

April 11, 2022

Dear Circle School Community:

In early 2021, The Circle School Board of Trustees created an ad hoc Anti-Racism Committee to explore ways in which systemic racism might exist at the school and to recommend potential actions that ensure that Ends We Seek are equally accessible and valuable for students regardless of race or class.

What follows is that ad hoc committee's report, informed by many hours of hard work by committee and community members. We're grateful for the time, energy, and deep thought that all those involved put into this report.

As recommended by the committee, the Board of Trustees has established a standing Anti-Racism Committee; engaged consultant and facilitator Toni Graves Williamson to hold a summarizing event for previous focus group participants (held via Zoom on February 24, 2022); and is sharing the committee's report (and attached appendix of resources) with the school community. That report follows.

Additional recommendations from the ad hoc committee will be considered by the newly formed standing committee, and Trustees are seeking volunteers to serve on that committee. If you are interested in serving, please contact the school office (office@circleschool.org) or Trustee President Connor Tyrrell (boardpresident@circleschool.org).

We look forward to continuing and deepening this work, and affirming our commitment to offering a rich and valuable experience to children and families from all backgrounds. We're glad you're on this ride with us.

Sincerely,

Connor Tyrrell
for the Board of Trustees

*Ad hoc Anti-Racism Committee Report to the Circle School Community
March 2022*

The ad hoc Anti-Racism Committee was created by the Board of Trustees with the following motion adopted February 16, 2021:

Motion: *To affirm the Board's intention to eliminate systemic racism within the school as an institution and a community, and to create the ad hoc Anti-Racism Committee. The committee is charged with the following:*

1) facilitating school-community-wide discussion about racism, white supremacy, white oppression of people of color at micro/individual and macro/cultural levels, and how the school's institutional roots and existence in a white supremacist culture have shaped and currently affect The Circle School;

2) developing and summarizing their findings in a report to the Board by November 15, 2021;

3) reporting to the Board its recommendations, if any, for additional actions or next steps in pursuit of eliminating systemic racism within the school as an institution and a community.

The committee was composed of Kirsten Reinford (current parent), Michelle Loucas (current parent and Board Development Officer), JD Stillwater (staff member & alumni parent), Hladini Mensah (alumna and Trustee), and Ellen Abbott (staff member and Trustee). The group met weekly from February-November 2021 to accomplish its mandate.

To address our task of facilitating a school-community-wide discussion about these complex topics, our committee did the following:

- explored a multitude of resources on racism and racial identity and how they manifest both on individual and systemic levels, including: articles, books, films, podcasts, websites, and workbooks, which we used to guide our discussions and frame our approach ([Appendix](#))
- created a physical comment box at school
- established a virtual comment box via Google form
- looked at charts based on Circle School enrollment data
- kept the community updated on our work, and invited participation in our process, comments, and questions through periodic MailChimp messages over 9 months
- searched for, identified, and secured the services of a professional in equity and inclusion work, Toni Graves Williamson, to facilitate focus groups
- advertised the focus groups to the community, and secured the participation of 33 people,

including Trustees, staff members, current students, current parents, alumni, and alumni parents

- placed individuals into focus groups, arranged schedules, and orchestrated the 8 Zoom sessions over several weeks
- received a comprehensive report from Toni Graves Williamson based on notes she took during the community focus group sessions
- hosted a Zoom presentation for focus group participants in which Toni presented a [summary of her report](#), with breakout groups for participants to discuss key questions about the school community; 29 out of 33 focus group participants were present

The committee appreciates the support of participants, board members, staff, students, alumni, and families in undertaking this complex topic. We are grateful for the courage, vulnerability, curiosity, care, and determination of the community during this process. Having school-wide conversations about sensitive topics during the era of COVID with a geographically diverse school community was challenging, and **we hope that these conversations can continue in order to hear from and reach out to more people within the Circle School community.**

What follows are the findings and recommendations of the Anti-Racism Committee to date. While some of what the Committee reports here may be seen as criticism, it is not meant as condemnation. There is much at The Circle School that is working well for many people, but our mandate was to explore ways in which white normative ways of being have affected the school. Looking at these things may be uncomfortable, especially for people who have been shielded from the effects of racism. We hope that readers will take in what we share with openness and accept that there will not be closure on these matters anytime soon. We see this as the beginning of a community conversation and anticipate an open-ended process with lots of opportunities for engagement.

FINDINGS:

The committee encouraged feedback from all community members, who held a variety of viewpoints about race and the discussion of it, and found that many members of the community are in support of the work the committee is doing. The majority of focus group participants and virtual commenters expressed interest in an exploration of race at the school and encouragement for efforts to make the school a more anti-racist organization.

The Circle School is modeled on the United States government and its democratic system, which has historically limited access and opportunity for people of color, disproportionately penalized people of color (especially in the judicial system), and operated as though white (i.e. Western European) expressions of culture are the norm. This white supremacist culture shows up at The Circle School in a variety of ways, including:

- Difficulty attracting, and especially retaining, students of color– Because the school’s process for collecting demographic data does not include asking people to self identify racial and ethnic information (see Data Collection, below), the committee is hesitant to draw significant conclusions from data provided by the school office. However, focus groups revealed a pervasive community perception that students and families of color have been historically underrepresented at the school, that the school is less likely to retain students of color through graduation/aging out, and that people of color are underrepresented in the school's graduates. This lack of racial diversity in the student body results in weaker learning experiences, and poorer preparation for success in a multicultural society, for all students. Studies¹ show that students of all races achieve more when they learn alongside students from other backgrounds. Focus group participants stated that retention of older students, of all races, makes a significant difference to the experience of students.
- Failure to engage people of color in leadership– Since the school’s inception in 1984, it has never had a person of color on staff, and has only had one person of color on the Board of Trustees since it began in 2009. These facts result in a lack of understanding and shared experience for students of color with those setting the tone and making key decisions about their school. For example, some focus group participants identified instances when staff were unable to recognize racial dynamics and potentially racist behaviors. This lack of awareness affects the quality of the experience for all students, who miss the perspectives of those from non-white cultures in ways large and small. This may account for the lower recruitment and retention rates of students of color, and for the failure to address, or even recognize, the additional challenges students of color face when aging out or moving on from the school.
- Microaggressions go under the radar– A recurring issue brought up by alumni of color in the focus groups was the occurrence of microaggressions (brief, everyday exchanges that, intentionally or unintentionally, denigrate individuals because of their race) at the school which often went unnoticed by white students and staff. Students of color experiencing these degrading slights must navigate them in isolation because they are not recognized by the white-centric community. The accumulation of such negative experiences may contribute to the small number of students of color who choose to remain at the school long term.
- Avoidance of discussions of race– The school relies on “[colorblindness](#)” to avoid discussions of race/racism at an institutional level. For example, the school does not ask families to self-identity their race or ethnicity on admissions or enrollment documents. There has historically been a lack of explicit conversation about race at school, and the school does not openly support racial identity development within the community. This is an educational gap in that it provides poor preparation for students of all races to successfully participate in a multicultural society. It is also a safety

concern for students and families². The colorblind environment creates a breeding ground for the microaggressions that students of color face at school, and diminishes the voices of those students, making them less able to advocate for themselves. Meanwhile, the microaggressor remains ignorant of the harm they have caused and how they might act differently going forward. Open discussion of race is a safety issue in a similar way that access to reliable information about puberty is a safety issue: not talking about it keeps some people comfortable while putting others at risk. All families need to feel that their children are safe, both physically and emotionally, to continue enrollment at The Circle School.

- Limited responsibility to community– The primary responsibilities required of School Meeting members include completing chores, Judicial Committee service, and signing-in and -out. Beyond this, individuals are not expected to extend care to the school community. For example, if someone is asked to pick up litter, the most common response is, “Well, I didn’t drop it.” The “School Welfare Rule” has been largely limited to avoiding harm to the institution, as opposed to proactively promoting the wellbeing of the community. Focus group feedback indicated that students of color are less likely than white students to feel that they are part of the common culture and less likely to benefit from fellowship without efforts at assimilation. ([Okun 2021](#)) The committee finds that, over time, some students have felt a diminishment in their ability to experience fellowship, common culture, and shared responsibility.
- Inadequate conflict-management systems– The school’s primary method for managing conflict and enforcing the rule of law is the Judicial Committee, which is based on the justice system³ of the United States, an institution that disproportionately has a negative impact on [BIPOC](#) individuals. For example, focus groups reflected that, while adjudicating conflict at school, there is an emphasis on the intention of the aggressor rather than the impact of the aggression on the impacted individual. The school lacks sufficient systems for addressing conflict that does not specifically involve rule-breaking. This can create a culture where emotional safety may be infringed upon without adequate recourse. A potential result is an environment of tenuous emotional safety for some students.
- White-centric standards for behavior– The norm for behavior at the school, as codified in the law book, management manual, and other procedural documents, as well as in the implementation of those laws and procedures, is based on white middle class values. For example, the level of noise that is considered acceptable at school is comfortable for some and not for others. Students whose background includes more boisterous and vocal interactions must conform to a cultural standard that is foreign to them, or consistently face reprobation, formal and informal, of the community. Focus groups indicated that the school sets up some students for success and not others.

- Lack of support for transitioning– The Circle School provides little support to students moving on from the school, including those who "age out" (complete their secondary education at the school), whether they are moving on to higher education or the workforce (or both). This lack of support disproportionately disadvantages BIPOC students and alumni because they tend to face higher barriers⁴ in accessing post-secondary education and other meaningful aspects of the adult world, particularly if they lack credentials such as a high school diploma. The failure to address the additional challenges families of color may face impacts families when students are leaving, as well as when they are first considering enrollment at the school.

Data Collection

Our Committee looked at a series of charts based on enrollment data collected from 2003 to 2020. We were able to parse some general themes from the data, but two challenges made it difficult to draw definitive conclusions.

First, the total number of students is very small, making it hard to note trends. The number of students of color is even smaller, which is both part of the problem and an obstacle to understanding it fully. Secondly, data related to race was based on staff guesses at racial identity, which may or may not match the self-identified race of the student or family. The committee believes that, going forward, the school should change this policy, and collect this data in accordance with best practices⁵.

In addition, given the problematic nature of the school's current data collection process with regard to race, it is also important to recognize the limited validity of the school's current claims that its racial demographics match those of the catchment areas it serves. As the school moves forward with using best practices for data collection, the school can do a better job of accurately reporting the racial demographics of its community

However, **it is important to not conflate diversity with equity**; having a student body that includes racial diversity does not necessarily mean that those students are having equitable or positive experiences at The Circle School, nor that their enrollments will continue.

RECOMMENDATIONS:

Based on our findings, we recommend that the Board take immediate action on the following four items:

1. Create and empower a task force or standing committee to craft, propose, and *facilitate* the implementation of a long-term plan to eliminate systemic racism at The Circle School. We envision that this implementation will *occur through the school's existing governance structures. A key element should be input, participation, and regular feedback from POC alumni, students, and families.* (See below for our recommendations to that task force or committee.)
2. Hire Toni Graves Williamson to present her report to focus group participants in a question-and-answer program, held either at school one evening, or virtually, this winter.
3. Formally adopt best practices for collecting racial demographic data on students and families during the application and enrollment process.
4. Share this report and its appendix with School Meeting and the Circle School Corporation membership in order to empower School Meeting to take related action as it sees fit, to keep students involved in this process, and to demonstrate transparency.

ADDITIONAL RECOMMENDATIONS/IDEAS for consideration by a task force or standing committee:

We offer up the following *Additional Recommendations/Ideas as examples* for the task force or standing committee to consider, along with any other steps they determine will help to make the school more equitable and anti-racist. We encourage the *new task force or committee to work with the existing structures of the school, specifically with School Meeting, staff, and the Board of Trustees, in order to create opportunities for input and collaboration.*

Administrative

- Access and digest any materials handed off by this ad hoc committee, so as to ground the new committee in the history and process-thus-far, as well as familiarity with available resources. The new committee need not start from scratch.
- Include racial equity in the school's bylaws or mission. Articulate vision and equity goals, and create assessment mechanisms to ensure positive change over time.
- Outsource administrative tasks where possible in order to make staff more accessible to all students.
- Offer website and admissions materials in Spanish and other language translations.
- Explore ideas to increase access and reduce stigma for those seeking financial assistance, such as a tuition lottery, sliding-scale fees (or no fees) for school social events participation, etc.

Staffing

- Examine issues with equity in hiring. Actively make the process more welcoming to candidates of color: from recruiting, applying, interviewing, and visiting, to onboarding. Consider the role of economic inequities in the recruitment of people of color.
- Hire Tameka Hatcher, recently with the PA Human Relations Commission, or similar equity educators, for mandatory Staff Development.
- Actively recruit Alumni of Color for Trustee service.
- Actively develop the workplace culture to make it more comfortable and supportive for BIPOC staff.

Program

- Examine the structure and practices of School Meeting to ensure all voting members have access to collective self-governance, such as enforcing School Meeting's long-neglected rule 6034.67 (Limits on Speeches), experimenting with agenda format, timing of meetings, notifying members when their item is being discussed, etc.
- Study daily practices at school and consider who they are making comfortable and who they are distancing/excluding; work to remove the implicit racial bias in these systems. Some varied examples include:
 - Whose comfort is prioritized with choices related to the design and use of physical space?
 - Whose voices are being privileged in meetings, including School Meeting and JC?
 - How does the flow of personal cash at school (ie: extra chores, sales of goods, admission to competitions) impact SM members from various economic backgrounds?
- Explore options for offering a pathway for students to obtain a high school diploma from The Circle School that reflects the school's self-directed method of education.
- Consider creating a School Meeting official that would serve in a role similar to a guidance counselor in a traditional school to assist School Meeting members in navigating Circle School systems, as well as utilizing academic/learning resources from elsewhere while at TCS, to achieve their goals, academic or otherwise.
- Explore ways to more directly support students in transitioning to college or career.
- Examine ways to help families translate The Circle School to organizations or individuals unfamiliar with self-directed democratic education, such as college admissions offices, potential employers, and hesitant extended family and friends.
- Audit Playroom and Library books to gauge ethnic and cultural diversity representation, and also to flag (not censor) any blatant or inadvertent racism/supremacy. Compile a bibliography of great multicultural materials for consideration when ordering *new* resources.
- Gather information from other self-directed democratic schools about their understanding of, and journey toward, racial equity.
- Create opportunities for discussion about contributions to the welfare of the community

beyond the basic expectations of participation.

Judicial Committee & Conflict Management

- Augment Judicial Committee with robust mediation or other systems aimed at understanding power dynamics and interpersonal conflict that leads to rule-breaking. Add systems that facilitate the restoration of relationships, which is necessary for personal accountability, fellowship, and retention.
- Alter the language of Judicial Committee away from terms like guilty, defendant, witness in order to distance the Judicial Committee from the punitive legal system of the United States (which disproportionately impacts BIPOC) while retaining elements necessary to carry out democratic enforcement of rule of law.
- Consider appointing an ombudsman or advocate who is NOT a School Meeting member to field complaints related to racial equity, student and staff interactions, and other issues that aren't specifically about rule-breaking.

Retention

- Examine issues with equity in BIPOC family recruitment, retention, and involvement, and make recommendations for the meaningful changes needed to improve it.
- Create systems to listen to and obtain feedback from current families of color about their experience at the school.
- Update exit interview/check-out system to increase ease of use, access, and reliability of data about departing families' experience of the school, why they're leaving, and how to improve the experience for other families.

Outreach

- Market directly to BIPOC communities and families through media and print ads.
- Seek out and participate in community events by and for BIPOC community members.
- Promote and report on the work of the standing committee in outbound materials such as the newsletter; for example, by sharing links to resources.
- Long term, create and empower a standing Outreach Committee, composed of parents, students, alumni, and staff, to seek out and decide upon local events at which TCS could have a presence as a means to broaden and diversify the school's network. Actively invite BIPOC members of the Circle School community to participate in this committee.

Community Education & Engagement

- Hire a professional in [DEI](#) for a school-day event (or several) for School Meeting members.
- Hire a professional in DEI to host events for community members:
 - to help define terms (implicit bias, white frame of reference, equity, etc) so that conversations surrounding this topic use common language;
 - to continue conversations about experiences with race and racism;
 - to collaborate on moving the school towards a more anti-racist culture.

- Host events (virtual or in-person) to examine media (movies, books, podcasts, articles, etc.) related to racial justice, with an opportunity for informal group discussion.
- Ask students and families of color, past and present, what they would like to see from anti-racism work at The Circle School, including process and results.
- Examine barriers to involvement by parents and students of color in decision-making and leadership, and work to reduce those barriers.
- Make a Spanish-speaking community member available for other bilingual or ESL families.

SUMMARY:

Thank you for taking the time to read this report. In it, our committee attempted to summarize our findings, based on our efforts over the past 9 months, and to recommend steps in pursuit of eliminating systemic racism within the school as an institution and a community. Much remains to be done, and while we believe this work is urgent, we know that this process will take considerable time and effort. Anti-racism is integral, as opposed to additional, to other initiatives the Board has undertaken, and to the future of The Circle School. Our hope is that this work will be a priority for the entire community, so that it is distributed and does not stall due to overload on any individual(s).

We see this as a beginning. We look forward to a stronger, more equitable and inclusive Circle School community!

Kirsten Reinford, chair
Hladini Mensah
Ellen Abbott
Michelle Loucas
JD Stillwater

APPENDIX: References and Additional Resources

REFERENCES

1. Kamenetz, Anya. "The Evidence That White Children Benefit From Integrated Schools." *NPR Ed. NPR*, October 19, 2015. <https://www.npr.org/sections/ed/2015/10/19/446085513/the-evidence-that-white-children-benefit-from-integrated-schools>.

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2. Cornell Health. "Racism as a Public Health Crisis | Cornell Health," 2020. <https://health.cornell.edu/initiatives/skorton-center/racism-public-health-crisis>.

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3. Balko, Radley. "There's Overwhelming Evidence That the Criminal Justice System Is Racist. Here's the Proof." *Washington Post*. *The Washington Post*, June 10, 2020. <https://www.washingtonpost.com/graphics/2020/opinions/systemic-racism-police-evidence-criminal-justice-system/>.
4. Museus, Samuel D., María C. Ledesma, and Tara L. Parker. "Systemic Racism in Higher Education." *ASHE Higher Education Report*, no. Vol. 42, No 1 (November 2015): 49–71. <http://shorturl.at/jzS48>
5. National Forum on Education Statistics. "Forum Guide to Collecting and Using Disaggregated Data on Racial/Ethnic Subgroups." NCES. U.S. Department of Education, 2016. <https://nces.ed.gov/pubs2017/NFES2017017.pdf>.

ADDITIONAL RESOURCES

This is a wide-ranging list of resources that our committee members used to inform our research and discussions over the last 9 months. Please note that this is not a comprehensive list of all available materials on anti-racism, just ones we found useful or that came up for consideration. *We understand that this is a lot of information, so we have highlighted some resources that can help folks get started in navigating this topic.*

- 13th
<https://g.co/kgs/ehHfop>
Film about the racial inequities of the U.S. prison system.
- Anti-Racist Packet
<https://docs.google.com/document/d/16tuiRYmXO7-O4A52A0oUBy3l5TBgbLifJ7TZlhEJHqY/edit>
This is full of informative history, links to podcasts and articles, graphics, and suggestion action steps. Our committee members found the Becoming an Anti Racist graphic on page 9 edifying.
- Anti-Racism Resources for All Ages
<https://padlet.com/nicolethelibrarian/nbasekqoazt336co>
Similar to this spreadsheet, this is a collection of links and resources on Anti-racism, for all ages of people.
- Beth's List
[A.R.E. Anti-racist resource list from Beth.pdf](#)
A PDF of anti-racism resources compiled by Beth Stone and shared with the ARC.
- Best Practices for Collecting Demographic Data
<https://blog.submittable.com/best-practices-for-collecting-demographic-data/>
Additional information about collecting racial demographic data.
- Beyond Diversity and Multiculturalism:
[Towards the Development of Anti-Racism Institutions and Leaders](#)
<https://drive.google.com/file/d/1K9zuEV7sgwTMO9fKVDQyrPouQWLdK8qT/view>
Article from the Journal for Nonprofit Management detailing the New York based Jewish Board of Family and Children's Services journey to becoming an anti-racist institution.
- Black and Hispanic Americans See Their Origins as Central to Who They Are, Less So for White Adults
shorturl.at/tEKO8
This study looks at self-identification data among U.S. adults ahead of the 2020 Census.

- The Costs of Racism to White People
<http://paulkivel.com/wp-content/uploads/2015/07/thecostsofracism.pdf>
Our committee found this to be an exhaustive checklist of costs.
- The Cost of Whiteness
http://www.afrocentricnews.com/html/cost_of_whiteness.html
Thandeka's series of stories illustrate what white people lose when learning to be white.
- Developing a Disruptor's Ear
<https://www.rfpunschool.com/>
Two African American unschooling advocates, Akilah Richards and Malika Diggs, created a workbook called Developing a Disruptor's Ear that specifically targets those in self-directed educational spaces. Staff at other Sudbury schools were working through this workbook together, though to our committee members' understanding, no one from TCS participated.
- Disability Home Manners
<https://docs.google.com/document/d/1AEIgeE1zrISrz6dFsfcW5prGtiNHqtKtJam7hdbFOtDc/edit>
A good place to start for able-bodied people just beginning to engage with the intersections of anti-ableism and anti-racism work.
- Diversity, Division, Discrimination: The State of Young America | MTV/PRRI Report
<https://www.prri.org/research/mtv-culture-and-religion/>
PRRI and MTV surveyed over 2,000 young people ages 15-24 about various topics such as politics, race, religion, and culture.
- Equity, Diversity and Inclusion in Recruitment, Hiring and Retention
https://www.usdn.org/uploads/cms/documents/usdn-equity-in-recruitment_hiring_retention.pdf *Additional information and guidance on promoting equity and diversity in hiring and retention.*
- Explaining AP style on Black and white
<https://apnews.com/article/archive-race-and-ethnicity-9105661462>
We recognize that there is an ongoing discussion about the capitalization of the terms Black and white and are choosing to follow the standard set by the Associated Press Stylebook.

- Graduate Equity Initiative

shorturl.at/efkqC

Additional sources on racism in higher education institutions. We hope that these resources will help readers link the importance between secondary educational support in matters of racial identity, and the need to better prepare students of color for the many challenges they will face if they choose to pursue higher education.

- How Can I Have a Positive Racial Identity? I'm White!

<https://www.youtube.com/watch?v=hxXMf5K1W6E>

Ali Michael's TEDx talk about forging a positive white racial identity.

- How to Start Anti-racism Work at a Colorblind Institution

<https://asccc.org/content/how-start-anti-racism-work-colorblind-institution>

Committee members found many pieces of this relevant to the TCS context.

- Judas and the Black Messiah

<https://g.co/kgs/Mrf7Uj>

Film about Fred Hampton and his assassination, the Black Panthers, and the FBI's COINTELPRO.

- Just Mercy

<https://g.co/kgs/5Y7f53>

Film about a young Harvard graduate lawyer (Bryan Stevenson) and his battle against the injustice of the U.S. criminal justice system. Based on the book: [Just Mercy](#)

- Nice White Parents

<https://www.nytimes.com/2020/07/23/podcasts/nice-white-parents-serial.html>

Illuminating 5-part podcast created in 2020 about white people wanting to make schools more inclusive/accessible and how the best of intentions can go wrong. Reported by Chana Joffe-Walt.

- Pew Research Center - Discrimination Through a Global Lens

<https://pewrsr.ch/3bwHUAT>

“More people globally see racial, ethnic discrimination as a serious problem in the U.S. than in their own society.”

- Plessy v. Ferguson and the Legacy of "Separate but Equal" After 125 Years

<https://www.russellsage.org/news/plessy-v-ferguson-and-legacy-separate-equal-after-125-years>

A series of articles on the long-lasting consequences of this Supreme Court decision and the enduring racial inequalities that stemmed from it.

- Project Implicit
<https://implicit.harvard.edu/implicit/>
Harvard's technology for estimating personal levels of implicit bias. This is a speed test and the results are confidential and aggregated (anonymous).
- Public Religion Research Institute - Race & Ethnicity
<https://www.prrri.org/topic/race-ethnicity/>
"PRRI (Public Religion Research Institute) is a nonprofit, nonpartisan organization dedicated to conducting independent research at the intersection of religion, culture, and public policy."
- Race: The Power of an Illusion
http://www.pbs.org/race/000_General/000_00-Home.html
The website is an online companion to California Newsreel's 3-part documentary about race in society, science, and technology. The website includes learning activities, including a timeline and other "games" designed to teach about the power of the race construct.
- Racial Equity Tools
<https://www.racialequitytools.org/>
Designed to support individuals and groups working to achieve racial equity, the site offers tools, research, tips, curricula and ideas for people who want to increase their own understanding and help those working toward justice.
- The Role of Organizational Culture and Climate in Innovation and Effectiveness
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5008450/>
This is an article in a peer-reviewed journal that is not specifically talking about anti-racism work. However, some of the analysis of how top-down management models don't actually do much to change the culture and climate of an organization is interesting. The author offers five alternatives to the top-down model.
- Sesame Street - Coming Together: Talking to Children about Race, Ethnicity, and Culture
<https://www.sesameworkshop.org/what-we-do/racial-justice>
Sesame Street's racial justice resources, designed for parents of young children.
- 'The State Must Provide' Is A Lesson On Inequality In Higher Ed, Past And Present - NPR
shorturl.at/pFIK6
"Journalist Adam Harris explains how the higher education system has been built on an uneven foundation from the start — and how slavery, segregation and racism have stymied Black education." Book: [The State Must Provide](#)

- Stereotyping across intersections of race and age: Racial stereotyping among White adults working with children
<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0201696>
“This study examined the prevalence of racial/ethnic stereotypes among white adults who work or volunteer with children, and whether stereotyping of racial/ethnic groups varied towards different age groups.”
- Strategies for Retaining Teachers of Color and Making Schools More Equitable
shorturl.at/sOPR4
Our committee members found this article to have cogent insights for schools and teachers.
- ‘Sum Of Us’ Examines The Hidden Cost Of Racism — For Everyone
<https://www.npr.org/2021/02/17/968638759/sum-of-us-examines-the-hidden-cost-of-racism-for-everyone>
Fresh Air conversation between Dave Davies and author Heather McGhee about insights from her book: [The Sum Of Us](#)
- This Book Is Antiracist
<https://www.indiebound.org/book/9780711245211>
Written for young readers (ages 9-14), but very accessible for adults. A great resource that focuses primarily on interpersonal racism, not systemic racism.
- We Been Knowin: Toward an Antiracist Language & Literacy Education
<https://files.eric.ed.gov/fulltext/EJ1253929.pdf>
This journal article focuses specifically on English and Language educators and the lack of understanding or recognition of AAVE (or Black English) as its own language.
- White parents are enabling school segregation — if it doesn't hurt their own kids
shorturl.at/nxPS3
This looks at the ways that school segregation has made a resurgence in the U.S.
- White People Talking about Whiteness
<https://www.tenpercent.com/podcast-episode/eleanor-hancock-254>
Members of our committee found this podcast episode illuminating. The podcast is ‘Ten Percent Happier with Dan Harris’ and his guest is Eleanor Hancock from a group called WhiteAwake.

- **White Supremacy Culture**

<https://www.whitesupremacyculture.info/>

[*White Supremacy Culture - Still Here*](#)

<https://www.dismantlingracism.org/>

Tema Okun's descriptions of various facets of white culture. The Still Here article helps to show some of the white-centered cultural elements of our environment. The website by DismantlingRacism.org includes steps to be taken by an Action Team to accomplish specific goals.

- **Why We Need More Interracial Friendships (And Why We're Bad At Them)**

https://www.huffpost.com/entry/close-interracial-friendships_1_5f5122c8c5b6946f3eae704

This looks at the reasons why genuine interracial friendships are helpful in closing racial divisions in society.