

## Handout #1 Working Terms and Definitions

### **ECONOMIC & RACIAL EQUITY**

Race is socially constructed, created (recreated) by how people are perceived and treated in normal actions of every day life leading to a systemic an unequal relationship between [social groups] based on the privileged access to power and resources by one group over another.

**Diversity** -- The wide range of national, ethnic and other backgrounds of citizens and Immigrants as social groupings, co-existing in American culture. The term is often used to include race, ethnicity, age, gender, sexual orientation, class, disability and religion.

**Equity** -- actions, treatment of others, or a general condition characterized by justice, fairness, and impartiality; freedom from bias or favoritism. One can contrast this with equality which is defined as equal or same in quantity, quality, size, degree, rank and level.

**Handout #2**  
**Framing the Issue: View Points**

*(Source: Study Circles Resource Center, Facing the Challenge of Racism and Race Relations)*

**View 1: Many people lack economic opportunity.**

*According to this view*, our real problems with race often come down to unequal money, jobs, and opportunities. Economic inequality makes our problems with race even worse. Some minorities have made economic progress, but there is still a long way to go. For example, people of color who are in the middle class still face barriers to advancement. And too many people of color live in poverty. Poor people in the cities, especially blacks and Latinos, live in an economic wasteland. They lack hope, good role models, good schools, and good jobs. The collapse of the low-wage economy has wrecked neighborhood businesses, and reduced the number of jobs for poor people who have few marketable skills. These people suffer the most from changes in our nation's economy — including the loss of manufacturing jobs. Without opportunities to get ahead, poor people in the cities are more likely to face other problems like drugs and violence, gangs, and teen pregnancy. It is too easy to think of race relations as a matter of “getting along better.” People who are born poor, and who are not white, just don't have the same chances to make a good life for themselves.

**View 2: The real issue is institutional racism.**

*According to this view*, racism is firmly established in the institutions of our society. Power continues to be used in a way that favors whites and works against people of color. This happens in our businesses, agencies, government, the media, schools, the criminal justice system, and more. This kind of “institutional racism” can be direct and intentional. For example, much of our housing was deliberately segregated on the basis of race. But institutional racism can also be indirect, unplanned, and hidden, which makes it even harder to deal with. For example, when a supermarket closes a branch in a poor urban neighborhood where many people of color live, they no longer have access to basic, essential services. While there are laws against racial discrimination, there are no laws against closing a store. In all kinds of ways, American institutions continue to limit opportunities for people of color and treat them as second-class citizens. It's been this way for so long that white people don't even know how much the system favors them.

**View 3: Many people are not taking advantage of available opportunities.**

*According to this view*, internalized racism keeps many minorities from moving forward. Many people of color feel defeated by their race before they even try to succeed as individuals. Lacking confidence, some minorities expect too little of themselves, that is, their ambitions are often modest compared to their abilities. Because of the self-doubt that racism has helped to create, others engage in certain kinds of behavior that get in the way of their success. For example, drug use and irresponsible sexual behavior make it very unlikely that some people will succeed in school or at work. Still others seem to have just given up, because they see themselves as victims. In the worst cases, people of color try to use race to get special treatment, or they point to the country's history of race relations as a way of avoiding responsibility for their own actions. As long as people of color feel helpless or second-rate, they won't have the confidence to seize opportunities to get ahead. For that reason, our country will continue to have problems that fall along racial lines.

**View 4: Separation and prejudice are still our major problems.**

*According to this view*, many of our problems exist because people of different racial and ethnic backgrounds live separately. We may see each other at work, but our lives are still separate. We live in different parts of town, send our kids to different schools, attend different churches, and socialize at different places. Because we do not really know each other, there is a "knowledge gap," which is filled by images in the media. We cannot trust the media to show us what people are really like. Instead, what we usually see on television and in films are stereotypes — for example, "the intelligent Asian student", "the rough Latino gang member", "the African-American single mother on welfare," or "the empty-headed white." This only creates more prejudice. To make things even worse, we lack opportunities for people from different racial backgrounds to get to know each other. We also lack ways for diverse groups of people to work together on common problems. As long as we are strangers to each other, and don't see each other as part of the same community, our problems will continue.

### Handout #3

## Small Group Viewpoints Discussion Guide

1. Which view comes closest to framing the issue in your community? Why?
2. What events have had the biggest impact on economic and racial relations in your community?

### Small Group Report Out

1. Is there a prevailing view among your group? What is it? If not, what are the individual various views?
2. State *one* thing your community is currently doing to address economic and racial equity issues.
3. What is the *one* economic/racial equity issue that you want others to know about your community?

## Handout #4 Tools for Communities

<b>LEVELS OF ANALYSIS CHART</b>			
	<b>INDIVIDUAL</b>	<b>INTER-GROUP</b>	<b>STRUCTURAL</b>
<b>FOCUS OF ANALYSIS</b>	Individual attitudes, assumptions, identities, feeling & behaviors	Racial, ethnic and cultural group relations	Systemic oppression in institutions, policies & practices
<b>ISSUES</b>	Prejudice, bias, stereotype, bigotry, internalized oppression/privilege, resistance & defenses, feelings of anger, guilt, fear, individual, racism	In-groups/out groups, group separation & polarization, community conflict, diversity, leadership, ethnocentrism, cultural racism.	Racial privilege/oppression, racial disparity, stratification, disenfranchisement, injustice, institutional racism.
<b>THEORY &amp; RESEARCH TRADITIONS</b>	Psychology, Counseling.	Social Psychology, Cultural Studies	Sociology, History, Political Theory, Macro-economics
<b>THEORIES OF CHANGE</b>	<i>Individual Change:</i> Introspection & education. <i>Social Change:</i> Individual influence within personal & professional spheres; critical mass of transformed individuals.	<i>Intergroup Change:</i> Small group contact; sharing personal stories & experiences. <i>Social Change:</i> Respectful, trusting relationships; cooperative networks, alliances & coalitions	<i>Social Change:</i> Community organizing, activism and advocacy; common analytic framework for change; united social movements; institutional & policy change.
<b>INTENDED OUTCOMES</b>	Personal awareness & healing; new interpersonal skills & behaviors; individual cognitive, emotional & behavioral transformation.	Appreciate differences; recognize common ground; improved communication; cooperative planning and problem-solving; accountable leadership; participation; inclusion.	Accountable institutions; self-determination in communities of color; equity; justice; access and opportunity; integrated communities.

Training for Racial Equity and Inclusion: A Guide to Selected Programs, Ilana Shapiro; Aspen Institute

## Handout #5 Tools for Communities

	<b>Prejudice Reduction</b>	<b>Healing &amp; Reconciliation</b>	<b>Anti-Racism</b>	<b>Diversity/Multiculturalism</b>	<b>Democracy Building</b>
<b>Key Words</b>	Prejudice, stereotypes, past wounds, healing, emotion work	Historic traumas & injustices, acknowledgement, forgiveness, healing	Racial oppression, white privilege, power, social justice	Mono/multi-culturalism, diversity, inclusion, tolerance	Citizen participation, civic infrastructure, deliberative processes
<b>Problem Analysis</b>	People engaged in oppressive acts or hurt others because they have been oppressed or hurt	Traditions of division & inequity have traumatized & victimized certain groups. Lack of acknowledgement & forgiveness hold destructive patterns of interaction in place	Current social, economic, & political systems give power & privilege to whites & deny the same to people of color. Lack of a common analysis of structural racism is a barrier to building a united social justice movement	People do not have information or awareness of other cultures & have few skills for interacting with them. People devalue contributions of other groups or cultures.	People are separated and disenfranchised. They lack forums, processes & skills for effectively addressing the growing diversity & complexity of racism & race relations
<b>Intervention Framing</b>	Become aware of own oppression & address emotions. Build alliances with others across barriers of race, ethnicity & culture.	Allow groups to share their stories & histories. Encourage acknowledgement, repentance & forgiveness of injustices	Provide analytical framework for examining systemic forces at work in the community (cultural, economic, institutional, political, etc.)	Develop critical perspective about social messages & biases. Promote understanding & appreciation of other cultures.	Construct deliberative public forums & processes to promote inclusive, engaged, cooperation of citizens across non-profit, business & government sectors.
<b>World View</b>	“The world is filled with wounded people who are doing the best they can with the resources they have available to them. Once people understand their own oppression & are tied into healthy network, they can act as agents of change”	“The world is filled with groups that have been traumatized & victimized by historic events. When the oppressing group acknowledges & apologizes for these injustices, individual & social healing, reconciliation & transformation can occur	“The world is controlled by powerful systems with historically traceable roots. Once people are shown how they benefit from or are battered by those systems, they can work together to change the systems.”	“The world is filled with a multitude of complex cultures, constantly intersecting & shaping each other. As people grow to understand & appreciate their own culture & cultures around them, they will be better able to cooperate & overcome mutual problems	“The world is filled with diverse perspectives on complex issues such as race. When people have appropriate public forums, processes & skills for dialoguing about these issues, they will recognize their interdependence & find cooperative ways to address common concerns.”
<b>Theoretical Traditions</b>	Psychology & Psychoanalytical theory; Re-evaluation Counseling.	Multi-faith spiritual & religious traditions; Group Psychoanalytic theory.	Sociology; History; Liberation Theory	Cultural Studies; Social Psychology; Management	Political Science; Social Capital; Deep Democracy
<b>Intended Outcomes</b>	Personal awareness & healing; skills for addressing prejudice; alliances within and across groups.	Individual transformation; dialogue between groups; transformed relationships; public healing & reconciliation	Social change toward equity & justice; self-determination; empowerment for activism.	Awareness of cultural differences; tolerance, inclusion & respect of other cultures; improved intergroup relations	Study Circles Resource Center
<b>Training Programs</b>	National Coalition Building Institute VISIONS Training For Change Dismantling Racism Institute	Hope in the Cities Training for Change	People’s Institute for Survival & Beyond Challenging White Supremacy Workshop Crossroads Ministry Dismantling Racism Institute VISIONS	World of Difference Institute Dismantling Racism Institute VISIONS	

Training for Racial Equity and Inclusion: A Guide to Selected Programs, Ilana Shapiro; Aspen Institute

## Handout #6

# An Equity Impact Statement: A Tool for Policymaking

(Summarized from Applied Research Center materials)

Local policymaking is a critical factor in the creation of opportunities for its residents. Local policies help create jobs, markets, housing; decide matters of land use and land value; and set code and rules for the administration of key public functions like law enforcement, health and sanitation, and access to recreation. Low-income, communities of color have been traditionally victimized by institutional bias and discrimination. Studies by the federal Office on Civil Rights, University of Michigan, Applied Research Center and others have shown that local government policies play a significant role in this victimization by enacting policies that exacerbate and/or maintain inequity.

### About the tool:

- a framework for advancing equity as part of the policymaking process
- concept paper/ a set of questions, actions and procedures to be incorporated into existing frameworks, and adapt to local policymaking process.
- not a set of indicators against which to evaluate equity.

### Why measure equity impact?

Equity and fairness in policymaking is no accident. Legislative bodies must pay close attention to the impact of their policies to ensure that both intent and impact are consistent with a jurisdiction's expressed values; advance a shared agenda of fairness; and help address historic patterns of institutional bias and discrimination.

### Defining the concern and scope of the process

- clearly identify the communities of concern to this process (racial and ethnic, gender, disabled, low-income, etc.)
- establish definitions for these communities. Be sure to include whatever relevant definitions in use in the enabling ordinance.
- clearly define what constitutes adverse effects on the communities of concern

*Adverse effects means the totality of significant individual or cumulative impacts, including interrelated social and economic effects*

- *bodily impairment, illness or death*
- *air, noise, and water pollution and soil contamination*
- *destruction or disruption of community cohesion or economic vitality*
- *destruction or disruption of the availability of public/private facilities*
- *isolation, exclusion or separation*
- *the denial of, reduction in or significant delay in the receipt of, benefits*

**Developing mechanisms for assessing equity impact**

Institutionalize a mechanism for assessing the impact of their policies on equity

- Establish tracking systems, evaluation and reporting mechanisms that building a body of evidence
- Adapt a set of normative questions to be addressed that are incorporated into the legislative process.
  - a. Will this proposed policy affect compliance with state/federal regulation
  - b. How will the proposed policy affect access
  - c. Will the proposed policy compromise quality of life
  - d. Which communities will carry the greatest burden? Gain the most benefit?
- Develop mechanisms to identify, evaluate and address adverse effects
  - a. Identify the risk of discrimination early in the development of the program, policy or activity, so that positive corrective action can be taken

***In implementing this process, the following information should be obtained where relevant and appropriate:***

- a. Population served and/or affected by race, color or national origin, and income level;
- b. Proposed steps to guard against disproportionately high and adverse effects on persons on the basis of race, color, or national origin;
- c. Present and proposed membership by race, color, or national origin, in any planning or advisory body that is part of the program, policy or activity.

Policies, programs and activities will be administered so as to identify and avoid discrimination and avoid disproportionately high and adverse effects on minority populations by:

- a. identifying and evaluating environmental, public health, socio-cultural and economic effects of programs, policies and activities;
- b. proposing measures to avoid, minimize and/or mitigate disproportionately high and adverse environmental and public health effects and interrelated social and economic effects, and providing offsetting benefits and opportunities to enhance communities, neighborhoods, and individuals affected by programs, policies and activities, where permitted by law and consistent with this rulemaking;
- c. considering alternatives to proposed programs, policies, and activities, where such alternatives would result in avoiding and/or minimizing disproportionately high and adverse impacts consistent with this rulemaking; and
- d. eliciting public involvement opportunities and considering the results thereof, including soliciting input from affected minority and low-income populations in considering alternatives.

This process, though challenging, is a rewarding one. It can help bring about greater collaboration in policymaking, strengthen public support and input, and develop policymaking mechanisms that advance equity and fairness.

**Handout #7**  
**Equity Impact Statement Worksheet**

- 1. How would you describe the economic and racial environment (context) in your community today?**

(NOTE: This question relates to defining the scope and concern of the process)

- 2. What are the critical issues of economics and race in your community?**

(NOTE: This question intends to stimulate thinking and begin documenting views on possible areas of adverse impact)

- 3. What are some opportunities to raise questions on equity in your community?**

(NOTE: This question intends to stimulate discussion on the current community policy making processes in the community and to raise awareness of where and how their processes are connected or not.)

- 4. How could understanding these needs be reflected in your action plans?**

## Handout #8 Resources and References

1. Aspen Institute Roundtable for Community Change, [www.aspeninstitute.org](http://www.aspeninstitute.org)
  - *Training for Racial Equity and Inclusion: A Guide to Selected Programs*
  - *Structural Racism and Community Building*
  
2. Project Change, [www.projectchange.org](http://www.projectchange.org)
  - *A Community Builder's Toolkit: 15 Tools for Creating Healthy, Productive Interracial/Multicultural Communities: A Primer for Revitalizing Democracy from the Ground Up*
  
3. Applied Research Center, [www.arc.org](http://www.arc.org)
  - *Developing an Equity Impact Statement: A Tool for Local Policymaking*
  
4. The Study Circles Resource Center, [www.studycircles.org](http://www.studycircles.org)
  - *The Busy Citizen's Discussion Guide: Facing the Challenge of Racism and Race Relations, 3<sup>rd</sup> edition*