

**10th Annual Seattle Race Conference  
2013**

**EDUCATION**

**NOT**

**INCARCERATION**

Eliminating Structural Racism in Our Schools

**Saturday, August 24, 2013  
8:00am – 5:00pm**

**Seattle University  
901 12<sup>th</sup> Avenue  
Pigott Hall**

Full-day conference with workshops,  
presentations, edutainment, resources,  
and opportunities to network

[www.seattleraceconference.org](http://www.seattleraceconference.org)  
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**About the Seattle Race Conference**

**History**

The Seattle Race Conference began to create a shared understanding and language about the nature of racism, refine definitions of its modern day forms and identify the tools that can be used to end it. Using this as a foundation, the objective was to cultivate a "movement" for racial justice in Seattle that includes components of sustainable action.

**Vision**

To serve as a hub to unite organizations and individuals in a cohesive movement to eliminate racism, the culture of white supremacy, and other systems of oppression.

**Mission**

We normalize discussion and action in opposition to racism and other forms of oppression. We support, showcase, and assist in the growth of individuals and organizations to create community based on equity and justice.

## SATURDAY, AUGUST 24 CONFERENCE SCHEDULE

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                               |
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| 8am-9am         | <b>REGISTRATION/CHECK-IN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Atrium                                                                                                                        |
| 9:00am-9:30am   | <p><b>WELCOME</b> – Monique Malson and Vivien Sharples, Conference Co-Chairs<br/>Dr. Pamela Taylor, Director, Center for the Study of Justice in Society</p> <p><b>Opening Blessing with Cecile A. Hansen, Duwamish Tribe, Chair</b></p> <p><b>ANNOUNCEMENTS</b></p> <p><b>Performance by Nakisha Renee Jones</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Auditorium                                                                                                                    |
| 9:30am-10:30am  | <p><b>KEYNOTE – Youth Organizing For Change</b><br/><i>Youth Undoing Institutional Racism</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Auditorium                                                                                                                    |
| 10:30am-10:45am | <b>Break</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                               |
| 10:45am-12:15pm | <p><b>WORKSHOP SESSION # 1</b><br/>{** designates a youth-led workshop}<br/>{+ indicates a workshop being repeated later in the day}</p> <p><b>+Disproportionality in Student Discipline and the School to Prison Pipeline</b><br/><i>Maggie Wilkens (League of Education Voters)</i></p> <p><b>+What I Said and What I Meant: Cross Cultural Communication</b><br/><i>Rosetta Eun Ryong Lee (Seattle Girls' School)</i></p> <p><b>+Unpacking White Privilege in Schools</b><br/><i>Ilsa Govan (Cultures Connecting)</i></p> <p><b>The Role That School Discipline and School-based Police Play in Pushing Students of Color Out of School</b> <i>ACLU (Washington)</i></p> <p><b>The Role of Listening and Emotional Healing in Eliminating Structural Racism in Our Schools</b> <i>United to End Racism (UER)</i></p> <p><b>Still Not Post-Racial: Dismantling Structural Racism and Cultural Bias in School by Asserting Racial Justice as an Educational Right of All Students</b><br/><i>Ernest Saadiq Morris, Esq. (Urban Youth Justice Initiative)</i></p> <p><b>The Problem With a Privileged Education: Moving Beyond the 'Access' Paradigm</b> <i>Chilan Ta and Michelle Kleisath</i></p> <p><b>Racism, Educators and the Faculty Lounge: Where Institutionalized and Internalized Racism, Stereotype Threat and Inequity Collide</b><br/><i>Tricia Diamond (Highline School District)</i></p> <p><b>White Adult Allyship in Schools: Our Work &amp; Roles</b><br/><i>Coalition of Anti-Racist Whites (CARW)</i></p> | <p>Rm 101</p> <p>Rm 203</p> <p>Rm 304</p> <p>Rm 103</p> <p>Rm 201</p> <p>Rm 202</p> <p>Rm 102</p> <p>Rm 305</p> <p>Rm 306</p> |

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|                | <p><b>Does Your PTA Support Antiracist Multicultural Family Engagement? Introducing an Equitable Community-Based Model for Ending Seattle's School-to-Prison Pipeline</b><br/> <i>James Addington &amp; Liz Clayton (Crossroads Antiracism Organizing and Training)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Rm 204                                                                       |
| 10:30am-4:00pm | <p><b>United to End Racism (UER) Listening Space</b><br/> <i>UER facilitators</i></p> <p><b>Quiet Space</b> for rest, meditation, or prayer</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Rm 200<br>Rm 309                                                             |
| 12:15pm-1:15pm | <b>LUNCH &amp; NETWORKING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Atrium                                                                       |
| 1:15pm-2:30pm  | <p><b>WORKSHOP SESSION # 2</b><br/> <b>{** designates a youth-led workshop}</b></p> <p><b>**Having Our Say – Let Us Help You Out of This Mess</b><br/> <i>Raising Our Youth As Leaders Program (ROYAL)</i></p> <p><b>Black, Brown &amp; Blue: Youth of Color &amp; The Juvenile Justice System</b><br/> <i>Greg Taylor (Community Connection Consulting)</i></p> <p><b>**Plantation, Prison, Classroom: What's Really Going On in K-12 Schools</b><br/> <i>Tricia Diamond, Travis Steven Diamond-Visser and Jameson Pierce Diamond (Highline School District)</i></p> <p><b>Creating Racial Equity in Discipline Rates and Beyond</b><br/> <i>Race and Social Justice Community Roundtable's Racial Disproportionality in Discipline Committee</i></p> <p><b>Effective Community Engagement: Successful Case Study of Somali Community</b><br/> <i>King County Office of Performance Strategy &amp; Budget/King County Juvenile Court</i></p> <p><b>"How They See Me is Not Who I Am."</b><br/> <i>Katie Myers-Wiesen and Katherine Cole</i></p> <p><b>The Self-Actualization of Student Voices as Agents for Social Change</b><br/> <i>Frederick Douglass Alcorn and José Vasquez</i></p> <p><b>A Journey Through Institutionalized Racism</b><br/> <i>Toi-Sing Woo (New Directions Consulting)</i></p> | Rm 103<br>Rm 202<br>Rm 305<br>Rm 204<br>Rm 101<br>Rm 305<br>Rm 203<br>Rm 306 |
| 2:30pm-2:45pm  | <b>Break</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                              |

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|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 2:45pm-<br>4:00pm | <b>WORKSHOP SESSION # 3</b><br><b>{** designates a youth-led workshop}</b><br><b>{+ indicates a workshop being repeated from the morning session}</b><br><br><b>A Process for Sustaining Our Activism to End Structural Racism in Our Schools</b> <i>United to End Racism (UER)</i>                               | Rm 201     |
|                   | <b>Restorative Communities and Practices: Restorative Circles and other Restorative Justice Alternatives to Suspension and the Traditional Discipline System</b> <i>City of Seattle's Restorative Justice Initiative</i>                                                                                          | Rm 103     |
|                   | <b>White People's Relationship to the Prison Industrial Complex</b><br><i>European Dissent</i>                                                                                                                                                                                                                    | Rm 306     |
|                   | <b>Education Advocacy for Youth in Foster Care</b><br><i>Angela Griffin (Treehouse)</i>                                                                                                                                                                                                                           | Rm 202     |
|                   | <b>The White Privilege of History</b><br><i>Paris Williams</i>                                                                                                                                                                                                                                                    | Rm 204     |
|                   | <b>+Disproportionality in Student Discipline and the School to Prison Pipeline</b><br><i>Maggie Wilkens (League of Education Voters)</i>                                                                                                                                                                          | Rm 101     |
|                   | <b>+What I Said and What I Meant: Cross Cultural Communication</b><br><i>Rosetta Eun Ryong Lee (Seattle Girls' School)</i>                                                                                                                                                                                        | Rm 203     |
|                   | <b>+Unpacking White Privilege in Schools</b><br><i>Ilsa Govan (Cultures Connecting)</i>                                                                                                                                                                                                                           | Rm 304     |
| 4:15pm-<br>5:15pm | <b>CLOSING PERFORMANCE AND CALL TO ACTION</b><br><i>Paul Rucker is a visual artist, composer, and musician. His work is the product of a rich interactive process, through which he investigates community impacts, human rights issues, historical research, and basic human emotions surrounding a subject.</i> | Auditorium |

### QUIET SPACE – Pigott 309

This room will be available throughout the conference for anyone who wants or needs a quiet place to rest, meditate, or pray.

### GATHERING SPACES

#### United to End Racism (UER) Listening Space—Pigott 200

*Presented by UER Facilitators*

Racism and its outcome, structural racism in schools, can stimulate a lot of emotions and issues for people. The UER listening space will give participants an opportunity to talk about how the conference is going for them, to keep thinking about their goals for the day, and to air any of these feelings or issues that may be coming up at the conference that could get in the way of having the day they want. It will also give people a chance to look at challenges around their efforts to take on racism in education. The supportive and confidential environment created in this space by UER facilitators will model how to tackle issues of burnout and develop skills that can keep us going in building a society where all can flourish. Lastly, we will learn tools for listening and emotional healing that participant can take home to their family and community.

**NOTE:** In order to conserve paper a limited number of hard copies of the general evaluation forms for the conference will be available at the registration desk. You are encouraged to fill out an online evaluation by going to the following link [www.seattleraceconference.org](http://www.seattleraceconference.org). Evaluation forms for each workshop will be available at the workshop session. We would very much appreciate it if you would complete your workshop evaluation and give it to the workshop assistant at the end of each workshop. Thank you.

## **KEYNOTE SPEAKERS AND PERFORMERS**

### **Youth Undoing Institutional Racism**



Youth Undoing Institutional Racism is an anti-racist collective that focuses on learning about different forms of institutional racism and developing community organizing skills to disrupt these oppressions. YUIR is a project of People's Institute NW and American Friends Service Committee.

YUIR meets weekly to unpack issues such as the Prison Industrial Complex, impact of the War on Drugs, culturally biased testing, the School-to-Prison-Pipeline, neoliberalism and corporate power, and food justice. YUIR's anti-racist community organizing philosophy is informed by the Kingian Non-Violence Principles, and the People's Institute's Anti-Racism Principles.

Through the YUIR internship, interns develop critical thinking skills, public writing and speaking experience, and leadership in community organizing and activism.

## Paul Rucker



Paul Rucker is a visual artist, composer, and musician who combines media, often integrating live performance, sound, original compositions, and visual art. His work is the product of a rich interactive process, through which he investigates community impacts, human rights issues, historical research, and basic human emotions surrounding a subject.

Rucker has received numerous grants, awards, and residencies for visual art and music. In 2012, he received an award for Visual Art from the Creative Capital Foundation, a 10-week residency at Headlands Center for the Arts in California, the Conductive Garboil Grant, a Grant for Artists Projects from Artist Trust, and an Artist Project Grant and Gallery Show from 4Culture. Seattle-area organizations that he has received project funding from in the past include: Seattle Mayor's Office of Arts & Cultural Affairs, Washington State Arts Commission, King County Site Specific, 4Culture, Artist Trust, and Photo Center NW. Photo credit: Shannon Phipps

# WORKSHOP DESCRIPTIONS

## Workshop Session # 1

**Disproportionality in Student Discipline and the School to Prison Pipeline**, Maggie Wilkens (League of Education Voters)

All across the nation, students of color, low-income students, and students with disabilities are disciplined more frequently than their white and wealthier peers. Many use the term "School to Prison Pipeline" in describing the policies and practices that systematically push students out of the classroom and into the juvenile justice system. By learning about the school-end of this pipeline, we deepen our understanding of how we've come to see such staggering inequities in our public school system.

**What I Said and What I Meant: Cross Cultural Communication**, Rosetta Eun Ryong Lee (Seattle Girls School)

Cross cultural communication theories help explain communication differences across cultures, and yet they lack full definition of the deep influence of power and privilege in US mainstream culture. Whose cultural values, norms, and codes are the "acceptable ones" that determine professional, intellectual, and "polite" discourse in the United States? Examine the intersection of culture and race in communication so that we can ensure all children, families, and school professionals experience success in our schools.

**Unpacking White Privilege in Schools**, Ilsa Govan (Cultures Connecting)

When trying to address racial disproportionality in discipline, too often the focus is on fixing "the other", that is families or children of color, leaving white perspectives, culture and identity normalized and unexplored. Through story telling, discussion and experiential exercises we will shift the focus to examine how white cultural norms and privileges can create barriers to equity. By bringing into focus the ways white privilege operates on a personal and institutional level in schools, we will be able to see how white allies and people of color can work together to reform systems and engage in culturally responsive practices.

**The Role That School Discipline and School-based Police Play in Pushing Students of Color Out of School**, ACLU Washington

This workshop will examine the role that school discipline and school based police play in pushing students of color out of school. We will also examine positive models for change.

**The Role of Listening and Emotional Healing in Eliminating Structural Racism in Our Schools**, United to End Racism

United to End Racism (UER) will teach the listening processes and emotional healing skills as developed in Re-evaluation Counseling (RC) that can enable us to recover from the hurts of racism. These processes



and skills can support our organizing efforts to stop the attitudes, practices, and policies that target young people of color and other at risk children for the juvenile and criminal justice systems. The workshop will include the practice and information about how to take the skills and information back to our families, communities, schools, and other organizations especially in dealing with discouragement, burnout, internalized conflicts, and leadership challenges.

**Still Not Post-Racial: Dismantling Structural Racism and Cultural Bias in School by Asserting Racial Justice As an Educational Right of All Students**, Ernest Saadiq Morris, Esq. (Urban Youth Justice)

Dismantling the school-to-prison pipeline requires proactive strategies to directly challenge cultural bias and structural racism within the education system that are often disguised as race-neutral educational methodology, policy and practices. Learn a practical toolkit for effective racial justice advocacy that can reach beyond generalized complaints of discipline disproportionality and (often old) data measurement to demand transparency and accountability for the elimination of structural racism and implicit bias.

**The Problem With a Privileged Education: Moving Beyond the “Access” Paradigm**, Chilan Ta & Michelle Kleisath

Does money = good education? In social justice work today, we often speak of better “access” to education, healthcare, healthy food, and more. How might this paradigm limit our thinking, and what is possible when we question it? By focusing on the limits of our current education system for those who attend the most elite schools, we will exercise a new paradigm for educational justice.

**Racism, Educators and the Faculty Lounge: Where Institutionalized and Internalized Racism, Stereotype Threat and Inequity Collide**, Tricia Diamond

The discussion on diversity and segregation in American K-12 schools primarily focuses on students however too often districts ask students to exhibit diversity that they themselves are not willing to cultivate, encourage or maintain. . In this workshop, we will explore the economic and racial inequality educators of color face attempting to establish their teaching careers, remaining on the faculty, how they survive and discuss strategies to help them succeed in the interest of all children.

**White Adult Allyship in Schools: Our Work and Roles**, Coalition of Anti-Racist Whites

In a workshop geared towards white adults working in schools, participants will explore the role of whiteness in the perpetuation of racism and learn how to ally with students of color to challenge institutional racism in schools. This workshop will include a basic introduction to racism, adultism, and how being a white, adult ally to youth can transform relationships and systems. Presenters will share CARW’s model of adults allying with a youth led organization in Seattle.

**Does Your PTA Support Antiracist Multicultural Family Engagement? Introducing an Equitable Community-Based Model for Ending Seattle’s School-to-Prison Pipeline**, Crossroads Antiracism Organizing and Training

What happens in the schoolhouse at the intersection of Seattle Council PTSA and SPS? In this introductory workshop we'll share PTA experiences while defining institutional and structural racism, use this definition and the Six National PTA Standards to analyze SCPTAs as primary and ideally accountable gatekeepers of school-community resources, and outline effective and concrete steps parents, teachers and students can take together to improve student success and keep the jailhouse out of the schoolhouse.

## **Workshop Session # 2**

### **Having Our Say – Let Us Help You Out of This Mess, Raising Our Youth As Leaders (ROYAL)**

ROYAL youth are people of color participating in the educational system. This learning system has been engineered for them without their input or perspective about what would support them in learning. Using the canvas of this program's experience and lessons learned, workshop participant will get to hear from directly from ROYAL youth. These young people will share their current experiences and perspectives relating to the educational system.

### **Black, Brown & Blue: Youth of Color & The Juvenile Justice System, Greg Taylor (Community Connection Consulting)**

This workshop focuses on discipline policies & practices that disproportionately target & introduce black & brown youth into the juvenile justice system, and points to solutions and efforts to reform the juvenile justice system.

### **Plantation, Prison, Classroom: What's Really Going On in K-12 Schools, Tricia Diamond, Travis Steven Diamond-Visser and Jameson Pierce Diamond**

Ask a group of children why they don't like school and invariably at least one child will tell you "school is prison". This workshop will expose how some students and teachers of color in particular are stripped of their dignity and freedom and how they are profiled and criminalized every day by not only other students but by adults (administrators, teachers and para-educators) and why you should not ignore their feelings/complaints. After dialogue with students, parents and guardians about their experiences, we will discuss what we can do to encourage white and people of color afflicted with internalized racism to change and support our children.

### **Creating Racial Equity in Discipline Rates and Beyond, Race and Social Justice Community Roundtable's Racial Disproportionality in Discipline Committee**

This workshop will explore structural racism, its impact on the push-out rate of students of color and discipline in schools, and share strategies to create racial equity in education. We will look at restorative justice as one strategy to shift from a punitive based system of discipline to one that centers relationships and institutional transformation.

**Community Education & Engagement Strategy**, King County Office of Performance Strategy & Budget/King County Juvenile Court

Learn how the juvenile justice system successfully engaged the Somali community to provide education and outreach to families with court involved youth. When parents and community members understand the system they can better support and advocate for their children. Key elements of effective community engagement and education are transferrable to any system that needs to reach out to communities of color.

**“How They See Me is Not Who I Am”**, Katie Myers-Wiesen & Katherine Cole (Center for the Study of Justice in Society/Seattle University)

This workshop focuses on the concept of identity in terms of racial identity and the ability to form one’s own identity. Interactive exercises including movement, art, and dialogue will be utilized in order to better conceptualize one’s own identity and the limitations placed on others in society due to their outward identity.

**The Self-Actualization of Student Voices as Agents for Social Change**, Frederick Douglass Alcorn & Dr. José Vasquez

Whether working in school, community based, or adjudicated rehabilitative institutional settings, the role of facilitating and supporting the engagement of authentic student voice for social change and learning that is inclusive of the ethnicity, cultural, gender identity and social experiences among youth of color and working class youth is salient to their educational and learning achievement and social-psychological welfare. The purpose of this workshop session is to further define and identity strategies that are aimed at cultivating student voice as agents for social change.

**A Journey Through Institutional Racism**, Toi-Sing Woo (New Directions Consulting)

Using portions of the “Continuum On Becoming a Multi-Cultural and Anti-Racist Organization” by Crossroad Anti-Racist Organizing and Training’s tool, this workshop will shine a light on the internal transformation process for critical structural changes that are needed to be a multi-cultural/multi-racial agency. The workshop will also specially focus on the impacts of institutional racism on employees of color working in a predominantly white organization.

## **Workshop Session # 3\***

**A Process for Sustaining Our Activism to End Structural Racism in Our Schools**, United to End Racism

How do we sustain our efforts in ending structural racism and the “school to prison pipeline” as we go up against societal oppressive forces and internalized divisions and conflicts. United to End Racism will teach a process that can be used in small groups based on the listening and emotional healing skills

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\* For those workshops being repeated in this 3<sup>rd</sup> session, see the descriptions under Workshop Session # 1.

developed in Re-evaluation Counseling. These Sustaining Activism Groups give participants a chance to share, without interruption, their thoughts and struggles allowing them to work through any discouragement, burn-out, conflicts, leadership challenges, etc. The safety and support that grows in this setting is invaluable

**Restorative Communities and Practices – Restorative Circles and other Restorative Justice Alternatives to Suspension and the Traditional Discipline System, City of Seattle’s Restorative Justice Initiative**

Restorative Communities take a holistic approach to how we live together by employing a systemic and community-building approach to enhancing connection and relationship. Restorative Communities cultivate and nurture positive environments by developing collective values, engaging in restorative practices, and employing conflict engagement and accountability strategies that allow members of the community, and the community as a whole, to solve problems, meet needs and avoid harm, or to learn from, grow, and heal after painful events when they occur. Restorative Justice Systems using Restorative Circles (RC) and other practices enable groups to embrace conflict in a way that deepens connections, meets underlying needs and addresses harms, empowers individuals and communities, and builds strength of relationship by harnessing the generative wisdom and shared power of community. Restorative Circles, a system developed in Brazil by Dominic Barter, provides an empowering and needs-based alternative to the existing school disciplinary system and the school-prison pipeline and is used in organizations, schools, court systems, communities, workplaces, and families around the world.

**White People’s Relationship to the Prison Industrial Complex, European Dissent**

A facilitated conversation open to all, but especially for white people, to reflect on their own racialized relationships and histories to the Prison Industrial Complex. This will include discussion of how internalized white superiority affects us. The goal is to ground ourselves in an authentic place from which to take action to end the PIC.

**Education Advocacy for Youth in Foster Care, Angela Griffin (Treehouse)**

Youth in foster care face an uphill battle to graduate due to transitions, lack of basic skills, and emotional upheaval. The additional factor of institutional racism in the school environment makes it even harder for these youth to achieve their academic goals. Treehouse provides education planning, coaching and support to build each youth’s engagement and a personal investment in their education and future.

**The White Privilege of History: Who’s Excluded and How Do we Fix This?, Paris Williams**

Lecture, discussion and presentation of visual materials on the historical relationships of People of Color in the ancient world. Emphasis is on how these histories have been excluded in public education, especially the roles of Africans and the relationships among People of Color that predate European conquest. Mapping an approach for educators in developing a multicultural curriculum for history is the goal of this workshop.

## THANK YOU TO OUR INCREDIBLE SPONSORS!

- Center for Study of Justice in Society at Seattle University
- Seattle Office for Civil Rights
- King County Civil Rights Commission
- College of Education at the University of Washington
- Madrona Grace Presbyterian Church

## SPECIAL THANKS TO:

League of Education Voters, American Civil Liberties Union of Washington, Central Coop, White Center Community Development Association, Cecile Hansen, Duwamish Tribe, Nakisha Renee Jones, Youth Undoing Institutional Racism, Paul Rucker, Community Volunteers, Workshop Leaders, Rosetta Eun Lyong Lee, Seattle Girls School, Eleta Wright, Kelli Schmidt, Marjorie Restaurant, Donna Moodie, Nguyen Nguyen, Cultures Connecting, Ilsa Govan, United to End Racism, Jaleesa Trapp, Dennis Rudnick.

## 2013 SEATTLE RACE CONFERENCE PLANNING COMMITTEE

Monique Malson and Vivien Sharples - Conference Co-Chairs  
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