



# **W.M. Dulaney Branch of the Association for African American Life and History Racial Equity Resource Guide**

**Created By: Robert Edison | March 28, 2019 11:09:38**

This guide contains all identified Organizations, Guides & Workshops, and Resources that focus on Education as a path to achieve racial equity. This guide is prepared for SLP Private Practice in Color's Five-Part Cultural Humility Webinar Series-Pt 1: Historical Context







## **SECTION II:**

### **Organizations**

**These organizations are working to research and engage on issues of racial equity. They range from academic institutions to national advocacy organizations. They can be valuable sources of information and inspiration, successful strategies and practices and potential collaborations.**

#### **One Nation**

**Indivisible** Washington,  
DC

One Nation Indivisible connects and mobilizes people who are building and sustaining racially, culturally, linguistically, and economically integrated schools, social institutions and communities in the United States. The organization also offers stories about the importance of discussing race and the economic and societal benefits of increased equality and integration.

The organization connects educators, parents, organizers, planners and student engaged in integration work to people and organizations working on integration policy, litigation, research and advocacy. One Nation Indivisible brings groups together by hosting conferences and strategy sessions in collaboration with community based organizations and civil rights groups.

One Nation Indivisible provides a platform for communities to tell their stories of racial isolation and widening economic inequality, in addition to highlighting individuals who are working to create change. The stories they publish feature immigration integration success stories from across the country, providing guidelines for communities struggling to incorporate immigrants where they live.

<http://www.onenationindivisible.org/>

#### **Santa Cruz County Community Coalition to Overcome Racism** Santa Cruz, California

The Santa Cruz County Community Coalition to Overcome (SCCCOR) addresses structural racism in the city of Santa Cruz, California by working to systematically transform the city's public institutions to promote equal treatment for the city's residents. The coalition participates in local collaborative efforts to



educate and engage the community on local issues impacting youth. SCCCCOR has also developed Action Groups to organize and build coalitions across 3 sectors: immigration, education, and law enforcement.

The organization website provides anti-racism resources to facilitate discussions on tolerance and equality in communities.

<http://overcomeracism.org/>

## **Fight Crime: Invest in Kids**

Fight Crime: Invest in Kids is a national, bipartisan, nonprofit anti-crime organization of nearly 5,000 police chiefs, sheriffs, prosecutors, attorneys general, and other law enforcement leaders and violence survivors. It operates under the umbrella of the nonprofit Council for a Strong America.

Fight Crime: Invest in Kids takes a hard-nosed look at crime prevention strategies, informs the public and policymakers about those findings, and urges investment in programs proven effective by research. The organization focuses on high quality early education programs, prevention of child abuse and neglect, after-school programs for children and teens, and interventions to get troubled kids back on track.

Fight Crime: Invest in Kids does not fund or operate any direct service programs for children.

<http://www.fightcrime.org/>

## **Charles Hamilton Houston Institute for Race and Justice** Harvard Law School, Cambridge, MA Director/President: Professor Charles Ogletree (Founder)

Established in 2005 by Professor Charles Ogletree, the Institute honors and continues the work of Charles Hamilton Houston, one of the most prominent civil rights lawyers of the 20th century. It seeks to use the law as a tool to reverse the unjust consequences of racial discrimination, and it is committed to marshaling the resources of Harvard and beyond to continue Houston's work.

<http://www.charleshamiltonhouston.org/About.aspx>

## **Poverty & Race Research Action Council**



**(PRRAC)** President and Executive Director: Philip Tegeler



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PRRAC is a civil rights policy organization convened by major civil rights and anti-poverty groups in 1989. PRRAC's primary mission is to help connect social scientists with advocates working on race and poverty issues and to promote a research-based advocacy strategy on issues of structural racial inequality. It disseminates new research on race and poverty in its bi-monthly publication, Poverty & Race, and through its website, and it engages in specific civil rights

<http://www.prrac.org>



## **National Council of La Raza (NCLR)**

**Washington DC (HQ)** President and CEO:

Janet Murguia

The National Council of La Raza (NCLR) — the largest national Hispanic civil rights and advocacy organization in the United States — works to improve opportunities for Hispanic Americans. Through its network of nearly 300 affiliated community-based organizations (CBOs), NCLR reaches millions of Hispanics each year in 41 states, Puerto Rico and the District of Columbia. To achieve its mission, NCLR conducts applied research, policy analysis and advocacy, providing a Latino perspective in five key areas — assets/investments, civil rights/immigration, education, employment and economic status, and health. In addition, it provides capacity-building assistance to its Affiliates that work at the state and local level to advance opportunities for individuals and families. Founded in 1968, NCLR is a private, nonprofit, non-partisan, tax-exempt organization headquartered in Washington, D.C. It serves all Hispanic subgroups in all regions of the country and has operations in Atlanta, Chicago, Los Angeles, New York, Phoenix, Sacramento, San Antonio and San Juan, Puerto Rico.

<http://www.nclr.org>

## **World Trust**

**Oakland, CA**

World Trust Educational Services, Inc. is a non-profit educational organization dedicated to creating visual media and other materials that support the development of equitable and sustainable communities worldwide. Its vision is a vibrant, equitable, sustainable world that honors, embraces and utilizes differences among peoples in order to fully love, respect and expand the sanctity of life. Among its activities are the production of social media programs and materials; the hosting of global cross-disciplinary dialogues and programs; and developing social media and materials for other innovative organizations, networks or individuals committed to equitable and sustainable global social transformation.

<http://world-trust.org/>

## **Starr**

**Commonwealth**



**Albion,  
MI**

Starr Commonwealth is internationally recognized as a leader in transformational programs for children, families, schools and communities. Founded in 1913, Starr's treatment philosophy is rooted in seeing something good in every child, which serves as the guiding principle in its strength-based approach. Starr offers a full spectrum of community-based early intervention and prevention services along with specialized residential programs. Through the Starr Institute of Training, parents, clinicians, educators and childcare professionals now have access to Starr's highly successful and innovative techniques aimed at bringing out the best in every child.

<http://www.starr.org>

## **The Strategy**

**Center Los Angeles,  
CA**

The Labor/Community Strategy Center is a multiracial "think tank/act tank" committed to building democratic, internationalist, left-wing social movements and challenging the ideological, economic and political domination of transnational capitalism. It emphasizes class-conscious labor organizing and fighting for environmental justice and for ending climate change, and it fights for immigrant rights and first-class transportation as well as actively confronting the growing criminalization, racialization and feminization of poverty. It synthesizes grassroots organizing with education, policy development and artistic culture production.

<http://www.thestrategycenter.org/>

## **The Schott Foundation for Public Education Cambridge, MA**

The vision of the Schott Foundation is that all children graduate from high performing, well-resourced public schools, and are capable of success in college and full participation in a democratic society, regardless of race, gender, class or native language. It seeks to develop and strengthen a broad-based and representative movement to achieve fully resourced, quality pre-K-12 public education. It supports an "**Opportunity to Learn**" frame on educational policy, which focuses on ensuring that resources are provided for all students to have an equitable opportunity to learn and produce high achievement outcomes. Schott supports a far-reaching implementation strategy and infrastructure that is capable of maneuvering the dynamic relationship between national and state-based movement building to produce federal and state policies to protect an opportunity to learn for all students.





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<http://www.schottfoundation.org/>



## **The Martin Luther King, Jr., Center for Non-violent Social Change** **Atlanta, GA**

Established in 1968 by Mrs. Coretta Scott King, The King Center is dedicated to “educating the world on the life, legacy and teachings of Dr. Martin Luther King, Jr., inspiring new generations to carry forward his unfinished work, strengthening causes and empowering change-makers who are continuing his efforts today.”

Its program strategies fall into the following four categories:

Nonviolence Education and Training;  
Youth Leadership Development;  
Advocacy and Awareness; and  
Community Engagement.

<http://www.thekingcenter.org/>

## **The John Hope Franklin Center for Reconciliation** Tulsa, OK

The 1921 Tulsa Race Riot left a civic wound that remains unhealed. The Center’s mission is to transform society’s divisions into social harmony through the serious study and work of reconciliation. Through education, scholarship and community outreach, the Center seeks to lead the national dialogue on reconciliation—finding new ways for Americans to live together well.

With Dr. Franklin’s lifelong devotion to scholarly analysis and social progress as a model, the John Hope Franklin Center for Reconciliation is developing a consortium of academic institutions, historical societies, and organizations devoted to equality, racial justice and social harmony to continue his legacy.

The Center focuses on these broad goals:

Education—Increasing public knowledge and understanding;  
Scholarship—Creating new knowledge through scholarly work; Community Outreach—Opening conversations to bring communities together; and  
Archives—Laying a foundation for scholarship by gathering materials for research.

Ultimately, the John Hope Franklin Center building will house galleries, archives, a digital story-telling



Ultimately, the John Hope Franklin Center building will house galleries, archives, a digital story-telling booth, documentary projects, conference space and other facilities appropriate for a historical site of national significance. Through education and community dialogue, the Center's "parlor" will try to create an atmosphere for healing and reconciliation.

<http://www.jhfcenter.org/>

## **The Institute for Research on the African Diaspora in the Americas and the Caribbean** CUNY, New York, NY

The Institute for Research on the African Diaspora in the Americas and the Caribbean (IRADAC) was founded to address the African presence in the Americas through scholarly research and public programs for the betterment of the public as well as the academic community.

The institute's mission is to foster understanding and critical interpretation of the history, development, conditions, status and cultures of the diverse peoples of African descent living in the various societies of the Western Hemisphere. The Institute's primary focus on the black experience in Canada and the United States, Central and South America, and the Caribbean does not preclude any region of the African Diaspora from the scope of its multidisciplinary scholarship and public programs.

As a component of our mission, IRADAC will develop and facilitate the creation of a community of independent scholars at the Graduate Center interested in the study of the African Diaspora. In addition, the Institute will inform and influence the formulation of public and academic policy, particularly with respect to education, through its research initiatives, and public programs.

<http://www.gc.cuny.edu/Page-Elements/Academics-Res...>

## **Southern Poverty Law Center** Montgomery, AL

The Southern Poverty Law Center is a non-profit civil rights organization dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of society. It was founded to ensure that the promises of the civil rights movement became a reality for all. It employs a three-pronged strategy to battle racial and social injustice:

It tracks the activities of hate groups and domestic terrorists across America, and it launches



innovative lawsuits that seek to destroy networks of radical extremists. It uses the courts and other forms of advocacy to win systemic reforms on behalf of victims of bigotry and discrimination. It provides educators with free resources that teach children to reject hate, embrace diversity and respect differences.

It operates a number of programs, including Teaching Tolerance, which is dedicated to reducing prejudice, improving intergroup relations, and supporting equitable school experiences for our nation's children. It provides free educational materials, including films and other classroom tools, to teachers and other school practitioners in the U.S. and abroad. Its magazine, Teaching Tolerance, is sent to 400,000 educators twice annually, in September and January, and tens of thousands of educators use its free curricular kits. More than 10,000 schools participate in its annual Mix It Up at Lunch Day program. Web-exclusive offerings include downloadable curricula, other classroom activities, and materials for youth and parents/guardians.

<http://www.splcenter.org/>

## **Southern Education Foundation Atlanta, GA**

The Southern Education Foundation, Inc. (SEF) is a public charity that advances creative solutions to ensure fairness and excellence in education for all. Through a variety of programs and strategies involving research, analysis, advocacy, technical assistance and outreach, SEF works to:

Improve education policy and practice; Inform the public about education issues and policy options; Strengthen parent, school, and private sector efforts to better meet the needs of underachieving students and prepare America's future workforce; and Promote a high quality of universal education.

<http://www.southerneducation.org/>





## **Southern Anti-Racism Network Durham, NC**

The Southern Anti-Racism Network originates from the Challenging White Supremacy Workshop Online. This was a year-long virtual learning experience to “find, recruit, motivate and educate” anti-racist activists throughout the United States. When the online workshop ended in December 1998, approximately 20 Southern participants in seven states formed SARN. Its primary work has been the creation of Strong Parental Involvement in Community Education (SPICE), an organization of parents with children in the Durham Public Schools who support efforts to close the achievement gap between African American and white students. Its current project is the Ella Baker Tour & Retreat, bringing together SNCC veterans and students from high schools and universities around the country to teach about and recruit to the movement for social change.

<http://www.projectsarn.org/>

## **Sargent Shriver National Center on Poverty Law Chicago, IL**

The Center recently merged with the Center for Legal Aid Education and together they are developing the National Racial Justice Training Institute. When it is operational, the Center will train and support civil legal aid and equal justice advocates to engage in affirmative, results-oriented racial justice advocacy. The ultimate goal of the project will be to develop a network of advocates who are trained in recognizing the impacts of structural racism and who have the skills to engage in strategic analysis and creative race-based advocacy to advance a coordinated racial justice agenda.

<http://www.povertylaw.org/>

## **Race Talks Cambridge, MA**

This is a web-based project that facilitates a multiracial learning community through seminars that discuss race and gender, large law school classes, police training programs, and community advocacy groups. It is operated by Lani Guinier and Susan Sturm, law professors who have been experimenting for more than 10 years with learning as a democratic practice. In 1990, along with their students, they built a multiracial learning community in a law school classroom, producing an extraordinarily engaged, open and exciting



learning community in a law school classroom, producing an extraordinarily engaged, open and exciting dynamic atmosphere. They came to this project to address the needs of students of color, women and those who felt intellectually or professionally uninspired by the traditional law school curriculum.

<http://www.racetalks.org/>

## **Native American Public Telecommunications**

**Lincoln, NE**

NAPT shares Native American stories with the world through creation, promotion and distribution of Native media. Its vision includes placement of NAPT as the curator of Native voices in public media in a rapidly changing world. It works with Native producers to develop, produce and distribute educational telecommunications programs for all media, and it supports training to increase the number of American Indians and Alaska Natives producing quality public broadcasting programs, including advocacy efforts promoting increased control and use of information technologies and the policies to support this control by American Indians and Alaska Natives.

<http://www.nativetelecom.org/>

## **National Urban League**

President and CEO: Marc H.

Morial

Established in 1910, the Urban League is the nation's oldest and largest community based movement devoted to empowering African Americans to enter the economic and social mainstream. Today, the National Urban League spearheads the non-partisan efforts of its more than 100 local affiliates in 35 states and the District of Columbia that provide direct services to more than two million people nationwide through programs, advocacy and research. The mission of the Urban League movement is to enable African Americans to secure economic self-reliance, parity, power and civil rights.

It employs a five-point strategy, tailored to local needs, in order to implement its mission:

Education and Youth Empowerment; Economic Empowerment; Health and Quality of Life Empowerment; Civic Engagement and Leadership Empowerment; and Civil Rights and Racial Justice Empowerment.



<http://www.nul.org>



## **Mississippi Center for Justice Jackson, MS**

The Mississippi Center for Justice is a home-grown, nonprofit public interest law firm that pursues racial and economic justice through advocacy for systemic change. It carries out its mission through a community lawyering approach that advances specific social justice campaigns in partnership with national and local organizations and community leaders. The Center is dedicated to developing policies and strategies that combat discrimination and poverty throughout Mississippi. It engages the services of pro bono attorneys from across the United States, and to sustain and feed a pipeline for future services, the Center also cultivates law students through spring, summer and winter internships during which the students spend time working in Mississippi and assisting the Center with its campaigns.

<http://www.mscenterforjustice.org/>

## **Mexican American Legal Defense and Education Fund Los Angeles, CA**

Founded in 1968, the Mexican American Legal Defense and Educational Fund (MALDEF) has a mission of advancing the civil rights of Latinos in the United States. Its unique three-pronged strategy for civil rights advancement combines advocacy, community education and litigation. Its advocacy includes efforts and partnerships around critical civil rights issues affecting Latinos at the local, state, and federal levels. Its community education includes programs such as MALDEF's Parent School Partnership Program, which trains Latino parents how to become change agents within their children's schools. MALDEF's legal victories include its litigation establishing the right of any child to a public education; its litigation defeating California's Proposition 187, which sought to deny Latino immigrants a range of social services and basic civil rights; and more recently, its First Amendment litigation defeating local ordinances barring Latino day laborers from soliciting employment.

MALDEF currently operates regional and program offices in Atlanta, Chicago, Los Angeles, Sacramento, San Antonio, and Washington, D.C., with headquarters in Los Angeles.

<http://www.maldef.org/>

## **League of United Latin American Citizens**





**Washington,  
DC**

The Mission of the League of United Latin American Citizens is to advance the economic condition, educational attainment, political influence, health and civil rights of the Hispanic population of the United States. In its history of more than 75 years, LULAC has fought for voting rights, full access to the political process and equal educational opportunity for Hispanic children. LULAC councils across the nation hold voter registration drives and citizenship awareness sessions, sponsor health fairs and tutorial programs, and raise scholarship money for the LULAC National Scholarship Fund.

LULAC's activism has extended to the realm of language and cultural rights as well. In response to an increase in xenophobia and anti-Hispanic sentiment, LULAC councils have held seminars and public symposiums on language and immigration issues, and its officers have spoken out on television and radio against the "English Only" movement to limit the public (and in some cases, private) use of minority languages.

<http://www.lulac.org/>

**Kirwan Institute for the Study of Race and  
Ethnicity Ohio State University, Columbus, OH**

The central mission of the Kirwan Institute for the Study of Race and Ethnicity is to contribute meaningfully to the field of research and scholarship on race, ethnicity and social justice, to assist in reframing the way that we talk about and act on race and ethnicity and to deepen our understanding of the causes and consequences of and solutions to racial and ethnic hierarchy and disparity. It envisions and seeks to realize a society that is fair and just for all people, where opportunity is not limited by race, ethnicity, gender or class, where democratic ideals inform social policy and where all people recognize and embrace the universal responsibility that each person has for the welfare of every other person.

By creating a research-based structural lens to look at racism, it seeks to shift not only the way that racism is conceptualized but also the way we conceive of strategies to counteract its impact. In shifting the way we talk about, think about and act on race, the Institute hopes to give new meaning to the proposition that human destinies are intertwined. Much of the Institute's research is applied and policy oriented, providing informed direction and assistance to social justice advocates, communities, funders and policy makers. Its ultimate goal is to stimulate and facilitate transformative change to bring about a society that is fair and just for all people.

The Institute's core research areas are:



**Opportunity Communities/Housing** — The Communities of Opportunity model advocates for a fair investment in all of a region's people and neighborhoods — to improve the life outcomes of all citizens and to improve the health of entire regions. **Talking About Race** — All too often implicit and explicit race talk has been used to divide and alienate. At the same time, the Institute believes that colorblindness, though sometimes urged by people and organizations with the best intentions, is a mistake. **Structural Racism/Racialization** — The Institute's work operates along the premise that opportunities exist in a complex web of interdependent factors, and that in order to alleviate inequities in any single area, we must first consider the entire structure that supports these inequities. **Education** — The Institute recognizes that public education, like every structure in society that confers benefits to individuals unequally based on race and class, is part of a larger system with lifelong implications for both individual and group-based success. **GIS/Maps** — Inequality has a geographic footprint. The Institute has pioneered the use of maps to communicate the history and presence of discriminatory and exclusionary policies that spatially segregate people. **Emerging Research** — Social justice issues are never static and new challenges and issues are constantly emerging.

<http://www.kirwaninstitute.org>

## **Institute for the Study and Promotion of Race and Culture**

**(ISPRC) Boston College, Chestnut Hill, MA**

Founded in 2000 at Boston College under the direction of Dr. Janet E. Helms, the ISPRC seeks to promote the assets and address the societal conflicts associated with race or culture in theory and research, mental health practice, education, business and society at large. It attempts to solicit, design and disseminate effective interventions with a proactive, practical focus.

Each year the Institute will address a racial or cultural issue that could benefit from a pragmatic scholarly focus through its Diversity Challenge Conference.

<http://www.bc.edu/schools/lsoc/isprc/>



## **Facing History and Ourselves Brookline, MA**

Facing History and Ourselves is a professional development program for teachers across the United States and abroad who understand that their students' academic and emotional growth depends to a large degree on their own commitment to growing and learning. A nonprofit educational organization that works with teachers of middle and high school students, Facing History helps teachers master important skills in classroom pedagogy and provides a framework for the intensive study of history that recognizes genuine learning as a deeply personal enterprise.

In a Facing History course, students learn about the values of democracy, in part, by examining a particular historical moment — early 20th-century German society — in which democracy crumbled. By learning that society's demise was caused largely by the choices made by ordinary citizens, students begin to understand the value of making responsible decisions. Facing History's work is based on the premise that we need to — and can — teach civic responsibility, tolerance and social action to young people as a way of fostering moral adulthood. Facing History believes that education is the key to combating bigotry and nurturing democracy, and if we do not educate students for dignity and equity, then we have failed both them and ourselves.

Facing History works with educators throughout their careers to improve their effectiveness in the classroom, as well as to improve their students' academic performance and civic learning. Through a rigorous investigation of the events that led to the Holocaust, as well as other recent examples of genocide and mass violence, students in a Facing History class learn to combat prejudice with compassion, indifference with participation and myth and misinformation with knowledge.

Facing History  
offers:

Professional Development for educators that helps develop skills in teaching challenging civic and historical topics. Programs range from one week seminars to longer online courses and from single day and after-school workshops to in- service training and individual consultations. Publications and Resources that provide innovative, relevant materials for use in the classroom and the wider community. Pedagogy Research and Development that links theory to practice through new scholarship, partnerships and pilot projects. Community Engagement events that create opportunities for adults and students to discuss and



Community Engagement events that create opportunities for adults and students to discuss and reflect on civil engagement, individual and collective responsibility and tolerance. Special Initiatives that build on its core programs, products and services and extend its mission more deeply and widely.

<http://www.facinghistory.org/>

## **Economic Policy Institute**

**Washington, DC**

The Economic Policy Institute is a nonprofit Washington D.C. think tank created in 1986 to broaden the discussion about economic policy to include the interests of low and middle-income workers. It focuses on the economic condition of low and middle-income Americans and their families. Its research on the status of American workers is widely cited, and its *State of Working America* is issued every two years. In addition to its staff of researchers, EPI works closely with a national network of prominent scholars and couples its research findings with outreach and popular education. Its work spans a wide range of economic issues, such as trends in wages, incomes and prices; health care; education; retirement security; state-level economic development strategies; trade and global finance; comparative international economic performance; the health of manufacturing and other key sectors; global competitiveness and energy development.

<http://www.epi.org>

## **Dolores Huerta**

**Foundation Bakersfield, CA**

The mission of the Dolores Huerta Foundation is to inspire and motivate people to organize sustainable communities to attain social justice. It operates programs in community organizing and community organizer training, policy research and advocacy, and the maintenance of archives and historical materials in order to teach organizing and empowerment through multi-media workshops across the country.

The Foundation's programs include:

Community Organizing to develop grassroots leadership that pressures elected officials to be accountable to their constituents by addressing issues of economic disparities in housing, education, health and employment. Dolores Huerta Community Organizing Institute that trains new organizers and community





Dolores Huerta Community Organizing Institute that trains new organizers and community organizations in the organizing and leadership development methods created by Fred Ross, Sr., Cesar E. Chavez and Dolores Huerta. Researching and advocating for Policies of Conscience on a local, statewide and federal level that benefit workers, immigrants, families, women and youth. Dolores Huerta Popular Education Program that maintains archives and historic materials from Dolores Huerta's lifelong work in order to teach organizing and empowerment through multimedia popular education workshops across the country.

<http://www.doloreshuerta.org/>

## **CUNY Black Male**

**Initiative** City University of New York, NY

This initiative is intended to increase, encourage and support the inclusion and educational success of under-represented groups in higher education, in particular black males. All programs and activities of the Black Male Initiative are open to all academically eligible students, faculty and staff, without regard to race, gender, national origin or other characteristic.

Based on a report to the Chancellor by a University Task Force on the Black Male Initiative, the program seeks to:

- Provide strong University leadership on the challenges facing black youth and men;
  - Strengthen the school-to-college pipeline to enable many more black male students to move into higher education;
- Increase admission and graduation rates at CUNY colleges;
- Improve teacher education to prepare professionals for urban education;
- Improve employment prospects for black males;
- Contribute to the reduction of the incarceration rate for black men;
- Establish an Institute for the Achievement of Educational and Social Equity for Black Males;
- Involve experts in the implementation of the recommendations; and
- Establish benchmarks and hold CUNY colleges accountable for implementing these



recommendations

<http://www.cuny.edu/academics/initiatives/bmi.html>

## **Civil Rights Project/Proyecto Derechos**

**Civiles UCLA, Los Angeles, CA**

The Civil Rights Project is to help renew the civil rights movement by bridging the worlds of ideas and action, to be a preeminent source of intellectual capital within that movement and to deepen the understanding of the issues that must be resolved to achieve racial and ethnic equity as society moves through the great transformation of the 21st century. It believes that either the country will learn to deal effectively with the richness of its diversity, or it will lose pace in a globalizing world and decline and divide. It further believes that focused research and the best ideas of scholars and leaders from all parts of the country can make a decisive contribution to a renewal of the promise of the civil rights movement. The Project convenes national conferences and roundtables, commissions new research and policy studies and produces major reports/books on topics such as student diversity, desegregation, school discipline, special education, dropouts and college access. Since moving to UCLA, it has added new initiatives related to immigration, language policy and a special local focus on studies of the Southern California metropolitan megaplex.

<http://www.civilrightsproject.ucla.edu>



## **Communities In Schools Arlington, VA**

Communities In Schools surrounds students with a community of support, empowering them to stay in school and succeed in life. Through a school-based site coordinator, Communities In Schools connects students and their families to critical community resources tailored to local needs. Working in nearly 3,000 schools within the most challenged communities, and located in 25 states and the District of Columbia, Communities In Schools serves more than 1.3 million young people and their families.

Through an online curriculum and network engagement, the Communities in Schools Racial Equity Initiative builds awareness of the structural racism framework as it impacts the achievement gap of the students of color who are served. The curriculum, entitled Raising Achievement and Closing Gaps Using the Communities In Schools Model, includes a participant guide, trainer guide and accompanying PowerPoint as tools that build knowledge and skills, and it incorporates best practices of closing the achievement gap using the structural racism framework. The curriculum has launched as an online, interactive course for its Site Coordinator Certification Program. The use of this online knowledge management and its YouTube race equity channel help to reach more than 5,000 professionals and 53,000 volunteers about Communities In Schools' racial equity work.

<http://www.communitiesinschools.org/>

## **Brown Foundation Topeka, KS**

The mission of the Brown Foundation is to build upon the work of those involved in the Brown v. Board of Education Supreme Court decision to ensure equal opportunity for all people. Its cornerstone is to keep the tenets and ideals of Brown relevant for future generations through programs, preservation, advocacy and civic engagement.

Among its programs  
are:

Brown Foundation Teach Quest Scholarships; National Programs on Civic Engagement and Diversity; National Curriculum Newsletter for Classroom Use; Oral History Collection of Civil Rights Pioneers;



Traveling Exhibits on Brown v. Board of Education; National Park and Interpretive Center; Early Literacy Initiative for Preschools; Competitive History Programs for Students; and Mini-Grants for Youth-Based Diversity Programs.

<http://www.brownvboard.org/>

## **Association of American Colleges and Universities** Washington, DC

The mission of the Association of American Colleges and Universities is to make the aims of liberal learning a vigorous and constant influence on institutional purpose and educational practice in higher education. It pursues this mission through research, publications and conferences aimed at both students and faculty. It was a key organizer of the Campus Week of Dialogue on Race sponsored by President Clinton's Initiative on Race.

<http://www.aacu.org/>

## **National Indian Child Welfare Association** Portland, OR

The National Indian Child Welfare Association is dedicated to the well-being of all American Indian children and families. Its vision is that every Indian child must have access to community-based, culturally appropriate services that help them grow up safe, healthy and spiritually strong — free from abuse, neglect, sexual exploitation and the damaging effects of substance abuse. The National Indian Child Welfare Association works to address the issues of child abuse and neglect through training, research, public policy and grassroots community development. It helps tribes and other service providers implement services that are culturally competent, community-based and focused on the strengths and assets of families. This work includes collaborating with tribal and urban Indian child welfare programs to increase their service capacity, enhancing tribal-state relationships, and providing training, technical assistance, information services and alliance building. It sponsors ICW Training Institutes on topics such as Indian Extended Family and Foster Care, Positive Indian Parenting and Cross-Cultural Skills. It produces a range of educational, training and promotional materials, including a Suicide Prevention Toolkit, State Fact Sheets and a Tribal Directory.





<http://www.nicwa.org/>

**Native Nations Institute, University of  
Arizona** University of Arizona, Tucson, AZ

The Native Nations Institute for Leadership, Management and Policy (NNI) was founded in 2001 by the Morris K. Udall and Stewart L. Udall Foundation and the University of Arizona as a self-determination, self-governance and development resource for Native nations. It is an outgrowth of the research programs of the Harvard Project on American Indian Economic Development. Its mission is to assist in the building of capable Native nations that can effectively pursue and ultimately realize their own political, economic and community development objectives. It provides Native nations with comprehensive, professional training and development programs, including executive education and youth entrepreneur training programs, provides Native nations and other policymakers with policy analysis and accessible research on governance and development in Indian Countries and works with indigenous groups on strategic and organizational development.

<http://www.nni.arizona.edu/>



## **The William Winter Institute for Racial Reconciliation** University of Mississippi, University, MS

The William Winter Institute for Racial Reconciliation serves the University of Mississippi and the larger academic community by fostering reconciliation and civic renewal wherever people suffer as a result of racial discrimination or alienation, and by promoting scholarly research, study and teaching on race and the impact of race and racism.

It seeks to be:

A trusted and effective national resource and facilitator for communities, businesses and trade associations, not-for-profit and non-government organizations and government entities seeking to understand and reconcile past and present inequities and achieve fuller cooperation among the races; and A world class multi-disciplinary center for scholarly research, study and teaching on race and the impact of race and racism across traditional academic areas.

The Winter Institute engages in interracial dialogues, community improvement projects and mentoring/tutoring. It helps communities with grant writing, communications and community building strategies, for which it charges no fees. It trains community leaders to collect oral histories on racial issues in order to lift up issues and build political will. It offers retreats to share tools on having open and honest dialogue in a safe space.

<http://www.winterinstitute.org/>

## **Center for Assessment and Policy Development (CAPD)** Conshohocken, PA

CAPD's mission is to help foundations, community collaborations and organizations, and governments and public systems craft and execute thoughtful responses to pressing social issues. The central theme of its work is positive social change. One of its goals is to help those with whom it works to strengthen their ability to make important and lasting change. Its work is characterized by a "theory of change" approach, a focus on results and outcomes, and a racialized perspective.

Major areas of CAPD's work include:



Leadership and community building;  
Social justice and anti-racism initiatives;  
System change; and Children and  
families

<http://www.capd.org>

## **Center for Justice, Tolerance & Community at UC Santa Cruz**

**UC Santa Cruz, Santa Cruz, CA**

This Center is now officially closed, but its website remains live. The Center was an applied research center housed at the University of California at Santa Cruz. The faculty, staff and associated researchers worked with an international mix of community activists, affiliated researchers and students to provide serious research to elevate the quality of public debate, timely policy analysis to aid community leaders and decision makers, and outreach and education to improve public discourse on challenging topics. Activities included research in the areas of environmental justice, regionalism, and affordable housing, collaborative projects with community organizations around capacity building for public policy debates, public lectures, ongoing interaction with policy makers and decision makers, maintenance of relevant databases and survey capacity, and an annual summer institute for Latin American and U.S. Latino organizers and activists.

<http://www.cjtc.ucsc.edu>

## **Chief Justice Earl Warren Institute on Law and Social Policy**

**UC Berkeley School of Law, Berkeley, CA**

The Warren Institute was established in 2005 and is in significant respects modeled after The Civil Rights Project at Harvard University. Its mission is to engage difficult topics in a wide range of legal and public policy areas. It provides policy analysis and public education on challenging topics in civil rights, criminal law, education, immigration, health care, and economic and family security in America. To pursue its mission it seeks partnerships with other research entities at UC Berkeley, across the 10-campus University of California system, and with national civic and grassroots organizations.

<http://www.law.berkeley.edu/3506.htm>

**Social Policy Research  
Associates**



**Oakland,  
CA**

SPRA is committed to helping leaders of public agencies, foundations, and non-profit organizations to implement and grow strong programs through research, evaluation and building initiatives that improve our communities. It works in the fields of workforce development, children and youth, philanthropy and health. Diversity and equity are important themes within SPRA's work.

SPRA's services include:

Evaluation and Evaluation  
Design;

Policy Implementation and Impact  
Studies;

Survey Design, Implementation and  
Analysis;

Site Visit Observation and Focus Groups;

Ethnographic Research and Case Study Analysis; and

Support in Designing Funding Strategies and Special  
Initiatives.

<http://www.spra.com>





## **The Anti-Racist Alliance New York, NY**

The Anti-Racist Alliance is a movement for racial equity. It is organizing a collective of human service practitioners and educators whose vision is to bring a clear and deliberate anti-racist structural power analysis to social service education and practice.

<http://www.antiracistalliance.com/home.html>

## **YWCA Washington, DC**

The YWCA mission statement states that: “YWCA is dedicated to eliminating racism, empowering women and promoting peace, justice, freedom and dignity for all.” Its core advocacy issues are economic empowerment, health and safety, and racial justice and civil rights. It is the oldest and largest multicultural women’s organization in the world, and it has more than 25 million members in 106 countries, including 2.6 million members and participants in 300 local associations in the United States.

<http://www.ywca.org>



## SECTION III: Guides & Workshops

**These guides and workshops can provide structure for having a dialogue on racial issues, activities focused on helping achieve racial equality and trainings designed to raise awareness and inspire action.**

### **A Discussion Guide To Race Manners for the 21st Century: Navigating the**

#### **Minefield Between Black and White Americans in an Age of Fear**

**Author/Organization:** Arcade Publishing

This guide, prepared by Race Manners author Bruce A. Jacobs, is designed to spur people to think and talk more openly about the ideas raised in the book. It helps users to confront issues of race that most people want to avoid. It contains a section on how to use the guide, and a series of provocative questions in chapters entitled “Out In the Open,” “Matters of Opinion,” “Identity” and “Just Between Us.”

[http://www.workforcediversitynetwork.com/res\\_books...](http://www.workforcediversitynetwork.com/res_books...)

### **Camp Anytown—National Conference for Community and Justice (NCCJ)**

Camp Anytown is an intensive four-day, three-night residential leadership-development retreat for high school and college youth. Twenty-five to 30 Anytown camps involving 1,500 participants are held each year throughout Silicon Valley and in locations north of San Francisco from Marin to Mendocino. Each Anytown retreat focuses on one or two schools and includes training for faculty and staff, as well as for local police officers and other adults, all of whom participate in the retreats. Anytown retreats are based on respect, acceptance and responsibility—core values that promote non-violent communities.

<http://www.nccjtriad.org/anytown/>

#### **National Equity**

**Project 1720 Broadway,  
4th Floor Oakland, CA  
94612**

The National Equity Project believes that every child has a right to a quality education. They coach

people



to become powerful leaders who make good on that promise. They provide comprehensive services to build culture, conditions and competencies for excellence and equity in districts, schools, classrooms, non-profit organizations and communities. The National Equity Project hosts professional development institutes throughout the year for teachers, principals, administrators, non-profit professionals and others committed to educational equity. It provides training to help participants identify deep-seated problems, often ones that are difficult to discuss, and find solutions to these problems. The collective solutions are prioritized into a strategy for communities to use on a path to improvement and excellence. Its educational equity coaching and consulting services include:

District Transformation and Redesign—administrator professional development, coach program development, structural redesign and implementation, school network professional development. School Transformation and Redesign—principal and leadership team coaching, embedded instructional professional development, school redesign. Organizational Development and Executive/Team Coaching Services—for non-profit agencies committed to equity, access and service.

In its **Coaching for Equity Institute** participants gain:

Tools and research to plan, implement, assess and continuously improve coaching practices and programs; Skills for leading change in challenging contexts, including social-emotional intelligence and building trust and relationships; Practice in effective individual and group facilitation and intervention techniques, particularly around “nondiscussables” or otherwise difficult discussions about inequity; Insights into biases in institutional policies and practices; and An equity-focused theory of action to plan coaching activities and monitor ambitious goals.

The Institute fee is \$1200/participant and \$1000/participant for teams of five or more.

<http://nationalequityproject.org/>

## **The ARC Toolbox**

The ARC Toolbox is a new feature of The Applied Research Center. It seeks to provide “monthly news you can use,” a monthly set of tools to help activists, students, scholars, philanthropists and community leaders make change happen. This includes ways in which to apply ARC’s research, such as its two-year



Millenials Project, a nationwide study of the racial attitudes of young people. It also features news from other members of its network of organizations and news from its Colorlines magazine.

<http://www.raceforward.org/?arc=1>

## **The White Privilege**

**Conference UCCS Matrix Center**

**1420 Austin Bluffs Parkway Colorado  
Springs, CO 80918**

The White Privilege Conference provides a challenging, collaborative and comprehensive experience in an effort to empower and equip individuals to work for equity and justice through self and social transformation. It is built on the premise that the U.S. was started by white people for white people. It examines challenging concepts of privilege and oppression, and it offers solutions and team-building strategies to work toward a more equitable world. It is not designed to attack, degrade or beat up on white folks, and it is committed to a philosophy of “understanding, respecting and connecting.”

The conference is an annual event that attracts more than 1,500 high school and college students, teachers, university faculty and higher education professionals, non-profit staff, activists, social workers and counselors, healthcare workers, and members of the spiritual and corporate communities from more than 35 states and Australia, Bermuda, Canada and Germany. It offers academic credit and CEU credits, and it can serve as a step in the process of obtaining a Certificate in Social Justice, Diversity and Equity.

<http://www.whiteprivilegeconference.com/>





## **The Tracing Center on Histories and Legacies of Slavery**

**P.O. Box 1062 Watertown, MA 02471**

The mission of the Tracing Center is to create greater awareness of the vast extent of complicity in slavery and the transatlantic slave trade and to inspire acknowledgement, dialogue and active response to this history and its many legacies. The Center seeks to promote racial equity and reconciliation by educating citizens about racial privilege, structural inequality, their historical antecedents and the emotional baggage that frequently accompanies racial discourse.

The work of the Tracing Center grows out of the documentary *Traces of the Trade: A Story from the Deep North*, in which Katrina Browne discovers that her New England ancestors were the largest slave-trading family in U.S. history. She and nine relatives retrace the Triangle Trade, exploring the ways in which slavery impacts our nation today and gaining powerful new perspectives on the black/white divide.

The Tracing Center conducts the following types of programs for institutions across the U.S. and abroad:

Film screenings for higher education institutions and K-12 schools; Dialogues and trainings for students, faculty, staff, administrators; Workplace trainings, including corporate, non-profit, and government settings, Keynote addresses; Affinity group leadership training for anti-racism support groups; Screenings and trainings for clergy; Consultations with philanthropic organizations; and Leadership coaching for executives and leaders interested in deepening their understanding of privilege and how to lead on racial equity issues in any context.

The following information about its workshops was provided by the organization:

Topics—Historical Role of the North and the Entire Nation in Slavery; How to Teach About Slavery and Race; Thinking About Privilege Today  
Frequency—as requested. Location(s)—at site of requesting organization.  
Length(s)—varies.



*Please see the website for additional information.*

<http://www.tracingcenter.org/>

## **The People's Institute for Survival and Beyond**

**601 N. Carrollton New Orleans, LA 70119**

The People's Institute for Survival and Beyond is a national and international collective of anti-racist, multicultural community organizers and educators dedicated to building an effective movement for social transformation. The Institute functions on the belief that racism is the primary barrier preventing communities from building effective coalitions and overcoming institutionalized oppression and inequities. Therefore, it focuses on understanding what racism is, where it comes from, how it functions, why it persists and how it can be undone.

Its workshops utilize a systemic approach that emphasize learning from history, developing leadership, maintaining accountability to communities, creating networks, undoing internalized racial oppression and understanding the role of organizational gate-keeping as a mechanism for perpetuating racism.

It supports ongoing anti-racist efforts in communities, organizations and institutions through the following programs:

**Undoing Racism Community Organizing Workshop** Workshops are scheduled in communities throughout the country. They are designed, through dialogue, reflection, role-playing, strategic planning and presentations, to challenge participants to analyze the structures of power and privilege that hinder social equity and to prepare them to be effective organizers for justice. An average of 10-15 groups/month participate in these workshops. A calendar of upcoming workshops is available on the website.

**Community Organizing Strategy Team** C.O.S.T. involves long-term technical assistance to participants in the Undoing Racism Community Organizing Workshop as they develop anti-racist community organizing strategies.

**Reflection, Assessment, Evaluation Team** R.A.E. helps an organization observe and measure its vision and values with as much energy and commitment as it measures its "objective" goals and outcomes.



**European Dissent** This is a collective of persons of European descent who explore ways in which to practice The People's Institute principles in their personal, social, family and work lives.

**The People's Institute Youth Agenda** P.I.Y.A. identifies and mentors young anti-racist organizers in colleges and in the neighborhoods where The People's Institute does its work.

**The Jim Dunn Center for Anti-Racism Community Organizing** This is a leadership school for anti-racist grassroots organizers, primarily throughout Southeast Louisiana, that facilitates leadership forums, hosts evenings of inter-generational cultural sharing, supports social justice mobilizations, conducts research and sponsors internships for high school and college-age anti-racist organizers in the U.S. and in South Africa.

*More information on all of these activities, including calendars of events, is available on the website.*

<http://www.pisab.org/>

## **National S.E.E.D. (Seeking Educational Equity and Diversity) Project on Inclusive Curriculum**

The National S.E.E.D. Project, founded by Peggy McIntosh, is a staff-development equity project for educators. It seeks to establish teacher-led faculty workshops and seminars in public and private schools throughout the United States. A week-long SEED summer New Leaders Workshop prepares school teachers to hold year-long reading groups designed to help make school climates and curricula more gender-fair and racially equitable.

<http://www.nationalseedproject.org/>

## **Highlander Research and Education Center 1959 Highlander Way New Market, TN 37820**

Highlander serves as a catalyst for grassroots organizing and movement building in Appalachia and the South, supporting the efforts of people fighting for justice, equality and sustainability to take collective action to shape their own destiny. The founding principle and guiding philosophy of Highlander is that the



answers to the problems facing society and the keys to grassroots power lie in the experiences of ordinary people. Highlander's current programs include:

**Across Races and Nations**—A four-year project that conducted research into community change in the South due to immigration from Latin America. Publications and related resources are available at the website. **Cultural Program**—Sponsors outreach to and an annual workshop for African American culture workers and activists in the South. **Grassroots Think Tank**—Brings together progressive Southerners and others to discuss critical movement issues and develop new strategies for change. **Multilingual Capacity Building**—Provides interpretation, translation and training services to support and build coalitions with immigrant activists and groups. **Pueblos de Latinoamerica**—works with new Latino immigrants throughout the Southeast U.S. to analyze the issues confronting Latino immigrants and develop strategies for supporting effective local and regional organizing. **Seeds of Fire: Youth Organizing & Leadership Program**—Works with youth activists and organizers (ages 13-19), young adults in their 20s and adult allies of youth to strengthen youth and young-adult leadership. **Social Change Workshop**—Brings together a diverse group of participants to share their experiences working for social justice and to learn about Highlander. It is usually held once or twice per year. **Threads: A Leadership and Organizing School**—A multiracial, intergenerational leadership and organizing school focused on economic, environmental and racial justice. **We Shall Overcome Fund**—Raises funds to support organizing in the South that is at the nexus of culture and social change. **Internship Program**—Brings up to two interns at a time to Highlander for six-month internships designed to help them learn the nuts and bolts of popular education and social justice work. **Children's Justice Camp**—A week-long summer camp for young people (ages 6-12) whose families are interested in social democracy, justice and environmental awareness.

<http://highlandercenter.org/>

**ERASE Racism New York**  
6800 Jericho Turnpike





**Suite 109W**  
**Syosset, NY 11791**

The mission of Erase Racism New York is to expose forms of racial discrimination and advocate for laws and policies that help eliminate racial disparities, particularly in the areas of housing, community development, public education and health. Its vision is transformed, integrated communities in which no person's access to opportunity is limited by race or ethnicity. ERASE Racism's major workshop/training is Unraveling Racism Training (URT), which is designed to raise awareness about institutional and structural racism and inspire personal action for greater equity. It is done in two sessions:

URT I—Core workshop analyzes linkages between structural racism and other forms of oppression and begins to unravel issues of white privilege and internalized racism. It is a pre-requisite for URT II. URT II—Applied Skills workshop offers skill building practices and small group intensives that prepare work groups to effect change in their businesses and communities.

<http://www.eraseracismny.org/>



**ERAC/Ce—Eliminating Racism and Claiming/Celebrating  
Equality 1000 W. Paterson St. Kalamazoo, MI 49093**

The mission of ERAC/Ce is eliminating racism in Southwest Michigan and creating durable capacity inside institutions for antiracist/anti-oppressive systemic change. Its philosophy engages multicultural organizational development theories of change and processes through values alignment of transformational leadership. It also provides technical assistance customized to meet the needs of the institution at a basic rate of \$2600/day depending on the consultation. The following information about its workshops was provided by the organization:

Topics—Coaching/Consultation for Racial Equity, Anti-Bias, Antiracism and Anti-Oppression; History of Race and Racism in the U.S.; History of Race and Racism in Medicine and Healthcare Systems; History of Race and Racism in Education; Power Analysis of Race; Racism and Anti-Racism; Analysis of Institutional Racism, Cultural Racism and Anti-Racism; Internalized Racist Oppression and Superiority; Racial Identity Caucusing; Racial Identity Development; Critical Cultural Competency, Anti-Bias Anti-Racism Educators' Organizing Workshop. Frequency—As Requested. Location(s)—At Its Offices and Onsite at the Requesting Organization. Length(s)—Varies from One Day to 10 Days. Fee(s)—Half-Day Racial Identity Caucusing: Free.

One Day: \$2600/Day for 40 Individuals. Number of People/Workshop—40-50. Desired Outcomes—To create durable capacity inside institutions for antiracist/ anti-oppressive systemic change through organizing and building antiracist power for collective change.

<http://www.eracce.org/>

**Color Me Human  
Program Hawkeye  
Community College Waterloo,  
IA 50702**



The Color Me Human Program was developed to provide access, awareness and sensitivity to college campus diversity. The goals include:

Empowering student leaders to nurture an ethnically, racially and culturally diverse learning environment; Harvesting support and dedication for the program from faculty, staff and students with co-curricular activities; and Infusing diversity programming into the college curriculum.

In addition, the Color Me Human program helps students, faculty and staff to better understand and value the significance of individual cultural differences and needs in a changing community. The Color Me Human Program engages in interracial dialogues, workshops, diversity training, media education and curriculum development for diversity. The technical assistance it can provide includes needs assessment, curriculum development, team-building and design and implementation of plans. Work includes working with business, industry and health providers to integrate the efforts of building multicultural working teams. The following information about its workshops was provided by the organization:

Topics—Train the Trainer; Interracial Dialogues; Community Education; Fund- Raising.  
Focus— individual awareness, structural racism, unconscious bias, building community.  
Frequency—monthly. Location(s)—at organization offices and onsite at requesting organization. Length(s)—4-12 hours. Fee(s)—\$800-\$2400. Number of People/Workshop—20-25. Desired Outcomes—The program is considered a process that moves individuals and groups through a progressive linear continuum ranging from tolerance to acceptance to respect to embracing and celebrating diversity.

<http://www.colormehumanprogram.com/>

**Anti-Racist Alliance: A Web-Based Curriculum on Whiteness**  
**351 West 53rd Street, #4E, New York, NY 10019**

This curriculum is designed for individuals, educators, activists and trainers who are interested in



participating in a national movement for racial justice. It proceeds on the belief that change for racial justice will be accomplished through organized action for reparations in the form of federal government initiatives to end dis-proportionality and poverty and that transformation for racial justice requires a clear structural power analysis of a racialized America grounded in history.

Based on the Undoing Racism work of The Peoples' Institute for Survival and Beyond, the curriculum contains three sections:

Whiteness; The Consequences; and  
Movement for a Solution/Action &  
Feedback.

The cost for the two-and-a-half-day workshop is \$350 and includes an array of resources.

<http://www.antiracistalliance.com/home.html>

## **Anti-Defamation League— A World of Difference**

**Institute 605 Third Avenue, New York, NY 10158**

ADL's A World of Difference Institute provides anti-bias education and diversity training programs and resources. The Institute seeks to help participants recognize bias and the harm it inflicts on individuals and society; explore the value of diversity; improve intergroup relations; and combat racism, anti-Semitism and all forms of prejudice and bigotry. Its program components are:

A Classroom of Difference;  
A Campus of Difference; A  
Community of Difference; A  
Workplace of Difference;  
International Programs; and  
Online Programs.

<http://www.adl.org/education-outreach/anti-bias-ed...>

## **Race Matters Toolkit—A Product of The Annie E. Casey Foundation**

**Author/Organization: Organization: The Annie E. Casey Foundation**





This toolkit is designed to help practitioners, and it includes fact sheets on Child and Youth Development, Family and Community Success, Public Systems, and the cross-cutting issue of the Media. It also includes the following tools:

How To Talk About Race  
Racial Equity Impact Analysis  
System Reform Strategies  
Community Building Strategies  
Organizational Self-Assessment Tools for Getting Started  
Guidelines for Promoting Racially Equitable Purchasing  
Guidelines for Achieving Staff and Board Diversity  
Advancing Better Outcomes for All Children:  
Reporting Data Using a Racial Equity Lens

<http://www.aecf.org/OurApproach/EnsuringRacialAndE...>



## **Mapping the Schoolhouse to Jailhouse Track Action Kit—A Product of the**

**Advancement Project** Author/Organization: Organization: Advancement Project

This action kit is designed to support community activists who are working to end the schoolhouse to jailhouse track. The information in the kit is gleaned from the Advancement Project's work on these issues and the experiences of the Ending the Schoolhouse to Jailhouse Track Project, a partnership between the Advancement Project and organizations in Denver, Co., Chicago, Ill., and Palm Beach County, Fl. It is intended to assist mobilized communities in their quest to better understand the operation of the schoolhouse to jailhouse track so that they may ultimately eliminate the negative trends and create caring learning environments where this track is non-existent. The kit provides guidance on how to

dissect this track by: Collecting information and data about school discipline policies and practices, and

Analyzing and organizing the data.

<http://www.coseboc.org/sites/coseboc.org/files/ass...>

## **The Duty to Promote Race Equality: A Guide for Schools—A Product of**

**the Commission for Racial Equality in the United Kingdom**

This guide was produced in response to the Race Relations Act of 1976 and to the statutory Code of Practice on the Duty to Promote Race Equality that came into effect on May 31, 2002, following approval by Parliament. The guide supports the code and was written mainly for the governing bodies of educational institutions. However, the guide also was designed to be useful for pupils, parents and guardians, community groups, contractors, partners and others. It contains five chapters, but the appendices may be the most valuable for the purposes of groups in the United States working on racial issues in the schools. These appendices:

Set out a framework for preparing a race equality policy, and building race equality into other policies, and Give examples of how local education authorities and schools can work together.

[http://www.equalityhumanrights.com/uploaded\\_files/...](http://www.equalityhumanrights.com/uploaded_files/...)



## **Community Mapping: Using Geographic Data for Neighborhood**

### **Revitalization—A Product of PolicyLink**

This guide reviews effective community mapping and indicator projects, identifies key data sources to guide community interventions and shows the role of mapping in community education and organizing. The tool identifies key information needed to assess the public and private forces driving development.

<http://www.usmayors.org/brownfields/library/mappin...>



## SECTION IV: Resources

**These resources include journal entries, books, magazines, videos and more. These materials are available to assist community-based groups engaged in racial equity and healing activities.**

### **“Why Do We Have to Talk About Race So Much?”**

**One Nation Indivisible**

The article “Why Do We Have to Talk About Race So Much?” provides a case study for how educators, parents, and students can come together to discuss topics that are generally avoided: bias, culture, race and stereotyping. One Nation Indivisible visited Montgomery County in Maryland to observe how their schools have adjusted to shifting racial and economic demographics.

Maryland’s Montgomery County hosts the state’s largest public school system with more than 150,000 students. Its students represent a wide array of cultures; and as the demographic of the county has changed, the community learned to coexist with those who differ racially, culturally, linguistically, and economically.

The article shares strategies for engaging students in talks about diversity through ethnicity workshops and also suggests tackling issues at the administrative level by providing documents in a multitude of languages to accommodate non-English speaking families. The case study also provides insight into Montgomery County schools’ efforts to encourage community members and students to discuss how racial and cultural experiences play out in school and how they affect kids’ learning experiences. Such dialogue fosters hope that participants will collaborate on action plans to improve policies and practices or resolve conflicts.

<http://www.onenationindivisible.org/our-story/stud...>

### **Utah’s Bilingual Boon**

**One Nation Indivisible**

This article addresses the challenges of integrating Spanish-speaking students into English-speaking school districts and presents solutions to ensure high-quality education for all students. This One Nation





Indivisible story features a Utah elementary school that has successfully implemented two-way language immersion programs to integrate recent immigrants. At Heber Valley Elementary, the school has instituted two-way immersion programs that bring together English speakers and native Spanish speakers.

Two-Way Immersion programs are represented as a path toward increased integration and community cohesion during periods of rapid demographic change. Two-Way immersion is also credited with fostering a bilingual workforce, attracting business and revenue by allowing businesses to compete in an international economy.

<http://www.onenationindivisible.org/our-story/utah...>

## **Black Male Achievement in Summer Learning** Race Matters Institute

This issue brief describes how unequal access to summer opportunities affects black males, the racialized and gender-specific obstacles that compromise black children's summer learning, and specific steps to address the issue.

Because their summer opportunities are different, children in low-income families lose more than two months in reading achievement, while their middle-class peers make slight gains. About two-thirds of the ninth-grade achievement gap between lower and higher income youth can be explained by unequal access to summer learning opportunities during the elementary school years. Because the reading gap in elementary school is particularly large for black males, and because black families are disproportionately lower-income, summer learning losses compound these young boys' academic challenges and threaten their academic success.

<http://racemattersinstitute.org/resources/BMAinSum..>

## **Creating System Change to Reduce Disparities in Discipline** National Coalition Building Institute

The article Creating System Change to Reduce Disparities in Discipline offers best practices for implementing a system to reduce racial disparities in school discipline. The article also serves as a case study, detailing the fundamental aspects of achieving meaningful change in disciplining children in schools. Following a lawsuit brought against the Antioch School District by the ACLU of Northern California, the National Coalition Building Institute (NCBI) created a program for the school district to



California, the National Coalition Building Institute (NCBI) created a program for the school district to remedy the unequal racial distribution of disciplinary action.

In order to achieve tangible outcomes, NCBI developed a program consisting of five components:

Building a strong in-house leadership team to enable administrators to clearly understand the practices that should be institutionalized in their respective schools  
Creating system-wide buy-in  
Training students to lead the way  
Encouraging parent participation to create a climate where students and administrators have a vested interest in the outcome of the program  
Working to understand underlying biases and working with disciplinarians at all levels to cultivate skills and raise general awareness about inherent biases

In conjunction with other methodologies found in this resource, NCBI details tactics which can aid conflict resolution without resorting to suspension or expulsion.

<http://ncbi.org/creating-system-change-to-reduce-d..>

## **Alaska Native Dialogues on Racial Equity** First Alaskans Institute

This is a short YouTube video describing the steps the First Alaskans Institute and the Alaska Native Dialogues on Racial Equity project have taken in support of achieving greater racial equity in Alaska. Supported by the W.K. Kellogg Foundation, the first phase of the Alaska Native Dialogues on Racial Equity (ANDORE) project was implemented by the Alaska Native Policy Center from 2010 - 2013. The project aimed to initiate, foster, and grow community healing statewide by meaningfully engaging in conversations on race and racism to advance racial equity for all Alaskans.

Goals for the program included reshaping the dialogue on race in Alaska by utilizing indigenous values and principles to bring people together in a respectful way and to challenge perceptions through community conversations; raising the level of awareness about racial matters and racial healing around; and advancing policy solutions that support increased racial equity.

The First Alaskans Institute launched the second phase of the program in 2014, drawing on the momentum of the first phase. The second phase seeks to advance equity through public education and



legal advocacy. The ultimate goal of ANDORE is to open people up to putting forward ideas for social and policy change so that racial equity becomes a universally shared value in Alaska.

<https://www.youtube.com/watch?v=mTAuggSt5lg>



## **Pathways to Racial Healing and Equity in the American South: A**

### **Community Philanthropy Strategy** Clinton School Center on Community Philanthropy

Championing community philanthropy as an approach to social change, in 2010 the Clinton School Center on Community Philanthropy expanded its "Scholars in Residence" program with a new category of "Race and Equity" scholars designed to explore the connections between racism, systems inequity and community philanthropy.

This compendium reflects the work of scholars from 2010-2012. Each of the five essays represents one scholar's unique view of philanthropy as an approach to race reconciliation and social justice as expressed in addressing the topic, "Pathways to Racial Healing and Equity in the American South: A Community Philanthropy Strategy." While each essay describes a unique set of experiences, a recurring theme is the importance of recognizing that the pain and damage inflicted by racism and systems inequity affects the community at large. Effective solutions can therefore only come when communities unite to do the hard work of building mutual trust and respect.

<http://clintonschool.uasys.edu/wp-content/uploads/..>

## **Moving the Race Conversation**

### **Forward Organization: Race Forward**

"Moving the Race Conversation Forward" is a report by Race Forward: The Center for Racial Justice Innovation that aims to reshape and reform the way we talk about race and racism in our country.

Part One  
includes:

Content analysis of mainstream media: Two-thirds of race-focused media coverage fails to consider how systemic racism factors into the story, instead typically focusing upon racial slurs and other types of personal prejudice and individual-level racism. Seven harmful racial discourse practices, which reinforce the common misconception that racism is simply a problem of rare, isolated, individual attitudes and actions: Individualizing Racism, Falsely Equating Incomparable Acts, Diverting From Race, Portraying Government as Overreaching, Prioritizing (Policy) Intent over Impact, Condemning Through Coded Language and Silencing History.





Part Two features case studies and profiles of recent interventions and initiatives advanced by the racial justice field to challenge mainstream discussions of race and racism, and the negative policy impacts that dominant frames and narratives have on people of color. They include: Drop the I-Word, Migration is Beautiful, ALEC on the Run, Fruitvale Station and Ending the Schoolhouse-to-Jailhouse Track.

<http://www.raceforward.org/research/reports/moving...>

## **diversitydatakids.org** The Heller School for Social Policy and Management

diversitydatakids.org is a research-based website designed to meet the urgent need for a national, integrated information source that helps us understand:

Who our children are, by documenting and tracking the rapidly changing demographics of children and families in the U.S.; What our children need, by establishing a system for monitoring not only child outcomes, but also key factors (including opportunities, conditions, and resources) that drive child outcomes; How to improve opportunities for all children, especially those that may need the most help, by focusing explicitly and rigorously on issues of racial/ethnic and socioeconomic equity in child health and wellbeing.

<http://www.diversitydatakids.org/>

## **Maya Angelou**

Dr. Maya Angelou was a remarkable Renaissance woman and hailed as one of the great voices of contemporary literature. As a poet, educator, historian, best-selling author, actress, playwright, civil-rights activist, producer and director, she traveled the world, spreading her legendary wisdom. Within the rhythm of her poetry and elegance of her prose was Angelou's unique power to help readers of every orientation span the lines of race. Angelou captivated audiences through the vigor and sheer beauty of her words and lyrics.

<http://mayaangelou.com>

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## **The Tracing Center on Histories and Legacies of Slavery** The Tracing Center on Histories and Legacies of Slavery



The mission of the Tracing Center is to create greater awareness of the vast extent of complicity in slavery and the transatlantic slave trade and to inspire acknowledgement, dialogue and active response to this history and its many legacies. The Center seeks to promote racial equity and reconciliation by educating citizens about racial privilege, structural inequality, their historical antecedents and the emotional baggage that frequently accompanies racial discourse. The work of the Tracing Center grows out of the documentary *Traces of the Trade: A Story from the Deep North*, in which Katrina Browne discovers that her New England ancestors were the largest slave-trading family in U.S. history. She and nine relatives retrace the Triangle Trade, exploring the ways in which slavery impacts our nation today and gaining powerful new perspectives on the black/white divide.

The Tracing Center conducts the following types of programs for institutions across the U.S. and abroad:

Film screenings for higher education institutions and K-12 schools; Dialogues and trainings for students, faculty, staff, administrators; Workplace trainings, including corporate, non-profit, and government settings, Keynote addresses; Affinity group leadership training for anti-racism support groups; Screenings and trainings for clergy; Consultations with philanthropic organizations; and Leadership coaching for executives and leaders interested in deepening their understanding of privilege and how to lead on racial equity issues in any context. The following information about its workshops was provided by the organization: Topics — Historical Role of the North and the Entire Nation in Slavery; How to Teach About Slavery and Race; Thinking About Privilege Today  
Frequency — as requested. Location(s) — at site of requesting organization. Length(s) — varies.

Please see the website for additional information.

<http://www.tracingcenter.org/>



## **CNN Presents: Black in America - The Black Woman & Family**

The Black Woman & Family: Soledad O'Brien explores the varied experiences of black women and families and investigates the disturbing statistics of single parenthood, racial disparities between students and the devastating toll of HIV/AIDS. O'Brien reports on the progress of black women in the workplace and the status of the black middle class.

<http://edition.cnn.com/SPECIALS/2008/black.in.amer...>

## **CNN Presents: Black in America - The Black Man**

The Black Man: CNN investigates the most critical issues and obstacles affecting African American men today, dispelling myths and taking a hard look at some disturbing statistics.

<http://edition.cnn.com/SPECIALS/2008/black.in.amer...>

## **Julianne Hing**

Julianne Hing is a reporter and blogger for ColorLines.com covering immigration, education, criminal justice and occasionally fashion and pop culture. In 2009 Julianne was the recipient of USC Annenberg's Institute for Justice and Journalism fellowship, which funded a reporting project on the impacts of criminal deportation on immigrant families. She has covered police brutality issues from Oakland to New Orleans and in the summer of 2010 reported for Colorlines from the courtroom where Oscar Grant's killer, BART cop Johannes Mehserle, faced trial. Julianne became politically active in high school, and started organizing students in college around access and affordability issues. She earned her B.A. in social ecology at the University of California, Irvine, where she edited Jaded magazine, named 2007 Publication of the Year by Campus Progress.

<http://colorlines.com/archives/author/julianne-hin..>

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## **Girlhood**

Shanae was arrested for murder at the age of 12, after stabbing a friend to death. Megan's mother was a drug-addled prostitute, and after being placed in and escaping from nearly a dozen foster homes,

Megan





committed a violent crime. These girls are the subjects of Liz Garbus' documentary, *Girlhood*. Garbus encountered the girls at the Waxter Juvenile Facility in Baltimore while making a television documentary about the boys incarcerated there. Garbus, director of the acclaimed prison documentary, *The Farm: Angola, USA*, examines the disparate fates of these girls and their very different treatment at the hands of the juvenile justice system. While Shanae, the victim of a horrendous violent crime herself as a child, has difficulty coming to grips with the murder she's committed, she's clearly an intelligent, charismatic and, most importantly, motivated girl. The juvenile justice system serves her well, because she's deeply involved in forging her own path. Megan, a pretty girl with a devilish gleam in her eye, tries to get by on charm, but she doesn't have Shanae's focus. Having been abandoned by her mother, with whom she has a very complicated relationship, Megan is desperate for attention and affection. While Shanae sublimates her anger and hurt and moves on with life, for Megan everything is right on the surface. The system essentially gives up on trying to control her and turns her loose to fend for herself. *Girlhood* was shown at the 2003 Tribeca Film Festival and at the South by Southwest Film Festival, where it won the Audience Award.

Viewer Note: **Harsh language. Content may not be suitable for a community audience.**

<http://www.youtube.com/watch?v=UGFNvCUe0oE>

## **Cracking the Codes: Race and Relationships in the 21st Century**

This film challenges viewers to explore the systems that perpetuate inequity, what role they may themselves play in perpetuating those systems and thoughtful next steps. The film features a critical mass of moving personal stories from leaders in the racial justice movement such as anti-racism activist Tim Wise, spoken word artist Ise Lyfe and scholar Joy Leary. Stories are intertwined with theater, dance and other art forms to link the personal impact of racism to larger, institutional manifestations in health, education and the judicial system.

<https://world-trust.org/films/all/ctc-deepens-conv...>



## Can We Talk About Race? And Other Conversations in an Era of School

### Resegregation **Beverly Tatum**

Tatum starts with a warning call about the increasing but underreported re-segregation of America. A self-described "integration baby" - she was born in 1954 - Tatum sees our growing isolation from each other as deeply problematic, and she believes that schools can be key institutions for forging connections across the racial divide.

[http://books.google.com/books/about/Can\\_We\\_Talk\\_ab...](http://books.google.com/books/about/Can_We_Talk_ab...)

### Zinn Education Project

The Zinn Education Project promotes and supports the use of Howard Zinn's best-selling book, *A People's History of the United States* and other materials for teaching a people's history in middle and high school classrooms across the country. The website offers more than 85 free, downloadable lessons and articles organized by theme, time period, and reading level. The Zinn Education Project is coordinated by two non-profit organizations, Rethinking Schools and Teaching for Change. Its goal is to introduce students to a more accurate, complex, and engaging understanding of United States history than is found in traditional textbooks and curricula.

Zinn's *A People's History of the United States* and *Voices of a People's History of the United States* emphasize the role of working people, women, people of color and organized social movements in shaping history. Students learn that history is made not by a few heroic individuals but instead by people's choices and actions, thereby also learning that their own choices and actions matter.

<http://zinnedproject.org>

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### Teaching Tolerance Project

#### **Southern Poverty Law Center**

The Southern Poverty Law Center, through its Teaching Tolerance Project, produces and distributes a wide range of resources, usually for free to teachers. These include videos and documentaries and accompanying teaching guides that also are suitable for adults. Among them are *A Time for Justice*; *Mighty Times: The Legacy of Rosa Parks*; *Prom Night in Mississippi*; and *Viva La Causa*.



<http://www.tolerance.org/teaching-kits>

## **The Trouble With Black Boys: And Other Reflections on Race, Equity, and the Future of Public Education** Pedro Noguera

For many years to come, race will continue to be a source of controversy and conflict in American society. For many of us it will continue to shape where we live, pray, go to school, and socialize. We cannot simply wish away the existence of race or racism, but we can take steps to lessen the ways in which the categories trap and confine us. Educators, who should be committed to helping young people realize their intellectual potential as they make their way toward adulthood, have a responsibility to help them find ways to expand identities related to race so that they can experience the fullest possibility of all that they may become. In this brutally honest—yet ultimately hopeful—book Pedro Noguera examines the many facets of race in schools and society and reveals what it will take to improve outcomes for all students. From achievement gaps to immigration, Noguera offers a rich and compelling picture of a complex issue that affects all of us.

[http://books.google.com/books/about/The\\_Trouble\\_Wi...](http://books.google.com/books/about/The_Trouble_Wi...)

## **Everyday Antiracism: Getting Real About Race in School** Mica Pollock

Which acts by educators are "racist" and which are "antiracist"? How can an educator constructively discuss complex issues of race with students and colleagues? In *Everyday Antiracism*, leading educators deal with the most challenging questions about race in school, offering invaluable and effective advice.

[http://books.google.com/books/about/Everyday\\_Antir...](http://books.google.com/books/about/Everyday_Antir...)



## **PB S**

PBS is America's largest public media enterprise, and its member public television stations represent America's largest classroom. Its mission is to create content that educates, informs and inspires. Along with its documentaries, it creates study guides to assist in examining the content of its documentaries. By searching the PBS website using such key words as racial equity and racial healing, interested parties can access its many documentaries on issues related to race.

<http://www.pbs.org/>

## **Teaching for Change**

Teaching for Change operates from the belief that schools can provide students with the skills, knowledge and inspiration to be citizens and architects of a better world - or they can fortify the status quo. By drawing direct connections to 'real world' issues, it encourages teachers and students to question and re-think the world inside and outside their classrooms, build a more equitable, multicultural society and become active global citizens. Among the DVDs it distributes are Teaching About the Montgomery Bus Boycott and Anti-Bias Curriculum DVD.

<http://www.teachingforchange.org/>





## SECTION V: Glossary

In talking about issues of race, a common vocabulary is essential to avoid misunderstandings and misinterpretations. Words often have different meanings to different people, based on their experiences. The purpose of this glossary, which is a work in progress, is to help avoid such misunderstandings. Not everyone will agree on the definition of every word; but everyone should have a common understanding of how words are being used in particular circumstances.

Several glossary terms have been reproduced with permission from [www.racialequitytools.org](http://www.racialequitytools.org), a site created by Maggie Potapchuk, MP Associates, and Sally Leiderman, Center for Assessment and Policy Development, in 2009 with contributions from many individuals and organizations working on racial equity.

### "ISMs"

A way of describing any attitude, action or institutional structure that subordinates (oppresses) a person or group because of their target group, color (racism), gender (sexism), economic status (classism), older age (ageism), religion (e.g., anti-Semitism), sexual orientation (heterosexism), language/immigrant status (xenophobia), etc.

*Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit. Claremont, Calif.: Claremont Graduate University.*

### All y

Describes someone who supports a group other than one's own (in terms of racial identity, gender, faith identity, sexual orientation, etc.) Allies acknowledge disadvantage and oppression of other groups than their own; take risks and supportive action on their behalf; commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness



of  
oppression.

*Center for Assessment and Policy  
Development*

## **Bigotry**

Intolerant prejudice which glorifies one's own group and denigrates members of other groups.

*National Conference for Community and Justice St. Louis Region — unpublished handout used in the Dismantling Racism Institute program.*

## **Collusion**

When people act to perpetuate oppression or prevent others from working to eliminate oppression.

Example: Able-bodied people who object to strategies for making buildings accessible because of the expense.

*Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.*

## **Cultural Pluralism**

Recognition of the contribution of each group to a common civilization. It encourages the maintenance and development of different life styles, languages and convictions. It is a commitment to deal cooperatively with common concerns. It strives to create the conditions of harmony and respect within a culturally diverse society.

*Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit.*

## **Cultural Racism**

Those aspects of society that overtly and covertly attribute value and normality to white people and

whiteness, and devalue, stereotype and label People of Color as "other," different, less than or render them invisible.

*Examples* of these norms include defining white skin tones as nude or flesh colored, having future time



orientation, emphasizing individualism as opposed to a more collective ideology, defining one form of English as standard and identifying only whites as the great writers or composers.

*Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.*

## **Cultur**

**e**

A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.

*Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit.*

## **Denia**

**I**

Refusal to acknowledge the societal privileges (see the term "privilege") that are granted or denied based on an individual's ethnicity or other grouping. Those who are in a stage of denial tend to believe, "People are people. We are all alike regardless of the color of our skin." In this way, the existence of a hierarchical system or privileges based on ethnicity or race can be ignored.

*Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit.*

## **Discriminatio**

**n**

The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories.

*Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool*

## *Kit***Diversity**

The wide range of national, ethnic, racial and other backgrounds of U.S. residents and immigrants as social groupings, co-existing in American culture. The term is often used to include aspects of race,



ethnicity, gender, sexual orientation, class and much more.

*Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit.*

## **Empowermen**

**t**

When target group members refuse to accept the dominant ideology and their subordinate status and take actions to redistribute social power more equitably.

*Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.*

## **Ethnicit**

**y**

A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.

*Examples of different ethnic groups are: Cape Verdean, Haitian, African American (black); Chinese, Korean, Vietnamese (Asian); Cherokee, Mohawk, Navaho (Native American); Cuban, Mexican, Puerto Rican (Latino); Polish, Irish, and Swedish (white).*

*Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.*

## **Inclusio**

**n**

Inclusion authentically brings traditionally excluded individuals and/or groups into processes, activities and decision/policy making.

*Crossroads Charlotte Individual Initiative Scorecard for Organizations Scorecard Overview, revised 3/12/07.*

## **Individual Racism**



The beliefs, attitudes and actions of individuals that support or perpetuate racism. Individual racism can occur at both a conscious and unconscious level and can be both active and passive. Examples include



occur at both a conscious and unconscious level and can be both active and passive. Examples include telling a racist joke, using a racial epithet or believing in the inherent superiority of whites.

*Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.*

## **Institutional Racism**

Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as non-white.

### *Examples*

:

Government policies that explicitly restricted the ability of people to get loans to buy or improve their homes in neighborhoods with high concentrations of African Americans (also known as "red-lining").

City sanitation department policies that concentrate trash transfer stations and other environmental hazards disproportionately in communities of color.

## **Internalized Racism**

Internalized racism is the situation that occurs in a racist system when a racial group oppressed by racism supports the supremacy and dominance of the dominating group by maintaining or participating in the set of attitudes, behaviors, social structures and ideologies that undergird the dominating group's power. It involves four essential and interconnected elements:

*Decision-making* — Due to racism, people of color do not have the ultimate decision-making power over the decisions that control our lives and resources. As a result, on a personal level, we may think white people know more about what needs to be done for us than we do. On an interpersonal level, we may not support each other's authority and power — especially if it is in opposition to the dominating racial group. Structurally, there is a system in place that rewards people of color who support white supremacy and power and coerces or punishes those who do not.

*Resources* — Resources, broadly defined (e.g., money, time, etc.), are unequally in the hands and under the control of white people. Internalized racism is the system in place that makes it difficult for people of color to get access to resources for our own communities and to control the resources of our community.



color to get access to resources for our own communities and to control the resources of our community. We learn to believe that serving and using resources for ourselves and our particular community is not serving "everybody."

*Standards* — With internalized racism, the standards for what is appropriate or "normal" that people of color accept are white people's or Eurocentric standards. We have difficulty naming, communicating and living up to our deepest standards and values, and holding ourselves and each other accountable to them.

*Naming the problem* — There is a system in place that misnames the problem of racism as a problem of or caused by people of color and blames the disease — emotional, economic, political, etc., on people of color. With internalized racism, people of color might, for example, believe we are more violent than white people and not consider state-sanctioned political violence or the hidden or privatized violence of white people and the systems they put in place and support.

## **Oppression**

The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society.

Oppression denotes structural and material constraints that significantly shape a person's life chances and sense of possibility.

Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.

Oppression resides not only in external social institutions and norms but also within the human psyche as well.

Eradicating oppression ultimately requires struggle against all its forms, and that building coalitions among diverse people offers the most promising strategies for challenging oppression systematically.

*Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.*

## **Prejudice**



A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.

*Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit. Claremont, Calif.: Claremont Graduate University.*

## **Privileg**

**e**

A right that only some people have access or availability to because of their social group memberships (dominants). Because hierarchies of privilege exist, even within the same group, people who are part of the group in power (white/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people) often deny they have privilege even when evidence of differential benefit is obvious. See the term "right" also in this glossary.

*National Conference for Community and Justice—St. Louis Region.— Unpublished handout used in the Dismantling Racism Institute program. (Source for 1st Part)*

*Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit. Claremont, Calif.: Claremont Graduate University. (Source for 2nd Part)*

## **Rac**

**e**

A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. Racial categories subsume ethnic groups.

*Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.*

## **Racial and Ethnic Identity**

An individual's awareness and experience of being a member of a racial and ethnic group; the racial and ethnic categories that an individual chooses to describe him or herself based on such factors as biological





heritage, physical appearance, cultural affiliation, early socialization and personal experience.

*Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.*

## **Racial Equity**

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

*Center for Assessment and Policy Development*

## **Racism**

Racism is a complex system of beliefs and behaviors, grounded in a presumed superiority of the white race. These beliefs and behaviors are conscious and unconscious; personal and institutional; and result in the oppression of people of color and benefit the dominant group, whites. A simpler definition is racial prejudice + power = racism.

*National Conference for Community and Justice — St. Louis Region. Unpublished handout used in the Dismantling Racism Institute program.*

## **Right**

A resource or position that everyone has equal access or availability to regardless of their social group memberships.

*National Conference for Community and Justice — St. Louis Region. Unpublished handout used in the Dismantling Racism Institute program.*

## **Social Justice**

Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. Social justice involves social actors who



have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.

*Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge*

## **Social Power**

Access to resources that enhance one's chances of getting what one needs or influencing others in order to lead a safe, productive, fulfilling life.

*Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.*

## **Structural Racism**

"The structural racism lens allows us to see that, as a society, we more or less take for granted a context of white leadership, dominance and privilege. This dominant consensus on race is the frame that shapes our attitudes and judgments about social issues. It has come about as a result of the way that historically accumulated white privilege, national values and contemporary culture have interacted so as to preserve the gaps between white Americans and Americans of color."

For example, we can see structural racism in the many institutional, cultural and structural factors that contribute to lower life expectancy for African American and Native American men, compared to white men. These include higher exposure to environmental toxins, dangerous jobs and unhealthy housing stock, higher exposure to and more lethal consequences for reacting to violence, stress and racism, lower rates of healthcare coverage, access and quality of care and systematic refusal by the nation to fix these things

*Karen Fulbright-Anderson, Keith Lawrence, Stacey Sutton, Gretchen Susi and Anne Kubisch, Structural Racism and Community Building. New York: The Aspen Institute. (1st part)*

*Maggie Potapchuk, Sally Leiderman, Donna Bivens and Barbara Major. Flipping the Script: White Privilege and Community Building. (2nd part)*

## **White Privilege**



Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.

Examples of privilege might be: "I can walk around a department store without being followed." "I can come to a meeting late and not have my lateness attributed to your race;" "being able to drive a car in any neighborhood without being perceived as being in the wrong place or looking for trouble." "I can turn on the television or look to the front page and see people of my ethnic and racial background represented." "I can take a job without having co-workers suspect that I got it because of my racial background." "I can send my 16-year old out with his new driver's license and not have to give him a lesson how to respond if police stop him."

Peggy McIntosh, *"White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women Studies."*

## **SECTION VI: Recommended Reading**

**These Recommended Readings are excellent secondary sources to assist organizations and individuals working to achieve racial healing and equity in their communities.**

### **Education and Race**

1.

*"Success and Failure: How Systematic Racism Trumped the Brown v. Board of Education Decision,"* Joe R. Feagin and Bernice McNair Barnett 2. *"Still Separate, Still Unequal: America's Educational Apartheid,"* Jonathan Kozol 3.

*"How Colleges and Universities Can Promote K-12 Diversity: A Modest Proposal,"* Poverty and Race Research Action Council (BB)

### **Poverty, Place and Race**

1. *Women, Welfare, Reform and the Preservation of a Myth,* Susan L. Thomas 2. *"Race, Place and Opportunity: Where We Live Influences Our Life Chances,"* John A. Powell 3.

*"Ending/Reducing Poverty: A Forum,"* Poverty and Race Research Action Council

### **Immigration and Race**

1.

*"Language Oppression and Resistance: The Case of Middle Class Latinos in the United States,"* Jose Cobas and Joe Feagin 2.

*"Including Oneself and Including Others: Who Belongs in My Country?"* Jennifer L. Hochschild and Charles Lang 3.

*"Natural Allies or Irreconcilable Foes?: Reflections on African-American/Immigrant Relations,"* Andrew Grant-Thomas, Yusuf Sarfati & Cheryl Staats

### **The Administration of Justice and Race**

## **The Administration of Justice and Race**

1. "Race, Crime, and Injustice," Gloria Brown-Marshall 2. "Critical Condition: African American Youth in the Justice System," Neelum Arya and Ian Augarten 3. "Unfair By Design: The War on Drugs, Race, and the Legitimacy of the Criminal Justice System," Lawrence Bobo and Victor Thompson 4. "Incarceration & Social Inequality," Bruce Western & Becky Pettit **White**

## **Privilege and Negative Racial Stereotypes**

1. "White Privilege: Unpacking the Invisible Knapsack," Peggy McIntosh 2. "White Privilege: An Account to Spend," Peggy McIntosh "White People Facing Race: Uncovering the Myths That Keep Racism in Place," Peggy McIntosh 3. "Imagine If the Tea Party Was Black," Tim Wise 4. "Racial Stereotypes and Whites' Political Views of Blacks in the Context of Welfare and Crime," Mark Peffley, et al. 5. "Walking a Mile: A First Step Toward Mutual Understanding: A Qualitative Study Exploring How Indians and Non-Indians Think About Each Other," John Doble and Andrew L. Yarrow 6. "Thin Ice: Stereotype Threat and Black College Students," Claude M. Steele **Historical Context**

## **of Race in the United States**

1. "Report of Brown University Steering Committee on Slavery and Justice," Available at [http://www.brown.edu/Research/Slavery\\_Justice/report](http://www.brown.edu/Research/Slavery_Justice/report) 2. "Healing Together: Addressing Slavery in our Families' Histories," Ann Holmes Redding and Pat Russell 3. "Transforming Historical Harms," David Anderson Hooker and Amy Potter Czajkowski 4. "Revisiting the History of Enslavement in the U.S.: A Curriculum Guide for Engagement and Transformation," Ann Holmes Redding and Pat Russell

## **Racial Healing**

"A 1. "Proposal for Community-based Racial Reconciliation in the United States Through Personal Stories," Jamie L. Wacks 2. "If Not Reconciliation, Then What?" Samuel L. Myers, Jr. 3. "Beyond Apologia: Racial Reconciliation and Apologies for Slavery," John B. Hatch 4. "Vying for the Urban Poor: Charitable Organizations, Faith-Based Social Capital, and Racial Reconciliation in a Deep South City," Robert Mark Silverman 5. "Where Is the Love?: Racial Violence, Racial Healing, and Blues Communities," Adam Gussow 6. "ERACE'ing' the Color Line: Racial Reconciliation in the Christian Music Industry," Milmon F. Harrison 7. "Reconciliation Politics: Conservative Evangelicals and the New Race Discourse," Nancy D. Wadsworth





