MODULE 6:
EARLY MESSAGES AND
RACIAL EQUITY

"A RACIAL EQUITY LENS HELPS GRANTMAKERS LOOK AT A PROBLEM MORE CLEARLY SO THAT NEW SOLUTIONS TO OLD PROBLEMS BECOME MORE VISIBLE"

— GrantCraft: *Grantmaking With A Racial Equity Lens*
http://bit.ly/GrantCraft_Equity

CONTEXT

There are many approaches to philanthropy, all of which are deeply connected to how individual grantmakers see the world, make decisions, and interact with others. To understand the different lenses through which people and institutions do their grantmaking, we have to explore how we as individuals have been conditioned with certain messages and expectations that inform how we process information and interact with the world. Particularly, when it comes to social justice and applying a racial equity lens to grantmaking, we must reflect on how we have been socialized and continue to carry that information with us as we make decisions today.

OBJECTIVES

- Understand what a racial equity lens is, how it works, and how it can be applied to grant-making to animate social justice.

- Reflect on how foundations apply a racial equity lens to their grantmaking.

- Examine the impact of early messages, including where these messages come from, what they condition us to believe, and how deeply they inform our understanding of others and how we operate in the world.

- Reflect on the messages we personally received around race and ethnicity and how these messages shape the way we see the world today, and our perspective on social justice.

RECOMMENDED RESOURCES

Read excerpts from "Grantmaking with a Racial Equity Lens" GrantCraft. For a more in-depth list of resources related to racial equity and philanthropy, see page 19: http://bit.ly/GrantCraft_Equity

Watch this excerpt from the PBS Documentary "A Class Divided": "A Daring Lesson" and "Day 2": http://bit.ly/Video_Class-Divide

Read "Why Is It So Hard to Talk To White People About Race" http://bit.ly/WhitePpl_Race

Read Why Are All the Black Kids Sitting Together in the Cafeteria by Beverly Tatum (pages 52-74; "Identity Development in Adolescents")
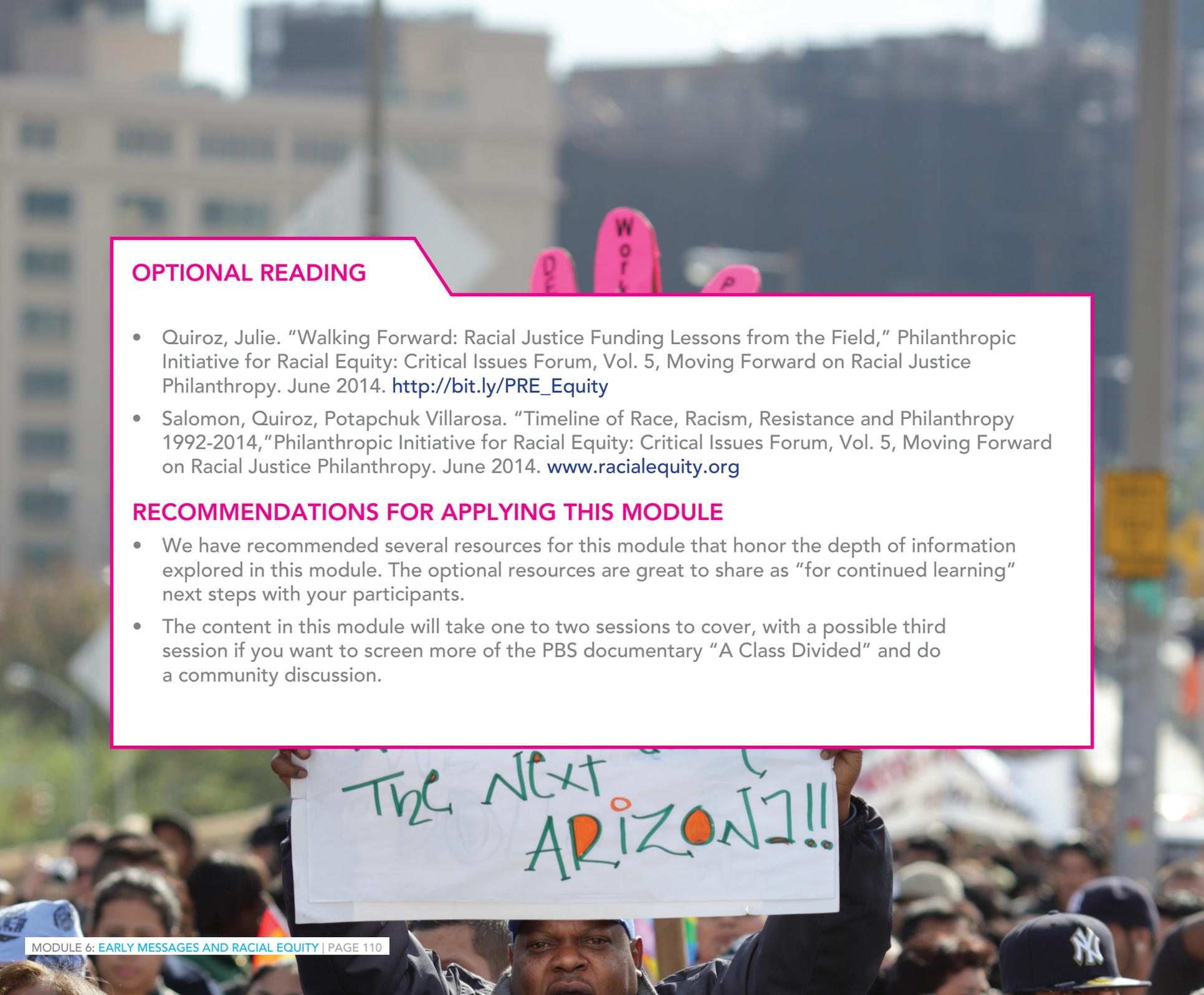
OPTIONAL READING

- Quiroz, Julie. "Walking Forward: Racial Justice Funding Lessons from the Field," Philanthropic Initiative for Racial Equity: Critical Issues Forum, Vol. 5, Moving Forward on Racial Justice Philanthropy. June 2014. http://bit.ly/PRE_Equity

- Salomon, Quiroz, Potapchuk Villarosa. "Timeline of Race, Racism, Resistance and Philanthropy 1992-2014,"Philanthropic Initiative for Racial Equity: Critical Issues Forum, Vol. 5, Moving Forward on Racial Justice Philanthropy. June 2014. www.racialequity.org

RECOMMENDATIONS FOR APPLYING THIS MODULE

- We have recommended several resources for this module that honor the depth of information explored in this module. The optional resources are great to share as "for continued learning" next steps with your participants.

- The content in this module will take one to two sessions to cover, with a possible third session if you want to screen more of the PBS documentary "A Class Divided" and do a community discussion.

EXERCISES
AND
ACTIVITIES

COMMUNITY DISCUSSION
GRANTMAKING WITH A RACIAL EQUITY LENS

In advance of the session, we recommend assigning excerpts of this resource as pre-reading. At minimum those excerpts should include "What is a Racial Equity Lens?" (pp. 2-6).

- Open the discussion by asking participants to share their reaction to the piece.

- Invite participants to talk about anything that surprised or confused them.

- Ask participants to share the definition what a racial equity lens is and why it's important. If necessary, share the following passage:

  - "Paying disciplined attention to race and ethnicity when analyzing problems, looking for solutions, and defining success." (pp. 1)

  - "For grantmakers, a 'racial equity lens' brings into focus the ways in which race and ethnicity shape experiences with power, access to opportunity, treatment, and outcomes, both today and historically. It can also help grantmakers think about what can be done to eliminate the resulting inequities." (pp. 2)

- Introduce the resource's framework for applying a racial equity lens:

  1. Scan the landscape

  2. Get people talking

  3. Encourage new approaches

  4. Cultivate new leadership

  5. Rethink merit and who gets to define it

  6. Assess impact

- Ask participants to imagine what following this framework could look like in real life.

ACCORDING TO A 2015 REPORT FROM THE COUNCIL ON FOUNDATIONS, MINORITIES COMPRISE 24 PERCENT OF FULL TIME FOUNDATION STAFF, 8 PERCENT OF CEO'S AND 16 PERCENT OF BOARD MEMBERS

For more information, go to Foundation Center's Diversity in Philanthropy: A Comprehensive Bibliography of Resources Related to Diversity Within the Philanthropic and Nonprofit Sectors (http://bit.ly/Diversity-Phil) **or read Philanthropy News Digest's takeaways from the Council on Foundation's 2015 Grantmakers Salary and Benefits Report** (http://bit.ly/Grantmakers-Report).

PHILANTHROPY IN ACTION

Below you will find a fictional scenario that animates how social justice themes may arise in the daily work of philanthropy. This "case study" is designed to help participants make critical connections between the social justice material and the philanthropy material contained in this module. In advance of a group discussion, you may ask participants to read the case study and reflect on the response questions. Alternatively, you can ask participants to read the scenario aloud and respond to the questions in real-time.

Fictional Foundation's Board of Trustees has identified youth unemployment as a key area of focus for 2016. Fictional Foundation Program Officer "B" is assigned to working on a strategy for the national portfolio and running local programming in Chicago. B is working with a team of 3 colleagues who are working to support B's work and manage local programming in New York, NY; Portland, OR; and El Paso, TX.

To develop a cohesive strategy, B's first priority is to establish a vision for impact. B asks these colleagues to describe what success might look like from a social justice perspective and receives several responses:

- "Full employment for all young people — a world where any youth who is looking for work can get a job that provides a living wage."

- "A world where there is equal access to employment for all youth regardless of race, class, or gender."

- "A world where a young person's employment status is unrelated to their race or ethnicity."

As B gets started, she is given some basic demographic information on the unemployed youth population. B notes that high unemployment is correlated to race — African Americans and Latinos have higher rates of unemployment than white and Asian youth. This is also true of high school graduation rates — on average, African Americans and Latinos have lower high school completion rates than whites. B concludes that educational attainment may be one driver of the youth employment problem.

To continue her efforts to build a cohesive strategy, B believes that she needs to identify other drivers of this problem. To do so, B convenes a meeting with her colleagues — asking them to brainstorm additional factors that could be contributing to the youth employment challenge. At the meeting, B and her team recognize the need to engage a group of individuals and organizations outside of the foundation who can offer their perspectives.

Following a productive meeting with youth, teachers, employers and others, B's team identifies a core set of factors that are likely driving the youth employment challenge. The team completes a "competitive landscape" to identify what philanthropies and other organizations are doing to address this challenge to understand how Fictional Foundation may best contribute to affecting change. B's team and Fictional Foundation's leadership agree that their philanthropic resources will be most impactful if they focus on career pathways for high school students who face employment barriers (i.e. creating clear "paths" from education to employment — which might include combining education, career and technical training as well as work experience).

B feels confident moving forward. The team has agreed upon a vision statement and has identified a solution space to pursue locally. With these parameters in place, B asks colleagues to develop grantmaking plans for New York, Portland and El Paso.

- Examine the impact of early messages, including where these messages come from, what they condition us to believe, and how deeply they inform our understanding of others and how we operate in the world.

- Reflect on the messages we personally received around race and ethnicity and how these messages shape the way we see the world today, and our perspective on social justice.

RESPONSE QUESTIONS

1. Discuss the vision statements offered by A, B, and C. How did each of B's colleagues conceive of success? To what extent did they apply a social justice lens? A racial equity lens? Do any of these vision statements appeal to you? If so, which one?

   - A's statement reflects a "color blindness" approach as described in the Grant Craft reading — it does not reflect racial equity or social justice values. B and C's statements do.

   - B's statement acknowledges power dynamics and calls out groups that have been marginalized, reflecting social justice and racial equity priorities. However, this statement focuses narrowly on access to employment — which is just one instance where systemic oppression may appear.

   - The C's statement allows for a broader focus on systemic racial oppression. However, C's statement places racial equity as a primary concern above gender and class (although both of these identities will be implicated).

   - Consider asking participants to draft alternative mission statements to reflect various value sets.

2. Put yourself in A, B, and C's position. If your colleague B asked you to hypothesize some of the major factors that might sit behind the youth employment challenge, what are some of the drivers that come to mind.

   - Draw direct connections to the social justice readings completed to date.

3. Pretend you are supporting B and her team. B asks you to come up with a plan for identifying and engaging individuals and organizations who can help design and inform the initiative. What would you do? How would you ensure that the right voices are brought to the table?

- Make sure participants are thinking about how to engage the community to co-create the program.

- Discuss the point that the Fictional Foundation staff will choose who will be involved in the initial brainstorming and these individuals shape the initiative. This means that there will be blind spots.

- Note the benefits of having a diverse staff with deep knowledge and experience on the issues they'll be working on.

- Note other methods for reaching the community like the "snow ball" approach, where you continue to ask contacts in the community to refer you to others who can offer their perspectives on the issue.

4. Imagine that you are working with B. What steps would you take to develop and implement a grantmaking strategy in New York, NY; Portland, OR; El Paso, TX? How might it be different depending on the location?

5. Note that New York, Portland, and El Paso differ historically and demographically. Remind participants that the social justice philanthropy encourages a deep understanding of the structural factors.

WATCH EXCERPTS FROM THE PBS DOCUMENTARY "A CLASS DIVIDED

A Class Divided: "A Daring Lesson" and "Day 2": http://www.pbs.org/wgbh/frontline/film/class-divided/

This documentary depicts the "blue eye, brown eye" experiment used by teacher Jane Elliot and presents the powerful (and often unconscious) messages we all receive throughout our lives, and the powerful effect they have on us.

Use these guiding questions to engage your participants in a conversation about the documentary they watched:

• What stood out most to you about the documentary?

• What was the teacher's motivation for doing this kind of experiment with her young students?

• How do you see privilege at play with these young people? With the classroom/school environment overall?

• What were the most powerful messages you saw the young people in this experiment receiving?

• How did your own education socialize you with certain messages, expectations and/or beliefs? What other factors in your own life influenced the way you see the world (parents, friends, media, community, etc.)?

• What are some specific messages you may have received throughout your life about a group that is "other" from you in some way? For example, if you are black, what are some messages you received about white people, or Asian people? If you identify as a man, what are some messages you received about women?

   • Where did these messages come from?
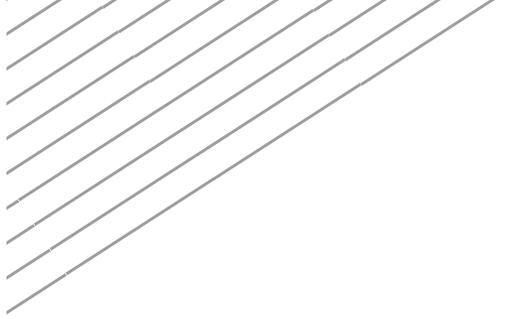
- How do these messages/expectations influence the way you interact with people who are different from you today?

- How do these messages/expectations shape the way you view philanthropy? Be as specific as you can.

  - For example, what values were instilled in you about philanthropy? If you were raised in a high income family with access to a lot of resources and opportunities, what were you taught about giving? If you were raised in a lower income family, what were you taught about giving?

- How can we become more aware of the messages we may have received early in life, both directly and indirectly, that influence the way we operate in the world today? Specifically, how can we be more reflective about the messages we received about people who are different from us that may impact the way we view different communities or groups of people?

TO LEARN MORE ABOUT HOW IDENTIFY FORMS FOR ADOLESCENTS, READ WHY ARE ALL THE BLACK KIDS SITTING TOGETHER IN THE CAFETERIA BY BEVERLY TATUM (PAGES 52-74; "IDENTITY DEVELOPMENT IN ADOLESCENTS").

GALLERY WALK: QUOTES ABOUT RACE

REFER BACK TO RESOURCE GENERATION'S "WORKING ASSUMPTIONS FOR WHITE PEOPLE WORKING FOR RACIAL JUSTICE" AS AN ADDITIONAL RESOURCE FOR HAVING THESE CONVERSATIONS ABOUT RACE AND RACIAL EQUITY IN PHILANTHROPY.

Using the article "Why Is It So Hard to Talk To White People About Race" http://bit.ly/WhitePpl_Race, take 5-7 quotes and write them on chart paper.

Here are a few sample excerpts you may consider using in your discussion:

- "Our socialization renders us racially illiterate. When you add a lack of humility to that illiteracy (because we don't know what we don't know), you get the breakdown we so often see when trying to engage white people in meaningful conversations about race."

- "Because whites built and dominate all significant institutions, (often at the expense of and on the uncompensated labor of other groups), their interests are embedded in the foundation of U.S. society. While individual whites may be against racism, they still benefit from the distribution of resources controlled by their group."

- "This distinction — between individual prejudice and a system of unequal institutionalized racial power — is fundamental. One cannot understand how racism functions in the U.S. today if one ignores group power relations."

- "This systemic and institutional control allows those of us who are white in North America to live in a social environment that protects and insulates us from race-based stress. We have organized society to reproduce and reinforce our racial interests and perspectives. Further, we are centered in all matters deemed normal, universal, benign, neutral and good. Thus, we move through a wholly racialized world with an unracialized identity (e.g. white people can represent all of humanity, people of color can only represent their racial selves)."

- "Socialized into a deeply internalized sense of superiority and entitlement that we are either not consciously aware of or can never admit to ourselves, we become highly fragile in conversations about race. We experience a challenge to our racial worldview as a challenge to our very identities as good, moral people. It also challenges our sense of rightful place in the hierarchy. Thus, we perceive any attempt to connect us to the system of racism as a very unsettling and unfair moral offense."

INSTRUCTIONS AND GUIDING QUESTIONS FOR GALLERY WALK ACTIVITY

- Hang posters around the room.

- Ask participants to walk around the room, with a notepad and pen, and reflect on what stands out to them about each quote. They can write down powerful words or phrases, questions that may arise, or vocabulary they don't understand.

- Give participants 15 minutes to do this gallery walk.

- Pair Share: When they're done, have participants pair up with a partner to share their thoughts. Give them 20 minutes to reflect on these quotes in pairs.

- Large Group Share Out: Bring the group back together and ask each pair to share with the larger group the major themes or ideas that came up in their conversation. Here are some sample guiding questions to use for this large group conversation:

  - What came up for you two? Share one or two major ideas you talked about.

  - By show of hands, how many people in this room are uncomfortable talking about race? Why? Why not?
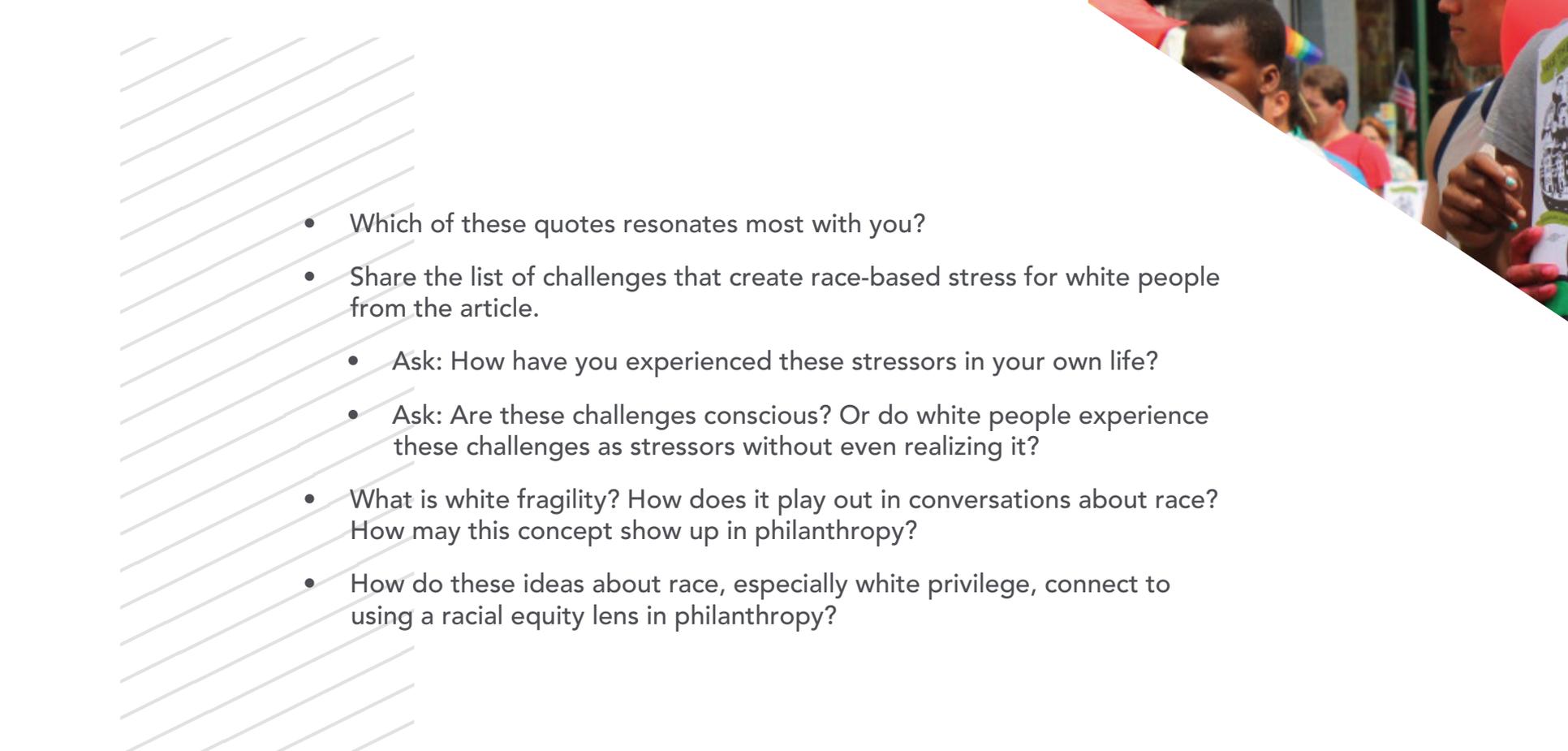
- Which of these quotes resonates most with you?

- Share the list of challenges that create race-based stress for white people from the article.

    - Ask: How have you experienced these stressors in your own life?

    - Ask: Are these challenges conscious? Or do white people experience these challenges as stressors without even realizing it?

- What is white fragility? How does it play out in conversations about race? How may this concept show up in philanthropy?

- How do these ideas about race, especially white privilege, connect to using a racial equity lens in philanthropy?

FOR MORE RESOURCES ON RACIAL JUSTICE AND PHILANTHROPY, VISIT THE RESOURCE GENERATION WEBSITE FOR ADDITIONAL MATERIALS:

http://resourcegeneration.org/resources/