Appendix B

Methodology and Promising Practice Assessment Worksheet

Appendix B

Methodology

One of the Initiative's objectives was to identify programs throughout the country that are working to improve race relations. During the course of the year, we discovered that it is primarily through the collective efforts of community-based programs that the vision of One America can be realized. It was our intent to provide you not merely with a list of programs, but also with a clear framework for how to think about race-related efforts. What follows is the methodology we used in our search for Promising Practices for Racial Reconciliation.

Given the large spectrum of programs that are working on race issues, we defined the parameters of our search by concentrating on non-profit, community-based efforts. These efforts educate participants on racial issues and/or promote dialogue across racial lines. Although a variety of formats can be used to discuss race, we believe racial dialogue requires a specific type of conversation. Racial dialogue involves at least three critical elements. It offers a conversation format designed so that each participant speaks and open-mindedly listens to others. It provides a facilitator who creates a safe learning environment so participants can examine their conscious and subconscious attitudes regarding race. It allows for participants' self-reflection as they explore the similarities and differences in others' perspectives, thus creating the opportunity for new insights.

Once we defined the parameters for the project, we began to contact various sources for suggestions and information on potential Promising Practices. These sources included local and national civic organizations; Federal, State, and local agencies; congressional offices; and the President's Advisory Board on Race. We also learned of Promising Practices through our participation in race-related conferences and by conducting Internet and other database searches.

After contacting these potential promising practices, we began to receive and review program material from hundreds of organizations. This material included mission statements, program objectives and outcomes plans, course curriculums, and workshop models. To gain a better understanding of a program, we conducted several phone interviews with program directors and other people familiar with the program's operations and outcomes. In addition, we conducted Lexis-Nexis legal and newspaper searches and coordinated a White House vetting process.

To organize the large amounts of information, and provide the public with a user-friendly document, we arranged the programs by sectors. These sectors were created based on the programs' activities and the means through which they fostered racial reconciliation. Program sectors included: Arts, Multi-Media, and Sports; Business; Community Building; Community and Economic Development; Education; Government; Health and Human Services;

Religious; and Youth. We acknowledge that many of these programs' activities expanded into more than one sector; however, for this publication, each program is listed in only the sector that seemed to best capture the program's activities.

The programs included in this publication possess at least one of the eight key characteristics. (See Building the Framework: Key Characteristics for Promising Practices, pages viii and ix.) While we identified several programs that are national in scope, the write-ups included in this publication highlight their local, community efforts to improve race relations. Largely because of the community-level emphasis of our work, this publication should not be considered an exhaustive list of programs making a positive contribution to racial reconciliation. Instead, it should be considered an addendum to other compilations such as:

- *Intergroup Relations Programs in the United States: Programs and Organizations*, National Conference for Community and Justice, 1998, New York.

- *Interracial Dialogue Groups Across America: A Directory*, Center for Living Democracy, 1997.

- *Counties Promote Racial Reconciliation in America: A Compendium of Exemplary Diversity Programs*, National Association of Counties, 1998.

- *Multicultural Diversity*, National Association of Counties, 1997.

Appendix B   *(continued)*

Promising Practice Assessment Worksheet

We designed this worksheet as a tool for your use. These are considerations you may want to keep in mind as you evaluate organizations and programs. Moreover, the worksheet may help you think through important questions regarding efforts working toward racial reconciliation. Please be advised that this is a working document that is intended to guide your work and match your interest in race-related fields; by no means is it definitive in nature. For your added convenience, we reiterate in italics the definitions and the overarching questions for the key characteristics for Promising Practices for Racial Reconciliation.

Program Name_____

Promotes Racially Inclusive Collaboration—creates opportunities for peer-to-peer collaboration that fosters mutual respect and meaningful joint tasks between people who fully represent the racial diversity of the local population.

• *Does the program foster peer-to-peer collaboration across racial lines?*

　 1. What are the activities in which participants collaborate as peers across racial lines?
　　 _____
　　 _____
　　 _____

　 2. To what extent is the average participant involved in cross-racial, peer-to-peer collaboration?
　　 Almost Always　　　 Frequently　　　 Sometimes　　　 Rarely　　　 Never

• *To what extent do the program participants reflect the full racial diversity of the local community?*

　 3. What is the approximate racial breakdown of the local community served by this program?
　　 ___Asian Pacific American　___African American　___Hispanic
　　 ___American Indian or Alaska Native　___White　___Other

　 4. What is the approximate racial breakdown of the participants in the program?
　　 ___Asian Pacific American　___African American　___Hispanic
　　 ___American Indian or Alaska Native　___White　___Other

　 5. Considering program managers and the board of directors as a single group providing program governance, what is the approximate racial breakdown of the people who govern the program?
　　 ___Asian Pacific American　___African American　___Hispanic
　　 ___American Indian or Alaska Native　___White　___Other

• *To what extent is there full diversity among program managers and board members?*

Appendix B   *(continued)*

***Educates on Racial Issues**—explicitly educates participants so that they can educate others about the importance of historical and contemporary facts regarding race, racism, and/or culture.*

    1. What program activities reflect an effort to educate participants about historical contributions of different groups and/or contemporary issues of race?

    _____
    _____
    _____

• *Does the program educate participants about the historical contributions of diverse racial and cultural groups and/or issues of racism in society?*

    2. How much does the average participant learn about the historical contributions of different racial groups?
    A Significant Amount   Some   Very Little   None

    3. How much does the average participant learn about the ways that race, racism, and culture affect contemporary social issues?
    A Significant Amount   Some   Very Little   None

• *Does the program educate participants about the personal impact of subtle racial issues such as unconscious prejudice, unearned privilege, and racism against one's own group?*

    4. How much does the average participant learn about subtle racial issues such as unconscious prejudice, unearned privilege, and intraracial discrimination?
    A Significant Amount   Some   Very Little   None

• *Does the program encourage participants to educate non-participants about issues of race?*

    5. To what extent does the average participant learn skills or is encouraged about how to educate non-participants about issues of race?
    A Significant Amount   Some   Very Little   Never

***Raises Racial Consciousness**—explicitly emphasizes program goals of reducing racism as well as lessening racial disparities and divisions.*

• *Does the program explicitly take into account the unique perspectives of different racial groups?*

    1. What program activities demonstrate a conscious attempt to respond to the realities of race and culture in the local community?

    _____
    _____
    _____

Appendix B   *(continued)*

- *Does the program encourage participants to see the connection between their activities and racial reconciliation?*

  2. To what extent does the program encourage participants to see their involvement in societal activities in light of racial reconciliation?
  A Significant Amount   Some   Very Little   Never

- *Does the program raise participants' awareness about the interrelationship between race and other societal divisions such as those based on gender, class, sexual orientation, and/or power?*

  3. How much does the average participant learn about the relationship between issues of race and those of other divisions in society, such as gender, class, sexual orientation, and power?
  A Significant Amount   Some   Very Little   None

Encourages Participants' Introspection—creates settings that encourage participants to examine their conscious and unconscious attitudes about race and culture.

- *Does the program directly encourage participants to examine and share their feelings about racial issues, including biases of which they may not be aware?*

  1. What program activities are designed to help participants examine and explore their conscious and unconscious feelings about race and culture?

  _____
  _____
  _____

- *Are participants encouraged to explore connections between their feelings and race-related issues in society?*

  2. To what extent does the average program participant gain new insights about the link between attitudes and larger societal issues of race?
  A Significant Amount   Some   Very Little   Never

Appendix B   *(continued)*

Expands Opportunity and Access for Individuals—increases opportunity and/or access for those who historically have been excluded.

- *Does the program provide some resource(s) that help participants, particularly those from historically disadvantaged groups, increase their opportunity to attain success?*

    1. What program activities grant participants access to resources (human, financial, or other) that help increase their opportunity to achieve success?

    _____
    _____
    _____

- *Does the program conduct followup sessions with participants to document their gains and to provide additional assistance?*

    2. To what extent does the program conduct followup sessions to document participant's progress and provide additional assistance?

    A Significant Amount   Some   Very Little   Never

Fosters Civic Engagement—provides encouragement and opportunity for program participants and leaders to take action in addressing racial reconciliation.

    1. What are the program activities during which participants receive encouragement, opportunities, or practical skills that will help them become community leaders for racial reconciliation?

    _____
    _____
    _____

- *Does the program provide participants with the skills to recognize racism and constructively engage others in discussions and/or actions that will foster racial reconciliation?*

    2. How much does the average participant increase his/her skills in recognizing racism and constructively engaging others in discussions and/or actions that foster racial reconciliation?

    A Significant Amount   Some   Very Little   None

- *Does the program foster greater participation in civic causes that can promote leadership in racial reconciliation efforts?*

    3. To what extent does the program foster participants' involvement in civic causes where they can address the cause and effects of racism and prejudice?

    A Significant Amount   Some   Very Little   Never

Appendix B   *(continued)*

- *Does the program include processes where established community and/or civic leadership can network with other people to address the causes and effects of prejudice and racism?*

  4. To what extent does the program provide networking opportunities between established leaders and others concerned about racial reconciliation?
  A Significant Amount   Some   Very Little   Never

Affects Systemic Change—reforms the ways in which organizations, institutions, and systems operate to lessen racial disparities and eliminate discrimination.

- *Does the program provide constituents/consumers tools to hold institutions accountable for practices that undermine racial reconciliation?*

  1. To what extent does the average participant increase his/her skills in recognizing and countering racism in organizations they patronize?
  A Significant Amount   Some   Very Little   Never

- *Does the program address discriminatory behavior by people whose decisions may perpetuate racial disparities?*

  2. What program activities enhance the awareness of and/or change the behavior of people whose discretionary decisions affect the ways that an institution treats people of different racial groups?
  _____
  _____
  _____

- *Does the program include an effort to analyze and change the ways that policies and practices may perpetuate racial disparities and divisions?*

  3. What program activities reduce the possibility of discriminatory behavior by institutional members whose discretionary decisions may perpetuate racial disparities?
  A Significant Amount   Some   Very Little   None

  4. What program activities analyze and/or change institutional policies and practices so that they lessen racial disparities and divisions?
  _____
  _____
  _____

Assesses the Program's Impact on the Community—measures an organization's accomplishments, considers the challenges it faces, and reassesses the program's desired future outcomes.

- *Does the program attempt to assess the breadth and depth of its effect on people and/or organizations?*

   1. What portion of program resources (budget and/or management time) are spent assessing the impact of the program?

11–25%	6–10%	1–4%	0%
A Substantial Amount	Some	Modest Amount	None

- *Does the program continually adjust its goals and practices to keep pace with changing local needs and racial demographics?*

   2. Describe the process(es) that allow the organization to keep pace with changing local needs and racial demographics?

   _____
   _____
   _____

Although not part of the Framework presented on pages viii and ix, an additional question is provided to help programs assess the innovativeness and replicability of their programs.

   1. What are the activities in which the program is leveraging emerging technology and/or using new approaches in dealing with race issues?

   _____
   _____
   _____

   2. To what extent has the program articulated a core model of operation that could be documented and disseminated to and adapted by other communities?

A Significant Amount	Some	Very Little	None