



# RACIAL JUSTICE IN EDUCATION

## RESOURCE GUIDE

- WHY RACIAL EQUITY & JUSTICE?
- TALKING RACE
- TOOLS FOR ASSESSMENT, STRATEGIC PLANNING AND ACTION





## ABOUT THIS RESOURCE AND HOW TO USE IT

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# WHY RACIAL EQUITY & JUSTICE?

- **Racial Equity/Justice and our Mission, Vision, Core Values and Strategic Framework**
- **Guiding Principles & Analysis Questions**

# RACIAL EQUITY/JUSTICE AND OUR MISSION, VISION, CORE VALUES AND STRATEGIC FRAMEWORK



To better align and institutionalize racial equity into the work and practices of NEA, it is important that we understand the connection of racial justice to our mission, vision, core values and strategic framework.

## **MISSION**

Our mission is to advocate for education professionals and unite our members and the nation to fulfill the promise of public education, to break down the barriers to racial equity, and to prepare every student to succeed in a diverse and interdependent world.

## **VISION**

Our vision is a great public school for every student.

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## CORE VALUES

These principles guide our work and define our mission:

- **Equal Opportunity.** We believe public education is the gateway to opportunity. All students have the human and civil right to a quality public education that develops their potential, independence, and character.
- **A Just Society.** We believe public education is vital to building respect for the worth, dignity, and equality of every individual in our diverse society.
- **Democracy.** We believe public education is the cornerstone of our republic. Public education provides individuals with the skills to be involved, informed, and engaged in our representative democracy.
- **Professionalism.** We believe that the expertise and judgment of education professionals are critical to student success. We maintain the highest professional standards, and we expect the status, compensation, and respect due all professionals.
- **Partnership.** We believe partnerships with parents, families, communities, and other stakeholders are essential to quality public education and student success.
- **Collective Action.** We believe individuals are strengthened when they work together for the common good. As education professionals, we improve both our professional status and the quality of public education when we unite and advocate collectively.

NEA also believes every student in America, regardless of family income or place of residence, deserves a quality education. In pursuing its mission, NEA has determined that we will focus the energy and resources of our 3.2 million members on improving the quality of teaching, increasing student achievement and making schools safer, better places to learn.



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## STRATEGIC FRAMEWORK

Our organizational work to advance racial justice in education is driven by the following strategic framework:



### Awareness

The objective is to build racial equity awareness and analytical capacity across our association, fostering an understanding of key concepts, such as institutional and systemic racism, implicit bias, racial equity and multiracial systemic solutions. Shared knowledge and conceptual clarity helps normalize explicit and constructive conversations about race.

### Capacity Building

The objective is to equip members, leaders, staff and partners with the skills, tools, strategies, resources and relationships to be effective leaders and advocates in the fight for racial justice in education.

### Action

The objective is to engage and activate members, leaders and stakeholders in on-the-ground efforts to combat institutional racism and advance racial justice. Some actions are external — organizing to advance changes in our schools and communities — while others are internal — implementing equitable practices that change the association's work.

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# GUIDING PRINCIPLES & ANALYSIS QUESTIONS

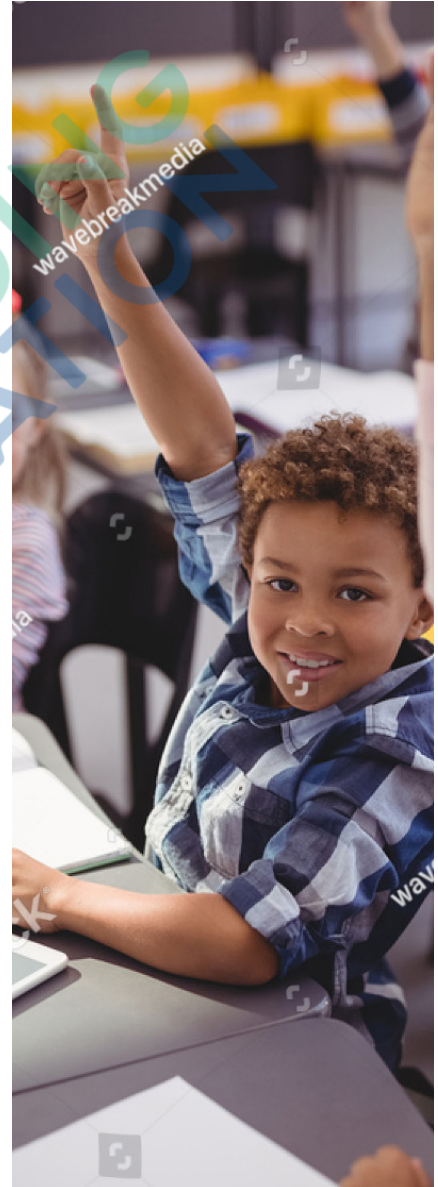
## BACKGROUND

Combating institutional racism and advancing racial justice in education and beyond is at the forefront of the NEA's vision to provide a great public school for every student. At the 2015 Representative Assembly, NEA adopted NBI-B, which recognized the role that institutional racism plays in our society, including in our schools.

NBI-B directed NEA to spotlight patterns of systemic racism and educational injustice that impact students, and to take action to enhance access and opportunity for all students to have a great education. We will take action by demanding changes to policies, programs, and practices that condone or ignore unequal treatment of students and hinder their success.

NEA's Center for Social Justice and the Human and Civil Rights Department will continue to provide guidance on this issue, and continue to support efforts to build awareness and capacity, and take strategic action to disrupt and eventually eradicate these systems of oppression in our schools and beyond.

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## GUIDING PRINCIPLES ON RACIAL & SOCIAL JUSTICE IN EDUCATION

- Our work promotes a vision for public education that advances inclusion, equity, and racial and social justice in our schools and society.
- Our work must dismantle white supremacy, and ensure that bigotry or discrimination based on gender, sexual orientation, disability or national origin are not part of our classrooms, educational curricula, school policies and discipline practices.
- Our schools must be safe for all students, and free from state-sanctioned, racialized, and gender-based violence.
- We must work to dismantle discipline systems that create the school-to-prison pipeline by implementing practices that encourage inclusion and are free from racial and ethnic bias, and invest in counselors and other student supports.
- Our work must result in action - programs, campaigns, policies, and capacity-building efforts for local NEA members that dismantle institutional racism now and into the future. Initiatives should create sustainable infrastructures that can continue to create systemic change, and hold decision-makers, elected officials, and institutions accountable.
- Our work must recruit, engage, and promote leadership of educators of color to share the ladder of opportunity.
- Programs, campaigns, and projects must be driven by goals that are clearly outlined, tracked, and measured, and that have accountability systems that explicitly promote racial justice.
- Our work must promote education policies and curricula which highlight and honor the histories and cultures of people of color and indigenous peoples.
- We must work to ensure that all students have access to a safe and quality education, regardless of their country of origin or immigration status.
- Our work must promote and support the engagement of students of color and LGBTQ students in shaping policies that directly impact their educational experiences and foster safe and inclusive schools.



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## ANALYSIS QUESTIONS TO SUPPORT THE ASSESSMENT OF RACIAL IMPACT

1. Does this work explicitly address racial inequities and impacts? Do materials, communications and work products from this work explicitly address racial inequities and impacts?
2. Who benefits from this work?
3. How many students or educators of color are positively impacted by this work?
4. Is there a racial justice disparity that is being addressed? Are conditions being improved?
5. Is the racial equity practice being introduced? Can this practice be systematized?
6. Does this work build NEA's Racial Justice muscle?
7. Does this work explicitly foster pathways for educators of color to play leadership roles in the work and in our association?
8. How does this work impact the identification, recruitment, engagement, and development of new and current members, activists and/or leaders of color?





# TALKING RACE

- **Creating the Space to Talk About Race in Your School**
- **Seven Harmful Racial Discourse Practices to Avoid**
- **Recommendations and Conclusions**
- **Key Terms & Glossary**
- **FAQ's**

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# CREATING THE SPACE TO TALK ABOUT RACE IN YOUR SCHOOL

Racial dynamics, disparities and divisions permeate our society, communities, schools and classrooms. Systemic racism is so deeply rooted in our history, culture and institutions that there's no escaping it. Visible or not, its impacts are ever-present.

Yet, discussions of racism are typically not part of our curriculum — unless we're teaching social sciences or literature, or highlighting a particular holiday or hero. And even then, the race content may often be lacking or lackluster.

Adding to this context is the fact that a majority of our public school students are students of color while only 18 percent of our teachers are teachers of color. This presents different challenges for white teachers and teachers of color when approaching issues of race.

Because racism is complex and contentious, many of us are afraid to even broach the subject. Fear of opening a can of worms and making a mistake can be paralyzing. It often feels easier and safer to avoid the topic altogether. Instead of calling attention to racism, we too often wish it would just go away. But whether we choose to talk about it or not, racism is already in the building. And, the more we avoid it, the more it grows.

Silence and inaction reinforce the status quo. Avoidance speaks volumes — it communicates to students of color that racism doesn't



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matter enough to warrant attention and, by omission, invalidates their experiences, perspectives, identities and lives. White students, on the other hand, often see racism being accepted and normalized, without acknowledgement or accountability. And the lofty ideal of educational excellence and equity for all students, if it even exists at your school, may seem like a hollow commitment.

To advance real solutions, we need to address real problems. As teachers, we have “teachable moments,” or opportunities to constructively and productively address race. But these opportunities need to be thoughtfully created, seized, planned and managed. We have choices when addressing matters of race. In our own classroom, we are the power-holder, the gatekeeper, and the standard setter. One choice is to unconsciously and passively perpetuate racism, while the other is to consciously and actively pursue racial equity.

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experience.**

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You probably don't have to revamp your entire curricula or classroom practice. But there are many ways we can make room for addressing racial dynamics. Discussions in your classroom can even be steppingstones to addressing race in your school, school district and community. Creating the space to talk about race can open the way for some of the most powerful learning and change that you and your students will ever experience.

The following tips can help you make race conversations normal, constructive and successful. These skills are best learned through collective dialogue with others committed to addressing racial equity, as well as through lots of practice. When discussions of race and racism become normalized, the promise of equity can be realized.

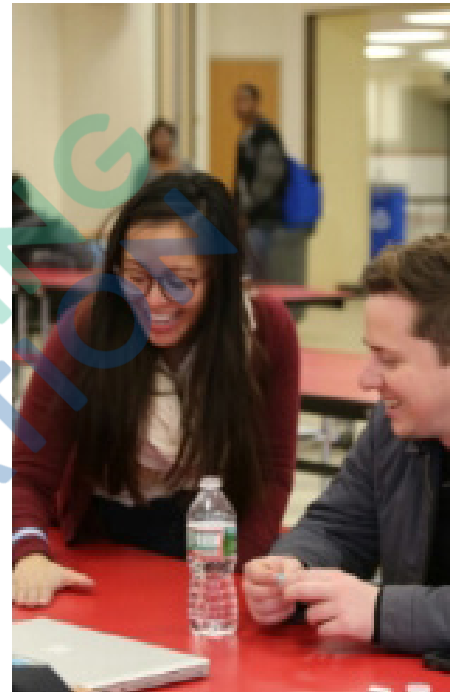
## 1. Create a Welcoming Classroom and School

Each class has its own culture and learning climate. When you make equity and inclusion prominent priorities in your classroom norms, routines and environment, your students will feel a greater sense of belonging, safety and openness. Balance participation and learning opportunities.

The more you can form authentic relationships and connections with all your students and their families, the more you will understand them—especially those who typically face the most marginalization, such as students of color, LGBTQ students, students from low-income families, English language learners, new immigrants, and students with physical or learning disabilities. New research is beginning to find that teacher empathy can be a key factor in student success and the reduction of punitive disciplinary actions.

Create a supportive culture and hold an affirming space for all of your students, individually and collectively. Use diverse curriculum materials, differentiated instruction methods and give students some choices to accommodate different interests and learning styles. Begin with you own class, but don't stop there.

Consider ways to contribute to the welcoming climate of your school. For example, excess surveillance often unfairly targets and triggers students of color due to prevailing patterns of racial bias, thereby undermining efforts to create a school climate that is inclusive and conducive to learning.



## 2. Root Out Biases and Barriers

Everyone, regardless of race, can have unconscious racial bias. Be willing to examine your own bias and the ways you may be privileged or unaware. Reflect upon all aspects of your teaching practice. Could your curriculum, pedagogy, grading, classroom management or disciplinary practices be giving preference to some students while putting others at a disadvantage? Are there any barriers to learning and success that some students may be experiencing? What are the racial impacts of different policies and practices at your school and school district?

Look at available data to see if there are patterns of inequitable outcomes or unintended consequences. Invite observation, discussion and feedback from colleagues and students about routine practices in order to surface lessons and equitable alternatives.

### 3. Encourage Self-Expression

Give your students the ability and validation to bring their full racial and cultural identities into your classroom so they can be themselves and speak their truths. Trust their wisdom and show deep respect. Discussions can begin by giving students an opportunity to share their experiences, perspectives or stories. Identify and appreciate points of connection, as well as differences.

Give students permission to only share what they want. Don't put anyone on the spot or expect any individual to represent their racial or cultural group. Your students may be your best teachers about matters of race, each with unique experience and expertise.

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### 4. Be Open Yourself

Be willing to share different dimensions of your own racial identity and cultural background. Be open about your experience with racial inequities and/or racial privilege and any efforts you've participated in to advance racial justice. How has your racial identity been both a strength and a challenge in your life? What have you learned along the way, what were your mistakes, and what are you still learning?

If you are white, you may be used to the privilege of not having to think or talk about race, especially your own. Push yourself to take some risks, which will likely lead to some rich learning. Your honesty and humility will help your students open up.

### 5. Engage, Don't Avoid

Racism is perpetuated by silence—and silence is complicity. Being “colorblind” often serves as a pretense to downplay the significance of race, deny the existence of racism, and erase the experience of students of color. Be willing to lead the uncomfortable conversations and turn them into teachable moments. Learn to break through your own discomfort to embrace the tensions and unknowns.

When racism needs to be addressed but is being avoided, make it your job to initiate and facilitate a constructive conversation. Don't put the burden on students of color to have to bring things up or do all the heavy lifting to help white students



learn. Even if you don't feel confident or fully skilled, challenge yourself and be courageous. At the other end of the spectrum, you also don't want too heavy-handed about race, where the discussion feels forced or too narrowly framed. Instead, you want to strategically provide the space for students to bring up their own angles on an issue. Let go of perfection and expect some messiness. Like anything else, it gets easier with practice.

## 6. Create Opportunities for Discussion

Use current events, cultural happenings and local angles to spark relevant and meaningful discussions among your students. Pop culture (e.g. music, movies, sports, celebrities) is particularly engaging for young people, supplying continuous fodder for important race conversations. Keep abreast of race-related news sites or social media by people of color to get ideas for hot topics.

Discussions about race are often reactive, once blatant racism has occurred, and often not very constructive—with lots of blaming and shaming. Be proactive by creating planned opportunities for students to share stories and life experiences in ways that connect to your curriculum. You still may need to react, at times, to incidents of racism in your classroom—such as micro-aggressions (routine slights and insults)—but you can prepare in advance your process for addressing them so that you're not caught off-guard. You'll need to make your discussions developmentally appropriate, but students at all levels — even very young — are already aware of, and affected by, race.

## 7. Talk About Racism and Racial Equity

If you want to get real about race, you have to also be willing to talk about racism and racial equity. Here are some concepts that you can introduce to add clarity and context to your discussions:

Race is not simply an individual characteristic or cultural identity. More significantly, it is a social category and a power dynamic—a marker of a racial group’s positional power in society. Racial identities are socially assigned, regardless of how you self-identify. While attention to diversity (variety) is important, it is even more critical to address equity (fairness or justice), since racism is fundamentally about power.

Systemic racism — inequities and ideas about race based on history, institutions and culture — routinely advantages white people and disadvantages people of color. Some racism is conscious and intentional, but a lot of racism is unconscious and unintentional (also known as implicit bias). Racism can be intensified by other intersecting inequities, such as gender and class, thus race requires explicit, but not exclusive attention.

Racial equity (or racial justice) is the systematic fair treatment of all people, resulting in fair opportunities and outcomes for everyone. Racial equity is not just the absence of discrimination but also the presence of values and systems that ensure fairness and justice. Systematic equity, which affirmatively and continually supports and ensures the fair treatment of all people, is needed to supplant the system of racism.

Racism is experienced at many levels—internalized, interpersonal, institutional and structural. Interpersonal manifestations of racism get a lot of our attention because they are more visible and visceral. But they are often just the superficial symptoms of broader systems with deeper root causes. Engaging in a systems analysis, can help students identify deeper causes and generate options for solutions.

This can provide a productive path for your discussions, beginning with the sharing of personal experiences and observations of racism, then working through some analysis and arriving at proposed solutions and strategies to advance racial equity.

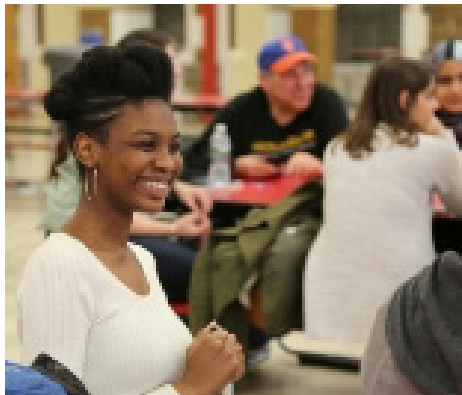
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## To engage in a systems analysis of a racial issue, good discussion questions include:

- **Problems**  
 What racial inequities are you noticing or experiencing? What are the impacts on different racial groups? Who benefits most and who is hurt most?
- **Causes**  
 What institutions, policies or practices are causing or contributing to the inequities? What social norms, popular myths or cultural biases may be contributing?
- **History**  
 How did things get this way and are things worsening or improving?
- **Solutions**  
 What solutions could address the root causes and eliminate the inequities? How would different racial groups be impacted by the proposed solutions?
- **Strategies**  
 What strategies and actions could be used to advance the solutions?
- **Leadership**  
 Who are the stakeholders most affected by the inequities? What kinds of active leadership could they take to advance the proposed solution?



## 8. Establish and Enforce Group Norms

Since conversations about race can be difficult and divisive, establish some agreements before you begin the conversation. Allow your students to generate, agree to, and hold each other accountable to, their own norms. Display these agreements and refer back to them, as needed. Decide upfront on the goals and parameters of the conversation — what you are and are not going to address.

Example group norms are: honoring confidentiality, using “I” statements instead of “You” statements, focusing on actions and impacts rather than assumptions and intentions, participating fully but evenly, deeply listening, allowing disagreement, appreciating feedback instead of getting defensive, and always respecting each other.

Learning and using restorative justice practices, such as peace circles, can also be helpful for addressing harm or conflict. These practices can help bring real issues to the surface while also fostering healthy communication, conflict resolution and relationships.

## 9. Process is as Important as Content

If you expect a challenging conversation, take time to get centered and take some deep breaths together. Try to be fully present with each other, without any distractions. Pay attention not only to what is being said (or not being said), but also to how it is being said, and who is saying it (or who is not speaking). Expect to do more facilitating and process management, with the content of the conversation mostly generated in real time by your students.

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You can invite students to lead all or parts of the conversation. This not only gives them more ownership of the content, but also helps them practice important skills. You can be ready to guide or mediate, if needed, but you don't always have to lead the discussion, especially if some of your students have more direct experience with the topic at hand.

Even if there is disagreement, as long you've followed your group norms and everyone feels heard and respected, the conversation will likely be constructive and productive. Build in movement breaks, as well as time at the end for appreciations and closure.

## 10. Model Your Values and Vision

Practice equity, inclusion, empathy and respect in your own classroom. Your actions, more than your words, will have the greatest impact on your students. They are looking to you for leadership and ally-ship. You can play a formative role in helping them build critical skills for navigating the complexities of race.

Talking about racism is just a start. Taking action is the biggest driver of change. Create opportunities and strategies to move from awareness and analysis to action and impact. You and your students can go beyond the classroom by advocating for equity in your school and school district. Speak up and speak out. Be intentional about supporting more voices and leadership of people of color. And be proactive by proposing bold and concrete solutions that embody the values and vision of equity and inclusion for all.

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*“Creating the Space to Talk About Race in Your School” portion of this report  
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# SEVEN HARMFUL RACIAL DISCOURSE PRACTICES TO AVOID



**T**his section of our report identifies and describes seven harmful racial discourse practices that are found not just in mainstream media, but also more broadly throughout our society. They are used by public officials and their staffs, by lawyers and judges, and by advocates of various political backgrounds, by cultural and entertainment figures, and by others with power and influence over public perception and behavior.

We provide definitions for the practices and describe the specific negative effects these practices have on racial discourse. Each practice discussion also contains an example or two of its use from recent events—some carried out by news media and others carried out by the aforementioned actors.

## Seven Harmful Racial Discourse Practices

1. Individualizing Racism
2. Falsely Equating Incomparable Acts
3. Diverting From Race
4. Portraying Government As Overreaching
5. Prioritizing (Policy) Intent Over Impact
6. Condemning Through Coded Language
7. Silencing History

## Taken as a whole we argue that:

- When these harmful racial discourse practices succeed, either individually or acting collectively within a single narrative, they stifle the general public's understanding of systemic racism.
- The seven harmful racial discourse practices reinforce the common misconception that racism is simply a problem of rare, isolated, individual attitudes and actions, and most damagingly, that as a significant barrier to the success of people of color, racism is a thing of the past.
- Taken together, these harmful discourse practices often ostensibly promote a blanket standard of "colorblindness," while simultaneously promoting so-called "race-neutral" policies and practices that reinforce the power of white anxiety and fear in policymaking and decision-making.

Everyday recommendations for how readers can help overcome these harmful racial discourse practices follow this section of the report.

## 1 INDIVIDUALIZING RACISM

**Concentrating attention exclusively on thoughts or acts of personal prejudice.**

### EFFECT ON RACIAL DISCOURSE ON RACIAL DISCOURSE

Reinforces the common misconception that racism is simply a personal problem that should be resolved by shaming, punishing, or re-educating the individual offender. Often leads to long, inconclusive debates about what is in a person's "heart," and whether or not they intended to be hurtful or discriminatory. Perpetuates false notions of individual agency in our national consciousness.

### EXAMPLE

A celebrity or prominent business owner is surreptitiously recorded using racial slurs or otherwise demeaning people of color, particularly a group he or she relies upon as employees, consumers, and/or sources of substantive content or inspiration. Media and general public focus moral indignation on the hurtful words rather than any corresponding record of discrimination in their business practices or impact.



## 2 FALSELY EQUATING INCOMPARABLE ACTS

**Drawing a parallel between an act or expression of racial bias from privileged whites and one from that of comparatively disadvantaged people of color, without taking into account any power differentials between the two.**

### EFFECT ON RACIAL DISCOURSE ON RACIAL DISCOURSE

Provides an excuse for, or otherwise seeks to absolve, an individual who has expressed a racist idea or committed a racist act. Encourages the audience to apply a blanket standard of “colorblindness” without acknowledging that the biases of whites have a broader impact and get reinforced by institution and systems of power in ways that the biases of people and communities of color do not.

### EXAMPLE

Cell phone footage is released of two Latino young men using racially charged language against white and African American police officers in response to an incident of racial profiling that quickly escalates into violent police brutality. Media and pundits on the left and right of the political spectrum focus time and attention on discussing and condemning the “reverse racism” of the youth rather than the history of systemic racism and community complaints about the department.



## 3 DIVERTING FROM RACE

**The practice of asserting that other social identities besides race — such as class, gender, or sexual orientation — are the predominant determining factors behind a given social inequity.**

### EFFECT ON RACIAL DISCOURSE ON RACIAL DISCOURSE

Ranks systems of power and dismisses racism as a primary, or even legitimate, determinant of social inequity. This logic inhibits an understanding of how bias and discrimination against groups for one reason — race, gender, sexuality, socioeconomic class — intersects with others and works together. This promotes an either/or instead of a both/and framework. The latter offers an important sociological and historical perspective, rather than a single identity or non-racial analysis.

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**EXAMPLE**

A statewide LGBT non-profit organization releases a report that includes findings on rising rates of LGBT youth homelessness. Media coverage fails to take into account and report on how race/ethnicity and immigrant status have differing impacts on the experience of homelessness for LGBT youth of color, and how they affect their interactions with public, nonprofit and private institutions.

**4 PORTRAYING GOVERNMENT AS OVERREACHING**

**Depicting government efforts to promote racial equity and inclusion as misguided, unnecessary and/or improper.**

**EFFECT ON RACIAL DISCOURSE ON RACIAL DISCOURSE**

Undermines support for a significant government role in dismantling systemic racism. Suggests that if government would just “get out of the way” (i.e., stop infringing on the individual freedom of whites), we could have a “colorblind” country once and for all.

**EXAMPLE**

A low-income family of color recounts the story of how they “got in over their heads” in the housing market through the rapid refinancing of their home. Media coverage blames a government program for first-time homebuyers that helped the family make their initial purchase, for disrupting “market forces” which should be “free” from government “social engineering.”

**5 PRIORITIZING INTENT OVER IMPACT**

**Focusing more on the intention of a policy or practice and far less, if at all, on its daily impact on people and communities of color.**

**EFFECT ON RACIAL DISCOURSE ON RACIAL DISCOURSE**

Devalues the humanity of the people and communities of color that bear the brunt of a policy’s implementation. Obscures the role of implicit bias in that policy’s operation, and reinforces the power of white fear in policy and decision-making.

**EXAMPLE**

As part of a public health campaign to treat and contain the outbreak of an infectious disease, a city mayor strongly connects the disease with a low-income East Asian immigrant community, thereby stigmatizing the group. Public statements from the city administration and reports on the outbreak in the media disregard the vantage point of those most affected and under-resourced in the health and education systems, particularly children who are likely to face harassment, bullying, and worse. Policy and

public perspectives fail to take into account this group's point of view on how best to approach the issue.

## 6 CODED LANGUAGE

**Substituting terms describing racial identity with seemingly race-neutral terms that disguise explicit and/or implicit racial animus.**

### EFFECT ON RACIAL DISCOURSE ON RACIAL DISCOURSE

Injects language that triggers racial stereotypes and other negative associations without the stigma of explicit racism. Fosters anxiety among audiences for the coverage and dehumanizes people and communities of color.

#### EXAMPLE

Two or three shoplifting incidents in a downtown area, allegedly perpetrated by 8 to 10 African American junior high students, draw the attention of local news media. Quotes or descriptions from witnesses characterize the 11- to 12-year olds using "pack animal" imagery and terms such as "hyenas," "menacing" and "vicious," that play to white stereotypes and fears of youth of color.

## 7 SILENCING HISTORY

**Omitting, dismissing, or deliberately re-writing history.**

### EFFECT ON RACIAL DISCOURSE ON RACIAL DISCOURSE

Isolates racial disparities and attitudes from a historical context and instead presents them as a unique, individual instance. Results in incomplete or inaccurate understandings of the root causes of these disparities and attitudes. Obscures the pathway to illuminate which solutions are most viable or warranted. Miseducates the public.

#### EXAMPLE

Tribal leaders have floated a proposal to expand an American Indian gaming facility in a suburb of a major city where state lotteries and scratch cards abound. Media coverage of the American Indian proposals primarily reflects the perspective of and the potential effects upon the non-Indian population and do not mention principles of tribal sovereignty and self-determination; how tribal lands were reserved through treaties with the United States; or the importance of economic development for Native tribes.



# RECOMMENDATIONS AND CONCLUSIONS



50th Anniversary of the 1963 March on Washington, August 24, 2013. Courtesy of user "DC Protests" on Flickr, Creative Commons license 2.0.

## 1. EXPAND OUR DEFINITION OF RACISM BEYOND PERSONAL PREJUDICE AND HATE TO SYSTEMIC RACISM

Racism in the United States has been traditionally understood and portrayed as overt and/or intentional prejudice or hatred of a white person(s) toward black Americans or other racial and ethnic “minorities.” And while the media clearly concentrates its coverage of racism on particularly shocking incidents of alleged racism (see the admitted or exposed use of racial slurs by celebrity chef Paula Deen or the NFL athlete Riley Cooper in 2013), this overrepresentation of such individual-level racism obscures the way that racism has operated and continues to operate far more broadly at the systemic level, to drastically limit access to resources and opportunities for people of color. Systemic-level racism also takes the form of discriminatory policies and practices in the criminal justice and immigration systems. Our national commitment to justice, fairness, and equality of opportunity cannot be realized without this expansion.

Expanding your definition of racism means engaging in conversations about the potential causes of racial disparities in our nation. That means examining what poli-

cies and practices create and re-create these disparities. The media should certainly increase the amount of systemically aware racism content that explores such policies, practices and impacts. Journalists and the general public could also re-examine stories of individual triumph — i.e., someone who overcomes many obstacles and barriers to reach success — with a racial justice lens. For example, why did a particular person and so many other people of color face similar or identical barriers in the first place? If racial justice advocates adopt a routine and robust use of a systems analysis to inform our work — and the way we publicly communicate our issues — we can be a model for other advocates and journalists to do the same.

## 2. FOCUS ON ACTIONS AND IMPACTS RATHER THAN ATTITUDES AND INTENTIONS

One way to expand our definition of racism to the systemic level is to focus our attention on actions and impacts, rather than the attitudes and intentions of allegedly racist individuals, policies or practices. Intentions matter, but impacts, regardless of intentions, are what matter most. Racial impacts — whether negative or positive — are what have the most weighty consequences on people's lives, and, thus, are where we can most usefully place our attention. Also, actions and impacts can be documented, whereas attitudes and intentions are debatable. We may not know what is in the hearts and minds of particular people, policymakers, or powerholders — and it's not worth the energy to make guesses or assumptions. But we can hold them accountable for their actions, commitments, and decisions, since those have bearing on outcomes.

While the media tends to concentrate attention on whether or not an individual is truly contrite or apologetic about their racist expression or action, members of the public should ask

themselves what impact such attitudes and, more importantly, corresponding actions, can and do have when perpetrated by others in positions of power. Instead of focusing on whether or not an individual or a policy intends to be “colorblind,” we should concentrate on how color-coded the results of that individual's actions or that policy's actions are. Silencing all talk about race — and prematurely declaring that we live in a “post-racial” society, or that class trumps race — will not eradicate

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**Silencing all talk about race — and prematurely declaring that we live in a “post-racial” society, or that class trumps race — will not eradicate the continued racial disparities in our society.**

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the continued racial disparities in our society. Practically speaking, our media content analysis demonstrates that the media could do more to make the experiences of people of color more visible, including going beyond black and Latino populations to examine the impact of policies on the experiences of Native Americans, Asian Americans, Native Hawaiians and Pacific Islanders. Rather than use the “intent doctrine” often practiced by our courts, which narrowly and wrongly construes racism as that which involves provable intentionality, we need to use an “impact standard,” where disparate impacts are often the evidence of disparate treatment. We also can use tools such as Racial Equity Impact Assessments to guide decision-making in order to further equitable outcomes and avoid unintended consequences



### 3. ADD A RACIAL LENS TO OUR CONVERSATIONS ON CLASS, GENDER, SEXUALITY, ETC.

Political conservatives do not have a monopoly on calls to silence racial justice voices. There’s tremendous pressure from a vocal segment of political liberals to avoid talking about race, in part because the topic is viewed as too “divisive.” But given the overwhelming evidence of racial disparities, it only makes sense that we would want to give race and racism specific, distinct, and sufficient attention. Yet, while we recommend addressing race explicitly, it does not mean we must or should address race exclusively. Other factors (e.g., gender, socioeconomic status, immigration status, etc.) may be just as salient or even more so, at times. Often, these other dynamics are compounded by race, so they need to be considered together. When addressing racial equity, we certainly don’t want to undermine gender equity. We

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## **How can we lift up the lived experience and expertise of people of color, their resistance and resilience, their intelligence and creativity, their role as change agents and leaders?**

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want to lift all people. Thus, we need to take the time to thoughtfully view our issues of concern from all angles, with consideration of different lenses and perspectives. This doesn't have to be an either/or choice. To promote genuine inclusion, we can and must talk about race alongside those other factors if we are to fashion effective solutions to our policy and societal challenges.

We should be explicit about race, and overcome our reluctance to say the word "white," so that we can reveal, acknowledge, and address the similar and different ways that white people and people of color experience poverty, sex discrimination and LGBTQ oppression. We can all learn from people who clearly see and even embody the connections between race, ethnicity, gender, class, sexuality, religion, and other salient dynamics. Racial and social justice advocates need to take the time to thoughtfully view their issues of concern from all angles, with consideration of different lenses and perspectives. The best way to do that is to include a diverse set of stakeholders in the process of analyzing and framing issues, so that a wide variety of people can see their interests and identities represented in the selected strategies, solutions and frames. By developing inclusive issue frames, our work becomes complementary, rather than competing, and we can widen the base of investment and engagement in proposed equitable solutions.

### **4. CULTIVATE DISCOURSE THAT CENTERS THE HUMANITY AND LEADERSHIP OF PEOPLE OF COLOR**

.Our public discourse and conventional reporting on race-related stories, when it lacks systemic awareness or analysis, often ends up demonizing, pathologizing, or victimizing people of color. The result is a normalization of narratives and language that dehumanize people of color, who are too often viewed by more privileged white people as the perpetrators of their own plight or hapless victims. Even racial justice advocates can contribute to these portrayals when we are not consciously thinking about ways to correct and counteract them. How can we lift up the lived experience and expertise of people of color, their resistance and resilience, their intelligence and creativity, their role as change agents and leaders? If racial and social justice advocates don't do this frequently and effectively enough in our own communi-

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cations, how can we expect journalists to do this? While making sure that the full humanity of people of color comes through in our messages, we also need to use every opportunity to make sure more people of color have the opportunity to be the messengers — as spokespersons, experts, leaders, newsmakers. We also need to continue to advocate for more journalists of color and racial diversity, not just in the newsroom, but in media access and ownership, since the messenger has such significant bearing on the message.

We have seen how discourse that refuses to acknowledge the humanity of every person fosters an environment where racially discriminatory policies and practices advance with impunity. Coded language that equates people of color to animals, narratives that stereotype immigrant communities as inherently criminal for crossing constructed borders, or frames that simplify/dismiss the complex and painful history of indigenous peoples for the sake of white individualism as occurred in the Supreme Court ruling over the Indian Child Welfare Act, all exemplify the very real cost to people of color and the nation more broadly. Our dialogues, both public and private, must ensure that we humanize people of color through word choice, representative voices, diversity of perspective (i.e. include non-white perspectives), and recognition of the root causes of racial inequity.

## CONCLUSIONS

We have described seven harmful racial discourse practices which, taken as a whole, reinforce the common misconception that racism is simply a problem of rare, isolated, individual attitudes and actions. We argue that racism is a cumulative and compounding product of an array of societal factors that, on balance, systematically privilege white people and disadvantage people of color. We have also offered everyday recommendations for how readers can help overcome these harmful racial discourse practices.

In a companion report – Moving the Race Conversation Forward – Part Two – we go several steps further from the recommendations we specify here, to provide lessons through profiles from several interventions and initiatives led by racial justice organizations, artists, and others who are moving our nation’s race conversation forward toward racial justice.

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**Racism is a cumulative and compounding product of an array of societal factors that, on balance, systematically privilege white people and disadvantage people of color.**

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## KEY TERMS & GLOSSARY

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Understanding the context and historical background that many terms convey is essential to encouraging usage that reflects cultural and racial awareness.

**Affirmative action** — This term describes policies adopted since the 1960s that require “affirmative” (or positive) actions be taken to ensure people of color and women have opportunities equal to those of white men in the areas of promotions, salary increases, school admissions, financial aid, scholarships, and representation among vendors in government contracts. Although they have been effective in redressing injustice and discrimination that persisted in spite of civil rights laws and constitutional guarantees, the policies have been attacked because of perceived “reverse discrimination.” The Supreme Court has not ruled all affirmative action unconstitutional, but it has limited the use and ways which policies can be written and applied. See “Reverse Racism” below.

**Anti-racism** — The work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, and set up in opposition to individual racist behaviors and impacts.

**Civil rights** — A group of laws designed to protect various groups against discrimination based on race, sex, religion, age, national origin, and other characteristics. Often used in connection to the civil rights movement, widely recognized as taking place from 1954 to 1968, which included issues and practices such as school desegregation, sit-ins, “Freedom Rides,” voter registration campaigns, and acts of civil disobedience to protest racial discrimination.

**Class** — Classism is the systematic oppression of subordinated class groups, held in place by attitudes that rank people according to economic status, family lineage, job status, level of education, and other divisions. One’s race can be a major determinant of one’s social or economic class. The variables of race and class, though closely connected, each need distinct attention.

**“Colorblind”** — A term used to describe the act or practice of disregarding or ignoring racial characteristics, or being uninfluenced by racial prejudice. The concept of colorblindness is often promoted by those who dismiss the importance of race in order to proclaim the end of racism. It presents challenges when discussing diversity, which requires being racially aware, and equity that is focused on fairness for people of all races.

**Colorism** — Discrimination based on skin color, which often privileges lighter-skinned people within a racial group, positioning people with darker complexions at the bottom of the racial hierarchy. It is an example of how white supremacy can op-

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erate amongst the members of a single racial or ethnic group. This form of prejudice often results in reduced opportunities for those who are discriminated against, and numerous studies have revealed differences in life outcomes by complexion.

**Cultural appropriation or “misappropriation”** — Adoption of elements of a culture that has been subordinated in social, political, economic, status by a different cultural group. It may rely on offensive stereotypes, and is insensitive to how the culture of a group has been exploited by the culture in power, often for profit.

**Discrimination** — Treatment of an individual or group based on their actual or perceived membership in a social category, usually used to describe unjust or prejudicial treatment on the grounds of race, age, sex, gender, ability, socioeconomic class, immigration status, national origin, or religion.

**Diversity** — There are many kinds of diversity, based on race, gender, sexual orientation, class, age, country of origin, education, religion, geography, physical, or cognitive abilities. Valuing diversity means recognizing differences between people, acknowledging that these differences are a valued asset, and striving for diverse representation as a critical step towards equity. See “Equity.”

**Equity** — Equity means fairness and justice and focuses on outcomes that are most appropriate for a given group, recognizing different challenges, needs, and histories. It is distinct from diversity, which can simply mean variety (the presence of individuals with various identities). It is also not equality, or “same treatment,” which doesn’t take differing needs or disparate outcomes into account. Systemic equity involves a robust system and dynamic process consciously designed to create, support and sustain social justice. See “Racial Justice.”

**Ethnicity** — A socially constructed grouping of people based on culture, tribe, language, national heritage, and/or religion. It is often used interchangeably with race and/or national origin, but should be instead considered as an overlapping, rather than identical, category. See “Racial & Ethnic Categories.”

**Hate crime** — Criminal acts, motivated by bias, that target victims based on their perceived membership in a certain social group. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse, offensive graffiti, letters or email. Hate crime laws enhance the penalties associated with conduct that is already criminal under other laws.

**Implicit bias/unconscious bias** — Attitudes that unconsciously affect our decisions and actions. People often think of bias as intentional, i.e. someone wanted to say something racist. However, brain science has shown that people are often unaware of their bias, and the concept of implicit bias helps describe a lot of contemporary racist acts that may not be overt or intentional. Implicit bias is just as harmful, so it is

important to talk about race explicitly and to take steps to address it. Institutions are composed of individuals whose biases are replicated, and then produce systemic inequities. It is possible to interrupt implicit bias by adding steps to decision-making processes that thoughtfully consider and address racial impacts.

**Inclusion** — Being included within a group or structure. More than simply diversity and quantitative representation, inclusion involves authentic and empowered participation, with a true sense of belonging and full access to opportunities.

**Intersectionality** — The acknowledgement that multiple power dynamics and “isms” are operating simultaneously — often in complex and compounding ways — and must be considered together in order to have a more complete understanding of oppression and ways to transform it. There are multiple forms of privilege and oppression based on race, gender, class, sexuality, age, ability, religion, citizenship or immigration status, and so on. These social hierarchies are products of our social, cultural, political, economic, and legal environment. They drive disparities and divisions that help those in power maintain and expand their power. There’s a danger in falsely equating different dynamics (e.g. racism and sexism) or comparing different systems to each other (sometimes referred to as the “oppression Olympics”). It is important to give each dynamic distinct, specific and sufficient attention. Every person is privileged in some areas and disadvantaged in other areas.

**Minority/minorities** — A term that has historically referred to non-white racial groups, indicating that they were numerically smaller than the dominant white majority. Defining people of color as “minorities” is not recommended because of changing demographics and the ways in which it reinforces ideas of inferiority and marginalization of a group of people. Defining people by how they self-identify is often preferable and more respectful. The term “minority” may be needed in specific cases (such as “minority contracting” and “minority-owned businesses”) to reflect data that is collected using those categories. See the term “People of color.”

**Mixed race, biracial, multiracial** — Generally accepted terms to describe a person who has mixed ancestry of two or more races. Many terms for people of various multiracial backgrounds exist, some of which are pejorative or are no longer used. The U.S. Census first gave the option for a person to identify as belonging to more than one race in 2000, at which time approximately 9 million individuals, or 2.9 percent of the population, self-identified as multiracial.

**Multicultural** — Involving various cultures in a society, usually with intent to promote tolerance, inclusion, and equal respect for cultural diversity. Does not include an explicit racial lens. Multiculturalism often focuses on interpersonal interaction and communication between people of different cultures rather than a systemic approach to advance equity.

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**People of color** — Often the preferred collective term for referring to non-white racial groups, rather than “minorities.” Racial justice advocates have been using the term “people of color” (not to be confused with the pejorative “colored people”) since the late 1970s as an inclusive and unifying frame across different racial groups that are not white, to address racial inequities. While “people of color” can be a politically useful term, and describes people with their own attributes (as opposed to what they are not, eg: “non-white”), it is also important whenever possible to identify people through their own racial/ethnic group, as each has its own distinct experience and meaning and may be more appropriate.

**“Post-racial”** — A term used to describe a time in which racial prejudice and discrimination no longer exist. Deep racial disparities and divisions exist across our society, and some are even widening. Much like the notion of “colorblindness,” the idea of a “post-racial” society does not acknowledge that racism and inequity sit at the core of many of our nation’s deepest challenges. See “Colorblind.”

**Privilege** — A set of advantages systemically conferred on a particular person or group of people. White people are racially privileged, even when they are economically underprivileged. Privilege and oppression go hand-in-hand: They are two sides of the same power relationship, and both sides of the equation must be understood and addressed. People can be disadvantaged by one identity and privileged by another. See “Intersectionality” and “White supremacy.”

**Race** — While often assumed to be a biological classification, based on physical and genetic variation, racial categories do not have a scientific basis. However, the consequences of racial categorization are real, as the ideology of race has become embedded in our identities, institutions, and culture, and is used as a basis for discrimination and racial profiling. How one is racialized is a major determinant of one’s socioeconomic status and life opportunities. See “Racial & ethnic categories.”

**Racial & ethnic categories** — System of organizing people into groups based on their identified race and ethnicity, with categories that may change over time. Data is derived from self-identification questions; however, people often do not get to select the categories from which they must choose, making most methods of categorizing and counting highly political and often problematic.

**Racial hierarchy** — Ranking of different races/ethnic groups, based on physical and perceived characteristics. Racial hierarchy is not a binary of white vs. non-white, rather a complex system where groups occupy different rungs of political, economic and cultural power. Racist ideology relies on maintaining hierarchies, even among racial groups.

**Racial justice** — The systematic fair treatment of people of all races, resulting in

equitable opportunities and outcomes for all. Racial justice — or racial equity — goes beyond “anti-racism.” It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.

**Racial profiling** — The discriminatory practice by law enforcement officials of targeting people of color for suspicion of crime without evidence of criminal activity, based on their perceived race, ethnicity, national origin or religion (e.g., “stop-and-frisk”). Racial profiling is ineffective, damages community-police relationships, and is being litigated around the country as a violation of constitutional rights. However, racial profiling continues to be used by law enforcement authorities at the federal, state, and local levels.

**Racial slur** — Derogatory, pejorative, or insulting terms for members of a racial or ethnic group. While some slurs, like the “n-word” are understood as such and are avoided, some slurs are still used in everyday speech, with little understanding of their harm. Two such examples that are inaccurate, racially charged, and should not be used:

- **“Illegals”** — Many outlets have changed their style guides to stop using “illegal” as it applies to immigrants as a result of Race Forward’s “Drop the I-Word” campaign. For more information visit [droptheiword.com](http://droptheiword.com).
- **“Redskin”** — Despite being a dictionary-defined slur, it remains in use as the team name for the Washington NFL franchise. There has been widespread campaign for the renaming of the team, as well as other sports teams that continue to use offensive names.

**Racism** — Historically rooted system of power hierarchies based on race — infused in our institutions, policies and culture — that benefits white people and hurts people of color. Racism isn’t limited to individual acts of prejudice, either deliberate or accidental. Rather, the most damaging racism is built into systems and institutions that shape our lives. Most coverage of race and racism is not “systemically aware,” meaning that it either focuses on racism at the level of an individuals’ speech or actions, individual-level racism, dismisses systemic racism, or refers to racism in the past tense.

**Racist** — Describes a person, behavior, or incident that perpetuates racism. Stories of race and racism that focus on personal prejudice (“who’s a racist?”) get a disproportionate share of attention in the media. This reinforces the message that racism is primarily a phenomenon of overt, intentional acts carried out by prejudiced individuals who need correcting and/or shaming, and tends to spark debates of limited value about that individual’s character. It is important for media and racial justice

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advocates to use a systemic lens on race-related stories and topics to examine systems, institutional practices, policies, and outcomes.

**“Reverse racism”** — A concept based on a misunderstanding of what racism is, often used to accuse and attack efforts made to rectify systemic injustices. Every individual can be prejudiced and biased at one time or another about various people and behaviors, but racism is based on power and systematic oppression. Individual prejudice and systemic racism cannot be equated. Even though some people of color hold powerful positions, white people overwhelmingly hold the most systemic power. The concept of “reverse racism” ignores structural racism, which permeates all dimensions of our society, routinely advantaging white people and disadvantaging people of color. It is deeply entrenched and in no danger of being dismantled or “reversed” any time soon.

**Stereotype** — Characteristics ascribed to a person or groups of people based on generalization and oversimplification that may result in stigmatization and discrimination. Even so-called positive stereotypes (e.g., Asians as “model minorities”) can be harmful due to their limiting nature.

**Systemic analysis** — A comprehensive examination of the root causes and mechanisms at play that result in patterns. It involves looking beyond individual speech, acts, and practices to the larger structures — organizations, institutions, traditions, and systems of knowledge.

**White supremacy** — A form of racism centered upon the belief that white people are superior to people of other racial backgrounds and that whites should politically, economically, and socially dominate non-whites. While often associated with violence perpetrated by the KKK and other white supremacist groups, it also describes a political ideology and systemic oppression that perpetuates and maintains the social, political, historical and/or industrial white domination.

**White Supremacy Culture** — Characteristics of white supremacy that manifest in organizational culture, and are used as norms and standards without being proactively named or chosen by the full group. The characteristics are damaging to both people of color and white people in that they elevate the values, preferences, and experiences of one racial group above all others. Organizations that are led by people of color or have a majority of people of color can also demonstrate characteristics of white supremacy culture.

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*Source: Equity in the Center (equityinthecenter.org) and Dismantling Racism Works (dismantlingracism.org)*



## FAQS

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*Republished here courtesy of RaceForward and Annie E. Casey Foundation Race Matters Toolkit.*

Research by Frameworks Institute shows that the way most people think about race is to focus on individuals rather than systems or structures. In particular, the dominant model of thinking about “race” in the U.S. has the following inter-related elements:

- The U.S. has made considerable progress around race, and, if government now favors anyone, it is African Americans (and people of color more generally).
- Individuals are “self-making.” That is, what they accomplish is entirely a matter of their own will and desire.
- To the extent that racial inequality exists, then, it is a by-product of the inability/ unwillingness of individuals to properly adhere to basic American values like hard-work and personal responsibility.

Yet data and analysis give us quite a different understanding that calls this dominant model of thinking about race into question. Disparities are widespread, and they are produced to a great degree by policies, programs, and practices. This doesn’t negate the need for individual effort. But the existence of racial inequities embedded in policies, programs, and practices means that significant barriers exist to achieving the same outcomes across racial groups, even with the same level of effort.

## Q1 How can I get people to talk about race when they always want to change the subject?

**A:** People are more willing to talk about issues when conversations:

- Stress values that unite rather than divide (e.g., “opportunity,” “community” instead of “to each his/her own”).
- Bundle solutions with any problem description, in order to avoid “compassion fatigue” and helplessness.
- Focus on situations that anyone might find themselves in, like the loss of a job).
- Use images that offer shorthand for complex issues, such as competing in a race but having to begin it from behind the starting line as an image suggesting unequal opportunity and ongoing disadvantage).

They are also more likely to turn off conversations that:

- Criticize people instead of policies, practices, and proposals. It’s better to focus on Policy X rather than Senator Y)
- Use too many numbers without a storyline for understanding them. For example, it’s better to focus on the harm to children from under-resourced schools rather than a stand-alone litany of numbers reflecting inequitable resources.
- Use a rhetorical rather than practical tone. Up-front accusations of racist intent typically make people defensive and unwilling to reason with you.

## Q2 Race is always so sensitive to talk about. How can I keep a conversation focused and productive?

**A:** Our recommendation is to keep the conversation focused on the results people want to achieve (e.g., all children graduate from high school) rather than who’s to blame for present inequities. Of course, figuring out how to get the desired results will require a focus on what’s to blame; that discussion can be directed toward policies, programs, and practices that need to be changed. We recognize and respect that in their work against racism, some people give priority to racial reconciliation, whose processes require personalizing the issues.<sup>3</sup> Nonetheless, our approach stresses opening the conversation around shared goals and values as a way to begin the process of reconciliation. Our approach prioritizes the reduction of racial inequities. In turn, we believe such results have the potential to build the sort of trust that can contribute to the deeper personal process of racial reconciliation.

### **Q3** When people do talk about race, and they use the dominant model of thinking, how can I get them to focus on policies, programs, and practices as sources of racial disparities?

**A:** Don't try to persuade people that their beliefs are wrong. Instead, find a value focus that is equally dear and compelling to them. The one value that research shows as promising is "opportunity." Framing issues in terms of opportunity for all:

- Generally avoids debate about the value itself. Who can be against giving people an opportunity?
- Resonates with the deeply held ideal of America as the land of opportunity.
- Is better than framing issues in terms of "fairness." With the fairness frame, focus groups have gotten into detailed debates about what "fair" means and who is deserving (and who isn't).
- Almost by definition focuses on policies, programs, and practices because these are all key elements that can impact available opportunities.
- Avoids an either-or debate about whether personal responsibility or systems are to blame, since opportunity goes hand in hand with personal responsibility. Since this either-or debate is then off the table, the focus can be on barriers to opportunity, and the evidence can highlight how similarly situated individuals encounter very different circumstances in terms of opportunities. For example, white children with college-eligible academic performance enter college at higher rates than African American and Latino children with college-eligible academic performance.

### **Q4** Data make a strong case about embedded racial inequities, but some people still don't get it. Why?

**A:** Research shows that "narrative trumps numbers." That is, if people see numbers that don't fit the model they use in thinking about race, they'll reject the numbers. For example, suppose you present statistics about disparities in juvenile detention that show that even when youth of different racial groups behave the same way, African American, Latino, and Native American youth are disproportionately detained compared to their white counterparts. People wed to the dominant model of the self-making person will still attribute the explanation for those numbers to some unspecified fault of the youth of color themselves. Their dominant narrative trumped your well-researched numbers. Your goal is to provide an alternative model they will embrace as a prelude to providing numbers. Your model must contain a value that

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trumps the dominant model (i.e., people embrace it) and must present that value first before presenting the data so that they can “hear” the data with a storyline that prepares them for it.

For example, “All youth should have the same opportunity to pay for their mistakes. Yet that isn’t what we see when we look at ....”

### **Q5** Could you give me an example of how to apply all of these points?

**A:** See if you can catch all of the advice above in this example, and decide if you think it represents effective communication.

“Parents should have the main responsibility for raising young children and whatever training they need to do their job well. But we see some troubling statistics from our state child welfare agency. Not all parents are given the same opportunity to learn. White families are twice as likely as other families referred for the same reason to be given home support services to improve their parenting skills. In contrast, the African American and Latino families referred for the same reason are more likely to have their children removed from the home and put in foster care. We know how to remove the barriers to these troubling differences in how families are treated. When caseworkers are allowed to devote more available resources to prevention and have objective criteria for determining how to allocate those resources – criteria that understand family and community assets – these disparities decline dramatically. This approach also saves taxpayers over a million dollars a year by giving priority to helping families do a better job of raising their own children rather than expecting strangers – no matter how well-meaning — to do that job for them.”

### **Q6** No matter what I do, people don’t understand. Help!

**A:** Frameworks Institute offers a Checklist for effective communication (see pp. 33–34 of “Framing Public Issues,” [www.frameworksinstitute.org](http://www.frameworksinstitute.org)). If you are able to say “Yes” to every item on their checklist, then:

- The higher order value you used as a frame must not have succeeded against another strongly held higher order value of your audience. Try a different higher order value.
- Try another audience! No important proposal for change has ever engendered 100% support.



# TOOLS FOR ASSESSMENT, STRATEGIC PLANNING & ACTION

- **Race Equity Impact Assessments**
- **Content Standards**
- **Grant Application & Review Standards**
- **Action Planning Guidance**
- **Action Plan Template**

# RACE EQUITY IMPACT ASSESSMENTS



## WHAT ARE RACIAL EQUITY IMPACT ASSESSMENTS?

A Racial Equity Impact Assessment (REIA) is a systematic examination 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. The REIA can be a vital tool for preventing institutional racism and for identifying new options to remedy long-standing inequities.

## WHY ARE THEY NEEDED?

REIAs are used to reduce, eliminate and prevent racial discrimination and inequities. The persistence of deep racial disparities and divisions across society is evidence of institutional racism — the routine, often invisible and unintentional, production of inequitable social opportunities and outcomes. When racial equity is not consciously addressed, racial inequality is often unconsciously replicated.

**The REIA can be a vital tool for preventing institutional racism and for identifying new options to remedy long-standing inequities.**

## WHEN SHOULD THEY BE CONDUCTED?

REIAs are best conducted during the decision-making process, prior to enacting new proposals. They are used to inform decisions, much like environmental impact statements, fiscal impact reports and workplace risk assessments. REIAs can also be used as a strategy to review the work of the organization, such as:

- Policies and practices
- Budgets
- Conferences, meetings and events
- Communications, messaging and media

**Below are sample questions to use to anticipate, assess and prevent potential adverse consequences of proposed actions on different racial groups:**

- 1. IDENTIFYING STAKEHOLDERS** - Which racial/ethnic groups may be most affected by and concerned with the issues related to this proposal?
- 2. ENGAGING STAKEHOLDERS** - Have stakeholders from different racial/ethnic groups — especially those who may be adversely affected — been informed, meaningfully involved and authentically represented in the development of this proposal? Who's missing and how can they be engaged?
- 3. IDENTIFYING AND DOCUMENTING RACIAL INEQUITIES** - Which racial/ethnic groups are currently most advantaged and most disadvantaged by the issues this proposal seeks to address? How are they affected differently? What quantitative and qualitative evidence of inequality exists? What evidence is missing or needed?
- 4. EXAMINING THE CAUSES** - What factors may be producing and perpetuating racial inequities associated with this issue? How did the inequities arise? Are they expanding or narrowing? Does the proposal address root causes? If not, how could it?
- 5. CLARIFYING THE PURPOSE** - What does the proposal seek to accomplish? Will it reduce disparities or discrimination?
- 6. CONSIDERING ADVERSE IMPACTS** - What adverse impacts or unintended consequences could result from this policy? Which racial/ethnic groups could be negatively affected? How could adverse impacts be prevented or minimized?
- 7. ADVANCING EQUITABLE IMPACTS** - What positive impacts on equality and inclusion, if any, could result from this proposal? Which racial/ethnic groups could

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benefit? Are there further ways to maximize equitable opportunities and impacts?

- 8. ADVANCING EQUITABLE IMPACTS** - Are there better ways to reduce racial disparities and advance racial equity? What provisions could be changed or added to ensure positive impacts on racial equity and inclusion?
- 9. ENSURING VIABILITY AND SUSTAINABILITY** - Is the proposal realistic and adequately funded, with mechanisms to ensure successful implementation and enforcement? Are there provisions to ensure ongoing data collection, public reporting, stakeholder participation and public accountability?
- 10. IDENTIFYING SUCCESS INDICATORS** - What are the success indicators and progress benchmarks? How will impacts be documented and evaluated? How will the level, diversity and quality of ongoing stakeholder engagement be assessed?



# REVIEW STANDARDS



## CONTENT AND GRANTS – CONTENT STANDARDS

### NEA **Racial Justice in Education Curriculum Framework**

The framework below can be used as a guide to review existing content or to create new content that supports awareness and knowledge development on racial equity and justice.

#### **Proposed Outcomes:**

- Be willing and better equipped to engage in constructive conversations about race.
- Become familiar with NEA's change work while also seeing themselves as part of this work.
- Strengthen their ability to constructively talk about race.
- Strengthen their ability to message NEA's shared narrative about Racial Justice in Education.
- Strengthen their ability to take action on Racial Justice thereby strengthening their own work.
- Identify areas of self-study and learning and resources to continue this work
- Apply race equity lens to a piece of work (group setting) and identify 1-2 benefits from a sharper race analysis.

Module One	Module Two	Module Three	Module Four	Module Five
<p><b>Greet, Gather &amp; Ground:</b></p> <p><b>Creating a safe community to address and talk about Racial Justice.</b></p>	<p><b>Setting the Stage:</b></p> <p><b>Establishing why NEA is engaged in Racial Justice.</b></p>	<p><b>Talking Race:</b></p> <p><b>Grounding our understanding to effectively talk about race and Racial Justice.</b></p>	<p><b>Taking Action:</b></p> <p><b>Exploring where and how to engage in Racial Justice in our own work.</b></p>	<p><b>Moving Forward:</b></p> <p><b>Identifying next steps and resources to continue our work to advance racial justice.</b></p>
<p><b>Proposed Sections:</b></p> <ul style="list-style-type: none"> <li>• Welcome and introductions</li> <li>• Community Building</li> <li>• Outcomes/ Purpose</li> <li>• Community Norms</li> </ul>	<p><b>Proposed Sections:</b></p> <ul style="list-style-type: none"> <li>• NEA's Mission &amp; Core Values</li> <li>• NEA's New Business Item B: 2015 RA</li> <li>• Why this work important to NEA</li> <li>• Why racism?</li> <li>• Why racial justice?</li> <li>• What happens in the absence of Racial Justice?</li> <li>• NEA's Framework for Change</li> </ul>	<p><b>Proposed Sections:</b></p> <ul style="list-style-type: none"> <li>• Defining Race</li> <li>• Genealogy of Race</li> <li>• History of the Impact of Race</li> <li>• Defining Racism</li> <li>• Defining Institutional Racism</li> <li>• Systems Analysis: Levels of Racism</li> <li>• Understanding Implicit Bias, Microaggressions and Stereotypes</li> <li>• Observed Impact of Institutional Racism</li> <li>• Defining Racial Justice in Education</li> <li>• NEA's Narrative Work</li> </ul>	<p><b>Proposed Sections:</b></p> <ul style="list-style-type: none"> <li>• Our Union Narrative for Racial Justice in Education</li> <li>• Understanding Foundations of Organizing</li> <li>• Understanding Power Dynamics</li> <li>• Racial Justice Action Steps</li> </ul>	<p><b>Proposed Sections:</b></p> <ul style="list-style-type: none"> <li>• Next steps to continue my professional growth and understanding about racial justice</li> <li>• NEA's Mission &amp; Core Values</li> <li>• Resources</li> <li>• Thank You</li> <li>• Closing</li> </ul>

<b>(Modules continued)</b>				
<p><b>Key Impact:</b> Participants will...</p> <p>Be willing and better equipped to engage in constructive conversations about race.</p>	<p><b>Key Impact:</b> Participants will...</p> <p>Become familiar and accept this is as NEA's change work.</p> <p>See themselves as part of this work.</p>	<p><b>Key Impact:</b> Participants will...</p> <p>Strengthen their ability to constructively talk about race.</p> <p>Strengthen their ability to message NEA's shared narrative about Racial Justice in Education.</p>	<p><b>Key Impact:</b> Participants will...</p> <p>Strengthen their ability to take action on Racial Justice, thereby strengthening their own work.</p>	<p><b>Key Impact:</b> Participants will...</p> <p>Identify areas of self-study and learning and resources to continue this work.</p> <p>Apply race equity lens to a piece of work (group setting) and identify 1-2 benefits from a sharper race analysis.</p>
<p><b>Action:</b></p> <p>Have conversations about race and racial justice.</p>	<p><b>Action:</b></p> <p>Fill out a Commitment Card.</p>	<p><b>Action:</b></p> <p>Have conversations about race and racial justice.</p> <p>Share NEA shared narrative about Racial Justice and engage with others about Racial Justice in the context of their love of education.</p>	<p><b>Action:</b></p> <p>Identify 1-2 action steps to take in the next quarter.</p>	<p><b>Action:</b></p> <p>Reflect on the impact of racial justice action.</p> <p>Advocate for change in formal/informal practice &amp; policy.</p> <p>Critically reflect on making changed behavior (self-directed).</p> <p>Engage constituents who are affected by this work.</p> <p>Recognize this is an iterative process.</p>
<b>Train Analogy</b>				
Get off the track.	Schedule/buy a ticket.	Understand the importance of the destination.	Get on the train.	Become a commuter.

# GRANT FUNDING GUIDANCE AND RECOMMENDATIONS



- Grant proposals should outline a detailed plan that supports the NEA Racial Justice in Education Framework. This includes: Raising awareness, building capacity and taking action aimed at promoting racial justice and addressing institutional racism in the educational system and beyond. These strategies should address and highlight root causes and symptoms of institutional and structural racism.
- Grant proposals should be action-and-results oriented. While proposals may include research-based training to increase awareness, preference should be given to proposals that focus on institutionalization of the work on racial equity and policy or systemic change. This includes organizational policies, or legislation at the local, state and national level.
- Funded initiatives should outline a detailed plan for intentional engagement, recruitment, leadership development, and retention of members of color. Strategies should aim to operationalize racial equity within the funded organizations.
- Grant proposals should include initiatives that create inclusive and sustainable infrastructures, led by a diverse group of member leaders who represent a broad and diverse membership body. Such efforts would ensure continued engagement of NEA members in the work of racial justice.
- Grant proposals should clearly identify the ways they plan to include in decision-making individuals who have been historically and adversely affected by racial injustice and other aspects of the racial justice work (i.e., community members, students, parents, etc.).

- Grant proposals should include collaboration with new, non-traditional partners that have experience working on institutional racism issues within the local community.
- Grant proposals should outline clear goals directly related to racial justice, SMART objectives (Specific, Measurable, Achievable, Realistic and Timely), performance metrics, and detailed work plans. Ideally, it should also include an evaluation plan designed to demonstrate effectiveness of the initiative.

## ACTION PLANNING GUIDANCE

*Note: The following are suggested strategies, tactics and a list of partners and resources for state and local affiliates to consider as they devise their strategic plan on racial justice.*

### GENERAL PLANNING CONSIDERATIONS

REIAs are used to reduce, eliminate and prevent racial discrimination and inequities. The persistence of deep racial disparities and divisions across society is evidence of institutional racism — the routine, often invisible and unintentional, production of inequitable social opportunities and outcomes. When racial equity is not consciously addressed, racial inequality is often unconsciously replicated.



#### Awareness

- Ongoing structured racial justice trainings and workshops. (Specific content suggested below).
- Creating systemic opportunities for open dialogue.
- Provide specific readings to develop and deepen understanding of the impact of institutional racism and how racial justice impacts students, families and schools.
- Listening tour, tele-townhalls and Community Conversations to develop understanding and impact of issue(s).
- Ongoing communication about the importance of the work and it's connection to specific issues.

## Capacity-Building

- Utilize and create tools and resources aimed to grow and sustain racial justice work, such as racial equity assessments or analyses of school disciplinary action data to inform decision making.
- Identify a specific staff person or internal planning group to lead this work.
- Institutionalize the racial justice work: Pass new business items (NBI's) on racial justice and create leadership or member committees to work on the issue.
- Develop a cadre of trainers to deliver racial justice workshops in an ongoing and systemic structure.
- Develop story banks that feature the voices of members, students and community members on specific issues.
- Hire staff assigned solely to do racial justice work in your organization.
- Utilize annual conferences and events to bring in allies, partners, students and educators to discuss issues and strategize for action.
- Conduct an organizational strategic planning process to include racial equity work.
- Develop meaningful relationships and partnerships with community allies in different areas, learn from them and support their efforts on issues of racial and social justice
- Listening tour, tele-townhalls and Community Conversations to develop understanding and impact of issue(s).

## Action

- Develop campaigns that aim to remedy specific issues that have negative racial impacts (examples below).
- Organize specific activities designed to engage members and school community stakeholders.
- Use earned and social media to highlight NEA or community partners' events and initiatives that expose the injustice and inequity.
- Craft public statements on injustice and inequity to lay the foundation for timely responses on specific issues.



## ISSUE-SPECIFIC CONSIDERATIONS

REIAs are used to reduce, eliminate and prevent racial discrimination and inequities. The persistence of deep racial disparities and divisions across society is evidence of institutional racism — the routine, often invisible and unintentional, production of inequitable social opportunities and outcomes. When racial equity is not consciously addressed, racial inequality is often unconsciously replicated.

### SCHOOL-TO-PRISON PIPELINE

#### Awareness

- Deliver trainings for educators and students on the school-to-prison-pipeline (STPP), cultural competence, diversity and restorative justice.
- Deliver trainings for board members, educators and students on mass incarceration and criminal justice reform.



#### Capacity

- Create and utilize tools and resources aimed to grow and sustain racial justice work, such as racial equity assessments or analyses of school disciplinary action data to inform decision making.
- Train a diverse cadre of trainers that includes members and students to deliver racial justice trainings and workshops on the topics below to reach deep into the NEA membership.

#### Action

- Develop restorative justice campaigns aimed at reducing suspensions, expulsions, zero tolerance policies and disciplinary referrals among students of color.
- Engage on youth decarceration reform with allies.
- Support legislation to end the solitary confinement of youth.
- Support Teaching Tolerance initiatives
- Create community schools.
- Use arts and culture to engage students and teachers in activism to interrupt STPP.
- Launch an STPP or criminal justice reform campaign designed by community partners, students, NEA state affiliates and unions.

- Work on campaigns or initiatives that attempt to divest from prisons and invest in public education.
- Initiate a campaign to eliminate resource officers from schools and initiate agreements between schools and police departments.
- Conduct and host racial justice circles to help students, teachers and community members navigate difficult issues such as police intervention, community conflict resolution, etc.
- Join allies' efforts or campaigns for criminal justice reform and juvenile justice.
- Work with your board of education to pass school discipline policy.

## Resources/Tools on STTP

### ON ENDING THE SCHOOL-TO-PRISON PIPELINE

- [\*End the School-to-Prison Pipeline - Building Relationships and Community to Prevent and Address Conflict\*](#)  
A web resource that collects NEA articles, campaign information, tools and resources on STPP.

### ON RESTORATIVE JUSTICE PRACTICES

- [\*School-Wide Restorative Practices: Step by Step\*](#)  
An implementation guide on restorative practice produce by the NEA, Advancement Project and other key allies.
- [\*Breaking Down the Walls - Lessons Learned From Successful State Campaigns to Close Youth Prisons\*](#)  
Youth First Initiative
- [\*The Imperative to Transform Juvenile Justice Systems Into Effective Educational Systems, A Study of Juvenile Justice Schools in the South and the Nation\*](#)  
Southern Education Fund
- [\*Racial/Ethnic Disparities in Boys' Probability of Arrest and Court Actions in 1980 and 2000: The Disproportionate Impact of "Getting Tough" on Crime\*](#)  
SAGE
- [\*Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools: A Guide for Educators\*](#)  
The Schott Foundation
- [\*Taking Restorative Practices School-Wide: Insights from Three Schools in Denver\*](#)  
The Advancement Project, NEA, Padres and Jovenes Unidos, University of Denver, Denver Public Schools, DCTA.

- [\*Intro to Restorative Practices\*](#)  
Power U Center for Social Change  
Pages 9-11 provide in-depth examples of restorative practices and actionable ways to implement these tactics in real time. This report was youth-led and co-written by youth.
- [\*Restorative Diversion - Repairing Harms and Relationships Through the Power of Community\*](#)  
Impact Justice  
This two-page document outlines a successful restorative justice process.
- [\*Restorative Justice Now - A Community Review of Alexandria City Public Schools' Implementation of Restorative Justice\*](#)  
Advancement Project, Tenants and Workers United, Alexandria United Teens, NAACP Alexandria Branch
- [\*Restoring Justice In Buffalo Public Schools\*](#)  
Advancement Project, Citizen Action NY, Public Policy and Education of NY, The Alliance for Quality Education
- [\*Developing Safe and Supportive Public Schools in Buffalo\*](#)  
Buffalo Public Schools
- [\*Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools\*](#)  
NEA, AFT, National Opportunity to Learn and Advancement Project

## **ON SCHOOL DISCIPLINE, ZERO TOLERANCE POLICIES AND TESTING**

- [\*Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams\*](#)  
Positive Behavioural Interventions and Support
- [\*Addressing the Out-of-School Suspension Crisis: A Policy Guide for School Board Members\*](#)  
NSBA, Opportunity Action, Solutions Not Suspensions, National Opportunity to Learn Campaign, Council of Urban Boards of Education
- [\*Broward Agreement on School Discipline Flowchart and Broward Agreement on School Discipline\*](#)  
Advancement Project
- [\*Handcuffs on Success- The Extreme School Discipline Crisis in Mississippi Public Schools\*](#)  
Advancement Project. ACLU, NAAP, Mississippi Coalition for the Prevention of Schooohouse to Jailhouse

- [\*Zero Tolerance in Philadelphia - Denying Educational Opportunities and Creating a Pathway to Prison\*](#)  
Advancement Project
- [\*Video on Zero Tolerance Policies and Extreme Discipline\*](#)  
Advancement Project -
- [\*Two Wrongs don't Make a Right - Why Zero Tolerance is Not the Solution to Bullying\*](#)  
Advancement Project, Alliance for Educational Justice, GSA Network
- [\*Taking Back Our Classrooms - The United Struggle of Teachers, Students, and Parents in North Carolina Against High-Stakes Testing\*](#)  
Advancement Project, Legal Aid NC and ACS
- [\*Test, Punish and Pushout Report\*](#)  
Advancement Project
- [\*Model School Discipline Policy\*](#)  
Advancement Project

### **ON STPP ISSUE INTERSECTIONS AND MOVEMENT BUILDING**

- [\*Books Not Bars - Students for Safe and Fair Schools Report\*](#)  
Advancement Project and Padres and Jovenes Unidos
- [\*Lessons in Racial Justice and Building a Movement: Dismantling the School to Prison Pipeline in Colorado and Nationally\*](#)  
Padres and Jovenes Unidos and Advancement Project
- [\*Building Connections at the Intersections of Racial Justice and LGBTQ Movements to End the School-to-Prison Pipeline\*](#)  
Advancement Project, Equality Federation Institute, GSA Network
- [\*A Model Code on Education and Dignity and Model Code Comparison Tool\*](#)  
Dignity In Schools Campaign
- [\*Let Her Learn: A Tool Kit to Stop School Push Out for Girls of Color\*](#)  
National Women's Law Center
- [\*Infographic - Youth Speak Out on STPP\*](#)  
Advancement Project and Power U Center

### **ON AGREEMENTS BETWEEN SCHOOLS AND POLICE DEPARTMENTS AND GUN SCHOOL SAFETY**

- [\*Sample Agreements Between Police and Schools\*](#)  
Advancement Project

- [\*Guns and Armed Guards Are Not the Solution to School Safety - A Joint Letter to Legislators\*](#)  
Advancement Project and various allies in Florida
- [\*The Gun-Free Way to School Safety\*](#)  
Advancement Project
- [\*Police in School Are Not the Answer to the Newtown Shooting\*](#)  
Advancement Project, Alliance for Educational Justice, Dignity in Schools Campaign, & NAACP Legal Defense and Educational Fund

### STPP VIDEOS, INFOGRAPHICS, AND STPP OVERVIEWS

- [\*STPP infographic 1, STPP infographic 2, STPP National Video, Video I Dream a School\*](#)  
Advancement Project
- [\*Bring Safe Schools to Philadelphia\*](#)  
Video from Youth United for Change
- [\*Ending STPP in Colorado\*](#)  
Video from Padres and Jovenes Unidos
- [\*Top 12 Reasons to End the STPP\*](#)  
Advancement Project
- [\*Florida Youth Share Experience with School to Prison Pipeline Video\*](#)  
Advancement Project, Power U Center for Social Change and New Media Advocacy Project
- [\*Action Kit - Mapping and Analyzing Schoolhouse to Jailhouse Track\*](#)  
Advancement Project

### ON JUVENILE JUSTICE

- [\*2017 Legislative Options for Youth Decarceration Reforms\*](#)  
Youth First Initiative
- [\*National poll results from 2017 showing that a majority of Americans believe youth prisons should be closed and replaced with rehabilitation and prevention programs\*](#)  
Youth First Initiative
- [\*Various Key Publications\*](#)  
The Sentencing Project
- [\*No Place for Kids - The Case for Reducing Juvenile Incarceration\*](#)  
Annie E Casey Foundation

## ON COMMUNITY SCHOOLS

- [\*The Schools Our Children Deserve\*](#)  
One-pager from the Alliance to Reclaim our Schools
- [\*Community Schools: Transforming Struggling Schools into Thriving Schools\*](#)  
Center for Popular Democracy
- [\*Community Schools: An Evidence-Based Strategy for Equitable School Improvement\*](#)  
Learning Policy Institute
- [\*A Proposal for SUSTAINABLE SCHOOL TRANSFORMATION\*](#)  
Communities for Excellent Public Schools

## ON MASS INCARCERATION AND CRIMINAL JUSTICE REFORM

- [\*Racial Profiling in Hiring\*](#)  
National Employment Law Project
- [\*Ban the Box Toolkit\*](#)  
National Employment Law Project
- [\*How Private Prisons Increase Recidivism\*](#)  
In the Public Interest
- [\*Criminalization of Immigration in the US\*](#)  
American Immigration Council
- [\*Race and the Drug War Resources\*](#)  
Drug Policy Alliance

## Organizations and Partners

The following organizations have useful materials and work on issues related to STPP, criminal justice reform and mass incarceration:

- **Youth First** is a national advocacy campaign to end the incarceration of youth by closing youth prisons and investing in community-based alternatives to incarceration and programs for youth.
- **Advancement Project** is a next generation, multi-racial civil rights organization.
- **Sentencing Project** works for a fair and effective U.S. criminal justice system by promoting reforms in sentencing policy, addressing unjust racial disparities and practices, and advocating for alternatives to incarceration.

- The **American Civil Liberties Union (ACLU)** is a legal advocacy organization working on immigrant's rights, detention, citizenship, due process, state and local laws, etc.
- **Revolve Impact** is an award-winning social impact firm that changes culture by transforming systems, policies, and people.
- The **National Employment Law Project** fights for policies to create good jobs, expand access to work, and strengthen protections and support for low-wage workers and the unemployed.
- **Latino Justice** champions an equitable society. Using the power of the law together with advocacy and education, the organization protects opportunities for all Latinos to succeed in school and work, fulfill their dreams, and sustain their families and communities
- **Drug Policy Alliance** is the nation's leading organization promoting drug policies that are grounded in science, compassion, health and human rights.
- **All of Us or None** is a grassroots civil and human rights organization fighting for the rights of formerly and currently incarcerated people and our families.
- **Alliance for Safety and Justice** is a national organization that aims to win new safety priorities in states across the country. ASJ partners with leaders and advocates to advance state reform through networking, coalition building, research, education and advocacy. ASJ also brings together diverse crime survivors to advance policies that help communities most harmed by crime and violence.





## IMMIGRATION

### Awareness

- Deliver trainings on Immigration for board members, students and educators.

### Capacity

- Create and utilize tools and resources to help educators support students impacted by raids and discrimination based on national origin.
- Train a diverse cadre of trainers that includes members and students, to deliver immigrant justice workshops that reach deep into the NEA membership.

### Action

- Join state comprehensive immigration reform campaign/s designed by community partners, students, NEA state Affiliates and unions.
- Work on initiatives that support students and their families impacted by raids.
- Implement initiatives or campaigns on School Safe Zones to protect undocumented immigrant students.
- Use arts and culture to engage students and teachers in activism to interrupt attacks on immigrants and advocate for immigration reform.

- Connect with your local United We Dream coalition and see how to support their efforts to defend Dreamers from the latest attacks from the Trump administration.
- Conduct citizenship and DACA workshops in coalition with allies to serve the families of immigrant children in your schools.

## Resources/Tools on Immigration

### NEA ARTICLES, CAMPAIGNS AND RESOURCES ON IMMIGRATION

- <http://educationvotes.nea.org/neaedjustice/social-justice-issues/immigration>

### ON BULLYING BASED ON NATIONAL ORIGIN

- [FAQ: School Bullying and Harassment Based on Actual or Perceived Race, Ethnicity, National Origin, or Immigration Status \(English\)](#)  
MALDEF and NEA
- [La Intimidación en la Escuela y el Hostigamiento Basado en la Raza, Etnia, País de Origen o Estado Migratorio Actual o Percibido](#)  
MALDEF and NEA

### ON SAFE ZONES AND SANCTUARY SCHOOLS

- [Sample School Board Resolution & Policy on “Safe Zone” Immigration Safety](#)  
NEA
- [FAQS on “Safe Zone” School Board Resolution](#)  
NEA
- [Sample “Safe Zones” resolution for Higher Ed Institutions](#)  
NEA
- [VIDEO: Lessons from Organizing for Sanctuary Schools & Campuses](#)  
A video webinar presented by NEA, Law at the Margins, National Immigration Law Center, and National Day Laborers Network.

### KNOW YOUR RIGHTS

- [Know Your Rights - Educators for Immigrant Youth](#)  
A video presentation from NEA and our partners at the National Immigration Law Center. A PDF of the slides in the video can be found here.
- [Know Your Rights - Everyone Has Certain Basic Rights, No Matter Who is President](#)  
National Immigration Law Center

- [FAQ on President Trump's Executive Order Targeting Refugees and Muslims](#)  
National Immigration Law Center
- [Immigrants' Rights Under a Trump Presidency: FAQs for Students, Educators & Social Service Providers \(English\)](#)  
MALDEF
- [Derechos de Inmigrantes Bajo la Presidencia de Trump: Preguntas Mas Frecuentes Para Estudiantes, Educadores & Proveedores de Servicios Sociales \(Español\)](#)  
MALDEF

### ON DACA AND DREAMERS

- ["What to Do About DACA" – quick tips graphic](#)  
National Immigration Law Center
- [Toolkits and Resources to Help Protect Immigrants](#)  
United We Dream
- ["Know Your Rights" flier](#)  
United We Dream
- [DREAMers Resource Library](#)  
TheDream.US resources includes links, toolkits, guides, scholarships, programs, and local support for DREAMers
- [5 Things You Need to Know About Trump's Announcement to End DACA](#)  
United We Dream

### RESOURCES FOR EDUCATORS ON RAIDS

- [What You Can Do - Your Students and Immigration Raids](#)  
NEA

## Organizations and Partners

The following organizations have useful materials to support, protect and empower immigrant working people:

- The [\*\*American Civil Liberties Union \(ACLU\)\*\*](#) is a legal advocacy organization working on Immigrant's rights, detention, citizenship, due process, state and local laws, etc
- The [\*\*Administrative Relief Resource Center\*\*](#) is a project of the Committee for Immigration Reform Implementation.

- **[Asian Americans Advancing Justice](#)** is the only national legal advocacy organization that works to protect and advance the civil rights of Asian Pacific Americans.
- The **[Asian Pacific American Labor Alliance](#)** is the first and only national organization of Asian American and Pacific Islander workers, most of whom are union members, and allies advancing worker, immigrant and civil rights.
- **[Centro de los Derechos del Migrante Inc.](#)** uses education, outreach and leadership development; intake, evaluation and referral services; litigation support and direct representation; and policy advocacy to defend and protect the rights of workers as they move between their home communities in Mexico and their workplaces in the United States.
- The **[Labor Council for Latin American Advancement](#)** is a national organization representing the interests of some 2 million Latino/a trade unionists throughout the United States and Puerto Rico.
- **[Mijente](#)** is a hub for social justice organizing that is pro-Latinx, pro-black, pro-woman, pro-queer and pro-poor.
- **[Unidos US](#)** serves the Hispanic community through research, policy analysis, and state and national advocacy efforts, as well as program work in communities nationwide. It also partners with affiliates across the country to serve millions of Latinos in the areas of civic engagement, civil rights and immigration, education, workforce and the economy, health, and housing.
- The **[National Day Laborer Organizing Network](#)** improves the lives of day laborers in the United States and helps member organizations develop leadership, mobilize and organize day laborers in order to protect and expand their civil, labor and human rights.
- The **[National Domestic Workers Alliance](#)** is the nation's leading voice for dignity and fairness for the millions of domestic workers in the United States, most of whom are women.
- The **[National Immigration Law Center](#)** engages in policy analysis, litigation, education and advocacy for racial, economic and social justice for low-income immigrants.
- The **[National Immigration Project](#)** of the National Lawyers Guild provides legal and technical support to immigrant communities, legal practitioners and all advocates seeking to advance the rights of non-citizens.
- **[#Not1More](#)** builds collaboration between individuals, organizations, artists and allies to expose, confront and overcome unjust immigration laws.

- **United We Dream** is a youth-led national immigrant organization whose mission is to achieve equal access to higher education for all people, regardless of immigration status.
- **Revolve Impact's Somos Initiative** is a multi-media initiative to connect Latinx change makers across the country in order to redefine and amplify the experiences of the Latinx diaspora.
- **NAKASEC** is a grassroots organization founded in 1994 by local community centers to project a progressive voice and promote the full participation of Korean and Asian Americans within the larger society.
- **Farmworker Justice** is a nonprofit organization that seeks to empower migrant and seasonal farmworkers to improve their living and working conditions, immigration status, health, occupational safety, and access to justice.
- **El Cambio** is a grassroots organization dedicated and committed to the establishment of an immigrant and minorities' rights movement in the state of North Carolina that upholds the values of education, justice, and equality for all people.
- The **Black Alliance for Just Immigration** offers analysis on the experience of African and Caribbean immigrants and organizes in those communities around immigration issues.





## **RACIAL JUSTICE**

### **Awareness**

- Conduct presentations and trainings on racial justice and related topics, such as white supremacy, implicit bias, etc.
- Conduct racial justice trainings with your organization's board members and key staff.

### **Capacity**

- Create a diverse cadre of educators on racial justice who are knowledgeable and prepared to educate members on this issue.

### **Action**

- Support Black Lives Matter events and efforts to remove public symbols of racism and white supremacy.
- Start or support a campaign to remove statues or change school names that celebrate white supremacy or demean people of color.
- Start or join campaigns or initiatives against hate crimes in your state.
- Start an initiative to educate students on racial justice led by educators in schools.
- Conduct an analysis of legislation in your state that has impact on racial justice.

- Support legislative efforts that bring about racial justice in your state.
- Start an initiative to bring in curriculum into schools that highlights and honors the histories and cultures of people of color and indigenous peoples.

## Resources on Racial Justice

### ON RACIAL JUSTICE IN EDUCATION

- [\*Racial Justice is Education Justice\*](#)  
A web resource that collects NEA articles, campaign information, tools and resources on racial justice in education.
- [\*Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools\*](#)  
Glenn E. Singleton and Curtis W. Linton

### ON IMPLICIT BIAS

- [\*Implicit Bias Tests\*](#)  
Project Implicit
- [\*State of Science - 2016 Implicit Bias Review\*](#)  
Kirwan Institute
- [\*State of the Science - 2015 Implicit Bias Review\*](#)  
Kirwan Institute
- [\*Two Lenses One Goal - Understanding the Psychological and Structural Barriers People of Color Face in the Criminal Justice System\*](#)  
Kirwan Institute
- [\*Race Matters and So Does Gender- An Intersectional Examination of Implicit Bias in Ohio School Discipline Disparities\*](#)  
Kirwan Institute
- [\*Implicit Bias in School Discipline – A Compilation of Resources\*](#)  
Kirwan Institute
- [\*Challenging Race as Risk: Implicit Bias in Housing\*](#)  
Kirwan Institute
- [\*The Hidden Prejudice\*](#)  
Scientific American Frontiers
- [\*The Impact of Implicit Bias\*](#)  
Ohio State University



## ON RACIAL JUSTICE AND ITS IMPACT ON DIFFERENT COMMUNITIES

- [\*Out of Control: The Systemic Disenfranchisement of African American and Latino Communities Through School Takeovers\*](#)  
Alliance to Reclaim our Schools
- [\*Voices of Latino Boys\*](#)  
Kirwan Institute, United Way, Champion of Children, Community Research Partners
- [\*Data-for-Equity Policy Brief Federal Medicaid Eligibility by Child Race/Ethnicity Under the Affordable Care Act and Proposed Repeal\*](#)  
Institute for Child, Youth and Family Policy, Heller School for Social Policy and Management, Brandeis University

## REPORTS BY STATE OR LOCALITY ON DIVERSITY AND OTHER RACE-RELATED STATISTICS

- [\*Video: Children's Access to Opportunity\*](#)  
Diversitydatakids.org
- [\*Child Opportunity Maps by State\*](#)  
Diversitydatakids.org
- [\*Rankings: Create a Custom Rankings Report to Sort and Compare Data by Race and Ethnicity Across Locations\*](#)  
Diversitydatakids.org
- [\*Create a Custom Map to Visualize Geographic Patterns for an Indicator of Interest\*](#)  
Diversitydatakids.org

- [\*Create a Custom Profile Report Summarizing Data for a Location of Your Choice\*](#)  
Diversitydatakids.org
- [\*Policy Equity Assessment\*](#)  
Diversitydatakids.org

## SCHOOL CLIMATE WEBINARS

- NEA and Teaching Tolerance partnered to create a three-part webinar series that aims to better inform and equip educators on immediate steps they can take to feel better prepared to address school climate issues. The series covers several topics: Assessing a school's climate, creating a plan to respond to incidents of bias and hate, preparing for and engaging in conversations about race, and speaking up in the face of biased remarks. We encourage you to invite members to register to access archived versions of the webinars:
  - ◇ [\*Responding to Hate and Bias at School\*](#)
  - ◇ [\*Let's Talk! Discussing Race, Racism and Other Difficult Topics with Students\*](#)
  - ◇ [\*Speak Up at School\*](#)

## ON RACIAL JUSTICE ORGANIZING AND HOW TO TALK ABOUT RACE

- [\*A Troublemakers' Guide: Principles for Racial Justice Activists In the Face of State Repression\*](#)  
Catalyst Project
- [\*Resources for Responding to White Nationalist Rallies after Charlottesville\*](#)  
Catalyst Project
- [\*How Racially Explicit Messaging Can Advance Equity\*](#)  
Center for Social Inclusion
- [\*Structural Racism and Multiracial Coalition Building\*](#)  
Institute on Race and Poverty
- [\*Race Matters Collection - How to Advance Racial Equity for Children\*](#)  
Anne Casey Foundation

## ON RACIAL JUSTICE ORGANIZING AND HOW TO TALK ABOUT RACE

- [\*On Racism and White Privilege\*](#)  
Excerpted from *White Anti-Racist Activism: A Personal Roadmap* by Jennifer R. Holladay, M.S.

- [Understanding White Privilege](#)  
Frances Kendall
- [Dismantling Racism - A Resource Book](#)  
Western States Center
- [Talking About Race Resource Notebook](#)  
Kirwan Institute
- [White Privilege: Unpacking the Invisible Knapsack](#)  
Peggy McIntosh
- [White Supremacy Culture](#)  
Tema Okun
- [The Role of White People in Ending Racism](#)  
The International Re-evaluation Counseling Communities

## ON RACE-BASED BULLYING

- [Creating the Space to Talk About Race in Your School](#)  
NEA
- [Islamophobia Lesson Plan Outline](#) and [Powerpoint Presentation](#)  
Educator Fakhra Shah
- [Protecting Our Muslim Youth from Bullying: The Role of the Educator](#)  
U.S. Dept of Education and Anti-Defamation League article
- [Black Lives Matter in #PHLed - Lesson Resources Overview](#)  
Caucus of Working Educators  
A guide for educators to foster dialogue around the 13 Guiding Principles of Black Lives Matter and racial justice that was used during Black Lives Matter Week of Action in Philadelphia, January 23-28, 2017.
- [Resources to Teach About the #MuslimBan](#)  
Rusul Alrubail, education writer and student voice advocate.



## Organizations and Partners

The following organizations have useful materials and work on issues related to race and racial justice:

- **[Kirwan Institute for the Study of Race and Ethnicity](#)** works to deepen understanding of the causes of and solutions to racial and ethnic disparities worldwide and to bring about a society that is fair and just for all people.
- **[Color of Change](#)** designs campaigns powerful enough to end practices that unfairly hold Black people back, and champion solutions that move us all forward.
- **[Ella Baker Center for Human Rights](#)** builds the power of black, brown, and poor people to break the cycles of incarceration and poverty and make our communities safe, healthy, and strong.
- **[Center for Social Inclusion](#)** works to catalyze community, government, and other institutions to dismantle structural racial inequity and create equitable outcomes for all.
- **[Within our Lifetimes](#)** is a nationwide coalition of more than 15 organizations, including Everyday Democracy and the Southern Poverty Law Center, that has launched the “Campaign to Combat Implicit Bias,” which aims to raise public awareness about implicit bias and to encourage action to combat its impact.
- The **[Southern Poverty Law Center \(SPLC\)](#)** monitors hate groups and other extremists throughout the United States and exposes their activities to law enforcement agencies, the media and the public.
- **[Equal Justice Initiative](#)** is committed to ending mass incarceration and excessive punishment in the United States, to challenging racial and economic injustice, and to protecting basic human rights for the most vulnerable people in American society
- **[Race Forward](#)**, the Center for Racial Justice Innovation, publishes research and provides fee-based services and trainings on racial justice.





## EQUITY & OPPORTUNITY / EVERY STUDENT SUCCEEDS ACT

### Awareness

- Provide training for members, parents and other key stakeholders on what the Every Student Succeeds Act (ESSA) is and how it impacts students, classrooms, schools and communities.
- Conduct community forums to ensure widespread understanding of ESSA.
- Host 10-minute meetings aimed to provide updates on ESSA implementation.
- Coordinate a panel discussion with local school board.
- Contact school officials and fill out an “opportunity checklist” for schools that will improve learning conditions. <http://myschoolmyvoice.nea.org/indicators/opportunity-dashboard-indicator>
- Engage paraeducators (or “paraprofessionals”) to inform them on how key ESSA provisions aim to give them a voice in decision-making and professional development opportunities at the federal, state, and local levels. More info at: <http://myschoolmyvoice.nea.org/educators/paraeducator-voice-opportunity>

## Capacity

- Form an implementation committee that monitors the implementation of ESSA at the state and local levels and disseminate information regarding key updates to members and other stakeholders in the community.
- Organize an “ESSA Data Bootcamp” for members to review and analyze ESSA Opportunity Dashboard Indicators in your state.
- Form a group to review NEA’s evidenced-based GPS Indicators and identify opportunities to use the GPS framework to inform decision making at the state, district and school level.

## Action

- Promote School Board Resolution - Sample Resolution language
- Create your Local’s ESSA team - 5 Steps to creating your Local’s ESSA Team

## Resources on Equity & Opportunity / ESSA

- [\*Opportunity & Action for Every Student\*](#)  
This NEA website provides ESSA resources and help educators stay informed regarding ESSA implementation.
- [\*ESSA Practice Guide for Educators\*](#)  
NEA
- [\*ESSA Implementation by State\*](#)  
NEA
- [\*Equity Dashboards by State\*](#)  
Alliance for Excellent Education
- [\*ESSA Implementation Begins\*](#)  
This NEA webpage provides links to one-pagers on specific topics in the Every Student Succeeds Act (ESSA). The page is updated with additional information as the focus shifts to ESSA implementation.
- [\*ESSA Issue Cards\*](#)  
These cards produced by NEA provide bullet point information intended to help educators communicate important aspects of ESSA and how it impacts their classrooms and students.
- [\*ESSA Overview and Updates\*](#)  
U.S. Department of Education

## Organizations and Partners

The following organizations have useful materials and work on issues related to race and racial justice:

- **[The Alliance to Reclaim Our Schools](#)** is an alliance of parents, youth, community organizations and labor organizations that together represent over 7 million people nationwide. They are fighting to reclaim the promise of public education as our nation's gateway to a strong democracy and racial and economic justice.
- **[The Center for Popular Democracy](#)** works to create equity, opportunity and a dynamic democracy in partnership with high-impact base-building organizations, organizing alliances, and progressive unions.



## LGBT AND GENDER JUSTICE

### Awareness

- Conduct ongoing structured racial justice trainings and workshops centered in gender identity and sexuality and, when possible, led by the LGBTQI community.

### Capacity

- Create and utilize tools and resources aimed to grow and sustain racial justice work such as racial equity assessments or analysis of school disciplinary action data to inform decision making.

### Action

- Organize specific activities designed to engage members and school community stakeholders.

## Resources on LGBTQ / Gender Justice

- [Supporting LGBTQ Youth](#)  
This NEA website provides news, campaigns and resources on LGBTQ issues.
- [Schools in Transition – A Guide for Supporting Transgender Students in K-12 Schools](#)  
NEA, ACLU, National Center for Lesbian Rights, Human Rights Campaign, Gender Spectrum
- [What Do You Say to ‘That’s So Gay’ and Other Anti-LGBTQ Comments](#)  
NEA, Human Rights Campaign and Bully Free Starts With ME
- [Legal Guidance on Transgender Students’ Rights](#)  
NEA
- [Model Laws and School Policies](#)  
GLSEN  
This publication addresses bullying and harassment based on sexual orientation or gender identity/expression.

## Organizations That Do Work From a Racial Justice Lens (National)

The following organizations have useful materials and work on LGBTQ issues with a racial justice lens:

- **[TGI Justice Project](#)** is a group of transgender, gender variant and intersex people inside and outside of prisons, jails and detention centers. The organization focuses on the intersections of criminalization and gender justice.
- **[The Audre Lorde Project](#)** is a center for community organizing among lesbian, gay, bisexual, two-spirit, trans and gender non-conforming people of color in the New York City area, focusing on mobilization, education and capacity-building.
- **[Black and Pink](#)** is an LGBTQ organization that works at the intersection of gender justice and criminalization.
- **[BYP100](#)** is a grassroots organization that applies a black queer feminist lens to organizing, education justice, etc.

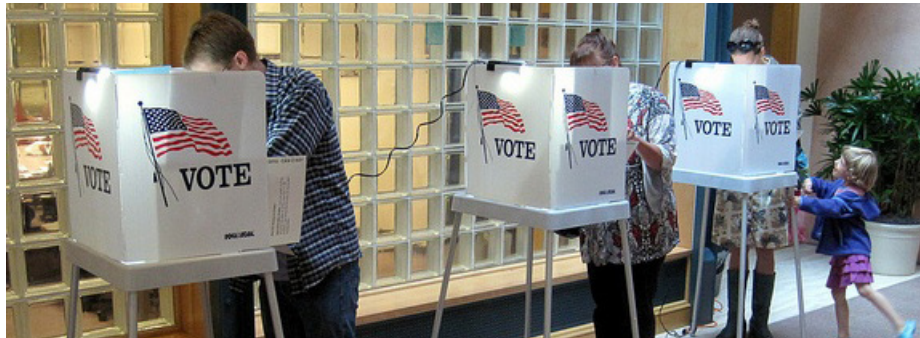


- **[El/La Para TransLatinas](#)** works to build collective vision and action to promote survival and improve quality of life for trans Latinas in the San Francisco Bay Area.
- **[Gender Justice LA](#)** is a grassroots organization that works to build the power of the transgender and gender non-conforming community in Los Angeles, with a particular focus on low-income trans people of color.
- **[Mariposas Sin Fronteras](#)** seeks to end the systemic violence and abuse of LGBTQ people held in prison and immigration detention.
- **[One Colorado](#)** advocates for LGBTQ Coloradans and their families by lobbying the General Assembly, executive branch, and local governments on issues like safe schools, transgender equality, relationship recognition, and LGBTQ health and human services.
- **[Sankofa Collective Northwest](#)** promotes the health and well-being of black, gay, bisexual, transgender, and queer (LGBTQ) people, their families and friends through support, education, organizing and advocacy.
- **[Seattle Young People's Project](#)** is 25- year old grassroots community-based organization creating space for anti-racist and intersectional feminist, youth-led, adult supported community organizing.
- **[Center for Artistic Revolution \(CAR\)](#)** is an inclusive, intergenerational lesbian, gay, bisexual, transgender, and queer (LGBTQ) centric organization that works with allies to build and sustain a progressive movement in Arkansas that connects people, communities and issues for the purpose of ending discrimination, securing equal rights, and guaranteeing protections and fair treatment for ALL Arkansans.
- **[Southerners on New Ground \(SONG\)](#)** is a regional queer liberation organization made up of people of color, immigrants, undocumented people, people with disabilities, and working class and rural/small town LGBTQ people in the South.
- **[QLatinx](#)** is a grassroots racial, social, and gender justice organization dedicated to the advancement and empowerment of Central Florida's LGBTQ+ Latinx community.
- **[Queer People of Color Collective \(QPOCC\)](#)** is committed to intergenerational community building and promoting conversations across the intersections of race, ethnicity, class, sexual orientation and gender identity.
- **[Genders and Sexualities Network](#)** is a next-generation LGBTQ racial and gender justice organization that empowers and trains queer, trans and allied youth leaders to advocate, organize, and mobilize an intersectional movement for safer schools and healthier communities.

- **[National Queer Asian Pacific Islander Alliance \(NQAPIA\)](#)** is a federation of lesbian, gay, bisexual, and transgender (LGBT) Asian American, South Asian, Southeast Asian, and Pacific Islander (AAPI) organizations.
- **[Outright Vermont](#)** builds safe, healthy, and supportive environments for gay, lesbian, bisexual, transgender, queer, and questioning youth ages 13-22 in the state of Vermont.
- **[QPOC Affinity](#)** provides safe spaces within the Yale community and the greater New Haven area for queer people of color to hang out, enjoy each other's excellence, learn from one another, and collectively build community.
- **[Queer Detainee Empowerment Project](#)** organizes around the structural barriers and state violence that LGBTQIA and gender non-conforming detainees and undocumented people face related to their immigration status, race, sexuality, and gender expression or identity.
- **[Sylvia Rivera Law Project \(SRLP\)](#)** is a collective organization that seeks to increase the political voice and visibility of low-income people and people of color who are transgender, intersex, or gender non-conforming. SRLP also works to improve access to respectful and affirming social, health, and legal services for these communities.
- **[Human Rights Campaign](#)** is the largest national lesbian, gay, bisexual, transgender and queer civil rights organization in the United States. HRC envisions a world where LGBTQ people are ensured of their basic equal rights, and can be open, honest and safe at home, at work and in the community.



Photo by Infomatique, via Wikimedia Commons



## VOTING RIGHTS

### Awareness

- Conduct information campaign to raise awareness on the attacks on the Voting Rights Act and local impact of voting rights policies in communities of color.

### Capacity

- Promote utilization of resources such as NEA's "Informed Voter Education in the Classroom" designed to help educators instruct students on voting rights and racial equity.
- Create and train a team of educators who can serve as "poll monitors" in your local elections who can identify racial discrimination and other types of voter suppression.

### Action

- Devise and execute a plan to keep your members informed about important local and state elections and voting deadlines.
- Start or join a campaign to pass automatic voter registration policies in your state.
- Start or join a campaign in your state to fight voter suppression, voting ID requirements, criminal re-enfranchisement and gerrymandering.
- Start or join a campaign to promote positive legislative reforms by drafting bills and supporting materials to expand access to voting, such as:
  - ◇ Online voter registration.
  - ◇ Preregistration of 16- and 17-year-olds.
  - ◇ Improving provisional ballot counting rules.
  - ◇ Expanding opportunities for meaningful early voting, including evening and weekend hours to ensure equal access to the polls for traditionally underrepresented voters.

## Resources on Voting Rights

- [Voting Rights](#)  
NEA articles, campaigns and resources.
- [Toolkit for Youth Justice and Electoral Advocacy](#)  
Youth First
- [50-State Report on Re-Enfranchisement – A Guide to Restoring Your Right to Vote](#)  
Lawyers Committee for Civil Rights
- [Resource Page on the Voting Rights Act](#)  
Brennan Center for Justice
- [Selma – The Bridge to the Ballot \(film kit for grades 6-12\)](#)  
Teaching Tolerance
- [Democracy Class](#)  
Rock the Vote
- [Citizens Denied — The Impact of Photo ID Laws on Senior Citizens of Color](#)  
Center for Social Inclusion
- [The Potential Impact of Shelby County v. Holder on the 2016 General Election](#)  
ACLU
- [State-Specific Guides](#)  
Fair Elections Legal Network  
These guides summarize important registration and voting information for each state.

## Organizations and Partners

The following organizations have useful materials and work on voting rights:

- **Lawyers Committee for Civil Rights** secures equal justice for all through the rule of law, targeting in particular the inequities confronting African Americans and other racial and ethnic minorities.
- **Rock the Vote** is the largest nonprofit and nonpartisan organization in the United States driving the youth vote to the polls.
- **Voto Latino** is a pioneering civic media organization that seeks to transform America by recognizing Latinos' innate leadership. Through innovative digital campaigns, pop culture, and grassroots voices, it provides culturally relevant programs that engage, educate and empower Latinos to be agents of change.

- **[Latino Justice](#)** champions an equitable society. Using the power of the law together with advocacy and education, Latino Justice protects opportunities for all Latinos to succeed in school and work, fulfill their dreams, and sustain their families and communities.
- **[Brennan Center for Justice](#)** is a non-partisan public policy and law institute that focuses on the fundamental issues of democracy and justice.
- **[The League of Women Voters](#)** is a citizens' organization that has fought since 1920 to improve government and engage all citizens in the decisions that impact their lives. It operates at national, state and local levels through more than 800 state and local leagues, in all 50 states, the District of Columbia, the Virgin Islands and Hong Kong.
- **[Advancement Project](#)** is a next generation, multi-racial civil rights organization.
- The **[American Civil Liberties Union \(ACLU\)](#)** is a legal advocacy organization working on immigrant's rights, detention, citizenship, due process, state and local laws, etc.
- **[Fair Elections Legal Network](#)** is a national, nonpartisan voting rights and legal support organization whose mission is to remove barriers to registration and voting for traditionally underrepresented constituencies, provide legal and technical assistance to voter mobilization organizations, and improve overall election functioning through administrative, legal, and legislative reforms.





## **ENGLISH LANGUAGE LEARNERS**

### **Awareness**

- Analyze representation of English language learners in your school's gifted and talented programs.

### **Capacity**

- Train teachers to identify over/under representation of English language learners in gifted and talented and special education programs.

### **Action**

- Work with NEA and allies to develop and implement solutions to inequitable representations of English language learners in gifted and talented programs.

### **Resources and Tools on ELL**

- **[How Educators Can Advocate for English Language Learners](#)**  
This NEA guide includes advocacy strategies, web resources, and additional reading on curriculum access, educator training, fair funding, and partnering with families and communities.
- **[English Language Learners](#)**  
NEA articles, campaigns and resources.
- **[Serving English Language Learners: Laws, Policies and Regulation](#)**  
Colorín Colorado
- **[History of Bilingual Education](#)**  
Rethinking Schools Special Report

- **[The Multiple Benefits of Dual Language](#)**  
2003 academic journal article by W. Thomas & V. Collier
- **[A Guide for Engaging ELL Families: Twenty Strategies for School Leaders](#)**  
Written for Colorín Colorado by Lydia Breiseth, with Kristina Robertson and Susan Lafond.
- **[Increasing ELL Parental Involvement in Our Schools: Learning From the Parents](#)**  
Suzanne Panferov, director of the Center for English as a Second Language at the University of Arizona (2010). This is a chapter in the journal Theory Into Practice, published by Ohio State University.
- **[Serving English Learners: Laws, Policies and Regulations](#)**  
Colorín Colorado
- **[NEA's Advocacy Guide](#)**


## Organizations and Partners

The following organizations have useful materials and work on ELL issues:

- Colorín Colorado is a bilingual resource web site for educators and families of English Language Learners <http://www.colorincolorado.org/teaching-english-language-learners>
- Teaching Tolerance helps teachers and schools educate children and youth to be active participants in a diverse democracy. The organization provides free resources to educators — teachers, administrators, counselors and other practitioners — who work with children from kindergarten through high school.
- The National Association for Bilingual Education is a non-profit membership organization that works to improve instructional practices for linguistically and culturally diverse children, provides bilingual educators with professional development opportunities, and secures adequate funding for the programs serving limited-English-proficient students;
- Dozens of other organizations listed in NEA's Advocacy Guide



# RACIAL JUSTICE IN EDUCATION ACTION PLAN

<b>Issue</b> <i>A clear, brief statement of what you want to address?</i>  <b>1</b>		<b>Integration</b> <i>How does this plan support association, district and school goals?</i>  <b>2</b>		
<b>Current Reality</b> <i>What opportunities exist now?</i>  <i>What challenges exist?</i>  <b>3</b>	<b>Desired Reality</b> <i>What do you want to achieve?</i>  <b>4</b>	<b>Actions</b> <i>What steps will it take to get from <b>CURRENT</b> to <b>DESIRED</b> reality?</i>  <b>5</b>	<b>Indicators</b> <i>How will you measure change?</i>  <b>6</b>	
<b>Resources</b> Human, physical, and financial resources needed to carry out the action steps outlined in #5.  <b>7</b>	<b>Objection Analysis</b> Reasons that might be raised as objections to your plan. A. Key people you can count on for support. B. Key people you would like to have involved but are unsure of.  <b>8</b>	<b>Objection Analysis</b> Reasons that might be raised as objections to your plan.  <b>9</b>	<b>Basis for Support</b> Reasons people will support your plan.  <b>10</b>	<b>Sustaining Plan</b> Action steps necessary to promote the plan (sustainability).  <b>11</b>
<b>Timeline</b> Plot the starting and ending dates of your action plan and key dates and events for the accomplishments of specific tasks in between  <b>12</b> 				

Adapted from: William A. Lofquist, The Technology of Prevention Workbook. Printed with Permission. Permission to photocopy is granted for non-commercial purposes if this credit is retained.