



# RACIAL EQUITY ACTION PLAN

**2022**

**REAPing tomorrow what we sow today.**

2022 RACIAL EQUITY  
ACTION PLAN



**Joint Initiatives**  
FOR YOUTH + FAMILIES



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# RACIAL EQUITY VISION

Racial equity is realized when race can no longer be used to predict life outcomes, and outcomes for all groups are improved.

The aim of JI's work is to eliminate racial inequities and improve outcomes for all children and young people of all races in the Pikes Peak region.



# JI'S UNIQUE POSITION

*Real change is transformative. This means work should cut across multiple institutions and practices, and the focus should be on changing policy and organizational culture throughout systems.*



Joint Initiatives for Youth and Families (JI) is well-positioned in the community to catalyze transformation. JI is a nonprofit organization that was established specifically for the purpose of bringing together agencies and systems that serve children and youth to catalyze collaboration and ensure higher-impact services for young people 0-21 and their families.

JI's three primary programs offer a range of services to include:

- support for early childhood education, serving as the host for El Paso County's Early Childhood Council, aka Alliance for Kids
- wraparound services for youth who have been identified as in the greatest need in the 4th Judicial District region, including youth in the juvenile justice system
- working to ensure that youth and families' voices inform and guide JI's and our partners' services

JI is the foundation and backbone agency of integration among these programs and is a trusted agency/partner in the community with an extensive reach across 19 school districts, 440+ early childhood education programs, social services, and health systems in El Paso and Teller Counties.

JI provides a multi-layered approach for maximum impact by:

- eliminating racial inequities in our communities, developing a "collective impact" approach firmly grounded in inclusion and equity is necessary. Government can play a key role in collaborations for achieving racial equity, centering community, and leveraging institutional partnerships.
- supporting and building regional collaborations that are broadly inclusive and focused on achieving racial equity



# THE CATALYST

Jl's Alliance for Kids first provided education about racial inequity by hosting The Racial Equity Forum in August 2019 that was open to all JI staff and partners. The Forum was led by Dr. Dwinita Mosby Tyler, founder of The Equity Project based in Denver.

While dialogue relating to racial equity continued to germinate for the following months, the death of George Floyd and the resulting call for action across the nation was heeded by the Joint Initiatives team. Staff at all levels began to ask each other and the leadership what role JI could play in advancing racial equity in the Colorado Springs metro-area and even within Colorado as a whole.

Despite progress in addressing explicit discrimination, racial inequities continue to be deep, pervasive, and persistent. Racial inequities exist across all indicators for success, including in education, criminal justice, jobs, housing, public infrastructure, and health, regardless of region. Many current inequities are sustained by historical legacies and structures and systems that repeat patterns of exclusion. Institutions and structures have continued to create and perpetuate inequities, despite the lack of explicit intention. Without intentional intervention, institutions and structures will continue to perpetuate racial inequities. JI has the ability to reach into multiple levels and across multiple sectors to drive larger systemic change.



The first of two mall group sessions was focused on creating shared understanding among the groups. All staff were asked to watch a short video on systemic racism, and the process map called for discussion of that video as a first step. Many of the groups watched it together. Towards the end of the session, the groups were asked to brainstorm possible solutions, which set the stage for the next breakout sessions.

The following week, all staff met over Zoom and each facilitator reported out the highlights of the breakout sessions, and staff discussion was encouraged.

The second breakout sessions took place the next week and were focused on solutions and prioritizing solutions. Each facilitator was tasked with ensuring that notes were taken and provided to Ms. Boyles.

A final all-staff meeting was held where once again the facilitators shared the highlights of the breakout sessions, and this plan reflects much of that work.

Ms. Boyles utilized the facilitator notes to craft the basis of a draft plan. The next step was a review process that involved the JI staff, the JI Board, and the three oversight groups housed by JI: Alliance for Kids, the Interagency Oversight Group (IOG), and the Juvenile Services and Planning Committee (JSPC) for their input.

JI engaged in a planning process that incorporated four key activities: (1) all-staff plenaries, (2) staff small group meetings, (3) Board engagement and (4) a stakeholder input including the region's early childhood council called Alliance for Kids (AFK), the Interagency Oversight Group (IOG), and the Juvenile Services Planning Continuum (JSPC).

At the onset, Sarah Sherwin, JI's Vice President of Programs, engaged in one-on-one interviews with staff, stakeholders, and other community members to create a document that would serve as a starting point for conversation.

SherryLynn Boyles drafted a process map and made changes to it initially based on conversation with JI's management team. The Equity Project was hired to provide guidance on the process. Dr. Mosby Tyler reviewed both the framework document and the process map and then met with the management team over Zoom to provide feedback as well as to prepare for the first meeting with staff, which she facilitated.

The initial staff meeting took place on September 9th. Ms. Sherwin presented a PowerPoint with the framework and Nita facilitated staff discussion. Ms. Boyles presented the process map, and Dr. Mosby Tyler once again facilitated discussion.

The process map called for a series of breakout meetings followed by all-staff report-out sessions. The process map also provided guidance to the small group facilitators to spur dialogue and keep the sessions on track.

## COMMON THEMES THAT EMERGED FROM THE VARIOUS GROUPS:

- Education about racial equity
- Hiring practices
- Required education vs. experience
- Restorative justice/practice
- Life skills support for youth
- Culture



# STRATEGIC DIRECTIONS

## INTERNAL STRATEGIES

INTERNAL  
DIALOGUE

INFRA-  
STRUCTURE

POLICIES

TRAINING +  
EDUCATION

## EXTERNAL STRATEGIES

COMMUNITY  
DIALOGUE

EDUCATION +  
ADVOCACY

RESTORATIVE  
PRACTICE +  
INDIVIDUAL  
SUPPORT

EARLY  
CHILDHOOD  
EDUCATION  
SUPPORT

## FORTIFYING THE FOUNDATION

CULTURE

PARTNERSHIP

PROGRAM  
EVALUATION

MEASURABLE  
BENCHMARKS



## **GOAL 1: JI WILL TRANSFORM THE INTERNAL CULTURE THROUGH DIALOGUE ABOUT RACIAL EQUITY.**

1. JI will conduct a organizational racial equity assessment to determine current needs and gaps.
2. JI will create a CORE group (see Culture, page 13) that will steward the plan and make recommendations on other steps to transform the internal culture using the assessment.
3. JI will develop and provide one-on-one supervision tools to managers to utilize with direct reports.
4. JI will create conversation circles among staff to build trust and understanding.
5. JI will continue to build on these initial steps and utilize this plan as a living document subject to regular review and updating.

## **GOAL 2: JI WILL ESTABLISH AN ORGANIZATIONAL INFRASTRUCTURE THAT SUPPORTS GREATER RACIAL EQUITY WITHIN STAFF OPERATIONS.**

1. JI will establish a Youth/Family Voice program or department with a manager that will incorporate oversight of the Racial Equity Plan into the program.
2. JI will engage in cross-training across departments so all staff have greater understanding of the roles of their colleagues in JI so they are better equipped to support a continuum of care/services and to identify areas of improvement for racial equity.
3. JI will identify an internal conflict resolution model that support racial equity/restorative justice principles. JI's leadership will train on the use of the model and will implement the model. JI will survey the parties who utilize the process to determine opportunities for process improvement.
4. JI will seek funds to expand the Family Voice Program and the strategies outlined in this plan.
5. JI staff leadership will set targets for racial diversity among the staff and on the management team.
6. The JI Board will set targets for racial diversity on its Board of Directors.
7. The Board of Directors will adopt a policy that would support including racial equity as a measure for hiring and evaluating current and future CEOs.





### GOAL 3: JI WILL REVIEW AND REVISE POLICIES UTILIZING A RACIAL EQUITY LENS.

#### 1. JI Employee Handbook reviewed

- a. The CEO will appoint an ad hoc committee to review and make recommendations for changes to JI policies using a racial equity lens.
- b. The ad hoc committee will undergo at least two hours of racial equity relating to policies prior to making its recommendations.
- c. The CEO will review the recommendations with the committee to develop a final recommendation of changes for approval to the management team.
- d. For Board level decisions, the Board of Directors will be provided the recommendations and have final approval.
- e. If funding is available, JI will hire a third-party consultant to review JI policies and the recommended changes.

#### 2. Hiring practices reviewed to include:

- a. Equal or more emphasis on work experience and skills compared with educational degrees
- b. Commitment to hiring people who share the philosophy that racial equity is an important organizational value and programmatic lens. To accomplish this, standard questions relating to racial equity will be included in all interview processes.
- c. Posting job openings/announcements in places that are seen by more diverse audiences.

#### 3. Board Policies

- a. The ad hoc committee will also review and make recommendations for changes to JI Board policies using a racial equity lens.
- b. The CEO will review the recommendations with the committee to develop a final recommendation of changes for approval to the JI Board of Directors, beginning with the appropriate Board committees.
- c. If funding is available, JI will hire a third-party consultant to review JI's Board policies and the recommended changes.

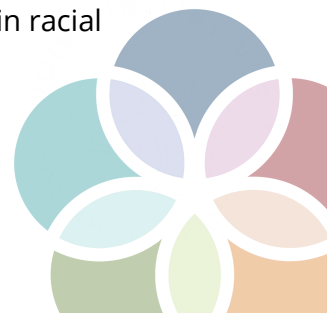


**GOAL 4: JI WILL ENGAGE IN RACIAL EQUITY TRAINING FOR BOARD AND STAFF.**

1. JI will identify one or more nonprofits who will provide at least four hours of racial equity training, including training on anti-bias, anti-racist (ABAR) work in which all staff will participate. Trainings will be required for new staff, and additional trainings will be held annually.
2. JI will hold a racial equity training for the board at one of its meetings or on a separate date.
3. JI's management team will participate in at least four hours of training on leading an organization using a racial equity lens.
4. JI will continually monitor advancements in racial equity and participate in trainings that ensure ongoing knowledge and skill building.

**COMMUNITY STRATEGIES****GOAL 5: JI WILL ENGAGE THE COMMUNITY IN DIALOGUE ABOUT RACIAL EQUITY WITH THE AIM OF CREATING GREATER UNDERSTANDING AND HEALING.**

1. JI's staff leadership will recommend that the new JI's collective impact framework include racial equity as a programmatic goal of collective impact.
2. The JI oversight committees will be offered education about racial equity and strive to develop a collective impact framework using a racial equity lens.
3. Youth/Family Voice: Engage youth by creating a Youth Guidance Board. Will fall within the scope of the new Voices Program.
4. Create a full-time staff position to engage youth voice.
5. JI will hold an full-day or half-day annual racial equity forum or symposium for stakeholders and partners.
6. If funding is secured, organize community leadership to engage the broader region in racial equity dialogue.
7. Explore partnership with Ormao, Colorado Springs Conservatory, and/or others to engage youth and racial equity education to the community.





**GOAL 6: JI WILL EDUCATE PARTNERS AND  
DECISION-MAKERS ABOUT RACIAL EQUITY AND  
PROMOTE STRATEGIES TO ACHIEVE EQUITY.**

1. JI's Youth + Family Inclusion Manager will receive "train the trainer" education in order to provide regular trainings on racial equity throughout the community that will be tied to ensuring the most high-impact interventions and services for the area's young people.
2. JI will host community-wide trainings to educate partners, stakeholders and community partners about racial equity. All subcontractors and grantees will be required to participate in at least one JI racial equity training or other approved training as a condition of receiving subcontracts and or grants. (See Goal 5, Objective 7)
3. Advocacy: JI's leadership will provide education and information to Colorado's public officials at the local, state, and federal levels about measures that affect racial equity in Colorado Springs and Colorado as a whole, with special attention given to policies that support or impact restorative justice.

**GOAL 7: PROMOTE RESTORATIVE PRACTICE AND EFFECTIVE  
INTERVENTIONS IN RESPONSE TO MISCONDUCT.**

1. Research varying models or restorative practice programs and what types of organizations and/or systems host them. Senator Pete Lee recommends the New Zealand Model.
2. Develop a plan to expand the restorative programming to all school districts and scale programs.
3. Link school and juvenile justice restorative practice programs.
4. Offer training on RP that is open the community, including youth-serving organizations, school personnel, law enforcement, etc.
5. Pursue forums to educating on restorative practice, including TedTalks, conferences, etc.
6. Look at the opportunity to dovetail restorative practice programming with teen courts and assess whether to pursue encouraging them as a catalyst in the adoption of the RP programs.
7. Introduce restorative practice to wraparound teams.
8. JI will strive to identify funding streams to expand Youth Voice Representative role.
9. Establish an evaluation plan for restorative practice programming that includes measures such as: reduction in the number of suspensions, (need to add additional measures).





**GOAL 8: WILL EXPAND INDIVIDUALIZED DIRECT SUPPORT FOR CHILDREN AND YOUTH IN NEED.**

1. JI will seek funding to expand its wraparound customized support services and expand this support to serve all ages of young people, including young children who are currently not served by this program.
2. Life Skills: JI's Pathways Program Director will lead the charge in exploring how to expand access and include life skills training in JI programs and through JI's partnership. These skills could include resume writing, interviewing, financial management, computer proficiency, language skills, English as a second language, and others.
3. The Pathways Program Director may also include an examination of access to GED certification and job training certifications.
4. Develop a training module to share with high school students about the education and skills they need in varying jobs and how to obtain those.

**GOAL 9: CREATE MORE SUPPORT FOR YOUNG CHILDREN BY SUPPORTING FAMILIES AND EARLY CHILDHOOD EDUCATION (ECE) PROGRAMS.**

1. Expand services for families who would benefit from support in navigating the area's systems.
2. Develop a racial equity-based Adverse Childhood Experiences (ACEs) training curriculum for early childhood education programs and school system personnel.
3. Provide more trainings to ECE staff regarding racial equity, ACEs and trauma-informed practice.
4. Explore providing additional parenting classes for the area's most vulnerable families.
5. Offer families more information/education on the impact of high quality early childhood education as the foundation for learning.
6. Provide access to information regarding developmental milestones as well as access to resources to address developmental concerns early in life.
7. Support establishing the Parent Partner Program.
8. Make funding for basic needs available to families who present through JI programs who have young children.



For racial equity work to be transformative, work needs to cut across multiple institutions and practices, and the focus should be on changing policy and organizational culture to alter the ways institutions operate. An organization's cultural values need to shift to advance racial equity.

According to Equity in the Center, building a Race Equity Culture requires a nuanced approach rooted in an understanding of the history and context of structural racism. While each organization's journey is unique, their research suggests that all organizations undergo three stages of change, which we termed the Race Equity Cycle:

**Awake:** increased representation in organizations, focused on increasing the number of people of different race backgrounds

**Woke:** greater inclusion, aimed at internal change in behaviors, policies, and practices so that everyone is comfortable sharing their experiences and equipped to talk about race inequities

**Work:** consistent application of a race equity lens to examine how organizations and programs operate.

In The Role of Senior Leaders in Building a Race Equity Culture, they suggest several action steps:

- **Establish a shared vocabulary.** Create a common language around race equity work (see the glossary in our publication).
- **Identify race equity champions at the board and senior leadership levels.** Choose individuals who can influence the speed and depth at which race equity is embraced by the organization.
- **Name race equity work as a strategic imperative.**<sup>3</sup> Demonstrate how it connects to the organization's mission, vision, organizational values, and strategies.
- **Open a continuous dialogue about race equity work.** Cultivate opportunities for colleagues to learn about and discuss race and race equity. Use research on the racial equity gap to start conversations, or engage a facilitator to support dialogue around videos on structural racism and implicit bias.
- **Disaggregate data.** This is the most effective way to identify inequities and outcomes gaps both internally (e.g., compensation) and externally (e.g., program outcomes).







**Person-Role-System is an approach promoted by the Anne E. Casey Foundation.**

Person-Role-System (PRS) is a framework for thinking about and designing results engagements. It is a mental model used to formulate strategies for transformation and change by understanding the dynamic, reciprocal relationships between and among persons in role and the systemic structures in which they function. There are skills associated with each of the aspects – person, role, and system, which can be focused on and developed to mastery. The Foundation has a publication that JI will employ to address internal work culture: **Advancing the Mission: Tools for Equity, Diversity and Inclusion.**

**Steps include:**

1. Engaging in an institutional assessment
2. Creating an affinity group
3. Building and sustaining awareness
4. Institutionalizing accountability
5. Hardwiring for policy discussions
6. Hardwiring for socially responsible operations

**A CEO writes...**

To build a new, more inclusive culture, we first needed to be able to see the norms, values, and practices in our institutions that advantage white people and ways of working, to the exclusion and oppression of all others.

To do this, we had to commit time and resources to staff members' individual learning. Understanding history, interrogating personal biases, building empathy and respect for others, getting comfortable with vulnerability — these skills require training and ongoing practice. This is dedicated, individual work that must be modeled from the top. To start, all staff, including myself, underwent multi-day anti-racism trainings to build a shared vocabulary, definitions and analysis to ground our group conversations.

New staff members are now expected to take this training within 90 days of hire. A permanent, in-house team of staff (Colleagues Operationalizing Racial Equity, or CORE) are responsible for the deepening of this practice, on an ongoing basis, through trainings, Employee Resource Groups, all-staff conversations, coaching, and internal racial equity consultation for other teams.





**The following are represented  
on one or more of JI's oversight  
committees (AFK, IOG, RCMP)**

4th Judicial District - District Attorney's Office  
 4th Judicial District Juvenile Courts  
 4th Judicial District Probation  
 CASA of the Pikes Peak Region  
 Catholic Charities of Central Colorado  
 City of Woodland Park  
 Colorado Community Health Alliance  
 CPCD...giving children a head start  
 Diversus Health  
 Early Connections Learning Centers  
 El Paso County Public Health  
 El Paso County Sheriff's Office  
 El Paso Department of Human Services  
 Office of the Public Defender  
 Family and Youth Representatives  
 HugSpeak  
 Lutheran Family Services of the Rocky Mountains  
 Mission Possible

Peaceful Households  
 Pikes Peak Business and Education Alliance  
 Regional Accountability Entity  
 Regional Division of Youth Services  
 Rite of Passage  
 RWCSN (Teller County)  
 Savio House  
 School District 8  
 School District 11  
 School District 14  
 School District 20  
 School District 22  
 School District 3  
 School District 49  
 School District 2  
 Second Chance  
 TESSA  
 The Resource Exchange



## PROGRAM EVALUATION PROCESS



Jl believes in continuously learning from its practice as well as advances in the field that are then applied to improve the quality of our services and the increase of our impact.

Using data and the opportunity to reflect develops a culture of learning and innovation to improve upon commitments in the plan over its lifetime. The quality and consistency of communication about the plan both within the government and with community will be a major indicator of whether the plan is another exercise in maintaining the status quo or whether it is truly the harbinger of your jurisdiction's commitment to advancing racial equity.

The plan will incorporate an evaluation process that will gauge the effectiveness of the overall strategies and the many elements that make up the regional prevention strategy.

**DATA:** The project will utilize both quantitative and qualitative data collection methods. Quantitative measures will examine scope and breadth of participation, and qualitative measures will assess process effectiveness.

**PROCESS:** The CORE group will hold the responsibility of developing monitoring plan implementation and designing additional measures as needed. This group will evaluate the data and make recommendations for improvement and/or plan modification.

**DATA COLLECTION:** Uniform processes to capture data will also be established. For example, for the Training components of the plan, an evaluation form will be created to allow for the collection of qualitative data from training

Some things for CORE to consider when reviewing progress on the plans:

- Are there outcomes and actions that are receiving less attention than others?
- Have plan actions been implemented or in progress? What do the results indicate as to how to improve?
- If there are unmet or blocked actions, is there an explanation and/or proposal for resolving the issue?
- Are there racially diverse staff working on the plan over the year(s)?
- Are measures being recorded and updated as actions change or are completed?

attendees to provide feedback about their experience with the training. To take it one step further, a tool will also be created to gauge whether new information was learned and whether attitudes shifted about racial equity. The tool will be provided before and after a training to better measure the shift. A form will be also be created to capture quantitative data to include the date of the training, the presenter, the number of attendees, and the general demographics of the audience.

Other data collection strategies will include focus groups, one-on-one interviewing and for youth programming, client case notes.



## INTERNAL MEASURES

### Goal 1 Measures (Culture):

1. Internal assessment
2. Supervision tool created
3. Conversation circles established
4. CORE group established and meeting regularly

### Goal 2 Measures (Infrastructure):

1. Establish a Family/Youth Inclusion program and hire a manager
2. Assign and schedule cross-training groups
3. Create internal dialogue model
4. Apply to at least five entities for funding for this plan and its goals
5. Racial diversity staff targets set
6. Board sets racial diversity board member targets
7. Board policy for hiring and evaluating the CEO that uses racial equity lens

### Goal 3 Measures (Policies):

1. CORE reviews Employee Handbook and CEO or Board reviews and approves recommendations for policy changes.
2. If funding permits, hire Equity Project to assist with policy review process and/or to review the recommendations.
3. Hiring practices reviewed and modified using racial equity lens
4. CORE reviews and recommends changes to Board policies.

### Goal 4 Measures (Staff Training):

1. JI staff receives at least four hours of racial equity training and training required for new staff.
2. Board receives racial equity training.
3. JI's management team receives at least four hours of training on using racial equity lens to lead.
4. CORE to monitor advancements in racial equity and recommend ongoing trainings.

## COMMUNITY MEASURES

### Goal 5 Measures (Community Dialogue):

1. Staff recommends collective impact with racial equity lens to Community Committee
2. Education provided to Community Committee.
3. Create Youth Advisory Board
4. Full-time youth voice staff position.
5. Hold community racial equity forum
6. Community leader infrastructure that dovetails with Community Committee work

### Goal 6 Measures (Training + Education):

1. Family Voice Manager receives "train the trainer" education
2. JI will host community-wide trainings
3. Communicate with public officials

### Goal 7 Measures (Restorative Justice):

1. Research RJ models (New Zealand Model)
2. Expand RJ into school districts and link with criminal justice efforts. All school districts have RJ programs.
3. Provide RJ trainings in community.
4. Speak to at least 3 forums about RJ
5. Introduce RJ to wraparound teams
6. Apply for RJ funding to at least five sources
7. Establish an evaluation plan for RJ

### Goal 8 Measures (Wraparound/ISST):

1. Expand ISST program, and include earlier ages.
2. Explore providing life skills trainings.
3. Explore connection with GED certification.
4. Training module for HS students about jobs and skills needed.

### Goal 9 Measures (Early Childhood):

1. More navigators for families
2. Basic needs for families with youth children
3. Racial equity-based training
4. Additional training in ECE programs and schools
5. Determine need for parenting classes



## ACCOUNTABILITY

In the context of racial equity work, accountability refers to the ways in which individuals and communities hold themselves to their goals and actions, and acknowledge the values and groups to which they are responsible.

To be accountable, one must be visible, with a transparent agenda and process. Invisibility defies examination; it is, in fact, employed in order to avoid detection and examination. Accountability requires some sense of urgency and becoming a true stakeholder in the outcome.

**SOURCE:** *Accountability and White Anti-Racist Organizing: Stories from Our Work*, Bonnie Berman Cushing with Lila Cabbil, Margery Freeman, Jeff Hitchcock, and Kimberly Richards (2010). See also *RacialEquityTools.org*, “PLAN / Change Process / Accountability”

## CULTURE

A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.

**SOURCE:** *Institute for Democratic Renewal and Project Change Anti-Racism Initiative, A Community Builder's Tool Kit, Appendix I* (2000).

## DISCRIMINATION

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

[In the United States] the law makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination

investigation or lawsuit. The law also requires that employers reasonably accommodate applicants' and employees' sincerely held religious practices, unless doing so would impose an undue hardship on the operation of the employer's business.

### SOURCE:

1. *Institute for Democratic Renewal and Project Change Anti-Racism Initiative, A Community Builder's Tool Kit, Appendix I* (2000).
2. *U.S. Equal Employment Opportunity Commission, "Laws Enforced by EEOC"* (accessed 28 June 2013).

## DIVERSITY

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

**SOURCE:** *UC Berkeley Center for Equity, Inclusion and Diversity, "Glossary of Terms"* (page 34 in 2009 Strategic Plan). *Baltimore Racial Justice Action, "Our Definitions"* (2018).

## ETHNICITY

A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, and ancestral geographical base.





Examples of different ethnic groups are: Cape Verdean, Haitian, African American (Black); Chinese, Korean, Vietnamese (Asian); Cherokee, Mohawk, Navaho (Native American); Cuban, Mexican, Puerto Rican (Latino); Polish, Irish, and Swedish (White).

**SOURCE:** *Teaching for Diversity and Social Justice: A Sourcebook*, edited by Maurianne Adams, Lee Anne Bell, and Pat Griffin, Routledge, 1997.

## INCLUSION

Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

**SOURCE:** *OpenSource Leadership Strategies*

## INSTITUTIONAL RACISM

Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.

### SOURCE:

1. *Intergroup Resources*, "Intersectionality" (2012).
2. OtamereGuobadia, "Kimberlé Crenshaw and Lady Phyll Talk Intersectionality, Solidarity, and Self-Care" (2018). See also [RacialEquityTools.org](http://RacialEquityTools.org), "FUNDAMENTALS / Core Concepts / Intersectionality"

Examples:

Government policies that explicitly restricted the ability of people to get loans to buy or improve their homes in neighborhoods with high concentrations of African Americans (also known as "red-lining"). City sanitation department policies that concentrate trash transfer stations and other environmental hazards disproportionately in communities of color.

**SOURCE:** *Flipping the Script: White Privilege and Community Building* by Maggie Potapchuk, Sally Leiderman, Donna Bivens, and Barbara Major (2005).

## INTERSECTIONALITY

Exposing [one's] multiple identities can help clarify the ways in which a person can simultaneously experience privilege and oppression. For example, a Black woman in America does not experience gender inequalities in exactly the same way as a white woman, nor racial oppression identical to that experienced by a Black man. Each race and gender intersection produces a qualitatively distinct life.

Per Kimberlé Williams Crenshaw:

Intersectionality is simply a prism to see the interactive effects of various forms of discrimination and disempowerment. It looks at the way that racism, many times, interacts with patriarchy, heterosexism, classism, xenophobia — seeing that the overlapping vulnerabilities created by these systems actually create specific kinds of challenges. "Intersectionality 102," then, is to say that these distinct problems create challenges for movements that are only organized around these problems as separate and individual. So when racial justice doesn't have a critique of patriarchy and homophobia, the particular way that racism is experienced and exacerbated by heterosexism, classism etc., falls outside of our political organizing. It means that significant numbers of people in our communities aren't being served by social justice frames because they don't address the particular ways that they're experiencing discrimination.

### SOURCE:

1. *Intergroup Resources*, "Intersectionality" (2012).
2. OtamereGuobadia, "Kimberlé Crenshaw and Lady Phyll Talk Intersectionality, Solidarity, and Self-Care" (2018). See also [RacialEquityTools.org](http://RacialEquityTools.org), "FUNDAMENTALS / Core Concepts / Intersectionality"



## MULTICULTURAL COMPETENCY

A process of learning about and becoming allies with people from other cultures, thereby broadening our own understanding and ability to participate in a multicultural process. The key element to becoming more culturally competent is respect for the ways that others live in and organize the world and an openness to learn from them.

**SOURCE:** Paul Kivel, *"Multicultural Competence"* (2007). See also *RacialEquityTools.org*, *"ACT /Strategies / Multi-cultural Competency"*

## OPPRESSION

The systematic subjugation of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful social group. Rita Hardiman and Bailey Jackson state that oppression exists when the following 4 conditions are found:

- the oppressor group has the power to define reality for themselves and others,
- the target groups take in and internalize the negative messages about them and end up cooperating with the oppressors (thinking and acting like them),
- genocide, harassment, and discrimination are systematic and institutionalized, so that individuals are not necessary to keep it going, and
- members of both the oppressor and target groups are socialized to play their roles as normal and correct.

**SOURCE:** *"What Is Racism?" – Dismantling Racism Works (dRworks) web workbook.*

## PEOPLE OF COLOR

Often the preferred collective term for referring to non-White racial groups. 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, e.g., "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.

**SOURCE:** *Race Forward, "Race Reporting Guide"* (2015).

## RACE

For many people, it comes as a surprise that racial categorization schemes were invented by scientists to support worldviews that viewed some groups of people as superior and some as inferior. There are three important concepts linked to this fact:

Race is a made-up social construct, and not an actual biological fact.

Race designations have changed over time. Some groups that are considered "white" in the United States today were considered "non-white" in previous eras, in U.S. Census data and in mass media and popular culture (for example, Irish, Italian, and Jewish people).

The way in which racial categorizations are enforced (the shape of racism) has also changed over time. For example, the racial designation of Asian American and Pacific Islander changed four times in the 19th



century. That is, they were defined at times as white and at other times as not white. Asian Americans and Pacific Islanders, as designated groups, have been used by whites at different times in history to compete with African American labor.

**SOURCE:**

1–2. PBS, *“Race: The Power of an Illusion”* (2018–2019 relaunch of 2003 series).  
3. Paul Kivel, *Uprooting Racism: How White People Can Work for Racial Justice* (Gabriola Island, British Columbia: New Society Publishers, 2002), page 141

## RACISM

**Personal:** Private beliefs, prejudices, and ideas that individuals have about the superiority of whites and the inferiority of people of color. Among people of color, it manifests as internalized oppression. Among whites, it manifests as internalized racial superiority.

**Interpersonal:** The expression of racism between individuals. It occurs when individuals interact and their private beliefs affect their interactions.

**Institutional:** Discriminatory treatment, unfair policies and practices, inequitable opportunities and impacts within organizations and institutions, based on race, that routinely produce racially inequitable outcomes for people of color and advantages for white people. Individuals within institutions take on the power of the institution when they reinforce racial inequities.

**Structural:** A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequality. It is racial bias among institutions and across society. It involves the cumulative and compounding effects of an array of societal factors including the history, culture, ideology, and interactions of institutions and policies that systematically privilege white people and disadvantage people of color.

The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

**SOURCE:** Derald Wing Sue, PhD, *“Microaggressions: More than Just Race”* (Psychology Today, 17 November 2010).

## RACIAL EQUITY

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or that fail to eliminate them.

“A mindset and method for solving problems that have endured for generations, seem intractable, harm people and communities of color most acutely, and ultimately affect people of all races. This will require seeing differently, thinking differently, and doing the work differently. Racial equity is about results that make a difference and last.”

**SOURCE:** Center for Assessment and Policy Development. *OpenSource Leadership Strategies*.



## RESTORATIVE JUSTICE

Restorative Justice is a theory of justice that emphasizes repairing the harm caused by crime and conflict. It places decisions in the hands of those who have been most affected by a wrongdoing, and gives equal concern to the victim, the offender, and the surrounding community. Restorative responses are meant to repair harm, heal broken relationships, and address the underlying reasons for the offense. Restorative Justice emphasizes individual and collective accountability. Crime and conflict generate opportunities to build community and increase grassroots power when restorative practices are employed.

**SOURCE:** *The Movement for Black Lives (M4BL), "Glossary."*

## WHITE PRIVILEGE

1. Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.

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

The accumulated and interrelated advantages and disadvantages of white privilege that are reflected in racial/ethnic inequities in life-expectancy and other health outcomes, income and wealth, and other outcomes, in part through different access to opportunities and resources.

These differences are maintained in part by denying that these advantages and disadvantages exist at the structural, institutional, cultural, interpersonal, and individual levels and by refusing to redress them or eliminate the systems, policies, practices, cultural norms, and other behaviors and assumptions that maintain them.

**3. Cultural White Privilege:** A set of dominant cultural assumptions about what is good, normal or appropriate that reflects Western European white world views and dismisses or demonizes other world views.

**4. Institutional White Privilege:** Policies, practices and behaviors of institutions—such as schools, banks, non-profits or the Supreme Court—that have the effect of maintaining or increasing accumulated advantages for those groups currently defined as white, and maintaining or increasing disadvantages for those racial or ethnic groups not defined as white. The ability of institutions to survive and thrive even when their policies, practices and behaviors maintain, expand or fail to redress accumulated disadvantages and/or inequitable outcomes for people of color.

### SOURCES:

Peggy McIntosh, *"White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women Studies"* (1988).

*Transforming White Privilege: A 21st Century Leadership Capacity, CAPD, MP Associates, World Trust Educational Services* (2012).





6385 Corporate Drive, Suite 201  
Colorado Springs, CO 80919  
719.630.0927

[Jointinitiatives.org](http://Jointinitiatives.org)