READEI-B: Foundational Principles

The goal of this document is to help you absorb, better understand, begin to embody and apply these principles in your thinking as you participate in this AAR process and offer your report recommendations - as well as improving how you show up in matters of equity.

The following are foundational operating assumptions. To advance Race Equity, Accessibility, Diversity, Equity, Inclusion, and Belonging (READEI-B), we have found it requires us to accept fundamental principles listed below. To be successful in the work of READEI-B, we must learn from the complexity, tragedy, and the under-education of our United States history and focus on where we go from here. In our work for READEI-B, we acknowledge that some of you may disagree with some of the following. We encourage you to seek out additional learning opportunities and share lived experiences to further your education.

Within the context of the United States, the historically enduring, institutionally reinforced, unconscious social biased categories include: race, gender identity, place of birth, religious/spiritual practices, sexual orientation, indigenous heritage, access to land ownership, higher education, age, and unique mental and physical expression.

Fundamental Truths

1. All life is valuable and contributes uniquely to the collective wellbeing of all life.
2. We live in a highly Racialized Society, thus we lead with Race. Institutional, Structural, Systemic, Cultural, Individual, and Internalized Racism/Superiority is real.
    a. Race has been foundational in creating this society that is built on White Supremacy principles. Racialization related to those with racial advantage and disadvantage impacts, economics, health, education, criminal justice, housing, environmental, and other life outcomes.
3. Sexism is real.
    a. Women have been devalued and marginalized under US. patriarchy, and it is a foundational ingredient in the formation of this country.
4. Colonialism and Manifest Destiny are the root of White Supremacy Culture and lead to the exploitation and erasure of Indigenous and African (enslaved Africans) cultures as well as explicit and implicit cultural traumas that continue to impact our society.
5. Peoples with differing abilities/disabilities have been marginalized and pushed to the fringes of our society.
    a. They are valuable and contributing members of our society when we ensure all forms of access are afforded them to participate fully.
6. Social hierarchies exist and are continuously constructed, reinforced and can be unconscious.
    a. Socially constructed hierarchies are taught, learned and passed down through the generations, affecting us all, whether we realize it or not.
    b. Socially constructed hierarchies are structurally upheld and reinforced through biased institutionalized policies and practices, and the creation and enforcement of biased laws enforced by local, state, and national government.

7. Although none of us asked for these socially constructed systems, we have lived within them for more than 500 years and they have become a part of our reality. Thus, we all have a part in remedying them, especially those who hold institutional and socially constructed power.

8. Government has had a profound role in constructing and the maintenance of these structures and systems, thus, government has a role in remedying and healing the impacts, effects and affects caused by Institutional systems and structures of Racism, Sexism, Ableisms, Audism, and other ism's.

READEI-B cultural transformation work is the practice of raising our individual and collective consciousness around socially constructed systems of power that can be both conscious and unconscious ways of being in which decisions are often engaged, interacted with and made.

Toolkit Questions:

People- Who is there? Who is missing?
Stakeholders/Representation/*Diversity of experience*

1. Who is participating in the conversation?
2. What real life stories do we need to inform this conversation?
3. Whose voices dominate most often?
4. Have we made space for multiple forms of communication? Language, ASL, Visually Impaired, etc.
5. Have/how have stakeholders been identified?
6. Who is missing from the conversation?
7. Who is/has been helped and who is/has been harmed?
8. Has community engagement happened?
9. Has access been given or denied at all community levels?
    a. Engagement, Resource distribution, Communication, and Accessibility.
10. How has access been denied? (Communication and accessibility issues?
11. Have we looked for stakeholders across economic and educational demographics?

Historical Influences & Context
History and Education

12. What are the known historical impacts and events that we should be aware of?
13. Is there any unknown history that we should be aware of?
14. What are the root causes of issues we are attempting to address and/or addressing?
15. What were the political motives that caused or influenced the issues?
16. Have political issues/causes been addressed? How have they been addressed?

Influences, Causation, Impact

17. *What barriers are we creating that prevent people from accessing services?*
18. How will we know when change has occurred?
19. How will we know if lives have been improved or if harm has happened?
20. What issues are left unresolved?
21. What areas are we analyzing and evaluating?
22. What are our intended outcomes?
23. What are the racial demographics of the impacted area?
24. *What institutional barriers prevent change*
25. *How will the learnings or decisions be communicated, and to who?*

Analysis/Data/Research

Measuring Progress: Data and impacts

26. What data do we have? Qualitative or/and quantitative?
27. How will we analyze and evaluate what we have done for effectiveness?
28. What data do we need that is missing?
29. What methodology is being used?
30. What are the unknown factors when demographics are not desegregated?

Interpretation/ Introspection/ Self-Reflection

(Education/ correcting our beliefs and behaviors/ examining of systems and planning for dismantling)

31. Has White fragility showed up?
32. What are the White normative behaviors that are showing up?
33. How have White normative behaviors hindered success?
34. What are the power dynamics occurring in the space and at play?
35. What/How are the power dynamics happening in the design, implementation, and evaluation of solutions?
36. Were issues funded for success or failure?
37. What are the Micro (people/personal) issues and the Macro (community/societal) issues?

Accountability/Action/Implementation

38. What is necessary for accountability?
39. How will we manage conflict?
40. How will we evaluate the results of our actions?
41. Will solutions presented increase or decrease READEI-B
42. What might be the unintended consequences?

Policy-Making

What would you add here?