



# RACIAL EQUITY TOOLKIT

## For ALL Alexandria

CITY OF  
ALEXANDRIA  
RACE AND  
SOCIAL EQUITY  
OFFICE



Source from left to right: Alexandria Fire Department (AFD); Race and Social Equity Office (RASE); Alexandria Department of Community & Human Services (DCHS); Concerned Citizens Network Alexandria (CCNA); Alexandria Sheriff's Office (ASO); CCNA; RASE; RASE.

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**JOINTLY SPONSORED BY:**  
if, A Foundation for Radical Possibility and  
Alexandria's Race and Social Equity Office





# LETTER FROM OUR RACE AND SOCIAL EQUITY OFFICER

Thank you for using the Racial Equity Toolkit to move the City of Alexandria forward in its commitment to advance racial equity.

The past three years have exposed how racism, racial ideology, racial violence, and racial oppression continue to plague our cities, and are not just concerns of explicit individual behaviors but also of implicit systemic and organizational bias. Combined individual and institutional bias and oppression harm all people, but especially systematically marginalized people of color.



**The vision for our collective work is to achieve an Alexandria where we are all embraced for who we are...**

The vision for our collective work is to achieve an Alexandria where we are all embraced for who we are and can thrive to reach our highest potential.

I am excited to release the City of Alexandria's Racial Equity Toolkit – a guide to help our city apply tangible steps and practices that promote racial equity in our everyday work. This toolkit can be used by City government staff, City Council, non-profits, businesses, and others serving Alexandria residents.

Through the creation of this toolkit, we are committing to a process that will challenge the dominant ways we have been taught to make decisions. The Racial Equity Toolkit lays a foundation for the sustainable inclusive future of our community. I am hopeful that by fully adopting the use of this toolkit, we will intentionally and purposefully improve the lives of ALL Alexandrians for generations to come.

*Jaqueline Tucker, Esq.*



Source: RASE. (top to bottom) Race and Social Equity Officer Jaqueline Tucker; Programs and Partnerships Manager Kim Hurley; Policy and Impact Analyst Emily Finchum-Mason.

# ACKNOWLEDGEMENTS

The following people, groups, and organizations attended our listening sessions, participated in our survey, and/or provided feedback, recommendations, or additional analysis that strengthened this toolkit.

## A special thanks to our experts of color

Over the course of 12 months, many [Black, Indigenous and People of Color](#) (BIPOC) in the City of Alexandria shaped this Racial Equity Toolkit with their expertise, emotional labor, wealth of knowledge, and lived experiences.

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**Stacey Hardy-Chandler, PhD, JD, LCSW**, Former Director, Center for Children and Families, Department of Community & Human Services

**Sonja Allen**, Executive Director, Friends of Guest House

**Tiana Ward**, DOT Transportation Manager, Senior Services of Alexandria

**Tasha Palmer**, Probation Officer, 18th Judicial District Court Services Unit, City of Alexandria

**Yensy Gonzales**, Site Coordinator, Community Lodgings

# And a special thanks to our allies in the movement

Many white allies and organizations attended and facilitated our listening sessions, participated in our survey, and/or contributed feedback, recommendations, or additional analysis to this toolkit.

**^Amy Bertsch**, Public Information Officer,  
Alexandria Sheriff's Office

**Catherine Clinger**, Fourth Grade Teacher,  
Alexandria City Public Schools

**Chelsea Eickert**, Children and Youth Community Plan  
Coordinator, Department of Community & Human  
Services

**Cheryl Anne Colton**, Regional Program Director, Office  
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Cultural Activities

**\*Dana Wedeles**, Strategic Initiatives Officer, City  
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**David Kaiser**, Green Plan Reviewer, Department of  
Consumer and Regulatory Affairs

**Donald Manthey**, Capital Project Manager, City of  
Alexandria

**Emily Finchum-Mason, PhD**, Policy and Impact  
Analyst, Race and Social Equity Office

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Force, Sexual Assault Center Prevention Project  
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Services

**\*Helen McIlvaine**, Director, Office of Housing, City of  
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**Matt Wise**, Support Services Supervisor, City of  
Alexandria

**Michele Longo**, Curator of Education, Gadsby's Tavern  
Museum and the Stabler-Leadbeater Apothecary  
Museum

**Natalie Talis**, Population Health Manager, Alexandria  
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*\*Members of the Leadership Team*

*^Collaborators who volunteered their time and provided feedback during several table reads for the Racial Equity Toolkit*

*† Percy White passed away in January 2023. Although he did not see the final product of the Racial Equity Toolkit, his contributions were integral to the development of this resource.*





**Racial equity is truly about a sense of belonging for everyone.**

- Colonel Jim Paige (Ret.), Concerned Citizens Network of Alexandria



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# INTRODUCTION

- Key Racial Equity Terms
- Our Vision and Why We Need This Toolkit
- How This Toolkit Was Created
- How to Use This Toolkit



# KEY RACIAL EQUITY TERMS

To deeply engage with the toolkit, it's important to understand key racial equity terms used throughout this guide. We understand that language in the field of practice is ever evolving and these terms represent some of the most widely used at the time of publication. **For additional key terms used in racial equity work, click [here](#).**

## BIPOC

Black, Indigenous, and People of Color (BIPOC) is the evolution of the term “minority,” which has been rejected for the implication of inferiority. The term people of color (POC) has been grouped to include all other non-white communities while simultaneously recognizing the extreme and unique oppression experienced by Black and Indigenous people in the the North American context. Terms for the BIPOC community are dynamic and evolve over time. For purposes of this toolkit, BIPOC refers to groups who identify as non-white.

## POWER

The ability to define, set, or change conditions through actions and/or decisions we make. Power can be held personally or collectively. Power is the ability to influence others to believe, behave, or adopt values and/or behaviors as those with power desire. In our society and culture, power is often gained through wealth, institutional authority, access to means of enforcement, and a majority in numbers, all of which have historically been disproportionately available to white people at greater rates than BIPOC.

## RACE

A social and political construct – with no inherent genetic or biological basis – used by social institutions to categorize and divide groups of individuals based on physical appearance (particularly skin color), ancestry, cultural history, and ethnic classification. The concept of race has been, and is still used to justify domination, exploitation, and violence against people who are racialized as non-white. Racial categories often include various ethnic groups within them.

## RACIAL EQUITY

The condition that would be achieved if one's racial identity no longer predicted how one fares.

## RACIAL INEQUITY

A person's racial identity is the No. 1 predictor of life outcomes. Racial inequities are reflected in social, cultural, and political conditions that produce different outcomes across racial groups, from education, employment, arrests and incarceration, life expectancy, and every other indicator of success.

## RACISM

Racism is a complex system of beliefs and behaviors, grounded in a presumed superiority of the white race. These beliefs and behaviors are conscious and unconscious; occur at the individual and institutional levels; and result in the [oppression](#) of [people of color](#) for the benefit of the dominant group, whites. Power is the ability to define, set, or change conditions. A simpler definition is racial prejudice + [power](#) = racism.

### RACIAL EQUITY AS A PROCESS AND AN OUTCOME

Racial equity is defined as “the condition that would be achieved if one’s racial identity no longer predicted how one fares.” Racial equity is both a **process** and an **outcome**. As a process, we apply a racial equity lens when those most directly impacted by structural racism are meaningfully involved in creating, implementing, and evaluating the policies and practices that affect their lives. As an outcome, racial equity is when we achieve equal outcomes across all Alexandria racial groups.

*Source: Government Alliance on Race and Equity (GARE) and the Race and Social Equity Office.*



Source: CCNA

## OUR VISION AND WHY WE NEED THIS TOOLKIT

Alexandria is a diverse community and one of the most prosperous cities in the United States for some, but not all of its residents.<sup>1</sup> Like most cities, the legacy of government imposed racial discrimination continues to disproportionately impact BIPOC residents. A close look at data shows us that racial inequities persist.<sup>2</sup>

Alexandria's deep connection with the domestic slave trade is just the tip of the iceberg when it comes to anti-Black racism and oppression.<sup>3</sup> Slavery, Jim Crow segregation, racial terror, and ongoing resistance to meaningful reform have adversely impacted Black Alexandrians for over 400 years.<sup>4</sup> From the 1600s to the 1800s, thousands of enslaved African people were bought and sold through businesses headquartered in Alexandria.<sup>5</sup> White enslavers destroyed families by separating parents and children for profit.

Alexandrians still experience the impact of these actions in the form of white wealth and Black poverty.<sup>6</sup> Alexandria was the third largest slave trafficking site in the country.<sup>7</sup> Franklin and Armfield Slave Pen, now known as Freedom House at 1315 Duke Street, was one of the largest interstate slave trading companies in the country, forcibly transporting thousands of enslaved people to cotton and sugar plantations in the Deep South until 1836.<sup>8</sup>

Although one of the country's largest slave trading companies was headquartered in Alexandria, the city had a significant population of free people of African descent in the early 19th century.<sup>9</sup> People escaping slavery during the Civil War made their way to Alexandria seeking freedom, but white supremacy in government policies and social standards meant that Black people in Alexandria were never truly free. Despite earnest advocacy efforts by Black people and white allies, Black people living in Alexandria were excluded from the same freedom their white counterparts enjoyed.

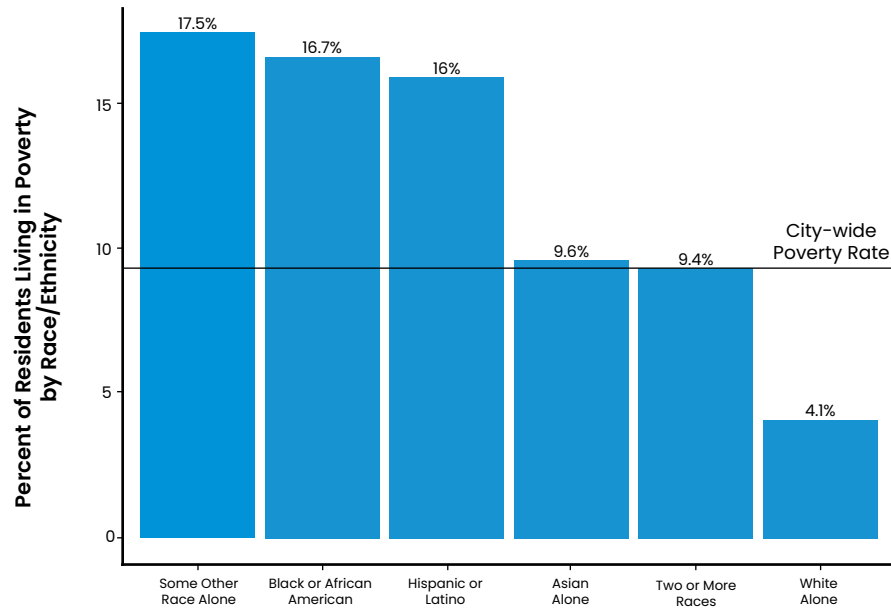
### WHAT IS ANTI-BLACK RACISM?

[Anti-Black Racism](#) (also referred to as anti-Blackness) is any attitude, behavior, practice, or policy that explicitly or implicitly reflects the belief that Black people are inferior to another racial group. Anti-Blackness manifests in interpersonal, institutional, and systemic levels of racism and is a function of white supremacy.

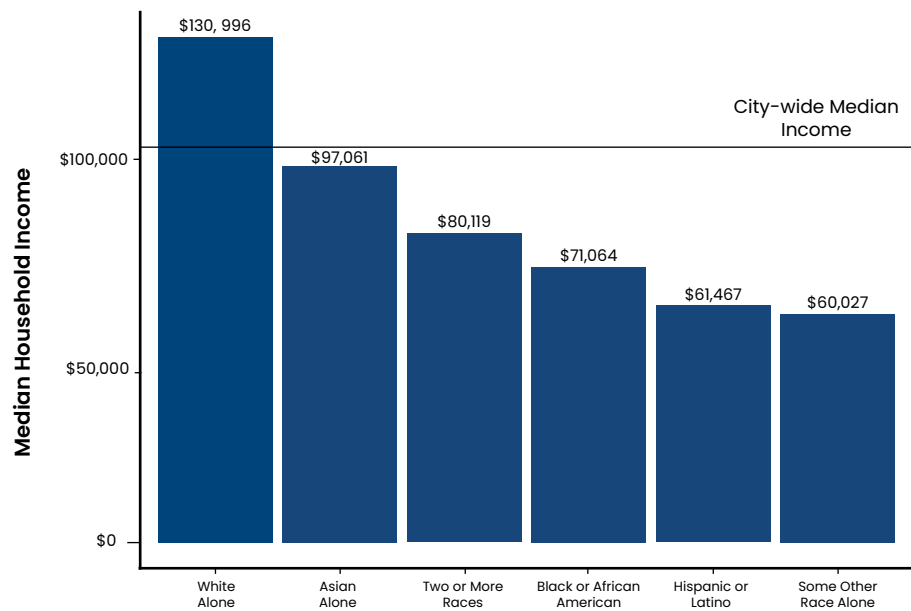
# RACIAL INEQUITIES IN ALEXANDRIA

The following charts show the racial inequities that persist for BIPOC Alexandrians.

**Table 1: Racial Inequities in Poverty Rate**

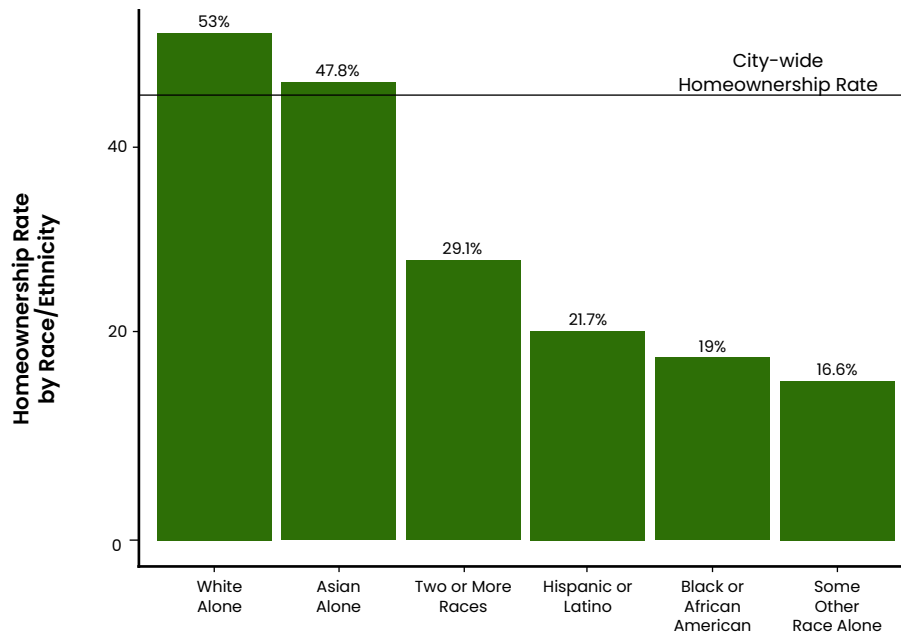


**Table 2: Racial Inequities in Household Income**





**Table 3: Racial Inequities in Homeownership Rate**



Source: American Community Survey, 2020, 5-year Estimates

Before the Civil War, Alexandria was part of the District of Columbia, and the education of free Black residents was largely supported by white residents. In 1847, the City became a part of the Commonwealth of Virginia, where educating Black people was illegal in the state.<sup>10</sup> As a result, Alexandria Academy, a school for free Black children built from public donations, was closed. This eliminated the primary source of education for free Black people, because a public school for Black children did not exist.<sup>11</sup> Consequently this loss of educational opportunity widened existing racial income and wealth inequities.

After the Civil War, Alexandria's anti-Black policies and socio-cultural norms continued across all systems and institutions, resulting in sustained racial trauma for Black Alexandrians. For decades, racial terror caused Black Alexandrians significant stress and emotional harm. They experienced inferior public services, unequal education, reduced citizenship, and lack of voting access. Despite free Black students eventually being allowed to attend schools, government policies kept them segregated from white students. In the 1870s, the Snowden School for Boys and the Hallowell School for Girls opened as the first Black public schools in the City of Alexandria. However, the Black schools were not funded as well as the white institutions. Members of the Black community had to provide basic supplies, including school chairs and other equipment. Black students were also not allowed to matriculate past the eighth grade.<sup>12</sup> These policies cemented white supremacy in the education system and reinforced existing racial inequities in wealth and income between Black and white Alexandrians that continue today.

Black Alexandrians experienced continuous racial violence, arrests, and intimidation for challenging white supremacy. They risked their livelihoods and freedom fighting racism. Several were arrested for attempting to protect Joseph McCoy from lynching in 1899,<sup>13</sup> five were arrested in 1939 for organizing a sit-in at the public library that was only open to whites,<sup>14</sup> and school cafeteria worker Blois Hundley was fired in 1958 after she joined a lawsuit challenging the racial segregation of Alexandria schools.<sup>15</sup>



Source: Juneteenth on Market Square

## WHY FOCUS ON RACE?

This toolkit focuses on race. Race is the No. 1 predictor of life outcomes in the United States. Our focus on race recognizes the harsh compounding effect race and racism have with other identities and layers of oppression.

We are intentional in being race explicit, but not race exclusive. Our deep exploration of racially equitable processes and outcomes will allow us to use the same strategies for other groups including but not limited to:

- Class
- Age
- Ability
- Immigration status
- Religious affiliation
- Sexual orientation
- Gender identity

Despite the landmark *Brown vs. Board of Education* decision to racially desegregate U.S. schools in 1954, the City of Alexandria continued to resist school integration. Alexandria Delegate James Thomson organized the Virginia Committee on Law Reform and Racial Activities to target the National Association for the Advancement of Colored People (NAACP) and other advocacy organizations promoting racial desegregation. Only under the order of a federal judge did Alexandria open its schools to African American students in 1959, a reluctant gesture, while racist school superintendent T.C. Williams continued to resist meaningful integration.<sup>16</sup>

Black Alexandrians faced the additional challenges of obtaining suitable housing as racially restrictive covenants and redlining prevented them from purchasing homes. Urban renewal uprooted long established Black communities in downtown Alexandria and the West End as their properties became increasingly valuable.<sup>17</sup>

African Americans continued to face racism during and after the Civil Rights Movement. In 1968, an anonymous group of seven African American Alexandrians came together as concerned citizens to write a petition to the City Council. The [Secret Seven Report](#) outlined the deplorable conditions in Black neighborhoods including the lack of safe sidewalks, sufficient sanitation, health and community upkeep, quality affordable housing, and much more. The petition also contended that the local city government was responsible for these conditions, and explicitly stated the city's role in failing to invest resources into addressing them. It also provided very clear, actionable recommendations for achieving safe and livable conditions for Black Alexandrians. These recommendations were not implemented, and many of those concerning racial inequities still exist in Alexandria today.<sup>18</sup>

Despite the elimination of explicitly racist laws, the consequences of hundreds of years of active oppression has lasting impacts on BIPOC communities. Over the past few decades, Alexandria has grown increasingly more diverse, representing over 145 nationalities and ethnic backgrounds, and our BIPOC community members continue to experience racial inequities. These inequities exist in educational attainment, income and wealth, business development, housing, healthcare access, and more. For example, life expectancy varies by up to nine years between residents living north or south of Glebe Road.<sup>19</sup> Though many of these racial inequities are concentrated in certain neighborhoods, they impact our entire community. **To further explore disparities in Alexandria, visit the city's [Equity Index Map](#).**

Black and Latino/a residents in Alexandria face significantly lower [homeownership rates](#) (19% and 21.7% respectively) than their white counterparts (53%).<sup>20</sup>

White residents make twice as much [money annually](#) as Latino/a and Black households (\$131K compared to almost \$61K and \$71K respectively). Twenty percent of white households live below the [poverty line](#)<sup>21</sup> compared to 34% and 29% of Black and Latino/a households respectively.<sup>22</sup>

These present realities are a direct result of our historically unresolved racial exclusion and oppression. Fortunately, we do not have to be defined by our history or current realities. We can strategically chart a course for a prosperous future for all. Achieving racial equity is not easy and requires each of us to use every tool and method at our disposal, especially the [Racial Equity Tool](#) (RET).

This RET will provide guidance on how to operationalize racial equity in policies, programs, practices, and processes while striving to respond to our city's long history of racism, ultimately advancing racial equity and eliminating current racial inequities.

## HOW THIS TOOLKIT WAS CREATED

Over the course of 12 months, Jaqueline Tucker, Kim Hurley, and Marlysa D. Gamblin – Black women – worked with a multi-racial, multi-disciplinary Leadership Team to co-implement the anti-racist methodology originally designed by Marlysa D. Gamblin.<sup>23</sup> The voices, leadership, needs, and power of BIPOC in the City of Alexandria were prioritized in the methodology. For more on the anti-racist methodology, please see the [Anti-Racist Methodology](#) and the [Acknowledgements Section](#).

## EQUALITY ≠ EQUITY

**Equality** focuses on giving everyone access to the same thing regardless of their experience of oppression.

**Equity** focuses on achieving equal outcomes, which require that we meet different groups' needs according to their unique historical experiences, current realities, and relationships to oppression. Equity is necessary to eliminate racial inequities caused by past and present racial oppression.

## 5 TRUTHS ABOUT WHITE SUPREMACY...

- 1 White supremacy is more than just intentional or overt acts by racist individuals.** White supremacy is embedded in our language, culture, behaviors, and beliefs. It is often upheld unintentionally and unconsciously by well-meaning people.
- 2 White people today are responsible for ending white supremacy even though they didn't create it.** White people reinforce racism when they don't challenge racist norms or acknowledge white privilege. White supremacy will persist if white people fail to acknowledge the harm caused to their own humanity and the humanity of others.
- 3 White supremacy is not the same as white supremacist.** A white supremacist is someone who believes white people are the superior race. We have all been socialized in a culture of white dominance and are susceptible to beliefs and behaviors that perpetuate white supremacy.
- 4 BIPOC can also perpetuate white supremacy.** BIPOC can reinforce harm to themselves and other BIPOC by upholding white dominant ideas and norms.
- 5 Good intentions are not enough.** Words and actions with good intent may still result in harming BIPOC, and people with good intentions must acknowledge when damage is done. Avoiding conversations about white supremacy only increases racial inequity. Normalizing conversations about white supremacy is necessary to recognize and disrupt it.





Source: CCNA

# HOW TO USE THIS TOOLKIT

This is an interactive guide. There may be parts with concepts you are familiar with and parts that present new information. We encourage you to review the entire guide or go to the section that will best meet the needs of you and your team based on your assessment results.

## Begin with Taking the Self-Assessment

Before you begin, take the [self-assessment](#) to help you determine where you are on your racial equity journey.

## Print the Tools and Templates as Needed

The Racial Equity Toolkit has an abundance of user-friendly printable [resources](#) that can provide easy guidance for each stage of your racial equity journey.

## Refer to the Racial Equity Key Terms

The [Racial Equity Key Terms](#) introduce 6 commonly used terms throughout the guide.

## Preview the Toolkit Section-By-Section

The Racial Equity Toolkit has four main sections: the Introduction, [Racial Equity Tool](#) (RET), Case Study, and Appendix.

### WHAT IS THE SELF-ASSESSMENT?

The [self-assessment](#) is a tool to help you learn where you are on your racial equity learning journey. After taking the assessment, you will be given resources to help you grow based on where you currently are.



# RACIAL EQUITY TOOL

- At a Glance: The Racial Equity Tool
- A Closer Look at Racism
- Racial Equity Principles
- Four Stages of Racially Equitable Decision-Making Tool
- Next Steps

# AT A GLANCE:

# THE RACIAL EQUITY TOOL

**What is the Racial Equity Tool?** The Racial Equity Tool is a step-by-step guide to help you and your team apply a racial equity lens to your work. The longer toolkit provides definitions of racial equity and related terms, a self-assessment, and practical case study.



**Do your research before connecting with BIPOC communities and starting Stage 1.**

**Assess:** What are you working on? What are the root causes of racial inequities in this topic?

**Discuss:** What is the racial makeup of your internal team?

**Consider:** How does this project align with City/organizational priorities?

**Research:** What information do you have about who is impacted?

**Evaluate:** How did your team promote racial equity in this stage using the racial equity rubric?



**Connect with BIPOC communities, hear their expertise, and make sure you both agree on the path forward.**

**Discuss:** How do members of the community want to engage with you and your organization?

**Co-Align:** Do we agree that this is the right topic?

**Co-Design:** Agree on the process for future stages.

**Co-Evaluate:** How did your team promote racial equity during this stage using the racial equity rubric?



**Work with BIPOC communities to co-develop a racially equitable strategy.**

**Research:** What are the disaggregated data outcomes by racial and ethnic group?

**Co-Strategize:** Brainstorm strategies and existing best practices within impacted BIPOC communities and the benefits and burdens of the proposed strategies.

**Co-Evaluate:** How did your team promote racial equity during this stage using the racial equity rubric?



**Work with BIPOC communities to implement the project in a way that shares power.**

**Co-Assign:** Who is responsible for all actions and deliverables?

**Co-Reflect:** How is each step within the implementation process promoting power sharing with BIPOC who are directly impacted?

**Co-Implement:** Put plan into action.

**Co-Evaluate:** How did your team promote racial equity, empowerment, and engagement using the racial equity rubric and BIPOC Stakeholder Engagement Spectrum?





Source: CCNA

## A Closer Look at Racism<sup>24</sup>

Different types of racism are often happening at the same time. It is helpful to distinguish between individual and systemic racism in order to focus our attention, analysis, and strategies on institutional and structural racism.

**Individual racism** can be both internalized by BIPOC and interpersonal, between people of any race.

**Internalized racism** lies within individuals. It shows up in the private beliefs and biases about race that live inside our minds and bodies. Interpersonal racism happens between individuals in bias, bigotry, and discrimination based on race.

**Systemic racism** includes racism in the institutions and structures within which we live and work.

**Institutional racism** occurs within institutions or organizations. It shows up in unjust policies, practices, procedures, processes, and outcomes that work better for white people than BIPOC, whether intentional or not.

**Structural racism** are the racial inequities we see across institutions, policies, social structures, history, and culture. Structural racism highlights how racism operates as a system of power with multiple interconnected, reinforcing, and self-perpetuating components which result in inequities across all indicators for success. Structural racism is deeply rooted and embedded in our history and culture and in our economic, political, and legal systems.



Source: Alexandria Library



Source: RASE





Source: City of Alexandria

## Racially Equitable Decision Making Principles

Promoting racial equity both in our processes and our outcomes is possible, but it requires us to consider three racial equity principles.

**Principle 1: BIPOC leadership, data, scholarship, and power must be centered in all stages of racial equity work.** This includes empowering BIPOC staff and community members as leaders, respecting their experiences and decisions, and embedding their research, thought leadership, data, and scholarship throughout the process. This requires racially equitable community engagement that does not reinforce unbalanced power dynamics and transactional interaction – ensuring the community is paid and acknowledged for their leadership and expertise.

**Principle 2: Historical research and data analysis must be disaggregated by race and must reflect the history of racism.** BIPOC communities must be named individually to acknowledge different outcomes and histories of racism. All processes, decisions, and outcomes must be rooted in efforts to proportionally respond to and heal from each community’s unique historical experience of racism. Universal goals with targeted strategies based on historical and current conditions for unique groups are the heart of racial equity.



Source: RASE

**Principle 3: BIPOC staff, organizations, and communities must be centered in creating systems of decision-making, reflection, and accountability.** Accountability means shifting power to BIPOC staff, organizations, and communities at each stage of the process. This practice will ensure any racially inequitable outcomes in the process

are addressed and remedied. Accountability also means that if BIPOC staff, organizations, and communities experience racial inequity in any form through the process, racially equitable remedies will be made.

We all make decisions. The Racial Equity Toolkit and Tool ensure that decisions intentionally consider the impacts of those choices on BIPOC and historically marginalized communities. Consider the above guiding principles before beginning with the four stages of racially equitable decision making.



Source: RASE; Alexandria Library.



# Groundwork

Groundwork is the stage required to build a strong foundational understanding of any issue, community, or initiative. Before we start [Stage 1](#) (co-creating with community), we must do groundwork. This means identifying four key things: (1) the policy, program, project, initiative, or budget decision that is being made; (2) the history of racism within this topic; (3) the racial demographics of the staff and community members participating; and (4) which city priorities and plans align, including racially equitable community engagement.

## Part 1: What are you working on and why?

What type of project are you working on?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Program                     | <input type="checkbox"/> Initiative               | <input type="checkbox"/> Policy          |
| <input type="checkbox"/> Legislation                 | <input type="checkbox"/> Process                  | <input type="checkbox"/> Service         |
| <input type="checkbox"/> Budget                      | <input type="checkbox"/> Practice                 | <input type="checkbox"/> Human Resources |
| <input type="checkbox"/> Capital Improvement Project | <input type="checkbox"/> Contract and Procurement | <input type="checkbox"/> Other Decision  |

Describe this project and why it's needed.

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# Root Cause Analysis

The origins of the racial inequities we see today are a direct result of white supremacy.

## Groundwork

**Describe BIPOC communities' access and resources in this topic area?**

**What are the origins of the racial inequity in this topic area? Think about the policies, practices, and social norms.**

**How does this still persist today?**

# Groundwork

How are directly impacted BIPOC communities involved in this project?

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Source: DCHS

## Part 2: Who is on our team?

In what ways do you intend to engage the community?

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# Groundwork

Power Distribution Roster				What <b>power</b> does this person hold within your team?				
Name	Role in organization (entry level, mid-management, etc.)	Race & Ethnicity (Native American or Indigenous, Asian, Black and/or African American, Pacific Islander, Latino/a/x, white, etc.)	BIPOC community leader/resident? (Y/N)	Bystander Partner (may attend meetings; contributions not incorporated)	Performative Partner (reviews to provide feedback that's incorporated; lacks decision-making power)	Partial Decision-Making Partner (Some decision-making power)	Equal Decision-Making Partner (Decision-making power on all elements of the project)	Sole Decision Maker (Makes the final decision, or all of the decisions by themselves with/without feedback from the group)

The Power Distribution Roster was adapted from the Racial Equity Team Power Mapping Grid, authored by racial equity expert Marlysa D. Gamblin. All rights reserved. GamblinConsults, LLC. GamblinConsults.com.

## Reflection:





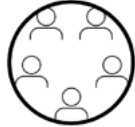
- Think about the power that each BIPOC member holds on your team. Is power equally distributed?
- What changes do we need to make to our team to ensure power is shared across racial groups?
- How does your team plan to implement those changes and distribute power equally?

# BIPOC STAKEHOLDER ENGAGEMENT

## Groundwork

Engaging BIPOC communities in a racially equitable way is essential to building trust, sharing power, and ensuring that communities that are impacted the most are directly involved in decisions that affect their livelihoods and wellbeing. What level of community engagement are you striving to reach in each stage?



How are BIPOC stakeholders engaged?						
In the project design cycle, where are BIPOC stakeholders engaged?		<b>Inform</b> 	<b>Consult</b> 	<b>Involve</b> 	<b>Collaborate</b> 	<b>Empower</b> 
		To provide BIPOC stakeholders with transparent information in a timely manner	Listen to BIPOC or acknowledge concerns and analysis on the issue; input does not necessarily impact decision making	Work with BIPOC stakeholders to ensure concerns and hopes are considered and understood	BIPOC stakeholders have decision-making power	BIPOC stakeholders are the primary leaders in decision making

*The BIPOC Stakeholder Engagement Spectrum was adapted from the International Association for Public Participation's Spectrum of Public Engagement.*



# Groundwork

## Part 3: How does this project align and/or intersect with other city plans and priorities?

### What City of Alexandria plans are impacted?

<input type="checkbox"/> Community Health Improvement Plan	<input type="checkbox"/> Small Area Plan: _____	
<input type="checkbox"/> Children and Youth Master Plan	<input type="checkbox"/> Department/Organization Business Plan: _____	<input type="checkbox"/> Other Plan: _____
<input type="checkbox"/> Alexandria City Public Schools Equity for All Strategic Plan	<input type="checkbox"/> Strategic Plan: _____	

### Which City priorities/lenses does this involve?

<input type="checkbox"/> Pandemic recovery	<input type="checkbox"/> Support youth and families	<input type="checkbox"/> Community Engagement
<input type="checkbox"/> Provide diverse housing opportunities	<input type="checkbox"/> Develop Compensation Philosophy	<input type="checkbox"/> Race and Social Equity
<input type="checkbox"/> Foster economic development	<input type="checkbox"/> Environmental Justice	<input type="checkbox"/> Other Priority: _____



**Ignorance is no protection from the consequences of inaction.**

- Isabel Wilkerson



Source (l to r): RASE; City of Alexandria; City of Alexandria.



# Groundwork

## Part 5: Assess Your Journey

Many of us do not take the time to reflect on our journey to advance racial equity. We are people interacting with other people, so it is extremely important that we focus on improving our own understanding and actions related to race and racial equity. **Please review and complete the Reflection Guide with your team.**

### Reflection Guide

#### Personal

How much time have I spent learning the true realities and historical traumas of racism experienced by BIPOC communities in this area?

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How intentional have I been about recognizing my biases and thought patterns?

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What are the racial biases, stereotypes, and/or thought patterns I have?

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In what ways did my bias harm BIPOC colleagues or BIPOC communities? How can I change this?

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What elements of [white supremacy](#) did I internally uphold? What are concrete ways I can change this?

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#### Interpersonal

How intentional have I been about making space for BIPOC colleagues?

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Have I listened to, respected the ideas and contributions of, and received feedback from my BIPOC and white colleagues equally? What can I do differently?

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What elements of white supremacy did I uphold in my interactions with others? What can I do differently?

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Did I feel or exhibit characteristics of [denial and defensiveness](#) in interactions? How can I confront future instances with humility?

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When I witnessed racially problematic behavior from colleagues, did I call it out or was I silent? In which ways and why?

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# Groundwork

## Part 6: Assess Processes

Use the tables below to assess Groundwork processes and consider what changes may be needed before continuing to Stage 1.

**Circle the options that best describes the Groundwork process. How could the process be improved?**

Groundwork Process Rubric	Harmful Process	Process Maintains Current Inequities	Equity-Driven/Equity-Centered Process
<b>Researching the disparities to better understand the problem</b>	<p>The team does not use racially disaggregated data to understand the disparities that BIPOC experience</p> <p>The team does not consider the root causes of the problem that the project aims to address</p> <p>Scholarship and data published by BIPOC and derived from their lived experience is not included</p>	<p>The team does not use racially disaggregated data to understand the disparities that BIPOC experience</p> <p>The team identifies root causes but does not use that analysis to guide next steps</p> <p>Scholarship and data produced by BIPOC communities constitutes at least some of the information sources that the team uses</p>	<p>The team uses racially disaggregated data to understand the disparities that BIPOC experience</p> <p>The team identifies the historical root causes of the problem that project aims to address and uses them to guide next steps</p> <p>BIPOC scholarship and data is used to inform decision-making</p>
<b>Assembling a representative and inclusive team</b>	<p>The team makeup does not reflect the BIPOC communities with lived experience who are directly impacted or BIPOC communities are actively excluded from the team</p> <p>White colleagues do not use <a href="#">Racial Equity Principles</a> throughout the process</p>	<p>The team has some BIPOC representation, but the lived experiences of the communities the project aims to help are not included</p> <p>White colleagues use Racial Equity Principles inconsistently throughout the process</p>	<p>The team composition accurately represents the BIPOC communities that the project aims to help</p> <p>White colleagues consistently apply the Racial Equity Principles throughout the process</p>
<b>Creating a power-sharing model</b>	<p>BIPOC communities are actively excluded from engaging in the planning and decision-making in the Groundwork</p> <p>BIPOC communities have not been considered and lack real decision-making power on the team</p>	<p>BIPOC communities may be consulted but lack decision-making power</p>	<p>BIPOC communities co-create the terms of engagement and hold decision-making power in all stages of the process</p>

*The rubrics used in all stages of this Racial Equity Tool were adapted from the Racial Equity Rubric: Evaluating Outcomes and the Racial Equity Rubric: Evaluating Processes scorecards developed by racial equity expert Marlysa D. Gamblin. All rights reserved GamblinConsults, LLC. GamblinConsults.Com.*



# Stage 1: Align & Co-Design

The key components to align and co-design are (1) co-creating terms for engagement between the community and organization, (2) agreeing on the topic that will eliminate current racial inequities and (3) co-creating the processes and structures for future stages.

## Part 1: Co-Creating Terms of Engagement

### Step 1: Identifying BIPOC communities who are directly impacted

List BIPOC community organizations, entities, and networks that work with directly impacted communities.	List contact information for BIPOC community organizations, entities, and networks with which we have a relationship.	Who from our team will connect with them?	What is our budget to pay BIPOC communities for their time and engagement?

## Stage 1: Align & Co-Design

### Step 2. Identifying the needs of directly impacted BIPOC communities

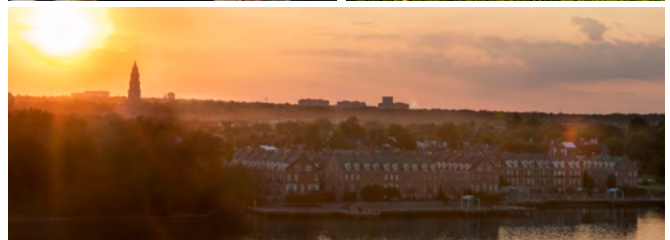
*These questions should be asked of directly impacted BIPOC residents, BIPOC-led organizations, and/or BIPOC clients of BIPOC-serving organizations.*

- What time(s) honor your schedule and/or your community's schedule the most?
- What location(s) make you/members of your community feel most safe, seen, and heard (i.e., a community center, church, etc.)?
- What resources do you/your community need to support participation (i.e., on-site childcare, transportation vouchers, meal, hourly stipend to participate, etc.)?
- What format(s) do you/your community prefer to use to connect (i.e., virtual, in-person, hybrid, phone, text message, etc.)?
- What language(s) are you/your community most comfortable using?
- How can we format and facilitate meetings in ways that center your/your community's values, beliefs, and lived experiences?
- How should we contact you/your community (e.g. directly, through a community leader, and/or organization)?



**Nothing about us without us is for us.**

- South African Disability Rights Movement



Source (clockwise): RASE; CCNA; City of Alexandria; City of Alexandria; CCNA.

## Stage 1: Align & Co-Design

### Step 3. Initial Terms of Engagement

What do you need to participate in meetings? Check all that apply.

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> Onsite childcare and/or childcare stipend       | <input type="checkbox"/> Language translation and/or interpretation (please list language) _____ | <input type="checkbox"/> Food and beverages                         | <input type="checkbox"/> Regular updates on project status and how my expertise is incorporated |
| <input type="checkbox"/> Card or cash for transportation to each meeting |  | <input type="checkbox"/> Stipend                                    |   |
| <input type="checkbox"/> Same meeting location                           | <input type="checkbox"/> Virtual or hybrid meeting option  | <input type="checkbox"/> A trusted co-facilitator from my community | <input type="checkbox"/> Other(s): _____  |

How much time can you commit to this project?

- |  |                                     |                                      |                                      |
|--|-------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> 1-5 hours       | <input type="checkbox"/> 5-10 hours | <input type="checkbox"/> 10-15 hours | <input type="checkbox"/> 15-20 hours |
| <input type="checkbox"/> Other(s): _____ |                                     |                                      |                                      |

What is your preferred method of contact? Check all that apply.

- |  |                                     |                                     |  |                                |
|--|-------------------------------------|-------------------------------------|--|--------------------------------|
| <input type="checkbox"/> Text            | <input type="checkbox"/> Phone call | <input type="checkbox"/> Video chat | <input type="checkbox"/> In-person meeting | <input type="checkbox"/> Email |
| <input type="checkbox"/> Other(s): _____ |                                     |                                     |  |                                |

How do you want to provide input/feedback? Check all that apply.

- |   |  |  |  |                                |
|---|--|--|--|--------------------------------|
| <input type="checkbox"/> Text                             | <input type="checkbox"/> Phone call                  | <input type="checkbox"/> Video chat                    | <input type="checkbox"/> In-person meeting | <input type="checkbox"/> Email |
| <input type="checkbox"/> Track changes in a Word document | <input type="checkbox"/> Comments in a Word document | <input type="checkbox"/> Voice recording or voice memo | <input type="checkbox"/> Other(s): _____   |                                |

What is the agreed upon engagement style for this project?

- |                                 |                                  |                                  |                                      |                                  |
|---------------------------------|----------------------------------|----------------------------------|--------------------------------------|----------------------------------|
| <input type="checkbox"/> Inform | <input type="checkbox"/> Consult | <input type="checkbox"/> Involve | <input type="checkbox"/> Collaborate | <input type="checkbox"/> Empower |
|---------------------------------|----------------------------------|----------------------------------|--------------------------------------|----------------------------------|

How do you want your role recognized? Check all that apply.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Formal acknowledgment/thanks including name and contributions | <input type="checkbox"/> Written explanation/outline of engagement process and contributions | <input type="checkbox"/> Photo, biography and description of my role |
| <input type="checkbox"/> Invitation to announcement/opening event                      | <input type="checkbox"/> No formal recognition   |  |
| <input type="checkbox"/> Other(s): _____   |  |  |

**Part 2: Project Alignment**

**Describe the project/problem and intended outcomes.**

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**How do the intended outcomes affect racial inequities related to the project/problem?**

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**Historically, how have BIPOC individuals/communities been impacted by the project/problem (in general and with regards to racial inequities)?**

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**How could the project/problem impact BIPOC individuals/communities in the future?**

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**How is the project/problem currently being addressed by the City/organization? How are impacted BIPOC individuals/communities dealing with the project/problem?**

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**What else do you need to know to fully understand the project/problem?**

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### Part 3: Racially Equitable Timeline

#### Create a timeline that includes time for:

- BIPOC community members to co-create and finalize the scope of work and shared expectations.
- BIPOC community members to work with the internal team to draft a product (i.e. graphic, report, policy, decisions, etc.) for review.
- BIPOC community members/leaders and the internal team to review the drafted product and provide feedback.
- BIPOC community members/leaders and the internal team to convene and discuss feedback.
- Incorporating feedback/recommendations from discussion into a second draft.
- BIPOC community members/leaders and the internal team to review the second draft and provide feedback on whether second draft captures recommended revisions.
- BIPOC community members/leaders and the internal team to convene and finalize the product.
- Sending finalized product to all team members for final sign off.
- Releasing the product with the proper acknowledgements and ensuring that all BI-POC community members/leaders are aware of its release.

### Part 4: Assess Your Journey

Before moving on to Part 5, assess your racial equity journey. Just like in Groundwork, take time to complete this Reflection Guide individually and meet with your team to discuss. Growth only comes through honesty, vulnerability, and intentional reflection.

# Reflection Guide

## Personal

How much time have I spent learning the true realities and historical traumas of racism experienced by BIPOC communities in this area?

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How intentional have I been about recognizing my biases and thought patterns?

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What are the racial biases, stereotypes, and/or thought patterns I have?

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In what ways did my bias harm BIPOC colleagues or BIPOC communities? How can I change this?

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What elements of [white supremacy](#) did I internally uphold? What are concrete ways I can change this?

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## Interpersonal

How intentional have I been about making space for BIPOC colleagues?

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Have I listened to, respected the ideas and contributions of, and received feedback from my BIPOC and white colleagues equally? What can I do differently?

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Did I feel or exhibit characteristics of [denial and defensiveness](#) in interactions? How can I confront future instances with humility?

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When I witnessed racially problematic behavior from colleagues, did I call it out or was I silent? In which ways and why?

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## Stage 1: Align & Co-Design

### Part 5: Processes and Outcomes

Use the tables below to assess Stage 1 processes and outcomes and consider what changes may be needed before continuing to Stage 2.

**Circle the descriptions that best describe your Stage 1 processes/outcomes. How could they be improved?**

Stage 1 Process Rubric	Harmful Process	Process Maintains Current Inequities	Equity-Driven/Equity-Centered Process
<p><b>Terms of Engagement</b></p>	<p>Announcements are universally shared through city/organization website/eNews/media release</p> <p>Any scheduled engagement takes place during typical business hours</p> <p>Any scheduled engagement takes place in city/organization owned/managed locations and does not address barriers to participation (translation/interpretation, childcare, compensation, etc.)</p>	<p>BIPOC leaders/communities/organizations are invited by email, eNews, website and/or social media posts</p> <p>Engagement is not scheduled at times/locations with the needs of BIPOC in mind</p> <p>Some barriers to BIPOC leader/community/organization participation include translation/interpretation, childcare, compensation, etc.</p>	<p>BIPOC leaders/communities/organizations are intentionally identified and personally invited by trusted partners with whom they have relationships</p> <p>Engagement is scheduled at times/locations identified as safe and convenient by BIPOC leaders/communities/organizations</p> <p>The team provides needed resources to address identified barriers to participation (translation/interpretation, childcare, compensation, etc.)</p>
<p><b>Project Alignment</b></p>	<p>Internal team is assigned or identifies a problem/topic to address</p> <p>Little to no consideration is given to the history, lived experience and/or current efforts to address the problem/topic</p> <p>Internal team relies heavily on anecdotal stories and/or perception-based data</p>	<p>Internal team consults and/or surveys BIPOC leaders/communities/organizations for input on problem/topic</p> <p>BIPOC are consulted and/or surveyed about their lived experience, history and current efforts to address problem/topic with or without a clear plan to use feedback.</p> <p>Internal team does not have access to or use racially disaggregated data, outcomes and/or current efforts addressing the problem/topic</p>	<p>BIPOC leaders/communities/organizations assess and define problem/topic</p> <p>BIPOC history, lived experience, and current efforts to address problem/topic are incorporated</p> <p><a href="#">Research and Data Equity Guide</a> is used to incorporate racially disaggregated data, outcomes and current efforts addressing the problem/topic</p>
<p><b>Timeline</b></p>	<p>BIPOC leaders/communities/organizations not consulted or engaged in determining project timeline, deliverables, accountability and/or release</p>	<p>BIPOC leaders/communities/organizations are involved in developing project timeline and deliverables for some iterations</p>	<p>BIPOC leaders/communities/organizations are involved in all aspects of determining project timeline, deliverables, accountability for all iterations</p>

## Stage 1: Align & Co-Design

Stage 1 Outcomes Rubric	Harmful Outcomes	Outcomes Maintain Current Inequities	Equity-Driven/ Equity-Centered Outcomes
<b>Terms of Engagement</b>	BIPOC leaders/ communities/ organizations not consulted or engaged	BIPOC leaders/ communities/ organizations invited to participate but may/do not engage in setting terms	BIPOC leaders/ communities/ organizations determine duration, location, engagement logistics and details
<b>Final Alignment</b>	Problem/topic is identified and shared publicly without input from BIPOC, racially disaggregated data, consideration of history, lived experience and/or current efforts to address problem/ topic	BIPOC leaders/ communities/ organizations are surveyed about their lived experience, history and current efforts to address problem/topic without a plan to incorporate feedback or assess future outcomes with comparative data	BIPOC leaders/ communities/ organizations determine problem/topic based on their history, lived experience, racially disaggregated data, outcomes and current efforts addressing the problem/topic
<b>Timeline</b>	BIPOC leaders/ communities/ organizations not consulted or engaged in determining project timeline, deliverables, accountability and/ or release	BIPOC leaders/ communities/ organizations are informed about project timeline, deliverables and invited to release	BIPOC leaders/ communities/ organizations determine project timeline, deliverables, accountability and release





# Stage 2: Co-Strategize

There are three components in the co-strategizing process: (1) using disaggregated data to better understand the problem, (2) generating strategies to address the problem, and (3) exploring the benefits and burdens of these strategies.

## Part 1: Explore disaggregated outcome data

Use the chart to organize and describe the data you have by race/ethnicity. If you do not have access to this aggregated data, see the [Research and Data Equity Guide](#) for guidance.

Data can always be further disaggregated by other demographic identifiers such as gender, income, and geography.

Outcome	Indicators	Examine the Indicator by Race/Ethnicity
<i>ex. Educational success</i>	<i>ex. The 9th grade on track to graduate rate for all ACPS students is 51%.</i>	<i>ex. The 9th grade on track to graduate rate for Hispanic/Latino students is 39% while the on track rate for white students is 83%.</i>

## Stage 2: Co-Strategize

**What other qualitative and quantitative information do we have that describes BIPOC communities' experience?**

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**Who does the data suggest benefits from the status quo? Who is harmed by it?**

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## Part 2: Strategy Exploration

Think about the strategies and workarounds that BIPOC communities currently use to address this problem. How can your team's work support those strategies?

**What other strategies can help address the problem?**

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**How do these strategies address the root causes of the problem that you identified on page 21?**

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## Stage 2: Co-Strategize

### Benefits and Burdens Strategy Chart

Complete the chart to analyze how each of your strategies may impact BIPOC communities.

Separately list each of the strategies your team has generated. Prioritize the BIPOC-led efforts and solutions.	Who will benefit from this strategy?	Who will be burdened, or harmed, by this strategy?	What are the potential unintended consequences of this strategy that may disproportionately harm BIPOC communities?	What can your team do to prevent these unintended consequences?

**After completing this chart, which strategy is the most racially equitable? How would this strategy work to narrow or eliminate current racial inequities?**

*Explain here:*

Source: The Benefits and Burdens Strategy Chart was co-created by the Race and Social Equity Office and GamblinConsults, LLC.

### Part 3: Assess Your Journey

Before moving on to Part 4, assess your racial equity journey. Just like in Groundwork and Stage 1, take time to complete this Reflection Guide individually and meet with your team to discuss. Growth only comes through honesty, vulnerability, and intentional reflection.

## Reflection Guide

### Personal

How much time have I spent learning the true realities and historical traumas of racism experienced by BIPOC communities in this area?

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How intentional have I been about recognizing my biases and thought patterns?

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What are the racial biases, stereotypes, and/or thought patterns I have?

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In what ways did my bias harm BIPOC colleagues or BIPOC communities? How can I change this?

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What elements of [white supremacy](#) did I internally uphold? What are concrete ways I can change this?

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### Interpersonal

How intentional have I been about making space for BIPOC colleagues?

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Have I listened to, respected the ideas and contributions of, and received feedback from my BIPOC and white colleagues equally? What can I do differently?

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What elements of white supremacy did I uphold in my interactions with others? What can I do differently?

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Did I feel or exhibit characteristics of [denial and defensiveness](#) in interactions? How can I confront future instances with humility?

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When I witnessed racially problematic behavior from colleagues, did I call it out or was I silent? In which ways and why?

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## Stage 2: Co-Strategize

### Part 4: Processes and Outcomes

Use the tables below to assess Stage 2 processes and outcomes and consider what changes may be needed before continuing to Stage 3. **Circle the descriptions that best describe your Stage 2 processes/outcomes. How could they be improved?**

Stage 2 Process Rubric	Harmful Process	Process Maintains Current Inequities	Equity-Driven/ Equity-Centered Process
<b>Researching Disaggregated Data</b>	<p>The team does not have or use racially disaggregated data to explore strategies that meet the needs of BIPOC communities</p> <p>The team does not use the lived experiences of BIPOC communities as a source data in the development of strategy</p>	<p>The team uses proxy demographic data to explore strategies</p> <p>The team seeks out but does not use the lived experiences of BIPOC communities in developing strategies</p>	<p>The team uses racially disaggregated data to develop unique strategies that meet the specific needs of BIPOC communities</p> <p>The team establishes long-term data practices to collect and use racially disaggregated data</p>
<b>Strategy Exploration</b>	<p>The team does not include BIPOC and closely impacted communities when developing a strategy</p> <p>The team does not consider or recognize how BIPOC communities are currently addressing the problem/project</p>	<p>The team consults with some BIPOC and closely impacted communities in strategy development</p> <p>The team considers the strategies BIPOC communities may have already developed to address the problem</p>	<p>The team shares decision making power with BIPOC and closely impacted groups to develop a shared strategy</p> <p>Shared strategy elevates and provides resources to established BIPOC community solutions</p>
<b>Benefits and Burdens</b>	<p>The team does not consider how BIPOC communities will benefit or be burdened by the strategy</p> <p>The team has not incorporated BIPOC communities in strategy development</p>	<p>The team explores the benefits and burdens of potential strategies on BIPOC communities but does not use this to develop tailored strategies</p> <p>The team has consulted BIPOC and closely impacted communities in strategy development</p>	<p>The team has fully evaluated the benefits and burdens of the strategy and how BIPOC communities will be impacted</p> <p>The team has co-developed the strategy with communities most closely impacted</p>

## Stage 2: Co-Strategize

Stage 2 Outcomes Rubric	Harmful Outcomes	Outcomes Maintain Current Inequities	Equity-Driven/ Equity-Centered Outcomes
<p><b>Finalizing Strategy</b></p>	<p>The final strategy does not consider benefits or burdens to BIPOC communities</p> <p>Final strategy developed without any engagement with BIPOC or closely impacted communities</p> <p>The team does not address root causes of problem/project in final strategy</p>	<p>The final strategy considers but does not directly address benefits and burdens to BIPOC communities</p> <p>The final strategy is informed by some consultation with BIPOC communities</p> <p>The team identifies root causes but does not use that analysis to develop final strategy</p>	<p>The final strategy intentionally maximizes benefits and minimizes burdens to BIPOC communities</p> <p>Final strategy is co-developed with BIPOC and closely impacted communities</p> <p>Final strategy directly addresses the root cause of the problem/project and works intentionally toward eliminating racial inequity</p>

“**Silence is a big enemy of morality.**

- Gloria Estefan



Source (clockwise): LGBTQ Taskforce; CCNA; CCNA.

## Stage 3: Co-Implement

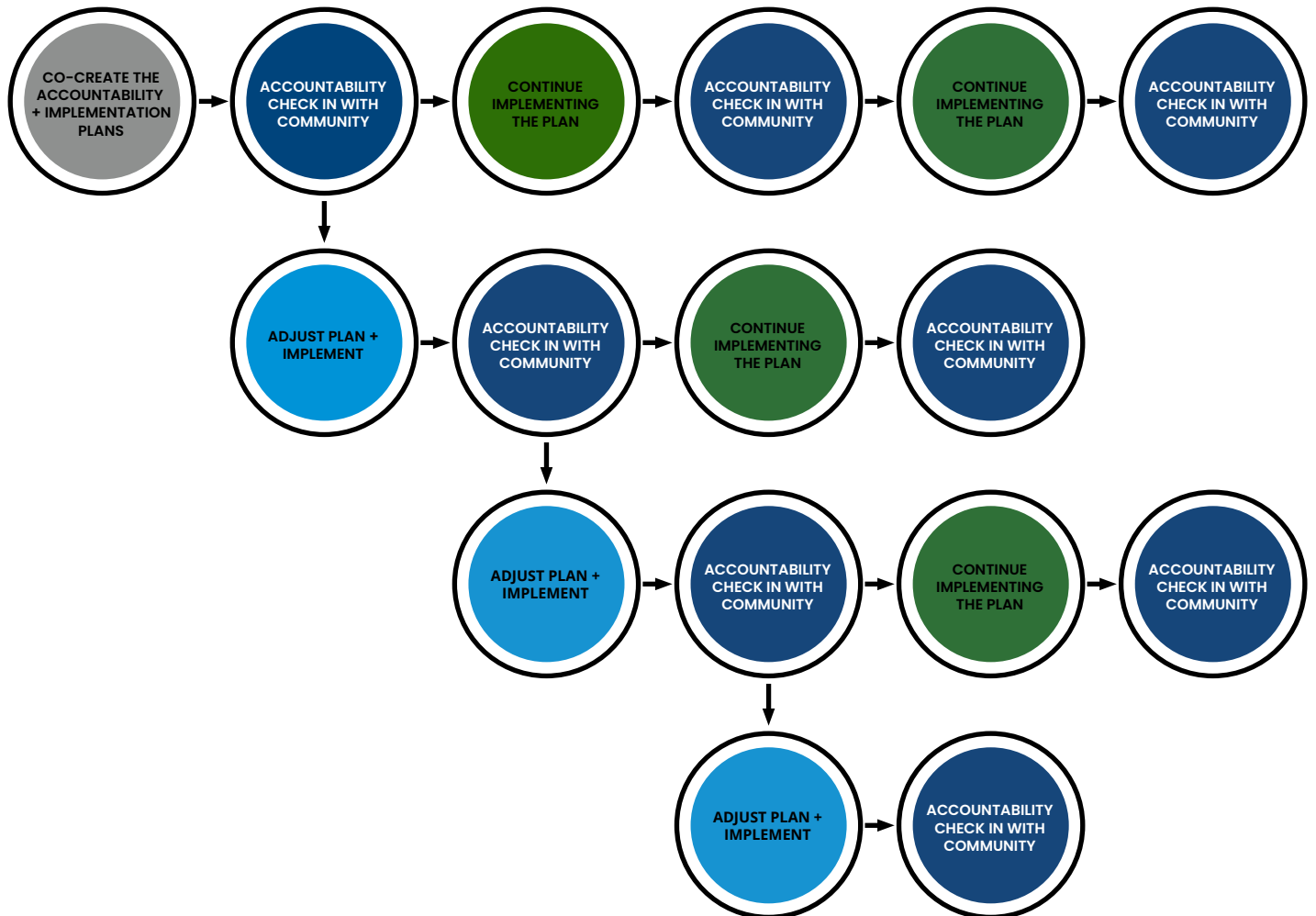
# Stage 3: Co-Implement

Racially equitable implementation requires flexibility, accountability, and continued collaboration. Implementation must be responsive to ongoing community input and adaptations.

## Part 1: Co-Implementation

The Racial Equity Implementation Flow Chart below outlines how the co-implementation stage should progress.

### RACIAL EQUITY IMPLEMENTATION FLOW CHART



## Stage 3: Co-Implement

### Step 1. Co-Create the Accountability and Implementation Plans

*Co-develop an implementation plan and accountability metrics with BIPOC communities.*

*Recommendations for co-creating accountability and implementation plans:*

- **Remember to honor the terms of engagement co-created in Stage 1.** Use these terms of engagement to ensure directly impacted communities are respected for their power, leadership, and expertise.
- **Consider asking these questions to co-create a mechanism for accountability:**
  - » What mechanism of accountability does the community want?
    - ◊ How is success defined?
    - ◊ Who will lead efforts to measure progress? Who will lead efforts to communicate progress?
    - ◊ What actions will be taken? By whom?
    - ◊ How often should progress check-ins take place?
    - ◊ What is the best mode for check-ins (phone, virtual meeting, in-person, email, a combination, etc.)?
    - ◊ Why are we sharing this update at this time?
  - » How does the chosen accountability mechanism increase transparency?
- **Consider asking these questions to co-create the implementation plan:**
  - » What tasks are needed to implement the strategy?
  - » What benchmarks do BIPOC community members identify as markers of success?
  - » Is the timeline for this project realistic or rushed? What does the community believe is a responsive and reasonable timeline for completion?
  - » In what ways can we financially support the existing and growing work of BIPOC communities?
  - » If the implementation plan includes working with contractors or vendors, how can we ensure that paid positions are filled by representatives of BIPOC communities who are directly impacted?
  - » When appropriate, how can this plan seek to hire or pay BIPOC community members or BIPOC-led organizations to help co-implement the plan?

### Step 2. Accountability Check-In with Community

*The accountability plan will determine when and in what way the implementing team will check in with the community. Here are some recommendations for facilitating the accountability check-in with BIPOC communities:*

- » Start each check-in by reviewing the co-created implementation and accountability plans.
- » Make sure that each check-in adheres to the accountability components in the plan.



## Stage 3: Co-Implement

- » Be transparent about areas of improvement.
- » Create space for shared dialogue and reflection.
- » Be prepared to adjust implementation efforts to address community concerns in real time. Discuss specific issues and appropriate strategies to revise.

### Step 3: Real Time Responsiveness

*The implementation team can be responsive to the community by hearing their concerns and revising the plan or continuing to implement the plan as is at the risk of inequitable project outcomes. The accountability check-in will determine which direction the implementation team takes. When your team needs to revise or redesign we recommend you:*

- » Be open. Be patient. Practice humility.
- » Remember you are serving the community. In service to the community, you will need to continue to be responsive to the community's feedback and needs.
- » Let go of the original timeline to account for the thoughtfulness needed in the re-design phase.



Source: DCHS, Hispanic Heritage Month Celebration; APD.





### Part 2: Assess Your Journey

Before moving on to Part 3, assess your racial equity journey. Take time to complete this Reflection Guide individually and meet with your team to discuss. Growth only comes through honesty, vulnerability, and intentional reflection.

# Reflection Guide

## Personal

How much time have I spent learning the true realities and historical traumas of racism experienced by BIPOC communities in this area?

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How intentional have I been about recognizing my biases and thought patterns?

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---

What are the racial biases, stereotypes, and/or thought patterns I have?

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In what ways did my bias harm BIPOC colleagues or BIPOC communities? How can I change this?

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What elements of [white supremacy](#) did I internally uphold? What are concrete ways I can change this?

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## Interpersonal

How intentional have I been about making space for BIPOC colleagues?

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Have I listened to, respected the ideas and contributions of, and received feedback from my BIPOC and white colleagues equally? What can I do differently?

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What elements of white supremacy did I uphold in my interactions with others? What can I do differently?

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Did I feel or exhibit characteristics of [denial and defensiveness](#) in interactions? How can I confront future instances with humility?

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When I witnessed racially problematic behavior from colleagues, did I call it out or was I silent? In which ways and why?

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## Stage 3: Co-Implement

### Part 3: Processes and Outcomes

Use the tables below to assess Stage 3 processes and outcomes and overall BIPOC Stakeholder Empowerment and Engagement. Consider what changes may be needed before replicating or ending strategies.

**Circle the descriptions that best describe your Stage 3 processes/outcomes and BIPOC stakeholder engagement. How could they be improved in future iterations?**

Stage 3 Process Rubric	Harmful Process	Process Maintains Current Inequities	Equity-Driven/ Equity-Centered Process
<p><b>Co-create Accountability and Implementation Plans</b></p>	<p>Failed to honor the terms of engagement outlined in Stage 1</p> <p>BIPOC communities were not involved with implementation</p> <p>Team was not responsive to BIPOC community needs, preferences and perspectives</p>	<p>Honored some of the terms of engagement outlined in Stage 1</p> <p>BIPOC communities provide input on implementation, which is not guaranteed to impact future implementation</p> <p>Team was somewhat responsive to BIPOC community needs, preferences, and perspectives</p>	<p>Honored all terms of engagement outlined in Stage 1</p> <p>BIPOC communities co-create and drive the implementation of accountability mechanisms for the project</p> <p>Accountability check-ins with BIPOC communities are planned and implemented</p> <p>Team was responsive to BIPOC community needs, preferences, and perspectives</p>




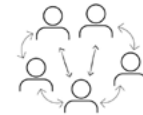
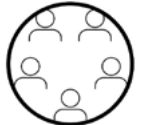
Outcomes for this stage will be specific to the final strategies co-developed in Stage 2 and will be measured by the overall success of your initial project, plan, program, or initiative.

Stage 3 Outcomes Rubric	Harmful Outcomes	Outcomes Maintain Current Inequities	Equity-Driven/ Equity-Centered Outcomes

# FINAL BIPOC STAKEHOLDER ENGAGEMENT

## Stage 3: Co-Implement

### BIPOC Stakeholder Engagement Spectrum

How are BIPOC stakeholders engaged?						
In the project design cycle, where are BIPOC stakeholders engaged?		<b>Inform</b> 	<b>Consult</b> 	<b>Involve</b> 	<b>Collaborate</b> 	<b>Empower</b> 
		To provide BIPOC stakeholders with transparent information in a timely manner	Listen to BIPOC or acknowledge concerns and analysis on the issue; input does not necessarily impact decision making	Work with BIPOC stakeholders to ensure concerns and hopes are considered and understood	BIPOC stakeholders have decision-making power	BIPOC stakeholders are the primary leaders in decision making
					<b>Power-Sharing Model</b>	<b>Power-Respecting Model</b>
	Project Ideation & Planning: <b>Groundwork to Stage 2</b>					
	Project Implementation: <b>Stage 3</b>					
	Project Evaluation: <b>Stage 3 Accountability Check-ins</b>					

The BIPOC Stakeholder Engagement Spectrum was adapted from the International Association for Public Participation's Spectrum of Public Engagement.

# NEXT STEPS

## Read and learn from the practice scenarios

The [Case Study](#) section provides an example of what it might look like to apply this tool to your future projects.

## Meet with your colleagues

Meet with your colleagues to incorporate the use of the Racial Equity Toolkit in your organization's work plans and priorities. Discuss which projects are prime to begin using the Racial Equity Toolkit before large scale implementation.

## Connect with us for help

To schedule a meeting with a Race and Social Equity Office team member, email [equity@alexandriava.gov](mailto:equity@alexandriava.gov).

## Commit to growing in your personal journey

Click [here](#) for information about the Race and Social Equity Office and for additional resources that can support your personal racial equity journey.

## Commit to dismantling white supremacy

Click [here](#) to learn more about white supremacy, behaviors, and actions and how they show up in our work.

## Explore more racial equity topics

For additional tools and information, visit [Racial Justice and Social Equity Resources](#).

## Create feedback loops

Dedicate time to evaluate your growth, receive feedback from partners, share your progress, and create a culture of learning and accountability.



# CASE STUDY

- The Service Program

**Note:** *The following case study is fictional and solely for learning purposes.*



# The Service Program

A multi-racial non-profit was excited to use the Racial Equity Toolkit to better serve their clients. Even though they supported racial justice, they realized that their internal processes needed to change. Their staff members were making decisions *for* the community instead of *with* community, and they wanted to shift power to their BIPOC clients to promote racial equity.

In the summer, the non-profit conducted a series of listening sessions to better understand community perspective. The top issue for the Black and non-white Latino/a clients, was the inability to save for the future and continually being in a cycle of financial stress. At the time, the non-profit did not have an existing program to address this concern. To be responsive and work *with* community based on their stated needs, the staff agreed on creating a new program using the Racial Equity Tool to design it from start to finish.

Staff included one African American woman, one Asian American woman, one Latina woman, and one white woman. Together, the team dedicated their first meeting to start [Groundwork](#). The staff regularly talked about structural issues. The root cause analysis helped them to dig deeper into how their programming solved specific issues. After completing the [Root Cause Analysis](#) individually, they talked as a team to strengthen the final analysis. It was clear that the racial wealth divide – which started with Indigenous land removal and chattel slavery of African Americans – was the root cause. It also became clear that unresolved systemic racism that their Black and Brown clients experience across employment, education, housing, transportation, and immigration exacerbated this issue.

After completing the Power Distribution Roster, they noticed that the Brown and Black women on staff lacked decision making power. As a result, they empowered all staff to have equal decision-making power on all projects.

The team reviewed the BIPOC Engagement Spectrum and realized they had only previously "consulted" their clients. The team recognized the need to empower clients and agreed to engage with BIPOC stakeholders at the empower level.

The team identified potential alignment/intersections in Part 3 with the Community Health Improvement Plan, Children and Youth Master Plan, ACPS Equity for All Strategic Plan, several Small Area Plans and the non-

profit's Strategic Plan. They also found connections to at least three City priorities.

As homework, they each completed the Reflection Guide. They met two days later to share their answers and keep one another accountable to completing all the steps in the Groundwork section.

Now it was time for [Stage 1, "Align and Co-Design."](#) The team was slightly nervous but excited because this was their first time creating a program from scratch with their clients in a way that respected their power as equal decision makers – not just people with whom they "consulted" for feedback.

Completing the chart in [Stage 1's "Co-creating Terms of Engagement"](#) was relatively easy, because the team was connected to BIPOC with lived experience, and their BIPOC clients recommended that a program like this could better serve them. Staff directly connected with clients with whom they had existing relationships.

Staff struggled to complete the fourth question that asked about their budget to pay BIPOC communities for their time and engagement. They met with their director to discuss options that honored the time, expertise, and desired terms of engagement of BIPOC experts who were directly impacted. They were only able to reserve \$500 in their budget to start.

The team noted the need to request budget funding specifically for future engagement. Another person even recommended adding this as a standard line item in their grant proposals to funders. The director thought that both proposals were good ideas that the non-profit should implement.

They connected with a group of BIPOC clients to identify the needs of directly impacted BIPOC communities in Step 2. Asking these questions informed their formal meeting with BIPOC experts who would be joining the team in [Step 3, Initial Terms of Engagement](#). Staff used the input gathered in client calls during [Step 2](#) to determine the best time, location, child care option, and meeting format for the first meeting with the non-profit.

The client expert and the non-profit staff member welcomed everyone. They shared the goals of the meeting, which were to: (1) co-create the terms for engagement between the community and organization

## The Service Program (continued)

(2) agree on the topic that will eliminate current racial inequities, and (3) co-create the processes and structures for future stages. Each facilitator took turns speaking and they were mindful to hear from everyone in the room, especially from client experts. The non-profit shared that they only had a \$500 budget for stipends, meaning that each of the five client experts received a total of \$100. The client experts expressed that they would like more money to compensate them for their time because the staff were getting paid a lot more. They suggested a total of three 1-hour meetings (totaling \$33/hour), provided food, childcare, and transportation stipends for those who needed them. The staff agreed to those terms and apologized again for the low stipend.

Before ending the 2-hour meeting, the team (inclusive of the staff and client experts) had completed Stage 1 Parts 1-3 and spent time using the [Racial Equity Rubrics on Processes & Outcomes](#) to assess how well they promoted racial equity. They spoke about ways they could move closer to equity-driven/equity-centered processes and outcomes in the next stage. Clients and staff co-created the goals and agenda for the strategy meeting.

The co-facilitators worked together to send out meeting notes. A staff member completed all the administrative tasks and the client expert reviewed and approved everything before it went out to the team.

The team opened their second meeting with a reminder of the areas the team committed to growing and changing based on their Stage 1 Assessment of processes and outcomes. Staff and BIPOC experts took turns reviewing the meeting goals and agenda items. Since this meeting was dedicated to [Stage 2, "Co-strategize,"](#) they all worked to organize and describe which outcome measures and indicators they could access using the [disaggregated racial data chart](#). They realized they needed additional time before moving to the next section, "[Strategy Exploration](#)," so they agreed to dedicate the third meeting to completing Stage 2, Part 2 instead of *rushing*.

During the third meeting, the team (inclusive of BIPOC experts and non-profit staff) realized they needed an additional meeting to finalize the strategy in Stage 2 and assess how well each strategy promoted racial equity. Many client experts mentioned existing community-run programs that made a difference but were not *well funded*. These programs needed to be considered as a part of the team's final strategy before

moving forward in the decision-making process.

The team collectively decided to slow down the process and add an additional meeting. The non-profit was unable to pay clients for their time in the next two meetings. However, they still provided childcare, transportation stipends, and food. At the end of the next meeting, the team assessed their work.

The client experts and staff agreed to support a lesser known BIPOC initiative making culturally relevant efforts to build wealth in Black and Brown communities. The non-profit would fund the program and the BIPOC collective that created the strategy. In addition, funds would be provided to cover staff time for scaling up the strategy and seed money to pay \$5,000 to each client who participates in a four week Financial Freedom Cohort. The seed money could be used to invest in wealth building assets such as a business startup or toward the purchase of a home.

## Case Study Analysis

The research team used the [Racial Equity Toolkit](#) to assess how they applied racial equity in each stage. Staff empowered BIPOC stakeholders directly impacted by the racial wealth divide in each stage using a Power Respecting Model. Anti-racist group norms are not included in this RET. Consider: Despite thoroughly working through the RET there was still room to increase equity in both processes and outcomes. Compensation for BIPOC client experts was not paid at an expert rate like their staff counterparts. The terms of engagement that were co-created with client experts were violated multiple times by meeting longer than one hour at a time and having more than three meetings for the project without appropriate compensation. Correcting elements of the project could have yielded a higher equity rank.

**In the rubric on pg. 52-53, consider what actions were taken in the case study during each stage and ask the following questions:**

1. How did the team promote racial equity within their processes and outcomes?
2. How did the team in this case study NOT promote racial equity within their processes and outcomes?

# The Service Program: Rubrics

	Harmful	Maintains Current Inequities	Equity-Driven/ Equity-Centered
<b>Groundwork</b>			
<i>Process</i>			<p>The team used the Racial Equity Rubrics in each stage</p> <p>The internal team used the Racial Equity Tool from the beginning of the project</p> <p>The internal team was racially diverse</p> <p>BIPOC staff and those who have lived experience of the racial wealth divide had decision-making power in each stage</p>
<b>Stage 1: Align &amp; Co-Design</b>			
<i>Processes</i>			<p>The team used the Racial Equity Rubrics in each stage</p> <p>The internal team engaged with BIPOC experts to ensure they had equal decision-making power</p>
<i>Outcomes</i>			<p>The non-profit provided monetary and non-monetary forms of compensation to the BIPOC client experts</p> <p>BIPOC staff and those who have lived experience of the racial wealth divide had decision-making power in each stage</p>
<b>Stage 2: Co-Strategize</b>			
<i>Processes</i>		<p>Even though the team assessed themselves, they weren't responsive to honoring client experts' time, expertise, and requested rates of payment when the process changed to require more time</p>	<p>The team used the Racial Equity Rubrics in each stage</p> <p>The team was responsive to BIPOC clients in the co-creation of the program</p> <p>The team decided to slow down during Stage 2 and were flexible about extending their timeline</p> <p>BIPOC staff and those who have lived experience of the racial wealth divide had decision-making power in each stage</p>

<b>Stage 2: Co-Strategize (continued)</b>			
<u>Outcomes</u>			The non-profit provided monetary and non-monetary forms of compensation to the BIPOC client experts
<b>Stage 3: Co-Implement</b>			
<u>Processes</u>			The team used the Racial Equity Rubrics in each stage  The team worked with an existing BIPOC project to scale it up
<u>Outcomes</u>	The final program design is the same for all participants regardless of the unique history of racism each community of color experienced and the wealth inequities they experience relative to their white counterparts  The project outcomes (i.e. the amount of money each client was given to build wealth) are not proportional to the history of racism that has taken place	The non-profit only provided the client experts with \$33/hr, which is not an expert rate	The team worked with an existing BIPOC project to scale it up



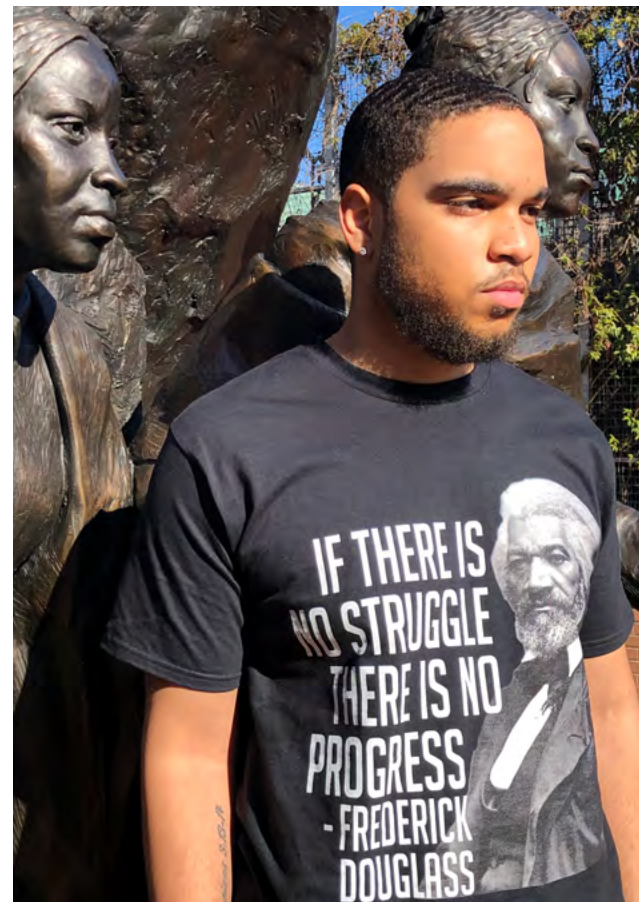


Source: CCNA



**If one really wishes to know how justice is administered in a country...one goes to the unprotected — and listens to their testimony.**

– James Baldwin



Source: DCHS; RASE.





# APPENDIX

- Anti-Racist Methodology
- Endnotes

# ANTI-RACIST METHODOLOGY

The Racial Equity Tool was created using anti-racist strategies based on the anti-racist methodology originally designed by Racial Equity Expert Marlysa D. Gamblin. These strategies were executed by the Leadership Team, whose members are referenced in the [Acknowledgements](#).

The voices, leadership, needs, and power of BIPOC in the City of Alexandria were prioritized in the methodology. The Leadership Team facilitated a series of four focus groups that captured the experiences of government staff and community partner organizations in English, Spanish, Amharic, and Arabic. BIPOC were given space to share their experiences and perspectives in race-based affinity groups. Recommendations regarding what needed to be included in a racial equity tool were also shared. Multi-racial reflection groups as well as language-specific sessions in Spanish, Amharic, and Arabic were offered.

In addition to virtual and in-person listening sessions, the team designed an anonymous survey that invited government staff and community partner organizations to share thoughts on how racism shows up in their environments and how a racial equity tool could help them operationalize racial equity in practical ways. We invited them to provide insight, which informed how this toolkit was shaped and allowed us to understand what support the people of Alexandria needed to advance racial equity in their work and communities. The survey was offered in English, Spanish, Arabic, and Amharic to increase accessibility for community members of color and to honor their native languages. We provided community members multiple methods to submit feedback and input, whether online, printed, or shared by phone with a member of the Leadership Team. These anti-racist approaches increased language and cultural access and honored how our experts of color preferred to share their expertise with us.

Input from the survey and listening sessions was analyzed, trends were identified, and the structure of the toolkit was created from feedback the Leadership Team received. The most common themes from city staff and the community included:

- **Being in favor of racial equity efforts but lacking the tools to advance it.**
- **Having a general familiarity with racism, racial equity, and related terms but lacking a clear understanding of key racial equity definitions.**
- **Acknowledging the interpersonal harm and racial aggressions (also known as microaggressions) experienced by BIPOC as a top concern to address in a racial equity tool (i.e. positions of power, decision making, group norms, etc.).**
- **Voicing a desire for user accountability to ensure the tool is used systematically and consistently by government and community institutions across the city.**
- **Voicing a desire for engagement in formal and informal conversations, and training/professional development on race and equity.**
- **Identifying a need for examples of how to use a racial equity tool like this.**

The toolkit was then reviewed by a multi-racial group who previously participated in focus groups. Their feedback was incorporated by the Leadership Team on an ongoing basis until the Leadership Team approved the final toolkit.

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Source: DCHS



“

**Real leaders must be ready to sacrifice all for the freedom of their people.**

– Nelson "Madiba" Mandela



Source: DCHS; Senior Services of Alexandria.

## **THIS TOOLKIT WAS PREPARED BY:**

This toolkit was designed by Raytevia Evans, AFD's Senior Public Information Officer. In collaboration with the Race and Social Equity Office, Marlysa D. Gamblin of GamblinConsults, LLC, a Black-owned anti-racist and racial equity consulting company, co-authored this toolkit. For more information about GamblinConsults, visit [gamblinconsults.com](http://gamblinconsults.com).

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## **FOR THE USE OF:**

The City of Alexandria's Government Staff,  
City Council  
Community Partners  
Residents committed to an equitable sustainable future for ALL Alexandrians

## **THIS TOOLKIT WAS JOINTLY FUNDED BY:**

The City of Alexandria's  
Race and Social Equity Office  
<https://www.alexandriava.gov/Equity>

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