




# RACIAL EQUITY TOOLKIT

Applying a Racial Equity Lens to Your Organization



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Monica Joe  
Reuben Waddy





**Through education, advocacy,  
and leadership, HDC supports and  
inspires its members as they work  
collaboratively to meet the housing  
needs of low income residents  
throughout King County**

# Acknowledgements

This **Racial Equity Toolkit** would not have been possible without the generous assistance of some key folks.

First and foremost, we want to thank the HDC **Resident Services Affinity Group**. This project was born out of their discussions.

Within the Housing Development Consortium, we want to thank **Marty Kooistra**, **Dan Cantrell**, and **Sean O'Neill**. All three of them have paved the way for the creation of this booklet. **Ashley Palar**, previously with Capitol Hill Housing, was instrumental in getting this project moving forward. Support from the **HDC Board of Directors** has also been essential in making sure this project remained viable.

We want to thank the [Race and Social Justice Initiative](#) of the **Office for Civil Rights**, of the **City of Seattle**, for granting us the opportunity to work on this project. **Diana Falchuk** has been a wonderful mentor through our trials and tribulations.

Our tools are adapted from a number of sources and organizations, including the [People's Institute](#), [West Coast Poverty Center](#), [Western States Center](#), [King County Equity and Social Justice Team](#), [Coalition of Anti-Racist Whites](#), [Catholic Community Services of Western Washington](#), [Coalition of Communities of Color](#), and **Scott Winn's** "[White Supremacy Culture](#)." Our Resident Engagement section was bolstered by the good work of **Dan Wise** and **Evelyn Allen** of the [Catholic Community Services of Western Washington](#).

This toolkit would not have been possible without our task force members, whose vital input helped shape the materials. These people include **Lisa Fabatz** ([Renton Housing Authority](#)), **Sameth Mell** ([Mt. Baker Housing Association](#)), **Sharyne Shiu-Thornton** ([Building Changes](#)), **Mike Wong** ([YWCA](#)), **Michael Blumson** ([Impact Capital](#)), **Leslie Morishita** ([Interlm CDA](#)), **Ray Padilla** ([Bellwether](#)), **Alex Brennan** ([Capitol Hill Housing](#)), **Teresa Palmer** ([Mercy Housing NW](#)), **Natasha Hundley** ([King County Housing Authority](#)), **Ryan Curren** and **Maureen Kostyack** ([Seattle Office of Housing](#)), **Joaquin Uy** ([WLIHA](#)), **Erika Malone** ([Homestead CLT](#)), **Grace Kim** ([Schemata Workshop](#)), **Eric Buley** and **Sarah Larson** ([Imagine Housing](#)), **Boting Zhang** ([Beacon Development Group](#)), and **Kelli Larsen** ([Plymouth Housing Group](#)).

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# Legend

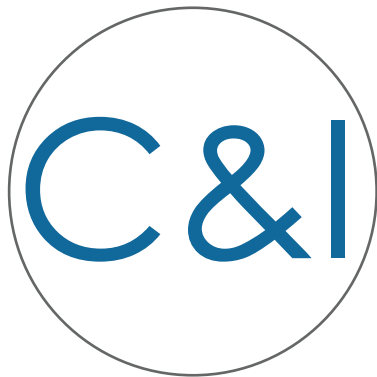
Our toolkit is separated by three major characterizations: **Education**, **Identification**, and **Creation & Implementation**. Each section and document correlates with a specific characterization, and each page will make this clear in the footer with the following symbols:



Education



Identification



Creation and  
Implementation

You can also click on the **HDC logos** in the corner to come back to the table of contents at any time!

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# Foreword

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# Foreword

Welcome to the Housing Development Consortium (HDC) Racial Equity Toolkit. It is our hope that this is not just another document among the many that you get a chance to glance through and say, “that’s nice....I will try to remember to use it when the topic comes up in my work.” Here is some of the history of how this effort evolved:

The Racial Equity Project was initially spawned by presentations and conversations in HDC’s Resident Services Affinity Group in September 2012 about social justice and cultural competence. In the spring of 2013 the Resident Services Affinity Group proposed that HDC apply for a Seattle Office for Civil Rights (SOCR) Technical Assistance grant to address structural racism. While this funding application was not successful, it led to a partnership between HDC and SOCR on a joint proposal to the Department of Housing and Urban Development (HUD) for Fair Housing Assistance Program funding to “build on and expand existing work to prevent housing discrimination and promote racial equity and social justice that will help us achieve fair housing in Seattle and King County.” The project was built around getting HDC members to the *RACE: Are We So Different?* exhibit at the Pacific Science Center, Sep 28 2013 to Jan 5 2014, and included facilitated pre- and post-exhibit workshops. On April 9, 2014 HDC convened members that had participated in the workshops and conversations about racial equity to reflect on lessons learned, hear from a panel of local leaders advancing racial equity within their organizations, and commit to action to ensure racial equity in the affordable housing community.

The Racial Equity Project continues to explore how HDC can best make tools and resources available to our members reflecting our shared commitment that all people to live with dignity in safe, healthy and affordable homes within communities of opportunity.

For decades I worked locally, nationally and globally for Habitat for Humanity. As you might expect, this afforded me the privilege to meet many volunteers, donors and homebuyers. I also led many build experiences and, while doing so, paid attention to the dynamics and interactions on the jobsites as a microcosm of society. I learned that if I did not introduce the homebuyer at the beginning of the workday the volunteers would either assume they were not represented that day or they would walk up to someone and say, “You must be the homebuyer.” In some cases they were right and others their speculation yielded a strange look and, “Sorry, no, I am not.” At the root of the assumption was an expectation that came from socialization, media, and inherent perceptions that Habitat for Humanity homebuyers were women of color who were single parents.

This idea that the dominant culture predominantly runs and leads our affordable housing work, and people of color rent or buy the products, is not just a perception. We are grateful that HDC members’ front line staff, through our Resident Services

## Foreword

Affinity Group, are helping all of HDC confront this structure and create a movement towards racial equity in our work. Furthermore, we are heartened that you, our members, are willing to be vulnerable, to hold up a mirror, and to ask the hard questions about how we can address equity in a whole new way. This is a journey, and we all learn more as together we reach out, question and experience. In fact, if I have learned anything over the years it is that meaningful interaction is our only hope for creating awareness and understanding that takes us to the real community we dream of. I personally dream of a day when residents own and operate businesses and organizations central to the work of producing and maintaining affordable housing, regardless of their race or ethnicity, and that access to affordable housing in King County is constrained in no way, shape or form.

Back to the toolkit. If you believe, please pick it up, spill your favorite beverage on it, make it torn and weary looking, and dog-ear the pages. In so doing, learn and grow with us until the HDC vision that “all people in King County living with dignity in safe, healthy and affordable homes within communities of opportunity” becomes reality.

Marty Kooistra and Dan Cantrell





Diversity, inclusion, equality, equity, social and racial justice, intercultural, cultural competency – these words and more have become part of our lexicon in addressing the multidimensional and increasingly complex challenges of navigating a changing world of social, cultural and linguistic differences to discover those critical spaces of shared commonalities. Of compelling importance is how we transform the differences most deeply embedded in structural racism that so perniciously inflicts disproportionate disparities on some members of our population to the detriment of all. Strides have been made; more organizations than ever have policies and protocols that directly address diversity: gender, race, class, sexual orientation, language, culture. Increasingly funders require that we demonstrate how diversity, cultural competency, racial equity all are reflected in our services; in our organizations. More and more we ask, and are asked, how our outcomes reduce the disproportionate burden placed by racial disparities. Yet we struggle with translating these policies and protocols into practice; into action, as the divide based on racial inequities widens across all social and economic sectors.

More recently, in efforts to better address these disparities, we have seen the development of 'toolkits' appear. These toolkits are comprised of varying components and share an intent to develop those skills necessary to putting action and practice to policies and protocols with the practical goal of reducing racial disparities/disproportionately and, ultimately, achieving racial equity.

Housing Development Consortium (HDC), through its racial equity task force, adds a welcome contribution to these growing efforts with the development of its Racial Equity Toolkit. No toolkit should be reduced to a bureaucratic checklist nor used uncritically nor left to collect dust on a shelf. No single toolkit can stand for all the work at hand; meet all the complex challenges we face in creating an enduring environment that sustains equity and in particular, racial equity. To live in such a world requires flexibility, comfort with ambiguity and nimbleness with ALL the tools and skills we have the courage to muster.

Sharyne Shiu Thornton, PhD

Strategic Advisor for Racial Equity

Building Changes





# How to Use This Toolkit

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# How to Use This Toolkit

This toolkit is designed so that it can be customized to fit the needs and characteristics of your organization. The layout of the document follows the format of the **4 principles** behind this project:

- **Education** on racial equity
- **Identification** of racial equity issues in organizations
- **Creation** of a plan for change
- **Implementation** of the tools



The individual tools are designed to fit these principles accordingly.

## Education

This includes the **Introduction**, which contains background information on national and local racial inequity issues.

- The **History** section gives you a glimpse of past national and local events and practices that have created the racial inequities we experience today.

The **Power of Language** Section outlines the importance of using the correct vocabulary when enacting racial equity work as well as how to engage in productive conversations about race.

- **Know the Difference** tackles difficult distinctions that are important to understand when dealing with issues of race.
- **Definitions** of racial equity terms are useful for doing this type of work. They allow you and your organization to have a common language for talking about racial issues; this is essential for moving forward.
- **Conversations on Race** provides a worksheet and guidelines for creating spaces in your organization to have tough conversations about racial issues. Having these conversations is vital to enacting racial equity work so that everyone in your organization is on the same page.

**Champions of Equity** provides examples of local and national organizations who are enacting this type of work. These case studies will help provide inspiration for you to do the same.

## Identification

Identification includes **Racial Equity and You**, which is a section that contains tools to bring these racial equity issues to your organization. These tools are

designed to help you identify the strengths and shortcomings in your organization to help you move forward.

- **Dominant Culture Characteristics** lists different characteristics which may be present in your organization that could be limiting racial equity.
- The Roleplay Activity, **Naming and Framing Racism**, allows you to identify situations in your daily work life where racial equity issues may appear.
- The **Organizational Self-Assessment** Tool allows you to thoroughly evaluate your organization and how you are doing in advancing racial equity throughout your organization's structure, community work, and priorities.

## Creation & Implementation

This section contains the tools that you and your organization can use once you have identified areas of improvement. These are the crucial steps to creating a plan for change and implementing it.

**What You Can Do** allows you to see how your organization can move toward developing a racial equity lens in your daily work.

- The **Organizational Plan** for Racial Equity allows you to outline the steps your organization plans to take in moving racial equity work forward.
- The **Racial Equity Impact Tool** gives you a step-by-step process of how to consider the impacts of your organization's work before moving forward. This tool is intended to be used after your organization creates a plan to further racial equity.

**Resident Engagement** allows member organizations who can do direct community involvement to strengthen their organizational practices in order to further racial equity work. Engaging the community in generating ideas and making decisions can create more equitable outcomes.

- **Guidelines** for Resident Engagement provides you with the steps to consider in engaging community members to create equitable outcomes.
- The **Community Engagement Worksheet** gives you a step-by-step guide to consider when engaging community members in your work.

In the **Appendix**, the **HDC Promising Practices Worksheet** is provided for you so that as your organization begins to enact real change toward racial equity you can report back to HDC about promising practices that have developed. This way, other HDC members can see the good work that your organization is doing and feel inspired to do the same.



# Introduction

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# Introduction

## What's in This Section?

This section introduces historical context for the rest of the toolkit. It contains both national and local historical elements as they pertain to racial inequity in the housing sector.

## How Do I Use This Tool?

This tool is meant to provide context for why racial equity work is important by providing a backdrop for our efforts. Feel free to use this to educate your fellow staff and management to help achieve a baseline understanding in your organization.

## What Is the Desired Impact?

To help mold how your organization understands past racial inequity, and what this means for implementing a racial equity lens moving forward.



# Why Racial Equity?

The difference between equity and equality is akin to night and day. Equality ensures that everyone gets **equal access** to resources, and does not take into account historical precedents and outcomes. Equity, on the other hand, ensures that everyone gets **equitable outcomes** and takes into account what has succeeded and failed in the past (for more information on this, please refer to Pg. 29). Now, if there is this big of a difference between two terms normally viewed as interchangeable, how wide do you figure the gap is between equity and inequity? Utilizing the best resources available at the time, the Housing Development Consortium has developed this toolkit for internal use among our members. The primary focus of this tool is to implement a racial equity lens in all facets of a membership organization's daily work, with the intention of promoting equity in the housing market far and wide.

The Housing Development Consortium of Seattle-King County's mission states, "Through education, advocacy and leadership, HDC supports and inspires its members as they work collaboratively to meet the housing needs of limited-income people throughout King County." The membership of HDC encompasses not only every major nonprofit housing developer in King County, but financial institutions, consultants, architects, building contractors, attorneys, accountants, service providers, local housing authorities and government agencies. This puts HDC in a unique position to combat racial inequity. Through a wide array of contacts and diverse staff, HDC has the tools in hand to internally and externally promote racial equity, which, in turn, would affect a number of key areas of opportunity, from housing to hiring practices.



The harbinger for HDC's work was the *Race: Are We So Different?* exhibit held in 2013. From this exhibition came a renewed interest in racial politics in Seattle, and which has opened the door to explore racial dynamics within the city. Working in collaboration with the Seattle Office for Civil Rights (SOCR), HDC improved its stance on racial equity education and created the Racial Equity Project Coordinator position.





Poor communities of color often produce residents who serve as the vertebrae of a civic infrastructure, but are often not given the tools to sustain a more fulfilling life. In these areas the need to build community, work with community leaders, and promote better allocation of resources is at an all-time high. These goals can be achieved by recognizing the value and importance of our respective roles and utilizing our influence in the community to invigorate equity where it is most needed.

According to Manuel Pastor, author of *Just Growth: Inclusion and Prosperity in America's Metropolitan Regions*, inequity was named the number one global risk at the World Economic Forum (Pastor, 2014). Equity is clearly an important issue facing our entire nation, and fighting toward equity can bring great benefits to our society. For instance, the Federal Reserve Bank of Cleveland found that racial inclusion and income equality matter for economic growth (Pastor, 2014). This is supported by Pastor's research findings showing that as inequity decreases annualized employment growth increases. Overall, underinvestment in all income, racial, and ethnic groups would make the United States a less competitive nation and would slow economic growth over time. If these social tensions over who will gain and who will lose continue, our nation will be less likely to unite on what we need to do to thrive.

Pastor found that the important variables for prosperity include a diversified economy, a minority middle class, and higher education. The first step in growing as a nation is knowing and understanding these realities.

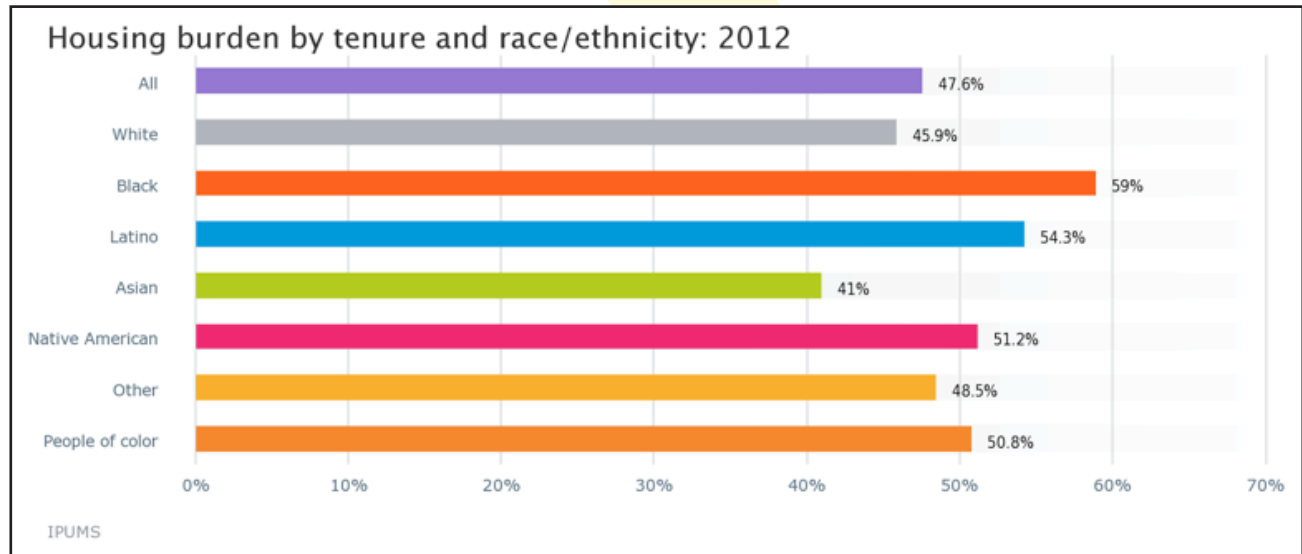
That is where the racial equity toolkit comes into play. Through the use of assessment, analysis, role-playing activities, and other questionnaires, HDC member organizations can figure out the best way to tackle racial inequity.

We hope that you find these tools to be of use.

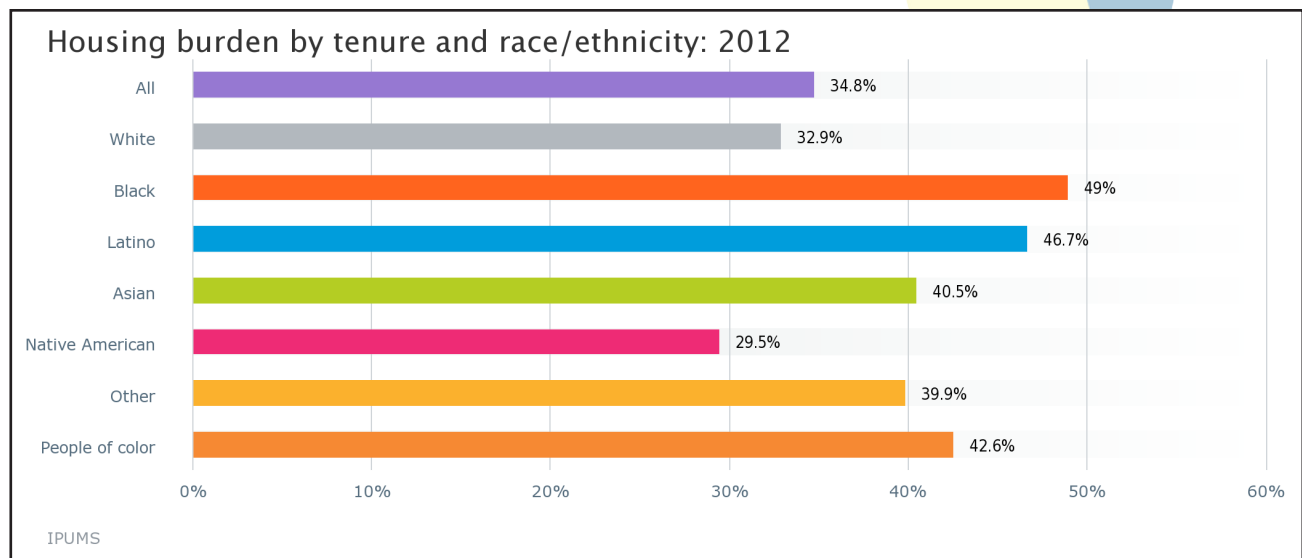
## Why Racial Equity?

For additional context as to why racial equity work is important, please refer to the below graphs, which you can also find in the Appendix. They outline the housing burden in Seattle/Bellevue/Tacoma for each racial and ethnic group.

According to the Department of Housing and Urban Development (HUD), housing burden means a household is spending more than 30% of income on housing.



"Indicators: Housing Burden for Renters in the Seattle-Tacoma-Bellevue Region" Credit: PolicyLink/PERE, National Equity Atlas, [www.nationalequityatlas.org](http://www.nationalequityatlas.org)



"Indicators: Housing Burden for Owners in the Seattle-Tacoma-Bellevue Region" Credit: PolicyLink/PERE, National Equity Atlas, [www.nationalequityatlas.org](http://www.nationalequityatlas.org)

# History

This section focuses on the history of racial inequity both locally and nationally within the field of housing development. We focus on a few select policies and concepts that have served to perpetuate racial inequity. It is important to acknowledge the racial inequities that have plagued U.S. history and affect the way that we approach housing to this day.

**1917:** The Supreme Court deems city segregation ordinances illegal; racial restrictive covenants become popularized (1)

**1934:** The redlining process is introduced by the Federal Housing Administration

**1944:** The GI Bill provides benefits for veterans of WWII

**1961:** O'Meara vs. Washington State Board Against Discrimination (2)

**1964:** Campaign against Open Housing gains strong support from Seattle Real Estate Board, Apartment Owners' Association, and private homeowners; Open (Fair) Housing legislation fails (3)

**1968:** The Fair Housing Act protects buyers and renters from racial discrimination

**1972-1999:** The Seattle Public School District mandatory busing system is put in place and fails to produce better school integration (4)

**1980s:** The Neoliberalism movement sparks cuts in social services

**1990-2010:** Census data reports that Seattle's Central District has changed from a black-majority district to a white-majority district (5)

**2006:** Seattle proposes closing 6 elementary schools, all of which are majority students of color and students from low-income families (6)

**2007:** Southeast Seattle neighborhoods feel the impact of Link Light Rail construction as businesses close and relocate and housing costs rise for residents of color (7)



"Rev. Samuel McKinney, Mayor Gordon Clinton, and Rev. Mance Jackson at anti-segregation march, Seattle, 1963" Credit: MOHAI, Seattle P-I Collection



**Racial Restrictive Covenants:** In 1946, the Civic Unity Committee defined racial restrictive covenants as “agreements entered into by a group of property owners, sub-division developers, or real estate operators in a given neighborhood, binding them not to sell, lease, rent or otherwise convey their property to specified groups because of race, creed or color for a definite period unless all agree to the transaction.” The use of racial restrictive covenants was popularized in 1917, when the Supreme Court deemed city segregation ordinances illegal. Land development companies were significant in developing and enforcing covenants; however, the role of white neighborhood groups served to further these efforts, initiating neighborhood specific campaigns to enforce racial segregation. (8)

**GI Bill:** The GI Bill of 1944 was set up to provide benefits for veterans of WWII, which resulted in a post-war population and housing boom. As the primary benefits of this Bill included education and employment opportunities, one of the most significant benefits were inexpensive mortgages to purchase homes. Through this Bill benefits (homes in particular) were disproportionately distributed to white people and served to solidify a white property-owning middle-class, at the expense of communities of color. (9)

**Red Lining:** Redlining was the practice of mortgage lenders drawing red lines around certain neighborhoods to indicate areas that they did not want to invest in. The red lines indicated areas that were risky to invest in and were a way that lenders were able to covertly discriminate against communities of color. This practice intensified racial segregation as communities of color were deprived of the proper investments to thrive. (10)

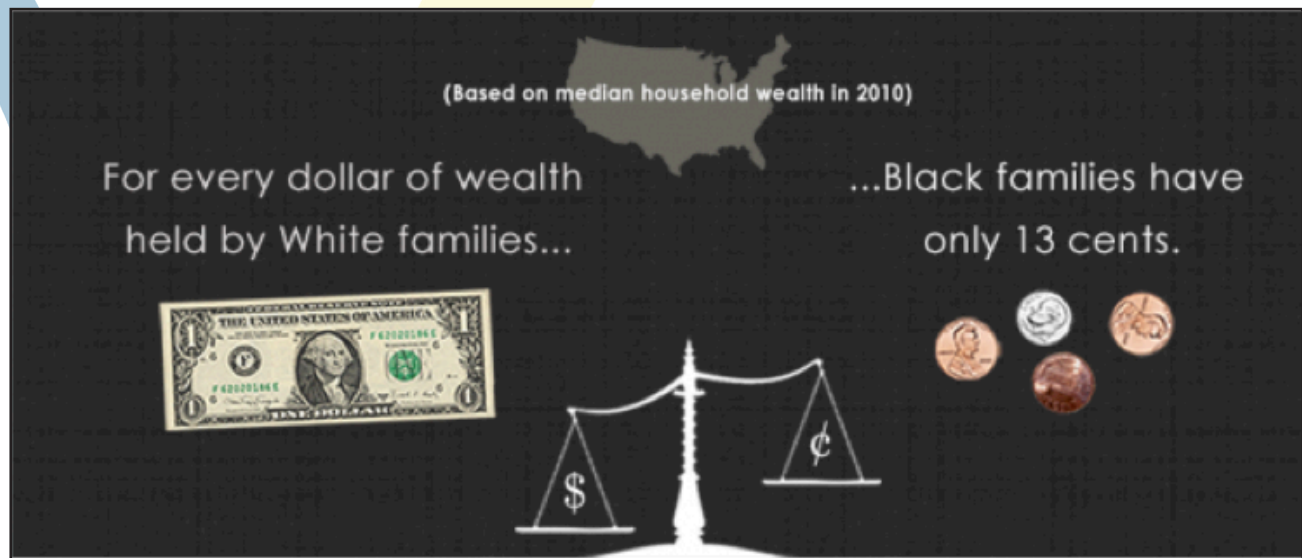
**O’Meara vs. Washington State Board Against Discrimination:** This landmark case set the stage for a fair housing rights movement to take place in Seattle. In this case, the O’Mearas, a white couple, refused to sell their house to Robert L. Jones and his family because they were black. The case moved up to the Washington State Supreme Court which voted in favor of the O’Mearas. (11)

**Fair Housing Act:** As a result of the transformative organizing in the Civil Rights Movement, the Fair Housing Act of 1968 was passed by the Johnson administration along with other progressive policies and social programs. The primary function of the act was to protect buyers and renters from racial discrimination. This Act served to build on the Seattle city-based campaigns for Open Housing. Although this law deemed racial discrimination illegal within the housing sector, racial inequity continued over the following decades. (12)



“Advertisement against open housing.” Campaign literature, Spring 1964. Call#: R324.79 C152. Courtesy of the Seattle Public Library

**Racial Wealth Divide:** In simple terms, wealth is one's assets minus debts. Unlike income, wealth is a more accurate assessment of one's economic prosperity. Wealth accumulation is intergenerational and is deeply shaped by social patterns of racial inequity. The racial wealth divide is the disproportionate accumulation of white wealth, at the expense of communities of color. One of the most significant factors contributing to this divide has been access to home ownership, which has been a primary asset for individuals and families. More recently, communities of color have been targeted for subprime mortgages with complicated terms, high interest rates, and hidden fees and penalties that were "designed to fail." Communities of color were then at greater risk of foreclosures. (13)



"Black Wealth/White Wealth" Credit: United for a Fair Economy

**Federal Disinvestment:** Starting in the 1980s, neoliberalism became the dominant economic order within the United States. The key tenets of neoliberalism include deregulation, privatization, and a culture of market oriented "individual responsibility," in contrast to "the common good." Additionally, the cutting of social services has been a significant cornerstone of neoliberalism. In housing, this results in a decrease in public housing construction, privatization of low-income housing, decrease in housing subsidies, and a decrease of state regulation of housing and development. This has happened in tandem with the rolling back of numerous civil rights victories and limiting the government's capacity to enforce social and racial equity. (14)

**Gentrification:** Gentrification is a general term for the arrival of wealthier people in an existing urban district, a related increase in rents and property values, and changes in the district's character and culture. (18)

In recent decades Seattle has experienced great economic changes and high growth rates, creating great benefits for those who are able to afford the high

property prices and leaving many people of color unable to afford to remain in Seattle. Seattle ranked #2 in a list of the nation's largest cities that are experiencing gentrification. This gentrification was presented in terms of previously low-priced urban neighborhoods that have been transformed into high-priced housing districts between 2000 and 2007. (15) Although gentrification can have benefits for those living in improved neighborhoods, the reality is that many people of color are priced out of their neighborhoods, and in the case of Seattle some are even forced to move out of the city.

Seattle's Central District and Rainier Valley have typically been areas with large black populations, yet gentrification patterns have greatly affected the ethnic makeup of these districts. Whereas black populations have decreased between 2000 and 2010 in both districts, white populations have increased. (16)

Central District 2000 Black Population	Central District 2010 Black Population	Rainier Valley 2000 Black Population	Rainier Valley 2010 Black Population
9,063	6,377	12,426	11,665
33.1%	21.4%	26.8%	25.0%
Central District 2000 White Population	Central District 2010 White Population	Rainier Valley 2000 White Population	Rainier Valley 2010 White Population
13,508	17,788	15,321	17,529
49.4%	59.6%	33.1%	37.6%

Additionally, the Link Light Rail development throughout Southeast Seattle has cause disproportionate impacts on the communities of color as property values have increased, causing increased housing costs for the renter population. Southeast Seattle contains many residents of color that are experiencing these impacts with their neighborhoods gentrifying, which can lead to displacement of homes and businesses. (17)

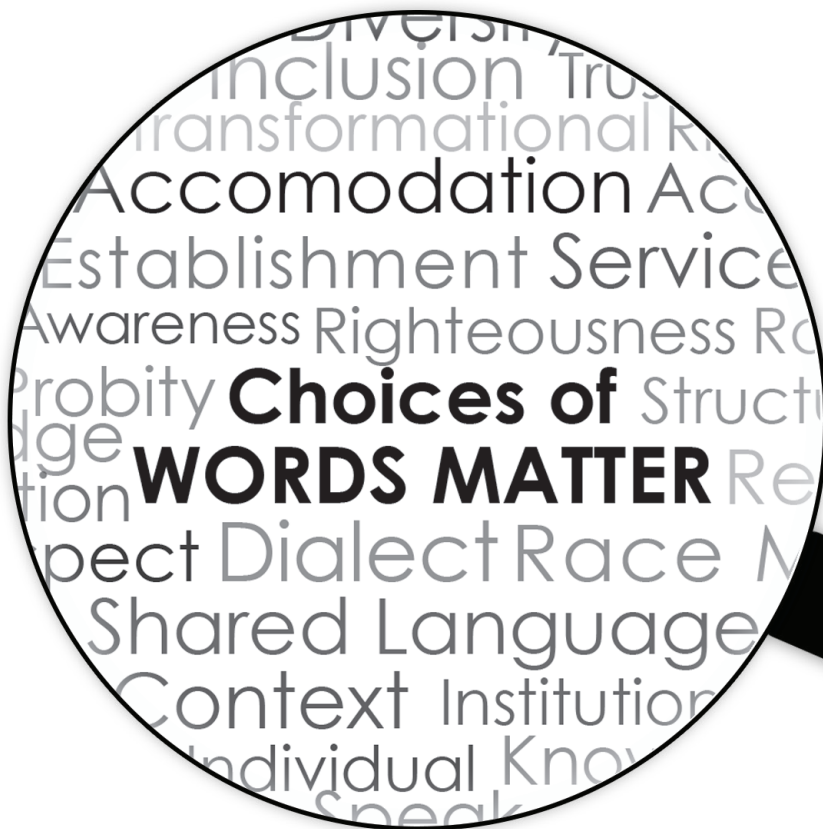
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# Power of Language

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# Introduction

## What's in This Section?

This section outlines the importance of choosing your words carefully in discussions about race. It contains key terms and definitions that will help shape your conversations.

## How Do I Use These Tools?

These tools will help facilitate and stabilize conversations about race. Refer to this guide if there are any issues or concerns. This section also works well as a reminder of why language matters.

## What Is the Desired Impact?

These tools will make the users more consciously aware of key terms, their racial environment, and other facets of racial equity.



# Language Matters

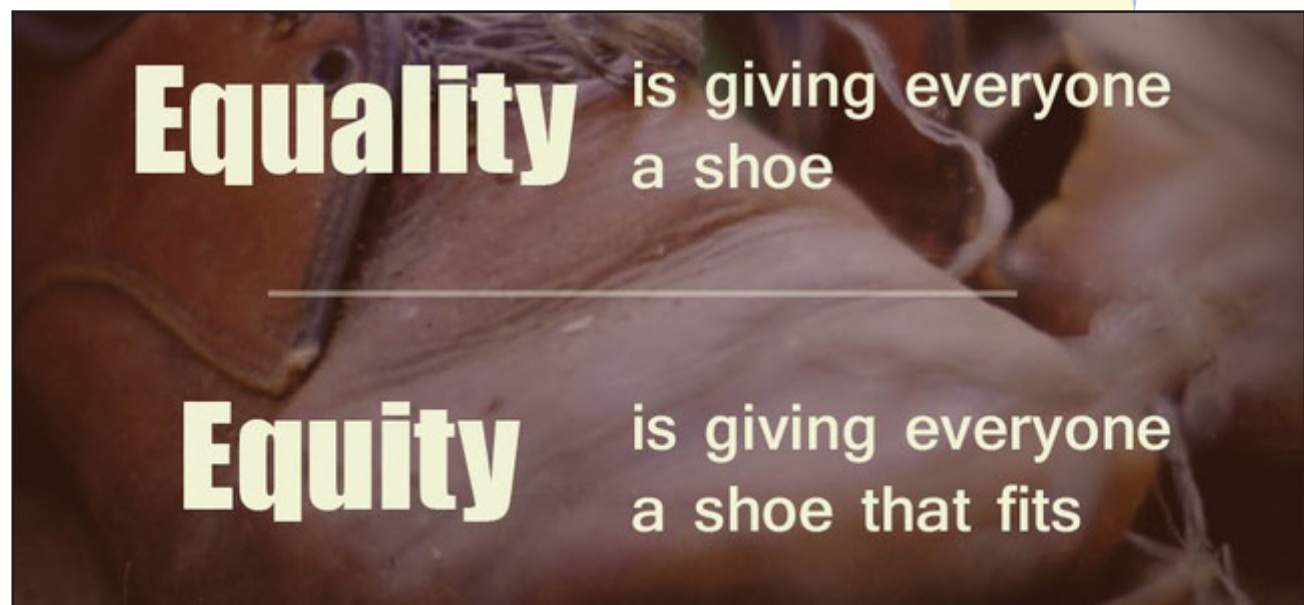
Whoever came up with “sticks and stones may break my bones, but words will never hurt,” probably did not work intimately within the realm of racial equity. Words can be the unsung heroes of many great triumphs. Words create cultures, countries, nations, and so on. Our world revolves around the power of communication, so it is important to acknowledge that words must be treated with care. This is abundantly clear as it pertains to racial equity work.

The power of language is present in an ongoing movement within the US, wherein the term “minority” is beginning to be overlooked in favor of “people of color.” While this might seem like a small change, consider connotation. “Minority” has an imperialist tonality, as in, “lesser,” while “Majority” implies “dominance.” “People of Color” is neutral, explanative, and fair. This same logic applies to other words as well.

Racial equity work is not an island. It should be inclusive, thoughtful, and produce constructive dialogue that ultimately leads to beneficial outcomes for all. In order for this to be achieved, the way in which we communicate must be fine tuned and well-defined. Key words need to be emphasized, while others should either be fully addressed or taken out of the lexicon.

As racial equity leaders, it is our job to diligently construct our words so that the message they’re relaying is effective, clear, and long lasting.

This section will include a “Know the Difference” document, which will outline key differences between terms as well as key definitions in general. After this will be a document outlining the vocabulary HDC encourages its members to use in dealing with certain facets of racial equity.



“Equality vs. Equity” Credit: Everyday Democracy, <http://everyday-democracy.org/>



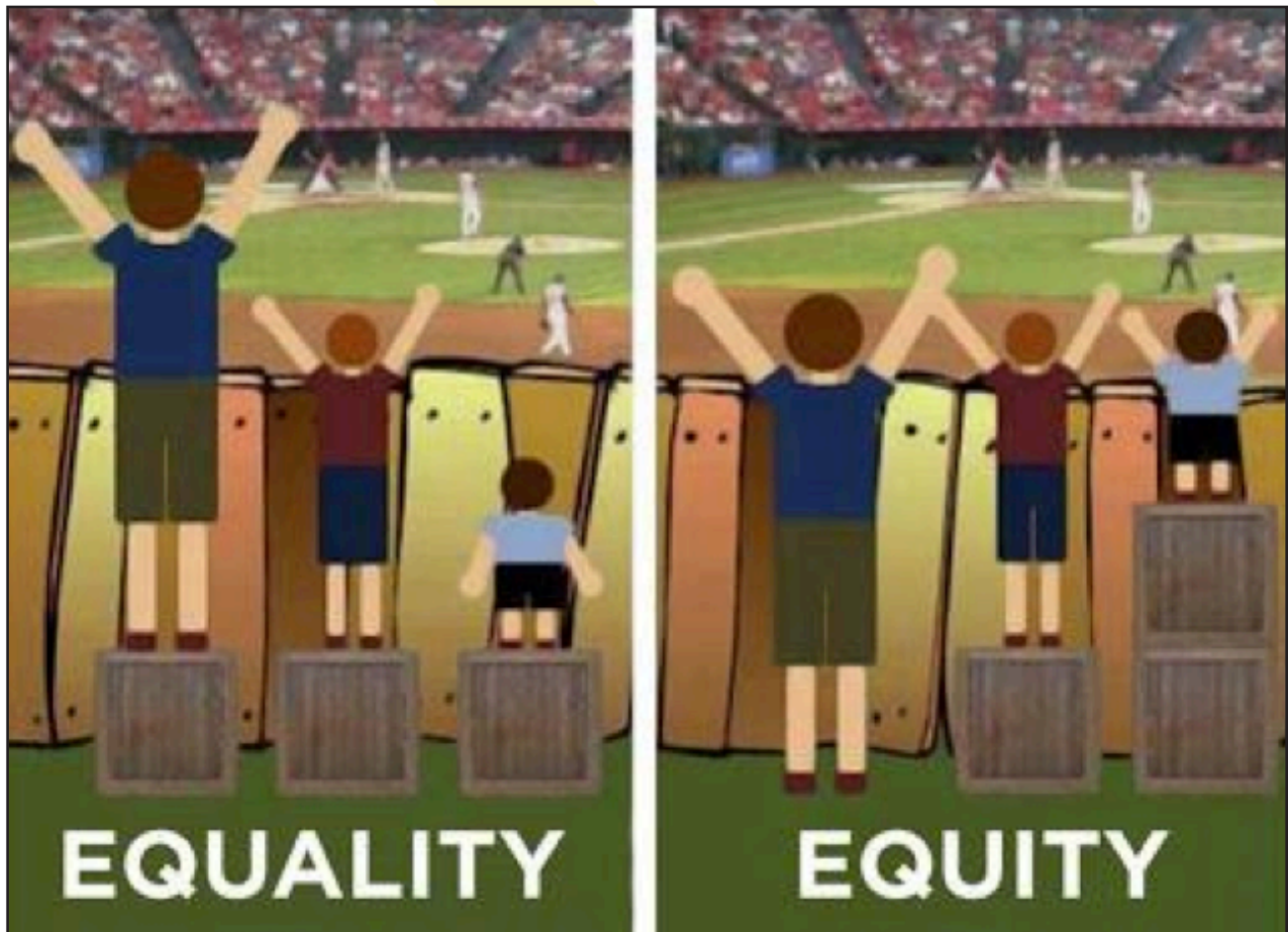
# Know the Difference

This section outlines key terms that racial equity work tends to involve. Due to the nature of our work, some of these terms inevitably get blended together and used interchangeably. It is important to understand the difference between these terms in order to use this toolkit, as this will help augment the tools' efficiency.





## Equality vs. Equity



"Measuring Up: Assessing Ourselves on Equity" [Blog Post] Adapted by City of Portland Office of Equity and Human Rights via United Way of the Columbia-Willamette

### Equality

"Leveling the playing field," offering everyone the same level of access to opportunity.

### Equity

Addressing the fact that some may need more help than others and that structural and institutional barriers may hinder the success of disenfranchised people.

The reason why this is called "racial equity work" is that it recognizes the fact that lower income groups and those without access to affordable homes are typically people of color. Through this work, we hope to specifically address the needs of people who may require more assistance than others due to systemic and institutional barriers in order to achieve the same outcomes. Think of the difference thusly: "same level of access versus same level of outcomes."

## Individual vs. Institutional vs. Structural Racism

### Individual Racism

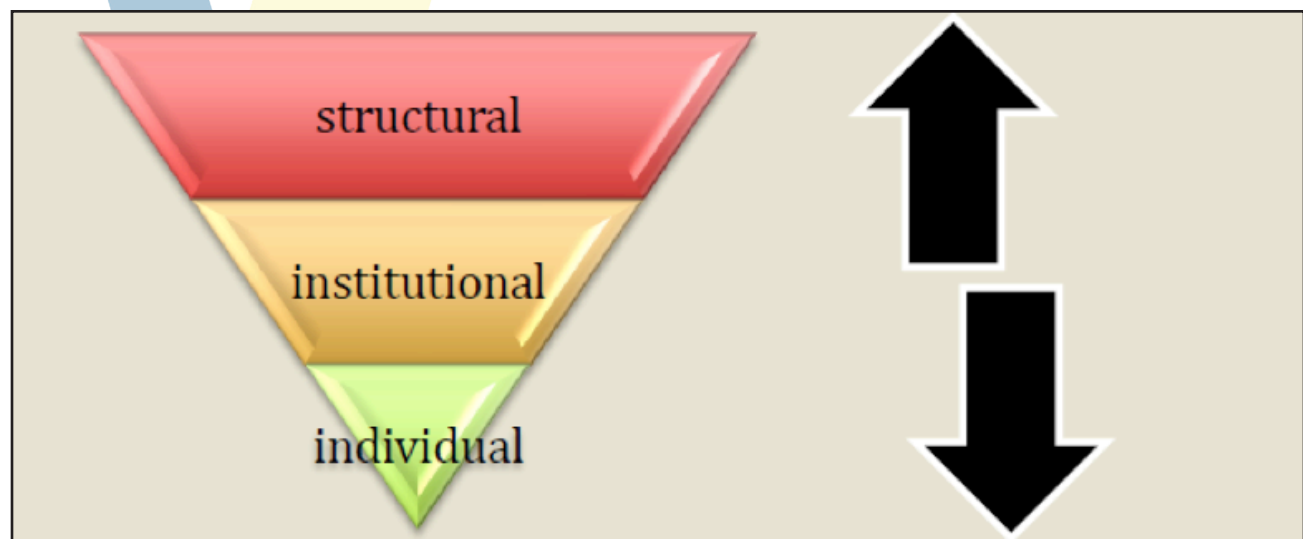
Prejudgment, bias, and stereotypes about an individual or group based on race. The impacts of racism on individuals include white people internalizing privilege, and people of color internalizing oppression.

### Institutional Racism

Organizational programs, policies, or procedures that work to the benefit of white people and to the detriment of people of color, usually unintentionally or inadvertently.

### Structural Racism

The interplay of policies, practices, and programs of multiple institutions that leads to adverse outcomes and conditions for communities of color compared to white communities, which occurs within the context of racialized historical and cultural conditions.



"Types of Racial Inequity" [PDF] Credit: Race and Social Justice led by the Seattle Office of Civil Rights, <http://www.seattle.gov/Documents/Departments/RSJI/Defining-racism.pdf>

The above graph represents what is referred to as the "hierarchy of racism." Individual racism, or "blatant" racism, has provided the elements to construct a generational divide. Through individual racism, the foundation (bottom) was set for structural and institutional racism, which are "latent." Structural racism, which many people are unaware of, is the overarching enemy of the project. It keeps disenfranchised people on the streets and dependent on others. It hinders the educational endeavors of the most needy while providing endless benefits for

those that are positively affected by it. By taking steps towards mitigating racism's significant and nefarious impact, we can achieve a more equitable Seattle.

The differences among these key terms are essential to understanding this toolkit and the larger racial equity project. Knowing the difference between these terms will help shape our racial equity practices going forward because we will be able to better identify different instances of racial inequity and have the tools to combat each.

## Minorities vs. People of Color

### Minority

Although it is common to use the term “minority,” for the purposes of this toolkit and the racial equity project we will be using the term “people of color” to address the fact that minority tends to have a “less than” connotation, and projections for the future of the region (and the United States) tell us that we are leaning toward a “majority-minority” society. In this case, the term “minority” is no longer fitting and loses its meaning.

### People of Color

“People of color” is an umbrella term that emerged from grassroots social movements to unify communities that experience racial oppression. In the United States, this term has come to include: African American/Black/of the African Diaspora, Asian, South Asian, West Asian/Arab/Middle Eastern, Pacific Islander, First Nations/Alaskan Native/Native American/Indigenous, Chicano/Latino, or Multiracial/Mixed-Race. Each of these communities has unique histories, political struggles, and experiences of racial oppression and internalized racial inferiority in different ways. Unlike terms like “minority,” “colored,” and “non-white,” the term “people of color” emphasizes unity, self-determination, and collective empowerment.

## Transactional Change vs. Transformational Change

### Transactional

Change that does not manifest itself with the desired result. Can be in the form of meetings that have no follow-up and also of people who proclaim themselves to be exponents of change, but have not displayed improvement action.

## Transformational

Change that actively addresses the needs of a community by making positive, tangible forward progress.

### Key Traits of Transformational Leaders

- Act courageously
- Authentically optimistic
- Collaborate through empathy
- Operate from principles, not polls
- Radiate a passion for purpose



Thought Leader Zone "Transformational Leaders vs. Transactional Leaders - Which One Are You" [Blog Post] (June 2012); R.S. Tipton "5 Essential Behaviors of Transformational Change" [Blog Post] (May 2012)

We intend this project to enact transformational change within communities. Using this toolkit, HDC member organizations have the opportunity to internalize the importance of racial equity to better reflect everyday actions. Additionally, organizations can move this work past the roundtable and into the community where residents can become actively involved in bettering their society. True change comes from the residents, but it can be facilitated by the organizations that support them.



# Definitions

This section will outline different terms that will come into play during the application of your racial equity lens. Use these terms responsibly and effectively to improve your conversations about race.

**Race:** A recent idea created by western Europeans, following exploration across the world, to account for differences among people, and resulting in colonization, conquest, enslavement, and social hierarchy among humans. The term is used to refer to groupings of people according to common origin or background and associated with perceived biological markers. In biology, the term has limited use, usually associated with organisms or populations that are able to interbreed. Ideas about race are culturally and socially transmitted and form the basis of racism, racial classification, and often complex racial identities. Among humans there are no races except the human race. Although race has no biological foundation, race has deep significance socially and institutionally. (1)

**Racial Identity:** this concept operates at two levels: 1) self-identity or conceptualization based upon perceptions of one's race and 2) society's perception and definition of a person's race. (1)

**Power:** Power is unequally distributed globally and in U.S. society; some individuals or groups wield greater power than others, thereby allowing them greater access and control over resources. Wealth, whiteness, citizenship, patriarchy, heterocentrism, and education are a few key social mechanisms through which power operates. Although power is often conceptualized as power over other individuals or groups, other variations include power with (used in the context of building collective strength), and power within (which references an individual's internal strength). Learning to "see" and understand relations of power is vital to organizing for progressive social change. (2)

**Culture:** the full range of shared, learned, patterned behaviors, values, meanings, beliefs, ways of perceiving, systems of classification, and other knowledge acquired by people as members of a society; the processes or power dynamics that influence whether meanings and practices can be shared within a group or society. (1)

**Oppression:** Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access. (2)

**Institutional Racism:** Policies, practices, and procedures that work to the benefit of white folks and the detriment of people of color, often unintentionally and inadvertently. Many interchangeably use racism with the following: racial inequity, racial oppression, and institutional racism. (3)

**People of Color (POC):** For the purposes of this project and toolkit we are using the term People of Color, as this is the terminology that the Race and Social Justice Initiative in Seattle uses. People of Color is an umbrella term that emerged from grassroots social movements to unify communities that experience racial oppression. In the United States, this term has come to include: African American/Black/of the African Diaspora, Asian, South Asian, West Asian/Arab/Middle Eastern, Pacific Islander, First Nations/Alaskan Native/Native American/Indigenous, Chicano/Latino, or Multiracial/Mixed-Race. Each of these communities has unique histories, political struggles, and experiences of racial oppression and internalized racial inferiority in different ways. Unlike terms like “minority,” “colored,” and “non-white” (which were originally crafted by white people), the term “people of color” emphasizes unity, self-determination, and collective empowerment.

**White:** A racial classification that has shifted throughout the history of the United States. In this current political moment, these are the descriptors of whiteness that are most relevant: ancestral origins from Europe, reap the material benefits of white privilege, and experience internalized racial superiority. (4)

**White Privilege:** Institutions provide benefits to groups of individuals based on their whiteness. As white people experience white privilege, people of color experience racial oppression. Throughout history, whiteness has been constructed as a means to inequitably distribute resources. Contrary to popular belief, white people do not experience racism (i.e., “reverse racism” or otherwise). It is critical to acknowledge the existence of colorism, which serves to divide communities of color based on skin tone; “light skin privilege” is not the same as white privilege. It is critical to honor the self-identification of people of mixed heritage and it is not the role of white people to determine if individuals “pass” or “don’t pass” as white. Lastly, white privilege operates differently across gender, class, sexual orientation, ability, religion, and other facets of social identity. (4)

**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.” (2)

### Sources:

1. Understanding Race: <http://www.understandingrace.org/resources/glossary.html>
2. Racial Equity Tools: <http://www.racialequitytools.org/glossary>
3. RSJI (Defining Racism): <http://www.seattle.gov/rsji>
4. Coalition of Anti-Racist Whites: <http://carw.org/>

# Conversations on Race

## Creating Organizational Space for Conversations on Race

### How to Use this:

HDC's membership is comprised of various organizations of different size, scale, type, and mission. This can create challenges for creating a tool that specifies how to engage in conversations within member organizations. Thus, we have created a worksheet that allows you to decide what aspects to consider when attempting to engage staff and leadership in conversations about race. Using this worksheet, your organization can develop a program that fits your particular needs and characteristics that creates spaces for having these difficult conversations to intentionally engage in dialogue around race.

What does this look like in your organization?

### Here's What You Should Consider

#### Staff Characteristics

Think about the characteristics of your organizational staff:

- How large is the staff?
- Is it large enough to warrant smaller, focused discussion groups?

Do you have a staff member who specifically deals with racial equity issues? How will you engage this staff member?

**Remember:** Engaging as many staff and leaders as possible will help to create the biggest impact. Having everyone on board is a difficult task, but it will help to have the most effective conversation about these larger issues.

#### Leadership

Think about how you plan to engage leadership in these conversations:

- Will these be staff-driven or management-driven conversations?

**Remember:** Whoever leads these conversations will impact the outcomes. Keep in mind that management-driven conversations can end up feeling prescriptive, and staff-driven conversations still need to engage management to create an impact.

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### Topics of Conversation

Think about who should decide the topics of conversation:

- Should this be a space where staff bring up their own issues?
- Should there be a curriculum decided upon beforehand?

**Remember:** You can decide to create a space where people can have larger conversations about race in general or create an issue-specific space where staff and management bring up more organizational issues.

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### Space/Time

Outline the type of space where you imagine these conversations to occur.

- Does your organization have a physical space that is suitable for these types of conversations?
- Is it large enough? Is it comfortable?

Consider the appropriate time when these conversations should occur for your organization (morning, lunch, afternoon, after hours).

Think about how much time should be given to these discussion sessions.

**Remember:** Choosing a time that works for most of the staff and management will allow the highest level of input into this conversation. Engaging most of the members of the organization is important. Also, choosing a space where people feel comfortable sharing honest opinions is vital for effective and open conversations.



## Educational Opportunities

Please consider any educational materials that would be relevant for creating a baseline understanding of race and its role in our organizations.

- Do you intend to have reading materials provided to spark the discussion? Presentations? Videos? News articles?
- How will you be aware of the impact word choice and vocabulary can have?

**Remember:** *It helps if everyone uses the same vocabulary and has a similar amount of background knowledge of these issues before beginning these conversations. If some members are behind others, help to educate each other! The more knowledge passed around, the better.*

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## Opportunities for Feedback

Think about how you plan to gather feedback on these conversations (comment cards, a contact person).

**Remember:** *It helps to have feedback on how these conversations are going. At the beginning, anticipate some kinks and challenges that will need to be worked out over time. Be flexible and adaptable as these conversations take shape over time.*

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## Outcomes of Conversations

Discuss what you imagine the outcomes of these conversations will be.  
Do you plan for these conversations to lead to specific actions?  
Are these conversations acting as open discussion forums?

**Remember:** You have a reason for engaging in this type of work, so think about the impact these conversations may have on your organization.



# Champions of Racial Equity

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# Introduction

## What's In This Section?

This section is a listing of current champions of racial equity in the affordable housing sector. It contains both organizational and individual champions.

## How Do I Use This Tool?

This tool is meant to provide inspiration and context for racial equity work. We have also provided contact information so that you can get additional information on this type of work.

## What Is the Desired Impact?

This section will help you identify key champions, while giving you inspiration to emulate their practices.



# Organizational Champions

## Race & Social Justice Initiative

The Race and Social Justice Initiative (RSJI) is an effort of Seattle City government to realize the vision of racial equity. The initiative works within City government and with community leaders to get to the root cause of racial inequity: institutional racism. RSJI is led by the Seattle Office of Civil Rights and an interdepartmental team of City staff. Seattle's Mayor, City Council, and City Attorney all endorse and promote RSJI.

So far, The RSJI has conducted a community survey with Seattle residents in order to gain their perspectives on race and equity. The Initiative has also prepared a three-year plan that contains recommendations for the City based on an assessment of the Initiative's own work. This plan contains strategies that the City would use to achieve the goal of racial equity. These strategies specifically target institutional racism, which includes a wide variety of aspects, such as education, criminal justice, city operations, and the programs, services, and outreach of the City of Seattle.

For more information on the Race and Social Justice Initiative, please visit the website:

<http://www.seattle.gov/rsji/>

Or contact Elliott Bronstein at the Seattle Office for Civil Rights

Email: [elliott.bronstein@seattle.gov](mailto:elliott.bronstein@seattle.gov)

Phone: 206-684-4507

## Tenants Union of WA State

The Tenants Union of Washington State is a membership organization, and its mission is to create housing justice through empowerment-based education, outreach, leadership development, organizing, and advocacy. Racial justice is included as one of the Union's values as well.

The Union has helped to organize the Housing Access Project, which has allowed tenants to work to increase access and undo institutional barriers to decent, affordable housing. The project uses organizing, outreach, and political education to develop strong tenant leadership to end housing discrimination against communities disproportionately impacted by race and class bias in the tenant screening, court, and criminal justice systems. One of the goals of this Project is to reduce discrimination against communities disproportionately impacted by racism and classism in the criminal justice system.

The Tenants Union gives tenants the opportunity to organize and advocate for healthy and affordable housing. Through this organization, racial discrimination



can also be addressed in the housing sector in terms of unfair rent increases or discriminatory practices in the screening process.

For more information on the Tenants Union of Washington, visit their website at <http://www.tenantsunion.org/en>

Email: [info@tenantsunion.org](mailto:info@tenantsunion.org)

Phone: 206-722-6848

### Causa Justa :: Just Cause (Oakland)

Causa Justa :: Just Cause is a multi-racial, grassroots organization building community leadership to achieve justice for low-income San Francisco and Oakland residents, particularly for African Americans and Latinos. The organization provides tenant rights advocacy and information and fights grassroots campaigns to win immigrant rights and housing rights into a larger movement for social transformation. The organization works to build “black-brown” partnerships to join the forces of two minority groups who have previously been pitted against each other in the fight for employment opportunities, affordable housing, or basic services.

The organization supports campaigns that protect vulnerable tenants and homeowners against displacement and homelessness as well as campaigns that protect and promote immigrant rights. Additionally, the organization also participates in national movement collaborations and has traveled to the United States Social Forum.

Causa Justa :: Just Cause is currently organizing two campaigns: one for tenants' rights against evictions, foreclosed homes, and service cuts, and the other is the Reinvest and Rebuild weekly foreclosure prevention group. Through Causa Justa :: Just Cause these issues are presented through a racial equity lens to tackle housing issues, celebrate racial diversity, and build a minority power base in San Francisco and Oakland.

To learn more about Causa Justa :: Just Cause, visit their website at:

<http://www.cjjc.org/>

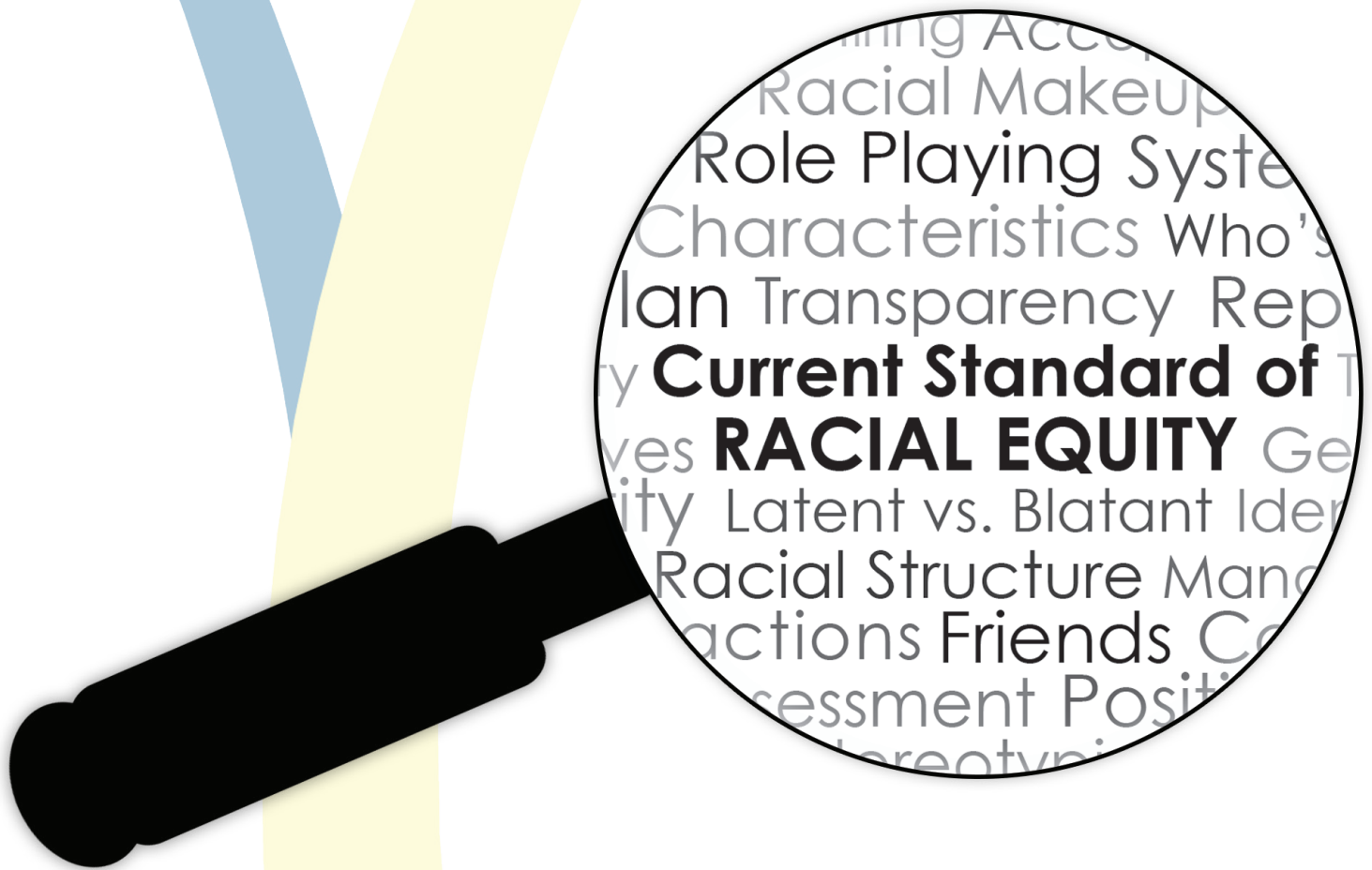
Email: [info@cjjc.org](mailto:info@cjjc.org)

Phone: 510.763.5877 (Oakland) or 415.487.9203 (SF)



# Racial Equity and ***YOU***

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# Introduction

## What's in This Section?

This section will help you to identify key areas of opportunity for racial equity growth in your organization. It contains a listing of cultural elements that lead to racial oppression, role playing activities for further identification of racial inequities, and a self assessment to break everything down within your organization.

## How Do I Use These Tools?

Read over the dominant culture section, engage in the role-playing activities, fill out the self-assessment tool, identify key areas of opportunity of racial equity growth in your organization, and then report back to the rest of your organization or the racial equity project leaders.

## What Is the Desired Impact?

This section will help you firmly identify key challenges; from there, you can better establish what your organization needs to improve its racial equity lens.



# Dominant Culture Elements

## Elements of White Middle-Class Dominant Culture

adapted from Scott Winn (2010) from "White Supremacy Culture"  
Dismantling Racism: A Workbook for Social Change Groups  
Kenneth Jones and Tema Okun, Changework 2001

This is a list of characteristics of dominant culture which may be evident in our organizations. Culture is powerful precisely because it is so present and at the same time so very difficult to name or identify. The characteristics are detrimental because they are used as norms and standards without being proactively named or chosen by the group. They are damaging because they promote dominant ways of thinking to the exclusion of differing ways of being and thinking. The overall effects of these dominant cultural norms is to stop us from talking about power imbalances between individuals and group which stops us from creating cultures supportive of transformation towards social and economic change.

### Purpose

One of the purposes of listing characteristics of white middle-class dominant culture is to point out how organizations that may unconsciously use these characteristics as their norms & standards make it difficult, if not impossible, to open the door to differing cultural norms & standards. As a result, many of our organizations, while saying we want to be multicultural, really only allow other people & cultures to come in if they adapt or conform to already existing cultural norms. Being able to identify & name the cultural norms & standards you want is the first step to making room for a truly multi-cultural organization.

### How to Use this Document

This list of characteristics gives organizations a way of recognizing potential power imbalances in their culture. Some of these characteristics are indicative of cultural differences that may hinder an organization's ability to pursue racial equity work. When conducting your organization's self-assessment, doing the role-play activities, and creating your organization's plan for racial equity, think about how these characteristics may be present in your day-to-day work activities. Through recognizing dominant cultural characteristics, organizations can get one step closer to pursuing their racial equity goals.



<h2>Perfectionism</h2> <ul style="list-style-type: none"> <li>• Appreciation that is expressed is usually directed to those who already get most of the credit anyway</li> <li>• Pointing out either how a person or piece of work is inadequate</li> <li>• Talking to others about the inadequacies of a person or their work without ever talking directly to him or her</li> <li>• Mistakes are seen as personal, i.e. they reflect badly on the person making them as opposed to being seen for what they are – mistakes</li> </ul>	<h2>Antidotes to Perfectionism</h2> <ul style="list-style-type: none"> <li>• Develop a culture of appreciation where the organization takes time to make sure that everyone's work and efforts are appreciated</li> <li>• Develop a learning organization, where it is expected that everyone will make mistakes and those mistakes offer opportunities for learning</li> <li>• Separate the person from the mistake</li> <li>• When offering feedback, always speak to things that went well before offering criticism</li> <li>• Ask people to offer specific suggestions for how to do things differently when offering criticism</li> </ul>
<h2>Sense of Urgency and Progress</h2> <ul style="list-style-type: none"> <li>• Continued sense of urgency that makes it difficult to take time to be inclusive, to encourage democratic and/or thoughtful decision-making, to think long-term, and to consider consequences</li> <li>• Frequently results in sacrificing potential allies for quick or highly visible results, (e.g. sacrificing interests of communities of color in order to win victories for white people)</li> <li>• Little time, energy, or money put into reflection or identifying lessons learned that can improve practice</li> <li>• Progress that only expands (adds staff or projects) or develops the ability to serve more people (regardless of how well they are serving them)</li> <li>• Gives no value, to the possible costs, (e.g. possibility that those we serve may be exploited, excluded, or underserved, focusing how many</li> </ul>	<h2>Antidotes to Sense of Urgency and Progress</h2> <ul style="list-style-type: none"> <li>• Creating realistic workplans</li> <li>• Leadership which understands that things take longer than anyone expects</li> <li>• Discuss and plan for what it means to set goals of inclusivity and diversity, particularly in terms of time</li> <li>• Learn from past experience how long things take</li> <li>• Be clear about how you will make good decisions in an atmosphere of urgency.</li> <li>• Create 'Seventh Generation' thinking by asking how the actions of the group now will affect people seven generations from now</li> <li>• Make sure that any cost/benefit analysis includes all the costs, not just the financial ones, (e.g. the cost in morale, the cost in credibility, the cost in the use of resources)</li> <li>• Include process goals in your</li> </ul>

we are serving instead of quality of service or values created by the ways we serve)	planning, (e.g. making sure that your goals speak to how you want to do your work, not just what you want to do
<p><b>Defensiveness</b></p> <ul style="list-style-type: none"> <li>Any criticism of those with power is viewed as threatening, rude, or inappropriate</li> <li>People respond to new or challenging ideas with defensiveness, making it very difficult to raise these ideas</li> <li>A lot of energy in the organization is spent trying to make sure that people's feelings aren't getting hurt or working around defensive people</li> </ul>	<p><b>Antidotes to Defensiveness</b></p> <ul style="list-style-type: none"> <li>Understand the link between defensiveness and fear (of losing power, losing face, losing comfort, losing privilege)</li> <li>Work on your own defensiveness</li> <li>Discuss the ways in which defensiveness or resistance to new ideas gets in the way of the mission.</li> </ul>
<p><b>Quantity over Quality</b></p> <ul style="list-style-type: none"> <li>All resources of organization are directed toward producing measurable goals</li> <li>Things that can be measured are more highly valued than things that cannot, (e.g. numbers of people attending a meeting, newsletter circulation, money spent are valued more than quality of relationships, democratic decision making, ability to constructively deal with conflict)</li> <li>If it can't be measured, it has no value</li> </ul>	<p><b>Antidotes to Quantity over Quality</b></p> <ul style="list-style-type: none"> <li>Include process or quality goals in your planning</li> <li>Make sure your organization has a values statement that expresses the ways you want to do your work</li> <li>Look for ways to measure process goals (for example if you have a goal of inclusivity, think about ways you can measure whether or not you have achieved that goal)</li> <li>Recognize those times when you need to get off the agenda in order to address underlying concerns</li> </ul>
<p><b>Only One Right Way</b></p> <ul style="list-style-type: none"> <li>The belief that there is one right way to do things and once people are introduced to the right way, they will "see the light" and adopt it</li> <li>When they do not adapt or change, then something is wrong with them (the other, those not changing), not</li> </ul>	<p><b>Antidotes to Only One Right Way</b></p> <ul style="list-style-type: none"> <li>Accept that there are many ways to get to the same goal</li> <li>Look for the tendency for a group or a person to keep pushing the same point over and over out of a belief</li> </ul>

<p>with us (those who 'know' the right way)</p> <ul style="list-style-type: none"> <li>• Similar to the missionary who does not see the value in the culture of other communities, sees only value in their beliefs about what is good</li> <li>• Decision making is clear to those with power and unclear to those without it</li> <li>• Those with power think they are capable of making decisions for and in the interests to those without power</li> <li>• Those with power often don't think it is important or necessary to understand the viewpoint or experience of those for whom they are making decisions</li> </ul>	<p>that there is only one right way</p> <ul style="list-style-type: none"> <li>• When working with communities from a different culture than yours or your organization's, be clear that you have some learning to do about the communities' ways of doing</li> <li>• Never assume that you or your organization know what's best for the community in isolation from meaningful relationships with that community</li> <li>• Make sure that everyone knows and understands who makes decisions</li> <li>• Make sure everyone knows and understands their level of responsibility and authority in the organization</li> <li>• Include people who are affected by decisions in the decision-making</li> </ul>
<h3>Either/Or Thinking</h3> <ul style="list-style-type: none"> <li>• Things are either/or – good/bad, right/wrong, with us/against us</li> <li>• Closely linked to perfectionism in making it difficult to learn from mistakes or accommodate conflict</li> <li>• No sense that things can be both/ and</li> <li>• Results in trying to simplify complex things, for example believing that poverty is simply a result of lack of education</li> </ul>	<h3>Antidotes to Either/Or Thinking</h3> <ul style="list-style-type: none"> <li>• Notice when people use 'either/or' language &amp; push to come up with more than 2 alternatives</li> <li>• Notice when people are simplifying complex issues, particularly when the stakes seem high or an urgent decision needs to be made</li> <li>• Slow it down &amp; encourage people to do a deeper analysis</li> <li>• Avoid making decisions under extreme pressure</li> </ul>
<h3>Power Hoarding</h3> <ul style="list-style-type: none"> <li>• Little, if any, value around sharing power</li> <li>• Power seen as limited, only so much to go around</li> <li>• Those with power feel threatened when anyone suggests changes in how things should be done in the organization, feel suggestions for change are a reflection on their</li> </ul>	<h3>Antidotes to Power Hoarding</h3> <ul style="list-style-type: none"> <li>• Include power sharing in your organization's values statement</li> <li>• Discuss what good leadership looks like &amp; make sure people understand that a good leader develops the power &amp; skills of others</li> <li>• Understand that change is inevitable &amp; challenges to your leadership can be healthy &amp; productive</li> </ul>

## Dominant Culture Elements

<p>leadership</p> <ul style="list-style-type: none"> <li>Those with power assume they have the best interests of the organization at heart and assume those wanting change are ill-informed, emotional, inexperienced</li> </ul>	<ul style="list-style-type: none"> <li>Make sure the organization is focused on the mission</li> </ul>
<p><b>Fear of Open Conflict</b></p> <ul style="list-style-type: none"> <li>People in power are scared of conflict and try to ignore it or run from it</li> <li>When someone raises an issue that causes discomfort, the response is to blame the person for raising the issue rather than to look at the issue which is actually causing the problem</li> <li>Emphasis on being polite</li> <li>Equating the raising of difficult issues with being impudent or rude</li> </ul>	<p><b>Antidotes to Fear of Open Conflict</b></p> <ul style="list-style-type: none"> <li>Role play ways to handle conflict before conflict happens</li> <li>Distinguish between being polite &amp; raising hard issues</li> <li>Don't require those who raise hard issues to raise them in 'acceptable' ways</li> <li>Once a conflict is resolved, take the opportunity to revisit it and see how it might have been handled differently</li> </ul>
<p><b>Objectivity</b></p> <ul style="list-style-type: none"> <li>The belief that there is such a thing as being objective</li> <li>The belief that emotions are inherently destructive, irrational, and should not play a role in decision-making or group process</li> <li>Invalidating people who show emotion</li> </ul>	<p><b>Antidotes to Objectivity</b></p> <ul style="list-style-type: none"> <li>Realize that everybody has a worldview &amp; that everybody's worldview affects the way they understand things</li> <li>Realize this includes you too</li> <li>Push yourself to sit with discomfort when people are expressing themselves in ways which are not familiar to you</li> </ul>
<p><b>Right to Comfort</b></p> <ul style="list-style-type: none"> <li>The belief that those with power have a right to emotional &amp; psychological comfort</li> <li>Equating individual acts of unfairness against white people with systemic racism</li> </ul>	<p><b>Antidotes to Right to Comfort</b></p> <ul style="list-style-type: none"> <li>Understand that discomfort is at the root of all growth &amp; learning</li> <li>Welcome it as much as you can</li> <li>Deepen your political analysis of racism &amp; oppression</li> <li>Don't take everything personally</li> </ul>



# Naming and Framing

## Role Playing Activity: Naming & Framing Racism and White Privilege in our Everyday Lives

Adapted from the Coalition of Anti-Racist Whites, [www.carw.org](http://www.carw.org)

### Directions

Below are some role-play scenarios that your organization can set-up to help develop skills and tools for challenging racism and white privilege in your everyday workplace lives.

For each scenario, there are two roles:

**Role 1:** Subject of intervention: the person you need to talk to in order to intervene in the situation.

**Role 2:** Namer/framer: the person who is intervening in an oppressive situation or explaining the principles of racism or pointing out how the racial lens applies.

**Observers:** These people provide feedback on how the namer/framer did, offer suggestions or give praise.

Here's how it goes:

1. Each scenario has a description of the situation, followed by further background as necessary to set the stage. Everyone should read the situation, or have someone read it aloud before starting.
2. In most scenarios, the Subject (Role 1) reacts or says something to begin the dialogue based on the described scenario.
3. The Namer/Framer (Role 2) engages in dialogue to interrupt an oppressive moment or educate the subject.
4. The Subject can respond and play their role, but keep in mind this is only for practice, no need to get into debates. Try to keep whole interaction to a couple of minutes to give everyone plenty of time to practice.
5. Observer should stop it after two or three exchanges and give brief observations/ suggestions.

**For the namer/framer:** This is the time to take a risk. If you never knew what to say, now's the time to just try something and see how it works. If it doesn't work, why? What would work better? If this is old hat for you, try to go deeper.

**For the subject:** Try to understand where the person in your role is coming from and respond as you think they would. Don't go out of your way to put on an Oscar winning performance by trying to make it difficult, and don't try to make it easy either. Just try to understand the perspective beneath the statement and portray it honestly.

**For the observers:** What did you notice during the interaction? What non-verbal cues did you pick up from either of the role-play pair? What did the namer/framer do right? What could be a good thing to build on? Where did they get stuck? What alternative approaches can you suggest?

### Naming & Framing Tips and Tricks

**Naming** – Calling out instances of racism and white privilege

**Framing** – Strategy of using an analysis of institutional and structural racism to reshape the conversation

Potential Approaches for Challenging Racism:

#### Western States approach

- Breathe
- Name it
- Give Information
- Give Direction

#### Out The Front Door approach

- I Observed you say/do...
- It makes me Think that...
- I Feel \_\_\_\_\_ when you say that...
- I Desire that you...

#### Sharing personal experience

- First I thought.../
- ...but then I realized... /
- ...now I understand that...

#### Inquiry approach

*Ask questions to help the others figure out the situation on their own*

- What do you mean...?
- Where did you learn this...?
- Why do you think that...?
- What if...?

#### Keep in mind

- Always use non-violent communication
- Try to get at what is motivating people
- Try to understand what people have to lose or gain by what they are saying – assess what they might want to change

## Scenarios

### 1. Marginalization of people of color in the workplace

A person of color expresses a strong opinion supporting a suggested course of action, citing an emotional personal story. The chairperson, clearly uncomfortable with the emotion expressed, nods and asks if there are any other ideas. The suggested course of action is not discussed any further and a couple of other ideas, suggested by white people are discussed at length and someone makes a motion to accept the one that was talked about the most.

**Role 1 (s):** The chair says, "Well, if there is no further discussion, I will call for a vote."

**Role 2 (n/f):** Say something to interrupt the racism in this situation.

### 2. Promotion of racial stereotypes in the workplace

You notice that your company's new promotional brochure has pictures of white people in business suits shaking hands with elected officials and black people in hard hats with shovels in their hands.

**Role 1 (s):** A coworker who you mentioned this to has never noticed these trends and says, "I don't get it, what's the big deal?"

**Role 2 (n/f):** As a person in this workplace, try naming and framing the racism in this situation with your co-worker.

### 3. Promotion of racial stereotypes in the workplace

Your agency invites a speaker to talk about community needs in the face of the economic downturn.

**Role 1 (s):** He makes the statement that, "We are recommending development of family resource centers that will have parenting classes and cultural activities because in our study we have found that the community (a neighborhood that you know is mostly African American), suffers from gang violence in part because of weak family structure and lack of cultural resources."

**Role 2 (n/f):** As a member of the audience, try naming and framing the racism in this statement.

*(This scenario is important to address because of people's general unwillingness to admit that race and class are inextricably tied. In this scenario, addressing the larger racial issues at play will help to identify the elements of structural racism that*

*keep certain communities from thriving)*

### 4. Diversity Proves Racism Not an Issue in Your Office

**Role 1 (s):** A co-worker says, “Things are very diverse here. The last place I worked was 100% whites and mostly men. So don’t tell me we need to address racism here. We are doing great.”

**Role 2(n/f):** Try naming and framing racism in response to this statement.

### 5. Focusing on Race is Really the Problem

You have a good relationship with your white supervisor and feel comfortable airing your concerns and complaints about the organization you work for without fear of being fired (white privilege in action). You mention that many other social service organizations are adopting anti-racism initiatives and think it would be a good thing for your organization to do as well.

**Role 1 (s):** Your supervisor says, “If you keep focusing on race, we will never get past it. We are all part of the human race, the idea of race is just made up anyway – we just need to quit putting people into artificial racial classifications. By focusing on race, we just continue racism.”

**Role 2 (n/f):** Try naming and framing racism in response to this statement.

### 6. Cultural Repression in the Workplace

Your manager has worked hard over the past five years to hire a staff that reflects the population your organization is serving, which is very diverse. As the office has changed from mostly white to about one third diverse people of color, the décor in the office has begun to change. Many people decorate their cubicles with textiles, art, and posters reflecting their cultures and post fliers and posters about community events on the outside of their cubicles. After a visit from the national leadership, an email comes from HR that new standards for personal effects and decoration of cubicles has been established. The standards require that decoration of personal space must conform to business standards and should be limited to a small number of framed family photos, small, tasteful art objects and nothing that can be seen above or outside the cubicle walls.

**Role 1 (s):** Your boss, who is white, announces, “You all received the email from HR about office décor. I expect you to comply with it by the end of the week.”

**Role 2 (n/f):** Try a response that names or frames the racism in this situation.



## 7. Discrimination in the Workplace

A powerful supervisor has disciplined several people of color resulting in demotions and undesirable reassignments. The white people in her unit get assignments that allow them to gain new skills and recognition while the people of color consistently get mundane, less desirable work or projects that are required, but under resourced, resulting in harder work and mediocre results.

**Role 1 (s):** A coworker who you mentioned this to has never noticed these trends and says, “It can’t be intentional on the part of our supervisor, we are an equal opportunity employer and workplace. This sounds like conspiracy theory stuff to me.”

**Role 2 (n/f):** As a white person in this workplace, try naming and framing the racism in this situation with your co-worker.

## 8. Moving From Education to Action

Your anti-racism group is mostly white and people are very engaged in educational activities like videos, book groups, speakers on issues of racism. They have great, insightful discussions at these events. They are not willing to go to protests against racial profiling by the police, or demonstrations following a police shooting of a black man, or school board meetings about academic disparities, or rallies for bilingual education.

**Role 1 (s):** Another member of your group says, “This education work we are doing is incredibly important, after all education is the solution to all problems. Besides, we are all volunteers and don’t want to waste our weekends going to rallies and protests.”

**Role 2(n/f):** Make a suggestion or ask a question to move the group toward getting involved in creating change.

## 9. Engaging White People

White people you work with in an anti-racism group at work feel kind of uncertain about what to do or why they should care. Although they do care, they rarely articulate why. You wonder whether they are only there because there is social pressure to be considered “anti-racist”. It is considered “cool” and “progressive.”

**Role 1 (s):** This role is one of these quiet participants and you have invited them to coffee to talk about your concerns.

**Role 2 (n/f):** Say something to raise this issue and move people beyond just being there.

# Organizational Assessment

In searching for a good organizational self-assessment, we wanted to find a tool that was comprehensive and adaptable for HDC's numerous member organizations. Ultimately, we chose this self-assessment for our toolkit as we felt that it was a helpful way for members to identify key areas of opportunity for applying a racial equity lens in their organizations.

We adapted this tool from the **Coalition of Communities of Color** through the Eliminating Disparities in Child and Youth Success Collaborative, developed in January 2014. The multifarious and data-tested tool is designed to help you, as an organizational leader, gather a holistic snapshot of your organizations' practices and policies as they relate to racial equity.

This tool allows our organizations to have a mixed method approach of quantitative and qualitative measures. Organizations can use the quantitative sections (Steps 1-3) to collect in-house data that will allow organizations to measure progress throughout their racial equity work. The qualitative sections (Steps 4 and 5) allow organizations to have internal discussions about where they can improve and to dig deeper into these issues.

This assessment is flexible and adaptable. The process is designed for organizations both large and small, including nonprofits, corporations, foundations, and others. The process will unfold differently in different organizations. It's important to note that there are no right or wrong answers. The information you provide will help you apply a racial equity lens in the future.

## Overview

- This tool will help organizations gather baseline data and information in order to self-identify areas for organizational change and improvement. It includes specific actions and targets that will lead to improved outcomes for the community.
- It will help spur transformative dialogue within organizations, leading to a greater understanding of racial equity issues and how to address them.
- It will help facilitate the sharing of information, resources, mutual support, and improvement tools.
- Finally, it will build shared accountability across different organizations.

## Instructions

- The Assessment is divided into 5 sections: Organizational Readiness Reflection, The First 20 Questions, General Questions, Short Answer Questions, Narratives.
- These sections can be completed in any order you choose. Each section is independent.
- The Assessment Tool is comprised of a series of questions organized by subject

area.

- Call upon champions within HDC member organizations with any questions or needed support throughout the process.
- Complete one-page summary of results of tool with strengths, challenges, and 3-5 action areas.
- **Please share feedback with one of HDC's racial equity coordinators! This could include sharing the responses to the assessment questions, sending us the summary page, or just telling us how your organization plans to use this assessment in your future racial equity work. HDC would love to be able to track progress of this document and ensure that member organizations have the support that they need.**
- For additional support or questions, contact HDC at:
- [HDC@housingconsortium.org](mailto:HDC@housingconsortium.org) or 206.682.9541
- <http://www.housingconsortium.org/member-programs/racial-equity-project/>

### Who Should Complete the Tool Within an organization?

HDC recommends that this tool involve everyone in an organization, harkening to the primary idea of this toolkit: to apply a widespread racial equity lens to your organization's everyday practices. We recommend that the organization's chief executive and senior management team take the lead responsibility for completing the Tool, however, we believe that involving a cross section of the frontline staffers will be prudent to achieve effective results. Teams can be appointed (preferably by staffers) to support the process. Once more, it is important to stress that the team should include a cross section of the staffers as well as higher level officials. The chief executive should inform and engage the organization's board leadership as appropriate before, during, and/or after completion of the Tool.

## Step 1: Organizational Readiness Reflection

### Directions

Fill in the blanks with the letter that best describes where your organization is in relation to the organizational characteristics and workforce competencies listed below. Then look at the reflections section for recommendations about next steps.

Where is your organization in terms of this aspect of racial equity work?

- A) This is part of our routine, and we model it for others
- B) This is in place and we have evidence of its use
- C) Plans exists to use in planning and implementation
- D) Have not started work in this area yet
- E) Not applicable to my organization

### Organizational Characteristics

1. \_\_\_ Institutional commitment to addressing/eliminating racial and ethnic inequities
2. \_\_\_ Hiring to address racial and ethnic inequities, addressing the hiring of employees who represent communities of color, immigrant and refugees within the confines of current law
3. \_\_\_ Structure that supports authentic community partnerships that are empowering and respectful of local context with engagement and input
4. \_\_\_ Supporting staff to address racial and ethnic inequities
5. \_\_\_ Inclusive and culturally-responsive internal communications
6. \_\_\_ Institutional support for innovation to better meet the organization's mission
7. \_\_\_ Data gathering and planning practices that are accessible to and, as appropriate, driven by community stakeholders, incorporating community narratives and experience.

### Workforce Competencies

1. \_\_\_ Understanding of the social, environmental and structural determinants of racial and ethnic inequities
2. \_\_\_ Knowledge of affected community (can be developed by building and maintaining authentic relationships with communities of color, analysis of community-driven data, etc.)
3. \_\_\_ Courageous leadership that is consistent in applying a racial equity lens and understanding of power and privilege
4. \_\_\_ Cultural responsiveness and humility

### Reflections

If you notice that your answers tend toward the C and D range, we recommend that you only complete the next Step 2: The First 20 Questions. If you notice that your answers tend toward the A and B range, we recommend that you next complete the entire Organizational Self-Assessment Tool.



## Step 2: The First 20 Questions

### Directions

Please answer the questions below. Put a “Y,” “N” “?” or “N/A” in the blank to indicate Yes, No, Unknown, or Not Applicable

### Organizational Commitment, Leadership & Governance

1. \_\_\_\_ Has your organization made a public and displayed commitment to racial equity?
2. \_\_\_\_ Does your organization have a vision, mission, or values statement that incorporates racial equity?
3. \_\_\_\_ Does your organization have an internal structure whose goal is to address issues of racial equity (e.g. an equity committee, human resources, or professional development focus) ?
4. \_\_\_\_ Is your Board of Directors representative of the community you serve?

### Racial Equity Policies & Implementation Practices

5. \_\_\_\_ Does your organization have a racial equity policy?
6. \_\_\_\_ Does your organization have a written racial equity plan with clear actions, timelines, people responsible for each action, indicators of progress and processes for monitoring and evaluation?

### Organizational Climate, Culture & Communications

7. \_\_\_\_ Does your organization visibly post materials in appropriate and relevant languages other than English?
8. \_\_\_\_ Does your organization allow ideas and initiatives to derive from all facets, including but not limited to residents, frontline staff, and leadership? (Not only from executive staff)

### Service-Based Equity

9. \_\_\_\_ Do you collect racial, ethnic and linguistic data on your clients or constituents?
10. \_\_\_\_ Do you have a plan for how you will use this data?
11. \_\_\_\_ Do you provide language interpreter/translator services for people who speak languages other than English?

## Service-User Voice & Influence

12. \_\_\_ Do you collect data on service-user or constituent satisfaction with your organization regarding racial equity?

13. \_\_\_ Do you have a plan for how you will use this data?

## Workforce Composition & Quality

14. \_\_\_ Do you assess the racial, ethnic and linguistic makeup of your workforce?

15. \_\_\_ Does your organization have intentional procedures to increase the recruitment, retention and promotion of people of color?

16. \_\_\_ Are racial equity and cultural competency training made available to your workforce?

## Community Collaboration

17. \_\_\_ Does your organization have a formal practice regarding the collection of race and ethnicity data?

18. \_\_\_ Is there a policy regulating the use of race and ethnicity data?

19. \_\_\_ Does your organization meet with leaders from communities of color to get feedback about your organization?

20. \_\_\_ Does your organization meet regularly with leaders from communities of color specifically to design and focus your organization's work in the greater King County region?

## Step 3: General Questions

### Directions

Please answer the questions below. Put a “Y,” “N,” “?”, or “N/A” in the blank to indicate Yes, No, Unknown, or Not Applicable

### Organizational Commitment, Leadership & Governance

1. \_\_\_\_ Is advocacy on behalf of racial equity or social justice seen as part of the organization's work?
2. \_\_\_\_ Does the organization have any formal review of racial equity?

### Racial Equity Policies & Implementation Practices

3. \_\_\_\_ If you have developed, or are developing, a written racial equity policy and/or plan, were representatives, or are representatives, from communities of color participants in development?

### Organizational Climate, Culture & Communications

4. \_\_\_\_ Are there visible signs of your organization's commitment to racial equity in your primary physical location, e.g. signage that states your commitment and/or physical representation of diverse communities?
5. \_\_\_\_ Do you encourage or support difficult conversations about race in a safe, confidential, private space?
6. \_\_\_\_ Are organizational materials assessed for racial bias and reviewed to ensure reflection of your community's diversity?

### Service-Based Equity

7. \_\_\_\_ Do you collect race and ethnicity data on each of the following:  
\_\_\_\_ those who request service  
\_\_\_\_ those who receive service  
\_\_\_\_ those referred for specific interventions  
\_\_\_\_ those who succeed and those who don't in your programs/services?
8. \_\_\_\_ When you make evidence-based decisions regarding communities of color (either collectively or as individual communities) do you review the decision with the impacted community?

### Service-User Voice & Influence

9.\_\_\_\_ If you collect data on service-user or constituent satisfaction with your organization regarding racial equity, do you share the findings with communities of color?

### Workforce Composition & Quality

10.\_\_\_\_ Are racial justice knowledge, skills and practices incorporated into performance objectives (such as job descriptions and work plans) and appraisals/evaluations for staff?

11.\_\_\_\_ Do you have voluntary and/or mandatory racial equity and cultural competency training?

12.\_\_\_\_ Are there effective formal and informal complaint procedures for staff regarding workplace complaints?

13.\_\_\_\_ Do performance appraisals/evaluations include progress on racial equity and cultural competency goals?

### Community Responsiveness

14.\_\_\_\_ Do you have a method in place to assess the overall satisfaction of communities of color with your organization?

### Resource Allocation & Contracting Practices

15.\_\_\_\_ If your organization has equity practices and policies, do you require your vendors and contractors to adhere to the same practices and policies?

### Data, Metrics & Continuous Quality Improvement

16.\_\_\_\_ If you collect race and ethnicity data (either workforce or constituency), are you able to disaggregate your data into separate ethnic identities (For example: African (immigrant/refugee), African American/Black American, Asian (Cambodian, Chinese, Japanese, Korean, Indian, Indonesian, Vietnamese) Pacific Islander, Latino/Hispanic, American Indian/Alaskan Native, other, multiracial, or any other relevant ethnic identities?

17.\_\_\_\_ If you collect race and ethnicity data, are individuals able to self-identify their race and ethnicity?

18.\_\_\_\_ If you collect race and ethnicity data, are individuals allowed to designate multiple races and/or ethnicities?

19.\_\_\_\_ Do you reveal race and ethnicity data in a way that is accessible to your staff?

20.\_\_\_\_ Do you reveal race and ethnicity data in a way that is accessible to the public?



## Step 4: Short Answer Questions

### Organizational Commitment, Leadership & Governance

1. If your organization has made a public commitment to racial equity, please describe how the commitment was made and who made it.
2. If your organization has an internal structure, e.g. an equity committee responsible to addressing racial equity, please describe the structure including its scope of work and composition.

### Racial Equity Policies & Implementation Practices

3. If you have a written racial equity policy and/or plan, how are communities of color incorporated into ongoing implementation efforts?

### Organizational Climate, Culture & Communications

4. Describe your organization's primary physical space and what it may communicate to diverse stakeholders. Is it welcoming and accessible? Consider the use of height, open spaces, natural or artificial light, art, signage and visual representations.
5. Describe whether, and how, the organization's entrance area is welcoming and supportive of diverse individuals and families (e.g. is there comfortable seating and supports for those with children?).
6. Please provide a couple of examples of how your organizational meetings are conducted in a manner that supports equity and inclusion, and values diverse ways of speaking, thinking, debating, reflecting and making decisions.
7. What practices or structures does the organization have in place to support employees of color, e.g. mentoring, employee support groups, comprehensive orientations? Are there supports for employees of color to move into positions with low diversity?
8. How does your organization market, brand and/or message your equity initiatives?

### Service-Based Equity

9. Please provide a couple of examples of how race and ethnicity service-user

data has informed your service delivery practices and decision-making regarding services.

10. How do you ensure that language services (translation/interpretation) are adequately aligned with community needs?

### Service User Voice & Influence

11. Please list organizational structures that ensure service-user participation by communities of color (e.g. service delivery, evaluation, quality improvement, hiring practices, performance appraisals, service-user satisfaction).

### Workforce Composition & Quality

12. Please list your organization's key priorities related to cultural and linguistic competencies for staff and leadership.

### Community Collaboration

13. In what ways are communities of color formally recognized as key stakeholders in organizational decision-making?

14. How do you ensure that your community engagement practices with communities of color are culturally-appropriate for particular communities of color? Please include some specific practices.

### Resource Allocation & Contracting Practices

15. Please provide a couple of examples of how racial justice values influence your organization's investments.

### Data, Metrics & Continuous Quality Improvement

16. Please provide a couple of examples of how race and ethnicity data from within your organization has affected your services, investments or employment practices.

## Step 5: Questions (Narratives)

### Organizational Commitment, Leadership & Governance

1. Do the senior leaders of your organizations act consistently around racial equity by, e.g., allocating sufficient resources for equity initiatives, making racial justice a standing agenda item at key meetings, and ensuring people of color are decision makers? Provide 2-3 specific examples.

### Racial Equity Policies & Implementation Practices

2. If you have a written racial equity policy and/or plan, how does the governing body monitor progress?

### Organizational Climate, Culture & Communications

3. How is your organization's internal culture of inclusion and equity communicated? (Practices may include noticing barriers to participation, planning that incorporates participation supports, public appreciation of "out loud" interrupting or naming of inequities, and encouragement when difficult topics are surfaced. )

4. Please describe how the organization actively builds a culture of inclusion and equity.

5. What processes and practices intentionally include or exclude community members?

6. How does the organization support an authentic and early process for noticing, naming and addressing dynamics of racism within the organization?

### Service-Based Equity

7. How do you incorporate goals of service equity and culturally-appropriate service delivery? Provide a couple of examples of how this is codified in policy or implemented in practice.

8. Please describe how your organization evaluates the quality and effectiveness of interpretation and translation services it either contracts for or provides.

## Stakeholder Voice & Influence

9. Please provide a couple of examples of how client and stakeholder input has influenced your organization.

## Workforce Composition & Quality

10. If your organization has an internal structure responsible for workforce diversity (e.g. an officer or office of diversity), please briefly describe the structure or role, and the scope of work.

11. How do racial justice and cultural competency goals inform the organization's investments in training and professional development?

12. How do you evaluate the effectiveness of racial equity and cultural competency trainings available for staff and leadership?

## Community Collaboration

13. How do you ensure that your organization is responsive to current and emerging issues in communities of color?

14. How does your organization formally collaborate with community-based organizations of color to determine and address your organization's responsiveness to the needs of communities of color?

## Resource Allocation & Contracting Practices

15. In what ways are your organization's budget allocations aligned with racial equity goals, plans, policies and/or values?

## Data, Metrics & Continuous Quality Improvement

16. Please describe how your programs are evaluated in terms of their impact on communities of color and racial equity goals? You may include internal and external evaluation processes.



## Assessment & Accountability Tool Summary

This one-page summary should be completed after an organization completes the Assessment.

Organizational Overview (Please provide a 5-10 sentence description of your organization):

Strengths (Based on the results of the Tool)

Opportunities for Growth (Based on the results of the Tool)

Possible Action Areas (Based on the results of the Tool these are three actions that we will take in the next 12 months)

Reflections (Based on your use of the tool provide feedback that can help improve the tool's usability)

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# What ***YOU*** Can Do

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# Introduction

## What's in This Section?

This is the “congratulations” section. Once you have decided to implement a racial equity lens in your organization, these tools will assist you in developing a strategy for moving forward with racial equity work and for addressing logistical issues.

## How Do I Use These Tools?

Use these tools to identify key ways to implement a racial equity lens in your day-to-day actions. Will racial equity become a full blown sector? Will it be a part-time program? Will it be a set of conversations? That's for you to decide.

## What Is Desired Impact?

Completing this section means you have taken the next steps towards making racial equity an important element within your organization. Think of this section like signing a statement of intent.



# Organizational Plan

Members of HDC are invited to develop an Organizational Plan for Racial Equity. With tools and resources available from HDC, members will have the opportunity to determine organizational commitments and develop an action plan to institute racial equity within their organization. This template is geared to develop achievable commitments and a relevant strategy to advance racial equity within member organizations over the course of one year.

**General** – Please share the name of the organization and the lead contact(s).

**Goals** – Please outline the primary racial equity goals your organization hopes to accomplish in one year.

- 1.
- 2.
- 3.

**Staffing** – Outline how this work will be staffed.

**Budget** – Outline the budget for this work.

**Timeline** – Please provide a month-by-month outline of the project.

**Future** – Please share how your organization will include a racial equity lens in future strategic planning.

**HDC Support** – Please share how HDC can support you in carrying out your goals.

This worksheet is also available for download on our website: <http://www.housingconsortium.org/member-programs/racial-equity-project/>

# Racial Equity Impact Tool

## Racial Equity Impact Tool

(To Assess Initiatives, Programs, Human Resources, and Budget Issues Related to Racial Equity Impacts)

(HDC Model adapted from the [Seattle Race and Social Justice Initiative](#))

**Goal:** The goal of the Racial Equity Impact Tool is to address issues related to individual, structural, and institutional racism. Through our training programs aimed at educating staff members of the HDC as well as our member organizations, we will make strides towards creating a more just community.

This toolkit is meant to lay out a process and a set of questions to guide the development, implementation, and evaluation of policies, initiatives, programs, and budget issues to address the impacts of racial equity. It is meant to be used as early as possible in order to address the issues that were revealed in the organizational self-assessment and to be aligned with desired outcomes outlined in the organizational plan for racial equity. It is to be used by people with differing perspectives on race, so as to build a stronger “race map” for Seattle and King County.

There are **six** steps involved in the toolkit process:

### 1. Set Outcomes

Leadership communicates key outcomes for racial equity to guide analysis

### 2. Involve Those Impacted the Most (Stakeholders, As In, Community Members, Staff, and Others), and Analyze Data

Gather information from community and staff on how the issue benefits or burdens the community in terms of racial equity.

### 3. Determine Benefit and/or Burden

Analyze issue for Impact and alignment with racial equity outcomes

### 4. Advance Opportunity or Minimize Harm

Develop Strategies to create greater racial equity or minimize unintended consequences

### 5. Evaluate. Raise Racial Awareness. Be Accountable

Track Impacts on communities of color over time. Continue to communicate with and involve stakeholders. Document unresolved issues

## 6. Report Back

Share information learned from analysis and unresolved issues with the rest of your organization and stakeholders

The Impact Tool is meant for our member organization's internal use. Through answering questions pertaining to strengthening racial equity, our members should feel more at ease with implementing their own racial equity programs.

1. What is the racial equity issue you would like to address through your program or project, either internally in your organization or across King County?
  - What key areas of opportunity would you like to address most? (Ex: Education, Community Development, Health, Environment, Criminal Justice, Jobs, or Housing).
2. If you are looking to involve community members in your study, how would you do so? Which communities are you looking to serve most, and what are their needs? What neighborhoods do they hail from, and what is the general demographic makeup? What have your conversations with impacted community members told you about existing racial inequities?
3. How will your specific program mitigate the negative effects of racial inequity? What are some projected unintended consequences of your project, and inversely, what are the benefits.
4. How will you address the unintended consequences of your program? What strategies would you implement to strengthen the program?
5. How will you implement this program over time? How will you ensure community participation if that is one of your goals? How will you raise awareness on the ills of racial inequity? Are there any unresolved pitfalls?
6. Report back to us or your superiors. What have you learned, and what must be done in the future?

The worksheet begins on the next page.

## Worksheet

Title of Program or Project: \_\_\_\_\_

Description: \_\_\_\_\_

Department: \_\_\_\_\_

Contact: \_\_\_\_\_

Circle the term that best describes the racial equity division you'd like to implement:

Policy

Initiative

Program

Budget Issue

### Step 1: Set Outcomes

What is the primary purpose for you addressing racial equity?

Which of the following racial equity opportunity areas will the issue primarily impact?

1. Education
2. Community Development
3. Health
4. Environment
5. Criminal Justice
6. Jobs
7. Housing
8. Other

Are there impacts on:

1. Contracting Equity
2. Workforce Equity
3. Immigrant and Refugee Access to Services
4. Inclusive Outreach and Public Engagement

If so, please describe: \_\_\_\_\_



## Step 2: Involve Stakeholders. Analyze Data

What geographic areas are being impacted the most?

What are the racial demographics of those living in the area or are impacted by the issue?

How have you involved community members and stakeholders?

What does your data and your conversations with stakeholders tell you about existing racial inequities that influence people's lives and should be taken into consideration?

What are the root causes or factors creating these racial inequities?

### Step 3: Determine Benefit and/or Burden

Take into consideration what you have learned from stakeholder involvement...

How will policy, initiative, program, or budget issue increase or decrease racial equity? What are potential unintended consequences? What benefits may result? Are impacts aligned with your department's community outcomes that were defined in step 1?

### Step 4: Advance Opportunity or Minimize Harm

How will you address the impacts (including unintended consequences) on racial equity? What strategies address immediate impacts? How will you partner with stakeholders for long-term positive change? If impacts are not aligned with desired community outcomes, how will you re-align your work?

Program Strategies?

Policy Strategies?

Partnership Strategies?

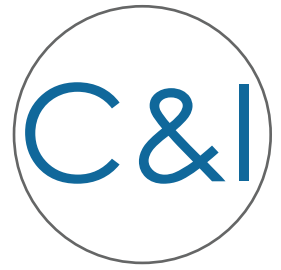
## Step 5: Evaluate. Raise Racial Awareness. Be Accountable.

How will you evaluate and be accountable? How will you evaluate and report impacts on racial equity over time? What is your goal and timeline for eliminating racial inequity? How will you retain stakeholder participation and ensure internal public accountability? How will you raise awareness about racial inequity related to this issue?

What is unresolved? What resources/partnerships do you still need to make changes?

## Step 6: Report Back

Share analysis and report responses from Step 5 with us and members involved in step 1.



# Resident Engagement

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# Introduction

## What's in This Section?

This section will help outline best practices for resident engagement as it fits within your organization.

## How to Use These Tools

These tools will help facilitate resident engagement while providing guidelines and aspects to be aware of when moving forward.

## Desired Impact

These tools will make the users more aware of resident engagement best practices and create more equitable outcomes in the community.





# Guidelines

These guidelines for resident engagement were derived from conversations with fellow racial equity work supporters such as Evelyn Allen of the [Village Spirit Center](#) and Dan Wise of [Catholic Community Services of Western Washington](#). These guidelines are intended to assist you and your organization in involving resident stakeholders in the conversation for your evaluation, creation, and implementation of a current program or project.

## Initial Stages

Integrate these principles of racial equity and resident engagement into your organization's mission, vision, and values

- Think about how your organization can engage residents in multiple ways

Developers set the requirements for their own projects, so go ahead and make strong resident engagement one of them!

- It is up to you to enact resident engagement; you are a key player in improving the community

Recognize the benefits of resident engagement to your organization!

- How you interact with the community affects theft, damage, residents' feeling of ownership in the project, and protection of the development
- With community buy-in residents can ensure the well-being of the project
- Keeps maintenance levels low and reduces costs
- Community members can become your spokespeople

Involve those who will actually be using your programs and services

- By involving them, you are ensuring the project's success

## Meeting with Residents

Respect the involved residents and their time

- Hold meetings that fit with their schedules (e.g. at night for working folks)
- Feed them if a meeting occurs during mealtimes

### Make clear what the residents can provide for you

- Ask broad questions such as “what would you like to see in your community? In your home?”
- Involve diverse groups
- Having diversity in age, sex, and socioeconomic characteristics will help to capture the wider range of opinions and preferences, allowing everyone to have a voice in what they would like to see

### Be aware of your own position and biases

- Make your own team diverse
- Be aware of your own biases and professional position
- Don't hold an “expert mentality”--what you think is “best” may not be what the residents want or need
- It is best to avoid the “savior” mentality when engaging residents

### Gain the residents' trust

- Understand that there could already be distrust embedded in the community
- Come to the residents rather than waiting for them to come to you
- Don't make promises you can't keep; delivering will help to build trust
- Report back to them frequently along the entire process

### Use simple, direct language

- Don't use a lot of jargon or acronyms that residents may not understand

## Implementing the Project or Program

### Design housing, programs, and services with culture in mind

- Amenities should cater to the everyday needs of the community
- Ask residents how they would like to use their space
- Involve them in the physical design process to encourage education equity
- Be culturally sensitive in design and aesthetics
- “With People in Mind” - excellent resource for inclusive design

### If your organization is primarily a housing provider, team up with other services

- Combining housing services with educational resources, activities for youth, and economic resources will ensure the success of your project
- Create partnerships with service providers so that everyone is on the same page
- Concurrency will also help to gain trust from residents and the larger community
- Create an environment where people can succeed! (Communities of Opportunity)

# Champions of Engagement

## Village Spirit Center for Community Change and Healing

The Village Spirit Center, an initiative of the Catholic Community Services and Catholic Housing Services of Western Washington, (CCSWW) is deeply engaged with the residents they serve. This organization primarily serves “Communities of Concern,” which are the poor and low-wage earners in the Black, urban Native American and Latino/Chicano communities. The Village Spirit Center has created a living arrangement for the Black community in Seattle’s Central District named Monica’s Village. It is a testament to community building and engagement.

There is a courtyard in the middle of the village that residents were actively involved in designing and building. University of Washington’s Landscape Architecture Department undergraduate students utilized community input to decide what to incorporate into the playground. Afterwards, the residents provided input along each step of the way to build the project from the ground up. The Village Spirit Center is an example of strong community engagement practices, and the organization is well aware of the aspects that one must consider when moving forward with affordable housing development.

For more information on the Village Spirit Center contact Evelyn Allen, Director of the CHS Village Spirit Center [evelyna@ccsww.org](mailto:evelyna@ccsww.org) or visit [http://www.ccsww.org/site/PageServer?pagename=housing\\_villagespiritcenter](http://www.ccsww.org/site/PageServer?pagename=housing_villagespiritcenter)

## California Residents United Network

The California Residents United Network developed out of a series of meetings in 2013 between representatives of nonprofit affordable housing developers, resident-service providers, and advocacy organizations across California in order to develop a statewide resident base of power in California. At Housing California’s Annual Conference in 2014, the Network officially formed “to engage residents in decisions that affect the health and stability of their lives and communities and harness people power as a political force in order to influence policy decisions at the state, regional, and local level.”

This Network includes 34 organizations and 100 residents and developers engaging in conversations about their concerns and their vision for what they would like to see in affordable housing. This network has established committees for resident engagement, curriculum, and training with the larger idea that educating low- and moderate-income residents and fostering their voices gives them more power. Resident engagement can help to achieve the goal of “A place to call home, in a healthy community for everyone in California. The Network is powerful and influential, using techniques such as sending 10,000 postcards to California



## Champions of Engagement

Governor Brown urging support for the creation of affordable homes and jobs. In June 2013 residents of the Network united and succeeded in influencing Oakland City Council to vote in favor of setting aside funds for affordable housing. For more information on the California Residents United Network, contact [info@housingca.org](mailto:info@housingca.org) or visit their website at <http://www.housingca.org/#!residents-united-network/c1afc>



# Engagement Worksheet

This Community Engagement Worksheet was adapted from the [King County Equity and Social Justice](#) Team's worksheet that allows departments and agencies to increase equity and social justice in planning their projects. For HDC's member organizations that provide housing and resident services, this tool is especially useful because it allows organizations to be strategic in engaging residents in decision-making. Architects and housing developers will find this tool useful as well in that engaging those who will live in housing developments will ensure the success of your project. By informing and engaging residents, your organization can help to advance racial equity in the affordable housing sector.

Project Title:

Project Lead:

Program Name:

Timeline:      to

How to use this worksheet:

This worksheet will assist you in thinking about your process, purpose, primary audience, potential barriers, impacts and strategies to inform and involve your intended audience before you begin. Below are some key questions with prompts to guide and direct you before beginning and during your engagement process.

## What is the Purpose of your Engagement?

### 1. State briefly why you are doing resident engagement

- What do you hope to achieve? What is your main purpose for involving community members?

### 2. Who are the key stakeholders or partners? Who is affected by, involved in, or has a specific interest in the issue?

- What steps will you take to ensure that you include impacted communities



that have not historically been involved in the initial decision making phase?  
Are there specific communities that will be impacted/affected by decisions or processes related to engagement?

### What Strategies Will You Use to Ensure You Have Information and Research About the Relevant Groups and Communities?

3. Have you gathered adequate background information about the populations you intend to reach? (i.e., language or dialect spoken, customs, etc). What other research will you need to better know and understand your public? How will you identify community strengths and assets?
4. How will you make sure you are effectively reaching all of your audiences?
  - How do you plan to address language and literacy needs including translations, interpretations and reading levels?
  - Have you taken into account alternative and non-traditional approaches to consider before proceeding? Does your intended audience have their own engagement practices that should be considered?

## Barriers and Risks

### 5. What do you perceive as barriers and risks to doing this work?

- Are there trust issues among members of the public or a community that may prevent full engagement (i.e., social, political, tribal, gender specific)? How will you address the diverse cultural differences among affected communities? Is there community and public support for your project? Are there strategies in place to address unintended consequences if the community is not actively involved?

## Decision Making Process and Communications

### 6. If there are decisions to be made, how does the engagement fit into the overall decision-making process?

- Are there processes in place to involve affected communities in decisions at different levels and phases? Do you have representation from affected communities in decisions? What decisions need to be made after the engagement and how will the community be involved in that process? How will the affected community be informed of final decisions? Do you have a standard point of contact for community members?

### 7. What is in place to inform community of benchmarks or progress about your project?

- How will you recognize the contributions of community members? Will there be opportunities for formal project/program updates and feedback (i.e. meetings, website updates, phone calls, e-mail)? Who will inform the community on impacts of final decisions? What steps will be taken to maintain opportunities for future collaboration or engagement?

## Evaluation and Monitoring of Success

8. How will you evaluate the success of your project both in terms of process and outcomes?

- Were you able to successfully reach the intended audience? Did people receive the necessary information they needed to make a relevant response? Did you choose the right type or level of engagement to match the purpose? Was feedback received from the community positive or negative? Did the community feel like they received proper feedback on the results of the engagement? Did they indicate they want to be part of a similar process again? If not, why not? What would you do differently to make the process better, more inclusive, and more impactful?

## Logistics of Community Engagement

The logistics of community engagement is critical for turnout and community interest. Paying attention to a number of logistical issues will enhance participation and improve the overall effort. Some things to consider:

Venue	Making meetings geographically close to communities or stakeholders is critical to get a good turnout. Choosing a site that is community centered may more familiar and comfortable for attendees. Does the venue accommodate for public parking and transportation?
Host	If inviting public officials make sure you have followed appropriate channels before inviting them to participate. Clarify their roles.
Staffing	Will you use program staff, or partner staff to help with set up, welcoming, and meeting facilitation?
Budget	Is your budget adequate to provide resources for advertising, communication and promotion, rental space, refreshments/ food, transportation, child care, translation/interpretation?
Accessibility	Is the location wheelchair accessible and code approved for people with disabilities?
Time	Do you have staff that can attend evening or weekend meetings? Can you accommodate community members to hold evening or weekend meetings?

# Additional Resources

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# Introduction

## What's In This Section?

This section is a listing of different supplementary resources you can peruse at your leisure. They are meant to augment your experience with the toolkit, or provide great educational resources outside of it.

## How Do I Use This Tool?

Use these resources for context, or comfort reading.

## What Is the Desired Impact?

This section will expose you to key pieces of information pertinent to racial equity.



# Additional Resources

## **Just Growth** (2012) by Manuel Pastor and Chris Benner

Dr. Manuel Pastor describes in depth the economic benefits of a more just and equitable society. This is a wonderful book for those who are looking for a more data driven approach to equity planning. The book can be found at <http://justgrowth.org/>

## **Rebuilding a Dream: America's New Urban Housing Crisis, The Housing Cost Explosion, and How We Can Reinvent the American Dream for All** (2014) by Andre F. Shashaty

In this book Shashaty analyzes the affordable housing crisis through a critical perspective, focusing on how governmental actions have affected the shortage and the challenges of meeting future demands. This book frames affordable housing in terms of obtaining the American Dream and provides a perspective on how we can still salvage it through social and political action.

## **Race Matters Toolkit** (2006) by the Annie E. Casey Foundation

This toolkit, while not affordable housing specific, dovetails with the racial equity work that we are attempting to accomplish through this HDC toolkit. The Race Matters Toolkit can help readers to understand the intersectionality between affordable housing, educational opportunities, criminal justice, and many other sectors. Sections are available for download at <http://www.aecf.org/>

## **How to Develop and Support Leadership that Contributes to Racial Justice** (2010) by the Leadership Learning Community

The publication offers practical methods and recommendations to help leadership programs prepare their participants to bring a more race conscious lens to all policy and service work; and empower people of color to better lead their communities. Downloadable at <http://leadershiplearning.org/new-publication-how-develop-and-support-leadership-contributes-racial-justice>

## **National Equity Atlas** by PolicyLink and the USC Program for Environmental and Regional Equity

The National Equity Atlas provides data of demographic change, racial inclusion and the economic benefits of equity for the largest 150 regions, all 50 states, the District of Columbia, and the United States. <http://nationalequityatlas.org/>

## **R. S. Tipton, Incorporated:** Architects and Facilitators of Transformational Change

R. S. Tipton is a Denver-based consulting firm that works to bring organizational change that is transformational, not transactional. This group uses workshops,

strategic communications, and leadership team chartering that caters to each organization's needs. <http://www.changemanagementpro.com/>

### **Race Forward:** The Center for Justice Innovation

Race Forward is a national, nonprofit organization that advances racial justice through research, media and practice. Race Forward publishes the daily news site Colorlines and presents Facing Race, the country's largest multiracial conference on racial justice. Race Forward's mission is to build awareness, solutions and leadership for racial justice by generating transformative ideas, information and experiences. <https://www.raceforward.org/>

### **Seattle Race and Social Justice Initiative (RSJI)** led by the Seattle Office of Civil Rights

The Race and Social Justice Initiative works with the Seattle government and community leaders to address institutional racism. The Initiative has a three-year plan to focus on community partnerships, and the initiative also has compiled a toolkit as well as a community roundtable for a race specific approach to community building and policy development. <http://www.seattle.gov/rsji>

### **RACE: Are We So Different?** American Psychological Association

Looking through the eyes of history, science and lived experience, the RACE Project explains differences among people and reveals the reality – and unreality – of race. The story of race is complex and may challenge how we think about race and human variation, about the differences and similarities among people. <http://www.understandingrace.org/home.html>

### **Undoing Racism Workshop** by The People's Institute

The People's Institute holds an intensive two-day workshop in Seattle designed to educate, challenge and empower people to “undo” the racist structures that hinder effective social change. The training is based on the premise that racism has been systematically erected and that it can be “undone” if people understand where it comes from, how it functions and why it is perpetuated. These workshops are held several times a year and you can register at <http://www.pinwseattle.org/register.php>

### **CITYLAB** by The Atlantic

Through original reporting, sharp analysis, and visual storytelling, CityLab informs and inspires the people who are creating the cities of the future—and those who want to live there. [www.citylab.com](http://www.citylab.com)

### **Recent Articles:**

“Want a Stronger Economy? Focus More on Racial Inclusion” by Sarah Truehaft for Rooflines the Shelterforce Blog, November 12, 2014

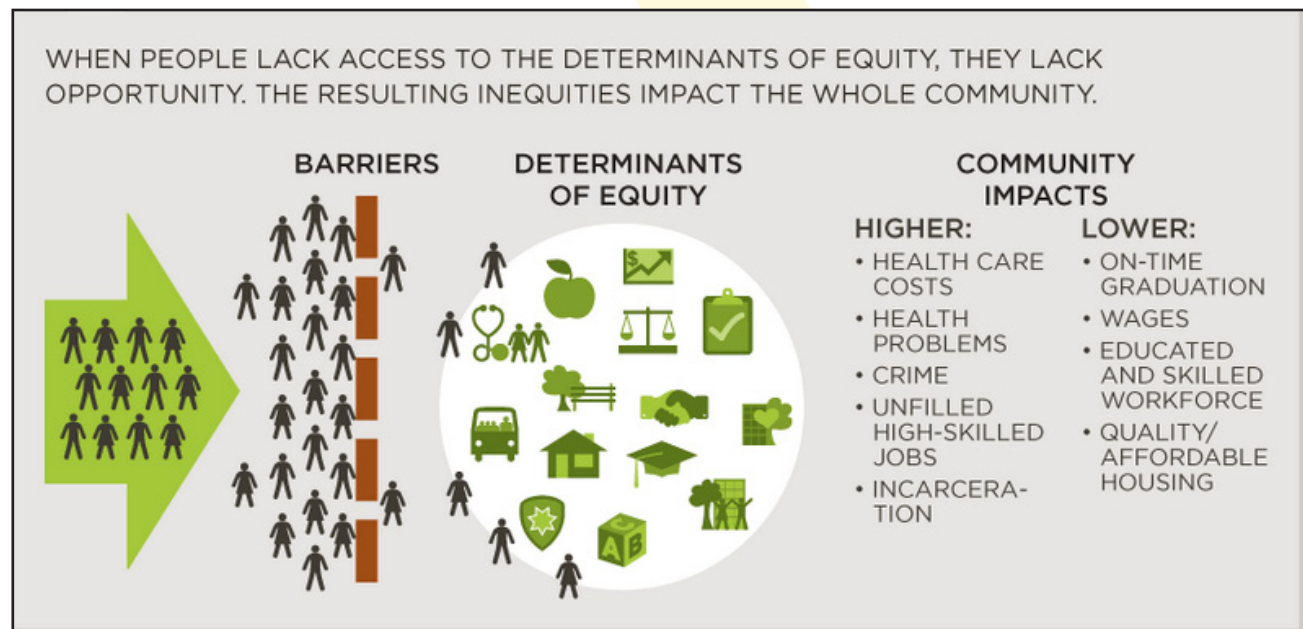
# Appendix

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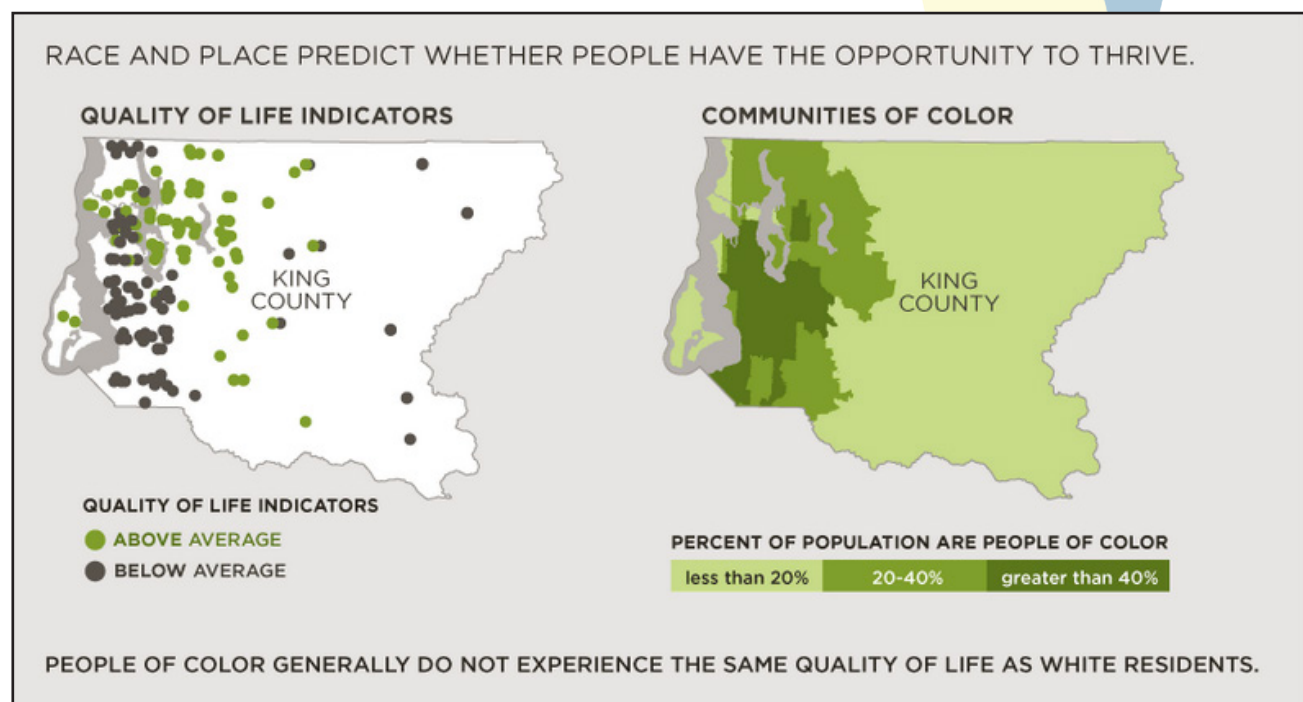


# Appendix

Figures 1.1 - 1.6 were borrowed from kingcounty.gov. They outline different dichotomies between different aspects of the lives of People of Color and Whites. Refer to the footnote of each image for an in-depth explanation. Credit: "Building Equity and Opportunity" [PDF] from King County Equity and Social Justice.



**Figure 1.1:** This figure outlines the necessity for placing people in areas of opportunity. Some neighborhoods lack basic amenities that ensure a greater quality of life. This problem needs to be amended.



**Figure 1.2:** Race is a predictor of how much potential a place has in terms of propagating a properly fortified generation. Below average quality of life indicators correspond directly with milieus of color.



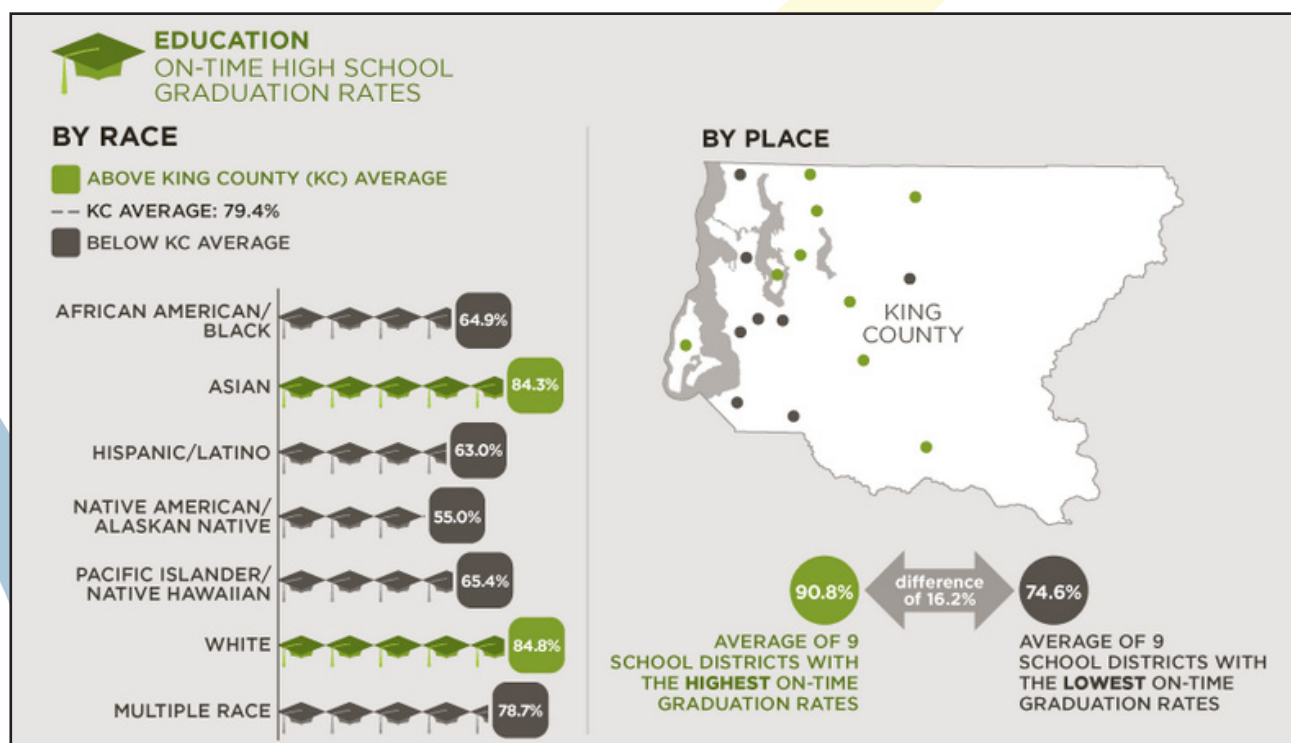


Figure 1.3: Quality of education also majorly differs by race and place. The two correlate similarly to figure 1.2.

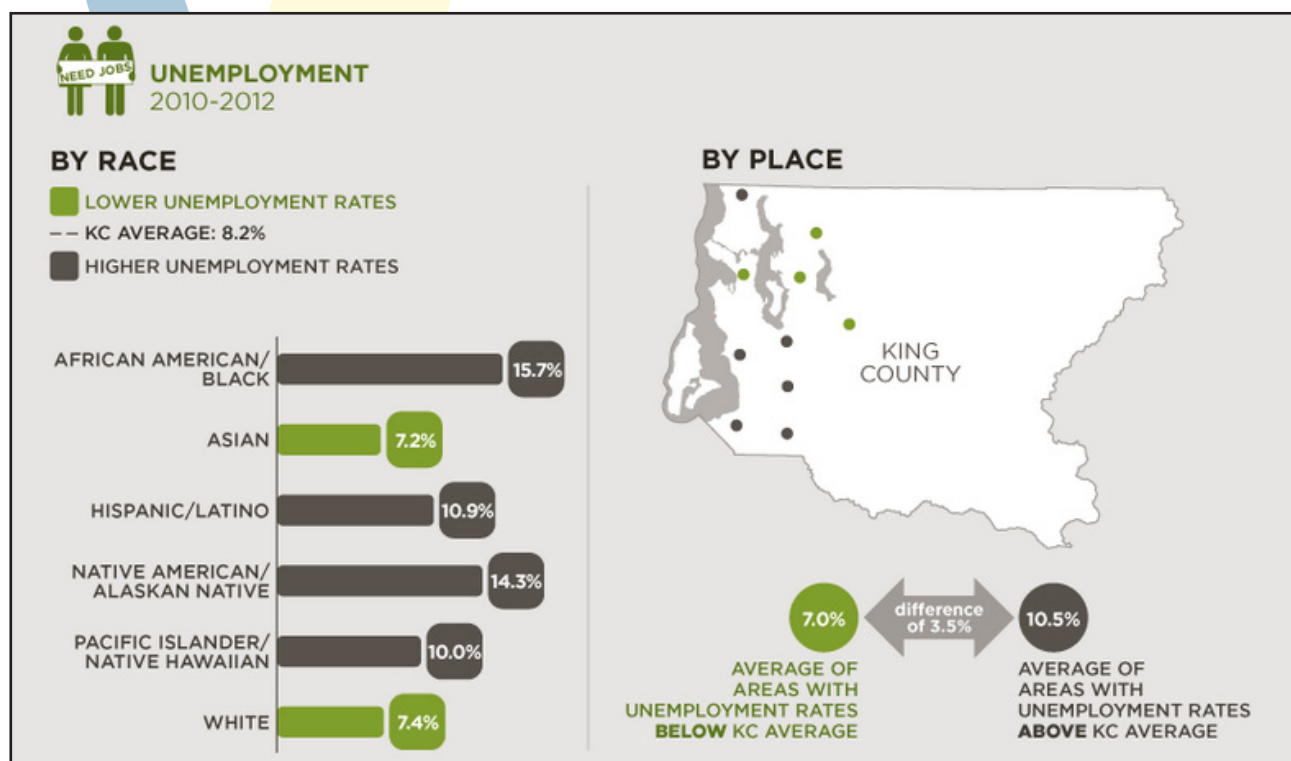
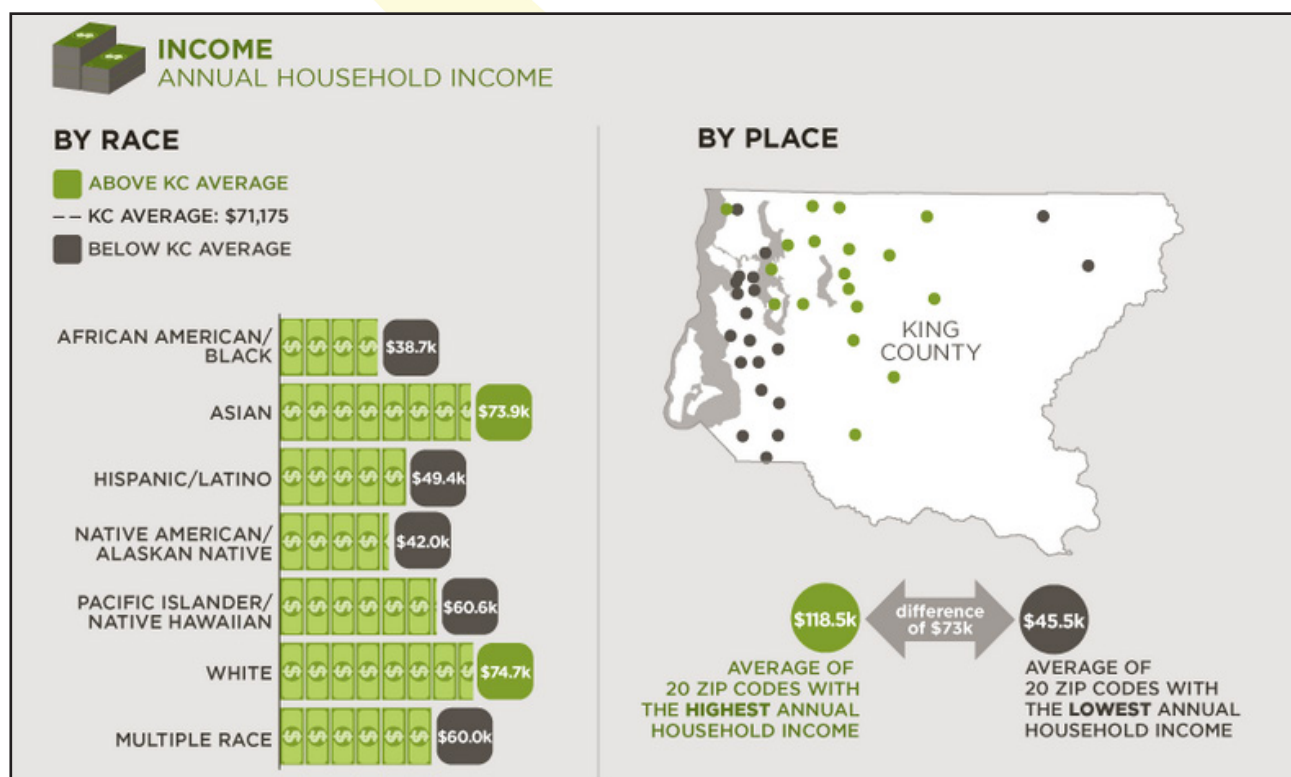
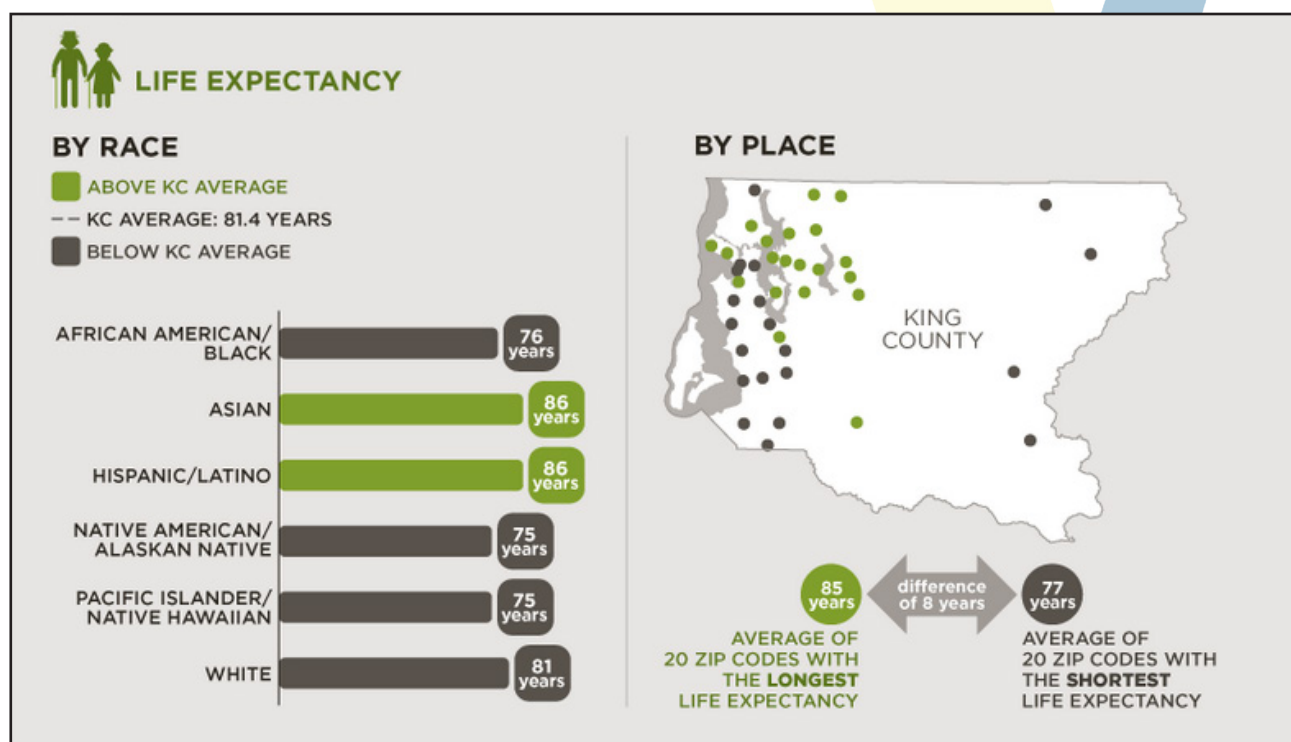


Figure 1.4: Employment statistics are expressly different between People of Color and Whites.

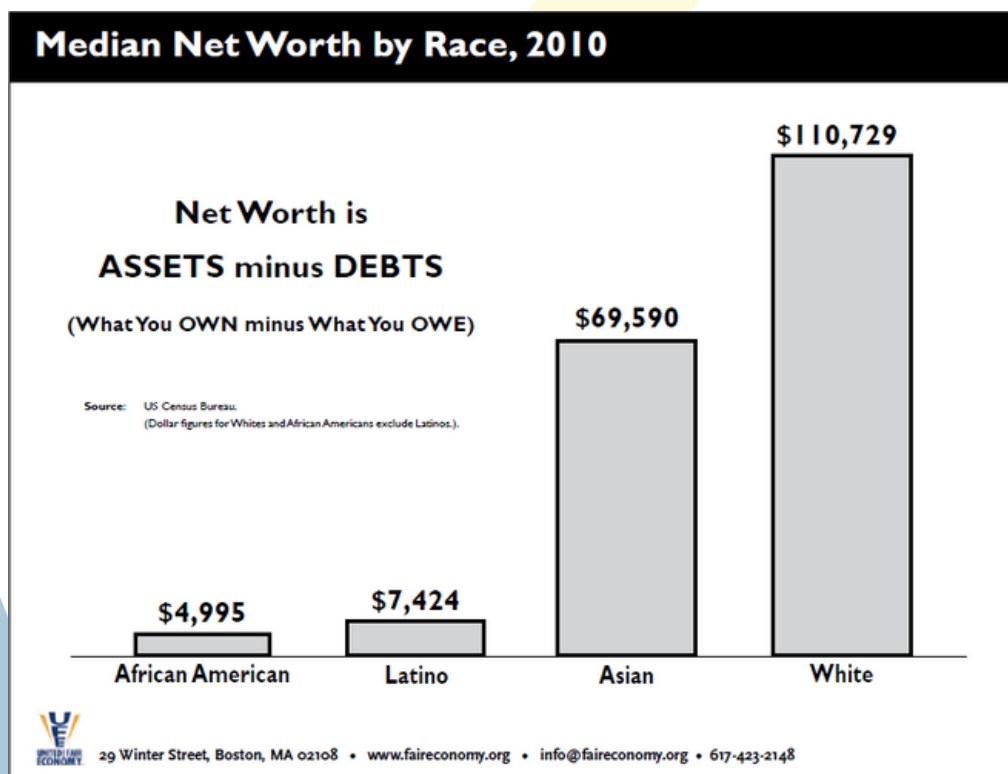


**Figure 1.5:** This figure outlines the different median incomes of People of Color versus Whites. Note: KC refers to King County.

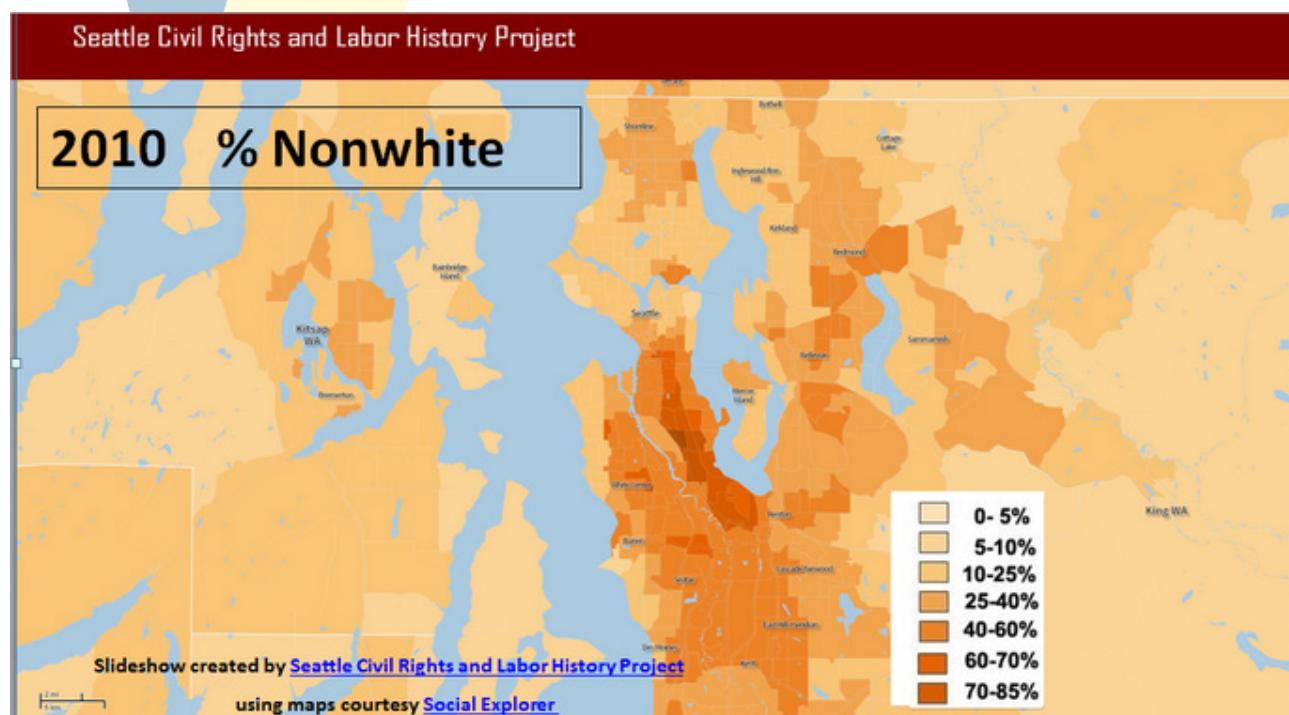


**Figure 1.6:** Finally, this figure represents the dichotomy of life expectancy between People of Color and Whites.

Figures 2.1-2.2 outline two separate things: Median Net Worth by Race (National), and concentration of People of Color in King County.



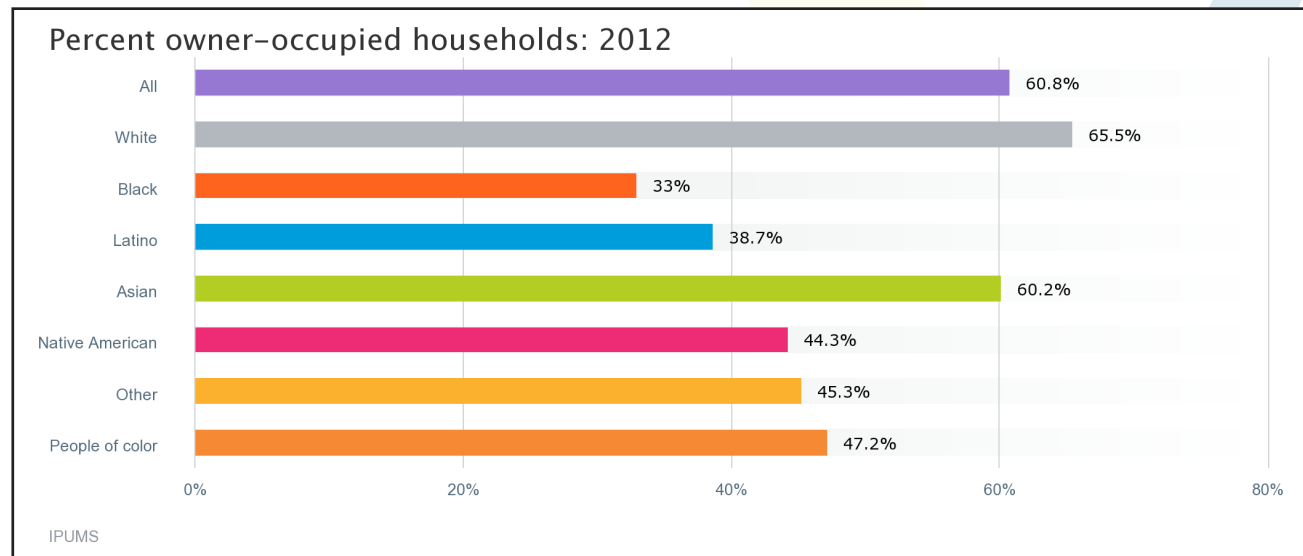
**Figure 2.1:** This figure shows the racial difference between net worth on a national level. Credit: United for a Fair Economy



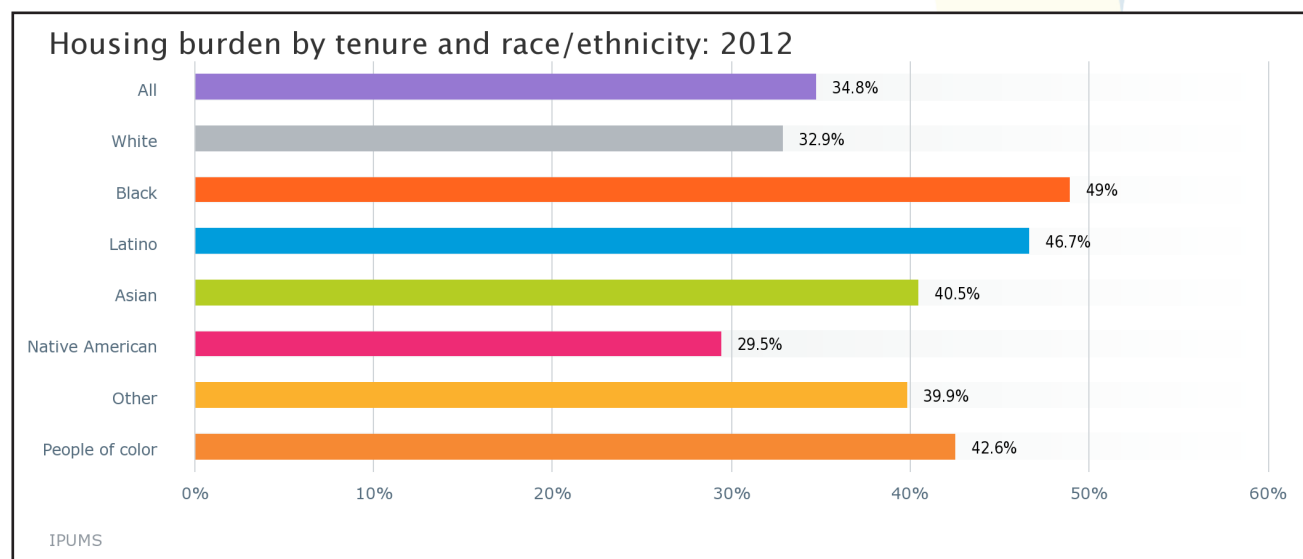
**Figure 2.2:** This figure shows the concentration of People of Color in King County.

Figures 3.1-3.7 were all borrowed from The National Equity Atlas' website, who compiled these statistics from various sources, all cited in the individual graphs. They are called "indicators," and rely on past and projected information. They compliment all other infographics in this appendix by giving more in-depth information on some primary facets of racial inequity. Credit: PolicyLink/PERE, National Equity Atlas, [www.nationalequityatlas.org](http://www.nationalequityatlas.org).

These graphs are specific to Seattle-Tacoma-Bellevue.



**Figure 3.1**



**Figure 3.2 (Owners)**

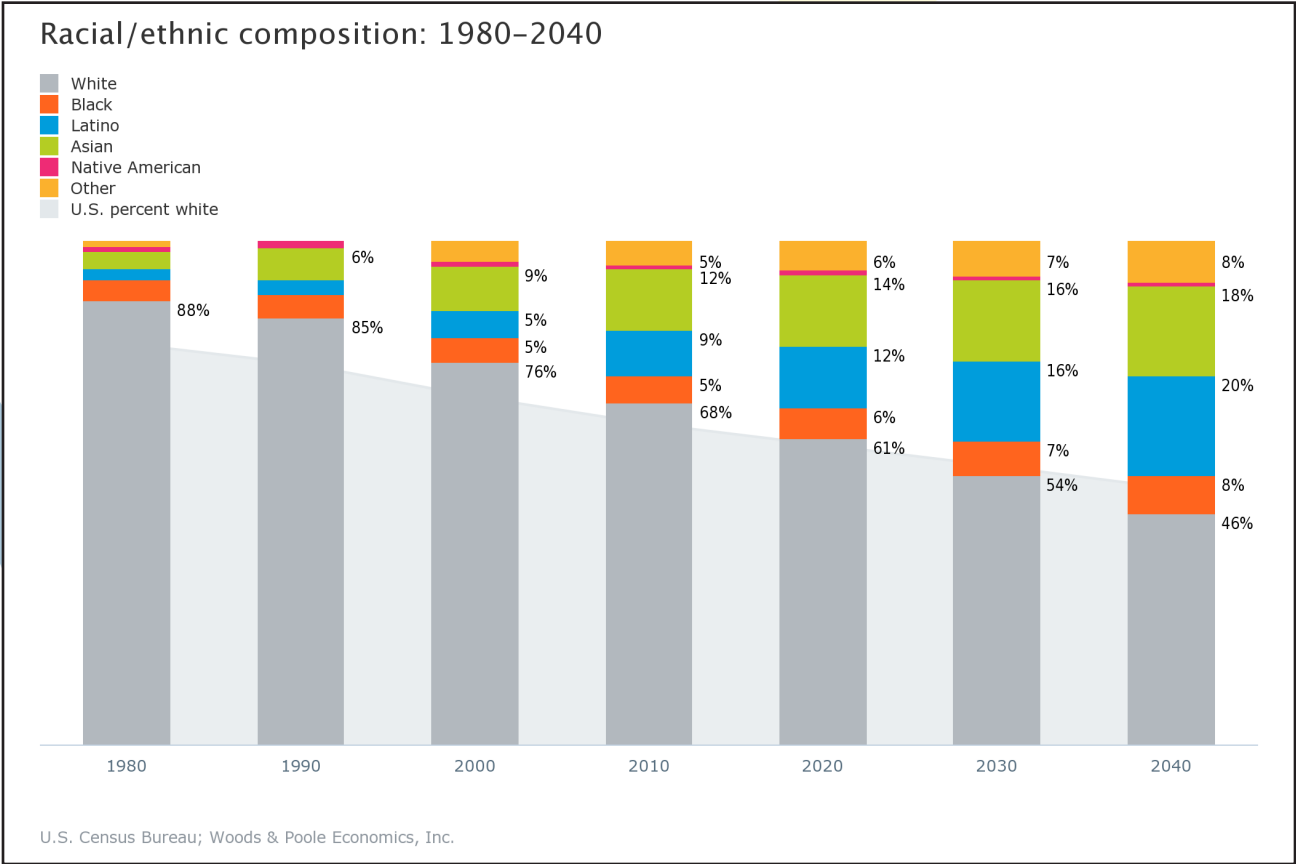


Figure 3.3

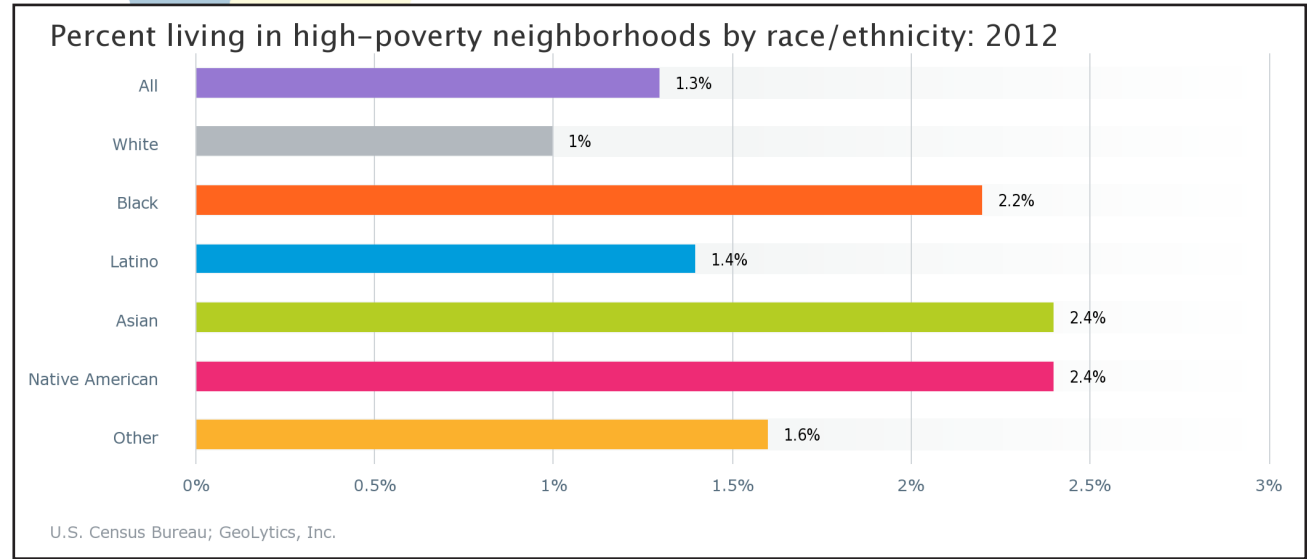


Figure 3.4



### Median hourly wage by race/ethnicity: 1980–2012

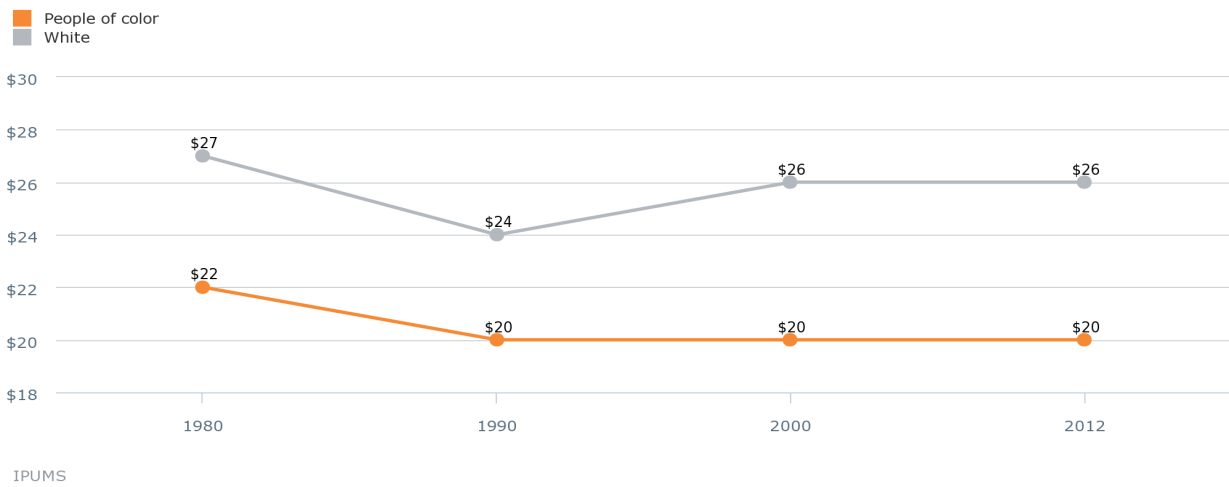


Figure 3.5

### Actual GDP and estimated GDP with racial equity in income (billions): 2012

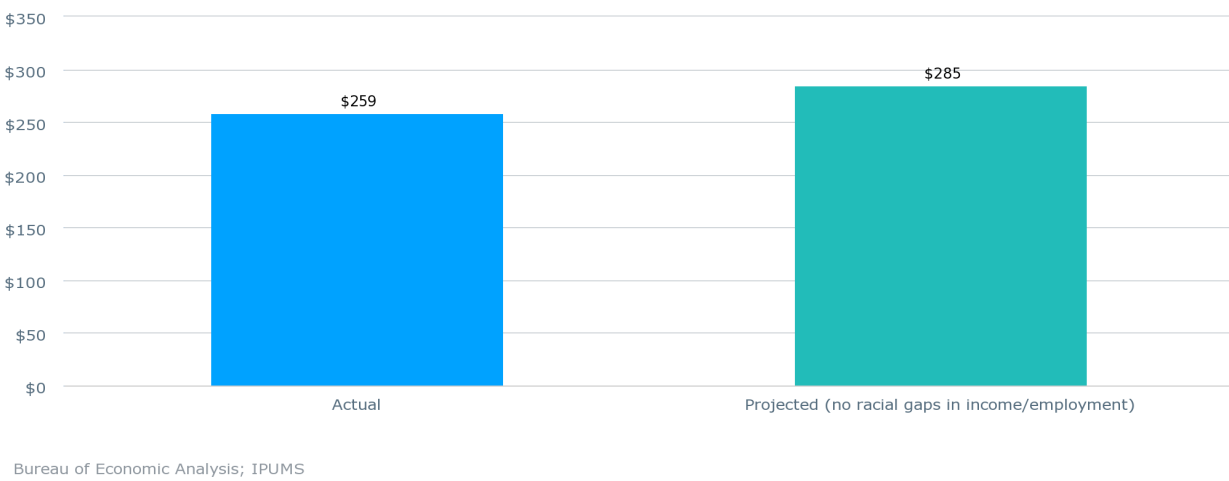


Figure 3.6

### Income by race/ethnicity: 2012

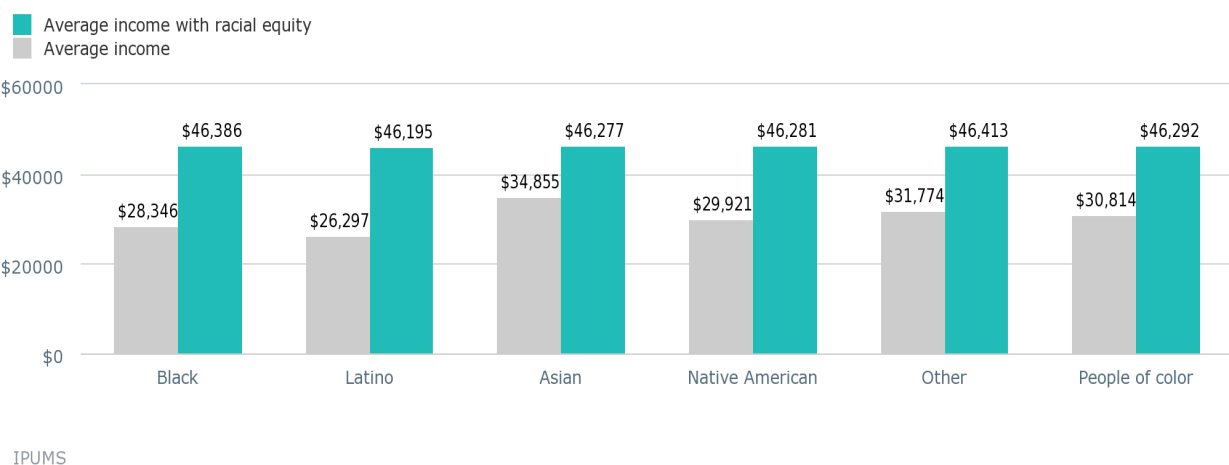


Figure 3.7



## RACIAL EQUITY PROMISING PRACTICES PROFILE FORM

**\*A DIGITAL COPY IS ALSO AVAILABLE ON OUR WEBSITE\***

**[HTTP://WWW.HOUSINGCONSORTIUM.ORG/MEMBER-PROGRAMS/RACIAL-EQUITY-PROJECT/](http://www.housingconsortium.org/member-programs/racial-equity-project/)**

***Do you know of a promising practice that an HDC member may benefit from?***

**The Housing Development Consortium** exists to connect and convene our 100 member organizations in enacting racial equity through engagement events, advocacy efforts, development programs, affinity groups and the sharing of promising and best practices.

With increasing competition around funding and resources, it's imperative that we become *more* open – not less – to further our collective vision and ensure the prosperity and efficiency of the sector in achieving racial equity. As challenging as it might be to find the right forums or share our learning through our failures, communicating lessons learned is the only way for us to more rapidly reinvest in improvements toward the sector and meeting our shared goals in affordable housing.

We invite you to share your insights by using the form below to record preliminary information on new or revised promising practices. The HDC Racial Equity Project Coordinators will follow up with you to collect more details shortly.

***Share your insight by using the form below to record initial information.***

***Please tell us as much as you can, following the prompts below.*** We will follow up with you to obtain additional details that will create a complete profile of the practice. Our goal is to help you share your knowledge and experience with others to build stronger, more sustainable affiliates, which will help to create stronger communities.

<b>Working title for your promising practice:</b>	
<b>Your name, HDC member organization, title, email address, web address, and telephone number:</b>	<b>Best method / time to contact you?</b>
	<b>Do you give permission for HDC to contact your organization for an interview?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No

### Overview of Practice

*What is the essence of the promising practice?*

*Where is it being implemented or considered for implementation?*

### History

*How did the practice get started?*

When was it first implemented or when will it be fully implemented?

### Results

What are the expected results and impacts?

What have you achieved so far? What do you plan to achieve?

How could it impact racial equity? Has it affected day-to-day practices in the organization?

### Keys to success

List the action steps followed in carrying out the practice.

What measures have been taken to make this effort a success?

What are important factors of implementation?

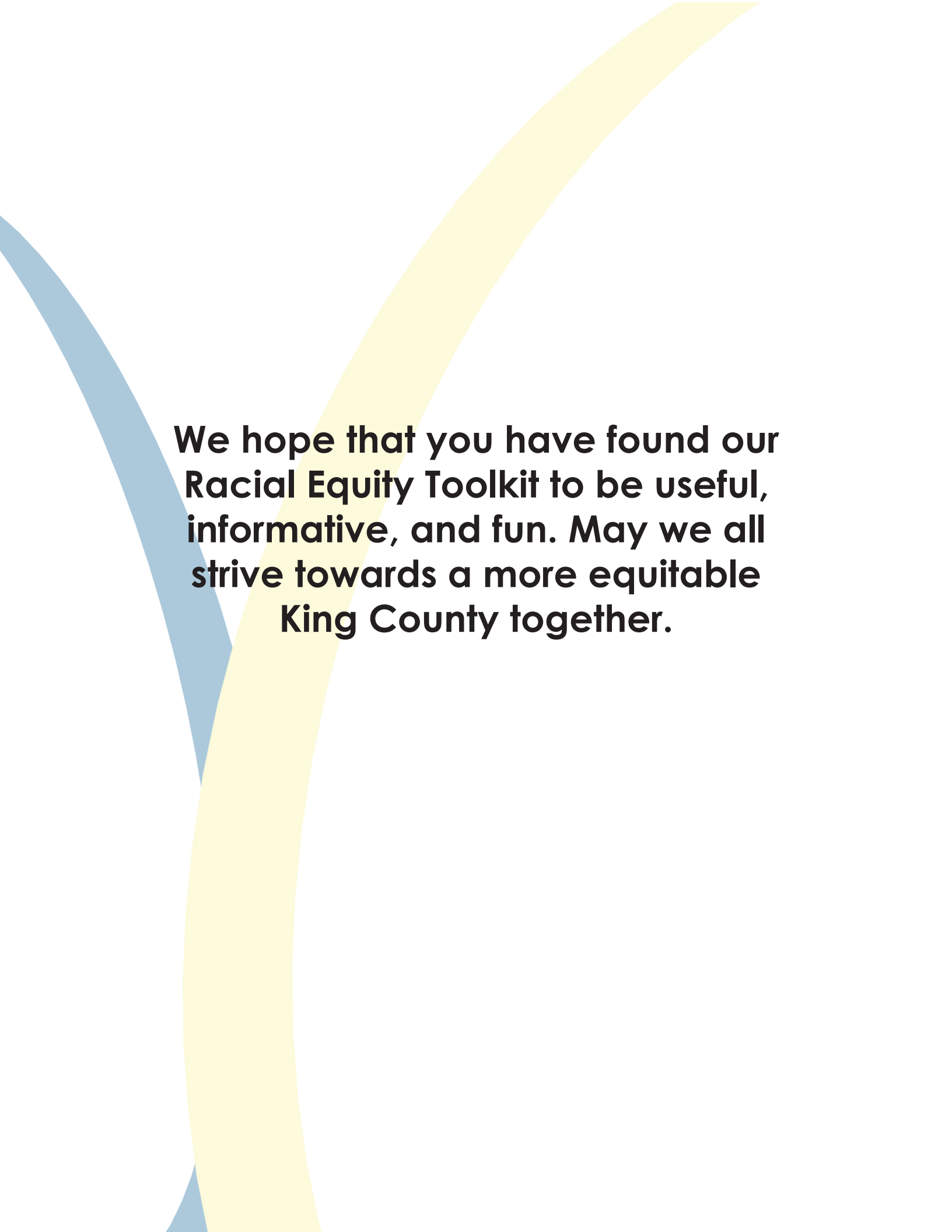
What makes this practice attractive and worth trying? How could this work for other member organizations?

### Resources

How much? - What are the anticipated total resources (people, money, time) necessary for this practice and are there likely sources of external support?

### Project photos

Feel free to also send photos that best illustrate the practice to a racial equity project coordinator at [hdc@housingconsortium.org](mailto:hdc@housingconsortium.org)



**We hope that you have found our  
Racial Equity Toolkit to be useful,  
informative, and fun. May we all  
strive towards a more equitable  
King County together.**







HOUSING  
DEVELOPMENT  
*consortium*