ICARE is a new collaborative aimed at increasing the capacity of legal advocates to advance racial equity and address inequities. Members include staff from the Sargent Shriver National Center on Poverty Law, Land of Lincoln Legal Assistance Foundation, L.A.F., Prairie State Legal Services and Chicago Lawyers Committee for Civil Rights.

ICARE's activities include organizing training events, collecting resources, and convening ongoing information sharing that will offer both substantive knowledge and practical strategies. We are pleased to offer you this toolkit; we hope you will use it as you begin your race equity work.
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Why do racial disparities in wealth, income, health, education, and in myriad other measures of social welfare, persist in the United States, despite the fact that segregated schools and racial discrimination in employment, housing, government programs, and public accommodation were outlawed many years ago? Why do large numbers of people of color still live in hyper-segregated communities despite fair housing laws? Why do these patterns persist even though most people state that they do not hold racist views?

Structural racialization is a theory that helps us to understand these phenomena. Structural racialization posits that these conditions perpetuate themselves, and that they do so, not as the result of present racist intent, but rather as the result of the cumulative impact of systems and structures that have been in place for many years.

Professor John Powell, Director of the Haas Institute for a Fair and Inclusive Society at the University of California, Berkeley, is one of the foremost writers on structural racialization. He explains that the term “racialization” is chosen over the term “racism” because these disparities persist in the absence of overt racism and that they cannot be overcome merely by ensuring that public policies are race-neutral. Powell writes: “the most deleterious racial effects in the US today come from the interactions of institutions and structures along with social bias, rather than from individual prejudicial intent”

Structural racialization theory argues that these patterns of disparate wealth, education, and so on are self-perpetuating patterns. For example, wealthy families are able to pass wealth to their children and the children are able to invest that wealth to gain more wealth; conversely, those at the lowest income levels have no savings to invest and often rely on expensive credit to meet basic needs, perpetuating their lack of wealth. The cliché “the rich get richer and the poor get poorer” is in fact the reality.

Structural racialization theory explains the inextricable link between location and opportunity. John Powell writes, “Where one lives affects educational opportunities, job opportunities, wealth creation, health risks, access to public services, and investment by public and private investors.” Without access
to good schools and good jobs, all but the most extraordinary or most lucky residents living in the poorest and most segregated areas are destined to stay there.

“Race neutral” policies reinforce this disparity of opportunity. For example, school funding based on the local tax base may be facially race neutral but the result of that policy is that poor areas have poorly-funded schools.

Federal housing policy in the post-war years provided housing loans to Whites but not Blacks, and not in areas with Black residents, driving housing segregation, which present anti-discrimination laws have proven ineffective to undo. Thus the original racist motive persists in racial impact.

Structural racialization theory draws upon the ideas of implicit bias and systems thinking. It recognizes that everything is both cause and effect. Underfunded inner-city schools result in poor performance by children of color; in turn this reinforces resistance to school integration by families in better-performing schools, who fear that including such children will lower the lower the quality of their own schools. Similarly, lack of access to AP courses limits the college options for these children and prevents them from breaking out of the cycle of poverty. Structural racialization means that myths are reinforced – e.g. segregation is bad for our neighborhood – and thus interferes with effective efforts to end racial disparities. Understanding all of these dynamics is essential for ending racial inequities.
What is Framing

Framing is a subtle yet powerful communications strategy with broad applications. Framing uses the understanding of how the brain works to process information, and prompts certain analytic frames through which facts are sorted.

Frames are a small set of internalized concepts and values, essentially networks of unconscious associations, mapped onto our brains by experience. Frames are dynamic, their strength depends on how often and how strongly they are reinforced or challenged, consciously or unconsciously. In essence, framing theory suggests that how something is presented to the audience influences the choices people make about how to process that information.

Effective framing crafts a message in a way to best achieve an advocacy outcome. The way you frame a message may differ based on the audience you are targeting.

Why is Framing Important

Framing is more than rhetoric. Framing is critical in racial justice advocacy because it leads the listener/viewer/reader almost inevitably towards the conclusion that is desired by the framer, and blocks consideration of other facts and interpretations of the information presented. We know that most of our decision making is the result of unconscious thought. So reframing is important in the context of race where cognitive science shows that harmful racial stereotypes lead to unconscious bias that appears in the subtext of discussions on race. Framing is an important communication strategy to consider when presenting policy, promoting initiatives and/or advocating for a cause because it can help to counter implicit biases among the audience.

For example, in a Gallup poll conducted to gauge support of the new health care law, participants were asked whether they supported the Affordable Care Act, or whether they supported Obamacare. The results showed that the public opinion on the law was affected by the frame used to identify it. The poll showed that 45% of respondents approved of the ACA, whereas only 38% approved of Obamacare. In addition, 49% of those polled disapproved of the ACA, and 54% disapproved of Obamacare. The Obama administration’s decision to shift the label to the Affordable Care Act and avoid using the term Obamacare is a branding strategy that works in the administration’s interest. ¹

Framing Tips

To improve your communication strategy start by thinking about your audience, focusing the message to reinforce the support from the allies and champions, persuading those on the fence, and minimizing the effect of those strongly opposed to your

¹ http://www.csmonitor.com/USA/Politics/Decoder/2013/1129/Obamacare-vs.-Affordable-Care-Act-Does-the-name-matter
position. To do this, use the following messaging strategies.

Lead with Shared Values, invoke deeply embedded American values, and explain how these values are structurally derailed in minority communities.

Tell a Systemic Story- show where systems we all rely upon break down.

Offer Solutions- be specific about how the systemic breakdowns can be fixed.

Avoid Mythbusting- even talking about inaccurate frames just serves to reinforce them.

Craft the Message using the “VPSA” format:

Value at stake- Why should the audience care?

Problem- Document and describe it

Solution- Give a real solution to avoid compassion fatigue

Action- Give a concrete step that the audience can take to move towards the solution.


In a post-Civil Rights Era where more than 85% of all Americans consider themselves to be unprejudiced, how does one explain the prevalence of racialized outcomes? IMPLICIT BIAS.

What is Implicit Bias?
Social behavior is usually seen as operating by the express will of the actor; however, considerable evidence indicates that social behavior is often a product of implicit or unconscious attitudes that develop over the course of a lifetime. Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Unlike explicit bias, or overt racism, implicit bases are often activated without individual awareness or control. They are not easily accessible through introspection and may not align with our stated beliefs.

How does it form?
Neuroscience and the study of implicit bias help us to understand how our brain influences our behavior. According to Dr. Timothy Wilson, the unconscious mind plays an influential role in controlling our actions. The human brain can perceive up to 11 million pieces of information at any moment, but we are only consciously aware of 40 of these. Information is quickly processed and sorted into schemas, or categories, that we subconsciously use to interpret the world around us. Once a schema is formed, meanings that we associate with the category become associated with the information housed there. For example, if images of fire, spiders, snakes, and Africans Americans are unconsciously stored in Freddy’s fear schema, Freddy will experience feelings of threat when confronted with a fire, spider, snake, or African American.

Research has shown that specific areas of the brain, called amygdalae, activate when we feel fear, threat, anxiety and distrust. People with diagnosed phobias have significantly higher levels of amygdala activation when viewing images related to the phobia. A 2000 study revealed a sharp increase in amygdala activation for Caucasian participants viewing African American male faces. Later studies expanded upon this finding by identifying similar amygdala activity for African Americans viewing African American male faces and greater levels of amygdala activation across skin tones, with dark skin tones provoking greater levels of activity than lighter ones.
Emotional responses sparked by amygdala activation occur rapidly. So, by the time we have the opportunity to become consciously aware of individuals in our environment, unconscious feelings and attitudes associated with characteristics of the individual have already been activated within us.

Implicit bias not only affects individual judgment. Biases that are allowed to persist unconsciously shape our society and are reflected in our policies and institutional structures. Many studies have found implicit biases at work across many American systems: criminal justice, employment, housing, healthcare, etc. When race and implicit bias operate with structural racialization, segments of the population experience barriers to opportunities to basic needs.

“If Scientist could scan our brains when we see spiders or snakes, they would see that the area of our brains that focus on fear, threat, anxiety and distrust is triggered or, as neuroscientists says, ‘activates.’ Suppose scientists scanned the brains of people with unconscious or implicit biases towards African Americans. Would they also see that part of our brains activate?” Kimberly Papillon, The Hard Science of Civil Rights: How Neuroscience Changes the Conversation.
Ally - Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways.

Cultural Racism – Cultural racism refers to representations, messages and stories conveying the idea that behaviors and values associated with white people or “whiteness” are automatically “better” or more “normal” than those associated with other racially defined groups. Cultural racism influences collective beliefs about what constitutes appropriate behavior, what is seen as beautiful, and the value placed on various forms of expression.

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

Diversity - Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from one another. It is all-inclusive and recognizes everyone and every group as part of the diversity that would be valued. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term “diversity” is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

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

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.

Implicit Bias - Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals’ attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals’ stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. The Implicit Association Test (IAT) is often used to measure implicit biases with regard to race, gender, sexual orientation, age, religion, and other topics.

Individual Racism - Individual racism refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism. Individual racism can be deliberate, or the individual may act to perpetuate or support racism without knowing that is what he or she is doing.

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.

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.
Interpersonal Racism - Interpersonal racism occurs between individuals. Once we bring our private beliefs into our interaction with others, racism is now in the interpersonal realm.

Oppression – Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

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.

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 often deny they have privilege even when evidence of differential benefit is obvious. Privilege is usually invisible to those who have it because we’re taught not to see it, but nevertheless it puts them at an advantage over those who do not have it.

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 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.

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.

Structural Racialization - Structural racialization connotes the dynamic process that creates cumulative and durable inequalities based on race. Interactions between individuals are shaped by and reflect underlying and often hidden structures that shape biases and create disparate outcomes even in the absence of racist actors or racist intentions. The presence of structural racialization is evidenced by consistent differences in outcomes in education attainment, family wealth and even life span.

Structural Racism - The normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric.

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. → Structural White Privilege: A system of white domination that creates and maintains belief systems that make current racial advantages and disadvantages seem normal. The system includes powerful incentives for maintaining white privilege and its consequences, and powerful negative consequences for trying to interrupt white privilege or reduce its consequences in meaningful ways. The system includes internal and external manifestations at the individual, interpersonal, cultural and institutional levels.
Implicit Bias

An Introduction to the Science of Decision Making

What is Implicit Bias
What is Implicit Bias?

Attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner

- Implicit: unknown or unspoken preference
- Bias: tendency to act in a certain way
- When a person is unaware that she favors one thing over another and her behavior is affected accordingly.

Implicit Bias is...

- Implicit or unconscious
- Can be favorable or unfavorable
- Automatic/involuntary
- Pervasive
- Can be at odds with our conscious beliefs and values
What Implicit Bias is Not

- **Stereotype** - is a belief that characterizes people based merely on their group membership. (ex: women are bad drivers)

- **Prejudice** - is an unjustified or incorrect attitude (usually negative) towards an individual based solely on the individual's group membership

  ----When a person acts on their prejudice it becomes

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

Understanding Implicit Bias
Cognitive Science

- Examines the ways in which the brain perceives, interprets, sorts, associates and recalls information.

- The process affects the way we analyze information and our approach to problem solving.

The Role of the Unconscious Mind

- The human brain can take in 11 million pieces of information in any one second.

- We’re only consciously aware of maybe 40 of these - at best.
Reacting Before We Realize It

- Subconscious mind uses 3 major processes to make sense of millions of bits of information that we perceive.

- Together, these processes add up to schemas or frames thru which our brains help us understand & navigate the world.

Importance of Schemas

- To survive in the world every day, we must process thousands of bits of information at once

- Brain uses schemas to identify “like” things and group them all together

- For example the brain can identify these are all chairs
Can There be Dissonance Between Conscious and Subconscious Mind?

- Yes, many examples demonstrate that the subconscious can act in opposition to the conscious mind

- Test it out with the following examples

Say out loud the color of each word you see. Do not read the word. Only speak the name of the color.
The Subconscious also Supplies Missing Information

- Can you read this?
- You are not reading this.
- What are you reading?

We All Have Biases...

- We use schemas to organize & process
  - Helpful in some cases, but can lead to discriminatory behaviors in others
- Preference for certain groups
  - Positive or negative
  - Conscious or unconscious
- Implicit and explicit biases
  - Implicit bias does not always mean explicit bias
Where Does This Leave Us?

- We all have implicit bias that can affect our behaviors and understanding.
- We have conscious control of only a small part of our brains processes.
- This explains inconsistencies between conscious attitudes and behavior.
- Because these attitudes – unrecognized on the conscious level but powerful at the unconscious level – influence our choices and decisions.

Implicit Bias in Action
Implicit Bias in Healthcare

- One study used identical case examples to examine how pediatricians’ implicit racial attitudes affect treatment recommendations for four common pediatric conditions.

- As pediatricians’ pro-White implicit biases increased, they were more likely to prescribe painkillers for subjects who were White as opposed to Black patients.

Implicit Bias in Education

- Studies have found statistically significant results that teachers hold lower expectations for non-White children compared to White children.

- Due to the phenomenon whereby higher expectations lead to an increase in performance and lower expectations lead to a decrease in performance; this negatively affects outcomes in educations.
Implicit Bias in Housing

- A 2013 study by the US Dept. of Housing and Urban Development found that
  - Among those seeking to rent, Black, Hispanic, and Asian renters all were both told about and shown fewer housing units than equally qualified White renters.
  
  - Among prospective homebuyers, Black and Asian homebuyers were both told about and shown fewer houses than equally qualified Whites.

Implicit Bias in Hiring Practices

- In-group bias: People who are “one of us” are favored compared to those in the outgroup—those that are different from ourselves.
  
  - In employment, it can compel people to favor those who are most similar, leading to a tendency for bosses/HR to hire, promote, esteem those whose attributes and qualities align with their own.

- Researchers responded to 1,300 help-wanted ads in Chicago and Boston.
  
  - White-sounding names received 50% more callbacks for interviews than African American-sounding names.
Potential Biases Go Beyond Race

- Biases against homeless individuals
- Biases against single parents
- Biases against welfare recipients
- Biases against adults with disabilities
- Biases in favor of landlords as business owners

De-Biasing Techniques
Current Debiasing Techniques

- Understanding bias through implicit association tests
- Raise awareness of implicit bias
- Hire and maintain diverse staff
- Counter stereotype training
- Deliberative processing

Implicit Association Test (IAT)

- IATs measures our association of two different concepts
- Functions like a test, asks the user to complete a task → Associates characteristics with a positive or negative feeling
- Lends greater validity than explicit self-reports on socially sensitive topics
- Take IAT tests here: https://implicit.harvard.edu
Implicit Bias Awareness

- Debias through education and awareness
  - Implicit bias & preference, cognitive dissonance, etc.
- Encourage & make time for taking IATs
  - Create safe space for voluntary discussion of results and socially sensitive issues
- Start early and create a positive posture
  - Avoid accusatory tones and negative associations

Hire and Maintain Diverse Staff

- Cultivate a diverse applicant pool
  - Review current recruitment efforts
  - Provide internship and fellowship opportunities
- Review hiring practices
  - Set and commit to criteria that counters unintended biases toward a particular group
  - Retain staff through inclusivity & acceptance
  - Internships and collaborations as short term interventions.
Hiring Practices (cont.)

- Individuals involved in hiring decisions must be aware of discrepancies between conscious ideals, and unconscious automatic bias
- Review resume/interview process
  - A unified structured procedure of rating candidates
  - Multiple interviewers
  - Videotaping interviews
  - Avoid asking for a “gut response” or “first impression” about the candidates as this is going to rely heavily on implicit processes
  - Take your time - time pressure/quick decisions can be a condition leading to reliance on implicit bias

Hiring Practices (cont.)

- Recognize our own biases (through IATs)
- Reframe the conversation to focus on respect and fair treatment for all to examine each step of employment process - from screening resumes, to termination to look for places where implicit bias can slip in
- Implement anonymous 3rd party complaint channels for unconscious bias concerns to be aired
- Do a resume study to assess whether race and gender cues lead to unequal assessment of equivalent resumes
Hiring Practice (cont.)

- Use the study to reassign points based on earned accomplishments vs. accidents of birth—e.g., points off for unpaid internships, add points for putting oneself through college

- Identify, collaborate with and support effective programs that increase diversity in the pipeline

Counter Stereotype Training

- Debias through initial and ongoing trainings
  - Central goal → to develop new, positive associations, increase your schema

- Discuss role of context in stereotype formation
  - Challenge staff to recognize stereotype activation and work on preconscious control
  - Create space to challenge perceiver to deal with stereotype-inconsistent information & discuss results
Counter Stereotype Training (cont.)

- Use debiasing agents to decrease automatic preference
  - Show ordinary people in counter stereotypical settings to activate favorable schemas
  - Make debiasing agents the norm, not the exception
- Create inclusive, positive work environment
  - Exposure promotes favorable imagery activation
  - Evaluate decor, accessibility, literature/media pieces

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Counter Stereotype Training (cont.)

- Other examples of ordinary people in counter stereotypical settings
  - George, like you
  - Is married
  - Loves funny posts about Science Fiction
  - Reviews his purchases at Amazon.com
Deliberative Processing

- Allow time for useful processing
  - Reduce cognitive load by slowing down
  - Train decision makers to self-check for bias before and during decision making process
- Create checklists that commit to unbiased decision making
  - Unchecked decision allow for spontaneous judgment = reliance on implicit bias
- Review procedural and organizational behavior
  - Review Formal and informal internal policies
  - Examine decision maker's actions
FLASHCARDS: INTRODUCTION

In the flashcards that follow you’ll find quick messaging guidance on a range of issues. Tear them out, take them to an interview, or create your own personalized set based on the issues you’re talking about. For the rationale behind the guidance included here, take a few moments to read through the first part of this toolkit. For the research behind the guidance, we’ve posted anything that’s publicly available on our website.

These are the first of a series of flashcards that we’ll be producing on a range of opportunity issues. They’ll all be available for downloading on our website, so check back often.

WWW.OPPORTUNITYAGENDA.ORG
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<td><strong>Problem</strong></td>
<td>Document and describe.</td>
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<td><strong>Solution</strong></td>
<td>Avoid compassion fatigue.</td>
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<td><strong>Action</strong></td>
<td>What can your audience concretely do?</td>
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**Messaging Notes**

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**CORE MESSAGE:** Americans value diversity, inclusion, and opportunity for all. We understand that the energy, ideas, culture, and spirit of new Americans is part of what makes us who we are—and who we will become. We need to ensure that newcomers have what they need to participate, contribute, and succeed.

- **Use three core themes:** commonsense, values and moving forward together.
- **Lead with values.** Opportunity, equality, inclusion, diversity. Connect immigrants to the values you highlight. Emphasize the values that immigrant Americans and other residents share—family, work, community. Assert that values make someone an American, not where they come from or what they look like.
- **Avoid “us” and “them” distinctions.** When talking about immigrants, try to talk about all aspects of who they are beyond simply immigrant designation: workers, business owners, mothers, neighbors.

- **Use “integration” with care.** When communicating to general audiences, it’s better to resist the temptation to use shorthand and to explain instead the programs and principles the term stands for in full.

**VALUE**

This country is known around the world as a land of opportunity, and immigrant communities contribute much to that reputation and to our success.

**PROBLEM**

However, we often leave these communities high and dry when we consider the policies and services our communities need.

**SOLUTION**

It’s important to remember that two-way street when it comes to investing in our communities. We’re all better off when new immigrants are set up to succeed and when they can attend English classes, get small business loans, and start on the road to citizenship. All of this adds up to a reinvigorated economy with confident, educated consumers, contributing diverse viewpoints and cultures to our unique region.

**ACTION**

Support immigrant-friendly policies in your community.
ECONOMIC OPPORTUNITY
HOME OPPORTUNITY

CORE MESSAGE: A decent home for our families and ourselves is central to the American promise of opportunity, a source of security and pride. The chance to own a home we can afford, under fair terms, is a fundamental part of the American Dream. Rebuilding that dream is in our national interest and crucial to our economic recovery.

USE AN OVERARCHING CORE NARRATIVE to tell the story of “home opportunity” in different ways. The narrative has five basic elements:

- **Values.** Opportunity, economic security, the common good.
- **The real causes.** Emphasize that the prime causes of the foreclosure crisis were abuses by lenders and Wall Street and inadequate rules and enforcement.
- **Shared harms.** This fallout is undermining the economic security of families and the stability of communities and is deepening inequality throughout our country. That hurts all of us.

**VALUE**
America is a nation of values, founded on an idea—that all men and women are created equal. So how we treat new immigrants reflects our commitment to the values that define us as Americans.

**PROBLEM**
But everyone agrees that the current patchwork of policies and programs is mismanaged and broken, and it breaks up families. That’s not what this country stands for.

**SOLUTION**
America deserves a commonsense immigration process, one that includes a roadmap for New Americans who aspire to be citizens.

**ACTION**
We live in a democracy where we have the power and responsibility to change flawed policies. Your member of Congress needs to hear your voice: Reform our immigration policies now.
HUMAN RIGHTS IN THE UNITED STATES

CORE MESSAGE: It is better for everyone to live in a society that pays attention to human rights, rather than one that ignores human rights.

- **Lead with values.** Fairness, dignity, opportunity, and references to America’s founding principles. Connect human rights issues to these values, drawing particularly on American experiences and history and our continuing struggle to make our founding ideals a reality.

- **Start conversations with the goal—upholding human rights—rather than the process.** U.S. audiences have almost no knowledge of treaties and mechanisms and care less about their existence than they do about the conditions these vehicles are meant to address.

- **Understand concerns around the role of government.** It’s important to express government’s role in terms of “protecting” instead of “providing” rights and to point out cases in which the government has successfully protected social and economic rights, such as with Social Security and Medicare.

Our nation was founded on the idea that we all have basic rights. American leadership in the drafting of the Universal Declaration of Human Rights is a reminder of how central this notion of rights is to our national values.

But it also reminds us that we have a long way to go to uphold these rights for everyone here. The Universal Declaration talks about health care, housing, freedom from torture, and our right to privacy, among other things. Many of these basic rights are in growing jeopardy, with Wall Street’s mismanagement and greed forcing millions out of their homes and with policies that condone torture and invade our privacy.

Let’s return to a nation that strives to respect and protect the rights all humans share, by working together to pass legislation that further protects our life, liberty, and chance at fulfilling the American Dream. In turning the tide, we can return to important documents like the Universal Declaration that remind us of what kind of country we really want to be.

CORE MESSAGE: Due process is a human right central to our Constitution and to the American justice system. American values of justice and fairness stand strong only when we uphold the human right to due process.

- **Lead with values:** Fairness, equal treatment, America’s founding principles. Assert that the United States should *uphold due process in order to stand up for American values*. Focus on the goal of protecting due process over the goal of protecting the rights of specific groups.
- **Emphasize due process as central to the credibility of our justice system.** Highlight the idea that once we start denying rights for one individual or type of people, it puts all individuals’ rights at risk.
- **Include key information about how the current system denies due process rights.** Audiences are not aware of how our laws violate due process, and some people have a hard time believing that this could be happening.
- **In addition to being against rights abuses,** talk about the fair processes you are for and that uphold our values.

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**VALUE**
Fair treatment in our justice system is a basic American right. The Constitution is clear that everyone here deserves access to lawyers, a day in court, and fair treatment.

**PROBLEM**
But our criminal justice system does not treat everyone fairly, including many of the immigrants who encounter it. Even if you’ve lived here for years, you can be deported if you’ve been accused of a low-level offense like shoplifting. Our criminal justice system bans many immigrants from access to lawyers, and detains thousands for indefinite amounts of time without hearings. There’s no question that we all should be held accountable for our actions, but removal from the country or indefinite detention is a clear example of the punishment simply not fitting the crime.

**SOLUTION**
We need to re-examine how our justice systems treat everyone here, and align them with the values we hold dear. We need fair systems that ensure we don’t punish people without a hearing or access to lawyers. Those rights are central to our values.

**ACTION**
Join our campaign to restore due process to its rightful place in our justice system.
RACIAL JUSTICE
RACIAL EQUITY AND INCLUSION

CORE MESSAGE: Equal opportunity is a basic American value and protecting it benefits everyone in our country. Despite the progress we've made as a nation, opportunity is not yet equal across different racial and ethnic groups, with some communities facing steep and unequal obstacles. We all have a stake in removing those barriers to protect our values and move our country forward.

- **Lead with shared values:** Opportunity, equality, the common good.
- **Show that it’s about all of us.** Remind audiences that racial equity is not just about people of color; achieving racial equity upholds our values and benefits our entire society.
  
  Federal regulators allowed predatory subprime lenders to target communities of color, only to see that practice spread across communities, putting our entire economy at risk.

- **Over-document the barriers to equal opportunity—especially racial bias.** Don’t lead with evidence of unequal outcomes alone—which can sometimes reinforce stereotypes and blame. Ample document how people of color frequently face stiff and unequal barriers to opportunity.

**DON’T** begin by discussing the income gap between whites and African Americans; DO lead with facts like the 2003 California study that found that employment agencies preferred less qualified white applicants to more qualified African Americans.²

- **Acknowledge the progress we’ve made.** This helps to persuade skeptical audiences to lower their defenses and have a reasoned discussion rooted in reality rather than rhetoric.

- **Present data on racial disparities through a contribution model instead of just a deficit model.** When we present evidence of unequal outcomes, we should make every effort to show how closing those gaps will benefit society as a whole.

  The fact that the Latino college graduation rate is 32 percent of the white rate³ also means that closing the ethnic graduation gap would result in over one million more college graduates each year⁴ to help America compete and prosper in a global economy—it’s the smart thing to do as well as the right thing to do.

- **Be thematic instead of episodic.** Select stories that demonstrate institutional or systemic causes over stories that highlight individual action.

- **Use Opportunity as a bridge, not a bypass.** Opening conversations with the ideal of Opportunity helps to emphasize society’s role in affording a fair chance to everyone. But starting conversations there does not mean avoiding discussions of race. We suggest bridging from the value of Opportunity to the roles of racial equity and inclusion in fulfilling that value for all.


⁴ This calculation is based on the premise that the Latino population ages 25 to 29 would be graduating college at the 2008 white rate of 37 percent, as opposed to the 2008 Latino rate of 12.4 percent.
RACIAL JUSTICE
RACIAL PROFILING

CORE MESSAGE: Racial profiling violates human rights as well as our American values of fairness and justice. It’s a flawed policing strategy that hurts communities and, most importantly, threatens our values.

- Lead with values: Equal justice, fair treatment, freedom from discrimination, public safety and accountability.
- Define the term and explain that racial profiling is based on stereotypes and not evidence. Explain why racial profiling is not an effective police tool, and counter those who believe racial profiling may be acceptable if it somehow keeps communities safe.
- Explain why profiling harms us all, it threatens our national values of fairness and equal justice, and harms Americans who are wrongly detained, arrested, or injured by law enforcement.
- Move beyond denouncing racial profiling alone and also highlight positive solutions and alternatives that ensure equal justice and protect public safety.

- Offer multiple real-life examples. The idea of racial profiling is theoretical for some audiences. It’s important to provide multiple examples that include “unexpected” people of color—e.g., business people, faith leaders, honor students—who’ve been wrongly stopped.

VALUE
PROBLEM
To work for all of us, our justice system depends on equal treatment and investigations based on evidence, not stereotypes or bias.

But, too often, police departments use racial profiling, which is singling people out because of their race or accent, instead of based on evidence of wrongdoing. That’s against our national values, endangers our young people, and reduces public safety.

SOLUTION
ACTION
Law enforcement officers need clear rules and proper training to avoid racial profiling and focus on evidence and public safety.

Pick up the phone and tell your members of Congress to pass the End Racial Profiling Act and to support proper training and rules for police departments.
RACIAL JUSTICE
AFFIRMATIVE ACTION

CORE MESSAGE: Focus on three main messages.

• Expanding opportunity. It's in our interest to see that talented students from all backgrounds get a close look and a fair shot at overcoming obstacles to educational opportunity.

• The benefits of diversity. Learning with people from different backgrounds and perspectives benefits all students, our workforce, and our country as a whole.

• Our national interest. Fostering educational diversity and greater opportunity is critical to our nation’s future in a global economy and an increasingly interconnected world.

➤ Labels matter. The language of “equal opportunity” is much more effective for us in describing the programs we’re defending than terms like “racial preferences” or “quotas.” The term “affirmative action” enjoys mixed support.

➤ Tell your story, not theirs. Proactively tell your own story. “Affirmative action helps to maintain visibly open pathways to opportunity for students from a range of backgrounds. We know it works because of the improved success of all students who’ve benefitted from diverse classrooms and campuses.” Avoid repeating stereotypes about “unqualified” applicants.

This guidance was prepared in collaboration with the American Values Institute, The Leadership Conference on Civil and Human Rights, and the NAACP Legal Defense and Educational Fund.

VALUE
PROBLEM
Keeping the ladder of opportunity sturdy for everyone in our country is crucial to America’s future and to a lasting economic recovery.

Despite the progress we’ve made toward equal opportunity for all, far too many Americans are unplugged from decent jobs, fair mortgage lending, or a shot at running a business. For instance, women in our state earn just 77¢ for every dollar that men earn, and women of color earn only 66¢ per dollar. That’s bad for our economy, and contrary to our national values.

SOLUTION
Modest programs that promote equal opportunity are one important tool for ensuring that all communities have a chance to achieve economic security and contribute to our state’s economy. We must preserve these policies while at the same time pursuing others that advance our shared prosperity, like small business counseling, student aid, and worker training.

ACTION
Host a community meeting or write a letter to the editor supporting strong equal opportunity protections.
RACIAL JUSTICE
TALKING ABOUT BLACK MEN AND BOYS

- **Lead with values.** Expanding Opportunity for All and Community, that we all have a stake in each other’s success.
- **Lift up systemic causes.** Explain the role of systems and structures that are obstacles to opportunity to help people see beyond “personal responsibility” and individual bigotry as the sole causes of inequality.
- **Highlight clear, concrete solutions** to help overcome “problem fatigue” and build support for change.
- **Acknowledge the progress that black males have made in American society,** while documenting the persistent challenges that remain. Doing so helps persuadable audiences to “hear” evidence of discrimination and unequal circumstances.
- **Avoid leading with historical appeals,** which may lose persuadable audiences. Unless you have a receptive audience and enough time for detailed discussion, these arguments are unlikely to persuade in the short-term.
- **Avoid framing the debate in “us vs. them” terms,** which tends to turn off audiences of all races and ethnicities and increase opposition to reforms. Instead, focus on our shared goals and values and how we all win when opportunity is expanded.

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**VALUE**

Our future depends on educational opportunity for all children in our community. Access to quality schools with well-trained teachers and adequate resources is crucial to helping kids succeed and contribute fully as adults.

**PROBLEM**

Unfortunately, our schools are falling short of standard, and African-American boys face particularly high obstacles to educational opportunity. In our school systems today, black boys are disproportionately suspended and expelled, often for minor behavior that in-school approaches could address. Too often, these educational decisions are based on stereotypes and over-reaction instead of best practices and valuing the potential of all children.

**SOLUTION**

Some school districts are adopting more productive policies that expand the opportunity of all kids to learn. Under a new Arkansas law, for example, the state Department of Education will submit a report each year to the State Board of Education with district-level data on suspensions, expulsions, and referrals to law enforcement, and the Department will provide districts with strategies and resources for implementing positive discipline policies that keep kids in school.

**ACTION**

Our Parent Teacher Association should push the Board of Education to adopt best practices like those in Arkansas that prioritize education for all children.
ECONOMIC OPPORTUNITY
AN ECONOMY THAT WORKS FOR ALL

CORE MESSAGE: We need an economy that works for everyone, where the roadmap to opportunity is clear and available to all. The middle class is the engine of our economy and most people’s best shot at real opportunity. But it doesn’t happen by accident. A strong and growing middle class is the result of decisions we make together to build an economy that is fair and equitable.

- **Lead with values:** Opportunity and equality, community and the common good, economic security and mobility.
- **Paint the picture of what a successful economy looks like:** Fair, equitable, a strong and expanding middle class, good jobs, and affordable education.

- **Clearly state the economic and political obstacles.** Working and middle-class families struggle while economic inequality grows. Our political system is too influenced by money over people.
- **Talk about solutions and a positive role for government.** Our economy—and the middle class—don’t happen on their own. They are the result of decisions we make together through our government.
- **Call people to action.** Remind them that we are fighting together for an America that works for all of us. Then point out concrete ways that people can work toward this.

For more information and background on a “Progressive Economic Narrative,” go to: [http://educationfund.usaction.org/pen/the-narrative/](http://educationfund.usaction.org/pen/the-narrative/).
# Racial Justice Assessment Tool

**Directions:** For each question, choose one of the following:

- **Red Light:** Our organization has not gone there
- **Yellow Light:** Our organization has started conversations about this or taken some first steps
- **Green Light:** Our organization is fully on board

| Program |
|--------------------------|------------------|------------------|
| 1) Does the organization analyze the comprehensive needs of people of color (POC) within your geographic area as a part of programming assessment, planning, and implementation? | Red Light | Yellow Light | Green Light |
| 2) Do you have specific criteria for issue identification and campaign development that elevates Racial Justice issues? | | | |
| 3) Does the organization set goals for Racial Justice across program areas that seek to name and address racial disparities and harms? | | | |
| 4) Does the organization advocate and support the inclusion of Racial Justice issues when working in coalitions? | | | |
| 5) Do you have metrics, benchmarks, and indicators for measuring the organization’s success? | | | |

| Power |
|--------------------------|------------------|------------------|
| 1) Does the organization have authentic and accountable relationships with POC individuals and organizations within the region that provide input into your programs and advocacy? | Red Light | Yellow Light | Green Light |
| 2) Does the organization have people of color as board members and director-level staff? | | | |
| 3) Are benchmarks around racial justice incorporated into the annual evaluation for the Executive Director? All employees? | | | |
| 4) Does the organization ensure a pipeline that seeks the leadership of POC leaders and organizations become decision-makers within your organization? | | | |
| 5) Does the organization raise adequate resources for its Racial Justice work? | | | |

| Policies |
|--------------------------|------------------|------------------|
| 1) Does the organization have anti-discrimination policies that explicitly prohibit harassment of POC members of the organization? | Red Light | Yellow Light | Green Light |
2) Is family defined in a way that supports all family formations, including those beyond “traditional” or “nuclear” families?

3) Does the organization use affirmative action in hiring processes?

4) Does the organization have benchmarks around leadership development and retention of people of color?

5) Do you periodically assess the disproportionate impact of organizational policies on staff and/or constituents of color?

### People

1) Do your staff and board reflect the full spectrum of POC communities within the region?

2) Are white people supported and evaluated in deepening knowledge and building skills around issues of white privilege and anti-racist organizing either within or outside the organization?

3) Does your organizational leadership have values-based relationships with POC leaders in the region that work towards building long term alliances?

4) Are people of color on staff supported in identifying and participating in leadership development opportunities?

5) Are staff, board, and leadership provided organizational space, time, resources, and structure to discuss and respond to issues of Racial Justice within and outside your organization?

### Culture

1) Are the full identities of people of color (sexual orientation, gender identity and expression, immigration status, ability status, age, languages spoken, etc.) recognized, respected, and taken into consideration in the development of organizational culture?

2) Are the staff and board trained in interrupting racism at organizational events and within the organization?

3) When the organization plans activities and events do you consistently consider basic needs like childcare, interpretation, food, proximity to transit lines, or time of day?

4) Is white culture treated as the norm? Are people of color expected to assimilate into the existing organizational culture?

5) Do you consistently communicate to your members, leaders, donors, and allies the Racial Justice values and work that you do?
ADDITIONAL TOOLS AND RESOURCES

Activity on Exploring the Impact of Skin Color
This resource hopes to be able to illustrate the different experiences participants may have based on the color of their skin and to provoke thinking and dialogue about the different experiences and perceptions.

 http://www.everyday-democracy.org/resources/activity-explore-impact-skin-color

This guide was putted together by the Government Alliance on Race and Equity (GARE), which is a national network of government working to achieve racial equity and advance opportunity for all. In this guide GARE gives an overall description of what racial equity is and why is important. It provides different techniques and tips to put ideas into action. The guides also give spotlight to states that are moving forward in racial equity with their practices.


Advancing the Mission: Tools For Equity, Diversity and Inclusion (2009)
This Toolkit offers encouragement to start where you can, and the hope that those efforts will persist until equity, diversity, and inclusion are all addressed as central to the work.


This guide, which was created by the Government Alliance on Race and Equity, gives an overview of what contracting for equity and how is important for the community. This guide discusses successful practices that have been used to advance racial equity in government contracting, consulting and procurement.


Grant Making with Racial Inequality Lens (December 14, 2012)
This guide was created by Grantcrafts in partnership with The Philanthropic Initiative for Racial Equity. This guide explains the importance of taking racial equity when writing grants.

 http://www.grantcraft.org/assets/content/resources/equity.pdf

Incorporating Racial Equity into Criminal Justice Reform (2014)
This briefing paper provides an overview of racial disparities in the criminal justice system and a framework for developing and implementing remedies for these disparities.


International Human Rights and U.S. Civil Rights Policy
The United States federal and state governments must undertake far-reaching structural reforms to comply with the International Convention on the Elimination of All Forms of Racial Discrimination (CERD) and eliminate racial disparities in health and health care.


KING COUNTY EQUITY IMPACT REVIEW TOOL (2010)
The Equity Impact Review (EIR) tool is both a process and a tool to identify, evaluate, and communicate the potential impact - both positive and negative - of a policy or program on equity.

The Nonprofits Integrating Community Engagement (NICE) Guide offers information, tools, case studies and other resources to help nonprofit groups develop core competencies on constituent and community engagement.

⇒ http://www.buildingmovement.org/reports/entry/NICE

Opportunity Agenda: Tools and Resources (2015)
The Opportunity Agenda uses research to craft compelling narratives and effective messages, while building the communication capacity of social justice leaders through training and resources. Toolkits available for use vary from communication toolkits to messaging pointers on various issue areas.

⇒ http://opportunityagenda.org/resources

Place Matters Blueprints to Action: Community Strategies to End Racism and Support Racial Healing
This document outlines some of the experiences of leaders working through the PLACE MATTERS initiative to create racially just and equitable communities as part of their broader work to eliminate racial and ethnic health inequities.


Racial equity toolkit was put together by the Government Alliance on Race and Equity (GARE). The toolkit is designed to integrate explicit consideration of racial equity in decisions, including policies, practices, programs, and budgets. The use of a racial equity tool can help to develop strategies and actions that reduce racial inequities and improve success for all groups.


Racial Equity Impact Assessment (2009)
Racial Equity Impact Assessment (REIA) was put together by The Center for Racial Justice Innovation. This assessment is a systematic examination of how different racial and ethnic groups will likely be affected by a proposed action or decision. The REIA can be a vital tool for preventing institutional racism and for identifying new options to remedy long-standing inequities.


This resource guide has been prepared by America Healing. It provides practical resources that will assist those community-based organizations engaged in the fields of healing, equity and inclusion, diversity and the elimination of structural racism.


Race to Equity Toolkit for Conversation (2013)
This toolkit offers facilitation assistance to school, faith, and community groups that want to discuss the data presented in the report and what steps they can take to narrow racial disparities in their organizations. Feel free to modify this toolkit in order to address the needs and priorities of your specific group.

⇒ http://www.ywcamadison.org/atf/cf/%7B2487BD0F-90C7-49BC-858D-CC50637ECE23%7D/Race-to-Equity_Discussion_Guide&Appendix-WEB.pdf

This guide provides a set of guiding questions to determine if existing and proposed policies, programs, and practices are likely to close the gap for specific racial disparities in the U.S.

Racial Equity: The Responsibility and Opportunity of Local Government
Discusses the importance of racial equity and analyzes the responsibility and opportunity for local government.

Racial Equity Toolkit to Assess Policies, Initiatives, Programs, and Budget Issues (2012)
The vision of the Seattle Race and Social Justice Initiative is to eliminate racial inequity in the community. To do this requires ending individual racism, institutional racism and structural racism. The Racial Equity Toolkit lays out a process and a set of questions to guide the development, implementation and evaluation of policies, initiatives, programs, and budget issues to address the impacts on racial equity.

Race, Power and Policy: Dismantling Structural Racism
This workbook builds upon decades of work that has been done and that continues to be done by countless organizers and leaders in the struggles for racial justice.
⇒ http://www.racialequitytools.org/resourcefiles/race_power_policy_workbook.pdf

This racial equity toolkit is designed to provide policymakers, advocates, and others with an easy-to-follow guide to applying a racial equity lens to any policy issue, using an approach that can be put to work in a wide variety of situations.

Race Equity and Inclusion Action Guide (2014)
The purpose of this guide is to add to the resources already created by partners who have been working in this field by demonstrating how a race equity lens can be adopted by foundations or other organizations that work directly with systems, technical assistance providers and communities.
⇒ http://www.aecf.org/m/resourcedoc/AECF_EmbracingEquity7Steps-2014.pdf

Ted Talk: Bryan Stevenson: We Need To Talk About an Injustice (2012)
Human rights lawyer Bryan Stevenson shares some hard truths about America’s justice system, starting with a massive imbalance along racial lines: a third of the country’s black male population has been incarcerated at some point in their lives.
⇒ http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice

Tool for Organizational Self-Assessment Related to Racial Equity (January 2014)
This is an organizational self-assessment to help organizations gather baseline data and information in order to self-identify areas for organizational change and improvement, including specific actions and targets that will lead to improved outcomes for children of color.

Youtube Video (2015)
An informational YouTube video, put together by the Urban Sustainability Directors Network that goes over what racial equity tools are and how to utilize them appropriately.
⇒ https://www.youtube.com/watch?v=P4yOV8apmlw