



# Extended Racial Equity Resource Guide for Libraries

Created By: Erin Schadt | February 9, 2016 03:26:14



W.K. KELLOGG FOUNDATION™

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This guide of suggested resources is aimed at libraries that would like to foster thoughtful dialog on racial equity in their library and community.



## SECTION I: Foreword

### Welcome to the American Healing Racial Equity Resource Guide.

In 2010, the W.K. Kellogg Foundation launched the America Healing initiative. America Healing is a strategy for racial healing toward racial equity, and is designed to raise awareness of unconscious biases and inequities to help communities heal. Our goal is to support and empower communities in their efforts to dismantle the structures that limit opportunities for vulnerable children. We work towards this by addressing the issue, informing ourselves and those around us, and making a commitment to join together for change.

In support of America Healing, we have created a comprehensive and interactive racial equity resource guide that includes practical resources including articles, organizations, research, books, media strategies and training curricula aimed at helping organizations and individuals working to achieve racial healing and equity in their communities.

## 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.**

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### **Active Voice**

San Francisco, CA

Director/President: Executive Director: Shaady Salehi

Active Voice uses film, television and multimedia to spark social change from grassroots to grasstops. Its team of strategic communications specialists works with media makers, funders, advocates and thought leaders to put a human face on the issues of our times. It frames and beta-tests key messages, develops national and local partnerships, plans and executes high-profile, outcome-oriented events, repurposes digital content for web and viral distribution, produces ancillary and educational resources, and consults with industry and sector leaders. Since its inception in 2001, Active Voice has built a diverse portfolio of story-based campaigns focusing on issues including immigration, criminal justice, healthcare and sustainability.

<http://www.activevoice.net/>

### **Black and Brown News**

New York, NY

BlackandBrownNews.com (BBN) first launched in 2006, and evolved to an award-winning news and information service, created with a mission to reach, inform, cover and engage the African Diaspora.

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

### **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/>

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## 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 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/>

## NAACP

President and CEO: Cornell William Brooks

The mission of the NAACP is to ensure the political, educational, social and economic equality of all persons and to eliminate racial hatred and racial discrimination. Its vision is to ensure a society in which all individuals have equal rights and there is no racial hatred or racial discrimination.

The following are the principle objectives of the NAACP:

- To ensure the political, educational, social and economic equality of all citizens.
- To achieve equality of rights and eliminate race prejudice among the citizens of the United States.

- To remove all barriers of racial discrimination through democratic processes.
- To seek enactment and enforcement of federal, state and local laws securing civil rights.
- To inform the public of the adverse effects of racial discrimination and to seek its elimination.
- To educate persons as to their constitutional rights and to take all lawful action to secure the exercise there of, and to take any other lawful action infurtherance of these objectives, consistent with the NAACP's Articles of Incorporation and its Constitution.

<http://www.naacp.org>

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<http://www.naacp.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>

## 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>

## South Asian Americans Leading Together (SAALT)

**Takoma Park, MD**

South Asian Americans Leading Together (SAALT) is a national, nonpartisan, non-profit organization that elevates the voices and perspectives of South Asian individuals and organizations to build a more just and inclusive society in the United States.

SAALT is the only national, staffed South Asian organization that advocates around issues affecting South Asian communities through a social justice framework.

SAALT's strategies include conducting public policy analysis and advocacy; building partnerships with South Asian organizations and allies; mobilizing communities to take action; and developing leadership for social change.

<http://saalt.org/>

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<http://saalt.org/>

**Southern Coalition for Social Justice****Durham, NC**

The Southern Coalition for Social Justice, founded in 2007, promotes justice by empowering minority and low-income communities to defend and advance their political, social and economic rights. It seeks to use the combined skills of lawyers, social scientists, community organizers and media experts to help underrepresented people develop strategies to achieve their visions for themselves and their

communities.

Its goals are to:

- Create a worker-managed entity that is a fulfilling community to nurture and sustain social justice work and workers;
- Provide the highest quality legal advice and representation to poor and minority communities engaged in social change efforts;
- Bring the best social science research, communications strategies and community organizing skills to serve community priorities;
- Have substantive priorities that are community-determined; and
- Build coalitions across community lawyering organizations in the South and between national organizations and local community groups.

<http://www.southerncoalition.org>

## **TimeBanks USA**

Washington, DC

Time banking is about spending an hour doing something for somebody in your community. That hour goes into the Time Bank as a Time Dollar. Then you have a Time Dollar to spend on having someone doing something for you. It's a simple idea, but it has powerful ripple effects in building community connections.

Each Time Bank has a website where you list what you would like to do for other members. You look up Time Bank services online or call a community coordinator to do it for you. You earn Time Dollars after each service you perform and then you get to spend it on whatever you want from the listings. Time Banking involves a small group of committed individuals who are joined together for a common good, to connect unmet needs with untapped resources.

<http://www.timebanks.org>

## **African American Policy Forum**

New York, NY

Founded in 1996 as a media-monitoring think tank and information clearinghouse, the African American Policy Forum works to bridge the gap between scholarly research and public discourse related to inequality, discrimination and injustice. The AAPF seeks to build bridges between academic, activist and policy-making sectors in order to advance a more inclusive and robust public discourse on the challenge of achieving equity within and across diverse communities. Developed as part of an ongoing effort to promote women's rights and gender rights in the context of struggles for racial justice, the AAPF strives to promote the interests of all communities who suffer from intersecting forms of discrimination (e.g., class-based, race-based, and gender-based) and unrecognized patterns of institutional discrimination. By bringing to the forefront perspectives on equity and equality that have been marginalized or distorted within the traditional parameters of public discourse, AAPF seeks to introduce counter-narratives to the "conventional wisdom" that dominates our mainstream media.

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

## **Americans for Indian Opportunity**

### **Albuquerque, NM**

Americans for Indian Opportunity (AIO) catalyzes and facilitates culturally appropriate initiatives and opportunities that enrich the cultural, political and economic lives of indigenous peoples. Founded by LaDonna Harris (Comanche) in 1970, AIO draws upon traditional indigenous values to foster enlightened and responsible leadership, inspire stakeholder-driven solutions, and convene visionary leaders to probe contemporary issues and address challenges of the new century.

AIO has collaborated with tribal governments, organizations and community groups to address and affect a variety of areas in Tribal America, including energy policy, economic development, housing, the environment, education, tribal governance, arts and culture. AIO also seeks to create new avenues for international indigenous interaction and to explore ways indigenous peoples can influence globalization. Its American Indian Ambassadors Program, a Native American community capacity-building, leadership development effort, has been operating since 1993.

The program is designed to help early to mid-career Native American professionals strengthen, within an indigenous cultural context, their ability to improve the well-being and growth of their communities.

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

### **Asian American Justice Center Washington, DC**

Founded in 1991, the Asian American Justice Center (formerly the National Asian Pacific American Legal Consortium) works to advance the human and civil rights of Asian Americans through advocacy, public policy, public education and litigation. It is one of the nation's leading experts on issues of importance to the Asian American community including: affirmative action, anti-Asian violence prevention/race relations, census, immigrant rights, immigration, language access, television diversity and voting rights.

<http://www.advancingjustice-aaajc.org/>

### **Crossroads Anti-Racism Organizing and Training Matteson, IL**

The mission of Crossroads is to dismantle systemic racism and build anti-racist multicultural diversity within institutions and communities. This mission is implemented primarily by training institutional transformation teams, helping them analyze racism and develop and implement strategies to dismantle

racism within their structures. The specific skills that teams develop are: analysis of systemic racism, research and evaluation, teaching about racism and organizing to develop and implement strategies for change.

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

## Hope in The Cities

Richmond, VA

Hope in the Cities builds trust through honest conversation on race, reconciliation and responsibility with the goal of creating just and inclusive communities. Specifically, it recognizes that personal change is the foundation for social change; it facilitates dialogue with people of all viewpoints and backgrounds, across racial, political and economic divides; and it demonstrates a model for community healing with “walks through history.” It aims to build diverse, sustainable teams and networks.

Hope in the Cities also facilitates interracial workshops, offers coaching and promotes partnerships and network building. It holds an Annual Metropolitan Richmond Day breakfast forum that brings together up to 400 grassroots, business, non-profit, education and government leaders.

<http://www.us.iofc.org/hope-in-cities-iofc>

## National Cares Mentoring Movement

Director/President: Founder: Susan L. Taylor

*Taken from the Organization's website.*

National CARES Mentoring Movement is dedicated to recruiting and connecting mentors with local youth-serving and mentoring organizations to help guide struggling Black children to academic and social success, and to closing the huge gap between the relatively few Black mentors and millions of our vulnerable children.

Through CARES Circles, talks by founder, Susan L. Taylor, and media coverage, CARES mentors now serve more than 125,000 young people as role models, tutors, reading buddies and graduation coaches in schools, youth-support organizations and reentry programs. All throughout the nation, mentoring organizations are in desperate need of Black volunteers—men and women who look like the children they serve and understand their struggles, hopes and dreams. Filling the gap is the National CARES Mentoring Movement focus. The movement turns no child or mentor away. To join a CARES Affiliate in your area, call the National CARES office at 404-584-2744 and get connected.

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

## **National Voices Project**

**Ann Arbor, Michigan**

The National Voices Project is an effort funded by the W. K. Kellogg Foundation, designed to determine the sources of racial disparities, how to address them and provoke dialogue about children. NVP works to address the issues and gather information through surveys, allowing communities to benefit from a deeper understanding of the concerns about children's wellbeing.

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

## **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/>

## **Operation Understanding**

**Philadelphia, PA**

Operation Understanding is a community-based organization designed to train young people in cross-cultural leadership and to promote dialogue between the African American and Jewish communities. Its mission is to develop a cadre of African American and Jewish leaders who are educated

about each other's histories and cultures and can effectively lead American communities to a greater understanding of diversity. Operation Understanding identifies future leaders, exposes them to cross-cultural experiences, and provides them with the leadership and facilitation skills to promote understanding among their peers.

<http://www.operationunderstanding.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 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/>

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

**Santa Cruz, California**

The Santa Cruz County Community Coalition to Overcome (SCCCCOR) 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/>

## **Search for Common Ground**

**Washington, DC**

Search for Common Ground is building a national program addressing racial healing and reconciliation in the United States. With seed funding from the Kellogg Foundation and the Fetzer Institute, SFCG and the Faith & Politics Institute (FPI) conducted wide-ranging research, including interviews with more than 60 experts and a comprehensive survey

of racial justice and equity organizations nationwide. In July 2009, SFCG and FPI convened 30 key leaders for a three-day Working Group to address the question, *"What would it take to heal the wounds of racism in the U.S.?"* SFCG took the group's recommendations, matched them with SFCG's mission and expertise, and created

Search for Common Ground on Race. SFCG on Race aims to heal racism in the United States at interpersonal and institutional levels. Using a common ground approach, it seeks to create opportunities for a wide range of people to work together, across dividing lines, in a collaborative and constructive way. While the focus is race, its approach depends on participation from people of different backgrounds, classes, age groups and genders.

The program's objectives are to:

1. Build the capacity of stakeholders to address the consequences of racism at an institutional, cultural, and/or interpersonal level;
2. Increase healing and reconciliation among stakeholders; and
3. Create a constructive discourse about race in the United States.

<http://www.sfcg.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/>

### **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/>

## **The Anti-Racism Training Institute of the Southwest**

**Claremont Graduate University, Claremont, CA**

Director/President: John Maguire

The Anti-Racism Training Institute of the Southwest grew out of the work of Albuquerque Project Change, a multiracial, multicultural organization founded to address institutional racism in Albuquerque and three other cities across the nation. Institutional racism, as opposed to individual bigotry or prejudice, is systemic and describes the intentional or unconscious subordination of specific racial groups through organizational practices and norms.

Over a 10-year period of educating and organizing, it became clear to Albuquerque Project Change that a major barrier to undoing racism is the lack of a shared analysis about what racism is. It found that even some of the most well-meaning people can't agree about the basic definition of racism and, therefore, cannot forge alliances to uproot it. The Institute addresses four issues—healthcare, education, the legal system, and community and economic development. It targets institutions with an impact on these issues, because these are the issues that most profoundly affect the well-being of all New Mexicans. It examines institutional policies and practices under a microscope to uncover how each of them perpetuates racial inequality and what action is required for change.

Contact: [john.maguire@cgu.edu](mailto:john.maguire@cgu.edu)

<http://www.racematters.org/antiracismtraininginsts...>

## **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 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/>

## **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>

## **Race Matters Institute**

The Race Matters Institute helps organizations develop policies, programs, practices, and protocols that achieve more equitable outcomes for all children, families, and communities. As such, the organization’s focus complements the work of allies in the field of racial equity who offer strategies for personal and interpersonal change, as well as those that work toward organizational diversity and inclusion.

The organization offers tools such as a Racial Equity Organizational Assessment, as well as facts sheets, issue briefs, and a blog.

<http://racemattersinstitute.org/>

## Coming to the Table Organization

### Harrisonburg, Virginia

Founded in 2006, Coming to the Table ([www.comingtothetable.org/](http://www.comingtothetable.org/)) aims to promote racial healing through leadership, resources and support services. The organization envisions a United States society that acknowledges and seeks to heal from past and present racial wounds caused by slavery.

Coming to the Table adopts four methodologies to achieve this end:

- **Uncovering History:** researching, acknowledging, and sharing personal, family and community histories of race with openness and honesty
- **Making Connections:** connecting to others within and across racial lines in order to develop and deepen relationships
- **Working Toward Healing:** exploring how we can heal together through dialogue, reunion, ritual, ceremony, the arts, apology and other methods
- **Taking Action:** actively seeking to heal the wounds of racial inequality and injustice and to support racial reconciliation between individuals, within families, and in communities.

<http://comingtothetable.org/>

## The Opportunity Agenda

New York, NY

The Opportunity Agenda works to ensure that the United States lives up to its promise as the land of opportunity for every person who lives here. It works across social justice issues to build public support for greater opportunity and to demonstrate the link between geographic place and the persistent absence of opportunity. It partners with groups that span diverse issues and constituencies, and it has worked to increase public support for a just rebuilding of the Gulf Coast after Hurricane Katrina, for policies that integrate immigrants into the fabric of American life, for diversity in public schools under threat by the Supreme Court, and for other aspects of opportunity for all. It uses research on values and public opinion to understand public attitudes and craft strategies for influencing the public debate, convenes workshops and planning sessions with diverse coalitions, provides media training and placement, develops communications and advocacy tools, and works to translate social science research into social justice solutions. The Opportunity Agenda was founded with the mission of building the national will to expand opportunity in America.

Through its active partnerships with advocates, organizers, researchers and policymakers, it seeks to:

- Use communications and media to build public support for expanding opportunity for more Americans;
- Synthesize and translate research on obstacles to opportunity;
- Train and support social justice leaders; and
- Identify and advocate on behalf of policies that expand opportunity for all.

<http://www.opportunityagenda.org>

## 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/>

## **National Coalition Building Institute** Washington, DC

The National Coalition Building Institute is an international, non-profit leadership training organization based in Washington, D.C. Since 1984, NCBI has worked to eliminate racism and all other forms of prejudice and discrimination throughout the world. NCBI takes a proactive approach beginning with one or more people from a variety of organizational or community settings, including schools, colleges and universities, corporations, foundations, correctional facilities, law enforcement agencies, government offices and labor unions. These individuals are taught effective leadership skills in the areas of prejudice reduction, violence prevention, conflict resolution, and coalition building. When a handful of like-minded leaders from an organization or community have been trained, a local NCBI resource team is formed. These teams offer prevention-oriented strategies and programs to deal with discrimination and other inter-group tensions. They are also available to intervene when specific inter-group conflicts arise.

They operate under three core principles:

- Every Issue Counts;
- Personal Stories Change Attitudes; and
- Eliminating Mistreatment Means Ending “Leadership Oppression.”

There are several operational assumptions underlying their programs:

- Training teams of peer leaders is the most effective way to empower people to take leadership in reducing racism and other forms of discrimination.
- Programs to welcome diversity require an ongoing institutional effort.
- The establishment of proactive training programs that build strong inter-group relations are more effective than programs that respond to specific incidents of racism or crises.
- Programs that welcome diversity need to include all of the visible and invisible differences found in a workplace or community.
- Diversity training programs that are based on guilt, moralizing or condemnation often rigidify prejudicial attitudes.
- Anti-racism programs are most effectively conducted with a hopeful, upbeat tone.

<http://www.ncbi.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 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.

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

## Lewis Walker Institute for the Study of Race and Ethnic Relations

Western Michigan University, Kalamazoo, MI

The mission of the Walker Institute is to engage in research, teaching and service to promote:

- Understanding of race and ethnic relations, with a special emphasis on the causes of disparities and the contexts in which conflicts, as well as shared purposes and perspectives, arise;
- Appreciation of the diverse peoples and cultures of the United States, with special emphasis on the peoples and cultures of Michigan;
- More equitable and inclusive communities and institutions throughout Michigan.

It produces research focused on the topics in its mission statement, provides presentations about its research and provides links to other useful resources.

<http://www.wmich.edu/walkerinstitute/>

## 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 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/>

## **Center for the Study of Race, Politics and Culture (CSRPC)** **University of Chicago, Chicago, IL**

The Center for the Study of Race, Politics and Culture at the University of Chicago is an interdisciplinary program dedicated to promoting engaged scholarship and debate around the topics of race and ethnicity. It is especially interested in how these topics and their structural manifestations impact and shape people's daily lives. While researchers affiliated with the Center recognize the significance of the black/white paradigm in the United States, they are committed to expanding the study of race and ethnicity beyond the black/white paradigm. Broadly, their research program encourages the study of race and processes of racialization in comparative and transitional frameworks. The work of faculty affiliates ranges from an examination of processes of racialization among dominant groups to the study of racialized minorities within the United States and black and/or indigenous populations in Latin America, the Caribbean, Africa, the Asian Pacific and Europe. They have initiated programs in research and scholarship, community programming, and undergraduate programming and curriculum.

<http://csrpc.uchicago.edu/>

## **Center for Social Justice Research, Teaching & Service** **Georgetown University, Washington, D.C.**

The mission of the Center is to promote and integrate community-based research, teaching and service by collaborating with diverse partners and communities in order to advance justice and the common good. It incorporates and builds on the student work of direct service and the learning it fosters; it promotes and helps develop curricular offerings that incorporate community-based work and service to justice; and it serves as a catalyst to consolidate and advance the community-based research projects that have been most recently housed in the Center for Urban Research and Teaching and in a program called Partners in Urban Research and Service-Learning.

<http://csj.georgetown.edu/>

## Everyday Democracy

East Hartford, CT

Everyday Democracy's ultimate vision is that local communities create and sustain public dialogue and problem solving. Such strong local democracies can form the cornerstone of a vibrant national democracy. Its mission is to help communities develop their own ability to solve problems by exploring ways for all kinds of people to think, talk and work together to create change. Racism has a special place in its work, because it is rooted in our country's history and is embedded in our culture and remains one of the greatest barriers to solving public problems and fulfilling the promise of our democracy.

Using innovative, participatory approaches, Everyday Democracy works with neighborhoods, cities and towns, regions and states to help people of different backgrounds work together to solve problems and create communities that work for everyone. It places particular emphasis on the connection between complex public issues and structural racism and addresses issues such as poverty and economic development, education reform, racial equity, early childhood development, police- community relations, youth and neighborhood concerns.

Everyday Democracy has projects in many communities throughout the country (see the website) where it helps to organize community dialogue groups to confront community issues, and it publishes discussion guides on a variety of public issues, including one on Facing Racism in a Diverse Nation.

<http://www.everyday-democracy.org/>

## National Federation of Just Communities

Detroit, MI

The National Federation for Just Communities is a coalition of like-minded organizations working across the United States to bring the values of diversity, inclusion, and social justice to our communities, schools, workplaces and institutions. Its vision is that the promise of liberty and justice for all is the practice of every community. It supports its member organizations in the human relations work of building community by advancing inclusion and justice throughout the United States.

The National Federation for Just Communities assists its members to:

- Lead their local communities in addressing issues of diversity and inclusion;

- Provide creative, visionary and innovative programs and services;
- Offer a broad spectrum of programs and services aligned with community needs;
- Create strategic relationships to further their missions; and
- Maintain excellence in staff and program delivery.

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

### **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>

## SECTION III: 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.**

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### **Ending the Legacy of Racism in Sports & the Era of Harmful “Indian” Sports Mascots**

**Organization:** National Congress of American Indians

The report by the National Congress of American Indians details a range of issues: the harm stereotypes have on Native Youth and the overwhelming support for ending harmful mascots by organizations, tribal governments, the NCAA, high schools, community groups, and individuals. The report also reviews in depth the well-documented legacy of racism in the Washington football team’s history, including factual rebuttals to the Washington football team’s false claims that NCAI leadership at one point endorsed the use of the “Redsk\*ns” mascot.

[http://www.ncai.org/resources/ncai\\_publications/en...](http://www.ncai.org/resources/ncai_publications/en...)

### **The Right to Dream, Promising Practices Improve Odds for Latino Men and Boys – A Report by Hispanics in Philanthropy**

**Organization:** Hispanics in Philanthropy

The report shows ways to support programs that apply culturally sensitive techniques to disrupt the school-to-jail pipeline and repair the education-to-employment pipeline. "The Right to Dream" gives examples of promising practices that create pathways for youths to want to stay in school, complete their education or training, and pursue successful careers, regardless of immigration status.

The report is organized around five experiences that define social and economic equity for men and boys of color, which in turn highlight nine priorities that require our attention and investments in order to remove structural barriers to success and allow young Latino men to see a clear path toward a positive future:

1. **Our Economy’s Missing Middle** explores how trends that squeeze communities of color out of the middle class, which began more than 40 years ago, were accelerated during the Great Recession.
2. **Our Broken Education-to-Employment Pipeline** looks at how our educational system and

accountability-focused reforms have underserved young men of color and pushed them out of the school to-career pipeline

3. **Too Many Men of Color Are Missing** explores the inequitable incarceration rates of African American and Latino men, as well as their risk of dying from violence.
4. **Where We Live Is Killing Us** explores how where we live shapes life expectancies and particularly the disproportionate effect of environmental risks on communities of color.
5. **Searching for a Stable Foothold Despite Disruptive Immigration Policies** explores how a shifting legal context impacts how young Latino men envision, plan for, and work toward a future in the U.S.

<http://www.hiponline.org/resources/publications-an...>

### **Black Girls Matter: Pushed Out, Overpoliced, and Underprotected**

**Organization:** African American Policy Forum

For girls, as with boys, the failure to receive a high school diploma often places individuals on a pathway to low-wage work, unemployment, and incarceration. Yet, the existing research, data and public policy debates often fail to address the degree to which girls face risks that are both similar to and different from those faced by boys. *Black Girls Matter: Pushed Out, Overpoliced and Underprotected* seeks to shine a spotlight on the various factors that direct girls of color down dead-end streets while obscuring their vulnerabilities.

The report, issued by the African American Policy Forum and Columbia Law School's Center for Intersectionality and Social Policy Studies, is based on a new review of national data and personal interviews with young women in Boston and New York.

The report recommends policies and interventions to address challenges facing girls of color, including revising policies that funnel girls into juvenile supervision facilities; developing programs that identify signs of sexual victimization and assist girls in addressing traumatic experiences; advancing programs that support girls who are pregnant, parenting, or otherwise assuming significant familial responsibilities; and improving data collection to better track discipline and achievement by race and ethnicity and gender for all groups.

<http://www.atlanticphilanthropies.org/sites/default...>

### **Being Black is Not a Risk Factor: A Strengths-Based Look at the State of the Black**

## Child

### Organization: National Black Child Development Institute

*Being Black is Not a Risk Factor: A Strengths-Based Look at the State of the Black Child*, released in 2013, was written to provide resources, data and perspectives for challenging the prevailing harmful discourse about Black children. Focusing on the strengths, assets and resilience demonstrated by Black children, families and communities in a culturally relevant way, the report addresses the needs of policymakers, advocates, principals, teachers, and parents for shifting the conversation away from limitations and deficits.

The report is composed of three critical elements:

- Essays from experts that focus on using Black children’s, families’ and communities’ strengths to improve outcomes for Black children
- “Points of Proof” from organizations that serve as concrete and replicable examples of places where Black children and families are succeeding, such as Great Beginnings for Black Babies, Inc., the Flamboyant Foundation Family Engagement Partnership, Smart from the Start, Inc., Border Crossers, and Northside Achievement Zone
- Data points that indicate how Black children and families are doing across a range of measures

<http://www.nbcdi.org/sites/default/files/resource-...>

## State of Black America, 39th Edition

### Organization: National Urban League

The *State of Black America* is the National Urban League’s seminal annual publication which has become one of the most highly anticipated benchmarks and sources for thought leadership around racial equality in America across economics, education, health social justice and civic engagement. Each edition contains thoughtful commentary and insightful analysis from leading figures and thought leaders in politics, the corporate arena, NGOs, academia and popular culture.

The *State of Black America* also includes the Equality Index™, a quantitative tool for tracking racial equality in America, now in its 11th edition of the Black-White Index and its sixth edition of the Hispanic-White Index.

The theme for the 39th edition of *State of Black America*, “Save our Cities: Education, Jobs + Justice” conveys the urgency of focus around each of these areas and their interconnectedness in the ongoing quest for full equality in America. Through thought-provoking articles and a stellar line-up of contributors,

the 2015 *State of Black America* offers insightful solutions across critical areas including job creation, transportation, education, city revitalization, criminal justice, entrepreneurship and media images.

<http://soba.iamempowered.com/>

## State of the Black Family Poll

Organization: W.K. Kellogg Foundation

In 2014, the W.K. Kellogg Foundation (WKKF) in collaboration with Ebony Magazine, released the result of a of a telephone survey that explores the challenges and successes of African American families living in the United States. The survey provides a comprehensive perspective of black families, documenting viewpoints on a wide range of social, family and economic issues, drawing from a national sample of 1,005 African-American respondents to identify the leading issues confronting Black families.

Key findings of the poll included:

- Despite a strong recognition that the nation is making progress in some important areas like providing access to health care and improving public education, a large segment of the black population believe racism is very much alive and directly impacts their lives. Fourteen percent of respondents said they face discrimination “very often,” while 44 percent said they “sometimes” face discrimination. In addition, respondents also cited finding affordable housing and keeping their children safe as chief concerns.
- 74 percent think society isn’t doing enough to support young men and boys of color.
- Almost two-thirds say they are better off financially than they were five years ago, but 82 percent are concerned that Whites still make more than Blacks for doing the same jobs.
- 52 percent see the media portrayal of African Americans as generally negative.
- Almost 1/3 are concerned that their children are not getting a quality education.
- 44 percent said they knew someone who had committed suicide or was killed.
- Seventy-four percent say efforts to reduce crime and violence in their neighborhood is losing ground or staying the same. 30 percent said “improving the creating more jobs/good paying jobs” is a top issue of concern.

<http://www.wkkf.org/news-and-media/article/2014/04...>

## State of the Latino Family Survey

Organization: W.K. Kellogg Foundation

In 2014, the W.K. Kellogg Foundation (WKKF) in partnership with Univision and The Denver Post, released a national survey of 1,000 Latino adults that explores the challenges and successes their families

experience living in the United States. The survey provides a current snapshot of how Hispanic families feel about their lives and their future in the U.S. and reveals their perception of important issues that affect them directly.

Key findings of the poll included:

- Latinos cite a number of conditions that pose limits to socioeconomic advancement. Jobs and economic concerns are consistently cited as the issues that concern them most. Immigration and crime were the second and third most pressing issues. Interestingly, the two groups most optimistic about their financial futures are undocumented immigrants (86 percent) and those at the highest income range (81 percent of those earning over \$75,000 annually).
- There is concern about unequal treatment by local police, border patrol and other law enforcement. Sixty-eight percent worry authorities will use excessive force against Latinos; only 26 percent believe they treat Latinos fairly most of the time; 18 percent have Latino friends or family who were victims of police brutality; and 59 percent said there are things they would change about their local police.
- Latino women are particularly vulnerable to economic troubles. If faced with income losses, more than half could not draw from personal savings (54 percent); secure a loan from a bank (53 percent), nor from family or friends (56 percent). Among men, 73 percent could take on another job or more work hours, but significantly fewer Latinas (61 percent) could do the same. Parents with young children are also at higher-than-average risk: Only 43 percent have personal savings, 49 percent indicate child care makes their work situation difficult, and 58 percent fear losing their jobs in the next year.

The poll is the second public opinion poll by WKKF to learn more about the impact a sluggish economy, public policy initiatives, and crime and violence are having on the quality of life for families of color in communities across the United States.

<http://www.wkkf.org/news-and-media/article/2014/11...>

## State of Indian Nations 2015 Speech

**Organization: National Congress of American Indians**

Each year, the president of the National Congress of American Indians presents the State of Indian Nations address to members of Congress, government officials, tribal leaders and citizens, and the American public. Delivered during the week that the president of the United States delivers the State of

the Union, the State of Indian Nations is a speech that shares the positive and future-oriented vision of tribal nations. The speech outlines the goals of tribal leaders, the opportunities for success and advancement of Native peoples, and priorities to advance the nation-to-nation relationship with the United States.

In 2015, President of the National Congress of American Indians (NCAI), Brian Cladoosby, delivered the State of Indian Nations Address in Washington, D.C. Wyoming Senator John Barrasso, who is also the Chairman of the Senate Committee on Indian Affairs, delivered the congressional response to Cladoosby's speech. Each year, a member of Congress is invited to deliver a Congressional response to the State of Indian Nations. Previous Congressional speakers have included Senator Maria Cantwell, Senator Lisa Murkowski and Congressman Tom Cole. Previous State of the Indian Nations addresses have included former NCAI Presidents Jefferson Keel, Joe A. Garcia and Tex Hall.

[https://youtu.be/88B\\_BujuSBw](https://youtu.be/88B_BujuSBw)

## **Race for Results: Building a Path to Opportunity for All Children**

**Organization: Annie E. Casey Foundation**

*Race for Results: Building a Path to Opportunity for All Children* is a policy report issued by the Annie E. Casey Foundation that examines the significant barriers to success facing children of color and provides recommendations for improving their opportunities. The Casey Foundation has annually published the KIDS COUNT Data Book to inform state and national decision makers on issues related to the well-being of America's children, including calling attention to the persistently troubling status of children of color and their families.

This policy report presents for the first time the Race for Results Index, a new collection of data disaggregated by racial and ethnic groups and by state to illustrate how far we are from positioning all kids for success in school and in life. The Race for Results Index will become a continuing part of the Casey Foundation's data agenda and can be used as a key benchmark measurement. This policy report, substantiated by significant research and filled with compelling data-visualizations, can be a resource to advocates for equal opportunity in education.

The policy report is comprised of seven sections:

- Section One explains the research methodology and data that were used to create the Race for Results Index.
- Section Two explores the factors that impact the life chances of African-American children.

- Section Three explores the factors that impact the life chances of American Indian children.
- Section Four explores the factors that impact the life chances of Asian and Pacific Islander children.
- Section Five explores the factors that impact the life chances of Latino children.
- Section Six explores the factors that impact the life chances of White children.
- Section Seven provides recommendation based on the report findings for investments that can have a substantial impact on inequality of opportunity for children of color.

<http://www.aecf.org/m/resourcedoc/AECF-RaceforResu...>

## **DELLUMS Report: Young Men of Color in Media: Images and Impacts -- A Product of the Joint Center for Political and Economic Studies**

Joint Center for Political and Economic Studies

The way the media operate, the images they produce, and the influence they exert significantly affect the life chances of young men of color (YMC). This report assesses the media's impacts, with a particular focus on the variety of ways they perpetuate negative impressions of young men of color, the reasons that this perpetuation of negative impressions occurs and potential paths to reform and improvement.

Specific issues covered here include:

- The negative biases in portraying YMC across most media-biases that are often subtle (and therefore difficult to notice and counteract), rather than blatant;
- The impacts of the negative images on whites, on white-dominated institutions, on politics and public policy, on society in general, and on YMC;
- Explanations for continuing biases despite improvements in the visibility and depictions of persons of color; and
- Public and private policy changes that might reduce the deleterious influences of the media in this sphere and promote more positive contributions to the lives of YMC and to society at large.

<http://www.jointcenter.org/research/dellums-report...>

## Breaking Barriers: Improving Health Insurance Enrollment and Access to Health Care

**Organization:** Alliance for a Just Society

Signed into law in March 2010, the Patient Protection and Affordable Care Act (ACA) aimed to bring the uninsured more fully into the health care delivery system, improve access to health care providers, spur new approaches to patient well-being and disease prevention, attack racial disparities in health care and outcomes in communities of color, and hold providers accountable with respect to costs.

In this report, the Alliance for a Just Society, a national network of 15 racial and economic justice organizations working to address economic, racial and social inequities, conducted research in 10 states (California, Florida, Idaho, Louisiana, Michigan, Mississippi, Montana, New Mexico, Oregon, and Texas) to explore how those who need health care the most— low-income people, immigrants and people of color— are experiencing ACA implementation.

The report examines the following questions: Who was able to sign up for health insurance? How effective was outreach to underserved communities? How accessible are health care services to newly enrolled patients? And finally, what changes might make the current health care delivery system more effective in serving low-income communities, immigrant communities and communities of color?

<http://allianceforajustsociety.org/wp-content/uplo...>

## Interim Report of The President's Taskforce on 21st Century Policing

**Organization:** U.S. Department of Justice

In light of numerous high-profile allegations of police brutality against people of color, the Task Force on 21st Century Policing was created to examine how to foster strong, collaborative relationships between local law enforcement and their communities and to make recommendations to President Obama about how policing practices can promote effective crime reduction while building public trust. The task force was given an initial 90 days to conduct seven public listening sessions across the country and receive testimony and recommendations from a wide range of community and faith leaders, law enforcement officers, academics and others to ensure recommendations would be informed by a diverse range of voices.

As a result, the task force was able to produce a set of six pillars, each addressing a specific aspect of

policing and police community relations:

- **Pillar One: Building Trust & Legitimacy:** To achieve legitimacy, mitigating implicit bias should be a part of training at all levels of a law enforcement organization to increase awareness and ensure respectful encounters both inside the organization and with communities.
- **Pillar Two: Policy & Oversight:** If police are to carry out their responsibilities according to established policies, these policies must be reflective of community values and not lead to practices that result in disparate impacts on various segments of the community. They also need to be clearly articulated to the community and implemented transparently so police will have credibility with residents and the people can have faith that their guardians are always acting in their best interests.
- **Pillar Three: Technology & Social Media:** The use of technology can improve policing practices and build community trust and legitimacy, but its implementation must be built on a defined policy framework with its purposes and goals clearly delineated.
- **Pillar Four: Community Policing & Crime Reduction:** By combining a focus on intervention and prevention through problem-solving with building collaborative partnerships with schools, social services and other stakeholders, community policing not only improves public safety but also enhances social connectivity and economic strength, which increases community resilience to crime.
- **Pillar Five: Training & Education:** To build a police force capable of dealing with the complexity of the 21st century, it is imperative that agencies place value on both educational achievements and socialization skills.
- **Pillar Six: Officer Wellness & Safety:** Many issue impact and are impacted by officer wellness and safety. Officer wellness includes: physical, mental and emotional health; vehicular accidents; officer suicide; shootings and assaults; and the partnerships with social services, unions, and other organizations that can support solutions.

[http://www.cops.usdoj.gov/pdf/taskforce/Interim\\_TF...](http://www.cops.usdoj.gov/pdf/taskforce/Interim_TF...)

## **The Science of Equality Volume 1: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Health Care**

Organization: Perception Institute

*The Science of Equality Volume 1: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Health Care*, released in the fall of 2014, details social science research that can help make sense of the day-to-day dynamics of race and how race impacts our everyday lives.

The Research Advisors to the Perception Institute have worked to identify effective interventions to reduce bias and identify related phenomena that must be addressed to create a more equal society. The result is a report series: The Science of Equality. The series examines and explains the perceptual distortions that underpin implicit bias and the anxiety that ensues when race is expressly discussed.

Volume One draws on over two hundred studies to describe the operation of implicit bias, racial anxiety and stereotype threat; to document how students of color are both overdisciplined and given too little feedback on their work in the classroom; to examine how standardized tests lowball the aptitudes and abilities of black and Latino students; and to show how the fact that doctors are far from immune from the kinds of biases and anxieties that affect all of us leads to worse outcomes for African Americans and increased distrust between black patients and white doctors.

Future volumes will address racial harm in the contexts of the media, politics and policy, employment and criminal justice.

<http://perception.org/app/uploads/2014/11/Science-...>

## 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...>

## **Teaching the Movement 2014: The State of Civil Rights Education in the United States**

**Teaching Tolerance and the Southern Poverty Law Center**

"Teaching the Movement 2014" provides a national report card on the state of civil rights education in our country. Most states pay little attention to the civil rights movement: 20 states received failing grades. It includes a comprehensive review of the resources that states provide to teachers to explain the civil rights movement to their students. The report provides recommendations moving forward.

<http://www.tolerance.org/TTM2014>

## Race and Retirement Insecurity in the United States

National Institute on Retirement Security

A new report calculates the severity of the U.S. retirement security racial divide. The analysis finds that every racial group faces significant risks, but people of color face particularly severe challenges in preparing for retirement. Americans of color are significantly less likely than whites to have an employer-sponsored retirement plan or an individual retirement account (IRA), which substantially drives down the level of retirement savings.

*Race and Retirement Insecurity in the United States* examines retirement readiness racial disparities among working households age 25-64. It analyzes three key areas - workplace retirement coverage, retirement account ownership, and retirement account balances.

[http://www.nirsonline.org/index.php?option=com\\_con...](http://www.nirsonline.org/index.php?option=com_con...)

## The Rise and Fall of Jim Crow

California Newsreel

The Rise and Fall of Jim Crow offers the first comprehensive look at race relations in America between the Civil War and the Civil Rights Movement. This definitive four-part series documents a brutal and oppressive era rooted in the growing refusal of many Southern states to grant slaves freed in the Civil War equal rights with whites. A life of crushing limitation for Southern Blacks, defined by legal segregation known as "Jim Crow" - after a minstrel routine in which whites painted their faces black - shaped the social, political and legal history of the period. In 1954, with the Supreme Court decision in *Brown vs. Board of Education*, the Jim Crow laws and way of life began to fall.

The page also links to the PBS website and [JimCrowHistory.org](http://JimCrowHistory.org). These external websites offer related interactive activities, timelines, lesson plans and additional background information.

<http://newsreel.org/video/THE-RISE-AND-FALL-OF-JIM...>

## Telling our Own Story: The Role of Narrative in Racial Healing

American Values Institute

An important resource for leaders and practitioners working to overcome our nation's legacy of racism.

The authors present the power of the narrative and its important role in racial healing.

<http://www.wkkf.org/resource-directory/resource/20...>

## **Structural Racism and Community Building**

### **The Aspen Institute Roundtable on Community Change**

This describes the problem of structural racism in the U.S. and highlights its implications for community building. It is a product of the Roundtable's focus on how the problems associated with race and racism in America affect initiatives aimed at poverty reduction in distressed urban neighborhoods. Its premise is that we must adopt a more race-conscious approach to community building and social justice to achieve racial equity.

<https://www.aspeninstitute.org/sites/default/files...>

## **Rethinking the Color Line: Readings in Race and Ethnicity**

### **Charles Gallagher**

User-friendly without sacrificing intellectual or theoretical rigor, this anthology of current research examines contemporary issues and explores new approaches to the study of race and ethnic relations. The featured readings effectively engage students by helping them understand theories and concepts. Active learning in the classroom is encouraged while providing relevance for students from all ethnic, cultural, and economic backgrounds.

[http://books.google.com/books/about/Rethinking\\_the...](http://books.google.com/books/about/Rethinking_the...)

## Experiencing Race, Class, and Gender in the United States

Roberta Fiske-Rusciano

Through individual stories, essays, poetry and critical analyses, *Experiencing Race, Class, and Gender in the United States*, Sixth Edition, introduces issues of race, class and gender within an interdisciplinary framework. Themes of identity, power and change are examined from many different perspectives and voices. Unlike most texts that focus on minorities victimized by discrimination, this anthology includes the experiences of the privileged and of those who resist change, and reinforces students' understanding that they can effect changes in their lives and in society.

<http://books.google.com/books?vid=9780078111617>

## 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...)

## The Way Home: Women Talk About Race in America

Over the course of eight months, 64 women representing a cross-section of cultures (indigenous, African American, Arab, Asian, European American, Jewish, Latina, and multiracial) came together to share their experience of racism in America. They speak their hearts and minds about resistance, love, assimilation, standards of beauty, power, school experiences and more. Their candid conversations offer rare access into multi-dimensional worlds usually invisible to outsiders.

<http://world-trust.org/the-way-home/>

## Light in Shadows

World Trust Educational Services

"Light in the Shadows" is a film featuring ten women from various ethnic backgrounds, having a sincere

and open conversation about the racial inequities they face on a daily basis. By remaining willing to share their experiences, despite the fact that the conversation can, at times, be uncomfortable, these women provide insight into the value of these discussions and start to pave the way to racial healing.

“Light in the Shadows” promotes the viewer to generate a deep reflection of their surroundings, their interactions and the effect their actions have on others.

This video is accompanied by a guide to help moderate conversations for film viewers.

<http://world-trust.org/shop/films/light-shadows/>

## **Long Night's Journey Into Day**

### **California Newsreel**

The Oscar nominated documentary Long Night's Journey Into Day is an exploration of the aftermath of the apartheid system. For over forty years, South Africa was governed by the most notorious form of racial domination since Nazi Germany. When it finally collapsed, those who had enforced apartheid's rule wanted amnesty for their crimes. Their victims wanted justice. As a compromise, the Truth and Reconciliation Commission (TRC) was formed. As it investigated the crimes of apartheid, the Commission brought together victims and perpetrators to relive South Africa's brutal history. By revealing the past instead of burying it, the TRC hoped to pave the way to a peaceful future. Long Night's Journey Into Day follows several TRC cases over a two-year period. The stories in the film underscore the universal themes of conflict, forgiveness, and renewal.

An online transcript and a facilitator's guide are also available on the page. The guide includes discussion questions, teaching guidelines, historical background and essays expounding upon the main themes of the film.

<http://newsreel.org/video/LONG-NIGHTS-JOURNEY-INTO...>

## **Anne Braden: Southern Patriot** California Newsreel

The documentary [Anne Braden: Southern Patriot](#) provides a moving, in-depth biography of an organizer and journalist who for a remarkable 60 years participated in the most significant movements for racial and economic justice in the South. Rev. Dr. Martin Luther King, Jr. praised her steadfast activism in support of civil rights and civil liberties, but she was threatened, attacked, indicted and labeled a “Communist agitator” and “race traitor” by white supremacists. Her conservative background gave her special insight into white racism, why it poses such a great obstacle to social change in this country and what progressive white people can do to end it.

Additional resources on the page include Braden’s *A Letter to White Southern Women* a groundbreaking – and controversial - statement on the intersection of race and gender and a transcript of a dialogue between Civil Rights Movement veteran activist and strategist, Jack O’Dell and the film’s director, Anne Lewis.

<http://www.newsreel.org/nav/title.asp?tc=CN0236>

## **Racialicious**

Racialicious is a blog about the intersection of race and pop culture. Check out our daily updates on the latest celebrity gaffes and our no-holds-barred critique of questionable media representations.

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

## **The Crisis Magazine** NAACP

The Crisis is the official publication of the NAACP. It is a quarterly journal of civil rights, history, politics, and culture and seeks to educate and challenge its readers about issues that continue to plague African Americans and other communities of color.

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

## **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...>

## **Colorlines** **Race Forward**

Colorlines is a daily news site where race matters, featuring award-winning investigative reporting and news analysis. Colorlines is published by Race Forward, a national organization that advances racial justice through research, media and practice.

Colorlines is produced by a multiracial team of writers who cover stories from the perspective of community, rather than through the lens of power brokers.

<http://colorlines.com/>

## **The New Jim Crow: Incarceration in the Age of Colorblindness** **Michelle Alexander**

From the Website: "The New Jim Crow is a stunning account of the rebirth of a caste-like system in the United States, one that has resulted in millions of African Americans locked behind bars and then relegated to a permanent second-class status - denied the very rights supposedly won in the Civil Rights Movement."

<http://newjimcrow.com/>

## **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...)

### **Race, Class, and Gender: An Anthology**

**Margaret Anderson and Patricia Hill Collins**

From the Website: "Featuring an accessible and diverse collection of more than 60 writings by a variety of scholars, RACE, CLASS, & GENDER demonstrates how the complex intersection of people's race, class, and gender (and also sexuality) shapes their experiences, and who they become as individuals."

[http://books.google.com/books/about/Race\\_Class\\_and...](http://books.google.com/books/about/Race_Class_and...)

### **Readings for Diversity and Social Justice, Second Edition**

**Maurianne Adams**

From the Website: "Readings for Diversity and Social Justice is the market leading anthology to cover the full scope of social oppression from a social justice standpoint. With full sections dedicated to racism, sexism, classism, heterosexism, and ableism, as well as transgenderism, ethno-religious oppression, and adult and ageism, this bestselling text goes far beyond the range of traditional readers."

<http://books.google.com/books?id=Mp72YQEACAAJ&dq>

## Steps Toward an Inclusive Community

Joint Center for Political and Economic Studies

This is a case study of how Clarksburg, a moderately sized community in West Virginia, responded to a KKK rally by conducting a counter-rally, the Get Real Rally, which in turn led to the Clarksburg Unity Project. It shares Clarksburg's response to hate in the context of the state's and community's history and the town's current state of race relations, and it includes a workshop model designed to help other communities address issues of hate in their communities.

<http://www.jointcenter.org/research/steps-toward-a...>

## Reelworks: A Girl Like Me

A film that explores the standards of beauty imposed on today's black girls. How do these standards affect her self-esteem or self-image? Through making this film, the director learned a lot about where some of these standards might stem from.

[http://www.snagfilms.com/films/title/reelworks\\_a\\_g...](http://www.snagfilms.com/films/title/reelworks_a_g...)

## Race: The Power of an Illusion

Episode one explores how recent scientific discoveries have toppled the concept of biological race. Episode two questions the belief that race has always been with us. It traces the race concept to the European conquest of the Americas. Episode three focuses on how our institutions shape and create race.

<http://newsreel.org/video/RACE-THE-POWER-OF-AN-ILL...>

## Between Barack and a Hard Place: Racism and White Denial in the Age of Obama

Tim Wise

Race is, and always has been, an explosive issue in the United States. In this timely new book, Tim Wise explores how Barack Obama's emergence as a political force is taking the race debate to new levels. According to Wise, for many whites, Obama's rise signifies the end of racism as a pervasive social force; they point to Obama as a validation of the American ideology that anyone can make it if they work hard,

and an example of how institutional barriers against people of color have all but vanished. But is this true? And does a reinforced white belief in color-blind meritocracy potentially make it harder to address ongoing institutional racism? After all, in housing, employment, the justice system and education, the evidence is clear: white privilege and discrimination against people of color are still operative and actively thwarting opportunities, despite the success of individuals like Obama.

<http://www.timwise.org/books-and-dvds/between-bara...>

## SECTION IV: 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.**

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### **A Call to Community Dialogue Guide – a Product of Hope in the Cities**

**Author/Organization: Hope in the Cities**

**2201 West Broad Street, Suite 200**

**Richmond, VA 23220**

Contact Number: 804-358-1764

Guide Overview (from the website): This six session community dialogue program has been exported to cities across the nation and serves as a model for dialogue programs in the UK and Europe. Its emphasis on personal responsibility and self-awareness has enabled participants to engage safely with others in honest conversation.

Hope in the Cities, based in Richmond, Virginia, at its core has three guiding principles:

1. Honest conversation – that all are willing to risk by committing to honesty and candor in all dialogues.
2. Personal responsibility – that each of us takes personal responsibility for the challenges of race and racial division within our communities and nation. That instead of pointing at others as the problems, we recognize our own participation in a system of access for some and exclusion for others. And we will take responsibility for being a part of ending that and creating communities of inclusion.
3. Acts of reconciliation – most often these acts of reconciliation are public events around the acknowledgement of history.

Hope in the Cities community dialogue program and curriculum are available for use in many different settings, from pairing churches or places of worship, school groups and civic groups, or for a group of individuals. It is for anyone who wants to engage with others and dialogue on the most pressing issues of

our nation.

<http://us.iofc.org/sites/us.iofc.org/files/media/d...>

## **Talking About Unaccompanied Refugee Children Fleeing Harm – a Product of the Opportunity Agenda**

**Author/Organization: Organization: Opportunity Agenda**

When entering or starting conversations about unaccompanied children coming to the United States to flee harmful situations, it's important to keep a few of key communications principles in mind. The Opportunity Agenda assembled messaging guidelines based on communications research and experience talking about more general immigration issues, while relying on the expertise of a wide array of partners and experts in the field.

[http://opportunityagenda.org/files/field\\_file/2014...](http://opportunityagenda.org/files/field_file/2014...)

## **World Trust Educational Services Workshops & Events**

**Author/Organization: World Trust Educational Services**

**8115 McCormick Avenue**

**Oakland, CA 94605**

Contact Number: 510-632-5156

World Trust's Workshops and Events leverage the power of film, dialogue and education to create a bridge between whites and people of color in order to work towards healing and an equitable future.

Clients of World Trust seminars have embraced their workshops to reach the following goals:

- Break down barriers, initiate communication to deal with the “elephant in the room”
- Create a more welcoming, culturally conscious campus, congregation or community
- Initiate efforts to address, transform and build efforts for racial justice
- Deepen the framing for racial justice
- Build leadership skills
- Build the collective will for change

The format of a World Trust seminar is flexible, with options for sessions lasting 90 minutes, a half-day, a full day or a retreat. The format is customized to the specific goals of your organization.

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

## **Facing Racism in a Diverse Nation—A Product of Everyday Democracy**

**Author/Organization: Everyday Democracy**

**111 Founders Plaza, Suite 1403**

**East Hartford, CT 06108**

Contact Number: 860-928-2616

This six-session discussion guide is designed to help people take part in meaningful dialogue to examine gaps among racial and ethnic groups and create institutional and policy change. A supplemental guide, Dialogue for Affinity Groups, is intended to give people with similar racial or ethnic backgrounds an opportunity to talk about issues of racism.

<http://www.everyday-democracy.org/resources/facing...>

## **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...)

## **Race: The Power of An Illusion: A Discussion Guide—A Product of Independent Television**

This is a companion guide to the three-part video series *Race: The Power of An Illusion*. It contains a section on “Ten Things Everyone Should Know About Race,” program descriptions, facilitation tips, discussion starters and activity suggestions for all three episodes.

<http://newsreel.org/guides/race/race-guide-lores1...>

## **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...>

## **Ten Lessons for Talking About Racial Equity in the Age of Obama**

**Author/Organization: The Opportunity Agenda**

This resource was created to address the particular challenges in discussing racial inequity and promoting social justice in today’s climate. While some Americans have long been skeptical about the continued existence of racial discrimination, wit

[http://opportunityagenda.org/talking\\_points\\_ten\\_le...](http://opportunityagenda.org/talking_points_ten_le...)

## 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 Millennials 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>

## Planning Together: How (and How Not) to Engage Stakeholders in Charting a Course—A Product of The Community Problem-Solving Project

This guide helps users to understand both how to involve stakeholders in meaningful ways and how to avoid the pitfalls and abuses that can sink an effort. It recognizes that effective action in the public interest calls for a wide array of efforts to engage stakeholders in charting a course together. Where it works, more participatory planning and decision-making can produce better substantive ideas, useful problem-solving relationships and the trust needed to take action together. In the future, this will yield stronger community institutions, new possibilities for forging agreement across old divides as well as other tangible and intangible benefits. This tool helps to answer four questions that define effective participation strategies:

- Why should we engage stakeholders in planning?
- Who should be involved and in what roles?
- What is the proper scope of our planning process?
- How should we put our participation strategies to work? Other tools for problem-solving may be found [here](#).

[http://web.mit.edu/cpsproject/strategy\\_tools/plann...](http://web.mit.edu/cpsproject/strategy_tools/plann...)

## A Community Builder's Tool Kit: 15 Tools for Creating Healthy, Productive Interracial/Multicultural Communities: A Primer for Revitalizing Democracy from the Ground Up

This report reflects an analysis of projects in 14 communities designed to address the issues and challenges of racism. The projects examined were selected in part for their geographic and demographic diversity, as well as for their variety, with each taking on a different subject or challenge, ranging from jobs to health. The Tool Kit identifies and then describes in some detail 15 lessons learned from these 14 projects.

<http://www.capd.org/pubfiles/pub-2004-07-03.pdf>

## 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.

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### "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.*

### Ally

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.*

## **Culture**

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.*

## **Denial**

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.*

## **Discrimination**

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.*

## Empowerment

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.*

## Ethnicity

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.*

## Inclusion

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 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. 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.*

## Privilege

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)*

## Race

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.

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### 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)

### Employment and Race

1. *“Are Emily and Greg More Employable Than LaKisha and Jamal? A Field Experiment on Labor Market Discrimination,”* Marianne Bertrand and Sendhil Mullainathan
2. *“The Mark of a Criminal Record,”* Devah Pager

### Environment and Race

1. *“Racialized Topographies: Altitude and Race in Southern Cities,”* Jeff Ueland and Barney Warf

### Health Disparities and Race

1. *“Racial Profiling in Health Care: An Institutional Analysis of Medical Treatment Disparities,”* Rene Bowser
2. *“The Meaning of Race in Health Care and Research,”* Cathy Tashiro
3. *“The Many Costs of White Racism,”* Joe Feagin

4. *“Structural Violence and Racial Disparity in HIV Transmission,”* Sandra D. Lane, et al.

## 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

## 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

## 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

## Racial Healing

1. *“A 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 Gusow
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

## 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

## The Embedded Nature of Race

1. *"Racist America: Racist Ideology as a Social Force,"* Joe Feagin
2. *"The Embedded Nature of Race,"* James Jones
3. *"Racial Formation: Understanding Race and Racism in the Post-Civil Rights Era,"* Michael Omi and Howard Winant
4. *"Racial Attitudes and Relations at the Close of the Twentieth Century,"* Lawrence D. Bobo
5. *"Re-Thinking Racism: Towards a Structural Interpretation,"* Eduardo Bonilla-Silva
6. *"Structural Racism: Building Upon the Insights of John Calmore,"* John A. Powell
7. *"Whites' Racial Policy Attitudes in the Twenty-First Century: The Continuing Significance of Racial Resentment,"* Steven A. Tuch and Michael Hughes
8. *"The Sweet Enchantment of Color-Blind Racism in Obamerica,"* Eduardo Bonilla-Silva and David Dietrich
9. *"The 'Obama Effect' and White Racial Attitudes,"* Susan Welch and Lee Sigelman

10. *“When Is Affirmative Action Fair? On Grievous Harms and Public Remedies,”* Ira Katznelson

## The Media and Race

1. *“The Potential Role of the Mass Media in Deconstructing Racism,”* Robert Ferguson
2. *“Still Killing Mockingbirds: Narrative of Race and Innocence in Hollywood’s Depiction of the White Messiah Lawyer,”* Wendy Leo Moore and Jennifer Pierce
3. *“As Seen on TV: An Autoethnographic Reflection on Race and Reality Television,”* Robin M. Boylom
4. *“Young Men of Color in the Media: Images and Impacts,”* Robert M. Entman
5. *“Prime Suspects: The Influence of Local Television News on the Viewing Public,”* Franklin D. Gilliam, Jr., and Shanto Iyengar

## Wealth and Race

1. *“Black Wealth/White Wealth: Wealth Inequality Trends,”* Melvin L. Oliver and Thomas M. Shapiro
2. *“From Credit Denial to Predatory Lending: The Challenge of Sustaining Minority Home Ownership,”* Kathleen C. Engel and Patricia A. McCoy
3. *“African Americans and Homeownership: Separate and Unequal, 1940?2006,”* Wilhelmina Leigh and Danielle Huff
4. *“Asset Building: Explaining the Racial/Ethnic Wealth Gap,”* Wilhelmina A. Leigh and Anna L. Wheatley

## 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

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