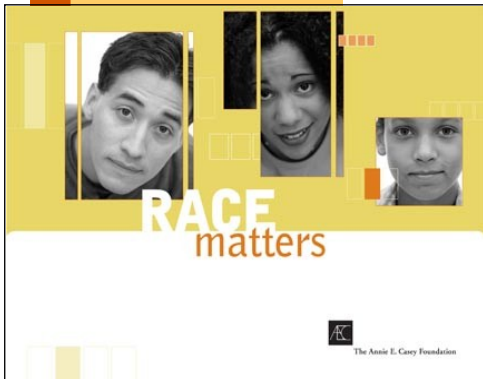


**MORE**

# RACE MATTERS

*Occasional Updates*

# 4



## 3 Tools for Getting Started with the *Race Matters* Toolkit

Are you someone who wants to see what the Toolkit's all about before you dive in? Have you already read the Toolkit and are wondering where to begin? Then this Update's meant for you!

Since the *Race Matters* Toolkit became available, its many users have taught us ways to streamline a very detailed product and make it more user-friendly. As a result, we've come to call the original Toolkit the "encyclopedia." It's accessible online at [www.aecf.org](http://www.aecf.org) — type "Race Matters Toolkit" into the Search function. It is a reference document that you can call on for further explanations, more detail, basic data, and an in-depth introduction to the rich possibilities of racial equity work.

This Update is your "Starter Kit" option. It gets straight to the point. It has 3 basic tools that, if mastered and used systematically in your work, can begin the change you want. With the streamlined version here of the *What's Race Got to Do With It?* tool, you can unearth the "back story" about what produces racial inequities. The condensed *Racial Equity Impact Analysis* will help you devise policies and practices that can close racial gaps. And the much revised *How to Talk About Race* tool will enable you to communicate in a way that keeps race on the agenda and people at the table.

Turn the page to see what you can do right away. Further support for using these tools is available in a *Facilitator's Guide*, also found at [www.aecf.org](http://www.aecf.org).

### **MORE**

*RACE MATTERS* offers additional resources that align with the perspective of the *RACE MATTERS* Toolkit.

## What's Race Got to Do With It?

### Unearthing the Back Story

Using these **four questions** can begin to produce a deeper understanding of how racial inequities come about:

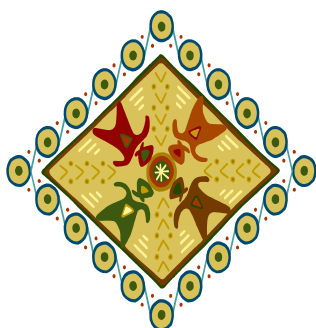
1. **For data that show disparities/disproportionality across racial/ethnic groups, what are the likely causes of the disparities/disproportionality?** For clues about likely causes, you can review the *Fact Sheets* in the *Race Matters* Toolkit. For example, disparities with regard to high school graduation may be caused by different levels of school resources, differential treatment of students, and the like.
2. **Given the causes you've identified, what in turn causes them?** For example, different levels of school resources may be caused by a particular school funding strategy; differential treatment may be produced from

teachers' lack of knowledge of students' cultural backgrounds.

3. **Do we need to: (a) unbundle issues of diversity from issues of equity; and (b) separate structural causes from individual causes?** This tool reminds us that achieving diversity may or may not produce larger outcomes of equity, and that efforts to change policy and practice should focus on structural issues.
4. Finally, **what does this discussion suggest for possible policy or practice interventions to reduce racial disparities/disproportionality?** In the previous steps, the causes identified are also possible intervention points — such as a school funding strategy that produces equitable resources for school systems regardless of where schools are located.

In these four steps, you have generated a back story about racial inequities and identified points of intervention for change. Once you've developed your ideas about what to do, run them through the *Racial Equity Impact Analysis* described next.





## ***The Racial Equity Impact Analysis***

### **Making Necessary Ideas Sufficient to Close Gaps**

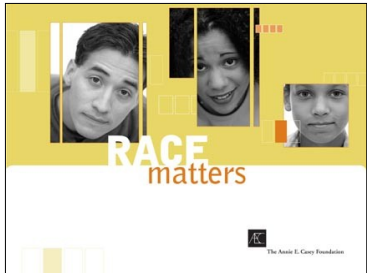
Use the following **five questions** routinely to produce policies/practices/decisions that have a good chance of generating more equitable outcomes.

- 1. Who are the racial/ethnic groups affected by the policy/practice/decision, and are they at the table?** This range of voices will produce the richest discussion possible for achieving desired results.
- 2. How will the policy/practice/decision affect each group?**
- 3. How will the policy/practice/decision be perceived by each group?**
- 4. Does the policy/practice/decision ignore or worsen existing disparities, or produce other unintended consequences?**
- 5. Based on the above responses, what revisions are needed in the policy/practice/decision under discussion?** How might the intervention be modified to close racial gaps?

Once you've arrived at a proposal to close racial gaps, you will want to have an effective message to promote the proposal. This can be achieved through using the ***How to Talk About Race*** tool on the next page.

## The Race Matters Toolkit

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The 3 tools described here work together. Using one makes you ready for the next. Together they provide **MEANINGFUL STEPS** for moving ahead with an agenda that has a good chance of reducing racial disparities and disproportionality. Let us know how these work for you.

## ***How to Talk About Race***

### **Effective Messages for Diverse Audiences**

Communications for the purpose of reducing racial disparities typically must reach a diverse audience, keep them at the table, and have them focus consistently on the structural barriers standing in the way of racial equity. These **four steps** will help you do that. (Note: if you used the two other tools prior to this one, then steps 2-4 from *How to Talk About Race* are already done!)

1. **Start the message with a value or “big idea” that virtually everyone shares related to the specific issue.** Example: “Newborns allow us to imagine brighter futures” if the issue relates to early childhood learning.
2. **Identify the barriers standing in the way of that big idea.** Example: “Yet, for too many newborns, a brighter future is clouded by the threat of lead poisoning from older housing that landlords haven't cleaned up.”
3. **Identify the consequences of those barriers** — the results, or disparities data. Example: “As a result ...[put data here] ...”
4. Finally, **always identify solutions to the problem early on.** The solutions follow from the barriers identified in step 2. Example: “With better housing code enforcement, we can ensure that all of our newborns have a brighter future.”

Now put the four steps together for the essence of your message — a message that should be able to attract diverse audiences.