

## Appendix B6: 21-Day Racial Equity Challenge Cohort Schedule

*Welcome to the 21-Day Racial and Health Equity Challenge. Day One begins next week – this email is to let you know what you can expect.*

*Each day you'll receive an email with the day's challenge – usually two or three short videos, and one or two infographics or short articles to read. Every **Friday** we will meet to discuss the week's challenges – **you'll get a Zoom invite from Tiffany later today.** We encourage you to take brief notes after each day's challenge, to help in the weekly discussions. **The attached Reflections Chart** is one tool you may use to do that.*

*This challenge was put together by the California nonprofit CA4Health, based on work by Dr. Eddie Moore, Jr. The challenge was revised by OA to include topics and materials relevant to our work in HIV and ending the epidemics. CA4Health was inspired by the following themes: building a foundation, expanding our knowledge and understanding how racism affects lives, how racism is perpetuated, taking action, and moving the conversation forward. Interwoven throughout the challenge are “conversation” videos to help us to expand our perspectives. Also included are definitions of relevant words provided by the CDPH Office of Health Equity, to help us build a shared vocabulary.*

*Change is hard! Creating effective social justice habits, particularly those dealing with issues of power, privilege and leadership is like any lifestyle change and requires a basic understanding of ourselves and the role(s) we can play in issues of race, power, and justice. Sometimes the hardest part is just getting started. We start **Monday.***

## Week 1

### Day 1 Race, Ethnicity, & Nationality

Understanding the process of racial identity development is important for self-awareness, relationship-building, and work for equity. We are, all of us, wonderful mashups of identities and experiences and we invite you to reflect specifically on where you are in the different stages of racial identity development.

### Challenge

Watch:

[Race Ethnicity, Nationality and Jellybeans](#) 2:52 min

[The Myth of Race](#) 3:07 min

[A Conversation About Growing Up Black](#) 5:21 min

Read:

[Ten Things Everyone Should Know About Race](#)

### Definitions

- 1. Racism** is a complex system of beliefs, behaviors, and historical conditions based on and resulting from the presumed superiority of a dominant race over all others. In the United States, these beliefs and behaviors can be conscious or unconscious, personal or institutional, and generally result in the oppression of non-white people to the benefit of white people. A simple definition of Racism is: (racial) prejudice + power = racism.
- 2. Race** is a social construct used to categorize humans into groups based on combinations of shared physical traits such as skin color, hair texture, nose shape, eye shape, or head shape. Although most scientists agree that such groupings lack biological meaning, racial groups continue to have a strong influence over contemporary social relations. Historically in the United States, Race has frequently been used to concentrate power with white people and legitimize dominance over non-white people.

Preferred language for describing one's Race varies widely. For example, some people of African descent prefer to identify as "Black" while others prefer the term "African American." Immigrants of African descent will self-identify based on their family's country of origin or by the country of origin combined with their American identity, self-describing as "Jamaican" or "Jamaican American," "Somali" or "Somali American," etc.

- 3. Ethnicity** is a term used to describe subgroups of a population that share characteristics such as language, values, behavioral patterns, history, and ancestral geographical base. Social scientists often use the terms Ethnicity and ethnic group to avoid the perception of biological significance associated with Race; however, feelings and perceptions about ethnic groups, like feelings and perceptions about racial ones, can have a strong influence over contemporary social relations. When used for census, data collection, and other statistical purposes, Race is framed as self-identification with one or more social groups, including: White; Black or African American; Asian; American Indian or Alaska Native; Native Hawaiian or Other Pacific Islander; other race; or multiple races. In the same contexts, Ethnicity is generally framed as self-identification as Hispanic/Latino or non-Hispanic/Latino.

Preferred language for describing one's Ethnicity varies widely. For example, some people with roots in Spanish-speaking countries identify using pan-ethnic terms like "Hispanic" or "Latino/a/x," while others identify themselves by their family's country of origin or the country of origin combined with their American identity, self-describing as "Cuban" or "Cuban American," "Mexican" or "Mexican American," etc.

## Additional Resources (OPTIONAL)

### Watch:

[What it takes to be Racially Literate](#) 12:24 min

### Read:

[How to See Race](#)

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## Day 2 Levels of Racism

Are you seeing and addressing how racism operates at different levels? Dr. Camara Jones says that in order to address racism effectively, we have to understand how it operates at multiple levels. Often what people think of first and foremost is interpersonal racism. Only seeing this level means that we fail to see the full picture that keeps the system of racism in place.

Think about how you typically think about and see racism operating in your life, work and community. Are certain levels more obvious than others? If you are addressing racism in your work and life, do you tend to be focused on one level more than another? Might you consider focusing on other levels or partnering with those who do (social workers doing trauma work, for example, or community organizers working to change policy, or culture workers making new narratives)? What might this look like?

Take time during your day to observe the levels of racism that are alive in the spaces you move through. Some of those levels might be visible and some quite hidden and "embedded" in other systems around you.

## Challenge

### Watch:

[Moving the Race Conversation Forward](#) 4:38 min

[Non-racist vs. Anti-racist](#) 2:05 min

[A Conversation with my Black Son](#) 5:05 min

### Read:

[Racism vs. Prejudice: What's the Difference?](#)

[A Theoretical Framework and a Gardener's Tale](#)

## Definitions

1. **Structural Racism** is defined as the macro-level systems, social forces, institutions, ideologies, and processes that interact with one another to generate and reinforce inequities among racial and ethnic groups. Structural mechanisms do not require the actions or intent of individuals; as upstream causes of racial inequities, they are constantly recreating and perpetuating existing conditions. Even if at an individual level were completely eliminated, racial inequities would likely remain unchanged due to the persistence of Structural Racism.
2. **Institutional Racism** describes the ways in which policies and practices perpetuated by institutions, including governments and private groups, produce different outcomes for different racial groups in a manner that benefits the dominant group. In the United States, Institutional Racism includes policies that may not mention race, but still result in benefiting white people over people of color. Examples of Institutional Racism include: government policies that restrict the ability of people to obtain loans or improve their homes in neighborhoods with high concentrations of people of color (red-lining, which is now illegal) and government policies that concentrate trash transfer stations, highways, and other environmental hazards disproportionately in communities of color (also known as environmental racism, which occurs today).

## Additional Resources (OPTIONAL)

### Watch:

[The Gardener's Tale](#) by Camara Jones (5:57)

### Read:

[6 ways to be antiracist, because being 'not racist' isn't enough](#)

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## Day 3 White Supremacy and Privilege

Work for racial justice in our various systems must include naming and de-centering whiteness, white privilege and white superiority/supremacy. One way to do this is to understand that there is a continuum of white superiority that is not simply about what may come to our minds as the most extreme forms.

Additionally, having privilege can give you advantages in life, but having privilege is not a guarantee of success. Privilege does not mean economic advantage, instead it is the ability to freely navigate the world in a way that is not available to people who are not white, able-bodied, cisgender, etc.

## Challenge

### Watch:

[Debunking the Most Common Myths White People Tell About Race](#) 3:47 min

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## TOOLKIT

[The Privilege Walk Watch](#) 3:59 min

[James Corden Gets a Lesson on White Privilege](#) 5:01 min

### Read:

[The Characteristics of White Supremacy Culture](#)

[White Privilege: Unpacking the Invisible Knapsack](#)

### Listen:

[‘There Is No Neutral’: ‘Nice White People’ Can Still Be Complicit in a Racist Society](#) 8:00 min

## Definitions

- 1. Privilege** refers to unearned social power, advantage, or rights afforded by the formal and informal institutions of society to all members of a dominant group. Examples include white privilege and male privilege. Privilege is usually invisible to those who have it because (1) they are taught not to see it and (2) hierarchies of privilege exist within the same group (for example, a rich white person has more power and advantage than a poor white person). Nonetheless, Privilege puts people who have it at an advantage over those who do not.
- 2. White Privilege** is a system of unearned and unquestioned advantages, benefits, or choices that gives white people unrivaled access to jobs, housing, schools, and other important resources based on race. By refusing to acknowledge White Privilege, white people perpetuate the system of advantages and disadvantages given to them by this privilege. Some examples of White Privilege are: having a higher likelihood of receiving a housing loan, having one’s own cultural experiences positively reflected in popular culture and history books, and being able to attend a prestigious university or take a well-paying job without colleagues suspecting that the university or employer took one’s race or ethnicity into account.
- 3. White Supremacy** describes a belief in the superiority of white, Euro-American cultural heritage (including history, arts, language, traditions, values, religion, etc.) over the cultural heritage and experiences of people of color. White Supremacy is a historically based, institutionally perpetuated system of exploitation and oppression of nations and peoples of color by white people for the purpose of maintaining and defending a system of wealth, power, and privilege. In the United States, White Supremacy was used to justify the enslavement of Black people for white economic gain and the forced relocations of tens of thousands of Native Americans as part of the Trail of Tears to facilitate white resettlement. While White Supremacy culture—and the belief that being white is “normal” or “better” compared to being non-white—is a part of many people’s everyday lives in one way or another, more explicit or violent messages about White Supremacy are promoted by extremist groups like the Ku Klux Klan, Neo-Nazis, and other hate groups.

## Additional Resources (OPTIONAL)

### Read:

[White people assume niceness is the answer to racial inequality. It's not.](#)

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**Day 4 Bias & Microaggression** Often what gets the most attention are overt behaviors that reveal our prejudices and demonstrate discrimination. It is important for all of us to reflect on our own unconscious biases and become aware of microaggressions that are a part of our everyday lives-- whether as the actor, witness, or on the receiving end.

## Challenge

### Watch:

[Dr. Derald Wing Sue -- Microaggressions 2:20 min](#)

[Look Different seven short videos showing microaggressions, 3 minutes total. Click "Play All."](#)

[Doll Test 5:27 min](#)

[There's something spreading faster than the coronavirus...racism 5:12 min](#)

### Read:

[Implicit bias and the Implicit Bias test](#)

## Definitions

1. **Bias** describes an inclination or preference that generally interferes with impartial judgment and decision-making. Bias can be implicit (subconscious and indirect) or explicit (conscious and direct).
2. **Implicit Bias** describes unconscious thoughts, attitudes, and feelings that result in preferences for or aversions to certain types of people, often associated with stereotypes based on characteristics such as race, gender, appearance, etc. Implicit Bias operates both on the individual level and on the institutional level, and can create real-world consequences even when biases are not consciously known or recognized. Institutional Implicit Bias occurs when certain policies, programs, or processes routinely benefit one group over another, even if they do so unintentionally.
3. **Microaggression** is a subtle, nuanced, and indirect form of either verbal or non-verbal racism that communicates hostile, derogatory, or negative views about people of color. Microaggressions tend to be unconscious or automatic and are often made by white people who consider themselves non-racist. One example of a Microaggression is a white professor telling a student of color that she is "so articulate" with the implicit message being that it is surprising or unusual for a person of the student's racial or ethnic group to be intelligent or well-spoken. Microaggressions are "micro" because they are often brief and occur in private situations; however, this form of racism can have a significant, negative impact on people of color. Microaggressions are sometimes called "everyday racism."

## Additional Resources (OPTIONAL):

### Watch:

[Peanut Butter, Jelly and Racism 2:27 min](#)

[What Kind of Asian Are You? 2:00 min](#)

### Read:

[21 Racial Microaggressions You Hear on a Daily Basis](#)  
[Unconscious Bias, Implicit Bias, and Microaggressions: What Can We Do About Them?](#)  
[Unmasking 'racial micro aggressions'](#)

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## Day 5 Courageous Conversations

We know these topics can be uncomfortable and you are committing your time and energy during the Challenge to learn and grow. In difficult conversations, knowledge can lead to real change. We know these discussions can bring up powerful emotions, but your commitment to increasing your awareness is what will help move us forward.

### Challenge

#### Watch:

[How I Learned to Stop Worrying and Love Discussing Race](#) 11:56 min

[Little Things You Can Do to Combat Racism](#) 2:28 min

#### Read and Watch:

[Why "I'm Not Racist" is Only Half the Story](#) 6:34 min

#### Read:

[Speak Up! Responding to Everyday Bigotry](#)

[Re-railing the Conversation on Race](#)

### Definitions

1. **Cultural Humility** is a mindset for understanding the cultures of others and acknowledging differences. Cultural Humility requires a commitment to lifelong learning, continuous self-reflection on one's own assumptions and practices, respect for others' viewpoints, empathetic, and humble engagement with new perspectives, and recognition of the power and privilege imbalances that exist between groups.
  2. **White Fragility** refers to defensiveness on the part of a white person when confronted by information about racial inequality and injustice.
  3. **Color Blindness** is the belief that the best way to end discrimination is by treating individuals as equally as possible without accounting for race, culture, or ethnicity. No racial or ethnic differences are seen or acknowledged. As a result, Color Blind beliefs fail to acknowledge the real-world consequences of membership or perceived membership in a particular racial or ethnic group, including the negative experiences of people of color. Examples of Color Blind statements include "I don't see color" and "I treat everybody the same."
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ADVANCING  
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EQUITY  

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TOOLKIT

WEEKEND

Over the weekend, we invite you to find some quiet time (if possible and desirable) to get centered and to consider the past week of your participation in the Challenge. If there are challenges you missed, use this time to get caught up. Check in with yourself. What do you sense/feel? How are you physically? Intellectually? Emotionally? Spiritually? What are these sensations telling you?

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## Week 2

Day 6 Health Equity “Of all the forms of inequality, injustice in health is the most shocking and inhuman.” – *Dr. Martin Luther King Jr.*

People of color suffer worse health outcomes than white people, even when controlling for income and other factors. Healthcare and genetics make up only 20% of what determines our health outcomes. History, racism, and the environments in which we live, learn, play, and pray have much greater impact on our health than you might think.

### Challenge

#### Watch:

[The US Medical System is Still Haunted by Slavery](#) 8:49 min

[How racism makes us sick](#) 17:27

#### Watch and Read:

[COVID-19, Racism, and Health: Changing Predictable Outcomes](#) 2:38 min

#### Read:

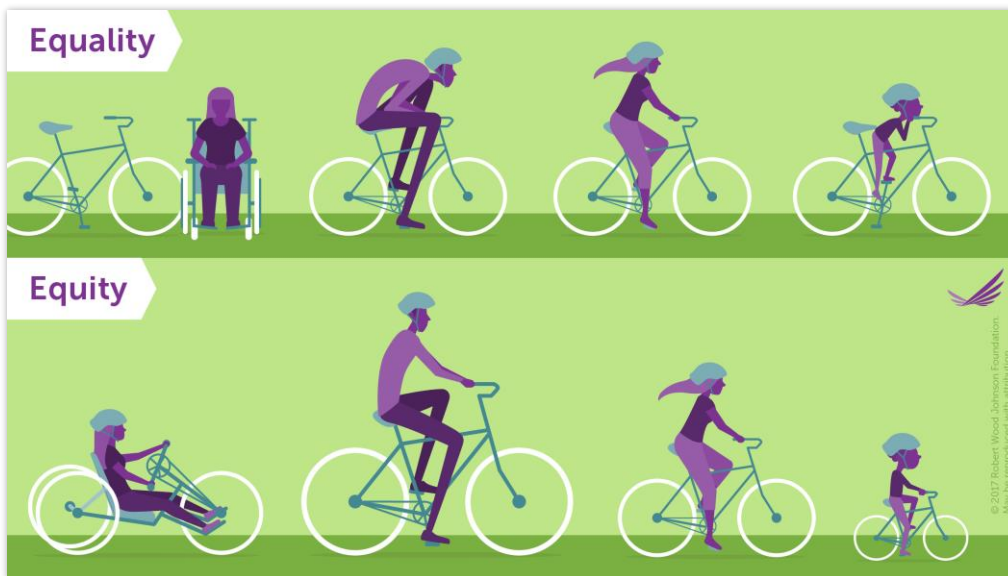
[What is Health Equity? A Definition and Discussion Guide](#)

[Black People are Not Your Guinea Pigs](#)

### Definitions

1. **Health Equity** describes circumstances in which all people have the opportunities and resources necessary to lead healthy lives. Efforts to achieve Health Equity often require giving special attention to the needs of those at greatest risk of poor health, including historically oppressed or marginalized racial or ethnic groups.
2. **Equality** describes circumstances in which each individual or group is given the same or equal treatment, including the same resources, opportunities, and support. However, because different individuals or groups have different histories, needs, and circumstances, they do not have equal positions in society or starting points. Providing the same resources, supports, or treatment does not guarantee that everyone will have fair or equal outcomes.

# ADVANCING ORGANIZATIONAL EQUITY TOOLKIT



For example, in the image above, using an equality approach means that the four individuals receive the same bike. Resources are distributed equally. However, the outcome is unequal and unfair: three out of four people will have trouble riding the bike or cannot ride at all. The four individuals are different heights, have different abilities, and require different bikes, something an equality approach does not take into account.

## Additional Resources (OPTIONAL):

### Watch:

[Change the Odds for Health](#) 17:44 min

[How Racism Leads to Health Issues](#) 2:54 min

[Dr. Camara Jones Explains the Cliff of Good Health](#) 5:18 min

### Read:

[California once targeted Latinas for forced sterilization](#)

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## Day 7 Immigration

Immigration in the United States is one of the dominant forces shaping our experience of race today. While it has been customary to refer to the United States as a nation that welcomes immigrants into “the melting pot,” immigrants have been taken advantage of for their cheap labor and singled out as second-class citizens. Until we unambiguously eliminate the intrinsic racism that is in the substance of our immigration policies, we cannot have an unprejudiced immigration system that establishes a possible paradigm for immigrants to call the U.S. home and not feel as outsiders.

# ADVANCING ORGANIZATIONAL EQUITY

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## TOOLKIT

### Challenge

#### Watch:

[Actions are illegal, never people](#) 16:48 min

[A Conversation with Latinos on Race](#) 6:31 min

#### Read:

[The Impact of Racism on US Immigration Past and Present](#)

[Not Just a Latino Issue: Undocumented Asians in America](#)

[Infographic: 8 Big Ways Coronavirus Impacts Latinos](#)

### Definitions

1. **Assimilation** is a process by which members of an immigrant or other marginalized racial or ethnic group lose cultural characteristics that distinguish them from the dominant cultural group or adopt cultural characteristics of the dominant cultural group. Assimilation can be forced or voluntary and can have positive or negative effects for the individuals who assimilate, including increased educational attainment or disrupted family patterns.
2. **Culture** refers to a system of shared meanings that is expressed through patterns of customs, practices, and thoughts. A person's Culture can come from any combination of his, her, or their: age; education level; ethnicity; geographic origin; gender; group history; language; life experiences; religious or spiritual beliefs and practices; sexual orientation; and socio-economic class. Culture is dynamic, changes with time, and is learned and transmitted by members of a particular community.
3. **Cultural Appropriation**, also known as Cultural Misappropriation, is the unacknowledged or inappropriate adoption of the customs, practices, symbols, ideas, etc. of one people or society by members of another, and typically more dominant, people or society. The existence of uneven power dynamics, and the use of another culture's customs, practices, symbols, or ideas without understanding or respecting their origins, are the main distinctions between Cultural Appropriation and cultural appreciation or exchange.

### Additional Resources (OPTIONAL):

#### Watch:

[What Do Native Americans Think About "Illegal Immigration"?](#) 3:11 min

[Valedictorian Reveals Undocumented Status in Speech](#) 6:06 min

[Share the UndocuJoy](#) 3:06 min

#### Read:

[Immigrants in California](#)

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### Day 8 Housing

You may be wondering what housing and homelessness has to do with racial equity. We tend to think that homelessness and housing insecurity are simply caused by poverty and that they are mainly due

to a person's inability to pay rent. But learning about the systems that cause race-based housing discrimination, both historically and today are at the heart of the issue.

## Challenge

### Watch:

[Why Cities Are Still So Segregated?](#) 6:36 min (advisory of explicit adult language in the beginning)

### Read:

Check out this [interactive map](#) and learn about Redlining in your own neighborhood  
[Housing Market Persists Despite "Fair Housing" Laws](#)  
[Black, Homeless and Burdened by L.A.'s Legacy of Racism](#)

## Definitions

1. **Prejudice** is a negative, uninformed attitude that dictates actions toward an entire category of people such as a particular gender, class, or racial or ethnic group. These negative attitudes are typically based on unsupported generalizations (or stereotypes) that fail to recognize and treat members of these groups as individuals with unique characteristics.
2. **Discrimination** refers to the unequal treatment of individuals or groups due to conscious or unconscious prejudice based on race, gender, national origin, etc.

## Additional Resources (OPTIONAL):

### Read:

[Race and Inequality](#)  
[Racism Alive and Well in Housing](#)  
[Racial Inequality](#)

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## Day 9 Trauma, Triggers, and Types of Grief

For many people, completing the Daily Challenge can bring up complex feelings and emotions. For some it can be triggering or bring up experiences of past trauma and grief. Research has shown that for people of color, repeated exposure to violence in media combined with lived experience of racism and discrimination can have long-term mental health effects. Today's challenge is dedicated to recognizing and acknowledging those feelings and serves as a reminder to not only check in with your friends and colleagues, but to also check in on yourself.

## Challenge

### Watch:

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## TOOLKIT

[Advice on coping with racism amid protests of police violence after George Floyd's death](#)  
5.08 min

[Understanding Racial Trauma](#) 4:23 min

### Read:

[Historical Trauma in the Healthcare System](#)

[Check on Your Black Friends and Colleagues... We Are Not Ok](#)

[Maintaining Professionalism In The Age of Black Death Is...A Lot](#)

### Additional Resources (OPTIONAL):

#### Watch:

[Post Traumatic Slave Syndrome. How Is It Different From PTSD?](#) 5:47 min

#### Read:

[Types of Grief: Grief Reactions, Grief Symptoms, and FAQs for Your Own Grief Experience](#)  
[When black death goes viral, it can trigger PTSD-like trauma](#)

### Definitions:

1. **Psychological Trauma** is damage to the mind that occurs as a result of a distressing event. Trauma is often the result of an overwhelming amount of stress that exceeds one's ability to cope, or integrate the emotions involved with that experience.
2. **Historical Trauma** is multigenerational trauma experienced by a specific cultural, racial or ethnic group. It is related to major events that oppressed a particular group of people because of their status as oppressed, such as slavery, the Holocaust, forced migration, and the violent colonization of Native Americans.
3. **Triggering** occurs when any certain something (*a "trigger"*) causes a negative emotional response. The emotional response can be fear, sadness, panic, flashbacks, and pain, as well as any physical symptoms associated with these emotions (shaking, loss of appetite, fainting, fatigue, and so on). Triggering can vary in severity, and the most harmful triggering tends to happen when the trigger has been encountered without any warning.

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## Day 10 Environmental Justice

A large part of our health is determined by our environment. For generations, the impact of pollution and environmental damage has largely fallen on marginalized communities. Systemically racist policies have resulted in people of color having an increased likelihood of exposure to unsafe drinking water, lead paint in homes, and industrial waste.

### Challenge

# ADVANCING ORGANIZATIONAL EQUITY

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## TOOLKIT

### Watch:

- [Environmental Justice Explained](#) 3:33 min
- [Environmental Justice and the New Jim Crow](#) 1:28 min
- [Karuk Fire Management](#) 3:41 min

### Read:

- [“We Are Nations:” What Environmental Justice Looks Like for Indigenous People](#)
- [Severe weather disasters, health & structural racism: A critical intersection](#)
- [Our land was taken. But we still hold the knowledge of how to stop mega-fires](#)

### Additional Resources (OPTIONAL):

#### Watch:

- [Environmental Justice](#) 7:52 min
- [A Brief History of Environmental Justice](#) 3:35 min

#### Read:

- [To Combat Raging Wildfires, California Turns to Native American Knowledge](#)

### Next Steps (OPTIONAL):

#### **How can I participate in racial and health equity work at OA?**

*Please join the next meeting of OA’s Racial Health Equity (RHE) Workgroup. Meetings are held every other month – check your inbox for the invitation. To join a subgroup working on specific initiatives, contact co-chairs Alejandro Contreras, Loris Mattox or Jasmin Delgado, all @cdph.ca.gov.*

#### **Are you in an official or acting management role and interested in working to further RHE within OA?**

*Managers have a unique opportunity to lead RHE efforts that can make a positive shift within OA in both how we work and how we treat and support our staff. OA’s Awake to Woke to Work manager’s meeting occurs every other week with a time commitment of 30 minutes per meeting. In these meetings, management comes together to have important conversations, share best practices related to RHE and strategize our response to achieving RHE in the workplace. For more information, and to be included in the meeting invite, please reach out to Matt Willis at [Matthew.Willis@cdph.ca.gov](mailto:Matthew.Willis@cdph.ca.gov) or Sharisse Kemp at [Sharisse.Kemp@cdph.ca.gov](mailto:Sharisse.Kemp@cdph.ca.gov).*

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### Weekend

Over the weekend, we again invite you to find some quiet time to get centered and to consider the past week of your participation in the Challenge. If there are challenges you missed, use this time to

get caught up. Check in with yourself. What do you sense/feel? How are you physically? Intellectually? Emotionally? Spiritually? What are these sensations telling you?

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## Week 3

### Day 11 Income & Wealth

As Inequality.org puts it, “Systemic and structural racism has contributed to the persistence of race-based gaps that manifest in many different economic indicators. The starkest divides are in measures of household wealth, reflecting centuries of white privilege that have made it particularly difficult for people of color to achieve economic security.” This gap means that many Black and Indigenous people and communities and people and communities of color are more at risk financially than white people and communities at times of disruption.

### Challenge

#### Watch:

- [The Racial Wealth Gap in America](#) 3:33 min
- [The story we tell about poverty isn't true](#) 15:17 min
- [A Conversation with White People on Race](#) 5:25 min

#### Read:

- [The State of Communities of Color in the US Economy](#)

### Definitions

1. **Discrimination** refers to the unequal treatment of individuals or groups due to conscious or unconscious prejudice based on race, gender, national origin, etc.
2. **Meritocracy** is a widely-held but unsupported belief popular in the United States. The Meritocracy myth teaches that hard work and talent are enough to overcome any obstacles, challenges, and barriers that an individual might encounter and that everyone gets out of the system what they put in. One opinion associated with Meritocracy is that individuals who fail or struggle just need to pull themselves up by their bootstraps, but this belief fails to recognize the many forces beyond one's control that may hinder an individual's ability to succeed despite their best efforts.

### Additional Resources (OPTIONAL):

#### Read:

- [The Racial Wealth Gap: What California Can Do About a Long-Standing Obstacle to Shared Prosperity](#)
- [Racial Economic Inequality](#)

## Day 12 Education

Over 65 years ago the Supreme Court's ruling in the landmark Brown vs. Board of Education case declared racial segregation unconstitutional, yet today we see our schools just as segregated, if not more than in 1954. The result of this continued segregation has perpetuated a lasting negative effect on children and communities of color. Stereotypes and misperceptions, quality of teaching, and school disciplinary policies continue to disproportionately affect students of color.

### Challenge

#### Watch:

[Why American Schools are Failing Students](#) 5:50 min

[The School to Prison Pipeline](#) 3:15 min

[A Conversation with Black Women on Race](#) 5:57 min

#### Read:

[America has always used schools as a weapon against Native Americans](#)

[White, Affluent Parents Like the Idea of Integrated Schools – But Not for Their Kids](#)

### Definitions

1. **Structural Racism** is defined as the macro-level systems, social forces, institutions, ideologies, and processes that interact with one another to generate and reinforce inequities among racial and ethnic groups. Structural mechanisms do not require the actions or intent of individuals; as upstream causes of racial inequities, they are constantly recreating and perpetuating existing conditions. Even if at an individual level were completely eliminated, racial inequities would likely remain unchanged due to the persistence of Structural Racism.
2. **Stereotype** refers to unreliable, exaggerated, and harmful generalizations ascribed to all people of a specific race, gender, etc. that oversimplifies members of the group and fails to account for individual differences.

### Additional Resources (OPTIONAL)

#### Watch:

[Anti-bias lessons help preschoolers hold up a mirror to diversity](#) 7:13 min

[Teach Us All](#) 4:29 min

[How America's Public Schools Keep Kids in Poverty](#) 13:50 min

#### Read:

[How history textbooks reflect America's refusal to reckon with slavery](#)

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## Day 13 Food Security and Justice



Roots of Change writes: “Racism underlies the history of agriculture and food access in the United States. It began with the taking of land from Indigenous people to create farms. It continued with the enslavement of Indigenous and African peoples to work the farms. It continued with the exploitation of immigrant labor from Asia and then Latin America. During the period of Reconstruction former slaves began to gain access to land and achieve financial success. But the death of Reconstruction saw the stealing of most of this land by whites using unjust law and outright theft. Racism can also be seen in the tolerance for, and in some places, imposition of food swamps or food apartheid. These are terms that are used to describe the great divide in access to healthy fresh food evident when comparing the average white community to the average community of color. This inequality in access to healthy food is a major contributor to the disproportionately high rates of diet related disease found in populations of Indigenous, African Americans, Latinos, Asians and Pacific Islanders. Poor diets impede learning, paths to empowerment and financial success. Food justice is the work to right this wrong. It encompasses a wide array of activities and activism.”

## Challenge

### Watch:

[The Intersection of Black Lives Matter and Food Justice](#) 21:22 min (try to watch at least the first 12 minutes)

[A Conversation with Native Americans on Race](#) 6:23 min

### Read:

[Structural Roots of Food System Inequalities](#)

[Current state of food insecurity in America](#)

## Additional Resources (OPTIONAL):

### Watch:

[Food + Justice = Democracy](#) 12:09 min

[Food Insecurity is a Public Health Concern](#) 17:11 min

### Read:

[Food Workers Food Justice: Linking Food, Labor and Immigrant Rights: Food First Indigenous Foodways](#)

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## Day 14 Criminal Justice 1 – Policing

Bias within the criminal justice system is not a new phenomenon, however, in recent years, the massive impact of these biases on communities of color has created a national movement around

criminal justice reform. The next two days will cover the damaging and often fatal effects of bias and over-policing, and incarceration.

## Challenge

### Watch:

[How deeply rooted biases affect how police enforce the law](#) 8:42 min

[The racism of the US justice system in 10 charts](#) 1:47 min

[What does defund the police actually mean?](#) 6:53 min

### Read:

[The racist roots of American policing: From slave patrols to traffic stops](#)

[Stop Killing Us: A Real Life Nightmare](#)

## Definitions

1. **Oppression** is the use of power to systematically devalue, undermine, marginalize, and disadvantage certain social identities in contrast to the privileged norm. Oppression contributes to a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups
2. **Power** is the ability to control others, events, or resources that enhance one's chances of influencing others or getting what one needs in order to lead a safe, productive, and fulfilling life. In the United States, social mechanisms through which Power operates include whiteness, wealth, and patriarchy.

## Additional Resources (OPTIONAL)

### Read:

Stanford University researchers found that black and Latino drivers were stopped more often than white drivers, based on less evidence of wrongdoing. [Read](#) this study to uncover the extent of this evidence, which is driven by racial bias.

Following the fatal shooting of Michael Brown in Ferguson, Missouri in 2014, The Washington Post began creating a database cataloging every fatal shooting nationwide by a police officer in the line of duty. [Check it out.](#)

[Re-imagining Public Safety: Prevent Harm and Lead with the Truth](#)

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## Day 15 Criminal Justice 2 – Mass Incarceration

The Drug Policy Alliance (DPA) notes, “People of color experience discrimination at every stage of the criminal justice system and are more likely to be stopped, searched, arrested, convicted, harshly sentenced and saddled with a lifelong criminal record. This is particularly the case for drug law violations.” Although Americans of all races and ethnicities use drugs at similar rates, enforcement of drug laws falls disproportionately on people of color. “Punishment for a drug law violation is not only

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meted out by the criminal justice system, but is also perpetuated by policies denying child custody, voting rights, employment, business loans, licensing, student aid, public housing and other public assistance to people with criminal convictions. These exclusions create a permanent second-class status for millions of Americans. Like drug war enforcement itself, they fall disproportionately on people of color.”

### Challenge

#### Watch:

[Incarceration in America: The Inside Story](#) 8:23 min

[Unequal: Racism in American Prisons](#) 2:15 min

[Race and incarceration in the U.S., by the numbers](#) 2:08 min

#### Read:

[American History, Race and Prison](#)

### Additional Resources (OPTIONAL):

#### Watch:

[Jay Z - The War on Drugs: From Prohibition to Gold Rush](#) 3:49 min

[SLAVERY BY ANOTHER NAME | Prologue | PBS](#) 3:10 min (if you have time, watch the entire documentary)

#### Read:

[18 Examples of Racism in the Criminal Legal System](#)

[8 Ways Our Prison System is Even More Racist Than You Think](#)

### Next Steps (OPTIONAL):

#### **How can I participate in racial and health equity work at OA?**

*Please join the next meeting of OA’s Racial Health Equity (RHE) Workgroup. Meetings are held every other month – check your inbox for the invitation. To join a subgroup working on specific initiatives, contact co-chairs Alejandro Contreras, Loris Mattox or Jasmin Delgado, all @cdph.ca.gov.*

#### **Are you in an official or acting management role and interested in working to further RHE within OA?**

*Managers have a unique opportunity to lead RHE efforts that can make a positive shift within OA in both how we work and how we treat and support our staff. OA’s Awake to Woke to Work manager’s meeting occurs every other week with a time commitment of 30 minutes per meeting. In these meetings, management comes together to have important conversations, share best practices related to RHE and strategize our response to achieving RHE in the workplace. For more information,*

and to be included in the meeting invite, please reach out to Matt Willis at [Matthew.Willis@cdph.ca.gov](mailto:Matthew.Willis@cdph.ca.gov) or Sharisse Kemp at [Sharisse.Kemp@cdph.ca.gov](mailto:Sharisse.Kemp@cdph.ca.gov).

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## Week 4

### Day 16 Employment – Workplace Diversity and Inclusion

Current laws for the workplace prohibit discrimination but statistics show that people of color are not only hired less, but also often experience racial discrimination during employment. This may manifest in bias in the hiring process, not getting promotions, having lower job classifications, firing, lower pay rates, harassment, and more.

#### Challenge

##### **Watch:**

[Hiring bias remains unchanged for black America](#) 1:53 min

[Inclusive Diversity: The Game Changer](#) 14:16 min

##### **Read:**

[Workplace discrimination is illegal, yet it persists. Here's why.](#)

#### Definitions

1. **Diversity** refers to the various characteristics and ways in which individuals or groups differ from one another. Diversity encompasses different races, ethnicities, sexual orientations, etc., as well as belief systems, ideas, and values. Diversity is necessary but not sufficient to achieve equity, which demands an ongoing commitment not just to include, but to value and empower, all people.
2. **Inclusion** means authentically bringing traditionally excluded individuals or groups into processes, activities, and decision- and policy-making in a way that shares power; values each individual's or group's heritage, contributions, and aspirations; and guarantees full belonging to all stakeholders and participants. Inclusion is related to, but distinct from, diversity.

#### Additional Resources (OPTIONAL)

##### **Read:**

[Government Alliance on Race & Equity - Communications Guide](#)

[Practical Ideas for Improving Equity and Inclusion at Nonprofits](#)

### Day 17: HIV, Racism and Intersectionality

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### Challenge

#### Watch:

[amfAR's Greg Millett Delivers Opening Plenary at AIDS 2020](#) 28:09 min (watch first 16 min)

[Use your voice](#) 1:39 min

[Professor Kimberlé Crenshaw Defines Intersectionality](#) 6:41 min

#### Read:

[California's HIV/AIDS Epidemic - HIV/AIDS Health Disparities](#)

[We Can't End AIDS Without Fighting Racism](#)

[Is Gay Dating Racism Creating a Black HIV Crisis?](#)

### Definitions

1. A **Health Disparity** is a difference in physical or mental health status or outcomes between groups. A Health Equity analysis can help determine whether a Health Disparity—such as a difference in disease burden—is also a health inequity.
2. **Intersectionality** is a term used to describe how people experience the interconnected nature of different facets of their identities—such as their race, gender, sexual orientation, and class—and how those identities are valued within existing systems of power. Intersectionality can also refer to the interconnected nature of all forms of discrimination or disadvantage against historically oppressed or marginalized groups.

### Additional Resources (OPTIONAL):

#### Read:

[What 'Racism Is a Public Health Issue' Means](#)

[An Intersectional Perspective on Access to HIV-Related Healthcare for Transgender Women](#)

[The AIDS Epidemic Stigmatized Black Communities for Years Now Coronavirus Threatens to do the Same with Asian Communities](#)

### Day 18 Building a Culture of Equity

Building a stronger community takes time and intention – it also takes dismantling the obstacles meant to exclude. It requires being proactive and interrupting the status quo by stepping away from the way we've always done things and being open to more diverse insights. Reflect on a visual representation of the difference between "equity" and "equality" and to ponder how we create the opportunity for everyone to thrive.

### Challenge

#### Watch:

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[Check Our Bias to Wreck Our Bias](#) 3:00 min

[Bridging Towards a Society Based on Belonging](#) 2:07

### Read:

[The Problem with that Equity vs. Equality Graphic](#)

[Moving Beyond Diversity toward Racial Equity](#)

## Definitions

1. A **Disparity** is a difference in outcome between population groups. Disparities are not always due to Inequities, defined below, but can be. As an example, older adults have higher rates of skin cancer than children. This is a Disparity but not an Inequity because the difference in skin cancer rates are due to cumulative effects of sun exposure over time, and the exposure itself is not due to unfair or unjust circumstances. By contrast, the higher lead blood levels and resulting health problems among children exposed to public water in Flint, Michigan compared to children in cities with safe water systems is both a Disparity and an Inequity. This difference is an Inequity because there is difference in outcomes that is unfair and unjust.
  2. An **Inequity** is a difference in outcome between population groups that is unfair or unjust. This term is separate from, but related to, the term Disparity in that Inequities are generally Disparities—differences between groups—that are avoidable or warrant moral criticism and condemnation.
  3. **Diversity** refers to the various characteristics and ways in which individuals or groups differ from one another. Diversity encompasses different races, ethnicities, sexual orientations, etc., as well as belief systems, ideas, and values. Diversity is necessary but not sufficient to achieve equity, which demands an ongoing commitment not just to include, but to value and empower, all people.
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## Day 19 Changing the Narrative and Advancing Justice through Asset Framing

Stories hold tremendous power in our world, work and lives. We often define people by the problems they face and their lack of resources and capacity to address them. A more empowering alternative is asset framing—defining people by their strengths and aspirations.

### Challenge

#### Watch:

[From invisible to visible](#) 11:56 min

#### Read and Watch:

[The Power of Asset-Framing](#)

#### Read:

[Equity Screen to use as you work on your next blog post, book, podcast, or video](#)

[GARE/STDCB Racial Equity Toolkit Analysis Template for Incubators](#)

Additional Resources (OPTIONAL):

Watch:

[How to deconstruct racism, one headline at a time](#) 15 min

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## Day 20 Allies and Accomplices

No matter who you are, you can be an ally or accomplice to someone with a different life experience. Allies are folks who stand with someone who is confronting an obstacle – accomplices help people tear down the obstacles by taking action. As allies/accomplices, it's important to take the lead from the person or group we are trying to assist, and to be ready to step in when they need us through deliberate action, and that may mean taking a step outside of one's comfort zone. Rather than simply acknowledging the significance of racism an accomplice seeks to be at the forefront of elevating the voices of the most marginalized.

## Challenge

Watch:

[5 Tips for Being an Ally](#) 3:31

Read:

[Moving from Actor --> Ally --> Accomplice](#)

[On Making Black Lives Matter](#)

[Rainbow Rant: White people, don't let a fear of being wrong stop you from acting for justice](#)

## Definitions

1. **Power** is the ability to control others, events, or resources that enhance one's chances of influencing others or getting what one needs in order to lead a safe, productive, and fulfilling life. In the United States, social mechanisms through which Power operates include whiteness, wealth, and patriarchy.
2. An **Ally** is someone who makes the commitment and effort to recognize their privilege (based on race, gender, class, etc.) and works in solidarity with oppressed groups in the struggle for justice. Allies commit to reducing their own complicity or collusion in the oppression of those groups and understand that it is in their own interest to end all forms of oppression, including those from which they may benefit from either directly or indirectly.

Additional Resources (OPTIONAL):

**Read:**

[Privileged in the NBA](#)

**Next Steps (OPTIONAL):**

**How can I participate in racial and health equity work at OA?**

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**WEEKEND**

As previous weekends, we invite you to find some quiet time (if possible and desirable) to get centered and to consider the past week of your participation in the Challenge. If there are challenges you missed, use this time to get caught up. Check in with yourself. What do you sense/feel? How are you physically? Intellectually? Emotionally? Spiritually? What are these sensations telling you?

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**Day 21: Taking Action:**

Real change will not happen overnight, but it starts with each of us individually. Learn about additional ways that you can be actively engaged in challenging and bringing about racial equity and social justice.

**Challenge**



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### Watch and Read:

[Weave Equity into Planning and Content](#) 3:02 min

### Read:

[Take Action Against Racism](#)

Talk to (your) kids about race [Option 1](#), [Option 2](#)

[Be Less Racist: 12 Tips for White Dudes, by A White Dude](#)

### What Next:

#### Learn:

- The CDPH Office of Health Equity’s “Can We Talk” series is regularly offered to all staff, and their website has more resources and tools to check out: <https://cdph.sharepoint.com/sites/RHEquity/>.
- Continue learning by taking another 21-Day Challenge! Debbie Irving’s [21-Day Racial Equity Habit Building Challenge](#) emphasizes that we need to build new social justice habits, which include regular learning.
- See [here](#) for more free online courses that go even deeper into these topics.

#### Do:

- Change your environment and add to your online community by following thinkers, writers and change makers who work to advance social justice and racial equity – some suggestions are [here](#), [here](#) and [here](#).
- Join and/or support an anti-racist group, some of which are listed here: <http://www.whiteprivilege.info/pages/anti-racist-organizations>
- Participate in the OA Racial and Health Equity (RHE) Workgroup by attending one of the bi-monthly meetings (all staff invitations and reminders sent out monthly. Contact Alejandro Contreras, Loris Mattox, or Jasmin Delgado (all @CDPH.ca.gov) to join one of the RHE subgroups working on RHE-related policy, human resources and organizational culture issues.
- Read the [Government Alliance on Race and Equity's Racial Equity Toolkit](#) and start using it in your work. CDPH is a member of GARE.

#### Day 22 Email:

Congratulations on completing the 21-Day Racial Justice and Health Equity Challenge! We're so glad you joined us on this journey and we thank you for your continuous engagement. The Challenge is one way to build collective action toward creating an equity-enriched department. We hope you

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continue this commitment and meaningful work. (And thank you to CA4Health for adapting this challenge for the public health community!)

Our final discussion is scheduled for **next Tuesday**, and this is the perfect week to catch up on readings and viewing you may have missed. [Here is the link](#) to the entire contents of the challenge – please look it over this week. Also consider – what are next steps for you? Some suggestions are in the Day 21 email.

Already caught up? Go [HERE](#) , [HERE](#) , and [HERE](#) to continue learning.