



*a racial equity initiative of  
the w.k. kellogg foundation*

# RACIAL EQUITY RESOURCE GUIDE



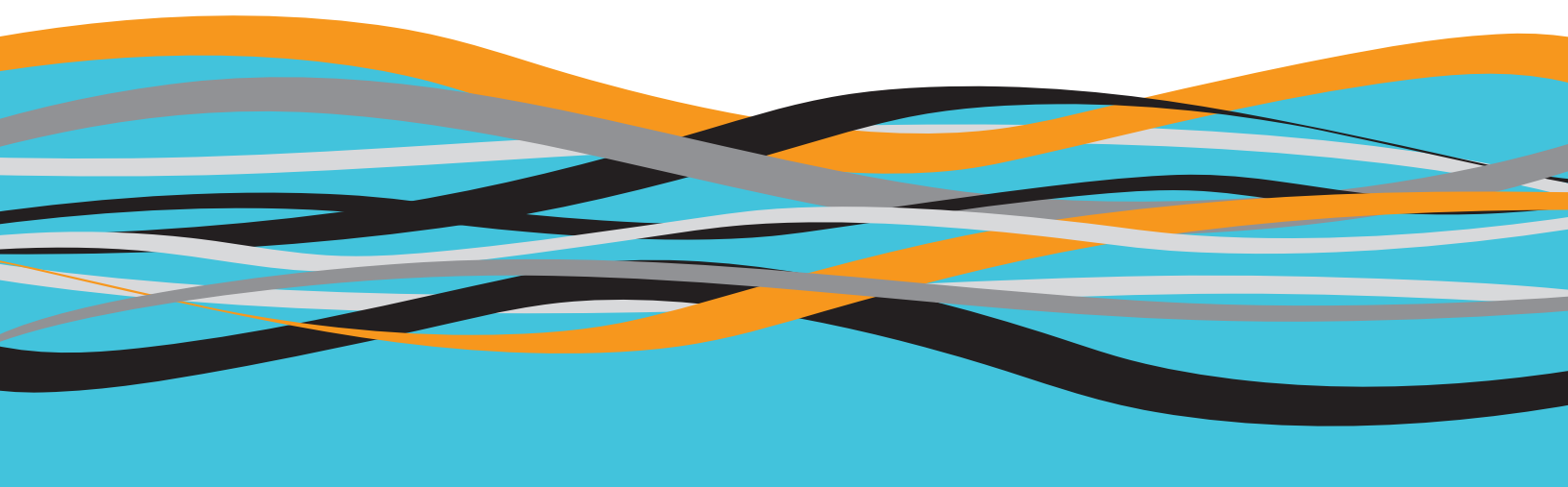
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# FOREWORD

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## TO THE AMERICA HEALING COMMUNITY,

When the W.K. Kellogg Foundation launched America Healing, we set for ourselves the task of building a community of practice for racial healing and equity. Based upon our firm belief that our greatest asset as a foundation is our network of grantees, we wanted to link together the many different organizations whose work we are now supporting as part of a broad collective to remove the racial barriers that limit opportunities for vulnerable children. Our intention is to ensure that our grantees and the broader community can connect with peers, expand their perceptions about possibilities for their work and deepen their understanding of key strategies and tactics in support of those efforts.

In 2011, we worked to build this community by convening more than 300 individuals representing not only our direct America Healing grantees but also those working as researchers, advocates and within the media. The first convening was in Asheville, N.C., while New Orleans is the site of our 2012 meeting, set for April 24-27. Our community is now also connected digitally, leveraging social media to provide a forum for ongoing engagement and communication. Ultimately, it is our hope that as this community grows and matures, our collective voices, vigorous work and commitment will spark a national movement to foster racial healing, combat structural racism and create equitable opportunities for all children in education, health and economic security.

We engage in this work at a time when a large portion of our society believes that we have moved beyond race even as we face the sobering reality of persistent economic, health and educational inequities for vulnerable children and their families. Our community of practice faces the dual task of addressing structural inequalities and breaking through strongly held feelings that talking about past injustices and their causative wounds is counter-productive.

We believe in a different path forward.

To ensure that our democracy thrives for future generations, we must continue working to build a nation where children of every race and ethnicity have equal opportunities to thrive. To do this, Americans of every color, income level, faith and political stripe must acknowledge that children today are confronted with an often unconscious bias that is the legacy of a centuries-old belief system that values one race over the other. This bias helps to create obstacles and disadvantages in our schools, hospitals, courts, legislative bodies, communities and workplaces. We believe that we have to raise awareness of our unconscious bias so we can overcome it and work collaboratively to dismantle the structures that limit opportunities for our children.

The inspiring news is that as we continue our work, new allies are presenting themselves. Whenever I speak to community and national leaders about America Healing, I am always asked for the details and results of the work and just as importantly, what opportunities for engagement exist. These potential partners want to hear about the documentaries, the community leadership and people organizing, the dialogues, the policy stances and the research coming out of America Healing. They

are eager to hear your stories and what's more, to become a part of that story.

We also bring to this work the collective insights of individuals and organizations who have been working to build racial equity in communities for generations. Some of that knowledge is included in the resource guide presented here. The information contained is not all encompassing, and we need your help to continue to share new resources with the community of practice. We believe that together we can support conversation between practitioners and develop greater awareness of other methods, organizations, movements and points of views.

While the task we have set for the America Healing community is not small, we go about the work knowing that our vision is a nation that embraces our common humanity and takes actions to change hearts, minds, laws and systems that forge an educated, healthy and economically stable path for our nation's most vulnerable children.

Yours in service,

Dr. Gail C. Christopher  
Vice President—Program Strategy  
W.K. Kellogg Foundation



# INTRODUCTION

This resource guide has been prepared as a shared tool for building a community of connected, informed and engaged practitioners. 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.

Information and tools highlighted in this guide come from organizations that responded to a survey; from the knowledge and experience of many others who have been involved in this work; and from organizational websites. The guide is designed to offer technical assistance and information to readers. Even more information can be found on the websites mentioned in connection with each resource. We hope this information can provide you with additional resources to assist your work.

As the America Healing community of practice grows, the landscape of knowledge will also constantly grow and change. New organizations and resources will emerge. The guide is a strong asset for any organization engaged in the beginning, in the midst

of or deeply engaged in this work. It is a working guide with future opportunities for feedback and growth, and we welcome new information that can keep it current. To facilitate the gathering of new information, we have included a form in the back of this guide for the user to submit recommendations for additions.

We hope you find this guide useful, and we hope that the recognition that there are so many organizations seeking to create a more just and united society will be a source of renewed inspiration. Please let us know how we can improve this guide to make it even more useful to you and your work to eliminate racial inequities so that every child may thrive and succeed in America.

## WITHIN THIS GUIDE YOU WILL FIND:

- › Guides for creating and organizing dialogues and action.
- › Toolkits for racial equity tactics.
- › Information on workshops, convenings and training curricula.
- › Relevant books, articles, essays, booklets and magazines.
- › Information on related research and advocacy organizations.
- › Recommended documentaries and videos on issues of race and ethnicity.
- › A glossary of terms frequently used in talking about racial equity and racial healing.
- › Websites for all entries with more detailed contact information.





# THE JOURNEY TO RACIAL HEALING AND RACIAL EQUITY

Written by the curator of this guide, Michael R. Wenger, this essay provides insight into how the struggle for racial reconciliation for African Americans has yielded great challenges but also historic opportunities—and what lessons from this journey can be applied to the work of America Healing. The W.K. Kellogg Foundation offers special thanks to Mr. Wenger for his insights, dedication and commitment as illustrated in this essay, and in his work to gather the many resources available to include in this comprehensive guide for this community of practice.

With the support of the W.K. Kellogg Foundation, communities throughout the country are engaged in “promising practices” to achieve racial and ethnic equity and healing. These “promising practices” have played a positive role in a changing racial climate. Thus, state legislatures in recent years in Va., Md., N.C. and Ala. have passed resolutions apologizing for slavery. Other state legislatures have seriously and thoughtfully debated such resolutions. In 2004 the Virginia state legislature approved \$2 million for scholarships for African Americans who had been deprived of a public school education from 1959 to 1964 when Prince Edward County closed its public schools rather than desegregate them. On a national level the Federal government officially apologized for the internment of the Japanese during World War II and provided some compensation to the survivors; a U.S. Senate resolution in 2005 formally apologized for its failure to pass anti-lynching legislation during the 1930s; more recently, the U.S. House of Representatives passed a resolution apologizing for slavery.

Attitudinally, sociologist Robert Blauner asserts that “The belief in a right to dignity and fair treatment is now so widespread and deeply rooted, so self evident that people of all colors would vigorously resist any effort to reinstate formalized discrimination.”

More than a decade ago, when Tony Hall (D-OH), then a Member of Congress, suggested an apology for slavery, the suggestion was met with strong resistance. Opponents protested that an apology was pointless and inappropriate, because both perpetrators and victims had long since passed away. They ominously warned that an apology could lead to a demand for reparations. The apology effort quickly died. So, the recent spate of apologies may be a reflection of Dr. Blauner’s assertion, and may at the same time represent an increased level of awareness that despite the positive changes that have occurred, slavery, though it officially ended 150 years ago, remains a deep wound in the fabric of our society, abetted by other oppressions that have occurred in our history and further entrenched

*Saying “we’re sorry,” while acknowledging a gruesome practice in the distant past by long-forgotten ancestors, does nothing to repair the legacy of such practice*

by the explicitly racist and oppressive society that endured for another century. More recently, the tragedy of Hurricane Katrina, the discriminatory prosecution of the Jena 6, the persistent antagonism toward Spanish-speaking immigrants, the challenges to government efforts to address persistent inequalities, and other racially and ethnically discriminatory events that occur with alarming frequency have conclusively demonstrated that an apology by itself is insufficient to heal this wound.

In 1492, there were an estimated 7 to 18 million Native peoples in more than 400 independent nations on the North American continent, where they lived for centuries with their own governments, language, cultures, traditions and histories. Most of the Native people were killed or enslaved, and as a result, perished because of U.S. actions. Today, American Indians have the highest mortality rate of any minority group. According to the 2010 Census, the current population - while it has been growing in recent years - is at roughly five million people.

The movement turned from genocide of the tribes, to one of assimilating Native Americans into the current culture of Euro-Americans. In 1887, Native Americans who gave up their tribal affiliation were granted U.S. citizenship without the right to vote. Full citizenship with voting rights was not granted until 1924.

One of the spoils of the Mexican-American War (1846-1848) was the U.S. expansion into Mexico’s territories – and for \$15 million, the United States acquired Arizona, California (upper), New Mexico, Nevada, Utah, and parts of Colorado and Wyoming. As the descendants of these earlier inhabitants have often said, “The borders crossed us; we didn’t cross the border.” The integration of Mexicans from these regions and

Mexican Americans born in the United States has been fraught with pain and abuse, with roughly 600 Mexican lynchings from 1848 to 1928. Josefa Segovia is a painful reminder of this era. Segovia killed a white male intruder who attempted to break into her home. As a result, on July 5, 1851, she was lynched by a mob in Downieville, Calif. The violence and racism of the past continues and is evidenced in the presence of hate groups, the racial profiling of Mexicans and Latinos in general, and the socio-economic disparities among the Hispanic Latino population.

After the United States forces occupied the Caribbean island of Puerto Rico in 1898, working women became targets of gender and racial discrimination as they became key participants in the labor movement as the island moved from an agricultural to an industrial economy. In 1917, with the support of American industrialists, scientists, social workers, and the middle- and upper-class, public health officials took action to control the island’s birth rate. At the same time, President Wilson signed the Jones-Shafroth Act granting Puerto Ricans U.S. citizenship. Efforts to control the island’s birth rate were developed as public policies to control what they labeled as a “culture of poverty.” By 1965, 34 percent of Puerto Rican women between the ages of 20 to 49 had been sterilized. These policies served the economic interests of U.S. businesses and corporations by “disciplining” the reproductive habits of Puerto Rican women and their increasingly valuable labor role in the workforce.

In 1993, more than 50 years after the injustice, President Clinton issued the first formal apology to interned or relocated Japanese Americans during World War II. In an attempt to address the wrongs of the past, Clinton

apologized, writing “the nation’s actions were rooted deeply in racial prejudice, wartime hysteria and a lack of political leadership.” Studies on this injustice indicate the long-term health and psychological impacts have been passed on through second and third generations of Japanese Americans.

Racism as a belief system was used to justify and to sustain centuries of atrocities against humanity both in the United States and throughout the world. These same beliefs in racial hierarchy fueled the hatred and atrocity of the Holocaust and genocide of Jewish people and it continues to drive extremists around the world. The work of racial healing is the work of uprooting the belief system of racism. Healing requires facing the painful consequences that racism has wrought and continues to inflict on the lives of generations.

Saying “we’re sorry,” while acknowledging the gruesome practices of the past that targeted not only African Americans, but Native Americans,

Hispanic Americans, and Asian Americans, does nothing to repair the legacies of such practices or to address the racial and ethnic injustices that have persisted without interruption to this day despite the enormous progress we have made in the past half-century. Substantial disparities in educational achievement and economic advancement, in access to affordable housing and quality health care, and in differential treatment by the justice system, are among these legacies, as are the daily and more subtle instances of unequal treatment.

Apologies, in the words of Susan Glisson, director of the William Winter Institute for Racial Reconciliation at the University of Mississippi, “can create a rhetorical space where a community has to acknowledge its history... (but they)...are limited in what they can do if they’re not followed up by action.”

Several communities throughout the United States, intent on facing their history and understanding its legacy, have undertaken



*“It’s the social contract that is being decimated and violated, and it will take a change of heart to allow us to reconnect with the social contract that is so critical to our future.”*

efforts to try to uncover the truth about previous wrongs, and in some cases, to address the consequences of these wrongs. The results have, at best, been mixed.

In 1997 the Oklahoma State Legislature authorized the creation of the Tulsa Race Riot Commission to explore what actually happened in 1921 when a mob of white people killed hundreds if not thousands of black people and destroyed more than 1,400 homes and businesses in the city’s Greenwood district, a well-to-do area known as the “black Wall Street.” No one was ever prosecuted for the killings. However, despite the findings of the Commission that a terrible wrong had been done to the African American community of Tulsa, the Oklahoma State Legislature has not taken action designed to ameliorate the consequences of the 1921 tragedy.

In 2000 the North Carolina State Legislature created the Wilmington Race Riot Commission to examine the causes and consequences of the 1898 Wilmington Race Riot, when a coup d’état replaced the city’s duly elected officeholders with white supremacists and killed an unknown number of black people. Again, little meaningful action has been taken to redress any of the long-term consequences.

In 2003, Brown University President Ruth Simmons appointed a Steering Committee on Slavery and Justice to a) investigate and prepare a report about the University’s historical relationship to slavery and the transatlantic slave trade, b) reflect on the meaning of this history in the present and on the complex historical, political, legal, and moral questions posed by any present-day confrontation with past injustice, and c) make recommendations on actions the

University might take to address these questions. In this case some of the recommendations of the Steering Committee have been embraced by the University’s Board of Trustees and others have been adopted in modified fashion.

In 2004 the Greensboro Truth and Reconciliation Commission was established to try to unearth the details of what happened in the city on November 3, 1979 when an anti-Ku Klux Klan march and educational conference was disrupted by carloads of Ku Klux Klan members and American Nazis who opened fire on a group of about a hundred Black, white and Latino men, women and children. Local TV cameras, set to film the march, recorded the scene, in which five people were killed and at least ten others were injured. Despite the videotape evidence, an all-white jury found six shooters innocent. While most elected officials in Greensboro have not supported the Truth and Reconciliation Commission and the city’s political leadership has failed to act on the Commission’s recommendations, community town hall meetings and dialogues have continued in an effort to bridge divisions and heal the wounds that still exist.

In that same year, an inter-racial group in Philadelphia, Mississippi, with significant assistance from the William Winter Institute for Racial Reconciliation at the University of Mississippi, formed the Philadelphia Coalition to try to atone for the killing of three civil rights workers—Andy Goodman, James Chaney and Michael Schwerner—in 1964. In this case an official apology has been tendered and activities designed to bridge continuing racial divisions are ongoing. This effort is actually part of a larger effort by the University of Mississippi to confront its own inglorious past with regard

to race. In 1999 it formed the William Winter Institute for Racial Reconciliation as a vehicle for confronting the state's past, as well as the university's own racist history. Among its other activities have been an acknowledgment of its resistance to James Meredith's effort to desegregate the university in 1962 and the erection of a statue honoring Mr. Meredith, the convening of civil rights summits for Mississippi's public school teachers, and the formation of an Alliance for Truth and Racial Reconciliation (ATRR), composed of groups throughout the Deep South that are seeking to confront the racially oppressive history of their communities as a means to promote racial healing.

In Richmond, Va., the capitol of the Confederacy, a group called Hope in the Cities, a program of Initiatives of Change has been engaged for three decades in helping the community to confront its legacy, both as the capital of the Confederacy and as a major slave trading location, and to move beyond this history. Everyday Democracy, formerly known as the Study Circles Resource Center, has initiated inter-racial and inter-ethnic dialogues in a number of communities. These dialogues focus on finding solutions to specific problems with a racial/ethnic lens.

On a national scale the National League of Cities has had an Undoing Racism initiative to engage municipal officials in confronting racism in their communities. Advocacy organizations like National Council of La Raza, the National Congress of American Indians, the Asian American Justice Center, the NAACP, and the National Urban League, among others, have been in the forefront of seeking to achieve racial and ethnic justice as an essential milestone on a journey toward healing.

A common thread in all of these healing efforts, and in others, is a need to raise public awareness of our history of racial and ethnic oppression and of the consequences that endure today. To a significant degree, current public perceptions reflect the theory of "laissez-faire racism" advanced by sociologist Lawrence Bobo. Dr. Bobo suggests that a majority of



white Americans believe that everyone has an equal opportunity to succeed, that any failure to succeed is due to individual failings, and that therefore, no further societal action is necessary or appropriate to address existing inequalities.

Yet, we ignore our past and its consequences at the peril of our future. It is not overly dramatic to assert that the future economic strength and political stability of our nation depends, in large part, on our ability to a) speak honestly about our history of oppression even as we praise our thirst for individual liberty, b) acknowledge the incalculable cost of our racial and ethnic inequality in the form of inventions not made, medical cures not discovered, productivity rates not achieved, and individual potential not reached, and c) repair the damage of centuries of oppression. Unquestionably, as we evolve into a nation in which no racial or ethnic group will constitute a majority of the population, a more united nation in which one's ability to succeed is in no way related to the color of one's skin or to one's country of origin will be stronger, more vibrant, and more dynamic.

In her closing remarks at a 2006 "Never Again" forum convened by the Joint Center for Political and Economic Studies to discuss ways to ensure that the aftermath of Hurricane Katrina is never repeated, Dr. Gail Christopher, then the vice

*Achieving racial and ethnic equity and healing is a process. Healing wounds that have been festering for centuries will not be accomplished overnight.*

president for Health, Women and Families and director of the Health Policy Institute for the Joint Center, placed the broader issue in perspective. She suggested that “in order for us to [truly] move forward creatively...,” we must first undergo a “change of heart.” Alluding to the old axiom of her grandmother, “if they knew better, they’d do better,” she asked, “What kind of heart knew better and didn’t do better?” She further explained:

“It’s the social contract that is being decimated and violated, and it will take a change of heart to allow us to reconnect with the social contract that is so critical to our future.”

Reconnecting with the social contract requires a long, arduous, but ultimately deeply rewarding journey to racial equity and healing. Such a journey involves:

- An honest and forthright acknowledgment of our national and local histories, both the good and the bad;
- A recognition of our past oppressions and their legacies, no matter how painful;
- An appreciation for our respective roles and responsibilities in confronting these legacies, no matter how daunting;
- A willingness to listen actively, respectfully, and responsively to everyone’s stories of oppression;
- A recognition of the assets and lessons learned that reside in many communities throughout the country;
- The inclusion of Americans of every racial hue and ethnic background; and
- A resolve to use all of our assets and lessons learned to create a new society in which the noble in us reigns.

## THE JOURNEY

Every community seeking to achieve racial and ethnic equity and healing has its own unique characteristics. Yet, what we have learned from communities that have traveled this road is that there are certain common characteristics that will invigorate the journey and increase the likelihood that the destination will be reached.

### 1. THERE MUST BE AN ACCURATE RECOUNTING OF OUR HISTORY, BOTH LOCAL AND NATIONAL.

A common pre-requisite to an effective and enduring effort to achieve racial and ethnic equity and narrow divisions in communities must be a full and accurate knowledge of how race and ethnicity have played a role in the evolution of the community. To obtain such information, original documents must be researched and publicized in order to debunk the self-protective myths that often grow up around painful incidents and racially disparate conditions. At the same time, an atmosphere of forgiveness must be cultivated and people of all racial and ethnic backgrounds must be encouraged to tell their stories without fear of recrimination, but with a sense that justice will be served. Susan Glisson of the University of Mississippi’s Winter Institute, in recounting the racial healing efforts in Philadelphia, Miss., reported that the “group formed this amazing bond by telling their stories and getting to know each other.” The stories help to humanize both the oppressed and the oppressors and provide a solid foundation on which to proceed toward justice and reconciliation. We must also acknowledge that differing communities often have their own unique political histories, in which power and progress were achieved and/or denied through the application of specific types of organizing

and political action. Political movements have provided contentious moments between racial, ethnic and religious groups but they have also provided opportunities for coalescence around common goals and the impetus for common action. Moreover, there must be a recognition that a community's history occurs in the context of the broader history of the nation. Thus, there must be an on-going effort to insist that our institutions, especially our schools, the media, and the business and faith communities, help the broader public to see a more accurate and complete picture of our national history.

## **2. CLEAR, AMBITIOUS AND ACHIEVABLE GOALS MUST BE ESTABLISHED.**

For an effort at racial and ethnic healing to be successful, it must have clear and measurable goals against which progress can be assessed. The goals must be ambitious, but achievable. There should be a clear recognition that all wrongs cannot be corrected at once, and there should be an effort to focus on what people can, in figurative terms, get their arms around, given their own constraints in terms of the economic, social, and family challenges that most people face as they navigate their daily lives. Addressing some of the wrongs can help to generate momentum for addressing additional wrongs as the process continues.

## **3. A COMMITMENT TO THE LONG-HAUL IS ESSENTIAL.**

Achieving racial and ethnic equity and healing is a process. Healing wounds that have been festering for centuries will not be accomplished overnight. But even though progress often will be slow and often painful, each step along the way helps to build a more stable and enduring foundation for the next step. If there is a commitment to on-going dialogue between people from racially and ethnically diverse backgrounds and clear opportunities for meaningful communication and interaction among different racial and ethnic groups (religious services, community improvement projects, campus/school programs, etc.) that increase mutual understanding, equity and healing can be achieved.

## **4. THERE MUST BE A COMMITMENT TO UNDERSTANDING THE DIFFERENT CULTURES, EXPERIENCES AND PERSPECTIVES THAT CO-EXIST IN A COMMUNITY AND TO GIVING EVERY PARTICIPANT AN OPPORTUNITY TO TELL HIS OR HER STORY IN A RESPECTFUL AND MUTUALLY SUPPORTIVE SETTING.**

Especially as immigration and birth rates, among other things, are dramatically changing the demographics of the nation and of our communities, we must work at understanding the different cultures, experiences and perspectives that are a growing part of so many communities. At times, racial and ethnic divisions are due to unintended slights and insults that arise out of ignorance or fears of different cultures and perspectives. An essential element of equity and healing is a better



RICHARD LILLASH

understanding of these differences so we can overcome our ignorance and unconscious biases and get beyond our fears. Often, this can be accomplished through dialogue, joint community improvement projects, or the creative use of the arts—music, painting, theater, and the like. In the course of these activities people must be encouraged to tell their stories. Almost all of us, irrespective of racial or ethnic background, have stories of slights and insults to share. Once people tell their own stories in an atmosphere of respectful and responsive listening, they are more able to listen to and empathize with the stories of others.

**5. THE PROCESS OF HEALING MUST BE VIEWED AS A WIN-WIN PROCESS.**

Often, people equate justice with revenge and punishment. While this is certainly understandable, especially in view of particularly egregious past oppressions, divisive rhetoric, blaming, and adversarial proceedings are not likely to produce an atmosphere that is conducive to healing. A more productive process in which everyone can feel acknowledged is to give everyone, both the oppressed and the oppressors, an opportunity to tell their stories and to express the various emotions—anger, rage, pain, fear, frustration, etc.—that have animated their behavior. The only requirements are that they must tell their stories with deep integrity, and others must listen with respect.

**6. THERE MUST BE A COMMITMENT TO SOME FORM OF ACTION TO IMPLEMENT POLICIES THAT CAN EFFECTIVELY FOSTER SYSTEMIC CHANGE.**

While an atmosphere of revenge and punishment will not yield an atmosphere of reconciliation, empty rhetoric without action to ameliorate the consequences of past wrongs will not suffice either. Those in a position to act must be willing, even anxious to be held accountable, to promote meaningful and systemic change in order to overcome the pain that often is associated with past wrongs, and to work to establish an atmosphere of mutual trust. Furthermore, elected officials at every level of government, from the municipal level to the federal level,

must be prepared to explore options and enact policies that will help to bridge our racial and ethnic divisions and narrow the disparities in educational achievement, economic security, the administration of justice, and access to affordable housing and quality and affordable health care. Such efforts will require partnerships across the spectrum of American political and economic traditions, with participants willing to see everyone, regardless of ideological or partisan affiliation, as potential valued participants in enacting change.

**7. KEY INSTITUTIONS MUST BE ENGAGED AND MUST HAVE A DEFINABLE ROLE AND GRASSROOTS ORGANIZATIONS MUST ALSO BE ACTIVELY ENGAGED.**

Although the entire community need not be involved, the involvement of a broad cross-section of the community is crucial to obtaining the engagement and support of a critical mass of the public. This means engaging, to the degree possible, all of the key institutions—schools, college campuses, business and labor, the media, the faith community, elected officials, law enforcement officials, and others. Furthermore, there must be definable and significant roles for the leaders of each of these institutions so that they will have a sense of ownership of the process. At the same time, grassroots organizations must be active in the process in order to ensure that the institutional leaders do not seek to derail the process when the journey hits the inevitable potholes in the road.

**8. A “HOOK” OF SOME SORT CAN HELP TO GENERATE PUBLICITY FOR AND INTEREST IN THE EFFORT.**

Frequently, a “hook” and/or so-called “teachable moment” can help to generate interest in the reconciliation process. A “hook” can be a nationally significant event such as the birthday of Dr. Martin Luther King, the anniversary of Hurricane Katrina, or the anniversary of the Kerner Commission Report or it can be a local event of significance. “Teachable moments” can include such events as the injustice we witnessed in Jena, Louisiana, racially intolerant comments of celebrities like Don Imus or Dr. Laura



*At times, racial and ethnic divisions are due to unintended slights and insults that arise out of ignorance or fears of different cultures and perspectives.*

Schlesinger, or controversies that erupt as a result of insensitive headlines, such as the recent insulting headlines regarding the emergence of basketball star Jeremy Lin, moments when the attention of the nation was riveted, albeit fleetingly. In all cases, however, the “hook” must lead to an honest recounting of history and to an effort to understand today’s divisions and disparities in the context of this history.

**9. THERE MUST BE AN ON-GOING EFFORT TO KEEP THE ENTIRE COMMUNITY INFORMED, EVEN THOSE WHO ARE NOT INVOLVED OR NOT SUPPORTIVE OF THE PROCESS.**

An open process is essential to give people confidence that they are getting an accurate picture and to build trust in the process. Even opponents can eventually be brought into the process if they see that the process is open and forgiving and that the participants are attempting to create a win-win situation. Major events like town hall meetings, smaller events like joint and multi-lingual worship services, an aggressive media campaign, school programs, and blogs to give all residents a chance to express their views in an atmosphere of safety are among the ways to keep the community informed and to build support for public policies that will combat institutional practices that have racist ramifications.

**10. THERE MUST BE A BROADLY UNDERSTOOD PROCESS FOR DEALING WITH THE TENSIONS THAT INEVITABLY WILL ARISE.**

This process need not be complicated, but it is necessary to keep the process from being totally sidetracked by the tensions of the moment. An effective process can turn the tensions into “aha” moments of in-depth learning and significant progress.

## CONCLUSION

When he pegged his 1996 campaign for re-election on the need to build “One America,” President Clinton recognized that “we are one nation, one family, and when anyone in that family hurts, all of us eventually hurt...we are all part of our American community.”

If President Clinton’s assertion that “we are all part of our American community” is correct, aggressive pursuit of a racial and ethnic justice, equity, and healing agenda can generate a groundswell of support that will empower our leaders to build the inclusive American community about which President Clinton spoke. Thus, will we create a climate of shared community responsibility in which the enactment of public policies and programs that can finally end the individual and institutional practices that perpetuate racial and ethnic divisions and disparities will not only be possible, but enduring.

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### ABOUT THE AUTHOR:

*Michael R. Wenger, of Mitchellville, Md., is a senior fellow at the Joint Center for Political and Economic Studies, the nation’s pre-eminent research and public policy analysis institution focusing on issues of race. Since coming to the Joint Center in 1998, he has served in a number of capacities, including acting vice president for governance and economic analysis, acting vice president for communications, founder and director of the Network of Alliances Bridging Race and Ethnicity, and program consultant. He also is an adjunct professor in the Department of Sociology, specializing in race relations, at The George Washington University. Wenger came to the Joint Center after serving as the deputy director for outreach and program development for President Clinton’s Initiative on Race.*

## **RACIAL EQUITY/ RACIAL HEALING TOOLS**

### **Dialogue Guides and Resources**

Talking with each other across racial and ethnic boundaries can significantly improve mutual understanding. It allows people to hear and relate to each other's stories and to learn from each other's experiences; it changes the focus from what divides us to what unites us; it builds trust; and it often is a pre-requisite and catalyst for collaboration and action that can bring enduring change and healing. Thus, although talking is not enough, it may be an essential first step in the process of achieving racial justice, equity and healing. The following guides and resources represent different approaches to the process of verbal engagement. They have been developed and successfully used over the past 15 years in launching and sustaining constructive inter-racial and intra-racial dialogues that can lead to meaningful action.

#### **>A Call to Community Dialogue Guide—A Product of Hope in the Cities**

<http://www.iofc.org/sites/all/files/A%20Call%20to%20Community%20-%20Dialogue%20Guide.pdf>

This is a six-session community dialogue program that has been exported to cities across the nation and serves as a model for dialogue programs in the U.K. and Europe. Its emphasis is on personal responsibility and self-awareness to enable participants to engage safely with others in honest conversation. Its approach emphasizes:

- Listening carefully and respectfully to each other and to the whole community;
- Bringing people together, not in confrontation but in trust, to tackle the most urgent needs of the community;
- Searching for solutions, focusing on what is right rather than who is right;
- Building last relationships outside our comfort zone;
- Honoring each person, appealing to the best qualities in everyone, and refusing to stereotype the other group;
- Holding ourselves, communities and institutions accountable in areas where change is needed; and
- Recognizing that the energy for fundamental change requires a moral and spiritual transformation in the human spirit.

#### **>A Discussion Guide To Race Manners for the 21st Century: Navigating the Minefield Between Black and White Americans in an Age of Fear—A Product of Arcade Publishing**

[http://www.kfla.org/images/ftp/documents/RACEtoolkits/Race\\_Manners\\_DG.pdf](http://www.kfla.org/images/ftp/documents/RACEtoolkits/Race_Manners_DG.pdf)

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.”

**>Facing Racism in a Diverse Nation—A Product of Everyday Democracy** (formerly Study Circles Resource Center)

<http://www.everyday-democracy.org/en/Resource.91.aspx>

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.

**>One America Dialogue Guide—A Product of President Clinton’s Initiative on Race**

<http://clinton3.nara.gov/Initiatives/OneAmerica/guidecontents.html>

This dialogue guide, produced in 1998, is the combined product of several groups working together under the auspices of President Clinton’s Initiative on Race. It covers the following topics:

- Characteristics of Community Dialogues on Race;
- Getting Started—Steps in Organizing a Dialogue;
- Conducting an Effective Community Dialogue on Race; and
- The Role of the Dialogue Leader.

It also contains a sample small group dialogue, a description of the difference between debate and dialogue and examples of racial reconciliation from across the nation. A more recent version of this guide, updated by the Community Relations Service of the U.S. Department of Justice and entitled Community Dialogue Guide: Conducting a Discussion on Race, can be found at [www.justice.gov/crs/pubs/dialogueguide.pdf](http://www.justice.gov/crs/pubs/dialogueguide.pdf).

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

[http://www.kfla.org/images/ftp/documents/RACEtoolkits/Race\\_Guide\\_low.pdf](http://www.kfla.org/images/ftp/documents/RACEtoolkits/Race_Guide_low.pdf)

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.

**>Racial and Ethnic Tensions: What Should We Do?—A Product of the National Issues Forums**

[http://store.nifi.org/report/racial\\_and\\_ethnic\\_tensions\\_r.pdf](http://store.nifi.org/report/racial_and_ethnic_tensions_r.pdf)

The National Issues Forums is a non-partisan nationwide network of educational and community organizations that convenes forums for citizens to deliberate about public issues. This report analyzes what happened in a series of National Issues Forums on “Racial and Ethnic Tensions: What Should We DO?” that took place in 45 states and the District of Columbia in 2001 and 2002. The executive summary reports on the outcomes both of the forums and of a questionnaire that was completed by 2,541 participants. The body of the report discusses the framework for and the impact of deliberation, considers the issue of race from three different perspectives and suggests approaches by which the problems might be resolved.

**>Responding to Hate—A Product of the American Islamic Congress**

<http://aicongress.org/prog/hate-speech.html>

This is a brief guide that offers guidance on hate speech, the kind that is directed against Muslims and the kind that is spoken by Muslims. It defines hate speech, describes the contexts in which it is encountered, and both how to identify and how to respond to it.

**>Sustained Dialogue**

[http://www.collectivewisdominitiative.org/papers/pioneers\\_dialogue/12\\_sustained.pdf](http://www.collectivewisdominitiative.org/papers/pioneers_dialogue/12_sustained.pdf)

The distinguishing feature of Sustained Dialogue is precisely that it is sustained. Over extended periods of time, the same group of people join in consecutive meetings. The underlying assumption behind this is that, in order to address difficult issues, we need to not just look at the concrete problem to be solved, but at the underlying relationships that get in the way. Sustained Dialogue was developed primarily by Dr. Harold Saunders and emerged from Dr. Saunders’ long experience as a diplomat in international affairs and peace processes. The five stages of Sustained Dialogue are:

- Deciding to Engage;
- Mapping Relationships and Naming Problems;
- Probing Problems and Relationships;
- Scenario-Building; and
- Acting Together.

**>The Dialogue Guide—A Product of the Corporation for National Service**

<http://www.nationalserviceresources.org/filemanager/download/NatIServFellows/heierbacher.pdf>

This guide was produced by a National Service Fellow, Sandy Heierbacher, at the Corporation for National Service. Her goal was to produce a guide that brought together the national service and interracial dialogue movements. Although the guide primarily

refers to AmeriCorps, it is intended for use by any national service program in which participants serve as a team and are involved in intensive service. It describes dialogue and what a typical dialogue looks like, offers 10 reasons why AmeriCorps members should dialogue, explains why the focus is on race and provides a sample dialogue and resources.

**>The Resource Center of the National Coalition for Dialogue & Deliberation**

<http://ncdd.org/rc/>

This website contains links to a Beginner’s Guide to Dialogue & Deliberation, NCDD’s Resource Guide on Public Engagement, and a Quick Reference Glossary, as well as videos and other tools.

**>Using Dialogue as a Tool in the Organizational Change Process—A Product of California Tomorrow**

[http://www.mpassociates.us/pdf/1\\_2\\_MaggiePotachukHandout.pdf](http://www.mpassociates.us/pdf/1_2_MaggiePotachukHandout.pdf)

This paper describes what a dialogue is, distinguishes between debate and dialogue, raises possible questions and issues for dialogues related to race and contains a resource list that includes:

- Books, Websites, and Articles on Dialogue;
- Books and Articles on Race and Ethnicity; and
- Organizations that Provide Resources and Assistance.

### **Selected Papers, Booklets and Magazines**

There is no shortage of writing on issues of racial equity and racial healing. The entries that follow are a small sampling of such writing. They focus largely on defining structural racism, exploring how change occurs, identifying communication strategies to achieve social change, examining the role of philanthropy in promoting change, developing leadership, recognizing the importance of collaboration among the various approaches to combating racism and describing ways to measure progress. Reviewing these items will inevitably lead to the discovery of other papers, booklets and magazines that will expand one's perspective and foster further learning.

#### **>Advancing Racial Equity in Communities: Lessons for Philanthropy—A Product of Cornerstone Consultants**

[http://www.cornerstoneconsultants.us/PDF/Advancing\\_Racial\\_Equity\\_Lessons%20for%20Philanthropy.pdf](http://www.cornerstoneconsultants.us/PDF/Advancing_Racial_Equity_Lessons%20for%20Philanthropy.pdf)

The purpose of this paper is to share the experiences from five communities as they have begun to address racial inequities and to show how philanthropy can encourage and support community members and leaders in this process. It explores key elements of effective programs, the infrastructure needed at a national level, and the role of philanthropy, both national and local foundations, in supporting this work. The five communities studied are Jacksonville, Fla., Long Island, N.Y., Riverside County, Fla., Seattle, Wash., and Sonoma County, Calif.

#### **>Communications for Social Change: An Integrated Model for Measuring the Process and Its Outcomes—A Product of the Johns Hopkins University's Center for Communication Programs**

<http://www.communicationforsocialchange.org/pdf/socialchange.pdf>

This working paper is one of a series of papers on Communication for Social Change, developed by the Johns Hopkins University's Center for Communication Programs for the Rockefeller Foundation as part of its Communication for Social Change Grantmaking Strategy. The purpose of the paper is to provide a practical resource for community organizations, communications professionals and social-change activists working in development projects that they can use to assess the progress and the effects of their programs. The model presented in the document describes an iterative process where "community dialogue" and "collective action" work together to produce social change that improves a community's health and the welfare of all of its members. It draws from a broad literature on development communication developed since the early 1960s.

It contains the following sections:

- An Integrated Model of Communication for Social Change;
- Social Change Process Indicators; and
- Social Change Outcome Indicators.

**>Community Philanthropy and Racial Equity: What Progress Looks Like—A Product of the Effective Communities Project**

[http://www.effectivecommunities.com/pdfs/ECP\\_CommunityPhilanthropy.pdf](http://www.effectivecommunities.com/pdfs/ECP_CommunityPhilanthropy.pdf)

The Effective Communities Project (ECP) exists to assist socially concerned organizations and communities to respond more effectively to the problems of society. This paper, supported by the Ford Foundation, begins to examine how community philanthropy can deepen social justice work, especially in the American South. The authors visited 10 organizations that have benefited from Ford’s philanthropy to ask, “What can be learned from attempting to create more racial equity by building community philanthropy in the American South?” Its contents include articles with the following titles:

- What We Are Learning About Community Philanthropy and Its Potential for Addressing Issues of Racial Equity
- Developing Community Philanthropy in the American South: Emerging Organizational Practices
- Community Philanthropy and Racial Equity: What We Are Learning About Noting Progress
- Opportunities for Making Further Progress

**>Cultivating Interdependence: A Guide for Race Relations and Racial Justice Organizations—A Product of the Joint Center for Political and Economic Studies**

<http://www.jointcenter.org/research/cultivating-interdependence-a-guide-for-race-relations-and-racial-justice-organizations>

This is a guide for helping grassroots organizations that seek to promote racial justice and improve race relations through different approaches to recognize the advantages of collaborating in their efforts. It incorporates practical insights gleaned from many community groups and offers specific recommendations on working with grant-makers. It includes worksheet and handout material that is easily reproducible.

**>Leadership & Race: How to Develop and Support Leadership That Contributes to Racial Justice—A Product of Leadership Learning Community**

<http://leadershiplearning.org/page/leadership-and-race-report-additional-information>

This report suggests that leadership programs should: 1) make their programs more accessible for people of color; 2) help participants understand how race limits access to opportunities—in other words, the impact of structural racism; and 3) promote

collective leadership. This approach will help participants work together to tackle the systems that maintain racial inequalities. The publication offers practical methods and recommendations to help leadership programs prepare their participants to bring a more race conscious lens to all policy and service work and empower people of color to better lead their communities. This is the first in a series of publications in the Leadership for a New Era Series and is co-authored by:

- Terry Keleher, Applied Research Center (ARC)
- Sally Leiderman, Center for Assessment and Policy Development (CAPD)
- Deborah Meehan, Leadership Learning Community (LLC)
- Elissa Perry, Think.Do.Repeat.
- Maggie Potapchuk, MP Associates
- Professor John A. Powell, Kirwan Institute for the Study of Race and Ethnicity
- Hanh Cao Yu, Ph.D., Social Policy Research Associates (SPR)

**>Making Change Happen: Concepts for Revisioning Power for Justice, Equality and Peace—A Product of Just Associates**

<http://secure1.awid.org/eng/Issues-and-Analysis/Library/Making-Change-Happen-Concepts-for-Revisioning-Power-for-Justice-Equality-and-Peace>

This paper, part of a series entitled Making Change Happen, tackles the complexities and opportunities for understanding, constructing and transforming power as well as the current dilemmas faced by social justice activists and groups. It helps readers to understand the various manifestations of power, how to confront power imbalances and how to consider power when strategizing and taking action. Information on this series and other publications of Just Associates may be found at:

<http://www.justassociates.org/documents/knowledge/Publications%202010.pdf>

**>Moving a Racial Justice Agenda: Naming and Framing Racism— —A Product of the Western States Center**

<http://www.racialequitytools.org/resourcefiles/westernstates1.pdf>

Framing is the process of talking about a subject and paying particular attention to how people hear what is being communicated and how their assumptions influence whether or not they "get" the message in the way you intend. Framing matters significantly with regard to what people take away from messages about race or racism. To name and frame racism is to explicitly and publicly use language and analysis that describe an issue as a matter of racial justice. This paper argues that naming and framing racism are about proactively creating opportunities to do political education about racism.



It advances and describes several reasons why it is important to name and frame racism in organizing and program work:

- In order to advance racial justice, it has become necessary to argue the existence of societal racism;
- Naming and framing racism reclaim our right to define our own reality;
- We cannot defeat (or at least contain) racism unless we name it for what it is;
- By naming and framing racism we can take the “mask” off coded language and denial;
- Naming and framing racism can help us connect with our constituency, particularly people of color; and
- Naming and framing racism can prepare us for post-campaign work.

**>Power and Empowerment—A Product of Just Associates**

[www.justassociates.org/chaptthreepower.pdf](http://www.justassociates.org/chaptthreepower.pdf)

This chapter is part of a larger publication entitled The Action Guide for Advocacy and Citizen Participation. It specifically describes exercises to help initiate reflection about power by focusing on personal assumptions and encounters with power. The exercises encourage people to identify their own sources of power as a way to challenge narrow views of power and powerlessness. It also describes the several levels of political power, as well as mechanisms and strategies for addressing these levels of power.

**>Steps Toward an Inclusive Community—A Product of the Joint Center for Political and Economic Studies**

<http://www.jointcenter.org/research/steps-toward-an-inclusive-community>

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.

**>Structural Racism and Community Building—A Product of the Aspen Institute Roundtable for Community Change**

[http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/aspen\\_structural\\_racism2.pdf](http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/aspen_structural_racism2.pdf)

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.

**>Ten Ways to Fight Hate: A Community Response Guide—A Product of the Southern Poverty Law Center**

[http://www.splcenter.org/sites/default/files/downloads/publication/Ten\\_Ways\\_2010.pdf](http://www.splcenter.org/sites/default/files/downloads/publication/Ten_Ways_2010.pdf)

This report lists and describes 10 ways to fight hate, cites examples (one from every state) of individuals and groups across the country tackling issues of intolerance, and provides a compilation of organizations and materials that can assist in the fight against hate.

**>Training for Racial Equity and Inclusion: A Guide to Selected Programs—A Product of the Project Change Anti-Racism Initiative and The Aspen Institute Roundtable on Comprehensive Community Initiatives for Children and Families in consultation with The Center for Assessment and Policy Development**

<http://www.foodsecurity.org/race.training.pdf>

This publication aims to provide an in-depth review and comparison of 10 training programs. It describes why programs do what they do and how they believe their approaches will produce positive results. Specifically, it examines how programs understand the sources and dynamics of racial and ethnic oppression and what principles and methods they use to address the problems. In addition, it assesses organizational capacities and the connection between program activities and intended outcomes. The guide is intended to help community leaders, organizations, policy makers, funders and other stakeholders select and support approaches that best suit their needs and goals. Programs examined are the People’s Institute for Survival and Beyond, the National Coalition Building Institute, Visions, World of Difference Institute, Crossroads Ministry, Everyday Democracy, Hope in the Cities, Dismantling Racism Institute, Challenging White Supremacy Workshop, and White People Working on Racism.

**>Transformative Learning in Social Justice Organizations Through Reflective Practice—A Product of the Center for Reflective Community Practice of the Department of Urban Studies & Planning, MIT**

<http://www.racialequitytools.org/resourcefiles/crcp1.pdf>

This paper describes a collective reflective learning process with members of five community-based organizations for the purpose of generating and documenting their learning from their work. It examines the mechanics of the process itself and addresses the following questions:

- How does the process work to produce learning?
- What kinds of learning seem to result?
- What role do questions, stories and dialogue have in shaping the process?

**>We Are the People We Have Been Waiting For: Equipping Communities to Heal Themselves—A Product of the William Winter Institute for Racial Reconciliation at the University of Mississippi**

<http://www.racialequitytools.org/resourcefiles/williamwinterinst.pdf>

This resource guide includes brief case studies of three communities with which the Winter Institute is involved. These towns have begun to successfully transform their communities and have made steps toward the goal of racial reconciliation. The guide also lists multiple resources that communities might use for positive social change, especially around the issue of race. It offers five steps to include in the process of building a community initiative around racial reconciliation:

- Step One: Identify community leadership.
- Step Two: Bring community leaders together around a shared goal.
- Step Three: Identify local resources to address community needs.
- Step Four: Identify obstacles to accomplishing community goals.
- Step Five: Include plans for systemic change.

#### **SELECTED MAGAZINES**

Many organizations engaged in racial equity/racial healing work publish magazines and periodicals that examine related issues in some depth, describe successful events and strategies, and identify additional resources that may be of value. The following publications are among those that practitioners may find particularly useful:

**>Colorlines—A Product of the Applied Research Center:** <http://colorlines.com/>

**>Crisis—A Product of the NAACP:** <http://www.crisismagazine.com/>

**>Poverty and Race—A Product of the Poverty and Race Research Action Council:**  
<http://www.prrac.org/news.php>

**>Teaching Tolerance—A Product of the Southern Poverty Law Center:**  
<http://www.tolerance.org/magazine/archives>

### **Racial Equity Toolkits and Guides to Action**

Toolkits and guides to action describe specific strategies for planning and implementing activities designed to achieve racial equity and racial healing and to assess the impact of these activities over time. The entries in this section have been developed by a wide range of organizations specifically to guide such community-based efforts, and the tools described can be adapted to a wide range of circumstances.

**>A Community Builder’s Tool Kit: 15 Tools for Creating Healthy, Productive Interracial/Multicultural Communities: A Primer for Revitalizing Democracy from the Ground Up—A Product of The Institute for Democratic Renewal and Project Change Anti-Racism Initiative**

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

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.

**>A Primer on Implicit Bias, Racial Anxiety, Internal Healing Strategies, Stereotype Threat, and De-Biasing Strategies—A Product of the Institute for America’s Future, Inc.**

This toolkit, which is in preparation and will be available shortly, will contain a moderated, guided PowerPoint® presentation that provides an interactive learning discussion on the issues described in the title.

**>The ARC Toolbox—A Product of The Applied Research Center**

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

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.

**>Community Mapping: Using Geographic Data for Neighborhood Revitalization—A Product of PolicyLink**

<http://www.policylink.org/site/apps/nlnet/content2.aspx?c=IkIXLbMNJrE&b=5136581&ct=6999761>

This guide reviews effective community mapping and indicator projects, identifies key data sources to guide community interventions and shows the role of mapping in

community education and organizing. The tool identifies key information needed to assess the public and private forces driving development.

**>Developing an Equity Impact Statement: A Tool for Policymaking—A Product of The Praxis Project**

[http://www.thepraxisproject.org/tools/EIR\\_template.pdf](http://www.thepraxisproject.org/tools/EIR_template.pdf)

This tool describes the value of an equity impact, defines its scope and sets forth a process that local governments can enact in order to institutionalize a mechanism for assessing the impact of their policies and equity and fairness.

**>The Duty to Promote Race Equality: A Guide for Schools—A Product of the Commission for Racial Equality in the United Kingdom**

[http://www.equalityhumanrights.com/uploaded\\_files/PSD/50\\_schools\\_red.pdf](http://www.equalityhumanrights.com/uploaded_files/PSD/50_schools_red.pdf)

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

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

**>Equitable Development Toolkit—A Product of PolicyLink**

[http://www.policylink.org/site/c.lkIXLbMNJrE/b.5136575/k.39A1/Equitable\\_Development\\_Toolkit.htm](http://www.policylink.org/site/c.lkIXLbMNJrE/b.5136575/k.39A1/Equitable_Development_Toolkit.htm)

Equitable development is an approach to creating healthy, vibrant communities of opportunity. Equitable outcomes occur when smart, intentional strategies are put in place to ensure that low-income communities and communities of color participate in and benefit from decisions that shape their neighborhoods and regions. This online toolkit includes 27 tools to help reverse patterns of segregation and disinvestment, prevent displacement and promote equitable revitalization. The tools encompass four broad issue areas:

- Affordable Housing;
- Economic Opportunity;
- Health and Place; and
- Land Use and Environment.

**>Evaluation Tools for Racial Equity—A Product of the Center for Assessment & Policy Development and MP Associates**

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

This is a companion website to the Racial Equity Tools website ([www.racialequitytools.org](http://www.racialequitytools.org)) (see below in this section for description of this website). It contains everything needed for a step-by-step evaluation for community groups and individuals who:

- Want to know more about how to do evaluation;
- Are working on changing their communities; and
- Want to be certain that their evaluations take into account issues of racism, power, privilege and oppression at every step of the evaluation process.

**>Inclusive Community Organizations: A Tool Kit—A Product of the Ontario (Canada) Healthy Communities Coalition**

<http://www.ohcc-ccso.ca/en/inclusive-community-organizations-a-tool-kit>

This Tool Kit can assist community organizations in becoming more equitable, diverse and inclusive. It is targeted especially for smaller community groups and organizations. Its purpose is to support diversity and improve inclusion within small- to mid-sized, volunteer-based, not-for-profit organizations. It provides a foundation for community organizations to develop a “critical lens” that will allow them to reflect on their organization’s current position and respond effectively to ensure that they reflect local demographics. It includes:

- Concrete suggestions for getting started regardless of organizational capacity;
- A self-assessment tool to examine current policies, procedures and/or structures;
- A step-by-step process and action plan for designing an organizational change process to increase inclusion;
- Tips on implementing and evaluating the action plan;
- Indicators for measuring success; and
- A list of resources and contacts for further assistance.

**>Kellogg Fellows Leadership Alliance**

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

This website is a product of the Kellogg Fellows Leadership Alliance. The goal of the Alliance is to catalyze community level action on race. It includes a range of information that can be helpful to community activists, and it lists toolkits in the following areas:

Awareness: <http://www.kfla.org/programs/?p=p&c=252>

Healing: <http://www.kfla.org/programs/?p=p&c=253>

Multiethnic and Multicultural: <http://www.kfla.org/programs/?p=p&c=254>

Power and Institutional Policy: <http://www.kfla.org/programs/?p=p&c=255>

**>Mapping the Schoolhouse to Jailhouse Track Action Kit—A Product of the Advancement Project**

<http://www.advancementproject.org/digital-library/publications/schoolhouse-to-jailhouse-action-kit>

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

- Collecting information and data about school discipline policies and practices, and
- Analyzing and organizing the data.

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

[www.community-problem-solving.net](http://www.community-problem-solving.net)

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 at

<http://web.mit.edu/cpsproject/home.html>

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

<http://www.aecf.org/OurApproach/EnsuringRacialAndEthnicEquity.aspx>

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

**>Racial Equity Impact Assessment Toolkit—A Product of The Applied Research Center**

<http://www.arc.org/content/view/744/167/>

Racial Equity Impact Assessments (REIA) are systematic examinations of how different racial and ethnic groups will likely be affected by a proposed action or decision. REIAs are used to minimize unanticipated adverse consequences in a variety of contexts, including the analysis of proposed policies, institutional practices, programs, plans and budgetary decisions. This toolkit explains Racial Equity Impact Assessments, why they are needed, when they should be conducted and where they are in use. It provides sample questions designed to anticipate, assess and prevent potential adverse consequences of proposed actions on different racial groups.

**>Racial Equity Tools—A Product of the Center for Assessment & Policy Development and MP Associates**

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

This website is designed to support people and groups working for inclusion, racial equity and social justice. It displays a wide array of tools, ideas and strategies for racial equity advocates and includes a clearinghouse of resources and links from numerous sources. The Site Map includes an introduction to the theory behind a racial equity lens, community racial equity assessment tools, tools for creating advocacy and implementation plans, and tips on how to remain focused and maintain sustained effort in furtherance of your racial equity goals.



The goal is to help people both to understand and articulate the role that race plays in our communities and to act in deliberate and effective ways to promote racial equity, inclusion and social justice throughout systems, organizations and among ourselves as individuals and people working together toward racial equity. The site contains four main sections:

- Essential Concepts and Issues: This section contains background information about privilege, various types of racism and other key concepts and descriptions of various individual and collective change processes.
- Assessing and Learning: This section contains materials and tips to dig deeply into your organization or your community—to understand how change happens and the lay of the land in terms of racial equity.
- Planning and Implementing: This section contains materials and tips to help your group get ready to act and to put in place individual, inter-group and institutional change strategies.
- Sustaining and Refining: This section contains materials and tips to help you sustain the work, improve your actions as you go forward and progress effectively toward the long-term changes you seek.

**>Spirit in Motion: Sustainability Toolkit—A Product of the Movement Strategy Center**  
[http://www.movementstrategy.org/media/docs/5857\\_SIMtoolkit.pdf](http://www.movementstrategy.org/media/docs/5857_SIMtoolkit.pdf)

This toolkit contains activities to engage activists, organizers and movement builders in reflection and action about sustainability. The exercises are designed to broaden and deepen the conversation about the kind of deep transformation that is necessary. It includes the following activities:

- Take a Stand!
- Spirit in Motion Wellness Shield: Practices
- Self-Reflection Wheel
- Organizational Practices—Part 2
- Cops in the Head

### **Workshops, Convenings and Training Curricula**

Many organizations offer workshops and training designed to raise awareness of issues of race and to inspire action on these issues. They may be designed for individuals or for groups that seek to promote racial equity and racial healing, they may approach issues of race from differing perspectives, they may utilize different methods to engage and train participants, and they may focus on different venues where racism occurs. This section describes the kinds of workshops offered, includes other appropriate and available information and provides contact information for the organizations. This is far from an exhaustive list, and the presence of these entries does not imply an endorsement of any of these organizations or of their approaches. Those who seek such services should explore for themselves which workshops and/or training most closely fit their needs.

#### **>Anti-Defamation League**

Mailing Address: 605 Third Avenue, New York, NY 10158

Website: [www.adl.org/education/edu-awod/default.asp](http://www.adl.org/education/edu-awod/default.asp)

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

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

#### **>Anti-Racist Alliance: A Web-Based Curriculum on Whiteness**

Phone #: 914-723-3222

Mailing Address: 351 West 53rd Street, #4E, New York, NY 10019

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

This curriculum is designed for individuals, educators, activists and trainers who are interested in participating in a national movement for racial justice. It proceeds on the belief that change for racial justice will be accomplished through organized action for reparations in the form of federal government initiatives to end disproportionality and poverty and that transformation for racial justice requires a clear structural power analysis of a racialized America grounded in history.

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

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

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

#### >The Aspen Institute

Contact Person/Phone #: Gretchen Susi/212-677-5510

Mailing Address: Aspen Institute Roundtable on Community Change, 281 Park Ave. S., 5th Floor, New York, NY 10010

(The Aspen Institute has offices in other multiple locations.)

E-Mail Address: [gretchens@aspenroundtable.org](mailto:gretchens@aspenroundtable.org)

Website: [www.aspeninstitute.org](http://www.aspeninstitute.org)

Aspen Institute seminars seek to bring together diverse groups of experienced leaders to learn from each other and from the greatest thinkers and leaders. In an environment conducive to reflection and dialogue, participants wrestle with fundamental questions about the nature of value-centered leadership. Through the seminar experience, participants come to a new awareness of the organizations they lead and the values they find important, and they return to their organizations with renewed energy, inspiration and commitment. The **Racial Equity and Society Leadership Seminars** provide opportunities for leaders from a variety of sectors to immerse themselves in readings, dialogue and collective work around issues of race, ethnicity and equity. These are customized, one- to five-day, readings-based, non-partisan seminars led by expert moderators. They are conducted with diverse groups in a safe environment. The goals of the seminar are:

- To provide participants with a framework for understanding how and why racial inequities endure, including insights into racial dynamics in 21st century America;
- To enable participants to reexamine the historical foundations, underlying assumptions and current political and social dynamics that shape contemporary public debate about race and equity; and
- To help participants apply these insights to the social, economic, and political challenges in their own companies, organizations or communities by creating a detailed racial equity plan.

Staff of the Aspen Roundtable on Community Change provides follow-up support to Seminar alumni as they work to implement and refine their racial equity plans. In the fall of 2011, the Roundtable piloted a new two-day seminar on **Racial Equity and Health**. It aimed to give health professionals and leaders in a variety of sectors—such as

education, employment, housing, transportation, land use planning, community building, and advocacy—an understanding of current dynamics that maintain and produce racial inequities in health, and helped them develop action agendas to reduce these inequities.

**>Center for Courage & Renewal**

Phone #: 206-855-9140

Mailing Address: 321 High School Road, NE Suite D3 #375

Bainbridge Island, WA 98110-2648

Email Address: [info@CourageRenewal.org](mailto:info@CourageRenewal.org)

Website: <http://www.couragerenewal.org/>

The mission of the Center for Courage & Renewal is to nurture personal and professional integrity and the courage to act. It does this by:

- Helping people who wish to live and work to more wholeheartedly renew themselves, reclaim their vocational vitality and deepen their professional practice;
- Supporting these people in becoming forces for positive change in their workplaces, professions and communities as well as in the lives of the people they serve; and
- Contributing to the growing national conversation about reclaiming integrity and courage in professional and public life.

The Center helps to foster personal and professional renewal through supporting retreats and programs that offer the time and space to slow down and reflect on life and work. The retreats—based in the Circle of Trust® approach—are often called Courage to Teach® or Courage to Lead and are led by skilled facilitators who make use of poetry and stories, solitude, reflection and deep listening. In addition to offering Circle of Trust retreats nationally, it prepares Courage & Renewal Facilitators through its Facilitator Preparation Program to offer Courage to Teach and Courage to Lead retreats in their local communities. In some parts of the country, groups of Courage & Renewal Facilitators have created affiliate organizations that support retreat offerings.

**>Center for the Study of White American Culture, Inc.**

Contact Person/Phone #: Jeff Hitchcock/908-241-5439

Mailing Address: 245 West 4th Ave., Roselle, NJ 07203-1135

Email Address: [contact@euroamerican.org](mailto:contact@euroamerican.org)

Website: [www.euroamerican.org](http://www.euroamerican.org)

The Center's mission is to build an equitable society in the United States by de-centering white culture and centering an anti-racist multiracial culture free of white supremacy. White culture forms the central values of our society, and yet it is often treated as invisible, normal and outside the discussion of race. The Center believes that if, as a

nation, we are to develop a truly multiracial society centered on multiracial values, white people need to think about how white culture and values can find expression in non-dominant and non-oppressive ways. The Center engages in interracial dialogues, community improvement projects, workshops, diversity training and white-on-white anti-racist dialogues. The following information about its workshops was provided by the organization:

- Topics—How Knowledge of White Culture Is Important for Cultural Competence; How To Be An Ally; What Is White American Culture, White Privilege, and What Can White People Do To Help Create a Multiracial Society?
- Focus—Individual awareness, structural racism, racial healing, unconscious bias and anti-racism.
- Frequency—as requested.
- Location(s)—onsite at site of requesting organization.
- Length(s)—one day.
- Fee(s)—\$1500-\$2500 for group.
- Number of People/Workshop—20-40.
- Desired Outcomes—Introducing and normalizing discussion of topics not often discussed, such as white privilege and white culture, for the purposes of supporting anti-racist personal and institutional development.

### >Challenging White Supremacy

Contact Person/Phone #: Sharon Martinas, 415-647-0921

Mailing Address: 2440 16th Street, #275, San Francisco, CA 94103

Email Address: [cws@igc.org](mailto:cws@igc.org)

Website: [www.csworkshop.org](http://www.csworkshop.org)

As of Fall 2011, CWS will be coordinating a 15-session study/practice (praxis) group called “Transcending the Walls.” The goal of this group is to support anti-racist activists who want to be part of a growing national movement dedicated to challenging the Prison Industrial Complex and working for racial justice instead of mass incarceration. There is no fee for this praxis group.

CWS has also created a 10-session study group called “White Anti-Racist Organizing since 1960.” The readings and agenda for the study group are available free of charge at [www.solidarityinstitute.org](http://www.solidarityinstitute.org).

In the aftermath of Katrina, CWS collected materials from the racial justice grassroots organizing work in New Orleans and posted these materials on the website: [www.katrinareader.org](http://www.katrinareader.org). This material is also available free of charge.

For the basic principles and practice of the challenging white supremacy workshop, please see the website listed above. For additional information send an email to the email address listed above.

**>Change Matters**

Contact Person/Phone #: Gwen Wright/202-210-0050

Mailing Address: 103 Danbury Street SW, Washington, DC 20032

Email Address: [changematters7@gmail.com](mailto:changematters7@gmail.com)

Gwen Wright facilitates interracial dialogues and workshops and provides technical assistance focused on racial equity/justice, structural racism and community capacity-building. She seeks to increase community engagement by identifying and implementing methods for all community voices to be engaged in decision-making processes; helps to support elected officials in learning about and increasing citizen engagement in the local governance process; and engages faculty and students in healthy “conversations” about increasing student success, both in high school and in higher education.

**>Color Me Human Program**

Phone #: 1-800-481-7449

Mailing Address: Hawkeye Community College, Waterloo, IA 50702

Email Address: [ruben@colormehumanprogram.com](mailto:ruben@colormehumanprogram.com)

Website: [www.COLORMEHUMANPROGRAM.COM](http://www.COLORMEHUMANPROGRAM.COM)

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

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

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

- Topics—Train the Trainer; Interracial Dialogues; Community Education; Fund-Raising.

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

### >Crossroads Antiracism Organizing & Training

Phone #: 708-503-0804

Mailing Address: Crossroads Antiracism, P.O. Box 309, Matteson, IL 60443-0309

Email Address: [info@crossroadsantiracism.org](mailto:info@crossroadsantiracism.org)

Website: <http://crossroadsantiracism.org>

Crossroads Antiracism Organizing & Training has been engaged in antiracism organizing and movement building since 1986. Crossroads seeks to dismantle systemic racism and build antiracist multicultural diversity within institutions and communities guided by the following principles:

- Crossroads seeks to be accountable to those who share a common analysis of racism, and especially to communities of color;
- Crossroads understands its antiracism work to be part of a global movement for racial justice and social equality;
- Crossroads recognizes that resistance to racism also requires resistance to all other forms of social inequality and oppression; and
- The work of Crossroads is based upon a systemic analysis of racism.

Crossroads works with local and county governments, statewide child and family services agencies, public school systems, colleges and universities, national and regional faith-based judicatories, seminaries, national peace and justice initiatives, and local grassroots racial justice organizing groups. Services and workshops include:

- **Speakers and Presentations** on a wide range of topics related to race, racism and racial justice. (Available in English, Spanish, or bilingually)
- **Consultations** to organizations seeking support for leadership to evaluate policies, procedures and structures of accountability.
- **Introduction to Antiracism Workshop (1-day)**—For people familiar with diversity and multiculturalism but not with the concept of institutional or systemic racism. (Also available bilingually in Spanish and English)
- **Analyzing & Understanding Systemic Racism Workshop (2.5 days)**—For people

ready to take a deeper look at the historical development of racism in the U.S., how it still manifests itself and is perpetuated in institutions today, and how it affects both people of color and white people. (Also available bilingually in Spanish and English)

- **Antiracism Team Formation Training**—For institutions that recognize patterns of oppression and the need for change within their own systems and wish to organize internally to break down barriers and create antiracist/anti-oppressive policies, practices and procedures. (Also available bilingually in Spanish and English)
- **Continuing Opportunities for Team Growth**—Choose from 11 different workshops for Crossroads-trained antiracism teams to assist in deepening specific organizing skills.
- **Anti-Bias/AntiRacism (ABAR) Workshops**—Designed to establish a connection between Crossroads’ Power Analysis and the four goals of Anti-Bias education.

*More detailed information about these workshops and a list of additional workshops can be found on the website or by emailing the address provided above.*

**>ERAC/Ce—Eliminating Racism and Claiming/Celebrating Equality**

Contact Person/Phone #: B. Jo Ann Mundy, Julie Kaufman/269-365-4819

Mailing Address: 1000 W. Paterson St., Kalamazoo, MI 49093

Email Address: [eracce@eracce.org](mailto:eracce@eracce.org)

Website: [www.eracce.org](http://www.eracce.org)

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

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



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

**>ERASE Racism New York**

Phone #: 516-921-4863

Mailing Address: 6800 Jericho Turnpike, Suite 109W, Syosset, NY 11791

Website: [www.eraseracismny.org](http://www.eraseracismny.org)

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

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

**>Highlander Research and Education Center**

Contact Person/Phone #: Kristi Coleman/865-933-3443

Mailing Address: 1959 Highlander Way, New Market, TN 37820

Email Address: [hrec@highlandercenter.org](mailto:hrec@highlandercenter.org)

Website: [www.highlandercenter.org](http://www.highlandercenter.org)

Highlander serves as a catalyst for grassroots organizing and movement building in Appalachia and the South, supporting the efforts of people fighting for justice, equality and sustainability to take collective action to shape their own destiny. The founding principle and guiding philosophy of Highlander is that the answers to the problems facing society and the keys to grassroots power lie in the experiences of ordinary people. Highlander's current programs include:

- **Across Races and Nations**—A four-year project that conducted research into community change in the South due to immigration from Latin America. Publications and related resources are available at the website.

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

#### >Initiatives of Change/Hope in the Cities

Contact Person/Phone #: Rob Corcoran/804-358-1764

Mailing Address: 2201 W. Broad Street, Suite 200, Richmond, VA 23220

Email Address: [hopeinthecities@us.iofc.org](mailto:hopeinthecities@us.iofc.org)

Website: [www.hopeinthecities.org](http://www.hopeinthecities.org)

Hope in the Cities facilitates interracial workshops, offers coaching and promotes partnerships and network building. The following information about its workshops was provided by the organization:

- **Topics**—Personal Practices for Trustbuilders; Skills in Dialogue Facilitation and Group Management; Acknowledging and Healing Racial History; Building and Maintaining Diverse Teams/Networks/Partnerships.

- Focus—individual awareness, racial healing, connecting personal awareness and change with societal change.
- Frequency – annually, as requested, as needed.
- Location(s) – at their offices, onsite at the organization receiving the workshop, or at a Richmond retreat center.
- Length(s) – one day, two days, five days, customized to need.
- Fee(s) – varies with a basic fee of \$1,000/facilitator/day for two facilitators, higher fees for major institutions, lower fees for small non-profits.
- Number of People/Workshop – up to 12 for a dialogue, 24-30 for training.
- Desired Outcomes—varies depending on the workshop.

**>Jerry Tello**

Contact Person/Phone #: Jerry Tello/626-333-5033

Mailing Address: 3129 South Hacienda Boulevard, Suite 396, Hacienda Heights, CA 91745

Email Address: [tellojt@aol.com](mailto:tellojt@aol.com)

Website: <http://jerrytello.com>

Jerry Tello is an internationally recognized expert in the areas of cross-cultural family strengthening, community mobilization and culturally based violence prevention/intervention issues. He has extensive experience in the treatment of victims and perpetrators of abuse and in addictive behaviors, with a specialization in working with multi-ethnic populations. He is presently the Director of the Sacred Circles Healing Center in Whittier, Ca., and a member of the Sacred Circles performance group, a group dedicated to family/community development, peace and healing. He is the author of children’s books, professional publications, culturally based curriculums, and inspirational CDs and DVDs. In his work he seeks to incorporate his real life experience, together with research-based knowledge and indigenous culturally based teachings, to engage all in a reality-based healing and growth-inspiring experience. Mr. Tello offers the following services:

- Culturally Based Program and Staff Development;
- Inspirational Keynotes;
- Facilitator Training on Culturally Based Curriculums;
- Topic/Issue-Based Institute Trainings;
- Organizational and Community Leadership Development;
- Inspirational CDs, DVDs, Children’s Books;
- Interactive Performance Based Presentations; and
- Individual/Group Counsel, Mentorship, and Life Coaching.

**>Dr. Joy DeGruy**

Contact Person/Phone #: Dr. Joy DeGruy/866-778-2088

Mailing Address: 1526 North East Alberta Street, #210, Portland, OR 97211

Email Address: [info@joydegruy.com](mailto:info@joydegruy.com)

Website: [www.joydegruy.com](http://www.joydegruy.com)

Dr. DeGruy's Theory of Post Traumatic Slave Syndrome suggests that centuries of slavery followed by systemic racism and oppression have resulted in multigenerational adaptive behaviors—some of which have been positive and reflective of resilience and others that are detrimental and destructive. She presents facts, statistics and documents that illustrate how varying levels of both clinically induced and socially learned residual stress-related issues were passed along through generations as a result of slavery. Her workshops seek to guide participants toward unlocking their own truths by critically evaluating history, medicine, science and education. In her development of and work on the concept of *Post Traumatic Slave Syndrome—America's Legacy of Enduring Injury and Healing*, she provides a detailed mapping of how one can begin the change process in one's personal life, employment, family and community. She illustrates how—with thoughtful self-exploration—each person can evaluate his or her behaviors and replace negative and damaging behaviors with those that will promote, ensure and sustain the healing and advancement of African Americans. Dr. DeGruy also has developed the *African American Male Youth Respect Scale*, which measures the relationship between present and historical issues of respect in relationship to the use of violence among this population. Dr. DeGruy uses the *Post Traumatic Slave Syndrome Study Guide* as the basis for workshops, and it is available for sale at Dr. DeGruy's website, as is a schedule of her workshops. Her seminar on *Culture Specific Models of Service Delivery & Practice couples evidence-based practice models and culturally responsive intervention approaches*. Thus, the values, customs and traditions that characterize and distinguish different groups of people become tools through which providers can determine how to proceed in assisting, supporting and strengthening individuals, families and groups from a particular cultural group. Her workshop on *African American Male Adolescent Violence* examines the relationship between current and historical stressors unique to economically disadvantaged African American male youth. Dr. DeGruy investigates issues of violence victimization, violence witnessing, urban hassles, racial socialization, issues of respect and the presence of violence among these youth.

**>The Leaven Center**

Phone #: 989-855-2606 or 989-855-2277

Mailing Address: Leaven, P.O. Box 97, Lyons, MI 48851

Email Address: [leavencenter@leaven.org](mailto:leavencenter@leaven.org)

Website: [www.leaven.org](http://www.leaven.org)

The Leaven Center is a retreat and study center for people engaged in movements for social change. It was born of the conviction that the spiritual life cannot be divorced from an active concern for the world, and that those who work for justice need resources for spiritual renewal and vitality. It is committed to nurturing the relationship between spirituality and social justice, as well as nurturing multiracial, multicultural, and multi-faith communities. The Leaven Center offers approximately 24 workshops, retreats and seminars each year. Among the workshops it has offered is an intensive workshop for anti-racist white people. A calendar of events and additional information can be found on the website.

**>MP Associates**

Contact Person/Phone #: Maggie Potapchuk/[410-566-0390](tel:410-566-0390)

Mailing Address: 704 Brookwood Rd., Baltimore, MD 21229

Email Address: [mpotapchuk@mpassociates.us](mailto:mpotapchuk@mpassociates.us)

Website: [www.mpassociates.us](http://www.mpassociates.us) , [www.racialequitytools.org](http://www.racialequitytools.org) ,  
[www.evaluationtoolsforracialequity.org](http://www.evaluationtoolsforracialequity.org)

MP Associates is dedicated to building the capacity of individuals, organizations and communities to effectively address structural racism and better understand privilege issues for building a just and inclusive society. It works to identify systemic issues, to increase individuals' knowledge and skills and to support processes for people to work together across and within racial and ethnic groups. The goal is to provide support, skills and resources to help individuals, groups or communities sustain their work and share their lessons learned and skills with others in a collective effort to achieve racial equity. MP Associates facilitates dialogues and workshops, offers coaching, conducts webinars, provides technical assistance and facilitates white dialogue groups/caucuses. The organization also conducts research and literature searches, identifies best practices, develops tools and training manuals, develops curriculum and train-the-trainer programs, and evaluates and assesses programs. The following information about its workshops was provided by the organization:

- Topics—Understanding Structural Racism; Flipping the Script: Working on White Privilege; Applying Racial Equity Lens to Organization/Community; Community Change Processes and Progress in Addressing Racial Inequities; Aligning Strategies with Racial Equity Vision; Understanding Privilege and Racial Equity: Sustaining 21st Century Organizations; and Building Capacity for Racial Equity: An Overview of Approaches, Strategies and Tools.

- Focus—individual awareness, structural racism, capacity building, white privilege
- Frequency—as requested.
- Location(s)—onsite at the organization receiving the workshop.
- Length(s)—depends on the need.
- Fee(s)—depends on size of group, objectives, type of design, etc. Part of the design process is to conduct an assessment of the organization.
- Number of People/Workshop – flexible depending on the objectives.
- Desired Outcomes—depends on the design. The most important outcome is building the organization’s/community’s capacity to do racial equity work and to meet their outcomes.

**>National Coalition Building Institute**

Contact Person/Phone #: Cherie Brown/202-785-9400

Mailing Address: 1120 Connecticut Ave. NW, Suite 450, Washington, D.C 20036

Email Address: [ncbiinc@aol.com](mailto:ncbiinc@aol.com)

Website: [www.ncbi.org](http://www.ncbi.org)

NCBI trains leaders to work together to end racism and other forms of oppression through leadership and train-the-trainers programs. Its programs emphasize that the need to heal the wounds of one’s own past is a pre-requisite to constructive action to end oppressions. NCBI engages in interracial dialogues, community improvement projects, workshops and diversity training. The following information about its workshops was provided by the organization:

- Topics—Diversity Training; Train the Trainers; Anti-Racism; Coalition-Building.
- Focus—individual awareness, structural racism, racial healing, unconscious bias.
- Frequency—throughout the year in different locations.
- Location(s)—varies.
- Length(s)—one day, two days, five days.
- Fee(s)—negotiated individually with each client.
- Number of People/Workshop—15-100.
- Desired Outcomes—empowering people to see themselves as activists for change and through train-the-trainer programs to build affiliates in schools, communities and campuses that can develop ongoing sustainable work. Helping those schools, campuses and communities to develop through NCBI’s support the internal capacity to lead programs that are both prevention-oriented and can intervene in the face of tough divisive issues.

**>National Equity Project (formerly BayCES)**

Contact Person/Phone #: LaShawn Route-Chatmon/510-208-0160

Mailing Address: 1720 Broadway, 4th Floor, Oakland, CA 94612

Email Address: [info@nationalequityproject.org](mailto:info@nationalequityproject.org)

Website: <http://nationalequityproject.org>

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.

**>National Indian Child Welfare Association**

Phone #: 503-222-4044

Mailing Address: 5100 S.W. Macadam Avenue, Suite 300, Portland, OR 97239

Email Address: [info@nicwa.org](mailto:info@nicwa.org)

Website: [www.nicwa.org](http://www.nicwa.org)

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

It offers the following onsite training workshops:

- Child Protection Teams Adoption and Safe Families Act
- Cross-Cultural Skills in Indian Child Welfare
- Enhancing Cultural Competence in Human Service Settings
- Grassroots Child Abuse Prevention
- Heritage and Helping (five curriculum modules)
- Indian Child Welfare Act (beginning and advanced)
- ∅ Our Children’s Future (10 hours, one-credit designed for Head Start and preschool programs interested in implementing a child sexual abuse prevention curriculum in their schools)
- Positive Indian Parenting.

Workshop fees are negotiable. Other workshops are available by arrangement at \$1600/day.



**>National Multicultural Institute**

Contact Person/Phone #: Liz Sallett/202-483-0700

Mailing Address: 1666 K Street NW, Suite 440, Washington, D.C 20006

Email Address: [nmci@nmci.org](mailto:nmci@nmci.org)

Website: [www.nmci.org](http://www.nmci.org)

The mission of the National Multicultural Institute is to work with individuals, organizations and communities to facilitate personal and systemic change in order to build an inclusive society that is strengthened and empowered by its diversity. Through the development of strategic initiatives, partnerships and programs that promote an inclusive and just society, NMCI pursues global efforts to address critical and emerging issues in the diversity field. They offer consulting, training, executive coaching, assessment, web-based training and leadership development activities, and they develop specific interventions to meet the unique needs of managers and employees in diverse workplace settings. Their diversity and multicultural training to employees and managers include the following basic components:

- **Knowledge** needed to function effectively in multicultural environments;
- Awareness of learned prejudices and fears about differences and how these impact organizational culture and personal and professional relationships;
- **Skills** to increase the level of cultural competence, cross-cultural conflict resolution and creative problem-solving; and
- **Action** to develop plans to implement the new knowledge, awareness and skills, on both the individual and organizational levels. Change may start at the individual level, but it is best sustained when it takes place simultaneously at the systemic level.

For any project, NMCI will provide ongoing technical assistance through activities such as post-training follow-up, meeting facilitation, report generation, resource development and consultation to managers. NMCI also will provide executive consulting and coaching services in comfortable one-on-one sessions, complete with performance objectives and measurements, addressing topics such as: managerial style, stress and work pressure, delegation, conflict management, performance appraisals, and feedback.

**>National Queer API Alliance (NQAPIA)**

Washington, DC

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

NQAPIA is a federation of LGBT Asian American, South Asian, Pacific Islander, and Southeast Asian organizations and allies. NQAPIA is currently involved in promoting dignity, fairness, and inclusion for immigrants and in raising awareness about the Census and its implications for the community.

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

Contact Person/Phone #: Brenda Flyswithhawks/707-527-4613  
Wellesley, MA

Website: <http://www.wcwoonline.org/Active-Projects/seed-project-on-inclusive-curriculum>

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

**>Open Source Leadership Strategies**

Contact Person/Phone #: Gita Gulati-Partee/919-824-3914  
Mailing Address: 762 Ninth Street, #534, Durham, NC 27705  
Email Address: [gita@opensourceleadership.com](mailto:gita@opensourceleadership.com)

Website: [www.opensourceleadership.com](http://www.opensourceleadership.com)

Open Source Leadership Strategies builds organizational and leadership capacity for understanding and addressing racism and other systems of privilege and oppression that produce inequitable outcomes across communities and inside every institution. It brings not only a structural/systems lens but also an integrated analysis that connects racism to other power systems such as classism and sexism and to a larger movement for social change. Its point of entry on exposing and dismantling unjust systems, as well as visioning and constructing positive and just systems, is organizations. Open Source Leadership Strategies facilitates interracial dialogues and workshops, offers coaching, conducts webinars, provides technical assistance, develops organizational change strategies and plans, and evaluates racial and social justice efforts. It works in deep partnership with organizations to build their capacity both for internal change and as change agents in the world. It offers assessments, planning, facilitated dialogues and trainings, coaching, evaluation, and documentation. On occasion it works with funders to build the capacity of grantees as well as their internal capacity. The following information about its workshops was provided by the organization:

- Topics—Understanding Structural Racism and Racial Equity; Developing an Organizational Strategy for Addressing Structural Racism and Advancing Racial Equity; Locating Racial Equity Within a Larger Movement for Positive Social Change, Justice and Liberation for All.
- Focus—structural racism.
- Frequency—as requested.
- Location(s)—onsite at the organization receiving the workshop or at retreat

- centers.
- Length(s)—depends on the need.
- Fee(s)—there is not a workshop fee apart from the overall fee for the engagement, which is unique to each client.
- Number of People/Workshop—30-100.

Desired Outcomes—Open Source Leadership Strategies uses the workshops as an opportunity for a group to develop and deepen their shared understanding of structural racism and racial equity and then to strategize together about how they will make change inside and outside their organizations. The “workshops” on their own are not expected to achieve all the desired results, but they provide a space for a group of people to learn and strategize together, while also deepening their interpersonal relationships and building cross-cultural competence.

**>The People’s Institute for Survival and Beyond**

Phone #: 504-301-9292

Mailing Address: 601 N. Carrollton, New Orleans, LA 70119

Email Address: [tiphonie@pisab.org](mailto:tiphonie@pisab.org)

Website: [www.pisab.org](http://www.pisab.org)

The People’s Institute for Survival and Beyond is a national and international collective of anti-racist, multicultural community organizers and educators dedicated to building an effective movement for social transformation. The Institute functions on the belief that racism is the primary barrier preventing communities from building effective coalitions and overcoming institutionalized oppression and inequities. Therefore, it focuses on understanding what racism is, where it comes from, how it functions, why it persists and how it can be undone. Its workshops utilize a systemic approach that emphasize learning from history, developing leadership, maintaining accountability to communities, creating networks, undoing internalized racial oppression and understanding the role of organizational gate-keeping as a mechanism for perpetuating racism. It supports ongoing anti-racist efforts in communities, organizations and institutions through the following programs:

- **Undoing Racism Community Organizing Workshop**  
Workshops are scheduled in communities throughout the country. They are designed, through dialogue, reflection, role-playing, strategic planning and presentations, to challenge participants to analyze the structures of power and privilege that hinder social equity and to prepare them to be effective organizers for justice. An average of 10-15 groups/month participate in these workshops. A calendar of upcoming workshops is available on the website.
- **Community Organizing Strategy Team**  
C.O.S.T. involves long-term technical assistance to participants in the Undoing Racism Community Organizing Workshop as they develop anti-racist community

- organizing strategies.
- **Reflection, Assessment, Evaluation Team**  
R.A.E. helps an organization observe and measure its vision and values with as much energy and commitment as it measures its “objective” goals and outcomes.
  - **European Dissent**  
This is a collective of persons of European descent who explore ways in which to practice The People’s Institute principles in their personal, social, family and work lives.
  - **The People’s Institute Youth Agenda**  
P.I.Y.A. identifies and mentors young anti-racist organizers in colleges and in the neighborhoods where The People’s Institute does its work.
  - **The Jim Dunn Center for Anti-Racism Community Organizing**  
This is a leadership school for anti-racist grassroots organizers, primarily throughout Southeast Louisiana, that facilitates leadership forums, hosts evenings of inter-generational cultural sharing, supports social justice mobilizations, conducts research and sponsors internships for high school and college-age anti-racist organizers in the U.S. and in South Africa.

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

#### >**Rockwood Leadership Institute**

Phone #: 510-524-4000

Mailing Address: 1648 Martin Luther King, Jr. Way, Berkeley, CA 94709

Website: <http://rockwoodleadership.org>

The Rockwood Leadership Institute specializes in delivering the best practices and methodologies in leadership development to the non-profit community. Since 2000, it has trained nearly 3000 leaders from thousands of organizations in the U.S. and Canada. Its vision is a) thousands of inspired social change agents trained in partnership, communication, conflict resolution, team building, planning and producing powerful results, and b) thousands of non-profit organizations endowed with the skill and heart to bring out the best in their people, collaborate effectively with allies of all kinds and produce lasting change. “We want to change the world by helping the people who want to change the world.” Rockwood currently offers a menu of services for non-profit, philanthropic, labor and socially responsible business leaders, as well as elected officials. Its core programs are:

- **The Art of Leadership**—A four-day program for social change leaders that provides leaders with a) clarity of vision in their work; b) partnership skills; c) “personal mastery” and emotional intelligence skills; d) teamwork development skills; and e) performance skills.

- **The Art of Collaborative Leadership**—A five-day retreat that draws together and supports leaders working in specific social sectors and emphasizes understanding power dynamics, strategy and performance, personal/organizational sustainability.
- **The Advanced Art of Leadership**—A four-day seminar designed for leaders who have completed the Art of Leadership and want to continue building their leadership skills.
- **Strengthening the Practice**—A two-day refresher course designed for leaders who have completed the Art of Leadership and Rockwood’s Fellowship and Leading from the Inside Out programs.
- **Organizational Leadership**—A special training custom-designed to serve the needs of leadership teams within a given organization who want to increase their internal capacity for collaborative leadership.
- **Leading from the Inside Out Yearlong Fellowship**—An invitation-only fellowship program for established senior national leaders from diverse issue areas who have demonstrated their abilities to foster change in their fields.
- **The Rockwood Fellowships**—Multi-session programs presented in conjunction with funders who wish to support the collective efforts of leaders within a specific issue-based sector.
- **Building Capacity for Organizational Resilience and Renewal (BCORR)** – In partnership with national foundations, it contributes to leader and organizational transformation by providing capacity-building resources to select leaders as they transform and strengthen their organizations.

**>Social Healing Through Justice Project**

Contact Person/Phone #: Eric Yamamoto/808-956-6548

Mailing Address: University of Hawai’i at Mānoa

William S. Richardson School of Law

2515 Dole Street

Honolulu, HI 96822-2350

Email Address: [ericy@hawaii.edu](mailto:ericy@hawaii.edu)

Website: <http://www.law.hawaii.edu/personnel/yamamoto/eric>

The Social Healing Through Justice Project’s dual aims are to help: 1) end invidious discrimination, including discrimination driven by implicit bias; and 2) heal the persisting wounds of injustice through words and acts of justice, employing a multidisciplinary approach that draws upon law, social psychology, theology, economics, political theory and indigenous community dispute resolution practices. The Project supports interracial dialogues, conducts workshops, provides mentoring/ tutoring services, and trains promising students in scholarly advocacy, to help them do cutting-edge justice-scholarship for use on the justice frontlines. The following information about its

workshops was provided by the organization:

- Topics—Contextual Legal Analysis; Critical Race Praxis; Framing.
- Focus—structural racism, racial healing and unconscious bias.
- Frequency—as requested.
- Location(s)—at this organization’s offices or onsite at the requesting organization.
- Length(s)—one day.
- Fee(s)—\$1,000 plus expenses for for-profit organizations. \$ 500 plus expenses for non-profit organizations.
- Number of People/Workshop—12-15.
- Desired Outcomes—Enabling people to develop and begin to employ a framework for practically redressing the damage to people and society resulting from concrete injustices.

#### >Sport in Society

Contact Person/Phone #: Benjamin Blumberg/617-373-4025

Mailing Address: Sport in Society, A Northeastern University Center, 360 Huntington Avenue, International Village Suite 510, Boston, MA 02115

Email Address: [blumber.b@neu.edu](mailto:blumber.b@neu.edu)

Website: [www.sportinsociety.org](http://www.sportinsociety.org)

Sport in Society educates and supports emerging leaders and organizations within sport with the awareness, knowledge and skills to implement innovative and impactful solutions for social change. As a result, it unites the global sports industry under a shared mission of social responsibility. It focuses its efforts on issues related to building communities that are healthy, safe and inclusive. Key activities of Sport in Society include workshops, mentoring/tutoring, diversity training, technical assistance, including annual feedback surveys and social networking/online community building tools, and leadership training. The following information about its workshops was provided by the organization:

- Topics—Violence Prevention; Leadership; Community Building.
- Focus—individual awareness, unconscious bias.
- Frequency—as requested.
- Location(s)—at the organization’s offices or onsite at the organization receiving the workshop.
- Length(s)—varies from 90 minutes to three days.
- Fee(s)—varies.
- Number of People/Workshop—15-30, but events for up to 500.
- Desired Outcomes—raise awareness of participants to the effects of violence and discrimination in society; challenge thinking by countering mainstream messages about race, gender, sexual orientation, disability and violence; open

dialogue by creating a safe environment for participants to share their opinions and experiences; inspire leadership by empowering participants with skills and concrete options to effect change in their respective communities.

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

Contact Person/Phone #: Marga Varea/[617-924-3400](tel:617-924-3400)

Mailing Address: P.O. Box 1062, Watertown, MA 02471

Email Address: [info@tracingcenter.org](mailto:info@tracingcenter.org)

Website: [www.tracingcenter.org](http://www.tracingcenter.org)

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

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

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

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

*Please see the website for additional information.*

**>Training for Change**

Phone #: 215-776-8444

Mailing Address: Training for Change, P.O. Box 30914, Philadelphia, PA 19104

Email Address: [info@trainingforchange.org](mailto:info@trainingforchange.org)

Website: [www.trainingforchange.org](http://www.trainingforchange.org)

Training for Change specializes in preparing trainers to create a ripple effect in quality activist training. It supports activists, but it challenges them to step fully into their power. The goal is to support an organization to carry on its skills without them—passing on those skills learned to others. Training for Change uses a direct education training approach that liberates participants, helping them break limiting patterns and become more effective change agents. Among the workshops offered are:

- **Training of Trainers**
  - Super-T: Training for Social Action Trainers
  - Advanced Training of Trainers
  - How to Do Transformational Work
  - Super-T: A “Super Training” for Social-Action Trainers
  - Adventure-Based Learning
  - Creative Workshop Design
  - How to Teach Theory
  - Third-party Non-violent Intervention Training of Trainers
  - Training for Social Action Trainers
- **Diversity and Anti-Oppression**
  - Say It Loud, I’m Black and I’m Proud—an experiential workshop by and for African Americans to help them give/receive support to each other.
  - Class Matters—a workshop to give activists a hand with the mystery of class dynamics.
  - Whites Confronting Racism—a workshop for white people searching for a way to begin their work for racial justice or for those who already do anti-racism work and want to enhance their skills.
- **Strategy and Non-violent Action**
  - Non-violent Warrior
  - Learn How to Teach Direct Action
  - How to Facilitate Strategizing: A Training of Trainers
  - Strategy is Possible!
  - Organizing Skills Institute

Detailed information about each of these workshops, as well as a wide range of tools, strategies and publications is available at the website. Training for Change will also design special workshops upon request. Fees and lengths of workshops vary.



**>Visions, Inc.**

Phone #: 617-541-4100

Mailing Address: 48 Juniper Street, Roxbury, MA 02119

Email Address: [office@visions-inc.org](mailto:office@visions-inc.org)

Website: <http://visions-inc.org>

Visions seeks to create an environment where differences are recognized, understood, appreciated and leveraged for equitable benefit of all members of a system or group and where all can perform to their full potential. It believes that multicultural organizations and communities can be created and nurtured by eliminating racism, sexism, ageism, classism, heterosexism, anti-Semitism, adultism, ableism, violence and other forms of power imbalances and internalized oppression. Visions provides training and consultation to organizations, communities and individuals seeking to achieve greater effectiveness in a multicultural setting. It customizes its services, workshop curricula and consultation to address the specific needs of the individuals or organization with which it is working. Its multicultural organizational development process incorporates a variety of approaches and techniques that address what people think, what they do and how they feel about cultural differences and changes. The process addresses each of the following levels:

- Personal—attitudes, beliefs, opinions;
- Interpersonal—behaviors, treatments, and relationships;
- Institutional—policies, practices, and systems;
- Cultural—values, norms and expressions.

Its work in organizations always incorporates the following elements:

- Climate assessment—to establish the starting point and later milestones;
- Creating internal support groups or task forces—to generate commitment;
- Workshops—for experiential learning;
- Building internal capacity—to continue the work longer term.

Its open workshops include:

- Personal Approach to Multiculturalism (4 days)—This is its introductory workshop to the strategies involved in creating multicultural environments. Participants will learn concrete strategies for identifying personal prejudice and misinformation, recognizing institutional racism, understanding the personal effects of systemic oppression, and incorporating information regarding current issues important to the exploration of multicultural issues.
- Ongoing Multicultural Skill-Building Groups
- Youth Development Workshop
- ACCESS End of Life Care

Youth services and resources currently offered include:

- Two-day and four-day workshops on diversity, inclusion and multiculturalism for youth.

- Workshops on effective community organizing that youth can use to create their own community events.
- Programs that can be tailored to youth groups based on their specific needs.
- Youth Consultants ages 16-24 who can teach youth peer leadership skills.

**>Western States Center**

Contact Person/Phone #: Kalpana Krishnamurthy/503-228-8866

Mailing Address: PO Box 40305, Portland, OR 97204

Email Address: [kalpanak@wscpx.org](mailto:kalpanak@wscpx.org)

Website: [www.westernstatescenter.org](http://www.westernstatescenter.org)

The Western States Center seeks to support organizations in going through an anti-racist organizational development process. This includes creating shared language and understanding among staff and leaders, exploring current priorities and the racial disparities that exist within these areas, and looking at the organization's internal culture and process. It wants to help organizations create an internal process and culture that allows them to lift up racial equity in their current work and build a culture that allows them to manage this process internally rather than rely on external facilitators and experts. The Western States Center provides technical assistance to organizations that are engaged in activities related to racial equity/justice and structural racism, and it focuses on building the capacity of the community to carry out these activities. It also provides racial justice training and workshops and civic engagement support. The following information about its workshops was provided by the organization:

- Topics—Racial Justice; Structural Racism; Dismantling Racism.
- Focus—individual awareness, structural racism, anti-racist organizational development.
- Frequency—annually and as requested.
- Location(s)—at its offices and onsite at the receiving organization.
- Length(s)—one day standard; other workshops tailored to the needs of the group.
- Fee(s)—workshops at its annual training conference (the Community Strategic Training Initiative in Portland, OR) cost \$60/participant for those in its geographic region (OR, WA, ID, NV, UT, WY, MT, AK) and \$80-\$100 for others.
- Number of People/Workshop—25-30.
- Desired Outcomes—create a shared understanding of racial equity, help participants understand the different kinds of racism, begin to think about how the organization engages on issues of racial equity.

Technical assistance in the above topics is offered for a flat fee or at an hourly rate of approximately \$100/hour. The Western States Center also has published a resource book, "Dismantling Racism: A Resource Book for Social Change Groups," that is a

compilation of materials designed to supplement a Dismantling Racism workshop. It can be downloaded for free at <http://www.westernstatescenter.org/tools-and-resources/Tools/Dismantling%20Racism/>.

**>White Men as Full Diversity Partners**

Phone #: 503-281-5585

Mailing Address: WMFDP, LLC, P.O. Box 12436, Portland, OR 97212

Website: <http://www.wmfdp.com>

WMFDP seeks to bring white men wholly on board in diversity efforts and to create candid and respectful teamwork that raises morale and leads to improved productivity and employee engagement. WMFDP helps organizations leverage diversity by equipping leaders with deep and lasting insight into the perspectives of others. It challenges leaders to understand and value their own cultural perspectives, while broadening understanding for other cultures. Its work seeks to transform the mindsets of leaders throughout the organization to access commitment, leverage talent and deepen engagement. It engages with clients in one of three different ways:

- **Test the Waters**—This is a customized awareness-raising presentation such as a “lunch and learn” session for all corporate leaders or an invitational session for a small executive leadership team or diversity council.
- **Build Critical Mass**—This is a transformative multiday learning lab, typically the White Men’s Caucus or White Men and Allies, attended by a team of leaders and designed to help develop partnership skills that can deepen diversity dialogues and effect organizational change.
- **Fully Engage Change Agents**—This is an internal White Men as Full Diversity Partners learning lab for a group of key stakeholders. It is followed up with a strategy session for the entire group to craft a plan for changing practices, policies and behaviors and determining critical next steps.

The learning labs typically are customized three-and a- half-day residential experiences, at a cost of \$2700 for the learning lab and \$1400 for housing and materials.

- **White Men and Allies**—designed to help participants deepen partnerships to create inclusive, creative and responsive organizations.
- **Women of Different Tribes**—designed for women focusing on cross-racial and cross-cultural leadership and partnership skill development.
- **White Men’s Caucus**—designed to assist white men in becoming full diversity partners within their organizations.

WMFDP also conducts customized labs that combined with follow-up consulting and coaching motivate and assist leaders in identifying and taking courageous actions as full diversity partners; provide speakers on a wide range of related topics for a wide variety of audiences; conduct leadership coaching and customized leadership development; and offer best practices and strategic consultations.

**>The White Privilege Conference**

Contact Person/Phone #: Daryl Miller/719-255-4764

Mailing Address: Attn.: Daryl Miller, UCCS Matrix Center, 1420 Austin Bluffs Parkway, Colorado Springs, CO 80918

Email Address: [dmiller4@uccs.edu](mailto:dmiller4@uccs.edu)

Website: [www.whiteprivilegeconference.com](http://www.whiteprivilegeconference.com)

The White Privilege Conference provides a challenging, collaborative and comprehensive experience in an effort to empower and equip individuals to work for equity and justice through self and social transformation. It is built on the premise that the U.S. was started by white people for white people. It examines challenging concepts of privilege and oppression, and it offers solutions and team-building strategies to work toward a more equitable world. It is not designed to attack, degrade or beat up on white folks, and it is committed to a philosophy of “understanding, respecting and connecting.” The conference is an annual event that attracts more than 1,500 high school and college students, teachers, university faculty and higher education professionals, non-profit staff, activists, social workers and counselors, healthcare workers, and members of the spiritual and corporate communities from more than 35 states and Australia, Bermuda, Canada and Germany. It offers academic credit and CEU credits, and it can serve as a step in the process of obtaining a Certificate in Social Justice, Diversity and Equity.

**>World Trust Educational Services, Inc.**

Contact Person/Phone #: Shakti Butler/510-632-5156

Mailing Address: World Trust Educational Services, Inc., 8115 McCormick Avenue, Oakland, CA 94605

Email Address: [info@world-trust.org](mailto:info@world-trust.org)

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

World Trust works to eliminate racial inequity through transformational education. It uses its groundbreaking documentary films, such as *Mirrors of Privilege: Making Whiteness Visible* and *Cracking the Codes*, as the basis for learning and dialogue. It believes that suffering perpetuated by racial and economic divides is, at its core, the result of a disconnect from our collective humanity. This disconnect plays itself out within ourselves, in our relationships with others, and in our institutions and structures. World Trust uses the powerful combination of film, dialogue and transformative

learning to build the skills to perceive and challenge the internal and external systems that reinforce racial oppression. In addition, it works to heal the wounds of racism by building community and cultivating the practices of love-in-action and respect: kindness, non-judgment, compassion, deep listening. World Trust sparks individual learning and links it to a growing collective will that is committed to change. A World Trust seminar seeks to change the trajectory of an organization, just as a seemingly small course correction at sea can take a vessel to a completely new destination. With new understanding, shared connection and deeper listening skills, participants are able to continue the conversation and support organizational change. World Trust's work ranges from 90-minute interactive presentations to multi-day retreats designed to meet the goals of the client organization.

## **ANCHOR ORGANIZATIONS**

As noted in the foreword, the W.K. Kellogg Foundation has identified anchor institutions in the pursuit of racial equity. These are organizations with important credibility and constituencies whose work directly impacts vulnerable children and their families, addresses structural racism and fosters racial equity and healing. The stability, vitality and viability of these nine organizations are considered by the Kellogg Foundation to be particularly important in fueling the movement toward racial justice, equity and healing. Each of these organizations also is listed in a subsequent section, either the section on Institutions Involved in Research on Structural Racism or the section on National Organizing and Advocacy Organizations. For the convenience of users of this guide, the appropriate section is noted following the description of the organization.

### **>Advancement Project**

Co-Director: Judith A. Browne Dianis

Website: [www.advancementproject.org](http://www.advancementproject.org)

The Advancement Project is a policy, communications and legal action group committed to racial justice. It was founded by a team of veteran civil rights lawyers in 1998 “to develop, encourage, and widely disseminate innovative ideas, and pioneer models that inspire and mobilize a broad national racial justice movement to achieve universal opportunity and a just democracy.” It partners with community organizations, bringing them the tools of legal advocacy and strategic communications to dismantle structural exclusion. It believes that structural racism can be dismantled by multi-racial grassroots organizing that is focused on changing public policies and is supported by lawyers and communications strategies.

*(See entry for Advancement Project in section on National Organizing and Advocacy Organizations.)*

### **>Applied Research Center**

President and Executive Director: Rinku Sen

Website: [www.arc.org](http://www.arc.org)

The Applied Research Center (ARC) believes that pressing political conflicts demand a serious treatment of racial equity that addresses both a history of injustice and contemporary problems. They see racism in and demand concrete change from our most powerful public institutions to build a fair and equal society. ARC conducts research to expose the subtle racism of laws and regulations that result in hardship for black, Latino, Asian and native communities. It uses public policy as a key tool to repair these historic injustices by designing and implementing creative solutions to contemporary problems. Through advocacy leadership it trains a cadre of journalists, community organizers and elected officials to make these solutions real. Finally, ARC

works through journalism and the mass media to push our society toward a real discussion of racial justice in the 21st century.

*(See entry for Applied Research Center in section on Institutions Involved in Research on Structural Racism.)*

**>Asian and Pacific Islander American Health Forum**

President and CEO: Kathleen Ko

Website: <http://www.apiahf.org/>

The Asian & Pacific Islander American Health Forum (APIAHF) seeks to influence policy, mobilize communities and strengthen programs and organizations to improve the health of Asian Americans, Native Hawaiians, and Pacific Islanders. Its policy work focuses on:

- Expanding access to health care;
- Improving the quality of health care through cultural competency, language access, and diverse work force; and
- Increasing research and improving the collection, reporting and analysis of data about the communities it represents.

*(See entry for Asian and Pacific Islander American Health Forum in section on National Organizing and Advocacy Organizations.)*

**>Joint Center for Political and Economic Studies**

President and CEO: Ralph B. Everett, Esq.

Website: [www.jointcenter.org](http://www.jointcenter.org)

The Joint Center for Political and Economic Studies is a research and policy analysis institution focused exclusively on issues of particular concern to African Americans and other people of color. Founded in 1970 as a resource for newly-elected black public officials, it has evolved into a more comprehensive think tank focused on issues related to African American political participation, health disparities, economic empowerment, media and technology, and governance and civic engagement. It disseminates its analyses largely through publications and forums. It also is the convener of the National Policy Alliance, an alliance of all nine of the organizations that represent black public officials at every level of government. These include:

- Blacks In Government;
- Congressional Black Caucus;
- Judicial Council of the National Bar Association;
- National Association of Black County Officials/National Organization of Black County Officials;
- National Black Caucus of Local Elected Officials;
- National Conference of Black Mayors;

- National Caucus of Black School Board Members,; National Black Caucus of State Legislators; and
- World Conference of Mayors.

*(See entry for Joint Center for Political and Economic Studies in section on Institutions Involved in Research on Structural Racism.)*

**>NAACP**

President and CEO: Benjamin Todd Jealous

Website: [www.naacp.org](http://www.naacp.org)

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 in furtherance of these objectives, consistent with the NAACP's Articles of Incorporation and its Constitution.

*(See entry for NAACP in section on National Organizing and Advocacy Organizations.)*

**>National Congress of American Indians**

Executive Director: Jacqueline Johnson Pata

Website: [www.ncai.org](http://www.ncai.org)

The NCAI was founded in 1944 in response to termination and assimilation policies that the United States forced upon the tribal governments in contradiction of their treaty rights and status as sovereigns. NCAI stresses the need for unity and cooperation among tribal governments for the protection of their treaty and sovereign rights, and it works to inform the public and Congress on the governmental rights of American Indians and Alaska Natives. It includes 250 member tribes throughout the United States. NCAI monitors federal policy and coordinates efforts to inform federal decisions that affect tribal government interests.



It seeks to secure for American Indians and their descendants the rights and benefits to which they are entitled; to enlighten the public toward a better understanding of the Indian people; to preserve rights under Indian treaties or agreements with the United States; and to promote the common welfare of the American Indians and Alaska Natives.

*(See entry for National Congress of American Indians in section on National Organizing and Advocacy Organizations.)*

**>National Council of La Raza**

President and CEO: Janet Murguia

Website: [www.nclr.org](http://www.nclr.org)

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.

*(See entry for National Council of La Raza in section on National Organizing and Advocacy Organizations.)*

**>National Urban League**

President and CEO: Marc H. Morial

Website: [www.nul.org](http://www.nul.org)

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.

*(See entry for National Urban League in section on National Organizing and Advocacy Organizations.)*

**>Poverty & Race Research Action Council**

President and Executive Director: Philip Tegeler

Website: [www.prrac.org](http://www.prrac.org)

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

*(See entry for Poverty and Race Research Action Council in section on Institutions Involved in Research on Structural Racism.)*



### **INSTITUTIONS INVOLVED IN RESEARCH ON STRUCTURAL RACISM**

The following organizations, listed alphabetically, are among those in various parts of the country and in various institutions that engage in research on structural racism. Some exist independently; others are associated with academic institutions. In a number of cases they also are advocates for action to eliminate structural racism. They are listed in this section because research is their primary product. In cases in which organizations have an entry in the section on Workshops, Convenings, and Training Curricula, that is so noted at the end of the description of the organization.

#### **>African American Policy Forum**

New York, NY

Website: [www.aapf.org](http://www.aapf.org)

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.

#### **>Applied Research Center**

New York, NY

Website: [www.arc.org](http://www.arc.org)

The Applied Research Center (ARC) believes that pressing political conflicts demand a serious treatment of racial equity that addresses both a history of injustice and contemporary problems. They see racism in, and demand concrete change from, our most powerful public institutions to build a fair and equal society. ARC conducts research to expose the subtle racism of laws and regulations that result in hardship for black, Latino, Asian and native communities. It uses public policy as a key tool to repair these historic injustices by designing and implementing creative solutions to contemporary problems. Through advocacy leadership it trains a cadre of journalists, community organizers and elected officials to make these solutions real.

Finally, ARC works through journalism and the mass media to push our society toward a real discussion of racial justice in the 21st century.

**>The Aspen Institute**

New York, NY

Website: [www.aspeninstitute.org](http://www.aspeninstitute.org)

The Aspen Institute, founded in 1950, is an international non-profit organization dedicated to fostering enlightened leadership and open-minded dialogue. Through seminars, policy programs, conferences and leadership development initiatives, the Institute seeks to promote non-partisan inquiry and an appreciation for timeless values.

**The Aspen Institute Roundtable on Community Change** focuses on the problems of distressed communities and seeks solutions to individual, family and neighborhood poverty. It convenes leaders across key sectors and provides a safe environment for them to examine and develop ways to address issues of common concern, conducts applied and policy research on critical challenges facing the field of community change, serves as a technical advisor to leaders who are actively engaged in activities designed to improve outcomes for low-income children, youth and families, and distills lessons in the field nationally and internationally. It utilizes a number of strategies to advance the field, such as leadership development seminars, publications, public speaking, and websites. The Roundtable's Project on Structural Racism and Community Building aims to dismantle structural racism through the *Racial Equity and Society Seminar* series, research on youth development and criminal justice, the **Racial Equity and Social Peer Learning Forum**, and a clearinghouse for key resources on racism, racial disparity and racial equity. (See entry under *Workshops, Convenings and Training Curricula.*)

**>Center for Assessment and Policy Development**

Conshohocken, PA

Website: [www.capd.org](http://www.capd.org)

Website: [www.racialequitytools.org](http://www.racialequitytools.org)

Website: [www.evaluationtoolsforracialequity.org](http://www.evaluationtoolsforracialequity.org)

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

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

**>Center for Justice, Tolerance & Community**

UC Santa Cruz  
Santa Cruz, CA

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

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

**>Center for Research on Social Change**

UC Berkeley  
Berkeley, CA

Website: <http://crsc.berkeley.edu/>

The Center for Research on Social Change at the University of California at Berkeley (CRSC) is a research center dedicated to understanding the processes of social change that contribute to transforming conditions of inequality. CRSC researchers use a combination of qualitative and quantitative approaches to undertake interdisciplinary empirical investigations into the factors promoting and inhibiting social change in the United States and abroad. A major focus of the Center is how immigration, globalization, economic restructuring and development of new technologies are shaping and changing the structure and culture of various spheres within societies throughout the world. CRSC also provides training and professional development to graduate and undergraduate students.

**>Center for Responsible Lending**

Durham, NC

Website: [www.responsiblelending.org](http://www.responsiblelending.org)

The Center for Responsible Lending was created to protect homeownership and family wealth by working to eliminate abusive financial practices. It carries out this mission through research, technical policy assistance, coalition-building, litigation and communications with the goal of permanently addressing policy gaps that enable unfair

lending practices to persist. CRL engages in community improvement and community empowerment projects, media education, research on disparate impacts of abusive lending practices in communities of color, technical assistance, and workshops and panel discussions focused on the history, causes, scope, and impact of abusive lending practices. In doing so it seeks to empower well-prepared advocates to form faith-based, grassroots and grassroots organizations to better advance reform of abusive lending practices and policies.

**>Center for Social Justice Research, Teaching & Service**

Georgetown University  
Washington, D.C.

Website: <http://socialjustice.georgetown.edu/>

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.

**>Center for the Study of Race, Politics and Culture (CSRPC)**

University of Chicago  
Chicago, IL

Website: [www.csrpc.uchicago.edu](http://www.csrpc.uchicago.edu)

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.

**>Charles Hamilton Houston Institute for Race and Justice at Harvard Law School  
Harvard University**

Cambridge, MA

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

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

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

University of California Berkeley School of Law

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

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

**>Civil Rights Project/Proyecto Derechos Civiles**

UCLA

Los Angeles, CA

Website: [www.civilrightsproject.ucla.edu](http://www.civilrightsproject.ucla.edu)

Founded at Harvard University in 1996 and relocated to UCLA in 2007, the mission of the Civil Rights Project is to help renew the civil rights movement by bridging the worlds of ideas and action, to be a preeminent source of intellectual capital within that movement, and to deepen the understanding of the issues that must be resolved to achieve racial and ethnic equity as society moves through the great transformation of the 21st century. It believes that either the country will learn to deal effectively with the richness of its diversity, or it will lose pace in a globalizing world and decline and divide. It further believes that focused research and the best ideas of scholars and leaders from all parts of the country can make a decisive contribution to a renewal of the promise of the civil rights movement. The Project convenes national conferences and roundtables, commissions new research and policy studies, and produces major reports/books on topics such as student diversity, desegregation, school discipline, special education, dropouts and college access. Since moving to UCLA, it has added new initiatives related to immigration, language policy, and a special local focus on studies of the Southern California metropolitan megaplex.



**>CUNY Black Male Initiative**

City University of New York

New York, NY

Website: [www.cuny.edu](http://www.cuny.edu)

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

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

**>Demos**

New York City, NY

Website: <http://www.demos.org/index.cfm>

A multi-issue national organization, Demos combines research, policy development and advocacy to influence public debates and catalyze change. It publishes books, reports and briefing papers that illuminate critical problems and advance innovative solutions; works at both the national and state level with advocates and policymakers to promote reforms; helps to build the capacity and skills of key progressive constituencies; projects its values into the media by promoting Demos Fellows and staff in print, broadcast and Internet venues; and hosts public events that showcase new ideas and leading progressive voices.

**>Diversity Data, Inc.**

Harvard School of Public Health

Cambridge, MA

Website: <http://diversitydata.sph.harvard.edu>

The Diversity Data project identifies metropolitan area indicators of diversity, opportunity, quality of life and health for various racial and ethnic population groups. The website can be of value to a wide variety of potential users interested in describing, profiling and ranking U.S. metro areas in terms of quality of life. The indicators provide a scorecard on diversity and opportunity and allow researchers, policymakers and community advocates to compare metro areas and to help them advocate for policy action and social change.

**>Economic Policy Institute**

Washington, D.C.

Website: [www.epi.org](http://www.epi.org)

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

**>USC Program for Environmental and Regional Equity**

University of Southern California

Los Angeles, CA

Website: <http://dornsife.usc.edu/pere/home/index.cfm>

PERE conducts research and facilitates discussions on issues of environmental justice, regional inclusion, and social movement building. PERE's work is rooted in the new three R's: rigor, relevance and reach. It conducts research in its focus areas that is relevant to public policy concerns and that reaches to those directly affected communities that most need to be engaged in the discussion. In general, it seeks and supports direct collaborations with community-based organizations in research and other activities, trying to forge a new model of how university and community can work together for the common good.

**>Harvard Project on American Indian Economic Development**

Harvard University

Cambridge, MA

Website: <http://hpaied.org>

Through applied research and service, the Harvard Project aims to understand and foster the conditions under which sustained, self-determined social and economic development is achieved among American Indian nations. Its core activities include research, education and the administration of a tribal governance awards program. In all of its activities, the Harvard Project collaborates with the Native Nations Institute for Leadership, Management and Policy at the University of Arizona, and it also is formally affiliated with the Harvard University Native American Program, an interfaculty initiative at Harvard University.

**>Insight Center for Community Economic Development**

Oakland, CA

Website: [www.insightcced.org](http://www.insightcced.org)

The Insight Center for Community Economic Development is a national research, consulting and legal organization dedicated to building economic health and opportunity in vulnerable communities. It works in collaboration with foundations, non-profits, educational institutions, government and businesses in its primary areas of interest—to develop, strengthen and promote programs and public policies that lead to good jobs, strengthen early care and education systems, and enable people and communities to build financial and educational assets. The Insight Center engages in projects and initiatives in its areas of interest and offers customized services such as research and analysis, problem-solving, training and strategic planning in these areas. In its project on Closing the Racial Wealth Gap, the Insight Center provides consulting services, expert speakers, policy principles, research and conferences designed to increase the impact of people of color in a) asset policy practice and research; b) developing a public policy agenda and communications effort that will raise this issue to national prominence; and c) creating the impetus for policy change.

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

Boston College

Chestnut Hill, MA

Website: [www.bc.edu/bc\\_org/avp/soe/isprc](http://www.bc.edu/bc_org/avp/soe/isprc)

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

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

**>Joint Center for Political and Economic Studies**

Washington, D.C.

Website: [www.jointcenter.org](http://www.jointcenter.org)

The Joint Center for Political and Economic Studies is a research and policy analysis institution focused exclusively on issues of particular concern to African Americans and other people of color. Founded in 1970 as a resource for newly-elected black public officials, it has evolved into a more comprehensive think tank focused on issues related to African American political participation, health disparities, economic empowerment, media and technology, and governance and civic engagement. It disseminates its analyses largely through publications and forums. It also is the convener of the National Policy Alliance, an alliance of all nine of the organizations that represent black public officials at every level of government. These include:

- Blacks In Government;
- Congressional Black Caucus;
- Judicial Council of the National Bar Association;
- National Association of Black County Officials/National Organization of Black County Officials;
- National Black Caucus of Local Elected Officials;
- National Conference of Black Mayors;
- National Caucus of Black School Board Members;
- National Black Caucus of State Legislators; and
- World Conference of Mayors

**>Kirwan Institute for the Study of Race and Ethnicity**

Ohio State University

Columbus, OH

Website: <http://kirwaninstitute.org>

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

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

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

**>Lewis Walker Institute for the Study of Race and Ethnic Relations**

Western Michigan University

Kalamazoo, MI

Website: [www.wmich.edu/walkerinstitute/](http://www.wmich.edu/walkerinstitute/)

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.

**>New Racial Studies Project**

University of California

Santa Barbara, CA

Website: [www.newracialstudies.ucsb.edu](http://www.newracialstudies.ucsb.edu)

The UCSB New Racial Studies Project is a developing think tank that focuses on the dynamics of race and racism in the 21st century. It is committed to revitalizing racial studies on the UCSB campus and beyond. It grew out of a series of informal meetings and events to discuss ongoing work on such subjects as: incarceration rates, the meaning of white identity, the rise of a new American empire, the phenomenon of “Islamophobia,” and the peculiar link between racism, sexism and homophobia, among other issues. Its main goal is to foster and support new knowledge about race and racism by supporting and sponsoring research projects, assisting in obtaining funding and disseminating research findings, developing resources for teaching and community work, and linking to similar projects located beyond the UCSB campus.

**>The Opportunity Agenda**

New York, NY

Website: [www.opportunityagenda.org](http://www.opportunityagenda.org)

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.

**>PolicyLink**

Oakland, CA

Website: [www.policylink.org](http://www.policylink.org)

PolicyLink is a national research and action institute advancing economic and social equity by Lifting Up What Works®. PolicyLink work is guided by the belief that those closest to the nation’s challenges are central to the search for solutions. With local and national partners, PolicyLink spotlights promising practices, supports advocacy campaigns and helps to bridge the traditional divide between local communities and policymaking at the local, regional, state and national levels. Among its approaches is equitable development, which is grounded in four principles: the integration of people and place; reduction of local and regional disparities; promotion of “double bottom line” investments; and ensuring meaningful voice, participation and leadership from community members. This framework is used to promote a range of economic and social issues, including achieving the fair distribution of affordable housing throughout regions, equity in public investment, and community strategies to improve health.

**>Poverty & Race Research Action Council**

Washington, D.C.

Website: [www.prrac.org](http://www.prrac.org)

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

**>Roy Wilkins Center for Human Relations and Social Justice**

**University of Minnesota**

Minneapolis, MN

Website: <http://www.hhh.umn.edu/centers/wilkins/>

The Wilkins Center was founded in 1992 as a joint endeavor of the University of Minnesota and the Roy Wilkins Foundation to continue the Roy Wilkins' legacy of civil rights and social justice. The Wilkins Center undertakes research to guide and empower policymakers and community leaders to develop and promote solutions to the problems of racism and racial and ethnic inequality.

**>The Schott Foundation for Public Education**

Cambridge, MA

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

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.

**>Social Policy Research Associates**

Oakland, CA

Website: [www.spra.com](http://www.spra.com)

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

- Evaluation and Evaluation Design;
- Policy Implementation and Impact Studies;
- Survey Design, Implementation and Analysis;
- Site Visit Observation and Focus Groups;
- Ethnographic Research and Case Study Analysis; and
- Support in Designing Funding Strategies and Special Initiatives.



**>Sport in Society**

Northeastern University

Boston, MA

Website: [www.sportinsociety.org](http://www.sportinsociety.org)

The Center for the Study of Sport in Society, utilizing the power and appeal of sports, works locally, nationally and globally to identify and address social problems in sports and in society. It conducts research, develops programs that offer solutions, and educates and advocates on the emerging issues. It believes that utilizing the power and appeal of sport can help create a just world by eliminating discrimination, hate and violence, while creating lasting solutions and promoting healthy development and social responsibility. Violence Prevention and Diversity (VPD) is the over-arching umbrella for the human rights educational programs offered by the Center. These action-oriented programs aim to encourage, empower, engage and influence young people and adults to speak on issues surrounding violence, diversity, conflict resolution, inclusion and social justice.

*(See entry for Sport in Society in section on Workshops, Convenings, and Training Curricula.)*

**>Tulane University Institute for the Study of Race and Poverty**

Tulane University

New Orleans, LA

Website: <http://tulane.edu/cps/about/upload/aacu-diversitydemocracy-vol10no3-NOLA.pdf>

The Institute for the Study of Race and Poverty (ISRP) facilitates and promotes social justice, particularly for persons of color and the disadvantaged through research, education, policy and advocacy. Its mission is to achieve a greater understanding of racialized poverty and promote change in existing policies and practices that negatively impact the poor and disenfranchised. Its research goals and objectives are to:

- Conduct and review analyses of the intersection of race and poverty, with particular attention focused on the local metropolitan area and the policies and practices that perpetuate cumulative long-term economic and social disadvantage;
- Maintain an ongoing exploration of “best organizational practices and policies” and become a clearinghouse for such information; and
- Develop the capacity to facilitate culturally sensitive community-based research.

**>University of Minnesota Institute on Race & Poverty**

University of Minnesota

Minneapolis, MN

Website: [www.irpumn.org](http://www.irpumn.org)

The Institute on Race & Poverty (IRP) investigates the ways that policies and practices disproportionately affect people of color and the disadvantaged. A core purpose for IRP's work is to ensure that people have access to opportunity. Another is to help the places where people live to develop in ways that both promote access to opportunity and help maintain regional stability. It conducts research, disseminates findings through publications and its website, and convenes conferences.



## **NATIONAL ORGANIZING AND ADVOCACY ORGANIZATIONS**

The following organizations operate on a national or regional scale and are engaged primarily in organizing and advocacy activities, including communications strategies, on issues of race. They can be valuable sources of information and inspiration, successful strategies and practices, and potential collaborations. In some cases, organizations are listed that do not focus primarily on racism, but because it is a significant portion of their activities, they are included in this list. In cases in which organizations have an entry in the section on Workshops, Convenings, and Training Curricula, that is so noted at the end of the description of the organization.

### **>Active Voice**

San Francisco, CA

Website: [www.activevoice.net](http://www.activevoice.net)

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.

### **>Advancement Project**

Washington, D.C.

Website: [www.advancementproject.org](http://www.advancementproject.org)

The Advancement Project is a policy, communications, and legal action group committed to racial justice. It was founded by a team of veteran civil rights lawyers in 1998 “to develop, encourage, and widely disseminate innovative ideas, and pioneer models that inspire and mobilize a broad national racial justice movement to achieve universal opportunity and a just democracy.” It partners with community organizations, bringing them the tools of legal advocacy and strategic communications to dismantle structural exclusion. It believes that structural racism can be dismantled by multiracial grassroots organizing that is focused on changing public policies and is supported by lawyers and communications strategies.

**>Alliance for Truth and Racial Reconciliation**

**>The William Winter Institute for Racial Reconciliation**

University of Mississippi

University, MS

Website: [www.winterinstitute.org](http://www.winterinstitute.org)

Website: [www.olemiss.edu/winterinstitute](http://www.olemiss.edu/winterinstitute)

In 2005, a gathering of groups based in the Deep South met to talk about helping communities confront issues of racial violence and reconciliation. Representatives of The Birmingham Pledge, Southern Truth and Reconciliation, and the William Winter Institute for Racial Reconciliation were present. Out of this meeting grew the desire to form a regional alliance, creating a network of organizations dedicated to similar ideals that could serve local community needs throughout the South. This led to the March 2006 Southern Exposure conference, hosted by the three original groups, at the University of Mississippi, where the Winter Institute resides. The Alliance for Truth and Racial Reconciliation (ATRR) grew out of this meeting. It promotes truth-seeking and reconciliation on issues of racial violence by deepening our understanding of history and its continuing effects, and by working for justice. As an alliance of concerned individuals and committed local organizations, it seeks to address the concerns of healing, accountability, reparations, restorative justice and coalition-building. By working collaboratively, it supports and promotes efforts by individuals and local groups to build bridges and create community through hearings, conferences, community-based initiatives, dialogue-building sessions, forums and projects, as well as supporting national legislation and initiatives consistent with these efforts to strengthen the social, economic, political and environmental fabric of the United States.

Below are the organizations represented at the March 2006 conference and those who have since joined the Alliance:

**1898 Foundation, Inc.** <http://www.attr.org/documents/SEconf-orgs.pdf>

**Activists with a Purpose**

Contact: Dianna Freelon-Foster  
760 E. Govan Extd. #308  
Grenada, MS 38901  
662-226-9720

**Anthony Crawford Remembered**

<http://www.thealm.com/info/infoview.asp?documentid=10>

**Anti-Defamation League** [www.adl.org](http://www.adl.org)

**Alliance Members continued:**

**Anti-Prejudice Consortium** <http://www.antiprejudice.org/about.html>

**Beloved Community Center/Greensboro Truth and Community Reconciliation Project**  
<http://www.belovedcommunitycenter.org/group/f85f1d1132a551cbe13abc4337081a93>

**The Birmingham Pledge** <http://www.birminghampledge.org/>

**Clayton Jackson McGhie Memorial Board** <http://www.claytonjacksonmcghie.org/>

**Coalition to Remember the 1906 Atlanta Race Riot**  
<http://www.1906atlantaraceriot.org/>

**Committee for the Apology**                      Contact: Mark Planning  
1133 Connecticut Ave. NW, Suite 300  
Washington, DC 20036  
202-293-1127

**Facing History and Ourselves** <http://www.facinghistory.org/>

**Greensboro Truth and Reconciliation Commission** <http://www.greensborotrc.org/>

**The International Museum of Muslim Cultures** <http://www.muslimmuseum.org/>

**The Keepers of Love** <http://www.thekeepersoflove.com/>

**Lemuel Penn Memorial Committee** <http://www.atrr.org/documents/lem-penn.htm>

**Mission Mississippi** <http://www.missionmississippi.org/>

**Moore's Ford Memorial Committee** <http://www.mooresford.org/>

**The Philadelphia Coalition** <http://www.neshobajustice.com/>

**Race With History** <http://www.racewithhistory.org/>

**RockRose Institute** <http://www.rockroseinstitute.org/>

**Alliance Members continued:**

**Rosewood Heritage Foundation** <http://www.displaysforschools.com/rosewood.html>

**Southern Truth and Reconciliation (STAR)** <http://www.southerntruth.org/>

**>American Jewish Committee**

New York, NY

Website: [www.ajc.org](http://www.ajc.org)

The American Jewish Committee (AJC), established in 1906 by a small group of American Jews deeply concerned about pogroms aimed at Russian Jews, determined that the best way to protect Jewish populations in danger would be to work towards a world in which all peoples were accorded respect and dignity. More than 100 years later, AJC continues its efforts to promote pluralistic and democratic societies where all minorities are protected. AJC is an international think tank and advocacy organization that attempts to identify trends and problems early and to take action. Its key areas of focus are: combating anti-Semitism and all forms of bigotry; promoting pluralism and shared democratic values; supporting Israel's quest for peace and security; advocating for energy independence; and strengthening Jewish life. In addition to its New York headquarters and Office of Government & International Affairs in Washington, AJC has 29 chapters and three independent affiliates in the U.S. and eight overseas offices. In addition, AJC has 28 global partnerships.

**>Americans for Indian Opportunity**

Albuquerque, NM

Website: [www.aio.org](http://www.aio.org)

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.

**>Anti-Defamation League**

New York, NY

Website: [www.adl.org](http://www.adl.org)

The Anti-Defamation League was founded in 1913 “to stop the defamation of the Jewish people and to secure justice and fair treatment to all.” Now among the nation’s premier civil rights/human relations agencies, ADL fights anti-Semitism and all forms of bigotry, defends democratic ideals and protects civil rights for all. A leader in the development of materials, programs and services, ADL builds bridges of communication, understanding and respect among diverse groups, carrying out its mission through a network of 30 regional and satellite offices in the United States and abroad. It fights anti-Semitism and all forms of bigotry through information, education, legislation and advocacy.

*(See entry for Anti-Defamation League’s A World of Difference Institute in section on Workshops, Convenings and Training Curricula.)*

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

Institute for Democratic Renewal

Claremont Graduate University

Claremont, CA

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

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.



**>The Anti-Racist Alliance**

New York, NY

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

The [ANTIRACISTALLIANCE](#) 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. *(See entry for Anti-Racist Alliance's A Web-Based Curriculum on Whiteness in section on Workshops, Convenings and Training Curricula.)*

**>Asian American Justice Center**

Washington, DC

Website: [www.napalc.org](http://www.napalc.org) or <http://www.advancingjustice.org/>

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.

**>Asian and Pacific Islander American Health Forum**

San Francisco, CA

Website: <http://www.apiahf.org/>

The Asian and Pacific Islander American Health Forum (APIAHF) seeks to influence policy, mobilize communities, and strengthen programs and organizations to improve the health of Asian Americans, Native Hawaiians, and Pacific Islanders. As part of an ambitious framework for creating change in policies, systems, and the fundamental ways that we address health and healthcare disparities in our communities, APIAHF policy work focuses on:

- Expanding access to healthcare;
- Improving the quality of healthcare through cultural competency, language access and diverse workforce; and
- Increasing research and improving the collection, reporting, and analysis of data about our communities.

APIAHF seeks to affect these policy changes through:

- Policy and Data Analyses;
- Coalition Building;
- Engaging Policy Makers; and
- Media Advocacy.

This work is possible through partnerships with community-based organizations, community leaders, providers and researchers, minority and immigrant health advocates, and other healthcare and public health advocates.

**>Association of American Colleges and Universities**

Washington, DC

Website: [www.aacu.org](http://www.aacu.org)

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

**>Association of Black Foundation Executives**

New York City, NY

Website: [www.abfe.org](http://www.abfe.org)

The Association of Black Foundation Executives was the first of the Council on Foundations 38 Affinity Groups. Its mission is to promote effective and responsive philanthropy in black communities. Its members and supporters, by the work they do and the role they play in philanthropy, are catalysts for advancing philanthropic practices that build on a tradition of self-help, empowerment and excellence to solve the challenges faced in black communities. To meet its goals and objectives, ABFE focuses on the following approaches:

- It strengthens its collaborations with key affinity groups, regional black philanthropic networks and non-profit organizations to leverage its collective institutional influence, effectiveness and impact in black communities.
- It creates professional training programs and initiatives, such as its Connecting Leaders Fellows program, to develop leadership and talent.
- It supports the sharing of Best Practices for Supporting Diverse and Inclusive Leadership.
- It convenes and sponsors high-engagement learning opportunities for active members.
- It prepares and distributes a series of annual briefing papers that identify priority issues in black communities, and it makes recommendations for strategic philanthropic investments to address those issues.
- It conducts webinars that include ABFE's introduction of *Effective and Responsive Philanthropy in Black Communities and investing in Black Men and Boys-Strategies for Making a Case in Your Specific Climate*.

**>Black Administrators in Child Welfare, Inc.**

Washington, DC

Website: <http://www.blackadministrators.org/>

The Black Administrators in Child Welfare is an advocacy, membership, research, training and technical assistance organization founded in 1971 to respond to the need for culturally appropriate services to the overrepresented African American children and families and to provide a support network for individuals serving as executives managing child welfare and other human service agencies. BACW is the only child welfare organization that has been involved nationally in work that addresses child welfare policy, practice and research on behalf of African American children specifically but all children in foster care. BACW is committed to strengthening and supporting programs designed to promote the healthy development of children, youth and families. It supports communities that are serving all children with special attention given to those with a demonstrated interest in helping children of color.

**>Brown Foundation**

Topeka, KS

Website: <http://brownvboard.org>

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

- Brown Foundation Teach Quest Scholarships;
- National Programs on Civic Engagement and Diversity;
- National Curriculum Newsletter for Classroom Use;
- Oral History Collection of Civil Rights Pioneers;
- Traveling Exhibits on Brown v. Board of Education;
- National Park and Interpretive Center;
- Early Literacy Initiative for Preschools;
- Competitive History Programs for Students; and
- Mini-Grants for Youth-Based Diversity Programs.

**>California Rural Legal Assistance**

San Francisco, CA

Website: [www.crla.org](http://www.crla.org)

California Rural Legal Assistance, Inc. (CRLA), a 501(c)(3) non-profit legal services organization, seeks to ensure that California's poorest communities have access to justice. CRLA provides California farm workers and low-income families with no-cost legal representation, community outreach and educational workshops in the areas of

health, housing, civil rights, education, family security and employment. Since 1966, it has led collaborative efforts with private, public and non-profit agencies to expand the accessibility of the justice system to low-income individuals and families and to educate and empower our clients to maintain equal protection under the law. CRLA's multi-lingual, culturally diverse staff serves more than 40,000 clients and community members annually in 23 offices statewide, from the U.S.-Mexico border to Northern California.

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

Brooklyn, NY

Website: [www.nccj.org](http://www.nccj.org)

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

**>Center for Community Change**

Washington, DC

Website: [www.communitychange.org](http://www.communitychange.org)

The Center for Community Change strengthens, connects and mobilizes grassroots groups to enhance their leadership, voice, and power. It believes that vibrant community-based organizations, led by the people most affected by social and economic injustice, are key to building new politics based on community values. Founded in 1968 to honor the life and values of Robert F. Kennedy, the Center's mission is to build the power and capacity of low-income people, especially low-income people of color, to change their communities and public policies for the better. CCC seeks to:

- **Amplify Community Voices:** CCC leverages its relationships with grassroots community leaders, ethnic and mainstream media, and national opinion makers to advocate for low-income people.
- **Combine Grassroots Power to Win:** CCC is a catalyst for action by bringing together grassroots groups and leaders across race and ethnicity, issues, and geography to learn from one another and join forces on common causes.
- **Build the Social Movements of Tomorrow:** CCC finds and nurtures the leaders and ideas of tomorrow by bringing together creative thinkers from the grassroots to the ivory tower to develop innovative solutions and a vision for an America where we're all in it together.

It accomplishes these goals through its:

- **Campaign for Community Values**, a national coalition of more than 300 grassroots community organizations that seeks to influence public policy;
- **Field-Building activities**, in which it works to strengthen the field of community-led, grassroots organizations;
- **Issue Campaigns on health care**, housing, immigration and worker justice;
- **Electoral Organizing**, in which it funds and trains grassroots community organizations to engage in electoral organizing and in registering, turning out and staying connected to voters; and
- **Leadership Development**, in which it trains and mentors new community organizers and provides leadership support for mid-career organizers.

#### >Center for Social Inclusion

New York, NY

Website: [www.centerforsocialinclusion.org](http://www.centerforsocialinclusion.org)

The Center for Social Inclusion works to build a fair and just society by dismantling structural racism. It partners with communities of color and other allies to create strategies and build policy reform models to end racial disparity and promote equal opportunity. With its partners it conducts applied research, translates it, teaches our communities, informs the public, convenes stakeholders, nurtures multiracial alliances and supports advocacy strategies. The Center's Diversity Advancement Project ([www.diversityadvancementproject.org](http://www.diversityadvancementproject.org)) identifies opportunities to break existing frames that undermine our discussion of how to transform our society into a fair and inclusive one. It also develops strategies to build new frames that support a vision of a society without a dominant racial group. It develops tools such as publications, talking points and strategy papers. It identifies, analyzes and shares relevant research to inform strategies to move the public discussion on diversity. It convenes racial justice advocates, academic researchers from many disciplines, trade unionists and other stakeholders to engage in information sharing, strategy development, relationship building and other activities to align efforts, develop partnerships and inform strategies to achieve structural diversity.

#### >Center for Third World Organizing

Oakland, CA

Website: [www.ctwo.org](http://www.ctwo.org)

The Center for Third World Organizing (CTWO, pronounced "C-2") is a racial-justice organization dedicated to building a social-justice movement led by people of color. As a training and resource center, it promotes and sustains direct-action organizing in communities of color in the United States. CTWO's programs include training of new and experienced organizers, including the well-known Movement Activist Apprenticeship

Program (MAAP); establishing model multi-racial community organizations; and building an active network of organizations and activists of color to achieve racial justice in its fullest dimensions. CTWO envisions the creation of a just and equitable society in which communities of color are active participants in the creation of decisions and policies that shape their lives.

**>Communities In Schools**

Arlington, VA

Website: [www.communitiesinschools.org](http://www.communitiesinschools.org)

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.

**>Crossroads Anti-Racism Organizing and Training**

Matteson, IL

Website: [www.crossroadsantiracism.org](http://www.crossroadsantiracism.org)

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.

*(See entry for Crossroads Anti-Racism Organizing and Training in section on Workshops, Convenings and Training Curricula.)*

**>Dolores Huerta Foundation**

Bakersfield, CA

Website: [www.doloreshuerta.org](http://www.doloreshuerta.org)

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 multi-media popular education workshops across the country.

**>Equal Justice Society**

San Francisco, CA

Website: [www.equaljusticesociety.org](http://www.equaljusticesociety.org)

The Equal Justice Society is a national organization of scholars, advocates and concerned individuals advancing creative legal strategies and public policy for enduring social change. Its goal is to reshape jurisprudence to ensure that the rights of all are expanded, rather than diminished, by the courts and policy makers. It seeks to develop and disseminate new theories to help ensure fairness and democracy; sponsor forums, presentations, and debates on the legal issues of our day; mentor progressive advocates to go forth and fight for social justice; and forge concrete connections between law students and those who are on the front lines practicing law, working for justice, developing jurisprudence and serving on the bench.

**>Everyday Democracy (formerly Study Circles Resource Center)**

East Hartford, CT

Website: [www.everyday-democracy.org](http://www.everyday-democracy.org)

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.

**>Evangelical Lutheran Church of America**

ELCA Churchwide Organization

Chicago, IL

Website: [www.elca.org](http://www.elca.org)

The Evangelical Lutheran Church in America (ELCA) is a community of faith that shares a passion for making positive changes in the world. Its faith is built around a strong belief that through worship, service and education, it can make a difference in practical, realistic ways.

**>Facing History and Ourselves**

Brookline, MA

Website: [www.facinghistory.org](http://www.facinghistory.org)

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 non-profit 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.

**>The Faith and Politics Institute**

Washington, DC

Website: [www.faithandpolitics.org](http://www.faithandpolitics.org)

The Faith and Politics Institute, a non-partisan, interfaith organization, was founded in 1991 to help public officials stay in touch with their faith and deeper values as they shape public policy. The word "faith" was chosen instead of the word "religion" to communicate a reference point broader than any single religious doctrine. The Faith and Politics Institute envisions a world where all political leaders draw upon their faith to heal society’s wounds. Drawing universal wisdom from a range of spiritual traditions, the Faith and Politics Institute equips members of Congress to better serve the people

by providing the space for spiritual and moral reflection and bipartisan, interfaith community. The Institute encourages civility and respect as spiritual values essential to democracy, and it strives to strengthen political leadership that contributes to healing the wounds dividing our nation and our world through a range of activities involving members of Congress. This includes experiential pilgrimages, reflection groups, United States-South Africa faith and politics initiative, Capitol forum series, retreats, St. Joseph's day breakfast, and the Congressional reception.

**>Fetzer Institute**

Kalamazoo, MI

Website: [www.fetzer.org](http://www.fetzer.org)

The mission of the Fetzer Institute, to foster awareness of the power of love and forgiveness in the emerging global community, rests on its conviction that efforts to address the world's critical issues must go beyond political, social and economic strategies to their psychological and spiritual roots. The Institute uses the bulk of its income to actively run its own programs or services, and it does not accept unsolicited proposals for funding. It occasionally offers fellowships, requests for proposals and awards that are open for application. As important as the content of the Fetzer Institute's work is the way it collaborates with others to develop its programs. In an open and trusting environment, the Institute convenes working groups to discern areas of future activity. It then invests in the wisdom and the questions that emerge from these dialogues. Institute meetings include dialogue, inquiry, reflection, and contemplation, as well as attention to measurable outcomes. This approach enhances traditional models, transforming individuals, organizations, and communities. The Fetzer Institute offers opportunities for retreat to the public and to those with whom it is in partnership. Its retreat settings are designed to facilitate purposeful work and contemplative practice, to foster a sense of community and well-being, to promote interaction and dialogue when needed, and to exemplify harmony with nature. Instrumental to the work ahead will be examining love and forgiveness through 16 international advisory councils. Each council will represent a sector of work in the world and will be called to help us understand the motivations and preconditions for the exercise of love and forgiveness in their field.

**>The FrameWorks Institute**

Washington, DC

Website: [www.frameworksinstitute.org](http://www.frameworksinstitute.org)

The mission of the FrameWorks Institute is to advance the non-profit sector's communications capacity by identifying, translating and modeling relevant scholarly research for framing the public discourse around social problems.

FrameWorks:

- Designs, commissions, manages and publishes communications research to prepare non-profit organizations in expanding their constituency base, building public will and furthering public understanding of specific social issues.
- Critiques, designs, conducts and evaluates communications campaigns on social issues through an approach called “strategic frame analysis.” It provides a Strategic Frame Analysis E-Workshop to familiarize non-profit groups with the concept and how to apply it to non-profit communications and advocacy.
- Offers webinars, E-Workshops, and issue-based toolkits for issues on which it is working.
- Focuses currently on such issues as mental health, education, budget and taxes, early childhood development, child nutrition, children’s oral health and other children’s issues.

**>Hope in The Cities**

Richmond, VA

Website: [www.hopeinthecities.org](http://www.hopeinthecities.org)

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.

*(See entry for Initiatives of Change/Hope in the Cities in section on Workshops, Convenings and Training Curricula.)*

**>Institute for Southern Studies**

Durham, NC

Website: <http://www.southernstudies.org>

The Institute for Southern Studies, founded in 1970 by veterans of the civil rights movement, seeks to draw attention to the national importance of the South and to develop research and publication projects that directly support grassroots organizing, especially efforts for corporate and government accountability. It has been involved in the launching of such organizations as the Brown Lung Association, Southerners for Economic Justice, the Georgia Power Project, and the Gulf Tenants Leadership Development Project.

**>International Center for Transitional Justice**

New York, NY

Website: [www.ictj.org](http://www.ictj.org)

The International Center for Transitional Justice (ICTJ) assists countries pursuing accountability for past mass atrocities or human rights abuses. The Center works in societies emerging from repressive rule or armed conflict, as well as in established democracies where historical injustices or systemic abuses remain unresolved. The ICTJ assists in the development of integrated, comprehensive and localized approaches to transitional justice comprising five key elements: prosecuting perpetrators, documenting and acknowledging violations through non-judicial means such as truth commissions, reforming abusive institutions, providing reparations to victims, and facilitating reconciliation processes. The core principles of the ICTJ are reflected in the following five operational guidelines:

- Prioritize the interests and perspectives of victims and survivors;
- Promote compliance with international obligations;
- Shape policy and advice based on a rigorous analysis of the national and international context and circumstances;
- Promote local involvement and empowerment; and
- Support and facilitate the work of organizations and individuals in the transitional justice field.

**>The Jamestown Project**

Cambridge, MA

Website: [www.jamestownproject.org](http://www.jamestownproject.org)

The Jamestown Project is a diverse action-oriented think tank of new leaders who reach across boundaries and generations to make democracy real. Founded and operated primarily by people of color and women, the Jamestown Project consists of scholars, activists, and communities who use five broad strategies to achieve its mission: generating new ideas; promoting meaningful public conversations and engagement; cultivating new leaders; formulating political strategy and public policy; and using cutting-edge communications techniques that reach a broad public.

**>The John Hope Franklin Center for Reconciliation**

Tulsa, OK

Website: [www.jhfcenter.org](http://www.jhfcenter.org)

Email: [info@jhcenter.org](mailto:info@jhcenter.org)

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.

#### >Leadership Conference on Civil Rights

Washington, DC

Website: [www.civilrights.org](http://www.civilrights.org)

The Leadership Conference on Civil Rights (LCCR) was founded in 1950 by three giants of the civil rights movement—A. Philip Randolph, founder of the Brotherhood of Sleeping Car Porters; Roy Wilkins, Executive Secretary of the NAACP; and Arnold Aronson, a leader of the National Jewish Community Relations Advisory Council. It is the nation's premier civil rights coalition, and it has coordinated the national legislative campaign on behalf of every major civil rights law since 1957. LCCR consists of more than 192 national organizations, representing persons of color, women, children, labor unions, individuals with disabilities, older Americans, major religious groups, gays and lesbians and civil liberties and human rights groups. Its mission is to promote the enactment and enforcement of effective civil rights legislation and policy.

#### >League of United Latin American Citizens

Washington, DC

Website: [www.lulac.org](http://www.lulac.org)

The Mission of the League of United Latin American Citizens is to advance the economic condition, educational attainment, political influence, health and civil rights of the Hispanic population of the United States. In its history of more than 75 years, LULAC has fought for voting rights, full access to the political process and equal educational

opportunity for Hispanic children. LULAC councils across the nation hold voter registration drives and citizenship awareness sessions, sponsor health fairs and tutorial programs, and raise scholarship money for the LULAC National Scholarship Fund. LULAC's activism has extended to the realm of language and cultural rights as well. In response to an increase in xenophobia and anti-Hispanic sentiment, LULAC councils have held seminars and public symposiums on language and immigration issues, and its officers have spoken out on television and radio against the "English Only" movement to limit the public (and in some cases, private) use of minority languages.

**>Los Angeles Alliance for a New Economy**

Los Angeles, CA

Website: <http://www.laane.org/>

LAANE is a leading advocacy organization dedicated to building a new economy for all. Combining dynamic research, innovative public policy and the organizing of broad alliances, LAANE promotes a new economic approach based on good jobs, thriving communities and a healthy environment.

**>The Martin Luther King, Jr., Center for Non-violent Social Change**

Atlanta, GA

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

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

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

**>Mexican American Legal Defense and Education Fund**

Los Angeles, CA

Website: [www.maldef.org](http://www.maldef.org)

Founded in 1968, the Mexican American Legal Defense and Educational Fund (MALDEF) has a mission of advancing the civil rights of Latinos in the United States. Its unique three-pronged strategy for civil rights advancement combines advocacy, community education and litigation. Its advocacy includes efforts and partnerships around critical civil rights issues affecting Latinos at the local, state, and federal levels. Its community education includes programs such as MALDEF's Parent School Partnership Program, which trains Latino parents how to become change agents within their children's

schools. MALDEF's legal victories include its litigation establishing the right of any child to a public education; its litigation defeating California's Proposition 187, which sought to deny Latino immigrants a range of social services and basic civil rights; and more recently, its First Amendment litigation defeating local ordinances barring Latino day laborers from soliciting employment.

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

**>Mississippi Center for Justice**

Jackson, MS

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

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

**>NAACP**

Baltimore, MD

Website: [www.naacp.org](http://www.naacp.org)

The mission of the NAACP is to ensure the political, educational, social and economic equality of rights 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 principal objectives of the Association are:

- 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 thereof, and to take any other lawful action in furtherance of these objectives, consistent with the NAACP's Articles of Incorporation and its Constitution.

**>National Civic League**

Denver, CO

Website: [www.ncl.org](http://www.ncl.org)

The National Civic League (NCL) is a non-profit, non-partisan, membership organization dedicated to strengthening citizen democracy by transforming democratic institutions. NCL fosters innovative community building and political reform, assists local governments, and recognizes collaborative community achievement. NCL accomplishes its mission through technical assistance, training, publishing, research and the All-American City awards.

**>National Coalition for Asian Pacific American Community Development**

Washington, DC

Website: <http://nationalcapacd.org>

The National Coalition for Asian Pacific American Community Development (National CAPACD) was founded in 1999 and is a national advocacy organization dedicated to addressing the housing, community and economic development needs of diverse and growing Asian American and Pacific Islander (AAPI) communities. Its member-based network includes more than 100 community-based organizations and individuals in 17 states. Its mission is to be a powerful voice for the unique community development needs of AAPI communities and to strengthen the capacity of community-based organizations to create neighborhoods of hope and opportunity. It engages in capacity-building; community convenings; advocacy and policy research; and leadership development.

**>National Coalition Building Institute**

Washington, DC

Website: [www.ncbi.org](http://www.ncbi.org)

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.

*(See entry for National Coalition Building Institute in section on Workshops, Convenings and Training Curricula.)*

### **>National Congress of American Indians**

Washington, DC

Website: [www.ncai.org](http://www.ncai.org)

The NCAI was founded in 1944 in response to termination and assimilation policies that the United States forced upon the tribal governments in contradiction of their treaty rights and status as sovereigns. It works to inform the public and Congress on the governmental rights of American Indians and Alaska Natives. NCAI has grown over the years to include 250 member tribes throughout the United States. It monitors federal policy and coordinates efforts to inform federal decisions that affect tribal government interests. NCAI seeks to secure for American Indians and their descendants the rights and benefits to which they are entitled; to enlighten the public toward a better understanding of the Indian people; to preserve rights under Indian treaties or agreements with the United States; and to promote the common welfare of the American Indians and Alaska Natives.

**>National Council of Asian Pacific Americans**

Washington, DC

Website: <http://ncapaonline.org>

The National Council of Asian Pacific Americans, founded in 1996, is a coalition of 29 Asian Pacific American organizations around the country. It serves to represent the interests of the greater Asian American (AA) and Native Hawaiian Pacific Islander (NHPI) communities and to provide a national voice for AA and NHPI issues.

**>National Council of Churches**

Washington, DC

Website: [www.nccusa.org](http://www.nccusa.org)

The NCC's leadership helps to link faith groups throughout the country and worldwide. In addition to working closely with its member congregations, the NCC maintains working relationships with the Roman Catholic Church, Evangelical and Pentecostal communities and other Christian bodies, and it has reached out to numerous partners in ministry on the local, regional and national levels to help to get important objectives accomplished. The NCC also networks with the many ecumenical and interfaith organizations established at the local, state and regional levels, in the U.S. and abroad. And it promotes harmonious relations among Christians, Jews, Muslims, Buddhists, practitioners of traditional Native American religion, and many other faith groups in a society that is increasingly multi-religious.

**>National Council of La Raza**

Washington, DC

Website: [www.nclr.org](http://www.nclr.org)

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 who work at the state and local levels to advance opportunities for individuals and families. Founded in 1968, NCLR is a private, non-profit, non-partisan, tax-exempt organization. It serves all Hispanic subgroups in all regions of the country, and in addition to its headquarters in Washington, D.C., it has operations in Atlanta, Chicago, Los Angeles, New York, Phoenix, Sacramento, San Antonio, and San Juan, Puerto Rico.

**>National Federation of Just Communities**

Detroit, MI

Website: [www.federationforjustcommunities.org](http://www.federationforjustcommunities.org)

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.

**>National Indian Child Welfare Association**

Portland, OR

Website: [www.nicwa.org](http://www.nicwa.org)

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

*(See entry for National Indian Child Welfare Association in section on Workshops, Convenings and Training Curricula.)*

**>National Legal Aid and Defender Association**

Washington, D.C.

Website: [www.nlada.org](http://www.nlada.org)

NLADA is the nation's leading advocate for front-line attorneys and other equal justice professionals—those who make a difference in the lives of low-income clients and their families and communities. Representing legal aid and defender programs, as well as individual advocates, NLADA is the oldest and largest national, non-profit membership association devoting 100 percent of its resources to serving the broad equal justice community. NLADA serves the equal justice community in two major ways: providing products and services, and being a leading national voice in public policy and legislative debates on the many issues affecting the equal justice community. It also serves as a resource for those seeking more information on equal justice in the United States.

**>National MultiCultural Institute**

Washington, DC

Website: [www.nmci.org](http://www.nmci.org)

The mission of the National MultiCultural Institute (NMCI) is to work with individuals, organizations and communities to facilitate personal and systemic change in order to build an empowerment in civic engagement and leadership, civil rights and racial justice.

**>Native American Rights Fund**

Boulder, CO

(Offices also in Anchorage, AK and Washington, DC)

Website: <http://www.narf.org>

The Native American Rights Fund is the oldest and largest non-profit law firm dedicated to asserting and defending the rights of Indian tribes, organizations and individuals nationwide. Its practice is concentrated in five key areas: the preservation of tribal existence; the protection of tribal natural resources; the promotion of Native American human rights; the accountability of governments to Native Americans; and the development of Indian law and educating the public about Indian rights, laws, and issues. Its mission is to bring excellent, highly ethical, legal representation to tribes that will ensure their survival and their way of life. In addition to the legal services it provides, NARF is engaged in a project called the Indigenous Peacemaking Initiative, which is designed to promote and support Native American peoples in restoring sustainable peacemaking practices. It will accomplish this through:

- Promoting Traditional Peacemaking Practices;
- Coordinating a Traditional Peacemaking Practices Clearinghouse;
- Convening Traditional Peacemaking Meetings;

- Offering Training and Teaching Opportunities that:
  - Document and disseminate best practices;
  - Develop curriculum, case studies and tools;
  - Provide training on various components and techniques of peacemaking; and
- Supporting Mentoring and Nurturing.

**>Native American Public Telecommunications**

Lincoln, NE

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

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.

**>Native Nations Institute**

University of Arizona

Tucson, AZ

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

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

**>OCA**

Washington, DC

Website: <http://www.ocanational.org>

Founded in 1973 as the Organization of Chinese Americans, OCA is a national organization dedicated to advancing the social, political and economic well-being of Asian Pacific Americans in the United States.

To fulfill its mission, it seeks through its more than 80 chapters and affiliates to:

- Advocate for social justice, equal opportunity, and fair treatment;
- Promote civic participation, education, and leadership;
- Advance coalitions and community building; and
- Foster cultural heritage.

**>One Voice Louisiana**

Jackson, MS

Website: <http://uniteonevoice.org/ovla/>

One Voice, formally known as the Community Policy, Research & Training Institute (CPRTI), grew out of the work undertaken by the Mississippi-NAACP State Conference in response to housing, education and related policy advocacy needs facing Mississippi's historically disadvantaged communities in the wake of the 2005 hurricanes. That work revealed significant needs in the non-profit sector, a result of: the lack of easily available research and policy analysis, trained and connected community leadership, and non-partisan, community-based structures through which broad public involvement could be organized and sustained. As a result, One Voice was formed.

**>Operation Understanding**

Philadelphia, PA

Website: [www.operationunderstanding.org](http://www.operationunderstanding.org)

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.

**>The People’s Institute for Survival and Beyond**

New Orleans, LA

Website: [www.pisab.org](http://www.pisab.org)

The People’s Institute for Survival and Beyond (PISAB) is a national and international collective of anti-racist, multicultural community organizers and educators dedicated to building an effective movement for social transformation. The People’s Institute for Survival and Beyond considers racism the primary barrier preventing communities from building effective coalitions and overcoming institutionalized oppression and inequities. Through Undoing Racism™/Community Organizing Workshops, technical assistance, and consultations, PISAB helps individuals, communities, organizations and institutions move beyond addressing the symptoms of racism to undoing the causes of racism so as to create a more just and equitable society.

*(See entry for The People’s Institute for Survival and Beyond in section on Workshops, Convenings and Training Curricula.)*

**>Philanthropic Initiative for Racial Equity**

Washington, DC

Website: [www.racialequity.org](http://www.racialequity.org)

The Philanthropic Initiative for Racial Equity (PRE) is a multiyear project intended to increase the amount and effectiveness of resources aimed at combating institutional and structural racism in communities through capacity building, education, and convening of grant makers and grant seekers. PRE works to assist organized philanthropy to meet the overall community goals of racial equity. Since its inception in January 2003, PRE has directly engaged hundreds of foundation representatives (including program staff, management, board members and individual donors) in discussions of racial equity and, in particular, how they can advance the mission of achieving racial equity through their own philanthropic institutions. PRE is a project of the Tides Center, a 501(c)(3) organization that provides administrative and infrastructure support to new emerging charitable organizations that share its mission of striving for positive social change. PRE also has major multiyear support from the C.S. Mott Foundation, as well as generous project support from the W.K. Kellogg Foundation, Annie E. Casey Foundation, Marguerite Casey Foundation, and Akonadi Foundation.

**>PICO National Network**

Washington, DC

Website: [www.piconetwork.org](http://www.piconetwork.org)

PICO believes in the potential for transformation—of people, institutions, and of our larger culture—and in the power of people of faith to lead this transformation. PICO values the racial, ethnic, religious and regional diversity that has shaped American

society. It believes that government can play a vital role in improving society, but that civil leaders and organizations need to have the power to shape policy and hold public officials accountable. PICO builds community organizations based on religious congregations, schools and community centers. As a result PICO federations are able to engage thousands of people and sustain long-term campaigns to bring about systematic change at all levels of government. PICO engages in community improvement projects, mentoring/tutoring, diversity training, media education and congregation-based community organizing. It works to bring people and institutions together to transform life in low-income communities and communities of color. PICO uses the principles and methods of community organizing to equip low-income communities and communities of color to have a real voice in policy decisions at the local, state, and national levels. It has developed organizational programs to help train and develop organizational leaders of color through its Organizers of Color Leadership Seminar and the PICO Fellows program.

**>The Praxis Project**

Washington, DC

Website: <http://www.thepraxisproject.org/>

The Praxis Project is a national, non-profit organization that builds partnerships with local groups to influence policymaking to address the underlying, systemic causes of community problems. Committed to closing the health gap facing communities of color, it forges alliances for building healthy communities.

**>Project Change**

Oakland, CA

Website: <http://www.race-democracy.org/>

The Institute for Democratic Renewal/Project Change (IDR/PC) strives to combat injustice in the United States through a variety of training centers, projects, convenings, presentations and technology initiatives. Its primary goal is to assist communities that are experiencing structural exclusion to participate more fully in the democratic process. Capitalizing on years of experience in working with communities combating racism, the IDR/PC has increasingly become a technical assistance provider to efforts seeking to transform local and regional policies and practices.

**>Race Talks**

Cambridge, MA

Website: [www.racetalks.org](http://www.racetalks.org)

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.

**>Racial Justice Collaborative**

New York, NY

Website:

<http://www.wiserearth.org/organization/view/ccd2c7e2ef012363c41f10a3f2e04c74>

The Racial Justice Collaborative is a partnership of private and corporate foundations, family foundations and individual donors who share a commitment to support and learn from communities seeking racial justice. The collaborative provides grants to partnerships involving lawyers and community organizations that are using legal and other tools to achieve equity and fairer policies for communities marginalized by race, ethnicity, and immigrant or citizenship status. It arose out of a report commissioned by the Rockefeller Foundation, and it has three primary components: a national grant-making fund, state and regional grant-making funds, and a documentation and learning initiative.

**>Robert C. Maynard Institute for Journalism Education**

Oakland, CA

Website: <http://mije.org/>

For 30 years, the Robert C. Maynard Institute for Journalism Education (MIJE) has helped the nation's news media reflect America's diversity in staffing, content and business operations. Through its professional development programs, the institute prepares managers for careers in both business—and news—components of the journalism industry.

**>Sacred Circles Center**

Whittier, CA

Website: <http://sacredcirclescenter.com/>

The Sacred Circles Center is a place for people to gather to find and affirm their “purpose in life” and to release their baggage and heal their wounds. It offers specialized services, presentations by indigenous elders and healers, and classes to include fatherhood, parenting, and anger management. The Center operates solely on donations, requesting a minimum donation for certain direct services.

*(See entry for Jerry Tello in section on Workshops, Convenings and Training Curricula.)*

**>Sargent Shriver National Center on Poverty Law**

Chicago, IL

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

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

**>Search for Common Ground**

Washington, DC

Website: [www.sfcg.org](http://www.sfcg.org)

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.

**>Seasons Fund for Social Transformation**

New York, NY

Website: <http://seasonsfund.org>

Seasons Fund for Social Transformation catalyzes vibrant and effective social change movements by coupling the power of personal transformation with the public work of creating a just and sustainable world. It is a collaborative effort led by several private foundations, and it springs from a shared belief that cultivating a rich inner life is both a worthy end in itself and an overlooked pathway to heightening the impact, effectiveness

and sustainability of social change initiatives. The Seasons Fund makes grants to help agents of social change view themselves, their work, and the world around them in a new light. Specifically, it supports opportunities for reflection and training aimed at fostering personal transformation, building leadership skills, promoting organizational development, forging effective coalitions, and cultivating new ways of envisioning our society. It also supports efforts to evaluate the impact of contemplative practices on social change initiatives. Seasons works to:

- Catalyze money for the field through strategic donor organizing efforts;
- Cultivate connectedness, self-awareness and capacity to strengthen the field;
- Invest in broadening and deepening the work of social transformation through strategic grant-making; and
- Build Season's organizational capacity to lead in this work.

#### >Seventh Generation Fund for Indian Development

Arcata, CA

Website: <http://7genfund.org>

The Seventh Generation Fund is an indigenous non-profit organization dedicated to promoting and maintaining the uniqueness of Native peoples throughout the Americas. It derives its name from a precept of the Great Law of Peace of the Haudenosaunee (Six Nations Iroquois Confederacy), which mandates that chiefs consider the impact of their decisions on the seventh generation yet to come. The Seventh Generation Fund offers an integrated program of advocacy, small grants, training and technical assistance, media experience and fiscal management, lending its support and expertise to indigenous grassroots communities by:

- Providing small grants to native organizations or community projects;
- Offering training and technological support, including media projects;
- Sponsoring workshops and conferences to address issues such as program planning, conflict resolution, group dynamics, grant writing, sustainable agricultural practices, and financial management; and
- Providing affiliate training workshops, onsite visits, regional training forums, youth camps, materials, and training sessions related to specific projects or issues.

Its program areas are:

- Arts and Cultural Expression;
- Environmental Health and Justice;
- Human Rights;
- Intergenerational Leadership Initiative; and
- Sustainable Communities.

#### >Southern Anti-Racism Network

Durham, NC

Website: [www.projectsarn.org](http://www.projectsarn.org)

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.

**>Southern Christian Leadership Conference**

Atlanta, GA

Website: [www.sclcnational.org](http://www.sclcnational.org)

The beginnings of the SCLC can be traced back to the 1955-1956 Montgomery Bus Boycott. The boycott was carried out by the newly established Montgomery Improvement Association (MIA). Martin Luther King, Jr., served as president and Ralph David Abernathy served as program director. The MIA became the Southern Christian Leadership Conference in August 1957 and made basic decisions to adopt non-violent mass action as the cornerstone of its strategy, to affiliate with local community organizations across the South, and to make the SCLC movement open to all, regardless of race, religion or background. SCLC is now a nationwide organization made up of chapters and affiliates with programs that seek to affect the lives of all Americans: north, south, east and west.

**>Southern Coalition for Social Justice**

Durham, NC

Website: <http://www.southerncoalition.org>

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.

**>Southern Education Fund**

Atlanta, GA

Website: [www.sefatl.org](http://www.sefatl.org)

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

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

**>Southern Poverty Law Center**

Montgomery, AL

Website: [www.splcenter.org](http://www.splcenter.org)

Website: [www.tolerance.org](http://www.tolerance.org)

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.

**>Southern Truth and Reconciliation (S.T.A.R.)**

Atlanta, GA

Website: [www.atrr.org](http://www.atrr.org)

Southern Truth and Reconciliation responds to requests from communities with histories of lynching and other communal forms of racial and ethnic violence. When Archbishop Desmond Tutu, who chaired the South African Truth and Reconciliation Commission, left his visiting professorship at Emory University, he challenged the United States to address its history of racial violence with an effort equivalent to that of the South African process. S.T.A.R. was founded in 2003 as a response to Archbishop Tutu's challenge. S.T.A.R. partners with communities to adapt the truth and reconciliation process to local needs, on the premise that truth-telling and acknowledgement by all stakeholders must precede healing, reconciliation and justice for the entire community. Although S.T.A.R. does not oppose the prosecution of perpetrators, it does advocate for, and educates communities about, a menu of programs and processes that may contribute to restorative justice and community building. S.T.A.R. supports projects that require analyzing local community needs, documenting human rights violations, institutional reform and policy recommendations, and advancing community-wide reconciliation. It starts with requests from local leaders seeking justice and reconciliation for human rights violations. It focuses on the South, but it also responds to leaders outside the South as resources allow.

**>Southwest Voter Registration Education Project**

San Antonio, TX

Website: [www.svrep.org](http://www.svrep.org)

SVREP's mission is to empower Latinos and other minorities by increasing their participation in the American democratic process. It does this by strengthening the capacity, experience and skills of Latino leaders, networks and organizations through programs that consistently train, organize, finance, develop, expand and mobilize Latino leaders and voters around an agenda that reflects their values. Thus, SVREP's motto: "Su Voto Es Su Voz" (Your Vote Is Your Voice).

**>Spirit in Action**

Belchertown, MA

Website: <http://spiritinaction.net>

Spirit in Action is a non-profit nationwide organization that supports, sustains and connects those who are passionate about justice, love, equality, creativity and sustainability to work collectively for deep and lasting social change and for the protection of the planet for our children and grandchildren. It convenes conferences, facilitates workshops and conducts leadership training in an effort to build a strong social justice movement that can create a world where people live sustainably on the earth, where power is shared collectively, and where peace and justice flourish.

**>Starr Commonwealth**

Albion, MI

Website: <http://www.starr.org/home>

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.

**>Stone Circles**

Mebane, NC

Website: <http://stonecircles.org/>

Stone Circles is a place of sanctuary and training for agents of progressive social change. It is a place to gather strength, share stories, develop strategies, hold ceremony and learn from silence in order to build capacity for powerful change in the world. It provides workshops and trainings to individuals and organizations doing social justice work that deepen their capacity to realize the change they seek in the world. It also endeavors to cultivate a larger field of spiritual activism nationally that fully embodies the practices and principles that guide its work for change.

**>The Strategy Center**

Los Angeles, CA

Website: [www.thestrategycenter.org](http://www.thestrategycenter.org)

The Labor/Community Strategy Center is a multiracial "think tank/act tank" committed to building democratic, internationalist, left-wing social movements and challenging the ideological, economic and political domination of transnational capitalism. It emphasizes

class-conscious labor organizing and fighting for environmental justice and for ending climate change, and it fights for immigrant rights and first-class transportation as well as actively confronting the growing criminalization, racialization and feminization of poverty. It synthesizes grassroots organizing with education, policy development and artistic culture production.

**>TIDES**

San Francisco, CA, and New York City, NY

Website: <http://www.tides.org>

Tides Foundation was started out of a need to facilitate the giving of philanthropists who were concerned with building a better future for individuals and communities throughout the world. It facilitates effective grant-making programs for individual donors and institutions; provides infrastructure, non-profit management, consultant, and advisory services; helps to effectively merge investment portfolios with philanthropic goals; and partners with funders and projects to support non-profit efforts to shift public policy.

**>Time Banks USA**

Washington, DC

Website: <http://www.timebanks.org/>

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.

**>Unitarian Universalist Association of Congregations**

Boston, MA

Website: [www.uua.org](http://www.uua.org)

Unitarian Universalism is a liberal religion with Jewish-Christian roots. It affirms the worth of human beings, advocates freedom of belief and the search for advancing truth, and tries to provide a warm, open, supportive community for people who believe that ethical living is the supreme witness of religion.



Believing in the inherent worth of each person, our mutual interdependency, and the need to create a world in which each person has the opportunity to flourish, Unitarian Universalism is deeply rooted in social justice as a direct expression of its faith.

**>Western States Center**

Portland, OR

Website: [www.westernstatescenter.org](http://www.westernstatescenter.org)

Western States Center's mission is to build a progressive movement for social, economic, racial and environmental justice in the eight Western states of Oregon, Washington, Idaho, Montana, Wyoming, Utah, Nevada and Alaska. Its vision is of a just and equitable society governed by a strong, grassroots democracy. The Center works on three levels: strengthening grassroots organizing and community-based leadership; building long-term strategic alliances among community, environmental, labor, social justice and other public interest organizations; and developing the capacity of informed communities to participate in the public policy process and in elections.

*(See entry for Western States Center in section on Workshops, Convenings and Training Curricula.)*

**>The William Winter Institute for Racial Reconciliation**

University of Mississippi

University, MS

Website: [www.winterinstitute.org](http://www.winterinstitute.org)

Website: [www.olemiss.edu/winterinstitute](http://www.olemiss.edu/winterinstitute)

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.

**>World Trust Educational Services, Inc.**

Oakland, CA

Website: [www.world-trust.org](http://www.world-trust.org)

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.

*(See entry for World Trust Educational Services, Inc. in section on Workshops, Convenings and Training Curricula.)*

**>YWCA**

Washington, DC

Website: <http://www.ywca.org>

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.



### **TRADITIONAL MEDIA OUTREACH**

The news media, especially the local press in your community, can assist organizations in their quest to bring racial healing to their communities and end structural racism. Oftentimes, we think of the media as only focusing on negative stories. But the reality is that the news media can also be a positive force, but that usually only happens when community organizations actively build relationships with their local media. Media outlets are looking for stories, good stories that will attract readers. Organizations often run programs that are making a difference in their community or they know about a person doing extraordinary work and making a contribution to the community. These are the types of stories that the local press may report on. But they probably don't know about these stories or how to get them. That's why it's important for organizations to build relationships with the local media, and then stay on their radar screen.

Here are some tips on how to connect with your local media:

**ENGAGE**—Identify the reporters at local newspapers and television stations who cover the subject areas that your organization also addresses. Most media outlets have reporters specifically covering health, housing, economics and education. A few media outlets also specifically cover race relations or multicultural affairs. Once the reporters are identified, call and ask to meet with them and explain the kind of work you are doing in the community. If the reporter says he/she is too busy, ask for the reporter's email address and then tell the reporter that you will occasionally send story ideas and useful information about your organization and about the community. On a regular basis, email story ideas and information to the reporter. This will serve two purposes: a) you may send information that the reporter recognizes as a good story, and b) once the reporter understands your subject area, the reporter may reach out to you to comment on a story in that subject area.

**PROMOTE**—It's important that organizations promote their work. The best way to do this is to periodically issue press releases about a new program, some exciting results, a new hire, etc. You want the media to know who you are and what you do in the community. To issue a press release, you write a few paragraphs about the news that you are promoting and then email or fax the release to the local newspaper, radio and television outlets. Always include a contact person for the media to call or email with questions about your release. Even if the media doesn't report on that specific release, just getting it in their hands is important. They now know a little more about your organization and the type of work that you do. And they may call you when they have questions in a subject area that you work on.

**COMMENTATE**—There are usually opportunities to promote your work and comment on key issues in your community by being a guest on local radio talk shows. The producers of these shows are always looking for interesting people and topics. Call the radio stations and ask for the names of the producers of specific talk shows that you would like to be on. Then, call the producer, and let them know the topics that you can discuss. Talk radio is an excellent way to get your messages out. Another way to commentate is to write an op-ed for your local newspaper. Most newspapers list on their websites the guidelines for submitting op-eds and letters to the editor. Be active. Get your viewpoints out in as many ways as possible.

**CONVENE**—The editorial board of the local newspaper is another important media outlet. Most editorial boards operate as separate departments from the news operations. In fact, they should be treated as separate media outlets that you engage with different strategies. Editorial boards are usually more interested in long-term impacts and trends rather than news events. It's good for leaders of your organization to meet with the local editorial board. Most editorial boards enjoy having thoughtful conversations on important issues in your city or town. You should call the editorial board and tell them that you would like to meet with them to discuss an important topic in your community. It could be any issue from a toxic dump to the education system. Be prepared to have a thoughtful conversation in which you present them with some facts and viewpoints that they have probably not considered. Oftentimes, the information that you present can help shape their editorial position on a key issue or one of their columnists may even decide to write a piece based on the information that you supplied.

### **Why is it important to engage the media?**

Each organization is doing its part to facilitate racial healing in their communities and take steps to end structural racism. Your work may encourage individuals, public officials and other organizations to also engage in this fight. But that can only happen if they know about your work, hear about the results and learn about the contributions that are being made to the community. The media is the best way to spread the word. Think of the media as a communications vehicle, one that can raise awareness of the structural inequities in the community and be an ally in addressing them.

## **SOCIAL MEDIA OUTREACH**

### **Why Social Media**

Over the past decade there has been an exponential rise in people connecting online to communicate with peers, friends and influencers. As a result, it is increasingly important for all organizations to have an established presence online in order to effectively engage with interested advocates and partners. For example, according to a recent report on the state of the Internet for 2011, there are currently two billion people online posting to 152 million blogs, viewing two billion videos each month, and sharing 30 billion pieces of content—from photos to comments—on Facebook each month.

All of these pieces of content represent key messages and conversations that are already occurring around a range of topics—including racial equity. Thus, establishing a presence on these platforms provides an opportunity to directly engage with people who are passionate about your work and discussing relevant issues but aren't aware yet of your organization. Once you establish a social media presence you are able to open up important channels that will help any organization amplify its mission and share its story of racial healing.

### **Platforms**

The first step in leveraging social media to raise the profile of your work around racial healing and racial equity is establishing a presence online. To do this, there are two popular social media platforms, which allow you to find interested audiences and then create communities around your racial equity work. We've provided an overview of these two platforms below:

Facebook is the world's leading social network, with more than 600 million users as of 2011. Facebook is made up of many networks, each based around a page, company, region, high school or college. Many nonprofits already have accounts and are reaping the benefits for their organization and their cause. Facebook is so popular because it's very easy to use. Adding friends, updating your profile, changing your status message—whatever you do takes just minutes.

For further details on how to best engage Facebook, please review this [Facebook user guide](#), which provides an overview on everything from setting up an account to how to best build and engage your community around racial equity.

Like Facebook, *Twitter* allows users to post updates, follow and view updates from other users, and send a public reply or private direct message to connect with another Twitter user. The primary difference from Facebook is that the posts are limited to 140 characters—which is often why it is referred to as a micro-blogging service.

For further details, please review this [Twitter user guide](#), which provides an overview of how to best leverage Twitter to reach your organization’s goals.

### **Key Friends and Followers**

Once you’ve established your presence online it is important to engage with key racial equity influencers. Influencers are high profile and well respected individuals or organizations that carry a lot of weight in their respective field, and are often responsible for driving traffic to a specific website or social media profile. Whether it’s a specific person or brand, finding relevant influencers and then following them on Twitter, Facebook, or their blog, is an important way for you to build relationships with them so that you can best work with them to share your message.

Examples of Racial Equity influencers include:

- Advancement Project
- Applied Research Center (ARC)
- Asian & Pacific Islander American Health Forum (APIAHF)
- Boyce Watkins, CNN
- Joint Center for Political and Economic Studies
- Julianne Hing, Colorlines
- Maya Angelou
- National Association for the Advancement of Colored People (NAACP)
- National Congress of American Indians (NCAI)
- National Council of La Raza (NCLR)
- National Urban League (NUL)
- Policy Link
- Poverty & Race Research Action Council (PRRAC)
- Soledad O’Brien, CNN
- South Asian Americans Leading Together (SAALT)
- The Atlanta Post
- The Grio
- The Root
- Thea Lim, Racialicious

### **America Healing Community on Facebook**

In addition to connecting with the above influencers, you can also join WKKF's America Healing community page on Facebook. The community is made up of nearly 12,000 people who are interested in racial equity. To participate in this community, simply "like" the America Healing page, follow the posts and comment and share your and your organization's thoughts when appropriate. By engaging with this specific community, you'll be able to spread your message and story among a targeted audience that is already interested in your work.

### **Key Resources**

For further ideas, tips and tools on how to best engage social media to amplify your racial equity work, please review the following publications:

[Mashable](#): One stop shop for social media advice, best practices and trends.

[All Things Digital](#): Wall Street Journal blog covering social media and technology trends.

[Allison Fine](#): A blog by Allison Fine, who researches and writes about the intersection of social media and social change.





**RECOMMENDED ARTICLES:**  
**STRUCTURAL/INSTITUTIONAL RACISM/RACIAL HEALING**

These articles may be of value to those who want to enhance their knowledge about specific issues related to structural racism. While this is far from an exhaustive list, reviewing these articles will inevitably lead to the identification of other articles that will enhance one's knowledge.

**Historical Context of Race in the United States**

*"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)

*"Healing Together: Addressing Slavery in our Families' Histories,"* Ann Holmes Redding and Pat Russell

*"Transforming Historical Harms,"* David Anderson Hooker and Amy Potter Czajkowski

*"Revisiting the History of Enslavement in the U.S.: A Curriculum Guide for Engagement and Transformation,"* Ann Holmes Redding and Pat Russell

**The Embedded Nature of Race**

*"Racist America: Racist Ideology as a Social Force,"* Joe Feagin

*"The Embedded Nature of Race,"* James Jones

*"Racial Formation: Understanding Race and Racism in the Post-Civil Rights Era,"* Michael Omi and Howard Winant

*"Racial Attitudes and Relations at the Close of the Twentieth Century,"* Lawrence D. Bobo

*"Re-Thinking Racism: Towards a Structural Interpretation,"* Eduardo Bonilla-Silva

*"Structural Racism: Building Upon the Insights of John Calmore,"* John A. Powell

*"Whites' Racial Policy Attitudes in the Twenty-First Century: The Continuing Significance of Racial Resentment,"* Steven A. Tuch and Michael Hughes

*"The Sweet Enchantment of Color-Blind Racism in Obamerica,"* Eduardo Bonilla-Silva and David Dietrich

*"The 'Obama Effect' and White Racial Attitudes,"* Susan Welch and Lee Sigelman

*"When Is Affirmative Action Fair? On Grievous Harms and Public Remedies,"* Ira Katznelson

**White Privilege and Negative Racial Stereotypes**

*"White Privilege: Unpacking the Invisible Knapsack,"* Peggy McIntosh

*"White Privilege: An Account to Spend,"* Peggy McIntosh

*"White People Facing Race: Uncovering the Myths That Keep Racism in Place,"* Peggy McIntosh

*"Imagine If the Tea Party Was Black,"* Tim Wise  
*"Racial Stereotypes and Whites' Political Views of Blacks in the Context of Welfare and Crime,"* Mark Peffley, et al.  
*"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  
*"Thin Ice: Stereotype Threat and Black College Students,"* Claude M. Steele

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

*Women, Welfare, Reform and the Preservation of a Myth,"* Susan L. Thomas  
*"Race, Place and Opportunity: Where We Live Influences Our Life Chances,"* John A. Powell  
*"Ending/Reducing Poverty: A Forum,"* Poverty and Race Research Action Council

### **Education and Race**

*"Success and Failure: How Systematic Racism Trumped the Brown v. Board of Education Decision,"* Joe R. Feagin and Bernice McNair Barnett  
*"Still Separate, Still Unequal: America's Educational Apartheid,"* Jonathan Kozol  
*"How Colleges and Universities Can Promote K-12 Diversity: A Modest Proposal,"* Poverty and Race Research Action Council (BB)

### **Employment and Race**

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

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

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

### **Health Disparities and Race**

*"Racial Profiling in Health Care: An Institutional Analysis of Medical Treatment Disparities,"* Rene Bowser  
*"The Meaning of Race in Health Care and Research,"* Cathy Tashiro  
*"The Many Costs of White Racism,"* Joe Feagin  
*"Structural Violence and Racial Disparity in HIV Transmission,"* Sandra D. Lane, et al.

**Environment and Race**

*"Racialized Topographies: Altitude and Race in Southern Cities,"* Jeff Ueland and Barney Warf

**Wealth and Race**

*"Black Wealth/White Wealth: Wealth Inequality Trends,"* Melvin L. Oliver and Thomas M. Shapiro

*"From Credit Denial to Predatory Lending: The Challenge of Sustaining Minority Home Ownership,"* Kathleen C. Engel and Patricia A. McCoy

*"African Americans and Homeownership: Separate and Unequal, 1940-2006,"* Wilhelmina Leigh and Danielle Huff

*"Asset Building: Explaining the Racial/Ethnic Wealth Gap,"* Wilhelmina A. Leigh and Anna L. Wheatley

**Immigration and Race**

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

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

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

**The Media and Race**

*"The Potential Role of the Mass Media in Deconstructing Racism,"* Robert Ferguson

*"Still Killing Mockingbirds: Narrative of Race and Innocence in Hollywood's Depiction of the White Messiah Lawyer,"* Wendy Leo Moore and Jennifer Pierce

*"As Seen on TV: An Autoethnographic Reflection on Race and Reality Television,"* Robin M. Boylom

*"Young Men of Color in the Media: Images and Impacts,"* Robert M. Entman

*"Prime Suspects: The Influence of Local Television News on the Viewing Public,"* Franklin D. Gilliam, Jr., and Shanto Iyengar

**Racial Healing**

*"A Proposal for Community-based Racial Reconciliation in the United States Through Personal Stories,"* Jamie L. Wacks

*"If Not Reconciliation, Then What?"* Samuel L. Myers, Jr.

*"Beyond Apologia: Racial Reconciliation and Apologies for Slavery,"* John B. Hatch

*“Vying for the Urban Poor: Charitable Organizations, Faith-Based Social Capital, and Racial Reconciliation in a Deep South City,”* Robert Mark Silverman

*“Where Is the Love?: Racial Violence, Racial Healing, and Blues Communities,”* Adam Gussow

*“ERACE-ing’ the Color Line: Racial Reconciliation in the Christian Music Industry,”*  
Milmon F. Harrison

*“Reconciliation Politics: Conservative Evangelicals and the New Race Discourse,”* Nancy D. Wadsworth

### **RECOMMENDED BOOKS**

Many books have been written about race. These are among the most recent that may be of particular interest to practitioners who are engaged in activities to confront structural racism. A quick search online using key words such as structural racism, racial justice, racial equity, racial healing and racism will lead to many other books of interest.

Adams, Maurianne, et al.—**Readings for Diversity and Social Justice, Second Edition**

Aguirre, Adlaberto, Jr., and Turner, Jonathan H.—**American Ethnicity: The Dynamics and Consequences of Discrimination**

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

Anderson, Elizabeth—**The Imperative of Integration**

Anderson, Margaret L. and Collins, Patricia Hill—**Race, Class, & Gender: An Anthology**

Blackmon, Douglas A.—**Slavery By Another Name: Enslavement of Black Americans from the Civil War to World War II**

Bonilla-Silva, Eduardo—**Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States**

Burrell, Tom—**Brainwashed: Challenging the Myth of Black Inferiority**

Carr, James H. and Kutty, Nandinee K., editors—**Segregation: The Rising Costs for America**

Corcoran, Rob—**Trustbuilding: An Honest Conversation on Race, Reconciliation, and Responsibility**

Cose, Ellis—**Bone To Pick: Of Forgiveness, Reconciliation, Reparation, and Revenge**

Cose, Ellis—**The Rage of a Privileged Class: Why Are Middle-class Blacks Angry? Why should America Care?**

D'Angelo, Raymond and Douglas, Herbert—**Race and Ethnicity: Taking Sides—Clashing Views in Race and Ethnicity**

Desmond, Matthew and Emirbayer, Mustafa—**Racial Progress: The Sociology of Race in America**

DeWolf, Thomas Norman—**Inheriting the Trade**

Fiske-Rusciano, Roberta—**Experiencing Race, Class, and Gender in the United States**

Gallagher, Charles A.—**Rethinking the Color Line: Readings in Race and Ethnicity**

Hartman, Chester and Squires, Gregory D., editors—**The Integration Debate: Competing Futures for American Cities**

Kennedy, Randall—**The Persistence of the Color Line: Racial Politics and the Obama Presidency**

Marger, Martin N.—**Race and Ethnic Relations: American and Global Perspectives**

Markus, Hazel Rose and Moya, Paula M.L.—**Doing Race: 21 Essays for the 21st Century**

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

Ogletree, Charles J.—**The Presumption of Guilt: The Arrest of Henry Louis Gates, Jr. and Race, Class and Crime in America**

Painter, Nell Irvin—**The History of White People**

Parrillo, Vincent N.—**Strangers to These Shores: Race and Ethnic Relations in the United States** (9th Edition)

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

Roediger, David R.—**How Race Survived US History: From Settlement and Slavery to the Obama Phenomenon**

Sandweiss, Martha A.—**Passing Strange: A Gilded Age Tale of Love and Deception Across the Color Line**

Schaefer, Richard T.—**Racial and Ethnic Groups** (12th Edition)

Shapiro, Thomas—**The Hidden Cost of Being African American**

Smedley, Audrey and Smedley, Brian D.—**Race in North America: Origin and Evolution of a Worldview**

Takaki, Ronald—**A Different Mirror: A History of Multicultural America**

Tatum, Beverly and Perry, Theresa—**Can We Talk About Race? and Other Conversations in an Era of School Resegregation**

Warren, Mark—**Fire In The Heart: How White Activists Embrace Racial Justice**

Wilson, William Julius—**More Than Just Race: Being Black and Poor In the Inner City**

Wise, Tim—**Between Barack and a Hard Place: Racism and White Denial in the Age of Obama**

Wise, Tim—**Colorblind: The Rise of Post-Racial Politics and the Retreat from Racial Equity**



## **RECOMMENDED SOURCES FOR DOCUMENTARIES, VIDEOS AND OTHER MATERIALS**

Countless documentaries, videos and other materials are available to assist community-based groups engaged in racial equity and healing activities. This section describes some of the better sources for these materials.

### **>Active Voice**

<http://www.activevoice.net>

Active Voice is comprised of communications strategists who seek to harness the power of film, television and multimedia to spark social change. Among projects on which we are working: Greensboro: Closer to the Truth; Have You Heard from Johannesburg? and Trouble the Water.

### **>California Newsreel**

<http://newsreel.org/educational-video-study-guide>

California Newsreel has been producing and distributing films and videos along with study or facilitator guides and action toolkits for social change since 1968. Among its classics are Race: The Power of an Illusion; The Rise and Fall of Jim Crow; The Complete Blue Eyed; and Unnatural Causes: Is Inequality Making Us Sick?

### **>PBS**

Arlington, VA

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

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

### **>Southern Poverty Law Center—Teaching Tolerance Project**

<http://www.tolerance.org/resources?keys=&level=7&subject=15>

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

**>Teaching for Change**

<http://www.teachingforchange.org>

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

**>The Buie Knife**

<http://jimbuie.blogspot.com/journal/2009/05/despite-the-old-reputation-of-southerners-as-more-bigoted-than-the-rest-of-the-nation-in-my-own-experience-and-observation.html>

This blog features a variety of documentary films about race, primarily in North Carolina. Among the documentaries it highlights are An Unlikely Friendship about a relationship between an outspoken black activist and an embittered Ku Klux Klansman in Durham, N.C., and Landscapes of the Heart about a native Mississippian born in 1921 who was disinherited by her father for rebelling against racial injustice.

**>World Trust Educational Services**

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

World Trust produces films and accompanying study guides for use in a variety of venues with a variety of audiences. They include Mirrors of Privilege: Making Whiteness Visible; Light in the Shadows; and The Way Home. Currently in production is Cracking the Code: Race and Relationships in the 21st Century.

**>Zinn Education Project**

<http://zinnedproject.org/>

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

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

### **RECOMMENDED VIDEOS, NARRATIVES AND FILMS**

The W.K. Kellogg Foundation recommends a number of films, videos, articles and other resources of value for expanding the racial healing and racial equity community of practice.

#### **Video Narratives And Films:**

##### **BROWN IS THE NEW GREEN**

The film explores how George Lopez normalizes the image of Latinos in this country through entertainment, as Bill Cosby did for African Americans decades ago. Lopez, whose ABC sitcom is the longest-running show with a Latino lead in the history of television, strives to represent Latinos in a manner true to their realities and aspirations.

##### **BURY MY HEART AT WOUNDED KNEE**

Inspired by Dee Brown's acclaimed bestseller, the HBO Films event begins powerfully with the Sioux triumph over General Custer at Little Big Horn. The action centers on the struggles of three characters: Charles Eastman, a young, Dartmouth-educated Sioux doctor; Sitting Bull, the proud Lakota chief who refuses to submit to U.S. government policies designed to strip his people of their identity, dignity and sacred land; and Senator Henry Dawes, one of the men responsible for the government policy on Indian affairs. While Eastman and schoolteacher Elaine Goodale work to improve life for the Sioux on the reservation, Senator Dawes lobbies President Grant for kinder Indian treatment. Epic in scope, BURY MY HEART AT WOUNDED KNEE is a new Western classic called "...insightful...deeply affecting...visually striking" by The Washington Post.

##### **CHILDREN OF THE FIELDS**

This is a short documentary about the hidden problems of migrant children working in U.S. agriculture today. Farm worker children, parents and experts share their experiences.

A clip is available on YouTube: <http://www.youtube.com/watch?v=lvLYMV3uKek>

##### **CNN PRESENTS: BLACK IN AMERICA**

- 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.

- 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.

#### **CRACKING THE CODES: RACE AND RELATIONSHIPS IN THE 21ST CENTURY**

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

A clip may be viewed at <http://world-trust.org/cracking>

#### **CROSSING ARIZONA**

CROSSING ARIZONA is a thought-provoking and insightful examination of the hotly debated issues of border security and illegal immigration. Heightened security along the U.S./Mexico border has funneled undocumented migrants through the brutal deserts of Arizona and claimed thousands of lives. The influx of migrants and the rising death toll has elicited impassioned responses. Through the eyes of frustrated ranchers, border patrol agents, local politicians, farmers' dependent on an illegal workforce, humanitarian activists, desperate migrants, and the Minutemen who quickly became the darlings of the national news media, this powerful documentary unveils the surprising political stances people take when immigration policy fails everyone.

#### **LAS HIJAS (THE DAUGHTERS)**

LAS HIJAS is a documentary about three young women who were among the first generation of infants adopted from Colombia. Tanya, Kris and Laura were raised by families in the New York City area. As children and as adults, they seek to establish their sense of identity. The film touches upon all three angles of the adoption triangle: the adoptee, the adoptive family and the biological family.

#### **MIRRORS OF PRIVILEGE: MAKING WHITENESS VISIBLE**

MIRRORS OF PRIVILEGE: MAKING WHITENESS VISIBLE is a brilliant documentary and a must-see for all people who are interested in justice, spiritual growth and community making. It features the experiences of white women and men who have worked to gain insight into what it means to challenge notions of racism and white supremacy in the United States.

**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.

**RALPH BUNCHE: AN AMERICAN ODYSSEY**

RALPH BUNCHE: AN AMERICAN ODYSSEY is the first feature-length film to document the life and historic achievements of Dr. Ralph Johnson Bunche (1903-1971). Against a backdrop of U.S. and world history that Bunche had a hand in shaping, the film tells the compelling personal story of the legendary African American scholar turned statesman and the contributions he made to international diplomacy, decolonization of the world, peacekeeping and human rights in pre-civil rights America.

**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.

The entire video (with commercials) can be viewed on SnagFilms:

[http://snagfilms.com/films/title/reelworks\\_a\\_girl\\_like\\_me/](http://snagfilms.com/films/title/reelworks_a_girl_like_me/)

**STRAIGHT TALK WITH DEREK MCGINTY—BLACK AND WHITE IN AMERICA**

Navigate the gray areas of black and white in America as McGinty sizes up race relations today. This spirited discussion covers the success of affirmative action, the plausibility of a "colorblind" society, and the direction of the civil rights movement.

**THE DRIVE: A DRIVING TOUR OF POST-KATRINA NEW ORLEANS**

For those who live in New Orleans, the only way to experience the magnitude of the post-Katrina destruction is to physically walk or drive through the affected areas. With this in mind, THE DRIVE was created for people unable to see the devastation first-hand. This one-hour program provides a raw visual tour through three of the most devastated neighborhoods in New Orleans. Viewers are guided through the devastation with ongoing footage of the neighborhoods, contextual maps and visual samples of the breached canal levees. In addition, interviews with neighborhood residents provide a point-of-view from those most affected as they attempt to rebuild their lives. Heather Ryan recorded segments of the narration while living in a FEMA trailer (note the slightly different production quality in the Lower 9th Ward narration vs. the other segment). The overall production incorporates an original score by Emmy nominated composer, Gil Talmi.

The entire video can be seen on YouTube:

- Trailer: <http://www.youtube.com/watch?v=L-QiZXW1RE>
- The Drive: Lakeview Trailer: [http://www.youtube.com/watch?v=3XG-BzZh\\_II](http://www.youtube.com/watch?v=3XG-BzZh_II)
- The Drive: Lakeview: <http://www.youtube.com/watch?v=YCtqt9Inv3Q>
- Hurricane Katrina: The Drive—New Orleans Lower Ninth Ward: <http://www.youtube.com/watch?v=ubbjgLDKGyk>
- The Drive: Mid-city: <http://www.youtube.com/watch?v=qeNARLH7MFI>

### **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.

A clip can be viewed at: <http://world-trust.org/the-way-home>

### **TRACES OF THE TRADE**

In TRACES OF THE TRADE, Producer/Director Katrina Browne tells the story of her forefathers, the largest slave-trading family in U.S. history. Given the myth that the South is solely responsible for slavery, viewers will be surprised to learn that Browne’s ancestors were Northerners. The film follows Browne and nine fellow family members on a remarkable journey that brings them face-to-face with the history and legacy of New England’s hidden enterprise.

### **UNCHAINED MEMORIES READINGS FROM THE SLAVE NARRATIVES**

With the Civil War ended in 1865, more than four million slaves were set free. By the late 1930s, 100,000 former slaves were still alive. In the midst of the Great Depression, the Federal Writers Project hired journalists and writers to travel the country and record the memories of this last generation of African Americans born into bondage. Over 2,000 interviews were transcribed as spoken, in the vernacular of time, to form a unique historical record—first-hand accounts of what it was to be a slave. The Library of Congress is home to most of these “Slave Narratives.” Narrated by Whoopi Goldberg and featuring dramatic readings by Angela Bassett, Don Cheadle, Ossie Davis, Ruby Dee, Samuel L. Jackson, Oprah Winfrey and others, UNCHAINED MEMORIES: READINGS FROM THE SLAVE NARRATIVES breathes the voices of the living into these transcripts of the past, bringing to life the pain and suffering, the fear and yearning, the pride, the spirit and the deep resonating sadness of those who had been born into slavery.

**UNNATURAL CAUSES: IS INEQUALITY MAKING US SICK?**

UNNATURAL CAUSES was produced to draw attention to the root causes of health and illness and to help reframe the debate about health in America. Economic and racial inequalities are not abstract concepts. They hospitalize and kill even more people than cigarettes. The wages and benefits we're paid, the neighborhoods we live in, the schools we attend, our access to resources and even our tax policies are health issues every bit as critical as diet, smoking and exercise.

**VALLEY OF TEARS**

Hart Perry (Director of Photography, HARLAN COUNTY USA), has documented the lives of Mexican-American migrant farm workers in Raymondville, Texas, since 1979 when the onion workers' strike broke out. What followed was a fight not only for higher pay but also for equal rights and representation. For 24 years, the county's Mexican-American residents were determined to fight for what is right. VALLEY OF TEARS is a complex story of the long journey of individuals who endure hardship in order to make a better future for their families.

View entire video (with commercials) on SnagFilms:

[http://snagfilms.com/films/title/valley\\_of\\_tears/](http://snagfilms.com/films/title/valley_of_tears/)

**WHERE I GET MY 5**

South L.A. is a "food desert," with few supermarkets and a lot of land in between them. Restaurant signs dot the landscape, but you can drive for miles without seeing a healthy place to eat. Junk food ads targeted at youth and people of color surround you. Most residents buy food and beverages from local corner stores, which are well stocked with junk food. Rates of obesity and diabetes are alarmingly high. "WHERE DO I GET MY FIVE?" portrays five distinct stories about the challenges of healthy food access in South L.A. Student-written, shot and acted, these videos are more than simple documentaries, they are part of an integrated project that led to direct community change: the makeover of a local corner store to carry more fresh produce, an on-going partnership with the local City Council, and highly visible student leaders.



**New Orleans Focused Videos:**

**A LOUD COLOR**

Louis Harding takes a tour of his neighborhood in post-Katrina New Orleans, recounting the contributions of notable African Americans to New Orleans culture and the long road ahead.

This video can be viewed at the Media that Matters Festival Site:

<http://www.mediathatmattersfest.org/8/>

It is included in THE DRIVE.

**KATRINA'S CHILDREN**

KATRINA'S CHILDREN is a feature-length documentary about 19 children from different neighborhoods of New Orleans. Told entirely from the children's point of view, the film explores the impact of Hurricane Katrina on their lives. We enter their world through their stories, their play, and their art, and several of their drawings have been animated, magically bringing to life their interior universe.

A trailer can be viewed at: <http://www.katrinaskildren.com/web/html/h0300.html>

**TROUBLE THE WATER**

The film tells the story of an aspiring rap artist and her streetwise husband, trapped in New Orleans by deadly floodwaters, who survive the storm and then seize a chance for a new beginning. It's a redemptive tale of self-described street hustlers who become heroes that takes you inside Hurricane Katrina in a way never before seen on screen. TROUBLE THE WATER opens the day before Katrina makes landfall, just blocks away from the French Quarter but far from the New Orleans that tourists know. Kimberly Rivers Roberts is turning her video camera on herself and her 9th Ward neighbors trapped in the city. "It's going to be a day to remember," Kim says excitedly into her new camera as the storm is brewing. It's her first time shooting video and it's rough and jumpy, but dense with reality. Kim's playful home-grown newscast tone grinds against the audience's knowledge that hell is just hours away. There is no way for the audience to warn her. And for New Orleans' poor, there is nowhere to run.

### Justice/Incarceration Videos:

#### GIRLHOOD

Shanae was arrested for murder at the age of 12, after stabbing a friend to death. Megan's mother was a drug-addled prostitute, and after being placed in and escaping from nearly a dozen foster homes, Megan committed a violent crime. These girls are the subjects of Liz Garbus' documentary, GIRLHOOD. Garbus encountered the girls at the Waxter Juvenile Facility in Baltimore while making a television documentary about the boys incarcerated there. Garbus, director of the acclaimed prison documentary, THE FARM: ANGOLA, USA, examines the disparate fates of these girls and their very different treatment at the hands of the juvenile justice system. While Shanae, the victim of a horrendous violent crime herself as a child, has difficulty coming to grips with the murder she's committed, she's clearly an intelligent, charismatic, and, most importantly, motivated girl. The juvenile justice system serves her well, because she's deeply involved in forging her own path. Megan, a pretty girl with a devilish gleam in her eye, tries to get by on charm, but she doesn't have Shanae's focus. Having been abandoned by her mother, with whom she has a very complicated relationship, Megan is desperate for attention and affection. While Shanae sublimates her anger and hurt and moves on with life, for Megan everything is right on the surface. The system essentially gives up on trying to control her and turns her loose to fend for herself. GIRLHOOD was shown at the 2003 Tribeca Film Festival and at the South by Southwest Film Festival, where it won the Audience Award.

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

#### GIRL TROUBLE

GIRL TROUBLE, an intimate documentary by directors Lexi Leban and Lidia Szajko, goes beyond the statistics and chronicles four years in the lives of three teenage girls struggling to free themselves from San Francisco's complex and flagging juvenile justice system. The girls at the heart of GIRL TROUBLE, Stephanie, Shangra and Sheila, have grown up in a harsh world defined by neglectful or abusive family members, drug use, homelessness and poverty. Stephanie is pregnant, and police have a warrant to arrest her for running away from a group home. Shangra, who sells crack to earn money, is torn between taking care of her homeless mother and taking care of herself. Sheila, whose abusive father and brothers are in and out of jail, is falling deeper into drug addiction. These girls, and many like them, aren't just "at risk"—they are in deep trouble.

### **FRONTLINE: JUVENILE JUSTICE**

Should teenagers who commit violent or serious crimes be tried as juveniles or adults? Can we rehabilitate these young people to prevent future criminal behavior? With almost unprecedented access to juvenile court proceedings—which are usually closed to the public and rarely seen on television—"JUVENILE JUSTICE" follows four youth offenders through the Santa Clara County, California, juvenile courts, observing how the criminal justice system treats their cases and determines their fates. Filmed over 15 months, this report also talks with the judges, case workers, prosecutors and families of the young teens as well as some of those who were their victims.

### **RAISING INMATE 3851**

The United States each year prosecutes approximately 200,000 children as adults, many of whom end up with lengthy sentences, even life without parole, in adult prisons. RAISING INMATE 3851 portrays the experiences of three teenagers: Darrious, 15, charged with a crime and facing 26 years in prison; Claire, 15, embarking on a life sentence in a women's prison, and Reggie, a recently exonerated former inmate, who at the age of 14 was handed two life sentences and sent to adult prison for a crime he did not commit. Darrious, Claire and Reggie depict a new reality for many American teens: learning to navigate both the adult legal system and adult prison, at an age when they are legally barred from smoking, driving a car, signing a contract, or having consensual sex. Once they get into prison, their outlook for the future, if they're ever released again, is bleak. A clip can be viewed at: [http://www.jaman.com/movie/Raising-Inmate-3851/OJCh\\_WrjUtIU/](http://www.jaman.com/movie/Raising-Inmate-3851/OJCh_WrjUtIU/)

### **PRISON LULLABIES**

PRISON LULLABIES is the remarkable portrait of four young women living on the bad side of luck, struggling with drug addiction, arrested for dealing, prostitution, grand larceny and serving prison time with one common bond; they were all pregnant at the time of their arrest, and all have given birth behind bars. For these women who are on intimate terms with sexual abuse and assault, destitution, poverty and addiction, the Taconic Corrections Facility in New York State offers a rare glimmer of hope. Taconic allows the women to keep their babies for the first 18 months of their lives while insisting that the mothers participate in a rigorous series of classes that range from basic child care to anger management and drug counseling. Each woman is released in the course of filming, and each must choose, minute to minute, whether to find a job, break the cycle of relapse and re-arrest, or to pick up the crack-pipe, abandon the child and return to the streets. Shot in cinema vérité style, PRISON LULLABIES addresses these issues by allowing the audience the opportunity to observe and listen as the stories of the inmate mothers unfold in their own time and their own words.

The full video (with commercials) can be viewed at SnagFilms:

[http://snagfilms.com/films/title/prison\\_lullabies/](http://snagfilms.com/films/title/prison_lullabies/)

**THE INJUSTICE SYSTEM OF AMERICA**

This compelling documentary, directed and produced by Cary Silberman, with Executive Producer Rik Walters, explores the inequities in America's justice system, focusing on the higher rate of incarceration experienced by minorities and the disparate conviction rate for African American drug offenders. Interviews with experts including San Francisco public defender Jeff Adachi; Stanford Law School's Michelle Alexander; and Vernell Critendon of San Quentin Prison shed light on this disturbing issue.

A clip can be viewed on YouTube: <http://www.youtube.com/watch?v=b01yk3t6Rw8>

Viewer Note: The music is a little dramatic on the clip. Turn your speakers down when you watch it.



**MATERIALS FROM W.K. KELLOGG FOUNDATION CONVENINGS**

As it seeks to grow a community of practice, America Healing, the W.K. Kellogg Foundation has convened a series of meetings to address particular aspects of racial equity and racial healing. For each of these meetings, the foundation has prepared a resource list designed to prepare participants for the meeting and to maximize the value of their participation. Because these resources may be valuable to those working on issues of racial equity and racial healing in communities across the country, the list for each meeting is presented here. Most of these resources may be found online.

***External Workgroup on Racial Equity  
Meeting Resource List  
September 2008—Chicago, IL***

Toward A Policy—Relevant Analysis of Geographic and Racial/Ethnic Disparities In Child Health, Delores Acevedo-Garcia, Theresa L. Osypuk, Nancy McArdle, and David R. Williams.

King County Equity & Social Justice Initiative

Race and the Transformation of Criminal Justice, Glenn C. Loury

“The Whole United States Is Southern”: *Brown v. Board* and the Mystification of Race, Charles M. Payne

White Privilege: Unpacking the Invisible Knapsack, Peggy McIntosh

Evaluating Media Coverage of Structural Racism, Frisby & Associates, Inc.

***Optimizing Birth Outcomes/Infant Mortality  
Meeting Resource List  
January 2009—Detroit, MI***

**Pre-Reading Resources**

NCHS Data Brief 2008—Recent Trends in Infant Mortality in the United States, by Marian F. MacDorman, Ph.D., and T.J. Mathews, M.S.

Infant and Neonatal Mortality Rates (Deaths per 1,000 Live Births), by State and Race of Mother, 2005

Preterm Delivery Among African-American Women: A Research Strategy

Differing Birth Weight Among Infants of U.S.-Born Blacks, African-Born Blacks, and U.S.-Born

Whites, by Richard David and James Collins

Infant Mortality Trends and Differences Between American Indian/Alaska Native Infants and White Infants in the United States, 1989-1991 and 1998-2000

Birth Outcomes for Arabic-Named Women in California Before and After September 11, by Diane S. Lauderdale

Maternal Upward Socioeconomic Mobility and Black-White Disparities in Infant Birthweight, by Cynthia Colen; Arline Geronimus; John Bound; Sherman James; American Journal of Public Health

Are Racial Disparities in Preterm Birth Larger in Hypersegregated Areas? by Theresa L. Osypuk and Delores Acevedo-Garcia

African American Women and Breastfeeding—Joint Center for Political and Economic Studies  
Health Policy Institute

Promoting Health Equity - *A Resource to Help Communities Address Social Determinants of Health*

**Additional Resources**

Healthy Babies: Efforts to Improve Birth Outcomes and Reduce High Risk Births; NGA Center for Best Practices Issue Brief

Marching Forward, Action Steps to Optimize the Health of Women and Babies; Women's Health Issues, by Jennifer L. Howse

Transforming Preconceptional, Prenatal, and Interconceptional Care into a Comprehensive Commitment to Women's Health; Women's Health Issues, by Paul H. Wise

Strides Among State Health Agencies to Improve Birth Outcomes, A Compendium of Programs

The Health of American Indian and Alaska Native Women, Infants and Children Perinatal and Infant Health Among Rural and Urban American Indians/Alaska Natives

***Boys and Men of Color  
Meeting Resource List  
March 2009—Washington, D.C.***

A Way Out—Creating Partners for our Nation’s Prosperity by Expanding Life Paths of Young Men of Color—Dellums Commission Final Report

A Positive Future for Black Boys Building the Movement, by Schott Foundation for Public Education

Reparable Harm: Assessing and Addressing Disparities Faced By Boys and Men of Color in California, by Lois M. Davis, M. Rebecca Kilburn, and Dana J. Schultz (Summary Section)

The Dellums Commission—Better Health Through Stronger Communities: Public Policy Reform to Expand Life Paths of Young Men of Color. Background Paper: Young Men of Color in the Media: Images and Impacts, by Robert M. Entman

A Collective Responsibility, A Collective Work: Supporting the Path to Positive Life Outcomes for Youth in Economically Distressed Communities, written for the Center for Law and Social Policy by Rhonda Tsoi-A-Fatt

MOMENTUM Sustaining Efforts to Improve Life Outcomes Among African-American Males—A Report Prepared for the Ford Foundation, by Micah Gilmer, Marcus Littles and Ryan Bowers. Foreward by Loren S. Harris

CREATED EQUAL Racial and Ethnic Disparities in the US Criminal Justice System—written for National Council on Crime and Delinquency, by Christopher Hartney and Linh Vuong

**Pre-Reading Materials**

Toward A Policy-Relevant Analysis of Geographic And Racial/Ethnic Disparities In Child Health, by Delores Acevedo-Garcia, Theresa L. Osypuk, Nancy McArdle and David R. Williams



Race and the Transformation of Criminal Justice, by Glenn C. Loury

Silent Victims: The Impact Of Parental Incarceration on Children, written for Community Voices by Natasha H. Williams

***Latino/Hispanic Symposium  
Meeting Resource List  
April 2009—Battle Creek, MI***

Network Brownout Report: The Portrayal of Latinos and Latino Issues on Network Television—National Association of Hispanic Journalists

Hispanics and Health Care in the United States: Access, Information and Knowledge—Joint Pew Hispanic Center and Robert Wood Johnson Foundation Research Report

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Acculturation and Latino Health in the United States: A Review of the Literature and its Sociopolitical Context—Rand Corporation Report, by Marielena Lara, Cristina Gamboa, M. Iya Kahramanian, Leo S. Morales and David E. Hayes Bautista

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Latinos and Education: A Statistical Portrait, by Hector R. Cordero-Guzmán, *Exposing the Colonizing Effects of Reform*

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April 2009—Battle Creek, MI***

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**RECOMMENDATIONS FOR UPDATES AND ADDITIONAL  
RACIAL EQUITY/RACIAL HEALING TOOLS AND RESOURCES**

**Name of Organization/Individual Submitting Recommendation:**

Contact Person's Phone #:

Mailing Address:

E-Mail Address:

**Recommended Tool, Resource or Organization:**

Contact Person/Phone #:

Mailing Address:

Email Address:

Website:

Mission and Philosophic Approach:

Services/Programs Provided:

Workshops Information (if applicable):

- Topics –
- Focus –
- Frequency –
- Location(s) –
- Length(s) –



- Fee(s) –
- Desired Number of People Per Workshop –
- Desired Outcomes –

Other Information (if applicable):

#### **UPDATES TO RESOURCE GUIDE**

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Description of Update:

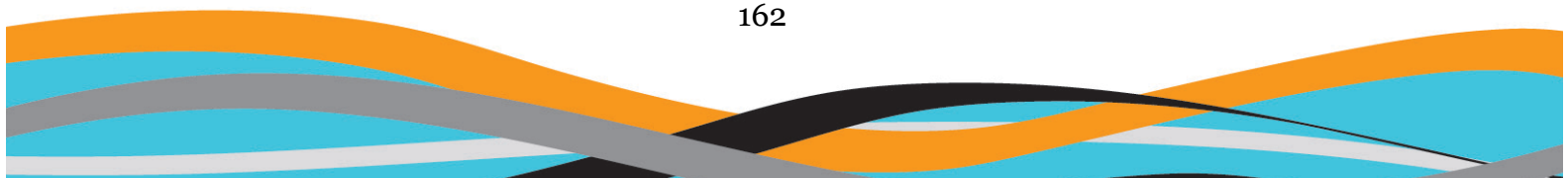
*Please feel free to make copies of this form and submit additional recommendations.  
Please email completed form(s) to [Communications@WKKF.org](mailto:Communications@WKKF.org). Thank you!*

**GLOSSARY OF TERMS FOR RACIAL HEALING AND RACIAL EQUITY**

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. The table immediately below has 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. Following the table are additions contributed by W.K. Kellogg Foundation personnel.

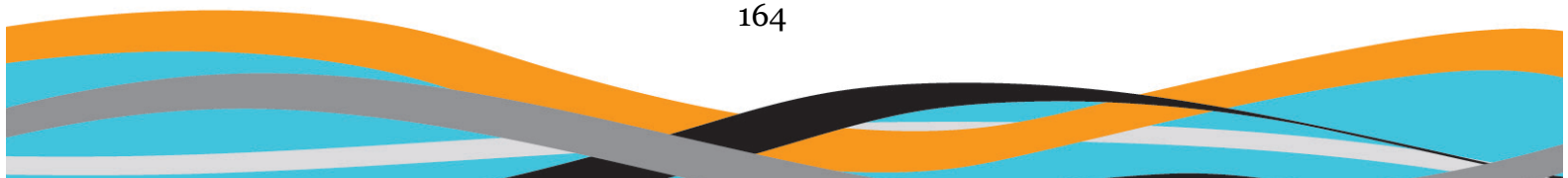
TERM	DEFINITION	SOURCE
<b>Ally</b>	Describes someone who supports a group other than one's own (in terms of racial identity, gender, faith identity, sexual orientation, etc.) Allies acknowledge disadvantage and oppression of other groups than their own; take risks and supportive action on their behalf; 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
<b>Bigotry</b>	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 <i>Dismantling Racism Institute</i> program.

<p><b>Collusion</b></p>	<p>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.</p>	<p>Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. <i>Teaching for Diversity and Social Justice: A Sourcebook</i>. New York: Routledge.</p>
<p><b>Cultural Pluralism</b></p>	<p>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.</p>	<p>Institute for Democratic Renewal and Project Change Anti-Racism Initiative. <i>A Community Builder's Tool Kit</i>.</p>
<p><b>Culture</b></p>	<p>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.</p>	<p>Institute for Democratic Renewal and Project Change Anti-Racism Initiative. <i>A Community Builder's Tool Kit</i>.</p>
<p><b>Cultural Racism</b></p>	<p>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.  <i>Examples</i> 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.</p>	<p>Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. <i>Teaching for Diversity and Social Justice: A Sourcebook</i>. New York: Routledge.</p>

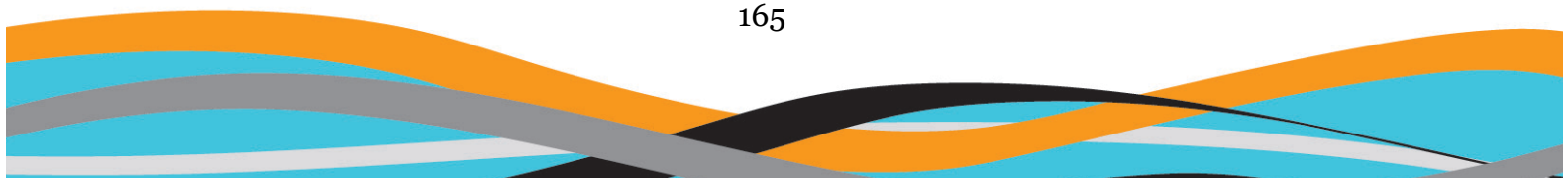


<b>Denial</b>	Refusal to acknowledge the societal privileges (see the term "privilege") that are granted or denied based on an individual's ethnicity or other grouping. Those who are in a stage of denial tend to believe, "People are people. We are all alike regardless of the color of our skin." In this 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. <i>A Community Builder's Tool Kit</i> .
<b>Discrimination</b>	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. <i>A Community Builder's Tool Kit</i> .
<b>Diversity</b>	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. <i>A Community Builder's Tool Kit</i> .
<b>Empowerment</b>	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. <i>Teaching for Diversity and Social Justice: A Sourcebook</i> . New York: Routledge.
<b>Ethnicity</b>	<p>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.</p> <p><i>Examples</i> of different ethnic groups are: Cape Verdean, Haitian, African American (black); Chinese, Korean, Vietnamese (Asian); Cherokee, Mohawk, Navaho (Native</p>	Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. <i>Teaching for Diversity and Social Justice: A Sourcebook</i> . New York: Routledge.

	American); Cuban, Mexican, Puerto Rican (Latino); Polish, Irish, and Swedish (white).	
<b>Inclusion</b>	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.
<b>Individual Racism</b>	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. <i>Teaching for Diversity and Social Justice: A Sourcebook</i> . New York: Routledge.
<b>Institutional Racism</b>	<p>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.</p> <p><i>Examples:</i>            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.</p>	Maggie Potapchuk, Sally Leiderman, Donna Bivens and Barbara Major. <i>Flipping the Script: White Privilege and Community Building</i> .



<p><b>Internalized Racism</b></p>	<p>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:</p> <p><i>Decision-making</i>—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.</p> <p><i>Resources</i>—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."</p> <p><i>Standards</i>—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</p>	<p>Donna Bivens,  <i>"Internalized Racism: A Definition,"</i> Women's Theological Center.</p>
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	<p>deepest standards and values, and holding ourselves and each other accountable to them.</p> <p><i>Naming the problem</i>—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.</p>	
"ISMs"	<p>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.</p>	<p>Institute for Democratic Renewal and Project Change Anti-Racism Initiative. <i>A Community Builder's Tool Kit</i>. Claremont, Calif.: Claremont Graduate University.</p>
Oppression	<p>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.</p> <p>Oppression denotes structural and material constraints that significantly shape a person's life chances and sense of possibility.</p> <p>Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or</p>	<p>Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. <i>Teaching for Diversity and Social Justice: A Sourcebook</i>. New York: Routledge.</p>

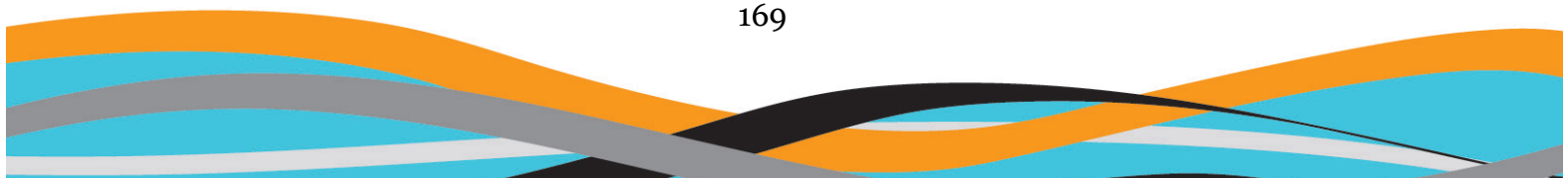
	<p>targeted groups.</p> <p>Oppression resides not only in external social institutions and norms but also within the human psyche as well.</p> <p>Eradicating oppression ultimately requires struggle against all its forms, and that building coalitions among diverse people offers the most promising strategies for challenging oppression systematically.</p>	
<b>Prejudice</b>	<p>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.</p>	<p>Institute for Democratic Renewal and Project Change Anti-Racism Initiative. <i>A Community Builder's Tool Kit</i>. Claremont, Calif.: Claremont Graduate University.</p>
<b>Privilege</b>	<p>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.</p>	<p>National Conference for Community and Justice—St. Louis Region.— Unpublished handout used in the <i>Dismantling Racism Institute program</i>. (Source for 1st Part)</p> <p>Institute for Democratic Renewal and Project Change Anti-Racism Initiative. <i>A Community Builder's Tool Kit</i>. Claremont, Calif.: Claremont Graduate University. (Source for 2nd Part)</p>



<b>Race</b>	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. <i>Teaching for Diversity and Social Justice: A Sourcebook</i> . New York: Routledge.
<b>Racial and Ethnic Identity</b>	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. <i>Teaching for Diversity and Social Justice: A Sourcebook</i> . New York: Routledge.
<b>Racial Equity</b>	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
<b>Racism</b>	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 <i>Dismantling Racism Institute</i> program.
<b>Right</b>	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 <i>Dismantling Racism Institute</i> program.
<b>Social Justice</b>	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. <i>Teaching for Diversity and Social Justice: A Sourcebook</i> . New York: Routledge
<b>Social Power</b>	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. <i>Teaching for Diversity and Social Justice: A Sourcebook</i> . New York: Routledge.
<b>Structural Racism</b>	<p>"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."</p> <p>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</p>	<p>Karen Fulbright-Anderson, Keith Lawrence, Stacey Sutton, Gretchen Susi and Anne Kubisch, <i>Structural Racism and Community Building</i>. New York: The Aspen Institute. (1st part)</p> <p>Maggie Potapchuk, Sally Leiderman, Donna Bivens and Barbara Major. <i>Flipping the Script: White Privilege and Community Building</i>. (2nd part)</p>



	of care, and systematic refusal by the nation to fix these things.	
<b>White Privilege</b>	<p>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.</p> <p>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."</p>	<p>Peggy McIntosh, <i>"White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women Studies."</i></p>

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**Color-blind Racism:** Less blatant form of racism yet maybe even more powerful than racism in the past.

<http://www.urbandictionary.com/define.php?term=colorblind%20racism>

Color-blind racism is the type that most closely corresponds to what is commonly called 'unintentional racism.'... color-blindness not only leads to undesirable outcomes (the disadvantaging of black people by ignoring or marginalizing their distinctive needs, experiences and identity), but may also involve racial injustice...there can be injustice in treating people the same when in relevant respects they are different, just as much as there can be in treating them differently when in relevant respects they are the same/ ...based on an idealistic principle (that all people are equal), which fails to take account of the contingent facts of racial inequality and disadvantage in our present society.

<http://aad.english.ucsb.edu/docs/Halstead.html#color>

**Healing:** To restore to health or soundness; to repair or set right; to restore to spiritual wholeness.

**Immigrant:** A person who leaves one country to settle in another. (Free Dictionary)

**Multiculturalism:** Advocating or encouraging the integration of people of different countries, ethnic groups, and religions into all areas of society. (Encarta Dictionary)

**Racial Disparities:** Chronic racial gaps in important opportunity areas, such as education, employment, housing, and healthcare, are strongly associated with structural racism. Racial disparities are caused by the cumulative effects of multiple and integrated systems in the form of public policies, institutional practices and cultural representations. (Aspen Institute)

**Racial Equity:** Refers to principles of fairness and justice. Racial equity work describes actions designed to address historic burdens as well as to remove present day barriers to equal opportunities. This is accomplished by identifying and eliminating systemic discriminatory policies and practices. Specific remediating strategies, policies and practices are also required. These actions address the effects of historic injustice and prevent present and future inequities.

**Racial Inequities:** Where the benefits of progress are reaching some sectors of society but not all.

**Reconciliation:** The need to acknowledge the wrongs of the past in some way; to bring two sides together.

**Social determinants of health:** Social determinants of health are life-enhancing resources, such as food supply, housing, economic and social relationships, transportation, education and healthcare, whose distribution across populations effectively determines length and quality of life. (James S. Social determinants of health: implications for intervening on racial and ethnic disparities. Paper presented at: Minority Health Conference, 2002, University of North Carolina.)

**Social Inclusion:** Ensuring that the marginalized and those living in poverty have greater participation in decision making that affects their lives, allowing them to improve their living standards and their overall well-being. (Combat Poverty Agency)

**Structural racism:** Structural racism refers to a system of social structures that produces cumulative, legacies, individuals, structures, and institutions and that works interactively to distribute material and symbolic advantages and disadvantages along racial lines. It is the blind interaction between institutions, policies and practices that inevitably perpetuates barriers to opportunities and racial disparities. (Kirwan Institute/Center for Social Inclusion)

**Repair:** To set right or remedy; to make up for or compensate for (a wrong); to restore to sound condition after an injury.

**Sovereignty:** As stated in “Government to Government,” pages 9-10, the essence of tribal sovereignty is “...the ability to govern and to protect the health, safety and welfare of tribal citizens within tribal territory. ... Tribal governments have the inherent right to develop their own form of government, to determine their own citizenship, to establish their own civil and criminal laws and be ruled by them in tribal courts, to license and regulate, and to exclude people from tribal lands.”

**ABOUT THE PREPARER OF THIS GUIDE**

Michael R. Wenger, of Mitchellville, Md., is a senior fellow at the Joint Center for Political and Economic Studies, the nation’s pre-eminent research and public policy analysis institution focusing on issues of race. Since coming to the Joint Center in 1998, he has served in a number of capacities, including acting vice president for governance and economic analysis, acting vice president for communications, founder and director of the Network of Alliances Bridging Race and Ethnicity, and program consultant. He also is an adjunct professor in the Department of Sociology, specializing in race relations, at The George Washington University. Wenger came to the Joint Center after serving as the deputy director for outreach and program development for President Clinton’s Initiative on Race.

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Michael R. Wenger

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