



# Community Conversations Resources

*Sponsored by the Nelson T. Gant House, United Way of Muskingum, Perry, and Morgan Counties, Muskingum County Community Foundation, and Muskingum County Library System*

## Facilitator Names and Contact Information

1. [Dr. Anita Jackson](#), Kent State University
2. [Danyelle Gregory](#), Muskingum University
3. [Tony Mayle](#), Shawnee State University
4. [Amy White](#), Ohio University

## Session Recordings

- [How We Got Here-A Historical View of Race Relations](#)
- [Changing Attitudes: Education & Health](#)
- [Changing Attitudes: The Legal & Justice System](#)
- [Moving from Words to Actions](#)

Sign up to receive communication about antiracism work in our community [here](#).

## Guest Speakers

### Session 2

- [Steve Foreman](mailto:foreman@zanesville.k12.oh.us), foreman@zanesville.k12.oh.us
- Amanda J Conley Enhanced Collaboration Consulting, LLC, aconley@ecc.partners

### Session 3

- Muskingum County Sheriff, [Matt Lutz](#)
- Zanesville Police Department Chief, [Tony Coury](#)

## Facilitator Top Resources

- [Community Conversations Pre-Assessment](#) and [Post-Assessment](#)
- [Harvard Implicit Bias test](#) on race
- Youtube Video about [Race in America](#)
- Youtube Video from Procter and Gamble on "[The Talk](#)"
- Youtube Video from Procter and Gamble on "[The Look](#)"
- Four Corners Exercise- see end of this resource packet

## Recommended Books

- *Their Eyes were Watching God* by Zora Neale Hurston
  - [physical book audiobook ebook digital audiobook](#)
- *White Fragility* by Robin DiAngelo
  - [physical book ebook digital audiobook](#)
- *Why Are All the Black Kids Sitting Together in the Cafeteria?* by Beverly Daniel
  - [physical book ebook](#)
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander
  - [physical book ebook](#)
- *River Jordan: African American Urban Life in the Ohio Valley* by Joe William Trotter Jr.
  - Ordered by MCLS for collection
- *The Freedom Writers diary : how a teacher and 150 teens used writing to change themselves and the world around them* by Freedom Writers with Erin Gurwell
  - [Physical book](#)
- *Post Traumatic Slave Syndrome* by Joy Degruy, Ordered by MCLS
- *The Color of Law* by Richard Rothstein
  - [ebook physical book](#)

- *How to be an Antiracist* by Imbram X. Kendi
  - [ebook](#) [physical book](#) [e-audiobook](#)
- *Caste- The origins of our discontents* by Isabel Wilkerson
  - [ebook](#) [physical book](#)
- *Historic Black Settlements of Ohio* by David Meyers
  - [physical book](#)
- *Your Blues Ain't Like Mine* by Bebe Moore Campbell
  - [Amazon](#)
- *Between the world and me* by Ta-Nehisi Coates
  - [physical book](#) [audiobook](#) [ebook](#) [e-audiobook](#)
- *Letters to Friends: Wisdom Through Storytelling* by Anita Jackson, Janice Windwalker Jones, Michael Hutchins, and Carlos Zalaquett
  - *Reach out to Anita Jackson*
- *In the service of community an honored elder: The Honorable Judge Perry Brooks Jackson* by Anita Jackson
  - [physical book](#)
- *Uprooting Racism: How White People Can Work for Racial Justice* by Paul Kivel
  - [Amazon](#)

For other recommended books that may not have been documented, click [here](#) or [here](#).

### **Recommended Movies and Links**

- The Color of Fear (1994) - documentary
- [Loving \(2016\) - film](#)
- [TatumSan Antonio Independent School District v. Rodriguez](#)
- [CDC Health Equity Considerations and Racial and Ethnic Minority Groups](#)
- [The 1619 Project Curriculum](#)
- [America to Me](#) by Steve James *documentary*
- [RSA Animate: Changing Education Paradigms](#)
- [Freedom Writers](#)
- [Antiracism Resource List](#)
- [W.K. Kellogg Foundation](#) -- a customizable repository of antiracism resources
- [Racial Dot Map of the U.S. by the University of Virginia](#)
  - Based on the 2010 Census, plots 308 million dots for each person counted, coded by race.
- [“How to Make Sure Your Antiracism Work is a Lifelong Endeavor”](#)

- [Where Police Don't Mirror Communities and Why It Matters](#)
- [Lester Holt: What I learned from spending two nights in a maximum-security prison](#)
- [NMAAHC: Talking about Race/Being Antiracist](#)
- [Tolerance.org: Speak Up!](#)
- [CBS: The difference between being not racist and being antiracist](#)
- [A Reading List On Race For Allies Who Want To Do Better](#)
- [NYT: First Encounters With Race and Racism: Teaching Ideas for Classroom Conversations](#)
- [How to Model Anti-Racist Behaviors and Talk to Your Children About Race](#)
- [Where Change Started: A Self-Guided Education for Becoming an Antiracist](#)
- [“Denying that Racism Exists is Not Only Delusional . . . it’s Racist” by Jeremy McCool](#)
- [“Who is Black: One Nation’s Definition” by F. James Davis on PBS.org](#)
- [Dr. Joy Degruy on empathy for Black people in America](#)
- [Dr. Joy Degruy on a trip to the grocery store](#)

### **Training Organizations**

- [The Racial Equity Institute](#)
- [Be the Bridge](#)
- [Crossroad](#)
- [Race Forward](#)
- [The White Privilege Conference](#)
- [Courageous Conversations](#)
- [People's Institute for Survival and Beyond](#)

### **Local and Regional Organizations to Support**

- [Nelson T. Gant House and Foundation](#)
- [Multicultural Genealogical Center of Chesterhill](#)
- [Showing Up for Racial Justice \(SURJ\)](#)-There are Columbus and Athens chapters.

### **Denominational Initiatives**

- [Presbyterian Church U.S.A.](#) -- Matthew 25 Initiative
- [United Methodist Church](#) -- "We Rise United"
- [New Baptist Covenant](#)
- [Episcopal Church](#) -- "Becoming Beloved Community"

*Visit our [resources page](#) for an extensive list of resources to talk about race.*

### **Additional Resources**

1. Multicultural Assessment and Four Corner Exercise
2. “Systemic Racism and its White Racial Frame” by Joe Feagin
3. Stereotypes Diversity Project Powerpoint from Tony Mayle and Dr. Anita Jackson
4. “How to Move Forward From Here: Suggestions for White People” by Dr. Amy White
5. “State of Black America-Unmasked 2020 Executive Summary”- A National Urban League Publication
6. Local Neighborhood Brainstorm Ideas for Antiracism
7. Reopen/Restart Updates from Zanesville City Schools Doug Baker, July 30, 2020
8. Muskingum County Library System 2020 Plans for Community Conversations & Antiracism



“I represent 100 years of black scholarship, done by black people or by others committed to the black experience,” said Muhammad, who is also a professor at Harvard Kennedy School. “And it turns out that the scope of that work remains mostly outside classroom textbooks, outside the public school curriculum, and outside college and professional school education. We still treat that history as optional.”

Muhammad wants a deeper reckoning with racism in classrooms from kindergarten to college. Close to home, he has more than once taken the Kennedy School to task for gaps he sees in its efforts to fully integrate racial history into its curriculum and policies. In his view, too many students leave the school no better informed on racism and colonialism than they were the day they first walked through the door—“ignorant about so much of

how the world came to look the way it does and the way the power is distributed in that world.”

-Khalil Gabran Muhammad, Harvard Kennedy School

## When I Felt Different Information Form

### Instructions

Complete the information requested. After you have finished, form a group of three preferably with people you do not know well and people different from you in race, gender age, and/or other characteristics. Please share the responses on this sheet with the people in your small group. Try to get in touch with the feelings and emotions that you felt during the experience.

1. Describe a time you felt different.
2. Describe the experience. What were the circumstances?
3. Describe your feelings regarding this experience.
4. Describe the messages you received about yourself.
5. Describe how you would respond to that experience today.

**Respond 'yes' or 'no' to each question.**

I have interrupted a racist act/joke/statements	Yes	No
I have remained silent when I observed a racist act/jokes/terms	Yes	No
I am able to recognize racists acts	Yes	No
I am able to recognize institutional racism	Yes	No
I have friends of many different ethnic, spiritual, cultural, age, economic backgrounds	Yes	No
When I interact with people of different racial groups, I recognize that I don't see color	Yes	No
I believe that every group of people living in the U.S. has an equal opportunity to be successful and achieve his/her dreams	Yes	No
I was taught in K-12 about the histories of the many groups of people who make up our nation	Yes	No
When I was taught in K-12 about the histories of the many groups of people who make up our nation, I was provided information from the perspective of the people who lived that history	Yes	No



## Four Corner Exercise

Fold a sheet of paper into four (4) equal sections. Then follow the instructions below to put information in each section. Write down the first thing that comes to your mind.

In the upper left section of your paper,  
write down three American values

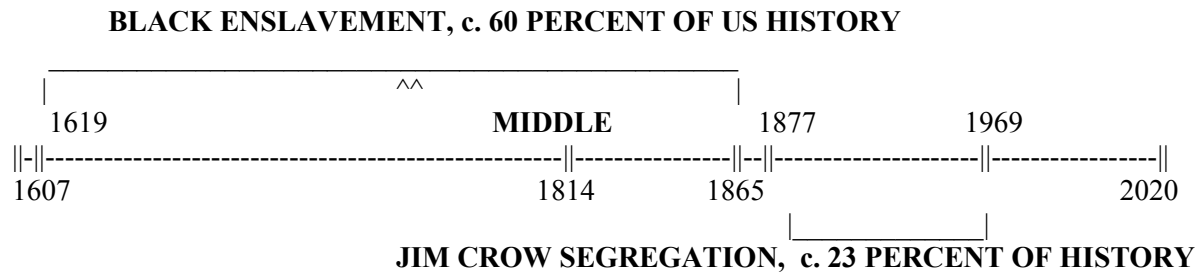
In the upper right section of your paper,  
write three typical American things

In the lower left section of your paper,  
write 3 typical American people

In the lower right section of your paper,  
write three characteristics you possess that  
will make you American

**SYSTEMIC RACISM AND ITS WHITE RACIAL FRAME**  
**Joe Feagin, Texas A&M University**

**(1) FIRST, CONSIDER THE *LONG* TIMELINE OF OUR HISTORY OF RACIAL OPPRESSION:**



**(2) NOTE THE SOCIETAL DEPTH OF FOUR CENTURIES OF SYSTEMIC RACISM:**

Many layers of **foundational and systemic racism**: White-on-black oppression has been imbedded in our economic, political, educational, and other institutions -- during slavery and Jim Crow (resulting in an estimated \$20-30 trillion in just black economic losses), and **extensive** present-day discrimination. We live under a 1787 Constitution substantially made by slaveholders. Add-in other white oppression: genocidal oppression of Native Americans from 1600s; by 1830s-1850s, oppression of Mexican Americans & Chinese Americans; many other groups of color thereafter. Knowing our racialized history is essential.

**(3) SERIOUS ANTI-RACIST WORK REQUIRES A SYSTEMIC RACISM PERSPECTIVE**

**Systemic racism** in U.S. involves the deep structures and surface structures of racial oppression. It includes the **complex array of white anti-other (e.g., anti-black) practices, the unjustly gained economic/political power of whites, the continuing economic and other resource inequalities along racial lines (unjust enrichment/unjust impoverishment), and the racial framing created by whites to rationalize privilege and power**. This racism is a material, social, racially framed reality and is fully systemic -- manifested in all major institutions, now over four-plus centuries.

**What is the dominant white racial frame?**

The dominant white-created racial frame provides an **overarching worldview** extending across divisions of class, gender, age. Since the 1600s this powerful *white racial frame* has provided the white-generated vantagepoint from which whites and others have regularly viewed society. It includes these important dimensions: **(1) racial stereotypes (verbal-cognitive aspect); (2) racial narratives & interpretations (integrating cognitive aspects); (3) racial images (visual aspects) & language accents (auditory aspect); (4) racialized emotions; (5) inclinations to discriminatory action**. (Much more than “Prejudice”) This strong framing has a very *positive orientation* to whites as *virtuous* and a *negative orientation* to the oppressed racial “others” viewed as *unvirtuous*. For most whites, this dominant racial frame is a *worldview* that routinely provides perspectives on everyday life. Additionally, Americans of all racial backgrounds are indoctrinated to some extent in this white racial frame.

**ANTI-RACIST WORK REQUIRES KNOWING OUR SYSTEMICALLY RACIST HISTORY:**

*We Need to Be Very Reflective on Racial Matters:* Francis Scott Key was a major wealthy slaveholder and back-to-Africa colonizationist. He wrote our national anthem, the Star Spangled Banner, during the U.S. War of 1812 with the British. He wrote in general terms in that frequently-sung anthem about the “land of the free,” yet did not mean what he said, for he viewed the new nation as a slaveholding republic of free white men. Significantly, in the anthem’s seldom-sung third verse, Key wished death upon formerly enslaved African Americans who, promised freedom by the British, had fled to British lines, with some fighting courageously with the British for real liberty. (Rockman) From viewpoint of enslaved African Americans, the British were defenders of real freedom; thousands migrated to freedom in the British lines. (Teaching such history, we can ask: Why do we often sing a morally corrupted slaveholder’s song so unreflectively? How can “democracy” be founded on large-scale enslavement and a U.S. Constitution made by similar slaveholders? What does this say about our systemic racism and the white racial frame?)

*More forgotten history, the fighters for real freedom and justice:* About 210,000 African Americans served in the Union army and navy during the Civil War; another 200,000-300,000 served in civilian roles supportive of military efforts. Most of these men and women had been enslaved in 1861, but were fighting for their permanent liberty. During the first years of the war, the sentiments of most northern whites, including Lincoln, were that the union had to be restored, and abolition of slavery was not a principal goal. After the General Order to recruit black soldiers belatedly came down in May 1863, with the help of black abolitionist Frederick Douglass and white abolitionist George Stearns, large numbers were recruited. These courageous black soldiers/sailors provided the military strength needed at a time of serious manpower shortage--due in part to northern whites resisting the new draft law. Tens of thousands of enslaved (or formerly enslaved) men and women also spied for Union forces, destroyed Confederate facilities, or fled plantations to the North. The withdrawal of essential African American labor played a major role in the demise of the Confederacy. Without their abandonment of the southern economy and large-scale military service, the Union cause would likely not have seen victory--a point that Lincoln himself made late in the war. Obviously, without that Union victory, the U.S. would have had a dramatically different subsequent history than that which has taken place. (“The slaves freed the slaves.”) The heroic efforts and many sacrifices of millions of enslaved and free African Americans made morally necessary and politically likely the pathbreaking and liberating Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. Sadly for these African Americans and the United States, they never got the promised “40 acres and a mule,” but were essentially reenslaved under Jim Crow’s long years. (Why have they been forgotten? Why did they not get real freedom? What does understanding this history mean for our working on racism and reparations issues? What does this say about our systemic racism and the white racial frame?)

## **ANTI-RACIST WORK REQUIRES UNDERSTANDING CURRENT SYSTEMIC RACISM:**

### **Continuing Data Portrait of Major Racial Inequalities (one measure of systemic racism):**

Today employment segregation remains *high* in a great many employment settings. As sociologists K. Stainback & D. Tomaskovic-Devey, *Documenting Desegregation* (Russell Sage) demonstrate with recent data, “To produce integrated private-sector workplaces today would require that *more than half* of all workers to switch jobs. ..Little or no national aggregate progress is [now] being made in either [job] desegregation or access to good jobs.” Black unemployment rate has been twice that of whites for decades. Black median household income was only 59% recently. School segregation very remains high. Why does such systemic racial inequality persist?

*(a) Two examples of relatively new research on how systemic racism works: Because unnoted past discrimination becomes present racial inequality—By social reproduction of past unjust enrichment of whites & past unjust impoverishment of blacks and others of color.* Recent research (Jenni Mueller) in a

southwestern area found *huge* racial differences in acquisition & intergenerational transfer of wealth & social capital over three-plus generations: **“White families reported more than six times as many transfers of monetary assets across generations in these families histories.. Intergenerational inheritances of land, homes & businesses were similarly disproportionate.”** Majority of white families secured significant assets in past from white “affirmative action” programs—e.g., large-scale federal/state Homestead (land) Acts (1860s-1930s) & major federal housing & veterans programs after World War II. Also, white family histories have *five times as many instances of these government-derived assets* as families of color. Great racial inequalities persist, usually by intent, because most whites oppose real systemic change & insist on keeping unjust enrichments they or their ancestors have secured over four centuries of systemic racism. (How do we best account for, and *repair* fully, current white-black and other racial inequalities today? What does this say about our systemic racism and the white racial frame?)

**(b) Because of racialized network segregation, social-capital reproduction:** Conducting hundreds of white interviews, sociologist Nancy DiTomaso has demonstrated how networking patterns reproduce systemic racial inequality. Most whites report using acquaintances, friends, family to find most jobs over lifetimes. This challenges colorblind view of great many people that jobs are secured mainly because of personal qualifications & merit. Most whites *avoid* real market competition, secure jobs using their racially segregated networks. *Not one* expressed concern about this white “opportunity hoarding.” Most whites fear effective affirmative action programs weaken or end patterns of this institutionalized *favoritism* (“white affirmative action”) for whites. (What does this say about our systemic racism and the white racial frame? About how to undertake effective reparations?)

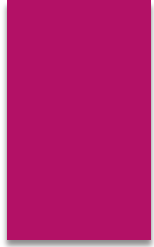
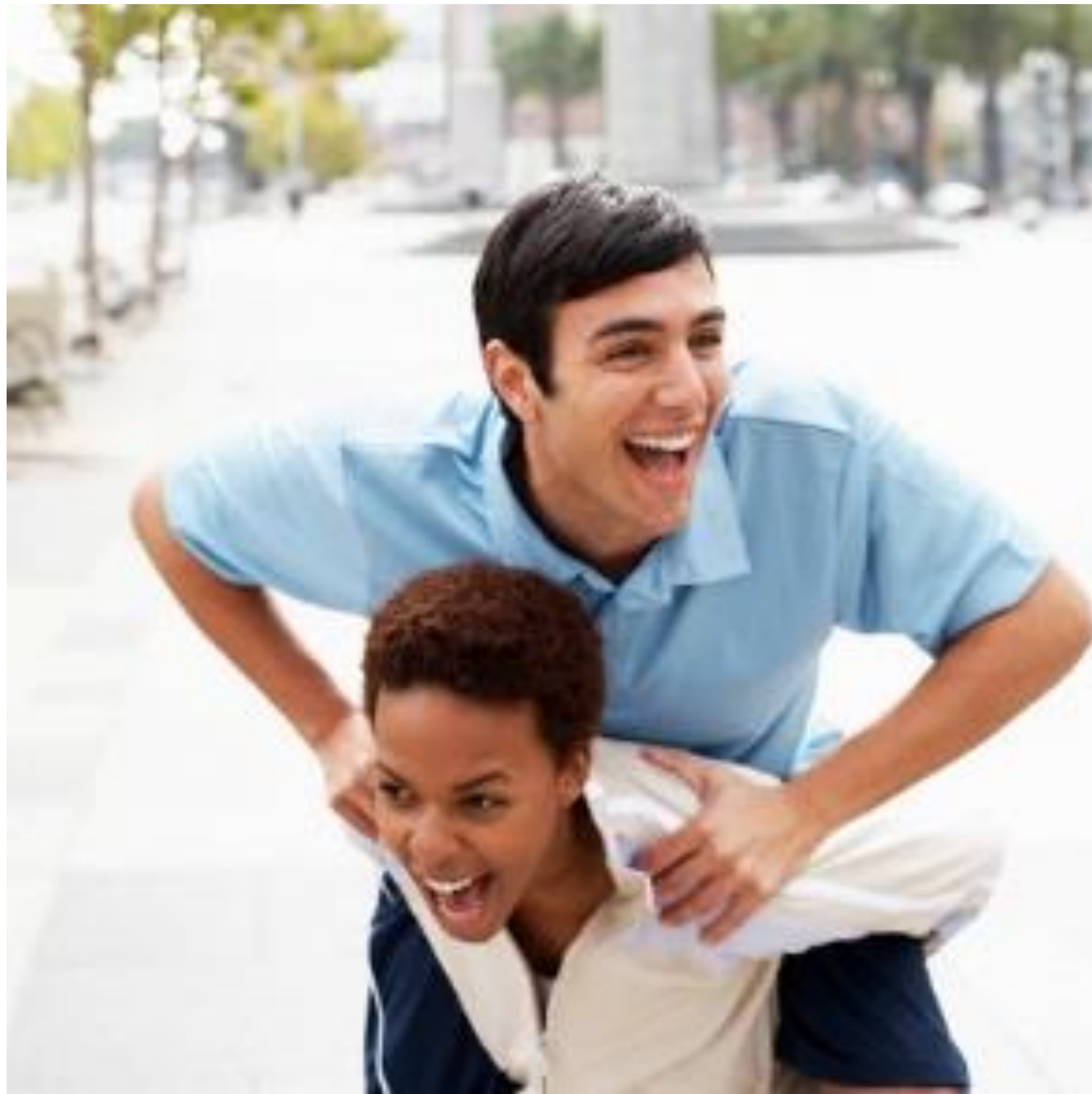
**Some Everyday Interactive-Racism-Countering Strategies:** Racism is human-made and can thus be unmade. **Areas of personal action:** Study and know our racial history well. Teach ourselves and others strategies on how to respond to racist events. (Picca/Feagin; Westen; Aguilar): (1) **Call it out.** Show it hurts. “I know you meant well, but that comment hurts.” Use pointed humor (“Rob, Did you learn that joke from the Klan?”). Show puzzlement (“Can you please explain that comment?”). Assertively call it out. (2) **Reframe the event** to accent positive framing. Where people have conflicting frames in their minds (for example, the justice/fairness frame versus a white racist frame), activate the positive justice/fairness frame. (3) **Remind people** of their faith or moral values if relevant (“We are all God’s children; “Love thereby neighbor as thyself”). We need to regularly call out racist performances in the backstage and frontstage. Asked to record events, diarists were shocked by frequency of their & friends’ racist performances. We need to encourage more people to “see” racism and to **dissent often**.

**Areas of collective action:** We need multiracial organizations calling out racism and teaching how to eradicate/ respond to everyday racism. We need many Stereotyping 101 and Racism 101 courses in media, and from kindergarten to graduate school. We need to teach about reparations and how that could be implemented.

**Some Sources:** Joe Feagin, *Racist America*, 3ed., Routledge, 2014; *The White Racial Frame*, 2<sup>nd</sup> ed., Routledge, 2013; Louwanda Evans, *Cabin Pressure*, Rowman & Littlefield, 2013; Seth Rockman, *Scraping By: Wage Labor, Slavery, and Survival in Early Baltimore*, Johns Hopkins Univ. Press, 2011); Jennifer Mueller, “The Social Reproduction of Systemic Racial Inequality” unpublished Ph.D. Dissertation, Texas A&M, 2013; Nancy DiTomaso, *The American Non-Dilemma* (Russell Sage, 2013) . L. H. Picca & J. R. Feagin, **Two-Faced Racism** (Routledge). See also J. Feagin, **The White Racial Frame**; D. Westen, **The Political Brain**; Aguilar website: [Ouchthatstereotypehurts.com](http://Ouchthatstereotypehurts.com) email: [jrfeagin@yahoo.com](mailto:jrfeagin@yahoo.com); our sociology expert blog: [www.racismreview.com](http://www.racismreview.com) (Please do not copy without permission.)



# Stereotypes & Injustices



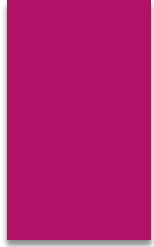












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*Black*



*Caucasian*



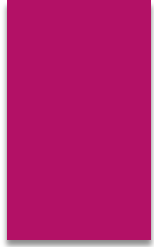
*Chinese*

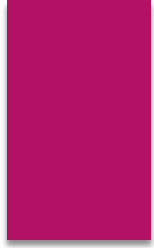


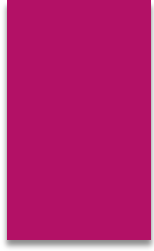
*Japanese*



*Korean*





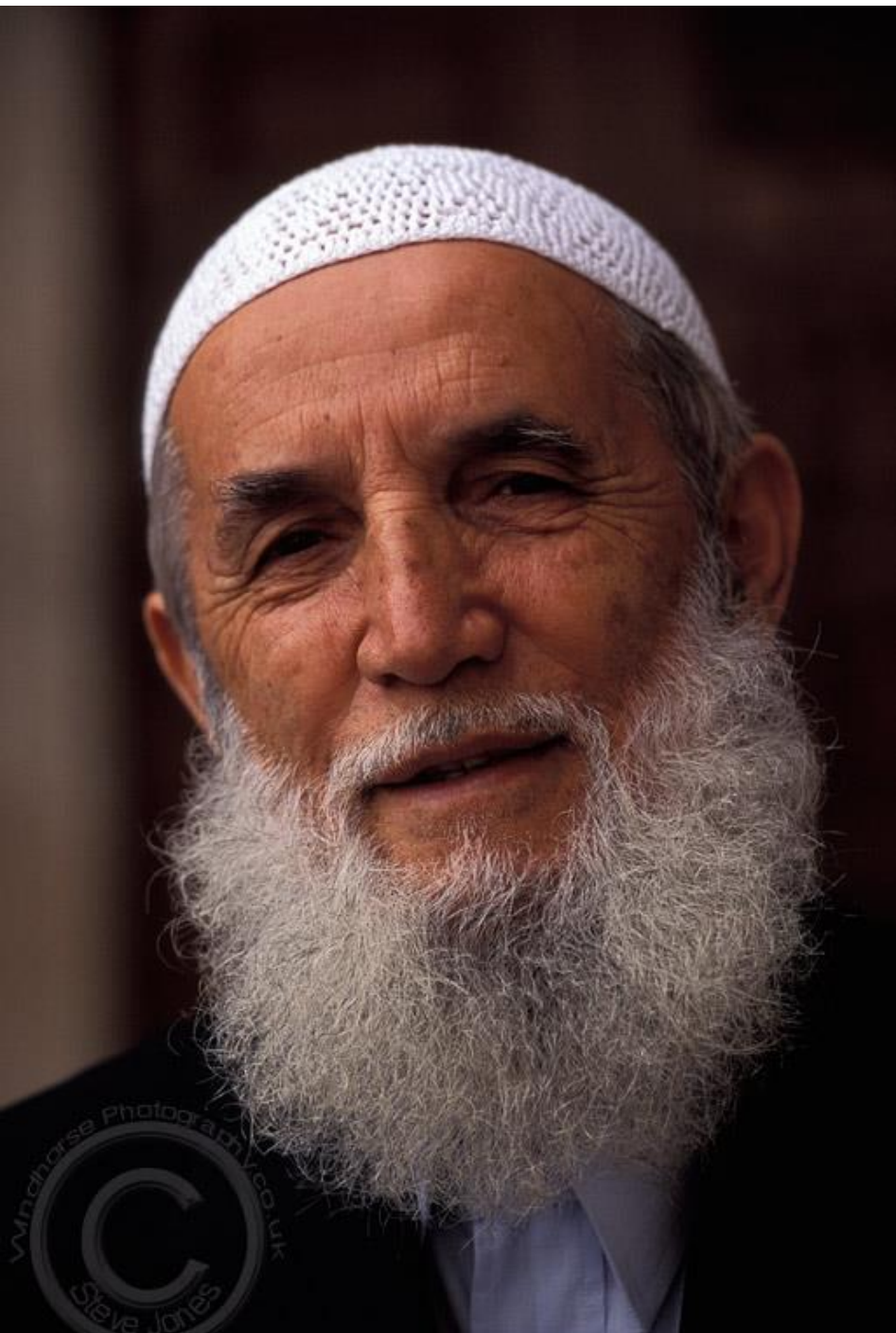




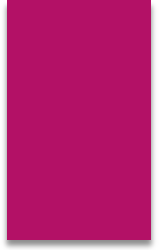
Stars **CABOT** *the* **WRAY** *Robert* **ARMSTRONG**



Apes - **M. COOPER** | **E. SCHLESACK**

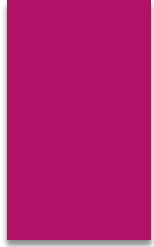


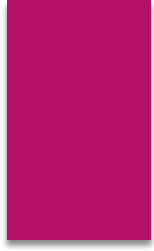


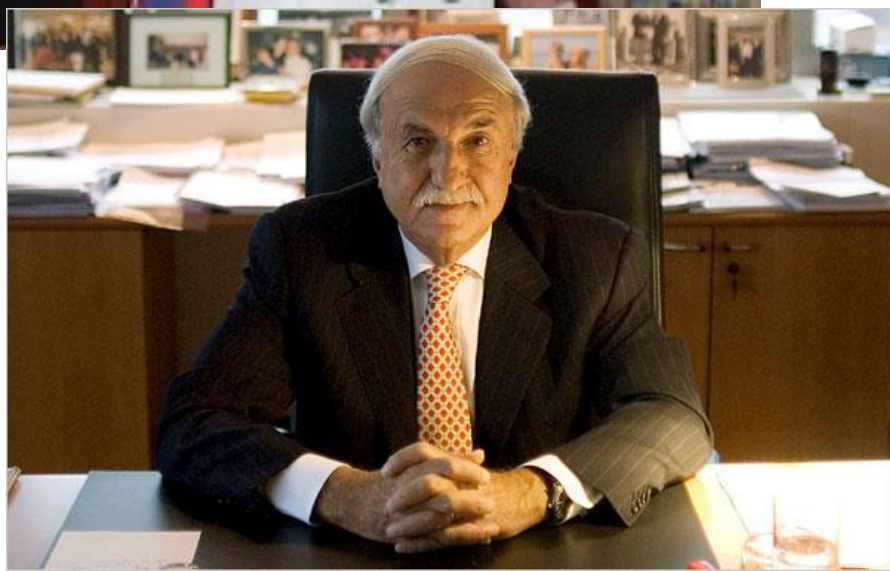




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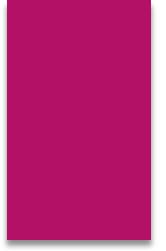
















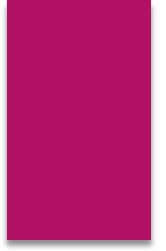


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WACO TEXAS







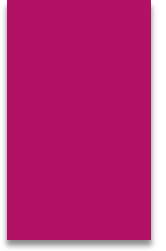




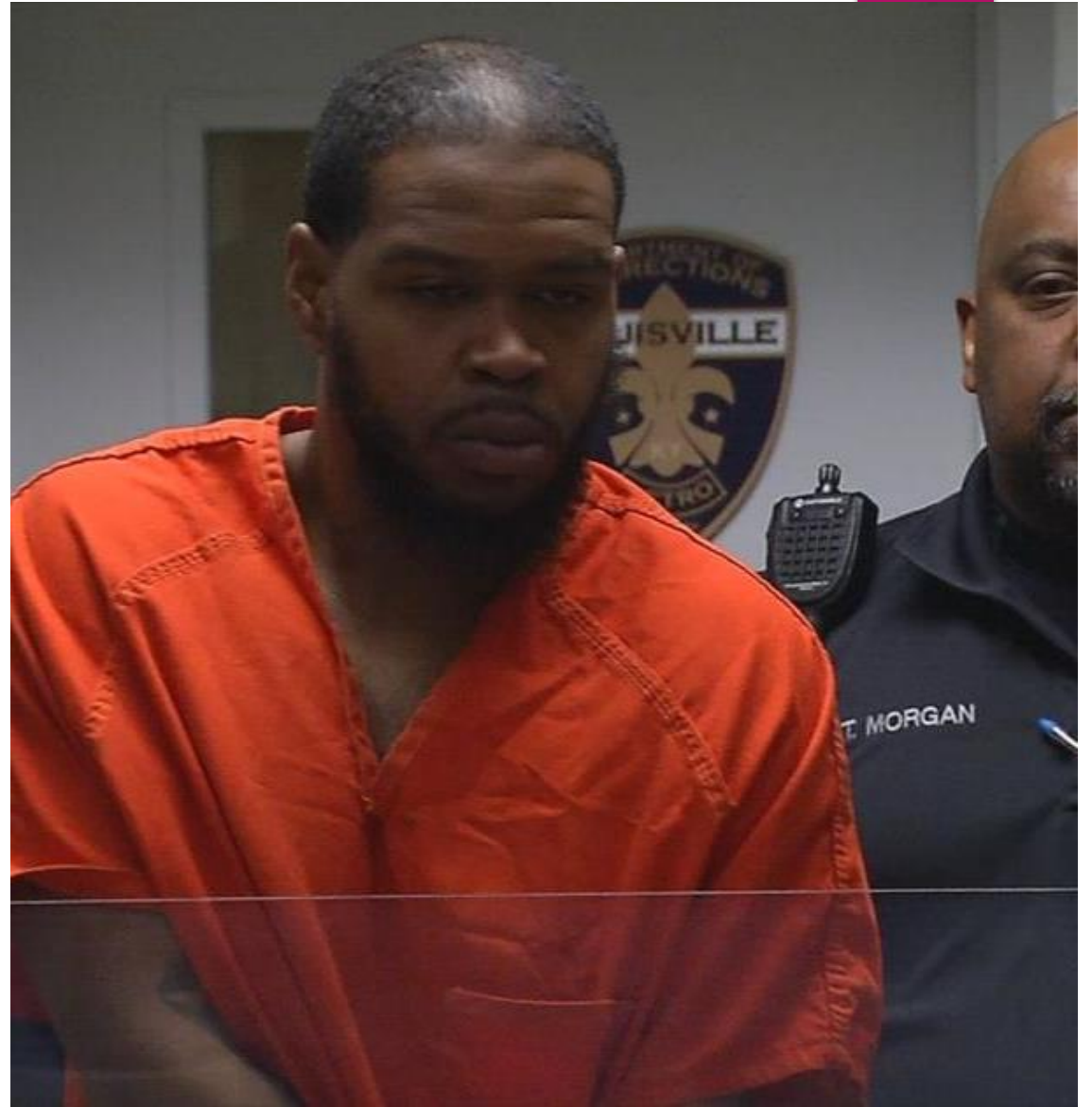




Hollister





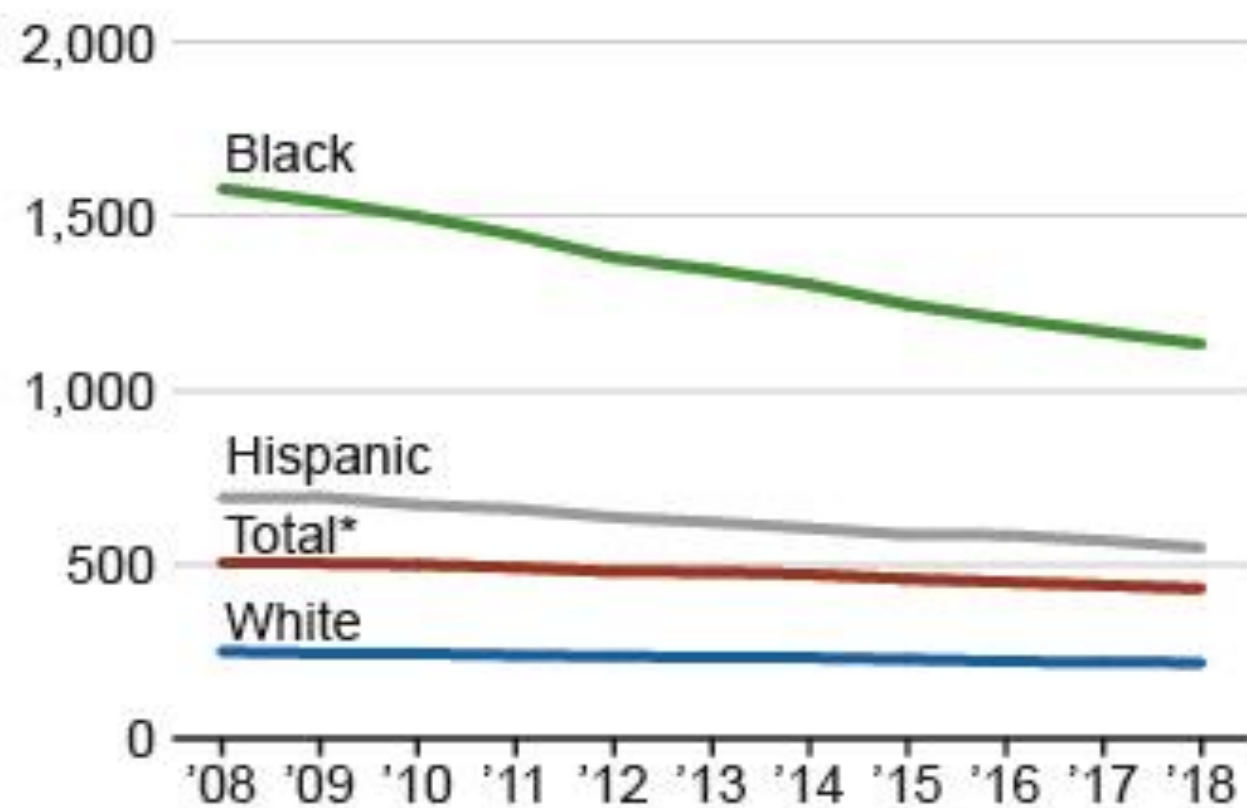




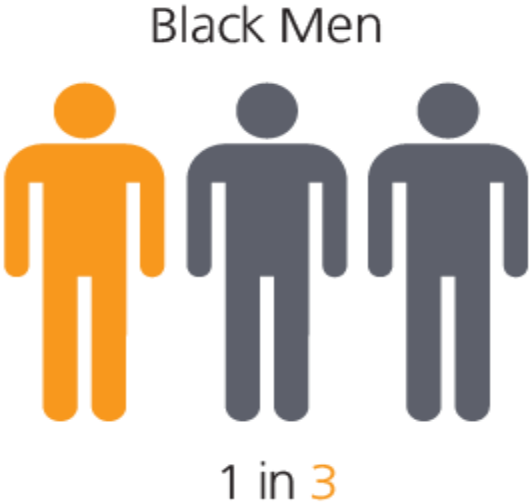




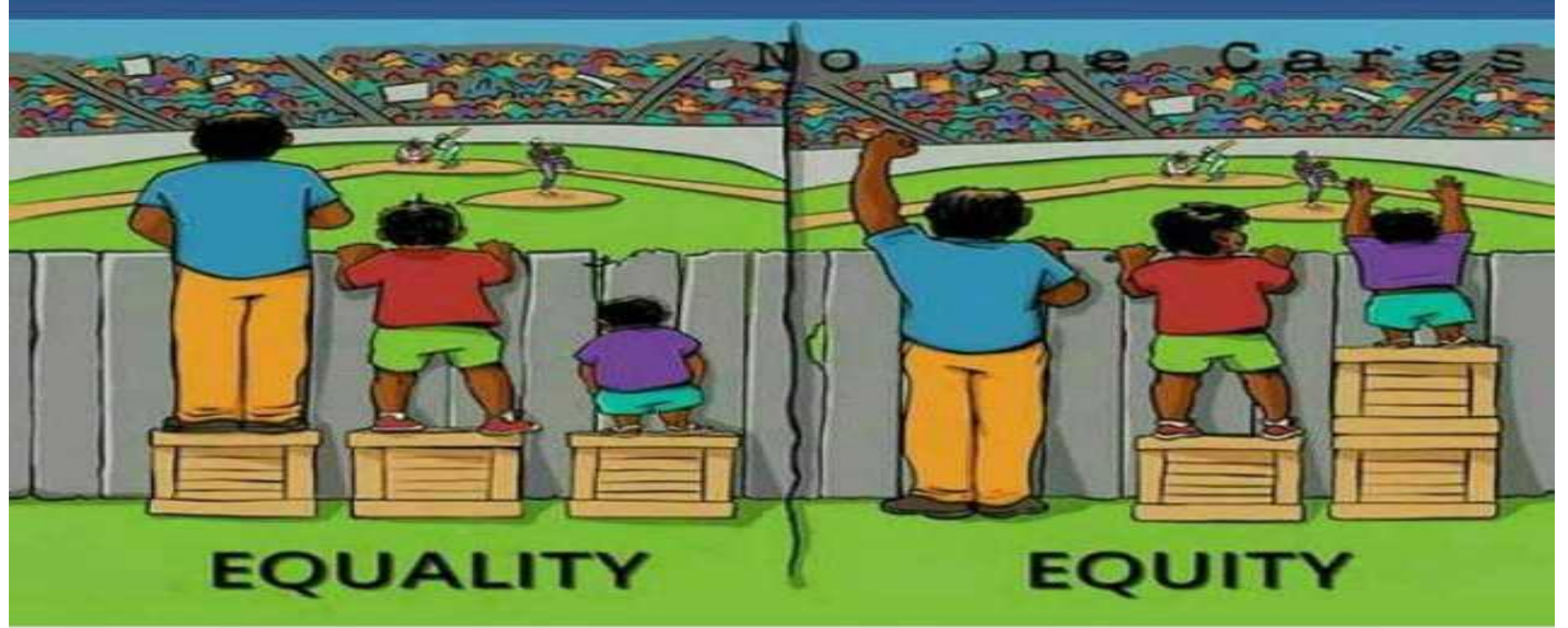
**Combined state and federal imprisonment rate per 100,000 U.S. residents of a given race or ethnicity, 2008-2018**



# Lifetime Likelihood of Imprisonment for U.S. Residents Born in 2001

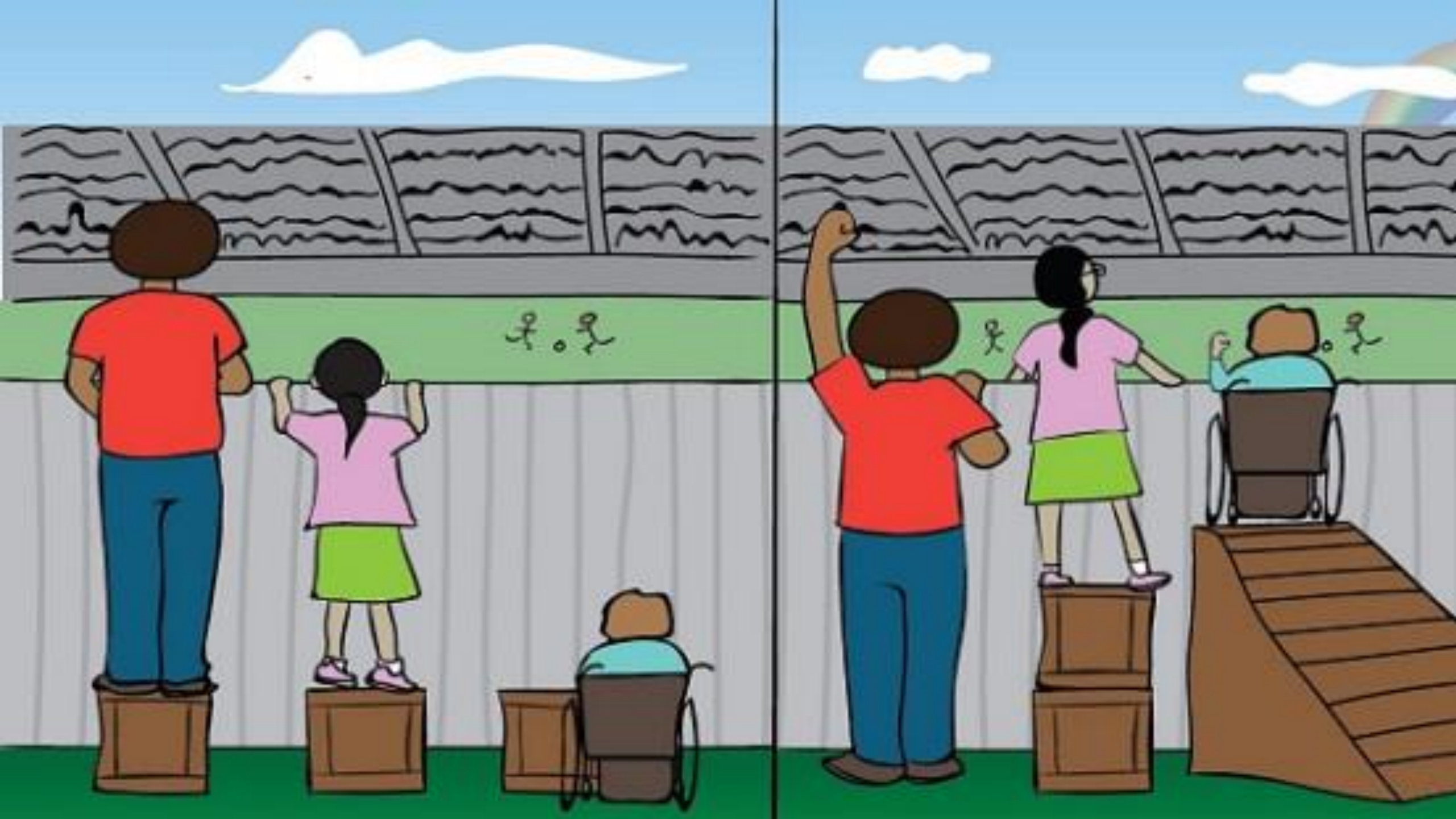


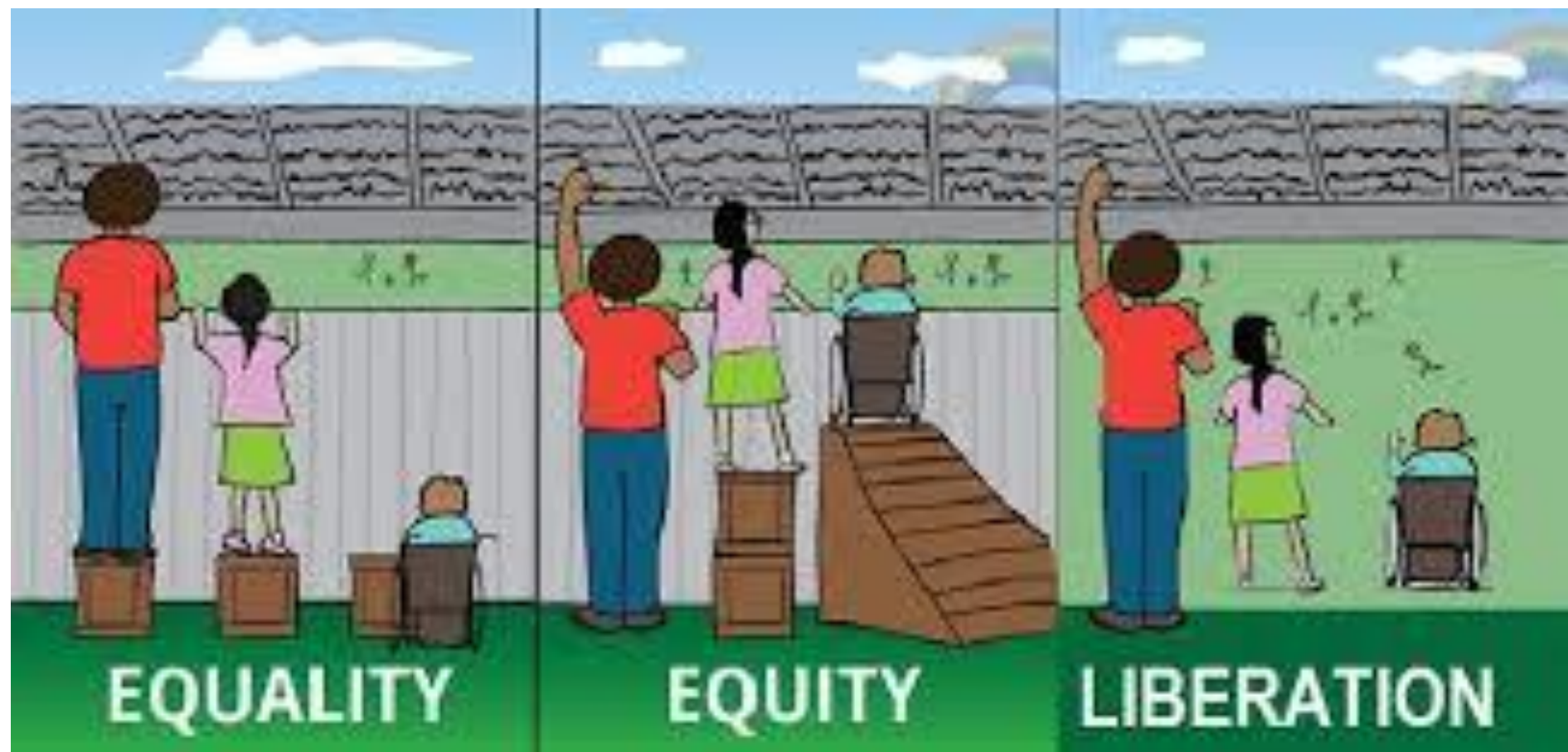
Ethnocentrism  
Anti-Semitism  
Dogmatism  
Macro-Aggressions Crowism  
Intolerance Bigotry Jim Ableism  
Prejudice Hate Inequity  
Chauvinism **Bias** Homophobia  
Heterosexism Favoritism Racism  
Fanaticism Micro-Aggressions  
Sexism  
Ageism Discrimination  
Apartheid Implicit/Unconscious

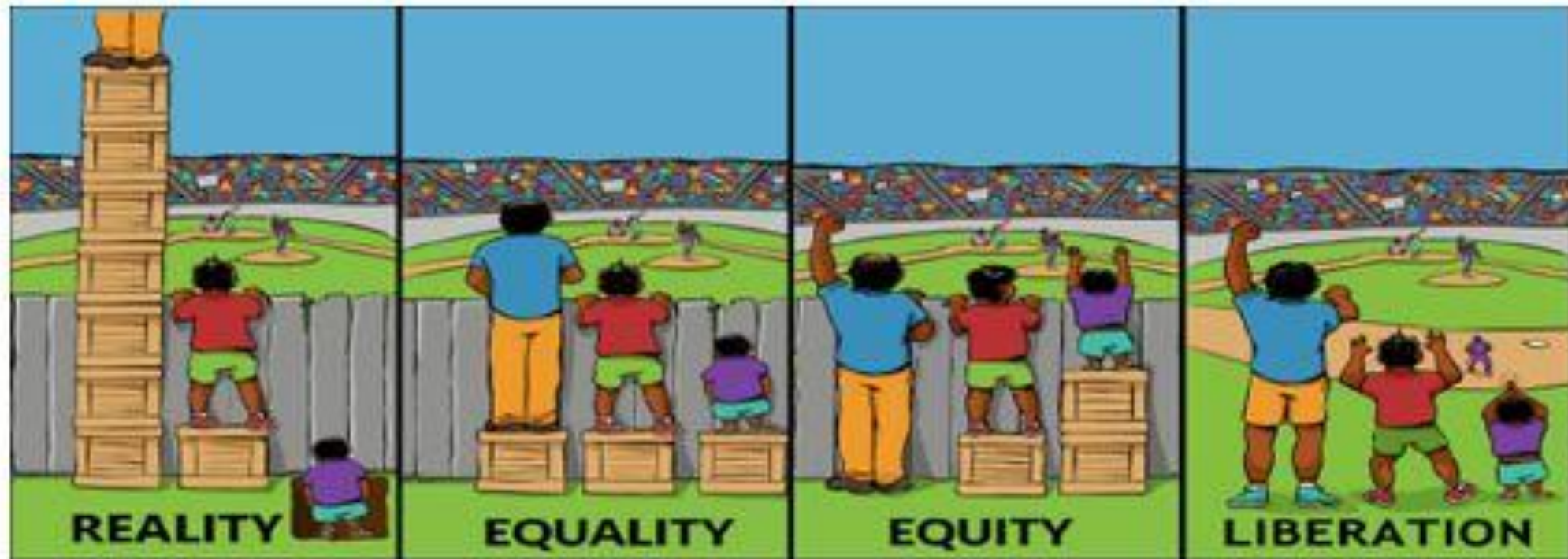


**Equality** :- Giving people  
the same thing

**Equity** :- Fairness is every  
situation



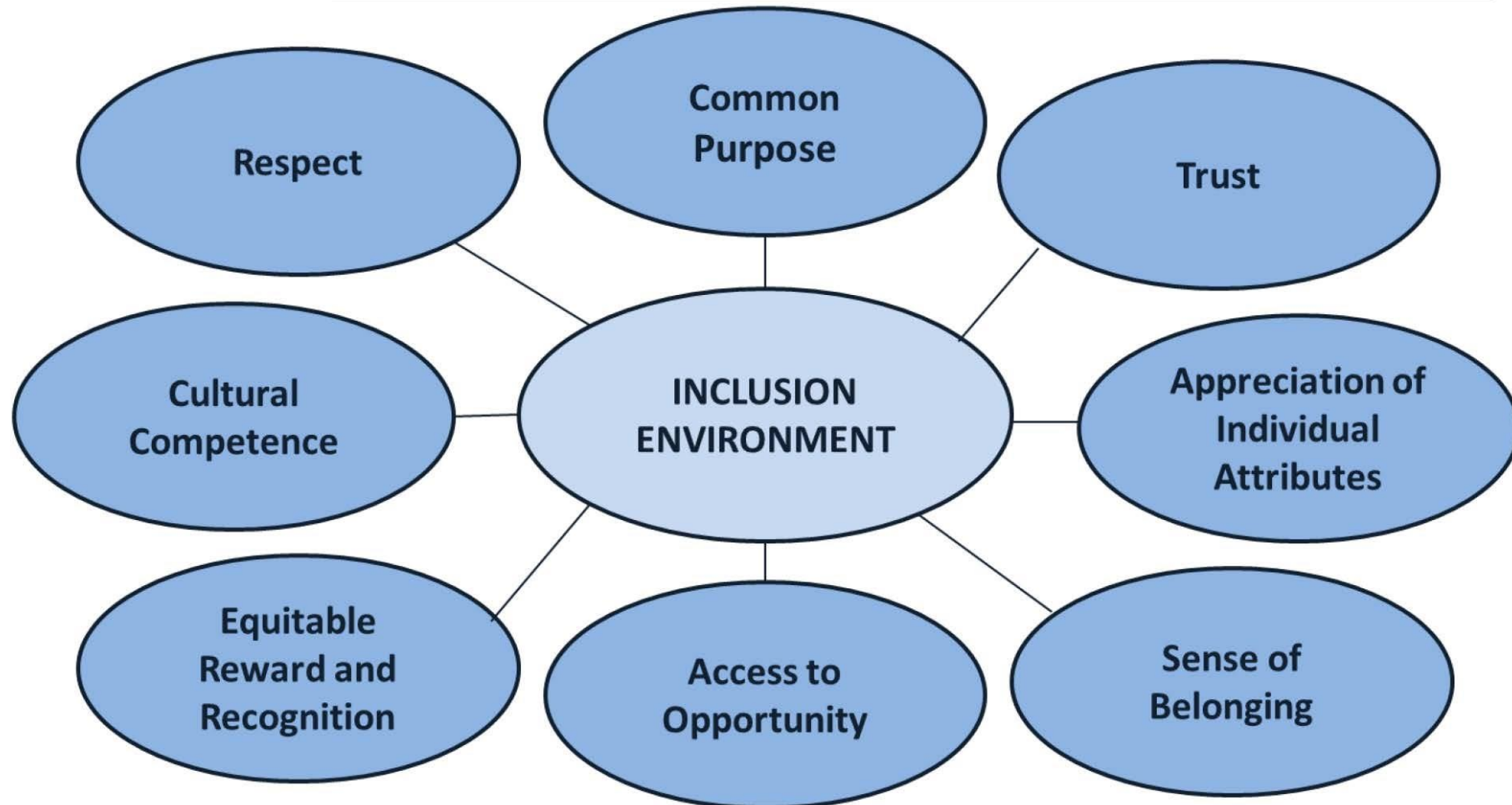






# INCLUSION FACTORS

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**Core Message: Appreciation and Value of the Individual**



#### Weapons IAT

*Weapons ('Weapons - Harmless Objects' IAT).* This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.

#### Age IAT

*Age ('Young - Old' IAT).* This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old.

#### Weight IAT

*Weight ('Fat - Thin' IAT).* This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.

#### Presidents IAT

*Presidents ('Presidential Popularity' IAT).* This IAT requires the ability to recognize photos of Donald Trump and one or more previous presidents.

#### Gender-Career IAT

*Gender - Career.* This IAT often reveals a relative link between family and females and between career and males.

#### Race IAT

*Race ('Black - White' IAT).* This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black.

#### Skin-tone IAT

*Skin-tone ('Light Skin - Dark Skin' IAT).* This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.

#### Asian IAT

*Asian American ('Asian - European American' IAT).* This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin.

#### Disability IAT

*Disability ('Disabled - Aabled' IAT).* This IAT requires the ability to recognize symbols representing abled and disabled individuals.

#### Sexuality IAT

*Sexuality ('Gay - Straight' IAT).* This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people.

#### Religion IAT

*Religion ('Religions' IAT).* This IAT requires some familiarity with religious terms from various world religions.

#### Gender-Science IAT

*Gender - Science.* This IAT often reveals a relative link between liberal arts and females and between science and males.

#### Arab-Muslim IAT

*Arab-Muslim ('Arab Muslim - Other People' IAT).* This IAT requires the ability to distinguish names that are likely to belong to Arab-Muslims versus people of other nationalities or religions.

#### Native IAT

*Native American ('Native - White American' IAT).* This IAT requires the ability to recognize White and Native American faces in either classic or modern dress, and the names of places that are either American or Foreign in origin.

## **How to Move Forward From Here Suggestions for White People by Dr. Amy White**

- Take the 21-day Racial Equity Habit Building Challenge <https://www.eddiemoorejr.com/21daychallenge/#engage>. You can take the challenge alone or gather a group to take it. This group can be friends, family or a workplace.
- Join Standing Up for Racial Justice and participate in their activism. There is a chapter in Athens and one in Columbus. There is even a resource on their webpage for starting your own chapter. <https://www.showingupforracialjustice.org/> The chapter in Athens has a Facebook page at <https://www.facebook.com/groups/1819501354989799>
- Form a reading group around the book *White Fragility: Why It's So Hard for White People to Talk About Racism* by Robin DiAngelo. There is an excellent free guide for educators focused on this work that can help facilitate a reading group discussion. <http://beacon.org/assets/pdfs/DiAngelo-EducatorsProfDevGuide.pdf>
- Read and complete the activities in *The Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing* by Anneliese A. Singh PhD LPC, Derald Wing Sue Ph.D., et al.
- Use your privilege to call out racism when you see it and become a voice for education and justice. For help, learn more about talking about race and make use of the excellent resources provided by the National Museum of African American History and Culture at <https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>

### **If you are an educator:**

- Let your students see themselves in books, <https://diversebooks.org/>
- Learn about teaching tolerance <https://www.tolerance.org/>
- Help students face history <https://www.facinghistory.org/educator-resources>

• Learn more to help teach in a more inclusive fashion, I recommend the following books:

*For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education* by Christopher Emdin

*Teaching to Transgress: Education as the Practice of Freedom* by Bell Hooks

*We Got This. Equity, Access, and the Quest to Be Who Our Students Need Us to Be* by Cornelius Minor

# STATE OF BLACK AMERICA<sup>®</sup> UNMASKED

2020

EXECUTIVE SUMMARY



A NATIONAL URBAN LEAGUE PUBLICATION  
[www.stateofblackamerica.org](http://www.stateofblackamerica.org)



## ABOUT THE NATIONAL URBAN LEAGUE

The National Urban League is a historic civil rights and urban advocacy organization. Driven to secure economic self-reliance, parity, power and civil rights for our nation's marginalized populations, the National Urban League works towards economic empowerment and the elevation of the standard of living in historically underserved urban communities.

Founded in 1910, and headquartered in New York City, the National Urban League has improved the lives of more than two million people annually through direct service programs run by 90 local affiliates in 36 states and the District of Columbia. The National Urban League also conducts public policy research and advocacy work from its Washington, D.C. bureau.

The National Urban League is a BBB-accredited organization and has earned a 4-star rating from Charity Navigator, placing it in the top 10% of all U.S. charities for adhering to good governance, fiscal responsibility and other best practices.



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# ABOUT THE STATE OF BLACK AMERICA®

THE *STATE OF BLACK AMERICA*® IS THE SIGNATURE REPORTING OF THE NATIONAL URBAN LEAGUE.

First issued in 1976, the *State of Black America*® is one of the most highly-anticipated benchmarks and sources for thought leadership around racial equality in America across economics, employment, education, health, housing, criminal justice and civic participation. Each edition contains penetrating commentary and insightful analysis from recognized authorities and leading figures in politics, the corporate and tech sectors, the nonprofit arena, academia and popular culture. This year, the *State of Black America*® also includes the Equality Index™, a quantitative tool that tracks the progress of racial equality in America.

The 2020 *State of Black America*®, *Unmasked*, matches the national mood for serious introspection, exposing the human toll and economic devastation of a global pandemic on Black America while laying bare the deep-rooted inequities that predated the pandemic and accelerated the virus's deadly spread.

## ***America caught the coronavirus and Black America caught hell.***

As states began to collect race-based data, a bleak picture emerged: Black, Latino and Indigenous people were getting sick and dying in higher numbers. African Americans are reportedly three times as likely to contract the coronavirus and nearly twice as likely to die from COVID-19 as whites. The latest findings tell a chilling tale of a nation divided along racial fault lines that first erupted upon the arrival of enslaved Africans in 1619. It recounts the birth of a nation whose institutions and laws were built on top of racist ideologies that continue to oppress, terrorize and disenfranchise the descendants of the enslaved today.

Against the grim backdrop of an exploding public health crisis, the nation watched as a Black man was denied his God-given right to breathe, losing his life under a police officer's knee pressed into the back of his neck for almost nine minutes. George Floyd's last words: "I can't breathe," ignited a firestorm of protests over his unjust death. Americans spilled out into the streets, insisting—once more—that Black lives matter.

Our reporting reveals the common denominator in the alarming and disproportionate ratio of Black people left gasping for air in emergency rooms and at the hands (and knees) of law enforcement: centuries of systemic racism.

Through our partnership with the Johns Hopkins Center for Health Equity, we examine the racial underpinnings of the pandemic, honing in on the indisputable link between our nation's legacy of systemic racism and higher rates of Black death to COVID-19. Our authors tackle the reach of the outbreak into how we live, work and vote. They delve into the erasure of Black wealth and job gains in the wake of the historic economic collapse and record-setting unemployment. They also analyze our interconnectedness, reminding us that prisoner health is indeed public health. The fate of HBCUs come fall is debated, along with the increased risk for disinformation and voter suppression in our November 2020 election.

The pandemic has forced Americans to grapple—yet again—with the enduring consequences of slavery and the prevalence of systemic racism in our society. Our public and private institutions and political systems have all been infected by this insidious disease—and must be remedied.

The National Urban League stands united with all people committed to the monumental task of reckoning with our nation's racist past—and present. We stand resolute and ready to leverage our influence and resources to break the pattern of papering over injustice with hollow reforms and symbolic gestures. We believe that without real justice, there can be no peace.

To heal our nation, we must fearlessly acknowledge and address the straight and unbroken through-line that connects 1619 to COVID-19.

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LEARN MORE AND GET MORE AT  
[www.stateofblackamerica.org](http://www.stateofblackamerica.org)

# UNDERSTANDING

# THE 2020 EQUALITY INDEX™

## **WHY DOES THE NATIONAL URBAN LEAGUE PUBLISH AN EQUALITY INDEX?**

Economic empowerment is the central theme of the National Urban League's mission. The Equality Index gives us a way to document progress toward this mission for Black and Hispanic Americans relative to whites.

## **WHAT IS THE EQUALITY INDEX TRYING TO DO?**

Imagine if we were to summarize how well African Americans and Hispanics are doing compared to whites in the areas of economics, health, education, social justice and civic engagement and represent that by a pie.

The Equality Index measures the share of that pie which African Americans and Hispanics get.

Whites are used as the benchmark because the history of race in America has created advantages for whites that continue to persist in many of the outcomes being measured.

## **THE 2020 EQUALITY INDEX OF BLACK AMERICA IS 73.8%. WHAT DOES THAT MEAN?**

That means that rather than having a whole pie (100%), which would mean full equality with whites in 2020, African Americans are missing about 26% of the pie (Fig. 1A). Similarly, a Hispanic Index of 78.8% indicates that about 21% of the pie is missing for Hispanics (Fig. 1B).

## **HOW IS THE EQUALITY INDEX CALCULATED?**

The categories that make up the Equality Index are: economics, health, education, social justice and civic engagement. In each category, we use nationally representative statistics to calculate a sub-index that captures how well African Americans and Hispanics are doing relative to whites. Each category is weighted based on the importance that we give to each. The weighted average of all five categories is then calculated to get the total Equality Index.

## **IS IT POSSIBLE TO SEE HOW WELL AFRICAN AMERICANS AND HISPANICS ARE DOING IN EACH OF THE CATEGORIES?**

Yes. We show this in the tables included with the Equality Index.

We estimate an index for each category that can be interpreted in the same way as the total Equality Index. So, an index of 59.2% for the economics category for African Americans in 2020 means that African Americans are missing close to half of the economics mini-pie. Fig. 1A and Fig. 1B summarize the total 2020 Equality Index and the index in each category for African Americans and Hispanics.

## **IS IT POSSIBLE TO SEE HOW WELL AFRICAN AMERICANS AND HISPANICS ARE DOING OVER TIME?**

Yes. The National Urban League has published the Equality Index of Black America and all the variables used to calculate it since 2005 (Fig. 2A). The Hispanic Equality Index goes back to 2010 (Fig. 2B).

## **IT DOESN'T LOOK LIKE THERE'S BEEN MUCH IMPROVEMENT IN THE EQUALITY INDEX. WHAT'S THE POINT?**

The Equality Index is made up of a lot of different parts. Improvements in one area are sometimes offset by losses in another area, leaving the overall index unchanged.

Change often happens slowly. The Equality Index offers solid evidence of just how slowly it happens, making the index an indispensable tool for shaping the policies needed in the ongoing fight against inequality.

## **NOT ALL AFRICAN AMERICANS AND HISPANICS ARE DOING POORLY AND NOT ALL WHITES ARE DOING WELL. WHY DOESN'T THE EQUALITY INDEX CAPTURE CLASS DIFFERENCES?**

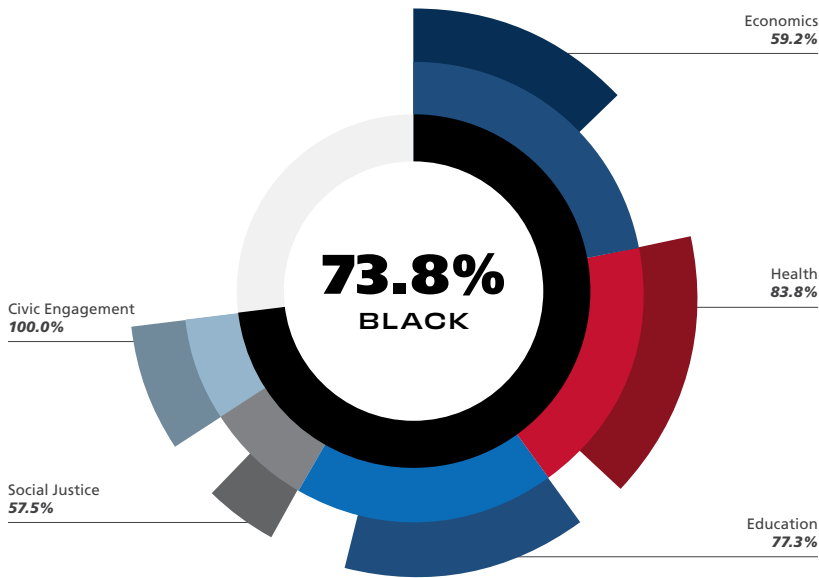
The Equality Index was created to capture racial inequality. Most of the data points are reported as averages for African Americans, whites and Hispanics. An average is the easiest way to summarize a large amount of information but can mask class differences within each group. While the Equality Index does not detail class differences, it does highlight regional differences in racial inequality through our rankings of metro area unemployment and income inequality (not included this year but available for prior years).



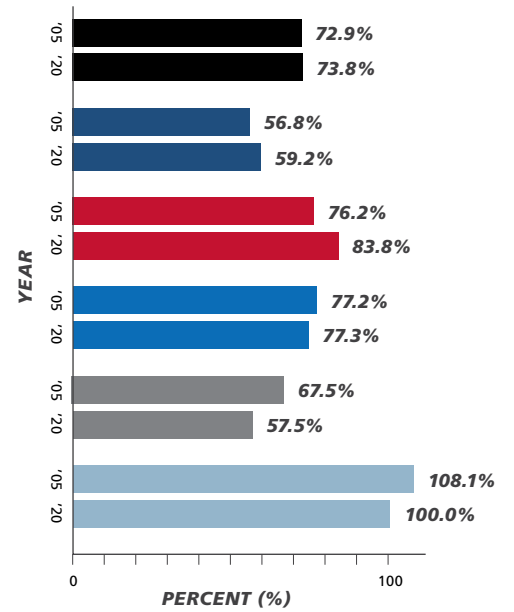
**KEY / WEIGHTED INDEX CATEGORIES**

- Equality Index
- Economics 30%
- Health 25%
- Education 25%
- Social Justice 10%
- Civic Engagement 10%

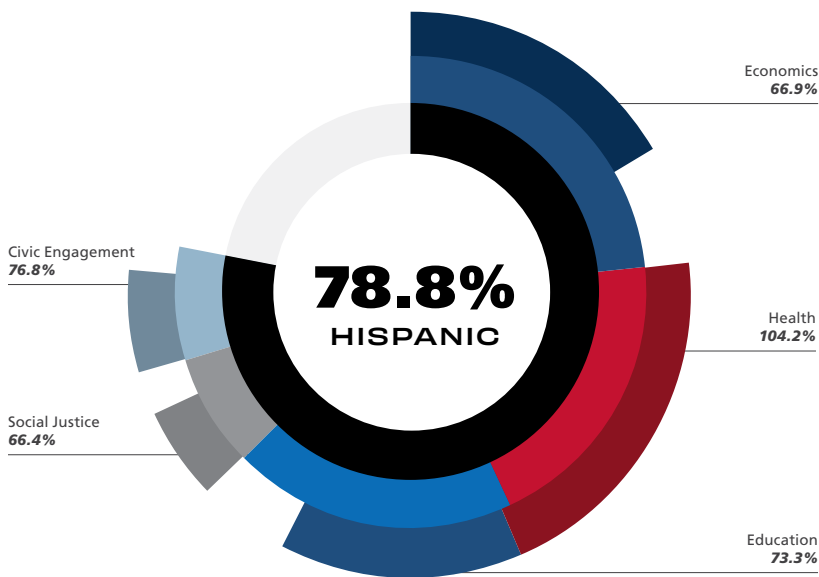
**FIGURE 1A. BLACK-WHITE EQUALITY INDEX BY CATEGORY**



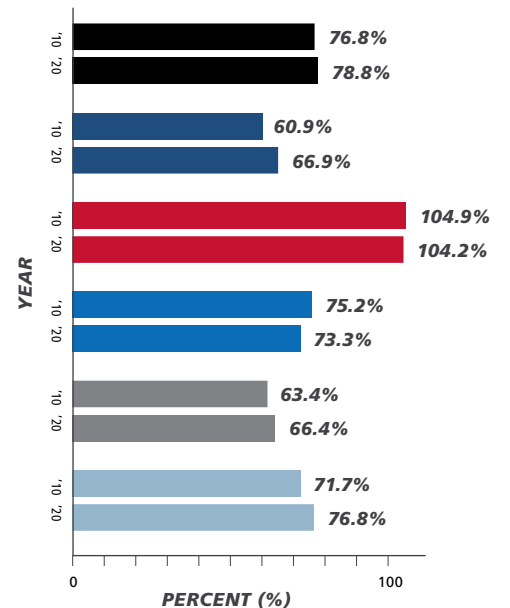
**FIGURE 2A. BLACK-WHITE EQUALITY INDEX COMPARISON 2005 VS 2020**



**FIGURE 1B. HISPANIC-WHITE EQUALITY INDEX BY CATEGORY**



**FIGURE 2B. HISPANIC-WHITE EQUALITY INDEX COMPARISON 2010 VS 2020**



## FROM THE PRESIDENT'S DESK

# 19 LESSONS OF COVID-19

By Marc H. Morial  
President & CEO,  
National Urban League



America in 2020 is an America unmasked. The coronavirus disease epidemic that upended every aspect of American life has exposed the naked face of institutional and interpersonal racism. While there are endless lessons to be learned from this era of COVID-19, here are 19:

### 1 / Racism is the pandemic within the pandemic.

The massive demonstrations against police racism and brutality that erupted after George Floyd's death did not lead to spikes in coronavirus infection as many had feared. But those who went to protest were willing to accept the risk. "Am I going to let a disease kill me or am I going to let the system—the police?" one protester told the *New York Times*. "Folks who don't have much else to lose—they understand that this system isn't built for Black people. And that's why people are in the streets."

### 2 / Bias in health care is both explicit and implicit.

Black people with COVID-19 symptoms in February and March were less likely to get tested or treated than white patients. Studies showed that doctors downplayed Black patients' complaints of pain, prescribed weaker pain medication, and withheld cardiac treatments from Black patients who needed them. According to the *New York Times*, research suggests that the decisions are the result of "ingrained assumptions, cultural ignorance and hostile attitudes toward African-Americans."

### 3 / Leadership matters.

States where governors ignored scientific advice and lifted stay-at-home orders and other safety measures saw dramatic spikes in coronavirus infections. After New York implemented mask orders in April, new infections fell while rising elsewhere. Across the country, the actions—and inaction—of state leaders can be directly linked to the health and economic impact of the pandemic.

### 4 / Americans have enormous capacity for compassion.

College students volunteered to replace sidelined Meals on Wheels drivers. Owners of empty RVs offered them to health care workers who needed to isolate. Wealthy celebrities and ordinary Americans alike donated laptops for school children, bought meals for essential workers, and chipped in to pay their neighbors' bills. Amid the despair, acts of kindness shone through.

### 5 / #BlackLivesMatter

Millions of Americans have taken part in demonstrations for racial justice, making Black Lives Matter the largest protest movement in U.S. history. Monuments celebrating white supremacy have come down. Mississippi is dropping the Confederate flag. Washington's football team has dropped its racist logo and name. The rage in response to police killings was like a match dropped into the powder keg of grief created by the pandemic. The American people are seeing—many for the first time—the stark and deadly results of racism on an enormous scale.

### 6 / Black communities never fully recovered from the Great Recession.

Even at record lows, in recent years the Black unemployment rate consistently remained twice as high as the rate for whites. The Great Recession wiped out 50 years of rising Black homeownership, with the rate now as low as it was before the Fair Housing Act. The net worth of a typical Black family is about one-tenth that of a white family. Black household incomes still have not returned to pre-recession levels. Economic policies that don't specifically address racial disparity do not reduce racial disparities.

### 7 / Racism threatens our national security.

"If Americans refuse to meaningfully address race relations, the United States will grow weaker and less effective both at home and as an international actor," Los Angeles Urban League President and CEO Michael Lawson and international policy expert Dr. Jerrold D. Green wrote in May. The international community has watched the United States struggle with its twin pandemics of racism and COVID-19 with horror and disgust. To regain the respect of the international community and our standing within it, the United States must fully commit to ending institutional racism.

**8 / Essential workers, disproportionately people of color, are undervalued.**

Millions of low-wage essential workers risked their lives on the COVID-19 frontlines for a median pay of \$13.48, according to the Brookings Institution. Twenty percent of them live in poverty and more than 40% rely on public assistance. The nightly applause from New York City windows was inspiring, but it didn't keep a roof over anyone's head or food on the table. A national living wage tied to inflation is long overdue.

**9 / We meet adversity with creativity.**

High schools held graduations at racetracks and drive-in theaters. Musical groups collaborated online to produce videos. DJ D-Nice launched an Instagram sensation of virtual dance parties—MC Lyte convened one to support the National Urban League.

**10 / Lax firearms laws increase the risk of violence, and Black communities pay the price.**

Americans have purchased millions more guns than usual in 2020, leading to a surge in gun violence. A disturbing detail: Purchases have been higher in states with greater levels of racial animus. Many of these gun sales took place without background checks and no system in place to ensure that guns are handled and stored safely. The tragic stories of children caught in the crossfire make it all too obvious the nation needs a comprehensive gun safety plan.

**11 / Election systems need an overhaul.**

The danger of coronavirus means more Americans need access to absentee voting, extended early voting, and more polling places so voters don't need to stand too close for extended periods. Instead, some states are limiting access to the polls, especially in Black and Latino neighborhoods where voters stood in line for hours. We need to invest in modernizing and streamlining the voting process.

**12 / "Grassroots" is often Astroturf.**

Armed protesters who stormed state capitols demanding an end to stay-at-home orders appeared to be motivated by a spontaneous uprising. In fact, these demonstrations were organized by wealthy political patrons encouraging the myth that coronavirus is a hoax and shutdowns were a political conspiracy. The misinformation that fuels these dangerous crusades flourishes on social media. Tech companies need to do more to stop it.

**13 / Police culture must be dramatically reimagined and reformed.**

Derek Chauvin appeared neither deterred nor concerned that he was being recorded as he crushed George Floyd's neck with his knee. In the weeks of protest that followed, police repeatedly used excessive force and unauthorized methods against demonstrators, fully aware of the cameras trained on them. Officers have rarely been held accountable for

misconduct. Legislation pending in Congress could change that, but police departments must commit to a transformation of the relationship between officers and the communities they serve.

**14 / Workers need fair unemployment insurance.**

From the moment businesses began shutting down, policymakers recognized that the unemployment insurance program administered by individual states would not be sufficient to keep workers afloat and added a one-time payment and a \$600-per-week supplement. Administrative burdens keep 20% to 30% of eligible people from accessing benefits, and many people have waited months for payment.

**15 / #SayHerName**

Even as support for the Black Lives Matter movement skyrocketed in 2020, justice for Black women victims of police violence lagged. Months after Breonna Taylor was killed by police executing an illegitimate warrant and firing "blindly" into her home, no arrests had been made. Black women victims of violence are too often overlooked and forgotten.

**16 / Coronavirus intensifies the threat of a Census undercount.**

The National Urban League's *State of the 2020 Census* report in June warned that Black communities stand to lose billions of dollars and their rightful political representation if something is not done quickly to overcome delays caused by the pandemic. The National Urban League has urged an audit of Census operations to ensure a safe and accurate count.

**17 / Too many African Americans still lack health insurance.**

More than five million workers who lost their jobs also lost their families' health insurance, affecting as many as 27 million Americans. With Black workers losing jobs at twice the rate of whites, the racial health insurance gap has drastically widened.

**18 / Cities are the nation's economic engines.**

The disproportionate impact of COVID-19 on America's cities has shone the spotlight on the nation's dependence on cities' economic health. We can't have a prospering nation unless our cities, large and small, are able to provide the services that keep our industries running.

**19 / Mayors are driving the recovery.**

Absent leadership on the federal level, and in some cases on the state level, it has been left to the nation's mayors to develop and enforce policies aimed at bringing the pandemic under control and keeping businesses and workers afloat in the meantime. In the wake of George Floyd's killing, Black women mayors, in particular, have taken the lead in speaking out against the brutality and protecting the safety of their communities.

A black and white photograph of a raised fist, symbolizing solidarity and protest. The fist is the central focus of the image, set against a dark, textured background. The lighting highlights the texture of the skin and the strength of the grip.

**NATIONAL**

**URBAN**

**LEAGUE**

**2020  
EQUALITY  
INDEX™  
OVERVIEW**

DATA PROVIDED BY IHS MARKIT

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**BY VALERIE RAWLSTON WILSON, PH.D.**

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This year has quickly developed into a historic moment of truth and clarity for the United States of America. Certainly, the parallel between the year 2020 and the expression “20/20 vision”—a term used to describe visual acuity, or more specifically, perfect vision—should not be overlooked in this moment. This year, systemic racism, economic inequality, and the state of our democracy have been brought into sharp focus as the nation battles a public health crisis, an economic crisis, and social uprisings rightfully fueled by a refusal to allow demands for racial justice and accountability for those in power to go unanswered any longer. Coincidentally, the fact that 2020 is also an election year means that Americans have an opportunity to cast their ballots, representing their vision of what our country should be.

As the National Urban League continues to press the case for closing the divide in economic opportunity, education, health, social justice, and civic engagement, the 2020 Equality Index is a critical quantitative tool for tracking Black-white and Hispanic-white racial equality in America. In addition, this year’s Equality Index also includes a 2000 Equality Index, allowing readers to observe how much progress has been made over the last two decades.

While the 2020 Equality Index does not capture the effects of the coronavirus pandemic or the resulting economic recession that began in February 2020, it does reflect long-standing racial and ethnic disparities across nearly every area of American life than what have been “unmasked” during these concurrent crises. It also demonstrates that the progress made during more than 10 years of economic expansion was not sufficient to significantly close gaps in economic outcomes or in the area of social justice. In many ways, the persistent racial and ethnic disparities documented in the Equality Index are predictive of what we now see. Unless significant changes are made to dismantle anti-Black racism in our society, it will continue to shape disparate social and economic outcomes for Black Americans and other people of color.

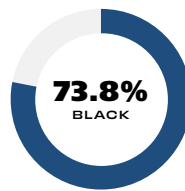
## BLACK-WHITE INDEX

### OVERVIEW

The 2020 Equality Index of Black America stands at 73.8%, an improvement of 1.6 percentage points from the revised 2018 index of 72.2%. Revisions to the previous year's index are done for greater comparability across years and reflect data points that have been corrected, removed from the current year's index, or re-weighted so that less emphasis is placed on older data. Ironically, the two categories that contributed most to the overall improvement in the Equality Index between 2018 and 2020 were health (from 79.3% to 83.8%) and social justice (from 55.9% to 57.5%), indicating greater equality. There were also modest improvements in the economic (from 58.2% to 59.2%) and civic engagement (from 99.7% to 100%) indexes. It is important to note, however, that these improvements reflect data that predates the coronavirus pandemic, recession and social justice uprisings that hit the country during the first half of 2020. Further, economics and social justice remain the areas where we observe the least equality between Blacks and whites. Education equality was essentially unchanged (from 77.4% to 77.3%).

The improvement in the Black-white economics index between 2018 and 2020 is reflective of the fact that prior to February 2020, the U.S. economy was experiencing the longest economic expansion on record with historically low rates of unemployment for all racial and ethnic groups. While racial economic disparities continued to persist, the improvement in the Black-white economics index was largely driven by greater equality in men's earnings, as well as narrowing of the unemployment rate gap between Black and white men (from 47% to 50%) and Black and white women (from 55% to 57%). Black men's median weekly earnings increased from 70% to 73% of white men's. Other improvements included less disparity in loan application denials—both mortgage loans (from 35% to 41%) and home improvement loans (from 49% to 54%). Related to the trend in loan applications, the homeownership index improved from 58% to 61%.

The increase in the Black-white health index reflects greater equality of outcomes for Blacks and whites as it relates to substance abuse, obesity and the share of uninsured children. The share of uninsured Black children declined to less than 5%, bringing the index value for this indicator to 91% in 2020 (up from 76% in 2018). In the area of substance abuse, where African Americans already exhibited less propensity for binge drinking and smoking as indicated by index values greater than 100%, these favorable gaps widened further. While there was greater racial equality on rates of obesity (index value increased to 85% in 2020 from 75% in 2018), outcomes were actually worse for both Blacks and whites. Almost half of the African American population was obese, compared to 42.2% of whites. There was also some modest improvement on racial gaps in life expectancy as demonstrated by an increase in the index value to 96% (from 95%). On average, African Americans live 75.3 years compared to a life expectancy of 78.5 years for whites. However, increased national attention on abysmal maternal mortality among Black women is documented by growing racial



*The 2020 Equality Index of Black America stands at 73.8%, an improvement of 1.6 percentage points from the revised 2018 index of 72.2%*

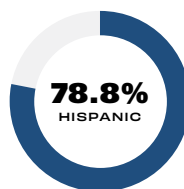
disparities in both maternal and infant mortality. Black women are more than three times as likely as white women (an index value of 29%) to die during childbirth and rates of infant deaths are more than 2.5 times higher for Black babies than for white babies (an index value of 37%).

While the Black-white education index changed very little between 2018 and 2020, there were some notable losses and gains in individual indicators. There was an increase in the percentage of Black students attending schools where they were more likely to have teachers with less than three years of experience, resulting in a large decline in the index value from 91% in 2018 to 65% in 2020. The index value for the share of high school students enrolled in Algebra 2 also declined sharply (from 91% in 2018 to 65% in 2020) as the share of Black students taking Algebra 2 dropped. On the other hand, there was greater equality in college enrollment, especially among those between the ages of 20 and 34. As a result of this longer-term trend, we also observed greater equality in the share of adults age 25 or older who are high school graduates (an increase in the 2020 index value to 96% from 93% in 2018) and bachelor's degree holders (up to 72% from 63%).

The increase in the Black-white social justice index primarily reflects a narrowing of racial disparities in the percentage of high school students carrying weapons (anywhere) and racial disparities in violent crime victimization. Though Black high school students were already less likely to carry weapons than their white counterparts, they continued to widen this gap, resulting in a 2020 index value of 168% (up from 146% in 2018). There was also significant narrowing of the racial gap in violent crime victimization from an index value of 85% in 2018 to 121% in 2020. Other areas of more modest improvement included narrowing of the racial gap in the homicide rate among women—from an index of 30% in 2018 to 33% in 2020—and the racial gap in rates of incarceration—from an index of 18% in 2018 to 19% in 2020. Despite these small improvements, however, these index values indicate that there are still large racial disparities in these outcomes.

The increase in the Black-white civic engagement index involved more equality in the percentage of people volunteering for military reserves—an index value of 100%, indicating full equality and up from 80% in 2018. In spite of "increased equality," the percentage of those volunteering for the military reserves actually declined for Blacks and whites, but the decline was larger among whites. Additionally, there was further expansion of the relative advantage of African Americans over whites in state and local government employment—up to a 2020 index value of 167% from 164% in 2018. Also notable was the ground lost in union membership. While African Americans remain more likely than whites to be union members, that relative advantage has declined—from an index value of 119% in 2018 to 109% in 2020—as overall rates of union membership decline.

## HISPANIC–WHITE INDEX



*The 2020 Equality Index of Hispanic America stands at 78.8% compared to a revised 2018 index of 79.0%.*

### OVERVIEW

The 2020 Equality Index of Hispanic America stands at 78.8% compared to a revised 2018 index of 79.0%. The small decline in the Hispanic-White Index resulted from large declines in the health (from 108.6% to 104.2%) and education (from 75.4% to 73.3%) indexes, indicating less equality between Latinos and whites. These losses were at least partially offset by a major improvement in the civic engagement index (from 70.9% to 76.8%), as well as gains in the economics (from 64.9% to 66.9%) and social justice (from 64.5% to 66.4%) indexes, indicating areas where there has been progress toward greater equality.

As was the case with the Black-white economics index, the increase in the Hispanic-white economics index also demonstrates the positive effects of the 2009 to 2020 economic expansion. Amid record low unemployment, Hispanic men and women both narrowed their earnings gaps with whites. The relative median weekly earnings of Hispanic men increased to 72% of white men’s weekly earnings (up from 62% in 2018) and the relative median earnings of Hispanic women increased to 76% of white women’s weekly earnings (up from 70% in 2018). Similar to African Americans, Latinos also saw a reduction in mortgage and home improvement loan denials, bringing those Hispanic-white index values up to 59% (from 52% in 2018) and 64% (up from 57% in 2018), respectively.

The decline in the Hispanic-white health index reflects lost ground across a number of indicators. Most significantly, the share of people without health insurance is one of the largest gaps between Latinos and whites. Latinos are more than three times as likely as whites to lack health insurance, as indicated by an index value of 30% (down from 39% in 2018). Despite the overall lack of progress, the Hispanic-white health index remains above 100%, signifying that overall, Latinos experience better outcomes than whites on the range of health-related indicators measured in the Equality Index.

The decline in the Hispanic-white education index can be traced to trends in school enrollment at various levels. Latinos actually lost ground relative to whites on the percentage of the population age 3-34 enrolled in school—an index value of 87%, down from 105% in 2018. Contrary to the trend of greater equality in school enrollment between Blacks and whites at nearly every age, school enrollment gaps widened for Latinos at nearly every age between 2018 and 2020. Similar to African Americans, however, there was an increase in the percentage of Latino students attending schools where they were more likely to have teachers with less than three years of experience, resulting in a decline in the index value from 81% in 2018 to 70% in 2020. Additionally, the index value for the share of high school students enrolled in Algebra 2 also declined sharply (from 92% in 2018 to 76% in 2020) as the share of Latino students taking Algebra 2 dropped.

The increase in the Hispanic-white social justice index was related to a narrowing of disparities in the percentage of high school students carrying weapons, disparities in violent crime victimization and more equality in the incarceration rate. While Latino high school students were once more likely to carry weapons (on school property) than their white counterparts, this gap narrowed, resulting in a 2020 index value of 109% (up from 82% in 2018). There was also continued improvement in the rate of violent crime victimization among Latinos relative to whites, increasing to a 2020 index value of 133% from 110% in 2018. Other areas of more modest improvement included narrowing of the Hispanic-white gap in the homicide rate among men – from an index value of 41% in 2018 to 48% in 2020—and the Hispanic-white gap in rates of incarceration—from an index value of 38% in 2018 to 40% in 2020. Despite these improvements, however, these index values indicate that there are still large disparities in these outcomes between Latinos and whites.

The increase in the Hispanic-white civic engagement index involved more equality in the percentage of people volunteering for military reserves—an index value of 67%, up from 40% in 2018. In spite of this “increased equality,” the percentage of those volunteering for the military reserves actually declined for whites but was unchanged among Latinos. Also notable was the lost ground in government employment at all levels: federal, state and local. The federal employment index value declined to 50% in 2020 (from 54% in 2018) and the state and local government employment index value fell to 80% (down from 85% in 2018).

# COVID-19

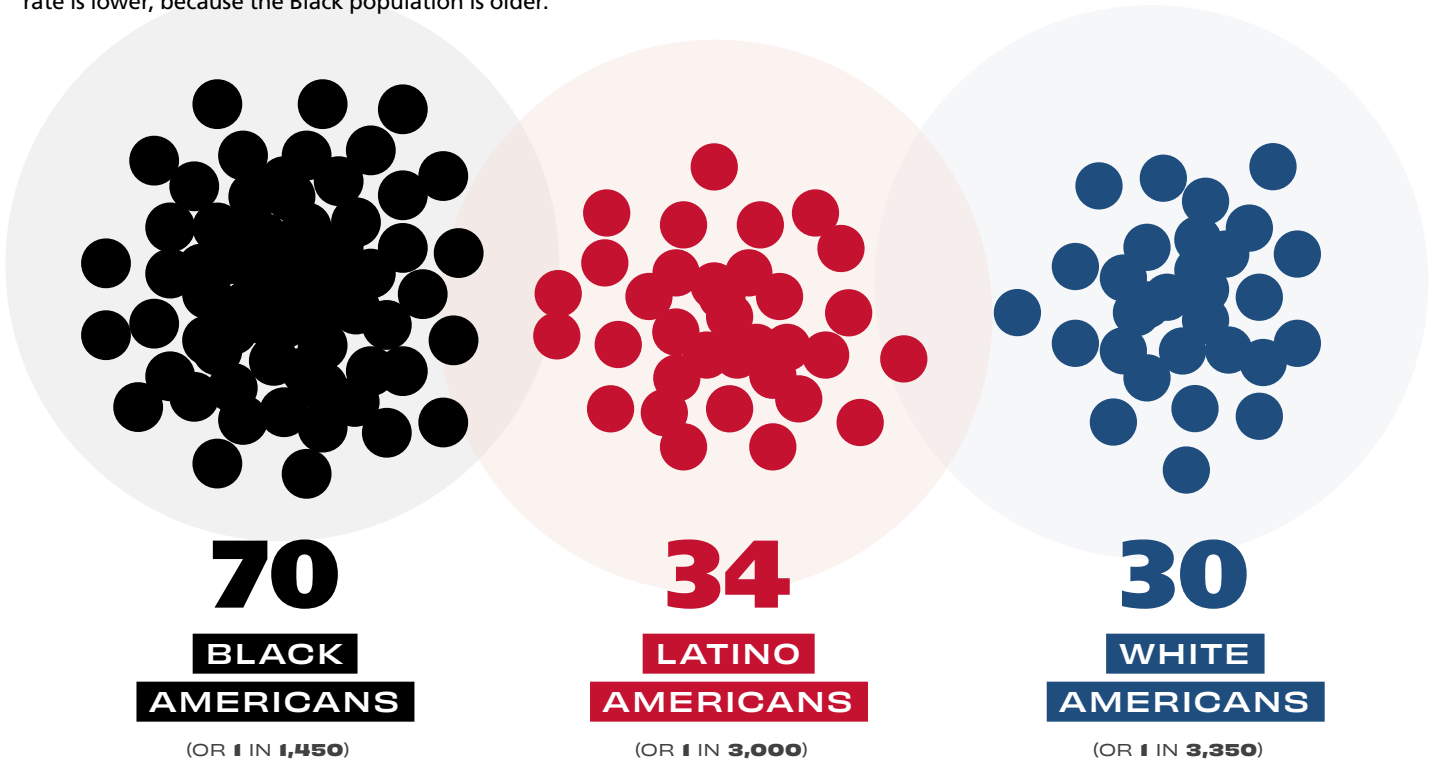
# BY THE NUMBERS



Like an earthquake exposes the fault lines in the earth, the COVID-19 pandemic exposed the fault lines in America's social and economic institutions. The expansion of health care coverage under the Affordable Care Act, which coincided with a decade-long economic expansion, partially masked the health care and economic disparities festering just beneath the surface. Now, they are unmasked.

## DEATH RATES

Already at higher risk because of pre-existing health conditions, Black and Latino patients tend to receive less aggressive treatment than white patients. The death rate for Black Americans may be higher than the Latino rate, even though the infection rate is lower, because the Black population is older.

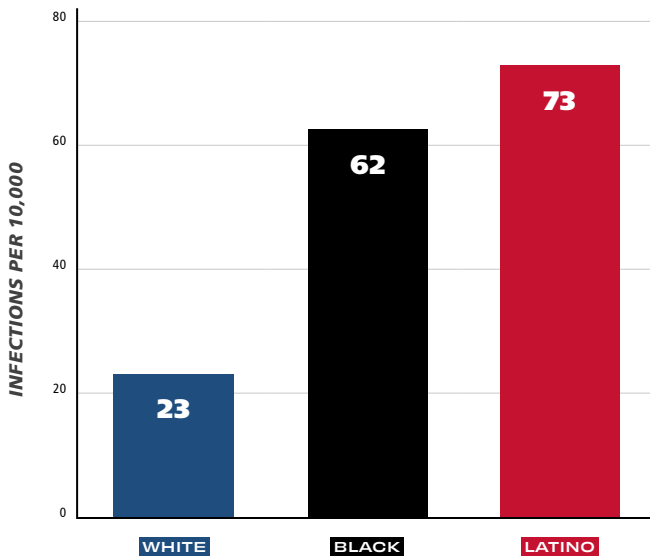


DEATHS PER 100,000



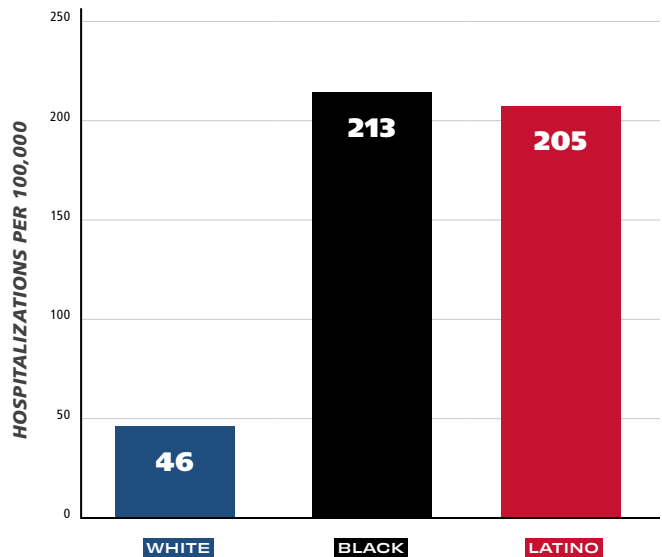
### INFECTION RATES

Black and Latino Americans are more likely to live in crowded housing conditions and to work in essential jobs which cannot be performed from home.



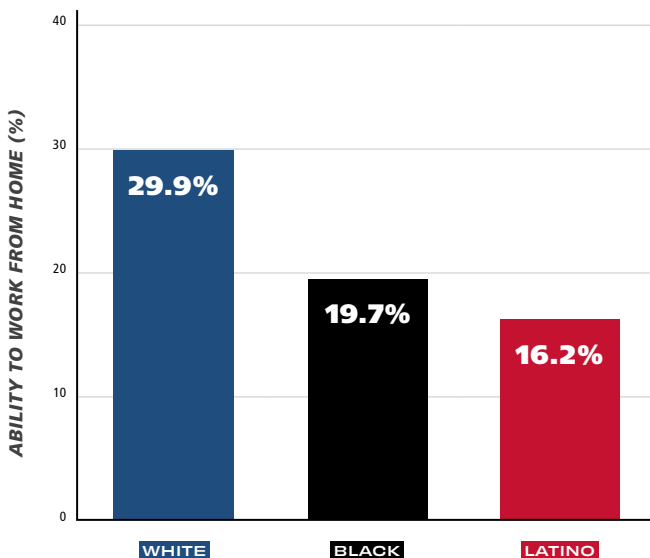
### HOSPITALIZATION RATES

Black and Latino Americans who contract the virus are more likely to suffer from pre-existing conditions which increase the risk of severe illness. Overrepresented among the uninsured, they tend to delay seeking treatment and are sicker than white patients when they finally do.



### WORK FROM HOME RATES

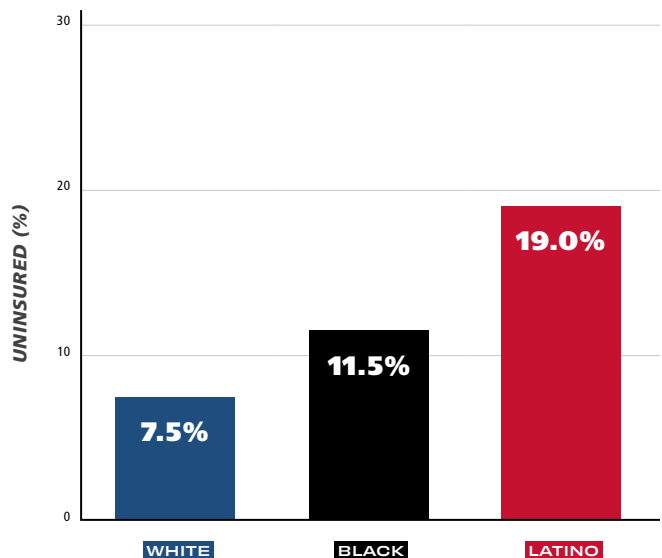
Black and Latino Americans are overrepresented in low-wage jobs that offer the least flexibility and increase their risk of exposure to the coronavirus.



Source: Economic Policy Institute

### UNINSURED RATES

Black and Latino workers are more likely to hold jobs that don't offer health insurance benefits and are overrepresented among poor adults in states that did not expand Medicaid under the Affordable Care Act.



Source: Kaiser Family Foundation

# AUTHORS



**Timothy Murphy,**  
Board Chair, National Urban  
League; General Counsel,  
Mastercard

## **United We Stand: Building a Better Future for All**

“*The road to recovery from the coronavirus and our reckoning with entrenched racism will be long and hard, but we can change the course of our nation’s trajectory. We will face this crisis together, resolved to advocate for our nation’s most vulnerable and united in our goal of becoming the more perfect union we aspire to be.*”

## ECONOMICS



**Dr. Bernard E. Anderson,**  
Senior Economic Advisor,  
National Urban League;  
Whitney M. Young, Jr.  
Professor of Management,  
The Wharton School of the  
University of Pennsylvania

## **Off Track: How COVID-19 Derailed Black Employment Gains**

“*African Americans were not only overrepresented in COVID-19 cases and deaths, but they were disproportionately impacted by the attendant job loss. As our nation reckons, yet again, with its history of anti-Black racism, it is clear that high priority must be placed on targeted policies that eliminate racial inequality in the labor market. Solutions that reconcile these historic and structural wrongs will bring the practice of America in line with the promise of America and finally usher African Americans and people of color out of the caboose and upgrade them to first class citizenry.*”

## EDUCATION



**Dr. Kristen E. Broady,**  
Dean, College of Business  
& Barron Hilton Endowed  
Professor of Economics at  
Dillard University

### We Shall Overcome: HBCUs > COVID-19

“*The demise of HBCUs would have an asymmetrically devastating impact on long-term economic growth and competitiveness of this country and on the communities and families we serve. It is my hope that this “black-swan” event will serve as a catalyst for a national conversation to repurpose and reimagine higher education in this country.*”

## HEALTH



**Lisa A. Cooper, MD, MPH,**  
James F. Fries Professor  
of Medicine; Bloomberg  
Distinguished Professor  
in Health Equity, Johns  
Hopkins University Schools  
of Medicine, Nursing &  
Bloomberg School of  
Public Health

### The Silver Lining in COVID-19’s Dark Clouds

“*The silver lining during these dark times is that this pandemic has revealed our shared vulnerability and our interconnectedness. Many people are beginning to see that when others don’t have the opportunity to be healthy, it puts all of us at risk.*”

## HEALTH



**Linda Goler Blount,**  
President & CEO, The Black  
Women’s Health Imperative



**Alexis McGill Johnson,**  
President & CEO, Planned  
Parenthood Federation of  
America and the Planned  
Parenthood Action Fund



**Nia Eshu Martin-Robinson,**  
Director of Back Leadership  
and Engagement, Planned  
Parenthood Federation of  
America and the Planned  
Parenthood Action Fund

### The State of Black Women’s Health Calls for a Reproductive Revolution

“*The fight for sexual and reproductive health for Black communities is not only waged at the Supreme Court. It is not only waged through civic participation. It is waged every time we must be on our guard and advocate for ourselves at the doctor’s office, state capitols, town halls, and in our own communities. This year, we took our fights to streets all across America, demanding that this country recognize, once and for all, that our lives matter.*”

## HOUSING



**Funke Aderonmu**, Policy Analyst, Georgetown Center on Poverty and Inequality's Economic Security & Opportunity Initiative

### **By Policy and Practice: The Causes and Consequences of Racial Wealth Inequality**

“*Uncovering the drivers of racial wealth inequality requires examining a major source of wealth creation: homeownership. The path to homeownership in this country is one that has been closed off to Black people by policy and practice at different points throughout our nation's history.*”

## JUSTICE



**Van Jones**, CEO, REFORM Alliance; CNN Host & Political Commentator

### **No One Was Sentenced to Death by a Virus: A SAFER Plan for COVID-19 in US Jails & Prisons**

“*We should want to create a new normal on the other side of the pandemic that delivers justice in areas where we now find injustice; this includes re-thinking mass incarceration and committing to maintaining those pandemic-era reforms that prioritize public safety, common-sense justice reforms, cost-savings, and public health long after the virus has stopped wreaking its havoc.*”

## JUSTICE



**Benjamin Crump**, Founder, Ben Crump Law; Civil Rights & Personal Injury Attorney

### **The Pandemic, Police & Protests: Marking a New Chapter in the Story of American Life**

“*It is highly likely that 2020 will not be remembered as the year America fixed its deep-rooted racial inequalities and turned the hearts of all Americans to love their brothers and sisters of all colors. But it may well be remembered as the year of a great awakening, when long overdue conversations happened and when “Black Lives Matter” became a call to action for more than just Black people.*”

## JUSTICE



**A'shanti F. Gholar**,  
President, Emerge; Founder,  
Brown Girls Guide to Politics

### America Will Have Its First Woman President Sooner Than We Think

“*We have been laying the foundation for a woman president for years; and today, we are closer than ever to realizing our dashed hopes. I am confident that one day soon we will be able to tell the Black women and girls in our lives that they can be anything they want to be—including the occupant of 1600 Pennsylvania Avenue—and mean it.*”

## JUSTICE



**Lawrence Norden**, Director,  
Brennan Center for Justice  
Election Reform Program



**Gowri Ramachandran**,  
Counsel, Brennan Center  
for Justice

### Pandemic Precautions: How to Protect the 2020 Election Inside and Outside Polling Places

“*The COVID-19 pandemic presents new challenges, especially for Black people, who are testing positive and dying from the virus at higher rates than other groups. Increasing access to vote-by-mail is one piece of what must be done to ensure voters can exercise their rights to vote without risking their health. Making it simple to vote by mail not only ensures that voters can cast ballots without risking infection, it also provides a voting method that is resistant to many forms of cyberattack.*”

## JUSTICE



**John Stankey,**  
Chief Executive Officer,  
AT&T Inc.

### Changing America: Why 2020 Can Be a Turning Point for Police Reform and Social Justice

“*Systemic racial injustice is an enormously complex problem. Our nation has a difficult and lengthy task ahead of us. But we can look to the future with optimism, thanks to the work of the National Urban League and the growing awareness of the need for change within the American population. And I promise this organization and all its supporters that the AT&T family is standing with you to help.*”

## JUSTICE



**David Levine,** Elections  
Integrity Fellow, Alliance  
for Securing Democracy



**Bret Schafer,** Media &  
Digital Disinformation  
Fellow, Alliance for  
Securing Democracy

### The Vote and the Virus: Inoculating the Election From Disease and Disinformation

“*Any change to standard voting procedures, however reasonable, necessary, or life-saving, will create a potentially nightmarish scenario where the increased demand for up-to-date information is met with a manipulated supply meant to misinform parts of the electorate.*”

GET THE FULL SUITE OF STATE OF BLACK AMERICA® CONTENT—INCLUDING AUTHOR ESSAYS, DATASETS AND A READY-FOR-DOWNLOAD VERSION OF THE EXECUTIVE SUMMARY—AT [www.stateofblackamerica.org](http://www.stateofblackamerica.org)

# NATIONAL URBAN LEAGUE

# AFFILIATES

- Akron, Ohio**  
Akron Community Service Center & Urban League
- Alexandria, Virginia**  
Northern Virginia Urban League
- Alton, Illinois**  
Madison County Urban League
- Atlanta, Georgia**  
Urban League of Greater Atlanta
- Aurora, Illinois**  
Quad County Urban League
- Austin, Texas**  
Austin Area Urban League
- Baltimore, Maryland**  
Greater Baltimore Urban League
- Battle Creek, Michigan**  
Southwestern Michigan Urban League
- Binghamton, New York**  
Broome County Urban League
- Birmingham, Alabama**  
Birmingham Urban League
- Boston, Massachusetts**  
Urban League of Eastern Massachusetts
- Buffalo, New York**  
Buffalo Urban League
- Canton, Ohio**  
Greater Stark County Urban League, Inc.
- Charleston, South Carolina**  
Charleston Trident Urban League
- Charlotte, North Carolina**  
Urban League of Central Carolinas, Inc.
- Chattanooga, Tennessee**  
Urban League of Greater Chattanooga, Inc.
- Chicago, Illinois**  
Chicago Urban League
- Cincinnati, Ohio**  
Urban League of Greater Southwestern Ohio
- Cleveland, Ohio**  
Urban League of Greater Cleveland
- Columbia, South Carolina**  
Columbia Urban League
- Columbus, Georgia**  
Urban League of Greater Columbus, Inc.
- Columbus, Ohio**  
Columbus Urban League
- Denver, Colorado**  
Urban League of Metropolitan Denver
- Detroit, Michigan**  
Urban League of Detroit & Southeastern Michigan
- Elizabeth, New Jersey**  
Urban League of Union County
- Elyria, Ohio**  
Lorain County Urban League
- Englewood, New Jersey**  
Urban League for Bergen County
- Farrell, Pennsylvania**  
Shenango Valley Urban League
- Flint, Michigan**  
Urban League of Flint
- Fort Lauderdale, Florida**  
Urban League of Broward County
- Fort Wayne, Indiana**  
Fort Wayne Urban League
- Gary, Indiana**  
Urban League of Northwest Indiana, Inc.
- Grand Rapids, Michigan**  
Grand Rapids Urban League
- Greenville, South Carolina**  
Urban League of the Upstate, Inc.
- Hartford, Connecticut**  
Urban League of Greater Hartford
- Houston, Texas**  
Houston Area Urban League
- Indianapolis, Indiana**  
Indianapolis Urban League
- Jackson, Mississippi**  
Mississippi Urban League
- Jacksonville, Florida**  
Jacksonville Urban League
- Jersey City, New Jersey**  
Urban League of Hudson County
- Kansas City, Missouri**  
Urban League of Greater Kansas City
- Knoxville, Tennessee**  
Knoxville Area Urban League
- Las Vegas, Nevada**  
Las Vegas-Clark County Urban League
- Lexington, Kentucky**  
Urban League of Lexington-Fayette County
- Little Rock, Arkansas**  
The Urban League of the State of Arkansas
- Long Island, New York**  
Urban League of Long Island, Inc.
- Los Angeles, California**  
Los Angeles Urban League
- Louisville, Kentucky**  
Louisville Urban League
- Madison, Wisconsin**  
Urban League of Greater Madison
- Memphis, Tennessee**  
Memphis Urban League
- Miami, Florida**  
Urban League of Greater Miami
- Milwaukee, Wisconsin**  
Milwaukee Urban League
- Minneapolis, Minnesota**  
Minneapolis Urban League
- Morristown, New Jersey**  
Morris County Urban League
- Nashville, Tennessee**  
Urban League of Middle Tennessee
- New Orleans, Louisiana**  
Urban League of Louisiana
- New York, New York**  
New York Urban League
- Newark, New Jersey**  
Urban League of Essex County
- Norfolk, Virginia**  
Urban League of Hampton Roads, Inc.
- Oklahoma City, Oklahoma**  
Urban League of Greater Oklahoma City
- Omaha, Nebraska**  
Urban League of Nebraska, Inc.
- Orlando, Florida**  
Central Florida Urban League
- Peoria, Illinois**  
Tri-County Urban League
- Philadelphia, Pennsylvania**  
Urban League of Philadelphia
- Phoenix, Arizona**  
Greater Phoenix Urban League
- Pittsburgh, Pennsylvania**  
Urban League of Greater Pittsburgh
- Portland, Oregon**  
Urban League of Portland
- Providence, Rhode Island**  
Urban League of Rhode Island, Inc.
- Racine, Wisconsin**  
Urban League of Racine & Kenosha, Inc.
- Rochester, New York**  
Urban League of Rochester
- Sacramento, California**  
Greater Sacramento Urban League
- Saint Louis, Missouri**  
Urban League of Metropolitan St. Louis
- Saint Petersburg, Florida**  
Pinellas County Urban League
- San Diego, California**  
Urban League of San Diego County
- San Francisco, California**  
Urban League of the Greater San Francisco Bay Area
- Seattle, Washington**  
Urban League of Metropolitan Seattle
- Springfield, Illinois**  
Springfield Urban League, Inc.
- Springfield, Massachusetts**  
Urban League of Springfield
- Stamford, Connecticut**  
Urban League of Southern Connecticut
- Tacoma, Washington**  
Tacoma Urban League
- Tallahassee, Florida**  
Tallahassee Urban League
- Tucson, Arizona**  
Tucson Urban League
- Tulsa, Oklahoma**  
Metropolitan Tulsa Urban League
- Warren, Ohio**  
Greater Warren-Youngstown Urban League
- Washington, D.C.**  
Greater Washington Urban League
- West Palm Beach, Florida**  
Urban League of Palm Beach County, Inc.
- White Plains, New York**  
Urban League of Westchester County
- Wichita, Kansas**  
Urban League of Kansas, Inc.
- Wilmington, Delaware**  
Metropolitan Wilmington Urban League
- Winston-Salem, North Carolina**  
Winston-Salem Urban League

SUPPORT THE WORK OF THE  
NATIONAL URBAN LEAGUE AS WE  
CONTINUE TO ADVANCE POLICIES  
AND PROGRAMS TO EMPOWER  
AFRICAN AMERICAN AND OTHER  
URBAN COMMUNITIES.

[www.stateofblackamerica.org](http://www.stateofblackamerica.org)

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National  
Urban League

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### Neighborhood Brainstorm for Antiracism

Ideas	Needed Resources	Contact Person	Follow-up
Put books in the Little library	Books with characters of color		Christine: Added 2 books. I will set a goal to add 2 new books each month. Will reach out to my rotary library contact. Tiffany's grandmother works at the Dresden branch and said they are in a holding pattern. Lindsay and Tiffany are gathering Titles and will send the list.
Movie as a neighborhood: <i>Just Mercy, 13th, Hair, Im Not your Negro (Netflix), Netflix has BLM series</i>	Movie access/platform or meeting option		Zoom via screen share seems to be the best online platform. Outdoor may work when the weather cools.
Book study to consider our implicit bias	Books, meeting platform Croyles have a projector and screen		Book suggestions: <i>Pedagogy of the Oppressed, Between the Work in Me</i> (Letters to a teenage son about being black in US), <i>White Fragility, The Devil Finds Work, Infections and Inequalities</i>
Support Black Owned Business	List of minority owned businesses: Tapas Carribean (?),		Below is a partial list of minority owned businesses-  Burrell's Funeral

			<p>Home 414 La Salle Street Kelly Burrell (740) 453-7343 kellyburrell42@gmail.com</p> <p>Lind Arena Skating Rink 900 Linden Ave Kelly Burrell (740) 453-7343 kellyburrell42@gmail.com</p> <p>Tapas Caribbean Grill 57 South 6th Street Dwayne Parker (740) 297.7829 tapascaribbean@gmail.com</p> <p>A2Z Auto Repair 1021 W Main St. Gary Francis (740) 868-4062 A2ZAutoandTiresLLC@gmail.com</p> <p>Lionel Construction 1233 Maple Avenue Lionel Watiker (740) 453-7502</p> <p>Prince of Cut's 52 S 6th St Prince Fields (740) 868-3253</p> <p>The Fade Physician 6th Street</p>
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			<p>Antonio Wilborn Jr. (614) 323-6209</p> <p>Perfections Auto Detailing 801 W Main St, Tony Scanlon (740) 617-7353</p> <p>Willett Concrete 1546 West Main Street Randy Willett (740) 297-7898 Martin Lawn Care Kevin Martin (636) 633-9339</p> <p>Zane Food Mart 1301 Linden Ave. A.J. Patel (740) 453- 7373 zmart1301@yahoo.c omd</p> <p>Super 8 Hotel 2440 National Rd. Andy Vasani (740) 455-3124 christie@innvitehospi tality.com</p> <p>Ichiban Restaurant 2542 Maple Avenue Tian Chen (740) 297- 8272 chentian@gmail.com</p> <p>Mark Pis China Gate Maple Avenue</p>
Post yard signs/window decal?	Vendor who sells the signs,		BLM organization does not sell signs. Zanesville company:

			<p>Kessler Sign company? Investigate <b>Etsy:</b> Acts of Whimsy has the Sample:</p> 
Post pandemic- walk or awareness event	Sponsor,		ON HOLD for now
Legal observers (neutral party to observe to reduce brutality); National Lawyers Guild	Online course - Lindsay will confirm details		Two representatives for Ohio. Send an email to the contacts below: Jocelyn Rosnick and Jacqueline Green @ National Lawyers Guild
Partner with organized Zanesville group	Confirm contact person for group, (Kyle Johnson)		Sent an email
Voter registration	?		Door to door is not appropriate Consider sharing via social media other voting posts.

**Next steps:**

- Share this document with Dillon Hills group to generate ideas
- Connect with Tapas Carribean and report back at next meeting
- Gather information on legal observers and BLM, equal justice groups
- Investigate ways for the neighborhood to watch movies and hold discussion
- Arrange book study time and book (not Wednesdays)
- Reach out to identify a contact at board of elections

Contact Information:

**Doug Baker, Superintendent**  
**Zanesville City Schools**  
[baker@zanesville.k12.oh.us](mailto:baker@zanesville.k12.oh.us)  
**740.454.9751**  
**956 Moxahala Ave.**  
**Zanesville, OH 43701**



**FOR IMMEDIATE RELEASE**  
**Reopen/Restart Updates**  
**July 30, 2020**

I would like to thank the teachers, staff and administrators who have diligently worked over the summer to develop Reopen/Restart plans for Zanesville City Schools. These plans are in the final draft stage and will be officially released once completed and approved by the Zanesville City Schools Board of Education. I would also like to thank the Zanesville-Muskingum County Health Department for their cooperation and guidance in our Reopen/Restart planning process.

We will all be facing difficult decisions this fall regarding the Reopen/Restart to school. With that being said, parents/guardians will have two instructional delivery options to select from for their child(ren) in returning to Zanesville City Schools: 1) Full-time Online/Remote Learning and, 2) In-person, in-class instruction four (4) days per week with one (1) day per week in Online/Remote Learning for all students.

Currently, a little over 550 parents/students have selected the Full-time Online Remote Learning instructional delivery model to begin the school year. This option will remain open for the next couple weeks to provide parents/students additional time in which to decide which option best fits their needs and interests; however, the end date to select the Online/Remote Learning option is August 13, 2020. As we determine the final number of students enrolled in this option, technology will be distributed to these students so that they can begin the 2020 - 2021 school year. You can sign-up for this option on our webpage. Students selecting this option are still eligible to receive school meals; and, participate in extra-curricular and co-curricular activities.

The In-person, in-class instruction four (4) days per week with one (1) day per week in Online/Remote Learning option provides students with face-to-face learning activities and online/remote instruction. This provides students with the experience and confidence to fully engage in learning opportunities should the school or district receive another closure order. Students selecting this option are provided with technology just like the Full-time Online/Remote students, receive school meals on the online/remote learning days, and are eligible for all extra-curricular and co-curricular activities. In order to maintain social distancing measures, students in grades K–12 living 1.5 miles or more from their school or attendance are eligible for school transportation.

The In-person, in-class option is connected to the county COVID.19 advisory level. Should the county move into the red level, students would move to two (2) days of in class instruction and three (3) days of online/remote instruction. Should the county move into the purple level, students would move into a full-time online/remote schedule. Also note, dependent upon any positive COVID.19 cases at school, a classroom or school may be closed regardless of the county advisory level.

Returning to school for face-to-face instruction comes with several safety, cleaning, and sanitizing protocols that are a shared responsibility of all parties. The most vital safety precaution will be to stay home if you are displaying any of the COVID.19 symptoms. The COVID.19 symptoms include:

**Cough/Shortness of Breath or Difficulty Breathing/Chills/Repeated Shaking/Muscle Pain/Headache/Sore Throat/Loss of Taste or Smell/Diarrhea/Vomiting/Fever 100° or higher**

Students displaying any of these symptoms will not be permitted to board a school bus or enter a school; students displaying these symptoms should stay at home and access the online/remote learning for the day. Parents/guardians should conduct a daily health check of their child(ren) before leaving the home. Note that students are considered to be “in attendance” if they attend in person or online/remote as long as assignments are being completed.

Additional safety measures include, but are not limited to the following:

- Students and staff must wear a mask; students/staff with documented health and/or developmental issues may receive an exclusion to wear a mask
- Student work stations will have three-sided, see-through barriers for added protection
- Enhanced cleaning and sanitizing equipment with approved and compliant chemicals utilizing fogging equipment will be used on surfaces
- Temperature checks at school bus stops and school entrances for students and staff
- Hand sanitizer available on all school buses and classrooms
- Social distancing and staggered arrival and dismissal times for school
- Water fountains will be closed – students and staff are encouraged to bring water bottles from home

Important dates – note changes from the originally approved calendar

- August 27: First day of school for students (Phase in start – specific start information for each student will be provided from his/her school of attendance)
- August 27 – September 4: Phase in schedule continues on these days to conduct baseline testing; distribute and train students on technology; and, train students on safety procedures and protocols
- September 8: First full day of school for all students
- May 29: Graduation

As you might imagine, the return to school this fall will not be a “business as usual” situation. We anticipate many adjustments as new information is received. It will be imperative for parents/guardians to make sure that the school has their most up-to-date contact information. It will also be important for parents/guardians to have “back-up” plans for their child(ren) as the school adjusts student attendance requirements to the local health advisory conditions. As always, please contact the school principal should you have additional questions regarding the start of the 2020-21 school year.

Your patience and flexibility with the adjustments needed to begin the school year is greatly appreciated.



## Muskingum County Library System

### **Muskingum County Library System 2020 Plans for Community Conversations and Antiracism**

#### ***Anticipated Community Conversations***

1. September: Voting
2. Media Literacy and Fake News: October 13 at 6:30 p.m.
3. November: Smoking and Vaping

*Starting again in 2021, monthly Community Conversations about topics to include poverty, homelessness, race again likely, climate change, etc.*

November 2020: Planned Antiracism Book Club Meet-up

#### ***Resources***

Check out our website for the recordings of Community Conversations and the related resources! You can also search “antiracist” in our catalog for related books and materials.

<http://muskingumlibrary.org/communityconversations/>

### ***Internal Goals***

Internally, we are planning to do monthly community conversations and training with our staff to build empathy and understanding. We are doing this with poverty and homelessness, but want to expand it. Increasing diversity-based programming to our community and building more collections and programs to support our minorities in Muskingum County. We would also like to see about working with other government organizations and nonprofits for training about recruiting and hiring more diverse candidates.