



Greater Milwaukee Foundation

## Local and National Equity, Diversity & Inclusion Programs

### A Short Inventory

*October 2011*

Milwaukee is the largest city in the state of Wisconsin, with an estimated 603,338 residents. Nearly half of the population is white (48.8%) and more than one-third is black or African American (37.5%).<sup>1</sup> The median age of Milwaukeeans is 31 years. Eight percent of residents are children under the age of five (8.3%); for African Americans this percentage increases to nearly one in ten (9.9%).<sup>2</sup> Since 1990, the city's population has been trending downward, and its minority population has been increasing, so that during the 1990's, it became a majority-minority city. According to a recent University of Wisconsin-Milwaukee study, the city's white population fell from 61 percent of the city's total population in 1990 to 40 percent in 2008.<sup>3</sup> This was the largest percentage decline in white population during this time period of any city in the study, showing that segregation has been a constant issue in the city and the region. The same UWM study reveals that fewer than one in ten African Americans lived in Milwaukee suburbs in 2008; of nineteen sample cities, only Toledo and Wichita were more segregated than Milwaukee.<sup>4</sup>

Milwaukee is further segregated along socioeconomic lines, as shown in the 2011 Milwaukee Health Report, which annually examines city health measures and stratifies the data into three groups by low, middle and high socio-economic status (SES). The Health Report notes that the zip codes in the lower SES group are all clustered within the central and near-northwest portions of the City of Milwaukee, while the higher SES group was found along the outer edge of the city, as seen in the map on the following page. The map further demonstrates the extreme segregation of the community, showing large disparities in the distribution of education level, age, race/ethnicity, education, housing, and other SES-related measures between the zip code groups. And while race is not an indicator of socioeconomic status, the report shows that in Milwaukee, nearly half (48.3%) of individuals living in the lower SES zip codes are African American, versus less than one in ten (8.5%) individuals in the higher SES zip codes.<sup>5</sup>

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<sup>1</sup> U.S. Census Bureau, 2005-2009 American Community Survey

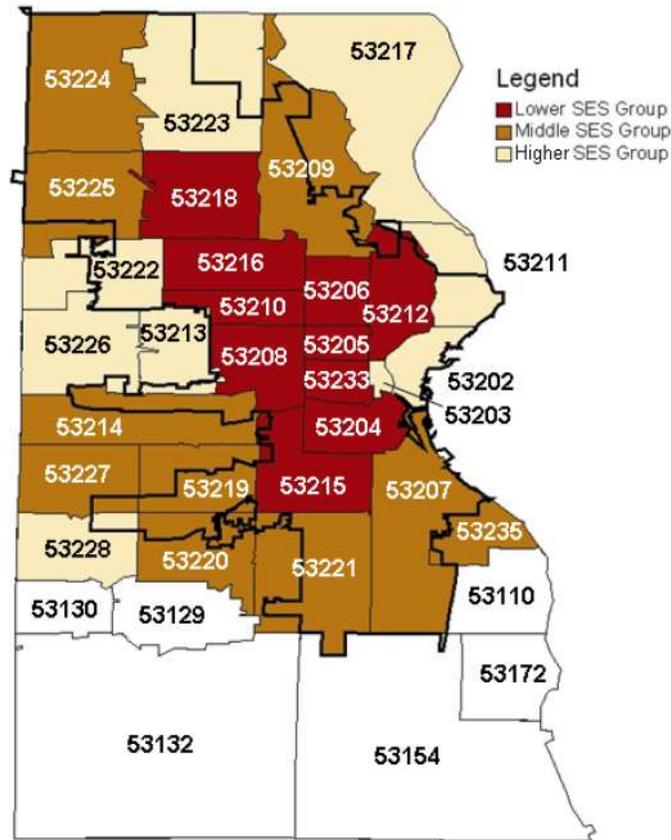
<sup>2</sup> Ibid.

<sup>3</sup> Rast, J. (2010, December). The Economic State of Milwaukee, 1990-2008. Retrieved from University of Wisconsin-Milwaukee, Center for Economic Development website: [http://www4.uwm.edu/ced/publications/milwecon\\_2010.cfm](http://www4.uwm.edu/ced/publications/milwecon_2010.cfm)

<sup>4</sup> Ibid.

<sup>5</sup> Chen, H-Y., Baumgardner, D.J., Galvao, L.W., Rice, J.P., Swain, G.R., & Cisler, R.A. (2011). Milwaukee Health Report 2011: Health Disparities in Milwaukee by Socioeconomic Status. Center for Urban Population Health: Milwaukee, WI. Retrieved from <http://www.cuph.org/mhr/2011-milwaukee-health-report.pdf>

Map of the City of Milwaukee by ZIP Code and SES Group<sup>6</sup>



More recently, attention has been drawn to overwhelming health disparities that exist in the city, the most disturbing of which are those between blacks and whites. Of the many statistics that attest to the pervasiveness of racially-based health disparities, below are just three:

- In the City of Milwaukee, from 2005-2008 black infants were nearly 3 times more likely to die than white infants, a disparity that has remained consistent for the past 15 years<sup>7</sup>;
- All non-Caucasian children, including Hispanics, Native Americans, and African Americans, experience a greater asthma symptom burden than Caucasian students<sup>8</sup>; and
- In Milwaukee County, statistics show that breast cancer is a much greater threat for black women than for white women; in all age categories, black women have lower screening rates, are diagnosed at later stages and have higher mortality rates than white women.<sup>9</sup>

<sup>6</sup> Chen (2011)

<sup>7</sup> City of Milwaukee Health Department, 2010

<sup>8</sup> American Lung Association Report: Asthma Weighs Heavily on Hispanics, Oct. 27, 2011, <http://www.pnewswire.com/news-releases/american-lung-association-report-asthma-weighs-heavily-on-hispanics-132726563.html>

<sup>9</sup> Southeast Wisconsin affiliate of Susan G. Komen for the Cure, 2011 Community Profile Report, <http://www.komensoutheastwi.org/assets/community-profile/community-profile-2011.pdf>

The Greater Milwaukee Foundation has often supported solutions to these and other diversity-related challenges via its grantmaking process. However, a different tactic began to take form when, in 2006, a group of local leaders, including the President of the Foundation, Douglas Jansson, took part in an inspirational session at the Aspen Institute. From that session, the Milwaukee Mosaic program was born.

From 2006-2010, Milwaukee Mosaic matched about 700 participants as partner-pairs across race and ethnicity in an effort to help individuals transform their beliefs about diversity. The program was a replication of Mosaic Partnerships™, a program of Idea Connections Systems that had previously been implemented in two other cities. The curriculum was based on the idea that social capital—a valued network of trusting relationships between individuals—is just as valuable as human capital or physical capital. Concepts put forth by Robert Putnam in his book *Bowling Alone: The Collapse and Revival of American Community* (published 2000) were also key in the development of the Mosaic model. In his book, Mr. Putnam discussed research showing that:

- *There is a direct correlation between levels of social capital and several social and economic conditions of a community; and*
- *Social capital is strongest among people of similar backgrounds and weakest among people of different backgrounds.*<sup>10</sup>

The theoretical basis for Mosaic Partnerships™ is taken from Mr. Putnam’s research: that helping people from different backgrounds get to know one another has the potential to build social capital and therefore may also have larger social and economic benefits for the community at large. This theory of change is visualized in the following diagram<sup>11</sup>:



A study completed in August 2010 commissioned by the Greater Milwaukee Foundation (the primary funder of the program) showed that Milwaukee Mosaic was successful in helping participants form trusting relationships with their partners, increase their networking, reassess their thinking about people who are different from themselves, and become committed to taking personal leadership roles to increase social capital in Milwaukee. The program was less successful in giving participants a truly transformative experience and in supporting program alumni to extend their learning from the personal realm into the community at large. Recommendations included revising the program’s curriculum to allow a deeper discussion of racism and cultural difference, and providing more support to program alumni to help them take leadership action on critical community issues.<sup>12</sup>

<sup>10</sup> Idea Connections Systems, retrieved from <http://www.innovating.com/mosaic-partnerships/why-mosaic/>

<sup>11</sup> Mosaic Partnerships™, (2005). Transforming our world, two people at a time.

<sup>12</sup> Milwaukee Mosaic Case Study (2010), retrieved from <http://www.planningcouncil.org/PDF/mosaic%20pilot%20years%20report%20final.pdf>

In 2011, the Greater Milwaukee Foundation finds itself at a crossroads, interested in continuing the path begun with the Milwaukee Mosaic program, but looking for new ways to support equity, diversity and inclusion in the greater Milwaukee area. To assist in the search, the Foundation asked the Planning Council for Health and Human Services to conduct research into local and national programs that support community-wide equity, diversity and inclusion.

To locate such programs, an internet search was conducted using terms like *diversity*, *social capital*, and *anti-racism*, to name a few. Many programs surfaced dealing with diversity in the workplace, in schools, and in universities. Most of these programs, however, focus on techniques for recruiting and retaining diverse workers/students/faculty, or on bringing diversity to a particular discipline. For instance, there are dozens of initiatives aimed at increasing the number of people of color in the sciences. There were also myriad programs that bring a diversity message to youth, usually in the form of a short in-school curriculum or workshop. However, researchers deemed such programs as not being similar in audience, scope or intent to the Milwaukee Mosaic program.

Because so few programs were found in the initial search, researchers expanded the parameters for inclusion in this short inventory. The criteria for inclusion were that a program:

- Be focused not on increasing diversity, but rather on increasing individuals' understanding of diversity is it relates to racism;
- Have a community-wide focus, rather than a focus on an internal group or particular organization; and
- Use a formal curriculum.

As a reference, this report contains information on the other two cities that replicated the full Mosaic Partnerships™ model: Greensboro, North Carolina and Rochester, New York. It is interesting to compare the experience of these two cities with that of the Milwaukee Mosaic program. Many of the summaries included in this report are taken nearly verbatim from the organizations' websites.

## **Recommendations**

Deciding on the best way to foster equity, diversity and inclusion in the greater Milwaukee area, where racial segregation is entrenched and disparities have been widening for decades, is a challenging task. In thinking about next steps for Milwaukee in general, and the Greater Milwaukee Foundation in particular, there are three dimensions that should be considered.

- Focusing on race vs taking a more general, race-neutral approach

There is empirical evidence that strategies with an intentional focus on race can produce more equitable results than those taking a race-neutral or "color-blind" approach.<sup>13</sup> For instance, it is common to break data out by race, thus revealing disparities. But if the analysis stops there, it is impossible to understand how the disparities were produced. The data must be looked at through a racial lens, revealing the facts behind the facts. For instance, single-focus programs intended to increase healthy birth outcomes for the entire population, such as improved prenatal care, have been found to differentially benefit white women. Generalized solutions ignore the socioeconomic contexts in which African Americans live, trivialize problems that are socially and historically complex, and contribute to the illusion that there are race-neutral solutions.<sup>14</sup>

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<sup>13</sup> Annie E. Casey Foundation, [http://www.aecf.org/upload/publicationfiles/race\\_matters2006.ppt](http://www.aecf.org/upload/publicationfiles/race_matters2006.ppt)

<sup>14</sup> Ford, B.C., et al. Racial disparities in birth outcomes. [rcgd.isr.umich.edu](http://rcgd.isr.umich.edu)

- Concentrating on building trust between individuals vs. changing community structures

If lack of trust and understanding among individuals is seen as the root of the problem, then investing in programs that build social capital between individuals would be an effective option. Such programs often involve meetings that foster dialog, education sessions focused on individuals, community forums, leadership development, and the distribution of awards. These activities are presumed to result in increased understanding, cooperation and trust, and according to some, can eventually lead to improved social and economic conditions in a community. Judging by the research done for this report, programs that focus on change at the individual level are more plentiful than programs that work on community-level change. Are they perhaps easier to implement, simpler to understand, quicker to bear results and less threatening, therefore becoming the default tactic?

Programs that work to eliminate structural racism at the community level seem to be much less common. Such programs seek to improve community conditions by changing the structures that reinforce inequity and disparity. Techniques to achieve these goals include showing people how existing social, economic and political systems give power and privilege to whites and deny the same to people of color, along with empowering people of color to be activists. While the potential rewards of community-level change of this sort are immense, it is probably true that initiatives of such wide scope are more difficult to initiate, take longer to bear fruit and are more challenging to existing power elites, thus explaining the relative scarcity of this type of program.

- Using a broad brush to fund many different issues and programs vs. supporting a narrower field of issues to increase collective impact

As a large community foundation, the Greater Milwaukee Foundation supports myriad efforts across a wide range of issues. One way to continue to support a large number of programs while still advancing an agenda that would support equity, diversity and inclusion be to require current grantees to integrate strategies into existing programs. However, when multiple organizations work on the same issue independently, they often define the problem in different ways and the work can become fragmented.

Another approach would be for the foundation to concentrate its funding on collective impact initiatives. These are typically community-wide initiatives involving “a centralized infrastructure, a dedicated staff, and a structured process that leads to a common agenda, shared measurement, continuous communication, and mutually reinforcing activities among all participants.”<sup>15</sup> In theory, large-scale social changes are more likely to be achieved via cross-sector collaboration than through isolated interventions implemented by agencies acting independently.

This report contains vignettes describing programs illustrating various points along these three continuums. Additional research could help clarify the nature of the problem in Milwaukee and highlight which path(s) would ultimately be more impactful. Program-related research could include speaking with individuals involved in the programs in this inventory, studying evaluations that have been conducted on these programs, and conducting a literature review. Other lines of inquiry could concentrate on determining how the foundation will know if it has succeeded in “moving the needle” on equity, inclusion and diversity.

*The research for this report was conducted by Julie Whelan Capell, Director of Planning and Development, with contributions from Kathleen Pritchard, President & CEO, and interns Joomi Lee and Curtis Smith from August through October 2011.*

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<sup>15</sup> Kania, J. and Kramer, M. Collective Impact, Stanford Social Innovation Review, Winter 2011  
[http://www.ssireview.org/images/articles/2011\\_WI\\_Feature\\_Kania.pdf](http://www.ssireview.org/images/articles/2011_WI_Feature_Kania.pdf)

### CHART OF PROGRAMS INVENTORIED

Organization/Program	Location	Page	Adult, Youth (A, Y)	Local, National, Int'l (L, N, I)	Primary Focus on Black/White or General Diversity (BW, G)	Primary Focus on Interpersonal or Structural Issues (I, S)	Short Term, Long Term (S, L)	Funding Sources						
								Community Fdns	Government	Business	Individuals	Fees	Unknown	
<b>Commission for Unity and Racial Equality</b> (no longer active)	Bermuda	8	A, Y	I	BW	S	L		X					
<b>The Concord Project</b>	Los Angeles, CA	8	A	L, N, I	G	I	L							X
<b>Dismantling Racism Works</b>	North Carolina	9	A	L	BW	I	L							X
<b>IMPACT Greensboro</b>	Greensboro, NC	9												
Greensboro Bicentennial Mosaic Project		9	A	L	BW	I	L	X	X					
Social Capital Community Benchmark Report		10	A	L, N	BW	I	S	X						
IMPACT Greensboro		11	A	L	G	I	L	X						
<b>Jacksonville Community Council Inc.</b>	Jacksonville, FL	13												
Race Relations Progress Report		13	A	L	BW, G	I, S	L	X	X	X				
Online Interactive Tool on Race Relations		13	A	L	BW, G	I, S	L	X	X	X				
<b>Mt. Holyoke "Beyond Tolerance"</b>	South Hadley, MA	13	Y	L	G	I	S							X
<b>Mt. Mary College "Building Bridges"</b>	Milwaukee, WI	13	Y	L	BW	I	L	X						
<b>The National Conference for Community and Justice</b>	CT, Western MA	14												
Bridges		14	Y	L	G	I	S	X		X	X			
Camp Anytown		14	Y	L	G	I	S							
Community Conversations		14	A	L	G	I	L							
Different and the Same		15	Y	L	G	I	S							
<b>Odyssey of Humanity</b>	Rochester, NY	15												
Biracial Partnerships for Community Progress		15	A	L	BW, G	I	L	X	X					
High School Program		15	Y	L	BW	I	L							X

Organization/Program	Location	Page in Report	Adult, Youth (A, Y)	Local, National, Int'l (L, N, I)	Focus on Black/White or General Diversity (BW, G)	Focus on Interpersonal or Structural Issues (I, S)	Short Term, Long Term (S, L)	Funding Sources							
								Community Fdns	Government	Business	Individuals	Fees	Unknown		
<b>One Jax</b>	North Florida	16													
	Community Forums	16	A, Y	L	G	I	S	X		X	X				
	LOUD	16	Y	L	G	I	L	X		X	X				
	Metrotown Institute	16	Y	L	G	I	S	X		X	X				
	Project Breakthrough	16	A, Y	L	BW	S	L	X	X						
<b>The People's Institute for Survival and Beyond</b>	New Orleans, LA	18													
	Reflection, Assessment, Evaluation Team	18	A	N	BW	S	L						X		
	European Dissent	18	A	L, N	BW	I	L							X	
	Jim Dunn Center for Anti-Racist Community Organizing	19	A	L, N, I	BW	S	L							X	
	The People's Institute Youth Agenda	19	Y	N	BW	S	S							X	
	Undoing Racism Community Organizing Workshop	19	A	L	BW	S	S					X			
<b>Southern Poverty Law Center</b>	Montgomery, AL	19	Y	N	G	S	S, L	X		X	X				
<b>YWCA</b>	Nationwide	20													
	Camp Everytown	20	Y	L	G	I	S	X		X	X				
	Dialogue on Race	20	A	L	BW	I	S	X		X	X				
	Communicating Across Cultures Workshop	20	A	L	G	I	S	X		X	X				
	Deconstructing Racism Workshop	20	A	L	BW	S	L	X		X	X				
	Just Us	21	Y	L	G	I	L	X		X	X				
	Racial Justice Dialogues	21	A	L	BW	S	L	X		X	X				
	Racial Justice Summit	21	A	L	BW	S	S	X		X	X				
	Study Circles and Racial Education Program	21	A	L	G	I	L	X		X	X				
	Unlearning Racism Workshops	22	A	L	BW	I	L	X		X	X				
<b>General Resources</b>		23													

\* Funding sources reflect information available through internet and do not necessarily display the entire scope of funding sources

## 1. Commission for Unity and Racial Equality (CURE) (Bermuda)

CURE was a program mandated by the government of Bermuda to promote equal opportunity and good relations between persons of different racial groups and to work towards the elimination of racial discrimination and institutionalized racial discrimination.<sup>16</sup> At one point, members of CURE attended an Aspen Institute seminar where they worked to classify the foundations of racial inequities on the island and strategize ways to promote greater racial equity in the country.<sup>17</sup>

Examples of initiatives that CURE undertook from 1994 - 2010 include:

- Annual workforce monitoring;
- Development of a voluntary code of practice;
- Leadership diversity training;
- Production of a race relations glossary;
- Annual commemoration of the international day for the elimination of racial discrimination;
- Assistance to authors with the publication of race relations books, such as *Storm in a Teacup - the 1959 Boycott and its Aftermath*;
- Hosting the 2007 workforce empowerment conference;
- Hosting a youth forum in conjunction with the Amistad visit to Bermuda; and
- Hosting the excellence and equality of opportunity awards for the business community.

Beginning in 2006 and continuing for several years, Bermuda's Premier Ewart Brown promoted a concept he called the "Big Conversation" that included a series of public forums that government and community organizations sponsored to tackle the issue of race relations on the island. Pundits note that the forums tend to have higher rates of participation from blacks than whites and that the "conversations" are not helping the nation deal with the injustices of slavery in its past.<sup>18</sup>

In 2010, the CURE Commission was dissolved and its functions transferred to the human rights commission, since many of the functions of the two groups were deemed to be similar and there was concern that "there has been and continues to be a lack of progress in eliminating racial discrimination in Bermuda."<sup>19</sup>

## B. The Concord Project<sup>20</sup> (UCLA - Los Angeles, CA)

The Concord Project researches different "concord" organizations and investigates their strengths at bridging social capital. The Concord Handbook is written for leaders working with organizations that have a cross-community mission, those working with single-identity communities and looking to connect with other communities, scholars researching social capital, and public officials and foundation and business executives who find importance in bridge building. Concord organizations are groups that bring together people in divided societies or situations of conflict, with fundamentally opposing views or identities. Their purpose is to advance civil society and peaceful mutual engagement, while recognizing and respecting group differences.

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<sup>16</sup> Butterfield (2010). Transfer of the Functions of the Commission for Unity and Racial Equality (CURE) to the Human Rights Commission (HRC) <http://plp.bm/node/3482>

<sup>17</sup> Aspen Institute website, <http://www.aspeninstitute.org/node/2711/#bermuda>

<sup>18</sup> Ebbin, M. (4/30/08). Why we joined the race debate. Bermuda Sun News. <http://bermudasun.bm/main.asp?SectionID=24&subsectionID=270&articleID=37435>

<sup>19</sup> Butterfield (2010).

<sup>20</sup> <http://www.sppsr.ucla.edu/pdf/apsabridgingsep1904.pdf>

The Concord Project focuses on global conflicts including the Middle East, clashes over religion and ethnicity in Europe, conflicts and genocides in Africa, as well as racial, ethnic, and religious problems in the US. It builds upon practical lessons learned in longstanding international conflict situations where recent progress has been demonstrated.

The project also has a teaching component consisting of courses on conflict mediation in civil society. It also hosts executive training programs and produces written materials for nonprofits, NGOs, governmental entities, businesses, foundations and media leaders interested in promoting cooperative structures and leadership skills where there are situations of social division.

### C. Dismantling Racism Works<sup>21</sup> (North Carolina)

DR Works is a group of experienced organizers and trainers who can take leaders and organizations through a process that assists them to address racism in their organizations and communities. The process involves an organizational assessment, which helps understand the attitudes and feelings about race within the particular organization. A plan for change and documented ongoing reflections are then utilized for the process of becoming an anti-racist organization. The DR Works website has detailed information on a year-long process they take organizations through to help them build on their understanding of racism and the ways in which racism is manifested. For example, the goals for the first 2-day workshop in this process are to help participants:

- Build relationships;
- Understand racism in all its forms - individually, institutionally, and culturally;
- Understand how racism impacts People of Color and white people, culturally and organizationally,
- Experience and understand the role of caucuses (where People of Color spend time together and separately from white people to address issues of racism and internalized racist oppression and where white people spend time together and separately from People of Color to address issues of white privilege and internalized white supremacy).

### D. Impact Greensboro (Greensboro, NC)

#### 1. Greensboro Bicentennial Mosaic Project

The City of Greensboro began implementation of the Mosaic Partnerships™ model in 2004 intending to increase communication, trust, and cooperation among the city's racial and ethnic groups in time for the city's 2008 bicentennial. They created the "Greensboro Bicentennial Mosaic Project" directed by an Advisory Group and two Co-Directors, who were employees of the City of Greensboro. Local area foundations, including the Community Foundation of Greensboro, paid the cash costs of the program for the first three years; the City's contribution was staff time.<sup>22</sup>

The Greensboro project was envisioned as having three phases: the first phase for established community leaders, the second for growing leaders, and the third for the general public. Each year would have 180 participants in 90 partner-pairs between two people of different races, who would begin with an orientation session to learn more about the program's objectives and get introduced to their partners.

The program kicked off in fall of 2004 with the participation of the mayor, police chief, business leaders, city council members, county commissioners, preachers, teachers and journalists.<sup>23</sup> Each partner-pair was to meet 16 times over a year, with meetings set according to the partners'

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<sup>21</sup> <http://www.dismantlingracism.org/process.html>

<sup>22</sup> Greensboro Bicentennial Mosaic Project, retrieved from <http://www.ci.greensboro.nc.us/mosaic/overview.html>

<sup>23</sup> Greensboro Bicentennial Mosaic Project, <http://www.ci.greensboro.nc.us/mosaic/press/011705.html>

preferences. Also during the program year, small groups of six to eight partners were to meet about every six weeks with a coach or facilitator and go through a program designed to stimulate interaction and further their partnerships. Like the Milwaukee Mosaic program, the Greensboro goal was for participants in each phase to be inspired to expand their experience into other social, civic, and professional groups to which they belonged. Upon the conclusion of the three-year contract, it was intended that direct administration of the program would be transitioned to another group.

## 2. Social Capital Community Benchmark Report

The Greensboro Community Foundation was not only the primary funder of the city's Mosaic program, it also commissioned a study resulting in the publication of the *2006 Social Capital Community Benchmark Report*. The study was undertaken by researchers from the Department of Social Sciences & Health Policy, Wake Forest University School of Medicine. Additional funding was secured from several other local Greensboro foundations and from the Greensboro newspaper. The report defines social capital as “*interpersonal relationships, social connectedness, trust, cooperation, and engagement in the life of the community*.”<sup>24</sup> The report presents key findings from two surveys, one undertaken in 2000 and the other in 2006, as they relate to Greensboro. These surveys were part of nationwide efforts coordinated by the Saguaro Seminar at Harvard University. The Harvard researchers created a 200-item survey instrument to measure social capital including the respondent's social connections (e.g., friendships, social interactions, trust of others), along with the degree to which the respondent is involved in a wide variety of community organizations and political activities (i.e., community engagement). The 2000 survey was done in 40 communities nationwide where there was a local sponsor; the 2006 study was done in 20 communities across the nation. Greensboro participated in both surveys, with the Community Foundation as the primary sponsor.\*

The findings of the Wake Forest report show that:

*According to some measuring sticks (especially involvement in organizations, volunteering, and monetary giving), Greensboro has a rich stock of social capital. Moreover, these aspects of social capital have increased over the past six years, whereas national levels have remained relatively flat. On the other hand, the survey also points to major areas of concern, particularly with regard to **trust** – inter-personal trust, as well as trust of those individuals and institutions that are charged with serving the larger community's interests.<sup>25</sup>*

Increases in many of the behavioral measures between 2000 and 2006, for instance, the number of times respondents said they had been in the home of someone of a different race, or had them in their home, cannot be definitively attributed to the influence of the Mosaic project during that time, but the program could be a contributing factor explaining why these rates of social capital increased in Greensboro when they stayed the same in the national sample.

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\* Nine of the 20 communities were surveyed through the support of a local community foundation: **Greensboro, North Carolina** (Community Foundation of Greater Greensboro); **Winston-Salem, North Carolina** (Winston-Salem Foundation); **Lewiston-Auburn, Maine** (Maine Community Foundation); **San Diego, California** (San Diego Community Foundation); **Rochester, New York** (Rochester Area Community Foundation); **Duluth, Minnesota/Superior, Wisconsin** (Duluth-Superior Area Community Foundation); **Sarasota, Florida** (Gulf Coast Community Foundation); **Kalamazoo, Michigan** (Kalamazoo Community Foundation); and the **state of New Hampshire** (New Hampshire Charitable Foundation). In addition, the Kansas Health Foundation sponsored the survey in five **Kansas** communities. Dedicated support from two national foundations (the Surdna Foundation and the Bernard and Audrey Rapoport Foundation) allowed the survey to be conducted in five communities that were impacted by the evacuation of Louisiana residents following Hurricane Katrina: **Houston, Texas; Baton Rouge, Louisiana; and three unnamed communities in Arkansas.**

<sup>24</sup> Easterling, D. and Foy, C. (2006). *2006 Social Capital Community Benchmark Report*. Retrieved from [http://www.cfgg.org/downloads/studies/Social\\_Capital\\_Report\\_2006.pdf](http://www.cfgg.org/downloads/studies/Social_Capital_Report_2006.pdf)

<sup>25</sup> Easterling (2006).

Other findings were not so positive, such as “that between 2000 and 2006, African Americans in Greensboro became more trusting while whites became less trusting – to a greater degree than occurred nationally.”<sup>26</sup> On the other hand, “white respondents in Greensboro report almost the same level of trust in African Americans as they do in whites, a pattern that is not so true at the national level.”<sup>27</sup> Again, the degree to which such changes can be directly attributed to the Mosaic program is minimal.

### 3. IMPACT Greensboro

The Community Foundation of Greater Greensboro took over the Mosaic program from the city in 2007 and renamed the project IMPACT Greensboro. In that year, the Foundation’s annual report took “Social Capital” as its organizing theme. The report states that

*Social capital is the energy that, when combined with monetary capital from donors, transforms what might otherwise be a detached, obligatory gesture into genuine engagement in the work for a more positive future. Creating an environment where social capital can compound and appreciate in value is as much a part of the Community Foundation’s mission as managing funds and making grants.*<sup>28</sup>

At this time, the program changed not only its home and name, but also its process. Rather than working with partner-pairs, individuals were recruited into IMPACT Greensboro in order to create “change agents.”<sup>29</sup>

*This program provides the opportunity for individuals to learn about themselves, understand the issues and challenges of our community and to forge new ways to address them through personal action. This unique combination of education, skill building and small groupwork, allows for the thoughtful examination of the dynamics of diversity, leadership and community building. The outcome of IMPACT Greensboro is to create leaders—Change Agents, who will engage in civic opportunities to strengthen our city.*<sup>30</sup>

IMPACT Greensboro participants must apply for a slot in the program. Fifty participants with a strong sense of community and a proven commitment to service, are chosen annually to participate. Participants reflect the diversity of the community and include people from many different backgrounds, education levels, and ages. There are no costs to participants, all of whom receive scholarships from Community Foundation of Greater Greensboro. The program’s website describes IMPACT Greensboro as requiring a year-long commitment with participants expected to attend all large and small group sessions. There are five day-long sessions that meet on Fridays each quarter. In the in between months, there are shorter, 3-hour meetings which meet on Fridays, with a small group of peers, who share an interest in the same community issue. After the intensive first year, Change Agents become part of a network that continues to work on possibilities for a better community.

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<sup>26</sup> Easterling (2006).

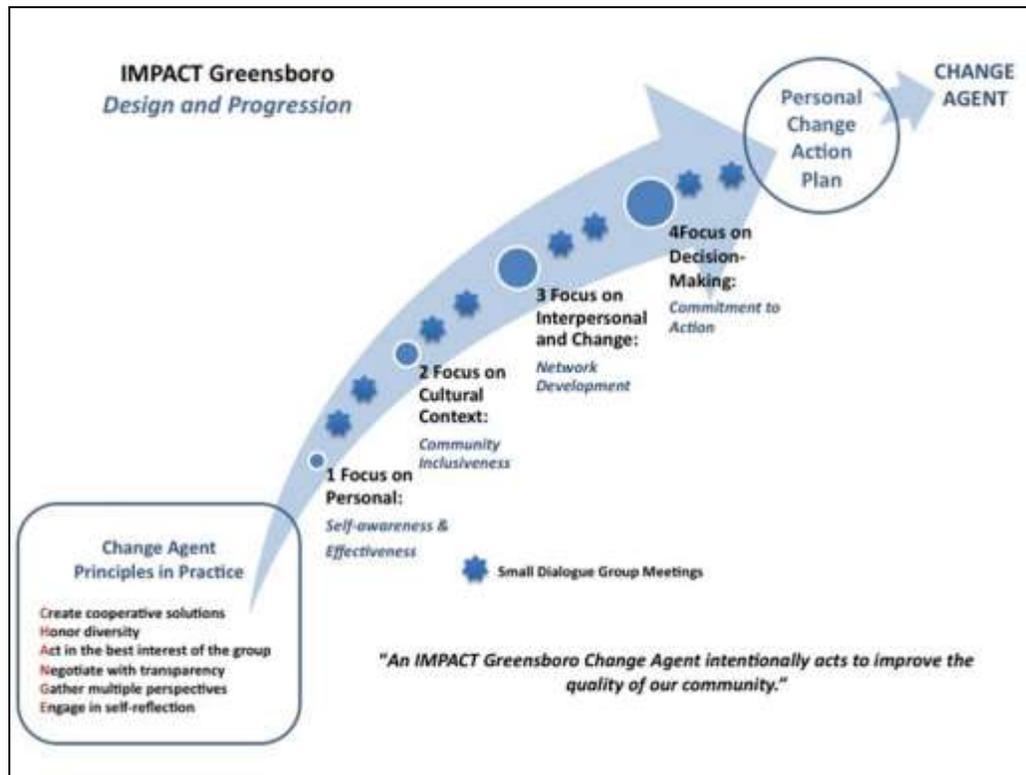
<sup>27</sup> Easterling (2006).

<sup>28</sup> Community Foundation of Greater Greensboro 2007 Annual Report [http://www.cfgg.org/downloads/annual\\_reports/CFGG\\_Annual\\_Report\\_2007.pdf](http://www.cfgg.org/downloads/annual_reports/CFGG_Annual_Report_2007.pdf)

<sup>29</sup> Community Foundation of Greater Greensboro 2007 Annual Report, [http://www.cfgg.org/downloads/annual\\_reports/CFGG\\_Annual\\_Report\\_2007.pdf](http://www.cfgg.org/downloads/annual_reports/CFGG_Annual_Report_2007.pdf)

<sup>30</sup> IMPACT Greensboro, <http://impactgreensboro.org/about-impact/>

Graphic representation of IMPACT Greensboro<sup>31</sup>



In 2010, the program moved to be based at the Center for Creative Leadership (CCL), and all IMPACT Greensboro sessions are now held at CCL's 19-acre wooded campus. CCL was founded in 1970 as a nonprofit, with the mission to advance the understanding, practice and development of leadership for the benefit of society worldwide. They offer 14 different open-enrollment programs. CCL annually serves more than 20,000 individuals and 2,000 organizations including more than 80 of the Fortune 100 companies across the public, private, nonprofit and education sectors.<sup>32</sup>

<sup>31</sup> IMPACT Greensboro, <http://impactgreensboro.org/about-impact/>

<sup>32</sup> Center for Creative Leadership, <http://www.ccl.org/leadership/about/quickFacts.aspx?pagelid=654>

**E. Jacksonville Community Council, Inc.<sup>33</sup> (Jacksonville, FL)**

Jacksonville Community Council Inc. (JCCI) is a nonpartisan civic organization that engages diverse citizens in open dialogue, research, consensus building, advocacy and leadership development to improve the quality of life and build a better community in Northeast Florida and beyond. JCCI has been called Jacksonville's "citizen think tank." This is the place where community-minded people get together to explore issues of community importance, identify problems, discover solutions, and advocate for positive change.

1. Race Relations Progress Report<sup>34</sup>

In 2005, JCCI published its baseline Race Relations Progress Report under a charge to produce an annual report card to measure progress and hold the community accountable for eliminating race-based disparities. There are now five annual report cards, and each year has seen the report strengthen its ability to measure progress.

2. Online interactive tool on Race Relations<sup>35</sup>

Interactive access to the data contained in the Race Relations Progress Report. This new tool allows individuals to explore the trend lines of more than 30 measures to see where Jacksonville is living up to its ideals – and where there are gaps.

**F. Mt. Holyoke “Beyond Tolerance Project” (South Hadley, MA)<sup>36</sup>**

The Beyond Tolerance Project offers workshops to educate students on matters of identity, oppression, privilege, and inclusion. The interactive workshops are created by university students to help foster a deeper dialogue and empower Mt. Holyoke students to be able to meet the concerns of inequality on campus. The process includes addressing issues of privilege, oppression, and inequality. The facilitator then explores commonalities and begins to build bridges across difference. Finally, the group explores the complexities of their own social identities in the context of a diverse community. The workshops are modified for groups of students, including sports teams, hall-mates, classes, student organizations, groups of friends, and student staff. All workshops are one-and-a-half to three hours long and have trained facilitators.

**G. Mt. Mary College “Building Bridges”<sup>37</sup>**

This project, a spinoff of the Milwaukee Mosaic program, seeks to provide an opportunity for undergraduate students to participate in a program designed to foster building relationships to understanding across all lines of diversity. Participants strive to move from a societal mindset of "us and them" to a community mindset of "we".

The vision of the project is to become the program on campus that helps to create a community of inclusion for all students, faculty, and staff. This goal is realized by:

- Helping "inclusion" become an integral part of personal attitudes and campus life;
- Providing focused discussions and activities designed to facilitate understanding of differences, specifically race;

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<sup>33</sup> <http://www.jcci.org/>

<sup>34</sup> <http://www.jcci.org/jcciwebsite/pages/racerelations.html>

<sup>35</sup> <http://www.jcci.org/jcciwebsite/snapshot/RRPR%20IA/atlas.html>

<sup>36</sup> [http://www.mtholyoke.edu/diversity/beyond\\_tolerance.html](http://www.mtholyoke.edu/diversity/beyond_tolerance.html)

<sup>37</sup> [http://www.facebook.com/pages/Students-Building-Bridges-at-Mount-Mary-College/116324298429449#!/pages/Students-Building-Bridges-at-Mount-Mary-College/116324298429449?v=info#info\\_edit\\_sectionsm](http://www.facebook.com/pages/Students-Building-Bridges-at-Mount-Mary-College/116324298429449#!/pages/Students-Building-Bridges-at-Mount-Mary-College/116324298429449?v=info#info_edit_sectionsm)

- Creating safe atmospheres for exploring challenging issues of diversity;
- Supporting the development of "partnerships" between students across racial lines;
- Presenting to students, faculty and staff, information on diversity related topics;
- Becoming a vehicle for creating the diversity "brand" at Mount Mary College; and
- Sharing successes and challenges with other institutions

**H. The National Conference for Community and Justice** (Connecticut/Western MA) (formerly the National Conference for Christians and Jews)

1. Bridges<sup>38</sup>

This is a two-day anti-bullying and prejudice reduction program for middle and high school students. Through a series of experiential activities, students begin to understand the origins of prejudice and how it affects others, confront their own prejudicial beliefs, recognize the harmful effect of stereotypes and develop strategies to implement this learning in their own schools.

2. Camp Anytown<sup>39</sup>

Camp ANYTOWN is a nationally recognized and award winning diversity, leadership, and social justice program for youth ages 15-18 (Delegates.) Founded in 1957, ANYTOWN is designed to educate, liberate, and empower youth participants (delegates) to become effective, responsible global leaders and community builders. For six days, a diverse group of 60 high school students come together to build a community based on respect, understanding, and inclusivity. Through interactive games, workshops, and discussions, Delegates, along with 25 staff members explore the thoughts, opinions and experiences we all share on topics like prejudice, discrimination, and hate. Through this dialogue, the Delegates are taken on a journey to create a model for an ideal community in which members not just tolerate, but celebrate each other's differences. It is the goal of ANYTOWN to equip the Delegates with the knowledge and skills to transform their home communities into places where individual differences are seen as positive tools that bring people together instead of keeping them apart.

*Local Connection:* From 1997 – 2003, Camp Anytown Wisconsin was run by the local NCCJ organization. When financial troubles threatened to end the program, volunteers and the Milwaukee Area Jewish Committee took it over. In 2008, the program was transitioned to the YWCA of Greater Milwaukee. It is now called "Everytown Wisconsin Youth Leadership Conference" and is run under the auspices of the YWCA of Greater Milwaukee. For more information, see entry on YWCA.

3. Community Conversations<sup>40</sup>

The Community Conversations program is a nationally acclaimed medium for developing community awareness as a forum for matters that need to be discussed. The Community Conversations program is based on a national Study Circle model for democratic dialogue. The groups are made of 8-12 people from diverse racial and ethnic backgrounds and meet once a week for two hours over a 6-week period. They are led by trained facilitators, and the participants follow a particular format of how to explore personal experiences and public policies. The six sessions are designed to shift through personal experiences and observations about race relations into strategies for action on an individual, collective and institutional level that will make a healthier community.

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<sup>38</sup> <http://www.nccjctwma.org/whatwedo/bridges.html>

<sup>39</sup> <http://www.nccjctwma.org/whatwedo/anytown.html>

<sup>40</sup> <http://www.nccjctwma.org/whatwedo/community.html>

#### 4. Different and the Same<sup>41</sup>

This innovative program for K-3<sup>rd</sup> grade students developed by Family Communications, Inc. (the company that produced “Mister Rogers Neighborhood”) addresses such challenging issues of prejudice as name calling, hate crimes, stereotyping and inclusion. There are nine videos for students in which animal puppets portray school children that are diverse in appearance and background. In each program, the puppet characters and live actors from a variety of ethnic backgrounds tackle different diversity topics. The goal of the program is to promote inclusion and respect in the classroom.

### I. **Odyssey of Humanity** (Rochester, NY)

#### 1. Biracial Partnerships for Community Progress

Rochester’s diversity initiatives began in 2001 when the mayor appointed a Commission on Race and Ethnicity charged with eliminating racism in the community. Eventually, the group partnered with Idea Connections Systems and began the development of “Biracial Partnerships for Community Progress.” In its first year, the project involved 160 business, government, education and religious leaders with the goal of bringing about the “genesis of a prejudice free community by 2010.”<sup>42</sup> After the attacks of 9/11, the program shifted slightly and in 2002 focused on creating partnerships between the Muslim and non-Muslim communities in Rochester.

In 2002 a 501(c)(3) called Odyssey of Humanity was created to expand the Mosaic Partnerships™ to “ever larger groups of community members.” Two paid, full time staff—a program director and a coordinator to oversee program delivery—were hired. The 990s for the organization show that in 2007 it had income of \$8,000 and expenses of \$53,000 (mostly for salaries and employee benefits). The 2008 and 2009 returns show almost no financial activity. There is no 2010 return online and the organizational website appears not to have been updated recently; apparently the program is no longer active.

When the program was functioning, it ran in a manner very similar to Milwaukee Mosaic. According to their website, partner-pairs met socially 16 times over the course of a year. They also met in cluster groups of 6-8 partner pairs (12 to 16 partners) seven times over the year. The cluster groups were guided by volunteer coaches who facilitated the cluster group discussions. Each cluster group had two coaches who were also paired across racial and/or ethnic lines. They had 50-60 coaches per year, who were individuals with experience in race relations or diversity programs, proven facilitation skills and a strong commitment to improving race relations in the community. Coaches received two days of training at the beginning of the year, two more days midway through the year, and two hours of training prior to each of the seven cluster group meetings.

#### 2. High School Program

According to the Idea Connections Systems website, a high school version of the Mosaic Partnerships™ program was implemented for the first time in 2001 when the Maplewood neighborhood of Rochester, NY paired students from a high school predominated by people of color with students from a predominantly Caucasian high school.<sup>43</sup>

<sup>41</sup> <http://www.nccjctwma.org/whatwedo/different.html>

<sup>42</sup> Odyssey of Humanity, retrieved from [http://www.odysseyofhumanity.org/brp\\_1.html](http://www.odysseyofhumanity.org/brp_1.html)

<sup>43</sup> Idea Connections Systems, retrieved from <http://www.innovating.com/mosaic-partnerships/applications/>

## J. One Jax<sup>44</sup> (Formerly Northern Florida Conference of Christians and Jews) (see also JCCI)

OneJax is an interfaith organization that promotes respect and understanding among people of different religions, races, cultures and beliefs. Through education, community building and advocacy initiatives, OneJax works to overcome bias, bigotry, and racism. It is the intention of OneJax to serve as an ethical center among all people to assure that everyone in Northeast Florida is treated with respect and dignity. OneJax wants to be the catalyst that will help transform our community into one of peace and understanding...to be truly, Different Together.

### 1. Community Forums<sup>45</sup>

Periodic forums for public dialogue on diversity and tolerance issues. Forums are held upon request by individual organizations or in response to a topical, timely incident or event.

### 2. LOUD (Leaders of United Diversity)<sup>46</sup>

Leaders of United Diversity—LOUD—is a program where Metrotown graduates bring the message of respect and appreciation for racial, religious and cultural difference into their schools. LOUD members serve as teen OneJax ambassadors and initiate programs and activities at their schools to promote the acceptance of diversity and the crossing of cultures and backgrounds to forge new relationships and appreciation for others. In addition, they play an important supportive and example-setting role during each new year's Metrotown Institute. LOUD members also assist OneJax during other various programs and events. Most importantly, LOUD meets on a regular basis to renew and reinforce their Metrotown experience. Often participating in volunteer community service projects and other activities, the LOUD program offers members an environment in which to build upon their new beliefs and value system.

### 3. Metrotown Institute<sup>47</sup>

Metrotown is an intensive, experiential teen diversity education program that promotes interracial, inter-religious and intercultural dialogue. Held during one week each summer, participants come together daily to take part in group exercises & activities, facilitated discussion sessions and individual reflection. The teen participants gain new understanding, respect and appreciation for the differences in each other. This is usually a life-changing experience for participants and leaves an impression that lasts a lifetime. Most importantly, the new perspectives gained by the teens are carried by them to their friends, families and neighbors once Metrotown is completed. In so doing, Metrotown is a revolution that is changing our community on a person-to-person basis, one person at a time. Led and facilitated by certified counseling professionals that work in the areas of diversity, relationships, youth or aligned disciplines, the Metrotown Institute is a powerful experience that impacts all who participate.

### 4. Project Breakthrough “Changing the Story of Race in Jacksonville” (Florida)<sup>48</sup>

This initiative is led by OneJax, in partnership with The Aspen Institute, The Community Foundation in Jacksonville and the Jacksonville Human Rights Commission (JHRC). In late 2008, a group of 27 high profile community leaders and influencers convened for a 3-1/2 day *Racial Equity Workshop* developed and facilitated by The Aspen Institute. The group included the mayor, immediate past president of City Council, the sheriff, the chair of the school board, the

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<sup>44</sup> <http://www.onejax.org/about/history.asp>

<sup>45</sup> <http://www.onejax.org/programs-services/community-foums.asp>

<sup>46</sup> <http://www.onejax.org/programs-services/loud.asp>

<sup>47</sup> <http://www.onejax.org/programs-services/metrotown.asp>

<sup>48</sup> <http://www.onejax.org/programs-services/project-breakthrough.asp>

school superintendent and the chair-elect of the local Chamber of Commerce, among others. Project Breakthrough did not involve a study or a survey. Instead, it looked at the manner in which the very infrastructure of participants' lives, history and our culture serves to perpetuate racial inequality—structural racism.

The goals of **Project Breakthrough** are to introduce a common frame for understanding the causes of Jacksonville's—and the nation's—racial disparities; to promote a common language for thinking, talking and problem-solving around Jacksonville's racial disparities; and to build and support a critical mass of those committed to changing the story of race in Jacksonville by dismantling structural racism.

- Education System

Nowhere is structural racism more damaging than in the education system, for that reason Project Breakthrough is focused on improving the trend line of the graduation rate for young black males in Duval County within 5 years. Working in collaboration with Reclaiming Young Black Male Initiative, DCPS, United Way of Northeast Florida, NFCAA, the *Florida Times-Union*, and the Jacksonville Public Education Fund and the City of Jacksonville Project Breakthrough staff member serves as chair of the committee to diminish the inherent inequities that exist across the difference of race. This team is using an organizational tool developed by Aspen Institute to determine public policies, institutional practices and cultural representations that are in place that have created these inequities for young black males. The next step is to create the strategies to begin to dismantle the structural racism. The team has already begun work with Teach for America staff and the Office of Equity and Inclusion to increase the level of cultural competency for teachers – in particular at Raines High School and its feeder schools.

A step to decrease drop out rates among black males and all students was taken in April 2010 when a "Racial Equity & Society Training" for 63 Duval County Public School 7th grade social studies teachers was held. The training used a drop-out prevention tool — "Bring Your 'A' Game" — and provided background to the teachers and administrators on the structural racism analysis and its implications for their work and for Jacksonville's communities. It has been integrated into the 7th grade social studies curriculum for the 2010-2011 school year and will reach 10,000 students. Plans are currently in development to expand this training and integrate it into the 8-12th grade curricula as well.

- Leadership Development

Along with the participants of the original workshop—which continues to meet quarterly led by a nonprofit executive/mayoral candidate and a circuit court judge—Project Breakthrough is developing additional relationships and collaborations on an on-going basis with individuals, corporations and organizations willing to use their influence to further the vision of racial equity in our community. Having leaders that understand the role race has played in Jacksonville—and our country—is central to the initiative's success. As part of that effort, Project Breakthrough leaders and participants served as a panel for Leadership Jacksonville's Justice Program Day for the Class of 2010, explaining the manner in which communities, institutions and organizations could use tools to identify and address structural racism. Project Breakthrough staff is now working closely with Leadership Jacksonville to identify ways to integrate structural racism components into each Program Day for the 2011 class. In addition, a second Racial Equity Workshop will be held for a new group of community leaders in the early fall of 2011.

- Media & Communications

This part of Project Breakthrough is focused on building an understanding of structural racism among media and communication leaders to encourage more enlightened news coverage. In our media-intensive society, there is no better way to communicate a concept and perspective than through print, broadcast and digital media outlets. Knowing that the media is important to building awareness for the Project Breakthrough initiative, it was clear that if the media was trained to look at stories through a structural racism lens, the public could come to understand the critical nature of structural racism and how it creates and sustains racial disparity in the community.

In August 2010, senior management, editors, producers, content managers and reporters representing more than 17 news outlets in the greater Jacksonville area convened at White Oak Conservation Center for two days of intensive, interactive training. Many positive things came out of the sessions, but the primary outcomes included the participants' willingness to work together to develop a set of standard media practices and guidelines for reporting stories affected by structural racism; a desire for continued professional development; interest in developing a more formal collaboration around this issue; and the need to work with local high schools, colleges & universities.

Throughout 2011, the Project Breakthrough staff will conduct trainings for more than 100 reporters, editors and other employees of the *Florida Times-Union*. Several other smaller publications, TV & radio stations and online media are working to join together for similar training for their employees.

In addition, Project Breakthrough will work with the *Times-Union* on its "City of Hope" series, which is a long-term civic-journalism project aimed at alerting and informing the public on issues and information related to child-rearing, the schools and educational systems in Duval County.

## K. The People's Institute for Survival and Beyond<sup>49</sup>

1. Reflection, Assessment, Evaluation Team<sup>50</sup>

Institute staff will lead an assessment process, guided by community leaders and based on the community's values and self-determined goals. R.A.E. helps an organization state, observe and measure its vision and values with as much energy and commitment as it measures its "objective" goals and outcomes. This assessment process is based on The People's Institute core anti-racist organizing principles.

2. European Dissent<sup>51</sup>

Since 1989, a collective of white anti-racist organizers initiated European Dissent to explore ways in which to practice. Members are persons of European descent who "dissent" from the racist institutions and values designed to benefit them. Since its inception, white anti-racist groups developed throughout the country. In 2002, European Dissent/New Orleans provided major leadership for a gathering of 65 white anti-racist activists who seek to strengthen the white anti-racist voice in discussions and actions to undo racism.

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<sup>49</sup> <http://www.pisab.org/who-we-are>

<sup>50</sup> <http://www.pisab.org/programs#rae>

<sup>51</sup> <http://www.pisab.org/programs#ed>

3. The Jim Dunn Center for Anti-Racist Community Organizing<sup>52</sup>

The Jim Dunn Center, a New Orleans initiative of The People’s Institute, is the fulfillment of the dream of The People’s Institute co-founders, Ron Chisom and Jim Dunn to build a leadership school for anti-racist grassroots organizers. Activities are designed and led by an Organizers’ Roundtable, a collective of over 200 anti-racist community organizers from throughout Southeast Louisiana. Members of the Organizers’ Roundtable regularly meet to share their experiences, sharpen their skills and deepen their analysis through forums, classes and cultural event as well as provide technical support to one another and to their constituents. Some of the things the Center has accomplished include:

- Facilitated leadership forums on housing and predatory lending, public school education reform, African American reparations, the prison-industrial complex, and internalized racial oppression.
- Hosted evenings of inter-generational cultural sharing, with community dancers, poets, artists, storytellers sharing their creativity.
- Supported anti-war, housing and other social justice mobilizations.
- Collaborated on research projects for African American history month.
- Sponsored internships for high school and college-age anti-racist organizers in the U.S. and in South Africa.

4. The People’s Institute Youth Agenda (P.I.Y.A.)<sup>53</sup>

P.I.Y.A. identifies and mentors young anti-racist organizers in colleges and in the neighborhoods where The People’s Institute does its work. Since 1996, youth have modified the Undoing Racism®/Community Organizing process so it is relevant and applicable to youth. In 1997, they adapted The People’s Institute principles and analysis to conduct a summer Freedom School, modeled on the citizenship schools of the Civil Rights era. Since then, P.I.Y.A. Freedom Schools reached over 2,000 children and youth in New Orleans, Seattle, Duluth, Minneapolis, Oakland and other locations.

5. Undoing Racism Community Organizing Workshop<sup>54</sup>

Through dialogue, reflection, role-playing, strategic planning and presentations, this intensive process challenges participants to analyze the structures of power and privilege that hinder social equity and prepares them to be effective organizers for justice.

**L. Southern Poverty Law Center<sup>55</sup> (Montgomery, AL)**

The Southern Poverty Law Center is a nonprofit civil rights organization dedicated to fighting hate and bigotry, and to seeking justice for the most vulnerable members of society. Among other things, the Center has several initiatives dedicated to teaching tolerance to youth. The Teaching Tolerance<sup>56</sup> program works to foster school environments that are inclusive and nurturing – classrooms where equality and justice are not just taught, but lived. The Center publishes *Teaching Tolerance magazine*, multimedia teaching kits, online curricula, professional development resources like our Teaching Diverse Students Initiative that are provided to educators at no cost. Mix It Up at Lunch Day is a nationwide initiative that asks students to sit with someone new in the school cafeteria for just one day in November.

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<sup>52</sup> <http://www.pisab.org/programs#jim-dunn>

<sup>53</sup> <http://www.pisab.org/programs#piya>

<sup>54</sup> <http://www.pisab.org/programs#urcow>

<sup>55</sup> <http://www.splcenter.org/>

<sup>56</sup> <http://www.splcenter.org/what-we-do/teaching-tolerance>

## M. YWCA

The mission of the YWCA is to eliminate racism, empower women and promote peace, justice, freedom and dignity for all. In pursuit of this mission, many YWCAs across the U.S. have developed racial justice and anti-racism programs. Below are just a few examples.

### 1. Camp Everytown (Milwaukee, WI)<sup>57</sup>

People of different ethnic, religious, economic and cultural backgrounds, live and learn together as high school age delegates and adult staff create an inclusive community - a place to experience, appreciate, respect and understand people of diverse cultural traditions. Everytown prepares young leaders to challenge racism, sexism, heterosexism, ageism and ableism. The young people who come to Everytown are nominated by teachers, counselors, parents, and community leaders. Participation is based on the applicant's desire to participate and learn. Potential delegates are of high school age and must have completed the ninth grade. See also <http://www.jsonline.com/news/wisconsin/52271972.html> "Summer camp with a difference" 8/1/2009.

### 2. Dialogue on Race (Fort Worth & Tarrant County, TX)<sup>58</sup>

Dialogue on Race is held several times a year in different areas of the community to promote action through honest dialogue. Dialogue on Race is a unique opportunity for women and men to speak frankly and safely about racial issues while learning from each other about the repercussions of prejudice and institutional racism. Everyone, regardless of race, national origin, culture, sexual orientation or color, is encouraged to participate. Dialogue on Race meets once a week for four weeks, two hour sessions. Attendance to all sessions is vital to the community of participants as they take part in the dialogue together.

### 3. Communicating Across Cultures Workshop (Madison, WI)<sup>59</sup>

Looking at culture through the lens of race, the YWCA offers this educational training to broaden intercultural and interracial awareness and to improve intercultural and interracial communication. These workshops explore the role that culture plays in communicating and resolving (or escalating) conflicts across racial lines. With a focus on racial and ethnic diversity in the United States, participants in this workshop will learn about verbal and non-verbal communication and conflict styles. This introductory-level two-part workshop leverages multiple learning strategies, including: interactive activities, discussion and a film screening. Through a combination of techniques, participants will learn more about themselves and the role culture plays in our everyday interactions and how to navigate these interactions with conscious and culturally appropriate ways.

### 4. Deconstructing Racism Workshop (Madison, WI)<sup>60</sup>

By examining and assessing how racism impacts and is perpetuated at the structural level, participants and organizations develop a critical consciousness which is the basis for action planning and implementation regarding the elimination of racism and creating multicultural organizations. These workshops are an external examination of how racism is embedded in the historical legacy of the United States in our laws, economy, housing markets, and institutions, including our criminal justice and educational systems. By considering this historical legacy,

<sup>57</sup> <http://www.ywca.org/site/pp.asp?c=ekLPi7O1H&b=5105443>

<sup>58</sup> <http://www.ywcafortworth.org/ywca-dialogue-on-race.html>

<sup>59</sup> <http://www.ywcamadison.org/site/pp.asp?c=lkJZJdO4F&b=6299867>

<sup>60</sup> <http://www.ywcamadison.org/site/pp.asp?c=lkJZJdO4F&b=6299947>

participants come to understand the impact that past policies still have on our society today. This intermediate-level two-part workshop utilizes the *Race: The Power of an Illusion* film series from PBS. By asking, "What is this thing called 'race'?", a question so basic it is rarely asked, *Race: The Power of an Illusion* helps set the terms that any further discussion of race must first take into account. These highly interactive workshops culminate in strategic planning and policy analysis to help people apply these ideas to their individual lives and their organizations.

5. Just Us (Milwaukee, WI) <sup>61</sup> (Justice Under Simple Terms: Understanding Stereotypes)

This racial justice program was designed by the Milwaukee YWCA specifically targeting youth enrolled in grades 9-12. Just "Us" is an antiracism curriculum divided into four programs meeting the needs of racial justice education in Milwaukee area high schools. Educators may choose to have four individual workshops that touch on each program, or turn one, two, or more programs into a series. Each program consists of eight weekly sessions for the length of the school's class period (i.e. 45 minutes). The Just "Us" series is conveniently offered to meet the needs of each participating school. The workshops are flexible as educators may regard certain materials more related and valuable to its student body. Whether choosing a one-time workshop or opting for a 32-week series, the curriculum is tailored to fit the preferences of the teacher and school.

6. Racial Justice Dialogues (Columbus, OH)<sup>62</sup>

This is a full-length anti-racism curriculum developed by YWCA Columbus, in collaboration with the Ohio State Bar Foundation (which also provides program funding), the University of Toledo, and the Ohio Judicial College. Judges and lawyers who participate talk about the difficult subject of race relations and racism in our society. The curriculum lays out six, two hour sessions—which can be conducted independently, in a block, or in a series. The sessions cover such topics as the nature of race and racism, institutional racism, anti-racism strategies, and action planning. The curriculum was piloted in October, 2005, with a group of sixteen judges from across the state participating in a day-long program, sponsored by the Ohio Judicial College. The dialogue was facilitated by two judges. The Ohio State Bar Foundation, which owns the curriculum, has made it available to the public. It can be viewed online at [www.osbf.net](http://www.osbf.net).

7. Racial Justice Summit (Madison, WI)<sup>63</sup>

Each year, the YWCA Madison hosts a racial justice summit that brings together community stakeholders to work on eliminating barriers that foster racism in the community. The summit focuses on institutional racism and involves nationally-known keynote speakers and researchers, as well as local experts and advocates. Through an environment that encourages learning from and supporting each other in our common goals, the summit provides a platform for action planning and community dialogue.

8. Study Circles and Racial Education Program (Bethlehem, PA)<sup>64</sup>

A study circle consists of a diverse group of people meeting together to discuss issues on racism and race relations. It is not a lecture or a debate, but a group discussion where members learn from each other. Together the group decides on a common goal and makes change within the community by taking action steps to improve race relations. The intent is to get people listening to one another, which will lead to greater understanding, enhance awareness of individuals, and create efforts for action.

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<sup>61</sup> <http://www.ywca.org/site/pp.asp?c=ekLPi7O1H&b=3012681>

<sup>62</sup> <http://www.ywca.org/site/apps/nl/content2.asp?c=djISi6PIKpG&b=281407&ct=2676765>

<sup>63</sup> <http://www.ywcamadison.org/site/pp.asp?c=IkZJdO4F&b=5373815>

<sup>64</sup> [http://www.ywcbethlehem.org/racial\\_justice.php](http://www.ywcbethlehem.org/racial_justice.php)

The discussions are lead by a trained group facilitator using a guide called *Facing Racism in a Diverse Nation*, a guide developed by Everyday Democracy which has been proven successful in various Study Circles across America. The facilitators are there not to act as experts on the topic, but to serve the group by keeping the discussion focused, helping others to consider a variety of views, and asking probing questions.

Meetings are held once a week for six weeks and participants are asked to attend all discussions in order to be fully engaged within the group. By participating in Study Circles, individuals gain "ownership" of the issue, discovering connections between personal experiences and public policies, and gain a deeper understanding of their own and others' personal perspectives and concerns. Often a common ground is discovered which ultimately leads to the ability to work collaboratively to solve local problems.

9. Unlearning Racism Workshops (Milwaukee, WI) <sup>65</sup>

This workshop series provides an opportunity to discover the conscious and unconscious ways that racism has impacted our lives. Facilitated dialogue, activities, movies and listening pairs will move participants forward in addressing racism in our community. It is not expected that a participant will reverse a lifetime of experiences surrounding racism in six sessions. Rather, this series encourages individuals to incorporate knowledge and understanding into their own personal journeys as they begin or continue to eliminate racism in their sphere of influence. The expectation is that participants will attend all six sessions. Each session will last four hours.

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<sup>65</sup> <http://www.ywca.org/site/pp.asp?c=ekLPI7O1H&b=1994075>

## **General Resources on Equity, Diversity & Inclusion**<sup>66</sup>

### A. Annie E. Casey Foundation “Race Matters” Toolkit <sup>67</sup>

The foundation has a comprehensive toolkit available on its website. The toolkit is designed to help decision-makers, advocates, and elected officials get better results in their work by providing equitable opportunities for all. The toolkit presents a specific point of view on addressing unequal opportunities by race and offers simple, results-oriented steps to help you achieve your goals. There is a user’s guide, power point, along with tools for doing a racial equity impact analysis, system reform strategies, community building strategies, and an organizational assessment. There is also a series of fact sheets targeted to specific areas:

#### **Fact Sheets**

##### Child and Youth Development

1. [Health](#)
2. [School Readiness](#)
3. [Education](#)
4. [Adolescent Reproductive Health](#)
5. [Youth in Transition](#)

##### Family and Community Success

6. [Income Security](#)
7. [Family Economic Success](#)
8. [Rural Family Economic Success](#)
9. [Neighborhood Vitality](#)
10. [Civic Participation](#)

##### Public Systems

11. [Child Welfare](#)
12. [Juvenile Justice](#)
13. [Criminal Justice](#)

##### Other

14. [Media](#)
15. [How To Talk About Race](#)

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<sup>66</sup> The information in this section was found within a list of “Racial Equity Resources” located on the website of the Nonprofit Center of Milwaukee at <http://www.nonprofitcentermilwaukee.org/racialequity.php>

<sup>67</sup> <http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx>

## B. Applied Research Center<sup>68</sup>

The ARC describes itself as a racial justice think tank and home for media and activism, built on rigorous research and creative use of new technology, and with a goal of popularizing the need for racial justice and preparing people to fight for it. ARC investigates the hidden racial consequences of public policy initiatives and develops new frameworks to resolve racially charged debates. ARC's bi-annual **Facing Race Conference** is a major national convener of organizers, activists, and intellectuals on race and politics.

The organization has offices in New York, Chicago, and Oakland, and three focus areas:

- **Media and Journalism** to deliver stories that are not reported elsewhere, move people to action in support of racial equity, and push a society silenced by guilt and confusion toward concrete discussions of racial justice in the 21st century.
- **Strategic Research and Policy Analysis** to expose structural inequities by conducting both quantitative and qualitative research; produce reliable, relevant and accessible reports and interactive tools that help researchers, activists and policymakers take next steps; and build the analytical foundation for racial justice campaigns across the nation.
- The **Racial Justice Leadership Action Network** trains a new cadre of journalists, community organizers and elected officials, through popular education, convenings, and mobilized action, to make these solutions real.

## C. Center for Assessment and Policy Development<sup>69</sup> (Trenton, NJ)

The **Center maintains** a portion of its website dedicated to showcasing tools that help community groups and individuals achieve racial equity in evaluation work. In addition to guiding organizations through the process of measuring the success of their work on issues related to race and ethnicity, the site includes a glossary of terms and a page of links to other relevant online resources. Among many other topics, the tip sheets cover such items as avoiding blaming the victim when presenting information on poor outcomes for different racial, ethnic, language or immigrant groups and ways in which evaluators can use findings to reflect on and adjust their work.

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<sup>68</sup> <http://www.arc.org/>

<sup>69</sup> <http://www.evaluationtoolsforracialequity.org/>