MSAN Monthly April Resource Guide Sample

Created By: MSAN Staff | March 28, 2017 11:17:35

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This is a sample resource guide from the Kellogg Foundation's racialequityresourceguide.org website, as shared with Minority Student Achievement Network stakeholders in our April, 2017 *MSAN Monthly* (see http://go.wisc.edu/17cgy5).

MSAN staff are happy to help our members and friends create resource guides using this website. Email us at msan@wcer.wisc.edu.

SECTION I: Foreword
Welcome to the American Healing Racial Equity Resource Guide.

In 2010, the W.K. Kellogg Foundation launched the America Healing initiative. America Healing is a strategy for racial healing toward racial equity, and is designed to raise awareness of unconscious biases and inequities to help communities heal. Our goal is to support and empower communities in their efforts to dismantle the structures that limit opportunities for vulnerable children. We work towards this by addressing the issue, informing ourselves and those around us, and making a commitment to join together for change.

In support of America Healing, we have created a comprehensive and interactive racial equity resource guide that includes practical resources including articles, organizations, research, books, media strategies and training curricula aimed at helping organizations and individuals working to achieve racial healing and equity in their communities.

SECTION II: Guides & Workshops

These guides and workshops can provide structure for having a dialogue on racial issues, activities focused on helping achieve racial equality and trainings designed to raise awareness and inspire action.

American Promise Discussion Guide For Students
Author/Organization: Rada Film Group

Being a teenager in school is hard enough. In addition to peer pressure to "fit in," students face tremendous pressure from parents and teachers to do well and succeed. But for young black men, the challenges are even greater, as they are faced with teachers and school systems ill-equipped to help them manage the emotional impact and real-life repercussions of the unintentional biases and stereotypes they face daily.

This guide is designed to support productive conversations among young black men around *Behind Every Promise*, a half-hour video adapted from the documentary film American Promise, by Michèle Stephenson and Joe Brewster. With direct testimonials from Idris Brewster and Seun Summers, interwoven with scenes from the feature-length documentary, *Behind Every Promise* gives viewers intimate access to the perspectives of two young black men as they come of age in the American school system.

Young leaders, youth serving organizations, educators, guidance counselors and/or church leaders can use *Behind Every Promise* and this guide to inspire young black men to:

- Deepen understanding about implicit bias and stereotypes by relating personal experiences to shared systemic concerns
- Build peer social support and seek out other support systems that can contribute to academic success and emotional well-being
- Strengthen dialogue and agency around productively dealing with tough choices, hardship and stereotypes

http://pov-tc.pbs.org/pov/downloads/2014/pov-ameri...

Messaging, Framing and Strategy Toolbox

The Center for Media Justice believes that to change the hearts and minds, social movements need a powerful narrative strategy. These resources will offer guidance on how to create resonate messages that expose structural oppression, offer solutions, and above all, tell our own stories.

http://centerformediajustice.org/toolbox/strategy-...

Race Matters Toolkit—A Product of The Annie E. Casey Foundation
Author/Organization: Organization: The Annie E. Casey Foundation

This toolkit is designed to help practitioners, and it includes fact sheets on Child and Youth Development, Family and Community Success, Public Systems, and the cross-cutting issue of the Media. It also includes the following tools:

- How To Talk About Race
- Racial Equity Impact Analysis
- System Reform Strategies
- Community Building Strategies
- Organizational Self-Assessment
- Tools for Getting Started
- Guidelines for Promoting Racially Equitable Purchasing
- Guidelines for Achieving Staff and Board Diversity
- Advancing Better Outcomes for All Children: Reporting Data Using a Racial Equity Lens

http://www.aecf.org/OurApproach/EnsuringRacialAndE...

Talking About Unaccompanied Refugee Children Fleeing Harm – a Product of the Opportunity Agenda
Author/Organization: Organization: Opportunity Agenda

When entering or starting conversations about unaccompanied children coming to the United States to flee harmful situations, it's important to keep a few of key communications principles in mind. The Opportunity Agenda assembled messaging guidelines based on communications research and experience talking about more general immigration issues, while relying on the expertise of a wide array

of partners and experts in the field.

http://opportunityagenda.org/files/field_file/2014...

Visions, Values and Voice: A Social Justice Communications Toolkit
Author/Organization: Opportunity Agenda

The toolkit's guidance is based on the belief that the theme of opportunity can provide the basis for a narrative that unites social justice messages and constituencies across a range of social issues -- e.g., human rights, criminal justice, and education -- where opportunity is at risk.

The toolkit borrows from a large body of opinion and media research and the shared experiences of advocates, policymakers and communications strategists. Its focus is two-fold: to outline principles and strategies that support big-picture thinking about social justice communications, and to provide concrete tips and examples of communications and messaging tactics. The latter are presented on a series of detachable "Opportunity Flashcards" that provide short, easy-to-find advice and sample language on a variety of social justice issues.

http://toolkit.opportunityagenda.org/

California Undocumented College Guide & Equity Tool

The dramatic increase in the number of undocumented students accessing higher education in California over the last 15 years has been the realization of years of struggle and advocacy. And yet the unique nature of student's immigration status has proven to be a consistent challenge for institutions of higher education. While university personnel and student leaders do their best to promote and provide equitable pathways, the number of students combined with the complexity of immigration policy, has made comprehensive support for undocumented students increasingly difficult. These challenges are matched only by the tremendous potential for both colleges, and the state, should they create institutional commitments for undocumented student success.

This guide and equity tool can be used as an integral part of this new strategy and a stepping stone toward a new ecosystem for California Higher Education.

The UndocuCollege Guide & Equity Tool has three main components:

- Section 1: Elevating California institutional challenges in supporting undocumented students in higher education;
- Section 2: Highlighting innovative and effective practices from different colleges across the state; and
- Section 3: An equity tool for colleges and universities to assess, analyze, and report about the level of support currently present at their institution for undocumented students, as well as provide a clearer framework for conceptualizing institutional support.

http://www.e4fc.org/images/UndocuCollegeGuideIndex...

Promises to Keep - The Promise Club Handbook
Author/Organization: American Promise

Part of the *American Promise* campaign, a Promise Club is a group of parents committed to meeting together on a regular basis to support each other so they can empower their own children to achieve success. The Promises to Keep handbook provides parents with tools and tips on how to start a Promise Club.

https://www.dropbox.com/s/dj19rgowea4g9km/Promise-...

Power of Perception - Youth Curriculum Discussion Guide
Author/Organization: The Laundromat Project

This guide was created to support a deeper understanding of the American Promise curriculum's goals, objectives, expectations, and opportunities for youth development. The residency teaches students how to take charge of making media by stepping into their narrative and artistic power—an approach echoed in the lessons as well as the classroom culture.

In conjunction with the film, and in partnership with trusted organizations around the country, the American Promise campaign is working to mobilize families, educators, and young people to take part in conversations and actions around how we can better empower our Black boys. www.americanpromise.org.

The Laundromat Project brings art, artists, and arts programming into laundromats and other everyday spaces, thus amplifying the creativity that already exists within communities to build community networks, solve problems, and enhance our sense of ownership in the places where we live, work, and grow. www.laundromatproject.org.

http://americanpromise.org/sites/default/files/LP_...

Mapping the Schoolhouse to Jailhouse Track Action Kit—A Product of the Advancement Project
Author/Organization: Organization: Advancement Project

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

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

http://www.coseboc.org/sites/coseboc.org/files/ass...

The ARC Toolbox

The ARC Toolbox is a new feature of The Applied Research Center. It seeks to provide "monthly news you can use," a monthly set of tools to help activists, students, scholars, philanthropists and community leaders make change happen. This includes ways in which to apply ARC's research, such as its two-year Millenials Project, a nationwide study of the racial attitudes of young people. It also features news from other members of its network of organizations and news from its Colorlines magazine.

http://www.raceforward.org/?arc=1

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

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

http://www.nationalseedproject.org/

SECTION III: Glossary

In talking about issues of race, a common vocabulary is essential to avoid misunderstandings and misinterpretations. Words often have different meanings to different people, based on their experiences. The purpose of this glossary, which is a work in progress, is to help avoid such misunderstandings. Not everyone will agree on the definition of every word; but everyone should have a common understanding of how words are being used in particular circumstances.

Several glossary terms have been reproduced with permission from www.racialequitytools.org, a site created by Maggie Potapchuk, MP Associates, and Sally Leiderman, Center for Assessment and Policy Development, in 2009 with contributions from many individuals and organizations working on racial equity.

"ISMs"

A way of describing any attitude, action or institutional structure that subordinates (oppresses) a person or group because of their target group, color (racism), gender (sexism), economic status (classism), older age (ageism), religion (e.g., anti-Semitism), sexual orientation (heterosexism), language/immigrant status (xenophobism), etc.

Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit. Claremont, Calif.: Claremont Graduate University.

Ally

Describes someone who supports a group other than one's own (in terms of racial identity, gender, faith identity, sexual orientation, etc.) Allies acknowledge disadvantage and oppression of other groups than their own; take risks and supportive action on their behalf; commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness

of oppression.

Center for Assessment and Policy Development

Bigotry

Intolerant prejudice which glorifies one's own group and denigrates members of other groups.

National Conference for Community and Justice St. Louis Region — unpublished handout used in the Dismantling Racism Institute program.

Collusion

When people act to perpetuate oppression or prevent others from working to eliminate oppression.

Example: Able-bodied people who object to strategies for making buildings accessible because of the expense.

Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.

Cultural Pluralism

Recognition of the contribution of each group to a common civilization. It encourages the maintenance and development of different life styles, languages and convictions. It is a commitment to deal cooperatively with common concerns. It strives to create the conditions of harmony and respect within a culturally diverse society.

Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit.

Cultural Racism

Those aspects of society that overtly and covertly attribute value and normality to white people and whiteness, and devalue, stereotype and label People of Color as "other," different, less than or render them invisible.

Examples of these norms include defining white skin tones as nude or flesh colored, having future time

orientation, emphasizing individualism as opposed to a more collective ideology, defining one form of English as standard and identifying only whites as the great writers or composers.

Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.

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.

Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit.

Denial

Refusal to acknowledge the societal privileges (see the term "privilege") that are granted or denied based on an individual's ethnicity or other grouping. Those who are in a stage of denial tend to believe, "People are people. We are all alike regardless of the color of our skin." In this way, the existence of a hierarchical system or privileges based on ethnicity or race can be ignored.

Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit.

Discrimination

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

Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit

Diversity

The wide range of national, ethnic, racial and other backgrounds of U.S. residents and immigrants as social groupings, co-existing in American culture. The term is often used to include aspects of race,

ethnicity, gender, sexual orientation, class and much more.

Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit.

Empowerment

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

Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.

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).

Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.

Inclusion

Inclusion authentically brings traditionally excluded individuals and/or groups into processes, activities and decision/policy making.

Crossroads Charlotte Individual Initiative Scorecard for Organizations Scorecard Overview, revised 3/12/07.

Individual Racism

The beliefs, attitudes and actions of individuals that support or perpetuate racism. Individual racism can

occur at both a conscious and unconscious level and can be both active and passive. Examples include telling a racist joke, using a racial epithet or believing in the inherent superiority of whites.

Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.

Institutional Racism

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

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.

Internalized Racism

Internalized racism is the situation that occurs in a racist system when a racial group oppressed by racism supports the supremacy and dominance of the dominating group by maintaining or participating in the set of attitudes, behaviors, social structures and ideologies that undergird the dominating group's power. It involves four essential and interconnected elements:

Decision-making — Due to racism, people of color do not have the ultimate decision-making power over the decisions that control our lives and resources. As a result, on a personal level, we may think white people know more about what needs to be done for us than we do. On an interpersonal level, we may not support each other's authority and power — especially if it is in opposition to the dominating racial group. Structurally, there is a system in place that rewards people of color who support white supremacy and power and coerces or punishes those who do not.

Resources — Resources, broadly defined (e.g., money, time, etc.), are unequally in the hands and under the control of white people. Internalized racism is the system in place that makes it difficult for people of

color to get access to resources for our own communities and to control the resources of our community. We learn to believe that serving and using resources for ourselves and our particular community is not serving "everybody."

Standards — With internalized racism, the standards for what is appropriate or "normal" that people of color accept are white people's or Eurocentric standards. We have difficulty naming, communicating and living up to our deepest standards and values, and holding ourselves and each other accountable to them.

Naming the problem — There is a system in place that misnames the problem of racism as a problem of or caused by people of color and blames the disease — emotional, economic, political, etc., on people of color. With internalized racism, people of color might, for example, believe we are more violent than white people and not consider state-sanctioned political violence or the hidden or privatized violence of white people and the systems they put in place and support.

Oppression

The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society.

Oppression denotes structural and material constraints that significantly shape a person's life chances and sense of possibility.

Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.

Oppression resides not only in external social institutions and norms but also within the human psyche as well.

Eradicating oppression ultimately requires struggle against all its forms, and that building coalitions among diverse people offers the most promising strategies for challenging oppression systematically.

Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.

Prejudice

A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.

Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit. Claremont, Calif.: Claremont Graduate University.

Privilege

A right that only some people have access or availability to because of their social group memberships (dominants). Because hierarchies of privilege exist, even within the same group, people who are part of the group in power (white/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people) often deny they have privilege even when evidence of differential benefit is obvious. See the term "right" also in this glossary.

National Conference for Community and Justice—St. Louis Region.– Unpublished handout used in the Dismantling Racism Institute program. (Source for 1st Part)

Institute for Democratic Renewal and Project Change Anti?Racism Initiative. A Community Builder's Tool Kit. Claremont, Calif.: Claremont Graduate University. (Source for 2nd Part)

Race

A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. Racial categories subsume ethnic groups.

Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.

Racial and Ethnic Identity

An individual's awareness and experience of being a member of a racial and ethnic group; the racial and ethnic categories that an individual chooses to describe him or herself based on such factors as biological

heritage, physical appearance, cultural affiliation, early socialization and personal experience.

Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.

Racial Equity

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

Center for Assessment and Policy Development

Racism

Racism is a complex system of beliefs and behaviors, grounded in a presumed superiority of the white race. These beliefs and behaviors are conscious and unconscious; personal and institutional; and result in the oppression of people of color and benefit the dominant group, whites. A simpler definition is racial prejudice + power = racism.

National Conference for Community and Justice — St. Louis Region. Unpublished handout used in the Dismantling Racism Institute program.

Right

A resource or position that everyone has equal access or availability to regardless of their social group memberships.

National Conference for Community and Justice — St. Louis Region. Unpublished handout used in the Dismantling Racism Institute program.

Social Justice

Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. Social justice involves social actors who

have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.

Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge

Social Power

Access to resources that enhance one's chances of getting what one needs or influencing others in order to lead a safe, productive, fulfilling life.

Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.

Structural Racism

"The structural racism lens allows us to see that, as a society, we more or less take for granted a context of white leadership, dominance and privilege. This dominant consensus on race is the frame that shapes our attitudes and judgments about social issues. It has come about as a result of the way that historically accumulated white privilege, national values and contemporary culture have interacted so as to preserve the gaps between white Americans and Americans of color."

For example, we can see structural racism in the many institutional, cultural and structural factors that contribute to lower life expectancy for African American and Native American men, compared to white men. These include higher exposure to environmental toxins, dangerous jobs and unhealthy housing stock, higher exposure to and more lethal consequences for reacting to violence, stress and racism, lower rates of healthcare coverage, access and qualityof care and systematic refusal by the nation to fix these things

Karen Fulbright-Anderson, Keith Lawrence, Stacey Sutton, Gretchen Susi and Anne Kubisch, Structural Racism and Community Building. New York: The Aspen Institute. (1st part)

Maggie Potapchuk, Sally Leiderman, Donna Bivens and Barbara Major. Flipping the Script: White Privilege and Community Building.(2nd part)

White Privilege

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

Examples of privilege might be: "I can walk around a department store without being followed." "I can come to a meeting late and not have my lateness attributed to your race;" "being able to drive a car in any neighborhood without being perceived as being in the wrong place or looking for trouble." "I can turn on the television or look to the front page and see people of my ethnic and racial background represented." "I can take a job without having co-workers suspect that I got it because of my racial background." "I can send my 16-year old out with his new driver's license and not have to give him a lesson how to respond if police stop him."

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

SECTION IV: Recommended Reading

These Recommended Readings are excellent secondary sources to assist organizations and individuals working to achieve racial healing and equity in their communities.

Education and Race

1. *"Success and Failure: How Systematic Racism Trumped the Brown v. Board of Education Decision,"* Joe R. Feagin and Bernice McNair Barnett
2. *"Still Separate, Still Unequal: America's Educational Apartheid,"* Jonathan Kozol
3. *"How Colleges and Universities Can Promote K?12 Diversity: A Modest Proposal,"* Poverty and Race Research Action Council (BB)

SECTION V: Convenings

These materials were essential readings for attendees and participants of past W.K. Kellogg Foundation convenings and seminars.

Latino/Hispanic Symposium - Meeting Resource List
Battle Creek, MI

- Network Brownout Report: The Portrayal of Latinos and Latino Issues on Network Television—National Association of Hispanic Journalists Hispanics and Health Care in the United States: Access, Information and Knowledge— Joint Pew Hispanic Center and Robert Wood Johnson Foundation Research Report
- National Hispanic Leadership Agenda, 2008 Hispanic Policy Agenda
- Acculturation and Latino Health in the United States: A Review of the Literature and its Sociopolitical Context—Rand Corporation Report, by Marielena Lara, Cristina Gamboa, M. Iya Kahramanian, Leo S. Morales and David E. Hayes Bautista
- In Recognition of the Special Educational Needs of Low-Income Families: Ideological Discord and Its Effects Upon Title I of the Elementary and Secondary Education Acts of1965 and 2001, by Peter Zamora, Georgetown Journal on Poverty Law and Policy
- Latinos and Education: A Statistical Portrait, by Hector R. Cordero-Guzmán, Exposing theColonizing Effects of Reform
- The Latino Civil Rights Crisis: A Research Conference, by Raul Yzaguirre and CharlesKamasaki

Pre-Reading Materials

- Toward A Policy-Relevant Analysis of Geographic And Racial/Ethnic Disparities In Child Health, by Delores Acevedo-Garcia, Theresa L. Osypuk, Nancy McArdle and David R. Williams
- Reparable Harm: Assessing and Addressing Disparities Faced by Boys and Men of Color in California—Rand Corporation Report, by Lois M. Davis, M. Rebecca Kilburn and Dana J. Schultz 2009 NCLR Agenda: A Public Policy Briefing Book Fragile Rights Within Cities: Government, Housing, and Fairness, by John Goering
- The Latino Health Research Agenda for the Twenty-first Century, by David E. HayesBautista

- White Privilege: Unpacking the Invisible Knapsack, by Peggy McIntosh

Boys and Men of Color - Meeting Resource List
Washington, D.C.

- A Way Out—Creating Partners for our Nation's Prosperity by Expanding Life Paths ofYoung Men of Color—Dellums Commission Final Report
- A Positive Future for Black Boys Building the Movement, by Schott Foundation for Public Education
- Reparable Harm: Assessing and Addressing Disparities Faced By Boys and Men of Color in California, by Lois M. Davis, M. Rebecca Kilburn, and Dana J. Schultz (Summary Section)
- The Dellums Commission—Better Health Through Stronger Communities: Public Policy Reform to Expand Life Paths of Young Men of Color. Background Paper: Young Men of Color in the Media: Images and Impacts, by Robert M. Entman
- A Collective Responsibility, A Collective Work: Supporting the Path to Positive Life Outcomes for Youth in Economically Distressed Communities, written for the Center for Law and Social Policy by Rhonda Tsoi-A-Fatt
- MOMENTUM Sustaining Efforts to Improve Life Outcomes Among African-American Males—A Report Prepared for the Ford Foundation, by Micah Gilmer, Marcus Littles and Ryan Bowers. Foreward by Loren S. Harris
- CREATED EQUAL Racial and Ethnic Disparities in the US Criminal Justice System—written for National Council on Crime and Delinquency, by Christopher Hartney and Linh Vuong

Pre-Reading Materials

- Toward A Policy-Relevant Analysis of Geographic And Racial/Ethnic Disparities In Child Health, by Delores Acevedo-Garcia, Theresa L. Osypuk, Nancy McArdle and David R. Williams
- Race and the Transformation of Criminal Justice, by Glenn C. Loury
- Silent Victims: The Impact Of Parental Incarceration on Children, written for Community Voices by Natasha H. Williams

External Workgroup on Racial Equity - Meeting Resource List
Chicago, Illinois

1. Toward A Policy—Relevant Analysis of Geographic and Racial/Ethnic Disparities In Child Health, Delores Acevedo-Garcia, Theresa L. Osypuk, Nancy McArdle, and David R. Williams.
2. King County Equity & Social Justice Initiative
3. Race and the Transformation of Criminal Justice, Glenn C. Loury
4. "The Whole United States Is Southern": Brown v. Board and the Mystification of Race, Charles M. Payne
5. White Privilege: Unpacking the Invisible Knapsack, Peggy McIntosh
6. Evaluating Media Coverage of Structural Racism, Frisby & Associates, Inc.

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