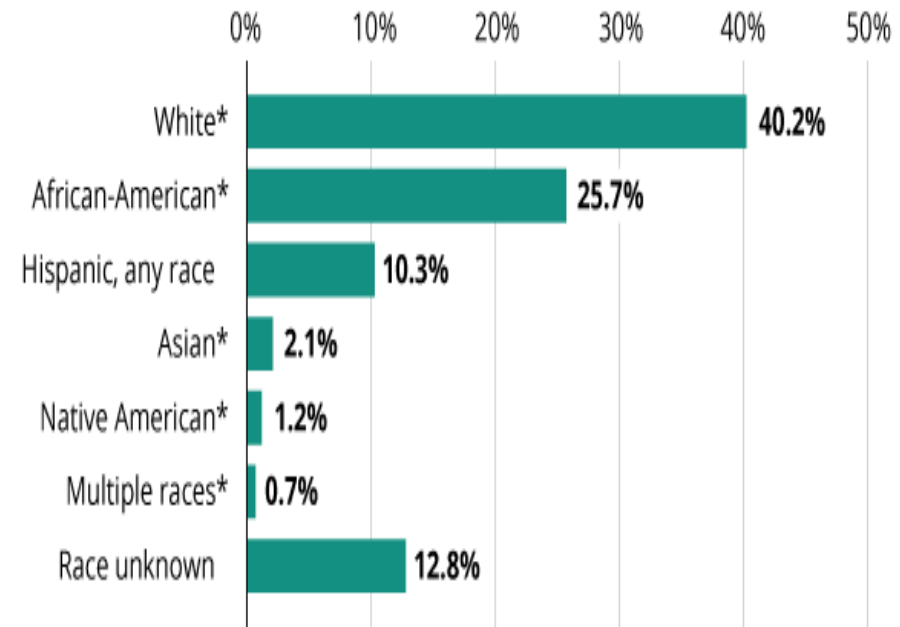
*Holmes & Fajana citing Minnijean Brown Trickey, Confronting Racism, Past and Present to Heal Ourselves and Heal the World.*

# 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

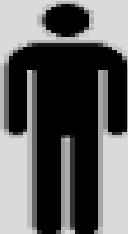

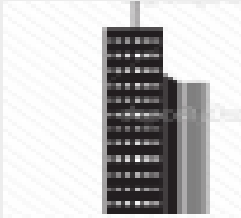
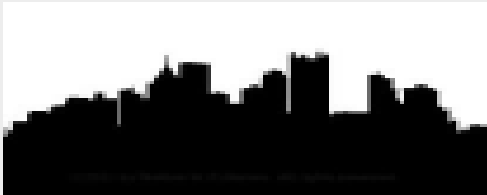
Participating households by race and ethnicity of the household head, 2013



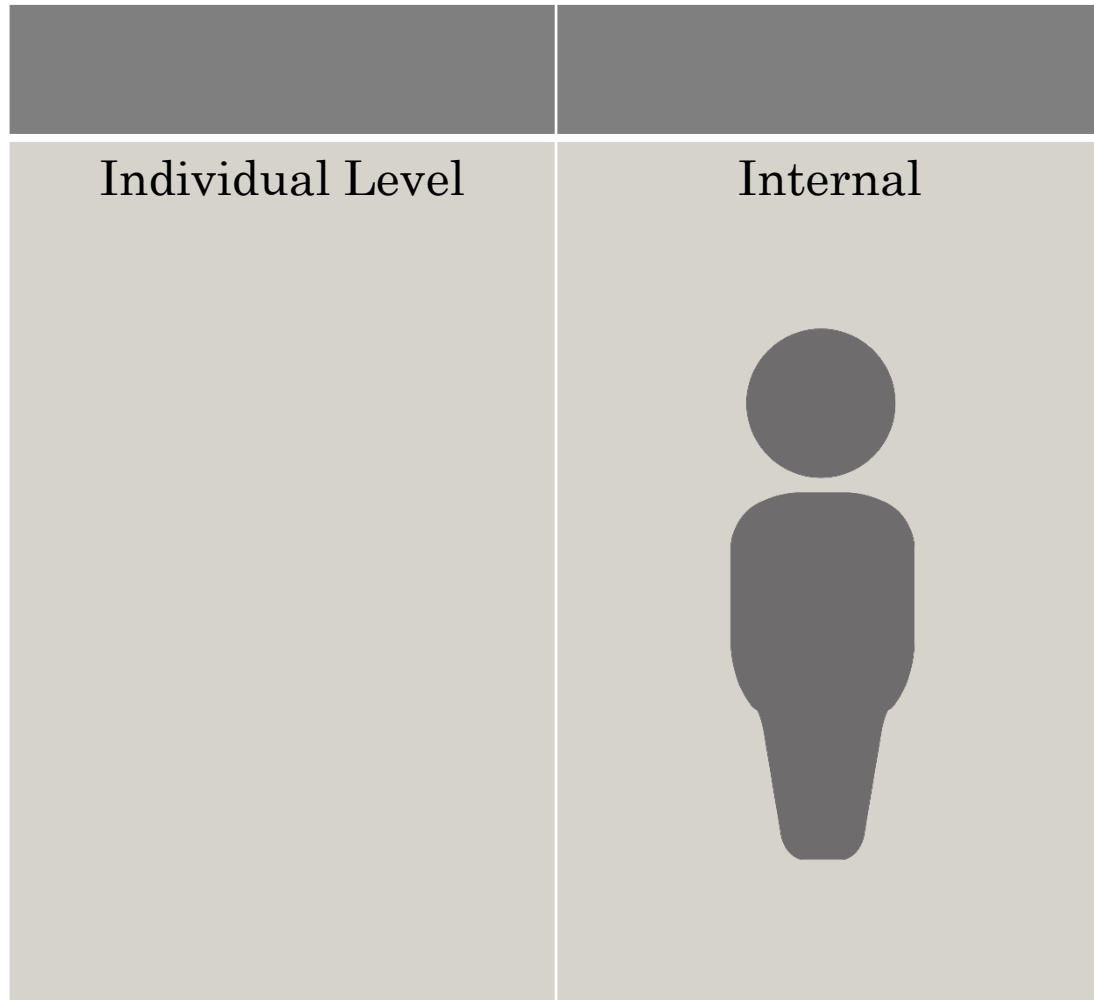
\*Not Hispanic

**Note:** Seven percent of households had no household head and no adult listed on the file.

# 4 Forms of Racism

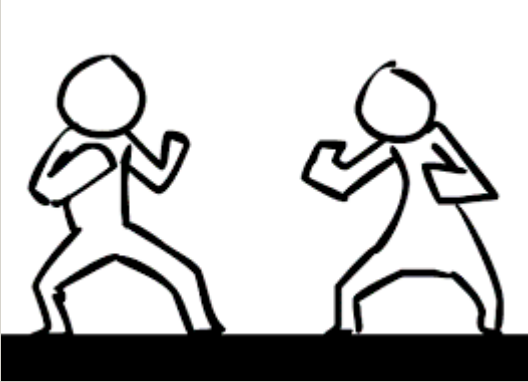
Individual level	Internal 	Interpersonal racism 
Systemic level	Institutional racism 	Structural racism 

# Individual Level: Internal



Lies within individuals

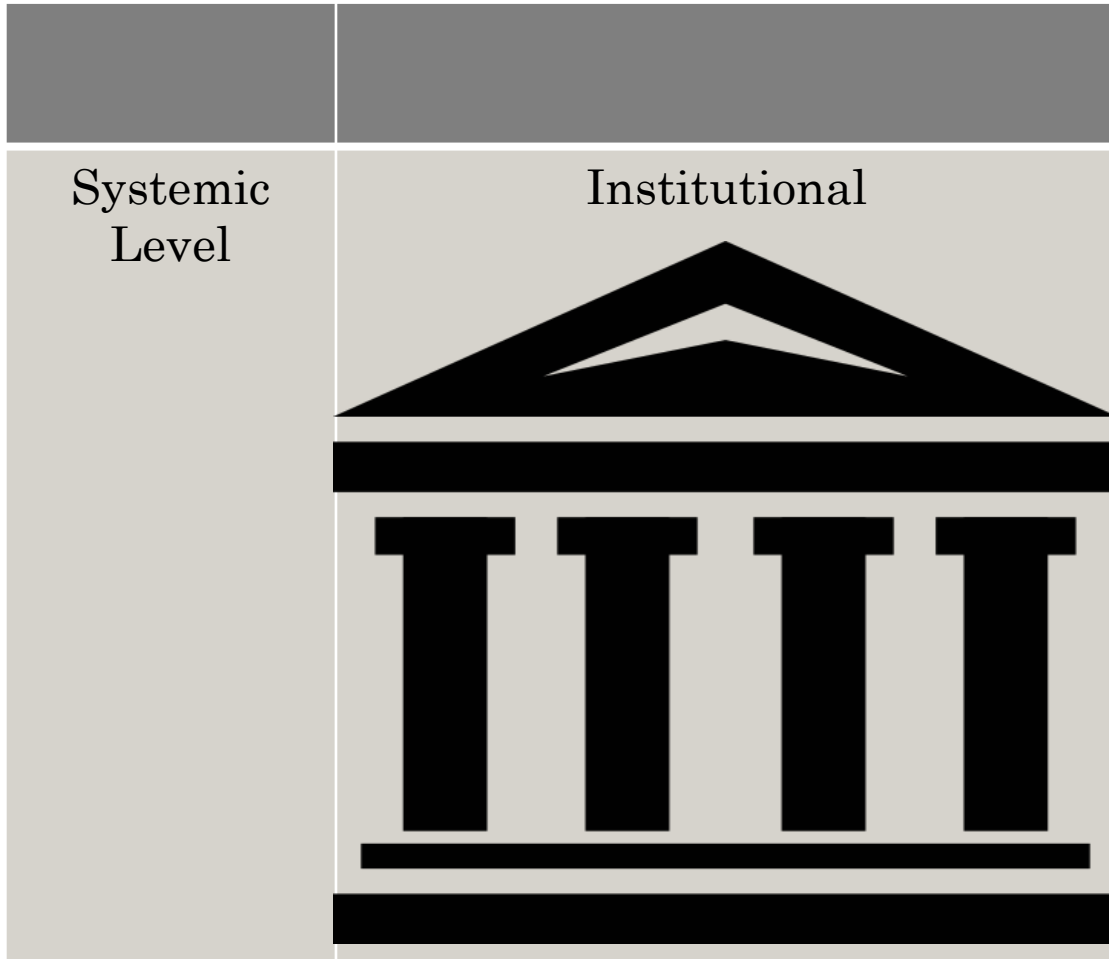
# Individual Level: Interpersonal

Individual Level	Interpersonal 

Occurs between individuals




# Systemic Level: Institutional



Occurs within institutions and systems of power

# Systemic Level: Structural

Racial bias among institutions across society

Systemic Level	Structural  <p>www.shutterstock.com · 179514911</p>

# 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



**AP Associated Press** AP · Tue Aug 30, 11:31 AM ET

A young man walks through chest deep flood water after looting a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina did extensive damage when it

[Email Photo](#) [Print Photo](#)

**RECOMMEND THIS PHOTO** » Recommended Photos  
Recommend It Average (138 votes)  
☆☆☆☆☆ **★★★★☆**

**AFP** 3:47 AM ET

Two residents wade through chest-deep water after finding bread and soda from a local grocery store after Hurricane Katrina came through the area in New Orleans, Louisiana. (AFP/Getty Images/Chris Graythen)

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Recommend It Average (211 votes)  
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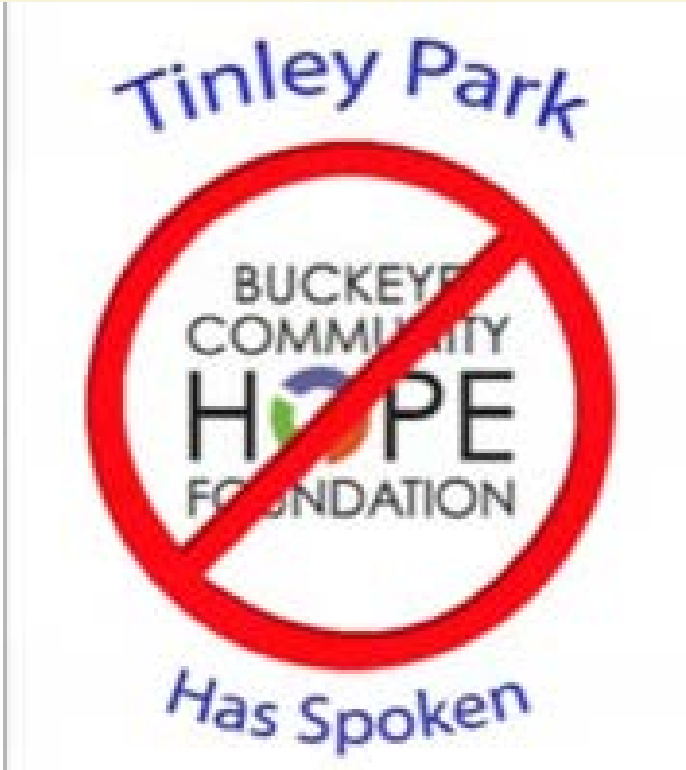
- Katrina's Effects, at a Glance AP · Tue Aug 30, 1:26 PM ET

[Hurricanes & Tropical Storms](#)

# Structural Racialization Shown in Housing

Kate Walz

# Buckeye HOPE v. Village of Tinley Park



“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**  
 by Paul Good October 1973  
 J.S. Commission on Civil Rights Clearinghouse Publication No. 44

2016



SUNDAY, AUGUST 23, 2015 | Vol. 122, No. 235

Richard Seiler photo. The 10-year-old apartment resident Myra Rayford hands a big water girl who is playing with her son Thelton as they stand her apartment Friday in Cairo.

A swing set without swings is one of the signs of neglect at McBride apartments, a property of the Alexander County Housing Authority that is designated for families and single adults who are not otherwise eligible for living with a subsidy.

Alexander Housing Authority Intern Executive Director Tom Upchurch (left) talk to residents of Elmwood Apartments in Cairo on Friday.

## CHAOS IN CAIRO

er County Public Housing Authority in financial turmoil as employees 'lived it up' and residents went without

the housing authority's developments, particularly the two in Cairo designated family developments and that predominantly house African-American adults that are not elderly and dozens of children, have just been barely hanging on as housing conditions deteriorate and violence escalates.

At one family housing development, McBride Place, residents — at least 97 percent of whom are African-American — describe serious problems with roaches, rats and, on occasion, bed bugs. They describe calls to the management office to register problems that are not followed through on, or cases where staff are rude when they ask for something as simple as rat poisoning. In a small playground area at the complex sits a rusty jungle gym and a swing set frame without any swings.

Weeds are growing through the cracks in sidewalks, orange concrete barriers are placed at random locations in the parking lot, and low-voltage wiring, presumably for cable and Internet, is strung haphazardly across the exterior of the building.

SEE CAIRO / PAGE 4



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Sargent Shriver National Center on Poverty Law

# Fairmont CPGI v. WDOT

DAILY  
**Southtown**



Suburbs / Daily Southtown / Southtown News

## Changes urged for major Will County road project

By **Susan DeMar Lafferty** · Contact Reporter  
Daily Southtown



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# 525 Task Force Advocacy



## A RACIAL IMPACT STATEMENT ON THE REDEVELOPMENT OF LATHROP HOMES<sup>1</sup>

The Julia C. Lathrop Homes, a low-rise development of walk-up apartment buildings and two-story 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 as well a job rich area for low-income residents. Lathrop is one of the only racially integrated family public housing developments in the City of Chicago. At least 753 of the 925 units of public housing at Lathrop are vacant and unavailable to families in need, and many of those units have been kept vacant for more than ten years. The CHA's plans to redevelop Lathrop – which calls for the elimination of 525 of family public housing units at Lathrop to be replaced elsewhere in the City of Chicago – entirely ignore the serious civil rights implications of that decision.

<sup>1</sup> Prepared by the Sargent Shriver National Center on Poverty Law on behalf of the *Antietan Curator*.

place African-American households in Lathrop and other all white developments.<sup>9</sup> African-American applicants on the waitlist were routinely and deliberately passed over in favor of white households.

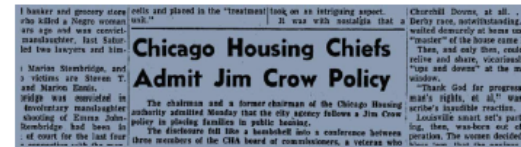


Figure 3 "Chicago Housing Chiefs Admit Jim Crow Policy" May 9, 1953, via the Chicago Defender

The former chairman of the CHA, Wayne McMillen, said he believed that the CHA had pledged to keep developments like Lathrop and Trumbull Park "all white" and added that "the worst thing that could happen to the public housing program is for it to become all Negro."<sup>10</sup> Despite the fact that approximately 60% of households assisted by CHA in 1953 were African-American, Lathrop was almost exclusively white, with a small number of Latino families.<sup>11</sup>

In 1954, the CHA formed a "biracial committee" to "advise, observe, and participate in the policy of the Chicago Housing Authority of nondiscrimination in tenant selection."<sup>12</sup> Yet, despite the CHA's non-discrimination policy, McMillen's admission, the CHA's nondiscrimination committee, and state law forbidding such discriminatory steering, Lathrop "endured only token integration" between 1954 and 1965.<sup>13</sup> By 1965, only 32 of Lathrop's 925 households – or 3.5% – were African-American.

<sup>9</sup> *Chicago Housing Chiefs Admit Jim Crow Policy*, CHICAGO DAILY DEFENDER, May 9, 1953, at 1.

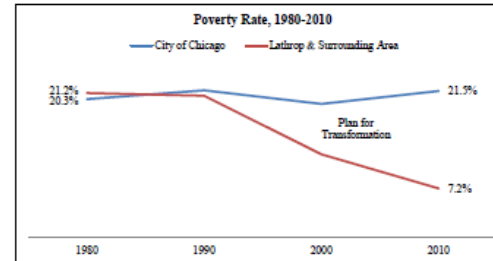
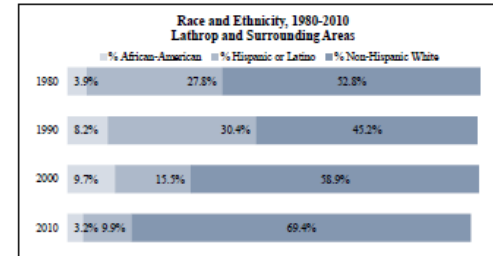
<sup>10</sup> *Id.*

<sup>11</sup> *Id.*

<sup>12</sup> *Create Group to Aid CHA on Tenant Policy*, CHICAGO DAILY TRIBUNE, January 12, 1954, at A7.

<sup>13</sup> ARNOLD R. HIRSCH, *MAKING THE SECOND GIOTTO: RACE AND HOUSING IN CHICAGO, 1940-1960* 239 (Cambridge University Press 1985) (1994).

120%. At the same time, the number of renter households in the Lathrop community dropped by 8%.<sup>21</sup>



<sup>21</sup> *Id.*



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## O'Berry et. al. v. East Chicago Housing Authority



**Displacement of public housing community within Superfund site;**

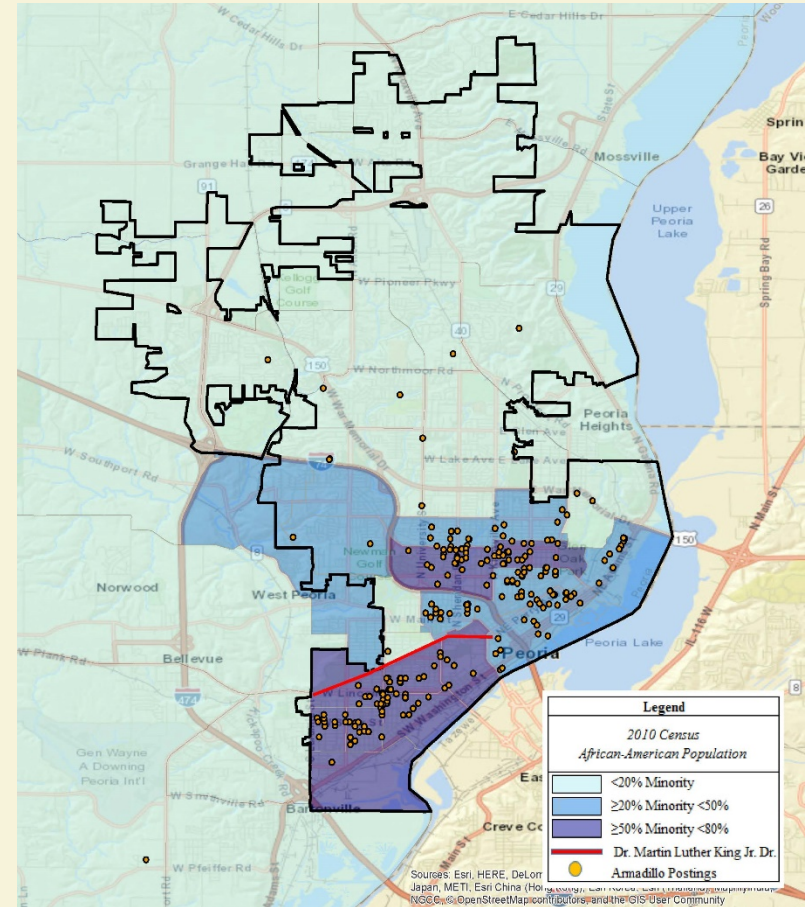
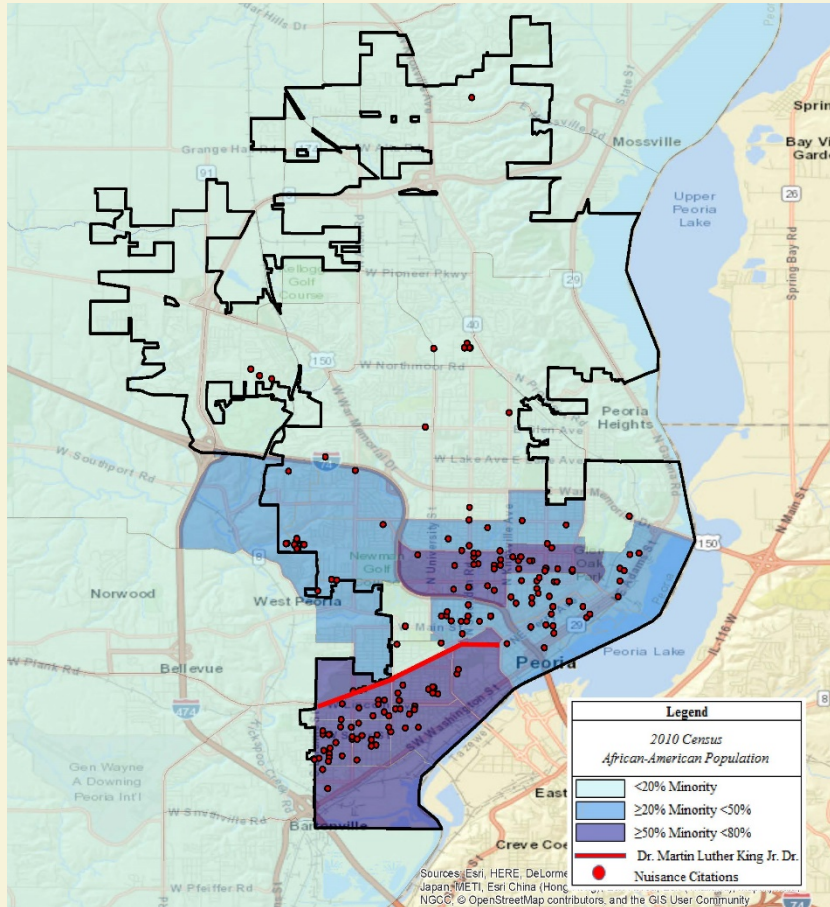
**Complaint alleged the contaminated siting was known to public officials.**



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# HOPE Fair Housing v. City of Peoria



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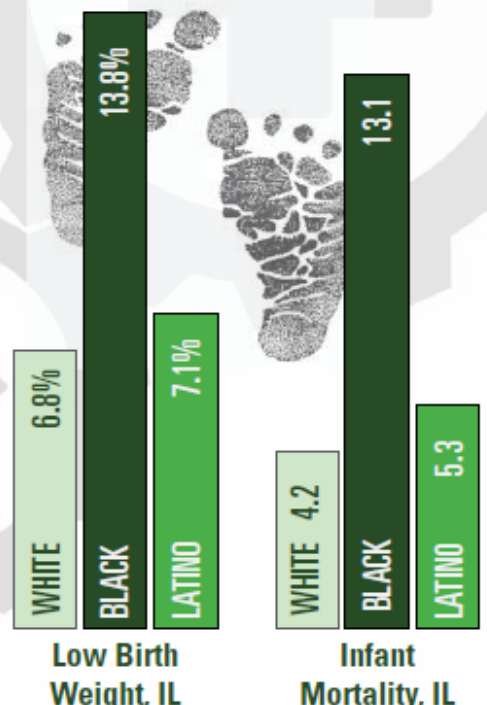
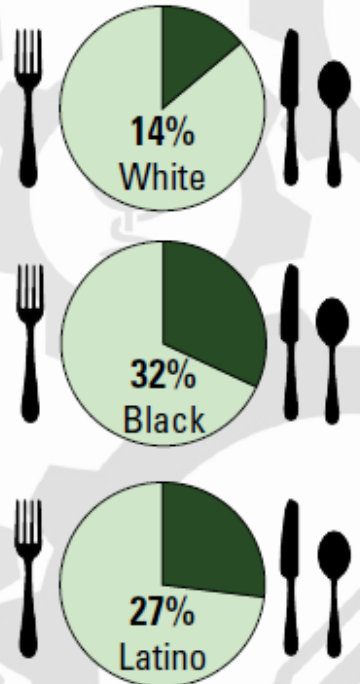
Sargent Shriver National Center on Poverty Law

# Structural Racialization Shown in Health Disparities

Alice Setrini



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



**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

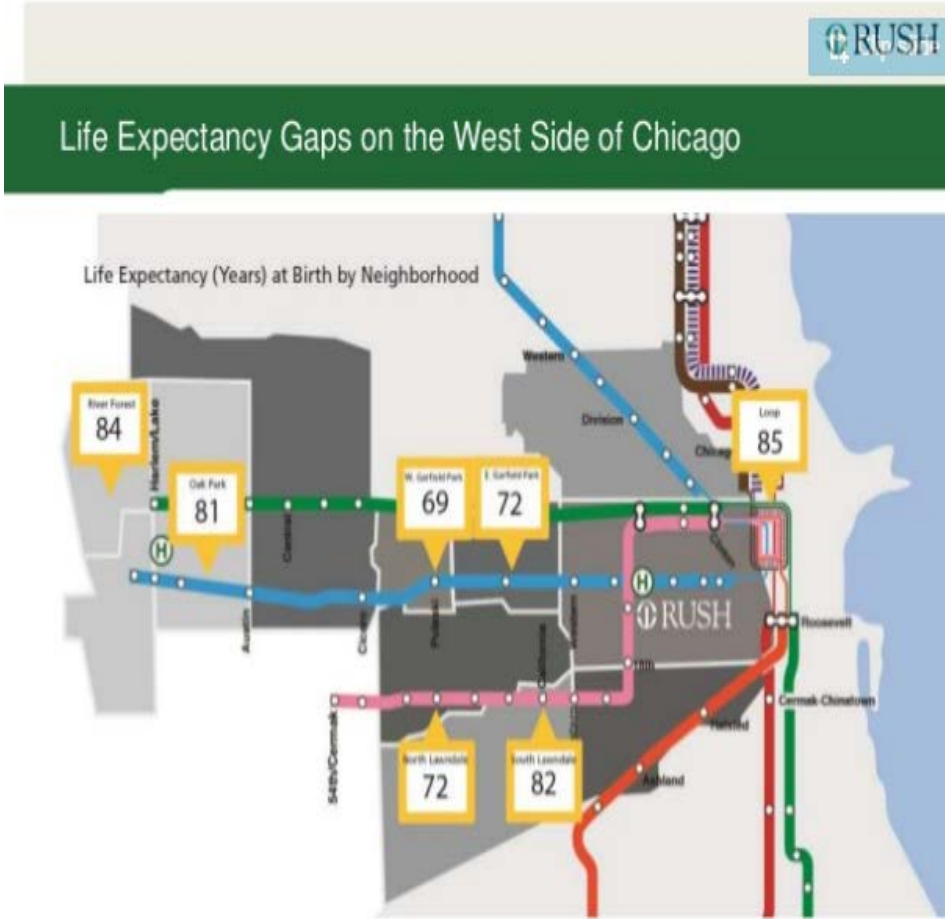
- Lead poisoning
- Asthma
- Physical and Mental Disabilities
- Developmental Delays
- Injury

## 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

The 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.

Percentage of tests with high blood lead levels



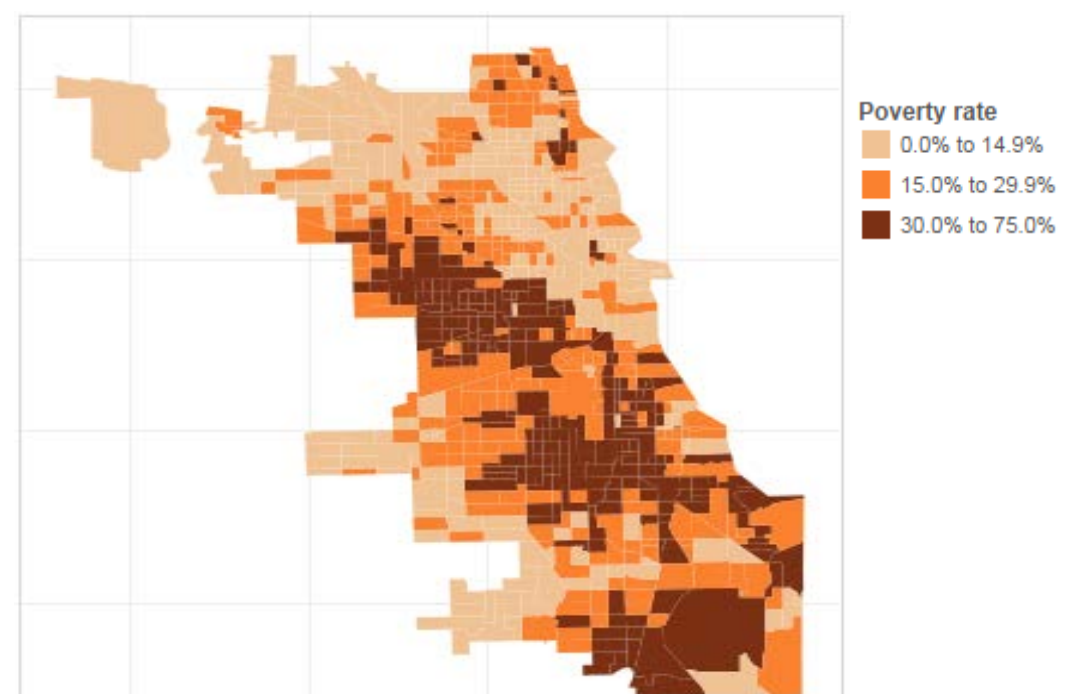
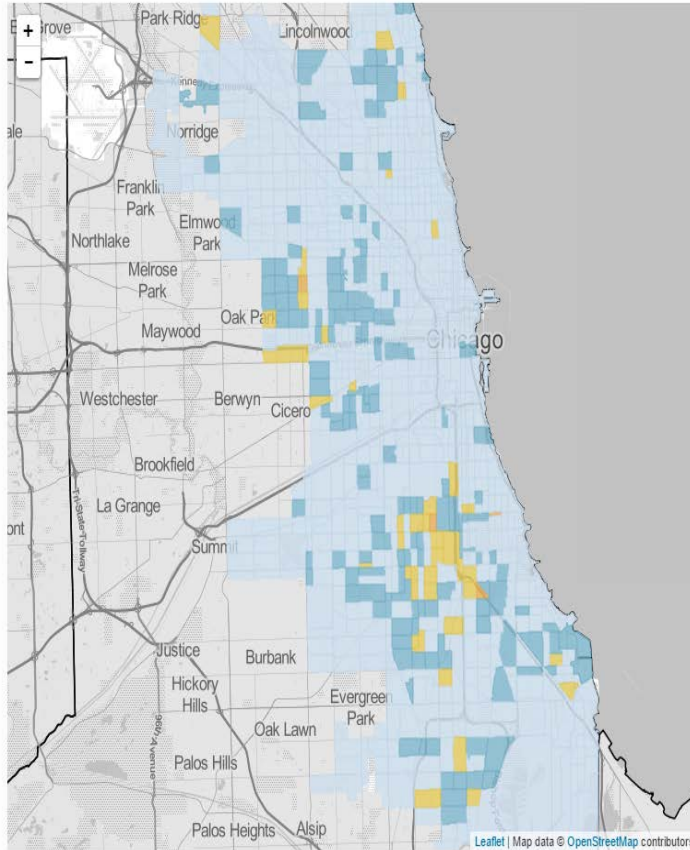
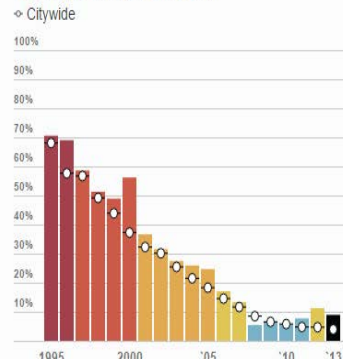
Search by street address

SOUTH CHICAGO

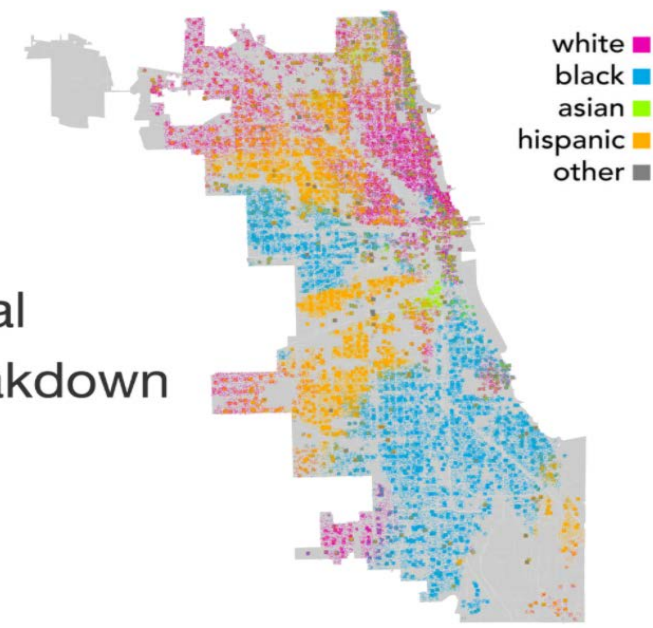
**Tract 4601**

179 children tested 16 tested high

Percentage testing high by year



racial  
breakdown





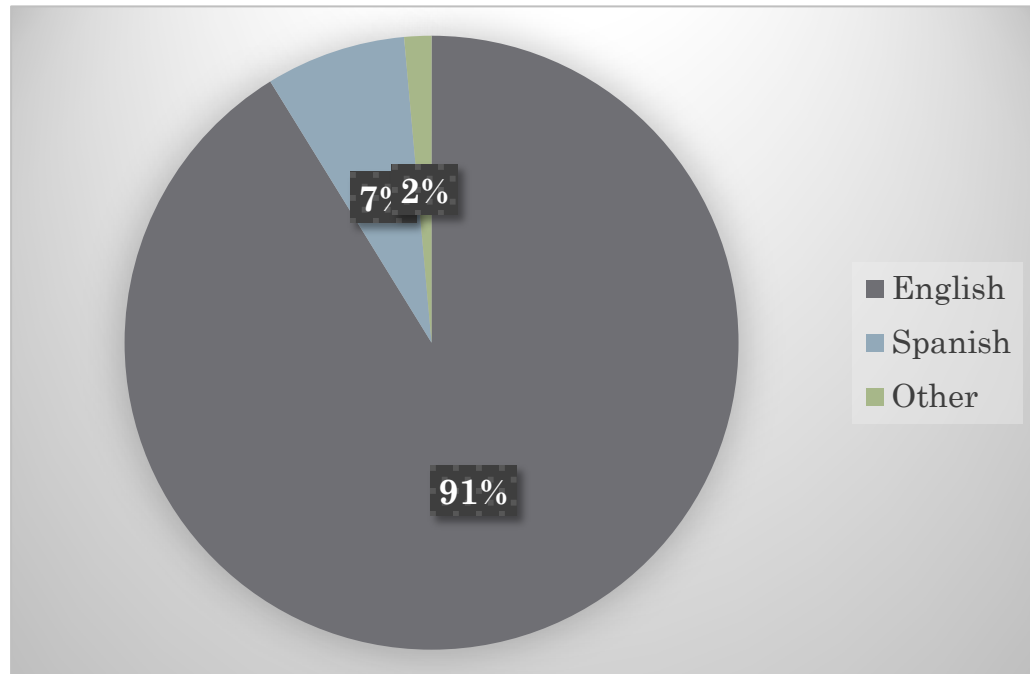
# Medical-Legal Response

- 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

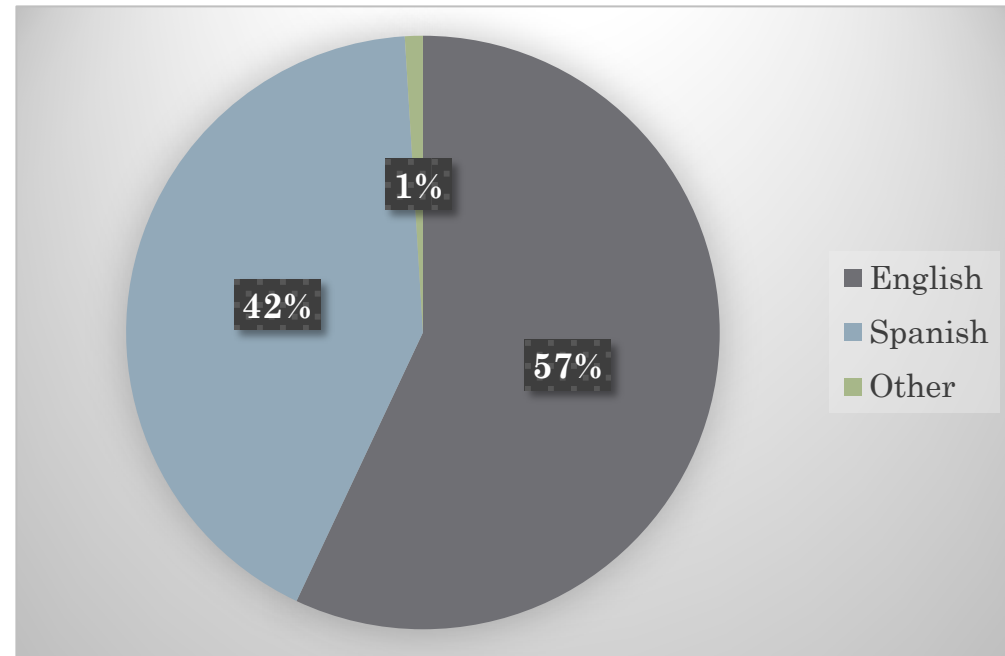
All LAF cases with 2017 intake  
(through early June)

8327 clients



Erie MLP cases referred in 2017  
(through early June)

307 patients



# Structural Racialization Shown in Education

Candace Moore

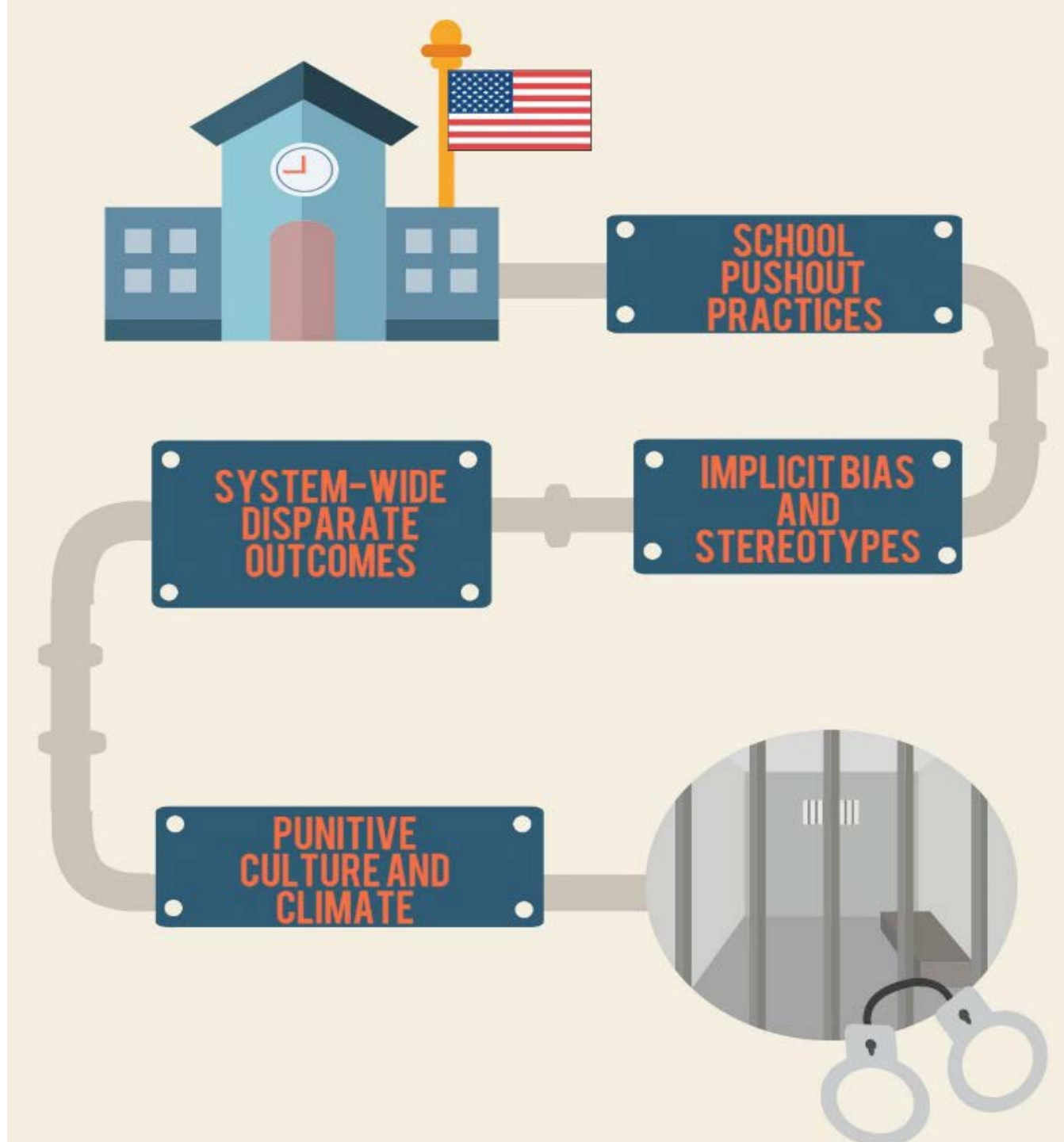
# Education Equity Project

**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**

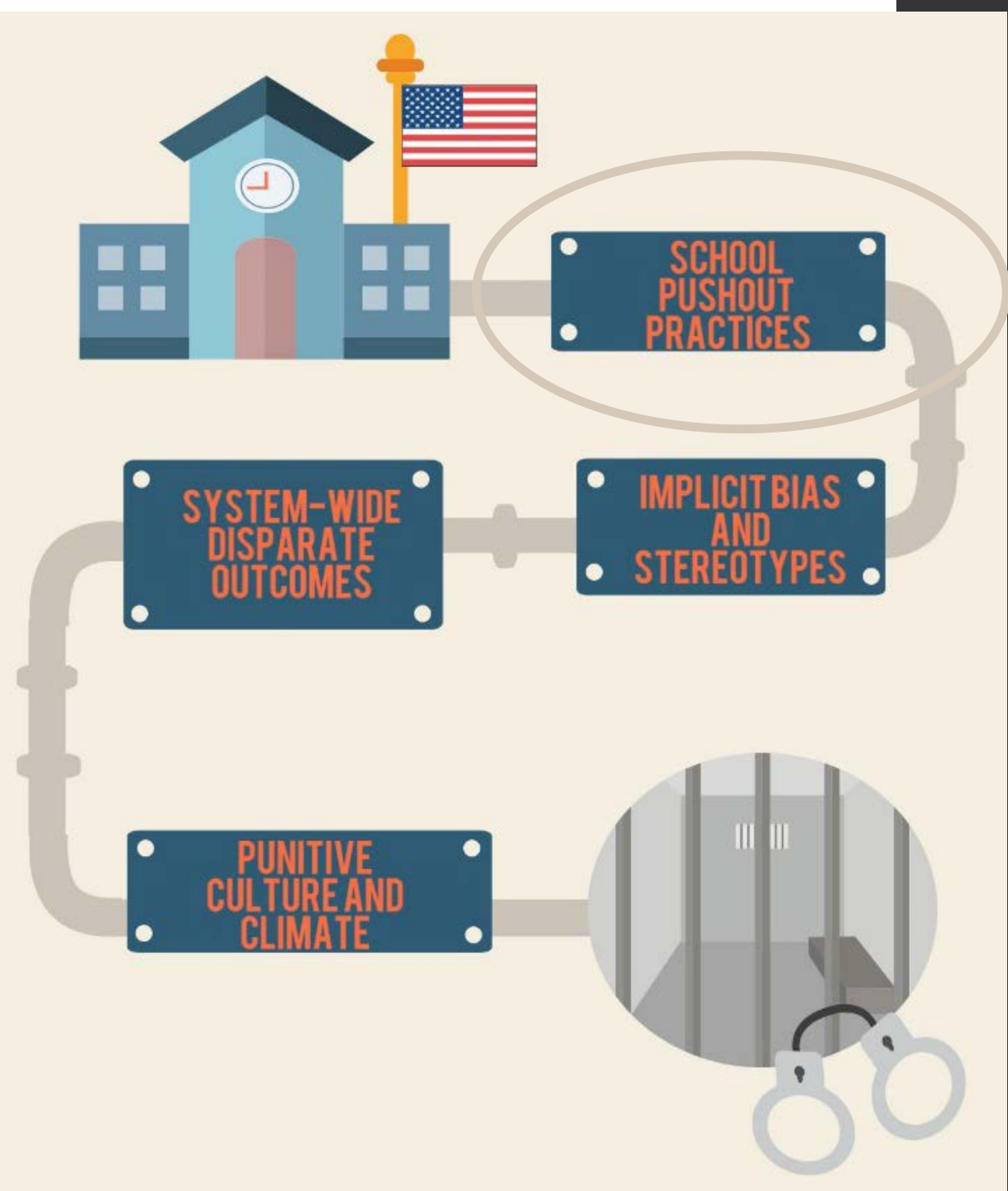


# THE SCHOOL-TO-PRISON PIPELINE



# School Pushout Practices

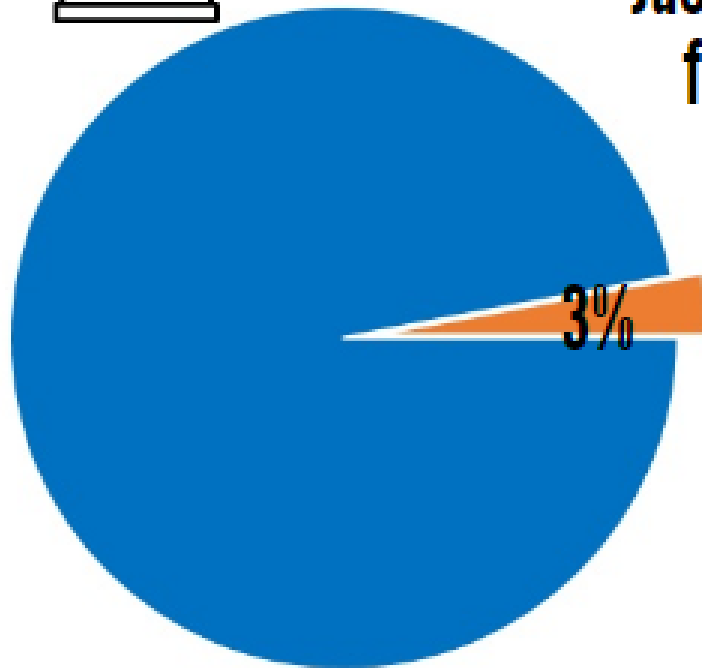
Interpersonal



# In the '15-'16 School Year... **329** students were **EXPELLED!**

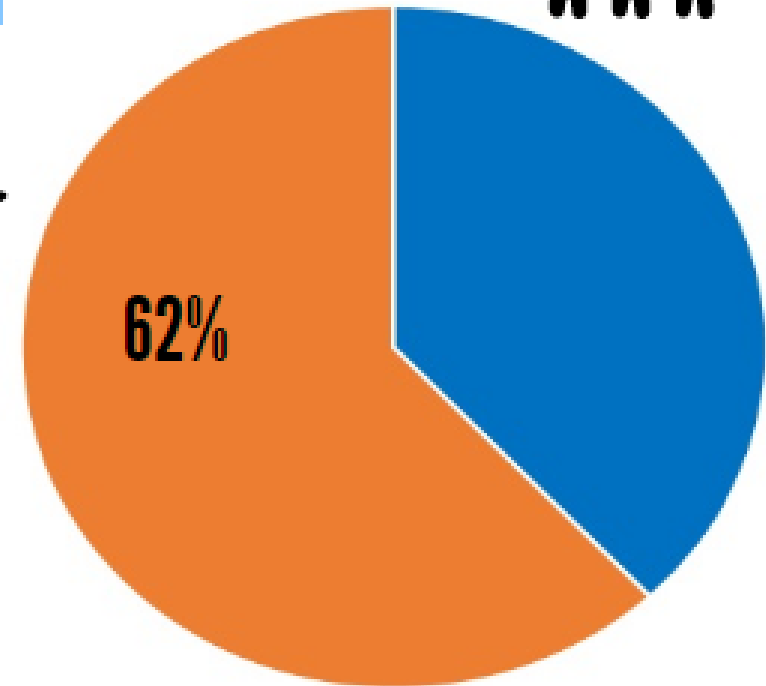


SCHOOLS



**Just 3% of Schools Accounted  
for 62% of all Expulsions!**

EXPULSIONS



# Which schools expelled the most students?

	School	Expulsions per 100 Students	# of Expulsions
1	Noble - Baker HS	5.01	19
2	Noble - Johnson HS	3.25	27
3	Noble - Hansberry HS	3.16	23
4	Noble - Rowe Clark HS	3.06	16
5	Instituto-Lozano HS	2.83	3
6	Noble - Academy HS	2.07	5
7	Noble - Bulls HS	1.95	21
8	Urban Prep - West HS	1.90	6
9	CICS - Ellison HS	1.65	7
10	Urban Prep - Englewood HS	1.65	7
11	U of C - Woodson	1.62	5
12	Perspectives - Math & Sci HS	1.56	8
13	Noble - ITW Speer HS	1.55	10
14	CICS - ChicagoQuest HS	1.42	2
15	Noble - UIC HS	1.37	12
16	Noble - DRW HS	1.36	8
17	Foundations	1.32	2
18	Amandla	1.27	4
19	Noble - Comer	1.26	13
20	Urban Prep - Bronzeville HS	1.22	5

Charter School    CPS Option School

Note: All data taken from CPS website.

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 ...

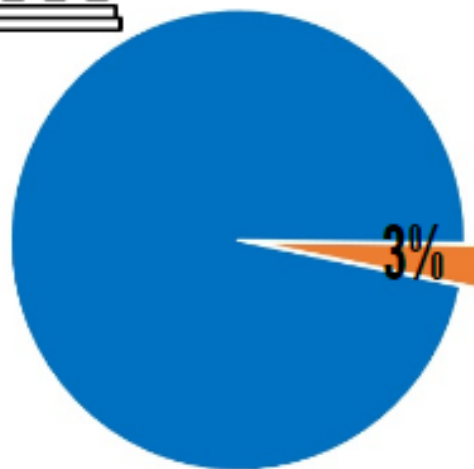
# 13,948 CPS\* Students Received Out of School Suspensions



\*Data does not include charter schools

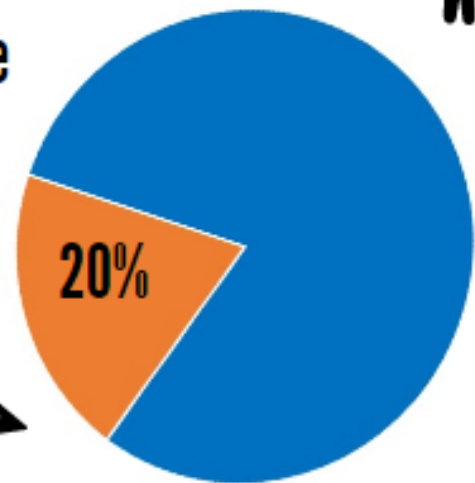


SCHOOLS



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

SUSPENSIONS



100%

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

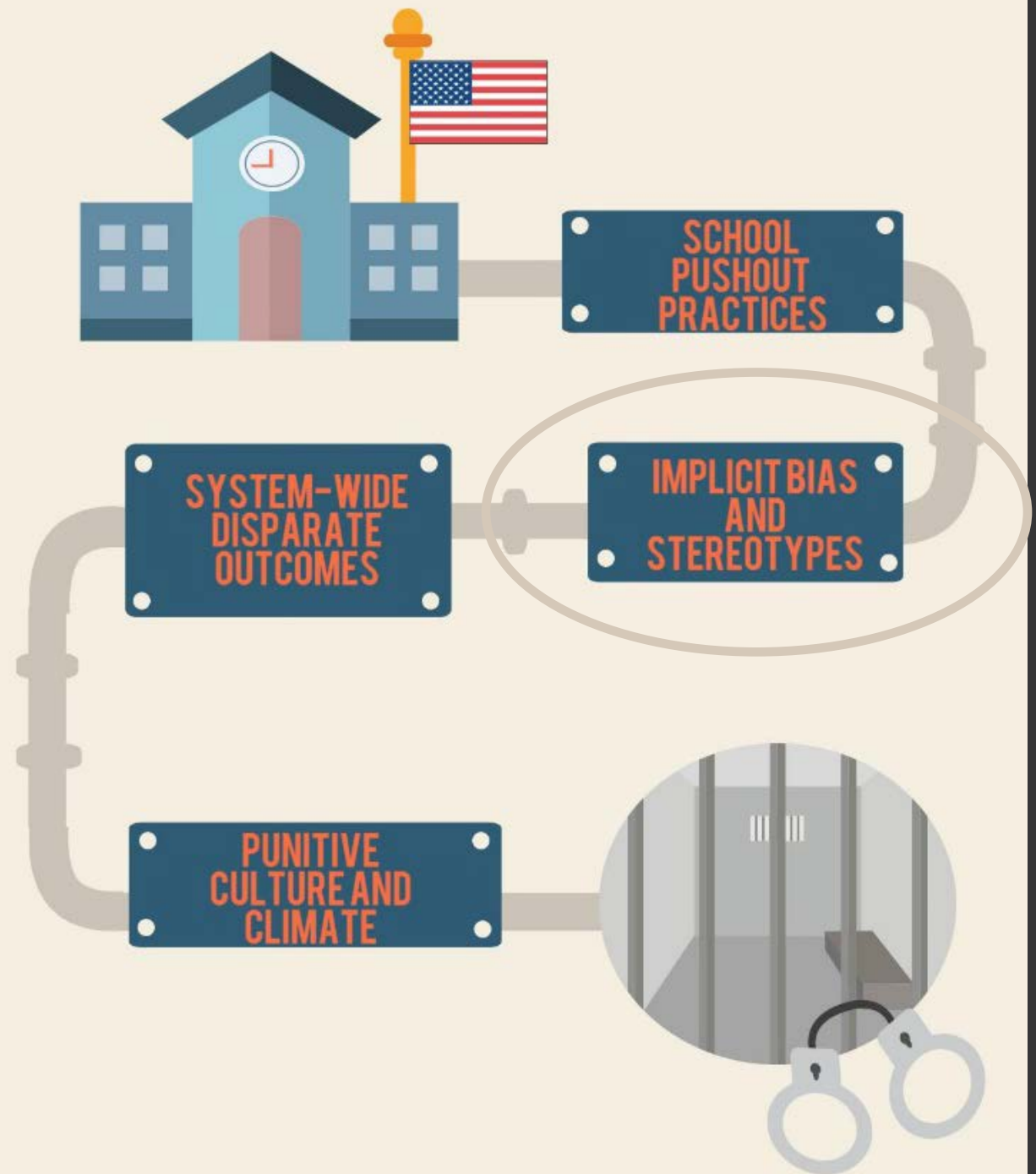
16

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 is 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?

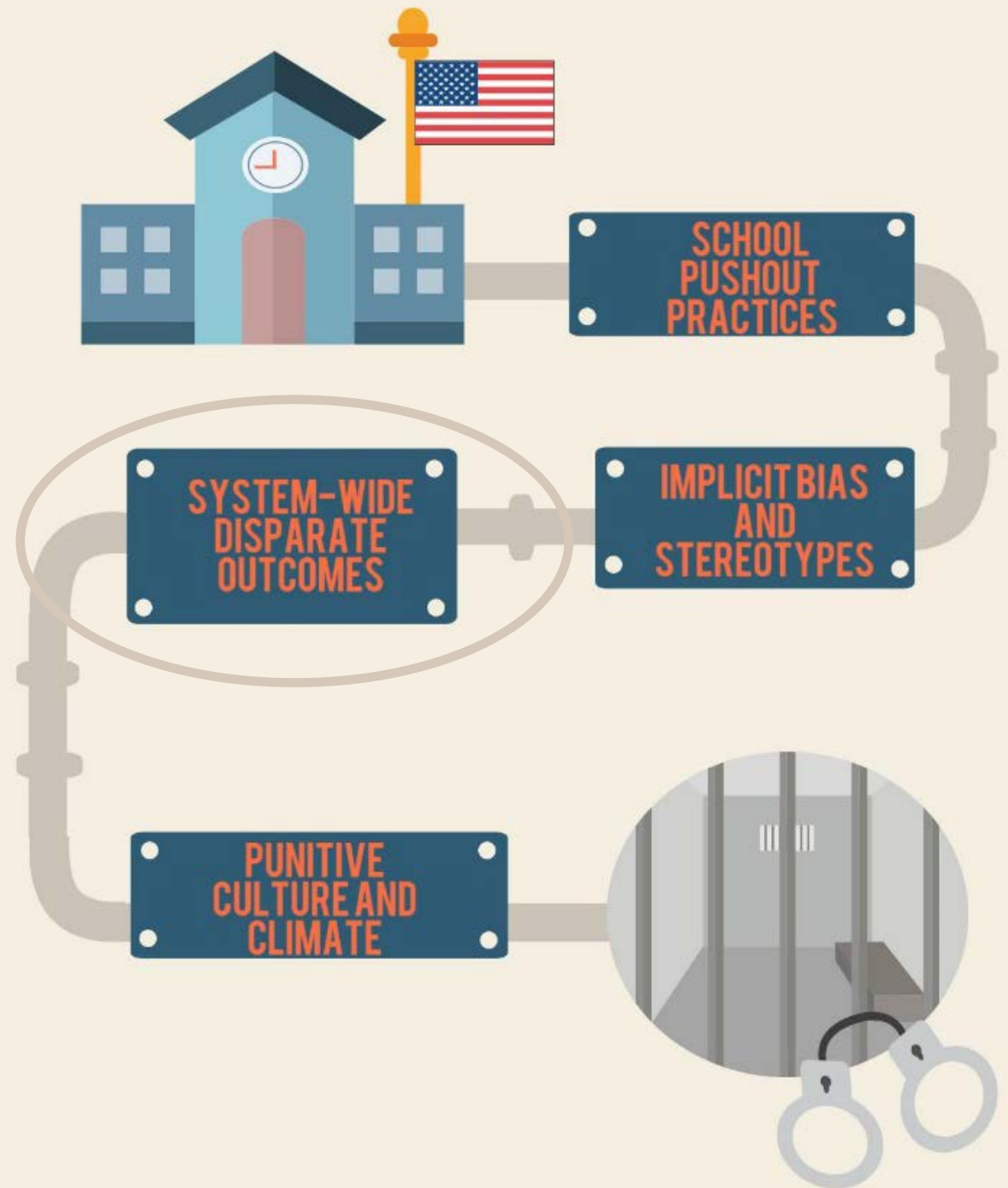
- **Become aware of our own biases**
  - Project Implicit → Implicit Association Test
    - IAT is an empirical tool to measure bias
    - Statistically, speed and accuracy difference meaningfully reflects your cognitive process
- **Counter-stereotypical exemplars = examples of individuals who contradict 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)
- **Intergroup contact = opportunities to meaningfully engage with individuals whose identities differ from you**
- **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
- **Data Collection and Analyses**
  - Collecting meaningful data → Identify trends and root causes → Solutions

Source: Staats, *Understanding Implicit Bias: What Educators Should Know*. American Educator. 2015-16.

# System-wide Disparate Outcomes

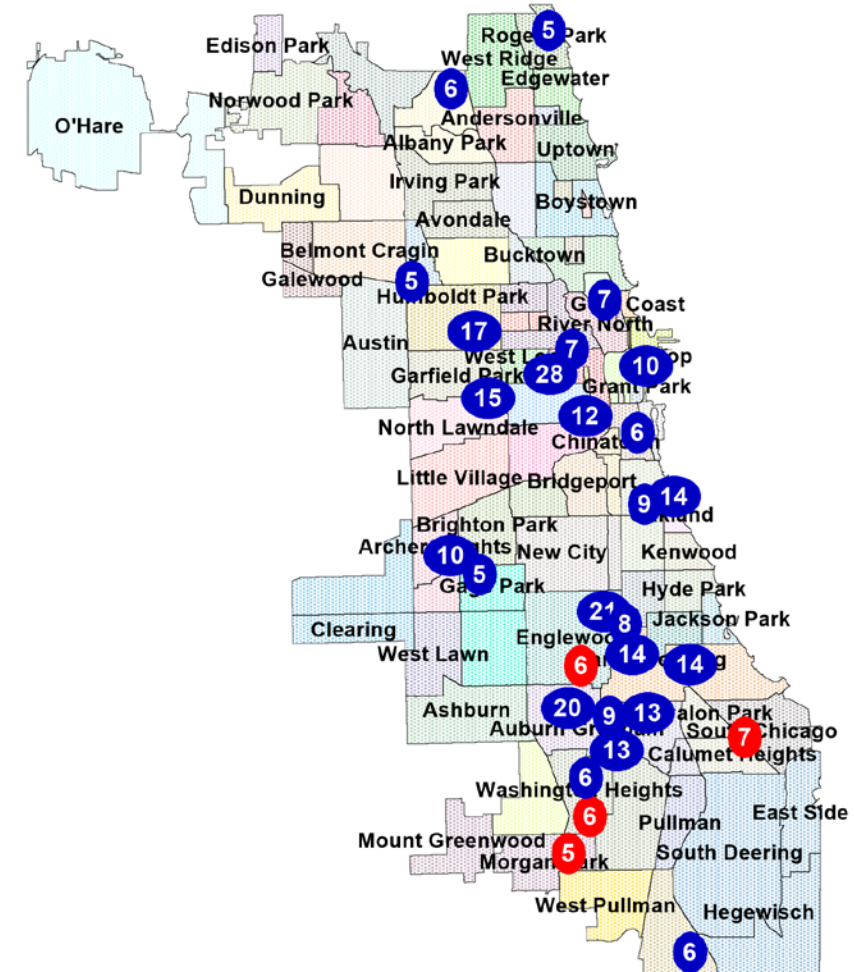
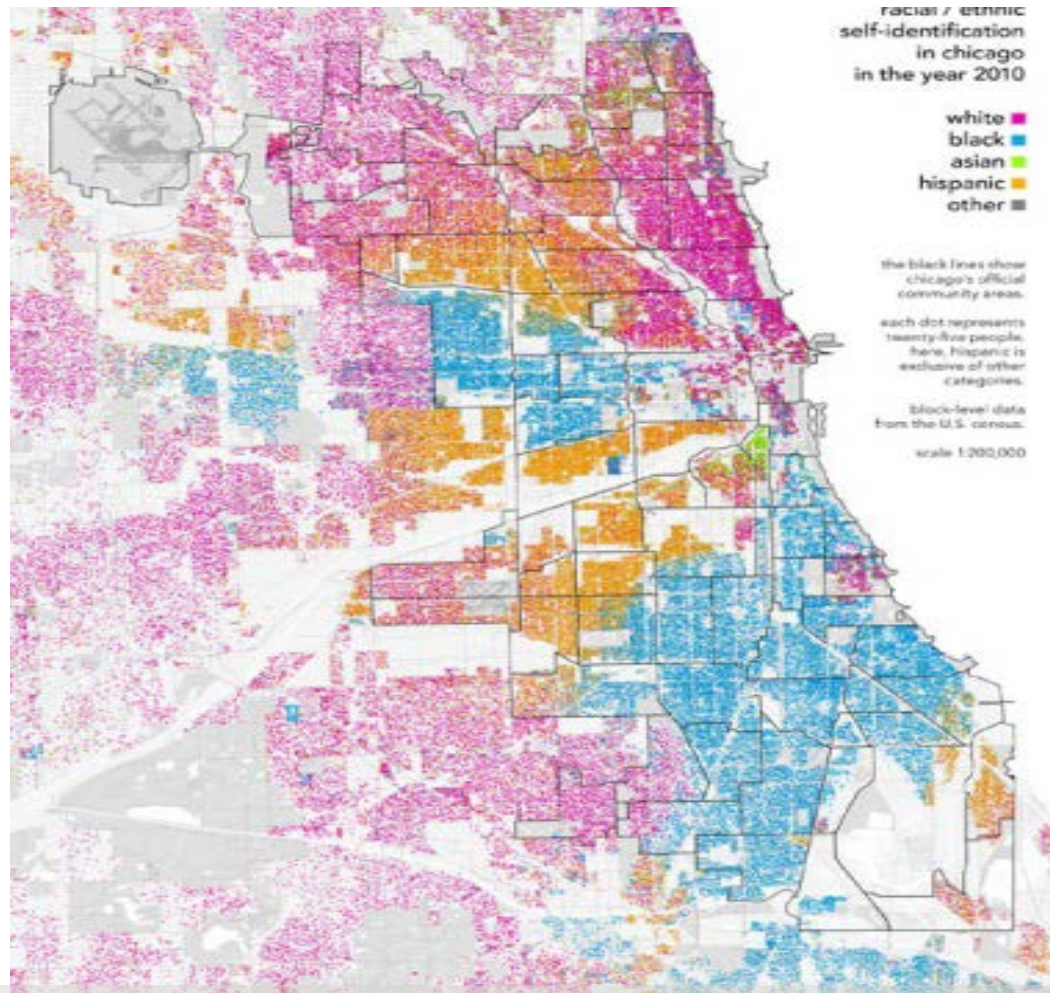
Institutional

Structural

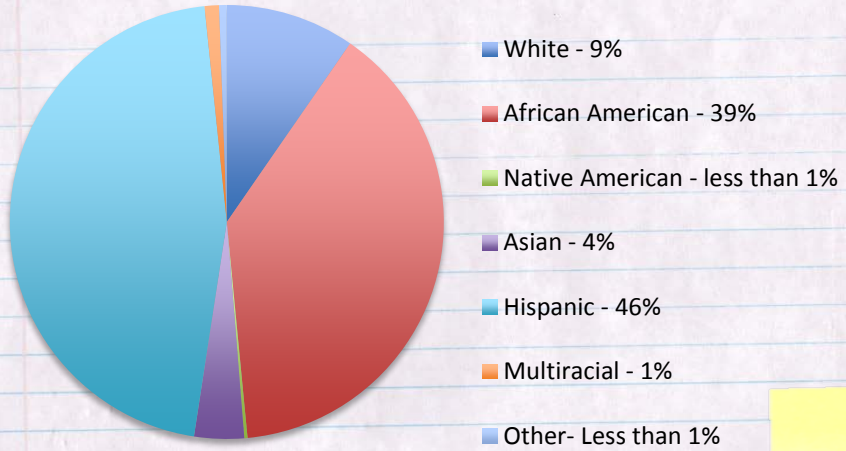


# CHICAGO:

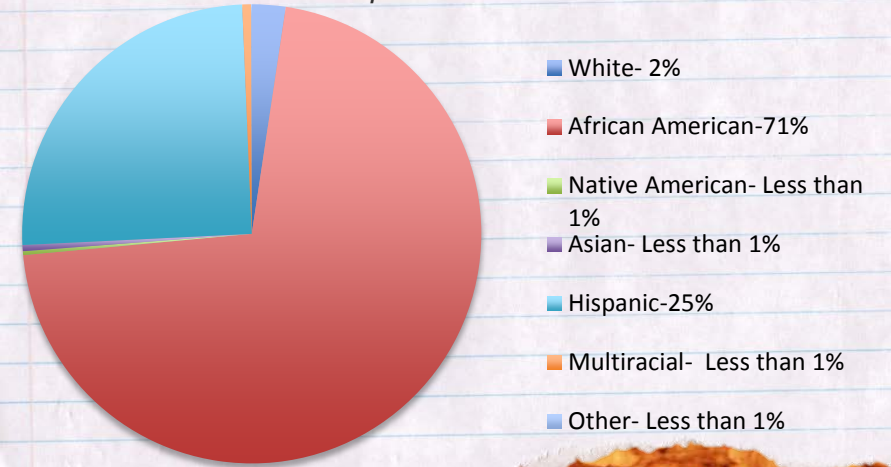
## Where are the schools that expel the most students?



District Enrollment: 396,683

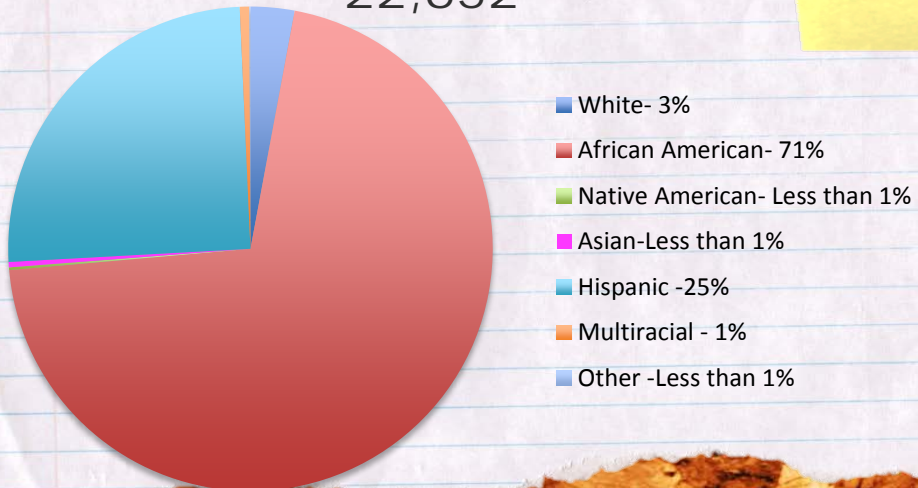


In School Suspension: 38,869

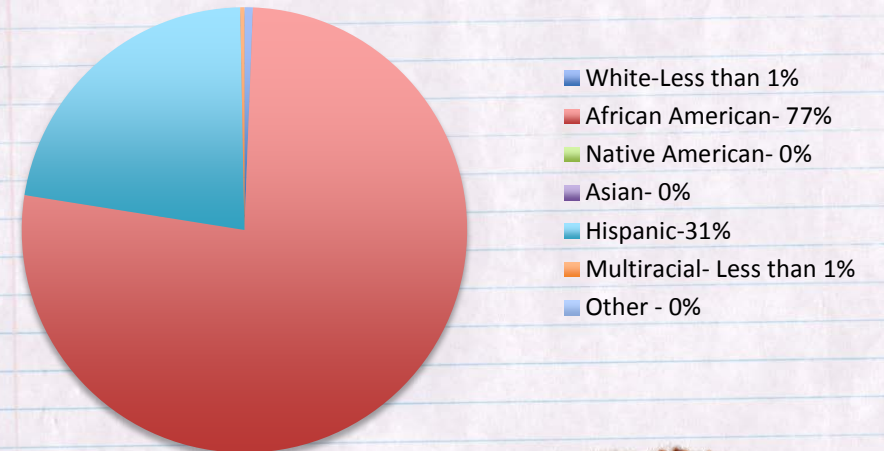


**CPS DISCIPLINE BY RACE  
SY 15- '16  
# OF DISCIPLINARY ACTIONS**

Out of School Suspension: 22,652



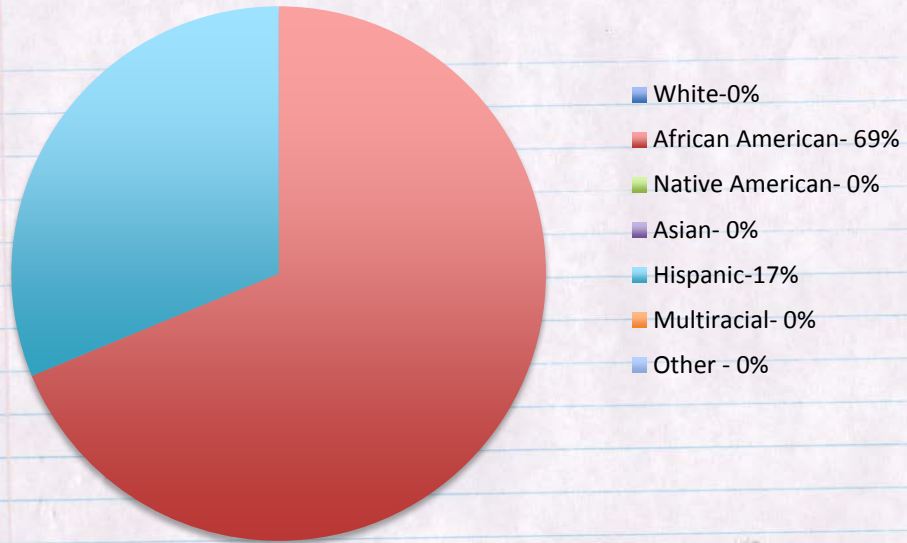
Expulsions: 329 (includes charter and district)



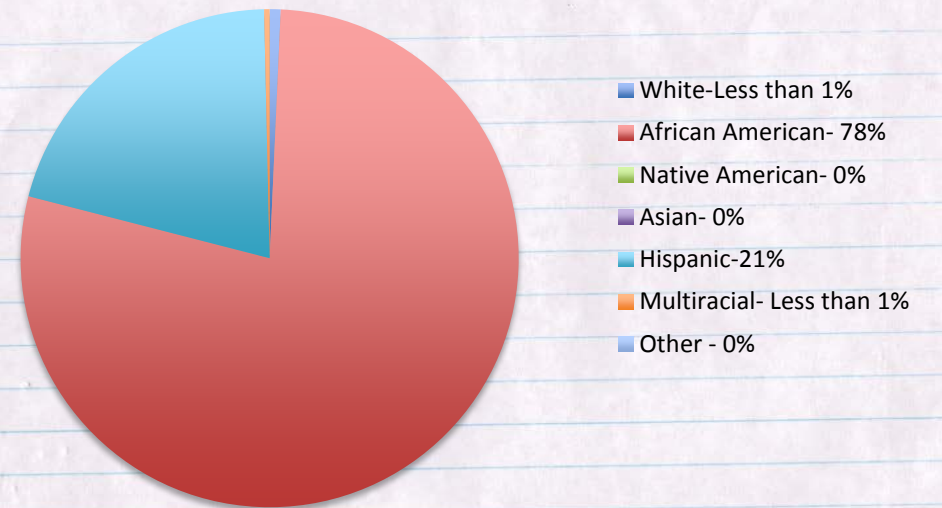
**BREAKDOWN  
BETWEEN DISTRICT  
AND CHARTER RUN  
SCHOOLS**

**SY 15- '16**

District Expulsions= 48



Charter Expulsions : 281



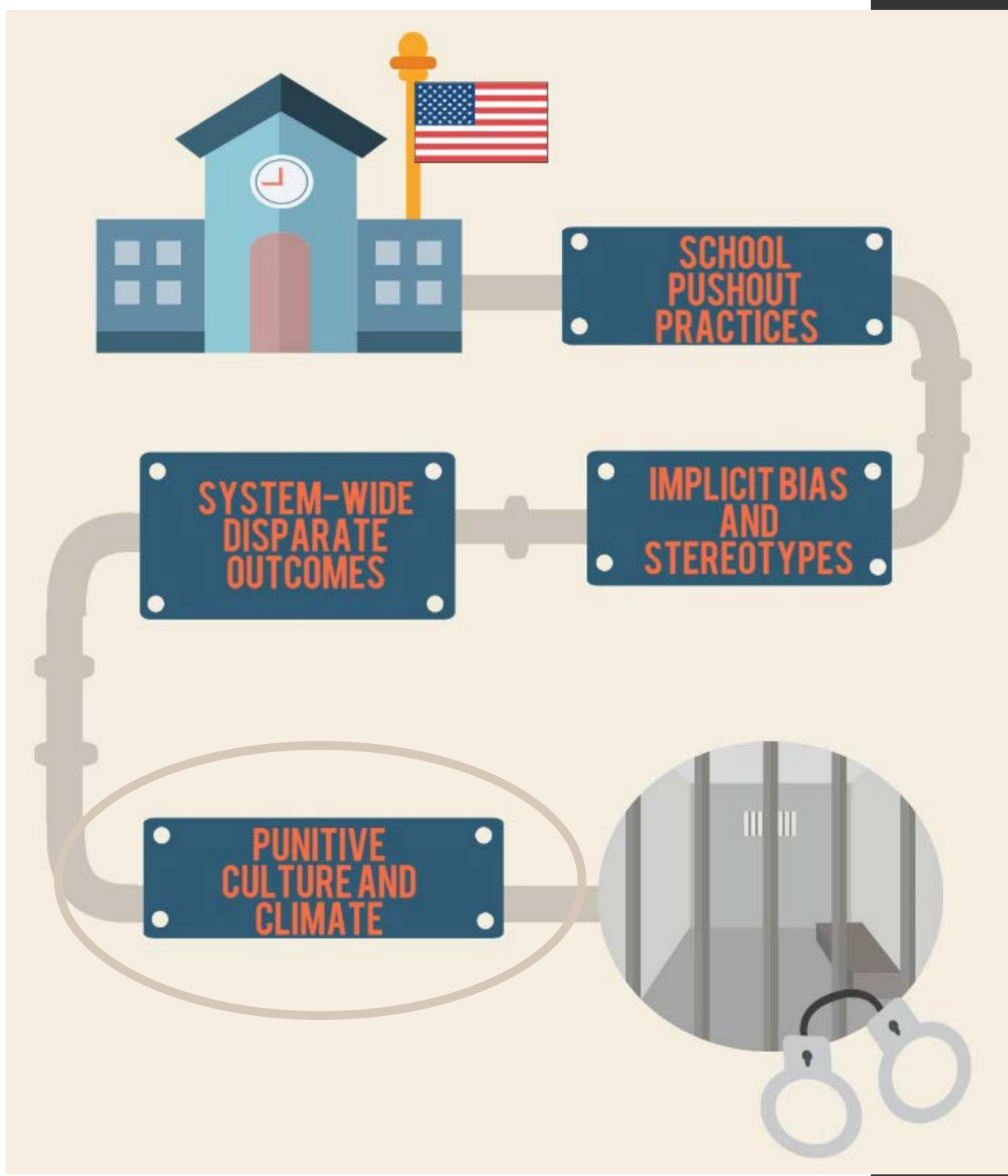


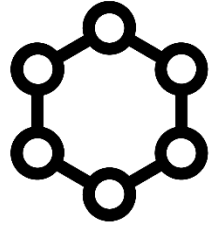
# Punitive Culture and Climate

Interpersonal

Institutional

Structural





# TSDC

Transforming School Discipline Collaborative

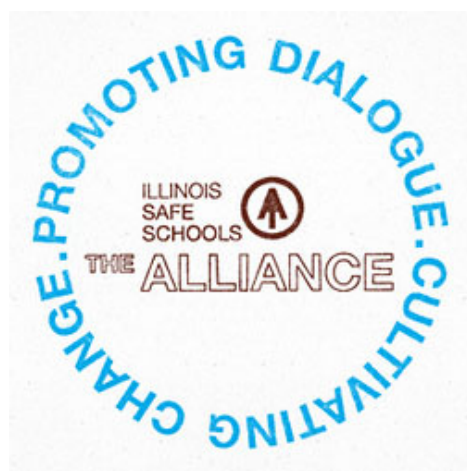
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The Transforming School Discipline Collaborative (TSDC) is an interdisciplinary team of attorneys, school psychologists, policy advocates and community partners dedicated to supporting districts and schools to implement equitable and non-exclusionary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