ACHIEVING RACIAL EQUITY:
CALLING THE SOCIAL WORK PROFESSION TO ACTION

MAY 2014

REPORT FROM A THINK TANK SYMPOSIUM

NASW Foundation
A C H I E V I N G  R A C I A L  E Q U I T Y:
CALLING THE SOCIAL WORK PROFESSION TO ACTION

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As of 2013, there is not a single profession in the United States (U.S.) that requires its professionals to demonstrate an understanding of structural racism, nor has a single profession or association established an official base of competencies to address race and racism.

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Still, in every institution we touch, data show that white people have considerably better outcomes, even when we control for a host of other factors. Recent killings of young men like Trayvon Martin, the lack of legal circumstances, and responds to ‘differentness’ in other forms.” (National Association of Social Workers [NASW], 2007).

November 17 and 18, 2013 at NASW’s national office in Washington, DC. The think tank received partial funding support from Casey Family Programs and was planned by an interdisciplinary group including SWP director Joan Levy Zunin and New York City NASW chapter leaders Sandra Bernabei and Mary Pender Greene, along with anti-racist community organizers/race equity experts Joyce James, social worker from Texas, Bayard Love of Boston and Meizhu Lui of Hawaii.

The Achieving Racial Equity symposium brought renewed attention to the strategies outlined in NASW’s Institutional Racism & the Social Work Profession: A Call to Action (2007) and built on NASW’s leadership in development of standards and indicators for achievement of cultural competence in social work practice (NASW 2001; NASW, 2006). As with NASW’s 2007 document, symposium organizers believe that by being rigorous and tenacious in our work for racial equity, we will drastically improve outcomes for all populations.

The symposium conveners ascribe to the Racial Equity definition used by the Center for Assessment and Policy Development: “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 sad to eliminate them.” Center for Assessment and Policy Development www.racialequitytools.org/glossary/racial-equity

DEFINING RACIAL EQUITY

As cited in Institutional Racism and the Social Work Profession: A Call to Action (NASW, 2007): “Institutional or Structural Racism is the system of social, economic, educational, and political forces or policies that operate to foster discriminatory outcomes or give preference to members of one group over others based on their race or culture as a concept (Baker, 2003: 5, 2004). Race as a biological fact has been validated by biologists and geneticists, but race as a social construct is very much a physical trait still having meaning as members of social race identity. It is social race identity that confers power to members of one group over another in the social hierarchy of society, as they gain access to or denial of privilege, power, and wealth (Smedley & Smedley, 2005).”

> SYMPOSIUM STRUCTURE

The symposium was comprised of a series of presentations, facilitated exercises, discussions, and small group work. (See Appendix 1 for the Symposium Agenda.) All were focused on:

- understanding the roots of and manifestations of institutional or structural racism
- identifying principles, practices, and analysis that are effective for undoing them.

Symposium organizers selected presenters and panelists whose networks and organizations have demonstrated significant progress...
OVERVIEW

If our society can successfully tackle its treatment of people who are “different” by virtue of the social category of race, it will have changed the manner in which it views, understands, and responds to “differentness” in other forms” (National Association of Social Workers [NASW], 2007).

A living in poverty,” (NASW, 2008), who are vulnerable, oppressed, and needs and empowerment of people people, with particular attention to the
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has made some gains with respect to
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criteria to guide professional development, and 3) develop best
practices for planning, executing and
building the reduction and eventual
emption of racial inequity
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DEFINING RACIAL EQUITY
The symposium convenors subscribe to the Racial Equity definition used by the Center for Assessment and Policy Development: “Racial equity is the condition that would be achieved if race as a social category no longer affected, 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 manifestations. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.”

Center for Assessment and Policy Development www.racialequitytools.org/glossary

DEFINING INSTITUTIONAL OR STRUCTURAL RACISM
“Institutional or Structural Racism is the social, economic, educational, and political forces or policies that operate to foster discriminatory outcomes or give preference to members of one group over others, defines its genesis from the origins of race as a concept (Burke, 2003; Soto, 2004). Race as a biological fact has been invalidated by biologists and geneticists, but race as a social construct is very real. Physical traits still have meaning as markers of social race identity. It is this social race identity that confers placement in the social hierarchy of society, and thereby access to or denial of privileges, power, and wealth (Smolinsky & Smolinsky, 2005).”

CHOOSING THE PARTICIPANTS
Symposium organizers sought to convene leading national race equity experts, key social work stakeholders from all facets of the social work profession — including practitioners, policy makers, organizers, administrators, researchers and academicians, along with funders, and community organizers who are committed to undoing racism and achieving racial equity. [For the list of Participants see Appendix 2]. The think tank provided an opportunity to learn from each other and to consider how we can most effectively fulfill our responsibility to address structural racism by changing our own behavior, sharing power, and helping change the functioning of institutions and organizations. Organizers designated the group to be interdisciplinary, intergenerational, and multiracial. Many of the participants are current leaders and members of NASW, all participants share NASW’s commitment to “...strive to end discrimination, poverty and other forms of social injustice” (NASW, 2008).

SYMPOSIUM STRUCTURE
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> understanding the roots and current manifestations of institutional and structural racism and
> identifying principles, practices, and analysis that are effective for undoing them.

Symposium organizers selected presenters and panels whose networks and organizations have demonstrated significant progress towards racial equity and have developed practical knowledge about what does and does not work. Presentations were designed to catalyze conversations among all participants in order to draw out the collective wisdom of the group.

The symposium speakers included Eduordo Bonilla-Silva (Duke University); Ron Chisom, Kimberly Richards and Diana Dunn (The People’s Institute for Survival and revolver); Joyce James (Race Equity Consultant); Ralph Bayard (Casey Family Programs); Diane Bell-McKoy (Associated Black Charities); Erline Achille (Boston Public Health Commission); Mary Flowers (City and Region of Seattle); Joseph Barndt (Founder, Crossroads Ministry); Ruby Gourdin (Howard University); Joshua Miller (Smith College) and Laura Lein (University of Michigan) [See Speaker Biographies – Appendix 3].

The following section summarizes the presentations and discussions of the one-and-a-half-day symposium. It is followed by identification of key themes and an agenda for action. The appendix provides links to a number of resources that served as background for the symposium along with resources identified at the symposium that could be helpful in guiding the implementation of the action steps.

ACHIEVING RACIAL EQUITY: CALLING THE SOCIAL WORK PROFESSION TO ACTION
Laying the Groundwork

Two presentations laid the groundwork for the deliberations at the symposium.

The first was provided by Eduardo Bonilla-Silva of Duke University who set the stage by helping the participants understand the ideology “Color-blind Racism” - how we have been socialized to believe we are in a post-racial era, and how that belief actually helps sustain and further entrench existing racial inequity. Bonilla-Silva is an internationally acclaimed sociologist and leading scholar on the study of structural racism and racial ideology.

The second presentation was by Ron Chism, Diana Dunn and Kimberly Richards of The People’s Institute for Survival and Beyond (PISAB). It provided a taste of PISAB’s Undoing Racism/Community Organizing® workshops, helping to ensure that the symposium participants developed a common understanding of racism by examining the relationship between racism and poverty and power, the role that social work and other professions play in power relationships; establishing a common definition of racism; and, identifying the codification and legalization of race and whiteness. The People’s Institute is a collective of anti-racist, multicultural community organizers and educators that is largely responsible for creating and popularizing the field of anti-racist community organizing as currently taught and utilized in social work education programs and related organizations across the United States.

About the People’s Institute for Survival and Beyond

Founded in the early 1990s in partnership with Civil Rights champions Anne Braden, C.T. Vivian, Jim Dunn, and others, The People’s Institute analysis is rooted in and has been refined through decades of anti-racist community organizing. After over 40 years of organization and training, The People’s Institute is still considered one of the most relevant and practical anti-racism training programs in the country. The 2002 Aspen Institute Survey “Training for Racial Equity and Inclusion,” an in-depth review and comparison of 10 top-ranked anti-racism programs from across the United States, identified The People’s Institute for exemplary practice in transforming individuals, group dynamics and social structures (www.thepeoplesinstitute.org/site/default/files/content/docs/rcc/training.pdf).

The Basics of Color-Blind Racism

An Outline of the Dominant Racial Ideology of the Post-Civil Rights Era

Dr. Eduardo Bonilla-Silva presented three main claims in his presentation on color-blind ideology:

1. That a new, more sophisticated, seemingly non-racial ideology emerged in the late 1970s and has all but replaced Jim Crow racism. Bonilla-Silva labels this new ideology color-blind racism.
2. That this ideology (color-blind racism) supports the new racial order (called the “new racism”) that also emerged in the 1960s and 1970s.
3. That there are core elements of the ideology – frames, styles, and storylines – that can be identified and interrupted.

This new racial order in the post-civil rights era (what Bonilla-Silva calls “new racism”) includes racial practices that tend to be subtle, institutional, and avoid direct racial references. For example, to maintain “racial order” in fancy stores nowadays, blacks and other people of color may be monitored, asked “May I help you” several times, or even accused of stealing things or using fraudulent credit cards. While current manifestations of racism seem to be “non-racial,” they are just as effective as Jim Crow practices for maintaining racial inequality in every aspect of life.

According to Bonilla-Silva, by understanding the “frames” - core arguments or themes - of the ideology, we can easily see how colorblind ideology manifests in our own thinking, the words and writings of others, and the collective actions of our programs and institutions. Together, these frames create a flexible and virtually impermeable wall that allows current racial inequity to go on unchallenged.

The first frame is “Abstract Liberalism,” which uses ideas associated with political liberalism (e.g. equal opportunity) and economic liberalism (e.g. individualism) in an abstract way to explain and ultimately justify racial inequity. By framing race-related issues in the language of liberalism, whites can appear “reasonable” and even “moral,” while opposing almost all practical approaches to deal with the facts of racial inequity. For example, “I am all for equal opportunity, that is why I am against affirmative action” or “Parents should have a right to send their kids where they want to for school, which is why I am against any action that could reasonably reduce continued segregation of schools.”

The second frame is “Naturalization,” which allows whites to justify racial inequities by suggesting they are natural occurrences. For example, whites can ignore the history of legal and cultural practices, and explain neighborhood segregation (which leads to disparate resourcing of schools, public works, home values, and private investment in communities of color), by claiming that it is natural for people to want to be around people that look and feel like them. For example, “I think it’s natural for people to feel more comfortable around people that look like them, which is why I don’t have a problem with the fact that 80% of children in underfunded urban school districts in the U.S. are Black and Latino.”

The third is “Cultural Racism,” which suggests discrimination is no longer a factor affecting life chances for people of color. Minimization of racism to seem like they understand and acknowledge the existence of at least the former existence of discrimination, while dismissing attempts to eliminate current discrimination for example “I have doubt that there is discrimination, there are plenty of jobs out there for people who are willing to work.”

Think tank participants used case examples of color-blind ideology to identify which logic framework applied and discussed how common such situations occur in our daily work. Participants found that the elements of the ideology are prolific in their thinking, their conversations and interactions with others, and in their institutions and policies.
AYING THE GROUNDWORK

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> The third is "Cultural Racism," which explains racial inequity by blaming the culture of certain racial groups, and allowing whites to dodge responsibility for systemic realities that create inequity. Since biological superiority has been disproved ad nauseam, the cultural frame provides a palatable and seemingly sophisticated explanation of inequity. For example, "People in our (white) community really value education, which I think accounts for why our schools do so well." 

> The fourth is "Minimization of Racism," which suggests discrimination is no longer a central factor affecting life chances for people of color. Minimization allows whites to seem like they understand and acknowledge the existence, or at least the former existence of discrimination, while dismissing any attempts to eliminate current day inequity. For example, "I have no doubt that there is discrimination, but there are plenty of jobs out there for people who are willing to work."

Think-tank participants used case examples of colorblind ideology in order to identify which logic frame applied and discussed how commonly such situations occur in our daily lives. Participants found that the elements of the ideology are prolific in their own thinking, their conversations and interactions with others, and in their institutions and policies.

The participants agreed that color-blind ideology exists largely as Dr. Bonilla-Silva has described it and that social work educators should ensure that all professionals in the field be equipped to identify it, and interrupt it in themselves, in their institutions, and in others. In addition, they should be able to consort it in a disarming way with accurate facts about the present day manifestations of racism.

For example, in response to "Minimization of Racism," and the suggestion that, "I have no doubt that there is discrimination, but there are plenty of jobs out there for people who are willing to work," social workers should be prepared to create an opportunity for learning about the structural nature of racism, and be able to cite several examples that show that jobs are more available for hard-working whites than they are for equally hard working Blacks. Two studies that further explore the myth of this frame are the 2003 National Bureau of Economic Research study, "Are Emily and Greg more employable than Lakisha and Jamal?" (Bernard & Mullainathan, 2003) and the 2003 study by Devah Pager, "The Mark of a Criminal Record" (Pager, 2003)

UNDONE RACISM

> UNDERSTANDING WHY PEOPLE ARE POOR AND THE IMPORTANCE OF POWER

Although the usual Undone Racism/Community Organizing workshop is two days, the three People’s Institute leaders, in a little more than three hours, took the participants through a high-level overview of several key concepts—focusing on why people are poor, understanding power and white privilege, defining racism, and graphically depicting the cross-systems nature of power-imbalance and systemic racism that are at the root of economic and racial inequity.

The PISAB stresses the importance of using anti-racist community organizing strategies to undo racism and sees their work as building on generations of work for equity in the U.S. and abroad. Their approach includes proactively bringing culture and humanity back into systems and institutional culture, analyzing and addressing the current arrangements of power and accountability, understanding history as it relates to our current reality, and analyzing internalized racial oppression to enable people to work together more effectively. Together, these elements help identify the ways that all systems—including the current social service system—help keep people poor and maintain racial inequity. By understanding how service providers and institutions contribute to inequity, we can begin to see new openings for effective action and organizing.

NASW CEO, ANGELO McCLAIN, ON THE IMPORTANCE OF COMMUNITY ORGANIZING:

“We must return community organizing to its prominence in social work, not only to fulfill our commitment to social justice but to clinical practice as well.”

The PISAB believes that an effective, broad-based movement for social transformation must be rooted in the following Anti-Racist Community Organizing Principles:

> Undoing Racism
> Learning from History
> Sharing Culture
> Developing Leadership
> Maintaining Accountability
> Networking
> Analyzing Power
> Gatekeeping
> Undoing Internalized Racial Oppression
> Identifying and Analyzing Manifestations of Racism (PISAB, n.d.)

This symposium presentation began with an exercise and discussion on socializing the ways that all human beings are necessarily encouraged or conditioned to hold certain beliefs about themselves, others, communities, and the world. Many of us who purport to be change agents have actually been so deeply socialized about what is normal, what is valuable, and what is possible and not possible, that we step ourselves from pursuing transformational change before we even confront any formal resistance. In addition to “internal” or “implicit” socialization stopping potential change agents/organizers from pursuing change, organizational constraints reinforce “business as usual” through policies, procedures, cultural norms, funding sources, promotions and demotions, etc.

The second piece explored how to analyze power and how to begin to answer the question, Why Are People Poor? To help frame this conversation, the trainers developed a “Foot of Oppression,” (Image 1) based on interactive feedback from participants.

The diagram is an analysis that helps make several key points. First, institutions have historically and systematically (albeit not always entirely intentionally) pulled decision-making power away from the communities they seek to “empower” or “serve.” As a result, the power to influence health, economic and social resources lies almost entirely outside of the hands of poor communities. The PISAB suggests that this is true of all institutions, including the institutions represented by the participants.

Second, the exercise underscores the way that people, organizations, and institutions work as systems, which challenges prevalent thinking that can isolate certain pieces of systems, while leaving other pieces out of the table of analysis. For example, advocacy efforts may focus on improving the academic performance of Black men, while failing to take into account that these same students are disproportionately disciplined, or looking at particular schools’ performance, while failing to look at the larger educational system, which includes the processes and organizations through which statewide and city-wide educational resources are allocated, and the institutions and processes through which teachers and administrators are trained.

Third, the exercise forces participants to consider the need for a cross-systems view. For example, the criminal justice system is intricately interwoven with the education system—with increasing police presence in schools, criminal records being a primary factor that can prevent entrance to college, and the prison industry predicting demand for prison beds based on school test scores. It has become impossible to spur transformation in the education system without incorporating a deep understanding how it works together with the criminal justice system and every other system.

Fourth, and most importantly, the session suggests that social workers shift from using a “needs analysis” or “victim-analysis” to a “power analysis.” In the words of Ron Chisom, “We are not poor because they lack programs or services. People are poor because they lack power.” What follows, logically, is that our social work must work to restore power to communities that have been historically and systematically disempowered.

To understand where social work and social institutions fit into this arrangement of power the trainer introduced the concept of gatekeeper. The concept suggests that social workers are among many who are gatekeepers. Whether they intend, or not, social workers typically serve as agents of social control, holding power over people in poor communities, always engaging with the communities to restore decision-making power or to work in ways that are minimally accountable. Although social workers and human service workers may intend to be accountable to the people they serve, they are in reality—accused of the institutions that pay them—credential them, evaluate them, or kinship care providers to have no accountability. Some examples of ways gatekeepers hold power over the people they serve are as follows.

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UNDONE RACISM

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Some examples of ways gatekeepers hold power over the people they serve are as follows:

- Focus on diagnosis—solution
- Require disclosure of information about one’s personal life for service access
- Charge for services and do not serve
- Demand payment for services
- Fundraise from the poor
- Offer services to those who pay the most
- Ignore the needs of communities
- Intentionally pull decision-making power away

ACHIEVING RACIAL EQUITY: CALLING THE SOCIAL WORK PROFESSION TO ACTION

WORDS MATTER

Achieving racial equity requires that we consider oppressions that we might use every day that can be considered examples of colorblind racial micro-aggressions. Examples include:

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Finally the trainers addressed internalized racial oppression - inferiority and inferiority - which is the way that racial groups have internalized and act out the belief that they are superior or inferior based on their place in the racial hierarchy.

The symbolic “Foot of Oppression” (Image 1) that was created demonstrated how the health, economic and social resources that can promote well-being exist external to poor communities. There are often limited services and structures in many poor communities, and it was not unusual as highways developed, to have an interstate highway cutting off one community from another, making it harder to access resources and services.

Thus, if we are to undo racism and achieve racial equity, it will take white people working together with people of color and giving power to people of color to break down barriers, to ensure equitable opportunities and to promote economic well-being and strong and healthy communities.

**DISRESPECT, RACE & OBAMA**


In his opinion piece, Blow states – “Is what we need this President’s race animate those loyal to him and those opposed? Or are they primary motivator or a subordinate, more elusive one, pointing motivations but not driving them? To some degree, the answers lie with the questioners. There are different perceptions of racial realities. Some see as innocent opposition. But there are some objective truths here. Racism is a virus that is growing larger at alarming detection. Race consciousness is real. Racial assumptions and prejudices are real. And racism is real. But we are still the way that we can resist it and willful ignorance as a way that it could ever be present.”

Blow ends his column with the following – “But nerves are raw, antennas are up and race has become a lightning rod in the Obama era. Is this not Obama’s doing, but the simple result of his being.”

**WHAT CAN WE LEARN FROM CURRENT TARGETED EFFORTS**

There are key principles that are found to be common across effective strategies that have been undertaken to work toward achieving racial equity. To tease out elements that have proven to work in many disciplines and across different areas of the country, a panel of leaders presented on their work to achieve racial equity, with a focus on what guiding principles have proven to be essential to their work.

The panel was chaired by Joyce James, a race equity consultant from Texas who, in addition to moderating the panel, provided information about her highly regarded work serving as the Assistant Commissioner of Texas Child Protective Services and the Associate Deputy Executive Commissioner, Center for Elimination of Disproportionality and Disparities and the State Office of Minority Health at the Texas Health & Human Services Commission.

**2. Development of a Culturally Competent Workforce;**

**3. Community Engagement;**

**4. Cross Systems Collaborations;**

**5. Training Defined by Anti-Racism Principles;**

**6. An Understanding of the History and Institutional Racism and the Impact on Poor Communities and Communities of Color.**

During her time at Child Protective Services, the State of Texas also began to see a reduction in the disproportionality between white children and children of color, as a reduction of child welfare reentry for children of all races. All of this done without reducing the safety children who were able to remain in contact with their communities. The Texas Model is a set of principles that have led to proven outcomes when applied rigorously and consistently across an organization.
he trainers addressed internalized oppression - inferiority and objectivity - which is the way that racial have internalized and act out all that they are superior or based on their place in the hierarchy.

Able “Foot of Oppression” that was created demonstrated health, economic and social as that can promote wellbeing and within to poor communities are often limited services and are in many poor communities is not unusual as highways used to have an interstate cutting off one community other; making it harder to resources and services. We are to undo racism and racial equity; it will take white working together with people of and giving power to people of break down barriers, to ensure opportunities and to promote social wellbeing and strong community.

SRERPECT, RACE & 
RACIAL MURALS


To opinion piece, Blow states - what extent does this President’s race counts those loyal to him and those loyal? It is a primary mechanism of a tribe, more divisive one. Testing it? In the same one, the questions lie with the questioners. There are different perceptions of racial ties. What some see as slights, others see as innocent opposition. But there are some objective truths here. Racism is a virus that is growing clever at avoiding detection. It’s consciousness is real. Racial assumptions and prejudices are real. And racism is real. But these realities can operate without articulation and beneath awareness. For these reasons, some can see racism where it is absent, and others can profitably ignore any possibility that it could ever be present."

Blow ends his column with the following - "But nerves are raw, antlers are up and racists has become a lightning rod in the Obama era. This is not Obama’s doing, but the simple result of his being."


1. Leadership Development;
2. Development of a Culturally Competent Workforce;
3. Community Engagement;
4. Cross Systems Collaborations;
5. Training Defined by Anti-Racist Principles;
6. An Understanding of the History of Institutional Racial and the Impact on Poor Communities and Communities of Color.

During her time at Child Protective Services, the State of Texas actually began to see a reduction in the disproportionality between white children and children of color, as well as a reduction of child welfare removals for children of all races. All of this was done without reducing the safety of children who were able to remain with their families and communities (Texas Department of Family and Protective Services, 2010, 2011).

The work that had been done in child welfare was then expanded to all of Health and Human Services, the creation of the Center for the Elimination of Disproportionality and Disparities. Then-Deputy Executive Commissioner Tom Sears spoke directly to the desire to translate the child-welfare outcomes to the entire agency:

“At the heart of all our programs and services, we’re about people. And we want to make sure that every person is treated with respect and dignity. Joyce has been a pioneer in helping improve equity in our protective services programs and we want to put that same focus on all our HHS agencies.”

Additional information on Ms. James efforts can also be found in an NASW Luncheon Series — All Things are Not Equal: Institutional Racial Disproportionality & Disparity Across Systems (www.socialworkers.org/ce/online/Resources/20133410136589_FINAL_AIR%20things%20are%20not_equal_PDF.pdf) and Building a Culturally Responsive Workforce: The Texas Model for Undoing Disproportionality & Disparities in Child Welfare, a webinar from the National Child Welfare Workforce Institute.

Casey Family Programs, Ralph Bayern of Casey Family Programs provided information on Casey’s long-standing leadership on addressing racial inequities with regards to children. Bayern stressed the importance of:

1. Using data to start the conversation about addressing inequities. Seeing data that shows racial inequity in their own institutional outcomes helps many leaders engage in this work. Racial equity work, Casey finds, is often perceived as being unrelated or only loosely to the core mission of human services organizations. When leaders see that their
organizations are contributing to the problem. It provides a compelling case for action.

2. Taking a macro view to analyze the problems.

At the individual case level, the solutions and scope of the problem might be less clear. Individual child welfare workers might have less influence on creating change, one case at a time.

Casey, through its strategic partnerships with states across the nation, has had high impact influence by combining efforts that:

- use data to better understand children who are in out of home care,
- undertake strategies to address racial disproportionality and disparities in service delivery,
- build communities of hope to reduce the number of children in out of home care,
- help youth in the child welfare system establish their own identity and understand their racial, ethnic and cultural background through use of “Knowing Who You Are,” and
- work with Tribal communities and with Native American populations.

PLACES TO WATCH: PROMISING PRACTICES TO ADDRESS RACIAL DISPROPORTIONALITY IN CHILD WELFARE

www.casey.org/resources/publications/PlacesToWatch.htm (2006)

The Casey-CSP Alliance for Racial Equity in Child Welfare documents strategies, activities, and trends emerging in two jurisdictions that are committed to reducing racial disproportionality and disparity in their child welfare systems. Despite differences there are several common themes, which suggest a trajectory for how child welfare agencies are changing to address the issue of racial equity. The Casey-CSP Alliance for Racial Equity in Child Welfare is in partnership with Casey Family Programs, Annie E. Casey Family Services, Margarette Casey Foundation, Jim Casey Youth Opportunities Initiative, and the Center for the Study of Social Policy.

Information on several additional Casey resources can be found in Appendix 4.

Region of Seattle:

Mary Flowers, an anti-racist community organizer who works in the City of Seattle’s Human Services Department, and was introduced to The People’s Institute Undoing Racism® training as an employee of the City of Seattle in 1995. Ms. Flowers based her presentation in the PISAB organizing principles, focusing on racism, history, accountability, dynamics of internalized oppression, networking, and gatekeeping.

Ms. Flowers highlighted the long history of activism that made it possible for the Seattle city and county governments to be receptive to a commitment to understand and address racism in the mid-1990s. The PISAB did not merely come to Seattle to train, they organized with the community, engaging with students and parents, prisoners and social workers over years of organizing. They were in people’s homes, organizations, churches and businesses and helped the community understand what networking and humanistic organizing felt like.

Ms. Flowers emphasized the importance of leadership of people of color and of white people in positions with institutional authority who understood both their roles as gatekeepers and the dynamics of internalized racial oppression as being critical to meeting the challenge to include the community as partners in the effort. She stated that this was key because it resulted in thousands of people in communities and in institutions (including education, religion, social services, government, juvenile justice etc.) being introduced to the analysis of power and a common definition of racism. Over time, this work altered institutional linguistics and resulted in a network that was based in communities.

By the year 2000, local politicians saw and felt the power of a multi-racial, multi-generational base and quickly understood the importance of at least talking about racism if they hoped to be elected. By 2005, the city of Seattle, King County, the largest school district in the region, and many other agencies and institutions had adopted iterations of a commitment to addressing racism or social injustices. Today the linguistics in many institutions in the region reflects cultural competence, social justice, racial equity or equality. Institutions have developed tools to address racial bias in policy decisions and training opportunities on the topic of race are numerous and varied.

She cautioned that while great strides have been made in the development of institutional tools to address racial bias, understanding and practicing the principles of anti-racist community organizing are a critical companion piece. Without principles that guide the work to constantly examine how internalized racial oppression is in play, how accountable leadership from communities most impacted is developed and how power works in our gatekeeping roles, we run the risk of bureaucracies interpreting and defining the pace and progress of racial equity work. The ultimate question is how are the communities most impacted defining and experiencing racial equity progress?

More information on the efforts in Seattle can be found at www.seattle.gov/rsji.

Boston Public Health Commission:

Edina Aibini, provided an overview of the Boston Public Health Commission’s (BPHC) racial equity work, beginning with setting the context for it. BPHC is going through an organizational change process to become an institution that promotes health and racial justice principles and practices. More than two decades ago, racial health inequities were identified as a prominent challenge to addressing racism in the U.S., and it is a challenge that we face today.

Ms. Aibini introduced the work the BPHC undertook to form a multi-racial, multi-generational base, develop innovative racially explicit policies, and build the capacity to address racial inequity and racism.

The BPHC identified four strategies to address racial inequities:

- 1. Create urgency.
- 2. Have all levels participate – mid-level, staff, — everyone has had to embrace this.
- 3. Professional development for staff, spread across multiple sites – impact the same particular community.
- 4. Professional development for the communities of color. Any health inequities based on race are rooted in social, economic and environmental injustices. Addressing persistent racial inequities requires an understanding of the history of racism in the U.S. and how it operates to give rise to inequities. It is hard to be effective for racial justice.

Two elements of the BPHC approach:

- The Commission needs to take a close look at itself and how it works in order to develop innovative racially explicit policies that will build BPHC capacity to support healthy communities and communities of color.
ACES TO WATCH: OMISSIONING PRACTICES – ADDRESS RACIAL SPROFOLATIONALTY 
CHILD WELFARE

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More information on the efforts in Seattle can be found at www.seattle.gov/niij.

Boston Public Health Commission

Erline Achille, provided an overview of the Boston Public Health Commission’s (BPHC) racial equity work, beginning with setting the context for it. BPHC is going through an organizational change process to become an institution that promotes health equity and racial justice principles and practices. More than two decades ago racial health inequities were observed in the rate of infant mortality, which can be viewed as a primary indicator of well-being of a society. Since then the BPHC found that racial health inequities were also true across all kinds of diseases, and social and environmental factors. When rates of foreclosure were mapped with the rate of asthma and heart disease rates, etc. - all factors associated with the communities of color. Any health inequities based on race are rooted in social, economic and environmental injustices. Addressing persistent racial health inequities requires an understanding of the history of racism in the U.S. and how it operates today. These are both required in order to develop strategies aimed at closing the gaps in health outcomes.

Two elements of the BPHC approach: –

- The Commission needs to examine itself and how it works in order to develop innovative racially explicit practices that will build BPHC capacity to support healthy communities for healthy people.
- To do this work requires the BPHC to figure out ways to address racial justice in order to achieve health equity. As an institution of 1100+ staff, spread across multiple sites – there is a need to prepare all staff to work effectively for racial justice.

Specific strategies that the BPHC has undertaken include:

1. Create urgency.
   - Senior leadership and management have to buy into this process and also spend a significant amount of time building the urgency and making the case.

2. Have all levels participate – leadership, mid-level, staff, and community.
   - Mayor Menino has been a key supporter.
   - Executive Director, administrative staff, – everyone has had to embrace this.
   - Creation of the Center for Health Equity and Racial Justice with the aim to infuse this work in everything we practice.

3. Professional development for BPHC staff.
   - The People’s Institute Training - all staff were mandated to attend workshops.
   - Developed a BPHC 2-day core workshop with mandatory attendance on health equity and racial justice in order to:
     - Increase staff understanding of the relationship of racism, social conditions and health outcomes.
ACHIEVING RACIAL EQUITY: CALLING THE SOCIAL WORK PROFESSION TO ACTION

Support staff to promote health equity and racial justice in all levels of work.

Create a culture of ongoing learning and professional growth about health racial justice and health equity.

Develop common language and definitions that have become officially sanctioned.

4. Be racially explicit.

5. Practice inclusive community engagement.

For more information, visit the Center’s website at www.bphc.org/chesj/pages/home.aspx.

Associated Black Charities

Diane Bell-McKoy of Associated Black Charities (ABC) highlighted her organization’s work, noting that in making decisions about the projects funded by ABC, a race equity lens is used. ABC’s high profile More in the Middle Initiative is intended to be both transformative – in terms of advocacy, education and influencing policy – and transactional, through direct services. It is intended to provide a roadmap for eliminating racialized disparities and addressing structural barriers to economic growth, with a focus on strengthening the economic futures of children. This initiative addresses: Higher Education (College Readiness, Access, and Completion), Workforce and Career Advancement, Business and Economic Development, Homeownership and Foreclosure Prevention, Financial Literacy and Wealth-Building, and Health. In order to work toward the goals of this initiative, ABC recognizes that it must partner with others and build capacities. ABC is engaged with the Aspen Institute’s Roundtable on Community Change (www.aspeninstitute.org/policy-work/community-change). The Roundtable applies its theory of change approach to its multifaceted work focused on achieving racial equity.

Bell-McKoy, in the document that outlines the More in the Middle Initiative, An Economic Equity Approach to Transformative Change, directly addresses racial equity by challenging the public about why they should care about the economic security of others – “The simple answer is our collective economic future is dependent upon our ability to move as many people as possible to tax base contributors, rather than tax base takers. In so doing, we also change the outcome for thousands of children in the region. But unfortunately, the argument usually advanced is that we now live in a virtually “colorblind” society and that by continuing to raise the role of race as a causal factor in wealth and health disparities, we are continuing to perpetuate racial divisions while ignoring real progress. Progress has occurred and our agenda to increase our collective wealth is not about individual racial attitudes. It is not an indictment of white citizens. In Maryland and all of America, as much progress as has been made, the past has left legacies of limiting access to opportunities inside of our systems and institutions. These legacies create racialized disparities and unless we point them out with factual data, they are all but invisible to everyone – except for those who directly feel their impact. And their impact erodes your children’s future and increases the economic burdens they will carry” (www.abc-md.org/wp-content/uploads/2014/01/ABC-More-in-the-MiddleInitiative-Framework-II.0913.pdf).

For more information about Associated Black Charities and its racial equity work, including its role as a convener, funder and advocate, visit www.abc-md.org/.

The following figure depicts the anti-racist organizing principles that were highlighted and discussed during the presentations described above. They can be categorized as related to data, analysis and outcomes, anti-racism training and education, and engagement.
ACHIEVING RACIAL EQUITY: CALLING THE SOCIAL WORK PROFESSION TO ACTION

1. Support staff to promote health equity and racial justice in all level of work.
2. Create a culture of ongoing learning and professional growth about health racial justice and health equity.
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- Higher Education (College Readiness, Access, and Completion)
- Workforce and Career Advancement
- Business and Economic Development
- Homeownership and Foreclosure Prevention
- Financial Literacy and Wealth-Building
- Health

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> ACHIEVING RACIAL EQUITY: CALLING THE SOCIAL WORK PROFESSION TO ACTION
DEVELOPING STAGES OF ACHIEVING RACIAL EQUITY

The continuum served as a starting point for panelists to engage about how anti-racist development has evolved in their organizations. Most panelists found that their organizations spanned multiple levels of Barndt’s framework, and some objected to the notion of a linear path of anti-racist transformation. Stil, all agreed that social workers must assess the depth of their interventions, because institutional change work that is truly transformational is absolutely necessary, and too often institutions are unable to move beyond transactional level change.

Evaluating Racial Equity Guidelines

Howard University School of Social Work Professor and NASW Social Work Pioneer® Ruby Gourdeine provided an overview of the work she is involved with to evaluate the implementation of the Black Administrators in Child Welfare (BACW)’s guidelines on achieving racial equity in two jurisdictions.

Racial Equity Strategy Areas (RESA)

RESA includes ten strategy areas that when in place are intended to result in best practices that are developed and implemented through a racial equity lens and embrace a conceptual framework for understanding and achieving anti-racist policies and practices in child welfare. They address critical factors for improving service outcomes for children and families of color and reduce treatment disparities and overrepresentations. In the BACW document, for each strategy area there are specific standards outlined that state and local agencies have received training on the BACW racial equity standards. The BACW standards augment the established standards required by the Council on Accreditation (COA) which is the accrediting body for child welfare agencies (www.howard.edu/newsroom/releases/2013/20130603 Howard School of Social Work Releases Multilingual Guidelines to Identify Advanced Practice Behaviors to Address Behavioral Health Disparities in Child Welfare Systems.html).

Details on the BACW Racial Equity Strategy Areas are in the box below. Gourdeine provided an important example of how social work faculty engages in strategic research partnerships with agencies and foundations to achieve improved outcomes for children and families and to move the needle on the race equity agenda.

1. Data: Innovative
2. Finance: Creative and Flexible
3. Engagement: Parent and Community
4. Kinship Services: Effective and Appropriate Use
5. Youth: Informed Practice
6. Education: Collaboration and Partnerships
7. Health: Enhancing Children, Youth, and Families
8. Legal Services: Culturally Informed and Competent
9. Leadership: Culturally Competent
10. Programs: Policies, Practice, Review, and Analysis

National Association of Deans & Directors (NADD) Behavioral Health Disparities Initiative

Laura Lein, Dean of the University of Michigan School of Social Work, presented information about the multi-year Behavioral Health Disparities Curriculum Infusion Project that the National Association of Deans and Directors of Schools of Social Work (NADD) has undertaken, with support from the Office of Minority Health (OMH) at the Department of Health and Human Services. The goal was to address curriculum and resource gaps in social work education in regard to behavioral health disparities.

The products from this project are based on research conducted by NADD and from the proceedings of the 2012 Behavioral Health Disparities Curriculum Infusion Project National Panel Meeting on Advanced Practice Behaviors. Dr. Lein was a member of the NADD Behavioral Health Disparities Curriculum Infusion Initiative Executive Committee, which guided the project. In addition to an extensive literature review, A Behavioral Health Disparities Curriculum Infusion Initiative (PDF) is available.

Advanced Social Work Practice Behaviors Addressing Health Disparities

www.cswe.org/Accreditation/EPASImplementation.aspx.guides

2.1.1 Identify as a professional social worker and conduct oneself in a culturally humble manner.
2.1.2 Apply social work ethical principles to guide professional practice; status; and social work practice (www.cswe.org/Accreditation/EPASImplementation.aspx.guides).
2.1.3 Apply critical thinking to inform communication of professional judgment.
2.1.4 Engage diversity and difference.
2.1.5 Address human rights and social and economic justice.
2.1.6 Engage in research informed and practice informed research.
DEVELOPMENTAL STAGES OF ACHIEVING RACIAL EQUITY

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Racial Equity Strategy Areas (RESA)

Black Administrators in Child Welfare

www.blackadministrators.org/pdf/RESA.pdf

The BACW Racial Equity Strategy Areas (RESA) includes ten strategy areas that when in place are intended to ensure that best practices are developed and implemented through a racial equity lens and advance a conceptual framework for understanding and achieving anti-racist policies and practices in child welfare. They address critical factors for improving service delivery for children and families of color and reduce the impact of institutional racism and white supremacy. In the RESA document, for each strategy area there are specific standards outlined that state in detail the standards and requirements in each area of the conceptual framework.

The RESA’s are designed to be compatible with standards that have been established by the Council on Accreditation (COA) which accredits child welfare programs and by the Social Work Program Approval Standards (SWPAS) of the Council on Social Work Education (CSWE) which is responsible for the accreditation of social work education programs.

Research-based knowledge of how social workers contribute to race equity and justice is needed. To help orient these students they are engaged in a range of activities such as learning strategies to become an anti-racist institution (http://smith.edu/ssw/about-antracism.php). Associate Dean Joshua Miller provided an overview of this multi-faceted effort targeting student recruitment, faculty engagement, and curricula change. Through strategic recruitment, changes in financial aid packages and adjusting the admissions’ process over the course of time the number of students of color has increased from five percent to 25%. To help orient these students they are invited to campus two days every year during Smith’s summer on campus MOW program’s courses. The initiative also includes an anti-racism symposium, advanced courses in racism, faculty training, faculty and doctoral student recruitment, and student action teams. Engagement of alumni has been a critical part of the planning and
implementation of this initiative. For two decades there has been an Anti-Racism Task Force which takes action to implement anti-racism initiatives at the school and within the college overall. In addition, since 1995 there is an Anti-Racism Consultation Committee that exists to be available to members of the school’s community around issues of race, ethnicity, culture and social justice and it also takes responsibility for developing a progress report every two years. In addition, adjunct and residential faculty at the Smith College social work program take an online course, “Pedagogy and Diversity.”

Miller discussed the challenge of maintaining enthusiasm and freshness for this initiative so that it can continue to have impact. An additional challenge is that while the School for Social Work has adopted this commitment, it has not been embraced across the whole college, nor by the whole community in which Smith is located.

SMITH COLLEGE SCHOOL FOR SOCIAL WORK

ANTI-RACISM COMMITMENT STATEMENT

Racism is a system of prejudice, inequality, and oppression based on perceived categorical differences, value assigned to these differences, and a system of oppression that rewards and punishes people based on the assigned differences. It is manifested politically, socially, economically, culturally, interpersonally and intrapersonally, and grounded in the unique history of racism in the United States.

Smith College School for Social Work is committed to addressing the persistent and enduring multilayered effects of racism. Anti-racism initiatives promote respect for, and interest in multiple world views, values and cultures. The Smith College School for Social Work develops and teaches knowledge, skills and values that enhance the ability to mutually affirm each other’s equal place in the world. In addition, self-reflection and deepening conversations about race shape the school’s anti-racism commitment and promote culturally responsive practice, research and scholarship, and other anti-racism activities. (Revised: November, 2011). http://smith.edu/ssw/docs/Anti-RacismProgressReport2011.pdf

DEVELOPING AN ACTION AGENDA

Following the presentations and panels, the participants divided into small working groups to collect the wisdom of the think tank participants and to create deliverables that might guide the social work profession in actions that can be taken to further work toward achieving racial equity. The small groups’ tasks were to summarize significant findings/recommendations from the symposium; provide feedback based on the group’s perspective; and suggest what changes need to be made by the profession and by other stakeholders to advance this work. The seven groups addressed the topics covered during the symposium:

- What are the anti-racist community organizing principles to guide racial equity work?
- What is the assessment of our stages of anti-racist development along the continuum of becoming multiracial antiracist institutions?
- What plans are needed to expand and deepen leadership of color in the profession and in the communities?
- What roles can social work and other professions play in power relationship and in understanding the importance of organizing community partners to address structural racism?
- How does having a racial equity perspective change our practice so that we deliver improved outcomes for people of color?
- How do we remain focused on the importance of empowering other professions play in power dynamics and testimonies to advance racial equity work?
- How does it change how we setup and organize the social work profession?
- How can we use our understanding of the relationship between racism and poverty to provide feedback based on the group’s perspective?

Each group was also asked to use these leading questions to guide their work.
DEVELOPING AN ACTION AGENDA

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- What plans are needed to expand and deepen leadership of color in the profession and in the communities?
- What are the anti-racist community organizing principles to guide racial equity work?
- What is the assessment of our stages of anti-racist development along the continuum of becoming multiracial antiracist institutions?
- How can we best use the color-blind ideology four logic frames, story lines and testimonies to advance racial equity work?
- How can we use our understanding of why people are poor and our understanding of the relationship between racism and poverty to advance racial equity work?
- What roles can social work and other professions play in power relationship and in understanding the importance of organizing community stakeholders and cross-system partners to address structural racism and to deliver improved outcomes?
- What is the definition of racism and the understanding of the codification and legalization of race and whiteness that that can help us move forward to undoing racism?

Each group was also asked to use these leading questions to guide their work:

- How does having a racial equity analysis change our practice so that we deliver improved outcomes for people of color?
- How does it change how we setup our organizations and build leaders of color?
- How do we remain focused on the importance of empowering communities through community organizing and community accountability?
- How does it change how we develop policy and procedures?
- How does it support our use of data?
- How does having a racial equity mindset differ from cultural competence?

The information that is included in the recommendation section below is a synthesis of the output from across the small groups and the follow-up large group discussion.
Social workers should understand, 
17
Social workers should embrace
BE EXPLICIT ABOUT
PROFESSION
RACE AND RACISM
Social workers should apply a racial
equity lens to everything.
Traditional social work organizations – NADD, NASW, and CSWE – need
to listen to organizations led by people of color (e.g., National Association of Black Social Workers).
Social workers should embrace anti-racist community organizing at all levels – from policy development to direct practice.
Social workers should use data to show the ways racial inequity is prevalent in our own organizations and institutions.
Social workers should understand, study, analyze, and address the ways that ‘colorblind racism’ has become the dominant ideology in our work, conversations, and institutions.
Social workers need to reclaim and assert their roles as agents of change.
Social workers need to understand how our actions are part of the ‘Foot of Oppression.’

RECOMMENDATIONS
» Social workers function as gatekeepers – requires compliance, perpetuates needs, 
» Individual caseworkers are not expected to come up with solutions.
» Social workers operate within institutions, and these institutions need to incorporate anti-racism actions and principles within:
   » Social work education and the institutions in which social work education programs operate.
   » Human service, educational, health care, criminal justice, child welfare and other organizations and systems where social workers work.
   » Professional associations.
   » Social workers need to tell the truth.

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Impact Social Work Education
» Ensure availability and access to core anti-racism/antiracist curriculum content in social work education programs.
» Operationalize, more fully, how the curriculum can provide tools to address institutional racism, not to just discuss race and poverty in terms of history and advocacy and in understanding the social environment.
» Train social workers to identify and interrupt colorblind ideology
» Ensure students know that helping is not enough – students need to understand that they have power that can hurt.
» Train social workers to use data as an organizing tool – for example, to understand tenure and promotion decisions, and to advocate for change.
» Train social workers to think about and analyze power.
» Create a support system for those who teach the classes on diversity and cultural competence – who are mostly people of color.
» Connect CSWE’s Educational Policy & Accreditation Standards (EPAS) to political changes underway targeted to achieving racial equity, on the ground, in schools of social work and in communities.

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RECOMMENDATIONS

Social workers function as gatekeepers — requires vigilance, perpetuates needs, and are not expected to come up with solutions. If workers operate within systems, and these institutions to incorporate anti-racism and principles within social work education and the institutions in which social work practice programs operate. Human service, educational, health care, criminal justice, and welfare and other organizations and systems here social workers work and professional associations. Social workers need to talk the truth.

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Ensuring that the social work profession focuses on well-being and social justice —
   » Consider anti-racism to be how social workers “do” social justice — it’s not outside the work we do — it should not be a separate subject, but rather a lens.
   » Use the Code of Ethics to speak to anti-racism.

Ensure availability of professional development for social workers to acquire the following core competencies to combat institutional racism
   » Understanding that people are poor because they lack power (resources, decision-making, law, land, etc.), not because they lack programs.
   » Understanding how social programs maintain poverty and institutional structures that limit access to wealth.
   » Asserting that the social work profession focuses on wellbeing and social justice —
   » Consider anti-racism to be how social workers “do” social justice — it’s not outside the work we do — it should not be a separate subject, but rather a lens.
   » Use the Code of Ethics to speak to anti-racism.

Recognizing that racism is the glue that holds class/poverty together and is maintained through structures and systems of racial inequity.
   » Identifying and interrupting color-blind racial ideology.
   » Working to understand that it is essential to develop authentic relationships to create and maintain human boundaries — with individuals and communities and across systems.
   » Understanding that racism has negative impact on all races.
   » Fighting injustice due to —
   » Lack of access to resources and opportunities.
   » Disinvestment.
   » Intertwining of racism and poverty which have both structural and systemic dynamics.
   » Continued existence of racism, even when no longer poor.
   » Manipulation of poor whites using racism — for example, poor whites vote on race.

Ensure availability of professional development for social workers to acquire the following core competencies to combat institutional racism

Engage NASW as a leader in undoing racism
   » Strategically embrace and operationalize anti-racist community organizing tools throughout the social work profession.
   » Update and advance – Institutional Racism and Social Work: A Call to Action – with practical tools for practitioners at all levels.
   » Engage NASW chapters to become leaders in anti-racist organizing work in their communities.
   » Expand continuing education offerings related to undoing racism and achieving racial equity.
   » Consider revising the NASW Code of Ethics and licensing requirements to specifically address structural racism.
   » Address undoing racism at NASW July 2014 conference – plenary and workshop sessions.
   » Pursue sources of funding, including from interested and invested foundations, to support specific initiatives that are targeted toward achieving racial equity and undoing institutional racism.

ACT SOCIAL WORK EDUCATION
   » Ensure availability and access to anti-racism/anti-racist curriculum content in social work education programs.
   » Racialize, more fully, how the curriculum can provide tools to assess institutional racism, not to discuss race and poverty in terms of structural and advocacy and in interrupting the social comment.
   » Social workers to identify and use color-blind ideology – students know that helping is rough — students need to understand that they have power that isn’t social workers to use data as organizing tool — for example, to understand tenure and promotion decisions, and to advocate for change.
   » Train social workers to think about and analyze power.
   » Create a support system for those who teach the classes on diversity and cultural competence — who are mostly people of color.
   » Connect CSWE’s Educational Policy & Accreditation Standards (EPAS) to political changes underway targeted to achieving racial equity, on the ground, in schools of social work and in communities.

Build opportunities to develop, engage and strengthen leadership of color
   » Support opportunities for leaders of color by sharing power.
   » Develop and deepen authentic relationships with communities to build a base of support to identify and support new leaders.
   » Involve communities in research — at every step – from planning, assessment, analysis and dissemination. Participatory action models are ideal.
   » Use multiple strategies, including resources and incentives, to develop and promote leaders from groups usually underrepresented, and sometimes shut out of leadership opportunities.

Achieving racial equity: calling the social work profession to action

> Achieving Racial Equity: Calling the Social Work Profession to Action

> RECOMMENDATIONS

> SOCIAL WORKERS SHOULD EMBRACE BE EXPLICIT ABOUT PROFESSION RACE AND RACISM.

> SOCIAL WORKERS NEED TO UNDERSTAND, ANTI-RACIST COMMUNITY ORGANIZING AT PEOPLE OF COLOR (E.G., NATIONAL TO LISTEN TO ORGANIZATIONS LED BY – NADD, NASW, AND CSWE – NEED EQUITY LENS TO EVERYTHING.)

> ENSURE AVAILABILITY OF PROFESSIONAL DEVELOPMENT FOR SOCIAL WORKERS TO ACQUIRE THE FOLLOWING CORE COMPETENCIES TO COMBAT INSTITUTIONAL RACISM

> UNDERSTANDING THAT PEOPLE ARE POOR BECAUSE THEY LACK POWER (RESOURCES, DECISION-MAKING, LAW, LAND, ETC.), NOT BECAUSE THEY LACK PROGRAMS.

> UNDERSTANDING HOW SOCIAL PROGRAMS MAINTAIN POVERTY AND INSTITUTIONAL STRUCTURES THAT LIMIT ACCESS TO WEALTH.

> ASSERTING THAT THE SOCIAL WORK PROFESSION FOCUSES ON WELLBEING AND SOCIAL JUSTICE —

> CONSIDER ANTI-RACISM TO BE HOW SOCIAL WORKERS “DO” SOCIAL JUSTICE — IT’S NOT OUTSIDE THE WORK WE DO — IT SHOULD NOT BE A SEPARATE SUBJECT, BUT RATHER A LENS.

> USE THE CODE OF ETHICS TO SPEAK TO ANTI-RACISM.

> RECOGNIZING THAT RACISM IS THE GLUE THAT HOLDS CLASS/POVERTY TOGETHER AND IS MAINTAINED THROUGH STRUCTURES AND SYSTEMS OF RACIAL INEQUITY.

> IDENTIFYING AND INTERRUPTING COLOR-BLIND RACIAL IDEOLOGY.

> WORKING TO UNDERSTAND THAT IT IS ESSENTIAL TO DEVELOP AUTHENTIC RELATIONSHIPS TO CREATE AND MAINTAIN HUMAN BOUNDARIES — WITH INDIVIDUALS AND COMMUNITIES AND ACROSS SYSTEMS.

> UNDERSTANDING THAT RACISM HAS NEGATIVE IMPACT ON ALL RACES.

> FIGHTING INJUSTICE DUE TO —

> LACK OF ACCESS TO RESOURCES AND OPPORTUNITIES.

> DISINVESTMENT.

> INTERTWINE OF RACISM AND POVERTY WHICH HAVE BOTH STRUCTURAL AND SYSTEMIC DYNAMICS.

> CONTINUED EXISTENCE OF RACISM, EVEN WHEN NO LONGER POOR.

> MANIPULATION OF POOR WHITES USING RACISM — FOR EXAMPLE, POOR WHITES VOTE ON RACE.

> ENGAGE NASW AS A LEADER IN UNDOING RACISM

> STRATEGICALLY EMBRACE AND OPERATIONALIZE ANTI-RACIST COMMUNITY ORGANIZING TOOLS THROUGHOUT THE SOCIAL WORK PROFESSION.

> UPDATE AND ADVANCE – INSTITUTIONAL RACISM AND SOCIAL WORK: A CALL TO ACTION – WITH PRACTICAL TOOLS FOR PRACTITIONERS AT ALL LEVELS.

> ENGAGE NASW CHAPTERS TO BECOME LEADERS IN ANTI-RACIST ORGANIZING WORK IN THEIR COMMUNITIES.

> EXPAND CONTINUING EDUCATION OFFERINGS RELATED TO UNDOING RACISM AND ACHIEVING RACIAL EQUITY.

> CONSIDER REVISING THE NASW CODE OF ETHICS AND LICENSING REQUIREMENTS TO SPECIFICALLY ADDRESS STRUCTURAL RACISM.

> ADDRESS UNDOING RACISM AT NASW JULY 2014 CONFERENCE – PLENARY AND WORKSHOP SESSIONS.

> PURSUE SOURCES OF FUNDING, INCLUDING FROM INTERESTED AND INVESTED FOUNDATIONS, TO SUPPORT SPECIFIC INITIATIVES THAT ARE TARGETED TOWARD ACHIEVING RACIAL EQUITY AND UNDOING INSTITUTIONAL RACISM.

> ACT SOCIAL WORK EDUCATION

> ENSURE AVAILABILITY AND ACCESS TO ANTI-RACISM/ANTI-RACIST CURRICULUM CONTENT IN SOCIAL WORK EDUCATION PROGRAMS.

> RACIALIZE, MORE FULLY, HOW THE CURRICULUM CAN PROVIDE TOOLS TO ASSESS INSTITUTIONAL RACISM, NOT TO DISCUSS RACE AND POVERTY IN TERMS OF POVERTY AND IDEOLOGY AND IN INTERRUPTING THE SOCIAL COMMENT.

> SOCIAL WORKERS TO IDENTIFY AND USE COLOR-BLIND IDEOLOGY – STUDENTS KNOW THAT HELPING IS ROUGH — STUDENTS NEED TO UNDERSTAND THAT THEY HAVE POWER THAT ISN’T.

> SOCIAL WORKERS TO USE DATA AS ORGANIZING TOOL — FOR EXAMPLE, TO UNDERSTAND TENURE AND PROMOTION DECISIONS, AND TO ADVOCATE FOR CHANGE.

> TRAIN SOCIAL WORKERS TO THINK ABOUT AND ANALYZE POWER.

> CREATE A SUPPORT SYSTEM FOR THOSE WHO TEACH THE CLASSES ON DIVERSITY AND CULTURAL COMPETENCE — WHO ARE MOSTLY PEOPLE OF COLOR.

> CONNECT CSWE’S EDUCATIONAL POLICY & ACCREDITATION STANDARDS (EPAS) TO POLITICAL CHANGES UNDERWAY TARGETED TO ACHIEVING RACIAL EQUITY, ON THE GROUND, IN SCHOOLS OF SOCIAL WORK AND IN COMMUNITIES.

> BUILD OPPORTUNITIES TO DEVELOP, ENGAGE AND STRENGTHEN LEADERSHIP OF COLOR

> SUPPORT OPPORTUNITIES FOR LEADERS OF COLOR BY SHARING POWER.

> DEVELOP AND DEEPEN AUTHENTIC RELATIONSHIPS WITH COMMUNITIES TO BUILD A BASE OF SUPPORT TO IDENTIFY AND SUPPORT NEW LEADERS.

> INVOLVE COMMUNITIES IN RESEARCH — AT EVERY STEP – FROM PLANNING, ASSESSMENT, ANALYSIS AND DISSEMINATION. PARTICIPATORY ACTION MODELS ARE IDEAL.

> USE MULTIPLE STRATEGIES, INCLUDING RESOURCES AND INCENTIVES, TO DEVELOP AND PROMOTE LEADERS FROM GROUPS USUALLY UNDERREPRESENTED, AND SOMETIMES SHUT OUT OF LEADERSHIP OPPORTUNITIES.
In 2005, 400 social work thought leaders came together for a Social Work Congress and agreed to twelve imperatives to guide the profession over the next decade. Two of those twelve imperatives addressed racism:

- Address the effect of racism, other forms of oppression, social injustice, and other human rights violations through social work education and practice.
- Continuously acknowledge, recognize, confront, and address pervasive racism within social work practice and the individual, agency, and institutional levels (Clark et al., 2006, p. 4).

As we move toward the end of that decade, we are aware that these two imperatives have yet to be fully actualized. The Achieving Racial Equity think tank symposium was one step to move these imperatives forward. The think tank was also an effort for NASW to meet the challenge that it issued to itself in 2007 when it developed Institutional Racism & the Social Work Profession: A Call to Action (2007). The Call to Action needs to move from a useful resource posted on NASW’s website to an issue that is front and center in all that NASW does. By taking the step to engage social work stakeholders and race equity experts in the development of recommendations and an action agenda, NASW and its partners must now meet the challenge to continually work toward the implementation of these recommendations.

It is essential that each of the targets—building leadership, enhancing social work education, infusing core competencies into practice, using a racial equity lens in all social work actions—be seen as vital. NASW must also embrace and own this agenda. To accomplish these goals, it will be important to create networks and strengthen relationships across institutions, to gather and use data, to measure progress and to create strategies to sustain changes.

Our society and its institutions do not operate in a color-blind manner. Despite many advances for African Americans, Latinos, Native Americans, Asians, and other oppressed populations over the past 50 years, we continue to hear new studies that confirm structural racism. Whether it be in the ratings of federal judicial nominees (Vedantam, 2014), or in the funding of researchers by the National Institutes of Health (NIH) Consortium of Social Sciences Association (2012), or in the higher rates of expulsion of African American children from public preschool programs (Samuels, 2014) — there is not a level playing field of access to opportunities.

It is clear that the social work profession — whether clinicians, community organizers, managers, supervisors, CEOs, policy makers or educators — must all work to undo the impact of racism and work toward truly achieving racial equity. The work of undoing racism and achieving racial equity cannot be relegated to actions by people of color; whites are essential in this effort. At this time, this will mean sharing power and leadership in deeper ways, and taking proactive steps to undo oppression and racism. The use of community organizing principles and skills are essential, and as McClain noted, “must be returned to its prominence in social work, not only to fulfill our commitment to social justice but to clinical practice as well.”

As a professional association and as agents of change we need to change the trajectory of outcomes for many in our society. We need to put anti-racism up front, and use a racial equity lens, not just in child welfare or criminal justice, but throughout the institutions in which we work. Social work focuses on individual, family and community well-being and not just on social justice. Achieving racial equity is important for all that we do.

CONCLUSION


We must now meet the challenge of undoing racism and achieving racial equity. As McClain noted, “We must be returned to prominence in social work, not only to fulfill our commitment to social justice but to clinical practice as well.”

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REFERENCES


APPENDIX

1. SYMPOSIUM AGENDA
2. SYMPOSIUM PARTICIPANTS
3. SYMPOSIUM SPEAKER BIOS
4. CASEY FAMILY PROGRAMS RESOURCES
5. INSTITUTIONAL RACISM HAND-OUT (BARNDT)
6. CONTINUUM ON BECOMING AND ANTI-RACIST MULTICULTURAL INSTITUTION (BARNDT)
7. NASW RESOURCES
8. BOOKS OF INTEREST
9. SELECTED ORGANIZATIONS AND RESOURCES

10. AGENDA

MONDAY, NOVEMBER 18, 2013
12:30 REGISTRATION/CHECK-IN
1:00 WELCOME – GOALS FOR THE SYMPOSIUM, WHY NASW, WHY SOCIAL WORK, WHY NOW
Jeane Anastas, President, NASW & Professor, New York University
Angelo McClain, NASW CEO
BACKGROUND/HOW WE GOT HERE
Mary Pender Greene & Sandra Bernabei – NASW New York City
SETTING THE STAGE – INSTITUTIONAL RACISM: A CALL TO ACTION
Bob Schachter, Executive Director, NASW New York City, Call to Action Task Force Member
1:30 PARTICIPANT INTRODUCTIONS
Facilitated by The People’s Institute for Survival and Beyond
2:15 SETTING THE STAGE TO UNDERSTAND HOW WE HAVE BEEN SOCIALIZED THAT WOULD LEAD PEOPLE TO BELIEVE WE ARE IN A POST RACIAL ERA
FOUR LOGIC FRAMES & COLOR BLINDNESS IN THE POST-CIVIL RIGHTS ERA
Eduardo Bonilla-Silva (Duke University)
3:15 BEGIN A BROAD COLLECTIVE PROCESS SETTING THE STAGE TO UNDERSTANDING OUR WAY INTO THIS ARRANGEMENT SO THAT WE CAN FIND OUR WAY OUT
DEVELOPING A COMMON UNDERSTANDING OF RACISM
Diana Dunn, Ron Chisom, Kimberley Richards (The People’s Institute for Survival and Beyond)
» Understanding the relationship between racism and poverty
» The role that Social Work and other professions play in power relationships
» Establishing a common definition of racism
» The codification and legalization of race and whiteness

TUESDAY, NOVEMBER 19, 2013
8:30 REGISTRATION/CONTINENTAL BREAKFAST
8:45 WELCOME/OVERVIEW AND REVIEW OF THE GOALS FOR THE DAY
9:00 REFLECTING ON DAY 1
Facilitated by Mary Pender Greene & Meizhu Lui
9:30 IDENTIFYING ANTIRACIST COMMUNITY ORGANIZING PRINCIPLES FOR ACHIEVING Racial Equity
WHAT CAN WE LEARN FROM CURRENT TARGETED EFFORTS?
Joyce James (Racial Equity Consultant), Moderator
Ralph Bayard, Casey Family Programs
Diane Bell-McKoy, Associated Black Charities of Maryland
Erline Achille, Boston Department of Public Health (Center for Health Equity)
Mary Flowers, Region of Seattle
10:45 BREAK
11:00 DEVELOPMENTAL STAGES OF ACHIEVING Racial Equity
Joe Barndt, (Crossroads Ministry), Moderator
Laura Lein (University of Michigan) - National Association of Deans & Directors of Schools of Social Work (NADD) Behavioral Health Disparities Curriculum Initiative
Ruby Gourdine (Howard University) – Evaluating Racial Equity Guidelines
Joshua Miller (Smith College School for Social Work) - Anti-Racism Framework

ACHIEVING RACIAL EQUITY: CALLING THE SOCIAL WORK PROFESSION TO ACTION
1> AGENDA

MONDAY, NOVEMBER 18, 2013

12:30 REGISTRATION/CHECK-IN

1:00 WELCOME – GOALS FOR THE SYMPOSIUM, WHY NASW, WHY SOCIAL WORK, WHY NOW

Jeane Anastas, President, NASW & Professor, New York University

Angelo McClain, NASW CEO

BACKGROUND/HOW WE GOT HERE
Mary Pender Greene & Sandra Bernabei – NASW New York City

SETTING THE STAGE – INSTITUTIONAL RACISM: A CALL TO ACTION
Bob Schachter, Executive Director, NASW New York City, Call to Action Task Force Member

1:30 PARTICIPANT INTRODUCTIONS
Facilitated by The People’s Institute for Survival and Beyond

2:15 SETTING THE STAGE TO UNDERSTAND HOW WE HAVE BEEN SOCIALIZED THAT WOULD LEAD PEOPLE TO BELIEVE WE ARE IN A POST RACIAL ERA

FOUR LOGIC FRAMES & COLOR BLINDNESS IN THE POST-CIVIL RIGHTS ERA

Eduardo Bonilla-Silva (Duke University)

3:15 BEGINNING A BROAD COLLECTIVE PROCESS SETTING THE STAGE TO UNDERSTANDING OUR WAY INTO THIS ARRANGEMENT SO THAT WE CAN FIND OUR WAY OUT

DEVELOPING A COMMON UNDERSTANDING OF RACISM

Diana Dunn, Ron Chisom, Kimberley Richards [The People’s Institute for Survival and Beyond]

- Understanding the relationship between racism and poverty
- The role that Social Work and other professions play in power relationships
- Establishing a common definition of racism
- The codification and legalization of race and whiteness

5:45 RECEPTION BREAK

6:15 DINNER & CROSS SYSTEM WORKING GROUPS

8:00 ADJOURN

TUESDAY, NOVEMBER 19, 2013

8:30 REGISTRATION/CONTINENTAL BREAKFAST

8:45 WELCOME/OVERVIEW AND REVIEW OF THE GOALS FOR THE DAY

9:00 REFLECTING ON DAY 1
Facilitated by Mary Pender Greene & Meizhu Lui

9:30 IDENTIFYING ANTIRACIST COMMUNITY ORGANIZING PRINCIPLES FOR ACHIEVING RACIAL EQUITY

WHAT CAN WE LEARN FROM CURRENT TARGETED EFFORTS?

» Joyce James (Racial Equity Consultant), Moderator
» Ralph Bayard, Casey Family Programs
» Diane Bell-McKoy, Associated Black Charities of Maryland
» Erline Achille, Boston Department of Public Health (Center for Health Equity)
» Mary Flowers, Region of Seattle

10:45 BREAK

11:00 DEVELOPMENTAL STAGES OF ACHIEVING RACIAL EQUITY

Joe Barndt, (Crossroads Ministry), Moderator

Laura Lein (University of Michigan) - National Association of Deans & Directors of Schools of Social Work (NADD) Behavioral Health Disparities Curriculum Initiative

Ruby Gourdine (Howard University) – Evaluating Racial Equity Guidelines

Joshua Miller (Smith College School for Social Work) - Anti-Racism Framework

11:00 DEVELOPMENTAL STAGES OF ACHIEVING RACIAL EQUITY

Joe Barndt, (Crossroads Ministry), Moderator

Laura Lein (University of Michigan) - National Association of Deans & Directors of Schools of Social Work (NADD) Behavioral Health Disparities Curriculum Initiative

Ruby Gourdine (Howard University) – Evaluating Racial Equity Guidelines

Joshua Miller (Smith College School for Social Work) - Anti-Racism Framework

ACHIEVING RACIAL EQUITY: CALLING THE SOCIAL WORK PROFESSION TO ACTION
FACILITATED DISCUSSION
Joan Levy Zlotnik, Director, NASW Social Work Policy Institute
- Small groups report out to the whole symposium
- Report out the most interesting and inspirational ideas that happened at the table and NEXT STEPS
- Develop an Action Agenda and Identify Key Actors
- What are the future actions and by whom?
- What are the specific steps that the social work profession can take internally
- What are the specific steps that the social work profession can take as leader in racial equity work?

CLOSING – SOCIAL WORK AND ITS FUTURE AS AN INSTRUMENT OF RACIAL EQUITY
Angela McClain, CEO, NASW

PARTICIPANT LIST

23
2  PARTICIPANT LIST

Elena Acosta
Co-Head Coordinator, Center for Health Equity and Social Justice
Boston, MA

James P. "Vic" Adams
Dean, College of Social Work, University of Kentucky
Lexington, KY

Martha Adams Sullivan
President, New York City Chapter, National Association of Social Workers
New York, NY

Asadullah Akbar Ali-Khodri
Administrator, Envision Success
Philadelphia, PA

Jeanne Anastasi
President, National Association of Social Workers
Professor, Silver School of Social Work, New York University
New York, NY

Roy Aranda
Psychologist, Long Island Psychological Woodside, NY

Joseph Barnard
Core Organizer and Trainer, The People’s Institute for Survival and Beyond
Watsonville, CA

Ralph Bayard
Senior Director, Casey Family Programs
Seattle, WA

Kathleen Belanger
Professor, School of Social Work, Stephen F. Austin University
Nacogdoches, TX

Diane Bell-Goodley
President and Chief Executive Officer, Associated Black Charities of Maryland
Baltimore, MD

Tricia Benton
Professor, Howard University School of Social Work
Washington, DC

Joe Benton
President, National Association of Black Social Workers
Washington, DC

Sandra Bernabei
President Elect, New York City Chapter, National Association of Social Workers
New York, NY

Erika Bernabei
Senior Associate, Promise Neighborhoods Institute, Policy Link
New York, NY

David Bills
Core Organizer and Trainer, The People’s Institute for Survival and Beyond
Memphis, Mississippi

Courtney Boan
PhD Candidate, University of North Carolina-Chapel Hill
Arlington, VA

Edwina Bonilla-Silva
Professor, Center for Latin American, and Caribbean Studies, Duke University
Durham, NC

Juliet Bui
Public Health Analyst, Office of Behavioral Health Equity, Substance Abuse and Mental Health Administration
Rockville, MD

Tori Cordwell
NASW National Board Member & Chair, Social Services Programs, St. Vincent Hospital
Indianapolis, IN

Elsa Chin-Gory
Family Court Administrator, 26th Judicial District, North Carolina Administrative Office of the Courts
Charlotte, NC

Ron Clue
Co-Founder and Executive Director, The People's Institute For Survival and Beyond
New Orleans, LA

Darla Speno Collyer
President and Chief Executive Officer, Council on Social Work Education
Alexandria, VA

Sheila Craig
Interim Associate Deputy Executive Commissioner, Texas Health and Human Services Commission
Austin, TX

Diana Dunn
The People’s Institute For Survival and Beyond
New Orleans, LA

Mary Flowers
Sr. Grants & Contracts Specialist, City of Seattle
Seattle, WA

Ruby Gourdine
Professor, School of Social Work, Howard University
Washington, DC

Joe Benton
President, National Association of Black Social Workers
Washington, DC

Sandra Bernabei
President Elect, New York City Chapter, National Association of Social Workers
New York, NY

Erika Bernabei
Senior Associate, Promise Neighborhoods Institute, Policy Link
New York, NY

David Bills
Core Organizer and Trainer, The People’s Institute for Survival and Beyond
Memphis, Mississippi

Courtney Boan
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Arlington, VA

Edwina Bonilla-Silva
Professor, Center for Latin American, and Caribbean Studies, Duke University
Durham, NC

Juliet Bui
Public Health Analyst, Office of Behavioral Health Equity, Substance Abuse and Mental Health Administration
Rockville, MD

Vivian Jackson
Assistant Professor, Senior Policy Associate, National Center for Cultural Competence, Georgetown University
Washington, DC

Joyce James
Racial Equity Consultant, Joyce James Consulting
Round Rock, TX

Carrie Jefferson Smith
Director and Associate Professor, School of Social Work, Syracuse University
Syracuse, NY

Cheryl Killache
Lecturer, University of Maryland, College Park
Kensington, MD

Laura Lein
Dean and Professor, School of Social Work, University of Michigan
Ann Arbor, MI

Bayard Love
Boston Consulting
Durham, NC

3:00  FACILITATED DISCUSSION
Joe Levy Zlotnik, Director, NASW Social Work Policy Institute
» Small groups report out to the whole symposium
» Report out the most interesting and inspirational ideas that happened at the table and NEXT STEPS
» Develop an Action Agenda and Identify Key Actors
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4:15  CLOSING – SOCIAL WORK AND ITS FUTURE AS AN INSTRUMENT OF RACIAL EQUITY
Angelo McClain, CEO, NASW

4:30  ADJOURN

> ACHIEVING RACIAL EQUITY: CALLING THE SOCIAL WORK PROFESSION TO ACTION
3: SPEAKER BIOGRAPHIES

Elaine Achilles, Elaine graduated from the University of Massachusetts with a Bachelor’s Degree in Social Theory, and Political Economy. Elaine joined the REACH Coalition in 2003 as a community outreach worker and rose to be Coalition Coordinator of the community-based coalition in 2005. Elaine’s passion for social justice and human rights has guided her work with the community to address racial and ethnic health inequities.

Joseph Bumby has been a parish pastor and an anti-racism trainer and organizer for 30 years, much of the latter work being done with Crossroads Ministry in Chicago, which he directed for 18 years. Among his other writings are Liberating the White Ghetto (1972), Beyond Brokennes (1989), Dismantling Racism (1991). Understanding and Dismantling Racism: The Twenty-First Century Challenge to White America (2007), Becoming an Anti-Racist Church (journeying toward Whiteness (2011). He now lives in California and is available for speaking engagements and interviews.

Sandra Bembenek, LCWW, NYC media community organizer, private practitioner. She is a social work psychotherapist doing the work of liberation from the tyranny of depression, anxiety and addictions. She is President Elect of the National Association of Social Workers New York City Chapter, board member for The Center for the Study of White American Culture, Vice Chair of WESFAC and a member of The People’s Institute for Survival and Beyond, NYC leadership team.

Sandy is a founding member of the Antiracist Alliance, an antiracist organizing collective of New York City area human service practitioners. ARA is building a movement to undo structural racism in our lifetime and to bring an analysis of structural racism as outlined by The People’s Institute for Survival and Beyond to social work education and practice. The Alliance has trained over 8,000 social workers and educators over the past 10 years.

She has over 25 years’ experience in the field of addictions and has served as directors of Barnard College/Columbia University, Alcohol & Substance Abuse Prevention Program, the Council on Alcoholism and other Drug Dependence in Rockland County-New York, and the Chemical Dependency Training Institute for Addiction Specialists. She received the 2012 Social Worker of the Year Award from NASW Westchester Division. In January 2008 she received a recognition award at the 10th anniversary of the Rockland County Drug Court for her work as the founder of a grassroots community effort that established the drug court. In May 2008 she was the recipient of the NASW NYC Social Work Image Award.
3> SPEAKER BIOGRAPHIES

Efrine Atilia, Efrine graduated from the University of Massachusetts with a Bachelor’s Degree in Social Theory, and Political Economy. Efrine joined the REACH Coalition in 2003 as a community outreach worker and rose to be Coalition Coordinator of the community-based coalition in 2003. Efrine’s passion for social justice and human rights has guided her work with the community to address racial and ethnic health inequities.

Joseph Barden has been a parish pastor and an antiracism trainer and organizer for 30 years, much of the latter work being done with Crossroads Ministry in Chicago, which he directed for 18 years. Among his other writings are Liberating the White Ghetto (1972), Beyond Brokenness (1980), Dismantling Racism (1991), Understanding and Dismantling Racism: The Twenty-First Century Challenge to White America (2007), Becoming an Anti-Racist Church. Journeying toward Wholeness (2011). He now lives in California and is available for speaking engagements and interviews.

Sandra Bernardi, LCSW, NYC metro area community organizer, private practitioner. She is a social work psychotherapist doing the work of liberation from the tyranny of depression, anxiety and addictions. She is President-Elect of the National Association of Social Workers/New York City Chapter, board member for The Center for the Study of White American Culture, Vice Chair of WESPAF Foundation and a member of The People’s Institute for Survival and Beyond, NYC leadership team.

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Ralph Bayard is a senior Director for Systems Improvement/Strategic Consultation at Casey Family Programs. Dr. Bayard leads and coordinates the organization’s national work efforts on addressing and reducing disproportionality and disparities for children of color in the child welfare system.

Ralph serves as the Casey Family Programs lead representative to the Alliance for Racial Equity in Child Welfare, an alliance of all of the Casey Foundations including Annie E. Casey/Cassey Family Services, Marguerite Casey, Jim Casey Youth Opportunities Initiative, and the Center for the Study of Social Policy. He currently serves on the CSP Institutional Analysis/Race Equity Design Team, and is a member of the Race Matters Consortium, a national think tank focusing on disproportionality and disparities from both a research and practice perspective.

Ralph co-chairs the Casey Family Programs national Breakthrough Series Collaborative on Disproportionality, and currently serves as a member of the California Disproportionality Project team.

Ralph received his doctorate from the University of Washington in Educational Leadership and Policy Studies. He also received his Masters and Bachelors’ degrees in Communications, also at the University of Washington.

Diane Bell-McKay serves as the President & Chief Executive Officer. Her professional career is as rich, expansive and diverse as the people who have served under her leadership, benefitted from her years in human service or been inspired by her words of wisdom, her professional and personal journeys, and dedication to making a difference.

Diane has spearheaded ABC’s mission since 2007. Prior to accepting her current position, Diane completed an eighteen month term as a Senior Fellow at the Annie E. Casey Foundation. “The Annie E. Casey Foundation is a private charitable organization, dedicated to helping build better futures for disadvantaged children in the United States. And just prior to the Casey experience, she lead Baltimore’s Empowerment Zone corporation, deemed as one of the most successful nonprofits across the country at that time. Ms. McCoy is currently leading a team of eleven staff members who are dedicated and diligently focused on closing the health and wealth gaps for people of color in the state of Maryland. Through strategic alliances and a signature mission platform entitled “A New Future for Baltimore,” Diane and her team are tirelessly working to expand the assets of the low income, working poor and the fragile middle class. Doing so is no small feat. It requires building relationships, advocacy, education, crucial changes in public policy, organizing and financial investment, and Ms. McCoy has demonstrated that she has the leadership arsenal of tools to get the work done.
Her educational and professional experiences have provided her with numerous opportunities to demonstrate her leadership traits. She attended the University of Maryland at the College Park and Baltimore County campuses where she earned both a Bachelor and Masters degree in Social Work. Her career has allowed her to create one of the first family development programs in the substance abuse field. She served in Washington, DC government as Deputy of the Child Welfare Division where she led the restructuring of the child welfare system, and she was part of a four person research team in partnership with the Rockefeller Foundation working on one the country’s first data driven anti-poverty initiatives under Mayor Marion Barry. Later under the leadership of former Mayor Kurt Schmoke, she served in several roles ending her tenure with City Government as the Deputy Chief of Staff.

People in other organizations throughout the state of Maryland and across the country have observed Diane’s tireless deeds. They value her cutting edge insight and her knack for addressing issues that many others are hesitant to discuss. Her advice is often sought, value her cutting edge insight and her knack for addressing issues that many others are hesitant to discuss. Her advice is often sought.

Edmundo Bonilla-Silva is Professor and Chair of the Sociology department at Duke University. Professor Bonilla Silva gained visibility in the social sciences with his 1997 American Sociological Review article, “Rethinking Racism: Toward a Structural Interpretation,” where he challenged social analysts to analyze racial makeup from a structural perspective rather than from the sterile prejudice perspective. His most recent appearance can be found on the PBS election special, “Race 2012.”


Edmundo has received many awards, most notably, the 2007 Lewis Coser Award given by the Theory Section of the American Sociological Association for Theoretical-Methodological Setting and, in 2011, the CoserJohnson-Frazier Award given by the American Sociological Association “to an individual or individuals for their work in the intellectual traditions of the work of these three African American scholars.” He is very active on the lecture circuit and can be contacted through Edmundo.BonillaSilva@duke.edu.

Ronald Comon is co-founder of The People’s Institute for Survival and Beyond and a senior fellow of Ashoka’s Global Academy, a program for men and women seeking solutions for the world’s most urgent social problems. He has organized workers and poor people throughout the South for over thirty-five years. In the 1990s, he co-founded and was associate director of the Treme Community Improvement Association, which won several significant Louisiana victories in New Orleans. His legal suit, Ronald Comon v. Charles E. Roemer, Governor of Louisiana et al., challenged the Louisiana Supreme Court to achieve equal representation for the predominately Black city of New Orleans.

Mary Flowers has organized for nearly twenty years with community groups, social service agencies and government entities to address racism through her work with The People’s Institute for Survival and Beyond. She is a part of a collective that founded the Village of Hope and People’s Institute Northwest. She has worked closely with the Black Panthers Colorado for many years and shares the Prison Committee of the Executive Committee of the Seattle/King County NAACP. She has worked in social services for over 25 years in both administrative capacity with National Association for the Advancement of Colored People and with Maryland Association for Community Organization.

Mary Flowers has organized for nearly twenty years with community groups, social service agencies and government entities to address racism through her work with The People’s Institute for Survival and Beyond. She is a part of a collective that founded the Village of Hope and People’s Institute Northwest. She has worked closely with the Black Panthers Colorado for many years and shares the Prison Committee of the Executive Committee of the Seattle/King County NAACP. She has worked in social services for over 25 years in both administrative capacity with National Association for the Advancement of Colored People and with Maryland Association for Community Organization.

Ruby M. Good is a consultant in care and aging, social work, publication topics such as adoption, foster care, social policy, and several other fields. She has written a book on the history of women and African American social theory, and a book on the history of women and African American social theory. She serves as Chair of the Board of Directors for the African American Social Work Association. She has written a book on the history of women and African American social theory. She serves as Chair of the Board of Directors for the African American Social Work Association.
Eduardo Bonilla-Silva is Professor and Chair of the Sociology department at Duke University. Professor Bonilla-Silva gained visibility in the social sciences with his 1997 American Sociological Review article, “Rethinking Racism: Toward a Structural Interpretation,” where he challenged social analysts to analyze racial matters from a structural perspective rather than from the sterile prejudice perspective. His most recent appearance can be found on the PBS election special, Race 2012.


Eduardo has received many awards, most notably, the 2007 Lewis Coser Award given by the Theory Section of the American Sociological Association for Theoretical Agenda Setting and, in 2011, the Coser/Jackson-Frazier Award given by the American Sociological Association “to and individual or individuals for their work in the intellectual traditions of the work of these three African American scholars. He has organized workers and poor people throughout the South for over thirty-five years. In the 1990s, he co-founded and was associate director of the Trauma Community Improvement Association, which won several significant Louisiana victories in New Orleans. His legal skill, Ronald Chism v. Charles E. Rowe, Governor of Louisiana at al., challenged the Louisiana Supreme Court to achieve equal representation for the predominantly Black city of New Orleans.

Mary Flowers has organized for nearly twenty years with community groups, social service agencies and government entities to address racism through her work with The People’s Institute for Survival and Beyond. She is a board member for GEDCO. She has also received the Bannerman Fellowship, the Petra Foundation Award, the Ford Christ Award & Roses, and the Tarrant Resource Center Achievement Award. In 2006, Ron was selected as a senior fellow and induced into Ashoka’s Global Academy.

Diana Dunn is a care trainer and organizer with The People’s Institute for Survival and Beyond. She has worked with the Institute since its inception in 1980 as one of its founding members. She was married to co-founder Dr. Jim Dunn, and worked with Jim for many years to see his dream of a training institute become a reality. For many years, she helped build the infrastructure of The People’s Institute. She now devotes her work to her first love, the organizing, training, working with people nationally and internationally and doing curriculum development.

Active in peace movements, the white women’s movement and community organizing since the late 1960s, Diana taught clinical microbiology and immunology at Wright University School of Medicine. Diana served as Director of Help Us Make a Nation, Inc. (HUMAN), one of the founding organizations of The People’s Institute, and is one of the founders of European Dissent, a local group that is working ways to break out of “gatedkeeper roles” in this country’s institutionalized culture of racism. She is also one of the founding members and board president of the Greater New Orleans Fair Housing Action Center, and for a period, served as its interim Executive Director.

Diana now spends much of her time working with the health care institutions, providers, and residents of the city, neighborhood, and faith communities groups, working to eliminate racial and ethnic disparities in health and health care. She is helping to bring grassroots innovative community organizing projects together with health care providers to understand and develop strategies to address health and health care disparities in the United States. Diana is the mother of Damon Robinson and Myisha Dunn, and grandmother of Mykia and Mason Stum. She lives in New Orleans.

Ron has served as an organizer, advisor, lecturer and consultant to a wide variety of community, legal, and church groups. He has led numerous workshops around the country on Unlearning Racism™, community organizing, and leadership and strategy development. His networking and community organizing extends throughout the United States and South Africa. His many prestigious awards include: the Bannerman Fellowship, the Petra Foundation Award, the Ford Christ Award & Roses, and the Tarrant Resource Center Achievement Award. In 2006, Ron was selected as a senior fellow and induced into Ashoka’s Global Academy.

Ruby M. Goosby has worked as a clinician, administrator, consultant and researcher in the areas of juvenile justice, foster care and adoption, child welfare, medical social work, school social work, and most recently in social work history. Her publications include refereed journal articles and book chapters on topics such as child welfare, teenpregnancy, transracial adoption, femaleness and violence, school social work, and disability content in social work curricula. These are areas in which she has both practice and academic experience. Since her tenure at Howard she has been principal investigator or co-principal investigator on research grants examining school social work in collaboration with the school of education, welfare reform focusing on teen mothers, child wellbeing, disparity in the child welfare system among children of color (focusing on African American children), older youth in child welfare, domestic and family violence. In her efforts to further understand youth she has recently embarked on research of hip hop/rap music and youth perceptions of the affect this music has on their lives. While Director of Field Education she secured several grants to enhance the quality of the field curriculum.

A former social worker of the year as designated by Metro Chapter of NASW (2005), she has assumed leadership in the area of children and disabilities as she has been a member and former chair (10 years) (as mayoral appointee) a commission on Infants and Toddlers with disabilities (District of Columbia). This commission is required by federal law and is responsible for oversight to the program that oversees services that are provided to children and their families. She has served on the Advisory Committee for Child and Family Services as well as other community based organizations. She served as a municipal appointive to the commission on early childhood education (District of Columbia). She was honored by the National Association of Social Workers as a social work pioneer in 2010. Her community services also include participating on her church’s public relations commission which has sponsored numerous community based forums which she took primary responsibility (i.e. impact of poverty, the Brown versus Board Education, and the voting rights act). These activities support her commitment to social justice and the Black Perspective.

Ruby completed her doctorate degree at Howard University School of Social Work with specialization in Health Care and Child Welfare, her Masters of Social Work degree at Atlanta University School of Social Work is in macro social work practice (policy, planning, and community organization). Her Bachelors of Arts Degree was earned from Howard University in the areas of sociology and social work.
Joyce James, LMSW-AP, Racial Equity Consultant, began her professional career 33 years ago as a Child Protective Services (CPS) caseworker. Joyce has served as the Texas Child Welfare Director from 2004-2009 providing leadership and direction for the state administered system’s 254 counties and approximately 9,000 staff. Joyce’s leadership and testimony during the 79th legislative session was instrumental in the creation and implementation of Senate Bill 6, resulting in unprecedented and historic legislation requiring CPS to address racial disproportionality and disparities.

Joyce served as the Deputy Commissioner for the Texas Department of Family & Protective Services (DFPS) working on the day-to-day operations of the agency’s Child and Adult Protective Services Programs and the Residential and Child Care Licensing Programs. Joyce provided leadership for the Center for Learning & Organizational Effectiveness serving approximately 11,000 DFPS employees.

Joyce was the Associate Deputy Executive Commissioner for the Center for Elimination of Disproportionality and Disparities and the Texas State Office of Minority Health at the Texas Health and Human Services Commission (HHSC) from September 2010 to September 2013. The Center was created by HHSC Executive Commissioner Tom Schiltz out of recognition of Joyce’s strong and effective leadership and a desire to expand the Texas Model for Addressing Disproportionality and Disparities, created under her leadership, to all HHSC agencies, and programs.

Joyce served six years as a Commissioner on the Supreme Court of Texas Permanent Judicial Commission for Children, Youth and Families, an appointment made by the Chief Justice of Texas. She also served on the Juvenile Justice Advisory Committee and served as a member of the Children’s Justice Act Task Force for over 15 years. Joyce frequently presents keynotes and workshops at state and national conferences and other events. Additionally, she has co-authored and published several articles, including a book that is currently in press. She has received numerous awards for her leadership, advocacy, and willingness to speak out on issues impacting the most vulnerable populations.

Laura Gourdine is dean of the University of Michigan School of Social Work. Formerly professor of social work and anthropology at the University of Texas at Austin (UT), she was a respected researcher and teacher from 1985 to 2008. She has served as principal investigator on multiple grants on poverty, family and women’s issues, and impoverished populations in Texas.

Laura directed the Women’s Studies Program at the University of Texas at Austin for two terms, from 1987 to 1991, where she coordinated interdisciplinary curriculum, fund development, and new programs. She was also director of the Wellesley College Center for Research on Women from 1981 to 1985 and director of an interdisciplinary project on work, family interactions, and child development at the Center for the Study of Public Policy in Cambridge, Massachusetts, from 1973 to 1977.

She has served on boards of many organizations, including the United Way of Texas Child Care Working Group and the National Academy of Sciences Research Council Committee on Child Development Research and Public Policy.

Laura graduated from Harvard with a doctorate in social anthropology. Her work has concentrated on the interface between families in poverty and the institutions that serve them. She is the author of nine books on welfare, health care, children, and families, including Poor Families in America’s Health Care Crisis (Cambridge University Press, 2004), co-authored with Ronald Angel and Jana Hirsch.

Joshua Miller is the Associate Dean for the School for Social Work. His areas of interest are anti-racism work and psychosocial capacity building in response to disasters. He has co-taught the school’s foundation social policy course, the required anti-racism course and developed a course on psychosocial capacity building in response to disasters.

Joshua has authored Psychosocial Capacity Building in Response to Disasters, co-authored Racism in the United States: Implications for the Helping Professions with Ann Marie Gorman, and co-edited School Violence and Children in Crisis. He has published numerous articles and regularly presents at conferences and at community organizations about anti-racism and responses to disasters. He has responded to and served as a consultant for many disasters, including 9/11, Hurricane Katrina, the Aurora shootings, the Asian Tsunami, the Haitian earthquake, armed conflict in Northern Uganda and the Sichuan province earthquake in China. His volumes for a number of teams that offer disaster mental health and crisis intervention responses after tragedies and disasters although he often partners with local NGO’s when responding to a disaster. In 2008 Dr. Miller was appointed as an Honorary Professor at Beijing Normal University where he co-teaches a course on psychosocial capacity building in response to disasters. He is currently working on the second edition of his antiracism book.

Prior to teaching, Dr. Miller worked for 20 years as a community organizer, family therapist, group worker, researcher and as the director of public and private nonprofit child and family welfare agencies.

Mary Pender Graves is a woman of color, psychotherapist, career/executive coach, professional speaker and organizational consultant with 20 plus years of experience.

She provides leadership and management training to nonprofit organizations with a special focus on addressing structural and organizational racism and has a private practice specializing in adult relationships, career and executive coaching and leadership development.

Her passion and commitment is to the advancement of women and people of color in leadership roles. Her background also includes executive and management responsibilities for America’s largest voluntary mental health and social services agency—The Jewish Board of Family and Children’s Services—a nonsectarian mental health and social service organization. She held many leadership roles including, Assistant Executive Director, Chief of Social Work Services, Director of Group Treatment and Director of the agency’s Confronting Organizational Racism Initiative. The Jewish Board of Family and Children’s Services serves 70,000 families of diverse racial and ethnic backgrounds each year in 160 programs with a staff of 3,400.

She is a founding member of The Anti-Racist Alliance and received anti-racism training from The People’s Institute for Survival and Beyond. She is also a former President of NASW-NYC.

Kimberley Richards is an organizer and trainer with The People’s Institute for Survival and Beyond. She holds a Master’s in Education, Administration from Westminster College and a doctorate in Policy, Planning & Evaluation from the University of Pittsburgh. Her graduate and postgraduate work centered on internalizing an anti-racist analysis within the fields of community-based organizing, program planning, development and evaluation. Her focus is how and where institutionalized racial oppression and superiority impacts communities of color and efforts towards social justice and equity.
Joyce frequently presents keynotes and workshops at state and national conferences and other events. Additionally, she has co-authored and published several articles, including a book that is currently in press. She has received numerous awards for her leadership, advocacy, and willingness to speak out on issues impacting the most vulnerable populations.

Laura Lain is dean of the University of Michigan School of Social Work. Formerly professor of social work and anthropology at the University of Texas at Austin (UT), she was a respected researcher and teacher from 1985 to 2008. She has served as principal investigator on multiple grants on poverty, family and women’s issues, and impoverished populations in Texas.

Laura directed the Women’s Studies Program at the University of Texas at Austin for two terms, from 1987 to 1991, where she coordinated interdisciplinary curriculum, fund development, and new programs. She was also director of the Wellesley College Center for Research on Women from 1981 to 1985 and director of an interdisciplinary project on work, family interaction, and child development at the Center for the Study of Public Policy in Cambridge, Massachusetts, from 1973 to 1977.

She has served on boards of many organizations, including the United Way of Texas Child Care Working Group and the National Academy of Sciences Research Council Committee on Child Development Research and Public Policy.

Laura graduated from Harvard with a doctorate in social anthropology. Her work has concentrated on the interface between families in poverty and the institutions that serve them. She is an organizer and trainer with The People’s Institute for Survival and Beyond.

Joshua Miller is the Associate Dean for the School for Social Work. His areas of interest are anti-racism work and psychosocial capacity building in response to disasters. He has coauthored the school’s foundation policy, the required anti-racism course and developed a course on psychosocial capacity building in response to disasters.

Miller has authored Psychosocial Capacity Building in Response to Disasters, co-authored Racism in the United States: Implications for the Helping Professions with Anne Marie Garran, and co-edited School Violence and Children in Crisis. He has published numerous articles and regularly presents at conferences and at community organizations about anti-racism and responses to disasters. He has responded to and served as a consultant for many disasters, including 9/11, Hurricane Katrina, the Aurora shootings, the Asian Tsunami, the Haitian earthquake, armed conflict in Northern Uganda and the Sichuan province earthquake in China. He volunteers for a number of teams that offer disaster mental health and crisis intervention responses after tragedies and disasters although he often partners with local NGO’s when responding to a disaster.

In 2008 Dr. Miller was appointed as an Honorary Professor at Beijing Normal University where he co-teaches a course on psychosocial capacity building in response to disasters. He is currently working on the second edition of his anti-racism book.

Prior to teaching, Dr. Miller worked for 20 years as a community organizer, family therapist, group worker, researcher, and as the director of public and private nonprofit child and family-welfare agencies.

Mary Pender Greene is a woman of color, psychotherapist, career/executive coach, professional speaker and organizational consultant with 20 plus years of experience.

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She is an international consultant and serves on national boards including the Development Leadership Network, Crossroads Ministries, a Southern Grassroots Leadership Development Design Team, and the newly-developed Institute of the Black World in Atlanta, Georgia.

Kimberley’s home is Mississippi but she was raised in Farrell, Pennsylvania. Dr. Richards is an organizer in her Mississippi community and is the Co-director of Southwest Gardens Economic Development Corporation founded by her mother and Farrell residents. The organization operates a home for men in recovery and a facility for women who are seeking permanent housing.

Robert Schuster is the Executive Director of the New York City chapter of the National Association of Social Workers. NASW is the largest professional association of social workers with 143,000 members nationally and 9,000 members in the NYC chapter.

Bob has been with NASW since 1982 when he assumed the position of Director of Public Affairs. He became the executive director in 1990. Among his recent accomplishments at NASW are:

- Expanding the association’s focus on social work workforce issues, with a focus on the future of social work licensing, equitable compensation, and essential working conditions.
- Lobbying for the creation of a $1 million New York State Social Worker Loan Forgiveness Program in 2005. Funding was recently extended to 2016.
- Facilitating the creation of task forces for Latino and Asian social workers and social workers of African descent, and involving the members of the profession and broader human services community to gain a deeper insight into racism and what can be done to address it.

Bob co-founded the Latino Social Work Task Force, whose mission is to increase the number of Latino, bilingual and bi-cultural social workers. Now in its 10th year, the task force has raised over $300,000 in scholarships for Latino students. He also serves on the board of directors of the Human Services Council, and chairs its Racial Equity workgroup. He received his MSW in 1980 from the Hunter College School of Social Work, concentrating in community organizing and case work. He subsequently continued at Hunter to receive a certificate in administration in 1983 and his doctorate in 1992.

Achieving Racial Equity: Calling the Social Work Profession to Action.
Knowing Who You Are

A journey to help youth in care develop their racial and ethnic identity. Knowing Who You Are is a three-part curriculum for social workers and other adults and professionals in the child welfare system. Created with the direct collaboration of alumni of foster care, youth still in care, birth parents, and resource families, the curriculum helps child welfare professionals explore race and ethnicity, preparing them to support the healthy development of their constituent’s racial and ethnic identity. Part I is a video and study guide, Part II is a free, online course that develops a vocabulary for discussing race and ethnicity as a tool for identity development and for addressing racism and discrimination. Part III, developed for staff, youth in care, alumni, birth parents, and resource families, all participate in the two-day events. In a highly interactive training, participants hone skills they’ve learned as they identify ways to integrate them into their daily child welfare practice.
## INSTITUTIONAL RACISM: LEVELS IN AN INSTITUTION

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>EXPLANATION</th>
<th>EXAMPLES</th>
<th>KIND OF CHANGE</th>
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</table>
| PERSONNEL | - People who work or volunteer for an institution.  
- People who are authorized to speak, act and implement programs in institutions' name.  
- Act as gatekeepers for constituency and general public. | - Racial inequality in numbers, positions and salaries  
- Ineffective training on racism and race relations  
- Different treatment for white people and People of Color  
- Lack of community and trust | TRANSCENDENTAL CHANGE |
| PROGRAMS, PRODUCTS, & SERVICES | - What an institution provides for its constituency: food, clothing, technical services, entertainment, worship services, etc.  
- Designed to attract members or customers or clients. | - Different quality programs, products and services for white people than for People of Color  
- Policies regarding race and race relations in personnel, finances, family use, programs, etc. are absent, inadequate or not enforced. | TRANSFORMATIONAL CHANGE |
| CONSTITUENCY | - People who belong to or patronize an institution.  
- People who buy products and services.  
- Every decision and action of an institution is taken in the name of and on behalf of the constituency. | - Constituency is not representative of community of color.  
- People of color constituency are not adequately or equally served.  
- Outreach to new constituency is discriminatory. | TRANSFORMATIONAL CHANGE |
| ORGANIZATIONAL STRUCTURE | - Where the power of the institution lies: People in charge, Board of Directors, managers, etc.  
- Where the decisions are made, budgets are decided, people are hired and fired, programs are approved, etc.  
- Where the boundaries of service are decided | - Geographic or organizational boundaries exclude People of Color or ineffectively represent people of color.  
- People of Color do not have commensurate power or authority in institution.  
- Institutional structures are accountable to white people and not accountable to People of Color. | TRANSFORMATIONAL CHANGE |
| MISSION PURPOSE IDENTITY | - What an institution is for and why it exists  
- Mission, purpose and identity are defined by constitution, by-laws, mission statement, belief system, worldview, history and tradition. | - The original mission, purpose, and organizational structure of every institution in the United States was to serve White people exclusively.  
- It is still true today that the structure, mission, identity, values and world view of nearly every institution White people better than People of Color. | TRANSFORMATIONAL CHANGE |

知道了你是谁
www.casey.org/resources/initiatives/KnowingWhoYouAre/  
探索青年与种族和民族的联系， Knowing Who You Are 是一个三套课程，用于增强日托工作人员等专业人士对种族和民族的认识。它通过与青年和家长的直接合作，帮助儿童福利专业人员探索种族和民族的联系，并为解决种族和性别歧视进行开发。本课程分为：Part I、Part II和Part III。Part I是视频和工作坊，Part II是一个免费的在线课程，发展与民族有关的词汇，并为讨论种族和民族提供工具和解决种族歧视。Part III是一个两天的活动，在这个活动中，参与者将了解他们如何将技能应用到日常工作中。
Developed in 2007, the document provides definitions of institutional/structural racism, clarifies how it is relevant to the social work profession, and details how it is manifested in the social systems within which social workers engage. Most importantly, it offers a vision for how the social work profession can address structural racism, in terms of both limiting its negative influence and creating conditions for effectuating realistic, achievable positive outcomes.

NASW Code of Ethics (approved in 1996 and revised in 2008)

The 2008 revisions to the NASW Code of Ethics address issues related to steps social workers can take toward achieving racial equity.

1.05 Cultural Competence and Social Diversity
(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

2.01 Respect
(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

4.02 Discrimination
Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

6.04 Social and Political Action
(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

NASW Standards on Cultural Competence in Social Work Practice

NASW Indicators for the Achievement of the Standards for Cultural Competence in Social Work Practice

The Indicators for the Achievement of the NASW Standards for Cultural Competence in the Social Work Profession are designed as an extension of the Standards to provide additional guidance on the implementation and realization of culturally competent practice.
NATIONAL ASSOCIATION OF SOCIAL WORKERS RESOURCES

Institutional Racism and the Social Work Profession:
A Call to Action
www.socialworkers.org/diversity/institutionalracism.pdf

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NASW Standards on Cultural Competence in Social Work Practice
www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf

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NASW New York City Chapter – Anti-Racist Social Work Practice Resources
www.naswnyc.org/displaycommon.cfm?an=1&subarticlenbr=305

ACHIEVING RACIAL EQUITY:
CALLING THE SOCIAL WORK PROFESSION TO ACTION

CONTINUUM ON BECOMING AN ANTI-RACIST INSTITUTION
8> BOOKS OF INTEREST


9> SELECTED ORGANIZATIONS
and Resources

AntiRacistAlliance – www.antiracistalliance.com

The ANTI-RACIST ALLIANCE is a movement for racial equity. It is an organizing collective of human service practitioners and educators whose vision is to bring a clear and deliberate anti-racist structural power analysis to social service education and practice.

Collaborative for Enhancing Diversity in Science (CEDS) – www.cooss.org/diversity/diversity.html

Formed in 2008, the CEDS is a collaboration led by the Consortium Of Social Science Associations (COSSA) and includes the National Association of Social Workers (NASW), the American Psychological Association (APA), the American Sociological Association (ASA), the American Education Research Association (AERA), the Society for Research on Child Development (SRCD), the Association of American Medical Colleges (AAMC) and the American Association for the Advancement of Science (AAAS) Center for Careers in Science and Technology. Since its formation, CEDS has sponsored 2 national workshops supported by NIH, NSF and several foundations and has also sponsored two Congressional meetings. CEDS meets regularly with NIH and NSF and has fostered attention to diversity in science through COSSA members.

Mary Pender Greene’s Anti-Racist Resources – http://marypendergreene.com/wp/anti-racist-resources/

Provides links to books, trainings and other resources.

National Association of Deans & Directors of Schools of Social Work – www.naddssw.org/about/task-forces/health-disparities-task-force


The People’s Institute for Survival and Beyond – www.pisb.org

The People’s Institute for Survival and Beyond focuses on understanding what racism is, where it comes from, how it functions, why it persists and how it can be undone. Its workshops utilize a systemic approach that emphasizes learning from history, developing leadership, maintaining accountability to communities, creating networks, undoing internalized racial oppression and understanding the role of organizational gate keeping as a mechanism for perpetuating racism.


SAMHSA’s Office of Behavioral Health Equity (OBHE) was established in accordance with Section 10334 of the Patient Protection and Affordable Care Act (ACA) of 2010. Section 10334(b) of ACA required six agencies within the U.S. Department of Health and Human Services (HHS) to establish offices of minority health. Launched in 2012, OBHE coordinates SAMHSA efforts to reduce behavioral health (mental health and substance abuse) disparities for diverse racial and ethnic groups, as well as gender, sexual orientation and gender identity (LGBT) populations. OBHE’s efforts are geared to promote health equity for all racial and ethnic and LGBT populations, and support populations vulnerable to behavioral health disparities. OBHE is organized around key strategies: data, communication, policy, quality practice and workforce development and customer service/technical assistance.

National Center for Cultural Competence – Center for Child Development, Georgetown University – http://nccc.georgetown.edu/index.html

The mission of the NCCC is to increase the capacity of health care and mental health care programs to design, implement, and evaluate culturally and linguistically competent service delivery systems to address growing diversity, persistent disparities, and to promote health and mental health equity.


Positive Outcomes for All: Using an Institutional Analysis to Identify and Address African American Children’s Low Reunification Rates and Address African American Children’s Low Reunification Rates

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ACHIEVING RACIAL EQUITY: CALLING THE SOCIAL WORK PROFESSION TO ACTION

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National Center for Cultural Competence – Center for Child Development, Georgetown University – http://nccc.georgetown.edu/index.html

The mission of the NC4CC is to increase the capacity of health care and mental health care programs to design, implement, and evaluate culturally and linguistically competent service delivery systems to address growing diversity, persistent disparities, and to promote health and mental health equity.


Positive Outcomes for All: Using an Institutional Analysis to Identify and Address African American Children’s Low Macronutrient Rates and Long-Term Stays in Fresno County’s Foster Care System (2010).

Center for Assessment and Policy Development Racial Equity Tools – www.casadp.org/about

This website is designed to support individuals and groups working to achieve racial equity. This site offers tools, research, tips, curricula and ideas for people who want to increase their own understanding and to help those working toward justice at every level—in systems, organizations, communities and the culture at large.

ACHIEVING RACIAL EQUITY: CALLING THE SOCIAL WORK PROFESSION TO ACTION

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ABOUT THE SOCIAL WORK POLICY INSTITUTE

The Social Work Policy Institute was established in 2009 and is a division of the NASW Foundation. Its mission is:

To strengthen social work’s voice in public policy deliberations.
To inform policymakers through the collection and dissemination of information on social work effectiveness.
To create a forum to examine current and future issues in healthcare and social service delivery.

Social Work Policy Institute | NASW Foundation
Director: Joan Levy Zlotnik, PhD, ACSW
750 First Street NE, Suite 700 | Washington, DC 20002-4241
SocialWorkPolicy.org | swpi@naswdc.org | 202.336.8393

ACHIEVING RACIAL EQUITY:
CALLING THE SOCIAL WORK PROFESSION

REPORT FROM A THINK TANK SYMPOSIUM