



**Speak Your Truth Cafés
Data Reaction Report
2021**

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Seattle, WA**

Objective

The overall goal for this project is for King County to have a better understanding of data collected relating to everyday racism and discrimination from the 2019 Best Starts for Kids Health Survey (BSKHS) by involving families from the impacted communities to provide their reactions to these findings. The results from these ground-truthing sessions will inform the context, interpretation, and materials that are disseminated to the public health field in King County.

Project Overview

Best Starts for Kids (BSK) partnered with the Community Café Collaborative (CCC) and families from ten different communities represented in the data results. The goal of these partnerships was to provide a culturally relevant framework through a series of structured conversations, known as Community Cafés, to review and garner authentic reactions to the data points. Ten language and culturally identified communities were selected for this data review: African American, (who identify with a history of slavery), Afro-Latino, Cambodian, Ethiopian, First Peoples (Alaska Native - American Indian), Latinx, North African/Middle Eastern, Pasifika (Pacific Islander), Somali, and Vietnamese in King County. Parent leaders from each of the communities were invited to host a Community Café via a virtual platform.

Community Cafés are designed to surface, and share with others, collective wisdom from the community. The process is also meant to build family/community partnerships while sparking leadership to strengthen families. Cafés are community-based dialogues hosted by family members in partnership with a community organization or entity. For this project, the Cafés were hosted by trained, parent leaders who involved other volunteers to help with planning, hosting and inviting other families to the Café. This helped to ensure culturally relevant thinking was a priority in an e-communication setting. Funding was provided for each hosting team to include thank you gifts for volunteers and participants, a meal for each family (since Community Cafés typically involve the whole family and sharing a community meal), supplies and stipends for BIPOC Café coaches.

The data presented to communities were from the BSK Health Survey questions, related to everyday racism:

- The experience of everyday racism
- Setting of the occurrence, i.e. while receiving health care, while engaging in child activities, schools, work, and other daily activities.
- Of those who experience daily racism, what percent said people in their neighborhood help them out.

After being presented with a data set for each of the above topics, people were invited into discussions sparked by the following questions:

- What is your initial reaction to the data collected about your community?
- Do you think this data matches your experience/your community’s experience? Why or why not?
- What other context should be added to this data as it is shared?
- What Should BSK keep in mind when they share this data about your community?

Participant Breakdown

Community	Number of Adults
African American	15
Afro-Latino	21
Cambodian (Khmer)	11
Ethiopian	22
First Peoples (Alaska Indigenous Native American)	16
Latinx	12
Middle Eastern/North African	15
Pasifika	11

Somali	22
Vietnamese	20
TOTAL	165

The Café Approach

The Community Café approach strengthens families and communities by sparking the leadership and relationships needed to create more inclusive and equitable systems. Community Cafés spotlight neighborhood wisdom, which leads to community action. Actualizing this approach typically looks like family members hosting relevant conversations in their own neighborhoods, in partnership with local organizations or schools. Host teams receive an orientation to the approach prior to hosting and have access to coaching, as well as technical assistance throughout their work.

For this project, the ten Café communities, (African American, Afro-Latino, Cambodian, Ethiopian, Alaska Native - American Indian, Latinx, North African/Middle Eastern, Pacific Islander, Somali, and Vietnamese) were presented with informational slides, designed by BSK in collaboration with CCC and Café hosts. These slides provided background about the survey and an explanation of the topical data points. While the core questions soliciting feedback on the data points were universal across the Cafés, hosts were provided a template, but had the flexibility to design an agenda that was befitting their community’s cultural norm. Given that Community Cafés are traditionally conducted in person, some adaptations were necessary for the virtual platform setting. The hosts were coached to contact all participants prior to the Café to answer any questions about accessing and using the platform. Break out rooms were utilized to allow participants to discuss reactions to survey points in small groups, then reconvene to share key conversation points. Despite all the adaptations, every Café gathering had an overwhelming, positive participant-satisfaction response, indicated by written surveys, host feedback, and

meeting notes. Participants consistently said they felt welcomed, listened to, able to express themselves, and that they learned something from the experience.

Some communities intentionally involved the children of the adult participants, including them in the agenda and/or sending a Kid Café box to each participating family prior to the Café. These host teams designed Café boxes containing culturally relevant family activities, books, games, art projects, and suggested family discussion topics. Others included other helpful items such as face masks for children and school supplies due to the immediate need expressed by families. All Cafés included meal delivery and/or food gift cards and thank you gifts for participants.

What Was Learned

After reviewing the survey data regarding everyday experiences of racism, eight out of ten communities thought the percentage was too low. Most Café participants expressed encounters with everyday racism to varying degrees and subtleties. For some communities, everyday racist incidents were centered on skin color, others on accents and issues relating to English not being the first/home language. For several Café groups, the racist encounters carried anti-immigrant sentiments. In most of the Cafés, the participants thought that the sample size surveyed from their communities was too small and wondered if the question, and the words and phrases used, were fully understood by those surveyed. Some participants who stated that they did not experience racism on a daily basis, per se, would go on to describe an encounter that could be considered everyday racism.

Café participants cited experiencing racism in all facets of daily life including while navigating their children's activities and schooling, in their workplaces, while shopping, on public transportation, in their neighborhoods, and while receiving health care. Many described the racist occurrences in the healthcare system ranging from dismissive, due to language barriers, to outright negligence. This point was discussed in most Cafés with the added context of the pandemic. Many participants thought this topic especially important given the disproportionate rates of infection, hospitalization, and deaths in their communities related to Covid.

On the data point relating to relationships in their neighborhoods, reactions varied. Many found the survey question to be unclear and too open to interpretation. The general feeling across Cafés is that people feel supported by their communities, but not necessarily their neighbors. One participant said she felt part of a neighborhood community when she lived in a diverse neighborhood, while some participants from another community said they felt less supported as their neighborhoods gentrified. Participants from largely immigrant communities voiced the idea that they rely on one another when help is needed.

Common Themes Across Cafés

The major theme that arose in all Cafés is that all ten communities experience racism in various levels of society and daily activities. From commonplace racist occurrences such as being followed while shopping, or being mistaken for a nanny, to more detrimental instances of being overlooked for a promotion, or disregarded while receiving healthcare; these experiences were described to varying degrees in all Cafés. One participant related, “When sweeping the front of my house, there was a white man and asked, ‘Can you call the owner of the house?’ He assumed that I was the maid but I told him it’s my house.” Everyday racism was related by participants as both significant in that they are hurtful and frequent occurrences, but also a typical fabric of daily life, put forth by strangers, friends, colleagues, as well as educational and medical professionals. A common experience mentioned in the Cafés involved calling into doubt a person’s education or ability to do their job proficiently. One woman said, “Even I am able to speak English and have good education and I worked as an interpreter for schools and hospitals, but I still heard people said that I am not a seed that was planted here in the United States.” Some Café participants said they purposefully ignore racist incidents in order to guard against the pain of recognizing and processing them on the surface.

Regarding the data, the majority of communities thought at least one of the survey data results did not match their own experience or differed significantly from their perceptions of their community’s experience. The most common reason participants offered for the discrepancy was that there just weren’t enough parents from their community taking the survey. The other reason offered was that some of the terms used in the questions were not well defined and possibly misunderstood by survey takers. The specific terms varied, but most Cafés spent time raising questions or asking for further clarifications around the terms “everyday racism” and “neighborhood.”

Most of the groups felt it was important to build a stronger relationship with BSK to better inform on community specific issues, as well as advise about how to improve the survey. They also thought it was important to grow awareness in the community about BSK. It was common to hear people volunteer to help BSK do outreach to help more people from their community take the survey. A few communities offered different strategies for gathering this information such as door to door, using a trusted messenger or community organization, via telephone with someone who spoke their home language, or Cafés where people could take the survey together. Other common reasons communities offered why as to why they thought the data did not reflect their community were:

- Not enough people from their community took the survey (most common reason)

- The language of the survey caused responses that didn't reflect their community such as translation issues, or words used that the community couldn't relate to, certain words could be a trigger, wording too vague, difficult to understand (very common reason)
- The majority of communities thought that the ethnic categories were too broad and diverse to be able to narrow down a common community perception of racism (eight communities)
- There needs to be more relationship building and awareness of BSK with their community (eight communities)
- The survey was not offered in their preferred language (several communities)
- Parents did not trust the survey: anonymity, what the data would be used for, that the survey would benefit their children (several communities)
- The survey was not well received by the community members in written form (several communities)
- People who took the survey might not be comfortable discussing or admitting they experience everyday racism (two communities)

Recommendations for Collecting Future Data

To elevate the partnership between BSK and the Café communities and perhaps make more efficient use of levy funds, the following recommendations are offered, based on the voices harvested from the Cafés, input from hosts, and Café coaches.

- **Continue to nurture relationships with impacted communities.** The feedback loop with parent leaders must be fostered in order to build trust and name recognition for BSK. Having a presence in these communities beyond asking for input on completed projects, would be invaluable. Parents and families should be involved in every step of data collection and in how it is put to use.
- **Diversify the way data is collected.** Using just one method (ie. a written survey) of gathering data will not yield an authentic and representative data pool in most of these focus communities. Some communities respond better to an oral survey, especially if it is conducted in their home language, by a trusted community member. Other communities need a safe space to connect and discuss with one another when sharing such important information with a government agency.

- **Supply more education surrounding the BSK programs.** After the Cafés, many parents said they wish they knew that there was such an agency focused on children and families.
- **More Café opportunities.** The topic of daily racism and its impact on the Café communities is vast. One Café project only touched the surface of what some families face in all aspects of their lives. Many participants and hosts expressed that they would like to delve further into the topic of racism by following threads raised during the Cafés.

Café Summaries by Community

Community	African American/Black
Café Date	1/10/2021
Participants	15

Reactions to data points:

Participants wondered why the number of African Americans taking the survey was so low. Because of this, participants did not think the survey results were representative enough for King County. Many wondered where the responders live and thought the first data point should be more in the range of 9/10, rather than 7/10.

For the second data point, participants thought the numbers were low and will most likely get lower due to COVID and gentrification of their neighborhoods. Many thought the definition of a “neighborhood” and “helping out” could be varied and cause answers to be skewed. One participant said, “When I was growing up there was more of a community and support in that community I actually knew my neighbors.”

Are they accurate? Do they reflect the community’s experience? Specific examples of everyday racism?

It was agreed that the survey results about daily racism weren't entirely reflective of the community's experience. It was said that there are so many ways their diverse community experiences racism on a daily basis, it's hard to consider it in just a singular question. Many thought it could be broken down into more specific questions to get more accurate answers.

The issue of institutional racism present in the healthcare system was a major topic. One participant related that she went to a hospital a couple times a week for an ailment and was sent home with pain pills, but when going to a different facility, with black doctors, she was treated for the issue in a more comprehensive way.

Major takeaways, insights, themes from the Café:

Participants for this Café thought the percentage of African Americans experiencing racism in the survey data was too low. Racism is pervasive in their daily lives, almost to the point of saturation. Some expressed that it was hard to pinpoint what is a microaggression when the interactions are such a part of living and thought people might not even see microaggressions for what they are: racism.

Most Café participants had experienced racism while receiving and/or attempting to receive adequate healthcare. These are instances that were universal for the community pre-pandemic, but have been compounded and accentuated by the effects of COVID. The participants agreed that they would like to explore this thread of daily racism in more detail.

Other topics raised:

Several participants wondered what is the intent of putting these questions on the survey and how BSK plans to use the data.

Feedback for BSK:

- **On the data presentation (slides)**

Break down the question on experiencing racism into more specific questions. It is too vague as written. Better define "neighborhood" and "help out."

- **Recommendations for future data collection/presentation**

Participants thought more African Americans should be surveyed. Ways to do this would be for BSK to reach out to community organizations and attend community events. Also, if the survey was administered by the community to the community, there would be more authentic participation and responses. Some suggested that more would may respond if there were incentives involved.

On the topic of microaggressions, more definition is needed. Many agreed that there are so many types of racism, that it is difficult to respond with just one answer.

Quotes:

“People should not be experiencing racism in receiving medical care and at a child’s school. That is a big problem.”

“The neighborhoods changing and don’t have same dynamic. Gentrification changing the neighborhoods and the funding moving into the areas where they used to not be in those areas and looked down upon.”

“Community trust is a big part of it if you want a well rounded assortment of data.”

Community	Afro-Latino
Café Date	1/16/21
Participants	21

Reactions to data points:

Café participants thought the number of responders who reported everyday racism from their community to be low. Some said the data was unsettling in that it didn’t match their experiences and made them think deeper about how they perceive everyday racism.

Are they accurate? Do they reflect the community’s experience? Specific examples of everyday racism?

For the first data point, thought the percentage of those experiencing everyday racism should be higher. Most participants said they experience everyday racism at work from colleagues, from friends, and from family and other Latinos. One participant related a story about how she is questioned as a parent because she is not the same color as her child. Some wondered if people experience microaggressions and don’t realize that it is racism.

Second data point:

- One family (Honduras, Mexico and Daughter) lived in the same neighborhood for around 35 years. The neighbors help each other. There are not so many Latinos, but their neighbors are from Russia and they are good to them. They said that here in the States we don't visit each other like in their country. In their community, they communicate with each other via a website. They live in Issaquah.
- One participant, who lives in Lake Stevens and works in Shoreline mentioned she lives in a condo. They have a lot of turn over and for that reason, she can't relate with her neighbors. Also, they don't have a “welcome culture” like in the movies where the neighbors come to your house with cookies and snacks to welcome you. She understands that her work and church community are like a family. She can count on them, if she needs something. For example, his son was in a situation. He wants to be alone, by himself for a while and his classmates always are asking for him, sending notes and encouraging him.
- Another participant, from Mexico, mentioned that when she was living in the Central District in Seattle, she noticed that the neighbors helped each other. The Central District has a population most diverse. Now she lives in Snohomish and her neighborhood is not so diverse like in the Central District and everyone is minding his or her own business.

Major takeaways, insights, themes from the Café:

The group agreed there is a lot of discrimination that Afro-Latinos face, even within the Latino community (colorism, Spanish speaking vs. non speaking, accents shaming, biases against those who present more indigenous, etc). Some expressed that they didn't experience racism, but went on to describe everyday experiences that can be defined as microaggressions. The group brought up the roots of bias/discrimination several times. Some pointed to these seeds in home countries and in adoptive families.

Feedback for BSK:

- **On the data presentation (slides)**

The question with the neighborhood was confusing. Café members decided to interpret the word as community, which is church, family, people that get together because they share values and beliefs. Survey makers should include a clear definition of what is meant by “neighborhood” - is it the community you gather or the community of neighbors surrounding a physical address?

Quotes:

- "Many times we choose to ignore the microaggression to protect ourselves, so we don't get hurt."
- "We are taught racism should not affect us so our response is - I didn't even notice."
- "Sometimes racism is not visible."
- "If they hear our accent or see us (judge by our looks) automatically start assuming things"

Voices of children and youth (optional):

- A young Afrolatino (16 years old) said he understood that there is more discrimination around than what the survey mentions. In fact, he wrote an article for school about the minorities and discrimination. This article impacted his professors and classmates. His mom says it is interesting how for 16 years her son recognizes there is a difference between the white people and communities of color. The mom said if the children already see the racism, then the challenge is how to teach them to express those experiences. She understands that something positive we can do is our young people study, feel proud of who they are and their culture and embrace their native languages.
- Another young adult mentioned that when she was a child she would put talcum powder over her face and body. She didn't know why she felt she needed to change her skin color, but thought racism/discrimination had an effect on her nonetheless.

Speak Your Truth Café	Cambodian Community
Café Date	12/21/ 2020
Participants	11

Reactions to data points:

Participants wondered why the number of people from their community who took the survey was so low, especially as compared to other groups. There were suggestions made on how to improve outreach and increase the number of people taking the survey. They felt that there were not enough people who took the survey to accurately reflect their community's lived experience.

Are they accurate? Do they reflect the community's experience? Specific examples of everyday racism?

Most of the participants said the percent of people reporting micro-aggressions was too low; one person said it should be closer to 80% or 90%. The most common occurrences shared related to verbal insults, and workplace incidents. There was a lot of conversation about being treated unfairly due to their accent or the listener feigning not understanding what they were saying. One participant shared that people's non-verbal or facial expressions because of her accent was an issue. There was a general agreement that those born here were treated better regardless of their ability to English.

When Café participants reviewed data about where racism was most frequently occurring, they agreed that school, their children's activities and while receiving medical care seemed accurate and in addition said another frequent occurrence is while they are taking a bus or in their neighborhood and in the workplace. Several people shared about workplace discrimination or being denied employment.

Ref. 16% of neighbor support to racism: Most participants said there is no support or little help if they need it in their community and felt the percentage should be lower. Specific examples were shared such as not knowing anyone in their neighborhood and staying inside their house, no support for transportation and needing to only rely on the bus, being told to "mind your own business only." In addition to one person who could rely on her neighbor, one other said that "In my area, we have more Khmer people. They help each other."

What else needs to be said when sharing this data?

One of the main concerns of the participants was regarding communication between family and school and their negative experiences. Not only the difficulty of materials being sent home in English but also when verbal communication fails nothing is done about it. The group agreed this was a big concern and frustration.

Major takeaways, insights, themes from the Café:

The number of participants taking the survey and the number of Khmer people who know about the survey and BSK needs to be improved and the data does not reflect their community due to the low number of people who responded.

Most agreed the language barrier is at the root of most of their racist experiences such as communication barriers not being addressed by the schools or workplace discrimination. Participants talked about constantly feeling looked down upon or undervalued.

Other topics raised:

There was a general feeling that schools did not care about the Cambodian community since there was a lack of effort to improve family and school communication. They cited flyers, etc. from schools only being distributed in English.

Feedback for BSK:

- **On the data presentation (slides)**

There were some questions asked of the BSK presenter and a curiosity as to why only 26 parents participated in the survey. They also noticed that the people who filled it out did so in English and asked if the survey was offered in Khmer. Some participants in this session felt disappointed, comparing 5000+ respondents from other ethnic groups. They reiterated that this number does not represent Cambodian larger community in King County. They questioned how the survey were disseminated to the community and the outreach strategies used to convey the message. Some participants complained that they didn't get information when the survey was launched.

- **Recommendations for future data collection/presentation**

More effort needs to be made to look for more participants from Cambodian community in King County. The survey's tools should be in Khmer language so that participants can understand and provide answers accordingly. More outreach should be conducted at schools and community events or other community sites, for example, grocery stores or markets. They suggested that King County work with public schools to get the information posted and shared on schools' weekly calendars so that parents could get informed about such meetings. (This suggestion was clarified by the presenter that KC used to ask schools for help with outreaching to parents. Some schools were helpful; some schools were busy.)

Other recommendations for the presentation included making sure the language of the survey results and other materials were simplified and in a lower language register so that data or statistics can be easily understood. Materials need to be translated into Khmer, including some graphics or pictures, and have the documents mailed. Regarding outreach, have materials on various print and digital media to share with the community, in addition to creating video clips about this information in various languages to be shown online or send (the link) to target populations.

Quotes:

“Even I am able to speak English and have good education and I worked as an interpreter for schools and hospitals, but I still heard people said that I am not a seed that was planted here in the United States.”

“I agree with you, sister. Even though we can speak a little English, we cannot speak fluently like Americans who were born here.”

“I feel that schools don’t care about our Cambodian community.”

“Though they fully understood what we are talking, they expressed on their faces and said they did not understand us due to our accent.”

“I tried my best to express my opinion, but they asked me to repeat over and over.”

“Even though we have the same skills and can speak English well like other Americans, we cannot complete at the same level as them because employers do not value our knowledge and skills.”

“Sometimes when they talked to me, I don’t understand. And when I talked to them, they don’t understand me. So, we ended up looking at each other’s face.”

“74% of participants who said that they experienced racism on a daily basis seems not represent our population here in King County. There are more Khmer people here. But 26 persons who participated in the survey was very little. And now we have 11 more people who participate in this session. In total we have only 36 people, participating in such important session. That doesn’t represent us all in the county.”

“My experience is that when I talk, they look at my face and have some attitude toward me as though I don’t know English, or as though we are ignorant, having no school at all,”

“You’re not a grain here, you’re not capable for the job as you don’t speak good English” even she is able to speak and understand English well.”

Community	Ethiopian
Café Date	1/13/2021
Participants	22

Reactions to data points:

The immediate reaction from the parents in the meeting was that they were shocked. They were all surprised that so few of those surveyed say they faced racism daily, because as foreigners and because of the skin color it is their experience that they face racism all the time.

Are they accurate? Do they reflect the community's experience?

No, the data collected does not reflect this community's experiences with facing everyday racism. One participant said, "With the data survey that was taken, It's very surprising to see only 4 out of 10 said they face racism. I am sure if it was well explained to them the result would have been 10 out of 10."

Specific experiences of everyday racism raised:

- "When I went shopping, I was choosing the clothes, but the salesperson came and she told me to stop touching all the clothes. I just folded them. I said I am here to shop. She assumes I can't afford to pay for the brand cloth that they were selling."
- "When sweeping the front of my house, there was a white man and asked, " Can you call the owner of the house?" He assumed that I was the maid but I told him it's my house."
- "When my children were enrolled in school, I was told they need an English class, but my children were born here and they speak perfect English."
- "At work I have seniority but I end up getting the worst shift and the new people they get what schedule they need."

Major takeaways, insights, themes from the Café:

The Ethiopian community, largely immigrant, faces racism everyday. Participants stated that they feel discrimination in numerous facets of their lives including their children's schools, in the workplace, on public transportation, and while receiving healthcare. Many said they feel judged for the color of their skin and their accents.

Feedback for BSK:

- **On the data presentation (slides)**

Participants thought that the questions would need to be explained to survey takers in more definition. Some thought that the numbers would be different if the survey takers understood what “everyday racism” was and suggested more education around that term.

- **Recommendations for future data collection/presentation**

Some thought the way the survey is conducted, it largely reaches community members of a certain education and economic background. These responders might not get exposed to what the average person faces daily in terms of racism. Other participants wondered if the survey could be given in spoken form, so that it would be more clear for those who are not native English speakers. Although a written, translated survey may be adequate for some, spoken is better understood.

Community	First Peoples (Alaska Indigenous Native American)
Café Date	1/6/21
Participants	16

Reactions to data points:

Some thought the amount of responses from the community could be higher. Several wondered how the survey was administered and if the community could be involved in getting more responses.

Are they accurate? Do they reflect the community’s experience? Specific examples of everyday racism?

The overwhelming reaction to the first data by participants is that it was too low. One participant said, “No. The statistics are not correct. It could be 100% of the people here. I think it’s because people are so used to these types of encounters, it’s not seen as racism. But still it’s damaging even if you don’t have the right words for it.”

Some examples of everyday racism:

- One participant was mistaken for a nanny because of the skin color difference between her and her child.
- Some are exoticized for their Native-ness. Exoticism is a form of microaggression.
- A mom and dad said they kept boys' hair long in the traditional way, but the boys were bullied for wearing braids. Eventually, the sons begged to have their hair cut.
- One family experienced many levels of discrimination in their kids school. They have 4 kids. The boys with darker skin have been in "trouble" more. Mom was contacted more with incidents involving them. She and her husband thought if the races/genders had been reversed in the situations, they believe outcomes would be very different.
- Some participants pointed out that the racism they deal with isn't subtle at all, ie. schools, sports teams, car companies use "native" mascots in exploitative ways. Also, schools often allow or turn a blind eye to insensitive practices like students dressing in "native" attire and pretending to speak native languages or broken English. One participant said, "People don't treat natives and other cultures the same they make fun of natives and pretend to be them with no hesitation but hesitate to pretend to be other races."

Major takeaways, insights, themes from the Café:

Microaggression is not a well known term for everyday racism and many may not recognize their experiences as such. For this reason, the group thought the data was not accurate. This community faces racism in all aspects of their lives and believes that more education should be done universally about their histories, culture, and experiences.

Other topics raised:

Authenticity and having to defend one's "Native-ness" was brought up several times.

In Montana, teachers have to take classes on Native history before teaching near or on reservations. Does Washington have the same? It would be good for big companies to do too in order to treat workers fairly.

Feedback for BSK:

- **On the data presentation (slides)** - The second data point is confusing and not easy to react to.
- **Recommendations for future data collection/presentation** - send to Native American liaisons housed in school districts, not generically to a school district, so that it is sure to get out to the community.
- **Any other feedback** - It would be good to speak to elders about this too. Also, many participants expressed the desire to talk about the topic again in a similar Café setting.

Quotes:

“Seeing that other natives experience the same biases -- a lot of people think that Natives don’t experience racism, but racism is not just a “black” thing. It’s a minority thing and sadly a lot of people experience it, more than most people think.”

Voices of children and youth (optional):

One youth participant spoke about colorism. The participant talked about growing up with darker skin than her mom and had to constantly defend her background and her mom’s background. She mentioned that there is no perfect example of what a Native should be and in the “melting-pot” of America, of all places, she should be more accepted.

Other quotes regarding youth:

“Kids should be taught that there are other ethnicities than yours and even in those, not everyone is going to look like your family. We need to be more open.”

“This year especially, change needs to start in the home. We can’t go to school to learn this stuff.”

“Because of racism, some people feel like they have to hide from who they are and that’s too bad.”

Speak Your Truth Café	Latinx Community
Café Date	1/9/2021
Participants	12

Reactions to data points:

Participants had much to share and were actively engaged in conversations following the presentation of the data. There was a lot of appreciation expressed for the opportunity to participate in the Café; the data and conversation was relevant especially since they felt that lately racism is a more common experience due to the social climate. All were engaged and the participants had many personal experiences and views to share related to the data topics.

Are they accurate? Do they reflect the community's experience? Specific examples of everyday racism?

Most of the group thought that the percentages in the survey were low. Three people said that 41% of Latinx people experiencing daily incidences of intended or unintended racism seemed accurate.

There was even more agreement that there was a lack of a sense of community in their neighborhood, expressing that people in their neighborhood kept to themselves. One person shared they moved from a cohesive, supportive neighborhood and missed it. "Neighbors can be friendly but they don't receive much help, racism is also affecting parents in the neighborhood. It makes them sad they don't have good communication in their community." It was a common view among participants that there was a much stronger sense of community in their country of origin than in their current neighborhood.

There were many examples shared of experiences of everyday racism. Most shared experiences in school, health and workplace settings. Another common experience was being told to not speak Spanish in public places such as public transportation. It was shared that it makes them want to not speak if they are in public. Other examples offered:

- I had a bad experience with an online interpreter. It was very rude. I gave him my address in Spanish to give to the nurse and he gave it to her badly. I told the interpreter that he was rude and he got upset.
- I live in Renton and when I worked in Seattle I met a Latina on the bus. When we talked on the bus, people saw us as strange. Sometime the driver asked us to keep our voices down. Feeling uncomfortable, we hardly talk anymore.
- I had a bad experience. With a Dominican lady, who treated me unempathetic and was not very kind, being also Latina.
- "A long time ago at the East-gate clinic, until now, it was a person that always kept me waiting and didn't take care of me. Until one day I paid and he gave me my receipt, but not my change. I told him he hadn't given me my change and he said, "Yes." I asked him to talk to the supervisor and he told me he was busy. Then I approached another employee and asked him to call the supervisor. When the supervisor arrived, I informed the employee did not give me my change I told him about the situation and told him to count the money then he'd realize my money was there. I told him that in addition to my money, I wanted them to respect people and not continue to act that way because I had already been with the same employee for several occasions and he was rude to me, and just me, and that I can see that he treated me different that the other customer."
- I had a bad experience with an interpreter, she was very rude. The doctor asked me about my problems and she spoke to me very badly, telling me that I didn't have to look at her but at the doctor.

- Eye contact is very important, and perhaps it was what you were looking for in those sensitive moments as the treatment of health, as well as how important empathy is, and the feedback that comes from sharing with the interpreter.
- I've felt at ease, they always help me well. They made me feel bad on the bus, the Americans say we shouldn't speak Spanish, that we're in America, and I had to be quiet. I feel like we don't have to be quiet because we give them reason and give them more power.
- "One day my daughter had homework. We forgot to put the name on it and when I got back from school she came back crying because the teacher ripped her homework and threw it away just because she didn't have a name (several attendees made a surprise face). I went to talk to the principal. He told me there was nothing I could do. So I told him that I was going to talk to the superintendent if was not able to help me. So the principal talked to the teacher and she told me she'd give my daughter extra credits. I told him that what my daughter needed was respect. I've learned that one must fight to assert his rights."
- Being told that women, especially Latina's don't do technology...I changed careers.
- The situation in school was so bad I had to change my children's school.
- I experience bad experience with an interpreter...Most people who come to that clinic are Hispanic. I've already made a report, but that lady is still there. Last time I went, she was the interpreter for me again, but I asked to have a different interpreter.

Major takeaways, insights, themes from the Café:

One major theme of the Café was the role parents needed to take to improve racism, especially as it pertained to their children. They talked about the need to end multi-generational racism and even racism and discriminatory behavior between people of color such as speaking out, advocating to a higher authority, being teachers and role models for their children.

Another recurring theme was that those who did not speak English experienced more micro-aggressions, even from some other Latinx people who looked down on those who did not learn English or had more education or a higher status because of their jobs.

"We have personal prejudices that go from generation to generation, and because of these trends we intentionally or unintentionally discriminate. We need to take away our prejudices and teach our children to do the same because we too have somehow discriminated against each other"

They believe their needs to be a mental change amongst white people, that there is a lack of empathy with people from other countries and that people in power have made racism worse. In school children need to be exposed to different cultures.

Other topics raised:

There was much conversation on the challenges with interpreters in health care settings. One person suggested that there needs to be a satisfaction survey after an experience with an interpreter. There were suggestions on how to improve interpreter practice and also how to advocate in that situation. Another topic that got a lot of attention related to micro-aggressions their children experience in school. Children of color faced more incidences of discrimination in school and more work needs to be done to help Latinx students in school.

Feedback for BSK:

There were no direct suggestions for BSK but a general appreciation for seeing the data and participating in the Café.

Quotes:

“We have to take action. Learn the language a little so that we can defend and understand each other. Try to climb and know a little more. We are here to have a better quality of life. Many times when discriminated against, we receive trauma that impacts the way we live. We must all speak without fear.”

"If you have an accent it feels that you still don't speak enough English..."

"Because I have an accent people assume that I can't do the job."

"They call us “Illegals”"

“I've noticed a lot of difference with the current president. Racism is uncovered, there is a very closed mindset.”

“In our group many of us have experienced micro-aggression.”

“Unfortunately, Latino people that work at Boeing and Microsoft don't want to mix with Latinos despite being Latino.”

“When we are treated badly, or there is racism, we are always silent, maybe due to fear or we don't know how to stop it; many times for lack of information or not knowing where to go for help. You have to break the barrier and get where you have to go to raise your voice.”

“In school I have had many experiences. I had to change my children to a different school.”

“I'm taking classes and recently graduated from high school and a tech career. One teacher made me cry, I left class and I reported him. He told me that women aren't suited for technology,

especially Latinas. The teacher offered me apologies. I started another career and I have a teacher who treats me with discrimination.”

“Please listen to your children. If they don't want to go to school, it's because something is wrong. Support your children, maybe they're experiencing discrimination and they don't know how to recognize it.”

“We all have the power of the voice. We must use it and assert our rights. We all have the same rights and obligations as individuals. I think it would be nice to evaluate the interpreters after your service.”

“Walk away from a racist situation especially when children are present.”

“At work because of your accent they think that you can't do the job, and that limits us and makes us feel bad...and it makes us feel inferior.”

“I had a bad experience with an online interpreter. It was very rude. I gave him my address in Spanish to give to the nurse and he gave it to her badly. I told the interpreter that he was rude and he got upset.”

“I live in Renton and when I worked in Seattle I met a Latina on the bus. When we talked on the bus, people saw us as strange. Sometime the driver asked us to keep our voices down. Feeling uncomfortable, we hardly talk anymore.”

“I've felt at ease, they always help me well. They made me feel bad on the bus, the Americans say we shouldn't speak Spanish, that we're in America, and I had to be quiet. I feel like we don't have to be quiet because we give them reason and give them more power.”

Community	Middle Eastern/North African
Café Date	1/19/2021
Participants	15

Reactions to data points:

Participants thought the category Middle Eastern/North African was too broad and thought there would be more responses if the survey was translated into native languages such as Dari or Farsi.

Are they accurate? Do they reflect the community's experience? Specific examples of everyday racism?

There was a mixed reaction to the data as it relates to community experiences. Some related experiences related to discrimination felt as an immigrant, specifically tied to negative sentiments related to their home countries. Participants used other words for daily racism like “discrimination” or “judgement.” In general, the consensus was that the data did not resonate with their [limited and short] experiences in the United States. Many shared the idea that the racial categories presented with the data were too broad and not specific enough.

Participants responded to the second data point by interpreting the “neighborhood” as their broader community (ie, community organizations, places of worship, etc). It was said that 6% would be a very unhealthy community.

“There are a lot of places where we live, there are churches, mosques, community gatherings, there are places where they do help each other. Most people or organizations, they would be really helpful. The people from the Middle East are somehow different from the North African community- based on racism. If they might receive lots of hardship or don't receive more help. This survey is based on that? I have not been here for a long time, but I would say 6% is less than it really is. I would say that more than 6% helps.”

Major takeaways, insights, themes from the Café:

The term “racism” does not resonate with the participants as something that happens in or to their community. It is viewed as something that happens in the context of Black vs. White in American culture. However, there were stories related that could be defined as everyday racism or microaggressions. Some thought that if more people took the survey, who didn't speak English well, the results might look different.

Feedback for BSK:

- **On the data presentation (slides)**

Some participants thought that racism needed to be defined in detail and context.

- **Recommendations for future data collection/presentation**

Translate the survey into more languages. Break down the category “Middle Eastern or North African.” It is so broad that it doesn’t accurately reflect the experience all communities might have.

Quotes:

“In 2011, two kids were playing in the park, another white family was playing in the park, at the end they asked where are you from. After responding Afghanistan, their faces changed and they just took their kids and left. I felt shocked and upset. If Afghanistan has a war, it's not my war. But in Afghanistan there was a bomb in Jalalabad. I can't choose to not be in the US, it's not safe in Afghanistan. A professor sent a sorry message sorry a bomb happened in Afghanistan, sometimes more educated people are kinder and others are not as kind. People listen to the media and don't get to know people personally.”

Community	Native Hawaiian Pacific Islander
Café Date	2/13/2021
Participants	11

Reactions to data points:

The group thought the language of the survey questions was not culturally relevant enough to encourage participation or to elicit accurate responses. The group had questions about how and where the survey was distributed. The group offered that the process of designing the survey and outreach needed to have the community involved to increase participation and be more reflective of their lived experience.

"The survey seems like a check mark. Our people are so talented and the funds provided by the government are just not enough. We are not equipped. Then we are expected to send our kids into the world and they just want to be ready."

Are they accurate? Do they reflect the community’s experience?

The entire group agreed that the survey results shown were not accurate and blamed the low number of participants; one person suggested the survey was “taken lightly.” The percentage of people experiencing micro-aggressions was too low and that racism occurred in many places. The group thought the question regarding community support was confusing.

"The numbers are way too low. I am always experiencing racism. Sometimes we are ignorant to these instances or aren't fully aware. It is easier to ignore than to identify."

"I work within the school district and work and sacrifice every day for my kids because of this. If they are not equipped, they won't speak out. One of my students was ignored by her teacher when she needed help the most. She felt belittled while asking for help from a system that is supposed to work for her and not against. As a community we should do workshops for our parents to help them understand how the system is supposed to work for them. Although I don't understand the relevancy with this question, I would say the data is a lot better than most but it's not quite there."

Major takeaways, insights, themes from the Café:

The major takeaway is that the community needs to be involved in the entire process of the survey so that the survey can better represent the voice of the community and help to make changes that support their children.

Other topics raised:

"We have many talents but have been limited. Nobody asks us what we know but say they know what we can do."

Feedback for BSK:

- **On the data presentation (slides)**
Involve community members in the development of the slides so pictures and language are more culturally relevant
- **Recommendations for future data collection/presentation**
Involve community members in:
 - The development of the survey questions
 - Outreach strategies to increase participation
 - Have a community member present when offering the survey
 - Have consistent updates (The community is constantly changing so this is continuous work)
 - Collect data on children's experiences

- **Any other feedback**

Gratitude was expressed for the Café, that more was learned with each experience. All indicated that they learned something. Please see the following summary from Café hosts from Lanuola Foundation, which includes extensive notes, quotes, and survey results submitted by participants. Hosts presented their own Café report, which is housed with the other raw notes.

Community	Somali
Café Date	1/10/21
Participants	22

Reactions to data points:

The group was shocked by the low percentage for the first data point. They agreed that the number of Somali parents who took the survey was too low to get a good feel for the community’s experience with racism and discrimination. A reason for this is how the data is collected is not culturally accessible for this community.

Are they accurate? Do they reflect the community’s experience? Specific examples of everyday racism?

Most participants thought the data was not reflective of their community’s experience. The reaction to the first data point is that it was too low. On the second point, “neighborhood” was interpreted as community.

Reaction to first data point:

- We experience racism everyday and the percentage should be here around 90-100%
- We feel racism in school, medical, housing , police,department stores, government offices.
- We experience racism everyday because of our religion. Our children are bullied because of their scarf. Teachers does not hold our children to higher standard because of their color and culture background

- 57 people is not enough to determine if this survey is correct.
- There are a lot of somali people in Seattle; it is not enough.
- There is systematic racism in the United States. Doctors do not provide us the right treatment and prevention.
- We experience Racism in school 90%, Schools 95-100% and child acitvities 70-80%

Reaction to second data point:

- Somali 80% as a community help each other. They help each other during wedding, funerals and whatever is necessary.
- If you are asking about our neighbors it is more like 30%
- Living in New Holly we help each other more than the percentage in the survey.
- We need more detail about neighborhood
- Our neighborhood has a lot of Somalis. I am not sure how the percentage would be if we didn't have neighbors that are Somali.

Major takeaways, insights, themes from the Café:

This community faces racism every day. Many stated that they are judged for their skin color, attire (including head scarves), religion, language, and accents, but feel largely invisible and discounted. Participants thought more of the Somali community should be surveyed in order to get more accurate results. The group also thought that if the interpretation of “neighborhood” in the second data point was the wider Somali community, the percentage would be higher.

Feedback for BSK:

On the data presentation (slides)

- The way the data is collected might not be correct or the question that is being asked could be possibly confusing for people.
- Somalis have different dialects; some groups might not understand the general dialect. Some people do not have access to technology so they need one and one help.
- Revisit the questions and have it written in a way culturally responsive.
- Some people do not know how to read Somali even if they speak the language so have the survey one side English and one side Somali.
- Make the survey shorter or do it in different sessions.
- Involve community organization to support you so they can encourage people taking the survey.
- It would be helpful if they make it clear what neighborhood is defined. Some Somalis consider their neighborhood and the community they connect to.
- What do you consider help?
- In which way are they supposed to help each other?

- It would be better if we identify the neighborhood they are doing the survey from so they figure out which neighborhood to focus on.

Recommendations for future data collection/presentation

Overall. It would be great if the number of people who participate in the survey increased a lot. It would be beneficial if community organizations get involved to help encourage families to take the survey. The survey needs to be accessible to all types of families, and it needs to have a clear explanation what the survey is for and how it will benefit the community. It needs to clearly state why the data is important.

Quotes:

“This injustice of racism has been going on before Somalis come to America and it did not get better. The system is built to benefit white people only.”

“I feel like we don't have a voice in this city and our voice doesn't matter.”

Voices of children and youth (optional):

- Teachers don't listen to us, they don't value our opinion.
- Teachers do not encourage high schoolers to higher education because they set low standards for our children.
- School suspension and expulsion are higher in people of colors. They pay more attention a lot to children's behavior than their academic improvement.
- Most after school activities minority children are eligible. Quality programs are only for white families. Our children do not qualify for programs for extra curriculum.

Community	Vietnamese
Café Date	1/10/2021
Participants	20

Reactions to data points:

Participants thought the amount of Vietnamese survey participants was too low and thought maybe it was because the survey was not seen as important. The translation of the survey questions was not clear, in that it was hard to understand some of the concepts for the everyday person. Some participants expressed gratitude in being included and listened to by the County.

Are they accurate? Do they reflect the community's experience? Specific examples of everyday racism?

There were some mixed reactions as to whether the data was reflective of the community's experience. The term "every day racism" was not familiar to participants. Several stated that they did not experience it, but described situations that can be defined as microaggressions and/or racism. Several of the stories related included being disregarded or overlooked because of language barriers in school settings and healthcare. Some felt it was not really discrimination, per se, but rather just the language barriers they face in getting their points across to co-workers or neighbors. One participant said that some in the community are not comfortable and/or do not have an open mind when discussing discrimination.

Major takeaways, insights, themes from the Café:

In general, most participants experience small discrimination in some form or another at work, in schools, and while receiving healthcare. The idea that it is racism was not entirely accepted by the group. Several participants related that because of language barriers, it was difficult to advocate for their children and families at school, in the doctor's office, and at work. Because of this many felt they are sometimes overlooked or disregarded.

Feedback for BSK:

- **On the data presentation (slides)**

It was suggested that the translation may have been confusing for the survey takers and that the concepts need to be better defined and explained.

- **Recommendations for future data collection/presentation**

Participants suggested that if people knew how important the survey was to their families, there would be more participation. They suggested more education around the survey purpose and maybe offering incentives for taking it. One participant suggested a follow up email or phone call to be sure it's filled out and returned. Other suggestions of how to get the word out to the community were to hang banners at Asian/Vietnamese grocery stores, gathering places, and bus stops, as well as having a simple message in Vietnamese on a mailing envelope.